THE RELATION OF THE INTELLIGENCE RATING TO THE SOCIAL ENVIRONMENT AND PERSONALITY OF STUDENTS OF THE FOCH INTERMEDIATE SCHOOL, DETROIT, MICHIGAN

THESIS FOR THE DEGREE OF M. A.

Samuel J. Patterson

1930

Mental tests
Social surveys
Students

Detroit - Foch intermediate school

THE RELATION OF THE INTELLIGENCE RATING TO THE SOCIAL ENVIRONMENT AND PERSONALITY OF STUDENTS OF THE FOCH INTERMEDIATE SCHOOL, DETROIT, MICHIGAN

By

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A Thesis Submitted to the Faculty of Michigan State College in Partial Fulfillment For the Degree of

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Chairman of the Committee on Advanced Degrees

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1930

THESIS

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To my Wife, whose interest and assistance the author is indebted.

S.J.P.

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CHAPTER I.

STATEMENT OF THE PROBLEM.

This thesis is concerned with the relationship of the intelligence rating to the social environment and the personality of students. The area included in the investigation is the Marshal Foch Intermediate School District in Detroit, Michigan.

The group selected for this survey consists of 404 children of whom 152 are in the 7B grade, 158 in the 7A, and 94 in the 8B grade. All of these students were enrolled in the Foch School in September 1928. The entire seventh grade and two sections, or classes, of eight B children were selected because it was their first year in this school and their progress could be studied throughout the intermediate school period.

The following table shows the I.Q. distribution of the children in the survey group of 404 children. The left hand column of the chart shows the I. Q. symbol for each group. The heading for each column designates the half-grade represented in the column.

INTELLIGENCE RATING AND HALF-GRADE DISTRIBUTION OF THE CHILDREN.

I.Q.	7B	7A	8B	Totals	Per Cent.
A	21	33	25	79	19.5
B	32	23	12	67	16.5
C+	20	31	8	59	14.6
C	38	37	13	88	21.8
C-	27	17	22	66	16.3
D	12	14	12	38	9.4
E	2	4	1	7	1.8
Total	152	158	93	404	100.0

The main divisions of the problem are:

1. The intelligence rating in relation to the social environment.
2. The intelligence rating in relation to personality.

Part one of the problem is concerned with the relation of the social environment to the mental rating or general intelligence. It is also concerned with determining the differentiating factors within the social environment which are largely responsible for the success or failure in school work.

The second part of the problem is concerned with the relationship of personality to the intelligence rating. Personality from a sociological point of view includes the emotional, volitional, and sociality factors, as well as, intelligence or functions of the cerebral cortex. It includes all of the factors entering into the self-expression of the individual. From birth

the individual has his beliefs, attitudes, habits, and behavior in general moulded through the process of interaction in the social environment. It is, therefore, necessary to determine the extent to which the various factors within this environment socialize and develop the personality of the children and their parents.

In studying the local community the factors that have been considered are the family, playgrounds, schools, churches, economic institutions, and occupational activities, membership and participation in organizations, and the interrelationship of all of these factors in community life to the intelligence and other factors of personality of the students. The institutions were studied in their relation to the community and the degree to which they contribute or are of service in the development of the personality and the socialization of the children and their parents.

Method

Three methods of sociological research were employed in making this study:

1. The Historical Method
2. The Case Study Method
3. The Statistical Method

1. The Historical Method was employed in tracing the school records of the children. From the school records, the mobility of the families was traced. They also reveal the health marks and citizenship of the children during their school careers.

Historical community records show what changes have taken place in the environment with references to nationality and mobility.

2. The Case Study Method was used to make complete studies of children. Certain aspects of their behavior could only be studied by this method. This was especially true in determining the factors which differentiated the problem cases from the normal behavior.

3. The Statistical Method was employed where a sufficient number of like cases were available to indicate a trend or the extent of a given attribute. This method is different from the other methods of research in that its major emphasis is placed upon the enumeration and measurment of certain selected attributes as found in a large number of cases.

In order to obtain the very best results from the data

available, it was necessary to employ parts of each method in interpreting the results. The transition from one method to the other is not marked by a definite fixed boundary.

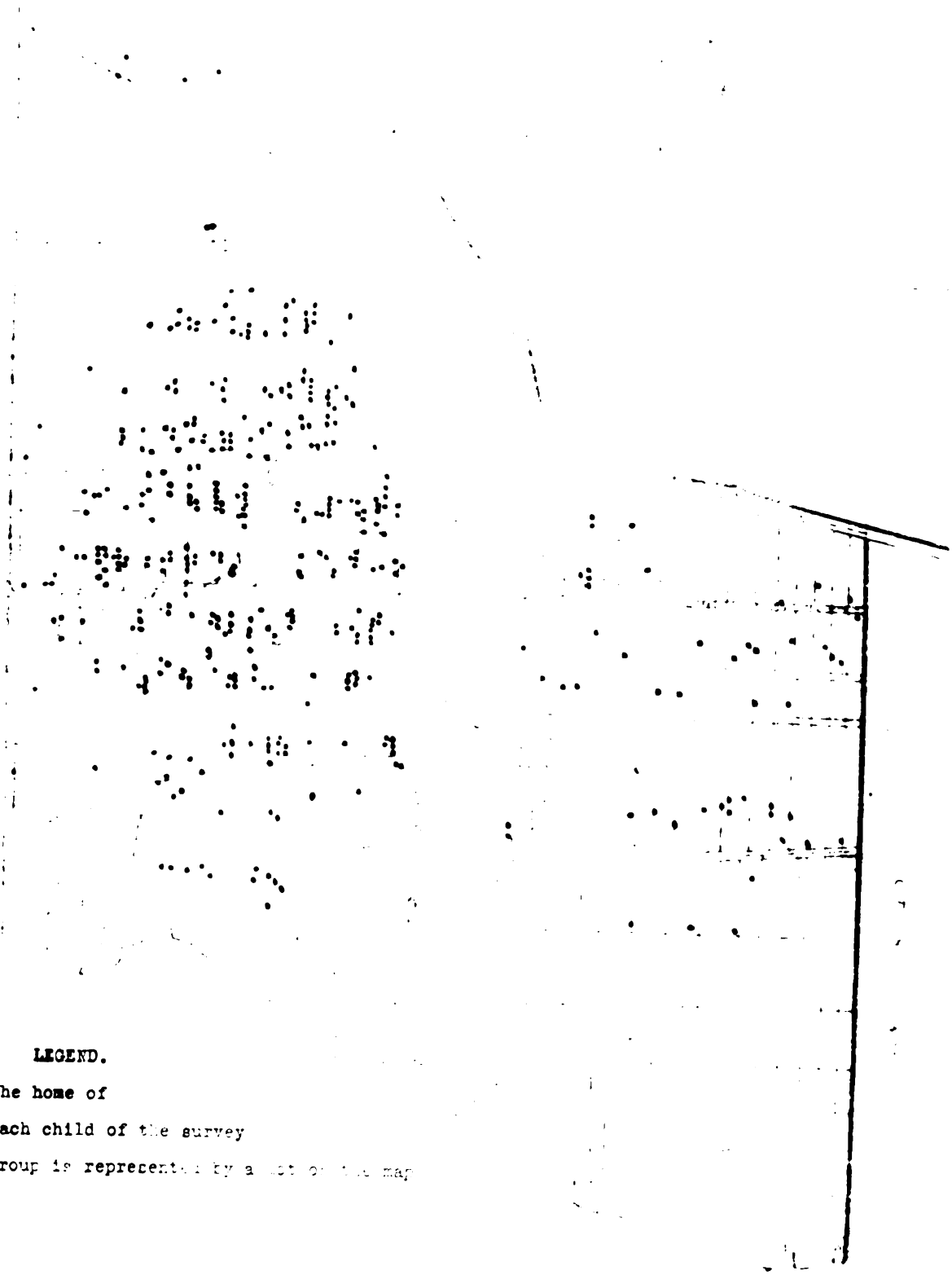
The information concerning the organizations was secured by the interview-schedule method and by questionaires, addressed to the community leaders.

The study of school progress was made by the use of the records of school accomplishment in the various subjects. Records of school progress through the elementary and intermediate school period, including teachers' marks, health, and citizenship were obtained from the files of the respective schools and these used as a basis of comparison.

The material relating to the children and the families was secured by the aid of questionaires and personal interviews with the children and their parents. The personal interview was used in connection with the home visits and school situation, bringing out relations which may affect the situation, and which cannot be gotten in any other way. Home visits were deemed necessary in order to obtain information at first hand, regarding the family and the true relation of this information to the school behavior of these children. This information relates to the types of homes in which the children spend a considerable portion of their time and which plays an important part in influencing school behavior.

MAP SHOWING THE DISTRIBUTION OF THE SURVEY GROUP IN THE POOR SCHOOL

D[illegible]ITY



LEGEND.

The home of

each child of the survey

group is represented by a dot on the map

CHAPTER II.

INTELLIGENCE RATING IN RELATION TO THE SOCIAL ENVIRONMENT AND PERSONALITY.

Introduction.

The mental rating in its relation to the social environment and the personality of the children is the central theme of this investigation. All of the various factors of the social environment are evaluated upon the basis of their contribution to the development of the intelligence and personality of the students. Therefore, with so much emphasis upon intelligence and mental rating, a short history of intelligence testing and definitions of terms used were deemed necessary.

This chaper contains the following: 1. A statement of the Detroit Intelligence Test. 2. A brief summary of the history of the development of mental measurement or intelligence testing. 3. Native and environmental factors in intelligence tests. 4. Intelligence rating and social environment. 5. Intelligence and other traits of personality.

The Detroit Intelligence Test.

The Detroit Board of Education has all children tested prior to transferring them from the elementary to the intermediate school, and the children who enter the intermediate school from other cities or from the parochial schools are given the Detroit Intelligence Test during their first semester

in the intermediate school.

The children in the home room sections are segregated according to their mental rating and their fitness for the group. By fitness is meant certain outstanding traits of personality which promote or hamper the activity in the class room and other school groups.

The intelligence quotient is the ratio of the mental age to the chronological age, based on the assumption that "Normal Intelligence" would be represented by a large mass of persons who would test at age, therefore, have an I.Q. of approximately 100.

The Detroit intelligence scores are expressed by letter symbols instead of figures for purposes of comparison with the uniform marking system used by Detroit teachers in recording student's scolarships. The letter rating scale used as intelligence quotient symbols in the Detroit Schools is as follows:

DETROIT INTELLIGENCE RATING SYMBOLS USED TO DESIGNATE GROUPS.

Symbol		Explanation
A	Superior Intelligence	Bordering on the mental capacity and ability of the genius.
B	High Intelligence	Exceptional ability below the level of the genius.
C+	Above Average	The central group consisting of approximately 60 per cent of the

Symbol		Explanation
C	Average	children is designated as the average group. The range of intelligence is considerable and for this reason the three divisions, above average, average, and below average are made.
C-	Below Average	
D	Bordering on the Moron.	A low level of intelligence. This group progresses more slowly than the normal group of children and requires special types of work to fit its needs.
E	Moron Level	A very low level of intelligence. These children make very slow progress in school and are usually retarded and over age for their grades. They do best when placed in special classes adapted to their needs.

Historical Background of Intelligence Testing.

A new era in American educational practices and procedure began in the latter part of the nineteenth century. This was largely brought about by the new philosophies of educational leaders, trained abroad. Scientific method had been entering the teaching profession for several years and was stirring the minds of schoolmasters to know more about new methods.

The work of Cattell, at Columbia College in 1894, attracted wide attention at that time. As early as 1890, he published several articles on "Mental Tests and Measurement". In his writings, he made a plea for the standardization of methods and procedure. He early recognized the necessity of establishing norms.

The work of Binet, during the years 1905 - 1911, served to focus attention of phychologists on his scales as the most practical means for the measurement of mental ability. Binet devoted fifteen years of study to the problem of developing his scales which consisted of many simple tests, arranged in the order of their increasing difficulty. One group of these tests was adapted to children, one to two years old, and the others to children of, four to twelve years of age.

"In 1904 an educational measure in Paris required the selection of all the mentally defective children in the public schools, such selection to be made by means of individual examinations. There was at that time no definite method of

making such examination, and with the object of supplying one, Binet and Simon determined to standardize their scale of tests. In order to do this, selected groups of pedagogically average public school children were examined -- ten each of the ages, three to six, and fifteen each of the ages, seven to twelve, inclusive. The series of tests was finally arranged in age groups according to the results of these examinations and those previously conducted." [1]

In 1908, Binet published his second scale. Here he grouped the tests according to ages. He, also, introduced for the first time the idea of the mental age. The mental ability of any individual is expressed by the age that he reaches in the graded series of tests and this age is known as his mental age.

Other psychologists had made comparisons of children's achievements on the tests with their age, but Binet was the first to incorporate the theory of mental age into his tests and to define the relationship between mental and chronological ages.

Goddard was the first to introduce the Binet scales and to use them in this country. He had seen the work of Binet in France and was acquainted with his work in the field of the feeble-minded. In 1906, Goddard was appointed director of the Vineland Home and Training School for Feeble-minded. This institution is noteworthy as the first psychological labratory in this country devoted to this work. Goddard adapted the tests to American conditions when he began using them and later standard-

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1. Pintner. "Intelligence Testing" page 15.

ized Binet's 1908 scale on the basis of 2000 children. [2]

At first there was considerable difference of opinion among psychologists as to the validity of Binet's Scales and the possibility of measuring general intelligence in the manner. Some declared the whole procedure as unscientific and based on false premises. Others again accepted the measures as something sacred and evolved at the hands of a master mind. Between these two extremes were those who could see the value of the scales and by patient trial and error method revised and enlarged upon the work of Binet.

In 1916, Terman published the Stanford revision of the Binet-Simon Scale. The Stanford revision added nothing essentially new to the idea of Binet. He did, however, work out more fully and accurately the method suggested by Binet. In the revision, Terman made one important contribution, namely: the adoption of the intelligence quotient, as suggested earlier by Stern. The use of the intelligence quotient brought this scale into more common use.

It must not be forgotten that, meanwhile, numbers of other tests and methods of measures of intelligence were being developed. The work of Binet had stimulated wide interest in the subject. The most recent development in mental testing has been in the field of group intelligence tests. These tests are devised to test the intelligence of a group of children simultaneously. Thorndyke was one of the pioneers in this field.

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[2] Ibid., page 41.

The entry of this country into the European War and the utilization of intelligence tests in the army attracted widespread attention to group testing.

The Psychological Concept of General Intelligence.

The early psychologists went about the matter of measuring general intelligence with a rather vague idea of intelligence. In fact, we still find a very wide difference of opinion regarding its nature and find practically all of the leading psychologists differing in their definitions of it. The early work of Binet shows that he did not have a well-formulated definition of general intelligence, but rather numerous descriptions of it.

In 1903, Binet defined intelligence in a broad sense as equivalent to the higher mental processes. The psychologists had in every case a general working hypothesis upon which to base their procedure, but the meaning of general intelligence has been a gradual growth and did not start with a clear definition of what it consisted.

Definitions of General Intelligence.

Stern defines "General Intelligence" as the ability of the organism to adjust itself adequately to new situations. Many definitions of intelligence were published in a symposium in the Journal of Educational Sociology. Many of the writers have developed short definitions of intelligence and then describe

what they mean by intelligence in greater detail. Following are some definitions:

"We may then define intellect in general as the power of good responses from the point of view of truth or fact." Thorndyke. [3]

"An individual is intelligent in proportion as he is able to carry on abstract thinking." Terman[4]

"Intelligence is an inquiring capacity." Woodrow[5]

Sperman's theory is based upon two factors: The first factor "All intellective activity depends in some degree on one and the same general fund of mental energy." The second factor is on individuals "Specific capacity for that particular kind of performance."[6] This definition by Sperman was not generally accepted, but it did lead to a great deal of discussion out of which we have a much better understanding of general intelligence.

Some of the psychologists referred to in the symposium, namely: E.L. Thorndyke, F.N. Freeman, S.S. Colvin, L.M. Terman, R. Pintner, V.A.C. Herman, and Sperman, were inclined to believe that intelligence is determined more largely by training than by native ability.

In 1917 and 1918, the wide application of group intelligence tests to the drafted men of the army revealed that the diagnostic values of the tests were negliable in detecting the differentiating factors between the criminal and the normal

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3. Symposium, Journal Educational Sociology 12: 23-47, 195-216. 1921. 4. Ibid., p.125. 5. Ibid.,p.129. 6 Ibid., p.129.

social behavior of adults. These results served to indicate that the superiority of certain children and adults was not totally due to innate abilities and must be determined largely by the differences in environment. This is well summed up in the following statement by Thomas. "There is evidence at hand to show that instead of the mental tests diagnosing differences in innate ability the I.Q. tends to diagnose, or to reflect strongly in its diagnosis, difference in environment." [7] Thus we find the sociologists emphasizing the importance of the social factors in determining the growth of intelligence.

Native and Environmental Factors in Intelligence Tests.

Terman in his investigations realized that certain phenomena could not be explained on the basis of nature alone. He made the suggestion that a series of investigations be made with very young children in order to determine the influence of nurture upon the growth of intelligence. The investigation, reported in the twenty-seventh yearbook of the National Society for the Study of Education 1928, was conducted for the purpose of determining the influences of nature and nurture upon achievement. Following is a brief statement of the findings of the study.

Family similarity in Mental-Test Abilities.

"In this study it was found that there was a very close

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7. Thomas & Thomas. "The Child in America" p. 338.

correlation between the test scores made by the various members of the families tested. The author of this study R. R. Willoughby, Phd., makes this statement "Whether this is equivalent to saying that inheritance and environment are approximately equal determinants of mental-test ability is a question we only suggest here".

A Study of Parent Child Resemblence in Intelligence.

"No confirmation is found for the doctrine that the superior grades of intelligence are dominant to the inferior grades. To the extent that correlations may be taken as evdence, the inferior parent exerts the same degree of influence as the superior parent, in determining the mental test score of the progeny."

"In the tables, the mother's coefficient averages five points higher than the father's -- again an unreliable, but fairly consistent difference."

The Influence of Environment on the Intelligence, School Achievement, and conduct of Foster Children.

The chief problem of this investigation was to determine whether the intelligence of the child is affected by the character of his environment.

1. "A group of children were tested before placement and then retested after several years of residence in a foster home. A comparison of their ratings on the two tests gave evidence of a significant improvement in intelligence (as measured by intel-

ligence test scores). A study of certain sub-groups showed that the children in the better foster homes gained considerably more than did those in the poorer homes. Furthermore, the children who were tested and adopted at an early age gained more than those adopted at a later age. These facts appear to indicate that an improvement in environment produces a gain in intelligence."

2. "A comparison was made between the intelligence of siblings (brothers and sisters) who had been reared in different foster homes. The correlation between their intelligence was found to be lower than that usually found for siblings raised together."

3. "Two unrelated children reared in the same home were found to resemble one another in intelligence."

Influences upon Mental Development.

"By methods which have permitted the effects of environment to be studied separately from those of heredity in conjunction with environment, this study has sought to evaluate the factors conditioning the intelligence of a group of white American School children, living in ordinary variable circumstances." The main conclusions thereby reached are as follows:

1. "Home environment alone contributes about 17 per cent of the variance in I.Q.; parental intelligence alone accounts for about 33 per cent."

2. "The total contribution of heredity, ie. (of innate and heritable factors) is probably not far from 75 or 80 per cent."

3. "Measurable environment one standard deviation above or below the mean of the population does not shift the I.Q. by more than 6 to 9 points above or below the value it would have had under normal environmental conditions."

4. "The maximal contribution of the best home environment to intelligence is apparently about 20 I.Q. points, or less, and almost surely lies between 10 and 30 points."

5. "With regard to character and personality traits, upon which the data presented are less reliable and less objective than those upon intelligence, the indications are that environment is at least as potent as in the case of intellectual traits -- possibly much more potent."[8]

Sociologists hold that intelligence based upon the functions of the cerebral cortex is but one of the elements of personality, and that the volitional, emotional, and sociality characteristics are important aspects of personality. Sociologists point out that personality may be measured in a relationship in which the individual takes part in the process of interaction.

The following statement by John Dewey, very fittingly, summarizes the relation of the individual in the social process.

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8. Twenty-Seventh Yearbook of the National Society for the Study of Education. Part One. Chapter IV, V, IX, and X.

"But for an active being, a being who partakes of the consequences instead of standing aloof from them, there is at the same time a personal response. The difference imaginatively forseen makes a present difference, which finds expression in solicitude and effort. While such words as affection, concern, and motive indicate an attitude of personal preference, they are always attitudes toward OBJECTS -- toward what is forseen. We may call the phase of objective foresight intellectual, and the phase of personal concern emotional and volitional, but there is no separation in the facts of the situation." [9]

"Such a separation could exist only if the personal attitudes ran their course in a world by themselves. But they are always responses to what is going on in the situation of which they are a part, and their successful or unsuccessful expression depends upon their interaction with other changes. Life activities flourish and fail only in connection with changes of the environment. They are literally bound up with these changes; our desires, emotions, and affections are but various ways in which our doings are tied up with the doings of things and persons about us. Instead of making a purely personal or subjective realm, separated from the objective and impersonal, they indicate the non-existance of such a separate world." [10]

Intelligence and Other Traits of Personality.

The sociologist is interested in the interaction of

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9. Dewey, John. "Democracy and Education". page 147.
10. Ibid., p. 147.

personalities. The present tendencies are to study and explain the behavior of the individual in relation to the social situation. The general method used by sociologists may be called "situational" or the "behavioristic" approach.

In the study of personality there is a growing tendency to consider emotional, volitional, and social factors, as well as, intelligence. There have been many tests devised to measure these traits of personality, but the general movement is hampered by the difficulty of accurately defining the extent and scope of the traits to be measured. The work of Allport in this field is a noteworthy pioneer effort.

CHAPTER III.

HISTORICAL BACKGROUND OF DETROIT.

Detroit is located on the west side of the Detroit River about eighteen miles above Lake Erie; it has an area of eighty square miles, with a shore line of ten miles on the river.

LaSalle sailed up the Detroit River on his voyage of discovery in 1679; he was very favorably impressed with the future of the locality. The site selected for the location of the city was the most beautiful on the river. It is narrow at this point and has high banks on each side. This was the site of an indian camping ground and many of their trails had crossed the river at this point. Below Detroit the shore line is bordered by marshes on both sides and was not suitable for landing.

The French originally claimed all of the land which is now the state of Michigan. They named the river, separating what is Detroit, Michigan and Windsor, Canada, "Detroit", a French word meaning strait or narrow, from which the city derived its name.

The city was founded in 1701 by Antoine DeLaMothe Cadillac, with one hundred followers. They built a fort between what are now Shelby and Griswold Streets near Jefferson Avenue. This early trading post was named Ponchartrain, in honor of the French colonial Minister.

In 1749 the French Government sent settlers to Detroit. Each settler was granted a farm of four arpents on the river

front and forty arpents deep, an arpent being equal to approximately sixty yards. This plan gave each farm holder water rights for fishing and a means of communication; it also made possible the building of the farm homes close to each other for protection and companionship.

Later, in the development of the city, the north and south streets were named after the owners of the farms; this is especially true of the east side from Woodward Avenue to Townsend Avenue. The map on page 30 gives a clear idea of the plan of streets which grew out of this early plan. These streets were straight, running north and south, paralleling the farms. Some of the streets to which the French gave names are: St. Antoine, Hastings, Beaubian, Russel, Rivard, Riopelle, Dequindre, St. Aubin, Dubois, and Chene. The east and west streets were short and irregular, varying to fit the immediate needs of the subdivider. The process of straightening and continuing many of these streets is still being carried out.

Until 1760, Detroit was a part of New France. In that year, the English took possession. By the treaty of peace in 1783, Michigan was ceded to the United States. In 1796, Detroit, then named Fort Shelby, surrendered to the United States, and in 1802 was incorporated as the town of Detroit. In 1805, Michigan was formed into a territory with Detroit as the capitol, and during the same year nearly every building was destroyed by fire.

