SOME ASPECTS OF THE PROBLEM CHILD IN THE TERRE HAUTE PUBLIC SCHOOLS

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TABLE OF CONTENTS

LIST OF TABLES

I. INTRODUCTION

A. THE SCHOOLS AND THE PROBLEM CHILD

Only a few years ago most of the persons now in Indiana prisons, reformatories, and correctional schools, likewise those in state hospitals for mental diseases were pupils in the schools of Indiana. Many of the children now in school are in that unstable condition which may initiate them sooner or later into the class of the antisocial, the delinquent, the criminal; or lead to some sort of mental deterioration.

In 1927, 22,731 men over 16 and 630 women over 18 were inmates of Indiana state prisons and reformatories (the numbers having doubled in recent years); 324 girls and 483 boys in the correctional schools; and 6441 patients in state hospitals for mental diseases, 2100 more than in 1910.[1]

The average yearly cost for maintenance per capital for all the state criminal and correctional institutions is $266; at the hospitals for mental diseases, $255.[2] The economic loss from mental diseases in the United States has been estimated at $300,000,000 a year.[3] Indiana's share of this sum in proportion to the number in her hospitals would be about $7,692,307.

There are no figures even to estimate the loss to the state flowing from the broken homes and shadowed lives, the inevitable connotation of these statistics, a loss deplorable not only in

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[1] Indiana Bulletin of Charities and Corrections, May, 1928, p. 264.

[2] Ibid., Nov., 1928, p. 458.

[3] World Almanac, 1927. (Estimation by L. M. Black, Jr. of New York, a member of the House of Representatives.)

terms of human unhappiness but also because these conditions in themselves tend to create more mental and moral deviates; that is, such deviates may transmit similar defects to their children, or the emotional and financial strain on relatives may give rise to other grave conditions.

If the problem children could be studied instead of merely endured or punished, our annual toll of mentally and morally unfit would be greatly reduced. By "problem child" is meant any child who has difficulty in adjusting to the groups of which he is a member. The difficulty may be a mental one with resultant retardation because of low mental ability, or illness, or lack of confidence, or poor teaching, or heredity, or some other condition; the problem may be one of a child with superior mentality who has not enough to do; or the trouble may come out in the form of behavior that is antisocial, called delinquency. "Delinquents are a group of more or less responsible individuals whose chief difficulties lie in the way they use that ability which they have."[4] "Deviation of function involves not only inferior minds but those of normal and superior levels." Examples of the deviate are seen in our streets and homes as well as prisons and hospitals, in the nervous invalid, the victim of preventable accidents, the suicide, the tramp. "He may be insane; he may be just a little queer."[5]

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[4] Mateer, Florence, The Unstable Child, p. 385.

[5] Ibid., p. 386.

In 1915, L. M. Terman made the statement that medical psychology, which up to that time had studied the adult insane, should turn more and more to prevention. "The best time to cure mental disorder," he said, "is before it begins..... Psychological studies of potential delinquency among school children would prove even more valuable than the tests of juvenile court and reform school cases. About 90% of the latter have displayed a tendency toward truancy or incorrigibility during the school period."[6]

These words were prophetic, for during the fifteen years that have passed since their publication there has been a steadily increasing attention to preventive measures, a notable example being the mental hygiene movement.

The problem children of today, many of them, will become the criminals, the mentally diseased, the incompetent, of tomorrow unless education becomes scientific enough to join hands with the physician, the psychologist, the social worker, the juvenile court, and the parent to prevent these tragedies. The public schools form the best point of attack for such preventive work. Under ideal conditions the home would be the strategic point. Why it cannot be so at present is apparent when we consider the tremendous changes that are taking place in our institutions, the greatest of all probably being that in the family.

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[6]Terman, Lewis M., Research in Mental Deviation among Children., pp. 6-7.

Present-day changed and changing civilization has been brought about through the discovery and application of scientific principles. Science has changed the face of the material side of human life and, more slowly, is changing the moral and intellectual side.[7] Our modern world is almost completely mechanized. The industrial revolution has taken women in vast numbers from the home to become wage earners in factory, shop, and profession; it has placed many thousands of children in the ranks of labor; it has led to social integration with resulting urban life and the complex problems of the city. Higher standards of living and increased cost of living have put an economic strain on parents so that very often both father and mother have work away from home. All these changes have made inevitable the discarding of old beliefs and practices. Old standards having been overthrown, we are now in the chaotic state of working out new ones. A questioning attitude is common as to the value of the old ideas regarding the family, the church, the laws of the land.

This waning of the authority of old-time standards means that youth is testing all things, that divorce is increasing, that desertion of wife and children or husband and children is frequent. The outstanding result in connection with this study is the changed home conditions, and the shifting of responsibility for child nurture from the family to the school. "Our

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[7] Kilpatrick, Wm. H., Education for a Changing Civilization, Ch. I.

youth no longer accept authoritarian morals. We must develop then a point of view and devise a correlative educational system which shall take adequate account of this fact of ever increasing change."[8]

The problem child is the child who finds adjustment impossible without help. It is the school which can best furnish this help. "If we are going to help healthy individuals to better mental adjustments and prevent dependency, delinquency, insanity, and general social inadequacy, undoubtedly the school should be the focus for our attack. The school surpasses the home in its potential understanding, its objectivity, and its possibilities of consecrated effort."[9]

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[8]Kilpatrick, Wm. H., op. cit., p. 50.

[9]Truitt, Ralph P., "Mental Hygiene and the Public Schools", in Mental Hygiene, Vol. XI, p. 270.

B. CAUSES

The great outstanding cause for the problem child is that the race is in the making. Man has been savage for the million years, more or less, that he has spent on the earth, with the exception of the last five thousand. Civilization is still new to him, and Christianity with its ideals even newer.[1]

Man has worked out the pattern of civilization, but, if we succeed in getting the development of the race in perspective, we see that old habits--thousands of years old--are stronger than the habits formed only yesterday or at best last year. "Delinquency is as much a part of the growing and changing race as deserted cities, obsolete weapons, and discarded ways of living."[2] The demands made upon the brain, the human organ of adaptation, in the modern complex life are growing ever more numerous. "The normal child grows, and adjustments to changing situations simply come. But with imperfect organisms the problem is very different. Situations are too difficult for them. Non-adaption is the keynote to incorrigibility, delinquency, ineducability."[3]

Non-adaption is also caused frequently by imperfect functioning; the way a person uses his heritage has much to do with his success or failure. And imperfect functioning may spring from dozens of causes, physical and mental.

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[1] Robinson, James Harvey, The Mind in the Making, Ch. III.

[2] Mateer, Florence, op. cit., p. 227.

[3] Ibid., p. 231.

Very often the family or the school becomes rigid and expects the child to do all the adapting. The truant boy may be justified in his active protest against a tyrannical father, a poorly ventilated school room, or lessons intolerably dull. The girl who steals ribbons or jewels may be reacting from a colorless existence, void of pleasure and normal recreation.

To give an overview of this complex question and to establish a point of view is the purpose of this study. It is a matter of common sense as well as scientific knowledge to regard the delinquent or retarded child as a patient to be studied and treated rather than blamed and punished--that is, punished in the old-fashioned way. A. S. Neill, after several years of intensive work as principal of a school for problem children, made the following statement: "All crimes, all hatreds, all wars can be reduced to unhappiness. The difficult child is the child who is unhappy. He is at war with himself, and in consequence at war with the world."[4] A further opinion places this educator in the behaviorist class: "The boy is thought to be willfully bad.....I cannot say the truth is, but I can declare my strong conviction that the boy is never in the wrong. Every case I have handled has been a case of misguided early education."[5]

In order to understand individual cases it is sometimes necessary to gather data on all the physical and spiritual in-

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[4]Neill, A. S., The Problem Child, pp. 10-11.

[5]Ibid. p. 14.

fluences touching the individuals; that is to say, their heredity and their total environment. Scientific case work utilizes experts in education, psychology, medicine, law, and social science.

All authorities agree upon one point---the complexity of causation. Cyril Burt, psychologist in the educational department of the London County Council, found more than 170 conditions leading to misconduct. Of these about 70 were predominating factors, each being the chief cause for some child's offense.[6] "Crime is assignable to no single universal source, nor yet to two or three; it springs from a wide variety, and usually from a multiplicity of alternative and converging influences. The nature of these factors and of their varying combinations differs greatly from one individual to another, and juvenile offenders, as is amply clear, are far from constituting a homogeneous class."[7] Dr. William Healy, pioneer psychiatrist in juvenile court work in this country, agrees with Burt in finding very often some single condition to be most influential.[8]

Burt's conclusions which follow are worth considering:

1. The psychological factors, whether due to heredity or environment, are supreme both in number and strength.
2. Emotional causes take precedence over intellectual. Psychoanalytic complexes (Healy's mental conflicts) provide a ready

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[6-7] Burt, Cyril, The Young Delinquent, p.575.

[8] Healy, William, The Individual Delinquent, p. 162.

mechanism for the direction of overpowering instincts and compressed emotional energy into open acts of crime.

3. Intellectual conditions are more serious than bodily, physical defects having only half the weight of psychical and environmental.[9]

Heredity plays in the majority of cases the part of a minor or predisposing cause. "Congenital factors whether major or minor, are found 249 times per cent among delinquents and only 72 times per cent among non-delinquents. NON-congenital factors are entered 688 times per cent among the delinquents and 254 times among the non-delinquents. As the major factor alone a congenital factor is found in 36% of boys and 41% of girls. In more than one third but less than one half of all the cases then, a deep constitutional failing proves the primary cause of midconduct. Heredity operates indirectly through defective intelligence, unbalanced temperament, or overdevelopment of some primitive instinct."[10]

Between 60 and 65% of offenders owe their difficulties to their environment, past or present. Two statements are significant:

1. Conditions inside the home are far more important than those outside.

2. Moral influences, such as poor discipline, vice, and defective family relationships are much more influential than material conditions like poverty.

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[9] Burt, Cyril, op. cit., p. 582.

[10] Ibid. pp. 580-582 .

Conditions, hereditary and environmental, in the order of their importance are as follows: (1) defective discipline; (2) specific instincts; (3) general emotional instability; (4) morbid emotional conditions, mild rather than grave, generating or generated by so-called complexes; (5) a family history of vice or crime; (6) intellectual disabilities; (7) detrimental interests, such as passion for adventure, for the cinema, or for some person, combined with a lack of any uplifting pursuits; (8) a family history of intellectual weakness; (10) defective family relationships, such as the absence of a father, the presence of a stepmother; (11) influences outside the home--companions, lack of, or excess of amusements (briefly, use of leisure); (12) family history of mental disorder; (13) family history of physical weakness; (14) poverty and its concomitants; (15) physical infirmity in the child himself.[11]

Not all authorities would agree as to the relative importance of these fifteen causes, but most of them give defective discipline first place. John Watson says, "At three years of age the child's whole emotional life plan has been laid down, his emotional disposition set."[12] Miriam Van Waters, referee of the Los Angeles Juvenile Court, asserts that the child develops its behavior codes at home during the first few years of its life and enters school with emotional attitudes of fear, rebellion, and dependence which make it antisocial; or, on the

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[11] Burt, Cyril, op. cit., pp. 580-582.

[12] Watson, John, Psychological Care of Infant and Child, p. 45.

other hand, comes with habits of self-reliance and cooperation.[13] "The home should nourish the child; help it to win health, educate it to respond effectively to situations which produce love, fear, and anger, teach it the art of 'living together' in a kindly way; finally -- the supreme task -- wean youth from dependence so that it may know the joy of struggle, work, and service outside."[14]

"Defective discipline" means, then, not necessarily lack of rules, tasks, punishments, rewards in the home. It may mean too many rules, the wrong sort of punishment, tasks that create rebellion, or unwise rewards that dull the zest for achievement for its own sake. It may mean selfish, possessive love on the part of parents with requirements in the way of attention, in some cases amounting to domination; in others, exploitation. The maladjustment may arise from an inharmonious life at home caused by one or more of a number of circumstances: cruelty (which may mean misuse of force, mental or moral, producing fear or anger in the child which are defence-reactions);[15] quarreling parents, an unsympathetic stepparent, ignorant or vicious parents, straight-laced parents who have forgotten their own youth, and offer a gray, platitudinous existence to the child that by every law of his being is crying out for fullness of life. Again the root of the dffficulty may lie in a starved mental life without the gracious influence of culture. Not infrequently the broken home lack-

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[13] Van Waters, Miriam, Youth in Conflict, Ch. II.

[14] Ibid., pp. 63-64.

[15] Ibid., p. 60.

ing the father or mother through divorce, desertion, or death is a tremendous factor, especially when the mother must leave her children many hours a day to work for their support, or the father cannot afford to provide a care-taker for his motherless family.

Thus in discussing the one cause "defective discipline" we are drawn into considering a network of other influences so interwoven that it is difficult to determine which is cause and which effect. Some cases require the study of experts for years. A brief summary of a few cases illustrating the way in which certain factors affect children follows.

Mary was out late at night, lazy, and guilty of bad conduct. Her mother lied at first and then admitted all. She herself had had a drab girlhood followed by a life of drudgery. She was filled with self-pity for her own misunderstood youth and "wanted Mary to have a good time." Without ideals or any substitute to offer for her child's wild ways she feared to repress her.[16]

The mother of a boy of seventeen brought her son and his sweetheart before the court accusing them of immorality. The truth was that the pair, very much in love, were innocent, and the mother was jealous of her son's attention to the girl. He earned $150 a month, bought a Ford, and often took his girl out riding. They invited the mother, but she refused to go.[17]

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[16] Van Waters, Miriam, op. cit., p. 76.

[17] Ibid., p. 81.

"He has no right," the mother repeated, "to that machine at all; it is mine; everything he has is mine." This in spite of the fact that the boy paid her for his board and room, and was entirely self-supporting.

- Frank, aged thirteen, was not happy at home because of quarreling parents, but found solace in school and books. After he had been transferred to a school where, as he said, the "kids were all numskulls and the teacher had no learning" Frank became a habitual truant, and stole in order to buy food which enabled him to stay away. At the detention home he complained of the school and the teacher, saying, "Gee! I'd rather die than go to that school." This boy needed mental nourishment. Transferred by request of court to a socialized neighborhood school, Framk graduated with distinction.[18]

A boy of fifteen in the University High School was sharply criticised by his father because he did poor work. His mother, however, coddled him and tried to help him evade his father's criticism. The parents were interviewed and asked to cooperate. Through the Downey Individual Will-Temperament Test the boy's difficulties were found to be volitional, social, and psychological, rather than mental and physical. Facts brought to light included delicate health in early childhood, a sheltered life, a more than average accomplishment in elementary school, a bad beginning in high school, an unsocial

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[18] Van Waters, Miriam, op. cit., p. 95.

attitude toward his fellow students, and a tendency to withdraw within himself. All that was needed was "mutual understanding and the will to do," by the boy, the parents, and the teachers.[19]

Conclusions reached by leading psychologists and the results obtained by recent tests and measurements agree with Burt's emphasis on the part played by emotional disturbance.[20] Fifteen years ago authorities believed mental deficiency to be the chief cause of crime, or to be very highly correlated with delinquency. Later studies indicate that the "distribution of mental ability among criminals is on the whole, not much different from that in the general population." Mental disability is "probably not the chief cause of crime. In some types of crime it can hardly be regarded as even a contributing cause. In other types it may be regarded as a contributing cause of such conduct. This is as far as the merely statistical facts can carry us. They do not indicate whether even in those crimes in which there is a correlation between intelligence and criminology, low intelligence is a positive factor, or whether low intelligence merely removes certain factors which would otherwise operate to prevent misdemeanors."[21] Another point made by Freeman is that development of responsibility at adolescence depends not solely upon intellectual ability but also "upon the development of certain

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[19]Reavis, Wm. Claude, Pupil Adjustment, Part II, Case 1.

[20]Freeman, Frank N., Mental Tests, Ch. XVI.

[21]Ibid., pp. 441-442.

social attitudes which come with the ripening of the instincts[22]... The roots of conduct lie partly in the intellectual processes and partly in the realm of feeling. They go back to hereditary, will temperament, and to habits and attitudes formed in the earliest years of life."

In cases of misconduct springing from mental conflict the mental ability is far above the average of the entire group of delinquents.[23] Of 130 cases Dr. Healy classifies only 4½% as abnormal, feeble-minded, or psychoses. The group was up to normal in general mental control, memory, and will. A conflict or "complex" is defined by Healy as "a constellation of mental elements permeated with a vigorous emotional tone." Because of this emotional tone the complex has energy-producing powers, and for that reason is a determiner of thoughts and actions.[24] All parts of the complex are repressed or split off from consciousness excepting those active in producing behavior. An example of a close association of this sort frequently found is that of stealing and some phase of sex experience. The emotion arising leads the individual later to substitute stealing for the sex activity. Burt says that stealing, which accounts for 80% of boyish transgressions, is not always the result of ac-

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[22]Freeman, Frank N., op. cit., pp. 441-442

[23]Healy, Wm., Mental Conflicts and Misconduct, pp. 316-317.

[24]Ibid., p. 23.

quisitiveness.[25] "In many cases," he asserts, "the thieving begins as a substitute reaction for some other impulse suddenly frustrated. A boy furious with his mother for loving the baby better than himself filches from counters with money in his pocket for an honest purchase. The substituted safety valve is almost always theft." The instinct of self-assertion, repressed by parents or teachers, may develop into a complex and lead to serious misbehavior, the child seeking compensation in this way.

