

TWENTY-TWO CASES OF BEHAVIOR PROBLEMS

AT

WILLIAM FLEMING HIGH SCHOOL

by

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William Fleming High School

ROANOKE, VIRGINIA

CHAPTER I

Introduction

An appropriate point of beginning for this study might be to recall the story of Procrustes, the character in Greek mythology who was said to have thrust his victims into an iron bed to which he forced each to fit: Should any victims be found too long for the bed he cut them off; any too short he stretched out. In this and other respects he attempted to make human beings conform to pre-conceived standards without regard to the painful consequences of such conformity.

Because in undertaking this study it was perceived that the schools had enrolled certain boys and girls who did not fit into established patterns, the thought arose that perhaps those patterns may have been too rigid, that in a sense the schools' attempts to make the children conform had been somewhat Procrustean in nature. Was it that these children had not been properly guided? Or, had they been marked by circumstances beyond the schools' control, so that little or nothing could be done to make them other than misfits in the school and elsewhere? Might something have been done to help those disrupters of the life of classrooms, playgrounds, and passage ways to learn ways of behaving that would lead to something better than unemployment, delinquency, and crime?

Such reflection led to making an intensive study of a group of youths, including both boys and girls, who were enrolled in the

William Fleming High School. In common with other such schools it had among its pupils some who had acquired reputations as trouble makers and worse. If these young people were to be helped by the school, it seemed necessary, first, to have as complete information regarding them as could be obtained; second, to use such information, if possible, in identifying the forces that had led to their maladjustments; and, third, to discover ways of helping them overcome their difficulties. It was felt that such an endeavor might not only be of service to pupils and teachers of William Fleming High School, but also to others in the broad field of education; that the techniques used and the success or failure that might attend their use might find application in situations elsewhere. Thus, the purpose of the study was conceived as a search for possible ways of helping some young people who appeared to be greatly in need of help.

That purpose implied the problem of the study: to set up a procedure for studying the cases of social and personal conflict, as observed in an American secondary school, one promising of solutions for the difficulties involved.

Accordingly, the first step taken was to adopt a list of fifty behavior problems reported by Wickman,¹ which are included in this

1. E. Kosker Wickman, Children's Behavior and Teachers' Attitudes, pp. 124-125.

writing as Appendix A. This list shows the ratings given to fifty types of behavior problems both by teachers and by mental hygienists. It was published with a view of showing the contrasts between the two sets of ratings where in traits of great concern to the teachers appeared to be of minor concern to the hygienists, and vice versa. It was submitted, during the school term of 1948-1949, to all teachers at William Fleming High School with the following request:

Please study the attached list of behavior problems and then record under each the names of children who tend to behave in the manner indicated.

In response to this request; sixteen of the twenty-one members of the faculty listed 112 pupils in their respective classes who, in their estimation, might be considered as having one or more of the traits listed by Wickman. In Appendix C a letter symbol has been assigned to each of these pupils opposite which appears numbers to indicate the specific traits attributed to each by the teachers. For obvious reasons, this writing contains no key to the indentivity of the pupils. Since the numbers used to indicate behavior problems correspond to Wickman's Series, as shown in Appendix A, that list furnishes a key to the problems shown by number in Appendix C.

When the investigation had progressed to the point of interviewing the subjects chosen for intensive study, it was found that some could not be reached for various reasons, chiefly on account of transportation difficulties. Thus, the number of those to be interviewed was somewhat arbitrarily reduced to twenty-two.

In Appendix C these are distinguished from the fifty subjects originally selected by the pseudonyms used in this writing, corresponding to those appearing in Chapter III, The Investigation of Problem Cases.

When enough data had been collected to give a reasonably complete description of each subject, summaries were made which will appear later in this writing. Each summary in turn was followed by an interpretation of the data.

When studies had been made of the individual cases, they were examined in order to see if there were traits common to all subjects. This was done in the hope that ways could be found to lessen the impact of destructive forces on children unable to cope with such adversities; to point the way to a more equable balance between school and out-of-school conditions; and to promote greater security, happiness and health for some American youths.

CHAPTER II

Description of the William Fleming High School

Because this study had its setting in the William Fleming High School it seemed appropriate to describe that school, hence this chapter deals with its teaching staff, its physical plant, curriculum, and the community it served.

The school edifices, two in number, were in what had been formerly a part of Roanoke County adjacent to the City of Roanoke. It was then one of three high schools operated by that County. However, it was included in certain territories annexed by the City in 1948. During the time of this investigation (1949) the school was operated by the County but its costs were borne by the City.

The circumstances concerned with the transfer from County to City gave clues to the nature of the community it served. This locality was in fact an integral part of the City's life. Through it ran Williamson Road, a section of one of the main highways of the State of Virginia, connecting Roanoke with Staunton and the cities of the Shenandoah Valley to the north.

Williamson Road was lined principally by the small business structures and homes catering to tourists usually found bordering the approaches to American cities. Among them were an increasing number of larger establishments indicative of the City's expansion northward. Dwelling houses had been erected on the land at small distances from the Road, at either hand. Beyond them lay farm and pasture lands.

Most of the families living in this section belonged to medium-income groups. Many were supported by employment in the textile mills, railway shops, and other industries in Roanoke. There were no Negroes living in this immediate vicinity.

The school itself was housed in two buildings. Both buildings were of permanent construction, the main building of brick and the auxiliary building of brick and cinder block. Both appear to have been very well kept, surrounded as they were by lawns and shrubbery. They were adjoined by a lighted football field.

There were sixteen rooms in the main building, including an auditorium which was used as a gymnasium, and a library. The adjoining building contained the shop, cafeteria, music room and two classrooms.

Before the building of William Fleming High School, pupils living in the Williamson Road area attended various schools; some at Vinton, others at Andrew Lewis High School at Salem, and still others at Jefferson Senior High School in the City of Roanoke. Transportation to other county schools and tuition charges collected by the City made the cost of such attendance burdensome to parents. Hence, after repeated requests, the Roanoke County Board of Education decided to erect a high school in this community. On April 22, 1932, the board secured a tract of seven acres of land located at the

corner of Marshall Street and Williamson Road from Elmer K. Nininger for \$7,000 as a site for the new school.¹

The following data concerning the beginnings of the school were supplied by its first principal²;

By September, 1933, a building of modern fireproof materials was completed, containing eight classrooms, a gymnasium, and an auditorium. For the opening session the high school staff consisted of a principal and five teachers. At the beginning, the only work provided was in the eighth, ninth, and tenth years. Later, the seventh grade of nearby Oakland School, due to crowded conditions there, was removed to William Fleming. During the 1933-1934 session the enrollment of high school students was 152, occupying four of the eight rooms provided.

The curriculum offering for the 1933-1934 session included: three years of English, three years of mathematics (general mathematics, algebra, and plane geometry), two years of science (general science and biology), three years of history and one year of Latin or French. Physical education was required of all pupils.

During the first year there was no senior year. The senior students living near Andrew Lewis, William Byrd and Jefferson Senior

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1. Annie B. Stiff; Education in Roanoke County, 1942, pp. 112-113; also Roanoke County Deed Book, No. 211, p. 65.
 2. R. Douglas Nininger, at the time of this writing Superintendent, Roanoke County Schools.

High Schools respectively attended those schools and were graduated at the end of that year.

From the first, considerable interest was given to athletic contests with teams representing the other County high schools.

For the second session, 1934-1935, the faculty was increased to seven in order to provide for the increased enrollment of 236. The senior year of school was added at that time. Thus, another year of English, public speaking, advanced algebra, and American government were added to the curriculum. During the session of 1934-1935 the school was given accreditation by the state authorities.

During the third year of operation, 1935-1936, the faculty numbered ten members. Business arithmetic and solid geometry were added to the curriculum; also two non-credit courses, choral music and music appreciation. A trained, full-time librarian was added to the staff.

In 1936-1937 four more teachers were added to the staff of teachers, since the enrollment had increased to 299. During that session was added a department offering the commercial subjects of typing, shorthand, and bookkeeping. To the science curriculum were added physics and home economics; trigonometry, as a mathematics elective; and a course in international relations as a part of the social science offerings.

During the session of 1937-1938 there was an enrollment of 350 pupils. Thus three more teachers were needed, making a total

of seventeen teachers. At that time the courses in home economics and commercial subjects were extended to two years. Band instruction, for which no credit was given, and a survey course in senior science were added.

The grounds were enlarged in 1938 by the purchase³ of two and seven tenths acres of land adjoining the original property. Two thousand seven hundred dollars was paid for that addition of land. Extra rooms were added to the school at that time which doubled the number of classrooms. Also a shop was built for instruction in industrial arts. Business English and economics were added to the curriculum.

In 1939-1940 the school was made a five-year high school and general shop work was added.

Instruction in Bible, Old Testament Literature, was added to the course of study in 1940-1941; along with an additional social science course, advanced general mathematics and advanced general science.

From 1940 to 1949, the time of this writing, the school had continued growing in size, so that it had come to number twenty-two teachers, including the principal, and some 600 pupils. The

3. Roanoke County Deed Book, Number 239, p. 52.

curriculum had changed but little since 1940. Its place in the community had become established as a center of community cooperation and as an agency serving young people both in and out of school.

An indication of the effectiveness of the school was found in data respecting attendance, failures, and tendency to complete its various curriculums. Accordingly, Table I was prepared showing annually the proportions of pupils attending school, of those leaving school before completing their work, and of pupils failing courses; also giving the numbers of graduates.

As a result of increased enrollment and expanded offerings, the buildings had become inadequate, especially in respect of the classrooms, study hall, and cafeteria. Despite its want of space, the school was seen to be carrying on a somewhat extensive program of activities, in addition to its work in the subjects named earlier in this chapter. Those activities included the following clubs and organizations: Senior Masque Club, Junior Masque Club, National Thespians, Literary Club, Senior Beta Club, Junior Beta Club, Senior Y-Teens, Junior Y-Teens, Senior Science Club, Junior Science Club, Senior Glee Club, Junior Glee Club, Student Cooperative Association, Hi-Y Club, Library Club, Future Homemakers of America, Art Club, Band and Camera Club. It also sponsored the publication of The Fleming Flash, a weekly newspaper.

TABLE I*
PER CENTS SHOWING ANNUAL ATTENDANCE, EARLY TERMINATION,
AND FAILURES; ALSO NUMBERS OF GRADUATES

Year	Per cent of Attendance	Per cent of Drops	Per cent of Failures	Numbers of Graduates
1933-34	94.46	15.48	8.28	0
34-35	93.67	11.4	14.00	19
35-36	94.14	9.6	10.12	31
36-37	95.14	8.75	15.52	37
37-38	94.77	5.40	11.49	53
38-39	93.88	13.25	14.6	55
39-40	95.2	8.75	12.43	67
40-41	94.11	12.21	13.91	80
41-42	94.49	14.8	9.15	114
42-43	94.16	15.23	9.91	47
43-44	95.17	10.02	10.04	55
44-45	95.15	5.9	12.34	99
45-46	94.60	8.98	7.44	77
46-47	95.01	7.64	8.67	82
47-48	95.73	5.36	8.57	112
48-49	95.39	8.58	11.00	92

* Data taken from the school's final annual reports to the Superintendent of Roanoke County Schools.

During 1948-1949 session, as in previous years, its program of organized sports included football, basketball and baseball. Those sports gave occasion for the organization of varsity and junior cheerleading squads.

Reference had been made previously to the unchanged nature of the curriculum and organization of the school during the years succeeding 1940 after the curriculum had been extended to include the twelfth grade, making the school's organization that of a five-year high school.

Before their arrival, eighth grade pupils were tested in the elementary schools from which they were being promoted and their test results, along with other pertinent information, were sent to the high school during the preceding summer. Such records were used as a basis for giving guidance to the new entrants, for placing them in suitable courses. In this connection, considerable effort was made to cause the transition to high school to be as easy and pleasant as possible, by various social and other attentions. Steps were taken to enable the new pupils to become acquainted with the older students and members of the faculty.

At the time of this investigation the organization of the school included a series of home rooms which served both administrative and guidance purposes. Among the duties of home room teachers were those of helping students to become adjusted to high school and to

explain to them the program of the school. Home room periods were thirteen minutes in length. During that time the roll was called, special announcements were made, and school problems discussed.

Among other matters to which the attention of pupils was directed were the three types of diplomas offered. At the beginning of his high school career each pupil was urged to consult with his parents and decide toward which diploma he wished to work, whether academic, commercial or general.

Each spring, about six weeks before the end of school, it was the duty of the home-room teacher to make a schedule card for every pupil in her room. This card was designed to serve as a guide for the pupil through the ensuing year. Scholastic ability, individual interests, and personality traits were studied by the teacher and pupils. Then his schedule was planned after discussion with each pupil and his parents.

At the beginning of the 1948-1949 session, the eighth grade consisted of 155 members. Four new pupils were added during the year. Thirteen dropped out of school. Their reasons for dropping were: five for lack of interest; one on account of sickness; six because of moving away; and one as a result of disciplinary action.

Only one person in the group who left because of lack of interest was sixteen years of age at the start of school. The others had left school as soon as they had reached their sixteenth birthdays.

Distribution of school marks given in eighth grade for the fall term of 1948-1949 was as follows: "A's" (95-100), 4.7 per cent; "B's" (88-94), 17.6 per cent; "C's" (81-87), 29.7 per cent; "D's" (75-80), 30.2 per cent; "E's" (65-74), .1 per cent; and "F's" (below 65), 17.7 per cent.

