

Sc 1

REMEDIAL CASES

1923 - 1924

SUMMARY REPORTS

RECORDS SECTION

1961 - 1962

SUMMARY REPORT

# SUMMARY REPORTS OF REMEDIAL CASES

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## Summary of Remedial Cases

Reported June 13, 1924

In the year 1923-1924 a special study has been made of twenty-five of the problem cases in the University Elementary School. In general pupils were chosen for this study who for reasons not readily recognizable by the classroom teachers were failing to make normal adjustment intellectually, socially, or academically. A detailed report of the studies appears elsewhere. The reader is referred to it and to the teachers' reports for details. The digest which follows gives only the more significant facts with regard to bases of assignment to the remedial teacher, the diagnoses, the treatment, and the results.

Lloyd Allen

Grade 6 Miss Vail

Date of birth: December 4, 1911

Basis of assignment:

Very poor in spelling. The teacher was unable to effect any improvement.

Diagnosis:

This was Lloyd's second year in the University Elementary School. He came from the Kozminski Public School.

The various tests and inquiries failed to reveal the cause of his being so poor in spelling. (See complete report). It is possible that infections in the throat and nasal passages affected his hearing. He had little appreciation of the phonetic elements of words. But probably any basic physical or psychophysical deficiency was less responsible than was an attitude of unwillingness to work diligently on a task that was difficult or of another's choosing. There is a noticeable element of stubbornness in his nature. This was strengthened by his home environment. His mother believed he was hard to manage. The boy believed it, too. Spelling was not interesting. In fact, it was difficult. His teachers and his family insisted on his mastering it. He would not put sufficient effort into the job. His papers were accepted with many misspelled words. He "got by". Why learn? He didn't. He was vaguely disturbed by his inability to do what seemed so easy for others, but not sufficiently disturbed to go back to the beginning to learn the easy words first.

Treatment:

Lloyd had completed the fifth grade course in the Kozminski Public School. His habit of not checking his spelling had become firmly fixed. He misspelled the shorter

# Summary of Remedial Cases

Reported June 13, 1934

In the year 1933-1934 a special study has been made of twenty-five of the problem cases in the University Elementary School. In general pupils were chosen for this study who for reasons not readily recognizable by the classroom teachers were failing to make normal adjustment in- factually, socially, or academically. A detailed report of the studies appears elsewhere. The reader is referred to it and to the teachers' reports for details. The digest which follows gives only the more significant facts with regard to basis of assignment to the remedial teacher, the diagnosis, the treatment, and the results.

Lloyd Allen

Grade 5 Miss Veil

Date of birth: December 4, 1911

Basis of assignment:  
Very poor in spelling. The teacher was unable to effect any improvement.

Diagnosis:  
This was Lloyd's second year in the University Elementary School. He came from the Kosminski Public School.

The various tests and inquiries failed to reveal the cause of his being so poor in spelling. (See complete report). It is possible that infection in the throat and nasal passages affected his hearing. He had little opportunity of the phonetic elements of words. But probably any basic physical or psychological deficiency was less responsible than was an attitude of unwillingness to work diligently on a task that was difficult or of another's observing. There is a noticeable element of shyness in his nature. This was strengthened by his home environment. His mother believed he was hard to manage. The boy believed it too. Spelling was not interesting. In fact, it was difficult. His teachers and his family insisted on his spelling it. He would not put sufficient effort into the job. His papers were accepted with many misspelled words. He "got by". Why learn? He didn't. He was vaguely disturbed by his inability to do what seemed so easy for others, but not sufficiently disturbed to go back to the beginning to learn the easy words first.

Treatment:  
Lloyd had completed the fifth grade course in the Kosminski Public School. His habit of not checking his spelling had become firmly fixed. He misapprehended the shorter

easier words as often as the longer, difficult words. He had no notion of how to learn to spell a word. The procedure was this in brief: 1) He was reminded that he had learned to spell a few words in class because he really tried to learn them, and had persisted. Therefore he could learn to spell all the words in his composition vocabulary if he worked hard enough. 2) In a few individual lessons the remedial teacher showed him how to learn most effectively the spelling of a word. 3) He was told pointedly that unless he made a great deal of progress in spelling, he would not be promoted. 4) He was given the Ayres list in which the easier words come first. These words he was to learn, at home, a few at a time. He was to be tested by his mother or father, and at longer intervals by the remedial teacher. 5) He was to be held responsible for the class spelling assignments as well.

Results: The plan operated well, even though home conditions were unfavorable. Lloyd's mother was sick for several months. For a number of weeks she was in the hospital. The home became disorganized. The father was too busy to help much with the testing. Lloyd was called on for home duties which consumed much of his time. Nevertheless he did study his spelling at home with good results. But the most interesting change was in his attitude. He studied his spelling conscientiously in school. He tried to learn as he went along, and no longer postponed doing a task because it was difficult. He made an impressive improvement in his spelling. He began to proof-read his papers. As yet he is below the grade standard in spelling, but it seemed best to promote him to the sub-freshman class in the High School. With his changed attitude and his promising foundation, it is more than likely that he will continue to improve. In other subjects (except writing) he is superior.

John Barnes Bennon

Grade 3A-3B Miss Morrissey

Date of birth: July 14, 1912

Basis of assignment: Endocrine deficiency, thyroid and pituitary. A history of slow mental and social development.

Diagnosis: John came from St. Thomas's Parochial School to the University Elementary School in April, 1921. At the solicitation of the physician in charge of his case, Miss Kirkbride had given him a good many private lessons before he entered the school.. At that time he was in a pitiable condition indeed. Medical treatment had been going on for only a short time. His intellectual and social future was very much in doubt. The school took him as a problem pupil. His progress for the first two years in the school is recorded elsewhere.

Treatment: Medication has to be more or less experimental. The outcome is still in doubt, although uncounted progress has been made. Dr. John Barnes, the boy's physician, confers with school officers several times a year to report the physical

easier words as often as the longer, difficult words. He had no notion of how to learn to spell words. The procedure was this in brief: 1) He was reminded that he had learned to spell a few words in class because he really tried to learn them, and had persisted. Therefore he could learn to spell all the words in his composition vocabulary if he worked hard enough. 2) In a few individual lessons the remedial teacher showed him how to learn most effectively the spelling of a word. 3) He was told pointedly that unless he made a great deal of progress in spelling, he would not be promoted. 4) He was given the list in which the easier words come first. These words he was to learn, at home, after a time. He was to be tested by his mother or father, and at longer intervals by the remedial teacher. 5) He was to be held responsible for the class spelling assignments as well.

Results: The plan operated well, even though some conditions were unfavorable. Lloyd's mother was sick for several months. For a number of weeks she was in the hospital. The home became disorganized. The father was too busy to help much with the testing. Lloyd was called on for home duties which consumed much of his time. Nevertheless he did study his spelling at home with good results. But the most interesting change was in his attitude. He studied his spelling conscientiously in school. He tried to learn as he went along, and no longer postponed doing a task because it was difficult. He made an impressive improvement in his spelling. He began to proof-read his papers. As yet he is below the grade standard in spelling, but it seemed best to promote him to the next grade class in the High School. With his changed attitude and his promising foundation, it is more than likely that he will continue to improve. In other subjects (except writing) he is superior.

John Barnes Bennett

Grade 3A-3B Miss Morrissey

Date of birth: July 14, 1912

Basic of assignment: Endocrine deficiency, thyroid and pituitary. A history of slow mental and social development.

Diagnosis: John came from St. Thomas's Parochial School to the University Elementary School in April, 1931. At the suggestion of the physician in charge of his case, Miss Kirkbridge had given him a good many private lessons before he entered the school. At that time he was in a pitiable condition indeed. Mental treatment had been going on for only a short time. His intellectual and social future was very much in doubt. The school took him as a problem pupil. His progress for the first two years in the school is recorded elsewhere.

Treatment: Medication has to be more or less experimental. The outcome is still in doubt, although somewhat progress has been made. Dr. John Barnes, the boy's physician, confers with school officers several times a year to report the physical

aspects of the case and to learn the school aspects. He is pretty well satisfied with his physical progress.

We tried John in the 4B-4A grade at the beginning of the year. The departmental system proved his undoing. Meeting so many personalities and the different requirements of so many teachers was too much for him. We had to transfer him to the 3A-4B grade, in which he would have one teacher for all the academic subjects. A part of the boy's failure to become adjusted at that time may be due to his mother's being away for two months when he was in charge of servants whose control was far from effective.

Treatment: John learns more slowly than most children, that is, he seems to need a longer time for assimilation. Therefore he has an additional hour of instruction each day at the hands of a private teacher. She does not go over his school lessons of the day, but she uses closely related material. Miss Morrissey did not use any special remedial methods. She gave him special instruction when he needed it, but no more than she gave others in her class. He seemed to have little trouble in doing what was required. He fitted well with the group. On the playground the situation was different. He is open to suggestion more than most boys, and often he is led into mischief. It is not unlikely that frequently he initiates it. He needs to develop a mental and moral balance that can come only through careful, tactful handling both in the school and in the home. There is reason to believe that control in the home is far from good.

Results: Academically John is ready for the 4A-5B grade. The outcome of his case cannot be predicted. (See full reports.)

George Booth

Grade 4B-4A Miss Watson

Date of birth: May 26, 1913

Basis of assignment: The teachers reported that George was not working well, was not interested, was bluffing, and was lazy, trifling, and mischievous. This was true in every subject except writing, spelling, and composition. He was assigned to the remedial teacher because of the report of the teacher of reading. He had been a reading problem case for some time. Special measures seemed to be necessary.

Diagnosis: His general attitude could be explained by his associating with several boys whose influence was not good. His difficulties in reading gave more concern. His teacher reported that his scores were the lowest in the class in the Burgess, Monroe, and Curtis tests, and below standard in the Gray test. She found him unable to read for content. He chose books beyond his level, and seemed to be absorbed in them, but this was a sham, for any little thing distracted him. He could not tell anything he had read.



The only promising lead was eyes. An examination was made at the request of the school. The oculist found serious astigmatism with consequent eye strain. He provided glasses.

