

WHAT ARE THE OUTSTANDING TYPES OF
SOCIAL MALADJUSTMENTS AMONG YOUNG CHILDREN
IN A CITY OF FIFTEEN THOUSAND INHABITANTS?

by

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WHAT ARE THE OUTSTANDING TYPES OF SOCIAL
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OF FIFTEEN THOUSAND INHABITANTS?

The problem of determining the different types of situations that represent social maladjustments among children of school and pre-school age, in the city of Lawrence, Kansas, present many interesting and varied aspects.

Many children find themselves in situations, in which they are not able to make the necessary adjustments, conducive to harmonious living. In this study, adjustment is not considered in the light of permanently fixed standards, since there are no perfect norms, relating to human behavior. The line of differentiation used here consists in, whether or not, these children are getting along reasonably well in their relationships with various individuals; whether or not they fit into the general scheme of things; whether or not, there is fear, distrust, wrangling, suspicion, jealousy, etc., present in varying degrees in their contacts with people. It is not assumed that a child who presents none of these difficulties is "perfectly" adjusted. Each child is continually facing disruptions of his little world; there are shocks that disturb his habitual equilibrium. He is required to reconstruct new and adequate habits to meet the new situations as they arise. Some children are not able to do this readily and when this is true, in that sense they are unadjusted. When

unadjustment continues, with futile attempts to bring harmony out of chaos, which result in misconduct, the situation is one of maladjustment.

Maladjustment then, for the purposes of this study, is used to suggest, what many mean or imply, by the terms, disharmony, disorganization, misconduct, social problems, etc. Viewed objectively the problem may be stated in the question, "Is it a situation where the child fits in or not?" When these situations are mentioned in the classifications of this study, a description of the manifestations as they exist at the present time, is attempted. There is no reference made respecting moral judgments, of what they should or should not be.

There is no intended reflection on the unadjusted situation; but the fact that the child has not been able to organize satisfactorily, the elements present in the crisis, forms the basis of this investigation. Furthermore, we do not wish to assume any responsibility for seeking the "ultimate origin" (as instincts, etc.) of the manifestations exhibited.

Longitudinally viewed, in this study, the sequence of events of which particular troublesome forms of conduct are a part, have been considered. The events in the sequence, have been pushed back, only so far as there was apparently any significance in the behaviour that was causing concern.

Transversely viewed, a study of the total situation, comprising the presence of combinations of factors, is made. This, also is in terms of the problem presented by the child, in his effort to guide his actions to meet any particular crisis, or group of crises. "Causation," for the purposes of this study, has the above significance.

In this presentation, studies of several typical situations from which maladjustments have resulted will be given. These types illustrate, as concretely as possible, the problems present in the schools. In some cases, the problem existed in the home before school age was reached.

The schools provided a fruitful source of information. Then visits were made in the home, followed by careful observations of the child in question. The problem of the retarded child forms the basis of this study. This class of children was utilized because of its accessibility. The lack of facilities in the juvenile court fields prohibited any extensive work in delinquency of the more acute types.

Hence the problem narrows itself to the types of situations, from which maladjustments arise among retarded school children. Some of these were studied in conjunction with clinics, in both the Psychology and the Education Departments of the University. Others were studied following the reports of the findings of the Pre-School Clinic held in Lawrence, Kansas in March, 1926.

For convenience these types of situations have been classified into four main divisions:

First: those types of situations in which maladjustments have arisen that involve the relationships between the child and the home. These are in general, interactive, but they may be actively expressed by the child or any other member of the family.

Second: those types of situations in which the relationships between the child and the school seem especially significant.

Third: those types of situations that may produce maladjustments relating to the child and his associations, (playmates and strangers).

Fourth: those situations in which may arise maladjustments in regard to relationships between the child and those in authority (outside the home).

It is to be understood that this classification does not include all the possible types of situations that may involve maladjustments among young children. The cases in the study made alone justify the outline presented above. Many of the cases are definitely combinations of two or more of the indicated types, and were rated according to the predominating characteristic present in each case.

The psychological and physical phases have been incorporated in this study. This presents a fuller and more detailed picture of the child in the various situations that affect him, and a better understanding of his relationships is thereby obtained.

A: Situations in which maladjustments arise involving relationships between the child and the home.

In many cases this type of situation seems to predominate. It is true that many irregularities result primarily from unfortunate attitudes of parents. Then maladjustments carry over into school, and often present serious school and playground problems, which may later develop into definite juvenile court and criminal cases. It is this carrying over from one phase to another that makes a rigid classification impossible. Even a very detailed and thorough study of a problem may fail, in the last analysis, to trace the beginning of the maladjustment to its significant situation. In other studies the causes stand out in relative clearness.

Edward, whose case study follows, illustrates the relation of attitudes of the mother towards the child, and the maladjustments that followed that particular state. The mother, an unbalanced, neurotic woman, has never shown any interest in Edward. She seems never to have had any love for him. Extreme neglect, and even cruelty, characterize her treatment of him. She has given him no training of any kind; not even in those things most children enjoy in their earliest years. Hence, due to the lack of training and care Edward has been troubled with enuresis, almost to the present time. Bad sex habits were developed. He has been undernourished, dirty, illkept, and abused most of his life. His school work was below standard. He lied, and developed petty thieving from his school mates. He

was known to be watching for an opportunity to steal a bicycle. The probation office thought this might provide a means by which he could be removed from his pitiable environment (namely to the Industrial School). Later, he was taken into the home of a merchant whose wife was a paranoiac. She administered to his wants, gave him clean serviceable clothing to wear, and plenty of wholesome food to eat. He was happy, grateful and completely transformed. His eyes lost their shifty expression, he held his head high, threw out his chest, and walked with an air of pride and assurance he had never shown before. His school work has improved and his general attitude toward those around him has shown a marked change for the better.

These changes have resulted from the supplying of attention and affection, which were lacking in his own home. The removal from conditions that aroused criticism in the school placed him in a position to receive the recognition he sought in the school room.

This case came to our attention through Miss Far-
per, principal of Manchester School, Edward's teacher. She
felt a sincere interest in the child and was certain he
should be helped and that he would respond to beneficial
treatment. She indicated a faulty home environment, with
frequent quarreling and fighting, the boy's neglect and ill
treatment from the mother whom he feared. Together we
went to the apartment of the school nurse, and the follow-
ing facts were obtained: The father was supposedly insane.
He is much older than the mother, and irritable. The

mother is reported to have said that he had lost his mind and she thought, due to a certain extent, to syphilis. At any rate, he was a poor provider, and she eventually divorced him and married a farmer. She left all the children with the father including Edward, the youngest. She refuses to take Edward into her home, saying she does not wish to be bothered with him, since he has been addicted to enuresis since a baby. Her excuse is that she lives too far from school for him to walk. The mother is decidedly "queer" and irritable. She followed "practical" nursing but was not much of a success, because she talked too much. She resented keenly any interference from the school regarding Edward and would not cooperate in any way. At times she stated she would like to get rid of him, either to the reform school, or school for feeble-minded; but when efforts were made for him, she refused to permit anything to be done. There are an older sister and a brother, both of whom indulge in bad sex practices. The brother and sister had been caught in these practices together, and when out together would behave toward each other as sweethearts.

Edward formerly is said to have had an I.Q. of 120 on his first mental test. But his slow progress in school denotes mental deterioration. He is now eleven years old and in 4 B. He repeated the 3rd grade several times being retarded five different times. At one time he came to school with an ugly gash over his eye, about which he seemed very sensitive. He gave several conflicting accounts of how he got it, and always evaded talking about it when

possible. He seemed to be developing thieving, as he had stolen a few minor articles.

His sister, Helen, is about 16 years of age, attended Junior High School, but was very backward and considered mentally defective. She later married an employee of the Street Car Company. Edward lives with this sister part of the time. He lives with the father and older brother sometimes also. Edward told the nurse, at one time he was living at 190 W. 38nd Street with the father and brother. Investigation proved the place was a vacant lot. It was a lot owned by the father, where he planned to build a house some time.

Later, in an interview with the school nurse we found there was no record of a Wasserman test, but she understood there had been one before her coming into the system. No serious physical defects were found. He had his tonsils and adenoids removed several years ago.

Nov. 3rd - Dr. Adde gave Mental Test.

Report: Rollings, Edward.

C.I. 11 yrs - 3 months (Later found to be 11 yrs - 8 months).

Mental

I.Q.— 8 yrs.— 4 mos.
C.A.— 11 yrs.— 3 mos.

Reading

Monroe Test - Less than 3rd grade
Oral reading - Low 3rd. Standard Arithmetic - Below 3rd grade.

Educational

Grade at present 4B. School Manchester.

Physical

Physical lack is apparent. Needs thorough physical examination. (Dr. Kinder is giving this.) Eye defect seems likely. Bed wetting reported. Constantly displays lack of balance, is very restless. Continually jerking and moving. Motor

co-ordination inferior.

Comments. The Standard Revision of the Binet Simon test yields a mental age of 8 years and 4 months. The resultant I.Q. is 73. This places Edward in the group of borderline mentality, potentially feeble-minded (?). (progressive deterioration) With such a child, the mental test is a partial and incomplete picture. It was difficult to elicit responses from Edward, because of his inability to give sustained attention to the task. Flight of ideas, perseveration, repetition of stimulus word, and stereotyped answers were constant features of his performance; all of which points to an extremely psychopathic constitution. Particularly noticeable was his inability to give sustained attention when asked to repeat backward four digits 6528 - and after intense effort his response was 8 - 7654321. The child was cooperative and willing, however, fatigue was evident early with subsequent tendency to give up quickly. The Porteus Test for Motor Intelligence corroborated the findings upon the Binet test. The child displayed little prudence or forethought in these tasks, having his M.A. three years below his C.A.

The striking lack in educational attainment was displayed upon standardized tests. His educational attainment is approximately that of a second grade child.

The inferiority in quantitative amount of intelligence was displayed further by deviation in functioning. Edward will always be a care in any class, because of the unpredictable nature of his responses. The habit spasms

and enuresis; the psychopathic traits displayed upon the mental test - i.e. perseveration, repetition of stimulus word, automatic responses, etc. - point to extreme psychopathic taint. The family history reveals a psychopathic predisposition.

Recommendations:

- (1) Removal from school. The school probably proves a constant irritant to this boy. The boy needs supervision and individual care which the school cannot afford him.
- (2) Thorough physical examination. Edward complained of backache during mental examination. His vision too, seemed impaired and his hearing is reported as being defective.
- (3) Investigation of home. Edward is not receiving proper care or nutrition at home. Unless some one can be found who is competent and willing to give Edward the needed care at home, removal to the state institution is recommended. The following additional examinations are also suggested:

A. Wasserman.

B. Examination for T.B. condition.

C. X-Ray to detect possible tumor of brain.

The above examinations are suggested in the light of the fact that there seems to be progressive mental deterioration since the Binet test was administered two years ago. It is felt that the above examination may reveal the causal factors producing the mental deterioration.

The summary of the Mental Test given two years ago follows:
Rollings, Edward.

Birthday, Feb. 14, 1917

Age 7.

M.A.-8, 4.

C.A.-7.

I.Q.-120 Very superior.

Tested March 30, 1921.

Development. His weight fell between 50 and 60% of the 7 year old. His height sitting was between 20 to 30% of the 7 year old. Vital capacity down to 10% of a 6 year old. Nourishment fair. Skin moist.

Functional. Balance trifle unsteady, as he had difficulty in keeping on the line. In the Rhomberg he swayed very slightly and that was forward and backward. In his drawing he showed evidence of very slight irregularity of mentality. He was so tired that I didn't give him the formboard. He was tired before the test was completed, and the last few tests showed it.

He probably has adenoids and one tonsil was quite badly swollen. His shoes were badly worn on the outside. His teeth were good.

Sensory. His vision seems to be normal but the inside of his eyes were very inflamed and perhaps gave him trouble.

His hearing was 90% as he missed only two words.

Mental Tests - M.A. 8.4)
C.A. 7 } I.Q. 120 very superior

This child was slow in grasping directions, and took much encouragement to get responses, but his reactions were very satisfactory. He tired quite easily. He showed ability to see relationships by giving 13 year performance on the pictures and to meet concrete situations as shown by the ball and field, but clumped on all the others. Probably very irregular mental development.

Diagnosis. Tonsils and adenoids may be causing some trouble. Eyes also causing some irritation.

Prognosis. He showed marked difficulty in keeping the attention. He may be one of those people in whom the centers of coordination are being attacked but in whom the disease as yet has made little headway.

November 3 Dr. Kinder gave him a hasty looking over and asked to see him again the following Monday, November 9.

November 9, Dr. Kinder examined Edward in her office and the following are some of Edward's responses to her questions:

I live at 1225 Marion now, with my sister. My father is Frank Hollings, 63 years old. My mother, Laura, is 42 years old. My father is an old man. He was an old man when I was born. He is working in country. Jack Doane's now. My brother had his thumb and two fingers blown off-- a long time ago. I fell off the porch when I was seven-- it didn't hurt much at the time. One brother 19 - sister 17- sister 20. Both sisters married- Oldest sister, Mary, (20) is married. Next sister 17 is married. Brother James 19 works at Ward's store -- one baby brother is dead - died before I was born. Helen went to school to ninth grade - James too. Mary was large until after marriage, now is very slim. My mother thinks she has T.B. She has one baby. My sister would take care of me only she lives too far from school in the country. My birthday is February 10 instead of August 12 next birthday. Tonsils out when I was 8 years old. (Nurse questioned this.) I don't like to play with lots of children. I like wrestling most. I take pills maybe once a week sometimes two weeks maybe. Never have head-aches-- stomach

ache sometimes. I like to play by myself or with just one boy. Play ball alone and hit it— do not like to build blocks. Used to believe in Santa Claus — don't now. I saw my mother put things in my stockings. I can wash myself — comb hair — fingernails and teeth sometimes — I carry coal and kindling every day and go to the store. I'm in 4 Grade B — at Manchester School — Miss Harper is my teacher and I like her — she is a good teacher.

Edward's height is 54 inches, weight 74½ pounds. Teeth sound and strong. Right pupil trifle larger. Negative Wasserman.

Curved spine (tubercular spine).

Heavy resonance in upper lung. Diagnosis as incipient tuberculosis. Dr. Kinder recommended careful eye and ear examinations also that he be brought before Dr. F. and Dr. H. at their next clinic.

Copy, Report of Dr. Mapes at Mental Clinic.

Name — Rollings, Edward.
Address — Lawrence, Kansas.
Occupation — School Boy.
Correspondent — Father.
Address — Same.
Referred by Dr. McCall, Miss Jones, Mrs. Tole.

Dates seen
May 18, 1933.

Diagnosis:

Previous
Preliminary ? Feeble-minded.

Present Illness:

Chief complaint: Bed wetting, twitching, very restless, "Goes through monkey performance all the time, like whistling, singing, dancing." Can't dress himself.

For the first seven months after birth he did not have a natural bowel movement. He began wetting the bed at about 13 months and has continued until the present time. This boy is said to be incorrigible, mischievous, plays truant.

Mother says he is not able to take care of himself on the street. Passes much urine and wets the bed several times at night; does not during the day time. Patient has rather quick expression but looks a little stupid when mouth is open. Eyes are prominent. He seems to understand nature of wrong doings and thinks he could keep out of harm's way. Says he doesn't like to go to school - gives no reason - "I don't know." Patient has to be gotten up twice during the night to void urine.

Findings. Probably defective mentally tho' more strict discipline might help and is recommended.

For enuresis:

Tr. Belladonna 4 ox.

Sig. 5 drops at 2 P.M. 6P.M. and bed time with a little water.

Family History. Father is 60 years old. His health is poor. He is a farmer. He is very nervous and subject to headaches continually. He had a nervous breakdown at the age of 48 and is still suffering from it. Wife thinks he has T.B. may have had syphilis. His nephew was insane and treated in the State Hospital. His name is Tom Rollings. Father's sister and niece attempted to commit suicide. Mother is 40 years old. Her health is good although nervous and irritable. Three siblings. One brother gets angry easily. One sister menstruates every three weeks.

Personal History. Patient is 9 years old. Born in Parte, Kansas. Mother had difficult labor when he was born. He had measles and whooping cough. Learned to walk at 14 months, to talk at 6 or 7 years. Started to school at 7. He never

learned easily nor kept up with classes. Health was always poor. Fell from porch and hurt his neck. Has had no surgical operations excepting his neck lanced by Dr. Benton in Parte. This was some time before he hurt his neck by falling off porch. He is very irritable and very unhappy. Cries easily. Thinks everyone is imposing on him.

(Dr. C. F. Mapes, Parte, Kansas).

Copy, Report of Dr. Parrish.

Rollings, Edward	Age 8, Parents, Mrs. Rollings
Lawrence, Kansas.	Sex M.
Date 11-16-33.	School Child
Referred School Nurse.	

