INDIVIDUAL PERSONALITY STUDIES

by

Gertrude N. Ewing

Contributions of the Graduate School
Indiana State Teachers College
Number 47

Submitted in Partial Fulfillment
of the Requirements for the
Master of Arts Degree
in Education

1931
ACKNOWLEDGEMENTS

I wish to acknowledge my indebtedness to the thesis committee: Mr. B. E. Ramsey, Dr. Rudolph Acher, and Dr. J. R. Shannon. To Mr. Ramsey, my adviser, I am especially indebted for his help and guidance in the organization of the thesis. I wish to thank Dr. Acher for his suggestions and the use of some of his material. Mr. Jamison I wish to thank for the use of the records of The Training School. To six of my students in practice teaching I am especially indebted for their help in the collection of some of the data.
# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>I. CASE STUDIES</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Development</td>
<td>1</td>
</tr>
<tr>
<td>B. Method</td>
<td>4</td>
</tr>
<tr>
<td>1. Case Method in Medicine</td>
<td>4</td>
</tr>
<tr>
<td>2. Case Method in Psychology</td>
<td>5</td>
</tr>
<tr>
<td>3. Case Method in Psychiatry</td>
<td>5</td>
</tr>
<tr>
<td>4. Case Method in Social Service</td>
<td>6</td>
</tr>
<tr>
<td>5. Scientific Procedure of Case Method</td>
<td>6</td>
</tr>
<tr>
<td>C. Examples of Case Studies</td>
<td>8</td>
</tr>
<tr>
<td>1. Judge Baker Foundation Series</td>
<td>8</td>
</tr>
<tr>
<td>2. Reavis Study of Personality Adjustment</td>
<td>12</td>
</tr>
<tr>
<td>3. Zachry Case Study</td>
<td>15</td>
</tr>
<tr>
<td>4. The Pittsburgh Study</td>
<td>18</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>II. GENERAL STATEMENT OF PROBLEM</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Need for Individual Pupil Study</td>
<td>23</td>
</tr>
<tr>
<td>B. Method of Procedure</td>
<td>25</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>III. INDIVIDUAL CASE STUDY A</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>IV. INDIVIDUAL CASE STUDY B</td>
<td>43</td>
</tr>
<tr>
<td>V. INDIVIDUAL CASE STUDY C</td>
<td>59</td>
</tr>
<tr>
<td>VI. INDIVIDUAL CASE STUDY D</td>
<td>70</td>
</tr>
<tr>
<td>VII. INDIVIDUAL CASE STUDY E</td>
<td>78</td>
</tr>
<tr>
<td>VIII. INDIVIDUAL CASE STUDY F</td>
<td>88</td>
</tr>
<tr>
<td>IX. INDIVIDUAL CASE STUDY G</td>
<td>95</td>
</tr>
</tbody>
</table>
X. INDIVIDUAL CASE STUDY H.................. 103
XI. INDIVIDUAL CASE STUDY I.................. 111
XII. INDIVIDUAL CASE STUDY J.................. 118
XIII. INDIVIDUAL CASE STUDY K.................. 124
XIV. INDIVIDUAL CASE STUDY L.................. 130
XV. INDIVIDUAL CASE STUDY M.................. 138
XVI. INDIVIDUAL CASE STUDY N.................. 145
XVII. INDIVIDUAL CASE STUDY O.................. 152
XVIII. INDIVIDUAL CASE STUDY P................ 159
XIX. INDIVIDUAL CASE STUDY Q.................. 164
XX. INDIVIDUAL CASE STUDY R.................. 170
XXI. INDIVIDUAL CASE STUDY S.................. 177
XXII. INDIVIDUAL CASE STUDY T.................. 184
XXIII. INDIVIDUAL CASE STUDY U................ 189
XXIV. INDIVIDUAL CASE STUDY V.................. 195
XXV. INDIVIDUAL CASE STUDY W.................. 200
XXVI. INDIVIDUAL CASE STUDY X.................. 207
XXVII. INDIVIDUAL CASE STUDY Y.................. 213
XXVIII. INDIVIDUAL CASE STUDY Z................ 217
XXIX. INDIVIDUAL CASE STUDY AA................. 222
XXX. INDIVIDUAL CASE STUDY BB................. 227
XXXI. INDIVIDUAL CASE STUDY CC................. 231
XXXII. INDIVIDUAL CASE STUDY DD.............. 237
XXXIII. CONCLUSIONS......................... 244
   A. Meaning of Personality................... 244
   B. Teacher's Part in the Development
      of the Child's Personality............. 244

iv
<table>
<thead>
<tr>
<th>C. Factors Influencing the Child's Personality</th>
<th>245</th>
</tr>
</thead>
<tbody>
<tr>
<td>D. Methods of Investigation of Factors</td>
<td>245</td>
</tr>
<tr>
<td>E. Principles Involved in the Development of Personality</td>
<td>246</td>
</tr>
<tr>
<td>1. Diagnosing the Situation</td>
<td>246</td>
</tr>
<tr>
<td>2. Creating Desire</td>
<td>247</td>
</tr>
<tr>
<td>3. Developing a Plan of Action</td>
<td>247</td>
</tr>
<tr>
<td>4. Integrating Personality</td>
<td>247</td>
</tr>
<tr>
<td>5. Relation of Diagnosis and Integration to Scholarship</td>
<td>247</td>
</tr>
<tr>
<td>6. Relation of Diagnosis and Integration to Citizenship and Moral Life</td>
<td>248</td>
</tr>
<tr>
<td>XXXIV. APPENDIX</td>
<td>249</td>
</tr>
<tr>
<td>A. Bibliography</td>
<td>249</td>
</tr>
</tbody>
</table>
I. CASE STUDIES

A. Development

Reavis\(^1\) says in his discussion of the development of case studies that because of man's desire to understand himself and others, many attempts at character interpretation have been made. Advocates of physiogmony, without a scientific knowledge of physiology, attempted to formulate principles which would enable them to read character from facial features and expression. Later a theory was evolved that an analysis of an individual's mental characteristics could be made from an examination of the configurations of his skull. Then was evolved the theory of temperaments. A fourfold classification resulted: namely, nervous, sanguine, lymphatic, and bilious.

The respect which this theory gained is shown by the interest which was taken in it by S. S. Randall,\(^2\) superintendent of schools of New York. He invited a leading exponent of the theory, John Hecker, to help the teachers with a reclassification of the children into homogeneous temperament groups. The methods of instruction were to be adapted to the needs of the different groups.

\(^2\)Ibid., pp. 43-45.
Then teachers were to be assigned to classes so that the temperament of the teacher and pupils would harmonize. This idea was indorsed by many leading educators of the day, but as an administrative problem it was too impractical.

With the improvement in the study of medicine came the invention of clinical instruments and laboratory examination. Social workers took advantage of the discoveries of medicine and science to help in the social adjustment of subnormal individuals. In dealing with any pathological conditions the method at first was merely to give relief. A new idea of necessity developed, and that was the realization of the need to remove the need for charity through diagnosis of the causes of the pathological conditions and the application of corrective treatment.

In the early history of this case study, the case records were merely informational notes with facts relating to age, birthplace, and religion. Now full case histories of the applicants for charity are gathered by trained investigators, in order that a diagnosis may be made of the causes of the individual's social maladjustment and the proper remedial measures applied. The contribution of the social worker to case work has had a great influence upon the method employed in other fields. However, social case work could not have reached its present stage of development without the contributions of psychology, sociology, education, medicine, and law.

The administration of juvenile offenders is now very
different from early times. An attempt is now made at corrective measures rather than punishment alone. A thorough investigation of the offender is made. The investigation usually includes: the charge against the child; his family history; habits, morals, social and financial condition of parents; school history; his habits and associates; the steps which led to delinquency; and his physical and mental condition. Facts about the case often show that many of the problems could have been adjusted by the school, if a proper diagnosis had been made and corrective measures applied.

The school is beginning to realize its responsibility in knowing the individual child. Some schools have provided for specialized service of a social and personal character. The visiting teacher in many places renders this service. She is trained to co-operate with teachers and school officials and to investigate the home and social life of the children in an attempt to discover the underlying causes of the maladjustment. Her procedure is similar to that of the social worker and probation officer. After finding a case history of the individual she gives advice to the home and school as well as assistance in correcting the faults of the individual.

The individual child has also been studied by clinical psychologists, and psycho-educational clinics have been established for scientific examination of the problem child. Although this field of service has been confined almost
exclusively to extreme problem cases, the technique of the diagnosis is very valuable to trained people in the study of children in general. This type of work does not have to be confined to the problem child, but by this same method the normal child may be helped to improve his personality.

This same technique should be adapted in the guidance program of a school. The counselor must gather the data about the child before he is ready to leave school if the necessary help is to be given. He must investigate the facts concerning his health, family history and school history. Then he must be qualified to diagnose difficulties and needs and to put into use the correct remedial measures.

B. Method

1. Case Method in Medicine. According to Reavis, diagnosis involves the systematic study of the symptoms and signs of the disease by interrogation and physical examination. Following this is the interpretation of the data collected and the application of known treatments. In diagnosis it is necessary for the physician to begin with the chief complaint which presents itself and work both ways. Cases do not appear arranged in a systematic order but must be built bit by bit. It is necessary for the physician to recall probable causes for the complaint. By means of the clues discovered he should be able to make a diagnosis and determine the proper treatment.

1W. C. Reavis, op. cit., pp. 68-81.
Of course it will be necessary for him to know the most common of symptoms most frequently complained of and case histories in which symptoms were traced to causal sources. Then after diagnosis and treatment should come the recording of the case history. This latter step is often neglected, but it is a very important factor.

2. **Case Method in Psychology.** The psychologist has been concerned primarily with diagnosis rather than treatment. The work of the individual in the performance of set tasks under controlled conditions is observed. His diagnosis is then based upon the resulting behavior reactions. Recently tests for the objective measurement of mental processes have been added to his procedure. His procedure is wholly scientific, and his evaluations are always impersonal. The diagnosis of the psychologist is of great value for those who are undertaking remedial work, but it should not be regarded as final in any given case. It should be supplemented by an investigation of physical and health conditions, developmental history, environmental influences, and the personality traits which cannot be measured by objective tests. A more reliable diagnosis will result from the combination.

3. **Case Method in Psychiatry.** The psychiatrist has tried to develop a science which will enable him to diagnose abnormal cases which are not satisfactorily explained by other sciences. By questioning he looks for causal factors which are not revealed by mental tests or medical examination. The information thus secured is recorded in detail and from these data he makes his diagnosis. The claim to scientific
procedure is based on the character of his case records and completeness of the supporting evidence used.

4. **Case Method in Social Service.** The first essential is for the professional investigator to establish a case history. This is done by seeking evidence in the subject's previous environment as well as from the subject himself. The data compiled by the careful social worker are of great value in other fields. The findings can be used by the physician, the judge of the juvenile court, the placement expert, and the educational adviser in the school as well as the individual teacher.

5. **Scientific Procedure of the Case Method.** The compilation of a case history of an individual requires definite knowledge and skill. The investigator must know what to seek, where to look for it, and how to interpret what is found. The information must be systematically and carefully gathered, properly checked, and systematically formulated before a proper diagnosis can be made or treatment applied. The character and scope of information which should be included in a case history may be found in an outline from the Bureau of Juvenile Research, Whittier State School, Whittier, California.\(^1\) Points which are included in the outline are as follows:

a. Chronological data
b. Intelligence
c. Temperament

\(^1\)W. C. Reavis, *op. cit.*, pp. 79-80.
d. Other mental conditions

e. Physical condition

f. Moral character

g. Conduct

h. Associates

i. Amusements

j. Education

k. Vocational record

l. Home conditions

m. Neighborhood conditions

If the school is to properly counsel and guide its children, it must have a knowledge of all of its pupils. The case method is a means by which this knowledge can be obtained. If data are collected for all of the pupils, the school will be able to diagnose and treat the problems of each individual child.

Reavis suggests the following methods of diagnosis:¹

"(1) the pupil may be interrogated with a view of inducing self-diagnosis; (2) the pupil may be observed in his classroom work; (3) the pupil may be asked to carry out orally for the adviser the processes employed in classroom work to the end that some overt act may reveal the hindering difficulty; (4) special tests may be administered by the adviser, the reactions of the pupil observed, and the results carefully analyzed; (5) examination by specialists may be

¹W. C. Reavis, op. cit., pp. 91-92.
required; (6) conference with parents may be had; (7) out-of-school life of the pupil may be investigated by visiting teacher or adviser; (8) case history as a whole may be reviewed and critically analyzed."

C. Examples of Case Studies

1. Judge Baker Foundation Series. ¹ There are two points of view from which the problem of personality adjustment may be attacked—the uncontrolled situation and the undeveloped trait. To this first type belongs the case of the individual who is caught stealing or doing something wrong. This type of instruction has been worked out by the juvenile delinquency agencies which are concerned with the improving of the conduct of delinquents rather than with the punishing of them.

The old idea was that punishment could make children either good or bad. If punishment was not successful, the child disappeared from school. Now, however, we believe that badness is maladjustment, and that its causes can be discovered and removed in the same manner that physical diseases are treated. A careful consideration is made of all the factors that might influence an individual, and after these factors are analyzed, a careful diagnosis is made. Administratively the case which is being studied is handled by several experts, such as the field worker, the doctor, and the psychiatrist. Then, when all the facts that are useful for diagnosis and

prognosis have been collected, a staff conference is held at which a summary of the report is studied and future lines of action are decided upon.

Mr. and Mrs. Standen had asked for advice concerning their fifteen-year-old son. Healy and others in the Judge Baker Foundation made a careful study of heredity first. They gathered information about the father and his family, the mother and her family, and the brothers and sisters of the delinquent. They looked for evidences of alcoholism, high or low intelligence, foreign nativity, and other such facts of heredity. An investigation was made of both the prenatal and postnatal histories of the individual. Both the family history and developmental history was practically negative.

Sometimes conditions in the home and neighborhood contribute to the delinquency. In the case of Winthrop, however, the home environment was good. He had been reared in a sensible home where there was plenty but no luxury. The father devoted all of his time outside of his work to companionship with his children.

Most of Winthrop's companions were of the desirable type, but he had formed a comradeship with one fellow whose influence was not good. This boy because of the political influence of his family had succeeded in avoiding punishment. Winthrop's habits were investigated, but this investigation proved negative, also. The keen interests which he displayed were in connection with his companionship and in things mechanical. His gregariousness led to his forming undesirable
friendships as well as some good ones. Beyond this his interests were those of a normal boy.

The school and work history was next investigated. Such an investigation includes such items as class standing, acceleration, retardation, kinds of jobs held, dependability in school or on the job, ambition, misbehaviors, and industriousness. It was found that he was a moderately good student until he entered high school. Truancy soon began and he withdrew. During the periods which he was out of school he worked in several places. In nearly every position he took a day or two off, without permission, and was discharged.

Unusual care was taken to secure an accurate statement of earlier delinquencies. Winthrop was first known to steal at ten years, first from his parents, and then from neighbors. He was severely punished and made to pay back the money. There was no repetition of this offense until he was taken to jail for petty stealing. It was later discovered that he had been appropriating automobiles but returning them. Even after this, Winthrop showed no deep concern about making good and did not hold any jobs.

After this, data were gathered upon such items as height, weight, strength, premature or delayed sex development, tonsils, headaches, teeth, metabolism, and specific defects of other kinds. Then followed a psychological examination. Tests were given for general intelligence, visual and auditory memory, and about thirty-five other such items. The influence of steadiness of purpose, good judgment, coherence, and other
varieties of individual temperament is considered important; so Winthrop was observed and tested for any signs of poor mental balance. He was found to have no signs of poor mental balance and to have a good control of mental powers. Next a miscellaneous list of items relating to character and personality not included under other headings was made by the investigators.

Finally a record was obtained of Winthrop's own story. This is usually done to secure the child's explanation of the causes of his trouble. Because of this the child realizes that he is being given a chance to explain what he considers to be the real facts, and he will be more likely to co-operate in corrective measures. Then, too, this interview helps the investigator to determine the general character, specific defects, and strong points of the individual as indicated by his speech, actions, and facial expression.

After all the material had been gathered, the case became the subject of a staff conference. A summary was made in which there was also given a diagnosis of the causes and a prognosis with recommendations concerning plans for improvement. It was recommended that Winthrop go away from home to get away from the influence of his bad companions. It was suggested that he needed activity suitable to his large size and strength and in connection with further education along the lines of his special interests. Winthrop was sent at once to stay with relatives in the country until his case was heard in court. While his father was making efforts to locate a suitable place in the west for him, he ran away to New York and enlisted
in the army for training in the airplane field service. His parents decided that it was best to make no objections. The last report on the case was that he remained in this service for the past three years, with various transfers and promotions. The parents were very much pleased with his success.

2. Reavis Study of Personality Maladjustment. When Pupil H entered high school, he was in good physical condition, and his weight and height were normal. His progress through the elementary grades had been normal, and he ranked in the upper fourth of a class of forty. In the interview with the principal before admission he appeared to be surly and inclined to be unduly serious. This attitude the father explained by saying that the boy was temperamental, having artistic interests. His ranking according to the preliminary test was thirty-one in a class of sixty pupils. Weekly reports soon indicated that he was not making satisfactory progress, especially in Latin and mathematics. The principal, conferring with the boy, was unable to get any satisfactory response, although he did not want to fail and promised to try to do better. In an interview with the mother the fact was revealed that she was a doting mother, humoring although not indulging the whims of her son. At the middle of the first semester the Terman Group Test of Mental Ability was administered and H's I. Q. was found to be 111. During the second semester he continued to be a problem.

Reports from H's various teachers showed that he was badly maladjusted. Only one of his instructors seemed really to understand him. It was clear that he was lacking in earnestness of purpose and application. At the beginning of the second year his course was changed somewhat. The Latin was changed to Spanish. He managed to get through the year with credit in three of his four subjects. Since this represented some gain, everyone felt that with increasing maturity he would be able to overcome the personal handicaps which had interfered with his success.

In the hope of finding out more about his volitional characteristics the Downey Will Temperament Test was given to him. He was found to be below average in speed of movement and speed of decision, slightly above average in flexibility, and exceptionally high in freedom from load. The reactions as a whole revealed a group of traits not conducive to good school accomplishment.

The diagnosis of the case according to Reavis was as follows:¹ "(1) he was a boy of about average ability with a streak of genius in a certain direction; (2) he had allowed his special hobby to bask in the focus of his attention to the exclusion of school requirements; (3) to him school work had consisted very largely of lessons to be learned for the teacher, not for himself; (4) certain will-temperament characteristics such as impatience with routine,

¹W. C. Reavis, op. cit., p. 275.
finality of judgment, lack of self-confidence, impetuosity, passivity in the face of opposition, and lack of perseverance constituted for him an inherent handicap to school accomplishment; (5) his lack of mastery of the principles of English usage also retarded him; (6) he was further handicapped on account of having to depend for personal guidance at home on a doting mother who had reached the grandmother period of life; (7) his methods of work and study continued to be faulty and ineffective in spite of specific corrective instruction."

when the principal talked to him, he promised to make his junior year a success by keeping his work for each week up-to-date. It was not long, however, until he began to get behind. The father was called into a conference and the data were put before him. He requested that the school allow H to continue in school another semester. It was made clear to H that a place would be reserved for him on the condition that he put forth consistently the effort which he claimed to be capable of putting forth.

The next year H entered into his work with enthusiasm and went out for athletics. He managed to keep up his work until near the end of the football season. In each case the occasion for the report of his teachers was neglect to get his work in on time and failure to put forth the necessary effort. The parents were notified, but they were unable to bring any influence to bear which had any favorable effect. Consequently he was asked to withdraw from the school. Since the stimuli of his present environment were not strong
enough to arouse in him an earnestness of purpose necessary to succeed with school work, it was thought that a change of schools might bring the desired results. After a short residence in the second school, he was withdrawn and sent to a third school. His educational status at the time of this report was unknown.

As change in environment often results in a stimulus to purposeful action, it is on this ground that the action taken in the above case was justified. He seemed to possess an emotional set against routine and resisted any attempt on the part of the school to evaluate his performance objectively. If he discovers for himself that performance will not be taken for granted, his general education will probably become possible.

3. Zachry Case Study. None of the children studied was pathological or had been referred to a clinic. According to usual standards, they were termed "normal". In the selection of the children schools were chosen where the conditions on the whole were better than average. From personal contacts with the teachers, Dr. Zachry found out which children these teachers considered problems and why they were so considered. Then she studied these children. Her studies were made with the hope that they will throw light, not only on the problem child, but that they will give some constructive suggestions as to the best way to

---

promote mental health through the proper adjustment of personality among average children in average classrooms.

In the study of an over-anxious child, Dr. Zachry tells of Jim, a boy of the eleventh grade, with unusual mental ability and a record of successful work throughout the grades. Jim had a great deal of ability in several school subjects and was the captain of his football team. In spite of this he was terrified of people and refused to mingle with the students socially. The thought that he might receive recognition for his success was painful to him. Although he was considered the best actor in the class, he refused to take any prominent part in a program. Two or three months before any help was given him he was convinced that he was losing his mind, and often asked other boys on his team if they noticed anything queer in his behavior. At his first interview he finally revealed what was troubling him. His mother had died and he had not heard from his father for a number of years. Finally a report came from a state hospital that his father was insane and had been moved there from the prison. He was afraid of inheriting not only his father's mental condition, but also his criminal tendencies. Jim had mentioned some of his fear about his father to an athletic director who had suggested to him the possibility that his father had syphilis which could have been passed on to him. A letter was written to the father's physician and the report came back that the Wasserman test was negative. This report brought some relief to him but still he was troubled.
One day, at the close of an interview in which emphasis had been placed on the ability of Jim to stand and act apart from his father, he confessed that he had stolen a watch from the washstand at school. He gave the watch to his uncle who suggested pawning it, but Jim asked him not to. After his treatment began and he realized the possibility of re-establishing himself, he placed the watch in the lost and found box. This story was immediately followed by experiences connected with sex.

One experience stood out very clearly in his mind. After a very severe punishment by his father he ran to his mother for comfort as on other occasions. When he reached the bed, he found that his mother was delirious and did not know him. As his mother had to be taken to a hospital, he was taken to the home of his uncle, and he never saw his mother again except after her death.

Upon investigation it was found that his home conditions were the very poorest. There were constant quarrels, bad table manners, and lack of modesty. In spite of this, the boy was essentially sensitive and refined. He explained that he tried to improve the situation at home. The experiences of his early life were found out and discussed with him. He finally came to think of himself as an individual with independent powers.

The change in him was marked after treatment. He obtained a partial scholarship in a boarding school and a part time position to pay part of his expenses. At first
he was troubled by the fear that he was not being fair to his uncle and aunt in going away to school. He compromised with his aunt by promising to spend his holidays with her, and he told the visiting teacher that he meant to send his aunt part of his earnings as soon as he could.

After the dread that he would be like his father was removed, the compulsion to act like his father disappeared. He became extremely interested in people and in helping them, and during vacations he directed playgrounds.

In Dr. Zachry's interpretation of the case she gave a feeling of insecurity, anxiety, and a sense of guilt as the outstanding symptoms of the case. There was more to Jim's treatment than allowing him to relate his experiences and to plan ways of overcoming his difficulties, although this was an important factor. The other phase of the treatment consisted in helping him to find ways to carry out the treatment that he and the visiting teacher had worked out together. It was easy to help Jim, because he was eager to help himself. He weighed every suggestion and acted on it promptly. The athletic coach gave his moral support and also helped with clothes and money.

After one year in the boarding school, Jim completed his high school course and took a position which enabled him to continue his education in a technical school. Now Jim is a self-respecting and happy person.

4. The Pittsburgh Study. The Judge Baker Foundation

studies provide techniques for diagnosing the maladjustments of children, and the Reavis study portrays both diagnostic and remedial methods used in school with common cases of maladjustment. The Pittsburgh study presents techniques which may be used with persons who desire to concentrate on the improvement of undeveloped traits of personality.

In the Research Bureau for Retail Training at the University of Pittsburgh a small number of persons are trained every year to become teachers in department stores. It was observed that when the graduates failed to succeed it was usually due to the fact that they were not sufficiently strong in certain traits of personality. It was finally decided by the staff to attack the problem directly. The first step was to construct a list of characteristics which explained the success or failure of educational directors in department store work. At the beginning of each year the students were furnished with copies of the list of traits and were given an opportunity to secure assistance if they desired it. This was placed upon a voluntary basis.

When a student went to the preliminary conference with the director, he was given a list of traits and asked to make an approximate estimate of himself upon each one. After he had rated himself, he spent approximately one hour with the advisor. At this conference the student explained why he gave himself each of the marks. Sometimes the advisor confirmed the student's rating and sometimes changed it.

One student had a number of strong characteristics but also a number of weak ones. He was not so forceful as he
should have been, nor was he able to make people work hard. He had a poor memory for names and faces, was lacking in initiative and self-confidence, was deficient in the ability to train people, and did not feel that he could size people up accurately. It was not necessary to work on the strong traits, but the weak traits required special attention. At the end of the interview two of the traits were selected for consideration; namely, the ability to remember names and faces, and self-confidence. The student was given an assignment of specific trait actions to perform in developing these traits. He was told that when he met a person for the first time he should concentrate upon the name and get it. He was to use the name in acknowledging the introduction and as often as possible in the ensuing conversation to secure repetition. At the end of the day he was to write down the names of all the people whom he had met and what they looked like and what had been the subject of conversation.

In regard to the lack of self-confidence it was necessary to discover the cause. In this case the advisor found that the student's lack of this trait was due to a feeling that he had never done anything worth while. He was requested to make a list of all the things of which he had a right to be proud and to read the list often.

After these assignments were made, the student was to report at intervals of two weeks for conferences. He was required to make a written report of the points at which he
was successful and the problems that caused him difficulty. At the fortnightly conferences the reports were discussed, and praise was given where it was needed. Sometimes the same assignment was continued, but sometimes new methods of handling the old assignment were suggested. When the student felt that he was reasonably sure of the technique for developing each trait, the conferences ceased.

Usually a semester was enough to help the individual pupil, for at the end of this time he knew the methods of attacking his weaknesses.

Of course the situation in this study is different from that of the school where the chief problem is to create the desire to develop weak qualities. However, some facts of the case are of general importance in school. In the first place the work upon traits is most efficiently accomplished when it is put upon a voluntary basis. Then, too, the mere analysis of the student's personality is of great assistance to him, because some students have never had the opportunity to discuss their characteristics with anyone. The corrective measures must be chosen from the common daily life of the student. The regular conference is also useful. Students who might tend to grow careless are urged to keep on with the task when they know that they must make a report. Sometimes, too, the friendly atmosphere of the conference is stimulating. Of course a large number of children would not have the interest to make this kind of study successful, but there are a number of cases in which
specific traits can be directly attacked without this general "overview".
II. GENERAL STATEMENT OF PROBLEM

A. Need For Individual Pupil Study

"In recent years it has been found that a child in school cannot be considered with reference to his intellect alone," says Reavis.¹ "He must be considered as a personality. Every quality or characteristic that he possesses, whether it be mental or physical, every hereditary influence to which he is subject, and every environmental relationship that he establishes, these, all of them, including every stimulus and every impulse he experiences, enter into the composition of personality."

Now the educator who is scientifically trained calls upon the doctor, the dentist, the social worker, the psychologist, the statistician, the parent, and the teacher to help him study and understand the child. Now it is necessary to find first the strengths and weaknesses of each child and then the causes of these strengths and weaknesses. After the causes have been discovered, then proper remedial measures can be applied.

In past years if there was a boy in school who had violent fits of anger, the usual method of handling him was to insist that he remain by himself until he regained control of his temper and then require him to make up the work that he lost. The treatment was for the most part by the trial-

The main criticism of the way in which such cases were handled is that only symptoms were treated. Now we have begun to realize that we must diagnose to find the causes back of the child's actions and then treat the case scientifically. By discovering the causal elements in the child's conduct it is possible to guide him so that his personality and emotional adjustments will be constructive.

Through the case method which has come to us from the field of social work, we have learned to make family history studies of the children and thus to know something of their early experiences and experiences outside of school. There is still a tendency to attempt to use only those things which are evident in a present situation and not to go back into the early environment to discover how the child formed the habits which he possesses. If changes are to be made wisely they must be based on the whole past experience of the child. To develop a strong and consistent personality it is necessary to integrate the child's traits, ideals, and habits.

For the most part the cases which have been reviewed in examples of the case method have dealt with the problem child. Case study is, of course, very essential in the handling of the problem child, but the so-called "normal" child is often neglected. He, too, should have a well-integrated personality. Because he presents no immediate problems in the classroom, it is often a result that the time of the teacher is spent with the problem child instead.

In this study an attempt is made to show how just any
child should be studied. If the condition of the child is not pathological, it will not be absolutely necessary to enlist the aid of the specialist. Any teacher, with her knowledge of the psychology of the child, can follow the same technique which is used in the study of the problem child. If we learn to know our children as individuals, then will it be possible for us to help them integrate their personalities.

B. Method of Procedure

In the individual case studies which follow, children have been chosen from The Indiana State Teachers Training School. They are just such children as might be found in any classroom. No attempt has been made to choose extreme cases, for the purpose of the study is to show how a teacher might study any or all of her children. A comparison has also been made between the scholarship record, citizenship record, and intelligence record of the child to try to find whether these three "sides" of the child are well integrated.

The methods employed in the study are as follows:

1. Examination of school records
   a. For I. Q.
   b. Scholarship record
      (I) Through entire school history
   c. Citizenship record
2. Interview with one of parents
3. Questionnaire to parents
4. Questionnaire to pupils
5. Observation by practice students
   a. In class work
   b. In outside activities
      (I). Organized
      (II). Unorganized

6. Observation by critic teacher
   a. In class work
   b. In outside activities
      (I). Organized
      (II). Unorganized

7. Personal interview with teachers of the child
   a. Present
   b. Former

8. Personal interview with the child
   a. Informal discussions

9. Examination of personal writings
   a. Diaries
   b. Autobiographies
      (I). Written in English work
      (II). Written in history work
   c. List of likes and dislikes, strong and weak points
      (I). Written in civics work

10. Observation in informal personal contact

   These methods have been used in an attempt to find out about the child's family history, social and home environment, habits, associates, interests, likes and dislikes, strong and weak points, school history, and morals. With this
information we hope to be able to help the child form a well-integrated personality and to help him thoroughly adjust himself to social conditions as well as school conditions. By this means we may be able to help him make a success of himself in life.
III. INDIVIDUAL CASE STUDY A

A. Family History and Home Environment

Case A in many respects is a very unusual student. He is above the average in intelligence and achievement. His background and home environment, however, are such that there naturally would be more expected of him than of an average person. He comes from a family that is wealthy. This fact might bring him a few disadvantages, but his father is a man of principle and good judgment and has taken special care that money not interfere with the proper rearing of his children. His father is the president of a bank that is one of the strongest of its kind in the country.

Not only from an economic standpoint has the background of the child been good, but it has been sound from the standpoint of the influence it has had in an intellectual sense. The parents are well educated. The father is a graduate of Indiana University where he studied for the law profession, which he followed for a number of years. He has also had special training for the business in which he is now engaged. The family is fortunate in the degree to which it is well thought of and respected in the community. The father is known to be a man of sound judgment and keen insight. To those who are not intimate with him he often appears as a cold and reserved practical business man, but to those who know him well there is a very different character revealed.
The father and mother are extremely independent and frank in their thinking and living. This fact comes rather naturally with their economic independence. This quality is apparent to the point that is suggestive of snobbishness. The father has probably had the more influence upon the children. In fact he and his boys have been great pals, and the boys almost worship him.

There are four boys in the family and one is A's twin. The other two brothers are older. All of the boys seem to feel that their home is all that a home should be. Each one is very much interested in the other. The children are encouraged to make any advancement that is offered to them.

B. Personal Appearance

A is physically strong and healthy and is about sixteen years of age. He is large of frame, stockily built, and somewhat overweight. According to his own diagnosis it might be well for him to lose about fifteen pounds, although his overweight has not seemed to affect him in any way. He has an intelligence quotient of 121.

C. School History and Early Life

His school career began with kindergarten, which he attended for one year. After this he attended a regular elementary school for one-half year, but at the end of this time he entered The Training School. He says that he isn't
especially interested in any one particular subject, but that the system of this school as a whole is tremendously interesting to him. According to his own statement he has progressed very "smoothly" in his school work. As a matter of fact his work has always been above the average. It is true that he has received no double promotions, but his work has always been thorough and of the very highest type. In fact his record through the two years of high school work has been a straight A. He is very conscientious about his work but seems to get it very easily. An average from two to two and one-half hours are spent each day in preparation of his daily lessons. Practically all of his studying is done at school, with some occasional work at home immediately after supper. He studies alone and prefers to be free from as many distractions as possible. He says that he never studies continuously on one subject until he has finished it, unless it is very easy, but prefers to spend a few minutes on one and then turn to another.

