

FACTORS CONTRIBUTING TO CHILD DEVELOPMENT AND ADJUSTMENT
IN A FOURTH GRADE

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CHAPTER I

The Origin of the Problem

The factors which contribute to child development and adjustment have been of great concern to the writer since the first year of her teaching. Her interest was aroused when a small boy who refused to eat his lunch explained that he was not hungry, and the teacher found he did not have any lunch; when another child slept a short time each day, and when one child did superior work while another did nothing without a certain amount of coercion. The following questions arose: What causes children to behave in these ways? What is the teacher's responsibility? What can be done to enable such children to make better adjustment?

With these questions in mind the writer studied a fourth grade in the Hedges School at Mansfield, Ohio, with a view to discovering factors contributing to development and adjustment.

The Purpose of the Study

The writer's purpose was to study each child in his relation to home, school, and community, to consider the factors which contribute to the development of the child, and to see how these factors influence the child's adjustment. The child's problems and behavior were analyzed with a view of adjusting the school program to fit his needs, interests, and ability, and to find ways of developing a more adjusted individual. Careful observation was made and anecdotal records were kept for each child. Tests

were given to determine the child's intellectual achievement. Every means possible was used to seek out the causes for the status of the adjusted child, as well as for the maladjusted child.

Related Studies

Within the past few years much research has been done and many investigations have been made in the area of child development. In one sense, these studies are all pertinent because they aid in understanding the problems of the child at each age level. However, in selecting related studies for reference and review, only those which have direct and significant implications for the fourth grade were included.

Baker's study¹ in 1942 was concerned with the contributions which a child made in elementary school discussions. His investigations shows that the development of a child's ability to express himself helps him to adjust to the classroom situations. These informal discussions are a means of finding the children's interests and aid the teacher in meeting the needs of the individual.

In 1937 Hinton² conducted an experimental study of the adjustment behavior of elementary school children. His investigation analyzes, 1. the importance of learning and conditioning

¹ Harold V. Baker, "Children's Contributions in Elementary School Discussions," Child Development Monograph, No. 29, p. 150.

² William M. Hinton, "An Experimental Study of the Adjustment Behavior of Elementary School Children", p. 7, (unpublished Doctor's Dissertation, The Ohio State University, 1937)

the adjustment behavior of Elementary school children. His investigation analyzes, 1. the importance of learning and conditioning in mental disorders, 2. the response to frustration, and 3. the methods of measuring various phases of adjustment. The characteristics which he emphasizes are, 1. resistance, 2. persistence, 3. spontaneous conversation, and 4. spontaneous activity.

Gates investigated the relationship between the educational achievements of pupils, their physical status, and their mental, physiological, social, and emotional maturity. Fifty-seven pupils in the fourth grade were used in his study. His conclusions were: (1) a child does not mature at a uniform rate in all traits or abilities; (2) while physically inferior children may be able to accomplish as much in school as those of similar mentality who are physically superior, such accomplishment may not always be best for health and growth; (3) on the other hand health can be improved by absorption in tasks adjusted closely to one's ability; (4) classification of pupils according to a single factor, such as physical status, will not result in a satisfactory grouping with relation to other factors; and (5) it would seem desirable for any group of children chosen on the basis of similar interests for mechanical work, artistic endeavor, and physical activities.³

A study by Furfey entitled "Understanding Your School Age Child," concludes, "To understand the child development will serve to call attention to some of the changes which appear during the elementary school period."⁴

³ Arthur I. Gates, "The Nature and Educational Significance of Physical Status and of Mental, Physiological, Social, and Emotional Maturity", *Journal of Educational Psychology*, 15: pp. 329-59, September, 1924.

⁴ Paul Hanley Furfey, "Understanding Your School Age Child", *Child Welfare Pamphlet*, No. 18, p. 14, State University of Iowa, July 8, 1933.

He also says that parents and teachers need to detect the differences of children at different chronological ages and among children of the same age: "Insight into these differences is not easy to acquire but it is worth working for because it is one of the secrets of success in managing children."⁵

In a study of the pattern of needs among elementary school children, Metcalf⁶ gives eight needs which he considers as patterns necessary to the Optimum Adjustment of the child to his environment. These needs are:

1. The need for belonging
2. The need for achievement
3. The need for an adequate standard of living
4. The need for love and affection
5. The need to be free from fear and aggression
6. The need to be free from feelings of guilt
7. The need to share in decisions
8. The need to be personally integrated in attitudes, beliefs, and values.

The report on his findings shows that "the need for achievement" and "the need to be free from feelings of guilt" were the two greatest needs.

In this study, as presented in the following chapters, the writer is concerned with the child's development and adjustment, not in relation to subject matter, but to the life and living of the child. Subject matter, as important as it is, is only a resource for the child's development. The adjustments which the child makes in relation to his environment are conditioned by the experiences and

⁵ Ibid., p. 14.

⁶ Lawrence Metcalf, "A Study of the Pattern Needs Among Some Elementary School Children," pp. 9-11. Unpublished Master's thesis, Ohio State University, 1945.

relationships in which he lives.

The progress the child makes in subject matter as indicated by tests and other bases for evaluation is one indication of his intellectual development. His improvement in getting along with others, his participation in group activities, his willingness to share, his non-academic achievements, and his general outlook on life are all indications of his social and emotional development. His physical development, growth, and health are also implicated.

This study is organized as follows: Chapter I gives a statement of the problem, the purpose of the study, and a summary of studies related to this subject. Chapter II gives the basic assumptions on which the study was made with references to research which has been made to substantiate the assumptions. This Chapter has been divided into four parts with assumptions for the child, the school, the teacher, and the parents. In Chapter III the description of the situation includes the community, the homes, the school and administration, the room and equipment, the parent organizations and review of home situations. The procedures which were used in directing, guiding, and understanding the child, the uses of subject matter in the child's development are discussed. The methods of collecting data and of gaining parent cooperation are reported in Chapter IV. The child as an individual is considered in Chapter V. The case studies incorporate data from anecdotal records kept during the year. Each

study gives: 1, the data necessary to understand the child's situation, 2. his problem, 3. parent conferences, 4. data on development and adjustment, and 5, summary and conclusions for each child. The last Chapter gives the summary and conclusions for the entire study and closes with recommendations for further studies.

CHAPTER II

Basic Assumptions

The assumptions for this thesis were formulated on the bases of study and experiences in which implications were put to the test. Documentation indicates supporting readings and findings. In considering the basic assumptions, the writer has divided them into four groups or categories. The first deals with the child; the second, the school and its program; third, the teacher; and fourth, the parents. Although they are divided, they should be regarded as a unified basis for the best development and adjustment of the child.

For the child this thesis assumes that: "Life is a continuous series of physiological and psychological adjustments of the individual to his environment".¹

The well adjusted child is happy and is able to meet the problems of life as they come.

Zeligs says:

The ultimate aims of education are to help the individual adjust to the World in which he lives and make some worthy contribution through creative self expression. Adjustment, the first step, means solving problems as they occur.²

Morgan says:

The essential task of life is to adjust to anything and everything that comes, and happiness or unhappiness is merely an index of the degree of success or failure one is having in making such adjustments.³

¹Ernest Tiegs and Barney Katz, Mental Hygiene in Education, p. 10.

²Rose Zeligs, Glimpses into Child Life, p. 114.

³John J. B. Morgan, Keeping a Sound Mind, p. 7.

Shaffer says:

In defining good adjustment, the influence of the social group and of the societal customs can not be ignored. The individual must do his adjusting in an environment consisting of other individuals who have their own personalities, motives, and mechanisms of behavior.(...) When the interrelated motives of a person are satisfied without undue emphasis or slighting of any one motive, and when this is achieved with consideration for the adjustments of other persons, then a state of good adjustment may be said to exist.⁴

Woodworth says:

Adjustment, examined psychologically, however proves to be a form of activity.(...) It is based on understanding and appreciation. It belongs more on the sensory or receptive side of life than on the motor side. To adjust yourself to a person is to see him as he is and accept him for what he is. To adjust to a situation is to sense the situation and be ready to act accordingly.⁵

Every child needs security - security at home, school, church, and in the community. He must be given a sense of belonging and made to feel that he is an integral part of the group.

Leonard says:

The child must have a sense of belonging. It is the lack of this feeling that makes him stubborn and uncooperative.⁶

Prescott and Committee on the Relation of Emotions to the Educative process say:

The child must feel that he is important in his group, that he is well thought of, that he is valued. The social valuation

⁴Laurence Frederic Shaffer, The Psychology of Adjustment, p. 138.

⁵Robert S. Woodworth, Adjustment and Mastery, p. 15.

⁶Edith M. Leonard, et al., The Child at Home and School, p. 467.

that is the basis for this sense of belonging possibly arises from what the individual is, and from the contributions which he makes to the various groupings - (family, play groups, school class, clubs and others).(...) Some psychiatrists term the need for affection a need for security and it is quite true that the absence of love in a child's life is marked by the strongest feelings of insecurity.⁷

Every child has a right to a good health program. Besides class-room consideration, provision should be made for medical and dental care.

The child should have opportunity for "purposeful activity".⁸ The seats and desks should be movable. The child should have freedom to move about the room purposefully.

Every child should have opportunity for play - play which is organized, unorganized, dramatic, or with some media of art such as clay, wood, or paint.

The child should be given time for rest and relaxation.

Education's task is to raise the growth potential. This it can do by insuring good physical health.(...) Through the work of Leonard Ayers educators were made conscious of the child's physical condition. Schools began to feed undernourished children in recognition of the fact that effective mental functioning was dependent upon physical well-being.⁹

Prescott says:

School people will have to recognize the

⁷Daniel Alfred Prescott, et al., Emotions and the Educative Process, p. 117.

⁸William Heard Kilpatrick, Foundations of Method, p. 200.

⁹Orville G. Brim, The Foundations of Progressive Education, pp. 15, 16.

need for children for more activity and for more rest.(...) Among growing children, both a great amount of muscular activity and a broad gamut of affectively vivid experience is indicative. The two should give play to the full complement of physiological and affective capacities which children possess. That activity to be followed by rest and that a proper balance and rhythm between the two be preserved.¹⁰

The behavior of a child is symptomatic. Desirable adjustment can only be made when the remedy is applied to the cause and not to the symptom.

The child can be reasoned with and corrective measures can be taken without the use of physical punishment.

Rivlin says:

The teacher will never be able to change the pupils basic behavior pattern until she attacks the fundamental conditions operating both within and about the child. So long as teachers treat the offense as a unit of behavior, they will be able to gain only an Armistice, not peace.

The program of readjustment consists of two phases: first, the immediate task of eliminating the most objectionable symptoms of the child's problems; second, the plan for correcting the basic maladjustment.¹¹

Shaffer says:

The remedy of any undesirable social or biological condition is most effective when the causes of the difficulty are understood.

Only when all the cause of deviations of behavior are thoroughly understood will the principles of good adjustment take the form of

¹⁰Prescott, op. cit., pp. 126, 114.

¹¹Harry N. Rivlin, Educating for Adjustment, pp. 105, 114.

incontrovertible laws.(...) Some of the more obvious and essential conditions of effective living may be outlined as follows: (1) Maintenance of good physical health, (2) An objective attitude, (3) Insight into one's own conduct, (4) A confidential relationship with some other person, (5) Attention to the present situation, (6) A sense of the ridiculous, (7) Planned activity, (8) Satisfying work, (9) Rest and recreation, (10) Normal social participation.¹²

The aim of obedience is not compliance to the wishes of persons, but adjustment to the demands of life itself.¹³

In guiding or directing the child in making adjustment to behavior problems, self-discipline and self-direction should be the aim.

The following four principles of democratic discipline are suggested by Sheviakov and Redl:

1. We want discipline based on devotion to humanitarian principles and ideals such as freedom, justice, and equality for all rather than discipline based on a narrower, more egotistic affiliation of "My group".
2. We want discipline which recognized the inherent dignity and rights of every human being, rather than discipline attained through humiliation of the undisciplined.
3. We want self-direction, self-discipline rather than discipline based on obedience to a Fuhrer.
4. We want discipline based on understanding of the goal in view rather than discipline based on "taking someone else's word for it."¹⁴

¹²Shaffer, op. cit., pp. 464, 535.

¹³Guiding Behavior of Children. The Agricultural Extension Service of the Ohio State University, Bulletin 184, p. 31.

¹⁴George V. Sheviakov and Fritz Redl, Discipline for Today's Children and Youth, p. 7.

The child should be taught the difference between cooperation and competition through classroom activities if the principles of democracy are to survive. The Educational Policies Committee of the National Education Association say:

Democracy is a highly cooperative undertaking. It can become more effective if children learn to cooperate in school. The traditional methods of teaching, however, stress competition rather than cooperation.¹⁵

The child should experience accomplishment or success to the degree that it challenges him to greater accomplishment.

The child can gain success by making contribution to the group rather than through competition.

Kilpatrick says:

If he (the child) succeeds today, he will be readier to attack tomorrow. This new readiness not only makes success likelier but adds to it increased satisfaction.¹⁶

The old adage that "nothing succeeds like success, and nothing fails like failure" plays an important role in the child's learning. However, the success idea does not mean that his work should not be difficult. It should be difficult enough to challenge the best within the individual and to give him confidence in attempting and attacking new problems ahead.

Every child needs adult approval which is quite different from negative criticism. Too often the adult

¹⁵The Educational Policies Commission of the National Association of the United States of America And American Association of School Administration, p. 77.

¹⁶William Heard Kilpatrick, Foundations of Method, p. 62.

expects the child to accept the standards of adults without regard for the developmental needs and tasks of the growing child at his own level.

Zachry says:

In our society the child has two basic emotional needs: the need to achieve and the need for affection and social security.(...) If the child's emotional needs are satisfied and he is well physically, he will mature into a healthy, stable member of society. From infancy he will pass into childhood, and from childhood into adolescence. We must, however be careful to recognize these various stages of developments and not push the child's social behavior and social interest beyond his age. We should not ask him to face problems beyond his social and emotional level. The social level of the child is very important, because his social behavior must be fundamentally adjusted to it, and at one level we have no right to expect behavior in the child corresponding to a more mature level. Neither have we the right to demand a more rapid growth than the child can fundamentally manage. We must not place him in situations or under such pressure that he is unable to realize to the full each stage of his development.¹⁷

The child needs to develop a wholesome attitude toward new experiences and new responsibilities. He can gain this attitude by successfully meeting each experience as he comes to it. The judicious use of praise and commendation by the teacher, other adults, and children of the group does much to inspire the child to accept new responsibilities. He should also be instructed in facing his weaknesses and failures. When he knows his strengths and accepted qualities, he can use them in overcoming his failures which in turn will lead to progress and adjust-

¹⁷Caroline B. Zachry, "Emotional Needs and Social Development", The National Elementary Principal, Fifteenth Yearbook, p. 259.

¹⁸Kilpatrick, op. cit., p. 114.

ment. Learning to share in the responsibilities of home-making with parent guidance and understanding would be the first step of meeting successfully the problems which arise in the school and in other groups.

the child will need to see the job through and be persistent in every task undertaken in order to understand his part in a cooperative effort. What is persistence? Kilpatrick helps to explain this by saying:

Persistence is 'Practice with satisfaction.'
If he practices with satisfaction a new persistency, this new and stronger persistency will grow to be habitual with him.¹⁸

The child needs to be given time for the development of creative potentialities. Materials should be available for experiences with different media of expression - wood, paint, clay, crayons, costumes, looms, cloth, paper, and many others.

The child should be guided to interests outside of the classroom. For group interest, one or more activities may be chosen from the immediate community such as: church and Sunday School, Y.M.C.A., or Y.W.C.A., Boy or Girl Scouts, and others, through which he can learn to work with children in accepted group enterprises.

The writer wishes to mention these outside activities in relation to the educational system. She believes that through these interests the child can develop initiative,

¹⁸Kilpatrick, op. cit., p. 114.

leadership, followership, cooperation, and form friendships which make for good adjustment of the individual to the culture in which he lives. These interests also aid the child in developing creative potentialities. It is assumed, however, that these outside activities are well supervised and that they are planned under the leadership of persons who are competent in child development, social group work, or education.

In thinking about group activities and the development of the individual, Woodworth says:

To make the world a better place for the individual we have to improve the organization of group activity. We have to take account of the motives and desires that are common to men and also of the differing abilities of men, and so organize our social activities in work and play, as to provide for his energies. The best hope for mankind lies in man's love of teamwork.¹⁹

He uses the term 'men' as a general term, but child could well be used. The writer does not wish, however, to present the child as a miniature adult, but as a child growing and adjusting in his environment.

The child should also have some time for developing spontaneous leisure time activities. This may be an outcome of interest in going farther into creative ability. Included in this may be: music, dancing, dramatics at child theatre, sculpturing, painting, collecting, and other hobbies. The viewpoint of the Experimentalist is that all of the inventions and worthwhile things in life have come from the creative mind. Childs expresses this by saying:

¹⁹Woodworth, op. cit., p. 137

The experimentalist believes that in this intelligent reorganization and reconstruction of affairs man is literally a creative agent remaking his world.²⁰

What if creativity is thwarted?

The future life of the child will be cared for as he learns to meet and adjust to the problems in life today.

Kilpatrick says:

My aim as I work with children is to have them live more richly and successfully right now in the belief that this will mean most to them and to others both now and hereafter.(...) I should say that a child lives successfully when he lives happily and makes others happy about him. That takes care of the present. As for the future I should say that what he does now must be the kind that prepares also for the future.²¹

For The School this thesis assumes:

"Things are changing.(...) Our times are changing".²²

What about our schools? What about education? The child was considered in the first part of this chapter. As a teacher wishing to promote the best adjustment for the child, the school, its philosophy, its program, and its achievements will be viewed in the light of child development. What does research say about the schools today?

In discussing the adjustment of the schools to the child:

²⁰John L. Childs, Education and the Philosophy of Experimentalism, p. 61.

²¹Kilpatrick, op. cit., p. 367.

²²William Heard Kilpatrick, Education for a Changing Civilization, p. 3.

Washburne says:

It means developing the child's originality, his creative impulses, his initiative; it means helping him to inner emotional adjustment; and it means making him into social individual with a genuine sense of responsibility for the welfare not of himself alone nor of the small group of which he is a part, but ultimately of his nation and of humanity.²³

Leonard says:

The modern school is striving to discover, examine, and eliminate all fears by studying the child's worries, his thoughts, his hopes, his adequacies, and his inadequacies. It believes that in developing a healthy emotional life it is essential to know, understand, and appreciate just how the child feels about his experiences and what emotional responses come to him from his daily living. Then, only, is it possible for the teacher to guide him in terms of the way he feels rather than by what he does or says.²⁴

The traditional idea of the school was that its purpose was explicitly to teach reading, 'riting, and 'rithmetic.

