REPORT OF THE GUIDANCE OF THIRTY PROBLEM CHILDREN
IN GRADES FIVE, SIX, SEVEN, AND EIGHT IN THE
BOOKER T. WASHINGTON SCHOOL, TERRE HAUTE,
INDIANA, 1940 AND 1941

by

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Contribution of the Graduate School, Indiana State Teachers College, Number 468, under the title Report of the Guidance of Thirty Problem Children in Grades Five, Six, Seven, and Eight in the Booker T. Washington School, Terre Haute, Indiana, 1940 and 1941 is hereby approved as counting toward the completion of the Master's degree in the amount of 4 hour's credit.

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CHAPTER I

THE PROBLEM AND ITS SIGNIFICANCE

In view of the fact that the social order is undergoing radical changes and that the economic structure of the world is bending or breaking, character education certainly has come to the foreground in school life. The increasing need for the development of desirable character traits by our schools has led to the introduction of a guidance program in our educational activities. Formerly, character education was considered the responsibility of the home and the church. Now, however, the school accepts the challenge and extends its educational purposes and methods.

Phillip W. L. Cox and John Carr Duff express this newer aim of education as follows:

Whatever may be the traditional scope and functions of secondary education, the school that accords with the program of community life in America is a relatively unique institution. It is a response to new challenges. It is concerned with the conservation and direction of adolescent youths to the end that they and a democratic society may find the adventure and joy and satisfaction of creative living.

In this emerging school, boys and girls, not Latin and algebra, embody the objectives of education; provisions are sought which safeguard the health, promote the family life, secure civic adjustments; encourage economic efficiency, and provide intelligently for the leisure time of adolescent boys and girls. These are the true curriculum. Behavior difficulties leading directly into distorted personalities are likely to result if rigid curriculum practices thwart the natural impulse of adolescent boys and
girls to lead their own lives, to be themselves, to be emancipated from mothering and from meticulous instruction. On the other hand, a constructive curriculum will allow each student a share in selecting his own work, and opportunities to follow and develop worthy avocational interests. With the sanction and help of his teachers he will complete these self-accepted tasks for the joy of accomplishment, the sense of power, and the approval of his fellows.¹

Ruth Strang says:

Education and guidance are not synonymous. The education of the person is the end in view; guidance is the means of realizing that end. Guidance workers are calling attention to the individualization of education. When education is redefined in terms of guidance, the fullest growth of every student will be the essential goal in education. If this goal is achieved, each person will be able to make his maximum contribution to the society in which he lives, and the culture of the individual members of society will thereby be raised to a higher level.²

Fowler D. Brooks³ recommends that the wisdom and effectiveness with which we control children's behavior be improved. This author's first general principle of child training is "control largely through guidance."⁴ He says:

⁴ Ibid., p. 548.
The complexity and artificiality of highly civilized life put increasing demands for social adjustment upon child nature. That many children do not make the proper adjustment is well known. It is also well established that many of those who fail morally might have succeeded under appropriate guidance. Society's interests are at stake, and society will have to be alert, resourceful, and willing to give thought to this problem and to accept responsibility for suitable programs of prevention.  

I. THE PROBLEM

Statement of the problem. The purpose of this study was to apply some of the principles of guidance in helping thirty boys and girls of the Booker T. Washington School, Terre Haute, Indiana, to make more successful adaptations in all of their experiences and to report the results of this guidance program. The study was made during the school year of 1940 and 1941.

Importance of the problem. The writer thought that the problem children in her school were in serious need of guidance. Therefore, she undertook the task of studying these individuals to find methods of helping them, if possible.

Limitations of the problem. This problem was limited to the study of thirty boys and girls in grades five, six, seven, and eight. The worst cases were selected. All of the children were adolescents or just ready to enter adolescence.

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5 Ibid., p. 538.
except two in the fifth grade. The others in the fifth and sixth grades were retarded children. No intelligence quotients were available, since mental tests had not been given at the Booker T. Washington School. The writer, however, with the help of the other teachers of these children, estimated the mental ability of each child studied.

Another limitation was the fact that some of the parents would not cooperate in giving the information that was needed; then, too, some would not cooperate in helping to administer the remedial measures necessary for the child's adaptation to his environment.

The time element was another limitation. One school year proved to be too short a time for some of the children to make their maximum adaptations.

II. METHOD OF PROCEDURE

The procedure for making this study consisted of the following steps in the order in which they are given:

1. Making the form to be used in interviews with the parents.

2. Selecting the children to be studied (The writer, with the help of the other teachers in the school, chose the children who seemed to be the worst problems. Scholarship

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6 See Appendix, p. 90.
and citizenship were known and were used in making the choice.)

3. Listing the children's names and addresses, giving each pupil a number so that his name would not appear in the report.

4. Interviewing parents, teachers, children, and others to get information about the following topics:
   a. Family background
   b. Health history
   c. School record
   d. Adjustments
   e. Interests

5. Studying cumulative record cards

6. Making very careful observations of the children in school and out of school

7. Writing case studies of the thirty children

8. Determining corrective measures

9. Applying corrective measures

10. Evaluating results

III. ORGANIZATION OF THE REMAINDER OF THE REPORT

Chapter II reviews the literature; Chapter III presents the thirty case studies, the remedial measures attempted, and the results in each case; Chapter IV gives the summary and conclusions; the bibliography and appendix conclude the report.
CHAPTER II

REVIEW OF LITERATURE

Since this study is related to the fields of guidance and of Mental Hygiene, this section reviews some of the literature on these subjects. This review of literature includes statements found in books, in periodicals, and in theses. It includes, also, the nature of certain studies and the findings.

I. BOOKS

Ruth Strang discusses the goal of education as follows:

"Every parent wants his child to make the most of himself. Every educator wants his students to increase in "wisdom and stature, and in favor with God and man." He would see them grow in mind and body and become increasingly finer in character and personality. Confused as education is, it must surely recognize, in theory if not in practice, the optimum of development of every student as its central function and must evaluate its results in terms of the growth of individuals in their social environment. This goal presupposes the creation of a society that will stimulate and foster individual growth. A Beethoven, for example, is not likely to arise in a non-musical society.

... To what extent is education to-day translating this ideal into practice? During the mass production era the emphasis on subject matter and the herding of an increasing number of children into large classes has more or less obliterated the idea of individualization in education. Mass instruction in education has prevailed; large numbers of teachers have been subject-minded; the individual differences in personality that
enable each student to make his unique contribution to society have been too often ignored. But influences have been at work to counteract this mechanization of education. . . . Guidance is one manifestation of the reaction against the interpretation of the educational process as standardized mass production.¹

The following quotation gives Ruth Strang's methods for realizing the goals of education:

The three chief avenues through which the objectives are obtained are (1) studying individuals in order to ascertain their specific interests, needs, and abilities; (2) providing curricular, extra-curricular, and vocational opportunities suited to individual needs and abilities. This program presupposes teachers who are equipped to understand individual differences and to develop special abilities; administrators who are able to secure community and school cooperation in making necessary environmental changes; and guidance officers who can render specialized technical service and stimulate and cooperate with teachers, administrators, and community agencies.

The goal of education cannot be reached without extensive personnel work. Education without guidance is as unreasonable in our present civilization as would be guidance without education. The two are inseparable in the grave and challenging process of helping to-day's youth realize their potentialities.²

The importance of environment is emphasized here:

Mental hygiene and physical hygiene are interrelated. Both are highly dependent upon an environment which is, of course, made up of people's attitudes as well as the physical conditions surrounding them. In many cases there is no better therapy than setting the mind to the task of helping to improve the environment in its various aspects. If teachers and specialists can imbue students with some degree of interest in making life more pleasant

¹ Strang, op. cit., pp. 3-4.
² Ibid., p. 15.
for those about them as well as for themselves they are
doing mental hygiene work of the most enduring kind. 3

In the two quotations that follow Ruth Strang dis­
cusses (1) the place of technics in guidance and (2) seek­
ing the central point in each case studied:

3 Ibid., p. 231.

. . . The technics described in this section may
be used wisely. All demand cooperation and insight on
the part of the teacher. The results of all these in­
struments should be interpreted against a background
of psychology and sociology. The quantitative data
obtained from tests should be used in connection with all
the qualitative, impressionistic information available.

There is no magic in the new technics. They will not
supply the teacher with the additional time and energy
that they require. They will not insure good judgment
in dealing with a bewildered child. But they will, if
the administrator will provide the time and money for
their use, help the teacher to check his personal judg­
ments regarding students, to observe them more intel­
ligently, and to record his observations in a more per­
manent, useful, and meaningful form. 4

4 Ibid., p. 290.

In order to work out with the student a program in
which tension will be lessened and the feeling of
security increased, it is necessary to discover the
causes of the attitudes and behavior, not only of the
student but of his associates. People are an important
part of the student's environment. Their attitudes and
behavior are constantly evoking responses from him. It
is often necessary to make changes in other people so
that desirable changes will be made indirectly in the
person being studied. Parents may be given an insight
into the effect their behavior is having on their chil­
dren. The attitudes of parents, of teachers, and of
classmates can often be changed. But it is necessary
first to ascertain the causes of these attitudes. The
case study material should be interpreted with this in
mind. The adviser will read over the facts in the case with a view to selecting some of the factors in the home and neighborhood background, the developmental history, the school situation, and the student himself, which may be associated with the maladjustment. 5

Fowler D. Brooks tells what he thinks a case study should include:

... A careful case study includes an account of the child's family and social environment, his physical condition and history, his development, his educational and economic experiences, and his present habits, adjustments, and satisfactions. Case studies are usually made by well-trained educational, social, or psychological workers who have an impartial and objective point of view. They gather data from existing records, from the child's own story, and from his parents, teachers, and other associates. Exact observations and measurement techniques usually supplement these reports. 6

Phillip W. L. Cox and John Carr Duff have written a book, Guidance by the Classroom Teacher, from which these four pertinent quotations are chosen. These authors say:

The personality development of students is accomplished by a complex process in which the school, obviously, has only a share. But the part of a child's life that he spends in school may be the determining part; and in every case the school must order its affairs so that it will be of the greatest possible help. ... The plan the school should follow is simple, dangerously simple. In essence, it is providing a program of friendly, mildly stimulating activities wherein each pupil will find himself frequently successful and generally near enough to some larger success to entitle him to believe that tomorrow or the next day he will surely win the coveted satisfaction. 7

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5 Ibid., p. 324.
7 Cox and Duff, op. cit., p. 32.
... And yet it is necessary, nevertheless, to see in what particulars the teacher we are designing for the 1950's, let us say, differs from the model that was new in 1890. The changes, which are revolutionary, are more easily accomplished because they can be effected by merely using a different set of potentials that most teachers already possess. It is not necessary to use surgery or any other physical means to make the change. Three fourths of the change will be made when autocratic supervisors, holdovers from another tradition in education, can be persuaded to let the teachers use the ideas, the plans, the purposes they have and are not now permitted to use. Very likely not any of us will ever teach as well as we know how to teach; but enlightened methods will not be in general use until supervisors and administrators are more generally competent to recognize the characteristic attitudes and practices that distinguish teachers superior in their capacity for accomplishing the accepted purposes of the new education. 8

If time and energy and staff sufficed, it might be desirable to treat every pupil as a problem case, for such every human being is in fact. The exigencies of school life, however, generally preclude any such exhaustive study of every pupil. . . .