Treatment: Removing him from association from the troublesome boys improved his attitude. The great change, though, resulted from the glasses. Effective, intensive training became possible. It was found that he had a very narrow span of recognition. Flash card exercises with words and phrases were given to develop a wider, quicker, and more accurate recognition. He spent some time each day for a time reading very simple material (of second grade level) to help carry over the habits of quick accurate recognition. At first he read painfully, slowly but very accurately. By much reading of easy material under time pressure gradually he began to read most rapidly. It was soon felt that he had reached the point where he would continue to make progress by reading with his group without the special individual training. He had gained confidence by his growing ability to read. He remarked frequently that he could read so much more easily than formerly. He was much delighted one day to find that he had finished a reading assignment before several others had finished, and he remarked proudly that he could "answer all the questions, too".

Results: At the end of the year the teachers' reports indicate an absence of the attitude that characterized him at the beginning of the year. They remark that he is dependable and lovable, and has an excellent spirit. He works quietly and rather steadily. Only one teacher says that he is not sincere and that he is working to impress his teachers. One ranks him the best in his class in responsibility.

Some of the results are shown by the test scores, but the teachers believe these do not show his real development in increased confidence and ease in reading. He contributes to class discussions like the others and in every way seems adjusted to the group.

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Results: At the end of the year the teachers' reports indicate an increase of the attitude that characterized him at the beginning of the year. They remark that he is dependable and lovable, and has an excellent spirit. He works quietly and rather steadily. Only one teacher says that he is not always as fast as the others. One remarks that he is working to impress his teachers. One remarks that he is in his class in responsibility.

Some of the results are shown by the test scores, but the teachers believe these do not show his real development in increased confidence and ease in reading. He contributes to class discussions like the others and in every way seems adjusted to the group.

Date	Test	Score	Norm	Class Median
Oct., 1923	Gray Oral	46.25	47.	52.5
May, 1924	Gray Oral	52.5	47.	57.5
Oct., 1923	Burgess P.S. I	20.	50.	56.
May, 1924	Burgess P.S. III	32.	50.	68.
Oct., 1923	Monroe, Compre I-I	6.	7.8	11.
May, 1924	Monroe, Compre I-III	7.	7.7	12.
Oct., 1923	Monroe Rate I-I	83.	122.	146.
May, 1924	Monroe Rate I-III	83.	121.	156.
Oct., 1923	Courtis, II-I, Words	170.	145.	194.
May, 1924	Courtis, II-II, Words	96.	141.	211.
Oct., 1923	Courtis Ques.	26.	30.	
May, 1924	Courtis Ques.	30.	30.	65.
Oct., 1923	Courtis I.C.	70.	89	96.
May, 1924	Courtis I.C.	88.	89	97.

Date	Test	Score	Norm	Class Median
Oct., 1923	Gray Oral	45.25	47.	52.5
May, 1924	Gray Oral	52.5	47.	57.5
Oct., 1923	Burgess P.S. I	30.	30.	30.
May, 1924	Burgess P.S. III	32.	30.	33.
Oct., 1923	Monroe, Comp. I-I	6.	7.8	11.
May, 1924	Monroe, Comp. I-III	7.	7.7	12.
Oct., 1923	Monroe Rate I-I	33.	122.	143.
May, 1924	Monroe Rate I-III	33.	121.	150.
Oct., 1923	Countis, II-I, Words	170.	145.	194.
May, 1924	Countis, II-II, Words	98.	141.	211.
Oct., 1923	Countis	32.	30.	
May, 1924	Countis	30.	30.	33.
Oct., 1923	Countis	70.	33	33.
May, 1924	Countis	68.	33	37.

William Byford

Grade 2A-3B Miss Brown

Date of Birth: October 3, 1915

Basis of assignment: In grades 1 and 2 in the preceding years William had made slow progress in learning to read. The usual procedure had not been effective.

Diagnosis: His physical history is good. A suspicion that sight was defective proved unfounded. Mentality is normal. He is an out-of-door boy with few intellectual interests. He tires easily. The family lives in Blue Island. Often his father, a physician, brings him and his sisters to school. Otherwise he comes on the train. In grades 1 and 2 he seemed tired after the long trip.

In the first grade he did not make sufficient prolonged effort to learn to read. He was distracted by the slightest variation. Soon the class was ahead of him. He became confused and humiliated, and worked less effectively than before. He built an insecure foundation, as his second grade experience showed. It seemed best to the remedial teacher and the class teacher to spend a good deal of time on strengthening the foundation by giving sufficient individual instruction to discover the weak places and by teaching accordingly.

Treatment: The individual lessons revealed a decided weakness in phonic and word analysis. Comprehension was poor and rate was slow. Intensive specific training in word analysis was carried on for some time. He took books home at night to read again the stories he had read in class. Soon he was taking new books home and reading them with interest. He developed in speed and comprehension. As soon as his improvement warranted it, the individual lessons were discontinued.

Results: The outcome was satisfactory. He is no longer a problem case. The following scores indicate the extent of his progress. Additional evidence is furnished by the number of books he read voluntarily at home.

William Byford

Grade 2A-3B Miss Brown

Date of birth: October 8, 1918

History of assignment: In grades 1 and 2 in the preceding years William had made slow progress in learning to read. The usual procedure had not been effective.

Diagnosis: His physical history is good. A suspicion that sight was defective proved unfounded. Mentality is normal. He is an out-of-door boy with few intellectual interests. He lives easily. The family lives in Rice Island. Often his father, a physician, brings him and his sisters to school. Otherwise he comes on the train. In grades 1 and 2 he seemed tired after the long trip.

In the first grade he did not make sufficient progress. He was discouraged by the lack of effort to learn to read. He was distracted by the slightest variation. Soon the class was ahead of him. He became confused and humiliated, and worked less effectively than before. He built an insecure foundation, as his second grade experience showed. It seemed best to the remedial teacher and the class teacher to spend a good deal of time on strengthening the foundation by giving sufficient individual instruction to discover the weak places and by teaching accordingly.

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Date	Test	Score	Norm	Class Median
Nov., 1923	Gray Oral	17.5	43	42.5
May, 1924	Gray Oral	50.	46	58.75
-----				
Oct., 1923	Courtis Silent Compre	60.	93.	94.
May, 1924	Courtis Silent Compre	88.	91.	94.
Oct., 1923	Courtis Silent Rate	50.	80.	80.
May, 1924	Courtis Silent Rate	155.	84.	143.
-----				
Oct., 1923	Burgess	26.	50.	32.
June, 1924	Burgess	56.	50.	74.
-----				
Feb., 1924	Monroe Compre.	1	3.8	6.
May, 1924	Monroe Compre	5	3.8	8.
Feb., 1924	Monroe Rate	36	82	87.
May, 1924	Monroe Rate	70	82	99.

Richard Cragg

Grade 1A-2B Miss Jacob

Date of Birth: May 8, 1917

Basis of assignment: Socially the boy was very young. He was a decided misfit in his class. Intellectually he was far in advance of the other pupils. He could read silently as well as a fourth grade child. He was absorbed in living in a world of his own imagining. He paid no attention to teacher or classmates. To get him to hear a direction or to receive instruction it was necessary to arouse him forcibly from his reverie. He was getting no benefit from class instruction, notwithstanding the teacher's efforts, and so the help of the remedial teacher was asked for.

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 getting no benefit from class instruction, notwithstanding the  
 teacher's efforts, and so the help of the remedial teacher was  
 asked for.

Date of birth: May 8, 1927

Grade 1A-2B Miss Jacob

Richard Gregg

Date	Test	Score	Norm	Class Median
Nov., 1923	Gray Oral	17.5	43	42.5
May, 1924	Gray Oral	50.	48	58.75
-----				
Oct., 1923	Cowley Silent Compreh.	60.	93.	94.
May, 1924	Cowley Silent Compreh.	88.	91.	94.
Oct., 1923	Cowley Silent Rate	80.	80.	80.
May, 1924	Cowley Silent Rate	155.	84.	143.
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Oct., 1923	Burgess	56.	80.	82.
June, 1924	Burgess	56.	80.	74.
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Feb., 1924	Monroe Compreh.	1	3.8	6.
May, 1924	Monroe Compreh.	8	3.8	6.
Feb., 1924	Monroe Rate	36	82	87.
May, 1924	Monroe Rate	70	82	99.

Diagnosis: The report of the kindergarten teacher for the preceding year (1922-1923) is illuminating. (See full report).

"He was self-conscious, self-centered, antagonistic, selfish, and uncontrolled. He followed any suggestion of disorderly behavior; he was hard to reason with; determined and stubborn; at times showed extreme temper, often real viciousness. A little girl took something away from him; he tried to strangle her. Later he hit her with a chair." "His personal appearance was not good. It has taken a full year to establish the habit of blowing his nose, of keeping his fingers out of his mouth, of desisting from spitting on himself and on others, and of eating his cracker in an acceptable manner." "He was extremely incoordinate at first, but finally he learned to move around the room without bumping into things and stumbling."

His physical history, inheritance, and home life also throw light on the case. At the age of twelve weeks a severe attack of whooping cough weakened him. Tonsils and adenoids are diseased; they will be removed in the coming summer. Dentition was delayed. However he learned to walk at thirteen or fourteen months. Enuresis still persists, although it is being overcome gradually. Wrist radiographs show an ossification ratio above normal. (See full report.) Speech is slow and hesitant. He is the baby of the family. There are three older brothers. Opportunities in the neighborhood for play with children of his own age are few. The neighborhood at one time was superior, but it has deteriorated. The father is a patent attorney, totally absorbed in his work but solicitous for the welfare of his children. He has been in the habit of coming the several miles to school with the children until they were old enough to come alone. Both father and mother are somewhat incoordinate. She is much interested in culture club work, but not to the neglect of her duties toward her children. Father and mother are socially minded, but are intellectual and professional rather than social in temperament. They have provided scientific physical care and intellectual stimulation. They have thought less of the desirability of establishing a set of social habits and attitudes.

Treatment: The active aid of the mother was sought and given (as it was the preceding year). The teacher used every opportunity to induce the boy to assume intellectual leadership in the belief that social consciousness and responsibility would develop thereby. For example she let him help supervise the construction and operation of the "post office", a "community life" project. In his oral reading she made the audience situation real. She let the group show its displeasure when his carelessness or social blindness resulted in curtailment of group privileges. For example, the pupils called him sharply to account when the class was delayed in passing because he had not followed directions and was not ready. She excused him from participation in class exercises from which he would gain little benefit because of his superior intellectual training. For instance he was excused from most of the class instruction in reading.

Diagnosis: The report of the kindergarten teacher for the preceding year (1932-1933) is illuminating. (See full report).

