HOME FACTORS RELATED TO THE ADJUSTMENT
OF THE ADOLESCENT CHILD IN THE ADEL,
IOWA JUNIOR HIGH SCHOOL

BY

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A FIELD REPORT

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CHAPTER I
INTRODUCTION

In a world that knows very little peace or stability, parents and teachers are more concerned than ever before with the importance of helping children develop sound mental and emotional health. To help them become emotionally healthy, parents and teachers need to be able to recognize the symptoms of emotional disturbance in the early stages. This is done by observing the outward signs of what is going on inside a child—his behavior.

If a child is emotionally healthy, his actions will be normal, healthy actions. If he is suffering emotional turmoil, his behavior and reactions will show it. For this reason, an understanding of behavior provides the most important single clue to understanding the thoughts, feelings, and emotions of children.

The average teacher does not have the time and the average school does not have the guidance facilities to do much about child behavior. As a result, the vast majority of teachers and schools, even those who would benefit by the better understanding of children's behavior and misbehavior, do not have the opportunity to obtain the information they need. They are forced to handle their day-to-day difficulties without assistance.
Statement of the Problem

"Would you please tell me which way I ought to go from here?" Alice in Wonderland asked the Cheshire Cat.
"That depends a great deal on where you want to get to," the cat replied.¹

This answer has a real meaning for parents and teachers. "Which way we go" in guiding children depends on "where we want to get." This statement pictures a necessary goal to point the direction which teachers should move in guiding children. The child is the hope of the future, and every opportunity for developing his attitudes and habits must be seized upon and advanced that he may learn independence and assume responsibility with and for others of his world.

The Purpose of the Study

The purpose of this study is not to present a universal solution for guidance in average sized schools, but rather to give an account of educational facilities used by the Adel Junior High School, to present literature in the field to show what has been and is being done, and to evaluate the results and efforts of the guidance program in the Adel Junior High School. The problem is pertinent because a majority of the schools in the state are too small to employ a full-time guidance director and, therefore, have to resort to other methods to solve their behavior problems.

The Need for This Study

As stated before, the average teacher does not have time to deal with the emotionally disturbed and maladjusted children. These children have emotional needs that must be understood. The first and subsequent

needs throughout their early childhood are best met in the home. Here a child should find and build his security and his confidence, and he should also find his answer to his desire for love and affection. As stated by Dr. Senn of the Cornell University Medical School, "Fulfillment of a child's emotional needs is a factor in physical as well as psychological well-being."\(^1\)

It is recognized by eminent authorities that the home situation is stronger than any other element of society influencing and molding the character of a child. In the book, *Mental Hygiene*, it is stated: "In building sound moral character, the influence of the home probably takes precedence over that of the school."\(^2\)

Some children unquestionably give parents and teachers just cause for worry. Their behavior is not a sign of normalcy; it is a sign that they are troubled and upset, and that they are having a great deal of difficulty doing the things that are expected of them.

Who are these children? How can a teacher tell when a child's attitudes and actions are symptoms of inner distress? Frequent and intense misbehavior tells a teacher that a child may be having emotional difficulties. What specifically in children's behavior betrays maladjustment?

Parents and teachers are in a position to detect:

1. The child who demands attention almost constantly.
2. The child who is never liked by other children.
3. The child who refuses to take any responsibility at home or at school.

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4. The child who blames others for his misdeeds and his failures.
5. The child who is never satisfied with anything his parents do for him.
6. The child who is plagued with fears and worries that are out of proportion to the usual anxieties of childhood.
7. The child who indulges in constant and exaggerated daydreaming.
8. The child who constantly lies.
9. The overly-timid child who seldom has the courage to misbehave.
   Teachers especially are in a good position to detect:
1. The bully.
2. The "too good" child.
3. The absentee.
4. The child who hates school.
5. The child who is always trying to be teacher's pet.
6. The child who shies away from activity and play with other children.
7. The child who does not get along with others.
8. The child who thinks all teachers pick on him.
9. The child who is unable to concentrate.

These are only a few signs that might point to serious trouble. Any one by itself may not mean anything, but a combination of them often adds up to a troubled child who is in need of adult help and understanding.

In this study an attempt has been made to show the behavior problems that result from the following home factors.

The broken home.—This home may be one broken by divorce or by death or by the need of one of the parents to be away most of the time because of employment.

The unwanted child.—This situation may arise in a home where there
is a stepchild not accepted by the other parents. It may be one where
there are too many children or where the parents did not want a child from
the beginning.

The low economic status home.—This is a home where the financial
situation is so poor that the parents cannot give enough physical security
to the child to make him feel adequate in his environment.

Sibling rivalry.—In this home one youngster is rejected and another
or others accepted because of more physical capabilities, more talents and
accomplishments, or because of the position in age.

The over-expectant parent.—The parents in this home expect more
than the youngster is capable of giving, be it in mental or physical ac-
complishments. This will include the mentally handicapped and the physically
handicapped child, and also the normal youngster whose abilities fit him
more for manual or mechanical labor than for the professional and white-
collared job that his parents wish for him. It also includes the normal
child who is expected to react at a more mature level than he is capable.

The over-indulgent parent.—The parent in this home thinks the
child can do no wrong, and encourages and abets him in misbehavior and
nonconformity.

The belligerent home situation.—Here the parents and child have a
negative attitude towards all good and are against society as a whole.

The emotionally unstable home.—This is the home where there is
constant bickering, emotional upheavals, and perhaps even drunken parent
or parents.

The misunderstood child.—In this home the parent or parents have
little or no conception of the psychology of childhood, nor the resultant
behavior and desires one can expect from different age levels.

The situations stated above do not cover all the circumstances that occur in the home to cause behavior problems. Neither is it felt that the stated situations always cause emotional disturbances in a child. Rarely is a situation caused by one isolated factor; more often it is the result of a combination of many existing circumstances. Even the combination is not always the cause, but these are noted as conditions that exist in homes where the writer has observed behavior problems. In another part of this report an attempt has been made to analyze the correlation between the home situation and the maladjustment.

The school teacher and principal find that many of the cases of misbehavior stem from the home situation and early environment. This study is concerned with this type of evidence.

Procedure

This study came about when services were first offered in 1952 to schools in the state by the Department of Public Instruction. The Adel schools subscribed to this aid and the following study is the findings of this service. Early in the past school year the State Department sent a questionnaire to the teachers of the elementary grades on what they considered to be the problem children or socially maladjusted children in their classes. In the junior high school the teachers worked together over the check lists and drew their conclusions on each child as a whole. These check lists were then kept until the state social or contact worker visited the school. Each child's case was then gone over thoroughly with her. She then interviewed the child to find out any additional information that could have been left out. Tests were then sent by the state psychologist and
were administered to the pupils. These tests included the following: the California Short Form Test of Mental Maturity, the California Test of Personality, and the California Achievement Tests (Complete Battery).

The tests were scored by the principal and kept for later reference. A trained psychologist was sent the following week to interview each of the named children. From information gathered from the interview, tests, and school records, his diagnosis was presented to the teachers with recommendations. The principal and teachers were to handle most of these cases with the exception of those which it was thought best for the contact worker to handle.

The school has in the fall and in the spring a parent-teacher visitation day when the pupils' problems and progress are discussed with the parents. The response had always been enthusiastic so most of the parents were reached at that time. The teachers dealt with the cases that were labeled "soft" and the principal handled the "harder" ones. The cases that called for a home visitation were cared for by the Supervisor of Special Education from the State Department.

The personality test was used because there are factors that defy appraisal or diagnosis by means of ordinary ability and achievement tests. Measurements of capacity, skill, and achievement, important as they are, do not constitute a complete picture of a functioning personality. When the teacher has, in addition to achievement scores, evidence of a child's characteristic modes of response in a variety of situations which vitally affect him as an individual or as a member of a group, she can use this more complete picture of his personality to guide the pupil to a better personal and social adjustment.

The major purpose of the California Personality Test is to reveal
the extent to which the pupil is adjusting to the problems and conditions
which confront him in developing a normal, happy, and socially effective
personality.

The test is made up of two parts: self-adjustment and social-
adjustment. The self-adjustment part is based on feelings of personal
security, and the social adjustment is based on feelings of social security.
It is subdivided into the following components: self-reliance, sense of
personal worth, sense of personal freedom, feeling of belonging, withdraw-
ing tendencies, nervous symptoms, and social standards.

The social-adjustment part of the test is subdivided into the follow-
ing components: social standards, social skills, anti-social tendencies,
family relations, school relations, and community relations. The components
are not names for so-called general traits. They are, rather, names for
groupings of more or less specific tendencies to feel, to think, and to act.
CHAPTER II

SOURCES OF DATA

A branch of the State Department of Public Instruction, the Iowa Division of Special Education was inaugurated to assist the local public school districts in their efforts to meet the individual needs of its handicapped pupils. In some instances, this service included both additions to and adjustments in the present curriculum. To bring such assistance to local school workers, the Division of Special Education was set up in three sections: Speech and Hearing, Physical Handicaps and Vision, and Mental Retardation and Personality Disorders.

The year which closed on June 30, 1952 was a critical year for special education in Iowa. Development and expansion exceeded all expectations. Success proved embarrassing. Administration was difficult. Too few workers to meet official requests for help for handicapped pupils led to what was, in part, met by local public school initiative in hiring trained workers.¹

The Division of Special Education giving statewide service under Chapter 281 of the Code of Iowa must be impartial. It must approve every program by a local public school district proposing in good faith to serve actual needs of handicapped children. Of course, each proposal must meet

¹Department of Public Instruction, "Division of Special Education," Objectives 1952-1953, p. 3. Des Moines, State of Iowa, June, 1952.
the requirements in departmental regulations set up to ensure efficiency and economy.\textsuperscript{1}

At the present time there are eighty counties having special educational supervisory service which had thirty-eight supervisors in 1952, and fifty-eight counties having speech correction centers which had forty-nine correctionists in 1952.\textsuperscript{2}

Last year 3,929 of 4,647 school districts in Iowa secured some form of special education service for needy pupils. Twenty-nine thousand one hundred eighty-two handicapped pupils were served but nearly thirty thousand handicapped boys and girls in Iowa were not reached.\textsuperscript{3} Insufficient funds make the problem an acute one.

The philosophy of Chapter 281 of the \textit{Code of Iowa}, the special education act, is that each district pay average per-pupil cost for the education of the handicapped child and the state reimburse the excess cost. This is generally accepted as sound. More and more states are adopting this idea.\textsuperscript{4}

The present appropriation is $526,000 per annum. Last year, 1952, only 81.5 per cent could be reimbursed on group programs. This year, 1953, not more than 75 per cent is estimated.\textsuperscript{5}

In April, 1952 a review of approvals of all probable reimbursement warranted an estimate of 100 per cent payment of all claims on June 20, 1952. The avalanche of claims on June 20, however, made necessary the pro rating of all claims based on group approvals. There was $1,962,000 to meet $607,000 in valid claims. Group approvals, those providing for service to classes within a district or to more than one district within a three county, two county, or one county area, were pro rated at 81.5 per cent.\textsuperscript{6}

\textsuperscript{1}Tbid. \hspace{1cm} \textsuperscript{2}Tbid. \hspace{1cm} \textsuperscript{3}Tbid. \hspace{1cm} \textsuperscript{4}Tbid. \hspace{1cm} \textsuperscript{5}Tbid. \hspace{1cm} \textsuperscript{6}Tbid.
In 1951-1952 service was extended to 3,929 of Iowa's 4,680 public school districts. Tests were given throughout the state and, if requested, an appropriate program would be recommended for each pupil tested. So far as information is available to the division, every request for help was met and each handicapped pupil for whom help was sought was given optimum service according to his examination results.

