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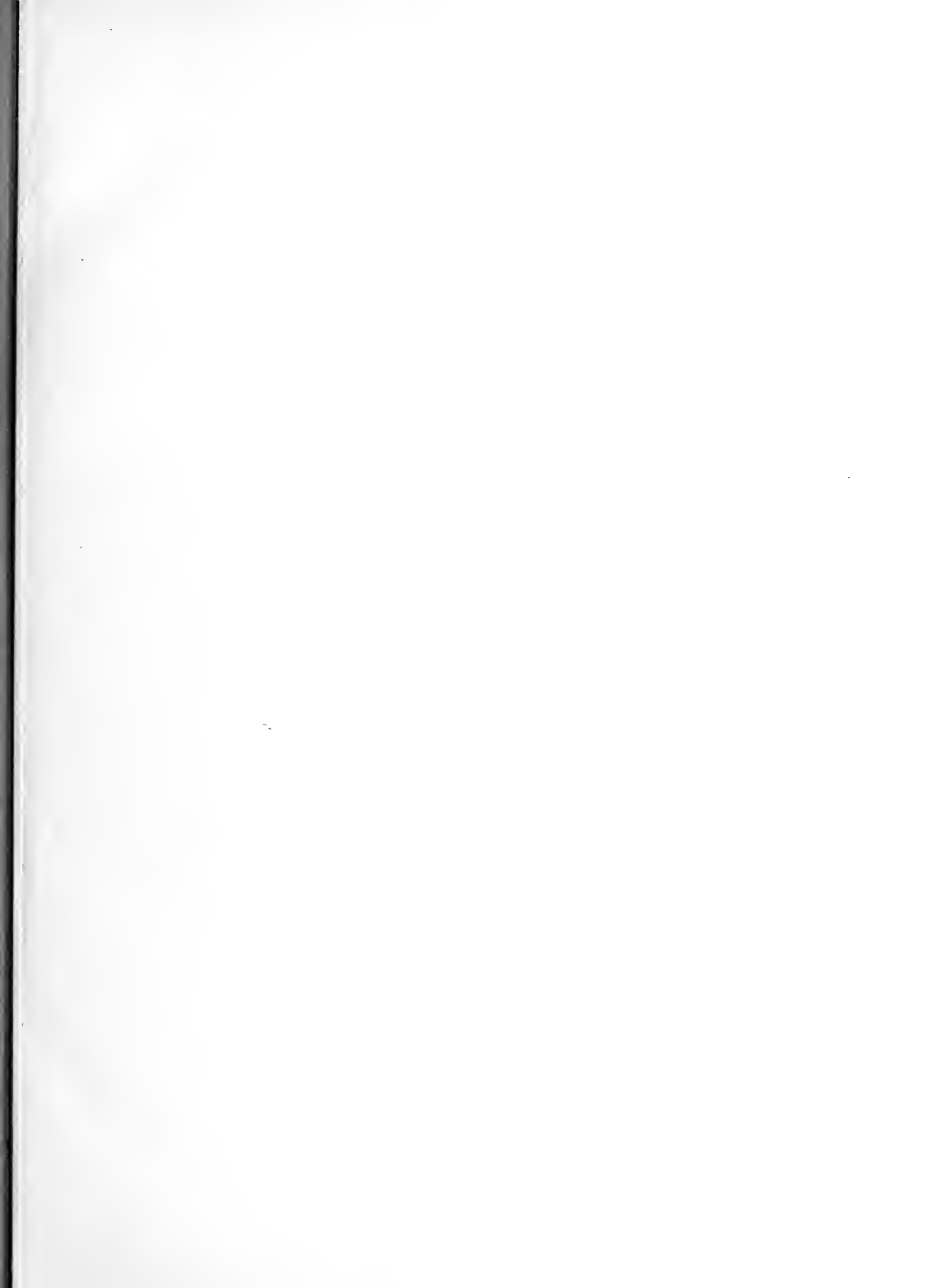
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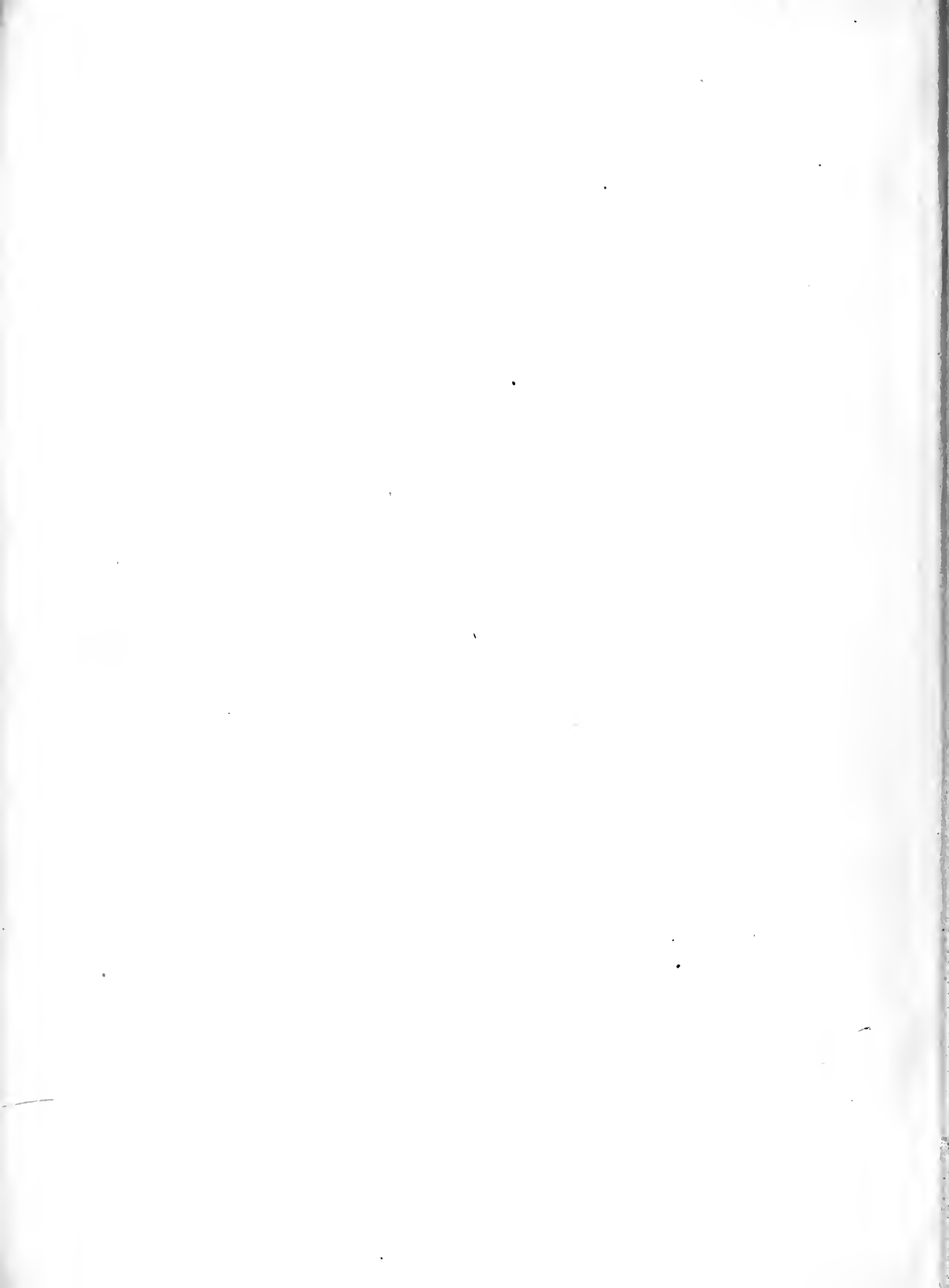












THE CASE METHOD IN EDUCATION.

by

MARGARET MAY (ALBUCKERK) 1914

A.B. (University of California) 1914.  
M.A. 1919.

THESIS

submitted in partial satisfaction  
of the requirements for the degree  
of

DOCTOR OF PHILOSOPHY

in

EDUCATION and ECONOMICS.

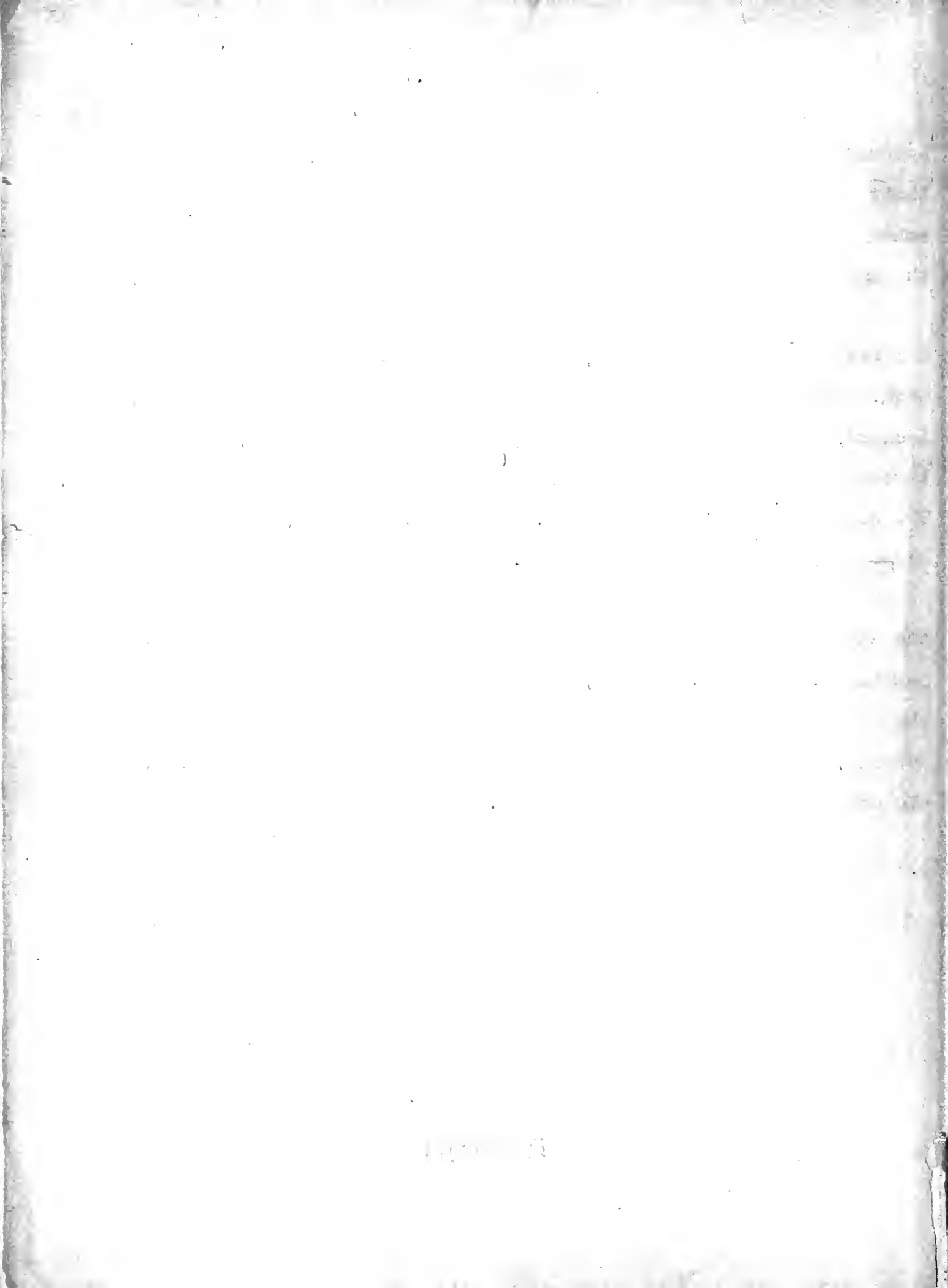
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Home conditions.

Neighborhood conditions.

History subsequent to leaving school.

Chapter IV. How to Make a Case Study. . . . . 40

Ways and Means:

Carefully formulated tentative outline.

Standardized scales for measuring desired points.

Physical ~~points~~ and medical examination.

Data from School office files.

Personal observations and estimates of teachers.

Personal conference with the pupil.

Home visitation.

Visit to place of employment

Follow-up of additional references.

Points to Guard Against:

Assuming a wrong mental attitude.

Giving the appearance of an investigator.

Forgetting the excessive suggestibility of children

Drawing conclusions from insufficient data.

Prejudice and cynicism.

Forcing one's opinion upon the pupil.

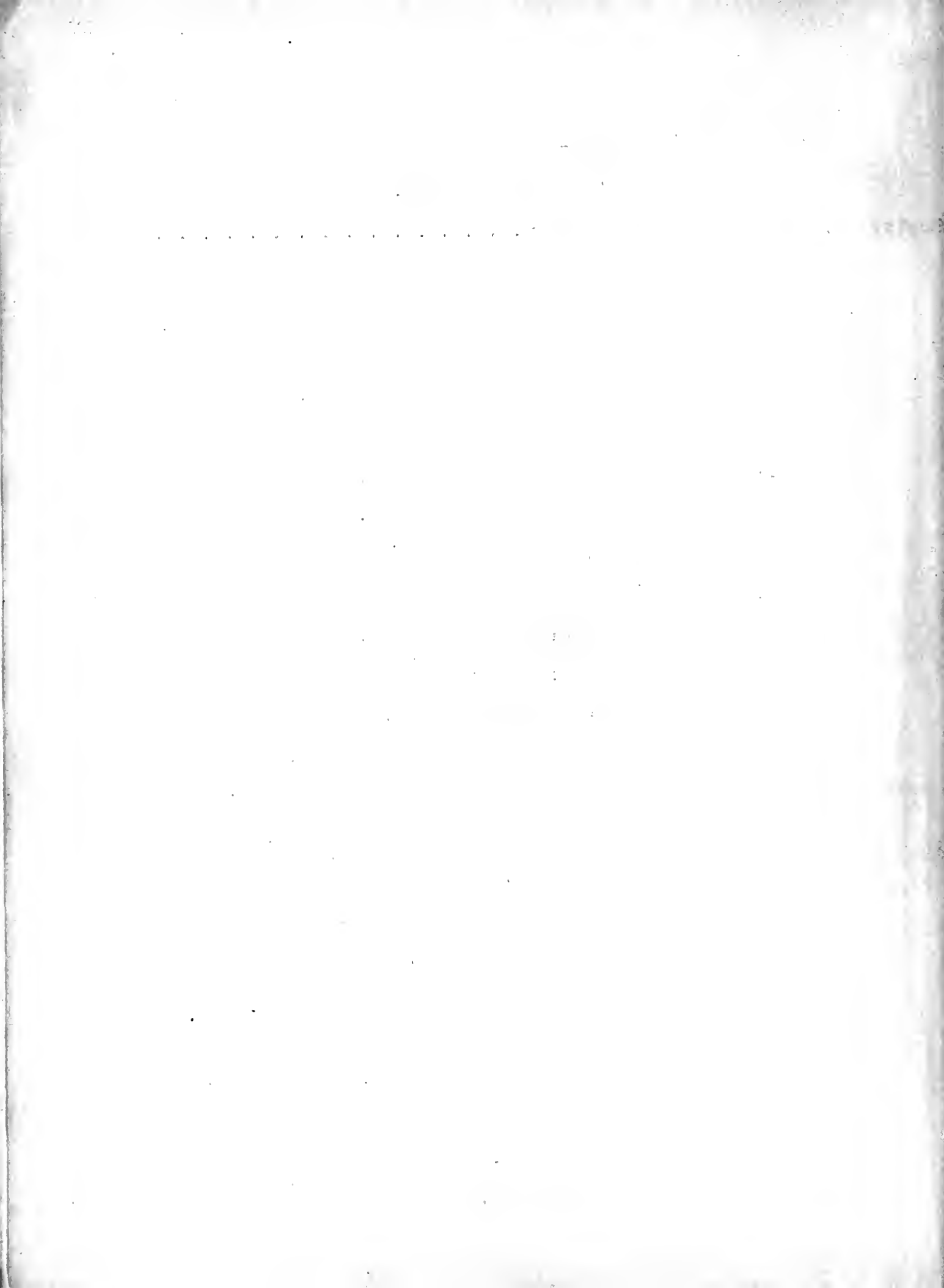
Slavishly following an outline.

Making a case study in its entirety at any one time.

Allowing case histories to be used by those who are  
not directly concerned in helping the pupil.

Expecting to completely understand a pupil even after  
making a case study.

Who Shall Make the Case Study.



**Chapter V. The Use of the Case Study. . . . .**

**For Parents, Teachers, and School Principals:**

In helping teachers think in terms of pupils and their development.

In discovering causes of failure in scholarship.

In grouping pupils into classes.

In understanding pupils and in suiting methods to their needs.

In determining the amount of work that a pupil is capable of doing.

In securing the commitment of juvenile defectives to proper institutions.

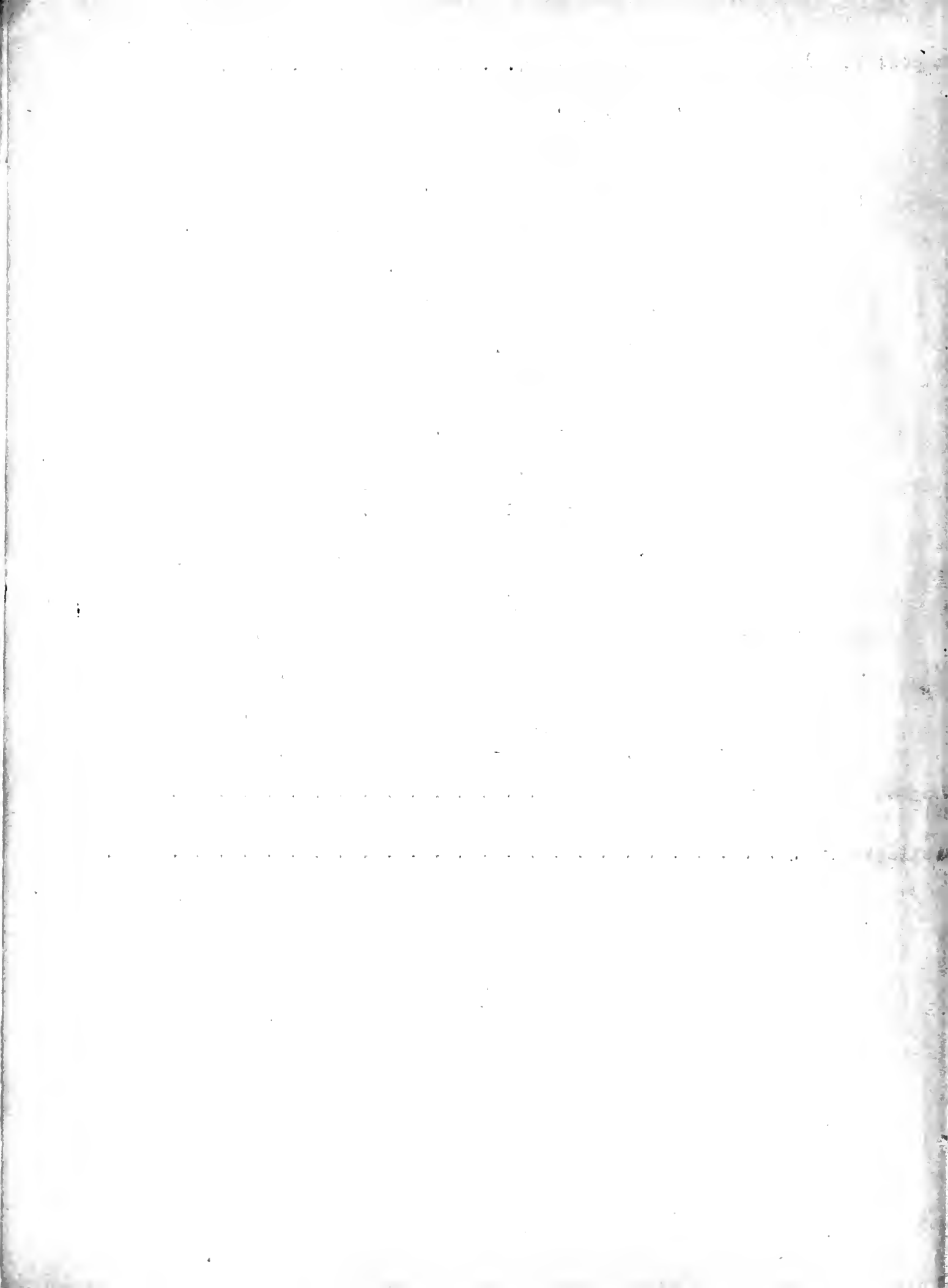
Other uses.

**For School Administrators:**

In the formulation of educational policies, as regards types of schools to be established, and the meeting of special problems such as: health, Americanization, and extra-mural cooperation.

**Chapter VI Summary and Conclusions . . . . . 123**

**Bibliography . . . . . 125.**



## INTRODUCTION.

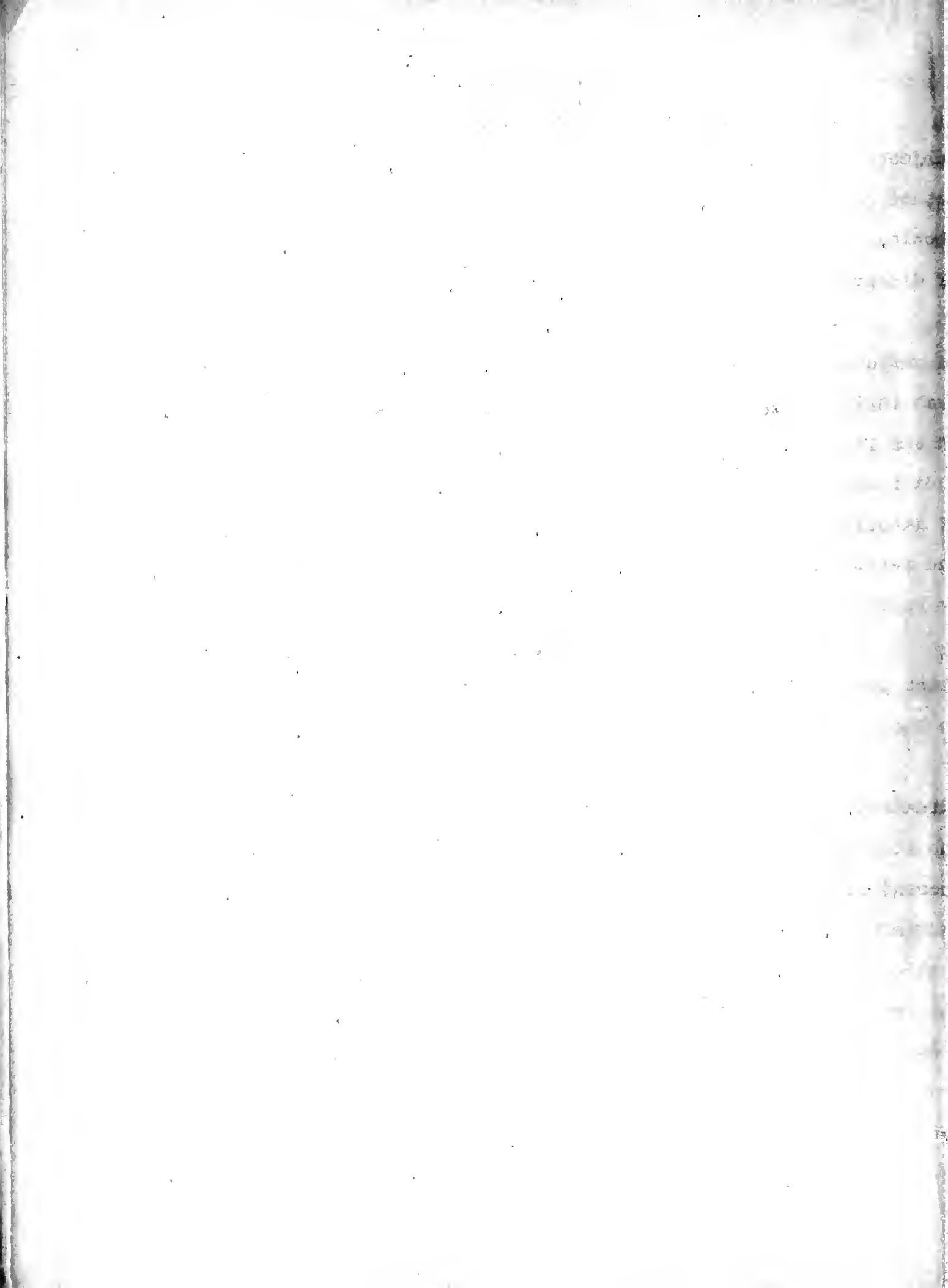
The phrase "case method" has two connotations; in the study of subjects which are developing instead of static, it is often used as a method of instruction, as in law or medicine; but for the purposes of this thesis, the case method is used in its other connotation, which is a mode of discovering the needs of an individual.

It is in this same sense, that the phrase "case method" is used in various phases of social relief work. Here, a separate study is made of each individual suffering adversity and such treatment is applied, which, in the light of all factors discovered, seems fitted best to adjust the individual to all phases of his environment. Case studies form the basis of intelligent relief by physicians, by charity organizations, by penal and reformatory institutions, by institutions for mental defectives, and by boards of vocational rehabilitation.

Until recently an individual has received little study as a distinct personality, unless he were so poorly adapted to his environment that he became either an institutional or an out-relief case.

While the aim of education is often defined as adaptation to environment, the school has heretofore made little study of the process of adaptation for a given pupil. The prevailing method has been to take little account of the assets and liabilities of the individual pupil. Without examination, the elementary school received all children of the chronological age of six, the developed and the undeveloped, the sick and the well, the feeble-minded and the normal into the same class, where all were expected to "swallow" at the same rate a certain amount of instruction. Those who survived, and only a small per cent did, entered high school. Here again, little or no account was taken of individual differences; as a result the percentage of school fatalities has been exceedingly high.

In instances where differentiation was made, it was done by the



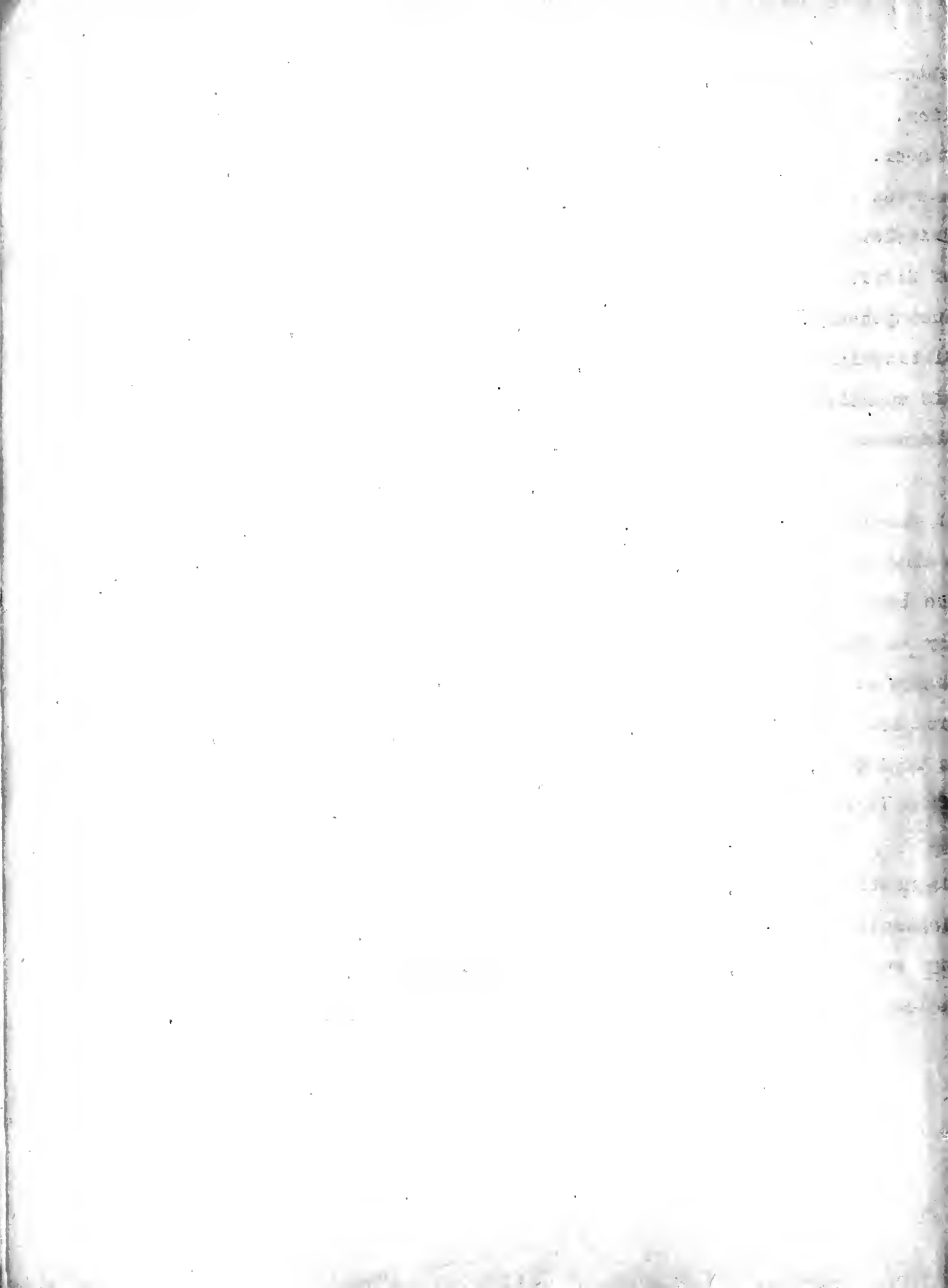
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observational method, often by teachers lacking in the power of discrimination. Opinions concerning pupils were formed in a more or less haphazard manner. A child was "good" or "bad", or "stupid" or "bright", and the matter was too often considered settled. The tendency was to accept the "academic cripples" rather ungraciously as "necessary phenomena of the normal curve of distribution" or else summarily to dismiss them on a general charge of incompetency. A very superior pupil, on the other hand, was often not distinguished from the mediocre, and therefore not given training to develop his capacities to their full extent. Individualization of educational diagnosis demands the case method.

In the field of education, case method may be defined as a mode of discovering the educational needs of an individual child. It includes a study of the physical, mental and social phases of each pupil's life, with the idea of discovering individual needs and capacities so that training may be offered such as will bring about as complete an adjustment to all phases of his environment as the individual's native endowments will permit. From the author's viewpoint, each individual pupil is a "case", from the day he registers, all phases of whose individual development must be considered if he is to receive the maximum help from the school.

While the chief use of the case method in education will be for diagnostic purposes, the result of the individualization of educational diagnosis will undoubtedly be changes in curricula, in methods of presenting subject matter, and in administrative policies. The special need for the case method in education is discussed in the following chapter.



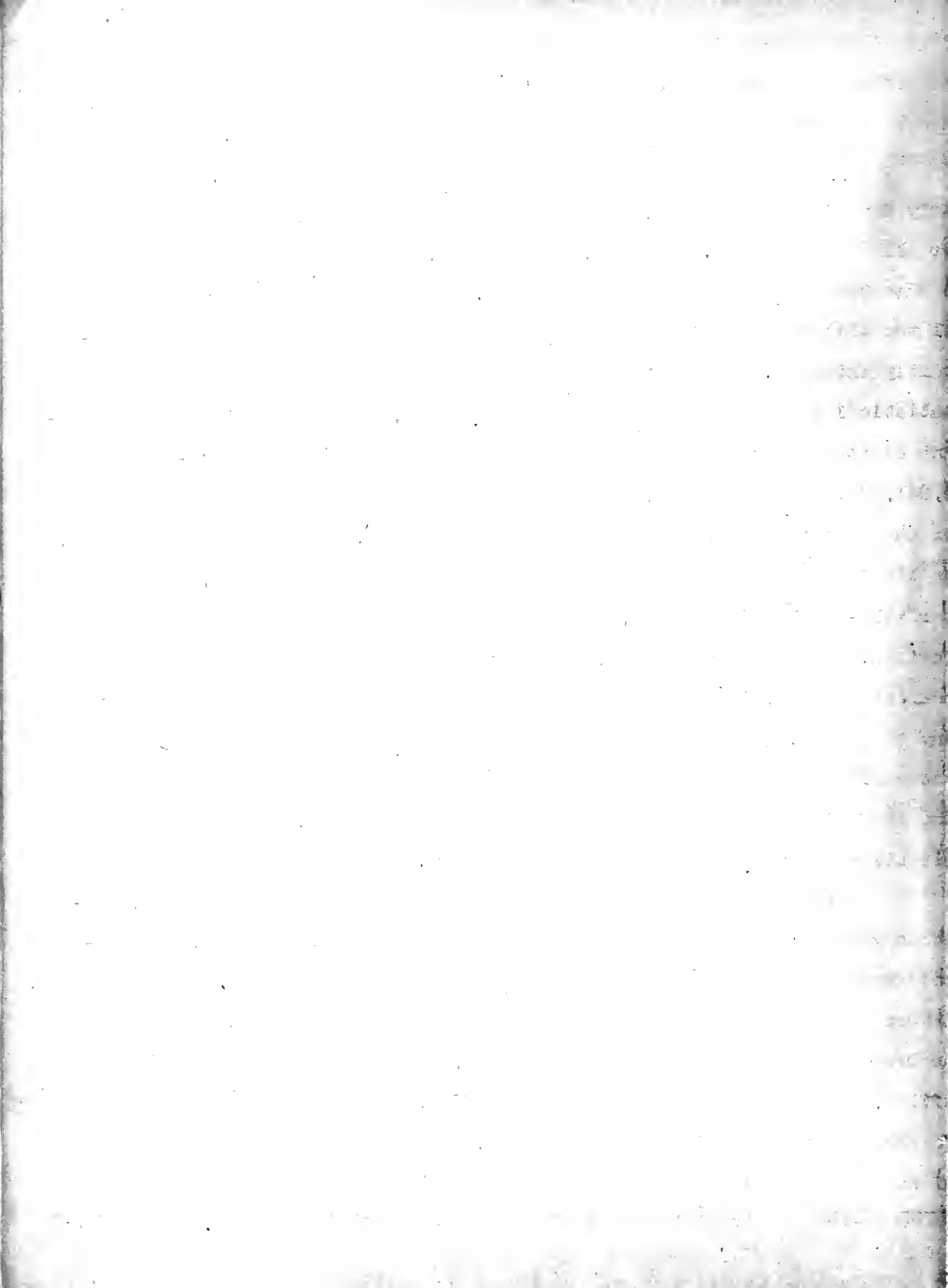
## CHAPTER I.

## THE SPECIAL NEED FOR THE CASE METHOD IN EDUCATION.

Large number of students and long period of training. Since the early days in this country, education has been intended, at least theoretically for all social groups. However, in practice, it is only in recent years that we have been able to approach that ideal. Now education is compulsory for all the children of all the people for a period of time that is being constantly extended. The vast numbers involved are shown by the report of the Statistical Division of the Bureau of Education,<sup>x</sup> which gave the total enrolment of the public schools of the United States for the year 1917-1918 as 10,841,264. In California, the rapid increase in the high school enrolment over the past ten years is particularly significant. For the year 1909-1910, the total enrolment for the high schools of California<sup>xx</sup> was 39,115; for the year 1919-1920<sup>xxx</sup> it was 162,650 or 415 per cent of what it was ten years previous. Since the year 1920, when the compulsory Part-Time Education Law went into effect, the high school enrolment has been further increased by many thousands. The increasing numbers of students in our schools has been accompanied by a lessening of the knowledge of the school in regard to the home conditions and the peculiar problems of each pupil. A more conscious scientific study of each has become necessary.

Training demanded in more diversified fields. At one time, education prepared almost exclusively for the professions. In fact, the subjects taught were of such a nature that the longer a boy went to school, the farther away he was from all vocations except the professions. However, with the breakdown of the apprenticeship system, which culminated in the early thirties, there arose a serious social problem. The question came up as to who should pay the cost of industrial and vocational education. The labor unions held that the State should pay the cost; the employers held that

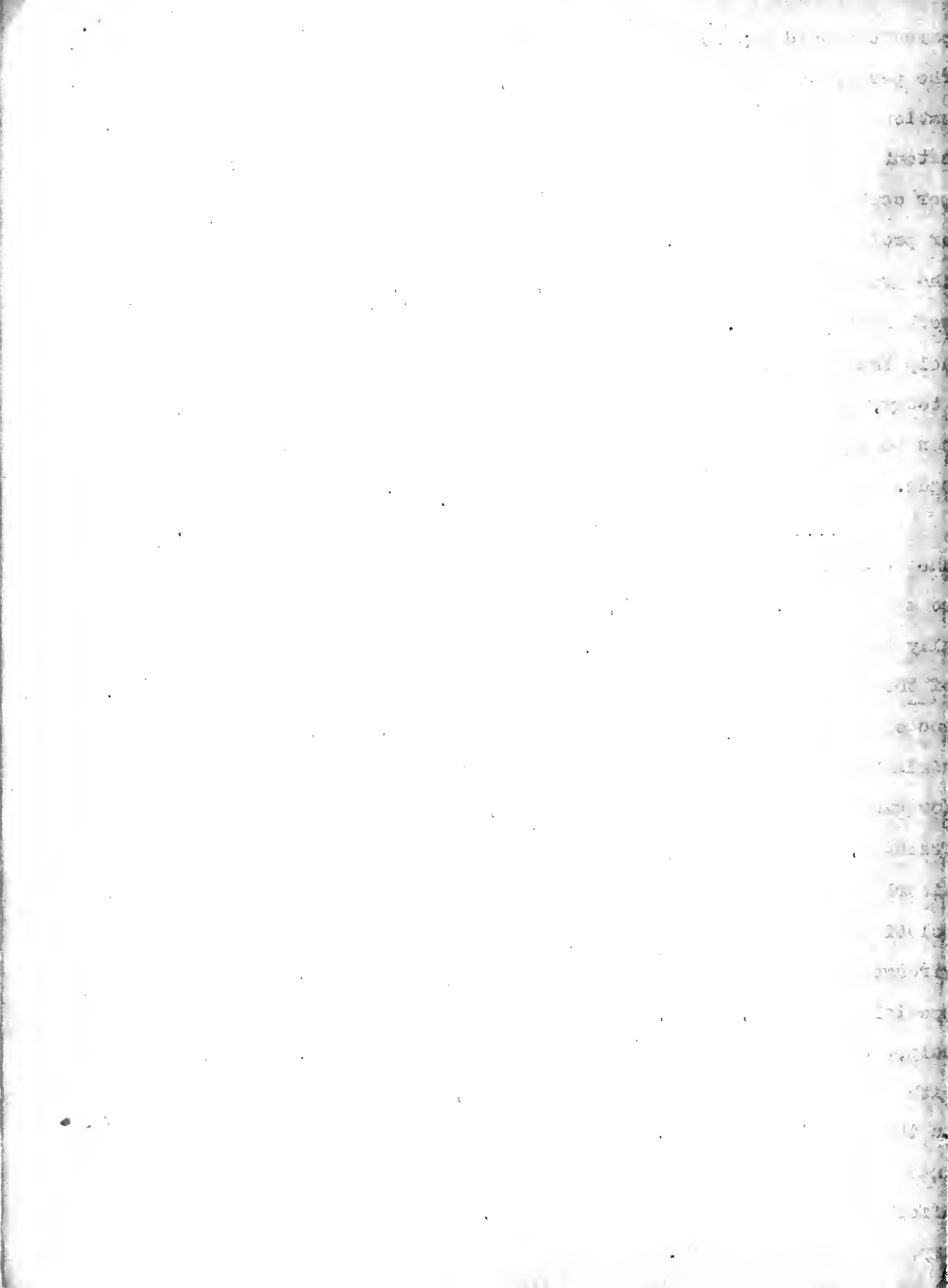
<sup>x</sup> Twenty-fourth Biennial Report of the Supt. of Public Instruction (1910) p. 27  
 Dept. of Interior, Bureau of Education Bulletin, 1920, No. 24, Statistics of City School Systems 1917-18.  
<sup>xx</sup> Twenty-ninth Biennial Report of the Supt. of Public Instruction (1920) p. 109



parents should pay for educating their own children but no other children. The passage of Federal and State Acts, providing money for vocational education has recognized and labeled it as a national and a state problem. The extent of the problem is shown by the fact that approximately ninety-nine per cent of the population do not pass through the courses of collegiate or professional schools. Yet this ninety-nine per cent must be trained to do the greater part of the industrial, commercial, domestic and agricultural work of the nation. It has become a part of the problem of the school to help the youth in his selection of one of the thousands of occupations open today, as well as to assist in his training for that occupation. Such help can be given to greatest advantage only after a case study of each pupil is made.

Difficulty of adjustment in a more complex environment. Formerly

the education needed to meet the less complex industrial conditions was not so specialized. Furthermore, a child could then adjust himself more gradually to his social environment. He grew up with a knowledge of the nature of the occupations in his small community and gradually became skilled in one of them as he was able to share in the work. Now, at a time when specialization (special qualifications including special training) is required for success in many and complex fields, not only the problem of vocational training, but also help in the guidance of youth in the selection of vocational objectives and placement is being referred to the public school. The solution of this last problem requires that the pupil be exposed to an environment varied enough to develop different interests. Out of these come special interests, which, together with facts concerning different vocations help, to make choice on the part of the pupil possible. Tests, together with observational records of instructors, are also coming to play a part in the pupil's selection. The problem of adjustment in the present complex industrial order is further complicated by the fact that the State cannot afford to have its citizens trained merely as workers in some trade, industry, or even profession.



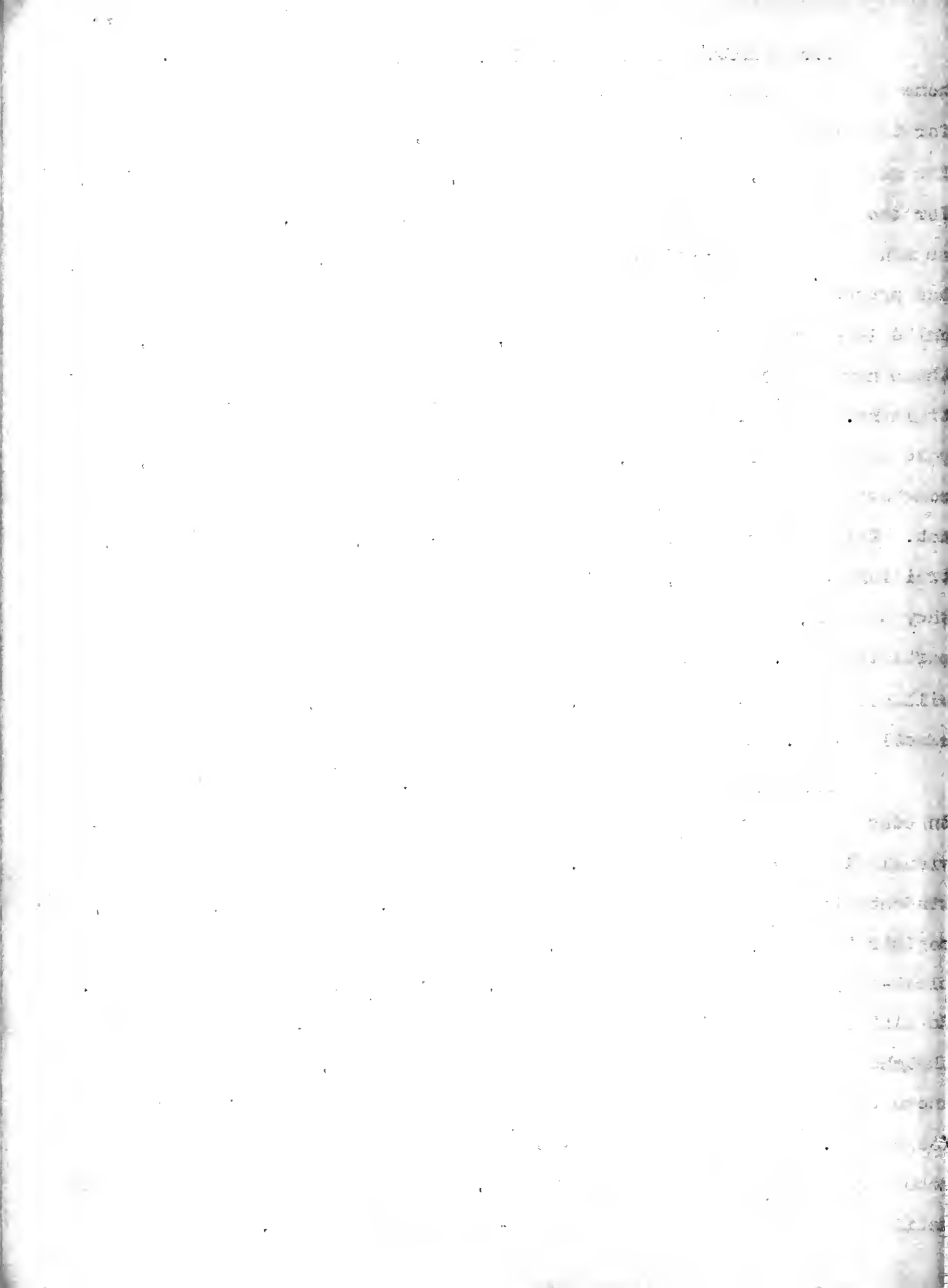


The school's responsibility in training for citizenship. The

home and the church formerly assumed the greater part of the responsibility for training in ideals, social consciousness, citizenship and avocation; The neighborhood, the church and the home, in a simpler state of society, were for the most part adequate socializing organs. However, in the last century, as men have been drawn into larger and larger groups, the new social order has presented such difficulties of social adjustments that the present day child is scarcely able to fit into it, and live a satisfactory life, unless these new social relations are made a more conscious element in his formal training. The greatest problem that the school faces today is how to prepare pupils for the complex, economic and civic life in a democracy, when some are capable of rising to the level of abstract thought and some are not. This preparation requires training for work, training for health, training for parenthood, training so that people will have leisure (and when they have it, get both enjoyment and profit from it) and training for social participations. The training in these matters received in the public schools will not only be varied in kind, but also in quantity, for no two pupils are exactly alike.

