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PUPIL PROGRESS IN THE ELEMENTARY GRADES  
OF DOUGLASS SCHOOL FOR NEGROES, PITTSBURG, KANSAS

A THESIS SUBMITTED TO THE GRADUATE DIVISION IN PARTIAL  
FULFILLMENT OF THE REQUIREMENTS FOR THE DEGREE  
OF MASTER OF SCIENCE

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By  
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Pittsburg, Kansas  
May, 1941

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#### ACKNOWLEDGEMENT

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## ABSTRACT

This study is a survey of age-grade progress in the Douglass Elementary School (for Negroes) in Pittsburg, Kansas, in order to determine the extent of retardation and to discover the causes of failure.

### Data and Procedure

Data for determining the status of progress in the various grades were drawn from school records filed on the permanent record cards of the pupils.

Data on various factors affecting school success were obtained from the following standardized tests:

1. Otis Quick-Scoring Mental Ability Test Beta (Form A) and Alpha (Form A) and Otis Self-Administering Test of Mental Ability.
2. The Stanford Achievement Test, Form D, administered to pupils in the fourth, fifth, and sixth grades in May, 1940.
3. Baker's character test, "Telling What I Do," Primary Form (grades four, five, and six) and Advanced Form (grades seven and eight).

For data on factors not measured by standardized tests, teachers' opinions were obtained on an inquiry blank devised

## ABSTRACT (Continued)

by the writer for ratings on attitudes, habits, attendance, personal characteristics, and supplementary personal information. Conferences with the teachers and visitation of pupils' homes yielded further data with respect to health, physical disabilities, and home conditions.

Case histories were compiled for all pupils.

Comparisons were made between the retarded group and the normal-progress group, on the basis of the various factors.

### Findings

It was found that 39.1 per cent of the forty-six pupils enrolled in the Douglass Elementary School are retarded. This proportion, while large, is not excessive in comparison with the findings of other studies.

The distribution of intelligence for the total group, including high school pupils, follows the normal curve, and establishes the subjects as a representative group. The mean I. Q. for the retarded elementary pupils is 93.7 with a range of 63 to 126. The mean of the normal-progress group is a little higher--96.4, with a range of 78 to 123. The distribution of both groups is normal, with fifty per cent of each group within the established range of normal intelligence.



## ABSTRACT (Continued)

Little relationship was found between school attendance and grade progress. Only two cases in each group were reported as irregular in attendance.

There is a slight evidence that pupils with poor or fair health are likely to be retarded.

Speech impediments were found among three cases of repeaters, one is in the third grade and two are in the first grade; two of these are doing unsatisfactory work at present and may not be promoted this year. Left-handedness appears not to be an important factor.

Poor home conditions appear to be an important factor. More than 50 per cent of the retarded pupils come from homes rated as "poor," and 22.2 per cent come from homes rated only "fair." "Good" homes were reported for 42.8 per cent of the pupils making normal progress.

Characteristics of the retarded pupils, according to the teachers' ratings, include such factors as: inability to hold attention to task, inability to remember facts apparently learned, inability to comprehend work of the difficulty of his grade, and being easily discouraged.

## CHAPTER I

### INTRODUCTION

#### Statement of the Problem

This study is a survey of the status of age-grade progress in the Negro Elementary School in Pittsburg, Kansas and a study of various factors in retardation. Comparisons of retarded and normal-progress pupils are presented on the basis of intelligence, achievement, character and personality, health, school attendance, attitudes and habits, and home conditions. The specific purposes of the study are to determine how many and what pupils make normal or slow progress in this particular situation, and to discover to what extent each of the factors involved appears to influence retardation.

#### Importance of the Problem

All communities are confronted with the problem of non-progress among pupils of all grades. Nonpromotion often entails serious consequences, both for the school and for the pupils. Administrative costs are increased. Classroom instruction to provide for hold-overs enrolled with normal-progress pupils is complicated and difficult. The nonpromoted

individuals become discouraged, and morale is lowered.

A brief review of the literature in the field reveals the importance of the problem of retardation, and the serious consideration being given by educators to various phases of nonprogress.

### Related Literature

An early contribution to the problem of retardation in school was made by Ayres<sup>1</sup> in Laggards in Our Schools, published in 1909. Ayres holds that "relatively few students are so defective as to prevent success in school or in life." His conclusion that "the old-fashioned virtues of regularity of attendance and faithfulness are major elements of success" is not borne out by the findings of the present study as reported on page 70. Ayres states that "even if some children do progress slowly they are in a measure offset by an equal or greater number who make rapid progress."

Cubberley<sup>2</sup> in 1923 wrote that every principal should obtain statistical data from each room and grade, showing "by grades, and for the school as a whole, the age-and-grade distribution of the children in the school."

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<sup>1</sup>Leonard P. Ayres, Laggards in Our Schools (New York, 1909), p. 4.

<sup>2</sup>Ellwood Cubberley, The Principal and His School (New York, 1923).

Strayer and Englehardt<sup>3</sup> believe that the burden of responsibility rests on the classroom teacher. They point out that "exceedingly large percentages of over-age children and those making slow progress are found in the same school systems for each of a period of years."

Woodrow<sup>4</sup> made a comparative study of bright and dull pupils. He holds that the classroom teacher knows when it is desirable to try to bring a backward pupil up to grade and when not to, and that innate brightness and innate dullness are important factors in both classroom method and school organization.

Bachman<sup>5</sup> formulated age-grade standards to use in records and reports to supply principals and teachers with facts upon which they may rely in carrying on the instruction of the pupils. His scheme of computing ages is the one followed in the present investigation.

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<sup>3</sup>George D. Strayer and N. L. Englehardt, The Classroom Teacher (New York, 1920).

<sup>4</sup>Herbert Woodrow, Brightness and Dullness in Children (Chicago, 1919).

<sup>5</sup>Frank P. Bachman, Problems in Elementary School Administration (New York, 1924).

Heck<sup>6</sup> defines progress as determined by the number of years a child has been in school, in relation to the number of grades completed. Progress studies based on data on age and grade alone are likely to be misleading, in his opinion, because the factor of age at entrance is overlooked. In the present study Heck's formula was not applicable because such information was not obtainable. The extent of retardation in the scope of this study is, however, clearly shown through the comparative data on age-grade and grade-progress.

Various writers have considered the problem as an administrative responsibility, recommending modification in promotion practices or abolishment of nonpromotion. According to an editorial in the Elementary School Journal<sup>7</sup> in 1929 nonpromotion is not a stimulus to harder work, and instruction of "hold-overs" is wasteful of time and energy.

Aretz<sup>8</sup> reports a plan of continuous pupil progress operative in Philadelphia, whereby grade becomes synonymous with school age and "a child does not need to repeat all subjects just because he is slow in a single subject."

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<sup>6</sup> Arch O. Heck, Administration of Pupil Personnel (Boston, 1929).

<sup>7</sup> "Retardation and Promotion in the Schools of New York City," The Elementary School Journal, XXX (October, 1929), 90.

<sup>8</sup> Carl W. Aretz, "Administration of a Progress of Continuous Pupil Progress," The Elementary School Journal, L (May, 1940).

Cook<sup>9</sup>, after a study of eighteen school systems in Minnesota and a separate study of the St. Paul, Minnesota schools in 1938-39, offered the tentative conclusion, with respect to nonpromotion of pupils of low achievement, that the solution lies in coping with the range of pupil abilities within a room rather than in passing or failing a pupil.

The immediate concern of the present writer is not with policies and practices relative to promotion, but with the reasons for failure of pupils in the Douglass School to merit promotion; that is, not in what should be done with the low-achievement pupil, but rather why is he a failure.

#### Description of Douglass School

The Douglass School was erected in 1912 by the city of Pittsburg for the education of Negro children in the elementary grades of this city.

It is equipped and staffed entirely by the city and is under the administration of the principal, who is directly responsible to the superintendent of the city schools. Three full-time teachers are employed: one for the first three

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<sup>9</sup>W. S. Cook, "Some Effects of Practice of Non-Promotion of Pupils of Low Achievement," The Review of Educational Research, (October, 1940).

grades; one for grades four, five, and six; and one for grades seven and eight. Additional part-time instruction is provided in art, music, and home economics, by the art supervisor of city schools, a paid student assistant from Kansas State Teachers College, a student practice teacher in music, and other student teachers in various classroom subjects. The city school nurse visits the school at least six times a year and records the status of the pupil's health.

There are three classrooms, each having its own library. Forty new books were added to each library this year.

There are no recreational facilities on the schoolground other than a basket ball court and ample playground space.

In the spring of 1941 the elementary school had an enrollment of forty-six pupils distributed as follows: (1) grades one, two, and three---seventeen pupils; (2) grades four, five, and six---seventeen pupils; (3) grades seven and eight---twelve pupils. The number of pupils in each grade was as follows:

Grade	No. of Pupils
1	7
2	4
3	6
4	9
5	4
6	4
7	9
8	<u>3</u>
Total	46

Provision for High School Negro Pupils

After the pupils complete the eighth grade they are admitted to the (white) Junior High School. From the ninth grade they enter the (white) Senior High School. The enrollment of the twenty-three Negro Pupils in the Junior and Senior High School is distributed as follows:

Grade	No. of Pupils
9	7
10	9
11	6
12	<u>1</u>
Total	23

Data for the twenty-three high school pupils are presented in the tabulations of grade progress, for their contribution to other investigations. Preliminary comparisons showed approximately the same conditions for the high school situation as for the elementary grades. These cases, however, are excluded from the later comparisons, involving case histories and certain supplementary information not readily obtainable concerning the high school students.

By confining the study to one school situation, with a relatively small number of pupils, the investigation permitted detailed analysis and individual case studies, such as are not found in the published reports of surveys more extensive in scope.



## CHAPTER II

### SOURCES OF DATA AND PROCEDURE

Data for the study were secured from the following sources:

1. Permanent record cards of pupils.
2. Home conditions.
3. Health rating.
4. Teachers' opinions.
5. Personal characteristics determined from teacher ratings and Baker's character tests, "Telling What I Do" (Primary Form and Advanced Form).
6. Results on the Otis Quick-Scoring Mental Ability Tests, Beta (Form A) and Alpha (Form A) and on the Otis Self-Administering Test of Mental Ability.
7. Results on the Stanford Achievement Test, Form D, administered to pupils in the fourth, fifth, and sixth grades in May, 1940.
8. Personal information obtained by means of an inquiry blank.

The first important step in the study was to discover the relationship between age and grade status for each individual. From data recorded on the permanent record cards, an age-grade table was made for all grades (1 to 12).

The plan employed is that recommended by Cubberley:<sup>10</sup> "Count the children as of normal age who range from three months too young to three months over the strict age-limits for the grade. This allows a leeway of three months in each direction for each grade or a range of eighteen months for each year grade."

The next step was to discover how long it took the pupils to reach the grades in which they are now enrolled. For this purpose a grade-progress table was constructed from the permanent record data. This table is patterned after the Strayer and Englehardt form.<sup>11</sup> One year for each grade is normal progress.

For interpretation of the status of progress and retardation revealed by age-grade and grade-progress data, some measurement of possible contributing factors was sought. The writer obtained data on individual pupils concerning their intelligence, achievement, character, health, home environment, and other personal information.

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<sup>10</sup>Cubberley, op. cit. p. 342.

<sup>11</sup>Strayer and Englehardt, op. cit. p. 164.

Intelligence scores came from tests administered by the writer: Otis Quick-Scoring Mental Ability Tests, Form A (Primary) and Form A (Advanced) Examinations. Selection of this test was due to the following reasons: (1) ease of administration; (2) ease of scoring; (3) high reliability and validity; (4) established norms; (5) group testing.

The achievement level or potential placement of the pupils in the fourth, fifth, and sixth grades was determined through the Stanford Achievement Test, Form D. This form is composed of ten tests measuring the following abilities: paragraph meaning, word meaning, language usage, arithmetic reasoning, arithmetic computation, literature, social studies: I (history primarily), social studies: II (geography primarily), elementary science, and spelling.

The permanent record cards gave some data concerning the pupil's health. Additional information was obtained from teachers and parents.

Information concerning the pupils' home environment and occupation of parents was obtained from the teachers. As a check on their estimates, the writer personally visited fifteen of the total thirty-one homes. Her scoring was in complete agreement with the data obtained from the teachers. The following criteria were used in rating the homes as "poor," "fair," or "good."

