TYPES OF MALADJUSTMENT FOUND IN ELEMENTARY SCHOOL CHILDREN AS DETERMINED BY INTERVIEWS WITH FIFTY ELEMENTARY TEACHERS

THESIS

Presented to the Graduate Council of the North Texas State Teachers College in Partial Fulfillment of the Requirements

For the Degree of

MASTER OF SCIENCE

By

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Denton, Texas
August, 1942
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CHAPTER I

INTRODUCTION

Purpose of Study

The purpose of this study is three-fold:

1. To determine the types, causes, and effects of maladjustments found in elementary children.

2. To suggest means of helping maladjusted children adjust themselves to a complex life.

3. To leave data on file for future reference and the use of future elementary teachers who will be confronted with the problems of maladjusted children.

Importance of Study

Regardless of the form in which a child's maladjustment manifests itself, it is essential to know just what is wrong with him or wherein he deviates from the healthy average physically, emotionally, intellectually, and environmentally. This knowledge leads to a program which tends to correct all that which needs correction. It is relatively unimportant to be sure whether the child's bad teeth, infected tonsils, spoiled-child reactions, fear of the father's excessive sternness, inadequate intelligence quotient, or choice of undesirable companions is really the major cause of his poor conduct or poor quality of work.
It is, however, highly important to be aware of all such factors and to try to remedy them, in order to establish or reestablish in the child that optimal condition of health, happiness, and composure which is indispensable for every individual's good mental health and smooth adjustment.

Individuals who appear unable to adjust themselves to the group with maximum effectiveness, cheerfulness, and social considerate behavior, and who are unable to accept and face realities, are evidently suffering from maladjustments. It is generally agreed that the physical and mental health of adults, as well as their capacity for a satisfying life, is duly related to childhood experiences.

Since maladjustments cause tremendous human waste and suffering in the world each year, and since every child is a potential victim, the writer feels that any attempt to help children overcome maladjustments and become more acceptable is very desirable. Consequently, the problem of the study seems to be significant.

Sources of Data

Information used in this study has been secured altogether from primary sources, particularly from personal interviews with fifty elementary teachers from various sections of the state and from various size schools, who were on the campus of the North Texas State Teachers College during the summer session of 1942.
To obtain this information, the writer compiled a questionnaire or interview sheet to be used in connection with the personal interview. The interview sheet asked for general information concerning the teacher, locality of school, size of school, years teaching experience, and training the teacher had had. It included specific information on the child: symptoms of maladjustment first noticed; steps taken in correcting the maladjustment; environmental influences, including the home conditions, school, church, and neighborhood influences; emotional reactions; intellectual factors, and effect of physical handicaps upon the child.

In addition, modern educational books and magazines were consulted in order that the writer might have a better background and understanding for the development of the problem.

Definition of Terms

1. Maladjustment: The term "maladjustment" used in this study means poor or inadequate adjustment, the state of being out of harmony with one's environment from failure to reach a satisfactory adjustment between one's desires and one's conditions of life.

2. Environment: "Environment" means that which environs: the surrounding conditions, influences, or forces, which influence or modify.

3. Emotion: "Emotion" in the study means any such
departure from the usual calm state of the organism as includes strong feeling, an impulse to overt action, and internal bodily changes in respiration, circulation, glandular action, etc.; any one of the states designated as fear, anger, disgust, grief, joy, surprise, yearning, etc.

4. **Intelligence**: The term "intelligence" used in the study means the faculty of understanding; the capacity to know or apprehend; the power of meeting a novel situation successfully by adjusting one's behavior to the total situation.

5. **Physical**: "Physical" in the study refers to any bodily handicap.

**Method of Procedure**

The initiation of the problem began with the writer's engagement in extensive reading on the subject of maladjustment, its types, causes, effects, and correction. Past experiences in dealing with maladjusted children had previously aroused the writer's interest in the problem. The second step was the compiling of a questionnaire or interview sheet to be used in collecting data on the problem. The third step was the personal interview with the elementary teachers and the obtaining of data on some maladjusted child. The fourth step was the analyzing and organizing of data collected in order to determine the different types of
maladjustments found in elementary children and to suggest ways and means of correcting and remedying the maladjustments found.