During the year 1948-1949 both boys and girls engaged in calisthenics, games, and sports in physical education classes. Interest in physical activities appeared to be keen; many youngsters participated in extra-curricular activities sponsored by the Physical Education Department.

Customarily, girls' basketball began each year with an intra-mural program involving representatives of all the girls' classes. In 1948-1949 some 75 girls participated. Also, an intra-mural program of girls' softball was carried out during that year involving about the same number of girls as intra-mural basketball.

May Day, sponsored by the Physical Education Department and the Y-Teens, included a hundred dancers, all from the Physical Education classes. Many others worked on stage settings, costumes, music and incidentals for that occasion.

During the year, about 125 boys participated in football, playing on one team or another. Around 100 other boys took part in some way, including interscholastic competitions.

All gymnasium classes engaged in playing velley ball, horse shoes, and softball in addition to basketball. In all physical

activities an effort was made to include every child in school in both organized games and free play.

At the time of this writing, dramatics at William Fleming High School was being carried on by three organizations: the Senior Masque Club composed of Juniors and Seniors; the Junior Masque Club made up of Eighth, Ninth and Tenth Graders; and Troupe 570 of the Thespian Society, whose membership was composed of pupils in the Junior and Senior Classes who had earned certain points through participation in dramatic activities.

The first major dramatic production of the 1948-1949 season was, "Meet Me In St. Louis," a three act play with music. Fifty-five pupils had parts in the play, chorus, and between act numbers. Thirty-three served as members of production crews.

Four full dramatic presentations of one-act plays were made at assemblies of the student body during the year: "Sure as You're Born," "The Bathroom Door," "Submerged," and "A Message from Khufu." The last named play was entered competitively in the 1948-1949 district and state one act play festivals. For the seventh consecutive year, Fleming's entry won first place in its district. In the state festival at the University of Virginia a distinguished first award was won. Seventy-six pupils participated as actors and stage operators in one act plays.

Mention has been made heretofore of certain provisions for guidance made in connection with the Eighth Grade and home room

organizations. In addition, group guidance was being done through assembly programs, motion pictures, lectures on sex relations, and rallies preceding athletic contests. Both mental and achievement tests were given to all children. The seniors were given aptitude tests and other tests, the results of which were used in guiding them respecting choices of college work and vocations.

Individual counselling was not given to every pupil, mainly because of lack of facilities. However, attention was given to certain cases involving problems considered especially serious. Thus, two boys and two girls received psychiatric attention which appeared to yield good results. Seventeen other pupils were given counsel at frequent intervals.

During the session of 1948-1949 there were four music classes daily, and one band class. All the music classes dealt with choral work, giving instruction in sight reading, and all fundamentals of singing. Some time was given to increasing music appreciation by playing records and consulting written matter.

The band organization tried a new approach during the 1948-1949 session: Children from the grade school were brought in and were placed alongside the high school band members in an effort to train new members for the organization.

William Fleming seemed to serve as a community center. The school plant was rarely idle. In addition to serving as a school,

it housed a newly organized church group. The Civic League met in the school once each month. The Masons were holding their meetings in a room in the school at the time of this writing as they had done for three years. The gymnasium was being used by the City Recreation Department in promoting basketball games. In 1948, the Lions held their annual minstrel program in the auditorium.

The school's association with the local press was noted in connection with this study. William Fleming had received considerable publicity through newspaper articles and pictures in the daily news, as well as the Sunday editions.

At the time the City annexed the territory in which the school was located, considerable resentment against annexation had developed. Freeholders seemed to fear the increased taxation which might result, particularly if such action were to result in the necessity for a bond issue to raise money for the expansion and improvement of schools. In order to enlighten public opinion on issues involved, particularly those respecting needs for school finance, school personnel, and patrons actively participated in discussions held at the school and elsewhere.

The Parent-Teacher Association seemed active. In 1948-1949 it had contributed \$277.00 toward purchasing blackout curtains for motion picture programs and other uses, and \$45.00 for painting the stage and auditorium. Members of this organization sponsored, prepared, and served the football banquet.

A feature of the school which seemed significant to the study was the Student Cooperative Association, composed of all pupils of the high school. Customarily its officers were elected by popular vote after having been nominated by a council composed of representatives from each home room. Considerable campaigning was carried on directly by managers who presented their nominees to the assembled pupils prior to the elections. Government classes had charge of voting, and in so doing followed the plan used in state and national elections. The activities of the Association included preparation of the student handbook, participation in receiving new pupils, conducting campaigns to raise money for various worthy causes, sponsoring dances and parties, providing a receptionist for the school and promoting various welfare activities such as Christmas baskets for the needy. The president of this body was a member of the Permanent Youth Commission appointed by the Roanoke City Council.

The representative council to which reference has been made included presidents of classes, editors of publications, and club presidents. It met monthly for business and round-table discussions of school problems. Its president presided over one assembly each month.

Since the organization of the Y-Teens, each girl in William Fleming High School had had the opportunity of joining that body, thus becoming a junior member of the Y. W. C. A. Two clubs were included in the Y-Teens: the Junior Club consisting of 8th, 9th, 10th grade pupils

and the Senior Club consisting of 11th and 12th grade pupils. Its total membership during 1948-1949 was 275. Activities undertaken by the organization in 1948-1949 included: A Mother-Daughter banquet, a Dad-Daughter Dinner, a Reception, a Fashion and talent show, a so-called Recognition Service, a Christmas pageant, various parties, and a May Day Celebration in which more than 150 students participated. The clubs within the Y-Teens cooperated with the local Y. W. C. A. in such affairs as bazaars and dances. They entered into certain joint social welfare projects, such as the contribution of baskets of food and clothing to needy families.

* * * * *

In this chapter an endeavor has been made to describe William Fleming High School, its physical plant, faculty, curriculum, growth, extra-curricular activities, special program for the Eighth Grade, home rooms, athletics and physical education, dramatics, music, guidance program, connections with the local press and other public relations, parent-teacher association, Student Cooperative Association, and Y-Teens. Thus, it appeared that the school had a meaningful and valuable program of secondary education designed to fit each student for living an efficient and happy life in the community.

CHAPTER III

The Investigation of Problem Cases

The findings resulting from the study of William Fleming High School, details of which were given in the preceding chapter, were not such as to support the notion that the School was rigid or Procrustean in nature. On the contrary, its curriculum offerings were broad, certainly for that period in Virginia Secondary education which was included in this study. In that respect it did not appear that children were being forced into some such mold as that of college preparation; rather it was evident that they might select from a range of courses including academic, general, or commercial.

Likewise, no impression was created that certain fixed ways of behaving were being arbitrarily imposed upon them; rather the controls for their behavior were largely results of decisions which they or their representatives had participated in making.

Acquaintance with the school during this study engendered the feeling that Fleming's pupils were happy, well-adjusted American youth who were interested in their work, reasonably considerate of their teachers and of each other, and proud of their school. Yet, among them were certain individuals whose presence in various groups seemed detrimental to recognized school purposes, and even at times objectionable to teachers and to other pupils. "Troublemaker," "black sheep," "rascal," "cheater," "disrupter," "griper," and the

like were terms used by pupils and even teachers in referring to them. From professional standpoints many of them appeared to be maladjusted, disturbed, unhappy, perhaps neurotic persons whose patterns of living were becoming worse instead of better, despite the advantages offered by the school.

What lacks or causes had made the contrast between these children and the seemingly well-adjusted, cheerful, courteous, purposeful youngsters who in the main constituted the student body?

This question led to an effort, first, to identify some of the most outstanding of those who for convenience were referred to as problem children; second, to gather detailed information about each of them as individual cases; and, third, to perceive ways of solving some of their problems. The ensuing pages of this chapter give the results of applying this procedure to twenty-two such cases; nineteen boys and three girls. For obvious reasons, pseudonyms are used for each.

Andy

Andy was born November 28, 1931, at Roanoke, Virginia, of Italian parentage. Both parents had been born abroad and had emigrated to the United States prior to their marriage. He had one sister three years younger than he. His father was employed as a machinist in the railway shops in Roanoke. At the time of this writing the family seemed to be in comfortable financial circumstances and owned their residence. Both parents were bilingual, but the children spoke only English. Apparently the family was able to afford all the usual modern conveniences, but did not give evidence of having any books in the home. All were members of the Roman Church.

Andy was of medium height with black hair and eyes and a dark olive complexion. He expressed fondness for both classical and popular music, but did not play any musical instrument. He indicated an interest in sports and mechanics and declared himself especially fond of driving at high speeds. He had no active interest in any hobby, but seemed strongly attached to his dog. His relation with his parents was not close and he sought companionship largely outside the family. His health appeared good save for defective eyesight requiring the use of glasses, which he owned but seldom used. He was attending summer school during 1949 to make up a class failure, but he expressed no interest in going on to college.

Apparently he was willing to follow his father's line of work, although he was obviously more interested in the money to be earned than in the skills which the job required.

The results from six standard tests indicated that his was about average ability and average achievement in general school subjects, but his school record was somewhat below the median for his grade. In elementary school his average of marks was "C," an average which dropped during his Freshman year in high school to "D." During the 1948-1949 session he was implicated in, though not convicted of, a rather serious piece of vandalism committed on the property of the school which was charged to a group of boys with whom he was constantly associated.

In response to a request at the end of the session, his teachers made the following remarks:

An interesting boy who needs help. A good mind. Too noisy. Nervous.

I like Andy, but he can be a trial at times. He has worked fairly well, has tried to get his work all in; honest. He wants to do well. Tries to cover inferiority by loud talk. Has made great improvement; likes to show off.

Surrounding associates influence him a lot; talkative; has more ability in class than is shown.

Doesn't know how to fit into school life. Feels left out. Loud at times.

His temper and actions were such that to me he is repulsive.

He is easily influenced into good or bad.

His appearance is no asset.

A rating sheet prepared by his teacher when he was in the Eighth Grade contained the following notations:

Ability to act as a leader: poor; Acceptance of Responsibility: poor; Attendance: fair; Attitude to criticism: poor; Background-home: questionable; Background-school: poor; Behavior in cafeteria: fair; Care of school property: poor; Conduct in assembly and public programs: very loud; Conduct in halls: fair; Cooperation in general: fair; Dependability: fair; Honesty: good; Initiative: poor; Manners: fair; Personal appearance, cleanliness: fair; Use of time: wastes time.

Judging from the results of standard tests and from personal observation, it appeared that Andy was normal in intelligence. Apparently his maladjustment arose from unfavorable environmental influences. His parents gave him little encouragement in his school activities. His associates of his own age exerted an unfortunate influence upon his attitude toward and behavior in school.

His refusal to wear glasses, a rather common reaction among his age group, constituted a handicap in his studies. The fact that much of the conversation in the home was carried on in a language which he could not understand might have been some basis for his lack of congeniality with his parents.

Andy appeared to need a mature confidant. His energy required direction into more worthwhile pursuits wherein he might form new friendships and discover higher standards of satisfying behavior. At school, it seemed that he needed special counselling and guidance. Above all, it was evident that Andy needed something to offset lacks he encountered in his home.

Ben

Ben had black hair and eyes, he was six feet, one inch tall and weighed 164 pounds. He was born of native American parents, in Roanoke, Virginia, on February 1, 1932. He lived with his father, mother, and twenty-one-year-old brother. His father's occupation was that of jeweler; his mother's that of homemaker who worked part-time as a saleswoman in a dress shop. The entire family attended the Baptist church. Apparently everyone in his family was in good health. Their home was a granite block structure such as would ordinarily house a family of medium income.

Ben was working during part of the summer of 1949. Whenever possible, outside of working hours he seemed to spend his time with a questionable group of associates. He played the baritone horn in the high school band and seemed interested in music. His other hobbies he reported as mechanics, hunting, fishing, playing cards, engaging in sports, reading, and cooking. He was a basketball player of some ability as was attested by sports awards from high schools in Florida and Virginia.

Ben had travelled rather extensively, and had lived in a number of places. Thus, he had changed schools three times since entering high school, due to his having been a mobile family. Each change in school seems to have necessitated considerable adjustment on his part.

During the 1948-1949 session his scholastic average was that of "C" (81 to 87). His intelligence appeared to be average according to

standardized tests. His plans for the future seem to have been to become a watch maker and repairer. He hoped to attend a vocational school to accomplish that goal.

Ben's teachers made the following remarks concerning his traits:

Whines. Resents discipline. Argues over grades. Has a good mind, but is a very discourteous person. A trial in class. Noisy.

Started out fine, but soon became friends with Ralph and Bill and then he was just as noisy. Ben does good work with little effort.

Good worker, does above average work in geometry, dependable, very quiet, but stubborn.

Lazy, dishonest, deceitful, sullen, resents discipline. Quick mind, but never used.

Ugh!

Lazy; no ambition; bad habits.

Because he was a recent entrant in William Fleming High School, his record there did not contain the usual rating sheet.

Since both of Ben's parents were working, it appeared that they had little time for counselling him. There were days when he found more interesting things to do than go to school, after they had left for work. When he was questioned in regard to his absences by school authorities, his answers were not found to be truthful.

Ben seemed to need counselling both at home and at school. He needed to become more settled to help him become better adjusted in school. Perhaps if his mother had devoted all her time to his home, life there might have been more interesting and his bad associates might not have had such appeal for him. A recreational center with

proper supervision might well have served to supplement his home life, especially if it had had a good program of sports.