Modern education goes farther to say that these are only a part. Lane says, "The elementary school shall be so organized as to provide for the continuous growth of children".²⁵

Therefore, the three R's are a part of the growth of the child. Woodworth says:

We think of the school as a place where the child's job is to master certain subjects,

²³Carleton Washburne, Adjusting the School to the Child, p. 1.

²⁴Edith M. Leonard et al., The Child at Home and School, p. 467.

²⁵Robert H. Lane, The Teacher in the Modern Elementary School, p. 8.

but it is also a place where he has to adjust himself to many new conditions of life, to the schoolroom with its rules, to the personality of the teacher, and to the schoolmates.²⁶

This quotation places adjustment along with the subjects. Where does education start?

Dewey says:

The child is the starting point, the center, and the end.(...) It is he and not subject matter which determines the quality and quantity of learning.²⁷

If the school is to consider the child, every place of his development should be considered. The teacher should understand the child's background, interests, abilities, and attitudes. She should interpret their influences upon his present life adjustment, and on his needs as a learner. The Curriculum Bulletin of the Ohio State Department of Education defines learning as "change in the behavior of the child which enables him to adjust better to his environment".²⁸

Hockett and Jacobsen comment on the 'human value' in education as a product of the school, by saying:

There is a responsible recognition of the human values in education, a realization of the fact that the product of the school is first of all a modified personality, and

²⁶Woodworth, op. cit., p. 11.

²⁷John Dewey, The Child and the Curriculum, p. 13.

²⁸"Living and Learning with Children of Ohio" Curriculum Bulletin No. 6, p. 38.

that therefore its function is the building of wholesome, many-sided, yet integrated personalities who are inspired and impelled to action by our highest democratic ideals and guided by knowledge of the natural and social world in all its aspects.²⁹

If the school program is to meet the demands of the changing concept of school, of learning, and of teaching, the child will be considered and teachers will "teach children and not subjects".³⁰ The "Emotional Climate of Schools"³¹ will be conducive to learning and the adjustment of the child.

Every available resource will be used to facilitate an educational program with consideration for the individual and his needs, his interests, and his ability. It would be impossible for the writer here to mention all the individual needs of a group of children within one classroom. For this immediate purpose, it will suffice to say that every child is unique. Special provisions will need to be made for every individual, but especially for the gifted or superior children and for the slow learners. These terms are terms used to speak of those whose Intelligent Quotients are above one hundred twenty or below seventy.

These groups, gifted and slow learners, do not com-

²⁹John A. Hockett and E. W. Jacobsen, Modern Practices in the Elementary School, p. 5.

³⁰Kilpatrick, op. cit., p. 253.

³¹Laura Zirbes, "The Emotional Climate of Schools", Educational Method, Vol. XIV January 1935, p. 171-173.

pose all the concerns of the teacher. Other so-called problem children should also be considered. Who are these? The writer prefers to consider these not as problem children, but as children with problems. What are the types to be considered with problems? What are the types to be considered that need to make a better adjustment?

Woodworth says:

There seem to be two main sorts of problem children: There is the disorderly, quarrelsome, domineering type whose trouble may be that he has not adjusted himself; and there is the shy, reserved type whose adjustment consists mostly in withdrawal and who is often inwardly dissatisfied because he is not outwardly more masterful.³²

In considering the classroom with provisions for individual differences, the program of work will be in terms of the child. However, it will be assumed that the child is doing the best he can, is working up to his capacity, and is making the best adjustment he can at the present time.

The daily program or schedule will be flexible to make allowances for children's thinking and planning. Definite understandings will be made regarding response to fire alarm and other needed routine matters, and the rest of the time will be devoted to children's activities and resource materials. The work will, however, be varied or changed before the child tires of his interest. Blocks of time will be long enough to permit progress, persistent effort, and to arouse interest for further study.

What will the teachers teach?

³²Woodworth, op. cit., p. 13.

From where will the material come?

The first question is answered in a previous statement that the teachers will teach children. The material will come from their life situations and from their interests. With this as a starting point, their interests will grow and widen as they gain knowledge in field of immediate interest.

Starting with the child and planning materials to fit his needs and interests, the teacher will be alert to all the conditions which make for better learning and adjustment.

In the program for the child there will be need for the so called subjects. Kilpatrick again comments on the need of arithmetic when considering "school subjects".

He says:

Arithmetic we shall always need and shall always teach it openly. The point is this. We learn better - certainly as a rule - when we face a situation calling for the use of the thing to be learned. Other things being equal then, we shall try to teach our arithmetic as it is needed; that is, in connection with situation of actual need. The effect of this will be to find Arithmetic in many little pieces scattered along the path of life. These we shall teach as we meet them. As we accumulate in this way a store of arithmetic some pupils, particularly the more mathematically inclined, will from time to time put the pieces together and form wholes more or less complete. Later some will specialize in the subject.³³

From this discussion about arithmetic, the writer assumes the same to be true of other school subjects.

With consideration for the "climate of the school", the choice of the learning situations, problems, and materials

³³Kilpatrick, op. cit., p. 357.

from life and from the interests of the child; with attention to the child's emotional, social, and physical needs, the writer assumes that there is little doubt learning will take precedence in the life of the child.

What is learning? There are many definitions and conceptions.

Lane says:

Learning is the modification of conduct or behavior through experiences in an environment.³⁴

Ingram says:

Conceived in its broadest aspect, learning may be thought of as a dynamic process whereby the continuous interaction between the organism and environment produces growth and development of the total personality. Learning may be thought of as a continuous process of adjustment on the part of the individual to his environment.(...) Learning means that the individual is finding and establishing new or better ways of responding or behaving in any situation.(...) The individual realizes a need for adjustment to the elements present in his environment.³⁵

This realization of need functions as a goal and if there is proper guidance and understanding the goal is reached, the need is satisfied, and the situation becomes a part of the learned behavior of the individual.

The Ohio Curriculum Bulletin gives some characteristics of learning which are assumed for this thesis and have been referred to before less directly. A summary of these characteristics follows:

³⁴

Lane, op. cit., p. 102

³⁵Christine P. Ingram, Education of the Slow Learning Child, p. 37.

1. Learning comes through experience
2. Learning is related to growth and development.
3. Learning is an active process
4. It is creative
5. Learning is qualitative as well as quantitative
6. Learning is functional
7. Learning is facilitated when the learner's mental, physical, and emotional health is good.

The child and the school have been considered. The influences about him which guide and direct his activities are also important. The third set of assumptions for this thesis are regarding the teacher.

THE TEACHER:

The teacher should have a real interest in children and faith in their potentialities. Her first concern should be in the development of the whole child. The teacher will have to understand children and their characteristics if she expects to succeed in the educative process which aims to develop well adjusted individuals.

Tiegs and Katz suggest some things a teacher should know:

The teacher should know in order to understand the urges and drives which motivate children, the obstacles and frustrations from which they suffer, and the conflicts which they develop: (1) the child's physical health and maturity, (2) the child's home life and family relationships, (3) the child's emotional experiences and behavior tendencies, (4) the child's work attitudes and habits, (5) the child's social attitudes and habits, (6) the child's mental abilities, capacities, and potentialities, (7) the child's special interests and talents.³⁶

³⁶ Tiegs and Katz, op. cit., pp. 6, 7.

Prescott and the Commission on Teacher Education

state similar characteristics for the teacher who understands children. They say:

We believe, in the first place, that teachers who understand children think of their behavior as being caused....Second is that they are able to accept children emotionally, that they reject no child as hopeless or unworthy....Third is that teachers who understand children invariably recognize that each child is unique. Every youngster differs from all others in the magnitude and pattern of combination of the many factors which determine his characteristics and actions at any given moment....Fourth, that the various sciences concerned with human growth and behavior have demonstrated that young people, during the several phases of their development, face a series of common "developmental tasks".....Fifth is that they know the more important scientific facts that describe and explain the forces that regulate human growth, development, motivation, learning, and behavior. Finally, we believe that the understanding teacher habitually uses scientific methods in making judgments about any particular boy or girl.³⁷

The teacher will need to know the parents and the home environment in order to best understand the child. When parents and teacher can plan and work together there is consistency, with understanding and better adjustment for the child.

For The Parents this thesis assumes:

The emotional climate of the school has an important part in the development of the child, but

Equally, if not more, important is the emotional climate of the home from which the individual has come. Some of

these children have always been loved and respected; others have grown up in an atmosphere of dislike or even cruel hatred.³⁸

For the purpose of this thesis, the writer would like to assume that the emotional climate of the home should be happy, cooperative, understanding, and considerate of the child as he develops and adjusts to his environment.

Bain says as regards parents and the modern school:

As representatives of modern parents, you want your child prepared for the great adventure of living in the new day; you want him prepared by a continuous process of living in a school with high standards of stimulating and thorough work and high ideals of conduct. The school wants reinforcement for its work..... only by working together can these two agencies, the home and the school, build today for each tomorrow so that a new generation may achieve the best..... The future of your child depends upon your cooperation in the American school of the present day.³⁹

Bain, in the foregoing quotation, emphasizes the present need of cooperation if the future is to be what is desired and hoped.

The parents will have to be made welcome and made to feel that they are a part of the education of the child. Too often parents believe that their duty is to feed, house, and clothe the child and with that their responsibility ends. They leave to the school and other educational forces the most important part of the child's life.

³⁸Karl W. Bigelow et al., Teachers for Our Times, p. 91.

³⁹Winifred E. Bain, Parents Look at Modern Education, p. 317.

Wolf says, when speaking of the modern school:

Mothers will be made welcome and the education of parents as well as children will be a genuine part of the school's business. Both mothers and fathers should be given a chance to understand the purposes and philosophy of the school as a whole and to know what a teacher is trying to do for their particular child.⁴⁰

Saunders says:

Parents Make Good Partners - They desire to become acquainted with modern educational theories and practices..... A program of school-parent relations tends to make teacher more professional..... She realizes that the parent has many of the same problems. Neither knows all of the answers but, cooperatively, they may be able to find some of them. As a result of chosen cooperation between school and the parent, the objective of education - to help the child become a better individual - is easier to achieve.⁴¹

The writer, then, assumes that it is the duty of the parents to visit the school, to understand the philosophy of the school, to know the teacher and her aims in the education of the child.

It is assumed that when parents meet other parents in school, classroom, and community, they may be helped to gain new ideas which lead to a better understanding of their own child's problems.

Parents who are made welcome and are considered as "good partners" feel free to bring the problems regarding their child's development and adjustments to the teacher. When these are discussed and interpreted in view of the "developmental

⁴⁰Anna W. M. Wolf, The Parents Manual, p. 149.

⁴¹Carleton M. Saunders, "Parents Make Good Partners", Nations Schools August, 1941.

tasks" of children, it makes for better adjustment.

The parents should be consistent with children at home. The school, the home, and all educational forces should unite for the common good of the child. One force cannot pull one way while the other pulls the other way and expect the result to be an integrated individual.

In addition to the assumptions regarding the parent and the school, the writer has, more or less, taken for granted the atmosphere of the home. In the home the child experiences and learns his first lessons in democratic living. He must be able to share in the responsibilities. He must be given a sense of security, of belonging, and know he is an integral part. He must be wanted, and made to know that he is, through the parents' attitude toward him. Although economic security means much to the home, the attitudes play a most important part in the life of the child. There is nothing greater in its influence than a fine home which gives security and love to the child.

To think of all these assumptions as applied to one child, one group of children, or to a school makes one wonder what the school is trying to do? The children of today are the citizens of tomorrow. The attitudes of the future citizens may be shaped by their daily practice and attitudes now. What do we want?

Hockett and Jacobsen say:

If we want socially sensitive and socially disposed individuals, school experiences must be permeated with the spirit of cooperative endeavor, in which pupils share responsibilities and successes. If we wish poised and integrated personalities, the school program must facilitate emotional stability, social adjustment, and creative achievement in an atmosphere of security and of sympathetic understanding. If we aim to develop confident, self-reliant individuals, we must build confidence through a program of success, in which the child continually grows in ability to assume responsibility for his own decisions and behavior. If we value integrity of character, the school must encourage both emotional and intellectual sincerity on the part of each child, even though he may react differently from the other children or the teacher. If purposiveness, perseverance, and enthusiasm are desirable qualities, children must be permitted and helped to set up worthy purposes which they can carry through enthusiastically to successful conclusions. If open-minded respect for fact and truth is a desirable characteristic, many opportunities for practicing the scientific attitude must be provided in children's school experience. If appreciation and enjoyment of the beautiful are worth while, the school must provide time and opportunity for these experiences. If happiness and good fellowship are constituents of the good life, the school must show the children how they can be attained.

⁴²Hockett and Jacobsen, op. cit., pp. 6, 7.

CHAPTER III

The Situation

The city of Mansfield is located in the central part of the State of Ohio. It has a population of approximately forty thousand people. More than one hundred industries provide employment for parents which gives economic security to the homes.

The school district, where this study was made, comprises the territory south and east of the public square which brings the business district, churches, theaters, and public library within walking distance. The houses are set very close together on small lots which allow only the street for play space. Of the thirty-eight homes represented, thirty of the children lived in single houses, eight lived in Apartments. Nineteen of the homes are occupied by the immediate families, and nineteen are shared by one or more other occupants.

The school is located on Hedges Street near the top of a hill. From the north side of the building one can view the entire business district, and, in a distance, can see the airport which is about six miles away.

The building is in two sections connected by a hallway. There are twenty classrooms, a gymnasium with bleachers, a large lunchroom and a kitchen, a basement room which is used by both boy and girl scouts.

There are also a health center, principal's office, a rest room and lounge for teachers, and two rest rooms for

boys and girls. The large playground provides ample room for out door play when the weather permits.

Many pupils are transported by bus. These children represent two different types of communities; the "boom town" area where houses were set up to accommodate war workers, and the more rural, residential area. Formerly these pupils attended a one room school which has been closed to give the children the advantage of the city school system. The crowded conditions in the schools nearest these areas and the conditions which restrict building, make it necessary to transport the children across the city to the Hedges School.

The school has an enrollment of seven hundred children. The building is supervised by the principal. In addition to the twenty classroom teachers the school has access to the services of a psychologist, a primary supervisor, a music supervisor, an attendance officer, two visiting teachers, a doctor and a nurse.

The school has an excellent health program. The nurse is in the building each morning to check all cases where the teacher is in doubt or needs extra help. When children are absent because of illness, they are checked by the nurse and return to the room only with her permission. At the beginning of the year, the nurse, assisted by the doctor, checked all children for physical defects. The Community Chest and Red Cross aided at this time by providing glasses and dental care for indigent children.

The nurse and doctor are available, on call, at all times. The nurse's room and medical supplies are accessible to the teachers for minor accidents during the school hours.

The room, occupied by the fourth grade which was selected for this study, is large, but, with forty screwed down desks, the floor space is very limited. Two small tables and chairs were added for the two pupils. There were **twenty** girls and twenty-two boys in the room. The cupboard space is very limited. Supplies had to be kept on the front seats. There is a work-bench with a fair supply of tools. The piano in the room was used for rhythmic experiences, songs, and folk dancing and was also played by individuals at appropriate times.

The library corner included books from the city school, school library, the public library, and the room library. The children cared for the library.

The building equipment such as the moving picture projector, the stereoptican, the reference library, and other supplies aided in enriching the curriculum.

The School organizations are the Parent-Teacher Association and the Mothers' Club. Both meet monthly with a program of entertainment. Little, if any, consideration is given to child study or to the problems of the parents and the teachers who work with children.

Once each year the Parent organizations have a social or lawn fete for the purpose of making money which in turn is

used to purchase special equipment for the building. Last year they sponsored the noon luncheon program. They also sponsored the Cub and Brownie Scout Troops in the school. They purchased three sets of encyclopedias for the school.

Factors which influence children are often more than the tangible or material environment. The parent's relationships with each other, divorce or separation, others besides the immediate family living in the same house, foster homes, the number of children in a home, and employment of parents are pertinent to the understanding of children. The following summary of these factors refers to the forty-two children in the classroom.

Parents and Home

Normal family - -	20
Parents separated -	1
Parents divorced -	8
Father in service -	2
Child to second marriage -	2

Two or more families living in the same house. -	2
Foster home -	1

Home Maintained	
Mother deceased -	1
Father deceased -	1

Children living in County Home -	4
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The following summaries include only thirty-eight children. The four children omitted lived in the county children's home. Their relationships were not a normal home situation.

Size of family

Only child	-	5
Two children	-	6
Three children	-	8
Four children	-	8
Five children	-	0
Six children	-	2
Seven children	-	1
Eight children	-	3
Nine children	-	2
Ten children	-	3

Employment in homes.Employment of fathers:

Divorced and whereabouts unknown-	5
In Army or Navy of United States-	2
Deceased (home maintained by mother)-	2
Westinghouse Electric Company -	8
(during year were on strike for 110 days)	
Mansfield Tire and Rubber Company-	3
Carpenter or Contractor	- 2
Steel Mill	- 3
Other	- 13
(Restaurant, Barnes Electric, Barber, Minister, Railway Express, Service Station, Bed Spring Do. Tree Surgeon, Janitor at Post Office, Ideal Electric, Wine Store, Brick Layer, and one not employed because of health).	

Employment of Mothers 38

Divorced and not with family	- 1
Deceased-	
(home maintained by father)	- 1
Restaurant or Cafeteria	- 5
Westinghouse Electric Company	- 4
House work by the day	- 4
Homemakers	- 24

Having considered the physical properties of the Community, the school district, the building, the school program, and the room, with a brief summary of the status of employment and other home conditions, the next Chapter gives the procedures which were used in the presentation of the subject matter, the use of trips and first hand experiences, and the process of gaining and using parent cooperation.

CHAPTER IV

The Procedures

The manner in which the study was made was: using a testing program to determine the child's initial and final achievement, a carefully planned curriculum adjusted to meet his needs, interests, and ability, and unifying the home and school in as many ways as possible with a view to the integration of the child and his optimum development and adjustment.

The curriculum was based on Dewey's statement "The Child is the starting point, the center, the end.(...) It is he and not subject matter which determines the quality and quantity of learning".¹

The class, with whom this study was made, had a range of sixty-six points in the Intelligence Quotients. The lowest was fifty-five and the highest was one hundred twenty-six. The average median score was ninety-seven. These figures were the result of the Henmon-Nelson test.

The chronological age range was six years. The average age was nine years.

In order to better understand the child in his relation to the classroom activities, a brief perspective of the program for the year proceeds the case data of the class members.

¹John Dewey, The Child and the Curriculum, p. 13.

The first day of school the children were greeted at the door by the teacher. The cumulative records had been restacked on three piles. The three fourth grades were each assigned forty-two children with no concern of grouping. The children's names with room assignments were placed in the hall. The teacher checked her list as she greeted the children. The few new children replaced those who had not returned from the previous year. For these few members who were new to the school, the minimum of routine was recalled by those who had previously been in the building. Soon one of the boys asked, "When are we going to get our books?"