Was the interior of the home neat?

Did the living room furnish comfort, rest, and relaxation?

Did the dining room look cheerful, attractive, and convenient with the table the center of interest at mealtime?

Were there books and provision for games and music?

Were the beds sanitary and large enough to permit relaxation and rest?

Was the furniture in the bedroom arranged to provide ample space for comfort and ease in dressing?

To what extent did the children assist in the work of the home?

Were the lighting conditions adequate?

Were the meals regular?

Were the retiring hours regular?

Was there a suitable play space out of doors?

Character scores were obtained from the Primary Form of Baker's "Telling What I Do" test administered by the writer to pupils in the fourth, fifth, and sixth grades, and from the Advanced Form in the seventh and eighth grades. This test is not published for the first, second, and third grades. Since there are few character tests with published norms, this test was chosen on the recommendation of a faculty member of Kansas State Teachers College. Ordinary incidents of daily life furnish the material. Five types of activities are included: (1) school, (2) home, (3) play, (4) social, (5) ethical-moral. Scores are computed objectively as "Poor," "Fair," or "Good." A copy of each form appears in the Appendix.

Significant additional data are provided in the case studies of all pupils in the eight grades. These case studies reveal whether the pupil is making normal or slow progress, and give information concerning the individual's home background, and teachers' estimates of his personality traits and school habits. The inquiry blank used for obtaining the personal data is based on a form recommended by Brueckner and Melby.<sup>12</sup> A copy appears in the Appendix.

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<sup>12</sup>Leo J. Brueckner and Ernest O. Melby, Diagnostic and Remedial Teaching (New York, 1931), pp. 12-13.

## CHAPTER III

### PUPIL PROGRESS OF NEGROES IN THE ELEMENTARY AND HIGH SCHOOL GRADES OF PITTSBURG, KANSAS

#### Explanation of Terminology

In order to make clear the meaning of certain terms which are used in this report, the following explanation is presented:

Age. At present there are a variety of procedures followed in determining age. Some investigators figure age as of the child's last birthday. A child is, for example, six years of age from the time he passes his sixth birthday until he reaches his seventh. Heck<sup>13</sup> recommends a technique for recording age in half-year units. Others compute the exact number of years and months.

The procedure employed in this study was that suggested by Bachman.<sup>14</sup> "In the age-grade reports, ages of children are based on date of birth--year, month, and day." The writer used only year and month.

All ages in this study were determined as of September 1, 1940.

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<sup>13</sup>Arch O. Heck, Administration of Pupil Personnel (Boston, 1929).

<sup>14</sup>Bachman, op. cit. p. 250.

Under-age refers to children finishing a grade before the age limit fixed for completing the given grade.

Normal age refers to children finishing a grade at the age limit fixed for completing the given grade.

Over-age refers to children finishing a grade at a later age than the age limit fixed for completing the given grade-- that is, children who are behind the grade for their age.

Retarded refers to children who progress more slowly than normal.

Normal progress represents the completion of one grade in each school year.

Accelerated refers to children who progress more rapidly than is normal.

Age-grade charts show the distribution of pupils with respect to the extent of under-age, normal, and over-age placement in a particular grade or grades. The comparison does not, however, take account of varying ages of entrance to school. Hence, the necessity of grade-progress charts.

Grade-progress is expressed by the number of years a child has been in school in comparison with the number of grades he has completed.

Age-Grade Status

Table I shows, by sex and grade, the number and per cent of under-age, normal age, and over-age Negro Pupils in the elementary and high school grades of Pittsburg, Kansas.

The area marked by two heavy lines represents normal grade placement. The figures within this area indicate the number of children who are of normal age for the grade. The figures above the upper heavy line indicate the number who are under-age for the grade; figures below the lower heavy line indicate the number who are not up to grade for their age--the over-age. The dotted line, below the lower heavy line, marks off those who are less than one year over-age for the grade from those who are more than one year over-age.

The table reveals the following facts concerning the age-grade status of Negro pupils in the elementary and high school grades:

1. There are forty-seven pupils (68 per cent) of normal age.
2. There are nineteen pupils (27.5 per cent) who are over-age.
3. There are five pupils (7.2 per cent) who are under-age.
4. The greatest number of over-age pupils is in the third, seventh, and tenth grades.



TABLE I

## AGE-GRADE TABLE

Ages (in years and months)	Grade I		Grade II		Grade III		Grade IV		Grade V	
	B	G	B	G	B	G	B	G	B	G
5-3 to 5-9		<u>1</u>								
5-9 to 6-3		<u>1</u>								
6-3 to 6-9	1	1								
6-9 to 7-3	<u>2</u>			<u>1</u>						
7-3 to 7-9		<u>1</u>	2							
7-9 to 8-3	....			<u>1</u>		<u>1</u>				
8-3 to 8-9							<u>1</u>			
8-9 to 9-3			....			<u>1</u>	<u>1</u>			1
9-3 to 9-9							1	3		
9-9 to 10-3						2	....			<u>1</u>
10-3 to 10-9							1			1
10-9 to 11-3								<u>1</u>	....	
11-3 to 11-9										
11-9 to 12-3								1		<u>1</u>
12-3 to 12-9										....
12-9 to 13-3										
13-3 to 13-9										
13-9 to 14-3										
14-3 to 14-9										
14-9 to 15-3										
15-3 to 15-9										
15-9 to 16-3										
16-3 to 16-9										
16-9 to 17-3										
17-3 to 17-9										
17-9 to 18-3										
18-3 to 18-9										
18-9 to 19-3										
19-3 to 19-9										
Totals	3	4	2	2	4	2	5	4	2	2

Note: B-Boys; G-Girls; T-Total. Numbers enclosed indicate normal age pupils.

\*This boy has made four attempts at school; dropped out to attend C. C. C. Camp.



5. There are fifteen (21.7 per cent) over-age boys and four (5.7 per cent) over-age girls.

6. There are three (4.3 per cent) under-age boys and two (2.8 per cent) under-age girls.

These results compare favorably with those reported by Blose and Covert<sup>15</sup> in a study of 352,692 elementary and high school pupils in 1926 and by Pierce<sup>16</sup> in a recent survey of progress and retardation in Kinsley, Kansas as shown in the following tabulation:

Kinsley (White)		Blose and Covert (White)	Douglass (Colored)
Normal	72%	61.9%	63.1%
Under-age	5	26.1	10.8
Over-age	23	12.0	26.1

Pierce used a narrower range in recording age (1 year) and therefore obtained a slightly higher per cent of over-age and under-age pupils than would resulted had he included as normal all cases with an eighteen month range. It is probable that Blose and Covert, employed the year range also.

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<sup>15</sup>D. T. Blose and Timon Covert, "Age-Grade Status," Review of Educational Research, III (June, 1933), p. 196.

<sup>16</sup>Ian Pierce, "The Status of Pupil Progress in the Elementary Grades of Kinsley, Kansas," (Unpublished Master's Thesis, Pittsburg, 1936).

These comparative figures show that the situation at Douglass School can be considered as fairly representative with respect to age-grade placement. The proportion of over-ageness, although somewhat high, is the same as that found in the Kinsley white school. The percentage of pupils who achieved grades beyond the normal for their age is greater than the corresponding percentage obtained at Kinsley. Blose and Covert's proportion of under-age pupils among 352,692 pupils is much greater than that in either of the other studies.

#### Grade-Progress Status

Table II shows, by sex and grade, the number and per cent of normal and retarded Negro pupils in the elementary and high school grades of Pittsburg, Kansas. Normal progress is one year for each year in school.

This table reveals the following facts concerning the status of grade-progress of these Negro Pupils.

1. In the elementary grades twenty-eight (60.8 per cent) of the pupils show normal progress and eighteen (39.1 per cent) are retarded. Of the twenty-three Negro students in High School, nineteen (82.6 per cent) show normal progress and four (17.3 per cent) are retarded.

TABLE II

GRADE-PROGRESS TABLE

Number of Years in School	First		Second		Third		Fourth		Fifth		Sixth		Seventh		Eighth		Ninth	
	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G
1																		
2	<u>1</u>	<u>3</u>	<u>2</u>	<u>1</u>														
3			1		<u>1</u>													
4					1	1	<u>3</u>	<u>4</u>										
5					2	1			<u>1</u>	<u>2</u>								
6							2				<u>3</u>							
7									1			1	<u>3</u>	<u>2</u>				
8															<u>1</u>	<u>1</u>		
9													4		1		<u>2</u>	<u>4</u>
10																		1
11																		
12																		
13																		
14																		
15																		
Total	3	4	2	2	4	2	5	4	2	2	3	1	7	2	2	1	2	5
Number Normal	1	3	2	1	1		3	4	1	2	3		3	2	1	1	2	4
Number Retarded	2	1		1	3	2	2		1			1	4		1			1
Per Cent Normal	33	75	100	50	25		60	100	50	100	100		43	100	50	100	100	80
Per Cent Re- tarded	66	25		50	75	100	40		50			100	57		50			20

Seventh	Eighth	Ninth	Tenth	Eleventh	Twelfth	Total		
B G	B G	B G	B G	B G	B G	B	G	T
						1	3	4
						4	2	6
						1	1	2
						4	5	9
						3	3	6
						5		5
<u>3</u> 2						4	3	7
	<u>1</u> 1					1	1	2
4	1	<u>2</u> 4				7	4	11
		1	<u>5</u> 2			5	3	8
				<u>2</u> 3		2	3	5
			2		<u>1</u>			
				1		1	1	1
7 2	2 1	2 5	7 2	3 3	1	41	28	69
3 2	1 1	2 4	5 2	2 3	1	25	22	47
4	1	1 2		1		16	6	22
43 100	50 100	100 80 71 100		67 100	100	61	79	68
57	50	20 28		33		39	21	32

2. The highest percentage of normal progress is found in the fourth, fifth, ninth, and eleventh grades.

3. The first, third, and seventh grades show the greatest percentage of retardation.

4. The proportion of normal progress among the girls is 79 percent and among the boys only 61 percent.

5. The percent of retardation among the boys is 39 percent and among the girls 21 percent.

Ayres says the number of accelerated should balance the number of retarded. However, the percentages of retardation is not the same in all schools, but shows great variation. For example, Ayres found the percentage as low as 7.5 percent in Medford, Massachusetts, and as high as 75.8 in the Negro schools of Memphis, Tennessee. He also found in the Negro schools of Wilmington, Delaware, that 62.8 percent of the pupils were retarded.<sup>17</sup> As compared with the figure reported for Memphis and Wilmington, the percentage found in the present study represents a somewhat better situation-- 39.1 percent of the elementary pupils and 31.8 percent of the total group.

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<sup>17</sup>Ayres, op. cit.

Although the findings on age-grade status in the present study, compared favorably with those for the white schools of Kinsley (see page 17), the situation with respect to grade-progress is not so good. The Douglass Elementary Grades show only 60.8 per cent normal progress, as compared with 73.5 per cent reported by Pierce for Kinsley.<sup>18</sup> The amount of retardation in Douglass is 39.1 per cent, whereas Kinsley showed only 23 per cent. No accelerations were found in Douglass although 10.8 per cent of the pupils are recorded as under-age. This apparent discrepancy is explained by the fact that they were enrolled in school at an early age.

It is interesting to note comparisons with the results obtained in other investigations, wherein retardation ranges from 24 per cent to 38.5 per cent.

In 227 cities and towns of Michigan, Berry<sup>19</sup> found a total of 24 per cent retarded, 3.5 per cent being retarded three years or more.

In sixty-five elementary schools of New York City, retardation was found to be 38.5 per cent.<sup>20</sup>

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<sup>18</sup>Pierce, op. cit.

<sup>19</sup>Lewis M. Terman, The Intelligence of School Children (Cambridge, 1919), p. 114.

<sup>20</sup>"Retardation in the Schools of New York City," School and Society, XLI (July 29, 1935), p. 861.



Cook's<sup>21</sup> study of 59 school surveys from 1908 to 1928, involving two and one-half millions of pupils, shows a total of 21 per cent accelerated, 48 per cent normal, and 31 per cent retarded.

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<sup>21</sup>W. S. Cook, "Age-Grade Status," Review of Educational Research, III (June, 1933), p. 197.