Vance

Vance was a blonde boy of medium height and build, twenty years of age, who was born in Roanoke County, Virginia, on May 27, 1929. He lived on a small farm in a one-story frame home which he shared with his mother, father, sixteen-year-old brother, an uncle and an aunt. There were no library facilities in the home. His father was employed at Roanoke, Virginia, as an electrician. His mother, a housewife, had been in poor health for fifteen years. The family was associated with the Christian Church, but Vance was not a member. Vance was not interested in his home or in helping his parents with any of the farm work. His mother said that he did not stay at home long enough to do anything.

During the summer of 1949 Vance was working regularly at a bakery. He had a job there on Saturdays and after school during the winter. He indicated he wanted to change his job for a better one if he could find another one. He plans to continue working instead of going to college.

The only honor or award Vance had received was a letter in football. The trips he took with the football team to Richmond, Radford, and other places in Virginia were the only places to which he had travelled.

In music class, during 1948-1949, Vance organized a group to keep quiet if he raised his hand for them to do so. The teacher was new and young and was unable to cope with the situation without assistance from the principal.

Vance liked music, drawing, mechanics, and football.

According to eight standardized mental and achievement tests Vance was well below average in intelligence and scholastic attainment. Intelligence quotients had been recorded for him from 71 to 79. When he was in elementary school, his grades averaged "C." In high school his grades were extremely low, many of them failing marks. During the spring of 1949, he went through graduation ceremony, but did not actually receive a diploma. He still had to earn credit in two subjects by repeating them.

Vance's teachers made the following comments:

Vance is a sex problem, also stubborn. He has worked hard this year in order to be promoted. His father makes him obey him and he wants him to get an education. The father says the mother shields Vance. He gets overbearing if given the slightest opportunity.

Ugh!

Vance is well-behaved in class and home room. He can work if he will. Suffers from a martyr complex. Easy to get along with if he gets his own way.

Vance can be a problem, but can be all right. He has a good mind and is a leader, but not always a good one.

Well-behaved, eager to please. Neat and mannerly.

Not much that I can say for him. I put up with his ways. A show-off and big mouth.

Vance came into biology with his mind made up that he could not pass. He had done very poor work in general science. With this attitude he did not try. Very neat with diagrams. Not a discipline problem.

Has a lot of good qualities, but has bad ones that make his look bad at all times to some people; only a cover for a bad complex.

Has improved this year. Has been a help in stage work. Does not like to do written work.

Home room only - not the discipline problem I expected. Bluffer, never works.

Slept, copied work, read in class, argued about grades. Never worked unless made. A bad disposition. Dropped Bookkeeping.

Can be nice. Has bad temper. Tried to bluff. Cheats if he gets a chance.

Having Vance in home room, for the time he was in it, was one of the worst experiences I can recall in all my teaching experience. The only good thing I can say for him is that he is clean in his dress and appearance, and that his attendance is good. I understand from some of his teachers that he has shown some improvement in his attitude and his work. There was a great deal of room for both.

In a survey taken during the study Vance's teachers attributed to him the following characteristics: destructive of school property, impudent, rude, quarrelsome, stubborn, domineering, avid for attention, cruel, defiant, and given to temper tantrums.

His rating sheet bearing an accumulation of comments indicated:

Attitude toward teachers: fair to good, Impudent at times, but usually willing to admit his mistake in this respect. Has improved. Accepts correction better and does not argue as much.

Personal appearance and cleanliness: very good, generally neat.

Manners: fair; usually good; sometimes forgets; BAD.

Initiative: poor to no initiative.

Background: poor economically and educationally.

Chief interests: sports and girls; movies.

Care of school property: poor

Behavior in cafeteria: good to fair.

Attitude to criticisms: poor to very poor.

Conduct in assembly and public programs: fair to poor.

Conduct in halls: fair

Cooperation in General: poor to very poor.

Type of School citizen: poor

Intended vocation: undecided

Use of time: very poor. Hard to get his interest. Seldom has pencil and paper.

Ability to learn: poor. Low I. Q. Slow and easily discouraged.

Dependability: fair

Honesty: fair. Seems to be honest.

Acceptance of responsibility: fair

Ability to act as a leader: poor to none.

Attendance: good

Participation in extra activities: football. Poor.

Attitude toward classmates: very good. They seem to like him. Sometimes fair.

Both teachers' observations and tests results indicated that Vance was considerably below normal in intelligence. From this circumstance seemed to stem most of his difficulty. His parents had not given much indication of ability to help him. It may have been that, because the school's offering was for children of average intelligence, Vance was being thrust into a pattern for which he was not fitted. Better planning of school experiences might have helped him. At the time of this writing, he was employed but not happy in his work. A vocational guidance counselor might have guided him into another type of work better suited to him.

Ellen

Ellen was born August 29, 1932, at Roanoke, Virginia, of American parentage. She was the youngest child in the family, having two brothers and one sister. Neither of her brothers lived in the home. Her father was employed as a bus driver by the city; her mother was the homemaker and was also quite active in the Parent-Teacher's Association. The atmosphere of the home could be described as average. A considerable number of books, including some reference works, were in evidence. The family were members of the Presbyterian Church.

Ellen was of medium height with brown hair and eyes, and not unattractive. She expressed a liking for music and was an active member of her church choir. She described her hobbies as swimming, dancing, bowling, and attendance at motion pictures. She also liked to cook and knit. She gave evidence of sincere attachment to animals, especially to her cocker spaniel, Mike. Apparently her health was good, though she seemed to have run the gamut of the disease common to childhood.

The results from three standard intelligence tests would indicate that she was somewhat, though not seriously, below normal. On an Iowa Silent Reading Test, her grade equivalent was 7.9 at the time when her actual grade was 13.2. Her school achievement record tended to confirm these ratings: In elementary school her average was a "C;" in her Freshman year in high school she made three "D's" and failed

one subject, while in her Sophomore year she failed four of the five subjects she was studying.

In response to a request at the end of the session, her teachers made the following observations:

Very forgetful. Always has an excuse.
Talkative and flighty.
A chatterbox.
Evasive and lackadaisical. Talks too much and doesn't do her work.
A show-off and a bluff.
Big talk, small deeds. Wants favors.
Boy crazy. Does not resent criticism.
A nice person and a nice manner.
Cheats. Has to be watched. Plays truant.

If the results of standard tests be accepted as valid, it would appear that Ellen's maladjustment to school was based, to some extent at least, upon her being unsuited to the kind of work she was doing in school. Her apparent inability to read well would place her at a great disadvantage in most high school activities. There appeared no element in her home environment to account for her scholastic failure. Her talkativeness and perhaps even her cheating might possibly grow out of an effort to achieve success in a situation which was otherwise beyond her. Her moderate social success outside of school and her talent in the homemaking arts suggested that the fault might lie in the curriculum rather than in the girl. The wide variety manifest in her teachers' opinions was perhaps significant.

Ellen would appear to stand in need of sympathetic and understanding guidance along both educational and personal lines.

Wesley

Wesley was a fourteen-year-old boy of American parentage, whose eyes and hair were brown. He was of medium height and inclined to be very thin; otherwise, he seemed to be a healthy boy. He lived with his parents, and two sisters, one eight years old and the other four years. They lived in their own medium-sized brick home. Wesley had a room of his own to study in, but there were few if any books in his home. His father was employed by a textile mill in Roanoke, Virginia, and his mother was a housewife. They were associated with the Reform Presbyterian Church.

All the members of the family seemed interested in music. Wesley played in the band at school, his mother and sister played the piano. Their home life seemed happy.

Wesley appeared interested in art, mechanics, farming, hunting, fishing, and all types of sports.

He was an Eighth grade student during the 1948-1949 session. He did not join any clubs of the school. It was noted that his average was a "C" (81 to 87) in elementary school, and that his first year in high school he failed four subjects during the year. He attended summer school during the summer of 1949. His mental and achievement tests indicated average intelligence. Wesley told the investigator that he was not interested in any form of writing. At the time he was not making plans to attend college. He seemed interested in raising cattle and related that he wanted to make

animal husbandry his life's vocation.

The comments below are some made by his teachers:

Easily influenced, immature, lazy, quiet.

Too childish for high school, lazy, not dependable and not reliable.

Not interested in work, not dependable, does work haphazardly, not conscientious, does not obey authority.

Below average, mentally and otherwise.

Weak student, childish, lazy.

Lazy; mischievous.

I thought I'd seen just about every sort, but Wesley is a new one. Lazy, untrustworthy, insolent, untruthful, weak, all to an exceptional degree rarely attained. In the "stinker" class, he is outstanding. P. S. If he isn't a new sort, he is a rare intensification of all the old ones!

Lazy. Usually quiet. Nice disposition. Does poor work.

Lazy. Doesn't try.

Impudent; lazy; can't stand correction.

In the spring a survey was made and Wesley's teachers listed the following as some of his characteristics: impertinent, defiant, disobedient, lacking in interest in work, unreliable, impudent, rude, lazy, inattentive, given to attracting attention, likely to indulge in temper tantrums.

Wesley's case was one involving considerable contradiction. In interviews his manner was courteous and pleasing. Nothing in his

brief career in school indicated extremes in any direction. Yet some of his teachers reported that he was impudent and insolent; all that he was lazy. Apparently, he had had more than the usual amount of trouble adjusting himself to high school during his first year. Evidently his studies were not such as to catch and hold his interest. Because he was the only boy and the oldest child in his family, he may have learned in that situation to expect more attention and deference than he found in high school.

It seemed that another year in school might be more profitable if Wesley were to join some of the clubs sponsored by the school. Were one faculty member to be especially responsible for guiding him into courses better suited to him, as well as helping him in other respects, he might develop into a worthwhile student and member of society.

Stanley

Stanley was born on October 29, 1932, of a Syrian father and an American mother. They were married just before his birth and divorced soon after. His father had gone on his way and had had considerable success in business; his mother and Stanley had remained at the home of his maternal grandparents. Both parents had made second marriages by the time of this investigation. Stanley's mother had departed for Chicago to be with her husband, leaving him in the care of her parents.

The home Stanley occupied with his grandparents was located on a farm, a modest structure indicative of the medium-to-low income group to which they belonged. It did, however, afford him a room for study equipped with some reference materials.

Throughout the years Stanley had lived in an atmosphere of friction, especially that between his mother and grandmother. This domestic discord had seemed to intensify his feeling of insecurity and of not being wanted.

Stanley was a tall, thin boy with an olive complexion and dark hair and eyes. He expressed fondness for shooting, fishing, swimming, hunting, and reading magazines. His main interest at the time of this writing was for a girl who attended the William Fleming High School. She seemed devoted to him, but her father had refused his permission for her to see him outside of school. Such a situation kept Stanley disturbed emotionally. During the winter of 1948-1949 he had worked on Saturdays, when needed, at a commissary. He seemed lost during the following summer when observed on the streets and in a soda shop near the School.

Stanley's elementary grades had averaged a "C," (88 to 91). His first year in high school had been spent at a Roman Catholic parochial school in deference to his father's wishes, himself a member of the Roman Catholic Church. His second year had been spent in a public school where his grades were well below average, barely passing.

During the 1948-1949 session at Fleming, his Junior year, his average of school marks was "F" (65 or below).

According to mental and achievement test scores he was of average intelligence.

On many occasions Stanley seemed frustrated and insecure; he had displayed temper, at one time knocking over chairs in the study hall. He had told falsehoods at various times in efforts to evade criticism on the part of teachers and others. On a report made by some of his teachers, the following comments appeared:

Could do good work, but doesn't try very hard. Talks too much in class. Nice-looking and a good disposition. Very nice in class.

Always pleasant and polite. Misses too much and does slipshod work when he does attend. Has many good qualities that could be brought out. Stanley is changeable. He works for a while, then plays. He is quiet in class.

Poor work, often kept out of school. Victim of home conflicts and unadjustments.

Stanley has not completed his work in typing. For a while he did nicely, then seemed to lose interest.

He was not interested in bookkeeping, did not try, did sloppy work. Needs to be encouraged. Unhappy home conditions. Dropped. Polite, likeable, changeable. Works and stops and has to be told to work.

Doesn't spend enough time in school. Polite, a poor student.

Polite, pleasant, but did not work enough. Improving.

Stanley is likeable but he is not consistent in his efforts. At times seems unsure of himself.

Needs a helping hand occasionally.

It appears that Stanley had problems from the time of his birth and before. His home environment was bad. Changing from parochial school to public school had necessitated some hard adjustments on his part. His envy of his father's money seemed to add to his unhappiness. He seemed to need the love of parents as well as companionship of friends as few boys ever needed such things.

In an attempt to supply some of Stanley's lacks, the aid of a young minister was enlisted in the hope that some guidance, companionship, and wholesome interests might result. It appeared that further help for Stanley might be obtained by having a faculty member take him as a special protege, while in school.

Carrie

Carrie was born in Roanoke, Virginia, on January 23, 1933 of American parentage. Her father was employed as a government inspector at a government arsenal some fifty miles distant. Her mother kept their home. Carrie, her five-year-old younger brother and parents lived in a small frame home. There were few books or other evidences of culture in their home. Carrie shared a room with her mother. They attended the Baptist church.

Carrie had long black hair and black eyes, and dark complexion. She was of average weight and height. She gave as her interests listening to popular music, dating boys, serving meals and playing with children.

Her general elementary scholastic rating was "B" (88 to 94) average. Her mental and achievement test indicated normal intelligence. Her high school work had been very unsatisfactory, failing in subjects and averaging a "D" (75 to 80). She wanted to do secretarial work or be a nurse later in life.

