

ADJUSTMENT PROBLEMS OF GIRLS
IN A
SPECIAL HIGH SCHOOL

by

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A THESIS

submitted to the
OREGON STATE COLLEGE

in partial fulfillment of
the requirements for the
degree of

MASTER OF EDUCATION

August 1938

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ACKNOWLEDGMENTS

The writer wishes to acknowledge her indebtedness and appreciation to all those who contributed in any way to this study; for his suggestions and kindly interest, Dr. R. J. Clinton; for his inspiration and sympathy, Dr. John C. Almaek. This study could not have been completed without the cooperation of faculty and certain students of Girls Edison High School in Portland, Oregon.

TABLE OF CONTENTS

	Page
CHAPTER I INTRODUCTION	1
The School	3
The Students	3
The Curriculum	4
The Counseling Plan	6
The Teachers	7
Limitations of Study	8
CHAPTER II THE FIELD OF ADJUSTMENT . . .	10
CHAPTER III THE CASES	29
Number 1 The Time Waster.	29
" 2 The Day Dreamer.	37
" 3 The Truant	43
" 4 The Stammerer.	49
" 5 The Speech Defect.	53
" 6 The Visual Defect.	58
" 7 The Physical Handicap.	65
" 8 The Abnormal Home Situation.	72
" 9 Parental Repression	77
" 10 Over Solicitous Mothering	80
CHAPTER IV SUMMARY AND RECOMMENDATIONS .	88
Suggestions for Further Studies	93

ADJUSTMENT PROBLEMS OF GIRLS IN A SPECIAL HIGH SCHOOL

CHAPTER I

INTRODUCTION

The special school has grown out of the need for individual and specialized teaching of the atypical child. These schools have been designated as disciplinary-day schools, probationary schools, welfare centers, or opportunity schools. These types are adjustment schools, and under that name they are endorsed by the White House Conference on Child Health and Protection held in Washington in 1931.

These schools attempt to combine remedial processes with activity programs in a manner to give direct and useful guidance to the individual student who is enrolled therein. Bryant (1) says,

The ultimate goal is guidance for life as a normal full functioning individual...Two things must be achieved before this goal can be reached--health, and a well-rounded, poised, fully developed personality.

Schooling is no longer considered as only a preparation for the living of life, but a real part of

(1) Bryant, Edith K., Proceedings of the Second Annual Convention of American Vocational Associations at Los Angeles, p. 130.

life itself. Plant (2) says,

But childhood is life--it best prepares for adulthood when it is lived in the fullest in its own right...Study of the casual breakdown shows us that personality can be understood only if the cultural pattern in which it has grown and from which it has taken its coloring is understood; that it can be molded, or cured only in the light of these cultural factors and perhaps only by altering them.

Since the school pattern can be more directly controlled than the home situation, an effort is made in the adjustment schools to provide a wealth of useful experiences, valuable to the student in augmenting the often frugal pattern provided by the rest of his environment.

From the Philadelphia Child Guidance Clinic (3) comes these words:

We do not conceive it as our responsibility to bring influences which force patterns of behavior on them. Change and growth, where it has any real meaning, comes from the person and is not artificially stimulated from without...The more valuable and lasting contribution comes from helping people to achieve change through utilization of their

(2) Plant, James, W., Personality and the Cultural Pattern, p. 185-189.

(3) Philadelphia Child Guidance Clinic: Ten Years Growth, p. 6.

own positive capacities. Emphasis then shifts from what we do to help to what we can enable them to do to help themselves.

Upon such ideas as those above quoted was Girls Edison Six Year High School established. Portland, Oregon, had long handled its atypical cases in opportunity rooms in the elementary schools. Vocationally ambitious youths chose the polytechnical or commercial high schools if they could not elect courses to fit their needs in the regular schools.

THE SCHOOL

A small experimental school, designated as the Girls Prevocational School, dealt with cases needing special methods. These girls often enrolled in the vocational high school courses if they remained in school until that level. However, as is often true, these were the students whose needs were great, but whose interest span might not last through the regularly administered secondary school.

In 1936 this small beginning was expanded, rehoused, and rechristened Girls Edison Six Year High School.

THE STUDENTS

The students were, for the most part, assigned from the various schools throughout the city. Psychometric and achievement tests were given at the end of the

eighth grade. Those girls not making regular placement in the basic subjects were assigned to the new school. Other assigned cases included the physically or mentally handicapped, the pedagogically retarded, court cases, children with foreign parentage, and many types equally as important but less easily catalogued.

A growing percentage of the student body is not assigned but is attending Girls Edison High School because of the school's peculiar merits.

THE CURRICULUM

The curriculum is made up largely of activities that appeal to these types of girls, but the academic subjects are not neglected. Courses of classical content in new guises appear. Current events are taught in a class entitled Recent Publications. No text books are used. Current history is taught in a similar manner. Classes in art metal work are overcrowded. Orders assemble faster than they can be filled in the hand weaving laboratory. Reed work is taught.

Homemaking is stressed. If an interest is developed in this field, a student may devote one-half her school time to related subjects for the duration of her high school course. Courses in homemaking include family relationships, child care, nursery school laboratory, maid's training, foods, clothing, home management, and con-

sumer education. Elections from this group are popular with girls who major in other subjects.

Remedial teaching of reading and arithmetic plays an important part in the organization of the school, for most of its students need coaching along these lines. Especially is this true of elementary students.

Other valuable courses are commercial subjects; music, both glee and instrumental; general applied science; and physical education. All courses are taught with the student needs as criteria with regard to content and level of attainment.

Seventh and eighth grade remedial work is included. Two, three, and four year courses lead to high school graduation.

No definitely prescribed course is suggested to any girl. Upon entering this institution the child is treated sympathetically by the principal, who endeavors to help direct the child's choice of curricula in relation to her own interests and needs. The cumulative records submitted by the elementary schools accompany all local applicants. The pupil is then assigned to some faculty member for permanent counseling.

Students making an average rating of three were allowed to re-enter regular high schools upon the recommendation of all of their instructors.

THE COUNSELING PLAN

Counseling is a part of every teacher's responsibility. The number of girls assigned to each counselor varies, but may be from ten to several times that number. It is felt that the function of each counselor is to know her group members so completely that she may establish rapport and effectively guide that student into a more normal adjustment.

Janvier (4) says,

The knowledge of the factors which go to make up a child's personality is of inestimable value in helping that child to understand himself, his own capacities, and limitations, and, thereby, helping him to choose wisely for himself...Moreover it is one of the functions of the teachers to help the children with whom she is associated to meet the realities of their own lives squarely and honestly and with all of the capacities which they have.

In order to become better equipped to deal with each case, many counselors include home visiting in their plans to know the child's cultural pattern better. Each child remains with her counselor throughout her school life unless a change of counselor is arranged to secure better understanding.

Several times a term the counselor arranges an

(4) Janvier, Carmelite, "The Visiting Teacher in Relation to a Vocational Guidance Program," Vocational Guidance Magazine, Vol. 6: p. 264.

appointment with individual members of her group. In talking over the school problems and interests, the counselor gains much information later recorded on cumulative record cards. These reports list the usual physical data, intelligence and testing scores, school attainments and interests, extra-curricular activities, ambitions, plans, and pertinent personality notations. Such data as may aid in clarifying the particular student problem are filed and confidently treated.

The security afforded the girls by their advisers is a definite element in the readjustment to be brought about. Should the child need advice or direction, she knows that the source is reliable. Should controversies arise, she knows who will champion her cause. Many of these children have a great need for an ego ideal, a true friend, and a sympathetic listener.

THE TEACHERS

The teachers of Girls Edison Six Year High School are carefully selected. They are chosen on the basis of their training in the subject matter represented, and also particular qualities that make for good counselors. They are of mixed type--closely related to welfare workers, yet essentially teachers. They are schooled in psychological methods and encouraged in studying both intensely and broadly to keep abreast of the current contributions of

education.

The organization of this school, still experimental in nature, seeks to make possible a close association between student and counselor. The activity program gives these girls opportunity to build on success rather than on failure, and to add to their feeling of personal attainment and probable capabilities. Emphasis is placed on individual growth and self-understanding.

Liveright (5) says,

Personality problems as well as many so-called 'reading difficulties' are really symptoms of maladjustment rather than basic causes, and that the change must come from the child himself. Patience of the child, willingness to await his development, and the attempt to meet him on his own interest level are the first steps toward his emotional release and his positive effort to improve himself.

What, then, are the needs of the curriculum and the tools of the adjustment teacher? What is the prescription for better adjustment? What is being done in the field?

LIMITATIONS OF STUDY

The Girls Edison Six Year High School had been in existence but one year when this study was begun.

(5) Liveright, Alice K., "The Adjustment Teacher Indiana City School System", N. E. A. Department Elementary School Principals, p. 527.

During its second year more stress was placed upon the development of a carefully annotated cumulative record file. Test ratings, achievement scores, and personality memoranda were not yet available in all cases. Neither was it possible for the writer to administer group or individual tests to validate results that might have added information herein lacking. The Otis and Binet Intelligence Ratings were the ones obtained from the girls' former school records. Most of these were substantiated by group tests given by the school psychologist.

The school in itself was limited as to equipment, space, and teacher time. More home visiting records would have been invaluable. The parallel study of control groups of different intelligence levels would have been helpful. Therefore, with realization of its limitations, this thesis is submitted in its present form.

CHAPTER II

A REVIEW OF CONTRIBUTIONS TO THE FIELD OF ADJUSTMENT

Many arguments are forthcoming in justification of, and in denial of the values of segregated teaching of atypical children.

Special schools throughout the United States are being watched. Do they give better results? Are the specially trained teachers handling the situation adequately? Does segregation prevent danger of further anti-social infection, or does it only foster and engender more mal-adjustments? Is the problem of transportation, and other costs, one that makes this type of education economically unsound? Does the stigma become more fully attached to a problem child than if he were to be treated individually in the regular classroom?

The findings of the members of the Conference on Child Health and Protection ⁽¹⁾ in their foreword are:

The education, through specialized methods and classes, of children, who do not fit the general educational plan, those whose work is impeded by some physical or mental handicap, or those who through superior mental endowment do not adjust to a curriculum adapted to the average, is a comparatively new development of education. These children have always

(1) White House Conference on Child Health and Protection, Special Education, p. xix.

been and some effort made to meet their educational needs, but recognition of them by special educational systems and extension of public school facilities to include them as having equal rights with other children is a recent departure.