During the War of 1812, Detroit was again under the control

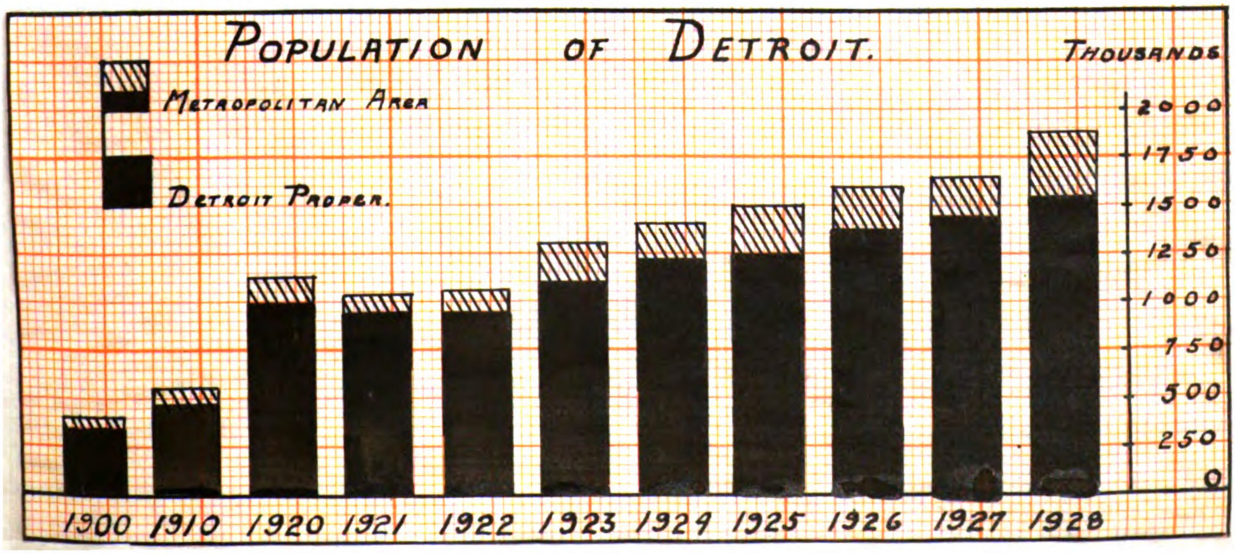
of the British and was restored to the United States by the Treaty of Peace in 1815.

The opening of the Erie Canal, the introduction of the steam boat on the Great Lakes, and the building of railroads, all within a period of twenty years were the main factors in the industrial development of the city. An abundance of raw materials, and a direct water route to the East were important factors attracting industrial enterprises to this locality.

The Growth of Population and Industry.

In 1899, the number of establishments doing business was 1,259 with 43, 320 persons employed, and a capital of $67,224,000. It was then, as it had been for some years previous, the leading city in the country in the manufacture of stoves and freight cars, second in pharmaceutical preparations and had made a good start in soda ash and kindred alkalies.

In 1910, the population within the city limits was 465,766 and in 1920, it was 1,088,853. The present population is estimated at 1,242,044.



The principal factor in this remarkable growth is the expansion of manufacturing industries. A relief map of the industrial areas of the Foch School Community is on page 34. In 1910, the report of the State Labor Commissioner showed 113,034 industrial workers in Detroit, in 1920, it was 267,000 and in 1928, the number was estimated at 32,523 by the Detroit Manufacturers Association.

The largest single factor in the growth of the city, however, is the manufacture of automobiles. In 1910, this industry gave employment to 30,000 persons and turned out 114,400 cars. In 1920, there were twenty-five companies assembling automobiles and one hundred sisty-five whose business was making auto parts and accessories. 1,250,000 cars were produced that year, which was 58 per cent of all the cars made in the country. At the present time, there are approximately 140,000 workers employed in the automobile industry.

Within the city limits there are 1,536 miles of streets and alleys and 17 miles of boulevards; over 400,000 trees, valued at about $1,500,000.00; 326 miles of street railways, on which ride daily an average of 1,105,000 passengers, and 1,267 acres of parks, which will be more than doubled in area when condemnations are completed.

The Foch School and The Community.

The term community is loosely applied to towns, villages, and rural areas. Local areas within the cities are also called

communities. The term is applied to economic, political, and cultural communities. From a sociological point of view, the community is defined in terms of the common experiences of the group and only secondarily in terms of its interests.

The most significant fact about the growth of modern cities is the conglomoration of various races and nationalities. The structure of modern cities is built around the framework of transportation, business organizations and industry, highways, rivers, parks, boulevards, and other significant features. All of these factors tend to break up the city into many areas. Natural areas are basic forces which determine the groupings of people in modern society, bringing them together into various colonies and environments. "The sociologist is interested ultimately in the natural social area, but some of the other types of natural areas have an intimate relationship to the natural social groupings."[11]

Ecological Factors.

The Foch Intermediate School district is on the East side of the City of Detroit. The district extends east of McClellan Avenue, approximately two and one-half miles to the city limits which is Wayburn Avenue. The northern boundary is irregular and is formed by Shoemaker and Mack Avenues. This area varies in width from one mile on the eastern half to two miles in width on the western half. The entire district is flat with a

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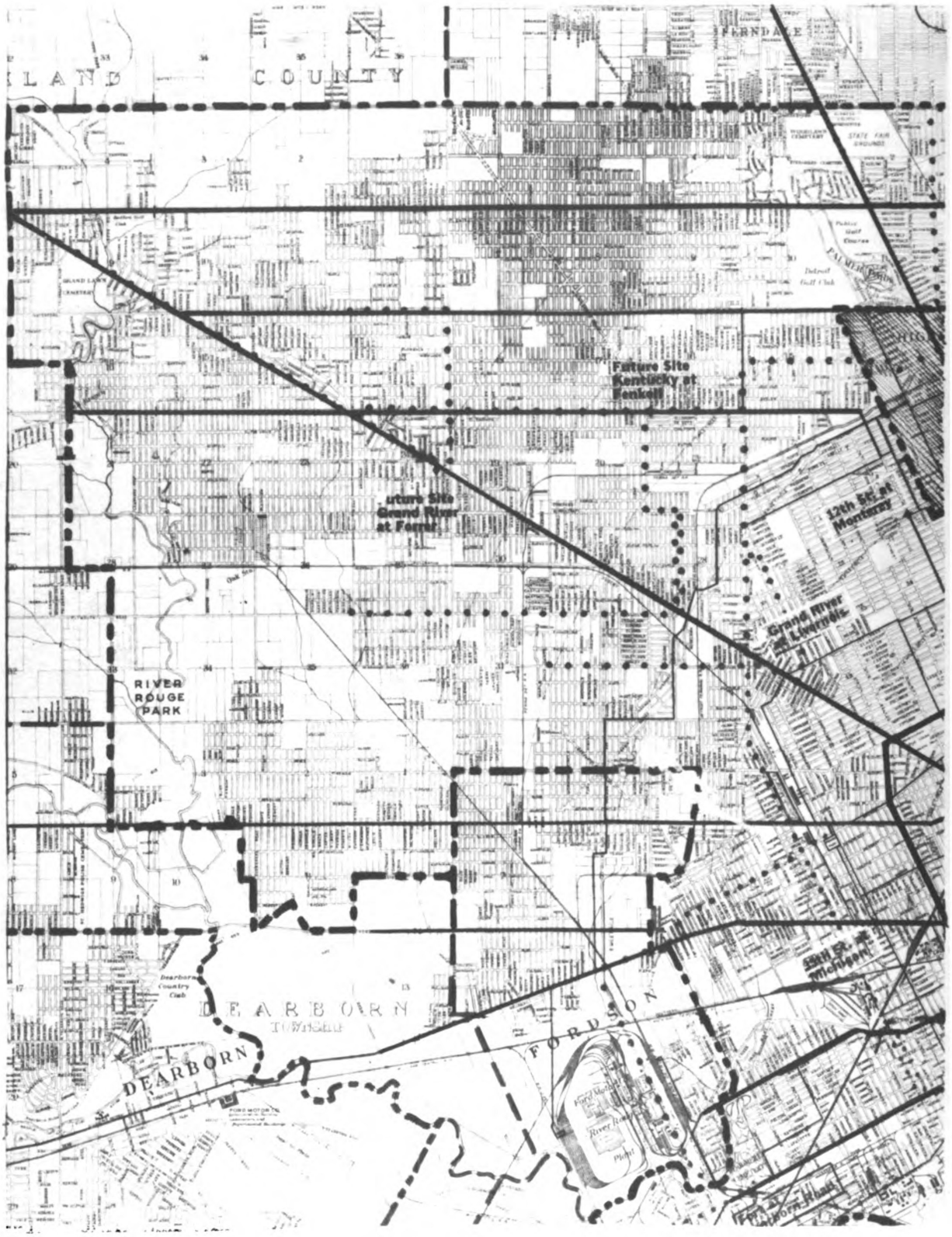
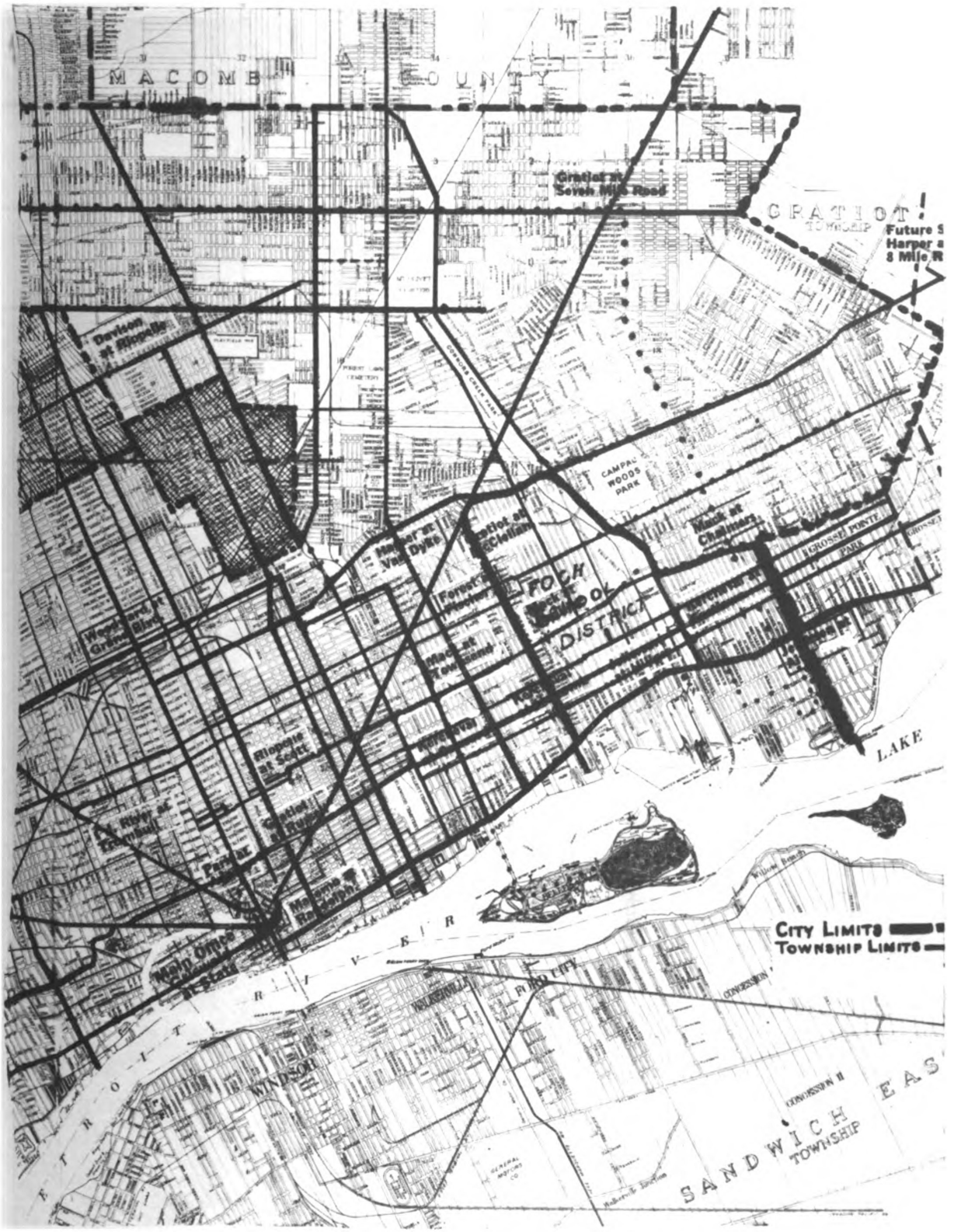
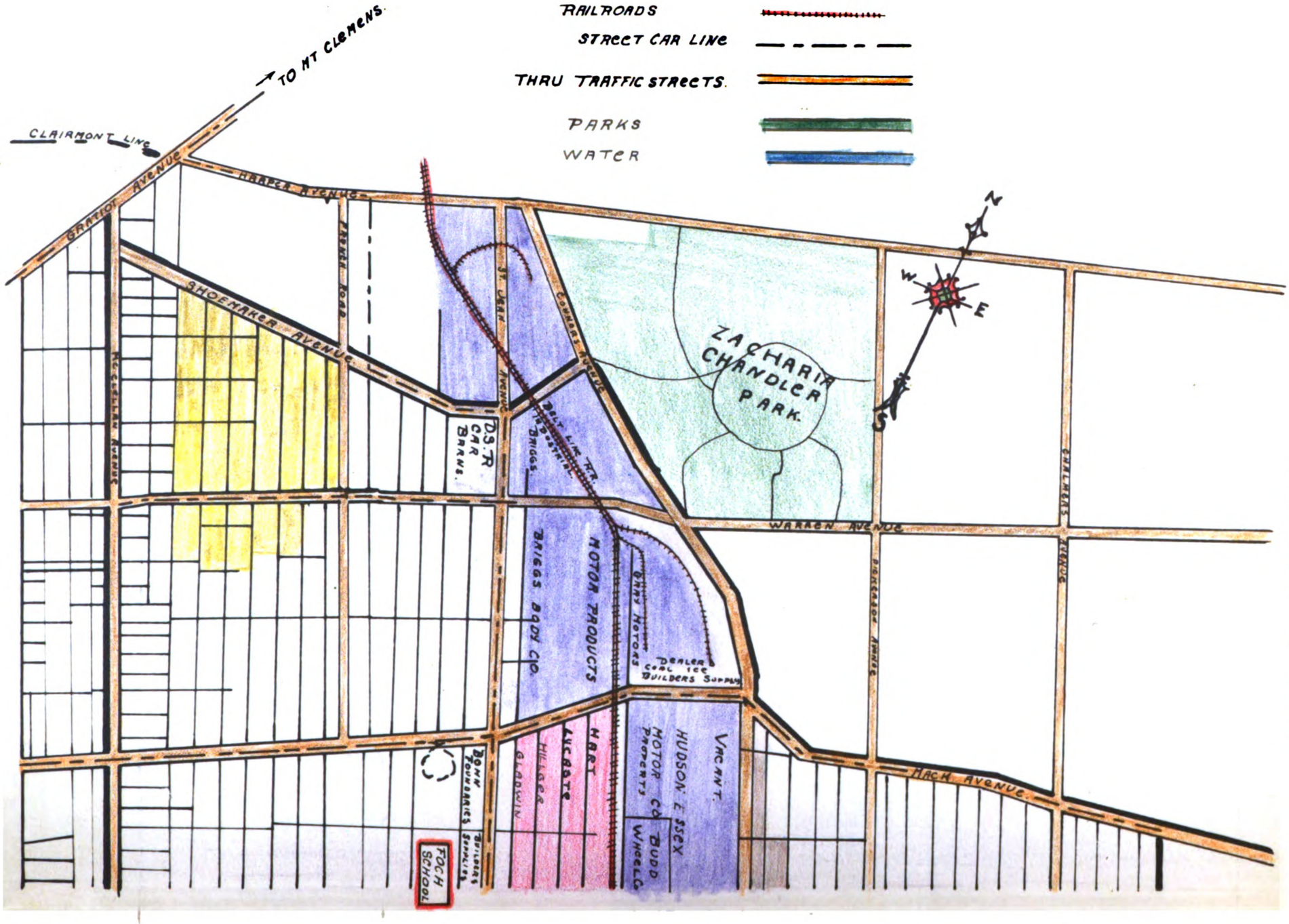
11. Vivian Palmer. "Field Studies in Sociology" page 64.


COUNTY
Future Site
Kentucky at
Fenkell
Future Site
Grand River
at Forrer
12th St. at
Monterey
Grand River
at Livernois
RIVER
ROUGE
PARK
Dearborn
Country
Club
DEARBORN
DEARBORN
FORDSON
58th St. at
Michigan

MAP OF THE



CITY OF DETROIT


RAILROADS
STREET CAR LINE
THRU TRAFFIC STREETS.
PARKS
WATER
TO MT CLEMENS
CLAIRMONT LINE
GRATIOT AVENUE
HARPER AVENUE
FRENCH ROAD
ST. JEAN AVENUE
CONNORS AVENUE
SHOEMAKER AVENUE
McCLELLAN AVENUE
D.S.R. CAR BARNS
BELT LINE R.R.
BRIGGS
ZACHARIA CHANDLER PARK
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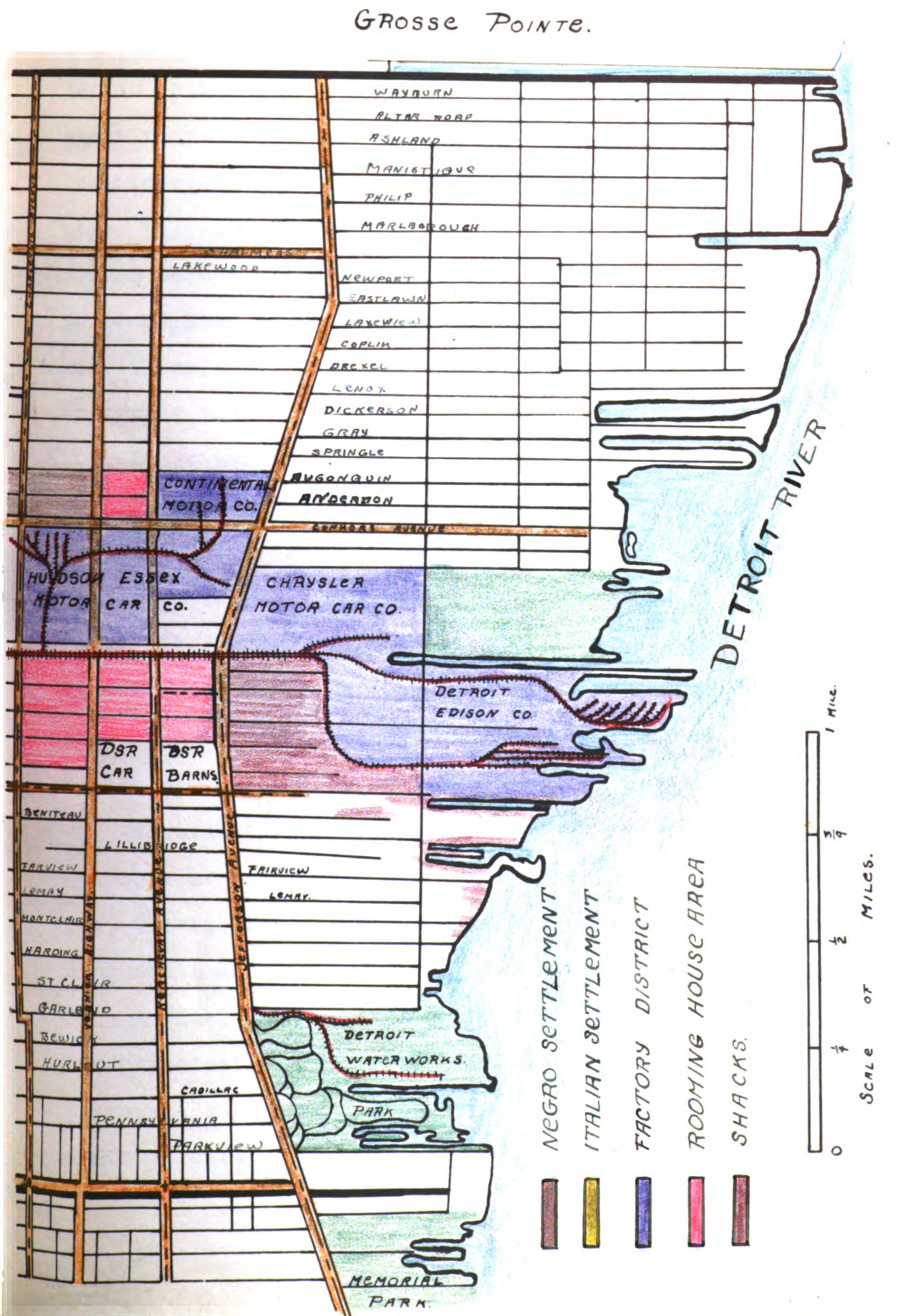
CHALMERS AVENUE
BIENVILLE AVENUE
BRIGGS BODY CO.
MOTOR PRODUCTS
GRAY MOTORS
DEALER COAL ICE BUILDERS SUPPLY
VACANT
HUDSON ESSEX
MOTOR CO PROPERTY
BUDD WHEEL CO
HART
LYCRATE
HILLGER
GLADWIN
BOHN FOUNDRIES
BUILDERS SUPPLIES
FOCH SCHOOL
HACK AVENUE

BASE MAP OF

THE FOCH COMMUNITY



gradual slope back from the river. The map of the city, page 30 will help to locate the school district in its relation to the city. Remnants of two former creeks or drainage streams run north and south through the lower part of the district. These streams are indicated on the base map page 31 and on the flood district map on page 45. There are no marshy areas in the community, however, flood areas surround the Connors and Fox Creek basins below Jefferson Avenue; these creeks overflow their banks whenever heavy rains or spring thaws occur.

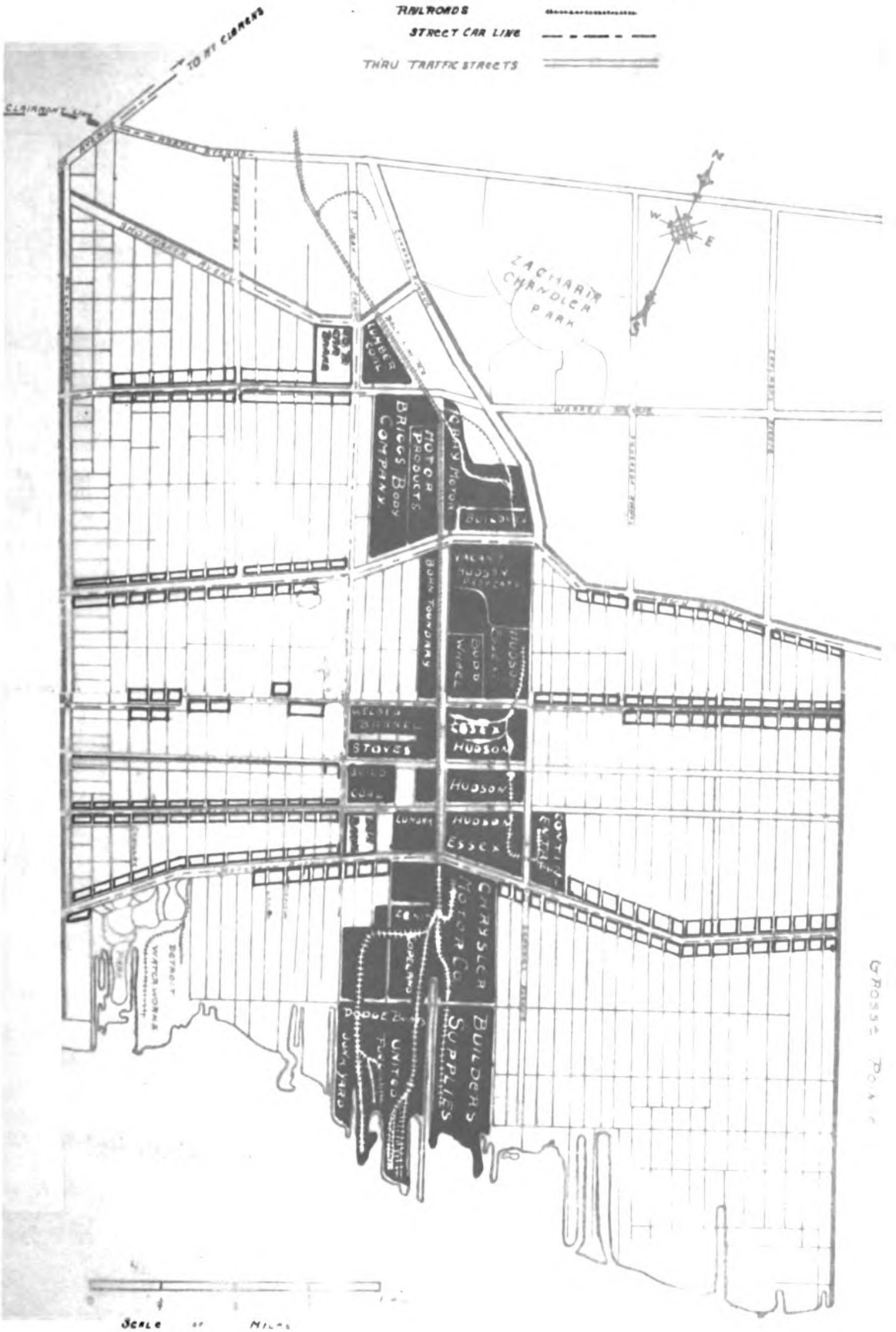
The river is one of Detroit's greatest assets. It is one of the busiest rivers in the world from the standpoint of commerce. At the location of the city the river is about one-half mile in width and at its greatest depth is forty-six feet. It flows always in the same direction, toward Lake Erie, at the rate of one and one-half miles an hour. Every seven hours the entire river on Detroit's front is a new, clean, health promoting body of water.