Individual differences among pupils. The need for the case method

an education is brought out most strikingly when one considers the individual differences among pupils. The home and social environment of the students in any school is extremely diversified. For example, recently, on registration day at a high school, one student who enrolled was a little black-eyed Italian with a pinched face, dirty hands, and soiled clothing. He listed his father's occupation as that of scavenger. The home address that he gave was in the poorest district in the city, in a neighborhood known to the school chiefly because of its low amusements and gangs of rough boys. This youth explained in no uncertain terms that he came to school because the law compelled him to, and that he expected to stay only until he was old enough to get a full-time working permit. He asked to



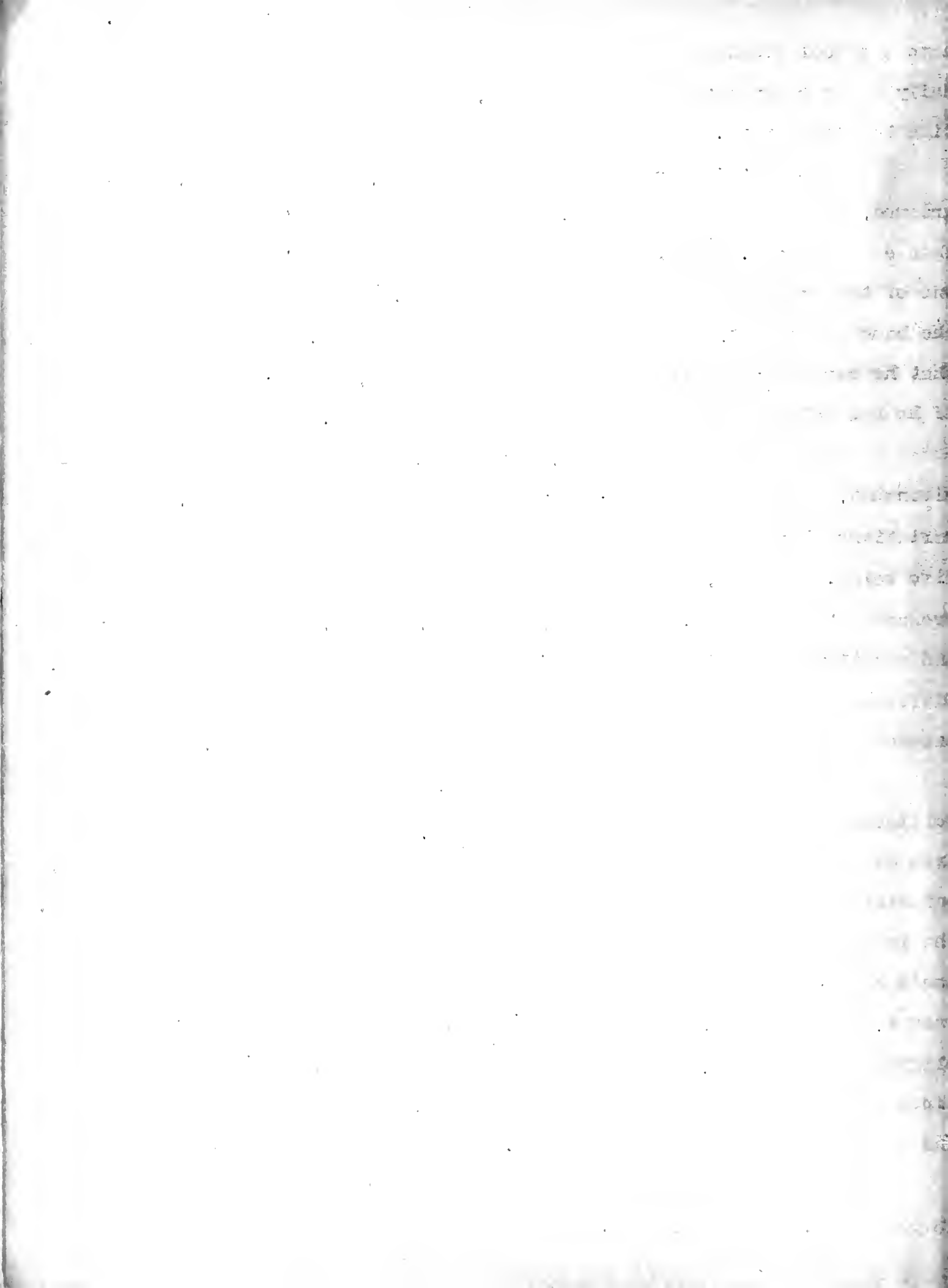
have a school program arranged that would permit him to finish his work daily at an early hour in the afternoon, so that he would have a longer time to sell papers.

The next in line to register was a boy, well developed, well-groomed, and courteous in manner. He listed his father's occupation as that of a surgeon. The registrar recognized the father's name as that of one of the foremost specialists in the country. The address showed that the home was located in a select residential district. This boy explained that he was preparing for the College of Medicine, and was anxious to know if he had selected the proper matriculation subjects.

Such examples as these, showing variation in home and social environment, can be multiplied in any class in a large city school. These are variations which must be considered but which can be expressed in only relative terms. However, there are individual differences that can be expressed mathematically. Among these are age, height, weight and quality and quantity of previous academic accomplishment, as shown by school grades. Differences in general intelligence, in so far as they can be measured by present day mental tests, can also be expressed mathematically.

For example: The general intelligence (as shown by group intelligence quotients obtained from the Terman Group tests designed for children of High School age) of one hundred and twenty-six low tenth grade boys, entering the Berkeley High School on January 23, 1922, ranged from 74 to 142. The facts are presented in the graph on page 6. The groups show Prof. Terman's rating of levels of general intelligence from very inferior (in this case there were no students in this group), slightly below average, average, slightly above average, to superior and very superior. The vertical red lines in this and the three succeeding graphs represent group divisions, and the vertical black lines, medians.

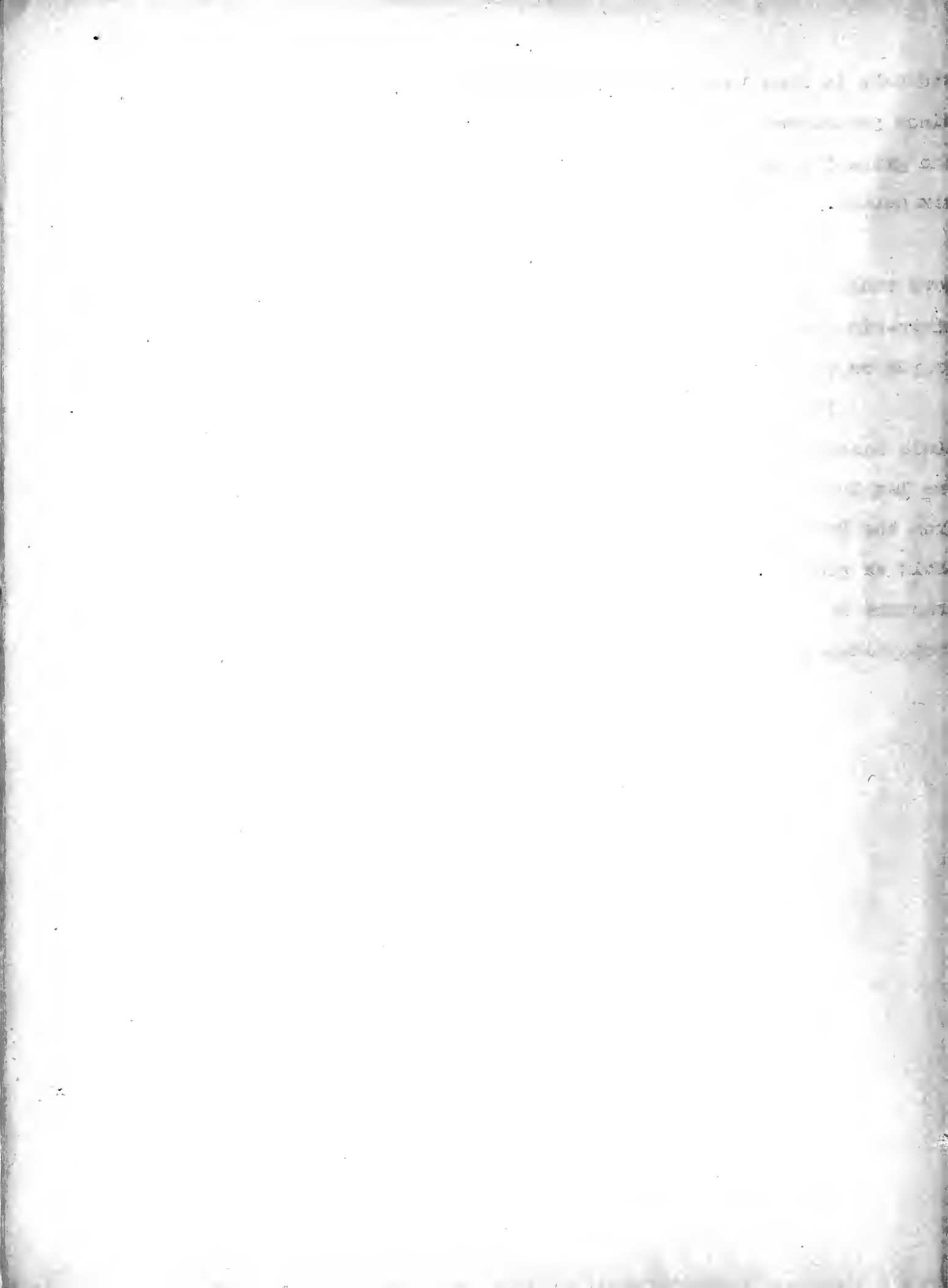
The age of these same one hundred and twenty-six boys ranged from 13 yrs, 0 mo. to 18 yrs, 4 mo. The normal pedagogical age for low tenth



students is from 15 yrs. 9 mo. to 16 yrs. 9 mo. (see graph on page 7.) Since promotions occur in the Berkeley schools every half year, in making the graph the boys were arranged according to age in groups, varying by six months.

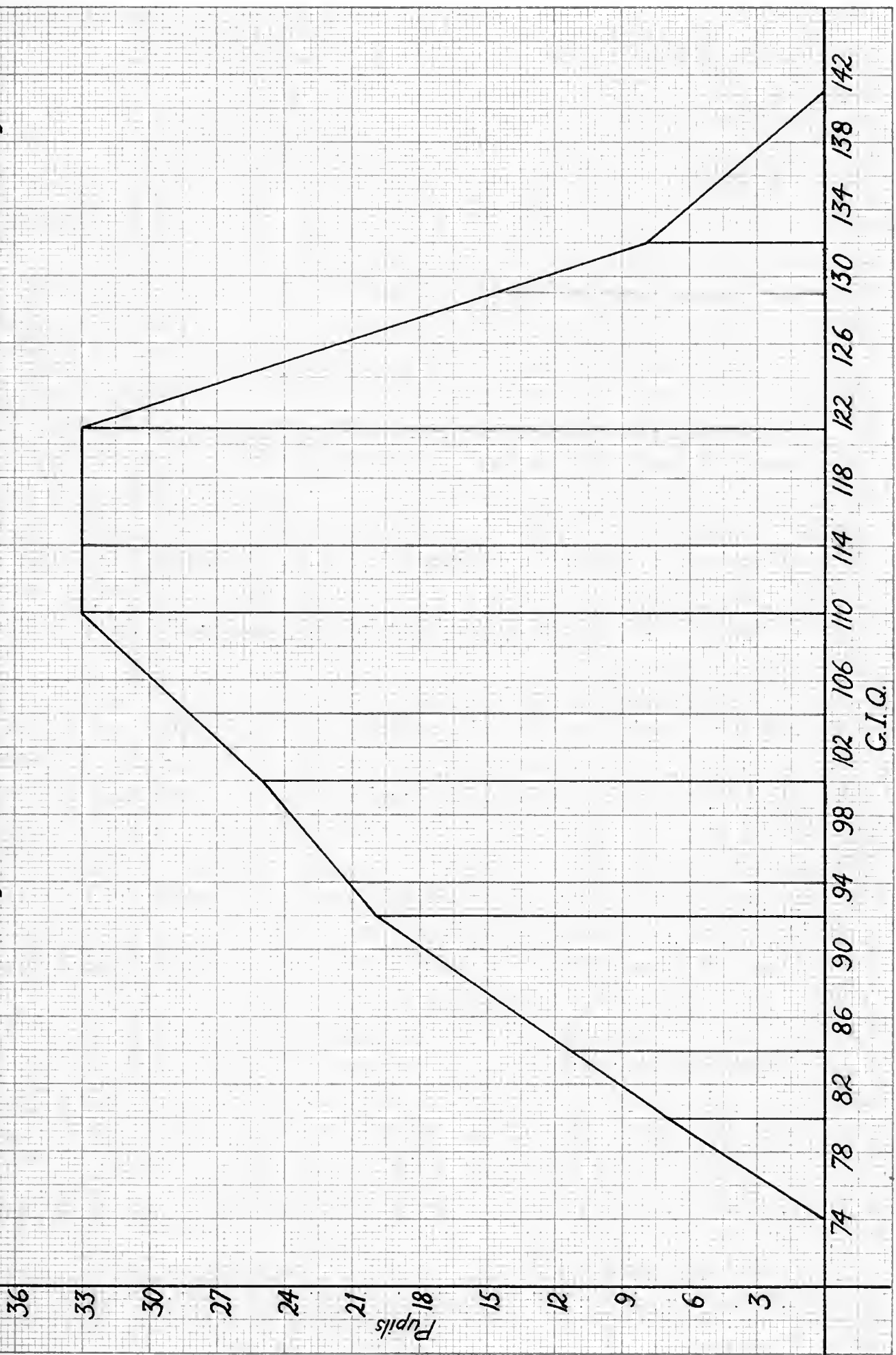
The height and weight of these same one hundred and twenty-six boys ranged from four feet seven inches to six feet two inches, and from sixty-six pounds to one hundred and ninety-two pounds, respectively. (see graphs on pages 8 - 9)

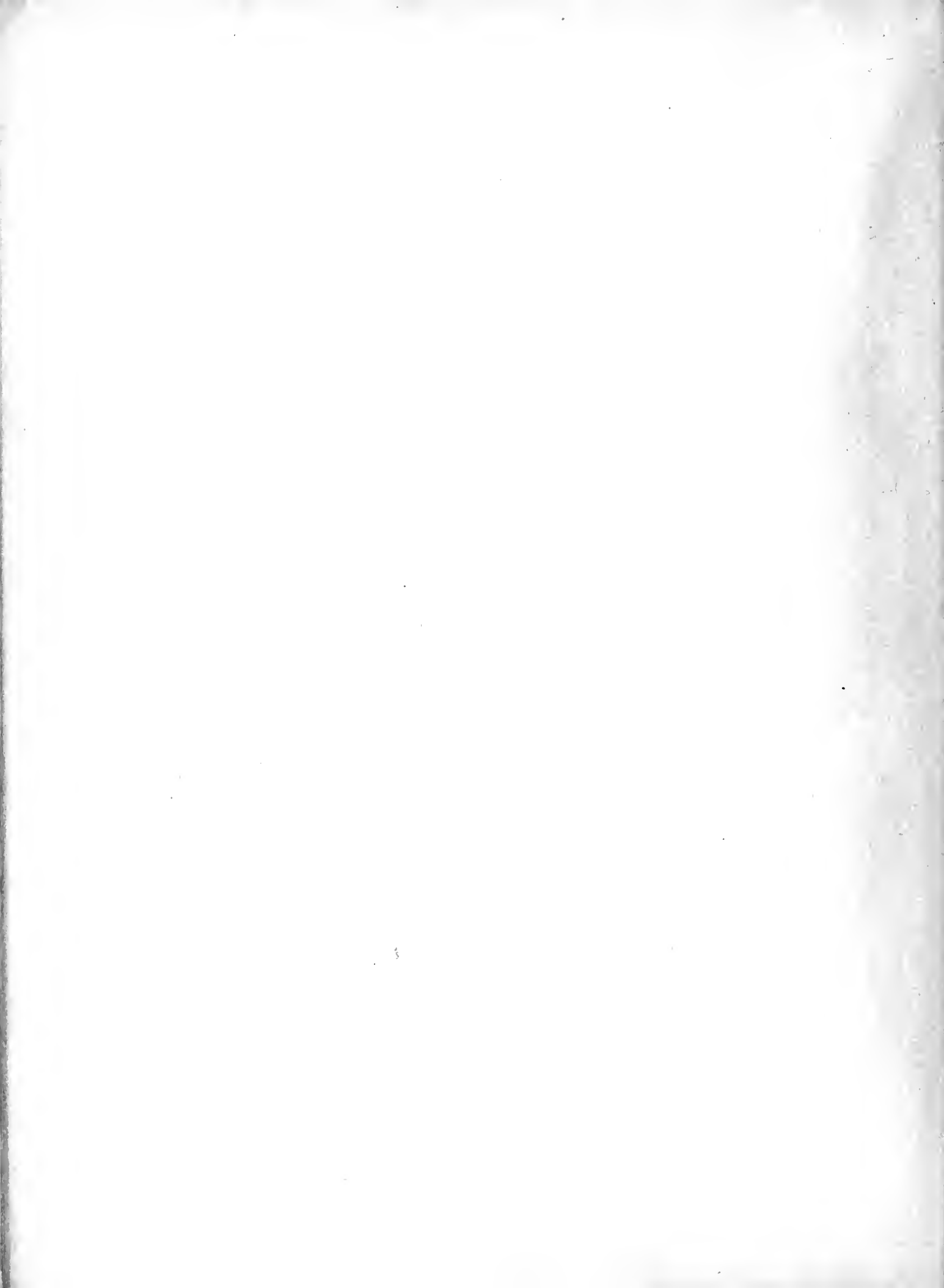
The variation in quality and quantity of one year's previous academic accomplishment (as shown by school marks) of the two hundred and sixty-two low tenth grade pupils (boys and girls) entering the Senior High School from the Berkeley Junior High Schools on January 23, 1922, is shown in the table on page 10. The correlation between general intelligence (as measured by a group test), age, and both quality and quantity of academic accomplishment (as measured by school credits) is significant.



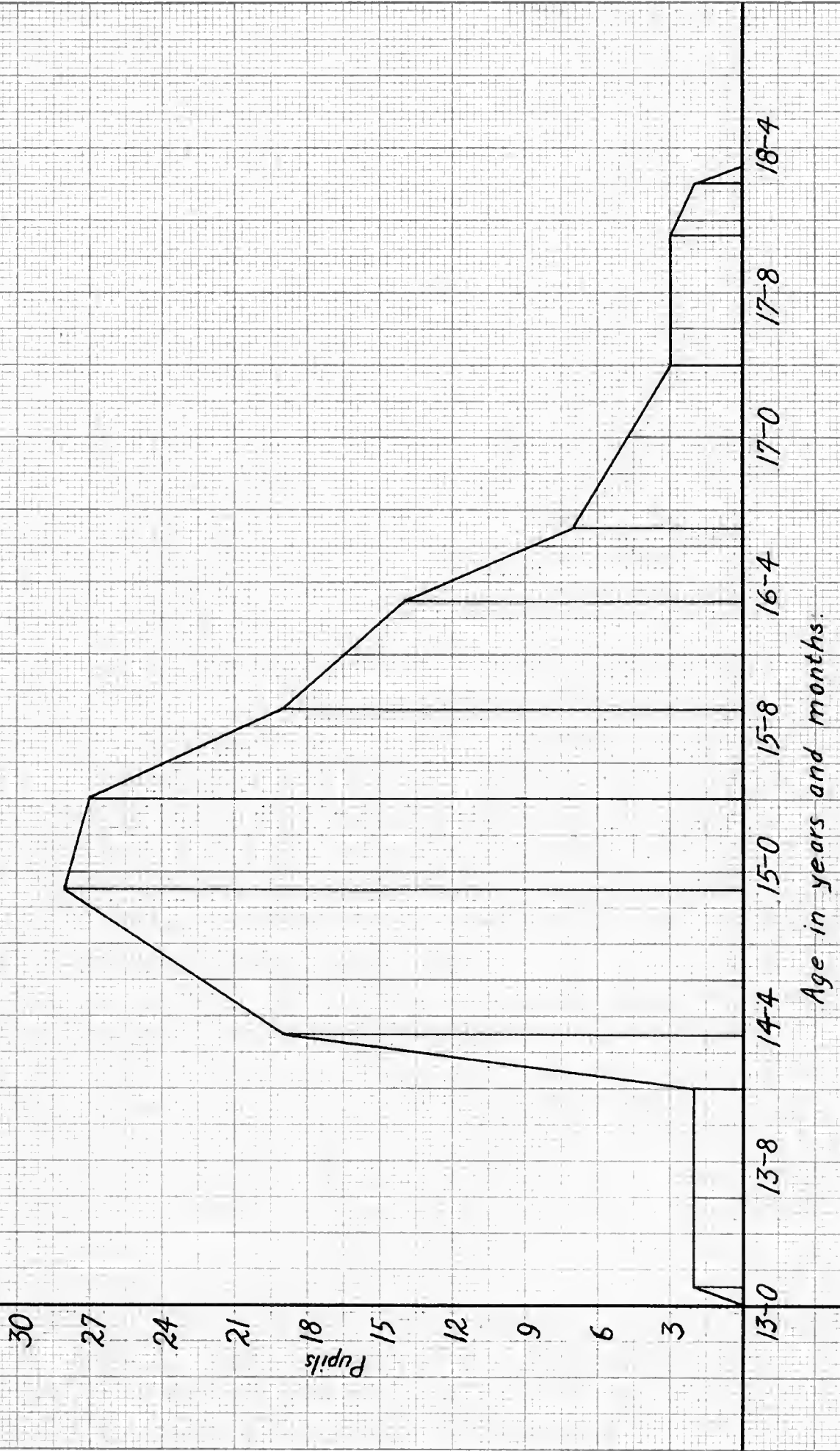


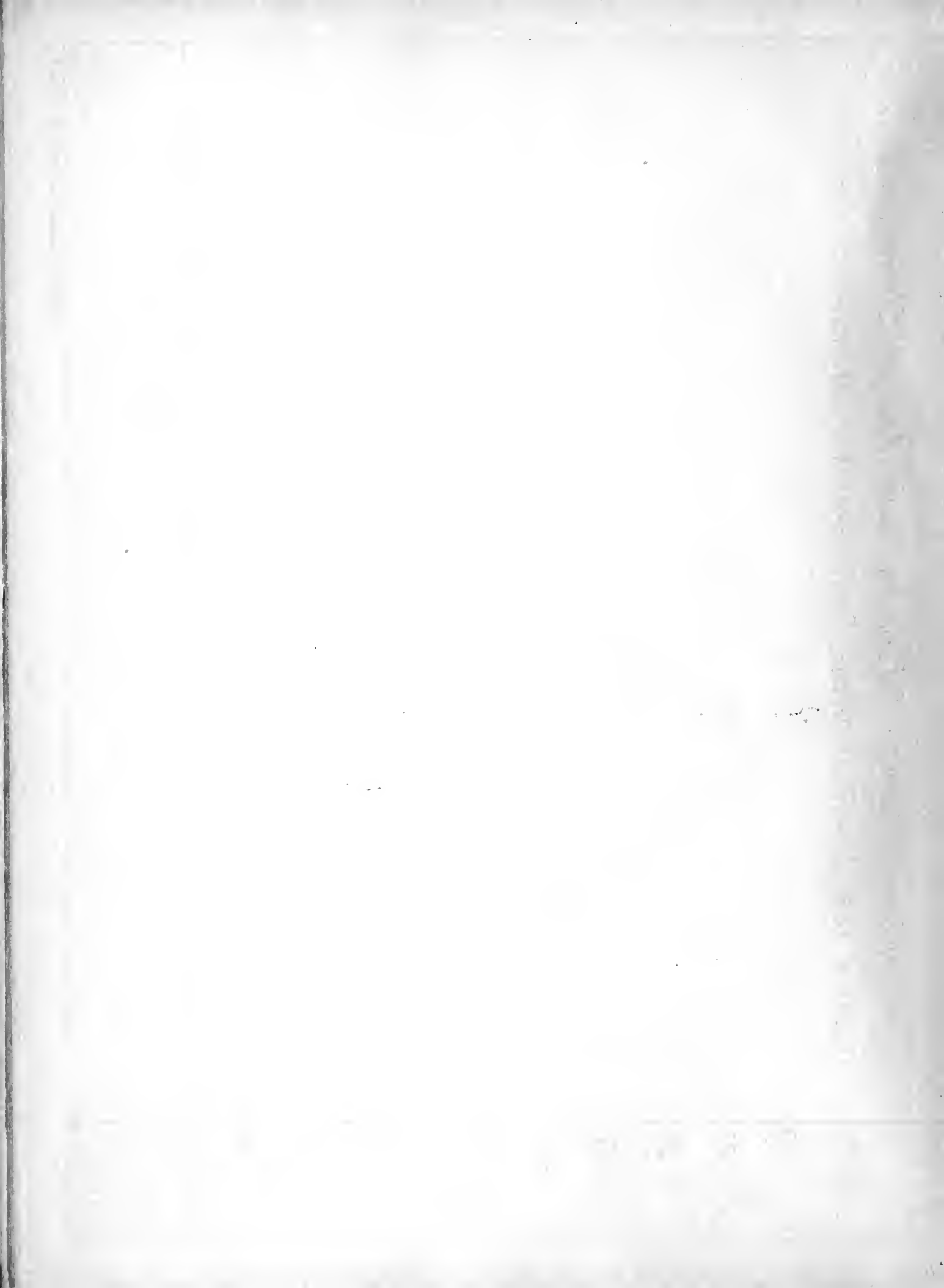
Graph Showing Number of Pupils and Median G. I. Q.'s of Seven Groups (of a Total of 126 Low Tenth Grade Boys Rated on a Seven Point Scale of General Intelligence).





Graph Showing Number of Pupils and Median Ages of Eleven Groups (of a Total of 126 Low Tenth Grade Boys) Arranged According to Age.





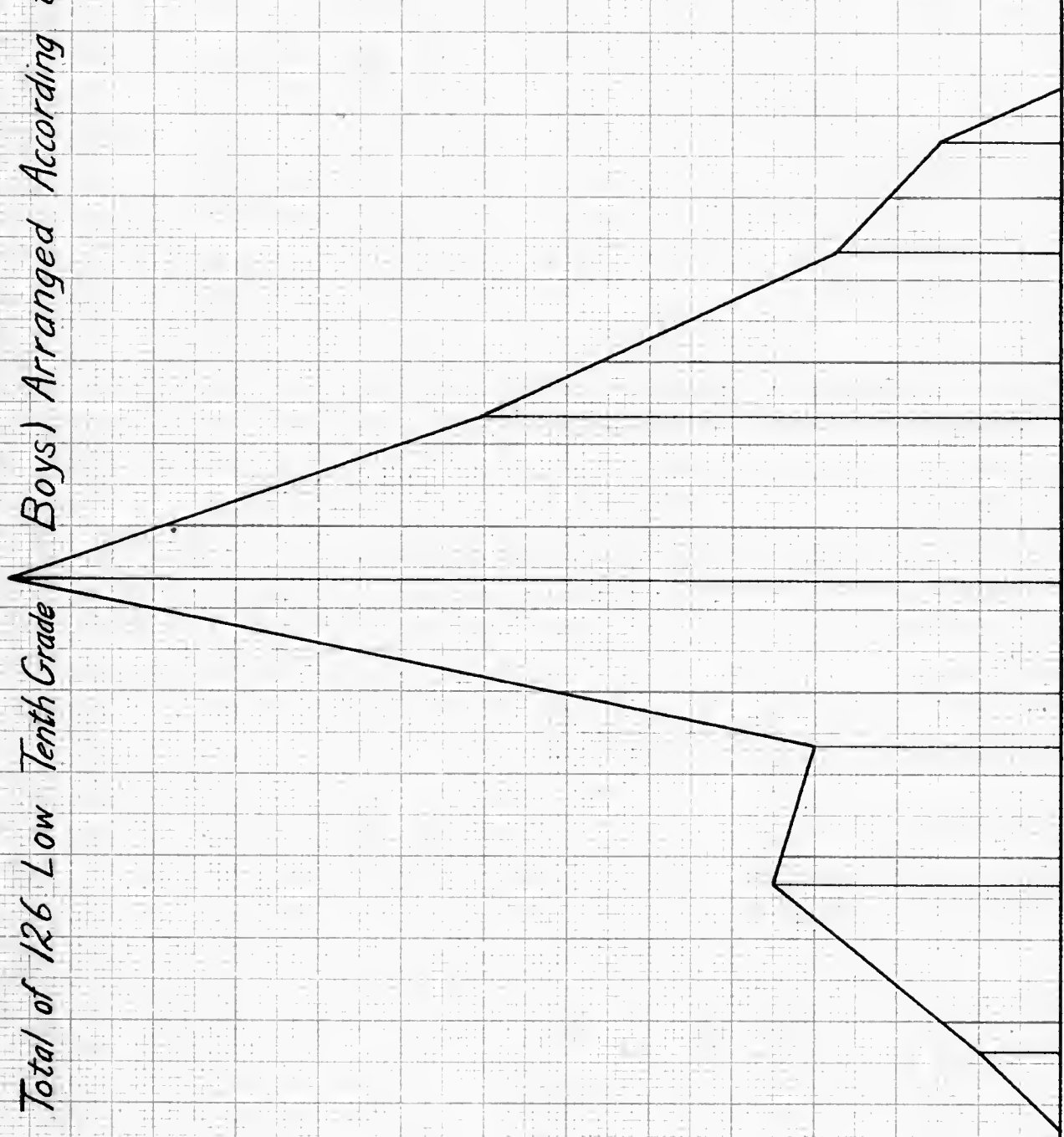
Graph Showing Number of Pupils and Median Heights of Seven Groups (of a Total of 126 Low Tenth Grade Boys) Arranged According to Height.

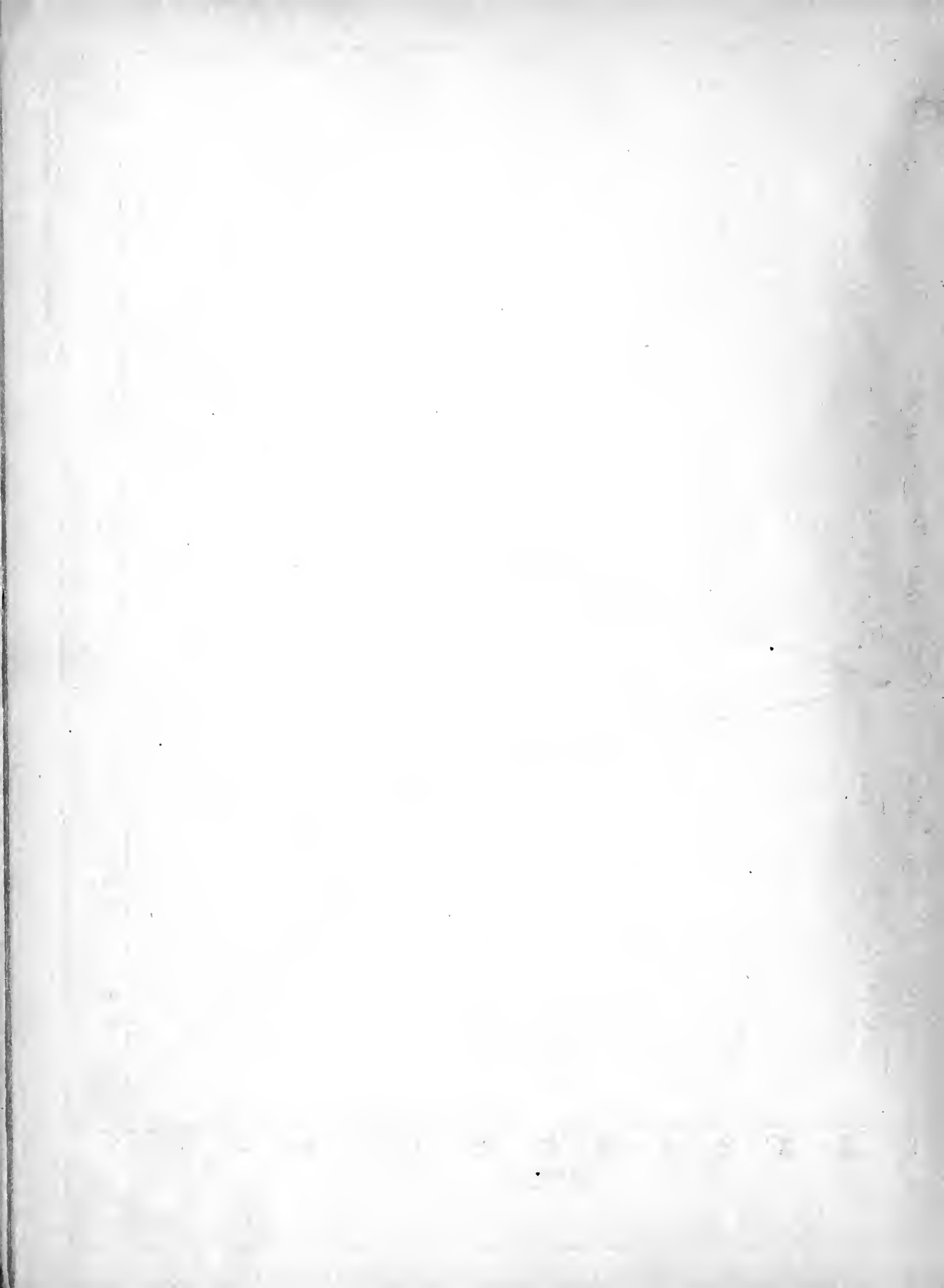
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Pupils

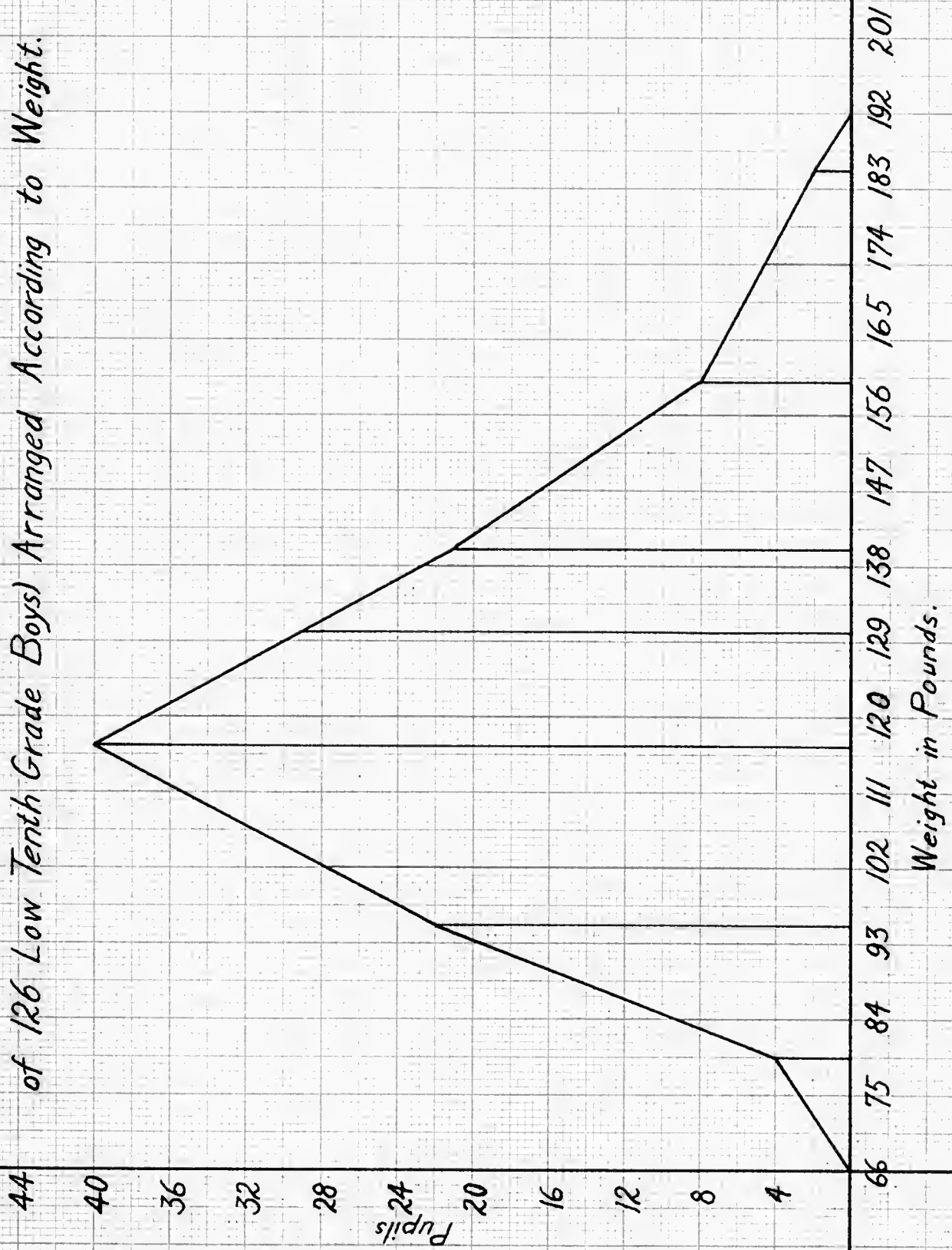
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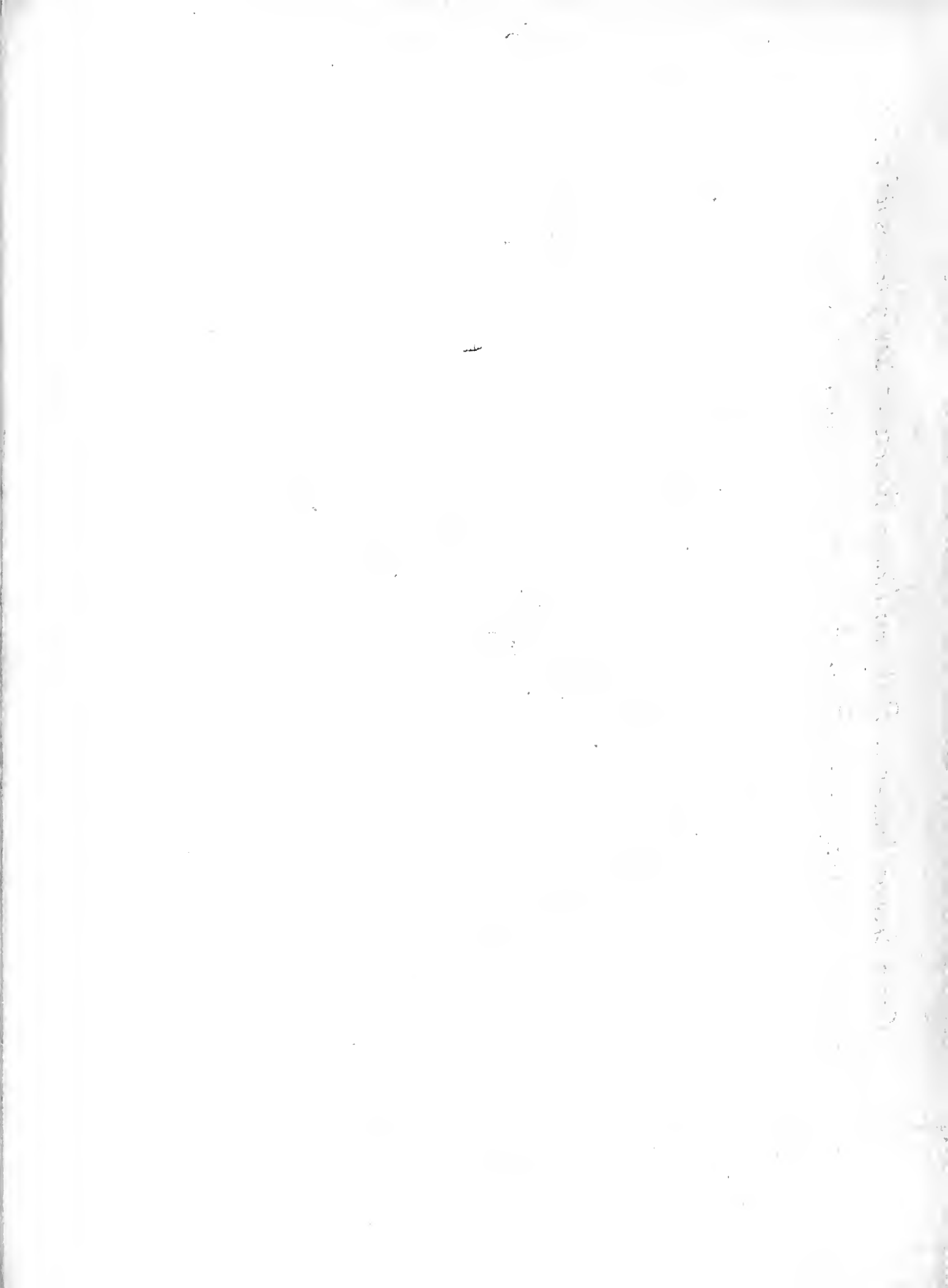
Height in Feet and Inches.





Graph Showing Number of Pupils and Median Weights of Seven Groups (of a Total of 126 Low Tenth Grade Boys) Arranged According to Weight.







## Table Showing No. of Students, Chronological Age,

Quality and Quantity of Entrance Credit of a Total of 262

Low Tenth Pupils, Rated on a Seven Point Scale of General Intelligence.

Rating on a Seven Point Scale of General Intelligence	No. of Students	Chronological Age	Quality of Credit	Quantity of Credit (Average number of units for each member of group.)
A 141-130	13	U.Q. 13 yrs. 9 mo. M. 14 yrs. 4 mo. L.Q. 14 yrs. 9 mo. Average Age: 14 yrs. 4 mo.	28½ units of I's-44.4% 31½ " "II's-48.6 4½ " "III's-4.5	4.904 units
B 129-115	60	U.Q. 14 yrs. 4 mo. M. 14 yrs. 9 mo. L.Q. 15 yrs. 0 mo. Average Age: 14 yrs. 9 mo.	91 units of I's-31 % 159½ " "II's-53 9/10 44½ " "III's-15.1 %	4.895 units
C plus 114-105	63	U.Q. 14 yrs. 7 mo. M. 15 yrs. 0 mo. L.Q. 15 yrs. 6 mo. Average Age: 14 yrs. 10 mo.	55½ units of I's-18.8% 149½ " "II's-50.8 89½ " "III's-30.4	4.674 units
C 104-95	67	U.Q. 14 yrs. 11 mo. M. 15 yrs. 4 mo. L.Q. 15 yrs. 11 mo. Average Age; 15 yrs. 6 mo.	35½ units of I's-12.4% 148½ " "II's-52.1 101½ " "III's-35.4	4.321 units
C- 94-85	41	U.Q. 15 yrs. 6 mo. M. 16 yrs. 0 mo. L.Q. 16 yrs. 6 mo. Average Age: 16 yrs.	15½ units of I's-9.5 % 82 " "II's-49.3 68½ " "III's-41.2	4.050 units
D 84-70	18	U.Q. 15 yrs. 10 mo. M. 16 yrs. 9 mo. L.Q. 17 yrs. 4 mo. Average Age: 16 yrs. 7 mo.	3 units of I's-4.9% 15 " "II's-24.7 42½ " "III's-70.4	3.37 units
E 66 and below	0	-	-	-

There were no unusual circumstances incident to the promotion of this class from the Junior to the Senior High School. Yet the members of it range in general intelligence from 70 G.I.Q. to 141 G.I.Q.; in chronological age from 13 yrs. 9 mo. to 18 yrs. 3 mo; in quality of credit from 100 % "III's" to 100 % "I's"; and in quantity of credit from three units (the minimum

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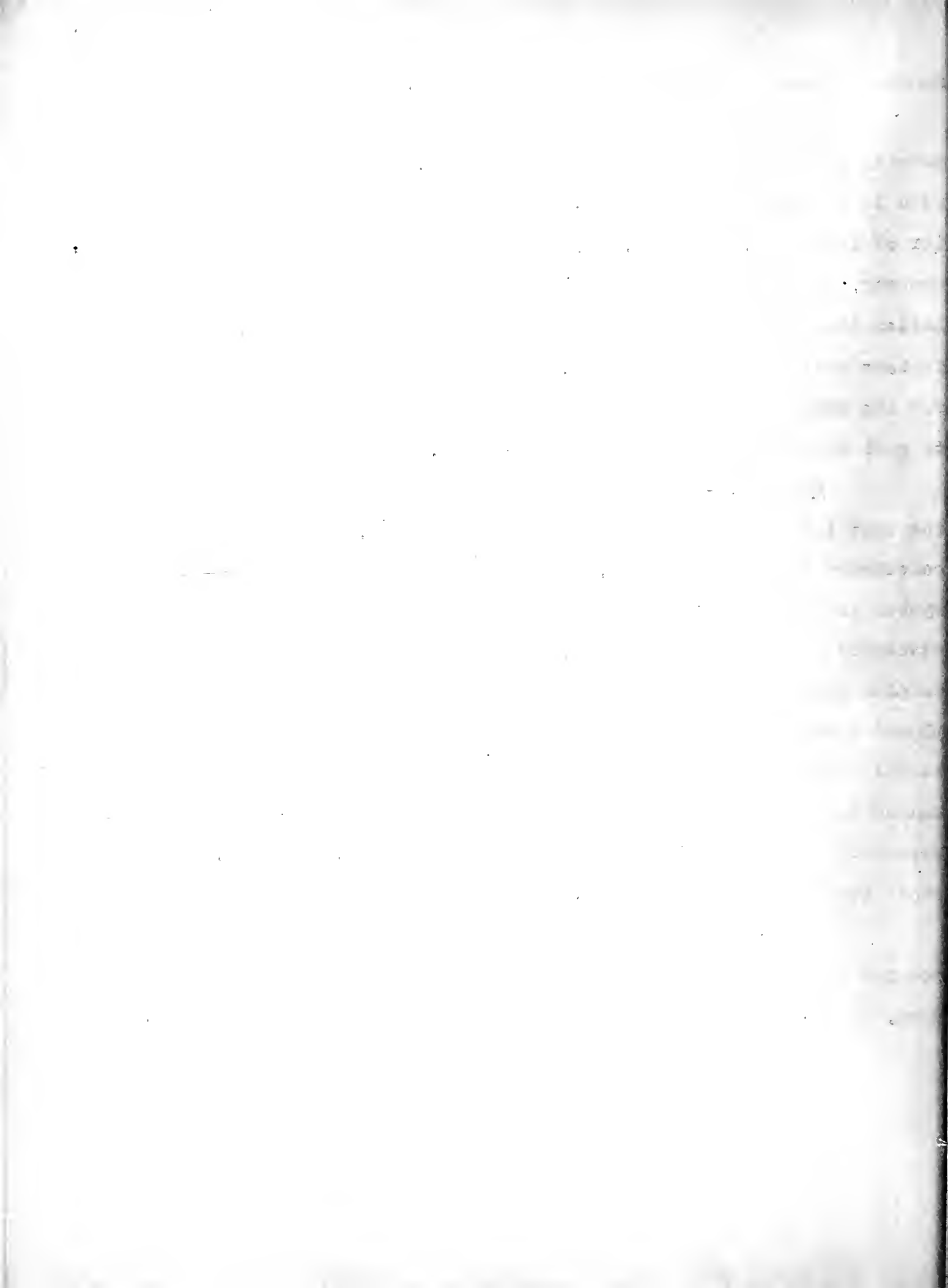
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number required for entrance) to seven units.

