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Psychological pictures of thirteen retarded pupils in the special class of George W. DeRenne Elementary School Savannah, Georgia 1954-55

Nancy Houston Walker
Atlanta University

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PSYCHOLOGICAL PICTURES OF THIRTEEN RETARDED PUPILS IN THE
SPECIAL CLASS OF GEORGE W. DEHenne ELEMENTARY SCHOOL,
SAVANNAH, GEORGIA 1954-55

A THESIS
SUBMITTED TO THE FACULTY OF THE SCHOOL OF EDUCATION, ATLANTA UNIVERSITY
IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR
THE DEGREE OF MASTER OF ARTS

BY
NANCY HOUSTON WALKER

SCHOOL OF EDUCATION

ATLANTA UNIVERSITY
AUGUST, 1956
ACKNOWLEDGMENTS

Acknowledgment and appreciation are expressed by the writer to all who have contributed to the successful completion of this study. She also wishes to express sincere thanks to Dr. Paul I. Clifford, her advisor, for his expert guidance and sympathetic understanding during this study.

The finished copy of this thesis is dedicated to my family for their inspiration and encouragement throughout the period of this graduate study.

N.H.W.
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CHAPTER I

INTRODUCTION

Rationale.— There are certain basic human needs common to all mankind. It has been agreed by all people in all ages that food and shelter constitute major and indispensable needs regardless of a person's material possession or lack of skill, wisdom or communal status. We shudder when we read of the curtailment or substandard provision of these necessities in almhouses, poor farms, and prisons. It has taken centuries of reform to provide patients in mental hospitals and institutions for the feebleminded with living conditions not too remote from those acceptable to their healthy fellow-men. But it has only been recently that science has recognized the fact, stressed about three thousand years ago in Biblical literature, that, "man doth not live by bread alone." Today we know that every person has an inherent fundamental desire for being liked, wanted, approved, accepted, and appreciated. Many warped personalities stem primarily from the denial of this universal desire. It is true that it makes a great difference whether a child is reared in a mansion or in the slums, as a member of the dominant majority or of an oppressed minority, in a neighborhood full of other children or in the isolation of a lonely farmhouse. It does make a great difference whether a child is sickly or enjoys good health, whether he is of average size and weight, or deviates markedly in longitudinal and circular measurements, whether he has a high or low intelligence quotient. But just as all children need adequate nutrition and housing, so do all depend for their emotional security on the three A's of affection, acceptance and approval. They are among the principal cornerstones of wholesome development of mental health among the rich and the poor, the
ailing, and the sturdy, the average and the exceptional. Much human misery is bred in homes in which a child is frozen out in the impersonal chill created by loveless, rigid, mechanized, emotional refrigerators, or smothered in the over-anxious over-solicitous, over-protective heat radiating from human furnaces.

The retarded child as much as any other craves the friendly acknowledgment of himself as an individual who has a right to fulfill his destiny, to have his identity kept intact, to be allowed a fair modicum of self esteem. Sooner or later he is bound to awaken to the realization that he is different from the others. Even in this culture, in which the concept of individualism is put on a high pedestal, the thought of being or even seeming different from others is so abhorrent that it is associated with self-conscious, uneasiness, especially if the departure from the group characteristics is regarded as a deficit, a blemish, a liability or an inconvenience.

The school plays a major role in helping to shape the destiny of the child. It is therefore the purpose of the school program to provide a continuity of experiences for the child so that he may meet and solve problems which are appropriate to his maturity level, his past experiences, his present needs, interests, capabilities and purposes. If the school is to realize the above, the retarded child should be a part of a well balanced program so that he might develop definite understandings, attitudes, habits and skills at his own level, of functioning.

The mentally handicapped is one who deviates from the normally intelligent individual not in kind but degree. He has the same desires, impulses

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as a normal individual; therefore the goals for the normal and the mentally handicapped are the same. They are self realization, human relationship, economic efficiency and civic responsibility.

In dealing with the mentally retarded it is of basic importance to understand him as an individual in order to develop a curriculum to meet his needs. Because of the individual's deviation from the normal, his education will be geared to the achievement of a maximum degree of personality development and social competency in a learning situation. He must be guided to acquire a sense of security, of adequacy of belongingness, and of abilities to face realities. The individual must learn to recognize his strengths and weaknesses which he cannot overcome.

Education presents a continuous challenge to the individual according to his maturational level and should be centered around his experiences and his immediate needs.

The goals therefore, are aimed to motivate the individual to develop the ability to adjust himself, and become aware that success is obtained in those tasks that he is capable of performing.

To accept the above challenge what is then the role of the teacher in understanding the child?

Hildredth states that:

Forward looking teachers pause to determine learning aptitudes and preparation before instructing children. To become better acquainted with the children and the homes from which they come is an important teaching function coordinate with instruction. To determine the fundamental abilities and educational needs of children, to understand their developmental transition from one stage of learning to the next, to appreciate and observe individual differences in social and emotional development among the children of a school group are now considered legitimate educational functions.
essential to good teaching.

This is further expressed by Law who states that the expenditure of time by the teacher in acquainting himself with the potential or actual problem areas in a child's background will usually pay high dividends in future time and energy-saving. There seems to be no shortcut to understanding a child, yet it is only in terms of such understanding that a teacher can help the child clear away some of the emotional debris which may be blocking his progress.

Adlerblum presents a viewpoint which further supports this when she states that, a good home record contains much of the factual data about a child's past and present life that the teacher needs for a better understanding of the child's behavior.

A personal interview with parent helps a teacher to get a fuller picture of a child's personality. Some of this comes from what a mother says about a child, but as much or more may come from her attitude, or from her expression of affection, disappointment, or confusion. As one teacher puts it, "I can learn more about a child in a half hour's interview with his mother than I often can puzzle through in a whole term."

The work of psychologists, psychiatrists, sociologists, social anthropologists and others concerned with human growth and development has gone forward at an accelerated rate during the twentieth century. The implications

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for education have been inescapable. Education has come to accept the importance of teacher knowledge about growth and development in general and its application to the learning of each child.

Modern education has accepted as its major purpose the responsibility of helping children to develop into happy well adjusted, competent citizens in a democracy. The studies of mental health reveal that the realization of this objective involves the development of a person who feels comfortable about himself, who feels right toward other people, and who is able to meet the demands of life.

 Authorities in the fields of teacher education and parent education have pointed out that it is the job of parents and teachers to accept children as they are, love them and help them to achieve their best. Psychologists have pointed out the dangers of unrealistic expectations on the part of parents. Parents need to understand their own responses to their children. Children are greatly in need of acceptance by their parents and parents are greatly in need of the understanding which will make it possible for them to accept and love their children for what they are without feelings of disappointment, shame, resentment, pity, guilt, or resignation. The child's mental health as well as the mental health of the parents depends upon such understanding. Although the responsibility of the teacher is not the same as that of the parent, the teacher, too, must love and accept each child. No child should be made to feel unwanted or rejected by his teacher.

Parents and teachers need to understand that all behavior is caused. The causes of behavior are complex, multiple and interrelated. Behavior will not

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be changed by a direct attack on the behavior itself anymore than a fever is cured by direct treatment of the fever itself. The physician seeks to identify the cause of the fever and treats that. The fever disappears when the cause is removed. In like manner, the behavior of a child grows out of all the influences which his parentage, home, playmates, school and community have exerted upon him. If changes in his behavior are desired, the teacher will strive to work with causes.

The teacher with his daily contacts with children has an advantageous position over any other worker in the school system. Ruth Strang expresses the role of the teacher in these words: "Teachers hold a key position in the environment of the growing child; and consciously or unconsciously, they wield a cumulative influence on his psychological growth." All of the specialists and specialized services the school can provide should be available for the teacher to use in meeting the needs of children.

The emotional climate a teacher provides will be determined to a considerable extent by what the teacher knows about each child in the group. In increasing numbers, schools are concerned about providing cumulative guidance records on which pertinent data are kept throughout the pupils' school experiences. Reference to such materials helps the teacher get a clear picture of each child - his physical equipment and condition; his native endowment; his school attendance, experiences, and achievements, his family background; problems he has encountered in achieving his developmental tasks;

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his attitudes and emotional adjustment.

In addition, teachers must endeavor to study the behavior of children in the group and make factual objective anecdotal records in order to deepen their insight into the causes of behavior. The teacher knows that unacceptable behavior can be permanently changed only by discovering and eliminating the cause, not by punitive forays directed at symptoms in the form of overt behavior.

What are the specific objectives that should be used in meeting the needs of the retarded child?

Kirk states that these objectives can be stated in a number of ways and in different terms. In general, specialists agree that the more specific aims for the mentally handicapped should include the following: (1) The mentally retarded should be educated to get along with their fellow men, (2) they should learn to participate in work for the purpose of earning their own living, (3) they should develop emotional security and independence in the school and in the home through a good mental hygiene program, (4) they should develop habits of health and sanitation through a good program of health education, (5) they should learn the minimum essentials of the tool subjects, even though their academic limits are third to fifth grade, (6) they should learn to occupy themselves in wholesome leisure time activities through an educational program that teaches them to enjoy recreational and leisure time activities, (7) they should learn to become adequate members of the family and home through an educational program that emphasizes home membership as a function of the curriculum, (8) they should learn to become adequate members of the community through a school program that emphasizes community participation.
Supporting the teacher and the school in their efforts is a responsibility of the community to the retarded. This presents a challenge. Social responsibility for the retarded has been slow in developing. They are a minority group and have not, until recently attracted great public notice. It is only within the last fifty years that programs have been initiated in the right direction that is focused on the community where most of the retarded are found. This places increased responsibility on the community. The effectiveness of the program will depend to a large extent on the growth of community responsibility in terms of the quality of community services rendered to the retarded child.

There is need for an increased number of special classes and specially trained teachers, together with increased community services and alert parent action for the improvement of the mentally retarded child.

In 1950, parents of retarded children banded themselves together and formed what is now the National Association for Retarded Children. A number of smaller groups existed since the early 1930's but 1950 was the beginning of the National Association. Among state groups is the Georgia Association for Retarded Children, with chapters in at least eleven Georgia cities.

The ultimate success of any organization or endeavor depends on united teamwork. Teamwork wins battles, builds sky-scrapers, sustains homes and attains goals not possible through individual effort alone. It is this teamwork that is needed in improved services to the retarded child.

The National Congress has recently considered a major appropriation bill which includes $4,000,000 for the fiscal year 1956-57 dealing with mental retardation services. This bill has been passed by the House and will come before the Senate Appropriations Committee. The proposal includes $750,000 for the continuation of research and professional training by the National
Institute of Mental Health and Neurological Diseases; $675,000 to the U. S. Office of Education for specific research in the education of the mentally retarded; $2,000,000 to be used by State and Federal Child Welfare Programs of Clinical services for retarded children; $80,000 to the U. S. Children's Bureau for additional staff members specializing in mental retardation; and $500,000 for the training of teachers for mentally retarded children.

In summary, the past fifty years have seen a profound growth in social responsibility for the retarded child. By accepting responsibility for providing more help, more and more retarded children will find a place as contributing responsible citizens, and lead useful and happy lives.

Teamwork helps do the job. As science and research improve in determining the causes; prevention and treatment are sure to follow. It will require the unselfish services and determined desires of all who make up the team; various social agencies, private organizations, service groups, local, state, and national organizations. These cannot do the work alone. Education, health and welfare groups are all concerned.

It is only through proper integration of these forces can we approximate our basic belief in the worth of the individual; that the retarded child is first of all a child with the fundamental basic needs of any other child and that the aims of education are the same for him as for all children; that only in making these aims a reality can we assure for him an education that will enable him to develop to the maximum the ability he has and become a competent and useful member of society.

As a classroom teacher the writer has had the opportunity of participating

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in the Child Study Program on the in-service basis for a number of years in
the Chatham County Savannah, Georgia school system. The writer has taught
in regular classes and is now a teacher of a mentally retarded class. The
writer's purpose was to gain more knowledge and greater insight in working
with retarded pupils. This is the major motivation of this research.

Statement of the Problem.-- The problem involved in this study was to
determine the interaction of some of the forces affecting the psychological
functioning of thirteen retarded pupils as revealed by case histories and
test performances. These interactions are presented as psychological
pictures of the thirteen subjects.

Purpose of the Study.-- The purpose of the study was to present psycho-
logical pictures of thirteen retarded pupils in the Special Class of George
W. J. DeRenne Elementary School, Savannah, Georgia.

Description of the Subjects.-- The subjects in this study were thirteen
retarded pupils (eight boys and five girls) in the Special Class of the
George W. J. DeRenne Elementary School, Savannah, Georgia. Their chrono-
logical ages ranged from 10.1 to 13.6. The mental ages ranged from 6.3
to 9.3. These subjects were referred to the special class from grades four
through seven. All subjects were functioning intellectually at a low level
when admitted to the class.

Period of the Study.-- The study was carried on during the school year
of 1954-55, at the George W. J. DeRenne Elementary School - Special Class.

Research Method.-- The Descriptive Survey Method was used, involving the
use of test and case data.

Material for the Study.-- The study made use of:

1. Results of the Stanford Binet Intelligence Test
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1. Results of Wide Range Achievement Test
2. Cumulative Records
3. Subjects' Interviews
4. Parents Interviews
5. Interviews of Other Teachers
6. Home Background of Subjects
7. Health Record and Social History
8. Anecdotal Records
9. Comments of Test Administrator

Description of the Instrument--The Stanford Binet Intelligence Test

Form L was used to measure the intellectual capacities of each subject. It is one of the most commonly used of the verbal individual intelligence tests. The individual test items are made up of tasks of varying difficulty, the difficulty depending upon the age placement of the item. The general categories are vocabulary, memory, recognition of absurdities, language development, understanding of number concepts, understanding of similarities and differences, and a combination of motor co-ordination and visual perception.

This test was administered to the thirteen subjects prior to admission to the class, by the Clinical Psychologist employed by the Board of Education, Chatham County, Savannah, Georgia. A sample copy of the test record booklet appears in the appendix.

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1 Lewis M. Terman and Maud A. Merrill, Stanford-Binet Scale, Form L (Boston, 1937).
2 Joseph Jastax and Sidney Bijou, Manual of Directions and Interpretations (Wilmington, Delaware, 1946).
The Wide Range Achievement Test was used to measure achievement in reading, spelling and arithmetic. In content this test is limited to the three basic subjects of reading, spelling and arithmetic. In all three skills the range tested extends from Kindergarten to College.

In the word reading test the subject's skill is assayed without the interference of context and comprehension. The test, is one of the most reliable and valid tests of reading, as a motor skill. Besides, its administration and scoring hardly ever consume more time than five minutes.

The spelling test used in this scale consists of words arranged in order of difficulty. The words are written to dictation. It is considerably simpler than the sentence tests used in other scales but it is equally accurate. The spelling test may be either an individual or a group test. The average time for administration is eight minutes.

The arithmetic test consists of a series of problems. Each problem represents a fundamental process. Each grade level has an adequate sampling of problems arranged in their approximate order of difficulty. The test may be administered individually or in a group. Thirty minutes is the time given for this test. The test carries with it an oral section which may be used under certain conditions.

This test was administered to the subjects for the first time on December 17, 1954 and on May 20, 1955 a follow-up test was administered. A sample copy of the test appears in the appendix.

The Cumulative Records contain information on the subjects' school achievement, educational background of parents, standardized test results, special abilities and talents, home background, economic status, health status, samples of subjects' work, teachers' comments on subjects and also
information which reflects the attitude of parents. This information is included in each case history.

The writer interviewed each subject during a special time at school for the purpose of securing the desired information. The subjects were informed in relation to the purpose of the interview. The interviews were so designed that the conversation between the writer and the subjects centered around the following: subjects' special interests or hobbies, opinions relative to participation in the special class, reading interests of subjects and family, participation in public library, religious services and other out of school activities. These facts have been summarized and are included in each case history.

Private interviews were held with parents in their own homes. The purposes of these interviews the parents were told by the writer were to get a better understanding of the subjects in order to help the teacher in planning with the subjects. The conversations were so designed that the writer could get information on the following: pupils' interests and behavior at home, parent-child relationship, sibling rivalry, parents' attitude toward special class and school, and knowledge of home background. This information is included as a part of each case history.

When a subject was referred to the special class, an interview was held with the former teacher by the writer for the purpose of getting information in order to better understand the child. Conversation brought out by the following: school attendance, conduct, attitude toward school, quality of work, special interests or hobbies. Interviews were also held with two pre-service teachers of Savannah State College namely; the Homemaking teacher for the girls and a Workshop teacher for the boys. These facts are integrated in the
case histories. The interviews of these particular teachers centered around the subjects' interest in the respective activities, motor coordination, special aptitude or talent, social habits, work habits, achievements and group dynamics. In some instances more than one interview was held with former teachers.

Cumulative records, parents' interviews, home visits by the writer and information from Family Welfare Service have served to secure data which were centered around socio-economic status, health habits, home ownership, structural features and location of home, education of parents and siblings, cultural setting, other family relationship and environmental factors. These were summarized and have become a part of each case history.

Health Record and Social History - The cumulative records of the subjects, school health records, observation by teachers, school nurse, and the principal, conferences with parents, home visits and conferences with Social and Welfare agencies served to furnish data on subjects' birth date, health status, immunizations, physical examinations, developmental factors, childhood diseases, hearing and vision tests and participation in activities of social agencies.

The Anecdotal Records contain brief descriptions of subjects' behavior in different settings. Two recordings were made of each subject every week by the writer. Any type of behavior was recorded which in the writer's opinion was significant. Several recordings in a single week were occasionally made of an individual's behavior at the discretion of the writer.

A summary of the anecdotal record for each subject was made and recurring patterns of behavior are used in writing the case histories. The anecdotal records appear in the appendix.

The Comments of the Test Administrator are in terms of a brief summary
statement of the subjects' behavior individually while they were being tested. Recommendations for grade placements and remedial measures were also made. These are included in the case histories of the subjects.

The purposes of the study were achieved through the gathering and use of the kinds of data identified above.

Limitations of the Study.— The information revealed in this study through interpretation and analysis of test performances and case histories, would serve to develop more inclusive psychological pictures provided:

(1) The anecdotal records were written more often and the same kept over a longer period. This would serve to get a larger sampling of behavior.

(2) The subjective element was not involved to some extent in interpretation of interviews and anecdotal records.

(3) More detailed description of the subjects' behavior during the test had been given by the test administrator.

Locale of the Study.— Historic Setting - Chatham is the most easterly of the Georgia counties and is also the most northerly of the counties on the Atlantic seaboard. The land lies only a few feet above sea level and the prevailing soil is Norfolk sandy loam. The climate is mild, with an annual average temperature of 67 degrees Fahrenheit. The nearness of the Gulf Stream tends to moderate the winter climate. The growing season is more than nine months.

Savannah, the county seat, is a historic city, founded by a party of 120 colonists led by General James Edward Oglethorpe on February 12, 1733. Savannah was laid out on a bluff on the Savannah River about eighteen miles from the ocean. It is perhaps the oldest planned city in America.
The "mother city of Georgia" has a rich and varied history. The first Protestant Sunday School is said to have been established here by John Wesley in 1736. Bethesda, founded by George Whitfield in 1740 as the first orphanage in America, is still in operation. The cotton gin was invented by Eli Whitney in 1793 at Mulberry Grove near Savannah. The First African Baptist Church, the oldest Negro Baptist Church in America was organized in Savannah, January 20, 1788. The S. S. Savannah, the first steam ship propelled vessel to cross an ocean embarked from the port of Savannah May 22, 1819 with cargo for Liverpool, England. In 1832 the Georgia Infirmary was established as the first hospital for Negroes in the United States. In 1912 the Girl Scouts organization was founded by Juliette Low, and meetings are still held in the original headquarters. At present the birthplace of Juliette Low is being restored by the National Girl Scouts as a National Shrine.

Savannah is a modern city with a population of 150,000 of which 55 per cent are whites and 45 per cent Negroes.

**Education** - The people of Chatham County are deeply interested in the welfare of their schools. The present total school enrollment is a little better than 31,000 pupils which is an increase over the previous year.

Most of the school buildings are very old, but a number of modern schools have been built recently. On May 29, 1956 a $5,000,000 bond issue was passed to provide for new school buildings and improvements.

In addition to the public school system, Chatham County has a number of educational institutions that are of great value to the community. Armstrong Junior College, a municipal junior college opened in 1935 and Savannah State College for Negroes, near the town of Thunderbolt have large enrollments. The latter institution is fully accredited.
In 1949 a survey was made of the public schools in Chatham County, at which time it was found that neither facilities nor specially trained teachers were provided for the education of such exceptional children as: spastics, the deafened, borderline mental defectives, the homebound, and those with sight and speech difficulties. The ones who received instruction were provided the same by parents who could afford to pay for private instruction or institutional care.

The program for exceptional children now includes four classes for the mentally retarded, two of which are for whites and two for Negroes, two homebound classes, one of which is for whites and the other for Negroes, a school for crippled children, trustee garden school for the handicapped, a speech correctionist and a private school for retarded white children, which is the only one of its kind in the state and plans are underway for a school of this type for Negro children. At the trustee garden school for the handicapped, Negro children can get special services. All teachers in the public school special classes have had some specialized training in their respective areas.

The George W. J. DeRenne Elementary School is the specific locale for this study. It is located in the southwestern part of the city on the edge of the county-line. The school is named for the late George W. J. DeRenne, a leading citizen, great benefactor and a friend of education. His descendants are today among the most outstanding citizens in education, civic and cultural affairs of the city.

The school is a modern, handsome, brick structure with three large wings comprising twenty-four classrooms, an auditorium, cafeteria, library and suitable rooms for administrative, teaching and health services.
The grounds are composed of eight and eight-tenths acres including a large playground. There is an enrollment of 1,010 pupils several hundred of whom are bus transported.

The faculty is composed of 30 teachers, a supervising principal and the additional services of an instructional consultant, special consultants in music, band, athletics, and a special consultant for the mentally retarded class. All faculty members hold bachelors degrees. Six have masters degrees. Many are working on graduate degrees and some have done postgraduate work.

The class for the mentally retarded is held in a room similar in size to the other rooms of the school. A small room on one of the wings is simply equipped and used as a workshop for boys.

Pupils who are achieving on a low level are referred to the special class by other teachers and parents. They are tested by the psychologist and screened by a special committee which serves on a voluntary basis.

The screening committee is composed of two psychologists, psychiatric social worker, a representative from the health center and the director of special education. This committee is assisted by representatives of the administrative staff, instructional consultants, special teacher and the principal. No child is admitted to the special class without the consent of their parents. The screening committee is consulted when it becomes necessary for pupils to be removed from the special class before the end of the school term.

**Uniqueness of this Study.**—This study is unique in that this special class is the first of two such classes for mentally retarded children held for Negroes in the city of Savannah. The writer received her initial training at Atlanta University, from funds solicited by interested white persons. The classes were organized in September 1954. No study has been found by the
writer that is similar to this particular study in methodological approach to the problem involved.

Operational Steps.—The data necessary to the development of this study were gathered, organized, analyzed, interpreted and presented in this research through the following steps:

1. Permission was granted for gathering the pertinent data for the execution of the research.

2. Thirteen subjects were selected to whom had been administered the same tests. (eight boys and five girls) Each subject was given a code name with initials. Each code name was suggestive of the subject's behavioral characteristics which in the opinion of the writer give emphasis to the pictures. The code names appear in each case history in the study.

3. The Stanford Binet Intelligence Test Form L. was administered to the subjects prior to admission to the class. The I. Q. and mental age were determined for each subject.

4. The Wide Range Achievement Test was administered to each subject on December 17, 1954 and followed up on May 20, 1955.

5. Cumulative records of each subject were studied to obtain pertinent information.

6. Each subject was interviewed separately at school by the writer. A brief outline of questions used in the interview was designed by the writer, in order to steer the conversation during the interview. The questions were selected to give the writer greater insight into the problem involving the subject. The subjects were told that the information from the interviews would aid the teacher in working with
7. Parents' interviews were held privately in their own homes. A brief outline of interview questions was designed by the writer in order to steer the conversation during the interviews. These questions were selected to give the writer some idea of the problem from the parents' viewpoint. The parents were told that the information gained would help the writer to better understand the subjects which in turn, would result in improved planning.

8. Before each child was admitted to the special class an interview was held with his former teacher. A brief set of questions was asked, to give the writer more information concerning the subject. More direct questioning was done in the former teachers' interviews than in the other interviews. Two pre-service teachers of Savannah State College were included in the interviews of other teachers. All teachers interviewed were asked later to send in their information in the form of written statements.

9. The writer studied cumulative records, data from interviews and Family Welfare Service. Visits to the subjects' homes were made to obtain first hand information for the study.

10. Data obtained from cumulative records, health records, observations by teachers, the principal, school nurse, parent conferences and home visits were reviewed and indicated.

11. At least two anecdotal records were kept of each subject every week. These were summarized and interpreted.

12. Summary statements concerning the behavior of each subject while tested, and recommendations for grade levels and remedial measures
were given by the test administrator.

13. The data from the tests results, cumulative records, interviews, other stated records and comments were assembled and used in writing the thirteen psychological pictures. The tables for each subject are analyzed and interpreted.

**Value of the Study.**—The value of the study will be to demonstrate to teachers of retarded children, a method by which they can better understand the raw materials with which they have to work.

**Related Literature.**—The literature that was reviewed in this study reflected many points of view from eminent scholars and researchers in the field. While the literature is pertinent, the writer was unable to find a study that dealt specifically with all the problems in the present study. Information which seemed most appropriate has been summarized and placed under five captions:

1. Types and Causes of Mental Retardation
2. Identification of the Mentally Retarded Pupil
3. Specific Characteristics of the Mentally Retarded
4. Suggested Curriculum for the Mentally Retarded Special Class
5. Guiding Principles the Teacher of Retarded Pupils Should Follow

The subsequent sections of this survey are organized and discussed accordingly.

In understanding the retarded child better it is necessary to understand some of the causative factors of mental retardation.

There are many causes of retardation however, they are classified differently by different authors. Some causes are hereditary and some are acquired, some of the latter being associated with conditions of birth.
Kirk and Johnson list the etiological factors of mental retardation under four major headings. These factors are quite inclusive and similar to those of other authorities. They are as follows:

(1) Brain injuries
   Birth injuries
   Hydrocephalus
   Cerebral anoxia

   Infectious Diseases
   Whooping cough
   Scarlet fever
   Measles
   Diphtheria
   Meningitis
   Encephalitis

(2) Physical Disturbances
   German measles
   Rh factor
   Mongolism
   Cretinism

(3) Hereditary factors

(4) Cultural factors

Such environmental and cultural factors as severe physical and social neglect, low socio-economic status, and the lack of experiences necessary for proper mental growth have their effects on mental retardation.

It is also observed that parent-child relationship, prolonged illness, repressive or overinhibiting measures, and the lack of warmth and affection could possibly contribute to mental retardation.

Concerning causes of mental retardation the findings of the following writers are presented:

Personality and social adjustments are important factors in determining the success or failure of mentally retarded children. In a group of forty-five defective delinquents,

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Foulds studied the dominant type of reaction to frustration, and found that the group tending toward hysteria were the least intelligent.¹

Ware made an analytical study of ten Secondary School Counselees with Persistent Problems of adjustment and found that in five cases the primary cause seemed to stem from conditions in the home. In two cases the primary cause seemed to have been in the developmental factors. Biological factors seemed to provide the primary cause in the last three cases.

In a study by Davis to Ascertain the Nature of the intellectual Organization of Ten Retarded Children on the Basics of the Wechsler Intelligence Scale, and found that all subjects had defective intelligence ranging in I. Q.'s from 50 to 80 which included one borderline case. Each subject was unique with certain strengths and weaknesses but all had intellectual organizations of varying degrees in capacities.

To determine the specific psychological, educational, and social needs of a child, it is necessary that an adequate diagnosis be made. Only in this way will each child be placed in the situation of most value to him. The second question then arises, How may the Mentally Retarded Be Identified?

Teachers may well serve as the key people in evaluating the reactions of their pupils, educationally and socially. There are certain specific

characteristics which may be noted in determining pupil maladjustment. They are as follows:

1. Educational
   a. He is not able to think abstractly or handle symbolic material.
   b. He is significantly below the level of most children of his age in school.

2. Social
   a. He may react to his educational inefficiency by social misbehavior.
   b. He indicates a definite immaturity by his non-acceptance of personal and social responsibilities.

3. Behavioral
   a. His slow learning may be manifested by poor coordination and lack of flexibility and adaptability.

A thorough study of the child plus careful observation will aid in pointing out the suspected mentally handicapped child.

The second step is the application of an undivided intelligence test, which should be judiciously selected.

The educational and physical cumulative records can serve as helpful guides in making comparisons and in establishing a basis for further and more extensive exploration. Brief case-studies which include pertinent data on the background of the individual are also of great assistance.

When the findings on the test corroborate the school record of educational maladjustment an individual psychological examination by a qualified psychological examination by a qualified psychologist is indicated.

A thorough diagnosis requires a study of the whole child. This study should include (1) a psychological or psychometric examination to determine
personality and social needs and possible etiological factors in these areas; and (4) an educational evaluation to determine the degree of retardation and possible educational disabilities.

A number of studies have been made which are related to the above caption number two. The contributions of Doll and McKay, Kuhlman, Moore and Hoakley are pertinent.

Doll and McKay found some social superiority of special class children as compared with institutional children when matched for age, mental age and sex.

A study by Kuhlman, however, shows that the mentally deficient child is retarded from the beginning and, if anything gradually becomes more retarded. The I.Q.'s of the idiots drop more than those of morons.

Moore in his study of idiots found that most of them show a decrease in I. Q. level.

Hoakley, working with higher grade mental defectives, found that a larger percentage of children showed a five point I. Q. decrease than showed a five point increase. There were 7.5 per cent more children in the former group than in the latter, thus confirming the above findings.

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2 Kuhlman, "The Results of Repeated Mental Re-Examination of Six Hundred and Thirty-nine Feebleminded Over a Period of Ten Years," Journal of Applied Psychology (September, 1921), pp. 195-224.
While the mentally retarded child should not be regarded as conforming to a type, except for special clinical cases, there are some characteristics that are peculiar to him. Further research supports this in the following discussion.

In what respects is a feebleminded adult with a mental age of five like a normal child of five? In what respects is he different?

Woodrow found that the feebleminded child learns or improves with practice in simple mental operations just as rapidly as the normal child of the same mental age. This fact has important implications for training. While the adult moron with an I.Q. of 60 cannot do complex tasks, he can learn the simple ones as easily as can the average child of nine. Studies in which the performance of feebleminded subjects on specific kinds of test material is compared with that of normal subjects of the same mental age show that the feebleminded are most deficient on verbal-abstract tasks, and best on the tasks involving sensory-perceptual skills and motor coordination.

Some of the more specific characteristics of the mentally retarded are reported in a study by Cruickshank, who compared the ability of mentally retarded children to understand certain arithmetic processes with that of normal children of the same mental age. Two groups of fifteen boys each were used in the study. The group of mentally retarded boys made up the experimental section, while the control group consisted of boys of average mental ability.

The arithmetic test consisted of two parts. Part I was based on twenty simple verbal problems in which the subjects were asked merely to designate

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how the problem should be worked. Part II consisted of the twenty problems used in Part I, but the boys were instructed to give the answer. When the performances of the group were analyzed the control group was found to be superior to the experimental group.

<table>
<thead>
<tr>
<th></th>
<th>CA</th>
<th>MA</th>
<th>AA</th>
</tr>
</thead>
<tbody>
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<td>Experimental Group</td>
<td>14.29</td>
<td>10.06</td>
<td>9.73</td>
</tr>
<tr>
<td>Control Group</td>
<td>9.09</td>
<td>9.96</td>
<td>9.84</td>
</tr>
</tbody>
</table>

Since mentally retarded boys and girls are limited in their capacities and abilities, the educational program which is to serve as a medium for the attainment of the general and specific goals of their education must be adapted to their needs and abilities. What should be the suggested curriculum for the special class for the mentally retarded? This is the next problem for discussion.

The task of constructing a curriculum for mentally retarded children is more complex than that for normal pupils because it is necessary to retain the basic elements in the curriculum for the regular groups as well as to adapt materials to the abilities of the special class. This requirement must be met if the mentally handicapped are to be guided to live successfully in a democracy.

The curriculum should contain carefully chosen experiences in order to meet the needs of the mentally retarded learner. This should be characteristic of the curriculum for all mentally retarded children from the youngest to the oldest, because the scope of experiences must fit the social age of this type while the understanding of those experiences are

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brought within his mental grasp.

The program must be planned so that the offerings can be continually adjusted to the mental capacity of the pupil and to his evolving social needs. The program must consider suitable grouping when necessary, what is essential and as well the cultural phases.

Though there is still a meager supply of generalized educational material suitable for the mentally retarded pupil, some materials designed for extension of the scope of experiences provided for normal children are helpful to some degree. Many teachers of special classes and school systems can develop their own supplementary materials for the mentally handicapped. Other supplementary educational materials are being developed from the units of experience organized especially for the mentally retarded. These are particularly valuable since the vocabulary involved in them is suitable for the mentally retarded. The materials found in regular grade-school reading materials are not commensurate with the social interests of pupils of this group.

In structuring a program for mentally retarded children, Martens states that the subjects of the elementary school should be integrated into broad areas of experiences. The curriculum should be organized into logical areas such as physical and mental health, social experiences, experiences in the arts and manual and prevocational experiences. This organization serves to broaden the basic experiences of the children beyond that offered

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by the regular traditional elementary school curriculum which includes such subjects as geography, history, science, art, music and others.

The above areas of experiences are discussed further in three headings, (1) adjustment to the physical environment, (2) adjustment to the social environment, and (3) adjustment to the personal environment.

In helping the child adjust to his physical environment, the teacher should help him become familiar with his physical surroundings which include his own home, school, business districts, industrial areas. He should become familiar with the location of various social and recreational agencies and learn how to get about in his own community.

Most of the experiences designed to help the child adjust to his physical environment should be provided through trips in connection with the study of various units. This will help him to learn some of the practical geography which will be valuable to him. A knowledge of his immediate community should be stressed.

Relative to helping the child adjust to his social environment, Martens lists the following as some of the desirable social habits and attitudes that should be developed in the mentally handicapped: neatness and cleanliness, tolerance, co-operation, fair play, honesty, self reliance, courage and loyalty. These are developed through co-operative work and mutual constructive help in the various unit experiences.

Use should be made of the many experiences common to all the children, the home, the neighborhood, the class, the school and the community. The child should be aided in understanding his position in the home, his

\[1\] E. H. Martens, *op. cit.*
responsibilities to the home and his relation with the various members of
the family. He should be helped in the development of the attitudes and
relationships that will make him an adjusted and contributing member of
the home and family. Efforts should be made to help him in his social
adjustment with the children and adults of the neighborhood, with the
children and teachers of the class and school, and with the people with
whom he comes in contact in the community. Visits should be made to
recreational centers, YMCA, YWCA and others.

In addition to the child's need for adjustment to his physical and
social environment, it is necessary that he learn to adjust within himself.
This includes the removal of inner conflicts and the wholesome development
of physical and mental health.

The health units should give the child practical experience in the care
of the body and in the development of good health habits and attitudes.
Stress should be placed upon personal habits of cleanliness, good posture,
healthful dress, care of the body, need of exercise, choice and preparation
of healthful foods, observation of safety rules, healthful and work habits
and conditions.

Aspects of mental health pervade the entire program. The teacher must
provide experiences in which the child can succeed and attain a feeling
of security. The child must develop an insight into his conflicts, an
understanding of his capacities and a confidence in his abilities.

The special class must make definite provisions for experience in
leisure time activities. Many retarded children commonly take spectator
roles, attending movies, sporting events, or listening to the radio and
enjoying T. V. programs. This use of leisure can be supplemented by
special class activities.

The fine and applied arts play an important role in the development of leisure time activities. Enjoyment of music, both listening and singing, provides valuable experience that should be carried over into home and community life. All skills taught in the practical arts need not be for the sole purpose of providing prevocational background. Knitting, crocheting, embroidering, leather work, metal work, wood carving, sewing, weaving, plastic work and others are all excellent leisure time activities and should be encouraged as such.

Researchers agree in many respects in their ideas concerning the curriculum for the retarded and viewpoints of four are given which further support the discussion below.

The causes of educational retardation as listed by the white elementary teachers of Richmond County, Georgia, in a study of retardation among the elementary children of the county shows that the first conclusion to be drawn is that the teachers regard mental inability as the leading factor responsible for educational retardation. There is valid evidence presented in the study that factors related to economic conditions, the educational background of the pupils, teaching conditions and procedures, and the school program are important (usually operating as multiple factors rather than as a single one) in relation to the extent of retardation among white and Negro pupils. While the question under consideration in this study does not deal specifically with educational retardation, the writer is of the opinion that the Richmond County study has implications for the curriculum of the special class.

A study of the percentage of time spent in the different types of
learning activities in the white elementary schools showed that over half of the total is spent on the basic skills for the first seven grades. These skills included language study, reading, writing, spelling and arithmetic. Less than one eighth of the school program is devoted to recreational and creative activities which include art, music, physical education and library or recreational reading. When these subjects are given more prominence in the program, and where the work is organized into functional and larger units, and where the activities are conducted in an informal and cooperative manner in harmony with the dynamics of the pupils, retardation will be reduced and desirable personal growth and development enhanced.

Abel and Kinder in a study of subnormal adolescent girls pointed out the difficulties encountered with the abstract and verbal curriculum. They recommended that the emphasis of the program should be on (1) appropriate mastery of the three R's; (2) desirable attitudes, competence in self-control, and social adjustment to the school and environment and their peers; (3) good motor coordination and competence in physical skills that include sports, dancing, etc; and (4) the development of aesthetic appreciation and creativeness which could provide for the constructive use of leisure.

A study conducted by Schmidt indicates that when a special effort is made to adapt materials and methods to the ability and needs of the retarded

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1 A Survey of the Richmond County Schools (Bureau of Educational Research and Field Services), College of Education, University of Georgia, 1949.
2 T. M. Abel and Elaine Kinder, The Subnormal Adolescent Girl (New York, 1942.)
child, beneficial results are obtained. The study was concerned with the
development of social awareness and usefulness, and with civic competence,
as well as with useful academic skills. Health, mental abilities, educa-
tional achievement, behavior patterns, and home and community background
were analyzed. The needs of the boys and girls were chartered. There is
evidence from this study that a program designed for the rehabilitation of
the mentally retarded during the early adolescent years will result in the
development of boys and girls with increased social competence, personal
responsibility and vocational usefulness.

In a survey of the occupational status of mentally handicapped children,
Channing states that the occupations which mentally retarded boys and girls
obtained and held at the adult level were mostly of the unskilled and semi-
skilled types requiring little academic or vocational training. Channing's
study, together with other similar studies tended to indicate that rather
than attempting specific vocational training, they should be taught the
habits and attitudes of work that would be helpful to them in unskilled
and semi-skilled position in after life.

What Guiding Principles Should the Teacher of Retarded Pupils Follow? -
The teachers of retarded pupils should maintain certain principles to carry
out the stated objectives of the curriculum. The following are presented
in order:

1. The program must provide for equality of opportunity for the
   pupils.

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1 Bernardine G. Schmidt, "The Rehabilitation of Feebleminded Adoles-
2. Steps in the work to be presented must be developed slowly. Constant repetition is necessary and direct and concrete methods used if retarded children are to succeed.

3. Fundamental operations in arithmetic must be simple with some practical applications to life situations made.

4. The pupils should have some experiences in a program that will assist in making them self-supporting.

5. The special class should develop in pupils regular habits of work so that any work they can do will become a pleasure to them.