Several through arteries which cross the district east and west are Jefferson Avenue, Kercheval Avenue, Vernor Highway, Charlevoix Avenue, Mack Avenue, and Warren Avenue, running north and south are McClellan Avenue, French Road, St. Jean Avenue, Connors Avenue and Chalmers Avenue. These are the principal thoroughfares and the majority of them are stop streets, or right of way thoroughfares. All of the north and south streets in the district are straight and many of them

continue on to the city limits on the north. The maps on page 30 and 31 indicate the street plan and the map on page 34 has the through traffic streets in relief. In its early development, the through highways consisted of Jefferson, Kercheval, and Mack Avenues; they were the principal arteries of travel connecting with other parts of the city. Business and industry centered about these thoroughfares and residences grew up in the vicinity.

The Detroit Belt Line Railroad extends north from the river and connects with all railroads entering the city. There are sidings and spurs extending to all of the large industrial concerns in the factory district. This railroad was constructed about twenty-five years ago, at which time, this territory was chiefly farm land. The enormous growth of industry in Detroit, from 1900 to 1914, was responsible for many factories and industrial establishments locating along the railroad. The industries attracted large numbers of factory workers and these combined factors were responsible for the rapid growth of this community.

The factory district runs north and south on both sides of the railroad. It is bounded by Hart and St. Jean Avenues on the west and by Connors Avenue on the east. This area is occupied chiefly by automobile factories and factories making auto parts and accessories, with a sprinkling of coal yards, lumber and building supply companies. This area is shown on the map, page 34.



INDUSTRIAL RELIEF MAP.

The Foch Intermediate School district is composed of two natural social areas. The factory district along the Belt Line Railroad divides the district into two parts. The area west of the railroad is fiftenn to twenty years older than that on the eastern side.

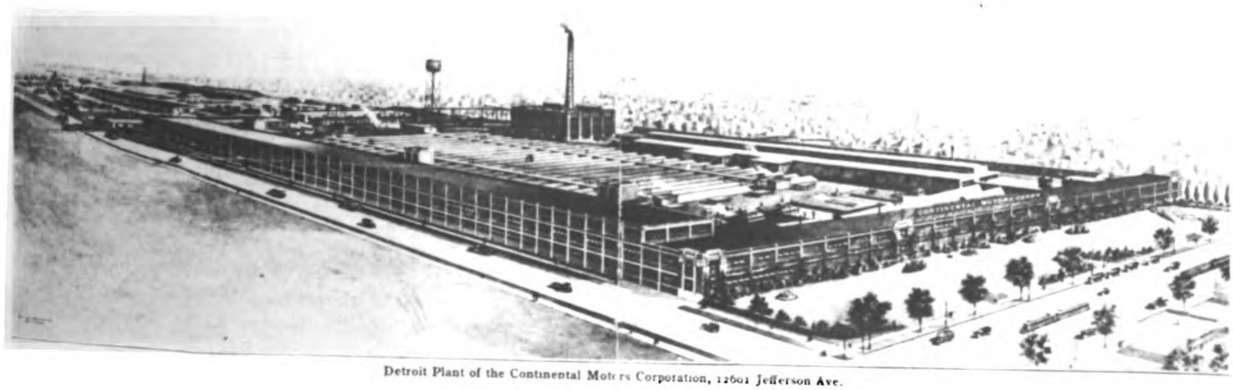
The older portion of the community was developed by gradual stages from McClellan Avenue eastward to the belt line railroad. This district was subdivided during the period from 1890 to 1910. It is solidly built up with residences; the business and shops are on the east and west thoroughfares, namely: Jefferson, Kercheval, Mack, Charlevoix, and Warren Avenues. The dwellings average from fifteen to forty years in age, and range from a very excellent type of single and double homes to those of average structure. The original population consisted chiefly of American born whites and northern Europeans. They were an aggressive people, the families representing professional and business interests of the day, as well as, the highly skilled occupations.

The first homes were built during the period when large frame houses and bungalows were fashionable. The early part of this growth occurred during the large scale lumbering operations in Michigan when white pine was comparatively cheap. At that time, Detroit was the Mecca of the industry as a milling and shipping point.

The principal residence streets extend north and south and the majority of them are lined with beautiful American elm and maple trees. The east and west streets are chiefly occu-

TYPICAL VIEWS OF AUTOMOBILE MANUFACTURING PLANTS IN THE COMMUNITY

Hudson Motor Car Company
Hudson Super-Six and Essex
12801 Jefferson Ave.



Detroit Plant of the Continental Motors Corporation, 12601 Jefferson Ave.

pied by business and shops. The transportation facilities and through traffic lanes are routed abong these streets. These streets in many instances have undergone considerable change in recent years. They have been widened, extended, and straightened to keep pace with the increased volume of traffic which uses them.

Beyond the belt line railroad to the east is Detroit's newer east side residential section. Here we find the successful business and professional men on a balmy summer evening giving expression to their hobbies, of immaculate lawns, fancy roses and flowers, pet dogs, swapping tales of the performance of their newest motor cars, of their games of golf, and their prowess of fishing and hunting. There is considerable community feeling in this area, a feeling of more or less similar sentiments and attitudes. This is especially true regarding civic matters. Numerous examples of this community feeling are evidenced in the hearty support of improvement associations, local business men's clubs, and civic organizations in general.

The following is an example of the solidarity of feeling in the community where pride in home ownership and a desire to maintain the existing social pattern dominates and controls the behavior of its members. Recently a colored physician purchased a new home on one of the select residential streets in the community, through a real estate broker. There was immediate action in the community when news of the purchase leaked out. Attempts were made to purchase the home from the colored man,

but these efforts were useless because the colored man wished to make it his home. The city council was next appealed to and urged to act in behalf of the community, but the council was powerless. Court action was then resorted to and an injunction secured to prevent occupancy by the colored family, and yet the family began to move into the home. This was more than the group could endure and mob action was resorted to, but the colored family was prepared for such an outbreak for the first indication of violence brought a fusilade of gun fire in which several citizens were injured or killed outright.

Here we find a district social pattern; social position in the group is closely associated with success in a chosen occupation. In the community the evening card clubs, the social gatherings of the church, and the meetings and parties of the lodges are the major social events. School assemblies, plays, and social evenings never fail to receive a hearty response from the parents of this community. The parents of this community have a deep interest in the welfare and education of their children. In this area, the family is supreme. We find the majority of the most progressive and stable families concentrated in these outer residential areas surrounding the city.

Recreational Facilities in the Foch School Community.

City Parks.

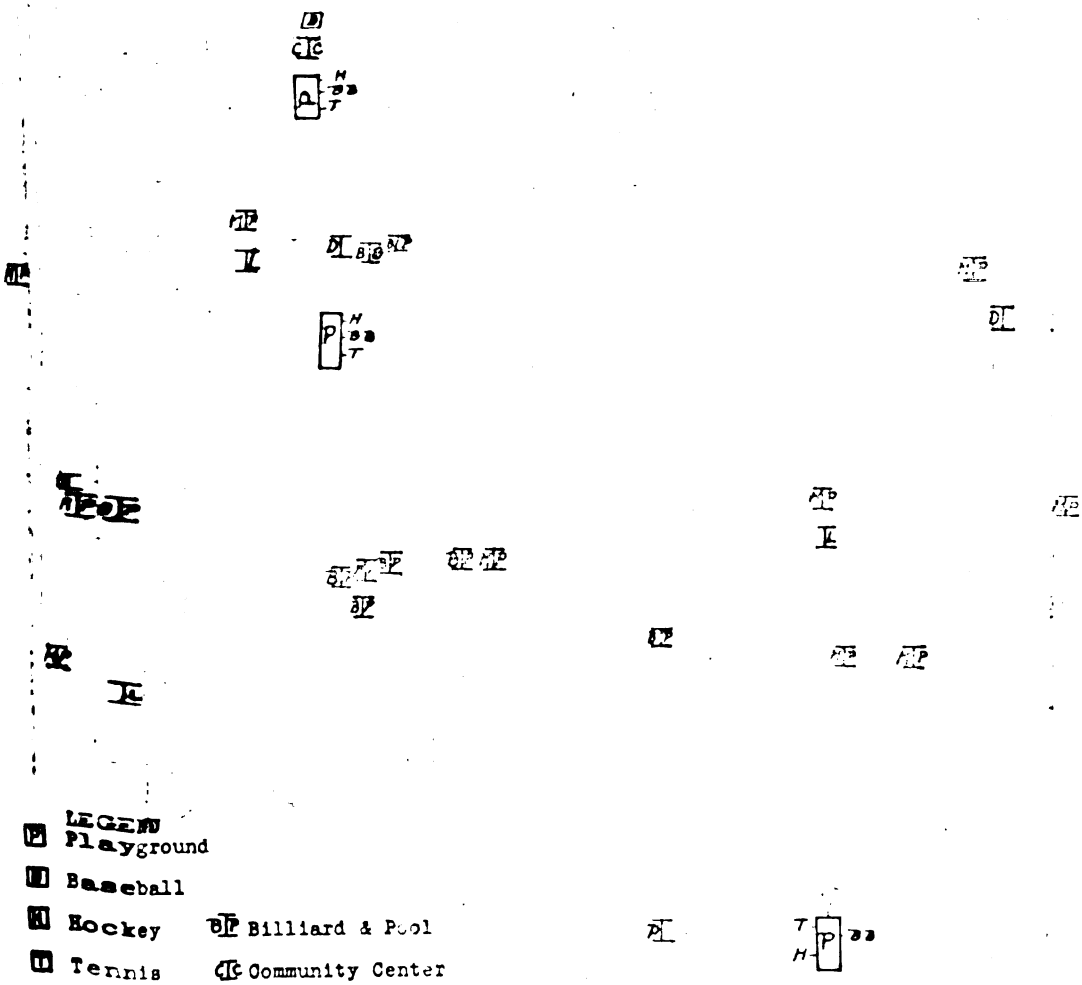
This community is unusually fortunate in having an

abundance of city parks available for recreational purposes. Belle Isle, one of the most beautiful island parks found in and American city, is located in the Detroit River opposite Waterworks Park. It is reached by ferry or by the bridge at the Grand Boulevard. Chandler Park is at the northern corner of the community and is accessible to a number of through streets. Both of these parks have facilities for golf, tennis, base ball, and skating, as well as, the less strenuous recreational facilities found in city parks. Waterworks Park, at the foot of Cadillac Avenue, is very beautiful. The water pumping station and filteration plant are located here and attract numerous visitors to them. Belle Isle and Waterworks Parks are the most popular because of their water sports facilities. Canoeing on the lagoons in summer and skating in winter are sports which draw thousands from all over the city and surrounding towns. Every warm day the bathing beaches are crowded with bathers from every station in life. Sailing is very popular on the river and we find a number of sailing clubs in the community. The construction of sailing models is one of the popular extra-curricular activities among the boys of the Foch School.

Playgrounds.

Playgrounds are popular in the community as evidenced by the number of young and old alike participating in play activities. The department of recreation in cooperation with the

INSTITUTIONS AND RECREATION MAP OF THE FOCH SCHOOL COMMUNITY



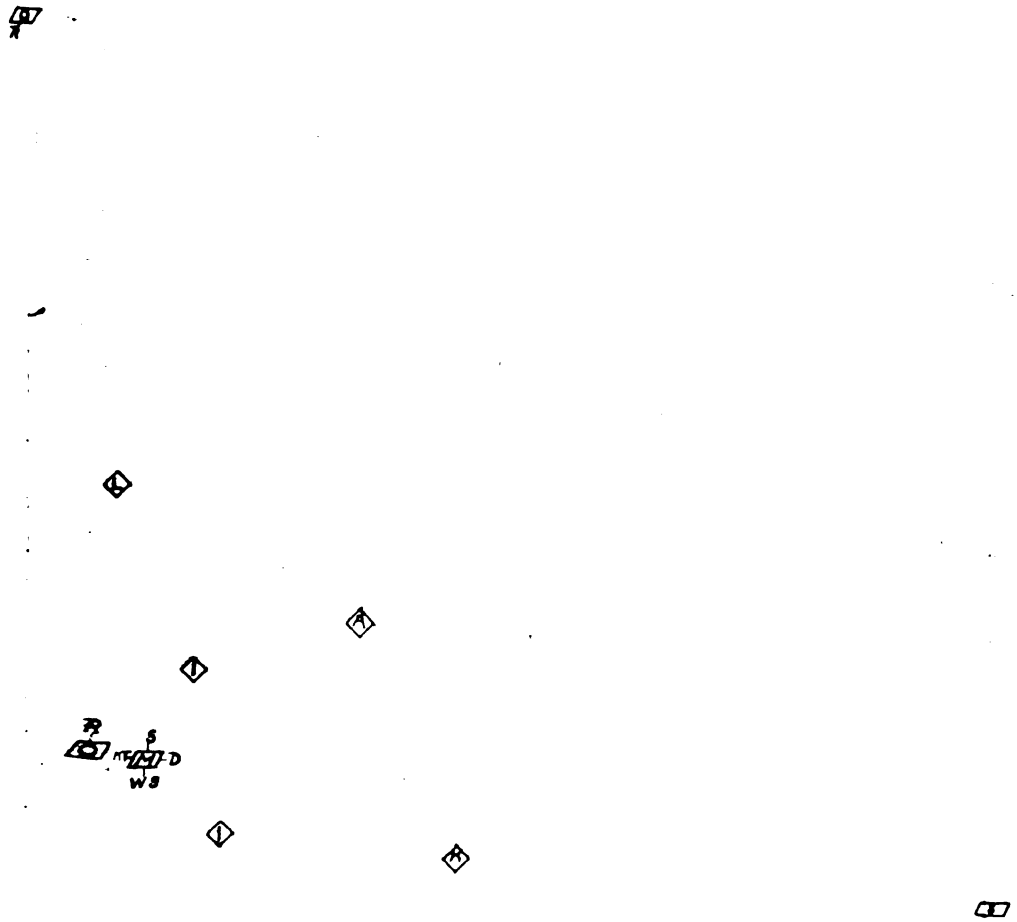
LEGEND
Playground
Baseball
Hockey
Tennis
Bowling Alley
Ball Park
Library
Billiard & Pool
Community Center
Dance Hall
Moving Picture
Park

Board of Education, maintains a playground in connection with each public school. The Department of Recreation also maintains three large playgrounds equipped with a shelter and a play leader. The St. Clair Community center is on the largest play field and provides recreational facilities for a large number. The play centers are well distributed over the community at strategic points. During the summer vacation, the swimming pools of the Foch School and the St. Clair Community Center are open for bathing afternoons and evenings. The department of recreation have play leaders at the larger playgrounds during the vacation period; these leaders direct and organize the play and promote cooperative games among the children.

The River Front.

In the early development of the city the river front in this community was of little value. It was very near water level and the spring thaws flooded as far back as Jefferson Avenue. Rising land values together with economic necessity led to its eventual improvement. The level of the ground was raised and during the process extensive canals and lagoons were built. The plan which developed in the process provided a paved street in front of the residences and a Venitian waterway at the rear. In general the waterways are well kept and present a neat appearance. They are navigable to shallow draft vessels and pleasure craft.

CIVIC CLUBS AND LODGES IN THE FOCH SCHOOL COMMUNITY



I.O.O.F.
Masons
Demolay
Rebekah
Eastern Star
Knight Templar
White Shrine
Kiwanis
Lions
Business Men's Club
Audubon
Improvement Association

The Influence of the Creeks.

Connors Creek extends north from the river and ends about two hundred feet below Jefferson Avenue. Formerly this creek originated north of the district above Gratiot Avenue and ran south to the river. This was an unsightly and unsanitary stream and in the course of the development of the city a large trunk line sewer has been constructed to which the drainage water of the area was diverted. The creek has been filled and considerable of the ground is now occupied by factories and the municipal airport. Much of the area surrounding the remaining portion south of Jefferson Avenue is below the river level at high water and on several occasions the immediate vicinity is flooded. The sewage water and surface drainage is raised to the river by large centrifugal pumps, and this is one of the reasons for flood conditions.

Fox Creek is a drainage stream originating above Mack Avenue near the Wayne and Macomb County Line in Grosse Pointe. It has been dredged out by the County and the City of Detroit and forms a part of the county drainage system. It enters the Foch School district from Grosse Pointe at Wayburn and Hampton Avenues, one block north of Jefferson Avenue and runs south between Ashland and Manistique Avenues; it then crosses Ashland Avenue south of Jefferson Avenue and runs parallel with Altar Road to the river. Below Jefferson the stream has been widened and deepened forming a part of the canal system

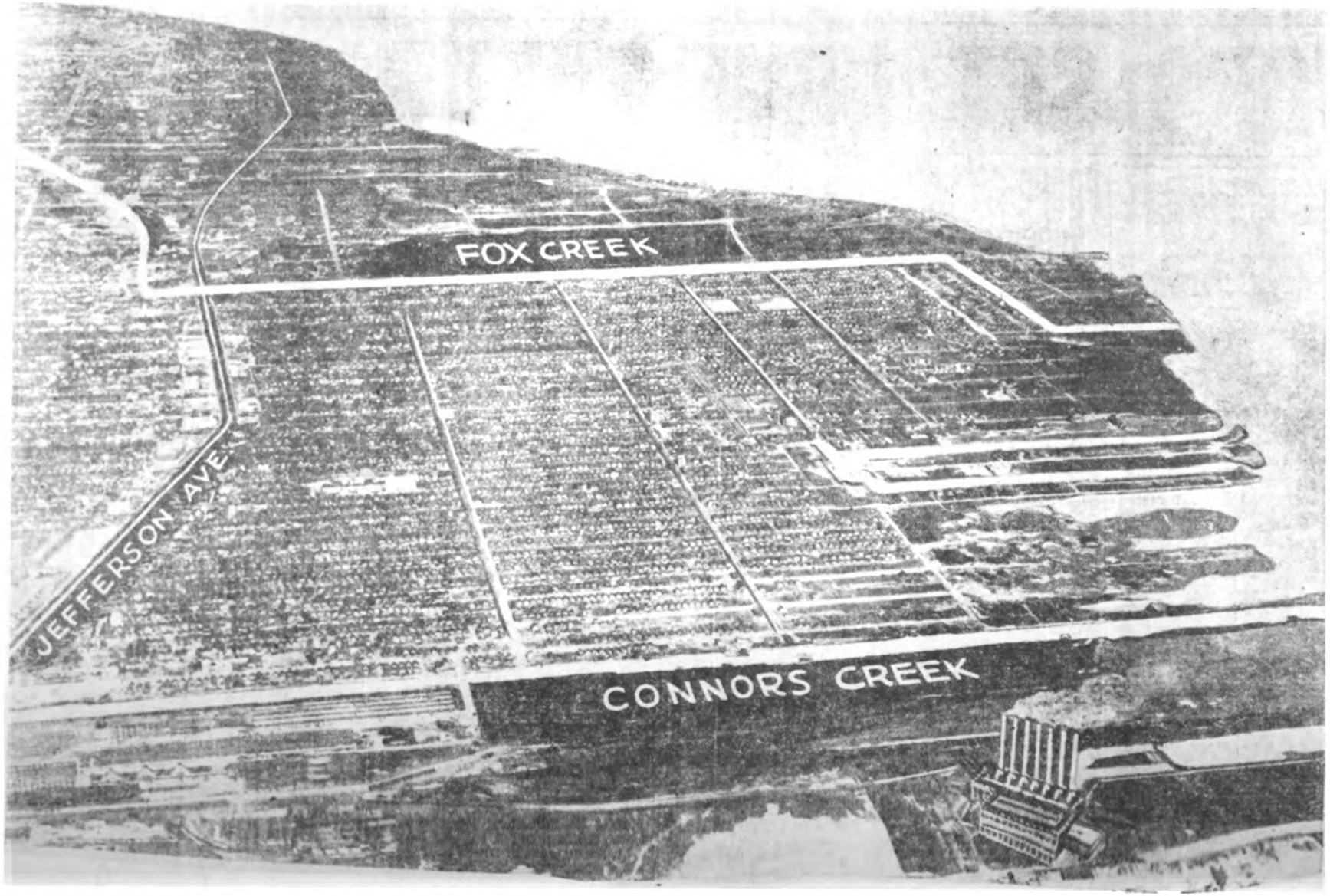
of this area. It is connected with several other canals and lagoons in the immediate vicinity and is navigable for small pleasure craft.

The Flood Menace.

It is estimated that 30,000 homes are annually endangered by floods in this area. During the spring thaws, the Detroit River often rises four to six feet above the normal level and overflows its banks, flooding a considerable area of the lowlands. At times this flood condition becomes a menace to health and property. Basements are flooded, fires put out and merchants in the basement stores suffer from damaged stocks. This condition has caused considerable complaint from property owners in the area and appeals have been made to the City Administration for relief. Due to the nature of the situation the process of permanent relief will require a thorough reconstruction in the area. The Department of Public Works piled sand bags and earth along the banks of the creeks and canals as a temporary measure this spring and intends to raise the level of the banks during the year to prevent a reoccurance of the condition in the future. See flood map on page 45.

The City Assessor's Office has attempted to readjust the evaluations on the property affected by the floods. The result of this measure was to lower the value of property affected, three thousand dollars on the assessment rolls.

DISTRICT IN WHICH 30,000 HOMES ARE ANNUALLY ENDANGERED BY FLOODS



Areas of Deterioration.

On the borders of the factory district we find three areas of deterioration. One of these areas is on the eastern side of Connors Avenue adjacent to the factories, extending from Mack to Kercheval Avenues. The noise of the machinery and hammers of the forge shop made it difficult to rent the houses on Connors Avenue and several of them were rented to negroes working in the factories. From this start the colony has developed to approximately 700 colored persons. This area is shown on page 31. At present, this colony is confined to parts of three north and south streets, but the number of colored persons is constantly increasing. Property valuations in the immediate vicinity have been affected since the colony moved into the neighborhood.

The second area is on the west side of the factory district. It is south of Jefferson Avenue and extends westward about one-fourth mile. This area is in a state of disorganization, due to the expansion of the factories and unnumerable small industries located on the spur of the railroad at this point. Map page 31.

Here we find a mixed element of population with a very low standard of living. The streets are dirty and disorderly. The buildings are illkept and grimy from the fumes of the factory. Many of the men work as laborers in the factories and other industries in the vicinity.

At night this area takes on a new role and we find large swift cars coming and going at all hours. For on the water front at this point large quanities of liquor are landed and distributed to quench the thirst of Detroit.

A boarding house area is the third area of disorganization. It is also on the west side of the factory district extending from Jefferson to Warren, varying in width from one to six blocks. Here we find numbers of single men and women who work in the industries of the immediate vicinity. Many of the rooming-houses are large old fashioned residences and two family flats. Numbers of boarding houses are found here also and it is no uncommon thing for a home to be shared with four to six boarders. Map page 31.

These areas are of vital interest to the school since the majority of the problem cases originate in this disorganized environment. The home conditions are poor and very often the parents are reluctant to cooperate with the school. Truancy is usually the beginning of a more serious type of behavior leading to the juvenile court.

The Marshal Foch Intermediate School as an Environment.

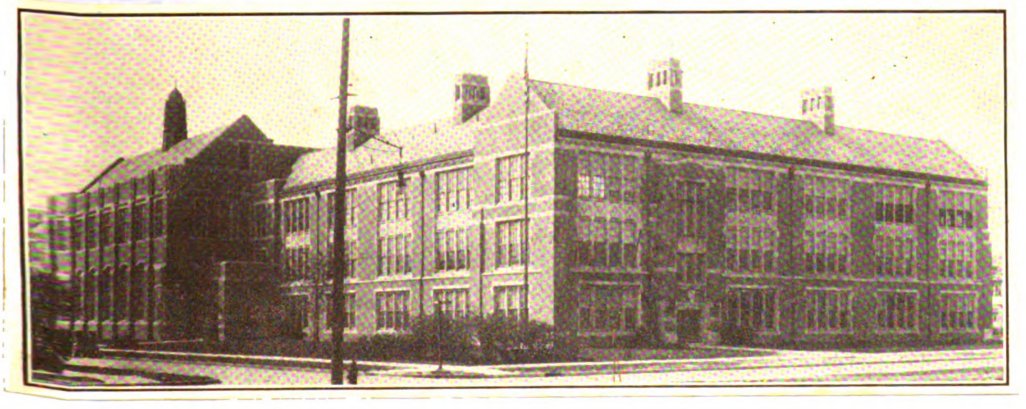
The intermediate school is a division of the public school system, embracing grades 7, 8, and 9. It is organized to conduct more effectively and economically the type of education which the needs of present day society and the development of modern educational knowledge indicates as suitable for the

early adolescent child. Among the conditions which have prepared the way for such a school are the following:

1. The needs of modern urban society for a more diversified and vital type of education.

2. The development of adolescent psychology, which has brought about a general recognition that the early adolescent child presents peculiar problems along social and educational lines, which can best be solved in schools peculiarily adapted to the purpose.

3. The growth of the psychology of individual differences, which has made apparent the wide variations between pupils in abilities and aptitudes.