## CHAPTER IV

### INTELLIGENCE AND ACHIEVEMENT

#### Intelligence

The distribution of intelligence scores for the entire group of 69 Negro pupils enrolled in both the Douglass Elementary School and Pittsburg High School follows the normal curve of distribution, as shown in Figure 1. Scores obtained on the Otis Quick-Scoring Mental Ability Test in January, 1941 and on the Otis Self-Administering Test of Mental Ability previously given, range from 63 to 126. The high score of 126 is that of a retarded pupil in the fourth grade, who has failed in the second and third grades, and who is reported by his teacher as doing unsatisfactory work in this grade at present. The average I. Q. for the total group is 98.3, a little below the established norm of 100.

Forty-five cases (65.2 per cent) fall within the range of 90 to 110 which is considered normal.

National norms classify 110 to 120 as "superior" and above 120 as "very superior." Among the individuals in this study nine pupils scored as "superior" or "very superior." At the other extreme the scores of two pupils are so low as to put them in the "moron" class (I. Q. 75 or lower) and thirteen others are borderline cases.

No. of  
Cases

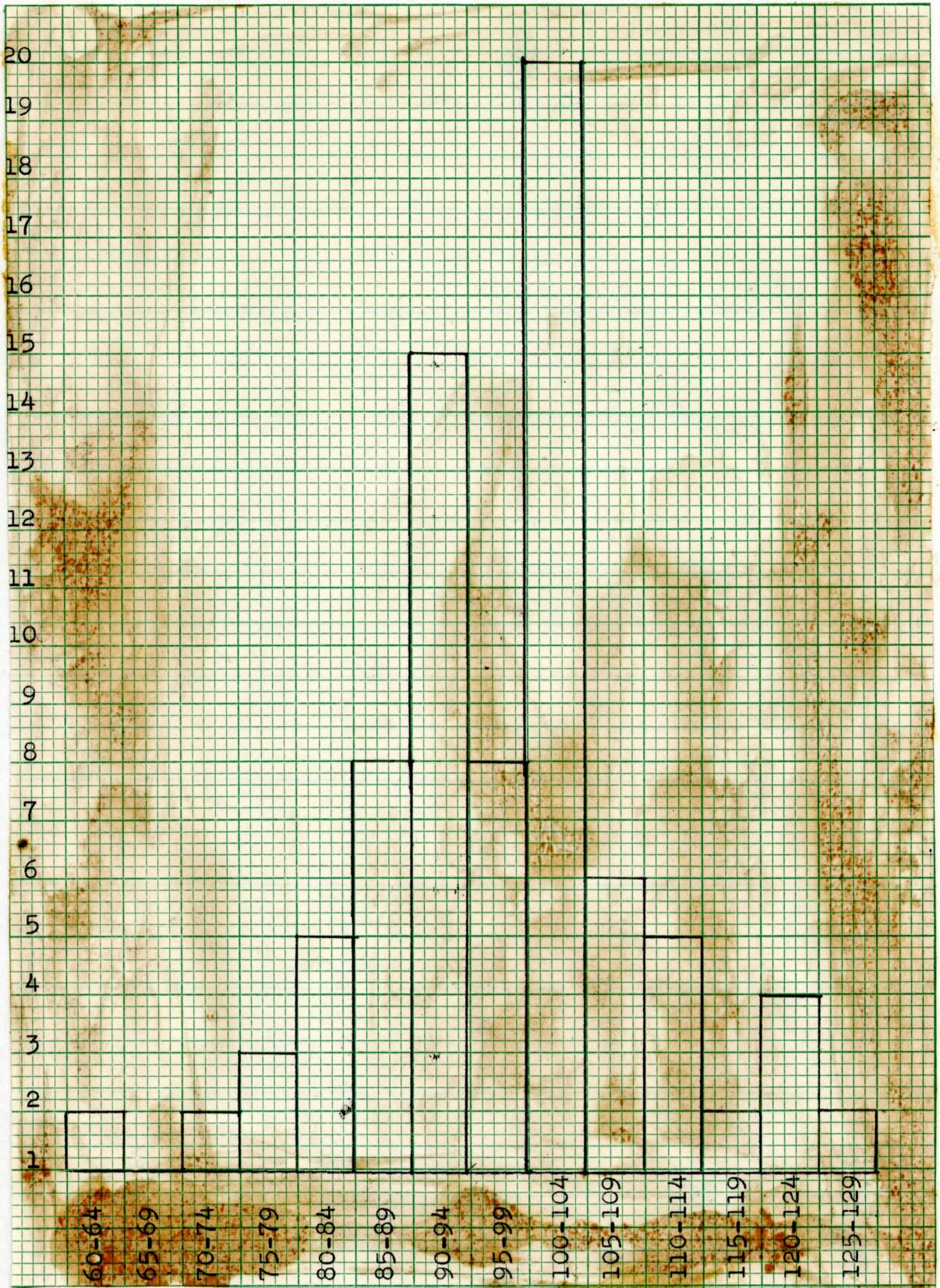


Figure 1: Distribution of intelligence scores for all Negro pupils in the elementary grades and high school.

Table III gives complete data with respect to the intelligence scores obtained.

TABLE III

DISTRIBUTION OF THE I. Q.'S OF THE PUPILS IN  
GRADES 1 TO 12, INCLUSIVE, 1941

I. Q.	Grade												Totals
	1	2	3	4	5	6	7	8	9	10	11	12	
125-129				1									1
120-124						1	1			1			3
115-119		1											1
110-114									3		1		4
105-109	1	1		1	1					1			5
100-104		3	1	1	1	1	3	1	2	3	2	1	19
95-99			1	4					1	1			7
90-94	3	2	1			2		2		3	1		14
85-89	1	1		1			1		1		2		7
80-84				1	1		1	1					4
75-79	1						1						2
70-74					1								1
65-69													0
60-64							1						1
Total	6	8	3	9	4	4	8	4	7	9	6	1	69
Mean	92	99	97	99	92	92	103	92	91	104	101	97	103
Median	92	100	99	98	93	93	97	85	90	102	102	102	103

Comparative data from other investigations are of interest in interpreting the present data. Following are figures obtained for Negroes in eight related studies by various investigators as reported by Pintner.<sup>22</sup>

<sup>22</sup>Rudolph Pintner, Intelligence Testing (New York, 1923), p. 338

For convenience in reading, the results are listed in descending order of the median I. Q. obtained, regardless of the number of cases involved. It will be noted that the median scores range from as low as 83 to 99. The median obtained in this investigation is 99, which, with one exception, is higher than any of those listed below.

Investigator	No. of Cases	Median I. Q.
Graham <sup>23</sup>	105	99
Strachan <sup>24</sup>	609	93
Strachan <sup>25</sup>	375	92
Lacy <sup>26</sup>	817	91
Schwegler and Winn <sup>27</sup>	58	89
Pintner and Keller <sup>28</sup>	71	88
Arlitt <sup>29</sup>	243	86
Arlitt <sup>30</sup>	71	83

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<sup>23</sup>Pintner, op. cit.

<sup>24</sup>L. Strachan, "Distribution of Intelligence Quotients of Twenty-two Thousand Primary School Children," Journal of Educational Research, XIV (October, 1926), 169-177.

<sup>25</sup>Ibid.

<sup>26</sup>L. D. Lacy, "Relative Intelligence of White and Colored Children," Elementary School Journal, XXV (March, 1925), 542-546.

<sup>27</sup>R. A. Schwegler and E. Winn, "A Comparative Study of the Intelligence of White and Colored Children," Journal of Educational Research, II (December, 1920), 838-848.

<sup>28</sup>R. Pintner and R. Keller, "Intelligence Tests of Foreign Children," Journal of Educational Psychology, XIII (April, 1922), 214-222.

<sup>29</sup>A. H. Arlitt, "On the Need for Caution in Establishing Race Norms," Journal of Applied Psychology, V (June, 1921), 179-183.

<sup>30</sup>A. H. Arlitt, "The Relation of Intelligence to Age in Negro Children," Journal of Applied Psychology, VI (September, 1922), 378-384.

When the pupils of the elementary grades are grouped on the basis of normal progress and retardation, the distribution of intelligence scores again follows the normal curve, with the mean for the normal group 96.4 and that for the retarded group 93.7, only 2.7 points lower. The distribution of the eighteen scores for the retarded pupils so closely approximates that of the twenty-eight scores for pupils of normal progress, that little distinction can be drawn between the groups on the basis of their respective intelligence scores.

Table IV shows the ranked scores for each of the groups.

When the top score of 126 is omitted from consideration as an extreme case in the retarded group, the median, 94, is not affected. The mean, however, is dropped from 93.7 to 91.9, which approaches the lower limit of the range established for normal intelligence. The middle fifty per cent of each group is within the normal range: 90 to 103 for the normal-progress group and 90 to 102 for the retarded group.

#### Achievement

Because achievement scores were available for only fourth, fifth, and sixth grades, comprising a total of fifteen cases, no conclusions concerning achievement can be definite. The scores obtained on the Stanford Achievement Test, Form D, administered in May, 1940, are given in Table V.

TABLE IV

SUMMARY OF I. Q. SCORES FOR RETARDED GROUP AND NORMAL-PROGRESS  
GROUP IN DESCENDING ORDER

Retarded (18 cases)	Normal-Progress (28 cases)
126	123
105	123
104	115
102	108
102	105
100	105
100	104
99	103
94	103
94	103
92	102
90	100
90	99
88	98
88	97
76	95
74	93
63	92
	91
	91
	90
	86
	85
	83
	81
	81
	80
	78
Average = 93.7	Average = 96.4
Median = 94	Median = 97.5

TABLE V

SCORES MADE BY GRADES IV, V, AND VI AS MEASURED BY THE  
STANFORD ACHIEVEMENT TEST, FORM D, IN MAY, 1940

Pupil No.	Par. Mean.	Word Mean.	Avg. Read.	Lang. Use.	Arith. Reas.	Arith. Comp.	Avg. Arith.	Lit.
<u>GRADE IV</u>								
31	51	35	43	43	34	43	39	57
30	37	36	36	36	38	46	42	29
8	44	33	39	26	30	32	31	29
7	32	33	32	33	40	40	40	30
Avg.	41	34	35	35	36	40	38	36
<u>GRADE V</u>								
6	49	47	48	41	38	64	51	46
28	53	57	55	56	72	71	71	41
27	44	40	42	52	44	60	52	43
Avg.	49	48	48	50	51	65	58	43
<u>GRADE VI</u>								
24	52	62	57	43	52	55	54	41
3	54	65	60	75	49	59	54	41
4	44	49	47	34	45	64	56	33
23	64	57	61	73	49	72	61	48
25	64	60	62	54	77	85	81	36
26	72	66	68	34	57	44	64	64
22	84	89	87	85	77	91	84	61
2	49	60	55	50	36	70	53	38
Avg.	60	64	62	56	55	68	63	45



Social Studies I	Social Studies II	Avg. Social Studies	Elem. Science	Spell.	Ed. Gr.	Total Score	Ed. Age
42	35	37	40	40	4.1	51.2	10-0
31	33	32	39	40	3.6	42	9-4
28	35	31	27	--	3.1	32	8-7
33	34	33	31	--	3.2	35.2	8-10
34	34	31	34	20	3.8	40.1	9-2
42	34	39	49	48	4.4	56.8	10-5
61	36	48	56	54	5.4	67.6	11-3
46	44	45	49	48	4.6	59	10-7
50	38	44	51	50	4.8	61.1	10-7
54	45	49	27	49	4.2	52.4	10-1
42	34	39	57	39	4.4	56.3	10-5
44	42	43	41	46	4.0	49	9-11
46	45	45	43	40	4.6	59	10-7
49	42	45	47	47	4.8	61.7	10-9
51	57	54	56	57	5.7	70.9	11-6
56	36	46	56	71	6.2	76.5	12-0
46	39	42	43	41	4.1	51.6	10-0
49	43	45	46	49	4.8	59.6	10-5

The figures below show the difference between each pupil's achievement age score and his chronological age at the time the tests was given.