The preceding graphs and table illustrate some of the differences between individual pupils in a single class. They also serve to show how wide is the range of variation. This cannot be shown so clearly in the matter of interests, ambition, home and social environment and future plans. However, personal conferences with many of these same students led to the belief that the range of variation was quite as great here, as for the factors which have been charted. This serves to show how necessary it is for the school to recognize these and many other differences if it attempts to meet adequately the needs of each pupil.

Summary. - The case method in education is needed because of (1) the vast increase in the public school enrolment, (2) the longer period of compulsory school attendance, (3) the breaking down of the apprenticeship system and the demand that the public school offer training in more diversified occupational fields, (4) the difficulty of adjustment in the complex environment of the present, and the responsibility that is being placed upon the school in helping solve the problem of selection of vocational objectives and the problem of placement, (5) the constantly growing demand upon the school for training in citizenship and (6) the increased responsibility of the school in meeting the mental, physical, social and recreational needs of students.

All of these additional responsibilities of the public school, coupled with the now recognized individual differences among school children, make a careful case study of each individual pupil necessary.



## CHAPTER II.

## THE PSYCHOLOGY UPON WHICH THE CASE METHOD IN EDUCATION IS BASED.

The scientific basis for many individual differences, and for the understanding and development of the child are found in certain psychological principles.

The beginnings of personality. -- In the beginnings of individual life human personality consists of the following inheritances: (1) the sensory systems, through which the environment acts on the individual; (2) certain simple but all important tendencies, instincts and appetites; (3) certain capacities which are wholly latent at first but come into action with development; (4) simple powers of muscular action by which responses are made; and (5) a sense of satisfaction or dissatisfaction growing out of action. This means that all human beings have the same qualitative make-up; however, it does not mean that all have the same quantitative make-up.

Variations in human capacities. -- Differences in sensory and neurological equipment, in fact slight differences in the total organic equipment are now, for the most part, taken for granted. According to the widely accepted theory of the original nature of man, every individual at birth is as different in the construction of the cell combinations that make up the nervous system, as he is in external bodily features and characteristics. Consequently it is reasonable to believe that there are both possibilities and limitations in the development of any one normal brain.

What is meant by intelligence. -- According to Goddard, "The chief determiner of human conduct is a unitary mental process which we call intelligence; that process is conditioned by a nervous mechanism that is inborn; the degree of efficiency to be attained by that nervous mechanism and the consequent grade of intelligence



or mental level for each individual is determined by the kind of chromosomes that come together with the union of the germ cells; it is but little affected by any later influences, except such serious accidents as may destroy part of the mechanism."<sup>x</sup> Stern, on the other hand, defines intelligence not as a unitary mental process but as "a general capacity of an individual consciously to adjust his thinking to new requirements."<sup>xx</sup> Very similar to the latter is Dearborn's definition, namely, intelligence is "the capacity to learn or profit by experience."<sup>xx</sup> According to Terman,<sup>y</sup> an individual is intelligent in proportion as he is able to carry on abstract thinking.

The measurement of intelligence. -- During the past few years, the expression in psychology that has been repeated perhaps most often, is, "The measurement of intelligence." While some psychologists affirm that general intelligence cannot be measured, the majority are of the opinion that its most important phases can be measured. All admit the diversity of intellectual capacities. According to Binet,<sup>yy</sup> the child differs from the adult, not only in the degree and quantity of his intelligence, but also in its form. Psychological studies of school children by means of standardized intelligence tests have shown that there are many grades of intelligence, ranging from idiocy on the one hand to genius on the other. Terman<sup>z</sup> shows that in testing a thousand or more children of the same chronological age, it is to be expected that the range

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x Human Efficiency and Levels of Intelligence. Page 1. Goddard.

xx Intelligence and its Measurement: A Symposium. V.A.C.Henmon. pp.196-199. Journal of Ed. Psy., May, 1921.

y The Intelligence of School Children. Terman. pp. 317.

yy The Development of Intelligence in Children. Binet - Semon. pp.183

z The Measurement of Intelligence. Terman. Chapter I.

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in mental age will extend from those who are three or four years retarded to those who are three or four years accelerated. This is in agreement with Starch,<sup>x</sup> who states that mental abilities (including general intelligence) range without break from the lowest to the highest.

Other individual differences. -- Children are first of all individuals and not types. "In the physical characteristics of the sense and motor organs, in the strength of instincts and capacities, and in the nature of their previous experiences and inborn and acquired interests -- no two children are exactly alike."<sup>xx</sup> By the time children enter the public school, they differ from one another not only because of different starts at birth, but also because of early development, training, and home influences, as well as factors of personal hygiene. The general causes of individual differences may be summed up as heredity, growth, disease, environmental factors and practice.

How to understand the individual child. -- Together with mental tests, we need the case history of a child, including an analysis of the determining factors and special individual tendencies. Out of this may come an understanding of needs and capacities of the individual, and, as a result, a just treatment of each pupil.

Formation of habits. -- The chief problem in the education of an individual is to bring about the desire and the ability to make the right choice of responses under all combinations of stimulation and internal desires. An acquired habit, from the physiological point of view, is nothing but a new pathway of discharge formed in the brain, by which certain incoming currents ever after tend to

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x Educational Psychology. Starch. pp. 23-26.

xx Principles of Teaching. Thorndike. pp. 68.



escape. In other words, habits are pathways through nerve centers. The duty of the school includes the proper encouragement of certain emotional assets, interests, curiosities, ambitions (both vocational and avocational), likes and dislikes, as well as of purely intellectual assets or knowledge. Fortunately, many of the instincts and emotions are paired and the type of stimulus which the school offers determines which one of the paired instincts and emotions will respond and, by repeated responses, build up habits. Habits transfer into life controls or ideas, and these in turn into ideals which make for a better society. The case study will reveal some habits that need to be broken and others that need strengthening.

Satisfaction and dissatisfaction as springs of action. --

Whether or not an action will be repeated voluntarily depends almost entirely on whether the result of the action is "satisfying to the organism." Hence the need for the teacher to recognize by personal approval right actions on the part of the individual pupil. (Too often misconduct only is noted). The part that emotion plays in the formation of habits must not be overlooked, for it is easy for an emotion to even become a satisfaction in itself. To illustrate: Occasionally a morbid girl actually enjoys tears and the blues. This is particularly true if the effect of her "miserableness" on other persons results in coddling which flatters her sense of importance; or if hysteria gains coveted ends at the price of preventing a "scene." However, it is only by knowing and understanding the hidden springs of action of each student that one can draw correct inferences.

Need for an understanding of outside influences. -- It is necessary not only to know in a general way the capacities of each pupil, but also to know something of the forces that are acting upon his life. A study of the pupil's home and neighborhood environment shows to a certain extent what sort of stimuli the child



is exposed to during the nineteen hours of each day that he is not in school. If these stimuli are such as to call out the lower instincts and emotions, it may be very difficult for the school to offer strong and continuous enough opposite stimuli that will produce better habits. However, a knowledge of home conditions and the pupil's own attitude toward life will at least offer the school a basis for the selection of those stimuli that will encourage the growth of ideals fostered in the better class home, or counteract to some extent the influence of bad home environment.

The chief prerequisites in the process of education. --

Assuming that work assigned is commensurate with mental capacity, then interest in work, attention, and apperceptive basis gained from contact with life are the prerequisites in education. Association explains recall and attention. Hence the need for the teacher to express her subject matter in terms of the experiences of her pupils. At the same time she must remember that, "The old, the near, the accustomed, is not that to which but that with which we attend; it does not furnish the material of a problem, but of its solution."<sup>x</sup> Hence we see that the first condition of instructing pupils is to know them. This necessitates the making of a case study of each pupil.

Summary. -- The psychology upon which the case method in education is based, is founded largely upon the theory of individual differences. These differences are in quantitative make-up, in the construction of cell combinations making up the nervous system, in grades of intelligence and in results of environment and experiences. Many of the individual differences, needs, and capacities may be discovered by a case study. When such factors in each

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x How We Think. Dewey. pp. 222.

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pupil's life are known by the school, the training of the individual pupil for the formation of certain desired habits, for making the best use of his motives, environment, and influences, is also based upon certain psychological principles.

1911

THE UNIVERSITY OF CHICAGO  
DEPARTMENT OF CHEMISTRY  
RECORDS OF THE DEPARTMENT  
FROM 1892 TO 1911

1



## CHAPTER III.

## SUGGESTED OUTLINE FOR AN EXTENSIVE CASE STUDY.

While the following outline is never followed in its entirety for the case history of any one school child, it is purposely made very extensive in order that it may be a source of data from which to select points to be considered in making a brief case study to meet special needs. (See Chapter IV. How To Make A Case Study). The Instructions for Using this Suggested Outline are on pages 40-48. All topics which are mentioned there are marked in the outline with a "c".

## Suggested Outline for an Extensive Case Study.

I. Identification:

- |                         |                                      |
|-------------------------|--------------------------------------|
| 1. Name _____ c         | 4. Sex M _____<br>F _____            |
| 2. Home Address _____   | 5. Date of Birth _____ c Place _____ |
| 3. Telephone _____      | 6. Nationality _____ c               |
| 7. Previous Residences: |                                      |
| Place _____             | Time _____ c                         |
| _____                   | _____                                |

II. Health: <sup>x</sup>A. Clinical History: c

1. Unusual prenatal conditions and conditions incident to birth  
\_\_\_\_\_
2. Health of Father \_\_\_\_\_ Mother \_\_\_\_\_
3. Which relatives have or have had:
 

Epilepsy _____ c	Cancer _____ c
Heart Disease _____ c	Tuberculosis _____ c
4. Operations \_\_\_\_\_ Age \_\_\_\_\_ After effects \_\_\_\_\_
5. Present general health:
 

Three meals daily _____	Eat between meals _____
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- b. Sleep \_\_\_\_\_ Hours \_\_\_\_\_ Alone \_\_\_\_\_ Windows \_\_\_\_\_
- c. Baths \_\_\_\_\_ Frequency \_\_\_\_\_ Kind \_\_\_\_\_
- d. Chronic Constipation \_\_\_\_\_ Chronic Indigestion \_\_\_\_\_
- e. Headaches \_\_\_\_\_ Where \_\_\_\_\_
- f. Colds \_\_\_\_\_ Frequency \_\_\_\_\_ Where settle \_\_\_\_\_
- g. Symptoms of nervousness \_\_\_\_\_

6. Serious Illnesses:

Check and give approximate age:

- |                      |                     |                    |
|----------------------|---------------------|--------------------|
| Measles _____        | Typhoid Fever _____ | Diphtheria _____   |
| Mumps _____          | Pneumonia _____     | Tuberculosis _____ |
| Chicken Pox _____    | Rheumatism _____    | Appendicitis _____ |
| Whooping Cough _____ | Influenza _____     | Smallpox _____     |
| Scarlet Fever _____  |                     |                    |

7. Systematic Exercise -- gymnasium or sports \_\_\_\_\_

8. Menstruation: 1st appeared (age) \_\_\_\_\_ ; Regularity: \_\_\_\_\_ ;  
duration \_\_\_\_\_ ;

Pain: none \_\_\_\_\_ ; Slight \_\_\_\_\_ ; Severe \_\_\_\_\_ .

9. Additional Remarks \_\_\_\_\_

B. Medical Examination:

- |                          |                          |                   |
|--------------------------|--------------------------|-------------------|
| 1. Date _____            | Examiner _____           | Development _____ |
| 2. Complexion _____      | 9. Heart Rate _____      |                   |
| 3. Eyes _____            | 10. Blood Pressure _____ |                   |
| 4. Ears _____            | 11. Teeth _____          |                   |
| 5. Nose and Throat _____ | 12. Glasses _____        |                   |
| 6. Tonsils _____         | 13 Mouth Breathing _____ |                   |
| 7. Thyroid _____         | 14. Adenoids _____       |                   |
| 8. Hernia _____          | 15. Lungs _____          |                   |

<sup>x</sup> Note: This section on health was prepared by a group of physical education specialists, some of them had also had medical training. In making their original outline, they not only drew from their own wide experience in public school work, but also made a careful study of the record blanks for clinical history, medical, physical and orthopedic examinations kept by many of the large secondary schools and colleges of the United States.



## C. Physical Examination:

Examiner \_\_\_\_\_

1. Date \_\_\_\_\_
2. Age \_\_\_\_\_
3. Weight \_\_\_\_\_
- Comparison of both the above with  
Snedley's norms.
4. Lung capacity \_\_\_\_\_
5. Height -- standing \_\_\_\_\_
6. Height -- sitting \_\_\_\_\_
7. Breadth - 9th rib \_\_\_\_\_
8. " Waist \_\_\_\_\_
9. Depth - chest \_\_\_\_\_
10. " abdomen \_\_\_\_\_
11. Girths: Chest normal \_\_\_\_\_
- " expanded \_\_\_\_\_
- " contracted \_\_\_\_\_
- " expansion \_\_\_\_\_
- 9th rib normal \_\_\_\_\_
- 9th rib expanded \_\_\_\_\_
- Expansion \_\_\_\_\_
- Waist \_\_\_\_\_

## D. Orthopedic Examination:

1. Date \_\_\_\_\_ Examiner \_\_\_\_\_
2. Lateral Diagnosis \_\_\_\_\_
3. Posture \_\_\_\_\_
4. Correction \_\_\_\_\_ Lateral \_\_\_\_\_ Anterior \_\_\_\_\_ Posterior \_\_\_\_\_
5. Physical Curves \_\_\_\_\_ Head \_\_\_\_\_ Dorsal \_\_\_\_\_ Lumbar \_\_\_\_\_
6. Displacement \_\_\_\_\_
7. Deviation \_\_\_\_\_
8. Rotation \_\_\_\_\_
9. Flexibility \_\_\_\_\_ Forward \_\_\_\_\_ Left \_\_\_\_\_ Right \_\_\_\_\_
10. Shoulders \_\_\_\_\_ Height \_\_\_\_\_ Twist \_\_\_\_\_ Displacement \_\_\_\_\_
11. Hips \_\_\_\_\_
12. Abdominal Muscles \_\_\_\_\_
13. Pain and Fatigue Pain \_\_\_\_\_ Fatigue \_\_\_\_\_
14. Feet Pronation:
- Longitudinal Arch \_\_\_\_\_
- Correction \_\_\_\_\_
- Heel \_\_\_\_\_
- Anterior Arch \_\_\_\_\_

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## Feet Pronation, continued

Disability\_\_\_\_\_

Shoes\_\_\_\_\_

III Intelligence:<sup>x</sup>

## 1. Measurements by group or individual tests:

Date of test\_\_\_\_\_ Examiner\_\_\_\_\_c

Name of test\_\_\_\_\_

Score made by pupil\_\_\_\_\_

Age of pupil\_\_\_\_\_

Intelligence quotient\_\_\_\_\_

Examiner's comments\_\_\_\_\_  
\_\_\_\_\_c2. Unusual developmental facts\_\_\_\_\_  
\_\_\_\_\_c3. Teachers' estimate based on the pupil's previous academic accomplish-  
ment\_\_\_\_\_  
\_\_\_\_\_cIV. Other Mental Conditions (Favorable and Unfavorable Irregularities of  
Mental Development).<sup>xx</sup>

## 1. Examination results.

a. Those showing psychoses or expressions of active pathological pro-  
cesses which are not permanent and fixed alterations of the mind.\_\_\_\_\_  
\_\_\_\_\_c

These items have been selected by the author after two years' experience in working with mental tests, and after conferring with consulting psychologists of the school departments and directors of school research bureaus.

Note: This section of the outline was prepared by Dr. J. Harold Williams of the California Bureau of Juvenile Research.

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b. Those showing precocity.

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2. Developmental facts: incidents which would show regular or irregular mental development from birth to the present time.
- 
3. Cumulative evidence of persons thoroughly familiar with the individual's behavior and development.
- 
4. Influences which alleviate or detract from the usual mental condition
- 
5. Illustrative material: Samples of the pupil's conversation or letter writing which would indicate a tendency toward aberration
- 

V. School History:<sup>x</sup>

1. Age on entering school \_\_\_\_\_
2. Number of different schools attended \_\_\_\_\_
3. Present grade in school \_\_\_\_\_  
 (In case of part-time school pupil)
- a. Grade reached at the time of leaving full time school \_\_\_\_\_  
 Date of leaving \_\_\_\_\_
- b. Location of School last attended, by City, Town or District and State \_\_\_\_\_
- c. Reasons for leaving School \_\_\_\_\_
4. Amount of pedagogical acceleration or retardation \_\_\_\_\_ c
5. Grades skipped (i.e. low third etc). \_\_\_\_\_ Grades repeated \_\_\_\_\_
- | Subjects taken | Grades received: |
|----------------|------------------|
| _____          | _____            |
| _____          | _____            |
| _____          | _____            |
6. Record of scholarship:
- (In the case of the elementary school child: Results of standardized educational tests) \_\_\_\_\_

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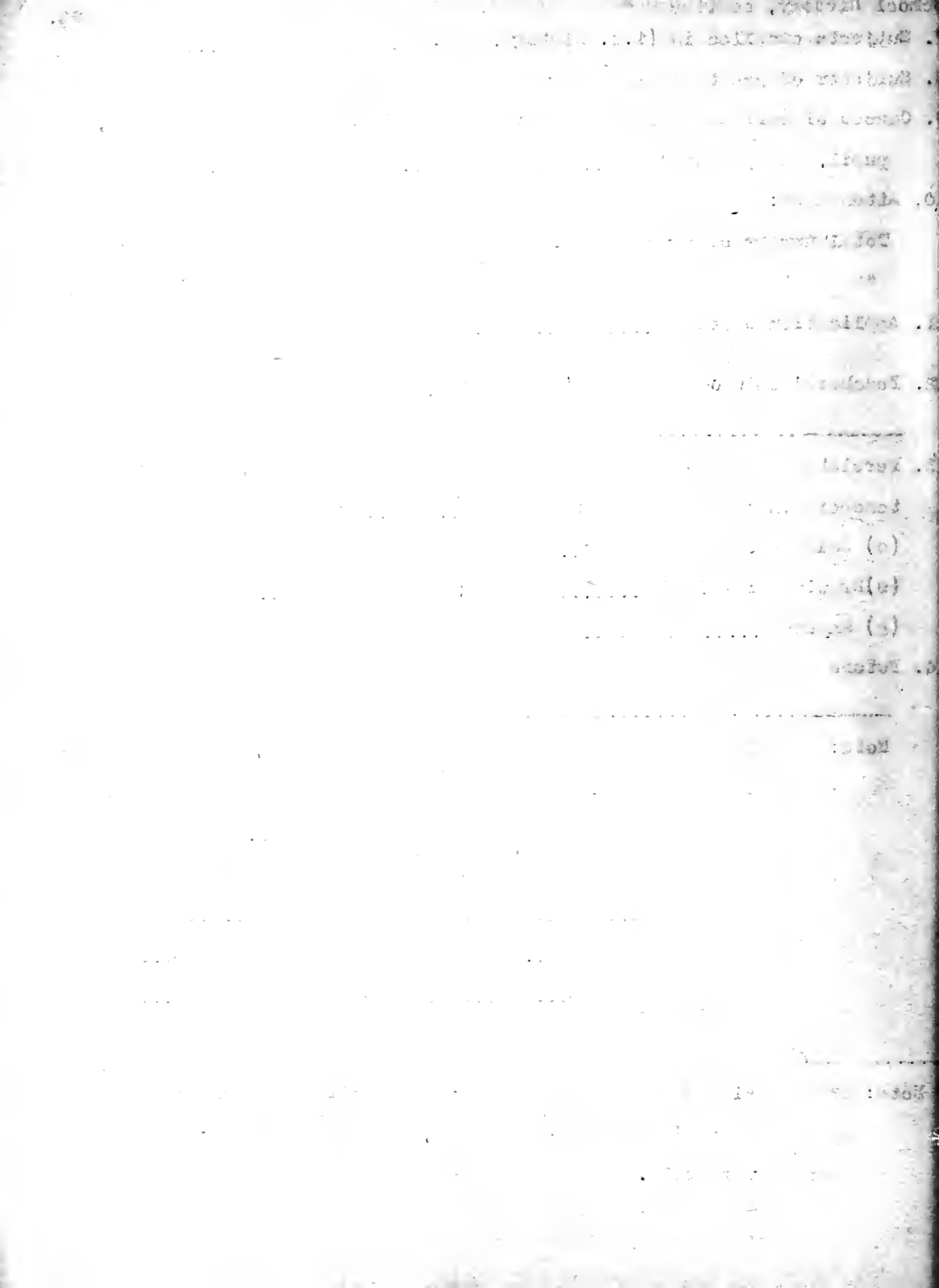
- 7. Subjects excelled in (i.e. History, etc.) \_\_\_\_\_ c
- 8. Subjects of greatest difficulty or least interest \_\_\_\_\_
- 9. Causes of serious scholarship failures (Opinions of class teachers, pupil, and parents) \_\_\_\_\_
- 10. Attendance:
  - Total number of days present during each term or fraction of term \_\_\_\_\_
  - " " " " absent " " " " " " " " \_\_\_\_\_
- 11. Application or effort \_\_\_\_\_ c      Behaviour \_\_\_\_\_ c
- 12. Teachers' opinions of child's ability \_\_\_\_\_ c
- 13. Persistent special interest or superior accomplishment, noted by teachers in the fields of : (a) Music \_\_\_\_\_; (b) Mathematics \_\_\_\_\_; (c) Science or nature study \_\_\_\_\_; (d) Mechanical pursuits \_\_\_\_\_; (e) Drawing or painting \_\_\_\_\_; (f) Dramatics \_\_\_\_\_; (g) Handwork \_\_\_\_\_

14. Future School Plans

Note: By the time the child has reached high school, this should include such items as the following:

- Expects to complete Senior High School course \_\_\_\_\_;
- Expects to attend University, (possible course?) \_\_\_\_\_
- Normal School? \_\_\_\_\_      Art School? \_\_\_\_\_
- Conservatory of music? \_\_\_\_\_      Business College? \_\_\_\_\_
- Hospital for nurses? \_\_\_\_\_      Industrial field? \_\_\_\_\_

\* Note: These topics have been selected by the author after ten years of experience in public school work, in both elementary and secondary schools.



## VI. Social and Antisocial Reactions:

### 1. Favorable reactions:

Concrete incidents occurring most frequently, or outstanding events showing :

Respect for property of others \_\_\_\_\_

Respect for the rights of others \_\_\_\_\_

Respect for law and order \_\_\_\_\_

Regard for spiritual values \_\_\_\_\_

### 2. Delinquency \_\_\_\_\_

## VII Amusements: xx

### 1. Those in which the pupil participates with others:

Football \_\_\_\_\_ ; tennis \_\_\_\_\_ ; dances \_\_\_\_\_ ;  
movies \_\_\_\_\_ ; camping \_\_\_\_\_ ; etc

### 2. Those in which the pupil participates alone:

reading \_\_\_\_\_ ; books enjoyed most \_\_\_\_\_ ; exercise of special  
talent such as music \_\_\_\_\_ , art \_\_\_\_\_ , etc.

### 3. Positions held on teams \_\_\_\_\_

### 4. Feats of prowess \_\_\_\_\_

\* This section of the outline was prepared by the author, after reviewing many records of "Social and Moral Characteristics" and "Conduct" which were usually graded as "Good", "Fair" and "Poor", and which gave the reader no definite understanding of the pupil's social and antisocial reactions.

xx In preparing sections VII, VIII, IX and X of the above outline, the author not only drew from her own experience, but also reviewed the record forms used by many public schools, juvenile placement bureaus, reformatories, and educational research bureaus. Then after making a tentative outline, she conferred with public school officials as to the value of each point listed.

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VIII Associates: (see note page 24)

1. General attitude of the individual toward companions: inclined to be solitary\_\_\_\_\_; to have only one or two close chums\_\_\_\_\_; to be a member of a gang or clique\_\_\_\_\_; or to have many companions\_\_\_\_\_
2. Description of chums with whom pupil spends most time\_\_\_\_\_
  - a. Sex\_\_\_\_\_
  - b. Younger\_\_\_\_\_; Same age\_\_\_\_\_; Older\_\_\_\_\_c
3. Influence (if it can be shown by specific facts)\_\_\_\_\_c

IX Working History (see note page 24)

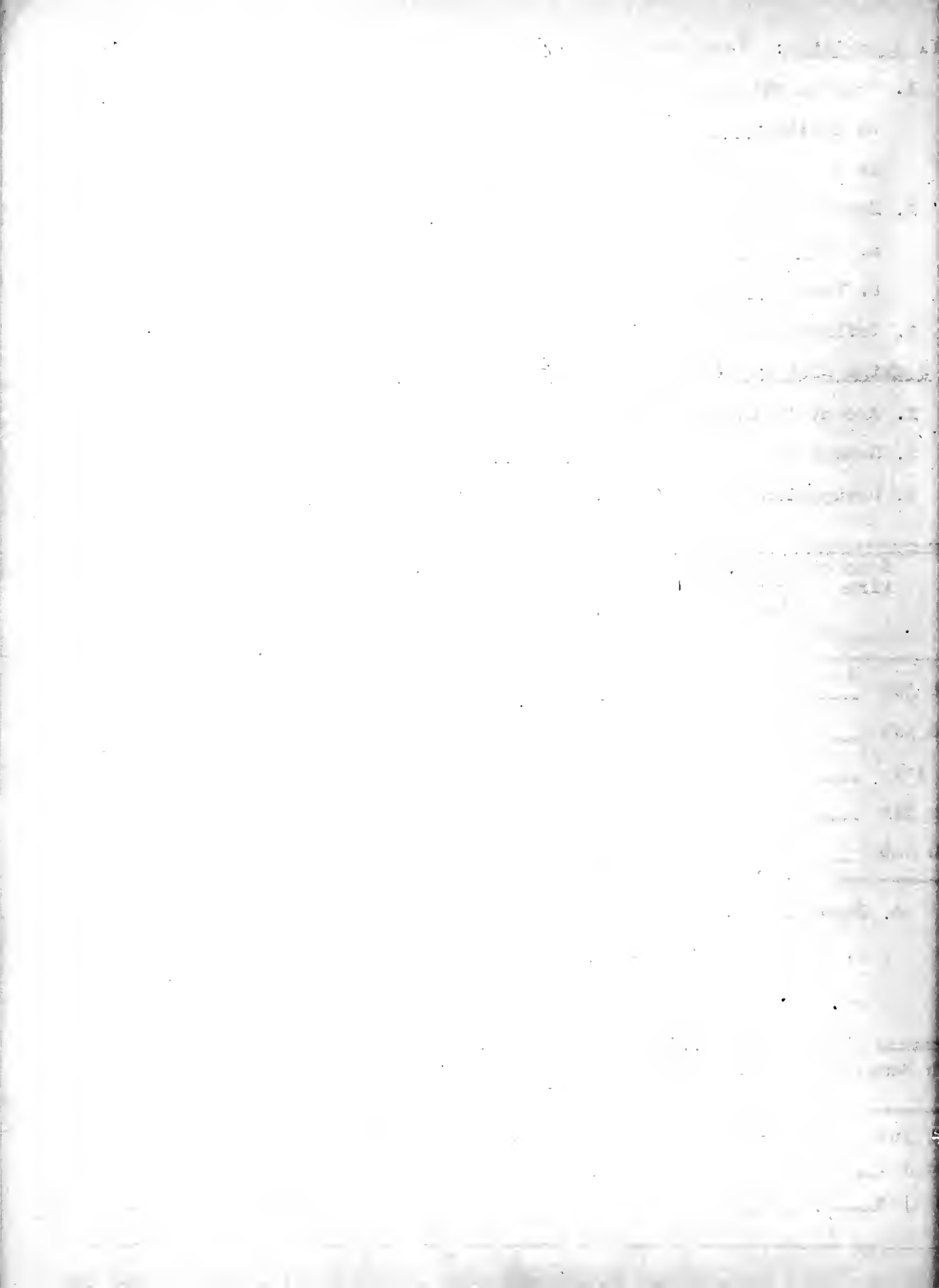
1. Age at beginning work\_\_\_\_\_
2. Reasons for going to work \_\_\_\_\_
3. Occupational experience:

Name of Firm	City, Town or County and State	Exact title of payroll job, or nature of work.	Hrs. per day	Weeks employed	Rate of pay per week.	Reasons for leaving	Attitude toward this work. c
1st job _____	_____	_____	_____	_____	_____	_____	_____
2nd job _____	_____	_____	_____	_____	_____	_____	_____
3rd job _____	_____	_____	_____	_____	_____	_____	_____
4th job _____	_____	_____	_____	_____	_____	_____	_____
5th job _____	_____	_____	_____	_____	_____	_____	_____

4. Present Job:
  - a. Nature of the work \_\_\_\_\_c

b. Progress Record

Job Record	Date of Entering	Date of Transfer or Promotion	Length of Time on Job	Reason for Transfer or Promotion.
1st job _____	_____	_____	_____	_____
2nd job _____	_____	_____	_____	_____
3rd job _____	_____	_____	_____	_____





\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_ c

d. Opportunity for advancement \_\_\_\_\_ c

e. Name of employer \_\_\_\_\_

f. Names of dept. head or foreman \_\_\_\_\_

g. Employer's or foreman's estimate of pupil \_\_\_\_\_

5. Vocational Ambition \_\_\_\_\_ c

6. Result of Trade and Ability Test

a. Name and description of test \_\_\_\_\_

b. Student's score \_\_\_\_\_

c. Examiners' comments \_\_\_\_\_

X. Family History: (see note page 24)

1. Name of father \_\_\_\_\_ Address \_\_\_\_\_

2. Nationality of father \_\_\_\_\_ If deceased, date \_\_\_\_\_

3. Name of mother \_\_\_\_\_ Address \_\_\_\_\_

4. Nationality of mother \_\_\_\_\_ If deceased, date \_\_\_\_\_

5. Name of legal guardian (if other than parents) \_\_\_\_\_

6. Health of parents: See clinical history of child, page 18.

7. Literacy of parents:

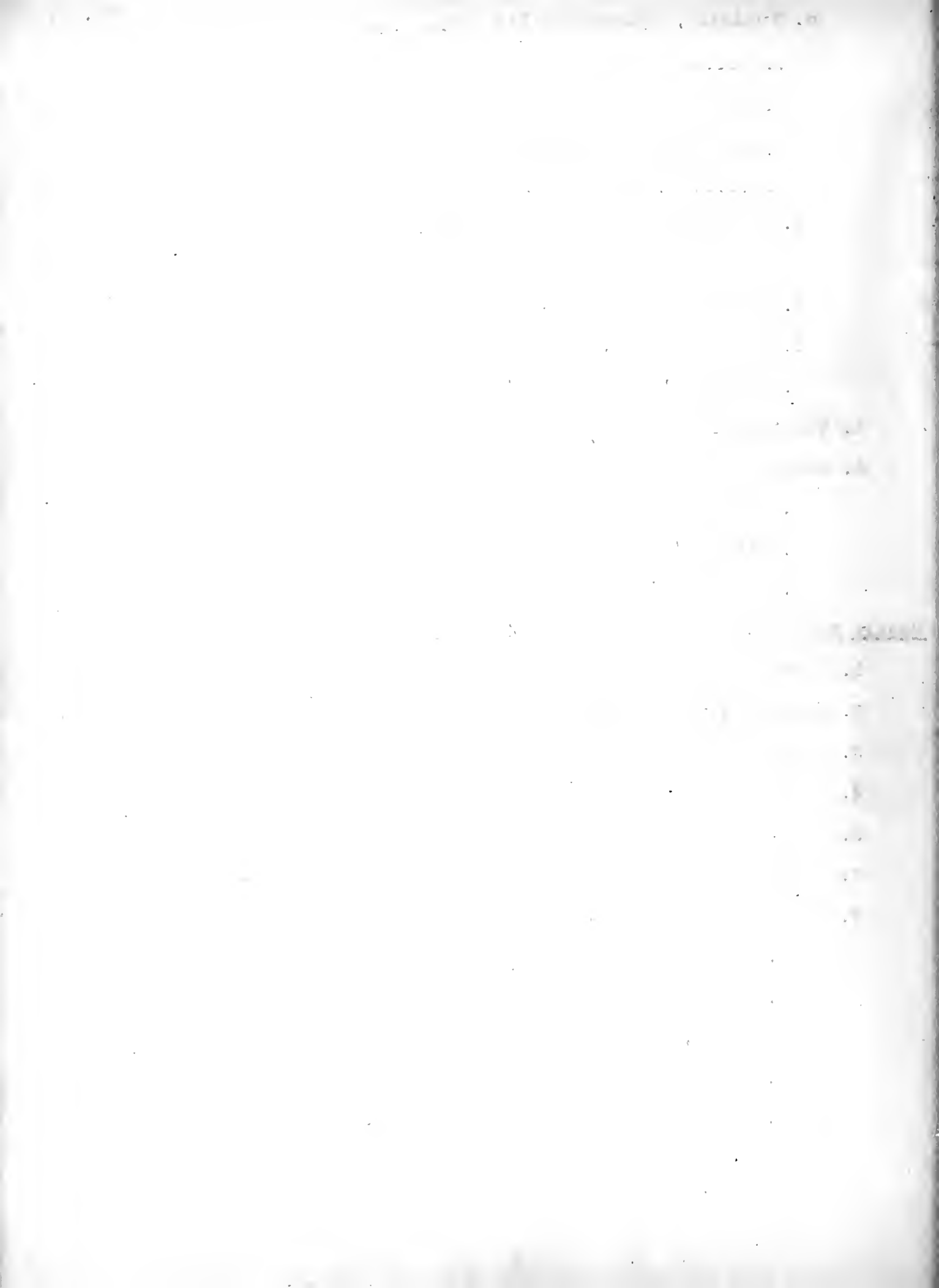
a. Years in the United States \_\_\_\_\_

b. First or Second Naturalization papers \_\_\_\_\_

c. Speak, read or write English \_\_\_\_\_

d. Read and write native tongue \_\_\_\_\_

e. Age and grade at leaving school \_\_\_\_\_



8. Number of children in the family \_\_\_\_\_c

List in order of age, eldest first.

Sex	Year of Birth	Occupation	Grade completed on Leaving Schod, or, Present Grade if in school.

9. Occupation of parents:

Father \_\_\_\_\_c Employment Regular \_\_\_\_\_; Irregular \_\_\_\_\_;

Mother (if employed \_\_\_\_\_) No. of hours away from home each day \_\_\_\_\_c

Housework done by? \_\_\_\_\_c

10. Father's special interests, hobbies or accomplishments \_\_\_\_\_

11. Mother's special interests, hobbies or accomplishment \_\_\_\_\_

12. Positions of honor, trust, or recognition held by father or mother: \_\_\_\_\_

XI. Home Conditions: <sup>X</sup>

1. Standard of living:

Approximate income \_\_\_\_\_

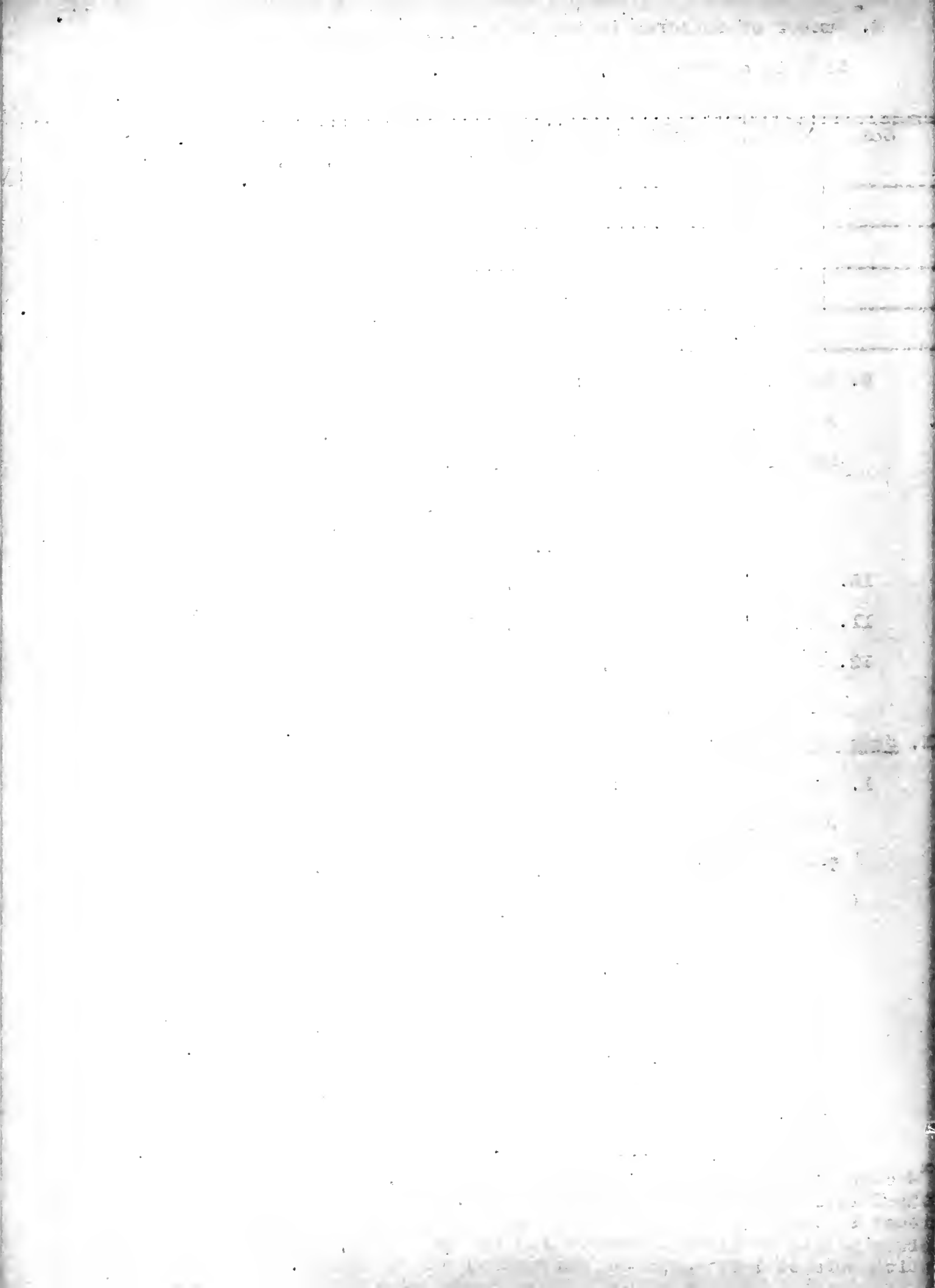
Type of house	Dwelling _____	No. of rooms
	Basement _____	and approximate
	Apartment _____	size of each _____
	Flat _____	_____
	Hotel _____	No. bedrooms _____

Lighting: direct sunlight (at least one outside window in each room ) \_\_\_\_\_;

indirect natural light ( light from an inside window) \_\_\_\_\_;

artificial light \_\_\_\_\_.

<sup>X</sup>A careful review of standard of living cards, factory inspection blanks and the Whittier Home Rating Scale was made. From these and from her own experience in visiting the homes of school children, the author selected the above points as the ones most vital to the school, and the ones concerning which more or less accurate information can be gained.



Ventilation: Outside fresh air \_\_\_\_\_; open air shaft \_\_\_\_\_;  
closed air shaft \_\_\_\_\_; air only through another  
room \_\_\_\_\_

Cleanliness: Reasonably clean<sup>xx</sup> (some dust but no rubbish) \_\_\_\_\_  
Note absence of flies, grease, decomposing refuse, lack  
of garbage disposal, etc.

Plumbing:

	Material	Repair	Cleanliness
Toilet	_____	_____	_____
Bath	_____	_____	_____
Sink	_____	_____	_____
Washtubs	_____	_____	_____

2. Marital condition: (1) Both parents in the home: yes \_\_\_\_\_; no \_\_\_\_\_;  
Parents separated: yes \_\_\_\_\_; no \_\_\_\_\_; Parents divorced: yes \_\_\_\_\_; no \_\_\_\_\_;  
(2) Pupil: single, \_\_\_\_\_; married \_\_\_\_\_; divorced \_\_\_\_\_.
3. Parents' interest in and cooperation with the school and community:  
interested \_\_\_\_\_ c indifferent \_\_\_\_\_ c hostile \_\_\_\_\_ c
4. Religion \_\_\_\_\_
5. Parental supervision \_\_\_\_\_

This blank will be used only when concrete facts, that would be helpful to the school, can be given.

III. Neighborhood Conditions: <sup>x</sup>

1. Neatness, Sanitation, improvements:  
a. arrangement \_\_\_\_\_

Note: The author has accepted the Whittier Scale for Grading Neighborhood Conditions. The above outline shows the points considered. For definition of terms, directions as to using the outline and for a Standard Score Sheet which provides uniform objective standards of comparison see: A Guide to the Grading of Neighborhoods. W.W. Clark and J. Harold Williams. Whittier State School. (1919) pp 1-25

Cleanliness is a relative term and a concrete statement of facts may well be substituted for it.



b. Cleanliness \_\_\_\_\_  
\_\_\_\_\_

c. Roadways \_\_\_\_\_  
\_\_\_\_\_

d. Light and water \_\_\_\_\_  
\_\_\_\_\_

e. Transportation and Communication \_\_\_\_\_  
\_\_\_\_\_

2. Recreational facilities:

a. Home \_\_\_\_\_

b. Commercial \_\_\_\_\_

c. Playground facilities \_\_\_\_\_  
\_\_\_\_\_

d. Other public facilities \_\_\_\_\_  
\_\_\_\_\_

e. Uses \_\_\_\_\_

3. Institutions and establishments:

a. Educational \_\_\_\_\_  
\_\_\_\_\_

b. Favorable \_\_\_\_\_  
\_\_\_\_\_

c. Unfavorable \_\_\_\_\_  
\_\_\_\_\_

d. Industrial \_\_\_\_\_  
\_\_\_\_\_

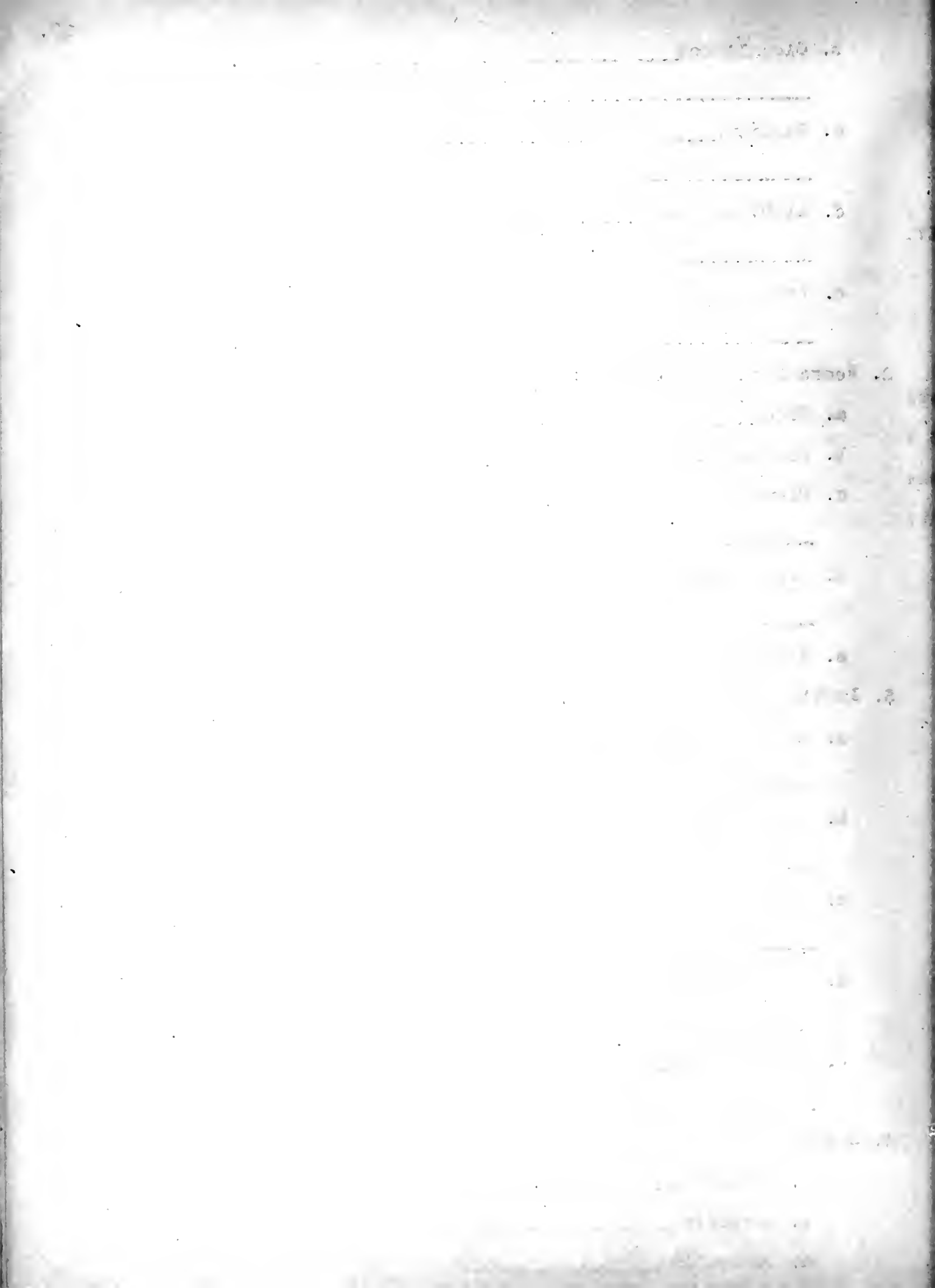
e. Unclassified \_\_\_\_\_  
\_\_\_\_\_

4. Social Status of residents: c

a. Education \_\_\_\_\_

b. Morality \_\_\_\_\_

c. Occupation \_\_\_\_\_





d. Diligence \_\_\_\_\_

e. Conduct \_\_\_\_\_

5. Average quality of homes (using propositus' home as a basis, estimate probably proportion of more favorable and less favorable homes in the neighborhood)

XIV. History Subsequent to Leaving School:

1. Success in higher schools \_\_\_\_\_ c

2. Success in industry \_\_\_\_\_ c

Note: It is essential that every school keep a record, for the first year at least, of its product, namely its graduates and drop-outs. Their success in higher schools or in fields of industry measure to a greater or less extent the efficiency of a particular school.