A DETROIT INTERMEDIATE SCHOOL.

History of the Detroit Intermediate School.

The history of intermediate schools in Detroit dates back to 1911. At that time, a few classes of upper-grade pupils were transferred to the Norvell School, of which Mr. B.A. Nolan was principal, and teachers selected for their special ability were placed in charge of them.

The George School was opened in 1913 and the Condon School in 1915 as junior high schools. Vocational training and preparation for industry were emphasized in these schools.

In September 1919, the Board of Education of the City of Detroit, acting upon the recommendation of Superintendent Cody and his staff, adopted the following policy:

1. That the educational needs of children of the kindergarten and the first six grades be met by building large elementary schools with auditoriums and gymnasiums planned definitely to satisfy the requirements of the 'platoon' or 'duplicate' form of organization.

2. That the pupils of the seventh, eighth, and ninth grades be provided for in large intermediate schools built to house at least twelve hundred pupils and equipped to care for the needs of three groups of pupils:

a. Those who are certain to leave school as soon as the compulsory school law will permit;

b. Those who are certain to continue their studies in the high school:

c. Those whose future in school is uncertain.

3. That children of grades ten, eleven, and twelve be provided for in cosmopolitan high schools, equipped to meet the physical, social, intellectual, and vocational needs of various types of pupils.

Organization of the Intermediate School.

The intermediate school is organized around the home room

as the unit of all school activities.

The administrative staff of an intermediate school consists of a principal, an assistant principal, and a boys' educational counselor.

The instructional staff consists of six department heads and the necessary teachers for carrying on the instructional program of the school.

The operating staff is in charge of a chief engineer, who is responsible for the heating and ventilating of the plant, as well as, the supervision of the janitorial work.

Broadly speaking, the duties of members of the administrative staff are as follows:

Standard Rooms of an Intermediate School.

With the development of the purposes and aims of the intermediate school, it was early found necessary to develop a building suited to its purpose if maximum efficiency were to be maintained. While it is possible to carry on the idea and program in an elementary or high school type of building, it is more advantageous to have a building designed to fit this particular type of education.

With this purpose in view, the following standard rooms are built into each intermediate school of 1800 capacity, and in the same proportion for schools of other capacity.

26 Academic classrooms

2 Art rooms

1 Auditorium - 800 capacity.

1 Bookkeeping room.

2 Cooking rooms.

2 Gymnasiums.

1 Library - 100 capacity.

2 Locker and Shower rooms.

1 Lunchroom - 600 seating capacity.

2 Mechanical drawing rooms.

2 Music rooms.

1 Office.

1 Physician and Nurses room.

2 Rest rooms.

4 Science Laboratories.

2 Sewing Laboratories.

4 Shops - Auto - General - Machine - Wood.

2 Swimming pools.

1 Typewriting room.

All instructional rooms are of 35 pupil capacity.

Many of these special features, the library, auditorium, gymnasiums, and swimming pools, are located in the central unit of the building, heated separately in such a manner that they may be used for community purposes, while the remainder of the school, classrooms, shops, laboratories, etc., may be closed off at this time. Thus the building serves a double purpose, school in the day time and a community center at night.

Courses of Study.

The Social Sciences	Mathematics
Commercial Subjects	English
Latin	French
Industrial Arts	Mechanical Drawing
Household Arts	Art
Music	Health Education

Articulation with Elementary Schools.

Such pupils will be admitted into the 7B grade of the intermediate school:

1. as have completed the 6th grade.

2. as have not completed the 6th grade, but in the opinion of the principals of the elementary and intermediate schools involved may be better able to profit by the conditions of the intermediate school than those of the elementary school.

Vocational and Educational Counseling.

There is much loss incurred in educational and vocational activities because of maladjustment of individuals within these fields. It is the prime purpose of the boys' and girls' counselors to lessen this loss through adjustment of, and advice to the pupils who attend the schools, and who will in future years assume the economic and social obligations connected with maturity.

Courses of Study.

The Social Sciences

Commercial Subjects

Latin

Industrial Arts

Household Arts

Music

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Such pupils will be enrolled into the 7B grade of the intermediate school:

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Supervised Study.

The aim of supervised study is to teach the pupil how to study economically, independently, and effectively. The Detroit Intermediate School has class periods sixty minutes long. This lengthened period makes it possible to have much of the studying done in the presence of the teacher, and furnishes an ideal condition for supervising study.

These features are covered during the sixty minutes:

1. The review (recitation)
2. The assignment
3. The study period

No arbitrary division of time is made. The dividing of the period is left to the discretion of the teacher, and the allotment to each of these activities varies as the situation demands. The whole period might be given to one activity upon occasion.

Auditorium.

The auditorium is an instructional room set apart, as its name implies, for the accommodation of large groups of pupils. It differs in its instructional program from other departments by not following a defined course of study, but by including in its program all activities stimulated through the regular class room procedure. This comprises public speaking, dramatization, debate, community music, and various types of visual education.

Library.

In the modern method of training in the fundamental processes, the textbook loses its old significance as an infallible authority and becomes a tool in the search for knowledge. The search demands the use of many books, which for economy and convenience, must be centered in a room presided over by someone who is familiar with their reference value and, through library instruction, can teach others how to use them. This constant and individual use of many books stimulates and makes interesting the learning process.

Extra-Curricular Activities.

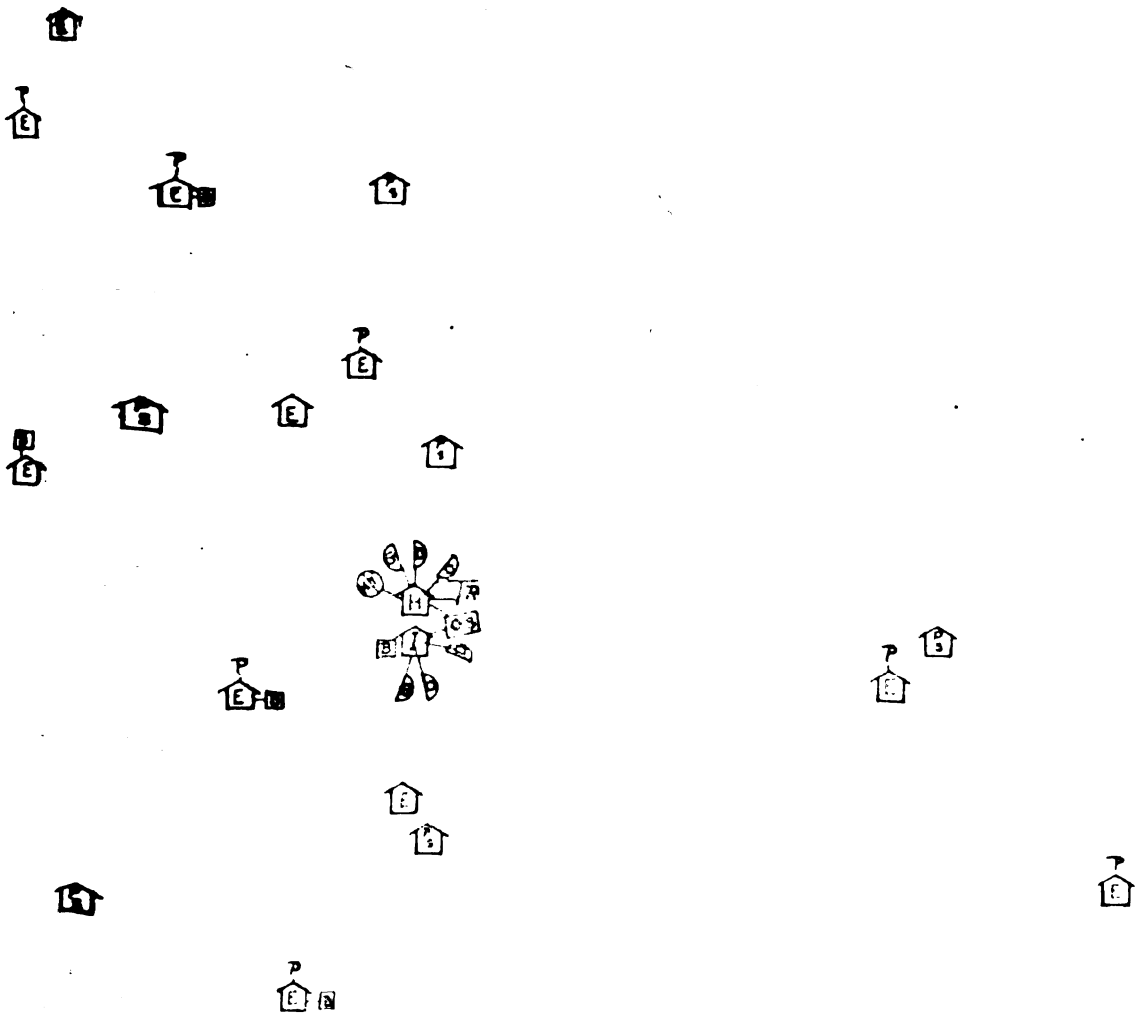
Recognizing the educational value in early adolescent life of such organizations as clubs, musical, athletic, and civic associations, school publications, and honor societies (so called extra-curricular activities), the intermediate school takes special care to encourage and promote them.

Every intermediate school in the city has a long list of such organizations. They are under the supervision of teachers and under the direction of the department heads according to the following classification:

1. Health Education. All intra-mural and intra-school athletics and contests, athletic clubs and Boy Scout activities.
2. Language Education. All debating or oratorical clubs. All dramatic activities, school publications, language

MAP OF THE EDUCATIONAL AND ART ORGANIZATIONS IN THE

FORT SMITH SCHOOL DISTRICT



LEGEND

ELEMENTARY SCHOOL

INTERMEDIATE SCHOOL

HIGH SCHOOL Parochial S.

BAND GLEE CLUB R.O.T.C.

CHORAL ORCHESTRA BOY SCOUTS

DRAMATIC QUARTETTE GIRL SCOUTS P.T.A.

clubs.

3. Exact Science. Supervision of nature study or science clubs.
4. Social Science. Civic clubs and all school activities of this nature, including participation in campaigns or drives. Pupil government organizations, such as student councils and service clubs.
5. Vocational Education. Supervision of all vocational clubs and activities, such as domestic science clubs for girls, aeroplane construction clubs, printing clubs, radio clubs, etc.
6. Fine Arts. Music and art productions. Cooperates with language education in the production of dramatic activities.

Most of these organizations meet after regular school hours at any convenient interval. However, in the case of such groups as school teams, orchestra, band, student council, school paper, and certain dramatic enterprises, time is often provided in the regular schedule and they become semi-curricular in the school program.

General Information.

The intermediate school day begins in general at 8:30 in the morning, and provides for a home-room period or assembly period of fifteen to thirty minutes, followed by six hour periods. The building is open at 8:15 in the morning.

A part of each class hour is set aside for pupils to study under the direction of the teacher, but it is necessary occasionally for the pupils of the seventh and eighth grades to spend some time at home in the preparation of the next day's lessons. Pupils in the ninth grade should spend at least one-half hour a day in home study for each of the major subjects. Experience has shown that the habit of home study is necessary if the pupils are to learn to be independent workers.

Each intermediate school maintains a lunch room or cafeteria which serves hot lunches at noon. The school "special", which consists of one protion of potatoes with gravy, meat or vegetable or fish, and two slices of buttered bread, and one-half pint of milk, is usually sold for ten cents. Pupils may bring their lunches from home and buy soup, milk, hot vegetables, ice cream, etc., at a few cents a portion.

Each intermediate school maintains a bookstore at which pupils may purchase at cost plus handling charge all their school supplies and books. No free textbooks are provided for use in the ninth grade. With one or two exceptions, textbooks in the seventh and eighth grades are furnished free.[12]

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12. This material was taken from a circular of information published by the Detroit Board of Education, City of Detroit, Michigan. 1927.

Population and Nationality Changes Taking Place in the Foch Community.

Communities in a large and rapidly developing city change their population by very definite stages. The original population of a community may be very homogeneous in its makeup. The members of the group may be represented by one or more dominant nationalities and present certain definite problems which are met satisfactorily by its social and business institutions, but as this community grows up and is surrounded by business and industrial enterprises new types of individuals are attracted to it.

These new individuals may affect the community in various ways. Generally there is a tendency toward the formation of distinctly new social groups within the community, with customs and social standards totally different from the original; these changes present new problems for the home, the school, the church, and the government of the community.

A new area of a large city may be settled almost exclusively by people of a single nationality group, who have migrated from one of the older and more congested districts of a city, as evidenced by the Jewish migration of the City of Detroit, where the entire district has been taken over, almost exclusively, by Jewish people in recent years. Synagogues and schools have been constructed and Jewish traditions and customs firmly established.

Business and industry are eliminating the original neighborhoods in the down town area of the City of Detroit. The entire district south of the East Grand Boulevard within the city limits is rapidly changing in population. A large portion of the close-in residential section consists of old buildings and is occupied by a negro and foreign population, and this population is gradually moving outward as the residences are being replaced by business or industrial establishments. The shaded area of the map on page 61 shows the section which is losing population. The figures in the top of each area represent the population in 1925 and the one below represents the population for the same area in 1927. While during this two year period, the city as a whole gained 139,830 inhabitants, due partly to normal growth and partly to annexation, everyone of the close-in districts decreased in population, in some cases the loss amounting to approximately 30 per cent. In 1925, this area had a population of 440,500 and in 1927 the figure was reduced to 339,564 or a decrease of 23 per cent.

The Changes Taking Place in the Foch Community.

In the course of the outward movement from the down town area, the population of the Foch Intermediate School Community is changing in nationality, customs, and social standards. In studying the influences of this change, the pastors and parish priests were interviewed, as well as, leaders of civic and social organizations. An attempt has been made to show the extent to which the various religious organizations and other

social agencies are meeting the problem.

The Original Population.

The major portion of the original population which settled in this community 20 to 25 years ago consisted of native born whites and immigrants from the countries of northern Europe. With the outward march of the city the older population is moving to newer residential areas and the colonies of southern and eastern Europeans which had centered around the downtown east side are moving further eastward, many families locating in the Foch Intermediate School Community.

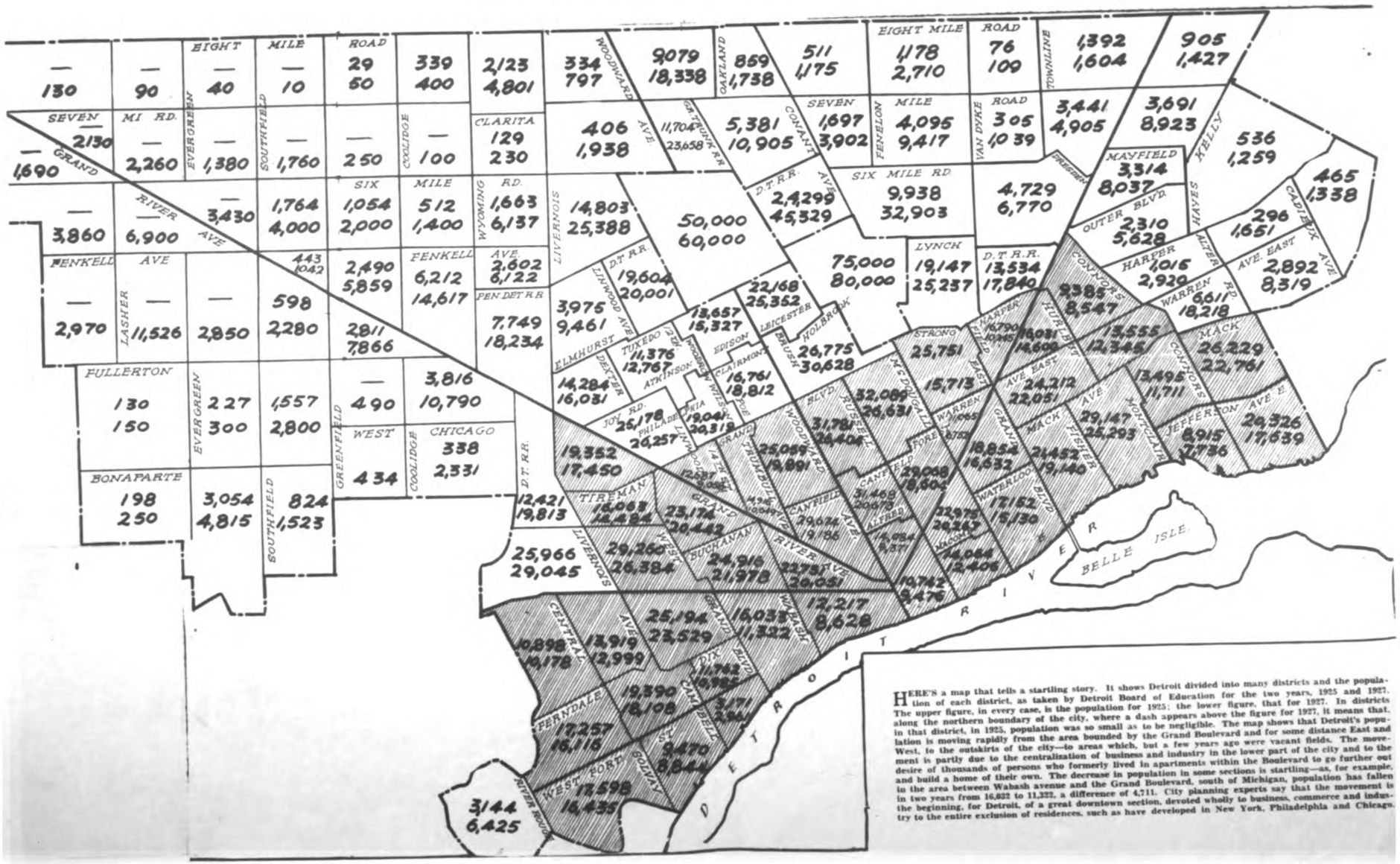
The Industrial Growth as a Factor in the Change.

The growth of the industrial area along the belt line railroad has been a factor in bringing about a part of the change in the population of the community. This area is outlined on the relief map on page 34. Large numbers of industrial workers have been attracted by the opportunity for employment in the factories. The automobile industries employ large numbers of unskilled workers, recruited from various sources. Since the war many negroes and southern whites together with whites from rural parts of the north have found employment in these plants, and have made their homes in the neighborhood.

The Negro as a Factor in the Change.

The negro population of Detroit has increased very rapidly since the war. In the course of development, the negro colony

'LAY SHOWING THE POPULATION SHIFT IN THE CITY OF DETROIT.



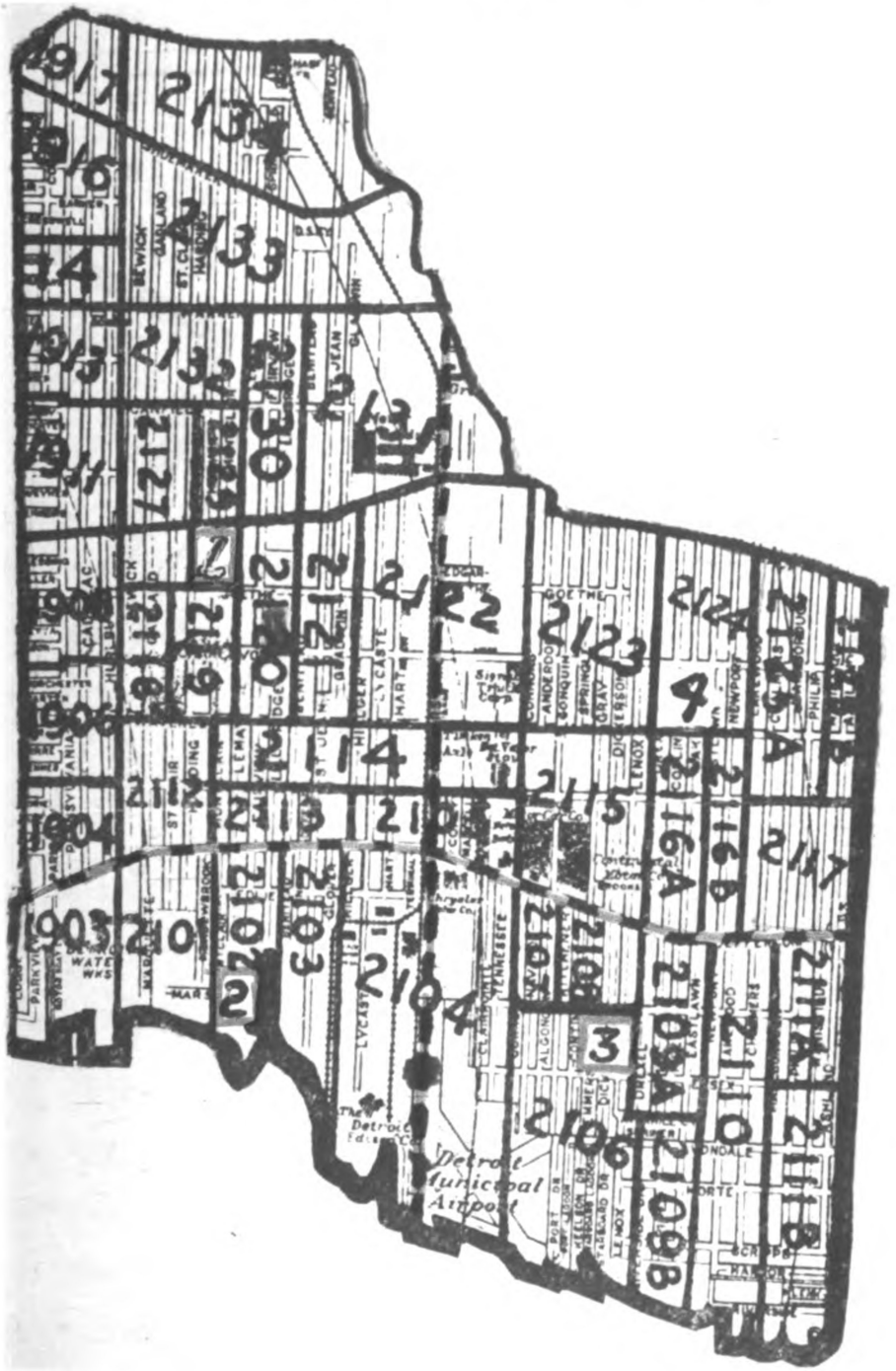
HERE'S a map that tells a startling story. It shows Detroit divided into many districts and the population of each district, as taken by Detroit Board of Education for the two years, 1925 and 1927. The upper figure, in every case, is the population for 1925; the lower figure, that for 1927. In districts along the northern boundary of the city, where a dash appears above the figure for 1927, it means that in that district, in 1925, population was so small as to be negligible. The map shows that Detroit's population is moving rapidly from the area bounded by the Grand Boulevard and for some distance East and West, to the outskirts of the city—to areas which, but a few years ago were vacant fields. The movement is partly due to the centralization of business and industry in the lower part of the city and to the desire of thousands of persons who formerly lived in apartments within the Boulevard to go further out and build a home of their own. The decrease in population in some sections is startling—as, for example, in the area between Wabash avenue and the Grand Boulevard, south of Michigan, population has fallen in two years from 16,032 to 11,322, a difference of 4,711. City planning experts say that the movement is the beginning, for Detroit, of a great downtown section, devoted wholly to business, commerce and industry to the entire exclusion of residences, such as have developed in New York, Philadelphia and Chicago.

has tended to segregate into the slum area, extending from the edge of the down town business district eastward to Chene Street. This district surrounds the freight yards, Grand Trunk Railroad, warehouses, and public markets. The history of this district shows that the once fashionable residential streets have become the heart of the rooming-house district; the rooming-houses became the red light district; and further change into a bleak area of deteriorated dwellings and tenements. The once fashionable residence streets are now the home of darkey town.

This segregation of the negro population affects the Foch School Community because of its influence in causing the migration of other nationalities out of the area. Their proximity to the Foch School area has an effect in influencing the types of people who will settle near to their colonies. The more progressive and energetic families of other nationality groups have moved away from the down town district as the negro population increased.

UNITED STATES CENSUS ZONES

IN THE FOCH SCHOOL COMMUNITY



Note.

The black and red lines separate the four areas of the community.

CHAPTER IV.

THE INTELLIGENCE RATING IN RELATION TO THE HOME ENVIRONMENT.

Much of the recent sociological research is directed to the study of the environmental factors in the development of the intelligence of individuals. The social environment is becoming generally recognized among sociologists as an important factor in the development of general intelligence. The general intelligence of the individual is determined very largely by 1, the inheritance of a biological structure which has been moulded and shaped by countless generations of ancestors and 2, the social environment. Among the factors contributing the social environment the family is fundamental. The social environment of the home is determined very largely by the cultural attainments and financial status of the family.

Definition of Family.

The normal family defined briefly is one in which two adults, a man and woman, live together happily and give birth to an appropriate number of healthy and intelligent children, whom they bring up to lives of usefulness. It is not possible to define specifically the number of children that make up a normal family. In cases where both parents are defective certainly there should be no children at all. This does not hold true, however, in general practice, for it is well known that the prosperous, efficient, and useful families are usually smaller in size, while among the poor, shiftless, and feeble-minded large families are common. In other words, people in

big houses have small families, and the people in small houses have big families.