6. Children must form habits of good conduct. They must be trained to live happily among their fellows. This involves the establishment of habits of personal cleanliness, of not disturbing the property of others, of self-control, of ignoring strangers, of helping friends, of speaking kindly and of telling the truth.

7. Every effort should be made to eliminate a disparaging attitude. The work of the special class should not stigmatize the child.

8. The child must be treated as an individual and also as a member of the group.

9. All guidance must take in the child's background of experiences.

10. Learning must be based upon the child's needs.

11. The classroom environment must be conditioned to meet the needs of every child. Suitable materials should be provided.

12. The teacher must work closely with the child's parents. If possible, there should be parent education.

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13. The work of the classroom should be organized to reach all the senses.

14. The work of the retarded child should be kept clear and simple.

15. There must be more individual instruction than for normal children.

16. The teacher should cultivate an appreciation of what is worthwhile in artistic fields for the right use of leisure time.

17. The teacher must cultivate the child's sense of values so he may learn to discriminate between what is important and what is trivial.

18. The desired outcomes will always be kept in mind. Energy should be expended only on that which is important.

In whatever is taught certain fundamental outcomes must always be kept in mind. Nothing should be taught merely because it is interesting or curious. The number of facts given should be limited to those that are essential to the proposed outcomes.

19. The teacher must have at her command many and varied ways of presenting material.

20. The child must be carefully guided when he is attempting something new.

21. The teacher must strive to see that the child does the best work of which he is capable.

22. Habits of success must be developed, if the child is to retain that self-confidence which is so vital to him.

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Summary of Related Literature.— The literature that was reviewed in this study was organized under five captions:

1. Types and Causes of Mental Retardation
2. Identification of the Mentally Retarded Pupil
3. Specific Characteristics of the Mentally Retarded
4. What kind of Curriculum is Suggested for the Pupils of the Mentally Special Class? Suggested Curriculum for the Mentally Retarded Special Class
5. Guiding Principles the Teacher of Retarded Pupils Should Maintain

The points of emphasis from these captions are indicated below:

Many different authors agree that the four major causes of mental retardation are (1) brain injuries, (2) physiological disturbances, (3) hereditary factors and (4) cultural factors.

Personality and social adjustment are important factors in determining the success or failure of mentally retarded children.

In order to identify the mentally retarded, a careful study of the whole child is important. He is unable to think abstractly and is significantly below the level of most children of his age in school. He indicates a definite immaturity by his non-acceptance of personal and social responsibility. His slow learning may be manifested by poor motor coordination and lack of flexibility and adaptability.

A general characteristic of the retarded child is his better functioning on tasks involving sensory-perceptual skills and motor coordination than on verbal and abstract tasks.

Since retarded boys and girls are limited in their capacities and abilities to learn, the educational program which is to serve them must be
adapted to their needs and abilities.

Success for the retarded can only be gained if the special class teacher considers some basic principles in her teaching. These are emphasized thusly:

(1) Give more individual help than is needed for the normal child.

(2) Avoid stigmatism in the class.

(3) Teach what is really essential, keeping in mind the limitations of the mentally retarded child.

(4) Plan the work to assist pupils in becoming self-supporting.

(5) Develop good social and work habits.

(6) Instill in pupils the ideal of living happily among their fellowmen.
CHAPTER II

PRESENTATION AND ANALYSIS OF DATA

Introductory Statement.-- In this chapter are presented the analyses, and interpretations of the data that dealt specifically with each subject. Thirteen psychological pictures as interactions, representing each subject are presented. Tables indicating the test performances, health data and physical characteristics of each subject are presented separately.

The aspects covered in this study dealt with:

1. Results of the Stanford Binet Intelligence Test
   Form L
2. Results of the Wide Range Achievement Test
3. Cumulative Records
4. Subjects' Interviews
5. Parents' Interviews
6. Interviews with Other Teachers
7. Home Background of Subjects
8. Health Record and Social History
9. Anecdotal Records
10. Comments of the Test Administrator

The data derived from the above categories were used in writing the psychological pictures mentioned in the introductory statement. A picture and tables for each subject in the order of their code names are presented in the sections which follow.
The Case of K.

The data derived from the results of the subjects' performance on the Stanford Binet Intelligence Test Form L, and the Wide Range Achievement Test are presented in the tables below.

**TABLE 1**

**STANFORD BINET INTELLIGENCE TEST FORM L, CASE OF K.**

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<tr>
<th>Case of K.</th>
<th>Age</th>
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<table>
<thead>
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<th>Date Tested</th>
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<th>I.Q.</th>
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<td>20</td>
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**WIDE RANGE ACHIEVEMENT TEST COMPONENTS**

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<th>Arithmetic</th>
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<td>2.4</td>
<td>2.2</td>
<td>4.5</td>
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<tr>
<td>5-20-55</td>
<td>2.9</td>
<td>2.7</td>
<td>3.8</td>
</tr>
<tr>
<td>Gain</td>
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<td>.5</td>
<td>.0</td>
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<tr>
<td>Subject</td>
<td>Case of K.</td>
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<tr>
<td>-------------------------------</td>
<td>----------------------------</td>
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<td></td>
</tr>
<tr>
<td>Sex</td>
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<td></td>
</tr>
<tr>
<td>Birth Date</td>
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</tr>
<tr>
<td>Height</td>
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<td></td>
</tr>
<tr>
<td>Weight</td>
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<tr>
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<td>20 R 20 L</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>30 30</td>
<td></td>
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<td>Hearing</td>
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<tr>
<td>Complexion</td>
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<td>Smallpox</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Diseases or Illness</td>
<td>Had Measles</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Health Status</td>
<td>Apparently well but moves around slowly</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Eating Habits at School</td>
<td>Excellent</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Energy Output</td>
<td>Tries very easily</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Play Habits at School</td>
<td>Good</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Case of K. - The Anxious Girl

Birthdate - March 27, 1943
Height - 62½ inches
Weight - 88½ lbs.
Vision - $\frac{20R}{30}$, $\frac{20L}{30}$

Hearing P. on Puretone
Complexion - Dark Brown
Has Smallpox Immunization
Had Measles in 1950

K. is very neat in appearance and especially well groomed.
She had no physical examination by the school physician.
Has pleasing facial expression but is inclined to pout very easily when displeased.

K. gives the impression of little energy output. She slumps often on the desk; tires very easily and has short attention span for work. She likes to play but is quick to relax.

K. eats daily in the lunchroom or brings a well balanced lunch from home. She had irregular attendance in second and third grades. Her second grade teacher reported that she was not very alert. The school nurse questioned her health in fourth grade and made plans for a follow-up visit during the summer. A vision test made in the spring of 1954 showed the same results as November, 1954. On the first day scheduled for K's Intelligence Test, she complained of feeling as if she was having a weak spell and was taken home. The test was administered two days later, when K. said she felt better.

K. lives with her parents in a frame cottage of six rooms. The furnishings are plain but neatly arranged. The flower garden in front of the house
is attractive with flowers and shrubbery. There is a small house in the back of the home which is being built by the father. K. is the younger girl of five children. She has a sister 17 years old in high school and three brothers whose ages are 15, 13 and 9 years. The mother is a very youthful looking woman in her mid-thirties. She is a domestic worker and the father is a truck driver. The family enjoys a telephone, a piano, and a used late model Cadillac. They own several lots.

K's neighborhood is a thickly settled section where many of the people are homeowners. A few of the homes are modern looking and others are of miscellaneous design. The area is predominantly Negro. In this section are large spaces for play. This section is a few blocks off the highway Route 17 south on which are found several tourist camps, package shops and a store here and there. Many of the parents of the neighborhood are employed at these tourist camps. There are several small Negro Churches in the area.

K. is transported to school by bus from a distance of about three miles. There are few amusement places about a quarter of a mile away which adults of the community frequent. This is a semi-rural area. K's mother is concerned about her school progress. She is reported as saying her high school girl is smart but she can't understand K. She added however that K. is really learning how to read and is doing better since being in the special class. Her last remark was, "I guess they won't all be alike," meaning her children. Her mother says she spends a little time with the children after her working hours to talk about their school work.

A glance at K's school records show that no records for grade 1 are available and K. has had no kindergarten experiences. She attended one school for five years and the other for two years. She was then transferred
to her present school because of over-crowded conditions in the schools.

In grade 2, the first half term, K's report was marked, "Need to Improve" in all subjects. She was promoted to the advanced second grade. The same teacher marked her "Satisfactory" in habits and traits; "Improving," in arithmetic, spelling, writing, social studies and language. In reading she was marked "Need to Improve." K. was promoted to grade 3. In grade 3, she was reported satisfactory in every subject. She was promoted to grade 4. In grade 4, her report showed "Satisfactory" in art, music and habits and traits. In all the other subjects, she needed to improve. K. was promoted to grade 5. In grade 5, she improved in reading. She needed to improve in spelling, arithmetic, social studies, and language. Music, art, and habits and traits were marked "Satisfactory." K. was promoted to grade 6. In grade 6, her reading, music, art and habits and traits were "Satisfactory." Social studies was "Unsatisfactory." She needed to improve in reading, spelling, writing and language. K. was promoted to the seventh grade. Through grade five, K. was given special help with all of her subjects. In second grade she has no special abilities. In grade 3, her teacher said, "K. sings well."

K. was referred to the special class in September 1954 by her seventh grade teacher. In the class K. showed interest in school but was performing on the low primary level generally. She had very poor knowledge of phonetic elements. She could spell on the primer level using Durrell's basic reading list. K. knew about 80 per cent of the addition and subtraction facts. She had some knowledge of subtraction facts if zeros were not involved. K. knew about 40 per cent of her multiplication facts.

K. stands out in drawing and is very artistic. She likes to illustrate
many of her class activities through drawing. She is interested in music and can recite well. She has read about 18 pre-primers and primers. She completed a first grade reader, a reading workbook on the first grade level and on the primer level. K. read a number of easy story books on her own with the teacher checking as time permitted. She has improved in phonetic elements which is shown in her ability to attack new words. She can spell about 20 or 25 words each week correctly. In language, K. can write a simple letter. Her handwriting is good, in arithmetic she has improved generally and is now working hard to improve her subtraction process. K. is pretty well behaved but has occasional outbursts of temper. If disturbed she will become highly emotional. She appears to be on the defensive a great deal and is inclined toward pouting and crying for little or no reason. She thinks at times all the children are against her. K. appears well but moves about with little energy. Work for her must be planned in very short units and for short periods of time. She will stick to her assignments and is proud to take papers home to show her parents.

The homemaking teacher was quoted as saying "K. has an appreciation for neat sewing. After receiving the basic instructions she finished her project with little or no help. She has some creative or natural ability for sewing and designing, and volunteered to help the other girls. Her finished project was quite representative. Projects she completed were an apron and a plain dirndl skirt.

When K. was interviewed, she said she was a member of the Baptist Church and Sunday School. She likes to participate in plays and singing. She works with the 4-H Club and is a member of a neighborhood Christmas Savings Club. K. never visited the Public Library but is the owner of two story
books. Her family reads the Morning News, a local paper. K. Likes the special class because she said it was helping her improve.

Of K. the former sixth and seventh grade teachers had this to say: "Her attendance and conduct are good. She is interested in school and is very pleasant to work with. K's special interest was vocal music and she was achieving on the second or third grade level in all areas."

An interview with K's mother reveals that she has been motivated to study since being in the special class. She has improved especially in reading. She likes handwork and was given some cloth by her mother for a skirt. K. is very helpful around the house and is kept home sometimes to care for a younger brother who has spells that the mother feels are incurable. K. is very quiet and said to her mother "You know, I am learning to read."

A summary of K's anecdotal records show that she was highly motivated to improve her report through the year. She was always seen checking her folder and took pride in the number of papers she had completed. She was not too well informed on community events at first, but gradually learned to make contributions to the class which were interesting. She took some interest in science including birds and plants and made several art scrapbooks and helped in the other art activities. K's duty was to lead the opening program every morning, in which activity she seems to do her best with little or no suggestions from the group. When the others suggested anything, K. became confused. Her pride and joy was the 4-H Club of which she often spoke. She reported on personal health habits at home and always remembered to check her 4-H folder and reminded the writer of 4-h Club meetings. K. served as the leader of the girls' chorus for the class assembly program and said how much she enjoyed participating. K. has
occasional arguments with C., F. and G. There were times when they could
not look at her. She would yell and pout for a while. She was however
very fond of R. and D.W., (girls) and always included R. in whatever she had
to do. She had an allowance and supported all school activities including
weekly movies. She was always ready to say what she could do as far as
money was concerned. She talked a great deal about going to the beauty
parlor to have her hair curled.

The writer is of the opinion that K. needed a physical examination since
she was inclined to flop after working. On a visit to K's home her mother
said, K. had not been too well but was improving. She said K. was slow but
commented no further. As the mother spoke her facial appearance suggested
that she herself might have suffered from a nervous stroke. Her mouth is
slightly twisted as she speaks. She appears very anxious about the children
and simply can't understand why K. is slow when her high school daughter
isn't.

The case of K. seems to indicate that she is academically and socially
retarded. On September 20, 1954 the Stanford Binet Intelligence Test was
administered and the score obtained was I.Q. .59 and M.A. 6.9 which shows
that K. is functioning intellectually at the moron level with a mental
development of a first grader. Her chronological age of 11.6 places her
at puberty. K. was the first girl tested for the class, the first one to
be admitted and remained the only girl for a week. The test administrator
said she appeared slightly timid but was cooperative and said she liked the
test. She needed drill on visual discrimination. On December 17, 1954 the
Wide Range Achievement Test was administered and the results obtained were
reading 2.4; spelling 2.2; and arithmetic 4.5; the same test was administered
on May 20, 1955 and the results were reading .9; spelling 2.7; and arithmetic 3.8; there was a gain of five months in reading, five months in spelling, no gain in arithmetic. The test results could have been affected by the activity of the class prior to the test since the pupils had engaged in a program and art exhibit prior to the test. This could have lowered the scores. The test results in general represent a fairly good index of K's ability however her score in arithmetic might have been affected by a slight gain in comparison with her daily performance. K's reading was her best subject and the gain, of 5 months, the second highest for the class. The arithmetic score might have been affected too, by the rate of speed at which K worked. This was true of her daily performance in arithmetic. A comparison of K's achievement and home background reveal that there are evidences that K had had some motivation and support at home. While her environment lacks sufficient books and other materials conducive to better learning, K's mother is concerned and encourages her to study. She is assured that the necessary things are done and there is a feeling of adequacy and security. It appears that K's health could be a factor in achievement since she tries easily.

K's environment is void mostly of any culture or educational interest with no provision made for proper use of leisure.

Plans for K. should include a follow-up remedial program of the special class with more individualized instruction in skill subjects and greater emphasis on functional health. Opportunities should be provided for participation in the practical arts activities, to stimulate further, K's talent and interest in crafts and sewing. There should be more opportunities for group work to help enrich her personality. K's mother though quite concerned
presently about her progress, should work more closely with the school in understanding K. as a retarded pupil and make provisions for her limitation and abilities. The school and community should plan for more worthwhile recreation which is completely lacking in K's environment. K's mother needs to spend more time at home and relieve K. of the responsibility of caring for the ill brother. This perhaps reflects itself in her emotional instability at times. With proper guidance at home, supported by an enriched curriculum under proper stimulation, K. should improve as far as her abilities indicate, thereby assuring her of becoming a worthwhile member of society.

Case of D. W.

The data derived from the subjects' performance on the Stanford Binet Intelligence Test Form L, and the Wide Range Achievement Test are presented in the following tables.

Table 3

STANFORD BINET INTELLIGENCE TEST FORM L,
CASE OF D.W.

<table>
<thead>
<tr>
<th>Case of D.W.</th>
<th>Grade</th>
<th>Age</th>
<th>Sex</th>
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</thead>
<tbody>
<tr>
<td>School</td>
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<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Date Tested</th>
<th>Year</th>
<th>Month</th>
<th>Day</th>
<th>CA</th>
<th>M.A.</th>
<th>I.Q.</th>
</tr>
</thead>
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<tr>
<td>1954</td>
<td>10</td>
<td>17</td>
<td>12.8</td>
<td>7.6</td>
<td>59</td>
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### TABLE 3 (CONTINUED)

**WIDE RANGE ACHIEVEMENT TEST COMPONENTS**

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<tr>
<th>Date of Test</th>
<th>Reading</th>
<th>Spelling</th>
<th>Arithmetic</th>
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<tbody>
<tr>
<td>12-17-54</td>
<td>3.6</td>
<td>3.5</td>
<td>4.4</td>
</tr>
<tr>
<td>5-20-55</td>
<td>3.8</td>
<td>3.8</td>
<td>4.2</td>
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<tr>
<td><strong>Gain</strong></td>
<td>.2</td>
<td>.3</td>
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</table>

### TABLE 4

**HEALTH DATA AND PHYSICAL CHARACTERISTICS, CASE OF D.W.**

<table>
<thead>
<tr>
<th>Subject</th>
<th>Case of D. W.</th>
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<tbody>
<tr>
<td>Sex</td>
<td>Female</td>
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<tr>
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<tr>
<td>Height</td>
<td>62(\frac{1}{2}) inches</td>
</tr>
<tr>
<td>Weight</td>
<td>129 lbs.</td>
</tr>
<tr>
<td>Vision</td>
<td>20R 20L</td>
</tr>
<tr>
<td>Hearing</td>
<td>P. on Puretone</td>
</tr>
<tr>
<td>Complexion</td>
<td>Dark Brown</td>
</tr>
<tr>
<td>Skin</td>
<td>Clear and Clean</td>
</tr>
<tr>
<td>Hair</td>
<td>Well Arranged</td>
</tr>
<tr>
<td>Personal Appearance and Grooming</td>
<td>Excellent</td>
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<tr>
<td>Facial Expression and Disposition</td>
<td>Pleasing</td>
</tr>
<tr>
<td>Physical Examinations</td>
<td>None</td>
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<tr>
<td>Other Examinations</td>
<td>Teeth</td>
</tr>
<tr>
<td>Immunizations</td>
<td>Smallpox</td>
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<tr>
<td>Diseases or Illness</td>
<td>Unknown</td>
</tr>
<tr>
<td>Health Status</td>
<td>Apparently good</td>
</tr>
<tr>
<td>Eating Habits at School</td>
<td>Excellent</td>
</tr>
<tr>
<td>Energy Output</td>
<td>Good, but moves</td>
</tr>
<tr>
<td>Play Habits at School</td>
<td>around clumsily</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Case of D. W.</th>
<th>Good</th>
</tr>
</thead>
</table>
Case of D.W. - Reticent Girl

Birthdate - February 21, 1942
Height - 62½ inches
Weight - 129 lbs.
Vision - 20/20 20/30
Hearing P. on Puretone

Follow-up eye examination was requested by the nurse, but was not given
Has had smallpox immunization
Had no physical examination by school physician
Complexion - Dark Brown
Clean skin - Well arranged hair
Excellent personal appearance and grooming
Very pleasing facial expression and disposition

D.W. is apparently in good health. She gives the appearance of having good
eating habits at home. She likes to play but moves about rather clumsily.

D. W. lives in a five-room rented house in a low-rent section of the
city. The house is meagrely furnished. There is no living room furniture
for the living room is used as a bedroom. The furnishings, though meagre
and scarce, are clean and neat.

D. W. is the oldest of a family of three children, but lives with her
grandmother. Children of school age range from age 11 to 17 years. In
the home are four children. Three other children live with her. D. W.'s
grandmother is her only support. She is a maid at a city hospital and is
in her late forties. D. W.'s own mother completed the tenth grade. During
a home visit, she had very little to say to the writer.

In the neighborhood is a large laundry which employs hundreds of people.
The home is a block from a large Junior High School, an episcopal church and several smaller churches. About four blocks away are a large elementary school, Catholic School, package shops, restaurants, a poorly equipped recreational center, a city-owned Negro hospital, and a city-owned swimming pool which is inadequate for Negroes. Many children in the area use the playground of the elementary school.

Cumulative records bring out the fact that D. W. attended the same elementary school for six years. In grade one she had a mark of "Satisfactory" in reading; "Need to Improve" in writing and "Satisfactory" in habits and traits. She was promoted to the second half of grade one. At the end of grade one, second half, she was marked, "Improving" in reading and writing, and "Satisfactory;" in habits and traits. She was promoted to grade two.

In grade two, first half year, her report showed "Satisfactory" in reading, spelling, social studies, language, music, art, and habits and traits. She was marked, "Improving," in arithmetic and writing. She was promoted to the second grade, second half. In second grade, second half, her report was "Satisfactory" in all subjects except writing, in which she had a grade of "Improving." She was promoted to grade three, first half. In grade three her report showed "Need to Improve" in every subject. She was promoted to grade three, second half. In the second half her report for grade three was "Satisfactory" in every subject. She was promoted to grade four. In reading, social studies, and habits and traits, her report was, "Need to Improve." In spelling, arithmetic and writing, her report was "Satisfactory." She was promoted to grade five. Writing, music and art were "Satisfactory." All the other subjects were marked "Need to Improve." She was promoted to grade six. In grade six she received, "Satisfactory," in
writing, music, art and habits and traits. All the other subjects were marked "Need to Improve." She was promoted to grade seven. After a few weeks in Grade seven, she was referred to the special class with the comment that she could not do the work of the grade. This was in October 1954.

The last semester in grade three shows the best progress in her whole school career at which time her average was "Satisfactory" throughout. In grade six, September 1953, a musical aptitude test was administered and her score was 60. On May 20, 1954 the California Reading Test was administered with a score of 02-7.

In the elementary school, D. W. participated in the Girl's Club, May Festivals and other school-wide performances in addition to her class activities. She was referred to the special class in October 1954 and is now serving as class president. She attends the Citizenship Council meetings and the 4-H Club.

D. W. has read a large number of pre-primers and primers on her own. She was tested at intervals on Durrell's basic reading ability word lists. Her oral reading ability is good. She can read orally some material on the sixth grade level but her comprehension of the same material is not satisfactory. She completed a second reader, and about half of a third reader. D. W. is quite interested in improving. She reads primary storybooks on her own from the class library. She makes many errors in her reading workbook in activities which involve judgment. She completed a second grade reading workbook. In spelling her achievement is much better than reading. She can spell from 20 to 25 words from Durrell's basic reading word list.

As for arithmetic, D. W. is very weak in subtraction where borrowing
is involved. She remembers this process one day and forgets it the next day. She finds it difficult to borrow where zeros are involved. She knows the facts in the four fundamental processes but is weaker in the processes involving these skills. Occasionally she gets confused with the multiplication process in not knowing where to write the partial product. D. W. is an excellent writer. With much drill and individual help from the teacher, D. W. has improved which has shown up in her work generally.

The Homemaking teacher of the sewing class was quoted as saying that D. W. had very little idea of what to do despite the fact that she was best pupil in the class academically. She was slow to understand directions and in the main worked slowly, but seemed to appreciate her finished product. All of her work was clean and she was quite anxious to complete a project along with the other girls. The project she completed was a simple apron.

When D. W.'s grandmother, sole support and guardian, was interviewed, she reported that D. W. was born out of wedlock and that she, her grandmother, had reared her as her own child. Her grandfather walked away and left the family. He died later. D. W. refuses to own her mother and refers to her as one of her sisters. D. W. is left alone with the other children in the home mostly on weekends and spends much of her time in doing domestic chores around the house. She is very helpful to her grandmother. D. W. has taken a liking to sewing since being in the special class. She does not attend Sunday School or Church often but spends much time otherwise in playing or doing nothing in particular. She has no special interest at home. Her grandmother was neat in appearance, had a quiet relaxed air as she talked and constantly sucked snuff during the interview. D. W.'s real mother came in the room at the end of the interview, appeared at ease
but said little beyond the fact that she was D.W.'s mother when questioned by the interviewer.

In an interview, D.W. reported that she was a member of the Baptist Church, sang in the Junior Choir and occasionally attended Sunday School. She had visited the public library but not recently. She had a few books at home and her family read the local Evening Press. She liked the special class and also the 4-H Club of which she was a member.

Forter teachers in their interviews reported that D.W. had an excellent attendance record and manifested good conduct in school. She was interested in the class and tried hard to improve. Her quality of work showed that she was achieving on the second or third grade level in all skill subjects. The attitude of her mother was good and she cooperated with the school.

Anecdotal records revealed that D.W. followed through on assignments and wanted to improve. She worked alone in all areas except the enrichment activities and play, because she was achieving above the group in reading, spelling and writing. This she cared little about because she liked to work in the group. D.W. was shy and grinned often if asked to lead or perform. Many times she grinned at random which was suggestive of her social immaturity.

Her peer relationship was good which was shown in her desire to mingle with her classmates. She frequently had to be told what to do next. If a situation arose which required some imagination, D.W. frequently had to accept suggestions from others for she had few or no ideas.

On October 17, 1954 D.W. was given the Stanford Binet Intelligence Test and the result obtained was I.Q. 59 and M.A. 7.6 which shows she is functioning intellectually at the moron level with a mental development of
a second grader. Her CA of 12.8 shows she had merely reached puberty. She was cooperative during the test. On the Wide Range Achievement administered on December 17, 1954 the results obtained were reading 3.8, spelling 3.5, and arithmetic 4.4. The same test administered on May 20, 1955 shows reading 3.6, spelling 3.8 and arithmetic 4.2. There was a gain of two months in reading, three months in spelling and no gain in arithmetic. The test administrator reported, however that D.W. scored a bit higher generally and would probably be able to achieve on the third or fourth grade level. The Wide Range Achievement Test might have been affected by the activities of the class prior to the test. They were engaged in an art exhibit and program the morning of the test. This might have lowered the score somewhat. The test result generally represents a fairly good picture of her ability in reading and spelling while her daily performance in arithmetic had a tendency to fluctuate widely. At one time she understands a process in arithmetic but when tested has a tendency to score lower than is expected. A comparison of her I.Q. and achievement points up the fact that her progress is slow and she achieves better in verbal ability than non-verbal ability, as experienced in her reading and spelling scores as against her arithmetic scores.

A comparison of her home background and achievement shows that while D.W.'s home environment is impoverished in physical comfort and intellectual development she is loved by her family and has a feeling of belonging and security.

She is stimulated to study and improve. D.W. lacks the parental guidance which her development demands at this time and which she is unable to get because of her grandmother's occupation. She also lacks the socializing
obtained in larger peer group relationships which may account for her shyness and backwardness.

The case of D.W. therefore tends to indicate that she is academically and socially retarded. She should continue a follow-up program of the special class with emphasis on the skill subjects. Opportunities should be provided for richer experiences in the practical arts with emphasis on homemaking to assure D.W. of some pre-vocational competencies. The school and community should be organized for more worthwhile use of leisure and equalizing experiences. D.W. wants to improve and a program designed for her adjustment will help her become a worthwhile and more useful member of society thereby enabling her to give expression to the best of which she is capable.

Case of J.G.

The data derived from the results of the subjects' performance on the Stanford Binet Intelligence Test Form L, and the Wide Range Achievement Test are presented in the tables below.

TABLE 5

STANFORD BINET INTELLIGENCE TEST FORM L,
CASE OF J.G.

<table>
<thead>
<tr>
<th>Case of J.G.</th>
<th>Age</th>
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<td>11</td>
<td>M</td>
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<table>
<thead>
<tr>
<th>School</th>
<th>Grade</th>
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</table>

<table>
<thead>
<tr>
<th>Date Tested</th>
<th>Year</th>
<th>Month</th>
<th>Day</th>
<th>CA</th>
<th>MA</th>
<th>I.Q.</th>
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<td>11.7</td>
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### TABLE 5 (CONTINUED)

**WIDE RANGE ACHIEVEMENT TEST COMPONENTS**

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<th>Date of Test</th>
<th>12-17-54</th>
<th>5-20-55</th>
<th>Gain</th>
<th>12-17-54</th>
<th>5-20-55</th>
<th>Gain</th>
<th>12-17-54</th>
<th>5-20-55</th>
<th>Gain</th>
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### TABLE 6

**HEALTH DATA AND PHYSICAL CHARACTERISTICS, CASE OF J.G.**

<table>
<thead>
<tr>
<th>Subject</th>
<th>Case of J.G.</th>
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<tr>
<td>Sex</td>
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<td>Height</td>
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</tr>
<tr>
<td>Weight</td>
<td>73 lbs</td>
</tr>
<tr>
<td>Vision</td>
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</tr>
<tr>
<td>Hearing</td>
<td>P. on Puretone</td>
</tr>
<tr>
<td>Complexion</td>
<td>Dark Brown</td>
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<td>Skin</td>
<td>Clean</td>
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<tr>
<td>Hair</td>
<td>Well Kept</td>
</tr>
<tr>
<td>Personal Appearance and Grooming</td>
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</tr>
<tr>
<td>Facial Expression and Disposition</td>
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<tr>
<td>Physical Examinations</td>
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<td>Other Examinations</td>
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</tr>
<tr>
<td>Immunizations</td>
<td>Smallpox</td>
</tr>
<tr>
<td>Diseases or Illness</td>
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</tr>
<tr>
<td>Health Status</td>
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<tr>
<td>Eating Habits at School</td>
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<tr>
<td>Energy Output</td>
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</tr>
<tr>
<td>Play Habits at School</td>
<td>Good</td>
</tr>
</tbody>
</table>
Case of J.G. - The Aggressive Boy

Birthdate - March 17, 1943
Height - 58 inches
Weight - 73 lbs.
Vision - \( \frac{20R}{20} \frac{20L}{20} \)
Hearing - P. on Puretone
Complexion - Dark Brown
Pleasing facial features
Had measles in 1949
Has been immunized against smallpox
Has good personal appearance and grooming

J.G. is apparently in good health, plays hard, and has good energy output. Earlier in the term he seldom had lunch because his mother was critically ill and family funds were limited. His mother requested that J.G. be given free lunch when it was possible. After the death of his mother, the family was somewhat better adjusted financially and J.G. was able to purchase or bring a wholesome lunch. J.G. has a habit of moving his head or shaking his hands when he attempts to recite. He is very active and must use gestures as he works, especially when talking or reading. His third grade teacher found that he lacked muscular coordination.

J.G. lives with his father and step-mother in a five room tenement house which is much run down. The furnishings are very poor and scent. There is little or no beauty and art at his home. The family is composed of nine children, two of whom are married; a brother 21 lives in New York with relatives. Three brothers whose ages are 18, 10, and 14 years and a
sister 16 attend school. J.G. and his brother age 10 years, were left on
their own many times before their father remarried.

The neighborhood where J.G. lives is entirely Negro. His nearest neigh-
bors are home owners, but most of the others rent. His home, which is a
rented house is on a busy highway, Route 17, south and north. There are
several service stations, an automobile company, an ice cream factory and
confectionaries in the neighborhood. To the side of the house is a railroad
crossing, several wholesale businesses and a couple of blocks away some
Negro commercial establishments. The family lives about eight blocks from
the nearest playground and the children in that area play mostly in the
street.

There are several small churches of various faiths dotted in the neighbor-
hood. J.G.'s father, a carpenter and also a minister, appears to be a
fairly intelligent man in his late fifties.

His mother was in her late forties and was also a minister of a different
religious faith from that of her husband. Much of her time was spent in
church work with the children assisting her.

J.G.'s father indicated in a conference that he has made a fairly good
income for his family but prolonged illnesses of his former wife took most
of his earnings. Since his second marriage, he is trying to get his family
reorganized and in better circumstances. He admits that the larger children
have not given J.G. a square deal, on the other hand he says, J.G. is
contrary.

An account of J.G.'s cumulative records in grade one reads, "Need to
Improve" in reading and habits and traits. This was the first half of
grade one, and he was not promoted. At the second half of grade one J.G.
received "Need to Improve" in reading and habits and traits. He received "Improving in Writing" and was promoted to the second grade with a comment, "Low T Group." In grade two, he received, "Unsatisfactory" in reading, spelling, arithmetic and writing. In language and music, his marks were "Improving." In social studies, art, and habits and traits, he received, "Need to Improve." J.G. was retained in the first half of grade two. For the second half of the second grade he received "Need to Improve" in all subjects but was promoted to the third grade. In grade three, all of his subjects were marked "Satisfactory." He was promoted to grade four. In grade four, J.G. entered a new school because of overcrowded conditions. His reading, writing, social studies, language, music, habits and traits were marked, "Need to Improve." Art was graded "Satisfactory." He was not promoted to the fifth grade.

In September 1954, J.G. was referred to the special class by his teacher who said he was very slow and needed the individual attention of the special class. His attendance was always good. He missed 17 days out of a total of 180 school days in grade two. This is the greatest amount of time he had lost up to the present.

J.G. appears to have poor visual discrimination and lacks interest in his work. He could not identify the color words tan, gray, black, white, purple, or pink. He had no idea of spelling words on Durrell's basic Pre-Primer list. Sometimes he even mis-spelled his own name. In arithmetic, he knew 80 per cent of his addition facts, could not do any column addition, knew 10 per cent of his subtraction and multiplication facts. He was almost unresponsive in the class. His thoughts seemed afar and he appeared indifferent and emotional. He liked to work with a few specific
persons in the class.

Gradually he became interested in class discussions. He took care of the science table and brought in a collection of shells and some snails. He was quite interested in this. J.G. reads often whatever he can from the library. He likes to browse through magazines and books. He has read about 6 pre-primers and has improved in word recognition. His writing improved somewhat, but his progress in this was not constant. He needs still to work on certain letters as A, O, M, and N. J.G. could learn to spell on an average 4 to 5 words each week using words from Durrell's list. He needs individual work constantly.

Of J.G., the workshop teacher said "Heredity and environment have combined to give him great natural ability." The shop has helped to bring out his creativeness however he resents advice and thinks everything he does is right." He completed several small projects of wood.

A personal interview with J.G. reveals that he has been attending the Methodist Church and Sunday School since the death of his mother. He has sung on programs at Sunday School. He reads books at home as far as he can then looks at the pictures. J.G. has never visited the Public Library. The family subscribes to no newspapers. His special interest is the Boy Scouts of which he is a member. J.G. likes the special class but might go away and not return next term.

The child's special interests were first made known when his father was interviewed. He said, "J.G. likes to work with wood. This he got from me for I have been a carpenter all of my life. He also tries to draw. He is interested in scouting and wants to be a scoutmaster."

J.G. persuaded his father to purchase a scout uniform for him. His
father said he does not get on well with the large children because he
resents being bossed around. He likes the special class.

The fourth grade teacher reported when interviewed that J.G. had good
attendance and conduct but was very restless and moved about nervously.
He was not too interested in his books and must be forced to study.

A summary of J.G.'s anecdotal records shows that J.G. was unintentionally
neglected earlier in the school term due to his mother's illness from
cancer. He was left much to himself because of his revolt from the guardian-
ship of his older siblings. Aside from having been retarded already, this
present negligence increased his retardation and made him somewhat socially
maladjusted. He wandered away from school on two occasions. When ques-
tioned about one escapade he said he was just hungry and tired and wanted
to go home; when questioned about the other, he said, he did not know why
he left school.

During the term, J.G.'s older brother was taken into custody by the
juvenile authorities as an accomplice in a bicycle theft. Unfortunately
his mother died that night. This was a turning point for J.G. His father
followed him up more closely and J.G. showed some growth. In the meantime
a workshop was organized for the boys in the class in which J.G. partici-
pated. He presented no further problem. All of his spare time was
spent in the shop. He designed and completed several small projects of
wood. J.G. has already selected some lumber for next year's projects. He
even managed to read enough to understand how to build his projects.

The case of J.G. tends to show that he is not only academically and
socially retarded but has emotional difficulties also. When the Stanford
Binet Intelligence Test was administered on September 9, 1954 the I.Q.
obtained was 65 and the M.A., 7.6. with a chronological age of 11.7, all of which show that he is functioning intellectually at the moron level. When the Wide Range Achievement Test was administered on December 17, 1954 the scores obtained were reading 1.1, spelling 1.3, and arithmetic 2.5. The scores on the same test administered on May 15, 1955 were reading 1.4, spelling 1.7, and arithmetic 2.7. This showed a gain of three months in reading, four months in spelling and two months in arithmetic.

J.G.'s comment on the intelligence test was that he liked it. The test administrator said that J.G. should be taught the alphabet and that he needs work on word drill and writing. He would probably achieve on the primary level. J.G.'s performance on the Wide Range Achievement Test in May might have been influenced by the activity of the class prior to the test, because the class had participated in an art exhibit and a program on the same day of the test. This could have lowered the scores somewhat.

J.G.'s test results showed much growth, especially in spelling. At the beginning of the term there seemed to have been an emotional block which perhaps was due to previously stated problems surrounding his mother's illness. The change in the curriculum of the class also seemed to have stimulated growth. After the shop was organized, J.G. showed more interest in his work. A comparison of his I.Q. of 65 and the gain of 3 months in reading, 4 months in spelling and 2 months in arithmetic seem to be a fairly good showing of his ability. A comparison of his achievement with his home background reveals that J.G. lacked the support of his parents. His homelife was not normal and his lack of achievement earlier in the term was influenced by this. At best there was little in his environment to stimulate him academically. His leisure time activities were not organized.
Once he was free to wander headlessly. J.G. needs the continued support and sympathetic understanding of his father and step-mother, which fact is already having influence on his work. His home life should be enriched to include more wholesome living conditions and a feeling of belongingness and adequacy. The other siblings, especially his older brother, need more guidance to prevent further delinquent tendencies which might influence J.G.

He should continue the follow-up program of the special class with more individual instruction in reading, spelling and writing since he is so greatly retarded. The fact that he frequently forgets how to spell his own name is also significant. His habit of shaking his head and hands in reading might be a release of his emotions when he is unable to respond as he desires. Plans for him must consider this defense mechanism since he appears to have good muscular coordination otherwise. He expressed an interest in and showed talent for woodcraft, therefore opportunities should be provided for fuller participation in pre-vocational activities and related crafts. He needs the companionship of more adults and the friendship of his peers which could be utilized in activities which offer more socializing experiences. J.G., though retarded, can show greater growth, if his parents not only understood his problem as a retarded child but used every effort to nurture and stimulate his potentialities.

Case of L.

The data derived from the subjects' performance on the Stanford Binet Intelligence Test Form L, and the Wide Range Achievement Test are presented in tables 7 and 8.
TABLE 7
STANFORD BINET INTELLIGENCE TEST FORM L,
CASE OF L.

<table>
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<td>13</td>
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<table>
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WIDE RANGE ACHIEVEMENT TEST COMPONENTS

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<th>Gain</th>
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<td>.4</td>
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### TABLE 8

**HEALTH DATA AND PHYSICAL CHARACTERISTICS,**

**CASE OF L.**

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<tr>
<td>Weight</td>
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</tr>
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</tr>
<tr>
<td>Hearing</td>
<td>P. on Puretone</td>
</tr>
<tr>
<td>Complexion</td>
<td>Olive Brown</td>
</tr>
<tr>
<td>Skin</td>
<td>Clean</td>
</tr>
<tr>
<td>Hair</td>
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</tr>
<tr>
<td>Personal Appearance and Grooming</td>
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</tr>
<tr>
<td>Facial Expression and Disposition</td>
<td>Pleasing and Sunny</td>
</tr>
<tr>
<td>Physical Examinations</td>
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<td>Other Examinations</td>
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<td>Immunizations</td>
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<td>Health Status</td>
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<tr>
<td>Eating Habits at School</td>
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<tr>
<td>Energy Output</td>
<td>Good</td>
</tr>
<tr>
<td>Play Habits at School</td>
<td>Excellent</td>
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</table>
Case L. - The Disturbed Boy

Birthdate - May 5, 1941
Height - 66½ inches
Weight - 121 lbs.
Vision - 20R 20L 20

Hearing on Puretone P.
Complexion - Olive Brown
Has pleasing facial features and always concealing a smile

L. was immunized for smallpox, measles and mumps and is apparently in good health. His mother was unable to accompany him to school for a physical examination. His personal appearance and grooming are good. He has the carriage of a well groomed high school boy. L. especially likes athletics, plays hard, and has good energy output. At times he sleeps on his desk for a short time. He seldom eats lunch and when questioned by the teacher he says, "I don't get hungry." His school attendance is good.