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INSTRUCTIONS FOR USING THE SUGGESTED OUTLINE  
FOR AN EXTENSIVE CASE STUDY.

Items in the Outline that need merely to be checked or answered by a statement of fact (such as an address), or by Yes or No, are not discussed here.

I. Identification.

Names should be recorded with last name first.

Date of birth should be recorded in the order of year, month, day, as in the following illustration: 1912 - 3 - 23.

Under Nationality record the name of the country in which the parent was born.

Under Previous Residences, the time should be given in years or, if less than a year, in months.

II. Health.

Clinical history should be obtained at the time of the medical, physical, and orthopedic examinations. These should be given by specialists. Specially trained physical education directors will base their corrective exercises directly on the results of these examinations.

Name the immediate relatives who have, or have had, epilepsy and heart disease. This gives a clue to hereditary tendencies. The noting of the presence of cancer and tuberculosis in the home is important, for occasionally suggestions need to be given as to the proper care and precaution against infection and contagion.

Where Venereal disease is known to exist, note should also be made of it here.

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### III. Intelligence.

Measurements. -- Mental tests should be given only by specially trained workers and should be interpreted and used with caution. The examiner's comments should include not only a statement of the points in which the pupil scored particularly high or low, but also the pupil's attitude toward the test as a whole, and whether the conditions under which the test was given were favorable.

Unusual developmental facts. -- These facts can usually be obtained by conferring with parents, when occasion arises where a knowledge of them is helpful. All statements regarding mental development should be concretely illustrated with incidents to be valuable. The rate of a student's school progress is often explained by facts regarding his premature or slow mental development.

Teacher's estimate. -- This should be based on a knowledge of the pupil's reactions to practical life problems, including academic accomplishment. It should not be prejudiced by a score in any mental test. The latter may help to confirm a teacher's estimate; or it may cause her to make more careful observations which will lead her to modify her first conclusion.

### IV. Other Mental Conditions.

The average teacher will usually be able to note cases of irregularity of mental development, but she will not be able to diagnose them. She should refer these cases to a trained psychiatrist. Some of the larger cities have already established mental hygiene clinics as part of their public school health work.

Examination results. -- These results of a psychiatric examination should be carefully interpreted by the psychiatrist giving the examination. She can often suggest ways by which the school can cooperate in treating cases of mental aberration. The school, in turn, can furnish data that is helpful in explaining the meaning

Introduction

The purpose of this study is to investigate the effects of the proposed system on the overall performance of the organization. The study is based on a survey of the current state of affairs and a comparison with the proposed system.

Methodology

The data for this study was obtained through a series of interviews and questionnaires. The interviews were conducted with key personnel in the organization, and the questionnaires were distributed to a wider range of staff. The data was then analyzed using statistical methods to determine the significance of the findings.

Results

The results of the study show that the proposed system has a significant positive effect on the overall performance of the organization. This is evident from the increase in productivity and the reduction in errors. The study also shows that the proposed system is well accepted by the staff, which is a key factor in its success.

Conclusion

In conclusion, the proposed system is a viable solution for improving the overall performance of the organization. The study has shown that the system is effective and well accepted by the staff. It is recommended that the organization should implement the proposed system as soon as possible to realize the full benefits of the system.

References

The following references were consulted during the course of this study:

of the examination results.

#### V. School History.

Pedagogical acceleration or retardation. -- It is assumed that the pupil entered the first grade at approximately the age of six years although the normal age for entering is often taken from five years nine months to six years nine months. If the pupil makes normal progress (one full grade each year), then by the time he reaches, say the seventh grade, he will be approximately twelve years old. If he reaches the seventh grade when he is only ten, then he is pedagogically accelerated two years; if, on the other hand, he is fourteen when he reaches the seventh grade, he is approximately pedagogically retarded two years.

Subjects excelled in. -- Academic records will indicate more or less clearly both subjects excelled in and those of greatest difficulty and least interest. The records, however, should be supplemented by the pupil's own statement.

Application or effort and behavior. -- Statements regarding these have to be given merely as observations and estimates, as well as do teachers' opinions of children's abilities.

This word of caution should be noted. Each teacher should form her judgments as independently as possible of those recorded by previous teachers. It by no means indicates an error of one or the other teacher when the estimates do not coincide. Children are not fixed quantities. They often show marked changes from term to term. Incidentally these changes may show what the school is doing, or is not doing, for the pupil. Such relative terms as "good," "fair" and "poor" should be avoided; in their place use brief statements of fact or observation. For example, a much clearer idea of a pupil's application or effort is gained by such statements as, Pupil wastes no time in school; Comes to class with

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lessons well prepared; or, Starts work but seldom finishes it, -- than one could possibly get from a grade of "good" or "poor." In describing behavior, it is also better to give a brief statement of the individual child's outstanding acts and motives, as they are observed from month to month.

Teacher's opinions of pupil's ability. -- Here the teacher should compare her judgment of ability with that of class records. Frequently school marks and judgment of ability coincide, but in many instances they do not. For example, a teacher may know that an able child is doing only average work because of home responsibility or because of poor health or worry. In such an instance the academic record will show only indifferent school marks; the teacher's estimate of superior ability will show that she thinks the pupil not fairly represented by his academic record. In other cases a child of inferior ability may do average work up to a certain point because of ambition, diligence, and help at home. These estimates may be expressed as follows: ability superior to, equal to, or inferior to academic accomplishment.

VI. Social and Moral Reactions.

Favorable reactions. -- These include both the attitude of the pupil and his behavior. Statements should be made only where they can be backed up by concrete incidents. These should be given in every case, or else the point in question should be omitted. Such a record is far more satisfactory than subjective estimates in relative terms or a long list of personal characteristics, such as: honesty, sociability, consideration, initiative, leadership, neatness, cheerfulness, and courtesy.

Delinquency. -- Under this heading make a record with the date of only real misdemeanors such as repeated use of vile and profane language, stealing, persistent lying, habitual truancy, violence in

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school, or obscenity. If the pupil is under the care of the Juvenile Court, record that fact.

Many teachers hesitate to record such facts because they feel that they are thereby condemning the pupil, or depriving him of a possible chance of "making good" later on. If these records were accessible to others than those who are directly and vitally concerned in helping the delinquent pupil this might be true. However, school officials are learning to practice the same code of professional ethics as does the physician and the lawyer. Furthermore, they would no more think of condemning the pupil because of past delinquencies than would the teacher who may hesitate to make the record. The dates of the record will show to what extent the school is helping the pupil to overcome his special weaknesses and temptations. If he has not overcome these when he leaves to go to work, the school finding a position for him must remember that he needs to be helped and safeguarded. For example, a school placement secretary recently secured a position in a bank for a boy who, unknown to her, had a record of dishonesty. He immediately misappropriated some of the funds of the bank, was arrested and discharged. As a result, the bank refused to cooperate further with the school placement bureau.

In filling out this record of delinquency care should, of course, be taken to record only well established facts, not mere suspicions. In this way no injustice can be done the pupil.

#### VII. Amusements.

The rating, by the pupil himself, of both lists of amusements -- those in which the pupil takes part with others and those in which he participates alone -- in the order of their importance to him, is often significant.

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A comparison of the length of the first list with that of the second may also give some idea of the pupil's social adaptability.

#### VIII. Associates.

Influence. -- Snap judgments should not be made as to the influence of a child's associates; in some cases they may exert a strong influence for good or evil, but in other cases will have little influence.

Age. -- Older associates sometimes exert a dominating influence; for this reason the age of associates should be noted.

#### IX. Working History.

Attitude toward this work. -- This record should include a statement not only of the employed youth's present attitude toward the jobs which he has held, but also his attitude toward them as possible permanent occupations in the future. For example, a messenger boy's attitude toward his work may be expressed as follows: Likes the work, but does not want to make it his permanent employment.

Present job, nature of the work. -- List here the major tasks and the outstanding requirements of knowledge necessary for their performance. In the case of the employed youth, attending part-time school, this will offer the basis of training to make him more efficient for his job.

Training offered on the job. -- In visiting the youth's place of employment, the coordinator should note carefully the kind and amount of training offered on the job, and compare it with that which a job analysis shows is necessary for efficiency and promotion. This will show whether or not the school should supplement the training offered on the job.

1. A committee of the Board of Directors

has been appointed to study the

present situation

and to report to the Board

at its next meeting.

The committee is composed of

the following members:

Mr. J. H. Smith

Mr. W. R. Jones

Mr. C. D. White

Mr. E. F. Black

Mr. G. H. Green

Mr. I. J. Brown

Mr. K. L. Gray

Mr. M. N. Hill

and

Mr. O. P. Scott

and the following alternate

members:

Mr. Q. R. Taylor

Mr. S. T. Adams

Mr. U. V. Baker

Mr. W. X. Carter

Mr. Y. Z. Evans

Mr. A. B. Foster

Mr. C. D. Gibson

Mr. E. F. Hall

Opportunity for advancement. -- Since advancement depends upon the individual worker as well as upon the type of organization of a business, note can profitably be made of only outstanding cases where no opportunities are offered for advancement, or where unusually good opportunities are offered.

Vocational ambition. -- A child's vocational ambition during the elementary and secondary grades may have no significance. It may change from year to year and represent nothing but a fleeting interest. In many instances, however, during the high school course a definite vocational ambition emerges which proves to be determining. The record from year to year will show whether any such fixed interest and ambition has appeared.

#### X. Family History.

Number of children in order of age. -- A knowledge of what older brothers and sisters are doing, how much education they received before leaving school, and how other children of the family, still in school, are progressing, throws light on the economic and educational background of the child. It helps the school to judge how much education on a full-time basis he will probably be able to obtain and how much his family may consider necessary for him.

Father's occupation. -- This should be recorded as explicitly as possible, i. e., list exact title of payroll job. It gives some idea of the family income, and may suggest the vocational interest of the boy.

Mother's occupation. -- The <sup>important</sup> item here is the amount of time that the mother is absent from home. Delinquency and truancy can often be traced to the mother's absence from home. It may also mean that the responsibility of the housework is left to the children, and may explain the cause of their absence or tardiness.

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## XI. Home Conditions.

Number of rooms and approximate size. -- By comparing this number with the size of the family (see Family History) the congestion of occupancy can be determined. Less than four rooms for each five occupants is usually considered below the minimum health standard.

Parents' interest in and cooperation with the school and neighborhood. -- Definition of terms:

**Interested:** Send children to school regularly; meet requests of school promptly (such as furnishing legitimate excuses for pupils tardiness and absence); carry out suggestions made by the school to help the child; see to it that the pupil does the home work assigned; hold membership in parent-teacher association or in civic organization of the neighborhood.

**Indifferent:** Show no interest in, or spirit of cooperation with, either the school or other neighborhood organizations.

**Hostile:** Opposes the school in its policies and upholds the pupil in doing the same.

## XII. Neighborhood Conditions.

Social status of residents. -- Complete and accurate data regarding many of the points listed in the outline under this topic will not be obtainable in some cases. However, the elementary school in the neighborhood usually has opportunity to estimate the social status of residents rather accurately.

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### XIII. History Subsequent to Leaving School.

Success in higher schools. -- This is best measured by a report of the actual scholarship grades made by the pupil during his first term in the higher institution. Most senior high schools and colleges are very willing to send these reports.

Success in industry. -- This is best answered by concrete statements such as the following: Has been steadily employed by the same firm; discharged because of incompetency; salary has been raised, etc.

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Ways and Means.1. Carefully formulated tentative outline.

The points to be included in any case study will be determined largely by the purpose for which the case study is made, and the teacher's hypothesis as to the best ways of accomplishing that purpose. In other words, the special need to be met which every child brings to the school, and the possible ways of meeting it, will determine which points should be selected from the complete case-study outline suggested in Chapter III.

## Illustrative Examples:

(1). In deciding questions of health: Whether a pupil should register for regular or corrective gymnastics; whether he should go in for strenuous athletic activities; whether medical or dental treatment is needed; whether the pupil is strong enough to carry the full academic program; whether abnormally slow movements, imperfections in such manual work as handwriting, and even the amount of will put forth and the mood exhibited, may not be due to a poor muscular condition which appropriate exercise will correct; whether the school is making unusual demands upon the child's physical life (recent experiments have shown how deleterious anxiety may be physically); whether special health laws should be stressed; whether the pupil should enroll in special nutrition class; and occasionally whether a pupil cannot be helped by freeing him from the fear of a disease (which a physical examination reveals no trace of), but which family tradition has made him feel that he is doomed to have;--- in deciding these and similar questions, the minimum case-study will include Subdivisions II (points A, B, C and D) and XI (points 1, 3 and 5) of the complete outline.

(2). In helping a student to select his program of school subjects when these are electives, the case study will include such points as: child's future plans (V,14), interests (V,13), previous school accomplishment (V,6), intelligence (III, 1), health (II, 5), and outside employment



(X, 4).

Note: It may be that the latter is making such large demands upon the pupil that he cannot carry a full school program. A study of the job may also show what subjects should be taken to make the student more efficient in his work.

(3). In determining vocational objectives and placement, the case study will include points: of general health (II, A, 5), intelligence (III, 1 and 3), school history, particularly statement of special interests and accomplishments (V, 3, 7, 8, 9, 11, 13), social and antisocial reactions (VI, 2), working history (IX, 3, 4, 5), and home conditions (XI, 1 and 2). It is necessary not only to know the youth, but also the requirements and opportunities of the job into which he goes. Hence the case study must be supplemented by at least a partial job analysis. The facts revealed by the latter may dissuade the pupil from entering a job that apparently has little to offer in the way of future advancement or training. A higher vocational objective may cause the pupil to decide to stay longer in school, and thus prevent premature employment and a waste of unusual ability which comes from lack of longer training. In other cases, the reverse may be true, and the youth will be better off, if employed part of the time.

(4). In determining the cause of repeated failures in school conduct, the case study will include the following minimum points: present general health, including symptoms of nervousness if any (II, A, 5, 6), intelligence (III, 1, 3), peculiar mental conditions if any (IV, 1, 3), attitude toward study (V, 11), outstanding social and moral traits (VI), associates (VIII), amusements (VII), and last but by no means least, home conditions (XI, 1, 3, 5).

(5). In preventing delinquency, the case study will include points very similar to the above, and will be begun at the time of the first serious failure in school conduct; for practical procedure does not lie in

Numbers and letters indicate subdivisions of suggested Outline for a Complete Case Study. See Chapter IV.

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allowing the court to establish first the fact whether a boy or girl is an object of social control. And in the case of the average child the prevention of delinquency is a much easier task than the recreating of the thought life and habits of a delinquent.

(6). For further examples of points to be included in case studies to meet particular problems see Chapter V , The Use of the Case Study.

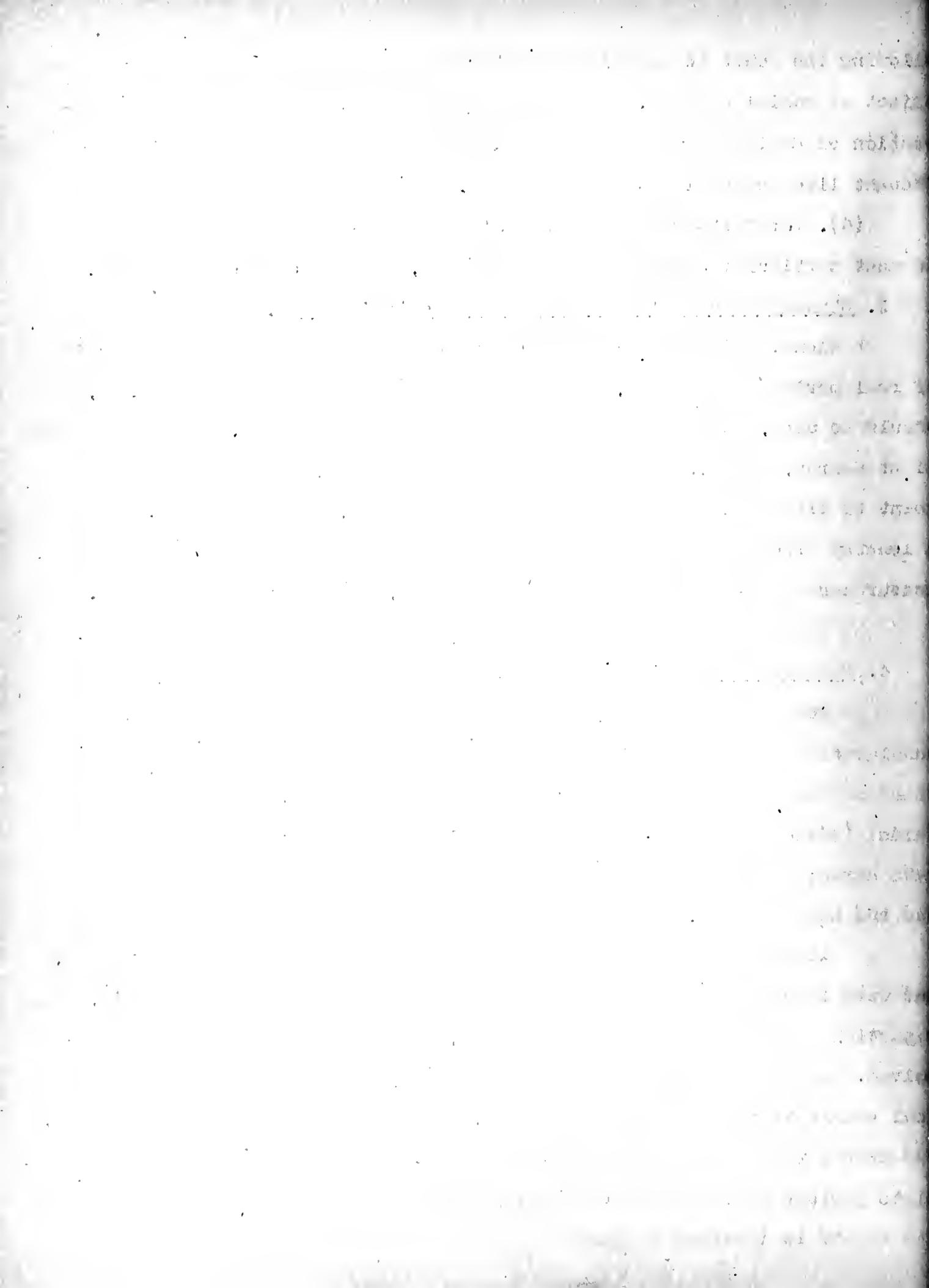
### 3. Standardized Scales for measuring desired points.

Whenever it is administratively possible and a standardized scale of real merit is available, that can be applied accurately and quickly, it should be used, for it affords a uniform basis of judgment. In the absence of standards, an actual statement of existing facts, together with the point of view of the examiner recording the facts, should be made. This is a lengthy process and is not always satisfactory; yet it is better than measurements by a scale that does not measure, and is not standardized.

### 4. Data from School Office Files:

Secure all available data from school office files such as: (1) scholarship records (for the elementary school child include records of standardized educational tests); (2) attendance records, (3) registration cards; (4) records of physical and <sup>(5)</sup> medical examinations; (6) mental test data cards; and (8) reports on home visits by school attendance officer and the home teacher.

If all these separate cumulative record cards were actually kept, and were filed in a separate folder for each child in a central office, a partial case study would be the result, with no extra clerical work involved. Occasionally the mistake is made of keeping the physical and medical examination results in one office, the scholarship records in another, and mental test data cards in still another. The result is that no complete picture of the pupil is available; and often the value of each separate record is lessened because of a lack of the knowledge of extenuating



data contained on other records.

Unfortunately at present many schools have only attendance and scholarship records, with possibly a term record of one "teacher's estimate" of the pupil's health and conduct.

##### 5. Personal Observations and Estimates.

Teachers who see the same pupil day after day have opportunity to observe his traits of character, interests, and accomplishments and form estimates based upon cumulative experience. A record of these observations and estimates should be kept. It not only helps a class teacher to think more clearly in terms of a pupil's development, but also enables her to give a more definite and helpful report concerning a pupil. Heretofore many teachers' ratings of students in "department" and "conduct" have been their own personal reactions to more or less unpleasant experiences with the students. A description of the individual child's acts, motives, desires and tendencies is much more illuminating.

For example: "If a girl seems to have the idea that the world is against her and shows it by repelling friendly advances from her classmates, that is a more important fact than that her department is "poor!"<sup>x</sup>

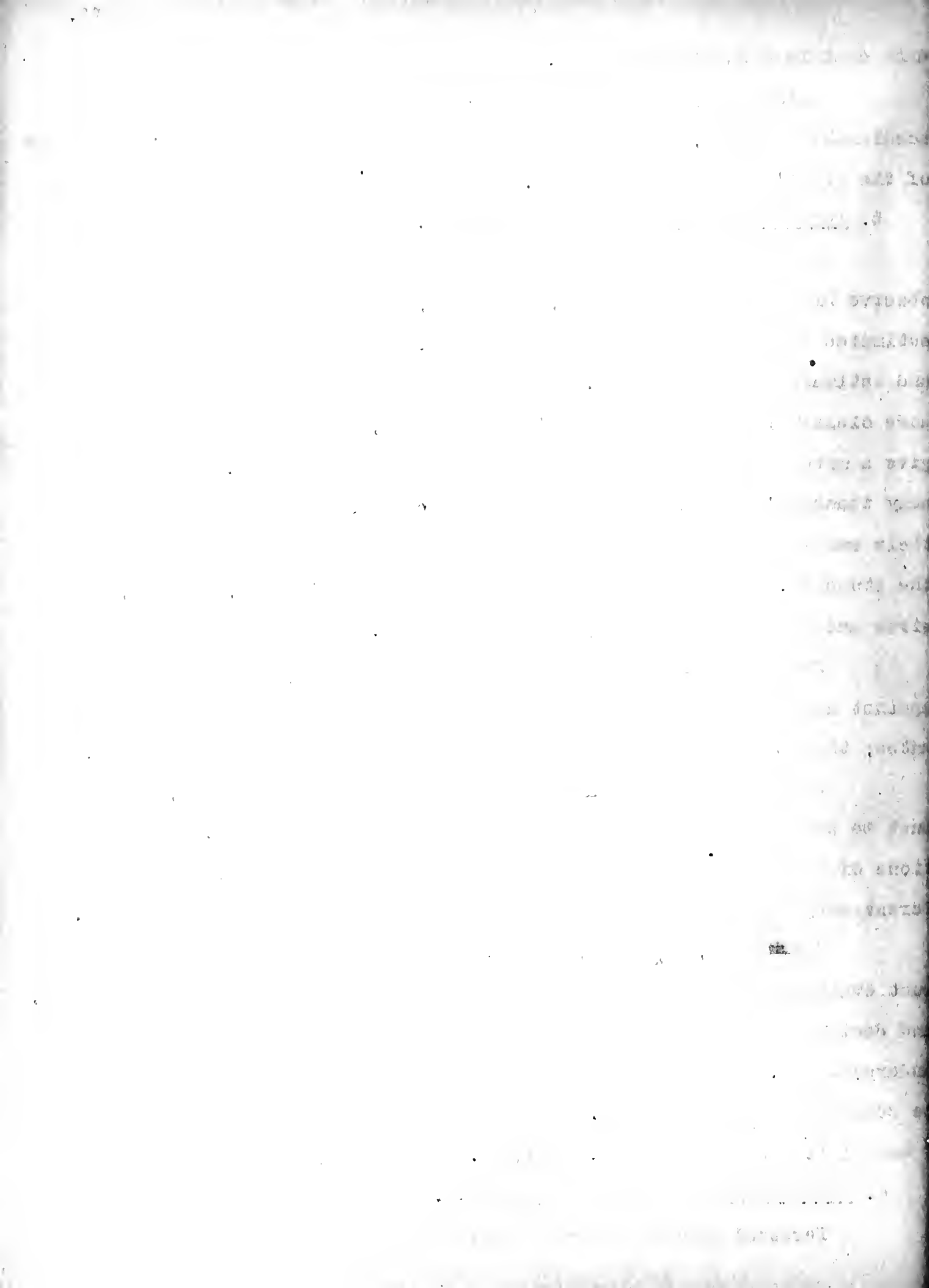
Since such records are available in only a few schools, the data must be secured by a personal conference with class teachers. The reactions of a pupil to the personalities of different teachers, teaching different subjects and using different methods are often very illuminating.

The adviser, counselor, or special teacher making the case study must evaluate the judgment and personality of the teacher offering the data, and decide whether in particular cases it is biased by prejudice or misunderstanding. Observations and estimates of several class teachers should be secured wherever possible.

<sup>x</sup> Social Diagnosis Page 226. Richmond.

##### 6. Personal Conference with the Pupil.

Personal conferences with pupils by some faculty member (who be-



cause of his understanding of student life, position and reputation in the school has the respect and confidence of the student body) throw much light on individual needs. In cases of failure in either scholarship or conduct, the pupil's own statement should always be heard.

These conferences are mutually beneficial. The teacher gains helpful data, and it may be that in return, she believes in the student, and lets him know that she does, and this gives him sufficient stamina to overcome possible indifference at home or personal handicaps, until finally inner controls of character are established and success is achieved.

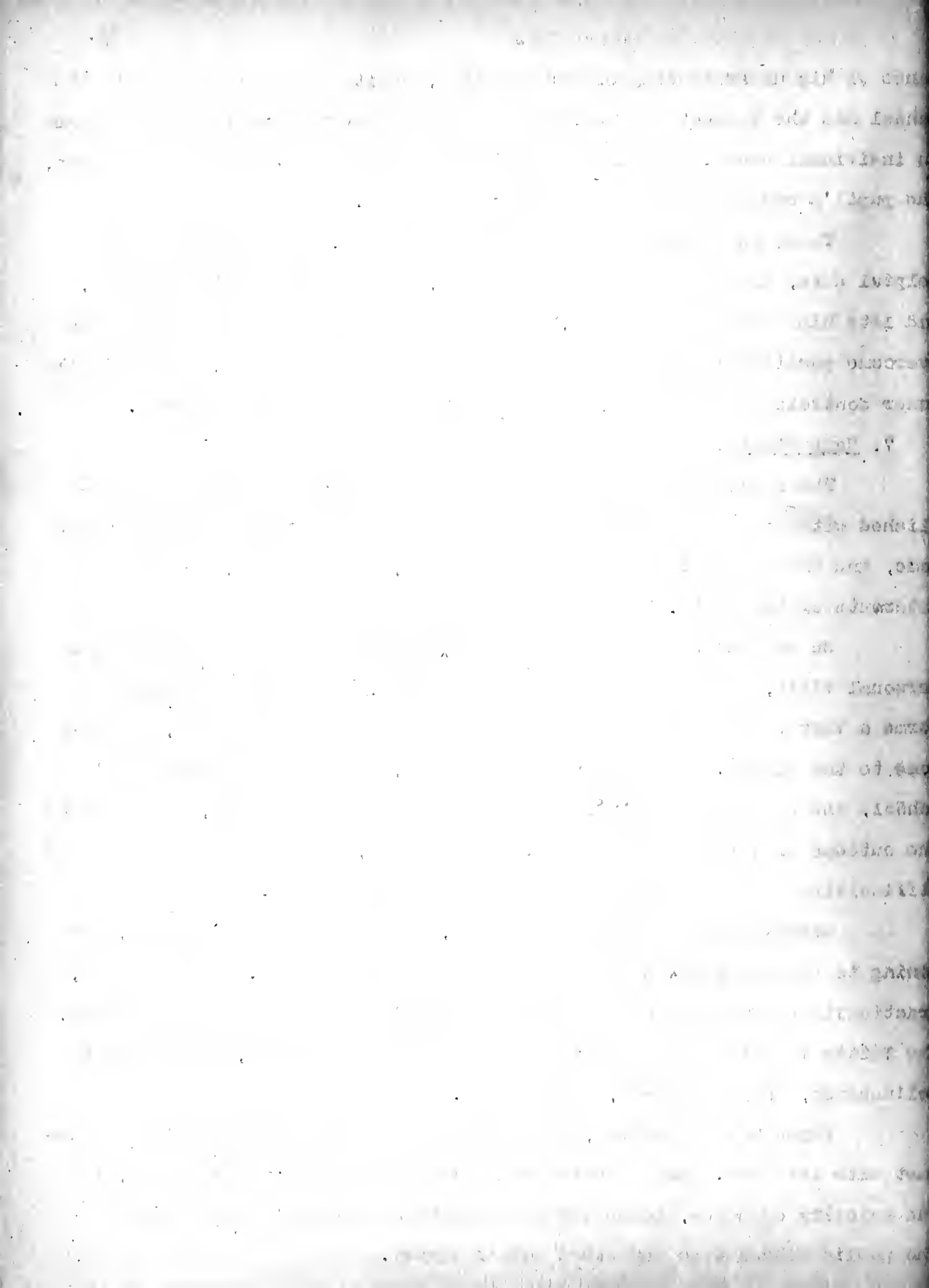
### 7. Home Visits:

The individualization of educational diagnosis cannot be accomplished without a knowledge of the general social level represented by the home, and the extent to which it is favorable, on the whole, to the best interests of the pupil.

An account of home conditions to <sup>be</sup> accurate should be based upon a personal visit, and when special problems arise, the school visitor performs a very real service in interpreting the school to the home, and the home to the school. Regularity of attendance, and longer attendance at school, and a better quality of work on the part of the pupil, are commonly the outcome of a visit to the home. Furthermore, as teachers learn of home difficulties they are more sympathetic in their attitude.

More and more social relief work, particularly for children, is coming to be done through the agency of the public school. Since by law, practically every child comes under the surveillance of the public school, the latter is often the first to learn of cases of illness, of incipient delinquency, and of neglect, and of want.

Through the children, the school has a very definite point of contact with the home. And a constructive interest shown by the school, in the majority of cases, leads the home to be more ready to cooperate with the public school than any other social agency.



In the case of the employed youth, the making of a case study should include a visit to the place of employment. The report of this visit should include: (1) nature of the work in which the youth is engaged; (2) special training that the school might offer to make him more efficient on his job and put him in a position for promotion, and (3) employer's or foreman's estimate of the pupil. In some cases the latter may be more complimentary to the boy than that of his class room teacher. Whether this or the reverse is true, the school coordinator can perform a real service, in letting either the teacher or the employer know of his success on the job or in school.

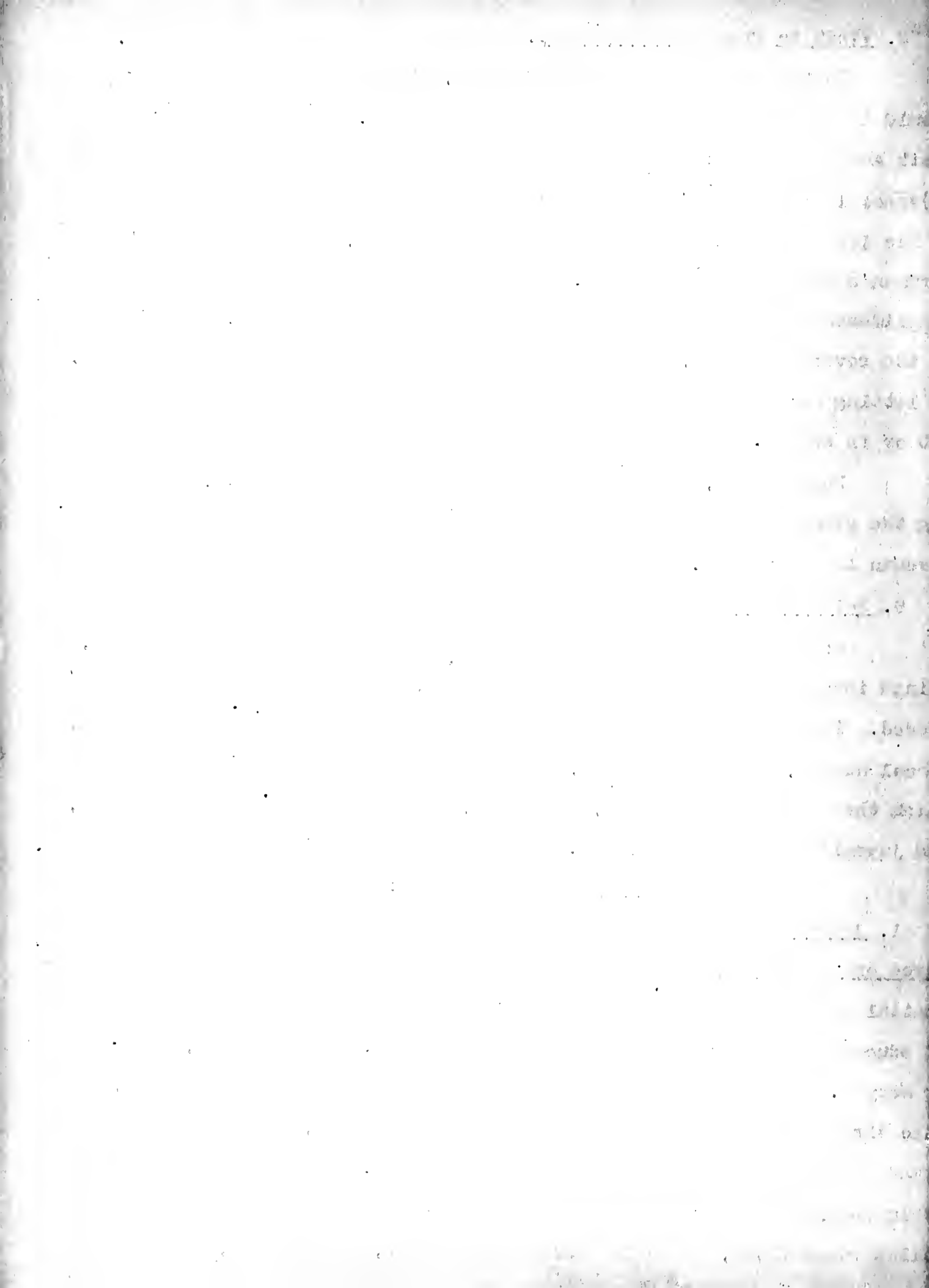
Furthermore, the interest shown by the school coordinator in visiting the place of employment often quickens the interest of the employer or foreman in the youth.

#### 9. Follow Up of Additional References

Occasionally it is necessary to follow up additional references, gained incidentally from parents or teachers, to secure the information needed. These additional sources may include: school attendance officers, school nurses, former employers, directors of boys and girls clubs with which the pupil is affiliated, relatives, occasionally probation officers, and juvenile court records, ETC.

#### Points to Guard Against:

1. Assuming a wrong mental attitude, particularly that of resting assured on some preconceived notions. A proper mental attitude is just as essential to the success of a teacher in applying the case method in the field of education as it is for the social case worker. The attitude, described by Mary E. Richmond as requisite for the success of the social worker, is also the attitude that should be assumed by a teacher, seeking to understand and meet the needs of the individual child. Miss Richmond writes that, "When we face each situation of our work with a mind alert to receive and follow suggestions, alert to utilize experience, and to make, try and test





one hypothesis after another, when we start out with entire willingness to prove or disprove our every inference, then the well tested inference reveals new fact, and new fact suggests new inference until gradually our case work acquires a strong, closely woven texture and our case histories become documents that will well repay study" (Social Diagnosis, Page 99. Mary E. Richmond.)

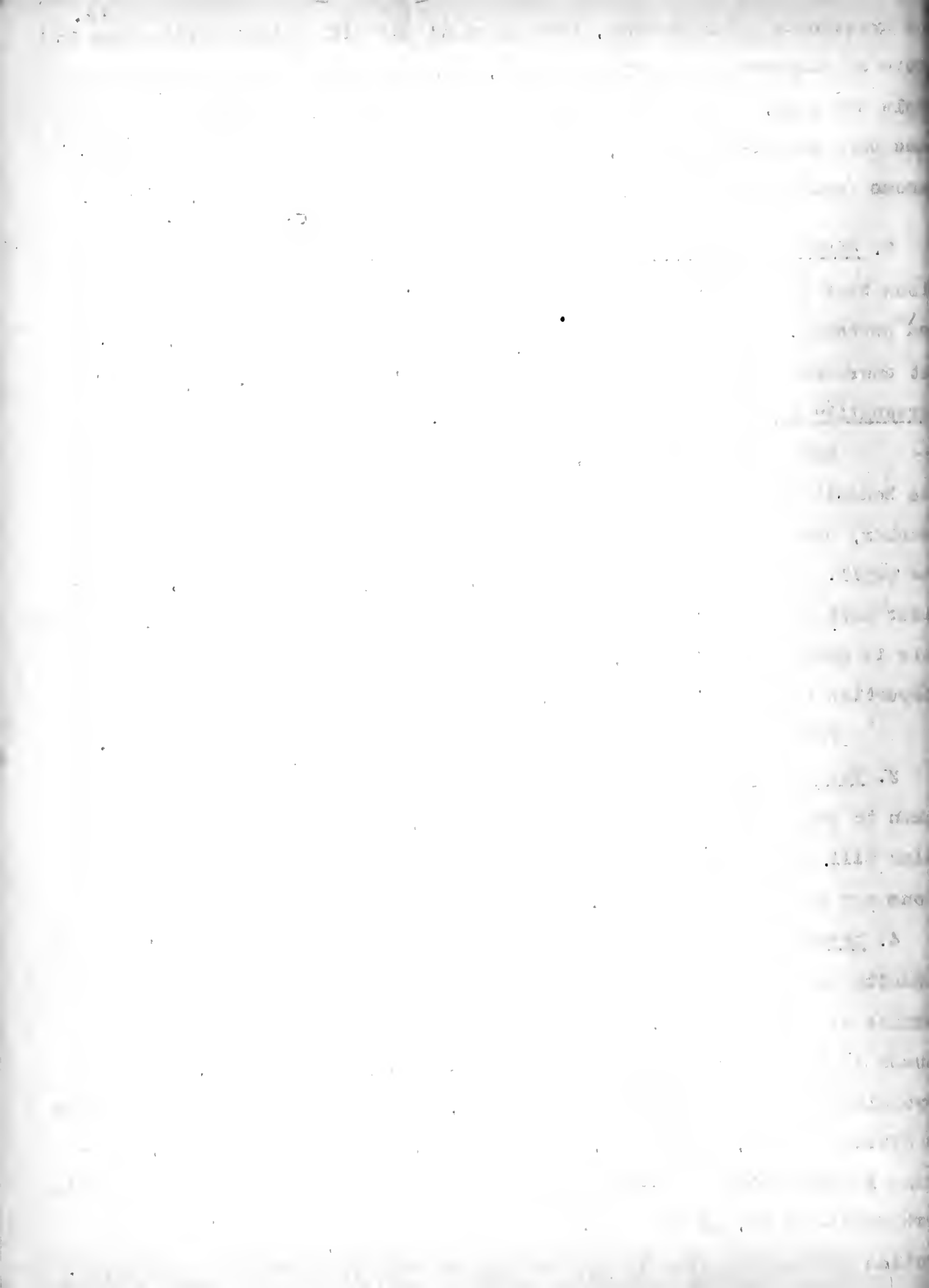
2. Giving the appearance of an investigator: Many of the real explanations that get at the very root of the pupil's difficulties are intimate and personal. The wise adviser and teacher appreciate this fact, and do not encroach upon the sacredness of the pupil's inner life. The child's personality is to be studied and respected.

The diagnoses- mental, physical, and social are made entirely for the benefit of the student and not for the information of the adviser or teacher, save as that information will be of direct use to them in helping the pupil. In many problems that arise, to be helpful genuinely, the adviser must get at the inside as well as the outside of the student. However this is never done directly, but by the indirect method and by winning and respecting the pupil's confidence.

This same attitude must be shown toward parents and employers.

3. Forgetting the excessive suggestibility of children: Care must be taken to evaluate the data given by children, for often they say what they think will be pleasing to the adviser or teacher; or the latter's suggestions may color their remarks.

4. Drawing conclusions from insufficient data: Judging a child's mental capacity entirely from his rating in a group intelligence test is a glaring example of such an error. Another mistake is the supposition that the causes of all speech defects are physical. Dr. Lillian Martin, Consulting Psychologist of the San Francisco Schools, states that a speech disturbance is often a signal, as it were, that mentally, not alone physically, something is decidedly wrong--(complexes may lie at the base of some speech disturbances)--it is, so to speak, a call for aid in solving one's social problem and should often be attacked almost entirely from this standpoint.



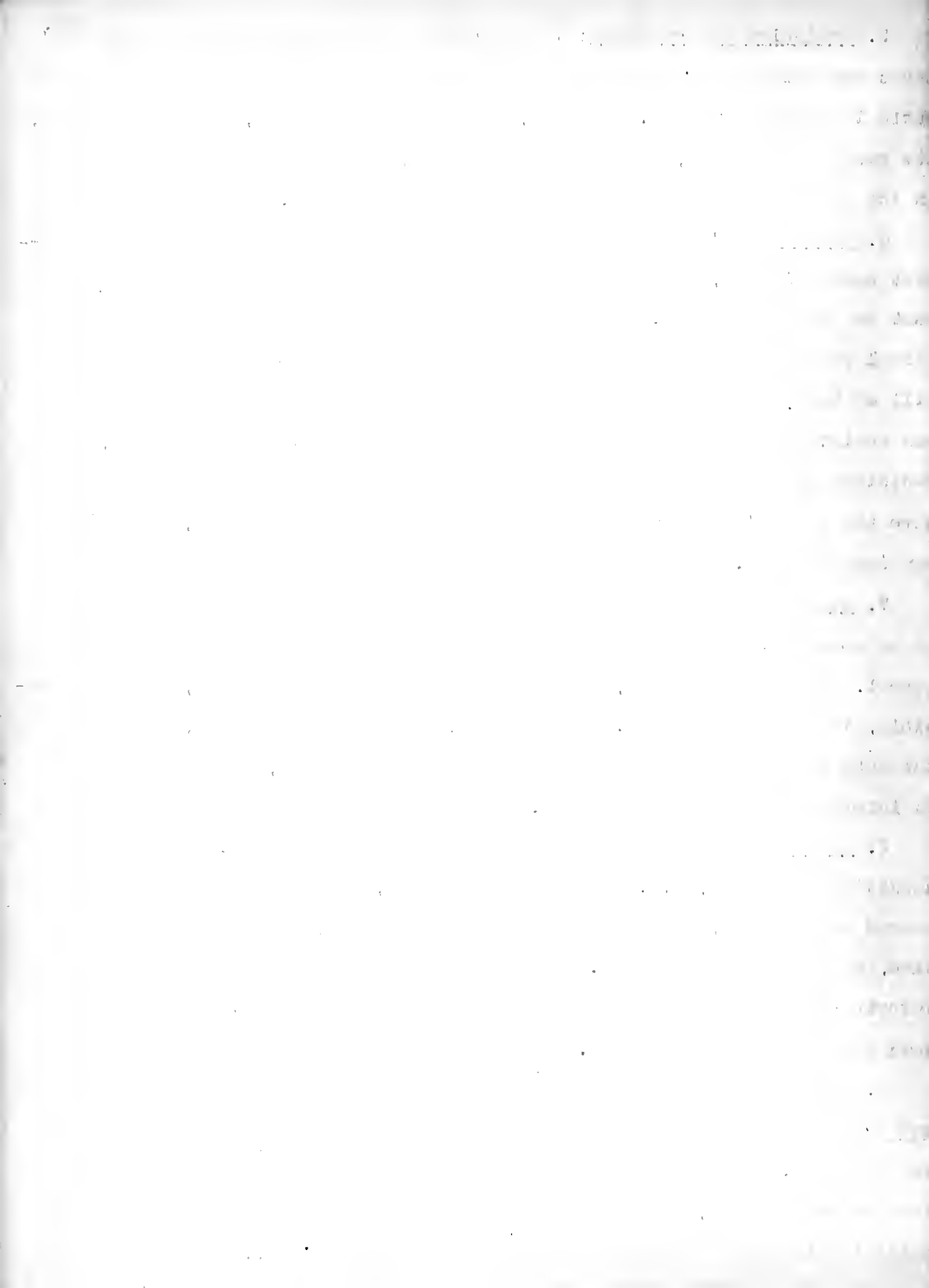
5. Prejudice and cynicism: In listening to case after case of students' needs and failures and handicaps one can easily get the feeling that all the world is somewhat warped. However, faith in human nature, in its capacities its past achievements, and its future ideals, is of just as great importance in the guidance of youth as is a knowledge of heredity.

6. Forcing one's opinion upon the pupil: This is a thing that happens almost unconsciously, unless the adviser or teacher guards against it; and it must be guarded against. For example: The more nearly motivation and vocational placement become a giving of information and not a forcing of the will of the teacher (but her encouragement after the pupil has made his own decision) the more nearly it approaches the ideal. In some cases, the decision may be negative; for the case history may reveal facts that will save the pupils' time by showing him what he is not fitted for, though he may aspire to it.

7. Slavishly following an outline: A worthwhile case study should not be so standardized that it results in a formal array of facts devoid of interest. In gathering data, the questionnaire is to be avoided, wherever possible, for the same reason. Furthermore, no routine questions, asked for the sake of filling out a face card and leading nowhere, should be allowed to interrupt a teacher's busy day.

8. Making a case study in its entirety at any one time. The study should be a history, i.e. a continuing process, part of the data being obtained at one time, when the need for it is present, and part at another time, when a new need arises. One must bear in mind also that a child's interests and characteristics are subject to frequent change. The cumulative data are what are significant.

9. Allowing case histories to be used by those who are not directly and vitally concerned in helping the pupil: Personal information must be confidential. Note that all names of pupils and places have been either changed or withheld, (data of an intimate character has been likewise withheld) in all illustrations of actual histories cited. Teachers must adopt



the same professional ethics on this point as do physicians and lawyers.

10. Expecting to completely understand a pupil even after making a case study: We must not become opinionated. While the case method is the most scientific method of meeting the needs of youth, we are not all-wise, and our judgments are not infallible. Furthermore, our data will in some cases be very incomplete. However, the case method presupposes that we observe, reflect, and compare before drawing any conclusions. Much of the teacher's misunderstanding of pupils would be eliminated if her judgment in every case were based on this method.