Stealing, lying, and cheating, three forms of deceptive conduct, have been studied recently in an elaborate series of tests and measurements by the Character Education Inquiry of Teachers College, Columbia University. Studies in Deceit by Hartshorne and May gives the first results of the inquiry. Their conclusions are illuminating. There has been an assumption for ages that honesty is a generic trait, a ready-made mode of behavior to be exhibited when the proper stimulus is applied. Not at all, say these scientific men. Honesty is not a unified trait, nor is deceit.[26] Rather they are "specific functions of life situations. Most children will deceive in certain situations and not in others." Lying, cheating, and stealing are very loosely related. Cheating in the classroom is highly specific. That is, a child will cheat in one subject and not in another. "The motivation of deceit is complex,

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[25] Burt, Cyril, op. cit., p. 430.

[26] Hartshorne and May, Studies in Deceit, Book Two, pp. 242-243.

inhering in the situations themselves. The most common motive for cheating on classroom exercises is the desire to do well."

Eleven thousand children from eight to sixteen years old selected from widely different school populations were given the tests, not every child taking every test, but some taking nearly all.[27] The tests included twenty-nine opportunities to cheat (in classroom situations, athletic contests, party games, school work at home), forty-six lying tests, and three chances to steal. Some results of the studies follow: Honesty is positively related to intelligence; physical condition is unassociated with deceit even in athletic contests; children from homes with higher incomes deceive less tham those from homes of lower levels; children of culture and refinement are less deceptive than those without such advantages; home conditions, such as parental discord, bad discipline, unsocial attitude toward children, and changing social or economic situation are associated with deceit (data secured by the study of 150 homes, in only one of which the visiting teacher failed to receive a cordial welcome). Deceit runs in families like eye color. Poor deportment, grade retardation, emotional instability, are all associated with deceit. In the progressive school where a spirit of good will and cooperation exists between the teacher and pupils deception is less common than in the old-fashioned school. This seems to be due to class room morale.[28]

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[27]Hartshorne and May, op. cit., Book One, pp. 407-408.

[28]Ibid., pp. 408-412.

This too-brief comment on a book which is a remarkable achievement may well be closed with the opening sentence of the first chapter: "Deceit is a symptom of social friction." It is a device for getting one's way long practiced by animals, by children, and by adults.

Two of the conditions named by Burt as positively correlated with delinquency, "detrimental interests" and "lack or excess of amusements" may be combined under the head of leisure and its use. H. W. Thurston, instructor in child welfare in the New York School of Social Work, has made a valuable investigation for the Cleveland Recreation Survey;[29] he selected for study a group of 95 typical cases out of 2587 Cleveland Juvenile Court cases in 1916. Although he found the causes to be extremely complex, his interpretation of data reveals a distinct relation in three out of four cases between delinquency and habitual uses of spare time. Again we see at once that this factor is not isolated but necessarily linked with economic condition, cultural background, family relationships. The fact of crowded homes with no place for girls to entertain boys leads many young people to seek public dance halls and there acquire habits which are detrimental. Investigations revealed that more than 200 young women of many varieties of character, from girls hardly out of school to the professional street walker, were easily picked up by strange men.

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[29] Thurston, H. W., Delinquency and Spare Time, p. 15.

One young man with whom a social worker scraped acquaintance in a dance hall said, "I wouldn't always take a girl out when I pick one up, and a whole lot of girls wouldn't go either if they had a place to take a fellow to. I don't know a single girl in this town that don't room somewhere. If I make a date with one of 'em, the first thing I know we get to goin' bad, and then we end up in a hotel or rooming house. It's hell, ain't it? The girls have no show at all to be decent, and the fellows haven't either."[30]

What our young people need is recreation---renewal---and commercialized public recreation seldom brings this. The sex impulse divorced from imagination, beauty, and responsibility is played upon by the cheap forms of pleasure to be found in the movies, dance halls, and streets. The screen drama becomes a passion with many adolescents. Boys steal to get money for theater tickets; girls are unwilling to go to the country because they would miss one evening's performance. The starved imagination of youth is fed with the lurid stuff offered by the five-cent theater. An eminent alienist in Chicago stated that he had as patients neurotic children whose emotional natures had been so worked upon by their constant attendance at crude moving pictures that they had mental disorders.[31] Our culture shortage has much to answer for.

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[30] Thurston, H. W., op. cit. p. 168.

[31] Addams, Jane, The Spirit of Youth and the City Streets, Ch. IV.

The age of incorrigibility, when the greatest amount of delinquency is found is said to be the years from thirteen to sixteen, the peak being at fifteen.[32] And this is the very time when the primitive spirit of adventure is strong. Boys who have no playground seek railroads and docks, frequently getting into malicious mischief more through their desire for adventure than anything else. They like the excitement of flagging trains, building fires, and turning switches. Always such misdeeds are the work of gangs, not individuals. A gang consists of two boys--or more. Maps of juvenile delinquency show that crimes are most frequent in parts of the city remote from parks and playgrounds.[33] More offenses take place in the street than in any other one place. About one fourth of the transgressions occur on Sunday and more than one fifth on Saturday; four-fifths of juvenile crime is confined to the late afternoon and evening. "So long as there is neither school nor work, mischief fills the empty hours."[34]

In general, it is the human instincts with their accompanying emotions somehow gone awry that cause the greatest number of cases of problem children. Human wants are social forces. Like steam or electricity they may be used for vast achievement; if needlessly thwarted or repressed, or, on the other hand, allowed to run riot without reasonable control, they wreck the individual and society.[35]

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[32]Breckinridge and Abbott, The Delinquent Child and The Home, p. 26.

[33]Burt, Cyril, op. cit., p. 151.

[34]Ibid., p. 153.

[35]Ross, Edward Allsworth, Principles of Sociology, Ch. IV.

C. TREATMENT

"What is inborn is incurable; what is merely superadded may yet be removed." To discriminate between that which is innate and that which is acquired is of the greatest importance in determining the cause of delinquency, and in knowing how to proceed with treatment. Although what is inborn is doubtless incurable, it may through wise treatment be made to yield the maximum of good; a moron cannot understand trigonometry, but can do much useful work with the hands.

In this study the term treatment will be used to mean the methods increasingly used by the more progressive educators and social workers. It is true that in some places the so-called stupid child is made to stand in the corner today as he was a hundred years ago, but the modern method is to turn the spotlight of science on him.

This scientific approach is made possible because of three movements which have taken place so far as practical results are concerned during the last thirty years: mental hygiene, the juvenile court, and tests and measurements which include tests of intelligence, of special capacities, and of personality traits.

The term mental hygiene denotes "activities of those who are interested in constructive possibilities of mental health." The movement had its origin in the first Mental Hygiene Society formed in Connecticut in 1908 as the direct result of a book published that year by Clifford Beers, The Mind That Found Itself, soon becoming national and before long international,

ten European countries following our lead.

The plan of mental hygiene is that of cooperation between science and social work. The social treatment of conduct disorders is its chief function. "It correlates medicine, psychology, psychiatry (the study of mental diseases), and social work into a single force to combat maladjustment."[1] It works with the school and the juvenile court; the juvenile court judge, the probation officer, and the personnel of the schools from superintendent to kindergartner should have some knowledge of the principles of mental hygiene. One of the aims of the movement is to awaken the interest of parents and teachers in the subject of normal mental health. These fundamentals are being broadcast in a number of ways, the most effective being that of Mental Hygiene, the quarterly published by the National Committee for Mental Hygiene, and that of the child guidance clinic.

One of the main objectives of the Commonwealth Fund Program for the Prevention of Delinquency begun in 1921 was the creation through the National Committee for Mental Hygiene of a new Division on the Prevention of Delinquency. The chief function of this agency has been to establish child guidance clinics by means of demonstrations and advice for communities desiring to develop them.[2] The aim of the clinic is preventive

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[1] Van Waters, Miriam, op. cit., p. 227.

[2] Truitt, Ralph P., M. D., "Community Child Guidance Clinics" in The Child Guidance Clinic and the Community, p. 9.

rather than corrective. Through the first demonstration clinic attached to a juvenile court it was realized that if "behavior difficulties of children were to be effectively handled, the preventive attack should be made at a really preventive time before the child came to court, and that it should be directed toward helping parents, schools, health, and social agencies to understand and deal with incipient cases."[3] Often the child is not understood by those who deal with him because they see only one aspect of his life. "Moving heaven and earth would be a simple feat," states Dr. Truitt, "compared with the problem the teacher faces in trying to straighten out those extra-school difficulties which make a child a nuisance in the classroom." The child guidance clinic, therefore, undertakes to know the child's whole life and to convey what it learns to those responsible, such as the parents, the family physician, the teacher.

It is surprising to learn that very few child guidance clinics have been established, in all less than a dozen, in such cities as Philadelphia, St. Paul, Cleveland, St. Louis, and Richmond. The acceptance by the public of the clinic is slow, for it is expensive being composed of highly trained specialists; and is existence depends upon the slow process of community education.

The work of the juvenile court requires little explanation.

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[3]Truitt, Ralph P., M. D., op. cit., p. 10.

Some think that the juvenile courts and probation systems should eventually become a part of the educational system because the work is confined to children under sixteen, and because probation work is in the highest sense educational, requiring insight into child nature.[4] Probation work is character building. "It should be insisted that probation work be done only by those who have ability and love and patience in character building, and in teaching home making to parents."[5]

Tests and measurements have proved helpful in many ways. Much friction has been caused by the fact that children were not properly classified. Classification vertically, in grades, and horizontally, in homogeneous groups, is now possible by means of mental and educational tests. Individual differences are being stressed. Diagnosis of individual difficulties is followed by remedial work of just the sort needed. School work is motivated by graphs and scales with standard scores which allow the child to score himself and get an adequate notion of his progress. Tests are being used to give educational and vocational guidance both of great value to the unadjusted child; and to show the relation between intelligence and delinquency.[6] The scores made on intelligence tests have

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[4]Schoff, Hannah Kent, The Wayward Child, pp. 224-225.

[5]Ibid, p.222.

[6]Freeman, Frank N., Mental Tests, pp. 23-26.

only a fair correlation with the achievement made by pupils in school. This comparatively low correlation is due in part "to the presence of other factors in achievement besides intelligence." Personality traits tests come under four heads, will temperament, emotional temperament, moral disposition, and aesthetic sensibility.[7] Studies in Deceit by Hartshorne and May already referred to is an outstanding example of research in this direction.

Some one coordinating agency to utilize all these resources is evidently necessary, a specialist who is in contact with the home, the school, the court, and the clinic. Such a specialist is the visiting teacher. The work of the visiting teacher began in 1906 in New York City, Boston, and Hartford, and was maintained by private organizations like settlements and psychological laboratories until results proved its value to boards of education. The National Association of Visiting Teachers, organized in 1919, has developed standards and extended the work. It holds meetings in alternate years with the National Education Association and the National Conference of Social Work. In 1921 the Commonwealth Fund Program for the Prevention of Delinquency organized a National Committee on Visiting Teachers; this Committee has established demonstrations in thirty communities representing great variety of conditions,

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[7]Freeman, Frank, N., op. cit., pp. 191-192.

appointing visiting teachers with the approval of local school boards, paying two-thirds of the salaries for three years, and providing funds for other necessary expenses. In 1927 twenty-eight of the demonstrations were closed, two being continued for a two-year period; twenty-four of these were continued by local school officials, four being given up for lack of funds. At present there are 211 visiting teachers in seventy-five cities and four counties scattered through thirty-seven states.[8] "Whether one considers the data compiled from the visiting teachers' case records or the opinions of the various school officials, social workers, and others whose judgment was sought, the fundamental purposes of the work are generally understood, and the need for the service is well-nigh universally recognized."[9]

The qualifications and training of the visiting teacher recommended by the National Committee indicate the necessity for special traits of personality as well as training and experience in the fields of education and social work. "A visiting teacher needs to be in good health; to be deeply interested in education and social problems; to have an open mind toward new ideas, especially modern trends in school administration; to be able to maintain a detached point of view, to make effective contacts with both adults and children, to analyze and evaluate the factors in a situation; to

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[8] Nudd, Howard W., The Purpose and Scope of Visiting Teacher Work, pp. 27-30.

[9] Ibid, p. 30.

have ability to plan and initiate."[10] In addition to academic preparation and at least two years of teaching, training is required in the following lines of social work: case work, child welfare, mental hygiene, nutrition and health, visiting teacher work with the child and the community; also experience in clinic and case work.[11]

As has been suggested from the first, the treatment is to discover the causes of unadjustment and then to remove them as completely as possible and do constructive work such as the individual case requires. Specific measures like the teaching of ideals and changing of attitudes will be touched upon in the case studies in Part II.

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[10] National Committee on Visiting Teachers, Visiting Teachers, pp.1,2

[11] Ibid, pp. 3,4.

D. PROBLEM AND ORDER OF PROCEDURE

The problem was to analyze a number of problem children from the Terre Haute Schools, to discover the probable causes and observe the treatment of these cases, and to suggest agencies desirable for the treatment of such cases in the future.

Made without the aid of clinician or visiting teacher, these studies are necessarily incomplete. They are the result of the best data obtainable and some critical, reflective thinking by educational experts with whom the writer conferred. Data included facts available for each case in regard to family history, physical history, cultural and economic home conditions, family relationships, intelligence, scholastic achievement, emotional traits and attitudes, use of leisure, companions, and behavior difficulties. Methods of obtaining data were the following: personal interviews with the child, his parents, principals, teachers, attendance and probation officers, school nurses, and social workers; use of records of the schools, the juvenile court, and the Society for Organized Charity; teachers' ratings; tests, Hill's Civic Attitudes and the Binet test; physicians' examinations (these and the Binet tests furnished through the courtesy of Supt. George C. Carroll); observation of the child; correspondence with child-welfare agencies.

All names used are fictitious. Two-thirds of the studies are as full as could be made in the time, eight months; other shorter ones are included as typical and significant.

II. CASES FROM TERRE HAUTE SCHOOLS

A. TIMOTHY, A NEIGHBORHOOD PEST

Timothy is a boy of fifteen in the ninth grade of a junior high school. His appearance in juvenile court on a charge of stealing and destroying property this winter was the climax of a long career of mischief making. One grade principal said that he had been in trouble more or less since his second year in school. For years he had been a member of "gangs" and usually a ring leader of their activities. A special delight in his early years was to make trouble for Negroes. He would fuss at Negro children, whom he met on the way to school, and do all he could to torment them. He was leader of a gang that threw mud on a Negro woman's porch, and he liked to chase the children of this woman home from school. In his sixth school year this misconduct brought the police for an interview with Timothy. Another prank while he was still in the grades was that of leading a number of boys to lock arms and lie down across the street at a corner of the city where the traffic is far from light. A druggist's report caused police investigation; the story reached the principal of the school which the boys attended, and the mother of Timothy through the principal. Although the boy at first denied any knowledge of the affair, he later admitted it and his part in it.

While attending another school in the city this small nuisance formed the habit of taking boys on foraging trips for milk bottles which they would take from porches. One woman reported that the boys had thrown away almost a bushel of potatoes

belonging to her. The boys acknowledged their guilt and were sent to the Friendly Inn. The principal of this school characterized Timothy as very troublesome and as having underhand ways.

Still interested in the doings of gangs when he entered junior high school the boy began to make a similar record there. However he now became a follower instead of a leader. Late last fall an incident occurred which is of interest in that it reveals the mental slant of a gang. Some one in a classroom shot or threw a buck shot. A number of boys were questioned with the result that six boys of whom Timothy was one confessed to having done the shooting. Later it developed that no one of the six did it, but pretended they had done it because they liked to shine before the school and in this way get attention.

Why has this boy been allowed to roam the streets, become the neighborhood pest, and a destructive element in school? In this case the answer is not hard to find. The economic condition of the family was such that the mother found it necessary to add to the income. She was away from home a great deal and often out of town. The father has not been in good health for several years, and this spring died of kidney disease. Timothy had no guiding hand during his play hours, and the spirit of adventure which perhaps began to express itself in boyish pranks later manifested in acts of delinquency.

After the buck shot incident Timothy was asked to bring his mother to school. She told the teachers of home conditions, and with this light on the problem of Timothy these teachers tried

again to awaken a sense of responsibility in the boy. He began to respond; but he had not fully learned his lesson. Before the winter was over, he with two older boys was accused of stealing and destroying property. The other boys were sent to the penal farm. Mrs. Darwin and Timothy claim that he was not guilty, but his close association with these delinquent boys brought him into juvenile court, and the probation officer told me that Timothy was spared because of his youth. Since this experience he has been seriously trying to straighten himself out. He seems to have reached the stage of "insight" so necessary before any real change can take place.

All of his teachers recognize this improved attitude which is revealed in both his conduct and the quality of his work. He is reporting, voluntarily, to one teacher once a week as to his progress in every way. The death of his father has helped to awaken the better side of the boy's nature.

My talk with Mrs. Darwin was not especially helpful in regard to either the acquiring of facts or the interpretation of them. She did not give me the frank confidence which it has been my good fortune to meet in almost every case. It would take many visits to break through this atmosphere of suspicious reserve, and these hardly seem necessary since Timothy is already moving in the right direction. She said that the boy had always been normal and strong physically with almost no illnesses. Two brothers, one older and one younger, have had excellent records in every way. Timothy, she admitted, sometimes got into mischief; but she denied any knowledge of

his activity in troublesome gangs before this year although according to very reliable information from various teachers, I was sure she knew all about many of his escapades. She was inclined to blame the teachers for their view of Timothy as a problem --- those teachers at whose tolerance and patience and devotion to the task of helping this wandering boy I have not yet ceased to wonder! The mother, I should say, has less intelligence and insight than the son.

The father, who died in April, was a yard conductor for the C. M. and St. P. Railroad. He evidently had taken good care of his family until his health failed about four years before his death. The house is small but comfortable and very neat.