"He was self-conscious, self-centered, antisocial, selfish, and uncontrolled. He followed any suggestion of disorderly behavior; he was hard to reason with; determined and stubborn; at times showed extreme temper, often real viciousness. A little girl took something away from him; he tried to strangle her. Later he hit her with a chair." "His personal appearance was not good. It has taken a full year to establish the habit of blowing his nose, of keeping his fingers out of his mouth, of abstaining from spitting on himself and on others, and of eating his cracker in an acceptable manner." "He was extremely incoordinate at first, but finally he learned to move around the room without bumping into things and stumbling."

His physical history, inheritance, and home life also throw light on the case. At the age of twelve weeks a severe attack of whooping cough weakened him. Tonsils and adenoids are diseased; they will be removed in the coming summer. Dentition was delayed. However he learned to walk at thirteen or fourteen months. Mammals still persists, although it is being overcome gradually. (See full report.) Speech is slow and hesitates quite above normal. He is the baby of the family. There are three older brothers. Opportunities in the neighborhood for play with children of his own age are few. The neighborhood at one time was superior, but it has deteriorated. The father is a patent attorney, totally absorbed in his work but solicitous for the welfare of his children. He has been in the habit of coming the several miles to school with the children until they were old enough to come alone. Both father and mother are somewhat incoordinate. He is much interested in culture and work, but not to the neglect of her duties toward her children. Father and mother are socially minded, but are intellectual and professional rather than social in temperament. They have provided scientific physical care and intellectual stimulation. They have thought less of the desirability of establishing a set of social habits and attitudes.

Treatment: The active aid of the mother was sought and given (as it was the preceding year). The teacher used every opportunity to induce the boy to assume intellectual leadership in the belief that social consciousness and responsibility would develop thereby. For example she let him help supervise the construction and operation of the "post office", a "community life" project. In his oral reading she made the audience situation real. She let the group show its displeasure when his carelessness or social blindness resulted in unsatisfactory group privileges. For example, the pupils called him sharply to account when the class was delayed in passing because he had not followed directions and was not ready. She exhorted him from participation in class exercises from which he would gain little benefit because of his superior intellectual training. For instance he was excused from most of the class instruction in reading.

Results: Improvement was marked. He is still somewhat "queer". However, he has grown satisfactorily in social consciousness and responsibility and has formed many socially desirable habits. He has ceased to be a problem. Training will continue, of course, with the expectation that he will become adjusted as well as other children.

An incident may be narrated to show the extent of his growth. At the close of the year the teacher learned that he and two others had formed a club two months before. Children were to be admitted to the club freely subject to the requirement that every member should fine himself for any kind of misconduct or wrong doing in school. The fines were to be held by the treasurer until the end of the year and then distributed. Instead on the last day the children brought \$1.80 in small change to the principal to be used for some charitable purpose in which children would benefit. It was learned that Richard has contributed his full share to the fund.

Elizabeth Dean

Grade 1B-1A Miss Hardy

Date of birth: August 17, 1918

Basis of assignment: Elizabeth was very young socially when she entered the kindergarten in October, 1922 at the age of four. While she made progress she was still a social misfit at the end of the year. In the summer she learned to read at home with a little help from her mother. She had progressed so far in reading, and had grown intellectually to such an extent as to make it inadvisable to keep her in the kindergarten another year. So, notwithstanding the fact that she was only five years old chronologically, and even younger socially, she was enrolled in the first grade. In view of the inevitable maladjustment, she was assigned to the remedial teacher for observation and general supervision.

Diagnosis: Until she was four years old she lived in an army camp. There was little opportunity to play with children of her own age. However, she had two sisters only a little older. Her mother is affectionate but nagging, shy and timid by nature but aggressively eager to have her children make the most of their opportunities and to make a good impression. Her father is an army surgeon with the rank of colonel. He sees little of his children.

Beyond the fact that Elizabeth got a bad start in life (six weeks premature and bottle fed) and was nearsighted (20/60) at the age of five) there is little in her physical history to account for her social immaturity.

Results: Improvement was marked. He is still somewhat "queer". However, he has grown satisfactorily in social consciousness and responsibility and has formed many socially desirable habits. He has ceased to be a problem. Training will continue, of course, with the expectation that he will become adjusted as well as other children.

An incident may be narrated to show the extent of his growth. At the close of the year the teacher learned that he and two others had formed a club two months before. Children were to be admitted to the club freely subject to the requirement that every member should find himself for any kind of misconduct or wrong doing in school. The lines were to be held by the treasurer until the end of the year and then distributed. Listed on the last day the children brought \$1.80 in small change to the principal to be used for some charitable purpose in which children would benefit. It was learned that Richard has contributed his full share to the fund.

Elizabeth Dean

Grade 12-13 Miss Hardy

Date of birth: August 17, 1918

State of assignment: Elizabeth was very young socially when she entered the kindergarten in October, 1922 at the age of four. While she made progress she was still a social misfit at the end of the year. In the summer she learned to read at home with a little help from her mother. She had progressed so far in reading, and had grown intellectually so much an extent as to make it inadvisable to keep her in the kindergarten another year. So, notwithstanding the fact that she was only five years old chronologically, and even younger socially, she was enrolled in the first grade. In view of the inevitable maladjustment, she was assigned to the remedial teacher for observation and general supervision.

Diagnosis: Until she was four years old she lived in an army camp. There was little opportunity to play with children of her own age. However, she had two sisters only a little older. Her mother is affectionate but regains, and finally by nature but aggressively eager to have her children make the most of their opportunities and to make a good impression. Her father is an army surgeon with the rank of colonel. He sees little of his children.

Beyond the fact that Elizabeth got a bad start in life (six weeks premature and bottle fed) and was hospitalized (50/50) at the age of five, there is little in her physical history to account for her social immaturity.

The report of the kindergarten teacher is interesting. (See full report.) "She was a shy retiring little girl who required several weeks to reach the point where she would participate in any of the kindergarten activities. She declined to talk, play, or enter into any of the work which the children were doing. Neither would she play or work by herself. She spent most of her time sitting under the piano, but she watched keenly what the others were doing. Finally she allowed one of the little girls to drag her from her corner into one of the games. During the year she learned in a quiet way to participate in the group activities".

Her score in the Binet-Simon-Terman test may be disregarded, for her mother had discussed several parts of the test in her hearing and even had asked her some of the questions.

Treatment: It was believed that no special measures were necessary. Probably Miss Hardy's usual procedure to promote social growth would be sufficient.

Results: Such proved to be the case. Miss Hardy thought at first she would have to be transferred to the kindergarten, for she did not enter into the class activities. In time she began to respond, and later made very rapid progress in all her work. No longer is she a problem. Her father is to be transferred to the Philippine Islands in the summer of 1924, and so her progress will be interrupted. She is beyond the stage, however, where a change can have a permanently bad effect.

Newton Edwards

Grade 1B-1A Miss Jacob

Date of birth: April 5, 1916

Basis of assignment: Newton was in a first grade class for the second year. The first year he spent in another school. Notwithstanding the fact that he was repeating, he was making no progress in learning to read.

Diagnosis: His physical history was very bad. There is a record of nephritis with a mild case of rickets. Scarlet fever and pneumonia had seriously affected his heart. He had had chicken pox, whooping cough, measles, German measles, and influenza. Illness and his mother's uneasiness about him had made his attendance at school very irregular during the first year.

This first year he attended the Fiske Public School. At the end of the year he not only could not read but he had acquired some habits which interfered with his learning to read. He was phonics bound. He tried to "sound" every word. He read words. To get ideas from reading was no part of his intention.

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Diagnosis: His physical history was very bad. There is a record of nephritis with a mild case of rickets. He had fever and pneumonia had seriously affected his heart. He had had chicken pox, shingles, measles, German measles, and influenza. Illness and his mother's uneasiness about him had made his attendance at school very irregular during the first year.

This first year he attended the Lake Public School. At the end of the year he not only could not read but he had acquired some habits which interfered with his learning to read. He was phonetic bound. He tried to "sound" every word. He read words. To get ideas from reading was no part of his intention.

He had no habits of self control or sustained attention. His physical condition had been such as to cause the physician to advise the mother to let him eat what and when and however he wished, play when he pleased, and disregard his personal appearance. He took full advantage of his freedom. He was unkempt, irresponsible, and lawless.

His physical condition had improved decidedly. The physician was willing to have some intensive training begin. His mother and his teacher cooperated. With respect to reading effort was to be directed chiefly toward recognition of larger units and reading to get ideas.

Treatment: The usual procedure to reach these ends was followed. Progress was very slow at first. He made little effort. There was nothing in it for him. Because he had no interest in learning to read, the teacher had difficulty in controlling him. When he gave attention, he focussed it on words and their phonetic elements. Gradually this was overcome by the teacher's efforts to teach him to recognize larger units and to read for thoughts. It took so long to supersede the wrong habits and to establish a better attitude toward reading that he had to spend the entire second year in the first grade. During the latter half of the year he made more rapid progress. He will be promoted to the second grade with his class.

Results: It is likely that he is over the peak. His mother has promised to have him practice reading during the summer. Much will depend upon the training he gets before he enters school again. He left in June with promising skill in reading, with an excellent attitude toward school and with more self-respect and with better personal habits than one would have believed possible nine months earlier.

Elizabeth Hamburger

Grade 6B-6A Miss Sherman

Date of birth: January 9, 1913

Basis of assignment: The teacher of French reported that Elizabeth had missed several lessons on account of absence and was taking no responsibility for making up the work. She had failed to report for extra instruction after school hours. She had the attitude of a time server, not that of a student. During most of the last year and throughout the earlier years of her course, she had done very well in the subject. The change in attitude demanded an investigation.

Upon the inquiry to other teachers, they reported the same condition. The child exhibited low standards of attainment, scattered attention, little persistence, a resentful and suspicious attitude, and an unwillingness or an inability to receive instruction or follow directions.

Diagnosis: An examination of Elizabeth's record for the

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Elizabeth Hamburger

Grade 2B-2A Miss Sherman

Date of birth: January 9, 1913

Basic of assignment: The teacher of French reported that Elizabeth had missed several lessons on account of absence and was taking no responsibility for making up the work. She had failed to report for extra instruction after school hours. She had the attitude of a time server, not that of a student. During the most of the last year and throughout the year or years of her course, she had done very well in the subject. The change in attitude demanded an investigation.

Upon the inquiry to other teachers, they reported the same condition. The child exhibited low standards of attainment, scattered attention, little persistence, a resentful and suspicious attitude, and an unwillingness or an inability to receive instruction or follow directions.