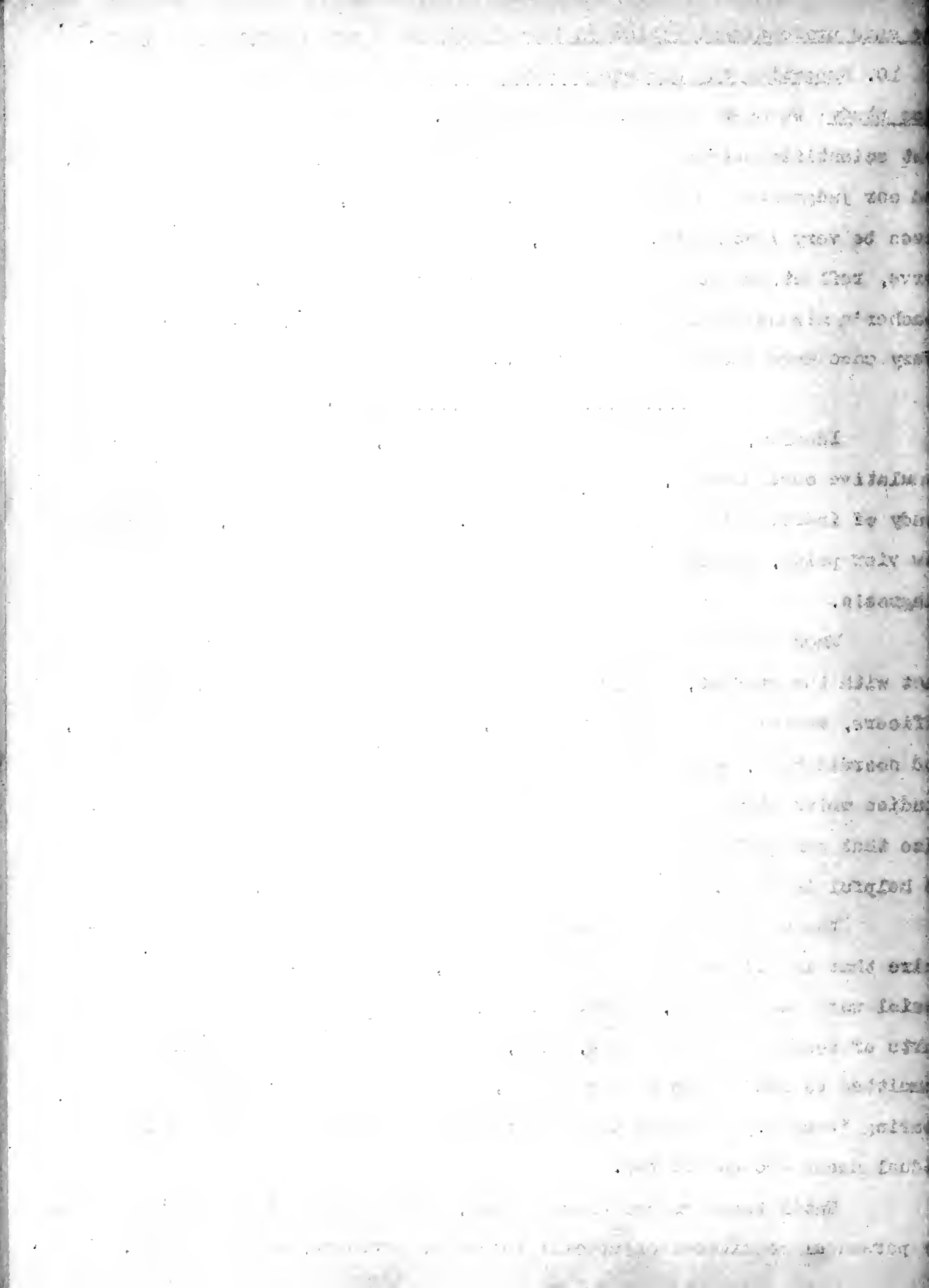
Who Shall Make the Case Study.

Ideally, as has already been explained, the case study will be a cumulative case history, developing out of a new and more comprehensive study of individual differences and system of record keeping, because of a new view point, namely that of the individualization of educational diagnosis.

When that view-point becomes general, all those who come in contact with the student, namely class-teachers, special advisers, attendance officers, school nurses and physicians, physical directors, home visitors, and coordinators, will all contribute carefully dated records (partial case studies which they have made to meet their particular needs) of a uniform size that can be bound together to form a complete case history, that will be helpful in the work of each and all of those making it.

The making of these case histories and the use of them will require that in all our schools of education, a thorough-going course in social work be included, with the thought in mind that one of the essential parts of teaching is oversight, care, and guidance of the human material committed to the charge of the school, as well as merely assigning and hearing lessons. And even the latter will take on new meaning as individual needs are considered.

Until teachers are thus trained, case studies will have to be made by personnel committees or special teachers, advisers, or counselors.



## THE USE OF THE CASE STUDY.

The case study has the following very definite uses in the field of Education.

## A. For Parents, Teachers, and School Principals:

1. In helping teachers think in terms of pupils and their development rather than chiefly of lessons.
2. In discovering causes of failure in scholarship.
3. In grouping pupils into classes.
4. In understanding pupils and in suiting methods to their needs.
5. In determining the amount of work that a student is capable of doing.
6. In securing the commitment of juvenile defectives to the proper institutions.
7. In handling problems of attendance and discipline.
8. In choosing courses of study:
  - a. Choice of type of school.
  - b. Selection of free electives.
  - c. Length of time that the student can most profitably spend in full-time school.
9. In finding health needs.
10. In preventing delinquency.
11. In interpreting the school to the home, and the home to the school.
12. In determining occupational objectives and placement.
13. In cooperating with employers.
14. In discovering and helping pupils to meet such adaptive difficulties as: Speech defects, extreme shyness, inattention, sensitiveness to criticism, day dreaming, etc.
15. In meeting the student's social and avocational needs.
16. In cooperating wisely with other social agencies if financial status or health of the family or other special needs warrant it.

11/10/1918

Dear Mr. [Name]

I have received your letter of the 10th

and am sorry to hear that

you are not well

I am sure you will get better

and I hope you will be able to

return to work soon

Yours truly

[Name]

[Address]

[City]

[State]

[Country]

[Post Office]

[Zip Code]

[Phone Number]

[Business Hours]

[Services Offered]

[Hours of Operation]

[Contact Information]

[Additional Details]

[Closing Remarks]

[Signatures]

[References]

[Footnote]

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[Terms and Conditions]

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17. In enabling a college to ask for, and a school to give, a definite and helpful report on a candidate's qualifications.
18. In offering ideas that will help in the solution of similar adaptive difficulties in other cases.

**B. For School Administrators:**

A summary of case histories of children in a given group gives school administrators a detailed and accurate picture of their responsibilities and opportunities, and offers them a scientific basis for their subsequent plans and actions. (This instead of what is commonly used, namely: a few specific facts surrounded by a cloud of general impressions, or an imitation of work done in other places, or traditional forms accepted without question).

A summary of individual case studies aids school administrators:

1. In the formulation of educational policies, as regards types of schools to be established, and the meeting of special problems such as: health, Americanization, industrial efficiency, civic responsibility, extra-mural cooperation, etc.
2. In determining the courses of study best suited for a particular district or community.
3. In the formulation of new units of instruction.
4. In the selection of special teachers to meet special needs.
5. In determining the location and hours of classes for part-time students.
6. In determining the best methods of cooperating with lower and higher schools, with industry, and with social agencies.
7. In presenting specific needs to legislative bodies, in order to secure appropriation of funds adequate to meet the needs revealed by the case studies; or to secure provisions for training of special teachers, etc.

Faint, illegible text, possibly bleed-through from the reverse side of the page. The text is arranged in several lines and appears to be a list or a set of instructions, but the characters are too light and blurry to transcribe accurately.

Since space does not permit the inclusion of illustrations of all of the twenty-five uses of the case study listed above, the following seven have been selected as the ones arising most frequently in the experience of the author, and hence from which she had the largest fund of actual concrete material to make her selection.

1. The use of the case study in helping teachers think in terms of pupils and their development.

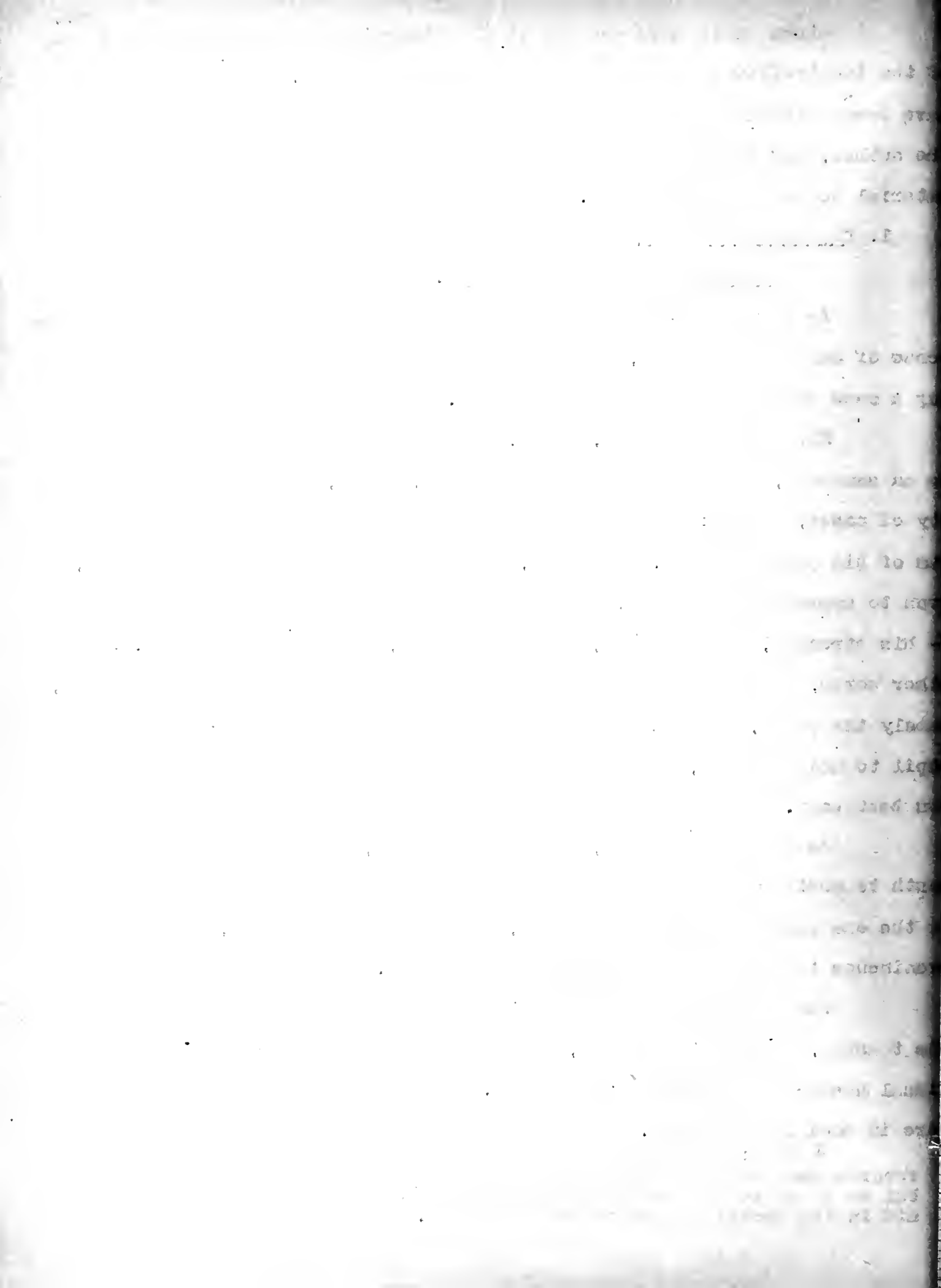
In many instances schools have emphasized subject matter at the expense of child development, to overcome this is one of the purposes in making a case study of each individual pupil.

The average teacher, today, when asked what is the ideal which she as an educator, holds for each of her pupils, would, I believe, in the majority of cases, answer: "The complete development of each child to the maximum of his possibilities." However, few teachers have yet realized that, even to approach this ideal, it is necessary to know each individual child, - his strength, his weakness, his aspirations, and his limitations. In other words, we must make a scientific study of what we have to start with, namely the pupil, himself; and then plan how we can help that particular pupil to help himself, so that he can go out to meet life in terms of his own best self.

As a constant check, we need a careful, cumulative record from month to month and year to year of many points other than scholarship, which is the one generally kept at present, and which, as a result, is apt to give prominence to the school subject over the pupil.

The following "record cards" <sup>x</sup> of a part-time school pupil show that the teacher, making the records, has sought to bring to the surface individual needs and ways of meeting these. Unconsciously she has painted a picture in social adaptation.

<sup>x</sup> Note: These record cards are included not as samples of case records conforming to the proposed blank in Chapter III in any particular, but as a progressive case study showing use of the information gathered to aid in the social adjustment of the child.



\_\_\_\_\_ Part-Time School.

Report of Progress.

Name: Alice Lock.

Attitude Toward Employment: Unsatisfactory (Wants a better job).

Attitude Toward School Work: Satisfactory.

Attitude Toward Society: Satisfactory

Subjects Taken:                      Progress Made:

Book-keeping.                              Satisfactory.

Typing.                                              Satisfactory.

Note: The rating is either: Satisfactory, or  
Unsatisfactory.

This particular teacher sends reports such as the above to parents and employers upon request. A student may also see his own report when he desires.

The following is a sample of a second record which the teacher keeps of each pupil for her own private use; and for the use of others who are directly concerned with the personal welfare of the student.

Name: Alice Lock.

Date of birth: Dec. 10, 1903.

Nationality: American.

Home Conditions: Large family; mother not well; father a carpenter.

Reasons for going to work: Financial Need.

Place of employment: Star Shirt Factory.

Present Wage: \$12.00 per week.

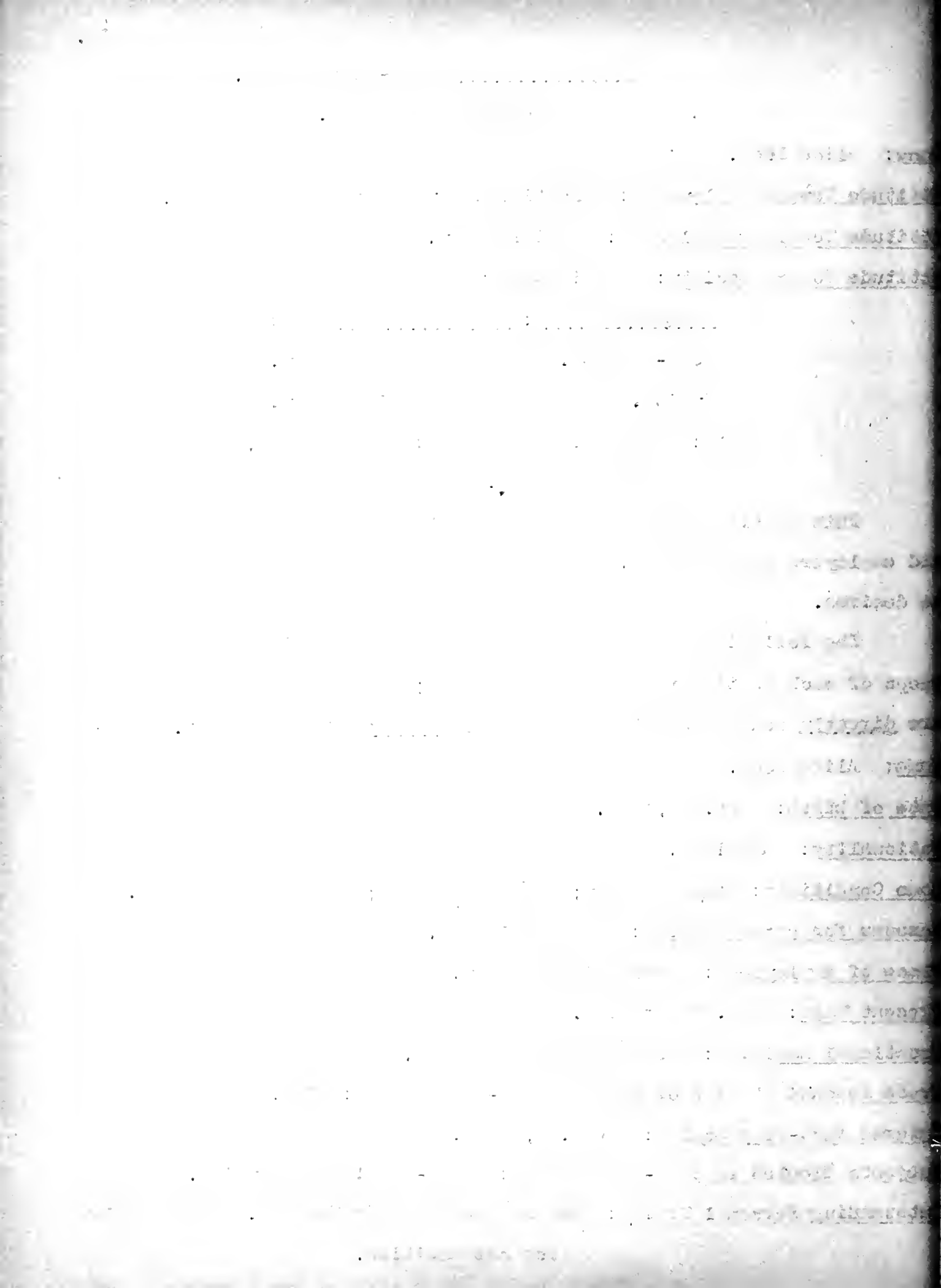
Vocational Ambition: To be a business woman.

Grade Reached at Time of Leaving Full-time School: 9 A.

Entered Part-Time School: Sept. 5, 1920.

Subjects Elected in Part-time School: Book-keeping and Typing.

Outstanding Personal Traits: Old and settled for her age. Needs outlet  
for her ambition.



Subsequent Notes:

- Oct. 3, 1920. Lost job in shirt factory because of having to attend part-time School. Went to work in fruit-packing shed.
- Nov. 20, 1920. Fruit season over. Girl in school four hours a day, working hard on book-keeping and typing and eager to get a secretarial position.
- Feb. 1, 1921. Secured a temporary position for her in a candy store. This was her first opportunity to meet the public in a business way; for in the factory and fruit-shed she did not come in contact with the consumer.
- March 1, 1921. Recommended her to a paint dealer, who asked for some one with common sense and some knowledge of book-keeping and typing.
- May, 1921. Employer hurt in an automobile accident. Girl kept twenty-one men busy on work that was started; and with some assistance from employer's daughter ran the store.
- June, 1921. Given entire charge of books and business letters. Intensely interested in the paint-store business. Asked to drop her book-keeping and typing (in which she was getting a large amount of practical experience) and instead take up Interior Decoration and Salesmanship at the Part-time School. Is developing in self-reliance and an understanding of business principles. Happy and enthusiastic.
- Oct. 1921. Part-time teacher visited the home, and decided that because of the mother's poor health, and the unhygienic conditions under which the family were living, she would try and interest the girl in a Red Cross course in Home Nursing and Hygiene, offered at the Part-time School. Girl enrolled in the course.
- Feb. 1922. Received Red Cross Diploma. Mother prevailed upon by her daughter to take treatments, which the girl declared the Red Cross course in nursing had taught her were advisable.





in Scholarship.

In order to discover the actual causes for the failure of each and every student in the Berkeley High School who failed in two or more subjects during the fall term of 1921-22, and to attempt to bring about an adjustment, suited to his particular needs, whereby the failure would not reoccur, the author made a careful individual study of each case. Out of a student-body of approximately fifteen hundred, there were seventy-three students who failed to do half, or more than half, of the normal amount of work.

By consulting school records, by a personal conference, with each student, his adviser, and in many cases his teachers and parents, practically all the points listed in the following outline were obtained for each case.

Outline for Case Study of Student Failing in Scholarship.

1. Name.
2. Age.
3. Grade in School.
4. General Intelligence, as Measured by Group Test.
5. Complete Record of Previous Scholarship.
6. Number of terms spent in Berkeley High School.
7. Health.
8. Conduct and associates.
9. Student Activities participated in, if any.
10. Reasons for failure advanced by teachers and parents.
11. Reasons given by the pupil, in writing, for his present failure; his attitude toward it; a complete statement as to how he plans to prevent failure in the future.

Note: Before the above statement was written, the school counselor in personal conference with each individual student, suggested to him that a thoughtful business man, who failed, analyzed carefully the

CHAPTER I

The first part of the history of the United States of America is the history of the colonies. The colonies were first settled by Englishmen in 1607. They were at first dependent on England for their supplies and protection. But as they grew in number and power, they began to assert their independence. They demanded that they should be treated as free and independent states, and not as colonies. This led to the American Revolution, which was fought between 1775 and 1783. The result was the Declaration of Independence in 1776, and the establishment of the United States of America in 1787.

- 1. The first part of the history of the United States of America is the history of the colonies.
- 2. The colonies were first settled by Englishmen in 1607.
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- 4. But as they grew in number and power, they began to assert their independence.
- 5. They demanded that they should be treated as free and independent states, and not as colonies.
- 6. This led to the American Revolution, which was fought between 1775 and 1783.
- 7. The result was the Declaration of Independence in 1776, and the establishment of the United States of America in 1787.

The second part of the history of the United States of America is the history of the nation. The nation was established in 1787, and has since then grown in power and influence. It has become a leading power in the world, and has played a major role in the history of the world. The nation has been the source of many of the great ideas and movements of the world, and has been the center of many of the great events of the world.

causes of his failure and adjusted his business in the future in the light of that analysis. The student was asked to do the same.

12. Home Conditions.

13. Future Plans: Expect to complete high-school course? Preparing for college? Special Vocational ambition?

14. Special Interests.

15. Present Outside Employment if any.

16. Program of school subjects for the ensuing year.

Note: In light of the above facts, this was made out by the pupil in conference with his adviser or the school counselor. In many cases, the student also conferred with his parents.

17. Counselor's notes as to special defects, character traits as revealed during her conference, points to be taken up with advisers and individual teachers, and needs that should be carefully followed up.

18. Scholarship record for the first period of seven weeks of the new term.

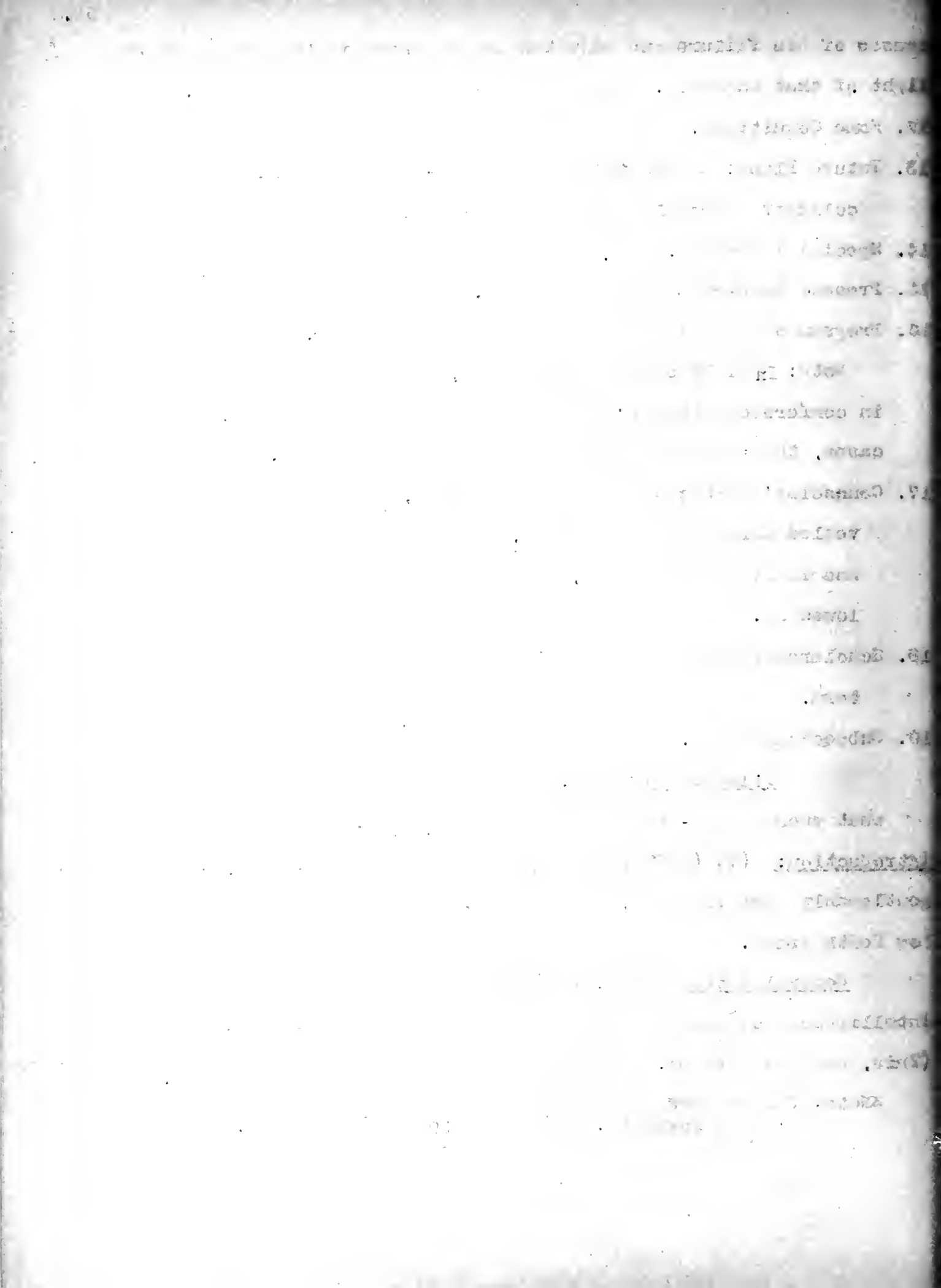
19. Subsequent Notes.

Illustrative Case. The following is an illustration of what such a case-study as the above reveals.

Introduction: (7) (12)<sup>x</sup> L. D. is an attractive, strong, well-built, gentlemanly appearing boy, aged 16 yrs. 6 mo., and just finishing the Low Tenth grade.

General Intelligence: (8)(12) In the Terman Group Test of General Intelligence for high school students, given in Sept. 1921, he scored 169. (This, according to Dr. Terman, is the equivalent of a mental age of 14 yrs. 5 mo.)

<sup>x</sup>Note: The numbers in parenthesis correspond to the numbers given the informants. See page 59 for this list.



which means that the boy has a G.I.Q. of 117, and ranks in the mentally 56. "superior" group)

Scholarship: (9). His scholarship record in the local intermediate school was "thoroughly satisfactory". His record for the low tenth Grade (his first term at the Senior High School) was as follows:

L. 10. English IV (Failure).

Low Economic Geography II (Satisfactory)

L. 9. Algebra III (Passing)

L. 9. Stenography (Dropped before the end of the term)

Conduct and Associates (4)(9). Conduct, excellent, including attendance. Associates: boys of good reputation of his own age.

Causes of Failure Advanced by Teachers and Parents: (5)(C). According to teachers, the causes of the past term's failure were: lack of coordination between mind and hand (this they gave as the reason for failure in typing and stenography). Slowness, inattention -- plain inability. (2)(3) His parents explained the failure as lack of interest in the subjects, frequent and wide change of plans as to future vocation, and a preference for a jolly good time to hard study.

The Boy's Own Statement: (1). "The one and only reason that I can find for failing in all but two subjects is, that I did not take my school seriously, and therefore I did not study or even apply myself in school or at home.

"Also I was, until the last few weeks of school, undecided as to my future vocation. This last cause is more important than might be supposed at first thought. When the semester began, I had the idea in my mind that I would like to take a short high-school course in commercial subjects and try to make a success in business without any college training. To this end, I took up: typing, shorthand, economic geography, and commercial English.

"I had hardly started the semester when someone told me that I could paint. I agreed with him; and at first my family also agreed. I



considered it, therefore, a foregone conclusion that I was to become a commercial artist. However, my self confidence was soon shattered, and I saw that I should probably follow a commercial line of work.

"In the meantime, I had been planning to take all the art and drawing obtainable in school, take a few general subjects, such as: history, etc., and then attend art school. With this program in view, I had not been paying much particular attention to my work in school, and having dropped behind in shorthand, I dropped it.

"I continued thus, until my adviser came to the house; and I was induced to follow what I now consider the saner plan: that of entering the College of Commerce at the University of California. It was by that time too late to rectify my mistakes of the past semester -- the result of which we have seen.

"But, going deeper than mere indecision in the matter, the whole case revolves around the matter of lack of study. Had I studied even a moderate amount for most of the semester, I might have passed in everything except shorthand. (This requires special study).

"As to reasons why I did not study, aside from sheer laziness, I can think of only two. First, lack of interest, for the reasons already stated; second, a sort of reaction from school work, brought on by ten periods of slugging at something that I could not make myself interested in, as it was only a purposeless grind leading nowhere, and certainly not in the direction in which I was at that time interested.

"My present feelings may be fairly well imagined by my previous statements. While I blame myself for my present position, and have not tried in any way to excuse myself, I have tried to faithfully record my state of mind during the last semester. My disappointment in myself is made more keen by the fact that I had been pleased to consider myself practically infallible, only having failed in one subject (previous to last semester) during my whole school life. It may easily be seen that I am in a mood pretty well suited to the task I have in hand -- that of





regaining what might be called my self respect.

"I do not anticipate a great deal of trouble in making good this semester, although I shall certainly use my full powers to do so in such a fashion that I will be well satisfied with my work. I anticipate better success this semester because I have now a definite course of action, planned for me by my parents and my adviser.

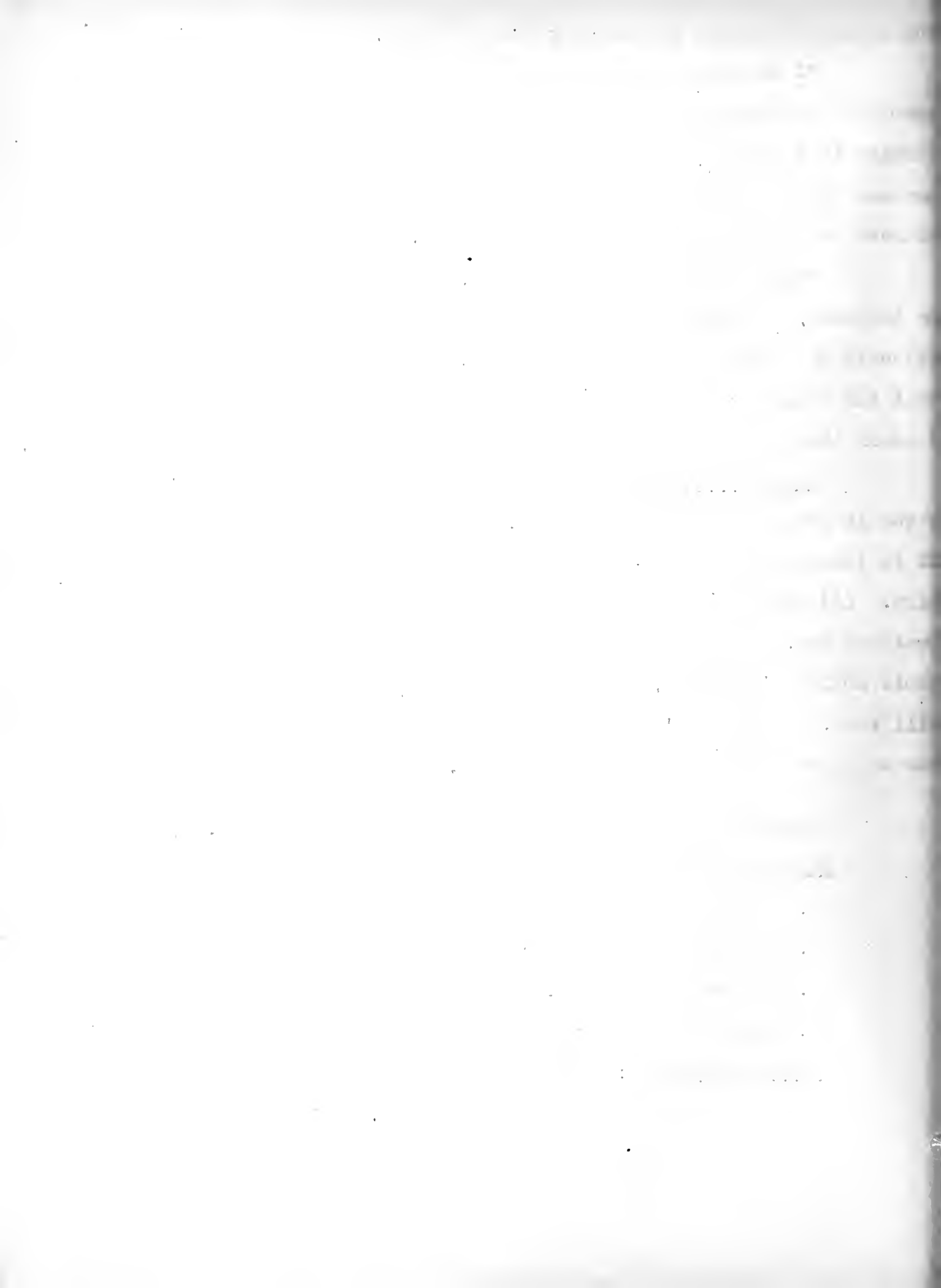
"With the school and the home, working toward a definite goal in my interest, it ought not to be hard for me to form the third part of the triangle by making a success of my work. I am also thoroughly convinced that the course of action I am following is the best that I can do; and so I shall throw myself into my work with a zest that was lacking last semester!

Home Conditions: (4) The adviser, on visiting the boy's home, rated it among the best in the city. (On the Whittier Scale it scored 25) It is located in a residential district where the building restrictions are high. (4) The father is not a college graduate, but is a successful business man. Both the father and the mother are exceedingly interested in their children's future, and are willing to give them all the education they will take. L \_\_\_\_\_'s older brother is a senior in \_\_\_\_\_ College, and has an unusually high scholarship record.

Adjusted Program and Subsequent Scholarship record. (8)

<u>Subjects Taken</u>	<u>Grade</u>	<u>Explanation of Grades:</u>
1. English	I	100% - 90% - I
2. Spanish	III+	89% - 80% - II
3. Algebra	II	79% - 70% - III 69% - 60% - IV
4. Economic Geography	II	Below 60 - V

Subsequent Notes: (12) The boy is happy and enthusiastic about



his school work.

LIST OF INFORMANTS.

- (1). Propositus.
- (2). Father.
- (3). Mother.
- (4). School Adviser.
- (5). Teacher of English.
- (6). Teacher of Stenography and Typing.
- (7). School Registration Card.
- (8). Mental Test Data Card.
- (9). Scholarship Record Card.
- (10). Records of School Attendance Committee.
- (11). Student Activity Record.
- (12). School Counselor.

The Value of the Summary of Data Obtained from Case Records: In

every high school a group of students fail in scholarship each year. Each principal is concerned, not so much with causes of failure in scholarship in general, as with the causes of failure in his particular school. In his school, is failure in scholarship due to lack of capacity on the part of students? poor teaching? poor home conditions? or overparticipation in student activities? These and many similar questions can only be answered by making an individual study of each case of failure and summarizing the data.

The following is an illustration of the point in question.

Summary of Data Obtained From the Case Records of Seventy-three Students Failing in Scholarship in the Berkeley High School for the Fall Term of 1921-1922.

1. Number of girls:	21
Number of boys:	<u>52</u>
Total:	73

( 2. General Intelligence on the basis of G.I.Q. U.Q. 104--C )  
see next page.



2. General Intelligence on the basis of G.I.Q. U.Q. 104 <sup>60.</sup> --C

M. 100 --C

L.Q. 91 --C-

Note: Test data were available in 63 cases.

Table Showing the Rating in General Intelligence on a Seven Point Scale.

Rating.	No. of Students	Per Cent of the total 63 tested.
A (130 and up. Very Superior)	0.	0.
B (129-115 Superior)	5	7.93
Cplus(114-105 Slightly above average)	11	17.46
C (104-95 Average)	30	47.62
C- (94-85 Slightly below average)	9	14.28
D. (84-74 Inferior)	8	12.70
E (73 and below. Very inferior)	0	0

Note: 27% of the cases are below average intelligence.

48% are of just average intelligence

17% are slightly above average intelligence

8% are of superior intelligence.

3. Table Showing Chronological Age and Per Cent of Pedagogical Acceleration and Retardation by Grade.

(see next page)

1862

(1862)	1
(1862)	2
(1862)	3
(1862)	4
(1862)	5
(1862)	6
(1862)	7
(1862)	8
(1862)	9
(1862)	10

1862

Table Showing Chronological Age and Per Cent of Pedagogical Acceleration and Retardation by Grade.

Grade	No. of students	Range of Age		Normal Pedagogical Age	Pedagogical Acceleration		Pedagogical Retardation.	
		U.Q.	M. L.Q.		No. of Pupils Accelerated	Percent of Acceleration in grade.	No. of Pupils retarded	Percent of Retardation in grade.
Low 10	25	16 yrs 7 no.	16 yrs 8 no.	15 yrs, 3 no. 16 yrs, 3 no.	4	16	8	32
High 10	6	16 yrs 4 no.	16 yrs 11 no.	15 yrs, 9 no. 16 yrs, 9 no.	0	0	0	0
Low 11	21	17 yrs 10 no.	17 yrs 3 no. 4 no.	16 yrs, 3 no. 17 yrs, 3 no.	6	29	10	50
High 11	10	18 yrs 2 no.	17 yrs 11 no.	16 yrs, 9 no. 17 yrs, 9 no.	2	20	5	50
Low 12	7	21 yrs	18 yrs 3 no.	17 yrs, 3 no. 18 yrs, 3 no.	0	0	4	57
Vocational	3	17 yrs 9 no.	17 yrs 6 no.	17 yrs 3 no.	--	0	4	--
Post graduate	1		21	17 yrs 9 no. 18 yrs, 9 no.	0	0	1	100

Note #1: The above table shows that only 12 pupils, or 16% of the total 73 students (who failed to do more than one half of the required work for the term) were pedagogically accelerated; while 32 pupils or 43% were retarded.

Note #2: A closer study of the range of ages in the lower quartile of each grade showed that in only one case did the pedagogical acceleration amount to one year; all other cases of acceleration were less than one year. This shows that "forcing", i.e. advancing students too rapidly, cannot be ascribed as the cause of later failure in scholarship in the majority of cases at the Berkeley High School.

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#### 4. General character of the scholarship group.

Per cent of total grades that were I's	:	2.4
" " " " " " " II's	:	17.4
" " " " " " " III's	:	20.5
" " " " " " " IV's	:	15.1
" " " " " " " V's	:	37.7
" " " " " " " Inc's	:	3.7

Note #1. Grades below III are not passing.

Note: #2. -- Less than 20% of the work is of "recommending" grade;

yet the majority of these students declare that they are preparing for college.

Note: #3. -- These uniformly low grades show lack of general accomplishment, rather than lack of any specific accomplishment.

#### 5. Cases of failure in Scholarship that had also been disciplinary problem during the term.

Three, out of the 21 girls failing in scholarship, had been before the attendance committee.

Eight, out of the 52 boys failing in scholarship, had been before the attendance committee.

The grade of these disciplinary cases is as follows: Low Ten -- 2 cases; Low Eleven -- 4 cases; High Eleven -- 4 cases; Low Twelve -- 1 case.

The general intelligence of these disciplinary cases is as follows: One superior; four average; one slightly below average; and one inferior.

#### 6. Number Participating in Student Activities:

Only five out of the seventy-three students failing in scholarship, took part in student activities during the term; only one student gave this as a factor contributing to his failure in scholarship.

#### 7. Number of Cases Coming From Broken Homes:

Thirty-three cases or 45.2% of the total seventy-three cases.

The home conditions are as follows:



- 1). Father dead; pupil lives with mother, 27 cases.
- 2). Mother dead; pupil lives with father and older sister in 5 cases.
- 3). Mother dead; pupil keeps house for father, 1 case.
- 4). Father and mother both dead; pupil lives with foster parents, 1 case.
- 5). Father dead; mother remarried; pupil lives with widowed grandmother, 2 cases.
- 6). Mother dead; father lives in another part of the state; pupil lives with grandmother, 1 case.
- 7). Father and mother separated; pupil lives with mother, 6 cases.
- 8). Father and mother separated; pupil lives with friends, 1 case.
- 9). Father and mother live in another county, state or country; pupil lives with older brother or sister who is in College or High School; 4 cases.
- 10). Father's business calls him away from home for the greater part of the time; pupil lives with mother, 3 cases.
- 11). Mother teaches in another part of the state; pupil lives with father, 1 case.
- 12). Pupil stated that there was so much dissention in the home that study was impossible, 1 case.

8. Six Subjects in which the Greatest Number of Students Failed --

Subject	Number of Failures	Number out of the 73, taking subject.	Per Cent of Failures.
Mathematics Algebra Plane Geometry	46	51	90
Chemistry	19	20	95
History	20	24	83 1/3
Spanish	19	31	61
English	16	62	26
French	10	14	71 2/5

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1872  
No. 10  
ALBANY  
1872

9. The Causes of Failure which the students themselves gave in writing 65.  
were as follows:

- 1). "Lack of study": 55 cases.
- 2). "New to Berkeley Schools; new surroundings and different standards of work and school activities made adjustment difficult": 22 cases.
- 3). "Poor attendance and missing so much class-work that I got behind and lost interest": 12 cases
- 4). "Lack of interest in school in general or in particular subjects": 12 cases.
- 5). "Lack of concentration, sheer laziness, inattention in class": 15 cases.
- 6). "Went out on too many school nights": 8 cases.
- 7). "Too long hours of outside employment left no time or energy for study": 4 cases.

Counselor 's note: Eleven out of the 73 students who failed were employed daily, either during the afternoon or evening, and in some cases both. While only 4 students gave this as a reason for failure in school work, it is very possible that it was an indirect cause in several other instances. One girl, while not employed outside the home, had the entire responsibility of the house work as her mother was dead.

- 8). "Illness of the student or illness in the home": 3 cases.
- 9). "Weak eyes; inability to do close work": 2 cases.
- 10). "Late entrance": 7 cases.
- 11). "Inability to grasp the subjects": 2 cases

Counselor's note: While only two pupils gave this as a reason for their failure, teachers would undoubtedly give it in a number of other cases.

- 12). "Nervousness": 4 cases.
- 13). "Inability to get along with a certain teacher": 4 cases.
- 14). "Lack of cooperation on part of teachers": 2 cases.

CHAPTER I

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SECTION II

SECTION III

SECTION IV

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SECTION XIX

SECTION XX

SECTION XXI

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SECTION XXVII

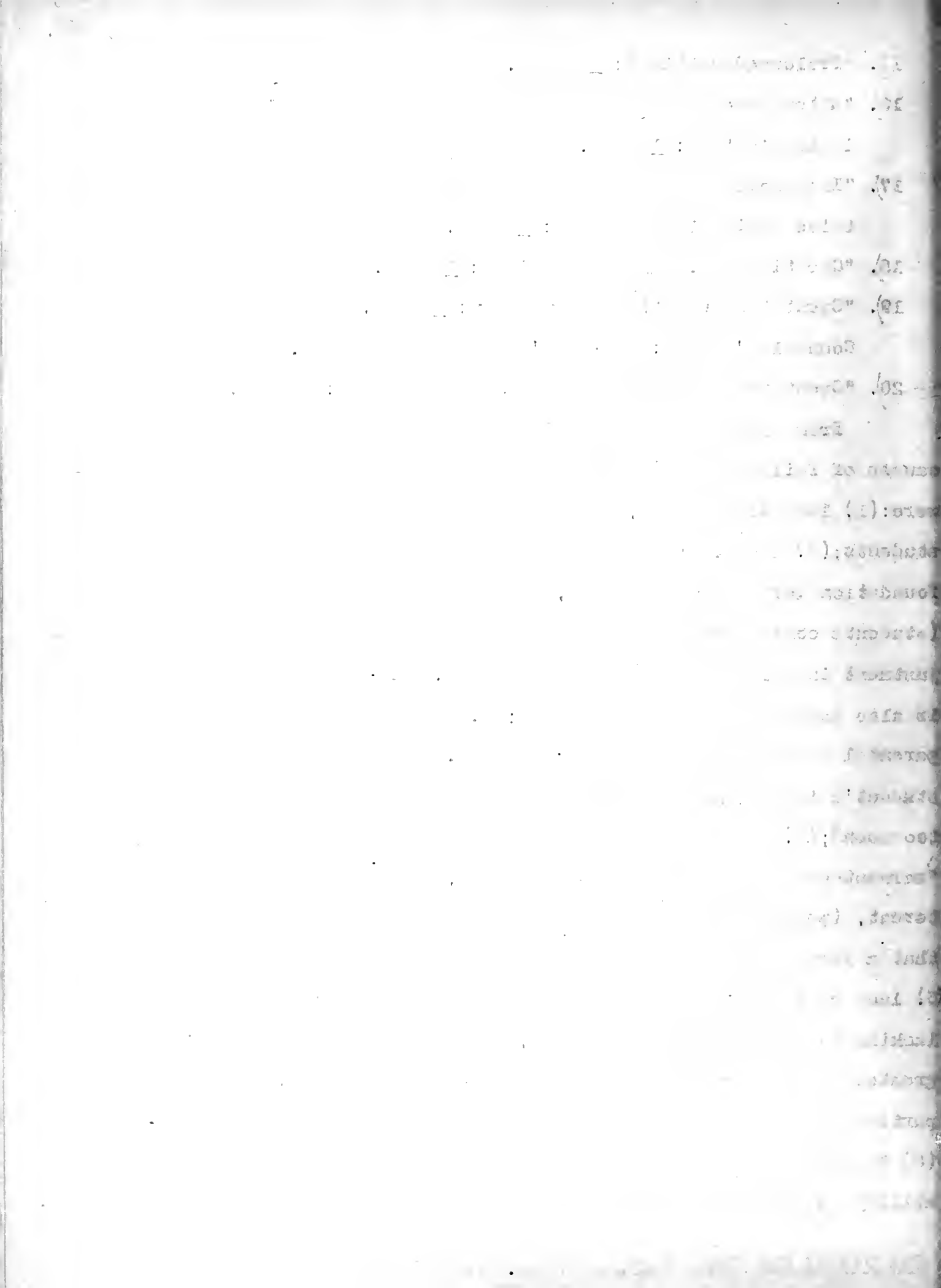
SECTION XXVIII

SECTION XXIX

SECTION XXX

- 15). "Prolonged cutting": 2 cases.
- 16). "Attendance at night school as well as day school led to failure in the latter": 1 case.
- 17). "Indecision as to my future vocation caused me to change my plans twice during the semester: 1 case.
- 18). "Cheating in final examination": 1 case.
- 19). "Spent too much time on my hobby: 1 case.  
Counselor's note: This boy's hobby is wireless.
- 20). "Spent too much time on student activities": 1 case.