It now appears highly probable that in 1952-1953 all possible special education service will be requested for almost every school district in the state. Plans for the year include preparation to render every possible assistance to each public school superintendent in Iowa whether in county or in local district.\footnote{\textit{Ibid.}, p. 1.}

To maintain present service through the next biennium, to help every district needing assistance, and to reimburse 100 per cent so that no one will be asked to make up the deficit, the need is for $1,050,000 per annum. This will make help available for every school district in Iowa to educate the child who needs a friend because of a handicap.\footnote{\textit{Ibid.}, p. 3.}

Following are the objectives to be attained in the program for the Division in Mental Retardation and Personality Disorders.

1. To discover the needs of each handicapped pupil.
   a. For learning difficulties.—From the results of advocated mental maturity tests and from cumulative records including reports of previous tests, it may be indicated that the pupil does not possess adequate mental age in relation to his school placement and his chronological age. If, upon the basis of the foregoing analysis, the pupil appears to be mentally retarded he may receive an individual examination and consultation. This examination may be given by a qualified public school psychologist in regular school procedure. If the psychological services of the Division's psychologist are needed they should be requested by the superintendent, channeled through the county superintendent.
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b. For the maladjusted.--By the teacher observing the adaptive behavior of her pupils in comparison to that of other children of their own age and social group, she will help in locating students who show indications of being maladjusted. Early detection of a maladjusted child is considered of great importance. Suspected maladjustment should be referred to the public school psychologist. Upon request of the superintendent, channeled through the county superintendent, services of a divisional psychologist may be obtained for individual testing and counseling.

2. To help the districts set up and supervise an instructional program suited to discovered needs.
   a. Mentally handicapped.--Upon a psychologist's recommendation, an instruction program suited to the individual needs of each educable mentally handicapped pupil can be set up by the local school superintendent who undoubtedly should use 'the council plan' of arriving at his decision. This program may be an adjusted special individual program within the pupil's classroom, or it may be in a class with a specially trained teacher, or it may be clinical referral. The assistance of a senior consultant from this division may be secured if needed.¹

The following study is the data collected and obtained by interviews and discussions with the child, parents, and siblings, as well as reports of results of mental and educational examinations given. The case records deal only with the children of the junior high school level and are real situations although full names are not given to protect individuals. A complete record of each study is presented.

¹Ibid., p. 1.
CHAPTER III

THE COMMUNITY AND SCHOOL

The Locale

An important step in the relationship of the home environment must be a survey of the community. Adel is an agricultural community with an estimated population of twenty-one hundred. It is located in the center of Dallas County and is the county seat. About four-fifths of the farm land in the vicinity of Adel is exceptionally productive and as a result most of the farmers have always been prosperous.

The town people are neither destitute nor prosperous, usually "average," with a scattering at both ends of the economic scale. There is one factory, a brick and tile concern, which employs about eighty men. There are two large gravel pits just outside the city limits; they operate at full capacity during the summer months. This summer operation brings some transient workers to the community but does not affect the school enrollment. The small businesses have a good trade because of the surrounding farm area and because of the fact that the town is the county seat.

The population increase has been gradual but steady due to the fact that the town is close to Des Moines and many people who work in Des Moines have their homes in Adel. The town has a very active Chamber of Commerce and the town itself could be called an "up and coming town." During the past fifteen years 125 new homes have been built. Recently new sidewalks
were laid in the downtown business district and the streets were widened. Also, a new ultra-modern county jail located in the business district was completed during the past year.

Transportation to other communities is provided by two bus lines that operate about twelve buses a day east, west, and north. It is very convenient to get in and out of Adel because it is located at the junction of two United States highways, 6 and 169. There is a branch line of the Chicago, Milwaukee, St. Paul and Pacific Railroad that operates one freight a day.

The health of the community is protected by four doctors, three of whom operate their own private practices. Patients desiring other services are usually transported to Des Moines or Perry. The spiritual needs are provided for by five churches which also provide much social life for the community. However, social activities are chiefly provided by four lodges, women's clubs, Lions Club, Rotary Club, the American Legion, Legion Auxiliary, and Commerce.

The School

The Physical Plant

When a study of any school program is made the physical plant should be considered. The Adel school is located in about the center of the community. The high school, the grade school and gymnasium, as well as a large play area, are all located on grounds consisting of one-half square block. A modern lighted baseball diamond and a lighted up-to-date football field along with a very modern swimming pool are about three blocks north of the school itself. The new gymnasium, which was completed a year ago, is one of the larger high school gymnasiums in the state and, therefore, provides
a large recreational area for the children of the community
place large enough to accommodate tournament crowds.

The grade school building is forty years old. It
half story structure containing eight classrooms, four of
downstairs, which is partly below the surface of the grade
rooms on the second floor have about thirty chairs and
d and accommodates kindergarten through second grade. The
contain the high school industrial arts room, the grade
and a room for the morning kindergarten children who liv
must ride the bus. Rest rooms for the pupils are in the
main floor is a first aid room for the children.

The high school building is thirty years old and
floors; it contains thirteen classrooms, a laboratory, k
kitchens, toilets on each floor, and dressing rooms on t
The top floor has four classrooms and a laboratory. In
school assembly, library, book room, superintendent's a
offices are located on this floor. On the main, or mid
classrooms, the junior high assembly, and two commercial
these classrooms house the third through the fifth grade
classrooms and the junior high assembly are used for the
The basement floor has the following rooms: the school:
two dressing rooms for the girls, two dressing rooms for
boiler room. The old gymnasium is very small but it co
storage room and provides a fine play area for the grade.
The new gymnasium is one year old; it has a seating capacit
thousand, and has one large playing floor that can be s
playing floors for the physical education classes. It l
stage which is at one end of it. There is also a large instrumental music room off one end of the stage. Underneath the stage and the music room is the kitchen and hot lunch room which will seat three hundred students at one time. Also, upstairs above and to one side of the stage is the coach's office and the junior high principal's office. Running the length of the gymnasium on one side are permanent bleachers underneath which is the vocational agriculture department consisting of storage room, lecture room, shop, and instructor's office.

History of Adel School District

The present school district was founded in April, 1868 and has remained the same since that time as far as area is concerned. The first building was constructed of brick and served the district until 1913 when it was torn down and the present grade building was built. Then, as the needs increased, the other buildings were added. Ten years ago the district had buses in a fifteen mile radius, but with the coming of school consolidation neighboring communities consolidated and the territory served was reduced considerably. At the present time, the district operates four buses that pick up pupils in an arc starting northwest and running around to the southeast. The enrollment of the Adel schools at the present time is 529 with twenty-six teachers.

Qualifications of the Adel Junior High Faculty

There are five full-time junior high school teachers on the faculty and six that are teaching on the high school faculty or are special teachers who also teach at least one subject in the junior high school. With the exception of the principal, the four full-time teachers have been in the system for an average of eight years. The four full-time teachers have an
average of three and one-half years of college training. The qualifications of the faculty of the Adel Junior High, as indicated, the teachers are well prepared to accept their responsibilities in guiding and teaching the children of Adel.

<table>
<thead>
<tr>
<th>Faculty Position</th>
<th>Degrees</th>
<th>Major</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Under-Graduate</td>
<td>Graduate</td>
</tr>
<tr>
<td>Superintendent</td>
<td>B. S.</td>
<td>M. S. E.</td>
</tr>
<tr>
<td>Principal</td>
<td>B. S.</td>
<td>M. S. E.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Coach</td>
<td>B. S.</td>
<td>M. S. E.</td>
</tr>
<tr>
<td>Instrumental Music</td>
<td>B. A.</td>
<td>M. A.</td>
</tr>
<tr>
<td>Vocal Music</td>
<td>B. A.</td>
<td></td>
</tr>
<tr>
<td>Commercial</td>
<td>B. S. C.</td>
<td></td>
</tr>
<tr>
<td>Homemaking</td>
<td>B. S.</td>
<td></td>
</tr>
<tr>
<td>Agriculture</td>
<td>B. S.</td>
<td></td>
</tr>
<tr>
<td>Art</td>
<td>B. A.</td>
<td></td>
</tr>
<tr>
<td>Mathematics</td>
<td>St. Ele.</td>
<td></td>
</tr>
<tr>
<td>History</td>
<td>St. Ele.</td>
<td></td>
</tr>
<tr>
<td>English</td>
<td>St. Ele.</td>
<td></td>
</tr>
<tr>
<td>Science</td>
<td>St. Ele.</td>
<td></td>
</tr>
</tbody>
</table>

The Adel Junior High in 1953

In the 1952-1953 school year the sixth grade was a high school department thus making a total enrollment of 120 students. The enrollment was broken down into the following enrollments by grades: five students; seventh grade, thirty-five students; and six students.
In 1952 a student council was organized for the first time. It was composed of members of all three grades.

Proposals for 1953 are the addition of shop and homemaking to the present curriculum, and grouping of the students among grades as to ability instead of the standard gradation as has been in the past. This will be done in all academic subjects except the crafts and arts. This indicates that after thirty years major changes in the curriculum are being made to meet the pupils' needs.

School Morale

The morale of the students is very good. Cooperation between the teachers and students seems to be the very best proof of the good morale in Adel Junior High School. Other things such as the high percentage of attendance, 96 per cent for 1952-1953, no serious disciplinary action in the past few years, no writing on walls nor on desks, and very few failures are other evidences of high morale.

The maladjustment of teachers has a real and inescapable effect upon pupils, and teachers' fears, loves, likes and dislikes, hates, jealousies, and ambitions will be reflected in the behavior of their pupils. Since the morale of the pupils is as high as it is at Adel Junior High School, it is natural to suppose that the teachers are a well-adjusted group.

Neighboring Schools

There are eight consolidated schools, all smaller in size, within fifteen miles of Adel. These are as follows: to the north, Minburn Consolidated, with an enrollment of 197 and ten teachers; to the east, Dallas Center Consolidated, with an enrollment of 422 and twenty teachers; to the east,
Waukee Consolidated, with an enrollment of 359 and sixteen teachers; to the southeast, Van Meter Consolidated, with an enrollment of 348 and sixteen teachers; to the south, De Soto Consolidated, with an enrollment of 205 and ten teachers; to the southwest, Earlham Consolidated, with an enrollment of 194 and twenty-two teachers; to the west, Redfield Consolidated, with an enrollment of 136 and twenty-one teachers; to the northwest, Linden Consolidated, with an enrollment of 153 and twelve teachers; and to the north-northwest, Washington Township Consolidated, with an enrollment of 180 and ten teachers.
CHAPTER IV

CASE STUDIES

The following cases were condensed from complete case histories that the writer compiled after contacts with the subjects, their parents, the teachers, the Iowa Division of Special Education, and other interested individuals and agencies. The case histories, a part of the normal school program when a child has been referred to the Special Education Division, are presented in four parts. Part one deals with the reason for referral; part two deals with school records and other evaluative data; part three, the home situation; and part four, an analysis of the behavior which has resulted from the situation described.