For those pupils who do not present complicated mental-emotional patterns, however, it is desirable that properly qualified guidance officers should develop adequate case records and should be charged with their interpretation, with recommendations for treatment and for supervision of the efforts of the pupil, his teachers and parents, and of other interested persons or institutions cooperating to attain desirable adjustments.

In the development of such a case record, tests, evaluations, and other data must be obtained and carefully verified and carefully restricted in their interpretation, to precisely what each fact means. . . . 9

The great need for improvement of evaluating and recording of pupil traits and pupil progress from the point

8 Ibid., p. 95.
9 Ibid., p. 176.
of view of guidance (and indeed of education conceived as growth) is recognized immediately when we note the instrumental character of marks and scores and records. If we focus our attention on the goals to be sought through guidance, all instruments fall into place and are readily judged and used in terms of their purposes.

To the degree that the teacher-guide is consciously discriminating in his use and interpretation of marks and records, he determines first what are the desired adjustments and attainments of pupils in terms of educational objectives. Then let the school and all of its teacher-guides determine first what are these desirable adjustments and attainments. Let tests, marks, evaluations, and records be sought which so far as feasible give evidence regarding pupil needs and pupil progress toward these adjustments and attainments. Let them be interpreted always in consonant terms, and let all remedial measures, all approvals and disapprovals, all report cards and transcripts of records constantly stress these adjustments and attainments. Under such conditions and only under these conditions can evaluations and records become effective instruments of guidance.10

Lawrence A. Averill urges case study technique. He says:

... What is behind the child behind the book? How happy is he? How does he feel about life? What conflicts are bewildering or embittering him? What thwartings is he undergoing in the achievement of his extra-school goals and purposes, and of his in school goals and purposes? If he is ill-behaved, why is he ill-behaved? How can he be helped to improved conduct? If he is timid, or introverted, or negative, or afraid of life, how can the factors that are eventuating in these unfortunate attitudes be controlled? If he is a braggart, or a bully, or an unhealthy seeker after the limelight, or a pseudo-delinquent, what forces are impelling him.

10 Ibid., pp. 203-204.
and how may they be counteracted? If he is lazy, or a daydreamer, or a hopeless procrastinator, what unsatisfied desires are activating him and how can he be dispossessed of them, or how can they be redirected into more desirable channels? If his total influence in the school setting is disruptive, if he is an actual or a potential center of disaffection in the ranks of his mates, what motives are back of his conduct and how can he be helped to adjust positively and aggressively to the schoolroom situation and to the community or the home situation?  

Averill says, too, that the classroom teacher can help practically all children of normal intelligence who develop aversions and behavior difficulties; that the classroom teacher must broaden her province to include social work; that the superintendent needs to know where to send special cases; and that the superintendent should see that there are courses that the teachers attend.  

Harry A. Wann discusses the mental hygiene movement:  

Even a casual comparison of the better American schools of 1940 with the schools of a generation ago will reveal the striking changes that have come about in this brief period. The purpose of the school originally was to make children literate. The three "R's" characterized the curriculum. The acquisition of knowledge was the end of education. The function of the school was to develop the intellect. While this conception of education still prevails too generally in our schools, the

12 Ibid., pp. 55-56.
13 Ibid., p. 56.
14 Loc. cit.
15 Ibid., pp. 56-57.
The trend is toward a type of school that sets its goal far beyond the acquisition of facts.

The mental-hygiene movement has challenged education to new purposes. Leaders in mental hygiene have led educators to see that schools must be concerned not only with intellectual development, but with the whole of life. The child does not bring simply his mind to the classroom to be trained in subject matter and factual information; with his mind comes a body, with all of its physical needs, a complex of emotions and natural drives, a pattern of habits and attitudes, the whole of which and all the parts of which must be the concern of education. It then becomes the task of the school to help the individual to grow not only intellectually, but physically, emotionally, and socially in a manner and to a degree that will be personally satisfying to the individual, and at the same time socially acceptable.16

III. THESIS

I. E. Williams made a study of guidance programs in high schools of various sizes. He gave special attention to educational and vocational guidance. Although his study as a whole is not closely related to this study, the following quotation is pertinent:

The main objective of education is to develop good citizens. The broader concept of education demands that the school be organized as a society. If people are to become worthy citizens of a democracy, they must have developed within them the power of self direction and initiative. This training should come in their early years when desirable habits, attitudes, and ideals are more readily formed. Our efforts must be directed toward training boys and girls to control themselves, since in a democracy order and law proceed from within the individual and cannot be successfully imposed from without.

16 Harry A. Wann, "Mental Growth through Education," Mental Hygiene, XXV (January, 1941), p. 18.
The school should attempt to utilize to the maximum advantage the mental, physical, and social traits of the child and to guide these traits into the correct channels. No two people are alike in these traits. It is the business of the school to provide for the education of all and it becomes necessary to make provision for individual differences. With the shifting in educational methods, new methods of meeting the social needs and interests of the pupils have arisen.17

In 1939 Mona Halloran18 made a survey of home conditions which cause mental ill-health in children. She used the questionnaire method to collect data. Her findings are divided into seven sections with the most serious causes of mental ill-health listed for each section: (1) Family Background—broken homes and lack of education of the parents; (2) Social Influences—family strife among all members, and the only child problem; (3) Mental Influences—worries about numerous items which caused neurotic disorders; (4) Ethical Influences—failure of 50 per cent of the children and of the parents to attend church; (5) Physical Influences—failure of 41 per cent of the children to get enough sleep; (6) Recreational Influences—unsatisfactory choice of reading materials, of radio programs, and of


moving picture shows, but creditable choice of hobbies; and (7) Vocational Influences—lack of guidance in practical arts.

The following quotation from Miss Halloran's study is a splendid statement of a situation that education must consider:

Slowly and surely a change has come over the home. It has lost out in its competitive race with glamorous attractions and no longer holds the position of importance it once held. The pleasure-loving parents of today are content with furnishing shelter and a questionable brand of nourishment for the physical health of their children, but they have shifted their responsibility of mental and moral guidance to the school and the church. The result has been that these institutions, as yet, have not been able to successfully shoulder the burden; consequently, there are many children who are mentally ill and maladjusted in school today.

Children who suffer from inferiority complexes, fobias, daydreaming, negativism, hypocondria, hysteria, and other mental ills make up the classes in school. Teachers, as well as the rest of the world, stand perplexed at the mental confusion into which the present generation has fallen. The combined efforts of the church, the school, and the home will prevent these maladjustments if each institution does its part in presenting the correct influences which tend toward good mental health.19

A. J. Ellis20 made a study of small schools to find what emphasis they were putting on guidance for the wise use of leisure time. The schools studied consisted of elementary

19 Ibid., pp. 2-3.

schools, high schools, and combined elementary and high schools with no more than 299 pupils or more than ten teachers. The questionnaire method was used to collect data. The findings show (1) that less than half of the schools had gymnasiums for recreation, playground equipment, supervision of games, recreational movies, music, handwork, or nature study; (2) that nearly 70 per cent realize the value of reading; (3) that 70 per cent have programs of some sort; and (4) that a large percentage has parties.

Ellis expresses his ideas about the use of leisure time in the following manner:

Society may find ... leisure time an asset, if used constructively, and a menace if misused. Studies and observations show that leisure time when misused results in crime, delinquency, racketeering, immorality, and gambling. They also show that most crimes are committed during the non-working hours.

We need to help people do certain desirable things that they will do anyway, and we need to help them broaden their interests. Communities which have put into effect recreation programs are enthusiastic about the decrease of delinquency. ... 21

H. L. Stafford 22 made a study of guidance programs of the secondary schools in eighty-six Indiana cities with a secondary school population of 300 or more enrollees per unit.

21 Ibid., pp. 1-2.

He found guidance programs well organized and administered with good results. This study found much better results than were found in the study of the smaller schools that was made by A. J. Ellis.

In the following quotations Stafford Discusses (1) the function of the secondary school in a changing world, and (2) his interpretation of the term, guidance:

A survey of the objectives of education brings into the foreground the functions of the secondary school in a changing world. The development of good citizens, the utilization of the mental, social, and physical traits of the pupil, the moral training, and the ethical education call forth the necessity of guiding a somewhat bewildered and uncertain youth in order that he may build upon the best of our social heritage.23

Interpretation of the term guidance in many different veins by different writers has led to confusion in the mind of the reader. . . .

For the purpose of clarity it may be stated that . . . guidance is any direction on the part of the secondary school that will enable the individual to best assume the social responsibilities that the pupil faces or may face.24

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23 Ibid., pp. 1-2.
24 Ibid., pp. 2-3.
CHAPTER III

REPORT OF THE STUDY

This chapter presents the thirty case studies that were made by the writer from the information she received in interviews, from school records, and by close observations of the children. Each case study includes the following topics in the order given: (1) age, sex, grade, and estimated mental ability; (2) family background; (3) health history; (4) school record; (5) adjustments; (6) interests; (7) diagnosis of case; and (8) remedial measures and results.