The teacher said, "Books, Why do we need books. There are books on the reading table and books on the book shelves. What more do you want?"

Another boy was quick with an answer, as he said, "I want an Arithmetic, I like that".

A little girl said, "He can have it if he wants it, but I don't like arithmetic".

This was the actual beginning of the program for the year. The informality of this beginning carried through all subjects. To give more in detail the concepts which the children had the discussion continued.

"Arithmetic, what do you mean when you say Arithmetic?" asked the teacher. The children volunteered the following answers which were recorded verbatim as they were said:

1. Oh, that's what you have the first thing every morning.

2. In arithmetic you add numbers.
3. You have to learn numbers so you can get a job.
4. You copy a whole page of numbers and then put answers to them.
5. You have story problems and add the numbers in them.
6. You set problems down so you can work them.
7. You have to learn the time tables.
8. The teacher times you and you work fast to see how much you can do until she says stop.
9. You take away in arithmetic.
10. You have to divide.

When the tenth comment was given the teacher said, "You are right, but arithmetic is much more than any of those things". The children looked surprised. They sat very quietly. The teacher continued, "How many of you have done any arithmetic this morning?"

The silence prevailed; there was no answer. The teacher held up the attendance sheet used in checking the names and addresses and said, "I know you have all done a little number work because I have it here. Do any of you recall having used any numbers?"

After starting the discussion and giving the leads, the children were able to think of the following ways numbers had been used: Counting to find that there were forty-two children and only forty seats, two seats were needed, the boys were counted, and the girls were counted. These figures were used to make problems. The children were then challenged to see how many places numbers were used.

The next morning a very enthusiastic group greeted the

teacher. A list of thirty ways numbers were used was recorded.

The following day the California Achievement Test, Form A, was given. The only comment besides the usual directions was, "Do your best. That is all that anyone wants".

When the tests were graded, the scores were transposed into grade levels.

The grade is represented by the whole number and the month, by the decimal. The following is a summary of the September test for Arithmetic.

	High	Median	Low
Reasoning	4.5	3.3	0
Fundamentals	4.4	3.4	2.8
Total	4.4	3.3	3.1

The grade norm was 4.0.

The test was recorded with special consideration for the common errors so that they could be subtly woven into the informal program.

The school has a definite text which teachers are "supposed" to follow because of the many transient pupils within the city. A few of the projects carried out as part of the Arithmetic program were:

1. Numbers used in daily papers.
2. A detailed Unit on Time.
3. Drawing to scale and proportion for murals and models.
4. Games involving numbers.
5. The Story of Money.
6. Prices and going shopping.

7. Words in Arithmetic
8. Classroom experiences which included the collecting and counting of Cafeteria Money, time for recess and gym, trips and many others too numerous to include in a summary.

The Achievement test, Form B, was given in April with the following scores:

	High	Median	Low
Reasoning	6.7	5.4	3.0
Fundamentals	5.6	4.5	3.2
Total	5.9	4.9	3.6

The gain for the total test, in the median score, was one year and six months in a period of six months.

Other gains in reasoning and fundamentals were both one year and one month.

In this part of the school work, the provision for individual differences was not only considered with view of drill and further study, but also with regard for the child and his development. His physical, social, and emotional needs were considered in challenging him to the best of his ability.

Wholehearted cooperation was given as parents began to understand the workings of the informal method and many joined with the children in their search for material and information needed to solve some problems which had come from the class.

A chart which summarizes Arithmetic, Reading, and English, will be given on the following page. The scores

given represent the results of the initial test given in September and the final test given in April. There were thirty-eight tests recorded. Four of the pupils were not present for both tests. The thirty-eight are the same thirty-eight for both tests.

Sept. 8. Grade Level	A R I T H M E T I C			R E A D I N G			E N G L I S H	TOTAL
	Reason- ing	Fundamen- tals	Tot- als	Vocabul- ary	Compre- hension	Tot- al	Total	TEST
6.0-6.5				1			1	
5.6-6.0						1		
5.1-5.5					1		1	1
4.6-5.0				5	2	3	3	1
4.1-4.5	3	3	2	2	6	2	3	4
3.6-4.0	10	9	12	5	12	10	6	9
3.1-3.0	11	22	15	6	8	10	8	11
2.6-3.0	6	4	8	8	2	2	7	5
0-2.5	8		1	12	7	10	9	12
Median	3.3	3.4	3.3	3.0	3.7	3.3	3.1	3.3
Standard Norm for Test	= 4.0							

April 1.								
7.0-8.0				2			7	
6.6-7.0	1				6	3	5	1
6.1-6.5	8			1	4	7	8	9
5.6-6.0	7	1	5	9	7	5	5	5
5.1-5.5	8	7	9	3	7	5	2	8
4.6-5.0	8	10	12	6	7	6	0	6
4.1-4.5	2	12	7	7	1	6	3	5
3.6-4.0		7	5	3	2	2	4	3
3.1-3.5	3	1		4		1	1	
0.6-3.0	1			2	1	2		1
0-2.5					3	1		
Median	5.4	4.5	4.9	4.8	5.5	5.3	6.2	5.4
Standard Norm for Test								
Gain in								
Median	2.1	1.1	1.6	1.8	1.8	2.0	3.1	2.1

The first column of figures give the grade levels at which the children were working. The other columns give the number of children whose tests placed them at the various levels in

each subject. In the median scores, the grade is represented by the whole number and the month in the grade, by the decimal.

The range of the scores in reading as compared to the arithmetic is indicative of an individualized program. The wider range in the April test than in the September test is also due to the consideration for individual differences.

English

Before giving the children the prescribed texts for English, the teacher asked the children What is English? What do you do in English class? The children gave the following comments:

1. In English Class you're not supposed to say ain't.
2. You're not supposed to say: canya for can you or gimmie for give me or nope for no.
3. You copy sentences from a book and put in capitals, periods, and question marks.
4. You learn to write letters.
5. You read stories about Brownies and fairies.
6. You learn poems about butterflies and brownies.
7. You tell stories to the class.
8. During English period you watch for mistakes the children make and tell them what to say.

At the beginning of the year there was a range of three years and nine months in the abilities of the children in English. The wide scattering of the class showed need for an individualized program of work so that all could travel at their own rate of speed.

An informal program was begun by asking the children to write a few sentences about "Who I am". Leads were given by saying that the teacher would like to know her pupils, where they lived, what they liked to do, the games they liked to play, and anything else they wished to write about themselves. The teacher read the papers carefully, noted the errors and then put them in the file for child's own comparison and correction later.

The informal program was carried out all year. Spelling and writing were correlated with English.

The children's own papers were often compared to see if they could find improvement and to see where further improvement was needed.

Having written, read, corrected, and copied several interesting stories, a brief review followed. The children listed the things which they had learned and considered as important to good story writing. Some of the children mentioned particularly the mechanics of the writing: Capitals and where they are needed, punctuation, spelling, and writing. Others thought about content of the story. For permanent record the children copied the list from the board and were then to see what other things might be included in their notebooks. The notebooks became a source book, a reference book, and a fun book. No one in the class had a negative attitude toward the English notebooks.

The writer would like to give in detail the entire program for the year, but English is only a part of the total program. As the children learned to communicate and to express their ideas, both in writing and speaking, they made a better adjustment to the group and began to understand that English was more than the things mentioned at the beginning of this discussion on English.

Reading

Reading, the most important of all subjects, is here considered separately from the language arts.

The basic text was not introduced until several weeks after school began. The first weeks were spent in a free reading program. Many books which had been selected for wide range of reading abilities and for variety of interests were on the reading table and book shelves for the children to use. The first observations were made as to the children's choices. Each was given the opportunity to read a part of his book to the teacher. This gave some idea of each child's ability.

A period was set aside each Tuesday and Friday as a free reading period. The readings were reported briefly during a sharing period. Each time the type of oral report varied. Sometimes the best part of the story, the most interesting person, or the first part of the story were told, other times someone started the story and others helped to finish it.

More than four hundred books were used in the classroom as a part of the reading class.

The reading vocabulary median for class, according to the achievement tests, was for low third grade in September and high fourth grade in April. The standard norm had been exceeded by two months, and the gain was one year and five months.

The comprehension median for September was third grade

of fourth month; the score in April was the fifth grade of the fifth month. A gain of two years and one month was made in the six months period.

The writer ascribes these scores to (1) the amount of reading done in library books, (2) the individualized program of reading, (3) the amount of reading done to find some particular fact for solving an immediate problem such as to find some detail for drawing on frieze, to find which way to travel came next and why, to notice the progress in establishing a village like Hastings Mills, (See page 165 for reproduction of two murals drawn in relation to Reading and Art.) (4) the release of pressure from word calling and more stress on content, (5) the stress placed upon child development instead of the techniques of reading which were made easy when the child became adjusted and had the assurance that he could read.

Since the achievement tests did not directly test the other areas - music, art, social studies, health, physical education, and science - no comparison can be made nor improvement shown. To show that they were not neglected they are referred to in the appendix.

Sharing Day

This is the name of a day which was the outcome of the children bringing many interesting things from their home. Most of the things were from the members of the families serving overseas with the Armed forces. Each day numerous interesting articles were brought. One morning in the discussion the children recalled the things that had been shared where they were from, and who had brought them. It was amazing to watch the interest and emphasis placed on the many places from which the things were sent. The discussion continued and the decisions were reached to: (1) have everybody bring something to share; (2) to set a time to bring the things; (3) those who share are to be prepared to find the places on the map and tell about the article they wish to share; (4) if anyone does not have something to share, he can tell a story, sing a song, tap dance, or do something to share with the group.

Before many weeks passed, even the most timid children were looking forward to this as a time when everyone enjoyed what the others shared; they, too, were ready to share. The children called Friday "Sharing Day". This is mentioned throughout the case studies.

Trips as part of the Activity Program

Anything outside of the classroom is often not considered part of learning. This was not true of this

particular group. The trips were planned and were purposeful.

The first trip was to the nurse's room where she talked to children about the care of the teeth.

The second trip was to the Public Library. The librarian had planned the time by making small mimeographed sheets with numbers from one to ten. The children were to examine each table of books and then to rate the artists who had illustrated the books. Each table had only one artist's work but had several books. After this the librarian explained how to find books when one did not know where they were.

The third trip, in connection with the "Old Fashioned Days" Unit of Study, was to the blacksmith shop. The blacksmith, the only one in Mansfield, showed and explained the tools he used. He explained the old fashioned bellows and compared them to the electric bellows. After all had been explained, he made the children a horseshoe to take back to school.

The fourth trip was to the City Museum. Much could be said about the children's comments and the new understandings which came out of this experience. Some of these are mentioned in the case studies.

The trips meant more than going somewhere. They were purposeful. They involved crossing streets and using the best

of safety rules. Group cooperation and following directions were necessary.

Parent Cooperation

At all times parents were made welcome in this classroom. However, there are always a few who need a special invitation or special reason for coming to school.

The Mothers' Club met regularly the fourth Tuesday of each month at two o'clock. Besides the regular announcement regarding the meeting a note was added for the mother to come early and visit the classroom. No special work was planned as the teacher wished the mothers to see the children in an ordinary class situation. In order to give variety, however, the areas of interest were rearranged. The children chose what they wanted to be doing when parents were there. Their first selection was social studies. Many mothers responded to these invitations. During this time the teacher did not visit with the mothers. Later in the afternoon, the teacher joined the mothers for the social hour and lunch. This gave opportunity to visit and to discuss many things which had been noticed in the room during the previous hour of observation.

An afternoon in October was set aside for parents to visit the classroom, to see the children's work on display, and to examine the achievement test. Twenty-four of the thirty-eight (not counting children who live in the County Home) responded to the invitation. The children's work was

planned so they worked very well without the teacher. The teacher explained to the mothers how the tests were set up, the purpose, and how they were given. Each part of the test was explained in general. The mothers could see their child's achievements as well as his failings. Later each parent was given the opportunity to ask questions regarding his child and the teacher was prepared to offer suggestions.

After the April testing program was over a similar Mother's meeting was held. At this time the children's scores were charted on a large chart. Each mother was given the key number to her child's scores and teacher explained in detail. The children at this time climaxed their unit on Old Fashioned Days and while the teacher visited with the parents and children retired to the lunchroom where cook was ready to serve them ice cream and cookies, and to supervise them so that parents and teacher could have open discussion on the children and their accomplishments. The parents were served ice cream by the second cook and the informal discussion took place.

These meetings with the mothers meant much to the children and their attitudes. During the entire year only three parents of the forty-two children did not visit the classroom.

Many times the teacher was invited to the homes of the children. A few times as guest to dinner, a few time to spend an evening, and toher times as one of a committee to work on

a group project for Parent-Teacher Association or other organizations.

Working together for the bond issue which passed with more than eighty per cent was another way of meeting parents. Other ways in which the parents cooperated are found in the case studies.

CHAPTER V

THE DATA

The sources of the data collected for this study were: home visitation; observation, conference, and participation of the parents in the classroom; conversation with parents at Parent-Teacher Association or Mothers' Club meetings; anecdotal records of classroom activities; the school testing program of achievement, intelligent, and personality tests and conferences with the psychologist; also the cumulative records and comments of former teachers.

NOLAN

Case Data

Nolan was an average boy. His school work was average or above. His reading was not done with great speed, but with understanding. His mother was a very nervous person. She talks very loudly. The father, an employee of the Mansfield Rubber Company, had always worked the night shift. He was gone when the child came home from school. The only time he could spend with the child was in the morning. This time was spent getting his lunch bucket packed, getting dressed, breakfast, and finally to school leaving little, if any, time for conversation. Soon after the beginning of school, the father became ill and was at home all the time.

The Problem

The child was having a new adjustment to make. The father was not ill enough to remain in bed but could not re-

turn to work. Since the time the child had started to school, his mother was the one to give the attention to his school work. The father being at home, the child finds two who are interested in him, two to scold, two, who because of nervous conditions and health, were not consistent with the ideas of a growing boy. For a short time there was conflict. Then the school and its activity program became a part of the home.

Parent Conferences

The parents visited the school, called the teacher, attended Parent-Teacher Association or other school function so that they could talk over the problems of their child and could see him in his relation to the other children of his age. The parents, because of health, were insecure and had an over anxious feeling for the child.

Data on development and adjustment

Nolan came home from school and told about his class-work. "Transportation of Very Early Times" had been the subject and the children were finding pictures or, if they wished, were drawing pictures. Nolan said, "I wish I could make a covered wagon. We call it a conestoga at school."

The father was thoroughly interested and at once he and Nolan went to the basement where the father had a complete woodwork shop. They looked at the supplies on hand and then took a trip to the city library where they found a book on models. The father and son drew their plans and then, piece by piece, they proceeded. When the frame was ready for the cloth top, the mother was asked to help. She too was eager

to have some part.

The child learned the necessity of each piece being exact. He learned the need of a plan and the reason for following the plan. Upon the completion of the covered wagon, a stagecoach was made. The building of this was a real experience for Nolan as three-fourths of an inch was used to represent a foot. Nolan's understanding of this scaling to size was surprising. The same procedure was used: the trip to the library, the drawing of the plans, and the working together. Nolan and his father had something in common. This meant many learning facts for Nolan, but most of all it meant a common interest for the whole family.

Nolan brought each finished model to school. He explained in detail to the class how each was made. He tried to show how the plans were drawn, but, although he understood, the idea was too complicated for the class without the working understanding.

When it came to carving the horses and the oxen, Nolan's first lesson was done with soap. Then they were made from wood.

The little horse and buggy, which was the third and last of the series as the father was able to return to his work, was used as the centerpiece on the tea table for the climax of the "Old Fashioned Days" Unit.

The family had been helped greatly and the class had also benefited in having the models from which to study. The child received the attention he had needed since the

arrival of the baby brother. Nolan had gained the home security he needed. His classwork showed evidence of a more stable, less nervous, and very interested child. The following summary of the two Achievement Tests tell what happened to his school work.

California Achievement Tests

		Sept.	Apr.	Gain
Arithmetic	Reasoning	3.8	5.9	2.1
	Fundamental	4.0	5.1	1.1
	Total	3.9	5.4	1.5
Reading	Vocabulary	3.7	5.0	1.3
	Comprehension	3.9	5.4	1.5
	Total	3.8	5.2	1.4
English		3.6	6.2	2.6
Total of Test		3.8	5.6	1.8

Summary and Conclusion

This case shows the need of security at home and at school and the need for two parents who are consistent and interested in the welfare of the child. There was need for common goals within the home with which to unite the forces of interest and ability for a better adjustment of the child, as well as of the family, to the environment. The child who is adjusted to his home and its many influences is also adjusted to the school and classroom activities. According to California Achievement test, he was doing low sixth grade work at the close of the fourth grade.

The following page gives three photographs to illustrate the family and the new interest: 1. Nolan and the father are working on the carving and the construction.

**1****2****3****A**

2. Nolan and his mother are sewing the top for the covered wagon, and 3. the family with the finished set of models.

CAROLYN AND JERRY

Case Data

Carolyn, an above average child, was the youngest of her family. Her older brother and sister are both married and each has two children. Two other children between Carolyn and the brother had died. The one passing away at the same age that Carolyn is now.

Problem

Carolyn was a domineering child. She often told the children their work was wrong and would attempt to tell them what to do. Her parents were also aware of this attitude at home. Her classwork was good but she lacked interest and worked only with a certain amount of coercion. Her most prevalent need was to gain better rapport at home and at school with her playmates. She gained attention by her unsocial behavior.

Parent Conferences

Many times during the year the parents spent time visiting with the teacher regarding the development and adjustment of the child. One very profitable evening which brought many understandings between the parents, the school, and the teacher was spent informally at the teacher's apartment. Page 57, Plate B, photograph four, shows the parents with the teacher discussing the problems of what is really best for the child. Photograph five, of the same page shows

4



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6



7

B

the frame with Carolyn's collection of lapel pins. This hobby established a common basis for interest between the father and Carolyn and led to other hobbies as well as many happy hours for the father and daughter.

Data on Development and Adjustment

Carolyn was given a share of the responsibilities in the home and in the school. Every effort was made toward interesting the child in group activities and in gaining better status among playmates. She was encouraged to join Saturday Club at the Y.W.C.A. and to attend the Story hour at the City Library. She met one of her playmates on Saturday morning at the Y.W.C.A. where they spent two hours. Then they went to the library for an hour and ate lunch at a restaurant. If there were no other plans for the afternoon, they would visit the dime stores and attend a picture show. These associations and purposeful activities at Y.W.C.A. and the library were beginning to show in her attitude toward others at school. She later became interested in Girl Scouts.

About this time the mother saw an advertisement in the paper by a working mother, whose husband was in the Army, who needed help with the care of a child. The child was also a fourth grader.