The committee ⁽²⁾ gave as its three aims the following:

1. All cases of behavior problems should be analyzed and treated so that each case, so far as humanly possible, may be happily and normally adjusted to a useful program of social, vocational, and economic efficiency.
2. There should be a better understanding of the nature of behavior problems. So-called behavior difficulties among children are the symptom of underlying conditions, the roots of which are to be found in family life, the economic and social environment of the child, the school situation, and in biological and physical aspects of the personality of the individual child. The study of conduct in children is a highly technical matter, the complicated nature of which is little understood or appreciated by educators generally. It demands further study.
3. An important means of treating behavior difficulties is to readjust educationally the pupils presenting such difficulty and to prevent maladjustments in school learning.

(2) Ibid, p. 73-80.

Adjustment schooling is not a new departure. That it is linked with the past is evident in the study of the theories and contributions of such names as Comenius, Locke, Rousseau, Pestalozzi, Hobart and Froebel. The utilization of tests and measurements to define the needs of those deviating from the normal has been developed by Binet, Galton, Cattell, Thorndike, Terman, and others.

Sheer complexity of forces acting within and on the child cause him to react in ways often unacceptable to those associated with him.

Stoddard and Wellman (3) say,

Why individual differences in social behavior arise and how social behavior is modified remain unanswered. A fertile field of investigation for the future would seem to lie in methods of modifying social behavior.

Recognition of atypical cases was limited, in the past, to those deviating most from the average. White (4) says,

In the early days, of course, they were not dealt with at all in the sense in which they are at present; that is, governments paid little or no attention to them. This is so today, particularly in the Orient, where maladjusted individuals are permitted to work out their

(3) Stoddard, George D. and Wellman, Beth L., Child Psychology, p. 273.

(4) White, William A., Twentieth Century Psychiatry, p. 94-95.

own salvation or destruction, as the case may be...But as society advances along the road of differentiation, as great urban centers of population grow, as individuals come more closely in contact with their fellows in centers of population, departure from ordinary forms of conduct attract more attention, and, what is more important, excite apprehension and fear, and the individuals are extracted as it were from the herd and segregated...that are required for helping anyone to adjust himself to his surroundings with happiness of spirit and with satisfactory social behavior...he seeks whatever can be discovered in youthful life; anything upon which to build loyalties, anything there may be that can be reckoned as assets, whether in terms of abilities or interests or affectional tendencies--anything, and everything that can be utilized for the purpose of reconstructing behavior trends.

Adjustment is a process of guidance, and should not be confused with the placing of all individuals into a common pattern.

Woodworth (5) says, "If it is desirable to make individuals alike in achievement, care must be taken to keep the environment at a low level so as not to afford stimulation for the brighter ones."

If education is to make the life of the child more nearly perfectly functioning, it will not curtail his

(5) Woodworth, Robert S., Psychology, p. 156.

opportunities for growth and self-expression. It will open new avenues to the dull, stimulate the normal, and inspire the gifted. Douglass (6) contributes the following:

True guidance, however, means more than assistance to pupils in solving their school careers. It is more than a program of testing and administrative manipulation of groups of pupils; it is an educational philosophy which permeates the very fabric of the school. Guidance is based, on the one hand, upon the abilities and needs of individual pupils; on the other, upon the activities in which they engage as adults. It involves discovery of individual capacities and interests, and adaptation of school facilities so that these capacities and interests may be developed to the advantage of the individual and of society.

Guidance for the development of personality is yet in the experimental stages. Like the study of medicine, it is progressing from the early phases of stress on the abnormal, to an attempt to prevent maladjustment in the normal individual.

Scanning the field, it is apparent that much has been done in furthering the knowledge necessary to attack the problem scientifically.

The studies listed may be divided into three groupings: first, a study of juvenile socio-psychological centers throughout the country; second, the specific stu-

(6) Douglass, A. A., Secondary Education, p. 255.

dies of sectors of behavior contributing to maladjustment; and third, the studies of normal cases.

From research studies conducted by Healy and Bronner for the Yale Institute of Human Relations, delinquent and non-delinquent siblings were studied to ascertain differentiation of behavior in a superficially similar environment. Emotional tensions are believed to have been the causative factors in ninety-one per cent of the cases.

Quoted from Healy (7) is the following passage:

One of the main causal antecedents of habitually demonstrated reactive tendencies is to be found in emotional relationships to others, especially to members of the family. While this is more or less true throughout life, it is particularly observable during childhood. The deeper effective causes are only to be known through gaining insight into the meaningfulness of the emotional history of the individual as well as of family attitudes which existed when personality characteristics were in the process of formation capacities and interest may be developed to the advantage of the individual and society.

Diagnosis and remedial measures for personality development, like the study of medicine, is progressing from the early phases of stress upon the abnormal to prevention of maladjustments among those pupils of borderline

(7) Healy, William, Personality in Formation and Action, p. 86.

or normal types.

Hartwell, director of the Worcester Child Guidance Clinic, describes and discusses the psychiatric study and treatment of problem boys, and endeavors to interpret the results obtained by psychotherapeutic endeavors with them. In his report, (8) a chronological series of all cases treated over a certain five-month period at the Judge Baker Foundation, he shows both his method of procedure and notes the results noticeable after a two-year follow-up period.

Healy (9) says, in the introduction he prepared for this book,

A lot of common sense must be embodied in good psychiatry, in the treatment of the mental life of a human individual...it is not only the technical understanding but plenty of sympathetic appreciations of situations.

At the University of Iowa, Francis and Fillmore (10) have carried on studies in child welfare. Their aim of study is,

Although it has been the aim of mental hygiene to allow each child to integrate with his environment to the fullest extent of his native capabilities, it is suspected this integra-

(8) Hartwell, Sam W., Fifty-Five "Bad" Boys, p. 86.

(9) Healy, William, op. cit., p. xiv.

(10) Francis, Kenneth Victor and Fillmore, Eva Abigail, The Influence of Environment on Personality, p. 7-8.

tion seldom, if ever, occurs. Children handicapped when born frequently have further excessive burdens placed upon them by environment...

The question is: what is the influence of environment on personality.

The thesis submitted is: (11)

In each succeeding generation the importance of the parents' attitudes upon the child is paramount, and the influence of the social environment is felt through this channel rather than directly. Further, emotional swings are handed on from generation to generation in the same fashion, thereby forming and heritage to the child upon which the social environment can have little effect directly. Parallel with this attitude heritage is the heritage of intelligence, and further research would hope to indicate the degree of relationship between them.

Burt's (12) study of backward and dull children is an attempt to give suggestions that may remedy the poor teaching of these children in the public schools. He carried on a survey to study the retarded or difficult cases in London County. His conclusions were, in general these:

1. Psychological tests proved beyond all question that, in

(11) Ibid, p. 46-47.

(12) Burt, Cyril, The Backward Child, p. vi-xi.

well over half the cases, the child's whole intellectual capacity is definitely below the normal.

2. A vast majority of backward children (80% in an area like London) proved to be suffering from minor bodily ailments or from continued ill health, the most important being the more limited and specialized defects of sense and muscular coordination.

3. For the most of these physical defects, both general and specific, he recommends special schools or special classes, but finds types of defects so mixed and numerous that segregation is not always possible.

4. The chief factor in the school is not so much inefficient teaching as inadequate organization--lack of systematic method for detecting the potentially backward at a sufficiently early age; failure to adapt the teaching methods to the peculiar needs of each child; ill-timed change of method; and irregular attendance.

He believes the success of all corrective treatment to depend upon the care with which the changes are adjusted to the needs of the individual. Each case is unique and must be independently investigated and adjusted.

Of the second group, the specific studies of sectors of behavior contributing to maladjustments, the following references are cited:

Hartwell, (13) in his study of maladjusted boys, says of the environment,

In a child's environment, the people whom he knows and to whom he responds are given much more emotional value than objects or happenings; his developing mental reactions will be formed, directed, and changed by his contact with other human beings whom he has accepted in his dynamic life, much more than the things he sees, or by happenings that do not involve people to whom he gives emotional response. If we would know the child subjectively, we must investigate the people the child has loved and hated, rather than the sort of house he has lived in.

Substantiating this idea, Healy (14) adds,

The whole matter of identification is very significant for the structuring of a wholesome and effective personality. The formation of an ego ideal, so vital for character development, is closely tied up with appersonization. In a deep, though perhaps only in a partial sense, it represents a desire to be like the one loved. The extent to which early delinquencies and sequential criminal careers are determined by the lack of chance for healthy identification is well known to all careful students of delinquents. Then it is certainly true that a strong stand against dishonesty almost always has its origin in the incorporation of an ego ideal, through an identification with some particularly honest person, especially a parent.

(13) Hartwell, Sam W., op. cit., p. 7 and 8.

(14) Healy, William, op. cit., p. 103.

Leonard (15) in a study of maladjustment at the level of college entrance believes that "the home has floundered miserably" in its function, saying,

But it should be remembered that parents have had very little assistance in analyzing their problems. Psychologists have been interested chiefly in measuring academic achievement and studying abnormal conduct. There have been a few scholarly studies pointing the way for future research, but no one has yet evolved a chart or compass by which a mother may steer a really intelligent course. All she is told is that the baby in her arms is wholly dependent on her, and that sometime in the future, the same baby must be wholly independent of her.

Ballou (16) in setting up his study and plan for character education says that in its systematic program of education the school must also take into account "the casual or fortuitous education every school pupil receives from his many and varied life experiences outside the school."

Neuman (17) presents a study of the effects on the child of an unstable home situation.

(15) Leonard, Eugenie Andruss, Problems of Freshman College Girls, p. 6.

(16) Ballou, Frank W., "An Experiment in Character Education", The Educational Record, Volume XV, July, 1934, p. 284-288.

(17) Neuman, Fredricka, p. 242-250.

Katz (18) treats the subject of the family constellation in its regard to maladjustment.

Numerous educational studies have treated the subject of the teacher-child relationship. Wallin (19) says "the teacher's highest function consists in the development of an agreeable, liberated, concordant, dynamic personality," and continues

The viewpoints, prejudices, ambitions, attitudes and personality make-up of the teacher, because of her position of authority, exert upon every pupil a subtle, irresistible molding influence that makes for mental health or mental disharmony. The teacher's methods of disciplining, her basic philosophy of life, the opinions she expresses, her prejudices, her emotional fixations, or oddities, the insidious influences that radiate from her appearance, manner of speech, comportment, and emotional poise, her calmness or instability, her mental health or mental discord, all these and many other influences leave a profound impress upon many of her pupils for evil or for good.

Studies have been made of such contributing factors as defects of development, or physical conditions, including general health, defective nutrition, rickets, spinal maladjustment, nervous diseases, sensory defects.

Burt (20) says, "Physical defects are suffi-

(18) Katz, S. E., Psychiatric Quarterly, 1934, p. 121-128.