The personality of the child is largely formed during the first five years, of its life, and quite definitely the home is the dominating factor in the development of the intelligence and the formation of character traits, especially during the first two years of its life.

The home nursery is the place of actual experience for the average child, while the family table and the intimate association with the father, mother, brothers, and sisters afford concrete examples from which the immature individuals develop their behavior habits. Because individuals from a social group are like-minded they tend to act and control their behavior in a like manner under a given circumstance. On this basis, imitation of the means of accomplishment is an intelligent act. A normal family must promote the welfare of father, mother, and children. If it does so, it will also benefit society as a whole.

In making a comprehensive study of the family certain outstanding common aspects of family life have been selected as a basis of comparison. Each factor has been carefully considered before inclusion, for its value in contributing useful data bearing upon the subject. On this basis, the following factors are considered vital in determining the relationship of the intelligence rating of the children to the home environment in which he lives.

These factors are as follows: The intelligence rating of the child in relation to

The type of home in which he lives.

Years spent in the community.

Home ownership and tenant families.

Normal and disorganized families.

Educational level of the parents.

Nationality.

Number of brothers and sisters in family.

Degree of socialization of the children.

Degree of socialization of the parents.

The types of homes are classified according to the degree in which they contribute to the development of the personality of its members. It is a well known fact that the home environment differs in its contribution to the development of general intelligence according to its cultural atmosphere, well disciplined and orderly operation or the lack of these qualities.

In preparing a schedule for making home visits, homes were classified into five types or divisions, using a number symbol to identify each type of home environment.

Number 1 Type of Home.

This is a superior type of home. Attractive outside appearance, neat yard, and well kept lawn. The interior is inviting and pleasingly arranged. The housekeeping is excellent. Musical instruments of some form or other are provided. Good books, staple periodicals and newspapers form an essential part of the

regular reading material. The children are well behaved and are given training in correct conduct.

Number 2 Type of Home.

This type of home should measure up very near the standards of number one home. The quality will be slightly less, and yet, contain all of the essential elements of the former.

Number 3 Type of Home.

The typical average Detroit home is of very good quality. The average Detroit home is usually a single or two-family house. The lots vary in width from thirty to forty feet and one hundred and twenty feet deep. Practically all have sufficient room for a lawn in front and a back yard; these are fairly well kept. Many yards have flower gardens and a few have a small vegetable garden. All of these homes have modern conveniences; electricity, water, gas, bathrooms, basements, and furnaces. This type of home is comfortably furnished, clean and orderly. Phonograph or radio and often times other musical instruments are provided. The daily newspaper and some periodicals are provided. Usually this type of home has a small collection of fairly good books.

Number 4 Type of Home.

This type of home is dilapidated in appearance. Shows the effect of neglect and abuse. The yard is dirty and the lawn unkept. This type of home has the same conveniences as the type

three home. The daily newspaper and some periodicals are taken regularily. The radio and phonograph and in some instances other musical instruments are provided. The differentiating factor between the type three and four home is in the general tone throughout. The orginization is on a lower scale, less harmony prevails in the home and lower standards are set up.

Number 5 Type of Home.

This type of home is run down and dilapidated. The yard in cases, where there is one, is dirty and littered with rubbish and trash. The interior of the house is uninviting and disorderly in appearance. The walls are dirty, the plaster broken off in spots. This type of home is characteristic of the slum districts where the buildings are old and run down. The housekeeping in this type of home is very poor and lacks organization. The cultural background of these homes is very low and lacks the qualities which aid in character formation.

A Comparison of the Intelligence Level of the Children with the Type of Home in which They Live.

Visits were made to the homes of the 404 children for the purpose of classifying them according to the standard previously set up. Table 1 shows the relation of the type of home environment to the intelligence quotient of the children.

TABLE I. RELATION OF THE MENTAL RATING OF THE CHILDREN TO THE TYPE OF HOME ENVIRONMENT IN WHICH THEY LIVE.

Children's Mental Rating	Total	Types of Homes 1 No	Pct.	2 No	Pct.	3 No	Pct.	4 No	Pct.	5 No	Pct.	Pct. Type 1 & 2.
A	79	18	22	35	44	27	34	0	0	0	0	66
B	67	10	15	20	30	37	55	0	0	0	0	45
C+	59	4	7	12	20	41	70	2	3	0	0	27
C	88	0	0	14	16	66	75	8	9	0	0	16
C-	66	0	0	3	4	57	97	5	7	1	2	4
D	38	0	0	4	10	24	63	6	17	4	10	10
E	7	0	0	1	14	6	86	0	0	0	0	14
Total	404											

The figures on table I show that the home environment has a definite relation to the mental rating of the children. 17 of the A children, 10 of the B children, and 4 of the C+ children have superior home environments. It also indicates that the quality of the homes is poorer where the mental rating of the children is low.

This trend follows very closely to the relation of the nationality groups of the parents and the mental rating of the children shown on tables 3 and 4. There appears to be a relation between the mental rating of the children and the home environment in which they live. The children of the superior class do test higher than do those of inferior cultural surroundings. This is due to the difference in the opportunities for use of language and in cultural training.

The Relation of the Number of Years Spent in the Community to Home Ownership.

There is a definite relationship between the length of time families have spent in the community and home ownership. The community is populated largely by workingmen many of whom find employment in the factories and industries. Many families live in rented homes during their first years in the community, or until they become established and have saved enough money to purchase a home of their own. Table 2 is an analysis of the number of years the tenant families have spent in the community compared with the nationality groups. 197 or 54 per cent of the 376 families live in rented homes in the community. A large portion of the population is continually moving in and out of the community.

This moving is caused partly by the seasonal demands of the factories and industries in the community. When work is plentiful numbers of families and single persons move into the community and settle in rented quarters. As soon as the factories begin laying off their help these people, who are often times unskilled, are first to be laid off. If they do not find work in the nearby factories, they move elsewere.

Table 2 shows that 103 of the tenant families have lived in the community five years or less, while the average for the 197 families is 9.8 years.

TABLE 2. COMPARISON OF THE YEARS TENANT FAMILIES HAVE SPENT IN THE COMMUNITY BY NATIONALITY GROUPS.

Nationality Group	Number of Years Spent in Community. 0	1	2	3	4	5	10	15	20	25	30	Above 30	Ave.
Am. Born Whites & Canadians	11	6	12	17	10	5	17	18	14	2	2	9	10.7
British Isles		3	5	5	8	7	7	1	2			4	8.9
Northern Europeans	3	1	1	2	0	2	7	2	3				8.5
Southern & East. Europeans	2	2					2	3	3	1			13.0
Totals	16	12	18	25	18	14	33	24	22	3	2	13	9.8

Comparing table 2 and 3, it is found that the home owning families have lived in the community an average of 8.6 years longer than the tenant families. 179 or 46 per cent of the 376 families are home owners. A large portion of this group are American and Canadian born citizens and have lived in the community a number of years. The men of this group are employed for the most part in skilled occupations where their income is rather steady and are less affected by the seasonal fluctuations of the factories in the community. Many of these families purchased their homes when the community was first built up, or are relatives of the original owners.

Table 3 on page 72 is a comparison of the number of years the home owning families have spent in the community compared with their nationality.

TABLE 3. COMPARISON OF THE YEARS HOME OWNING FAMILIES HAVE SPENT IN THE COMMUNITY, COMPARED WITH THEIR NATIONALITY.

Nationality Group	Number of Years Spent in the Community. 0	1	2	3	4	5	10	15	20	25	30	Above 30	Average
American born whites & Canadians		2	2		2		16	21	13	2	4	24	21.8
British Isles					1		5	11	1			4	17.7
Northern Europeans			1	1	1		8	10	12	3		6	18.9
Southern & East. Europe	1		2		4		2	5	6	4		1	15.2
Total	1	2	5	1	8		31	47	32	9	4	35	18.4

Of the home owning families 17 have lived in the community five years or less. The average number of years the different nationality groups have lived in the community is as follows: The American Born Whites and Canadians have lived in the community an average of 21.8 years, those from the British Isles 17.7 years, Northern Europeans 18.9 years, and the Southern and Eastern Europeans 15.2 years. The average number of years the home owning families have lived in the community is 18.4 years. Many of the American Born Whites in this community are persons who have migrated from the hill sections of the south and from the north central states due to the opportunity afforded by the factories for employment. Since the war restricted immigration has directed attention to this type of labor more than ever before.

This evidence tends to show that the families who have

lived in the community five years or more became home owners and the more recent newcomers are renters. It tends to indicate also that it takes a family approximately five years to adjust itself to the new surroundings in this community and accumulate sufficient capital to purchase a home of its own.

On the basis of the facts presented on tables 2 and 3 on pages 71 and 72 the home owners among the 376 families would be expected to have made a more satisfactory adjustment to the environment than the tenants and also to have reached a much higher degree of socialization. On this basis a comparison was made between the intelligence rating of the children and the number of years the fathers and mothers have lived in the community.

TABLE 4. RELATION OF THE INTELLIGENCE RATING OF THE CHILDREN TO THE NUMBER OF YEARS THE FATHERS AND MOTHERS HAVE SPENT IN THE COMMUNITY.

Number of years in Community	Fathers total all	Children I.Q. A & B.	Per Ct. A & B	Mothers total all	Children I.Q A & B	Per Ct. A & B.
0 to 5	136	34	25	130	31	23
6 " 10	58	22	38	53	20	40
11 " 15	86	38	44	76	34	42
16 " 20	85	41	48	70	39	56
Above	69	27	44	32	15	47

The number and per cent of the children rated A and B in intelligence tends to increase in proportion to the number of years the family has spent in the community. In other words,

the parents who own their own homes are better situated and have a fairly stable social position, rear children with a higher mental level than those who are new to the community or are among the tenant families in this study.

The population of the Foch School Community is rapidly changing in character with the outward growth of the business and industrial areas of the city. The older inhabitants are moving away and renting or selling their property to the newer inhabitants. The nature of the population change can be determined by a study of the nationality of the newcomers to the community.

Because the national backgrounds are important factors in determining the personality and the school behavior, therefore, we must know what racial and nationality groups are represented in the present school population, and an indication of the change which is taking place at the present time with reference to these groups.

TABLE 5. THE RELATION OF THE INTELLIGENCE RATING OF CHILDREN TO THE NATIONALITY OF THE FATHERS.

Nationality Group	Intelligence Rating of Children								Per Cent
	A	B	C+	C	C-	D	E	Totals	A & B.
Am. Born Whites & Canadians	55	45	27	39	35	16	2	209	48.
British I.	8	8	10	15	13	10	1	65	25.
N. Europe.	10	7	6	18	14	6	2	63	27.
S. Europe. & East.	4	2	9	11	7	4	2	39	15.
Totals	77	62	52	83	59	36	7	376	37.

A study of table 5 shows 139 of the 376 or 37 per cent of the fathers have children whose intelligence rate A or B on the Detroit Intelligence Test. The figures on table 5 indicate that the children of American born whites and Canadian parents rank first, the Northern Europeans second, those from the British Isles third, and the Southern Europeans fourth. There are 33 per cent more A's and B's among the American born whites and Canadians than the Southern and Eastern Europeans.

The next step in studying the nationality backgrounds of the children is a comparison of the nationality of the mothers and its relation to the intelligence rating of their children.

TABLE 6. RELATION OF THE NATIONALITY GROUPS OF THE MOTHERS TO THE INTELLIGENCE RATING OF THEIR CHILDREN.

Nationality Group	Intelligence Rating of Children							Totals	Per Cent.
	A	B	C+	C	C-	D	E		A & B.
Am. born whites & Canadians	64	54	42	58	45	25	6	294	40.
British I.	5	6	5	6	12	3	0	37	30.
N. Europe.	4	3	2	10	2	3	1	29	24.
S. Europe. E. "	3	5	8	10	8	4	0	36	22.
Total	76	68	57	84	67	35	7	394	36.5

A study of Table 6 shows 144 of the 394 or 36.5 per cent of the mothers have children rated A or B in intelligence. The figures of table 5 and 6 show in general the similar percentages of A's and B's in the various nationality groupings. In table 6

the native born mothers rank highest with 40 per cent A's and B's and the Southern and Eastern Europeans lowest with 22 per cent of A's and B's.

This tendency indicates that the children rate proportionately higher on the Detroit Intelligence Tests in the Nationality groups in which the traditions, customs, and standards resemble our own.

Relation of the Intelligence Rating of the Children to the Educational Level of the Fathers and Mothers.

The cultural backgrounds of the home depends on the education and early training of the parents. The well educated father and mother will be much better equipped to provide, furnish, and create the proper atmosphere in a cultured home. On the other hand, the poorly educated and unskilled father and mother will be handicapped in creating the proper home environment. A comparison of the educational attainments of the 376 fathers with the intelligence rating of their children to determine the influence of this factor upon general intelligence was made. Table 7 shows the relation of the intelligence rating of the children to the educational level of the fathers.

TABLE 7. RELATION OF THE INTELLIGENCE RATING OF THE CHILDREN TO THE EDUCATIONAL LEVEL OF THE FATHERS.

I.Q. of Child	School Grade of the Fathers. No Educ.	Elementary School Education	High School Education	College Education	Total
A		34	32	11	77
B	1	26	29	4	60
C+	2	24	26	4	56
C	2	56	16	8	82
C-	4	39	13	2	58
D	4	24	7	1	36
E	2	5			7
Totals	15	209	123	30	376

Group A.

Of the fathers of A children we find a group of four left school at the completion of the fifth grade, twenty left at the completion of the eighth grade, nineteen left upon graduation from high school, eleven finished college, etc. Thirty-four of this group of 77 fathers were eliminated at the end of the eighth grade, forty-three entered high school and thirty of these finished the twelfth grade and eleven of this group finished four years of college work.

This group of seventy-seven fathers belong to one-hundred ninety-one organizations or an average of 2.5 organizations. The average education level for this group of fathers is 11th grade.

Group B.

Of the group of sixty-two fathers with children of B intelligence rating the distribution ranges from one father with no school training, one each with a third and fourth grade training and others leaving school at the end of various grades to the end of the fourth college year, only three of the B children's fathers having finished college. Twenty-nine from this group finished the eighth grade and twenty-nine others finished the twelfth grade of school, four entered college and one of these dropped out in the third year. This group of fathers belong to one hundred twenty-eight organizations or an average of 2.1 organizations. Their average school grade is 9.1.

Group C.

Of the fathers of the C+, C, C- groups of children, one hundred twenty-eight left school at the eighth grade or 65 per cent of the total, eight of these not having any school training at all. Fifty-three of the remaining were eliminated by the end of the twelfth grade, five in the ninth grade, six in the tenth and three in the eleventh grade. Fourteen of this group of 196 fathers or 7.1 per cent have finished college and one other completed second year of college work.

The fathers of this group belong to an average of 1.6 organizations and their average school grade is 7.6.

Group D.

There are thirty-seven fathers in the group represented by the children of D intelligence. The majority of this group, or twenty-eight fathers dropped out at the end of the eighth grade, four of these had no schooling at all. Eight entered the high school, three of whom finished the twelfth grade and one of these finished college. The average grade for this group of thirty-six fathers is 6.7. These fathers belong to a total of fifty-four or an average of 1.5 organizations.

Group E.

The seven fathers of the children of E intelligence left school at the end of the seventh and eighth grades. They average 7.3 grade and belong to a total of nine organizations.

Mothers' Education.

In comparing the educational level of the mothers with the intelligence of their children, I find a decided tendency for the mothers educational level to follow the trend of that of the fathers. The mothers of the higher intelligence groups are better educated than the mothers of the lower groups. Table 8 shows the relation of the intelligence rating of the children to the educational level of the mothers.

TABLE 8. RELATION OF THE INTELLIGENCE RATING OF THE CHILDREN TO THE EDUCATIONAL LEVEL OF THE MOTHERS.

I.Q of Child	No Educ.	School Grade of the Mothers. Elementary School Education	High School Education	College Education	Total
A		35	31	7	73
B		34	28	3	65
C+	4	21	25	2	52
C	3	56	22	2	83
C-	5	40	12	1	58
D	2	29	5		36
E		5			5
Total	14	220	116	15	392

Group A.

Of the 73 mothers whose children rate A in intelligence 35 had left school at the end of the eighth grade, 38 entered the high school twenty-seven of whom graduated from the twelfth grade, seven of this group entered college six of whom completed the fourth year. The average educational level of the 73 mothers of the A children is 9th grade.

Group B.

There are sixty-five mothers in the group whose children rate B in intelligence. Thirty-four of these mothers left school at the end of the eighth grade, thirty-one mothers

entered the high school seventeen of whom completed the twelfth grade, three of the high school graduates entered the college, finishing the fourth year of work. The agerage educational level of the sixty-five mothers of the B children is 8th grade.

Group C.

Of the mothers of the C+, C, and C- groups of children one hundred twenty-eight had left school on or before the end of the eighth grade, twelve of whom had received no school training at all, twenty-eight completed the twelfth grade, five or whom finished the fourth college year. The average educational level of the one hundred ninety-seven mothers of the C children is 6th grade.

Group D.

There are thirty-six mothers in the group represented by the children of D intelligence. Thirty-one or thirty-three per cent of the mothers had left school at the end of the eighth grade, five of the eighteen who finished the eighth grade entered high school, one of whom finished the twelfth grade. The average educational level of the thirty-six mothers is 6th grade.

Group E.

The five mothers of the children of E intelligence had left school at the end of the eighth grade. The average

educational level of the five mothers is 7th grade.

There is a definite relation between the intelligence rating of the children and the educational level of their fathers and mothers. The amount of education of the fathers and mothers is an important factor influencing the quality of the home environment which they create.

Relation of the Intelligence Rating of the Children to the Size of the Families.

The families belonging to the superior social class usually limit the number of their offspring. Among the merely well to do class, which is composed of the professional and business people, the ambition of the father to forge ahead and develop his business is a frequent cause for limiting the number of children. The wife on the other hand is so engrossed in social affairs and in keeping up appearances, children interfere with social life in many ways so they are not born to these families.

Among the poorer classes there is less limitation of the size of the family. The people of this class do not care a great deal about learning, because they do not feel the burden of a fairly large family as keenly as do the people in the higher social classes. In these families children are not such a handicap; it goes to work at an early age and contributes something to the family larder.

Among the higher social groups parents want to give their

children better opportunities than they themselves had, which means that the child will have a longer period of education at a much greater total expense and probably will not make any financial return to the parents before his own marriage.

From a common sense point of view the birth-rate among the superior class should be relatively high enough to reproduce its own members from generation to generation. The present tendency is for the birty-rate to vary inversely with the social position of the family.

The number of children in the family unit affect the relations of the children and parents. Several children in a home receive less individual attention from the parents than they do where there are only one or two children. Table 9 shows the distribution in number of brothers and sisters of the 404 children arranged in the order of their mental rating.

TABLE 9. RELATION OF THE INTELLIGENCE RATING OF THE CHILDREN TO THE NUMBER OF THEIR BROTHERS AND SISTERS.

Mental Rating	Number of Brothers and Sisters. 0	1	2	3	4	5	6	7	8	9	10	11	Total	Median	Ave.
A	11	22	16	16	8	3	1		1	1			79	1.4	2.1
B	12	21	15	11	5	1		1					66	1.0	1.7
C+	8	10	20	6	4	4	3	2	2	1		1	61	1.6	2.8
C	11	19	22	18	7	3	4	2		1	1		88	1.6	2.5
C-	6	13	14	7	9	6	5	2		1		2	65	2.5	3.2
D	3	11	6	3	3	4	2	3	2	1			38	1.8	3.3
E		1		1		1	1	1		1			7	5.5	6.0
Total	53	88	93	62	36	21	16	11	5	6	1	3	404		

There is a definite relation between the number of brothers and sisters these children have and their intelligence rating. The children with the higher intelligence rating have fewer brothers and sisters than do those of lower intelligence. Of the A and B children, 46 per cent have but one or less brothers and sisters compared with 33 per cent for the D and E groups. The average number of brothers and sisters among the A and B groups of children is 2.0, while among the D and E groups the average is 3.4 brothers and sisters.

The Relation of the Intelligence Rating of the Children to the Socialization of the Members of the Family.

There is a definite relation between the home environment, the intelligence of the children, and the degree of socialization of the various members of the family.

The intelligence of the family and its social adjustment in the community is bound to be related to the degree of participation in the social activities of a group nature. Man is fundamentally a social being and as such lovers to associate with others of similar interests and customs.

There is in general a relationship between the number of organizations to which the father belongs and that of the mother, and children. There is a tendency for the children to belong to more organizations and activities than do the parents, up to the point where the parents belong to five or more groups. This is true largely because of the influences of the school in stimulating the interests in clubs and athletics.

The table below is a comparison of the similarity in number of the membership in organizations of the fathers, mothers and children.

No organizations to which the fathers belong	No. of Fathers	Average no. of Groups to which the mothers belong	Average no. of Groups to which the children belong.
0	83	.5	2.0
1	111	1.2	2.3
2	82	1.6	2.8
3	49	2.6	3.7
4	18	3.0	4.6
5	21	3.6	5.0
7	8	4.0	4.8
8	2	6.0	10.0
10	1	6.0	9.0
15	1	9.0	8.0

The stability and socialization of the family is related to its permanence in the community. Participation and group membership are dependent to a considerable extent upon its stability. Therefore, the families which have lived in the community a considerable length of time are important factors in establishing the desirable customs and standards.

The figures in the following table show the extent of participation of each group, arranged according to the intelligence rating of the children. The table shows the rela-

tion of the intelligence of the children to the fathers' membership in fraternal secret organizations.

Name of the Organization	Mental rating of the children. A	B	C+	C	C-	D	E	Per Cent. A & B
Mason	27	11	9	7	9	4		53
Odd Fellow	8	9	4	9	3	1	1	49
Miscellaneous	18	15	15	12	17	3	1	40

The fraternal organizations rank second to the church as a socializing agency among the men. Of the fathers 47 per cent are members of a fraternal order, and of these 46 per cent of their children are rated A and B in intelligence. A large number of the A and B children's fathers are interested in some kind of a fraternal order and the number tends to decrease among the fathers of the children of lower intelligence. The following table shows the relation of the intelligence of the children to the fathers membership in art, educational, and economic organizations.

Name of the Organization	Mental Rating of the Children A	B	C+	C	C-	D	E	Per Cent A & B
Parent Teachers	13	6	6	4	2	3		58
Am. Auto Asso.	10	6	7	10	4	5		38
Others	16	21	8	11	7	2		57

The larger portion of the fathers who belong to the above organizations are from the higher social levels. This is largely a highly selected group, drawn from various walks of life.

Generally speaking, the men who belong to these groups have lived in the community several years and become members of the organizations because of the opportunities they afford for participation along lines of dominant interests.

The children's mothers belong to fewer fraternal and civic organizations than do their fathers. However, it is found that the general tendency is for the mothers of children ranking high in intelligence belong to more organizations than do those of the lower intelligence levels, and correspond with the trend of the fathers in this respect. The following table shows the relation of the intelligence of the children to the mothers membership in fraternal, educational, civic, and national organizations.

Name of the Organization	Mental Rating of the Children. A	B	C+	C	C-	D	E	Per Cent. A & B
Eastern Star	9	6	3	3	4	1		58
Rebekah	3	5	2	2	2		1	53
Parent Teachers	22	14	8	16	5	4	1	53
Women's Clubs	9	7	8	16	4	3	1	26
Others	9	4	8	4	2	3	3	40

The above figures show that the mothers of the A and B children belong to 83 of the 171 or 48 per cent of the fraternal, educational, civic, and national organizations, the D and E children's mothers on the other hand belong to but 18 or 10 per cent. Among the mothers, the educational organ-

izations rank second in membership, the church and its auxiaries ranking first (page 90). Of the mothers 69 per cent belong to one or more educational organizations and of these 45 per cent of their children are rated A or B. page 87.

The mothers whose children are rated high on the test belong to more organizations than do those whose children are rated low. Among all of the mothers belonging to organizations 52 per cent of their children are rated A or B in intelligence.

Analysis of Fathers' Membership in Organizations.

The data of this survey shows that there is a decided order in which it may be predicted that men may be expected to belong to certain organizations. In cases where men belong to but one organization, this one will usually be the church. If on the other hand, they belong to two organizations the church and a secret fraternal organization are usually found to be the first and second choices. This is given in further detain of pages 89, 90, 91, and 92. The length of time spent in the community and home ownership are factors in influencing the degree of participation in the social and civic activities of the community.

The educational level of the fathers is also very closely related to the number of organizations to which they belong, and is a factor in influencing their participation in community activities. By assuming the responsibilities of home ownership and rearing a family parents take a greater interest in the community and participate in its activities both civic and social

to a greater extent than do the tenant families.

On the basis of the returns of the 376 cases, an analysis has been made of the organizations to which men belong. First, the cases are arranged on the basis of the number of organizations to which each one belongs, with the following results. In table 11, column one gives the number of organizations the fathers belong to, column two the number of fathers belonging, and column three the per cent of the total number of cases.