Chief Complaint:

- | | |
|------------------|---|
| (1) Bed wetting. | 1. Peculiar behavior. |
| (2) Nervousness. | 2. Sitting in chair making peculiar movements of hands. |
| | 3. Talks of death - stating he will be alright then sorry. He worries mother - would like to die to save her. |

Family History. Mat. grandmother - had cancer of uterus. Paternal cousin died in State Hospital - number of others mentally broke. F.U.F. old age (65 years) M.L. now increasing in weight rapidly. " B. 1 died an infant of pneumonia. 1 1 and w. not strong. 3 s. 1 1 and not well - 18 years old-married - weighed 300, in few months began to lose weight. Now about 120 lbs. Mother thinks she is T.B. 1 s. - not strong. During pregnancy of this case mother greatly worried - weight at birth 8 $\frac{1}{2}$ lbs. Difficult labor. Walked at 12 months - talked later than others - not clearly until 4 years old. Measles settled in glands of neck - operations at 14 months - whooping cough 4 weeks - Bowels difficult to

control - used enemata up to 6 months. Enuresis always - since circumcision one year ago no improvement.

Impression. (1) Enuresis. (2) Troublesome boy. (3) Psychopathic family from mother's statements.

Advice. (1) Needs general physical examination.

(2) Treatment of enuresis. Have no water to drink after 4 P.M. Plenty in early part of day.

(3) No coffee etc. Little meat.

(4) Bowels open.

(5) See next month.

(6) May be institutional case for proper care.

(7) Urinalysis including measurement of urine.

(8) Needs general training.

(9) Some worker should check up home conditions.

Dec. 1923. Case referred to social social worker.

Dr. Parrish.

(added to record)

Home visited by school nurse and city health nurse.

Boy much neglected feels that his is not wanted at home. Poorly fed, poorly clothed, left with his older brother and sister much of the time. No cooperation with mother-would not consent to having him cared for in institution. School rating 1923-24 scholarship poor. Absent 37 days out of school year.

Dr. Monaser, Jan. 12, 1926.

I made several attempts to see Edward but something interfered each time. It seems obvious that Lawrence is not equipped to deal with such a case and efforts should be made to secure institutional care. From the information available I incline to the belief that the earlier I.Q. of 120 is due to a mistake of some sort and that we are dealing with a case of inferior mentality complicated by very unfortunate social conditions. In such cases diagnosis is a practical

and legal matter, rather than a scientific one and I would subscribe to any diagnosis that would secure institutional care for Edward. I incline toward a diagnosis of feeble-mindedness with the recommendation of commitment.

Curt Moneser.

Dr. F's. report.

Edward came before Dr. F. as per request. He pronounced him all right. No spinal trouble as suggested.

Additional Notes on Edward Pollings.

February 4: I saw Edward at Manchester School. There was a distinct improvement in his appearance, and Miss Harper stated he was doing better in school. Edward's mother at this time was in the hospital. She has a new baby. She had left her husband as he had been sent to the penitentiary for theft. Miss Harper said Edward was receiving better care and nourishment. Edward said when the mother returned she would take Edward and they would do light housekeeping.

March 11: During the Pre School Clinic at Manchester I saw Edward again. Miss Harper brought him to me, and I showed him to Dr. Kinder. He had on clean clothes, whole shoes and stockings. His face was clean and his hair combed. He stood straight with shoulders back, and his eyes no longer had "that shifty look." I found he had been taken into the family of Mr. Schmidt, a merchant, and was receiving good care. Mrs. Schmidt is a paranoid but is good to Edward. He is still progressing in school.

Edward was so pleased to tell me that he had a new home, and that he drank a quart of milk a day, and that he had a bath frequently. (These were things the school nurse insisted upon). He also said he was getting better grades in spelling and beamed with joy when his teacher corroborated that fact. She said he was a good boy now, and couldn't get along without him.

March 15: Edward called to me on the street and showed me with pride where he lived. He had milk bottles in his hand, and said he had plenty of milk to drink now. He was clean and told me he was happy.

Resume.

This case hinges upon home relationships with the child. The father was an old man, broken in health, and incapable of providing well for his wife and family. He was ill much of the time, and nervous and fretful. The mother supplemented the meagre income by "practical" nursing. She became unhappy and discontented in this situation. She resented keenly her responsibilities to her children and an attitude of strong dislike towards them developed. She neglected them entirely, and left them much to themselves; they developed bad sex habits. She was cross and irritable in the home, and fighting and quarreling were frequent. Edward was often a source of irritation to her. He had never outgrown enuresis and she complained bitterly of the trouble he gave her. He was frequently sent home from school because he was so dirty. When he was allowed to remain out of school, the truant officer was sent for him. His health was poor and needed attention frequently which involved visits

from the school nurse. All this was very exasperating to the mother and emphasized her attitude of dislike towards Edward. She often beat him cruelly and she warned him not to tell how he came by the bruises and cuts he often had. Edward's reaction was fear. He was afraid at home, and away from home. He cringed at any reproof and could not look anyone in the eyes. He was pointed out as having "shifty eyes." He learned to lie, first to appease his mother, then to control any situation that arose. He lied on the slightest provocation and no dependence could be placed upon what he said.

The mother often expressed a wish to get rid of him. She wanted at one time, to put him in a reform school; at another, she thought he was feeble-minded, and wanted to put him in an institution for the feeble-minded. Edward often expressed a desire to go away from home to live and would willingly go anywhere. When arrangements were made to take him away, she always refused. In this way she was able to maintain her attitude of resentment toward those who were interested in forcing her to take some care of Edward.

Her attitude of indifference toward Edward and the other children, was further exemplified by her abandonment of them when she divorced her husband and remarried. Later when the second husband was sent to the penitentiary for theft, she returned to the daughter, and planned to take Edward with her, showing either a small remnant of affection for them, or a selfish motive for some gain for herself.

The father and brother with whom Edward lived for sometime were fond of him. His attitude towards them, however, was rather one of indifference. The sister with whom he later lived, was willing to care for him as best she might. Her husband resented Edward's presence in the home and often abused him. He was not here, but was fed and clothed more adequately.

In school, Edward gave constant trouble. He was slow in his school work, lied frequently, stole small articles, and was a sex offender. He liked attention and affection. He responded quickly to praise and kindness. He was anxious to please anyone whom he liked. In the school situation he tried desperately to force recognition in his favor, and used every excuse to escape blame. His foster parents give him the attentions he craves and needs. He has the comforts and privileges of a real home. He shows, in a marked degree, evidences of overcoming the maledjustments brought about by the situations present in his parental home. He has improved in every particular, and his relationships with "folks" are becoming more and more harmonized.

I wish to submit another study as an illustration of situations in which maladjustments may involve relationships in the home. The boy has been under observation for some time by psychiatrists, physicians, clinical students and teachers. The study could well consume many more months of effort, and the causes which I have suggested are admittedly very vague and uncertain. Jimmy is in the opportunity room at Montrose School, and is retarded in Reading. His home is typical of the average American family, with many comforts and luxuries. He is the second of three children, and is the only retarded child. He has been a behavior problem in school. He has a marked tendency to attract attention. He does this by making all sorts of grotesque faces, and staging ridiculous pantomimes. He has occasional "spells" in which he loses himself for several minutes. He is fond of writing imaginative stories in which he is the central figure, doing quite impossible things. They usually end in rejoicing that the father is sorry he scolded Jimmy, or that Jimmy didn't come home any more- "they lived happy ever after." The entire case which follows, will explain itself.

James McNally,
Age 12.
Address, 2730 Manchester St., Lawrence, Kansas.
Problem, Retarded in school.

Interview with Miss Keynes, principal of the Montrose School, Oct. 16, 1925.

The case of Jimmy McNally was submitted as a problem. She said that Jimmy was retarded in school and

a sex delinquent. She directed us to Mrs. Barnes, teacher of the Opportunity room at Montrose for further information as she is Jimmy's present teacher.

Interviews with Mrs. Barnes, teacher of the Opportunity room at Montrose school from Oct. 16, 1925 to Oct. 28, 1925:

Jimmy comes from a refined family with enough money to keep them comfortably. They have been giving Jimmy medical care in city and Lawrence. At the present time he is being doctored by Dr. Napes of Topeka and Dr. Layton of Lawrence.

Jimmy has a brother, William, who is 10 years old and in the fifth grade and is of average mentality. There is also a little sister, three years old, also normal. Mrs. McNally is a refined woman and seems to be very much interested in Jimmy's welfare. She visits the room, and is very eager to cooperate to help Jimmy in any way possible.

His mental age is 8 or 9. He has an I.Q. of 73 or something near that. Tests have been taken from time to time and all of the results range from 71 to 73. He is good in spelling and arithmetic. He is very poor in reading. He repeats words a great deal. All of his work, including handicraft work, is untidy. He stutters in his ordinary speech. He is inclined to have queer little spells, more or less on the order of epilepsy. In explaining those spells, Mrs. Barnes said, that one day while in school Jimmy took a paper apple from the desk of the little girl behind him. She told him to return it but he did not move and seemed to be in a kind of daze. Finally she went back and spoke

to him sharply. He then looked at her and she asked him why he took the apple and he said that he did not know that he took it and Mrs. Barnes said that it was evident that he was telling the truth. Mrs. Barnes called his mother and when she came down to the school to talk the matter over she admitted that Jimmy was under the doctor's care.

Jimmy's interest is hard to keep and he is always shifting from one thing to another. He can memorize. Also, out of forty fourth grade spelling words he missed only one. He knows all of his multiplication tables. He can improve his mistakes when they are pointed out to him. For example, one day she explained to the class how to write a question and then asked them to write one about pencil. Jimmy wrote, "I got a pencil that you dont haft sharpen it works nice you need led for it." Mrs. Barnes pointed out the mistakes to Jimmy and the second time, his question was comparable with those of the other children.

In coloring he can read directions and color accordingly. He likes to show off and make the other children laugh.

Interview with Jimmy in the class room after school and observation of him while in school, Oct. 19, 1925:

Jimmy seemed nervous in the class room and would not stay in his seat. He is always sniffing his nose and making faces and does not seem to be conscious of the fact that he is doing this at times. Other times he seems to do it consciously, probably to attract attention.

He does not remember well. The teacher asked him to get the cord (which was in the cupboard). He rushed

over to the wrong side of the room. Mrs. Barnes stopped him and asked him where it was kept. He started guessing but he did not really think and failed to tell her where it was. This example is typical of all of his questions.

He seemed to pay more attention to the work of others than to his own work but he did not stay interested in anything for very long.

I talked to him after class and he showed the same instability in his conversation that he did in his school work. He would start to tell me something and then completely change the subject in the midst of our conversation. Sometimes when I questioned him he would respond with the first thing that came to his head or ignore my question and then start talking about something else. He made friends with me easily and was perfectly willing to talk. He was pleased with the attention that I gave him, and seemed constantly trying to entertain me. Very little of the information that he gave me was of any value but his manner of telling the things was very interesting.

Interview with Miss T., third grade teacher of Montrose School, Oct. 22, 1935:

She said that Jimmy had been in her room for a year. He showed absolutely no progress at all and was only promoted because they thought that, although there was no hope for progress if the grade was repeated, that the new contacts might stimulate him if he were promoted.

He was naughty in school, and would not pay attention. Whenever she would turn her back he would make faces

or do something to attract attention.

Interview with Miss Pindar, fourth grade teacher of Montrose School, Oct. 23, 1925:

Miss Pindar had Jimmy in her room for two years and she said that she saw no evidence of improvement while he was under her. He was not eligible for promotion at the end of the two years and as she felt that nothing could be gained by making him repeat the fourth grade work again for the third time, he was put in the opportunity room.

She said that she could not keep his attention on any subject long enough for him to learn. He was naughty in school and did anything to make the other children laugh.

Interview with Mrs. McNally at her home, Oct. 28, 1925:

I called upon Mrs. McNally without making an appointment, told her what I wanted and she received me very cordially, and apparently with much interest.

She told me that her health was good and had always been good. She had never had any diseases. She said that her husband was in good health and had always been, except before they were married when he had spinal meningitis. He was very ill and it affected his eyes. Their relatives and immediate families were healthy people.

She and Mr. McNally had two boys, Jimmy and William, and a little girl, Martha. They went thru the clinic at U's in 1921 and were found all right. They said that Jimmy had had brain fever when a child and they refused to doctor him. Two years later Jimmy and Mr. McNally went back through

the same clinic and again were pronounced all right.

Jimmy has a brother, William, 10 years old and in the 5 A grade. He tested 98. There is a little sister 3 years old, apparently bright and an average child.

Jimmy was a nine month baby, weighed nine pounds; birth and delivery were normal. He talked at the age of one year and walked at the age of eleven months. She nursed him and at the time of weaning his stomach seemed out of order all of the time. She gave him a great deal of calomel at that time.

When Jimmy was one year old she had him at the picture show and he went into convulsions. He was very ill for about three days but he got all right. At about eighteen months he had some more convulsions and this time was sick for a week. He was very ill at this time and was not expected to live.

Jimmy started to school when he was 3 years old and has always been graded down for slowness. Teachers cannot give him time enough to get one assignment.

When Jimmy was 7 years old Mrs. McNally took him to Kansas City to Dr. F. and he gave him electrical treatments and thyroid daily for six weeks. This did no good and finally the doctor said that he did not understand the case and did not know what to do. Just before she took him to Kansas City he started to having little "spells." He would be walking along and stop without any reason and stare into space. This was hardly noticeable to those

about him. If you would ask him what was wrong he would say "nothing." They last a very brief time, probably a second. He kept having these "spells" for seven months, and then he did not have any more until in 1924. He is being given Iuminum now to minimize these spells and Mrs. McNally says that they do decrease the number of spells he has.

Jimmy has had no other illness except measles, whooping cough, and the mumps, but they did not make him very sick.

At the present time Jimmy is under the care of Dr. Hapes of Topeka and Dr. Layton of Lawrence. Dr. Hapes is giving him thyroid and he tested Jimmy seven months ago and again in October, 1925, and said that Jimmy showed an eighteen months improvement in those seven months.

Mrs. McNally had a tutor for Jimmy one summer, but she doesn't think it helped him. He doesn't play with boys at all, but uses hammer, nails, and makes things all of the time. She said that she thought he was mechanically inclined. He has a raving appetite and has always been on a diet. He is eight pounds over weight.

He is at times rather pouty and cries if she punishes him. She punishes him by sending him to bed or shutting him up in a room by himself. Mrs. McNally buys him books of animals and tries to keep him at home.

Information obtained by Dr. Wonesor, over the telephone from Dr. Layton, a physician of Lawrence, Nov. 4, 1924:

At present James is under the care of Dr. Layton and Dr. Hapes, a psychiatrist of Topeka. Dr. Layton pronounces these spells to be "Petit Mal," (epilepsy). Dr. Layton's permission to study the case had been obtained.

Information obtained from records in Dr. Wonesor's office. Some study of this case was made in 1922 and on March 21, 1932, Mrs. McNally came to Dr. Wonesor's office to discuss the case and the following information was obtained by Wonesor:

Mrs. McNally was never sick even as a child. She is 29 years old. She started into high school but did not finish the first year because her folks moved to the country. She was always near the head of the class. There were eight full siblings in her family, four living, three died in infancy, and the other one died of appendicitis. The oldest living sister is in poor health (female trouble). Her parents were poor farmers.

A blood test was taken of Mr. McNally and both children and a Number Four positive Wasserman (blood) was found. When Jimmy was 6 years old a negative spinal Wasserman on Jimmy and Mrs. McNally.

She started Jimmy into school at 7 years and 9 months. He was in the first grade and one half of the time was spent in 1 B and the other half in the under aged room. The second semester he was in 1 B and at the time of the interview he was in 2 B.

The teachers say that he does not concentrate and Miss Saler says she is giving him her special attention.

Mrs. McNally helps him at home, she thinks he does pretty well, but needs special attention, he is always awkward. Number work is the easiest and reading is the hardest.

When Jimmy was 6 years old he was tested at W's and all Wassermanns were negative. The husband was not treated and yet the Wasserman positive had disappeared, and Mrs. McNally doubts the correctness of first Wasserman.

Information obtained by Miss B., student in the University of Kansas. She visited Jimmy's school room and talked to his teacher and gave this report of her findings, on April 24, 1922:

Mrs. Saler said she knew little Jimmy. He had been in her room off and on, since starting to school, but was superior to the rest of the ungradeds. Said he did not concentrate. Did not attend to class directions. Wrote ordinarily well but was awkward with scissors. She did not consider that he lacked motor coordination. She thought that the M's had not been frank with Mrs. McNally and that he had developed as far as possible.

April 25, 1922: Visited his room in school all afternoon. Jimmy was quieter than the other children. In the calisthenics, when the class was directed to march and skip he followed directions very well and was not unusually awkward, but in the other calisthenics he was lost. The directions seemed to be given too fast for him to grasp them. He stopped attending to directions, and seemed to become interested in the picture on a calendar, again focusing his attention on the calisthenics only when the class began to do them. He was able to do them when directed personally.

On the playground, he entered into the game with great gusto, but when not engaged in a game he was very rough, but it seemed to be more his idea of play than disagreeableness.

In the paper cutting he paid no attention to directions, and got lost very near the beginning, but she thought the directions were not at all clear. He seemed to like to use his hands and he spent all of his time cutting up the paper given him.

Jimmy would sit very quietly for perhaps five minutes and then do something rather nervously in a great hurry. He would grit his teeth and make a face, stretch out his arms and clench his fists, cut paper frantically, etc.