Further Explanation of the Problem

Life is a constant flux; the physical, mental, and social conditions of existence are constantly undergoing change. The individual's needs are constantly altering as he matures and as circumstances change. From a condition of helpless dependence upon the parents in infancy, the individual as he grows older must become self-reliant and independent. He must be able to meet everyday problems, to solve them, and to adjust himself to any situation. He must free himself from the apron strings during the adolescent period so that he can "stand on his own feet."

Maladjustments cause tremendous human waste and suffering in the United States each year. Recent surveys by a large life insurance company indicate that nervous and mental disease constitute twelve per cent of all the illness reported. Many people not in hospitals suffer from minor maladjustments which handicap them and their associates throughout life. Experienced physicians have estimated that of the patients receiving treatment in medical and surgical clinics, for supposed physical ills, from thirty to seventy

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per cent are afflicted with mental and emotional disturb-
ances rather than with genuine physical disease. The
ability to achieve independence and to adjust oneself to all
exigencies of life is an important index of a well-balanced,
successful life.

To manage a school or classroom so as to foster desir-
able personality growth is one thing; to recognize and ap-
preciate the more or less serious maladjustments of some
children is quite another. Some behavior problems are easily
recognized by the teacher; others are more difficult to
detect because the child's overt behavior does not conflict
with the orderly progress of class work. Since childhood
offers the greatest opportunity for guidance, it behooves
the elementary school to study the problems of the child, to
see that he is able to make adjustments, and to do its share
in an enlightened program of preventive and remedial treat-
ment.

In a school which undertakes to facilitate the personal
and social adjustment of children, the teacher dare not wait
to act until a boy or girl commits a serious misdemeanor.
Really serious maladjustments are difficult to correct and
are costly in terms of time and human suffering. Case
studies of individuals who have committed grave misdeeds
show that the violation in question was preceded by a series

2 Clara Basset, Mental Hygiene in the Community, p. 20.
of acts having as their beginning only minor deviations from normal social behavior. The writer believes that much can be done to prevent serious maladjustment in children by wise handling of situations, by an understanding of the needs and nature of children, and by possessing a sympathetic insight into the problems children are confronted with. Normal children have problems, and the correction of these lesser difficulties may mean the prevention of more serious maladjustment. In any event, the school must do its best for the child as it finds him, whether he requires wise guidance or diagnosis and treatment in adjustment.

Maladjustment, if allowed to grow on the child, has often ended in delinquency and crime. Antisocial conduct is often associated with mental or emotional disturbances. Of 502 cases from the police courts of New York City who were given psychiatric examinations, 58 per cent were suffering from some form of nervous or mental abnormality.

Child training, in the first years of life, is concerned to a considerable extent with the establishment of regulated patterns. Many difficulties and much maladjustment that confronts parents and teachers result from faulty adjustment to the matter of daily routine which begins very

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3 V. V. Anderson, "Mental Disease and Delinquency: A Report of a Special Committee of New York State Commission on Prisons." Mental Hygiene, III (April, 1919), 177-98.
early in the child's life. This may be caused by the formation of bad habits. Regardless of the form of maladjustment, it is essential to know what is wrong and, if at all possible, to correct it.
CHAPTER II

FACTORS AFFECTING THE MALADJUSTMENT OF CHILDREN AS RELATED TO MODERN LITERATURE

For countless generations the public school education of maladjusted children and the school's mental health program have been placed squarely upon the regular grade teachers, although the teachers have had no special training in dealing with such children. The assumption has been that any teacher who has pursued standard subject matter courses and general professional courses in education or who possesses good common sense is qualified to handle these highly complicated problems. The successful management of maladjusted children calls for the highest type of personal competency and teaching skill. The successful solution of their problems is important not only for the preservation of the mental balance and personal efficiency of the individual concerned, but also for the social well-being and civic efficiency of the citizenry of the state.

That this assumption is gratuitous can be demonstrated by many lines of evidence, including the examination of the records of thousands of school children who have been subjected to comprehensive studies in psychological,
psychiatric, and mental hygiene clinics. Their maladjustments have been handled by the regular grade teacher without any insight into the mechanisms of the special problems presented other than that conferred by common sense or generalized training. It is no exaggeration to say that the maladjustments of thousands of these children are the direct outcome, in whole or in part, of the inefficiency or maladaptation of the instructional processes or the limited observance in school procedures of the principles of mental health.