Diagnosis: An examination of Elizabeth's record for the

preceding year showed an absence of six weeks on account of influenza with heart complications. For some time after her return, she was given extra instruction, but the results were not satisfactory, because she seemed not to be trying to learn. This attitude was in contrast with her earlier attitude, although there is no indication that the change came suddenly. Indeed it appears that the slump in morale began before the illness.

The father was called into conference. His is a good physician. He was inclined to believe that her failure in school was due to her illness directly or indirectly; that is, either she had not recovered physically, or she was suffering in morale because she realized she was in arrears in her work, or both. He promised a thorough physical examination including a metabolism test. The examination revealed a low metabolic rate, which indicated hypothyroidism. In other respects she was in excellent physical condition. It transpired that in the previous year, while she was recovering from the influenza, the child had been treated for hypothyroidism. She had responded so satisfactorily that the treatment had been discontinued, for the metabolic rate became normal without it. The father stated that treatment would be resumed.

Dr. Hamburger was warned of the probable bad effects of home conditions. It looked as though mother and daughter were not in complete harmony. In conferences with the teachers and principal, the mother had seemed unduly critical of both child and teachers. "If Elizabeth does not learn her lessons voluntarily, somebody ought to make her". "She seems not to listen to what I say to her, or to be unwilling to do what I ask her to do". "She likes to consider herself abused". The father obviously was worried. He readily accepted the suggestion that a psychiatrist be called in consultation. He chose Dr. Herman Adler.

Before Dr. Adler began his work on the case, mother and father conferred with officers of the school. It was reported that the child was miserably unhappy. She knew she was falling behind in her school work. She knew every one of her classmates was making fun of her. Nobody cared to play with her any more. There was no use of trying. The more she tried the less the teachers appreciated her efforts. She was not attempting to do more than the least the teachers would accept. She didn't understand a good deal of the work, anyway, and so how could she do it?

Dr. Adler made a series of thorough tests and investigations. He conferred with parents and school officers. He looked for a positive change in conduct as a result of the treatment for hypothyroidism, but believed the full effect would not appear for several months. He insisted that complete supervision and control of the child in the home should be vested in a person who had had some training in psychiatry, and who would work according to his instructions. Dr. and Mrs. Hamburger were not to exercise any control over the child or governess. Elizabeth was to look to the governess for everything.



School aspects of treatment: The governess was to see that Elizabeth made up the school work she had missed because of absence this year and last or her failure to try to learn. The governess received outlines and instructions from school officers from time to time. She was to teach when necessary, but primarily her duty was to see that Elizabeth learned. No excuse was to be accepted. The piece of work was to be done well in the allotted time. Tantrums and evasions were to be ineffective. Encouragement was to be the keynote. A sense of satisfaction in well doing was to be cultivated.

In view of the child's sensitiveness and feeling of inferiority, and because of the personal aspects of the case, the teachers were not informed definitely with regard to diagnosis or home treatment. During the period of Dr. Adler's tests and other investigations, they were asked to let Elizabeth do what she could in class without any unnecessary reference to past failures and without the adoption of any unusual measures to secure attention or application. After Dr. Adler had finished his tests, they were told that the child was to be excused no longer from doing a full measure of work and that nothing less than satisfactory accomplishment was to be accepted. They were to report to the remedial teacher or the principal from time to time, with a view to the child's being given additional instruction at home if necessary.

Dr. Adler, governess, and school officers conferred occasionally with regard to evidence of progress and modification of procedure.

Results: The outcome at school was altogether satisfactory. Elizabeth became more vigorous physically and mentally, probably largely as a result of the thyroid treatment. She made up much of the school work she had missed. The rest will be made up in September, after she returns from camp. She gained in confidence. She lost her craving for companionship, for she saw that the girls were glad to play with her. She realized that the teachers were not unjustly critical. She began to value well doing for its own sake. Every teacher gave her a rating of "satisfactory" at the end of the year, and several took occasion to write notes of commendation. In French, the subject in which her failure had initiated the study of her case, she finished the year in the upper third of the class.

It is futile to try to evaluate the effectiveness of the several elements of the treatment. In combination they were successful. Undoubtedly they ought to be continued for a while. She is to be at a camp for girls this summer. There she will experience a decided change from home conditions. Next year when she is in the sub-freshman class of the University High School, a governess will assume control of her in the home under Dr. Adler's instruction. This will be discontinued as soon as conditions warrant. There is no likelihood that she will appear abnormal in any of her schoolroom activities. Her social development will need considerable guidance. At the first appearance of maladjustment of any kind, Dr. Hamburger ought to be called into conference.



Howard Hill

Grade 4B-4A Miss Watson

Date of birth: September 13, 1924

Basis of assignment: Howard Hill was transferred from the Ray Public School to the University Elementary School in October, 1923. Because of the lateness of the registration the usual preliminary tests were not given to determine his grade placement. A conference with his father, Mr. ----Hill of the High School about the boy's successful work in the Ray School resulted in his being placed in the 4B-4A grade. Soon he began to show signs of being socially and intellectually too young for his class. Both home and school training seemed to have been inadequate. Demotion seemed not to offer the best solution. It was hoped that intensive training under the direction of the remedial teacher might develop him socially and intellectually up to the level of his classmates who were approximately of the same chronological age and of only a slighted greater mental age.

Diagnosis: Physical and mental tests revealed nothing very significant. He was well and vigorous. Eyes and ears were normal. Nutrition was good. His Binet-Simon-Terman I.Q. was 107.

He chose to play with the socially younger boys of his group. Perhaps his small stature accounted for this partly. His father and mother are small. He was playful in the classroom. He tried to distract others by playing little tricks. He had little power of application. Any little variation seemed to divert him. He accepted no responsibility for mastery of a unit. He tried to do little set tasks but he avoided thinking. He had only meager intellectual interests. He cared little about reading. While his scores in the standardized reading tests were not poor, (except in the Gray oral reading test 25 compared with standard 47 and class median 52), his study reading was not effective. It meant to him little more than memorizing a few facts. Teachers of history, geography, and science found him poorly equipped for reading in their subjects. The teacher of arithmetic reported his being quite willing to turn in a piece of work without checking it. Often the process or the calculation was incorrect. All of the teachers referred to his inability to work independently.

The diagnosis seemed to indicate that the usual fourth grade procedure would be as effective as any special measures that could be devised. He needed to acquire some intellectual interests, some good study habits, some standards toward which to work, and a higher sense of personal responsibility for results. The teachers were informed of the outcome of the inquiry. They were asked to keep his special needs in mind when they taught his group, and to give him more than his share of attention if they believed he needed it to secure the desired results. From time to time the remedial teacher visited his class and discussed his progress with his teachers.

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Grade 4-44 Miss Watson

Date of birth: September 13, 1924

Basic of assignment: Howard Hill was transferred from the Ray Public School to the University Elementary School in October, 1925. Because of the interest of the registration the usual preliminary tests were not given to determine his grade placement. A conference with his father, Mr. Hill of the High School about the boy's educational work in the Ray School resulted in his being placed in the 4-44 grade. Soon he began to show signs of being socially and intellectually too young for his grade. His home and school training seemed to have been inadequate. Demotion seemed not to offer the best solution. It was hoped that intensive training under the direction of the remedial teacher might develop his socially and intellectually up to the level of his classmates who were approximately of the same chronological age and of only a slightly greater mental age.

Diagnosis: Physical and mental tests revealed nothing very significant. He was well and vigorous. Eyes and ears were normal. Nutrition was good. His Binet-Simon-Terman I.Q. was 107.

He chose to play with the socially younger boys of his group. Perhaps his small stature accounted for this partly. His father and mother are small. He was playful in the classroom. He tried to distract others by playing little tricks. He had little power of application. Very little variation seemed to divert him. He accepted no responsibility for mastery of a unit. He tried to do little and take but he avoided thinking. He had only meager intellectual interests. He cared little about reading. While his scores in the standard reading tests were not poor, (except in the very oral reading test 25 compared with standard 47 and class median 52), his steady reading was not effective. It meant to him little more than memorizing a few facts. Teachers of history, geography, and science found him partly equipped for reading in their subjects. The teacher of arithmetic reported him being quite willing to turn in a piece of work without checking it. Often the process or the calculation was incorrect. All of the teachers referred to his inability to work independently.

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Results: Without doubt the boy made some steady progress under the treatment. His work in history, geography, and science, and his extensive reading in the library aroused some intellectual interests. His father and mother cooperated effectively. He acquired a sense of personal responsibility for results. He formed better habits of study. His power of neuro-muscular coordination developed satisfactorily. In the standardized and other formal tests given in May and June he made good scores. In the arithmetic tests he stood in the upper third of the class.

Notwithstanding his satisfactory progress, the teachers concluded that his best interests would be served next year if he were not promoted to the 5B-5A class. They believed a change of group would be helpful. The 4A-5B class which will be his is more at his stage of social and intellectual maturity. In it he can be a leader. He needs to experience success. It will improve still further his sense of personal responsibility and opportunity.

Mary Hill

Grade 6 Miss Vail

Date of birth: January 24, 1912

Basis of assignment: Mary entered the University Elementary School in October, 1923, after having finished the sixth grade course in the Ray Public School. Her school record there was satisfactory. However because of the different standards and requirements, she was assigned to the sixth grade in the new school. She had trouble from the first. Her standards of attainment were low. She was decidedly of the lesson learner type. We believed that special measures might have to be employed to meet the situation, and so she was assigned to the remedial teacher.

Diagnosis: Mary has an intelligence quotient of 114 according to the Binet-Simon-Terman scale. Her father is a teacher. The child has had the advantages of a good home and good reading. Her health has been fairly good. The physical examination showed a palpable goiter, poor posture, prominent shoulders, and spine porosis. There was a muscular weakness of the eyes and a condition of near-sightedness. Glasses were provided in the fall of 1923. The radiography of the wrist region showed physical immaturity. She played with younger children. She was childish in all her ways. Every teacher characterized her as socially young. Other terms they applied were: slow-minded, prosaic, shy, dependent, unadaptable, easily discouraged. She could not read skillfully. She could learn lessons, but they meant little to her. Reading tests did not show the nature of her difficulty, although her scores were not very good.

Immaturity and poor training were believed to be the basic conditions which were responsible for her poor progress.



Treatment: The remedial teacher conferred with all her teachers with a view of their giving her as much training along these lines as possible: 1) reading for understanding instead of learning some isolated facts; 2) using judgment, organization, and memory more effectively in reading; 3) establishing better personal standards of attainment in all kinds of school work; 4) accepting more personal responsibility; 5) in general, mastery instead of lesson learning. In addition they were to try to make her fit better socially. She was to be encouraged whenever they could do so consistently.