L. lives in a low-rent housing project for Negroes, with his mother, step-father and half brother, age 8 years. The home is neatly and attractively furnished with modern furniture, T.V. set and radio. The family owns a used Chevrolet car which the mother drives daily. They have a well kept lawn on the front with flowers. This is the third address that L. has had in eight months. His mother is a young woman in her late thirties and his step-father is about the same age. He often speaks of his mother who married again early in December, 1954. L. calls her "beautiful." She works as a practical nurse and his step-father has a job with a railway company.
In L.'s neighborhood are home-owners and renters. There are a new elementary school, a lumber mill, three small Negro churches, the project center auditorium, the Red Cross Blood Bank, and Hercules Power Company in the neighborhood. There are no public playgrounds, however the children of this section use the school playground.

L. has attended three elementary schools from the time that he was in the third grade until now. His mother said he repeated third grade at her request. In grade four, his reading and spelling were below satisfactory. All other subjects were satisfactory. In grade five, reading, spelling, and habits and traits were below satisfactory. In grade six, reading, writing, habits and traits were below satisfactory; writing, spelling, social studies and language were "Unsatisfactory;" music and art were "Unsatisfactory." L. repeated grade six, at his mother's request, which action displeased him very much. This fact was reported by his sixth grade teacher.

In September, 1954 L. was referred to the special class as a pupil bordering on the troublesome side. The test administrator suggested that L. not be forced to remain in the class unless he liked it for his physical development was above the others. His former teacher said he needed the individual attention of the special class. L. told the teacher that he wanted to get in the class because he liked it and he made several visits to the class prior to his acceptance, inquiring about his admittance. He was referred to the class from grade six. In the special class L. needs to improve in all his subjects. He has shown growth in reading, spelling, and in arithmetic. He knows the fundamental facts in addition, subtraction, multiplication, and division. He completed a workbook in addition and
subtraction, and is now working on multiplication.

He must be urged to read books from the library other than comics. He has re-read between 12-15 pre-primers, completed a first grade reader and also a reading workbook. His reading ability was a little better than his spelling. He verbalizes and said he could not read without doing this despite the fact that he frequently sounded letters aloud. He could learn to spell correctly from 12-15 words from Durrell's primer and advanced primer word list each week. L. has kept an interest in social studies which center around local events and such national news as could be understood by the class. L. is one of the play leaders of the class, a job in which he takes pride. The other children apparently like his leadership for they usually follow his direction and always enjoy their play activities. He at times asks to help clean up the cafeteria for which he gets a free sandwich.

Of L. the workshop teacher said, "L. has good muscular coordination but has little faith in himself. He can do good work but is afraid to venture for fear of making a mistake and being laughed at."

He likes to talk about girls and the number of fights he has won to prove his power as a male. I think the shop has helped him considerably to find himself. L. Completed a lamp for the teacher, a what-not table, nailbox, and helped to make a worktable for the workshop.

The writer's interview with L. reveals that he attends church sometimes but that the family has no church which they attend regularly. He has visited the public library a few times during vacation but does not read in leisure time. His mother buys books often that she herself reads while the family reads the local morning paper or the local Negro Weekly News.
L. is interested in the Boy Scouts, is a member of the school's troop but does not attend too well because of transportation difficulties. He likes the special class and wants to return another year.

L.'s mother stated in her interview with the writer that L. has no special interest at home other than looking at TV or playing in front of the house. He never studies anything except a little time spent working arithmetic. In grade six he occasionally read his geography. His mother said she was pleased with the special class because L. needed the help but her work as a practical nurse kept her from attending P.T.A. meetings as she wished. She reported that she had not seen all of L.'s report card, not even his promotion card. During the interview the writer observed that L.'s mother seldom looked her in the eye as she spoke. She appeared to be shielding something from the writer.

L.'s fourth grade teacher reported that he was restless. His teacher in grade six stated his conduct was fair but he was a victim of a broken home and was emotionally disturbed. He was interested in studying but lost some of his interest temporarily when he repeated the grade at his mother's request. He had taken on new interest in his work and was anxious to get in the special class. L.'s special hobbies were science and craft, however he was on a primary level in reading. His arithmetic was fair and he liked social studies. His mother was interested in his progress and requested that he repeat grades three and six. His attendance was good.

A summary of L.'s anecdotal records indicate that L. seemed to live in a world of make-believe. He seldom made a statement that he stuck to so that one seldom knew when he was serious. The writer discovered in a home visit that his mother did not see his card. L. signed it and made up
L. and the principal were involved in several arguments and at one time she threatened to expel him but his teacher begged that he be allowed to remain. L. frequently expressed his dislike for the principal but got along well with his peers for the most part, on one occasion the teacher was told that L. caused some younger boys in the class to mis-behave but when questioned by the teacher he quickly apologized.

To one of his responses on the Binet Test he said he saw snakes. He liked the test.

The case of L. seems to indicate that he is not only academically and socially retarded but is an emotionally disturbed boy as well. His performance on the Stanford Binet Intelligence Test administered November 17, 1954 shows an I.Q. of 69, MA 9.3 which shows he was functioning on the moron level with a mental development of a third grader. His CA places him at adolescence. The test administrator said he was cooperative but appeared to be a disturbed boy emotionally. The performance on the Wide Range Achievement Test administered in December, 1954 shows reading 2.5, spelling 2.2 and arithmetic 4.5. The same test administered on May 17, 1955 shows reading 2.7, spelling 2.6 and arithmetic 4.9. There was a gain of two months in reading, four months in spelling and 4 months in arithmetic. The test results from the Wide Range Achievement Test administered in December reveal that L. could achieve on the Primary level and needed work with drill cards for reading. There is a possibility that the test results could have been affected by the activities of the class prior to the test L. and other members of the class were assisting in an art exhibit and program prior to the test. L.'s performances show that he made
the greatest gain in arithmetic which is the highest for the class. His
gain in spelling is better than his daily performance indicates however
this may be due to an increase d interest manifested in trying to improve.

His I.Q. of 69 and MA of 9.3 and CA of 13.6 show he is functioning at
the moron level. His reading disability has continued although no record
of his first two years is available. L. can continue to benefit from a
follow-up remedial program in the special class with more emphasis on
reading and spelling.

It appears that because of his size and age he hesitates to venture out
in certain activities such as the practical arts for fear of his inability
to perform on the level of his younger peers. Under competent and alert
supervision L. should be able to make reasonable progress in this area.

A comparison of L.'s home background and achievement shows that he lacks
the necessary guidance and support which he needs to succeed on his level.
Although his physical environment is stimulating to growth and development,
the close succession of step-fathers in the home and change of addresses
seem to demand constant readjustment of L. His mother has changed names
four times. He is in a state of wonder as to the activities of his step-
father and mother. When pressed about the frequent change of addresses he
quickly flares up or gives his fictitious address. His younger brother
usually comes to the rescue by giving the true address. L.'s mother told
the writer to contact her by telephone at home or work. Plans should be
made for wise use of out of school hours for L. He needs the moral support
of a stabilized home which would help to give him a feeling of adequacy and
stimulate in him a desire to achieve.

Greater opportunities should be provided for more socializing
experiences with his peers. He seems to lack contacts sufficient as might be gained in religious services and club affiliations.

L.'s mother should arrange to work more closely with the school in trying to understand him, and seeing that plans made for L.'s improvement are executed.

Case of F.J.

The data derived from the subjects' performance on the Stanford Binet Intelligence Test Form L, and the Wide Range Achievement Test are presented in the tables below.

**TABLE 9**

**STANFORD BINET INTELLIGENCE TEST FORM L., CASE OF F.J.**

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The table above provides the data of F.J.'s performance on the Stanford Binet Intelligence Test Form L and the Wide Range Achievement Test.
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</tr>
<tr>
<td>Weight</td>
<td>94½ lbs.</td>
</tr>
<tr>
<td>Vision</td>
<td>20R  20L</td>
</tr>
<tr>
<td></td>
<td>20    20</td>
</tr>
<tr>
<td>Hearing</td>
<td>P. on Puretone</td>
</tr>
<tr>
<td>Complexion</td>
<td>Smooth, Mostly dirty</td>
</tr>
<tr>
<td>Skin</td>
<td>Light Brown</td>
</tr>
<tr>
<td>Hair</td>
<td>Unkept</td>
</tr>
<tr>
<td>Personal Appearance and Grooming</td>
<td>Very poor</td>
</tr>
<tr>
<td>Facial Expression and Disposition</td>
<td>Pleasing, but appears depressed</td>
</tr>
<tr>
<td>Physical Examinations</td>
<td>None</td>
</tr>
<tr>
<td>Other Examinations</td>
<td>Unknown</td>
</tr>
<tr>
<td>Immunizations</td>
<td>Smallpox</td>
</tr>
<tr>
<td>Diseases or Illness</td>
<td>Unknown</td>
</tr>
<tr>
<td>Health Status</td>
<td>Apparently good</td>
</tr>
<tr>
<td>Eating Habits at School</td>
<td>Good</td>
</tr>
<tr>
<td>Energy Output</td>
<td>Good</td>
</tr>
<tr>
<td>Play Habits at School</td>
<td>Good</td>
</tr>
</tbody>
</table>
Case of F.J. – The Depressed Girl

Birthdate – November 8, 1943
Height – 63\frac{1}{2} inches
Weight – 94\frac{1}{2} lbs.
Vision – \frac{20R}{20L} \frac{20}{20}

Hearing – P. on Puretone

Vision is normal but F.J. still squints
Has been immunized against smallpox
Complexion – Light Brown

Very pleasing facial expression at times appears a bit depressed.

F.J. is very, very untidy at the present time. She makes a little improvement for brief intervals, but goes back to the old state of untidyness. She has the appearance of being undernourished at home, however she eats daily in the lunchroom. Meals are provided by the Family Welfare Department. F.J. plays well with the other children and has good dance rhythm. Her school attendance is not good.

A glance at her home background shows she is one of eleven children whose ages are: girls, 13, 8, 9, 6, 4 and 17 years; boys 3, 10, 18 years, and a baby brother 3 months old. She lives with both parents in an inexpensive block brick home in a suburban area. The home is very simply built with five rooms. The furnishings are scarce and untidy looking. On the day the writer visited there was not a clean place on which to sit and the flies took the place. All the children of school age were attending school except the sister 17 who is married and the brother 18 who lives back and forth with his married sister and mother. This is the second home built
by the family, the first was destroyed by fire last term. F.J.'s father was shot by a man in a fracas and as a result became too disabled to work. The mother is forced to remain at home. No one works in the family and they are on relief. Although the father cannot hold a job, he is able to drive an old run-down automobile which he owns. The father has no formal education and the mother has not gone to school beyond fourth grade.

In F.J.'s neighborhood the families are scattered. The neighborhood is a Negro section which is being developed. Most of the people own their homes. There are wide open spaces for play. In the neighborhood also is a large modern elementary school with an enrollment of 1010 pupils, which F.J. attends. There is a bakery, a lumber mill, a few corner stores dotted here and there. Under construction also is a three-unit building which will house delinquent, orphaned and neglected Negro children. This building adjoins the elementary school and will be ready for occupancy by September, 1956. Children in this area use the school playground in many instances.

School records for F.J. are not available below grade three. In this grade F.J.'s reading grade was marked "Need to Improve." Spelling, arithmetic, writing, social studies and language were marked "Improving." F.J. received satisfactory grades in music, art, and habits and traits. She was promoted at the end of the term. She was absent only two days during the entire term of 180 days. In grade four, she received "Unsatisfactory" in reading, arithmetic, spelling, writing, social studies and language. Music, art, and habits and traits were marked "Need to Improve." F.J. was not promoted. She was absent 47 days. Since F.J. was much larger than the other fourth graders in her class, the principal suggested that she go on to the fifth grade in September 1954. F.J.'s performance was still poor and
she was referred to the special class in October 1954.

F.J.'s attendance was poor and learning was difficult. She knew only a few sight words in reading but she put forth much effort to read. She managed to read about five pre-primers with extra help from the teacher. So poor was her writing that her spelling could hardly be read. F.J. lost almost as fast as she gained. Her written work was most untidy looking and smeared. It was a difficult job to get her to pass in neat papers. She could spell from 3 to 5 words a week taken from Durrell's word list. It was difficult for her to write on a straight line. In arithmetic F.J. knew about 80 per cent of her addition facts and 50 per cent of subtraction facts. Her addition process test was poor. She had trouble with subtraction facts involving zeros especially. F.J. participated favorably in language activities. She liked poetry. She is very fond of music. She has good rhythm in dancing and likes to sing. She tries hard to draw and enjoys it. She reads from the library and borrows easy primary storybooks often to take home on weekends. F.J. is well behaved. She was absent 43 days this term. It is the opinion of the writer that she could do a little better if her attendance were improved.

F.J. was promoted as an advanced pupil in the special class. Her record shows she has been given special help in all subjects in every class. F.J. has attended two elementary schools and was transferred to her present school because of overcrowded conditions.

When the homemaking teacher was interviewed she said F.J. is interested in learning to sew. But simple directions must be repeated over and over again. She keeps her work very untidy and must be supervised constantly to get anything accomplished. She has a pleasing disposition and is proud of the
project she makes no matter how crude it is in comparison with the other's. Projects she completed were an apron and samples of several kinds of stitches used in hand sewing.

A summary of F.J.'s interview with the writer shows she is a member of the Baptist Church which her family attends. She collects the offering in her Sunday School when she attends. She reads few books at home and spends time telling jokes and playing with the other children. She visited the library once. Her family reads two local papers, the Evening Press or Morning News. She is interested in the 4-H Club of which she is a member and the Girl Scouts. F.J. likes the special class.

Former teachers of grades four and five when interviewed about F.J. said her attendance was poor but her conduct was good and she had no capacity for learning. She was interested in helping to clean up the classroom. F.J. had a feeling of inferiority concerning her dress. Her parents gave no cooperation to the school, therefore F.J. was most untidy and out of school a great deal. Her mother was agreeable and made promises but did not keep them. She had no special interests or hobbies and was achieving on a low primary level.

When her mother was interviewed she said F.J. had no special interest at home other than helping her with the general chores which she did quite capably. F.J. spends a little time looking at pictures. She does not attend Sunday School and Church as much as the larger children for she stays home to help her mother. She misses school a great deal. Her mother is not well and with the responsibility of her large family she seldom gets around to doing more than keeping up with the children and the crippled father. She is very anxious for F.J. to improve.
Anecdotal records bring out the fact that F.J. sat in the special class as an observer for more than two weeks before she was accepted because of her low score of 58 I.Q. on the Binet Intelligence Test. She has had a problem of untidiness most of the term. It appears that she wants to improve but has little support from her home in making a decent appearance. Clothes given to her are taken and worn by a sister and her mother. At times, the condition of her clothes seems to cause her to withdraw from the others. Despite this she maintained good relationship with her peers. F.J.'s growth was very, very slow, however she tried desperately to improve. Her attendance was also a handicap. She had little muscular coordination for writing and gave the appearance of eye strain which she denies. Her quality of work shows she has few skills.

On September 20, 1954 the Stanford Binet Intelligence Test was administered, the I.Q. of 58 and MA of 6.3 were obtained. This shows that F.J. is functioning intellectually at the moron level and a chronological age of 10.10 shows she is nearing puberty. During the test F.J. appeared nervous but was pleasant otherwise. She scored low in verbal ability. On December 17, 1954 the wide Range Achievement Test was administered and the results were reading 1.2, spelling 1.2 and arithmetic 2.1. The same test administered in May shows reading 1.4, spelling 1.3 and arithmetic 2.2 which was a gain of a month in reading, a month in spelling and one month in arithmetic.

Comments from the test administrator was that F.J. was very low in verbal ability but should achieve on a primary level.

The case of F.J. indicates that she is not only retarded academically and socially but is a much neglected child as well. The Binet Test and Wide Range Achievement Test indicates low verbal ability which is some indication
of academic retardation. The results from the Wide Range Achievement Test show that F.J. made very little gain despite her effort to improve. School attendance perhaps had some influence but her previous records showed very little growth. The results of the Wide Range Achievement Test administered on May 20, 1955 might have been affected by the morning's activity of the class prior to the test. The class had participated in an art exhibit and program prior to the test which could have lowered her results somewhat.

A comparison of F.J.'s I.Q. and achievement show that her test results represent a fairly good picture of her daily performance and her ability. A comparison of her home background and achievement indicates that F.J. had no support from her parents. Her mother was not only unable but unfair as well in such support as she could give. F.J. lacked love, physical comfort, and the security that come from a well adjusted home. F.J.'s mother seemingly neglected her because of her quiet disposition. This was reflected in the fact that the clothes given to F.J. were worn by the mother and other sisters and by F.J.'s inability to attend Sunday School on many occasions, but, was made to remain at home to assist her mother while the others attended religious services. Because F.J.'s grooming was poor she withdrew to herself sometimes which might have affected her progress socially as well as academically.

F.J. should continue the program of the special class with emphasis on the skill subjects. She is greatly retarded and requires much individual supervision. F.J. should participate in many social activities as group work helps to develop her social competence. Opportunities should be provided to develop her present talents and interests. Some attention should be given to her physical health which could be a factor in her lack of muscular coordination in handwriting. It seems so difficult for her to write.
The standard of her homelife in general should be raised to provide for more wholesome, clean, and healthful living. F.J. should find at home some motivation for good habits of dress, neatness, use of leisure and study. F.J. should have more opportunities for proper growth and development at home and be relieved of too many home responsibilities. The Welfare Agency should be contacted so that funds received may be well spent for the sole support of the family. Her parents should work more closely with the school in learning about F.J. as a retarded pupil and assume their responsibility as parents for proper growth and development. F.J. can improve if the home and community would give her a chance.

Case of F.G.

The data derived from the subjects' performance on the Stanford Binet Intelligence Test Form L, and the Wide Range Achievement Test are presented in the following tables.

### TABLE 11
STANFORD BINET INTELLIGENCE TEST FORM L.,
CASE OF F.G.

<table>
<thead>
<tr>
<th>Case of &quot;Pepper&quot; - F.G.</th>
<th>Age</th>
<th>Sex</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>11</td>
<td>M</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>School</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Date Tested</th>
<th>Year</th>
<th>Month</th>
<th>Day</th>
<th>CA</th>
<th>MA</th>
<th>I.Q.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1954</td>
<td>11</td>
<td>17</td>
<td>11.11</td>
<td>7.0</td>
<td>59</td>
</tr>
</tbody>
</table>
TABLE 11 (CONTINUED)
WIDE RANGE ACHIEVEMENT TEST COMPONENTS

<table>
<thead>
<tr>
<th>Date of Test</th>
<th>12-17-54</th>
<th>5-20-55</th>
<th>Gain</th>
<th>12-17-54</th>
<th>5-20-55</th>
<th>Gain</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>1.1</td>
<td>1.4</td>
<td>.3</td>
<td>1.5</td>
<td>1.7</td>
<td>.2</td>
</tr>
<tr>
<td>Spelling</td>
<td>4.1</td>
<td>4.4</td>
<td>.3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Arithmetic</td>
<td>4.1</td>
<td>4.4</td>
<td>.3</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

TABLE 12
HEALTH DATA AND PHYSICAL CHARACTERISTICS,
CASE OF F.G.

<table>
<thead>
<tr>
<th>Subject</th>
<th>F.G.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sex</td>
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</tr>
<tr>
<td>Birthdate</td>
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</tr>
<tr>
<td>Height</td>
<td>61 inches</td>
</tr>
<tr>
<td>Weight</td>
<td>106 lbs.</td>
</tr>
<tr>
<td>Vision</td>
<td>20R 20L</td>
</tr>
<tr>
<td>Hearing</td>
<td>20 30</td>
</tr>
<tr>
<td>Complexion</td>
<td>P. on Puretone</td>
</tr>
<tr>
<td>Skin</td>
<td>Dark Brown</td>
</tr>
<tr>
<td>Hair</td>
<td>Smooth - Clean</td>
</tr>
<tr>
<td>Personal Appearance and Grooming</td>
<td>Soft, Well kept</td>
</tr>
<tr>
<td>Facial Expression and Disposition</td>
<td>Fair</td>
</tr>
<tr>
<td>Physical Examinations</td>
<td>Handsome - unruly</td>
</tr>
<tr>
<td>Other Examinations</td>
<td>None</td>
</tr>
<tr>
<td>Immunizations</td>
<td>None</td>
</tr>
<tr>
<td>Diseases or Illness</td>
<td>None</td>
</tr>
<tr>
<td>Health Status</td>
<td>None</td>
</tr>
<tr>
<td>Eating Habits at School</td>
<td>None</td>
</tr>
<tr>
<td>Energy Output</td>
<td>None</td>
</tr>
<tr>
<td>Play Habits at School</td>
<td>None</td>
</tr>
</tbody>
</table>

Poor
Good
Good
Case of F.G. - The Fighter

Birthdate - October 5, 1942

Height - 61 inches

Weight - 106 lbs.

Vision - $\frac{20R}{20} - \frac{20L}{30}$

Complexion - Dark Brown

Has soft hair and handsome facial features

Hearing - P. on Puretone

F.G. was vaccinated and immunized against Diptheria and Tetanus in 1949. In 1951 he had an appendectomy. As a very young child he swallowed a large amount of potash and was treated at a hospital. He frequently complains of pains in the stomach. F.G. has bad looking teeth but never complains of toothache.

F.G. is usually clean but wears clothes that are generally too large and have the appearance of his father's cast off clothes.

F.G. has lunch occasionally, but often begs a free lunch ticket which is usually given to him. He frequently shares the lunch of his peers, for his own lunch is usually meager and inadequate. He has little or no spending money for movies or for other purposes.

F.G. plays well and has good energy output. When angry, he appears to be psychotic; he will roll his eyes, pick up a piece of furniture and throw it at someone, if not stopped immediately. He conforms as long as things go his way, which is suggestive of an incipient schizophrenic reaction.

F.G. lives in a semi-rural section with his parents in a five room delapidated frame house which they own. The home is in a deplorable state of repairs and seems to be a little better than an abode for animals. There
is no privacy between the children's bedroom and what is called the living room. The parents' bedroom has modern furnishings but the rest of the house is dirty. The bedding, floors and furniture are dirty and broken down. They use the neighbors' telephone and have a radio.

There are twelve children in the home - five girls whose ages are 3 weeks, 2 years, 9, 10 and 15 years; seven boys whose ages are 3, 5, 6, 7, 12 and 13 years. The mother, a part time domestic worker, is a woman in her late thirties and converses somewhat intelligently; the father, who is about the same age, is a switchman for the railroad. Both are away from home most of the time. The neighborhood, a thinkly settled home owners section, is predominantly Negro.

There are large open spaces for play. The section is a few blocks off Highway of Route 17 South to Florida on which are found several tourist camps, package shops, and a store here and there. There are several small Negro churches and a few Negro commercial amusement places about a quarter of a mile away, the latter being frequented by many adults from the community.

F.G. is transported to school by bus from a distance of about a quarter of a mile. He has attended two elementary schools; one school for four years and the present school for two years. There are no records of his first grade achievement.

In grade two, all of his subjects were satisfactory except reading which needed improvement. In grade three, he needed to improve in writing, spelling, and reading. All the other subjects were satisfactory. In grade four, his report was about the same. He transferred to a new school nearer home. In grade five, he still needed to improve his reading and the other subjects
were not quite satisfactory. He was promoted to grade six, with a slight
gain in reading. Second grade was the grade in which he showed the greatest
progress. Arithmetic is the only subject in which he has maintained a
satisfactory grade, with art coming second.

F.G. was referred to the special class in September 1954. His fifth
and sixth grade teachers say that although his academic background was
poor, he was very helpful in class.

F.G. is a member of the Harmony Band but seldom participates when an
activity is held. He complains of the distance he has to come and says that
he has no one to accompany him to these activities. He is proud of his
membership in the Boy Scout troop and has keen interest in its activities.
He is often seen looking through scout magazines and handbooks. He has gone
on a few field trips with his scout master who remarked that F.G. is a
capable beginning scout.

In the special class, Franklin has read about six pre-primers. He knew a
few words when he entered the class but had to be helped with almost every
word in the first pre-primer. He now has improved his sight vocabulary. His
spelling lags behind his reading slightly. He struggles to spell about five
words per week from Durrell's basic pre-primer reading list. His writing
needs to be improved and at times is not legible. Arithmetic is still his
best subject. He has mastered the facts in addition, subtraction, multi-
plication and most division; he has made satisfactory progress in addition
and subtraction processes tests.

F.G. participates in class discussions, keeps abreast of local events
and discusses radio news and T.V. F.G. likes music but said he is afraid of
the music director of the school chorus. His singing is much off key but he
insists in singing with enthusiasm. He will follow through on a job once started. He has a habit of cursing when angry and the children have learned to handle him very carefully. His attendance is good but on a few occasions he was absent for lack of shoes. He missed the Christmas party for this reason.

Of F.G., the workshop teacher had this to say:

I am particularly interested in F.G., therefore I do not wish to be biased. F.G. and his brother seem to be the chief fighters in the school. I believe his problem arises more from environment than anything else. He comes from a family of 14, his father is a railroad man who is only home on weekends. F.G. is interested only in end-products; design, beauty, symmetry, and workmanship mean nothing to him. Coming from a family of 14, one can see how an individual can be interested only in the end-products. He is very unstable; jovial one instant and vicious the next. He retains very little of what is taught him. The shop has given him an outlet for his excess energy that could otherwise make him dangerous. He completed a whatnot and a small table of wood.1

The writer's interview with F.G. reveals that he attends Sunday School occasionally with his siblings and parents who also attend occasionally. His only visit to the public library was on tour with the class. He reads simple science picture books often and borrows easy primary reading books from the teacher to take home which he says his sister reads to him. His family reads the newspaper which they buy at times. F.G.'s club affiliations consist of the 4-H Club and Scouts.

He says he likes the special class, however, anecdotal records show that his peer group relationship is poor. He was accused of marking the walls of the boys' lavatory, but when reported by the patrol he denied it and offered to fight. He frequently was seen fussing with K, L, and H. His classmates

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1 Pre-Service Summary - Workshop Teacher.
often gave in to him rather than stand up against him. F.G. was put off the
school bus several times for cursing the bus driver. He became so enraged
on one occasion that he threw a rock which made a dent on the bus and
scarcely missed hitting one of the children. For this offense the bus driver
reported F.G. to the school officials who suggested that he be turned over to
the juvenile authorities. After a conference with his parents, the officials
decided to let him remain since there were only two weeks before vacation.
Before F.G. was settled he beat a girl terribly on the playground and was
suspended by the principal for the rest of the term.

The bus driver said the principal at F.G.'s former school was quoted as
saying that she was glad to get rid of F.G. for he did nothing but fight and
his mother took no responsibility for anything he did and felt that every-
body was against him.

Interviews with F.G.'s fifth grade teacher reveal that F.G. has a fiery
temper if anyone bothers him but is not a problem child in the classroom.
She says he was very helpful with routine affairs in the classroom, but very
poor in all school subjects except for a fair understanding of arithmetic.
Despite the deplorable condition of his home, his mother was anxious for
him to improve.

F.G.'s mother stated in one of her conferences with the writer that she
knew F.G. had a fiery temper for he frequently fought his younger siblings
and seemed to be getting more "hard-headed." He told her that other children
were worrying him. She stated further that F.G. was taking some interest in
woodwork around the house since being in the special class and talks a great
deal about the boy scouts but does not always have company for going to
meetings.
F.G.'s case tends to show that he is not only academically, mentally and socially retarded but is emotionally unstable as well. His performance on the Stanford Intelligence Test, Form L, administered on November 17, 1954 shows an I.Q. of 59 and mental age of 70. Results of the Wide Range Achievement Test administered on December 15, 1954 shows reading 1.4, spelling 1.5 and arithmetic 4.1. The same test administered May 20, 1955 shows reading 1.7, spelling 1.7 and arithmetic 4.4. There was a gain of three months in reading, two months in spelling and three months in arithmetic (in which subject had made the greatest gain). His I.Q. of 59 shows he is functioning intellectually on the moron level, and his chronological age of 11.11 shows he is pre-pubescent with a mental age of second grade.

F.T.'s response to the intelligence test in November was enthusiastic. The test results from the Wide Range Achievement Test administered in December show that F.G. needed help in discrimination in reading and that he was quite retarded otherwise. F.G.'s spelling always lagged behind his reading in daily performance. The gain of three months in arithmetic seemed to be a truer picture of his achievement than either spelling or reading yet arithmetic possibly might have been slightly higher.

A comparison of F.G.'s achievement with his home background shows that his living conditions, which are very poor, are not conducive to proper growth and development. There is nothing in his environment to inspire him to study and learn.

The daily absence of the mother from the home places too much responsibility on the children; therefore F.G. rebels against this by fighting constantly with his siblings. At school he appears to be on the defensive because of his inability to make the satisfactory appearance made by his
peers and to participate in the lunchroom, movies and other activities. He takes this out on the other children by quarreling and fighting. There seems to be an old grudge between F.G. and the school bus driver which perhaps started at his former school.

This case tends to substantiate the fact that F.G. should be given a follow-up remedial program with concentrated effort in the skill subjects. More effort should be made for better parent cooperation in seeing that F.G. has the necessary clothing, nutrition, and suitable environment for optimum growth and development. Since F.G. has expressed an interest in crafts and clubs and especially in scouting, plans should be made to make these available to him and to give him additional opportunity for self expression in the practical arts as well.

His neighborhood is a semi-rural one with no provision made for wholesome recreation for children. Planning through a Parent-Teacher study group could help stimulate interest in developing better use of leisure for children in this area.

F.G.'s mother should work out a plan whereby she could spend more time at home with the younger children and give F.G. and his siblings more time for wholesome play and proper guidance.

More attention should be given to F.G.'s health condition about which he frequently complains. An appendectomy in 1951, and swallowing of potash as a young child might still be cause for pains which he frequently experiences.

F.G.'s mother has a subtle feeling that his peers are hard on him, which has a tendency to make him less tolerant of others than he would be otherwise. A more objective attitude toward the school in general would help F.G.'s attitude and progress.
Case of S.

The data derived from the subjects' performance on the Stanford Binet Intelligence Test Form L, and the Wide Range Achievement Test are presented in the tables below.

**TABLE 13**

**STANFORD BINET INTELLIGENCE TEST FORM L, CASE OF S.**

<table>
<thead>
<tr>
<th>Case of S.</th>
<th>Age</th>
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</tr>
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<tbody>
<tr>
<td></td>
<td>11</td>
<td>M</td>
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<table>
<thead>
<tr>
<th>School</th>
<th>Grade</th>
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<tr>
<td></td>
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<table>
<thead>
<tr>
<th>Date Tested</th>
<th>Year</th>
<th>Month</th>
<th>Day</th>
<th>CA</th>
<th>MA</th>
<th>I.Q.</th>
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<tr>
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**WIDE RANGE ACHIEVEMENT TEST COMPONENTS**

<table>
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<tr>
<th>Date of Test</th>
<th>Reading</th>
<th>Spelling</th>
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<tr>
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<td>.4</td>
</tr>
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</tr>
<tr>
<td>5-20-55</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Gain</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### TABLE 14
HEALTH DATA AND PHYSICAL CHARACTERISTICS, CASE OF S.

<table>
<thead>
<tr>
<th>Subject</th>
<th>Case of S.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sex</td>
<td>Male</td>
</tr>
<tr>
<td>Birthdate</td>
<td>September 5, 1943</td>
</tr>
<tr>
<td>Height</td>
<td>61(\frac{1}{2}) inches</td>
</tr>
<tr>
<td>Weight</td>
<td>82 lbs.</td>
</tr>
<tr>
<td>Vision</td>
<td>20R 20L</td>
</tr>
<tr>
<td>Hearing</td>
<td>P. on Puretone</td>
</tr>
<tr>
<td>Complexion</td>
<td>Dark Brown</td>
</tr>
<tr>
<td>Skin</td>
<td>Smooth - Clean</td>
</tr>
<tr>
<td>Hair</td>
<td>Soft - Well kept</td>
</tr>
<tr>
<td>Personal Appearance and Grooming</td>
<td>Excellent</td>
</tr>
<tr>
<td>Facial Expression and Disposition</td>
<td>Pleasing</td>
</tr>
<tr>
<td>Physical Examinations</td>
<td>None</td>
</tr>
<tr>
<td>Other Examinations</td>
<td>None</td>
</tr>
<tr>
<td>Immunizations</td>
<td>Smallpox</td>
</tr>
<tr>
<td>Diseases or Illness</td>
<td>Unknown</td>
</tr>
<tr>
<td>Health Status</td>
<td>Good</td>
</tr>
<tr>
<td>Eating Habits at School</td>
<td>Excellent</td>
</tr>
<tr>
<td>Energy Output</td>
<td>Good</td>
</tr>
<tr>
<td>Play Habits at School</td>
<td>Excellent</td>
</tr>
</tbody>
</table>
Case of S. - The Retiring Boy

Birthdate - September 5, 1943

Height - 61 1/2 inches

Weight - 82 lbs.

Vision - $20^\text{E}$ $20^\text{O}$

Hearing P.P. Puretone

Complexion - Dark Brown

Soft hair and pleasing facial features

Has been immunized against Smallpox

School records show that the subject has had good health throughout. He eats lunch in the cafeteria or brings a lunch from home everyday. S. plays well and has good energy output as observed by the writer.

S. an only child, lives with his parents in a block brick cottage in a newly developed suburban area. They own the home which is neatly furnished. The family is of average financial status. His mother is a domestic worker who is employed half day and the father is a carpenter. Both parents are in their mid-thirties, but they look much younger. They have a car which the father drives.

In the neighborhood are both elaborate and average homes, all of which are privately owned. Many of the people are professional or semi-skilled workers. There are no playgrounds but wide vacant areas on which the children play. There is a large general store and a few small confectionaries. This area is near Highway 17, South of Florida and a short Route A North. S. is transported to school by bus. It is a common thing to see S. with his parents attending school activities. They are interested in him and cooperate with the school. He seems to be quite a pal of his father and says
assists him in the afternoon. His parents say they realize his abilities and disabilities but they hope he can improve from time to time.

S. attended kindergarten for a year. He attended one elementary school for four years and was transferred to his present school because of over-crowded conditions.

In grade one, all subjects were marked "Satisfactory," except arithmetic and art which were marked "Improving." He was promoted to grade two.

In grade two, his reading fell down to "Improving" and which was also his spelling grade. All his other subjects were satisfactory. He was promoted to grade three.

In grade three, reading and arithmetic were marked, "Need to Improve." All the other subjects were marked "Satisfactory." He was promoted at the end of the third grade period. In grade four, reading was the same and so were his other subjects as in grade three. He was promoted to grade five, in which grade his reading was marked "Satisfactory;" arithmetic and spelling were marked "Improving" while all the other subjects were marked "Satisfactory." S. was promoted to grade six. He has been given special help in his work by all his former teachers.

In November 1954, S. was referred to the special class by his sixth grade teacher. He had no idea of phonetic elements; knew 75 per cent of the addition facts, 85 per cent of the subtraction facts, and about 25 per cent of the multiplication facts. His knowledge of addition and subtraction processes were poor. He couldn't subtract where borrowing is involved, especially where there are zero combinations. He could recognize certain color words as gray, pink, tan, and violet. His spelling words were taken from Durrell's Pre-Primer list. His handwriting was good.
In the special class he has read about 19 pre-primers and primers and completed a first reader. He also completed a reading workbook and had started on the second. He read widely from the library on his own. His knowledge of the addition process improved. He showed growth in his knowledge of subtraction facts and growth in spelling. He could spell over 25 words each week from Durrell's basic reading word list. His interest in his work was high and he worked hard to improve in all the skill subjects. His written language ability was fair. S. draws beautifully, free hand, is quiet but participates in class discussions. He keeps abreast of local current events and T.V. news. He is popular with his peers and well liked by his former teachers.

An interview with the sixth grade teacher shows S. had excellent attendance and conduct. The teacher's remark at one time was, "S. acts like a little gentleman." He was very interested in school. His quality of work reveals he was achieving on low primary level; very weak in Language Arts, especially reading. He had no phonetic skills and did not know his four fundamental arithmetic facts. His special interest was drawing. S.'s parents gave excellent cooperation. When they were interviewed they appeared quite concerned over his school progress. They want him to return to the special class because he needs the individual help.

They say his interests are boy scouts and movies. He is affiliated with Sunday School, church, and spends some time preparing school work. S. is very well behaved and helps his father at carpentry in spare time. S.'s mother did most of the talking during the interview and wanted to know his progress in the skill subjects. The father was quite relaxed.

Of S. the workshop teacher said, "S. has good muscular coordination; and an appreciation for beauty and design. He can work well alone and likes
to see his projects completed. The shop has helped to bring out his interest in woodcraft." Projects that he completed were, book ends, an end table, a what-not, and a magazine rack.

When S. was interviewed he said he attended Sunday School and church services, serving as a Junior Usher at the latter. He has never visited the public library and although there are books at home, he doesn't read them. His family reads the morning news. He likes the special class and is interested in and a member of the Boy Scouts.

A summary of anecdotal records reveal that S. has held keen interest in his work throughout the year. He was aware of his achievement and tried hard to improve. He followed through on what he was assigned to do. He said once in a conversation with some boys that he wasn't going to college but planned to be a carpenter like his father.

He is well mannered. He made good contributions in arts and crafts. He shows interest in people and places. Although he is not inclined to speak out, he is gradually showing growth and served as master of ceremonies for the class assembly.

S. has an allowance and always attends weekly movies and school activities.

The case of S. tends to show that he is academically and socially retarded. His performance on the Stanford Binet Intelligence Test administered November, 1954 gave him an I.Q. of 69 and MA of 7.6. Of S. the test administrator said he has a fine quiet air. S. said he liked the test. On December 17, 1954 the Wide Range Achievement Test was administered with a score of 2.4 in reading, 1.9 in spelling and 2.9 in arithmetic. On the same test administered on May 15, 1954 his score in reading was 2.6, spelling 2.5, and arithmetic 3.3. This shows a gain of two months in
reading, six months in spelling, and 4 months in arithmetic. S. made the
greatest gain in the class in spelling and tied for greatest gain in arith-
metic. There is a possibility of his test score being influenced by the
morning's activity of the class prior to the test. The class had partici-
pated in an art exhibit and presented a program which might have lowered
the score somewhat.

A comparison of the I.Q. of 69 and chronological age of 11.2 show that
he is functioning at the high moron level and is likely prepubescent. His
test results appear to be a fairly good index of his daily progress. S.
should continue to participate in the program of the special class. He
needs much individual help especially in arithmetic. A comparison of his
home background and achievement shows that S. has good support from his
parents. His comradeship with them indicates good relationships. They not
only give him love and security but stimulate him to improve as well. His
parents believe that S. should make the most of the ability he has. His
desire to follow in his father's footsteps as a carpenter might have been
indicative of his strong interest in arts and crafts. Activities including
arts and crafts should be a part of his schedule. More opportunities should
be provided for socializing experiences which would help S. to show more
growth in oral expression; continue to widen his friendship circle, and
broaden him generally. His parents should work more closely with the school
in becoming more informed about S. as a retarded child; learning to accept
his limitations and helping him to achieve the best on his level.

