

**A STUDY IN THE CORRELATION OF
MENTAL AND MOTOR ABILITY IN
SCHOOL CHILDREN; A
THESIS SUBMITTED FOR THE DEGREE OF
MASTER OF SCIENCE UNIVERSITY OF
WISCONSIN, 1898**

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A Study in the Correlation of Mental and Motor Ability in School Children; A Thesis Submitted for the Degree of Master of Science University of Wisconsin, 1898 by William Chandler Bagley

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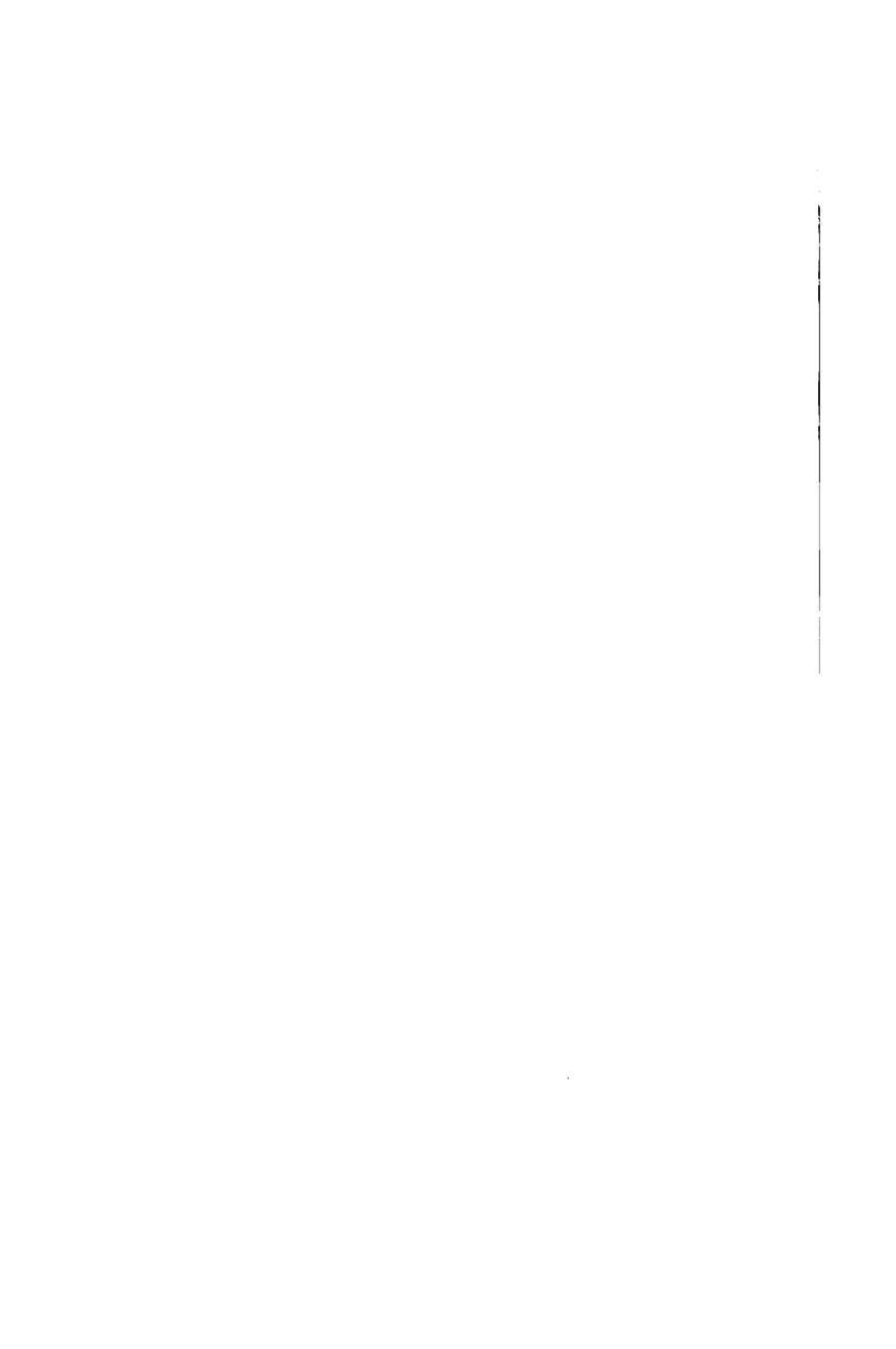
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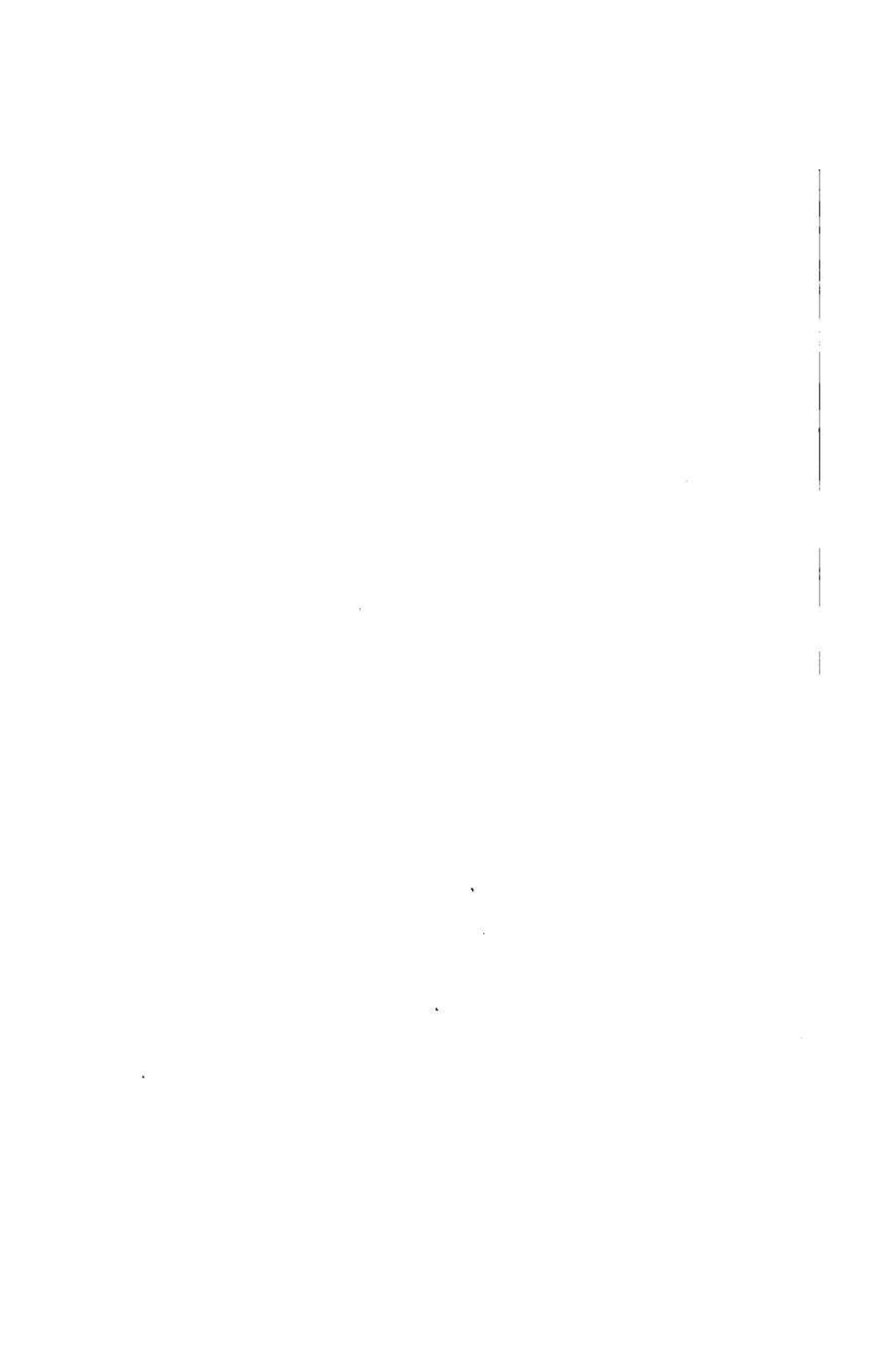
-Note-