Case 1

<table>
<thead>
<tr>
<th>Name:</th>
<th>Fred B.</th>
<th>Birth Date: August 11, 1936</th>
</tr>
</thead>
<tbody>
<tr>
<td>Father:</td>
<td>Arthur B.</td>
<td>Age: 16</td>
</tr>
<tr>
<td>Mother:</td>
<td>Norma</td>
<td>Grade: 8</td>
</tr>
<tr>
<td>Sibling:</td>
<td>Betty, age 19</td>
<td>I.Q.: 80</td>
</tr>
</tbody>
</table>

Reason for Referral

Fred was doing abnormally poor schoolwork. Teachers felt that he was just "sitting in" on the classes.
School Records and Other Evaluative Data

According to an Otis Mental Ability Test (Beta Form) administered in the fifth grade in November, 1949, Fred had an I.Q. of 85. According to the Stanford Achievement Test given in the sixth grade on May 1, 1951, he had a grade equivalent of 3.9. The same month on the 11th an Otis was given and he had an I.Q. of 83. On another Otis administered on January 8, 1953, Fred had an I.Q. of 80. His chronological age was 15-5 and his mental age was 10-10. He was retained in the first grade because of lack of scholarship, and in the third grade twice for the same reason. In the fourth grade he was promoted because of size and age, and in the sixth grade he was passed on "condition."

His attendance was excellent until the sixth and seventh grades when he missed considerable school. He had been tardy only twice during the first eight grades. The past year when he was absent his mother always called and informed the school that he was sick and seemed rather worried that he might miss some schoolwork.

Fred always got along fine with his schoolmates and seemed to be well-liked by all. He did not participate in athletics but was always willing to do any extra task that a teacher would ask him to perform.

In his academic work it was felt that he tried very hard to do the work but just could not accomplish it. He would always try to take his turn in class discussions and oral work. He loved to do mechanical work and tinker with things. He has been working the past two years after school, on weekends, and in the summer for an electrical establishment. The owner was quite proud of his work and enthusiasm.

Fred was one of the larger boys in the class. He was dark-complexioned
and had rather a poor complexion. He often let his hair grow rather long and did not shave regularly. Other than this, he always wore clean clothes and kept himself neat. His only bad habit was smoking. He always carried cigarettes with him and occasionally tobacco could be smelled on his breath. He was never seen smoking on the school grounds or on the streets. When interviewed by the writer, Fred said that he wanted above all to go on to high school and complete his schooling.

Home Situation

The B’s lived in the far west part of the town known as the brick-yard district. This was known as the poorer part of the city. They owned a small wood bungalow which was without modern plumbing but adequately furnished for their income.

Mrs. B. was rather young compared to her husband. She was of average size and of dark complexion. She was apparently unstable and an ignorant woman. She recognized the shortcomings of her child but did not seem to know what to do except that she wanted him to finish school. The past year when Fred was absent several days because of sickness, Mrs. B. called the principal to inform him that Fred was sick and went into detail why he could not attend school then.

Mr. B. was an uneducated laborer and just the past year retired from his job at the local brick and tile factory to live on his pension. He was also dark-complexioned and bald. His only interest seemed to be in his gardening. Neither parent had ever attended a parent-teacher visitation. The B’s did not have a good reputation in the neighborhood nor the community. The writer could not determine the cause of this but it was apparently due to their handling of their daughter in the past years.
This daughter, Betty, had quit school in the seventh grade and married some young farmhand; they separated after living together for several weeks. They had quite a feud and he would come to the parental home and after a big family squabble the daughter would go home with him again. This lasted for eight months until she finally sued him for a divorce. At the present time she is in the process of suing for divorce from her second husband. Betty has had one child. Although she was never given a mental test while in school it was thought that she definitely was mentally retarded.

Analysis of Behavior as Result of Situation

Tests administered.—Fred was given, by the writer, the California Short Form Test of Mental Maturity on March 31, 1953 and the California Test of Personality on April 8, 1953.

Findings.—Fred is mentally retarded. His mental age is currently 12-4 and his chronological age is 15-8. He will probably achieve about sixth or seventh grade level in skills in academic subjects. Personality test findings reveal poor adjustment in feeling of belonging, sense of personal worth, and in school relations. He is particularly retarded in language factors so requisite in successful schoolwork.

Recommendations.—Fred should not be retained in any particular grade but he should have an adjusted program best suited to his needs. Shop work, social activities, listening to recitations, and entering into discussions probably would be of most help to him.

He should not attend high school. Since he likes mechanical work and wants to continue his schooling, a modified program with all the shop work possible should be given him. His parents should be impressed with
the desirability of his gainful employment. Fred's personality maladjustment is probably due to the fact that he encounters difficulty in schoolwork and the fact that he was retained twice in the third grade. Experiences concerned with building feelings of adequacy and belonging may be of some value to him.

Case 2

Name: James B.  
Birth Date: March 9, 1933

Father: Harold B., age 37  
Age: 15

Mother: Maxine B., age 35  
Grade: 8

Siblings: James, subject, age 15  
I.Q.: 90

Joyce, age 13
Jerry, age 9
Jo, age 7

Reason for Referral

James was referred to the state psychologist because he seemed to do his schoolwork too slowly, was listless, daydreamed, and was in need of more help than the school could give.

School Records and Other Evaluative Data

James never has been a behavior problem. His attendance through the first eight grades was above average. He was tardy many times through the fourth grade but since that time has never been tardy. James was passed on "condition" in the first grade, retained in the third grade, and retained in the seventh grade.

The Otis Mental Maturity Test (Beta Form) was administered on January 8, 1953. The results were: chronological age, 14-3; mental age, 12-5; and
intelligence quotient, 91.

James seemed to have the most difficulty in arithmetic, English, and science. He was a large boy for his age. He did not have much to do with the other boys. He did not participate in athletics. He always kept himself neat and clean. His only interests seemed to be hunting and fishing. He never participated in class discussions unless he had to and the only way he would do his schoolwork was by being forced to do it. However, he was no discipline problem. His father owned and operated his own garage, but James had no interest in it.

Home Situation

Mr. and Mrs. B. had six children of whom James was the oldest. They attend Adel schools at the present time and none of them has ever been retained in any grades. All of them are well adjusted to school and are doing very good academic work. James' oldest sister, Joyce, was in the eighth grade with him.

The B's lived in a large two-story frame dwelling next to their garage business which was on the south edge of the city and beside one of the highways passing through town. The home was well-kept and Mrs. B. had all the modern conveniences that go along with the modern home today.

Mrs. B. was a very attractive middle-aged woman. During the past year she had a serious illness and spent considerable time in the hospital. After her release from the hospital she went to the west coast for two months to recuperate and "get away from it all," as she stated. In the past, she had attended all the parent-teacher visitations and seemed to be very interested in her children. Due to her illness she was unable to attend any the past year, but as soon as she returned to her home from the
west coast she immediately came to the school and visited with the teachers
and the writer in the interest of her children. She was very worried about
James' schoolwork and wanted to know what could be done in a remedial pro-
gram. She stated that about all he cared for was to go hunting or fishing
and felt that it was more "growing pains" than anything else. She also
stated that Mr. B. never seemed to worry about the children very much but
left that to her.

Mr. B. was very industrious and was regarded highly in the community
for his mechanical skill. He is a large, handsome middle-aged man. While
Mrs. B. was in the hospital, the writer had to call him when it was apparent
that his oldest daughter, Joyce, was truant from school. When asked by the
writer if she were truant, he stated, "She's in bed yet. I don't know
whether she is sick or what."

The other children of the B's, as stated before, were all normal
and well-adjusted. When Mrs. B. was ill, the oldest daughter, Joyce, took
over the operation of the home. Preparing the meals and getting the younger
children ready for school were all part of her daily job. Besides all this,
she was very active in school activities. Her remark about James was that
"he just doesn't care."

Analysis of Behavior as Result of Situation

Tests administered.—James was administered the California Short
Form Test of Mental Maturity on March 31, 1953 and the California Test of
Personality on April 9, 1953. He also had a special interview with the
division psychologist on April 25, 1953.

Findings.—James had dull-normal intelligence. His chronological
age was 15-1; his mental age was 13-9; and he had a test grade placement
of 8.4. With a little effort he should be able to keep up with the lower third in his class. His personality test revealed maladjustments in feeling of belonging, freedom from withdrawal tendencies, and school relations.

Recommendations.—Written material on these test results should be of some value. The psychologist feels, however, that James should be further tested and interviewed.

<table>
<thead>
<tr>
<th>Case 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name: Larry V.</td>
</tr>
<tr>
<td>Father: John V., age 49</td>
</tr>
<tr>
<td>Mother: Deceased</td>
</tr>
<tr>
<td>Siblings: John V., Jr., age 16</td>
</tr>
</tbody>
</table>

Reason for Referral

Larry was referred to the Division of Special Education by his teachers because of his poor schoolwork, his timidity, his inability to learn, his reading difficulty, and an apparent sex maladjustment. The teachers also felt that he was "just sitting in" as far as classwork was concerned.

School Records and Other Evaluative Data

Larry attended a rural school through the second grade. The school discontinued operation after that year and since that time he has been attending the Adel schools. In November, 1949 he was administered the Otis Mental Maturity Test and his I.Q. was 107. When he was in the sixth grade he was given the Stanford Achievement Test and his grade equivalent was 6.0. On May 14, 1951 the Otis Mental Maturity Test (Beta Form) was given and his I.Q. was 107. On January 8, 1953 the Otis Mental Maturity Test (Beta Form)
was again administered and the results were as follows: chronological age, 13-6; mental age, 11-2; and intelligent quotient, 103. Larry did very good schoolwork through the sixth grade, which was in 1951 when his mother died. Since that time his schoolwork has been far below normal. He has had speech correction work ever since he has been a student in the schools of Adel, either by a teacher or a special teacher from the State Department. Everyone who has worked with him feels that little headway has been made.

He seldom participates in class discussions. It was noted by the writer that he always had a very hard time pronouncing the words no matter how easy they were. In physical education classes he never would undress around the boys. When told that he must take a shower, he wrapped a towel around his lower abdomen until he reached the showers and then had a boy hold it there for him until he was through with his shower. When he undressed he would always do this in the most remote corner of the dressing room. He gradually became less modest as the year progressed. His most difficult subjects were English and arithmetic.

Home Situation

Larry lived with his father and older brother, John, on a very productive farm west of the city. His maternal grandparents lived right across the street from the school and he went there to get his noon meal. When he was sick, the grandmother generally cared for him and wrote his school excuses.

His brother, John, has been a discipline problem in the school for the past few years. He was a rather large boy and acted as "bully" to the rest of the boys. No one ever reacted to this manner of his because they felt rather sorry for him because of his mother's death.
Larry was rather fat for his age. He wore dark rimmed glasses and had a very light complexion. He was always by himself and never seemed to have any friends. Whenever he was called upon in class he would blush a very brilliant red.

Mr. V. never attended any of the school parent-teacher visitations because he was too busy with his farm work. He did come and hold several conferences with the high school principal and the vocational agriculture instructor when his older son, John, was involved in a truancy problem. Mr. V. is a college graduate. He is a very tall, neat appearing man. He seemed to be at a loss to know what to do with his two sons.

Outside interests say that he over-indulged the children; both parents were guilty of talking baby-talk around Larry and they attribute his speech defect to this.

Analysis of Behavior as Result of Situation

Tests administered.—By request of the division psychologist, Larry was administered the California Short Form of Mental Maturity Test on March 31, 1953 and the California Test of Personality on April 9, 1953.

Findings.—He was found to have a high-average intelligence. The results of the tests were: chronological age, 13-8; mental age, 14-8; his grade placement, 9.2; in language factors his mental age was 8-8. His personality test showed low ranking in sense of personal worth, and in freedom from withdrawal tendencies. His school relations ranked seriously low.