TABLE 11. NUMBER OF ORGANIZATIONS TO WHICH THE FATHERS BELONG.

Number of Organizations	Number Cases	Per Cent of Total
0	83	22
1	111	29
2	82	22
3	49	13
4	18	5
5	21	6
6	0	0
7	8	2
8 or more	4	1
Total	376	100

The next step is to examine the cases, in which the father belongs to one group. There are 111 men who belong to one group and the following chart shows to what group they belong.

Name of Organization	Number of Fathers	Per Cent of The 111.
Church	82	73
Fraternal (Secret)	23	21
Labor Union	3	3
Recreational	3	3

If you will notice that the church is outstanding, having 73 per cent of the cases, the secret fraternity being second choice or 21 per cent. The remainder are divided between labor union and recreational.

The next step is a comparison of the fathers who belong to one organization with those who belong to two organizations, as shown on the following table. There are eighty-eight fathers in this group belonging to a total of one hundred and sixty-four organizations. In cases where a father belongs to two organizations one of them is almost certain to be his church.

Type of Organization	Number of Memberships	Per Cent of the 164 organizations.	82 Fathers.
Church	69	43	
Fraternal	45	27	
Recreational	18	11	
Educational	10	6	
Other Religious	9	5	
Labor Union	8	4	
Auto Club	7	4	
Total	164	100	

In combination with other groups the church appears in 43 per cent of the cases, the fraternal organizations second with 27 per cent, recreation third with 11 per cent, and the remaining cases are divided among the other religious, labor union, and auto club.

There are 48 fathers who belong to three organizations or a total of 144 memberships. Their order of selection and the per cent of each is shown as follows:

Type of Organization	Number of Memberships	Per Cent of the 144 organ.
Church	45	31
Fraternity	32	22
Auto Club	22	15
Educational	18	13
Recreational	15	11
Professional	7	5
Other Religious	2	1
Patriotic	2	1
Art	1	1
Total	144	100.

The church ranks highest as first choice in this group with 31 per cent of the cases, the fraternal second with 22 per cent, the auto club ranks third with 15 per cent, the educational fourth with 13 per cent, the recreational fifth with 11 per cent, the professional sixth with 5 per cent,

and the other religious, patriotic, and art last with 1 per cent.

There are 17 fathers who belong to four organizations or a total of 68 organizations. Their order of frequency of choice and the per cent of each choice is shown as follows:

Type of the Organization	Number of Memberships	Per Cent of the 68 Organ.	17 Fathers.
Church	17	25	
Fraternal	17	25	
Recreational	10	15	
Educational	8	12	
Auto Club	8	12	
Other Religious	3	4	
Patriotic	3	4	
Union	2	3	
Total	68	100	

The church and fraternal order rank first in this group with a frequency of 17 or 25 per cent each, recreation ranks second with a frequency of 10 or 15 per cent, educational and auto rank third with a frequency of 8 each or 12 per cent each, other religious and patriotic rank fourth with a frequency of 3 or 4 per cent each, and the union is last with two cases or 3 per cent.

The cases above four organizations are not sufficiently represented to give an accurate trend although in general it may be said that the order of selection remains practically the same where a sufficient number of cases are studied.

SUMMARY OF CHAPTER IV.

The home environment has a direct influence in determining the general intelligence of the children. The superior home has a tendency to produce a larger per cent of children with superior intelligence than do the homes of low cultural environment. Intelligent young men usually stay in school longer and train for the highly skilled occupations, because they find it profitable. Their work usually requires staying in one place in order to advance in their position, and as a result they are able to save money and to purchase homes of their own. These persons make good citizens and are an asset to the community.

The study of the nationality of the fathers and mothers of the 404 children bears out the hypothesis previously stated namely, that the new families moving into the community consists largely of Southern and Eastern Europeans. The children of these families rate lower on the intelligence tests than do the American born and Northern Europeans.

The number and per cent of the children rated A and B in intelligence tends to increase in proportion to the number of years the family have spent in the community. Superior intelligence is a factor in making it possible for a family to remain in one community for a considerable period of time, because their employment is usually steady and their position secure.

There is a close relation between the intelligence rating

of the children and the educational level of their fathers and mothers. The amount of education of the fathers and mothers is an important factor influencing the quality of the home environment which they create.

CHAPTER V.

THE INTELLIGENCE RATING IN RELATION TO OCCUPATIONS.

A man's occupation is a fairly accurate measure of his intelligence. As a rule, a young man of superior intelligence will rise from the ranks of the unskilled more rapidly than do those of inferior mental ability. Those of low intelligence do not often have the capacity to assume responsible positions or to train for highly skilled work. They seldom rise above the class of the laborer, where their work is simple and they are not called upon to plan their activity beyond the mere manipulation of simple tools.

The traditional social standing accredited to some of the various life occupations still persists to a certain extent. Thus occupation of the father still has a tendency to lend social distinction to the family. Naturally there is still, and perhaps always will be, a sort of vocational aristocracy coupled with those occupations which demand native ability of a higher order and a prolonged and expensive education, which thus excluded all but a comparative few who can meet their exacting requirements. On the other hand, there are the multitude of occupations which require no special qualifications nor education and whose workers are termed unskilled labor, these occupations are generally overcrowded and naturally offer the least promise of social standing.

The point of view of the family is influenced by the occupation more or less because the interests are centered

around the things with which they are occupied. This is particularily true among classes of persons whose training has not included an appreciation of good literature, music, and sports.

The amount of the family income has a direct relation to the occupation in which the father is employed. Men in the lesser skilled occupations have smaller incomes than do those employed in the highly skilled trades and the professions. Highly skilled trades pay larger salaries because they require more native ability and a much longer period of training, common labor on the other hand is poorly paid because no extensive training is necessary and the supply of this kind of help is plentiful.

The father's occupation is a factor in determining the family income and social status. Men employed in the skilled trades are better paid, therefore, are capable of providing better home environments for their families. The figures in table 12, arranged from the highly skilled to the lesser skilled occupations of the fathers, show considerable relationship between their occupational status and the intelligence rating of their children.

The majority of the higher intelligence groups are represented in the children of those fathers who are employed in the highly skilled trades and professions, and there is a trend toward the lower intelligence in children whose fathers are employed in the lesser skilled occupations.

TABLE 12. RELATION OF THE INTELLIGENCE RATING OF THE CHILDREN TO THE OCCUPATIONAL STATUS OF THE FATHERS.

Fathers Occupations	No. Sons and Daughters	CHILDRENS' MENTAL RATING No. A & B	Pct. A & B.	No. D&E	Pct. D&E.
Professional	6	4	66	0	0
Executives	47	26	55	4	8
Transportation	27	12	44	2	7
Highly Sk. Metal Trades	85	35	41	11	13
Public Service	10	4	40	1	10
Merchants & Salesmen	67	25	37	10	15
Dom & Personal Service	22	8	36	3	13
Building Trades	17	5	29	2	12
Semi. Sk. Metal Trades	25	5	20	5	20
Laborers	25	0	0	12	49

Among the fathers employed in the professional occupations 66 per cent of their children are rated A or B, the remainder of the group are rated C+ in intelligence. Of the fathers employed in executive occupations 55 per cent of their children have an intelligence rating of A or B, while 8 per cent of their children are rated D or E. On the lower end of the scale it shows that among the fathers employed as laborers none of their children were rated A or B, while 49 per cent of their children were rated D or E in intelligence.

Mental tests given to adults reveal differences in mental efficiency according to occupational classes. Dr. Hornell Hart

in his study of the relation of occupational class to the intelligence level, found the following trend: "In the three cities in which are located the Universities of Ohio, Indiana, and Wisconsin, studies have severally been made by psychologists from the universities to determine the comparative abilities of the children of men of different occupational levels. In each of the three studies the children of professional men average by for the highest in mental ability, the children of business men next highest, skilled workmen's children next and the children of unskilled laborers lower than any of the above three occupational groups." 13

The results of this study compare very favorably with the Army Alpha Score of drafted men. Quoting from F.N. Freeman in his study of drafted men as follows: "The relation of the intelligence to the occupation was brought out very clearly by the Army Alpha Tests given to drafted men during the World War." 14

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13. Hart, Hornell. "Occupational Differential Fecundity" Scientific Monthly, XIX 527-32.

14. F. N. Freeman. "Mental Tests" 1926 page 452.

THE MEDIAN SCORE IN ARMY ALPHA OF MEN CLASSIFIED AS BELONGING IN CERTAIN OCCUPATIONAL GROUPS.

Occupation.	No. of Cases.	Median Score
Farmer	6886	48.3
General Merchant	1251	62.8
Railroad Clerk	308	91.4
Bookkeeper	458	100.9
Accountant	202	117.9
Stenographer or Typist	402	115.
Mechanical Engineer	45	109.
Civil Engineer	53	116.8
Total Cases	9605	

In Professor Freeman's study, the median scores for the farmer group ranks lowest with a median of 48.3, the General Merchant next, while the more highly trained group rank highest with a median score of 116.8. Although the occupational grouping is not identical with that used in the present study there is considerable agreement in the tendency for the more highly skilled men to rank much higher than the unskilled.

CONCLUSIONS.

Men employed in the highly skilled trades and the professions have children that rate higher in intelligence than do those who are employed in the unskilled occupations. The

children of fathers employed in highly skilled occupations usually rate much higher on the intelligence tests than do those whose fathers are employed in the unskilled occupations. There is a close relation between the occupational status of the fathers and the intelligence rating of the children in this survey group. The more highly skilled fathers have lived in the community a longer period of time and a large number of them are home owners.

CHAPTER VI.

INTELLIGENCE RATING IN RELATION TO THE CHURCH AND ITS AUXILIARY ORGANIZATIONS.

The churches are related to this study because of their part in the process of educating and developing the personality of the children. Usually the church does not attempt to elaborate its program except under favorable conditions, the chief of which is the homogeneity of constituency. Its following must be, on the whole, of the same social level. A church generally achieves this condition either by moving away from the mixed neighborhoods, or by bringing its own people from long distances, neglecting the immediate neighborhood if its own inhabitants are radically different from the church's clientele. On the other hand, the socially adapted type of church is attempting to mould itself to meet the various phases of service to the city beyond its original constituency and frequently adopts an entirely new membership on the grounds of its acute social need.

The characteristic organizations and activities undertaken by the city church are a deliberate and confessed effort to supply a substitute environment affording the same moral atmosphere that the home formerly was supposed to provide. The church wide range of new activities organized by age, sex-groups, and dominant interests, are in the main a good sign of the urbanization and of the larger adaptation to the city environment. In the city, to a degree formerly unknown to

village communities, social satisfactions are found outside of the home. Members of the family may seek the kind of recreation and social satisfaction best adapted to their own personalities.

The pastors and parish priests recognize the distinctive life and atmosphere of the Foch School Community and are desirous of meeting its needs. They are very much interested in the moral and social development of their congregations' children. The majority of them believe that there should be a greater degree of cooperation among the schools and the churches and the other social agencies in the community. They realize that it is very often the children having no church or other guiding influence to direct their interests who most often become problem cases.

Several pastors and parish priests expressed a desire to have the school, through its administrative staff and teachers, cooperate with them in solving problems of social adjustment. It is quite generally recognized that the spare time activities, either directly or indirectly have a vital influence upon the development of adolescent boys and girls. Therefore, under present conditions, the church and school are under moral obligation to teach the youth of the community worthy use of their leisure time.

In studying the history of the Protestant Churches in the community, it is found that the older churches are among those whose membership is making the greatest change. This is

particularily true of the churches whose congregations are confined to one nationality.

The pastors of the Luthern Churches, at Pennsylvania and Mack Avenues, and at Sylvester and Cadillac Avenues, report that their congregations have moved eastward to the newer section, recently developed above Mack Avenue. The other Protestant Churches in this vicinity report a similar change taking place.

The pastor of the Baptist Church at Hurlbut Avenue and Warren Avenue, reports that his congregation is now drawn largely from the area beyong Connors Avenue, north of Mack Avenue, and has established a Sunday School on Harper Avenue near Beaconsfielf Avenue, with a prospect of moving the main unit of the church to this new location. Several of the Protestant Churches in the vicinity of McClellan and Cadillac Avenues, below Mack Avenue are affected by the change taking place, although they draw their membership from several different nationalities. A number of their membership comes from the district to the east of their churches.

The Knox Presbyterian Church has moved its church location from Jefferson and Hurlbut Avenues to Mack and Dickerson Avenues. The new church was opened in April 1929. This move was considered necessary to meet the needs of the congregation and the changing conditions of the neighborhood.

The Trend of the Catholic Churches.

The Catholic Church population is rapidly increasing in the community. The newcommers are reported to be largely Southern Europeans. Many Italians, Greeks, Lithuanians, and Hungarians are among them. The following table shows the dates each church was established in the community.

THE NUMBER OF YEARS THE CHURCHES HAVE BEEN ESTABLISHED.

Church	Location	Years in the Community
Catholic	Mack & Lillibridge	35
Presbyterian	Cadillac & Goethe	34
Evangelical Lutheran	Sylvester & Cadillac	28
Catholic	St. Paul & Parkview	24
Evangelical Lutheran	Pennsylvania & Mack	19
Catholic	Lillibridge & Kercheval	18
Episcopal	Cadillac & Kercheval	17
Baptist	McClellan & Kercheval	16
Methodist	Mack & Le May	14
Evangelical Lutheran	Jefferson and Phillip	14
English Lutheran	Lakewood and Kercheval	14
Episcopal	Manistique & Jefferson	13
Evangelical Lutheran	Kercheval & Lakewood	13
Methodist	Jefferson & Marlborough	13
Presbyterian	Jefferson and Marlborough	13
Evangelical Lutheran	Vernor Highway & Lakeview	12
English Lutheran	Meadowbrook & Jefferson	12

Church	Location	Yrs. In the Community.
Catholic	McClellan & Moffat	12
Methodist	Jefferson & Garland	12
Baptist	Lenox & Jefferson	12
Evangelical Lutheran	Garland & Warren	10
Baptist	Lillibridge & Vernor	10
Church of Brethren	Cadillac near Mack	9
Baptist	Hurlbut and Warren	8
Catholic	Wayburn & Hampton	7
Church of God	McClellan & Graves	6
Catholic	Lenox & Avondale	5
Catholic	Lenox & Charlevoix	3
Church of God	Beniteau & Goethe	3
Catholic	LeMay & Warren	3
Presbyterian	Mack & Dickerson	3 Months.

The Catholic Churches located at Parkview and St. Paul, Kercheval and Lillibridge, were established 20 to 25 years ago. They were opened when their respective parishes were settled. Their membership consisted chiefly of native whites and Belgians. Four other Catholic churches were established approximately ten years ago and five church parishes have been established within the last three or four years. Originally the community was divided among the three parishes and as the increase in membership required additional facilities; divisions have been made and new churches and parish schools provided.

Recreational Facilities Provided by the Churches.

The Catholic Churches are able to offer many recreational facilities for the leisure time of their membership through the parish school auditoriums and gymnasiums. Social and recreational activities are sponsored and well attended in each of the parishes.

The larger Protestant Churches are providing facilities for recreational activities, where space is available, although some few sects do not approve of other than religious services and prohibit such activities in their church building. In the main, the more progressive are encouraging a comprehensive socialized program which will provide worthy use of leisure time. They are much concerned with the problems of keeping the young folks out of undesirable company and providing worth while activities for them under proper supervision.

In studying the social life of the 404 children it was found that the church is one of the most important socializing agencies in the community. More people belong to the churches than any other organization. It is the first organized institution with which children come in contact, outside the home, and for this reason we find that a large number of children are members of the church.

CATHOLIC CHURCHES THE NUMBER OF YEARS THE CHURCHES

The figures in each square represent the number belonging to the basketball, golf, boxing, bowling. Women's organizations repr name will vary according to denomination.

Name of Organization	Years in Comm.	Church Membership Families	MEMBERSHIP IN Women's Altar Society	Young Ladies Society	Choral or Altar
Catholic St. Bernard Church Lillibridge & Mack	35	1200	600	500	300
Catholic Annunciation St. Paul & Parkview	24	1200	625	425	175
Catholic St. Rose Church Lillibridge & Kerch.	18	950	540	325	200
Catholic McClellan & Moffat	12	1100	650	400	175
Catholic St. Ambrose Church Wayburn & Hampton	7	600		350	
Catholic St. Martins Church Lenox & Avondale	5	1000	800	580	225
Catholic St. Philip Meri Ch. Lenox & Charlevoix	3	750	700	450	100
Catholic Le May & Warren	2½	460	340	230	125
Catholic Crane & Charlevoix	1	300	120	75	50

HAVE BEEN ESTABLISHED IN THE COMMUNITY.

church and in active membership. Men's recreation includes:

esent the official women's organization for the church, the

CHURCH ORGANIZATIONS.

HIP IN Choral or Altar	Young Peoples Society	Usher Club	Men's Organization	Men's Recreation	Boy Scout	Boys' Rec.	Parocial School
300	160	110	400			125	1040
175	100	85	380	200		375	950
200	175	100	350	125	19	125	800
175	125	90	390	225		300	1000
		60	570	125		280	750
225		125	625	250		250	1200
100	90	40	480	100		250	600
125	60	45	240			180	450
50	25	20	50				

PROTESTANT THE NUMBER OF YEARS THE CHURCHES HAVE BEEN ESTABLISHED IN THE COMMUNITY.

The figures in each square represent the number belonging to the church and in active membership. Men's recreation includes: basketball, golf, boxing, bowling. Women's organizations represent the official women's organization for the church, the name will vary according to denomination.

Name of Organization	Years in Community	Church Membership	MEMBERSHIP IN Women's Organ.	Home Miss.	Foreign Miss.	CHURCH ORGANIZATIONS. Young Ladies Society	Choral	Young People Org	Men's Org.	Men's Bible Class	Men's Rec.	Sunday School	Scout Org. Girl	Scout Org. Boy	Recreation Girl	Recreation Boy
Presbyterian Cadillac & Goethe	34	850	350		42		16		150	25		600	35	35	40	50
Evangelical Cadillac & Sylvester	28	450	75									420				
Evangelical Luthern Pennsylvania & Mack	19	410	95									410				
Episcopal Cadillac & Kercheval	17	550	210		18		24					550	48	45		
Baptist McClellan & Kercheval	17	425	190		15		20					435				
Evangelical Luthern Jefferson & Philip	14	925	100					85	100			500			45	65
Methodist Mack & Le May	14	570	216	20	35				46			570		23		
English Luthern Kercheval & Lakewood	14	850	145									385				
Evangelical Luthern Kercheval & Lakewood	13	865	80					75	85		40	500				
Episcopal Manistique & Jefferson	13	298	135	95			30	24	70	25	20	420	28	33	20	60
Methodist Jefferson & Marlborough	13	600			20			132	43			516		38	15	15
Presbyterian Jeff. & Manistique	13	500	160		16		14	20		35		385	35	40		120
Methodist Jefferson & Garland	12	2900	1100	230	130	225	125	400	350	225	250	939	75	100	150	200
Baptist Lenox & Jefferson	12	800	225		48							610	32			
English Luthern Vernor & Lakeview	12	275	80					150	50		25	300				40
English Luthern Meadowbrook & Jeff.	12	725	245									565				
Evangelical Luthern Garland & Warren	10	201	48					12	35			225				
Baptist Lillibridge & Vernor	10	250										490				
Church of Brethren Cadillac at Mack	9	390	220	80								380				
Baptist Hurlbut & Warren	8	250	80	15	24			45	40		50	450				60
Church of God McClellan & Graves	6	375	140	35								324				
Church of God Beniteau & Goethe	3	350	120	40								280				
Presbyterian Mack & Dickerson	3 Mo.	550			50		30									

HAVE BEEN ESTABLISHED IN THE COMMUNITY.

church and in active membership. Men's recreation includes:

esent the official women's organization for the church, the

CHURCH ORGANIZATIONS.

Young Ladies Society	Choral	Young People Org	Men's Org.	Men's Bible Class	Men's Rec.	Sunday School	Scout Org. Girl	Scout Org. Boy	Recreation Girl	Recreation Boy
	16		150	25		600	35	35	40	50
						420				
						410				
	24					550	48	45		

TABLE 13. RELATION OF THE INTELLIGENCE RATING OF THE CHILDREN TO THE FATHERS' CHURCH MEMBERSHIP.

Name of Church	Mental Rating of the Children. A	B	C+	C	C-	D	E	Total	Per Ct. A & B.
Lutheran	10	7	4	4	3	5		33	51
Methodist Ep.	9	12	10	12	5	2		50	42
Presbyterian	7	4	4	5	5	1	1	27	41
Roman Catholic	7	2	4	9	6	6		34	26
Baptist	2	3	4	3	4	6	2	24	21
Christian	3	4	3	4	3	2		19	37
Church of Chr. Science	3	3	2	4	1	1		14	43
Eastern Orth.				1				1	0
Ev. Synod North Am.		1	1	1				3	33
Evangelical	2		2	2	1	1	1	9	22
Jewish	1	2	3		1			7	43
Latter Day St.				1				1	0
Prot. Episcopal	2	3		1				6	86
United Brethren		1						1	0
Church of God	1		1					2	50
Other Activities									
Young Peoples	1			1	1	2		5	20
Sunday School	6	4	3	3	4			20	50
Y.M.C.A.	5	1	1	2				9	66
Home Mission	1	1						2	100
Foreign Mission	1	1		1	1	1		5	40
Father and Son		1		1	1			3	33

A larger per cent of the fathers of superior children are church members than are those of low intelligence. Of all the fathers belonging to the church 40 per cent have children rated A or B in intelligence.

As a socializing agency, the church ranks first, the fraternal orders second, and the other religious organizations rank third among the men of the community. 27 per cent of the fathers belong to the other religious organizations, and of these 51 per cent of their children are rated A or B in intelligence.

TABLE 14. RELATION OF THE INTELLIGENCE RATING OF THE CHILDREN TO THE MOTHERS' MEMBERSHIP IN THE CHURCH.

Name of Church	Mental Rating of the Children A	B	C+	C	C-	D	E	Total	Per Ct. A & B
Lutheran	8	9	4	4	4	3		32	53
Methodist Ep.	13	10	14	11	4	1		53	36
Presbyterian	9	4	6	5	6	2		32	40
Roman Catholic	8	3	3	11	14	8		47	23
Baptist	3	6	4	8	5	5	1	32	28
Christian	4	3	4	6	5	4		26	27
Ch. Ch. Science	4	2	2	5		2		15	40
Eastern Orthadox				2	1			3	0
Disc. of Ch. Sc.					1			1	0
Ev. Synod N. A.		1	1					2	50
Evangelical	3		1	3	1	2	1	11	27
Jewish	1	3	3		1			8	50
Prot. Episcopal	6	3		3		1		13	69
United Brethren		2						2	100
Church of God	1		1					2	50
Other Religious Activities.									
Young Peoples S.	1	2		1		1		5	60
Sunday School	8	7	5	2	4	1		27	55
Y.W.C.A.				2	1	1	1	5	0
Home Missionary	3	3			1			7	86
Foreign Missionary	3	1		1				5	80
Ladies Aid	8	13	4	7	4	3		39	54
Ladies Auxiliary	3						1	4	75
Church Gym Class	1							1	100

A total of two hundred seventy-nine of the mothers belong to the church, one hundred-six of whom have children rated A or B in intelligence. Among the mothers the church ranks first, and the other religious second as a socializing agency.