In class work he seems to respect the opinions of his classmates and is in every way respectful. He accepts criticism from his teachers with good spirit and readily admits of errors that he makes. I say he "seems to do this" and I shall explain later his own attitude toward such things. He thoroughly enjoys discussions that go into the very heart of a problem and shows a capacity and a tendency for probing things to their very source in his own study. He is capable of making long and well-organized recitations before a class and never seems to be embarrassed, although frequently he
has to struggle to express exactly what he wants to say and is a little weak in pronunciation.

It seems that he does not remember the events of his childhood in a chronological order, but some disconnected incidents stand out in his memory. At one time he traded his oldest brother's bicycle for a piece of candy. Another time he thoroughly thrashed a child a few years older than himself and was punished for it, although he confesses he was very proud of the deed. He was severely injured by a hatchet. He was looking over the shoulder of his older brother, who was building something, and received a blow from the sharp end of the hatchet when it was raised.

Several summers were spent at a lake where the boys learned the usual water sports. The summer of his tenth year was spent at home. It seemed that this summer he and his playmates spent their time under-mining their yard again (the oldest brother had just passed through this stage). The next summer was spent visiting his grandmother in Chattanooga. This visit was especially interesting to him because he learned the general attitude of the South and the Civil War. The summer which gave him the most enjoyment was the one which he and his twin brother spent at a boy's camp. He says, "It was then that we were changed from babies to youths." During his fifteenth summer he attended summer school purely for pleasure. He feels that although this was not the most enjoyable yet it was the most useful summer he ever spent. This summer he feels that he would like to work at something, for he feels that he has reached the age where
he should learn to be more independent. It seems rather strange to hear him speak of this seriously. Again we see the influence of his sensible home training. Although the boys are not made to feel that they have no money, yet they have been taught to accept the possession of it in a matter-of-fact way and have been made to feel as a matter of course that they too have a responsibility.

D. Outside Activities and Interests

About the only outside activity which case A has is the Hi-Y Club and he is not a very active member in that. He is a member of the Student Council, The Statesman Staff, the school paper, and has held many class offices. Most of his leisure is spent in some sport or reading. Swimming is the favorite sport. When there is no active entertainment going on, he likes to read. Mystery stories and stories with a plot are most interesting to him. This isn't surprising considering his disposition, for he likes problems—anything which requires thinking.

He is interested in athletics, although to no great degree. He has never been prominent in high school athletics, although he did desire to become a member of the basket ball squad and did try out for a time, finally giving up hope of this because of strong competition. Much of his time after school and during vacation period is spent in playing basket-ball and baseball.

He appears to have very little interest in girls and in social functions of any sort. He doesn't dislike girls
or ignore them, but he seems to consider them as he does other boys. The sex question isn't of much interest to him. His associations seem to be more on an intellectual and unemotional plain. Although he has very little inclination along the line of music and art, he is very fond of good music and of looking at good pictures. He has tried to learn to play three different instruments, but admits frankly that he had to give them up, not because he was not desirous of learning, but because he could not learn them. He enjoys musical concerts of a classical nature and likes dance music if it is good. He enjoys moving pictures and attends them often. Here his interest as to the types of show which he likes best coincides with the types of reading which he likes best. He likes shows that have a mystery plot and that have a great deal of excitement in them. His favorite actor is John Barrymore, whom he seems to admire because of his personal qualities.

E. General Disposition

A's comment on school is interesting. He says, "I would enjoy school if it were not so long. The classes are too long and the days are too long, although when I get there, I enjoy it." When asked if he had had any special difficulties he said that he had not had except that he felt his teachers were somewhat exasperated about his class antagonism. This seemed rather interesting to me. As a matter of fact his teachers have never felt that he was
especially antagonistic. It is true that he often questions something, but that is not necessarily a fault but may be the attitude of one who really wants to learn. He never seems to raise questions for the sake of being contrary or of "just taking up time", but he really seems to be sincere in his views. Even in his work through the grades he has been noted for his fair-minded, level-headed insight into problems, and his ability to work to conclusions. According to his teachers the children have always respected his opinions and have looked to him for sincere consideration of questions. They have never shown any jealousy at all concerning him, for he seems to have such a wholesome, fair-minded, scientific outlook on everything. It is hard to understand why he thinks that his teachers consider him antagonistic, unless it is some over-sensitiveness on his part. Then, too, as he has the ability to analyze thoroughly things and other people, it is natural that he would also try to analyze himself. He says that he is actually antagonistic in his reaction to criticism and tries to defend his acts, but in the open he attempts to seem pleasant and attentive to it. In his own words he says, "I try to let no one know that he is getting my goat." He surely succeeds. None of the people who know him seem to know this about him. His attitude toward the opinions of his fellow-students is always respectful and tolerant, and he is always courteous. He has no condescending "airs" at all. He himself says that he believes everyone is right until he is proved wrong, but he admits that he likes to go against everyone. He says, "I am quick to jump
at conclusions and then work out everything according to my own conclusions." If he proves to be right, he likes to say to himself, "I told you so." Never does he say this to the other person. Although he sees the other person's point of view, he likes to try to tear it down and win him over to his own point of view. Sometimes he "jumps to" conclusions too quickly, but he is shrewd enough to see this and goes back to think things through logically. His mind is especially active and keen for his age and seems to be largely of a practical bent, adapted to making conclusions on the basis of cold facts. There is little of the emotional element in him; at least it is never apparent. There does, however, seem to be an unusual amount of affection for his twin brother, although he makes no display of it. This brother is not as physically fit as himself because of an accident in early youth. During their first school experience, he seemed to be his guardian. The attitude has remained to a certain extent. His attitude is not conspicuous and does not draw special attention to his brother, but in many little ways you can see that he is considering his brother. For example, if there is any chance to turn any honor or praise toward his brother rather than himself, he tries to do it almost unconsciously. This attitude toward the brother is not condescending but rather a sincere affection. Even this small display of affection is given in a matter-of-fact though kind way. He is especially proud of his brother's ability to draw. There is an easy, comradely manner between the two.
The fourth grade teacher said of him, "A nice staple boy, a little over serious, as popular as he could be in the grades, a good scout, fair and square, a reasoner." This teacher said that in spite of the fact that he was so well liked by all of his classmates he still was not a good mixer. This may be accounted for by his own explanation of his attitude toward people. At one time he says he enjoys playing with playmates instead of playing alone. In spite of this he says, "I am difficult to become acquainted with. It must be my queer views and lack of conversation." Then again he says that he looks upon people as obstacles in his way and associates with them for his own good only. He has no intimate friends but is well acquainted with many people. People attract him by their abilities. He likes or dislikes people only in connection with their influence on him and on his advancement. This is rather an unusual attitude for a child of his age to have. It can partially be explained by his ambition.

For a long time he has wanted to become a lawyer. Unlike many he has not changed his mind several times about what he would like to be. He doesn't want to remain a lawyer but intends to use the law merely as a stepping stone to something higher, probably into some important political position. Although he says he may seem foolish, yet he has had for some time a secret desire to become a member of the U. S. Supreme Court. He says he shall do his best to carry this out, but if he fails, he will try to do something else. He has always admired the president of the National City Bank.
of New York. This has had some influence upon his life. Although he has this strong desire for self advancement, yet he thoroughly detests people with his own attitude of self-advancement. He says it may be because it conflicts with him too much. In every phase of his activity he seems to be driving on with this same steady aim. Even in his school work he says that he doesn't especially enjoy his work, because he is rather lazy in the respect that he would like to succeed in the easy way. "Since there isn't any easy way," A says, "I must work so that I can prepare myself to succeed." Sometimes he feels that it is a "drudging" preparation. He works because he feels that his work is to acquire skill to surpass any competitions in life. He applies himself steadily to his work. If he has definitely decided to work upon something, he never wastes time trying to get started but begins work immediately. He is deliberate about his work and doesn't like to be hurried, although he admits that he works better under pressure to get it done. His opportunities at home will be a great help in his attempt at success. He has access to a library of fifteen hundred books and also to his father's library of two thousand books. He takes advantage of this opportunity. His parents have a very sensible attitude toward their boys. In the first place he says he is commended when there is a special occasion for it, although with so many boys in the family none receives a great amount of flattery. He says that when criticism is due, the family offers it as well as praise. It is rather interesting to know that he feels he is never neglected by his family, but he says, "It
is almost a constant struggle to gain recognition." He knows what he wants and works toward that end always.

F. Self-Analysis

Never does he daydream. True he dreams of his future place in the world, but he doesn't spend his time in just dreaming about it. He sets about in a very practical way making his dreams come true. He really has a healthy attitude toward this. If he were the dreamer type, he might spend most of his time dreaming and not accomplish much, but as it is he quite likely will succeed.

He says that he is self-conscious. This isn't evident, for he accepts criticism graciously and laughs with others at himself. This probably is a partial explanation of his over-serious attitude when he was younger. I think he is overcoming it somewhat. This may also explain why he feels that the teachers become exasperated with his antagonism. It is rather unusual that since he seems to be self-conscious he would dare to express his opinions as much as he does. This does not seem to prevent him, however. He feels that most of his teachers do not really understand him. Again most of his teachers would be surprised at this. His outward appearance or manner covers up these things. He doesn't feel that they mistreat him, but just that they don't understand his true nature. This doesn't especially bother him, however. He goes ahead in his own way, working things out for himself. There seems to have been one teacher who understood him,
according to his idea of being understood.

He says that he is not very considerate of others. This may be true, but he is always courteous and tolerant of their beliefs even though they do not influence him in any way. He continually, in his own mind, compares his achievements with the achievements of others and attempts to surpass them. He thinks that many people misunderstand his selfish attitudes. He says, "I really mean no harm to anyone but advancement for myself." The very fact that he is concerned about people's misinterpretation of his attitude shows that he is more considerate of people than he thinks he is. He must be more sensitive than he thinks he is or even than he appears to be. As a matter of fact it would seem that he might even be assuming a pose, but he is entirely sincere in all that he says and does. However, there is a great danger that this wholehearted desire for his own advancement may become dangerous to himself as well as to others. He needs a guiding hand.

He can recognize his own faults, but he claims that if they are profitable he ignores them. This again may lead him into trouble. As long as he has high ideals, he might come to no harm, but if his sense of values should become twisted in any way there would be danger ahead for him. Of course his parents probably are capable of directing him in the right way, but it would be much safer for him if his teachers also understood his real feeling.

He feels that he deserved every punishment he ever received
and at times he thinks that possibly he needs more to drain him of some of his general beliefs. When asked if he ever tried to improve his personality, he said, "I have never tried to change it because I am afraid that it will ruin me. Yet I feel that I need a forced radical change as to my selfish beliefs." He is afraid that his personality might become entirely submerged and that he might lose his real identity. He says that sometimes he is afraid of being overpowered mentally.

G. Implications and Suggested Remedies

There is no doubt that in most respects A is remarkable and has great possibilities. If a teacher should merely meet him in the classroom from day to day and have no personal contact with him, she would think that here was one pupil who presented no kind of problem. She would think what a joy it is to have such a pupil. Indeed it is a joy to have such a pupil, but it is also a great responsibility. From an intellectual standpoint if A is properly challenged, he will probably respond without much difficulty. He says that he must see the usefulness and worthwhileness of his work. With the proper incentive he will be able to accomplish a great deal intellectually.

His very manner commands respect, confidence, and liking. He has many of the qualities of a good leader. He has also a fair-minded way of judging things. Already, however, he realizes one of the dangerous aspects of his personality and
wishes that he might have some of his purely selfish ideas changed in some way. At the same time he has that fear of losing his own personality. As yet, this dangerous possibility is not evident to the ordinary observer. It is A's keen insight which has made it possible for him to discover it. If the teachers with whom he comes in contact from now on can understand his need, they may be able to guide him in his quest for success. Of course, the teacher cannot be entirely responsible. Yet many times he can be a great help in the molding of character. If A is neglected he may be able to survive, but he may have to learn by sad experience. His help will have to be given in a quiet and sincere manner. He will have to understand why he must change any part of his attitude because of his scientific attitude toward everything. He must still be able to keep his ambition and his respect for himself, but he must not learn to tread on other people in doing it.

We, as teachers, must know our pupils as individuals; we must have their respect, their confidence, their liking; they must understand we are their friends; we must help them to grow in character. This we can never do unless we study them and teach them rather than an allotted amount of subject matter.

It has already been stated that A has an I. Q. of 121. His citizenship record is 100%. As his intelligence is superior, his citizenship record should be very high. During his freshman year, his thrift was not as marked as it has been since. This is probably explained by his physical condition at that age. His citizenship will probably remain high if he is given the proper guidance in respect to the
one dangerous aspect of his personality. He must be kept from "treading on" other people in the pursuit of his ambition. Since at the present time most of his association with comrades is on an intellectual plain, a different relationship might be established by association with boys in athletics. The athletic coach as well as some of the boys might try to interest him in a few of the competitive sports. In this way he would come in contact with the boys in a different, more comradely atmosphere. This might help to give him the human touch which he needs. If he could make up his mind that he doesn't have to excel in the sports, he could probably get some enjoyment from just taking part in them.
IV. INDIVIDUAL CASE STUDY B

A. Family History

Case B is a tall, slender girl about fourteen years old, has brown hair and eyes and a long, slender face. She is a bright, enthusiastic student, with an intelligence quotient of 134. She has just completed her freshmen year in high school.

B comes from a family which is very unusual in many respects. There are two sisters older than herself, four brothers, three older and one younger. Her mother is about fifty-three years old and was one of a family of nine children. Her maternal grandmother was Pennsylvania Dutch, and when she was eighteen she came from Pennsylvania to Indiana with her sister and father. Her mother was a school teacher before her marriage. Even now she has a kindergarten at home during the entire year. One reason for this is that she is especially fond of children and enjoys teaching them, and there is another possible reason that it is necessary for financial reasons.

The father is about sixty-one years old and is a draftsman when he can get work. He is a graduate from Rose Poly where he took an engineer's course. Recently it seems that the father never has much work. He is a very brilliant man and well liked by his children, but he hasn't been very much of a financial success. The mother has had to bear much
of the burden financially. One person spoke of them as moving when it came time to pay the rent. They have always managed to live in a good location and in a large house. They never have been in actual need, but they do not give the appearance of having plenty. Intellectually they are ambitious, but financially there does not seem the same ambition; at least it is not attended with success.

B told of the reward given to them for taking castor-oil—a quarter. It seems that this same quarter passed from hand to hand until she received it, and she put it in her own bank.

The oldest boy is about twenty-four years old, a graduate of Rose Poly, and is now working as an electrical engineer in a radio department. The next oldest boy is twenty-one, is a civil engineer, and will graduate from Rose this year. He has been working at Long Island for a year. The oldest girl is a teacher of English and music and is now working on graduate work at Indiana State Teachers College. During the summer she also helps her mother with the kindergarten. Another sister is now taking a special course in commerce at Indiana State Teachers College. All of these children have unusually high I. Q's. Each one has helped to finance his own schooling. Both of the boys received scholarships from Rose and worked besides. Even the girls helped some financially. The girl who is now in school pays part of her expenses by typing people's theses and term papers or any other typing which she can get to do.
She, too, has a very high scholarship. Another one of the brothers is still in school at The Training School. Everyone likes him. He is very brilliant, with a very high I. Q. One seeing him for the first time one would think that he is a very shiftless sort of person. I suppose he really is shiftless about some matters, especially finances. He is always late paying dues, tuition, or any expenditure of money, although he always pays eventually.

All of the children are rather careless about their personal appearance. They are always clean, but do not appear neat. Dress never seems to bother them. In fact it seems trivial to them. They seem to have so many other things to think about. B is much neater than the rest of them. In fact you would not pick her out as untidy. She always looks fairly well dressed; at least she is not conspicuous.

B. Early Life and School History

B remembers a family moving next door to them, when she was quite young. The two children in this family were both younger than she, but they became very good friends. It was from them that she learned to play out of doors. It was also they who taught her how to fight. When she was about three years old, she fell and cut her chin. After the doctor, her uncle, had bandaged it, she was very proud of such a terrible cut and showed it to everyone.

Every year her mother's family has a reunion. This has always meant a great deal to her, because she has always
recited poems in the program. The reason this has always been such a pleasant experience for her is that all of the aunts and uncles always flattered her.

Birthdays to all the family are a gala occasion. The one whose birthday is being celebrated is privileged to invite one guest. There are enough brothers and sisters to make a big party. B and her sister usually celebrate together as their birthday is the same.

B learned to read very young, as her brothers and sisters were learning and enjoyed teaching her. She started to kindergarten when she was five years old and enjoyed it very much the first half year, because she had a lovely teacher who was never cross and who never seemed to be tired. The enjoyment was soon over, because the new teacher who came had a bad temper and her pet hobby was pasting the children's mouths together. From one day to the next she lived in horror of having her mouth pasted. This experience might easily have spoiled her attitude toward school, but it happened fortunately that she seemed to associate this with the particular teacher and not with school in general. The pleasant half year which she had spent previously also helped. Then, too, at the end of this year she had bronchial pneumonia and was sick for quite a while. This and the lapse of time helped to dim her unhappy experience. She says that if she had not had to take medicine, she would rather have enjoyed being sick as she received many lovely gifts. The first year of her regular school she attended The Training School
and enjoyed it very much. There was just one unpleasant thing about it. She sat next to a girl who was very selfish and who would not let her have her part of the seat. This unpleasantness lasted all year. Her scholarship this first year was very high. She made an A in all of her subjects. She did not attach much importance to this ranking, however, because she said, "Almost everyone has a high ranking the first year."

The second year of her schooling was spent at another school. Her small brother was starting to kindergarten, and she had to go to this school so that she could take him. This year didn't make any special impression upon her. In the third year she returned to The Training School and renewed her friendships there. She especially liked people older than herself. Her best friend was a grade ahead of her in school. Quite often she was jealous of these older girls because their work was so much more interesting than hers. There is quite a difference in the work of the two grades. It seems as if there are so many new things beginning in the fourth grade. Her work was very easy for her and she was impatient to get into some new work. Then when she actually entered the fourth grade, she was very much disappointed. She began to have a dislike for school because she did not like her teacher. She considered this as only part of the reason. Her grades were still high, but she did not enjoy her work very much. There were the usual class parties and these she did thoroughly enjoy. During this
year she began taking class lessons in violin. The winter
that she should have been in the fifth grade she was
promoted to the sixth. Her mother thought that her
interest might be aroused again by doing this, and the
principal gave her permission to enter the advanced grade
if she could keep up with the work. This she did easily.
Her interest was revived. It might have been that more
enriching material in the fifth grade would have answered
the same purpose. Yet she had always envied the girls in
the grade ahead of her, so it may be that she was better
socially adjusted. At any rate she was happy in her new
work.

In the seventh grade she attended King's Classical
School. At first she was very much pleased with it, but
after the newness of it had disappeared she did not like
it so well. It is a little difficult for the child to make
the necessary social readjustment at this age. This year
she studied French and thoroughly enjoyed it. That fall
some of the girls from this school went to Turkey Run. She
had a rather sad experience, as she cut her head and slid
down a waterfall. In spite of all her trouble she had a
good time. During this year she studied dancing but soon
gave it up because her mother considered it too strenuous.
During these last few years she had kept on with her violin
studies but started private lessons during the summer
following her seventh grade. Much of her spare time was
spent in practicing, as she had formed several bad habits
which had to be unlearned.

For the eighth grade she returned to The Training School with great joy. She didn't enjoy the year nearly as much as she had expected to, because she didn't like her sponsor and the work, more or less a review, was not especially interesting. However, she went out for sports and said she received a great deal of enjoyment from playing basketball and baseball. In the summer, as she had saved some money, she went to a camp where she learned not only to swim but also to dive. While here she also learned soap carving.

In the ninth grade again she attended The Training School. This year, as the class was enlarged, she met many new people and made many new friends. This year proved to be more of a social year than any of the others. She attended several parties, joined the Blue Tri, orchestra, and Glee Club. She thoroughly enjoyed it and along with her good times she maintained her high scholarship.

C. Attitude Toward Family and Home Environment

Her favorite is the oldest brother. She says a possible reason for this is that she does not see him but once a year, which is not often enough for them to have the usual brother and sister quarrels. There is probably an added interest because of his absence and because of the work in which he is engaged. She "looks up" to this brother. She is also especially fond of her older sister who is away from home, and attributes this fondness to the same fact. She likes all of
her brothers and sisters, but since she is next to the youngest she is teased a great deal. She really has a very sensitive nature and for this reason cannot conceal her feelings when teased. She really tries not to mind, but she is often hurt. She cries rather easily, and the teasing often terminates in crying. She is making a special effort to overcome this and is really succeeding to a great extent. She realizes that their teasing is done in a good-natured way, but because of her sensitive nature and a rather "high strung" disposition she can not always overcome her feelings.

She says that she has not been spoiled since she was the sixth child. As a matter of fact the very fact that she is much younger might have caused her to be spoiled. About the only evidence of this is the teasing, which might have led to dangerous consequences. It hasn't had any noticeable effect upon her because she isn't irritable, although she would probably be happier without it. She has always had a number of people to look after her because of the large family and has learned many practical things from her association with them. However, she has a slight tendency to be a little more dependent than the rest of them.

She thoroughly enjoys her home life. The family may not be a success financially, but it possesses a comradeship which many families lack. In the first place the family is large enough to furnish its own entertainment. The only time when B feels left out is when they play cards. She makes an odd one and always graciously declines to play, but she really does feel left out. She tries to find other
entertainment for herself and usually succeeds. In all other kinds of entertainment there is always room for her. Her father has always been ready to help them in any of their work. Her mother has usually been too much occupied with her many duties. They have always had good books at home, both fiction and non-fiction, and a number of magazines not quite so good. She has had opportunity to study music as well as the other children. Most of the family is musical. The mother is especially fond of music and has encouraged the children to study it.

D. Outside Activities

B is a member of two orchestras, at school and at church, Glee Club, Junior Statesman Staff, Girl Reserve, and Girl Scouts. Besides this she is beginning recently to take an active interest in sports such as swimming, tennis, basketball, baseball, and volley ball. One reason for her interest in high school athletics is that she has recently become interested in one of the boys who is a very good athlete. At first she was afraid of the water, because once when she had gone swimming with her sister at the Y. W. C. A. she was strangled. After a time she overcame this fear by swimming in other places. Now she thoroughly enjoys swimming and diving.

She likes social functions of all kinds. The year when she first took an active part in social affairs she especially enjoyed. She attends the usual school parties and some private
ones. Much of her leisure time is spent in reading. She rather enjoys mystery stories. Part of her leisure time is spent in sleeping. This is very good for her since her weight is not normal.

E. Likes and Dislikes and General Disposition

B especially likes to be with people. This is probably accounted for by the fact that she is a member of such a large family. She says one reason that she likes school so much is that she is with people. It doesn't matter whether her associates are boys or girls as long as they are her age or older. However, she is usually liked better by people who are younger.

She has about five intimate friends and a large number of acquaintances. She meets people very easily and wants to be with them. The qualities which she wants her friends to have are: friendliness, good sportsmanship, sincerity, and a fun-loving nature. All of these qualities she herself possesses. One type of person she especially dislikes is "the snob." I am afraid she was thrown in the company of one at a camp this summer. I do not know yet just what effect this experience has had upon her. This particular "snob" was to be the junior councillor at this camp. When she found out that our girl under study was to motor there with someone else, she raised her eye-brows as if to say, "Wouldn't you just expect that of her--always depending on some one else?" She is not always depending on someone else, although she is somewhat more handicapped than some of her associates. With her
sensitive nature she might be very much hurt if she should find out the attitude of this girl. Her associates as a whole do not consider her a "sponger". They like her—because of her disposition.

She has had several ideas as to what she would like to be. Some of these are: musician, stenographer, accountant, teacher, surgeon, linguist. The last two mentioned are the chosen ones at the present time. For quite a while she has been interested in several different languages and thinks she would like to make some use of them. She learns languages very easily. She has not quite decided between that and the surgeon idea. The only drawback to being a surgeon is the length of time it would require and the expense. I am afraid her health might be against the latter decision. Although she has no particular ailments and appears healthy, yet she does not have a great amount of reserve strength.

She is generally a follower rather than a leader. She is not in the least selfish, because of her association with her many brothers and sisters. She is very kind toward everyone. She is always fair-minded, but finds criticism of her faults somewhat irksome. She knows herself fairly well, and when people criticize her, she already knows what is wrong. She needs to learn how to take criticism a little more graciously. It is probably her sensitive nature which is responsible for this attitude. She is considered unemotional by most people. This is probably because she usually succeeds
in keeping her feelings well concealed. She does have to fight her sensitiveness and a slight temper and doesn't always succeed in hiding her anger.

She does not sulk, however. She is naturally cheerful and congenial. Her work is easy for her. She is to a certain extent a dreamer. However, she does not spend all of her time dreaming alone, but spends part of it in trying to carry out her dreams. She will have to be careful, however, that her dreams do not become too satisfying and do not take the place of the actual accomplishment. When she begins her work, she likes to sit and daydream for a while, but finally gets it without much effort. She works better when she has plenty of time; she doesn't like to be hurried. She sometimes imagines that certain people are watching her and thinking about her. She is somewhat self-conscious. She likes sympathy, praise, and flattery sometimes. She likes to be noticed by other people and likes to have people approve of her and like her. Often she makes comparisons between herself and others to try to decide how she can make herself more popular. Yet she does not appear to court favor. It seems to be a whole-hearted desire to be with people for the sake of companionship which prompts most of these actions. She has a genuine sense of humor but feels that her attempts at provoking humor are often failures. Often when she has attempted to tell jokes, she has not succeeded in making them funny. When jokes have been made at her expense, she can laugh with the others at herself.

She makes an effort continually to try to improve her
personality by studying desirable traits in others and trying to cultivate some of these traits.

In some civics work she was asked to enumerate some of her strong points, and she included in these initiative, lack of emotional display, and responsibility. Among her weaknesses she included her talkativeness and sensitiveness. The teacher added to this that she was a little timid and needed to be a little more aggressive. Her brothers and sisters listed as her strong points: lack of emotion, self-confidence, perseverance, initiative, enthusiasm, friendliness, studiousness, pleasant disposition and ability. Among her weak points they mentioned: talks too much, timid, sensitive, lazy about work she does not like, jealous, and over-serious. The last two traits were mentioned by the brother in high school and do not seem to be a very thorough analysis. In most instances she is not jealous and is not over-serious. The other points, however, are very good. Two of her classmates listed as her strong points: music, truthfulness, personal appearance. One classmate mentioned that she didn't always attend to her own affairs and didn't do her best work at all times. This last point is true. However, it is her intense interest in people which may have prompted the other criticism.

F. Implications for Teachers

B is a thoroughly delightful person. It is true that it is easy to become acquainted with her. If one should study her carefully, he would soon find what some of the traits are
which are likely to injure her. She has many good traits which should be encouraged. With one so very much interested in improving and developing her personality it would be a pleasure to work. Most of her weak points she does not know. However, there is one which she acknowledges, but she doesn't quite see the danger in it. She does like attention, praise, and flattery. When she was very small, she recited "pieces" at their family reunion and even then was greatly pleased at the praise which she received from her uncles and aunts. As yet she doesn't seem to do anything for the purpose of getting praise and flattery, but she might easily become dependent upon praise. Now flattery merely gives her pleasure and it isn't necessary, but it might easily become necessary. Her teachers may be able to help her avoid this difficulty, both in the care with which they administer their praise and in the guidance which they give her as to the value of praise and flattery.

Then, too, her sensitiveness is a problem. The solving of this is made easier by the fact that she realizes this handicap and is consciously trying to overcome it. Because of this sensitiveness on her part she is especially considerate of the feelings of others. The aid of the family might be enlisted to help cope with this. Possibly if they would refrain from so much teasing they might help. If her teachers realize this weakness they might be careful in their manner of approaching her. Of course she cannot always be shielded from hurt from others, but someone who would work patiently with her might be able to help her learn how to receive "hurts".
It may be that she is imagining some of her "hurts". She did admit that sometimes she felt people were watching her. As a matter-of-fact she was probably self-conscious. Often we give ourselves credit for being in the eyes and thoughts of people when they aren't even considering us. Maybe B can be made to feel that most people are busy doing other things than merely watching us.

Her daydreaming might easily become harmful if carried too far. True we need to dream dreams, but we need to try to realize those dreams. If the mere dreaming becomes too satisfying, all desire to really act might be lost. Her father seems to be more of the dreamer than the "doer". Her teachers can help her by constantly urging her to carry out her dreams and to accomplish something. Her daydreaming must not be allowed to develop to the point that it will become unhealthy. Her parents may not be able to prevent this, because they don't realize the danger, but wise teachers can do their parts. It seems as if the teacher's responsibility is indeed far-reaching, but by careful attention to these personal matters we can do something really "worth-while". It doesn't take a great deal of extra time, but it does require a conscious effort. We must make the effort if we would be teachers.

B has a citizenship record of 96% on the basis of 100%, while her I. Q. is 134. Since her intelligence is very superior, her citizenship should be higher. Of course, good citizenship doesn't necessarily follow high intelligence, since some criminals have a high intelligence. However, with
wise guidance a correlation between the two may be developed. Two of the traits for which she received the lowest marks were reliability and effort. As has been suggested before it would seem that her daydreaming might be the cause of these deficiencies. She must be continually "spurred on" to act and not just to dream, for the dreams within themselves might become too satisfying. Her past history shows that the father is the dreamer type, and consequently even with his great ability he has failed to accomplish very much. She must be given active work to do, and with definite tasks to perform she may escape too much dreaming.
V. INDIVIDUAL CASE STUDY C

A. Family History and Home Environment

C is a very attractive girl of seventeen and has just completed her junior year in high school. She is an exceptional student, with an I. Q. of 120, and with a very excellent standing as to her scholarship. Her grades for the last year were all A's except one.

This girl comes from a very lovely family. They are well situated financially and socially. The father is a wholesale dealer and has made a great deal of money. He is a very unusual employer. In these times of depression he has refrained from lowering wages and from laying off many people even though it has meant a loss financially to him. He is not merely making a gesture, but sincerely feels that he must be considerate of these men as long as he can.

The family is socially prominent but in spite of this there is no appearance of snobbishness. Both parents are very well educated. They are both exceptionally young looking to be the parents of a girl seventeen years old. Last summer they toured Europe, and many people assumed that mother and daughter were sisters. C. has a sister four years younger who really looks older, because she is taller than most girls of her age. She is just ready to enter high school. The two girls have always gone to different schools so haven't been thrown into each other's company very much. They aren't especially chums. In fact it was a long time before I knew
that there was a younger sister. They don't seem to have many interests in common, although acquaintances think that they are very much alike.

The older sister says that even now her sister is getting to do things which she was not permitted to do until about a year ago. She does not especially resent it, but she does notice it. It seems that she never questioned the decision of her parents, while the younger sister good-naturedly tries to change their minds about things. The father will say that the younger daughter should be in by a certain time, but she has some good reason why she couldn't be in by that particular time. It is hard for the older daughter to become accustomed to this attitude. It isn't that her sister disregards the advice of her parents, but she tries to coax them into giving in to her sometimes. I think the older sister thinks that the father relents sometimes when he should not. It seems that the younger child is profiting by the experience of the older. Quite often parents change their policy with another child. The first child suffers or benefits whichever it may be. The younger child usually gets to do more things, for the parents have some of their ideas changed by the time the first child is reared.

C is especially fond of one aunt. When her parents are gone, she spends a great deal of time with this aunt. She admires her very much.

She has all of the advantages of a home of plenty. She has all of the necessities and many luxuries. However, she has not been used to extravagance, and she has not been made
to feel superior because of her money. She is exceptionally well dressed. Although she is not snobbish about her money, I do feel that she does not realize what the lack of it means. When there is a question of the expenditure of money for a group it is hard for her to consider price. She unconsciously wants to buy regardless of price. The other members sometimes dislike this and criticize her for her lack of sympathy with their situation. She doesn't mean to be unsympathetic; she just does not understand. Money is not her standard for judging people.

She has a large library of her own, both fiction and non-fiction. For six years she has studied music and for quite a while has studied expression. No special duties are required from her at home, although she is capable of performing most any of them. She is responsible for keeping her own room and looking after her own possessions.

Recently her health has been rather poor. She had an attack of asthma and the doctor required her to get a certain amount of rest each day and told her that she would have to spend less time on her lessons. This was hard for her to do, because she had been used to good health for the last ten or twelve years. She was ill a great deal of the time during her first five years of life.