Recommendations.—Further testing and interviews to ascertain more specifically the nature of Larry's difficulties are needed. Mimeographed material was given to teachers to help Larry overcome his personality
maladjustment. Further suggestions will follow psychometric examination
and interview with Larry if necessary. At the time of this writing the
results of these examinations were not available.

Case 4

Name: James A. Birth Date: April 9, 1939
Father: William A., age 40 Age: 14
Mother: Frances A., age 31 Grade: 7
Siblings: Joan A., age 7 I.Q.: 98
Daniel, age 3

Reason for Referral

James was referred to the Division of Special Education by his
teachers because of poor schoolwork and very poor behavior maladjustment.
His teachers also felt that there was personality conflict between father
and son. The writer was also his principal and had many contacts with James.
He could not get along with his fellow students. He was very belligerent
in school and used profanity constantly. One local council member said that
James was in his place of business one day and "every other word was a cuss
word."

School Records and Other Evaluative Data

James was very punctual in school. In his first seven years of
school he was never tardy. He was retained in the third grade. He did
below average academic work. On October 2, 1950 when James was in the fifth
grade the Stanford Achievement Test was administered and he had a grade
placement of 5.1. On January 8, 1953 James was given the Otis Mental
Maturity Test (Beta Form) and the results were: chronological age, 13-9;
mentally age, 13-3; and intelligence quotient, 98.

James had been picked up by the police several times for questioning on minor thefts. He was dismissed from the football squad for his inability to get along with his teammates, and for his unwillingness to take orders from the field general.

He achieved great pride in the physical education classes where he could use his physical abilities in strength and speed in "lording" it over the other members of the class. James always participated well in class discussions. He seemed to like to brag about some of his close escapes in the past. When the coach dismissed him from the football squad he was told that he could never again participate in any team activities until he changed his whole attitude. This spring the faculty felt that he had made such rapid adjustment that he should be given another chance. As a result, he became a member of the track squad. He worked very hard and cooperated fully.

One evening when a "sex movie" was showing at the local theatre at the midnight show, his father had to go to the theatre and take him home.

Home Situation

Mr. A., a high school graduate, has been city water superintendent the past seven years. He was very efficient in his work, but was not regarded very highly in the community. His one arm and eye are permanently disfigured due to an automobile accident when he was a youth. He worked very irregular hours, and was known to drink beer but never to excess. He was very interested in his children and was quite worried about James, and yet he was also very proud of him.

Mrs. A. was middle-aged and of average size. She completed a ninth grade education. She worked part-time in the local restaurants. She was
very loud and smoked heavily. She was very proud of her children and yet she was very worried about James and his attitude. She always attended all the school's parent-teacher visitations. She, along with Mr. A., felt that James had made rapid improvement in his attitude the past year.

The family lived in their own frame home on an acreage in the north-west part of the city. Mr. A. and James had a partnership in a large garden plot in which they raised vegetables to sell commercially.

Both father and son were active outdoors and did extensive hunting and fishing together. The father stated, "Jimmy just lives on the river."

The two younger children were both quiet and well-mannered. Neither seemed to have the attitude of their older brother.

Neither parent seemed to be able to sit down and talk to Jim about his trouble. After the division psychologist had a conference with them and left some material with them to read to help in their understanding of James, they made him read it also. James stated to the writer, "They made me feel just like a criminal." Both parents never hesitated in spanking James when he was in the wrong.

Analysis of Behavior as Result of Situation

Tests administered.—The division psychologist administered the following tests along with a personal interview with James: the California Short Form Test of Mental Maturity and the California Test of Personality.

Findings.—James had at least average intelligence. His chronological age was 13-4; his mental age, 14-0; and his intelligence grade placement was 8.7. His language factors mental age would indicate a greater potential for subjects such as language and arts than for mathematics and science. James should be able to do average work in mathematics according to his potential.
His personality test revealed an alarmingly low ranking in sense of personal worth, freedom from anti-social tendencies, and school relations.

**Recommendations.**—James' maladjustments indicated items checked on the referral slip and his low rank in personality components led the psychologist to suggest further psychometric testing, interviews with the child, and conferences with the parents. Printed material was given to the teachers and parents to help build a better personality adjustment for James. James was given an achievement battery but at this writing the results were not available. He related in his personality test that school was hard for him.

**Case 5**

<table>
<thead>
<tr>
<th>Name:</th>
<th>Beechie A.</th>
<th>Birth Date:</th>
<th>October 1, 1940</th>
</tr>
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<tbody>
<tr>
<td>Father:</td>
<td>E. B. A., age 50</td>
<td>Age:</td>
<td>13</td>
</tr>
<tr>
<td>Mother:</td>
<td>Claudetta A., age 49</td>
<td>Grade:</td>
<td>7</td>
</tr>
<tr>
<td></td>
<td>Bernard A., age 20</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Reason for Referral**

Beechie was referred to the division psychologist because he seemed so immature for his age, and because he always seemed to play with the girls instead of the boys.

**School Records and Other Evaluative Data**

A Stanford Achievement Test was administered in November, 1950 when Beechie was in the fifth grade and his grade equivalent was 5.8. On January 8, 1953 he was given the Otis Test of Mental Maturity (Beta Form) and the results were: chronological age, 12-3; mental age, 11-2; and intelligence quotient, 109.
His school attendance had always been near perfect and he was punctual. His most difficult subjects were arithmetic and history. He was always very timid. It was remarked that he always looked more like a "doll" than a boy.

He was apparently in good health. He was very small in stature, fair complexioned, and had very curly black hair. He could best be described as "cute."

He had to be constantly pushed by his teachers to meet his daily assignments. He was always ready to participate in class discussions. Generally, his answers and contributions were very childish and they were made with one finger in his mouth.

Home Situation

Beechie was the youngest of three children. His oldest sister was a college graduate and was married and living in Cedar Rapids. She had one little daughter. His older brother, Bernard, was completing his third year of college. Beechie's parents were both college graduates. His father was a veterinarian and was employed by the state. His mother was previously a school teacher and she still did substitute teaching in the local school.

The A's lived in their own two-story home which was in the better part of the city and just across the street from the school. Mrs. A. was a rather tall, attractive, and distinguished woman. She was respected in the community and very active in community affairs. She realized Beechie's maladjustment and was willing to try anything that would help him overcome this difficulty. She knew that he had the mental capacity to do the work but she had to constantly "prod" him to keep his work up. She admitted that she constantly tutored him at home. She felt that he would outgrow
the stage that he was in, that is, this playing with girls.

Beechie did not participate in any school athletics. He always attended all school parties, and he seemed to enjoy himself immensely. The teachers felt that it was "too much mother."

Analysis of Behavior as a Result of Situation

Tests administered.--On recommendation of the division psychologist, Beechie was administered the California Short Form of Mental Maturity on March 3, 1953 and the California Test of Personality on April 9, 1953. In addition, the psychologist held an interview with Mrs. A. on April 15, 1953.

Findings.--Beechie had high average intelligence. He had superior intelligence in language factors. His chronological age was 12-5; his mental age was 13-3; his general intelligence grade placement was 7.9; and his grade placement in language factors was 8.6.

Beechie was able to do good schoolwork and should have been according to mental ability. He should have been ranking in the upper third of the class. His personality test revealed a wholesome personality adjustment. The interview with Mrs. A. led the psychologist to believe that Beechie was over-protected by his parents.

Recommendations.--Beechie should be sent to a boys' camp for about three weeks in the summer. It was felt that such an enrollment would be a good "psychological sandpapering" for him, and it would require him to associate exclusively with boys for a period of time at least.

Case 6

Name: Larry K. Birth Date: December 8, 1939
Father: Dr. Elmer K., age 53 Age: 13
Mother: Verle, age 48 Grade: 7
I.Q.: 101
Reason for Referral

Larry was referred for special psychiatric treatment because his teachers thought he could do better academic work; he was very nervous, and was unable to settle down. He was very listless, always daydreaming, and never had his classwork finished. All of his teachers felt that he could do much better work than he was doing.

School Records and Other Evaluative Data

Larry was always punctual, having been guilty of tardiness just once in his first seven years in school. In the fifth grade he was administered the Stanford Achievement Test in October, 1950. His grade placement was 5.2. In January, 1953 Larry was given the Otis Mental Maturity Test (Beta Form) and the results were: chronological age, 13-1; mental age, 13-3; and intelligent quotient, 101.

Larry seemed to have most difficulty with English, arithmetic, and spelling. He was always willing to participate in class discussions and take part in whatever he was directed to do.

Larry was of average size for his age and group. He was poorly co-ordinated. He had to wear glasses all the time and even with them on he seemed to squint. He had a very pale complexion and he was very nervous.

Home Situation

Larry lived with his parents in their two-story stucco home in an upper-middle class section of the city. His father had his office in the front rooms on one side of the house. Their home was very adequately furnished for their income. They did not have a television set nor a new model car.
Dr. K. was a licensed chiropractor and had a very substantial business from the city and surrounding area. He was held in high regard by people of the community and he was very active in church work.

Dr. K. was a rather small man in stature and rather timid. He always attended all parent-teacher visitations that the school held. Whenever Larry was sick, Dr. K. always came to the teachers to take Larry's books and assignments home. He was quite worried about his son and was willing to try anything that would help him overcome his maladjustment.

Mrs. K. was a small quiet woman. She, also, was very active in church work. She was very interested in Larry but seemed to leave the majority of the family responsibilities up to Dr. K.

Analysis of Behavior as Result of Situation

Tests Administered.---On recommendation of the division psychologist, the California Short Form Test of Mental Maturity was administered on March 31, 1953 and the California Test of Personality was administered on April 9, 1953. Larry also had an interview with the psychologist.

Findings.---Larry had average intelligence. The results of his tests were: chronological age, 13-4; mental age, 12-4; and a grade placement of 7.0. Larry's low performance in language factors mental ability indicates potential difficulty with subjects in the field of language arts. He had above average ability in numerical reasoning which would infer potential ability to do very good work in arithmetic. The personality test findings reveal a lack of confidence. He had definite nervous symptoms. Also, according to the personality test, Larry's school relations are very poor. However, his total adjustment seems satisfactory.

Recommendations.---Larry needs further psychometric examinations and
interviews. It may be well to consider referral to the State University of Iowa Clinic for a complete check. Mimeographed material given to teachers should be of some suggestive value to them. Larry's load should be eased as much as possible, especially in language arts, in which area he should do about beginning seventh grade work next year. Above all, he should not be retained in the present grade.

Case 7

Name: Ronald S.    Birth Date: April 2, 1940
Father: Carl S., age 39    Age: 13
Mother: Naomi S., age 34    Grade: 7
Siblings: Carla, age 6    I.Q.: 118

Reason for Referral

Ronald was referred to the Division of Special Education as a behavior and personality problem. He was, at the time of referral, doing failing work in all of his subjects. Teachers felt that he was not working up to his ability and that he was in need of more help than the school could give. Ronald's lack of control at times made him an unpredictable boy.

School Records and Other Evaluative Data

Ronald had been a behavior problem since he was in first grade. In the fifth grade he was administered the Stanford Achievement Test on November 3, 1950 and Ronald had a grade equivalent of 6.2. On January 8, 1953 the Otis Test of Mental Maturity (Beta Form) was administered and Ronald had an intelligence quotient of 118.

There was no record of truancy and Ronald had not been an attendance problem. Teachers reported that Ronald came to class without materials
such as paper and pencil, talked back when spoken to, made no attempt to work in class, and did not care if he got his work. He was a constant source of disturbance and spent most of his time making any kind of noise or performing antics that would draw the attention of the class. He refused to listen to suggestions. The only time he did behave was when corporal punishment was used.