CASE I

This is the case of a thirteen-year-old girl in the seventh grade who has average mental ability, but will not apply herself.

Family background. The father, an only child, who is now thirty-two years old has an eighth-grade education and is employed as a W. P. A. trucker. The mother, also an only child, is twenty-nine years old. After finishing three years of high school she served as a maid until her marriage.

There are two children in the family—a boy in the eighth grade and the girl in the seventh grade. They take
turns washing the dishes at home, since the girl refuses to make this a cooperative activity. The girl does do the dusting, however.

The family income provides the necessities of life, but not any luxuries. The father's occupation of W. P. A. trucking is displeasing to the mother, who wants him to work for himself. The home is comfortably furnished but not as nicely as the mother wishes.

Health history. The subject's physical development has been normal. In 1935 she had measles, whooping cough, and mumps. At the present time she has the bad habit of eating too frequently and too much; she complains often of stomach aches and shows signs of nervousness at all times.

School record. The cumulative record card for this subject shows that she is an average student in scholarship with mathematics her weakest subject.

Adjustments. This girl is fond of her mother, who is partial to her because the father's parents show a preference for the boy in the family. The girl fears her father. This may be due to the fact that the father, who has excellent physical health, unfortunately has an uncontrollable temper. He seems fond of his children, yet he administers severe punishments. The mother pets the girl, but the father resorts
to sharpness in his dealings with her. The girl either does as her father wishes or resorts to falsehoods in order to have her own way.

This girl will not cooperate with her teachers in any subjects except music and physical education. She is very stubborn most of the time, being dissatisfied unless she can be the leader.

Other traits and habits are (1) borrowing articles without returning them, (2) stealing, (3) engaging in conversations about sex, (4) fighting with great gusto, (5) being afraid at night, (6) liking to cut out paper doll dresses, (7) liking the "movies," (8) using indecent language, (9) gossiping, and (10) giving gifts to her friends when she is in a good humor.

Emotional control is not a part of this girl's life at the present time. She has frequent tantrums followed by moodiness and self-sympathy. However, she shows no signs of disappointment because of her unpopularity with the children at school.

Interests. This girl likes to work with her hands in making quilts, doll dresses, beaded purses, etc. She does not like housework.

Diagnosis of case. In the writer's opinion, the problems of this girl are both physical and mental. She has just
reached the age of adolescence, which accounts for her excessive nervousness that demands an outlet and for her interest in sex. No doubt music and physical education give her both a physical and an emotional outlet, which explains her interest in these subjects, while she can hardly sit still in her other classes. Nervousness, too, probably causes her to have dreams that frighten her. Cutting paper doll dresses and other types of hand work give her activities with her hands which help her physical needs.

The mental problems involved are an inferiority complex, anger, stubbornness, and stealing. These problems are an outgrowth of the father's severe disciplining, of the mother's protection of the child at times, and of the unwholesome atmosphere created in the home by the father-mother relationship. When the child is away from her mother she feels her lack of ability to meet situations successfully alone. Therefore, she compensates for this weakness by tantrums, anger, stubbornness, and exhibitionism. The problem of stealing is inherited or acquired--the writer is not certain which is the case. The indecent talk comes from the home conditions and associates.

Remedial measures and results. The writer used the following steps in dealing with this case:

1. Checking on the girl's stealing
2. Talking to the girl about the principles of good citizenship

3. Talking to the mother, who was willing to cooperate

4. Putting the girl on her own responsibility for a week

5. Having the girl write a composition of not less than 100 words on what teachers require of a good student

6. Having the girl read four small books on good citizenship after her lessons were finished

7. Checking each week with other teachers

8. Giving the child various activities that required the use of physical energy—hand work, etc.

This subject professed a willingness to cooperate. She made improvement for a short time, but eventually slipped back into her old ways. Then the remedial work was repeated with good results for a while, only. This procedure continued until the close of school. Only time will tell whether any permanent improvement was made.

CASE II

This is the case of a twelve-year-old boy in the sixth grade whose mental ability is average.

Family background. The father is forty-three years
old and is now employed as a janitor for a motor sales agency. He has had no formal schooling of any kind. The step-mother is forty-five years old; she has an eighth-grade education; and she does laundry work to supplement the family income. They have only the one child, who helps with the house work and goes on errands—such duties as are expected of children in the home.

This family has a comfortable, well-kept house. The step-mother works because she wants to do it—not from necessity. The family dresses well and enjoys some of the luxuries of life.

Health history. There is no record of serious diseases, but the boy has frequent colds, probably because he is overweight. He has regular meal hours and retires early each night except on Saturday and Sunday.

School record. The cumulative record card shows that this boy's scholarship is average, with his greatest achievement in industrial arts.

Adjustments. In studying the parent-child relationship we find differences in the personalities of the parents. The father is interested in the child but is firm and quiet. The step-mother shows her affection and over-emphasizes her love for him. Unfortunately, this step-mother's weakness in
over-demonstrating her affection causes the boy to take advantage of her. He tries any scheme to get what he wants and succeeds with the mother but not with the father. However, he likes both of them.

There is no special difficulty in the teacher-child relationship. The boy is not especially interested in school but causes the teachers little trouble. He feels sorry for himself at times; at other times he tries to attract attention—depending on the teacher in charge at the time.

This subject has the appearance of a fifteen- or sixteen-year-old boy. He is clumsy, nervous, moody, and lazy.

**Interests.** This boy’s special interests are sports and “movies”; his only ambition in life is to shine shoes and clean cars.

**Diagnosis of case.** This case certainly is an inferiority complex. The subject lacks confidence in himself, depends on his step-mother, and is embarrassed by his father’s lack of schooling.

**Remedial measures and results.** A personal talk with this child proved helpful. He appreciated the writer’s interest in him and cooperated with her. He was encouraged to concentrate on his work in industrial arts so that it might be his vocation. At this point he showed a lack of
confidence in himself. The writer thinks, however, that one more year's work with him will bring definitely satisfactory results.

CASE III

This is the case of a fourteen-year-old boy in the sixth grade whose mental ability is slightly below average.

Family background. The father is forty-five years of age, has completed the sixth grade of school, and is employed as a factory worker. The mother is thirty-six years of age, has a seventh-grade education, and works outside of the home to help meet the family expenses. There are four children in this family--the subject, two older sons, and a daughter. The oldest son works in a tavern. The moderately furnished four-room house is untidy most of the time, since the mother works away from the home.

Health history. When this boy was in the fourth grade he had chicken pox. He frequently complains of throat trouble; he appears to be weak. Perhaps this is due to his rapid growth in the past few years.

School record. This boy's cumulative record card shows that he is below average in scholarship. He was very slow in school, and it was reported that he could not do
much and would not try when he first started to school.

Adjustments. The parent-child relationship is unsatisfactory. The mother makes no secret of her favoritism for the son who works in the tavern. His financial assistance in the home pleases her very much. Unfortunately, this older boy assumes too much authority in the home. This situation has a marked effect on the younger brother, who displays a "brow beaten" and "don't care" attitude at school.

This boy has a favorite teacher and a favorite group of playmates to whom he limits all of his social life.

Interests. This boy's favorite games are football, basketball, and baseball. He expresses the desire to become a mechanic in later life.

Diagnosis of case. This seems to be a personality case because the boy, when very young, was timid, seclusive, and unpopular with other children. He has developed an inferiority complex because of the fact that he is mistreated at home by the older brother.

Remedial measures and results. An interview with this boy helped to some degree. The writer suggested to him that the mother really does like him as well as the older boy and that he can do much to make himself realize that she does like him by avoiding sensitiveness. The writer suggested, too,
that the boy secure a small job after school and share his earnings with his mother, or help her with home duties to try to make the house more presentable. The boy was willing to follow these suggestions which gave him a better mental picture, at least for the present.

CASE IV

This is the case of a twelve-year-old boy in the sixth grade whose mental ability is below average.

Family background. The boy's father, a W. P. A. worker, died at the age of thirty-three years. The mother, who is twenty-eight years of age, does housework to earn a living for the family. She has only a sixth-grade education. There are four children in the family—one girl who is in the third grade, one girl in the first grade, a baby in the nursery, and the subject. They rent a three-room house which is in very poor condition, is poorly furnished, and is poorly kept. This boy is the only child who could help very much around the house, but he does very little.

Health history. At the age of five this boy had the measles and whooping cough; again, at the age of six he had the whooping cough and chicken pox. Since his resistance is very low, he catches cold easily. He has no regular meal hours, neither does he have to observe regular hours
School record. This boy's grades are very low. He does not wish to make an effort to prepare any of his lessons. He has more interest in reading than in any other study.

Adjustments. The boy is fond of his mother but says that she will not prepare his breakfast. He likes his teachers, but does not like school. He seems to have no ambition to work and probably has no encouragement to do so. At times he shows a slight inclination to make an acquaintance, but it always is with the undesirable cases in school. His choice in pastimes shows that he prefers to seclude himself. He is very quiet, slow, indifferent, lazy, and untidy. This is a pathetic case because there certainly are circumstantial and environmental handicaps.

Interests. This boy likes boxing, swimming, and "movies." His ambition is to be another Joe Louis.

Diagnosis of case. The fact that the mother seems indifferent and careless toward the home and the boy are conditions which help this child to become disinterested in himself and his future. From all appearances he is an introvert, since he has always wanted to be alone--play alone and work alone.
Remedial measures and results. The writer's first effort was to get the boy to keep himself neat and clean. Good results were noticeable at the end of the first week. All other attempts to improve this boy failed. He had neither energy nor desire; his mother would not cooperate. More time is needed for working with him and then good results may be doubtful.

CASE V

This is the case of a twelve-year-old boy in the seventh grade whose mental ability is high, but he does not make use of it.

Family background. The father is sixty-two years of age and the mother, fifty. Neither parent is employed, nor has been for at least two years. The mother works very hard to keep the home in order for the family.