B. Outside Activities

C is a member of The Blue Tri organization and Student Council. For the past year she was president of the juniors. She spends a great deal of her time studying music and
expression. She likes to play tennis but recently has not been allowed to take part in very strenuous sports. She likes to read and is especially interested in biographies. She is an exceptionally good judge of literature and reads some of the best modern books. She doesn't like to follow a book with one of the same kind but prefers to mix them. Several novels in succession become monotonous; so she reads some non-fiction in between. She attends teas and such entertainments at the Woman's Club and various entertainments at the Country Club. She has but two intimate friends whom she likes to be with and they often go together. She is not continually with someone else, however, because she doesn't always feel the need of company.

C. General Disposition

She has no strong fears and does not give up easily. She is fair-minded in her consideration of a problem. She is selfish and realizes that she is. She doesn't particularly like to be with people, because she says that she can't bear to talk all the time or listen to other people talk. According to her own diagnosis she can be either a leader or a follower. This is in part true, but it is difficult to decide which trait is predominant. She is more of an individualist than anything. From one standpoint her presidency last year was a success, but from another standpoint it was not entirely successful. In the first place because of her ability and superior scholarship some of the students were a little jealous of her. They felt that she was a little too efficient.
As a matter-of-fact she was not always tactful in her dealings with her classmates. Her own efficiency sometimes made her impatient with them. She could see how things should be done, and it was hard for her to bear their indecision and the usual class wrangling over questions. The class felt that she wanted things done her way rather than the class's way. She really wasn't concerned with having them accept her wishes, but she did want them to get satisfactory results.

There was not any special clash of feeling the first half of the year. The sponsor was partly responsible for this because she had an exceptionally strong power and succeeded in keeping the class working as a whole without any visible discord. However, there was a slight undercurrent of dissatisfaction. When the time came for the yearly junior prom the feeling became evident. Whatever the president wanted some of them seemed always to oppose. She really was trying to follow the advice of some of the faculty, but she was not tactful enough in the way in which she presented matters. Finally, however, all committees were working smoothly. Suddenly one morning there was a definite outburst of discontent. Some of the people who had been spending a great deal of time in various preparations declared that they were going to quit working. It seems that an article had appeared in the paper the night before mentioning the chairmen of the various committees and not giving any credit at all to some of the people who were working hard. They said that that was characteristic of their president.

"She can just put on the prom herself," was their declaration.

There really were two sides to the question. The acting
sponsor tried to consider the situation in an unbiased manner. When the girls were asked why they had elected this girl as their president if they wouldn't stand by her, they said that they had not been present at the meeting and some few of her friends elected her. The sponsor tried to show them that they were not justified in finding fault since they had had a chance to elect someone whom they did want. They saw the justice of this. Finally they were made to see that the responsibility belonged to the class and not to the individual, in spite of a few unpleasant happenings, and in the end all worked together to make the prom a success. This was a sad experience for the president. She really was deeply hurt, although she tried to show that she was not. In fact she was almost physically ill over it. I think she had not quite realized that she appeared to them as they saw her. She had not meant to seem officious. She really is sympathetic but does not know how to show it, because she is too abrupt in her manner. When she was analyzing her own disposition, she mentioned that she hated to hurt other people's feelings. This was one reason, I suppose, that she was so very much troubled about the trouble over the prom. Fortunately the trouble of the class did not become public property and she was spared further hurt, because she especially dislikes to attract attention.

C really is sensitive and rather shy and conceals this with an appearance of coldness. This is one reason that people misunderstand her. It may be a partial explanation of the fact that she does not especially care to have friends.
It is difficult for her to talk about herself or discuss any of her difficulties. It must be her shyness and her desire not to attract attention to herself. If she could discuss her feelings with some one, it might help her to straighten them out or at least relieve them. Sometimes they become intensified by being "bottled up". She is afraid of seeming to court sympathy, however, and doesn't especially care for anyone who does like sympathy. There is a member of their family who is always trying to find excuses for himself and thus obtain sympathy. She says that actions such as this disgust her. She probably has gone to the other extreme in trying to avoid being like him.

As I have mentioned before she is superior in her school work. She is very thorough in her work and is not satisfied until she has really mastered it. She goes about her work in a methodical manner. She has very commendable study habits. One of her classmates said that she never really knew how to study Latin until she had studied with C for a few weeks. After the few weeks of study she had discovered some of the methods of approach to it. Her Latin was greatly improved as a result. C is very much interested in school work. Her grades have been high all during her school history. Once she was offered a double promotion, but her mother felt that it would be better not to accept it, since she might miss something that would be of importance later. She thoroughly enjoys a problem which is difficult to solve. The more work she has to do the more she really accomplishes.

At home C is considered cheerful and congenial. She has a chance to be by herself whenever she wants to. Since she
enjoys being by herself she never is lonesome. She realizes a selfishness in being too much by herself so tries to force herself to be with other people some. There are about eight girl acquaintances besides her two intimate friends. She is very much interested in one special boy. This boy's father is dead, and it is necessary for him to help his mother financially. C's mother thinks that he is a very fine type of person and does not object to her association with him, although he does not have much money. He is ambitious and has many of the qualities which C admires. She is happy in her friendship with him.

C is not often subject to daydreaming. She prefers action for herself just as she prefers it in others. The only time when she engages in daydreaming is when she is thinking about what she is going to be. Her plans about her future are very definite. For a long time she has wanted to be a teacher of Latin. Why she has chosen this particular calling she doesn't know. She plans to go to some college near home for the first year and to Columbia for the last year. Her father wants her to attend St. Mary's but she has no desire to go there. She feels that it would be much better for her to attend a college which would fit her more specifically for teaching.

D. Suggested Remedies

C has many desirable qualities. She is a very capable, efficient, intelligent girl, and has had opportunities which many have not had. She has many chances for success, but there
are a few serious disadvantages. It is going to be rather
difficult to help her because of her desire not to be
sympathized with. There is a possible approach, however,
through her desire to be constructively criticized. She really
wants to improve her character but doesn't know just how to go
about it. She says, "I have sincerely tried to improve my
character but have had very little success." One reason she
has had such little success is that she doesn't realize just
what her weak points are. People do misunderstand her,
especially young people. If she could see herself as others
see her, she might be able to understand what improvement she
needs. Her first method of enlightenment was too hard on her.
Such an experience as she had with her classmates might cause her
to withdraw more than ever from friendships. It would be much
safer for her to learn of her faults from someone who could at
the same time discuss them sanely with her and also offer help­
ful remedies. Some teachers naturally appeal to some children
more than others, and C says that she likes some of her teachers
very much. If they could study her real nature and find just
what help she needs, then they could find possible approaches
to her. First of all C would have to respect that teacher and
not feel that she was deliberately trying to sympathize with
her. I don't mean that it should be concealed from her what
the teacher is trying to do. After the teacher has won her
respect and confidence, she might openly discuss some of these
problems with her. Possibly if she can learn not to be quite
so abrupt in her manner people would not misunderstand her.
She herself says that she is quick to feel sympathy for others,
but it seems that she does not know how to show this feeling.

The fact that C has social position, money, attractive clothes, and many other advantages might tend to cause others to be hesitant about making many advances to her. Then when she doesn't "go half way" to meet them they naturally suppose that she is snobbish. They can't see that her coldness is a cloak for her shyness. If someone could explain this to her, it might solve part of the difficulty. However, I don't believe that she would really want to have as many friends as some people, for all kinds of people don't interest her. Yet she doesn't want to have people dislike her. If she could be more tactful in her treatment of people and not so abrupt, she would make a splendid leader because of her capability and efficiency.

If she intends to become a successful teacher, she will have to learn how to make her sympathy and understanding of people evident. There is a possibility that because of her efficiency and because of her almost selfish ideas about some things that she may not make the best kind of teacher. This would be a great disappointment to her. Therefore, it would be a great help to her to have someone try to show her these weak points and the qualities which might detract from her success before she has to learn them by sad experience. If she realizes where she can improve her personality, she will consciously try to do it.

Her citizenship record of 100% corresponds favorably to her I. Q. of 120. As has been stated before most of her qualities are very desirable. She will always be conscientious
in any of her efforts, but she can be spared some unhappy experiences, by which she would no doubt profit, by a little bit of guidance. It seems that this is the ideal way to build character—not to wait for expression of a fault and then apply remedies to it, but to try to give advice and help which will prevent the full development of the fault.
VI. INDIVIDUAL CASE STUDY D

A. Family History

One day D's mother came to school and said she would like to talk about her. "Let us know what you want D to do and we will see that she does it," were her words. She said that D was at the "silly age" and "boy-struck". She and the father were very much concerned about her, for her grades had been much lower this year than ever before. She didn't blame any teacher for it, for she said she realized what D's condition was.

D's father is a physician, and her mother has had nurse's training. She is very proud of the fact that they are direct descendants of Anthony Wayne. Her father is from a Southern family and most of their vacations are spent in the South. All of the cousins are Southerners, but D is proud of the fact that she and her brothers are Hoosiers. There are also two boys in the family, both older than D. The oldest brother is six years older, and he and his sister are very good friends. They never have any quarrels. There is probably enough difference in their ages to prevent this. This brother attends Rose Poly. The other brother is four years older than D, and she doesn't like him very well because he continually teases her. At the present he is taking post-graduate work in high school, and as he is especially interested in art he expects to enter an art school in New York and take up cartooning. D says, "My brothers have all the brains, and
my mother and father say I am stuck on the boys, which is quite natural."

The mother seems to be a very lovely woman, but she is so very much worried about D at the present that she doesn't give her any rest. She is especially interested in church work and belongs to several church clubs as well as The Woman's Department Club. The father belongs to the Kiwanis Club and is a progressive business man.

B. Early History and Outside Activities

"I am a rather spoiled child," says D. True she is and seems to be proud of it. She is the only girl on the mother's side of the family; so the aunts and uncles have helped to spoil her. What she has asked for she has always received.

Until she was twelve years old she attended one school and then entered The Training School. She has done average work during the most of her school. She received two double promotions, but she had been kept out of school for two years because of stuttering. She still stutters although she is improving. Although her stuttering is much improved, she is extremely nervous. The nervous twitchings of her hands and jerking of her head show this. These outward evidences appear only when she is extremely nervous. It seems strange, but when she is in the presence of either of her parents, she appears perfectly calm. They know she is nervous, but the father does not consider it very seriously. In fact he rather makes sport of it. She seems to be physically fit other than her nervousness. However, there must be some cause for this
nervousness, and it is strange that her father, a doctor, has not discovered it.

D is a member of The Blue Tri and The Junior Woman's Department Club. She attends the dances sponsored by the school, goes to parties and shows, and to Ray Park. She averages one date a week. She did have more than that, but her mother made her stay at home more because of her low grades this last year. For two consecutive months she had to remain at home because of these low grades. There was a marked improvement in her work for a while because of the extra work, but recently she has seemed to lose interest again.

D is especially fond of sports. She has been able to swim ever since she was seven years old, and in the summer she is a life guard at the Y. W. C. A. Besides swimming she enjoys tennis, golf, baseball, basketball, and horseback riding. She likes to read, especially adventure stories, but does not like to read the collateral reading demanded of her at school. It seems that she resents anything that is required of her. In summer school in her Latin work it was suggested to her that a certain book was extremely interesting. She thought she would see for herself and declared it one of the best books she had ever read. There was enough adventure about it to interest her, and at the same time she had not been required to do it.

She takes an active part in church work, going to church three times every Sunday. She is secretary of the Standard Bearers and The Queen Esthers, both missionary organizations. Besides being interested in sports and organizations, she is
also interested in music. She plays both the piano and violin.

C. General Disposition

D likes attention. One day she admitted that she dis-liked one of her student teachers. Her grievance against this individual was that she had failed to recognize her absence. D had missed two days of school, and when she returned she discovered that this teacher had never even noticed that she had not been with them. "I felt very much slighted," says D. She is very self-conscious, imagining that people are noticing her when they are actually paying no attention to her. Sometimes she seems to realize that she is being rather foolish about this and that people are not always watching her. Because of her love of attention it wouldn't bother her if people did watch her some.

She is flighty and nervous, and she can't keep her attention on one thing for a very long time. In class she will be very attentive for a short while and then before long she will be dreaming. She never causes any actual disturbance but her attention wanders. Sometimes the other children look at her queerly when she seems to be trying to get attention. It is rather disgusting to them. She says, "I guess I am just boy-struck and lazy." She has probably heard this often enough to believe it. However, it doesn't cause her the anxiety which it does the others. She says her mother considers her entirely too silly for her age, but she herself considers it a natural characteristic of her age. The characteristic may be natural, but it is truly exaggerated in her case.
Boys and girls seem to like her generally, but she is not especially popular. In fact many of the boys tend to ignore her. She is attractive looking and dresses with good taste, but it is too evident that she wants to be noticed. This summer she sat opposite a senior boy in whom she became very much interested. Everything that happened in class was funny and she tried to attract his attention in a number of ways, but she didn't seem to make much of an impression upon him. Her actions became almost annoying to him, until now he almost ignores her. As she says, her family has always given her a great deal of attention and she has grown to expect it of everyone.

She is easily teased although she seldom becomes intensely angry. In some ways she has definite opinions, but in many cases she doesn't think about anything long enough or seriously enough to reach any conclusions. She is very changeable. Sometimes she says she likes school and sometimes she doesn't. Some trivial happening is likely to upset her, while she may ignore something far more serious. According to her own analysis she is "timid and bashful but sometimes gets up a lot of nerve". She really has told a partial truth. Sometimes she sits back and seems afraid to make a contribution; then suddenly she will take a very active part. She will seem to be intensely interested and seriously concerned about her work. Before long she will be listless and dreamy, and you wonder whether you imagined her sudden burst of enthusiasm.

She says she does not jump at conclusions. One wonders if she thinks of anything long enough or seriously enough to reach any conclusion. This seems to be one of her main
difficulties in studying. She can't or doesn't concentrate long enough to thoroughly grasp her work. She really is interested in physical education and science. At first she thought she would like to become a physician but soon changed her mind about that. Now she wants to be a physical education and science teacher. She does have trouble with mathematics, history, and Latin, especially this year. She says she spends a great deal of time on her school work and has never had particular difficulty until this year. Her I. Q. is 101 and her scholarship has been average. She probably thinks that she is spending a great deal of time on her work, but her attention probably wanders as it does in her class work. Her best grades are made in science and physical education. She says that since she is expecting to specialize in these fields she doesn't see that it matters especially whether she gets very good grades in the other subjects.

D. Suggested Remedies

In the first place, there must be some physical condition causing her nervousness. Sometimes it isn't apparent but often it is very noticeable. It is queer that her parents haven't had her thoroughly examined. She says she is physically fit and has never had much illness, escaping even the usual childhood diseases. The stuttering is improving and she has recently been studying expression. Her health habits may not be as regular as they should; she may not get enough rest as she wants to be doing something or going some place all the time.

Before one can make any improvement he must have the
earnest desire to improve. Now D does like to have people think well of her, but she doesn't seem to realize how foolish she does appear sometimes. If someone could help her discover what some of the desirable traits are which would bring her the right kind of attention, she would probably try hard to adopt some of the most desirable. If she could be shown someone who was popular but who also had many staple, sensible qualities she might try to become like her. Some one should try to help her see that she is using the wrong method for attracting attention and that deliberately trying to attract attention defeats its own purpose, although she might receive a certain kind of attention.

She should be encouraged to use what talents she does have. She does feel inferior to many of the children in several of the subjects. Whatever phase of the work she is interested in might be used as a foundation upon which to build. If she is given attention for what she knows about this, she might be encouraged to pick out something “worth-while” in some of the other fields and might broaden her interests. Since her attention is hard to keep, there will have to be a special effort made to capture her attention and interest with her changing moods. If she feels that she has a definite “worthwhile” task to perform and that her special contribution is necessary and desired, she may be encouraged to work a little harder. Sometimes if we feel that we really have a place and that our work is needed, we can do better work. If her time can be filled with wholesome entertainment, if she can be interested in some worthwhile but intensely
interesting problems, she may forget some of her foolish ideas. If she becomes sincerely interested in doing things for their own sake rather than for the sake of attracting attention she will become a normal, cheerful, fun-loving girl, but one who really "amounts to something". She has a chance to become this kind of a girl if she has teachers who can patiently help her and if her mother doesn't nag too much. Her mother may be able to help her overcome some of her "silliness" by ignoring it outwardly, but by consciously planning to keep her time and attention filled with other things.

D's I. Q. is 101, and her citizenship record is 98%. Her lowest marks were received in interest, effort, self-control, and obedience. During her freshman year her weakest points were self-control, obedience, and courtesy. Since then she has become more courteous, but her manner is still somewhat abrupt. This manner seems to be caused mainly by her general nervous condition. The remedies which have already been suggested will probably help her to improve the other weak points in her citizenship record.
VII. INDIVIDUAL CASE STUDY E

A. Personal Appearance

E is a girl clearly above average in ability, with a very high scholarship record and an I. Q. of 125. Physically the girl is of medium height and rather heavy although not too large. She is rather good-looking, but pleasantness is the most striking thing about her appearance. She is not particularly dignified in appearance. In general her appearance deceives one in regard to her health. The matter of health has been a real problem in her life. She has undergone numerous operations, and at present her health is in a very bad state.

B. Family History and Home Environment

E comes from a family that is above the average in ability. Her background has been an excellent one. Her father, a teacher in college, is a man of an exceptionally broad outlook on life. He is a thorough scholar and is considered among the best of teachers. Aside from his professional qualities he is a gentleman in every sense of the word, and his whole manner is characterized by affability which is evident both away from home and in his own home. He is a man with high ideals and opinions of his own and is always considerate of the ideas and opinions of others. Both the father and mother love their children dearly and would be willing to sacrifice anything for them. Living in an
atmosphere of this kind it is only natural that the same qualities carry over with the children. The mother sometimes teaches, too, but her family is never neglected for the teaching. She, as well as the father, has seemed to have very sensible ideas about the rearing of the children.

There are two sisters younger than E. She is especially fond of both of them. One is just a few years younger than E, and they are comrades. The youngest sister isn't so good a student as the other two. She seems to have some difficulty in expressing herself, but she has a good scholarship record, nevertheless.

The home environment is especially good. The children love their home. All members of the family are congenial and they enjoy each other's company. E has been known to turn down invitations in order that she might be at home with the others. She has access to good magazines such as: Atlantic, American, Good Housekeeping, Junior Home, Church papers, and Literary Digest. All of these she reads. She has also taken piano lessons for several years and has developed into a very good musician. There are always good records to be played. There is always some change of environment in the summer. The children have their own responsibility in the home, taking care of their own rooms and helping in the flower garden.

C. Outside Activities

E is a member of the Blue Tri, Epworth League, Intermediate Girls' Choir, Music Appreciation Club, Orchestra,
Neighborhood Dramatic Club, and attends church and Sunday School. Besides this she spends some of her leisure time playing the piano, in some outdoor exercise, helping with housework, reading, working among flowers, and playing with and directing the play of small children. She enjoys playing tennis very much, but the doctor will not allow any kind of strenuous exercise. Reading she especially enjoys. Historical novels are her favorites. She likes short stories as well, a few fairy tales yet, and some Bible stories. She likes to walk, play tennis, and if the doctors would let her she is sure she would like to swim because she enjoys being near the water. Her illness, however, prevents strenuous exercise.

D. General Disposition

She made the following miscellaneous list of her likes: cleanliness, neatness, politeness, strawberries, traveling, better type movies, music, art, campfire work, flowers, tennis, pretty clothes of good quality, white, blue, green, orchid, good orchestra music, ships, dancing, English jokes, literature, daintiness, and colonial type homes. In her list of dislikes she has included: writing letters, peas and carrots, loudness, violins, purple, washing dishes, unnecessary showing off and acting, gaudiness, unpreparedness, being ill, emotional ministers, practicing music at times, mathematics, boring lectures, outlines and charts, and milk. Among her strong points she includes: being able to figure a way out of difficulty, doing things on short notice, getting studying done rapidly. Her weak points she lists as: takes quite a
while to make friends, too slow sometimes, and difficulty in hearing sometimes. This latter defect has been caused by her illness. She has had several sinus, mastoid, and gland operations besides tonsil and adenoids. In fact, "My life has been one long succession of hospitals and illness," says E. In spite of the fact that she has been ill so much she does not continually talk of it and expect sympathy and consideration for it. She is unusually cheerful and optimistic.

For a long time E was afraid of dogs, because she was bitten by one once. She has gradually overcome this fear, however, and seems to have no others. When younger she was inclined to be selfish, but with training she has improved in this. Her mother describes her as being "not exactly" selfish but as desiring many things and feeling that she must have them, often.

She mixes fairly well—quite well when she is not ill. However, she tends to avoid people when she does not feel well. She likes to be with older people and especially with younger. Her mother says that she doesn't see that she prefers either boys or girls, but E herself says that she would rather be with girls, as she feels more at ease with them. "Although," she says, "I don't mind talking to and being with boys if they are not silly and sentimental." She really likes to have friends, but she is somewhat shy and for this reason gives the impression of holding herself aloof from the others. All the pupils like her because she is cheerful and kindly, but they are not always sure that she would care to have their friendship. Small children especially are fond of her. She has
worked with small children a great deal in church work and is especially gifted in handling them. It is this that has led her to choose primary teaching for her vocation. She seems to be well fitted for this type of work and will probably make a success of it.

Mentally E may be characterized as being wide-awake. She thinks well, can draw logical conclusions, and is never hasty. She seems to have a good memory and puts it to good use. However, her mind does not seem to be particularly fitted for cold analytical reasoning, although there is nothing about her method of thinking which indicates that she relies overmuch on rote memory. In problems where there is a human or social element involved she seems to react with more readiness and accuracy, which indicates that she observes rather closely in social situations. She has a good command of English and usually can express what she wishes to say, at times choosing especially well the proper words to express what she wants to say without repetition or unnecessary embellishment. She is not a rapid thinker but a deliberate one.

She is not particularly emotional in most things, but she does worry too much about her lessons. She can almost be classed as the over-conscientious child. Again her health is the cause of this. When she was asked what some of the problems were which she had had to solve, she gave as one trying to decide the right amount of school work to make up after long absences. If she is told to go over the work she has missed during an absence for her own good, she is afraid that she may not do quite enough. It really troubles her because she wouldn't want
E's study habits are very good. She usually begins work at once and doesn't engage much in daydreaming. She says, "I usually enjoy studying, because it is pleasant to add a little to your present store of knowledge." The only time when she finds studying a hardship is when she isn't feeling well; then it becomes a real burden. She works better when she isn't hurried and isn't working under pressure. Ordinarily she works according to a set schedule.

F. Self Analysis

"I don't care for too much criticism though some proves helpful," says E. She tries to accept it graciously, but sometimes it is hard to do. She continues, "I detest insincerity. I don't like 'playing up' for it's too unnatural to be overlooked. I think jealousy is narrow and unfriendly. I can't stand gushing individuals." She does like those who are sincere, polite, neat, and careful of their appearance, not too expressive of personal tastes and opinions in public, dignified, and happy. She dislikes

anyone to think that she was trying to take advantage. One reason that the amount of work is left to her judgment is because she is so fair and square and conscientious. I think we are more likely to neglect the over-conscientious child, because he always gets his work and is always ready to contribute. It is easy to fail to see that we may be doing him an injustice.
individuals who are gushing, too much "dressed up" on some occasions, loud, who do not have any particular standards and goals, who are unsympathetic toward others, rude, undignified, and too critical. She admires older people who have risen high from humble beginnings, those who are cultured, dignified, interesting to talk with about times past and temporary questions, those who are learned and have kept their interests in temporary subjects and young people, those who have background not merely because they came from an important family but because they have cultivated it, and those who love and revere lovely surroundings, flowers, books, people, and homes.

Her attitude toward church services is very interesting for a girl finishing her sophomore year in high school. She admires dignified, almost austere church services, a dignified minister both as to dress and manner, old and correctly selected hymns, organ music, vested choir, and throughout all the service an attitude of reverence, dignified simplicity, and, above all, quiet.

She daydreams some times how to go about attaining future goals, how to act and what to say. It is not so much idle daydreaming as it is definite planning about these things. If she is well, she isn't especially self-conscious. However, she doesn't especially like to attract attention to herself. She says that when she talks before a group of people she sometimes feels shy, although this feeling is not evident to her listeners.

When asked if she had made any conscious effort to improve her personality she answered that she had and gave this
as her guide.

"My Symphony"

"To live content with small means; to seek elegance rather than luxury, and refinement rather than fashion; to be worthy, not respectable; and wealthy, not rich; to study hard, think quietly, talk gently, act frankly; to listen to stars and birds, babes and sages, with open heart; to bear all cheerfully, do all bravely, await occasions, hurry never; in a word to let the spiritual, unbidden, and unconscious grow up through the common. This is to be my symphony."

In many ways she shows that by this she has truly been guided.

G. Suggested Remedies and Implications

The quiet unobtrusive type of child often presents a far more serious problem than the troublesome child. Children of this type are sensitive and are likely to withdraw into themselves. Poetry, philosophy, and religion attract these individuals. E has enough interest in people and the outside world that there isn't very much danger that she will draw entirely into herself, but care must be taken that she keep this active interest. It seems that the greatest danger in her case is that she is over-conscientious and has a tendency to worry too much. She is the kind of person who takes everything the teacher says seriously and applies it to herself whether "the shoe fits or doesn't fit". She is likely to overwork herself, because she is afraid of not doing enough. Her physical appearance is deceiving, because she seems to be
perfectly healthy. Unless the teacher understands her case she will not know that E is working under difficulties. Even when she is nervous and worried it is hardly noticeable; in fact the casual observer would not notice it. The teacher will have to watch her closely, therefore, to keep her from taking unnecessary tasks upon herself. It may help to give her a definite amount of work to do when she is making up back work so that she won't have the responsibility of deciding how much she should do. Then she should be encouraged to be a little more self-assertive. She is afraid of forcing herself and her ideas upon people; so if she could be led to have a little more confidence in herself it would be very helpful to her. As she will never demand attention for herself, teachers will have to assume the responsibility of guiding her and trying to help her see that she must not be over-conscientious.

E has an I. Q. of 125 and a citizenship marking of 100%. During her freshman year there was just one trait which was not as strong as the others. One reason for this is that E does not have the appearance of being thrifty, for she is very quiet in her actions and makes no emotional display. Some people have the gift of making people think that they are exceedingly industrious, while as a matter of fact they probably waste a great deal of time. Because of E's shy, rather slow manner she gave the appearance of lack of thrift and industriousness. Then, too, as has already been mentioned, her physical condition was not so good as her appearance led one to believe. Since she did not desire to court sympathy she hid this fact as much as possible, for she did not want to seem to be trying to
"get out of" something. For this reason she probably did not display as much enthusiasm as some, but at the same time in her quiet way she was really working effectively. If she can be helped by some of the remedies suggested previously, she will not be so easily misjudged.
VIII. CASE STUDY F

A. Family History

F is a girl about sixteen years old, belonging to the colored race. Both mother and father are older than most parents of children the same age as F. There are three other children, the oldest sister twenty-nine years old, one twenty-six years old, and a brother twenty-four years old. The oldest sister is a teacher, the other a nurse, and the brother a printer. F has always been thrown with older people, because there was no one at home near her age.

B. School History

At the age of five F entered kindergarten and advanced rather rapidly, receiving two double promotions before the fifth grade. She attended the same school, a colored school, through the freshman year. It seems that this school has commencement exercises at the end of the ninth grade, for at the end of her ninth year she was valedictorian, having made the highest average for the year. The following summer she attended The Training School, but in the fall entered another school in the city. She didn't enjoy her work. She says, "I didn't understand the teacher and I suppose she didn't understand me, for I didn't get the grades I thought I deserved." She became discouraged and lost interest in her work. She couldn't see the need of spending so much time on her lessons. She says, "It seemed as if I had a standard
grade no matter how much I did. I enjoy going to school, but I like to be treated fair." Of course she had attended one school all her life, was well acquainted there, and it was hard for her to become readjusted to the new school, especially as it was much larger. In the summer of 1930 she went to summer school, not because she had failed but because she felt it would be better to be in school than to be entirely idle. She says if she were forced by her family to go to school in the summer she would probably resent it, but as it is she enjoys going. Then in the fall of 1930 she entered The Training School. She is quite happy there and finds that her work is very interesting. She feels that her teachers understand her better and she is eager to make the best of her opportunities. Her scholarship was average for the past year. The members of the class to which she belonged were very courteous in their acceptance of her. They did not seem to resent her presence but accepted her as one of them. She never pushed herself forward, but on the other hand she did not feel that she was out of place. There was also one other colored girl in the same class and they found pleasure in the company of each other. Although they were never excluded from the social functions of the class, they never attended them, seeming to have sufficient outside activities of their own.

C. Home and Social Environment

The family is very much interested in education and F receives a great deal of encouragement to continue with her education. She has had piano lessons but doesn't especially
care to play. She has access to a number of books which, according to her mother, are suitable for a girl of her age. Then there are always a number of magazines around, such as—*Woman's Home Companion, Literary Digest, and Harpers*. She receives a weekly allowance for carfare, lunch, club dances, and general expenses. She is expected to make this allowance last a week and is usually successful.

Some of her outside activities are: clubs, tennis, parties, and shows. A great deal of her leisure time is spent in reading and listening to the radio. She is president of a girls' social club and seems to be happy in this leadership. She has about five close friends and quite a number of acquaintances. She spends a great deal of her leisure time with these friends, since she has no one near her own age in her own family. This does not mean that she does not enjoy being at home for she is perfectly happy when she is at home.

D. General Disposition

*F* is very dependable and always prompt. She likes promptness in others and becomes impatient if she has to wait on anyone. She says that one of her weaknesses is getting angry and impatient at times. Her mother, however, says that she is very even tempered; so evidently there isn't a noticeable display of temper. It seems that she does not anger easily, but if she does become angry it takes her a long time to get over it. She is usually considered congenial and cheerful, because she feels that she should try to conceal her feelings. However, she is not highly emotional. None of
her family seems to make any special display of emotions. Because of her company with these older people, she has a somewhat more serious and grown-up air about her. Some childlike characteristics are present, but not many.

Her application to her work is regular. Anything which she knows she has to do she does at once. She really enjoys her work. She works much better when nothing is forcing her to the task. It seems that she can't work when she is being compelled to do something. Instead of forcing her to do it, force really has the opposite effect. The reason she enjoys going to summer school is because she doesn't have to go. She doesn't work according to a written schedule, but she does work with definite planning, for quite often she plans "in her mind" definitely what she is going to do.

She is considered easy "to get acquainted with." She doesn't especially make advances to meet people but is willing to meet them half-way. She has very definite likes and dislikes at first, although sometimes she learns to like some of the people whom she has disliked at first. She doesn't like snobbish people. She is considerate of the feelings of others and never criticizes others unless she knows them well and knows how the criticism will affect them. She herself receives criticism graciously, if it is given in a kindly manner. It is a little hard for her to accept it, if she feels that it is given in an unkind spirit.

She enjoys praise when it is given deservedly but doesn't do things especially for praise. When she praises someone, she really means it and likes the same sincerity in others. At all times she is natural and honest and never jealous of anyone.
E. Attitude Toward Self

F says she is not given to daydreaming, although from her quiet manner you would sometimes suppose that she was dreaming. She says that she is over-sensitive about hurting someone's feelings and is slightly sensitive herself if she thinks she is receiving unfair treatment. She used to have the habit of making comparisons between herself and others, but she doesn't do this much any more. She likes to be understood but doesn't care for any show of sympathy from others. She rather takes pride in bearing her misfortunes without the sympathy of others, although she doesn't delight in a martyr-like attitude. She probably has learned to bear her troubles silently and without much display of feelings from the older members of the family. They have not encouraged her to be babyish in spite of the fact that she is the youngest in the family. She is not in the least spoiled. She possesses a sense of humor but it is a quiet one. If jokes are made at her expense she can laugh with the others. She is especially careful, however, to refrain from teasing those who are embarrassed at jokes on themselves.

F. General Suggestions and Implications

In the first place F has to contend with the race problem. During the first part of her schooling she attended a school of her own race so did not meet the problem. This was probably part of the reason that she found it so hard to adjust herself in the new school. This made a double problem for her. In the first place she had made a place for herself in her own school,
but in the new one she was nobody. This is a hard readjustment to make. It is rather baffling. She was not the kind to push herself forward in any way and it was hard for people to learn her in such a short time. Since there were so many people, I suppose the teachers did not have very much time to give her any special study; so she went ahead, feeling ill-at-ease, unhappy, out of place, and discouraged. After the change in school she seemed to be at home and well satisfied. She is to a certain extent sensitive but is not the kind who goes around looking for trouble and expecting to have her feelings hurt. She was accepted naturally, without any question, by the children at the new school. She was given her chance to make good along with the others. This was just what she needed—not an undue amount of attention, for this would have embarrassed her, but an equal chance with the others. She has regained much of her self-confidence and is contented in her work.