Mr. and Mrs. Hill were informed from time to time of what we were trying to do. They cooperated effectively.

Results: Mary has made decided progress. As yet she is not a strong student, but there is promise. Every teacher voted to promote her to the sub-freshman class in the University High School.

Arthur Jessup

Grade 4B-4A Miss Watson

Date of birth: August 14, 1924

Basis of assignment: Some unfavorable tendencies which teachers of the second and third grades had reported seemed to be becoming stronger. The most serious of these were a desire to attract attention rather than to do his work, distraction at the slightest variation, satisfaction with poor results, and failure to get on with boys. It seemed that a special study should be made of his case. (See teacher's reports.)

Diagnosis: Arthur has a history of early malnutrition. Even now he has occasional digestive upsets. Sores break out on his face and eyelids. His mother was formerly a teacher of home economics, and she watches his diet carefully. Otherwise his digestive trouble would probably become serious. The school physical examination revealed nothing wrong, except an irritation which the physician showed him how to alleviate. The infections of the eyelids suggest eye strain, but his oculist found none.

He is an adopted child. Possible his foster father and foster mother had babied him too much. They have tried to be sensible but it is suspected that they often yield to the boy's lovable nature. Undoubtedly he is socially young.

His metabolic rate was found to be high. The fact was reported to the parents. Uncertainties with regard to the meaning of the score made it inadvisable to begin treatment on the basis of the tests alone. We believe a psychiatric examination is much needed in this case.



Treatment: In view of the indefinite diagnosis no special remedial treatment was attempted. The teachers used the means they thought appropriate for a pupil who showed such tendencies.

Results: The results were not highly satisfactory. The mother's absence for a long time because of the illness of her father in another city had a bad effect on the boy. In spite of this and other set-backs, however, a check made at the end of the year revealed progress. The case is by no means hopeless. It seems best to retain him in the 4A grade for a part or all of next year, for he cannot do satisfactory fifth grade work until his study habits are very much better. Test scores in a number of subjects are fairly satisfactory, but they tell only a part of the story.

Harriet Jones

2A-3B Miss Brown

Date of birth: July 18, 1914

Basis of assignment: Harriet returned to school after a long absence. Her schooling had suffered severely from this and other absences. She had never learned to read well, although she was nine years old. She was confused and discouraged.

Diagnosis: Harriet is of normal mentality, I.Q. 110, Binet-Simon-Terman scale. Home conditions were good. Asthma had interfered with her schooling. She had never made a good start. Also the family had spent long periods in the South in the preceding two years. Several months in Mrs. Johnstone's school in Fairhope, Alabama, had resulted in harm more than in benefit, with respect to reading. There was an indication of near-sightedness (20/40) but this was corrected with glasses. She had never had a sufficiently long period of consistent systematic instruction.

Treatment: Because of her age and her sensitiveness in having to associate with young children, she was not put further back than the 2A-3B grade, although her reading was far below standard for that grade. The teacher had a small class and so she could give Harriet some individual instruction every day as long as it was needed. When Harriet began to improve, she became encouraged and worked harder. Soon she could read with the others without embarrassment. She practiced at home. Improvement was steady.

Results: By the end of the year she had made great progress as the following scores indicate:



Date	Test	Score	Norm	Class Median
Oct., 1923	Gray Oral	38.7	43	42.5
June, 1924	Gray Oral	51.25	46	58.7
Oct., 1923	Courtis, S.R. Comp.	27	59	94
June, 1924	Courtis Comp.	84	59	91
Oct., 1923	Courtis Rate	84	84	80
June, 1924	Courtis Rate	192	84	143
Oct., 1923	Burgess	38	50	32
May, 1924	Burgess	68	50	74
Feb., 1924	Monroe Comp.	5	3.8	6
May, 1924	Monroe Comp	6	3.8	8
Feb., 1924	Monroe Rate	77	78	87
May, 1924	Monroe Rate	92	78	99

She will have no further difficulty. She has made the reading adaptation. She was promoted with the class.

Henry Lawrie

Grade 5A-5B Miss Colburn

Date of birth: June 25, 1911

Basis of assignment: Henry was much below class standard in spelling. He was making progress but it was not great enough to enable him to reach class standard by the end of the year.

Diagnosis and treatment: The boy has a very bad physical history. Both measles and an infection of the tonsils affected his heart so seriously that he was confined to his bed for long periods. He has had influenza three times and pneumonia twice.

Appendicitis and a broken arm caused further absence from school. In fact, his attendance had been so irregular that his previous school academic record was disregarded when he entered the University Elementary School in October, 1922. We enrolled him in the 4A-5B grade chiefly because of his age. We knew that he would require much individual attention.

His intelligence quotient in the Binet-Simon-Terman scale is 90. Compensation for this low score is found in his

Date	Test	Score	Form Class Median
Oct., 1933	Oral	88.7	48.5
June, 1934	Oral	81.25	38.7
Oct., 1933	Oral, N.M. Comp.	87	82
June, 1934	Oral	84	81
Oct., 1933	Oral	84	80
June, 1934	Oral	100	100
Oct., 1933	Oral	80	80
May, 1934	Oral	88	74
Feb., 1934	Oral	8	8.6
May, 1934	Oral	8	8.8
Feb., 1934	Oral	77	87
May, 1934	Oral	92	92

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unwillingness to make unusual effort to learn. However, he tires quickly.

Spelling is his most difficult subject. His phonetic sense is poor. He had acquired very bad spelling habits. His uncertainty about the spelling inhibited facility in written composition. It seemed best to try to supplant the poor habits by teaching him to master the shorter easier words in ways that were most economical for him. He was taught a procedure. He followed it faithfully, both in school and at home.

Results: Improvement has been gradual but steady. He is learning to spell the easier words as well as those in the current lists. His written composition is showing the effects. It is becoming more fluent and the spelling is much better. He requires much more than the normal amount of time to learn a set of words, but he is willing to give it. He supplements his school work by home study.

The scores below show the improvement he has made. The scores are above class standard in every case. One hundred per cent is not expected for some of the words have not been taught as yet.

#### Ayres-Buckingham Scale

Date	List M	List O	List Q
January, 1924	75	40	50
May, 1924	100	95	75

Mary Morison

Grade 2A-3B Miss Brown

Date of birth: October 2, 1915

Basis of assignment: Mary was assigned to the remedial teacher because of the mother's complaints that the child came home from school every day in a nervous hysterical condition. She felt that the school was responsible; that the teacher did not understand the child; that the two personalities were antagonistic; and that therefore the child was under a nervous strain through the school day.

Diagnosis: Mary was watched in her classes for some time. She appeared to be happy in all her schoolroom activities. She had trouble on the playground, but usually she started it. She was given to pinching, hitting, and teasing other children. The mother was inclined to minimize this on the ground that the child was nervous and was only doing what other children had frequently done to her.



A special physical examination by the family physician revealed nothing abnormal. An eye test at the school showed nearsightedness (20/60) and 20/40. This was discounted because of her nature. A further examination was to be made by an oculist. There is no record of his report.

The mother is nervous, temperamental, and imaginative. She keeps the child in a state of nervous tension. The school life seems in no way responsible.

Treatment: No remedial treatment was indicated. The teacher endeavored to handle the case as tactfully as possible.

Results: She made normal progress thru the year without apparent strain. In the standardized tests her scores are superior. She was regularly promoted with her group.

Orett Munger

Grade 3B-3A Miss Jones

Date of birth: July 19, 1914

Basis of assignment: Since he entered the University Elementary School in the 1A grade in 1921, he has been known as a problem case in reading. (See earlier reports.) In 1922-1923 he did only half a year's work, partly because of absence. His failure to progress was not due to physical causes revealed by his history or by school tests. His I.Q. was 109 in the Binet-Simon-Terman scale. He had made conscientious effort. (See Miss Jones' report.)

Diagnosis: The school physical examination had shown nearsightedness, but to only a slight degree. An examination by an oculist early in the fall revealed a serious muscular strain. The boy could not distinguish between o, c, and e in print. He considered it remarkable that the boy could read at all. He provided glasses and improvement in reading began.

Treatment: The room teacher gave him daily individual instruction for some time. She used flash cards to quicken perception and increase his span of recognition. She gave him some training in phonetics also. He had average ability to get words through the context and so the mechanical phases of reading received special attention for a while. He read orally or silently much simple material.

Results: In two months he was no longer considered a problem case. Improvement was steady. He will need to practice for a long time before he can read as well as the better pupils of his class, but tests made at the end of the year indicate that he had made great progress. The scores appear below:



Date	Test	Score	Norm	Class Median
Oct., 1923	Monroe Silent Reading I-I Comp.	1	3.8	6
May, 1924	Monroe Silent Reading I-I Comp.	5	3.8	13
Oct., 1923	Monroe Silant Reading I-I Rate	22	82	95
May, 1924	Monroe Silant Reading I-I Rate	111	82	170
Oct., 1923	Gray Oral Reading		46	48
May, 1924	Gray Oral Reading	48	46	55.5
Oct., 1923	Burgess Silent Reading	0	50	56
May, 1924	Burgess Silent Reading	32	50	65
Oct., 1923	Monroe Arith. Problems	7	10	6.5
May, 1924	Monroe Arith. Problems	22	10	27.5

Charles MacClintock

Grade 4A-5B Miss Millis

Date of birth: August 28, 1913

Basis of assignment: Charles was very slow in all his studies. He took a great deal of time to get results which were barely satisfactory. It was believed that his physical condition was largely responsible. The remedial teacher was asked to investigate.

Diagnosis: A physical examination revealed badly diseased tonsils. They were removed in the winter. The effect of the operation on his ability in school was slight. Probably there is a nutritional deficiency. He eats little. A slight eye defect has been corrected with glasses.

His intelligence quotient in the Binet-Simon-Tamen scale is 89. For the University Elementary School this is very low. He cannot be expected to work as fast as children with much higher scores.

By temperament he is slow and methodical. He makes hard work of everything he does. He will not make an attempt until he is sure. He retains what he learns. He is conscientious and persevering.

Treatment: No special remedial treatment was indicated.