The tests which constituted the basis of this study were made upon children in the fourth, fifth, sixth, seventh and eighth grades of the Fifth Ward School, Madison. Through the kindness of Superintendent R.B.Dudgeon and the Board of Education, the apparatus necessary to the investigation was set up in the school building and the tests conducted during school hours. The thanks of the writer are due to the principal, Miss Jones, and her assistants, as well as to Superintendent Dudgeon and the Board of Education for their courtesy in permitting the schools to be put to this use and for their encouragement and assistance both in word and in spirit.



-Introduction-

The relations which exist between the purely mental and the purely physical are matters of common discussion, ---of a discussion which, although it seldom partakes of a strictly psychological nature and is almost never based upon accurate data, is too common to render necessary an excuse for a study of this kind. The problem, vital as it is to the philosopher and the psychologist, finds its practical bearing in the educational world. The tendency toward the dominance of the university spirit by the athletic element and the rapid extension of the physical culture and manual training courses in the common schools are instances of the change of educational principles with the development of more nearly exact knowledge concerning the true relations of the mental and the physical. It has been our aim to add an incre-



ment to the sum of this knowledge; as to our success or our failure the following pages will speak. It may be well, however, to say in advance that the conclusions we have reached are based upon data far too insufficient in amount to admit of wide generalization. Perhaps we may claim our work more as a suggestion of what may ultimately be accomplished than as a contribution of real value to the knowledge of the subject.

The motor and the mental phenomena with which psychology deals have been treated from many standpoints and by many different methods. The conclusions that have been reached have been applied indiscriminately in the treatment of educational problems without much serious thought as to the reliability of the data from which they have been drawn. The great bulk of these principles are little better than apriori judgments and the majority of the remainder are inductions based upon casual and unscientific observation. Only in a few rare instances have attempts been made by quantitative methods.