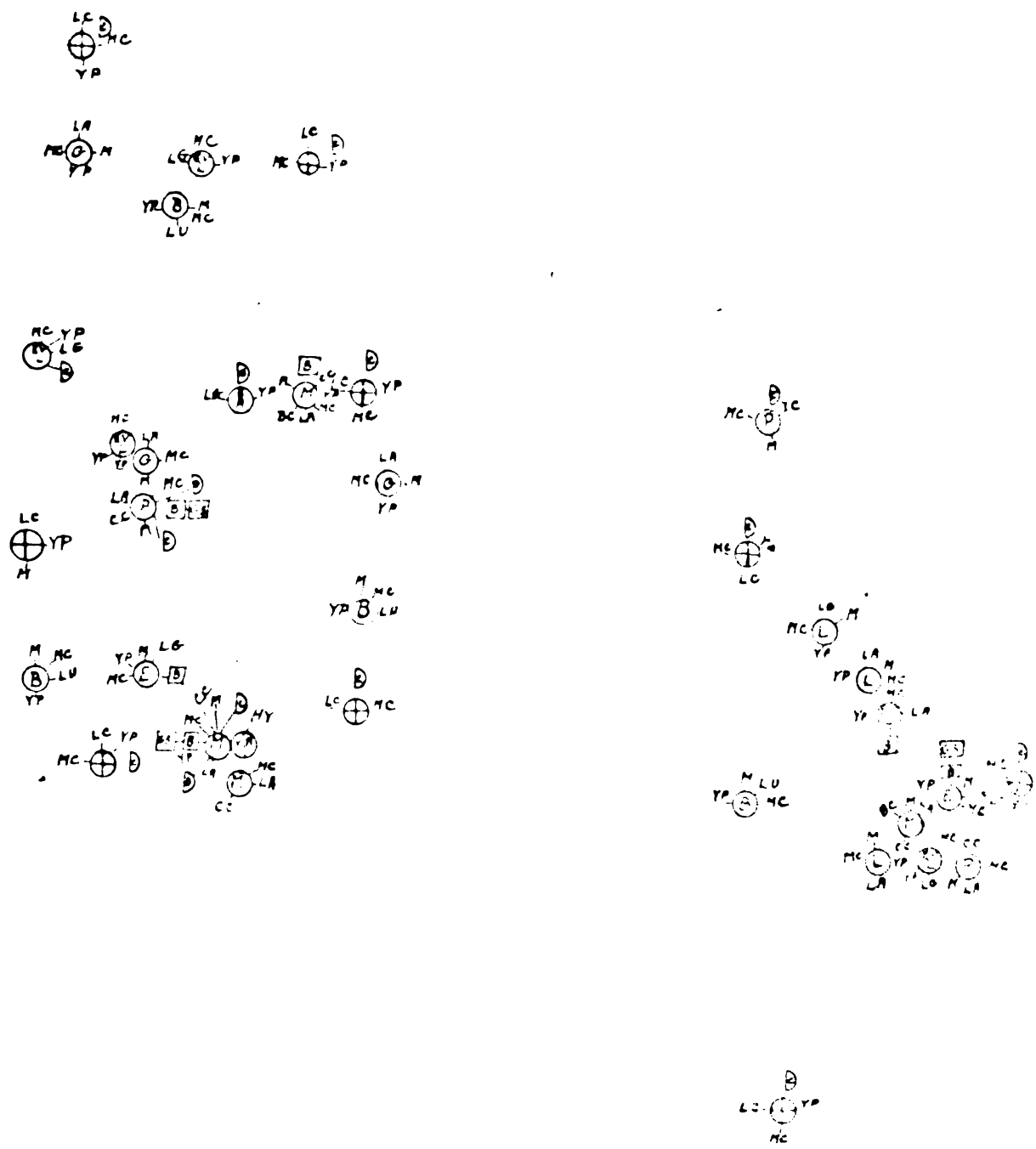
TABLE 15. RELATION OF THE INTELLIGENCE RATING OF THE CHILDREN TO THEIR MEMBERSHIP IN THE CHURCH.

Name of Church	Mental Rating of the Children. A	B	C+	C	C-	D	E	Total	Per Cent. A & B
Lutheran	8	9	5	4	5	3	1	35	49
Methodist	15	16	13	17	8	1	1	71	40
Presbyterian	10	11	9	6	4	3		43	49
Roman Catholic	9	7	13	14	8	9	2	62	26
Baptist	13	9	4	4	8	6	3	47	51
Christian	6	4	5	3	2	1		21	38
Christian Science	3	5	7	6	3	1		25	32
Congregational	1		1					2	50
Eastern Orthadox	1	1	2		1			5	40
Disc. of Christ		1	1					2	50
Synod of N. Am.		1	1					2	50
Evangelical	3	2	5	2	2			14	36
Jewish	2	2	1		1	1		7	57
Latter Day Sts.	1	2		2	1			6	50
Prot. Episcopal	6	2	2	3	1	1		15	53
Reformed			1		1			2	0
United Brethren			1	1				2	0
Church of God		2	1	2				5	40
Other Religious Activities.									
Sunday School	49	31	29	43	29	14	3	195	40
Young Peoples Soc.	7	2	3	3	3	3		21	43
W.M.C.A. Y.W.C.A.	5	8	4	2	1	1		21	76
Home Missions	2	2	1	1				6	67
Girl Reserves	1	1	1	1		1		5	40
Foreign Missions	1	1						2	100
Campfire Girls	4	2	5	2		1		14	43
Choral	1	1	1	1				4	50
Sunshine Club	3	4	2	2	1			12	58

There is a close relationship between the church membership of the children and that of their partent. 92 per cent of

MAP OF THE SPIRITUAL AND OTHER RELIGIOUS ORGANIZATIONS

IN THE U.S. - INTERMEDIATE SCHOOL SECURITY



the children, 72 per cent of the mothers, and 62 per cent of the fathers belong to the church. The home environment is a factor in influencing church membership to a certain extent. The larger portion of church membership is from families whose children rate high on the intelligence tests. 9 per cent of the D and E intelligence groups are church members, compared with 41 per cent of the A and B groups. The fathers and mothers follow the same general trend rather closely. The children of 50 per cent of the fathers and 38 per cent of the mothers, belonging to the church are from the A and B groups.

CHAPTER VII.

INTELLIGENCE RATING IN RELATION TO PLAY AND RECREATIONAL ACTIVITIES.

One of the cardinal principles of modern education is the worthy use of leisure time. The task of teaching the present generation how to use its leisure time is one of the outstanding problems of educational and religious leaders. No generation in the history of the race has hed so much leisure time at its disposa. But the society which provides people with so much surplus time must also teach them how to use it wisely. Inhabitants of modern cities live amid artifical surroundings day and night. The larger portion of their activities is upon the machine-like basis and for this reason little opportunity is afforded for active daily recreation.

The leisure time activities of individuals are usually play activities. The child at play is an interested child. Interest, as well as, joy is an essential factor in genuine play. One may observe the countenance of children really playing and note that their attitude is one of serious absorption. They are putting their whole heart into the activity because it gives them genuine satisfaction. It is the interest in the activity or game that awakens the attitude of spontaniety and self-forgetfulness. In the main, real play is the most serious type of occupation of which children are capable.

Dewey says, "A very early age, however, there is no distinction of exclusive periods of play activity, but one of emphasis. There are definite results which even young children desire, and try to bring to pass. There eager interest in

An Interesting Activity.

sharing the occupations of others, if nothing else, accomplishes this. Children want to (help); they are anxious to engage in the prusuits of adults which affect external changes; setting the table, washing dishes, helping care for animals, etc., in other ways, they like to construct their toys and appliences. With increasing maturity, activity which does not give back results of tangible and visible achievement loses its interest." [15]

Wneh an individual is doing what nature and his training have designed for him, he is very apt to be happy, cheerful and contented. On the other hand, if his tendencies to action are blocked and he cannot give adaquate expression to his emotions, his happiness and contentment vanish. In order to be most

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15. Dewey, John. "Democracy and Education" page 239.

beneficial play must take the physical, mental, and social capacities into account and provide a program which will aid in their development. Suitable play is always physically,

A Gymnasium Class.

mentally, and morally upbuilding. The play for the tot differs from that for the same child at fifteen years of age. It provides opportunities for the spontaneous and natural interests, desires, and impulses, to find expression in keeping with capacities or functions. It makes for the wholeness of life.

It is recognized that it is difficult to investigate all phases of play activities, therefore, only those activities are considered which have a rather permanent organization, with a regular time and place of meeting. The free play activities engaged in by boys and girls are recognized as very important in the development of the personality, but can only be studied intensively as individual cases.

The study shows the extent to which the 404 children take advantage of the organized recreational facilities of the community. It shows the difference between the higher and lower intelligence groups in their selection of play places. This difference in the play activities of children rests in the quality of their associations. The children of superior intelligence have a tendency to spend more of their leisure time in and near the home and playground. They usually like reading and games requiring cooperative activity. On the other hand, children of low intelligence possess a shorter attention span and loose interest in activities where they must cooperate with a group for any length of time.

The intelligence rating of the children is first compared with the places where they play in order to determine if children of superior intelligence and low intelligence play at the same places. To obtain this information the children were asked to check from a list of the possible play places, where they were accostomed to spend some of their leisure time. The results of this investigation are given in table 16.

The major portion of the A and B children play in and about their homes, friends homes, playgrounds, and school yards; while the children of lower intelligence groups have a tendency to spend more of their time further away from home possibly because the home environment is not stimulating to them. They want considerable excitement and a continual change of scenery.

Children whose homes are located in the vicinity of great industrial areas, waterfronts, and canals spend their leisure time there. Often these children collect scrap metals and other materials to earn spending money. They play on the railroad cars, in old factory buildings, and boat-houses, on old boats, etc. Some of them become regular river rats and are leaders for good or evil, depending upon their direction and supervision.

The data in table 16 shows that the children rated A or B in intelligence spend a considerable amount of their time in reading both at home and in the public library. They read many more books than do the lower intelligent groups. This reading habit influences school progress in studies where abstract material is presented. It is a difficult problem to stimulate children with low intelligence ratings to read good literature and especially when its quality is high. The number of children who draw books from the library is a good indication of the reading habits of these children. Of the A group, 42 or 53 per cent draw books from the library, of the B group 29 or 43 per cent of the C group 52 or 24 per cent, of the D and E groups 10 or 18 per cent respectively.

The organized recreational activities of boys and girls, in the community represent highly specialized environments. The individuals belonging to organized activities tend to have common interests, aims, aspirations, like-mindedness, because of the common activity there is created an unconscious

TABLE 16. RELATION OF THE INTELLIGENCE RATING OF THE CHILDREN TO THE PLACES WHERE THEY PLAY.

Play Places	Mental Rating of Children A	B	C-	C	C-	D	E	Total	Per Ct. A & B
Own Home	67	51	47	45	36	22	5	273	43
Own Yard	48	32	41	31	35	20	4	211	38
Friend's Home	64	44	38	54	34	23	5	262	41
Friend's Yard	58	40	34	45	30	20	6	233	42
Rec. Playground	29	23	20	30	21	11	4	138	38
Sch. Playground	35	32	28	31	21	21	6	174	38
In the Alley	4	19	29	20	29	21	5	127	18
On the Street	15	15	15	17	27	28	5	122	24
Street Corner	5	6	7	13	19	19	5	74	15
River Front	3	5	4	4	11	7	4	38	21
Skating	3	7	2	6	11	12	1	42	24
Fields	1	1	1	3	3	1		10	20
Sidewalk	5	2	1	6	3	6		23	30
Reading	32	29	14	14	12	8		110	55
Canals	2	3	2	4	11	9	4	35	14
Bowling Alleys		2	1	2	6	2		13	15
Y.W.C.A. Y.M.C.A.	2	5	2	2				11	62
Front of Home	3	0		1	1	2		7	43
Vacant Lots	3	6	3	3	4	3	1	23	33
Pool Rooms		2	3		4	1	2	12	16
Railroads		1	1	3		3	2	10	10
Walking			1					1	0
Parks		3						3	100
Porch		1		1				2	
Church Gym.	1			2				3	
Garage		1						1	
City Dump		1		3	2	3	1	10	10
Factory Yards		2	4	1	3	3	1	14	16
New Buildings		2						2	100
Sewing	3	4						7	
Gang	27	30	28	41	33	18	4	181	30

attraction to those of like abilities or specialized intelligence. They afford opportunities for individuals to work together on the basis of their common interests, and for communication of ideas on the basis of their common experiences. The worth of any social institution is in its effect in enlarging and improving the experiences of those who participate in its activities. They are socializing agencies to the extent to which they provide opportunities for these same individuals to participate in some conjoint activity, and by doing his share in the associated activity the individual becomes a part of the process.

Recognizing the value of extra-curricular activities, namely: clubs, plays, grade assemblies, and parties, as socializing agencies, educational leaders are encouraging their development as an intricate part of their educational program.

Table 17 is a comparison of the recreational activities of the 404 children with their intelligence. It shows the relation between those of superior and those of inferior intelligence on the basis of their membership in organized social activities.

TABLE 17. RELATION OF THE INTELLIGENCE RATING OF THE CHILDREN TO THE RECREATIONAL ACTIVITIES TO WHICH THEY BELONG.

Name of the Organization	Mental Rating of the Children. A	B	C+	C	C-	D	E	Total	Per Ct. A&B
Baseball	7	10	8	12	15	6	1	59	29
Dramatic	8	17	7	4	3	1		39	64
Glee Club	11	10	8	6	1	1		37	57
Boy Scouts	10	11	8	3	2	1		35	60
Football	4	5	7	8	10	2		35	26
Basketball	5	4	4	9	6	3	1	33	27
Orchestra	12	8	2	4				26	77
Safety Patrol	8	5	4	3	4	1		25	52
Volley Ball	6	5	3	1	2	1		18	61
Track	3	4	3	4	2			16	44
Jr. Humane Soc.	3	4	4	2	2	1		16	44
Hockey	2	3	1	3	4	1		14	36
Literary	14	10	9	4	4	2		43	56
Library	5	2	3	1	1			12	58
Tennis	3	2	1	4				10	50
Bowling	1	1	1	5	1			9	11
Country Club	3	1	1	1	1	1		8	50
Band	3	2	1	1	1			8	62
Debating	3	3	1	1				8	75
Golf		2	2	1	1			6	33
Discussion		3						3	100
Jr. P.T.A.		2						2	100
Rifle					1	1		2	0
Quartet		1		1				2	50
	111	115	78	76	61	22	2	471	

The A and B children belong to 48 per cent of the organized recreational activities while the D and E group belong to but 5 per cent. In practically all of the activities requiring considerable skill and ability the more

intelligent children are most largely represented. The games and activities requiring physical prowess afford the better opportunity for the children of lower mental ability to excell.

Experience with the club activities program in the intermediate school shows that the well developed children of low mental ability usually choose one of the athletic or motor skill clubs in preference to those which involve abstract thinking or the use of language ability.

The various members of the family follow the same general trend in their membership in recreational activities. Although the father and mother belong to fewer of the organized activities than do their children. This is partly due to the larger amount of time children have for recreation plus the influences of the school and other recreational agencies in stimulating their interests in these activities.

A comparison of the recreational activities of the fathers and mothers is made in table 18. It shows the relation of their membership in organized activities compared with the intelligence of their children.

TABLE 18. RELATION OF THE INTELLIGENCE RATING OF THE CHILDREN TO THE RECREATIONAL ACTIVITIES OF THEIR FATHERS.

Name of the Organization	Mental Rating of Children. A	B	C+	C	C-	D	E	Total	Per Cent A & B	
Bowling	15	11	2	8	1	2		39	67	
Baseball	14	4	1	4	2	1		26	69	
Card Club	5	5	4	3	2			19	53	This group
Basket Ball	9	3	2	1	1			16	75	represents
Country Club	6	3	4	1				14	64	the
Volley Ball	2		2	1	1			6	33	fathers
Golf	4		1	1				6	66	of the
Sailing		2	1					3	66	404
Athletic		2		1				3	66	children.

The fathers of the A and B children belong to ninety-five of the one hundred forty-seven organizations or 65 per cent of the cases. The fathers who belong to this type of organization are a highly selected group. Most of these activities require the expenditure of considerable money, therefore, their incomes are larger than the average in order to belong to them.

Relatively few of the mothers of these children belong to organized recreational activities. Of the fifty-seven mothers who belong to recreational activities of this type, thirty-six or 63 per cent have children whose intelligence is A or B, while two mothers have children whose intelligence rated D or E.

Summary.

Free play and recreational activities are important factors in the socialization of the individual. Wholesome playground facilities well located and properly supervised are essential to the development of the youth of the community. There is a greater tendency for the children of low intelligence to spend much of their leisure time around the commercial and industrial establishments and in the vicinity of the waterfront and other places where a variety of excitement is to be found.

CHAPTER VIII.

INTELLIGENCE RATING IN RELATION TO THE PERSONALITY.

Personality is largely composed of attitudial sets. It includes all of the behavior systems and other traits of the individual. Certain of the aspects of behavior which function in a social relation are called traits of personality. These traits represent so many different dimensions in which individuals are found to differ. Allport defines personality "as the individual's characteristic reactions to social stimuli, and the quality of his adaptation to the social features of his environment. Personality is a result of social behavior, but it is also a cause."

The general biological structure, form and organization, are derived from the inherited patterns in the protoplasm. Our beliefs, attitudes, habits, behavior generally, are moulded primarily by the psycho-social environment; this process of moulding is going on continuously. It is greatest in infancy, childhood and youth, and decreases in quantity and intensity with maturity.

The individual integrates his personality through the interaction with other individuals and his responses are stimulated by suggestion and imitation. Although the physiological basis of personality lies wholly in the individual, the traits themselves can be described and measured only by a scale standardized within the social group and applied by

social agencies.

The chief differences which characterize the school environment from others is its controlled features. The school systematizes the personality building process. The character of the school environment is practically alike for all children before the period of differentiation takes place, although the stimuli effects children differently. The environment outside the school differs for each child and ranges from a very superior to a very inferior environment.[16]

In making the study of the personality of school children, the information was collected by means of a questionaire, which was given to all of the children in the group of 404 selected for this study who measured A on the upper end and D or E on the lower end of the Detroit intelligence rating scale. In refering to these groups, hereafter they will be called the upper or A group or the lower or D and E group.

The children were studied and rated by the classroom teacher while under normal classroom conditions, during the process of interaction with one another. This process of interaction includes all of the combinations of group relations which are possible in the social development of the personality.

The teacher considered one child at a time and checked each item on the basis of his or her reaction in relation to every other member of the social group to which he or she belonged. Behavior patterns and traits which are carried on in

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16. Allport, J. E. "Social Psychology" page 99.

the process of interaction in the school environment, of the classroom, and coridors of the building are evaluated and measured. A letter rating scale was used by the teacher in recording the reactions and the degree of participation of the child.

Every trait or capacity of the child should be considered very carefully under suitable conditions. The situation and stimuli must be correct in order to stimulate a normal response on the part of the child.

The questionaire was divided into three parts as follows:

1 Sociality

2 Intelligence

3 Self-Expression

4 Temperment

5 Motility

The facts were collected by the classroom teachers of academic subjects. They were given the copies of the questionaires with the children's names written on the top of each copy; in this way it was not necessary to emphasize or speak of the matter of the intelligence level to the teacher, or pupil. All of the teachers were given identical instructions as to the method to be employed in marking each child.

A large number of the 404 children were members of my classes and afforded amply opportunity for personal observation. All of the children were observed in other class rooms under as many school situations as possible. The homes of the children were visited and the parents were interviewed regarding the

personality of their children. Every child was interviewed individually as a further check upon the other sources of information. The results of this study have been arranged to show the relationships of the girls and boys with the corresponding totals for the two. The separation of the girls and boys in making comparisons was found necessary because of the tendency of girls to react differently in many situations.

1 Sociality.

The child realizes his social consciousness in contact situations and develops in personality to the degree in which he is able to respond to, or identify himself with the behavior or personality of others. Sociality is the susceptibility of the individual to the influences of society. The individual possessing a sensitivity or susceptibility to social stimuli is usually alert and willing to cooperate in joint activities. Intelligence, social participation, and drive will tend to create leaders. The active and socially minded person possesses qualities which draw followers to him.

TABLE 19. RELATION OF THE INTELLIGENCE RATING OF THE CHILDREN TO THEIR TRAITS OF LEADERSHIP.

	A Group			D and E Group		
No. Cases	38	54	92	38	54	92
Activity	Boys Pct.	Girls Pct.	Ave. Pct.	Boys Pct.	Girls Pct.	Ave. Pct.
Participation in social activities	97	66	79	45	42	43
Mingles well with other children	97	72	83	68	63	65
A Social leader in the group	42	39	40	29	7	19
Ave. Pct. for Trait	79	59	67	47	40	43

The A group excell the D and E children by 24 per cent on the average. The boys in each group show a higher percentage than do the girls in each case. The trait of ascendency is much stronger in the children of superior intelligence than among the inferior.

Cooperation is one of the basic principles upon which our society is based. It is the business of the school and the home, as well as all other institutions to strive for the complete cooperation of all its members. Cooperation is the association, or collective action of persons for thier common benefit. On the basis of the interpretation of the data, it can be safely stated that there is a definite relation between mental ability as represented on the intelligence rating scale and cooperation as measured by this study.

TABLE 20. RELATION OF THE INTELLIGENCE RATING OF THE CHILDREN TO THEIR COOPERATION IN JOINT ACTIVITIES.

	A Group			D and E Group		
No Cases	38	54	92	38	54	92
Activity	Boys Pct.	Girls Pct.	Ave. Pct.	Boys Pct.	Girls Pct.	Ave. Pct.
Taking part in class activities	97	83	93	60	58	59
Willing and eager to recite	92	55	80	42	66	56
Anxious to act as a class officer	76	33	62	26	30	28
Assists teacher with note-books & papers	28	71	57	30	47	37
No Uncoordinated Movements or noises	77	97	87	55	100	77
Not destructive to books or sch. property	87	100	97	81	94	87
AVERAGE PER CENT for the trait	76	73	79	49	70	57

The A group average 76 per cent cooperation for all items as compared with 57 per cent cooperation for the D and E group, a difference of 19 per cent better cooperation than the lower group. In general we find the girls have a higher percentage for the group than the boys.

This relates very closely with the characteristic tendency which the children follow in the order of belonging to organized groups. We find the A groups belonging to the largest number of organizations and the D and E children to the fewest number.

The characteristic attitudes of the child toward others in the group, the habits which he has formed in his association, and the drive behind the habits determine the expression of his emotional and social life. "Only recently have we realized the importance of the early influence of parents and other relatives in the formation of lifelong attitudes toward self and society." [17] Table 21 is a comparison of the characteristic attitudes of children towards others in relation to their intelligence.

TABLE 21. RELATION OF THE INTELLIGENCE RATING OF THE CHILDREN TO THEIR ATTITUDES TOWARD OTHER CHILDREN.

No. Cases.	A Group 38	54	92	D and E Group 38	54	92
Activity	Boys Pct.	Girls Pct.	Ave. Pct.	Boys Pct.	Girls Pct.	Ave. Pct.
Willingness to render assistance	61	90	80	51	34	44
Answers other children's questions cheerfully	72	97	89	57	70	65
Ready to share in joint activities	94	97	96	70	74	72
Participates in plays and programs	42	50	47	42	55	49
Not disagreeable in contact with others	88	100	94	48	51	48
Average Pct. for Trait	71	87	84	53	57	55

17. Op. cit., page 101.

The average rating for the A group is 29 per cent higher than that of the D and E group in their attitude toward other children; the girls averaging slightly higher in both groups. It is found that the girls of low intelligence usually are quiet and submissive, while the boys of low intelligence have a greater tendency to become problem cases for the teacher. Children of the lower intelligence groups are generally restless, excitable, and uncoordinated in their actions. They are difficult to work with in the subjects which require abstract thinking, because of their tendency to loose their self-control with the least change in the regular routine. It is very difficult for them to organize their class room activities on the basis of pupil leadership because of the difficulty of subordinating self for the good of the group activity.

The D and E girls excell the A girls 5 per cent in their participation in plays and programs. Children of the A group have ample opportunity for expression and recognition in other activities and are, therefore, not as deeply interested in participating in activities where considerable repetition and practice is required.

The disagreeable nature as displayed by children in their relation to others is partly due to herdity and partly to the home environment and past experience. According to Allport "the problems of personality and its distortion and defects are essentially social problems. Mental defects and insanity may be partially defined as inability to adapt one's self to the conditions of the society in which he lives." Of the A group 12 per cent of the boys are judged as being disagreeable, while among

the D and E group 52 per cent of the boys are judged as being disagreeable in their relations with others, or a difference of 40 per cent. As a general rule, it is the unadjusted boy of low mental ability who becomes a problem case during the adolescent period. He has considerable difficulty in fitting himself to the school environment, as it is organized on the traditional basis.

Ethical character is developed through service to others. Present day schools are organized to provide opportunities for the development on the part of the pupils, a sense of responsibility and initiative, and above all the spirit of service and the principles of true democracy. This spirit should permeate the whold school, principal, teachers, and pupils. The relation of the intelligence of children to the spirit of service is shown on table 22.

TABLE 22. RELATION OF THE INTELLIGENCE RATING OF THE CHILDREN TO THEIR SERVICE TO OTHERS.

	A Group			D and E Group		
No. Cases.	38	54	92	38	54	92
Activity	Boys Pct.	Girls Pct.	Ave. Pct.	Boys Pct.	Girls Pct.	Ave. Pct.
Ready to do own share	100	100	100	74	89	80
Willing to share in group activity	100	100	100	66	79	71
Efficient in performance of tasks	66	97	87	27	42	35
Adaptability	78	100	89	19	42	30
Ready to act.	66	97	87	44	63	52
Ave. Pct. for Trait	82	99	92	46	63	53

In service to others the A group rated 39 per cent higher than those of the D and E group. The willingneww to participate and be of service to the group and the school is strongest in the superior groups. The attention span of the higher groups is longer and of greater intensity, which is valuable in carrying out many activities.

Reliability is very closely related to each of the other aspects of sociality. The truly socialized individual observes the conventions and laws of civilized society as a matter of principle rather than compulsion. He can be depended upon to assume his full share of the responsibilities of social life and citizenship in the community.

Unstable homes with very poor environment have a tendency to develop personalities with an absence of sensitivity to the influences of the social environment. The self-seeking and selfish individual emerging from this type of home is usually intellectually inadequate and emotionally unbalanced. This self-seeking nature often becomes the dominant trait in the criminally inclined personality.