Date	Test	Score	Norm	Class
Oct., 1923	Monroe Silent Reading I-I Comp.	1	3.8	8
May, 1924	Monroe Silent Reading I-I Comp.	8	3.8	13
Oct., 1923	Monroe Silent Reading I-I Hafe	28	82	98
May, 1924	Monroe Silent Reading I-I Hafe	111	82	170
Oct., 1923	Gray Oral Reading		48	48
May, 1924	Gray Oral Reading	48	48	88.5
Oct., 1923	Burgess Silent Reading	0	50	50
May, 1924	Burgess Silent Reading	32	50	68
Oct., 1923	Monroe Arith. Problems	7	10	8.8
May, 1924	Monroe Arith. Problems	22	10	27.8

Charles MacGinitie

Grade 4A-2B Miss Miller

Date of birth: August 28, 1913

Results of examination: Charles was very slow in all his studies. He took a great deal of time to get results which were barely satisfactory. It was believed that his physical condition was largely responsible. The remedial teacher was asked to investigate.

Diagnosis: A physical examination revealed badly diseased tonsils. They were removed in the winter. The effect of the operation on his ability in school was slight. Probably there is a nutritional deficiency. He eats little. A slight eye defect has been corrected with glasses.

His intelligence quotient in the Binet-Simon-Terman scale is 82. For the University Elementary School this is very low. He cannot be expected to work as children with much higher scores.

By temperament he is slow and methodical. He makes hard work of everything he does. He will not make an attempt until he is sure. He retains what he learns. He is conscientious and persevering.

Treatment: No special remedial treatment was indicated.

Results: In view of his physical condition early in the year, and his absence at the time of the operation and later, he did a pretty good year's work. No teacher believed it best to keep him in the grade for another semester. He was promoted with his class. By next year the effects of the tonsillectomy may be more marked. At any rate his industry will carry him farther than his rather low intelligence quotient considered alone would promise.

William McLaury

Grade 3A-4B Miss Morrissey

Date of birth: October 14, 1914

Basis of assignment: Failure to grow normally in power of sustained attention is the chief reason for William's being assigned to the remedial teacher. The causes that led to this condition made the case worthy of special observation and study.

Diagnosis: William is unstable nervously. Family history sheds some light on the case. Mrs. McLaury believes a fall at the age of five is a large factor in his condition. He suffered a concussion of the brain, and did not recover consciousness for twelve hours.

Naturally he is left handed. He has been trained to use his right hand for almost everything. He writes, draws and eats with it.

About two years a bony growth on a spinal vertebra was discovered. It causes pressure on the spinal cord, and undoubtedly affects his nervous condition. It causes considerable pain at times and leaves the boy nervously exhausted for hours. It causes a more or less constant irritation which the boy tries to alleviate by wiggling and adjusting his position on his chair. The surgeons believe an operation would not be effective.

An inherited condition of partial deafness makes his problem of adjustment in school still more difficult. The condition is considered incurable, although his hearing does seem to be improving. Probably home control is not consistently strong. His conduct gives the impression that he does not always obey promptly at home.

Treatment: Miss Morrissey gave him direct personal attention. She seated him near her desk. At first she made his tasks short so that he could finish them without interruption and without imposing too much strain. She built up in him the habit of working through to the end. Gradually she lengthened his tasks. She was careful always to limit his endeavor to his strength. Within this limit she accepted nothing but his best. She praised him when she could do so, and censured him when he deserved it. She tried to overcome his laziness and carelessness. She kept him after hours when she could do so

Results: In view of his physical condition early in the year and his absence at the time of the operation and later, he did a pretty good year's work. No teacher believed it best to keep him in the grade for another semester. He was promoted with his class. By next year the effects of the remedial work may be more marked. At any rate his industry will carry him farther than his rather low intelligence quotient considered alone would promise.

William Moloney

Grade 3-4 Miss Morrissey

Date of birth: October 14, 1914

Basic of assignment: Failure to grow normally in power of sustained attention is the chief reason for William's being assigned to the remedial teacher. The cause that led to this condition made the case worthy of special observation and study.

Diagnosis: William is unstable nervously. Family history shows some light on the case. Mrs. Moloney believes a fall at the age of five is a large factor in his condition. He suffered a concussion of the brain, and did not recover consciousness for twelve hours.

Naturally he is left handed. He has been trained to use his right hand for almost everything. He writes, draws and cuts with it.

About two years a bony growth on a spinal vertebra was discovered. It causes pressure on the spinal cord, and undoubtedly affects his nervous condition. It causes considerable pain at times and leaves the boy nervously exhausted for hours. It causes a more or less constant irritation which the boy tries to alleviate by winking and adjusting his position on his chair. The surgeons believe an operation would not be effective.

An inherited condition of partial deafness makes his problem of adjustment in school still more difficult. The condition is considered incurable, although his hearing does seem to be improving. Probably home control is not consistently strong. His conduct gives the impression that he does not always obey promptly at home.

Treatment: Miss Morrissey gave him direct personal attention. She seated him near her desk. At first she made his tasks short so that he could finish them without interruption and without tiring too much. She built up in him the habit of working through to the end. Gradually she lengthened his tasks. She was careful always to limit his endeavor to his strength. Within this limit she accepted nothing but his best. She praised him when she could do so, and censured him when he deserved it. She tried to overcome his laziness and carelessness. She kept him after hours when she could do so

to complete the work if he had not been diligent. The physical handicaps proved serious throughout the year. The process of widening his lower jaw made him unusually nervous at times. Progress was irregular. His interests are mechanical rather than intellectual, and so the teacher's means of stimulating him were limited. He is a friendly, affectionate little chap. Probably his desire to please his teacher was the most effective spur of all.

Results: A survey of his year's work reveals very encouraging progress. It is not likely that he will be a serious problem case in the 4A-5B grade, although he will continue to require a good deal of personal attention because of his physical condition. (See more complete reports.)

Nathan Palmer

Grade 2A-3B Miss Brown

Date of birth: May 16, 1915

Basis of assignment: Although Nathan had had two years of instruction in reading in this school, he read laboriously and inaccurately. His reading vocabulary was meager. He did not seem to have made the reading adaptation at the beginning of his third year.

Diagnosis: His older brother and sister exhibited the same difficulties in reading at his age. They developed satisfactorily but slowly.

His physical history and physical condition were very good. The eyes functioned normally. Hearing was good. Nutrition was good. Mentality was average. The radiography of the wrist region shows physical immaturity for his age. He seemed immature socially also.

The indications were that he would need more than the normal amount of time to learn to read, but that was not unusual. Remedial measures were necessary.

Treatment: The room teacher tried to meet his several needs in reading. Her first effort was to give him independence in word recognition. To this end some phonic work was given. Also she drilled him on accurate and quick recognition of word and phrase groups. He was very inaccurate in his oral reading, and so she gave him a large amount of it. At the same time he was encouraged to use the content as an aid to recognition of words. This was done to insure his forming the habit of phonetic recognition. She gave him opportunity to read independently as well as with the group. Much of the material was very simple so that the difficulties would not be too many for him to encounter at a time.

Results: His effort was very good. He made marked progress. He will be promoted with his group. Scores in standardized tests follow:

to complete the work if he had not been diligent. The physical handicap proved serious throughout the year. The progress of widening his lower jaw made him unusually nervous at times. Progress was irregular. His interests are social and intellectual rather than intellectual, and so the teacher's means of stimulating him were limited. He is a friendly, affectionate little chap. Probably his desire to please his teacher was the most effective spur of all.

Summary: A survey of his year's work reveals very encouraging progress. It is not likely that he will be a serious problem case in the 4A-5B grade, although he will continue to require a good deal of personal attention because of his physical condition. (See more complete reports.)

Nathan Palmer

Grade 4A-5B Miss Brown

Date of birth: May 16, 1916

History of attainment: Although Nathan had had two years of instruction in reading in this school, he read laboriously and inaccurately. His reading vocabulary was meager. He did not seem to have made the reading adaptation at the beginning of his third year.

Diagnosis: His older brother and sister exhibited the same difficulties in reading at his age. They developed satisfactorily but slowly.

His physical history and physical condition were very good. The eyes functioned normally. Hearing was good. Nutrition was good. Mentally was average. The radiography of the wrist region shows physical immaturity for his age. He seemed immature socially also.

The indications were that he would need more than the normal amount of time to learn to read, but that was not unusual. Remedial measures were necessary.

Treatment: The room teacher tried to meet his several needs in reading. Her first effort was to give him independence in word recognition. To this end some phonics work was given. Also she drilled him on accurate and quick recognition of words and phrase groups. He was very inaccurate in his oral reading and so she gave him a large amount of it. At the same time he was encouraged to use the content as an aid to recognition of words. This was done to insure his forming the habit of phonetic recognition. She gave him opportunity to read independent as well as with the group. Much of the material was very simple so that the difficulties would not be too many for him to encounter at a time.

Results: His effort was very good. He made marked progress. He will be promoted with his group. Scores in standardized tests follow:

Date	Test	Score	Norm	Class Median
Oct., 1923	Gray Oral	37.5	43	42.5
May, 1924	Gray Oral	48.7	43	58.
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Oct., 1923	Courtis Silent Compre.	100	59	94
May, 1924	Courtis Silent Compre	100	59	91
Oct., 1923	Courtis Silent Rate	35	84	80
May, 1924	Courtis Silent Rate	60	84	143
Feb., 1924	Monroe Compre	2	3.8	6
June, 1924	Monroe Compre	5	3.8	6
Feb., 1924	Monroe Rate	35	82	87
June, 1924	Monroe Rate	73	82	99
-----				
Oct., 1923	Burgess	0	50	32
May, 1924	Burgess	50	50	74

Anne Riddle

Grade 5B-5A Miss Cook

Date of birth: October 2, 1913

Basis of assignment: Anne has been something of a problem thru-out her school course. Hers is one of the reading cases studied two years ago and reported by W. S. Gray in "Remedial Cases in Reading; Their Diagnosis and Treatment". Since that time she has been making progress in all studies. This year she was reported as a spelling problem.

Diagnosis: Spelling always has been hard for her. Probably the causes are related to the causes of her slowness in learning to read. Glasses have corrected the nearsightedness. No other physical or psychophysical defect has been found. She is a temperamental youngster. She thought she couldn't learn to spell, and she wasn't trying.

Treatment: No special remedial measures were used except to make it very plain to her that all the others in her class were mastering the words and that in the teacher's opinion



she was failing because she wasn't making sufficient effort.