She is especially interested in art work and home economics. She expects to finish high school, go to college, and learn to be a dietician, although at one time she thought she would like to study aviation. Home economics is her major in high school and she does very good work in it. She doesn't push herself upon any of the teachers; so it might be a great help to her to have some of them show a special interest in her welfare and give her some encouragement in her future work. They have helped her a great deal by just treating her fairly. She appreciates any show of interest in her and would welcome help and encouragement from her teachers. She does have a place to fill and must feel that she has.

She has a citizenship record of 99% which is superior to
her scholarship record and I. Q. Only once in her high school work has she had any habit or attitude marked as unsatisfactory and that was because of lack of interest and effort in her Latin work. She herself said that after she applied herself in a more systematic way to study that she was able to obtain better results. Then after she began to understand her work, she became really interested in it. Her ideals are high and her achievement in citizenship should be commended, because it is the result of conscious effort and not just a "happen-so". Most of the time she works to her fullest capacity, now that she has become adjusted to her work.
I. INDIVIDUAL CASE STUDY G

A. Family History

G was born about fifteen years ago in a small house on the back of the lot where she now lives. Her father was working as a clerk in a hardware store at the time of her birth but now he is general manager in this same store. The mother, who is now about forty-seven years old, was reared under very strict rules. G's mother had to do most of the housework and cooking because her grandmother had to work after her grandfather's death, which occurred when G's mother was about four years old. The father's mother and father died when he was only about fourteen years old. Therefore he had to bear most of the responsibility of supporting the family. G's mother worked as a clerk or stenographer at one of the country clubs before her marriage. G's father's sister, whom he sent to college, lived with them until about three years ago. This sister worked her way up until she became manager of a paper and then moved to herself. G has been especially fond of this aunt, who has done many things for her. In fact G thinks that she would like to take up newspaper work, too.

G has one brother who is two years older than she. She feels that he takes advantage of his age and can't understand why he gets to do so many things that she can't. This brother plays the violin very well, plays in an orchestra, and sings in the church choir. He works in the summer time and helps to keep the yard neat.
Her mother spends most of her time in church work. She has not had very good health and has been operated upon about five times. Her father is healthy, being especially fond of sports. He enjoys hunting and fishing trips. Upon three of his fishing trips his son has accompanied him.

B. Home Environment

G's home conditions are very good. They live in a six room modern house in a very attractive part of the city. She has the usual advantages at home—piano, radio, etc., although she has never taken any lessons. She was especially interested in dancing and studied it for several years until she had what she calls "a vitality breakdown". After this illness she was not allowed any strenuous exercise of any kind. The children have access to good reading material, and they both enjoy reading. They possess good fiction and non-fiction as well as several educational magazines.

C. Early Life

G's early childhood was spent playing with her brother. They had balls and the usual childhood toys, with an addition of tricycles when they were a little older. The only other playmate besides her brother at first was a girl of about her own age who lived near. From morning till night they made mud pies, "dressed up", and gave shows. The distance of the kindergarten from her home made it too inconvenient for her to attend; so her mother taught her to read and write. At the age of six she started to The Training School. "I was rather smarly before I started to school," says G. "but I soon got it taken out of me." About this time another girl of her age
moved near and the three girls formed a club. Soon another

girl was added because of her interest in movie stars.
Collecting pictures of movie stars became their hobby for
quite a while.

The summer after her illness the family spent a month's
vacation in Wisconsin near an Indian Reservation, where the
two children spent their time playing with the Indian children.
Their next vacation was spent at the same place. During her
thirteenth year she attended a young people's convention, and
it was there that she had her first dates. The next fall she
entered upon her first year of high school work along with
many other freshmen. Many of the class were old classmates,
but there were also several new ones and from these she made
many new acquaintances. During this year she joined The Girls' Glee Club and The Blue Triangle.

Being a lover of nature she is also fond of sports.
Because of her general health she has been deprived of
participation in most sports for a few years. She is subject
to colds, has sinus trouble and leakage of the heart. Her
health has been greatly improved recently, and she is now
allowed to take part in the less strenuous games. She attends
bridges and parties given by her friends and enjoys them very
much. She spends some of her leisure time reading fiction and
history told in story form, averaging at least one book a week.

D. General Disposition

G in her own analysis says that she is not selfish, but
she gives the impression of being very selfish. She has very
strong likes and dislikes. Some of her special likes are:
sports, driving a car, going to shows and other amusements, eating and reading, singing, to be near people, and to have lots of friends. She has quite a few friends, but it seems that the students as a whole do not especially like her. She says she wants a great many friends, but she is inclined to keep her friendships among a certain few to the exclusion of many others. She says she is considerate of the feelings of others, but again it is the feelings of the certain few. Some people do not seem to exist for her; so of course their feelings are not considered. She does not realize that she is not being democratic.

Among her dislikes she includes: washing dishes, doing anything which she is forced to do, dogs, and snakes. She lists as her strong points: initiative, courage, willingness, loyalty, dependability, ability to make good grades, personality. For her weak points she mentions: temper, tendency to pout, and dependence upon others. G appears to have a slight superiority complex. She does have initiative and she is loyal, but again it is loyalty to a few. She can still improve her personality a great deal. She does have the ability to make good grades, but she could also improve a great deal in her work. When describing her preliminary study at home she said that she was good at learning. "Now, don't get me wrong," she added. Yet she really does have a good opinion of herself. Now this is all right. She shouldn't underestimate her ability, but there is a danger that she is becoming too self-satisfied and is beginning to expect people to consider her work good. She says that once a teacher misunderstood her. There was a misunderstanding about a notebook and G says that the teacher
wouldn't admit that she had it, and that the teacher has not acted very friendly toward her since. Her attitude in this instance was not entirely commendable. She has an I. Q. of 119 and is capable in many respects. However, she doesn't always work to her fullest capacity.

She has the habit of trying to find excuses for herself when it would be much better for her to face facts squarely. Even if she is wrong she tries to find excuses to right herself. I suppose you could say that she rationalizes. She knows her excuses don't have much foundation, but she tries to ease her mind. She does not accept as facts all that she hears, unless it is something like Einstein's theory—something that she knows nothing about and has no way of finding out. To a certain extent she is moody, sometimes seeing other people's viewpoints, and some times she is just the opposite.

E. Self Analysis

G hates "snobs". She hates to see others criticize. When conversing with someone who is criticizing another, she tries to put in a good word for that person or else give a good excuse for the thing for which she is being criticized. She feels that most criticisms are meant in a sarcastic way. She dislikes for someone to say, "Oh! I think your dress is darling!" unless she really means it, because she thinks flattery is very foolish. "Playing up to important persons simply shows your ignorance," she says.

A description of herself as she thinks others see her is as follows: "I think that most people see me when I am in a good mood, as congenial, courteous, polite, sincere in praise,
of others, using good sense in criticizing others, not jealous, and well-dressed. While at other times I appear non-congenial, sarcastic, monosyllabic, grouchy, and mad. At still other times I appear sort of silly (cracking jokes and making silly replies to statements or questions of others)."

She likes people who like her, have a winning personality, act or behave well, who are courteous, who have great abilities and a good appearance. She says, "I dislike people who love me one minute and hate me the next, who always look untidy and unclean when they really could help it, who talk about me behind my back but never tell me the same to my face. I like people who are religious. I have admired older people who are kind and sweet, who love children, who have traveled and can tell of their travels in an interesting way."

She loves to daydream. Sometimes when she is deep in one of her dreams, it irritates her to have her mother call to her. She is self-conscious, especially when she is in a crowd. She imagines that people are criticizing her, and she has a fear of attracting notice. She says that she conceals her shyness by an outward cloak of exclusiveness. If this is true this will explain part of her attitude toward others. She does not crave sympathy but takes pride in bearing afflictions without depending upon others for comfort. Sometimes she consults her very best friend to find out her faults and defects and makes a conscious effort to try to improve her personality. Besides this she has picked out about three people who have desirable personalities and tries to profit by studying and trying to imitate their strong points.
F. Suggested Remedies

In the first place G is a little too sure of herself. She is inclined to think that she is always in the right. Since she has the habit of rationalizing, it is difficult for her to be convinced if she is wrong. She really is a very sensible person in most respects; so if someone could show her the harm in this rationalizing, she would probably make an effort to overcome it.

According to her own analysis she is not selfish. There is a possibility that she doesn't know just what selfishness is. She does want to have her own way. Of course when she was small she did not have many playmates. Her first playmates were her brother and a neighbor girl. The number gradually increased one by one, but they remained rather exclusive. Then her aunt paid a great deal of attention to her until she has grown to expect attention. She says she is not jealous very often until she thinks she has been excluded from something which her friends are doing, but she does feel neglected then. As a matter of fact she does feel jealous of her brother some times. She seems to be rationalizing again and trying to see herself as she would like to be rather than as she really is. Her sense of values is not as straight as it might be. If some teacher could help her to see what desirable qualities an attractive girl should have and what kind of a person is pleasing she would have something definite to work toward. She puts too much value on some traits and not enough on others; so if she could see these in their true light she could work definitely toward improving herself and would have a well-
rounded personality.

She says she hates snobs, but she seems to mean that she hates people who are snobbish to her. She says that she tries to ignore them, but it really is a cloak and she tries to persuade herself that she doesn't care to be noticed by them. Nevertheless, she feels hurt because they ignore her. Someone will have to show her how she may appear to others when she doesn't even recognize their existence. After she has once seen this about herself, she will consciously try to overcome it even though it will be very hard for her to do. It will require someone with a great amount of patience to work with her to the end.

G has a citizenship marking of 97% and an I. Q. of 119. Both citizenship and intelligence are above average, yet a little better citizenship ranking might be expected. As has already been mentioned G's sense of values could be improved. If she were sure by what standards to judge herself, she would set about improving herself and would probably succeed for she has the perseverance. Her main trouble seems to be her selfishness. If she can be shown that to be a good citizen a certain amount of unselfishness is required, her other weak points will eventually be improved as a result of this. She might be encouraged to take an active interest in others and to try to help someone once in a while. Then she would cease to be so self-centered.
X. INDIVIDUAL CASE STUDY H

H's introduction to herself is as follows: "Everyone seems to think that being born but three days after the fourth of July in the year of 1914 had an effect upon my temper, for they tell me that it was given to displaying itself with violence and frequency whenever my slightest whim was refused, like the banging of fireworks and roaring of cannons, and was inevitably followed by a rain of tears. Be this as it may I'm sure that I profited by my fits of anger, for I learned that when I desired something and was refused it, it was of no avail whatsoever to scream at my governess or to lie upon the floor of the nursery and kick my feet and yell; for upon these occasions everyone left me to myself until my energy was exhausted and I was forced to humble my pride and beg forgiveness. Eventually I discovered that by behaving well and showing a good temper, coupled with exerting a small amount of not too persistent pleading, I could gain almost any coveted treasure from a new doll house to a diminutive soiled puppy which I found one day."

A. Family History and Early Life

H was born in Minnesota and lived there for the first ten years of her life. The summers during that time were for the most part spent in visiting her grandmother in Terre Haute and now are just a lazy memory of many hot, happy days spent in playing with her favorite cousins. The winters spent in Minnesota, however, are a vivid memory, for they were long and
frigid. Most of her time spent outside of school hours was one perpetual round of ice-skating, skiing, and coasting. These activities instilled in her a love of the out-of-doors and she still is "thrilled" at the sight of a few snow flakes flurried about by the wind on a cold, gray day. She attended a girl's preparatory school, which provided for day pupils from kindergarten through high school. Her memories of this are vague, too, with the exception of a sincere fear of teachers' strictness and high authority.

To most of her small friends their fathers meant just a distant, rather austere man who was seen for a few minutes each evening before they were sent off to dinner in the nursery and an early bed. However, to H a father meant something entirely different. He was her best pal, with whom her happiest hours were spent and who entered wholeheartedly into her small joys and sorrows with a complete understanding. During this constant companionship her father endeavored to instill in her the qualities of clean living, truthfulness, and "playing fair and square". When some misdemeanor was committed, she was not spanked, but the reason why she shouldn't have done it was explained, and she seldom repeated the offense. Even now when she is tempted to do something which she is not sure is exactly right, she says she always thinks whether her father would want her to do it and whether it would be living up to his standard.

Her mother and older sister have had a profound influence on her too, for it has been her ambition to be like her sister. She feels that she will never be able to accomplish this, for her sister made very good grades through high school and college
without much effort, and has a magic quality of making everyone who meets her like her.

Her father died when she was ten years old; so her family moved to Terre Haute, which is her mother's childhood home. That first year was a long nightmare to her, for not only was her pal gone but she was compelled to get adjusted to an entirely new life. Then, too, it was her sister's first year away at college, and she was more alone than ever. It was then that her mother's influence became more dominant, for she looked to her for comfort and always received it.

She attended a private school in Terre Haute, where she met most of her friends and her one chum. After finishing the eighth grade she and her chum entered The Training School, where she will be a senior next year.

B. Home and Social Environment

She has musical opportunities, the opportunity to entertain at home or club if she cares to. However, she is not very much interested in either, although she enjoys having her friends go to see her. Often she sits by the radio listening to the music for hours at a time. A quiet well equipped room is provided for her study, and she has been given a car to make it easier for her to reach school. She spends her leisure time reading, sleeping, going to movies, riding, or swimming. She does tire rather easily and needs an unusual amount of sleep. She says when she finishes college she hopes to have time to catch up on all of her sleep. She prefers present day novels and abhors mystery stories. She is permitted to attend country club dances with her friends and is allowed to have dates during
the week-ends. Her mother feels that she needs to spend her time at home during the week, working on her school work and getting plenty of rest. Then she is allowed all the fun she wants week-ends.

C. General Disposition

H is a very sweet, well mannered girl, with average scholarship. Her I. Q. is 117, but she doesn't always work to her fullest capacity. The subjects in which she is interested she studies hard and makes very good grades in them. She is inclined to find the routine of school monotonous. H has really a lovely disposition, even though her social and financial advantages might have caused her to feel superior to her fellow classmates. She is always courteous and kindly toward everyone, not in a condescending manner but naturally as if she were afraid that she might hurt someone.

She is not aggressive in either social or school affairs. Sometimes she seems to underestimate her ability. When talking about her sister, she seemed to think that there would never be any chance for her to be as successful because her sister was accomplished in so many different things. Her sister is eight years older and the feeling she has for her is almost hero-worship. Her family has never tried to make her feel inferior, but she can't seem to realize her own ability. Sometimes she worries about not having ambition enough, for she doesn't know of anything that she is especially fitted for. At the present she is more interested in English than anything else and thinks possibly she might become an English teacher. At least she is going to college with that in view.

She says she is inclined to be selfish, although she likes
to make others happy and hates to hurt anyone's feelings. She likes to be with people both younger and older than herself, although she doesn't really like to be with many people. When she really likes someone, she is almost inclined to be jealous but would do almost anything for that person. She doesn't care to be with a crowd just for the purpose of being with people. One day her history class visited Indianapolis while the legislature was in session, but she preferred to remain at home. Most pupils "jump at" such a chance to get to go with a crowd, do something different, and get out of school. She said she would prefer going with just a few people sometime. In spite of this feeling she does not give the impression of being a snob toward others. She doesn't feel superior toward them because of her position and opportunities and doesn't act in this manner. The children seem to realize this, too.

She is fair-minded and doesn't resent criticism if it is given justly. However, if it is unjust criticism she becomes angry, although she manages to conceal her anger. She daydreams and says that she engages in this much more than she really should. When she starts to study she is inclined to dream a while before she really starts. She gets her work fairly easily, but is not a fast worker. Her application to her work is spasmodic. The work which she feels is beneficial she enjoys doing, but that which does not seem to have any special value she finds monotonous and uninteresting. Her taste in literature is unusually good, and she has somewhat unusual ability in writing. She thoroughly enjoys French and makes very good grades in it. Latin, however, has been very difficult for her, but she has made improvement in it. She has
a background for it and has been able to make helpful contributions to the class along that line. It was surprising to see what a change there was in her attitude when she was able to really contribute something "worth-while".

She has a few fears—is afraid of the dark, thunder, and horses, although she loves to watch them. She believes that her fear of the dark has been caused by some of the books which she has read which have excited her imagination. She is inclined to be slightly nervous and could easily imagine things that would frighten her.

D. Self Analysis

When asked for her estimate of her own intelligence, she said that she considered herself normally intelligent. She is inclined to underestimate her intelligence and to feel that she is of little significance to others. Because of this she does not feel self-conscious in an audience or imagine that others are watching her or thinking about her, for she thinks there is no reason that they should. Sometimes she says that she conceals her shyness by an outward appearance of coldness, but she has tried to overcome this habit and has succeeded to a great extent. She does like sympathy but never asks for it. She likes straight-forward, honest, kind people and detests sly, mean, hard people. She especially admires kind, thoughtful, older people. One reason that is she is so sensitive about hurting others' feelings is that she is rather sensitive herself. Jokes made at her expense are very embarrassing because they attract attention to her.

E. Suggested Implications
H is inclined to have an inferiority complex, although not hopelessly so. She is worried for fear that she isn't going to accomplish anything especially "worth-while". She doesn't see just exactly what she is fitted for. Maybe someone can help her to find herself. If she is especially interested in English, maybe she should be encouraged to go ahead in that field. She does have an interesting, entertaining style of writing and she does have an appreciation of good literature. If she should decide upon teaching, she would have to have some help in developing those traits which would especially contribute to her success along this line. She hasn't seemed to have discussed her life work with anyone seriously. She needs some guidance in discovering what things she can do, especially since she has the habit of underestimating her ability. If she should decide upon teaching she would probably be more successful with older children. Since she finds routine matters monotonous, there is a possibility that she might find some of teaching monotonous. If she understands just what problems she is facing in the teaching career and then wants to continue along that line, she should definitely attempt to strengthen the weak points in her personality. She should not be allowed to go blindly into it just because it seems the only thing for her to drift into. The fact that she is kindly and sympathetic is an advantage, but the fact that she likes to be by herself a great deal of the time might be a draw back. She will have to consciously try to develop a more active interest in people for she can't be concerned with teaching subject matter alone. If she could be encouraged to look around for a while she might even gain more confidence in herself. It is very necessary to
her happiness and peace of mind that she understand that she has ability and that it isn't impossible for her to accomplish something "worth-while". If her teachers could find what her strong points are and what things she is especially interested in, they might be able to draw her out in these lines. Then with this beginning she has a chance to gain more confidence and at the same time may become interested in more things. If criticism needs to be given, if it is given in a constructive way, it would be a much greater help to her. She does welcome constructive criticism and consciously tries to improve. With a certain amount of encouragement and interest from a few she will be able to improve her personality a great deal.

H has a citizenship record of 95% and an I. Q. of 117, which is somewhat above the average. This last year H was marked down for her self-control, obedience, courtesy, fairness, and attitude with which she accepts criticisms. She herself says that she welcomes criticism if it is given in the right way. However, sometimes criticism seems to have the wrong effect upon her because she seems to withdraw within herself more than ever. This is probably caused because of her sensitiveness and her slight inferiority complex. If the criticism is constructive, she accepts it in a much better spirit. She needs more confidence in her own ability in the first place. If the things which she can do well are given notice, she may put a higher estimate upon her ability. Then instead of fearing criticism she will welcome it. After this fear of inferiority is removed, she will probably enjoy other people more and can contribute more to society.
XI. INDIVIDUAL CASE STUDY I

A. Family History and Early Life

Case "I" was born fourteen years ago in Lahore, India. Her parents were American missionaries there. As her father's work was in a college, they did not have to do as much moving as most village missionaries. When "I" was five years old the family came to America on their first furlough, by way of Europe. After one year's stay they returned to India. During this time the children attended school. Most of the stay was made in Chicago, as the father had some more work to do in Chicago University. There were three children in the family at this time; an older sister and a younger brother.

After returning to India they went to a boarding school in the Himalaya Mountains. The first three months they were boarders, but for the next three months they became day-scholars as their mother came for a while to stay with them. This was during the hottest part of the summer. Then after their mother returned, they became members of the boarding school again. The school year began in March and ended in December. The school was managed by American people. About twelve Indians, thirty English, and five hundred Americans attended the school. Examinations were held at the middle and end of each school year. There were about seven things which they always looked forward to: going to school, their mother's arrival at school, going back to boarding school after being day scholars, final examinations, prizes and bon-fires, farewell dinners, and going back to their homes.
The older sister became ill about four years ago, and the doctor advised her to go to Kashmere. They rather welcomed the stay at Kashmere, for there was a lake in front of their tent where they went swimming every day. When it became too hot at that place, they went farther up the mountains. They came down from the mountains just before a huge flood which caused a great deal of anxiety for about two or three days. This attempt to rebuild the health of the older sister cost them one year's schooling, but she regained her health. The children had advanced rather rapidly in their work; so they really were not behind the class where they were supposed to be.

The following year, the family again sailed for America. All the household supplies which would not be needed until the return to India were placed in the "Mission Godam" (storehouse). On May the first the children found themselves leaving India for the last time. Their first trip to America had been through France; so they didn't go by way of France this time. This time they went by way of Italy, Switzerland, Germany, Holland, and England. In London they saw the King and Queen of England, Prince of Wales, Duke of York, and Princess Mary on their way to the re-opening of St. Paul's Cathedral. They spent some time in New York visiting old friends. Before going to the home of their grandparents they visited Niagra Falls, which they thought were wonderful.

Last September they came to Terre Haute, where their uncle lives, and entered The Training School. They didn't find much difficulty in becoming adjusted to the new school. This fall the parents with the two boys expect to return to India, leaving the two girls here to finish their high school work. "I" will
be a sophomore next year and her sister will be a junior. The mother expects to come back in four or five years and see that they get properly started in college. The brother will be ready for the second year in high school then. Another brother died when "I" was about seven years old. "I's" comment on this happening is, "My youngest brother now is so much like him that we do not feel quite so unhappy about it."

Since coming to Terre Haute "I" has become a member of The Blue Triangle and Girl Scouts. In her leisure time she enjoys reading, especially fiction, mystery stories preferred. History stories are interesting to her, if they are in story form, but she doesn't enjoy reading merely facts. She also enjoys sports such as: tennis, baseball, basketball, swimming, and horse back riding.

B. General Disposition

"I" has a very quiet, unassuming manner, but she is a very capable person. She has an I. Q. of 106 and usually works to her fullest capacity. Her scholarship for the year has been very high. She has seemed to have had no difficulty at all in adjusting herself socially. She has made friends easily, for she is of a cheerful disposition and meets people more than half way. She is not over-aggressive, but is not particularly backward. She can easily take the lead in matters, but she does not find it difficult to step back and be a follower if it seems better that she should. She finds her school work easier here than it was in India. She seems to get her work rather easily but says that she will never forget what a hard time she had with it in India. She likes to go to school because she enjoys
the work and especially because of the contact with her classmates.

Most of the time she has a very "even" disposition. Yet at times she becomes rather angry. At such times she has to say what she wants to say and then according to her own words after she gets the bad thoughts out of her mind it doesn't take her very long to get over it. She is just a little ashamed of these outbursts. Very reluctantly she admits that she is selfish. There doesn't seem to be any special reason for this since there have been several children in the family and she is not the youngest. I am not quite certain of this, but it seems as if the sister who is two years older gives up to her some.

"I's" ambition is to become a musician. Her mother and father are both musicians, as well as their parents. Her aunt plays the piano and sings; her uncle sings; her mother's only sister plays the piano; so she thinks that she would like to be a musician. As yet she hasn't had any special opportunity to study her music.

"I" is not subject to daydreaming. She has her dreams as to what she wants to be and do when she grows older, but not much of her time is spent in just dreaming. She is very much alive, although in a quiet, almost dignified way. Her attitude gives one the impression that she is somewhat older than she is. This is probably because of her experiences. She has had experiences which many do not have even in a lifetime. She is not especially self-conscious, although she is greatly embarrassed to be scolded before a group of children.
C. Suggested Remedies

In spite of the different environment and different conditions under which "I" has been reared, she is not noticeably different from the other children. In one year's time she has made quite a few friends. The children readily accepted her as one of them. She helped herself a great deal by accepting the change naturally, by not holding herself aloof, and yet not deliberately forcing herself upon the others.

"I" is very thorough about her work and is always well prepared when she is called upon. However, she is backward about volunteering. This may be because she is new and she hesitates to make any mistakes, although she is not especially timid. It is easy to neglect a person of this kind because there are so many clamoring for attention. She is always wide awake and observing. It is probably this quality which has made adjustment so easy for her.

If she could learn that there really is joy and satisfaction in being unselfish, she might overcome this undesirable trait without difficulty. Her sister's help in this could be enlisted. Already she has realized the undesirability of it and is somewhat ashamed of possessing it. Maybe if she is given work to do with some committees, she may gradually grow away from it.

Then her temper might be improved too. We say, of course, that righteous indignation is permitted and even needed sometimes. We wouldn't want her to lose the power to be righteously indignant at the proper time, but her little outbursts of temper for petty reasons should be curbed. She is beginning to see how foolish they are and is trying to curb them. She should be
encouraged to go on curbing them, or rather should be encouraged
to see the humor in some of the incidents and maybe the outbursts
could be averted rather than curbed. If they are merely curbed,
she might cultivate a sullen disposition, which would also be
very undesirable.

From her experience she could make valuable contributions
to class work. She should not be encouraged to do this to the
point that the children would become irritated with it, but as
long as it is valuable the information would be a practical
help, especially in Latin, English, and history. She should
be able to supply a great deal of first hand knowledge which
would be much more valuable than that which is gained from the
books.

I think it is a compliment to the school system in which
she has begun her work here in America that she has not found
herself a misfit. It seems that maybe the individual child
does have a chance to develop himself and to find expression for
himself without having to pass through the common grinding-mill.

Case "I" has an I. Q. of 106 and a citizenship record of
97%. Her citizenship is superior to her native ability. In
the first place she is wide awake and observing. Then because
of her different environment, when placed in a new environment
she made a special effort to adjust herself. This called out
the best in her. In a few instances she was probably over-
cautious, because of the fear of doing something wrong, but
this can easily be remedied. She has made remarkable progress
in her adjustment, but this can be explained by the fact that
her ideals are high and her sense of values is all right. These
two possessions are good guides for anyone any place. As soon
as she is sure of her place here, she will soon overcome, with
help, what backward tendencies she has.
XII. INDIVIDUAL CASE STUDY J

A. Early History

J is two years older than her sister "I". Her family history and background is exactly the same, as the two sisters have always been together. It was she who was ill and necessitated the change from boarding school to Kashmere. Her lungs were weak from an illness the winter before. She had contracted a fever and had missed most of her school the year before. As she did not recover fully the doctor advised that she rest in the mountains for a year; so the mother took both girls and went to Kashmere. For the first month they lived in a little house, but the remaining five were spent in camp. Most of the camp life was lived on the banks of the Dal Lake. The rest was successful because her health was much improved. After returning to Lahore, they prepared for the return to America.

During her stay in Kashmere she met an artist whom she often accompanied when she went to sketch. She became interested in painting and was especially interested in painting flowers. Before this time she had been interested in painting and had often wished that she might become an artist. Her mother has often thought of sending her to an art school, and when she has finished her general education, she hopes to have the opportunity to study art.

B. General Disposition

J is also fond of sports, especially tennis, but is not as much interested in them as her sister. She learned to knit
while she was in India and is especially fond of that and sewing.

As a matter of fact J seems more than two years older than her sister. She is now sixteen years old while her sister is only fourteen. She has a rather serious attitude toward life. I think she had more difficulty in adjusting herself to the new life and new conditions than her sister. She says that she has always found it easy to make acquaintances until she came to America. She was very much surprised to find it much harder to make friends. She attributes part of this difficulty to the change in surroundings. That of course is partly true but there are probably other reasons. She entered a class in which there were not many new arrivals. Most of the pupils had their friendships established and they were possibly a little selfish in welcoming a newcomer. Then, too, they had experiences in common, both social and school experiences. It was hard for them to realize just how strange everything seemed to J. In fact they probably were so busy that they never took any time to really consider it. They didn't know just what her problem was. She didn't appear different from the others; so she drew no special attention from them in that way. Since she is older than her sister it was naturally harder for her to break into this already established group and really be one of them. Probably one reason that the younger daughter found it easier was because there were a large number of new freshmen entering; so she was not so much alone. Then, too, it is easier for younger children to make readjustments. J was backward about making any advances, for she didn't want to just push in. She didn't especially hold herself aloof, but she was sensitive about
pushing in where she was not wanted. After a time, however, she began to make a place for herself, and the children found that they really liked her. Now she has a large number of acquaintances and many whom she can really call her friends.

She doesn't take part in many outside activities. She goes to church and Sunday School. Since they have come to America, she says she is afraid that they have grown a little lax in this. She says she has received the impression that people do not go to church any more.

J finds her school work more difficult than "I" does. In Woodstock one year she had an intimate friend with whom she often studied. In almost no time this friend would have her work completed, while J would sit struggling on for a long time. J isn't "dumb", but she does have to spend a great deal more time than many people in getting her work. She is thorough in her study and methodical. Like her sister she doesn't make much of a show about what she knows, but if you give her the opportunity of expressing herself she usually shows that she is well prepared. She does have the fault of wasting a great deal of time before actually starting on her work. She says, "Oh! what a time it takes me to get started. I find that my mathematics text is full of papers; so I have to go through all of those papers before I can throw them away. Then in opening the desk drawer I find something else to play with for a while and so on." Eventually she gets to work. She works best when she has plenty of time and nothing to force her to finish at a particular time. She is never careless about her work, but she does spend some unnecessary time in getting started.
B. General Disposition

Common sense, reliability, stability, sense of responsibility, kindness are some of her outstanding traits. You feel that you could trust her with a very responsible task and have it performed successfully. She is exceptionally fair-minded and exercises very good judgment at all times. She is even tempered. This is probably fortunate, because this prevents unpleasantness between the sisters.

She says if she has to play alone she can enjoy herself, but she would much rather have playmates. She is congenial with playmates. Only once did she wish that she could be a boy. That was when a new building was built in Woodstock for boys. Then she wished that she could be a boy so that she might live in the new building. After the girls' building was built, however, she says, "I'd just as soon be a girl. Thanks!"

C. Suggested Remedies

If J had not had enough good common sense to realize the reason for her difficulty in making friends, her life might have been made very unhappy and she might never have been able to "fit in". She could see, however, that in time matters would help to readjust themselves. The children did not mean to be inconsiderate; they were just thoughtless, almost to the point of selfishness. With a few suggestions and a little guidance they might be taught to be more thoughtful of others. I think we should try to teach children to be a little kinder always. In this busy world it is very easy to go about one's work and neglect others.

J is almost too serious. Probably if she could be en-
couraged to take part in more outside activities, she might be less serious. A few of her friends might urge her to become active in some of the organizations to which they belong. Since she likes association with others, this would furnish companionship and at the same time give her opportunity to take on new interests and find expression for herself. She has many of the qualities from which good leadership can be developed. If she were given an opportunity to take the lead, she would probably be very successful. People like her; she is very dependable, and carries responsibility easily. It would be a mistake to thrust leadership upon her suddenly, but she could be gradually prepared for it. She wouldn't be especially successful as a social leader but as a leader in different phases of school work she would succeed. Group work she could manage very successfully and really accomplish some very "worthwhile" things. Her sound judgment will carry her far.

She must be given an opportunity to develop herself. It is doubtful whether she will make the opportunity, but she will take advantage of it if it is given to her.

J's citizenship, like that of her sister, is much higher than her I. Q. Her marking is 100%, while that of her sister was only 97%. The same explanations can be made for her citizenship as for that of her sister; namely, a right sense of values and high ideals. Probably her few more years of experience can partly explain why she excels her sister. Then, too, there is a steadiness about her actions which her sister lacks. She seems to have more of a sense of responsibility, too. For that reason she would naturally carry her load in
society, although there might be a danger that she would take upon herself too much responsibility. She works steadily and always to her full capacity and will probably make a better citizen than some who have higher I. Q's.
XIII. INDIVIDUAL CASE STUDY K

K is a tall, rather slender girl, fifteen years old, with an I. Q. of 124. She is a very good student, both intellectually and in discipline.

A. Family History and Environment

Her mother is about forty-one years old, belongs to The Ladies' Aid Society and an organization working on the unemployed question as well as a bridge club. Her father is a business man in partnership with his brother. This business was originally owned by their father. There is an eighteen year old brother attending Indiana University and a sixteen year old sister in another high school in the city. K is the baby of the family. According to her, "The baby of the family, in most cases, has one grand time and is quite spoiled, when a baby; so it was with me."