Home Situation

The S's lived on their large farm about three miles south of Adel on a major United States highway. They had a large frame two-story home and a spacious lawn that was the envy of many a home-owner.

Ronald's younger sister, Carla, was a proverbial "ball of fire." She was a very accomplished youngster. She was always doing something cute that had the children laughing at her. On occasions she had talked back to her teachers.

The S's each had a high school education. They always attended the parent-teacher visitations. They were very interested in Ronald and his behavior problem and were willing to do anything to help. They admitted that many times they had been ready to "throw in the towel."

Mr. S. and Ronald seemed quite attached to each other. Whenever Ronald was detained after school and was unable to ride the bus home, one or the other of the parents came after him.

When Ronald was asked why he was always in trouble, he replied, "I just don't think."

Ronald seemed to have only one outside interest and that was his chemistry set. He played and experimented with it for hours. In his science classes he was always willing to help set up and perform experiments.
He was a rather tall and lean child with slightly humped shoulders. Many of the children seemed to resent his antics in class. He did not participate in any athletics.

Analysis of Behavior as Result of Situation

Tests administered.---On recommendation of the division psychologist, Ronald was administered the California Short Form Test of Mental Maturity and the California Test of Personality on March 3, 1953 and April 3, 1953, respectively. He also had an interview with the psychologist.

Findings.---Ronald had high average intelligence. He had a chronological age of 13-0; mental age of 14-2; and intelligence grade placement of 8.8. He had superior intelligence in language factors mental ability which meant that Ronald was able to do good schoolwork, and he would be able to place in the upper third of the class if he applied himself. Ronald had an intelligence grade placement in language factors ability of 9.3. In other words, he had the ability there to do ninth grade work. The same was true in numerical reasoning. Ronald's personality test revealed he had a low ranking in sense of personal worth, feeling of belonging, school relations, and had withdrawal tendencies.

Recommendations.---Ronald needed an achievement test battery to ascertain achievement grade placement. It was probable that Ronald needed an enriched program. Since he was not achieving, "pressure should be put on him to do so." It was suggested that Ronald be failed or passed on "condition" with the stipulation that he make up his work in a specified time, which he did.
Case 8

Name: Richard S.
Father: Forrest, age 40
Mother: Amelia, age 40
Siblings: Charlene S., age 13
Diana S., age 6

Birth Date: March 17, 1937
Age: 16
Grade: 7
I.Q.: 64

Reason for Referral

Richard was referred to the Division of Special Education because of his apparent mental retardation.

School Records and Other Evaluative Data

According to the school records, Richard was retained in the first grade and in the third grade. He was promoted from the third grade because of age. The same held true for fourth, fifth, and sixth grades. When he was in the fifth grade he was administered the Stanford Achievement Test in November, 1950 and he had a grade placement of 3.6. He was given Otis Test of Mental Maturity (Beta Form) on January 8, 1953 and his chronological age was 15-10; his mental age, 8-9; and his intelligence quotient was 64.

Richard was not a large boy for his size. He was very friendly and was one of the most polite students in the junior high school. He was very popular, probably one of the most popular students in school. He was a regular on the football and track teams. In football his teammates had to tell him what to do on every play. The school held a magazine selling campaign in the fall of 1952 and Richard, or "Froggy," as his classmates called him, was selected as the chairman of the boys' team. His teachers reported that he handled all the money and subscriptions and did a very commendable job.
He never had been an attendance problem. He never had been tardy in his schooling. He generally was one of the first children to be on the playground in the morning before school.

Home Situation

The R's lived in the brickyard area of the city in a modest brick and tile bungalow furnished to employees of the brick and tile factory. They were respected in the community. Their two other children, Charlene, who was in the seventh grade, and Diana, who was in kindergarten, were of normal intelligence. The children did not have the best clothes but were neat and well-kept all the time.

Mrs. S. always attended the parent-teacher visitations and was very interested in her children. She was extremely worried about Richard and his inability to do better work. It was thought that she realized his trouble, but would not admit that he was mentally retarded. She begged the school never to fail him again and she asked the teachers to do all that was in their power to keep Richard in school. She stated that he wanted to quit school and join the navy. When advised that the navy probably would not take him, she stated, "I know, but how are you going to tell him that?"

Mrs. S. herself had an eighth grade education and was probably of low average intelligence. She was rather tall and thin but kept herself very well. She once started crying when talking to the writer about Richard.

Mr. S. was very dark complexioned. He had some Cherokee Indian ancestry. The three children all resembled him in looks with their dark complexions and striking features. He was very fond of Richard and wanted the school to do what it could for him. The father had completed an eighth grade education.
Analysis of Behavior as Result of Situation

Tests administered.---The division psychologist administered the California Short Form Test of Mental Maturity on March 3, 1953 and the California Test of Personality on April 9, 1953.

Findings.---It was found that Richard was definitely mentally retarded. His chronological age was 16-0; his mental age was 10-0; his intelligence grade placement was 4.4; and his intelligence quotient was 57. His mental retardation extended to all primary mental abilities measured. It was felt that his academic achievement was as much as he was capable of doing. His personality test showed satisfactory adjustment generally, but he had low rankings in a feeling of belonging, sense of personal freedom, and family, school, and community relationships. It was felt that the low rankings were most likely due to the fact that schoolwork had been so difficult.

Recommendations.---Richard should not be retained in any grade. His teachers should let him do what he could in each grade. He would be best at copy work, rote memorization, and work calling for minimal generalizations and inference. He could not be expected to compete with more favorably endowed classmates. His big objective should be socialization. He should be graded on effort and attitude in so far as possible.

It would probably be better for Richard to seek gainful employment at the completion of eighth grade. Routine work with his hands would best suit him. If he should go to high school, socialization should be the overall objective as it should be now.
### Case 9

<table>
<thead>
<tr>
<th>Name</th>
<th>Rose C.</th>
<th>Birth Date: August 4, 1940</th>
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<tbody>
<tr>
<td>Father</td>
<td>William C., age 40</td>
<td>Age: 12</td>
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<tr>
<td>Mother</td>
<td>Faith C., age 38</td>
<td>Grade: 6</td>
</tr>
<tr>
<td>Siblings</td>
<td>Lydia C., age 9</td>
<td>I.Q.: 92</td>
</tr>
<tr>
<td></td>
<td>Harold C., age 7</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Lois C., age 4</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Lola C., age 4</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Alice C., age 3</td>
<td></td>
</tr>
</tbody>
</table>

#### Reason for Referral

Rose was a constant behavior problem. She couldn't get along with other members of her class. She was constantly lying to the teachers.

#### School Records and Other Evaluative Data

Rose was capable of doing average schoolwork. She seemed to have the most difficulty with spelling and arithmetic. She had attended the local school since the third grade. She was retained in the fourth grade for unsatisfactory work.

Rose was a rather tall girl for her age. She was very thin and had the appearance of being anemic. She never took a personal interest in how she looked. Her hair always looked as if it needed combing. She wore glasses in school but she still seemed to squint and her eyes never had a healthy appearance.

In 1950, when Rose was in the fourth grade for the second time, she was administered the Stanford Achievement Test in November and this test showed a grade placement of 5.0. On January 8, 1953 she was given the Otis Test of Mental Maturity (Beta Form) and the results were: chronological
age, 12-5; mental age, 11-0; and intelligence quotient, 92.

Rose would, from time to time, write the teachers notes about some trivial matter. After a while the teachers came to disregard these notes because they found that there was nothing to them. She then would write them short notes informing them that she knew the notes were being disregarded and that she was going to inform the principal every time they disregarded a note. In a short time there would be a note on the principal's desk. The principal talked to Rose about this. She could not give any logical reason for the notes except that some member of the class had molested her in some little matter. After this meeting with the principal, the note-writing stopped. The teachers all felt that Rose had the feeling she was an unwanted child and her behavior problems were just one way of trying to get attention.

Home Situation

The C's lived in a small modest brick bungalow on the west side of the city in a district provided for employees of the brick and tile factory. Mr. C. was a truck driver for the factory. Mr. and Mrs. C. each had a seventh grade education.

Mrs. C. was a very striking woman. She always attended the parent-teacher visitations and she seemed very interested in Rose's problem. She maintained that it was up to her to raise the family. Mr. C. always came home from work tired and about that time the children were playing and making a lot of noise. The result was that he would yell at them to be quiet because he was tired or some other excuse. Mrs. C. also informed the writer that Rose was constantly doing something at home to gain attention. She maintained that she would try anything that would help Rose.
It was the opinion of the writer and Supervisor of Special Education that all the attention was being focused on the twin daughters and, as a result, Rose was performing these antics to gain attention. This was suggested to Mrs. C. and she felt that this was probably true. It was suggested to Mrs. C. that she help Rose in her selection of clothes and let her help in the planning around the home.

About a month after this visit by the writer and the Special Education teacher the sixth grade had a hobby exhibit and the parents were invited to come. Mrs. C. attended and was dressed just as well as any mother at the exhibit. In the meantime, Rose's appearance and dress had improved immensely along with her attitude.

Rose's brother, Harold, was in the second grade. He was also referred to the division psychologist because of a sex and behavior problem.

Analysis of Behavior as Result of Situation

Tests administered.—The division psychologist administered to Rose the California Short Form Test of Mental Maturity, the California Achievement Test (Complete Battery), and the California Test of Personality on March 16, 21, and 31, 1953, respectively. In addition, the psychologist held an interview with Rose on April 9, 1953.

Findings.—Rose was of good average intelligence. She should have been in the upper third of her class. She should have been doing outstanding work in arithmetic. She had a superior potential in this skill. Her current mental age was 12-0; her intelligence grade placement was 6.7; and her numerical reasoning was 12-0. Her achievement test revealed she did not have any particular skills in any subject measured. Her general grade placement was 6.7. Her personality test showed an alarmingly low ranking in self and social adjustment and in nearly all personality components.
Recommendations.—Rose and her brother, Harold, were both emotionally maladjusted. Their parents were not frightened but were told frankly by the Special Supervisor that they should try to locate their children's difficulties. Better Living Booklets, obtained from the Superintendent of Documents, Washington 25, D.C., were given to the parents to read.

Rose was to have been interviewed and retested the second or third month of the next school year. If she still had this personality maladjustment, she was to be referred for psychiatric survey.

Case 10

Name: Robert G.          Birth Date: July 18, 1940
Father: Charles G., age 31  Age: 12
Mother: Irene, age 30       Grade: 6
Siblings: Carolyn, age 11  I.Q.: 92
              Janice, age 10
              Clarence, age 9
              Judy, age 3
              Vickie, age 1

Reason for Referral

Robert was referred to the division of Special Education because of his poor schoolwork, poor home conditions, and excessive absences. Teachers felt that Robert had the ability but, because of his many absences, he was unable to keep up with his classmates.

School Records and Other Evaluative Data

Robert was doing failing work in all academic subjects. According
to the Otis Quick Scoring Test (Alpha), administered March, 1949, Robert had an intelligence quotient of 85. In March, 1951 when he was in the fourth grade, Robert was given a Stanford Achievement Test and his grade placement was 4.1. The Otis Mental Maturity Test (Beta) was administered on January 8, 1953 and the results were: chronological age, 11-6; mental age, 10-3; and intelligence quotient, 92. Robert was promoted in the fifth grade because of his age. He was retained in his present grade.

His attendance in school was spasmodic. One year he would miss very little school and the next he would miss as much as half the school year. The past year, after a continued absence, the local police were called in to check on his absence. It was discovered that he was in the country working for a farmer.