The children's clothing is always immaculate, but may be tattered and threadbare. The mother "cuts down" the clothes of the older children to fit the younger. Even stockings are "cut down." Gifts of clothing are deeply appreciated.

There are nine children in the family--six boys and three girls. The home conditions are only fair. Each child has his own duties in the home--for example, this boy brings in kindling, coal, and water, and goes to the store.
Health history. When this boy was of school age he had the mumps, whooping cough, and measles. He frequently complains of sore throats, headaches, and colds. From information received in the conference period with the parents, he keeps regular habits conducive to good health.

School record. This boy's scholarship, at the present, is only fair. It was above average during his early education.

Adjustments. This boy prefers playing with a large group of boys rather than with a few. This is farther indicated by his choice of games--baseball, football, marbles, etc. This indicates, also, that he prefers playing with boys rather than with a mixed group.

He wants to reach the age at which he will be permitted to withdraw from school; he is eager to get a job to earn some money.

Diagnosis of case. This boy certainly must be classed as an adolescent with an inferiority complex because he thinks that he can hide in a large group and not be much noticed. The home conditions are not conducive to poise and self-confidence. This boy is not interested in school; his main object in life is to be able to earn money in the future--a natural desire for a boy who lives in poverty.

Remedial measures and results. The writer explained
to this boy that he needed to concentrate on his school work more and use his capable mind to develop the ability to get a worthwhile position later. The writer explained to the mother that the boy had intelligence which he needed to use. The mother and the boy cooperated, resulting in improved scholarship, citizenship, and personality by the close of the year. The writer hopes for permanent improvement.

CASE VI

This is the case of a twelve-year-old boy in the seventh grade whose mental ability is below average.

Family background. The father is a fifty-year-old factory worker with a ninth-grade education. The mother who is forty-eight years of age is a college graduate. She remains at home and keeps house for the family.

There are two children in the family—the subject in the seventh grade and a girl in senior high school. There is an atmosphere of love in the well-kept home.

Health history. In early childhood this boy had whooping cough and chicken pox. He is a well-developed, strong-looking adolescent at the present time. He apparently enjoys the best of health, for he seldom complains of any aches or pains.
School record. This boy's scholarship is very low at the present time. It was much better when he was in the lower grades. His best marks are made in music. He cares very little about his marks in school, showing little concern before or after report cards are passed out.

Adjustments. The parent-child relationship is peculiar. The boy's favorite is his mother, but he does not confide in her. What his parents know about his thoughts and feelings they learn from other people. He confides in his companions or keeps things to himself. He embarrassed and worried his mother very much at his birthday celebration. He received an expensive bicycle as a gift. At the close of the party he sneaked away from home to join some older friends, returning at twelve-thirty. No explanation for his absence was offered; he assumed an attitude of indifference and unconcern.

This boy says he likes his teachers, but he likes to cause trouble both in and out of school. He is very deceitful, delighting in causing people trouble and anxiety. He craves attention, which he gets by making trouble instead of by giving pleasure.

Interests. This boy's favorite pastime is playing the piano and singing. He prefers to play with older children and likes to torment the younger children. He dislikes doing any work at home, but he does bring in the coal and kindling.
Diagnosis of case. The parents spoiled this boy when he was quite young. They gave him everything he wanted. Later, realizing that they had made a mistake, they reversed the situation. This, however, only made a bad situation worse. Although there is an atmosphere of love in the home, there seems to be a condition that is not clear to the writer. Some facts undoubtedly have been concealed.

Remedial measures and results. The writer sent for the mother, who was willing to cooperate. A weekly report of the boy’s scholarship and citizenship was sent to the mother. Frequent conferences with the boy helped to some extent. He needs constant guidance which must continue indefinitely.

CASE VII

This is the case of a fifteen-year-old girl in the eighth grade whose mental ability is below average.

Family background. The father is forty-eight years old; he completed the seventh grade; and he is now working on W. P. A. The forty-year-old mother, who has a sixth-grade education, cooks and does laundry work to help supplement the family income.

There are seven children in the family—two of whom are married. The ages range from eight through twenty-six. The rented home has four rooms which are very untidy
most of the time. The subject does most of the home work, including the laundry work.

**Health history.** This girl had both measles and whooping cough at the age of six. At times she complains of headaches. She has no regularity in meals or sleeping hours.

**School record.** This girl dislikes school very much. Her scholarship is much below average.

**Adjustments.** The parent-child relationship is very unsatisfactory. The mother dominates the home with an "iron rod." She "henpecks" the father and rules over the children like a tyrant. This girl has the same type of disposition as the mother; there is continuous friction between them; the daughter feels mistreated; and she usually is.

This girl is deceitful in her relationships with others and has the habit of stealing.

**Interests.** This girl's chief interest is housework; her ambition is to be a housewife.

**Diagnosis of case.** This girl's problems are the result of inheritance and home environment. Her problems are very real, causing her worry, distrust of her own mother, and even hatred for the mother. The greater part of her dishonesty and deceit comes as a result of these personal problems.
Remedial measures and results. A conference with 'this girl helped very little. She continued to want to quit school and become a housewife. She did quit at the age of sixteen in the ninth grade.

The mother refused to cooperate. The writer chose to study this girl in order to try to help her in the future. Only time will tell the exact results of her efforts.

CASE VIII

This is the case of a thirteen-year-old boy in the sixth grade. It is difficult to make an estimate of this boy's mental ability, since he has a speech defect which causes him to be retiring. His mental ability, however, probably is slightly below average.

Home background. The father who is forty-three years of age is a high-school graduate. The thirty-nine-year-old mother finished the sophomore year of high school. She does housework outside of the home to help earn a living. Both parents are away from home most of the time.

There are four children in the family--two girls and two boys. The home, which is in fair condition, is kept clean by the older sister. The family observes no regularity about its life.

Health history. This boy has very poor health. His
head troubles him most of the time. When he was five years old he had the measles. He is quite tall and thin.

School record. The cumulative record card shows low scholarship for this boy. Art is the only school subject that stimulates any effort on his part, but he seldom finishes the activity without being forced. He has some ability in art, however.

Adjustments. This boy has been spoiled by his family because he is the first boy in the family and because he has a speech defect. He seems to have much self-sympathy; he is stubborn and quick-tempered. He enjoys being alone, even pretending to be ill to stay away from school.

Interests. This boy enjoys fishing. His ambition is to drive an automobile and to be an "auto" mechanic.

Diagnosis of case. This child's problems come from the fact that he has a speech defect and has had no help with it. Evidently, there is a physical condition which causes the defect and may cause poor health, generally.

Remedial measures and results. Conferences with the mother, the older sister, and the boy resulted in a spirit of cooperation. The mother was willing for the boy to have a physical examination, but thought he could not be helped.
She neglected this, however. The writer sees that there has been some improvement, which justifies the prediction that further help will bring good results.

CASE IX

This is the case of a twelve-year-old boy in the sixth grade whose mental ability is below average.

Family background. The father is fifty-eight years old, has a sixth-grade education, and works on W. P. A. The mother is forty-seven years of age, has an eighth-grade education, and is a housewife. She takes excellent care of the five-room cottage which they own. The house is very neatly furnished. This boy is the seventh child in a family of eight children--two girls and six boys. Five of the children completed high school; one is in the eighth grade; this boy is in the sixth grade; and the smallest child is in the third grade.

Health history. When this boy was in the second grade, he had whooping cough. At the present time his eyes and head cause him much trouble. He eats and sleeps at irregular hours.

School record. In school the boy studies at times, but if he is not in the mood to study, he draws. The favorite of his school studies is art. His cumulative record card shows
that his grades are mixed average in only a few studies, and below average in others.

Adjustments. The mother is this boy's choice of his parents. He confides in her to a great degree. He does not like his teachers if they correct him or make him work. He says that he does not like to work unless he receives pay for it. His duty at home is to wash the dishes. He is extremely quick in becoming angry and remains so for a long period of time. He is "nervous," sensitive, timid, and restless.

Interests. The boy's choices of activities are swimming, hunting, and the "movies." However, his ambition in life is to become an aviator.

Diagnosis of case. This boy's problems are only moderately serious. Perhaps his failure to work earnestly is due to the fact that he is growing rapidly. He needs help to overcome his dislike for work.

Remedial measures and results. The writer suggested to this boy that he spend his leisure time in reading about airplanes, in drawing and painting pictures of them, and in making scrapbooks of materials related to aviation. This effort to get the boy to get a real background for any possible future realization of his ambition proved helpful. He
needs further help of this kind.

CASE X

This is the case of a thirteen-year-old boy in the sixth grade whose mental ability is far below average.

Family background. The father, who is thirty-three years of age, is employed on W. P. A. He has completed the eighth grade in school. The step-mother is twenty-one years old and works as a maid outside of the home. She is the father's second wife. She completed the ninth grade in school. There is one other child in the family—a six-year-old girl who is the boy's half-sister. The house has five rooms; it is poorly kept because both parents work out; and the house is left in charge of the boy.

Health history. At the age of five this boy had whooping cough, and at seven he had the measles. He has no regular health habits, and complains of sore throats at frequent intervals.

School record. The record shows that the boy is retarded. His marks are quite low. He is very slow in everything and has the ability to grasp only a small amount of what the other children of his grade can get.

Adjustments. The parent-child relationship is very
unsatisfactory. The father is very strict with the boy, but the step-mother does little disciplining. The boy disregards what effort she does make.

The boy has more home responsibilities than are natural for a child of his age. He washes all of the dishes, brings in the coal and kindling, and goes to the store. These duties cause him to be late for school.

School work does not interest this child. He slips away from school when possible and even stays at home without a suitable excuse. He starts quarrels with the children and he always is ready to fight to defend himself even if there is no need for defense.

Interests. This boy says that he likes to play, most of all, but does like to make paper airplanes and to go to the "movies." He wants to be a W. P. A. worker, which is characteristic of him.

Diagnosis of case. The writer has been told that this boy has inherited his character traits. She thinks that he has mental illnesses that she is not able to describe or explain.

Remedial measures and results. Conferences with the father and the boy resulted in a spirit of cooperation which lasted for only a short time with the boy. Although the
writer thinks that very little can be done for this boy, she expects to continue her work with him.