Miss Cannon, his teacher, says that he can read well enough and put sounds together to pick our words, but she has to stand beside him to keep his attention on the work when someone else is doing it. This wandering attention seems to be his main difficulty according to both his teachers.

Miss Brown made an attempt to instruct Jimmy in his home on May 3, 1932:

She attempted to show him how to cut a paper basket, but with poor results. However, he did better when she worked with him. She tried to give him some instruction in reading. She said he was able to read fairly well, but was unable to tell a thing he had read.

She read the story to him, with the same results. She began to tell him a story, but he was not at all interested, interrupting her over so often, and asking if she did not want him to cut out something else. If he looked up from the book while he was reading he was unable to find the place again. He was not unwilling but it was very hard to gain even his partial attention.

Summary, Dec. 6, 1934: In our attempt to teach Jimmy reading we have been able to get him to read various stories after which he could tell the entire story fairly adequately.

In 1922, Miss B's report states that he could read fairly well but that he could not tell a thing he had read. She also states that she could not secure his interest by reading him a story. Also, his teachers for the last three years say that they can detect no progress in his school work.

In comparing Miss B's findings, of 1922 and ours of 1925, we find that he has progressed and is capable of progressing farther, we believe, with individual attention.

In the five weeks we have been tutoring him (about three hours each week) we are convinced that he is reading better. His attention and interest can be held for a longer period of time than formerly and his repetition of words is lessening slowly.

The plan on which we work to teach him is to get down to his level of mentality, and build up from that basis.

We let him choose his own stories and search for the things that interest him the most. Then we observe his difficulties in reading and concentrate on them one at a time and in this way we hope to eliminate the greater part of his difficulties. We think that he can be much improved in reading.

We are not attempting to teach him any other subject for the present. His school reports as well as other reports show that reading is his most difficult subject. From improvement in reading, we hope to help him in other subjects. Also, if he can make progress in reading (his hardest subject) it is obvious that he can also make progress in the other subjects which are easier for him.

November 30, 1925: Jimmy was observed by me during one class period in the Opportunity room at Montrose School. I witnessed a reading lesson given to him by Miss E. at Jimmy's home. Whatever, the cause, his mental development at the present time is that of a high grade moron of the stable type. He is anxious to display his accomplishments and will attempt to execute some of his tasks with the appearance of interest and eagerness. But as soon as he discovers that he has failed, the interest disappears entirely. If further efforts are made to get him to continue his efforts he responds by random "stabs in the dark" without continuity of interest. This is a well established habitual reaction. The effort will be made to get him interested in reading for the sake of the story, and to teach him incidentally. It is too early to predict, I anticipate progress with confidence, but hesitate to say how much.

Dr. Wenesor.

Jimmy McNally,
2730 Manchester St.,
Lawrence, Kansas.

All visits made at Jimmy's home.

I started to teach Jimmy to read on October 28, 1925. I first picked out his obstacles to good reading which I believed to be: First, his interest was easily aroused but you could not hold it; second, he repeated his words, even though he were pronouncing them right. He would keep on saying them over and over until he would lose the meaning of the whole sentence or paragraph. He did little things, as getting him a drink of water, or would laugh at something that did not really amuse him, merely as an excuse to quit reading awhile.

He would read along and never let his voice fall at a period and he seemed to know nothing of a question mark. He read every line and word in the same tone and with a jerk of the voice. I learned that animal stories held his interest more than any others.

November 5, 1925: I explained the question mark to him and told him how to read a question, and I read for him to show him the inflection of the voice in the question, and in other kinds of sentences, which I found in the story I was having him read. I found I could fatigue him very easily, and when he showed signs of this, I would stop him and begin talking of the story, and ask him questions about it. I found that I could keep his interest, and prevent him from getting tired so easily. I watched his eye movements in reading as nearly as I could, and from observations of this

kind I oriented myself in teaching him. Jimmy likes an audience and he likes to be praised and to please those whom he likes. I gained his friendship and he began reading to amuse and please me with his reading.

I have seen Jimmy on an average of three times a week, and on December 1, 1935:

His interest is easier to hold. I ask him questions about what he is reading, and have him guessing as to how the story is going to turn out and what is going to happen to the characters. In this way I have been able to hold his interest in a story, and when he has finished reading it, he can tell the whole of it to me in pretty much detail.

His interest is easier to hold if he is reading direct discourse. From this he has learned to place emphasis on the proper words and now he reads with the proper inflection. He also has learned how to read a question; he has learned what quotation marks are, and their purpose.

I did not see Jimmy Thanksgiving week but when I saw him shortly afterwards, I asked him to tell me the story we last read, and without my giving him a clue he told me the entire story in a fairly detailed way.

At first when I went down to see him, he wanted to talk to me of airplanes, tractors, etc., but now the first thing he does when I go down, is to get his book, and begin talking about what he was going to read, or what he had read.

I have learned that explanatory paragraphs are harder for him to read, because they are harder for him to understand.

I am attempting to make him read faster, thinking that perhaps it will help him overcome the obstacles of repeating words; because I have noticed that while he was repeating words, his eyes would be wandering off at another corner of the page, or looking at a picture, and he repeats the word he last pronounced until his eyes return to it.

I have trouble in making Jimmy do accurate reading with words that he really knows; for instance, he will call "these" "those," and call "it" "is," etc., and I have him look at it, and read it over again, and he will pronounce it correctly. This is annoying to him at times, because it can make him lose the meaning of the whole sentence. Up to date, I have not been able to improve him in this respect, but I am attempting to make him repeat the sentence without help until he gets it right; then I show him the difference between the real word, and the word he is calling it. It is annoying to stop him in his reading to correct minor mistakes, and I do not do it yet unless it alters the meaning of the sentence. I intend to correct these minor mistakes, but not until his reading is perfected to the place where I think it will warrant such detailed instruction.

December 18, 1925: Jimmy is still reading for me, and to please me and I believe I can detect a gradual improvement. Today he said while reading, "Say, you know I can just see all this I'm reading, can't you?" This seems to me, evidence that he really is reading, and understanding what he reads.

December 17, 1935, his teacher in the Opportunity room, Mrs. Barnes, reported to me that she believed that she could detect an improvement in his reading, because he did not seem to stutter or repeat as he did before I began teaching him.

I let him choose his own stories to read, and we read them over until I think they cease to interest him. I told him to ask me about any of the words in the story, that he did not understand the meaning of. He is responding to this request very well. He will stop in the middle of the sentence, to ask me the meaning of some word. Each time he does this, I praise him for it, and encourage him to keep asking me about the things that he does not understand. In his reading today, he asked me about five words. He also attempted to read faster today and I find he can read more accurately if I make him read faster, because then he has to pay attention to what he is reading, and it gives him no time to look around the room. He cannot read fast very long, only two or three sentences; then he begins to mispronounce words. I stop him, and ask him questions at this time, to give him a rest; then I make him start reading fast again.

Up to date, I believe he has made a general gradual improvement. I will see him again January 5, 1936, after sixteen days of Christmas vacation.

Summary of work from February until May, 1936.

I carried over the teaching of Jimmy from the first semester. He is now thirteen years old and as the other reports show, he is an epileptic and retarded in school.

He continued to read for me three times a week, and I feel there has been a gradual improvement in his reading. He can now read an entire story for me without stopping. When he has finished he can give back the content of the story. He now reads with much more ease and smoothness, which is gained by reading more continuously. He rarely stops and repeats words. His attention is much easier to hold, than when we began our study in September, 1925.

February 3, 1926: Jimmy had the worst "spell" he has ever had in the school room, about 10:30 A.M. He was sitting at his desk and suddenly, he jumped up and cried, "Catch William." (William is his brother). Mrs. Barnes, his teacher, led him out into the hall and by that time he was fully conscious again. He was quite pale. He was sent home for the rest of the day.

February 5, 1926: Jimmy started coming to my house to have his lessons. Outside annoyances would be avoided here.

February 7, 1926: Jimmy came for his lesson. Shortly after he began reading, and this very perfunctory, he stopped apparently puzzled, at a familiar word. I insisted that he continue reading. He looked up at me peculiarly. His face was pale, impassive, and rather pitiful. He uttered no sound. I knew immediately he was unconscious, and in one of those "spells." I called his name, and took hold of him. In a short time he showed signs of consciousness again. He dropped his head in my lap, but immediately

raised it again. He started to get up, but I took hold of his shoulders and he unresistantly sat down again. I talked to him a few minutes, about other things, and he barely answered me, in a timid way. I had him proceed with his reading and I noticed that all his reading defects were accentuated. He would mispronounce, repeat, stammer, lose the place and read in a very disconnected, meaningless, way. He came to the word "rabbit," and he pronounced it "cow." I asked him to read it over three times and each time he made the same mistake. Since that time I have tested him on this word, and he has never failed on it.

February 8, 1926: He had two such minor "Spells" in school. All that week his reading was very poor.

February 17, 1926: I started giving him stories to read at home. I wrote out questions about events in the stories, and asked him to write me the answers to them. He did very, very well, and never failed to write the answers for me. Seldom were they wrong. He read about fifteen stories. I gave him presents for doing this for me. It was sort of a game with him.

March 1, 1926: He and I went to Dr. W's office and there we tried to get his free associations. We obtained no results as he was too interested in talking and enjoying the new experience. For about four weeks following this, I tried to get his free associations but without results. I laid him down on the divan, and asked him what he dreamed. I could see smiling expressions come over his face, and I knew some fantasy was amusing him. One day he said he saw an airplane, with two boys fighting on it. The police

arrested them and they were taken to jail.

March 10, 1926: Without showing signs of drowsiness, he talked to me about his father. He said "I don't like my father much, he is mean to me." "He talks gruff to me, and makes me give up my playthings to my sister." Then he said "If my father looks at me, I turn my head to make him feel sorry." He said his mother was not mean to him. He said he dreamed that I told my father he should be ashamed of himself for treating me mean,- then he laughed and said that he bet my mother was tickled. He seems to like to frighten his folks about himself, or make them feel sorry for him. One day I scolded him for being so fidgety while I was trying to make him be quiet and sleep. He then said, he dreamed that I was hateful to Jimmy, because I wouldn't let him scratch his eyes or head when he wanted to. He said he dreamed he got another teacher and she was nice to him. He threw germs on me and made me sick and wouldn't come to see me. He said "That is hateful, isn't it?" Then he said that he didn't really wish I'd get sick, that it was only a fairy tale.

He seems rather revengeful. He said, "When Martha treats me mean, I treat her mean, and then my folks scold me."

One day I made him read the same paragraph three times, because he could not tell me its meaning. He finally succeeded, and said he was trying to be spunky like me. Jimmy writes stories all the time, and is very proud of them. They are original. There are three of which he is especially fond - Jimmy and Jim, Jimmy and the Eagle, Jimmy and the Cyclone. Jimmy represents himself, and the other character

is his friend. These stories are very much the same. Jimmy leaves home, goes to some faroff land, with a friend (Jim, the Eagle or the Cyclone), builds a great fine home and they live happy ever after. They find plenty of money, usually gold money.

God enters into the cyclone story, and he shares his home with God and eats with Him occasionally. He always gives one-third to two-thirds of all he has to God.

The element of causing grief and anxiety to his folks is very prominent and pleases him.

March 15, 1926: Mental test given him by Miss S. in my presence rates Jimmy's I.Q. as 66.

April 7, 1926: Began reading with Jimmy again. Strict observance to minor mistakes resulted in his reading the entire story. He was able to give it back to me very well.

Conclusions.

(1) Jimmy thinks that anyone who opposes his desires or wishes is mean to him.

(2) When his "spells" are frequent, his fidgety actions become disconnected and incoherent; and his peculiarities are very markedly accentuated.

(3) He is capable of improvement under very strict supervision.

(4) He can learn things presented concretely, more readily. (He likes arithmetic and does it nicely). He can be taught morals, justice, etc. by concrete representations,

viz., God, Devil Hell, police, etc.) and not in an abstract way.

(5) He is irritable and rough, but not malicious nor dangerous.

(6) Jimmy works better with a visible incentive. (Reward in view, as money, prize, etc.)

(7) He is revengeful.

(8) He retains easier the last events. When he forgets connections he resorts to imagination to fill the gap.

Resume.

Jimmy did not get the recognition in the home that he craved, and he resorted to unusual ways to get it. He not only craved attention, but he desired affection, and especially from his father. He said, "My father is mean to me. I don't like him much." "He talks gruff to me, and makes me give up my playthings to my sister." "If my father looks at me, I turn my head to make him sorry." He felt there was a distinction made between him and his sister, and that his father did not care for him. There was also the attitude of retaliation, to make him feel sorry for what he had done. This is also shown in his attitude towards his sister. He said, "When Martha treats me mean, I treat her mean, and then my folks scold me." He seems to be very fond of his mother and does many things to please her. She is extremely interested in him and cooperates in any way that will benefit him.

He resents punishment keenly and feels that any reproach is actuated by a desire to be "mean" to him, in a spirit of revenge. Consequently, he dislikes his teachers, who have prevented him from doing as he likes, and who have inflicted any sort of discipline upon him. This is true in the home also, as the father punishes him more often than the mother.

When he succeeds in gaining the attention of anyone, Jimmy will try by any means possible to please and entertain. Of course, this is very much exaggerated in Jimmy's case, but it represents his efforts to gratify his longings that are not satisfied in the home situation.

It has been suggested by physicians that Jimmy's retardation was due in part to disease, and blood tests were made at different times. These were not definite enough to constitute positive proof. However, there may be a hint, and it is reasonable to suppose, that there is an attitude of resentment on the part of the father (probably unconscious) that has helped produce the situation that caused this maladjustment in Jimmy.

In his imaginative stories, he always has a close friend, with whom he goes on all these wonderful trips, and who shares his pleasures and vicissitudes. Here he has perfect harmony with this friend, and his inmost feelings are reciprocated. The stories usually portray them leaving home, and how sorry the parents are to have them gone. He is always pleased when he is causing any worry or excitement

over himself on the part of his parents. This element is very striking in all his stories and is present in his every day dealings with them. It is one way to obtain the satisfaction of his desire for attention.

Potential maladjustments of
children due to attitudes of parents.

The following studies came to our attention through the Pre-School Clinic and would form interesting material for consecutive study as the children grow older.

Harold H., nearly five years of age will probably become a serious school and playground problem. The father is 41 years of age, and is a barber. He has suffered with severe sexual diseases in the past and is not entirely free from the results at the present time. The mother is 37 years of age and has had very poor health for several years. She complains of female weaknesses. She has had several operations pertaining to the sexual organs, and still requires medical attention. She has a tumor of the uterus which must be removed soon, and lacerations that need resewing. Harold is the second child. The first was a miscarriage of a 6 months baby. She attributed this to her own weakened physical condition. There is a normal, healthy girl, 2 years of age. Harold has always been very puny and frail. His teething was delayed as also was his walking and talking. He could not talk to be understood until he was nearly three years old. He had a tonsil and an adenoid operation when he was but three years old. His recovery was very slow from the operation. He was also circumcised.

Harold is still very nervous and high strung. His attention fluctuates rapidly and he is peevish and cross.

He gets considerable encouragement in his obstinacy and rudeness from his mother, with the excuse that he has not been well. He resents any interference with what he is doing, and easily flies into a "temper fit." An inadequate mental test gave him an I.Q. of 73. With proper training and understanding, this little boy may become a useful member of society, notwithstanding his present condition of extreme instability. This is a problem for the school ultimately and it is to be hoped it may be solved satisfactorily.

George D. was a quiet timid little boy of 4 years of age. He would not talk so it was impossible to get a mental test of him. His health record ranked him "Good." He had whooping cough when he was 2 years old, and "scabies" at the time of the clinic. He seemed well developed physically. No indication of instability was present. He was the sixth of seven children.

The home conditions were deplorable. The father, mother and six children live in a wretched building of three rooms. Dirt and filth were every where present. The mother, a high grade moron, is subject to fits of temper, when she beats the children unmercifully and drives them from home until her passion subsides to the extent that it is safe for them to return home again. At one time the whole family, including the father, was forced to spend the night in a railroad passenger station. She herself is morally delinquent, and told me quite boastfully that the city nurse

did not think that her youngest child was her husband's. Her three older children have been wards of the court for sex delinquency. The oldest girl ran away with a boy, who with a boy and girl companion, took a large sum of money from the place where both boys were employed. This girl has been a serious sex delinquent in the community for several years. There is grave danger of the younger children displaying various forms of maladjustment as they grow older.

B: Maladjustments involving primarily the relationships between the school and the child.

We find many of our poorly adjusted school children in this category. So often the occupants of the "ungraded" or "opportunity" rooms are recruited from this type. If the teachers in charge of these "special" classes are trained experts in solving problems of maladjustments, it is a real "opportunity" for the misfit child to become readjusted to his school life. When the teachers are untrained, and do not understand each individual problem that is presented, tragic indeed are the results.