Carrie had convulsions during her adolescent period and has been under a physician's care for several years. Carrie was taking pills to make her sleep each night. She had had fainting spells during her first years in high school, but at the time of this investigation her seizures were not as frequent as they had been. Carrie was very easily upset. One day in typing class she had a nervous spell; during a talk with the teacher about her nervousness, she stated that because she was repeating typing her mother felt she should be making an "A" in the subject, anyhow. Her mother was very ambitious that she do exceptionally well in school. Because she seemed to feel that she would be given quite a scolding when she got home if her marks were low, she cried for some time. She had temper tantrums on several occasions in school. Carrie seemed to think that her mother was exactly right in everything; she was definitely under her mother's control for good or otherwise.

The year before this study Carrie worked at a cafeteria during vacation. That concern did not have a place for her the following year, but she was able to obtain work at another cafeteria for the summer months.

She seemed ambitious in wanting to enter secretarial work and stated that her parents were willing and able for her to go to college if she wanted to go and would be able to do the work required of her.

The following remarks are some made by Carrie's teachers:

Courteous. Far below average.

Doesn't study but thinks she does; retarded; courteous.

Polite. Below average.

Quiet, does poor work, seems to want to learn. Wants responsibility, and eager to please. I feel a little sorry for her for she seems maladjusted.

Volunteers for extra work - reports, and the like. Highly nervous and does poor written work. Eager to learn.

Nervous. Tries hard and has done very well. Repeating.

Wants to learn, tries hard and is interested in her work, but does poor work. Courteous and cooperative. Finally dropped shorthand. A nervous type girl.

Likes gym and tries, but finds it hard to follow instructions. Courteous, over-confident. Pitifully eager to belong - not ready for high school.

Carrie has to be watched. Alone she has difficulty with English, but in a crowded room does correct work. I have never actually caught her cheating, but am suspicious of it.

Carrie is incapable of retaining literature in the upper grade levels. She tries hard, but somehow has never quite found "what it is all about."

Willing to work and puts forth an earnest effort, but doesn't belong in high school.

Carrie has to do extra work and extra reports to make her grades. She goes all to pieces on a test but she does try. Hands in neatly written reports and papers. Is below average.

The following are some remarks concerning Carrie made on the cumulative record of a teacher's report:

Ability to act as a leader: poor
 Acceptance of responsibility: fair
 Attendance: good
 Attitude to classmates: good to poor
 Attitude to criticism: fair
 Background-home: fair. One indifferent parent, I think; prone to blame teacher for child's failure
 Background-school: fair
 Behavior in cafeteria: good
 Care of school property: good to fair
 Chief interests: music, sports, writing notes
 Conduct in assembly and public programs: good
 Conduct in halls: good
 Cooperation in general: fair
 Dependability: fair to poor
 Honesty: good
 Initiative: fair to none
 Manners: good
 Participation, extra-curricular: good
 Personal appearance, cleanliness: fair
 Type of school citizen: fair
 Use of time: good
 Intended vocation: nurse or secretary
 Attitude toward teachers: terrible
 Ability to learn: fair

Judging from observation, standardized test results and school records, interviews and discussions with others, it appears that Carrie had been suffering due to strain and physical weakness; there were indications that her mother's ambitions were too high for Carrie to reach, causing her to become frustrated. Her father seemed uninterested. It was thought that closer cooperation between teachers and parents might help her; also that freedom to progress at her own rate would be better than being subjected to continual prodding from an over-anxious mother.

Mitchell

Mitchell was born December 31, 1931, of a mother who was a native of Virginia and a father who was born in Italy. His father had emigrated to the United States at the age of seventeen. The family included six children of whom Mitchell was fifth. His father was owner of a local bottling company, and the family income appeared somewhat above average. His mother was the homemaker. The family resided in their own eight-room, brick residence. There was a rather good library in the home.

Mitchell was very small for his age, standing barely five feet tall. His general physical development was equally retarded, and in appropriate clothing, he could have passed for a child of nine. His health was not robust. He was out of school during the session 1948-1949 from March 1 to the end of the term, on account of sickness the nature of which the family did not determine. Moreover, he suffered from a defect of eye-sight, and was compelled to wear glasses constantly. He indicated no interest in the usual hobbies of boys of his age, but had taken an active part in the dramatics program of the school, winning membership in the Thespians, the national honor society in dramatics. During the summer of 1949 he divided his time between the session of the summer school and work in his father's bottling plant. He expressed no interest in college.

A standard intelligence test administered when he was six years old showed his I. Q. as 100. However, on a series of achievement tests

given between 1938 and 1945, he showed progressively worsening scores. On elementary grades his average was "C," which grade he maintained during the session of 1948-1949, his Freshman year in high school.

At the end of the term, his teachers made the following notations concerning him, in response to request:

Had difficulty associating words with their proper meanings. Likes to show off and has decided superiority complex.

Tries very hard, eager to please.

Fine to have around. "Gets in your hair" sometimes.

Tries to use his size to get by with things. Inclined to be "cute."

Likes to show off.

Talkative. Extrovert.

Likes to attract attention.

Hard worker, dependable.

A rating sheet prepared by his teachers reads as follows:

Ability to act as leader: fair
 Acceptance of responsibility: fair
 Attendance: excellent
 Attitude to classmates: very good
 Attitude to criticism: good
 Home background: good
 Behavior in cafeteria: good
 Conduct in assembly: good
 Cooperation in general: fair
 Dependability: good
 Honesty: excellent
 Initiative: good to fair
 Manners: good
 Extra-curricular participation: fair
 Personal appearance: good
 School citizenship: good
 Ability to learn: poor
 Attitude toward teachers: excellent

Mitchell's case appeared to present danger signals of future neuroses rather than a serious personality maladjustment existing at the time of this writing. His physical size probably may have influenced his social attitudes unfavorably. His health would seem to pose serious problems. It was felt that his difficulties required school counselling and professional medical and psychiatric assistance.

Lester

Lester was born October 13, 1932, of American parentage. The family, consisting of an ailing father, a semi-invalid mother, an older brother, a nephew of the mother and his wife, and Lester, lived in a one-story frame cottage on a small farm. The father, a sufferer from chronic sinus trouble, was employed as an electrician by a railway company. The family income was apparently somewhat less than average. The home, though clean and neat, was overcrowded and appeared to provide little in the way of cultural advantage. The parents were members of the Christian (Campbellite) Church, at the time of the investigation, but Lester had not joined.

Lester was of medium height, a blue-eyed blonde. He stated that his chief interest was golf. He had served as a caddy, using the money thus earned to play the game himself. He appeared to hang around the house, but was not often at home. His health seemed good, though his history revealed that he had been struck on the head by

a rock when small and had suffered ill effects from the accident for some time.

The results of seven standard intelligence and school achievement tests, administered over a period of five years, seemed to establish him as somewhat below normal in respect of both. His elementary average was "C," but his Freshman year in high school saw a decline to "D" and, in some subjects, complete failure.

Comments of his teachers, made at the end of session 1948-1949 in response to request, follow:

Lester is not above getting help if not watched, but he is not a discipline problem.

Pleasant and agreeable if not crossed, but rude and insolent if denied his own way.

A very poor student. Lazy, dull, indifferent and wasteful.

Lester has worked hard and been one of the most cooperative students in his group of repeaters.

Indifferent. Lazy. Often disagreeable and unpleasant. A very poor sport.

A very different boy once he has confidence in you. Slow getting next to him, but once in, everything's fine.

A rating sheet prepared by his teachers contains the following notations:

Ability to act as a leader: poor
 Acceptance of responsibility: poor
 Attendance: good
 Attitude toward classmates: fair
 Attitude to criticism: poor
 Behavior in cafeteria: fair

Care of school property: poor
Conduct in assembly: poor
Conduct in halls: fair
Cooperation in general: fair
Dependability: poor
Honesty: fair
Initiative: has none
Manners: fair
Extra-curricular participation: None
Personal appearance: clean
Citizenship: fair
Use of time: loafers

Basing judgment upon the results of standard tests, it seemed that Lester was somewhat below normal in intelligence. The home environment appeared to provide little incentive to or opportunity for study. Some evidence of lack of self-discipline was noted, but the wide difference among the judgments of his several teachers made the reliability of this evidence at least questionable. There was a slight possibility that his maladjustment might have arisen from the head injury, though the fact that his older brother made an even poorer adjustment to the school situation than Lester, left this open to doubt.

Friendly guidance and sympathetic friendship seemed basic to Lester's problem. Such assistance was needed in kind and quantity calculated to compensate for the lack of such help at home. His aptitude for golf, although not the usual game of sons of poor farmers, might possibly provide an opening into his confidence.

Benjamin

Benjamin was born February 6, 1932, at Roanoke, Virginia. His parents were both of American descent. His father was a mechanic for an automobile corporation in Roanoke. His earnings were in the middle-income bracket. There was one brother who was seven years Benjamin's senior. His mother, a homemaker, was the fourth member of the family. His family had lived in their own home, an old brick house, for twenty-six years. There was an adequate library in the home. The family associations in religion were not with any special church, but they attended occasionally.

Benjamin had light hair and grey eyes; he was of medium height, but was distinctly overweight. His eye-sight in one eye was defective, yet he refused to wear his glasses; otherwise, he appeared to be healthy. He played the clarinet in a mediocre manner, but enjoyed doing that. His main interest was photography in which seemingly he excelled; coloring some of his pictures in oil, five of these were accepted and printed in a widely circulated magazine. His other interests seemed to be in gardening and mechanical work. Benjamin was born when his parents were getting older, there being several years difference in his age and that of his brother. They apparently were more indulgent than corrective in guiding him, so that he did not bother to do things which did not appeal to him.

Benjamin had not been doing well in school at the time of this writing. According to several standardized mental tests, he was of average intelligence. During his elementary school years, his grades had averaged "C" (81 to 87). In secondary school his grades had averaged "D" (75 to 80), while he failed several subjects. He told the investigator that his interest in school was in science, shop, photography and typing, and stated that all other courses bored him. During the summer of 1949 he worked part-time greasing cars with his father as his supervisor, and he was paid a good salary.

Benjamin had access to the family car. During the 1948-1949 session he was fined eight times for speeding. His father paid the fine on each occasion and allowed him to continue driving, even though his license to drive had been revoked.

Benjamin's plans were to attend a vocational school, specializing in photography.

The statements below are some that were made by Benjamin's teachers:

Indolent, rude, annoying, crude, revolting. Copies other student's work whenever he can. Can be the "bad apple" in a class. Lazy, impudent, and has unpleasant physical habits. Is a troublemaker.

Causes a great deal of trouble and disturbance in class. Could do good work, but doesn't try. Always talking, picking on someone, or throwing paper or chalk if he can get it. My third period class wouldn't have been so bad without him.

Has tried in sports. Poor student. Discourteous at times.

A bad influence, rude, annoying, lazy, wants to attract attention, not too much on the beam, tries when he wants to.

Bad influence - has been polite to me, but has been noisy, talkative. Very poor student. Lazy, impudent, does not like corrections.

A bad influence among students. Loud, lazy, and rude. Impudent and a bluff. Very poor math student, often causes trouble in class.

Does not show any initiative, does little work, but expects grades.

Inclined to be lazy and tries to be a "smarty." Tries hard sometimes.

Lazy - poor student.

Pretty good- a little too much talk at times. Easy for me to handle - got to let him know who is boss.

His teachers in the eighth and ninth grades had the following comments about some of his characteristics:

Use of time: wastes time
 Ability to learn: good
 Dependability: cannot be depended upon
 Honesty: always shifts blame upon someone else
 Acceptance of responsibility: accepts none
 Ability to act as a leader: poor
 Attendance: very good
 Participation in extra activities: enjoys hard work and attends programs
 Attitude toward classmates: terrible, dislikes too many of them
 Attitude toward teachers: fairly good
 Attitude to criticism: fair to poor
 Personal appearance and cleanliness: fair
 Manners: fair to good

Initiative: has none, must be pushed
Background: terribly spoiled and parents blame others
for many things which are his fault
Chief interests - band
Care of school property: has no respect for the property
Behavior in cafeteria: fair
Conduct in assembly and public programs: very good
Conduct in halls: very good
Cooperation in general: good
Type of school citizen: fair
Intended vocation: photography

A survey was taken in the spring of 1949 and the teachers said the following things were some of Benjamin's characteristics: attracting attention, interrupting, thoughtlessness, laziness, impudence, rudeness, lack of interest in work, unreliableness, disobedience, impertinence, defiance, temper tantrums, restlessness, inattention, careless in work, disorderliness in class, and nervousness.

From this investigation including observation, interviewing, study of mental and achievement tests, scholastic ratings, attitudes and behavior, it appears that lack of parental control might have been a principal reason for Benjamin's maladjustment.

William

William was born on May 27, 1932, at Roanoke, Virginia, of American parentage. He had one sister five years younger than he. His father was employed by a textile mill in Roanoke, and his mother was a housewife. His parents seemed in comfortable circumstances

at the time of this investigation, living in their own red brick bungalow. They were not associated with any special church, but attended occasionally.

His family were not well physically. His father was nervous, his mother had many ailments, while the younger sister was under the care of the doctor due to a thyroid deficiency. William seemed too thin and suffered from a chronic sinus infection at the time of this writing.

He indicated an interest in shop work at school during 1948-1949 and made a lamp and flower brackets. He went out for sports, but was unable to make any team and discontinued taking any part in them. Other interests were in traveling and in driving a car.

William had a room to study in, but there were no library or reference books available. His elementary grades showed a decline from high to low as he progressed in school. William had an average between "A" (95 to 100) and "B" (88 to 94) during the first four years of elementary work. In the fifth, sixth, and seventh grades, he ranged from "B" to "C" (81 to 87). During his ninth grade year at high school his average was "F" (below 65).