Case of R.

The data derived from the subjects' performance on the Stanford Binet
Intelligence Test Form L, and the Wide Range Achievement Test are
presented in the tables below.

TABLE 15
STANFORD BINET INTELLIGENCE TEST FORM L,
CASE OF R.

<table>
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<th>Age</th>
<th>Sex</th>
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<td></td>
<td>12</td>
<td>G</td>
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</tbody>
</table>

<table>
<thead>
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<th>School</th>
<th>Grade</th>
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<tr>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Date Tested</th>
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<th>Month</th>
<th>Day</th>
<th>CA</th>
<th>MA</th>
<th>I.Q.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1954</td>
<td>9</td>
<td>22</td>
<td>12.4</td>
<td>6.9</td>
<td>55</td>
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WIDE RANGE ACHIEVEMENT TEST COMPONENTS

<table>
<thead>
<tr>
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<th>Reading</th>
<th>Spelling</th>
<th>Arithmetic</th>
</tr>
</thead>
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<tr>
<td>12-17-54</td>
<td>1.4</td>
<td>1.8</td>
<td>3.1</td>
</tr>
<tr>
<td>5-20-55</td>
<td>1.5</td>
<td>1.8</td>
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<td>.0</td>
<td>.0</td>
</tr>
<tr>
<td>Subject</td>
<td>Case of R.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>---------</td>
<td>------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sex</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Birthdate</td>
<td>May 31, 1942</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Height</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Weight</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Vision</td>
<td>20/20</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hearing</td>
<td>P. on Puretone</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Complexion</td>
<td>Light Brown</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Skin</td>
<td>Smooth - Clean</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hair</td>
<td>well arranged</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Personal Appearance and Grooming</td>
<td>Excellent</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Facial Expression and Disposition</td>
<td>Pleasing</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Physical Examinations</td>
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<td></td>
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</tr>
<tr>
<td>Other Examinations</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Immunizations</td>
<td>Smallpox</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Diseases or Illness</td>
<td>Measles, typhoid fever and Pertussis</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Health Status</td>
<td>Excellent</td>
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<td></td>
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<tr>
<td>Eating Habits at School</td>
<td>Excellent</td>
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</tr>
<tr>
<td>Energy Output</td>
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<td></td>
</tr>
<tr>
<td>Play Habits at School</td>
<td>Good</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Case of R. - Dependent Girl

Birthdate - May 31, 1942
Height - 63 inches
Weight - 158½ lbs.
Vision - 20/20 20L/20
Hearing - P. on Puretone
Complexion - Light Brown

Had measles, pertussis, typhoid fever and has had smallpox immunization
Is in excellent health
Has excellent personal appearance and grooming

A comment from the family physician was (1-17-55): R. is a normal healthy child but should have Diphtheria and Tetanus immunizations.

R. eats a double lunch daily. She seldom buys lunch but brings two big sandwiches with meat and fruit from home and also buys milk. She plays well and has good energy output. R. lost weight after being in school a month, the reason being, she ate less at home so she could look better. Her sixth grade teacher said the children made fun of R. because of her size.

R. is an only child living with her grandmother and grandfather whom she calls Mamma and Daddy. R. told the writer that she didn't know her real mother's full name and she was living in another part of the city. Her grandparents did not discuss this when interviewed. The family lives about six miles from the school in a rural area. R. comes to school by bus. Her home is a frame shack of four rooms. The furniture and furnishings are miscellaneous and crude but clean. The grandmother is an untrained dressmaker, but is proud of her work. The grandfather
is a road laborer with a State highway construction gang. The home surroundings are clean and orderly. There is nothing to suggest that academic learning is being motivated to any extent. The grandmother and grandfather are middle aged and of unassuming disposition. They want R. reared with good manners and are anxious for her to improve.

The neighborhood is Negro, with homes that are scattered. Many of the families have small vegetable gardens from which they get a little income. There are no provisions made for organized recreation for children or adults. The children play on large vacant areas. There is a small church in the area. This section is about one block from Highway 17 South. There are no grocery stores nearby. Families who do not own cars usually share their neighbors or ride the bus to town in order to shop.

A summary of R.'s cumulative records shows R. had no kindergarten experiences. She attended one elementary school for five years and was transferred to her present school for a year because of overcrowded conditions. In grade one, R.'s reading and language grade was "Need to Improve." Writing, music, art, and habits and traits were graded "Satisfactory." Arithmetic, spelling, and social studies were graded "Improving." She was promoted to grade two. In the second grade her reading was "Unsatisfactory." She improved in social studies. In arithmetic, spelling and language she was graded "Need to Improve;" writing, music, art and habits and traits were graded "Satisfactory." She was promoted to grade three. In grade three, reading, arithmetic, spelling, and language needed to be improved; writing, social studies, music, art and habits and traits were "Satisfactory." R. was then promoted to grade four. R.'s record in grade four shows that music,
art and habits and traits were satisfactory; the other subjects needed to be improved. She was promoted to grade five. In this grade, she improved in arithmetic, writing, music, art and habits and traits. Reading, spelling, social studies and language were graded "Need to Improve." She was retained in grade five. At this point R. changed to her present school and entered the fifth grade. At the end of the year R. had improved in reading, arithmetic, spelling, and social studies. Writing and language were not quite satisfactory. Music, art and habits and traits were satisfactory. After repeating grade five, R. was promoted to grade six.

In September 1954, R. was referred to the special class by her sixth grade teacher. Her I.Q. which is 55 is the lowest in the class. She made a desperate effort to improve her record. She was temporarily admitted to the class. Her reading was poor. She needed help on almost every word. R. could not recognize her color words. She knew about 70 per cent of the addition facts, and had no idea of the facts in multiplication. She could do correctly short column addition but failed miserably in subtraction processes. Her writing was fair and her spelling was poor. R.'s memory is very poor. She could spell 10 or 11 words on one day and miss more than half of them the next day. She needed much work in visual discrimination. The test administrator said she was very poor in verbal ability. R. was interested in improving generally, and was anxious to keep up with the group. She improved in arithmetic, especially in subtraction. She learned about 70 per cent of her multiplication facts. R. read about five pre-primers and usually tried to read some of the easy stories from the class library. She asked often to take easy story books home to read. Her spelling improved but she had to
review her spelling often for she had little ability to think things through. All her former teachers were quoted as saying, that she was interested in her work and was achieving to the best of her ability.

The homemaking teacher reported that R. was very neat in her work but depended on K., her friend, to help her. She is quite reliable, interested and will stick to a job until completed. She is very proud of her accomplishments in sewing and says she likes to sew because her grandmother can help her at home. She seemed to have been the proudest member of the class and made good progress. The projects she completed were an apron and a dirndl skirt.

When R. was interviewed she said she attended the same Baptist Church with her grandmother but was not a member. She never visited the public library but had two story books which she owned. Her grandparents read the Evening Press, a local paper. She said she liked the special class because she wanted to improve. Her main interest is the 4-H Club in which group she holds membership.

R.'s teachers of grades five and six say her attendance was good and she was well-behaved. She was interested in school but grasped very slowly. The quality of her work was on the primary level in all skill subjects. R.'s grandparents were interested in her progress but made no effort to contact the school, however they gave good support when contacted. R. had no special interest or hobbies.

When R.'s grandmother was interviewed, she said that she brought R. up and had seen some improvement in her since being in the special class. She likes to sew. She tries to read any books or reading matter around the home. She said K. has to be whipped at times because she is lazy. R. has
home duties and her grandmother is anxious for her to get home on time everyday. R. has little neighborhood contact with her peers. Her grandmother seems to be her only confident.

A summary of R.'s anecdotal records reveals that she is interested in improving her record and follows through on assignments, takes part in class activities, and assumes responsibilities for helping with science centers, library tables and other class activities.

R. pulls on K., grins and speaks out, which is suggestive of immature behavior. Although a large girl, she is quite unaware of this unbecoming behavior. There seems to be a close relationship between R. and her grandparents despite the fact that K. is punished if she is late in returning home from school. R. said at one time when the bus was about to leave, "Mamma will beat me if I don't catch the bus."

R. is timid, fearful of crowds and somewhat backward in her action. When sent on an errand, she always wants company. She will hold hands and stay near K. when passing to and from class. She has no sense of direction or rhythm for dancing. She must be carefully supervised in learning the simplest steps.

R.'s grandparents express interest in her but cannot support the PTA because of transportation difficulties.

The case of R. tends to reveal that she is academically, mentally and socially retarded. On September 7, 1954, the Stanford Binet Intelligence Test was administered and the results obtained were I.Q. 55, and MA 6.9. The I.Q. which was the lowest for the class indicated intellectually that R. is functioning at the low moron level with the mental age of a first grader and her CA of 12.4 indicates that she is approaching puberty.
R.'s test results show low verbal ability and because of this R. was allowed to sit as an observer in the class until November 1954 when she was formally admitted. On December 17, 1954, the Wide Range Achievement Test was administered and the results obtained were: reading 1.4, spelling 1.8, and arithmetic 3.1. On May 20, 1955, the same test was administered and the results were reading 1.5, spelling 1.8, arithmetic 2.5. There was a gain of a month in reading, no gain in spelling and no gain in arithmetic. The test might have been affected by activities of the class prior to the test. The class participated in a program and an art exhibit prior to the test. This could have lowered the score somewhat. The results indicate the kind of fluctuation that is experienced in R.'s daily performances, however the spelling and arithmetic scores are lower than anticipated. R.'s lack of visual discrimination and low verbal ability seem to be accentuated from the test results.

A comparison of the I.Q. and achievement seem to indicate that R.'s home background has little to motivate study beyond her grandparents' interest. There is nothing in her home to stimulate intellectual growth from the standpoint of books or other media of communication.

The environment is bare of any forms of organized recreation and forms of socializing experiences. After school hours, R. is almost a recluse. Lack of transportation other than by commercial bus poses a big problem for R. in this impoverished environment.

Plans for R. must consider these lacks. The school curriculum should be broadened to include a follow-up advanced program with more individual instruction in the skill subjects. R.'s low verbal ability demands more use of audio-visual aids, field trips and other concrete experiences might be very helpful to R. Since the community makes no provisions for organized
recreation, the school should consider this a part of its over-all planning.

While R. is loved and supported by her grandparents, she is unintentionally being neglected. Her parents need to understand R.'s problems of growth and development and become more understanding in working with her. Her homelife needs to be enriched to stimulate social growth, build habits, traits and attitudes for healthful living and good citizenship, and develop an appreciation for beauty and art. With R.'s interest and determination to achieve, she might become a worthwhile member of society, if given the proper motivation, attention and support.

Case of E.

The data derived from the results of the subjects' performance on the Stanford Binet Intelligence Test Form L, and the Wide Range Achievement Test are presented in the following tables.

**TABLE 17**

**STANFORD BINET INTELLIGENCE TEST FORM L., CASE OF E.**

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<th>Case of E.</th>
<th>Age</th>
<th>Sex</th>
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</thead>
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<td>10</td>
<td>F</td>
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<table>
<thead>
<tr>
<th>School</th>
<th>Grade</th>
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<table>
<thead>
<tr>
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<th>Year</th>
<th>Month</th>
<th>Day</th>
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<th>I.Q.</th>
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<tr>
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<td>25</td>
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TABLE 17 (CONTINUED)

WIDE RANGE ACHIEVEMENT TEST
COMPONENTS

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<th>12-17-54</th>
<th>5-20-55</th>
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<th>12-17-54</th>
<th>5-20-55</th>
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<td>.2</td>
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TABLE 18

HEALTH DATA AND PHYSICAL CHARACTERISTICS
CASE OF E.

<table>
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<th>Subject</th>
<th>Case of E.</th>
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<td>Hearing</td>
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<td>Complexion</td>
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<tr>
<td>Hair</td>
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<td>Personal Appearance and Grooming</td>
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<td>Facial Expression and Disposition</td>
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<td>Physical Examinations</td>
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<td>Immunizations</td>
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<td>Diseases or Illness</td>
<td>Smallpox</td>
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<td>Health Status</td>
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<td>Eating Habits at School</td>
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<tr>
<td>Energy Output</td>
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<tr>
<td>Play Habits at School</td>
<td>Rough - boisterous</td>
</tr>
</tbody>
</table>
Case of E. — The Truant

Birthdate — September 5, 1944
Height — 60\(\frac{1}{2}\) inches
Weight — 94\(\frac{1}{2}\) lbs.
Vision — \(\frac{20}{20R} \frac{20}{20L}\)
Hearing — P. on Puretone

Had Whooping Cough
Has had Smallpox immunization
Complexion — Dark Brown
Skin — Clean but rough looking

Is apparently in good health

Has good personal appearance and is fairly well groomed

E. has good energy output. She plays well, is rough and boisterous and always seen pulling on someone. She usually eats in the lunchroom for she seldom brings lunch from home.

E. lives with her mother and step-father in a five room frame cottage which they own. The furnishings are average but not well kept for her mother complains of not being able to stand on her leg very long, and is therefore unable to do much housework.

In the family are two half sisters, ages 4 and 16 and a half brother, age 19 years, who is in the U.S. Army. The mother is a woman in her late forties and appears to be fairly intelligent. The writer has never met the step-father who is usually away at work. They have a telephone. The neighborhood is predominantly white with four or five Negro families close by. A large park used by white children faces E.'s home. The Negro children play in front of their own homes in the street. In the vicinity, are
several small food stores and a large private hospital, which faces a busy street. There is also, a Negro Church about three blocks away. E. seems to have nothing in common with her siblings. They look better and more neatly dressed. Her mother says she is a problem and has to beg E. to come to school at times. E.'s mother is unemployed. E.'s sister age 14 attends the same school with her. She has a quiet air and her teachers say she is well behaved. E.'s sister seems so surprised to hear any unpleasant news about E. E. is constantly pulling, grinning and yelling at the children.

E. attended a private kindergarten for a year. At the age of seven, she began school and was promoted to the second grade with a satisfactory grade in reading. At the end of the second grade her report was "Satisfactory Minus" in reading, not quite satisfactory in spelling and "Need to Improve" in habits and traits. She was promoted to the third grade where her reading, spelling, language, and habits and traits were marked, "Need to Improve."

Arithmetic, social studies, music and art were marked, "Satisfactory." E. has attended two elementary schools for two years and was transferred to her present school because of overcrowded conditions. She has been at her present school for the second year.

E. was referred to the special class from grade four. Her teacher said she could do better if the instructions were more individualized. E. read about five pre-primers in the special class. She often looked at the pictures from the library books and made attempts to read easy story books of her own. She always ended up drawing a picture. E. often asked the teacher for art materials. She spelled words from Durrell's word list on the pre-primer level. E. did not know all of the color words such as white, purple, gray, tan, and pink. She knew about 80 per cent of the addition and
subtraction facts but was very poor in the processes involving these facts. Seven facts of multiplication were known to her. A mid-term check revealed that E. had learned all her color words and mastered all the addition and subtraction facts, but was week still in the processes involving these facts. She used a workbook in addition. E. spelled an average of five to eight words each week but in a review quickly forgot some of them. She shows growth but does not always maintain progress. E. Finds it difficult to keep up with her work. She must be supervised constantly in this. From one week to another she is not sure of what to do.

E. enjoys the class discussions on local and current topics but is not a contributor. Although her mother forces her to attend school, once there, she usually remains. She can dance and has a good sense of rhythm.

The homemaking teacher reported that E. has some creative ability, but is very unstable. She can talk about what she wants and likes to do, but seldom wants to follow through on a job. She seems uninterested in completing a project and works for a very short while without stopping. E. finally completed an apron.

When E. was interviewed, she reported that she was a member of the Methodist Church and Sunday School. She owned two story books; one was the Childhood of Jesus and the other A Child's Story Book of the Bible. She never visited the library. She had no club affiliation other than "Be Bop," last year's Christmas Savings Club. She likes the special class and her special interest is drawing. Her family reads the Morning News, a daily paper.

E.'s mother was quoted as saying in an interview that, E. is hard to manage at home. All she wants to do is draw and her mother thinks drawing is for small children. E. has no "sense" and just wants to be grown. She has
taken to sewing since being in the special class. She could see some
improvement in E. since being in the class and thought the class was very
good for slow children. Her mother also said that her children had been
left alone a great deal since they were very young. She had her good times
in life and life did not owe her anything. She expressed her desire to work
with the FTA but was unable to do so because of her leg. She appeared very
congenial and relaxed as she talked. She told the writer to punish E. and
do anything that she thought will make her "mind." E. was taught at home
how to act but she is simply rough and wild. E.'s mother said when she was
young, everyone called her "good looking." E. peeped from the hall at
intervals while the interview was in progress but never came out to speak
to the writer.

The fourth grade teacher reported that E.'s attendance was very poor.
Her conduct was fair but needed to be improved because she was sometimes
troublesome. E. appeared insecure and did not seem interested in school.
There was little cooperation from her home. She was achieving on the first
or second grade level and her special interest was drawing.

A summary of her anecdotal records show that E. is indifferent toward
school and must be forced to attend. She uses any excuse to remain at home.
Her mother said that E. is full of tricks and she appears to be a bit into-
lerant of E.'s attitude toward school. Once at school, E. attempts to
annoy the class if she can. She is accepted by her peers who seem to under-
stand her delinquent tendencies. She is also inclined toward temper tantrums
when displeased and these make her appear rather immature.

When E.'s former teacher inquired about her progress, she said, "E. could
get her work if she would keep her mouth shut." E. assumed very little
responsibility in the class except on a few occasions she asked to pass materials but could always be found drawing or making something, usually of her own design. She was very quiet, when engaged in art work.

On October 25, 1954 the Stanford Binet Intelligence Test was administered and the results obtained were I.Q. 69 and MA 7.0 which shows that E. is functioning at the moron level with a mental development of a second grader. Her chronological age is 10.1 which places her at Pre-Adolescent level. The test administrator quoted E. as saying, she liked the test and he said she could achieve on the primary level. On December 17, 1954 the Wide Range Achievement Test was administered and the results obtained were reading 1.4, spelling 1.6 and arithmetic 2.9. There was a gain of three months in reading, two months in spelling and two months in arithmetic. The test results might have been influenced by the morning's activities of the class prior to the test. The class was engaged in an art exhibit and a program prior to the test which could have lowered the score somewhat. The test results represent fairly well E.'s daily performance, however E. could do better if her interest was greater and she was emotionally more stable. Her daily performance in reading was better than in any other subject.

A comparison of her home background and achievement indicates that E.'s lack of discipline is reflected in her work. Generally, she works as she wishes. Early in childhood she was left alone with the other siblings and seemingly poor habits of conduct were formed. She seems to have little sense of responsibility and little desire for achievement. There is a possibility that as the youngest member of the family and then only as half-sister she has been neglected. Her mother, while appearing to be interested, gives the impression of being either too lax or tired of E. She places no
value on E.'s art interest which perhaps gives E. little opportunity for release of her energies.

The case of E. tends to indicate that she is not only mentally, academically and socially retarded but emotionally unstable as well. She should benefit from the remedial program of the special class, with more individualized instruction in the skill subjects. Emphasis should be placed on developing better habits and traits as she enters into puberty. Opportunities should be provided for wholesome recreation in E.'s immediate neighborhood. Lack of this might account for her boisterous conduct. Despite the health status of E.'s mother, she should work with the school and community or take the responsibility for learning more about E. as a retarded girl with problems peculiar to her and help her adjust to her limitations and capabilities. E. should participate in group activities both in and out of school to provide for greater socializing experiences.

The school should take some responsibility in seeing that E.'s interest is nurtured and that she is exposed to other related and suitable means of expressions.

The standard of E.'s home should be raised and definite plans initiated to compel E. to attend school regularly. While E.'s physical needs are met, she lacks the love, affection and guidance that she should get from her family. Greater support in this area on the part of the home and school would help to motivate E. in striving toward richer personal growth, and thereby increase the probability of her attaining a more healthy personality.

Case of J.

The data derived from the results of the subjects' performance on the Stanford Binet Intelligence Test Form L, and the Wide Range Achievement
Test are presented in the tables below.

**TABLE 19**

**STANFORD BINET INTELLIGENCE TEST FORM L.,**
**CASE OF J.**

<table>
<thead>
<tr>
<th>Case of J.</th>
<th>Age</th>
<th>Sex</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>11</td>
<td>M</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>School</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Date Tested</th>
<th>Year</th>
<th>Month</th>
<th>Day</th>
<th>CA</th>
<th>MA</th>
<th>I.Q.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1954</td>
<td>9</td>
<td>16</td>
<td>11.1</td>
<td>8.3</td>
<td>74</td>
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</table>

**WIDE RANGE ACHIEVEMENT TEST COMPONENTS**

<table>
<thead>
<tr>
<th>Date of Test</th>
<th>Reading</th>
<th>Gain</th>
<th>Spelling</th>
<th>Gain</th>
<th>Arithmetic</th>
<th>Gain</th>
</tr>
</thead>
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<tr>
<td>12-17-54</td>
<td>1.4</td>
<td>1.4</td>
<td>1.6</td>
<td>1.8</td>
<td>3.3</td>
<td>3.3</td>
</tr>
<tr>
<td>5-20-55</td>
<td>.0</td>
<td></td>
<td>.2</td>
<td></td>
<td>.0</td>
<td></td>
</tr>
<tr>
<td>Subject</td>
<td>Case of J.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>-----------------------------</td>
<td>------------</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sex</td>
<td>Male</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Birthdate</td>
<td>August 26, 1943</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Height</td>
<td>60½ inches</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Weight</td>
<td>89½ lbs.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
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<td>Vision</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hearing</td>
<td>P. on Puretone</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Complexion</td>
<td>Dark Brown</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Skin</td>
<td>Smooth and clean</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hair</td>
<td>Soft and well kept</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Personal Appearance and Grooming</td>
<td>Excellent</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Facial Expression and Disposition</td>
<td>Pleasing and summy</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Physical Examinations</td>
<td>Good</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other Examinations</td>
<td>None</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Immunizations</td>
<td>Smallpox</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Diseases or Illness</td>
<td>Unknown</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Health Status</td>
<td>Apparently well</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Eating Habits at School</td>
<td>Excellent</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Energy Output</td>
<td>Excellent</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Play Habits at School</td>
<td>Excellent</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Case of J. - The Shirker

Birthdate - August 26, 1943
Height - 60½ inches
Weight - 89½ lbs.
Vision - 20/40 20/40 on the Snellen E Chart
Hearing - P. on Puretone
Complexion - Dark Brown

Has pleasing facial expression and a ready smile

His appearance and grooming are excellent at all times. He frequently asks to borrow the teacher's hand mirror in order to check on his appearance. This is perhaps due to his increased interest in good grooming because of traits characteristic of the onset of puberty, or a carry over from good habits of neatness taught at home. It may also be due to a sudden interest in girls which the writer has observed in J. for a period of several months. His mother mentioned the fact that girls call J. frequently on the telephone in the afternoon. J. plays hard on the playground and has good energy output. His physical examination is good. The school nurse suggested that his mother consult an eye specialist to further examine his eyes but J. insisted that nothing was wrong with his eyes. He has never complained about his eyes. He buys lunch daily in the school lunchroom and often drinks an extra bottle of milk during mid-morning milk period at ten o'clock.

J. lives with his parents and he is the oldest of five brothers, whose ages are 10, 7, 4 years and 2 months. His father is a seaman for the Merchant Marines and is away from home for several months at a time. His mother is a practical nurse at a hospital for whites. They live in a comfortable and attractive block brick cottage of eight rooms owned by the family. The house is well furnished with modern and period furniture. The
boys have their own bedroom. And in addition to this the family enjoys a radio, T.V. set, telephone a new spinet piano and a much-used Oldsmobile. They have lived in this house for about two years. The mother said they are planning to buy a new 1955 Buick. In the neighborhood, which is predominantly Negro, are several homes which the people own. In that area is a 22 room modern Negro Elementary School, a modern Negro High School, a few corner stores, a poorly equipped playground for Negroes and a large bakery. Presently being built and adjoining the elementary school is a center for neglected and orphaned Negro children. About two blocks away is a highway, Route 17, South to Florida. This whole district is a residential section of many middle class people.

Since both of J.'s parents work, he cares occasionally for his younger brothers by helping to prepare simple lunch and getting his younger brothers dressed on weekends. The family employs a maid to do the work. J.'s mother says that he is very helpful to her and she can depend on him to run important errands and look after the children for short periods when necessary. His mother volunteered to serve as a class mother and has entertained the mothers of the class at a class mother's meeting. J.'s parents are in their thirties. His mother has had 2 years of college training and his father finished the seventh grade.

J. attended a private kindergarten for a year. In first grade his readiness test score was 37, Low. His second readiness score in first grade was 49, A.V. The first half of the year he needed to improve in each subject. At the end of grade one his report was "Satisfactory" except for habits and traits which needed improvement. In grade two, at the end of the year his report showed that he needed to improve in reading, spelling,
arithmetic and habits and traits. He showed improvement in writing, social studies and language, music and art were "Satisfactory." In grade three, at the end of the year, he needed to improve in reading, spelling language and habits and traits. He received a satisfactory grade in arithmetic, writing, social studies and music. His art work was excellent but he needed to improve in habits and traits. In grade four, J. needed to improve in every subject except art, in which he had a satisfactory report. His habits and traits were satisfactory. In grade five, J. changed schools because the family built a new home in another section of the city and J. was transferred. At the end of the year his reading was not quite satisfactory. He showed improvement in arithmetic and spelling. He needed to improve in writing, social studies and language. He received a satisfactory grade in music and art. He needed to improve in habits and traits. His fifth grade teacher said his interest was poor.

He was promoted to grade six at the end of the year and was referred to the special class from grade six. J. has never repeated a grade and his third grade teacher was quite surprised to know that he was in the special class. She told the writer that J. had the ability to get his work but could not be left alone to do it. His mother said that when he was younger the family allowed him to have his own way and now they are sorry because he is not doing as well in school as his other brothers and has such a poor academic background. J.'s mother also said she tries to help him in spelling and he finds it difficult to spell such words as was, house, come, now, etc. He can spell one day and forget the next. J.'s mother was thrilled over his being in the special class. He has read six pre-primers but still has a struggle for word recognition. He learns slowly and forgets quickly. His
interest is good for short periods. He reads a great deal from the class library and keeps up with current events in the community and news in general. He has had some travel experiences which he volunteered to share with the class. He is a good conversationalist and visitors to the class are charmed with the manner in which he greets them.

At the beginning of the class J. knew his addition facts, subtraction facts, and about 1/3 of his multiplication facts. He learned to spell correctly, with much effort, about 5 words each week from the pre-primer list by Durrell. His writing, both manuscript and cursive was beautiful, however, he insisted that he could not write a small g, but wrote a capital J, instead. Music and art were satisfactory. His habits and traits were satisfactory although he was quite active and playful to the end that his class work was neglected. At the end of the year he needed to improve in all his subjects. His writing and conduct remained satisfactory. He made the greatest gain in arithmetic about which he frequently bragged.

Comments from the test administrator reveal that J. was cooperative during the initial psychological testing in September 1954 and even said the test was fun. The I.Q. obtained was 74 which was the highest for the class. It showed he was achieving intellectually on the moron level with an MA of 8.3.

Results from the Wide Range Achievement Test administered on December 17, 1954 were reading 1.4, spelling 1.6, and arithmetic 3.3. They indicate that J. should be able to achieve on the primary level. Test performance on May 20, 1955 showed reading 1.4, spelling 1.8, and arithmetic 3.3. This test showed no gain in reading, a gain of two months in spelling and no gain in arithmetic. There is a possibility however that the test performance was affected by the morning's activity of the class prior to the test. J. and
other members of the class served as ushers in an art exhibit and presented a short program on the morning of the test. This could have had some effect on the test results in causing the scores to be low. On the other hand his daily performance has a tendency to fluctuate widely. His progress report shows that he made the greatest gain in arithmetic during the year. A comparison of his background and achievement reveals that J. lives under conditions that are favorable for his growth, development, and progress.

His parents are interested and encourage him toward progress. This the writer has observed in home visits and conferences with J. and his parents. J. has a habit of questioning almost everything that he is asked to do in class. J.'s mother said that as a baby the family allowed him to have his own way and as he grew older they have regretted this.

Interviews with his former teachers show that J. likes music and especially dance music. He has shown interest in his work but was achieving on the low primary level. His parents' cooperation was good. Comments from the workshop teacher reveal that J. does not want to do anything that is tedious or requires a good deal of work. He has good muscular coordination, excellent natural ability for working with wood, and has completed several small projects of wood.

His mother said he has a keen interest in books since being in the special class. He had books at home but seldom read on his own until he enrolled in the special class.

J.'s case tends to show that he is academically and socially retarded. Work planned for him must be geared to further develop his meager academic background. He should be given a follow-up remedial program with some emphasis on pre-vocational activities since he shows some ability in woodwork.
Opportunities should be provided for self expression in music, dramatics, the practical arts and other suitable media.

Socializing experiences through Scouting, 4-H Clubs, and other interest clubs should continue to be a definite part of his program.

J. wants to be a leader but lacks the academic ability and determination for doing a job well. He needs the individual supervision of the special class which should give him greater opportunity for achievement on his level. His parents should work more closely with the school in keeping J. to adjust, to accept more responsibility for doing his work and achieving according to his capabilities.

Case of H.

The data derived from the results of the subjects' performance on the Stanford Binet Intelligence Test Form L, and the Wide Range Achievement Test are presented in the following tables.

TABLE 21

STANFORD BINET INTELLIGENCE TEST FORM L.

<table>
<thead>
<tr>
<th>Case of H.</th>
<th>Age</th>
<th>Sex</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>13</td>
<td>M</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>School</th>
<th>Grade</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Date Tested</th>
<th>Year</th>
<th>Month</th>
<th>Day</th>
<th>CA</th>
<th>MA</th>
<th>I.Q.</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>1954</td>
<td>9</td>
<td>16</td>
<td>13.3</td>
<td>9.3</td>
<td>70</td>
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### TABLE 21 (CONTINUED)

**WIDE RANGE ACHIEVEMENT TEST COMPONENTS**

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<thead>
<tr>
<th>Date of Test</th>
<th>Heading</th>
<th>Spelling</th>
<th>Arithmetic</th>
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<tbody>
<tr>
<td>12-17-54</td>
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<td>5-20-55</td>
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<td>Gain</td>
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</table>

### TABLE 22

**HEALTH DATA AND PHYSICAL CHARACTERISTICS, CASE OF H.**

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<th>Case of H.</th>
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<tr>
<td>Height</td>
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<tr>
<td>Weight</td>
<td>104 lbs.</td>
</tr>
<tr>
<td>Vision</td>
<td>20R 20L</td>
</tr>
<tr>
<td>Hearing</td>
<td>20 20</td>
</tr>
<tr>
<td>Complexion</td>
<td>P. on Puretone</td>
</tr>
<tr>
<td>Skin</td>
<td>Dark Brown</td>
</tr>
<tr>
<td>Hair</td>
<td>Clean</td>
</tr>
<tr>
<td>Personal Appearance and Grooming</td>
<td>Soft - well kept</td>
</tr>
<tr>
<td>Facial Expression and Disposition</td>
<td>Excellent</td>
</tr>
<tr>
<td>Physical Examinations</td>
<td>Handsome - pleasing</td>
</tr>
<tr>
<td>Other Examinations</td>
<td>None</td>
</tr>
<tr>
<td>Immunizations</td>
<td>None</td>
</tr>
<tr>
<td>Diseases or Illness</td>
<td>Smallpox</td>
</tr>
<tr>
<td>( Measles, Pertussis at 5 years</td>
<td></td>
</tr>
<tr>
<td>( Intestinal disorder at 3 years</td>
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</tr>
<tr>
<td>Health Status</td>
<td>Apparently well</td>
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<tr>
<td>Eating Habits at School</td>
<td>Poor</td>
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<tr>
<td>Energy Output</td>
<td>Good</td>
</tr>
<tr>
<td>Play Habits at School</td>
<td>Excellent</td>
</tr>
</tbody>
</table>
The Case of H. - Sensitive Boy

Birthdate - November 16, 1942

Height - 84 inches

Weight - 104 lbs.

Vision - $\frac{20}{20}$ $\frac{20L}{20}$

Hearing - F. on Puretone

Complexion - Dark Brown

Soft hair and handsome facial features

H. had measles and an intestinal disorder at 3, and Pertussis at five.

Has excellent personal appearance, good carriage, and is well groomed. He seldom buys or brings lunch but is seen sharing the lunch of others and keeps snacks in his pocket which he eats from time to time. He likes athletics, plays hard and has good energy output despite the fact that he frequently has a cold. When the writer spoke to him about his frequent colds he said, "As soon as one cold leaves, I get another." H. also said he was "nervous" and as a baby his mother told him he cried for four years. His teachers in grade 4, 5 and 6, reported that he was "nervous." He has good attendance and is apparently well.

H. lives in a suburban area about a mile from the school. The family owns a five room frame cottage. The house has modern furniture which is neatly and attractively arranged. They enjoy a telephone, T.V. set, a radio, and a used car. The father is a laborer. The mother, who has some high school training, is a beautician. Both parents are in their mid-thirties. H. is the second of three children; a brother, age 11 and a sister age 15 complete the family. His sister attends high school. His brother was referred to the special class also but was not accepted because only one member of a
family could enroll in the class.

His mother works mostly on weekends. His parents are at present separated. During the last two weeks of school H. was excused for a half day each day to work for he said he wanted to keep his job during the summer. He appeared to have a little spending money at this time. His mother is interested in him and cooperates with the school. She served as a class mother for the special class.

His neighborhood which is predominantly Negro is sparsely settled. Most of the people own their homes. There are wide open spaces for play because much of the land in the area is uncultivated.

In his community are found a large elementary school if 1010 pupils, which H. attends, a bakery, a lumber mill, and a few corner stores dotted here and there. Under construction also is a three-unit building which will house delinquent, neglected and orphaned children. This building will be ready for occupancy by September 1956. The large school playground equipped only with baskets for basketball serves as the immediate playground for the children in this area. A few white pupils on the edge of the neighborhood use it occasionally.

H. has attended two modern elementary schools, however none of his school records below grade four is available. His mother says he has always been slow and she simply can't understand why.

In grade four, H.'s report showed that he needed to improve in every subject except habits and traits in which he received a grade of "Satisfactory." His writing was unsatisfactory. He could not write his name, said his sixth grade teacher. In grade five, he was placed with a very unruly group, but after a time the first teacher was changed and H.'s report showed that spelling, social studies, and language were still "Unsatisfactory."
All the other subjects were marked "Need to Improve." At the end of the term he was not promoted. In grade five, for the second year, H. changed schools due to overcrowded conditions, and again at the end of the year, his report showed he needed to improve in all subjects.

He was promoted to grade six, with the comment, "Social Promotion." In September 1954, H. was referred to the special class by his sixth grade teacher. In reading interest and general interests he leads the class. He has read about 18 primers and pre-primers, most of the latter being done on his own with an occasional check by the teacher for word vocabulary.

When H. enrolled in the class, he did not know all of his color words and missed gray, pink, ten, and violet in a test. He has since improved his report. He can learn to spell correctly about 12 to 16 words each week from Durrell's basic reading word list. He needs much drill and frequent reviews. It is sometimes difficult to evaluate his work because his writing is not always legible. He confuses the letters a and o. H. has achieved very slowly in arithmetic, both in speed of operation and knowledge of the four fundamental processes. He knows all of the addition facts, about 75 per cent of the subtraction facts and 85 per cent of the multiplication facts, but the application of these facts is poor. Most of his work in arithmetic has been done on an individual basis because of his disabilities. He has much to do to improve. His interest is high, he sticks to a job once started and wants to achieve generally but says, "I simply don't know any arithmetic, I am nervous."

H. is fond of social studies and is generally keenly interested in current topics. His interest in the news led to the making of a T.V. set of cardboard. He has an interest in science, is a good speaker, though
apparently nervous and can't always respond quickly. He considers himself a sixth grader in the special class and loves to keep up with the activities of his peers. He completed a reading workbook and started on the second reading workbook.

Of H. the workshop teacher says, "H. has good muscular coordination and can read and understand patterns better than any pupil I have. He is by far the slowest because he is very sensitive and for fear of making a mistake and being scolded for it, he will sit alone and not produce. The shop has given him a keen sense of competition which will in time help him to overcome this sensitiveness." He completed a what-not and a book rack.

When the subject was interviewed by the writer he stated that he is a member of a Baptist Church which Sunday School he attends regularly. He reads a few books at home as best he can, but most of these are comics. He had no club affiliation outside of school but spends much time attending movies. He has visited the public library on a school tour but never borrowed any books.

A great deal of his leisure time is spent in looking at T.V. to find out what is happening. He likes to discuss community events and world affairs.

An interview with H.'s mother brought out the fact that his greatest interest lies in the Boy's Patrol where he serves as a lieutenant and of which he frequently speaks. His uncle is a local policeman and H. wants to be a policeman when he grows up. He has been interested in the patrols for several school terms. He likes reading but does not seem to do too well in arithmetic. He appears nervous all the time. His mother appeared concerned about H. for he is the older boy and is not keeping up with his sister who is a much better pupil academically. She likes the special class for him and is anxious to participate in the Mothers' Club. She can manage H. very well
she says.

The sixth grade teacher when interviewed said H. had good attendance, his conduct was average but he needed much time to respond and was highly nervous. He is very anxious to learn, is quite proud of any accomplishment, and is over anxious to do well. His quality of work was on the second or third grade level in all fundamental subjects. She found his parents quite cooperative. His special interest was the Boy's Patrol.

Anecdotal records point out that H. maintained an interest in his work throughout. He took the initiative in planning, and shared the responsibility for setting up the science center and bringing news articles. He maintained an interest in the Boy's Patrol and was ever loyal to his duties. He was concerned about his progress which perhaps motivated him to improve. He made a book rack and was so anxious to have it exhibited that he paid E. a classmate 10¢ to paint it, so it would look presentable. The job was not a good one and the shop teacher refused to allow the table to be in the exhibit. This displeased H.

H. is a great talker and is sometimes annoying for he speaks out in class while the others are busy. Much of his conversation centers around his school work. He is usually on the alert to apologize when he is accused of wrongdoing.

The case of H. indicates that he is academically and socially retarded. His performance on the Stanford Binet Intelligence Test administered October 16, 1954 gave him an I.Q. of 70 and a mental age of 9.3. Results of the Wide Range Achievement Test administered December 17, 1954 shows reading 1.8, spelling 2.0 and arithmetic 3.1. The same test administered on May 15, 1955, shows reading 2.4, spelling 2.3, and arithmetic 2.5. There was a gain
of six months in reading, three months in spelling and no gain in arithmetic. A comparison of his I.Q. of 70 and chronological age of 13.2 shows he is functioning intellectually at the high moron level which might give a reason for the wide scatter in his achievement. After the intelligence test was administered, H. said, "I like that test, I could do that kind of work everyday." He was entirely cooperative during the test and the results obtained showed he could achieve on the primary level. The results of the Wide Range Achievement Test might have been influenced by the activities of the class prior to the test where H. and other members of the class participated in an art exhibit and program prior to the test. This could possibly have helped to lower the score. The gain in reading and spelling are indicative of his daily progress, however his score in arithmetic was a little surprising but not significantly so. H.'s progress in arithmetic was slow but he had shown a little growth. In a conversation with the writer after the test, H. said "I could not finish the test because Mr. X. (Test administrator went too fast and took my paper before I was through.")