From all the above data one draws the conclusion that the chief causes of failure in the Berkeley High School for the Fall term of 1921-22 were: (1) lack of interest, study and seriousness of purpose on the part of students; (2) lack of previous training which gives the student a lack of foundation for his present work, also poor methods and habits of work; (students coming from some small rural schools or private schools find adjustment in a large city school difficult. Too frequent changes of schools is also bound to cause retardation); (3) broken homes and homes that lack parental cooperation and supervision; (4) a program not fitted to the student's individual capacity and interests (too little work is as bad as too much); (5) a weak character not directed by a controlling ideal, or "earnestness of purpose and will to do", or a dominating vocational interest, (personal conferences with these students led the author to believe that a large number are drifters and can be swayed for good or for evil); (6) lack of innate intelligence or learning capacity; (if this factor is lacking to any considerable extent, the student is bound to fail to a greater or less degree in regular high school work); (7) outside interests particularly those which take the student away from home on school nights; (8) too long hours of employment; (9) lack of emotional stability and ability to get along with people; (10) poor health; and (11) late entrance.





A large elementary school in Oakland, California, is an example of where pupils are grouped in classes, according to chronological and mental ages, teachers' estimates of each pupil's ability, and ability as shown by previous performance of school work. Through the courtesy of the Department of Research and Guidance of the Oakland Schools, the author had opportunity to work out the interquartile range and median for the chronological age and the mental age of each of the nineteen classes in this School. This <sup>survey</sup> is represented graphically on the following chart, <sup>on page 69</sup> and it shows out efficiently the principal and teachers had grouped their pupils into classes.

Note that for every grade from the Special Limited 1 A (low first) to 6 B (high sixth) there is a slight increase in mental age. If there were no pedagogical acceleration or retardation, this variation in both mental and chronological age would be six months for each grade.

By comparing the median and interquartile ranges (On the chart, L.Q. is lower quartile, M is median and U.Q. is upper quartile) of both the mental and chronological ages for a particular grade, the amount of pedagogical acceleration or retardation for that grade is seen.

Note that for the seven "special limited classes," the mental ages are in line, (as they should be if the pupils are properly classified according to mental capacity and ability to do school work), but the chronological ages are decidedly out of line. This shows what "misfits" these children would have been in a regular class; for being "over age" they are very much larger than the normal pupils in the particular grade to which they belong. The fact that they are much lower in general intelligence is shown by the following table.

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Table Showing Median and Interquartile Ranges of General  
Intelligence of Nineteen Elementary Classes, Arranged  
by Grade.

Grade	Intelligence Quotient			Grade	Intelligence Quotient		
	L.Q.	M.	U.Q.		L.Q.	M.	U.Q.
Special Limited I A	<u>59</u>	<u>78</u>	<u>84.5</u>	3 B	97	103	110
Special Limited I A	<u>82</u>	<u>87</u>	<u>88</u>	Special Limited 4th & 5th	<u>72</u>	<u>78</u>	<u>83.5</u>
1 A	98	101	101	4 A	95.5	102	107
1 B	97	99	110	4 B	88.5	96	100.5
Special Limited 2 A & 2 B	<u>76</u>	<u>83.5</u>	<u>86</u>	5 A	90.5	97	107.5
2 A	99	103	109	5 B	87	97	107
2 B	97	101	104	Special Limited 6 A & 6 B	<u>77</u>	<u>84.5</u>	<u>92</u>
Special Limited 3 A & 3 B	<u>76</u>	<u>81.5</u>	<u>89</u>	Special Limited 6th & 7th	<u>69</u>	<u>73</u>	<u>83</u>
3 A	94	103	107	6 A	88	98.5	104
				6 B	82.5	94.5	103.5

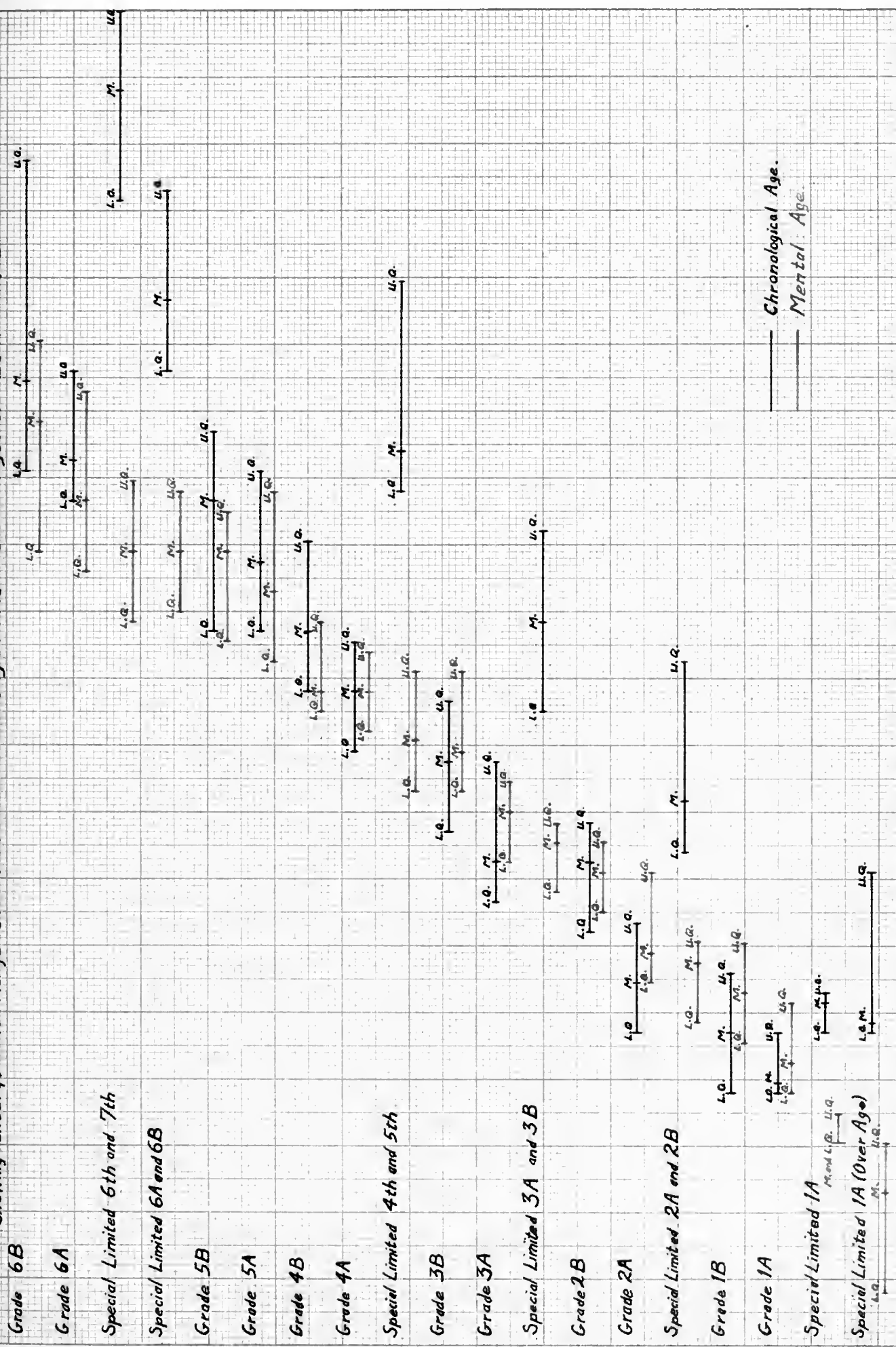
Note: The intelligence quotients listed in the above table were obtained in every case by an individual test. The test given was the Stanford Revision of the Binet-Simon General Intelligence Test.

THE UNIVERSITY OF CHICAGO  
DEPARTMENT OF CHEMISTRY  
CHICAGO, ILLINOIS

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# Survey of an Elementary School.

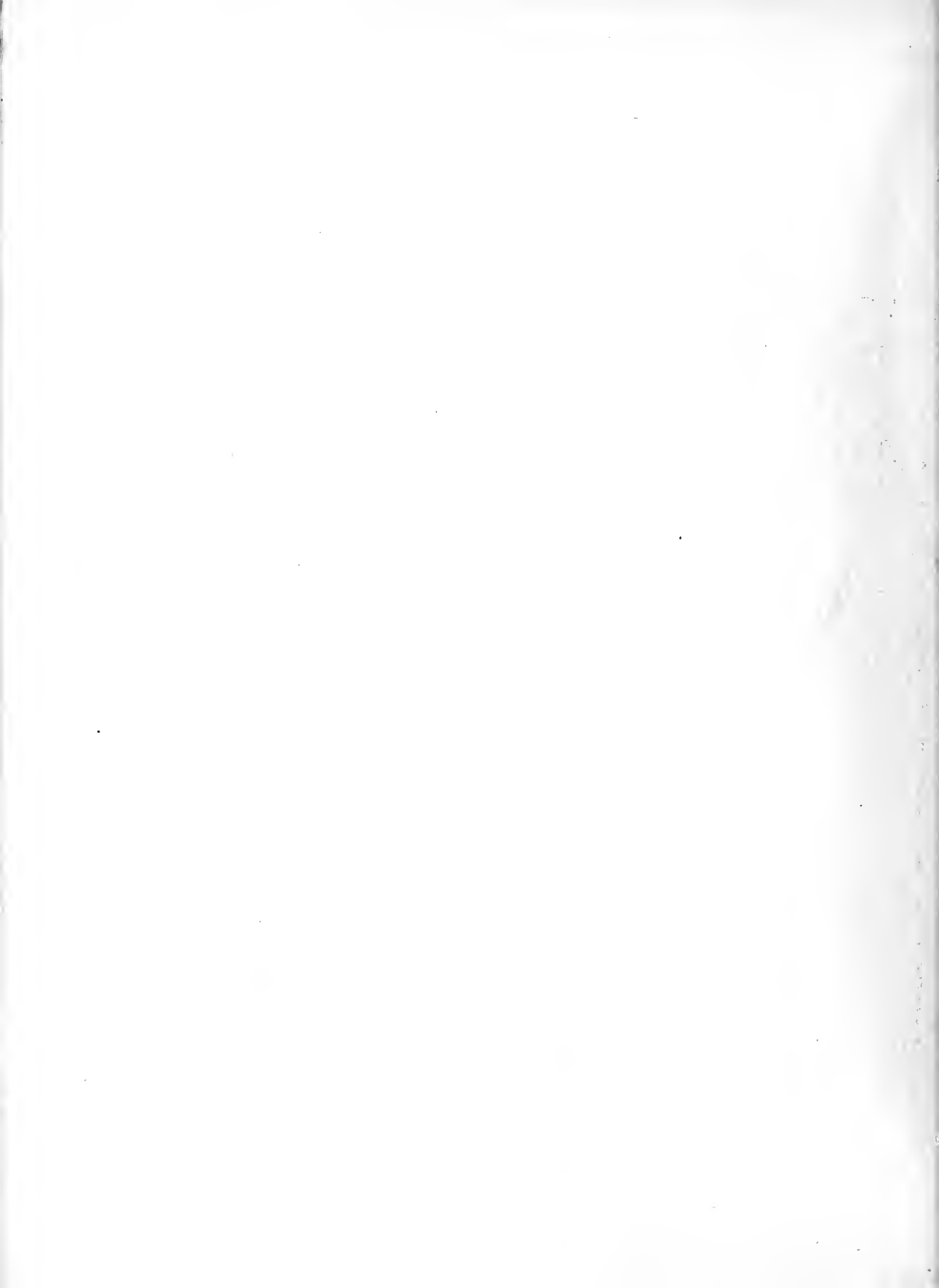
Showing Interquartile Range and Median of Chronological and Mental Ages of Each Grade.



——— Chronological Age.  
 - - - - - Mental Age.

Age in Years and Months

8 10 5 2 + 6 8 10 6 2 + 6 8 10 7 2 + 6 8 10 8 2 + 6 8 10 9 2 + 6 8 10 10 2 + 6 8 10 11 2 + 6 8 10 12 2 + 6 8 10 13 2 + 6 8 10 14 2 + 6 8 10 15 2 + 6 8



#### 4. The Use of the Case Study in Understanding Pupils and in Suiting Methods to Their Needs.

According to John Dewey, "The actual success of a teacher depends in a large measure upon her capacity to state her subject matter of instruction in terms of the experience of the children."

To state subject matter of instruction in terms of the experience of any group of children necessitates, not only understanding child life in general, but understanding individual children in a specific group.

The following case illustrates the point in question. A principal of a Part-time School in a small town in Northern California wanted to make her instruction tie up as far as possible with the present job of each pupil, or with the job for which he was preparing. She also wanted her lessons in health and citizenship to actually function in the lives of the children.

To accomplish this, previous to the opening of the Part-time School she made a survey of the community. This included the following points:

- (1) Approximate number of youths affected by the part-time education law;
- (2) Nationality; (3) Employment in which juvenile workers were employed;
- (4) Something of the type of homes in which they lived.

On registration day this part-time teacher conferred with each pupil. At the close of the day, her "case-record" cards<sup>x</sup> for twenty-five pupils, contained the data listed on the following chart.

\* Note: These cards were made by the principal for her own private use, and for that reason she added some items under General Social Data which were merely her own impressions stated in relative terms. These were of only temporary help to her in deciding on an immediate plan of organization for her work, and were not included in her permanent records. The author includes this chart, not as a sample of case records conforming to standard form, but to show that case records are helpful to teachers in suiting methods to pupils' needs.



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Charts Showing Summary of Data from Case Records of Twenty-Five Pupils in the \_\_\_\_\_ Part-Time School.

No:	Sex:	Age:	Nationality or Descent:	Present Employment:	Grade Reached at the time of leaving Full-Time School:	Subjects Elected in Part-Time School:	General Social Data
(1)	G.	17	Italian	Telephone Co.	High Eighth	Undecided between dress-making and book-keeping; finally decided on spelling and penmanship.	Loud Manners. Dresses in extreme style.
(2)	B.	17	Dane	Busboy for Hotel.	Finished Sixth Grade		Declared that he was interested in nothing that the Part-Time School offered. From appearances his one desire was to "rough house".
(3)	B.	17.	Italian	Helper on a chicken ranch.	Low Eighth	Business correspondence.	Conduct exceedingly rough; tried to break up the class.
(4)	G.	16.	French	Keeps house for father and three brothers.	Finished High Eighth	Sewing.	Mother dead. From appearances what the girl needs most is social and moral guidance.
(5)	B.	17	German	Painter's helper (works for father).	Eighth	Typing and business correspondence.	Was put out of the full-time school because of incorribility. Wants to study the subjects elected so as to handle his father's business correspondence.
(6)	B.	17	Italian	Helper in a restaurant.	Finished Fourth.	Reading, Writing, and arithmetic.	Raised in Montana fifty miles from a rail-road. Anxious to learn. Appears to be very slow mentally.



No:	Sex:	Age:	Nationality or Descent:	Present Employment:	Grade Reached at the time of leaving Full-Time School:	Subjects Elected in Part-Time School:	General Social Data:
(7)	G.	16	American	Unemployed	Seventh	Book-keeping and typing.	Notorious for immoral conduct. Home conditions very poor.
(8)	B.	17	Pole	Delivery boy for <u>grocery.</u>	Received a grammar grade education in Poland.	English.	Father and mother dead. Boy speaks German and Polish, but little English.
(9)	B.	16	Italian	Helper in his uncle's truck garden.	Sixth.	Arithmetic English.	Very slow, stolid. Apparently of low mentality.
(10)	G.	17	Dane	House-keeper at home.	Sixth.	Sewing.	Father a plasterer, known as a gambler. Ten children in the family. This girl kept at home to care for the younger children, while the mother goes out to do housework.
(11)	G.	17.	Irish	Salesgirl in Candy Store	Finished High Ninth.	Sewing. Home-Making.	Is engaged to be married; eager to fit her self for her home.
(12)	G.	16	American	Mother's Assistant in Fancy-Work Shop.	Eighth.	Shorthand Red Cross Nursing. Course in Home Hygiene and Health.	States frankly that her chief ambition in life is to have a good time.
(13)	G.	17	Italian	Cashier in <u>Grill</u>	High Ninth.	English Typing Penmanship.	Appears to be girl of rather large possibilities.
(14)	B.	17	American	Truck driver for <u>Packing Co.</u>	High Ninth	Com'l. Arith.	Parents opposed to education.
(15)	B.	17	Italian	Shoe Factory	Low Ninth	English Composition.	From all appearances a live problem in Americanization.

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No:	Sex:	Age:	Nationality or Descent:	Present Employment:	Grade Reached at the time of leaving Full-Time School:	Subjects Elected in Part-Time School:	General Social Data
(16)	G.	16	Italian	Domestic Service in Private Family.	Seventh	Common School branches offered in seventh grade.	From her own story, her greatest needs are avocational.
(17)	G.	17	American	Helper at Cafeteria. Employed from 3:30 P.M. to 11 P.M.	Low Eleventh		Married. At present has no interest in her home, her work or in any subject offered in School. Home life is most unhappy. When asked what she was interested in she replied "Jazz music."
(18)	B.	16	American	Unemployed	Low Eleventh		Dissatisfied, groping and discouraged with full time school. After a long conference persuaded him to see things in a different light; and he returned to full-time school.
(19)	G.	17	American	Cashier in Grocery.	Eighth	Shorthand	Married. Is working to help her husband buy a home. Ambitious; needs friendly help.
(20)	G.	17	American	Sells tickets in motion picture theatre during afternoons and evenings.	Seventh.	Sewing	This girl's loud manners would cause one to question the desirability of her continuing her present job.

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No:	Sex:	Age:	Nationality or Descent:	Present Employment:	Grade Reached at the time of leaving Full-Time School:	Subjects Elected in Part-Time School:	General Social Data
(21)	B.	17	Irish	Delivery Boy for Drug Store	Seventh		Will indicate no preference for any subject that is offered in Part-time School. Apparently is much more interested in showing off and acting silly than studying.
(22)	G.	16	Italian	Waitress and Chamber maid in small hotel.	Low Ninth		Rebellious at having to come to Part-time school. From appearances, it would seem that she needs health and social guidance most.
(23)	G.	17	Italian	French Bakery in winter. Cannery in summer.	Sixth	Reading Sewing	Very slow mentally. Her reading for a while at least will consist of simple short stories.
(24)	B.	16	Italian	Unemployed.	Eighth	English Arithmetic	Sent to Part-time School by the Intermediate School principal who said he was erratic and incorrigible. Has promised to work while in the Part-time school so that he may be recommended for a job. Since most employers in this locality give preference to boys recommended by the Part-Time school we have some hold on this boy.





No:	Sex:	Age:	Nationality or Descent:	Present Employment:	Grade Reached at the time of leaving Full-Time School:	Subjects Elected in Part-Time School:	General Social Data
(25)	B.	17	Dane	Bell-hop for _____ Hotel.	Low Eleventh	English Geometry.	Family have suffered financial reverses and need boy's help. He hopes to return to full-time high school next term. Met the mother. Warned her of the moral dangers of the boy's position. She feels that he can be trusted.

The first conclusion that the part-time teacher, herself, drew from the above data was <sup>that</sup> all formal methods of class-instruction would for the most part have to be abandoned and individual instruction given, because of the great variation in accomplishment in previous school work, in present employment, interests, and needs of the pupils concerned.

Her second conclusion was that these brief "case-records" would have to be enlarged upon and a more complete study made of each individual student, in order that she might suit her teaching to their needs.

### 5. The Use of the Case Study in Determining the Amount of Work That a Pupil is Capable of Doing.

In cases where a student is known to be in poor health, or where large demands are made upon his time because of outside employment, or other worth-while interests, there is always a question as to whether a full school program should be attempted. A study of each individual case is necessary to decide the question.

Page 10 of 10  
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The first part of the

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However, in the average high-school the number of these cases is very small in comparison with the number of students wanting to take more than the normal amount of work, namely five or six subjects.

The advisability of allowing them to do this has long been a mooted question. Some teachers have argued that superior students would do better work if they had more to do -- that four subjects left them with a surplus of energy that might well be devoted to more study. Some have even argued that the mediocre student could carry extra work because of the extra drive and momentum that he would develop in giving up some of his outside activities and devoting more time to work.

Other teachers have argued that no student should be allowed to take more than four subjects, claiming that a student could not do real justice to more than this number; that allowing him to take more resulted in lowering the scholarship standards and prevented some students from receiving "recommending grades"; or that if the work in five or more subjects were done thoroughly the student did not have enough time for recreation. Still others felt that the reasons offered by students for rushing through high school were not sufficient to warrant the lack of assimilation of the subjects studied, and that it was part of the speed mania of the day.

Since no data were available to prove or disprove these arguments, or give a basis for counseling students in the future, during the Fall Term of 1921-22, the author made an individual case study of 505 students in the Berkeley High School carrying five subjects. The following outline was followed.

Outline for Case Study of Five-Subject Student.

1. Name of Student.
2. Name of student's faculty adviser.
3. Grade in school
4. General Intelligence as measured by Group Test.
5. Previous Record in Scholarship, Satisfactory or Unsatisfactory.

Note: To be satisfactory, scholarship must average second Section or better on a five point scale, and at least four subjects carried each term.

The first part of the document  
 is devoted to a general  
 description of the  
 project and its  
 objectives. It is  
 followed by a  
 detailed account of  
 the work done  
 during the  
 period covered  
 by the report.  
 The results of  
 the work are  
 then discussed  
 and compared  
 with those  
 obtained in  
 previous work.  
 Finally, the  
 conclusions  
 reached are  
 stated and  
 suggestions  
 for further  
 work are  
 given.

6. Program of subjects for present term.

Amount of credit given for each subject, i.e.  $\frac{1}{2}$  unit or  $\frac{1}{4}$  unit.

Note: the latter is a one period subject and requires no outside preparation  
Scholarship grades for first period and for the term.

7. Number of Study Periods at School.

8. Number of periods spent at the High School each day.

9. Is a full forty-minute lunch period provided for in the student's program?

10. Student's own statement in writing as to why he wished to take more than the normal amount of work.

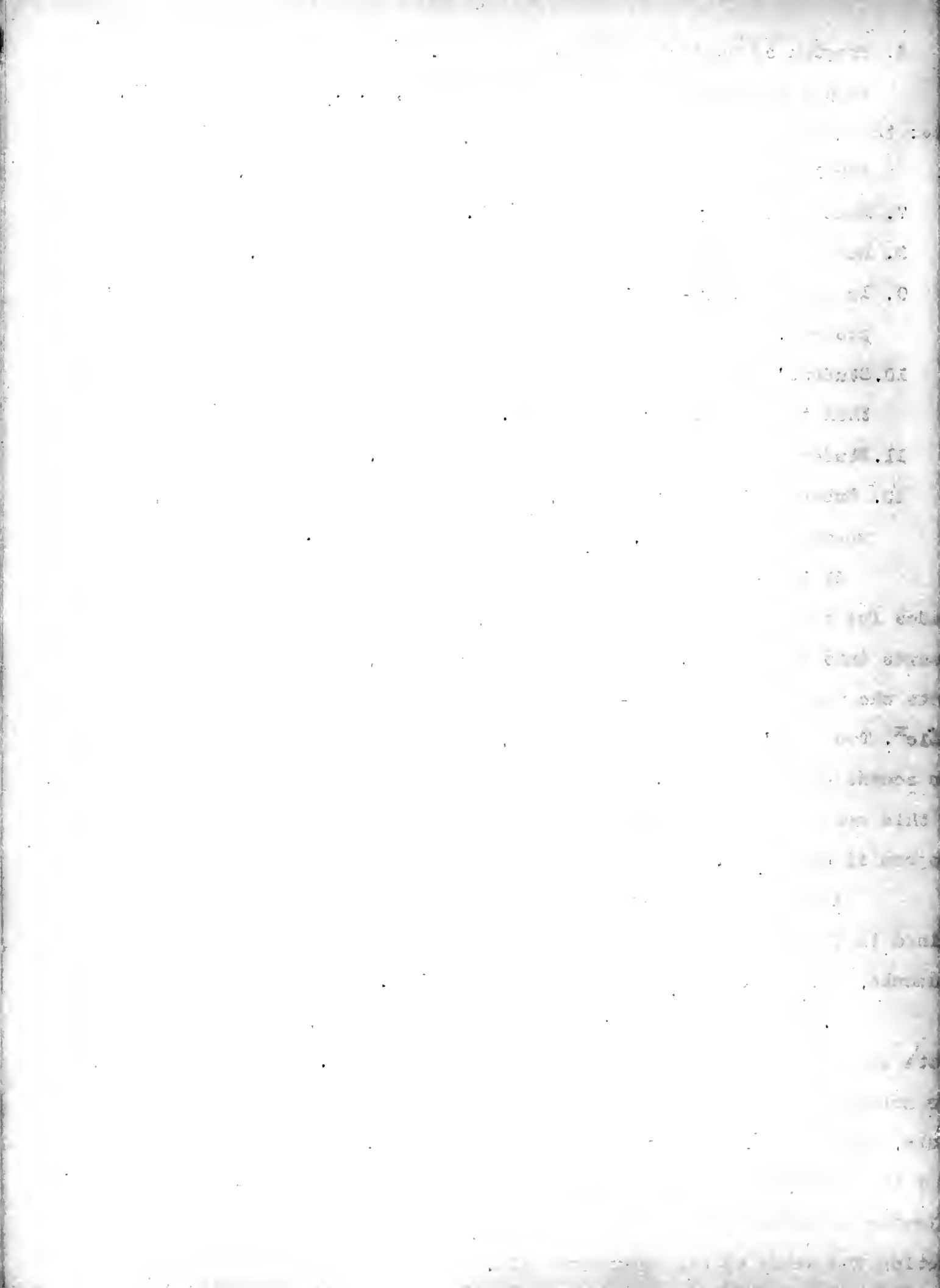
11. Student activities participated in if any.

12. Subsequent notes: Such as, health; subjects dropped if any, and reasons for failure.

At the end of the first period of seven weeks, when the scholarship grades for that period had been recorded, the author segregated these case records into two groups. The first group Group I, included all those students who were averaging "II-" or better in scholarship rated on a five point scale<sup>x</sup>. Two "III's" or a "IV" or a "V", automatically threw the student into the second group Group II. Personal conferences were held with each member of this second group to determine the cause of his failure and adjust his program if necessary.

After making a careful study of the summary of all the data contained in the five hundred and five case-records of these "five-subject" students, the following conclusions were reached.

1. High School students of superior capacity, as measured by group tests of general intelligence and previous accomplishment in school work, who are ambitious and physically strong, and who are not employed outside of school hours, will do satisfactory work in five subjects. The following data show that this group does a better quality of work than the "four-subject" group. Allowing a student to take more than the normal amount of work is one way of meeting the needs of the superior child.



2. Judging accomplishment, as shown by school grades, it apparently makes little or no difference whether the fifth subject is a one period subject, requiring no home preparation, or a double period subject.

3. Ambitious students do find time to prepare their work outside of school hours, when their school program does not provide study periods.

4. Carrying five subjects does not prevent the capable student from participation in student activities.

5. Assuming that the student requesting to take five subjects is in good health and has no outside interests that make large demands upon his time, the first factors that the adviser must consider before granting the request are:

(1). Previous accomplishment.

This measures more or less accurately habits of study, foundation for the present work, and general intelligence.

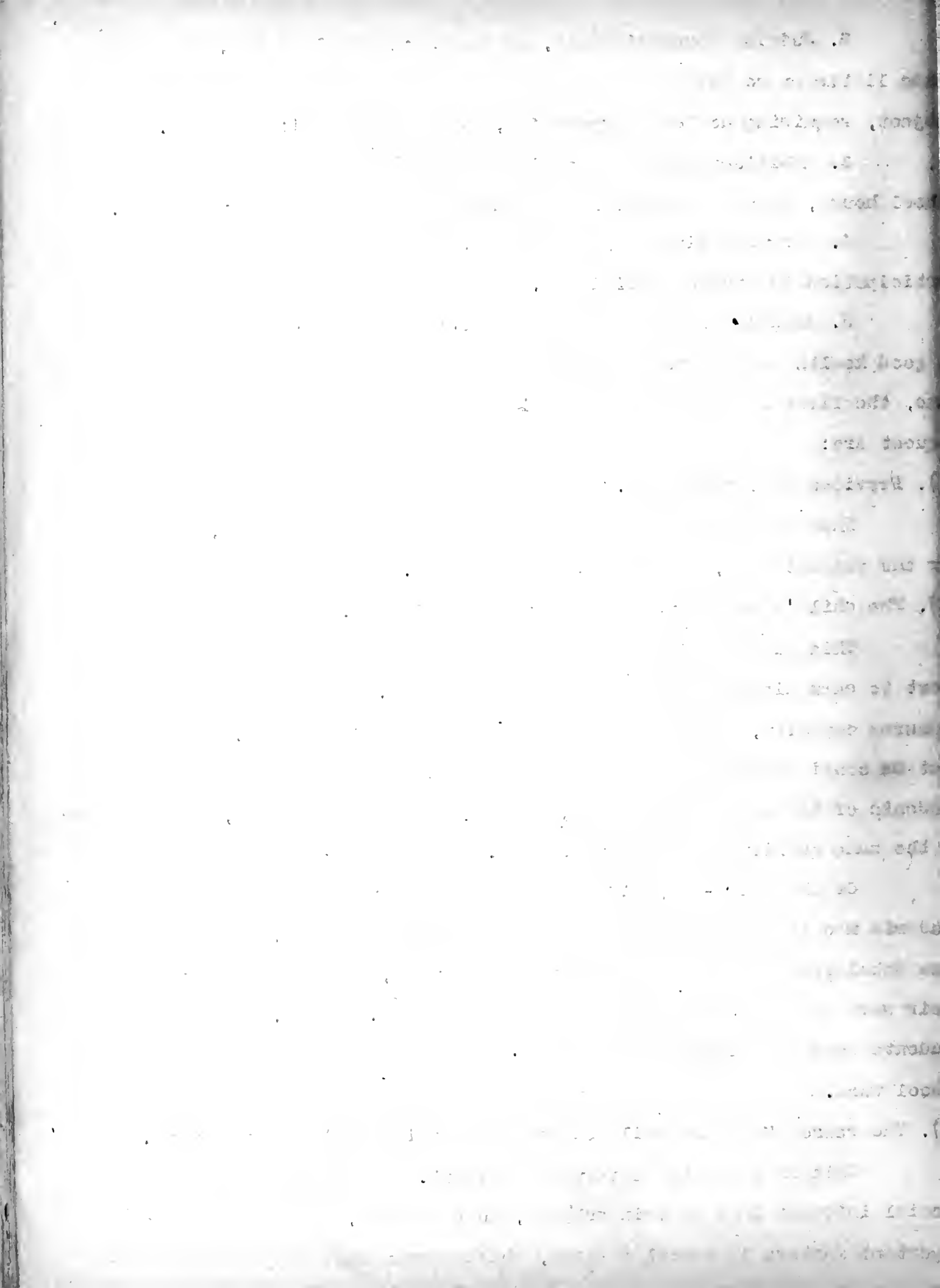
(2). The child's capacity as shown by a mental test.

This gives a clue to the amount of effort that the student had to exert to earn his previous grades in scholarship. While the mental test measures capacity, it does not measure habits of application. Hence it must be considered together with the record of school accomplishment, for students of the same mental level, as measured by group tests, do not always do the same quality or quantity of work.

Of the "five-subject" group studied forty out of the forty-two students who tested below average in general intelligence, and whose previous scholarship was not thoroughly satisfactory, failed in nearly 12% of their work and received only passing grades in 35.4% more. Clearly these students were not fitted to undertake more than the normal amount of high-school work.

(3). The reason that the child offers for wanting to take extra work.

This is found to be very significant. Experience shows that a special interest in a certain subject, love of work, and ambition are important factors in school success, while merely making up a former de-





iciency is not.

(4). Home incentive.

While this is a difficult factor to measure, it is often a tremendous force.

The attitude of the home towards education, school, academic accomplishment, and pride and ambition are subtle factors but very potent ones.

6. In every instance no request to take more than the normal amount of work should be granted any high-school student, without first making a careful study of the case. While summaries such as the following show general trends, an appeal to <sup>the</sup> case history of the individual child is the only possible method of estimating the significance of any one element, whether health, innate ability, interests, previous accomplishments or what not.

Summary of Case Records of All Five-Subject Students in the  
Berkeley High School for the Fall Term 1921-1922.

1. The total number of Berkeley High School students carrying five or more subjects was 505 out of a student body of approximately 1420.
2. The number doing satisfactory work at the end of the first period; averaging "II-" or better, (Group I), was 267 or 52.87% of the total 505.
3. The number doing unsatisfactory work at the end of the first period, averaging less than "II-" (Group II) was 238 or 47.12% of the total 505.
4. The numbers according to classes were as follows:

Table Showing No. of Students, and the Median and Interquartile  
Range of General Intelligence of the Two Groups, Arranged by  
Classes.

Group I			Group II		
Class	No. of Students	General Intelligence	Class	No. of Students	General Intelligence
Low 10	38	U.Q. 130 M. 116 L.Q. 110	Low 10	30	U.Q. 118 M. 96 L.Q. 88



## 4. Number According to Classes (Continued)

Group I			Group II		
Class	No. of Students	General Intelligence	Class	No. of Students	General Intelligence
High 10	33	U.Q. 116 M. 112 L.Q. 104	High 10	31	U.Q. 117 M. 105 L.Q. 94
Low 11	74	U.Q. 117 M. 107 L.Q. 100	Low 11	67	U.Q. 112 M. 104 L.Q. 97
High 11	22	U.Q. 118 M. 103 L.Q. 97	High 11	40	U.Q. 105 M. 101 L.Q. 97
Low 12	69	U.Q. 128 M. 121 L.Q. 109	Low 12	52	U.Q. 120 M. 113 L.Q. 103
High 12	28	U.Q. 125 M. 123 L.Q. 110	High 12		U.Q. 115 M. 108 L.Q. 101

Note: The significant point in the above table is that, with one exception, the median and inter-quartile range of general intelligence for every grade was very much higher in Group I than in Group II.

5. The general intelligence of the two groups is as follows:

Group I (249 students)

Group II (207 students)

U.Q. 125

U.Q. 115

M. 113

M. 106

L.Q. 103

L.Q. 96

Table showing <sup>for Two Groups</sup>  $\frac{\% \text{ of Students}}{\text{of the Seven-Point Scale of General Intelligence}}$  and <sup>The No.</sup> Percentage of each Group, in each Subdivision

Rating	Group I (267)		Group II (238)	
	No. Students	Percentage of group	No. Students	Percentage of group.
130 or better A	34	13.6	8	3.86
129-115 B	87	34.9	51	24.63
114-105 C+	61	24.4	53	25.60
104-95 C	43	17.2	54	26.08
94-85 C-	23	9.2	34	16.44



Rating	Group I. (267)		Group II (238)	
	No. Students	Percentage of group	No. Students	Percentage of Group
84-- 70 D	3	1.1	7	3.38
69 -- below E	0	0.0	0	0.0
No. not tested	16		31	

Note: 72.9% of the students in Group I test above average in general intelligence.

54.9% of the students in Group II test above average in general intelligence.

6. Numbers in the two groups taking Music or a  $\frac{1}{2}$  credit subject as their fifth subject.

Note: Many students argue that a fifth subject that requires no outside preparation is no extra burden.

Table Showing No. of Students in Group I and Group II,  
Listed According to Whether They are Taking as Their  
Fifth Subject Music or a  $\frac{1}{2}$  Credit Subject.

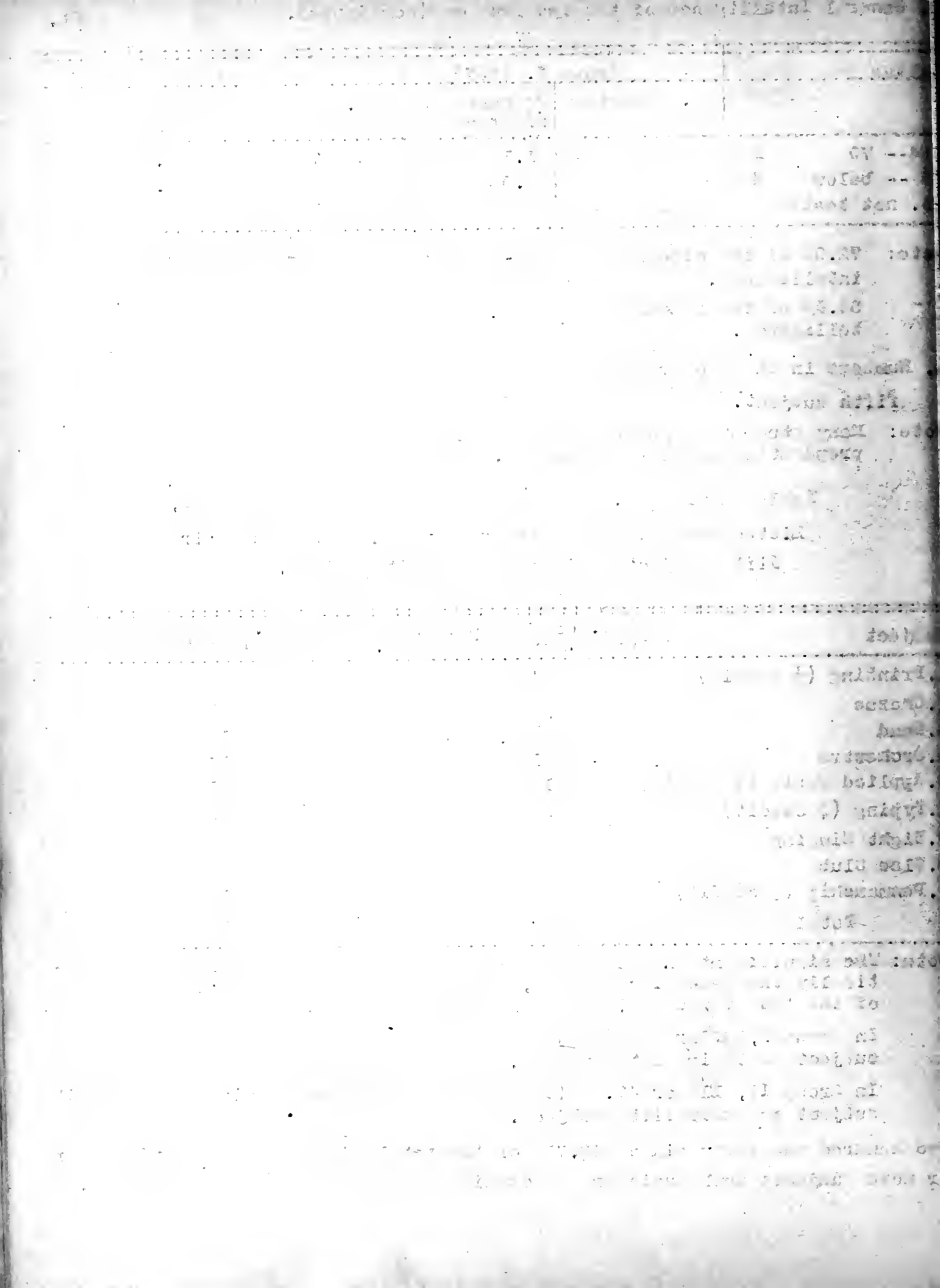
Subject	No. of Students in Group I. taking the subj.	No. of Students in Group II taking the subj
1. Printing ( $\frac{1}{2}$ credit)	4	4
2. Chorus	22	17
3. Band	5	14
4. Orchestra	21	14
5. Applied Music ( $\frac{1}{2}$ credit)	15	11
6. Typing ( $\frac{1}{2}$ credit)	52	38
7. Sight Singing	4	2
8. Glee Club	9	4
9. Penmanship ( $\frac{1}{2}$ credit)	0	10
Total	132	114

Note: The significant fact in the above table is that both groups did practically the same kind of work, so that the difference in scholarship of the two groups could not be ascribed to this.

In Group I, 132 or 49% (of the total 269) took music or a  $\frac{1}{2}$  credit subject as their fifth subject.

In Group II, 114 or 47.9% (of the total 238) took music or a  $\frac{1}{2}$  credit subject as their fifth subject.

Two hundred and forty six or 48.71% of the total 505 students carrying 5 or more subjects took music or a  $\frac{1}{2}$  credit subject as their fifth subject.



7. Scholarship of Group I (for first period of 7 weeks), separated into two groups on the basis of whether students carried 5 or more "solids" (a  $\frac{1}{2}$  credit subject), or 4 "solids" and a  $\frac{1}{2}$  unit subject or music.

Scholarship <sup>x</sup>	For 135 Students Carrying 5 or more "Solids".	For 132 Students Carrying 4 or more "Solids" plus $\frac{1}{2}$ unit Subject or Music.
Percentage of Total Grades I's	27.33	24.11
Percentage of Total Grades II's	58.27	56.83
Percentage of Total Grades III's	13.09	16.89
Percentage of Total Grades IV's	00.00	00.00
Percentage of Total Grades V's	00.00	00.00
Percentage of Total Grades Inc's.	1.29	1.99
Percentage of Total Grades I's & II's	85.60	80.94
Total number of grades:	680.	679.

Note: The significant fact revealed by the above table is that the students carrying five "solids" made a larger percentage of "I's" and "II's" than those carrying only 4 "Solids" and music or a  $\frac{1}{2}$  credit subject.

8. Scholarship of Group II (for first period of 7 weeks), separated into two groups on the basis of whether students carried 5 or more "solids" or 4 "Solids" and Music or a  $\frac{1}{2}$  credit subject.

Scholarship <sup>x</sup>	For 124 Students Carrying 5 or more "Solids".	For 114 Students Carrying 4 or more "Solids" plus Music or $\frac{1}{2}$ credit subject.
Percentage of Total Grades I's.	5.6	6.4
Percentage of Total Grades II's	35.2	37.4
Percentage of Total Grades III's	40.4	41.2
Percentage of Total Grades IV's	10.4	7.3
Percentage of Total Grades V's	1.7	1.02
Percentage of Total Grades Inc's.	6.4	6.3
Percentage of Total Grades I's & II's	40.8	43.8
Total Number of Grades:	625.0	578.0

Note: The significant fact revealed by the above table is that the students in Group II carrying a lighter program made only slightly better grades in scholarship than those carrying a program of 5 "solids."

9. Number of periods spent at the High School each day and the number of Study Periods which "five-subject" students had.

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Table Showing No. of Students in Group I and in Group II Arranged According to the Length of Time Spent at School and No. of Study Periods.

Length of Time Spent at School and No. of Study Periods	Group I (267 pupils)	Group II (238 pupils).
9 Periods with no Study Period	95	117
10 Periods with no Study Period	36	---
9 Periods with One Study Period	39	35
10 Periods with One Study Period	83	83
10 Periods with Two Study Periods	17	---

Note: 49.1% of the students in Group I (267 students), carrying five or more subjects and doing thoroughly satisfactory work, spent 9 or 10 periods daily at the High School and had no study periods.

50.43% of the students in Group II (238 students), carrying five or more subjects and doing unsatisfactory work, spent 9 or 10 periods daily at the High School and had no study periods.

Since the percentage of each group having no study periods was practically the same, this cannot be ascribed as an important cause for the great difference in scholarship of the two groups.

10. Difference in the reasons offered by the students in the two groups for wanting to take five or more subjects.

The chief reasons offered by Group I were:

- (1). "To get through in a shorter time."
- (2). "To get in more subjects than are required, and to get all I can out of my High School course."
- (3). "I thoroughly enjoy the work."

The chief reasons offered by Group II were:

- (1). "Need credits for graduation."

Note: In many cases this meant that the student had failed in one or more subjects previously and was taking extra work to make up for the failure.

- (2). "Need rec's."

Note: This meant that the student lacked credits of a quality that would permit him to be recommended to the University.

- (3). "To get through in a shorter time."
- (4). "I enjoy the work." (In case of music).