Results: Shortly after Christmas suddenly she seemed to waken. She cooperated with the teacher in trying to find the best way in which she could learn to spell a word. She began to form a spelling habit. Her interest and general spirit improved. Systematically she mastered the daily assignments of spelling words. This has been at the cost of many hours of extra work, but she has made no complaint. Apparently a taste of success was the most important element in her change of attitude. The spelling consciousness is carrying over into her composition. There is much yet to be accomplished, but it is likely that she will not continue to be a serious problem case.

Herbert Salinger

Grade 3B-3A Miss Jones

Date of birth: February 16, 1916

Basis of assignment: When Herbert entered the University Elementary School from the Carter Practice School in October, 1923 he was placed in the 3B-3A grade on the basis of his scores in tests in reading and in the fundamental operations in arithmetic. Soon, however, the teacher of industrial arts reported that his neuro-muscular coordination was very poor and that his attitude was that of a much younger child. "Hasty and superficial in his judgments; lacks power of application; shows lack of manual experience; unable to follow directions; exhibits noticable tendency to prefer trial and error to thoughtful effort; depends on the teacher to do his thinking for him; follows directions blindly, if at all; does not apply any common sense to what he is doing."

Miss Jones, his teacher of the academic subjects, made similar observations. "Does mechanical operation in arithmetic fairly well, but has no power at all in handling an arithmetic situation; cannot comprehend or solve problems; habitually expects to be told more than once; babyish and immature; affects baby talk and enjoys it; hasty and superficial in his judgments; lacks power of application; a difficult problem case because the boy refuses to admit there is room for improvement; the deficiency manifests itself whenever thinking is necessary; he gets along well in mechanical work and in subjects in which memory is the chief requisite

Diagnosis: His physical start was bad. He was an immature baby (seven months - weight 3 pounds, 3 ounces). For a short time he was ill nourished. Otherwise his physical history and his physical condition are fairly good.

His mother and father were apprehensive about him and babied him. He is an only child. They encouraged him to be "bright" and to "show off". They neglected training in neuro-muscular coordination.

she was falling because she wasn't making sufficient effort.

Results: Shortly after Christmas suddenly she seemed to wake up. She cooperated with the teacher in trying to find the best way in which she could learn to spell a word. She began to form a spelling habit. Her interest and general ability improved. Systematically she mastered the daily assignments of spelling words. This has been at the cost of many hours of extra work, but she has made no complaint. Apparently a taste of success was the most important element in her change of attitude. The spelling consciousness is carrying over into her composition. There is much yet to be accomplished, but it is likely that she will not continue to be a serious problem case.

Herbert Salinger

Grade 3B-3A Miss Jones

Date of birth: February 16, 1916

History of assignment: When Herbert entered the University High-School from the Carter Practice School in October, 1933 he was placed in the 3B-3A grade on the basis of his scores in tests in reading and in the fundamental operations in arithmetic. Soon, however, the teacher of industrial arts reported that his neuro-muscular coordination was very poor and that his attitude was that of a much younger child. "Hearty and super-literal in his judgments; lacks power of application; shows lack of manual experience; unable to follow directions; exhibits noticeable tendency to prefer trial and error to thoughtful effort; depends on the teacher to do his thinking for him; follows directions blindly, if at all; does not apply any common sense to what he is doing."

Miss Jones, his teacher of the academic subjects, made similar observations. "Does mechanical operation in arithmetic fairly well, but has no power at all in handling an arithmetic situation; cannot comprehend or solve problems; habitually expects to be told more than once; babbling and immature; affects baby talk and enjoys it; hearty and superficial in his judgments; lacks power of application; a difficult problem case because the boy refuses to admit there is room for improvement; the deficiency manifests itself whenever thinking is necessary; he gets along well in mechanical work and in subjects in which memory is the chief requisite."

Diagnosis: His physical start was bad. He was an immature baby (seven months - weight 8 pounds, 3 ounces). For a short time he was ill nourished. Otherwise his physical history and his physical condition are fairly good.

His mother and father were apprehensive about him and spoiled him. He is an only child. They encouraged him to be "bright" and to "show off". They neglected training in neuro-muscular coordination.

Treatment: Mrs. Richardson, teacher of industrial arts, doubled his time in her work. He spent the second period with a younger class. She gave him additional experience after school. In February she reported: "Herbert is improving in ability to concentrate on what he is doing. He is beginning to draw expressively". In June: "I have given him a great deal of extra work of an easier kind than I have given the others. Also I have given him much individual instruction. He has improved greatly in using his hands. He has difficulty still, but he is now using drawing for expression, and has improved in ability to give prolonged application to a task."

Miss Jones also gave him a great deal of individual attention along the lines of his needs. Most of all she gave him training in reading for comprehension and in problem solving. Also she worked toward his establishing a set of objective standards of accomplishment. She endeavored to get him to think less of himself and more of the result.

Results: An illness due to food poisoning kept him out of school for several weeks in the spring. That occasioned a retrogression in his training. However, he had made sufficient progress by the end of the year to warrant promotion "on trial". It is likely that further training of the same kind will have to be given next year.

Sigmund Silberman

Grade 1B-1A Miss Jacob

Date of birth: July 1, 1917

Basis of assignment: Failure to make appreciable progress in learning to read.

Diagnosis: There is a history of enlarged thymus gland in infancy. It affected digestion for a while. There seems to be a catarrhal condition in the nostrils. He is a mouth breather. He demands fresh air. If he is not out of doors a great deal, his appetite and digestion suffer. His appetite is abnormal. Some foods are repulsive to him. He cannot eat eggs in any form. A metabolism test made under the direction of Dr. Isaac Abt revealed nothing wrong. However, he was doubtful of the results and planned to give the test again. The oculist found poor vision in April and provided glasses. The reports from the physician and the oculist are incomplete and not official.

Intellectual interests are meager. His Binet-Simon-Terman score is 99. His nurse has read to him a great deal. He has had little incentive to learn to read. (See Miss Jacob's reports.)

Treatment: A conference with mother and grandmother in April led to the examination by physician and oculist, and to the providing of glasses. An improvement in interest and effort



was apparent soon. The physician may have corrected some physical condition, or the glasses alone may have been the cause. Probably the discontinuing of the nurse's reading had an effect. Or the cumulative efforts of the teacher began to bear fruit. At any rate the boy began to improve.

Results: While the boy is still a problem case, it is very likely that he will continue to make progress. He will be reassigned to the remedial teacher in 1924-1925.

Clark Snyder

4A-5B Miss Millis

Date of birth: February 24, 1913

Basis of assignment: Clark was assigned to the remedial teacher because he complained he could not read in the reading room because his eyes hurt constantly. She called him to her office and invited him to read to her. He did so for twenty minutes without exhibiting the least indication of eye strain. His mother reported that an oculist had examined his eyes recently and found them normal. He wished to wear glasses, she said, and therefore made himself believe he could not read without them.

He was an unusually poor student. In no subject could he seem to succeed. He was known as a problem case in the school from which he had just come. His parents, too, realized his condition. This was their reason for transferring him to the University Elementary School.

Diagnosis: At the age of eight he was found to be a victim of malnutrition. Dr. Hoffmann has had charge of the case since. The boy still has to observe strictly certain regulations of diet. The school physical examination revealed no abnormalities. His intelligence quotient (Binet-Simon-Terman) is 104. While there is a tense nervousness in the home, it can hardly account for the condition the boy shows in school.

There is no disposition to blame his former teachers. They recognized the seriousness of his case.

Probably the boy's failure to become adjusted in the school is the product of several factors, including poor physical condition, a nervous apprehensive mother, a rather critical, exacting father, few intellectual interests and no means of cultivating them, an imaginative, careless, pleasure-loving temperament, inadequate school training and promotion before he had made the expected effort. See full reports.

Training: Most of the remedial training was given by the departmental teachers. It consisted in doing everything possible to surround the boy with satisfactory working conditions and to interest him so that he would persist in a piece of work until he had finished it. He was poor in reading, and so for a short time special training in this subject was given. This consisted

was apparent soon. The physician may have corrected some physical condition, or the glasses alone may have been the cause. Probably the disorientation of the nurse's reading had an effect. Or the cumulative effects of the teacher began to bear fruit. At any rate the boy began to improve.

Results: While the boy is still a problem case, it is very likely that he will continue to make progress. He will be reassigned to the remedial teacher in 1934-1935.

Glenn Snyder

44-58 Miss Willis

Date of birth: February 24, 1913

History of assignment: Glenn was assigned to the remedial teacher because he complained he could not read in the reading room because his eyes hurt constantly. She called him to her office and invited him to read to her. He did so for twenty minutes without exhibiting the least indication of eye strain. His mother reported that an oculist had examined his eyes recently and found them normal. He wished to wear glasses, she said, and therefore made himself believe he could not read without them.

He was an unusually poor student. In no subject could he seem to succeed. He was known as a problem case in the school from which he had just come. His parents, too, realized his condition. This was their reason for transferring him to the University Elementary School.

Diagnosis: At the age of eight he was found to be a victim of malnutrition. Dr. Hoffmann has had charge of the case since. The boy still has to observe strictly certain regulations of diet. The school physical examination revealed no abnormality. His intelligence quotient (Binet-Simon-Terman) is 104. While there is a tense nervousness in the home, it can hardly account for the condition the boy shows in school.

There is no disposition to blame his former teachers. They recognized the seriousness of his case.

Probably the boy's failure to become adjusted in the school is the product of several factors, including poor physical condition, a nervous apprehensive mother, a rather critical, exacting father, few intellectual interests and no means of satisfying them, an imaginative, careless, pleasure-loving temperament, inadequate school training and promotion before he had made the expected effort. See full reports.

Training: Most of the remedial training was given by the departmental teachers. It consisted in doing everything possible to surround the boy with satisfactory working conditions and to interest him so that he would persist in a piece of work until he had finished it. He was poor in reading, and so for a short time special training in this subject was given. This consisted

in silent reading of short units of interesting material. He was asked to read a paragraph or two as rapidly as possible and to find the answers to specific questions or to reproduce the thought. At other times he read longer units as preparation to answer any questions which might be asked upon the content. A small amount of flash card work to increase his span of recognition was given. This work helped to improve his rate of reading and to develop a habit of more thoughtful reading. He enjoyed being designated for special work. Either he liked to be considered different or he wished to escape the regular classroom work, and so the special work was curtailed. The individual teaching was done the first thing in the morning when he should have been rested, but he often yawned through the period. His mother said he had slept long and well. He was not bored for it was hard to get him to stop the special work.