Having considered the home life of Jerry and the effect upon their own child, the parents decided to talk the situation over with Carolyn and to accept her wish. It was decided to take the child for a few weeks to see how things would go. She was paying board and room but was to assume some of the responsibilities of homemaking so that she too

could become a part of the home.

The parents soon appreciated the intelligence and thoughtfulness of their own child and did much to show their interest in her.

Jerry, too, was a member of the fourth grade class. The teacher knew her home conditions and intellectual ability and was anxious to help her gain the security and the other needs which are important to the growth and development of an individual.

The two girls learned to play together, to give and take, and to share what they had. The parents divided their time and each child showed great improvement in their school attitudes. Carolyn became very cooperative. She was not so domineering. Jerry seemed to sense her Mother's rejection of her. For a while she spent her noon hour with her mother. This was making divided loyalties and the child was restless and dissatisfied at both places. She began eating her meals at the home with Carolyn and spent Sundays with her mother.

Summary and Conclusion

Carolyn, an intelligent child, had not had the security and love she needed. The parents were living in memory of another child who had died. They realized Carolyn needed more of their time and more time to be with others her own age.

Plans were made for her to attend Saturday Club at Y.W.C.A. Story Hour at Library, eat lunch with a little girl friend,

and attend

The difference between these two girls helped the parents to realize the intelligence and emotional attitude of their own child.

The following summaries will give evidence of the scholastic achievement which was made possible only by the change in the children's home conditions, the parental co-operation, and the understanding of each child.

California Achievement Tests

CAROLYN

		Sept.	Apr.	Gain
Arithmetic	Reasoning	4.2	6.4	2.2
	Fundamentals	4.1	5.4	1.3
	Total	4.2	5.7	1.5
Reading	Vocabulary	4.6	5.5	.9
	Comprehension	5.0	6.9	1.9
	Total	4.8	6.1	1.3
English		5.3	7.5	1.8
Total of Test		4.8	6.3	1.5

JERRY

Arithmetic	Reasoning	3.3	4.7	1.4
	Fundamentals	3.4	4.0	.6
	Total	3.4	4.3	.9
Reading	Vocabulary	2.9	3.9	1.0
	Comprehension	3.9	4.7	.8
	Total	3.2	4.2	1.0
English		3.1	4.7	1.6
Total for Test		3.3	4.4	1.1

Gains were made over a period of six months of school.

and attend a picture show. She joined a girl scout troop. The bringing of the other child into the home taught her to share and to respect the rights of others.

The parents planned more time to be with the child and showed interest in her accomplishments. She spent the morning with her mother, a part of the evening with her father, and some time with both parents. She and her father made a frame for her collection of lapel pins, attended movies, went for walks and auto rides, read stories, and did many other things of interest together. She and her mother spent many hours at the piano, baked cookies and cake, sewed for her dolls, and went places outside of home.

The parents also planned things together which also included Carolyn.

She was given the encouragement and sympathetic understanding she needed along with the security of knowing she was an integral part of the home, the school, and one who was wanted by her playmates.

The parents found much pleasure in readjusting their living to establish better rapport between them and the child, to accept the child as she was and to give her the home environment necessary for emotional stability.

As for Jerry, they gave her a good home environment, encouragement, home attitudes of love and security she had never known. Her growing emotional stability in this home and careful supervision and understanding at school aided her to achieve the factors necessary for development and good adjustment.

JUNE

An interesting situation with child, parent, and teacher.

As the teacher checked the daily attendance she observed that June had been absent for three successive Wednesdays. She was at school in the morning of this particular Wednesday. Apparently she was all right physically. She had played hard during the physical education class and had been active in all other classwork. Where was June?

The teacher appointed a child to read to the class as was the custom immediately following the noon hour, and then left the room to call the home of June. The mother answered the telephone and very politely informed the teacher that June did not feel good and could not eat her lunch because she felt ill and had gone to bed. A courteous "thank-you" was returned and the teacher went back to her class.

About a half hour later, the teacher was called to the telephone. The father of June was calling. The teacher answered and became a target for many discourteous remarks. He informed her that he was a respectful citizen and was bringing up his children in the way he thought best and, if they were sick, they had a right to be in bed. He said that he always had his children in Sunday School and as for her absence it was not the concern of the teacher.

By this time he had slowed up enough for a response from the other end of the line. The response was calm and slow, "I'm sorry, Mr. C., but I am certain you have misunderstood. June was at school this morning and her activity in her classes led me to believe that she was not ill. Today makes the third Wednesday she had been absent

and knowing that the stores are closed, she might have been molested on way to school. You never know these days."

The father changed his tone immediately. He said, "You mean you are interested in my June, You are right. I just had not thought about this. I am the one that is sorry and thanks ever so much for calling."

From this time on the parents of June were very cooperative in all class and other school activities. When we climaxed our "Old Fashioned Days" unit with a program of songs and speeches, June's mother helped her with her old fashioned dress and the day of the program found both her mother and father as observers who were thoroughly interested in all that was done.

Another significant observation is that June was not absent anymore the rest of the year.

California Achievement Test

JUNE		Sept.	Apr.	Gain
Arithmetic	Reasoning	2.4	5.7	3.3
	Fundamentals	3.3	4.2	.9
	Total	3.0	4.8	1.8
Reading	Vocabulary	2.4	4.8	2.4
	Comprehension	3.8	4.7	.9
	Total	2.9	4.8	1.9
English		3.6	6.6	3.0
Total for Test		3.1	5.3	2.2

The percent of gain is accredited to the parents cooperation with the school and the teacher. There was better understanding of the teacher's interest in their child in working for a common goal not of pouring in subject matter but interest in the child's growth and development.

Photograph number 6 on page 57 is June and her mother with the costume made for the Old Fashioned Playlet. The umbrella is a door curtain rod. The third ruffle was slightly damaged, but the picture illustrates the parent cooperation.

ANN

Ann could not be still a minute. She was moving constantly. She was an only child. At birth she weighed four and one-half pounds. The father delights telling how he fed her for fourteen days with an eye dropper. The mother was forty years of age when Ann was born. The father was several years older. Ann made a real struggle for life, but gained normally.

Her first two years of school were in a small centralized school. There were two grades in one room and she received only the minimum of attention and help. Her work would be considered low average. In the summer following her second grade, a tornado and storm swept through the community where they lived. Their house was lifted from its foundation and moved several feet from the original location. The family was in the house at the time. From this time on when it looks like rain or dark clouds appear, she becomes quite hysterical.

Her third grade was spent in the city school. The family moved to Mansfield from the small rural community. A complete adjustment had to be made. The timid child stood the first day of school determined not to leave her mother. Ann was persuaded by the teacher to enter the room while the mother waited in the hall. A few tears were shed, but she

The next day ann was very much at home in her new school. She progressed both socially and physically.

The teacher encouraged her to go to the library often. At first she did not go. She was afraid of the big town. Her mother took her several times. Then she began taking her part of the way as she had shopping to do and would go to meet her. Before long, Ann was going herself and was not afraid. She would take two books home. One of her evening pleasures was to read to her mother. She needed the large amount of reading. Her school work improved greatly as her reading improved. She often got books recommended by the teacher on the subjects of discussion at school.

After school hours Ann plays with the neighborhood children. Their favorite games are "house" and "school". The dolls are the class for which two or three children do the talking.

During the Christmas Vacation the family was to spend about ten days with relatives in Georgia. Ann was very interested. She spent many hours studying time tables, (see Page 57 Plate B, Photograph 7) train and bus schedules, and also got books and read them to her mother. (see page 67 plate B, Photograph 8.)

The trip was made. On her return the little timid girl who was so afraid, gave an excellent oral report to the class about the things she saw. She gave in detail the train time and what she saw from the train windows.

After the arrival at the relatives, several short trips by car were taken so that Ann could see more of the country or to answer one of her questions as she wanted to know if what her books said was really true.

Ann has gained confidence in herself. She still fears a storm but has a better control of her feelings. She gets along well with others.

Summary and Conclusion

This case shows how a child, who is given love and affection on the part of both parents, can adjust to new situations, can overcome fears, and can learn to get along with other children.

This child had serious ear aches and was not physically strong. She needs understanding and encouragement. She needed praise and help in knowing that what she does is satisfactory or what to do to make her work satisfactory.

The fact that she could not sit still or that she seemed nervous and excited was never mentioned. This child made excellent progress during the year.

PETE

Case Data

Pete is an only child. He is four feet eight inches tall and weighs seventy-six pounds. He is a child who is loved by all the children and by everyone who knows him.



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C

His parents were married when the mother was seventeen and the father nineteen. Pete was born a year after this marriage. For a short time they lived in one side of a large duplex, then they bought their own home. The house is located on a new street with all new houses. The shrubbery and pretty lawns are now beginning to make the street very attractive.

From March fifteenth of nineteen hundred and forty-five to the same date of forty-six the father was in the Navy. Most of the time that he was away from home, he was going from island to island in the Pacific Ocean. On July fourth of last year his boat was torpedoed. He escaped unharmed.

The mother found very few interests while he was gone. She kept the home as it was when Pete Sr. was there.

The Problem

Pete's class work could be considered superior. His work needed special guidance in order that he could work up his ability. He had many activities in which he took special interest and was fast becoming a leader of these groups. His particular needs were to have work suitable to his ability, to have time to carry out his own ideas of creativity - writing, sketching, story telling and others. He also needed many group experiences. He needed to work with others.

The conferences regarding Pete will be mentioned in his adjustment and development.

Data on Development and Adjustment

When the need arose for a new cook in the school lunch-room, the mother became interested and thought of this as an opportunity for her. In conversation with her about the job she said, " (1) I can be at home after school, although Pete is usually out playing, I believe the mother's place is at home. Boys do not get into so much trouble when they know mother is there., (2) I can always be home on Saturday, (3) I like to cook."

She accepted the job as second cook. She was an excellent worker. She attended the Mother's Club and Parent*Teacher Association. She became a part of the groups and shared much in the work of these organizations.

Her attitude of interest could be seen in Pete's attitude.

She commented many times about children who had gone through the Cafeteria line - the courtesy of some the discourtesy of others, the neatness of some and the opposite of others. With this she began to realize that life was not so pleasant for all the children as it was for her son, that Pete's short comings in number work were nothing towards others, and, that his home security and parents attitudes were a stabilizing influence in his adjustment and development.

Pete is an excellent pupil. His Intelligence Quotient (117) does not do him justice. His vocabulary is superior. His comment is, "I learn my words from the radio and from the books I read. I find some new words every day. It is fun to use new words". He likes reading and reads with understanding books which are years above his grade level. He is especially interested in history. He likes to trace events of long ago to the present time. He also likes, to turn this sentence around, to start with something such as airplane and trace its history to the source. Other interests were: writing and telling original stories, sketching, basket ball, track, club work, woodworking, and attending movies.

He had a great curiosity. Whenever he heard or saw something new, he wanted to know more about it. One of his commendable and unusual interests was to hear radio commentators and then to follow the daily news to see if what they said was true or was as they had said it. He followed the war news in detail. He knew where certain ships were, what the difference was in the types of planes, and where the army and navy troops were from day to day.

At the beginning of the year, Pete's mother was most concerned about his Arithmetic. She had a pleasant talk with him and challenged him to have a better report to show his father. The first six weeks found him going along at a slow rate of speed hardly doing what could be considered fourth grade work. The teacher assumed much of the

responsibility, changed her method entirely and started making arithmetic meaningful. The arithmetic program was discussed in Chapter IV. It took several days of talking together before the class could put any connection with common everyday numbers and arithmetic. These days of conversation instead of bookwork took root.

The second six weeks showed a remarkable change. Besides making the regular grade card, a second card was made to be sent overseas to the father. Pete was so pleased that he made a persistent effort to improve his work.

Other classwork was of equal interest. After one of the story writing periods, the discussion of using plural and singular words was brought up for special attention. Each child was to write a sentence using "is" and one using "are". They were then read to the class. One comment was as follows:

Charles' sentence, "There are a lot of icicles hanging from the roof". It was a very warm winter day and there were no icicles.

Pete said, "Well, that is a good sentence but it is a bit exaggerated."

Barbara, "Where does Pete get those big words he always used?"

The teacher referred her question to Pete who answered, "I heard that one on Ozzie Nelson's radio

program. I like to hear him. I learn a new word every-time I listen to the radio."

When asked about his favorite programs he named many. Once when the word "predict" was used in the reading and came up for discussion, Pete responded, "Predict, that means to tell what is going to happen. That is what Drew Pearson does on Sunday Nights. I like to listen to him and then see if the things he says come true."

In a conference with his mother in January, it was learned that she was having a little difficulty with Pete. She would find it necessary to call him many times. He was always late for dinner. He was careless about coming in at the assigned time at night. The writer must stop to comment here - Pete received a watch for his birthday and since then has been told to come to dinner at a definite time and when he goes out again he is given the definite hour. No threat was ever made if he did not come in, but as yet he has failed only once to come in and could prove that the watch had stopped. His parents often compliment him for the progress he has made.

Another difficulty he was having to conquer was hanging his clothes on hangers. He was always in a big hurry and usually could not take time to hang them up correctly.

The first step in this solution was to make him coat hall inspector at school so that he could see that the

careful pupils always hung up their coats without being told. He took a lot of pride in seeing that every coat was hung up correctly. His mother often talked to him about neatness and instead of forcing him left him to decide for himself whether to hang up his clothes. Consequently they were hung up without further comment.

He was a leader and no matter what he says or does he always has a group following. Care has to be taken to see that the group of followers does not influence him. At election time much discussion in the classroom led to a very interesting unit on the officers in the city, county, state, and national governments. Pete showed unusual interest and did much to find out why and how these officers were elected. Other questions came up such as: How do the policemen or firemen get their jobs?

One day one of the boys suggested that we pretend our room is a city and that Pete would be the Mayor. The children approved the suggestion, but said that was not the way a mayor was elected. A campaign followed and the election was held. Pete was elected. A councilman from each row or ward was elected and his assigned duties given to him when he went into office. The police and patrol men were assigned hall and room duties, firemen cared for windows, doors, and record book in case of fire-drills. The room was to the point of being over-organized. Pete took his seat at a table in front of the

room and held the town meetings. The secretary kept excellent minutes. The motions made were well thought out and did much to give the children the necessary poise in going before a group. These meetings were held once a week and any resignations and new appointments were made at this time. Pete proved to be an excellent Mayor and was always well prepared for his meetings. He often called his councilmen together to remind them regarding some item of business which they were neglecting. No other child in the room could have led the entire group as Pete did. When he made suggestions, he did so as a duty or responsibility, not in a sarcastic "you do this or that".

Pete's school work was so well done and his home life well planned that it seemed his one need was to have more interest outside of the school and home. Gradually he was interested in several groups. He assumed the responsibilities readily and was an outstanding follower as well as leader.

His mother often had him invite boys for dinner because she realized he need companionship.

Other Interests

Pete is a member of the Cub Scouts. At first he did not like it, but soon gained interest and is now a very active member.

He is a member of Y.M.C.A. Very recently he passed the swimming test. He took the certificate as just another

piece of paper and can not see why his parents should be elated. "It really was not anything, I went down there and had a lot of fun, " he said. However, while his father was gone he would not go to the Y.M.C.A. His mother could not understand why he had such a negative attitude. His unusual interest now without any force or suggestion of going leads one to the idea that he did not wish to be away from his mother.

The father has a very complete woodwork shop in the basement. Pete understands that he is at liberty to use the hammers and other tools, but that he is not to touch the power machinery when the father is not there. There is a small work bench for Pete. Many hours are spent here together.

Since his father's return from the Navy, Pete spends Saturday morning at the Y.M.C.A, meets his father and goes to dinner at a restaurant, and then spends a part of the afternoon at the picture show.

Bicycle riding is one of Pete's special interests. All of the boys in his immediate community have bicycles and have many good times together.

The wintertime brought ice skating, skiing, and sled riding for which Pete was very well equipped.

Pete's present desire is to have a dog. He has had two, but both have been killed.

The family usually spend the evening at home together. The previously mentioned woodworking consumes some of the

time. Table games of various kinds, popping corn, listening to the radio, and reading are some of the interests of the family.

For the Sharing Day experiences, Pete was always prepared to share. Some of the things he shared were: Navy Pennant from his father, scrapbook of cartoons, tadpoles from the creek, cut-outs made into three dimensional pictures, several riddles, chop sticks, photographs of his father's Navy ship, pictures from China, handkerchief from Hawaii, Chinese money, set of colored pictures from Hawaii, and, at other times, gave reviews of shows he had seen or books he had read or told an original story.

Interesting Comments

Pete very often left the room before time for recess. When questioned as to why such was necessary so often, he said, "I am always so thirsty and I can not drink the water in the rest room. It just does not taste right so I go to the hall and get a drink. We are not allowed in the center hall at recess so I have to get my drink ahead of time."

His admiration of his father and mother brought an interesting comment. After he had listened to his parents visiting while the little family was spending a quiet evening in the living room, he said, "Say, dad, just how long were you and mother married before you got me?"

The father's response, "One year, son, why?" Pete in a satisfied manner said, "Oh, well, then, I did not miss so much, did I?" The parents were quite amused. This comment brought understanding to a discussion earlier in the evening. The parents wanted Pete to attend the scout camp. His only comment was, "I do not want to. There are many interesting things around here. I might miss something."

Pete participated in two programs given over the local radio station, WMAN, this school year.

When asked to give the most interesting things which happened in classroom this year, he wrote a lengthy report about the programs in the room and at the Radio Station, the trips to the library, to the museum, and to the blacksmith shop, and also the making of our own movie which was shown by means of a comic-scope.

Pete's progress and outstanding achievement lies in the interest and cooperation of the parents. His harmonious home environment and the many opportunities and privileges which he has. All these go together to make him a well adjusted child.

Summary and Conclusions

The California Achievement test was given in September. Pete's score rated him a third grader of the eighth month. With the informal program and special attention to his superior ability, and with a planned program of outside activities, Pete's April test gave him the rating of

sixth grader and sixth month. Thus he made a gain of two years and eight months in a period of six months of school. His biggest gains were in Arithmetic reasoning and reading vocabulary.

California Achievement Test

		Sept.	Apr.	Gain
Arithmetic	Reasoning	3.8	6.9	3.1
	Fundamentals	3.7	5.6	1.9
	Total	3.8	5.9	2.1
Reading	Vocabulary	6.2	8.2	2.0
	Comprehension	5.5	6.2	.7
	Total	5.9	7.0	1.1
English		6.1	7.3	1.2
Total for test		5.2	6.6	1.4

Photograph 10 of plate C on page 67: Pete with his mother on the left and Pete with his father on the right. Both photographs were taken in school clothes and are good examples of the parents' interest in the child.