(19) Wallin, J. E. Wallace, Personality Adjustments in Mental Hygiene, p. 100-101.

(20) Burt, Cyril, op. cit., p. 206.

siently numerous to make it desirable that every backward child should be medically examined, and that every backward class should be, directly or indirectly, under medical supervision."

Left handedness has been argued pro and con. Watson (21) for example, is convinced that handedness forms but another instance in which an "instinct" is "early conditioning". Gesell (22) believes it to be "the outcome of germinal factors."

Speech defects are treated at length.

Coriat (23) in his important early contribution to this aspect of maladjustment, regarded stuttering "as an effect rather than a cause" of complexes.

Blumel (24) declares all stammering "an impediment of thought and not primarily a speech defect...The speech imagery recoils from the stutterer's mind for a moment."

Wallin (25) has prepared an excellent text on the recognition and handling of mental defects, disabilities,

(21) Watson, John, Ped. Sem., Volume XXXII, 1925, p. 322.

(22) Gesell, Arnold, Infancy and Human Growth, p. 368.

(23) Coriat, I. H., "Stuttering as a Psychoneurosis", Journal Abnormal Psychology, 1914, Volume IX, p. 417.

(24) Blumel, C. S., Mental Aspects of Stammering.

(25) Wallin, J. E. Wallace, op. cit., p. vii.

and adjustment difficulties, based on casework, including "over thirteen thousand examinations of children and youths subject to all kinds of handicaps and difficulties, referred by schools, courts, social agencies, homes, and other organizations."

All of the foregoing types of studies form the basework for the third division, or studies of normal cases.

STUDIES OF NORMAL CASES

Cole's (26) study of adolescence gives an excellent basis for understanding the normal young person of today.

In her comprehensive study, she combines multitudinous cases illustrating the many aspects of the adolescent, his development and functioning.

Brockman (27) developed a book along similar lines after observing a practical training program of the Julia Richmond High School of New York, a thousand girls yearly, going from this high school into life--social life, college, business, and the community, were studied as to the influence of subjects taken while in school in relation to the development of personality habits.

(26) Cole, Luella, Psychology of Adolescence.

(27) Brockman, Mary, What Is She Like?

Healy, (28) who has contributed so definitely to the field of fitting the delinquent child back into a normal environment, has made a recent study of a normal case, believing that the contributions of the factors conditioning personality formation may integrate normally because of certain choices and combinations. This study is of real value in the positive application of mental hygiene.

Smithies (29) in her study of normal adolescent girls says,

All human beings, both old and young alike, are constantly endeavoring to adapt themselves to themselves, as it were. They are grasping constantly for evidence within themselves of being what they want to be and are not. This struggle in an acute form is present in maturing young girls especially. Many of them cannot endure to accept themselves as they find themselves. They desire to be different and the process of finding self-satisfaction is most difficult. This enervating stress and strain seeks to relieve itself through compensatory conduct. Manifestations are legion.

Wallin says (30)

Data secured from normal

(28) Healy, William, op. cit., p. 100 ff.

(29) Smithies, Elsie W., Case Studies of Normal Adolescent Girls, p. 255.

(30) Wallin, J. E. Wallace, op. cit., p. 65.

people possess the further merit that they supply irrefutable evidence that normal folk, so-called, are not free from personality blemishes, but are subject to the same kinds of mental deviation that characterize the pathological groups, although, naturally, the involvements are less extensive and less severe.

With this in view, Wallin obtained first hand data for years from his graduate and undergraduate students in the University of Virginia, the University of Chicago, John Hopkins University, New York University, the University of Delaware, State Teachers College and at other institutions in which he had lectured. He collected a vast collection of written reports on early difficulties of adjustment.

From the study of these cases he (31) derived the belief that the positive objective of preservation of normal mental health is expressed by the activity school, the child centered school, the progressive schools, and all modern educational movements that place emphasis upon the education of "the whole child, physically, intellectually, emotionally, and socially; upon creative, education, which affords the child opportunity for self-expression and self-enrichment; and upon personality development in accordance with the most enlightened principles of education,

(31) Ibid, p. 108.

psychology, and mental hygiene as the highest goal of the educational process."

From his study his recommendations were:

1. It is of cardinal importance that all activities of the school should be administered in compliance with the demands of mental health and mental hygiene.
2. The instructional activities should be individualized to meet the needs of the pupil material.
3. A careful study of personality make-up of each child is necessary.
4. Adequate programs of social and recreational activities to promote pupil and teacher mental health is suggested.
5. The furthering of the pupils' mental welfare by elimination or reduction of those physical and mental factors in the school that produce nervous strains, mental disturbances or shocks is essential.

Such contributions as the foregoing make for training of youth today along lines of prevention and cure of personality ailments. Schools are including the opportunity room, the specially trained teacher, and the segregated adjustment schools.

Several of our larger cities have provided such adjustment schools. Among these are

Public School 174	New York City
Jacob Riis School	Los Angeles

Daniel Boone	Philadelphia
Thomas A. Edison	Cleveland
Clay	Detroit
Montefiore	Chicago

Their enriched curricula are similar in one respect; they are more flexible than those of this regular high school. They handle fewer pupils per teacher and per class. They select specially trained teachers, and work in conjunction with psychologists, psychiatrists and child guidance clinics.

Typical of these schools is the Montefiore School in Chicago. Edward H. Stullken recognized the need for diversified handling of unequal children, so established in Montefiore School for Boys, September 16, 1929. In his studies of problem children Stullken shows that a large number of behavior difficulties are due to mental retardation, special subject difficulties, and uneven development of children. Of the work of Stullken, Evjen (32) says,

In the treatment of these behavior difficulties it is necessary to readjust the pupil educationally and to prevent further maladjustments in school learning.

About seven hundred boys are under the treatment of twenty-nine carefully selected teachers and its

(32) Evjen, Victor H., "Can Our Schools Meet the Need of the Problem Child", Character in Everyday Life, Volume IV, No. 2, October, 1937, p. 4-10.

staff of child study experts, combining many of the facilities of the child guidance clinic and special privileges and opportunities of a special school.

Through its diagnostic experts it takes special care to determine those factors conditioning a child's behavior, and unlike the mass educational system, treats the child on the basis of the treatment indicated. It realizes that unless the child has an opportunity to develop adequate self-expression, achievement and social cooperation, considerable mental and moral harm will result.

CHAPTER III

THE CASES

Number 1
Age 14
I.Q. 122

THE TIME WASTER

Number 1, at thirteen, was a second-term student at a special high school for girls. She was considered a nervous child by her foster parents. They repeatedly informed the caseworker, "She has always been a problem child, but, of course, we have never let her know it." Her intelligence they considered above average, noting the "wonderful perception" she showed, even as a baby.

She had formed the habit of wasting time, and was piling up tardiness reports at school. At the time of this case study, Number 1 had few friends and no absorbing interests similar to the "crushes" of most adolescent girls.

Her home hours were consumed by resentfully and aimlessly doing assigned tasks, and by many hours of "doing nothing" within the privacy of her own room.

Her first two years remain indistinct despite all questioning. It is known that her own grandmother was housekeeper for her foster mother's parental household. The girl's father, dependent upon his own mother, increased

this burden by bringing in a family consisting of a tubercular wife and three small children.

While visiting in Seattle her future foster mother learned of the pitiful situation and, mulling it over in her mind on her return trip, decided to offer assistance. She wrote, generously offering to care for the smallest child temporarily. Her offer was immediately accepted. Retracing her journey, she returned with the baby, now two years and three months of age.

Although adoption was nowhere in the minds of her benefactors at the time she was first taken into the foster home, she soon became such an appreciated part of her household that she was formally made one of them.

Let it be added, at this time, that since her adoption the following facts are known of her own family:

Father - - - - - a "dope fiend"

Mother - - - - - dead of tuberculosis

Other children - also died of tuberculosis

The new family in contrast seemed a well-integrated unit, with the father respected and loved, but no more dominant than the sweet but firm mother. Both parents seemed somewhat opinionated, but one felt their judgments to be valuable. The father was illustrious, an author of some repute, and had been educated as a lawyer in London. The wife and mother was an able homemaker, intelligently interested in her home and community. The elder sister

worked outside the home and was rarely home more than a few evening hours. The brother, highly trained but unemployed, was somewhat of a problem to the family. No lack of harmony could be detected in the family group. They had no dissension of a serious nature. They delighted in family outings and regarded their "family-night at home" as their fondest pastime. They all pridefully attended school activities when Number 1 was to appear. They all worried over the adopted child, and were cooperative in helping bring about her readjustment.

At the time Number 1 was made a family member she was displaying her nimble wit. On the return trip, the small girl announced that her "new mamma didn't know how she should be put to bed" and stated the correct procedure. She accepted her new mother immediately, announcing to the foster brother and sister that "the lady is my mother, and not yours!" She displayed other childish selfishness in many early incidents.

Her preschool years were so filled with attention from adoring grownups and so lacking in young playmates that it was not surprising that her adjustment to others of school age seemed impossible. "We never could allow the child to play with any of the children in the neighborhood," said her mother, "for they weren't the right kind." Therefore she was tutored at home by a

visiting teacher instead of entering the regular elementary schools.

Even after this preliminary training the child attended the public school one-half time. She was assigned, during this first term, to the open air school because of her physical condition. She achieved double promotion during the second year, even when attending only part time. The remainder of her seven elementary years were often broken by absences caused by illnesses. During her seventh year she was absent seven weeks, and, upon recovery, her parents obtained permission for her enrollment in the Girls Edison Six Year High School because they thought she needed "to mark time".

In telling the counselor of her foster child's education, the mother said, "All through her schooling she has won the admiration and respect of her instructors. Previous scholastic attainment has been of the best. Her sweet ways made her a pet. In fact, many of her teachers still follow her progress with a great show of interest."

She was not outstanding at Girls Edison Six Year High School. Upon checking the cumulative records it was noted that the child's intelligence rating was one of the highest ever recorded at that institution. Her first term's grades were mediocre. She was not progressing smoothly in all her classes.

In talking with her mother, who called in

response to another instructor's request for a personal conference, the counselor found the girl was causing some annoyance in other classes. Her appearance, belying her thirteen years, caused her associates to expect a more mature response. Besides, she had the impulsive habit of punctuating conversations with explosive remarks, often witty. At home these comments were appreciated, so the child did not realize outsiders might consider her impertinent instead.

Number 1 was decidedly downcast after these conferences criticising her "rude manner", but after consideration of her problem she voluntarily apologized to those she had offended. She was reported as being much happier at home and greatly improved in her school work.