It always seemed that he had to squint in classes so glasses were secured for him through a charitable organization. He would only wear these glasses from time to time, whereas he was supposed to wear them continuously. His eyes were always bloodshot and about half shut. Whenever teachers or the principal talked with him about his absences or poor schoolwork he started to cry. He was very small in size and had a very pale complexion. His nose was generally running and he never carried a handkerchief so he would use his shirt sleeves or hands.

Home Situation

The G's lived in a factory home next to the brick and tile factory where Mr. G. was employed. Their home was far from being furnished adequately for Mr. G's, income. It was stated by one of the neighbors that the situation would be the same if Mr. G. made a "fortune" per week. Mr. G. was a well-liked man, but his neighbors and friends felt that he was definitely
below normal. He had completed a sixth grade education. One foot was 
deformed.

Mrs. G. was an attractive woman but had a very poor reputation. 
She frequented the downtown taverns and was known to have many "boy 
friends." She was out until late at night. The children had to take care 
of themselves in the morning and often came to school without breakfast. 
They always looked as if they needed bathing.

The neighbors were always giving the children clothes and food. 
Everyone felt sorry for the children, but felt that Mr. G. should take 
more of an interest in them.

Analysis of Behavior as Result of Situation

Tests administered.—On recommendation of the division psychologist, 
Robert was administered the California Short Form Test of Mental Maturity 
on March 23, 1953; the California Test of Personality on the same date; and 
the California Achievement Tests (Complete Battery) on March 31, 1953.

Findings.—Robert was found to be a rather slow learner. His mental 
age was 10-4 and his intelligence grade placement was 5.1. It was felt that 
he was capable of doing fifth grade work at that time. He would probably 
always be in the lower third of the class, particularly in the academic 
subjects. He had accomplished more than might have been expected according 
to his achievement test. In his reading he seemed to encounter difficulty 
in following directions. There was a lag in number concepts and addition 
combinations. Robert's personality test showed an alarmingly poor adjustment 
in self and social adjustment, and in practically all components listed under 
those two headings.

Recommendations.—It was felt that he should be retained in the sixth
grade. He would need a slightly adjusted program even in that grade. It was recommended that his teachers, beginning with the next school year, should give Robert about mid-fifth grade level work. It was also recommended that the teachers build up his skill in number concepts and addition combinations. It was also suggested that his skills needed to be developed in reading.

Further psychometric examination was urged because of the severe difficulty inferred from the personality inventory. It was suggested that the supervisor should meet with the parents later.

Case 11

Name: Arnold H. Birth Date: October 5, 1941
Father: Carl H., age 35 Age: 11
Mother: Adra, age 33 Grade: 6
Siblings: Danny, age 7 I.Q.: Not known
Craig, age 2

Reason for Referral

Arnold was referred to the division psychologist because of poor schoolwork. Teachers felt that he was very capable of accomplishing this work.

School Records and Other Evaluative Data

Arnold had no records of mental tests. Every time a mental test was given in school Arnold was absent. When he was in the fourth grade the Stanford Achievement Test was administered in November, 1949. At that time Arnold had a grade placement of 4.6.

Arnold never did failing work, but he was at the borderline all the
time. He missed school a great deal, always pleading that he had a headache. His general behavior in school was satisfactory. At times he was guilty of doing some "mean" trick on some smaller member of the class.

Arnold was a large, strong, healthy boy. His only handicap was a harelip. This handicap did not seem to bother him. He went out for football in the fall but quit when he felt that the coach was not giving him a fair chance.

Home Situation

The H's lived in their own home which was in an average income neighborhood and lived within their means. Mr. H. had an electrical shop which was located in the basement of their home. He had completed an eighth grade education. Mr. H. was well regarded in the community.

Mrs. H. was a high school graduate. She was very well liked in the neighborhood. She thought a great deal of her children and was seen outside many times playing with them in the yard. She always attended all the parent-teacher visitations. She worried about Arnold's schoolwork and was willing to experiment with anything that would instill in him the desire to do better work.

She said that she was very conscious of Arnold's frequent headaches. Mrs. H. had taken Arnold to the doctor several times for physical examinations. The doctor had told her that Arnold had a good case of "imagination."

Analysis of Behavior as Result of Situation

Tests administered.—At the request of the division psychologist, Arnold was given the California Short Form Test of Mental Maturity on March 16, 1953, the California Achievement Tests (Complete Battery) on
March 24, 1953, and the California Test of Personality on March 31, 1953.

Findings.—Arnold had superior intelligence, especially with respect to language factors mental ability. His mental age was 13-0, yielding an intelligence grade placement of 7.7. He had the potential to do advanced seventh grade work. There was no particular fluctuation. He had generally superior ability in nearly all primary mental abilities. His achievement test revealed an educational retardation. He had not achieved as he should have. His general achievement grade placement was 6.1 and his potential was 7.7. Arnold’s personality test findings indicated satisfactory adjustment. However, he had a low ranking in social standards, social skills, and community relations.

Recommendations.—Arnold should be encouraged to do better work because he is capable of doing so. It was suggested that the teachers and division supervisor meet with the parents to discuss a plan of denying privileges if he did not expend more effort in his schoolwork. It was felt that the parents may have spoiled Arnold because of his harelip. It was suggested that Mr. and Mrs. H. be given an appropriate article by the supervisor on handicapped children.

It was suggested to the teachers that they should try to build up Arnold’s skills in capitalization and punctuation in the field of language arts. It was felt that he should not be retained in his present grade, but that more work should be required of him; makeup work should be assigned if he failed to complete his daily assignment.
Case 12

Name: Robert M.  
Father: Not known  
Stepfather: Floyd M., age 45  
Mother: Phyllis, age 40  
Siblings: None  

Birth Date: December 25, 1940  
Age: 12  
Grade: 6  
I.Q.: 101

Reason for Referral

Robert was referred to the division psychologist because of his apparent inability to do his schoolwork. The teachers all felt that he seemed to try very hard.

School Records and Other Evaluative Data

Robert enrolled in fifth grade in the local schools at mid-semester. He was an attendance problem that semester and was promoted on "condition." Robert had been retained in the first grade in the school he previously attended.

Robert was of average size for his age. He was always very neat and clean. He was extremely timid and it was apparent that this timidity affected his friendship with other children. Robert's hobbies were his collections of rocks and butterflies in addition to fishing.

On January 6, 1953 the Otis Mental Maturity Test (Beta Form) was administered and the results were: chronological age, 11-1; mental age, 11-4; and intelligence quotient, 101.

Home Situation

The M's lived in their own frame bungalow which was in an average income neighborhood in the city and they lived within their means. It was
apparent that Robert did not have as much money to spend as most of the children his age had.

Mr. M., Robert's stepfather, was employed as a mechanic at a large farm machinery concern in the city. He was a competent worker and well thought of by his employer. He had completed a high school education. Mr. M. was very good to Robert but he was having considerable trouble gaining Robert's confidence.

Mrs. M. was a soft-spoken woman of normal intelligence. She was very quiet and timid. She never attended a parent-teacher visitation when scheduled, but she would come after school some evening and visit with the teachers then. She was very sincere in her interest in Robert's behavior. After several conferences with Mrs. M., it was apparent that Robert had acquired much of his timidity from his mother. She had completed an eighth grade education.

Analysis of Behavior as Result of Situation

Tests administered.—At the request of the division psychologist, the California Short Form Test of Mental Maturity was administered March 2, 1953; the California Achievement Test (Complete Battery) was administered on March 24, 1953; and the California Test of Personality was administered on March 31, 1953.

Findings.—Robert was found to have low-average intelligence. He would probably do work in the lower third of his class. It was felt that he could do sixth grade work the ensuing year; this did not mean that he should be retained in the sixth grade. His achievement tests indicated an educational retardation; however, he had achieved in accordance with his mental ability except in reading and spelling. Robert's personality test revealed
a satisfactory adjustment except in a sense of personal freedom and of personal worth. He did show lower than average anti-social tendencies.

Recommendations. It was felt that Robert should be given fifth grade reading work the beginning of the next school year. He should have practice in word form and recognition, vocabulary building, analysis of words, and reading comprehension. Mimeographed material was given the teachers from the State Department for his individual work and recreational or supplemental reading. A book on remedial spelling was given to the teachers for aid in building spelling skills.

It was felt that it would be best not to retain Robert because he had accomplished as well as could be expected.

Case 13

Name: Ronald M. Birth Date: June 22, 1938
Father: Merle M., age 35 Age: 12
Mother: Bernice M., age 34 Grade: 6
Siblings: Jerry, age 16 I.Q.: 68
                  Dixie, age 15
                  Donald (twin brother), age 14

Reason for Referral

Ronald was referred to the division psychologist because of his apparent mental retardation.

School Records and Other Evaluative Data

Ronald was retained in the first grade because of lack of scholarship and irregular attendance. The reason for the irregular attendance was that Ronald had an attack of rheumatic fever. He was retained in the second
grade. Ronald was passed in the third grade because of his age and his previous retentions. These same factors held true in the fourth and fifth grades.

Ronald was administered the Otis Quick Scoring Test (Alpha) in the second grade and his intelligence quotient was 79. In 1951, in the fourth grade, he was given the Stanford Achievement Test at the end of the second semester. Ronald at this time had a grade equivalent of 3.4. Ronald was administered the Otis Test of Mental Maturity (Beta Form) on January 8, 1953 and the results were: chronological age, 14-7; mental age, 8-10; and intelligence quotient, 68.

Ronald was very polite and very popular with the teachers. He was always willing to do any task that was asked of him and he was never at any time a discipline problem.

Ronald's two other brothers and his one sister had all failed at least one grade in school. His twin brother, Donald, had always been a discipline problem and was guilty of frequent fights on the playground or in the gymnasium.

Ronald was very small in stature. His head was rather large for the rest of his body. He had a slight speech defect. He was a member of the football squad and asked no corner despite his size. He was an excellent swimmer.

Home Situation

The M's lived in the factory housing area and lived within their means. Mr. M. was chief mechanic at the brick and tile factory. He is well respected by his neighbors and friends. He also worked extra at times at one of the local service stations.
Mrs. M. was a very quiet woman and kept to herself. She was apparently of low average intelligence. She never attended any parent-teacher visitations. Mr. M. was just the opposite. He would always call the school and inform them that he could not be there at a specified time, but that he would be there after work. He was very fond and proud of his children, especially Ronald.

One teacher always worked extra in the mornings with Ronald on his reading skills. Mr. M. greatly appreciated this individual work.

Analysis of Behavior as Result of Situation

Tests administered.—Ronald was administered the California Short Form Test of Mental Maturity on March 2, 1953, the California Achievement Tests (Complete Battery) on March 21, 1953, and the California Test of Personality on March 31, 1953 at the request of the division psychologist.

Findings.—Ronald was found to be mentally retarded in practically all primary mental abilities and in general mental ability. His mental age was 11-0 and his intelligence grade placement was 5.7. His numerical reasoning was exceptionally low; his mental age there was 10-0 and intelligence grade placement was 5.0. Ronald's achievement test indicated that he had achieved in accordance with his mental ability although this was far below class level. It was thought that his reading vocabulary and spelling might be improved since his grade placement was 3.4 and 3.5, respectively, in these skills. His personality test indicated a rather low adjustment in social skills. This was probably due to the fact that school was so difficult for him.