Retarded PupilsNormal-Progress Pupils

$$\begin{array}{r} 14-0 \\ \underline{10-0} \\ 4-0 \end{array}$$

$$\begin{array}{r} 12-3 \\ \underline{12-0} \\ 0-3 \end{array}$$

$$\begin{array}{r} 14-0 \\ \underline{10-5} \\ 3-7 \end{array}$$

$$\begin{array}{r} 11-9 \\ \underline{10-7} \\ 1-2 \end{array}$$

$$\begin{array}{r} 13-5 \\ \underline{9-11} \\ 3-6 \end{array}$$

$$\begin{array}{r} 12-2 \\ \underline{10-1} \\ 2-1 \end{array}$$

$$\begin{array}{r} 11-8 \\ \underline{10-5} \\ 1-3 \end{array}$$

$$\begin{array}{r} 12-2 \\ \underline{10-9} \\ 1-5 \end{array}$$

$$\begin{array}{r} 11-7 \\ \underline{8-10} \\ 2-9 \end{array}$$

$$\begin{array}{r} 11-6 \\ \underline{11-6} \end{array}$$

$$\begin{array}{r} 11-7 \\ \underline{8-7} \\ 3-0 \end{array}$$

$$\begin{array}{r} 10-0 \\ \underline{10-7} \\ +0-7 \end{array}$$

(Note. Top figure in each pair denotes chronological age; lower figure represents educational age.)

$$\begin{array}{r} 11-1 \\ \underline{11-3} \\ +0-2 \end{array}$$

$$\begin{array}{r} 10-1 \\ \underline{9-4} \\ 0-9 \end{array}$$

$$\begin{array}{r} 9-9 \\ \underline{10-0} \\ +0-3 \end{array}$$

As would be expected, none of the retarded pupils shows an achievement score above his present grade placement. One pupil in the seventh grade with an I. Q. of 76 was found to be four years below his grade in achievement. Others range

from more than a year to almost four years below their grade level. Among the pupils making normal progress, to whom the achievement tests were administered, three were not achieving within a year of their grade placement in May, 1940. Nevertheless they were promoted to the next grade and are reported as doing satisfactory work at this time.

Three pupils surpassed slightly the standard for their respective grades, but not sufficiently to justify being accelerated.

## CHAPTER V

### PERSONAL CHARACTERISTICS

"Traits of character, temperament, or will are important factors in determining the pupil's success in school or in life, and require both recognition and training."--Freeman<sup>31</sup>

Because success in school, as in other activities, is conditioned by character, health, and home environment, the investigator endeavored to obtain some measurement of these factors.

#### Measurement of Character

Table VI gives the results obtained from Baker's character test, "Telling What I Do." The individuals' responses were compiled into a score of "poor," "fair," or "good," in conformity with the published norms. Primary Form (grades four, five, and six): 80 to 192, poor; 193 to 200, fair; 221 to 240, good. The Advanced Form (grades seven and eight): 80 to 187, poor; 188 to 217, fair; 218 to 240, good. Copies of both forms appear in the Appendix. A sample question with numerical scores, follows:

1. In getting up
  - a. Get right up every morning
  - b. Late some mornings
  - c. Always late

The answer in (a) is quite ideal so the pupil gets three points for this answer; the answer in (b) is of neutral or

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<sup>31</sup>Frank N. Freeman, Mental Tests, (Cambridge, 1926), p. 368.

doubtful importance--the pupil receives two points for this answer; the answer in (c) is relatively undesirable so the pupil receives one point for this answer.

TABLE VI  
CHARACTER SCORES

Score	<u>4th Gr.</u>		<u>5th Gr.</u>		<u>6th Gr.</u>		<u>7th Gr.</u>		<u>8th Gr.</u>	
	No.	%	No.	%	No.	%	No.	%	No.	%
Poor	3	33.3	2	50	2	50	3	33.3		
Fair	4	44.4	2	50			4	44.4	1	33.3
Good	<u>2</u>	<u>22.2</u>	--	--	<u>2</u>	<u>50</u>	<u>2</u>	<u>22.2</u>	<u>2</u>	<u>66.6</u>
Total	9	99.9%	4	100%	4	100%	9	99.9%	3	99.9%

Since the character test does not provide measurement for the first, second, and third grades, only twenty-nine pupils were given the test.

A summary of the character scores for the retarded group and the normal progress group follows:

	<u>Retarded</u>		<u>Normal-Progress</u>	
	No.	Per Cent	No.	Per Cent
Poor	6	66.7	5	25
Fair	2	22.2	8	40
Good	<u>1</u>	<u>11.1</u>	<u>7</u>	<u>35</u>
Total	9	100 per cent	20	100 per cent

Six (66.7 per cent) of the retarded group were rated "poor" as compared with five (25 per cent) of the group showing normal-progress.

Two (22.2 per cent) of the retarded group were rated "fair" as compared with eight (40 per cent) of the group showing normal progress.

One (11.1 per cent) of the retarded group was rated "good" as compared with seven (35 per cent) of the group showing normal progress.

The number of cases is too small to warrant conclusion. However, the fact that only one individual in the retarded group scored "good" and only two scored "fair" is probably significant. Seventy-five per cent of the normal-progress group scored "good" or "fair."

#### Health

The investigator was unable to evaluate the health status of individuals from the nurse's report on the pupil's permanent card, which was primarily a record of diseases the child had had and notations as to tonsils, eyes, teeth, and hearing. The teacher therefore was asked to evaluate the pupil's health in terms of "poor," "fair," and "good."

The distribution of the health scores in each group is as follows:

	<u>Retarded</u>		<u>Normal-Progress</u>	
	No.	Per Cent	No.	Per Cent
Poor	0		1	3.5
Fair	5	27.7	3	10.7
Good	<u>13</u>	<u>72.2</u>	<u>24</u>	<u>85.8</u>
Total	18	99.9 per cent	28	100 per cent

Most of the pupils in both groups were reported as being in good health.

Not any of the retarded group had poor health, as compared with one (3.5 per cent) of the group showing normal progress.

Five (27.7 per cent) of the retarded group had fair health as compared with three (10.7 per cent) of the group showing normal progress.

#### Home Conditions

The distribution of the ratings obtained on home conditions is as follows:

	<u>Retarded</u>		<u>Normal-Progress</u>	
	No.	Per Cent	No.	Per Cent
Poor	10	55.5	3	10.7
Fair	4	22.2	13	46.4
Good	<u>4</u>	<u>22.2</u>	<u>12</u>	<u>42.8</u>
Total	18	99.9 per cent	28	99.9 per cent

Ten (55.5 per cent) of the retarded group have poor home surroundings as compared with three (10.7 per cent) of the group showing normal progress.

Four (22.2 per cent) of the retarded group have fair home surroundings as compared with thirteen (46.4 per cent) of the group showing normal progress.

Four (22.2 per cent) of the retarded group have good home surroundings as compared with twelve (42.8 per cent) of the group showing normal progress.

When it is considered that more than half of the retarded pupils come from poor homes and less than a fourth have the advantage of a home rated as good, it appears that poor home surroundings are representative of the group making slow progress.



## CHAPTER VI

### CASE HISTORIES OF PUPILS IN DOUGLASS SCHOOL

In order to gain better insight concerning each pupil, case studies of all individuals were made. Comparisons of retarded and normal pupils with respect to intelligence, achievement, character, health, and home conditions have been presented in previous chapters. Additional factors such as personality traits, physical defects, interest, industry, and conduct were considered in the case histories. Teachers' estimate of these traits were recorded on a form adapted from that recommended by Brueckner and Melby. A copy of the form appears in the Appendix.

The cases are grouped in this report as retarded or normal-progress for convenience in comparison.

#### Retarded Pupils

Case 1 was fourteen years and seven months old when the study was made. He is in the eighth grade and his teacher rates him as doing fair work. He repeated the third grade. His intelligence quotient is 102, and his daily attendance is regular. In his school work he manifests ordinary effort, ordinary concentration, ordinary degree of interest in study but needs stimulation, average ability to retain lesson, and average ability to understand.

His health is good.

On the character test he rated fair.

His home surroundings are fair. He comes from a broken home. His mother is a maid.

Case 2 was fourteen years and six months old when the study was made. He is in the seventh grade and his teacher rates him as doing unsatisfactory work. He repeated the first and second grades. His intelligence quotient is 76. On achievement test in May, 1940, his educational age was only ten years, as compared with his chronological age of fourteen years. His daily attendance is regular. In his school work he is extremely lazy, manifests ordinary concentration, ordinary degree of interest in study but needs stimulation, average ability to retain lesson, and average ability to understand.

His health is good.

He is talkative, destructive, easily discouraged, depressed, shy, seclusive.

On the character test he rated poor.

His home surroundings are poor. His father is a laborer.

Case 3 was fourteen years and six months old when the study was made. He is in the seventh grade, and his teacher rates him as doing fair work. He repeated the first and second grades. His intelligence quotient is 63. On achieve-

ment test administered in May, 1940, his educational age was only ten years five months, as compared with his chronological age of fourteen years. His daily attendance is regular. In his school work he manifests ordinary effort, ordinary concentration, ordinary degree of interest in study but needs stimulation, average ability to retain lesson, and average ability to understand.

He has good health.

He is restless, easily discouraged, depressed, timid, unambitious, distant.

On the character test he rated poor.

His home surroundings are poor. His father is a laborer.

Case 4 was fourteen years and three months old when the study was made. He is in the seventh grade, and his teacher rates him as doing fair work. He repeated the first and second grades. His intelligence quotient is 100, but his educational age on the achievement test administered in May, 1940, was only nine years eleven months as compared with his chronological age of thirteen years five months. His daily attendance is regular. In his school work he manifests ordinary effort, extreme inability to hold his attention to tasks, ordinary degree of interest in study but needs stimulation, marked inability to remember facts apparently learned, complete inability to comprehend work of the difficulty of his grade.

He has no physical defects. His health is fair.

He is talkative, nervous, cheerful, friendly, very honest, has outbursts of temper.

On the character test he rated fair.

His home surroundings are fair. Both parents are employed in housework.

Case 5 was fourteen and five months old when the study was made. He is in the seventh grade, and his teacher rates him as doing unsatisfactory work. He repeated the third and fourth grades. His intelligence quotient is 90. His daily attendance is irregular. The cause for irregular attendance is truancy. In school work he is extremely lazy, shows extreme inability to put attention on task, ordinary degree of interest in study but needs stimulation, marked inability to remember facts apparently learned, and complete inability to comprehend work of the difficulty of his grade.

His health is fair.

He is quiet, depressed, shy, timid, unambitious, lacking self-confidence, unable to conform to group, distant, evasive, unfriendly, truant, and antisocial.

On the character test he rated poor.

His home surroundings are poor. He comes from a broken home. His mother does housework.

Case 6 was twelve years and one month old when the study was made. She is in the sixth grade, and her teacher rates her as doing satisfactory work. She repeated the first and third grades. When she was eight years old, in the second grade, she was absent fifty-three and a half days because of illness. Her daily attendance now is regular. Her intelligence quotient is 92, but her educational age on the achievement test administered in May, 1940, was ten years five months as compared with her chronological age of eleven years eight months. In school work she manifest low ordinary effort, low ordinary concentration, low ordinary degree of interest in study and needs stimulation, high average ability to retain lesson, high average ability to understand.

Her health is fair.

On the character test she rated good.

Her home surroundings are poor. Her father works on W. P. A.

Case 7 was twelve years when the study was made. He is in the fifth grade, and his teacher rates him as doing unsatisfactory work. He repeated the second and fourth grades. His intelligence quotient is 74, but his educational age on the achievement test administered in May, 1940, was only eight years ten months as compared with his chronological age of eleven years seven months. His daily attendance is

regular. In school work he manifests low ordinary effort, extreme inability to put attention on task, marked indifference to work, marked inability to remember facts apparently learned, complete inability to comprehend work of the difficulty of his grade. He is an extremely poor speller and reader. He likes to draw.

His health is good.

He is talkative, impulsive, easily discouraged, irritable, changeable, friendly, lacks self-confidence.

On the character test he rated poor.

His home surroundings are poor. He comes from a broken home.

Case 8 was eleven years and eleven months old when the study was made. He is repeating the fourth grade, and his teacher rates him as doing unsatisfactory work. He repeated the first grade. His intelligence quotient is 104, but his educational age on the achievement test administered in May, 1940, was only eight years seven months as compared with his chronological age of eleven years seven months. His daily attendance is regular. In school work he is extremely lazy, shows extreme inability to put attention on task, low ordinary degree of interest in study, low average ability to retain lesson, low average ability to understand. He shows little interest in all subjects and particular dislike for arithmetic.