Her mother was surprised at the complaint and happy at the girl's reaction to her criticism, because of the earlier show of wilfulness and resentment. As a child, her mother said, she seemed to see no relationship between cause and effect. If she were scolded for some unfortunate act, she believed the scolding quite separate from the malefaction that precipitated the punishment. Likewise, on the morrow, she did not retain the lesson supposedly taught by the chastisement.

She seemed to have no very definite ideas about the future, no life purpose, nor even scholastic or oc-

cupational interests. The fact was not surprising when conversation with the mother revealed the following information: "She has ideas all her own! We have been very careful not to let her get biased information concerning religion. In fact, now we believe she could attend Sunday School without becoming warped. Her father goes to a certain church to keep up certain necessary contacts, but to our knowledge, she has never been in one."

Her foster mother told of her many tardy marks, and added the complaint that the girl showed dawdling at home, "spending endless time doing nothing." The child also was constantly rebellious at performing her small household tasks. "It was an inspiration," said her mother, "that made me ask her if she considered her duties of the household unjust. The child did. When I tried to explain to her that her brother contributed money, and the older sister had done those very tasks when her age, she seemed to be somewhat reconciled."

Her mother decried the budding vanity that made the child wish for longer hair and curlers, for she thought the child looked best with her hair closely cut. (Here was the adolescent stage showing itself--the individual trying to conform to the code of the group.)

She had not yet reached the stage of showing much interest in boys. She did not seem interested in the available sex information accessible at home or at school.

At Girls Edison Six Year High School the child did not make the most of her capabilities. In comparing herself with her mentally inferior classmates, she seemed to have adopted an exaggerated sense of security and competency, rather than the desire to escape the stagnation she was facing. Her counselor appealed to her common sense by showing her the value of her own high intelligence rating as a tool with which to serve others. It was hoped she could be made to see that no individual has paid his debt to society without achieving the height of his own potentialities. She was being lazy, wasting time and showing bad characteristics.

Her first "assignment" was to befriend several girls who had less happiness than herself. This she did with an apparent feeling of altruism and self-satisfaction. Among her friends were a sweet but long-suffering negress, an orphaned girl from one of the child-care institutions, and a child who had a noticeable speech defect. Her friends were not limited to these unfortunates, for suddenly her family accepted the counselor's suggestions, and Number 1 was allowed normal intercourse with school friends.

She responded with marked affection to her counselor, who had opportunity to know the child, in school and at home, better than any others of her counseling group.

The home itself was spoken of as "one of the intelligentsia's." One could not enter therein without noting the culture and harmony. The father was a gifted vocalist and would often sit playing his own accompaniment while the family listened with manifest appreciation.

Number 1 sang beautifully. She was studying under the direction of her talented father. He feared "what some teacher could do to ruin a gift like that." Thus, she was denied the chance to be a member of the school's glee club.

Her mother's statement concerning the child's having no interest proved not true.

At the end of her second term in the adjustment school, she re-entered a regular high school. There she made a fine adjustment despite an illness that caused loss of several weeks' attendance.

The child's health was not frail, nor did she show symptoms of nervousness in the school environment. She had been carefully watched lest her own parents' background of poor health influence her development. Tuberculosis tests were negative. Her adolescent development promised health, beauty, and scintillating intelligence.

A year after the beginning of this study, her foster mother told the investigator that the girl talked freely about any and all matters in the school or home, and seemed "an entirely different girl!"

Number 2
Age 15
I.Q. 112

THE DAY DREAMER

Number 2 came to the notice of the inquirer the year previous to the beginning of this study when she was a member of an elementary home economics class. Sitting listlessly, looking sad and woebegone among her enthusiastic classmates, she accomplished little handwork. Her absences were frequent, and finally she withdrew from school several weeks before the end of the spring term.

In a conference with her instructor, the child said that her "mind was on her plans." Very soon the family would depart for Alaskan waters, where the summer months would be spent in cruising among the islands. The parents were missionaries, and she, their eldest daughter, led the singing and would soon be able to carry on the devotionals. They had just returned from a rich experience of a similar nature in South America.

A year later, when a member of the student body at Girls Edison Six Year High School, Number 2 showed great reticence in telling of her adventures. She was chosen soloist for the school glee club. She sang with astonishing self-confidence but with a mediocre voice. While discussing the child's past environment with the glee club in-

structor, the inquirer began to wonder at the story of her remarkable past.

The father, a disabled veteran, had contracted tuberculosis in France. He returned to his bride, a beautiful young Southern girl of fine lineage, who had borne him a daughter, the girl under observation. When he was able, the ailing ex-soldier had worked as an asphalt mixer, painter, and electrician. He had no connection whatever with the church, and had never been a missionary.

The wife and mother had lived on a large Southern plantation with her mother and sister. The three women taught music. They were devoutly religious.

Six children were born to the young couple. With this family the parents began their life of roaming, unsettled unhappiness. The father's health and his love for travel gave him the excuse for the constant change he craved. His pension and bonus were not enough to support such a family, so they were soon upon the relief rolls.

The girl's earlier childhood revealed an interesting history. Her list of districts where she attended schools show her early unsettled life: Colorado, Georgia, Kentucky, again Colorado, and again Georgia, North Carolina, and yet again Georgia, and two years in Oregon. Upon Number 2 lay the responsibility of enrolling the younger children in new schools, as well as making her own

adjustments. She could remember few of her acquaintances, and had never had an intimate girl friend. She had assumed a mature manner that belied her age.

The child's schooling progressed normally despite her constant readjustment. She had entered the special school for girls voluntarily, and seemed happier there than in her last year's schooling. She liked music, history, and geography, but felt the difficulty she had in English and grammar "were from missing so much by moving around."

Her home life consisted of caring for her ailing young mother, now suffering from heart trouble, and caring for the younger children.

Many of her absences were due to the fact that she had to do the housework. She was uncertain whether she would be able to finish her high school course, because the next younger child could do the work at home while Number 2 might be earning a small income as a housemaid. She felt that she was well equipped for housework and equally experienced in child care.

Number 2's health was not good. She was listed on the health report as pretuberculous, and was carefully checked at intervals by the school physicians. She made no real complaints, except that she was always tired. Her coloring showed a possible secondary anemia, and her posture showed symptoms of early malnutrition.

The girl was allowed few opportunities to make

friends because her only outside contacts were through the school and the church. She attended church daily at evening services. She spent all of each Sunday in church activity. Her two best friends were a girl of her own age who attended the special school, and a young married woman whom she saw at church. She was not allowed boy friends.

The child had had "one beautiful year" at her grandmother's in the South, where she had studied music under the tutelage of her aunt and had been a general favorite. Otherwise, outside of school hours, she had never been away from her family.

Number 2 never admitted nor acknowledged her former story of missionary life, but in her subsequent conversations she mentioned that her mother had always wanted to "spread the faith", and that at one time, when the father deserted his family, they had hoped to go to Alaska, where relatives lived. Like the average adolescent, finding the demands of life too difficult to face, she had developed the common escape technique--day dreaming. This provided a simple outlet from the bitter disappointment of her father's unfaithfulness and her own narrow bounds.

The child was easily made unhappy by scolding and criticism. She feared meeting people lest they "talk about her." She worried over examinations and felt her mind was "always on the wrong subject at the time she needed it the most." She spoke of an impending "sense of sin" that was

always present, but not definite enough to put into words. She characterized herself as slow, sensitive, shy, kind, and thoughtful. She needed to know more about manners and conventions. Her self-criticism included the acknowledgment of a jealous nature and the decidedly apparent need for personal grooming.

In reality, the child was lovely to look at, and her winning, demure shyness lent her a certain charm. She seemed much older than her years. Perhaps that was one of the reasons she attracted older people oftener than those of her own group. She said, "I have always liked people much older than myself, and have been thought older than I am. Do you suppose that is why they considered me 'stuck-up'?"

Receiving a prominent place in the glee club was one of the greatest benefits she derived from her year in Girls Edison Six Year High School. She became alert, took an active interest in glee club activities, and discharged the responsibilities placed upon her by that group.

Assignments in books on travel in her English classes were an attempt to substitute for the adventures of her day dreams. Her reading ability was greatly improved by this course. Less and less evidence of day dreaming was noticed as the year progressed.

It was the plan of the school to help the girl find employment in a sympathetic, well adjusted family.

Her inadequate noon lunches were noticed early in the year, so she was placed upon the list of those receiving free milk three times daily during school hours. Her gain in weight was slow, but, considering her physical handicaps, was all that could be expected. The child could have been benefited in a rest-cure sanitarium for the vacation period. The school had no means of carrying out this plan.

Number 3
Age 16
I.Q. 105

THE TRUANT

At the age of sixteen, Number 3 had had a record of recurrent truancy and three terms of high school attendance, of which only one earned credit. Another astounding factor in her case was brought to attention by an assigned autobiography in which she wrote: "Dad is a contractor, and owns several trucks, a gas shovel, and other pieces of excavation equipment. I like to work with him very much. During the summer, and every Saturday and Sunday, I drive a three yard dump truck. I belong to the A. F. of L. Teamsters' Union..."

When directly questioned by her counselor concerning the reason for her truancy, the child said she was upset by her home conditions. The situation was this: The family members were the father, mother, a younger sister, and the subject of the study. Several times there had been temporary separations of the parents. The father drank heavily and spent much time outside the family circle and wasted his money. He was "equipment poor" and unable to continue on the pre-depression scale. Similarly, the mother purchased household equipment far beyond their means, and dared not let it be taken back for fear of the

neighbors' opinions. The mother believed the only solution to their troubles would be to take her two daughters and return to her parental home in North Dakota.

The elder daughter tried "to take neither side." Before, when her mother had left, Number 3 had remained to assist her father, but also sympathized with her mother.

Complicating matters somewhat, the girl had a small car, for which her father had provided the down payment. She was to meet the small monthly payments from her own earnings. The car was licensed and titled in the girl's name. The mother was endeavoring to induce the child to drive the three of them east. The father forbade her to carry out the plan.

Number 3 believed the family friction past the remedial stage. She was torn between going with the mother, whom she felt she needed, and staying to assist the father in his work. Furthermore, she wished to continue in the special school where her first report card showed her to be well-adjusted, truly interested in her course, and to be in the upper ten per cent of the group in marks. She was delighted with her success in school.

The parents were not in agreement on plans for disciplining of their children. The father was indulgent. According to his eldest daughter, he would give her anything her heart desired if she would stay with him. His only idea of punishment was to threaten to take away the

car. The mother believed in strict restraints, especially concerning the girl's leisure time.