When K was about three years old she had whooping cough and lost her voice afterwards for two or three years. During this time she was compelled to talk in a whisper. She said that she didn't mind it so much, for she was taken on a great many trips to be cured. "Then one day," she said, "much to everyone's surprise, I talked! But now, to everyone's distress, I keep on talking, talking, talking."

When she was still small, the whole family went to California, and two years later they went to Europe. The following year a trip was made to Yellowstone. She says that nothing interesting like that has happened since.

Her social environment, as well as her home environment,
is cultured and refined. She has access to good reading matter-fiction, some poetry, classical and some historical. She had musical opportunities but failed to take advantage of them. Her leisure time is spent with friends or books. She belongs to Girl Scouts and Blue Triangle but doesn't especially like the latter. She likes the usual sports, especially tennis, golf, and swimming. She also likes to write poetry. She goes to parties with her friends and is very fond of dancing. During the weekend the country club usually gives some form of entertainment for the young people and quite often this entertainment takes the form of dancing or playing cards; there is general disappointment if there is some other form.

B. General Disposition

Toward the family, her mother says she is kind, lovable, lively, considerate, but is natural in childlike habits. In spite of the fact that she was babied because of her illness she has become self-reliant and shows no signs of this early treatment. She is enthusiastic and very much interested in life and living. She is not much of a dreamer, being too busy with doing. She is fair-minded, open-minded, and can see other people's point of view easily, although she says sometimes that she likes to argue with them about somethings. A few things which people tell her are accepted as facts, but usually she has to know the reason why things are true. Her own opinions are very decided, but if she is shown that she is wrong she gladly gives up her point. Most of the time she accepts criticism graciously.

K is more of a leader than a follower, although it is not especially hard for her to follow. In some sports she is more of
the follower. She is a congenial companion, always cheerful, never moody. She does not get angry easily and never sulks. Once in a while she will seem almost bashful, if she thinks that she has pushed herself too much to the front. Other children like to be with her because she is not always getting her feelings hurt and thinking that she is being neglected. It is a comfort to have someone around like her. Although she thoroughly desires to be in the company of others, she enjoys being alone, too.

Application to school work is regular. When she studies she has no special difficulty in getting started. This is probably because she is a person of action and not of dreaming. She wants to know definitely what she is working for and then applies herself definitely to the task. She does not give up easily if at first she does not succeed. Her mother describes her as being somewhat of a plodder, although she isn't just a plodder. Although she is enthusiastic about her work and never consciously neglects it, yet she doesn't always receive the highest grades. Her I. Q. is above the average, but for some reason she isn't working to her fullest capacity. It may be that she is interested in so many things that she doesn't devote enough time to her studies to make the best possible grades. Yet maybe it isn't necessary that one make the highest grades, especially to the exclusion of other things. Then, too, grades are not always an accurate estimate of one's achievement. She might make the very best of grades but some "worth-while" activities might be excluded, and she might become merely a bookish person. She seems to be benefited by her work.

C. Attitude toward Self
K says she likes people in general, although she has a very few intimate friends. She thinks that she is hard to become acquainted with, but others don't seem to have this same opinion. She is always considerate of the feelings of others, always courteous and pleasant to them, never sulky, straight-forward in her dealings with them, and quick to feel sympathy with the misfortunes of others. She doesn't realize it, but her evident enthusiasm has an effect on others; in fact in general she has a good, wholesome influence on them. Her outlook on life is bright, happy, optimistic, and open-minded. She doesn't conceal any feelings under cloaks, for she doesn't have any that she needs to conceal. She doesn't spend her time worrying about whether she is neglected or misunderstood. This is because she is so straight-forward herself; she seems to invite the same kind of treatment from others. She has an unusual ability to see her own faults and earnestly tries to improve them. Her mother says that she is slightly selfish, but when it is called to her attention it is easily corrected. She never holds a grudge or accuses anyone of holding it against her. She is never depressed but once in a while becomes excited over pleasant happenings. K's mother's comment is, "My idea is being calm, interested, and fair-minded with her, and results are obtained promptly."

C. Suggested Implications and Remedies

K brings no special problems. She is a delightful pupil to have. As was mentioned before, she possibly does not work to her fullest capacity, but she seems to be thoroughly enjoying school and life and being truly benefited by her work. For
her first semester's work in high school her average was a B. Her grades were slightly higher for this last semester. Her enthusiasm and interest are a joy in class; they are rather catching. Children are not jealous of her, because they know she is sincerely interested and not doing it for "show".

There may be one danger that will have to be watched in K's case--loss of interest and general attitude toward school work. She must have things to keep her busy; she must have her enthusiasm satisfied part of the time and then stimulated again. She must be kept busy working on "worth-while" projects. She must feel that she is actually contributing something and not drifting aimlessly. Her strong points should be used to the best advantage. Her nature is the exploring kind; so she should be kept busy with the things to explore. She should also be given a chance to use what initiative she has.

Maybe someone can help her to find her life work. As yet she doesn't have any definite thing in mind. Of course, she expects to go to college, would like to go to Smith's. When she was small she wanted to be an interior decorator, because of the sound of the name. Since she is older she has often thought she would like to be with girls and direct them in their daily life, and sometimes she thinks she would like to be a business woman. If someone is interested enough in her to study her and guide her she could be directed into a really successful work, one in which she really would be interested and to which she would be adapted.

K's I. Q. is 124, while her citizenship is only 94%. Two points in which she was marked down were reliability and self-control. She is so very much interested in so many different
things that she isn't as thorough in all of them as she should be. There is evidence of this in her scholarship, too. She is busy exploring and so her attention is divided. Smaller details are neglected. After she finds where her interests are really centered, she must be encouraged to give more attention to minor details as well, or a general careless attitude might result. She really needs a steadying influence, although care must be taken that she not lose her enthusiasm.
XIV.  INDIVIDUAL CASE STUDY I

A. Early Life

L was born fourteen years ago in Omaha, Nebraska. While he lived there, a little boy, who lived near a railroad and whose father owned a store, used to come to his house to play with him. This little boy was usually very dirty. L's mother always said that if he were bad he might get as dirty as the little boy. This worried him some because he didn't want to be that dirty. When he was about three years old, the family moved to the suburbs of Evansville where they lived next door to a family with three children. L remembers that the girl had beautiful curls and one of the boys had a tool chest with a real plane in it. Across the street lived a family with several boys who had an automobile that would run if someone would push the steering wheel up and down. The larger boy had a desk with a roll top, which was even more wonderful to L than the auto. With this desk the boys often played school. Three or four houses down the block lived a girl whose father had been in the war. He had brought back many books and pictures about the war, and for hours at a time L and the little girl would look at these pictures and think how wonderful they were.

One experience L will always remember. At the end of the block lived some children who sold sticks for kites and bow and arrows (pronounced by them as bone arrows). L received money from his father to buy some sticks. After he had purchased
the sticks, he couldn't make the bow and arrow; so he went back to demand his money back. This they refused to give because he had bought kite sticks instead of bow and arrow sticks. He returned home and made a kite, but as it wouldn't fly he burned it in the fireplace.

Once L ran away from home. It was a hot summer day and he wanted to play; so he went across vacant lots, down alleys, up streets, and into stores. Suddenly he began to feel tired; so he started in the direction he thought his home should be. Soon he reached a large open space, full of broken pottery. He picked up a pitcher with a broken handle and ran toward home. When he was in calling distance from home, he stopped and picked some flowers, put them in his pitcher, and took them home to his mother as a peace offering.

At the age of five he moved to Terre Haute and one year later started to school near his home. It was here that he received his first spanking. He says, "It was the first, last, and only one--I saw to that." In the third grade L says that his journalistic career began, for he was elected Editor-in-chief of the Third Grade Newspaper, but they moved to a new home outside of the city; so he did not have the chance to enter upon his new duties. He enjoyed his work in the new school, especially one year's work because they were continually working on something new. When he graduated from the eighth grade, he was valedictorian of his class, with one other boy close to him. When both of the boys took a test to determine their I. Q's after entering The Training School, L was first with an I. Q. of 134. He says he made this because he was lucky and was a good guesser.
B. Family and Environment

L's father is a mechanical optician and his grandfather was a farmer. His father's sister is a teacher and her husband is a superintendent of schools. L is much more like his mother than his father in disposition, because his father is "easy-going" and even-tempered. There is a younger brother and a small sister in the family.

He has access to library books, encyclopedias, magazines, and miscellaneous books which have been sent to him for birthdays. There is also a piano, but he has never been especially interested in it. He enjoys radio music and quite often listens to good musical concerts. He is a member of The Boy Scouts, Y. M. C. A., Model Airplane Club, and various clubs formed among the neighborhood boys. A great deal of his leisure time is spent reading. His mother says that he stays inside and reads almost too much. The younger brother is just the opposite; she can hardly persuade him to stay in and read.

The kinds of reading in which he is interested are: fiction, especially adventure stories, non-fiction, ancient history, scientific fiction, stories that are concerned with mechanics, science, and airplanes. The Jule Verne books, Edgar Rice Burroughs books, and Leo Edwards books are his favorites. Besides reading he enjoys swimming, baseball, football, basketball, skating, hiking, and boating. As he is quite mechanically inclined he likes to play with steel construction sets, airplanes, and, if anything has to be repaired, he tries to repair it.
C. General Disposition

"Yes, I dream," says L. "I dream of things that will happen in the future of this world, that is in regard to what the condition of aviation, government, and just everything in general will be. This is caused by my reading of scientific and non-fiction magazines and books. I often wish that I could live thousands of years from now and see all of the wonderful things that could happen. I also have had the desire to live millions of years ago and see the huge monsters that lived at that time--this comes from my study of biology and reading books about fossil hunting. I guess I am just curious."

L's mother says that he is easily overcome and corrected. Although at first he resents correction, after thinking it over he can see the justice of it. He is inclined to be somewhat hasty and careless about things. He really is dependable, however, and the mother can leave him in charge of things at home and feel that everything is safe. He and his mother are great pals. He has the habit of confiding in her. Once in a while he will neglect to tell her some praise he has received but other things he never hesitates to tell. He is always kindly and courteous toward his mother, in fact toward everyone. At times he is inclined to be somewhat selfish if he is absorbed in reading or mechanical construction. At such times it is slightly irksome to have to stop and entertain the younger children. Usually he feels ashamed of himself if he has shown his irritation.

In spite of the fact that he spends more time reading than most boys, he does enjoy mixing with others and is really
quite a leader among the neighborhood boys in their clubs and games. He enjoys being with people from the ages of eleven to seventeen. Most of the time he receives criticism graciously, but he sometimes has difficulty in seeing the other person's point of view. If he sincerely feels that he is right, he keeps his own view until he is thoroughly convinced that he is wrong.

School is really an enjoyment to him. He says, "I like school; I value school; I value an education and know what it means in later life. I think it is interesting, instructive, and a lot of fun. You have the chance to meet new friends and new acquaintances. The whole school is the molding of one's character." These sound like rather exalted ideas for a freshman to have, but he truly means them. Still he does not have an over-serious attitude toward the world and is utterly childlike in many of his actions. Science, mathematics, and foreign languages are the fields in which he is most interested. Latin was difficult at first, because he entered the class late. He was called upon to recite before he really knew very much about it; consequently since he was self-conscious in class he stammered and stuttered and felt that he was making a fool of himself. It embarrassed him when the class laughed at him, because his pride was hurt. Then, too, he felt that he was at a disadvantage since most of the class learned something about it before he started. Eventually, however, he got a foundation for his work and the embarrassing situations were at an end.

He has not come to any definite decision as to what he wants to be. He has considered being an airplane pilot, a teacher in science or mathematics. He has at times thought he
would like to be an artist or an architect, as he has some artistic ability, especially in mechanical drawing. If he decides to be an engineer he wants to go to college for about two years and then finish at an electrical engineering school.

As has already been mentioned he holds on to his opinions until he has been thoroughly convinced that they are wrong. In the same way he does not accept as facts what people tell him, but he has to know "why".

D. Self Analysis

He says that he is not subject to violent outbursts of temper although he does become irritated sometimes. He says his anger is really not hard to get over, although he makes it hard sometimes by holding on. He says that he misses a lot of good times because of this stubbornness. Quite often he puts a task off until the last minute or until his mother makes him do it. When he really starts to work, he doesn't spend his time dreaming but works to get it finished as soon as he can. When he starts studying he is likely to continue ahead of the required assignment because he becomes interested in it.

He thinks that he is easy to get acquainted with because he doesn't hold himself aloof. He likes people who don't care whether you are rich or poor, how you dress, who take you for your real self, who will laugh and joke, and who are interested in things in which he is interested.

E. Suggested Remedies

I like to dream and create things. In spite of his slight stubbornness he really is a very pleasant person. It
seems that at school he does not show the irritation that he shows at home. However, there is no particular reason for his becoming irritated at school. The only real difficulty which he seemed to have was in his beginning Latin but that was soon adjusted. He responds easily to suggestions as to his work and is always interested in learning something new. If there is any special task to be performed, he is ready to perform it. He is a little inclined to underestimate his ability and his importance. He realizes that his I. Q. is high and that he has an aptitude for certain things, but this hasn't made him feel at all superior. In fact I believe he is somewhat afraid that people will think that he has too good an opinion of himself. He will have to be watched and encouraged to work up to his capacity. He himself admits that he is inclined to grow a little careless and lax in his work. If he could be given work for which he would feel a responsibility, he probably would respond to the challenge. He probably will always be the dreamer, but he should be encouraged to keep working and creating as well as dreaming.

L has a citizenship record of 98% and an I. Q. of 134. His intelligence is very superior, but his citizenship might be better. The first part of the year he was marked down in interest and effort, especially in Latin. Because of his late start he was handicapped at first. Then when he made mistakes, he was very much embarrassed. This caused him to be backward about contributing in class. After he understood the subject better his interest was revived. As has already been mentioned L is a dreamer and a creator. Because of these
characteristics there is a possibility that he will not always see his responsibility to others. He will not do harmful things to anyone, but he may neglect his part. For this reason he must learn to act as well as dream. If he is given definite tasks at first to do and put in positions of responsibility, he may become accustomed to being more responsible.
M is a tall, quiet, rather pleasant girl, who probably would not be noticed in a crowd unless it was for her unusual quietness.

A. Family History and Environment

The paternal grandparents were residents of Cleveland, Ohio, and the grandfather who is still living is a machinist there. The maternal grandparents were also residents of Ohio and were engaged in farming. M's father is a minister, formerly stationed in Ohio, but a minister here for the past six years. There is one brother in the family, older than M, of whom she is very fond.

M speaks of her home environment as being very pleasant. There are many standard books, both German and English, magazines, weeklies, and discussions, piano, and radio. She spends her leisure time helping her mother with the housework, reading, playing the piano, playing tennis, and skating. She enjoys reading mystery stories, fairy tales, and myths. She prefers to read weeklies such as The Times and Literary Digest to newspapers, because in the newspapers so much is written about murders and gang wars. She seems to find more pleasure in staying at home than elsewhere so is not engaged in many outside activities. She especially enjoys the motor trips which are taken by the family.

At an early age she was given her brother's picture books and toys, and new ones were added to the collection. There were
German books as well as English books. Before she was able to read she insisted that rhymes and stories should be read to her. Finally she was able to read these things herself before going to school. She began her school life in the third grade of the Amherst public schools. Because of her special ability to read the principal advised that she be put in the third grade when she entered school. She did not seem to have any particular difficulty in adjusting herself either mentally or socially. She remembers her school life in Ohio with pleasure. When time came to leave Amherst, she was truly sorry, for she had made a number of lovely friends and hated to leave them.

B. General Disposition

M's mother tells her that she was a cheerful and well behaved baby. Before she could read for herself she required quite a bit of attention, because she wanted someone to read to her. She never seemed to be able to hear enough stories. Her mother says of her, "M has no noticeable fears, does not seem to possess either an inferiority complex or a superiority complex, more inclined to lead than follow, although very considerate of the wishes and feelings of others, does not give up easily, is very unselfish, has never shown any inclination for daydreaming, is cheerful, receives criticism willingly, dislikes dirt, loves orderliness, is neither temperamental nor emotional, rather inclined to analyze."

Because of her quiet disposition it is hard to really know M. She doesn't seem to feel superior or to consider herself neglected, but she never makes any attempt to make herself known. She doesn't seem to care whether anyone knows
that she is well prepared in her work. The thing which interests her is that she really knows it. She is very conscientious in performing any tasks. As soon as she reaches home she usually begins work and "gets it out of the way". Then she has part of the evening for reading and her music. She is not satisfied unless her task is finished. She makes this statement, "It would seem that the daily task is the thing to do, and that leads up to the goal." She enjoys her work, however, and does not do it just because it is a task which she must perform. She is rather shy but doesn't get her feelings hurt easily. When she is called upon to recite, she shows no hesitancy or backwardness in telling what she knows and she usually knows it.

She says, "If people wish to be snobbish, it is too bad, for I hope that I have enough of the spirit of independence to get along without them." She doesn't like to hear people discussed in their absence, because she is so very honest and straightforward herself. Nor does she like insincerity. Her comment on this is, "I would not put on any 'dog' just because somebody is somebody or thinks he is somebody."

M does not seem to have any intimate friends. She doesn't dislike people and always appreciates their interest in her. They find her reserved attitude hard to break through. I think she would like to have friends but doesn't know just how to make them. Some people she likes to be with but really prefers to be by herself rather than be in the company of some who do not have her ideals. It isn't that she considers herself better than others, but she can't understand their
attitude. Then, too, she dislikes any display of insincerity.

If criticism is given in a kindly way she reacts favorably to it. If it is given in an unkind, sarcastic way she doesn't always receive it graciously, or at least she doesn't profit by it. She doesn't accept as facts what people tell her but wants to investigate the truth of them. She has an open mind and is unusually fair-minded. She is not easily discouraged. If she were she would probably have given up before now, for her grades have not been especially high. She has an I. Q. of 102, but her grades for the first semester of her freshman year were average and one was even below average. This second semester her grades were higher. It wasn't because she studied any harder or because she prepared her work any better, but because she is losing a little of her reserve and people are beginning to understand her a little better.

C. Suggested Remedies

When M's father was asked if he or the mother would answer a few questions about her, he was immediately suspicious. He said, "Now she isn't being singled out as one of these problem children, is she?" When it was explained to him that an attempt was being made to learn more about the individual child in order that he might be better understood and in this way receive more help, he did not object. He said, "If you think you can teach her more Latin or more mathematics by that, all right!" He really felt that M had not always received as just a consideration as she might have received. He said that when they would question her at home upon the different phases of work, that she seemed to know them
thoroughly and they couldn't understand why she made such low grades, although they had made no complaint. He explained that it had had no serious effect upon M, because she was mainly concerned with getting the work for her own sake and the good it would do her and not in letting others know how much she did and didn't know. Of course there are two sides to this question. Because of our inadequate way of measuring results and achievement we have to depend somewhat upon the pupil's contributions and outward signs. Yet it is possible that a person who really knows his work can easily be mis-understood and slighted. There are always so many who are clamoring for a hearing whether or not they deserve it. Then there is always some value received from an exchange of ideas and contributions. However, we must be very careful not to over-look the quiet, reserved child. We must make a special effort to draw him out and encourage him to add his bit along with the rest. If M could realize, as she is beginning to, that she may have something to contribute that will be of value to the class, she would probably make an effort to take part and not wait to be invited. As it was she thought there was no need for her to make any special effort. She is a child who welcomes a show of sincere interest in her. If this should be kept up by several people she might overcome some of her reserve and tendency to hold herself back.

Although she seems to be happy even though she does not have many friends, she probably would be happier if she did mix more with people. It might help some if she would join one or two organizations such as--Girl Scouts, or Blue Triangle. She would feel strange at first but after she became absorbed
in the work and became used to working with the others she would find her life richer. If she waits until she is older to try to make friends, she will find it much harder. Now her books, family, and music may be sufficient, but they may not always be. She would also gain something from association with the right kind of people, and she could probably find them in organizations of this kind. Some teacher or teachers should try to show her this and the sponsors of some of these organizations might give some special attention to her. Then if some girls who have the traits which she likes in others would make a special effort to be nice to her and encourage her in taking part in outside activities, her personality could be improved. It would be much easier for her to do this with help from a few than alone.

Since she is especially fond of reading and has such good discriminations in the material she selects, she might be able to make some very valuable contributions in her English and history work. Her background in these fields is unusually broad. A special effort should be made to encourage her and draw her out. It takes such a little bit of time, after all, to do these things!

M has a citizenship record of 97% and an I. Q. of 102. Her citizenship then is above the average, while her general intelligence is just about average. M's extreme reserve and backwardness are responsible for her seeming lack of interest and effort. Another possible explanation is that she is concerned about knowing something for her own sake rather than to let others know how much she knows. It has been found that she does know much more than she seems to know. Of course, we
can't be concerned just about ourselves and live just by ourselves anymore. If any of the remedies suggested for M's case are effective, they will help her to contribute more socially to the world, and she will not be just a dutiful citizen alone.
A. Family History and Early Life

One bright summer morning fifteen years ago there was born a baby so small that the parents decided to give her a long name, but later one of the names was dropped. This six-pound baby now weighs one hundred and thirty nine pounds. All of her relatives, of English and German descent, liked music but not N. As it became almost necessary to stand over her with a paddle to get her to practice, they decided to abandon that part of her education. Of her early life between eight months and five years two incidents stand out very clearly. One was the way in which she learned to walk. She would hold to the tail of a patient old dog. At first she was able to stand with this aid and then she was able to take a few steps. Finally she could walk without this aid. The other incident was the death of an elderly man who lived near them. She noticed that everyone was taking him flowers; so she went to a nearby field and gathered a bouquet of Sweet Williams and proudly walked to his door with them. This was her first rather startling experience with death. She can also distinctly remember the mortification of her mother.

At the age of five she walked to kindergarten each morning with great dignity. At the end of the year her teacher presented her with Bunny Cotton-Tail. This along with the practice books which she made at this time she still treasures. The following year her entrance was made to The Training School.
She went through the first six grades without any special interest, performing the tasks which were given her, sometimes making average grades, sometimes making below average. In the seventh grade for the first time she became vitally interested in one phase of school work, home economics. In the first place she greatly admired her teacher and in the second place she had found something which she could really do. Immediately she decided that she would become a home economics teacher and still has this in mind. She will be a sophomore in high school next year. It was necessary for her to attend summer school to make some credits which she failed to make this last winter.

N's mother is about thirty-six years old and a very lovely lady, very much interested in her daughter's welfare. The father, about forty years old, is a salesman for an ice-cream company. She has no brothers or sisters, but in spite of the fact that she has been the favorite even of aunts and grandparents besides being an only child, she doesn't seem to be spoiled and doesn't give the impression of being an only child.

B. Outside Activities and Interests

When she entered upon her ninth year, she joined the Blue Triangle, Glee Club, Art Club, Civics Club, and The World-Wide Guild, a church organization. She says that the main reason she belongs to the Blue Tri is because she likes to be with the other girls, enjoys the talks given by the sponsors and leaders.

In the spring and summer she enjoys hiking, swimming, playing tennis, and just being out of doors. She likes basketball but can't play very well because of her overweight. This
summer she has added baseball to her interests. During inter-
missions between classes she sits and talks continuously about
various games and various players. She knows about as much about
them as most of the boys. In the winter she never misses seeing
a basketball game. Part of her time she spends at shows, although
she is not especially fond of them. Among her likes she includes:
sports, reading, dancing, and talking. Among her dislikes she
includes: studying, boys, going to school when she is sleepy,
and arising early in the morning. She does like to read. When
she gets started on a book it is almost impossible to stop her
until she has finished it. She especially likes to read of girls
and boys in college. This summer part of her time was spent in
the school library.

C. General Disposition

In most cases N gives up easily and is easily discouraged.
It is rather queer, however, that this is true in little things
but in her larger purposes it is not true. In spite of the fact
that she failed two semesters in Latin she decided that she was
going to get her Latin and has taken two classes, or two
semesters' work in it this summer. She made up her mind that she
was going to do it and she has been fairly successful. In the
same way she has decided to go on to college and become a home
economics teacher. She intends to go to State Teachers College,
then to Illinois University for a second degree, and to
Columbia for a third. Most people, with as many discouragements
as she has had, would have been discouraged a long time ago. She
still intends to go on and has no other thought than that she
will accomplish her purpose.
She is very hard to understand. Even her mother says that she does not understand her at times. She means to be courteous, but her manner is sometimes short and abrupt. She is inclined to speak very frankly, although at times she refuses to speak from a fear that she will say the wrong thing. She is highly emotional and temperamental at times, while at other times she shows no emotion at all. At these times she just sits, with no show of interest in her surroundings or activities going on. She seems to be in a deep study about something. Yet she isn't the ordinary dreamer type. At such times, things just cease to be interesting to her and it is almost impossible to arouse her. At other times she will take a very decided interest.

She likes to be with people and makes friends with people her own age very easily. She likes people in general. She has about four intimate friends. She says she likes people who are loyal, who don't "put on airs", who are always ready for a good time yet are serious when the time demands it.

At times she is cheerful and at other times almost morose. She gets angry rather easily, but soon gets over it. At times she becomes almost reckless and then again she will be very cautious. She seems to go almost from one extreme to the other. Some times she is lazy and then she will have a sudden display of energy. Her application to her study is just as spasmodic. She tries making out a schedule but is never able to live up to it. She has to study very hard. A great deal of her study is blind groping for something she isn't quite sure about. It is hard for her to see other people's point of view and she is not quick to accept as a fact what people tell her.

She usually doesn't try to make excuses for her failures.
If she has failed to study, she tells the truth about it without any hesitancy. She does not boast of the fact that she doesn't make good grades, neither does she try to conceal the fact. She does like to talk about subjects in which she has succeeded, and what conscientiousness she shows is not feigned. Her I. Q. is 97; so there is no reason why she shouldn't make some success. She says she believes that she could do better if she would study harder. It isn't a case of studying harder, but of the right kind of study.

In the analysis of herself she says she is often self-conscious and imagines others are looking at her. She says she is over sensitive about her own feelings, but hurts others sometimes when she doesn't mean to. It seems to be a lack of tact. She likes sympathy but only from her special friends or mother. If it comes from anyone else she resents it, because she thinks that people are feeling sorry for her. She says that she has conscientiously tried to improve her personality by not losing her temper, by trying to treat everyone the same, and by trying not to hurt other people's feelings.

D. Suggested Remedies

In the first place N's study habits are very poor. She spends time upon her work but a great deal of it is wasted energy. She doesn't have so much trouble in the work which she can memorize, but she doesn't know how to go about problems which have to be solved. It might help her to study with someone who knows how to analyze problems and who has a definite methodical way of going about his study. If she could study with this person for a few weeks, she might be able to approach her own
work in a more systematic way. It is a great temptation to neglect such a person, with the excuse that there are so many that one doesn't have enough time to give much special attention. It would be easy to just let her drift from day to day, saying that she never will be able to get it. If she is left to her own resources, she becomes so hopelessly lost that there doesn't seem to be much chance of her getting her work.

It seems that in some subjects she won't be able to really master all of the details. In such cases she should be encouraged to get the parts which will be of most value to her and which will furnish the most interest. She should be encouraged to go ahead in that work in which she is most interested and in which she is most gifted. For example, she is especially interested in home economics; so she should be given plenty of opportunity to work along this line. To be successful in one thing helps a person to keep his self-respect, and she needs to do this.

N needs some stabilizing force. Her mother seems to be a very lovely woman and eager to give her daughter every opportunity to learn, but she doesn't know how to direct her and guide her in this for she doesn't know just exactly what she needs. She admits that she is rather baffled by her. N's teachers may be able to help her mother understand her need. She would be more than willing to co-operate. N also needs to possess some definite ideas of reality. Although she has strong decided likes and dislikes, her philosophy of life is not clear. In fact, I am not quite sure that she has a philosophy or even feels the need of one. Through some of her associations and in some of the extra curricular work she may be helped to form some definite ideals.
She needs to have some direction and guidance in her reading material. As yet it is mostly childlike material and is not of such a nature that she will receive any particularly harmful actions. Yet there is a danger that this rather idealistic world in which the boarding-school characters move may give her the notion that all life is like that. Since she is inclined to dream anyway, this wouldn't be any added incentive for her to act. It might become too pleasant and too satisfying to live in this dream world. Of course an abrupt change in types of reading matter couldn't be made, but more realistic matter might be gradually worked in.

We will have to make a special effort to encourage N and see that she doesn't "fall by the wayside".

N has a citizenship record of 86% and an I. Q. of 97. While her general intelligence is average, her citizenship is below average. In the first place she seems to have no set standards by which to judge her conduct, nor does she seem to have any real stabilizing force. She seems to exist from day to day, moderately happy, but with no guiding force. The path of least resistance is easiest for her to follow, unless it interferes with some personal dislikes. A person just drifting cannot become a valuable citizen. If she could have a definite goal toward which to work and a philosophy with proper guidance she might develop desirable attitudes and habits. Some of the suggested remedies will help her to develop part of these traits.
A. Family History

Sixteen years ago O was born into a family in which there were already two children. The brother is now attending Rose Poly and the sister is in Smith's College. O's mother and father came to Indiana about eighteen years ago from New York. Her father, who is a minister, was educated at Williams College, and her mother, a native of Long Island, attended a Normal School in Long Island. The mother, of course, takes an active part in church work. Besides this, she is a member of The Woman's Department Club, Literary Club, and Young Women's Club.

B. Environment and Early Life

O's home environment is cultured and refined. She has the best of monthly magazines, a rather large library, and several daily papers. Fine arts especially interest her. She enjoys seeing good pictures, hearing good music, and reading good books, but she says she has never had any desire to add her bit in music or art. She prefers listening to other people's work. She has the opportunity of studying the piano but does not care enough about it to specialize in it. She enjoys all kinds of sports such as tennis and swimming. She also enjoys parties and dances and enjoys going places where there are crowds. Then there are the church and school activities. She is a member of The Girl Scouts and Blue Triangle, besides being a member of The Civic Music Association. She says that she must still have some cannibalistic traces left in her, for her favorite indoor
sport is eating. Next to this she probably enjoys reading.

When O was five years old she went to kindergarten. She found her first years in school rather interesting. During the first ten years of her life, according to her view, nothing very exciting happened. Her family made some trips East and spent some summers at a lake in the northern part of Indiana, but these were rather casual happenings for her. She says that she can't remember having any especially interesting experiences but usually had a good time. At the age of thirteen she had an illness which lasted about three months. Finally she found a goiter operation was necessary and after this her health was greatly improved. Previous to this time she had been in an extremely nervous condition.

At the age of thirteen O entered high school. She says, "I have spent many weary hours in classes and studying."

C. School History

O's attitude toward school is rather surprising and startling. One would conclude, after observing her classwork, that she was an extremely wide-awake and diligent student, keenly interested in her school work and activities. However, when you talk to her, you find just the opposite is true. She claimed that she was tired of school; in fact she declared that she was bored with about everything, and that for some reason she found it very difficult to keep her eyes open, because she was so very sleepy. Last fall she began to lose all interest and has not been able to arouse any enthusiasm or interest at any time during the year. In spite of this lack of interest she is above the average in everything except mathematics and domestic
arts. She has an I. Q. of 125 and most of her grades are A. She especially dislikes one teacher, because she is so unpleasant. She felt that this teacher misunderstood her, although she says, "She and I may be too much alike."

D. General Disposition

O is generally very quiet, but not especially the submissive type. Her mother describes her as having a rather equable temperament, but always forceful. Around home she is always agreeable and helpful.

She has some fears of abstract things. She has especially two fears--the dark and being alone. Her mother feels that the influence of other children explains the existence of these two, as the children at home have had no special cause to be afraid. She does not have a superiority complex but usually feels adequate. Her mother describes her as not being a plodder, but since the loss of her interest and enthusiasm she does give the impression of being a plodder in her class work. She is not a dreamer, is essentially practical. Perseverance is one of her strong points as well as her executive ability. She is especially fair-minded. If she has all of the facts she can make an unbiased, unemotional decision on matters. Although she has very decided opinions of her own, she can see other people's viewpoints easily. She does not accept what people tell her as facts but decidedly must know the "why". Although there are no violent outbursts of temper, she does get angry rather easily; there is no evidence of sulking, however, and the anger soon passes. In that she must know "why" always before making facts and information her own she is sometimes considered cautious.

Application to work is regular. Some time is spent in
thinking over work before she actually begins. This is not idle daydreaming but more of a preliminary preview and planning of method of attack. After she finds out just what has to be done and in what way, she begins and works until she feels that the problem has been solved. She usually works by a definite schedule and is very orderly about her work. When she actually is working upon the task set before her, she finds herself really enjoying it. After the task is finished her short period of interest seems to have disappeared and all of her enthusiasm is lost.