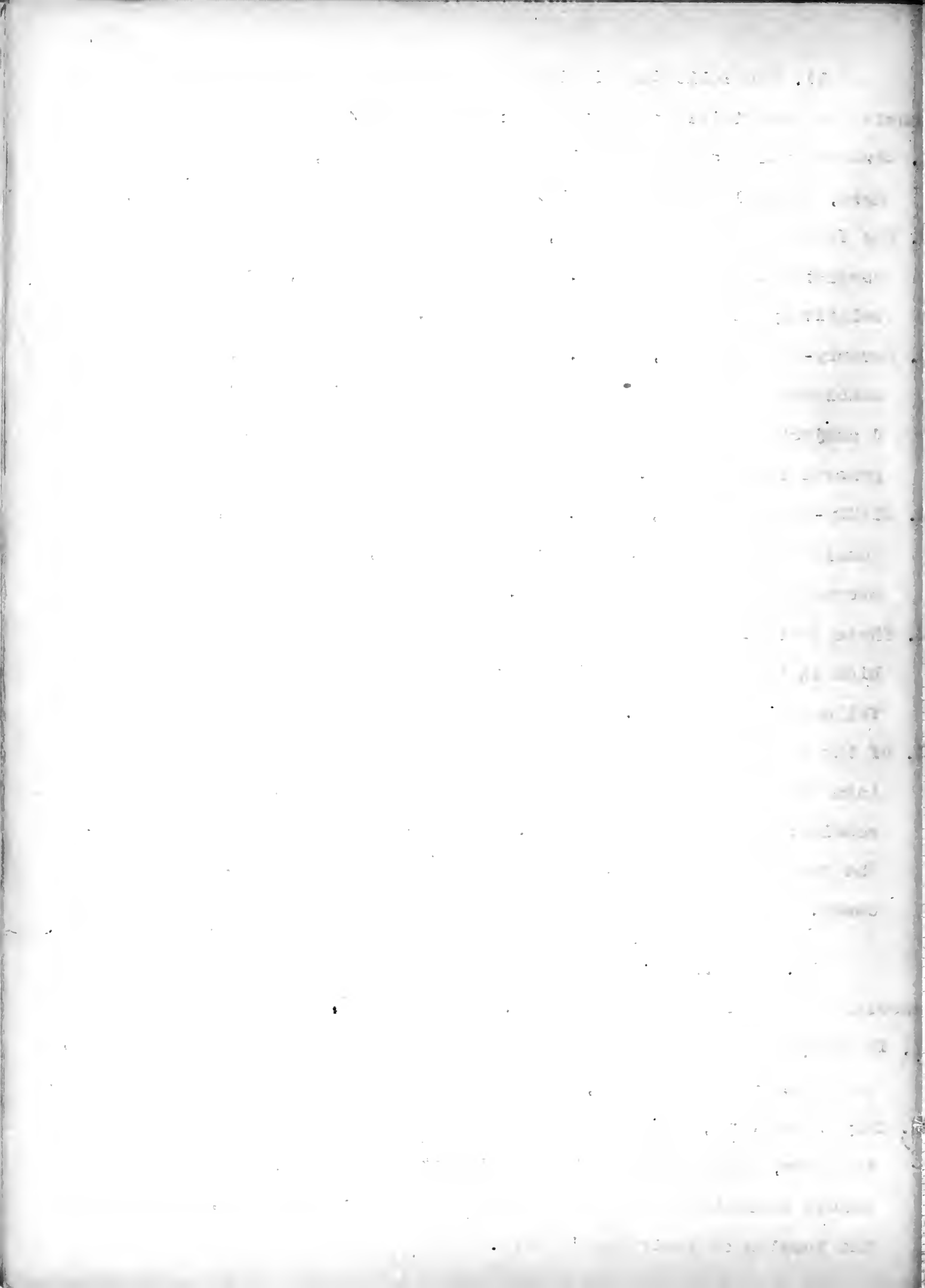
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11. The following significant facts are to be noted in the table showing the subdivisions of Group II: See page 84

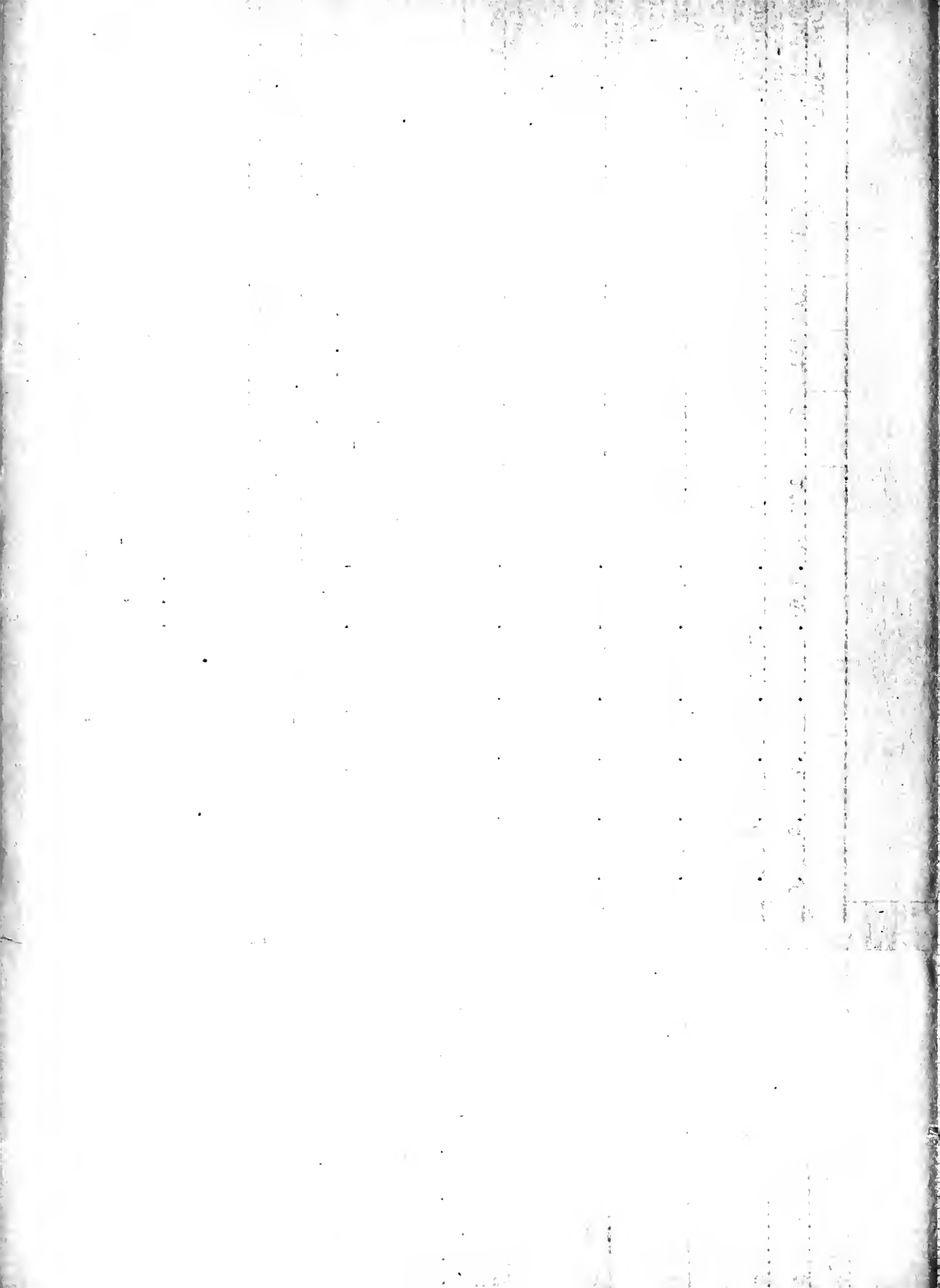
1. Students who dropped subjects during the semester, or failed in one or more, rated lower in general intelligence than those who did not.
2. The fact that the 60 students, who dropped subjects during the semester completed on the average 3.9 subjects instead of 5, may explain their relatively higher grades in scholarship.
3. Seventy-two students, or 97.3% of the 74 students tested, whose previous scholarship was thoroughly satisfactory (all I's and II's and at least 4 subjects carried each semester) tested average or above average in general intelligence.
4. Eighty-five students, or 69.6% of the 122 students tested, whose previous scholarship was not thoroughly satisfactory, tested average or above average in general intelligence.
5. These facts indicate that a student who excels in school work will rate high in the present mental tests; but that the converse by no means follows automatically.
6. Of the 40 students (out of this 230) who carried five subjects for the term and did not receive more than one grade of III, the previous scholarship of 31 cases (or 77.5%) was also thoroughly satisfactory. The rating in mental test was average or superior in 86.1% of these cases.

12. The following significant facts are to be noted in the table showing the subdivisions of Group I. (See page 86)

- 1.) In every case the higher the rating of a group in general intelligence, as shown by a group test, the higher the scholarship is for that group.
- 2.) Only 7 students, out of the total 260 who carried 5 or 6 subjects for the term, stood low in both mental test and previous scholarship. Five should undoubtedly not have attempted so heavy a program, judging from the results of their term's work.









- 3) Eighty-nine per cent (or 191 out of 215), of the students who carried 5 or 6 subjects very successfully for the Fall Term 1921-1922, had thoroughly satisfactory scholarship records in the past. 81.3% of these students also tested either average or superior in general intelligence.

### 13. Study of Students Who Carried Six Subjects:

Table Showing Median and Interquartile Range of General Intelligence, Scholarship, and Number of Students Carrying Six Subjects.

"Six-Subject" Students	No.	General Intelligence			Scholarship for Fall Term 1921-22.						
		U.Q.	M.	L.Q.	Total Grades per Group.	Per Cent of I's.	Per Cent of II's	Per Cent of III's	Per Cent of IV's	Per Cent of V's	Per Cent of Inc's
Total	46	123	111	96	265	23.7	57.3	14.7	1.9	1.9	.3
From Group I	24	126	119	111	142	33.8	61.2	4.2	.7	.0	.0
From Group II	22	107	103	92	123	12.2	52.8	26.7	3.2	4.0	.8

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14). Number of students carrying five or more subjects who participated in student activities.

During the Fall Term of 1921-22, out of a student body of approximately 1420, 317 students participated in student activities; 159 of these carried five subjects.

15). Comparison of scholarship, for first period of seven weeks and for the term, of the 505 students carrying five subjects, with the scholarship of 505 "four-subject" students.

Note: These 505 "four-subject" students were an unselected group, taken as a "control" group.

Table Showing Scholarship of 505 Five-Subject Students Contrasted with Scholarship of 505 Four-Subject Students for the First Period of Seven Weeks and for the Term, arranged According to the Percentage of Total Grades That Were I's, II's, III's etc.

Scholarship	For 505 "5-Subject" Students		For 505 "4-Subject" Students	
	For First Period of 7 Weeks	For Term	For First Period of 7 Weeks	For Term
Percentage of Total Grades I's	15.86	<u>18.9</u>	12.47	<u>16.8</u>
Percentage of Total Grades II's	46.92	<u>54.05</u>	43.66	<u>51.3</u>
Percentage of Total Grades III's	27.88	<u>20.6</u>	33.61	<u>23.9</u>
Percentage of Total Grades IV's	4.42	<u>2.35</u>	6.39	<u>1.9</u>
Percentage of Total Grades V's	.68	<u>3.1</u>	.94	<u>4.78</u>
Percentage of Total Grades Inc's	3.99	<u>.75</u>	2.92	<u>1.19</u>
Percentage of Total Grades I's & II's	62.78	<u>72.95</u>	56.13	<u>68.1</u>
Percentage of Total Grades Failures	5.10	<u>5.45</u>	7.33	<u>6.68</u>
Total No. of Grades	2554.00	2384.00	2020.00	1841.00

Note: The significant facts in the above table are (1) that the scholarship of both groups is considerably higher for the term than it was for the first period of seven weeks; (2) the scholarship throughout



the term of Group I (the 505 students carrying 5 subjects) is considerably higher than that of Group II (the 505 students carrying four subjects).

16) A closer study of the entire "four-subject" group.

Table Showing Number of Students, and Scholarship for 505 "Four-Subject" Students for Fall Term 1921-1922, Grouped According to a Seven Point Scale of General Intelligence.

Mental Rating on a Seven Point Scale.	No. of Students.	Scholarship						
		Total Grades for the Group.	Per Cent of I's.	Per Cent of II's	Per Cent of III's	Per Cent of IV's	Per Cent of V's	Per Cent of Inc's.
A. 130 or better Very superior	22	83	33.7	50.6	10.8	1.2	3.6	.0
B. 129 - 115 Superior	105	390	24.1	53.8	17.2	.7	2.5	1.5
C 114 - 105 Slightly above Av.	138.	523	18.2	52.2	23.5	1.7	3.4	.0
C. 104 - 95 Average	108	389	8.7	55.2	25.6	1.2	7.2	1.8
C- 94 - 85 Slightly below Av.	72	249	14.0	45.8	29.3	3.2	6.4	1.2
D. 84 - 70 Inferior.	20	67	7.4	43.3	38.8	4.4	4.4	1.5
E. 69 - below Very inferior	--	--	--	--	--	--	--	--
Not tested	40	142	13.5	45.0	30.0	4.3	7.1	.0

Note: The significant facts in the above table are:

- (1). There is a consecutive drop in the quality of work done by students according to their levels of general intelligence measured on a seven point scale by a group test.
- (2). Children testing "very inferior" do not reach the senior high school.

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Note: The significant facts in the above table are:

- (1). There is a consecutive drop, both in quality and quantity of work done by the students, according to their levels of general intelligence, on a seven point scale by a group test
- (2). Children testing very inferior in general intelligence do not reach the Senior high school
- (3). Of those testing below average, the percentage leaving school or carrying less than the normal amount of work is very much higher than for those testing average or above. In Groups "C-" and "D", the author has also found the largest number of "repeaters". This latter fact may be one of the reasons for approximately 51 percent of the grades of the "D" group being "I's" and "II's". A second reason is undoubtedly the fact that 25% of these students carried only three subjects for the term.
- (4). Since the Berkeley High School requires that 75% of a student's work be First or Second Section to be recommended to college, judging from the term's work considered, students testing "average", "slightly below average" and "inferior" will not receive college recommendations unless their work improves. Judging from the large number carrying less than the normal amount of work, and the per cent of failures, it is doubtful if those very much below average can finish high school.
- (5). A closer study of the entire "five subject" group, rated on a seven point scale of general intelligence. See page 91.

This study was made in order to see how closely two groups of students of the same mental levels (as shown by group test) would rank in scholarship.

It will be remembered that of the 505 "five-subject" students, one group of 267 students (Group I) did "thoroughly satisfactory" work for the first period of seven weeks, while a second group of 238 students (Group II) did not do as well. These two groups are rated on a seven point scale of general intelligence, and their scholarship grades listed in the following table.

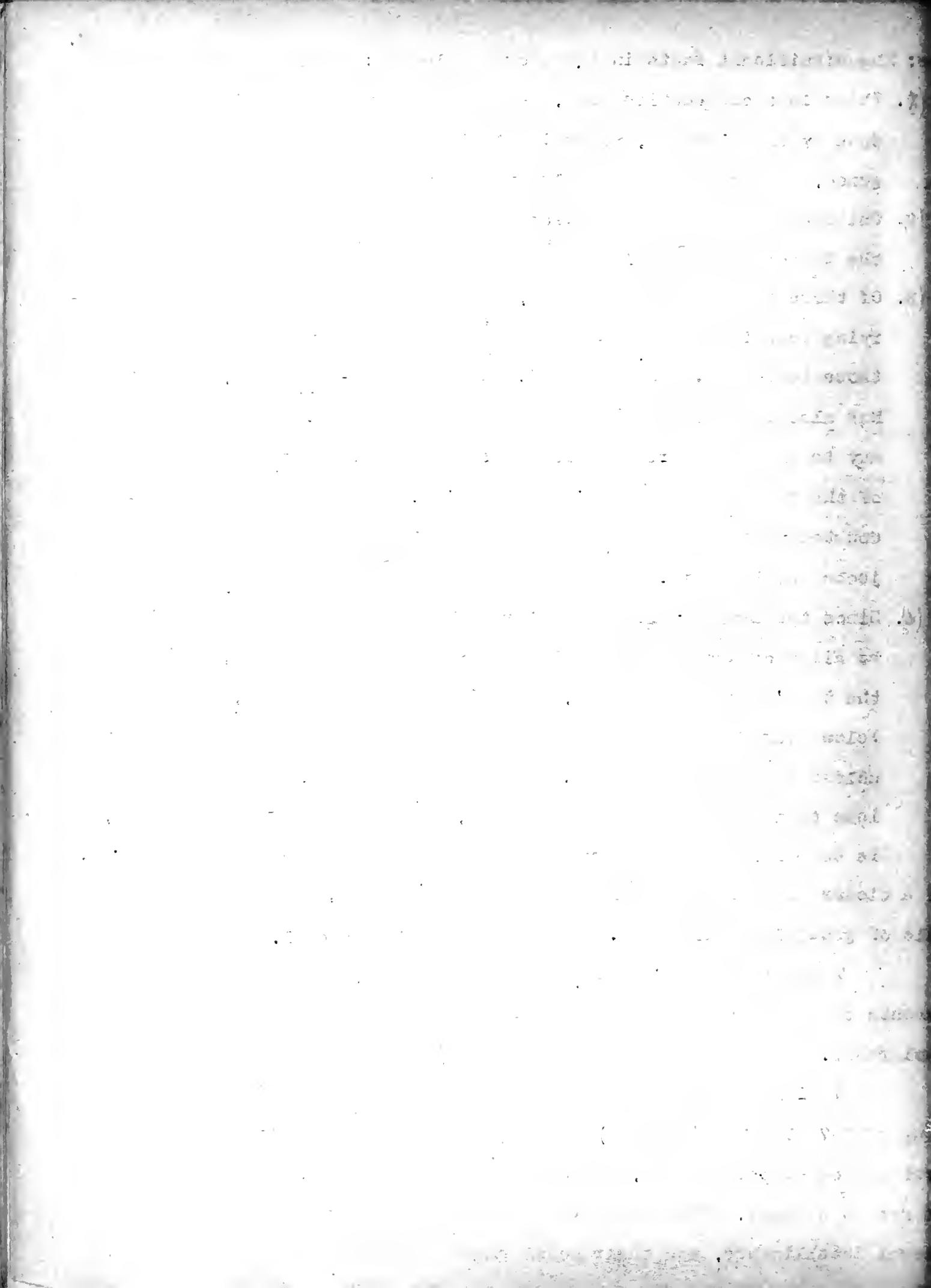
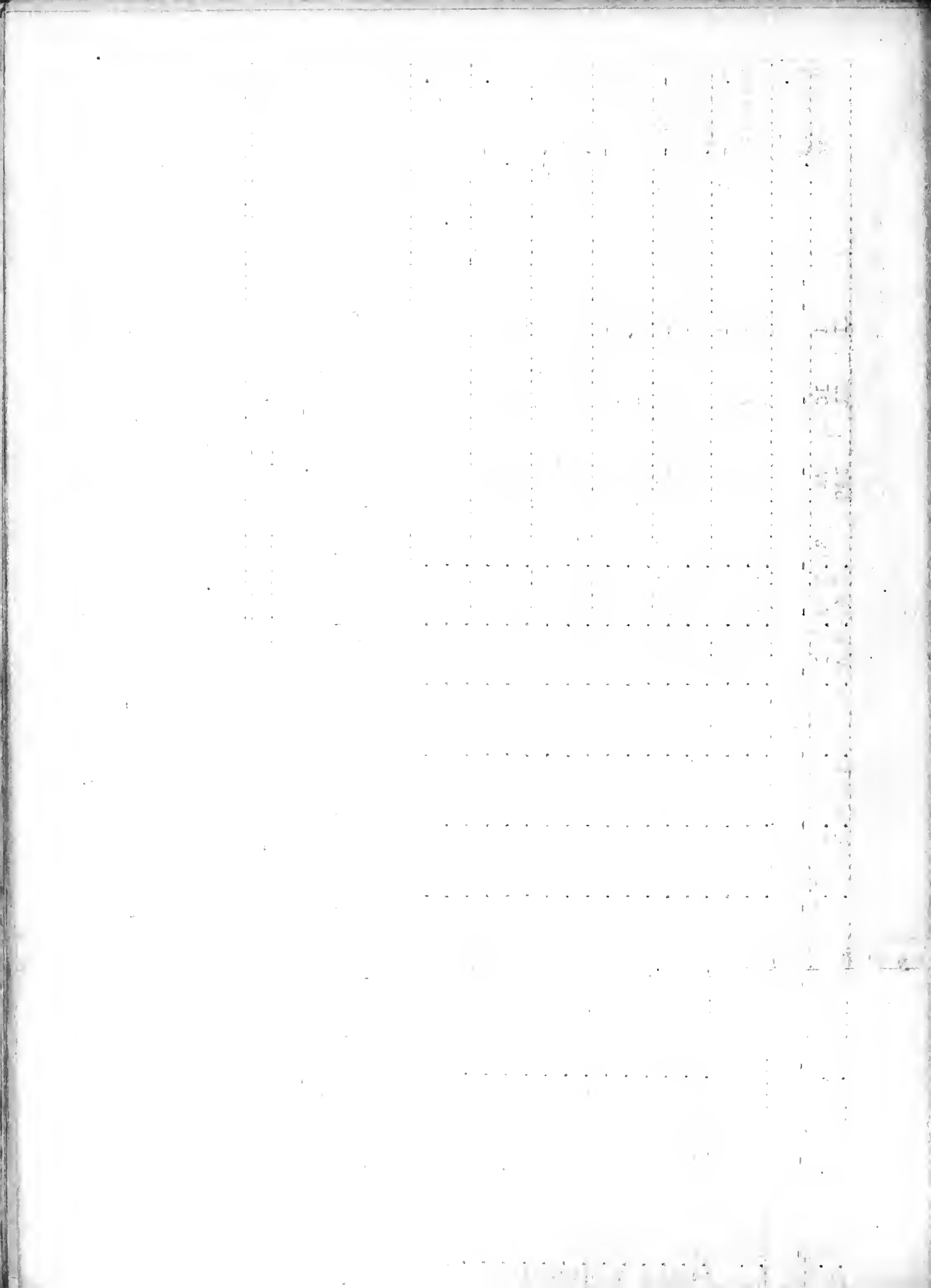




Table Showing Scholarship for Fall Term 1921-1922 and Previous Scholarship of 505 "Five-Subject" Students, Grouped According to a Seven Point Scale of General Intelligence.

General Intelligence	Group	No. of Students	Scholarship for Fall Term 1921-1922					Previous Scholarship				
			Total No. of Grades for Group.	Per Cent of I's	Per Cent of II's	Per Cent of III's	Per Cent of IV's	Per Cent of V's	Per Cent of Inc's.	No. Students with Grades Thoroughly Satisfactory.	No. Students with Grades not Thoroughly Satisfactory.	
A. 130 or better Very superior.	I	34	171	49.1	41.5	9.35	.0	.0	34	100	0	0
	II	8	40	17.5	47.5	22.5	.0	12.5	4	50	4	50
B. 129 - 115 Superior.	I & II	42	211	43.1	42.6	11.9	.0	2.3	38	92.4	4	9.6
	I	34	421	36.8	59.1	9.3	.7	.0	80	95.2	4	4.8
C 114 - 105 Slightly Above Average.	II	49	241	6.6	53.9	29.8	4.6	4.1	29	59.1	20.	40.9
	I & II	133	662	22.0	57.2	16.7	2.1	1.5	109	81.9	24	18.1
C 104 - 95 Average	I	61	306	27.7	60.1	11.1	.7	.3	55	90.1	6	9.9
	II	53	240	7.5	48.7	35.1	4.5	3.7	17	33.3	34	66.6
C- 94 - 85 Slightly Below Average.	I & II	114	546	18.8	55.1	21.6	2.3	1.8	72	64.2	40	35.8
	I	43	203	24.5	62.7	9.3	.9	.5	33	90.5	8	19.5
D. 84 - 70 Inferior	II	54	247	8.9	44.9	33.6	2.4	7.7	17	32.4	37	68.6
	I & II	97	450	16.0	53.1	22.7	1.8	4.4	50	52.6	45	47.4
E. Very Inferior. Not Tested	I	23	117	17.1	63.2	18.8	.8	.0	12	52.2	11	47.3
	II	34	156	5.1	49.3	32.9	3.8	9.6	3	9.1	30	90.9
Hot Tested	I & II	57	273	10.2	55.3	26.3	2.5	5.4	15	26.7	41	73.7
	I	3	15	20.0	73.3	6.6	.0	.0	3	100	0	0
Hot Tested	II	7	34	2.9	35.2	41.1	5.9	14.7	0	0	7	100.
	I & II	10	49	8.1	47.0	30.6	4.0	10.3	3	30	7	70.
Hot Tested	I	16	78	37.2	51.2	10.2	.0	.0	12	75.	4.	25.
	II	31	149	7.3	45.0	39.6	2.6	4.0	8	25.8	23	74.2



The preceding table shows very graphically the wide variation in scholarship among students of the same mental level as measured by group tests.

The only apparent explanation for the great difference in scholarship for the Fall Term of 1921-1922 of groups I and II, for every level on the seven point scale of general intelligence is that the members of Group I applied themselves to their school work much more than did those of Group II. This is also borne out by their previous scholarship record. The latter may also be an indication of a poorer foundation for the present work. Note that at every level, the percentage of students whose previous scholarship record is "thoroughly satisfactory" is very much higher (in some instances several times as high) for Group I as for Group II.

The table also shows that for both groups, (as well as for the two combined) there is a very consistent drop in the quality of the scholarship (as shown by the percentage of 'Is and II's) for each level on the scale of mental rating.

analysis of the data

and

the

results for the first

series of observations

are given in the

table on page

10 of this report

and are compared

with the results

obtained in the

laboratory

and are found to

be in good

agreement with

the theoretical

6. The Use of the Case Study in Securing Commitment of Defectives to the Proper Institutions.

The law of the state brings practically every child under the surveillance of the public school. It is only recently that the school has sensed the magnitude of this responsibility. For example, we now realize that the elementary school is the place where mental defects should be discovered. Heretofore, mentally defective pupils, who could not conform to the established school regime were either excluded or dropped out of their volition. Now the school either assumes the responsibility of caring for these pupils, or where the defect is too great, of seeing to it that the proper steps are taken to have them committed to the proper institutions before they have become delinquents.

The following is an actual case taken from the school records.

Name: B \_\_\_\_\_ L \_\_\_\_\_.

Age and Intelligence:

C.A. 12-1; M.A. 7-1; I.Q:61; Date of Test - Jan 18, 1920.

C.A. 13-9; M.A. 8-5; I.Q:61; Present Date - March 1922.

Personal History:

B \_\_\_\_\_ is nervous, erratic and irresponsible. Is a discipline case at school and at home; is an habitual truant; and sometimes steals. His physical condition is fair.

School History:

Reached the high 3rd grade. Entered the Atypical Class August 23, 1920. Progress and response were poor; was a "repeater"; and was very troublesome.

Family History:

Both parents are Portuguese. Father is employed by the Southern Pacific Company. Mother is epileptic; has fits and cannot be left alone. There are eleven children in the family. Home training is cruel and lax.

Later History:

B \_\_\_\_\_ was excluded on Feb. 28, 1921 from the Atypical Class and

MEMORANDUM

TO : THE BOARD OF TRUSTEES

FROM : THE DEPARTMENT OF THE UNIVERSITY OF CHICAGO  
SUBJECT: [Illegible text]

DATE: [Illegible text]

BY: [Illegible text]

[Illegible body text]

from school because of his perpetual truancy and unruly conduct. Was ordered to stay at home. Application to Eldridge State Home was filed. The child was later committed to that institution.

#### 7. The Use of the Case Study in Determining Administrative Policies.

A summary of the data contained in the case histories of a given group of students is of very real value to school administrators in securing a clear-cut picture of the needs to be met, in measuring the efficiency of present policies, in the formulation of subsequent policies, in determining the course of study for special groups, in the formulation of new units of instruction, and in the selection of special teachers to meet special needs.

The Oakland School Department is one of the few places in the United States where such data is available, and there only for atypicals. Under the direction of the Oakland Bureau of Research and Guidance, through the results of tests of general intelligence, taken together with the teacher's estimate of the pupil's mental and physical ability, pupils in each grade are grouped into various sections: namely, the accelerated, the regular, the limited, and the atypical. Since the atypical child is the greatest misfit in the regular practice of the public school, he is not only put in a special class, but is studied by specially trained teachers, who make a careful cumulative case study of each pupil.

The salient points contained in two hundred and ninety-six of these case histories of children who had at one time been in atypical classes (but who now are either in regular classes, or have dropped out of school), were listed by workers of the Oakland Bureau of Research and Guidance under the direction of Dr. Virgil E. Dickson and Miss Henrietta A. Johnson.

The following points were considered:

1. Chronological Age on June 1, 1921.
2. Mental Age.
3. Intelligence.
4. Nationality of Parents.
5. Occupation of Father.

1945

1945

THE

1. The first part of the report deals with the general situation in the country. It is a very interesting and informative study of the economic and social conditions of the country at the time.

2. The second part of the report deals with the specific details of the situation. It is a very detailed and thorough study of the various aspects of the situation.

3. The third part of the report deals with the recommendations for the future. It is a very practical and realistic study of the various aspects of the situation.

4. The fourth part of the report deals with the conclusions. It is a very clear and concise study of the various aspects of the situation.

5. The fifth part of the report deals with the appendix. It is a very useful and informative study of the various aspects of the situation.

6. The sixth part of the report deals with the bibliography. It is a very comprehensive and up-to-date study of the various aspects of the situation.

7. The seventh part of the report deals with the index. It is a very helpful and easy-to-use study of the various aspects of the situation.

8. The eighth part of the report deals with the notes. It is a very helpful and informative study of the various aspects of the situation.

9. The ninth part of the report deals with the acknowledgments. It is a very helpful and informative study of the various aspects of the situation.

10. The tenth part of the report deals with the preface. It is a very helpful and informative study of the various aspects of the situation.



6. Home Environment.
7. Number of Children in Each Home.
8. Physical Condition.
9. Number of Broken Homes.
10. Hereditary Tendencies.
11. Character Traits.
12. Grade Completed Before Entering Atypical Class.
13. Number of Terms Spent in Atypical Class.
14. Subsequent History in Regular or Limited Class.
15. School Progress.
16. School Conduct.
17. Effort in School.
18. Chronological Age on Leaving School.
19. Later History:
 

a. Moved Away.	d. At Home.
b. Unknown.	e. Loafing.
c. Married.	f. Deceased.
20. Special Interest.
21. Working History.
22. Detention Home and Institutional Record.

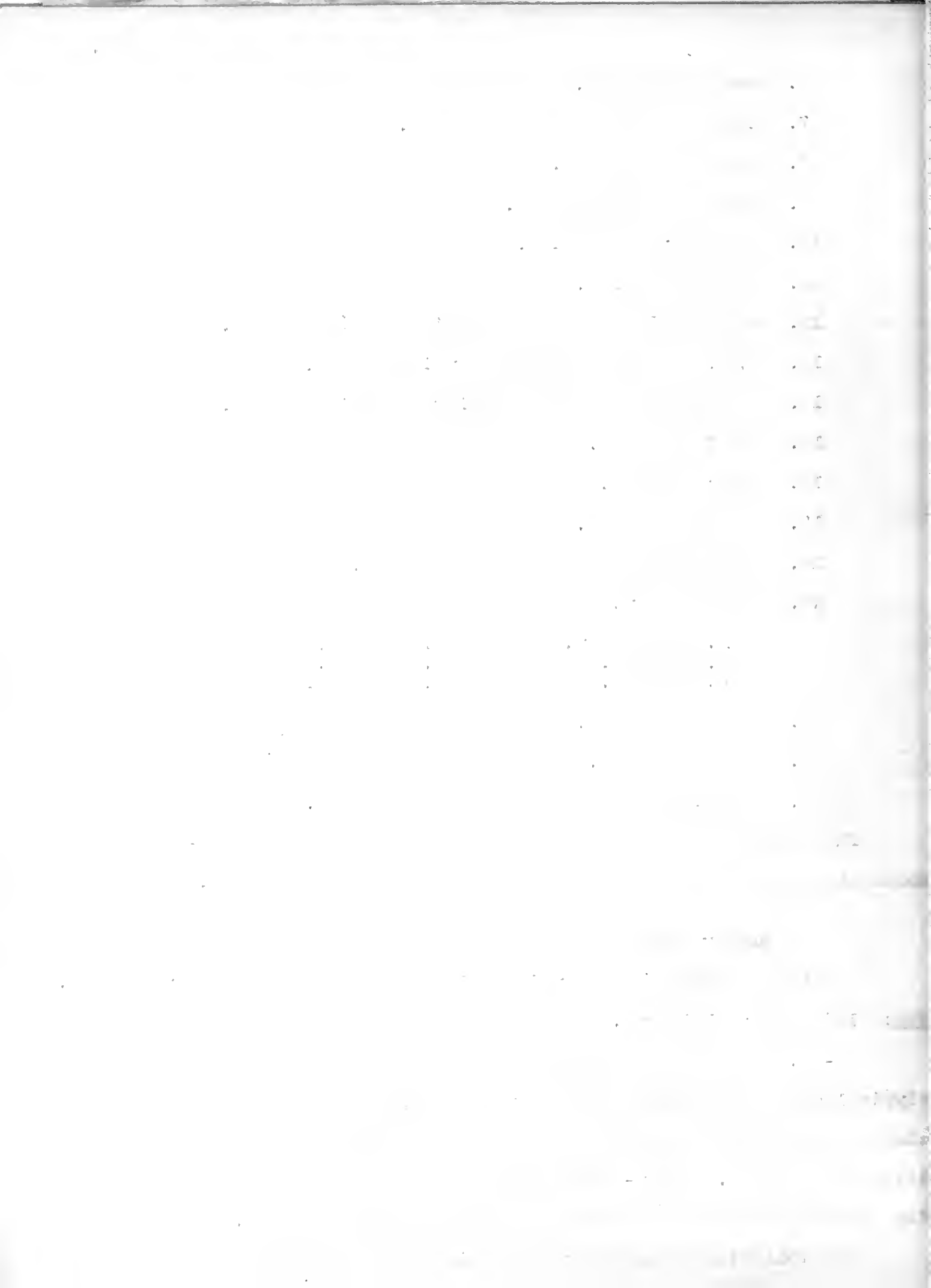
The following is a summary of the two hundred and ninety-six cases which the author has compiled under the above twenty headings.

A Summary of 296 Case Histories of Children Who Have  
At One Time Been in Atypical Classes in the Oakland City Schools.

Sex: 126 girls; 170 boys.

1 - 3. Out of these 296 cases who have at one time been in the atypical classes of the Oakland City Schools, 77 cases of school age (excluding institutional cases) have dropped out of school and are still living in Oakland. Fifty-four cases (out of the 296) who were formerly in the atypical classes are now in Regular or Limited Classes.

The following table shows the variation in chronological age, mental



age, and general intelligence of these groups.

Table Showing Median and Interquartile Range of C.A., M.A., and I.Q. for the Total 296 Cases, 77 "Drop-outs," and 54 Cases Returned to Regular or Limited Classes.

Group.	Chronological Age (Given in 267 cases)			Mental Age (Given in 262 cases)			I. Q. (Given in 262 cases)		
	L.Q.	M.	U.Q.	L.Q.	M.	U.Q.	L.Q.	M.	U.Q.
Total 296 Cases.	13 yrs. 4 no.	15 yrs. 4 no.	16 yrs. 6 no.	8 yrs. 6 no.	9 yrs. 6 no.	10 yrs. 7 no.	61	67	77
77 "Drop-Outs".	17 yrs. 2 no.	16 yrs. 6 no.	15 yrs. 7 no.	11 yrs.	10 yrs. 4 no.	9 yrs. 8 no.	60	65	71
52 Cases New in Regular or Limited Classes.	12 yrs. 0 no.	13 yrs. 7 no.	15 yrs. 0 no.	8 yrs. 5 no.	9 yrs. 4 no.	10 yrs. 5 no.	65	72	76

One of the significant points to be noted in the above table is that the median I. Q. of those still in school is 72; while the median I. Q. of those who are no longer in school is 65. Also the median chronological age of the former group is 16 yrs. 6 mo; while that of the latter group is 13 yrs. 7 mo. These two facts indicate that the atypical child drops out of school partly because of chronological age and inability to succeed.

A significant finding in relation to the Part-time School is that seventy per cent of the cases of 77 "drop outs" are between the chronological ages of 15 yrs. 4 mo. and 17 yrs. 7 mo.; and sixteen per-cent are between the age of 10 yrs. and 15 yrs. 3 mo.

Of the 52 cases who are now in Regular or Limited, forty-six per cent are between the chronological ages of 13 yrs. 8 mo. and 16 yrs. 3 mo. In many cases they undoubtedly form an "over-age" group in these classes.

#### 4. Nationality of Parents: (Given in 280 cases).

- (1). Both parents foreign in 170 cases, or in 60% of all parents of atypical children.
- (2). Mother foreign, father American in 5 cases.
- (3). Father foreign, mother American in 17 cases.

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- (4). One of the parents foreign in 8% of the total cases.
- (5). One or both parents foreign in 68% of the total cases.
- (6). Both parents Portuguese in 21% of the total cases.
- (7). Both parents Italian in 14% of the total cases.
- (8). Both parents Southern European in 38.5% of the total cases.

Table Showing No. of Fathers and No. of Mothers in Each of the 23 Nationalities Represented by Parents of Atypical Children.

Nationalities Represented	No. of Fathers	No. of Mothers	Nationalities Represented	No. of Fathers	No. of Mothers
American.	94.	105.	Mexican.	4.	3.
Negrees	16.	16.	Scotch.	3	2.
Portuguese	60.	61.	Bohemian	3.	2.
Italian	38.	39.	Russian.	3.	3.
German.	15.	16.	Swiss.	3.	1.
Irish	14.	9.	Hungarian.	2.	2.
English	14.	9.	Norwegian.	1.	3.
Spanish	5.	7.	Hawaiian.	2.	3.
Danish	5.	5.	Philippines	1.	0.
Austrian	4.	5.	Fiji Islander	1.	0.
French	4.	3.	South American	1.	1.
Swedish	4.	3.	Welsh.	1.	0.

Note: It is significant that, even though Oakland is a Pacific Coast city, not a single Oriental is enrolled among these atypicals.

#### 5. Occupations of Fathers of Children in Atypical Classes.

Total number of occupations represented: 74.

Tables Showing the Occupations of Fathers of Atypical Children Grouped According to Taussig's Five Point Scale, the Number Engaged in Each, and the List of Occupations in Each Group.

1. The first part of the document (a)

2. The second part of the document (b)

3. The third part of the document (c)

4. The fourth part of the document

5. The fifth part of the document

6. The sixth part of the document

7. The seventh part of the document

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12. The twelfth part of the document

13. The thirteenth part of the document

14. The fourteenth part of the document

15. The fifteenth part of the document

16. The sixteenth part of the document

17. The seventeenth part of the document

18. The eighteenth part of the document

19. The nineteenth part of the document

20. The twentieth part of the document

21. The twenty-first part of the document

22. The twenty-second part of the document

23. The twenty-third part of the document

24. The twenty-fourth part of the document

25. The twenty-fifth part of the document

## GROUP I.

List of Occupations.	No. Engaged in Each.
Lawyers	2.
Engineer	1.
Architect	1.
City Commissioner	1.
Retired Army Officer	1.
Total in Group I: 6	

Note: This is the highest group and includes "the profession, salaried officials, public and private, in positions of responsibility and power, and managers in industry."

## GROUP II.

List of Occupations	No. Engaged in Each.	List of Occupations	No. Engaged in Each
Clerks	5.	Sea Captain	1.
Store-Keepers	5.	Furniture Dealer	1.
Food-Inspectors	2.	Inspector for the City Board of Health	1.
Insurance Agent	1.	Car Conductor	1.
Contractor	1.	Undertaker	1.
Policeman	1.	Total in Group II =	20.

Note: Group II includes "the clerical or semi-intellectual occupations: clerks, bookkeepers, salesmen, small tradesmen, railway conductors, foremen, superintendents, etc."

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GROUP II.			
List of Occupations:	No. engaged in each	List of Occupations	No. engaged in each
Clerks	5	Sea Captain	1
Store-keepers	5	Furniture Dealer	1
Food-inspectors	2	Inspector for the City Board of Health	1
Insurance Agent	1	Car Conductor	1
Contractor	1	Undertaker	1
Policeman	1	Total in Group II, 20.	

Note: Group II includes "the clerical or semi-intellectual occupations: clerks, bookkeepers, salesmen, small tradesmen, railway conductors, foremen superintendents, etc".

GROUP III			
List of Occupations:	No. engaged in each	List of Occupations	No. engaged in each
Carpenters	12	Potter	1
Machinists	8	Plumber	1
Boiler-makers	3	Fireman	1
Moulders	2	Cement Workers	6
Blacksmiths	2	Sewing Machine Operators	1
Electricians	2	Reparer of Water-meters	1
W.P. Section Foreman	1	Sign Painters	2
Engraver	1	Total in Group III, 44	

Note: In Group III belong the skilled workmen. "It includes the whole range of occupations where there is need for a sure eye, a familiarity with tools, and a deft and trained hand."



GROUP IV			
List of Occupations	No. engaged in each	List of Occupations	No. engaged in each
Teamsters	8	Barbers	2
Cooks	7	Tallyman, Lumber Yard	2
Saloon-keepers	5	Butcher	1
Peddlers	3	Coal-man	1
Expressmen	2	Truck-driver	3
Millhands	2	Carpet-cleaner	1
Waiters	3	Bottler	1
Dairymen	3	S.P. Checker	1
Bakers	3	Janitor	1
Shoemakers	2	Candy-maker	1
Ice-man	1	Rancher	2
Brass melter	1	Total in Group IV, 56	

Note: Group IV includes "those that do not need specialized skill, yet bear some responsibility, and must have some alertness of mind." Taussig gives as examples: motormen on street-railways, miners, and factory workers. For this group, wages are paid by the week rather than by the day.

GROUP V			
List of Occupations	No. engaged in each	List of Occupations	No. engaged in each
Day Laborers	72	Cigar-maker	1
Boot-black	10	Deckhand	1
Watchmen	6	Presser in Paper-mill	1
Scavengers	4	Sheep-herder	1
Stevedore	4	Miner	1
Driver of Junk-wagon	2	Hill-worker	1
Porter	3	Seaman	1
Factory-worker	2	Fisherman	1
Railroad Construction	2	Gardiner	1
Iron workers	2	Rattan worker	1
		Total in Group V, 117	

Note: In Group V are the diggers and delvers. "It includes those factory workers whose work is of the simplest sort, and the day-laborers."



SUMMARY OF FATHERS' OCCUPATIONS	
Occupational Group	No. included in it
Group I	6
II	20
III	44
IV	56
V	117
Total: 243	

Note: 71% of these workers fall within groups IV and V, the lowest groups in the occupational scale, and hence in the social scale.

6. Home Environment: (Given in 245 cases)

Excellent in 7 cases

Good in 60 cases

Fair in 76 cases

Poor in 57 cases

Very poor in 45 cases.

Note: The points considered in rating these homes were: necessities, cleanliness, and parental supervision. The author regrets that the final result is stated in relative terms. However, these ratings do represent the judgment of specially trained teachers.

Percentage of homes rated as "fair", "poor" or "very poor": 72%

Percentage of homes rated as "poor" and "very poor": 41 %

7. No. of children in the home: (Given in 244 cases).

TABLE SHOWING NUMBER OF FAMILIES HAVING FROM ONE TO FOURTEEN CHILDREN.

Number of children in the home.	Number of families having this number of children.
None (orphans, in two cases)	0
one	23
two	47
three	52
four	29
five	35
six	22
seven	12
eight	8
nine	4
ten	4
eleven	2
twelve	2
thirteen	0
fourteen	2

(1) The average number of children in each home is between 4 and 5

(2) The total number of children in 242 homes is 994.

(3) 23% of these families have 6 or more children, i.e., 56 families out

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Notes: V. No. 1

In the year 1912

C. Hong

1912

1913

1914

1915

1916

1917

1918

V. No. 2

1919

1920

1921

(2) The total amount of

of the 242 families listed have 6 or more children. This means that 43.2% or 430 children out of the 994 children in these homes come from families having six or more children.

(4) 5.8% or 14 families out of the 242 listed have nine or more children. This means that 15% or 150 children out of the 994 involved come from homes where there are nine or more children. Two families have 14 children apiece.

Number of Children in home	Nationality of Families Having this Number	Number of Families Having this Number
4.	Portuguese	8
	American	6
	Italian	4
	Mexican	2
	Negro	2
	English-American	2
	French-American	1
	Irish-Portuguese	1
	French-German	1
	Scotch-English	1
	Irish-English	1
	21 Foreign Families	
	Total 29.	
5.	American	8
	Portuguese	6
	Irish	4
	Italian	4
	Scotch-Irish	2
	Negroes	2
	Mexican-Spanish	1
	Austrian	1
	American-Fiji Islands	1
	German	1
	American-Portuguese	1
	German-Danish	1
	French	1
	Canadian	1
Scotch	1	
	25 Foreign Families	
	Total 35	





## Number of Children in the Home (Continued)

Number of Children in the Home	Nationality of Families Having this Number	Number of Families Having this Number
6.	Portuguese	6
	Italian	4
	American	4
	Negro	2
	Hungarian	1
	Jewish	1
	Spanish-French	1
	Austrian	1
	English-American	1
	German	1
	16 Foreign Families	
	Total - 22	
7.	Portuguese	3
	Italian	3
	Austrian	1
	Swedish	1
	American	1
	American-Portuguese	1
	English	1
	11 Foreign Families	
	Total - 12	
8.	Italian	2
	Portuguese	1
	American	2
	Irish-American	1
	Bohemian	1
	Swedish	1
	6 Foreign Families	
	Total - 8	
9.	Portuguese	2
	Italian	1
	Swiss-German	1
	4 Foreign Families	
	Total - 4	
10.	Irish	3
	Portuguese	1
	4 Foreign Families	
	Total - 4	
11.	Portuguese	2
	All Foreign	
12.	Italian	1
	Portuguese	1
	All Foreign	
13.	None	None
14.	Hawaiian	1
	American	1

Note: Of the 120 families having from 4 to 14 children, 92 are foreign,

Number of children in the home	Number of children in the home
0	1
1	2
2	3
3	4
4	5
5	6
6	7
7	8
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87	88
88	89
89	90
90	91
91	92
92	93
93	94
94	95
95	96
96	97
97	98
98	99
99	100

or 73%.

The Nationalities having the largest families are: Portuguese, Italian and Irish, and American.

8. Physical Conditions of the Atypical Child. (Given in 238 Cases).

Rating	No. of Cases
"Good"	96
"Fair"	40
"Poor"	<u>102</u>

Explanation of terms: "Good" includes those classified as normal, strong, and well. "Poor" includes those classified as weak, undernourished, undersized, delicate, frail, very nervous, epileptic, tubercular, syphilitic, and crippled.

Note: 42% of these atypical children are in "Poor" physical condition.  
16.8% of these atypical children are in only "Fair" physical condition.

9. Number of Broken Homes: Total No. 47.

Father dead in 16 cases.

Mother dead in 11 cases.

Father and mother both dead in 3 cases.

Father and mother separated or divorced in 17 cases.

(Step-father in 2 cases; Step-mother in 3 cases)

15.9% of the total 296 cases came from broken homes.

(Note: In some cases the above data was not given, so the number of broken homes may have been much larger).

10. Hereditary Tendencies:

Table Showing Number of Cases Listed for Each Hereditary Tendency and the Name of the Tendency.

Name of Tendency	No. of Cases Listed
1. Alcoholic	8
2. Highly Nervous	11
3. Low Mentality	70 (In a number of cases imbecility)
4. Insanity	4
5. Tuberculosis	7
6. Immorality	5
7. Epilepsy	3
8. Dumbness and Deafness	2
9. Shiftlessness	4
10. Speech defects	2
11. Poor Health	6
12. Industry	14

The following is a list of the names of the persons who have been appointed to the various positions in the office of the Secretary of the State of New York.

SECRETARY OF STATE

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## 11. Character Traits of Atypical Children Listed by Class Teachers.

Trait	No. of Cases
1. Affectionate	18
2. Hot-tempered and Quarrelsome	24
3. Nervous and High Strung	24
4. Shy, quiet, retiring and secretive	35
5. Social, pleasant and good-natured	39
6. Sensitive, lack of confidence, and easily discouraged	16
7. Stolid and Phlegmatic	17
8. Reliable and Industrious	11
9. Sullen and sulky	12
10. Erratic	13
11. Stubborn	8
12. Morally depraved and Foul-mouthed	11
13. Obliging	6
14. Tractable and Responsive	5
15. Easily Influenced and Unstable	12
16. Cruel and Brutal	4
17. Over-Agressive, Self-Confident and Insolent	5
18. Rebellious and Incurable	2

Note #1. Only 5 out of the 18 character traits listed are good; considering the number of cases possessing these traits, 70% possess traits that need reforming.