The girl and her father loved to picnic, but her mother and sister preferred the movies. The mother often attended shows with her two daughters, but the father was never a member of the group. The mother belonged to several clubs, although her attendance was curtailed by the necessity of caring for the husband's business calls, which were taken at the house. This, too, was a point of friction.

Number 3 described a younger sister as "cute, but spoiled, jealous, and stubborn." She was pampered by both parents and ignored whenever possible by her big sister.

The basement playroom of the family home seemed to be a community center for youthful activity. Neighborhood youth congregated there, playing ping pong, dancing, and improvising numerous games. An old piano, a radio, various books and magazines were available.

Number 3 was the first child. Her baby book revealed a normal, somewhat accelerated development: teething at six months, walking at eleven months, and wearing size four clothing when only two and one-half years old.

Her early health was excellent; however, she had weak eyes, which necessitated the wearing of glasses. She had worn glasses since she was eight years old.

The girl's schooling had been uneventful until the high school level, where the recurrent truancy appeared. Her ability was above average. She showed interest in subjects pursued and seemed to like school.

In the discussion of her personality traits, Number 3 said her mother considered her stubborn, but hastened to add, "I don't mean to be. I try to break myself of it. I am red-headed and do have a temper, but don't let it get the best of me. I have no fear--maybe not enough. I am impulsive and do things on the spur of the moment."

She had mature and sane judgment. She gave the impression of being much older than her years. At this early age she had been engaged to marry, but had broken the engagement when she realized her interest lay entirely in escaping the almost unbearable home situation.

She had had adequate sex instruction at home, where at an early age she was given suitable sex literature. Discussions were carried on freely at home. She had always been allowed boy friends and had had "dates" since the age of fourteen. She was well-disciplined in the hours and places of meeting her friends and was always allowed company at home.

She had studied piano for several years and also played the saxophone and guitar. She was a member of the band and orchestra in grammar school and proudly displayed a letter earned in the city-wide junior symphony.

In her new school environment she had applied herself purposefully. Becoming very fond of two of her instructors, she made every effort to please them. She showed talent in art metal work and willingly spent long hours overtime making jewelry.

She assumed the responsibility of transporting several neighborhood girls to and from school. To do this, she must attend regularly or lose her riders.

Her first report card showed all A's and B's. The elation she experienced was in itself worth her effort. She was assisted in planning out a short course wherein she may graduate at eighteen and spend her two years in those studies she enjoys.

Her greatest school interest developed through work accomplished in the metal art class. She believed her desire to work with mechanical and constructional materials could well be satisfied in this manner. An heretofore unrecognized talent in design was discovered. The beautiful metal art products she made were among the first to sell in the school bazaars.

She seemed to feel confidence in her counselor and appreciate her sympathy. She talked her problem over and was able to see it much more clearly than when she mulled it over in her mind. She had definitely decided to finish high school (short course) and not to marry so

young. She had begun to doubt the wisdom of her former plan to adopt the masculine occupation of truck driver for her life work. A great show of character has resulted from her mature judgment.

It was with disappointment that the faculty of Girls Edison Six Year High School marked this girl "dropped" from the class books. She gave up school when the final separation did occur. Further information was unobtainable.

Number 4
Age 16
I.Q. 97

THE STAMMERER

The Hawaiian girl herein described was poised and beautiful. Her problems were of socialization, and correction, if possible, of her habit of stammering.

Her own explanation of the stammering habit was that she had been thrown into deep water in the Hawaiian manner of teaching the young to swim. She had been convulsed with fear and ever since that episode had been nervous.

Her story was an unusual one, and to her classmates an idyl. She was born in Honolulu. She knew nothing of her father, for her mother revealed nothing of her own early life to her two children. The mother, while dancing before a group of tourists, was noticed by a movie producer. He induced her to return to Hollywood with him as a native dancer. She appeared in many productions, alone and with her children, in native dances of Hawaiian, Samoan, and Oriental types. Besides her work in the movies, the mother had learned stenography and for many years was a secretary to a well-known producer in the movie colony.

For the last three years both children had made their homes with relatives of the mother. The girl's

uncle, an East Indian of unusual intelligence, owned and operated a chain of popcorn wagons throughout the city of Portland. The aunt, a beautiful Hawaiian, was soft spoken, affable, and affectionate. The home revealed a home loving, well-adjusted family life. The two Hawaiian children had been accepted into the home as true family members and received no support from their mother.

Number 4 was born in Honolulu about a year before her mother came to the mainland. Long before she was of school age, the Hawaiian girl-child was trained in dancing and dramatic schools. She appeared in many films which needed dark skinned children for characters.

During her first years of schooling in Los Angeles she experienced no learning difficulties. Her stammering was intensified, as was natural, by oral recitation before classmates. This habit continued until it precluded her appearance in several pictures in which she had been assigned spoken parts. She was not the conspicuously timid type, nor did she shrink from speaking before groups, but rather seemed eager for such public experiences.

Number 4's schooling had been interrupted often. She had one term in Hollywood, a half term in the Islands, after which she was in Los Angeles again, and then back to Honolulu. When in the seventh grade, she had moved to Portland and had been enrolled in an elementary school.

Later she was assigned to Girls Edison Six Year High School.

She showed much interest in commercial subjects and planned to prepare in secretarial training for a position similar to that of her mother. (The girl already possesses a contract to appear for one year at \$7.50 per day, after graduation from high school, as a Polynesian type in dancing and spoken parts.) Outside of school she studied dramatics with a seriousness of purpose entirely admirable.

Aside from her shyness in the new school situation and her speech defect, Number 4 seemed a well-adjusted girl. She was happy, sensible, willing, and diligently working toward her chosen field. She characterized herself as "being honest and truthful, possessing dramatic ability, enjoying reading and studying, disliking arguments and quarrels, and being fortunately able to make and keep friends." She said she thoroughly enjoyed sports such as dancing and swimming, surf board riding, and group games. She spoke, too, of her interest in homemaking and of the contrasted customs of her homeland and the mainland. She admitted her shyness with strangers. Other undesirable traits she enumerated were "being slow and tardy, and, at times, sassy to Aunty."

She was constantly surrounded by admiring classmates asking endless questions about her cinema life, yet she was never assuming, nor did she force her way into

snobbish groups where her dark skin might make her unwelcome.

The remedial speech class was helpful, for Number 4 did appear in several assembly programs, speaking plainly without apparent nervousness. Whether or not the defect could be definitely eliminated remains to be seen.

She did make friends, and by the end of the term was well adjusted socially. Her manner was less reticent. She seemed to feel more confidence in her ability to be an average American girl.

Number 5
Age 15
I.Q. 95

THE SPEECH DEFECT

All her school days Number 5 had been the tallest in her class. Only since her high school days had she arranged her silver-blond hair in noticeable becomingness and carried her height with grace. But this was not her real problem. She was born with an abnormal palate which made talking a humiliating experience, and, since her family had religious compunctions about physical assistance, no one had been allowed to examine the deformity.

The family consisted of the father, an engineer; his wife, who was not employed outside the home; four girls; a grandmother; and a lad of six, who was boarding with the family.

The mother, in endeavoring to eke out the family budget, was caring for the boy, whose home had been broken by divorce. Although her daughter realized the need for the extra income, liked the boy, and realized his need for mothering, she was exceedingly jealous and resentful of his sharing her home and especially her mother's love. The child realized she was wrong in her attitude towards the boy. She stated that she was "hard to get along with generally."

One sister and this girl quarreled incessantly. Number 5 desired to be alone with her mother and could think of nothing better than in some manner to make this possible. Instead, she shared her room with her three sisters. Her mother was almost never alone with this child.

The family, together, attended the Christian Science church. The girl had never been away from the family on a vacation. She longed for some solitary moments and said she enjoyed her long trips to and from school on the motorbuses.

Number 5, unlike the majority of the cases in this study, had attended the same elementary school for her first eight years. She was enrolled at the age of six, made normal progress, and received her eighth grade diploma at the age of fourteen. She was then assigned to Girls Edison Six Year High School because of her speech defect and obvious maladjustment. In none of her subjects was she failing, but she was shy and reticent, evincing her intense misery in reciting before the class. (The jeering boys were cruel. The district whence she came was one of the roughest in the city.)

She was ever conscious of her defect. In a moment of deep confidence the girl said, "Whenever I let myself wonder why I was born this way, I just cry and cry!"

The family reluctantly allowed their daughter to be placed in the speech correction class. From that

beginning she was sent to a speech specialist who gave her material assistance, and, more important, the hope of improvement. Her one great desire was to be able to sing. Her defect prevented her from whistling. Her articulation, even after the year's assistance, was exceedingly difficult to understand. Even the writer, her teacher and counselor for two years, with whom she was the least timid of all her school contacts, exerted the closest attention to understand the girl's speech. She was much less self-conscious in the new school. Fortunately, Number 5 became very much interested in her oral English class. Because there were no boys, and since others in that group had noticeable speech defects, she recited more often than ever before in her school life. Her happiest hours were said to be those in her home economics classes, because she "could do more and say less." She loved to cook for her appreciative father. She felt that she could become an efficient housemaid, or an usher in a theater. She disliked children and hoped she could be spared working with them in the future. She was miserable in her gymnasium hour, probably because of her poor muscular coordination. She spoke of the "impossibility" of learning to swim.

The counselor spent many hours with Number 5, hoping to establish a confidence in the child that would influence her personal happiness. It was not until the latter part of the second year that the girl could talk

more easily and with less emotion about herself.

The jealousy of her mother's love was occasioned by the fact that the daughter enjoyed her mother's company more than any other person's. She felt a decided lack of security in her home, school, and social environments. In talking about the little lad in her home, she seemed to unravel somewhat the tangle of her emotions. She had never given voice to the situation elsewhere.

Accepting her own difficult disposition as a challenge, the girl decided to work upon her irritable, sensitive self for her home project. She listed the types of annoyances that brought forth tears and venomous speeches, making a chart of them. By the end of her second year, Number 5 was biting her tongue in lieu of answering her sisters irritably. She was making a valiant effort to do and say things to please the small boy. Her mother made a call at the school to tell of her youngest child's remarkable improvement about the home.

To develop self-confidence in a child so wounded by fate was not an easy task. A simple device, used by the counselor many times in working with self-effacing girls, seemed remarkably effective in this case. A sheet of paper, divided in half lengthwise was labeled: Good Things About Me, and My Weak Points. Number 5 kept such a chart faithfully. At first she filled the negative side with such statements as jealousy, irritability, bad dis-

position, sarcasm, incurable speech defect, too tall, etc. But the balancing list, written down, proved more weighty in the end. Here are some of her own words: "intelligent (Thank God I'm not dumb!), a lot better looking than most girls. My teachers and friends say I have poise. My speech defect doesn't show, so many people will never know I am different. I am lucky in having an unbroken home. My clothes and home are better than many of my friends'. I am thankful that I have so many things that are denied other girls at our school. I believe I am more sympathetic and understanding because of my own trouble."