A comparison of Pete's handwriting is on page

SANDY

Case Data

Sandra, an only child who recieved much attention from both parents, had the misfortune of losing her father by death. The mother maintained the home, but soon found it necessary to go to work. Sandra spent much of her time alone. Both the mother and Sandy were in need of each other's companionship and also more contact with communtiy and social relationships.

Problem

Sandy was alone due to the necessity of the mother working in order to maintain the home. She had not been able to keep up with regular classwork. She had a fear of meeting people, of being asked a question, and of having to complete a task in a given amount of time. Whenever she was able to accomplish whatever she set out to do it was because she was working alone at her own speed. She was a very slow reader. She read by pointing to each word and pronouncing it on her lips. She had no method by which she could attack a new word. Her reading was a process of pronouncing meaningless words. At the beginning of the year the California Achievement Test rated her as a low third grader. She was excellent in Arithmetic and very good in oral conversation which showed a good speaking vocabulary.

Conference with mother:

After the first six weeks of school the regular grade cards were sent home. The parents were invited to come to the school. Mrs. H. was pleased with the invitation to come when others were coming. She said, "I guess I have never had to come to school. Sandy always got along all right so I did not have to come."

The teacher immediately assured this mother and all others that she much preferred their visits when there was no difficulty and welcomed them to the room whenever they could come. Mrs. H. went over the test carefully with the teacher at the teacher's desk while the others observed the children.

Data on Adjustment and Development

Upon seeing the low rating, the mother asked for suggestions of things she could do at home. Several suggestions were made such as: giving her many reading situations, leaving a note to tell her of things to do, letting her get the canned vegetables and having to read beans or peas etc., letting her write the grocery list with no help while her mother was busy cooking or ironing, writing letters to grandparents, reading recipes to her mother and helping her with the cooking.

The mother went home with a new idea of reading. She had thought of reading only from the viewpoint of a book. In examining the scores made by Sandy in the April test as compared to the September test, a gain of three years and

three months was made in comprehension in reading and the same amount of gain in reasoning in arithmetic. She enjoys baking cakes. She had her mother help her and with the assistance of measuring cups and spoons, learned what the fractions meant. The experience was very valuable. It made reading and some number work meaningful and gave her a purpose for knowing the facts. (See Photograph 9 on page 67)

Sandy's classroom achievement in reading was learning to attack words in such a way that she could pronounce them and use them in sentences. Many approaches were made, but all were made slowly and purposefully. One day, Sandy said, "Oh, look, there are parts to this word, it is easy." She realized what a syllable was and also what the word was from the content of the sentence. She also said, "A sentence tells you something. Now I know what the words say when I read the rest of the sentence."

Sandy had a new idea about reading. She always wanted to read orally when the opportunity arose. She liked to read various conversational parts in the stories, to read parts that answer questions, parts in story to describe people or places, etc. She especially liked history now. Up to this time it had been just words and an unpleasant task.

She joined the Brownie Scouts. Her mother assisted the regular scout leader and also enjoyed working with the girls of Sandy's age.

Sandy looked forward to Sharing Day and never missed being prepared. Some of the things she shared were: A grass skirt and pictures from Hawaii which an uncle had sent her,

peep show which she made a souvenir from Niagra Falls, handkerchief from Canada, Christmas card from Japan, some crocheted doilies made by her mother, map of Hawaii on silk, shoes from Phillipines, pipe from France, and many pieces of foreign money. The idea of sharing helped to improve her vocabulary and enriched her knowledge of geography.

Summary

Sandy needed a renewed sense of security. Her mother having to work and the child being alone, she needed companionship, affection, and somebody to care for her. She was a very capable and responsible child, but at the age of nine, she needed someone with whom to talk, to share her experiences, interests, and problems. She began to want to read. She found that learning was not always done in the classroom with books, but was everywhere, all the time, in life. She became very observant. She found purposes for reading and for numbers as she was guided to new experiences.

The gain in the achievement tests shows what can be done when the school and the home cooperate to relieve frustration and obstacles which do not make for development and good adjustment.

The improvement in her handwriting is also an indication of emotional stability. A comparison of her handwriting is on page

Sandy was the only child in the class to have one hundred per cent attendance for the year. Her health is very good.

JANE

Jane is the younger of the two children in her family. Her brother is eight years her senior. She is large for her age.

The home is located on a lot adjoining the school grounds. It is moderately furnished. The father has a good position with adequate pay to supply the family with material needs.

Jane's first and second years of school were very happy years. She did satisfactory work in all of the subjects and received honorable mention in writing, language, and spelling. Her work in third grade was quite the opposite from the two previous years. Each morning she became nauseated and was ill to go to school. She would cry incessantly. A physical check-up with a physician showed no evidence of any organic difficulty. She was forced to go to school and often had to be taken by her mother. During her class work, she would cry and say that her head or her stomach hurt. These spells came quite often. Observation by the teacher showed that this was particularly common when new work was presented or when there was something which she did not like to do.

The psychologist's test and comment regarding Jane at the close of the third grade is as follows:

Jane is mentally retarded; she is two years retarded in mental age, and has an I.Q. of 77.(...) The examiner believes that this girl's emotional upset is caused by and continued by the mother.

She wants the girl to be better than her mentality will allow. The mother has come to the school and "laid down the law" about the girl's work, and there is every reason to believe that she continues this railing at the school at home. Since the girl cannot do so well as a normal pupil in the school, the result is the present emotional difficulty, inability to eat, headaches, and the like.... She should have more peace at home and not hear so much about "her nerves", school troubles, poor health, and the like. They should also realize that she cannot be an outstanding scholar and should be satisfied with her efforts and praise her for what she can do. She should be graded on this same basis in school.

(By Dr. Edwin Edwin A. French, Psychologist)

Problem

Jane's emotional instability and her insecurity at home and at school was very much in evidence at the beginning of the fourth grade. She was timid and seemed afraid of her own voice. She did not volunteer to help with discussion and planning periods. If she tried an arithmetic problem and did not get it correct the first time she would give up and cry. However, her main difficulty was in spelling. Whenever the word spelling was mentioned she began to feel ill. She was unable to do other classwork of fourth grade level.

Records of Parent-Teacher Conferences:

The mother, who was active in Mothers' Club and Parent-Teachers Association, came to school often on business and usually stopped for a few words with the teacher. Her general question was, "Well, how is Jane getting along?"

The teacher was ready to compliment Jane for some small thing she had done. This pleased the mother and the

conversation proceeded. The teacher, during the first conference, explained to the mother that she should not expect so much from Jane as she forgets she is only nine years old.

The second conference with the parents included conversation about Jane's health.

The third conference seemed to reveal the source of the difficulty for Jane's emotional upsets. The conversation was as follows:

The mother said, "I do not understand why teachers do not teach spelling at school. Anyone can get up and pronounce a list of words. It surely is a snap way to draw a pay check.

At this the teacher interrupted and said, "You said, teachers and I would question that as that includes me. I do not understand what you mean when you say 'teach spelling'."

The teacher called Jane and asked her to help explain to her mother what some of the things are that can be done with words. The ten words which were being used as the study list for the week were explained to the mother. Jane imparted this bit of information to her mother as an honor, and, without hesitation, recalled the following: (1) "The words were copied from the board, (2) Another list was made next to them as the words were put in alphabetical order, (3) the syllables in each word were counted, (4) the syllables were marked on the papers, (5) The little

words in the big words were underscored," and six other things were given. Then the words were written.

Jane was asked, "How many did you get right?" Her countenance fell as she answered, "Only one".

The teacher assured her that was all right. Tomorrow would be plenty of time to study the words and the other children had words to study too. Jane returned to her room and the mother went into detail telling how her own school life had been so disliked, especially spelling. She also told how she helped Jane at night but whenever spelling was mentioned they both became cross and finally Jane was sent to bed crying.

The teacher asked a special favor of these parents in that they were not to mention spelling at home. The teacher was going to assume the entire responsibility for Jane's school work and promised to notify the parents if there was any unusual change. At first the mother was reluctant about the idea, but agreed to try.

Many conferences were held with the mother regarding Jane and in each there was usually a complimentary remark about the change of attitude. Jane did not fight coming to school, the headaches and stomach aches stopped, she was not nauseated in the morning, did not cry when things did not go her way, and made much progress in getting along with other children, in all of her classwork, and in adjusting to the home and school environments. Other

conversation with the parents will be included in the summary of this case study.

Data on Development and Adjustment

Jane had shown a particular interest in her English notebook which included a list of new words and the original stories which had been written. With this interest on which to capitalize, the teacher helped Jane to write more stories. As new words were needed, they were added to the English list of words. At no time was she asked to spell or told to put the new words on her spelling list. Her words were English words. The entire class was keeping a similar list so it was not a new thing for Jane. She was praised for each sign of progress, for each new word on her list, and was constantly assured that her work was improving. She was gaining security by knowing her work was satisfactory. It was now that her health condition seemed to improve, and she began to be more happy and to associate with other children on playground. She took more interest in group work.

Jane was a poor reader. However, one day during a "Read to Find" lesson, Jane was ready with every question. She had accomplished something and from this day on she put forth more effort in reading. For oral reading she thoroughly enjoyed reading conversational parts where two children could take parts as a dialogue. She liked also to act out parts of stories. She seemed to forget herself

in her attempt to portray the character she represented.

Other classwork was equally as interesting in observing Jane's progress and change of attitude. She was doing more spelling than she ever did before. She kept her diary regularly and made many interesting entries about her work and play. She was always prepared to share some item of interest and to tell about it to the class on "Sharing Day". She did not hesitate and at no time seemed to be afraid of the group.

Summary and Conclusions

What about her scholastic ratings? They are very unusual. The Intelligence test at the beginning of the first grade resulted in Intelligence Quotient of one hundred. The psychologist gave the Stanford-Binet when Jane was in third grade with result of 77 I.Q. The Henmon-Nelson test given in fourth grade gives result of eight-one I.Q. These tests show the emotional instability of the child. The gain of a few points leads one to believe that the adjustment being made in classroom security, home security, and physical well-being will in time relieve the frustrations and make a better adjustment for the child. As for Achievement tests- In September the total for the California Achievement test form A classified Jane as a second grader of the fifth month.

In April the form B of the same test reclassified her as a fourth grader of the seventh month. She progressed two years and two months in a period of six months of school.

In considering the totals, she gained one year and six months in Arithmetic, one year and nine months in reading, and three years and one month in English. In spelling for the first test she had one word correct out of thirty and for the second test she had eighteen correct out of thirty.

In talking again to the mother, the teacher was complimenting Jane's progress made on the second test and then she asked, "What would you say was the biggest factor in bringing about this much improvement?"

The mother's response was, "I guess she had to find herself in the classroom again. When she stopped her crying and really got interested in the activities that were carried out this year, there was no more trouble at home. Really, though, I do think it all lies in that spelling business because I hated it so myself, I guess I made her miserable too. I hope we never go through that again."

At this particular time the conversation was quite lengthy. The final conclusion was that education was a two way street. It took both the home and the school to help this child to make a good adjustment to her environment.

A comparison of her writing is found on page 90.

Pete

I can write this sentence
two minutes with a quality
handwriting which is e
the standard of the fourth

September 6, 1945

I can write this sente
in two minutes with a
quality of handwriting
which is equal to the
standard of the fourth
grade. April 1, 1946

Sandra

I can write this se
in two minutes with
quality of handwri
which is equal to the
of the fourth grade.

Sept. 6, 1945

I can write this sentence in two
minutes with a quality of handwriti
which is equal to the standard of a
fourth grade. April 1, 1946

ROBERT (Bobby)

Case Data

Bobby has felt rejected since early childhood. His parents were separated in 1938, and he was placed in the Oesterlen Children's Home along with his brother Dale who is one year his senior. His older brother and younger sister remained with the mother.

Apparently, the mother would have been only too glad to have all of her children placed in the Home and to have been relieved of all the responsibility for their care.

Bobby was at the Children's Home from the time he was three until he was eight. He and Dale never made a satisfactory adjustment. The children were always conscious of the fact that their mother had rejected them and was neglecting them. This made them over-eager for attention and affection, and they were always getting into trouble. They seemed to have great need to take things, and this may be explained in terms of a need to possess love. They had to be watched all the time and everything had to be locked up while Dale and Bobby were at the Home.

Bobby referred frequently to the fact that his mother never did come to visit him and never found time to write to him. He seems to have built up a strong resentment to her.

In the Spring of 1943, the Home had to close one of its departments because of the lack of help. Bobby and Dale were returned to their mother. She resented this because she was

having much difficulty caring for the two she already had at home.

He had only been home a few months when he was taken to court along with Dale and the little sister for breaking sixteen windows in the Hedges school, being involved in two thefts amounting to twenty-seven dollars and several small articles taken from the school building and a store.

He was returned to school and soon was playing truant. He spent a few days in the detention home and again returned home. Finally, because of so much difficulty the mother was asked by court officials to move to a different house where the children could have more play room and a better community environment. They moved to a big house which is about a block from the school.

The mother worked in the shop of the Westinghouse Electric Company. Her hours were arranged so that she could be home whenever the children were not in school.

Bobby's difficulty continued. He was taken to The Bureau of Juvenile Research at Columbus for six weeks. The recommendations made were for a foster home. No special comments are recorded as to further findings regarding him. His health and mental examinations are average and show no marked defect.

The Problem

Due to the home conditions, Bobby was unable to make a good adjustment. In the local school he did as he pleased. He was restless. He annoyed all of the children in the room. He seldom did any school work. He was a serious behavior

problem. The causes of what he did were never considered.

An Intelligence test given at the Oesterlen Home at age of eight showed him to be capable of doing second grade work. The same rating was given after he had been at home for a year. He spent two years in the third grade and was promoted to fourth grade because the school only permits a child to remain in one grade for two years.

Parent Conference

At the beginning of the year the California Achievement test was given. Bobby made a score which when transferred to grade achievement, rated him as fourth month of second grade. The two years he had spent in third grade had raised his score four months. Bobby's mother came to school. The mother and the teacher spent two hours in conference regarding this child and deciding upon the first steps each would take toward finding an accepted interest for Bobby which would lead to better adjustment.

The mother gave a brief review of her marital life and of her divorce. She told that she went home to live with her parents. Both parents had died, leaving an elderly uncle, who had always lived in the home, to her care. She felt responsible for him because of moving into the home. He was now making his home with this family. The boys resented his being around. He punished them often and would not let them do the things boys like to do. If they were pounding, they were making too much noise. No matter what they did, the old man did not like it. The boys began staying away from home and hence their trouble started.

She told that life had been so hard and that she too was starting again. She had quit her job and was trying to make a better home for her family.

She had always been interested in going to school. At the time of this conversation, she was attending the Mansfield Business College. She and the children were enjoying their evenings studying together.

Data on Development and Adjustment

The first attempt was made to show Bobby that he was wanted and that the school and the teachers really cared about him. One day when asked to do something his response was, "What is the use it won't be right anyway." Another remark was, "I might as well do it, I'll get the blame anyhow".

With these two statements the teacher proceeded and used every opportunity to show him how important he really was. He was a good looking child. He was clean and, if understood, could be likeable.

One of the accomplishments in the home was to have the Old Man taken to a boarding house. The mother and teacher planned for consistent guidance and each tried to carry out her part.

Bobby's first accomplishment came about by the teacher asking him to go to the hall to see what time it was so that she could set her watch. He sat still a few minutes and then said, "I can't tell time."

The teacher asked if he knew that one hand was longer than the other. He did. Finally he went to the hall and returned with a report of where the hands were. This incident

led into lengthy discussion about clocks, time telling, and, in fact, to a unit on "time". Bobby made sketches of the ways people have told time through the ages. He found poems and stories about time. In order that others might share in his new interest, they too found poems and stories for him. He kept a bulletin board constantly changing with new sketches and poems. He had to go to the library for further information. He became very observant and, after several weeks, he put all the material together in a complete unit. He was constantly praised by the children. His final exhibit which included all of his work brought spectators from many rooms who also complimented him on his achievement.

He joined the Boy Scouts and was becoming interested in the work of scouting.

The other teachers cooperated and, although no great scholastic gain was made, many comments were "What is happened to Bob?" "Who has cast the magic spell on that boy?" "You would not know he was the trouble maker of last year." "I want to know what method you use to put him in his place," and many others.

The teacher had used nothing but kindness. His entire history showed negativism and corporal punishment. What he needed was a sense of belonging, of achievement, and most of all someone who understood him.

The following summary of the achievement test shows the gain made over a period of six months.

California Achievement Test

		Sept.	Apr.	Gain
Arithmetic	Reasoning	00.	3.3	3.3
	Fundamentals	3.2	4.2	1.0
	Total	2.1	3.9	1.7
Reading	Vocabulary	2.4	4.1	1.7
	Comprehension	1.9	2.5	.6
	Total	2.4	3.6	1.2
English		2.2	3.7	1.5
Total of test		2.4	3.8	1.4

His adjustment to home and school environment through love, security, and understanding was helping him to change his former attitudes and much development was seen in the period of one year.

A specimen of his writing showing comparison of work done in September and April is given on page 97. The writer believes that this shows definite improvement in emotional status.

It would take a whole book to record the methods used to gain his interest and the steps which led to the accomplishments that were made, to record the conferences with the mother and the former teachers, to give the court records, and to tell the history of this child. Only enough has been given to show his needs in order to make the adjustment desired for himself and the society in which he lives.

Jane

I can write this sentence in two minutes with a quality of handwriting which is equal to the standard of the fourth grade

September 6, 1945

I can write this sentence in two minutes with a quality of handwriting which is equal to the standard of the fourth grade.

April 1, 1946

Robert

~~I can write this sentence in two minutes with a quality of handwriting which is equal to the standard of the~~

(September 6, 1945)

I can write this sentence in two minutes with a quality of handwriting which is equal to the standard of the fourth grade

April 1, 1946

EMILIECase Data

Emilie is a small blonde haired girl. She lives in an average home. She has two brothers who are younger than she. The father is a contractor. During this year the mother was the President of the Hedges Mothers' Club.

When Emilie was very young she had several attacks of what was later called Asthma. At the time she was treated for pneumonia. From the hard breathing she would go into coughing and cough until she became weak and would lay for hours as though unconscious. Now her parents tell how they almost lost her, how they walked the floor, and how they are so afraid she will get that way again. Whenever Emilie wants something she gets it by having a tantrum.

The Problem

In school Emilie sits with her arm on the back of the seat or with her elbow on the desk with her head reasting on her hand. When an assignment is given she makes no attempt to do anything until she is told individually by the teacher. She then moves slowly to the extent of changing position.

For several days the teacher let her sit. She was no discipline problem except that there was something definitely wrong with the child.

Conference with the parents

A conference with the mother revealed that Emilie was

often an hour getting dressed in the morning, she did not eat any breakfast and was always tired. In the evening she would romp awhile with the boys and then dress up in Mother's clothes and want to sit.