Leslie the boy chosen for this study is in the opportunity room at Glendale School. He will be sixteen years old in September. He was transferred from the second grade to the opportunity room and has remained there since that time. He has accepted the situation cheerfully; he has followed the path of least resistance, and has lived up to expectations relating to his stupidity. He is large and strong physically. He is a leader in athletics, and takes a prominent place in baseball, basketball and track. He is trustworthy and many school projects are placed under his supervision. He manages his associates well and is very popular with them. He cannot read nor write; nor can he do anything but the simplest sums in arithmetic. Yet he solves concrete situations adequately, is perfectly adjusted outside of school, and in all probability will never be a charge on the community. He has two older brothers, who are thrifty and successful in their work.

One is connected with a small telephone system, and the younger is a mechanic at the paper mill. These brothers did not advance very far in school, but did much better than Leslie has done. They have homes of their own, and are independent and self-respecting men. The mother, left a widow twelve years ago, chiefly through her own efforts has managed to buy three good pieces of property in Lawrence. She has all three clear of debt. She married Mr. Clair about two years ago.

He attempted to teach Leslie reading and arithmetic without very much success. The full case history follows:

Case Study of Leslie Burton

Interview with Mrs. Adams, principal of Glendale School, November 16, 1925.

Mrs. Adams, the Glendale principal, was anxious to have Leslie Burton studied, feeling that it would be quite worthwhile. The following is data obtained from her:

Leslie is 15 years old, and in the Opportunity Room. He has been put in the grades twice but as he was unable to read, was put back each time, to the Opportunity Room. He has attended school since 7 years of age, and in all this time is unable to read anything except the simplest books; these he reads with difficulty. Leslie is well liked by the pupils and teachers, and presents no problem other than an educational one. He is prominent in school

athletics, in which he takes an interest. In spite of his educational inferiority, he is a member of a semi-professional baseball team in Lawrence - the Twilight League. He played during the season of 1925, and was asked to be in the League during 1926. He is considered a good player (by those of the teachers and others, who have seen him play). Leslie is entirely trustworthy; in fact he has charge of a great many things around the school which required management and dependability. His honesty is unquestioned, and he is frequently trusted with large sums of money. At one time he was sent to the bank with sixty dollars of school money; this he deposited promptly and efficiently. Mrs. Adams says he comes from an honorable, thrifty family. Leslie himself carries a paper route.

Mrs. Adams is able to assign no cause for his backwardness. She is confident that he does not try as hard as he should. She is anxious to see what can be done for him.

Interview with Mrs. Adams, Glendale principal,
November 20, 1925:

Mrs. Adams has given further information on Leslie. So far as is known Leslie has no bad habits. He has an "easy" disposition, is anxious to please and is truthful. The previous school year it was suspected that he was smoking, but there are no evidences so far this year. Leslie has been carrying a paper route for sometime; Mrs. Adams has often wondered how Leslie made his change, when

he is unable to count.

Interview with Miss Smith, the Opportunity Room teacher, the same day, November 20, 1925:

Leslie has been in Miss Smith's room ever since she has taught it (for four years). He has attended school seven years. Miss Smith says he can't read and doesn't think he ever will read. He is very poor in arithmetic too. Leslie has an I.Q. between 65 and 70. He doesn't try very hard. Since he is so poor in his work he is allowed to spend much of his time running errands for various teachers. He seems to be a little concerned at his lack of advancement, but is not sufficiently concerned to exert any prolonged effort in his work. He will learn the new words in a reading lesson in one day, but by the next day he has forgotten them. He says he wants to learn, but that is the extent of his trying.

Leslie is handy around the room, he enjoys making things.

Interview with Mrs. Clair, Leslie Burton's mother, December 2, 1925:

Mrs. Clair lives in a poor part of Lawrence, but the home and grounds give every evidence of neatness, cleanliness and thrift. Mrs. Clair herself is neatness itself.

Mrs. Clair greeted us very cordially and asked us in. She was anxious to cooperate in every way she could. She has worried about Leslie for a long time. She cannot

understand why he doesn't or can't learn. She ascribes it partly to slowness, and partly to laziness. The following information was obtained:

Leslie's Physical History

Leslie was a full-time baby, but was taken with instruments. Mrs. Clair says she has often wondered if this had anything to do with his retardation at school. She said that for some time there was a depression on each side of his head. She has wondered if this had made him "not quite all right." However, he was a normal baby from then on, and was always active and bright.

Disease History

Leslie has had whooping cough, measles and mumps before he started to school. He had them all very light and there were no bad effects. He had a very severe attack of pneumonia when he was between six and seven years old. He was very sick and the strong medicine given him at that time has permanently discolored his teeth.

His tonsils and adenoids were removed about four years ago. He has had light touches of the "flu" this winter.

Family History

There are two siblings, Louis, 24 years, and Richard, 21 years. Louis is employed by the telephone company and makes good money; he is married and has one child. Richard is a mechanic at the paper mill and is also married. One son lives next door and the other lives across the street. There have been no other children and

no miscarriages.

Mrs. Clair and Family

Mrs. Clair is 50 years old. She has very good health except for an occasional attack of lumbago. She has very high blood pressure. Her husband died seven years ago, and she was forced to go to work until the boys were old enough to work. Both stopped school at 16 years of age.

Mrs. Clair married her present husband about two years ago.

Mrs. Clair has three sisters and one brother. All are living, one sister has tuberculosis. She is living in Colorado for her health. One sister lives in Lawrence; the other two live out of the state; brother "sort of a wanderer"; see him occasionally. Mrs. Clair's father (died in January) was 72 at time of interview. He died of diabetes.

Mrs. Clair's mother has been dead for several years; she died of heart trouble.

Mr. Burton and Family (Leslie's Father)

Mr. Burton died seven years ago at the age of 42; he died of peritonitis. He always was rather frail; was a farmer. Mr. Burton's mother had rheumatism for several years before his death; (Mrs. Clair did not know exactly what she died of). Mr. Burton's father has been dead for a long time; Mrs. Clair wasn't able to tell much about Mr. Burton's father.

So far as is known there were no suicides, insanity, or marked backwardness of either side of Mrs. Clair's

family. The same is true of her husband's (Mr. Burton's) family.

Leslie's Social History

Mrs. Clair said that she had worried greatly over Leslie's backwardness. She is anxious that he learn for she knows how much education helps nowadays. She says she has tried to help him, but she works part of the time, and is consequently busy trying to keep up with her outside work and her home duties too. Besides, she had no education to speak of herself, and doesn't feel as though she can help him much. Mrs. Clair has tried scolding and shaming Leslie; she has watched as closely as she can, to see that he studies at home. His paper route keeps him rather late, so that he is tired and goes to bed early. He gets up about six o'clock every morning. (He delivers in the morning too). Mrs. Clair has often wondered about how Leslie can carry papers and do his own collecting when he can neither write nor read, and is very poor in "figuring." She says she has never had any complaints about his not giving the right change. She does not know how he does it. He seldom collects over fifty cents at a time, as his customers pay at irregular times. She says Leslie spends much of his time at his brothers' homes. He enjoys listening over the radio. He enjoys athletics, but is not especially fond of any except baseball. She said that during the last season, if for any reason Leslie didn't appear at the appointed time to play in the League (of which he is a member) the manager

would always send his car down for him. Mrs. Clair says she has never seen Leslie play on this league, but she has been told by different ones (neighbors, etc.,) that he plays well. Leslie has no particular interest in mechanics or in "tinkering" around. He does work on his bicycle which he uses in carrying papers. She said that Leslie never did care for "book learning" nor books. He is very fond of farm work. Besides carrying papers, he frequently works at odd jobs on Saturday. The most of his money is spent on clothes; he has a little spending money occasionally. Leslie is thrifty and frugal. He is an easy disposition and never gets "ugly."

Mrs. Clair expressed many times her willingness to help in any way. She is very much interested in Leslie, and is very anxious that he "make good." Mrs. Clair is very proud of her two older boys, who give every evidence of being as thrifty as she is. (Both have neat, well kept homes which they own.)

Mrs. Clair exhibits a very fine type of woman. She is intensely interested in her family. She herself appears to be a mild-dispositioned woman. Her house was immaculately clean and neat; the house and premises well-kept.

She ascribed the most of the fault of Leslie's not learning to his natural dislike of books and study, and to his laziness. She did think, however, that Leslie wasn't made to work in school. She said she was sometimes

provoked when he was sent on errands instead of kept at his books. She said that she told Leslie one day, "I suppose that your teachers think you won't learn or can't learn, so they think you might as well be useful in some way."

Miss Smith gave the following data on the family:

Both the older Burton boys were very slow in school, one of them was in only the sixth grade at 16 years. The family is honorable and highly respected. There is not the slightest doubt as to the integrity of the Burton family or any of the relations (so far as Miss Smith knows). Miss Smith says there is one relative, she thinks of Mrs. Blair's side, who is considered "queer" - (She was unable to say in what way.)

December 8, 9, 10: Observed Leslie in the school-room. Leslie reads very poorly, and spells poorly. He is well-behaved in the room; takes charge of materials.

December 14, 16: Observed Leslie.

Miss Smith points out his weaknesses. Leslie is quiet, but does not attend to work, stares into space, or out of the window. Does not seem one bit interested in work; is apathetic.

December 17: Interview with Leslie at school. Dr. W. hears Leslie read. Leslie reads slowly, guesses at many words; he gives up easily; mis-calls many words.

Dr. W. shows Leslie how to count by pennies, dimes and dollars.

December 18, 21: Lessons at Glendale.

Start Leslie on reading (Anderson's Fairy Tales) and counting money. We first read the story to Leslie, then had him repeat. This he did in unusual detail.

January 12, 13: Lessons at Glendale. Leslie "re-learning" after the holidays.

January 19: Interview with Mrs. Clair and Leslie. Mrs. Clair gave Dr. W. the following data:

Leslie has had general good health, his teeth are in bad condition, and he complains of his eyes hurting occasionally.

Leslie is left much to himself as she is at work when he comes from school (before going on paper route); he goes to bed early, and goes to sleep at once. He sleeps soundly through the night. Mrs. Clair always goes in to wake Leslie (at six); he gets up at once as he carries a morning route.

Leslie "fibbs" only occasionally. Is not persistent in his lies and admits them easily. He is easily managed. He is very agreeable, says little around the house. He spends much of his spare time at his brother's. He had no boon companions so far as Mrs. Clair knows; he seems to be friendly with all. Leslie is not especially fond of girls, (so far as she knows) although he does not shun them.

Upon being asked what he got for Christmas Leslie named several things - all articles of wearing apparel (ties, wool shirt, etc). He had wanted a gun. He likes

to hunt rabbits; is familiar with the use of a gun, he has used his brother's and also a neighbor's. Leslie says he wants to work on a farm. He gives the details of the raising of corn (including the preparation of the ground, etc.) He says he is very fond of famlife; he much prefers it to school.

Leslie answers questions about the technique of baseball; his answers show a knowledge of the game. He doesn't care much for football, as it is a little rough; he has played it, but prefers basketball to football. He says he can play basketball fairly well. He enjoys baseball the most.

He says he is anxious to learn because "you can't go far in the world these days without you go to school." He is willing to spend extra time on his work.

January 20, 21, 22: Leslie starts out again with counting; does quite well; he gives back the story read to him.

January 25, 26, 28, 29: Leslie was given the multiplication tables, did well on them. He gave back the story of "The Match Girl." Gave definitions of words in the story; the definitions were comprehensive, complete, and well-worded. Gave back the story of "The Tinder Box" - very good. He read parts of it, guessed at many words, gives up easily; he has no idea of the sounds of letters. Gave back story of "The Little Fir Tree."

February 2, 4, 5: Leslie did the "sixes" tables with a few mistakes. He is learning to check his problems, and to catch his own mistakes. He habitually forgets his problems, or his book - (usually his problems). He gave back the story of "Big Claus and Little Claus." Drills on the "sixes" tables; cannot skip around. Remembered the concept of counting in tens (units, tens, etc.). He enjoys hearing a story read; he anticipates parts of the story, especially the climax. Reads parts of the story; supplies meaningful words.

February 9: Reading and arithmetic poor. Leslie was not well.

February 11: Read before Dr. W; read fairly well. Gave back "Big Claus and Little Claus" in great detail. Dr. W. gave Leslie a mechanism for remembering tables, viz., repeating the one he had just said.

February 15: Leslie sick; did not teach him.

February 16: Leslie still feeling bad. Improvement in pronouncing words by sounds.

February 19: He read very well - knew tables - (detected mistakes).

February 22: Vacation.

February 23: Read poorly - didn't feel well.

February 24: Lesson at the house. Read fairly well - played dominoes, did well for one just learning. Seemed to enjoy himself.

February 25: Lesson at Glendale. He says he will be glad when school is out. He thinks Miss Smith isn't

giving him a fair trial; won't help him on his words; has him return to his seat until he finds out.

February 26: Leslie has his lesson only fairly well; he is on the basketball team, and practices until tired out; consequently doesn't want to study.

March 1, 2, 4, 5: Slight improvement on 1st. Spends all his time at basketball; has many excuses for not having his work. Started "Ab the Cave Man," an easier book. Guesses less. He is not one bit interested in his work (4th and 5th).

We saw Miss Smith frequently during our trips to Glendale. She often expressed the opinion that we were wasting our time with Leslie. She felt that it was impossible for him to learn, and there was no use worrying about it. She thought Leslie was confident he could make money without school work, and did not make much effort to learn. She kept him busy doing errands, and as general "handy man" around the school. He preferred this to getting his lessons, and was willing to do all that was asked of him. She saw no improvement in his class room work. In fact she thought he sometimes displayed a defiant attitude towards her. When we told her, that he was a difficult problem and that we often were discouraged with him, she reminded us that she had always felt so.

Sometime before the "track meet" we consulted with Mrs. Adams regarding the advisability of restricting Leslie's athletic interests. We thought this might work as an incentive for him to do better school work. She took the matter

under advisement, but the "meet" was only a short time away, and the school wished to use all available material to make as good a showing as possible in the competition with other schools.

Practice soon started in earnest, and Leslie was chosen as one of the school's fastest runners. He did very little school work during this time.

Interview with Mrs. Adams, Friday, April 5:

For several weeks Leslie had failed to come for his lessons. Each time for the first week he had an excuse, toothache, had to play basketball, foot hurt, etc. The second week he failed even to call, and give an excuse. When he was called he said he would try to come. The following day he came, but could scarcely do anything with his work; he complained of his eyes hurting him. The next week he promised to come, but didn't. The following three days of the week he complained of being sick.

Leslie was accomplishing nothing. As a means of spurring Leslie we saw Mrs. Adams, with an idea of suggesting that possibly Leslie was tired of school, and was simply waiting until he should reach sixteen (then he would no longer be compelled by law to attend school). Mrs. Adams did not know that he had been failing to come. She checked up his absences and found that he had not "played hookey," and he had not left early with the excuse to come for his lessons. Mrs. Adams suggested that she have a little talk with Leslie before she recommended a plan. She talked quite a while with Leslie and found out the following:

Leslie has a chance to work for his brother who owns a telephone exchange in Altair, Kansas. He is very anxious to do this. He does not intend to go next school semester. Leslie told Mrs. Adams that he does not care for his step-father. He is very fond of his two brothers. He said he wanted to learn to read (he has said this many times) although he makes little effort to learn. He promised to be more prompt in coming for his lessons.

Mrs. Adams said that he is a member of the Glendale track team, but it was doubtful whether he would run as he complained of a sore knee. She feels that Leslie is rather wanting to be begged to run; he holds (Mrs. Adams thinks) a little resentment toward her because during the track season of the previous spring it was discovered that he had been smoking a little so he was taken off the team. She thinks that Leslie really does have trouble with his eyes and promises to have them examined. She also said that Leslie suffered quite a bit from toothache. She said that Leslie would be excused in order to be ready for his lesson by three o'clock each afternoon.

In the interview with Leslie he promises to do better. He said he guessed he had "spring fever." He was very anxious to talk about anything except his lessons. He enjoys praise, and throughout the whole study has seemed to appreciate it. He realizes that he does do poorly for he often says, "I guess my mind was wandering," or "I wasn't

thinking," and similar expressions. He thinks he is reading better although his teacher doesn't think so (at least she doesn't "say so") he feels that he is being helped and that we are his friends. He seems to feel that Miss Smith isn't taking any interest in him. He seems embarrassed when anyone comes into the room, while he is reading. Each time he stops completely.

(Later) He is very anxious for Glendale to win the cup in the approaching track meet for all the schools of Lawrence. He speaks of it very often. He has often invited us to come to some of the games and track meet. He is not given to bragging and seldom more than mentions what he is doing in athletics. He is anxious for the baseball season to begin. He says he hasn't been feeling well, thinks he is coming down with the "flu."

(Note: two weeks later he was in bed for over a week with the "flu").

April 23: Interview with Mrs. Clair and Leslie.

Leslie was not well. He had a high fever and a bad cold. Mrs. Clair was sorry for the way Leslie had neglected his work with us. She appreciated our efforts with him so much, and was anxious for him to profit by them. Leslie walked to the carline with us. He said he did not want to go to school next year. He will be 16 years old the last of September and his teacher had told him she would try to get the truant officer's consent to let him stop school.