TABLE 23. RELATION OF THE INTELLIGENCE RATING OF THE CHILDREN TO THEIR RELIABILITY.

No, Cases.	A Group 38 Boys	54 Girls	92 Ave.	D and E Group 38 Boys	54 Girls	92 Ave.
Activity	Pct.	Pct.	Pct.	Pct.	Pct.	Pct.
Prepares home work regularily	72	97	89	30	73	47
A reliable messenger	94	97	96	45	63	52
Trustworthy and Honest	72	84	80	45	84	60
Average	78	93	88	40	73	53

Superior children can be depended upon to obey orders and assume responsibilities more readily than the inferior types. On this trait the A children are rated 35 per cent higher in reliability than are the D and E. The girls of each group are rated considerably higher than the boys.

2 Intelligence.

Intelligence is the capacity for solving the problems of life; it is the capacity for reasoning and implies memory and learning ability. It is the most important of all the individual powers in the adjustment of the organism to its environment. Intelligence is a very complex system of phenomena, comprising all sorts of capacities for adjustment and perceptual ability. The contrast between the different types of intelligence in individuals is between the ability to perform hand skill work, and to perform abstract thinking with the mind. Capacity for observation or perceptual ability is, therefore, important. The factors of intelligence are problem solving ability, memory, constructive imagination, judgment, inventive ability, and initiative.

The factors of intelligence are important in measuring the contribution of the intelligence to the development of personality. In order to understand the relation of intelligence to the whole personality, it is necessary to analize the overt behavior of the individual in its relation to the social group. The relation of the intelligence of the children

to their problem solving ability is shown in table 24.

TABLE 24. RELATION OF THE INTELLIGENCE RATING OF THE CHILDREN TO THEIR PROBLEM SOLVING ABILITY.

	A Group			D and E Group		
Number of Cases.	38	54	92	38	54	92
	Boys	Girls	Ave.	Boys	Girls	Ave.
Activity	Pct.	Pct.	Pct.	Pct.	Pct.	Pct.
Ability to solve Prob.	78	89	85	22	33	26
Use of good method	66	84	78	22	52	37
Average of Trait	72	86	82	22	43	31

There is a wide variation between the two groups in their ability to solve problems, and shows a considerable difference in the learning ability of the two groups. The average ability of the A group in problem solving ability is 51 per cent higher than it is for the D and E group, as expressed by their scores. The more intelligent children make better use of their past experiences to guide their reactions in meeting new situations than do those of inferior intelligence.

Good memory is an essential part of the mental development of the personality. Intelligence involves the use of past experience in meeting new situations. The acquisition of knowledge and skill depends on the ability to learn and remember. The development of the intelligence of the individual depends upon his ability to apply what has been learned and retained to new situations as they arise. The relation of the intelligence rating of the children to their ability to learn

and retain that which they have learned is shown in table 25.

TABLE 25. RELATION OF THE INTELLIGENCE RATING OF THE CHILDREN TO THEIR MEMORY.

	A Group			D and E Group		
No. Cases.	38	54	92	38	54	92
Activity	Boys Pct.	Girls Pct.	Ave. Pct.	Boys Pct.	Girls Pct.	Ave. Pct.
Memorizes quickly	66	92	84	37	37	37
Retain things learned	87	89	88	30	47	38
Recall facts quickly	77	89	84	26	37	30
Average for Trait	77	90	85	31	40	35

The A group of children rated 30 per cent higher in ability to memorize and recall facts than the D and E groups. The girls are rated considerably higher than the boys in both groups. The greater length and intensity of the attention span, together with the better coordinated activities of the superior children make it possible for them to memorize material more readily than do those of inferior mental ability.

Constructive imagination denotes an ability to develop a plan or design an object which involves a new arrangement of elements. It is an ability to invent new methods of doing things. This capacity has had a very significant effect upon society as evidenced by the strides made by mankind in conquering the elements of nature, and the adaptation of the natural forces in the physical environment to their needs. The relation of the intelligence rating of the children to their

constructive imagination and inventive ability is shown in table 26.

TABLE 26. RELATION OF THE INTELLIGENCE RATING OF THE CHILDREN TO THEIR CONSTRUCTIVE IMAGINATION AND INVENTIVE ABILITY.

	A Group			D and E Group		
No. Cases.	38	54	92	38	54	92
	Boys	Girls	Ave.	Boys	Girls	Ave.
Activity	Pct.	Pct.	Pct.	Pct.	Pct.	Pct.
Ability to construct mental pictures	67	87	77	14	63	34
Ability to plan work from outline	72	82	77	15	37	26
Ability to make plan of action	78	90	84	15	27	23
Ability to cope with new situation	83	68	75	19	37	28
Originality in construction	78	69	74	15	16	15
Original themes in composition	78	71	75	6	15	10
Average for the Trait	76	78	77	14	33	22

In the traits of constructive imagination and inventive ability the average rating of the A group is 55 per cent higher than of the D and E group for the same traits. The wide variation between the two groups lies in their ability to perform abstract mental operations.

Judgment is the ability to make decisions after a careful study of the facts in the situation. It is the ability to make the proper adaptation to the situation. It is an ability

to generalize from the facts and form a hypothesis. To possess judgment is to be able to take a calm and mature outlook upon the real problems of life. Age and maturity contribute to the original capacity for adaptation. The relation of the intelligence rating of the children to their judgment is shown on table 27.

TABLE 27. RELATION OF THE INTELLIGENCE RATING OF THE CHILDREN TO THEIR JUDGMENT.

	A Group			D and E Group		
No. Cases	38	54	92	38	54	92
Activity	Boys Pct.	Girls Pct.	Ave. Pct.	Boys Pct.	Girls Pct.	Ave. Pct.
Keen and discriminating	83	86	85	15	26	20
Ability to form opinions from facts	77	86	81	19	52	35
Ability to discriminate wisely	78	95	86	12	34	23
Ability to reach conclusions quickly	67	90	78	15	34	25
Ability to make worthwhile suggestions in the classroom	62	76	69	19	37	28
Average for the Trait	73	84	80	16	38	26

The average rating of the A group in the trait of judgment is 54 per cent higher than that of the D and E group. In general, individuals of superior intelligence have more ability to make sound judgment than do those of low intelligence, however, the mere possession of intelligence is no indication of sound judgment.

3 Self-Expression.

The traits of self-expression are ascendency, expansion, drive, compensation, and insight. The development of the traits of self-expression begin early in the life of the individual. They are built upon the usual learning processes and acquire a basic position in the action system. The development of the drive often begins with an interest in the occupation of the parent. Allport defines drive as "a prepotent habit, or group of habits, which acquires a compelling power similar to that of the prepotent reflexes, and which controls the integration of other habit systems in the individual's development." The relation of the intelligence rating of the children to their drive is shown in table 28.

TABLE 28. RELATION OF THE INTELLIGENCE RATING OF THE CHILDREN TO THEIR DRIVE.

No. Cases	A Group 38	54	92	D and E Group 38	54	92
Activity.	Boys Pct.	Girls Pct.	Ave. Pct.	Boys Pct.	Girls Pct.	Ave. Pct.
Specific Aim in view	61	97	85	33	33	33
Coordinated activities	72	97	80	22	26	24
Average for the Trait	66	97	82	28	29	29

The children of superior intelligence possess a more dominant drive than do those of low intelligence. The average rating of the A group of children being 53 per cent higher than

that of the D and E group.

Self control represents the modification of the original tendencies of the individual in accordance with the necessities of group life. This modification of the tendencies is a part of the socialization of the individual. Self control makes it possible for the individual to coordinate his activities and focalize them upon a single goal.

TABLE 29. RELATION OF THE INTELLIGENCE RATING OF THE CHILDREN TO THEIR SELF-CONTROL.

	A Group			D and E Group		
No. Cases	38	54	92	38	54	92
	Boys	Girls	Ave.	Boys	Girls	Ave.
Activity	Pct.	Pct.	Pct.	Pct.	Pct.	Pct.
Obeys school rules	89	100	96	82	94	88
Does not concern self with disturbances of others	55	60	57	37	47	42
Considerate of others	89	100	96	37	84	60
Punctual	97	100	98	63	95	79
Quiet and orderly	82	87	84	53	82	68
Average	82	89	86	54	80	67

In self-control the A group excell the D and E group by an average of 19 per cent. The girls of both groups are rated higher than the boys.

4 Temperment.

Temperment is the name applied to one of the general background attitudes which influences the character of our behavior. It is based upon the feelings and emotions of the individual. A large portion of life activities for most

individuals is performed on the tempermental level rather than upon a rationalized basis. They do things because it is customary or because of the way they feel about it, rather than an appeal to reason. The behavior of the individual depends upon the emotional and volitional factors in the personality. On the other hand, the characteristic behavior of the individual constitutes the temperment. Temperment is not a fixed thing, but is continually changing as the outer conditions and inner reactions of the individual to the stimulus of the environment.

According to Woodworth the most important organic factor in temperment is probably the functioning of the endocrines or secretions of the ductless glands. He says that "The excitable individual might be one with over-active adrenals. And ... The strenuous individual might be one with an unusually active thyroid gland.....There are several other glands that possibly affect behavior in somewhat similar ways, so that it is not improbable, though still rather hypothetical, that chemical substances produced in these glands, and carried by the blood to the brain and muscles, have much to do with the elusive traits we class under temperment and personality." [18]

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18. L.L.Bernard. "An Introduction to Social Psychology" 1926. page 253.

TABLE 30. RELATION OF THE INTELLIGENCE RATING OF THE CHILDREN TO THEIR EMOTIONAL TRAITS OF TEMPERMENT.

	A Group			D and E Group		
	38	54	92	38	54	92
No. Cases	Boys	Girls	Ave.	Boys	Girls	Ave.
Activity	Pct.	Pct.	Pct.	Pct.	Pct.	Pct.
Feminine	17	92	67	4	94	41
Masculine	84	5		63	5	
Cheerful	83	84	84	44	63	52
Happy	60	66	63	22	37	29
Sympathetic	56	61	58	44	5	5
Dainty	5	47	34	0	21	11
Sweet	22	71	46	0	38	19
Frank	50	29	40	15	5	10
Calm	39	42	40	15	37	26
Average	33	16	25	22	42	32
Indifferent	5	8	7	22	5	14
Restless	24	0	12	41	5	23
Sour	0	0	0	14	5	10
Gloomy	6	0	3	19	3	11
Morbid	0	0	0	0	0	3
Sullen	0	0	0	7	5	6

The factors in the environment play an important part in the development of the temperment and personality of the children. It has been found that the children of the lower intelligence levels do come from poorer homes than do those of superior intelligence. The A children are rated considerably higher in the types of behavior represented by cheerfulness, happiness, sympathetic attitude, daintiness, frankness, and calmness, while the D and E children are rated as being more indifferent, restless, sour, gloomy, morbid, and sullen.

What a person is in the social situation depends upon what his interests are. The democratic group processes provide

and activities of the group's life. The type and degree of interest determines the activities of the individual. An analysis of the variation in the interests of the children compared with their intelligence rating is shown on the following table.

TABLE 31. RELATION OF THE INTELLIGENCE RATING OF THE CHILDREN TO THEIR INTERESTS AS TRAITS OF PERSONALITY.

	A Group			D and E Group		
No. Cases	38	54	92	38	54	92
	Boys	Girls	Ave.	Boys	Girls	Ave.
Activity	Pct.	Pct.	Pct.	Pct.	Pct.	Pct.
Conscientious	72	95	84	22	79	50
Much concerned with school studies	45	82	64	7	53	30
Does things whole heartedly	72	92	82	15	84	49
Amiable	78	92	85	48	74	56
Average	67	90	79	23	72	46

To be interested in a project is to be absorbed in, wrapped up in, or carried away with it. The early training and environment have a decided bearing upon the developmnet of the interests of the individual, as well as, their trends. The superior children are capable of retaining an interest for a longer period because of the better opportunity provided by his environment. The average rating of the A children is 33 per cent higher in the interest traits than are the chil-

dren of the D and E group.

5 Motility.

Motility describes the general activity level of the individual; it is the characteristic mode of his self-expression. The characteristic attitude of the individual is a result of the influences exerted on the nervous system and through it, on mental processes by the functioning of the bodily organs, and on the other hand, the general functioning peculiarities of the nervous tissues. The characteristics of motility are speed, control, steadiness, implusiveness, and skill. These traits always assume a prominent part in the social contacts of the individual. They determine his threshold of response to stimuli in the environment and thus influences his mode of behavior. Various aspects of motility are described as hyperkinetic, taciturn, tenacity, and skill. The following four tables compare the aspects of motility with the intelligence rating of the children.

TABLE 32. RELATION OF THE INTELLIGENCE RATING OF THE CHILDREN TO THEIR TRAITS OF MOTILITY.

Reliability	A Group			D and E Group		
No. Cases	38	54	92	38	54	92
Activity	Boys Pct.	Girls Pct.	Ave. Pct.	Boys Pct.	Girls Pct.	Ave, Pct.
Firm upright in character	89	97	94	33	68	47
Quiet settled and orderly	78	95	89	30	79	50
Can be given position of trust	89	97	95	33	68	48
Average	85	96	93	32	71	48

Superior children in general have better self-control and as a result are quiet and orderly. In general, their home environment provides opportunities for assuming responsibilities in family affairs which makes it possible for them to assume positions of trust in connection with school or club activities. The A group of children are rated 45 per cent higher on their reliability than were the D and E group for the same trait. Girls of low intelligence are more reliable than the boys. They are more quiet and trustworthy and generally are successful in occupations which may be reduced to a routine procedure.

Table 33 is a comparison of the intelligence rating of the children to their readiness to action. This shows the relation of the threshold of response of the two groups.

TABLE 33. RELATION OF THE INTELLIGENCE RATING OF THE CHILDREN TO THEIR EXTROVERSION.

	A Group			D and E Group.		
No. Cases.	38	54	92	38	54	92
Activity.	Boys Pct.	Girls Pct.	Ave. Pct.	Boys Pct.	Girls Pct.	Ave. Pct.
Ready to start new type of action	55	63	61	30	42	35
Ready to assume leadership	50	74	66	26	37	31
Allows others to assume leadership	35	16	25	74	63	67

Children of superior intelligence enjoy planning a new type of activity. They will participate in the organization and share in the responsibility of it. On the other hand, children of low intelligence cannot visualize the steps of the process as well and as a result do not cooperate in planning

new and different activities unless they are able to see more immediate ends to be derived from the activity. Children of high general intelligence are inclined to hold fast to a definite aim or activity with much better success than those of lower intelligence. Their association with members of the home and social environment provide ample patterns, stimuli, and experiences, which are factors in the development of the temperment and personality. Their superior home and social environment provides a superior stimuli for the evocation and direction of their capacities. A comparison of the tenacity of the children is shown in table 34. This table shows the relation of the two groups in the drive which actuates their life activities, and the extent to which they are able to hold to a given aim or purpose.

TABLE 34. RELATION OF THE INTELLIGENCE RATING OF THE CHILDREN TO THEIR TENACITY.

	A Group			D and E Group		
No. Cases	38	54	92	38	54	92
Activity	Boys Pct.	Girls Pct.	Ave. Pct.	Boys Pct.	Girls Pct.	Ave. Pct.
Versatile Individual	61	64	63	15	19	17
Purposeful	61	76	71	8	37	26
Coordinated activity	78	82	80	22	37	35
Aim in Life	78	87	84	26	37	31
Average	69	79	74	20	33	28

In tenacity the A children are rated 46 per cent higher than the D and E children. The girls are rated from 10 to 13 per cent higher than the boys in this trait.

Conclusion.

Certain of the aspects of behavior that function in a social relation are called traits of personality, and represent so many different dimensions in which the individuals are found to differ. At the present time, the school environment is the best laboratory in which to observe and study the interaction of personalities.

Sociality, as a trait of personality, is the susceptibility of the individual to the influences of society. Children of superior intelligence and home environment are found to possess greater ability in leadership, service to others, cooperation, and reliability. These children display an even temper, are courteous to one another, ready to share in joint activities, and in general have a very good social attitude.

Intelligence, as a trait of personality, is the capacity for solving the problems of life; it implies capacity for reasoning and implies memory and learning ability. Children of superior intelligence possess greater ability to solve abstract problems. They have better ability to memorize material, better constructive imagination, and judgment.

Self-expression, as a trait of personality, is the characteristic activity level or mode of expression. Traits of self-expression are ascendency, expansion, drive compensation and insight. Drive is stronger and much better developed in children of superior intelligence. Their self-control is found to be well developed for their ages. The desirable

emotional traits are better developed in the superior children, although the difference in the two groups is less marked. On the emotional level, the line of demarkation is not definitely drawn between the two groups. Children of superior intelligence have longer attention spans, and as a result have more enduring interests. They fit into the school curriculum, as organized on the present basis, more easily because of their ability to deal with abstract problems.

The chief difference in the motility or activity level of children lies in the differences exerted on the nervous system, and general functional peculiarities of the nervous tissues. The healthy individual is generally active, but usually the child of low intelligence wastes his efforts in random activities, uncoordinated and meaningless movements. On the other hand, the superior children through their environment and home training, usually have opportunities to coordinate and conserve their energy for the worthwhile activities.

CHAPTER IX. SUMMARY.

This study shows a relation of the intelligence rating of the students and following factors:

1. The type of home environment has a definite relation to the intelligence rating of the children of those rated A or B in intelligence. Sixty-six per cent have excellent homes which are classed as type 1 or 2. The number of children living in the superior type of home environment becomes fewer among the children of lower intelligence. Of those rated D or E in intelligence, twenty-four per cent live in type 1 or 2 homes.

2. The number of years the family has spent in the community is related to home ownership and the socialization of its members. The majority of families living in the community five or more years are home owners and belong to more organizations than do tenant families. The tenant families in this study have lived an average of 9.8 years in the community, whereas, the home owning families have lived an average of 18.4 years in the community or an average of 8.6 years longer than the tenant families.

3. The mothers and fathers of the children of superior intelligence are better educated than those of lower intelligence. Eleven fathers and six mothers of children of A intelligence are college graduates. The minimum educational level of all mothers and fathers of the children of A intelligence is

fourth grade. Among the parents of the children rated D or E in intelligence, eight of their mothers and fathers have had no formal school education. One father of this group of parents received a college training.

4. There is a negative relation between the intelligence rating of the children and the number of children in the family. It is found that on the average the number of children in the family in the A group is 2.1, in the B 1.7, C+ 2.8, while the average number of children in a family in the D group is 3.3, and in the E group is 6.

5. There is a relation between the number of organizations to which various members of the family belong and the length of time the family has lived in the community. There is also a relation between the number of organizations to which each member of the family belongs and the intelligence rating of their children. The children of superior intelligence and their parents usually belong to more organizations than those of lower intelligence.

6. Men employed in the highly skilled trades and occupations are capable of earning a larger salary and thus provide a better home environment than are those employed at unskilled occupations. The occupation of the father, the home environment, and intelligence rating of the children are closely related. The children of 66 per cent of the fathers engaged in

professional occupations are rated A or B in intelligence, 55 per cent of the children of fathers employed in executive positions are rated A or B; the children of fathers employed as laborers are rated lower than A or B in intelligence.

7. Churches in the Foch Intermediate School Community are undergoing a definite change. Many are elaborating their programs to meet changing conditions in the community. They are increasing the numbers and kinds of activities which they sponsor.

The Protestant clientele is moving eastward to the newer residential areas. Many of these families consist of the original German and American born people that settled the community and built the churches.

The Catholic Churches are increasing in membership and in number as the newer population, consisting of Southern and Eastern Europeans, move into the community. The number of Catholic churches in the Foch School Community has doubled in the last four years.

The church and its auxiliary organizations rank first in the number of members, the fraternal orders rank second, the educational organizations, not including the school, third, and the recreational organizations fourth, as shown by the mothers', fathers', and children's memberships in these organizations. The fathers and mothers of children rated A or B in intelligence belong to a greater number of organizations than those of lower intelligence.

8. The organized recreational activities for boys and girls in the community represent highly specialized environments. The children of superior intelligence spend a much greater portion of their recreational time playing in and around their homes, school playgrounds, public playgrounds, and parks than do those of lower intelligence. The children of lower intelligence spend much of their time in playing on the river front, factory and railroad yards, and in the vicinity of the commercial establishments in the community.

9. Children rated A or B in intelligence have more leadership ability than those of lower intelligence. They show a good spirit of cooperation and ability to get along with one another. Their attitudes are better because of their ability to sympathize and see the other person's side of the question. The children of superior intelligence are reliable and can be trusted to do things correctly.

The children of superior intelligence solve problems, show good judgment, and develop constructive imagination more rapidly and with greater ease than do those of lower intelligence.

The self-expression of the superior children as measured by drive, self-control, emotional traits, and interests is better coordinated and developed toward desirable ends than children of lower intelligence.

10. The social status of the home and family, as one phase of the environment, is an important factor in stimulating the responses of its members. The standards and values of the group in which the family moves determine to a considerable extent the development of the general intelligence. It is found that children reared in superior homes have greater opportunities for desirable social intercourse and are able to meet life situations with greater ease than those of inferior home surroundings. The result of this study indicates that to a considerable extent the differences found in the children's abilities are due largely to the differences in the immediate environment. That is to say, the home training and social status.

It is found in this study that home training and other factors in the environment have considerable influence upon the formation of the character and personality of the individual. They determine his attitude and habitual reactions to the stimuli of social environment.

CHAPTER X. APPENDIX.

TRAITS OF PERSONALITY.

This scale is intended as a teacher's check upon the personality traits of school children. It is hoped that a means may be developed by which a teacher will be enabled to determine the factors which affect social adjustment among school children.

Definitions.

Personality consists primarily of the various roles which the individual plays in the groups to which he belongs. It is a product of associating with others.

Temperment is the characteristic way in which a person reacts to a situation, upon the basis of his emotional feelings.

Directions for Using.

Take one child at a time and study him in the process of interaction, Observe its responses to the stimulus of the other individuals in the group.

On the basis of a letter rating scale A being excellent, B being above average, C average, D below average, E very poor. Write in your estimate of the pupil in the space provided.

Letter Rating	Traits of Personality.
	Leadership
.....	Participates in social activities
.....	Mingles well with other children
.....	A social leader in the group
.....	Average for Leadership
	Cooperation
.....	Taking part in class activities
.....	Willing and eager to recite
.....	Anxious to act as a class officer
.....	Assists teacher with books and notes
.....	Makes no uncoordinated movements or comments
.....	Not destructive to books, pencils, or other property
.....	Average of Cooperation
	Attitude Toward Other Children
.....	Willing to render assistance to other children
.....	Answers other children's questions cheerfully
.....	Willing to share in joint activities
.....	Participates in plays and programs
.....	A very agreeable nature
.....	Average for Attitudes to Others

Letter Rating	Traits of Personality.
Service	
.....Ready to do his or her share	
.....Willing to share in group activities	
.....Efficient in the performance of tasks	
.....Adaptability	
.....Average for Service	
Reliability	
.....Prepares home work regularily	
.....Reliable messenger	
.....Trustworthy and honest	
.....Average for Reliability	
Intelligence, Problem Solving Ability.	
.....Ability to solve problems.	
.....Use of good method	
.....Average for trait	
Memory	
.....Memorizes quickly	
.....Retain things learned	
.....Recall facts quickly	
.....Average for trait	
Constructive Imagination and Inventive Ability	
.....Ability to construct mental pictures	
.....Ability to plan work from outline	
.....Ability to make plan of action	
.....Ability to cope with new situation	
.....Originality in construction	
.....Original themes in composition	
.....Average for the Trait	
Judgment	
.....Keen and discriminating	
.....Ability to form opinions from facts	
.....Ability to discriminate wisely	
.....Ability to reach conclusions quickly	
.....Ability to make worthwhile suggestions in the classroom	
.....Average for the Trait	
Drive	
.....Specific aim in View	
.....Coordinated activities	
.....Average for the Trait	

Letter Rating	Traits of Personality.
	Self-Control
.....	Obeys school rules
.....	Does not concern self with disturbances of others
.....	Considerate of others
.....	Punctual
.....	Quiet and orderly
.....	Average
	Emotional Traits of Temperment.
.....	Feminine
.....	Masculine
.....	Cheerful
.....	Happy
.....	Sympathetic
.....	Dainty
.....	Sweet
.....	Frank
.....	Calm
.....	Average
.....	Indifferent
.....	Restless
.....	Sour
.....	Gloomy
.....	Morbid
.....	Sullen
	Interest
.....	Conscientious
.....	School studies
.....	Wholeheartedly
.....	Amiable
.....	Average
	Motility
.....	Firm upright in character
.....	Quiet settled and orderly
.....	Can be given positions of trust
.....	Average
	Extroversion
.....	Ready to stare new type of action
.....	Ready to assume leadership
.....	Allows others to assume leadership
	Tenacity
.....	Veratile individual
.....	Purposeful
.....	Coordinated activity

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