CASE XI

This is the case of a thirteen-year-old boy in the fifth grade whose mental ability is far below average.

Family background. The father is thirty years old and works on W. P. A. His education ceased at the close of the fifth grade. The step-mother, who is twenty-four years old, does laundry work to help make a living. She completed the seventh grade at school. These parents have only the one child. They rent a three-room house which is poorly furnished and usually untidy.

Health history. This boy had whooping cough at the age of five and double pneumonia at the age of ten, when he was not expected to live. He has very poor health now and is very unhappy about it.

School record. In school the subject's chronological age and social age are equal to the fourth-grade level. He is, however, on the pre-primer level in reading and can do only very simple addition combinations, but does have special ability in music.

Adjustments. Perhaps this boy's difficulty in adjusting
himself is the result of many home conditions. Certainly, the boy is most unhappy, since his own mother is dead. His step-mother is very unfair to him. She whips him frequently; she makes him do his own laundry work, prepare his own meals, and do the house work, which facts result in his staying away from school as much as he does.

He likes school, however, since his teachers treat him kindly. He is willing to cooperate; he accepts responsibility when the teacher suggests it. He feels happy and proud when the teachers ask him to help them.

This child has a pleasing disposition part of the time and is extremely kind-hearted to the boys and girls who are friendly toward him. However, if he thinks his friendship is being used for any other purpose, he dislikes the responsible individuals until the situation is changed.

Sometimes the boy gets very angry when he seems to be "left out"; he feels that there is plotting against him. He even brought a hunting knife to school one day. He is a follower—not a leader.

Interests. The subject likes shows and would like to read if he knew how. His ambition is to be a W. P. A. boss if he can not be a boxer. Fondness for circuses has caused him to be a truant many times.

Diagnosis of case. The home conditions in this case
cause an inferiority complex. The step-mother has taken away all of the real child life that a normal boy should have. He does not compensate by exhibitionism; he is retiring most of the time; at times he tries to put forth a "bold front" but finds it difficult, e.g., bringing the knife to school. He feels inferior, too, because he is a retarded child--because of home conditions and lack of mental ability.

Remedial measures and results. Helping this child was difficult. He could not read; the step-mother could be of no help; and he was a social misfit in his grade. Shaming him for bringing the knife to school helped him. The writer's suggestion that he seek congenial friends proved helpful.

CASE XII

This is the case of a fourteen-year-old boy in the seventh grade whose mental ability is below average.

Family background. The father died when the boy was an infant. The forty-eight-year-old mother is a high-school graduate. She and the boy live on the mother's pension. The mother keeps a home for the boy instead of working outside of the home. There are five children in the family--four girls, all of whom are married, and the boy. One of the girls lives
out of the city, while the others live in the same city as does the mother. Their home consists of a three-room apartment. At any time one would find the place spotless.

Health history. When this boy was six years old, he had measles and whooping cough. As he grew older he had colds occasionally. He observes no regular health habits—eating his meals whenever he comes home and retiring whenever he wishes.

School record. The boy's school record shows that he has more marks below average than average or above. His grades become lower as he gets older.

Adjustments. The mother is very fond of the boy and allows him to have his own way. She contributes as best she can to his education and she wants to cooperate with the school in its effort to educate him.

The boy says that he likes school but dislikes some of the subjects and some of his teachers. He does very little work and impresses one as being indifferent toward his studies. He possesses the attitude of feeling "grown up" and superior.

He says that he does not like anyone who tries to make him do anything because he wants to do just as he pleases. This boy is an emotional problem; he is temperamental, and moody, and pities himself. When he was ten years old the
police took him to jail and talked to him about destroying a neighbor's lawn. Other than that he has had no crime record.

The boy says that "movies" are his favorite form of recreation. On Sunday he spends most of the day at one. When questioned by the writer on this point of Sunday shows, he emphasized emphatically his disbelief in any church procedure on Sunday or any other day, and proved himself a real skeptic. He thought that no solemn organization could help him, but only those places where he might have fun. He seemed to have quite pronounced ideas on the subject and his mother is very unhappy about his ideas about church. He has a few close friends, all of whom are boys. He prefers to be alone so that he can think. He wants his way most of the time, and he usually gets it.

**Interests.** The boy's one great vocational interest is electricity and related problems. To be an electrical engineer seems to be his greatest ambition in life.

**Diagnosis of case.** This boy is the youngest child of the family and the only boy. His mother has spoiled him; very probably his older sisters have helped with this spoiling. The writer has no explanation for the boy's disregard for religion. It seems, at times, that his talk and actions are for the purpose of exhibition.
Remedial measures and results. The mother and one sister promised to go to the school but neither went. The first conference with the boy brought no results. Succeeding conferences helped for short times, only. Just before school closed he voluntarily went to the writer and said he would try to do better during the following year. The writer will be able to offer some further guidance during the next school year.

CASE XIII

This is the case of a ten-year-old boy in the fifth grade whose mental ability is below average.

Family background. The father is sixty-five years of age and receives an old-age pension. The mother is fifty-two years old and does work as a maid. Both the father and mother completed junior high school. There are three children in this family, a sister, a brother, and this boy. The home environment is fair. The house is a rented seven-room structure in fair condition. The sister takes care of the house so that she may have a comfortable place in which to entertain her friends.

Health history. The boy has seldom been ill. Now he frequently complains of stomach trouble and toothaches. He does not observe regular habits of retiring or eating because
he does not wish to do so.

School record. The subject is a very slow learner. While he cannot do the work of the average child in the class, he does have the ability to do the work of his particular group level at a slow rate of speed. He can do simple addition and subtraction. His special ability in school is in the field of art.

Adjustments. The boy likes his mother very much, but does not want her to discipline him. He says that he likes school sometimes, but dislikes being disciplined at any time or any place. He tries to complete assignments by cheating in his work and fails to cooperate in any class activity. He is reported as having many peculiar traits; he fights quickly and easily. From all appearances he has a habit of pitying himself. More than anything else, however, he does enjoy being the leader. He says that he does not want to do "much of anything" in life.

Interests. This boy's one special ability is art; so the writer thinks that he will choose something in that field when he does make a choice.

Diagnosis of case. This case is difficult to diagnose. The boy is over-grown for his age. The parents are eager for all of their children to do well socially, morally, and
educationally. The mother disciplines her children, but shows a slight partiality for this boy for some reason unknown to the writer. The father, being quite a bit older than the mother, is passive in his attitude, although he takes pride in his children's successes. The writer thinks that many of this boy's bad character traits are inherited.

Remedial measures and results. It was impossible to contact the mother. Conferences with the boy helped after a time. It was necessary, however, for the writer to use constant supervision in order to get results. Some improvement was shown by the end of the year. In all fairness to the boy, we must say that he may not be any worse than many other boys who conceal their traits; this boy is quite open in letting people know how he thinks.

CASE XIV

This is the case of an eleven-year-old girl in the fifth grade whose mental ability is below average.

Family background. The father is thirty-two years of age, is a W. P. A. worker, and finished the first year of high school. The mother is twenty-eight years old and has a fifth-grade education. The parents are separated but are living in the same town. The mother lives with her mother and does housework outside of the home. She wishes the
children to live with her, but the father will not permit her to have them. They live with the father and a housekeeper who takes great pride in caring for the small three-room house and the children. There are two girls in the family and the study is made of the younger girl who is very lazy and refuses to help with any work around the home. Each week-end these children are permitted to visit their mother. The separation of the mother and father has not made for congeniality between the children.

Health history. The girl had measles and whooping cough at the age of seven. She has very irregular bed and meal times; she also has colds frequently.

School record. The cumulative record card shows that this girl's marks are far below average and her only school interest is art. Reading seems very difficult for her.

Adjustments. This girl does not have the correct attitude toward her home. She confides in no one there; she gets needed information from the school or from her friends; she stays away from home and from her sister as much as possible; and she insists on being the leader of the group. This girl imagines that her parents like her sister better; for this reason she is hateful toward her sister.

Interests. This girl's favorite pastimes are dancing,
riding her bicycle, and listening to music. She expresses the desire to become a dancer when she is older.

**Diagnosis of case.** It is very probable that the broken home causes some of this girl's problems. She does not know in whom to confide or whom to trust. She may be distrustful of all people. Her desire to be the leader of a group is compensation for a feeling of inferiority in other situations. Her feeling of being mistreated is very real to her. It may cause her to have a "don't care" attitude.

**Remedial measures and results.** The mother came to school for a conference. She blamed the father for all of the girl's problems. The father, however, has a good reputation. The mother agreed to do what she could but she thought that the child was with her too short a time.

Since it was impossible to contact the father, the writer had frequent conferences with the girl, which brought about a slight improvement toward the end of the year. More supervision will be necessary next year.

**CASE XV**

This is the case of a thirteen-year-old girl in the eighth grade whose mental ability is above average.

**Family background.** The mother, who is now twenty-nine
years of age, completed a high school education. She does housework outside of the home. The father works when he can get work to do. He is thirty-seven years old and completed the sophomore year in high school.

Since the parents live in another city, the subject and her fifteen-year-old brother live with the grandmother in a fairly well-kept, six-room house. A younger sister lives with the parents. This arrangement is due to the fact that the parents, who live in one of our largest cities, want to experience the "night life" of that city. The two older children are "in their way." Therefore, these children are companions for the grandmother in Terre Haute. The parents send money at regular intervals to support the children.

**Health history.** Between the ages of five and thirteen, this child had measles, chicken pox, and whooping cough. Now she frequently complains of headaches and sore throats. Her eating and sleeping habits are regular.

**School record.** This girl says that she likes school, but her grades are very low. Her choices among her subjects are music, English, home economics, and arithmetic. She dislikes history and science. Her grades improve as she grows older.

**Adjustments.** The attitude of the child toward the
home is not satisfactory. She shows no respect for her grandmother's authority and makes no effort to behave unless her mother happens to be present. She is very stubborn, moody, and self-sympathetic, and holds malice toward others.

**Interests.** This girl's favorite pastimes are riding a bicycle, skating, and running errands. She wants to be a nurse in later life.