He wants to work for his brother at Altair. He stated again, as he had done several times before, that his step-father was cross with him, and that he didn't want to stay at home any more. He said he spent as little time at home as he possibly could. He said his step-father never gave him any money nor bought him any clothes. But he admitted that he was kind to his mother. We suggested that that was more important and he agreed. He said that his brothers would let him live with either of them if his step-father ever mistreated him. He intimated that they did not like him (the step-father). He told of having a trout line down the river, and he catches fish and sells them. He uses the money to buy things he needs. He insisted his mother handled his money, and knew how he spent all of it.

Leslie showed us the ribbon he won in the track meet. He won first place. Glendale won the cup and Leslie was quite a hero. He recited all the details of the meet.

Interview with Mr. and Mrs. Clair, May 13, 8 P.M.

We met Leslie on the street. He had just come from the doctor's to see if he would be eligible for baseball in the Twilight League, again this year. He explained he was a trifle too heavy, but was confident he would work off his surplus weight. We told him we wished to go out to his home that evening. His face fell. He added we would not expect him to have a lesson, but that we wanted to talk to his mother. He promised to tell her at noon. When we went out Leslie was gone, but Mr. and Mrs. Clair were home.

They told us how Leslie always had all sorts of excuses to keep from coming for his lessons. He is headstrong and Mrs. Clair cannot control him. Mr. Clair hesitates, because he feels he might make matters worse, since Leslie is not his son. But they both admit he needs disciplining. He lies to get his way. They both insist that he shall not stop school next year and want us, or some one in the clinic, to continue the work with him. There is no work for him to do and they say both brothers want him in school.

Mrs. Clair mentioned one brother who found reading difficult in school; he is now interested in reading stories and the news. He now reads for hours. This seemed to please her very much.

We could see no reason for Leslie's attitude toward his step-father other than the problem of discipline in the home. Leslie resents this. He knows his mother would be much more lenient.

Friday, May 14: We examined Leslie today and gave him a mental test. The results follow:

Test

Name: Leslie Burton
School: Glendale.

Date of Examination: May 14, 1926.

Chronological Age: 137 months.

Dental Age: 133 months.

Intelligence Quotient: 71

Health:

Height: 161 cm.

Weight: 113 pounds (approximately 4 pounds underweight).

Tonsils: Removed but inflamed.

Adenoids: Removed but evidence of regrowth.

Vision: 20/20. Far sighted.

Porteus Maze Test: N.A. 11 years.

Educational:**Ayres Spelling:** 2nd Grade.**Sentence Meaning:** High 2nd Grade.

Leslie is in the Opportunity Room at Glendale. He is 161 cm. tall, and weighs 113 pounds; according to Baldwin's chart he is 4 pounds underweight. His tonsils were removed about four years ago, but they are now quite inflamed. He continually breathes through his mouth. There seems to be some obstruction in his nose, although his adenoids have been removed. His vision is normal. It is strongly suspected, he is far-sighted and close work hurts his eyes. His front teeth are in a bad condition. There are several large cavities which need attention.

On the Binet-Simon Test, Stanford Revision, he scored a mental age of 132 months. His chronological age was 187 months and the resultant I.Q. was 71. His basal age was 8 years. He passed all on year 9 except repeating four digits backward. His digit span was tested. It was found that he could repeat four forward and three backward. In year 10 he failed on the reading and memories test. Since he could not read, he failed the test. But he gave back eleven memories. He barely made the free association test with just sixty words. In year 12 he gave satisfactory responses for the fables, interpretation of pictures and similarities. In year 14 he gave the clock problem with comparative ease, also the problem of fact. (Two of them). The outstanding feature of the performance was his slowness of response. He was slow in grasping directions and gave some of his answers with great difficulty. He failed

all reading and arithmetic tests and had extreme difficulty in the time tests. His vocabulary scored in the 10 year level.

In the Sentence Meaning Test he earned a score of 10. This ranks him below 3rd grade. In Ayres Spelling Test he is also 2nd grade. It is interesting to note that Leslie was taken from the 2nd grade and placed in the Opportunity Room, where he has remained. He has had two trials in the grades, but each time was sent back. From this it seems he has reached his limit under present conditions as he has shown no definite progress in the last three or four years.

Leslie lacks incentive or desire to learn. He is probably too old now for the school to do much for him. He should have had constant personal supervision, rigidly administered. He should have attention given to throat, adenoids, teeth and eyes.

This study shows that maladjustments do arise in the school room. Leslie was slow to learn and was transferred from the second grade to the Opportunity Room. He did not progress much here and his teachers took the attitude that he could not learn, and was incapable of benefitting by their instruction. He became discouraged and developed an indifferent attitude toward his work. He was not required to do his work and with indifference developed laziness and stubborn refusal.

The teachers adopted the plan of having him run errands for them to keep him busy. There were many little "odd jobs" to be done around the building, and Leslie was asked to do them. He was pleased to have any excuse to escape the school room and its requirements; he was praised for his trustworthiness and capabilities and he eagerly seized any opportunity to help.

In this way he could satisfy his desire for recognition and win favor in the eyes of his supervisors. He could accept the situation in the school room where he was backward and slow, and balance this failure by success in his other activities. Success in his school work meant intense effort of a kind he heartily disliked; but success in outside activities was much easier and distinctly to his liking.

He was fond of athletics. He excelled in basketball, baseball and track. He was indispensable to the school, and brought honor to it in many athletic contests. He was a hero among his teachers and schoolmates for his physical prowess.

The attitude of the teachers that Leslie was "stupid" had been answered by Leslie's attitude "I don't care." He can do other things well, and better than many others, that he has no time nor place for anything he cannot do without great effort.

He was a good organizer and leader of boys in things outside of the school room. This ability has never

been used in connection with school work and he sits with stolid indifference.

He felt that his teacher did not help him much and was not interested in him. She has the attitude that he is hopeless and he resents this keenly. He does not try and dislikes school heartily.

He is given small children's books to read; his reading amounts to mere word calling- unsuited to his interest or his needs. His attitudes become more pronounced in his dislike of school.

He likes to work and make money. He wants to get a job and leave home. His attitude toward his step-father is hostile. This is caused by the step-father's insistent attitude towards his attending school and doing his school work. This conflicts with Leslie's dislike of school and love of freedom to do the thing he likes best.

Perhaps when he enters some line of work he will recognize his needs sufficiently that he will make the effort required to learn to read; and to learn to manipulate numbers for his everyday needs. He is probably too old now ever to adjust himself to the Opportunity Room. He has been the victim of wrong attitudes for too long a time to reconstruct the habits formed during all these years.

For another illustration, I wish to present a study of a type of situation often found in the school room. The child does not take an active interest in what is being done about him, and it is with great effort that he succeeds in doing what is expected of him. He is often timid, and easily discouraged. He does not try and his work is inferior in quality. He does not care for school and attends only because he must. It is difficult to ascertain the exact cause of maladjustments in every case, and many times the influences most potent are lost to observation in the realms of the forgotten past. To reconstruct new attitudes with the endeavor to create an interest and a desire to participate in school activities is an ever present problem and challenge to the teacher. Each child that fails to respond willingly and cooperatively, constitutes, in part, a failure of the school adequately to perform its mission.

Quentin is in the third grade in Rosedale School. He is nine years old, and normal physically. He does not like school, never has, and will stay at home on the slightest pretext. He responds reluctantly to questions, and never volunteers. He does poor work in reading and spelling. He has the ability to do good work, but because of lack of interest and his dislike of school, he does not progress very fast. He is a timid, meticulous child and prefers to remain unnoticed. He has several boy friends, one

of whom he is very fond. Other salient points are brought out in the study.

Quentin Anderson, Grade 3, Rosedale School.
Date of Birth, Sept. 9, 1916, Age 9 years, 6 months.

Quentin is the youngest of four children. He has a brother who is 16 years old and two sisters, 26 and 24 years of age. He was a full term baby, born with no unusual labor. He was breast-fed. He sat up when he was six months old. He walked when he was sixteen months old and he talked before he walked. He was a very heavy baby, and the mother said they did not encourage his walking because of his weight.

Mother's Report.

He has had chicken pox, mumps, measles, and whooping cough. All of these were light. He had his tonsils and adenoids removed in September, 1935 but continues to have colds in his head, though they are not as bad as they were last year. Nocturnal enuresis ceased at the time of weaning. No constipation. At present he is one pound over weight and he has gained four pounds since September.

School Record.

He entered kindergarten at age 5 and spent the entire year there. At age 6 he entered the first grade; he failed to be promoted from the 1 B class; after repeating the 1 B, he passed the 1 A; and the 2 B. He was then placed in the Opportunity Room because of his inability to read. After one semester in the Opportunity Room, he was recommended to the third grade. His teacher, Miss Esther

Davis, reports that while she promoted him to the 3 A in January, he was very poor in reading and she felt sure he would need to repeat the 3 A.

Quentin has also been poor in spelling, but since Christmas, he has been able to do the work of the class. He gets help at home on the spelling words.

He does acceptable work in arithmetic and is very good in the art and handwork. He ranks "poor" in music.

Miss Davis says that he is especially helpful in the room; that he is courteous and obedient. His effort seems to be good and he is not indifferent, in spite of his poor work. He is always anxious to please his teacher.

His conduct on the school grounds has always been satisfactory from the teacher's point of view. He does not fight nor get into trouble.

Miss Stoner, his first grade teacher, and the former principal, reported that Quentin gave no trouble but that he was slow in school and rarely entered into the school room games. She considers him courteous and well-behaved.

Last year, Mrs. Polk, his second grade teacher, took Quentin to the Educational Clinic at K.U. Here some students gave him tests (Mrs. Polk thought the Binet) but no record can be found of the test. Mrs. Polk says the tester said that there was nothing wrong with the boy's intelligence. At the laboratory they suggested that the boy had a crooked spine and recommended an examination by Dr. F. Quentin's mother took him to Dr. F., who said the boy's spine was all right. This record is on file at the city clinic.

Mental test records on file at the office of the grade supervisor are as follows:

Sept. 14, 1921 - C.A. 5 - M. A. 4-9 mo. - Dev. 3 mo. - I.Q. 85	
Jan. 1, 1922 - C.A. 5-4 M. A. 5-9	107
May 17, 1922 - C.A. 5-8 M. A. 6-3	110

All of these tests are marked Mrs. H.P.S. as tester.

During an interview with the mother, I was told that Quentin was a good worker at home in everything but school work. He has his own saw and keeps his mother supplied with kindling wood without any reminder from any one. He keeps it neatly piled on the back porch. In the summer, he visits on his sister's farm and goes into the fields with the men. He does all the work he can and seems to like it. In the winter, when it is time to study reading and spelling, he becomes most indifferent. He does not fret nor grow angry; instead, he complains of being very tired and tries to beg off. His mother says he is easy-going and good-natured; that he apparently does not worry about his reading disability. He must be forced to study and he reasons with them that there are others who are poorer in reading than he is. He mentioned his chum, Billy, who is 10 years old in the 1 A because he cannot read.

His mother says that he likes stories, and begs them to read to him. He brings books from the school library and gets one each week from the city library. The book which he had most recently brought home was "Robinson Crusoe."

According to the mother, he has never liked school. When he first started to kindergarten, he said that he wished all the schools would burn down. He once said that he would quit school when he was sixteen, but his mother had replied that he need not think he could quit because he was not doing well, that he might expect to go until he was twenty-one if he did not learn to read until then.

At the time of this interview, Quentin came in with his playmate, Billy. The mother continued the discussion saying that the teachers had said that the boy could learn, they thought, but that they couldn't get him to. "He doesn't care," said his mother, "All he thinks of is play and Billy."

In discussing his early delinquencies, she told me of this incident. In company with a boy of about the same age, he broke a number of window panes in a neighbor's henhouse with stones from his sling shot. The mother replaced the panes but said that if the offense were repeated, the boy would have to pay for the damage with his own money. This offense was not repeated. Quentin was about 5 years old at this time. At the time of this report, she added, "Oh, Quentin is not perfect, by any means, but he is not a bad boy, at least, I don't know of anything bad that he has done."

Parentage

The father, who is now 52 years old, is a native of Germany, coming to America when he was 21 years of age.

He is a stone-cutter and stone mason and is away from home a great deal of the time. His work takes him to places where construction of buildings is going on. He is a dependable worker and is well paid. He is a calm, quiet type of man, always pleasant and very accomodating.

He is one of seven children, all of whom are living. His sisters and brothers and his father live in Malmo, Sweden. His mother died twenty-five years ago at age 49. The letters about her death did not mention the cause of her death. His father, Quentin's paternal grandfather, is now 77 years of age and is in good health. He lives in the home of a daughter.

The mother, age 49, is one of ten children, seven of whom are now living. The three who have died were adults, -- one died of acute indigestion, another was lost at sea, and the third died of a fever. Three sisters and one brother have come to America. The maternal grandmother lives in Germany. She is 76 years old. The maternal grandfather died at age 72.

Siblings: There are three of these: Agnes, aged 26, who is married; Eva, aged 24, a stenographer at Wilkinson Hardware Co.; and Thomas, aged 16, a junior in high school.

Both girls are graduates of the high school. The older one taught a rural school three years prior to her marriage.

None of these children has ever failed to be promoted in school and the mother said they made their way through school without the aid of home instruction.

Eva, the second girl, is extremely fond of Quentin. She is 15 years older than he is and has taken care of him ever since he was little. His mother told me that when no one else in the family will give him what he wants, he turns to Eva, and as a rule, she gives him what he wants. Usually his wants are money for marbles or for the picture show or candy.

On January 20, Quentin was taken to meet Dr. W. He answered the questions asked him, told about the story he was having read to him at home (Robinson Crusoe), assented to the suggestion that his teacher was not much good, and read a few lines in his reader. Dr. W's opinion at that time was that the problem was one of attitude, - that the boy had been badly handled, both at home and at school.

On January 21, I took Quentin three library books, told him to take them home and choose the one he wanted to read from. They ranged in difficulty from a simple illustrated story to a book of third grade ability. His mother told me later that he came in from school saying, "I think I have a book I can read," and he seemed very happy about it. He and Billy amused themselves with the books for several hours, and finally, when Quentin made his choice, it was the simplest book with the illustrations going through the sentences to help get the ideas.

Quentin comes to the rest-room for his lessons in reading. So far as I can detect, he comes willingly, but he never mentions my teaching him at home. He did mention

my not coming, however. One day when I did not go, he told his mother that he watched the door all afternoon but that I did not come.

In the study period with me, he responds slowly. At first he guessed in a seeming hap-hazard fashion but he very quickly (after 2 or 3 lessons) stopped this. He is able to tell the stories he has heard quite accurately and he can tell those he has in school, too. His answers to my questions indicate a desire to please me rather than to express his own ideas.

On March 11, I talked with Miss Davis about his attitude. She agreed that his school-room attitude was the same as it was toward me. He seemed scared, over-anxious to please her, and very timid. She said that early in the year, he acted as though he might cry if she pressed him too far for an answer to a question, and she had let him alone. Of late, she said that she felt he could do much more than he did, and she has been more insistent with him. She said that she felt that he did not like school and had wondered what she could do about it. Lately, she has been sending him on errands for her, - to other rooms, to the principal and down town. She thought it might help him to overcome his timidity. From his mother I learned that he was much pleased to be chosen for these tasks. He was quite eager to tell about being allowed to go to town in school time to buy something for his teacher.

This same day, I observed the children at play.

All the children were out and free to play as they pleased. Quentin and a boy named George, (in his room) teetered most of the period. Later they swung from the bars, and ran after each other, and then the bell rang. I asked Miss Davis if that was typical of his playground activity and she replied that it was. She said that when her room played all together, Quentin seemed to hold back although he appeared to want to get into the game. She said that she would often urge him to play and that he responded somewhat to the encouragement. Other children, of bolder types manage to get chosen as leaders and they push themselves ahead whereas he hangs back and gets left out.

On this same day, the supervisor of writing was grading the children. Quentin came into the room late, but got his materials and began to write. When he came to Quentin, he noticed that his hand was in a peculiar and bad position - raised quite high. He was clutching his pencil tightly. His muscles were quite contracted and it was some time before they relaxed. I asked the supervisor how he accounted for the strained position and he said that he thought that the boy was scared, particularly since his work was being graded.

March 11, during my conversation with Miss Davis, she related the following incident:- Five boys had the same answer to an example in arithmetic, which answer happened to be incorrect. Miss Davis took these boys out of the room, talked to them about being honest and independent in their work and called for confessions as to the copying.

Three of the boys admitted that they copied, but Quentin would not. Then the principal came in and inquired as to the incident. After hearing the particulars, she took Quentin by the shoulders rather firmly and said, "Now Quentin, I don't whip boys who tell me the truth. Now, I want you to tell me the truth. Did you or did you not copy?" Whereupon Quentin colored, looked about, hesitated and then said he did. He then went home and told his mother about the incident, but explained the matter to her (so the mother told me later) by saying that the boy in front of him told him the answer and he told it to the boy behind him and then he said, "How could I say that I copied when I never saw his paper?" His mother gave Miss Davis this explanation of his reactions and the matter was dropped.

The next day I talked to Quentin about school. I asked him to think about all the rooms he had been in since he started kindergarten and tell me honestly which room he liked best of all. I told him that I would not tell any one what he told me, but that I should so much like to know exactly how he felt about it. To my question, he answered that he liked "this one" (his present room) the best.