She has very definite ideals. She says that she doesn't have any particularly difficult or important problems to solve, for usually her mind has been "made up" before as to the principles of right and wrong. This seems to be true. She never has any special difficulty in deciding what she should do—there just isn't any question in her mind. She has changed her mind, however, about what she would like to be when she gets older. During her stay at the hospital at the time of her operation she definitely decided upon her life work. She wants to be an executive nurse in a hospital. In the first place she is interested in medicine; then, too, the quiet, efficient, and unemotional way in which the duties of the superintendent of a hospital were carried on appealed to her. She herself is orderly, self-possessed, for the most part unemotional. Besides this she has many of the qualities of a good executive. No doubt she would be very efficient in this type of work. Definite plans are already made toward the carrying out of this ambition. She expects to attend a college which offers a course of five years, with three of the years devoted to hospital work. In this way she expects to obtain both the
R. N. and B. S. degrees.

O gives as two of her undesirable traits a sharp tongue and ungraciousness. I believe that she is exaggerating these faults in herself, for they are almost never visibly present. She is slightly self-conscious and is trying to fight this. She attempts to cover this self-consciousness with a display of coldness. For this reason she sometimes appears stiff and formal toward other people and seems somewhat snobbish when she has no intention of being. Her circle of acquaintances is wide, but her intimate friends are few in number. A pleasing personality in others attracts her, and she is especially attracted by people who, as she says, are more intelligent than she and who have much to give to others in the way of interesting experiences and special talents.

She says that she tries to improve her personality by broadening her interests, by being with people as much as possible, by trying to be friendly, and by trying to make the most of her opportunities.

E. Suggested Remedies

There is real cause for concern about O's condition. There may be two possible explanations for her attitude. In the first place she may not be as well physically as she seems to think she is. Her sleepiness and what she calls her "laziness" might be accounted for in this way. Her health habits are good and she is apparently getting the required amount of sleep for a normal person. Her parents should be encouraged to have a thorough examination of her. The past year she missed several days of school at different times for minor disturbances.
Then there is also the possibility that she does not have incentive enough in her class work. In Latin class especially her work is far superior to that of the other members, with the exception of two or three. As far as her ability is concerned she belonged with the other division, but since she had not had Latin in the eighth grade she was not placed in that division. This left her with people, not of low intelligence, but who found it rather difficult to advance very rapidly in Latin. The hour probably does seem long for her for this reason. She has been given outside work to do and various kinds of enriching material, but care has to be taken that she doesn't shoulder most of the work of the class. Then, too, it is necessary that the other members of the class be given a chance to feel that they are not inferior and can contribute something "worth-while", too. Part of the difficulty might be removed if she could be put in another group. Then she would find herself challenged. She probably would not have to study any harder, but she would have more of an incentive to work and compare results with others. Then that lapse of interest and enthusiasm might not come when in her homework she has completed her task. She would have something to look forward to in the exchange of ideas with her classmates.

I think she is right by being with people as much as possible, as long as they are the right kind of people. She has good judgment in choosing her friends, and so they will probably always be of the right kind. By this association with others she may be able to get from them some of their interest in life and be able to regain some of her old enthusiasm. She probably will never make as much of a display of her feelings as some, but she should not feel "bored" with life. If she has a chance in some of her organizations to use her executive ability, this
may be a great help. In one of the organizations for next year she does have an executive position, and, with this demand upon her responsibility, she may become actively interested.

O has an I. Q. of 125 and a citizenship record of 100%. She is the type of person who will never give any trouble as a citizen and who will always do her duty. At present her attitude toward performing tasks is that she is doing them because she feels that it is her duty rather than because she enjoys doing them. This might become so monotonous to her, with no accompaniment of joy in action, that she would cease to even feel it her duty to perform them. Remedies have already been suggested as a means of stimulating her interest. With a different outlook living will become desirable and she will make not only a dutiful citizen but a happy one.
XVIII. INDIVIDUAL CASE STUDY P

A. Family History and Early Life

P's father is of Irish descent and was born in Terre Haute forty-six years ago. At the present time he is a contractor. The mother, forty-three years old, is of German descent. The paternal grandparents both lived to be quite old. There are three other children in the family, toward whom P has a natural affection but no special fondness for any one. In disposition he resembles his mother very closely.

P is a very good looking boy. At the age of fifteen he is ready to enter upon his sophomore year in high school. He is especially cleanly and orderly in appearance and carries himself well.

At the age of five he started to kindergarten and remained for two terms. The next eight years were spent in a Catholic school. The parish built a new school while he was attending there, and he and his brother helped to move the contents of the school to the new building. This moving was done by means of a pony and cart. When he was in the fifth grade, he began serving upon the altar in church and continued to serve for four years. One of the incidents which he remembers about his early life is the receiving of a wound under his eye. A dog struck him with its paw, but after some stitches were taken it soon healed. Then on a trip to Chicago for the first time he saw moving stairways. He found it great fun to ride on these. Another pleasant memory which he has is a ride in an airplane with his brother.
His home environment has been good. There are many books which boys like to read, especially books of an educational kind. Then he has had opportunities to study music but never cared to take advantage of them. A great part of his leisure time at home is spent in reading books and magazines. For his outside activities he enjoys sports like basketball, baseball, and swimming.

B. General Disposition

P is a popular boy, not in the sense that he courts popularity. He is a good mixer and likes company but does not always seek it. Often both boys and girls call him to go with them. Sometimes, his father says, he refuses invitations from the opposite sex. I suppose because of the part which he takes in sports that he receives the usual hero worship and besides that he is unusually attractive in appearance. He doesn't especially dislike girls, but sometimes he does enjoy being in the company of only boys; as yet he doesn't seem to be spoiled by this attention. He is naturally a leader among boys, especially in sports. At one time he was captain of a grade basketball team. He is a leader among the boys of his neighborhood and seems to be well liked by both young and old. He likes the kind of a person who can take a joke and dislikes one who is able to take part in sports but does not; he also dislikes what he calls "snobbish" people. His thoughts and interests at the present seem to center around sports.

Yet sports are not his only accomplishments. He makes very good grades in his subjects, especially in algebra. He has an I. Q. of 128 and usually works to his capacity. He does not make
any spectacular display of his accomplishments but is ready to
make his contributions in a quiet, unassuming way. In fact he
doesn't want to attract undue attention to himself. Even in his
sports he has the same attitude and accepts any praise quietly.
There is beginning to be some rivalry between him and a girl in
his class, as yet not open rivalry. Their personalities are
entirely different. The girl is unusually active, almost
ergovously so, and bubbling over with enthusiasm and a desire to
tell what she knows. It is hard for her to keep still and let
others have a chance. With P it is different. His is a more
quiet enthusiasm and he doesn't get outwardly excited at things.
Sometimes his results are more accurate than hers. Because of
this he surpasses her sometimes in algebra.

As has already been mentioned he is not emotional and is
very even tempered. He is usually straight forward and always
honest, never trying to find any alibis for his mistakes. He has
faith in the world and the people in it. This seems to have an
influence upon his associates, for they don't urge him to do
things which are not right. P's father says, "P has always been
a good, clean boy in every way, well liked by old and young in
the neighborhood and wherever he goes." He is decidedly fair-
minded and can accept criticism graciously and really profit by
it.

P says that he has always been praised a great deal. For
some reason this praise has not yet spoiled him and he doesn't
expect it as a matter of course. His parents are partly
responsible for the attitude with which he accepts this praise.
He has been taught that he should appreciate praise given him but
that he must look at it as encouragement to try to accomplish
more. They have kept him from growing dependent upon praise as a needed reward for his work. He can still work for the sake of work and finds his work easy. He doesn't spend much time dreaming before starting, for he says, "I must begin work at once or I'll never get it done."

C. Implications and Suggested Remedies

As yet P has a personality that is fairly well rounded. He may be a little too reserved, but doesn't seem to find this a hindrance. He is slightly self-conscious and says himself that he fears to attract attention to himself. I don't believe that he is desirous of concealing what he knows, as some boys seem to be. Several boys, with high I. Q's and the possibility of doing good work, are really ashamed to work to their capacity. They don't want the other boys to think that they are "intellectual". Of course that may be just an excuse to get out of work, but in some cases it really seems to be true. They have a fear that they won't seem "masculine". P does not seem to have this attitude at all, but he should be watched to see that it is not developed. If there is any tendency toward this attitude, someone might tactfully point out to him people who are both intellectual and masculine.

He should be encouraged, however, to be more free about expressing himself. Maybe special tasks and special responsibilities could be assigned to him in which he would have opportunity to show his ability. As in the case of some others he might easily be neglected. It would be easy to assume that he always knew and let him get in the habit of not contributing. For his own good and for the benefit of the class he must make an effort
to put aside some of his reserve.

Some of the teachers might assume the responsibility of seeing that his interests not become one sided. If he can keep an active interest in many things, his outlook will be so much more wholesome. If he shows signs of becoming spoiled with praise, he should be shown the folly of this. He is sensible enough that anyone could talk to him in a sincere attitude and really have an influence upon him. If he could be shown that often we are praised for the things which receive public notice while some deeper, more "worth-while" deeds and qualities go unpraised by the public because they have not been brought before the public eye, he would possibly see that praise is not always a true measure of our worth.

P has a citizenship record of 99% and an I. Q. of 128. There is a fairly favorable comparison between the two. One would expect such a boy as P is to have a high citizenship ranking. With his popularity among the people of his own age he can and does exert a very good influence over others. He has ideals and definite standards by which he is guided. With both his native ability and his right sense of values he should be a very valuable citizen.
XIX. INDIVIDUAL CASE STUDY Q

A. Family History and Environment

Q is a rather small, frail looking boy, fifteen years old. He has a defective eye which detracts somewhat from his personal appearance. In general, he does not present an attractive or pleasing appearance. There is something about him which tends to arouse pity, or at least sympathy.

Both of his parents were born in Bristol, England, and his father served in The World War. His father, a veterinarian, is a well educated man and seems to have a great deal of influence over his son. The mother, however, is much different, being uneducated and contributing little to this phase of the development of her son. There is a younger brother and sister whom Q had to try to keep out of mischief. When Q was still small, his family moved to the country; so he attended a consolidated school during the first eight years.

He has almost no outside activities except Sunday School. His leisure time is spent in reading, not romance but adventure. He has very little inclination toward sports or any kind of athletics. He is interested in plays and moving pictures but has very little opportunity to see them. He says that he would attend shows often if he could. I suppose he is prevented because he lives in the country and because his parents are not particularly interested in seeing them. Recently he has developed a great interest in music. He plays no musical instrument himself but enjoys listening to others play especially stringed instruments.
B. General Disposition

From the general reactions of the boy, he seems never to have had much opportunity for asserting himself. At times his real personality appears "squelched". He is somewhat of an introvert, and there is a certain barrier or reserve about him that does not seem quite natural.

He is inclined to give up easily if any task seems especially difficult. He doesn't give the question at hand enough attention, concluding that it is too difficult for him and pushing it aside. When he is in a certain mood he gets his work easily; then again he will be easily discouraged. At home he has rather a reckless attitude but at school he seems bashful. When he started in high school he was afraid to talk because of the fear that what he would say would be wrong. It seems that there has never been any particular incident which has caused this fear, but rather it seems to be his lack of appreciation of his own intelligence and ability.

Throughout his schoolwork he has always received average grades, never failing at any time and receiving one double promotion. He was quick to memorize a poem or a part in a play, but when a problem of any kind arose he lost all confidence in himself and wouldn't even make an effort to solve it. His application to his work is spasmodic. It is difficult for him to get at his work and to concentrate long enough to really accomplish anything. He has to dream before starting and then stop once in a while and dream some more. His mother says, "Q's attitude toward his work is that he must work because he
will receive a reward by not having to be without a good job."
This seems to be his mother's idea, too, of the purpose in getting an education. He can do his best work when he is not hurried and seldom works according to any set schedule. The work which makes the most demands upon him at the time receives his attention first. His attitude in class is similar to that in his study. While others are giving their undivided attention, at least an outward appearance of attention, he is playing with a pencil or some little trinket. He can't seem to sit at attention, but his hands must be occupied. One reason for this is probably his self-consciousness. In one class he sits near the front and side of the class. He seems to feel the most comfortable in this position. Although he is slightly more conspicuous in this position, he feels less so because he does not see the other members of the class. The blindness of one eye probably accounts for part of this attitude, even though the mother says that this physical defect has had no influence upon him. In spite of the fact that his hands are occupied, he knows what is going on most of the time.

At school Q seems to have no special companions. When he was in the consolidated school, he was usually considered easy to become acquainted with and had several friends. His mother says that he has two distinct attitudes toward people: one attitude toward those who are average along with him, and another attitude toward those who are superior to him. He tries to avoid people who consider themselves superior to him. He is not jealous of people who have more advantages than he has, for he thinks that people should be content with what they have. He has about
six boy friends of his own age but not a very wide circle of acquaintances, because he spends so much of his time at home. A year ago he became janitor of the church which he attends. This leaves him less leisure time. He helps to pay part of his school expenses with this money.

In a crowd he feels self-conscious and is afraid that he will do something wrong. He has no poise at all. At times he tries to conceal his shyness and feeling of social inferiority by assuming an attitude of exclusiveness. He seldom looks at the faults of others but is always looking at their good qualities. Often he compares himself to others and wonders how he can become like them. At times he feels that some teachers do not understand him, while others appeal to him.

Q has not entirely decided what he wants to become, but he thinks he would like to be a teacher. His mother says that one reason he has decided to become a teacher is because of the hours and the pay. This sounds as if it might be some of his mother's ideas. She probably wants her boy to have a "white collar" job.

C. Suggested Remedies

Q, without doubt, presents a serious problem. He has not become adjusted to the new conditions which confront him at a new school and is not making the best of his opportunities. His home conditions are somewhat responsible for his lack of confidence in himself. His mother keeps speaking of him as an average child, as making average grades, and as choosing companions of the same average ability, until the child thinks that he is truly an average individual. True his grades last
year were average; some were below average. He has an I. Q. of 117 and the possibilities of making more than just an average student in some cases. Besides this inferior opinion of himself he has to fight the fear of saying or doing something wrong. If something could be found in which he would become so intensely interested that he would forget about himself, he might overcome part of his fear and self-consciousness. Some deserved praise might also help to encourage him. He hasn't been used to receiving very much praise. It is a little difficult to discover what his likes and dislikes are because he seems to guard them rather closely, but once in a while he reveals some special interest in something. If his teachers could watch for these infrequent betrayals they might find a means of approach to him and might be able to give him some incentive to really use what ability he has. He is especially interested in history and literature. He might be approached through his interest in these two subjects and then encouraged to branch out into broader fields. In one class he was given an opportunity to choose some subject of which he was to make a special study. He did almost forget himself for a while in pursuing this study. This would have to be done not once but many times. He must be given some confidence in himself and some incentive to keep at his work. If he could really be aroused, he could accomplish a great deal more than he is now.

He has practically no outside activities. For this reason he does not have much opportunity to come in contact with his fellow classmates in a social way. The parents don't seem to see his lack; so they would have to be shown how he could benefit by these contacts. If he took part in the activities with the
rest and become part of them, he would gradually lose some of his self consciousness in a crowd. He might even be encouraged to take part in some sports. Now he is interested in them, but makes no attempt to take part in them. Again through this medium he would have a different relationship from that of the classroom. If he finds that he does not care for athletics, then he should not be pressed to continue in them. However, he should have the opportunity to find out whether he likes them.

If Q can just be encouraged to try out his powers and to broaden his background, he has the chance of becoming more than just an average boy.

Q's citizenship record is 94% and his I. Q. is 117. His citizenship is not as high as his intelligence quotient. He has not become adjusted with his present school environment and is not making the best of his opportunities. As has already been stated he underestimates his own ability and needs to be encouraged to have more confidence in himself. Then with this encouragement and more association with people of his own age he can improve his citizenship standing.
R is one of four children in a family. His attitude toward his two brothers and one sister is usually affectionate, but he confesses that once in a while he has a feeling of jealousy toward them. He doesn't know just why he has this feeling because he can think of no instance in which he has not been treated just as the others. He is very fond of both his mother and father. His parents have always lived in Terre Haute and his father holds the position of salesman for a firm in this city.

He comes from a good home and has good surroundings. He has a great deal of reading material at home and a great deal of his leisure time is spent reading books and magazines. Mystery stories seem to be his favorite kind of reading material and anything about electricity. He probably receives the greatest enjoyment from collecting stamps. It is hard to realize that this boy is still in the stamp collecting age, for he is six feet tall and weighs one hundred and fifty pounds. As he is especially interested in electricity and electrical equipment, much of his time is also spent in constructing things. He has never participated in any school activities because he has never been greatly interested in them; but he does participate some in the neighborhood sports such as tennis and baseball. He belongs to a few organizations but doesn't spend all of his leisure time this way. He is quite contented to spend some of his time at home by himself absorbed in his own interests, although he
doesn't dislike being with others. He also attends church regularly but takes no active part in it.

B. General Disposition

It is clearly evident that R does not work to his full capacity. He seems to think clearly and express himself fairly well when he has anything to say. Day after day he will sit through a class, apparently not knowing what the whole activity is about. He sits in his seat in a slothful position and seems to be principally engaged in yawning and staring vacantly over the room as though his mind and soul were elsewhere. At such times when he is called upon to express an opinion on some point, he finds himself embarrassed because of lack of preparation. In other classes instead of this "far away" attitude he has a somewhat mischievous attitude. In one class he sits near one of his friends and they become so much absorbed in each other that they do not know what is going on around them. He seems to have no contact with his class. Then at other times he will become an entirely different person. One practice student who had observed him during two different terms says she could hardly realize that he was the same individual. During the first term, his attitude was the attitude which has been described above. Then he seemed to become alive and actively interested especially in one of his classes. This show of enthusiasm lasted for several weeks. His contributions in class were really of value to others. Because of the extent of his reading he has a broad background for several of the subjects, especially history, English, and the historical part of Latin. Gradually he became disinterested again and began
his dreaming. One wonders how he could be so very much detached
from affairs around him. If you speak to him about this in-
attention, he seems rather embarrassed and doesn’t seem to
know why he acts as he does. He smiles and is very sorry about
it but doesn’t always do anything to remedy it. He has been
attending school this summer to make up a failure in Latin.
At first he had the same listless attitude. Then suddenly he
seemed to decide that he was wasting some valuable time and
that if he gave some attention to the work that he might find
some interest in it. His interest lasted till the end of the
term.

He has an I. Q. of 121, but his grades are below average
since he has been in high school. His comment on his own
intelligence and ability is, "I think my general intelligence
is very good; that is, I know several things about a lot of
different lines and fields of work besides everyday intelligence.
I have had one double promotion and have never had to stay in
the same grade twice except a half year of one subject in high
school. I am just even in my grade in school because I started
in school a year late." He is right because he does have an un-
usual amount of general intelligence. He is most interested in
science, manual training, and mathematics but makes just average
grades in them.

He doesn’t try to make excuses for himself, but he must
have a good reason for doing everything. Nor does he accept as
a positive fact what he is told but looks into the matter first
before reaching any conclusion. If he knows anything at all
about a thing and has good reason for thinking that he is right,
he has a decided opinion about a subject. He is usually sound
in his thinking. He never talks just to be talking. If he has thought a thing through and really has something to offer, it is usually a valuable contribution. He isn't stubborn about seeing the other person's point of view but doesn't always accept it unless he has sufficient reason for accepting it.

He is a very cheerful, amiable person. At times there will be a display of temper but it doesn't last long and he is usually sorry for this display. It never takes the form of discourtesy, however. He is a congenial companion, although he never feels that he just has to have company. Because of his interest in collecting stamps and constructing things he would just as soon be by himself. Boys and girls alike seem to like him because he is "easy to get along with". He has an extremely sympathetic nature and could easily be imposed upon because of this. He says of himself, "I am easy to get acquainted with because I like to have new friends and I don't act as if I am better than anyone else. I usually like people who are my equal unless there is some special reason why I think they are not. Sincerity in people attracts me, while in others it is something they are able to do. I like people who act just as they really are and don't try 'to put on airs'."

As has already been mentioned much of his time in class is spent in dreaming, but this does not seem to be true outside of class. He is seldom self-conscious and does not feel that people in a crowd are looking at him or thinking about him. He has no fear of attracting such notice or no desire to do so.

C. Suggested Remedies
It seems a "pity" that one so capable is accomplishing so little. Of course, R is at a disadvantage because of his size. He looks like a full grown man, but he is really still a child. It seems queer to see one so large still interested in childish things and acting in a childish way. He probably has grown so fast that this may be a partial explanation of his apparent laziness. He is just an "over-grown" boy with many childish ways but some older ways besides. He is not especially awkward because of his size, but it is the mental effect which is most evident. As soon as he "grows up" to his size, part of the trouble will probably adjust itself. Until that time teachers will have to work with him patiently. Of course, he might grow into the habit of being listless and lose all of his ambition. Care will have to be taken that this does not happen. For quite a while he has been interested in being an electrical engineer and is consciously shaping his course with this in view. He intends to get as much mathematics as possible and physics in his senior year. Then he intends to go to some college where he can get special training in electrical engineering.

It is truly hard to keep R's attention from wandering in class. The usual method of calling on him frequently does not work successfully. As soon as he has contributed or failed to contribute his bit, his attention wanders again. There must be an incentive for interest before his whole hearted attention can be obtained. Some appeal might be made to him through his ambition to become an electrical engineer. It is very strange but even in the subjects in which he claims to be most interested
he is not working to his fullest capacity and makes average, some times below average, grades. There is a serious danger in too much dreaming. He might become satisfied with dreams of himself and never feel the need for the realization of them.

R needs special attention. He must not be allowed to drift along. His trouble does not seem to be that he fails to realize his ability or underestimates it but the lack of an incentive. He says himself that he must have a good reason for doing a thing. Then a good incentive must be furnished for him. In the first place it will be necessary to find his interests and his special abilities and aptitudes. This can be a starting point. He hasn't been given much responsibility in his class work; so he depends upon others to do the work—it is much easier. If he is made individually responsible for certain phases of the work he may be encouraged to take active part. Through this means he may become interested, and if he does become interested he will put himself into the work. Sometimes he may be made chairman of some committee in some field in which he is interested. Again he will have to be responsible for a certain task. If he really feels its importance, he will work hard to accomplish it. This will have to be done not just once or twice but again and again.

Probably if he received more physical exercise some of his lethargy might disappear. His listlessness doesn't seem to be caused from any physical defects or illness; so taking part in sports might help him. Probably some of the boys could get him interested in high school athletics.

R has an I. Q. of 122 and a citizenship record of 90%.
With a superior intelligence quotient, he has a citizenship ranking of just a little above average. Clearly, remedies are needed. His lowest marks were received in interest and effort. If he can be given the proper incentive and then be made responsible for certain tasks, these weak points may be strengthened. By taking part in sports and athletics, he will not have so much time to dream. If his interest can be aroused, he will make the required amount of effort.
XXI. INDIVIDUAL CASE STUDY S

A. Family History

S's mother is of English descent, and her father's parents came from Germany to America a year before he was born. Her mother was a school teacher before her marriage and received an education beyond the A. B. degree. The father, who is fifty years old, is almost twenty years older than the mother. He is a probate lawyer and travels a great deal of the time. They own an apartment house, and the mother helps to manage the business connected with it. There are two younger brothers, one in the seventh grade and one in the sixth grade. S likes both of them very much; in fact she says, "I think they are darling." She feels nearer to her mother than her father, although she admires him very much. Her mother has been ill quite a bit recently; so S has had to be with her mother a great deal and help her. The family has traveled quite a bit. S has been east, west, north, and in two foreign countries. While she was young, she had infantile paralysis, diphtheria, and scarlet fever. This last winter she has had some glandular trouble, which they think may be the cause of her overweight. She is sixteen years old, five feet and three inches tall, and weighs one hundred and sixty pounds. She was absent from school frequently last winter, sometimes because of the illness of her mother and sometimes because of her own illness.

She is not especially interested in sports probably because of her weight, although she does enjoy playing tennis and swimming sometimes. Her main enjoyment is in reading. She likes
mystery stories and all present day news found in magazines and the newspaper, especially court news. She keeps a diary for the most part about school activities and the people whom she meets, but she doesn't believe in writing her innermost thoughts in it. She is also interested in antiques and keeps a scrap book of stories and pictures of antiques and small heirlooms. She is fond of writing and has written some for the school paper. She plays the piano very well, having studied it for nine years. Besides this she has studied dramatic art for six years. Blue Triangle is the only organization to which she belongs. She likes to be with other girls, although she is not with boys very much.

B. General Disposition

S is a very sociable girl and seems to be very much engrossed in making people like her. She is rather confident of herself and does not exhibit an inferiority complex. She is more the passive type of pupil and does not become alarmed over her work. In fact she is somewhat inclined toward boasting and "bluffing". She is not easily discouraged and would probably have the ability to get her work successfully if she would spend any time on it. She does not work up to her full capacity. Her I. Q. is 104 but in some subjects her grades are not even average. Her best work has been done in English and the social sciences. Mathematics she thoroughly dislikes. She says she can see no reason at all for studying it, especially for girls to study it. She has never liked her mathematics teachers, either, and has made no special effort to be agreeable
and try to get her work. Latin she studies because she thinks some knowledge of it will be necessary in the work which she expects to pursue, the law. Ever since she was small she has had the idea of becoming a lawyer, being influenced probably by her father's occupation.

S's application and achievement are usually irregular. Some days she shows signs of adequate preparation and interest in class work, but on other days her work is very poor. However, her attention in class is always good. She always seems especially careful to hear and understand all that is said. If she could always be under the direct stimulation of the teacher, she probably would have no trouble in getting her work. She probably is not encouraged by her parents to work hard. She probably is used to being babied by them because of her illness; as a matter of fact she exhibits a few symptoms of being spoiled.

S is well mannered, and her general attitude is one of elation. She becomes very much excited over anything "out of the ordinary" as she calls it. She likes to be with girls, usually girls older than herself. She is fond of talking about herself. In fact it becomes rather tiresome sometimes. A conversation is intensely interesting to her if it is about some new ailment of hers, something that happened to her last night, or something that is going to happen to her. She seems to go cheerfully on her way, supposing that everyone is as much interested in herself as she is. She is continually making some excuse for herself. Either her mother was ill and she couldn't get her work, or she was ill or had to take some un-
expected trip, or maybe she wrote out her work and lost it. These excuses come again and again, and she doesn't see why they can't always be accepted. She expects special favors all the time. If she ever made any special effort to make up work when she misses, her excuses might not become so monotonous. Instead she talks about how much she is going to do but never seems to do much. She does nothing to cause one to have any confidence in her promises. She even resorts to flattering her teachers and trying to impress them with her importance. Sometimes one wonders if she is always truthful. Her imagination sometimes leads her beyond the bounds of truth. Yet she is not deliberately untruthful about things. Sometimes things in her dream world become so vivid to her that they really do seem real. Then in her attempt to impress people she often exaggerates.

S is self-conscious about her weight and worries too much about her health. She almost takes pleasure in reciting her ailments and probably imagines part of them. Of course she has been ill and there is some cause for her overweight, but she should not dwell upon her illness but try to forget part of it. Although she is oversensitive about her size, she is not especially vain about her appearance. She is naturally neat and clean and dressed with very good taste which seems natural rather than studied.

Besides fear of ill health she has an added fear of people. She doesn't seem to trust them, or says that she doesn't. She attributes this attitude to unpleasant experiences which she has had with residents of their apartment house. She likes to talk about these experiences and her lack
of confidence in people. It is difficult to determine whether this attitude is real or assumed as a pose. It is probably both. She says, "I hate people who patronize me, who brag and tell lies, but I admire people who are dignified and controlled."

She has decided opinions about things, and it is hard for her to see the other person's view point. She is always questioning the truth of something. She says that she teaches a class of small children in Sunday School, but that she doesn't believe what she teaches them. Sometimes she doesn't know just what she does believe. She says that she has made an effort to improve her personality by studying people who have desirable personalities and trying to become like them.

C. Suggested Remedies

In the first place S thinks about herself too much. She isn't especially self-conscious because she has too much confidence in herself. She is, however, self-centered. She says that she doesn't like sympathy, yet she is continually talking about herself, clearly asking for your sympathy. This seems to be one way of getting attention. The aid of her family should be enlisted in overcoming this fault. It is true that she does have some cause for worry, but if she would get her attention away from herself and become actively interested in something she might be improved. It might even be necessary for the doctor to suggest to her that she forget about herself for a while and think about the many people who have more trouble than she has.

She needs firm treatment in the case of neglect of her
work. She doesn't seem to have had much discipline at home. Then, too, her parents probably think that she is far more successful than she actually is because of her gift of talking about her accomplishments. She expects to talk her way through and she should be shown that this is not the proper way. Of course it may succeed part of the time, but if she expects to be a success in business, she is going to have to learn that some of the talking must be accompanied by action. She should be checked in her attitude of "get-by" before she goes much farther. Definite tasks might be given to her which require effort and work and then a definite check up should be made. This should be repeated until she has acquired the habit. Of course she must be led to see the need of this, since some teacher can not always be with her to "check-up". Every time any opportunity is offered, direct application should be made to her own situation. Whenever a chance is offered, an attempt should be made to help her form some definite standards and ideals, since her sense of values is somewhat inadequate.

If she intends to become a lawyer, she is going to have to have some principles and standards by which judgment can be made. She must learn how to weigh a question, consider it fairly from all sides, and finally reach a conclusion. She is going to have to become interested in the lives of other people rather than her own. Possibly a few of the school organizations might help her to meet other people, mix with them, understand them. She will have to meet situations which will stimulate the very best that is in her. If she has close association with people who are straightforward, who make no display of themselves, who
are honestly and sincerely interested in their work, she may become desirous of acquiring some of their qualities.

S has an I. Q. of 104 and a citizenship record of 96. Her citizenship is superior to her native ability. She has the ability to let people know all that she does know, and sometimes succeeds in making them think she knows more than she really does. She has rather a broad background and knows how to use this to an advantage, even though her native ability is less than some have. If some of the suggested remedies are tried, she may form the habit of applying herself systematically to her work and may form some desirable guiding principles by which she can work. Then she will not only seem to be a good citizen but will actually be one.
XXII. INDIVIDUAL CASE STUDY T

A. Environment

T is a tall, clean looking, rather quiet boy. There is just one other boy in the family and T is very fond of him. He has a protective attitude toward him. His father is employed in the office of one of the railroad companies.

A great deal of T's time is taken up with errands and tasks which he has to perform at home. He does not resent these demands upon his time but feels that it is his duty to perform them. Part of the time he spends playing various games with nearby associates. He likes such sports as swimming and golf but is not especially interested in the usual high school athletics. At home he has a radio and Victrola and reading material. He reads a great deal and especially likes scientific books and magazines. Another part of his leisure time is spent in collecting stamps and making airplanes. He does not belong to very many organizations; so most of his leisure time is spent in unorganized activities. He does not have an extremely wide circle of friends but people do not dislike him.

B. General Disposition

T is a rather shy, backward boy. He does not appear to be very strong physically, although he has had no serious illness. He is underweight and does not seem to have much vitality. Part of this may be caused by lack of good health, but at the same time he seems to be naturally quiet, reserved, and rather
unenthusiastic in manner. He doesn't seem to possess an inferiority complex, but seems not to be especially interested in taking an active part in things.

In his school work, he is rather slow and at times hard to approach. It is difficult to find what he is interested in and in what way he may be appealed to. He makes no display of emotion. If he is pleased, he smiles but shows no excitement or enthusiasm. At all times he has a serious attitude. In some instances he is entirely too serious. This may be caused by his responsibility at home, although that could not be the only reason for it. If he is criticized he receives it very graciously, but again without any show of emotion. You can never be sure just what he is thinking or feeling.

"I like school, because I want to learn something," is his reason for liking school. In everything he has this same tendency to have indefinite ideas about things. He is never quite sure about anything. He doesn't have the ability to consider all sides of a question and then form a conclusion. In spite of this difficulty in coming to definite conclusions, he does have definite likes and dislikes. Algebra is one of his likes. One reason that he likes this subject may be that there is no question as to whether it is right or wrong. If he understands the method of working a problem he can follow that through and receive definite results without having to make many decisions. Then, too, it is not necessary that he express himself orally. At least, he may show his results and achievements without as much oral expression as is necessary in other subjects. English is especially hard for him because he has difficulty in expressing himself; he is very slow. This is
partly true because of his lack of decision. He failed the first semester of Latin because it seemed too much for him to grasp at once. He doesn't learn rapidly; he seems to have to have time to think through things more slowly than most people. His school work is hard for him. During the second semester when he was given an opportunity to stay for help after school, he was faithfully present every opportunity. He has the ability to learn, but the process for him is very slow. After this extra time was spent on the Latin he began to understand it. Slowly he began to have confidence in himself and was not afraid to volunteer in class. He says that he really applies himself to his study, but it is in the same slow way in which he does everything. He says, "I begin my work at once unless at some times I may dream when it is not interesting."