Educational Record

Junior High School Grades

	8B	8A	9B	9A
English	D	D	D	B
Social science	D	C	D	B
General mathematics	C	D	F	D
General science	C	D	D	F
Physical education	B	C	C	B
Music	D			
General shop	C	C		
Auditorium			A	
Club			A	
Home room			B	
Printing				B

The last semester's grades show decided improvement; this is in spite of the fact that these months were hard ones at home on account of the illness and death of the father. Tests were as follows: Binet test: Chronological age -- 15 years, 3 months; Mental age -- 13 years, 5 months; I. Q. -- 88. Hill's test in Civic Attitudes: score 15; nation-wide median for grade, 15.4.

Teachers who have had contacts with Timothy for the past two years did the rating on the scale for capacities and attitudes. (See page 34). When one considers his record, these ratings are not so bad.

TABLE I

RATING SCALE FOR INDIVIDUAL CAPACITIES, ATTITUDES, AND INTERESTS[1]

	Very high	High	Medium	Low	Very low
1. Power to assimilate the spoken word		1	4	2	
2. Power to assimilate reading material	1	1	4	2	
3. Power of oral expression		1	7	2	
4. Power of written expression			3	2	
5. Ability to learn without re-teaching	1		6	1	
6. Initiative and intellectual interest			7	2	1
7. Ability to carry task to completion			4	6	1
8. Power of sustained application			1	6	2
9. Reaction to criticism	1	4	2	3	1
10. Team work qualities		2	3	2	1
11. Capacity for leadership (group)		2	2	4	
12. Consideration for others		1	3	3	2
13. Respect for authority		2	2	6	2
14. Assumption of responsibility			2	5	2
15. Trustworthiness	1	2	2	5	1
16. Brief report on special phase known to you					

[1] The rating scale is adapted from two, one used by Reavis in Pupil Adjustment, and another by W. Hardin Hughes, Director of Research, Pasadena City Schools. See The Journal of Educational Method, Vol. III, p. 56.

The causes of Timonthy's delinquency are clear---an early interest in mischievous adventure, or "malicious mischief" which should have been but was not diverted into a constructive channel such as that of the Boy Scouts was the beginning. Then during the important years of early adolescence a sick father, a working and, probably, overworked mother were the factors which caused Timothy to become a menace to himself and to society.

Nor are the reasons for his turning about face far to seek. This boy is now becoming a responsible member of society because of the intelligent, persistent efforts of his teachers all along the line. If he is as fortunate in his senior high school teachers, and if he chooses the right sort of companions as he enters the new school, he will continue up grade.

B. JEFF, A COMPLEX PROBLEM

Jeff was named as the outstanding problem in one of the high schools. He is a boy of 16, very small for his age, a likable lad with good features, a ready smile, and a tendency to wear the most recent of fads in clothes. Principal, dean, and teachers agreed that Jeff gave them more to think about than any other boy in school.

He was not interested in school work, was failing in most of his studies, and on the verge of failure in the others; he did anything and everything in the study hall except attend to his lessons. He was rebellious with outbursts of revolt. At times he went so far as to threaten the principal to "knock his head off" and even used profane language to enforce what he felt; yet in a few days he would remark, upon being reminded of the conversation, "Why I didn't know I said anything like that to you!" This from a high-school sophomore nearly 17 years old.

Comments of Jeff's teachers reveal the various phases of the problem he presents, a matter of scholarship as well as of conduct. "Jeff almost never prepares his lessons. He sits in class with a blank expression and seems to want to sleep. His attitude is that of rebellion when I offer any criticism of his work," was the contribution of one teacher. Another said that Jeff has ability, a good mind, but makes no continuous effort to use it; that he is very unstable, and when he does a bit of work is unduly proud of it, wanting more praise than it deserves. The home room teacher said, "He is very trying. Does not concentrate on anything. But

he is honest, always admitting whatever he may have done. I think a part of the trouble is that he feels inferior on account of his size. He was chosen in the home room to do the banking and did it well." The teacher of mathematics made this statement: "When Jeff first came into my class, about a year ago, he was rebellious, and he seemed to be out of his seat as a rule, finding something of interest on or near the floor; now his conduct is better, but his work is poor."

The facts in the case history which follows were compiled after many conferences with Jeff's teachers, interniews with both parents and the boy himself, and observation of him in class and study hall.

Home Circumstances: One of four children living with his father and step-mother in a home which has every comfort, also books and a victrola in an attractive big living room. The house is near the edge of town with many vacant lots at hand, one of which is used by the boys of the neighborhood for an athletic field. One child of nine is Jeff's full sister; the other two small children are half brother and half sister. Father, a graduate of a good engineering college, is in business which takes him away from home several days a week. He is eager to have his boy do the right thing and has had several talks with the principal. He has punished Jeff by whipping him, but admits that the effect does not last long. When Jeff was nine his mother died, and during the period of two and a half years before his father married again an aunt with six children came in to act as mother and

housekeeper. The loss of his mother to whom he was very devoted and the change from a quiet to a very lively family life was doubtless difficult and extremely disturbing for Jeff. The step-mother is intelligent and kind. She was a professional woman before her marriage. The family life seems harmonious and there is a mutual affection between her and Jeff. The boy is fond of the younger children, spending his money on toys for them especially for his little sisters.

Family History: Father, a healthy man, belongs to a family without physical weakness, in fact known for its long-lived members. The mother contracted tuberculosis, and while taking the rest cure for this took pneumonia and died. One aunt in her family also died of tuberculosis.

Physical History and Condition: Birth not natural, but a healthy baby of 8½ pounds; breast-fed. Growth normal until the child was fifteen months old; at that time an attack of diphtheria apparently acted to retard growth. No serious illnesses since but child has been small for his age.

Intelligence and School Attainments: Attended four different schools with two different periods of enrollment in two of them because of moving, either from the city or to a different part of the city. Jeff was a cunning little fellow when he entered kindergarten. The teacher had the habit of holding him on her lap and made a special pet of him. The father thinks this attention was the beginning of Jeff's feeling that he was an exception to the rules made

for others in his class. He began to look for exemption. One grade teacher said that he was stubborn and bad-tempered.

He was not a strong student, and required special help in spelling. By the time he reached the 8th grade he was doing fair work, an average of C with only one failure.

The following grades made in high school show a decided change for the worse, an average of D with one B, one C, and six failures (E and F both designate failure) in two years: French: E D E; English: D E C D; Algebra: D E C-; Geometry: D D: Biology: B E D; History: D F; Woodwork D.

Under point 16 of the rating scale (See page 40) the following comments were made: "Purpose none. Just on the way." (By the home room teacher who has worked long and patiently to awaken purpose in Jeff.) "Home environment and early training did not establish ideals of responsibility and respect for authority." "After one severe reproof for disorder I never had to correct Jeff again. When he carried a large paper route he was very faithful and kept up his collections and subscribers." "The mention of a new flower and the habitat was all he needed to find material for the class. He searched the woods near Terre Haute and made trips to Turkey Run and Merom, most of them by himself." (By the teacher of botany.) "Jeff has done no work, has tried to get out of everything. I was unable to make any kind of appeal to him." (By the teacher of history.) "He is neat, accurate, and quick in the drawing of figures in geometry.

TABLE II

RATING SCALE FOR INDIVIDUAL CAPACITIES, ATTITUDES, AND INTERESTS

	Very High	High	Medium	Low	Very low
1. Power to assimilate the spoken word	1	1	6	2	
2. Power to assimilate reading material			6		2
3. Power of oral expression			5	2	1
4. Power of written expression			3	4	1
5. Ability to learn without re-teaching	1	1	2	4	2
6. Initiative and intellectual interest		1	2	5	2
7. Ability to carry task to completion		1		6	3
8. Power of sustained application		1	1	4	3
9. Reaction to criticism			4	3	2
10. Team work qualities		1	4	2	3
11. Capacity for leadership (group)		1	5	2	2
12. Consideration for others			5	2	4
13. Respect for authority	1	3	2	1	4
14. Assumption of responsibility		1	2	2	6
15. Trustworthiness		4	1	1	4
16. Brief report on special phase known to you					

He likes what he can do with his hands. He can often see the result of a mathematical process, but has difficulty in putting down the steps in logical order." The teacher of woodwork made no comment but rated Jeff "medium" on one point, "low" on seven points, and "very low" on seven points; this in spite of the fact that at one time this spring Jeff declared that he "loved school" now that he was taking woodwork instead of going to study hall.

Emotional: Often rebellious at school and home. Procrastinating. Does not attend to home duties promptly; waits until he is ready to fire the furnace; postpones studying lessons until almost school time. Impulsive, open to suggestion. Picked flowers from school bed, and took them home to his mother. She reproved him for the way in which he got them as did the school principal, but soon after this occurrence he gathered others as he went about town on his wheel and again took them home to his mother, admitting, when she questioned him, that he had taken them from yards. Very restless and nervous at home, also affectionate. Cries bitterly when his father whips him. Conscious of his small stature. More than once he has said to his teachers, "There's no use for me to try, I can never amount to anything, I'm too little." He feels this as a handicap all the more keenly because of his deep interest in athletics. Great love for sports and games. Plays out on field near home daily; is on basketball team of Boy Scout troop. Likes to be about a gymnasium. Was allowed to help the coach one period last winter in the gymnasium and this work seemed to interest him.

Last fall he went out for football, but was hooted off the field by the boys because he was so little.[2] Likes to read only fairly well, books of adventure or mystery; no taste for really good books. Loves the movies. Goes once a week, or oftener. A ring leader in a group of rather lawless boys--"without judgement" to quote a teacher.

Jeff has been up before the student council twice, once for lying to a teacher and once because of the flower-stealing episode related above. The school principal had reported his part in robbing the school flower bed and the members of the student council gave him a thorough reprimand for dragging down the reputation of the school. His reaction was that he didn't see yet what harm there was in taking a few flowers. When the teacher in charge of the student council learned that soon after his appearance there he again robbed flower beds, she began to despair of awakening any sense of responsibility in the boy. There is something basically wrong in his attitude.

Tests: Binet test, April 24, 1929, gave the following: Chronological age 16 years, 10 months; Mental age 14 years, 10 months; I.Q. 92; Basal test 10 years; Vocabulary 14. Score on Hill's Civic Attitudes: 12; median for grade, 16.1.

Study of the facts presented reveals a youth nearly seventeen with the behavior of a much younger boy. Not highly endowed,

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[2] Burt, Cyril, op. cit., p. 203: "Lack of physical development, whether attended by deficiency of strength or not, may penalize a whole career."

but not using the endowment he has, he makes little progress with academic subjects; this is largely because of lack of control and concentration. His interest lies in out-door sports, and in what he can do with his hands. In these he is rated high, and he is trustworthy and responsible. The coach with whom Jeff as manager of the track athletics has been closely associated finds him a hard worker and reliable in every way. Unadjusted at home and in many of his school relationships, he is happy and efficient in this one field. A member of a Boy Scout troop, he is only mildly interested.

Association with fine types of boys and men, athletic, but also intellectually awake, might bring Jeff to see the value of ideals and intellectual attainments. A summer or two at a first-class boys' camp with a group of this sort would be worth trying. Frederick Paul Voelker gives an account of the methods and results of special training in trustworthiness given groups of boys for twelve weeks. Results were gratifying, being much greater than would be expected from an equal expenditure of time on arithmetic or grammar.[3]

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[3]Voelker, Paul Frederick, "An Experiment" in Teachers College Contributions to Education, No. 112.

C. CHARLES, WHO NEEDED CALORIES

Charles is a tall, slender lad of fourteen with dark eyes and a mop of black hair. His overalls and worn shirt suggested hard times, but his face and neck had been scrubbed until they shone. He smiled at me and talked readily, a very likable boy. Charles entered the seventh grade of an elementary school in the fall of 1928 and did nothing for an entire semester. He was difficult, moody, had spells of naughtiness. He was bad-tempered and stubborn. Above all he refused flatly even to attempt to do the work assigned. Failure was the inevitable result of five months of idleness.

The semester ending in June, 1929 found Charles making his grade and improving in every way. He was less sullen, more inclined to cooperate with the teachers, and often showed real interest in his work. What brought about the change?

An introduction to the home and family of this boy goes a long way toward explaining his case. He is one of eight children, four younger than Charles. His stepfather is a miner, out of work for two years because of the closing of the mines and a long siege with a broken leg. He now works one day a week in the mine commissary. The home is of the poorest variety. Charles came to school in rags. He must have been hungry most of the time. It is not hard to understand why he resented all the efforts made to get him to work and play and be like the other boys. It was discovered

that he felt that he was different, inferior to the other children. It has not been possible to get a personal history of this boy and his family because the mother refuses to receive school and social workers. She goes into a rage when attendance officers or school nurses call, and seems too ignorant to understand that they have the good of her children in mind. It is known, however, that two of the eight children are defective physically. One of these has a withered arm and has been in Riley Hospital for treatment. Lack of cooperation with the doctors has prevented any great improvement in the child's condition. It is said also that the mother and stepfather lived together for some time before they were married and that one child was born out of wedlock.

The matron at the school offered him the soup left from lunch to take home. He accepted it gladly saying that the family needed food very much. It was arranged to have Charles help in the cafeteria for his lunch, so that he had at least one good meal a day.

Helpers in the lunch room must take two baths a week and always be neat in appearance. Charles had learned to be clean, but he was still dressed in rags. The matron had another happy thought. She fitted Charles out with decent clothes. After this his attitude was decidedly better.

Physical examination June 12, 1929 revealed, on the whole good conditions. Weight, vision and hearing were normal; a haemic murmur in the heart and rales over the apex

of the left lung were not considered serious defects by the physician.

Tests were the following: Binet test: Chronological age--14 years, 3 months; Mental age--13 years, 2 months; I.Q. -- 92. Civic attitudes test: score 13; median score for grade 12.6.

There is some native ability indicated by these tests and ratings (See page 47) made very recently. The rating is from medium to high in the four fundamental skills, high in "ability to learn without reteaching," medium and high in initiative and intellectual curiosity; the score on the civic attitudes test is slightly above the median for his grade and sex.

The teachers said that the five F's on Charles's card last semester were the result of the wrong attitude. He told me that he failed because he "didn't care." His respect for the authority of one teacher was aroused in this way. Charles stubbornly refused to attempt to get his lesson and the teacher, having exhausted other means of persuasion, gave him a thorough shaking. He went to work at once. Another time she threw a very careless piece of his drawing on the floor and put her foot on it, saying that she knew he could do better. Now Charles goes about telling what a good teacher she is. Moreover, he does take pains with his lessons and likes doing them.

Charles is beginning to care. In spite of a background,

TABLE III

RATING SCALE FOR INDIVIDUAL CAPACITIES, ATTITUDES, AND INTERESTS

	Very high	High	Medium	Low	Very low
1. Power to assimilate the spoken word		3			
2. Power to assimilate reading material	2	2			
3. Power of oral expression	1	2	2		
4. Power of written expression		3			
5. Ability to learn without re-teaching	1	2			
6. Initiative and intellectual interest		2	2		
7. Ability to carry task to completion		1	1	1	1
8. Power of sustained application			2	2	
9. Reaction to criticism			1	1	2
10. Team work qualities			1		2
11. Capacity for leadership (group)		1	1		1
12. Consideration for others		1	3		1
13. Respect for authority			3		1
14. Assumption of responsibility			3		
15. Trustworthiness			3	2	
16. Brief report on special phase known to you					

poverty-stricken physically and mentally, his attitude is gradually swinging away from the negative to the positive. It took the school authorities several months to discover what the trouble was. A visiting teacher might have accomplished as much in a few weeks or days.

If proper food, a little of it, and a few decent clothes can initiate a change of this sort, isn't it too bad that some of the spending money which is proving destructive to Jim, case E, cannot be tucked into Charles's pocket?

D. HELEN, A CHILD FROM A SHIFTLESS FAMILY

Mr. and Mrs. Goodman were eager to know why their nine-year-old adopted daughter did not make better grades at school. They had had a physical examination made which revealed no weakness in development, nutrition, or any of the faculties; also the Binet test, which gave the following results: Chronological age -- 8 years, 7 months; Mental age -- 8 years, 11 months; I.Q. 104.

The child according to this test is above the average in intelligence. The wide distribution of her responses beyond the basic level, however, indicates a slight tendency toward the psychopathic. (Statement by Dr. R. A. Acher, who gave the test.)

Helen did not make the progress that these figures would lead one to expect as the following record shows:

	A	B	C	D	E or F
1B----2		3	4		
1A----1		3	3	2	1 (Handwork)
2B----1		3	4	2	
2A----1	(Reading)	1	6	1	1 (Written English)
3B		2	4	2	4 (English Art Arithmetic Deportment)

The record indicates a steady decline in achievement from the first grade of school, 1B, through 3B. The four F's in 3B meant that Helen must repeat this work. She made her grade the second time but showed very little improvement. While she was repeating the 3B work in the spring term of 1929, the

parents asked that I be allowed to observe Helen to see if I could discover the cause for her marking time.

Mr. and Mrs. Goodman are intelligent people. Mr. Goodman is a successful business man, and his wife was a teacher before her marriage. Four years ago they took Helen from a children's home in another part of the state. As yet they have not legally adopted her. They want to give the girl every advantage in the way of a good education and are much disappointed in her mediocre attainments up to this time. The home is one with every comfort and convenience and much evidence of good taste and culture.

When Helen at the age of five and a half years became a member of this household she seemed to have learned very few of the facts usually known by children of this age. She could not count one, two, three. She seemed dull and stolid. That she had always been with younger children was possibly one cause for her lack of development. Her physical condition was good. Adnoids and tonsils had been removed before she came.