He seemed to be going down mentally, too, since in 1936 his I. Q. was 108, whereas by 1943 it dropped to 95.

William made many promises about improvement both in scholastic work and behavior, but never kept those promises. He seemed nervous

and loud at times. His associates seemed to lead him into wrong paths, but he showed no signs of objecting. His mother indicated that until recent years he had been a fine boy, but that he had displayed violent temper when corrected. He went into tantrums at school. He played truant when his parents thought he was at school. After having been warned on numerous occasions, he was suspended from school during the spring of 1949. He told the investigator that he planned to come back to school in the fall and would do better. Only time would tell. He had made many similar promises.

During the summer of 1949, while visiting the employment agency, he was given a card to take home and fill out. He brought the card home, handed it to his mother to keep for him. She put it down and it was misplaced, then he wanted it to take back and she could not find it. Later the card was found, but William would not go back to see about the work the employment office might have for him.

The statements below are some made by William's teachers regarding him.

He's the most nothing there is. If it were possible to do less than nothing that is what he did! Insolent and ill-bred.

Likes to take gym. Inconsistent. Personality O. K. Began loafing with older boys too soon to know better. Funny kid.

Absent frequently, has good intentions that usually die as such.

Made promises that were never kept about typing.

Disinterested, lazy, doesn't do work.

Not dependable, lazy.

Absent too much. A real pest. Likes to create a disturbance; enjoys trying to make a teacher appear ridiculous. Work - nil. Impudent and uncooperative. He is a mischief maker. He does not study well.

Dropped bookkeeping, never handed in work on time. Slept in class, thought he should have better grades. Lazy, not interested, did not try, always alibing why he doesn't do his work. He dropped it because he failed.

Likeable, but poor student. Very seldom has homework. Has been quiet and cooperative in class this year.

Very poor background in math. Wants to argue rather than think about work. Not dependable.

Lazy, no discipline problem, goes with wrong associates. Failed completely.

No attempt to do what is required of him. No interest whatsoever.

Does nothing - would like to disturb.

Below are some characteristics of William's according to his teachers:

Use of time: very poor, wastes time - idler, and has to be pushed to get work done.

Dependability: fair to poor

Ability to learn: is intelligent and capable of better work than he does

Honesty: apparently honest

Acceptance of responsibility: poor

Ability to act as a leader: fair to negative

Attendance: fair

Participation in extra activities: Little participation
 to negative
 Attitude toward classmates: generally good, sometimes
 a "smart alec"
 Attitude toward teachers: generally good
 Personal appearance and cleanliness: neat, clean,
 fairly well-dressed
 Manners: sometimes thoughtless, but rarely intentionally
 discourteous
 Initiative: poor
 Background: apparently has fairly good home environment
 Chief interest: sports
 Care of school property: careless
 Behavior in cafeteria: good
 Attitude to criticism: impudent
 Cooperation in general: poor
 Type of school citizen: poor

In reviewing the results of this investigation, it seems that
 William might be benefited by measures to improve his health,
 another selection of associates, and guidance from an understanding
 counselor.

Rickie

Rickie was born June 5, 1931, in Roanoke, Virginia, of native
 American parentage. He had a brother two years younger and a sister
 twelve years younger than he. His father was employed as an auditor
 in the railway offices in Roanoke. At the time of this study, the
 family appeared to be in moderate financial circumstances. They
 occupied a rented brick house and the mother gave her whole time to
 home duties. The family atmosphere seemed kindly and congenial.
 They attended the Baptist church.

Rickie was of medium height, with brown eyes and dark brown hair,
 the latter showing the temporary effects of peroxide. His general

appearance was good. He expressed a fondness for music and art, but gave no indication of talent for either. His chief interest seemed to center in athletics, in which he excelled. He was engaged in football, track and basketball, winning his letter in the first two sports named. He also expressed a keen interest in hunting, fishing and swimming. He was in the Marine Reserve Corps and was planning to go to camp for two weeks at the time of the investigation.

Comments made by Rickie's teachers were:

Witty; critical, too; does average work; slow in meeting obligations. Very quiet, hard worker, obedient.

Does poor work - lazy - dependable on everything but class work. Likes to see how much he can get out of. Gives up too easily.

Can do good work, but too slow in getting work in on time. Needs a reminder. Polite. Inclined to show off at times and talks too much. He has improved lately. He can work when he wants to. He has been behind in his work and he seemed not to care. He is doing better. Cooperative.

Talented (voice and reading) but lazy; a feeling of insecurity. Talks too much at times. Slow in getting places.

Has ability and initiative in athletics, but doesn't take too good care of himself - not good influence at home on latter phase. His attitude varies according to his progress. Shown improvement past year. Has shown improvement in overcoming a defeated complex.

Average student but could do better if he tried harder. Quiet in class. Has nice sense of humor and can be very witty.

Inclined to talk too much. Average student seems to be always on the defensive.

Poor math student. Seems indifferent to home work. Quite a different person since sickness last winter.

The characteristics listed below are Rickie's according to some of his teachers:

Use of time: fair
 Ability to learn: good (but can't make himself work)
 Dependability: good
 Honesty: good
 Acceptance of responsibility: fair
 Ability to act as a leader: poor
 Attendance: good
 Participation in extra activities: poor
 Attitude toward classmates: good
 Attitude toward teachers: average
 Personal appearance and cleanliness: good
 Manners: good
 Initiative: fair
 Background: undecided
 Chief interests: girls (I think)
 Care of school property: good
 Behavior in cafeteria: fair

Rickie seemed to have average intelligence, according to his mental and achievement tests that had been administered to him at times during his school years. His grades in elementary school seemed average and his high school work ranged from "D" (75 to 80) to "F" (65 to below). He wanted to study forestry and planned to enter college. There had been occasions when he caused disturbances in class, displayed temper tantrums and attracted too much attention. He had changed schools several times, recently coming to William Fleming from Jefferson Senior High School, although he lived very close to that school and had to pay tuition to attend the school that he was attending at the time of this investigation.

Judging from observation and a study of grades and home environment, it seemed that Rickie took poor care of his health. As an aid to

improving his attitudes and helping him to succeed in his school work, he seemed to need guidance in how to study. Learning to work more effectively might help overcome frustrations such as had resulted in outbursts in class.

Lucius

Lucius was born January 19, 1935, of American parentage. His father was a railway conductor, with an income in the medium bracket; his mother was the homemaker. There was one brother, twenty-four years old, living in the home. The family owned the brick house they used as a residence. Lucius had his own room. There was little indication of books or of interest in books in the home. The whole family were attendants at the Methodist Church.

Lucius' height was rather less than medium; his eyes and complexion dark. He had fine teeth, a nice smile, and was generally considered quite good looking. His health seemed excellent, but his record revealed an arrested case of rheumatic fever suffered when he was seven years old. He evidenced some skill in the use of his hands, shown in carving, modelling and building model airplanes. He expressed interest in mechanics and often helped his father with the family car. He seemed to take an interest in the home, helping his mother with housework and keeping the lawn mowed.

The results of seven standard intelligence and school achievement tests administered between 1941 and 1948 would indicate that Lucius

is only slightly below normal, although one test given in 1947 returned an I. Q. of 83. On two forms of the Iowa Silent Reading Test, his reading ability showed some retardation. His average grades in elementary school were "C," but during his Freshman year in high school his average declined to "D."

At the end of session 1948-1949, his teachers made the below listed comments regarding him, in response to request:

A nuisance. Thinks he is cute.

A complete pest.

A lazy show-off. He thinks he can roll those big brown eyes at you and get by with murder. A perfect product of parental spoiling.

Can be rather nasty, but then can be very nice. Spoiled.

Too loud.

Quiet, polite. Works well.

It would seem probable to conclude that Lucius' maladjustment to the school situation was due less to his lack of natural ability than to an unfortunate home environment. He was the baby of the family and he was pretty. Apparently his mother had let him have his way in the home because he was such an endearing little fellow. He may have expected the same treatment in school, and his unsatisfactory behavior may possibly have resulted from disappointment.

Intelligent personal guidance appeared Lucius' first need. His problem might be stated as the necessity of growing up. A counselor who liked him and whom he respected might reveal him to himself with

beneficial results. His good looks, which perhaps had previously served as a handicap, could then become a real advantage.

Paul

Paul was born July 18, 1934, the only child of native American parents. At the time of this investigation the father was employed as a machinist at a salary which seemed ample to afford the family reasonable security. The residence, a neat well-kept white frame building, was owned by his parents. Paul's father, as well as several of his paternal aunts and uncles, was deaf and in addition the father suffered from a serious speech defect. The mother, not employed except as a housewife, appeared in excellent health.

Paul was slightly below medium height, blue eyed and blonde and inclined to plumpness. Save for a rather severe attack of acidosis which occurred when he was three, he had enjoyed good health all his life. He did not show any indication of developing his father's handicaps of hearing and speech. He expressed an interest in art and writing. He was fond of playing cards and almost overly fond of his pet dog and cats with whom he played games of hiding which would seem more appropriate to a child of six. In contrast, he was also fond of playing baseball and badminton. He indicated an interest in attending college, specifying Bridgewater, and thought he might like to be a draftsman or a clergyman.

The results of the two standard intelligence tests administered in 1946 and 1947, almost precisely a year apart, indicated his I. Q. as 93 and 94, respectively. His scores on a series of seven achievement tests given from 1940 to 1947 showed him to be somewhat below the average for his age. During his elementary school experience his grades averaged "C," but declined to "D" for his Freshman year in high school.

Notations concerning Paul provided upon request by his teachers at the end of the 1948-1949 session included the following:

Talkative and troublesome. However, he is a complete extrovert and never resents correction.

Can do good work if you make him.

Poor worker; disturbs others.

Lazy and talks too much.

All right if you stay behind him.

Attends to other people's business.

Paul's difficulties seemed to be rooted in a rather over-indulgent mother and his status as an only child. He experienced difficulty in adapting to the school group and may have attempted to win for himself by sheer noise the center of attraction which was his at home by right. His affection for his pets seemed abnormal, likewise his habit of talking and playing with them on what appeared almost as a plane of equality would suggest a partial social retardation or the abnormal lingering of childhood fantasy.

Practical school guidance which would direct Paul into social understandings both in the classroom and on the playground suggested itself as a prime need. He required experiences in controlled situations wherein he could learn the give and take of normal group living. It was felt that those teachers who labelled him a "complete extrovert" were probably in error.

Walter

At the time of this study, Walter was fourteen years old. He was the only son of parents who were of native American stock. He had two younger sisters. His father was employed at a large textile mill in Roanoke. At the time of this writing, the family seemed to be in comfortable financial circumstances and owned their home. Apparently the family was able to afford a comfortable living, because they had good books and reading material. They were members of the Associate Reform Presbyterian Church.

Walter was of medium height with brown hair and eyes. His family was musically inclined. He played the trumpet while his mother and sister played the piano. He was interested in mechanics. He also liked to farm and fish. He would like to have a cattle farm when he grows older. He was not interested in continuing his education after high school. He was very closely associated with his family and performed home duties. His health had been good, save for the childhood diseases and overweight. He wore glasses when he was very young, but did not wear them at the time he became a subject for this investigation.

Judging from standard tests given, he appeared to have average ability, but he did not do average school work. In the elementary school his average was "C," while in high school his average was "D" (75 to 80).

His teachers made the following comments:

Easily influenced, lazy, quiet.

Too childish for high school, not dependable, and not reliable.

Not interested in work, does work haphazardly, does not obey authority.

Below average, mentally and otherwise.

A good vocational guidance director might give him mental tests, interest tests, and derive conclusions which would help guide him in such a way that we would have a happy, well-behaved student in Walter, if the facilities for carrying out the conclusions would be available.

Ronald

Ronald was born August 2, 1932, of American parentage. His father was a commercial chemist and was in process of purchasing a home. The mother also went to business daily. There was one brother, four years older than Ronald. The family owned an automobile which the boys were allowed to drive. Only the mother was a member of any church; she attended the Lutheran denomination and Ronald accompanied her at times.

Ronald was six feet tall, blonde and quite handsome. After the usual illnesses of childhood, he had been quite healthy. However, he exhibited manifestations of nervous tension at times which on occasion resulted in unpleasant experiences. He had engaged in a fight in the locker room of the high school in the course of which his nose was broken. He had been seized with cramps while swimming and had to be rescued from the water by companions. He had wrecked the family car, and thereafter showed plainly the stain this event placed upon his relations with his father. He had had more than one serious disagreement with teachers, which required the intervention of the principal.

The only standard intelligence test ever administered to him returned Ronald's I. Q. as 109. A series of six standard achievement tests given between 1938 and 1945 showed him to be slightly above the norm for his age. His work in elementary school showed an average grade of "B," but his average for his junior year in high school fell to "C."

Comments of his teachers made in response to a request at the end of his junior year are listed below:

Average student.

A quiet and polite student.

Clean cut, very neat. Does good work. Is quite responsive.

Above average. Nice personality. Very courteous. Prompt in his work.

Likeable, dependable, hard worker.

Lazy, sleeps in class. Must be prodded.

Spoiled. Needs to grow up.