Number 5 was often chosen as a model for the style shows given at school. By the end of her second year she was noticeably well poised, exquisitely groomed, and better adjusted than many girls with less difficult situations.

Number 6
Age 17
I.Q. Unavailable

THE VISUAL DEFECT

Number 6, large, awkward, with a sensitive, twisted mouth, was always alone. Not until she had fallen down a flight of stairs and over furniture did the significance of her heavy lensed glasses become apparent to the investigator.

A home visit revealed the following developmental history:

This child was the first born to a very young mother, totally unprepared to care for her infant--a girl wife loving gaiety and frolic with her husband who played in a dance orchestra. She had married, knowing little of marriage relations and nothing of child care. Following her child's unwelcome birth, the young mother was abandoned by her husband.

The father remarried, and a long lived quarrel ensued as to the custody of the babe. She was shunted from one makeshift home to another until the child welfare groups, interceding, placed her in an institution. Here she grew oversized, increasingly awkward, and vocally insistent that people didn't like her.

About this time her own mother remarried. She

was allowed, after two years of settled matrimony with a more serious type of husband, to take the child again into her home for a probationary period. The death of the first husband ended the child's contacts with her step-mother. She had loved her stepmother. However, as is usual, each of the remarried and estranged parents had endeavored to plant seeds of bitterness in the child's dark mind.

The stepfather, a government employee, receiving an adequate income, seemed resigned and somewhat indifferent to the girl. During the counselor's home visit his only remark concerning the child was, "She is a quiet, good girl. She rarely says anything around home."

Number 6's mother was as interesting a study as was her daughter. She was young, languid, and self-centered. During the counselor's first visit she lay back in her chaise-longue buffing long, beautiful nails. The contrast was amazing between the mother and daughter. The mother looked younger and showed the care that she lavished on herself while her daughter attended school ill-kept.

The mother's interests were those of a social butterfly. Her conversation wandered about night clubs, dances, her daughter's awkwardness, and the family income.

Her own illnesses were related to the visitor. It seemed that night spasms, later diagnosed as epilepsy, developed at about the time of her second marriage. These

symptoms continued for several years. Cancerous conditions led to a series of major operations.

Early during the second marriage a small boy was adopted. He became the favored child and demanded and received more than his share of attention. The foster sister was devoted to the boy.

This girl had had great difficulty in her early life. Her ever changing home and school life had added to her learning difficulties. The visual defect must have been present at birth, for early in her school life she had been examined and her defect recorded. According to the mother the oculist diagnosed the child's vision as an incurable condition that would result in total blindness. At the time of her enrollment in the sight-saving class she had only 10% vision.

The child was unable to dress herself suitably for school or street. She was of no help around the house, for she broke dishes and was not allowed to clean or cook. She did make her own bed (in the attic), and did accompany her six year old brother to shows and on errands.

The girl had several noticeable mannerisms: a nervous body twist, a mouth mannerism, and her uncertain gait. These made her an object of ridicule or pity. Likewise, her unfortunate table manners, ridiculed by the mother, were more due to parental lack than physical handicaps.

She was characterized by her mother as patient, sweet, and thoughtful of others, but awkward and unsocial. She loved little children and found great delight in doing things for them.

The girl seemed to have her share of clothing, carfare, and some spending money. She was afraid to buy the ice cream which she longed for constantly, because she dreaded being seen eating it publicly.

The recurrent, pitiful wail of her whole life was, "Nobody likes me. I am awkward, and ugly, and in people's way."

At the Girls Edison Six Year High School, the counselor took it upon herself to befriend the pitiful child and to rearrange her schedule so that she might be spared the wasted hours she had sat patiently in classes where she could not participate because of her abnormality. She spent half days in the foods laboratory, happily engaged in performing tiresome, unpleasant jobs and simple errands that other girls disliked.

She was supplied with heavy leaded pencils and giant-print reading materials in a vain effort to adapt school work to her achievement level, but as the year advanced both her reading and arithmetic teachers told her counselor that she was accomplishing less and less.

The counselor broached the subject of the State Blind School and found that the parents were sensitive

and unwilling to accept the "stigma of the blind school". The child had spent several years in the city sight-saving classes but had had difficulty with an unsympathetic instructor and had left, declaring she would never return. After this incident she had been enrolled in the adjustment school.

In her numerous and constant contacts with the child, the counselor found that she was eager to go to the school for the blind. She had endowed that institution with all the glamour that adolescents attach to boarding schools. Her counselor decided to endeavor to change the family attitude, for the real needs of the child could not be met satisfactorily with the limited equipment provided at the adjustment school.

In the meantime the girl's eyes were rechecked and found to be even worse than formerly recorded. She was unable to recognize her counselor by sight, even when one of the same group. She could no longer see her own writing, even when heavily inscribed. More and more of her school time was spent in homemaking laboratories (cooking and nursery school) and less and less in formal classwork.

Several girls of her own age befriended her. This pleased her immensely and added greatly to her interest in the adjustment school.

The counselor, in a frank appraisal of Number 6's

personal appearance and personality traits, was able to point out several factors that the girl accepted as truths and upon which she built small foundations for self esteem. Her response was an increased interest in personal grooming and a shy vanity concerning her really beautiful skin.

Lessons in poise included simple hints for eating in a manner that would be unobjectionable and less noticeable. She was the usual choice of the class for "guest" at classtime luncheons. Here she was tactfully taught to sit erect, to eat more slowly, and to cease to call attention to herself by mumbled apologies.

To help relieve her of situations caused by her awkwardness, several simple suggestions were made, such as memorizing the number of steps in her daily itineraries.

Her counselor invited the child to accompany her on marketing tours and shopping excursions. In this manner public appearances became less and less of an ordeal. Certain amusements were added to her dark days. These included skating, dancing, and knitting. She was enrolled in P.W.A. music classes.

The girl's mother was convinced, by her school visits, that her "hopeless daughter" was more capable than she had ever known, and, therefore, happier and a better family member when she could take a more active part in the home life.

Surprisingly, one day when the counselor called

at the child's home she was asked if she could arrange for the girl's entry into the blind school. Within a week the girl had been taken to the Oregon State School for the Blind at the State Capital. The child's past experiences had been of such unfortunate nature, and her training so neglected, that she had some difficulty in making the new adjustment. Her grades were low. Her feeling of being persistently disliked and having unwholesome reactions caused her days to remain less happy than had been hoped for in the changed environment. However, she volunteered the information, at the counselor's last call, that she hoped to graduate from the institution for the blind and work with similarly handicapped kindergarten children.

Number 7
Age 17
I.Q. 97

THE PHYSICAL HANDICAP

Number 7 was an unusually attractive, alert, vivacious girl. She showed outstanding qualities of leadership and was constantly surrounded by an adoring group of her classmates. She was praised by her teachers both for her willing, eager manner and her real ability. Strangely, at intervals, she became a different girl. Her whole mental processes seemed to slow down, her eyes assumed a glazed, staring look, and she often asked to be excused to go home. Occasionally these attacks developed into violent headaches that kept the child abed several days.

The investigator, whom the child later chose as her counselor, called at the home on several occasions. The young mother was cooperative and gracious in meeting the questions and suggestions concerning her daughter.

The mother, at sixteen, eloped with a young millworker. In retribution, her own family had disowned her, and although they were wealthy southern plantation owners, assumed no responsibility in aiding the young couple. The relatives of the young man were less able to assist and resented the southern girl's intrusion.

The young couple lived in lumber camps, often in great need. The first born child died in its infancy. Their second, the subject of this case, was born when her mother was twenty-one years old.

The young mother was employed until the week before her second baby's arrival, and re-entered industry two weeks later. Having had but four years' elementary schooling and no vocational training, the mother worked at any unskilled labor she could obtain--housework, sewing, clerking, and finally as a seamstress in an overall factory. Here she was employed at the time of this study.

After a divorce, the father remarried and raised a second family of three children. Number 7 has kept in close touch with her father and occasionally visited the family in their logging camp home.

Her own sensible mother taught the child to love and respect her grandparents. She told the counselor that she feared this had been a mistake because her daughter was completely ignored by her grandparents, the child being hurt and baffled by their lack of acceptance.

Number 7's childhood was a difficult period. The young mother was the bread winner, physically frail, and completely unequal to the problems of child care. It was necessary to hire nursemaids to care for her child while she worked. This help was generally unsatisfactory because of the lack of money to hire competently trained nursemaids

and because of the frequent change of personnel.

The mother's extra time was devoted to her child. She said that as an infant Number 7 showed accelerated development. She was a wide-eyed, bright child, interested in her surroundings. Her first tooth appeared before she was six months old; she walked at ten months, and was speaking in complete sentences before her second year.

"Because of this tendency to progress so rapidly," said her mother, "I thought it best to keep her out of school until she was seven and one-half years old." So, at that age she was enrolled in a parochial day school, since it was nearby, and the public school was some distance from their home. This over-sheltering caused the child to lose time in her school progress, because not until at the end of the third term, when she still could not read, did the mother realize that the stress of the schooling had been on religion. At that time, when Number 7 was nine years old, she was enrolled in the afore-mentioned public school. She was demoted to the first grade. From this time henceforth she made satisfactory school progress, passing each year, but was, therefore, older than the average. She entered high school at the age of seventeen, catalogued as a poor reader.

Devoted to her child, the mother saved and skimped in order to give opportunities to the girl that had been thought necessary in the mother's youth. She

studied dancing, music, and elocution. Her talents, however, seemed to center around homemaking, for the girl loved to clean, cook, and sew. She relieved her mother entirely of the burden of housekeeping and meal preparation. Her greatest joy was to keep their apartment so that her mother would speak of its order and be rested and comfortable in it after her working hours.

The mother was appreciative of her daughter's unselfish thoughtfulness, helpfulness, and consideration. Their relationship was one of deep affection, but there was a certain lack of understanding of the daughter's personality by her very dissimilar mother.

The girl's health had not been considered abnormal by her mother, who said she had had the usual childhood illnesses: chickenpox, measles, and scarlet fever, headaches and "some kind of spells she still has occasionally." At puberty she had prolonged menstrual difficulties. The dull spells mentioned earlier in this study were first noted about that time. Her recent headaches seemed more severe, and sometimes the child would seem in intense pain for several days, spending hours in bed moaning with an intense pain in her head. She had had little medical attention because of the mother's inadequate income.