H. has trouble with initial sounds in reading and frequently verbalizes. He appears to be ambitious and studies hard but shows limited growth. At best there seems to be some subtle pressures on H., for his mother cannot understand the cause of his low achievement and H. himself has the idea that he might become competent enough someday to excel as others of his peer group and siblings. Using his policeman uncle as a hero has value in that H. is seemingly motivated to participate more freely in citizenship activities and thus set goals which are at least attainable in school.

H. should continue to participate as a member of the special class with greater emphasis on the skill subjects. Since he seems not to show much
interest in other areas, opportunities should be provided for stimulating interest in pre-vocation activities whereby H. could explore these areas and thus find expression. His sensitiveness might stem from the fact that he feels insecure in these areas and thus has a tendency to withdraw.

There is need for further check on his repeated colds which might be a contributing factor to his "nervousness." Improved eating habits at school should also be encouraged.

His mother should work more closely with the school in trying to understand H. as a unique individual and learning to accept his limitations without apology. H. should be encouraged to do his best and strive more toward achieving on his level.

Case of J.W.

The data derived from the results of the subjects' performance on the Stanford Binet Intelligence Test Form L, and the Wide Range Achievement Test are presented in the following tables.

TABLE 23
STANFORD BINET INTELLIGENCE TEST FORM L.,
CASE OF J.W.

<table>
<thead>
<tr>
<th>Case of J.W.</th>
<th>Age</th>
<th>Sex</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>11</td>
<td>M</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>School</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Date Tested</th>
<th>Year</th>
<th>Month</th>
<th>Day</th>
<th>CA</th>
<th>MA</th>
<th>I.Q.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1954</td>
<td>11</td>
<td>16</td>
<td>12.0</td>
<td>7.3</td>
<td>60</td>
</tr>
</tbody>
</table>
TABLE 23 (CONTINUED)
WIDE RANGE ACHIEVEMENT TEST COMPONENTS

<table>
<thead>
<tr>
<th>Date of Test</th>
<th>12-17-54</th>
<th>5-20-55</th>
<th>Gain</th>
<th>12-17-54</th>
<th>5-20-55</th>
<th>Gain</th>
<th>12-17-54</th>
<th>5-20-55</th>
<th>Gain</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>1.1</td>
<td>1.3</td>
<td>.2</td>
<td>1.2</td>
<td>1.3</td>
<td>.1</td>
<td>3.1</td>
<td>2.7</td>
<td>.0</td>
</tr>
<tr>
<td>Spelling</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<td>Arithmetic</td>
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<td></td>
<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
</tbody>
</table>

TABLE 24
HEALTH DATA AND PHYSICAL CHARACTERISTICS,
CASE OF J.W.

<table>
<thead>
<tr>
<th>Subject</th>
<th>Case of J.W.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sex</td>
<td>Male</td>
</tr>
<tr>
<td>Birthdate</td>
<td>October 11, 1943</td>
</tr>
<tr>
<td>Height</td>
<td>58 1/2 inches</td>
</tr>
<tr>
<td>Weight</td>
<td>87 1/2 lbs.</td>
</tr>
<tr>
<td>Vision</td>
<td>20 R 20 L</td>
</tr>
<tr>
<td>Hearing</td>
<td>P. on Puretone</td>
</tr>
<tr>
<td>Complexion</td>
<td>Dark Brown</td>
</tr>
<tr>
<td>Skin</td>
<td>Smooth - clean</td>
</tr>
<tr>
<td>Hair</td>
<td>Well kept</td>
</tr>
<tr>
<td>Personal Appearance and Grooming</td>
<td>Excellent</td>
</tr>
<tr>
<td>Facial Expression and Visageion</td>
<td>Pleasing mostly</td>
</tr>
<tr>
<td>Physical Examinations</td>
<td>Good</td>
</tr>
<tr>
<td>Other Examinations</td>
<td>Teeth</td>
</tr>
<tr>
<td>Immunizations</td>
<td>Smallpox</td>
</tr>
<tr>
<td>Diseases or Illness</td>
<td>Whooping cough 1944</td>
</tr>
<tr>
<td>Health Status</td>
<td>Apparently good</td>
</tr>
<tr>
<td>Eating Habits at School</td>
<td>Good</td>
</tr>
<tr>
<td>Energy Output</td>
<td>Excellent</td>
</tr>
<tr>
<td>Play Habits at School</td>
<td>Good</td>
</tr>
</tbody>
</table>
Case of J.W. - The Restless Boy

Birthdate - October 11, 1943
Height - 58\(\frac{1}{2}\) inches
Weight - 87\(\frac{1}{2}\) lbs.
Vision - \(\frac{20}{20}\) - \(\frac{20}{20}\)

Hearing P. P. on Puretone

Has measles in 1948 and Whooping cough in 1944

Physical Examination in 1955, found health good other than two cavities needed to be filled.

Complexion - Dark Brown

Disposition - Pleasing mostly

Has good personal appearance and excellent grooming

J. W. has good eating habits at school, likes to play so well that he will stay on the playground indefinitely unless told not to do so. He has good energy output.

At the age of six years in 1949, J.W. suffered a broken arm from a bicycle accident on the highway, for which he was later hospitalized. At age 7 years in 1950, J.W. suffered a broken leg from an accident with an auto on the highway. His mother feels that all of these have affected his head and learning capacity. She said he is always falling or running into something. His health status otherwise generally appears to be good.

J.W. lives with his parents. He is the second child of six children whose ages are: brothers, 1, 5, 16 and 3 years; sister, age 7. His mother, a woman of approximately 35 years, does domestic work occasionally. J.W.'s father is a laborer. J.W. writes a different surname from that of his parents at times. When he does the teacher tells him to stick to his
original name. His mother has never questioned the school about his name.

The home is an old-fashioned frame house in a semi-rural area about 3 miles from the school just off the highway, Route 17, South. The furnishings are scarce and miscellaneous but clean. There are about four rooms to the rented house. The family has a radio but they come to town for movies and other recreation. There is much play space in the yard and neighborhood. The neighborhood is composed of several homes that are similar in structure and a few that are more modern. In addition to the dwelling houses in the neighborhood are a large general store, a small confectionary here, and there, and several tourist homes and motels on the highway. Several night clubs are in the neighborhood and also a small Baptist church.

Many of the neighbors have small vegetable gardens from which they get a little income, others serve as domestics in the motels and tourist camps.

J.W. attended one elementary school for 5 years and changed schools because of overcrowded conditions. He is transported by bus. He has had no kindergarten experiences.

In grade one, he showed some progress in reading and spelling. In arithmetic he needed to improve. He made a satisfactory grade in writing, social studies, language, music, art, and habits and traits. In the first half of grade two, his reading was "Unsatisfactory," arithmetic, "Need to Improve" and writing, "Satisfactory;" spelling and the other subjects were marked, "Improving." J.W. was not promoted at the end of second grade, first half. In grade two, second half, reading was marked "Satisfactory" and all the other subjects were marked "Improving."

In grade three, J.W. needed to improve in all subjects except music, art, and habits and traits which were marked "Satisfactory." In grade four, the
report was identical to that of grade three. In grade five, reading, arithmetic, social studies, language, and habits and traits were marked "Unsatisfactory." Spelling, writing and music were marked, "Need to Improve."

J.W. was not promoted to grade six.

The fifth grade teacher said J.W.'s background was poor and neither he nor his parents were interested in his work. J.W. was referred to the special class by his fifth grade teacher. His reading vocabulary was very, very poor. He could not read out of the first pre-primer. His writing is still poor but J.W. puts forth some effort to improve it. He improved in learning his alphabets and tried desperately to improve in reading. J.W. seeks the help of the teacher in his work. Is is still difficult for him to spell 5 words correctly from Durrell's word list weekly for the drill must be given him constantly. J.W. gets angry when he is marked down for incorrect spelling. He dislikes failure so much that after seeing his reading record he will attempt to falsify his report to improve his record. His gain in arithmetic has not been too good for he seems to have difficulty in grasping addition and subtraction facts. He has since learned about 70 per cent of both.

J.W. did not know his color words when he entered the class but has since learned the primary colors. He still needs to improve in all his subjects. His attention span seems to be the shortest of any of the other pupils. He has a habit of moving around in the class; at the library table one minute, attempting to play a game another time and finally ending up drawing a picture which he might eventually destroy.

The workshop teacher commented that J.W. had good muscular coordination but has a severe lack of concentration and could not do anything more than
one half hour at the time. The shop has to some extent stabilized him.

His only project was a "Keep off the Grass," sign.

When interviewed by the writer, J.W. said he was a member of the
Baptist Church and Sunday School which his family attended. He had no story
books at home but read the funnies. His family did not read the newspaper
and he has never visited the public library. He wanted to remain in the
special class to learn how to read better. His interest was the Boy Scouts
in which group he held membership, but lack of transportation made it diffi-
cult for him to attend meetings.

J.W.'s second fifth grade teacher said further in an interview that he
was somewhat restless and a little hard to manage. He showed no interest in
books, was playful, and wanted to get in the special class. His quality of
work was very poor, achieving on the Pre-Primer level. He appeared unusually
backward and made very, very slow responses. His mother was cooperative but
unable to do anything about his conduct. J.W. was interested in drawing and
did a good job of it.

When J.W.'s mother was interviewed she said, "J.W. acts as if his brain
is cracked. He is quite bothersome and has no special interest beyond play-
ing and drawing. He likes to ride his bicycle but I am afraid of this for
J.W. has had two automobile accidents. He likes the special class but I
hope he gets promoted for he is much slower than my other children."

The mother said her son helps her with his sister and baby brother. She
pledged her support to the class and PTA and said whenever she could not
attend the PTA meeting her sister, J.W.'s aunt, would represent him. She
seems to appreciate what the school does for J.W.

Anecdotal records reveal that J.W. has good family relationships
especially with his mother of whom he speaks very kindly. During a home visit made by the writer, J.W.'s mother said "Punish J.W. if he needs it, I want him to learn."

When a beautician gave a hair styling demonstration for the girls, J.W. said, he would tell his little sister about the demonstration so she could learn to care for her hair. J.W. attends school movies weekly and appears quite thrilled. Occasionally he borrows the money from the teacher but always pays back.

J.W. has a slight speech impediment but he insists on talking a great deal. His singing voice is not tuneful but that does not discourage him. He volunteers to lead the opening program and enters into class discussions. He does not want the class to leave him too far behind. He likes to belong, draws constantly, but must be encouraged to complete his work and on many occasions he will stop whatever he is doing to draw. He is the first to greet visitors to the class and to offer them a seat. Often he is the first to ask or answer questions when someone comes into the room. He often says to visitors, "Come back to see us."

J.W. must be excused twice each day and will attempt to play indefinitely if not checked. He has occasional outbursts of temper with other pupils, but this is only for a moment and he calms down when the teacher speaks to him. Many times he prefers to work alone. He was quite concerned about his promotion and when informed that he would remain in the special class as an advanced pupil, he appeared happy.

The case of J.W. tends to reveal that he is not only academically and socially retarded but emotionally unstable as well. The I.Q. of 60 and MA of 7.3 were obtained when the Stanford Binet Intelligence Test was
administered on November 16, 1954. The results show that he is functioning intellectually at the moron level with a mental development of a second grader. J.W. said he liked the test. The Wide Range Achievement Test administered on December 17, 1954 shows reading 1.1, spelling 1.2, and arithmetic 3.1. The same test administered May 20, 1955, shows reading 1.3, spelling 1.3, and arithmetic 2.7. His OA of 12.0 places him at puberty. There was a gain of two months in reading, one month in spelling and no gain in arithmetic. The results might have been influenced by the activities of the class prior to the test, since the pupils were engaged in presenting a program and an art exhibit prior to the test. The test administrator said J.W. needed work in writing and with word cards especially. He would, however, be able to achieve on the primary level. The test results do not represent a true picture of J.W.'s daily performance, for he made a little gain in arithmetic which did not show up in the test. The gain of one month in spelling might represent the true lag in spelling which he has maintained throughout. His reading, in which he had a gain of two months tended to be his best subject in the main.

A comparison of his home background and achievement show many deficiencies in his environment. There is little or nothing to motivate him beyond his own interest and that of his mother who seems to gauge his progress by that of his older brother. J.W. is an active boy and desires friends, a natural state accompanying the onset of puberty. There are no books for improvement or organized recreation in his environment. His mother's absence from the home places too much responsibility on his grandmother who cares for the younger children; therefore J.W. is left to seek his own outlet for use of leisure and improvement.
His emotional instability might be attributed to the fact that his mother thinks two previous accidents in early childhood probably affected the child, causing him to behave as he does and thereby gaining his mother's sympathy for his behavior.

Plans for J.W. must center around an improved curriculum of the special class with more individualized instruction to improve his meager academic background. More opportunities should be provided for experiences in art in which he shows some talent and interest. His emotional outburst when he is not succeeding and his short attention span appear to be indications of his low intellectual development rather than a feeling of hostility toward others. He also needs greater opportunities for socializing experiences in organized play, club affiliation, and other group activities which are almost totally lacking in his environment. While J.W. expressed little concern for workshop activities he should be exposed to this activity also to provide him with varied media of expression.

The general standard of his homelife can be raised to allow for more individual attention from his mother. His parents should continue to work with the PTA and more closely with the special class in learning to understand J.W. He should receive systematic physicals to guard against any emotional blocks that could be threatening to undermine his progress.

Case of D.

The data derived from the results of the subjects' performance on the Stanford Binet Intelligence Test Form L, and the Wide Range Achievement Test are presented in the following tables.
### TABLE 25

**STANFORD BINET INTELLIGENCE TEST FORM L, CASE OF D.**

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<table>
<thead>
<tr>
<th>School</th>
<th>Grade</th>
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</thead>
<tbody>
<tr>
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<table>
<thead>
<tr>
<th>Date Tested</th>
<th>Year</th>
<th>Month</th>
<th>Day</th>
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<th>MA</th>
<th>I.Q.</th>
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**WIDE RANGE ACHIEVEMENT TEST COMPONENTS**

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<th>Date of test</th>
<th>Reading</th>
<th>Spelling</th>
<th>Arithmetic</th>
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<tr>
<td>12-17-54</td>
<td>1.1</td>
<td>1.2</td>
<td>2.7</td>
</tr>
<tr>
<td>5-20-55</td>
<td>.1</td>
<td>.3</td>
<td>2.7</td>
</tr>
<tr>
<td>12-17-54</td>
<td>1.2</td>
<td>1.3</td>
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<td>Case of D.</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Sex</td>
<td>Male</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Birthdate</td>
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<td></td>
</tr>
<tr>
<td>Height</td>
<td>56(\frac{1}{2}) inches</td>
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<td></td>
</tr>
<tr>
<td>Weight</td>
<td>86 lbs.</td>
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<td></td>
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<tr>
<td>Vision</td>
<td>20R 20L 20 20</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hearing</td>
<td>F. on Puretone</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Complexion</td>
<td>Light Brown</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Skin</td>
<td>Mostly dirty</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hair</td>
<td>Not well kept</td>
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<td></td>
</tr>
<tr>
<td>Personal Appearance and Grooming</td>
<td>Poor, smelly and ill-clad (sometimes)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Facial Expression and Disposition</td>
<td>Pleasing</td>
<td></td>
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<td>Physical Examinations</td>
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<td>Other Examinations</td>
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<td>Immunizations</td>
<td>Smallpox</td>
<td></td>
<td></td>
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<td>Diseases or Illness</td>
<td>Had measles and mumps</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Health Status</td>
<td>Apparently good</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Eating Habits at School</td>
<td>Poor</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Energy Output</td>
<td>Good</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Play Habits at School</td>
<td>Good but not vigorous</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Case of D. - The Neglected Boy

Birthdate - August 4, 1943
Height - 56 $\frac{1}{2}$ inches
Weight - 86 lbs.
Vision - $\frac{20 \times}{20}$ $\frac{20L}{20}$
Hearing - P. on Furetone
Complexion - Light Brown
Stocky build - Pleasing facial features

D. had measles at one year, mumps at age two, and also has a smallpox scar. His appearance and grooming is mostly poor and in many instances he is simply smelly and ill-clad. His mother requested a physical examination but failed to accompany him to school and the examination was not given.

Early in the term he seldom had lunch and frequently asked for a free lunch ticket which was given him in most instances. As the school term progressed D. improved considerably in personal appearance and grooming. His skin had the appearance of good baths and his clothes were cleaner and more suited to his age. D. likes to play but does not play virorously nor does he take any initiative in leading; he rather likes to join with what the others have started. D. does not like playing in cold weather.

D. is the oldest of five children, whose ages are; brothers, 3, and 6 yrs. and 11 months; sister 7 years. He lives with his parents in a five room block brick cottage, inexpensively built. The furnishings are miscellaneous and are arranged ar random. The family scarcely has bare necessities. The home is not quite finished on the inside but the father does a little work on it gradually. They own the home. D.'s mother, a young woman scarcely over thirty years, is a domestic worker in the neighborhood. The father
pastors two churches of the Holiness Denomination. He is at home during
the day but does not take care of the children. The mother returns home
about three-thirty or four o'clock in the afternoon. In many instances the
younger children who go to school, come to D.'s class to bring messages.
Occasionally D. takes his little sister across the highway so she can go
home safely. His six year old little brother, had ringworm in his head to
the extent that the nurse suggested that his mother get medical care for
him and make him wear a cap constantly to school. The boy came to school
repeatedly without the cap. His teacher contacted D. in class and suggested
that D.'s brother be kept home. The brother's teacher said she was unable
to get any response from D.'s home and that the younger children were all
untidy. D.'s neighborhood is a recent sub-division that is being developed
in the southeastern part of the city. The neighborhood is slightly mixed
with Negroes and whites, the latter having the majority of the better homes.
The people seem to be average and below average economically. The neighbor-
hood is mostly residential. There are two wholesale firms nearby, a bottling
Company and a builder's supply company, a large private hospital, and food
stores. A large vacant lot in the vicinity is used to house a circus during
the winter months. There are no parks or playgrounds for Negro children,
they use the vacant spaces near their homes for play. D. walks a distance
of about ten blocks to purchase food for his mother. This section is not
too thickly settled but there are several families near D.'s home. The family
has a telephone.

A visit to D.'s home shows that his mother has a pleasing disposition.
She appeared not too shocked over D.'s slow progress during the years, but
is hopeful that he will continue to improve. She was well pleased with
his progress thus far. She had a cordial attitude and extended an invitation to the writer to have dinner whenever she could accept. A brand new Ford truck was seen in the yard. There were flowering plants in the front yard.

School records for D. show no kindergarten experiences. His record for grade one is not available but his mother says it was always difficult for him to learn. D. has attended two elementary schools and was transferred to his present school because of overcrowded conditions. In grade two, he was graded "Need to Improve," in reading, spelling, writing, and habits and traits. Arithmetic and art were "Satisfactory." He was promoted to third grade. In grade three, all his subjects were marked "Unsatisfactory." He was not promoted to grade four. The second year in grade three, his report showed "Unsatisfactory" in all subjects except art. He was promoted to grade four, with a comment, "Social Promotion." In third grade the teacher said neither D. nor his parents was interested in his progress.

D. was referred to the special class by the fourth grade teacher in September, 1954. In the special class D. didn't talk at first. He could scarcely express himself about anything. He usually expressed himself in one or two words as "Yes," or "Yes Mam." His reading was at the readiness stage. His writing was scarcely legible, never on the line, and at any size he thought of making it. He had no idea of spelling, he could recognize very few words and was not sure of his letters. D. knew about 70 per cent of the addition facts, about 50 per cent of the subtraction facts, and had no idea of multiplication facts. He took interest in his work and tried hard to improve. He was concerned about his reading progress and always kept an eye on the reading progress chart. He showed some growth in reading,
read about six pre-primers at school and read easy books from the library. D. was especially interested in magazines. He persisted in getting help from the teacher and showed growth in word recognition skill. He showed some growth in writing but still needs to improve a great deal. D. does not want to improve his manuscript writing but wants to do cursive writing instead. He is quite proud of his progress in general. He learns very slowly and forgets easily. He made slow progress in spelling for it was difficult for him to learn to spell 5 words each week. Many weeks he spelled and wrote correctly 3 words.

As time passed, he learned to enter into class discussions. He could make up stories and read them; could report on movies that he had seen and make reports on class activities. His arithmetic improved. He knows 95 percent of his addition facts and 70 percent of his subtraction facts. His addition process test needs improving greatly. Directions for D. continue to be largely oral.

The workshop teacher when interviewed about D. said, "He has fair muscular coordination and little creativeness. He takes as his project whatever someone else has done a good job of. He has the best personality of the entire group. I have never seen him angry or upset. The main thing the shop has done for him is open a new world." The projects he completed were a "Keep Off the Grass Sign and a What-Not-of-Wood."

When D. was interviewed he said he was a member of the Holiness Church in two communities. He reads a little in easy story books and looks at the pictures. He has a few books at his home. The only time he visited the library was when his mother took him. He has no club affiliation outside of school. His family reads the Evening Press, a local paper. D. said he
likes the special class for it helps him and he wants to return next year.

D.'s third and fourth grade teachers reported in their interviews that his attendance was fair, conduct average but that he was very shy. He was not interested in his work, was achieving on a low first grade level, and was quite retarded. D.'s parents' cooperation with the school was poor. He had no special interests or hobbies.

In an interview with D.'s mother she said "D. can talk and explain things now. He is learning to talk. I see a great improvement in him now." Once he had nothing to say about school."

D.'s mother also said he was very helpful in running errands and helping with the smaller children. He attends the Holiness Churches in and out of Savannah where his father is the pastor. D.'s mother was relaxed as she talked. She expressed concern over his progress and said she has very little time with her children for much of their time is spent with relatives who care for them after school.

Anecdotal records reveal the following: D. comes late to school very often. He is poorly kept and is underfed. On many cold days he is not even comfortable. D. tries to improve but cannot be left on his own to work. He tires easily and soon gives up. He is happy over the least bit of progress. D. has little initiative and is inclined toward following his friends in whatever they do without the approval of the teacher. His progress is very slow. He has a habit of sucking his thumb and is not ashamed of this infantile habit. He has the responsibility of helping his mother which robs him of sufficient leisure time to call his own.

The case of D. reveals that he is not only retarded academically and socially but an unintentionally much neglected child. When the Stanford
Binet Intelligence Test was administered on October 9, 1954, the I.Q. obtained was 60 and the MA 6.9. D. said he liked the intelligence test. On December 17, 1954 the Wide Range Achievement Test was administered and the results obtained, in reading 1.1, spelling 1.2, and arithmetic 2.7, the same test administered on May 15, 1955 shows reading 1.2, spelling 1.3, and arithmetic 2.7.

There was a gain of a month in reading and spelling and no gain in arithmetic. The test results might have been influenced by the morning's activity of the class prior to the test. This perhaps lowered the score a little. The class participated in a program and an art exhibit just before the test. The I.Q. of 60 and MA of 6.9 indicate that D. is functioning intellectually on the level of a high grade moron.

D. should remain in a follow-up program of the special class with emphasis on individual instruction since he is so greatly retarded. Although his report is the second lowest in the class, it presents fairly good indication of his daily performance. He learns very slowly and retains very little. The test administrator said that D. was not working up to his capacity, he could do better, and needs to learn his letters.

Since D.'s mother is away from home more than half of the day, this places too much responsibility on him for helping her and robs him of the opportunity for studying at home and of sharing the wholesome activities of his peers. The financial status of the family needs to be improved to provide adequate food, clothing, and to improve the standard of his homelife. This would improve his feeling of belonging and probably give him more enthusiasm for work. D.'s inability to show more initiative generally and the desire to mimic his peers is also evidence of his low intellectual
D.'s thumb-sucking habit may be attributed to his lack of affection as a younger child and his failure to recognize this as an infantile trait is also an evidence of his low intellect. His poor muscular coordination may account for his lack of handwriting skills.

Greater opportunities should be provided for improved social adjustment for D. He needs more group activities as would be experienced in a richer school curriculum making use of pre-vocational activities and athletics. His parents, especially his father, should assume more responsibility for D.'s guidance, training, and welfare. They should work very closely with the school in becoming more informed about their responsibilities as parents and seeing that D. is given every opportunity to develop whatever potential he might have.
CHAPTER III

SUMMARY AND CONCLUSIONS

Problem and Locale.— The problem involved in this study was to determine the interaction of some of the forces affecting the psychological functioning of thirteen retarded pupils as revealed by case histories and test performances. These interactions were presented in Chapter II as psychological pictures of the thirteen subjects.

The purpose of the study was to present Psychological Pictures of Thirteen Retarded Pupils enrolled in the Special Class of George W. J. DeRenne Elementary School, Savannah, Georgia.

This research was conducted in Chatham County Savannah, Georgia during the school term 1954-55.

Subjects and Methodology.— The subjects used in the study were thirteen retarded pupils (eight boys and five girls) in the special class of the George W. J. DeRenne Elementary School, Savannah, Georgia. The chronological ages ranged from 10.1 to 13.6.

The data gathering instruments used were:

1. Stanford Binet Intelligence Test Form L.
2. Wide Range Achievement Test
3. Cumulative Records
4. Subjects' Interviews
5. Parents' Interviews
6. Interviews of Other Teachers
7. Home Background of Subjects
8. Health Record and Social History
9. Anecdotal Records
10. Comments of Test Administrator

The descriptive survey method of research was used, involving use of test and case data and their analysis. Interviews were also utilized.

The data necessary for the development of this study were gathered, organized, analyzed and presented in the body of the thesis copy through the following steps:

1. Permission was granted to collect pertinent data.
2. Thirteen subjects were selected to whom had been administered the same test (eight boys and five girls).
3. The Stanford Binet Intelligence Test Form L was administered to each subject prior to admission to the class. The I.Q.'s and M.A.'s were obtained.
4. The Wide Range Achievement Test was administered to all subjects on December 17, 1954 and again May 20, 1955.
5. The Cumulative Record of each subject was studied to obtain information.
6. Each subject was interviewed separately by the writer at school. A brief outline of questions to be used in the interview was designed by the writer for the purpose of steering the conversation during the interview. The subjects were oriented in the purpose of the interview.
7. Parents were interviewed privately in their homes. A brief outline of interview questions to be used was designed by the writer for the purpose of steering the conversation during the interview. The parents were oriented in the purpose of the interview.
8. Teachers were interviewed before the subjects were admitted to the
special class. The interviews of these other teachers were more direct than the other interviews. Two Pre-Service Teachers were included in the interviews of other teachers.

9. The writer studied cumulative records, data from interviews and Family Welfare Service. Visits to the subjects' homes were made in order to get first hand information for the study.

10. Data obtained from cumulative records, health records, observations by teachers, principals, school nurse, parent conferences, and home visits were reviewed and indicated.

11. At least two anecdotal records were kept of each subject every week. These were summarized and indicated.

12. A summary statement concerning the behavior of each subject while tested and recommendations for grade levels and remedial measures were given by the test administrator.

13. The data from the test results, cumulative records, interviews and other stated records and comments were assembled and used in writing the thirteen psychological pictures. The table for each subject and the picture for each subject are analyzed, interpreted and presented in the body of the study.

Summary of Related Literature.— The literature that was reviewed in this study was organized under five captions:

1. Types and causes of mental retardation
2. Identification of Mentally Retarded Pupil
3. Specific Characteristics of the Mentally Retarded
4. Suggested Curriculum for the Mentally Retarded Special Class
5. Suggested Guiding Principles the Teachers of Retarded Pupils
of the mentally retarded child

4. Plan the work to assist pupils in becoming self-supporting
5. Develop good social and work habits
6. Instill in pupils the ideal of living happily among their fellow-men.

Summary of Findings.-- A summary of the findings reveal that of the thirteen cases studied the chronological ages range from 10.1 to 13.6, with a median CA of 11.7. The mental ages range from 6.3 to 9.3, with a median MA of 7.3. The I.Q.'s range from 55 to 74, with a median I.Q. of 60. The median CA of 11.7 indicates that most of the subjects are pre-pubescent. The median MA of 7.3 indicates that the subjects have mental developments of beginning second graders. The median I.Q. of 60 indicates that the subjects are functioning intellectually at the moron level.

Further analysis of the results of the Wide Range Achievement Test shows the median score in reading is 1.5, spelling 1.8 and arithmetic 2.9.

The data provide other factors which may be contributing causes of the retardation manifested by the subjects. Twelve subjects were retarded throughout their school careers which also suggests that they are functioning intellectually at a relatively low level. The remaining subject made satisfactory progress in school work through grade three, after which time the subjects' interest began to wane and he was fast becoming a disciplinary problem. The remainder of his school work showed that he needed to improve in all subjects especially in the skill subjects.

Six of the subjects have repeated grades and in some instances the subjects repeated more than one grade. The remaining seven subjects were promoted at the end of each year but needed to improve in the skill subjects,
### TABLE 27

DISTRIBUTION OF MEDIAN SCORES ON THE STANFORD BINET INTELLIGENCE TEST FORM L., AND WIDE RANGE ACHIEVEMENT TEST AS OBTAINED BY THE THIRTEEN RETARDED PUPILS

<table>
<thead>
<tr>
<th>Subject</th>
<th>CA</th>
<th>MA</th>
<th>I.Q.</th>
<th>Reading</th>
<th>Spelling</th>
<th>Arithmetic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Case of D.W.</td>
<td>12.8</td>
<td>7.6</td>
<td>59</td>
<td>3.8</td>
<td>3.8</td>
<td>4.9</td>
</tr>
<tr>
<td>Case of L.</td>
<td>13.6</td>
<td>9.3</td>
<td>69</td>
<td>2.9</td>
<td>2.7</td>
<td>4.4</td>
</tr>
<tr>
<td>Case of S.</td>
<td>11.2</td>
<td>7.6</td>
<td>69</td>
<td>2.7</td>
<td>2.6</td>
<td>4.2</td>
</tr>
<tr>
<td>Case of K.</td>
<td>11.6</td>
<td>6.9</td>
<td>59</td>
<td>2.6</td>
<td>2.5</td>
<td>3.8</td>
</tr>
<tr>
<td>Case of H.</td>
<td>13.3</td>
<td>9.3</td>
<td>70</td>
<td>2.4</td>
<td>2.3</td>
<td>3.3</td>
</tr>
<tr>
<td>Case of J.</td>
<td>11.1</td>
<td>8.3</td>
<td>74</td>
<td>1.7</td>
<td>1.8</td>
<td>3.3</td>
</tr>
<tr>
<td>Case of F.</td>
<td>12.4</td>
<td>6.9</td>
<td>55</td>
<td>1.5</td>
<td>1.8</td>
<td>2.9</td>
</tr>
<tr>
<td>Case of E.</td>
<td>10.1</td>
<td>7.0</td>
<td>69</td>
<td>1.4</td>
<td>1.8</td>
<td>2.7</td>
</tr>
<tr>
<td>Case of F.J.</td>
<td>10.1</td>
<td>6.3</td>
<td>58</td>
<td>1.4</td>
<td>1.7</td>
<td>2.7</td>
</tr>
<tr>
<td>Case of F.G.</td>
<td>11.1</td>
<td>7.0</td>
<td>59</td>
<td>1.4</td>
<td>1.7</td>
<td>2.7</td>
</tr>
<tr>
<td>Case of J.W.</td>
<td>12.0</td>
<td>7.3</td>
<td>50</td>
<td>1.4</td>
<td>1.3</td>
<td>2.5</td>
</tr>
<tr>
<td>Case of J.G.</td>
<td>11.7</td>
<td>7.6</td>
<td>65</td>
<td>1.3</td>
<td>1.3</td>
<td>2.5</td>
</tr>
<tr>
<td>Case of D.</td>
<td>11.2</td>
<td>6.9</td>
<td>60</td>
<td>1.2</td>
<td>1.3</td>
<td>2.2</td>
</tr>
<tr>
<td>Median</td>
<td>11.7</td>
<td>7.3</td>
<td>60</td>
<td>1.5</td>
<td>1.8</td>
<td>2.9</td>
</tr>
</tbody>
</table>
especially reading, spelling and arithmetic. Three subjects showed waning interest in school work, and one of three subjects had to be forced occasionally by her mother to attend school. The remaining subjects manifested average interest and in some cases the interest was high. Two subjects had poor school attendance. One subject had poor attendance through grades one and two which was due to ill health. The remaining subjects had good attendance.

In the matter of home background, six subjects lacked the proper parental guidance at home which was due to the parents' occupation and parents' indifference. Two subjects of this group were most untidy; one subject was undernourished at school and another appeared to be undernourished at home. The remaining seven subjects received parental guidance but two subjects of this group were undernourished at school.

Nine subjects came from impoverished home environments including one subject who was supported by the Department of Family Welfare. The remaining four subjects came from average home environments. Five subjects received good school support from their parents. The remaining eight subjects received average school support from their parents.

The subjects as a group had no unusual emotional problems. One subject had a fiery temper and four subjects were emotionally disturbed. The remaining subjects showed some degree of good mental health.

All subjects were motivated to improve in some degree by participation in practical arts, other concrete experiences and other socializing experiences. Individualized instruction in the special class also helped. All subjects showed growth not only in academic achievement but social adjustment as a result of participation in the special class.

The subjects as a group lacked sufficient socializing and recreational
experiences both in and out of school.

The parents showed the need for better understanding of the problems of child growth and development and the problems related to the specific needs of the retarded child.

**Conclusions.**— The conclusions are preces of the thirteen cases and general statements which seem to characterize the group as a whole.

**Case of K. – The Anxious Girl**

An interpretation of K.'s case reveals that K. is academically and socially retarded. Plans for K. should include a follow-up remedial program of the special class with more individualized instruction in skill subjects and greater emphasis on functional health. Opportunities should be provided for participation in the practical arts activities to stimulate further, K.'s talent and interest in crafts and sewing. There should be more opportunities for group work to help enrich her personality. K.'s mother though quite concerned presently about her progress, should work more closely with the school in understanding K. as a retarded child and make provisions for her limitations and abilities. The school and community should plan for more worthwhile recreation which is completely lacking in her community. K.'s mother needs to spend more time at home and relieve K. of the responsibility of caring for the ill brother. This perhaps reflects itself in her emotional instability at times. With proper guidance at home, supported by an enriched curriculum under proper stimulation, K. should improve as far as her abilities indicate, thereby assuring her of becoming a worthwhile member of society.

**The Case of D.W. – Reticent Girl**

The case of D.W. tends to indicate that she is academically and socially
retarded. She should continue a follow-up program of the special class with emphasis on the skill subjects. D.W. needs parental guidance which her development demands at this time and which she is unable to get because of her grandmother's occupation. D.W. also needs more socializing experience with her peers. Opportunities should be provided for richer experiences in the practical arts with emphasis on homemaking to assure D.W. of some pre-vocational competencies. The school and community should be organized for more worthwhile use of leisure and socializing experiences. D.W. wants to improve and a program designed for her adjustment will help her become a more useful member of society.

The Case of J.G. - Aggressive Boy

The case of J.G. tends to show that he is not only academically and socially retarded but has emotional difficulties also. He needs the continued support and sympathetic understanding of his father and step-mother. His homelife needs to be enriched to include more wholesome living conditions and a feeling of belongingness and adequacy.

He should continue the follow-up program of the special class with more individual instruction in reading, spelling and writing, since he is so greatly retarded. The fact that he frequently forgets how to spell his own name is also significant. His habit of shaking his head and hands in reading might be a release of his emotions when he is unable to respond as he desires. Plans for him must consider this defense mechanism since he appears to have muscular coordination otherwise. He expressed an interest in and showed talent for woodcraft, therefore, opportunities should be provided for fuller participation in pre-vocational activities and related crafts. He needs the companionship of more adults and friendship of his
peers which could be utilized in activities which offer more socializing experiences. J.G. though retarded, can show greater growth if his parents not only understood his problems as a retarded child, but used every effort to nurture and stimulate the development of his potentialities.

Case of L. - The Disturbed Boy

L.'s case seems to indicate that he is not only academically and socially retarded but is an emotionally disturbed boy as well. He can continue to benefit from a follow-up remedial program in the special class with more emphasis on reading and spelling.

L. lacks the necessary parental guidance and support which he needs to succeed. Although his physical environment is stimulating to growth and development, the close succession of step-fathers in the home and change of address seem to demand constant readjustment of L. Plans for him should include wise use of out of school hours. He needs the moral support of a stabilized home which would help to give him a feeling of adequacy and stimulate in him a desire to achieve. Greater opportunities should be provided for more socializing experiences with his peers. He seems to lack contacts as might be gained in religious services and club affiliations.

L.'s mother should arrange to work more closely with the school in trying to understand him and seeing that plans made for L.'s improvement are executed.

Case of F.J. - The Depressed Girl

F.J.'s case indicates that she is not only retarded academically and socially but a much neglected child as well. She is greatly retarded and requires much individual supervision in a special class with emphasis on the skill subjects. F.J. should participate in many social activities as group
work helps to develop her social competencies. Opportunities should be provided to develop her present talents and interests. Some attention should be given to her physical health which could be a factor in her lack of muscular coordination in handwriting. It seems so difficult for her to write.

The standard of her homelife in general should be raised to provide for more wholesome, clean and healthful living. F.J. should find at home some motivation for good habits of dress, neatness, use of leisure and study. F.J. should have more opportunities for proper growth and development at home and be relieved of too many home responsibilities. The Welfare Agency should be contacted so that funds received may well be spent for the sole support of the family. Her parents should work more closely with the school in learning about F.J. as a retarded pupil and assume their responsibility as parents for proper growth and development. F.J. can improve if the home and community would give her a chance.

-Case of F.G. - The Fighter

F.G.'s case seems to substantiate the fact that he is not only academically, mentally and socially retarded but is emotionally unstable as well. He should be given a follow-up remedial program with concentrated effort in the skill subjects. More effort should be made for better parent cooperation in seeing that F.G. has the necessary clothing, nutrition and suitable environment for optimum growth and development. Since F.G. has expressed an interest in crafts and clubs and especially in scouting, plans should be made to make these available to him and to give him additional opportunity for self expression in the practical arts as well.

Since his neighborhood makes no provision for wholesome recreation for children, planning through Parent-Teacher study groups could help stimulate
interest in developing better use of leisure for children in this area.

F.'s mother should work out a plan whereby she could spend more time at home with the younger children and give F.G. and his siblings more time for wholesome play and proper guidance.

More attention should be given to F.G.'s condition about which he frequently complains.

F.G.'s mother has a subtle feeling that his peers are hard on him, which has a tendency to make him less tolerant of others than he would be otherwise. More objective attitude toward the school in general would help F.G.'s attitude and progress.

The Case of S. - The Retiring Boy

The case of S. tends to show that he is functioning intellectually at the high moron level. He should continue to participate in the program of the special class. He needs much individual help especially in arithmetic. S. has a fine quiet air, has good support from his parents and family relationships as well. He has a strong interest in and talent for arts and crafts. Activities including arts and crafts should be a part of his schedule. More opportunities should be provided for socializing experiences which should help S. to show more growth in oral expression; continue to widen his friendship circle, and broaden him generally. His parents should work more closely with the school in becoming more informed about S. as a retarded child; learning to accept his limitations and helping him to achieve the best on his level.

Case of R. - Dependent Girl

The data in R.'s case show she is retarded both socially and academically.
After school hours, R. is almost a recluse. Lack of transportation other than by commercial bus pose a problem for R. in her impoverished environment.

Plans for R. must consider the lacks in her environment. The school curriculum should be broadened to include a follow-up advanced program with more individual instruction in the skill subjects. R.'s low verbal ability demands more readiness experiences to facilitate language development. Experiences which make use of audio-visual aids, field trips and other concrete experiences might be very helpful to R. Since the community makes no provisions for organized recreation, the school should consider this as a part of its over-all planning.