Recommendations.—Ronald was not to be retained in any grade, but
was to have an adjusted curriculum for mentally retarded. He was to be
graded on attitude and effort. He was not expected to achieve as much in
academic subjects as the rest of the class. Subjects that required hand
skills were recommended for him. It was suggested that an objective for
him would be socialization. It was suggested that it would be better for
him not to attend high school, but that, if he did, an adjusted program
should be arranged for him. It was established that he could do routine
work. Ronald had probably already achieved his academic capacity in subject
skills except in reading vocabulary and spelling. It was recommended that
the kinaesthetic method might help in building vocabulary. It was suggested
that the book, A to Z Speller Method, by William A. Harr and Lovisa C.
Wagoner might also be of some help.

Case 14

Name: Freddie S. Birth Date: October 11, 1940
Father: Deceased Age: 12
Mother: Edith S., age 34 Grade: 6
Siblings: Ronald, age 9 I.Q.: 85

Reason for Referral

Freddie was referred to the division psychologist because of
apparent mental retardation.

School Records and Other Evaluative Data

Freddie was administered the Otis Quick Scoring Test (Alpha) in
March, 1950. His intelligence quotient was 100. In March, 1951 the Stan-
ford Achievement Test was given when Freddie was in the fourth grade and
he had a grade placement of 4.2. The Otis Mental Maturity Test (Beta) was administered on January 8, 1953 with the following results: chronological age, 12-3; mental age, 9-10; and intelligence quotient, 85.

Freddie had been retained in the second grade because of lack of application. In the third grade he was passed on "condition," and in the fifth grade he was passed because of his size. He had never been a discipline or attendance problem. Freddie was a large boy for his age. He was very poorly coordinated. He was rather timid. He seemed to be very popular with his classmates but did not participate in athletics. His hobbies were fishing and swimming.

Home Situation

Freddie lived with his mother and brother in a small frame house just across from the schoolgrounds. Mr. S. was fatally injured several years ago in an automobile accident. Since Mr. S's. death Mrs. S. has cared for her children by doing washings in addition to having an income from her husband's small insurance annuity. She is highly respected in the community, especially for the hardships she has had to face alone. The two boys were always very well dressed and neat. Both boys have paper routes to help with the family finances.

Mrs. S. attended the parent-teacher visitations. She was very proud of her two sons and was willing to do anything that would help them to develop more fully. She was extremely worried about Freddie's apparent difficulty with schoolwork.

Analysis of Behavior as Result of Situation

Tests administered.—The California Short Form Test of Mental Maturity, the California Achievement Tests (Complete Battery), and the
California Test of Personality were administered on March 2, 24, and 31, 1953, respectively, at the recommendation of the division psychologist.

Findings.—Freddie was found to have low-average intelligence. It was felt that he was capable of doing in the ensuing school year about sixth grade work. His intelligence grade placement was 5.8. His low language factors mental age indicated more difficulty with subjects in the language arts field. High numerical reasoning ability indicated a potential for doing good work in arithmetic computations. The achievement test indicated a poor reading ability. Freddie's personality test revealed a wholesome personality adjustment. His school relations ranked low, but this was probably due to the fact that Freddie encountered difficulty in reading.

Recommendations.—Freddie needed considerable work in reading which would include building his basic vocabulary, an attack and analysis of words through phonics, blending sounds, phonograms, and the big-word-little-word method. He also needed remedial work in spelling. It was suggested that his mother consider the possibility of a tutor or of tutoring Freddie herself this summer.

The teachers were given mimeographed material from the State Department that would aid them in establishing Freddie's reading skills.

Case 15

<table>
<thead>
<tr>
<th>Name: Ronald W.</th>
<th>Birth Date: May 17, 1941</th>
</tr>
</thead>
<tbody>
<tr>
<td>Father: Guy W., age 36</td>
<td>Age: 12</td>
</tr>
<tr>
<td>Mother: Gertrude W., age 35</td>
<td>Grade: 6</td>
</tr>
<tr>
<td>Siblings: Sherry, age 5</td>
<td>I.Q.: 95</td>
</tr>
<tr>
<td>Kristy, age 2</td>
<td></td>
</tr>
</tbody>
</table>
Reason for Referral

Ronald was referred to the division psychologist because of behavior problems. He seemed to have trouble adjusting socially. He was unable to get along with other classmates and at times would refuse to do some of his schoolwork if he got into one of his stubborn moods.

School Records and Other Evaluative Data

Ronald was administered the Stanford Achievement Test in 1951 when he was in the fourth grade. His grade equivalent was 4.1. On January 8, 1953 he was given the Otis Mental Maturity Test (Beta) and the results were: chronological age, 11-8; mental age, 10-10; and intelligence quotient, 95.

Ronald was promoted from the first grade after he had summer tutoring. In the third grade he was passed on "condition" because of his size. He was passed under these same conditions in the fourth and fifth grades.

Ronald was a very large boy for his age. The only thing about his appearance that was unusual was a rather protruding lower lip. He was subject to frequent temper tantrums in school and, on several occasions, he had to be disciplined for fighting either in the halls or on the playground. His classmates considered him a "bully." He seemed to try to live up to this reputation.

His one big interest was reading, especially about sports. Ronald participated in both football and baseball.

Home Situation

Ronald lived with his parents and two younger sisters in the family home at the edge of the city. Mr. W. was in partnership with his brother-in-law in a bridge painting concern. Consequently, during the week in the
busy periods, he was away from home.

Mr. and Mrs. W. both had high school educations. They were noted for their good natured dispositions. Mrs. W. always attended the parent-teacher visitations. Mr. W. served in the armed forces during World War II. Consequently, Mrs. W. had to be both father and mother to Ronald while his father was away. Mr. W. was known as a heavy drinker. He was not known to use alcohol to excess but he did drink when he was not working. It was apparent that he only knew one way to handle Ronald and that was to "whip" him.

Mrs. W. could keep pace with her husband when it came to drinking. They were both noted for their use of profanity. She was given the knick-name of "Cussing Gerty" by children of the neighborhood. It was said in her conversations with friends that every other word was profane. This was not true in her visitations at school. She seemed, when talking to Ronald's teachers, to be very interested in his scholastic achievement and his behavior problems. She was questioned as to whether she and her husband gave more attention to the two younger daughters. Mrs. W. felt they treated all three of the youngsters equally.

Analysis of Behavior as Result of Situation

Tests administered.—At the request of the division psychologist, the California Short Form Test of Mental Maturity was administered to Ronald on March 2, 1953; the California Achievement Tests (Complete Battery) were administered on March 24, 1953; and the California Test of Personality was administered on March 31, 1953.

Findings.—Ronald was found to have average intelligence. His mental age was 11-9. His intelligence grade placement at that time was 6.4. Ronald
had a greater potential in subjects such as arithmetic and language arts. His logical and numerical reasoning ability was quite high. He should have been able to do very well in arithmetic although he might have been making mistakes in computations due to his emotional maladjustment. His achievement test revealed that he had not achieved according to mental ability. Ronald's personality test revealed a serious maladjustment in both self and social adjustment. Alarmingly low rankings were noted in sense of personal worth, of personal freedom, and of feeling of belonging. His freedom from anti-social tendencies and school and community relations also ranked alarmingly low.

Recommendations.—The Supervisor of Special Education was instructed to make a home visitation. It was felt that since Ronald was the oldest child it might be that he had received too little attention at home and that he felt rejected. Selected Better Living Booklets were given to the parents to help them understand Ronald's behavior. Mimeographed material from the State Department was also given to his teachers concerning building of his personality adjustment.

It was suggested to the teachers that they should try to build Ronald's skills in reading, especially in following directions and in reference skills. Gates' workbooks were advised as excellent material for this purpose. It was suggested for Ronald's work in arithmetic that some practice for accuracy in multiplication and division would help. It was felt, however, that his accuracy would improve in almost direct ratio to his improvement in personality adjustment.
CHAPTER V

SUMMARY AND RECOMMENDATIONS

The purpose of this study is to ascertain the conditions in the home that are causal factors in behavior problems of students. Perhaps the clearest picture can be shown in tabular form. The first table includes the nine causal factors discussed in Chapter I with the names of the persons affected by each.

The second table includes the personality components derived from the California Test of Personality (Elementary Form), which was administered to each student. The individuals are listed with their component factors of behavior in each case.

TABLE 2

UNWHOLESOME HOME CONDITIONS ASSOCIATED WITH MALADJUSTMENT OF FIFTEEN STUDENTS STUDIED IN THE ADEL, IOWA JUNIOR HIGH SCHOOL, 1952-1953

<table>
<thead>
<tr>
<th>Factors Causing Maladjustment</th>
<th>Students Affected</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Case</td>
</tr>
<tr>
<td>Broken home</td>
<td>No. 3</td>
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<tr>
<td></td>
<td>No. 12</td>
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<td></td>
<td>No. 14</td>
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<tr>
<td>Unwanted child</td>
<td>No. 9</td>
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<td></td>
<td>No. 11</td>
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<td></td>
<td>No. 16</td>
</tr>
<tr>
<td>Factors Causing Maladjustment</td>
<td>Students Affected</td>
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<tr>
<td>---------------------------------------</td>
<td>---------------------------</td>
</tr>
<tr>
<td><strong>Low economic status</strong></td>
<td></td>
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<tr>
<td>No. 1 Fred B.</td>
<td></td>
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<tr>
<td>No. 8 Richard S.</td>
<td></td>
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<tr>
<td>No. 9 Rose C.</td>
<td></td>
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<tr>
<td>No. 10 Robert G.</td>
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<tr>
<td>No. 13 Ronald M.</td>
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<tr>
<td>No. 14 Freddie S.</td>
<td></td>
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<tr>
<td>No. 15 Ronald W.</td>
<td></td>
</tr>
<tr>
<td><strong>Sibling rivalry</strong></td>
<td></td>
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<tr>
<td>No. 7 Ronald S.</td>
<td></td>
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<tr>
<td>No. 11 Arnold H.</td>
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<tr>
<td>No. 15 Ronald W.</td>
<td></td>
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<tr>
<td><strong>Over-expectant parent</strong></td>
<td></td>
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<tr>
<td>No. 5 Beachie A.</td>
<td></td>
</tr>
<tr>
<td><strong>Over-indulgent parent</strong></td>
<td></td>
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<tr>
<td>No. 1 Jim A.</td>
<td></td>
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<tr>
<td>No. 9 Rose C.</td>
<td></td>
</tr>
<tr>
<td>No. 15 Ronald W.</td>
<td></td>
</tr>
<tr>
<td><strong>Emotionally unstable home</strong></td>
<td></td>
</tr>
<tr>
<td>No. 1 Fred B.</td>
<td></td>
</tr>
<tr>
<td>No. 2 Jim B.</td>
<td></td>
</tr>
<tr>
<td>No. 3 Larry V.</td>
<td></td>
</tr>
<tr>
<td>No. 4 Jim A.</td>
<td></td>
</tr>
<tr>
<td>No. 8 Richard S.</td>
<td></td>
</tr>
<tr>
<td>No. 9 Rose C.</td>
<td></td>
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<tr>
<td>No. 10 Robert G.</td>
<td></td>
</tr>
<tr>
<td>No. 12 Robert M.</td>
<td></td>
</tr>
<tr>
<td>No. 13 Ronald M.</td>
<td></td>
</tr>
<tr>
<td>No. 15 Ronald W.</td>
<td></td>
</tr>
<tr>
<td><strong>Misunderstood child</strong></td>
<td></td>
</tr>
<tr>
<td>No. 2 Jim B.</td>
<td></td>
</tr>
<tr>
<td>No. 4 Jim A.</td>
<td></td>
</tr>
<tr>
<td>No. 6 Larry K.</td>
<td></td>
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<tr>
<td>No. 7 Ronald S.</td>
<td></td>
</tr>
<tr>
<td>No. 9 Rose C.</td>
<td></td>
</tr>
<tr>
<td>No. 11 Arnold H.</td>
<td></td>
</tr>
<tr>
<td>No. 12 Robert M.</td>
<td></td>
</tr>
<tr>
<td>No. 13 Ronald M.</td>
<td></td>
</tr>
<tr>
<td>No. 15 Ronald W.</td>
<td></td>
</tr>
<tr>
<td><strong>Belligerent home</strong></td>
<td></td>
</tr>
<tr>
<td>No. 4 Jim A.</td>
<td></td>
</tr>
<tr>
<td>No. 9 Rose C.</td>
<td></td>
</tr>
<tr>
<td>No. 10 Robert G.</td>
<td></td>
</tr>
<tr>
<td>No. 15 Ronald W.</td>
<td></td>
</tr>
</tbody>
</table>
TABLE 3
PERSONALITY COMPONENTS ASSOCIATED WITH MALADJUSTMENTS OF FIFTEEN STUDENTS STUDIED IN ADEL, IOWA JUNIOR HIGH SCHOOL, 1952-1953