The information about Helen's family is meager, and practically nothing is to be had on her early years. The agent of this home sent me the following facts:

Both parents are dead.

Father had fair health; aferage intelligence; limited culture; was a steady worker, with wages about $25 per week; was indifferent to bettering conditions for his family.

Mother had fair health; childlike intelligence; limited culture; was cordial and pleasant; worked irregularly; preferred to have children at the day nursery.

Parents dependent. (Not explained. Probably the father could not always obtain work.)

Home poorly cared for, unclean.

Children, four in number, Helen, the eldest, two boys, and another girl. All admitted to the Children's Home in _____ County, October 10, 1925. The mother was alive at this time, but has since died. All the children were placed in foster homes and kept in first homes excepting one boy who is in a second home. Children were all normal physically (so far as we know) except this boy, who is slow of speech.

Observation. I tried to discover for myself the causes for Helen's indifferent achievement. The teacher understood why I came of course. I would enter the room unannounced and look at the work the children were doing, listen to their recitations, and talk with the teacher afterward. Without her knowing it, I paid particular attention to the work that Helen and her class were doing.

As results of this observation I shall give some of Helen's way of doing things. When I entered the room Helen was out of her seat. She wandered to the front of the room and spoke to the teacher, who was hearing a recitation in arithmetic. She then took a pencil to a boy on the other side of the room.

Helen's class, seven or eight children, then recited arithmetic, a lesson in multiplication. Helen and some others did problems on the board; Helen's work was correct. The class was drilled in the table of 4's and assigned a lesson. Helen

was asked to show where the lesson ended, and she pointed to the right place. Once in her seat she played, did nothing, worked a little. She wrote the table of 4's, the first task, three times before she got it right. She finished only about one third of the lesson in the time allowed to prepare it. All of the others in the class with one exception finished theirs; several before the time was up had their completed lessons on the teacher's table. The other child who did not quite finish the lesson worked all the time.

Another day I saw a writing lesson. Helen's writing is noticeably poor. The lesson in language was given next. Rules for the use of "is there" and "are there" were given and then applied to sentences. Helen was called on third; she read one far down the page. The teacher told her to take the third sentence, and she gave it correctly. I began to see that it was a matter of attention rather than ability with Helen.

Helen did not know the place when her turn came to read notes in the music lesson.

In another language lesson she recited the rule correctly. "A telling sentence ends with a period." She did not know the place, however, when called upon to recite from sentences on the board. She paid very little attention to what was going on, was fidgety; watched me.

In a written language lesson, such words as glass, palace, fairy, slipper, were placed on the board, and the children were asked to use them in sentences suggested by the story of

Cinderella which they had read recently.

Most of the children wrote eight or nine sentences, one for each word, and made, as a rule, from two to five mistakes. Helen wrote ten, some of them being run together, and made twenty-one mistakes. She misspelled words that were on the board before her; for example, glast for glass, firy for fairy.

"Helen knows those words," said her teacher, "and could spell them if you asked her to do so. But she doesn't think what she's doing."

I talked with all of Helen's teachers, those she had had since she entered kindergarten. They were unanimous in saying that Helen has ability but lacks power of concentration. Her mind wanders; her attention is divided. These five teachers and one (a student teacher of unusual ability) who taught her in Normal Training Summer School for five weeks the summer of 1928 were asked to rate Helen for capacities and attitudes.

The ratings (See page 54) indicate the same characteristics that I had observed. When she gave her undivided attention to the task at hand, she could do it. Helen likes to read and does read many books in her spare hours; and she is rated high in her power to assimilate reading material, and higher in power to assimilate the spoken word; but the rating is very low in power of sustained application and

TABLE IV

RATING SCALE FOR INDIVIDUAL CAPACITIES, ATTITUDES, AND INTERESTS

	Very high	High	Medium	Low	Very low
1. Power to assimilate the spoken word		5	1		
2. Power to assimilate reading material		3	2		
3. Power of oral expression		2	3		1
4. Power of written expression				1	4
5. Ability to learn without re-teaching			1	3	2
6. Initiative and intellectual interest				1	5
7. Ability to carry task to completion				1	4
8. Power of sustained application					6
9. Reaction to criticism			1		6
10. Team work qualities			1		5
11. Capacity for leadership (group)				1	5
12. Consideration for others				1	4
13. Respect for authority			1		5
14. Assumption of responsibility					6
15. Trustworthiness				2	3
16. Brief report on special phase known to you					

ability to carry tasks to completion.

From talks with Mr. and Mrs. Goodman I learned that Helen is, as a rule, a happy child at home. She reads a great deal. She has certain duties, such as helping with the dishes, hanging up her clothes, and odd tasks that her mother gives her.

"She tries to do what we want her to do," said Mrs. Goodman. "She dallies about dressing and at times is rebellious. But she's a sweet child at home and does what she should do."

"Don't you think it strange," I asked, that Helen should do almost everything in just the right way at home, and practically nothing in the right way at school?"

"Oh, well, I have to keep after her," was the reply.

If the teacher were to stand by Helen's side and supervise her work, constantly pointing out errors and calling her attention to careless mistakes, the child would complete her lessons and do them well. But she will not do this by herself with the amount of direction usually given to all the children.

From the meager information in regard to the parents we learn that there is a shiftless strain on both sides. The father was indifferent to bettering conditions; the mother, a poor housekeeper who avoided responsibility when she could. The child has evidently inherited a tendency to be shiftless. Her training could not have been good. This bad start as yet has not been overcome.

E. GEORGE, A ROTTER

When I asked for George at the schoolroom door, the teacher in charge found him asleep. This was characteristic. Asked why he slept in school, he replied that it must be because he ate so much. He was always eating, he said, and he knew that this habit made him sleepy.

He is a strong-looking, well-dressed boy of fifteen, who hangs his head and looks up when spoken to, with an air of supreme indifference. His school career for several years has had a monotonous similarity which may be indicated by the unanimous comment of his instructors, "A capable boy, but he does nothing." From junior high school days until the present time he has occupied a seat in school, first doing little, then less, then nothing at all.

George's index of brightness in the seventh grade was 156, with an I.Q. of 120. This placed him in section one. He did not stay there long; was contented with passing grades. In industrial arts he did well. The man who was his teacher pointed out as the reason for this, saying, "He knew I'd whip him anytime he didn't do his work."

In his three terms in high school George has to his credit two grades of B in printing, one C, one D, and six F's. In April, 1929 he was given the Binet test which resulted in the surprising information that his I.Q. is now 85. A drop from 120 to 85 in four years! The I.Q. is supposed to remain fairly constant from year to year. Either a mistake was made in one of the tests, or George did not try to do well on the

last test. The latter seems quite probable.

There have been other troublesome aspects of George's school life. He was truant, and then when sent home to bring his father he ran away and "bummed" his way through some Indiana towns. But it is his indifference and total lack of ambition which present the greatest problem.

"I never even read my lesson over," he admitted to the history teacher. He was taking the work for the third time.

Home Conditions: This boy belongs to a family of six, father, mother, and four children of which he is the eldest. The father is manager of a large factory; is out of town frequently on business. He is not at home enough to look after his boys. He says if approached on the subject of George's shortcomings, "This has got to stop!";and does nothing about it. At other times he takes a happy-go-lucky view. "All boys go through such times. He'll come to his senses in a year or two." The father's salary is large, and he gives George plenty of spending money. He furnishes his wife with an automobile of which George has the use.

The home has the appearance of luxury without taste. There is fine furniture including a pool table, often in disorder. The mother is careless in appearance, wearing soiled finery and platinum jewelry. She has frequently allowed George to stay out of school on any pretext, at times shielding his absences. She is "easy" and gives in to George's wishes. She has been heard to say in George's presence, "I have no control over him."

Companions: The boys George chooses for his friends are wild and dissolute. They are not constructive in any way. It is said that the boy has $8.00 a week to spend in any way he wishes. He smokes cigarettes constantly.

The condition does not require close analysis. Too much money! No ideals! Too much food! Too many cigarettes! No responsibility! He is what the English call a "rotter".

Treatment: Educate the parents. The school has done all that was possible for this boy with no evidence of success. Without more intelligent cooperation from the parents than these have given, even a child guidance clinic would fail to get results.

F. HUNTER: CONFLICT IN THE HOME

The lack of harmony in family life is said to be as harmful to children as the broken home. "For welfare of the child it is best to subject it to the influence of only one of the combatting parents; two conflicting attitudes are almost certain to produce breakdown in the child in health, sanity, or morals."[4]

An example of this sort of influence is that of Hunter Mills. I shall touch briefly on three phases of his history; his behavior in junior high school, in senior high school, and since his graduation in 1926.

In junior high school Hunter showed ability in his studies, and in those that he liked he did good work. In classes which did not hold his interest he was often out of order, and was trifling with the teacher. He had to be punished several times. The principal said that the parents did not cooperate with the school. The boy was known to be tricky and untruthful. When reports of such conduct were sent home, the mother always took his part and found fault with the teachers.

His first act of real delinquency occurred after he had entered senior high school. With some other boys he broke into the school he had formerly attended and stole $25 worth of material. The boys were exempted from arrest

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[4] Van Waters, Miriam, op. cit., p. 73.

on condition that they paid for the material stolen and for the window glass. Hunter's mother still made a baby of him, and did all she could to shield him from the wrath of his father, who would whip him severely at times. From this time on through high school this boy's path was strewn with troubles of his own making. He did not tell the truth; he loafed in pool rooms and wrote his own excuses; he stole money from his father; he failed in some subjects because of so much absence, usually unexcused absence. Always his mother found excuses for him, and his father scolded and punished him unmercifully.

The father is a successful professional man, with rather puritanical ideas on the subject of amusements and pleasures. The mother is obviously lacking in education and common sense. They were at cross purposes over Hunter, and they ruined their son between them, for what one did, the other undid. High school did the boy little, if any, good. He was exceedingly skillful at making promises and breaking them. He liked athletics and would behave for a time in order to be on a team; but always before the term was over a streak of yellow would appear, and he would be "hopping school," lying, stealing---one or all of these. Interviews with the principal, suspension from school, deprivations of various sorts----none of these worked any lasting improvement. At one time the boy's father spent several hours in persuading the principal not to carry out his purpose of expelling Hunter. The stern father balked at anything drastic in the way of school discipline.

One day in the presence of a teacher the boy remarked, "It's all my mother's fault. She always made a baby of me and never made me behave."

In the years since graduation from high school, Hunter has again demonstrated his ability. He made good in college for a year and then secured an excellent position with a big company. But his father never knows "where to find him." His behavior is still unpredictable; but it's safe to say it will be crooked. He has left his boarding place with bills unpaid. He has had a questionable affair with a girl which caused him to leave the town.

This young man has not learned to live acceptably in civilized society yet. His parents gave him a splendid physical endowment; but they, like millions of other well-meaning parents, knew little or nothing of the art and the science of child culture. Two elements necessary for a normal relationship between parents and children[5] were lacking in their philosophy, one the attitude of inquiry which seeks for causes and then acts accordingly to remedy conditions, the other the element of elasticity. Two attitudes, the one always rigid, the other invariably lenient, neither one elastic, were all that the boy ever knew. Probably the teachers also needed enlightenment, but it is clearly impossible for the wisest of teachers to accomplish much in the way of character building when there is such conflict in the home.

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[5]Allen, Frederick H., Bulletin of Massachusetts Society for Mental Hygiene, Sept., 1928, p.2

FANNY AND THELMA, TWO CASES OF CULTURE SHORTAGE

G. FANNY

Fanny, a seventh-grade girl of fourteen, is of average ability according to the ratings given by her teachers. (See page 63). She is a slender girl with refined features and an eager, pleasant way of speaking. At the first glance one knows that she loves pretty clothes and ornaments. One day when I talked with her she wore a silk dress of deep, rich red the beauty of which she had almost killed by adding a scarf of scarlet. Love of finery was apparent in the light hose and shabby snakeskin slippers, the ring, the necklace of glass beads, and the bracelet of brilliants circling her arm near the elbow.

This girl is characterized by her teachers as "mild and gentle, a dreamer"; "timid, and self-conscious when she speaks," preferring to say "I don't know" to attempting a recitation. Yet this child invented a story which set the school and neighborhood talking and caused her to become for a short time a problem. I have chosen her case because it is typical and significant. Fanny told her companions that the mother with whom she lived was not her real mother. Her real mother was rich and lived in New York in a beautiful apartment; she sent her presents, among other things, a handsome coat. Such stories made the girls open their eyes but were obviously harmless. Then she said she was planning to visit her mother in New York. She set the day and seemed extremely

TABLE V

RATING SCALE FOR INDIVIDUAL CAPACITIES,

ATTITUDES, AND INTERESTS

	VERY HIGH	HIGH	MED-IUM	LOW	VERY LOW
1. Power to assimilate the spoken word----------			2	2	
2. Power to assimilate reading material----------			2	2	
3. Power of oral expression----			1	1	2
4. Power of written expression		1	3		
5. Ability to learn without re-teaching----------			1	2	1
6. Initiative and intellectual interest----------			1	3	1
7. Ability to carry task to completion			2	2	
8. Power of sustained application			3	1	
9. Reaction to criticism--------		1	2	1	1
10. Team work qualities----------			4		
11. Capacity for leadership (group)----------			2		3
12. Consideration for others-----			4		
13. Respect for authority--------		2	2		
14. Assumption of responsibility-			1	1	2
15. Trustworthiness----------		1	1		1
16. Brief report on special phase known to you----------					

happy. When the day for her departure came, she asked to be excused early from school in order to make her train.

The principal before allowing Fanny to go home called her mother on the telephone and had her suspicion that the story was all a fabrication confirmed. Since the mother was at work and could not come for the girl she was turned over to the police matron who took her to her grandmother's home. When the police matron questioned her, Fanny denied the whole story.

What was in the girl's mind? Did she crave attention and being unable to get it in any other way resort to this method of securing the admiration and envy of her friends? Had she lived in her imagination so long that the tale was more of a reality than the facts of her hum-drum life?

I cannot answer these questions, but I believe that she invented the story of her rich New York mother for the same reason that a young woman I once knew wrote herself love letters. Some facts as to certain phases of adolescence and a glance at Fanny's environment will throw some light on the case.

The adolescent girl is self-centered and romantic, with a decided tendency to day-dream. She becomes conscious of herself in a new way and takes to personal adornment. She reaches out for fuller experience, for the wonder of the world and of life has broken over her.[6]

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[6]Blanchard, Phyllis, The Adolescent Girl, Ch. 7.

She desires heightened experience because she has acquired new, tremendous capacities for experiencing.

The creative fire, newly kindled in her may express itself in various ways: crudely, in casual sex experiences; sentimentally, in over-emotional friendships; culturally, in becoming aware of the best that the race has accomplished in art, literature, and science. "Usually environment determines whether the conversion of the libido shall be upward or downward," says Miss Blanchard. Where there is an unstable or oversensitive nervous system girls frequently become psychopathic to a greater or less extent. The psychopathic girl often lies or steals for no apparent reason. Her lies are often "a mixture of delusion and deliberate falsehood." As G. Stanley Hall states it, "They become drunk with lies to escape the strain of real life."

Home circumstances: Fanny's home is of the small colorless variety. A bed in the "front room" is visible from the street through the open door. Father, mother, and two sisters comprise the family. The father, a laborer, works off and on, much of the time off. The mother works out by the day most of the time from eight until five-thirty. There is hardly enough money for bare necessities, none for movies or amusements or finery. (The red silk dress, Fanny confided in me, had been purchased at a sale for two dollars and jointly paid for by her mother and her aunt. They have an old Ford, and her mother wants a Chevrolet, but they

"have too many bills out to buy one."

Family history: Some of the relatives of the mother, Fanny's grandfather and a cousin, are known for the wild tales they tell. The mother has an epileptic brother.

Such cases as Fanny's are thought by psychiatrists to be responses to life situations. Perhaps this girl will never attempt again to escape from a drab world in this way. On the other hand she may take a doubleheader of some sort as the urge for more life becomes stronger and is denied expression.

Fanny's one way out at present is, apparently, through personal adornment. She was much impressed by the talk on personal appearance given at school during Girls' Week. Upon being asked how she would like to spend a large sum of money if she could buy what she wanted she said at once, "I'd buy some clothes."

Recently the family has moved to the outskirts of the city, and the girl has left the ill-smelling old school of the slum district for a new one where she meets birds, flowers, and breezes from the fields. Fanny says she "just loves this school."

A culture shortage is one of the defects of our civilization and our education. I have no criticism of Fanny's teachers; they are crowded to the wall with responsibility now. But this fact does not lessen the need of children for creative living. A monotonous, unlovely home life makes necessary many activities at school. If Fanny had

sports, clubs, dramatics, folk-dancing, a garden to work in some one or more of these would feed her hunger for beauty, would satisfy her desires for a fuller life, and she would have no need to invent a mother in New York.[7]

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[7]Burt, Cyril, op. cit. p. 380. "With the young fabulist who is telling himself or others extravagant romances because his own life is so limited and dull, the best course is to enlarge and enrich his range of actual experiences."

H. THELMA, A LITTLE DRAB

In chapter five of Youth in Conflict Miriam Van Waters considers the problem confronting social workers to be found in the conflict going on in the youth of today between biological impulses and shifting social standards. Contrary to the simple, absolute standards of primitive people, she states, (or of our Puritan ancestors) our complex civilization has many standards in its many groups. Youth challenges our standards, affirms the need for new definitions, and more common-sense approaches to problems. J. B. Watson states that anger in infants is the result of restricting their movements.[8] The adolescent like the infant, argues Miss Van Waters, will take that which gives comfort, not fear and irritation. The young crave thrills---"heightened experience"---and many know only cheap ways of obtaining them.