His health is good.

He is talkative, active, restless, energetic, impulsive, hot-tempered, sociable, friendly but quarrelsome.

On the character test he rated poor.

His home surroundings are poor. His father is a laborer.

Case 9 was eleven years and one month old when the study was made. He is in the fourth grade, and his teacher rates him as doing unsatisfactory work. He repeated the second and third grades. His intelligence quotient is 126, higher than that of any other pupil in the school. When ten years old he was sent to the reform school because of truancy. His attendance is irregular. In school work he is extremely lazy, manifests extreme inability to be attentive, marked indifference to work, excellent memory, marked ability to anticipate explanation and grasp work of greater difficulty. He is a poor reader and is not interested in reading.

He is talkative, active, restless, energetic, leader, ringleader, nervous, hot-tempered, overconfident, sociable, quarrelsome; has been in jail on petty theft charges several times, attended school well until recently when parole period was over but has not been back since, prefers to "run around" with older boys.

His health is good.

On the character test he rated poor.

His home surroundings are poor. His parents are separated. He lives with his grandmother.

Case 10 was ten years and four months old when the study was made. She is in the third grade, and her teacher rates her as doing fair work. She has been five years in school and attended school in other communities. Her intelligence quotient is 90. Her daily attendance is regular. In school work she manifests ordinary effort, extreme inability to be attentive, low degree of interest in study, marked inability to remember facts apparently learned, low average ability to understand.

Her health is good.

She is quiet, nervous, easily discouraged, changeable, easily led, "goes to pieces easily," lacks self-confidence, is self-conscious, sociable, friendly, popular, has a woman's responsibility at home in doing housework.

Her home surroundings are good. Her father works on W. P. A.

Case 11 was nine years old when the study was made. She is repeating the third grade. Her teacher rates her as doing satisfactory work. Her intelligence quotient is 99.



Her attendance is regular. In school work she manifests ordinary effort, ordinary concentration, high degree of interest in study, excellent memory, high average ability to understand.

Her health is fair, but she has poor eyesight.

She is quiet, cheerful, suggestible, shy, sociable, friendly, popular.

Her home surroundings are very poor. Her father works on W. P. A.

Case 12 was ten years old when the study was made. He is repeating the third grade, and his teacher rates him as doing unsatisfactory work. He repeated the first grade. His intelligence quotient is 88. His daily attendance is regular. In school work he manifests marked persistence, extreme inability to put attention on task, absorbing and genuine interest in work, marked inability to remember facts apparently learned, complete inability to comprehend work of the difficulty of his grade.

His health is fair, but he has a speech impediment and poor muscular coordination.

He is active, energetic, nervous, excitable, hot-tempered, "goes to pieces easily," self-conscious, oversensitive, friendly, popular and has frequent outbursts of temper.

His home surroundings are good. His father is a cook.

Case 13 was nine years old when the study was made. He is repeating the third grade, and his teacher rates him as doing satisfactory work. His intelligence quotient is 100. His daily attendance is regular. In school work he manifests ordinary effort, shows ordinary concentration, ordinary degree of interest in study, excellent memory, high average ability to understand.

His health is good.

He is talkative, active, energetic, leader, ringleader, cheerful, sociable, friendly, responsive, popular, adaptable.

His home surroundings are good. His father is a cook.

Case 14 was ten years and one month old when the study was made. He is repeating the third grade, and repeated the second grade. His teacher rates him as doing satisfactory work. His intelligence quotient is 102. His daily attendance is regular. In school work he manifests ordinary effort, ordinary concentration, ordinary degree of interest in study and needs stimulation, excellent memory, marked ability to anticipate explanation, to grasp work of greater difficulty.

His health is good.

He is active, a ringleader, changeable, unambitious, sociable, friendly, popular.

His home surroundings are poor. His father works on W. P. A.

Case 15 was eight years and four months old when the study was made. She is repeating the second grade, and her teacher rates her as doing satisfactory work. Her intelligence quotient is 105. Her daily attendance is regular. In school work she manifests marked persistence, excellent concentration when studying, absorbing and genuine interest in work, excellent memory, marked ability to anticipate explanation and to grasp work of greater difficulty.

Her health is good.

She is talkative, leader, cheerful, suggestible, sociable, friendly, responsive, adaptable.

Her home surroundings are poor. Her father works on W. P. A.

Case 16 was seven years and four months old when the study was made. She is repeating the first grade. Her teacher rates her as doing unsatisfactory work. Her intelligence quotient is 94. Her daily attendance is regular. In school work she manifests low ordinary effort, extreme inability to remember facts apparently learned, complete inability to comprehend work of the difficulty of her grade.

Her health is good, but she has a speech impediment.

She is active, energetic, cheerful, sociable, friendly, responsive, adaptable.

Her home surroundings are fair.

Case 17 was six years and eleven months old when the study was made. He is repeating the first grade. His teacher rates him as doing satisfactory work. His intelligence quotient is 94. His daily attendance is regular. In school work he manifests high ordinary effort, high ordinary concentration, high degree of interest in study, average ability to retain lesson, average ability to understand. He likes to draw.

He is left-handed. His health is good.

He is quiet, active, nervous, cheerful, suggestible, lacks self-confidence, sociable, friendly.

His home surroundings are good. He comes from a broken home. He stays with his grandparents; they do farming.

Case 18 was seven years and two months old when the study was made. He is repeating the first grade. His teacher rates him as doing satisfactory work. His intelligence quotient is 88. His daily attendance is regular. In school work he shows ordinary effort, ordinary concentration, high degree of interest in study, excellent memory, marked ability to anticipate explanation and grasp work of greater difficulty.

He is left-handed, and has a speech impediment. His health is good.

He is quiet, cheerful, suggestible, sociable, friendly, responsive.

His home surroundings are fair. His mother is a housemaid.

Normal-Progress Pupils

Case 19 was thirteen years and three months old when the study was made. She is in the eighth grade and her teacher rates her as doing satisfactory work. Her intelligence quotient is 80. Her daily attendance is regular. In her school work she manifests ordinary effort, ordinary concentration, ordinary degree of interest in study but needs stimulation, average ability to retain lesson and average ability to understand.

Her health is good but her hearing is impaired.

She is talkative, excitable, cheerful, self-conscious, friendly.

On the character test she rated good.

Her home surroundings are fair. Both parents work.

Case 20 was thirteen years and five months old when the study was made. He is in the eighth grade, and his teacher rates him as doing satisfactory work. His intelligence quotient is 90. His daily attendance is regular. In his school work he shows ordinary effort, excellent concentration when studying, absorbed and genuine interest in work, average ability to retain lesson and an average ability to understand.

His health is good.

He is a leader, hot-tempered, changeable, suggestible, self-centered, suspicious, quarrelsome.

On the character test he rated good.

His home surroundings are fair. He comes from a broken home. His mother does farming.

Case 21 was thirteen years and two months old when the study was made. She is in the seventh grade and her teacher rates her as doing good work. Her intelligence quotient is 103. Her educational age on the achievement test administered in May, 1940, was but three months below her chronological age. Her daily attendance is regular. In her school work she manifests marked persistence, excellent concentration when studying, shows absorbed and genuine interest in work, excellent memory, marked ability to anticipate explanation and grasp work of greater difficulty.

Her health is good.

She is talkative, active, leader, cheerful, friendly, popular, adaptable, honest, dependable, interested in extra activities.

On the character test she rated good.

Her home surroundings are good. Her father is a janitor.

Case 22 was twelve years and eight months old when the study was made. He is in the seventh grade, and his teacher rates him as doing fair work. His intelligence quotient is 85. His educational age on the achievement test administered in May, 1940, was only ten years seven months as compared with his

chronological age of eleven years nine months. He has attended school in other communities. His daily attendance is regular. In his school work he manifests ordinary effort, ordinary concentration, shows ordinary degree of interest in study but needs stimulation, average ability to retain lesson, and average ability to understand.

His health is good.

He is talkative, overactive, cheerful, easily led, friendly, truthful.

On the character test he rated fair.

His home surroundings are fair.

Case 23 was thirteen years old when the study was made. He is in the seventh grade, and his teacher rates him as doing satisfactory work. His intelligence quotient is 103, but his educational age on the achievement test administered in May, 1940, was ten years one month as compared with his chronological age of twelve years two months. His daily attendance is regular. In his school work he manifests ordinary effort, ordinary concentration, shows ordinary degree of interest, average ability to retain lesson, and average ability to understand.

His health is good.

He is talkative, leader, excitable, cheerful, friendly, popular, adaptable.

On the character test he rated poor.

His home surroundings are poor. His father works on the W. P. A.

Case 24 was thirteen years old when the study was made. He is in the seventh grade, and his teacher rates him as doing very good work, but his educational age on the achievement test administered in May, 1940, was ten years nine months as compared with his chronological age of twelve years two months. His daily attendance is regular. In school work he manifests marked persistence, excellent concentration when studying, shows absorbed and genuine interest in work, excellent memory, marked ability to anticipate explanation and to grasp work of greater difficulty.

His health is good.

He is talkative, hot-tempered, cheerful, friendly, honest.

On the character test he rated good.

His home surroundings are fair. His father is a laborer.

Case 25 was twelve years and five months old when the study was made. She is in the seventh grade, and her teacher rates her as doing satisfactory work although intelligence quotient is only 81, her educational age on the achievement test administered in May, 1940, matched her chronological age (11 years 6 months). She has attended school in other communities. Her daily attendance is regular. In school work she manifests marked persistence, ordinary concentration, shows absorbed and genuine interest in work, average ability to retain lesson, and average ability to understand.



Her health is fair.

She is quiet, cheerful, easily led, friendly.

On the character test she rated fair.

Her home surroundings are fair. Her mother does housework.

Case 26 was ten years and five months old when the study was made. He is in the sixth grade, and his teacher rates him as doing satisfactory work. His intelligence quotient is 123, and his educational age on the achievement test administered in May, 1940, was ten years seven months as compared with his chronological age of ten years. His daily attendance is regular. In school work he manifests a low ordinary effort, a high ordinary concentration, shows high degree of interest in study, average ability to retain lesson and average ability to understand. He shows lack of interest in history, and special interest in reading and spelling. He is exceptionally small for his age.

His health is good.

He is talkative, restless, hot-tempered, cheerful, timid, sociable, friendly.

He is the youngest child of three and somewhat pampered.

On the character test he rated good.

His home surroundings are good. His father is a janitor.

Case 27 was eleven years and seven months old when the study was made. He is in the sixth grade, and his teacher rates him as doing satisfactory work. His intelligence quotient is 103. On the achievement test administered in May, 1940, his achievement score slightly surpassed his chronological age (E. A. = 11-3; C. A. = 11-1). His daily attendance is regular. In school work he manifests high ordinary effort, low ordinary concentration, high ordinary degree of interest in study, excellent memory, marked ability to anticipate explanation and grasp work of greater difficulty. He is a good reader, but has a slight speech defect.

His health is good.

He is talkative, overactive, energetic, ringleader, impulsive, hot-tempered, cheerful, changeable, self-centered, friendly, quarrelsome; has been picked up several times on petty theft charges. He is a disciplinary problem, constantly making clever remarks which upset the order of the room.

On the character test he rated poor.

His home surroundings are fair. His father works on W. P. A.

Case 28 was ten years and three months old when the study was made. He is in the sixth grade, and his teacher rates him as doing satisfactory work. His intelligence quotient is 92. He has attended school in other communities. His daily attendance is regular. In school work he manifests low ordinary effort, ordinary concentration, high degree of interest in study, excellent memory, marked ability to anticipate explanation and grasp work of greater difficulty.

His health is good.

He is quiet, hot-tempered, depressed, unable to conform to group, distant, seclusive, extremely sneaking in actions. He has attended school in which he was the only Negro child; this probably accounts for his seclusiveness.

On the character test he rated poor.

His home surroundings are fair.