<table>
<thead>
<tr>
<th>Student</th>
<th>Personality Components</th>
<th>Social Adjustment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Case</td>
<td>Self Adjustment</td>
<td></td>
</tr>
<tr>
<td>No. 1</td>
<td>Fred B.</td>
<td>Feeling of belonging</td>
</tr>
<tr>
<td>No. 2</td>
<td>Jim B.</td>
<td>Feeling of belonging</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Withdrawing tendencies</td>
</tr>
<tr>
<td>No. 3</td>
<td>Larry V.</td>
<td>Sense of personal worth</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Withdrawing tendencies</td>
</tr>
<tr>
<td>No. 4</td>
<td>Jim A.</td>
<td>Sense of personal worth</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>No. 5</td>
<td>Beechie A.</td>
<td>Normal</td>
</tr>
<tr>
<td>No. 6</td>
<td>Larry K.</td>
<td>Feeling of confidence</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Nervous symptoms</td>
</tr>
<tr>
<td>No. 7</td>
<td>Ronald S.</td>
<td>Sense of personal worth</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Feeling of belonging</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Withdrawing tendencies</td>
</tr>
<tr>
<td>No. 8</td>
<td>Richard S.</td>
<td>Feeling of belonging</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Sense of personal worth</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>No. 9</td>
<td>Rose C.</td>
<td>Self-reliance</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Sense of personal worth</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Sense of personal freedom</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Feeling of belonging</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Withdrawing tendencies</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Nervous symptoms</td>
</tr>
<tr>
<td>No. 10</td>
<td>Richard G.</td>
<td>Self-reliance</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Sense of personal worth</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Sense of personal freedom</td>
</tr>
<tr>
<td></td>
<td></td>
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</tr>
<tr>
<td></td>
<td></td>
<td>Withdrawing tendencies</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Nervous symptoms</td>
</tr>
<tr>
<td>No. 11</td>
<td>Arnold H.</td>
<td>Normal</td>
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</tbody>
</table>
TABLE 3—(Continued)

<table>
<thead>
<tr>
<th>Student</th>
<th>Personality Components</th>
</tr>
</thead>
<tbody>
<tr>
<td>Case</td>
<td>Self Adjustment</td>
</tr>
<tr>
<td>No. 12</td>
<td>Sense of personal worth</td>
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<tr>
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<td>Sense of personal freedom</td>
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<tr>
<td>No. 13</td>
<td>Normal</td>
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<td>No. 14</td>
<td>Normal</td>
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<td>Sense of personal worth</td>
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<td></td>
<td>Sense of personal freedom</td>
</tr>
<tr>
<td></td>
<td>Feeling of belonging</td>
</tr>
</tbody>
</table>

An over-all summary of the cases presented in Chapter IV shows that of the fifteen cases studied there was at least one causal factor in the home that influenced each child's behavior. In many of the fifteen cases studied, there were as many as four causal factors.

Unfortunately for the child, all the causal factors listed are beyond his control and there is little or nothing that the child can do about them. The only opportunity for the child to make an adjustment to these behavior factors would be for the parents to recognize these causal factors affecting the child's behavior and make an adjustment to them.

It is interesting to note that the "emotionally unstable home" situation ranks highest in frequency as a causal factor in behavior problems. This factor was followed very closely in frequency by the "misunderstood child." However, over half the cases listed in the "emotionally unstable home" are also listed in the "misunderstood child." The "low economic status" ranks next in importance as a cause of poor behavior. Of the fifteen cases listed in this tabulation, only four are products of the "emotionally unstable home." It is the opinion of the writer that a higher number of the
"emotionally unstable home" situations would be expected if the factors
could be studied in isolation.

The fourth most frequent causal factor is the "belligerent home"
situation. Here a comparison with the "emotionally unstable home" is
entirely in accord. Since belligerency is a disintegrating emotion, this
similarity is to be expected. Only one factor showed up as the sole cause
of the emotional misbehavior of the child. This was the "over-expectant
parent."

Table 2 shows eight instances in which "misunderstanding" was the
major causal factor of poor behavior. In half these cases the misunder-
stood children were also "unwanted." This may justify an assumption that
too little effort is spent in trying to understand an unwanted child.

The eight causal factors listed are assumed to be the major reasons
for misbehavior. No doubt the personality components listed in Table 3
enter into the pattern of misbehavior, but they cannot be listed as major
causes of misbehavior. There was some overlapping of factors and no effort
was made to rank these causal factors in importance.

It would be unwise to draw conclusions from so small a sampling.
It can be assumed, however, that some of these overt misbehavior problems
stemmed from unhealthy home situations. It can be determined from the
case studies that parents have contributed to misbehavior of their children
by: (1) being impatient with them, (2) denying them a consistent climate of
love and support, (3) expecting too much of them, (4) over disciplining
them, (5) lacking understanding of their feelings and points of view,
(6) failing to accept them as individuals, and (7) imposing unsolved
personal problems on them.
Understanding parents and teachers know that with children, particularly, patience is virtue. The teacher who is visibly disturbed when her class "cuts-up" or the parent who loses his temper whenever his children get "out of line" are only making problems more severe. Boys and girls react to adult impatience with resentment and hostility.

Children need to know where they stand in their parents' and teachers' esteem. If they lack a feeling of security, their misbehavior is likely to become a problem. That is why consistency is important. There is, however, a big difference between being consistent about every rule and regulation and being consistent about attitudes.

No one behaves exactly the same way day after day. A parent may ask his child to quiet down if the parent has a headache, although he may find it easy to tolerate this noise-making at other times. A parent may refuse his child a treat one day if he is not up to the effort, and grant him the favor the next day. These things do not matter as long as a parent's over-all attitude toward his child is consistently warm and friendly. A child has "off" days, too, and will understand these problems if a parent tells him. He has felt that way himself.

Parents change and children change and they quickly outgrow the rules that served them a short time ago. Setting rules and regulations and adhering to them are not as important as giving children support consistently. This support can and should take different forms at different stages of a child's growth.

Consistency is not an end in itself. "Good days or bad," whether a parent changes his mind or not, does not matter as much as the parent giving his child a steady climate of love, support, interest, and understanding
the child can always count on. Some parents instinctively ask more of a child than they know he can accomplish. Other parents expect their child to be a genius. They burden him with responsibilities that only an adult could carry successfully. If a parent expects a child to live up to impossible goals, he should not be surprised when a child’s frustration and unhappiness results in serious misbehavior. Parents that set reasonable standards based on objectivity, love, and understanding of both themselves and their child are doing their utmost to prevent serious misbehavior. The parent that lets his own problems get in the way of his decisions, however, may be asking for trouble. As shown by Table 3, serious misbehavior is often the symptom of a personality disorder within the child. The cause of this personality disorder usually stems from a strained, unhappy relationship between a child and parent or from repeated frustrations the child cannot overcome. Since most parents and teachers seek to remove the cause of misbehavior of a child, not merely to eliminate the symptom, they must take a good look at themselves. A parent or teacher must make sure that he is giving each child an equal opportunity and that he is judging the child for himself alone.
APPENDIX

State of Iowa
County
Department of Public Instruction Township
Jessie M. Parker, Superintendent District
Division of Special Education Date
Des Moines, 19

Referral for Special Education Examination

To be filled out by the person in the school best acquainted with the child and his problem.

Name ___________________________ Birthdate _______________ Sex ________

School ___________________________ Grade ____________

Parent or Guardian ____________________________

1. State briefly why you are referring this child for examination.

2. Check below any terms which apply to the child and his behavior.

   Stealing   Listlessness   Harelip or cleft palate
   Lying     Trying for attention   Hearing difficulty
   Sex problem   Timidity       Defective vision
   Truancy   Daydreaming        Convulsions
   Destructiveness   Anxiety or fears   Paralysis
   Cruelty   Bed wetting         Home
   Temper tantrums   Soiling of clothes   a. Difficulty with father
   Community problems   Poor schoolwork   b. Difficulty with mother
   Over-activity   Inability to learn   c. Difficulty with other
   School   Immaturity         family members
   a. Difficulty with other children   Reading difficulty (specify)
   b. Difficulty with teacher   No speech
   c. Others (specify) Stuttering   Plainly

3. Give the results of any previous psychological examination.

   Date ___________________________ Examiner, agency, or institution

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4. Physical History
   Name of family physician ____________________________

   It is highly desirable to include the results of a recent physical
   examination, especially positive findings. Where this is not possible,
   the person submitting this report should list any unusual or abnormal
   physical conditions of which he may be aware. If the school has a nurse,
   it is preferable that she should supply this information.

5. Family History
   a. Is the child living with:
      Father ________ Mother ________
      Foster Parents ________
      Relatives ________ (Specify)

   Please list those living in the home: Name Age Relationship Education

   Father's occupation __________________________

   Mother's occupation __________________________

   b. Socio-economic status (check one)
      1. On relief
      2. Partially self-supporting
      3. Self-supporting but living on bare subsistence level
      4. Average income but not wealthy
      5. Better than average income

6. School History
   Present grade or highest grade achieved __________________________
   Does this grade represent the child's actual achievement or is he
   just "sitting in the grade?"
   What hobbies or special interests does this child have?

   Age on entering:
      Kindergarten __________________________
      First Grade __________________________
      Repeated what grades __________________________
      Most difficult subject __________________________

   How frequently is child absent? __________________________

   Results of achievement and group mental tests: __________________________
      Tests Date Given Score __________________________
      (Grade placement) (I.Q., M.A., etc.)

7. Is court action probable __________________________
   Nature of charges __________________________
   Person supplying above information: Position __________________________
   Date __________________________
State of Iowa  
Department of Public Instruction  
Jessie M. Parker, Superintendent  
Division of Special Education  
W. A. Winterstein, Director  
Des Moines, 19

Report of Psychological Examination

Name:  
Birthdate:  
Sex:  
Grade:  

Parent:  
Address:  

Referred by:  Supervisor Dacken  
Problem:  

Studies (tests administered)  
California Short Form  
Test of Mental Maturity—Elementary  
California Test of Personality—Elementary  
California Achievement Tests, Complete Battery, Elementary  

Findings:  

Recommendations:  

Conference with:  Principal, Teachers, Supervisor of Special Education  
Test profiles sent to:  School Superintendent  

Regional Psychologist
BIBLIOGRAPHY

Books

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Childhood Education Association, "1945-1947 Resolutions and a Plan of Action by the Executive Board of the Childhood Education Association," Childhood Education, XXII (September, 1945), 7.