Thelma, without Fanny's imagination, resorted to sordid contacts at the age of fourteen. She is neither pretty, nor clean, nor well dressed; from her appearance one would judge that she is not too heavily endowed with the sex instinct. She has been sent to the Friendly Inn six times within the past year for sex delinquency. While there she attended the clinic to receive treatment for venereal disease which she was found to have contracted. Upon her dismissal she would go home and in a very short time repeat her offense. She would pick up boys at dance halls or on the street and stay out half, sometimes all, of the night. Her parents would report her, and back she would go to the Friendly Inn.

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[8] Watson, J. B., Psychology from the Standpoint of a Behaviorist, p. 213.

Her record at junior high school was fair, most of her grades the first term being C or D. Poor attendance was the only complaint made of her by the teachers; for this reason she failed the second term. One interesting fact was that she had unusual ability, real talent, in dramatics.

Thelma's home is one of those below the dead line of comfort which can be suggested by a few vivid details. The father, a miner, is frequently out of work and, as a result, often in debt to the landlord and grocer. He borrowed money from the Society for Organized Charity to help pay his rent, and has never repaid a cent. He is said to drink heavily and fill the small house with curses.

Of the six children one has died. One boy in elementary school is known to steal articles. One girl has been living with an uncle who is giving her an education in another state.

The mother does her best to keep the little house neat and orderly. The five rooms are fairly well kept, but as the oldest daughter and her husband live there, it must be very crowded.

The family has received help several times in the way of shoes, dresses, overalls, and books from the city schools.

As to the intelligence of the parents I shall make no comment; instead I want to tell one incident which is vouched for by one of the school nurses. The doctor was called to

treat the baby who was very ill. When he arrived he found the baby in charge of the other children but the mother and father absent. The children explained that their parents had thought the baby was dying and had gone out to buy a dress in which to bury the child! Upon examining the infant the doctor discovered that it was suffering from starvation; he fed it and the boy is alive today.

To return to the discussion by Miriam Van Waters, we find her echoing the thought of Tolstoi, that art to be accessible must be simple and easily understood by the peasant as well as the seer.[9] The church, art, and science, she be believes, are too isolated from youth who become delinquent. This is partly because they are too technical. Art expresses the vivid. There is great need for universal, simple art which youth can understand. "It is always a source of surprise to those who do not know delinquents to observe with what eagerness they receive worth-while music, literature, or the plastic arts. The highest works of genius make appeal, while that which is merely clever is likely to bore them."[10]

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[9] Tolstoi, Lyof N., What Is Art., p. 89.

[10] Van Waters, Miriam, op. cit., p. 143.

Thelma declares that there has been no sex delinquency in her recent escapades. She says that her father in his drunken brutality has made her home unbearable to her, and for that reason she has run away. It is known that at least once she found work. In cases of this sort where there seem to be strong sexual impulses developed early "isolation from all risk until the habit of control has been firmly established, or at all events until the ability to control has fully emerged," is the one safe measure. "This means either unfailing supervision or else immediate transference to some residential place of safety."[11] A case somewhat similar to this one is cited by Burt,[12] of a girl of thirteen who would run away in the evening, spending her time with men, according to report, and preferably with colored men of an oriental race. She belonged to a family, well-to-do and highly respected, but with strong and uncontrolled sex tendencies on both father's and mother's side. The measures adopted in her case were these: fuller outlets for her abundant physical energy, such as hockey and tennis; artistic pursuits "such as might offer an opening for her overmastering taste for admiration and display---singing, dancing, and amateur theatricals;" improvement in her education and culture, attending picture galleries, good concerts, and theaters instead of movies, vaudeville, and music

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[11] Burt, Cyril, op. cit., p. 307.

[12] Ibid., pp. 410-413.

halls. She was allowed, even urged to have male companionship. The family physician undertook the task of sex enlightenment. As a result the girl won her way, with many ups and downs to a successful and honest career, and at the age of twenty-two as a promising actress was the sole support of her widowed mother.

What would happen to Thelma if she could be given such opportunities? She has real talent in dramatics. Some talk of sending her to the Girls' School at Clermont came to nothing, and she was returned to her home a few weeks ago. The father was made to understand his responsibility in the matter and was urged to give up his drinking which led to his abusive language and cruel treatment of Thelma. He is said to be doing much better.

I. NED, AN INCORRIGIBLE

A visit to the juvenile court brought me the acquaintance of Ned Thomas. He was a sullen, desperately unhappy boy, tall for his fourteen years.

"You don't respect anybody. You don't belong in organized society," said the judge to the glowering boy, and sentenced him to the Boys' School at Plainfield.

Ned was charged with incorrigibility at home. He had been disobedient and troublesome since the age of two years. He was so abusive of his mother that she feared him. He had been reported to the probation officer some time before this. Who it was that had made the complaint was not brought out at the trial. He had promised to behave and be kind to his mother, who was ill in bed at the time. When he reached home after the interview, however, he became angry and beat on the house. He threw flower pots at the house according to report; he admitted that he broke one flower pot. For this behavior he was committed to detention in the Friendly Inn to await another hearing in juvenile court. Fearing that he would be sent to the Boys' School Ned with another boy made a desperate attempt to escape. They broke through the ceiling into the attic, taking blankets with them, for the weather was cold; they hoped to find a way out and run away. For this act as much as anything else the judge sentenced Ned to the reform school, and told the probation officer to see that he was locked up (in jail this time)

until he could be taken away.

When I talked with Ned after the trial he seemed to have good stuff in him, entirely too good to be destroyed by a period spent with the rough element found in reform schools.

He liked to read and had read books of a high order; for example, Pasteur's life, Beau Geste, books by Mark Twain, and good magazines. He liked sports and had played on the freshman football and basketball teams in the high school where he had been a student for about a year. He was especially interested in mechanics, he said. He liked to make things, had made a small airplane.

Questioned as to his reasons for such misconduct as he had been charged with, Ned was reticent, had little to say. All that he would say was, "I was all right until I came here a few months ago. I never had any trouble as long as I was in boarding school."

Several years before, his mother, a widow, had placed him in a school in another state. Then she had married again and decided to bring her son home. Neither she nor her husband appeared at court.

A few days after the trial I learned from the probation officer that one of Ned's teachers had intervened in his behalf speaking well of the boy's character and his school work. For this reason, and possibly others, the probation officer had recommended that Ned be paroled and allowed to

continue here as a ward of the court. The mother and step-father, it appeared, had disagreed over the boy. All that was needed was "a reconstructed home," a home in which the boy could live a normal boy's life. The parents had agreed to this I was told, and to my question, "Do you think they will make over their home life?" the answer came promptly, "Yes. They are both good people." Just what "disagreeing over the boy" meant I did not learn until later.

Ned's school record was decidedly good. His teachers agreed that he was likable, had the right attitude, that his conduct was above reproach. The first term in high school he had made the following grades: geometry I---D, English II ---C, history I---B, Latin I---D. He was doing A work in English III. He was on good terms with the other students and took part in school activities.

The following scale with ratings (See page 76) massed from medium to very high in all but two of the skills and attitudes speaks well for a youth whose conflict at home has been so serious as to land him in jail. One of the two exceptions is significant; he is rated once low in "consideration for others."

Test in Civic Attitudes---score 18; median for grade---16.1.

Comments by teachers are the following: "He can think well. Has a strain of resentfulness at excessive authority, probably justifiable." "He reads good books constantly." "Ned is concise and clear-minded. He wants to glorify defiance in

TABLE VI

RATING SCALE FOR INDIVIDUAL CAPACITIES,

ATTITUDES, AND INTERESTS

	VERY HIGH	HIGH	MEDIUM	LOW	VERY LOW
1. Power to assimilate the spoken word	2	3			
2. Power to assimilate reading material	2	3			
3. Power of oral expression		2	2	1	
4. Power of written expression			3		
5. Ability to learn without re-teaching	2	2	1		
6. Initiative and intellectual interest	2	2	1		
7. Ability to carry task to completion	1	2	2		
8. Power of sustained application	1	2	2		
9. Reaction to criticism	1	1	3		
10. Team work qualities			3		
11. Capacity for leadership (group)		1	2		
12. Consideration for others		1	1	1	
13. Respect for authority		3	2		
14. Assumption of responsibility			2		
15. Trustworthiness		1	2		
16. Brief report on special phase known to you					

general; rather admires doubtful conduct. He admired Bismarck because he accomplished his end by means of deceit and violence. I mention this trait because it is very pronounced. He is deeply interested in the history work."

A physical examination May 12, 1929 revealed a general enlargement of the glands. He has dizzy spells when he first arises in the morning. The physician stated that the boy might be suffering with an anemia because of general glandular enlargement, a condition not to be determined except by blood count and hemo-globin test.

The interview with Mrs. Thomas was enlightening. Her attitude was that she didn't "want her son to be mixed up with anything like that," that meaning my studies of problem children. It was a mistake that Ned had ever been in juvenile court; just a piece of spite work. She did not invite me in, but I stood for a few moments at the door of the very comfortable and well-furnished cottage. Although I asked few questions and have an incomplete history of the case, I feel reasonably sure that I got at the root of the boy's difficulty as I listened to his mother talk. Ned had never been a bad boy she said. He had been all right until he came to Terre Haute. His step-father doesn't like the boy and isn't fair to him. Ned does sometimes talk back to his mother but she doesn't "blame him for that," because she is very nervous and exceedingly irritable with the boy and with her husband. But Ned never does anything out of the way, and he refused to talk about his step-father in court.

"Then he didn't throw flower pots at the house?" I asked.

"No," she answered, pointing to the porch railing. "A flower pot was sitting there, and he knocked it over. I don't blame him! I would have done it myself. I always have thrown things when I am angry!"

There was the key to the situation! An uncontrolled mother who throws things naturally lacks power to control her son who has the same sort of temper. An irritable mother and wife; an exasperated husband and stepfather; an inharmonious household, with the boy as the storm center were the factors that stared me in the face.

Upon careful inquiry I find that the stepfather is reputed to be a reliable, upright man. His word that he was afraid to leave Ned with his mother combined with that of the neighbors who say they have seen the boy maltreat, even knock down, his mother is doubtless worth more than his wife's. Ned is behaving himself, he reports. He evidently was straightened out by his short stay in jail with the sentence to the Boys' School hanging over him. The mother's health is better, and she is less irritable. The juvenile court has justified itself again by helping to reconstruct a home.

J. DICK, A PROBLEM IN MOTIVATION

Dick was mentioned as one of the biggest problems in the junior high school. His mind is far above the average; many say he is brilliant. His behavior is such, however, that the principal, dean, and home room teacher have almost reached the point of despair.

A tall, brown-skinned boy with a smile that comes often, Dick at first sight in a class group is obviously the sort that enjoys attention. On a cool spring day he was the only boy in the room without a coat, with shirt collar open and sleeves rolled well above the elbow.

He loves the lime light; he likes attention for any reason, good or bad. He fights on any pretext, talks aloud, refuses to conform to rules of any sort, will not study.

The opinions of twelve teachers who have known Dick the past two years are indicated in the scale on page 80.

The ratings point to remarkable ability in the skills. Comments of teachers are of interest: "He is most extraordinary in ability to complete tasks, qualities of leadership and assumption of responsibility." "Dick reads widely the best literature, Shakespeare, for example." "He is interested in writing plays and short stories; he wrote a wonderful short story" "Assumption of responsibility high if Dick works alone or is leader; low if he must be a follower."

He is said by two or more of his teachers to have ability of a high order in these lines: executive, mechanical, social,

TABLE VII

RATING SCALE FOR INDIVIDUAL CAPACITIES, ATTITUDES, AND INTERESTS

	VERY HIGH	HIGH	MED-IUM	LOW	VERY LOW
1. Power to assimilate the spoken word	6	3	3	1	
2. Power to assimilate reading material	4	4		1	
3. Power of oral expression	2	6	4		
4. Power of written expression	5	2			
5. Ability to learn without re-teaching	4	2	5		
6. Initiative and intellectual interest	2	2	5		
7. Ability to carry task to completion	3	2	2	2	1
8. Power of sustained appli-cation	1	2	4	3	
9. Reaction to criticism		1	7	1	2
10. Team work qualities	1	1	3	3	1
11. Capacity for leadership (group)	4	2	3	1	1
12. Consideration for others			5	3	3
13. Respect for authority		1	2	3	5
14. Assumption of responsibility	2	1	5	4	
15. Trustworthiness	2	3	5		

scientific, dramatic, business detail (Did excellent work on records).

Many a boy would satisfy his desire to shine before others by excelling in his studies. Dick makes fun of those who do this. He gets his attention in other ways. His school record for two years includes two A's, seven B's, ten C's, two D's and one F. There has been a downward trend, the F coming in the last term's work. With ordinary application he would never fall below B.

Companions: The friends made by this boy are not the high grade boys in the school. They are usually the type who do little that is worth while and who make a practice of smoking and drinking. (There is little doubt that groups of boys in junior high school drink alcoholic beverages to a certain extent.) These boys are willing to let Dick act as leader whereas others tire of his dominating. Dick is an incessant smoker, and he says he drinks.

Home conditions: The father is a man who makes a salary not too large, working for a big business corporation. He is respectable, hard working, and of average intelligence.

The mother is said to be a poor manager. Much food is provided on pay day, and later the family eat bread and milk or go hungry. She and her husband do not get on well together; they are said to separate for a time and then return to live together. The reason for this is suggested by the report

that the mother has low moral standards and has been guilty of such questionable conduct that Dick asked his father how it ever happened that he "married a woman like that."

The home is one without culture or refinement. There are four children of whom Dick is the eldest. He and a younger brother as small boys would aften be sent to bed without their supper---to get rid of them. Naturally, they would waken early and sometimes run out to play as early as four o'clock in the morning, to the discomfort of the neighbors.

What is there in a home like this to inspire admiration for a behavior code? Discord and disorder never did and never will do that. A boy with Dick's mentality would chafe and become cynical under such conditions because he has capacity for better things.

Only one method of treatment is suggested as a possible way out for him, a changed environment. If he could get away from his home and his bad companions he might become an asset to the community. He told me that there is a plan to send him to an uncle who lives on a farm near a neighboring town, to live while he goes to high school. That may prove to be his salvation. Reports at the end of the school year were that Dick barely escaped expulsion from school during the last weeks. He has not mended his ways and probably will not do so under present conditions.

K. ALMA, A TYPE OF WITHDRAWAL

In a recent study of teachers' attitudes toward behavior problems made by E. K. Wickman of the Institute for Child Guidance, New York City, occurs the statement that withdrawal and dependency are not often recognized by teachers as symptoms of maladjustment. It is the aggressive type which is considered most undesirable.[13] Shyness, unsocialness, sensitiveness, are qualities which handicap the student, especially when he enters the business or social world after leaving school; they are rated by clinicians as most serious behavior problems.[14] In other words, one must have some training in psychiatry or at least psychology in order to understand how harmful these attitudes are.

Only one case of this sort has come up in this study. A girl of fifteen in the ninth grade has been unsatisfactory in her work because of much absence. Her grades were C and more often D in the eighth grade with one outstanding B in music. The ninth grade shows a similar record with one F and an A in algebra to balance it. This mediocre record is echoed in the ratings on attitudes and interests. (See page 84). One would judge her to be a girl of less than average ability who has some good qualities, and the basis for others which might be cultivated.

Alma is tall and mature-looking for her age. Her long skirts of plain cotton, her manner of wearing her hair in a

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[13] Wickman, E. K., Children's Behavior and Teachers' Attitudes, p. 159.

[14] Ibid., pp. 243-245.

TABLE VIII

RATING SCALE FOR INDIVIDUAL CAPACITIES, ATTITUDES, AND INTERESTS

	VERY HIGH	HIGH	MED-IUM	LOW	VERY LOW
1. Power to assimilate the spoken word			5	1	
2. Power to assimilate reading material			4	2	
3. Power of oral expression			5	1	
4. Power of written expression			4	2	
5. Ability to learn without re-teaching			2	4	
6. Initiative and intellectual interest			2	4	
7. Ability to carry task to completion		1	4	1	1
8. Power of sustained appli-cation		1	3	1	
9. Reaction to criticism		3	3	1	
10. Team work qualities		2	2	2	
11. Capacity for leadership (group)			1	5	1
12. Consideration for others		4	2	1	
13. Respect for authority	1	5	1		
14. Assumption of responsibility		1	5	1	
15. Trustworthiness	1	3	3		
16. Brief report on special phase known to you					

heavy coil at the back of her neck set her apart from the other girls of her age. "She seems to want friends," said one teacher. "She makes a point of talking to her teachers and will do anything to help them." "She likes music. Is always ready to help some one," said another.

The family is composed of parents and seven children. The father, a laboring man, is frequently not working. They belong to a Pentecost church which has a creed including faith healing, no medicine being used. No ornaments nor worldly pleasures are tolerated. A sister had an urge to own the taboo stuff and stole some jewelry. Alma, according to report, takes a morbid interest in illness, disease, and death.

The mother is a religious fanatic, but fails to connect her conduct with her religion. She keeps Alma out of school, sends her on errands, and then says she was ill. The home is bare and dirty; the income very insufficient.

Alma apparently has no wants. She couldn't think of anything she would like to do or to have herself. "It is not right to go to parties and shows."

"Not even school parties?" I asked.

"Perhaps a party at school would not harm any one," she admitted.

She would enjoy helping her family and her church.

There is not a great deal to say about this girl. Her home conditions make normal recreation and social life impossible. Her one real interest is music. She has belonged

to the Girls' Glee Club and enjoyed it.

The Binet test showed mental age of 13 years, 11 months and I.Q. 92. "But lack of confidence in herself was evident throughout the test," was the comment of the examiner; "she needs special help and guidance."

