

dolichocephaly seems to be a concomitant of mental dulness.

2. Children are more sensitive to locality and heat on the skin before puberty than after.

3. Boys are less sensitive to locality and more sensitive to heat than girls.

4. Children of the non-laboring classes are more sensitive to locality and heat than children of the laboring classes.

5. Colored children are much more sensitive to heat than white children. This probably means that their power of discrimination is much better, and not that they suffer more from heat.

CONCLUSIONS AS TO ALL THE SCHOOL CHILDREN.

6. As circumference of head increases mental ability increases. (1.)

7. Children of the non-laboring classes have a larger circumference of head than children of the laboring classes.

8. The head circumference of boys is larger than that of girls, but in colored children the girls slightly excel the boys in circumference of head.

9. Colored girls have larger circumference of head at all ages than white girls.

10. An important fact already discovered by others is that for a certain period of time before and after puberty girls are taller and heavier than boys, but at no other time.

11. White children not only have a greater standing height than colored children, but their sitting height is still greater; yet colored children have a greater weight than white children—that is, white children, relatively to their height, are longer bodied than colored children.

12. Bright boys are in general taller and heavier than dull boys. This confirms the results of Porter.

13. While the bright colored boys

(1.) It being understood that the race is the same.

excel the dull colored boys in height, the dull excel the bright in sitting height. This seems to indicate a relation or concomitancy of dulness and long-bodiedness for colored boys.

14. The pubertal period of superiority of girls in height, sitting height, and weight is nearly a year longer in the laboring classes than in the non-laboring classes.

15. Children of the non-laboring classes have, in general, greater height, sitting height, and weight than children of the laboring classes. This confirms the results of investigations by Roberts, Baxter, and Bowditch.

16. Girls are superior to boys in their studies (but see conclusion 19).

17. Children of the non-laboring classes show greater ability in their studies than children of the laboring classes. This confirms the results of others.

18. Mixture of nationalities seems to be unfavorable to the development of mental ability.

19. Girls show higher percentages of average ability in their studies than boys, and therefore less variability. This is interpreted by some to be a defect from an evolutionary point of view, but see conclusion 16.

20. As age increases brightness decreases in most studies, but dulness increases except in drawing, manual labor, and penmanship; that is, in the more mechanical studies.

21. In colored children brightness increases with age, the reverse of what is true in white children.

CONCLUSIONS AS TO CHILDREN WITH ABNORMALITIES.

22. Boys of the non-laboring classes show a much higher percentage of sickliness than boys of the laboring classes.

23. Defects of speech are much more frequent in boys than in girls.

24. Boys show a much greater per-