Results: The reading scores show that he made considerable improvement in the year. (See report.) However, the June reports of the other teachers are not so encouraging. We have not succeeded in his case. The conviction grows that he is not well physically or there is an emotional weakness which we have not yet diagnosed. (See Miss Spink's and Miss Colburn's reports.)

Besse Tatum

Grade 4B-4A Miss Watson

Date of birth: October 19, 1913

Basis of assignment: Probably we are hardly justified in considering this a case requiring remedial treatment. The teachers recommended her for it because she was so slow in everything she did. She has been listed as a special problem case in reading in former years, but her test scores at the beginning of the fourth grade year were not poor.

Diagnosis: Besse does not hear well. There is a history of tonsil infection with resulting running at the ear and deafness. The deafness persists although the tonsils have been removed. She hears a watch at 12 inches (36 inches normal). Her eyes also have been found defective. She is far-sighted. Glasses have been provided.

The slowness is partly a temperamental trait. She is careful, painstaking, conscientious. Her I.Q. is 113, Binet-Simon-Terman scale.

Treatment: No special remedial treatment has been given. The defect in vision was discovered only a short time ago. The teachers had noticed that she did not copy accurately from the board or from a book. The use of glasses will, in all likelihood, remove a major cause of hesitation and uncertainty.

Results: She finished the work of the year satisfactorily except in spelling and written composition. It is possible that next year she will need some special instruction in these subjects.

in silent reading of short units of interesting material. He was asked to read a paragraph or two as rapidly as possible and to find the answers to specific questions or to reproduce the thought. At other times he read longer units as preparation to answer any questions which might be asked upon the content. A small amount of flash card work to increase his rate of oralization was given. This work helped to improve his rate of reading and to develop a habit of more thoughtful reading. He enjoyed being designated for special work. Either he liked to be considered different or he wished to escape the regular classroom work, and so the special work was curtailed. The individual teaching was done the first thing in the morning when he should have been rested, but he often yawned through the period. His mother said he had slept long and well. He was not bored for it was hard to get him to stop the special work.

Summary: The reading scores show that he made considerable improvement in the year. (See report.) However, the same reports of the other teachers are not so encouraging. We have not succeeded in his case. The conviction grows that he is not well physically or there is an emotional weakness which we have not yet diagnosed. (See Miss Spink's and Miss Colburn's reports.)

Bessie Tatum

Grade 4B-4A Miss Watson

Date of birth: October 19, 1913

Basic of assignment: Probably we are fairly justified in assuming that this case requiring remedial treatment. The teachers recommended her for it because she was so slow in everything she did. She has been listed as a special problem case in reading in former years, but her test scores at the beginning of the fourth grade year were not poor.

Diagnosis: Bessie does not hear well. There is a history of tonsillitis with resulting running at the ear and deafness. The deafness persists although the tonsils have been removed. She hears a watch at 12 inches (36 inches normal). Her eyes also have been found defective. She is far-sighted. Glasses have been provided.

The slowness is partly a temperamental trait. She is careful, painstaking, conscientious. Her I.Q. is 118. Binet-Simon-Terman scale.

Treatment: No special remedial treatment has been given. The defect in vision was discovered only a short time ago. The teachers had noticed that she did not copy accurately from the board or from a book. The use of glasses will, in all likelihood, remove a major cause of hesitation and uncertainty.

Summary: She finished the work of the year satisfactorily except in spelling and written composition. It is possible that next year she will need some special instruction in these subjects.

Howard Tatum

Grade 3B-3A Miss Jones

Date of birth: May 22, 1915

Basis of assignment: There was a history of difficulty in reading. The boy had made progress last year, and had been promoted with his class, but tests made early in the third grade showed that he was far below standard.

Diagnosis: Howard was very slow in making a start in reading. He had his first lessons in the kindergarten, probably before he was ready. He took it as a joke, and made no effort.

There were two physical handicaps: he was poorly nourished when a baby, and his hearing is dull (30 inches). Intellectually he is superior. His I.Q. is 131 in the Binet-Simon-Terman scale.)

He has the reputation of being "naughty" at home. His older brother is quiet and restrained; Howard is noisy and boisterous. His mother has been apprehensive about him. He is beginning to exhibit the results of repression.

He is an out-of-door boy, and has not been interested in reading or learning to read. In the summer he had not practiced, and had lost skill he gained last year.

Treatment: Miss Jones tried to interest him in reading and to encourage him in his effort. As soon as he became interested and had gained confidence in this ability he made very rapid progress. It was only a few weeks before he was working on a level with his group and the teacher no longer considered him a problem case.

Results: The test scores below indicate the extent of his improvement:

Date	Test	Score	Norm	Class	Median
Oct., 1923	Monroe Silent Reading I-ICom	2	3.8		6
May, 1924	Monroe Silent Reading I-ICom	12	3.8		13
Oct., 1923	Monroe Silent Reading I-IRate	26	82		95
May, 1924	Monroe Silent Reading I-IRate	170	82		170
Oct., 1923	Gray Oral Reading	38	46		48
May, 1924	Gray Oral Reading	51	46		55.5
Oct., 1923	Burgess Silent Reading	32	50		56
May, 1924	Burgess Silent Reading	65	50		65
Oct., 1923	Monroe Arith. Problems	8	10		6.5
May, 1924	Monroe Arith. Problems	26	10		27.5

Howard Tatum

Grade 3B-3A Miss Jones

Date of birth: May 22, 1912

Points of assignment: There was a history of difficulty in reading. The boy had made progress last year, and had been promoted with his class, but tests made early in the third grade showed that he was far below standard.

Diagnosis: Howard was very slow in making a start in reading. He had his first lessons in the kindergarten, probably before he was ready. He took it as a joke, and made no effort.

There were two physical handicaps: he was poorly developed when a baby, and his hearing is dull (30 inches). Intellectually he is superior. His I.Q. is 121 in the Binet-Simon-Terman scale.

He has the reputation of being "naughty" at home. His older brother is quiet and restrained; Howard is noisy and boisterous. His mother has been apprehensive about him. He is beginning to exhibit the results of repression.

He is an out-of-door boy, and has not been interested in reading or learning to read. In the summer he had not practiced, and had lost skill he gained last year.

Treatment: Miss Jones tried to interest him in reading and to encourage him in his effort. As soon as he became interested and had gained confidence in his ability he made very rapid progress. It was only a few weeks before he was working on a level with his group and the teacher no longer considered him a problem case.

Results: The test scores below indicate the extent of his improvement:

Date	Test	Score	Norm	Class Median
Oct., 1923	Monroe Silent Reading I-Com	8	3.8	8
May, 1924	Monroe Silent Reading I-Com	12	3.8	12
Oct., 1923	Monroe Silent Reading I-Rate	82	82	82
May, 1924	Monroe Silent Reading I-Rate	170	82	170
Oct., 1923	Gray Oral Reading	38	40	48
May, 1924	Gray Oral Reading	51	40	52.5
Oct., 1923	Burgess Silent Reading	32	30	30
May, 1924	Burgess Silent Reading	55	30	55
Oct., 1923	Monroe Arith. Problems	8	10	5.5
May, 1924	Monroe Arith. Problems	22	10	27.5

Taylor Whittier

Grade 5B-5A Miss Cook

Date of birth: April 15, 1912

Basis of assignment: Taylor was assigned to the remedial teacher because he was having decided difficulty in learning to spell. 1

Diagnosis: The class teacher reported that he was very sensitive about his inability to spell. He would do no written work at school if it could be avoided, but he would do it at home where he could get help in spelling. He tried very hard. In fact, he put much more time on his spelling lessons than most children did, yet he made little progress. He became discouraged easily about his work. The teacher said that the special help which she tried to give him only served to confuse him.

The following list shows the misspellings on one of his spelling papers:

much	for mush
rawpe	ripe
pinted	pointed
pewing	pudding
sliped	slipped
quarl	quarrel
raps	wraps

It will be seen that in some cases he has spelled the words phonetically while in other cases apparently he had no idea of the sound of the letters and words.

Nothing in his physical history or condition sheds light on the case. His earlier schooling was in Ohio. In the two years 1920-1921 and 1921-1922 he attended the Ray Public School, Chicago. He entered the University Elementary School in October, 1922. He was placed in the 4B-4A grade.

His oral expression is poor. His powers of description in writing are especially strong.

Various ways of approach have been used to teach Taylor to spell. The visual, the auditory, the kinaesthetic, and a combination of these methods have been used. None has been very effective. His sensitiveness and self-consciousness undoubtedly have a bad effect. His mind is so much on what people may be thinking about him that he cannot concentrate on making the spelling associations.

Effects: He is still a very poor speller. Tests show that he has improved. His composition spelling shows little change. Perhaps that will follow. His case will receive further study next year.

Taylor Whittier

Grade 5B-5A Miss Cook

Date of birth: April 15, 1912

Reason of assignment: Taylor was assigned to the remedial teacher because he was having decided difficulty in learning to spell.

Diagnosis: The class teacher reported that he was very sensitive about his inability to spell. He would do no written work at school if it could be avoided, but he would do it at home where he could get help in spelling. He tried very hard. In fact, he put much more time on his spelling lessons than most children did, yet he made little progress. He became discouraged easily about his work. The teacher said that the special help which she tried to give him only served to confuse him.

The following list shows the misspellings on one of his spelling papers:

much	for much
rawps	ripe
plnted	pointed
pwany	padding
slpped	slipped
quary	quarry
rapa	wrapa

It will be seen that in some cases he has spelled the words phonetically while in other cases apparently he had no idea of the sound of the letters and words.

Nothing in his physical history or condition sheds light on the case. His earlier schooling was in Ohio. In the two years 1920-1921 and 1921-1922 he attended the May Public School, Chicago. He entered the University Elementary School in October, 1922. He was placed in the 4B-4A grade.

His oral expression is poor. His powers of description in writing are especially strong.

Various ways of approach have been used to teach Taylor to spell. The visual, the auditory, the kinesthetic, and a combination of these methods have been used. None has been very effective. His sensitiveness and self-consciousness undoubtedly have a bad effect. His mind is so much on what people may be thinking about him that he cannot concentrate on making the spelling associations.

Prognosis: He is still a very poor speller. Tests show that he has improved. His composition spelling shows little change. Perhaps that will follow. His case will receive further study next year.

## Ayres-Buckingham Scale

Date	List M	List O	List Q
Jan., 1924	75	35	25
May, 1924	100	95	90

## Ayres-Brookingsham Scale

Date	Last M	Last O	Last S
Jan., 1924	75	85	85
May, 1924	100	95	90