He does not accept as a fact what other people tell him, but must know the reasons and then have time to think them through. Often when something is explained to him about his lesson, he says that he sees it, but it is evident that he is still thinking it over. He most assuredly does not "jump at" conclusions. That is one of his weak points, not coming to a conclusion very often. He says, "I have not decided just yet what I want to be." This comment is typical of his general attitude.

Sometimes he imagines that people are watching him, but usually he is so much absorbed in his own thoughts that he isn't conscious of what is going on around him. Several times he has felt neglected and thought that he was unjustly punished.
C. Suggested Remedies

In the first place T is over-serious and does not seem to get enough real enjoyment from life. He needs more companionship and needs to get away from his own thoughts for a while. He says himself that he prefers companionship to being alone but that often he does have to play by himself. He isn't a person who naturally attracts people, because he doesn't say much and can't easily take his place in a crowd. One reason for this is that he doesn't have the same interests and experiences which they have had. If he would become a member of one or two organizations, he would have something more in common with the others and could take his place among them more easily.

Exercise would also be good for him. He takes part in no athletics at all. Even though he doesn't take part in competitive athletics, he should have some chance to receive more exercise. This would also give him a natural companionship with some of the boys his own age.

As far as his school work is concerned, his teachers will have to work patiently with his slowness, but he does need more stimulation. He is afraid of his powers. Lack of knowledge is partly responsible for this. As soon as he understood his Latin, he began to take part in his class work, but before that he never attempted to take any part. He needs special help with his subject matter at first to give him enough confidence in himself and then he has to have constant encouragement. After he has been given a chance to do some of the work which he can do successfully, he may begin to have more
confidence in himself and rely more upon his own judgment. He will have to have guidance in finding himself. It will require patience because he probably always will work slowly.

T's citizenship record is 96% while his I. Q. is 103; so his citizenship exceeds his native ability. He has never been a discipline problem and never does anything to harm anyone else. In fact he is inclined to take himself and others too seriously. The difficulty which he seems to have in reaching conclusions might sometime prevent him from being a good citizen, because he wouldn't take as active a part in questions of the day as the good citizen needs to. If he can be encouraged to have more confidence in his own judgment while he is in school, he will be able to carry his part of the responsibility in community affairs.
XXIII. INDIVIDUAL CASE STUDY U

A. Family History

U's grandfather was born in Ireland. After he came to America he was connected with one of the large railroad companies. Her maternal ancestors were Frenchmen and one of them helped to build St. Mary of the Woods College. At the time of U's birth, her parents were residing in Washington, D. C. Her father, an attorney, was at that time a secretary to one of the Congressmen. About three years later the family moved back to Terra Haute.

There are five children in the family, two girls and two boys besides U, who is the oldest. All of the children have very striking personalities. U says she likes the children a great deal and is to a certain extent affectionate toward them, but if they need to be corrected she tries to do it in the right way. She has had quite a bit of responsibility in regard to the children since she is the oldest. In describing her parents she says, "I think that my mother and father are the best ever, especially my father. Mother is the strict one in the family. Father is all bark but never bite. He will scold about something and if I disobey, he won't do anything about it. He lets me do anything I want to." Her description of her father is somewhat exaggerated, but it is the mother who usually takes care of the discipline.

The memory of her first day at school is very vivid to her. With her pride and independence, she fought back the tears as she saw her mother leave the school and tried to act as if
she were enjoying it. For seven years she attended a parochial school, and at the end of that time she entered The Training School. During this period of time her school days were rather uneventful.

B. Home Environment

U has always had the best of opportunities. For five years she studied music. Her attitude toward it can be seen from her own comments. "Brother and I were given music lessons. It was the same old story; my brother would not practice and after struggling along finally stopped, much to the disgust of my family. I kept on, but the only reason was that my mother and father kept saying that they knew I would make a musician and they were so sorry that my brother stopped. Finally, I could find no time to practice and gave the excuse that I would either have to stop my music or my school work. Of course, that ended my musical career."

The home conditions are very good. The father takes many magazines such as: Literary Digest and Scribner's. Their library, aside from the father's law library, consists of sets of books such as: Book of Knowledge, Universal Reference Library, Winston's and Collier's Encyclopedia. There are also many historical writings and sets of poems as well as books of fiction.

U has never had much responsibility in caring for the house because there has always been a maid, but she has helped in the care of the children. Besides this she has been responsible for the care of her own room and putting away the
ironed clothes. Once or twice in the absence of her mother she had to manage the house and even entertain guests. There is nothing which she enjoys more than the role of manager.

C. Interests

U is very fond of reading. She enjoys short stories as well as novels. She also enjoys playing tennis and golf and dancing. Winter sports are especially interesting for her, although she has not had much of an opportunity to engage in them. She says that everyone has little things that he likes to do when he is young and riding on trains is one of the little things. Last summer she rode on the train from Indianapolis by herself and thought she was very important. One of her dreams is to spend about a week on a train, traveling from one coast to another. Another dream is to be able to go to Europe, spending days on a boat and then traveling around in Europe, without any guide showing her where to go.

She is very much interested in writing and has a very entertaining style. She says she would love to have the gift of writing short stories and has always admired anyone who could write clever, interesting, and humorous stories. One of her daydreams is to become a famous authoress and to have a very fashionable apartment in New York, where she could have her own library and the opportunity to write just like Katherine Brush or some other author. "But when one is not talented," says U, "there is little hope."

At the present her ambition is to enter the medical profession, although she says that it will probably end by her becoming a veterinary, or a school teacher in some "one-horse"
town. She does set her goals exceptionally high, so high that they sometimes appear foolish, but with her determination she may be able to reach some of them. She is sincere in this desire to study medicine.

D. General Disposition

The introduction to U's autobiography is as follows:

"My father says that I ought to be called a 'grafter' since I was born in Washington, D.C. My family have always told me that the reason I have red hair is because I almost arrived on the fourth of July, but because of my stubbornness, I delayed a day and arrived on the fifth of July." U is stubborn sometimes, but there are also some commendable aspects to this side of her nature. If she sets herself a task to do, she doesn't give up easily. That is one of the reasons that some of her ambitions won't be just idle dreams, for she will strive in every way possible to accomplish them.

U is a strong leader, almost domineering at times, yet liked by the children because she is a good sport and is always fair-minded. She has very decided opinions and likes and dislikes, but if she is appealed to in the right way she can be convinced if her ideas are wrong. She is cheerful and congenial and a good mixer. She likes to be with people and very seldom meets a stranger. In a little while she will know all about the new acquaintance. She is full of fun, yet is not silly with it. Most of her remarks are extremely clever. She likes fun, but is never tempted to carry it too far. Her sense of right and justice never fails her.
There is nothing which she enjoys quite so much as being appealed to and given a chance to help in any emergency. She was a member of the junior class which had the disagreement over the junior prom. As soon as she saw that there was need of her services, she immediately "shouldered" part of the load and worked faithfully to the very end. Until such a test as this, she might be understood as the kind of person who does a great deal of talking and not very much acting. Several times, however, she has proved her sincerity and her capability of carrying responsibility. She never slacks until she has finished.

U has an I. Q. of 104; so most of the time she works to her fullest capacity. Sometimes she becomes lax and does not apply herself to her work as she should. Her best grades are made in English, French, and biology. It seems almost impossible for her to get Latin. In the first place she says that she has never liked it and the only reason for taking it was that her parents insisted. She probably did not get a good foundation because of failure to concentrate and has been lost ever since. Because of her lack of interest it is almost impossible for her to concentrate on it. She is likely to sit and daydream for a while. Then after she finally begins she does not succeed in accomplishing very much. She doesn't know how to study it and knows very little about the formal part of it. This does not daunt her, however, for the part which she can get she prepares with special care and takes advantage of every opportunity to contribute what she can. She tries to make up in this part of the work what she fails to do in the formal part and often does double work.
E. Suggested Remedies

Sometimes U has difficulty in accepting criticism. At home she finds it more difficult than at school. If the correction is made in a sarcastic, abrupt way it is hard for her to receive it graciously and accept it as justified. However, if it is given in a constructive way and she feels that it is given to help her improve her personality, she accepts it gladly and graciously. She doesn't like to feel that she is being bossed, but if her sense of responsibility is appealed to, it is possible to get her to work hard. In many ways her actions make her seem older and more responsible than others of her age. This is probably because she has had some responsibility with her younger brothers and sisters. If she feels that anyone has confidence in her, she does everything within her power to be worthy of that confidence.

U has to be treated as an older person rather than as a child. What abilities she has she should be allowed to use. She may be more successful than some who have higher I. Q's because she has the determination and forcefulness to accomplish things and make the most of her opportunities. If her teachers understand her disposition they can stimulate her to greater accomplishments and help her to round out her personality.

Her citizenship is 94%, while her I. Q. is 104. Because of her good common sense and sense of responsibility she will make a very valuable citizen. Her executive ability is also partly responsible for her high ranking. She makes the most of what ability she has and should be encouraged to do this.
XXIV. INDIVIDUAL CASE STUDY V

A. Early History

V is a brother to the girl who has been discussed in the previous case study. As has already been said his family conditions are very good. Both parents are well educated and give their children many opportunities.

V’s autobiography begins thus: "I was born five thousand, seven hundred and seventy-nine days ago in Washington, D. C. A certain middle name was suggested by some well-meaning friend. Young as I was, I raised enough racket to let them know that I was not going to be a butler, doorman, or waiter. They understood. As a result I am always referred to by my first name and never by my middle name. The first years of my life went very well, and I began to show signs of being an electrician or mechanic. At the age of two I had discovered that the receiver, the mouthpiece, and bells on the telephone would come off; that the gas jet on the oven could be turned on without applying a match; that the wheels and bolts on my tricycle and coaster would come off; and that the screws in the door knob were of no use to the door, but made very good tooth-picks for the dog. When I was two years old mother had decided that I was not to be a mechanic or an electrician. For the next three years I was seated on the porch with a huge, black straw hat on, and dressed in spotless white. You can imagine how I enjoyed this! At the age of five I was sent to school, (I didn’t say I went--I was sent!)."

For seven years V attended a Catholic school. For the
last three years he has attended The Training School. There, in opposition to his parents' wishes, he has chosen to put emphasis upon the social side of school.

V says that he is afraid that his attitude toward the other children in the family is rather domineering. His favorite is his small sister, although he has earnestly tried not to make it noticeable. He has never been praised continually by his parents or made to feel inferior to the others; in fact there has always been a feeling of equality among all of the children.

B. Interests

As V is a very active boy of fifteen he finds a great deal of enjoyment in sports; such as, golf, tennis, baseball, basketball, football, fishing, and swimming. He also enjoys dancing at school parties and country club parties. However, V was forced by his father to give up his active membership in the country club because of his failure in Latin. He enjoys their library and especially enjoys reading mystery stories and adventure. He has read all of Mark Twain's books and Roosevelt's books. Because of his interest in science he likes the scientific magazines.

He dislikes Latin and says that he doesn't mind the rest of the subjects. He says, "Under pressure I can work very hard. I get my work easily when I work." He also has difficulty with algebra, because he does not give it enough time. He is sincerely interested in science, and it is because of this interest that he too has decided to become a physician. He has had this ambition since he was in the sixth grade. His grades
in science have been better than in his other subjects. After completing high school he intends to attend Georgetown University and study medicine. After this he says, "I expect to come back and marry some Terre Haute girl and take her back to Washington, D. C., where I intend to begin my practice."

C. General Disposition

V is an attractive, friendly, impulsive boy, very proud and neat in his personal appearance. He is usually very polite and courteous. As has already been mentioned, he is so busy with his many outside interests that he can't take the formal part of school seriously. He says of himself, "I only believe one-fourth of what I hear and one-half of what I see." That is almost true. He likes argument and if there is any chance to find fault with a statement or philosophy he will always find its weak points. He doesn't intend for anyone to "pull anything over on him". His own opinions are decided. He is courteous about hearing the other person's point of view, but unless there is some good reason for his accepting it he will probably keep his own opinion. If he were not courteous and generally good-natured, this trait might be very disagreeable to others. He doesn't become angry easily, however, and if he is angered he soon gets over it; he never sulks. He is not especially sensitive, so is not continually getting his feelings hurt.

He is usually a leader rather than a follower. He is a "good sport" and for this reason is well liked by other boys. He says that he is attracted by personalities rather than by good looks and likes people who are good sports and considerate of others. He is sincerely honest. He doesn't try to cover up
his faults with excuses and his standards of honesty are sound. There is only one time when he held a grudge. He felt that he was punished unjustly by one teacher and never has forgotten it. Ordinarily he accepts criticism very graciously and would profit by it if he could accept it seriously enough. He always seems very sorry if he has done something wrong or failed to do something which he should have done, but he forgets to profit by his criticism.

D. Suggested Remedies

V has an I. Q. of 118 and is capable of doing very good work. As has already been stated he is interested in the social side of school rather than the academic side. He doesn’t see the real purpose of studying. In the first place he has trouble concentrating long enough to really accomplish anything. He needs to be kept long enough at a task to really finish it. As it is he hurries from one thing to another until he doesn’t do justice to any one. He seems to be physically fit and so full of life that he has to be exerting himself in some way. It isn’t a nervous attitude which he displays, however. It would seem that V needs some one “with a strong hand” to work with him for a while. He can’t be made to do something, but he needs to be firmly shown that it is necessary for him to settle down and concentrate for a while. He needs to learn that a certain amount of formal education is necessary before the other can be accomplished.

It is possible that he does have too many outside activities. However, he should not be deprived of any of the sports, because he needs a great deal of physical exercise. He
might give up some of the other organizations until he does well what he has to do. Then when he has learned to work thoroughly and systematically, he might be allowed to resume some of his activities. It won't help him any to tell him to work hard. He is going to have to be shown how to work and how to study and how to use his time economically. If he is given a chance to use some of this excess energy in some of his class work, he might become thoroughly interested in some of it. He has resourcefulness and reliability as well as good judgment; so he could work effectively with special problems. He could be given a responsible position in committee work. This summer, this plan was tried and his grade raised from D to B, above average. He found that he could really accomplish something if he tried hard enough and concentrated.

V's citizenship grade does not compare favorably with his I. Q. The I. Q. is 118, while his citizenship is only 81%, clearly below the average. The preceding discussion partly explains this. If he can be interested enough in his work to put this extra energy into his work, there will not be as much time left for his mischief. He was not at all a discipline problem this summer and seemed quite proud of his achievements.
XXV. INDIVIDUAL CASE STUDY W

A. Early Life

"Yes, indeed, it was a sad event in the dear old world when I came into existence," says W. "In the first place daddy was very much disappointed in the fact that I was not a boy; but as that was not a fact which could be remedied, he pushed his hands deep down in his pockets and with a slight shrug and a faint smile he walked away. Having already made a bad impression upon the public in general, I comforted myself for the next two years with a long period of howling (so I am told). To add to this distressing feature I became extremely particular about the food I ate. My first six years were one grand struggle, but at last I decided that since I must live I might as well do the thing properly. So from then on I improved rapidly, much to the delight of my fond parents."

Being the youngest of three children, W was always introduced as the baby of the family, a title which she didn't admire. Then, too, she was the last one privileged to remove those articles of apparel known as high shoes.

W thinks that an autobiography would be incomplete without the author's love affairs. She declares that hers began early. Her first one was with a little boy across the street who used to come to play with her every day when she was only three years old. When she was five, she liked to go home with an organist who had a little boy with beautiful blonde hair, which was cut short and stood up in the middle. While she was in the fifth grade, on Christmas Eve she received a huge box of
candy from one of her classmates. The next year the same classmate presented her with a compact, which, because she was too young to possess it, was given to her older sister.

She says, "There must be a strain of peacock in my blood, for I stood for hours before the mirror, mocking, laughing, and dancing. A very sad feature of this vanity was a weakness of wanting to wear my Sunday dress on Monday, and it always took tears and persuasion to satisfy both parties concerned."

Church has played an important part in her life, for she attended almost every Sunday. At the evening service, if the children were inclined to be restless, they were given paper and a chance to express any artistic inclination which they may have had.

When W was eight years old the family made their first long trip in their first car. It seems that just previous to the trip they had had an accident; so the long trip was made almost with fear and trembling. W describes it thus: "At a mere bump in the road, we stopped, changed to low gear, and slowly climbed the small ascent. When it came to the mountains we would stop at the bottom, get our breath, and just hold on in agony until we got to the top." Since then they have traveled thousands of miles, but not with the same feeling with which they made their first trip.

B. Environment

W's family consists of: her mother, very fond of music, and a teacher; her father, fond of books and travel, a teacher; her oldest sister, fond of music, with likes and dislikes
similar to her own; a sister just older than herself, fond of music and travel, demanding a great deal of attention and sympathy.

W's home life offers many advantages and opportunities. The children have had the opportunities of music, traveling, and of meeting "worth-while" people. All three of the girls are very good musicians. They have had an abundance of books, both fiction and non-fiction. W's mother says that she is just a bundle of sunshine, so gifted in brightening the world that all of the family depend upon her to drive away the clouds. Not only is she like this at home but at school as well.

Her outside activities are: Blue Triangle, French Club, Girls' Athletic Club, church, and music. She says that such activities as have been listed take up most of her leisure, but she also enjoys writing letters, going riding, and seeing interesting people. It is hard for her to sit still very long at a time, especially if she knows that there is something more interesting that she might be doing. She likes to read, but there are usually so many things that she has planned to do that it is hard for her to concentrate on any great amount of reading.

She says she likes school very much, especially at the beginning and as long as teachers are reasonable and the work doesn't pile up. She is very much interested in French and English. Her history is hard for her because she did not have the proper background prepared in the seventh grade. She didn't like algebra very well, because she was absent for quite a while and lost many of the basic principles. Geometry she found fascinating, partly because she worked with a teacher whom she admired and who took a personal interest in her children.
C. General Disposition

W has already been described as being a bundle of sunshine; this she truly is. She is glad to be alive and makes other people feel the same way. She is never quiet, always hurrying from one thing to another. She is well liked by everyone. She has but one or two really intimate friends, but there are many whom she enjoys being with as long as there is no clash of ideals and standards. She says, "I like friends who have lots of pep, real fun, high ideals, and a certain reverence and respect." She says that her association with church has meant a great deal to her, and that without it her character would have been lacking in a very essential factor in training. Of course she realizes that her home training has also been an important factor in the forming of her character. She detests dishonesty in little things, because she feels that it will lead to dishonesty in bigger things.

W works hard and really accomplishes a great number of things. Even though she enjoys doing so many different things she does not neglect her school work. Her grades have been especially high. Even when she carried extra work during her junior year, her average was an A. Some subjects she can get without very much difficulty, but others require a great deal more work. She says, "I usually work hard because of the desire of my parents as well as because of my own desire to do my very best."

She says that some of her weak points are: not having the nerve to say "no" for fear of hurting someone's feelings, and trying to take in too many things and not concentrating on any single
one. She has definite ideas but is likely to "give in" when she sees that she is hurting someone's feelings. She is very sympathetic; in fact she is inclined to be too sympathetic at times. So far if it is a question of living up to her ideals, she has no trouble in saying "no".

Recently W says of herself, "Lately, very unfortunately, I seem to be giving excuses for so many things that I do and don't do. It seems that I can't get around to everything, and I always leave out the most important ones. I do not think through things as clearly as I ought. I just accept too many things at their face values. I do not jump at conclusions--in fact, I wait too long in making decisions. I always try to see other people's point of view and that is what makes it hard for me to decide questions; there always seem to be two sides of the matter--two very human feelings concerned."

D. Suggested Remedies

W is entirely right in her analysis of her recent actions and attitude. These things are beginning to trouble her. It is extremely important that she is concerned about her changing self. In the last few months this change has gradually become evident. Most of it can be explained by a friendship which has developed recently. The girl with whom she spends most of her time is a very brilliant girl, but she has a disposition entirely different from that of W. In the first place she has a great deal of money and a car at her disposal. At the present she is engrossed in spending this money. Because of this money she can do a great number of things which W has not had the chance
to do. Often she spends this money on W. They are beginning
to gather around them a small group of friends, excluding many
others. Now W has always been friends with a great number of
people and has claimed to especially dislike "snobs". Now she
is in an exclusive group herself. These people do not have
the seriousness of purpose which W has. They are bent on
having a good time. Their standards are not extremely low but
they are not as high as W's. Now some of this less serious
atmosphere might be good for her, but she should not be utterly
absorbed in it. As she says she is beginning to neglect some
of the important things which she should do. It is troubling
her conscience. She was with some of this same group during
summer school. At the present she is gone on a trip and will
be away for the rest of the summer. There is a chance that she
may be able in her absence to regain her former self and next
winter keep her sense of values. Her family probably haven't
noticed the effect upon her yet. If the association is going to
prove harmful an effort will have to be made to try to break this
association. The family will probably be successful in doing
this. Someone will have to talk to her frankly about the
dangers. It seems to be her fear of hurting anyone's feelings
which makes it hard for her to take too definite a stand. As
yet the situation isn't especially alarming, but care will have
to be taken that it doesn't become alarming.

As yet she has no definite idea of what she wants to
be. However, she has come in contact with some things in which
she is particularly interested; namely, medical work, care of
small children, and certain types of dramatic work. Some
teachers may be able to give her some helpful guidance in the decision of her life work.

Her I. Q. is 120 and her citizenship record is 100%. This citizenship ranking can easily be explained by the unusual training which she has received. When she gets through this rather irresponsible period, with a steadying force and the influence of her previous training she will probably still be a good citizen.
XXVI. INDIVIDUAL CASE STUDY X

A. Family History

X is a sister to E, who has been discussed in Case Study E. Her parents, as has already been stated, are both teachers, although the mother is just doing substitute work now. X is eighteen months younger than her older sister and three years older than her younger sister. Her attitude toward both of her sisters is affectionate, although she reluctantly confesses that at times she has been jealous of the older sister who was allowed privileges which were denied herself because of her age. She says that at times she is rather domineering in her actions toward them, if she has ideas which she thinks are better. Her mother says that she is somewhat inclined to be impatient with her sisters and critical toward the other members of the family. Her father is her chief pal as they seem to have many of the same interests. She and her older sister are also chums and go many places together.

B. Early Life

X says that partly through her sister's influence and partly from her still talkative nature that she was saying a great number of words before she was a year old. She tried to walk before her feet were strong enough to hold up her weight, consequently she was kept off her feet for several months. She had her first Christmas tree when she was ten days old and her second one a year later when she had begun to believe that Santa Claus was some sort of a great man whom everyone should love as much as she did at the time.
When X was a little more than a year old, her family moved to Indiana. Many of their summers were spent visiting relatives. She remembers those summers with great pleasure. The first summer after they had moved to another part of Indiana, the children contracted the measles. This experience ended with a mastoid operation for X and a great deal of sickness for her older sister, which has already been discussed. After X's operation she recovered fully. X attended kindergarten and because of the training which she received there she finished all of the first year and the first half of the second year in one year. The second year she completed the second grade and the first half of the third grade, finishing the third and fourth grades the following year.

The summers since the family has moved to Terre Haute have been spent visiting, traveling, and going to school. At present the family is in Bloomington, and the mother and father are both working on graduate work.

C. Interests and Activities

Magazines to which X has access are the following: American, Good Housekeeping, Every Girl, a camp fire magazine, The American Girl, The American Boy, Delineator, Atlantic Monthly, and various historical magazines. She says that she has been wisely guided in the selection of reading material by her teachers and her parents.

She says, too, that her educational and social activities have been carefully chosen, and she has been allowed to do as much with them as she wished within sensible bounds. Her mother says that her outside activities are everything that she can find
time to take on; namely, Blue Triangle, Epworth League, Intermediate Chorus, Orchestra, Trio, Art Club, and Girls Athletic Association. What leisure time she has left from these activities is spent in reading and sport. She is just learning to swim and is fascinated by it. She likes music very much and has four years of piano work and two of violin. She plays in the school orchestra, in duets, and trios. For the past year she has sung in choruses and in some duet work with her sister for church purposes.

No definite decision as yet has been made as to her life work. She thinks she would like to either write, do something in the music line, or teach. She has changed her ideas many times. At various stages she has desired to be a stenographer, model, and travel in the circus. She would like to continue her music at some good conservatory of music after completing her college work.

D. General Disposition

X is usually cheerful and congenial, although at times she gets angry rather easily. She is rather highly emotional, although in class she appears reserved and quiet. Her mother says that she speaks quickly and thinks later. She is entirely unselfish; in fact she is so much so that her mother often has to caution her not to give everything away. She thoroughly enjoys being with people of both sexes. She does not have dates, although she attends parties where there are both sexes. She is beginning to show an interest in one or two of the boys in her class. She has been with people somewhat older than herself because of her sister. She is fair-minded and accepts criticisms graciously.
She likes to have criticisms if they are made in a helpful and friendly manner, because she is eager to improve herself in any way. She is not a dreamer; in fact she doesn’t have time to dream.

X’s application to her work is usually regular and adequate. As she is not subject to dreaming, she can begin work immediately. She can do her best work when she has a sufficiently long time in which to do it and when there is no pressure or force brought to bear. She often works according to a definite schedule. This she considers necessary, if she is to get in her studying, practicing, and recreation in one evening. Seldom does she fail to carry out a schedule.

As has already been mentioned, X likes to be with people. She is easy to become acquainted with, because she herself enjoys making new acquaintances. She says, "I do not like disdainful or snobbish behavior, as I think that among my associates there is not much difference in opportunities. Besides I can not see why some people, because of their money, should be disdainful toward people who may not have so much. I don’t think that playing up to important people is quite the thing. I do not think that jealousy is called for, as every person should be able to play a part. However, I find it one of my hardest objects to overcome." X has a wide circle of friends. The things which attract her in her friends are: charm, interest in sports, intellect, friendliness, and common interests.

X says that she likes a certain amount of sympathy and friendly advice, but she likes to work out her problems as much as possible by herself. She can usually see her own faults and tries earnestly to improve them.
D. Suggested Remedies

In most instances X has very desirable traits. There are a few of them which might be strengthened. With her high standards and good background she could have a good influence upon others of her own age. Although outside of class she is not at all backward, yet in class she is somewhat reserved. At first it is rather difficult to discover her ability. Her I. Q. is 133 and she is evidently not working to her fullest capacity, although her grades are very good, an A average. Her progress through the grades has been rapid. It may be that adjustment in her new school was a little hard to make and that she was afraid of attracting attention at first. She says she is not shy and that she is not afraid of attracting attention, but sometimes she gives that impression. Something will have to be done to encourage her to express herself more freely. Her interest is always evident. She could exert a good influence upon others if she were given opportunity enough to use what leadership she has. In most of her class work she lets others take the lead, yet she is a very dependable, efficient person. She needs a chance to use her executive ability. If this isn't used now, she may come to think that she can't take the lead. She has tact and is well liked by her classmates. With special responsibility, her reserved manner in class would probably disappear.

X's I. Q. is 133 and her citizenship is 100%. It can easily be seen why her citizenship is so high. Her training and general environment has given her every possible chance to develop the habits of good citizenship. She will be an even more
valuable citizen if she can use her good traits in helping others to become good citizens. Such a person would be a desirable leader in a community.
XXVII. INDIVIDUAL CASE STUDY Y

A. Home Environment and Early Life

Y's parents are both of German descent. His father is a retired workman. He is the youngest of five children, with three brothers and one sister older than himself. All are married except one brother. He doesn't have more affection for any one member of the family than he does for the others. He says that he has never been praised a great deal nor has he been made to feel inferior around home.

Y's usual companion is a boy who lives next door to him. The two have grown up together. Y says that they used to spend half of their time quarreling, but they were good friends nevertheless. Even before he started to school, his brother who is a ball player, taught him how to play ball. He started to kindergarten at the age of five and enjoyed it very much. He liked his teacher, but she humiliated him one day by placing him at a table by himself because he had been mischievous. He was very much ashamed of himself. He attended the same school for four years and then attended a Lutheran school until he finished the eighth grade. At the end of that time he entered The Training School and has attended it for one year.

B. Interests and Activities

Y isn't very much interested in organizations, although he does belong to the Hi-Y. He says he has a hobby of working in his father's work shop. There are all kinds of tools with which he can make boats, airplanes, and many other things. He
sends he spends a great deal of his time in mowing the lawn and
raking and taking care of the yard. Not far away from his
house there is a small school library, but he does not like to
read very well. At home there are also books, papers, and
magazines, but he does not care much about them. When he does
read he likes to read fiction, especially adventure stories.
He does like all kinds of sports as: basketball, baseball,
hunting, skating, and sometimes football. He says that drawing
and making things are his special abilities. He has had a
chance to study music, but thinks that practicing requires too
much time. He especially dislikes farming and gardening.

Sometimes he thinks he would like to be either an
athletic coach or a professional baseball player. He has
probably decided this because one of his brothers has been both
of these. In fact all of his brothers have been either coaches
or athletes. At other times he thinks he would like to become
a cartoonist. He thinks that he would like to be a cartoonist
because he enjoys drawing and really has a special ability in
that field. Industrial arts is his most interesting subject,
because he likes to work with tools.

C. General Disposition

Y is a rather quiet pupil. He doesn't seem to have very
much confidence in himself and really has more ability than he
thinks he has. He seems easily discouraged. He doesn't have
the ability to express himself clearly and this gives the im-
pression that he does not have definite ideas. He does not seem
in the least selfish or spoiled, although he is the youngest of
the family. He is very affable and likes boys of his own age
and those possibly a year older.

He says of himself, "My nature is a tantalizing sort and I sometimes get angry very easily. If my mother would ask for me to do something, maybe I would and maybe I would not--mostly maybe I would not." His mother says that he is the type of boy to be led with kindness to do things but cannot be driven by threats and force.

Y has an I. Q. of 125 but is doing below average work. The only subject in which he made a grade above average was physical education. He says that he likes all of his teachers and that they are not to blame, but that some subjects are just more interesting than others.

As has been mentioned before, Y is not at all selfish and enjoys being in the company of others. He says he likes people who are fair and square and who are on the job all the time, but he dislikes those who are dishonest and who do not "play fair". Y is probably over serious for his age. He is really only fourteen years old, but he seems older. This is probably explained by his association with the older members of his family.

D. Suggested Remedies

Y is clearly not working to his fullest capacity. In the first place he does not look very strong, although he has never had any serious sickness. He is five feet and one inch tall and weighs about ninety-nine pounds. He is smaller than any of the other boys in the class and doesn't seem to have the "pep" and vim that most of them have.

He seems to have an inferiority complex. He needs to have more confidence in his ability. In Latin his difficulty is
in his poor start; he didn't know how to study. In the first place his study habits are bad. He says himself that they are spasmodic. Nor does he always use his time profitably. Often he wastes part of it in getting started. When asked what he thought about his general intelligence he said that he thought it was about average. It is possible that if someone takes a special interest in him he may have more respect for his ability. A little bit of deserved praise would be an encouragement to him. If he could use his ability to draw and construct things in some of his other subjects, he would not feel so inferior in his work. He says that he can't be very much interested in some of his subjects because he doesn't know enough about them. If he has an opportunity to contribute what he does know he may get enough confidence in himself to contribute more. He is backward and will not make much of an effort of his own accord. For this reason teachers will have to give him special attention. He needs to talk more. With practice he may be able to express himself more clearly.

He, too, needs to take part in more outside activities. He hasn't been in this particular school very long; so some of the boys need to make a special effort to be nice to him and draw him into their sports. They could reach him through his interest in athletics.

His citizenship record is 99% and his I. Q. is 125. When he learns to have more confidence in himself he will probably receive a marking of 100% in his citizenship.
XXVIII. INDIVIDUAL CASE STUDY Z

A. Family History and Environment

Z was born fifteen years ago of French and German parents. His paternal grandfather fought in The Civil War. His mother received her education in an academy, but his father, a salesman in the city, did not attend high school. It seems that two aunts and an uncle live with Z's family and keep him supplied with spending money.

There are two other children younger than he, a brother and a sister. He always treats them with fairness, but he loves to issue commands and have them obeyed ("a likely 'hang-over' from his soldier grandfather," his mother thinks). He shows no partiality in affection toward any member of the family.

Z's home is very large, with large fields on two sides; thus he has opportunity for a great deal of physical exercise. Reading material at home includes two city dailies, a weekly metropolitan paper, weekly national magazines, monthly national magazines—all of the better class of reading material. The radio furnishes the only musical opportunity.