Data on Development and Adjustment

The examinations made by the school nurse and a child physican could find nothing physically wrong except a slight cold. The patch test was given which proved negative.

Her school work and her attitude remained unchanged. The California Achievement test was given which rated her as a third grade pupil of the seventh month. She was very interested in finding out about the test but acted disappointed when she was told the result. The test was carefully explained to her and each part was gone over for her understanding. At this time some suggestions were given on how she could improve.

The teacher and the mother had several conferences about the child. One evening the mother overheard the child talking to her self. She said, "Nobody likes me. Nobody wants to play with me. The girls think I'm funny." She also said, "The teacher never lets me do anything, I haven't gone on an errand nor had a room duty this year." (This was in November). As soon as this statement was reported to the teacher, Emilie with two other girls were made inspectors for the coat hall. Emilie was also sent on an

errand daily. Emilie did not seem to be making any progress.

A conference with mother, principal, and teacher resulted in a change of doctors and another physical examination for which the arrangements were made by the principal who stated the position of the school with the case. This brought results. The child's blood pressure was found to be seventy-two. She was anemic and thoroughly "run down." She was given a blood tonic, vitamins, and put on a diet which the parents followed explicitly. During the first month of the treatment, the blood pressure went up to ninety and she gained four pounds in weight. The second month she gained two pounds. Her school work showed marked signs of improvement. She began playing with other children, participating in playground activities and her general attitude was better. The test results of the April test show a gain of one year and nine months in a period of six months of which she had worked about four months.

This child's problem was a health problem and, as the child improved physically, she improved intellectually. Patience and persistence are needed in helping the child. The many conferences with the parents and their cooperation have meant much in understanding this child.

EVELYN

CASE DATA

A few days after the beginning of the school year, a little girl came into the hall, walked to the teacher, and announced that she was to be in her room. There were two other fourth grades. The custom was to keep the same number of children in each room. It was not this teacher's turn to receive the new pupil. The other fourth grade teachers joined the conversation which resulted in an interesting discussion. The child was asked her name, where she lived, and other questions of interest to the teachers.

She was late entering school because she had an appendectomy and now had the doctor's permission to return to school. She laughed and giggled throughout the discussion. When asked if there were any brothers or sisters in school she giggled and said, "There is now, because I brought brother. He is in the first grade, but he could not come until I could bring him." She went on at length to explain that her mother was in the hospital and that now they had a new sister.

Evelyn's home conditions are very unsettled. She knows nothing about her own father. Her step-father is in the army. At present, there is another man living with the mother. Evelyn said, "It made my army daddy mad when he heard we had a new baby. He said that he was never coming back so mother and my new daddy are going to get married."

Problem

The child was never quiet a minute and could not sit still. Whenever the room was very quiet she would go into hysterical

laughter. An intelligence test was given at the beginning of the school year which gave the result as chronological age 9-7 mental age 8-10, and Intelligence Quota of 92. The psychologist's report stated, "Evelyn is normal in intelligence, but she has a rather poor memory and was quite nervous. Her personality test showed a poor adjustment both in self-adjustment and in social adjustment. Both areas gave an average score at the twenty-fifth percentile. She was low in sense of personal freedom and in all phases of the social scale. Her family relationships were much poorer than her school and community relationships. Her score in self-reliance was very high compared with the others. The examiner believes that the child's troubles arise at home, not in the school, and until her home conditions are improved, she will not be able to show a personality improvement or school achievement improvement."

Evelyn was often late for school. The first few times she was not asked why. She always entered the room, quickly took her coat and scarf to the coat hall, and hurried to her seat. She would look about to see what the others were doing and would start to work. As soon as she was adjusted she would give a big sigh and rest her head on her hand with her elbow on the desk. Visiting with her later it was found that she had to get her brother ready for school, give him his breakfast and practically drag him to school.

In talking to her brother's teacher, similar conditions such as nervousness, instability, and persistence were found.

The psychological test for the brother gave his mental age as four years. He was excluded from school. On the day of his exclusion Evelyn asked to go to his room. Whenⁿ she returned, she had his books. She put them on her desk, as she said, "Oh, that is a relief."

Evelyn ate her noon lunch at school. This gave her a balanced meal and time to play with the other children. She always played hard and was ready to settle down for the story hour. Nearly every day she would say, "Read a little more, please. I like to hear a story."

Conference with the Mother.

In a visit to Evelyn's home, the teacher found a poorly furnished house. Congoleum rugs were used on the floors in all the rooms. The rooms were large and had only three or four pieces of furniture in each room. The floors were dusty and dirty. The mother apologized for the untidy house by saying that she had to spend so much time with the baby.

Data on development and adjustment.

One of the first original stories which Evelyn wrote gave insight into her personal life. Her story was about a little girl that was lonely. It is given here as she wrote it.

"There was once upon a time a little girl who did not have any mother nor any father. She did not know what to do. She did not have any one to live with. She was very lonely. She was sitting on some steps crying when a man and woman came walking down the street. They were looking for a place to live. The little lonely girl ran to them and said, "Do you have a place to live?" When they said, "No," she said, "I don't have no mother or no father and I'm all alone. I know where there is a cottage in the woods. Will you come and we can all live there together?" And sure

enough they did and all lived happy ever after."

This story seems most interesting:-the child was lonely. After this her work was planned so that she would never be alone. Evelyn made a greater progress in her emotional and social development than in her intellectual development. The following chart will give the results of her achievement tests.

		Sept.	Apr.	Gain
Airthmetic	Reasoning	3.8	4.7	.9
	Fundamentals	3.4	4.1	.7
	Total	3.6	4.4	.8
Reading	Vocabulary	2.9	5.5	2.6
	Comprehension	3.7	5.3	1.6
	Total	3.1	5.4	2.3
English		3.7	4.6	.9
Total Test		3.5	4.9	1.4

ALICE

Case Data

Alice is sixth in a family of seven children. The youngest child will start to school next year. Three older than Alice are in the sixth grade, junior, and senior high school and the other two are working. The father works in a small hamberger shop. The children who are working help to maintain the home. For a part of the year the mother worked away from the home. The home is located in a small settlement near Mansfield. The children are brought to school by bus.

Problem

Alice is a very shy child. She lacks confidence and has no initiative. She lacks personal freedom and is very low in her sense of social standards. Her clothes indicate that of a very strict disciplined home - long sleeves in her print dresses, skirts longer than for a child of her age and size, long stockings, and her hair in long braids with ribbons.

In visiting with the child she said that she liked picture shows. She said, "We get to go to the funny ones that are in technicolor". In response to the shows she had attended this year she said, "I saw "Lassie Comes Home", "Son of Lassie", and "Snow White and the Seven Dwarfs".

Data on Development and Adjustment

During the first month of school, the children wrote stories about their dreams or their day dreams.

Alice's story is as follows:

"I dreamed that I was a movie star and I was singing and dancing. I was dressed up real pretty. I dreamed I was Betty Grable." This little story tells definitely the child's attitude toward clothes and the privileges which seem to be withheld from her.

When asking her with whom she played, she gave the names of two neighbor children and her younger sister who are two five year olds and one six year old. Alice is nine. These playmates are significant as the psychologist's test gave her mental age as seven years. The children play house most of the time. They have three dolls. Alice mentioned a pair of roller skates - "the kind you wear so you can't fall down" and a tricycle as her only playthings.

She said she only went to town when she had to have shoes. Her mother does all the other buying for the family. She said, "Sometimes we go for a ride. We go out to the lake or up to the graveyard to my little brother's and my grandma's graves." After completing this sentence she said, "I mean up to the cemetery instead of graveyard."

Alice attends church regularly at a small church near her home. She described the church building as, "one room with a lot of green curtains that slide together so

That there are lots of little rooms for Sunday School classes. We have programs at Christmas time and on Children's day. I generally speak a piece all by my self."

When any written work was being done, Alice would come to the teacher after every couple words or problems and say, "Is that right?" When assurance was given she would go a little farther. If, however, the teacher was busy and could not be asked the question, Alice would sit and wait without trying. The teacher gave her much encouragement. By the end of the year she was able to write a story of as much as two pages in length without having any help. Alice liked to read. Whenever her work was finished she quietly secured a library book from the shelf and started to read. Her reading improved greatly. She said, "I love books but I don't have any and we cannot go to the library because we live too far away."

At first the Sharing Day held no interest for her. Then one day in January she brought some Mexican Money. She hold it tightly in her hand as she told about it and showed it to the other children. From this time on she was prepared to share something with the class.

The parents were interested in the welfare of the child, but were always too busy to come to school. Conversations over the telephone were the only personal contact with the parents.

After the books were collected at the close of the

school year, the children were asked to think over all the activities of the past year, to choose the things they enjoyed most, and to write a short paper for the teacher.

Alice's story is as follows:

The most interesting things this year in our room were sharing day because we got to bring things to school, spelling because some of the girls and boys got to go ahead, and another was the parties we had, at some of the parties we had ice cream and cookies. I also liked the shows we had on Thursday. Another thing was the trip we took to the Library and we got to read some books. We went to the Blacksmith Shop. The Blacksmith made a horseshoe for us to take back to our room. We went to the museum and we saw some snakes that were dead and we saw an old bicycle that was the first bicycle in Mansfield. For Easter we made a little chicken. The teacher put some grass in it and then some candy in it.

I liked the party that Jo Ann, Pete, and Jane had for their birthdays. Jo Ann brought five-cent candy bars. Pete brought ice cream bars. Jane brought cupcakes. We played some games.

On Valentine's Day we had ice cream, too. The other things I like best were writing and reading. And the best thing was the teacher. She was nice all through the year."

The writer wished to omit the last sentence but find, it is significant for this child's achievement. She gained in confidence of herself and made many friends among the pupils in the room. She thrived on praise and a feeling of security. This child needs encouragement of what she is doing and understanding of her home background in view of her present needs.

Terry

I can write this sentence in two minutes with a quality of handwriting which is equal to the standard of the fourth grade - September 6, 1945

I can write this sentence in two minutes with a quality of handwriting which is equal to the standard of the fourth grade April 1, 1946

Alice

I can write this sentence in two minutes with a quality of handwriting which is equal to the standard of the fourth grade - September 6, 1945

I can write this sentence in two minutes with a quality of handwriting which is equal to the standard of the fourth grade March 29, 1946

TERRY

Case Data

Terry is an only child in an average home. The parents, both having education beyond high school, have many plans for the child and make every attempt to realize their plans. The child is very immature. He is affected with hay fever and asthma, has protruding teeth, and very poor eyesight.

The father maintains a position of importance at the Westinghouse plant in Mansfield. After working hours, he raises chickens as a hobby. He enjoys gardening and has much pride in the landscaping of the home. During the basket ball season he referees high school games in near-by towns and also finds time to help the local elementary school by coaching its team. Terry practiced regularly with the team.

The mother for several years was bookkeeper for a large city garage. She has great interest in her husband's chicken hobby.

Terry's own room is a typical boy's room. The floor covering is squares which are game boards and maps. His furniture is maple. He has a record player with a large supply of records, a radio, and a book case with many books for boys. There are open shelves for gadgets such as small airplanes, cars, toy animals, and souvenirs.

Problem

Terry is a very small, immature child. He has hay-fever and asthma, his teeth have been growing faster than his jaw, causing teeth to protrude. He is being given excellent dental care and is wearing braces to correct the shape of his mouth. The teeth, hayfever, and asthma cause a health condition which requires understanding and consideration.

The parents are over-anxious about the progress of Terry. They are very cooperative, and often call the teacher and come to the classroom.

Conference with parents and former teacher.

In a visit to the home, the conversation revealed that Terry's first two years in school were in a small one room county school. Terry was the only child in his grade. Being the youngest and smallest in the room, he was "babied" and permitted to do as he pleased. This did not help the situation as he was an only child at home with no close playmates.

During his third grade the family moved to another farm into a district where the children were transported by bus to the Hedges School. This third grade proved very difficult for Terry. He had to adjust to living with others of the same age. His physical resistance was very limited. He did little to keep in group work. He was speechless when he was called on. However, the child did not show

signs of laziness or listlessness. At the end of the year, he was promoted to the fourth grade. In several conferences with the parents the child's health was discussed and improvements were recognized. The child's emotional stability was also discussed. His attitudes toward other children, toward school, and home responsibilities were considered as a part of the home-school program.

Data on Development and Adjustment.

Terry was with other children on the school bus and learned to get along in classroom group activities. He learned to assume small responsibilities such as taking attendance slips to the door, acted as monitor for his row, helped the librarian, and helped to keep the tools and workbench in order. These tasks were not to keep him busy, but for purposeful moving about the room. As he became adjusted to the group, he did not have the need for so much walking. As his reading progressed he advanced in all other school work. In spelling he would seem to know the word, could use it orally, but could not write it. This caused his difficulty with written work. His writing (see Page 109) shows a nervous condition but progress was seen as he gained physically and emotionally.

The parents called frequently upon the teacher for suggestions regarding classwork and kept her informed of any unusual physical condition. This was helpful. The child needed understanding and not punishment when he could not sit

still or when he became over excited about his classwork.

This year he ate regularly at the school lunchroom. This gave him a warm noon lunch. He gained socially as well as physically. He had more time for play and learned to play with others.

The parents have become more concerned with the child's general attitude and, through their cooperation with the teacher, have gained insight into the effect of health upon learning. They are giving the child as many experiences as they can, short trips, library, farm interest, opportunity for associations with other children, and others as they can.

The factors which have contributed most to this child's development and adjustment are: a good home which provides security, affection, and gives the child a sense of being wanted and belonging; parents who are very interested in the child's physical, social, and emotional needs; a school that has regard for the child and his development above the teaching of subject matter; and a teacher who believes in considering the child's needs, interests, and ability.

The scholastic achievement depended upon the child's adjustment to his environment and his ability to meet each task as he came to it in a better way.

Chapter VI

SUMMARY AND CONCLUSION

This study deals with the factors which contributed to child development and adjustment in a fourth grade. The grade was composed of forty-two children, twenty girls and twenty-two boys. The chronological age range in the group was from eight years and nine months to thirteen years and seven months. The intelligence quotients as determined by the Henmon-Nelson tests ranged from fifty-five to one hundred twenty-six. The children represented homes of varied economic and social levels.

The needs, interests, and abilities of the children were considered in view of the situation in which they lived. The location of the school district, the economic status of the home, the community, the school, the room and equipment, the administration of the school, and the parent organizations were recognized as pertinent factors bearing on problems of adjustment.

The procedures which were used as resources to child development and adjustment were teacher guidance, subject matter, a program of testing, parent cooperation, and anecdotal records.

The case studies incorporate data on these matters and on particular problems with which adjustment was concerned.

While the period covered by the study was only one year, evidences of progress toward better adjustment could be noted within that period.

The study warrants the conclusion that adjustment is facilitated when: 1. The home, the school, and the

other social agencies cooperated to develop an integrated child; 2. the school curriculum respected the needs, interests, and capacities of the children; 3. children are given a sense of belonging which gave them security; 4. children participated in many non-academic activities; 5. the child's emotions were considered and when guidance was concerned for the affect upon him; 6. judicious praise or recognition was given to the child's accomplishments; 7. behavior was treated as a symptom and the remedy was applied to the cause; 8. opportunities were given for the child to use his initiative in purposeful activities; 9. the child who was shy or unsocial was considered as much of a problem as the aggressive child; 10. the school promoted factors which were conducive to good adjustment and gave the child opportunities for integrative behavior; 11. the parents took time to share in the interests of the child; 12. the parents live in harmony at home; 13. health was given a primary place in a study of the child's needs; 14. learning was not limited to text books, but was given the broader meaning which includes the factors essential to improvement of living.

Implications for Further Study

Observations and experiences in the course of this study have implications which suggest other problems for investigation and research. Among these are the following:

1. A study of the developmental tasks and their relation to the emotional behavior of school children.

2. Guidance, its functions and its importance in the elementary school.

3. The non-academic interests of children and their influence upon the academic.

4. The adjustment of the children who transfer from private or parochial schools into the public schools.

5. Handwriting and its relation to the child's emotional adjustment.

6. A study of cases in which the adjustment problems of school children were complicated or accentuated by specific factors or circumstances.

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APPENDIX

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APPENDIX A

Additional Procedures - Chapter IV Health and Physical Education

The health and physical education program was under the direction of a specialized teacher.

The teacher in charge gave the homeroom teacher reports of the Children's attitudes, any signs of physical defects, social maladjustments, and other factors which would aid in building a unified program for child development.

For health a study was made of teeth. The children, as a group, visited the nurse's room. The nurse gave a brief talk about the care of the teeth. She used large wall charts to illustrate her talk. She challenged the children to care for their teeth. The children who could not afford to have their teeth cared for were sent to the dental clinic others went to their own dentists. A check up a few weeks later found everyone brushing his teeth and almost all had been to a dentist.

The nurse also checked the children's eyes and a similar study was carried out.

The children were weighed regularly. The chart shows an average gain of weight for the thirty-seven pupils who were registered the entire year as four pounds.

Other interesting studies were; "Clothes to suit the weather", "Foods for each meal", "Why the Body Needs to Sleep", "Why We Need to Play", and "Health Rules for Everybody".

Music

Music had a very important place in the curriculum. During the first part of the year much time was given to learning songs which were short and could be learned easily

Music was correlated with the Units of Study. At the end of the year the children climaxed the Old Fashioned Days Unit by singing many old songs.

For variety there were solos, duets, quartet, and small group numbers besides the chorus which was composed of all the children.

Twice during the year, groups from the class participated in radio broadcasts from the local station, W M A N.

As a part of the sharing day experiences someone usually played a piano solo.

Records were used for appreciation lessons.

Folk dances furnished activities for rhythm. Several were learned. "O Susanna" and "Pig in the Parlor" were used in the Unit Program at the end of the Year.

Art

Art was considered as an integral part of the activities in the classroom. Reading and other areas were made more meaningful by using pictures as illustrations, by making pictures or murals, and in using crafts and other phases of the arts. Many of the things made were referred to in the case studies.

The work bench and tools provided some interesting exper-

iences for the children to learn to work together, to share, and to plan before they act so as to avoid waste.

Originality and Creativity were especially encouraged.

Social Studies

The social studies included geography, history, and current events. The children were always eager to share news from the radio or the newspaper. The text for history included stories about the early beginnings of our country. The history and geography texts were used as reference books to find out more about our country and the countries from which the early settlers came.

The children had never had history, as such, and were eager to explore in this book. This was the beginning of a Unit of Study. As the settlers started a westward movement the Reading text was introduced, "Singing Wheels". The children began to realize that history was reading and geography was reading. A new concept of subject matter was developed.