Her mother said that the girl's one fault was

her temper. She related an early incident wherein, after a scolding, the small girl fled into the kitchen and reappeared with a huge butcher-knife held menacingly at her own throat "to make mummy sorry". The mother, and her visiting sister, knew not how to handle this childish drama. Should they scold severely, or ridicule the child? They chose the latter method, but the aunt whispered, "Now you will always have suicide to fear." This attitude may account for the repetition of similar threats.

As a youngster, Number 7 repeatedly packed her suitcase to leave home after some disagreeable incident. When thirteen years old, she actually left, but returned in two hours. The young mother bought the child a traveling case and always offered cooperation in packing when the threat occurred.

Her mother noted a tendency to play with fire. One Fourth of July the girl's clothing had been set afire.

Number 7 showed many fine qualities. She said, in self-appraisal, "I do not think I am dumb. I can do anything if I set my mind to it. I am more settled down now because everything interests me more. I want to be as smart as the rest. I get disgusted with the way I talk. I tell everyone I attend this school. It helps the school's reputation."

She was pleased with success in herself, or in others. She felt sorry about failures. Any difficult

task she stayed with until she had mastered it, but she often became very nervous in so doing. Problem situations were carefully reasoned out.

She was shy around strangers, but wished to make new acquaintances. Boys and girls were treated alike.

She was allowed boy friends, and had gone out often to shows, concerts, and amusement centers. She was free to entertain groups in her own home and to visit in homes approved by her mother.

She loved nature. Her fondest memories centered around camping, hiking, and fishing. She had a healthy appetite for sports, excelling in riding, swimming, and dancing.

Her keenest interest outside of school was in raising canaries. The home project she chose was a development of this hobby.

The child had received very little sex instruction from her mother. She said that by the time she had completed her course in family relations and child care she knew much more than her mother had had a chance to learn.

In the belief that the girl's physical condition was of primary importance in her readjustment, Number 7 was immediately sent to the clinic and carefully rechecked at intervals during the entire school term. She was suffering from sinusitis and had remediable conditions that caused her periodic difficulties. She was not yet

restored to complete health at the close of the school year, but was carefully following the prescribed schedule of her doctor.

She was not assigned to the remedial reading classes, but she asked to be allowed to attend, voluntarily leaving her favorite home economics class to do so. Before long she had joyfully announced her "mastery of the sounds" and a new delightful sensation of "reading easily and liking it".

She received several school honors; she was class officer, model for a local commercial style show, school selection for summer camp, cafeteria cashier, and enjoyed other similar opportunities.

She was given the choice of transferring to a regular high school, but felt the loyalty due Girls Edison Six Year High School was a small exchange for her own re-adjustment. She became one of the school's best supporters, bringing in other voluntary students and doing more than her share to remove the stigma of "the dumb school".

She remained eager and unspoiled. With restored health, Number 7 would be considered a normal, well-adjusted high school girl.

Number 8
Age 16
I.Q. 97

THE ABNORMAL HOME SITUATION

The apparent alertness and scholastic achievement of Number 8 gave rise to a doubt of the reliability of a previously recorded intelligence score of 77. She seemed shy, lacking in self-confidence, and overly sensitive, besides being somewhat retarded for her age, but not dull.

Number 8 related the experience of her last school year, when an austere eighth grade teacher had so intimidated her that the child "could neither recite, nor get her mind to work during tests." She said she felt a decided lack of freedom with her teacher, but had had no definite trouble. She related especially the instance of the psychometric rating referred to earlier in this history. She said that up to the eighth grade all of her subjects "had been easy and interesting, but suddenly everything was impossible."

The family history revealed several important factors. The father, injured ten years previously, had sustained permanent back injuries that had made him unable to keep steadily at his woodworking trade. He had equipped a small shop in the basement of the family home, but even then was able to work but rarely. A second

injury, sustained more recently and described henceforth in this study, was the cause of his post-traumatic psychosis.

The mother was an attractive, refined, and intelligent woman, showing the effects of over-responsibility, accumulative fatigue, and prolonged nervous tension. She had obtained meager financial aid for the family in doing what housework she could obtain.

Two other children made up the family picture. A girl, two years Number 8's junior, seemed normal. She was lacking in the over-sensitive nature that bore so heavily on the sister and mother. The teacher that caused Number 8 so much unhappiness effected no qualms in the calloused little sister. Little sister's health was buoyant and her sense of family responsibility nil, so no home responsibility fell upon her. She enjoyed more freedom than her elder sister, partly because she accepted none of the restrictions imposed.

The brother, a pitiful lad of eight, like his father, was a victim of the tragic family accident. His skull fracture had left the child with a psychosis that had been pronounced incurable. He was steadily growing worse and probably would be institutionalized in the near future.

Sensitivity was the keynote of the family situation. They could not bear the shame of the mentally

impaired. They could not face the stigma of the relief rolls. Their standard of living had changed materially over the recent decade. Finding employment unsteady and income inadequate, they had moved from district to district where rents were lower, until at the time of the study the family home was one that wounded their remaining pride. No one was to be admitted. The investigator and another teacher wishing to make home calls were circumvented by the mother calling at school the day before. The eldest child, Number 8 of this study, felt she could not invite her friends home because "there was no davenport", and that her guests would be as uncomfortable as she in their impoverished home.

Christmas season itself had brought little joy, because the two younger children had carried home tales of neighborhood festivities which made the elder daughter and her mother miserable with the realization of their poverty. But the younger sister scoffed at this sensitiveness. She was not even bothered by the parental dissension that often reached the point of family dissolution. Number 8 was made bitterly unhappy by this sad state of affairs.

The family situation was made more precarious by the accident. Number 8 said there were almost no all-family functions. Seldom did they go on rides or picnics. There was no money for shows, no heart for gaiety. But

two years before the family had gone into a neighboring state on a Sunday picnic. Returning, they had had a head-on collision. The father and small son were most seriously injured, but all were confined to the hospital for some time. The family car was demolished as it catapulted down the mountainside.

Number 8's early life, too, showed signs of unsettled family life. The child was not allowed to enter school until her ninth year because of "a nervous condition." The mother said her first born had been delicate, always susceptible to colds and persistent headaches. She had had most of the contagious diseases common to childhood. A year of unsettled menstrual difficulties had preceded her fifteenth year, when she was normal in this aspect. She had been absent from school more often than was usual.

Number 8 had no school failures, according to cumulative records, although she had attended eight schools prior to entering the Girls Edison High School in the upper eighth grade.

Her adjustment in the special school had attained high school placement in all her subjects and had rated highest in an Otis group test. She made definite plans to pursue a short course in stenography and become thereby self-supporting. Her parents were agreeable to this plan, but in different ways. Her mother wished the child to

better her own environment by self-support, while the father offered financial help (one wonders how) to complete a course in business college so that she could begin to "pay back the event of her birth and the cost of her childhood".

Her counselor, after making a careful study of the case, explained to Number 8 that her mental equipment was quite normal, and that her unhappiness and maladjustment were largely due to the unhealthy home environment. She was assisted in making plans to continue her education along commercial lines so she could carry on independently. She was greatly relieved to find it not considered her duty to pay her father for her birth.

The mother was entirely cooperative and intensely gratified to note real improvement in her daughter's mental attitudes. She gave her consent to the girl's working for her room and board in a carefully selected home rather than remaining with the family in its deplorable condition.

Number 9
Age 14
I.C. 100

PARENTAL REPRESSION

Because Number 9 showed so little trace of abnormality, the questioner wondered why she was a member of the student body of the special school for girls. Her work was of a superior quality, she showed no shirking, no desire to flaunt her better grades. As her history unfolded, the problem became more clear.

Her father, a college graduate, had been ill for many years. He gave up office work, took to the road as a cattle buyer. In the summers the family traveled, but in winters they settled in mild climates.

The two children's schooling was piecemeal. Number 9 did not progress satisfactorily in reading. She learned phonics in remedial work during her first year in high school. Her spelling ability paralleled her reading difficulty. In other subjects she received highest grades.

She made very few childhood friends because of her mobile home life. Her sister, eight years her senior, married young and left her to be treated as an only child.

The family seemed old-fashioned. The girl's only relaxation after school was to walk near her home with a cousin three years her senior. Little did the

family know these walks were the daughter's source of sex education. Sex talk was taboo in the home. She was amazed to hear other girls discussing, openly, such subjects as those dealt with in the family relations classes at school.

The child was allowed no contacts with boys her own age. She had no hopes of being allowed the privilege of "dates", or of meeting and knowing boys. Her bedtime was strictly enforced--8:30, with no deviations, excepting for church festivities. She regularly attended Sunday School and church.

As acquaintance with the girl ripened, her counselor was pleased to note a mellow and mature wit. This was balanced by a fine display of intelligence.

In discussing her own situation, she characterized herself as "overly sensitive, self-conscious, timid, shy, and hating to be teased." She considered herself conscientious, polite, honest, kind, and thoughtful. She was eager to make new friends and wished to include a few boys, but hastened to add she was "not boy crazy".

In response to questions concerning mental self-appraisal she answered, "I know I do better than the average, but could be smarter." She was often visibly embarrassed by praise and made unhappy by criticism.

She told of her past hatred of school, but felt

she was past that stage and beginning to enjoy it and appreciate her chance for an education.

She desired to become a private secretary, bemoaned her lack of spelling ability, and voiced her intention "to do something about it."

Her health was excellent, her appearance unusually attractive, and her manner acceptable.

Her talent and long training in playing the violin was not discussed with the counselor until at the close of the school year.

At the Girls Edison Six Year High School, Number 9 was given, at her own request, remedial English, reading, and mathematics. She achieved a grade average higher than the minimum requirements for re-entry into a regular high school.

She was allowed to assist in the department of home economics and was given such responsibilities as checking grocery orders, writing recipes upon the board, and recording grades. She was also very helpful in working with girls who had difficulty in laboratory processes. She showed real talent in teaching her less fortunate associates. If her year helped in no other way, it dispelled from her own mind the suspicion that she was lacking in intelligence. It was hoped that she could finish a commercial course and could establish for herself a home less temporary in nature than that of her parents.

Number 10
Age 16
I.Q. 97

OVER SOLICITOUS MOTHERING

Number 10 was a hesitant, shy, retiring, well-bred child. Self-effacement seemed to be her outstanding characteristic in classwork, although she easily surpassed most of her colleagues. Noting her reluctance to recite, the questioner inquired into her former schooling, hoping to find an explanation in such probing.

The girl told that in eight years of schooling she had attended fourteen schools. The last school had presented a particularly difficult situation. A teacher to be retired at the close of that school year demanded that her seventh grade girls bring flowers for a certain program. This was impossible for the girl, since her mother, a widow, was very poor and unable to purchase such things. Neither did the neighborhood provide a substitute. When she appeared without the bouquet, she was placed in front of the room and ridiculed. Soon after this incident she was recommended to be dropped from regular enrollment and sent to a school for atypical girls because of an "inferiority complex."