I fancy that a clinic would prescribe Girl Scout or Camp Fire activity, some folk dancing, further acquaintance with good music.

L. MARTHA, AN UNWELCOME WARD

Another product of the broken home is Martha, an eighth grade student. Her ratings are so heavily loaded in the last two columns, "low" and "very low" that it is not worth while to compile them. In a comparatively few cases she was rated medium; in nine only, high.

She has been a problem in school for several years. She made herself unpopular in the lower grades by telling untrue stories about the girls. Sometimes these lies were malicious. Sometimes she was the heroine of her stories. She wanted recognition, the teachers thought. In junior high she has had a long record of tardiness and absence.

In the seventh grade she passed with a fairly good record; in 8B she failed because of her absence and tardiness. Taking this term again she passed with A in music, B in business training, three C's, and two D's. Her score on the Civic Attitudes test was very low, being only 9; the median for the grade is 14.3.

Martha's mother died when she was a small girl; since then she has had unhappy home conditions. Her father married again, but Martha and her stepmother did not get along well. Recently---for several years---she has lived with an aunt. The aunt takes charge of her because the child has nowhere else to go, and lets the girl know this. She expects Martha to do a certain amount of work, by a certain time. Frequently the girl's tardiness is due to her finishing a set task before she leaves for school. The aunt uses force when Martha does not please her; strikes her, whips her with a leather

strap. Furthermore she threatens constantly to send for the probation officer, or to send the girl away to the Girls' School at Clermont.

The home is decent and comfortable, but the atmosphere is one charged with fault-finding, threats, and domination on the one hand; and pouting, impertinence, and stubbornness on the other.

Her prevailing mood in school is surly, impudent, according to one teacher. "She is extraordinarily stubborn and self-sufficient," said another. "Impertinent and indifferent," was a third comment. "Is interested in all her neighbors and insists on bothering them." "Improvement shown the last few months; she is not so haughty when criticized."

This girl needs a thorough reeducation in ideals and attitudes. How can this be done when she is being prodded and threatened at every turn in a way to accentuate her weaknesses? To make her self-supporting or at least partially so would be advisable. Many high-school girls have worked their way through the four years. Martha is not ambitious, nor industrious, nor persevering. Some one would have to awaken her in these lines. When I suggested to her that it would be an advantage if she could make her own way and be independent, she said she had never thought of that. She is not a girl who could be allowed freedom without supervision; she is too young, and her judgment too immature.

The girl needs expert help, inspiration, and gradual introduction to new interests. What there is of good in her no one knows. It has never had a chance to come out.

I wish that Martha could have the same attention and study given her that Mildred had. Mildred is a girl who was redeemed by a child guidance clinic. Her story is a remarkable one. It illustrates the variety of resources to which a clinic has access and the large expenditure of time, energy, and money it makes in order to set right one forlorn little girl. For these reasons, I give a brief outline of her case.[15] Mildred was a school failure. At the age of eleven she was transferred from a church school to her grade, the sixth, in the public school, and then because she was unequipped for the work, placed in 1A. The home conditions were unhappy, the father being a heavy drinker, bad-tempered, and often unemployed. Mildred was a victim of congenital syphilis (mother and father both syphilitic). A complete history of the family and the child was obtained, and then she was taken to the Bureau for Child Guidance for tests and examinations. These revealed the fundamental difficulty to be "an emotional state of hopelessness under a seemingly inescapable burden of failure which had almost completely obliterated self-confidence and self-esteem." The central problem was to restore hope and

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[15] Three Problem Children, pp. 11-47, Pub. No. 2, Joint Committee on Methods of Preventing Delinquency.

self-confidence and to lighten the burden in every was possible. The treatment included confidential talks between the physician and the girl, and such adults as came to the office; continued work by the visiting teacher with the parents and the teacher; arrangements in the home to have Mildred sleep alone (she had slept with a sister whom she disliked); plans to awaken new interests in Mildred which would take her out of herself and away from the depressing atmosphere of the home. Among other things she was encouraged to join a Girl Scout organization, and money was raised to pay her dues; she was taken for a morning at the Natural History Museum and an afternoon at the Hippodrome, these being selected to give her outings which none of her family had had and thus encourage a feeling of superiority.

By means of tests it was discovered that Mildred could not study as she had never learned to read. There was no functional reading disorder, for she learned to read under a tutor. She received two promotions with intervals of a month or six weeks. Through a relief agency Mildred was enabled to go to the seashore in the summer, where she went to summer school for four weeks. She learned to use the public library.

"Success plays an important role in the development of a child with whom failure has become a habit."[16] Mildred was given lessons in making pendants. When she made pendants for her friends she created "a small furor of interest and enthusiasm by the exercise of an art unknown to them." All of this

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[16]Burnham, Wm. H., "Success and Failure as Conditions of Mental Health," in Mental Hygiene, Vol. III, pp. 387-97. A valuable discussion of this sub-

is very different from the method, not yet discarded by many, of telling the child "to concentrate", "to put more time on the lesson," "to stay after school and learn to read." Is it worth while? The results in Mildred's case speak for themselves. She had seven promotions within a year; her recreational life developed, for she passed the final scout tests and became socially active. She was "transformed from a timid, despairing child, utterly unequipped to deal with life into a wholesome, vigorous, planful young person, working hard, carrying her full share of the family burdens and looking forward to the time when she can help her mother financially." When she reaches the sixth grade she expects to go to trade school to learn dressmaking.

Professor Henry C. Morrison in discussing this case, places the responsibility for this bad situation on the school. "Through its obsession for grades and promotions and almost total neglect of individual case study it built up a mental attitude which well-nigh started the girl on the road to insanity."[17]

Martha is an aggressive rather than a withdrawal type, but she ought to have a little of the specific attention which made Mildred over. Her problem is as yet unsolved.

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[17] Three Problem Children, op. cit., p. 128.

M. RALPH, A BOY WITH A WORKING MOTHER

The boy who knows that his mother is not at home has every opportunity to play truant and live the life of the streets. "The line of descent is direct from the working mother to the delinquent child."[18]

As I was talking to the probation officer, Ralph and his mother came in, and I was allowed to hear the report they made. The boy had run away with a friend to an Indiana city. They had gone on their bicycles, taking clothes, food, and a skillet. Ralph had left a note for his mother saying that he was going to New York where he expected "to get rich in the right way and return. Don't worry."

The boy was frail looking, rather serious and wistful; fourteen years old; a student in one of the junior high schools. His mother was a pretty woman of thirty-five, neatly and quietly dressed. She made the living for both of them as cook in a private home. She kept a five-room cottage, going to her work early in the morning and returning about eight o'clock in the evening.

Ralph had the hours from 3:15 when school was out until his mother's return, to do as he liked. He had been guilty of several truancies and one act of delinquency when he had destroyed some plate glass windows the summer before. During the interview to which I listened the reason given for the bicycle

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[18] Breckinridge and Abbott, The Delinquent Child and the Home, p. 96.

trip was that Ralph thought his mother wanted to go to Chicago to live where she could make higher wages. He didn't want to be in her way. Later upon talking to the school officials I learned the real reason; he and another boy had stolen some materials from the science department at school. The principal had sent Ralph home for his mother, but instead of bringing her he had left town.

Ralph's history shows that he has had much to contend with. He was born in the country in southern Indiana. His father was not a strong man; the only ailment mentioned was rheumatism. He was killed in an automobile accident when Ralph was four, and another son was twelve. The mother, who was without training or vocation, became cashier in a hotel in an Indiana town, leaving her two children in the care of others. Ralph was placed with an aunt, but worried for his mother. After illness and hardships the mother remarried, thinking she would have a home for the boys. At this time they came to Terre Haute. But the husband was not used to children was given to drinking and gambling, and did not provide the sort of home needed. Divorced two years before, she had fallen back on the only thing that she was prepared to do and had secured a place as cook in a private home where she earned $10 a week.

Ralph was a normal baby, walking, talking, and getting his teeth rather early. He had many illnesses: measles at six months; whooping cough, scarlet fever, mumps, and chicken-pox all before he was six years old. Frequent attacks of

tonsilitis, two attacks almost every winter undermined his strength. His mother said she had not had the money to pay for having his infected tonsils and his adnoids removed. He had intestinal flu at ten, and had always had stomach trouble.

Ralph's school record was satisfactory until the last year or so. In the seventh grade he liked school, and made 6 B's, 8 C's, 3 D's, and 1 A. Transferred to another junior high school the boy began to deteriorate in quality of work and conduct. More D's and fewer B's appeared on his card; he failed in French. He complained that he didn't like this school as he had liked the first junior high school he attended; the teachers were not fair to him; he didn't get a fair chance on the athletic field or in dramatics; he didn't care for his teachers. The rating scale in this case has special value. Although there is to some degree difference of opinion, the consensus of opinion is that the boy has average ability but that he is irresponsible, has little respect for authority, small consideration for others, very poor team work qualities, and is much below par in trustworthiness. (See page 95).

The Binet test gave these results: Chronological age 14 years, 10 months; Mental age, 13 years, 5 months; I.Q. 90; good vocabulary, poor memory. The score on the civic attitudes test was 13; median for his grade, 15.4.

Ralph is not without special interests, those indicated by his teachers being drawing, literature, dramatics, mechanical and constructive work, especially radio. I found that the

TABLE IX

RATING SCALE FOR INDIVIDUAL CAPACITIES, ATTITUDES, AND INTERESTS

	VERY HIGH	HIGH	MEDIUM	LOW	VERY LOW
1. Power to assimilate the spoken word	1	4	8	3	
2. Power to assimilate reading material	1	3	7	2	
3. Power of oral expression		4	5	3	1
4. Power of written expression			5	4	1
5. Ability to learn without re-teaching		3	3	8	
6. Initiative and intellectual interest		3	2	5	1
7. Ability to carry task to completion			5	6	2
8. Power of sustained application		1	4	4	2
9. Reaction to criticism		2	4	5	3
10. Team work qualities			1	9	1
11. Capacity for leadership (group)		1	1	8	3
12. Consideration for others		1	4	6	2
13. Respect for authority	1	1	2	7	4
14. Assumption of responsibility		1	2	7	2
15. Trustworthiness		1	2	5	6
16. Brief report on special phase known to you					

interest in radio was almost a passion, and went to see the radio set he and another boy had built. He proudly told me that he had "got London once, through Pittsburgh." He said that he liked to read and showed me a number of books which included boys' stories and histories. Another interest is suggested in the rating given by the teacher of business training; both ability and attitudes were rated medium and high by this teacher, even trustworthiness being rated high.

Further comments by teachers are the following: "Ralph is sulky and hard to please. He doesn't get along well with the group. He seemed to like to hurt others, to give pain." "He is distant, and has no interest in classmates." "He wants a prominent place in games without earning one. In baseball he wants to bat, but won't play field when his turn comes. He cries very easily, at the slightest unfavorable criticism." More promising are these: "Ralph was very lazy the first of this term (term just closed in June), but works much better." "Ralph has been trying to improve, and I believe that he is more trustworthy now than he was a few months ago. He loves to work with his radio; he forgot one day to come to school when he was experimenting. Was twenty minutes late."

The five-room cottage is comfortably furnished and neatly kept. Ralph can go to the place where his mother works and have his dinner; he does this sometimes. The wages of $10 a week are hardly sufficient to pay the rent of $15 a month,

meet expenses for clothing and illness, and have any pennies for amusement.

Ralph, to sum up his case, is an underprivileged boy, who needs medical attention, more care than his mother can give him, and a change of attitude in several ways. He needs not only more care, but a different sort of care from that given him by his mother. Because of her limited education and experience she shares Ralph's feeling that he is treated unfairly and probably augments it. Her thought is that she and her son belong to the working class and for this reason are slighted. She writes notes saying that she will take him out of school if this sort of thing continues. A few conferences with the teachers might dispel such views if she were able to have them; but it is difficult for her to get to the school, which is far away, because of her long working hours. I believe that the right sort of visiting teacher could help her very much, for she is reasonable. When I suggested that some serious instruction on the subject of sex would be helpful to Ralph as he had given evidence of having some harmful ideas, she began, "Is he the only boy who talks that way?" But when I pointed out that if Ralph got into serious trouble through ignorance of this aspect of life, fifty other boys in similar difficulties would not help him any, she soon saw the point. She admitted that she had never talked to him on this important subject saying, "It is a hard thing to do." I suppose that in this respect she can give him very little help; she doesn't know how.

Ralph made three credits this last term, having two C's, one B, and one F. He will go to senior high school in the fall. There he will need much more money than he has needed heretofore, for books, clothes, class expenses. He will be tempted to get these things in dishonest ways. He will find other temptations, many of them.

It is impossible to predict what will happen. I do not feel that the juvenile court or the teachers have made any lasting change in the boy. He is at the stage where he needs wise guidance. With this, I think he could be made into a fairly good citizen; without it I fear that he will deteriorate rapidly. He ought to have the sort of help that a child guidance clinic and a visiting teacher would furnish.

MARIE AND HORTENSE, VICTIMS

N. MARIE

For the data used in these two cases I am indebted largely to the attendance and probation officers and to the records kept by the Society for Organized Charity; I also talked with the girls themselves, their mothers, and a number of their teachers.

Marie was in the Friendly Inn waiting to go to the school at Clermont when I saw her. She was thirteen, a junior high school student; she had been sentenced to the Girls' Home for stealing a dress in Indianapolis and for immorality.

Seeing Marie's home and her mother was enough to convince me that she had never had a sporting chance for a decent life. The family of five live in two rooms in a big delapidated, ill-smelling house, which shelters many families. The place is indescribably dirty, infested with all sorts of vermin. The stepfather makes from $9.00 to $13.00 a week when he is fortunate enough to have work. The children have had shoes, clothes, and books furnished by the school city several times. Income is spent for rent, groceries, and insurance; no money is left for clothes.

Marie's father died in the winter of 1928, her mother marrying again almost at once. Two children have been born since, both dying within three months. The mother is ignorant, almost illiterate. She is so large as to be very abnormal in appearance. Her health is very bad; she says that she has a cancer, a tumor,

and a goiter. The visitor, discovering that the woman had diagnosed her own ailments, offered to furnish a complete physical examination (probably through a clinic); but this did not meet with favor. Her mother did not attend Marie's hearing at the juvenile court and did not go to see the girl for some time at the Friendly Inn.

An older sister, sixteen, is married to a man now in the penitentiary, and has returned to live with her mother. A small brother, eleven, is a pitifully dirty, shabby child, another "problem".

Marie's school record is poor. She has an I. Q. of 87 according to a test given in February, 1928.

In the spring of 1928 she was excluded from school because of syphilis. That summer she was criminally assaulted in a field by an old man, and had to appear in court.

In the fall of 1928 Marie went to work for Mrs. B., a woman of whom she was fond. She had a good home and went to school. But this experience was short, for the woman became ill and soon died. Marie returned to her mother.

After Mrs. B's funeral Marie did not come home. In a few weeks she was found in Indianapolis where she had gone with another girl and two men.

Marie has the appearance of a younger girl with the figure of a child. She is unattractive and her clothes very shabby. She was willing to talk of her troubles, though not eager to do so. It had all happened because she had allowed Anna May to influence her, she said. Anna May was the one with

whom she had gone to Indianapolis. She was a girl of twenty who had escaped from the home at Clermont. The two had met at a dance hall. Marie had some new errings on, and the acquaintance began with talk about her earrings. She asked Anna May to go to Mrs. B's funeral with her; then afterward they had driven to Indianapolis with a boy and his friend, Anna May promising her nice clothes and a good time.

After two weeks of promiscuous sex experience Marie was caught stealing a dress from a shop. Anna May had told her to do it and waited at a safe distance for her; when she realized that Marie had been caught, she ran away. Marie was sent to the detention home and from there to her home in Terre Haute; her hearing at the juvenile court and departure for Clermont followed.

But her stay at the Clermont Home was to be short. Examination at the Terre Haute clinic showed the presence of syphilis (4+ Wasserman). She was soon found to be pregnant; and as no girls in this condition are kept at the school, she was sent home. Poor Marie!

Now comes the almost unbelievable part of the story. A young man who had been a friend of Marie's and who had been much worried over her disappearance, stepped forward and married her! I have not seen him, but there must be a touch of chivalry in his character. Marie had nothing to recommend her as a bride. Unattractive, diseased, and soon to become the mother of a child whose father she could not name, she was led to the altar by this youth.

He must have some common sense, too. He has taken her away from Terre Haute. He said her family hung around too much, and he couldn't stand them.

O. HORTENSE

The power and insight of a Browning might fuse the tales of Hortense as they are presented from different angles and get at some semblance of the truth. The raw material is certainly sordid enough, like that of The Ring and the Book.

A stack of letters on file at the Society for Organized Charity was the source of the history as I shall outline it first. Hortense was one of three children whose parents had separated; in fact the husband had deserted his wife and children, and the mother was making an unsuccessful attempt to support herself, her two girls, and little boy. In response to her advertisement that she needed help appeared a man and his wife, alleged representatives of the Volunteers of America. She allowed these people to take Hortense, aged four, and the boy, with the understanding that they were to keep her informed in regard to the children, and to return them to her as soon as she was able to provide for them. This was in July, 1918. After a few months the Peytons ceased to write, and she knew nothing further about the children. In 1920 the mother married again and asked the help of the S. O. C. in locating them as she now had a good home. It was soon found that Peyton was utterly worthless and that he had taken the children for no

good purpose. He traveled with them through the South, before long placing the boy with a man in Alabama. He was later placed by the Children's Aid Society in a state industrial school, and after considerable effort he was located there and restored to his mother.