While R. is loved and supported by her grandparents, she is unintentionally being psychologically neglected. Her parents need to understand R.'s problems of growth and development and become more understanding in working with her. Her homelife needs to be enriched to stimulate social growth, build habits, traits and attitudes for healthful living and good citizenship, and develop an appreciation for beauty and art. With R.'s interest and determination to achieve, she might become a worthwhile member of society, if given the proper motivation, attention and support.

The Case of E. - The Truant

The case of E. tends to indicate that she is not only mentally, academically and socially retarded but emotionally unstable as well. She should benefit from the remedial program of the special class with more individualized instruction in the skill subjects. Emphasis should be placed on developing better habits and traits as she enter into puberty. Opportunities should be provided for wholesome recreation in E.'s immediate
neighborhood. Lack of this might account for her boisterous conduct.

Despite the health status of E.'s mother, she should work with the school and community and take the responsibility for learning more about E. as a retarded girl with problems peculiar to her and help her adjust to her limitations and capabilities. E. should participate in group activities both in and out of school to provide for greater socializing experiences.

The school should take some responsibility in seeing that E.'s interest is nurtured and that she is exposed to other related and suitable means of expressions.

The standard of E.'s home should be raised and plans be made to compel E. to attend school regularly. While E.'s physical needs are met she lacks love, affection and guidance that she should get from her family. Greater support in this area on the part of the home and school would help to motivate E. in striving toward richer personal growth, and thereby increase the probability of her attaining a more healthy personality.

The Case of J. - The Shirker

J.'s case tends to reveal that because of his social and academic retardation, work planned for him must be geared to further develop his meager academic background. He should be given a follow-up remedial program with some emphasis on pre-vocational activities since he shows some ability in woodwork. Opportunities should be provided for self expression in music, dramatics, the practical arts and other suitable media.

Socializing experiences through scouting, 4-H clubs, and other interest clubs should continue to be a definite part of his program.

J. wants to be a leader but lacks the academic ability and determination for doing a job well. He needs the individual supervision of the special
class which should give him greater opportunity for achievement on his level. His parents should work more closely with the school in helping J. to adjust, to accept more responsibility for doing his work and achieving according to his abilities. They need further to understand J. as a retarded pupil.

Case of H. - Sensitive Boy

The case of H. indicates that he is socially and academically retarded. He appears to be ambitious and studies hard but shows limited growth. At best there seems to be some subtle pressures on H. for his mother cannot understand the cause of his low achievement and he himself has the idea that he might become more competent enough someday to excel as others of his peer groups and siblings.

H. should continue to participate as a member of the special class with greater emphasis on the skill subjects. Since he seems not to show much interest in other areas, opportunities should be provided for stimulating interest in pre-vocation activities whereby H. could explore these areas and thus find expression. His sensitiveness might stem from the fact that he feels insecure in these areas and thus has a tendency to withdraw.

There is need for further check on his repeated colds which might be a contributing factor to nervousness. Improved eating habits at school should also be encouraged.

His mother should work more closely with the school in trying to understand H. as a unique individual and learning to accept his limitations without apology. H. should be encouraged to do his best and strive more toward achieving on his level.
Case of J.W. - Restless Boy

J.W.'s case reveals that he is emotionally unstable and retarded academically and socially. His emotional instability might be attributed to the fact that his mother thinks two previous accidents in early childhood probably affected the child causing him to behave as he does and thereby gaining his mother's sympathy for his behavior.

Plans for J.W. must center around an improved curriculum of the special class with more individualized instruction to improve his meager academic background. More opportunities should be provided for experiences in art in which he shows some talent and interest. His emotional outburst when he is not succeeding and his short attention span appear to be indications of his low intellectual development rather than a feeling of hostility to others. He also needs greater opportunities for socializing experiences in organized play, club affiliation, and other group activities which are almost totally lacking in his environment. While J.W. expressed little concern for workshop activities he should be exposed to this activity also to provide him with varied media of expression.

The general standard of his homelife can be raised to allow for more individual attention from his mother. His mother's absence from the home places too much responsibility on his grandmother who cares for the younger children; therefore J.W. is left to seek his own outlet for use of leisure and improvement.

The Case of D. - Neglected Boy

The case of D. reveals that he is not only retarded academically and socially but also a neglected child. D.'s mother is away from home more than half of the day, which places too much responsibility on him for
helping her and robs him of the opportunity for studying at home and of sharing the wholesome activities of his peers. The financial status of the family needs to be improved to provide adequate food, clothing, and to increase the standard of his homelife. This would improve D.'s feeling of belonging and probably give him more enthusiasm for work. D.'s inability to show more initiative generally and the desire to mimic his peers is also evidence of his low intellectual development.

D.'s thumb-sucking habit may be attributed to his lack of affection as a younger child and his failure to recognize this as an infantile habit. His poor muscular coordination may account for his lack of handwriting skills.

Greater opportunities should be provided for improved social adjustment for D. He needs more group activities as would be experienced in a richer school curriculum making use of pre-vocational activities and athletics. His parents, especially his father, should assume more responsibility for D.'s guidance, training and welfare. They should work very closely with the school in becoming more informal about their responsibilities as parents and seeing that D. is given every opportunity to develop whatever potential he might have.

General statements which seem to characterize the group as a whole are presented here:

1. The pupil progressed at a very slow rate academically, and became more retarded as they grew older.

2. As a group, failure occurred mostly in the skill subjects; reading, spelling and arithmetic.

3. Increased interest in school work, good school attendance and growth
in social adjustment and academic achievement were shown as a result of experiences in the special class.

4. Performances in manipulative activities and sensory perceptual skills were better than performances in academic subjects.

5. The majority of the subjects were victims of impoverished home environments.

6. There were no unusual emotional problems common to the thirteen subjects, but each of the thirteen cases manifested behavior that was unique, separate, and distinct for himself or herself. All subjects appeared somewhat immature in their behavior. All displayed some evidences of good mental health.

7. All parents of the thirteen subjects lacked sufficient knowledge and understanding of problems in child guidance and understanding the problems of the retarded child.

8. All subjects lacked sufficient recreational and other socializing experiences at school and especially out of school.

Implications.— Implications that stem from the findings and conclusions of this research are indicated below:

1. Since mentally retarded pupils show growth as a result of special class teaching and experiences, it would appear that there is need for an enriched curriculum of the special class which would include in addition to instruction in the skill subjects, experiences in prevocational activities and more recreational and socializing experiences as well. That methods, materials and techniques be geared to meet the needs and experiences of pupils who have psychological deficits.

2. A study of the whole child requires proper diagnosis for good
teaching, it would appear that there is a need for more information concerning the bases of psychological functioning of the retarded child so that the teacher might better meet his needs.

3. That the retarded child realize his limitations and be encouraged to achieve to the best of his ability.

4. That the Chatham-Savannah Public School System make long range plans in terms of its obligations to retarded children.

5. That the community especially the Negro citizenry, become more aware of the problem of mental retardation.

6. That there is need of the Federal Government for further investigation of and aid in the problem of educating the retarded child.

7. That there is need for parent understanding and knowledge of problems involved in child guidance and specific problems of educating the retarded child.

Recommendations.-- The writer makes the following recommendations:

1. That every teacher have some knowledge and understanding of the child guidance for the retarded child.

2. That every teacher have some knowledge and understanding of the many tests, measures of ability, achievement and personality used in clinical practice.

3. That every school not only provide special training for the mentally retarded in special classes but also provide special counseling and services to teachers and parents of retarded children.

4. That DeRenne School expand its program to include more special classes and consider services to all exceptional children.

5. That the Chatham-Savannah Public School System provide for the
education of the exceptional children in the school population.

6. That the resources of the Federal and State governments be utilized in furthering the program of exceptional children in Savannah.

7. That the uneducable retarded pupils be excluded from school.

8. That every effort of the school and community be made to enrich the child's total experiences to meet his needs as far as possible. Through increased library facilities, functional health instruction, recreational and socializing experiences.

9. That the school through its PTA take definite steps toward increased Parent Education Groups with emphasis on child guidance and problems of the retarded child.

10. That the community agencies, public health services, and churches unite their efforts in improving the standards of family living with emphasis on education of all exceptional children.
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Unpublished Material


FORMER TEACHERS' INTERVIEWS

1. How did the subject attend school?
2. How was the subject's behavior?
3. What was the subjects' attitude toward school?
4. What was the subjects' quality of work?
5. What was the attitude of the subject's parents toward the class and school?
6. What special interests or hobbies did the subject have?
PRE-SERVICE TEACHERS' INTERVIEWS

Homemaking and Workshop

1. Does subject show interest in activity?
2. How does subject handle materials?
3. What are subjects' work and social habits?
4. Does subject show any special talent or aptitude for this activity?
5. What in your opinion has this experience done for the subject?
INTERVIEW SCHEDULE

Subjects' Interviews

1. What church and Sunday School do you and family attend?
2. In what activity do you engage in church or Sunday school?
3. What books do you own?
4. Have you ever visited the Public Library?
5. Does your family subscribe to a newspaper?
6. What are your hobbies?
7. How do you spend your leisure time after school?
8. Do you like the Special Class?
   Give reasons for your answer.
PARENTS' INTERVIEWS

1. What church or religious service do you attend?
2. In what is the subject interested at home?
3. How does the subject behave at home?
4. What is your opinion of the special class?
5. Does the subject appear to like the special class?
ANECDOTAL RECORD

Case of K. - The Anxious Girl

September 17. It is very warm. K. was taken to the office of the psychologist to be tested as a prospective pupil for the special class. She complained of feeling as if she was going to faint. The psychologist decided to let her go home and come back another day. She said she would come back. Mrs. X. was disappointed but tried hard not to show it.

September 20. Today, K. was tested by the psychologist. He said she answered all of the questions she could. Likes the test she said. Was feeling better.

September 22. This is the first day of the class. K. is the only girl.

Mrs. X, "Will I be the only girl in here?" "No, there will be others later." She sits alone and works without paying much attention to the boys.

September 25. Today, R. came to join the class. She was the second girl in the class. R. and K. sit near each other. They had met and were friends. R. is in the class on trial. They talk quietly as they work.

October 2. The class is making plans for the year. K. makes several suggestions. She was appointed secretary. H. said K. could write good. K. raised her hands several times to talk on the plans.

October 3. Plans for the year are continued. K. said, "All I want to be is a 4-H Club member. I like to sew. May we bring some
October 4. First meeting of the 4-H Club held. K. attended. R. goes with her arm in arm.

October 5. K. cuts out an apron from a newspaper pattern which she received from the 4-H club meeting. K. looks at her apron.

Mrs. X., "Look at my apron." Mrs. X., "That is fine."

October 6. K. volunteered to lead devotion for a week. Mrs. X. showed her how to place her devotional program on the board.

October 8. K. raised her hand to read from a first grade library book. She chose the Gingerbread Boy and read almost all the story without any errors.

October 10. The class worked some arithmetic from the board. K. wanted to know if her examples were correct. Mrs. X. told her she would correct the papers and pass them back. K. smiled.

October 11. The class is given a vocabulary test in reading. K. knew the words in all the pre-primers that were used in the test.

October 12. The class copied spelling words from the board. K. has a neat paper. Her writing is good.

October 19. K. drew some pictures from the story she was reading. Her colors blended well. Her picture was very neat and attractive. She brought the picture to show Mrs. X. "My! That is good said Mrs. X." K. smiled, and turned to show it to the others in her group nearby.

October 20. K.'s hair is freshly curled. Her skin is smooth and clear. She asked if the class could go out to play after they finish their work. Mrs. X. promised her they could.
October 21. K. was absent today. F.G. said she was not on the school bus.

October 23. Mrs. B. visited the class, K. read well for her from a primer. She knew most of the words.

October 29. Report cards were given out. K. looked at her card and said, "I like my card." This was the first period for report cards.

November 4. The children checked their cumulative folders. K. counted the number of papers she had and asked if she could take home her papers. Mrs. X. told her the class could take home some papers at the end of the week.

November 6. The class was discussing news of the weekend. K. made no comments. She did not bring in a picture for the bulletin board.

November 8. Plans are made today for making scrapbooks. K. wants to make one on art. She explained that she wanted pictures from magazines and some of her own drawings for her book. Mrs. X. agreed to help her.

November 11. Today K. is absent. Her brother in grade seven said she was sick.

November 12. K. took charge of devotion. She led the same songs which she used on yesterday. Mrs. X. talked with her about changing for some newer songs. She smiled and agreed to make the changes.

November 13. K. brought a spring of collia for the terrarium. R. and K. set it out. They refused to let J.G. help them.

November 14. K.'s younger brother had a seizure and had to be taken home. The children told Mrs. X.
November 19. The class was taken to Harris Street School for a program. On the way back to school we passed a long blue car. K. said that was her father. He was driving a cadillac - an old model. Mrs. X. was surprised but said nothing. The children said K. should get him to take them on another trip. K. said her father drives a truck and was busy most of the time.

November 20. K. brought lunch today and she paid for a ticket for the movies. She asked if R. was going. R. had no money. Mrs. X. let R. have a dime. K. smiled.

December 5. Mrs. X. visited K.'s home. Mother wanted to know how K. was doing. K. came in the living room but went out. Mrs. X. said K. was improving but said she needed to continue to work hard. Her mother said K. reads a great deal more than before she entered the class. She said to her, "Mama, I am learning to read." K.'s mother looked like a woman in her thirties. She had a soft manner, is shapely and appeared intelligent. Her face showed that she might have suffered a nervous stroke at some time. There was a slight twist of the mouth and facial muscles as she spoke. She gave the impression of being anxious. She said K. was not like her big girl at Beach High. This girl is smart, and her mother can't understand why K. can't learn any faster. Mrs. X. told her that children in the same family were not all alike and sometimes some are smarter than others. "We will try to help K. improve," Mrs. X. said. This visit was not planned.
December 6. K. works on arithmetic at her desk. She slump over. After some time she straightens up and continues her work. Mrs. X. asked her how she felt, she said, alright. She looked a little tired.

December 7. Today K. is absent from school. Her big brother is absent also. G.F. said he believed the bus left them because he did not see them on the corner this morning. Mrs. X. sent for P. in another class who said K.'s younger brother was sick.

December 13. K. is cutting out pictures from scrapbooks given the class by the principal. She takes much pains to paste her pictures in some definite order. She wants to show her book to the principal and when it is completed Mrs. X. told her she could. The scrapbook made by K was made of newsprint.

December 14. Mrs. B. visited the class (B. consultant). K. asked her if she wanted to hear her read. K. read for her. It was a regular reading period. K. wanted to read the whole story. Mrs. B. said she believed K. could take a second reader but perhaps should start with a first reader to assure herself of comprehension.

January 5. K. made up a picture on vegetables. Her drawing made the vegetables look real. K. put it on the desk to be placed in her folder. This was during her spare time.

January 6. K. led devotion today. She asked everyone for a Bible verse.
she recited her verse very well indeed. She recited her verse very well indeed. The children responded with theirs. 

K. told Mrs. X. to make F.G. whom she calls "F," leave her alone. Mrs. X. asked her what was happening? She said, "F. pulls on me." Mrs. X. asked F.G. what the trouble was. He said, "I was just playing with K." K. went to her seat, stuck out her mouth and put her head on the desk. Mrs. X. told F.G. not to tease K. if she didn't like it. F.G. smiled and said, "Yes Mam." K. looked up and cut her eyes at him. After handwashing period, K. said F.G. still was pulling on her. She yelled out and said, "I am tired of him." She stood in the line for lunch. F.G. was laughing as if nothing had happened. Mrs. X. took him aside after lunch and reminded him of his promise to leave K. alone. He said he remembered it and would stop. He said K. was quick to get angry, but she liked to play.

K., D.W. and R. work together on scrapbooks. They talk while working.

K. said F.G. called her black. She yelled and said, "I am black and expect to die black." Her voice was trembling. She said again, "You had better mind your business." Mrs. X. called her and told her not to pay any attention to F. She began crying as if her heart would break. Mrs. X. asked F.G. why was it they could not get along? He said K. likes to play but has a way of getting mad. Mrs. X. asked F.G. if he would not like to work with another group for a while.
He agreed. This caused him to change his seat.

February 13. Today, K. looked angry and sulks most of the day. Mrs. X. said nothing to her. She had little to say to anyone.

February 14. K. reminded Mrs. X. of 4-H club meeting. She said they had to report on what the class did in health. The class attended the meeting. Mrs. X. did not attend. K. and C.H. reported. K. said, "We need to pay our dues of 25¢ each month." The class agreed to bring some pennies for dues. K. said she wanted to finish her apron. This is the one she cut out herself at home.

February 20. K. said, "Mrs. X., may we go on the yard at 10:30 today?" "Yesterday we almost missed our play time. I'll get the ball and hold it." Mrs. X., "If we work fast, we may go." K. smiled.

March 7. Mrs. X. brought the class some old girl scout pictures. They discuss these. K. suggested that we mount them in our door. Mrs. X. agreed. They talked about Juliette Low's birthday, March 12.

March 8. Dr. S., State Consultant, visited the classroom. The children were reading in groups. K. asked to read for Dr. S. She said K. did nicely. Mrs. B. visited the class. K. was anxious to read for her. She read several pages.

March 12. The class attended an assembly in the auditorium. A scout troupe (girls) were in charge. Mrs. X. was the speaker. K. said she enjoyed it.

April 6. K., "Mrs. X. when can the girls go to shop?" Mrs. X., "I
April 6.(Continued) am trying to get a teacher for the girls. Mr. B. said he will work with the girls soon." K., "Can't we make some ear bobs?" Mrs. X., "Yes."

April 7. K. was absent.

April 8. K. was absent. No one knew why she couldn't come. Her brother was absent also when Mrs. X. checked.

April 9. Children attended a snake exhibit. K. said she was afraid to see those snakes.

May 2. A.M. Class is making plans for art exhibit. K. said we won't have anything like the boys. Mrs. X. said, "A lady promised to help us." Her name is Mrs. J.

P.M. Mrs. J. arrived. K. pays strict attention. Watches Mrs. J. as she moves around. She could describe the kind of apron she wants to make.

May 9. K.'s apron was cut out. She works on it. Her work is neat says Mrs. J. K. helps R. with her apron.

May 11. K. wants to start a skirt. Mrs. J. tells her how. She has some figured material. She said her mother bought it.

May 16. Mrs. J. absent. K. takes her sewing from a box and works on it. She shows it to Mrs. X. who said, "That is very neat, K. I like it."

May 17. K. helps D.W., R. and F.J. with their stitches. Her skirt is almost ready except putting on the band. Mrs. J. says she has good ideas about sewing.

May 20. 10:00 A.M. Exhibit held. K., R. and D.W. asked to help take the guests around. Mrs. X. agreed and told them they could help Mrs. S.
put flowers in the vases. They went out laughing.

May 20, A.M.    Wide Range Achievement Test given. K. looked tired but said nothing. After test - Mrs. X., said K., "May we go to play?"
Later    Mrs. X., "We have not had lunch, can't we go after lunch?"
12:00    K. agreed to wait. Mr. M. administered the achievement test.

May 23.    Class made pictures of their room and art exhibit. K.

June 3.    helped to arrange the room.

June 5.    K. said, "Mrs. X., Did you promise to take us to the Bakery?"

June 7.    Mrs. X., "Yes, but I don't believe we can make it. The manager promised to call us early for a date. He never did."

K. said, "Mrs. M.'s class went and brought back some bread and cake," Mrs. X., "That's fine. Maybe we can go another time." C. spoke, "We said we wanted to go a long time ago."

Mrs. B. gave the class some chocolate cakes for lunch. The children thanked her. K. wrote the thank you note for the class.

K. said, "Mrs. X, Are all of us going to be promoted?"

Mrs. X., "Yes, We will remain in this class for advanced work. Do you think you will like it? K., "Yes."

Anecdotal Record

Case of D.W. - Reticent Girl

October 25.    D.W. entered the class. Was brought to the class by the principal, who introduced her to Mrs. X. Said Mrs. X., "This is my girl. Aren't you?" D., "Yes Mam." Mrs. X. introduced her to the class.
October 27.  D.W. given a reading vocabulary test by Dr. S. Read well out of a sixth grade reader. Missed almost no words. Dr. S. said, "She perhaps would not do as well in comprehension in this reader.

October 27.  P.M.  D.W. talking to K., "I like this class." Mrs. X. pretends she does not hear this.

October 28.  The class is discussing news. D.W. makes no comments. Laughs occasionally at what is being said. She is the only one who laughs.

October 29.  The children discuss the news. D.W. reported that she saw a class of colored children on T.V. It was a kindergarten.

October 31.  Wants R. to go with her on an errand. Mrs. X. "You don't need company to go on the second wing." D.W. smiled and went on.

October 31.  P.M.  D.W. was working some arithmetic. She had her partial product in the wrong place. Mrs. X. helped her to correct this. D.W. watched carefully.

November 3.  Brought a meat sandwich and fruit for lunch.

November 4.  Bought a lunch ticket today and also milk during mid-morning.

November 11.  Spelled 40 words correctly from Durrell's list.

November 14.  Reads from a second reader today. Answered questions on the story that Mrs. X. gave her.

November 20.  Summarized orally a story which she read. Is doing a little better in enunciation. Her words are more clearly put.

Can recite a verse of "The Golden Keys."

Mrs. X. works with D.W. in Reading. She missed a few words from her word list. She begins her basic reading book. Says she likes this book.

D.W. answers questions in reading and begins to draw. Questions were answered after she had read the story.

Today, D.W. talks to F.J. several times. They place their seats near each other.

D.W. reads from the library table. Mrs. X. helps her select some library books on her level for leisure time reading.

D.W. selects stories to read in (science) in leisure time.

Sent to keep Mrs. Y.'s class while she attends a club meeting of pupils.

Selected to lead devotions. As she stands, she grins. Mrs. X. looked at her a moment. She stopped grinning and began to lead.

Works with K. to help decorate the room for Xmas.

Brought napkins for the Xmas party. R. helped her to arrange them for the party.

The class heard a speech on Hawaii at the assembly. On returning to class, D.W. made several comments on what she remembered.

D.W. rode home with Mrs. X. She does not talk on the way.

Rode home today with Mrs. X. Says nothing on the way. On reaching Mrs. X.'s home she said, "Do you want your books inside?" Mrs. X., "Yes." D. W. said, "Goodbye Mrs. X. I'll
see you tomorrow. Thank you."

January 16. Attempted to recite the "Golden Keys." Mrs. X. helped her with enunciation. She seems to chew her words. Told her to sound her last letters especially.

January 20. Plays dodgeball on the playground with the girls. Is laughing while playing.

February 3. Dances with H. in the room while practicing a square dance. Her rhythm is good.

February 7. Mrs. X. gave the class a short test in subtraction process. D.W. missed examples involving zeros.

February 10. Mrs. X. works with D.W. on a few examples on the board. D.W. worked one correctly for practice in subtraction.

February 11. D.W. practiced a song, "The Good Neighbor" while Mrs. X. played it. D.W. started to grin as she stood. The other girls just looked, but said nothing.

February 18. Has read several stories in her second grade book, "In New Places," started the last unit today.

February 20. D.W. spelled 25 words correctly from Durrell's list. Needs to study some words from the pre-primer list.

February 25. D.W. plays with G. puzzle game with K. and R. This is a special play period.

February 27. Completed "In New Places." Mrs. X. allowed D.W. to read a couple of stories aloud to the others. The children said they liked the stories.

March 3. D.W. is using an addition workbook. Worked examples more accurately today. Trying to get the correct answers. Checks
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March 4. the examples as she goes along.


March 12. Drew a picture from the reader. Asked Mrs. X. what colors to use. Mrs. X. said, "Any colors that you like."

March 12. Mrs. X. sent D.W. to carry a notice for PTA meeting. D.W. said to Mrs. X., "Can R. go with me?" Mrs. X., "I don't think you'll need any company." D.W. went on.

March 20. The children are playing quietly in room after lunch. D. W. plays with geography puzzle alone.

March 23. D.W. leaves her seat to sit near K. Mrs. X. looks at her and she moved back to her seat.

April 5. D.W. attended pupil council meeting as a representative of the class. She reported on what happened.


April 15. D.W. is reading a pre-primer. Mrs. X. called to her attention the other books on the table. She said she would read those next.

April 18. The class is practicing for an assembly. D.W. is learning a poem. Mrs. X. is helping her to express it well. D.W. goes over the poem several times. D.W. said, "I'll learn it.

May 5. Today, D.W. is working on her apron for the homemaking class. She can scarcely get the hem straight. K. helps her get it even. D.W. accepts her help.

May 7. D. W. is absent today.
May 8. D.W. returns to school. Said she was absent because of a toothache.

May 9. D.W. is absent today.

May 10. Returns to school. Said she was absent because of her toothache. Mrs. X., "Did you see the Dentist?" D.W., "Yes, he says it can't come out yet. My gum is swollen." Mrs. X., "Ask your mother to check on this." D.W. grins, "Yes, Mam.

June 2. D.W. checks her workbook in reading, has missed several questions. Mrs. X. told her to be more careful.

June 7. Mrs. X. and D.W. rode home together from school. Mrs. X., "Well, how do you like the class?" D.W., "I like it fine, but will I be in seventh grade next year?" Mrs. X., "Well, you will be promoted in the special class. Miss G. might send you to seventh. D.W. smiled. Mrs. X., "Do you like the class?" D.W., "Yes, Mam."

Anecdotal Record

Case of J.G. - Aggressive Boy

September 29. J.G. was tested for the special class.

October 3. J.G. has no lunch today. No one offered him any in the lunchroom.

October 4. J.G. has no lunch today.

October 5. J.G. left school midday without permission. Mrs. X. visited his home and found his mother ill in bed. Her young married daughter was taking care of her. Mrs. X. merely told her that J. G. left school and that she was concerned about him. J. G.'s mother said he had become a little hard headed since
October 6. J.G. came to school. Mrs. X. talked to him about leaving school. He said he was tired because he usually got out of school at 12:30, and was also hungry. Mrs. X. told him to speak with her the next time this happens.

October 10. J.G. has no lunch.

October 12. Mr. B., a teacher brought J.G. to Mrs. X. and said J.G. was seen in the school auditorium without permission. When Mr. B. left, J.G. said he was just looking in the door when Mr. B. came up. Mrs. X. told him to stop looking in doors.

October 15. J.G. read fairly well. He missed a few words which he should have known.

October 16. J.G. is inattentive to his seat work. Takes out his drawing paper and is tracing a picture.

October 18. Came late today.

October 20. J.G. is absent. His big brother said he didn't know where he was for he left J.G. getting ready for school.

October 21. J.G. came to school. Told Mrs. X. he overslept and stayed at home.

October 22. J.G. is absent today.

October 23. J.G. is in school with his hand bandaged. Said his sister sent him to the store and he cut his hand on a broken bottle.

October 24. Mrs. X. gave J.G. a free lunch ticket at his request.
October 26. J.G. misspelled his own name. Mrs. X. checked some of his papers. He makes N for M in his name as, "Janes" instead of "James."

October 27. J.G. is absent. The children in the class told Mrs. X. that J.G.'s brother was taken in custody by the policeman for helping some boys steal a bicycle. They also said his mother was very ill in bed.

October 27. P.M. Later in the day the class went to a movie in the auditorium. J.G.'s father came about 1:30 and told Mrs. X. that his wife had just died and he wanted J.G. to come home. J.G.'s younger brother, who was with his father began to cry. Mrs. X. expressed her sympathy and allowed J.G. to go home.

October 31. J.G.'s mother was buried. Mrs. X. visited the home and met several members of the family. Mrs. X. was surprised to see the family look as well dressed as they were.

J.G.'s father pledged to Mrs. X. his support in seeing that J.G. stay in school and give no trouble. He thanked Mrs. X. for the visit.

November 3. J.G. returned to school. He has lunch and is neat and clean.

November 8. J.G. is again absent.

November 10. J.G. is in school. He appears figety. Moves about, wags his head as he reads.

November 13. J.G. points as he reads and moves his head.

November 16. J.G. came late and told Mrs. X. he had to go to the store.

November 20. J.G. is not too sure of his letters. He needs to work on the capital letters. Missed T, F, and R.
December 3.  J.G.'s father attended PTA. Told Mrs. X. he plans to follow
J.G. straight through and make him stay in school.

December 5.  J.G. raised his hand. He told Mrs. X. he had gone over his
whole book.

December 12. J.G. read and his head moved as he read. Missed very few
words. He smiled afterwards.

December 13. J.G. has lunch today.

December 17. J.G. took care of the science table.

December 18. J.G. and E. brought some water plants for the fish bowl.

January 5.  J.G. has no lunch.

January 7.  J.G. read from the library. He read from three different
books.


January 14. J.G. read a page without any errors. He moved his hands
and his head as he read.

January 15. J.G. had a sandwich for lunch and bought milk during mid-
morning.

January 22. J.G. was absent. His brother said he was surprised because
he left J.G. getting ready.

January 23. J.G. came to school. Mrs. X. asked why he was absent. He
said his clothes were not clean.

February 14. J.G. did better in reading. Is working on another pre-primer.
Missed very few words.

February 5. J.G. and Ed. left school today. The children said they were
in the lavatory. Mrs. X. checked but did not find them.

February 6. J.G. and Ed. returned to school. J.G. said he left with Ed.
and did not know why. Mrs. X. told him to speak with her when ever he wanted to leave the school.

February 11. The class visited Savannah State College. J.G. went along and talked constantly with the group.

February 25. J.G. asked Mrs. X. if he could read from another book when he is through with the one he has. Mrs. X. told him she would be glad to give him another book.

March 7. J.G. is making a what-not which he cut out himself. He showed it to the principal, Miss G.

March 8. J.G. showed the class his what-not. He said he works on it at home.

March 12. J.G. asked to go to the workshop.

March 15. J.G. said he was reading almost as good as D. Told Mrs. X. to please check his spelling. Mrs. X. looked over his spelling and found his writing was neater and more legible.

March 22. J.G.'s father attended PTA with his intended wife. He was concerned about J.G.'s report and promised to keep up with him. His intended wife looked on.

March 23. Today, Mr. B. the shop teacher said J.G. was creative.

April 3. J.G. brought some lumber today.

April 10. J.G. and D. work quietly. They read from the library.

April 13. J.G. has two book racks.

April 14. J.G. drew a picture on newsprint. He brought it to Mrs. X.
Anecdotal Record
Case of L. - The Disturbed Boy

September 23. Today, L. came and asked to be in the Special Class. Mrs. X. told him to speak to his teacher. He said he would.

September 24. L. came to find out if he could get in the class again. Mrs. X. asked him if he had talked with his teacher. L. said no. Mrs. X. told him to be sure to talk to her. He said, "I like this class because some of my friends are in here." Mrs. X. said, "well talk with your teacher and maybe she will send you."

September 25. Mrs. X. had a conference with L.'s teacher who said he needed the help of the special class but she didn't know that he was trying to get in it. She said he was of a nervous type but was achieving on a low primary level. She agreed to try to get him ready for the Special Class. She added that he had some emotional problems that were not serious but he was easy to manage.

October 5. L. came to the class to speak with H. H. told Mrs. X. L. wanted to get in the class. Mrs. X. said that was fine. He might get in.

October 5. L. passed the door. The boys said, "Mrs. X., he wants to be in your class." Mrs. X., "He thinks he likes the class because he thinks we have a good time but we work, don't we?" The boys said, "Yes we do."

November 17. L. was tested by the psychologist.

November 18. Admitted to the class. He came in smiling and said, "Mrs. X.,
Mrs. F. said I am in your room now." Mrs. X. said, "We are glad to have you and hope you will enjoy being with us."

November 19. Very anxious to work arithmetic. Takes his book and paper and settles down to work.

December 7. Mrs. X. visited L.'s home but no one answered.

December 8. L. told Mrs. X. that the reason no one answered on yesterday, his mother goes to work late in the evening.

December 12. Mrs. X. telephoned L.'s mother but she was out. A gentleman answered and he hung up very quickly. Mrs. X. said nothing to L.

December 13. Mrs. X. tried out L. in a first grade reader. He stumbles over many words. He said he knew them but couldn't call them fast. He sounds out each word aloud as he tried to call them.

December 15. Today L. is reading in a primer. (He reads faster than in the first reader). L. told Mrs. X. he wants to finish this book so he can read in a higher book. Mrs. X. told him she planned to let him read some others later.

January 5. L. worked all of his examples in addition process correctly. Mrs. X. told L. she wanted him to improve in speed. He said he could.

January 12. L. does not bring any lunch. Came late to school. Told Mrs. X. he had to walk. Mrs. X. told him to start early enough to be on time.

January 16. Mrs. X. called some spelling words to L. He said he could spell those easy words. Mrs. X. told L. that those words
were not the only ones he had to spell.

January 21. Mrs. X. helps L. with his handwriting. His writing is legible but some of his letters are poorly made. Mrs. X. tried to get him to see that his writing should be better.

February 3. The class is discussing the science table. L. said he had a big snake to bring to class. Mrs. X. told him to preserve it if he wanted to bring it. The children laughed. L. said he had some other things for the science table.

February 7. Came late to school. Told Mrs. X. he got up late. The weather is cold and L. was not wearing a hat. Mrs. X. made no comment.

February 9. L. is quite thrilled over being in a first grade reader. He missed several words on the vocabulary test. Discussed the story after reading it. Mrs. X. is surprised to find that he is enjoying the first reader. He reads without losing any time at his seat.

February 11. The class went to Savannah State College to visit the machine shop. L. led the way. Asked the teachers and students several questions about the projects in the shop.

February 12. He asked to help the shop teacher Mr. F. He said, "We can make the nail-box, Mr. F." Mr. F. agreed and they left the room.

February 12. P.M. Mr. F. told Mrs. X. that L. was very helpful and had a little idea of what to do. Mrs. X. said she was glad he was liking the shop.

March 5. Mrs. X. is ready for spelling drill. L. does not know where
his study sheet is. She reminded him to keep up with his things. He said someone removed it from his desk.

March 8. L. was reminded of his library assignment. He later read two books from the library.

March 8. P.M. L. is reading a funny book after lunch. Mrs. X. does not comment.

March 15. L. asked to be excused and was gone about 30 minutes. He said Mr. B. met him and sent him on an errand. Mrs. X. checked on this and found that Mr. B. and L. were helping the principal.

March 17. Mrs. X. sent notes to the parents ahead of the report cards. L. said his mother would sign the note when she came home. L. said this as he came to school today.

March 18. Mrs. X. asked for the returned note. L. said his mother did not have time to sign it and kept the note. Mrs. X., "Did she know that cards would be given out?" L. said, "Yes." Mrs. X., "Are you sure your mother will sign it?" L. said, "Yes, Mrs. X., I am sure she will."

March 19. L. is absent.

March 20. L. is absent. The class suggested that Mrs. X. send for his younger brother who is in second grade. Mrs. X. sent for him, and asked about L. He said his mother was working and L. was home.

March 21. L. is absent again.

March 24. L. told Mrs. X. they moved farther west in C. Village but he would continue at DeRenne School as usual. Mrs. X. asked
him about the note from his mother he said she forgot to give it to hom. Mrs. X. asked at what time does his mother get off. He said late evenings and at other times. Mrs. X. said she would try to see her. L. laughed and took his seat. "Mrs. X., he said, I am telling the truth."

April 3. The principal, Miss G., accused L. of making noise on the walk with some other boys. She reported this to Mrs. X. who said she was very sorry. Miss G. said she heard L. curse at her and said sh --. She said to Mrs. X., "Take his books and send him home until he brings his mother." L. did not go but sat back in his seat. Mrs. X. told Miss G. quietly to allow him to remain in school. L. denied cursing and said Miss G. misunderstood him. Miss G. said she had been too nice to L. to let him get away with cursing her but if he denied it, she would allow him to remain. Mrs. X. thanked her for giving him another chance. When she left the room, L. said, "I hate her, she is not telling the truth." Mrs. X. told him to be quiet and go on with his work.

April 4. L. came on time today. Sat and worked quietly. Mrs. X. visited the workshop today. L. and Mr. B. are working together. He said, "See my lamp, Mrs. X." "That is looking nice, L.," said Mrs. X. Mr. B. said L. was very helpful to him.

April 12. An art exhibit was held at Savannah State College. Mrs. X. took L.'s table that he made along with other pieces to the exhibit. L. said he wanted to take it home but would let the class use it.
May 7. Today L. got all of his multiplication facts correct except five. Mrs. X. told him how much he had improved.

May 12. Mr. B., workshop teacher, sent L. on an errand to get some plywood. He stayed a long time but came back with a few pieces. When Mrs. X. asked about the time, he said the man made him wait.

May 15. The class is getting ready for the art exhibit. L. had taken his table home and when the class mentioned it, he said he would bring it back.


May 17. Mrs. X. asked L. what was his mother's name since her marriage. He said, "Do you mean beautiful, she is really pretty. Her name is Mrs. M."

May 18. L. came late to school about 8:40. Mrs. X. saw him walking about 8:15 near the school. He said he had to walk and was late. Mrs. X. told him she had seen him earlier and he had time to get there on time. He said, "I had to go out." Mrs. X. told him to leave in time and not to be late anymore because he could use the school bus. He made no reply.

May 19. After arithmetic period L. asked to assist Mr. B. in the shop. Mrs. X. let him go.

June 4. Students from Savannah State visited the class. They listened to L.'s group read. L. raised his hand several times to read from a first reader. He smiled all the while. The visitors complimented the class.

June 6. Mrs. X. reminded the class that she was planning to make some
final home visits. L. said he had moved again. Mrs. X. made
no reply. Later in the day she talked with his little brother
who said they had not moved and his mother was home sometimes.
Mrs. X. thanked him.

June 7. Mrs. X. talked with the children about returning to school
next year. L. said he liked the class and would be back.

June 8. Asked to go home early because he had a job and wanted to get
out. Mrs. X. told him to speak to the principal. He said,
"Not me." Mrs. X., said, "Well, I can't excuse you." He
said, "Well, I'll stay." About noon L. was missing. The
class said he left after dinner.

June 9. Today, L. returned. Mrs. X. asked him what happened yester-
day. He said the principal, Miss G., was not going to let
him go and there was no need to ask her. Mrs. X. told him
he shouldn't leave without telling her and not to try it again,
for it was against the rules of the school. He said, "I'm
sorry, Mrs. X."

June 10. L. suggested to Mrs. X. that she allow him to take the class
in charge while they watch a ball game on the yard. Mrs. X.
agreed. The children followed him on the yard.

Anecdotal Record

Case of F.J. - The Depressed Girl

September 17. Mrs. X. sent for F.J. to have her tested for the class.
Miss G. the principal saw her and said she was too dirty.
Her clothes and socks were filthy. Miss G. told her to fix
up and be prepared to go the next day.

September 18. F.J. came to go with Mrs. X. to be tested. She is still dirty but her hair is a little better arranged. She had on a ribbon. Miss G. saw her and told Mrs. X. not to take her but get someone else. Miss G. talked to F.J. and asked her to please look a little better the next day. She was told to ask her mother to help her.

September 20. Mrs. X. sent for F.J. Her hair is a little better looking with a ribbon. Her dress is fairly clean but her underwear is not clean. Miss G. saw her and said, "Mrs. X., take her anyway, maybe she can pass." Miss G. took F.J. and straightened her dress.

September 20. F.J. was tested. When Mrs. X. took her to the psychologist. She told Mrs. X. the test was alright.

September 22. Mrs. X. received a message that F.J.'s I.Q. was too low for the class at present. Mrs. X. was disappointed because she felt F.J. was a child that needed help and was not doing anything in her class. Her former teacher expressed concern over the test results. She asked Mrs. X. to let F.J. sit in the class which Mrs. X. did.