B. Interests

Z likes semi-classical music and some of the popular melodies but does not care much for jazz. He is deeply interested in birds, enjoys flowers and beautiful sunsets and clouds. His favorite activities are swimming, baseball, tennis, and riding. He prefers company at home rather than elsewhere. Neither parent is very much interested in social activities, and it seems that Z
is not especially interested. It is not that his parents oppose his membership in any organizations, but he doesn't belong to any except the Hi-Y.

When Z's aunts made a trip around the world, they sent him postal cards from all places of interest. With these cards he has made a scrap book. At the present time he has a friend in Europe who supplies him with material for his history work. Z keeps this history notebook for the pure pleasure of it. In addition to this notebook, he has made an aviation scrap book. Two other hobbies are making ship models and reading. He particularly likes to read current event articles. Several times he has changed his mind about what he would like to be, but at the present time he favors electrical engineering and thinks that he may attend Rose Polytechnic after high school.

C. General Disposition

For a long time Z has had a fear of the dark and burglars. This has probably been caused by several burglaries in the household during his childhood. In the presence of people whom he believes intellectual he seems to have an inferiority complex, but in the presence of those who are younger he is inclined to have a superiority complex.

If Z thinks that his work is not giving satisfaction, he gives up easily, but he works to a good advantage when he is encouraged by those in authority. For the most part he is a very amiable person. Sometimes he is childish, likes to giggle, and is inclined to be noisy. Nevertheless he likes school and his actions are characteristic of his age and are not maliciously planned by him. Sometimes he giggles almost hysterically. Often
he is very self-conscious. He has made a special effort to
overcome this, however, by volunteering for a number of special
reports. He usually chooses topics in which he is especially
interested. In this way he can usually become absorbed in the
subject matter and forget his self-consciousness. A slight
nervousness is still apparent, but he has made a marked improve-
ment. He makes a brave and earnest effort to take more part in
class and really seems to do better for a while. Then because of
his sensitiveness and lack of confidence in himself if he gets
something wrong he seems to lose what improvement he has gained.
Criticism has to be made very carefully. If it is entirely
constructive he tries to profit by it; even then at first it dis-
courages him. If he feels that he is criticized unjustly, he be-
comes rebellious.

Z has an I. Q. of 104; so in most of his subjects he is
working almost to his capacity. His results, however, would be
more apparent if he could concentrate more and not give up so
easily.

D. Suggested Remedies

First of all Z seems to need encouragement. With this
he may be able to gain more confidence in himself, and then he
can receive criticisms without too much discouragement. It may
be that Z is really setting too high a standard for himself and
then when he can't attain it he feels that he hasn't accomplished
anything at all. Of course it is always better for a person to
have high standards, but if it is going to have the effect which
it has upon Z it should be explained that we can't always be
expected to reach perfection. If he could realize that failure to get a thing once should be an added incentive to try again and a little harder this time he might not give up so easily.

A frank discussion with Z about his attitude by some teacher would help him. If then this one teacher would explain to him that she is going to offer him criticism at various times to really help him improve, he would have a different feeling toward the criticism. When he knows that someone is sincerely interested in him and not just finding fault with him he can work much better.

Z himself has found a solution to one of his problems. He has deliberately set himself the task of giving oral reports until at the present he can give them without much embarrassment. If he could employ the same determination in strengthening some of his other weaknesses, he would probably have the same success. For this remedy to be successful, he must have a sympathetic and understanding person to help him.

Z's I. Q. is 94 and his citizenship marking is 94%; so his citizenship is clearly above his I. Q. This can partly be explained by the strict moral training which he has received at home. He has not been allowed to smoke, and even though he has often been offered a cigarette he has not been tempted to go against his parents' wishes. His standards and ideals are very high, and he is always honest in little things as well as big ones. Z's citizenship rank was not higher because of his mischievous attitude. He never does anything that is radically wrong, but he does like to tease. In some respects he seems grown up but in others he seems very childish. The development
of self-confidence in himself may help to develop the sense of his own responsibility.
INDIVIDUAL CASE STUDY AA

A. Environment and Interests

AA is a brother to G who has already been described in Case Study G; so the family history will not be repeated. Both parents are fond of social activities and both have a good education.

AA has very good home conditions and most of the opportunities which are offered the American boy of today. He has access to a good library and has had the opportunity to travel. Three times he has accompanied his father on fishing trips in the northern part of Wisconsin and Canada. The last three summers their vacations have been spent at an Indian reservation in Wisconsin.

When AA was about fourteen years old he was allowed to drive their car. His own comment on this is, "Then came the women. My big mistake, but so far there is nothing serious." There is some trouble connected with this, but he refuses to talk about it.

He likes to dance, play golf, tennis, baseball, basketball, cards, and swim. He thinks probably he would like to become a chemical engineer, but his plans are not as yet definite. One of his friends has been urging him to continue his education at Purdue University, where his father received his training, but he hasn't decided definitely what he wants to do.

AA has dates occasionally. At such times he either goes to a dance sponsored by the school or to a movie. He told of one incident which was a great embarrassment to him. One afternoon he and one of his classmates had played tennis for several hours. He had always disliked the girl because she was so
snobbish and condescending, but they were both tired and thirsty; so on their way home he suggested that they stop at a drug store. They sat down at a table opposite two girls of their acquaintance. When the waiter asked for their order, AA's companion glanced haughtily at the two girls opposite them and ordered a drink costing much more than a coke. The two girls giggled. Without further comment AA said that he never had and never would like snobs, and more than that he had made up his mind to associate with people of his own class. He says, "I don't think I'll ever get married, but that's just a young boy's idea."

AA is a very good musician. He has studied music for eight years, both piano and violin, and hopes to continue his study in some conservatory. He has two violins, one of which he says cost five hundred dollars. His favorite composers are: Mozart, Beethoven, and Kriesler. He is a member of a church orchestra, school orchestra, The Terre Haute Symphony, and The Civic Music Association. He also sings in the church choir.

AA makes almost all of his own spending money. One summer he worked at one of the grocery stores, and this past winter he has worked on Saturdays as special delivery boy for one of the newspapers. He has saved most of his money and expects to help himself in school.

Besides sports and musical activities he takes a very active part in church work. He belongs to the young people's organization of his church and is often the leader of their meetings. He is also a member of The Hi-Y.

B. General Disposition
AA is not an especially attractive looking boy, although he is always polite and has pleasing manners. His ugliness, of which he is aware, has not made him reticent and self-conscious. After a while his individuality of expression and attractiveness of manner predominate, and his physical traits become recessive.

He is of a very unselfish disposition and rather easy to get along with, although he has very definite ideas and opinions about things. As a rule he is fair-minded and tries to accept criticisms in a gracious manner. Sometimes, however, it is hard for him to see the criticism. He is even tempered and usually cheerful. He makes a special effort to be cheerful and see the bright side of things. Seldom does he become angry, and then his anger is soon over. At times he speaks quickly and rather abruptly. After he has had time to think a matter through, he is willing to change his opinion if it has been wrong.

In regard to his own intelligence he says, "I don't think I'm so exceptionally bright, but I make my grades and I know a few things." He is somewhat of a plodder, not overestimating or underestimating his ability. He seems to be quite satisfied with making average grades. He sees no particular reason why he should strive toward a higher achievement. He never exerts a great deal of effort, although he does work methodically. His work isn't especially hard for him; so it is quite likely that it is possible for him to accomplish more than he does. He works better when he has a great deal of time and isn't under pressure. He becomes confused if he is hurried too much.

He is usually sympathetic, if he thinks that people have troubles which they can't help. He is rather sensitive himself but tries never to show it if he is hurt. He dislikes sympathy or
anyone who courts it. He says, "I try to improve my personality by reading good literature and talking with refined people."

C. Suggested Remedies

Although AA has about an average I. Q., he is not working to his fullest capacity. He doesn't seem to feel the need of doing all that he can. Of course he is especially interested in music, but he should also make the best of his other opportunities. He is somewhat self-conscious, although he tries to conceal the fact. Of course, he never becomes very much excited about anything; so he wouldn't necessarily make a display of his interest and enthusiasm. Yet it would show in the manner in which he approaches his work and the results which he obtains.

Although AA is fond of sports he isn't as active as he should be. If he would take part in some competitive athletics he might have more of an incentive. He acts older and more serious than most boys his age. In fact some of his attitudes are a little too cynical for a healthy frame of mind. He rather doubts the sincerity of people sometimes. There is one teacher who makes a very special appeal to AA. It may be that by her interest in him he may gain a more wholesome outlook upon life. Once in a while it seems that his standards are not just as high as they should be. Every opportunity should be taken by his teachers to instill in him a right sense of values. If his interest could be so stimulated in some phase of his work that he would accomplish something very valuable, there might be enough satisfaction in that to serve as an incentive for more valuable work. He has the ability to work out problems and if they are made stimulating enough he may be saved from so much thinking about
himself. If he could be encouraged to participate more in group projects, again attention would be taken from himself and he might come in contact with honest, sincere, and wholesome people.

His citizenship is 94% while his I. Q. is 107. He has a practical knowledge of things and carries responsibility easily. He is concerned about making a good impression upon people and for this reason gives special attention to most of the habits and attitudes which contribute to good citizenship. Care will have to be taken that AA is really as much interested in possessing the traits of good citizenship as he is in having people think that he possesses them. Someone needs to help him set up a definite, wholesome set of standards.
XXX. INDIVIDUAL CASE STUDY BB

A. Environment

BB comes from a good home and his surroundings have been good. His father, a good musician, was born in Germany and is a graduate of the Royal Conservatory of Music. His mother has a college education.

Before entering The Training School he attended Morgan Military Academy. While there he remembers living in fear for the period of one month. He and some of the other boys had been smoking in their room, and one of the instructors came in and smelled the smoke. They were afraid that they would be expelled from school and for a whole month expected to receive the notice of their dismissal. BB rather takes pride in this incident now. He says that another fear that he possessed when he was younger was that of the razor strap, although he didn't receive it often. He is an only child so has had his way most of the time. He says that he has both been praised and made to feel inferior.

B. Interests and Activities

BB's outside activities are basketball, swimming, baseball, and tennis. He doesn't take part in many organized activities. Although he has musical opportunities and likes to read, he is mainly interested in athletics. His athletic coach was his ideal of an instructor. He once told BB that he was a fool, but BB considers him the best friend he has besides his mother and father. He has almost hero-worship for him. If BB could have
been with this coach for a longer period of time he could have exerted a very good influence over him, for BB would have gladly respected criticism received from him. He much prefers men teachers to women teachers, probably because of his training in a military school. He feels that men teachers understand boys so much better than women teachers do.

C. General Disposition

It sometimes seems that BB makes a special effort to expose his masculinity because of his small stature. He wouldn't want anyone to think of him as being the least bit feminine. His manner is abrupt and almost "smarty" at times. Yet when it comes to the test, some of his traits are commendable. He says that the most difficult question he had to solve was the spending of a dollar. He wanted to go to an amusement park, but he and his roommate found a dog that had been run over. They decided it would be best to take the dog to a veterinary. BB still wanted to go to the amusement park, but he couldn't bear to see the dog suffer.

He says that he is grouchy in the morning but as the day progresses he becomes more cheerful. He is highly emotional and doesn't seem to make much effort to control his feelings. He says, "I don't especially care if I do hurt someone's feelings, for mine have been hurt very many times." Of his liking for people he says, "I like people in general, but some people give me a pain." He is not always courteous in his actions.

Of his ability he says, "I guess I could get my work if I would apply myself to it." He is quite right. With an I. Q. of 122 he is making grades below average. His application to his
work is spasmodic and he doesn't even seem to be especially interested in any field, with the possible exception of physical education. Even in this, however, his grades have dropped to average.

If attention is drawn to him he becomes self-conscious. He says that he tries to appear cold toward people and that he usually succeeds.

When asked if he ever tried to improve his personality he replied, "No, I just go along with my same personality, if I have any."

D. Suggested Remedies

As has already been mentioned BB is very desirous of appearing masculine. He seems to think that it is very necessary for him to assert himself and seem very independent. He carries this to an extreme and sometimes becomes discourteous. One day in class his manner toward a practice teacher was insolent and he tried to be "cute". It happened that he was doing some work at the board in front of the rest of the class. He was at a disadvantage because he didn't know very much about the work which he was trying to do; so to cover up this lack of knowledge he tried to divert the attention of the class by this nonchalant attitude. The practice student acted very wisely, for she acted as if his attitude were quite natural and continued explaining the work to him in the same way.

When the critic teacher talked to him after class, she tried to explain to him just how he appeared to others. It really is a dangerous attitude for him to assume, because sometime he would likely meet someone who would immediately attempt to show
him in a forceful way that he wasn't as "smart" as he thought he was. It is a very unpleasant attitude and his teachers should watch that it doesn't gain any "hold" on him. Since that time he has watched himself and considered the feelings of others some. His interest and attention in class have been better since that time.

He wants to become a lawyer because he thinks there is a great demand for good lawyers. After high school he expects to spend several years in college. So far he has made no great effort to take advantage of his opportunities. He gives part of his attention to his work as it comes along, but he has no real consciousness of purpose. He needs to develop that first and then with steady application he would probably become interested. Since he prefers men teachers, some of them should try to gain his confidence. After developing a friendly spirit they could guide him and show him that a person may make the best of his opportunities and still be masculine.

Although his I. Q., 121, is above average, his citizenship is just average, 88%. If, as has been suggested, he can develop a seriousness of purpose, he will eventually learn his responsibility toward other people. He already has a sympathetic nature; then if he could feel that it will not detract from his to exhibit this side of his nature, he would become a more dependable and considerate person.
XXXI. INDIVIDUAL CASE STUDY CC

A. Family

CC is the twin brother of A, who was described in Case Study A. His home life has already been discussed. The other children of the family are away from home most of the time. The oldest brother, who is a lawyer, is taking a post graduate course at Indiana University and his sister is a sophomore in the same school. His home environment, as has already been mentioned, is exceptionally good.

B. General Disposition

CC is a very interesting boy, rather hard to understand. His companions for the most part are chosen from that group of students who are in his class at school. He and his brother have been together on nearly all occasions. Although they are twins there is a marked difference in them, both in appearance and disposition. Of the two, CC is the smaller and the more reticent. Whenever the occasion demands he says that A is always spokesman. Whenever they go to a show or other entertainments, A is always entrusted with the money. CC says that this is a good arrangement, because he just cannot keep money, whereas his brother is very economical.

CC's health is normal now. When he was five years old he had a broken leg, a compound fracture, which probably stunted his growth some. Now he indulges in most all of the sports. He plays a musical instrument and likes to draw and paint. He spends
his leisure time reading, drawing, painting, studying, movies, and sports. He says, "Of course I don't do this just every minute of my time; I sit around and think sometimes or loaf when I am tired of everything else. I am not the kind of person who has just one thing he likes to do. I do not like parties."

He says that he likes school in almost every way, although he doesn't make excellent grades. He says he would like foreign languages very much if he could only learn them, but he does like the historical part of them. He thinks that he wants to be in some artistic work because he is especially gifted in that line.

CC says that one of his weak points is a quick anger and he has difficulty in controlling it. He succeeds in doing this most of the time, because it is never evident around school. He does not accept as facts what people tell him until he is sure of it himself. He says, "I try to keep from insulting them by answering 'yes' or 'no'. I don't like to appear a 'know-it-all'." Sometimes you can see that he is answering to be polite and that he is storing up the information for further thought. He says that he is considered bashful, because some people have told him so. As a matter of fact that is the way he appears.

Before beginning his studying he dreams a while, or rather, as he says, he thinks very deeply about it while he reads. He says, "It may seem funny, but I altogether disregard grades, but I study because I like the work itself. I think I can work much better when my mind is thinking the contents of the subject and not just school work."

CC enjoys playing alone. In fact most of his time is spent alone. His attitude toward people is queer. He has never
been interested in people and it is hard for him to meet them. He says that he would be absolutely lost with a newly met stranger, because it is almost impossible for him to make conversation. He says that he never criticizes people or pays any attention to their social remarks. He says, "My lack of the art of conversation might make me hurt someone's feelings, but my almost 'nihil' knowledge of psychology and my conversation 'addicts' might hurt someone without my knowing it." He says that people might think of him as having an inferiority complex, but he doesn't. He doesn't think about or care to any great extent what people think or say about him. He does not attend church very often, but when he does go he likes the atmosphere and formalities more than the actual work connected with it.

He is honest and fair to the best of his knowledge. He says, "At least my honesty is intentional. Honesty must be taught; that is what some people have a hard time understanding. It is not just natural in small children. You notice they want everything they see. If a child had not been taught not to steal and if he saw something that he wanted, he would take it. If stopped, he would wonder why he couldn't have it and would feel abashed and puzzled. It is there. Why not take it? Children don't realize that you must work for everything you get."

CC dreams and thinks but not in large gatherings, for he must be alone in his own atmosphere. He says that good music and colorful books (not ordinary fiction) make him think. He is self-conscious, for he sometimes feels that others are watching and thinking about him. His comment on self-conscious people is very interesting. "Self-conscious people are almost always stiff and
unnatural. They are afraid that what they are doing is wrong and that other people are noticing and watching their every move, even their faces. They think that their natural face contortions are exaggerated and look funny to others; thus they try to laugh just right and look calm and collected."

CC thinks that it is effeminate to have to be comforted by others. If his pride is hurt in any way, he never shows it. He says that he takes criticism whenever he can get it because he considers it helpful. He accepts it whether it is good or bad and welcomes it. He recognizes most of his own faults and defects. He says that he never gets angry at jokes made at his expense, because he does not consider them that vital. He either laughs with the others or pays no attention to them.

His comment on his own personality is, "I don't think I possess much of it. I don't try to make my personality, but I just use my finesse, manners, courtesy, etc. in a manner so as not to seem to others as cold, insulting, and unfriendly."

C. Suggested Remedies

CC has analyzed himself as well or better than anyone else can analyze him. When you first see him you wonder why anyone with apparently as much ability as he has is not making any better showing. His attitude toward grades and his subjects explains it. He is not interested in making a good showing; he is interested in the subject for what material and information it may contain. His absorption in his own thoughts and his difficulty in expressing himself have probably kept him from contributing more in class. Just recently in his Latin work he has begun to take an active part. One of his practice students deserves the credit for this.
She had observed CC in some of his other classes, and so when she was assigning some special work she assigned CC what she knew he could do well. It happened to be work in which he could use his artistic ability as well as his historical background. When it came time for his report at first he was hesitant about beginning it. After he became more absorbed in his subject he forgot about himself and gave in a very clear manner his findings. The children were very much interested in what he had to tell and asked him a number of questions at the end of his report. He gave them very satisfactory explanations for all of their questions. The art illustrations were remarkable. He didn't seem to realize that he could contribute anything of much value to anyone else. Since that time, he has taken an active part in class. During his summer work every chance he had to get any extra work or special reports he volunteered. His reports were given in such an interesting manner that the class always gave him their undivided attention. He discovered that exchanging ideas and contributing made work much more interesting. Even then the extra work was not done for grades but because he found the work so interesting.

CC should have more association with people. This summer he did find more pleasure in companionship than before. The boys in his class sought his friendship. At first he seemed rather shy about responding, but they were so desirous of knowing him that he finally began to respond to them. Day by day, although slowly, his attitude toward them became more natural. They would not let him alone. By the close of the term he was beginning to be interested in them, although there were still many of their interests which he did not care about. If this same treatment
can be continued next year, he will probably take more part in
class work and various activities and give the others a chance
to receive the benefit from his contributions.

CC's I. Q., 106, is just average, while his citizenship
record is 98\%, clearly above average. This can partly be ac­
counted for by his special care in never hurting anyone and
always being polite. In no way did he ever cause any trouble
for anyone. Citizenship should extend a little farther than this,
however, by constructive contributions from an individual. CC is
just beginning to learn this side of citizenship, and with his
conscientiousness he will probably in a short time raise his
citizenship to 100\%.

Although his I. Q. is just average, he has very unusual
artistic ability and will probably accomplish a great deal with
it some day. His artistic temperament may explain part of his
disposition.
XXXII. INDIVIDUAL CASE STUDY DD

A. Family History

DD is a tall, slender girl, a typical brunette with curly hair. On her father’s side she is distantly related to George Washington. Her father is a broker. DD is most like her father, having his executive ability, but she has her mother’s love for artistic things. There are two other children in the family, a boy and a girl, both younger than herself. She says that her attitude toward both is affection, although at times they disagree. She is especially fond of her brother, probably because he is a baby.

B. Early Life

DD says that boom and bang were practically the first noises which she heard because war was declared the same month in which she was born. She says she wonders if that might not be some excuse for her temper. As she was the first baby she was showered with many gifts. During her childhood she was full of mischief. Her favorite childhood games were tag, hiding games, and running games. Her childhood companions were usually books and she preferred boys’ books. She says, “I contribute this fact to the reason that I had all my father’s and uncle’s books to read. Then too, boys’ books were adventurous and carried one to strange lands. The characters were more wholesome than girl characters and acted life more realistically than girls in books do.”
At the age of five DD began kindergarten. From the very beginning she liked school very much. She still played as much as ever and hoped that she would never grow up. At six years of age she began to take piano lessons, and the previous year she had started dancing lessons. This year she entered The Training School and has been attending ever since.

The summer before she entered the seventh grade she began studying the cello. This opened new fields of interests. As the cello was a beautiful instrument as well as a rare one, she was in demand immediately to play in orchestras. In the eighth grade her thoughts began to be more social than studious. Her citizenship report soon began to show the effects of her actions. She says, "My scholarship was as good as ever. But what was a good scholarship without good citizenship."

With the opening of the freshman year she decided to settle down and redeem herself in citizenship and keep up her scholarship at the same time. In this she has succeeded. She says, "The right to choose my own subjects gave me a real thrill and also the added responsibility that high school gave. The Blue Tri, in front of whose bulletin board I often used to stand wistfully, was now open to me as were many other clubs."

C. Environment and Interests

DD has a very happy, comfortable, and pleasing home environment, with opportunities to study piano, dancing, dramatic art, and the cello. Her reading material consists of The Monitor, Student's Reference Books, Christian Science literature, works of Dickens and Shakespeare, a complete musical library, fiction,
and magazines. DD's mother devotes most of her time to her three children. She gives DD every opportunity to try to plan anything that will help her to develop initiative.

At school her outside activities are all kinds of clubs, swimming, tennis, hiking, and volley ball. Parties and social functions are also many. There is just one phase of social activity in which she does not indulge, dancing. Her reason for this is that she is saving just one thrill for her junior-prom.

At school orchestra, ensemble, and trio work kept her busy. Outside of school she played in a trio at many sorority functions, dinners, and teas. DD's mother says that she spends most of her leisure reading or planning things to make, although she seems to like to read best.

As yet she has made no definite decision as to what she wants to be. Many times she has said that she would like to write plays, direct them and act in them, write stories, or become a musician. She is gifted in so many different lines that it is hard for her to make a decision.

D. General Disposition

DD is an extremely intelligent, gifted, and attractive girl. She has gone through three distinct periods in her life. In the fifth grade she was the typical model student in every way. Because of her intelligence and ability, the other children had a slight feeling of jealousy toward her. She began to sense this unpopularity and decided that she would do something about it. As a result she went to the other extreme. Her grades remained the same, but as has already been mentioned her citizenship marking was lowered. She developed the attitude of "hail-fellow, well
met" toward her comrades. She was determined to show them that she was one of them and she did. It seemed to some of her teachers that she was becoming too "rowdy"; so one of them talked to her mother. The mother was not seriously alarmed about her actions, because she said she thought it was good for DD. She felt that her daughter would be too unhappy if she had the ill-will of her classmates. She said that in time DD would become readjusted and "settle-down". This period lasted all during the eighth grade, but DD began to realize that her citizenship was being neglected; so she undertook to improve it. Consequently her freshman year she became more stabilized, with a combination of the two extremes. Now she makes the very best of grades and citizenship markings and at the same time is considered by her classmates as one of them.

In her civics class she made a self-analyzing chart. Under likes she listed: music, dramatics, dancing (not ball room), flowers, gardens, decorative art, athletics, poetry, school, friends (at certain times), the great out-of-doors, and her teachers. As her strong points she included: initiative, thoughtfulness, studiousness, talent for anything in which she becomes interested, the fact that her anger does not last long, and absence of pouting. For her weaknesses she mentions, "I show to people my frivolous side only; I like to tease; I talk too much at school; I am rather sensitive." Her mother lists as her likes: cooking, reading, playing, traveling, school, music, sports, cleanliness. As her dislikes she lists: housework, practicing, criticism, teasing. She says that her strong points are: perseverance, interest, activity, sociability, originality. Her weaknesses she gives as: forgetfulness, lack of promptness, and impatience.
DD's mother says that she has a superiority complex because it is hard for her to see why the other person takes so long to grasp things in general and an inferiority complex because she thinks that she isn't liked by people in general. Her mother explains this by saying that DD seems to be a born leader and will have to learn to temper that leadership with tolerance, understanding, and love. This diagnosis of her mother's is quite accurate.

DD does not daydream very much. Her dreaming is done usually when she is reading. Then she dreams of herself acting in the different character parts instead of the story book heroes and heroines. She dreams that some day she will be writing such things and acting them after she has directed them. She does not keep a diary because she has always thought it was a waste of time as the girl did who wrote in her diary saying: "Dear Diary, I have just had such a wonderful time I cannot find words to express myself; so I will write nothing at all." It is true that she is not a dreamer but a "doer".

About association with other people she says, "I like to be with people, but often when I am with them I get bored and begin thinking about other things I should like to do if I weren't with them."

The following poems express some of DD's ideas.

**Work**

"Let me but do my work from day to day,
In field or forest, at the desk or loom,
In roaring market place or tranquil room;
Let me but find it in my heart to say
When vagrant wishes beckon me astray,
'This is my work; my blessing, not my doom;
Of all who live, I am the one by whom,
This work can best be done in the right way.'"

Henry Van Dyke

"I'm glad I have to work to live--
I'd hate to reach my final day
And have a guilty feeling then,
That I had never paid my way."

Rebecca McCann

E. Suggested Remedies

Not many remedies need to be applied to DD. She has such keen insight and good common sense herself and has had such good guidance at home that she has corrected most of her faults and has a well-rounded personality. She is truly a leader. There is one weakness in her leadership, however. She is rather impatient with the slowness of others; she will have to learn to be more tolerant. With her originality and executive ability and a tolerance for others she would be a very capable leader. In class work it is hard for her to give the others a chance to contribute. If they can't see the answer to a question immediately, it is hard for her to wait and give them time to think. She wants to tell what she knows so that they can continue with something else. In that respect she is selfish. When she sees, however, that she is monopolizing the class time she tries to restrain herself and give the others a chance to take part. The main problem is going to be
keeping enough tasks to satisfy her desires. When there are a number of people demanding attention because of their difficulty in getting the required work it would be easy to neglect DD because you know that she will get her work. Her enthusiasm must be kept alive; so special effort will have to be made to supply her with enough enriching material to satisfy her desire for action and knowledge. She is a delightful pupil to work with and great things can be accomplished by her with the proper guidance.

Her I. Q. is 128 and her citizenship is 98%. The 98% can be explained by her attitude during that one period in her life in which she had the determination to make herself liked. She became rather careless and almost rowdy in her actions. After she gained her balance, however, those weak points became strengthened and she gave particular attention to the habits and attitudes conducive to good citizenship. Consequently her marking has become 100% since that time. DD will be a valuable contribution to any community in which she may be.
XXXIII. CONCLUSIONS

A. Meaning of Personality

"Personality," according to Brooks,¹ "is the individual's peculiar integration of instinctive--, emotional--, and habit-reaction systems, together with his merely physical differentiating characteristics. According to this view, personality is not a mysterious, intangible, unknowable entity, nor is it merely those characteristics which have some obviously social import, as is popularly believed; but rather it is the individual's entire organized systems of response, his habits, his ideals, his attitudes and purposes, his impulses—in fact, all his traits, both useful and useless, as well as those which actually interfere with his adjusting himself adequately to life's situations."

B. Teacher's Part in the Development of the Child's Personality

Thus the classroom teacher can and does have a great influence in helping the child to develop his personality. The role of the teacher has changed to that of the guide and helper, and it requires an understanding of children to meet the situations which confront her. She is no longer teaching just subject matter which at some time has been taught her, but she is guiding active, growing human beings. She should guide her pupils so they will be able to depend on themselves intellectually and emotionally. By finding out everything that it is possible

to find out the teacher is better fitted to give the proper help and guidance.

C. Factors Influencing the Child's Personality

Conditions in the home and neighborhood should be investigated. Companions and playmates have a direct influence upon the child. Sometimes the influence is helpful, while at other times it is harmful. This fact will no doubt offer some explanation for the child's habits and attitudes. Then interests are very significant. A knowledge of the bad interests is useful in the diagnosis, while a knowledge of the good interests is of use in applying remedial measures. The school history of the child is very valuable, as well as his physical characteristics and personality traits not included under other headings. Very important is the need of getting the child's own story in order that the teacher may have the viewpoint of the child.

D. Methods of Investigation of Factors

A knowledge of the various factors influencing the personality of the child may be obtained by such methods as: personal interviews with the parents and other teachers; examination of school records, diaries and autobiographies, and any other writings of the child; direct observation in classroom work; and direct contact with the child in outside activities.

There is another possible method of studying the child and that is by behavior tests. Many psychologists have been

\[1\] F. D. Brooks, op. cit., pp. 368-369.
attempting to devise objective tests to measure traits. Partial success has been achieved. Two types have been devised—those designed to measure verbal knowledge, judgment, or discernment and those to measure behavior. One group of these tests is known as the Raubenheimer tests of potential delinquency, which seek to measure overstatement and to determine questionable reading and character preferences, social attitudes, activity preferences, and judgment of the seriousness of offenses. The Hartshorne and May tests try to measure moral knowledge through eight tests covering cause—effect, duties, comprehensions, provocations, recognitions, principles, applications, and vocabulary, and to appraise deceitful conduct by using an elaborate series of performance tests.

As behavior tests are of more value in the study of delinquents, they have not been used in this particular study in which an attempt has been made to show how any teacher in any classroom can study all of her children without the aid of specialists.

E. Principles Involved in the Development of Personality

1. Diagnosing the Situation. By knowing the details of the child's life the teacher can first diagnose and then apply remedial measures. When a person displays deficiency in the manifestation of a trait, it is necessary to make a diagnosis to discover the cause. The causes for deficiency may be different in character; thus the treatment, to be effective, would have to be applied according to the cause. Although we diagnose to discover difficulties, we also diagnose to discover abilities and
interests.

2. **Creating Desire.** This latter purpose, diagnosing to discover abilities and interests, is of great importance, because in developing personality it is necessary for the teacher to discover incentives by which she may create in the pupil a desire for improvement. No one will become truthful, in the true meaning of the word, unless he has the desire to become truthful. If the pupil is truly interested in improvement, he will apply himself whole-heartedly to the task.

3. **Developing a Plan of Action.** Sometimes it is enough to call a pupil's attention to a deficiency and he may be able to help himself. Often, however, it is necessary to plan in detail with the pupil ways in which he may correct his fault or further improve his special ability. Definite advice and guidance are usually essential. Then to be successful the plans of action must be put in practice.

4. **Integrating Personality.** It is by a thorough knowledge of each child that the teacher can best direct and guide the child in the integration of his personality. It is necessary to integrate traits, ideals, habits, and customs to develop a strong and consistent personality. Finally then the teacher must help the child to integrate his life rather than to think of it as a collection of detailed actions which are carried on without regard to one another.

5. **Relation of Diagnosis and Integration to Scholarship.** It was found in some of the studies that some of the pupils had good scholarship records but not good citizenship records. Sometimes it was found that the scholarship record did not compare favorably with the ability of the pupil. After a thorough
diagnosis it is possible to find what traits of the individual are especially weak, and thus it is possible to apply the proper remedial measures for improvement. Unless the child's accomplishments compare favorably with his abilities, his personality is not yet well-rounded and he needs guidance.

6. **Relation of Diagnosis and Integration to Citizenship and Moral Life.** Sometimes an individual has a high intelligence quotient and a low scholarship record. Clearly in such an instance there is lack of integration. A diagnosis must be made to discover the cause of this lack of integration. After the thorough diagnosis remedial measures must then be applied in the light of the findings of the investigation. It is this lack of integration of intelligence, scholarship, and citizenship which is often found among criminals. If during school the child is studied as a personality and proper help and guidance are given, delinquency may often be prevented. Reasoning is an important factor in developing character through integration. If a child can honestly reason out his moral problems, his character will almost care for itself. In the case of the so-called "normal" child by the methods suggested in this study he may be helped to adjust himself and develop into a successful, well-integrated personality.
A. Bibliography