In planning the first part of the study, the children thought of things they wanted to know about Early America. Their thoughts were then shared with class and recorded on board for further consideration. A few of their questions were;

1. How did the first people come to America?
2. Where did they come from?
3. Why did they come to America?
4. What did the people do?
5. Did they live in log cabins?
6. Did they make wagons and buggies?

7. How did they dress?
8. How did they travel?
9. Did they have jewelry?
10. What were their clothes made of?
11. How were they made?
12. Did they have stores?

For this first experience the teacher selected forty-two books from the city library which included materials which would help to answer these questions. Some of the children brought material from home. The first step in sharing books, in breaking from formal school program, in considering individual differences, was successful. The interest and child's attitudes were indicative of the kind of program which best fitted their needs.

This is only one of the many things done during the year. The whole program was equally as interesting.

Science

Science also had a place in the classroom. The first of the year the room fairly glowed with Autumn beauty and crawled with bugs and worms of every description. Little tadpoles who grew legs and lost their tails were constantly watched. In March, Robert, who had brought the tadpoles, put a small turtle in the bowl. When children looked to see if tadpoles had changed he laughed and laughed, he had fooled them all. The case study of Robert will show significance of this bit of humor.

The moth that came from the cocoon, the moss from a tree, a collection of stones, and a study made about time are only a few of the ways that science was incorporated into the daily interests of children.

Throughout the year the emphasis was upon the development and adjustment of the child. Subject matter, which was referred to as a resource to development and adjustment, is briefly given to show that it was in no way neglected.

Non-Academic Interests

Some of the group interests represented in this fourth grade were Y.W.C.A. Saturday Club for Girls; Y.M.C.A. wood-working, gym, and swimming classes for boys on Wednesdays and Saturdays; and the Story Hour at the City Library on Saturday. Other organizations included; Girl Scouts, Brownie Scouts, Pioneer Club, and Sarah Lewis Club for Girls, and Boy Scouts and Cub Scouts for boys.

Individual interests included tap, toe, and ballet dancing and piano, accordian, and trombone lessons.

Hobbies to which much time was given at home were; fishing, caring for chickens, rabbits, and other pets, and constructive work such as; woodworking, cooking, baking, embroidering, knitting, piecing quilts, and weaving.

Most of the children were regular in borrowing books from the city library.

At least three-fourths of the class attended one picture show some time each week-end.

Allowances for Children

The Mansfield News Journal carried an article entitled "An Allowance Teaches Child How to Budget" by Garry C. Myers.

This was used as a lead during the morning discussion period. Each child told about his allowance. How much he received, what, if anything, he did to get the money, and how he used it. Twenty-six of the forty-two children reported definite allowances. Only ten reported that they had to coax for money for the things they wanted.

Individual Needs

What are some of the ways of determining the needs of the child? If the things a child does are symptoms of behavior, the causes should be sought so as to alleviate the cause and not the symptom which is the immediate concern. It was by close observation and anecdotal records that the following symptoms were found. Using these symptoms as leads for study of the child, it was possible to notice the child's improvement in intellectual, physical, and emotional development.

The child who-
always told about horrible dreams

would start to talk and then seemingly forget what he was going to say

cringed each time a teacher or administrator walked near him,
was excellent in subject matter but was unable to participate
in games, lacked coordination of muscles.

was excellent in reading, was unable to understand even the
simplest of number combinations.

had a twitching of shoulder and back muscles which became
extremely nervous when strangers came into room or any
pressure was placed upon completion of work.

was very shy and blushed when called on until her face and
neck were nearly purple.

was shy in classroom but very loud and even rude on the
playground.

wrote spelling on her desk or on a small sheet of paper
and put it on her seat to copy.

the child who-

didn't want to do number work because, as he said, it is hard.

did excellent classwork even when done in groups but could not get along with other children in the halls or on the playgrounds.

lost as much as five pounds in weight between time that weight was charted. Had been present at school the entire time with no apparent sign of ill health.

walked close to the teacher every recess, noon, and at other times and put hand on teacher's dress (this child was an inmate of the children's home)

talked much about his baby sister. He was most obsefvant of every move the baby made.

said her parents didn't know anything so was doing her best to learn so that she could teach them. (Parents had no educational opportunities because of home conditions and were trying hard to learn)

was absent because of illness, seemed unable to adjust when returned to class. (weak, had been pampered, had had own way, was given everything she asked for and now expected to get same at school)

was always late for school, yet was up very early in the morning.

had a hit for everyone who passed him.

who preferred just doing arithmetic to everything else that could be done. (He said that a former teacher had told him he'd never be able to do arithmetic and he was out to show her he could learn if he tried.)

was involved in many fights on the way to and from school but never fought for his own rights.

who worked at least two years beyond his mental age and was good in all classwork but was very destructive and accused of several thefts, and, when at play would use foul language.

sat and looked out into space and apparently heard nothing nor saw anything that went on in the room.

wanted to trace history of everything to find out what the first of everything was like and why things are like they are today.

liked to use big and new words and said that was on the radio

the child who-

had many interests outside of the classroom which kept her busy most of the time and was one of the best in the grade. (She found nothing too hard for her to try and was a very integrated child.)

was afraid of storms and got extremely nervous whenever clouds appeared in the sky.

was selfish with the use of school supplies.

wouldn't try but would say, "She can do it better than I".

actually laughed at his achievements and said, "That's nothing; I had fun doing it".

had to be called to dinner as many as five times when he was only in the next room.

refused to hang coat on hanger but had to be reminded daily and hung it up after much scolding.

confessed to breaking sixteen windows of the school building, stealing fifteen dollars, and playing truant from school.

at the age of ten, said he took his teddy bear to bed because he was afraid alone.

had the highest I.Q. in the room and wasn't the highest in achievement tests.

CRITERIA USED BY TEACHER IN VISITING WITH PARENTS: Places of Conference and Conversation

1. The Classroom
2. The P.T.A
3. Mother's Club
4. In Home
5. Teacher's Apartment
6. Visiting when meeting on street

The Conversation

1. Put the parents at ease with some complimentary comment regarding the child's classwork or improvement.
2. State some definite improvement the child has made. (if not in subject matter in some character trait such as

(cooperativeness, courtesy, persistence, getting along with others.)

3. Tell a few things which the class and the groups were working on at present.
4. Invite parents to school and attempt to make them welcome.
5. Ask about a member of the family, hobby, or some fact of interest to the parent.
6. Visit in general about hobbies, pets, trips, books, etc.
7. Give specific facts about the child and his school work.

INTERESTING ARTICLES USED IN CONVERSATIONS
WITH PARENTS AT THE MAY MEETING

"What Kind of Discipline" by Douglas E. Lawson, Parents Magazine, November, 1943. p. 25

"The Safe Way in Discipline", by Gertrude P. Driscoll Parents Magazine, March, 1945. p. 28

"Education is a Two Way Street", by Helen Van Pelt Wilson, Parents Magazine, February, 1945. p. 20

"What a Report Card Can Tell You" by Victor Johnson, p. 26

"If Children are Afraid", by Alice Murdock, p.28

"Sex Education at Different Ages", by Frances Bruce Strain; Parents Magazine, April, 1945

"Is it True that Parents Do Not Care?" by Emily Seaber Parcher p. 19, The American Home, April, 1946

"Back Talk from Our Children", by May Reynolds Sherwin, p. 90 The American Home, May, 1946

"Are you Throttling a Future President? by Harvey Zorbaugh, p. 46 American, December, 1945

APPENDIX B

Case Data

KENNETH

Kenneth was nine years of age. He was four feet and two inches tall and weighed fifty eight pounds. His class work, according to the california achievement test was equal to the standard normal for fourth grade. He lived in a suburb where the children were transported by bus to the Hedges school. Kenneth was very quiet and talked only in answer to a question. He had peculiar muscular twitchings which were particularly noticable in shoulders, arms, and back. He was the oldest of four children. The two youngest children were not yet in school.

The first Mother's Club meeting of the year is a time when all mothers make a special effort to come to the school. Kenneth's mother was present with the two children who are not in school. She did not come to Kenneth's class room because it was time for the meeting to begin. After the meeting she left the building. Kenneth reported the next day that his mother hadn't come to the room because she did not know where it was and did not want to ask anyone. So far as the writer knows, this was the only time she was in the building during the year. Kenneth was absent two days during the school year.

This absence was used as a reason for communication with the parents. The teacher called by telephone to inquire about him and then visited, with the mother.

The first things which were considered by teacher as the most indicative of needed adjustment were his timidity and quietness. He liked to read and could be found in his seat, after the first bell at noon and at many other times, with a book. He did not wish to be with a group. At noon he walked around by himself.

Careful planning put him into several work groups. He was asked, "Would you like to help the games Committee today. This Committee wants your help."

He willingly met with the group. At first, when with others, he was very silent, but, with time and encouragement, he began to help, to offer suggestions, and to carry out the plans. He was asked to help several groups so as to have associations with more children and to see how they worked together.

He began to gain confidence in himself and moved more freely about the room. He was often seen visiting with small groups of children. He began playing various table games and putting puzzles together. He was slowly gaining a sense of belonging, as he found that the room and equipment belonged to him too, he was free to use the games and books and was always willing to share what he had with others.

He was never a discipline problem because of over activity, but it was definitely a problem to get him to work with the group. He made a good gradual adjustment in this respect in the course of the year. His formal home where the father exercises unquestioned authority is, without doubt the basis for his school attitude.

Kenneth was interested in sharing day. The first few weeks he did not respond but about the fourth week he had an Indian head penny dated 1883. From this time on he had something every time. The most interesting of his sharing ventures to the writer as well as to the class was his pictures and descriptions of the spring floods in North Dakota. He told that he had lived in that state. What he had to say was real to him and his presentation was excellent.

One of his favorite interests was for someone to start a story and then for several to add to it until all of story or book has been told. This was often done in giving reviews of books as a panel discussion.

His scholastic achievement scores are also evidence of his adjustment.

During the six month period he made a total gain of two years in the achievement tests.

JOAN

Joan is the oldest of three children. The second child was in second grade. The baby, age two years, had a cleft palate. During the year he was taken to Chicago twice for operation. He required so much of the parent's time that very little time was left for the other children.

The home was located near the business section of the city, was moderately furnished, and was kept neat and clean. The father had a good job and the mother was who planned well for the best of everything at least cost.

Joan was a very restless child. She moved about in her seat constantly. She could not stay at one thing more than a few minutes. When the class was having discussion, she did not volunteer. She was afraid to talk out loud. The California achievement test at the beginning of the year gave her a low third grade rating.

Soon after the first achievement tests were given, the parents were invited to come to the room and find out about the child's achievement. The child was not compared to the other children in the room. The parents were given the opportunity to see the child's progress and weaknesses. Joan's mother was present and carefully examined her test paper. Later she had a conference at

which time suggestions were made some were: 1. Joan should have some outside interest, 2. She should have an abundance of easy reading material, 3. She should visit the city library and choose her own books, 4. She should have more time with her parents.

The parents gave Joan a choice of any instrument and found that she was interested in an Accordion. An Accordion was purchased and arrangements were made for her to take lessons. She practiced without being told. This was the first real achievement.

She went to the library often. The records show that she read fifteen books and gave reports on each of them.

The parents began putting the younger children to bed early and spending the evenings with Joan.

Joan became very interested in learning new words. One day she said, "I have to learn new words everyday so that I can tell them to my mother and father at night. We often play school and they do not know all the words. They did not get to go to a school like this where they have nice books and radio and everything so I am helping them at night. We take turns pronouncing words to each other and we are all learning."

A check-up on her statement revealed that the parents had not been given early educational opportunities. Both had quit school and gone to work to help support the large families at home.

The parents took turns coming to Parent-Teacher Association and the mother usually attended the Mother's Club.

Joan was especially interested in group activities. She worked well with a group but liked definite assignments of what she was to do. If the children were to read to find about some one thing, she would wait until given explicit direction about where to find it, which book, and so forth. She was very dependent but it became clear that this was her way of getting attention.

She was always prepared for sharing day. Each time she had entirely different type of material to share. One day, however, she had forgotten about this being Friday. She did not want to be left out. When her turn came she walked slowly to the front of the room and said "This is my new blouse. Mother bought it for me. I think it is pretty. It cost as much as a dress would cost too."

With that she returned to her seat. Several of the children one after another made special comment on the prices of clothes and shoes. One child said she heard over the radio that men's suits would be one hundred dollars a suit. Other children commented on styles of clothes and the idea of being able to sew so as to make your own clothes. The interest Joan aroused was unusual

and proved to be very satisfying to her and others.

The parent cooperation with the school, Joan's renewed sense of belonging, of home and school, her interest in an instrument and in scouting all worked together for better adjustment.

She gained two years in a period of six months. Her personality gain in being able to adjust to various situations was probably her biggest achievement. The accordion and scouting gave her something to do and something to talk about.

Ray

Ray was thirteen years of age. He was very tall. He lived in the school district where children were transported by bus, across the city to the Hedges school. He had come to this suburb from Kentucky. His father worked at the steelmill. Ray was one of eight children. One of the older boys was married and he and his family lived in the home too. The house had no modern conveniences.

His health was not good. He was undernourished and was growing very rapidly. He was getting very round shouldered. He ate some of his meals in the lunchroom but often complained that he did not like the food. When he carried his lunch it consisted of not more than two sandwiches.

The father was ill. It was never possible to communicate with the parents. Ray did the best that he possibly could do. He often assumed a negative attitude toward school but this was understood. He was so much out of place for size, intelligence, and personal interest. He was not a discipline problem in any way. He was always willing to try to do his part in group work. He was liked by the children and thus got along nicely. At the end of the year he was transferred to the Boys Vocational School where he will have opportunity to work with his hands and to learn a trade.

Ray made a fair adjustment and showed progress in his achievement tests. In September he would not even try to do the reading part. When questioned he said, "I didn't know what the words were." In April his score was that of a second grades of the fifth month. Ray had really achieved. It took patience and understanding to keep him happy during the year, to help him make as good adjustment as possible, and to develop acceptable attitudes and habits so that he could make his way in life.

His achievement tests show a gain of one year and four months. His intelligence grade placement was third grade of second month and his achievement result showed the same figure. He is working up to his capacity.

ROBERT

The first day of school Robert was accompanied by his mother. He had not been at this school before and did not know where to go. He was assigned to the room which is being discussed. He entered the room looked both ways and actually sneaked up the aisle to a vacant seat. He looked around and then sat with eyes fixed on his desk. The mother's only comment was, "He isn't so dumb when you make him work."

Later, the teacher walked up the aisle. The child cringed as though he were going to be hit.

The children were exploring the books which were around the room. The teacher took one to Robert. As she walked toward him, he dodged and was more than half way out of his seat.

The conclusion from these two incidents was that this child has been somewhere where he had been constantly hit. From this the teacher used every opportunity to put her hand on his shoulder to show him that a hand was not to be used to hit him. It took three weeks to get a word above a whisper from this child. It took six weeks to get a sentence.

In health class where foods were discussed, the children were talking about breakfasts. The teacher asked him what he ate for breakfast. He shrugged his shoulders. When asked if he had had milk he said, "I don't get milk."

All we can get has to be for the babies."

Adjustment to the food situation came by giving him and his sister who was in second grade free meals at noon in the lunchroom, paid for by Community Chest Fund. Robert gained four pounds that first month, two the second, and four the third. With the gain of weight also came a spark of ambition.

Another observation was as he entered the room one day. He walked sideways. When the class left the room for recess, he remained in his seat. The teacher went back to talk with him. She took him by the hand and asked that he go to the hall with her. He said, "Nope, my pants are ripped and I don't have any others."

The teacher let him sit and went immediately to the principal who made arrangements and took Robert to the store where he was fitted with two shirts, two pairs of trousers, and a pair of shoes. When he returned to the room, his eyes fairly danced with delight. He sat tall and was very proud. He told about his trip to town with the principal who was good to him. Goodness and kindness were two things about which he knew little.

Soon after the food and clothes adjustment, Robert volunteered to participate in Sharing Day. He stood in front of the class and said, "This book has Indian signs, You make them with your hands. This means..... He proceeded to make the motions and to explain the words. When he finished the children applauded and asked if he could do

them again so that they could do them too. Robert now assumed the role of a teacher. The children spent several minutes learning the signs. Robert had gained the class approval, had experienced success, and found he had achieved status in the group.

Sometime later in conversation he referred to the parochial school where they slapped him often. He told that they had taken his little brother to a bad boy's school in Philadelphia and told how he liked his little brother. He shook nervously and tears ran down his cheeks. He said that the priest was so angry because they came to public school and he was so afraid. He cried so hard that the teacher did what she could to assure him that everything would be all right here. From this time on Robert was a different child. These pent up fears had been released.

The Achievement tests show, in part, what happened to him. He gained one year and one month in Arithmetic, three years in reading, and one year and three months, in English. His total test shows gain of two years and one month in the six month interval. His I. Q. was determined as 70 in a given test while he was still fearbound.

This child needed food, clothes, security, emotional stability, release from pent up fears, and someone to be a friend to him.

Joe

Joe's real name is Leroy. He was called Joe because of being named for his father. He was the middle child in a family of seven children. There was difficulty in the home which led to signs of anxiety on the part of the child. During the school year the parents were divorced. The mother got the custody of the children.

Joe had had a broken arm which was not set properly. His arm was bent and his elbow was stiff. He had serious trouble trying to write. He was learning to use his hand all over again. He was absent because of illness several times during the year. His achievement test, with all his absence and home environment, shows a gain of nine months in the six months period. The Henmon-Nelson test determined his I. Q. at seventy-three according to the testing program he was working one year and six months beyond his capacity. He was repeating the fourth grade. Joe needed to achieve; he had met failure. He needed encouragement, security at home and at school, and most of all understanding. He was well liked by the boys of the class. He always had children with him. He was making a good adjustment if one considers his home, intelligence and health.

ALBERT

Albert was second youngest in a family of eight children. The mother worked in order to maintain the economic standard of home that she desired. The father had a good position but his salary was not sufficient to keep the home.

The children all had their own responsibilities at home. They were not to play with other children and were expected to stay in their own yard. The mother said, "They know how to mind and do a good job when they are alone. The trouble with them always starts when they get mixed up with others."

Albert did not have any trouble with the children at school but very often would fight with others on the way to or from school.

Albert asked for permission to wear a clean shirt to school on Mother's club day. His mother said, "No." He accepted the no for a while and then decided he was just too dirty to come to school. While mother was busy, he hurriedly changed his shirt. He was starting to school when his mother saw him. She called him back and slapped him across the face so hard that the prints of her fingers were still on his face when he returned to school. His face remained red for some time. Albert had

on his dirty shirt and with a most apologetic voice he said, "I tried to clean up but this is what I got." He pointed to his face and with tears in his eyes told the preceeding story.

This child's home life needs to be more concerned for the emotional status than for the economic status.

Albert made a good adjustment when home conditions were considered. With understanding and encouragement he doubled his score, a gain of two years and seven months in the six months period.