Since Number 10 had been adopted when but two weeks old, and since it was with great difficulty that

this fact was ascertained, no hereditary background could be furnished in this study.

The real depths of the problem became more apparent after the counselor's home visits. Number 10's address was from one of Portland's most exclusive residential sections. Her clothing was unusually appropriate and of excellent taste and quality. All this was no preparation for that which followed, for only when the door was opened by a woman of past sixty, tense lipped, keen eyed, costumed as a maid, did the investigator realize that the mother was a servant.

In the luxury of the drawing room sat the woman in maid's costume. Her knuckles whitened as she talked. She apologized for not having been able sooner to receive her daughter's teacher and counselor in their home, but she had had to await a time when the owners were away.

After studying her visitor intensely for some time, the woman poured forth her story wholeheartedly:

She, herself, had been an orphan, raised in a foster home where the twelve other children reminded her constantly that she was not really one of them. She worked very hard. At an early age she married and left the farm to live for a short time in a small town. Her husband died young. She then remarried and gave birth to five children. None of these reached maturity, several dying

at birth. Then she adopted this child, Number 10.

When the girl was yet small, financial reverses caused them to lose their home. With the tiny girl, the poor woman sought employment. She finally established a home hand laundry and mending business. When Number 10 was five years old, her foster father died, the mother lost the family home, and the small family were left with only a partly-paid-for washing machine. For several months the small family subsisted on the work and kindness offered by former customers.

At about the same time, the deeply religious foster mother, casting about for solace, was given some tracts that resulted in her conversion. The child was placed in the parochial school. The mother worked as a housemaid, accepting only those offers that allowed her to have the child with her after school hours.

The mother was religious to the point of fanaticism. She spoke with her Deity at any time and in any group. She constantly "prepared" herself and child for the imminent end of the mother. She spent much time and many words purging the child of any sins contracted during the day and protected her from contacts outside the school and home environment. Typical of this abnormal fear was the incident related when a young man, who was a former customer of the mother's, asked the girl to ride as she

trudged home to the Heights. Arriving at the house, the young folks were met by the mother, who spoke curtly to the man and commanded the child to go to her room. As soon as the man left, the foster mother went to her child and demanded to know whether she was yet able to face the Lord!

The mother asked her visitor if she would enjoy seeing the house. The last room was that of the woman and her child. Austere as a convent cell was the cold room in the basement. Two iron cots were separated by a small beautifully carved Chinese chest. A typing table, one chair, no curtains, no heat--for the room opened off the furnace room and shared the blast of air that the furnace needed for combustion--comprised their apartment.

Besides this room the wages of fifteen dollars a month were the resources of these two women.

The girl assisted her mother after school. The care of the three story house, the cooking, the laundry and mending kept them busy. The employers were both professional people who spent much of their home time entertaining.

The child's developmental history showed little illness, but her school life had been constantly interrupted by the necessity of moving into whichever section of the city work could be obtained. In her first seven years of schooling, Number 10 had attended fourteen

schools.

This constant readjustment was hard on the child. Her reading difficulties became more and more hazardous. Her list of close friends suffered. Her over-sensitivity was not helped by her mother's constant reminders that she was the child of a servant and must rebuff advances of other classes.

To attend school at Girls Edison Six Year High she had to ride seven miles upon street cars and motor buses, transferring four times. She said, "People on the street cars notice things. They are always talking about me! I think people look at the birthmark on my leg, too."

But with all her self-effacement and sensitivity, Number 10 was a poised, charming girl. She said of herself, "I can meet and associate with strangers. New acquaintances are not hard to make. I even like boys, and am not a bit afraid of them, as I ought to be!"

When asked by her counselor what she did evenings, the girl replied, "We serve dinner in courses, then do the dishes--they take so long. And sometimes I have ironed as many as seven shirts in one evening." She had no time away from her mother excepting her school time. When the child was selected as a possible summer camp entrant sent by the teachers, the mother said, in a shocked manner, "Why, she's my only one!" The child wistfully

added, later, "I'd like to, though."

In school Number 10 did average work. She had not obtained a regular high school diploma because of inability to pass the arithmetic achievement test. Her disappointment was enough to add to her already deep-seated inferiority feelings.

To become more closely acquainted with this child, the investigator made her a classroom assistant, having her come early each morning to perform small tasks. She was offered remuneration but was not allowed to be placed on the N.Y.A. rolls because her mother believed "So many are needy, and we have a good home, good food, and the Lord is with us."

However, she was willing for the girl to continue without pay, for she believed her association with the counselor to be valuable and knew the early arrival, necessitated by bus schedules, would be dreary if spent waiting in the halls.

The child became very free with her adviser, asking questions and discussing problems that gave the investigator an excellent chance to combat the mother's narrow, biased views.

The girl took active interest in discussing various religions. In no other way did she show her understanding of the mother's feelings about church life. It

happened that she chose for one of her best friends a little girl of another sect, preparing to become a nun.

A few friendships developed that year in spite of her long, full days. A young neighbor woman from the Heights took a fancy to the girl and included her on long tramps through the hills.

Number 10 was given the duty of assembling information on sex for the home relationship files. She had only feared contacts with men and boys. New avenues of thought soon built different attitudes.

Her first term's vocational home economics project was to work out a notebook and schedule on personal grooming. Her mother's religion denied vanity. The child had lovely natural beauty, but had not realized it before. Her mother accepted this activity because "Cleanliness was next to Godliness." She even allowed the child to arrange her own hair as others were wearing theirs.

After a discussion of the case with a well-known psychologist, it was deemed advisable to get the girl away from her well-meaning mother. Her church hospital gave the perfect opportunity. She had always wished to be a nurse, and since the training would be in a church institution, the mother readily agreed. Number 10 made her necessary averages to transfer to a regular high school, where she planned to continue study with nursing as her

goal. Incidentally, she was taking a commercial course.

CHAPTER IV

THE SUMMARY AND RECOMMENDATIONS

The Girls Edison Six Year High School has grown out of the need for individual and special teaching of atypical girls from other elementary and secondary schools in Portland, Oregon. Remedial teaching is combined with activity programs. The girls who were the subjects of this study were selected from the group within a normal intelligence rating. Their intelligence quotients were from 95 to 110, with the exception of case Number 1 whose intelligence rating was 122.

These girls were all at some time, enrolled in the writer's homemaking classes, and were, also, assigned to her for counseling and home visiting. The study herein presented is an outgrowth of the data collected by observation, interview, and cumulative records available at that time.

Individual reactions of childhood are often unfortunate and do not contribute to the successful development of a wholesome personality. No environment is perfect, but childhood should be an age of happiness.

No one factor in any case studied could be designated as the sole cause of the maladjustment. Pertinent factors contributing to maladjustments among the subjects of this study revolved around early home and

school environment. Broken homes contributed to future personality difficulties. Mobility of the family was a factor. Poor teaching showed in reading deficiencies, poor study habits, and lack of concentration. Physical handicaps, both remedial and non-remedial, had their bearing upon adolescent maladjustment. Mental retardation and certain lack of readiness to assimilate materials presented at early grade levels caused failure and other difficulties.

As a group these girls might be characterized as hating to read, disliking individual performance but preferring the shelter of the group, and lacking in foresight, ambition, and ideals. Few had adequate study habits, concentration techniques, or initiative. Each seemed eager for counseling, and was in need of a widened circle of associations of desirable types.

RECOMMENDATIONS

There is a widespread need for better teaching and better trained teachers. Besides their special subject matter preparation, all teachers need educational breadth. Adjustment teachers should be well-trained in the principles of psychology and well-adjusted as to their own personalities. Sympathetic understanding, a willingness to listen, insight, intelligence, and enthusiasm are other necessary requisites. All research workers,

teachers, and parents could benefit from a better understanding of the nature of typical reactions in the child's life as well as deviations from general principles.

Activity teaching need not be limited to adjustment schools, but should be a part of every modern institution of learning. Many of the higher intelligence groups, now pupils of this adjustment school, could return to regular high schools. If Girls Edison Six Year High School is to function to its fullest, it must live down the stigma attached to its beginning, for the assignment of remedial cases there caused a feeling that it was limited to teaching only the under-privileged. Since many of its student body members are not in this category, and since its scope is not limited to remedial work, it is hoped that this attitude will soon die out. Courses of special merit, unavailable elsewhere in the city, the happy adjustments made and evidenced by many of its members, and its real contributions to the Portland School System are aiding the building of a fine reputation.

Guidance is not a new departure, nor is it limited to the school of this study. Adequate counseling from those with richer experience is valuable to every child throughout his school and early occupational life. He may or may not have had the opportunities to find the ego ideals, confidants, sympathetic adviser, or even friends

of his own age. His home and early educational environment may not have afforded the necessary sense of security so much a part of later adult adjustment. He may have had no chance to shoulder responsibilities. He may have learned no wholesome uses of leisure time with its wealth of immediate satisfaction and future worth. He may not have found opportunity to learn conventions, the "pros and cons" of every day living, the value of courtesy, promptness, and other acceptable social responses. He may not have had the need to develop emotional maturity. All of these factors are considered in the process of adjustment.

Remedial teaching is necessary in the majority of cases found in this school. The writer knew not one student that could not have benefited by remedial reading and assistance in forming better study habits. Special classes should be provided for children presenting the following problems:

Visual handicaps

Auditory handicaps

Orthopedic handicaps

Mental handicaps

Mental retardation

Talent

Speech defects

Emotional instability

Improvement in the home might well be furthered along with progress in the school if visiting teachers were well equipped for their difficult positions. An adequate health service is vitally important to these children's well being. As has been stated, the need is ever present for sensible counseling and vocational training, placement, and follow up.

The pupils of adjustment schools are often lacking in the needed feelings of security. To give security is not an easy procedure. Insight, tact and patience combine to build a better understanding than tests to prove subject matter frailty.

Girls Edison Six Year High School is still in the stage of experimental growth. To be effective, adjustment schools must remain experimental, ever changing, and open to suggestion.

SUGGESTED FURTHER STUDIES

- The parallel study of a control group of normal girls.
- A comparison of adjustment problems of boys and girls in adolescence.
- A study of elementary school adjustment problems.
- A study of the needs in preparation for and methods of adjustment teachers.
- A study of the home environment of a certain group of high school students.
- A comparison of the curricula of a regular high school with that of an adjustment school.
- A study of adjustment-problem girls in a certain period following their graduation from an adjustment school.

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