His teachers also characterized him as follows:

Use of time: very good
Ability to learn: excellent
Dependability: good
Honesty: excellent
Acceptance of responsibility: good
Ability as a leader: fair
Attendance: excellent
Extra-curricular participation: excellent
Attitude toward classmates: excellent
Attitude toward teachers: excellent
Personal appearance: good
Manners: very good
Initiative: good
General conduct: good
Cooperation: excellent
Conduct in assembly: fair
School citizenship: good

Ronald was included in this study not because he displayed a general pattern of maladjustment but because he showed occasional symptoms of nervous tension resulting in actions not consistent with that behavior pattern. It seemed that parental influence was negative rather than otherwise. There was little stress placed upon the importance of the home. Little opportunity for recreation was provided since both parents worked regularly and both sons were encouraged to work in their spare time.

Ronald seemed to need the influences of sincere friendship and the advice of someone who could point the way to an appreciation of better values in life than those currently governing his choices.

Tom

Tom was born on September 30, 1931, at Roanoke, Virginia, of American parentage. He had one sister, two years younger than he, who had been graduated in June, 1949 from high school. His father, an habitual drinker, was employed as a traveling salesman. His mother was a housewife. At the time of this investigation, the family resided in their ranch-type, blue stone home on a farm in Roanoke County. His father was a member of the Roman Catholic Church; his mother of the Protestant Episcopal. The children were reared in the Roman Catholic Church.

Tom was six feet, six inches tall and extremely thin. He had black hair and eyes. When he was quite small his parents moved to the northeastern part of the United States. He entered school there and was changed twice due to the family's moving away. Then his suffering because of asthma caused the family to return to Roanoke. The climate agreed with him, and seemed to lessen his suffering.

Tom seemed interested in music, mechanics, swimming, whittling, modeling airplanes, riding on a whizzer up and down the highway, and in one girl friend. He seemed interested in working with younger boys at the Young Men's Christian Association.

He drove rather recklessly up and down the highway in an old car on which he was always making repairs and improvements. When younger, Tom was paid for doing small errands at home. Later, he had refused to do anything at home unless paid for it.

During the spring of 1948 Tom's father became intoxicated and got into an argument with him. As a result, Tom left and went to the home of his maternal grandparents who lived on an adjoining farm. While there the pump at his own home was broken. He was asked to come and fix it, but would not do so until he had been paid. At the time of this writing he had returned home.

His school progress and behavior had been poor. In elementary school his average ranged from "C" (81 to 87) to "D" (75 to 80). In secondary school, Sophomore year, his grades averaged "D" (75-80). In his Junior year his average was between "E" (65 to 75) and "F" (0 to 64). His mental tests indicated average intelligence.

In response to request, Tom's teachers made the following comments about him:

Could do good work but plays and talks too much. Good in oral work but written work is poor. Witty.

Regulations should apply to the other fellow. Lacks respect for others. Selfish.

Can be impudent and abusive. Can be a fair worker and polite. Work mostly bluff. Has improved over last year.

Tom does not cooperate at all. Even a courteous request is answered with insolence and abuse. He interrupts even serious announcements with maudlin remarks. He cuts class at every chance and tells untruths about his whereabouts.

Has improved greatly over last year. Tries to be quiet in class. Does fair work.

Extremely lazy; impudent; will not conform to group activities. Shiftless; crude; rude; has good disposition at times; thinks teachers don't like him.

Lazy, good mind, can do good work. Likeable. Loves math and is a good student. Works hard and well. Polite, dependable.

Mannerly and quiet but is lazy. Does only work forced upon him.

Very industrious and creative. Lazy, talkative, poor attitude.

Lazy, talkative, likeable. Not much interest but easy to get along with. Good personality.

Lazy, only works if forced, good mind, interested in mechanical things as airplanes and motor bikes.

Stubborn; has a good mind for mechanics. Lazy beyond belief.

Polite, but lazy. Became discouraged and dropped Latin.

A definite problem at times.

The following are some of Tom's characteristics according to his school records of past years:

Use of time: wastes it
 Ability to learn: not a great deal
 Dependability: utterly lacking
 Honesty: average
 Acceptance of responsibility: does not accept responsibility of school work, but accepts responsibility of board care, programs, etc.
 Ability to act as a leader: fair
 Attendance: good
 Participation in extra activities: good
 Attitude toward classmates: fair
 Attitude toward teachers: fair
 Attitude to criticism: insolent and abusive
 Personal appearance and cleanliness: excellent
 Manners: ill-mannered
 Initiative: none
 Background: questionable
 Chief interests: airplanes, sports
 Care of school property: careless
 Behavior in cafeteria: fair to poor
 Conduct in assembly and public programs: poor

Conduct in halls: poor
Cooperation in general: very poor
Type of school citizen: poor
Intended vocation: test pilot

It appeared that Tom needed to gain weight for his height. His father's influence and example had been detrimental. Some of his mannerisms seemed to have imitated all too well the patterns set by his father. A new environment might help him.

David

David was born October 15, 1932, of American parentage. He had one older brother who had been hurt in an automobile accident and had not completely recovered at the time of this writing. His father was in the produce business, in which the mother helped. During World War II, the father had been convicted of black market operations in food and had served a time in prison. At the time of this study, the family appeared reasonably secure financially. Their church preference was Baptist.

David was just under six feet in height. His health and health habits apparently were excellent, save that he bit his fingernails. He declared that he had never been seriously ill in his life. He claimed to have no hobbies except a strong interest in athletics. He played baseball and football and had won an award in the latter sport. He had no special friend among the girls, but was closely attached to Andy, a boy with whom he

shared a passion for fast driving. He attended summer school during 1949 to make up a class failure, but manifested no interest in college nor in any vocation in which he might earn a living. His moral reputation among his associates was bad, although no definite proof of misbehavior had been cited against him.

No results from standard tests were available, but his high school record was one of fairly uniform failure.

At the end of session 1948-1949, his teachers made the following comments concerning him:

Lazy. Can be nasty.

Impudent. Lazy. Non-cooperative.

Insolent, nasty and crude in manner. If he has any virtues, he hides them. A thoroughly disagreeable individual.

Has a mean disposition.

Capable of doing good work but doesn't try. Has never been insolent.

Easily influenced by older groups.

Lack of standard tests and a full record of his school achievement served to make a diagnosis of David difficult. What evidence there was suggested that his general intelligence was probably near normal. It seemed likely that the moral and ethical atmosphere of the home was poor. The fact that both parents were engaged in business suggested that the boy had lacked proper supervision from his earliest school days. It seemed fairly plain that he had

never been taught to respect the rights and sensibilities of others.

David gave some evidence of asocial, if not neurotic, tendencies. He stood in need of firm guidance from someone for whom he had respect. His taste for athletics and capability in this field would seem to indicate that he might be encouraged to establish status through success in sports.

Clarence

Clarence was born on July 28, 1934, of American parentage. He had a brother two years younger than he. Clarence's parents had been divorced and both had made second marriages. Clarence's mother had died at the time of the birth of his step-sister. At this writing he was living with his father who was suffering from paralysis, and his step-mother, a neurotic sort who kept house for them. His father, a painter by trade, was in the low income range. His brother was residing at a Presbyterian home for boys where Clarence had also lived for three years previous to 1947. He expressed the desire to return to the home. Neither parent had any religious association, but he was a member of the Presbyterian church.

Clarence, a fifteen year-old of medium height and build, had dark hair and eyes, and an olive complexion. His interest seemed to be in music, aviation, and fishing (he showed the investigator a picture of a five-pound fish he had caught). It did not appear that he was interested in mechanics, art, or in any form of writing.

Clarence's elementary grades indicated an average of "C" (81 to 87). At the time of this investigation, his average in high school was "D" (78 to 80). Standardized mental and achievement tests were administered him in 1947, 1948, and 1949, and indications from test results were that he was of average intelligence.

Clarence's teachers made the following comments regarding him in school:

Talks and interrupts constantly. Impatient. Work is poor. Tries - a big bluff. Talkative - trouble maker - dishonest.

Clarence is in sad need of guidance. He is very easily influenced by other people. Gives up easily when working on a task. Has an average mind. His work is done haphazardly but usually handed in promptly.

Talkative, loud, rude, bad attitude.

Big bluff. Talkative. Trouble maker. Dishonest.

Works in spasms; not very polite; talks too much; can be likeable.

Clarence is one of the most interesting "problem Children" I have ever seen. He can be loud and rude to the point of exasperation, and then turn around and be so sweet and lovable that I forgive him. He needs much understanding, guidance, and love!

It appears that Clarence's home environment might be the cause of frustrations and temper outbursts on his part. It seemed that he received neither love, companionship, nor guidance in his home, and it was apparent that he was in need of them. When the

investigator asked him to visit with her just to talk, his face seemed to have lighted with happiness. An interested vocational counselor might be able to help him become a well-adjusted citizen in the community.

Ronnie

Ronnie was born, April 15, 1931, at Roanoke, Virginia, of American parentage. His family was composed of seven boys and two girls, mother and father. They lived on a five-acre farm in a brick home. His father was a dairyman and farmer. His mother was a neurotic sort of woman who kept house for her family. Ronnie's family was affiliated with the Methodist Church.

Ronnie had auburn hair and brown eyes, with a freckled complexion; he appeared tall and thin. He was supposed to have been graduated from high school in June, 1949, but due to failing three subjects was not awarded his diploma. He reviewed two subjects under special tutoring during the summer of 1949.

Ronnie indicated an interest in music, dramatics, football, art, in raising animals, and in farming. When tested by mental and achievement tests his scores indicated average intelligence. In elementary school his grade average was "C" (81 to 87). His high school average was "D" (75 to 80). He stated a desire to enter the Virginia Polytechnic Institute to study agriculture.

The comments below are some that were made by teachers regarding

Ronnie:

Very poor homeroom president. Not dependable and not cooperative at times; can be likeable.

Very lazy; discipline problem; can do; inattentive. Very quiet; seems studious; a little sullen at times; improving.

A good math student if he can be kept awake. Honest worker. Can be a trouble maker when he gets with others who encourage him in that type of thing. Neglects homework. Will work if he likes the subject.

Can do better than he does, lazy.

Does good work for me. No problem in class.

Works hard - quiet; has temper; dependable.

A great improvement over last year. His attitude is fine, his work good, his manner courteous.

Poor background, slow. Very conscientious, works hard.

Good kid - fiery - works hard.

Rodney has definitely "grown up." He has shown such marked growth and development. He has good study habits and is a credit to home room.

The characteristics listed below are Ronnie's according to his teachers' comments accumulated in his permanent record:

Ability to act as a leader: poor
 Acceptance of responsibility: poor
 Attendance: good
 Attitude to classmates: poor
 Attitude to criticism: poor
 Background-home: fair
 Background-school: poor
 Behavior in cafeteria: fair
 Care of school property: poor

It appears from this investigation that Ronnie was moody and unstable. There were times when all seemed well, at other times temper overpowered him. There were economic pressures in his home, and a sickly mother, and a father who also had outbursts of violent temper.

Annie

Annie was born November 1, 1932, at Roanoke, Virginia, of American parentage. She was the oldest of three girls. She had a married brother older than she. Her father was employed as a solicitor for a laundry. His earnings were such as to give the family only the necessities; not the things they could get along without, such as books and magazines.

Annie was of medium size. Her hair was blonde. She expressed a fondness for popular music and for collecting scenic post cards. She was interested in sports, preferably basketball and softball and was on the basketball team, receiving a letter and star. She was active in dramatics, and was a member of the Beta Club. She belonged to the Methodist Church. She liked to read. She was very fond of her father.

She was very aggressive and dictatorial to the extent that she was unpopular with her classmates. She had an ungovernable temper and displayed it on numerous occasions.

Annie's health appeared good. Her only defect appeared to be that of her eyesight which required the use of glasses while reading. She had been graduated from high school in June, 1949, but did not plan to enter college. She had secured employment in a department store.

The results from two standard tests indicated that she was slightly above average ability and average achievement in her school work. Her average of grades was "B" (88 to 94).

In response to a request at the end of the session, her teachers made the following remarks:

Likes to attract attention, rude at times; critical; does excellent work; discipline problem at times.

Excellent student, has temper and tries to control it, needs adult friendship and confidence.

Does good work. Talks too much, critical. Neat, polite, cooperative.

Annie can be an "A" student; however, she is sarcastic, impudent at times and loses her temper easily.

A poor sport; works only when she can find nothing else to do.

Has improved a great deal over last year in attitude, effort, and disposition.

Judging from the results of the standard tests and grades, it appeared that Annie was slightly above average intelligence. Apparently, her fits of temper were aggravated by her desire to have her own way. Her associates of her own age disapproved of her attitude. She appeared to be trying to overcome the cause for her unpopularity.

It is believed that if Annie had relief from financial strain, in a different home environment, most of her difficulties might be overcome.

Ralph

Ralph was born on September 30, 1933, at Goodview, Virginia, of American parentage. The family had moved to Roanoke, Virginia, in 1948. Ralph's father was employed by a textile mill at a modest wage. Except for his father, his family was living in a one-story, white, frame house.

During the winter of 1948-1949 his parents had been divorced. His mother was recovering from a serious operation at the time of this investigation. She seemed to be in extremely poor physical condition, and was slightly deaf. Ralph's older brother was employed by a railway company in Roanoke, Virginia. It appeared that the mother's habit was to compare Ralph unfavorably with this brother. One of Ralph's sisters lived at home; the other had been married and had moved away from home. Ralph's father stayed at the home of his own mother.

Ralph seemed to be of average mentality, judging from several mental test results, school grades, and his general behavior. His Sophomore average was between "C" (81 to 87) and "D" (75 to 81).

Ralph's interests appeared to be in sports, particularly baseball; he played on a community league team. He enjoyed music,

reading, magazines, and mystery books.