September 23. F.J. entered the class as an observer without her knowledge. She is still unsightly. Her clothes are simply dirty but she smiles and works with the children. K. and R. look at her but say nothing. She draws with the crayon which Mrs. X. gave her. Mrs. X. told the class that F.J. would work with them for a while.
September 24. F.J. is absent.

September 25. F.J. is in school. Said she had to help her mother on yesterday, when Mrs. S. asked about her being absent.

September 26. F.J. is in school today. Mrs. X. helps her in writing. She cannot keep her writing even. She writes in the middle of the line. Mrs. X. showed her the writing book as a guide. She tries to write but still can't keep it even. Her paper is quite untidy.

September 27. Mrs. B. (Consultant) visited the class. She is much impressed she said with the expressions from the children. She wants to know something about F.J. She said she would give F.J. some clothes if she knew her size. Mrs. X. told her and she promised to bring F.J. something.

September 28. F.J. is present. Her clothes are clean but unusually wrinkled. Her shoes need cleaning and hair is not arranged. The children eye her but say nothing. Mrs. X. does not speak with her.

October 2. F.J. is again untidy. Mrs. X. sent F.J. on an errand so that Miss G. could see her appearance. Miss G. saw her and suggested that we contact her mother. Mrs. X. suggested that we contact the Department of Welfare also since F.J.'s family was on relief. Miss G. begged F.J. to do better and F.J. agreed. Miss G. and Mrs. X. contacted the Department of Welfare and explained the situation to them. They concluded that F.J.'s father was perhaps mis-using the money on an old broken down car, and was not giving all of it to
his family. The Department however agreed to investigate the case further and let the teacher have the benefit of their findings.

October 4. F.J. is fairly clean today. Her skin looks better and surprisingly, her socks are clean.

October 5. F.J. eats in the lunchroom. She has lunch with milk. The children look at her.

October 9. F.J. is absent.

October 16. F.J. is working in her first pre-primer. Missed several words. Needs much drill on vocabulary for this reader.

November 4. Today she worked alone. Contacted no one. When Mrs. X. was not working with her she read from the library or tried to draw.

November 6. Today, F.J. and E. put their desk close together and worked. They talked without disturbing the class. Both smiled at times with each other.

November 11. The class is learning a square dance. F.J. and J.W. dance with good rhythm. The children spoke of it.

November 14. The girls work on picture scrapbook. F.J. helps K. to arrange pictures. K. shows her where to paste.

November 18. Mrs. B. (Consultant) with a group in reading. She asks about F.J. who is absent.

November 20. F.J. had vision and hearing tests. The nurse said she had no apparent defects but her facial expression gives the impression of some visual defects.

December 4. Today Mrs. X. had F.J. to discuss her reading lesson. F.J.
was not logical in her discussion. The story was very short.

Mrs. X. helped to summarize.

December 7.  F.J. is absent.

December 8.  F.J. is absent.

December 10.  F.J. is absent.

December 11.  F.J. is absent.

December 14.  F.J. came to school. She had on a thin summer dress and a short light-weight looking sweater. She wore no hat. The weather was cold. She was waiting as Mrs. X. drove up to school. Mrs. X., "Aren't you cold?" F.J. said, "No Mam, I am not cold." Mrs. X., "We missed you on yesterday."

F.J. said, "My mama kept me home." Mrs. X. did not comment.

December 15.  F.J. meets Mrs. X. again. She is thinly clad as on yesterday. Takes Mrs. X.'s books and goes to the room. Mrs. Y. who rides with Mrs. X. to school inquires about F.J. and offers some clothes to Mrs. X. for F.J. Mrs. X. told F.J. later in the day that she had a package for her and she hoped she would like it. F.J. said she would like to get it.

December 16.  The class is talking about exchanging gifts. F.J. said she could not give a gift until her mamma got some money and that would be after the party. Each person gave a suggestion. Nothing definite was decided.

December 21.  F.J. came to school. Had no present for anyone. Came up to Mrs. X. and said, "I want to buy you something before we come back. I want to buy you something nice, Mrs. X." Mrs. X. thanked her and wished her a Merry Xmas. F.J. mingled
with the other children but brought no refreshments for the party. No one gave her a gift.

January 2. This is the first school day. F.J. told Mrs. X. that she did not get a chance to go down town but she had not forgotten her present. "Mrs. X., she said, I am not fooling you." Mrs. X., "Well, I am still looking."

January 4. F.J. had an arithmetic assignment. She worked her examples quickly and began cutting out some paper dolls. Mrs. X. asked to see her paper. Many of her examples were incorrect. Mrs. X. told her to always double check her examples and to be sure they were correct. F.J. said she thought they were correct.

January 5. Mrs. X. tried to help F.J. with her spelling. She could scarcely understand the words. F.J.'s writing was so poor Mrs. X. suggested to her to practice writing the small letters and let her see them.

January 11. Today F.J. was absent. Mrs. X. inquired about her sister. She was absent too.

January 12. F.J. is absent.

January 13. F.J. is absent.

January 14. F.J. is absent.

February 4. Mrs. B. (Consultant) works with F.J. and later asked Mrs. X. why is it that F.J. is just beginning the second pre-primer, when she seems to understand the vocabulary. Mrs. X. told her that just when F.J. is about to complete something she disappears and it is very difficult to keep up with her.
February 5. Mrs. X. agreed with her. That F.J. has a nice disposition and the children like her.

February 6. The children are planning a field trip. They talk about how to dress and act. R. said, "F.J. ought to be here today." R. laughed but Mrs. X. made no reply. The class did not comment.

February 11. The class visited Savannah State College. F.J. went along. She had clean clothes which were fair. Her hair was combed but no ribbon. She wore no socks. The children looked at her but no one spoke. F.J. locked arms with E. She talked and laughed with the others as though she was enjoying the trip.

March 4. F.J. is absent today. H. said her mother has a new baby and maybe F.J. had to stay home. Mrs. X. sent for U. her sixth grade sister who said F.J. stayed home to let her (U) come to school today.

March 5. F.J. is absent.

March 6. F.J. returns. A friend promised Mrs. X. some clothes for needy children at the school. Mrs. X. told F.J. that she was going to give her a package. F.J. said alright and if she could not wear the clothes, her mother could.

March 7. F.J. is in school. She asked for the package, but Mrs. X. told her that she would bring it the next day.

Just when you get ready to make changes she stays home and has to review to get her bearings again. Mrs. B. said she seems to be such a nice child.
March 8. F.J. is absent. Mrs. X. brought the package and gave it to F.J.'s sister with the understanding that it was for F.J.

March 11. F.J. is at school. She does not mention the clothes that Mrs. X. sent. She is wearing a dress that is dirty, rundown shoes and underclothes that are soiled and much too long. Mrs. X. told her she was glad to see her and asked her why she was out. She said, "I had to work around the house."

March 13. F.J. came to school. She is a little cleaner but she does not wear any of the clothes that Mrs. X. gave her through a friend. Mrs. X. asked her did she get the package and how did she like the things. She said, "My sister said you gave the clother to her and she gave me a couple of skirts." Mrs. X., "That is awful, I sent you the whole package. Tell your mother they are for you." F.J. said, "Mrs. X., you will have to write my mother because my sister does that often. She takes what she wants and gives me the others. My mother is wearing one of the blouses." Mrs. X., "Well, I'll send her a note today, and be sure to tell me what she said tomorrow."

March 14. F.J. is in school. Mrs. X. asked her about the note. She said her mother read the note and whipped her sister for telling a story like that. Mrs. X. said, "That is terrible. I wish she would let you wear those two cute suits I sent."

March 20. F.J. came late today. She said my mother started to keep me home but I came anyway. Mrs. X., "I was afraid you were
The children are talking about their assembly program plans. They plan to dress up if their mothers agree. F.J. told Mrs. X. that she could wear her Sunday dress but her mother not let her put it on unless Mrs. X. writes her a note. Mrs. X. said, she wanted all the children to look well and if F.J. needed a note to her mother, she would write one.

F.J. checked the reading chart and told Mrs. X. she had left off one of the readers by her name. Mrs. X. agreed that F.J. had not been given credit for all her pre-primers.

F.J. is present but arrived about 8:40. The school nurse asked about F.J.'s attendance record and appearance. Mrs. X. said both can be improved. F.J. will pupp up one week and fall back the next. Mrs. X. says she is well beloved but no one seems too interested in her at home. The nurse said her mother has a new baby and she would stop by and check on F.J. She said there were so many children in the house to be cared for and the daddy was a cripple.

F.J. is in school, wearing a brand new print dress that is stylish. Her hair is arranged and her socks are clean. She looks like the other children. She mingles with the class. No one comments on her.

F.J. locks arms with D.W. and lines up for lunch. She is wearing clean, neat clothes. Her hair is combed. The nurse came to check on her attendance. The nurse said to Mrs. X., "I had a talk with her mother and she promised to
send her to school everyday and help her to fix up." Mrs. X. thanked her.

April 18. F.J. asked to arrange Mrs. X.'s locker. She did a good job. Everything was in order and neatly arranged. She said, "Mrs. X., 'Come and see how you like this." Mrs. X. looked and told her it was the best job yet. F.J. said, "Thank you."

April 19. The psychologist visited the class and wanted to know how everyone was getting along. D.J. volunteered to tell him how the class was doing. He remembered her as the girl who scored a bit low in the Binet test but was glad to see her active in the room.

April 20. The principal, Miss G., peeped in the room. She wanted to know how F.J. was getting along. Mrs. X. told her fair but she still had a problem of attendance. Miss G. said it is a shame to be on Welfare and not even take advantage of an opportunity such as that. At least F.J. can come to school everyday. Mrs. X. agreed with her. F.J. was absent. H. said he saw her at home as he passed coming to school.

April 21. F.J. and E. are drawing today.

April 23. Today, F.J. has on a neat-looking dress. Her sox and clothes are clean. She wears a hair bow. The class presented their assembly program. F.J. sang two selections with the "all girls" group.

May 4. The homemaking teacher works with F.J. Mrs. X. gave her a piece of cloth for making an apron. The cloth is dirty but
<table>
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<th>Date</th>
<th>Event</th>
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<tr>
<td>May 11</td>
<td>F.J. is absent. The homemaking teacher calls for her. She said the time was short and the girls could not afford to be absent. The other girls said, F.J. had left her sewing in a box in the desk.</td>
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<tr>
<td>May 12</td>
<td>F.J. asked to play checkers with E. and the other girls. She said they had on a contest. Mrs. X. agreed for them to play after lunch.</td>
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<td>May 15</td>
<td>The school had a movie. Mrs. B. came in and asked why everyone was not at the movie. Mrs. X. told her they were broke. She gave F.J. 50¢ for the five children who were left in the room. The children and Mrs. X. thanked her.</td>
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<td>May 16</td>
<td>F.J. took some tickets to sell for the school operetta. Earlier in the day she slumped on the desk and said she was tired.</td>
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<tr>
<td>May 23</td>
<td>F.J. wrote her spelling. Her words were not on the line as Mrs. X. had told her. Mrs. X. told her she was not going to accept her papers unless she could follow the line and keep her papers clean. She said they just get dirty somehow. Mrs. X. told her to keep her hands clean, and keep her mind on what she was doing.</td>
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<tr>
<td>June 3</td>
<td>F.J. works on her writing. Asks Mrs. X how she is doing. Mrs. X. told her much better but advised her to watch her letters.</td>
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June 6. F.J. reminded Mrs. X. that we were close to playtime and not to forget that they wanted to go out. Mrs. X. thanked her for reminding her.

June 7. Mrs. X. met with Screening Committee to talk about F.J.'s progress along with the entire class. She reported that F.J. had done fair and she believed that she could do better if her attendance was improved. Despite her I.Q. of 58, she had not done too bad when we looked at the achievement of the total group and her attendance.

June 8. Today Mrs. X. and F.J. talked after school in the room. F.J. told Mrs. X. that she wanted to go home with her and that she had a rose bush to give her. Mrs. X. agreed to take her when her mother let her come.

Anecdotal Record

Case of F.G. - The Fighter

September 27. The principal came and told Mrs. X. that F.G. called the bus driver a big black bear. The bus driver reported it to the principal. F.G. said he had to do it, because the bus driver called him out of his name first. The principal told F.G. to behave himself on the bus or else he would have to walk. When the principal left, F.G. said, "If he bothers me I'll cuss him out." Mrs. X. said, "F.G., that is no way to speak. Be careful." F.G. smiled dropping his head, and walked off. Mrs. X. reported this to the principal who told her to keep close records on F.G. because he was awful.
September 28. F.G. brought Mrs. X. two beautiful gladiolas and put them in water on the desk. Mrs. X. thanked him. F.G. laughed and sat down. The children looked back at him.

October 4. Attended Harmony band meeting.

October 7. Worked at his desk on arithmetic. Put his paper on the teachers desk ahead of the class. Mrs. X. thanked him.

October 11. A patrol boy said F.G. marked on the walls of the boys' bath on the third wing. Mrs. X. spoke to him and he denied it. Principal sent for F.G. On returning from her office, he said, "The boys made it up. No one saw me marking on the walls. The boys want to keep in with Miss G.," the principal.


October 18. Attended 4-H meeting at 10:30.

October 19. All his examples were correct in addition process tests. F.G. smiled when his paper was returned.

October 20. F.G. is absent today. O. his sister said she didn't know why he didn't come to school. Said she thought he was on the bus.

October 21. Tried hard to read. Came to Mrs. X. to get help on word list. Recopied his writing lesson. His second copy looked better.

October 22. Read today for Dr. S. He did better than he had done earlier. Missed about three words.

October 24. Read for Mrs. B. Missed two words. Mrs. B. complimented him and said he was improving.
November 5. Today, F.G. is clean but his clothes are barely pressed. His tan trousers are baggy and pinned with a safety pin. He works as usual with the children.

November 6. Made up a story from word cards. He read his story after the teacher put it on a chart. Mrs. X. worked a few minutes with his group.

November 12. Read from the library table. Changed several storybooks. Asked for a free lunch ticket. The teacher gave him a ticket.

November 13. Worked on his word vocabulary list with Ed. They check each other. Laughed as if they were enjoying it.

November 19. Today his trousers are baggy with a hole in the back. Mrs. X. can see his skin. Asked again for a free ticket for lunch. Is given a free ticket.

December 4. F.G. is absent.

December 5. F.G. is absent.

December 6. F.G. told teacher he was home because he had no shoes. Wears second-hand looking shoes which are polished.

December 7. Class discussed plans for making TV sets and theaters from cardboard boxes. F.G. decided he wanted to make a TV set. Mrs. X. told him to bring some old magazines and cut out some pictures.

December 8. Seemed thrilled over pictures for TV. Rushes to show them to Mrs. X. Says he likes for some of his pictures to be on social studies. Appears happy. Smiles as he works, pasting his pictures.

December 11. F.G. operated the record player while the class practiced a
dance. Said he liked to put on the record.

December 14. Made a Xmas card and gave it to the principal. The other children in the class were making Xmas cards also.

December 16. Asked to help girls decorate the classroom for the Xmas program and party. Mrs. X. told him he could.

December 21. The class Xmas party was held. F.G. was absent. K., when asked by Mrs. X., said she had not seen him.

January 4. F.G. returned to school today. Said he had no shoes to wear to the Xmas party, when questioned by Mrs. X. about missing the party.

January 11. F.G. was absent today.

January 12. F.G. was absent today.

January 13. F.G. was absent today.

January 14. F.G. was absent today.

January 17. F.G. returned to school. Told Mrs. X. he had a cold and his mother gave him some medicine. He brought a lunch today.

February 11. The class made a trip to Savannah State College to visit their workshops. F.G. asked questions about an airplane motor. The teacher answered his questions.

February 20. Today the workshop teacher, Mr. F., was absent. F.G. asked Mrs. X. if she had seen him. Mrs. X. said yes, he came by her home and said that his examinations prevented him from coming to class. F.G. said, "He should have come by here." Mrs. X. said she would tell him how much the class missed him.

February 21. The shop teacher is again absent. F.G. said, "Mr. F. is making me sick. Has he quit?" Mrs. X. said, "He is taking
March 3. Today, F.G. is working on his what-not. Said some one took some of his plywood. F.G. said, "I wish these children would keep their hands off my things." Mrs. X. said nothing. F.G. took his what-not and went to the workshop.

March 4. F.G. came late today to the room after a movie. When questioned by the teacher he had no reason to give for lagging behind. Mrs. X. told him to keep up with the class and return to the room on time. Mrs. X. said, "Why is it you can't keep up with the others?" F.G. walked off and said, "Dam it." Mrs. X. called him back but he denied it. Mrs. X. was sure she had heard him. After school, F.G. went home as usual.

Mrs. X. went to F.G.'s home and arrived there soon after he did. F.G. was in the back eating, said his sister. The room had the odor of fried fish. F.G. came to the door in the middle room and went back. His sister called F.G. who took a couple of minutes and came again to the door of the middle room. Mrs. X. related the incident to F.G.'s sister who said, "I am going to tell my mother on him." Mrs. X. left her phone number for F.G.'s mother to call her. Mrs. X. said goodbye to the children.

March 5. F.G. is in school today. Says nothing about the cursing incident. Mrs. X. said nothing. He moved his seat to the far end of the room and worked quietly.
March 6. F.G. is absent. K., when asked by Mrs. X. about F.G., said he was not seen on the bus.

March 7. Next day. No message from F.G.'s mother. F.G. is absent again.

March 7. P.M. Mrs. X. called F.G.'s mother at school. She inquired (Mrs. X.) why F.G. was not in school. F.G.'s mother said that F.G. was ashamed to come to school. Mrs. X. reported the cursing incident to F.G.'s mother. She gave Mrs. X. her word that she would visit the school and see her and check on F.G.

March 8. F.G. is again absent today. Mrs. X. called a neighbor to get in touch with F.G.'s mother. The neighbor said, she was sorry but F.G.'s mother had gone to work. Mrs. X. left the phone number for F.G.'s mother to call her.

March 9. F.G. is again absent. His mother came to school, neatly dressed and appeared to be pleasant. She said the children teased F.G. and he was ashamed to come to school. Mrs. X. told her how F.G. had acted in the past. His mother said she was very sorry because she tried to teach him how to act. She said further, "Mrs. X., you won't have any more trouble out of him. I know he is hard headed. I am glad I came. I feel different since we talked." Mrs. X., "Please send F.G. to school. We miss him and he is missing his lessons." F.G.'s mother said, "Yes," and left.

April 3. F.G. is in school today, wearing a brand new pair of grey trousers that fit him. He also wore a new pink shirt and
April 4.

The children went on the playground. F.G. locked the room door and kept the keys for the teacher.

April 5.

Today the boys went to the workshop. At 2:15 the shop teacher, Mr. B., brought F.G. to the teacher (Mrs. X.). F.G. was sniffing and Mrs. X. asked what the trouble was. Mr. B. said F.G. and L. were about to fight over a table. F.G. accused L. of laughing at a table he was making. L. denied it. Both boys took their seats and proceeded to get ready to go home. Mrs. X. told L. not to bother F.G. or say anything about his things. F.G. said, "He did bother me." At that moment without talking further, F.G. jumped from his seat and tried to pick up a chair, then a desk. Mrs. X. ran to hold him. He was about to throw a chair at L. when two boys came and assisted Mrs. X. in holding him. L. in the meantime took his seat. F.G. said, "I'll kill him. Don't hold me." Mrs. X. and the boys continued to hold him until he quieted down. By that time it was time to dismiss school. Mrs. X. told F.G. to get ready to catch the bus. Mrs. X. escorted F.G. to the bus and explained to the bus driver that F.G. had been in a little difficulty and to notice him. The bus driver said, he knew F.G. and would keep an eye on him. F.G. took a seat on the far end of the bus.

April 6.

F.G. came to school but said nothing to anyone. He pulled his desk close to the corner and worked alone. Said little
April 7. Mrs. X. telephoned F.G.'s mother through a neighbor and related this incident to her. She said, "Some one is always bothering him." Mrs. X. assured her that the children do not always bother him but that he was at fault on many occasions and that both the parents and Mrs. X. should try to help him. F.G.'s mother said, "I know that F.G. is hard headed and could get in serious trouble. I have noticed how hard headed he is sometimes when I speak to him. I am not going to let him rule me." Mrs. X., "We must do something to help him now or we won't be able to do it later." F.G.'s mother agreed and said, "I am glad you called me. F.G. said the children bother him but I know he is to blame too. You won't have anymore trouble from him." Mrs. X., "Thank you. Come to visit us sometime."

May 7. The class reported that one of the parents of the school was killed by a man last night. F.G. said one of his cousins killed his wife sometime ago. The children laughed. The children continued the conversation about the death of the woman.

May 8. Boys are going to the workshop. F.G. goes along carrying some plywood. He is holding his baggy trousers on the side.

May 10. F.G. is absent today. Other boys are painting and staining their projects for exhibition. Some came early and went to the shop.
May 11.

F.G., "Mrs. X., May I paint my table?" Mrs. X., "Has Mr. B. passed on your table?" "Yes," said F.G. Mrs. X., "Suppose you go about 10:30 F.G." F.G., said, "Yes Mam," proceeds to work arithmetic at his desk. The other children are working also.

May 15.

K. came to Mrs. X., "F.G. passed and hit me," she said. Mrs. X., "Don't pay him any attention, he is just playing." F.G., "Mrs. X., Don't believe her. I just brushed against her." Mrs. X. said nothing. F.G. and K. continued to work. K. watched him several times.

May 17.

F.G. went to the shop today. Said he painted his table over.

June 2.

The class is out playing on the yard. F.G. and another boy are tussling. Mrs. X. spoke to him and he said they were playing.

June 2.

Same afternoon. F.G. was excused about two minutes before school was out. Mrs. X. told him he could leave since his bus had come.

2:45 P.M.

Same afternoon. Fifteen minutes later the principal told Mrs. X. in the hall that she sent F.G. home until September. Mrs. X. was shocked. She asked "Why?" The principal said he beat a boy severely and the boy was bleeding from his nose. Mrs. X. said, F.G. was excused earlier and she thought he was on the bus. The principal said, "I am tired of him. He must go home and stay there." Mrs. X., "I am disappointed in him. He asked to go home since his bus had come. I have done all I could to keep him in school but that is perhaps the
The bus driver said when F.G. got off the bus, he threw a big rock at the bus and scratched it up. He wanted to find out how F.G. behaved. Mrs. X. said, "He is difficult to handle at times. When angry, he can become dangerous." The bus driver said, "At his former school, the principal was glad to get rid of him because he raised the devil the whole time he stayed at that school. He has had trouble with him constantly and his mother will not give you any satisfaction. She can't rule him, but his father can." Mrs. X., "I have spoken to his mother and she promised to help."

Bus driver said, "Well, the Maintenance Director wants to pick him up and that is why he wants to know how he behaves."

Mrs. X. reported this to the principal in her office who said, "Well, he is home now, let him stay there."

Bus driver said to Mrs. X. when questioned how he came out with F.G., said, "The Maintenance Director decided to leave him alone since he was already sent home. His mother was certainly worried this time." Mrs. X., "Maybe this will teach him a lesson. I am sorry he got in trouble."

Anecdotal Record

Case of S. - The Retiring Boy

S. talked to Mrs. X. today about his work in the sixth grade class. He said he would like to improve in his lessons and he would like the special class.
November 18.  S. enrolled today in the special class. He was neatly dressed. His shirt and trousers matched. H. smiled as S. passed his seat.

November 20.  S. is neatly dressed today. Read some easy books at the library table.

December 3.  Worked quietly on arithmetic at his desk. Mrs. X. let him take some examples home to work.

December 5.  S. spelled correctly fifteen words today. His paper was very neat.

December 8.  Practiced his small letters today. They were not quite uniform in size.

December 10. In a test today. S. missed 10 addition facts. He said he wanted to have a perfect paper. Mrs. X. told him to keep trying.

December 13.  Mrs. X. drilled S. on pre-primer and primer words.

December 17.  S. volunteered to read a story for the class. He selected a Xmas story.

January 4.  Showed Mrs. X. his writing paper and his small letters were better in size.

January 6.  Read pre-primers and primers from the library table.

January 9.  Missed very few words in the advanced primer vocabulary list.

January 12.  Mrs. X. helped S. with word sounds beginning with the letters f and g.

February 2.  Showed good progress in his first reader, "Down the Road." He read without any errors.

February 4.  Asked Mrs. X. to look at his reading record. He had read
nine pre-primers and primers on his own.

February 9. A retest in addition today shows S. is improving in addition facts and addition process.

February 10. S. pulled his desk close to H. They are looking at pictures in a magazine.

February 17. Drew a picture of a farm and colored it.

February 18. S. practiced today reading word cards. He missed fewer words and seemed to be improving in word recognition.

February 25. S. is drawing a picture of a boy scout from a magazine.

February 26. Arrived at school today dressed very neatly in matching shirt and trousers.

March 3. Made a few errors today in his answers in addition process.

March 5. Did not volunteer to report on news during news report period but said he had listened to the radio.

March 10. S.'s mother wrote a note to Mrs. X. and asked that S. be given an arithmetic book. Mrs. X. told S. she would talk with him later about the note.

March 11. Mrs. X. allowed S. to take home a sixth grade arithmetic book. S. thanked Mrs. X. and smiled. He said his mother would help him.

March 17. Drew a picture from his reading lesson. Mrs. X. asked him to put it on the bulletin board.

March 18. On the playground S. told Mrs. X. he was taking piano lessons.

March 25. H. asked if S. could play a number on the piano for the class. Mrs. X. agreed and S. played. The children were attentive.

April 2. Today S. works quietly on arithmetic, then spelling at his
desk.

April 3. Asked if he could go earlier to the workshop today. Mrs. X. agreed.

April 9. S. said he was making an end table in the shop.

April 17. Is showing growth in reading in his workbook. He checked all his answers correctly as Mrs. X. read the answers.

April 19. S. told a story of his reading lesson. He sat very quickly when he was through. He kept his head downward as he talked.

April 20. Is looking through some popular mechanics magazines on his desk.

April 27. S. ran an errand for Mrs. X. He smiled as he left the class.

P.M. Mrs. X. visited the workshop and to her surprise, S. was working on some book ends and said he was making them for her.

May 7. S. read well today in his first reader. He showed that he should be ready for the second book soon.

May 8. Mrs. B. visited the class and said S. was improving in reading.

May 9. S. danced with K. today when the class practiced a square dance. He was laughing as they danced. They kept good rhythm.

May 10. S. and H. were talking. S. said he was not going to college but wanted to be a carpenter like his father.

May 15. Came late to school today and told Mrs. X. he walked to school.

May 16. S. has started on his second workbook. He began working as soon as he finished his word drill.

May 17. Missed several words in the spelling pretest. He needs more help in phometics.
May 18. Mrs. X. helped S. with words that begin with the letter p. S. named play, pretty, put.

May 18. P.M. Asked to go to the workshop when his work was completed in class. Mrs. X. agreed.

June 2. S. is working on his second workbook. Mrs. X. checked his reading chart and found he had read about fifteen primers and pre-primers.

June 3. S. worked his examples correctly in subtraction. He needs still much help in subtraction.

June 4. Today S. helped Mrs. W. draw a frieze for her class.

June 5. Bought a ticket for the movie today.

Anecdotal Record

Case of R. - Dependent Girl

September 20. Mrs. X. talked with R. about being tested for the special class and the time to come. R. agreed to be on time September 21.

September 21. Mrs. X. sent for R. but she was absent.

September 22. R. came to school. Mrs. X. sent for her to take the test and inquired why she was absent. R. said she had to have her hair dressed before she could come. Her hair was freshly dressed and her clothes were neat.

September 23. A message was sent that R.'s score was too low (55 I.Q.) but she could sit in the class for a while.

September 25. R. came to the special class. Her former teacher said she thought R. would like the class. K. and R. sat together. They talked softly and showed no signs of displeasure. They
laughed several times.

September 25. Mrs. X. told R. how glad she was to have her. K. and R. went to lunch together.

September 27. R.'s writing is very neat and legible, but she needs to know when to use capital letters for all of her writing lessons and spelling words are capitals. Mrs. X. talked with her about it and demonstrated how it should be done on the board.

September 29. In discussing school clubs, R. said she liked the 4-H club and wanted to join it.

October 7. R. acted in a childish way. Hit on K. and grinned. After this she worked on her vocabulary list in reading.

October 8. R. shows Mrs. X. her writing. Her work is still neat. Does not remember how and when to use small letters in writing. Mrs. X. has to remind her.

October 10. Stops her seatwork to hit on K. Mrs. X. watched a moment. Made no comment.

October 16. R. is making an apron in spare time. R. is trying to follow a pattern given by the 4-H teacher.

October 20. Very playful. Always hitting at K. as K. works. Mrs. X. checked on her seatwork which R. finally completed.

October 24. Dr. S. worked with the class in reading. R. missed only a few words in the first pre-primer.

October 29. The parents are presenting a talent show, R. reported for the sale of two .25¢ tickets. She said her mother had no way to come but sent the money for the tickets.

November 1. R. volunteers to read. Told Mrs. X. she did not call on her.
Struggles to remember the words in reading. Likes to try.
Read fairly well. Missed fewer words today.

November 3. Made up a story from word cards. Turned in the story to Mrs. X.

November 4. R. is playful toward K. Talks as K. works. K. does not look up.

November 9. R. read a story which she made up from words on the board. Mrs. X. wrote the story on a chart later.

November 12. R. colored a part of her Indian booklet. Asked Mrs. X. several times what colors to use. Mrs. X. told her to decide on this herself and make a nice book.

November 17. R. reminded Mrs. X. about her spelling. Mrs. X. called her words from the pre-primer. She spelled 10 words correctly and began showing her paper. R. was finally accepted as a full member of the class today.

November 18. Has two big meat sandwiches and fruit for lunch today. Offers Mrs. X. some but she refuses.

December 3. Very anxious to work on scrapbooks. Asked Mrs. X. if she couldn't bring some pictures. Mrs. X. agreed.

December 5. R. told K. quietly that she had fallen off. K. asked her why. R. said she was eating less at home so she wouldn't be so fat. Mrs. X. asked her if her mother knew it and she said yes.

December 6. In spare time R. cut out some paper dolls. She placed them on her desk as Mrs. X. passed.

December 8. R. pulled on K. a great deal and Mrs. X. told her she would
have to let her return to her old class unless she knew how to act. She begged Mrs. X. not to send her back, because she liked the class.

December 15. Today R. brought some plants for the terrarium and the flower pots. She said her mother had many plants at home. Mrs. X. let K. help set them out.

January 8. Mrs. X. talked with the children about getting a physical examination. R. said her father said she ought to be examined because something was wrong with her head.

January 9. R. said her mother was planning to take her to a special doctor and she would not have to use the school's physician. Mrs. X. told her that was a good idea.

January 10. The school nurse discussed with the children the importance of having their mothers come with them for their physical examinations. R. told the nurse she was going to a doctor in town.

January 16. K. and R. work together in reading. K. helps her with the word list.

January 17. On the playground, R. played dodgeball with the others.

January 18. R. said to K. that her mother gave her almost too much lunch today. They ate together in the cafeteria.

January 20. R. brought a certificate stating that her health was good. R. said her daddy took her when he came home. This was the first physical examination given in the class. Mrs. X. complimented her.

February 4. Mrs. X. checked on R.'s spelling today. She missed a few words
which she spelled last week. Mrs. X. reminded her that they were the same words she had learned.

February 5. Today, F.G. said R. acts like a baby. She is always grinning.

February 7. R. wears a very attractive white wool jacket with a beautiful Japanese design in colors. She told Mrs. X. someone gave it to her last Xmas.

February 12. R. is reading her second pre-primer. Reads several books from the class library. Has several books on her desk at the same time.

February 13. Today R. reads from a first grade reader at her desk. She asked Mrs. X. to tell her where the first grade group was reading. She attempted to follow them at her seat.

February 14. In working on a dance, Mrs. X. saw that R. became mixed up keeping time and not knowing which way to go. The children laughed but she kept on trying.

March 7. R. and K. begin cutting pictures for a posture on Girl Scouts. R. helped to mount the pictures also.

March 8. F.J. and R. arranged the library table.

March 9. R. brought two big sandwiches wrapped in wax paper and also put in a brown bag.

March 15. R. gave Mrs. X. 10¢ for her movie ticket.

March 18. R. told Mrs. X. her mother took her to see the St. Patrick's Day parade. Mrs. X. asked her who brought them. She said they came on the Greyhound Bus. Mrs. X. said she was glad but she wished that her mother would come to PTA even if she
had to ride the Greyhound Bus. R. laughed out and the class laughed also.

March 20.

Today R. has on a new skirt and sweater. She told Mrs. X. that she made the skirt. Mrs. X. wanted to know if her mother could sew for other people. R. said, sometimes.

April 5.

The class had a trial test on the multiplication facts. R. copied hers from cards on the board. She passed the paper to Mrs. X. who did not comment.

April 6.

Mrs. X. passed her paper back with the arithmetic marked correctly and a question mark on her paper. She looked at the paper but never asked Mrs. X. about the meaning of the question mark.

April 8.

Mrs. X. sent R. to the board to do the same arithmetic which she got corrected. R. missed each one that she worked on the board. Mrs. X. reminded her that her paper was correct on yesterday but she merely laughed and said she peeped on the number cards.

April 9.

R. volunteered to lead devotion. K. helped her put the program on the board.

April 15.

Brought some white tissue paper and tried to make some paper flowers. She showed them to Mrs. X., who complimented her.

April 16.

R. continued flower-making. Had her paper pattern in a box.

April 22.

Worked on a covered dress hanger for the 4-H Club. The thread on the hanger was soiled but R. flashed it around.

May 4.

Reminded Mrs. X. that we should pay our 4-H dues because other classes had paid theirs. Mrs. X. promised to check on this.
May 5.  R. is making an apron in the Homemaking class. She works slowly but checks with the teacher often on what to do next.

May 11.  R. asked K. to help her with her sewing. Said her mother could help her.

May 12.  R. is ahead of the group in reading. Mrs. X. assigned her another reader, "The Big Show."

May 13.  Told Mrs. X. she had read much of the book.

May 14.  Practiced some writing and showed it to Mrs. X. Her paper was very neat. Her writing was improved. The letters were more uniform.

May 15.  R. is absent.

May 15.  R. attended a program given by the fifth grade class. Made a report on the program.

May 16.  R. completed her apron for the art exhibit. The homemaking teacher let her press it at school.

May 17.  R. asked to help with visitors for the art exhibit.

May 18.  The class made pictures. R. said she wanted her picture taken at the ironing board. The teacher told her alright.

June 2.  R. reminded Mrs. X. that they were supposed to go on another field trip.

June 3.  R. asked Mrs. X. to let her sing alone for devotion. She selected, "In the Garden." The children were very quiet as she sang the song.

June 3.  P.M.  Mrs. X. reminded the children that some of them were never represented by their parents at PTA. R. said her mother had no way of getting to school.
June 3. (continued)

Mrs. X. reminded her that her mother could use the greyhound bus or plan to come with a neighbor. R. said no one was near her who comes regularly to PTA.

June 5.

R. was late checking on her library table. When R. saw the other children going home, she acted as if she was going to cry and told Mrs. X. if she was late, her mother would whip her. Mrs. X. quickly scribbled her a note and she ran to catch the bus.

Anecdotal Record

Case of E. - The Truant

October 25. E. was tested by the psychologist and was accepted as a member of the special class.

October 26. Was absent.

October 27. Was absent. Mrs. X. contacted her former teacher who said she was ill and would be out for a few days.

October 28. Mrs. X. contacted E.'s home and her mother verified the fact that she was ill and would be in school soon.

November 9. E. came to school. Arrived after school started. Some children told Mrs. X. she was outside. When Mrs. X. looked for her, she had left. The children said she was visiting a girl friend in the neighborhood.

November 9.

E. came back to school. Walked slyly up to Mrs. X.'s desk and said she came to school but went across the street to see a friend. Mrs. X. asked her if her mother knew of the visit. She laughed and said, no. As she talked she twisted herself
nervously it seemed. Mrs. X. told her she was looking for her. Mrx. X. proceeded to get her enrolled.

November 10. Mrs. X. worked with E. in reading. She missed very few words in the first pre-primer. Knew the vocabulary well. Mrs. X. told her to take the second pre-primer. Her spelling is good today. She spelled about 15 words from Durell's list.

Mrs. X. asked E. to practice her writing.

November 11. E. selected some primers from the library table. Mrs. X. helped her to adjust her seat. She read more than 30 minutes on her own.

November 15. E. was late to school. She arrived about 9:00 but remained outside the door. Mrs. X. spied her when the door opened. Mrs. X. brought her in. She came in smiling with her head downward. The children laughed quietly. Mrs. X. told her she was wondering what had happened to her. She said she was late and was ashamed to come in the room.

November 15. P.M. Mrs. X. telephoned E.'s mother and told her E. was late. Her mother said, "I just don't understand the child. She hangs around until late and then decides it is too late and she can't make it. I ran her to school." Mrs. X. said she would see what she could do to get her to come on time.

November 17. E. is absent. Her former teacher inquired where she was and how she was doing. Mrs. X. told her she did not attend school today, but was capable she thought of keeping up with the other children. The teacher said she can get her work if she could keep her mouth shut.
November 22. E. is at school. Today she drew a beautiful Thanksgiving build-up poster. She brought it to Mrs. X.'s desk. Mrs. X. thought it was beautiful and made more art material available to her.

December 4. Mrs. X. works with E. in spelling. She spelled eight new words correctly. Mrs. X. called attention to her letter formation and told her to practice her writing.

December 5. E. pulled on R. as they went to wash their hands. On returning E. ran back to the room. Mrs. X. spoke to her.

December 12. E. volunteers in tidying up the library table. During reading period she read without any mistakes.

December 13. E. is absent.

December 14. E. bought a .20¢ lunch with milk. Had about $1.00 in change still. Told J. who collected lunch money that it was her own money.

December 20. E. and F.J. work together. E. laughs out aloud. Mrs. X. looked at her without speaking. She stopped laughing.

December 21. E. enjoys the Xmas party with the class. She did not bring a gift. Was pulling on D.W. but D.W. constantly protested.

January 7. E.'s mother called about 9:00 to speak to Mrs. X. to find out if E. had come to school. Mrs. X. told her yes.

January 8. E. is late today. Told Mrs. X. she overslept.

January 9. E.'s sister who is in grade five, came by to wait for her at 2:30. E.'s sister was neatly dressed and much better dressed than E. Mrs. X. asked her what was her name and the name she gave was different from E.'s.
January 15. E. sits and plays with F. while both work arithmetic. R. calls to her to stop several times. E. moved her seat and went back.

January 16. Mrs. B. visited the class. While Mrs. X. talked with Mrs. B., she had to keep her eye on E., for it seemed as if E. was tempted to talk out loud.

January 22. E. ran down the walk when the class started to play. Mrs. X. called her back so she could take her time.

February 7. E. is absent. Her mother called Mrs. X. and told her that E. came home and said she was late to school and turned back. Mrs. X. told her that school starts at 8:30 and E. would not have been late if she had come to school when she started. Her mother said she is full of tricks and doesn't want to come sometimes. Mrs. X. said try to get E. to the telephone. Her mother called, but E. refused to come to the phone. Mrs. X. said she would talk with E. when she arrived to school.

February 8. E. came to school and began her work. Later in the day Mrs. X. talked to her about staying home and what she was missing. She promised to come regularly and on time.

February 16. The class is discussing news articles that they saw. Almost everyone made a contribution. E. made no comment. She took out a puzzle game and played alone.

February 17. The class took a walking tour around the school. E. cried and said one of the boys hit her. Mrs. X. told her to keep up with the girls.