It was seven years, however, before Hortense was found, by means of a notice in "The War Cry", in a Children's Home in Pennsylvania. Peyton had used Hortense for begging and singing; according to her story he had abused her sexually. After his death Mrs. Peyton took the girl to Pennsylvania where she was placed in the home as a "dependent, neglected, and delinquent minor." The child had been in three private homes but had been returned each time because of her temper and hysterical behavior.

The Terre Haute papers were filled with the story of re-united mother and daughter. Yet after three years this girl was sent by the judge of the juvenile court to the Clermont Home for Girls. According to the report she was unmanageable.

Hortense's father had been one fourth Indian, a man who drank to excess, was brutal and bad-tempered. The mother told how she at the age of fifteen had been forced by her father to marry him; how he had abused her and finally had left her. Because of his abuse and an injury a few weeks before the birth of Hortense, the child had been born a blue baby. However, she had developed normally, walking, talking, and getting her teeth

at the proper time; and at the time her mother parted with her she was a healthy child.

Trouble soon developed after her return home. She wanted excitement constantly, demanded new clothes, and would do no work. Her mother gave her all that she could afford to buy; when she said that she hadn't the money for a certain dress costing $14.00 which Hortense wanted, the girl turned against her, beat her, cursed, had tantrums, and tore her clothes. She ran away twice to neighboring towns, stayed out all night,was sexually delinquent (wanted to bring boys home for the night), and took money from her mother. She became a patient at the clinic for venereal disease. Five times she was sent to the Friendly Inn; five times her mother took her back. One of the worst faults Hortense had was that of lying. The matron at the Friendly Inn said that she apparently couldn't tell the truth. She told a long story about an affair between her mother and a man which made trouble and brought them all into court. Afterward the girl admitted that she had not told the truth. It was for this last offence added to the others that she was sent away. The mother was evidently a very emotional woman without poise or judgment.

Her school record is the one bright aspect of Hortense's case. Although retarded through lack of training, for she had no schooling while she was with the Peytons, she did work above the average in the fourth grade, her grades being C or B, all of them. The teacher reported her industrious, distressed when

she did not do well; her attitude was good, and she was "a little mother" to the younger children, helping always when any one was ill or hurt. She cried sometimes over her trouble at home.

Hortense is attractive, tall, rather pretty, dressed well though simply; a decided contrast to Marie in every way. She assured me that the trouble was all her mother's fault.

I confess that I changed my mind about the girl every time I heard a new version of her story. That she is a victim of very bad inheritance and of the worst possible environmental conditions is undeniable. The ignorance of the mother in allowing strangers to take her children, and the poverty which prompted her to do this are important strands in the tangle of causation. The probation department reports that she is doing well at Clermont.

These two cases are bad but not hopeless. "No conditions whether of mind or body or life situations, preclude the possibility of checking a criminal career."[19] This statement by so competent a judge as Healy is worth remembering when we meet examples like Marie and Hortense. Several cases are cited by Healy of girls at one time far gone according to social tradition who have made good and led happy, normal lives in the end.[20]

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[19] Healy and Bronner, Delinquents and Criminals, Their Making and Unmaking., p. 206.

[20] Ibid., p. 55-58.

THREE MORONS

P. VIRGINIA

Sixteen years old and in the seventh grade; with ratings in skills and attitudes all low or very low; without interests except to draw attention to herself----this girl was a trouble maker.

After a few months in the junior high school she began to tell remarkable tales about one of the men teachers. He was a clean-cut young man, rather good-looking. He had had nothing to do with Virginia, as she had never been in his classes. Yet she began by saying that she had "dates" with him and could go about with him if she wanted to do so. Then she invented a story about his having been in jail. She had bailed him out she said. The worst and most absurd statement was that she had had two children by him! She told these stories to younger girls who quickly passed them on, and they soon reached the ears of the principal.

He, wishing to protect the teacher so maligned, asked me to add the girl to my list of problems and see what could be discovered about her.

I found that she was the child of a woman who has not, and so far as is known, never has had any visible husband. This is given as a report, not a fact. For many years the girl was in a home for dependent children. The last few years she has been with her mother and attended school in Terre Haute.

In the school where she was a student last year she was known to be very much interested in boys and young men and had circulated some tales about the attention she received. She had an appetite for cheap, erotic fiction, and delighted in passing on the most lurid passages. At one time her influence on the girls, who were much younger than she, was thought to be so harmful that the principal had a serious talk with her, taking the precaution to have a woman teacher present so that Virginia could not have the chance to distort anything he might say.

This sort of thing is not surprising when one knows of the companions she has had. Her mother works in one of the department stores, the girl having to look after herself during her leisure hours. She had made the acquaintance of a family living in the neighborhood whose reputation was far from good; in fact, the neighbors considered them wholly undesirable because of their immorality. Virginia was intimate with these people.

The dean of girls had a talk with Virginia, who said she was "in love" with the young man, but denied that she had told untrue stories about him. She admitted that she chose her seat in the lunch room so that she might see him. The dean thought that she had succeeded in making some impression on the girl.

As soon as possible it was arranged to give Virginia a Binet test, and the result proved her to be a moron without any question. She ought never to have entered a junior high school. She will not be allowed to return next term. A girl

overcharged with the sex instinct and undercharged with mentality is too harmful a person to remain in a school with hundreds of girls and boys.

In spite of her I.Q. of 68 Virginia made four passing grades in 7B, two C's and two D's. One is tempted to ask, "What's the value of grades?" or "What is there in an I.Q.?" On the Civic Attitudes test she made a score of 8; the median for girls in 7B is 13. This is extremely low.

When Virginia leaves school she will doubtless become a problem for society.

Q. EGBERT

Egbert had been an aggressively troublesome boy for years in one of the elementary schools. Dull in regard to lessons, he had reached the fourth grade at the age of fourteen; but he was keen when it came to seeing money and taking it. He would steal small articles like gloves, also. He was always in trouble of some sort.

Egbert's mother did the best she could with him, cooperating with the school in matters of discipline. But Egbert did not improve either in school achievement or in behavior. The teachers "put up" with him.

The principal reported an outbreak this spring which was somewhat more serious than the others. Egbert had stolen a bicycle from another boy and started on a trip, getting as far as Brazil before he was intercepted and taken home. According to the story which I heard the boy tell he "wanted to see his brother" who lived in Kokomo. And so he had started off without a cent of money or a bite to eat in his pocket. The story was long and incoherent; but the boy had a fine time telling it. He loves to be in the limelight.

The superintendent decided to have a Binet test and a physical examination made. Results of the test were: Chronological age--14 years, 1 month; Mental age--10 years, 1 month; I.Q.--71. The physician's examination was a very thorough one. The following is quoted from the letter of the physician: "I found no physical defects in the boy, but from the history the mother gave me and my own observation, I find that he has no

sense of responsibility; is only in the fourth year of school; has no sense of right and wrong and it is absolutely impossible to get him to concentrate only for a minute or so at a time. My advice would be to take this boy out of school and have him kept where he can be absolutely quiet, away from any kind of excitement."[21]

What will be done with Egbert in the future is another problem. He should without doubt be placed in an institution where he could be taught to use his hands in some work which would make him self-supporting.

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[21]Signed letter is on file at the office of the superintendent.

R. BILLY, A STREET ARAB

Billy had been in juvenile court before several times. He was charged with using profane language and staying out all night, sleeping anywhere he could find a hole. Visits to the Friendly Inn had not cured him of these habits. I looked at him as he sat before the judge and thought first, "He looks as if he were not properly nourished." He was wizened, thin, with an exceedingly small head and claw-like little hands. He seemed, judging from the answers he gave to the judge's questions, to have two fears, that he would be sent to Plainfield, or that if he escaped Plainfield, he would be deprived of selling papers on the street.

From the probation officer I learned that Billy had been an orphan since infancy and had been reared by his grandparents. His grandfather was present at the hearing and stated that they "wanted Billy to be a good boy" but they couldn't keep him home at night. He wouldn't sleep at home; he wouldn't eat at home, but lived on candy, ice cream, and other sweets that he bought for himself.

The probation officer explained that Billy, who had always been a tiny chap, had been spoiled by the public. He had some tricks, and could dance the Charleston with great nimbleness. Many people would buy papers of him, some adding a few coppers to the price if he would "do his stuff." Billy knew how to use his accomplishment to the best advantage. His dancing moments were his happiest ones. He didn't spend his money

on nonsense either, the grandfather explained. He had saved $300, which was safe in the bank.

Billy was not sent away to Plainfield but received a lecture from the judge and instructions that he was to go to school, to church if he wished, and to spend all other time at home where he was to mind his grandparents; he was to have no company at home, above all not to be with any of his old friends of the street. He was not to sell papers for the present, until he had proved by good behavior that he could be trusted to do so.

There was nothing wrong with Billy, physically, mentally, or morally according to his grandmother's story. "He's little because he lives on bean soup and apples," she said. "He won't eat eggs, meat, milk, or green vegetables." He had lived with them always since his mother's death when he was a baby. The mother had been delicate and his father "no account"; in fact the marriage had been one made hastily and as hastily repented of, for the mother and baby had been neglected and often hungry before they returned to stay with her parents.

The grandfather was a restaurant keeper, now in one part of the city, now in another, the family living near or over the restaurant. Here the boy grew up and soon attracted attention because he was so very little and cunning. People taught him to swear and smoke and dance. Soon the family discovered that Billy could make money selling papers.

"We let him do it so that he will have something if anything happens to us. I want him to take dancing lessons,

for he's clever at dancing, and this way he can make the money to take lessons. He could go on the stage now. Several people have wanted him, but I won't let him until he's sixteen," was the grandmother's comment. "He's a good boy," she continued. "He never does anything wrong except stay away at night, and the reason he does that is that we live so far from town and he's afraid to come home after he has sold his papers."

"Why has he had so many failures at school?" I asked.

"Well, he just isn't interested in lessons. He doesn't care anything about them," she replied.

This last remark shows how poorly informed this woman is in regard to the mentality of Billy. He was unable to keep up with his class in school and for four years was in an opportunity room. At the end of this time he was doing third grade work. His teacher reports that he gave no trouble in school. A marked characteristic was extreme nervousness. The family moved outside the city limits, and for two years he has been enrolled in a township school. At the age of fifteen he was doing fifth grade work after a fashion. In an Otis Classification test recently given his achievement score was 41, the norm being 68. His I.Q. is approximately 67. His score on the Civic Attitudes test was 8, the median for the sixth grade (the lowest given) being 11.4. Billy was the first one of the group to finish the test.

Billy is a good example of the microcephalic type. His very small head is the indication of this; the brain had not enough room to develop. Coming from poor stock, with a sickly,

undernourished mother it is not surprising that there is a lack in his makeup. It is probable that the anterior lobe of the pituitary gland did not develop properly. He is what is known as a high-grade moron. His motor coordination is remarkable as seen in his ability to dance; this with his social adaptation, shown by his success as a newsboy, can easily deceive the public into the belief that Billy is a clever boy.

What it means to be "a pet of the public" is apparent in this boy who, in spite of his grandmother's defence, has but one interest in life, that of the down-town streets. Of low mentality he needs special care and supervision in the choice of companions and his use of recreation hours. Truancy even at the age of nine or ten is often almost incurable. "It is in the good-natured indulgence of strangers, an indulgence which the attractiveness of the tiny truant so easily wins for him, that more than half the danger lies."[22]

Billy has just about reached the saturation point so far as school achievement goes. If, in another year, he goes on the vaudeville stage, there seems to be little hope that he will ever become anything but a cheap variety of comedian.

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[22]Burt, Cyril, op. cit., p. 438.

S. HAROLD, AN "A" STUDENT

Harold is seventeen, a high-school junior. His scholastic record is excellent: 1 C, 6 B's, and 16 A's. He could have A in practically all cases had he been willing to apply himself just a little. He learns so easily that he doesn't have to more than half try.

Some of his teachers say that he not only does excellent work but that he never gives them a moment's trouble. The dean, the principal, the study hall teacher, and the coach, on the other hand, regard Harold as an increasingly difficult problem. They say he has no respect for the rights of others, that he hasn't the right attitude. Rated high in the skills and abilities he also has shown special interest and ability in social, executive, and business activities. He is a great reader, having literary taste, and is interested in athletics.

A skillful basketball player, Harold made the first team and a reputation through his fine playing. Then he was chosen a member of the All-Valley team, and this honor went to his head. The boys say that he is a "poor winner," for he continued to crow over the others; and then, having won enough glory for himself, he forgot the school and at a crucial time didn't play as he should have done. As a consequence---at least part of the fault was his---the team was defeated. He succeeded in damaging the morale of the team to a considerable extent. In addition to this his conduct was such in other departments that

the principal and coach warned him that he would be dropped from the team at the next offence. After this warning, Harold behaved for the rest of the basketball season; then he slumped again. It is now the verdict of the coach that he will not be allowed to play next year.

The home training of this boy is at fault. His mother died when he was only two. The four children were cared for more or less by housekeepers, one after another. The father was there but the children would have been as well, or better, off without him. He was a heavy drinker and a man without high principle. It is probable that Harold never saw him excepting when he was to some extent under the influence of liquor.

At the father's death the children were scattered among relatives, Harold, then fourteen, going to live with an aunt and uncle. This uncle he admired and loved and feared. Harold had to mind his uncle; but the uncle died two years ago. Since that time the boy has been going down hill. His aunt has little knowledge of children. "I don't know what to do with him," she says; "I can't whip him all the time."

It is unquestionably true that Harold has never had the right sort of guidance at home. It is safe to say that his emotions have always been thwarted or repressed. Probably this fact had something to do with his violent reaction to his success in basketball. He overvalued it because it was the first time in his life that he had been "made over." Men downtown

would meet him, pat him on the back, and congratulate him. Is it much to be wondered at that he lost his head?

Harold has attractive qualities. He is really lovable in spite of his naughtiness. The school librarian said, "I am very fond of Harold, although I have had to banish him from the library." Those interested in him feel that a large part of the difficulty lies in the comparative ease with which he can get his lessons. His mentality is head and shoulders above that of most of the students in his classes; he hasn't enough to do to keep him occupied. An extra subject for his senior year has been suggested, and then a stiff course in a first-class technical school where he will have to work in order to make his credits.

T. BENJAMIN, A SPOILED BOY

Benjamin has been a student in one of the elementary schools for four years and during the entire time has been a trial of the aggressive type to his teachers. Now that he has reached the eighth grade he is as troublesome as ever.

In two other cities Benjamin's record in his studies was very fine according to his father's report. Here he has done only fair work, having failed one semester in the fourth grade, and having passed with only average marks the rest of the time. It is his attitude in general, however, and his lack of trustworthiness in particular of which the teachers complain. The rating scale shows one-fourth of the ratings to be medium, and three-fourths low and very low. Comments of teachers include these: "Generally wants the best grade for the poorest work." "Father's changing notion of method to be used in dealing with the boy is a cause of his behavior." "Will work well with others if he can have his own way, get in the limelight, or get his point. This happens often in dramatization work."

The Binet test given May 14, 1929 resulted as follows: Chronological age--13 years, 9 months; Mental age--12 years, 6 months; I.Q.--90; vocabulary--excellent; memory for words--superior. His score on Hill's Civic Attitudes Test was 11; the median for boys of the eighth grade is 13.8.

Benjamin is one of four children no other of whom has given any trouble to speak of. The father and mother are intelligent people of fine character, engaged in professional and social service work. As reported by some teachers the parents cooperate with the school; according to others they do not, at times taking the boy's part in a way which makes matters worse. This seems to be borne out by the statement of the father to the effect that he thinks Benjamin's present teacher fine and very fair; however he "never has had a satisfactory explanation of the boy's failure in the fourth grade" and believes that to have been "a piece of spite work." He stated further that Benjamin himself has felt that "they had it in for him" since that time and has had a chip on his shoulder on that account. It is probable that the father's feeling in the matter had much to do with Benjamin's attitude.

Benjamin is not only impudent and very mischievous, but fails to tell the truth so often that the teachers have ceased to believe his word. A favorite pastime is that of shooting pins with narrow rubber bands at the children in the school yard and on the street. The children have complained of his hurting them in this way many times. Benjamin told me that he used rubbers to shoot paper wads but "never to shoot pins." That afternoon after his talk with me he was reported again for shooting pins, and the principal took a handful of very narrow rubbers away from him. These, he said, he had for the purpose of mending his bicycle.

A serious illness at the age of two, a kidney and bladder trouble, has contributed to the lack of proper discipline at home. The boy was not strong for years and was allowed to have his own way; he was the first boy in the family, as his father pointed out, and for this reason also he was more or less spoiled. The bladder trouble has never entirely disappeared; lack of control is one result, which causes Benjamin a good deal of embarrassment as well as discomfort. A physical examination in June of this year showed in general good conditions, although he is eight per cent underweight. The physician said that he would outgrow the bladder trouble.

"The boy always obeys me. He knows he has to," was the comment of the father. "But he doesn't mind his mother. He takes advantage of her." This statement is interesting in the light of a suggestion made by one of the persons who has helped in this case---not a teacher---a suggestion that Benjamin may have such great restraint at home, such strict discipline in certain matters that he breaks away from authority at school. Spoiled in some ways, held down very strictly in others, he lacks the poise and self-dependence which many boys of his age have developed through wise guidance.

His father now plans to keep Benjamin out of school for a semester before he enters high school in order to build up his health. This may help some, but unless the lad changes his attitude he will sail stormy seas in the years to come.

U. JOSEPH, A TRUANT

A dialogue between a principal and a father was my introduction to the boy I shall discuss next.

"Have you tried thrashing the boy?" asked the teacher.

"Yes. I bought a pony whip for that purpose," answered the father.

"And how long does he behave after a whipping?"