Case 29 was ten years and five months old when the study was made. She is in the fifth grade, and her teacher rates her as doing satisfactory work. She attended school in other communities. When she was in the third grade at the age of eight years five months, she was absent for a prolonged period, as the result of a serious automobile accident. She nevertheless made normal progress and her daily attendance now is regular. Although her intelligence

quotient is 83, her achievement age was less than a year below her chronological age; her educational age on the achievement test administered in May, 1940, was nine years four months as compared with her chronological age of ten years one month. In school work she manifests high ordinary effort, low ordinary concentration, low degree of interest in study, average ability to retain lesson, and average ability to understand.

Her health is good.

She is talkative, active, restless, energetic, impulsive, hot-tempered, irritable, cheerful, selfish, friendly, pouts readily when scolded.

On the character test she rated fair.

Her home surroundings are fair. Her mother is a maid.

Case 30 was ten years and three months old when the study was made. He is in the fifth grade, and his teacher rates him as doing satisfactory work. His intelligence quotient is 104, but his educational age on the achievement test administered in May, 1940, was ten years as compared with his chronological age of nine years nine months. His daily attendance is regular. In his school work he manifests a high ordinary effort, ordinary concentration, low degree of interest in study and needs stimulation, marked inability to remember facts apparently learned, average ability to

understand. He finds it hard to remember any printed material.

His health is good.

He is talkative, overactive, energetic, leader, impulsive, excitable, cheerful, friendly, popular.

On the character test he rated poor.

His home surroundings are good. His father is a janitor.

Case 31 was nine years and three months old when the study was made. She is in the fifth grade, and her teacher rates her as doing satisfactory work. She attended school in other communities. Her intelligence quotient is 105. Her daily attendance is irregular, largely because of illness and distance from school. In school work she manifests ordinary effort, ordinary concentration, absorbed and genuine interest in work, high average ability to retain lesson, and high average ability to understand. She is especially good in arithmetic.

Her health is poor.

She is talkative, active, restless, nervous, excitable, cheerful, popular, sociable, friendly.

On the character test she rated fair.

Her home surroundings are good. Her father does trucking.

Case 32 was nine years and seven months old when the study was made. She is in the fourth grade, and her teacher rates her as doing satisfactory work. Her intelligence quotient is 108. Her daily attendance is regular. In school work she manifests a marked persistence, high ordinary concentration, absorbed and genuine interest in work, high average ability to retain lesson, high average ability to understand. She is especially good in English.

Her health is good.

She is quiet, restless, easily discouraged, cheerful, sociable, friendly but does not mingle with other children much.

On the character test she rated good.

Her home conditions are good. Her father is a janitor.

Case 33 was nine years and one month old when the study was made. She is in the fourth grade, and her teacher rates her as doing satisfactory work. Her intelligence is 86. Her daily attendance is regular. In school work she manifests a marked persistence, excellent concentration when studying, shows absorbing and genuine interest in work, high average ability to retain lesson, marked ability to anticipate explanation, to grasp work of greater difficulty. She shows much interest in reading.

Her health is good.

She is talkative, active, irritable, cheerful, selfish, sociable, responsive, popular.

On the character test she rated fair.

Her home surroundings are good. Her father is a baker.

Case 34 was nine years and six months old when the study was made. She is in the fourth grade, and her teacher rates her as doing satisfactory work. Her intelligence quotient is 99. Her daily attendance is regular. In school work she manifests a high ordinary effort, excellent concentration when studying, shows ordinary degree of interest in study, average ability to retain lesson, marked ability to anticipate explanation and grasp work of greater difficulty. She is extremely apt in arithmetic, reading, and spelling.

Her health is good.

She is quiet, restless, impulsive, easily discouraged, hot-tempered, changeable, selfish, friendly, and has periods of pouting and sulking.

On the character test she rated fair.

Her home surroundings are good. Her mother does housework.

Case 35 was eight years and nine months old when the study was made. He is in the fourth grade, and his teacher rates him as doing satisfactory work. His intelligence quotient

is 95. His daily attendance is regular. In school work he manifests marked persistence, high ordinary concentration, shows high ordinary degree of interest, average ability to retain lesson, low average ability to understand.

His health is good.

He is the youngest of a family of seven; is quiet, cheerful, easily led, shy, friendly.

On the character test he rated fair.

His home surroundings are fair. His father works on W. P. A.

Case 36 was nine years and three months old when the study was made. He is in the fourth grade, and his teacher rates him as doing satisfactory work. His intelligence quotient is 81. His daily attendance is regular. In school work he manifests a low ordinary effort, extreme inability to put attention on task, marked indifference to work, marked inability to remember facts apparently learned, low average ability to understand. He is an extremely poor reader and is not interested in any reading subjects.

His health is fair. He has defective eyes and wears glasses.

He is talkative, restless, easily discouraged, hot-tempered, irritable, changeable, selfish, conceited, unable to conform to group, oversensitive, suspicious, quarrel-



some, unfriendly, feels that he is being mistreated by everyone, has an antagonistic attitude.

On the character test he rated poor.

His home surroundings are fair. His father is a laborer.

Case 37 was nine years and four months old when the study was made. He is in the fourth grade, and his teacher rates him as doing satisfactory work. He has an intelligence quotient of 97. His daily attendance is regular. In school work he manifests marked persistence, excellent, concentration when studying, absorbed and genuine interest in work, excellent memory, high marked ability to anticipate explanation, to grasp work of greater difficulty. All subjects seem easy to him, and he is usually the first one through with any assignment.

His health is good.

He is quiet, talkative to some people, nervous, changeable, "goes to pieces easily," shy, seclusive, oversensitive, extremely stubborn.

On the character test he rated fair.

His home surroundings are good. He comes from a broken home. He lives with his grandmother. His father works at a garage.

Case 38 was nine years and four months old when the study was made. She is in the fourth grade, and her teacher rates her as doing satisfactory work. When seven years old and in the second grade she was absent from school for a prolonged period because of colds. Her intelligence quotient is 98. Her daily attendance is regular. In school work she manifests a high ordinary effort, excellent concentration when studying, shows absorbing and genuine interest in work, excellent memory, average ability to understand. She has dramatic ability; good singing voice.

Her health is fair. She wears glasses.

She is talkative, restless, nervous, cheerful, adaptable.

On the character test she rated good.

Her home surroundings are good. Her father works on W. P. A.

Case 39 was seven years and eleven months old when the study was made. He is in the third grade, and his teacher rates him as doing unsatisfactory work. His intelligence is 102. His daily attendance is regular. In school work he manifests ordinary effort, ordinary concentration, shows ordinary degree of interest in study but needs stimulation, low average ability to retain lesson, complete inability to

comprehend work of the difficulty of his grade.

His health is good.

He is a ringleader, easily discouraged, hot-tempered, changeable, unambitious, lacking self-confidence, suspicious, quarrelsome, inclined to be a bully.

His home surroundings are good. His father works on W. P. A.

Case 40 was seven years old when the study was made. She is in the second grade and her teacher rates her as doing satisfactory work. Her intelligence quotient is 115. Her daily attendance is regular. In school work she manifests high ordinary effort, shows high ordinary concentration, high ordinary degree of interest in study, high average ability to retain lesson, high average ability to understand.

Her health is good.

Her home surroundings are good. Her father is a janitor.

Case 41 was seven years and seven months old when the study was made. He is in the second grade, and his teacher rates him as doing satisfactory work. His intelligence quotient is 91. His daily attendance is regular. In school work he manifests marked persistence, excellent concentration when studying, absorbing and genuine interest in work, excellent

memory, marked ability to anticipate explanation and grasp work of greater difficulty.

His special interest is arithmetic and drawing.

His health is good. He is left-handed.

He is talkative, overactive, restless, ringleader, impulsive, cheerful, sociable, friendly, popular, adaptable.

His home surroundings are fair. He comes from a broken home. His mother is a housemaid.

Case 42 was seven years and seven months old when the study was made. He is in the second grade and his teacher rates him as doing satisfactory work. His intelligence quotient is 100. His daily attendance is irregular because of lack of proper clothing. In school work he manifest a marked persistence, excellent concentration when studying, absorbing and genuine interest in work, excellent memory, marked ability to anticipate explanation and grasp work of greater difficulty.

His health is good. He is left-handed.

He is active, restless, ringleader, nervous, cheerful, suggestible, popular, sociable, friendly.

His home surroundings are poor. His father is a laborer.

Case 43 was six years and six months old when the study was made. She is in the first grade, and her teacher rates her as doing satisfactory work. Her intelligence quotient is 105. Her daily attendance is regular. In school work she manifests marked persistence, excellent concentration when studying, absorbing and genuine interest in work, excellent memory, marked ability to anticipate explanation and grasp work of greater difficulty.

Her health is good.

She is talkative, active, energetic, leader, cheerful, sociable, friendly, responsive, popular, adaptable.

Her home surroundings are poor.

Her father works on W. P. A.

Case 44 was six years and five months old when the study was made. He is in the first grade, and his teacher rates him as doing unsatisfactory work. His intelligence quotient is 91. His daily attendance is regular. In school work he manifests marked persistence, ordinary concentration, shows ordinary degree of interest in study, high average ability to retain lesson, average ability to understand. His special interest is arithmetic.

His health is good. He is left-handed.

He is talkative, overactive, ringleader, impulsive, nervous, excitable, cheerful, conceited, sociable, quarrel-

some, likes to "low-rate" others.

His home surroundings are fair. His father works on  
W. P. A.

Case 45 was five years and six months old when the study was made. She is in the first grade, and her teacher rates her as doing satisfactory work. Her intelligence quotient is 93. Her daily attendance is regular. In school work she manifests ordinary effort, ordinary concentration, shows high ordinary degree of interest, high average ability to retain lesson, average ability to understand.

Her health is good.

She is talkative, active, restless, cheerful, suggestible, sociable, friendly, popular though quarrelsome.

Her home surroundings are fair. Her father is a laborer.

Case 46 was five years and eleven months when the study was made. She is in the first grade, and her teacher rates her as doing satisfactory work. Her intelligence quotient is 78. Her daily attendance is regular. In school work she manifests high marked persistence, excellent concentration when studying, absorbing and genuine interest in work, excellent memory, high average ability to understand.

Her health is good.

She is quiet, nervous, cheerful, timid, distant, responsive, popular.

Her home surroundings are good. Her father works on W.  
P. A.

Summary of Case Studies

Inability to hold attention to task, inability to remember facts apparently learned, inability to comprehend work of the difficulty of his grade, and being easily discouraged seem to be attitudes and characteristics that are typical of the retarded child.

Three of the retarded group have physical defects. All three have speech impediment, and in addition one is left-handed and another has poor muscular coordination. This pupil has borderline I. Q. and is doing unsatisfactory work in his repeated grade.

The pupil who is left-handed and has speech impediment is also of borderline intelligence, but is doing satisfactory work in his repeated grade (first grade).

The third pupil with speech impediment only (I. Q. 94) is doing unsatisfactory work in the repeated grade (first grade).

A fourth retarded pupil is left-handed, with no other physical handicap, and is doing satisfactory work in the repeated grade (first grade).

School attendance is good among most of the pupils and apparently is not a factor in nonprogress. The most marked case of non-attendance is the boy of 126 I. Q., who is a discipline case and indulges in truancy. Only one other

case of irregular attendance was reported among the retarded pupils. The normal-progress group includes two pupils who are irregular in attendance. One of these is a girl in poor health, with good concentration interest, and study habits. The other is a victim of poverty, lacks proper clothing to permit him to attend, but compensates for irregularity of attendance by ability and good school habits.



## CHAPTER VII

### SUMMARY AND CONCLUSIONS

Douglass Elementary School for Negroes with an enrollment of forty-six pupils in eight grades, appears to be representative of Negro schools in general, with respect to equipment, staff, personnel of enrollment, and community background. The amount of retardation 39.1 is relatively high, but is within the range of proportions reported in related studies. There are no cases of accelerated progress, though five cases of under-age pupils were found. These pupils started to school before they were six years old.

The number of over-age boys, ten (35.7 per cent) exceeds the number of over-age girls, two (11.1 per cent). Twelve (26.1 per cent) of the forty-six pupils were found to be over-age; twenty-nine (63.1 per cent) were found to be normal and five (10.8 per cent) were under-age.

Similarly, the amount of retardation among the boys exceeds that among the girls. Thirteen (26.9 per cent) of the boys are retarded and five (10.8 per cent) of the girls are retarded.