On March 14, I called on Quentin's mother. I told her I was anxious to find out about his experiences and his habits. In answer to the question as to his time of rising, she said, "It all depends upon what day it is. Last Saturday he was up at half past six and was the first one to get down stairs. I was just angry to think he would get up when the house was cold and asked him why he didn't stay in bed when

he had a chance. To this he answered he had so much to do he "just had to get up." That day he helped his father plant the garden and he worked steadily until noon. "On Sunday, however," said the mother, "he announced that he was not going to get up until ten o'clock, and that he was not going to Sunday School." It took the combined effort of the family to get him off to Sunday School that morning. On school days, he gets up when he is called, comes down stairs as soon as his brother, with whom he sleeps; but after breakfast, he complains of being tired and of having headaches. He often begs to stay home. Last year he complained of sore throat, too, and his mother allowed him to remain at home but insisted that he must stay in bed. This he would do for an hour or so and then he would say that he felt very much better and beg to come down stairs and play. Since his tonsils have been out, he has not had sore throat. His mother went on to say that on the preceding Friday he had complained of severe headache and that she gave him a penny and told him he would feel better if he bought something to eat on the way to school. The penny was enough to get him off that day. It has always been a problem to get him to go to school but his mother said she had found that a small incentive (like the penny) was usually enough to get him off on his bad days and as a rule he goes now without complaining.

In the summer time, he is an early riser, usually getting up between six and six-thirty.

As to his retiring time, I was told that he liked to go to bed rather early, but that he was afraid to go upstairs alone. On the preceding Saturday, he asked his

his mother to go up with him at eight o'clock. She said that she was not yet ready and that he might go up alone. This he would not do, but went to sleep on the davenport instead. From this, the mother went on to say that he always had been afraid of the dark, that on a certain evening he asked his mother to get him a book on the back porch and when she suggested that he get it himself, he begged her to go along. She refused and he wanted it so badly that he went, but she said that he was back again, in almost the same moment, that he seemed to go out and return in the same breath.

She then told how when he was very small (about 3 years old) he was going somewhere with his father and mother one moonlight evening, when he stopped. His mother looked back and said "Come on." He said, "I can't, there's something in front of me." She looked down and saw that it was his shadow, told him that it was, but still he would not move. She had to go back and take his hand before he would start.

I asked her about his early training, as to how he learned the difference between right and wrong and she said that when he was a toddler and got into things, she would slap his fingers, and sometimes say that "the bad man would get him." I asked her if she still scared him with this idea and she said, "No," that she thought he knew better. Since he has been older, she talks to him about what is right and tells him how careful he must be to keep out of trouble. She has never used corporal punishment except in the instance mentioned.

In reply to my suggestion that he doesn't yet always tell the truth, she said that this was true, and cited this instance:- Billy, his chum, and Quentin came home one Saturday morning with candy. In answer as to who had money for candy, Quentin said that Billy's brother gave him a nickel. When Quentin's sister came home at noon, she told how Quentin and Billy came up to her at the store and asked for a nickel. She gave him one, but said it would be the last nickel he would get that way because she did not want the boys taking her time when she was at work. Following this exposure of his lie, were talks by both mother and sister on lying but the mother said, "He just looks at you, says nothing, and then goes on about his business as though nothing had ever happened." His mother frequently says that Quentin is just like his father - slow to anger, and hard to disturb.

Only lately, he had gone to the store with 50 cents, bought twenty-five cents worth of groceries, deposited them hurriedly on the kitchen table and went off to school with the quarter in change. When he came home at noon, he did not have the quarter. He said that he must have lost the quarter when he was running and offered to repay his mother with money from his bank. This he did, and his mother accepted it because she said if he had spent it, he ought to replace it and if he had lost it then he needed to learn to be careful.

We then discussed his playmates. Chief among these is Billy, a neighbor, ten years old, in grade 1 A. Quentin

and Billy have been playmates since they were little. Quentin's mother says they play together nicely, that Billy is often in their home and that his behavior is good. Her one objection is that he is such a rover and explorer. He goes all over town, and especially does he go to the junk yard where he pokes about, picking up wires, and whatever he can find. Only recently, Quentin and he had brought home an old battery and some wires and they had worked with it until dark trying to set up connections. Quentin's mother said that they often brought home things of this kind and it worried her because she thought they might pick up something of value, but so far they never had.

Donald, aged 10, and Lloyd, aged 9, are two other neighborhood boys. Lloyd attempts to prejudice Billy against Quentin and sometimes succeeds in getting Billy "mad" at Quentin. "At such time," said Quentin's mother, "Quentin feels very bad. He misses Billy a great deal and loves to play with him."

Quentin has never played with girls and he never speaks of them. When he was very small, the other girls played with him and wheeled him, but he has never chosen girls for playmates.

Other fears which the mother mentioned were fear of storms. If the sky clouds up, he will come home from his play and in answer to the question as to why he came, he would say that it looked as though it might storm. He watches the storm from the window, however, without any apparent fear.

Quentin does not wrestle or fight. His mother says she has seen Billy and Donald wrestling and they would call out to Quentin to come and get in but he will not. They taunt him, call him "coward" and "fraidy cat", but he does not pay any attention and often just walks away. His mother said that she has told him that she did not like to have him fight and tear his clothes, but that she felt that he really did not keep out of them for that reason.

She also stated that she has noticed that when he came home from play in the summer evenings, he would walk very fast and whistle quite loudly. Her impression was that he was afraid.

The mother said that she had always had to assume the responsibility of teaching Quentin - that the father was often away from home, sometimes for several months, and that when he did come home, he did not feel alarmed by Quentin's failure at school. When they had Quentin's tonsils out, Mrs. A. said she had to make the appointment and go ahead with it by herself because Mr. A. did not seem to feel the need of getting them out. I talked to Mr. A. once about Quentin. He then said, "Oh, they worry too much about him. If they'd leave him alone, and not keep after him so, he'd be alright." He also expressed the opinion that he thought Quentin had poor incentives in school, that so many of the children in his class were poor pupils and Quentin didn't feel that he had to exert himself because so many others are worse than he.

Thomas, the 16 year old brother, and Quentin have nothing in common. Mrs. A. told me during this same interview that Thomas does not care to take Quentin with him when he goes anywhere. Once they had promised Quentin that he might go to the picture show and Mrs. A. said she told Quentin that he might go with Thomas. Thomas refused to take him and she said she was obliged to tell Thomas that if he would not take Quentin, he might not go either. The conclusion was that he took him.

Agnes, the older sister, has been gone from home since Quentin was little and sees him only occasionally. She has had very little to do with his training.

Eva is the sister who has always been so fond of Quentin and the mother said that she had always humored and babied him. It is to her that he turns when he wants something very badly. She has always been very generous with him.

Mrs. A. also told me that she had found in dealing with Quentin, she found a little reward did much more good than punishment, and that she often used rewards in getting him to do things he didn't feel interested in, particularly going to school and Sunday School.

On March 23, I talked with Mrs. Polk, Billy's teacher. She said that he was a reliable and intelligent boy, that he was always clean and nicely dressed, and that he presented no behavior problem. She regretted that he had to be in a grade with such young children, but said that he

just could not read in the second reader. His ability in arithmetic she thought would compare with third grade children, but she really did not know because he has not had a chance at anything but first grade arithmetic.

On the following day I talked with Quentin's mother over the telephone. I asked her if he seemed willing to do the work I sent home. She said that some evenings he complained of being very tired, and it was hard to get him to work. She also stated that when he brought his book home, he carried it inside his blouse because he did not want the boys to see his book.

On March 31, I talked to Quentin about his fights. He said that he "hardly ever fought any more", and when I asked him why, he said, "Nobody picks on me." I asked him to tell me about a fight in which he was licked and he told me that when he was in the kindergarten some first grade boys "jumped on him". He said that he finally got away and ran as fast as he could. Then I asked him to tell me about a fight in which he won out, but he could not remember any (so he said).

Quentin always tries to give me the impression that he is doing well. One day (Monday, March 17) Miss Davis told me that Quentin missed 17 out of 20 words. This was a test before studying. That day I said casually to Quentin, "How did you do in spelling today?" And he said, "Alright", and dropped his eyes.

Beginning about the first of April Quentin's reading showed pronounced improvement. His mother mentioned to

me that she saw it and the boy seemed pleased when he read a six page story through in half an hour. This story was in a second reader. Quentin did especially well with this lesson, particularly in grouping the words. He read phrases and short sentences without stopping. We began reading the third reader, but some of the lessons were very hard. He was allowed to take this reader home and I gave him completion sentences on the advanced work. On April 4, he forgot to take the book home, - the next day he said he had done the work, but had forgotten to bring it to school and on the following day, he said that he had not brought the work because he thought I might not come. This was on a Tuesday and I had failed to come.

Quentin has presented a problem hard to solve. His maladjustments in school are evidently the result of his attitudes. He is a "normal" boy mentally and physically. He has never liked to go to school. He has never liked his teachers. He tries by every device to keep from going to school. This indicates, although not positively, that he has been the victim of bad teaching methods, in his early school life. He is timid and afraid. He never expresses himself voluntarily, except as he is urged. Yet he tries in everything he does to please the teacher. When she chooses him to do errands for her, he is greatly pleased at the recognition, and tells about it at home. He does not play in groups on the playground. He seems to wish to play but is afraid. When his teacher urges him to join the group, he goes reluctantly. He desires approval and recognition. He responds to encouragement and praise.

He fears criticism, and punishment. He is afraid of the dark. He was told when quite young "that the bad man would get him" if he were bad. The attitude of fear has its foundation possibly in his early home training. He is afraid of storms and always comes home when a storm approaches.

He does not talk much of himself. He does not respond quickly and lives almost entirely within himself. When scolded, he says nothing, and goes on as if nothing had happened.

He has a playmate of whom he is very fond, and who is very fond of him. They spend hours together in perfect accord. Whatever the maladjustments involving Quentin and his teachers, and his relatives, they have completely disappeared with Billy. His wish for recognition and response are fully satisfied with the little playmate. The fear that he might displease in some particular is entirely absent and his timidity and reticence are as unknown.

C: Types of situations that often result in maladjustments involving the relationships between the child and his playmates and strangers.

Frequently there are children who have a fear of strange people, and are not comfortable in groups of children with whom they are not well acquainted. This is very common among quite young children, especially, upon their first entrance to school. Normally, this fear gradually lessens, and they soon become perfectly adjusted to the children and teachers with whom they come in contact in their school life. One exception to this, came to our attention, through the study of the Opportunity Room at Hawthorne School. The little girl was diagnosed as an incipient insanity case, by a prominent psychiatrist of Kansas City. Her predominant characteristic is her fear of people. It is almost impossible to gain her friendship and she runs away at the first advance made. No attempt is made in the home to overcome this exaggerated fear. The school is making progress along that line. Attempts to give her an adequate mental test have failed, because her cooperation cannot be gained.

She desires attention and approval, and will resort to many devices to gain it. On the other hand, when advances are made towards her, she immediately becomes afraid and runs away. She is extremely nervous and excitable, and at times, almost loses control of herself. The school is doing a great deal for her. The firm discipline, regularity of routine, and training in the various phases of work suitable to her needs, are slowly but surely exerting a

stabilizing influence from which she will receive much benefit.

Name: Anna May Bailey.
Date of Examination: May 27, 1925.
Mental Age: 44 months.
Chronological Age: 76 months.
Intelligence Quotient: 58.
Score on Porteus Maze Test -

Anna May scored 3 years and 8 months on the Stanford Revision of the Binet Simon test. She has a basal year of 3 with a mental age of 44 months, resulting in an I.Q. of 58. There were two failures in the fourth year; the comparison of lines and repeating of four digits. Years 5 and 6 were given but complete failure resulted.

Marked perseveration was noted and her responses accompanied by flight of idea. Her conversation was of a garrulous type, and unstable qualities were demonstrated throughout the test.

She failed completely on the Porteus test of motor ability, denoting marked lack of qualities tested by this task, namely prudence and forethought and development of motor coordination.

Because of the feeble-minded condition, Anna May will experience marked difficulty with school work. In addition her reactions are complicated by their unpredictable character. She demands constant supervision and will undoubtedly always demand attention because of her inability to exercise forethought or control.

A Report from the School of Education.

Naomi Bailey.
Tests made in 1933.
6th Grade.
Age 13.7 (when tested)
Mental age 9.2
I.Q. 67.

Of the Binet-Simon tests the following are comments on the test: Bites lips; twists on chair, rocks back and forth; very suggestible. Responses withheld or repressed in some cases. Attitude indifferent and passive; perseveration.

General mental standing: Vocabulary narrow. Insight into social conditions rudimentary. Ability to appreciate abstract meanings exceedingly limited. Orientation satisfactory, more particularly with reference to concrete situations of a regularly recurrent type.

Physical: No significant physical defect except that she is slovenly and dirty and careless.

Suggestions: Emphasis of habits of self-control.

Verna Bailey.
School grade 3 A.
C.A. - 8.3
M.A. - 7.4
I.Q. - 89

Following comments on Binet-Simon test. Seldom responded to first question - repetition and probing necessary. Responded in nearly any way one suggested. Sometimes the right key-word started her quickly. Attitude - passive, indifferent; motility - good; Werve signs - cries easily. She excels in analytical reasoning.

General conclusions: Physically seems to be up to standard. From replies made in certain tests it seems that home conditions have had a great deal to do with her mental attitude and alertness. Expression, verbal and physical has perhaps been suppressed at home. (Very untidy teeth, nails and clothes dirty, hands scurvy, evidence of rickets. From physical examination.)

Functional: Motor control uncertain.

Suggestions - Health Habits: There are indications of bad nerve balance, which may lead to serious consequences unless trained.

Hawthorne School,
Opportunity Room.

Anna May Bailey,
7 years, 3 months.
(Birth Jan. , 1919)

Social History

April 1, Interview with Mrs. Case, the Opportunity Room teacher:

Anna May Bailey entered the Hawthorne School at 6 years and 6 months, without having entered kindergarten. Early in the school year a clinical survey of Opportunity Room children was made. A psychiatrist who made the diagnosis diagnosed Anna May as a case of incipient insanity.

Mrs. Case stated that Anna May is a definite problem; she is afraid of people, highly excitable and nervous. She said that any unusual disturbance in the room upset Anna May. She enters into class room activities and seems anxious to excell, although not unusually so. Mrs. Case had visited

the Bailey home in order to understand if possible, Anna May's disposition. She was under the impression that the mother was unwise in handling the child in that she mentioned Anna May's fears before her (Anna May). Mrs. Case said that Mrs. Bailey sometimes brought Anna May to school, as they lived so far away and Mrs. Bailey was afraid that Anna May might get hurt; her mother also wanted to see that she didn't run away before school started, as she frequently did. At one time when Mrs. B. brought Anna May the children around the halls were wearing false faces (it was near Hallowe'en). When Anna May saw the masked children she began to scream and ran to her mother, whereupon Mrs. Bailey said to Mrs. Case, "You see how afraid she is." Mrs. Case picked Anna May up and talked to her, telling her that the children were having a good time and were just dressed up. She led Anna May over to one group and showed her who they were. Anna May soon overcame her fear and even laughed at them.

Mrs. Case said that Anna May was poor in reading, chiefly because she guessed wildly, and seemed to lack the ordinary foresight. Her writing, however, was somewhat better than average, showing good motor-coordination. At the beginning of the school year she was given the Binet Simon Intelligence Test. She ranked somewhere in the 60's. The test was not successful as Anna May's attention could not be gained.

Mrs. Case is interested in Anna May and is willing to cooperate in any way.

April 6: Observation of Anna May in the school room. Anna May is eager for attention and holds up her paper for comment. She reads poorly, but writes well. She picks out letters of her own name and other words. Sometimes, she puts in the wrong letters then asks Mrs. Case if it is right. She attends to her work fairly well.

April 8; Observation in the school-room. Anna May eager for attention. When it is given her she talks louder and more excitably. She runs frequently to the teacher, shows her paper to the other children with audible comments on it. While she is the center of attention she boasts of her success (in whatever she does), and becomes more excited. When told rather sharply to take her seat, (this from one who has praised her) her expression changes perceptibly; she becomes very quiet, works with her head lowered and rarely glances up.

April 11: Interview with Mrs. Bailey, Anna May's mother.

Mrs. Bailey is in her early forties (43?). She is in poor health, being five months pregnant. She says she worries much over Anna May. She says that Anna May has always been different from the other children; all through Anna May's life-history she has been highly excitable and nervous. Anna May is the only child who has shown this tendency except her oldest son. Anna May is the seventh of eight living children. One boy two years older than Anna May died last year of measles and pneumonia. The mother says she has had "over three" miscarriages. One was after the

birth of her oldest child, Carl, and one after the birth of Gerald (11) who is next older than Anna May; (no information on the third except that the mother thinks the last was due to a fall she had while running after Anna May who constantly ran away). The first miscarriage she thought was due to an automobile trip from Kansas to Oregon, where they expected to make their home. Mrs. B. said that just before this miscarriage (the first) she had a quarrel with her husband's step-sister over Carl's misbehavior. The sister-in-law hit Mrs. Bailey with a book. Mrs. B. said it so completely upset her that she had to be taken to the hospital immediately after.