**Diagnosis of case.** This girl's problems result chiefly from the fact that she lives with her grandmother who is very kind to her, but is lax in disciplining her. The responsibility for the problems, of course, lies with the parents who neglect their duty toward their child.

**Remedial measures and results.** Conferences with the grandmother and with the girl helped, both being willing to cooperate. At all times, the girl was courteous to the writer and expressed her appreciation for the writer's interest in her. It was necessary, however, for the writer to use her influence when the girl failed to conduct herself properly outside the writer's immediate supervision. Undoubtedly this girl will continue to improve, since she has accepted her teacher's guidance.

CASE XVI

This is the case of a fourteen-year-old girl in the
family background. The fifty-three-year-old father has a seventh-grade education. He is employed as a waiter. The forty-nine-year-old mother has had no education. She does house work, laundry work, and cooking outside the home.

These parents own their four-room house. There are two girls and three boys in the family. The older girl works outside of the home. There is no regularity in the daily lives of any of these five children.

Health history. This girl has had mumps, measles, and chicken pox. She complains of headaches which may be the result of irregular habits.

School record. This girl's scholarship is low and continues to go lower as she grows older. One reason for this is the fact that the girl plays truant often by insisting that she is ill.

Adjustments. This girl is domineering, delighting in dictating to her mother. She thinks that she has a right to do this, since her mother is illiterate. Neither parent is at home at the close of school. This affords the girl an excellent opportunity to play truant by visiting friends and to carry on other activities that appeal to her. She does not feel accountable to her parents. She has tantrums,
is not dependable or cooperative, and is a constant behavior problem at school.

**Interests.** This girl likes to dance and entertain people. Her ambition is to become a housemaid, for she is a very efficient housekeeper.

**Diagnosis of case.** This girl has not had suitable supervision in the home. The illiterate mother is very passive in all of her relationships. The father has exerted no influence because he is too busy with his own personal recreational activities which his family does not share. This girl probably inherited some of her characteristics from the father.

**Remedial measures and results.** The mother willingly agreed to cooperate but thought that she could be of no help. She thought, however, that the school could help, since her child was fond of her teacher. The writer used the following methods to try to help this girl:

1. Having frequent conferences
2. Suggesting the reading of books on citizenship
3. Requiring reports on what the girl liked in the books
4. Asking for a statement from the mother concerning her improvement at home
This treatment helped but more is needed.

CASE XVII

This is the case of a thirteen-year-old boy in the seventh grade whose mental ability is slightly below average.

Family background. The father is forty-six years old, has finished the eighth grade in school, and now is employed as a custodian at a hotel. The mother is thirty-nine years old, has completed the sixth grade, and remains at home to care for the house and the family. The condition of the home is only fair.

There are five children in the family--two boys and three girls. The subject is the middle child; one boy and one girl are in high school; one girl is in the fourth grade; and a baby girl is at home.

Health history. This boy has much trouble with his teeth. When he was in the lower grades he had measles, chicken pox, and whooping cough. He never has had very good health, nor does he appear to feel well now. He has frequent colds.

School record. The cumulative record shows that this boy's scholarship is very low. The writer thinks that he could do better if he tried and if he spent more time in school.
Adjustments. The mother is ill at times. This boy must remain at home to care for her. He uses this as an excuse sometimes when the mother is not ill. There is an older girl in the family who is kept in high school regularly. She is more intelligent than the boy; she works better; and the mother hopes that she will succeed in making the best of her opportunities. The mother does not understand the boy's quick anger, moody spells, and queer actions (at times). Neither does the boy understand himself.

This boy says that he likes his father better than his mother, even though he is afraid of his father when he whips him.

At one time this boy was called before the police to answer for stealing some articles from the grocery at which the family traded. The grocer had proof of the stealing. The boy became afraid when questioned and finally admitted the theft.

Interests. This boy has no ambition in life but to make enough money to have a "good time."

Diagnosis of case. This boy's problems grow out of the home situation. He is not able to express himself satisfactorily in the home. It is natural for him to try to satisfy himself in other ways, e.g., wanting to have a "good time." The boy's health may be a contributing factor to his problems.
Remedial measures and results. The following steps were used in handling this case:

1. Frequent conferences by the writer and another teacher

2. The frequent writing of notes by the boy to tell what improvement he had made

There were some good results by the close of the year. More supervision will be needed next year.

CASE XVIII

This is the case of a fifteen-year-old boy in the eighth grade whose mental ability is very low.

Family Background. The father is forty-nine years old, is unemployed at the present time, and has a seventh-grade education. The mother is thirty-four years old, has completed the sixth grade, and stays at home to care for the house and the family.

The house is in very poor condition; its four rooms are seldom clean. The subject is the oldest of five children—two girls and three boys. He is responsible for getting coal, wood, and water, for mopping floors, and for going to the store.

Health history. When this boy was eight years old he had mumps and measles. Otherwise, he has not been ill.
He appears to be weak because he keeps late hours and "leads a wild life."

**School record.** The cumulative record card shows that this boy's scholarship is very low—because of his way of living and because of his dislike for school. His attendance is irregular and he is habitually tardy.

**Adjustments.** This boy follows in the footsteps of his father. He drinks, goes to taverns, and goes home in the early morning hours. He associates entirely with older boys, even keeping company with older men.

Only once has he been taken to jail where he remained for one day and night. This happened when he removed the blocking from a W. P. A. project and caused the city busses to be detoured for about three hours.

**Interests.** This boy likes to dance but he dislikes any kind of real work. He wants to become a great boxer. No doubt he thinks of boxing as a great adventure and not as a sport which takes keen thinking and alertness.

**Diagnosis of case.** This boy's problems come directly from the home. He follows in the footsteps of his father. The mother is a very fine woman, but she can do nothing with her husband or son.
Remedial measures and results. It was impossible to do much with this boy. His mother came to school with a willing attitude, but with little hope. The writer talked with the boy frequently with no good results. He finally quit school.

CASE XIX

This is the case of a fifteen-year-old boy in the eighth grade whose mental ability is extremely low.

Family background. The father is fifty-one years of age, has a sixth-grade education, and works at a foundry. The mother is forty-eight years old, has a fourth-grade education, and remains at home. There are eleven children in the family--seven girls and four boys. The four-room house is very poorly kept.

Health history. When this boy was nine years old he had measles, small pox, and chicken pox. He frequently complains of headaches and stomach trouble. His coloring indicates that he has poor health habits.

School record. This boy dislikes school very much. He goes because he must. His school marks are never above "F" except occasionally in special subjects.

Adjustments. This boy has no spirit of cooperation
with his parents. They report that he does as he pleases most of the time. He keeps late hours without any explanation. All the parents know about it is what they hear from others. He likes the mother better because the father punishes him severely.

At one time he was in jail for going into a neighbor's house and carrying articles away. When questioned he said he thought that they had moved from the house or he would not have entered it. His uncle had some difficulty in getting him released.

This boy is "bossy" with the small children at home and unpopular with the older children. He even inflicts painful tricks on other children to get them to let him alone.

Interests. This boy dislikes any kind of work, but enjoys just drifting along—no ambition—living for the pleasures of the day.

Diagnosis of the case. The parents have tried hard to help this boy to adjust himself, but for some reason they do not seem to be able to get close to him. He wants to live his own life, as he expresses it, without any supervision from the parents. This matured idea of his has developed undoubtedly from associating with older boys.

Remedial measures and results. There were several conferences with this boy, but the results were very minor. The
parents gave full cooperation, which was of no value. The writer is of the opinion that definite guidance should have been started sooner for greater success. Work will be continued with this boy next year.

CASE XX

This is the case of a twelve-year-old girl in the seventh grade whose mental ability is above average.

Family background. The father is thirty-four years old, has a sixth-grade education, and works in a restaurant. The mother is thirty-three years old, has a sixth-grade education, and does housework.

This girl is the third of six children. The parents are buying their five-room cottage which is poorly furnished, but is very neat and clean.

Health history. This girl had the measles when she was quite young; she often suffers from toothache.

School record. The cumulative record card for this girl shows that she made better marks in the lower grades, but as she grows older her marks become lower. She could be a "B" pupil if she tried.

Adjustments. This girl is a difficult problem for her parents because she is stubborn and has a quick temper,
getting angry and remaining so for some time. At times, however, she is dependable and cooperative. The latter happens when everything is moving in the direction that pleases her.

**Interests.** This girl says that she is not interested in school or any of its activities because she likes to associate with her older sister's group—dressing as they do and going to their parties.

She dislikes any kind of hard work; she likes to read and does read well; and her ambition is to be an artist or a nurse. She does have unusual ability in art.

**Diagnosis of case.** This girl's problems come from the fact that there are an older sister and a brother whom the parents allow more freedom in their social program than they allow this girl; therefore, she has developed a jealous attitude and she tries in every possible way to exhibit her feelings. The mother and father have lost patience and have quit trying to help the girl.

**Remedial measures and results.** Conferences with the mother and the girl resulted in a splendid spirit of cooperation. The mother was very willing to have the assistance, but admitted that she, herself, could do very little. Since there has been some improvement, the writer thinks that more success
can be achieved with further guidance.

CASE XXI

This is the case of a fourteen-year-old boy in the seventh grade whose mental ability is below average.

Family background. The father is thirty-six years of age and has completed the fifth grade. He lives in a distant town while the thirty-five-year-old mother stays at home to keep house for the children. She receives a mother's pension to help maintain the home. The family lives with the mother's two sisters in a three-room, ill-kept house. There are two children in this family, a younger brother who is in grade six and this boy.

Health history. During the childhood of the boy, he suffered the usual children's diseases of measles, mumps, whooping cough, and chicken pox. He is constantly having throat ailments at the present time.

School record. The subject's cumulative record card shows that his marks are very low. He is a poor reader, but he shows special ability in manual training.

Adjustments. The boy likes his mother but he ran off very recently with a circus. This experience makes him very eager to be old enough to earn his own living. He loves
adventure and action and feels that these might be attained if he were "on his own." He does odd jobs to get his own money for the purchase of some of his own clothing and school materials. He is seldom clean when he attends school. His attitude is that of disinterest in any activity. He is such an overgrown, lanky child, that he is left to shift for himself in the home and this same habit carries over into the school.