"About three hours," was the weary reply.

He was a tired-looking, middle-aged man in a shabby overcoat. He didn't know what to do with this boy who would play truant, no matter how severely he was punished. He had stayed away from home four or five nights, sleeping on benches or in any corner he could find.

By trade the man was a piano-tuner. It was hard to find work these days. He had eight children from two to eighteen years of age; the oldest, a fine girl, was at work now. None of the children gave them trouble excepting Joseph.

Always weak in his school work, Joseph failed last January, about the time his truancy was becoming chronic. "Drags constantly in his work," one teacher commented. "Is inclined to be scatter-brained," said another; "but if he is interested he will finish his tasks. He can do very good map work and lettering." "He is sorry for mistakes and excuses himself on the ground that he is not mentally responsible. Soon he will repeat the act."

Joseph's mother, a pleasant, kindly woman with two small

children dragging at her skirts, was glad to talk with me. She gave me the following information: He was a healthy baby of 10½ pounds, although the birth was not a normal one and they "had to work with the child." He first talked at the age of twelve months and walked at fifteen months. All of her babies were a bit slow, she explained. He had earache as a little child, also measles, mumps, chicken pox, and whooping cough; but nothing serious until he was seven when he had been hurt. A sheet-iron truck had fallen on him as he played in the alley, and had made little holes in his head so that it was necessary to take him to the hospital. This accident had worried Joseph's mother; she feared that it might affect his brain. Evidently there had been talk of this sort before Joseph, and he had made capital of the idea. No behavior difficulties had developed, however, until six years later.

Joseph had stayed away all night again recently, his mother said; had slept in an old news stand. He liked to sell papers and candy on the street and always did this when he stayed out. He used to bring money home to her, but lately had not done this. When she asks him why he plays truant, he always replies, "I don't know."

The boy is emotional and moody. He is often ugly to his little brothers and sisters. He is affectionate, too. Fifteen minutes after his mother punishes him, he will be loving her.

In spite of insufficient income the home is a fairly comfortable one. The presence of overstuffed furniture, a

pianola, a few pictures on the walls, and other ornaments gave the impression that there had been a time when money was more plentiful. The house was a spacious one, and so far as I could see, in good order. A man came to look at one of the rooms which they rented.

A neighbor came in and joined in the discussion. "Joseph acts queer," she said. "He was standing under a tree out in front of the house in a pouring rain the other day. I asked him why he stood there instead of going into the house, and all he said was, 'My eyes are hurting me.'"

Joseph has few interests. He reads little, A former neighbor has offered to buy him a boy scout suit if he will join a troop, but he is not especially interested. The movies appeal to him, and he goes often. His companions are not high type boys, more often the opposite sort.

The mother says she is nervous, otherwise well, but not strong. The father has always had good health. From a person interested in the case I learned that the men in the family on the father's side are said to be shiftless. Nowadays shiftlessness is regarded as a symptom of some physical defect, possibly an endocrime deficiency.

The physician's examination June 12, 1929 revealed no serious disturbances or lack, with the exception of infected tonsils, which should come out. The physician made the statement that the accident referred to had not affected the boy's condition; there was absolutely no sign of any pressure on the

brain. No endocrime disturbances could be detected.

In a general survey made in 1925 when Joseph was in 3B he made a score of 10, the standard score being 35. By the Binet test given May 13, 1929 he has Chronological age--13 years, 9 months; Mental age--12 years; I.Q. 87. The examiner reported: "Binet covers a wide range--basal test IX years. Vocabulary about eleven years. Not a stable type, and has probably been promoted too rapidly for his ability." His score on the Civic Attitudes test was 11, the median for his grade being 12.6.

Recent reports from Joseph are not good. Since the close of school, he has broken into a wholesale house and stolen candy and he has run away twice, each time for a period of five days. He said that he was up in the country near Rockville the first time. When he returned he was in bad condition, dirty, ragged, and almost starved. He rested and slept for two days and then was off again. Both times he took with him a number of magazines and sold them all, the first time spending the money, but bringing home enough after his second expedition to pay for all the magazines. He told me that he slept at home in an unoccupied room during the second period but that the family would not believe him. His reason for absenting himself the second time was that he didn't want to see the family until he had made enough money to pay for his magazines. He said that he sold the magazines to the employees in the large department stores downtown. When I spoke of his stealing episode, he admitted that he and two other boys had stolen

candy, chewing gum, and syrups and in addition had destroyed a quantity of these materials. The two boys with him are the worst possible companions for Joseph. Brought into juvenile court they were taken from their home where they do not have proper care, and placed in the Glenn Home; Joseph was allowed to stay in his home, his father being instructed to report weekly as to his conduct.

This boy's I.Q. of 87 places him in the dull-normal group. His conversation and actions classify him the same way. He ran away because he "wanted to have a good time in Chicago." As a dull-normal child he is easily led; part of the trouble lies in the fact of his choosing bad companions, another case of "gangs".

Joseph promises and promises but does not perform accordingly. He has become more unmanageable during the six months since his first truancy. It is too soon to say that all available remedial agents have failed in his case; but as yet they have not succeeded.

III. CONCLUSIONS

Some results of this study are seen in the tables and the graph at the close of this chapter. The causes run true to form in that the seven cases of stealing and five of truancy are boys and the three cases of sex delinquency, girls. "Defective discipline," the major cause in four cases, is defined on pages 11 and 12. Major causes for sixteen cases are found within the home.

How much value is to be attached to the civic attitudes test is debatable. It is of interest, however, to note that of the fifteen who took the test eleven fell below the nation-wide median. (None below the fifth grade took this test; several others were inaccessible.) A control group made higher scores, nine being above the median, two the same, and four below. The highest possible score is 20. Those with the lowest I.Q.'s made the lowest score, 8 in both cases. In seven cases the I.Q. is an estimate, based on achievement and ratings, made when for various reasons it was not possible to give an intelligence test. The I.Q.'s follow the normal-distribution curve fairly well for so small a class: 3 in the moron class, 67-71; 4 dull-normal, 85-88; 10 of average intelligence, 90-104; 4 superior, 110-120.

Terre Haute may be congratulated upon its assets in the matter of child welfare. A splendid system of parks, the municipal swimming pools, day nurseries, public health nurses, the Boys' Club, the Y. M. C. A., Y. W. C. A., and Boy and Girl Scouts are only a few of them. The finely equipped body of

teachers, deans of boys and girls giving special attention to personality problems, the specially trained teachers for sub-normal children in the opportunity rooms, the school nurses, and attendance officers---these are doing excellent work and preventing many an incipient case of maladjustment from developing.

But these are not enough. Only three of the twenty-one cases studied have become so adjusted to conditions that there is adequate ground for belief that they will go forward without further trouble. Teachers have been working on these cases for periods from six months, in one instance, to as many years in others; but they have not succeeded always because they are not physicians, pychologists, and psychiatrists, and they should not be required to attempt the special work of these trained experts. The gospel of mental hygiene is being broadcast throughout the land, and in many ways is beginning to be applied in organized ways. The Bureau of Educational Counsel was established at La Salle, Illinois in 1923, a student personnel department for the La Salle-Peru Township High School and La Salle-Peru-Oglesby Junior College. This is to aid normal and supernormal students in their studies and careers and to lead them to rational happiness. Cooperating committees on behavior problems of children were appointed in 1926 by the National Education Association and the National Conference of Social Work. At least twenty colleges and normal schools are giving courses intended to prepare teachers

for handling difficult children and twenty more are offering courses in mental hygiene.[1] The New York State Crime Commission has recently published three studies on the causes and effects of crime, making recommendations for training of teachers in psychology and mental hygiene, educational and rehabilitation work with the families of truants, and early treatment of behavior disorders.[2]

In practically all of the unadjusted cases, that is, those of long standing, the investigator came up against the stone wall of home conditions. The most fundamental as well as the most frequently observed need is that of enlightenment for parents. There is a wealth of literature on the subject with suggestions for group study. Mental Hygiene, The Parents' Magazine, and Child-Welfare News Summary are publications offering much help to parents. The 28th Year Book of the National Society for the Study of Education was devoted to the topic of preschool and parental education; the need for research, for professionally trained leaders was stressed.

A child guidance clinic will be established sooner or later in every progressive city. In the meantime while the public is being educated to see the urgent need of this expensive institution, very efficient help should be furnished

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[1] Child-Welfare News Summary, X, Sept. 29, 1928.

[2] Ibid., XI, Jan. 26, 1929.

by the visiting teacher, the physician, and the psychiatrist. Travelling clinics are being used in the South with good results.

These scientifically trained workers should be employed not only in the school system but also in the juvenile court. "Only ten percent of the children's courts---and those all in the larger cities---are doing their work effectively."[3] The 90 percent are failures, Miss Frazer states, for two reasons: first, the old-school judges in charge inflict punishment without trying to find the cause of misbehavior; second, the courts are staffed by political appointees without knowledge of child welfare work.

The strategic point of attack is the public school system, which in turn must educate the public before changes of any magnitude or permanence can take place. Twenty-five years ago the National Society for the Prevention of Tuberculosis was organized to control the great white plague which then ranked first in the list of fatal diseases. The discovery of the germ, the cause of the disease, made possible a scientific approach to the problem of its eradication. Today the death rate from tuberculosis has been reduced 50 percent, and the disease as a cause of death has fallen from first to sixth place. This degree of success would have been impossible without nation-wide enlightenment and organized methods of attack. Another scourge, that of crime and mental disease, has increased to such proportions that all thoughtful people are alarmed. Recent contributions from the fields of psychology

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[3] Frazer, Elizabeth, "Give the Juvenile Courts a Chance", in Good Housekeeping, LXXXIX, p. 46.

and medicine, however, have revealed some of the causes of crime and low mentality; for example, the significance of early training, the part played by the emotions, and the effect of the glands upon physical, mental and emotional conditions. The scientific movement engendered by these discoveries is slowly gathering momentum. By means of a nation-wide attack and organized methods some progress may be made in another generation.

Dr. William Healy, for years a trail blazer in this work, says: "To reduce delinquency materially in our complicated civilization the development of a thoroughly conscious and constructive plan is indispensable. And this must not be based on theories----but on the results of experiments and constant measuring of conditions and efforts by observed outcomes."[4] He makes the following suggestions for a hard-headed and scientific program:

Awareness of the Facts of Research
Development of Professional Literature
Education of Personnel
Study of Individual Cases
Better Administration of Treatment
Building up Resources of Treatment
Coordination of All Resources
Education of Public Attitudes[5]

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[4] Healy and Bronner., op. cit. p. 227.
[5] Ibid., p. 240.

TABLE X

NATURE OF PROBLEM, CAUSES, AND PRESENT CONDITION

OF TWENTY-ONE CASES STUDIED

NAME	NATURE OF PROBLEM	CAUSE	PRESENT CONDITION
A. Timothy	Malicious mischief	Sick father Working mother Gangs	Much improved
B. Jeff	Truancy Stealing Wrong attitude	Defective discipline Death of mother Small stature	Little change
C. Charles	Wrong attitude Failure	Poverty Hunger Lack of decent clothing	Improved
D. Helen	Poor work Lack of attention	Heredity Early training	No change
E. George	Truancy Failure Indifference	Defective discipline Too much money Bad companions	No change
F. Hunter	Stealing Lying Truancy	Defective discipline Conflict between parents	Questionable
G. Fanny	Lying (Fanciful)	Colorless home life Culture shortage	No repetition

TABLE X (Continued)

H.	Thelma	Out nights Sex delinquency	Intolerable home life Poverty Drunken, brutal father	Questionable
I.	Ned	Incorrigible at home	Emotional,uncontrolled mother Conflict between mother and stepfather over boy	Decidedly improved
J.	Dick	Wrong attitude	Inharmonious home conditions Lack of motivation	No change
K.	Alma	Withdrawal type Unsocialness Absence	Ignorance of parents Religious fanaticism	No change
L.	Martha	Absence	Broken home---stepmother Unhappy in aunt's home	Some signs of improvement
M.	Ralph	Truancy Stealing Wrong attitude	Broken home Working mother	Little change
N.	Marie	Sex delinquency	Heredity Poverty Ignorance	Married and moved away
O.	Hortense	Sex delinquency Retardation	Heredity Broken home Poverty and ignorance of mother	At Clermont School for Girls

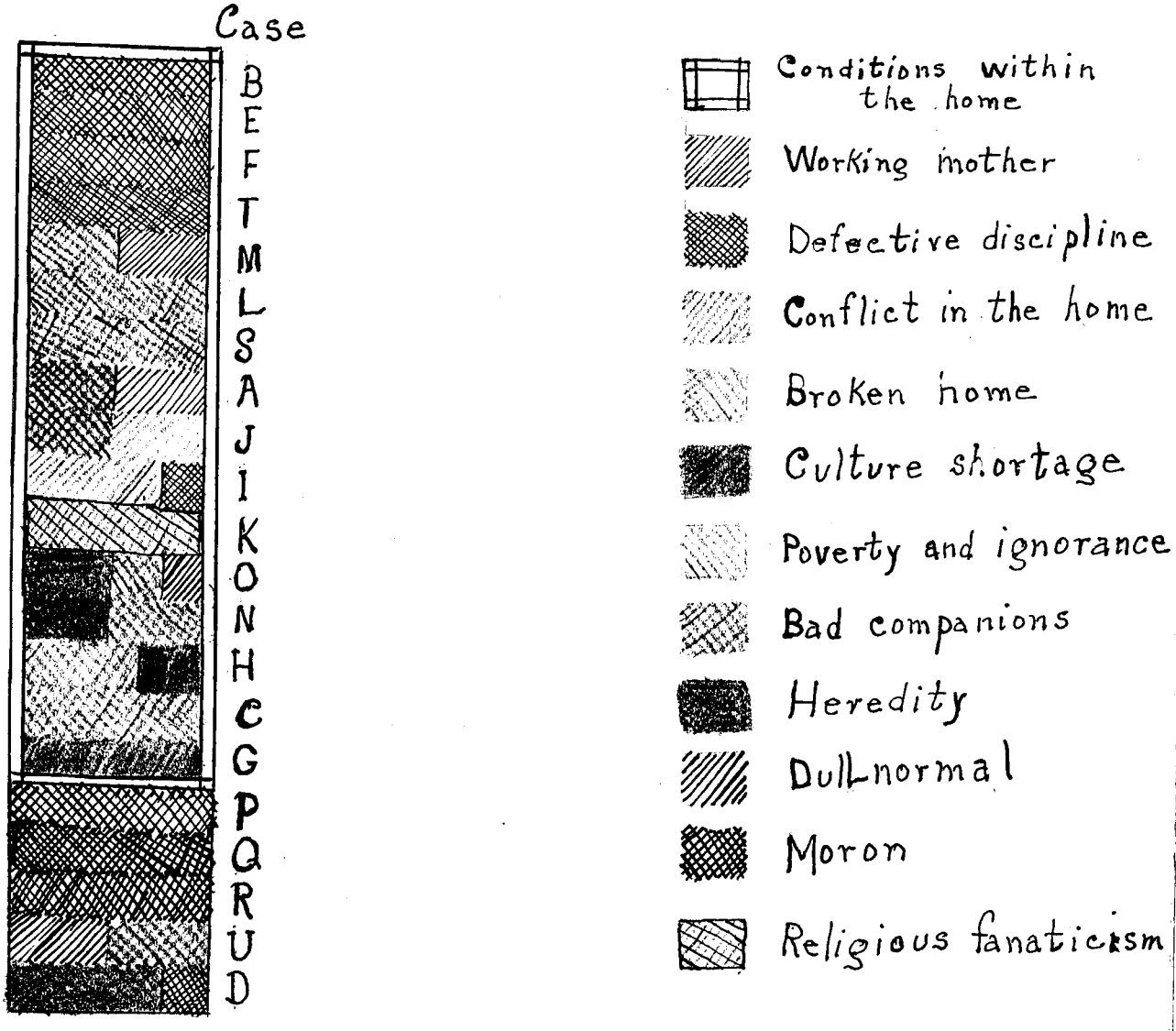
TABLE X (Continued)

P. Virginia	Retardation Lying	Low mentality Working mother Bad companions	Permanent improvement doubtful
Q. Egbert	Retardation Stealing Truancy	Low mentality Unstable, irresponsible	Irresponsible Removed from school
R. Billy	Retardation Truancy	Bad inheritance Micro-cephalic type Low mentality Lack of proper guidance at home	Questionable
S. Harold	Wrong attitude	Broken home Early death of mother Father without ideals Foster home	Still a problem
T. Benjamin	Malicious mischief Untrustworthiness	Defective discipline because of ill health in childhood	Little change
U. Joseph	Truancy Stealing	Dull-normal mentality Bad companions	Recent reports discouraging

TABLE X

RESULTS OF TESTS

Name	School Grade	I.Q.	Civic Attitudes Test	
			Score	Nation-wide Median for Grade and Sex
Billy	5th	67	8	11.4
Virginia	7th	68	8	13
Egbert	4th	71		
George	10th	85	15	16.1
Joseph	7th	87	11	12.6
Marie	9th	87		
Timothy	9th	88	15	15.4
Fanny	7th	90?	11	13
Thelma	8th	90?		
Hortense	4th	90?		
Ralph	9th	90	13	15.4
Benjamin	8th	90	11	13.8
Jeff	10th	92	12	16.1
Charles	7th	92	13	12.6
Alma	9th	92	17	15.7
Martha	8th	95	9	14.3
Helen	3rd	104		
Ned	10th	110-120?	18	16.1
Hunter		" " ?		
Harold	11th	" " ?	15	16.8
Dick	9th	110-120?	19	15.4



Graphic representation of major causes found in twenty-one cases studied

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