Ralph helped at home with the housework. He did not have any library or reference material to aid with his studying. He shared his bedroom with his brother. He indicated that he did not like schools; he felt that they were necessary evils.

The comments below are some made by Ralph's teachers concerning his work in school:

A thorn in the flesh. Work is spasmodic and what he does is not too well done. Inclined to talk incessantly.

Average work, has to be urged along, but works nicely, inclined to mischief.

Mischievous; likes to show off. Has ability when he wants to use it.

Mischievous; works only when he feels up to it.

Lazy; has ability but not much aggressiveness. Consistent on taking part. Polite.

In a report made this spring in regard to Ralph's characteristics, the following items were listed:

Temper tantrums
Impudence, rudeness
Laziness
Disorderliness in class
Carelessness in work
Inattention
Thoughtlessness
Attracting attention
Interrupting

In consideration of the data concerning Ralph, it seemed that his troubles were largely the results of poor home environment. He was in his first year at a new city high school, after having lived

in a rural community and attended school there. There were scenes and disagreements in the home; also, court proceedings in which he had to testify, thereby being obliged to stay out of school.

He seemed to have been the victim of his mother's nagging, aggravated by illness and her marital troubles. His life in a small home where there was not enough money, no place to study alone, no peace, and little security seemed to constitute sufficient causes for his having been maladjusted.

In studying the twenty-two cases just presented, it seemed desirable to make summaries of certain data relating to them, which had come to light during the investigation. Accordingly, Table II was prepared including various items which appeared on the schedule of questions used as a guide in interviewing each of the subjects.

From the information in Table II, it appears that: the mean age of the subjects was 16.5 years; the majority lacked adequate facilities for home study, both materials and space; their families had an average of three children, including themselves; most of them lived in dwellings owned by their parents and maintained by their father's employment; nearly all were from homes not disrupted by divorce or death; nearly all were affiliated with one or another of seven Protestant religious bodies; most, if not all, were interested in one or more beneficial hobbies or special interests, including music; very few had traveled; approximately one third had had to transfer from one school to another; and only one half had experienced the gratification that comes from receiving some special recognition, however small.

From data not in Table II it appeared that illness and disease had played parts in the lives of seven of the subjects, affecting five of the children themselves and ten parents or other members of their families.

TABLE II

SUMMARY OF FINDINGS FROM INTERVIEWING TWENTY-TWO PUPILS
OF WILLIAM FLEMING HIGH SCHOOL, 1948-1949

(a) Ages of Pupils:

<u>Number and Sex</u>	<u>Age</u>
Three girls	16
Two boys	14
Two boys	15
Four boys	16
Seven boys	17
Three boys	18
One boy	20

(b) Number of Homes Having Study Materials, Particularly Encyclopedias: 8

(c) Number of Homes Having Room Set Aside for Study: 10

(d) Number of Children in Families of Pupils:

<u>Number of Families</u>	<u>Sizes of Families in Terms of Children</u>
Two	1
Ten	2
Three	3
Five	4
One	6
One	9

(e) Home Conditions:

Number of Pupils Whose Parents Own Homes: 15

Number of Pupils Whose Parents Rent Homes: 6

Number Employed Fathers: 21

Number Employed Mothers: 3

Number Divorces Among Parents: 3

Number Families Having One Parent Deceased: 2

TABLE II (Continued)

Number Parents in High-Income Group: 1

Number Parents in Medium-to-Low Income Group: 21

(f) Religious Connections:

Number Catholic Families: 1

Number Families Having One Parent Catholic and the other Protestant: 2

Number Children Not Attending Any Church: 6

Number Families Attending Some Form of Religious Worship: 20

(Seven Baptist, four Methodist, three Disciples of Christ; two each Presbyterian and Episcopalian, one each United Brethren and Lutheran)

(g) Number and Kinds of Hobbies both Active and Discontinued:

Discontinued:

Two collected stamps
Two collected coins
One collected pictures of
Movie Stars
Two made model airplanes
Four had had no hobbies

Continued:

One whittled
One collected post cards
One raised farm animals
Three hunted for game
Three fished
One did target shooting
One did gardening
Five worked on old model cars
One collected different
kinds of money

(h) Number Who Enjoyed Music:

Popular: Four

Classical: Two

Hill Folk: Two

All Kinds: Five

No Form: Two

TABLE II (Continued)

(i) Musical Instruments Played:

Trumpet: OneGuitar: OneClarinet: OneBaritone: OneDrums: Two

(j) Miscellaneous Interests:

Art: EightGrocery Business: OneMechanics: TenFarming: OneWriting: TwoCooking: TwoSports of all kinds: EighteenPhotography: OneRepairs of Pipe Organs: One

(k) Number Who Had Travelled:

Little: Sixteen; None: Six

(l) Distinctions awarded:

One had taken a photograph which was accepted and published in a magazine of national circulation.

One had won first prize for his costume in a church masquerade.

One had served as a bridesmaid in a wedding.

One had been an attendant of the snow queen in a school festivity.

One had won a compass at a Scout meeting.

One had won a sweater in a Yo-Yo contest.

One had won a prize at a party given by the 9th Grade for wearing the best costume.

TABLE II (Continued)

One had won an award for participating in the all City-County 115-pound football team.

One had won a letter in basketball.

One had won a letter and a star in basketball, and was captain of the All-Star softball team.

One had won a letter in football.

One had won a letter each in football and track; also had a nomination for his position as an aggregate on All-City-County football team.

(m) School Transfers:

Number Pupils who had Changed Schools: 7

In viewing these cases, it appeared appropriate to make two further classifications: One category was that of the youth whose main difficulty seemed to be that the school was too confining for his tastes. Still in the woods and water phase of boyhood, time spent indoors was for him dead time. The other was that of the chronically maladjusted child whose unsolved problems at home and at school had become an all but insurmountable mass.

All of the Eighth Grade boys in this study seemed to belong to the first category. It seemed significant that no ninth year pupils were nominated for inclusion among the fifty cases of outstanding maladjustment. Could it have been that the younger pupils were making adjustments to school at William Fleming, so that by the time they had reached their second year they had at least begun to accept that environment?

All of the older pupils studied seemed to come under the second heading, that of the chronically maladjusted. Their problems seemed related to patterns of long standing. In order to have helped them, it appeared that measures ought to have been taken much earlier in their school careers. Thus the question arose, could William Fleming really serve them, or was it already too late?

If judged by results of mental testing, all but one, Vance, had intelligence that might be classed as average. Another, Annie, was somewhat above average in this respect. Thus, the problems of the subjects, with the exception noted, seemed not to have stemmed from lack of capacity for school work.

The data gave indication that all but one might be classified as aggressive. Apparently they were compensating for whatever inadequacies or insecurities they felt by loud, crude behavior; eight extremely so and thirteen to a somewhat less degree. The insecurities of sixteen were diagnosed as related to home conditions of one kind or another; of two, to physical appearance.

Three were suspected of criminal acts involving the destruction of school property. Family disgrace had marked two. There were ten confirmed truants in the group.

Seven of the subjects worked hard at school tasks, but none with success, except Annie and Ronald. Nine others did virtually no school work; six attempted some work, but without noticeable results.

Teachers listed fifteen as "impudent"; seven as "insolent." In some cases both terms were applied to the same person. Sixteen were given to temper tantrums. Thirteen were considered habitually untruthful; five as consistent cheaters in school situations.

Most of the group were of the follower type. However, five might be classed as leaders whose influence, with one exception, was generally bad.

In studies of juvenile delinquency references have been made frequently to the four "D's"; death, disgrace, divorce, and disease, listed as principal forces in such cases. Thus, it had been expected that more of the subjects of this study would have encountered one or more of those destructive influences. Yet only two had suffered from the death of a parent, two from having been disgraced by acts of parents or others, three from the divorce of parents, and seven from disease. Hence, such forces could not be regarded as predominant in their effects on the twenty-two youths. Perhaps a fifth and similar force, discord in the home, should be listed as having more effect than the other four, since it was evident in twelve of the cases.

Adverse economic forces were considerably in evidence. Even though none of the subjects seemed to be in actual want seven came from families in which there was financial stringency shown by the mother's working outside the home or by other evidences. Fifteen came from homes which were adequately financed. Two were children of fairly wealthy parents.

That some of the roots of their trouble lay in the school itself was inferred by the nature of the teachers' comments. In the cases of fifteen of the children, there were notable exceptions to the generally adverse remarks made by teachers regarding their behavior. In each case at least one teacher had expressed some appreciation or approval of the boy or girl. Thus, the question arose, could it be

That those teachers, unlike the majority, had been able to accept these young people; that they alone had been able to direct school situations so as to make them more favorable to boys and girls who had great need of succeeding, of feeling that they belonged? Whatever the answer to this question, it seemed clear that the general disapproval of the subjects on the part of teachers and other adults was a strong force in their lives.

It was in connection with the teachers' reactions to the subjects that the observation was made to the effect that all but one of the children they had nominated for this study were of the loud, aggressive type. This led to the impression that the teachers at William Fleming were perhaps more sensitive to problems associated with rude, obstreperous behavior than to withdrawing, brooding tendencies. In situations in which teachers were compelled by circumstances to deal with oversized groups it seemed that there may be less concern for those whose behavior at least creates no problem for others; more for those who disturb.

Such reflection increased the concern of the investigator for the school's guidance facilities. It was found that the guidance organization included no full-time counsellor; that one teacher having some specific training for this type of work was devoting some time to guidance, but not on a scheduled basis; that the principal, home room teachers, and others were giving attention to individual needs;

but that most of the work was somewhat incidental in nature. As far as could be learned, but a few, perhaps only one, of the subjects had been given detailed, extended study with a view to solving or ameliorating some of their problems. Thus, it was inferred that lack of guidance at school, as well as at home, was a factor in their cases.

* * * * *

In this chapter, the individual cases of twenty-two subjects were presented together with some comment on each. Next a summary of the data was given as an aid to listing certain adverse forces which appeared to be determinate in the group, as follows:

- (a) Death, disgrace, divorce, disease, and discord in families
- (b) Economic insecurity
- (c) General disapproval on the part of teachers, parents, and others
- (d) Lack of guidance at school

CHAPTER IV

Summary and Recommendations

At the beginning of this study reference was made to the failure of certain children at William Fleming High School to find their places within the framework of the school; to lead normal, happy, purposeful lives both as individuals and as members of their respective groups. In doing so the question was raised as to whether their difficulties might have sprung from their being forced to conform to patterns too rigid and demanding for them. That query was answered, at least by implication, by the findings concerning the school. With its offerings of varied courses, and its provision for many interests and activities, it seemed a place in which young people had considerable freedom to grow and develop, in large measure, along lines suited to their needs, capabilities, and concerns. Next, the children themselves were given intensive study. Following that study there emerged certain forces which seemed to have led to the failures and frustrations of the subjects of this study. This chapter, in consequence, is to present recommendations made in the light of such findings.

Many human beings need help. Some more than others. Many young people in particular are not capable of solving life's problems unaided.

The prevention of delinquency and maladjustment of children is a complex matter. It seems axiomatic to say that as long as

there are adverse economic and social conditions in our society, there will be emotional disorders. According to Crewe¹ it appears that the first approach to the problem must be social engineering of a high order, to provide wholesome surroundings and adequate education; to promote mental health, recreation, and social welfare services for all children. The second is an accurate identification and skilled treatment of the maladjusted individual. In doing so children must be enabled to satisfy two needs: love from an understanding parent or parent substitute, and success through participation in worthwhile group and creative activities.

The authority just referred to takes the position that, when maladjustment results from frustration in the child's attempt to meet his needs, untoward behavior follows; behavior which sometimes falls within a legal concept of juvenile delinquency. He further states that the school does offer the opportunity for periodic screening of all children to select those showing early signs of maladjustment. Whereas, in past years, most schools have gone to considerable length to evaluate academic achievement and, in recent years, to make periodic examinations of physical condition, only a few schools have seriously considered their pupils' emotional and personality adjustments.

1. J. Gordon Crewe, "We Look to the Schools," Survey Mid-monthly, Volume 83 (December, 1947) p. 335.

That the schools are second only to homes in the development of serious maladjustments is a view taken by many investigators. Thus the schools themselves have not only to guard against contributing to children's difficulties, but they must also attempt to offset, at least to some degree, the ill effects of weak or bad homes. To such ends the following recommendations are offered:

1. Institute at William Fleming High courses for parents and community leaders in child psychology. Because such courses frequently reach only those who need them least, a concerted effort should be made to include in them parents whose children are either actually or potentially maladjusted.

2. Provide organized guidance programs in which the personnel have ample time and space facilities for giving their services, both in the High School and in the elementary schools associated with it. Teachers and administrators perpetually caught in the busy round of classes and routine duties cannot give the necessary time and attention to problems of individual children.

3. Strengthen ties between the home and school by visits and conferences. Teachers need thorough knowledge of home and community conditions if in school they are to help offset evils prevailing elsewhere.

4. Establish more recreational facilities in the community. The life of the city affords all too many opportunities for leisure time pursuits that are not truly recreational in character. At

least it should include more wholesome choices than it now does.

5. Intensify measures to promote health and correct physical defects, making use of trained, professional personnel. Teachers, who in Virginia are all too frequently charged with responsibility for making physical examinations, should be relieved of this duty by those more capable of discharging it. Maladjustment bears close relationship to physical defects and ill health. Those concerned with children's health should include those equipped to deal with mental ill-health as well as physical.