Of the living children there are two boys and six girls. Mrs. B. said that Carl, the oldest (19) was somewhat high strung, but nothing to be compared to Anna May. She says that Anna May is easily upset by any disturbance, such as wrestling, fighting (of other children) being punished or seeing others punished. At such times she cries, and even screams. Whenever any of the other children are being punished she begs her father (or mother) not to do it. Any emotional excitement affects her at night; she tosses, sleeps fitfully, and talks out, sometimes incoherently, but at other times very distinctly. If it is something unusual she speaks of it; if someone is punished during the day she seems to re-live the experience, and begs for them "not to do it" or "to stop." At one time, she jumped out of bed and ran

screaming "don't do it." (This has occurred only once Mrs. says).

Apparently there is confusion in the home on account of the oldest boy, Carl, who refuses to work and in other ways is disagreeable. There seems to be no other unusual friction in the home. Mrs. B. speaks affectionately of all the children (although she admits that she gets disgusted with Carl.) Anna May seems to exhibit a normal affection for her brothers and sisters, especially Naomi (16) who takes Anna May's part, and who takes much interest in her. Ruth helps Anna May to write, and plays with her. Anna May plays with them and enjoys it as long as everything goes peaceably. Mrs. B. says Anna May is helpful and often proffers to set the table and other little tasks.

Mrs. B. says Anna May is afraid of strangers, and if she is sitting by her mother and a knock is heard at the door, Anna May throws her arms around her mother's neck, nearly choking her. Anna May refuses to come near strangers who are in the home. She is afraid of the probation officer. (She has had to come after Anna May on several occasions after she has run away from school). Often when she has run away she goes to her aunt's house. One day her aunt said, "Anna May, if you don't go back to school I'll just have to call the probation officer to come and take you back." Anna May consented to go back. She has been paddled frequently at school for running away (by the principal).

She frequently offers no excuse for running away; however, she has fixed up a tale a few times which is vague, always, and often conflicting. She is afraid of dogs, especially when they fight.

According to Mrs. Bailey, Anna May is never still; she fairly bolts her food in order to finish and get down from the table. She is fond of almost any food; is very fond of fruit, milk and eggs. She is constipated almost all the time due to her unwise eating, her mother thinks. It is quite impossible to keep her still except when she copies or writes - a thing of which she is very fond of doing. She enjoys music, and will stand close to the phonograph and play by herself.

Mrs. Bailey never takes her to public places, she refuses to be in a crowd, and is very much afraid of motion pictures. When she goes to town with any member of the family she stays close to him and seems constantly afraid, according to her mother. On the other hand, she runs away from home; she has not done this recently, however, although she has run away from school frequently, especially at the first of her school experience. The mother thinks if Anna May could go to the same school as her brother and sisters she would be better contented. (There is no Opportunity Room at Columbia, so Anna May has to be sent to Hawthorne.)

Anna May is in fairly good physical condition, except for her nervousness and constipation. Her teeth require dentistry (she complains of the toothache). Her mother says she is subject to nosebleed. Anna May is

slightly below average weight. According to Mrs. B. she "runs off all her fat" from her strenuous constant activity. She has good resistance for after her worst nights she is up and ready to go before any of the rest of the family. She goes to bed at different times (at night); she never naps (Mrs. B. says she can't get her to lie still even). She is always the first one up in the morning, and frequently is up before the others. She almost never sleeps late. She wants to be outdoors all the time.

Of the ordinary children's diseases she has had only measles (in her 6th year) which she had rather severely, and croup. She is not especially subject to colds, and has no tonsil trouble.

Mrs. Bailey says Anna May has always been a constant worry to her. She is quite unable to explain Anna May's disposition or nervousness. She says she was "always" that way. Mrs. B. says she has often wondered what caused it, and had thought that something "might be wrong with her head," although she is unable to account for it in any way.

She said that Anna May's birth was normal. She was well during her first year.

The record of the siblings is as follows:

Carl, 19: Inclined to be excitable when younger. Carl has caused much trouble because he refuses to work. Mr. Bailey is a street-cleaner and Carl is supposed to help him, but resents it as he feels he is laughed at and ridiculed because of this job. He quit school in his freshman year

of H.S.; Mrs. B. says he always hated school. Because of his disagreeableness Mrs. B. in desperation appealed to the officers, thinking that an order from the court would correct matters and at the same time teach him a well-needed lesson. He was confined in jail (city) for two weeks, and made a ward of his uncle until 21. This makes him unable to draw his own wages; this he resents keenly. He has a boy friend who encourages him, telling him that he has a right to draw his money, and in other ways getting him into trouble. He was placed on a county road job, but came home after a half day. He stays at home when he doesn't work, and seldom goes out nights. Mrs. B. says he spends his money very foolishly and refuses to contribute to the home as his sisters do. He is the only one who causes friction in the home.

Alma, 18: Works in the laundry. She had started high school but stopped because of feeling that she should earn some money. Mrs. B. says that Alma is good, and very helpful. Mrs. B. seems proud of her. Alma has rather good health except that she faints easily.

Naomi, 16: Is in the high school (year unknown). She takes cooking and sewing. Mrs. B. says she is quite handy. Naomi is Anne May's favorite; she takes great interest in her. Mrs. B. seems proud of Naomi also. She says neither Naomi nor Alma have ever given her trouble. They do not run around at night "as so many girls do," etc.

Helen, 13: Is in the grades (definite grade not obtained.) She stays with Mrs. B's oldest sister since

Mrs. B's mother died (about a month ago.) She is lonesome and likes to have Helen for company. Mrs. B. spoke highly of Helen. She is very fond of sewing and makes all her own clothes and all the clothes for Nellie (2), the baby. Her aunt is very fond of her.

Verna, 12: Is in school (no other information obtained.)

Gerald, 11: Is in school (no other information obtained.)

Anna May, 7: -

Robert: (A little past 2 when he died of measles and pneumonia) Little obtained except that he was a good baby, not nervous like Anna May. Mrs. B. said that she heard that the family doctor had said that he had a large head, and if had lived "would never have been right."

Nellie, 2: Nellie is quite the opposite from Anna May; she is decidedly phlegmatic. Mrs. B. says that she speaks a few words - she is very quiet, and seldom cries.

The Family History

Mrs. Bailey has had only fair health for some time. She has blind spells; she intends to get glasses. She also suffers from dizziness. She thinks much of her ill-health is due to worrying over Anna May and Carl. Someone advised her to take Anna May to school where she may be helped, but she says she can't stand the idea that she would see her only a few times a year.

Mrs. Bailey seems to be very fond of her children and her husband.

She had no education, having finished only the third year of grammar school. Before her marriage she worked in a factory. She wants her children to be able to read and write and to have as much more education as they can. She seems rather of an easy-going disposition, that is, even tempered.

Mrs. Bailey's Family.

Mrs. Bailey has two sisters living, and one brother; one sister is dead. Her brother died recently at the age of 74, of bowel trouble. Her father died of high blood pressure. He was insane for seven months before his death (several years ago). He was in his late sixties and weighed over 300 pounds.

Mrs. Bailey says she doesn't know what she would do without her older sister, (both sisters live in or near Lawrence). She is very kind and considerate of Mrs. B. She helps her with sewing or anything else that needs to be done. Although she likes her younger sister she does not feel toward her as toward the older. Carl was made a ward of Mrs. B's brother; she speaks highly of him and his efforts to help Carl. Mr. Bailey is in good health. He is a laborer - a street-cleaner; when he has spare time he does other things to make money. According to Mrs. B. he is fond of his family, although he quarrels with Carl. He is very concerned over Anna May, Mrs. B. says.

His home is in California; his mother died when he was a small boy; his father is still living; he is 82. Mr. Bailey has two step-sisters; his own two sisters also

died in childhood. Mr. Bailey is very attached to his step-mother and one of his step-sisters. The other Mrs. B. describes as high-tempered but very good-hearted (she is the one with whom Mrs. Bailey quarreled). (Mrs. Bailey was unable to give me other data on Mr. B's family).

Social Conditions in the Home.

The home is practically devoid of any comforts, and certainly of any visible luxuries. The house itself is ready to tumble down. The walls are broken and scarred. There are no rugs on the floor, no paper on the wall, and very little furniture. The house has two stories, but the rooms are very small; the house is altogether inadequate in size, as well as comfort. Everything shows extreme poverty and slovenness. This is shown in the personal appearance of the three children seen.

April 15: Anna May refused to walk home with me. She ran as hard as she could for home. I followed her home but could not find her; her mother was not home.

April 16: Anna May refused to come again.

April 20: Second interview with Mrs. Bailey. Mrs. Bailey agrees to help in getting Anna May to come to the house. She mentioned how much trouble Carl had caused lately. She expressed the opinion that Anna May is doing well in her work; she said she was unable to understand the system of grading. Mrs. Bailey was vague as to the grade each child is in. Her very elementary education might be the reason. She knows what each is doing, however. She said she had planned many times to visit Mrs. Case, but in her present

physical condition she didn't feel able to go. She goes to her sister's very frequently; they bring her back in the car. She mentioned having had a miscarriage after the birth of Nellie who is 2. This occurred evidently last year after the death of Robert (3).

April 27: Observation at school.

Anna May was anxious to "show off". However, she resented being told what to do, by the other children. She was looking for a small r; she had used it three times before, but when I showed her one she refused to believe it was an r; two of the other children told her it was too, but she refused to believe it.

Mrs. Case asked Anna May to fix a chair for me, in the kindergarten room, and then she (A.M.) could show how well she danced and sang. Mrs. Case said "Oh, Anna May, you must take hold of the lady's hand," but Anna May refused, saying "Oh, I'll just go first", she was obviously afraid rather than disobedient. She went through her songs with the other children, but when it came time for Anna May to appear in a duet she was missing. She was starting home, and was too far to call her back. Mrs. Case was confident that she was afraid I was going to walk home with her, so she took the first opportunity to take her wraps and go home. Mrs. Case said she was paddled severely by the principal because of it.

April 28: I went to interview Mrs. Bailey to enlist her aid in getting acquainted with Anna May; but she wasn't home.

Monday, May 3: Mrs. Bailey not at home.

April 4: Observation at School. Since Anna May seemed afraid of me, Mrs. Case suggested that I turn my attention entirely to one of the other children for awhile. Anna May's interest was immediately excited. However, I paid no attention to her until she brought her work to me. At various times she looked at me, but I kept on with the other little girl.

At recess Mrs. Case suggested that Maxine Jones take the jumping rope and show how she could jump. Anna May waited for us. Maxine told her she couldn't come because she was "bad the other day", and was afraid of me. Anna May was not daunted but came too. Anna May and Maxine jumped. Anna May was anxious to show how well she could jump.

Mrs. Case suggested that Maxine and Anna May show me the playground. Anna May ran ahead, but Mrs. C. called her back and scolded her. Anna May didn't stay much closer, but seemed willing to show what she could do.

Mrs. Case suggested that Anna May stay out a little after recess. She warned her not to run off, and threatened her with a severe paddling if she did. Anna May wanted to swing, but refused to sit on the grass. She wanted to go in but we took our time. She finally agreed to bring me some lilacs, if I wouldn't take her to my house. I assured her I shouldn't if she didn't care to go.

Later she wrote on the board, and became quite friendly.

Mrs. Case suggested that Anna May go with me on an

errand. She was anxious to go until she found I was going too. However, she was finally persuaded to go. She walked with me and talked a little. She said I could come to her house if I wanted to. She asked me to come in the afternoon and she would bring me some lilacs. I agreed to bring her some candy the next time.

Anna May presents a problem in maladjustment, and that in an exaggerated form. It has had its origin in the home situation where it still exists. The mother is an easy going individual and is foolishly fond of her children. She is ignorant and slovenly about the care of the house and the children. Anna May is the seventh in order of nine children. She has always been very nervous and high strung. The mother says she has been very careful of her and "humored" her considerably.

Anna May learned early that she could get her own way, and gain attention to herself from the other members of the family by having little nervous "fits" when anything occurred that she did not like. These "spells" are most frequent when any of the children are to be punished, or if any unusual confusion exists. There has been no effort in the home to restrain her, and it has been often pointed out in her presence, that "Anna May takes on so and they can't punish the children as they should."

Her attitude towards strangers is the same. She has been afraid of people since she was quite small. Whenever a stranger appears, Anna May exhibits her nervousness and immediately runs away. Some member of the family is sent for

her and the mother is alarmed and worried until she is found and brought back.

This is Anna May's way of securing attention and the attitude of "humoring" on the part of the family, has made her practically the "boss" of the household.

These maladjustments have been carried over into school. She was "afraid" of the teachers and the children and would repeatedly run away from school. When anything happened that displeased her she would get nervous and immediately disappear. She has been punished severely for this and seldom runs away any more. In the school, she is gradually losing her fear of people and is substituting other things, viz. types of school work, as means of gaining praise and recognition.

She seeks every opportunity to "show off" and tries every ruse she can find to get notice. She wants praise and sympathy and will go to no end of trouble to obtain them. By wise training she is overcoming this maladjustment in the school. However, it exists as pronounced as ever in the home. The family resents any suggestions of a special school for special training for Anna May, as they cannot bear to be separated from her.

Before Anna May can completely overcome her maladjustment, the attitudes of her family towards her must change. And unless intelligent training on their part is undertaken at once, she will likely prove to be the "insanity case" as was diagnosed.

D: Types of situations from which maladjustments arise in the relationships between the child and those in authority.

Authority, as here used includes all persons who exercise any control over the child, other than the home and school. The truant officer and Juvenile Court Judge are the most usual persons in authority with whom these children come into contact. This group comprises the bulk of maladjustments which result in delinquencies of a more serious nature. Billy, the little colored boy whose case study follows stole various articles and then lied to account for his possession of them. It was his reaction to his environment. The home situation was one in which stealing and consequent lying for protection were evident. The school situation called for more strenuous efforts to conceal his activities, and lastly, the situation created by the Probation Officer and the court called out the supreme effort in escaping punishment.

On the other hand, Martin, whose case study also follows, shows a long list of delinquencies pointing to "incorrigibility" in numerous lines. He has shown since a small child a definite tendency to follow his own inclinations and desires. He chafes at any restraint and has been a problem in the home, school and community. He has been a ward of the Juvenile Court several times for his acts. Various forms of punishment have been used without any visible effects. The family moved away from Lawrence to escape court procedure against the boy, before the study was

satisfactorily completed.

Case Study of William Brown (colored)

September 25: Interview with Mrs. Abbott, and
Mrs. Crest, 1438 Chestnut Street.

The grandmother, Mrs. Abbott, said she is 56 years of age, and appears well and strong. She said she has had no serious illnesses but has occasional spells of "rheumatics" and there are days when she doesn't feel so well, but she has worked hard for her family and "expects to give out some time."

The grandfather, Mr. Abbott, has good health. He works at unskilled jobs according to Mrs. Abbott, such as cleaning furnaces, janitor work, etc. She said he worked quite steadily.

Mrs. Abbott said she had eight children, seven of whom are now living. The daughter dead, died of tuberculosis, also her two children, who contracted it from the husband. She does not know of any tuberculosis in the family. She said her youngest boy, 15 years old was in school. She said he got into trouble, stealing with bad boys, and was then sent away.

Mrs. Crest, the mother, did not want to tell her age, but appears about 30 years old, neat and clean. Her complexion is quite light and her hair is straighter than her mother's (Mrs. Abbott). She is quite slender and frail. She said she had fair health, with no serious illnesses, but the "flu" left her quite weak for a long time. She says she works at different tasks wherever she can, cooking, cleaning,

washing and ironing, etc. She claims to be a widow. She admitted Billy's stealing and lying, says he is a "bad" boy, but she thinks he will outgrow it.

She was quick to answer, and guided her mother in the conversation. She seemed fond of her two little girls, and said she worried some about Billy. Mrs. Crest said Billy's father, a Mr. Brown, was a large strong man, always well, but would give no other information.

Elizabeth, the elder of the smaller children is 4 years old. She is very quick, and answers questions readily. Mrs. Crest said her health has been excellent. She is a well developed child now.

Helen, the younger child, is 1 year, 8 months old. She will be two years old in February, Mrs. Crest said. She is large and normally developed, talks some, understands most that is said to her and can make her wants known. She is very active, but rather shy.

Mrs. Crest said Billy's birth was normal. She said he had almost all of the children's diseases, including scarlet fever and the "flu". She said he had the "flu" hardest of all. Her pregnancy was normal and he was a full time child. She said his walking and talking were normal as far as she could remember. Mrs. Abbott said Billy was cared for by her sister in Oklahoma, between the ages of 2 to 4. She said while there he was humored and spoiled. She thinks he began to develop his "meanness" while there.

Interview with the Probation Officer

history quite well. She said the grandmother was well meaning, but the grandfather was out of work frequently because he pilfered things from places where he worked. She said he was a good worker, and well liked, except for this petty stealing.

She said John Abbott, William's uncle, had been in jail for thieving. She said he was forced to marry a fifteen year old girl, because a child was born out of wedlock. She said he soon afterward deserted her.