The greatest percentage of retardation was found in grades one, three, and seven.

Among the factors believed to affect school progress, no single factor was found to determine retardation in this study. Following are summary statements with respect to each of the factors studied in relation to grade-progress in Douglass School.

Intelligence. The distribution of intelligence scores for the total group including twenty-three high school pupils follows the curve of normal distribution. Separate analyses of intelligence data on retarded cases compared with intelligence data on normal-progress pupils showed little difference in mean or median I. Q. and in range of I. Q. scores. Both means were slightly below the established norm of 100. The average for the retarded group was 93.7, for the normal-progress group 96.4. The individual with the highest intelligence score (I. Q. 126) of the entire group is a retarded pupil.<sup>32</sup>

Achievement Scores. The number of pupils to whom achievement tests were administered is too small to justify conclusions concerning the relationship between general achievement and grade placement or progress. Among the retarded group, however, the six pupils for whom scores were obtainable were found to be considerably lower in achievement age than in chronological age.

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Personality and discipline factors, broken home, and similar influences account for retardation in this case.

School Attendance. Contrary to Ayres' comment that the old-fashioned virtues of regularity of attendance and faithfulness are major elements of success, the evidence obtained in this study does not indicate that regularity of attendance is a determining factor. Among the four pupils reported as irregular in attendance two were among the normal-progress group and two were retarded.

Health. There is slight evidence that health may affect progress to some extent, although no pupil in the retarded group was rated as having "poor" health, whereas one pupil with markedly poor health has made normal progress. Among the pupils rating only "fair" on the three-point scale for health, five (27.7 per cent) were retarded as compared with only three (11.1 per cent) in the normal progress group.

Physical Defects. Physical defects were no more frequently found among the retarded three (16.6 per cent) than among the normal-progress pupils three (10.7 per cent). Two pupils who are now doing unsatisfactory work in their present grade are handicapped by speech impediment and, of these, one has a combination of speech impediment and poor muscular coordination.

Left-handedness occurs no more frequently among the retarded than among the normal progress pupils.

Character. Character traits as measured by the Baker Tests, "Telling What I Do," revealed a larger proportion of individuals scoring only "fair" or "poor" among the retarded pupils than among those making normal progress in the five grades for which such tests were available.

School Habits. No conclusions can be drawn as to personal characteristics and school habits typical of the retarded pupil. Undesirable traits and low rankings on personal attributes and habits as often marked the individual making normal progress as the retarded individual.

From the teachers' ratings on attentiveness, industriousness, competence for tasks of the grade, stability, cooperation, honesty, and other personality traits, it can be inferred that inability to be attentive, indifference to work, inability to remember facts, inability to understand, and being easily discouraged are attributes of the failures, whereas interest, ability to understand, ability to retain lesson, persistence, and activeness are representative of the better adjusted child making normal progress.

Home conditions. "Poor" or "fair" home surroundings appear to be representative of the retarded group. Ten (55.5 per cent) of the retarded pupils come from homes rated as "poor" and only four (22.2 per cent) come from "good" homes, whereas three (10.7 per cent) of the normal-progress pupils come from "poor" homes, twelve (42.8 per cent) from "good" homes.

Why have these children failed? The data obtained in this study reveal slight but not marked differences in intelligence and character scores; afford no conclusions with respect to attendance and health; suggest that home environment and school adjustment are important factors. The author wishes to add that intangible influences not reached by our measurements may have been operative, or that the validity of the ratings and measures used are challengeable, or that certain factors have combined, in a way not revealed in this investigation, to be detrimental to success in the school grade.

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APPENDIX

Character Test

Primary Form  
Advanced Form

Form for Teachers' Ratings of Personal Traits

# TELLING WHAT I DO

By Harry J. Baker

Primary Form—Grades 4 to 6

Name ..... Boy ..... Girl ..... Grade .....

First Last

Age ..... School .....

Years Months

City ..... State ..... Date .....

In this little book you are to tell many things that you do. Some of these things we may know about you already, but we want you to tell us yourself.

Please do not look at any paper but your own, for we want to find out just what you do. Be sure to tell what you do.

If the words are too hard, raise your hand and we will tell you what the words mean. You will know almost all of them.

Each exercise has three answers. You are to draw a line under the one answer in each set that tells what you do, then put the letter of that answer in the parenthesis at the end of the line.

- 
- 
1. At night
    - a. I go to bed late
    - b. I go to bed early
    - c. I don't go at all ( )
  2. In school
    - a. I don't look out of the window
    - b. I sometimes look out
    - c. I look out all the time ( )
  3. Fire-drill
    - a. I do it, if told to
    - b. I don't like it
    - c. I like to do it ( )
  4. Crossing the street
    - a. I never look first
    - b. I always look first
    - c. I look, if told to ( )
  5. Slamming doors
    - a. I sometimes slam them
    - b. I never slam them
    - c. I like to slam them ( )
  6. In coming to school
    - a. I am never tardy
    - b. I am sometimes tardy
    - c. I am tardy about once a week ( )
  7. In eating
    - a. I often hurry
    - b. I always eat fast
    - c. I eat slowly ( )
  8. In playing
    - a. I always go first
    - b. I always take my turn
    - c. I sometimes take my turn ( )
  9. In talking
    - a. I always talk too loud
    - b. I often talk too loud
    - c. I talk properly ( )
  10. In giving
    - a. I give gladly
    - b. I give, if asked to
    - c. I will not give ( )
  11. As to school
    - a. I stay out often
    - b. I stay out a little
    - c. I am always in school ( )
  12. In the morning
    - a. I sometimes lie in bed a while
    - b. I get right up
    - c. I always lie in bed a while ( )
  13. My playthings
    - a. They just seem to break
    - b. I break them after a while
    - c. I break them right away ( )

14. In sitting  
a. I always wiggle                      b. I keep still                      c. I wiggle a little                      ( )
15. When I borrow anything  
a. I give it back right away                      b. I give it back, if asked                      c. I try to keep it                      ( )
16. As to books  
a. I keep them pretty well                      b. I keep them very clean                      c. I tear and dirty them                      ( )
17. At home  
a. I always help                      b. I never help                      c. I help, if asked to                      ( )
18. When I lose a game  
a. I quit playing                      b. I keep on trying                      c. I don't care                      ( )
19. In talking  
a. I use just good words                      b. I use bad words often                      c. I use bad words some-  
times                      ( )
20. When I see our flag  
a. I like it a little                      b. I always love it                      c. I don't care for it                      ( )
21. In school  
a. My desk is very dirty                      b. My desk is very neat                      c. My desk is clean some-  
times                      ( )
22. In caring for my teeth  
a. I sometimes brush them                      b. I brush them every day                      c. I never brush them                      ( )
23. After school  
a. I always play alone                      b. I play with just one                      c. I want many playmates                      ( )
24. As to old people  
a. I am always kind to them                      b. I make fun of them                      c. I don't bother with them                      ( )
25. Taking more than my share  
a. I don't, when watched                      b. I never do it                      c. I often do it                      ( )
26. Running in the hall at school  
a. I run, if I can                      b. I never run                      c. I often run                      ( )
27. At home  
a. I wait on myself                      b. I sometimes ask for help                      c. I always want help                      ( )
28. With my playmates  
a. I always quarrel                      b. I quarrel a little                      c. I never quarrel                      ( )
29. In passing people  
a. I go in front of them                      b. I go behind them                      c. I push them out of the  
way                      ( )
30. If I get too much change at the store  
a. I give it back                      b. I keep it                      c. I give it back, if found  
out                      ( )
31. To my teachers  
a. I am not always polite                      b. I try to be polite                      c. I talk back to them                      ( )
32. To keep clean  
a. I wash before meals                      b. I don't wash at all                      c. I wash once a day                      ( )
33. When with small children  
a. I pick on them                      b. I let them alone                      c. I am helpful to them                      ( )
34. In talking  
a. I use my hands sometimes                      b. I always use my hands                      c. I keep my hands still                      ( )
35. If I do something wrong  
a. I tell, if I have to                      b. I tell right away                      c. I will not tell                      ( )

36. When the teacher leaves the room  
 a. I am quiet and study      b. I talk and play      c. I talk, only if others do ( )
37. As to my hair  
 a. I comb it once in a while      b. I sometimes comb it      c. I always keep it combed ( )
38. My own playthings  
 a. I want them just for myself      b. I let others play with them      c. I let others see them ( )
39. When we have company  
 a. I am not always good      b. I am good, if asked to be      c. I am always naughty ( )
40. As to my playmates  
 a. I go back on them      b. I always stand up for them      c. I sometimes stand up for them ( )
41. Passing in the hall at school  
 a. I am good, if watched      b. I am always good      c. I am good most of the time ( )
42. If asked to go on errands  
 a. I go, if told to      b. I won't go at all      c. I am willing to go ( )
43. In playing  
 a. I try to be fair      b. I am fair      c. I am not fair ( )
44. When anybody plays a joke on me  
 a. I get angry      b. I laugh, too      c. I don't care if others laugh ( )
45. Every day  
 a. I try to work hard      b. I don't try to work hard      c. I try, if told to ( )
46. In marching  
 a. I don't keep in step      b. I keep in step if watched      c. I always keep in step ( )
47. To animals  
 a. I am always kind      b. I sometimes hurt them      c. I like to hurt them ( )
48. In games  
 a. I won't play them      b. I want to play      c. I play, if asked to ( )
49. New pupils  
 a. I don't care for them      b. I make fun of them      c. I am friendly to them ( )
50. In doing work  
 a. I do it pretty well      b. I do the best I can      c. I don't care how I do it ( )
51. In getting my lessons  
 a. I never copy from any one      b. I copy, if I can      c. I often copy ( )
52. At home  
 a. I make much noise      b. I am noisy sometimes      c. I keep very quiet ( )
53. When I get through with my playthings  
 a. I put them away, if told to      b. I always put them away      c. I won't put them away ( )
54. When anyone speaks to me  
 a. I won't listen      b. I listen sometimes      c. I always listen ( )
55. If something has happened  
 a. I always tell the truth      b. I don't tell the truth      c. I tell, if I will be found out ( )
56. In school  
 a. I sometimes whisper      b. I try not to whisper      c. I never whisper ( )
57. With my money  
 a. I am careful what I buy      b. I buy useless things      c. I am careful sometimes ( )

58. In playing  
 a. I like just one game      b. I don't like any games      c. I like many games      ( )
59. When my friends are in trouble  
 a. I always help them      b. I don't try to help      c. I won't help them      ( )
60. When I want something  
 a. I just take it      b. I always ask first      c. I sometimes take it      ( )
61. Study  
 a. I always like to study      b. I sometimes like to      c. I hate to study      ( )
62. At home  
 a. I don't like to mind      b. I like to mind sometimes      c. I always like to mind      ( )
63. When some one is teased  
 a. I help tease them      b. I try to stop it      c. I do nothing      ( )
64. When people are sick  
 a. I try to help them      b. I do nothing      c. I sometimes help      ( )
65. When we have a play at school  
 a. I want to help      b. I help, if asked to      c. I don't like to help      ( )
66. In getting ready for gymnasium class  
 a. I am the last one ready      b. I am last sometimes      c. I get ready quickly      ( )
67. At home  
 a. I am good sometimes      b. I am always good      c. I am not very good      ( )
68. Most games seem to me  
 a. Hard to play      b. Very hard to play      c. Easy to play      ( )
69. In talking  
 a. I never talk about myself      b. I always talk about myself      c. I sometimes talk about myself      ( )
70. If something happens at home  
 a. I keep it to myself      b. I tell it to every one      c. I tell my best friend      ( )
71. In the care of the school  
 a. I always help      b. I am careless about it      c. I don't care how it looks      ( )
72. When leaving home  
 a. I sometimes tell where I am going      b. I never tell      c. I always tell      ( )
73. When things go wrong  
 a. I always get angry      b. I never get angry      c. I often get angry      ( )
74. For the blind  
 a. I feel sorry      b. I try to help them      c. I make fun of them      ( )
75. My habits are  
 a. Mostly bad ones      b. Many good ones      c. All good ones      ( )
76. In my lessons  
 a. I am never ready      b. I am ready sometimes      c. I am always ready      ( )
77. In getting along with others at home  
 a. I do well sometimes      b. I always do well      c. I have trouble      ( )
78. In telling what happened in play  
 a. I tell the truth      b. I tell, if found out      c. I won't tell      ( )
79. As to other people  
 a. I never think of them      b. I don't care about them      c. I always want to help      ( )
80. When my folks go away  
 a. I am good sometimes      b. I always try to be good      c. I am often bad      ( )

# TELLING WHAT I DO

By Harry J. Baker

Advanced Form—Grades 7 to 9

Name ..... Boy ..... Girl ..... Grade .....  
First Last

Age ..... School .....  
Years Months

City ..... State ..... Date .....