6. Give more facilities of space and personnel to the school. Buildings so crowded as to necessitate the use of the cafeteria, library, and gymnasium for study halls and academic instruction are not conducive to wholesome learning experiences on the part of a group; much less on the part of exceptional children. Teachers whose classes number thirty-five or more, some of them teaching six classes daily, have little opportunity to serve those whose need may be considered most crucial, namely, the problem children of this study and others like them.

* * * * *

Perhaps the greatest good that may come from this study is to the investigator. Gaining an understanding of the problems of children, such as has resulted from this endeavor, has given new light, new zest to the teacher's work of guiding and encouraging youth.

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APPENDIX A

THE VARIANCE OF TEACHERS AND MENTAL HYGIENISTS UPON THE RELATIVE
SERIOUSNESS OF SEVERAL KINDS OF BEHAVIOR PROBLEMS*

Type of Problem	Average Ratings of 511 Teachers	Average Ratings of 30 Mental Hygienists
1. Heterosexual activity	17.3	9.9
2. Stealing	17.0	12.5
3. Masturbation	16.7	6.4
4. Obscene notes, talk	16.6	8.8
5. Untruthfulness	15.8	10.3
6. Truancy	15.6	10.3
7. Impertinence, defiance	15.0	7.1
8. Cruelty, bullying	14.8	13.5
9. Cheating	14.7	10.3
10. Destroying school materials	14.3	5.1
11. Disobedience	14.1	6.4
12. Unreliableness	13.9	10.4
13. Temper tantrums	13.0	11.7
14. Lack of interest in work	12.8	9.6
15. Profanity	12.3	2.9
16. Impudence, rudeness	12.2	7.6
17. Laziness	12.2	7.2

*Excerpted from Charts XVI - XVII, E. Kosker Wickham, Children's Behaviour and Teacher's Attitudes, 1928. pp. 124-125

APPENDIX A (continued)

THE VARIANCE OF TEACHERS AND MENTAL HYGIENISTS UPON THE RELATIVE
SERIOUSNESS OF SEVERAL KINDS OF BEHAVIOR PROBLEMS

Type of Problems	Average Ratings of 511 Teachers	Average Ratings of 30 Mental Hygienists
18. Smoking	12.0	2.3
19. Enuresis	11.8	9.2
20. Nervousness	11.7	11.3
21. Disorderliness in class	11.7	3.4
22. Unhappy, depressed	11.5	16.2
23. Easily discouraged	11.5	13.4
24. Selfishness	11.3	11.8
25. Carelessness in work	11.3	7.1
26. Inattention	11.2	7.3
27. Quarrelsomeness	11.1	8.3
28. Suggestible	11.0	13.3
29. Resentfulness	10.8	14.1
30. Tardiness	10.5	5.6
31. Physical coward	10.4	12.0
32. Stubbornness	10.3	10.9
33. Domineering	10.3	13.0
34. Slovenly in appearance	10.1	7.2
35. Sullenness	9.9	12.5
36. Fearfulness	9.7	14.0

APPENDIX A (Continued)

THE VARIANCE OF TEACHERS AND MENTAL HYGIENISTS UPON THE RELATIVE
 SERIOUSNESS OF SEVERAL KINDS OF BEHAVIOR PROBLEMS

Type of Problem	Average Ratings of 511 Teachers	Average Ratings of 30 Mental Hygienists
37. Suspiciousness	9.1	16.4
38. Thoughtlessness	8.7	6.8
39. Attracting attention	8.5	8.5
40. Unsocialness	8.3	17.3
41. Dreaminess	8.3	11.3
42. Imaginative lying	8.1	7.5
43. Interrupting	8.0	2.8
44. Inquisitiveness	8.0	5.3
45. Overcritical of others	7.9	13.2
46. Tattling	7.5	8.8
47. Whispering	7.5	0.8
48. Sensitiveness	7.0	13.1
49. Restlessness	6.9	6.4
50. Shyness	5.4	12.5

APPENDIX B

Information Schedule

Personal Data

1. Date of birth
2. Home conditions
 - a. Type of residence
 - b. Size of family
 - c. Approximate income
 - d. Library facilities and other possibilities for home study
3. Address and telephone number
4. Names of parents if they are living, and, if not, a record of that fact and names of guardians
5. Occupation of parents or guardians
6. Nationality of parents and grandparents
7. Record of divorce or separation in family, if any
8. Record of communicable diseases and of insanity or epilepsy in family, if any
9. Church affiliation
10. Health record
 - a. Sight
 - b. Hearing
 - c. Speech
 - d. Other physical defects

Mental Ability

1. Type of tests given

APPENDIX B (Continued)

Scholastic Ability

1. The marks of pupil in all school work
 - a. Elementary grades
 - b. High school

Personal Traits

1. The judgments of previous teachers regarding the non-intellectual traits.
 - a. Accuracy
 - b. Initiative
 - c. Dependability
 - d. Emotional stability
 - e. Co-operativeness
 - f. Reliability
 - g. Industry
 - h. Ambition
 - i. Leadership
 - j. Physical vitality
 - k. Others
2. Written records of actual occurrences in which the pupil's behavior in contacts with associates is revealed

Special Aptitudes

1. Music
2. Art
3. Mechanics
4. Writing
5. Other fields

APPENDIX B (Continued)**Interests**

1. Hobbies
2. Extra-curricular activities
3. Home interests
4. Vacation activities

Plans

1. College
2. Occupation he is ambitious to enter
3. How his vacation is to be spent

Unusual Experiences

1. Honors or awards won
2. Trips to points of interest at home or abroad
3. Other unusual accomplishments or events

Summary of Pupil Data

APPENDIX C

BEHAVIOR PROBLEMS ATTRIBUTED BY THEIR TEACHERS
TO CERTAIN PUPILS AT WILLIAM FLEMING HIGH SCHOOL

Note: Pupils are indicated by letter symbols; those originally selected for this study are indicated by an asterisk, actual case studies by a pseudonym, behavior problems, by numbers corresponding to those used in Appendix A. Instances in which a given problem was attributed by more than one teacher to a pupil are indicated in parentheses.

<u>Pupil</u>	<u>Pseudonym</u>	<u>Behavior Problems</u>
A *	Andy	13, 16, 3, 17, (2), 26, 4 (5), 9 (3)
B		23, 22, 20
C		45, 47, 50
D *		7, 16, 17, 3, 9
E		45 (2), 43, 37
F *		7, 16, 17, 3, 9
G		45 (2), 43, 37
H *	Ben	16 (4), 7 (2), 11, 17, 20 (5), 21 (6), 24 (3), 29 (5), 30 (3)
I		25 (2), 6 (2)
J		30, 7 (2), 3
K *		43 (2), 15, 26
L *	Vance	25, 6, 16 (2), 17, 33, 14, 18, 7 (5), 27 (5), 8 (7)
M		44, 16, 41
N *	Ellen	6 (5), 39 (8), 16 (6), 5 (6), 12 (6), 13 (3), 14 (10)
O *	Wesley	17, 41, 9, 7, 6, 17, 8, 31, 23, 22, 21

APPENDIX C (continued)

<u>Pupil</u>	<u>Pseudonym</u>	<u>Behavior Problems</u>
P		39, 16(2), 4
Q		39(3), 17(2)
R		50(2), 40
S		50, 20
T		28, 45(3), 16
U *	Stanley	17(2), 20, 38, 9(2), 5, 23, 13(2), 4, 33(2), 6(5)
V		17, 21
W *		17(3), 38, 11, 16, 20, 21, 43, 39, 49
X *	Carrie	48(2), 12(8), 49(3), 26, 20(8), 36(9), 9(3), 13(2), 23(4)
Y *		11, 12, 24, 26, 38, 43, 39, 21 7, 14, 16(3), 17, 35, 23, 27, 32
Z *	Mitchell	17, 29, 27, 26, 23, 21, 22, 20(4), 39, 43(2), 46
Aa *		12, 17, 25, 21, 28, 49, 43, 18
Ab *	Lester	11, 12, 13, 14, 15, 32, 16, 21, 29, 43, 41, 6, 4, 7, 9
Ac		17, 30, 16(2), 17
Ad		39, 38
Ae		9, 47, 9
Af		23, 35, 7

APPENDIX C (continued)

<u>Pupil</u>	<u>Pseudonym</u>	<u>Behavior Problems</u>
Ag *	Benjamin	12, 26, 7, 11(3), 12(8), 14(5), 16, 17(5), 13(4), 9, 4, 6, 9, 15, 21, 24, 27, 29, 30, 32, 25, 45
Ah		47, 17
Ai		39, 38, 43
Aj		17, 16, 9
Ak *	William	17, 35, 7, 11, 16, 41, 30, 28, 24, 12, 18
Al		17, 41
Am		6, 20, 16
An		30, 29, 25, 22
Ao		5, 13, 15
Ap		6, 23
Aq		7, 22
Ar *	Rickie	9, 16(2), 23, 34, 37, 38, 49, 45(5), 13(5)
As		13, 16, 23, 26
At		13, 12, 11, 25, 33, 16, 17, 27, 15, 20, 26
Au *		14, 23, 17, 17, 23, 25, 29, 35, 40
Av *		17, 17, 37, 45, 41, 13, 9, 8
Aw *	Lucius	26, 41, 8, 7, 11, 13, 16, 17, 21, 24, 27, 32, 35, 40, 45
Ax		17, 9, 5

APPENDIX C (continued)

<u>Pupil</u>	<u>Pseudonym</u>	<u>Behavior Problems</u>
Ay		17, 26, 25
Az		17, 26, 17
Ba		17, 3
Bb		17, 27, 29
Bc		17, 26, 37, 44
Bd		9, 17, 35
Be *	Paul	45(4), 47(3), 40(4), 43(6), 39(8), 25(5), 20(5), 41(5), 4(2), 7(6), 9(6), 11(5), 16(5), 21(5)
Bf *	Walter	45, 2, 6, 9, 12, 13, 17, 21, 23, 22, 20
Bg		45, 32, 35
Bh *		17, 6, 11, 16, 30, 23, 22, 20
Bi *	Ronald	45, 47, 20, 23, 29, 41
Bj		7, 9, 16, 12, 39, 20
Bk *	Tom	9, 16, 12, 29, 4, 6, 10, 14, 39, 13, 26, 6, 7, 17(8), 20(8), 21(5), 22(4), 29, 30, 32, 35, 38, 49
Bl *		7, 9, 16, 25, 26, 29, 10, 13, (5), 24, 32, 28(3), 33(7)
Bm		11, 12, 27
Bn *	David	13(6), 14(7), 17(5), 27, 32, 38(4), 45, 49, 6, 8, 12(2), 6(4), 4(5), 5(6), 7(5), 11(4), 15(4), 16(4), 17(4), 24(3),

APPENDIX C (continued)

<u>Pupil</u>	<u>Pseudonym</u>	<u>Behavior Problems</u>
Bo		22-23, 20
Bp *	Clarence	30, 38, 39, 41, 47, 20(2), 23, 32, 37, 13(3), 17, 46, 49
Bq		17(2), 30, 27, 35
Br *	Ronnie	7, 9, 13(2), 17, 20, 22, 23, 26, 29, 32, 25, 38, 12, 49, 48
Bs		17, 9
Bt *	Annie	48, 49, 13(6), 41, 35(6), 32(8), 20, 6, 4, 6, 7, 9, 16, 21, 24, 27, 29, 32, 38, 45
Bu *		38, 39, 45, 49, 27, 24, 12, 17, 30
Bv *		32, 35, 37, 13, 15, 23, 22, 20
Bw		4, 5, 6, 7, 11, 12, 13(3), 15, 17, 21, 27, 32, 39
Bx		50, 48, 47, 20
By *	Ralph	4, 5, 7(6), 9, 11, 12, 13(7), 16(5), 26, 29, 35, 38, 39(4), 43, 46, 49
Bz *		30, 27, 31, 32, 33, 17, 15, 13, 9, 7, 6
Ca *		9, 11, 12, 13, 16, 21, 26, 35, 38
Cb *		4, 5, 6, 7, 9, 11, 13, 16, 21, 24
Cc *		32, 31, 29, 26, 27, 24, 25, 21, 16
Cd *		5, 9, 12, 13, 16, 21, 26, 29, 32, 38, 39
Ce *		5, 9, 13, 16, 12, 21, 26, 29, 32, 38, 39, 37
Cf		5, 9, 13, 16, 26, 21, 27, 29
Cg *		39, 43, 46, 48, 29, 31, 34, 14

APPENDIX C (continued)

<u>Pupil</u>	<u>Pseudonym</u>	<u>Behavior Problems</u>
Ch *		4, 9, 11, 13, 16, 18, 39, 42, 49, 46
Ci *		8, 13, 18, 20, 21, 26, 34, 35, 38
Cj *		46, 47, 49, 42, 41, 40, 5, 13
Ck *		20, 24, 29, 32, 34, 38, 42, 43, 41
Cl *		6, 4, 7, 3, 9, 12, 13, 15, 18
Cm *		20, 26, 41, 47, 26, 23, 14
Cn		8, 6, 5
Co *		15, 17, 18, 21, 20, 34
Cp *		5, 16, 17, 35, 38, 49, 45
Cq		32, 20
Cr *		16, 4, 5, 6, 11, 12, 13, 17, 21, 24, 26, 27
Cs		16, 13, 14
Ct		44, 30, 7, 29
Cu		16, 12, 5, 14, 17, 26, 32, 41
Cv		22, 23, 38, 41
Cw		29, 28, 25, 24
Cx		14, 17, 4
Cy		10, 14, 26
Cz		39, 38, 43
Da		29, 20, 4
Db		12, 14, 3
Dc		26, 21, 29