February 20. E. had to be spoken to several times today by Mrs. X. She did
not continue her seat work while Mrs. X. worked with the other children. The last time Mrs. X. spoke to her, she put head on the desk and cried and said she wasn't doing anything. In about ten minutes she was laughing again. Mrs. X. said nothing this time.

February 25. E. works on an Indian booklet. Her colors are beautifully blended. Mrs. X. asked her to let the class see her booklet. She used so many bright colors in her Indian booklet.


February 27. The class copied a short note from the blackboard. E. paid no attention to form. Mrs. X. told her to watch the board and try to follow the note on the board. E. continued to try.

March 6. E. drew some designs which she said she made up. Mrs. X. let her put them on the board.

March 8. Today, E. has on a wide colorful skirt and a white blouse with a black belt. She walks around the library table.

March 14. Today E. said out loud, "Hello K." No one commented and she stopped. Mrs. X. ignored this.

March 17. E. read better than anyone in her group. She missed no words in reading and got all words correct on the word cards.

March 18. Mrs. X. left the room. K. reported E. for laughing and playing when Mrs. X. was gone. E. spoke out and said she (K.) was not telling the truth.

March 23. E. talks out loud while working near J. Mrs. X. talked to her about disturbing the others. She said they bother her and
April 8. The class talks about a field trip. E. makes no comment when the children talk about conduct. They called her name and suggested that everybody would be well behaved.

April 9. E. is absent today.

April 10. E. is absent. Her sister said she didn't know what happened to her.

April 11. E. told Mrs. X. that her mother kept her home. Mrs. X. checked with her mother on the telephone and she said E. fooled around until it was too late for her to attend school.

April 19. The class attended an assembly in the auditorium. E. sat on the end seat. Was attentive to the program, when Mrs. X. observed her.

May 5. Homemaking teacher works with the class. E. made some original designs on cloth. The teacher said they could be used on a dress or anything else that E. wanted. E. put them on the board for exhibition. Mrs. X. wrote E.'s name on them.

May 12. Mrs. X. was checking on report cards. E. said she took her card home and couldn't find it but wanted Mrs. X. to make out a new one. Mrs. X. told her to look for it.

May 13. E. is absent.

May 14. Works at her desk with writing. Does not talk to anyone.

May 17. E. helps Mrs. X. cut and fold art paper. E. asks to take over the job completely. Mrs. X. lets her do it.

May 18. E. made a simple apron for the art exhibit. She brought some scraps of cloth in a box.
June 3. E. is a bit untidy looking which is unusual for her. Her
dress is dirty. Mrs. X. told her she left home in a hurry.
She merely laughed.

June 4. Mrs. X. talks about PTA since E.'s mother has never attended.
E. said her mother has not been well but she would give her
the message. Mrs. X. told her to try to get someone to
represent her.

June 4. E. borrowed a reading book to take home overnight.
P.M.

June 5. E. does not return the book and said she thought she returned
it. Mrs. X. told her to check carefully and return it.

June 6. Mrs. X. sent for E.'s sister who told her she would look for
the book. E. was not present today.

June 7. E. brought back the reader and merely said she found it.
Mrs. X. thanked her.

June 8. Today E. was spoken to by her former teacher in the cafeteria.
She called E., "big mouth," and asked her couldn't she learn
how to act. E. was in order when Mrs. X. saw her eating.

Anecdotal Record
Case of J. - The Shirker

September 16. Went to be tested along with H. as prospects for the special
class. J. said, "I like that test, I answered almost all
the questions." Mrs. X., "That's fine."

September 25. Brought the class some pictures of baseball players including
Negroes. Put them on the bulletin board.

October 4. J. had a big struggle to read. He missed almost every word
October 9.

J. is fighting desperately to read. Missed fewer words today. Is gaining some ground.

October 18.

A home visit to J.'s house. His mother is quite anxious to help him. Says he is showing more interest now than ever. She recalled having called him some simple words which he spelled and the next day he couldn't spell any of them.

Mother said, "I just don't know but he simply can't remember the simplest words. Words like, come, house, an, boy, was, and home. I thought they were easy enough." Mrs. X., "We need to help him get more practice with words, I think he will improve. At least he is interested." J. passes through as his mother talks to Mrs. X. He never stops to comment, on what they say.

November 1.

J. is improving in sight vocabulary. Can name several words from the reader and from the board. He smiles when the words are correct.

November 3.

Working hard on spelling. J. said, "How many words are you planning to call?" Mrs. X., "As many as you think you can spell, what about ten?" J. said, "O.K." J. spelled seven correctly and turned in a very neat paper. Mrs. X., "I like your paper, you need only to work on the ones you got wrong."

J. says he likes music and wanted to go to rehearsal. He is a member of the school chorus. Mrs. X. told him to go.

November 4.

J. is trying to read. Knew a few words in the primer. Can read a few short lines without any help. Looks so pleased.
"Mrs. X., said J., "Am I doing better?" Mrs. X., "Yes, much better."

November 6. J. read today for Mrs. B., our consultant. She complimented him and said he was doing nicely. Mrs. B. was helping a small group to read.

November 9. Class is planning to see the American Education parade. J. said he certainly hopes it doesn't rain. The parade ought to be good he said.

November 11. Mrs. X. took the class to watch the parade. J. said, "I wish we were in that, those children are sharp."

November 14. The class wants to have a Thanksgiving program. J. suggested that they learn some speeches and songs and invite the principal, Miss G. Everybody agreed.

November 16. A movie was shown in assembly. J. is anxious to report. Raised his hand to give three comments from the movie on Health.

November 20. Mrs. B. is in the room, talking to Mrs. X. During the conversation, J. watches them closely. After Mrs. B. left J. said, "Mrs. X., Is her father white looking?" Someone said he was an undertaker." Mrs. X., "He is fair but not white. He is an undertaker." H. said to J., "You know he isn't white." J., "Well, he looks white if he isn't."

November 23. J. reported $3.50 for tickets sold by his mother for the PTA Talent show. Mrs. X. thanked him. None of the other children reported when Mrs. X. called for them. J. said, "Mama says she is coming if she gets off soon enough." Mrs. X. said,
"That's fine. I hope she can make it."
J. said walking along on his way to class after lunch,
"Mrs. X., I could have brought more money if I had more
tickets. My mother can always sell them where she works."
Mrs. X., "I wish we had more tickets to sell. You know they
are going to crown the Mother of the Year." J., "Is that
so? I didn't know that. Maybe we could win." Mrs. X.,
"Maybe."

November 24. "Mrs. X., said J., "I can bring something if the class wants
to have a party for Thanksgiving." Mrs. X., "That's fine.
Suppose you wait and talk about it when we have meeting today."
J. said this after he finished arranging the lunch list.

December 4. Today, J. brought minnows in a jar of water for the science
table. Said he got them from the pond near his home.

December 5. J. bought a .20¢ lunch and extra milk during mid-morning.

December 7. The class discussed plans for a field trip. J., "Last year
Mrs. C. took us several places. We have already been to the
library." Mrs. X., "How many of you went?" Several hands
went up.

December 10. Today J. is reading at his desk. Told Mrs. X. he believes
he can read without any mistakes. Mrs. X. told him to con-
tinue reading and be sure.

December 11. J. inspected the boys during regular health inspection and
also took care of lunch report. He passed out the tickets
without any errors. Settled down to work on arithmetic from
the blackboard.
December 12. Class is discussing Xmas party plans. J., "I think we ought to have a good party. I can bring a cake, some nuts and candy." Mrs. X., "That's fine, but don't you think the others could help?" J., "Yes, I don't mind, I have my own money to use." H. said, "If everyone brings something J. won't have to bring so many things." H. agreed to help. Everybody promised to give $.10 for refreshments. Mrs. X., "I may be able to bring something. I can't say what it will be." The class looked pleased.

December 21. The class had a Xmas party. James brought a one pound cake, pullman loaf and a bag of candy for the party. H. said, "J. has a plenty of things." J. said, "I can get some more too."

December 28. Mrs. X. visited J.'s home. His mother said, "I sent J. and his brothers downtown. They bought their own gifts for each other. J. surprised me with his selection." Mrs. X. said, "J. has a lot of common sense." J.'s mother smiled and said, "He sure has."

January 4. The children talked about Xmas. J. said, "My daddy came home after Xmas and did we have a grand time." Mrs. X., "How long is he planning to stay?" J., "He is gone."

January 5. A notice came from the chorus for a rehearsal. J. said, "I can't go, I need to study." Mrs. X., "Can't you finish when you come back?" J., "No Mam, I don't feel like going."

January 6. Mrs. X. and the class talked about PTA and how to interest our parents in the meetings. J. said, "I'll ask my mother if
the mothers can meet at our house." Mrs. X., "Do you think
she will be home on the first Sunday?" J. said, "I think
so." Mrs. X., "Ask her if the mothers can meet and let us
know." J., "I'll tell her to call you."

January 7. Mrs. X., checks on J. Mrs. X., "J. what did mother say?"
"She said yes, and to tell her what you want her to have."
Mrs. X., "That's fine. I'll call her." K. said, "Mrs. X.,
don't you want us to tell our mothers?" Mrs. X., "Yes."

February 7. Three mothers met at J.'s home along with Mrs. X. The
mothers are Mrs. N., Mrs. O. and Mrs. P. Mrs. X. told the
mothers about the class and their needs. J.'s mother said,
"You see my condition, (pregnancy) but I can send all the
mothers cards if you send me the names." Mrs. X., "I'll
see that you get them, that's fine." After the meeting,
J. served the mothers cookies and punch for his mother. He
came through the room smiling. Mrs. X., said to J.'s
mother," He is very helpful." J.'s mother said, "He likes
to do this."

February 7. P.M.
The parents all left. J.'s mother said, "J.'s likes music
but I am afraid to spend money on an instrument unless he
means business." Mrs. X., "What kind of instrument does he
like?" J.'s mother, "He said a saxophone." Mrs. X., "Mr. B.,
the band teacher, can test J. and tell you the best thing
to do about the instrument, I'll talk to him." J.'s mother,
"I'll be glad if you do that because I am willing to push
him into whatever he likes, but he won't stick to a definite
February 10. J. is writing. He has a beautiful paper. Mrs. X. asked him to write some of his letters (A,B, C's) from memory. He said, "I forgot how the F and T look." Mrs. X., "Use your writing book." J. took his writing book from his desk and appeared to be studying the letters.

February 19. J. said today that he wanted to make a what-not, when the boys were discussing in class what they like.

March 4. J. came late to school. Told Mrs. X. he just left home. Mrs. X. told him to leave home early enough to be on time. He said alright.

March 5. J. and H. came to school at 8:45. J. said he had to go to the store for his mother. H. said he was on patrol duty and had to be late. Mrs. X. accepted their excuses.

March 11. Today J. copied his spelling words from the chart. Told Mrs. X. he left his spelling sheet home and had no way of studying without writing down his words. Mrs. X. told him to keep up with his spelling sheet because he needed it to use at home. J. said alright, and continued to write.

April 5. Boys go to workshop. J. comes back laughing and says, "Mrs. X., I am making a 'name plate' for Miss G." Mrs. X. said, "That's wonderful."

April 7. Today, J. does not buy a lunch. He took up the class money but didn't buy a ticket. Mrs. X. asked him what was the
trouble he was not buying a lunch? He said, "I don't need a lunch. I am saving my money." Mrs. X., "Does your mother know it?" J., "Yes."

April 9. J. was reading today. Forgot some words he read correctly on yesterday. Mrs. X. told him to check on his words because he got all of them correct the day before. J. made no reply.

April 14. J. reported on a weekend trip that the boy scouts made. He said the trip was fine. Mrs. X. asked the other boys to comment on the trip. J.G. and Ed. spoke.

May 10. The boys are getting ready for the art exhibit. J. said he had finished Miss G.'s name plate and wanted to make one for Mr. M. and Mrs. W. Mrs. X. told him that would be fine. We should have a very nice exhibit.

May 11. After school, Mrs. X. asked J. to check on the locker. J. said, "Do I have to check again today?" Mrs. X., "Yes, We can't leave it that way." J. said, "Mrs. X., You let the other boys go."

May 12. J. came to school about 8:40. He told Mrs. X. that the lady who cleans his home was late coming and he had to be a little late. Mrs. X. accepted his excuse.

May 14. The boys are working to complete their workshop project. J. brought Miss G.'s name plate to show Mrs. X. He said, "Look at this." Mrs. X., "Have you finished it?" J. said, "Mr. B. has to pass on it."

May 16. J. asked to help Mr. B. arrange the art exhibit. He walked from class to class doing errands for Mr. B.

May 20. Visitors are in the room from Savannah State College. J.
volunteers to tell about the class. When the visitors left, Mrs. X. thanked J. for being brave enough to talk to the visitors.

June 4.

J. and J.W. tussle over a pencil. Both claim the pencil. Mrs. X. told them to put it on her desk. J. said, "My mother told me to hit anybody who hits me." That was what he said to J.W. When J.W. pushed him away, Mrs. S. said she was ashamed of them. J.W. mumbled as he took his seat.

June 5.

Mr. Z. spoke to the class on citizenship. The chairman thanked him. J. asked Mrs. X. if the boys could see Jr. Z. to his car. Mrs. X. agreed and all the boys went.

June 6.

J. and Mrs. X. are talking on the yard. The other children are beginning their game. J. said, "My mother said I can get my scout uniform when I get ready." Mrs. X., "Are you going to camp?" J., "I hope so." Mrs. X., "I wish more boys would go."

June 7.

J. and H. share some cake after lunch. J. gave H. .05¢. Mrs. X. made no comment.

June 8.

J. works on his arithmetic workbook. H. said he could do all the hard examples on page 47. Mrs. X., "That is good but wait until you go to the board." J. asid, "I know I can work these, I'm sure of that."

Anecdotal Record

Case of H. - Sensitive Boy

September 16. H. was taken to be tested along with S. Told Mrs. X., "I like that test. I could do that kind of work everyday."
This remark was made after the test was taken.

September 22. This is the first day of the class. There are six pupils enrolled. H. kept looking out the window. He waved to a boy walking down the wing. Said to Mrs. X., "Will there be other children in here beside us?" Mrs. X. said, "Yes, as soon as they are tested. We will have fifteen children in all." H. made no reply.

September 23. Children are planning for the year. H. made several suggestions. He said we should go to the bakery. The class listed this one.

September 24. Mrs. X. tried him out in a first grade reader. He missed a few words but asked to read more which he did.

September 25. Mrs. X. took the class on a walking tour around the school. H. named several trees. Said we ought to have a science table for our collections. He gathered different kinds of leaves.

October 3. Mr. S. sent for H. today to attend a meeting of Patrols.

October 4. Commented on radio news. Said he always gets the news.

October 5. Brought some pictures to class on famous people. Told Mrs. X. he likes history. Mrs. X. told him to put his pictures on the board so the others could see them.

October 9. Report cards given out. H. looked at his card and said, "Mrs. X., "Why is it that I have "N" in Social Studies when we had only a little social studies?" Mrs. X. explained that was all he received for his work but he could get more next time if he worked harder. H. took his seat but said nothing further.
October 16. Traced a picture and denied it. Rather than draw his picture over he cut off the part that was soiled. Mrs. X. watched him but didn't dispute him.

October 17. Today Mrs. X. is checking R.'s spelling paper. H. said, "R., Mrs. X., wrote a word for you didn't she?" R. denied it. He said this as Mrs. X. passed the desk.

October 18. H. checked the reading chart for books he had read.

October 25. H. is absent. Dr. S. of the State Department visited the class. We missed H. so much. The children said he likes to speak out.

October 26. H. returned to school. The children told him we had company. He made no reply but smiled and sat. Later he said, he was ill the day before.

November 4. Today H. works well in arithmetic. Shows Mrs. X. his work. They check answers together. Most of his answers were correct.

November 5. H. worked all his examples on the board correctly. He worked slowly.

November 11. H. works quietly alone. Shows Mrs. X. his arithmetic. All examples in addition process are correct. He smiled as if he is pleased.

November 12. Mrs. X., "Would you like my drawing?," said H. Brought his drawing to show Mrs. X. It is a picture of wooden soldiers taken from a first grade book. Mrs. X. said the picture was good.

November 18. H. said to Mrs. X., "I would like to leave early today, I'm on duty for the bus." Mrs. X. said, "Yes."
December 6. The children are discussing the kinds of work people do in the community. H. says he wants to be a policeman like his uncle. His uncle is a city policeman in Savannah. The children asked him questions about his uncle which he answered.

December 7. Three boys sit together to eat in the cafeteria. Mrs. X. joined them, H. got up and left to eat at another table.

December 8. H. is early for Patrol duty. It is 8:10. He stands on the highway, and is very neatly dressed.

December 10. Today is cold. H. is early for Patrol duty. Stands on the highway near the school. It is 8:15.

December 15. H. did not buy lunch today. Said he did not need any lunch when Mrs. X. questioned him. Mrs. X. told him he should eat lunch to be strong.

January 7. H. sniffs constantly. Has no lunch. Says he is not hungry, when Mrs. X. spoke to him.

January 8. H. still has his cold. Mrs. X. told him to tell his mother to check on him. He said alright.

January 15. H. paced back and forth on the floor. Mrs. X. asked him if he wasn't tired. He said, "I am just nervous. I like to move around. My mother said I cried for four years and she thought I would never stop." The children laughed.

January 16. Mrs. X. read the class a story after devotion. H. said, "We ought to learn something for an assembly, Mrs. X. and when the time comes we will be ready. Can't we start on a play?" Mrs. X., "That's a good idea, I think we can."
February 8. The children are discussing plans for an assembly. H. mentions several things. They say a play should be good. He says, "I know we can learn a play." The others kept planning.

February 9. Today H. kept working on his spelling. Came twice to the desk to ask Mrs. X. about his lesson. He said, "Mrs. X., Can you call my words now?" Mrs. X., "Yes, as soon as I am through with the other group."

February 15. H. is working on a TV he has several pictures. Today he has a picture of Jack Webb. The children discussed Dragnet and different stories they have heard. H. said he had pictures for his TV set, and also said he wanted Miss G. to see his set.

February 16. Today, H. works quietly on his arithmetic workbook. Checks his work with Mrs. X. and appeared proud of his progress. All his problems were correct.

February 20. H. was absent today. Peeped into the room at 2:30 and said, "I couldn't make it today, Mrs. X." The class didn't go anywhere just the same. G. told me." Mrs. X., said, "No, we didn't."

March 5. H. suggested that we practice our numbers for assembly program. "We should practice in the auditorium," he said. The children said we should. Mrs. X. said, "We can check with Miss G. for a date." The class agreed on this.

March 6. H. asked if the class could go on a field trip to the Bakery. "We went last year. The seventh graders went and they gave them some cakes and doughnuts." Mrs. X., "I hope we can go
before school closes." H. said, "We ought to get a date and stick to it." Mrs. X., "We will."

March 7.

H. asked to be chairman of the class assembly. He was chairman of the Indian pantomine and also in charge of the playlet. He learned several different parts. H. said, "Mrs. X., "How do you like the way we do?" Mrs. X., "Fine." It gets better everyday."

March 8.

H. asked to go to the workshop when his work was completed. When the time came, he whispered to Mrs. X., "I'm going." Mrs. X., "Yes, alright."

March 9.

H. told Mrs. X. that his book rack was completed and all he had to do was paint it. Mrs. X. allowed him to go paint.

When H. came back he said the book rack was ready.

March 10.

Today, Mrs. X. asked Mr. B. how did he like H.'s book rack for the show? He said the work did not look representative enough and he had not passed on it. Ed. said, H. gave him ten cents to paint the rack for him but it was done in a hurry and didn't look good. When Mrs. X. talked with H. he denied it all and said he painted the book rack himself.

Mr. B. said, he was afraid the book rack could not be used. H. took it home. He said, "I did paint." Mrs. X. told him, she was sorry but he could exhibit it in the classroom. She said she was surprised at the way H. acted. He did not comment.

April 3.

Mrs. X. asked the class to list some movies they like to see. H. and G. said they liked health pictures and science pictures. These were listed with the others.
April 4. Class continues to practice for their assembly. J.W. is absent. H. said he could take his place. No one else volunteered.

April 6. Mrs. B. came to hear the class rehearse. H. was chairman of the group. She said H. was a good speaker and seemed to be enjoying his work. Mrs. X. said he was.

April 23. This is the day of the program. H. is dressed in his Sunday clothes. His suit, shirt and shoes are all but new. He looked like a high school boy. Mrs. X. told him to take his time and not rush. He said he would. When the time came for him to recite and perform, he recited well and smiled as he sat. After the program, he said he enjoyed it but was a little scared.

April 24. H. checked the reading chart and told Mrs. X. he read more books than were marked by his name. Mrs. X. said she would check on it and give him credit.

May 7. H. has almost completed his reading workbook. He takes great pains to color the pictures in his workbook. He said, "Mrs. X., Can I color these pictures, I think my book would look better?" Mrs. X. said, "Yes, I think it looks nice."

May 8. H.'s mother attended the assembly program of her younger son. She stopped to say hello to the class. Her sister came along too.

May 14. Mrs. X. visited H.'s home. His mother said, "He is very nervous and does not seem to have much patience. He says he likes the class but the biggest thing he wants to do is be a Patroy Boy. That is his heart, she said. All the
teachers can get next to him if they try to take him out of that." Mrs. X. said he was still interested in the patrol but was doing nicely in school.

May 15. H. is very active in working with the patrols for Civilian Defense air raid drill. He attended several meetings. Comes right in class and goes right out quickly. He tells Mrs. X. that he must be on duty. Mrs. X. excused him.

May 16. H. is absent.

May 23. H. takes time to pose for a picture today. He said he wanted to be seen or he wasn't going to buy a picture. The photographer tried to arrange the group. H. said this to the children.

June 3. H. checked his reading workbook for errors. He said his book was completed. Mrs. X. told him to check again.

June 4. H. said to Mrs. X., "What will we do next year?" Mrs. X., "Those who get promoted will do advanced work with me," H., "I hope I can do advanced work." Mrs. X. did not comment.

June 8. H. checked on his reading list and said he had more books to his credit than anyone else. Mrs. X. told him, he had done well. H. said, "I can do anything except arithmetic, I simply don't know any." Mrs. X. told him he had improved.

Anecdotal Record

Case of J.W. - Restless Boy

September 22. Mrs. X. talked with J.W. about his lessons and asked him if he would like to join her class, so he could improve. J.W.
said he thought he might like the class.

September 27. J.W. came today to show Mrs. X. his drawing. He said, "I have lots of drawings in my room." Mrs. X. told him his drawing was very good and she was glad to see it.

October 22. J.W. and V. came to the class today and said Mrs. B. told them they could visit. Mrs. X. gave them crayons and paper and asked them if they would not like to draw. They said yes and went to the library table where J.W. began looking through the books.

October 29. J.W. peeped in the door and waved at Mrs. X. Mrs. X. waved back.

November 5. Mrs. X. saw J.W. playing outside of his classroom door while school was in session.

November 18. J.W. enrolled today as a member of the special class. He asked for some crayons and paper which Mrs. X. gave him.

November 19. J.W. was excused twice today to go to the lavatory. He came back immediately each time.

November 20. He looked through books on the library table and then moved a chair near L. and began to talk. J.W. stopped when Mrs. X. looked but later he continued talking.

November 21. Today he colored some Indians and turkeys which he drew for Thanksgiving.

December 3. Mrs. X. drilled J.W. on his vocabulary list for pre-primer words. He missed a number of easy words.

December 5. J.W. asked D.W. to help him with his word list. D.W. checked the words as he called them.

December 6. Mrs. X. marked J.W.'s spelling and he argued that his words
were correct which Mrs. X. marked wrong. Mrs. X. then showed him that his writing prevented her from understanding his spelling, and he should practice his writing in spare time. J.W. mumbled something to himself and sat down.

December 8. He walked around the room and appeared to be looking at the charts.

December 13. Today J.W. placed a seat for Mrs. G. when she came to the class.

December 16. Purchased a movie ticket for ten cents. Mrs. X. let him borrow the money to use.

January 4. Is reading his first pre-primer, Bill and Susan. He needs a great deal of drill on word recognition.

January 8. J.W. offered Mrs. B. a chair when she came to the class. He told her about the class activities. The other children were attentive as J.W. spoke.

January 12. Today J.W. stayed about fifteen minutes after he asked to be excused. He tried to slip back in the room but Mrs. X. saw him. J.W. said nothing neither did Mrs. X.

January 13. J.W. was missing. Mrs. X. told J. to look for him and he found J.W. outside walking slowly toward the room.

January 17. Brought a note from his mother consenting to a physical examination for J.W. The examination was given.

January 20. Today Mrs. X. allowed J.W. to pay ten cents for a lunch ticket. He said that was all he had and wanted a lunch in the cafeteria. He promised to bring ten cents later.

January 24. When J.W. finished his reading, he walked around and looked at the terrarium and aquarium. He had his hands in his pockets.
January 24, P.M. J.W. said he wanted a drink of water. Mrs. X. let him go. He looked back at the clock and left the room but returned very shortly in about three minutes.

February 2. Displayed a picture that was brightly colored but tore it up and put it in the basket. He picked up another sheet of paper and began drawing another picture.

February 4. J.W.'s mother told Mrs. X. when she visited their home to punish J.W. whenever he disobeyed.

February 8. He is working on his handwriting and is making his small letters too big. They look like capitals. He appears to be looking at the writing book as a guide.

February 10. Mrs. X. drilled J.W. on his sight words. He needs to work harder.

February 15. He needs more drill on addition facts. He knew less than half of his facts when Mrs. X. worked with him today.

February 25. J.W. said his writing looked correct to him but Mrs. X. told him to watch the writing book and use it as a guide. Mrs. X. helped J.W. with his letters at his seat during the writing period.

February 25, P.M. J.W. asked Mrs. X. if he could go on the playground and play with Mrs. C.'s class. Mrs. X. told him he could.

February 26. Is reading his second pre-primer and showing growth in sight vocabulary.

March 3. The class talked about news today. J.W. said, "Mrs. X. Let me report on news, I had my hand up." Mrs. X. told him to report. He stood in front of the class and reported on the news.
March 4. Volunteer to open school. He led the songs himself even when the class tried to laugh.

March 10. Led the opening again today.

March 17. Came to school late and said he went to the dentist and brought Mrs. X. a slip from the dentist. Mrs. X. told J.W. that was fine and she put the slip in his folder.

March 18. Today J.W. said he wanted to finish some work in the shop and Mrs. X. allowed him to go.

March 23. Examined by the school physician who referred him to the Dentist for further examination.

March 26. Reported he had his teeth examined and the Dentist had two of his cavities to fill. Mrs. X. said she was proud of him for going to the Dentist.

April 3. J.W. is absent.

April 4. Returned to school and said he was sick and brought Mrs. X. some peas which his mother sent. Mrs. X. thanked J.W.

April 5. He spelled five words correctly but his writing needs to be improved.

April 10. Guests came to the room from Savannah State College. J.W. offered them seats. As they were leaving later he said, "Come back to see us."

April 17. Came to class today with some sticks in his hand and walked around the class but sat when Mrs. X. spoke to him.

April 20. J.W.'s mother came to the school to check on her young daughter, and stopped by to say hello to Mrs. X. She said she liked the class and that J.W. was showing improvements.

April 24. At PTA meeting, J.W.'s aunt represented him. She told Mrs. X.
that J.W.'s mother was not feeling well and asked her to come.

May 7. On a walking tour around the school, J.W. insisted on lagging behind. No one spoke to him about it. He stopped at times to observe something that interested him.

May 8. Four boys including J.W. bought movie tickets.

May 9. The class attended a hair styling and good grooming discussion at school. J.W. said he was going to tell his sister what was said about hair styles.

May 11. Is improving in word attack. He missed no words today.

J.W. said, "I am learning these words."

May 16. Has about six easy storybooks on his desk. He looks through one then the other.

May 17. Asked today if he could paint a picture for the art exhibit. Mrs. X. told him to get his materials and make a good picture. He walked by H.'s desk and took some crayons. H. protested but J.W. went on. Mrs. X. told him to use his own materials, but J.W. said he liked H.'s colors but wasn't going to keep them. H. was angry. J.W. began laughing. Later he returned the crayons to H.

June 5. When Mrs. X. wasn't looking J.W. tried to leave the room. Ed. reported him and he came back.

June 5. P.M. Asked Mrs. X. about promotion. Mrs. X. told him he would remain with her as an advanced pupil in the special class. He said he liked that.
Anecdotal Record
Case of D. - The Neglected Boy

September 20. D. was tested by the psychologist.

September 22. D. entered the class for the first time. Today he says nothing only when he is spoken to. His clothes are not clean and he seems to have a cold. He sniffs several times.

September 23. D. is in school but does not seem to be too well. He has a cold and coughs several times. Mrs. X. told him to ask his mother to give him some medicine.

September 24. D. is absent.

September 25. D. is absent. The children said his brother was in school in grade one. Mrs. X. checked and the boy was also absent.

September 26. D. is in school but sits quietly and sniffs occasionally. He brought lunch in a bag which Mrs. X. could not see.

September 28. Mrs. X. talked to D.'s mother by phone. She said D. had not been feeling well but she had worked on him and he would be doing better she thought. Mrs. X. expressed her pleasure of getting a chance to speak to her about D.

September 29. D. was late. Arrived about 8:50. Told Mrs. X. he had to wait on his brother.

October 3. Mrs. X. made a visit to D.'s home but his mother was out. No one answered.

October 4. Mrs. X. had another telephone conversation with D.'s mother. She said she kept D. at home because he appeared to be somewhat sleepy and needed to rest.

October 5. D. came to school. Mrs. X. worked with him in a pre-primer.
The primer was "My Green Story Book." D. knew a few words. He stumbled over almost every word.

October 8. D. is late today. His skin is dirty and his clothes are soiled. He came in concealing a smile and sat down. Mrs. X. told him to pay for his lunch quickly. He said he had a nickel. Mrs. X. ordered him a free ticket and accepted his nickel. He said he would bring the other nickel, later.

October 10. D. read today for Dr. S. He missed almost every word. She said he gives up too quickly and should try harder.

October 12. Mrs. X. helped D. with his writing. His letters are unusually large, scarcely legible and in the air, instead of on the line. Mrs. X. helped him to fold his paper into blocks to assure him of having the proper spacing.

October 13. Mrs. X. helps D. again today. She suggested to him to do manuscript instead of cursive writing because she thought manuscript was easier. He said he preferred to do cursive. Mrs. X. told him then to follow his writing book as a guide but be sure to keep his writing even.

October 14. Mrs. X. helps D. to make the letters in his name. She asked him if he wouldn't like to write his name the best he could. He agreed on this and she told him to practice his name.

October 14. P.M. Mrs. X. checked D.'s paper and D. could scarcely make the l's in his name. Mrs. X. helped him on these letters.

October 20. D. came today at 8:35. He was wearing a white half soiled nylon shirt without any undershirt. His hands and face were not clean.
October 21. Mrs. X. gave D. a pre-primer to take home to look at the pictures. D. asked her, "What grade is this book?" Mrs. X. told him it was a nice book that he could use.

November 3. Mrs. X. worked with D. on his alphabets. He knew most of the letters but missed capital letters more than small letters. He told Mrs. X. that he didn't know his letters so well. He practiced making them on paper.

November 5. D. passed in his writing lesson which was making a few capital letters. His paper was cleaner and his letters looked better. He still needs to write on the line.

November 10. D. read nearly all of his lesson correctly today. He smiled when Mrs. X. thanked him.

November 11. D. is absent.

November 12. D. is absent.

November 13. D. came today. Told Mrs. X. that his daddy took the family out of town to church and they were late getting back. He told Mrs. X. his daddy has two churches.

December 4. D. made up a two line story from words on the board. He read the story back to Mrs. X.

December 6. D. made up a four line story from words on the board. Mrs. X. put his story on a chart and signed his name. D. kept pointing his story out to the others. He appeared very proud.

December 7. D. complained that someone had his pencil. Mrs. X. told him to act like a big boy and not to cry for every little thing. Mrs. X. gave him another pencil.

December 11. Mrs. X. gave D. a free ticket for lunch. He went to lunch with the others.
December 13. When Mrs. X. looked at D. he pulled his thumb from his mouth and dropped his head.

December 14. D. is late again today. He told Mrs. X. that he spent the night with his cousin who keeps them sometimes in the day.

December 16. D. is absent. Mrs. X. called his mother in the afternoon. She said she kept D. home because his clothes were not clean. She promised that he would come to school the next day.

December 17. D. is in school and is clean. He came on time.

January 2. The class went out to play. After the game D. and Ed. did not return. Mrs. X. inquired about them. The children said they went home.

January 4. D. came to school. Mrs. X. spoke to them about being absent a half day. D. said he was hungry and Ed. said he was tired. Mrs. X. told them not to leave again without telling her and to speak to her whenever they had something to do. They said alright and sat down.

January 4. P.M. Mrs. X. visited D.'s home but D. had gone on an errand for his mother. Mrs. X. told his mother about D.'s leaving school. His mother said he came home early but said nothing. She said he should be here in a little while but if he sees your car he might not come now. Mrs. X. waited 30 minutes but D. never showed up. His mother said she always gives him lunch or at least 50¢ almost everyday. She told Mrs. X. her problem of leaving the children with relatives but would follow D. more closely and see what he does. Mrs. X. said she would check on D. the next day. D.'s mother offers
Mrs. X. dinner but Mrs. X. refused.

January 5. Mrs. X. spoke with D. and asked him where he was on yesterday. D. hid his face and said he had to wait in the store and missed Mrs. X. but his mother told him to behave and obey his teacher.

January 6. D. is in school. His clothes are clean. His skin is clean. He has a clean hair cut. The children looked at him as he sat.

January 11. D. asked to play checkers after lunch. He put the checker-board near his desk.

January 13. D. has oranges for lunch (2). He eats these in the lunchroom.

January 15. D. brings lunch from home. Eats from his nearly-closed brown bag at the table. Does not talk to the other children.

January 16. D. has a new-looking shirt. His clothes are clean. He sucks his thumb but removes it when Mrs. X. looks at him.

February 7. The class wanted to go outside. D. sat and continued reading a book. The boys pulled on him to go outside. He finally decided to go. They played about 35 minutes.

February 8. D. missed fewer words in reading. Immediately after reading, he began to draw and talk to J.G. Mrs. X. told him to practice his letters. He got out his writing book and started writing.

February 9. D. has a new pre-primer but occasionally he gets his old pre-primer and tells Mrs. X. to let him read. Mrs. X. told D. to work on his new book. He smiled and took the new reader.

February 17. D. worked about 10 short examples in addition process. When
Mrs. X. looked he had slumped on his desk and was talking
to J.G. Mrs. X. made no comment. D. had been working for
about 10 minutes.

February 20. The boys have begun work in the workshop. Every boy brought
a small piece of lumber except D., who said he did not have
time to bring any. Mrs. X. told him to ask his daddy to
give him a piece, and leave early enough to bring it to
school.

February 21. D. came to school without his lumber. The other boys talked
about their projects. D. walked around with his thumb in
and out of his mouth.

February 23. Miss G., the principal, gave the boys permission to get some
lumber from a nearby mill. D. went along. The workshop
teacher helped D. to cut out a what-not from a piece of
lumber which he had. He put the what-not on a shelf in the
shop he said.

March 5. Was anxious to go to the workshop. Cleared his desk early
and asked Mrs. X. could he go.

March 6. Today D. was late. His clothes were rumpled. Mrs. X. had
already marked him absent when he came about 9:00. He made
no comment. Later in the day, Mrs. X. told him to start out
earlier so he would not be late. He said he would.

March 7. Mrs. X. passed D. on the way to school. He was not walking
fast. He was on time.

March 8. D. asked to run an errand on the second wing for Mrs. X.

March 13. D.'s brother came to speak to him at 12:30. His brother was
not too clean. His head had the appearance of ringworms and he had no hat. When D. took him outside the door, the children said his brother had ringworms and would not wear a hat.

March 13.
1:30 P.M.
Mrs. W. came to the room to speak with D. about his brother. She said she sent for D.'s mother to tell her about the brother's head but his mother never came. D. said his mother put something on his brother's head. Mrs. W. said she should put a cap on it. Mrs. W. said she would send the mother a second note and if no results, D.'s brother would have to stay home.

April 8.
D. came to class with a small piece of plywood. He said he wanted to use it in the shop.

April 9.
D. took Mrs. X. to the reading chart and told her to see how many pre-primers he had read. He smiled as he talked. Told Mrs. X. he could read out of other books on the table.

Mrs. X. said she would try him out.

April 12.
Dr. S. worked with the class in reading. She said D.'s book was too easy for him that she believed he could take some harder materials. Mrs. X. said D. had improved in reading but he doesn't always hold his words, once they are learned so she was giving him an opportunity to improve.

April 3.
D. is doing better in writing. His spelling is a little more legible. He still makes his letters too big.

April 14.
A former teacher inquired about D.'s writing. She said, "Mrs. X. Is his writing any better?" Mrs. X. told her she thought
he had improved some. The teacher said D. was quite no
good when she taught him.

April 15. D. told Mrs. X. that his sign, "Keep Off The Grass," was
painted and ready for the exhibit. Mrs. X. asked him if he
didn't plan to get his what-not ready. D. said he was
working on it.

April 16. D. borrowed a nickel from J.G. and when he took some money
and bought mid-morning milk, J.G. took D.'s milk. D. came
and reported it to Mrs. X. Mrs. X. talked with J.G. who said
D. promised to pay him but didn't, so he would accept the
milk. D. said he owed J.G. Mrs. X. gave D. a nickel and
told him to buy some more milk and not to borrow from the
children.

April 20. D. paid Mrs. X. the nickel. He brought a lunch from home.
D. and J.G. worked together at their desks.

May 4. D. is absent. Mrs. X. told J.G. to check on D. and let her
know what happened to cause him to be absent.

May 5. D. is in school. He and J.G. talk and work at their seats.
D. asked to go to the workshop when he completed his work.
Mrs. X. told him to be sure to check his arithmetic before
he left.

May 11. D. came late but he is very neat and clean. Has a hair cut
and when he paid for his lunch he still had about .40¢ in
change left. He told Mrs. X. the money was his after she
asked him.

May 12. All the boys went to the shop. D. followed behind with
nothing in his hands. Later Mrs. X. went to the shop to see how the boys were getting along. D. was mingling in the crowd, handling projects as if inspecting. In talking with the shop teacher, he said that D. had an unfinished project which he would try to help him finish.

May 20.
The exhibit was arranged. D. was anxious to help take visitors around. Mrs. X. let D. and J.G. remain on duty together.

May 20.
P.M.
Mr. Q. made a talk to the class. D. watched him awhile with his thumb in his mouth. When Mrs. X. looked at him he smiled, and hung his head for a few minutes. Finally, he straightened up.

May 23.
Today D. came to school and brought a three-shelved book-rack. The book-rack looked shaky and the ends were not cut even. Smiling, he showed it to Mrs. X. and told her he wanted to finish it. Some of the children looked as if they wanted to laugh, but D. was smiling as if he was pleased with his project. Mrs. X. told him, he made a good start and in spare time he could finish it.

June 2.
Mrs. X. tried out D. in arithmetic (subtraction problems). D. worked several correctly. Mrs. X. was a bit surprised over his progress. She told D. to work harder and try to improve on speed. D. said he would.

June 3.
Today D. spelled all his words correctly (5). He just smiled as Mrs. X. checked his work. His paper was not too neat, a little untidy. Mrs. X. reminded him to do a better job on his name next time.
June 4. D. is practicing how to write his name. He left out d in some places. Mrs. X. drew a circle on his paper.
Wide Range Achievement Test

by

JOSEPH JASTAK

Delaware State Mental Hygiene Clinic
Farnhurst, Delaware

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