Interests. The boy likes to take an apparatus apart to observe the workings of it, and then to put it together again correctly. He likes sports of any kind. His ambition is to be a mechanic.

Diagnosis of case. The separation of the parents has a bad effect on the boy. He needs his father's companionship and guidance. The mother's unhappy situation reflects itself in the boy's hopeless and indifferent attitude.

Remedial measures and results. It was impossible to contact the mother. The conference method was used, but the boy showed no interest in the writer's efforts to get him to improve. He could not be guided into any reading activities because he could not read. His habitual absence during the latter part of school was a serious handicap. More guidance will be administered next year.
This is the case of an eleven-year-old boy in the fifth grade whose mental ability is below average.

Family background. The father is forty-eight years old, has completed the seventh grade, and is a W. P. A. worker. The mother is forty years old, has finished the sixth grade, and is a laundress. Four girls and two boys make up the family. The house is very poor, being furnished with only the bare necessities. It is a rented house consisting of four rooms.

Health history. The boy had measles, mumps, chicken pox, and whooping cough. He has frequent colds and throat trouble.

School record. The boy's record shows that his special ability in school is in the field of art. He is a very slow learner. While he can not do the work of the average child in the class, he does have the ability to do the work of his particular group level at a slow rate of speed.

Adjustments. This boy's home life is not at all pleasant. He thinks that his mother is not very greatly interested in him or in the home, since she is not pleasant when she does come home. He says that he likes school, but
does not feel like working hard enough to get his lessons. The boy has a pleasing personality until crossed in his activity. Then he exhibits his stubbornness. The boy says that when people try to tell him what to do he never wants to do it. However, he seems to have lost interest in the home because there is no one there who is interested in his welfare. He enjoys staying away from home.

**Interests.** This boy enjoys taking things apart, such as watches, clocks, and various articles. He can do any kind of handwork well.

**Diagnosis of case.** The mother is shiftless, unsympathetic, and selfish. The father is listless and passive. This is a bad atmosphere for the child. It shows a possibility for the inheritance of bad character traits.

**Remedial measures and results.** Contact with the parents was impossible. The boy had a pleasing attitude while talking with the writer and seemed willing to try. The writer has a feeling of sympathy for this boy. She thinks that he would improve very much in a suitable home situation. He could not be directed to any reading or writing activities, since he was weak in those subjects. Additional effort will be made to find ways to help this boy.
CASE XXIII

This is the case of a ten-year-old girl in the fifth grade whose mental ability is above average.

Family background. The parents are very young. The father is thirty years old, has finished the sixth grade, and is at the present time employed as a porter in a drug store. The mother is twenty-eight years of age, has completed the first year of high school, and does housework outside of the home. There are four children in the family—a boy in the third grade, a girl in the second, the baby in the nursery school, and this girl. At home her duty is to wash the dishes. The economic status of the family is good. The five-room rented house is well-furnished and well-kept. The children are sent to school each morning very neat and clean.

Health history. At the age of nine this girl had measles, mumps, and whooping cough. Her complaint now is her throat. She is pale, undeveloped, and lifeless.

School record. The girl's record shows that her special ability in school is the subject of reading. She is apt and quick and when she desires she does work above average in most of the subjects. She has unusual ability in music.
Adjustments. The child likes her mother better than she likes her father because she says that her father "whips hard." She is afraid of him and minds her teachers only because of her fear of them. The mother allows her to "boss" the entire family. Because the parents are young, they go out for the evening occasionally and hire a girl to stay with the children. The subject resents her parents' going away without her and objects strenuously to going to bed. She has a tendency to be a mischief maker on the sly, and seems happy when causing some confusion. All mischievousness halts, however, when any authority appears upon the scene. She likes to play with smaller children because she can influence them. Because of her fear of larger children, she constantly fights them. This child has a very disturbing personality case—one of excess fear probably due to too much imagination.

Interests. This girl likes to cook, sew, clean house, wait on people, and go to the "movies." Her desire in life is to be a nurse.

Diagnosis of case. It is difficult to understand this girl. She has conflicting characteristics. She is likeable, yet mischievous and rogueish. She enjoys working at home, yet does not enjoy assignments given by the teachers. She has mental ability, yet she does not use it. Her habit of "bossing" at home causes her trouble with other children and the teachers.
Remedial treatment and results. The following methods of guidance were used:

1. Conferences
2. Providing books on citizenship for the girl to read
3. Conference with the mother, who can do nothing with the child

This girl read the books, said she enjoyed them, but did not follow their teachings. Guidance will be continued next year.

CASE XXIV

This is the case of a thirteen-year-old girl in the seventh grade whose mental ability is below average.

Family background. The father is forty-two years of age, has an eighth-grade education, and works in a tavern. The mother is thirty-five years old, has completed the seventh grade, is a laundress, and does housework. There are two children in the family—the subject who is the younger and a girl in high school. The circumstances in the home do not seem to be any better than average. There are three rooms which are kept in order only when the mother can do it. The house is rented.

Health history. The girl had measles, chicken pox, and
mumps between the ages of four and seven. Now she often has influenza; she has no regular health habits.

School record. The cumulative record card shows that this girl's scholarship is below average. She is a slow learner and has no special interest in any study.

Adjustments. Neither the mother or father has much influence over this girl. She goes to bed when she comes home from school and later goes out of the house again. Very often the mother sends the older sister to find her when the evening is late. The older sister usually returns unsuccessful in her search. This girl is not dependable, neither is she cooperative. She is very stubborn, quick-tempered, very indifferent, likes confusion, continually causes trouble, and seems to be very happy at that moment. Her most serious behavior problem consists in lying.

Interests. The girl's greatest concern is bicycle riding and she likes the "movies." She dislikes work of any kind. Her ambition is to be an undertaker.

Diagnosis of case. The fact that the parents seem indifferent and careless toward the home and impatient toward the children is a condition which helps this child to have lost interest in the home and in the school. She has acquired from her parents the idea that "going out to have a good time" is
the main object in life.

Remedial measures and results. The mother was willing to cooperate but said that she could do very little. The girl said she was willing to cooperate but did not do so. She was absent too much for the writer to accomplish results with her. Just before school closed the writer and the girl had a long talk. The girl agreed to have a pleasant vacation and to try to return to school next year with a better attitude.

CASE XXV

This is the case of a thirteen-year-old boy in the sixth grade whose mental ability is below average.

Family background. The father is forty-eight years old, has finished the first year of high school, and is employed as houseman in a wealthy home. The mother is thirty-five years of age, has finished the eighth grade in school; and works as a maid in a wealthy home. There are two boys in the family; the study is made of the older boy. The younger boy is in the fourth grade. Both boys have certain duties to perform about the house. The subject performs his duties well because he dislikes uncleanliness. The economic status of the home is above average. The mother desires to have conditions better than they are at the present. This seems to be her
reason for working outside of the home. They recently have purchased a new house and have it nicely furnished.

Health history. The boy is somewhat hard of hearing because of a mastoid operation performed at the age of sixteen months. He has had most of the children's diseases during his childhood. At the present time he has a nervous disorder which is most evident in nail biting. Added to all of these are stomach and head disorders which trouble him frequently.

School record. The cumulative record shows that this boy's record is lower than average. The child plays constantly rather than works, makes no effort to do his studies, and at times he is very backward. When questioned concerning any results at school he seldom tells the truth. This may be due to the fact that he has a fear of whippings.

Adjustments. The boy's mother has more influence over him than does anyone else; however, she must be severe before the discipline is successful. The boy has a habit of trying to "boss" his grandmother. Other than this he shows no sign of expression pro or con.

Interests. This boy's chief interest is sports of any kind. He spends the greater part of his free time in these activities.
**Diagnosis of case.** This case seems to be one of resignation to things as they are and total lack of ambition. The readjustment of such a case as this completely shut-in personality is extremely difficult. Nervousness and being spoiled at home have an effect on the case.

**Remedial measures and results.** Methods used follow:

1. Conferences with mother and with boy
2. Checking on boy by mother and by writer
3. Helping boy to learn how to study
4. Having the boy report to the mother each evening regarding his day's activities
5. Having the boy report to the writer each day regarding his home activities, relationships, and improvement

Quite a bit of improvement resulted. The mother wanted the matter to be confidential between her and the writer, who anticipates greater improvement next year. The boy needs to see a doctor about his nervousness.

**CASE XXVI**

This is the case of a fourteen-year-old girl in the fifth grade whose mental ability is far below average.

**Family background.** The father is dead. The mother is thirty-six years old and has a third-grade education. The city helps keep the family, which lives in a two-room apartment.
The subject has two sisters—a nine-year-old in the second grade and an eight-year-old in the first grade.

**Health history.** At the age of ten the girl had measles, mumps, scarlet fever, and typhoid fever. She observes no regular health habits, having irregular hours for meals and for retiring.

**School record.** In school this girl’s chronological age and social age are equal to the fourth-grade level. She is, however, on the pre-primer level in reading and can hardly do simple addition combinations.

**Adjustments.** This is a case of excessive unhappiness in almost every phase of the child’s life. She says that she likes to go to school because her home is so uncomfortable, but her grades in her work have always been exceptionally low. The pathetic stories she tells to her teachers are astounding. She has a habit of just sitting and staring when in the schoolroom. The girl’s companions are usually older girls. They have been the cause of her present desire to attend parties and to have pretty clothes.

**Interests.** Other than pretty clothes and parties this girl has no particular abilities or ambitions. She dislikes housework very much.
Diagnosis of case. Undoubtedly the home conditions cause this girl’s personal problems which are so very real to her that she cannot even attempt to adjust herself.

Remedial measures and results. The writer was not able to interview the mother. The child made absolutely no response to any effort to help her. The writer considers this case the worst failure of the group.

CASE XXVII

This is the case of a fourteen-year-old boy in the seventh grade whose mental ability is slightly below average.