Mrs. F. said James Abbott, 15 years old, maternal uncle of William, is in the Boy's Industrial School for thieving. She said he was brought before the court, and was placed on probation for three months, during which time he participated in the robbing of seven stores of Lawrence in one week. He was then sent to the Industrial School where he is at the present time. Mrs. F. says James is Mrs. Crest's oldest son and that her children are all illegitimate. She says Mrs. Crest has a mean disposition and is quarrelsome and resents any interference with her children. She told the judge with reference to William that he would do better if people would leave him alone. She said William was brought before the judge for stealing counter articles from a store where his grandfather did janitor work. Mrs. F. went to the home and asked for each article missed. During the process of collecting them all, the grandmother told him he might as well get the baby's shoes, as they didn't fit the baby anyway. These were not on the list. The grandmother told Mrs. F. that William found them in a barrel at the back

of the store. She said the judge talked to him and showed him the jail, thinking to scare him into being good. Mrs. F. said Billy cried, but soon forgot all about it. She said he is always running around the alleys.

Interview with Mrs. Sloan - Billy's teacher.

October 2: Mrs. Sloan said William started to school when he was six years old and has been regularly promoted. She said he is quick to learn and seems to enjoy his work. She said he is especially good in Reading, Spelling and Arithmetic; he dislikes Penmanship most and likes Spelling best. She says he is active and playful on the school ground, although he fights a great deal and appears to pick the scraps. She says he steals things and when caught he looks the teachers in the eye and lies about it. He cries when forced to admit the truth and says he doesn't know why he did it. She said the teachers have tried every method of curing him of stealing.

She said one day when the music teacher was in the building she left her purse on the table. William took some money out of it - taking only the coins and leaving the bills. When found out, he said he found the money lying on the table. She said the teachers finally forced him to admit he had taken it out of the purse. She said he steals pencils, books, skates, etc., and usually has an alibi as to where he got them, but will eventually tell all about taking them.

From the Superintendent's Office:

1933 - M.A. 6 years. C.A. 6 years, 3 months. I.Q. 96
1925 - M.A. 7 years, 6 months. C.A. 8 years. I.Q. 96

Interview with Grandmother alone.

October 13; Mrs. Abbott said William was doing better as she hadn't had any reports from the teachers for a long time. She said he was better at home but they had to keep scaring him into being good. She says she doesn't want to send him to the reform school - because the children there get so little sympathy. She said she didn't want to "adopt" him out, because he will support his mother when he gets older. She says as a last resort she might consider either plan. She promised to confer with us if she had any further trouble.

Interview with Billy by Dr. Wonesor.

November 6; Billy was seen by me about two weeks ago. I took no notes and the details have escaped me. However, Billy impressed me as a perfectly normal boy reacting to his environment in the way one might expect. If he could be placed in a home where he would be handled properly, kindly, and with a little wisdom, his trivial delinquencies would disappear. If someone would befriend the boy and offer rewards for seemingly lengthening periods of good behavior (as per teachers reports), e.g. 1 week, 2 weeks, 1 month and each month thereafter, an investment of from five dollars to ten dollars might effect a reform. Such a course would be much better than trying to frighten him. The students working on the case have felt somewhat handicapped by what they believed to be an unfriendly attitude on the part of the teachers (with the exception of the principal). They would

have tried to work with Billy if it has not been for that impression. To me it was quite obvious that some of the teachers are not overly fond of negroes.

Dr. Wonesor.

Billy Brown, (colored)

February 4: Miss Adams sent for Billy and told me how well he was doing. He had given no trouble for some time. She had given him two good spankings and she thought he was cured of appropriating what did not belong to him. His brother, James, had been returned from the Industrial School (at Topeka). He was a problem in stealing.

I visited Billy's room. Billy is doing fine in school and his teacher, Miss Brooks, says he is no problem in the class room. He does good work, and seems to enjoy it thoroughly.

April 26: I saw Mrs. Abbott, Billy's grandmother. She recognized me and told me she wanted to tell me how well Billy was doing. His grades were good, and there were no complaints from his teachers. James is her son and she said he did not like the school in Topeka. The boys stole from each other, and they were not watched closely enough. She was hoping he'd behave now and not get into any more trouble.

Name: Martin Fleming.

Address: 2135 Temple Street, Lawrence, Kansas.

School: Bellevue.

Grade: 5th.

Age: 12 years.

Delinquency: Steals, Plays Truant, Smokes, Lies.

Interview with Miss Little, 5th grade teacher of Bellevue School. December 14 to January 14:

His physical appearance is always poor. He is always dirty and ill kept. He went to Horace Mann School for about a month this year and then came to Bellevue when the family moved into that part of town. The family came from California last summer and he brought a bad record from there. They did not have his I.Q. but he is "low mentally." He seems to have enough brains but he is not interested and won't work.

He plays truant. For example, they had a Christmas program and every child was supposed to come but he stayed away. He was not at school the day the efficiency tests were taken.

He broke into a lumber yard last summer, soon after the family moved here. He also steals money.

His grades show,-Reading, av. English, av. Spelling, av. plus. Penmanship, av. Arithmetic, av. plus. Social Studies, av. plus. Music, av. plus. Art, av. Physical Education, av.

The father is a post office clerk and the teacher reports that he is worse than Martin. He has lied to the teacher about Martin's absences. The father says he has taught school. He works at night.

December 17, 1925: I observed Martin in the school room. He did not pay attention and whispered and giggled all of the time. I could not see that he worked at all. He looked normal.

January 14, 1926: Miss Little showed me his record on the ability group chart, and he was in the P group which is next to failure. If he were in a lower group he would be sent to an Institution.

He had played truant again. He had been absent and Miss Little sent him home after an excuse. Instead of going home he went up on the hill to the stadium and got a job shoveling snow. He did this for two days. Then a deputy got him and took him down to the police court. He wouldn't tell them his name, but he finally said that he lived at 1809 Tennessee Street. They took him there but the woman said she didn't even know him. Then he told them where he lived and they took him home. He is being kept in an hour every night after school for this.

The father told the teacher that Martin had spells, and he did not think he was "quite right." Miss Little thinks this is merely a lie.

He is well liked among the school children, and seems to be rather unstable. He is the tool of any one's hands he is in. He is easy to correct and never fusses when he is punished. Not vicious.

Interview with the Truant Office of Lawrence:

The family drove from California in June, with a baby three weeks old and lived in the tourists' camp for a while. They do not have much furniture in their house and it smells badly. They have no regularity of meals. All three of the boys wet the bed.

He plays truant a great deal. The days that the family moved all of the boys skipped school. Once Martin and Clarence, his brother 10 years old, ran off and got as far as Edora. They said they went because the mother was so mean to them. Mrs. F. also told me of his playing truant and going to the stadium. She also said that while he was working up there, he was accused of stealing a man's lunch but he denies that.

He had been in Juvenile Court in Los Angeles, the parents admitted. He has been stealing a little here. He stole some milk checks from a cream station.

When he broke into the lumber yard there were four of them and a little time after that, two in the group broke into a store and stole fire crackers, and were sent to the Industrial School. Mrs. F. does not think that he belongs to a gang.

Mrs. F. thinks that the mother is not quite normal. The father beats the boys, and the mother told Mrs. F. that she was afraid the father would kill them he beat them so hard. She says that she does not think any of them are quite normal. Clarence stole a bicycle.

Interview with Mrs. Fleming, the mother, in her home on January 12, 1926:

Mrs. Fleming was born in 1896 in Kansas and has lived in this state all but one year which they spent in

California. They formerly lived at Kent, Kansas, then moved to California, for a year and came to Lawrence last summer. She lived on a farm near Kent until she was married; and finished the 9th grade in the country school. She has been married for 14 years. She has never had any serious illness, and was the sickest when she had the measles about five years ago.

Mr. Fleming was born in 1892 in Kent. He just went through the grade schools, but he went to Institute at Hutchinson, and also took a short business course. He taught school for 9 years in different schools of Trent County and has been a post office clerk for 8 years. He was at Clark before he went to California. He has never had any serious illnesses.

They have five children: Martin, 12 years; Clarence, 10; Harold, 8; Lester, 5; and Roy, 6 months. They all go to school but the baby. The one 5 is in kindergarten.

They were all nine month babies. She had one miscarriage between the boy 8 and the girl 5.

Martin has always been healthy. He has had the measles, chicken pox when 6, whooping cough when 5 years old. He walked when he was 13 months old. He talked some before he walked. He talked well by the time he was 2 years old. He was both breast and bottle fed. No instruments were used at birth. He has nocturnal enuresis. She thinks it is due to the way he eats. Not every night. He is very much ashamed of it.

He was five when he started to school. He went

his first year in Clark. He failed when he was in the 2nd grade but they were quarantined for eight weeks. When they left Clark it was the end of the year so the children did not finish and were put in the same grade the next year. Then when they came back here he was put back again. She says he is doing fairly well now. He likes History, Geography, and Reading. He does not like Arithmetic and Spelling.

The mother does not know with whom he plays.

She says that their trouble with him is mostly in running off. He began it out in California. They punish him for it by putting him in bed, whipping, and giving castor oil, but it does not seem to help him. He keeps running off from school. He takes his punishment good naturedly.

Resume

Billy was surrounded by an environment in which thieving was the usual thing. His grand-father and uncles with whom he lived were continually in conflict with the authorities regarding the rightful ownership of certain articles found in their possession. Jail sentences were frequent and the chief concern was to escape detection. The family was poverty stricken and eagerly accepted any contribution through fair means or foul. Hence, Billy had no very pronounced attitudes against taking what he could successfully. To an accusation, his defense was a clever lie, and many times he was successful in eluding punishment. These attitudes carried over into school, and there he was a real problem. He maintained the air of innocence until his guilt was

proven and then he would admit he did take the article in question. He was occasionally falsely accused of taking things and watched closely as he knew. His response was, an attempt to be shrewder the next time.

Threats and scoldings had no visible effect upon him, for he continued as before. Even a sharp reprimand by the judge and a visit to the jail had no effect. His uncle Wilfred had been sent to the Boy's Industrial School at Topeka for stealing, and the same fate had no terrors for him. At last severe corporal punishment was resorted to and Billy has given no further trouble. He has built up inhibitions strong enough to prevent his taking things, for the present at least.

Martin presents a more acute problem in maladjustment than Billy. The home situation helps to explain this. The mother, a helpless, apathetic type of woman is shiftless, dirty, and slovenly. The home is filthy and is destitute of many comforts and pleasures. She says she "just can't understand why Martin does like he does, except that the Truant Officer won't let him alone." The father is a clerk. He has a violent temper and his family and others with whom he comes in contact have a "wholesome" fear of him. He resents any interference with Martin by the authorities, and tries to make excuses for his delinquencies. Martin is fond of running away from home. This is his method of escaping a bad situation there. He plays truant to escape the school situation. He lies to vindicate himself and to keep from being punished.

He developed thieving and has been implicated in many thefts of money and various articles of value. The restraint imposed upon him at school, is distasteful to him, and he escapes by playing truant. He takes his punishment cheerfully, but is not deterred in doing as he pleases. The same is true at home.

He is fond of companionship and his playmates are fond of him. He satisfies his desire for attention by pleasing them in any way he can. He is easily influenced to do as they wish, to gain their good will and affection. Hence he comes into conflict with the authorities many times, because he wishes to stay in the good graces of his friends.

He satisfied a longing for new experience by his running away from home and school. He dislikes routine and wants to change frequently from one thing to another. He is thus free from restraint, and may suit his actions to his desires.

He has a healthy dislike of all persons representing authority. He has no fear of them nor their threats, as he follows his inclinations as before.

The types of maladjustment herein classified, represent in a partial way, the problems that exist in the public school. Regardless of the sources of their maladjustments the school sooner or later must cope with them, and it is important that the school be prepared for the task.

Often the home is directly responsible for the failure of young children to adjust to the situations present in school life. Edward was browbeaten and cowed in the home by an indifferent and selfish mother. In school, he was afraid and met every obstacle with an excuse or a ready lie. Billy was a problem at school, a nuisance, with his "showing off," all because his craving for love and attention was not satisfied in the home. In the one case the neglect was conscious and wilful; in the other it was unconscious and concealed. In both cases, the trouble originated in the situation present in the home. The removal of Edward from his home to another, where his natural longings for affection and security could be satisfied, was enough to better readjust his relations in the school. In Jimmy's case the problem is still unsolved. A more intelligent study of the child and his needs on the part of the parents and teachers, would undoubtedly effect an improvement.

Anna May through a lack of wise understanding in the home was allowed to dominate every situation in which she formed a part. This became accentuated, both in the home and outside the home, with its focus centered upon an unusual fear of strangers. Lack of insight on the part of ignorant parents and lack of cooperation with the school and community by the non acceptance of facilities offered, have made the problem an acute one. Birth control and general training for home and family life are needed in this and similar situations. Community supervision, with the power to enforce special and remedial treatment in neglected

cases is a possibility of the not too-distant future.

Many children are the victims of poor pedagogy. In the present method of instruction too many children are "ground through the mill" of education enmasse. Small provision is made for the youngster who fails to "lock step" in the required fashion. Greater individualization of instruction is necessary for the child who does not "fit in" or who might not "fit in." This necessitates smaller groups for each teacher, in order that each child receive the instruction better fitted for his needs. If the so-called Opportunity Rooms were real "opportunities," affording the special training implied in the term., Leslie would not now be leaving school at the age of sixteen with an educational ranking equivalent to the 3rd grade. He is not feeble-minded and is capable of progressing much farther. It is tragic indeed that he will become a wage earner, with no special training nor wise guidance, as far as the school is concerned, for the place he is to fill in society. Then vocational training and guidance should be an essential part of every school system.

When the home and school fail in its relationships to the child, the community looks to the Juvenile Court as a last resort. It is here probably that more blunders are made than anywhere else. Many decisions are made in the name of authority that represent mere formal judgments based on long precedent. It is a hopeful indication that courts are gradually coming to rely in their judgments on what is not only best for society, but what is best for the individual in question. Wise and kindly treatment on the part of

the probation officer would have affected in a large measure the relations of William Brown and Martin in their attempt to meet the situations presented in their little worlds. The lack of adequate clinical facilities for proper physical examinations is apparent. Children should be kept under observation for longer periods of time, and especially those that present various difficulties should be given the benefit of thorough diagnoses. The importance of the proper functioning of the endocrine glands is to be emphasized, particularly in connection with a study of this kind. Through these means, together with constant checking and supervision of the health of the child, many physical disabilities may be removed which affect to a large extent his attitudes towards those with whom he is associated.

These factors, and many more not so readily recognizable, contribute to the unadjustment of children in the school.

In conclusion: From this study, it is very evident that many maladjustments are due to bad situations in the home. Whether consciously or unconsciously, negligent or unwise parents have a far reaching influence whose course is often hard to trace. A more active control, on the part of the parents, of all situations present in the home, is to be desired. This may partially be brought about by judicious use of information relating to the limitation of the size of families; by wise marriages; by education for marriage which is perhaps the most neglected part of our present social program.

It is in the power of the school to combat many deficiencies in the home. There is a veritable net work of relations between the home and the school over which there is still no well used path. The visiting teacher is valuable in this connection. Through her efforts the situations in the neighborhood and the home are studied, and changes are made in the school situation, based on her investigations. Through the assistance of medical and psychological experts, the use of recreational facilities, or changing the child's environment, she is often able to work out a better adjustment for the child.

Teachers need more of the same kind of training given to scientifically trained social workers. It is becoming more and more evident that superintendents, principals and supervisors, need more preparation for the sociological aspects of their work.

As sociological and psychological research in education advances, proof seems to multiply showing that it is almost futile to attempt to educate the child for effectual living, when the educative process is conducted in mere classrooms - through subject matter alone; and by teachers having little direct contact and purposeful interaction with the specific home of the specific child being trained.

It does not seem too far fetched to say that the curriculum of every school could be made elastic enough to

meet the individual needs of each child. One does not need to go far to witness the devastating effects of the crowded classroom upon the personality of the child. With individualization, the problem child will receive the kind of instruction he needs most. Teachers specially trained to deal with the unadjusted child, if sensing each problem and interested in its solution, will accomplish much in reducing the weight of burdens upon society at the present time.

The probation officer and judge of the Juvenile Court occupy a strategic position, to control situations involving maladjustments of a more serious nature. But fixed traditions and formal judgments of the law and the courts change slowly. It is to be regretted that so many officers serving in this capacity, lack adequate social training, and are not able to combine the social with the legal point of view.

It would be highly desirable to maintain a closer affiliation between the agencies in the town, that are interested in social problems, and the departments in the University offering skilled instruction in those lines. Both would be benefitted, the one by offering means and opportunities for research, and investigation; the other by gaining an understanding of the methods of scientifically dealing with the situation at hand.

Improvement could be made along the lines of better facilities for clinics of various kinds. These need to be more adequately equipped and kept in operation for longer periods of time. Skilled psychiatrists, physicians, specialists, visiting teachers, other trained social case workers and nurses would be important members of the staff.

This study has conclusively shown that through a knowledge of the innate makeup of an individual, and of the effects of environment upon him, his social relations can be controlled and many satisfactory and permanent readjustments can be effected. The fact that many children do present problems in the school is positive indication that unadjustments exist, but that with judicious treatment, situations may be changed to effect permanent and satisfactory readjustments. Thus the child is made a useful part of his own little world.