On this sheet you will find many things about yourself. Some of these things are known about you already, but we want you to tell us yourself.

Each exercise has three answers. You are to draw a line under the one answer to each exercise that most nearly tells what you do. Put the letter of the answer in the parenthesis at the end of the line.

Underline only one answer to each exercise. Take the one that most nearly fits you. Be honest with yourself. Underline what you really do, even if it is not what you know you should do.

There are eighty exercises. Answer all of them. Take your time, and think over each exercise carefully. It should take you at least half an hour, or longer, to do all the exercises as you really should.

- 
- |                               |                               |                              |                               |
|-------------------------------|-------------------------------|------------------------------|-------------------------------|
| 1. Tardy for school           | a. Never tardy                | b. Often tardy               | c. Tardy once in a while ( )  |
| 2. When I lose a game         | a. I just quit                | b. Don't care if I lose      | c. Try harder next time ( )   |
| 3. Eating                     | a. Usually hurry              | b. Eat very fast             | c. Eat slowly ( )             |
| 4. When I meet strangers      | a. Like to meet them          | b. Don't care about them     | c. They bore me ( )           |
| 5. If I borrow                | a. I never pay back           | b. Pay back right away       | c. Pay when asked ( )         |
| 6. Absence from school        | a. Sometimes absent           | b. Nearly perfect attendance | c. Absent many days ( )       |
| 7. Fair-play in games         | a. Am a poor sportsman        | b. Try to be fair            | c. Always am fair ( )         |
| 8. Going to bed               | a. Early every night          | b. Sometimes late            | c. Always go late ( )         |
| 9. When I am sitting          | a. I can't keep still         | b. I sit quietly             | c. Am sometimes still ( )     |
| 10. Taking more than my share | a. Never do                   | b. Often do                  | c. Don't if watched ( )       |
| 11. Care of schoolbooks       | a. Not very careless          | b. Mark them all up          | c. Take good care of them ( ) |
| 12. When asked to play games  | a. I never want to            | b. Play, but don't care to   | c. Like to play ( )           |
| 13. In getting up             | a. Get right up every morning | b. Late some mornings        | c. Always very late ( )       |

14. In talking  
 a. Sometimes talk too loud      b. Talk quietly      c. Always shout      ( )
15. If I get too much in change  
 a. Give it right back      b. Just keep it      c. Repay if asked to      ( )
16. My desk or locker  
 a. Always in disorder      b. In good order      c. In fair order      ( )
17. As to starting games  
 a. Sometimes start them      b. Never start them      c. Like to start them      ( )
18. Having breakfast  
 a. Always have it      b. Eat it quickly      c. Never time for it      ( )
19. Keeping hands still when talking  
 a. Like to swing them      b. Often use them      c. Keep them quiet      ( )
20. When I make mistakes  
 a. Tell right away      b. Will not tell      c. Tell if found out      ( )
21. When the teacher is absent  
 a. Noisy, if others are      b. I keep quiet      c. Raise a disturbance      ( )
22. Care of my own things  
 a. Leave them around      b. Put them away      c. Put away, when told to      ( )
23. Foods I like  
 a. Eat many kinds      b. Like all foods      c. Dislike many foods      ( )
24. When a joke is on me  
 a. I can laugh, too      b. Get angry      c. Don't like it very well      ( )
25. When my friends are in trouble  
 a. I stand up for them      b. I easily doubt them      c. I avoid them      ( )
26. Habits of study  
 a. Hardly ever study      b. Study sometimes      c. Study every lesson      ( )
27. Playing games  
 a. Like one or two kinds      b. Don't like any kinds      c. Like many kinds      ( )
28. Keeping clean  
 a. Pretty careless      b. Always try to      c. Am fairly careful      ( )
29. In passing people  
 a. Let them dodge me      b. Go behind them      c. May bump into them      ( )
30. On any job  
 a. I work hard      b. I don't try      c. Work, if watched      ( )
31. Between classes  
 a. Always need watching      b. Sometimes run      c. Observe the rules      ( )
32. Breaking things  
 a. Seldom break anything      b. Often break things      c. Always breaking things      ( )
33. Waiting on myself  
 a. Always expect help      b. Wait on myself      c. Like to be waited on      ( )
34. Talking about myself  
 a. Sometimes do      b. Always do it      c. Almost never do      ( )
35. If I want something  
 a. Take it, if not watched      b. Ask for it      c. I just take it      ( )
36. After being absent from school  
 a. I give an excuse      b. I try to get along without an excuse      c. I give an excuse, if asked to      ( )

37. In starting games  
 a. Never start them      b. Play, if others start them      c. I start many of them ( )
38. Care of my teeth  
 a. Sometimes brush them      b. Brush them every day      c. Never brush them ( )
39. When I go to a strange place  
 a. Just keep by myself      b. Quickly make friends      c. Make friends after a while ( )
40. In changing my mind  
 a. Change it, if told to      b. Always changing      c. Keep a purpose in mind ( )
41. As to my teachers  
 a. Am polite to them      b. I don't worry them      c. I talk back to them ( )
42. Taking turn at games  
 a. Let others be first      b. Always want to be first      c. Don't care when I come ( )
43. Care of my hair  
 a. Usually not combed      b. Sometimes combed      c. Keep it combed ( )
44. Being happy  
 a. Sometimes sad      b. Always sad      c. Usually happy ( )
45. When anyone needs help  
 a. I won't help      b. I offer to help      c. I help, if asked to ( )
46. In tests or examinations  
 a. Would like to copy      b. Am always honest      c. Always try to copy ( )
47. To younger boys and girls  
 a. Am friendly to them      b. Like to pick on them      c. Let them alone ( )
48. When I have money  
 a. I spend it all      b. I save some      c. Save most of it ( )
49. When people speak to me  
 a. I answer sometimes      b. I don't even listen      c. I always answer ( )
50. If I am asked not to tell  
 a. I forget, and do tell      b. Tell no one      c. Tell my best friend ( )
51. As to rules in school  
 a. Like some of the rules      b. Always obey them      c. Don't believe in them ( )
52. When people are teased  
 a. I try to stop it      b. I do nothing about it      c. I help tease them ( )
53. At home  
 a. I obey, but don't like to      b. I have my own way      c. I like to obey ( )
54. When people are in trouble  
 a. I make fun of them      b. I like to help them      c. I help if asked to ( )
55. My habits are  
 a. Mostly good ones      b. Many bad ones      c. Some good ones ( )
56. My school friends  
 a. Have none      b. Have one or two      c. Have many ( )
57. When games go wrong  
 a. I don't care      b. Want to change the game      c. Become very angry ( )
58. Helping at home  
 a. Help, if told to      b. Always glad to help      c. Never want to help ( )



59. When others make mistakes  
 a. I make fun of them      b. I pay no attention to it      c. Try not to see it      ( )
60. When I am asked to give  
 a. Give, but don't care to      b. I won't give      c. Like to give      ( )
61. When our school teams play  
 a. I go and help all I can      b. I don't go      c. I go, if asked to      ( )
62. In sharing things  
 a. Usually keep them      b. Glad to share      c. Sometimes share      ( )
63. In my spare time  
 a. I sometimes use it well      b. Always do something useful      c. I just waste it      ( )
64. What I say  
 a. Am careful      b. Use much slang      c. Sometimes swear      ( )
65. When the flag is raised  
 a. Like it sometimes      b. Don't even look at it      c. It makes me happy      ( )
66. School grounds or halls  
 a. I throw things around      b. I like to see them clean      c. I help keep them clean      ( )
67. In games  
 a. I want many playmates      b. I play alone      c. I play with one person      ( )
68. Folks at home  
 a. I don't like them      b. Like all of them      c. Get along pretty well      ( )
69. To old people  
 a. Don't notice them      b. Treat them kindly      c. Make fun of them      ( )
70. In doing right or wrong  
 a. I do the right thing      b. Often do wrong      c. May do either      ( )
71. Feeling toward school  
 a. I hate it      b. I like it      c. Don't care      ( )
72. In playing games  
 a. I sometimes quarrel      b. I quarrel easily      c. I never quarrel      ( )
73. Trouble at home  
 a. I never have trouble      b. I sometimes have trouble      c. I am always in trouble      ( )
74. My own feelings  
 a. Are often hurt      b. Hard to hurt them      c. They are easily hurt      ( )
75. If there is extra work to be done  
 a. Glad to do my share      b. Help, if asked to      c. Try to get out of it      ( )
76. When I am praised  
 a. It makes me stuck up      b. I think it is all right      c. I work even harder      ( )
77. Telling the truth  
 a. Usually tell it      b. Likely not to      c. Always truthful      ( )
78. If someone insults me unjustly  
 a. I make excuses      b. I stand up for myself      c. Just give in to it      ( )
79. In answering all these questions  
 a. I thought it was a joke      b. I tried hard      c. I did not do much thinking      ( )
80. In answering these questions  
 a. I liked to do it      b. I did not care much      c. I was bored      ( )

Memory Form for Teachers' Ratings of Personal Traits

Name \_\_\_\_\_ Date \_\_\_\_\_

Place \_\_\_\_\_ School \_\_\_\_\_ Grade \_\_\_\_\_

Address \_\_\_\_\_ Sex \_\_\_\_\_ Age \_\_\_\_\_

Date of birth \_\_\_\_\_ Parent's name \_\_\_\_\_

Age at entering school \_\_\_\_\_ Grades repeated \_\_\_\_\_

Is he doing satisfactory work in present grade? \_\_\_\_\_

Communities in which child has attended school \_\_\_\_\_

Age and causes of any prolonged absences \_\_\_\_\_

\_\_\_\_\_

Daily attendance regular or irregular \_\_\_\_\_ If irregular, cause \_\_\_\_\_

School Work. (Place check on part of line where you estimate child's position.) \_\_\_\_\_

Industry \_\_\_\_\_

Marked persistence \_\_\_\_\_ Ordinary effort \_\_\_\_\_ Extreme laziness \_\_\_\_\_

Attention \_\_\_\_\_

Excellent concentration when studying \_\_\_\_\_ Ordinary concentration \_\_\_\_\_ Extreme inability to put attention on task \_\_\_\_\_

Interest \_\_\_\_\_

Absorbed and genuine interest in work \_\_\_\_\_ Ordinary degree of interest in study. Needs stimulation \_\_\_\_\_ Marked indifference to work \_\_\_\_\_

Conduct. Describe any abnormal tendencies shown by the child such as lying, stealing, bullying, truancy, temper, abnormal fear, abnormal sex tendencies \_\_\_\_\_

## Memory

Excellent memory	Average ability to retain lesson	Marked inability to remember facts apparently learned
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## Comprehension

Marked ability to anticipate explanation and grasp work of greater difficulty	Average ability to understand	Complete inability to comprehend work of the difficulty of his grade
-------------------------------------------------------------------------------	-------------------------------	----------------------------------------------------------------------

Mention any special aptitudes or disabilities or subjects or activities in which child shows particular interest or lack of interest \_\_\_\_\_

Physical defects \_\_\_\_\_

Personality. (Underline the words that describe the child).

over-quiet, quiet, talkative, active, overactive, restless, energetic, leader, ringleader.

impulsive, nervous, excitable, easily discouraged, hot-tempered, irritable, "goes to pieces easily."

Cheerful, depressed, changeable, stolid

easily led, suggestible, shy, timid, unambitious, lacking self-confidence, self-conscious

selfish, conceited, self-centered, overconfident, unable to conform to group

distant, seclusive, oversensitive, suspicious, unsociable, evasive

social, friendly, responsive, popular, adaptable, quarrelsome, unfriendly

Conduct. Describe any abnormal tendencies shown by the child such as lying, stealing, bullying, truancy, temper, abnormal fear, abnormal sex tendencies \_\_\_\_\_