Family background. The father is forty-five years old, has an eighth-grade education, and is employed as custodian at a plant. The mother is forty-five years old, has a sixth-grade education, and stays at home to keep the house. The house is moderately furnished, but clean and neat. It is a four-room cottage which they own. There are two children in the family—the subject and an older brother in high school.

Health history. Between the ages of seven and nine this boy had mumps, measles, and chicken pox. He has stomach disorders and frequent headaches now. He appears to be in poor health which, of course, could be due to the fact that he has grown rapidly in the past few years.
School record. The cumulative record card shows that this boy's scholarship is below average, with special ability in music. He says that he likes all of his teachers, but has a few favorites.

Adjustments. The boy's mother refuses to permit anyone to punish him in any way, especially by paddling. He is slow and dislikes any kind of work or rough games. He prefers to play with small children. At the age of nine he was called before the police and questioned about stopping-up sewers with rocks, etc., so that he might sail his boat. He has a temper that is very easily aroused and he is termed a "spoiled" child.

Interests. This boy's interests are reading "comic" books and going to the "movies." He desires to become a truck driver.

Diagnosis of case. The parents have spoiled this boy because he is the baby of the family and it will be difficult for him in later life unless someone helps him to adjust himself. Not only are his parents very fond of him but his grandparents are, also.

Remedial measures and results. The writer had conferences with both the boy and the mother and a fine spirit of cooperation prevailed. However, there had to be several
conferences with the boy before any improvement was noticed.

CASE XXVIII

This is the case of a ten-year-old boy in the fifth grade whose mental ability is average.

Family background. The father is thirty-one years old, has completed the seventh grade, and is employed in a factory. The mother is thirty-two years old, has an eighth-grade education, and works outside the home occasionally. They rent a five-room house which is neatly furnished, neat and clean at all times. The boy is sent to school clean and attractive. He is the only child in the family.

Health history. At the age of two this boy had measles and soon after, the whooping cough. He was ill quite a bit when young.

School record. The boy's record card shows his marks are average with no special interest in any study. At the present time his grades are lower. However, he is becoming quite attracted to the girls, which might be diverting his mind from his school work.

Adjustments. Being the only child, the subject has excellent opportunity to be selfish, stubborn, and vain; however, he has a pleasing disposition at times. He is a spoiled
child, has no responsibility, and plays most of the time. He is given a generous allowance for amusements as well as for necessities. The boy is very nervous at school; he seems to be afraid that he will make an error in his work; and the other children will not hold him in such high esteem. At home he wants his own way.

**Interests.** This boy's favorite game is football. One of his strongest dislikes is getting out of bed each morning. His ambition is to be a doctor.

**Diagnosis of the case.** This boy, being the only child and the only grand-child on the mother's side, is spoiled by the mother and the grand-parents. They have given him just about everything that he has wanted and allowed him to have his own way. Therefore, it is very necessary for someone to help the boy to adjust himself so that life will not seem difficult when he has to meet it alone.

**Remedial measures and results.** Since the boy is an average pupil he can read with understanding. Therefore, the writer furnished him with books on good citizenship, had conferences with him, sent for his mother, and made some suggestions to her. A fine spirit of cooperation prevailed and there was immediate improvement; yet there is more to be done next year.
This is the case of a fourteen-year-old boy in the seventh grade whose mental ability is far below average.

Family background. The father is thirty-five years old, has completed the second year of high school, and is employed as a mechanic in a larger city. The mother is thirty years old, has completed the first year in high school, and does housework outside the home. She and the boy live in a three-room house which she rents. The boy is the only child. The father and mother are separated.

Health history. The boy is not in a desirable physical condition; his tonsils and teeth need attention. He does not observe regular health habits which makes his condition much worse.

School record. The boy needs the companionship and guidance of his father. He does not appear to care particularly for any one, not even his mother. The aunt and the mother have a tendency to spoil this boy. Because of this he has become a real problem child and will cause confusion in any group with which he is associated. He is neither dependable or cooperative. He is rude and can not be shamed or embarrassed at being impolite. He became involved with another lad who had stolen some articles and the boys were
taken to the Friendly Inn for corrective purposes.

Interests. The boy enjoys driving a car, going to "movies," riding a bicycle, and skating. His ambition is to be a mechanic.

Diagnosis of case. This case is a personality problem. The boy does not have the companionship or guidance of his father. The mother and aunt spoil the boy; he is not disciplined at home. For some strange reason he thinks that everyone else is against him. Since he has reached the age when it becomes necessary for him to practice some citizenship rules, he becomes a difficult individual, with much need for guidance.

Remedial measures and results. It was impossible for the writer to receive cooperation from the home; therefore, she had several conferences with the boy which were not successful. There were only promises made by the child who had no real intention of carrying them out.

CASE XXX

This is the case of a fourteen-year-old boy in the sixth grade whose mental ability is far below average.

Family background. The father is separated from the
mother. The mother is forty-four years old, has an eighth-grade education, and works as a maid. The step-father is thirty-four years of age, has a ninth-grade education, and is now employed in a factory. They live in a four-room house which they rent; it is very clean, neat, and well-kept. This boy is the only child in the family.

**Health history.** Between the ages of six and eight this boy had measles, mumps, and whooping cough. He keeps regular bed hours, meals, and habits conducive to good health. Most of the time he has severe headaches.

**School record.** The boy's school record shows that his marks are very low, but during his earlier school life his marks were better in all subjects. He says that he likes school, but just can not do the work.

**Adjustments.** The boy never gets any punishment at home, which probably has not been the correct method in his case at all times. He has no emotional control; he is quickly angered but very harmless. He never fights unless it is in self-defense. Both his mother and step-father work so this boy has a daily allowance. He spends most of this for funny books, candy, etc. Such articles as these are passed around to his friends in school. The remainder of his allowance is always spent for his lunch. He says that he would much prefer to play with a few
comrades than many because he does not get angry unless too many try to rule him.

**Interests.** This boy likes all sports but is very awkward in any game he tries to play. His ambition is to be a truck driver.

**Diagnosis of case.** This is the case of an only child who probably has more than one reason for being a problem child. His own father left his mother when the boy was six years old. Slowness, sensitiveness, and backwardness cause many of this boy's mistakes.

**Remedial measures and results.** The writer had several conferences with the boy and explained to him that he must help himself by using will power and not allowing himself to become angry so quickly. The writer also had a conference with the mother. The cooperation of the mother and of the boy resulted in some improvement. There is still hope for more.

II. SUMMARY

Table I, p. 83, summarizes ten principal causes for the thirty problem cases. Of course, many other factors contributed to the problem of each child. The writer, in this summary, has chosen the dominant factor in each case, as she
...low mentality, and (3) spoiled child, describe slightly more than half of the cases.

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<td>Girls</td>
</tr>
<tr>
<td>Home conditions (Unbroken home)</td>
<td>6</td>
<td>1</td>
</tr>
<tr>
<td>Low mentality</td>
<td>4</td>
<td>1</td>
</tr>
<tr>
<td>Spoiled child</td>
<td>4</td>
<td>1</td>
</tr>
<tr>
<td>Broken home</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Dishonesty</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>Extreme nervous condition</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Only child</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>Speech defect</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Stubbornness</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Too rapid growth</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>21</td>
<td>9</td>
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</table>
CHAPTER IV

SUMMARY AND CONCLUSIONS

I. SUMMARY

The purpose of this study was to help thirty children of the Booker T. Washington School, Terre Haute, Indiana, to make successful adaptations to their environments and to report the results of the study. A group of teachers, including the writer, selected thirty children from the fifth, sixth, seventh, and eighth grades on the basis of scholarship, citizenship, and estimated mental ability. The fifth- and sixth-grade children were chosen because they were retarded or were large for their age.

The case-study method of procedure was used. These case studies include (1) age, (2) sex, (3) grade, (4) estimated mental ability, (5) family background, (6) health history, (7) school record, (8) adjustments, (9) interests, (10) diagnosis of case, (11) remedial measures, and (12) results.

The information was obtained (1) from cumulative record cards, (2) from interviews with parents, teachers, and pupils, and (3) from observations of the homes, parents, and pupils.

Remedial measures used in the guidance of the children include:

1. Conferences with parents
2. Conferences with children
3. Suggested reading of books on citizenship
4. Compositions by the children to give reactions to books and to report their progress at school and at home
5. Discussions with other teachers regarding the children's progress in other departments of the school
6. Guiding the children into the worthy activities which they enjoyed and could perform
7. Helping the children to understand that they must take a positive rather than a negative attitude toward their problems

No results were absolutely satisfactory, since the time was limited to one school year. Some cases, however, showed much improvement; others, just average; many, too little; and a few, none.

II. CONCLUSIONS

The writer has formulated the following conclusions that really are recommendations:

1. That Washington School introduce a definite guidance program
2. That some provision be made by which the pupils may be given intelligence and achievement tests at regular intervals and the results recorded
3. That aptitude tests be used to determine the
fields into which to guide the students

4. That pupils who show ability in special fields and cannot do the regular work in the classroom be directed to some other activity or some special work in the field in which they are most capable, e.g., art, handwork, manual training, etc.

5. That the children who have real ability be encouraged to build a foundation for leadership in their particular fields

6. That the children who have meager ability be given an opportunity to prepare for the ordinary tasks that must be done and done well

7. That the writer continue her work with these children as long as they attend her school

8. That some plan be made for medical examination of the children who need it
BIBLIOGRAPHY
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QUESTIONNAIRE

CASE RECORD OF ________________

Family Background

Name of Father ____________________________ Age ___
Education ________________ Occupation __________
Name of Mother ____________________________ Age ___
Education ________________ Occupation __________
Number of Children in Family ________________________

______________________________
Their Education ____________________________

______________________________
Their Occupations __________________________

Economic Status of Family _______________________

General Description of Home ______________________

Health History

Previous Diseases __________________________

______________________________

______________________________
Health Habits Observed

Chronic Ailments

School Record

Intelligence Record

General School Success

Adjustments

Parent-Child Relationship

Teacher-Child Relationship

Peculiar Traits

Emotional Control

Leadership Dependability

Cooperativeness

Crime Record
Interests

Special Likes

Special Dislikes

Special Abilities