Note #2. While it is often difficult to name the outstanding characteristics of any child (since they are constantly developing) it must be remembered that these atypicals have been observed by specially trained teachers, five hours a day for five days a week, and most of them for many months. The traits listed above are, in the judgment of these teachers, the dominant ones in each case.

## 12. Grades reached (and in some cases completed) by atypical children (given in 234 cases).

Grade:	No. of pupils Reaching it
First	22
Second	47
Third	57
Fourth	41
Fifth	36
Sixth	20
Seventh	7
Eighth	4



Note: 87% (or 203 out of the 234 cases where grade reached is listed) of these children had not gone beyond the Fifth grade, before entering atypical classes.

13. Number of terms spent by children in Atypical Class.

Length of time: Terms	No. of Children	Terms	No. of Children
Less than 1 term	38	8 terms	3
1 term	62	9 terms	4
2 terms	59	10 terms	1
3 terms	30	11 terms	5
4 terms	26	12 terms	2
5 terms	5	13 terms	0
6 terms	15	14 terms	1
7 terms	1	15 terms	2
		16 terms	1

Note: The average length of time spent by each pupil in atypical class has been between 3 and 4 terms.

14. Scholarship Record in Regular Grade or in Limited Class, following work in atypical class. (Given in 100 cases).

Grade	No. of Pupils Receiving it.
"Good"	10
"Fair"	33
"Inferior" or "Very Poor"	57

Explanation of terms:  
 "Good" - 100% - 85%  
 "Fair" - 84% - 70%  
 "Inferior" - 69% and below

Note: 43 per cent of the cases listed do "Fair" or "Good" work, following their stay in atypical class; 57 per cent do "Inferior" or "Very Poor" work. (The grade "Fair" is in many cases earned because of effort and good conduct rather than accomplishment).

15. School Progress:

In only 6 instances did any child make regular progress during and following his enrollment in the atypical class. The following cases are given as examples:





Grade reached before entering Atypical class.	No. of terms in Atypical class	Subsequent Record in Regular Class
L-4	1½	4th Grade?
H-7	1	L-8 Grade. Very Poor Work.
5th	3	Opportunity. Class 6th Very Poor work.
I-7	2	L-8 Regular. Very Poor work.
5th	1	In Regular Grade. Doing Fair.
H-1	2	L-3 Failing
6th	3 months	In regular grade. Does fair work
X H-3 ?	New Weeks	H-4 Fair
5th	1	In regular Grade. Does Fair to Poor Work.
1st	1	Failure in Regular work.
5th	1	Extra work in Agriculture at Fremont.
L-5	4	L-5 Regular grade. Fair
5th	3	In regular work. Promoted on endeavor.
4th	3	Fair in Regular Work
3rd	1	Fair in Regular Work
L-6	3	Very Poor in Reg. work
3rd	4	Poor work
X 2	1	L-4 Limited. Fair work
4th	8	Poor
X 2	2	Regular H-4. Work fair to poor.
3rd	5½	Very poor.
2nd	2	Very poor.
5th	2	H-5 regular. Does little actual work.
4th	10	Very poor
X 3rd	1	H-4 Regular. Poor Work.
L-5	6	L-5 Poor. Fair in hand-work.
4th	3	H-4 limited.
X L-3	2	L-5. Tries earnestly.
L-2	2	L-3 Regular. Tries
L-4	3	L-4 Limited. Fair work
L-3	3	H-4 Regular Class.

X Indicates those making regular progress.



Note: The majority of pupils going from the Atypical Classes back to the regular classes do not succeed.

16. School Conduct of Atypical Children: (Listed in 215 cases).

Grade	No. of Children Receiving it.
Good	122
Fair	42
Poor, or Very Troublesome	51

Note: 75 per cent of the atypical children were graded by teachers as "Fair" or "Good" in conduct, which means that they gave little or no trouble.

24 per cent were graded as "Poor" or "Very Troublesome."

17. Effort of Atypical Children in School: (Only listed by teachers in 73 cases)

Attitude good, tried in 49 cases.

Indolent, did not try, in 30 cases.

61 per cent of atypical children were rated as "good in attitude and effort."

18. Chronological Age on Leaving School: (Listed in 209 cases).

L.Q. 12 yrs. 8 mos.

Youngest: 8 yrs.

M. 14 yrs. 2 mos.

Oldest: 19 yrs. 8 mos.

U.Q. 15 yrs. 2 mos.

19. Later History, i.e., History After Leaving School.

Later History:	No. of Cases.
1. Moved Away	59
2. Unknown	15
3. Married	15
4. At Home	34 ?
5. Leaving	7
6. Deceased	4
7. Employed	(See working History)

Note: 20 per cent of the total 284, whose whereabouts can be traced, have already moved away. We conclude that this type is a shifting population.

1000  
 The following table shows the results of the analysis of the data for the year 1960. The total number of cases is 1000. The number of cases in each category is shown in the table below.

Category	Number of Cases
Category 1	100
Category 2	200
Category 3	300
Category 4	400
Category 5	500
Category 6	600
Category 7	700
Category 8	800
Category 9	900
Category 10	1000

The following table shows the results of the analysis of the data for the year 1960. The total number of cases is 1000. The number of cases in each category is shown in the table below.

Category 1: 100 cases

Category 2: 200 cases

Category 3: 300 cases

Category 4: 400 cases

Category 5: 500 cases

Category 6: 600 cases

Category 7: 700 cases

Category 8: 800 cases

Category 9: 900 cases

Category 10: 1000 cases

Category	Number of Cases
Category 1	100
Category 2	200
Category 3	300
Category 4	400
Category 5	500
Category 6	600
Category 7	700
Category 8	800
Category 9	900
Category 10	1000

The following table shows the results of the analysis of the data for the year 1960. The total number of cases is 1000. The number of cases in each category is shown in the table below.

20. Special interests of Atypical Children. These are teachers' judgments based on observations, extending over a period of several months or more.

Special Interest	No. of Cases.
1. Hand-work	24
2. Home Economics	18
3. Drawing	12
4. Music	10
5. Manual Training	10
6. Reading	8
7. Mechanical	6
8. Care of Home	5
9. Care of Young Children	4
10. Arithmetic	4
11. Painting	4
12. Story-telling and Entertaining	4
13 Gardening	4
14 Care of Animals	3
15 Writing	2
16. Geography	1
17. Playing Ball and Athletics	5
18. Helping Janitor	1
19. Travel	1
20. Nursing	1
21. Wireless	1
22. Dramatics	2
23. Reading Love Stories	1
24. None	17

Note: The predominating interests are manual.

We question the statement that 17 have interest in nothing. If it is so, it would seem to show lack of exposure to different types of work, or exceedingly low mentality.

Special Report	
1	...
2	...
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26	...
27	...

When music, drawing, reading, geography, etc. are listed as special interests, it does not mean that the pupil has unusual ability or interest in these lines, but that his work in these subjects is better than that in other school subjects, which in many cases is very inferior.

## 21. Working History of Atypical Children:

Records show that 64 atypical children have been employed since leaving school.

Table Showing No. Employed at Each Job, Wage Received, and Names of Jobs Held.

Jobs Held	No. Employed at this Job	Wage
Messenger	3	?
Helper in Kitchen in S.P. Diner	1	?
Domestic	1	?
Telephone Office S.F.	1	?
Moore's Ship Yard	1	\$25 per wk.
Driving Auto Truck for Lumber Company	1	?
Toy Balloon Factory	1	?
Boot-black on Ferry Boat	1	?
Works in Father's Garden	1	?
Usherer at Pantages	1	?
Delivers Papers	1	?
Box Factory	4	For 3 ? For 1 - \$15 per wk.
Boiler Maker's Helper	1	?
Calif. Sash and Door Co.	3	For 1 ? For 1 \$16½ per wk; For 1 - \$16 per wk.
Bakery	4	?
Capwell's Art Dept.	1	?
Cotton Mills	6	\$13 per wk.
S.F. Pipe and Steam Fitter	1	?
Suit House in S. F.	1	?
American Can Co.	1	\$2.25 per day
S. F. Tie Factory, S.F.	1	\$12. per wk.
Bay Point Ship Yards	1	?

When you are... special interests... or interest in... from that...

Working... of...

Records... that...

school.

Public...

school...

John...

Members...

Helped in...

Donated...

William...

Henry's...

Driving...

For...

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Case in...

Statement...

Wrote...

For...

Letter...

Letter...

Letter...

Letter...

Letter...

Letter...

Letter...

Letter...

Letter...

Letter...



Jobs Held	No. Employed at this Job	Wage
On Farm	3	?
Ass't to School Janitor	1	?
Judson Iron Works	1	\$4.40 per wk. Out of work a great deal.
Manufacturing Co.	1	\$3½ per week.
Yosemite Laundry	1	?
Machine Shop	1	?
Lincoln Candy Shop	1	\$10. per week.
Rattan Works	1	?
Bethlehem Ship Bldg. Co.	1	?
In Father's Butcher Shop	1	\$5.00 per week
Pacific Pipe and Tank Co.	1	\$15.00 per wk.
Stock Girl - Manheim & Mazor	1	\$10. per week. Unsuccessful-discharged.
Contractor's Helper	1	?
Working (But Job not known)	13	?
R.K. Larsen Co.	1	\$11. per week.
Driver	1	Discharged after 2 weeks

Note #1: Apparently no particular line of work is open to these children. The greatest number employed in any one place is 6. (In the Calif. Cotton Mills). As far as the records show 16 are attending part-time school. All are engaged in low-grade occupations, with a possible exception of those working in the ship yards.

Note #2: These children have gone into 37 different jobs. There is only one job for which the school may have offered some definite, specific training, namely, the domestic.

## 22. Detention Home and Institutional Records.

Table Showing Sex, C.A., I.Q., M.A., Parentage, Home Environment, and Institutional Record of Each Case Having a Detention Home Record.

Detention Home Record	Sex	C.A.	I.Q.	M.A.	Parentage	Home Environment	Institutional Record
1. Neighborhood Annoyance	G	13-0	66	8-7	Italian	Very poor	None



Detention Home Record	Sex	C.A.	I.Q.	M.A.	Parentage	Home Environment	Institutional Record
2. Petty Thefts	B.	12-8	86	10-10	Italian	Very poor	None
3. Petty Theft	B.	11-11	74	8-8	American	Poor	None
4. Parental Neglect	B.	16-2	69	11-1	-	Poor	None
5. Sexual Difficulties	G.	16-0	66	10-6	American	Bad	None
6. Petty Theft	B.	15-4	72	11	American	Poor	Lytton's on Parole
7. Grand Theft	B.	15-8	67	10-5	African	Fair	Whittier
8. Institutional Commitment	B.	15-7	68	10-6	American	Fair	Sonoma State Home
9. Neighborhood Annoyance	G.	9-11	76	7-5	Danish	Good	Parochial school
10. Theft	B.	14-5	56	8-1	Fr. German	Very poor	None
11. Home Neglect	B.	17-5	75	12-0	Irish	Fair	None
12. Sexual Difficulties	G.	18-0	51	9-2	American	Good	Beulah Home
13. Theft	B.	14-3	77	10-10	Swiss	Poor	None
14. Incurability	B.	15-2	79	11-10	American	Poor	None
15. Vile and Profane Language	B.	16-5	76	12-2	American	Good	None
16. Parental Neglect	B.	14-9	56	8-3	American	Bad	None
17. Theft	B.	12-2	71	8-7	American	Very poor	Boys' Aid Society.
18. Theft	B.	15-10	61	9-6	American	Very poor	None
19. Parental Neglect	G.	14-10	73	10-6	American	Poor	Parochial School
20. Parental Neglect	G.	14-9	70	10-4	Hungarian	Poor	None
21. Parental Neglect	G.	14-8	67	9-10	American	Poor	Jewish Relief Society
22. Sexual Difficulties	G.	16-0	46	7-3	American	Very Poor	Sonoma State Home
23. Sexual Difficulties	B.	9-10	71	6-10	American	---	None
24. Parental Neglect	B.	---	71	----	Italian	Poor	None
25. Theft	B.	16-5	53	8-5	Hawaiian 14 children in Family	Very Poor	Sonoma State Home

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Detention Home Record	Sex	C.A.	I.Q.	M.A.	Parentage	Home Environment	Institutional Record
26. Truancy	B.	11-4	79	8-10	Jewish	--	None
27. Theft	B.	11-10	83	9-8	Bohemian	Good	None
28. Theft	B.	----	81	----	American	Good	None
29. Institutional Commitment	B.	14-0	75	10-0	German-Danish	Very Poor	Sonoma State Home
30. Institutional Commitment	B.	14-7	62	9-0	American	Lived at Children's Home	Sonoma State Home
31. Theft	B.	13-2	70	9-3	English-Am.	Fair	Sonoma State Home
32. Theft	G.	13-5	45	6-0	-----	Good	None
33. Theft	B.	18-7	51	---	Irish-Am.	Good	None
34. Incurability	B.	16-7	59	9-4	Italian	Poor	Sonoma State Home
35. Institutional Commitment	G.	12-8	59	7-5	Italian	Very Poor	Sonoma State Home
36. Theft	B.	---	80	---	Portuguese	Very Poor	None
37. Theft	B.	16-6	66	10-6	Negroes	Poor	None
38. Parental Neglect	G.	---	--	---	--- Is now married.		
39. Parental Neglect	B.	14-9	45	6-8	Portuguese	Poor	None
40. Institutional Commitment	B.	12-11	61	7-8	Portuguese	Very Poor	?
41. Sexual Difficulties	B.	16-9	69	11-0	Portuguese	Very Poor	None
42. Theft	B.	17-3	63	10-1	American	Fair	None
43. Sexual Difficulties	B.	17-3	62	9-9	Portuguese	Fair	None
44. Neighborhood Nuisance	G.	16-8	58	9-3	Portuguese	Poor	None
45. Theft	B.	16-4	66	10-1	Portuguese	Poor	None
46. Neighborhood Nuisance	G.	13-5	68	9-1	Portuguese	Fair	None

Section 106  
Bureau

Section	Area	Acres	Value	Notes
106.01	...	...	...	...
106.02	...	...	...	...
106.03	...	...	...	...
106.04	...	...	...	...
106.05	...	...	...	...
106.06	...	...	...	...
106.07	...	...	...	...
106.08	...	...	...	...
106.09	...	...	...	...
106.10	...	...	...	...
106.11	...	...	...	...
106.12	...	...	...	...
106.13	...	...	...	...
106.14	...	...	...	...
106.15	...	...	...	...
106.16	...	...	...	...
106.17	...	...	...	...
106.18	...	...	...	...
106.19	...	...	...	...
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106.21	...	...	...	...
106.22	...	...	...	...
106.23	...	...	...	...
106.24	...	...	...	...
106.25	...	...	...	...
106.26	...	...	...	...
106.27	...	...	...	...
106.28	...	...	...	...
106.29	...	...	...	...
106.30	...	...	...	...
106.31	...	...	...	...
106.32	...	...	...	...
106.33	...	...	...	...
106.34	...	...	...	...
106.35	...	...	...	...
106.36	...	...	...	...
106.37	...	...	...	...
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106.41	...	...	...	...
106.42	...	...	...	...
106.43	...	...	...	...
106.44	...	...	...	...
106.45	...	...	...	...
106.46	...	...	...	...
106.47	...	...	...	...
106.48	...	...	...	...
106.49	...	...	...	...
106.50	...	...	...	...

Detention Home Record	Sex	C.A.	I.Q.	M.A.	Parentage	Home Environment	Institutional Record
47. Parental Neglect	G.	15-7	72	9-6	Portuguese	Poor	None
48. Burglary	B	15-4	68	10-4	Portuguese	Fair	None
49. Parental Neglect	G	16-0	65	10-4	Austrian	No Mother	None
50. Theft	B	16-0	72	11-6	Italian	Fair	None
51. Theft	B	14-9	70	10-3	Portuguese	Very Poor	Whittier
52. Theft	B	14-0	65	9-1	German-Austrian	Very Poor	Lytton Springs Boys' Aid Society
53. -----	B	----	50	---	-----	---	Whittier
54. Running Away From Home	B	14-0	92	12-8	Irish-Spanish	Orphanage	None
55. Truancy	G	16-0	71	11-4	Portuguese	Fair	None
56. Sexual Difficulties	G	19-5	58	11-1	American	Fair	Sonoma State Home
57. Vagrancy	B	16-2	69	11-2	Portuguese	Fair	None
58. Parental Neglect	G	11-6	55	6-3	Portuguese	Very Poor	None
59. Sexual Difficulties	G	---	--	--	Portuguese	Very Poor	Sonoma State Home
60. Theft	G	18-10	50	9-4	Portuguese	Poor	Sonoma State Home
61. Burglary	B	15-5	--	--	Portuguese	Very Poor	Whittier
62. Parental Neglect	B	15-4	66	11-6	Italian	Poor	None
63. Theft	B	14-4	59	8-5	American	---	St. Vincent's.
64. Theft	B	14-7	70	10-3	Spanish	Very Poor	None
65. Theft	B	---	--	--	Portuguese	Very Poor	None
66. Parental Neglect	B	13-5	63	8-5	American	Poor	Preston
67. Theft	B	---	--	--	---	---	None
68. Neighborhood Nuisance	G	---	--	--	---	---	None



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Detention Home Record	Sex.	C.A.	I.Q.	H.A.	Parentage	Home Environment.	Institutional Record.
69. Sexual Difficulty	B	--	--	--	Scotch-Eng	Good	None
70. Parental Neglect	B	--	--	--	--	--	None
71. Parental Neglect	B	--	--	--	Now married	--	None
72. Theft	B	--	--	--	--	--	None
73. Theft	B	17-7	65	10-4	American	--	None
74. Parental Neglect	B	--	89	--	Irish-Eng.	Good	None
75. Theft	B	15-5	55	8-5	Portuguese	Poor	None
76. Parental Neglect	B	14-5	65	9-4	American	Poor	None
77. Burglary	B	--	--	--	German	Poor	None
78. Institutional Commitment	B	11-10	82	9-7	Portuguese	Good	?
79. Petty Theft	B	15-4	68	10-4	Eng. Am.	--	None
80. Parental Neglect	G	17-7	59	9-4	French	Very poor	Yes: do not know where.
81. Theft	G	16-6	79	12-6	Italian	Poor	None
82. Running Away from home	G	16-11	65	10-4	French	Very poor	Yes (Don't know where)
83. Theft	B	16-5	75	12-0	Italian	Poor	Boys' Aid
84. Institutional Commitment	G	17-0	42	6-7	Italian	Poor	Parochials
85. Pool Room	B	15-10	61	9-7	Portuguese	Poor	None
86. Parental Neglect	B	13-11	62	8-8	Welsh-Am.	Very poor	None

## SUMMARY OF DETENTION HOME RECORDS:

Table Showing Number of Atypical Pupils With Detention Home Records, and the Cause of Each Record.

Causes for Detention Home Record:	No. of Cases.
1. Theft	32
2. Parental Neglect	20
3. Sexual Difficulties	9
4. Institutional Commitment	7
5. Neighborhood Nuisance	5
6. Burglary	3
7. Incurability	2

Serial No. 1000000

Class 100

Subclass 100

Section 100

Division 100

Group 100

Class 100

Subclass 100

Section 100

Division 100

Group 100

Class 100

Subclass 100

Section 100

Division 100

Group 100

Class 100

Subclass 100

Section 100

Division 100

Group 100

Class 100

Subclass 100

Section 100

Division 100

Group 100

Class 100

Subclass 100

Section 100

Division 100

Group 100

Class 100

Subclass 100

Section 100

Division 100

Group 100

Table Showing Chronological Age, Mental Age and Intelligence Quotient of All Atypicals with Detention Home Records by Median and Interquartile Range.

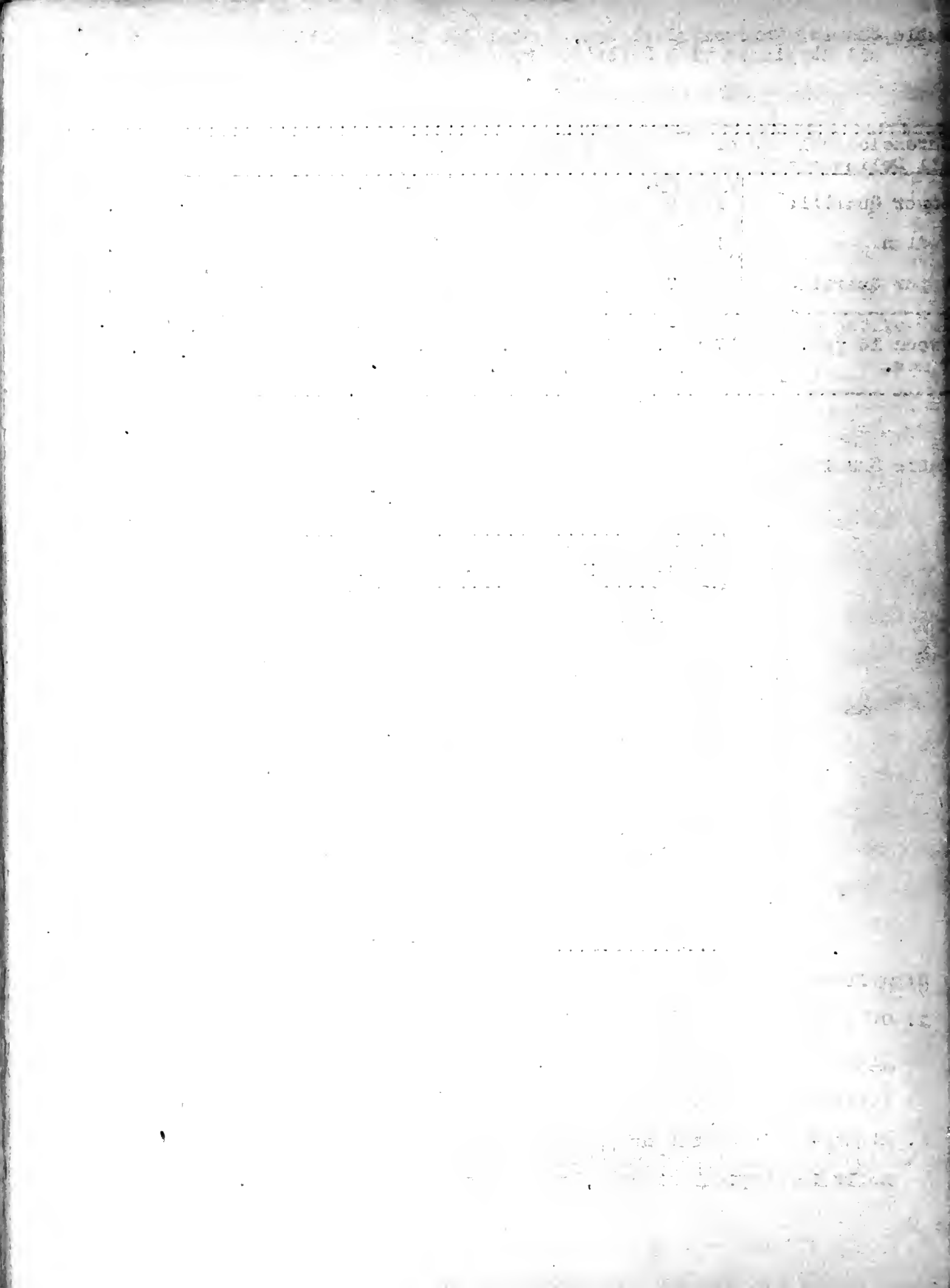
Chronological Age of all Delinquent Cases	Mental Age of All cases		Intelligence Quotient		
	Yrs.	Mo.	Yrs.	Mo.	
Lower Quartile	14	0	Lower Quartile	8 7	Lower Quartile 58.5 (Lowest, 42)
Median	15	4	Median	9 11	Median 67. (Highest, 92)
Upper Quartile	16	7	Upper Quartile	10 11	Upper Quartile 72.5
69% of the cases are between 14 yrs. and 17 yrs. 7 mos.		70% of the cases are between 8 yrs. 4 mos. and 11 yrs. 1 mo.		80% of the I.Q.'s are between 58 and 75.	

Table Showing Nationality of Parents of all Atypical Children Having Detention Home Records.

Nationality	No. of Cases
American	22
Portuguese	21
Italian	10
English-Am	2
Negroes	2
French	2
Seventeen Foreign (all different)	18 (1 case in each family)
Unknown	9
total: 86	

Significant facts to be noted in the above summaries:

1. Of the 77 cases (where parentage is known) having detention home records 71 % are of foreign parentage. This is in contrast to 68 per cent of foreign parentage for the total group of 296 atypical cases.
2. Eighty-six children or 29 per cent of the 296 children, who were formerly in atypical classes, have detention home records.



Causes for Detention Home Record	No. of Cases
8. Truancy from School	2
9. Running Away from Home	2
10. Frequenting Pool Room	1
11. Vagrancy	1
12. Vile and Profane Language	1
13. Unknown	1
Total: 86.	

Sex of Detention Home Cases.

Boys: 60

Girls: 26

4 Principal Causes for Boys Being sent	3 Principal Causes for Girls being sent.
1. Theft 30 cases	1. Parental Neglect 10 cases
2. Parental Neglect 10 "	2. Sexual Difficulties 5 "
3. Institutional Commitment 5 "	3. Neighborhood Annoyance 5 "
4. Sexual Difficulties 4 "	4. Theft 2 "
	5. Institutional Commitment 2 "

Summary of Rating of Home Environment of Detention Home:

Table Showing No. of Cases of Delinquent Atypicals with Homes Rating as "Good", "Fair", "Poor", and "Very Poor".

Rating	No. of Cases
"Good"	11
"Fair"	14
"Poor"	27
"Very Poor"	22
Not Known	12

The points considered in rating these homes were: necessities, cleanliness and parental supervision. The author regrets that an objective result was not given instead of a teacher's judgment, expressed in relative terms.

Note: Of the 74 cases where the home rating of children having detention home records is known, 85 per cent is "Fair", "Poor" or "Very Poor." (Orphanages were included with the homes rated as "Fair".  
 Note #2. The total number of cases having both Detention Home and Institutional Records is: 28.

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It is significant to note that of this year's eighth grade graduates, out of a total number of 342, only 52 or 15 per cent have detention home records. This shows that delinquency among these atypicals is nearly twice as great as it is among normal children.

3. Eighty-five per cent of the homes of detention home cases are rated as "Fair", "Poor", and "Very Poor"; while only 72 per cent of the homes of the total group of 296 atypicals are rated as "Fair", "Poor", and "Very Poor". Poorer home conditions are undoubtedly partly responsible for delinquency.
4. It is most significant that the median chronological age, mental age and intelligence quotients for the entire group of 296 cases and the 66 delinquent cases in the group are practically identical.

Entire Group: C.A. 15 yrs. 4 mos.

Median - M.A. 9 yrs. 6 mos.

I.Q. 67

Delinquent group: C.A. 15 yrs. 4 mos.

Median - M.A. 9 yrs. 11 mos.

I.Q. 67

This would seem to suggest the possibility that most of this atypical group are of the type that would go the downward or the upward path, depending upon the environmental influences that chanced to surround them.





REGARDING THE PROBLEM OF ATYPICALS FROM THE ADMINISTRATIVE STANDPOINT.

1. Every one of these 296 children would be "misfits" in a regular class, not only because of (1) low mentality and (2) over-age, but also because of either poor health, abnormal emotional traits, or bad conduct. This conclusion is also borne out by the fact that only a very, very few "make good" in regular classes even after they have spent one or more terms in the atypical classes, where an effort has been made to meet adaptive difficulties. Hence atypical classes are essential for the good of these unfortunates, and for the progress of the normal and gifted from whom they have been segregated.
2. A serious Americanisation problem is presented by the large percentage of foreign-born parents -- a difficult problem because of the low mentality of the children concerned.
3. A serious social problem is presented in the large number of very low-grade homes, and in the large number of broken homes, and in tendencies listed, which are characterized by vice or blemish.
4. Since a large percentage of the foreign-born parents are Southern European, particularly Portuguese and Italian, it is desirable that teachers of atypical classes make a study of these races to some extent, in order to understand racial characteristics.
5. While only 296 cases have come to the notice of the school, thru this particular study, every home from which each of these cases comes has an average of 4 or 5 children in it; a total of 994 children. One hundred and four homes have from five to fourteen children each. According to the median law there is likelihood of many of these also having low mentality.
6. Since 13 out of the 18 character traits listed for atypical children are pernicious or unsocial, the need for moral and social training is very great, and requires special study for its solution.
7. Provision must be made to keep the majority of these children in



atypical classes for the greater part of the time they are in school. The average length of time spent by the 296 cases studied was three terms; but even that did not bring about social adaptation in the majority of cases.

8. The percentage of those graded as "poor" in effort, shows that even the modified curriculum of the atypical class does not always win their interest.
9. The special interests noted by teachers are almost entirely manual-- in only 14 cases is any academic subject listed. Handwork, including manual-training, cooking, sewing, drawing, painting, gardening, care of home, care of young children, and care of animals predominate. A large amount of the training offered the atypical child should doubtless be along the above or similar lines. In every case it must be commensurate to, or at least not exceed, the capacity of the particular child receiving it. The regular academic work of the present curriculum is by no means suited to this group.  
We wonder whether it is lack of study on the part of teachers that has failed to reveal any special interest in the case of 17 children, or whether it is lack of exposure to a variety of types of work that has resulted in no special interest being developed by the children.
10. Since the great majority of the parents are engaged in low-grade occupations, and since the median I.Q. of these children is 67, and since 87% have not gone beyond the fifth grade in school, and since their interests are manual, it would seem that the duties of the school toward them are: (1) to develop good habits, (2) to offer social guidance, (3) to train them for industrial work, and (4) to attempt to secure employment for them when they are obliged to go to work either from financial necessity or because they can no longer profit by school training. Both of these reasons will operate very emphatically according to the data compiled.

11. Since eighty-six atypical children, or 29 per cent of the 296 cases

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studied, already have detention home records, it would seem to indicate that these children are to be our future criminals, unless the public school succeeds in making law-abiding citizens out of them. Training in good citizenship, in the knowledge of right and wrong, in home-making -- in all those standards that American ideals connote, is what is most needed. The fact that by far the larger percentage of the detention home cases come from foreign homes, and that 85% of these were rated as "Fair", "Poor", and "Very Poor", and that twenty out of the eighty-four cases listed were for parental neglect, show a weakness in the very foundation of society, namely, the home. Many of the cases also emphasize a very glaring need for a twenty-four hour day Parental School.

12. The 40 institution records show that the State (and charity organizations) is early assuming the burden of caring for these children, from whom in some cases it can expect but little in the future.
13. These children, when they go to work, enter low-grade occupations. An Analysis of many of these occupations should be made, to see if training can be developed for them.
14. Placement and follow-up work should be developed, for this group cannot "shift for themselves." It is far better to prevent this stream of humanity from falling into the chasm of crime, unemployment and poverty, than it is to let it fall, and then laboriously attempt to pump it back through Reform Schools, Hospitals, Prisons, Municipal Lodging Houses, and Detention Homes.
15. The facts presented show that in a certain measure, the quality of the out-put of the public school is limited, and limited very definitely by the quality of the pupils that comes to it.

While some argue that the school should stop short of no human means in the complete development of every pupil, we must recognize that the law of diminishing returns functions in education quite as definitely as it does in economic life. The State has a very definite

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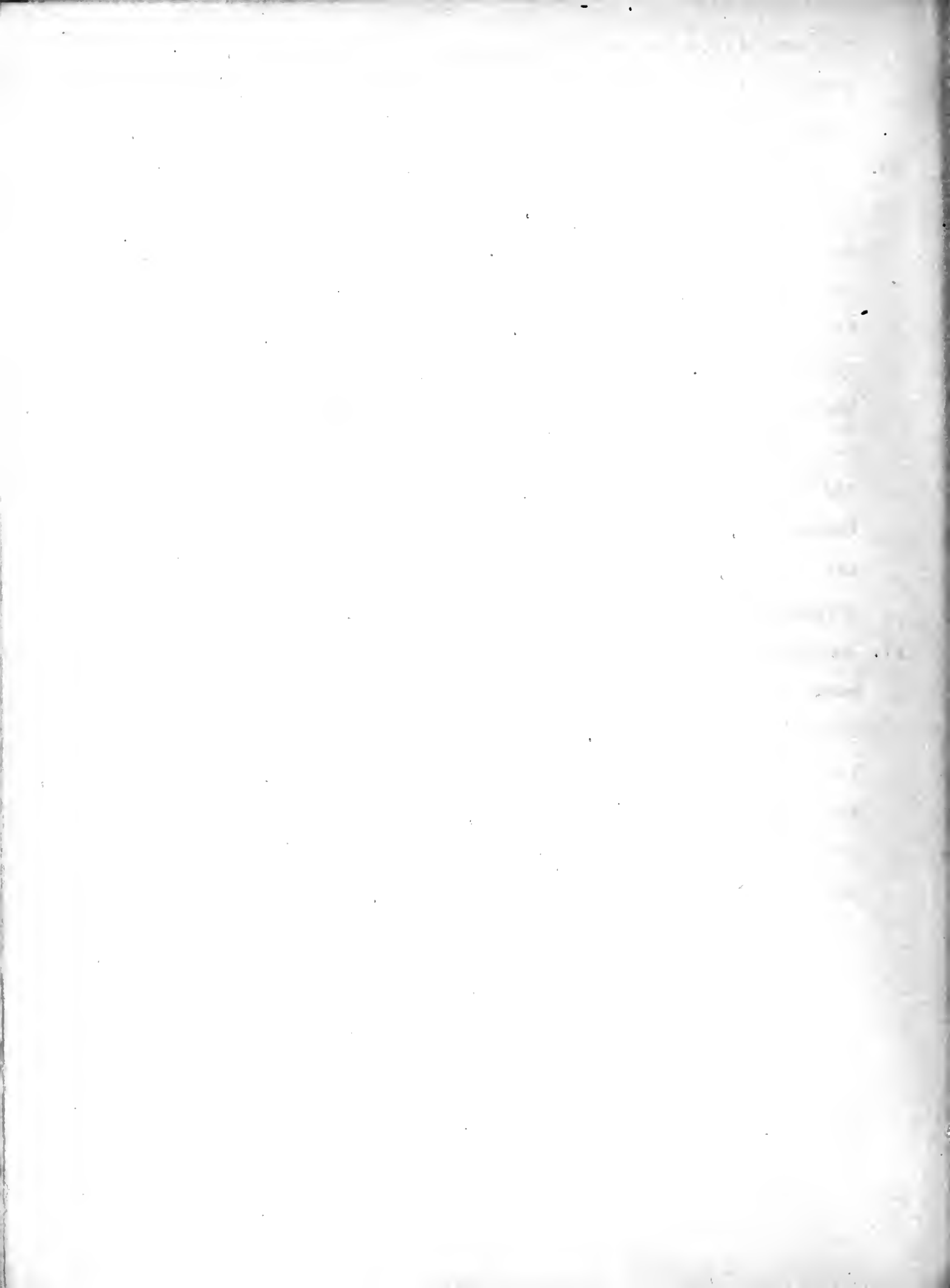
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responsibility in the training of the atypical child, but it is not economical to go to the extreme of overeducating it, and at the same time neglect the special training of the very superior child.

16. The question of the control of feeble-mindedness is one that school administrators cannot evade, but must join with other civic and social workers in solving the problem. The public school attempts, at tremendous effort and expense to make the atypical child as nearly like the normal child as possible. It is entirely fitting that this be done within limits. But at the same time, school administrators must realize that such effort in many cases will not benefit society for all time; for unfortunately acquired characteristics and habits are not passed <sup>to</sup> on/the next generation as surely and as definitely as are hereditary tendencies, for the former have to be developed following birth. In other words, in many cases the pulling up of another generation of atypicals toward normal has to be repeated.
17. Summaries of such case studies as above show that the public school must adapt its program to meet the individual needs of all the children of all the people; and that it can only do this as it discovers the specific assets and liabilities of each child. At the same time, that the school is meeting these, school administrators must give serious consideration to many far reaching social problems, which the study of individual cases brings to them.





## CHAPTER VI.

## SUMMARY AND CONCLUSIONS.

The case method as applied to education is defined as the mode of discovering the educational needs of an individual. The necessity for the case method of attacking similar problems in the field of social relief points to the conclusion that the case method should be applied to problems in education. That such a method of studying those who are to be educated is of vital importance is evident when we consider that the public school is being held responsible more and more, not only for a constantly increasing range of text-book instruction, but also for finding and meeting, to a greater or less extent, vocational, health, and recreational needs, prevention of delinquency, cooperation with employers, and the helping of students to overcome many adaptive difficulties.

Individual differences are found to be inherent, as well as acquired through environment and experience, and therefore must be considered in any scheme of education. To discover the nature and extent of individual differences in a given group, a case study involving information on all dominant contributing factors must be made for each member of the group. Training in gathering such data is as needed in education as in other fields where the case method is used.

The problems whose intelligent solution depend upon the data in a case study, or a compilation of case studies, are legion. In every phase of curricula building, in handling student problems of all kinds, personal or in groups, in classification of pupils, in administrative problems, ranging from location of school buildings to formulation of educational policies -- in all these ways and in many others -- case studies should in some form be a determining factor.

Randall T. Condon, Superintendent of the Cincinnati Public Schools, in the foreword of the 1919 Manual of Instructions for keeping the Physical

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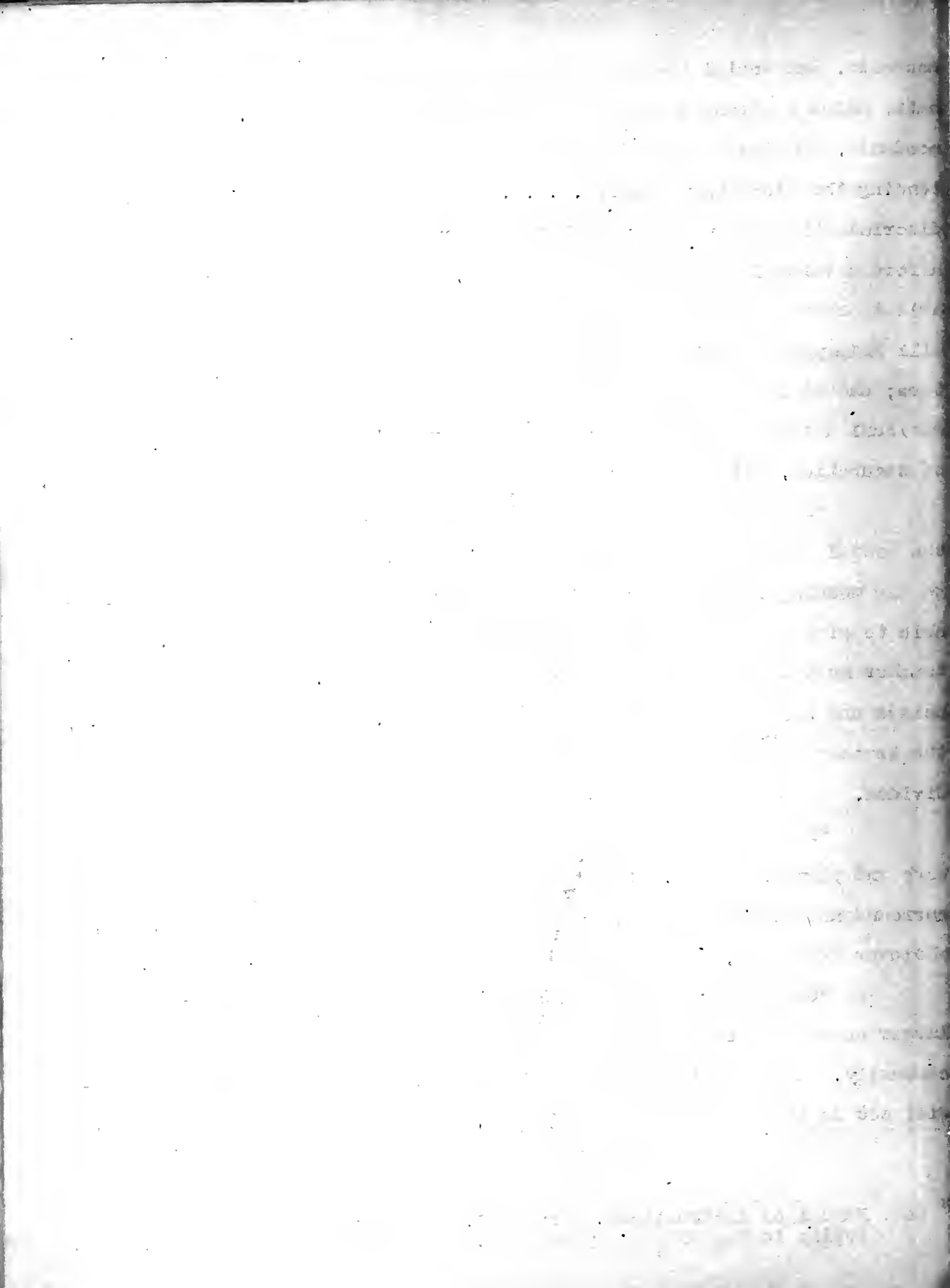
Academic, and Social Record of Pupils in the Elementary Schools of Cincinnati, makes a strong statement for the use of case records. "Careful, academic, physical and social records are to be kept for all children attending the elementary schools. . . . These records should lead to a more discriminating study and sympathetic understanding of children; they should afford a valuable index to their ability, needs and aptitudes; should enable teachers and school officials to offer such advice and assistance as will help young people to make a better use of their educational opportunities; should lead to a variation of opportunity more nearly adapted to individual needs and capacities; and should result in a more intelligent choice of occupation, with a better school preparation in anticipation of the same.

"But the teaching and the advice must be given with a knowledge of the social factors which affect a pupil's life. Without this knowledge we are working in the dark; we fail to understand his needs and we are unable to give the advice and assistance which will be most helpful. The teacher must know her pupils if she is to teach them. She can not know them unless she knows the homes from which they come. The school and the home, the teacher and the parents are forces in education which must not be divided.

"The school is reaching out its hands to every field where children work and play and study. It is taking into account all the influences which surround and affect child life; it is trying to unify these forces, and, wherever necessary, to modify them in the interests of the children.

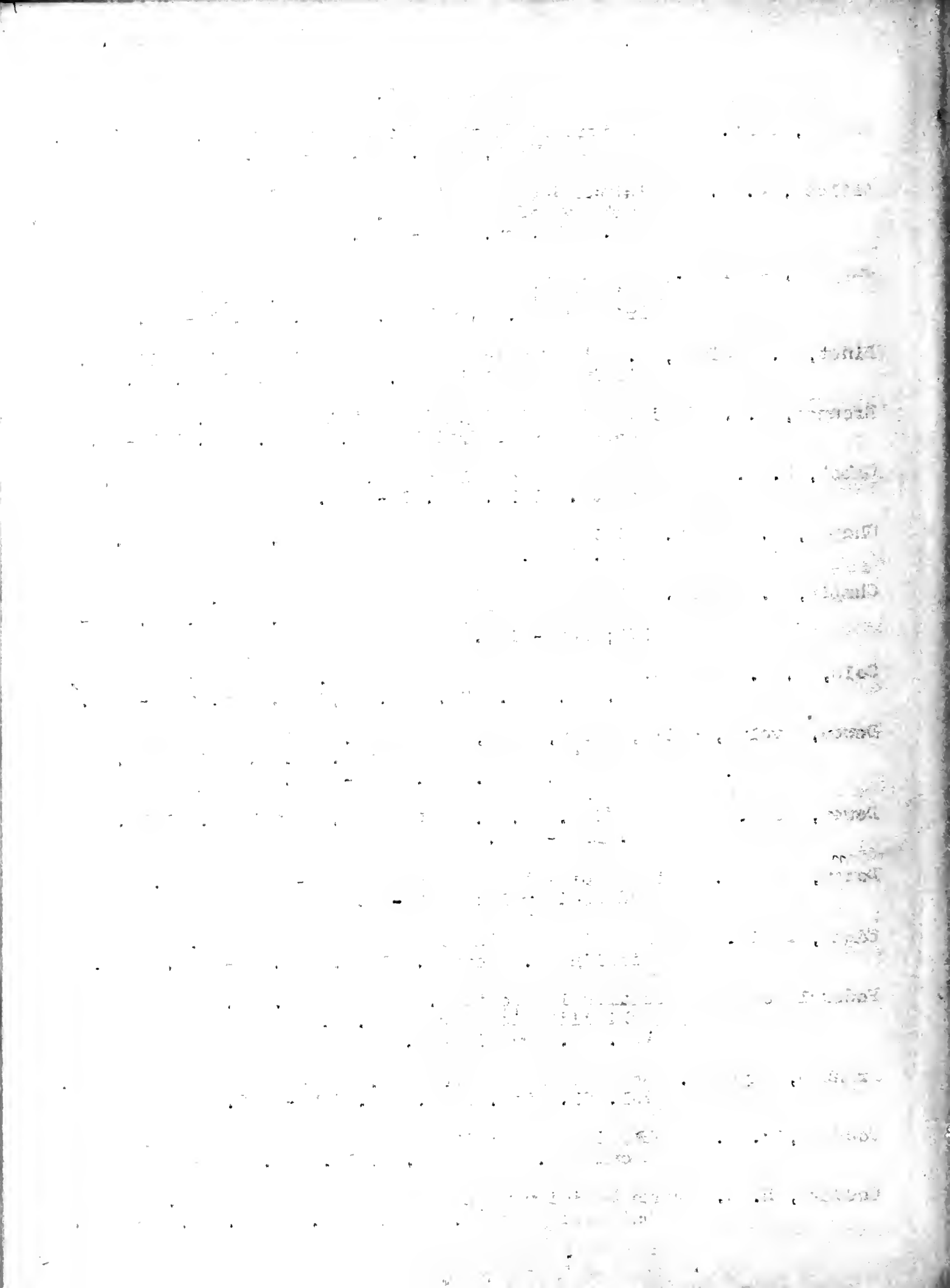
"Such records as are proposed<sup>x</sup> are absolutely necessary in this larger conception of education and of the relation of the school to the community. If carefully kept and wisely used they should be of great assistance in the solution of educational, social and vocational problems."

<sup>x</sup> See: Manual of Instructions. Physical, Academic and Social Record of Pupils in the Elementary Schools. Cincinnati Public Schools. 1919.



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