Jo Ann

Jo Ann was the older of two children. The father was in the army. The family had lived with the mother's grandfather who was quite elderly and was past enjoying children. He was constantly at odds with them. The mother was quite unsettled and much time was spent looking for a house. Jo Ann said, "We like nice things and everytime we want to fix anything or even clean house Grandpa says we're tearing up."

This unrest was intensified by the father being away. He seldom came home because of the distance.

One day Jo Ann was noticeably restless. When the teacher was at her desk Jo Ann came quickly and said, "I think my daddy will get to come home now 'cause mother's going to have a baby. I am going to help her all I can 'cause I want a nice baby just like Harvey's little sister."

The teacher complimented her for helping her mother and said that she too hoped that her daddy could come home.

Jo Ann had an I Q of one hundred twenty. She excelled in her classwork. The final score of the achievement test shows a grade classification of sixth grade of the first month. Jo Ann read thirty-three books during the year. She adjusted to almost any situation in a very acceptable manner.

With her intelligence, achievement, and ability to adjust to present circumstances, there are great possibilities of achievement for this child if home conditions improve.

MARLENE

Marlene comes from a complicated home situation. Her parents are divorced. Her mother deserted soon after birth. The father's parents have cared for her. In the same home lives an Aunt with her three children. Marlene's mother writes to her and sends many gifts, addressing the correspondence to the school to make sure she gets it.

This child's intelligence carries her through class assignments. In achievement tests her score places her in the seventh month of the fifth grade.

The home conditions, her lack of security, her divided loyalty to her mother who sends gifts and her father who supports her, all make for emotional instability and maladjustment. She turns nearly purple if called on in class or asked to do something.

Much needs to be done to help this child to a better adjustment.

HARVEY

Harvey was from a home of five children. The parents live with their children not for them. Each child has his home responsibilities and performs his duties without a question. The three oldest children take piano lessons and are all able to play well. Harvey's lessons were stopped this year as a result of a broken arm. He often spoke about getting to play piano again and spoke of it as a pleasure.

Harvey was very good in Arithmetic. In conversation with the father he told how he and the boys spent evenings playing games which involved numbers. Another game they all especially like involves counting points while riding. The boys were enjoying the game without realizing that it was excellent practice in arithmetic.

Harvey's I.Q. was determined as ninety-nine. His final score on the achievement test rated him as a fifth grader of the fifth month. Parental interest, home security, his emotional stability, interest in his piano and scouting, are the factors which determine his adjustment and development.

Wayne

Wayne was an oversized child for his age. He had spent two years in the third grade. He was the oldest child of four. His behavior difficulty lay in his always fighting and seeking to get even. He was in constant trouble with Patrol boys and with parents of the children with whom he fought either coming to or going from school. As for the classroom, his conduct was excellent. He worked well in groups and was extremely interested in drawing. He read twenty books during the year and was always ready to tell about them orally to the class. His achievement records show gains of one year and seven months in arithmetic, two years and two months in reading, four years and three months in English and two years and six months for the total test.

The fighting is his way of gaining recognition among playmates. In the classroom he gains recognition through his ability to draw, his ability to spell, and by carrying responsibility. Last year it was his duty to care for the windows. He was tall and could do this without much effort. As significant as it may seem, this was an important step in helping Wayne to make a better adjustment.

BARBARA

Barbara is a foster child in her home situation. The foster parents have two children who are twenty-five years older than Barbara. Both are married and live away from home.

Barbara gives up very quickly in everything she tries to do. The parents do not have much patience with her. They expect perfection in her work. The father told how he "drills her on her numbers, but she does not remember them until after dinner." The mother drills on spelling words, with the same result.

Data on Development and Adjustment

The excessive drill work at home was stopped. The child was given more time for play and for association with children of her own age. She went to the library regularly for books and began to enjoy reading.

The sharing day experiences meant a lot to Barbara. She was very timid. At first she would only say a few words. As time went on she gained confidence and was able to give interesting talks about the article she wished to share.

Near the end of the school year, these parents opened their home to another orphan child, a girl a little older than Barbara. They believed that part of Barbara's problem was because of their ages and because she needed association with others. She was making an good adjustment to the new "sister."

Summary: The cooperation of the parents with the teacher, the interest of the parents in the child, and the child's change in attitude toward her school work are given as some of the factors which contributed to her development and adjustment.

The first little program the class had found Barbara with a very minor part. As the class left the room Barbara said, "Im so scared shaking all over." Every opportunity was used to have Barbara meet people and to participate in audience situations. The program, which climaxed the Old Fashioned Days Unit of Study, included Barbara in a very important role.

Barbara's achievement tests show a progress of two years made in a period of six months.

JIM

Jim and the following four children come from average home situations. The parents and the children compose those living in the home. The achievement scores referred to are those for the April test.

At the beginning of the year Jim was not much interested in what was to be done and did nothing to help. If there was any writing, he just sat. In a personal talk with him and a conference with parents, he was given to understand that he was capable but that he would have to do his part. Time went on. Much progress was noticed and, with each accomplishment, he was complimented and challenged to do better. When a gain of two years was made in his achievement test he said, "I sure thank you for scolding me that day a long time ago. I was lazy wasn't I? I like to work now."

Perhaps the personal talk was considered a scolding. In any case it brought results.

ELIZABETH

Elizabeth was one of the pupils who came to school by bus. She had a good home and cooperative parents. Her mother came to school for the explanation of the first achievement tests. She said, after examining Elizabeth's test, "I can't understand why she is so low. She has always received honorable mention in spelling and here she has only one word spelled correctly."

Very close observation was made of Elizabeth's work to find that she copied the spelling words on little sheets of paper, put them under the hem of her dress and then copied them as they were pronounced. She was not censored for this, but the teacher began standing beside her desk as the spelling words were pronounced. The first time she did get any of the words right. She tried writing words on her desk. When she was all set and it was time for spelling, it was decided to spell in groups. Children traded seats and again Elizabeth was lost. After doing such unsatisfactory work for several weeks, she decided on her own accord that the honest way was the way to take. She worked hard and went through a period of readjusting herself which took much patience, much encouragement, and understanding.

In the meantime a conference was held with the mother who was informed of the situation and cooperated in the effort to help the child.

The teacher and the child had a conference. Elizabeth was praised for her effort, and together she and her teacher

decided that the honest way was best after all. When tests were again given Elizabeth was four months above the standard norm and had gained a year and eight months in the six months period. Of the thirty words in the test Elizabeth had spelled twenty correctly.

Elizabeth needs to be included in home cooperation, she needed and still needs experiences which stabilize her efforts toward honesty, and needs understanding to keep her from deviating. It took praise and approval of her efforts to help her adjust scholastically.

LEE

Lee was a most unusual child. He had a bad speech defect. This, however, did not effect his singing. He knew most of the popular songs. He not only sang them but liked to act or gesture as he sang. He said he was going to be a jitterbug in a show some day. He danced every time he had a chance. He was a most lovable child and was well liked by everyone in the room.

His I. Q. was seventy-two. His achievement was five months beyond what the test determined as his capacity.

One evening when there was a dance at the American Legion Hall, Lee joined the group, entertained between dances, and collected eight dollars and fifty cents for his "shows."

He spent some money which wasn't his and, being given until noon the next day to replace the money, he fixed up a shoe kit in an old dinner bucket, established a place of business for shining shoes in a theater lobby, and earned two dollars in a few hours.

He was a most ambitious child and, though on the street a great deal, he was never in any difficulty. His pleasure was in doing constructive, entertaining, and money-making things.

He loved to tell "wild tales" and would have a group around him constantly. His stories always were told by giving the conversation of each person in the story. His first written story was entitled, "The Show Must Go On."

His intelligence test was given under pressure when the child first entered school, and does not seem to have taken his measure.

Attention from the teacher, a sense of belonging, of being an integral part of his group, and of achievement account for the good adjustment Lee was able to make.

BECKY

This child is an excellent example of the need for bodily health. She wears glasses with very thick lenses and bifocals. She cannot see without her glasses. Her teeth protrude. She is under the best dental care possible and slowly is having mouth and teeth adjusted to each other by use of braces. She is very small for her age. She is under medical care. She tries easily and has no resistance. She cannot stay at one thing very long without becoming extremely restless and nervous. She is neat about her work and everything she does is very satisfactory.

Her parents were divorced, and she has experienced some effects of the broken home. The mother was remarried and the children, two girls, were making a good adjustment to the new "daddy".

Becky's adjustment to her home and health were not a problem. Her achievement test shows gain of one year and eight months in a period of six months. Her score placed her in the first month of a sixth grade distribution.

She especially liked to read. She read more than forty books this year. She carried on interesting correspondence with several movie stars and shared their letters with the class on Sharing Day. She had a large collection of photographs of Stars which she had received by sending a letter of request. She was a member of the girl scouts.

PEGGY

Last but not least is Peggy who had the highest I.Q. of the group. Her achievement was that of a sixth grader of the second month. She liked to use big words and did so very capably.

She had good home relationships. She was the second in a family of three girls. Her mother says, "She is almost a direct opposite of the other two in everything she does. She likes to help at home, she likes to go to school, to read, to listen to the radio and ever so many other things that the other other girls don't like. And for her intelligence she's away ahead of the other two and keeps her parents hopping too."

In planning the Unit Study on "Old Fashioned Days" Peggy said, "We won't just talk about old things, will we? I want to know how people used the old things and then replaced them with other things until people had the things like we have now." She went on to give an example of what she meant by using the washing machine and the ways people have washed clothes through the ages. Her idea aroused so much interest that a history was traced for many things in common usage today.

CHILDREN LIVING AT COUNTY HOME

For the four children who lived at the county home certain peculiar home conditions cannot be given in detail. Their work showed much progress. They did the very best they knew how. Their home experiences had been most unsatisfactory and they were placed in the County Children's home. Three were still in the period of getting adjusted to being in the home. The Superintendent of the home was very ill and the children had to be quiet. Death came to the home and was followed by a new Superintendent. Many changes were made in the hours of getting up, retiring, time for meals, play periods, and assigned duties. The changes were needed and in time the adjustment will be made with consideration for the children instead of the time for scheduled duty. The child's ability and capacity will also be considered. Cooperation was keenly felt with the Home in the short time that the new Superintendent had been there.

The children in this classroom were two boys and two girls. The one boy and one girl were brothers and sister. She was thirteen years of age. When admitted to the home when in the third grade the Stanford Binet psychologist test shows I.Q. to be forty-seven. At the beginning of the fourth grade the Herman Nelson test determined her I.Q. as fifty-three. In April the Herman Nelson test was again given to show a gain which now made her I.Q. sixty. This is one of the evidences of what environment can do

to raise the intelligence rating of a child.

A glance at Marilyn's last paper gives a few interesting comments when explained. Once during Sharing Hour Marilyn walked to the front of the room, faced the class and just stood. She finally turned to the teacher and said, "I forgot. I was going to sing but I can't think how the song started."

She was asked what it was about, but she had absolutely no remembrance of the song.

When asked where she learned it she said, "At home."

The teacher sent her to the fifth grade room to get one of the girls who also lived in the home. The girls returned hand in hand, walked to the front of the class and then in the sweetest harmony any children ever sang these girls sang three selections. Each time the class applauded at great length and asked for another song. At recess the girls were seen with arms around Marilyn. She had gained her first and most coveted recognition. The girls sang several times after this.

Because of low intelligence very little scholastic achievement was won by Marilyn. The Art teacher recognized this and in drawing often complimented her on her effort. As reward she was given Honorable Mention for her "stick-to-it-iveness" and from then on her special interest was art.

The last week of school when asked to write down the things she liked best this year she wrote as follows:

"First of all the things I like is I love music because it is fun. I love art also. I got HM in art."

The brother, age ten, was small for his age and showed more ability in everything he did. His general attitude toward children was to hit them, to fight back, to kick and to slap. He was always "getting even", as he said. His problem throughout the year was learning to cooperate, to share in the responsibilities, and to get along with others. His Intelligence Quotient was ninety. He could be appealed to and showed progress in his work as well as attitudes.

The other girl was more intelligent than the average. Her home too had been very unsatisfactory. Her father had been placed in a tuberculosis sanitorium. The mother was working. She soon was in trouble and sent to Marysville leaving the two children to be cared for by the county. This all happened in a very short time. All reports give evidence of a good home while the father was able to work. During the year, the father died, the mother was returned home and put into the custody of her parents. A home was established again and near the end of the school year she took the children and things were working well for all concerned.

The fourth child, a boy, was thirteen years of age. He had spent three years in first grade, two years in second grade, two years in third grade and had at last arrived in fourth grade. He was unusually small. His head was microcephalic. He was able to come to the room, to care for personal needs such as toilet and feeding, and to sit and listen. He was no bother so far as discipline was concerned.

His Intelligence Quotient according to the Herman Nelson Test was fifty five. He was a non-reader. When achievement tests were given he sat and marked tests and came through with average of first grade work. His mental deficiency was acknowledged by all class members. He found pleasure in copying stories from a book and did so in a commendable manner. He learned to add by counting. He learned how to use the multiplication square and no matter what combination was needed he could soon give the answer. However, not without the square in front of him.

At the close of the year he was assigned to the Boy's Vocational School where he will be given work with his hands and work which will lead directly to some means of providing for himself.

Dick

I can write this sentence in two minutes with a quality equal to the standard of fourth grade

Sept. 6, 1945

I can write this sentence in two minutes with a quality of handwriting which is equal to standard of the fourth grade.

April 1, 1946

Becky

I can write this sentence in two minutes with a quality of handwriting which is equal to the standard of the fourth grade.

Sept. 6, 1945

I can write this sentence in two minutes with a quality of handwriting which is equal to the standard of the fourth grade.

April 1, 1946

Kenneth

I can write this sentence in two minutes with a quality of handwriting

Sept. 6, 1945

which is equal to the standard of the fourth grade.

I can write this sentence in two minutes with a quality of handwriting which is equal to the standard of the fourth grade.

April 1, 1946

Joe

I can write this sentence in two minutes with a quality of handwriting which is equal to the standard of the fourth grade.

Sept. 6, 1945

I can write this sentence in two minutes with a quality of handwriting which is equal to the standard of the fourth grade.

March 29, 1946

Lee

I can write this sentence in two minutes with a quality of handwriting which is equal to the standard of the fourth grade.

Sept. 6, 1945

I can write this sentence in two minutes with a quality of handwriting which is equal to the standard of the fourth grade.

March 29, 1946

Carolyn

I can write this sentence in two minutes with a quality of handwriting which is equal to the standard of the fourth grade.

Sept. 6, 1945

I can write this sentence in two minutes with a quality of handwriting which is equal to the standard of the fourth grade.

April 1, 1946

Barbara

I can write this sentence in two minutes with a quality of handwriting which is equal to the standard of the fourth grade.

September 6, 1945

I can write this sentence in two minutes with a quality of handwriting which is equal to the standard of the fourth grade.

April 1, 1946

Joan

I can write this sentence in two minutes with a quality of handwriting which is equal to the standard of the fourth grade.

Sept. 6, 1945

I can write this sentence in two minutes with a quality of handwriting which is equal to the standard of the fourth grade.

April 1, 1946

The comparison of hand-writing for each child shows

a gain in emotional stability.

TRANSFERS

Janet, Raymond, and Jimmie were three to withdraw during the year. They were soon replaced by Patsy, George, and Melvin. The number of boys and the number of girls in the room remained the same throughout the year. However, for purposes of showing achievement and progress, only briefly shall the three who entered be considered. Melvin has been considered with the group who lived at Children's Home.

Patsy came from Mt. Vernon. Her father and mother had been divorced. At this time her father was with the army in Germany. He often wrote to her and sent her small gifts. She lived with her mother in a small apartment. Patsy was large for her age and took the position of mothering all the little girls. She always had a group hanging on to her. She was an average pupil. The Herman Nelson Intelligence Test gave her I.Q. as 117. She had not had background experiences as had others in the class so was handicapped in being able to go ahead. She was very backward at first but soon was taking her place along with the others. Patsy's Intelligence Grade placement was 5.8 and her achievement was 5.8.

George was brought to school by his mother. She handed the teacher his grade card and transfer slip and hastened to tell that his grades were low because he could not hear, that he had trouble hearing her even when she yelled at him and that he never could hear the teacher at the other school.

The principal was summoned and asked about a test on the audiometer. The nurse being present, the child, mother, and principal went to talk over the hearing difficulty with the nurse. With the test, his hearing was pronounced satisfactory. The idea being under control the child was given the Herman Nelson Intelligence Test which determined his I.Q. as seventy-one. The child was eleven years of age. As soon as he was given consideration of his mental capacity he began to achieve. He became acquainted with the group and found a place of distinction when it came to drawing. Especially did he like chalk and charcoal drawing. He would work hard at other things so as to be able to spend time drawing. Although he only scored for the third grade of the fifth month in the Achievement test. His Intelligence grade placement rated him as second grade of the eighth month. Therefore he was working seven months beyond his capacity.

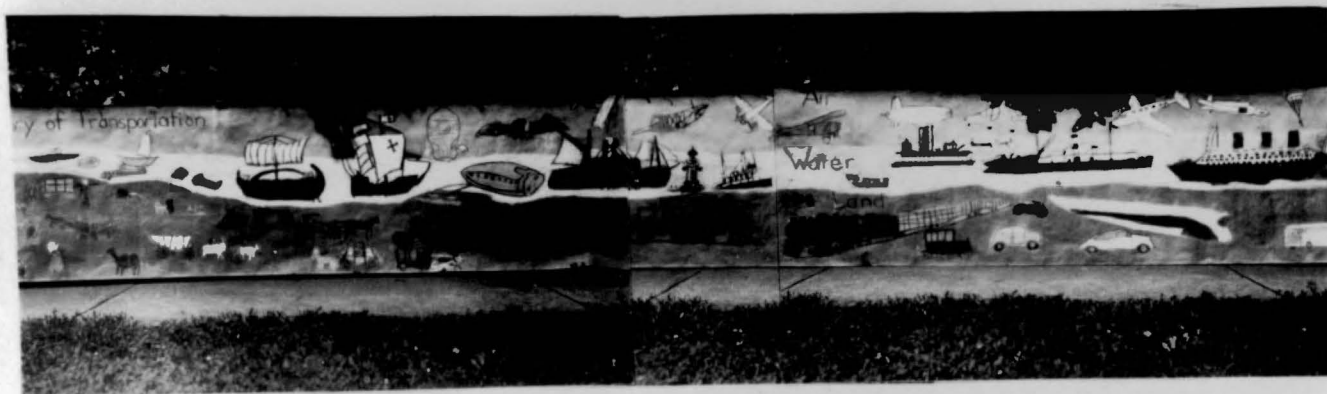
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11



HASTINGS VILLAGE

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STORY OF TRANSPORTATION