Influence of Teacher Personality

Before a teacher can deal wisely with maladjusted children she must possess those desirable personality traits which are inspirational in influencing each individual child to develop the best qualities which he possesses. To influence children for good, the teacher must possess those desirable habits, healthy attitudes, valuable character traits, and other attributes of a well-balanced and wholesomely integrated personality which she sincerely believes every child should cultivate and attain. Goldrich maintains that pupils will never be guided towards wholesome personality adjustment,


2 Ibid., p. 39.
by personalities that are not themselves physically, intellectually, emotionally, volitionally, socially, morally and spiritually mature.

School children come from various types of homes, where all the varied types of wholesome and unwholesome relationships exist. Children are fortunate who have had the advantages of receiving their early training and guidance under the personal influence of good, understanding, sympathetic, unselfish and loving parents, and in a stimulating and happy home atmosphere. These children have been wholesomely influenced and have acquired, through early favorable environmental conditions, those stabilizing habits, attitudes, and strength of will necessary for present and future feelings of security and adequacy, and they have been given the firm foundations for healthy growth, wholesome development, personality adjustment, and self-control. The teacher will render a great service to these fortunate children, if she continues to guide them along the wholesome paths which have already been clearly marked for them by their parents. Unfortunately, many school children are handicapped in the years of infancy through the carelessness, negligence and ignorance of parents who assume little or no responsibility.

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for the training and guidance of their children, and who create an atmosphere of misunderstanding and discord in the home. Children nurtured in these homes, believes Goldrich, develop feelings of inferiority, of insecurity, of inadequacy, and of destructive fears. These feelings create emotional and volitional conflicts that lead to present and future maladjustments to life situations, and to the development of distorted or disintegrated personalities. For these children, the wholesomely matured teacher becomes a powerful, stimulating, stabilizing force, and a permanent influence for good. She must recondition and re-habituate the child to more normal attitudes and reactions, free the child from destructive anxieties, worries and foolish fears, and guide the child wisely to gain confidence in himself and others by the development within him of feelings of security and adequacy, which are the most essential needs for adjustment of the child.

The highest mission of the teacher should be to help the child to make adjustments without sacrificing his spiritual integrity and responsibility, and to maintain and develop his best moral and spiritual potentialities.

If the teacher expects to do much in helping maladjusted

\[\text{Ibid., p. 256.}\]
children she must, according to Goldrich, reveal the following characteristics:

1. **A thorough understanding** of child nature; of the total individual child in his total past and present environment and at his present maturity developmental level.

2. **Sympathy** with the point of view, the feelings and the needs of the child.

3. **Patience** with the child's limitations, caused either by heredity or environmental influences or both combined, or by the child's lack of meaningful life experiences or loss of wholesomely stimulating opportunities for normal growth and development.

4. **Insight** into the causes and purposefulness of the child's behavior -- the pleasures, the privileges, or goals sought by the child, the pains, the punishments or loss of privileges which he seeks to avoid, and the strength of will and degree of self-control which he exercises.

5. **Love** for every child -- the seeking of good in each child, and a determination to aid each child to raise the good within himself to his highest level of achievement.

Teachers who exert the best influence on children know not only the individual abilities and potentialities of children, but also their limitations, their weaknesses, their undesirable attitudes and unsocial reactions; but instead of finding fault, and using other destructive tools or devices, they become sympathetically objective in their attitude, seeking causes for the child's deficiencies or maladjustments, and then setting out to be constructively helpful to the child by guiding him patiently to remedy his defects, to overcome his deficiencies, and to become better adjusted.

Professor Ruth Strang of Columbia University has expressed this thought adequately:

Think of the child as a bundle of possibilities. Brush aside in your thinking all the undesirable habits and traits until you find some ability in the child to develop. Personality can best be built on the assets of the individual, not on the attempted eradication of his liabilities.  

The teacher is a definite influence in the problem of maladjustment. Therefore the teacher must have a thorough knowledge and understanding of herself and her limitations in order to guide and help with the problems of children. She must be kind, patient, sympathetic and loving in dealing with them. Nolte says that adjustment is more likely to take place at an early age and that, as pupils grow older, they become either more normal or more maladjusted. Consequently, it is the duty of the elementary teacher to help each child find himself and adjust himself while he is young, so that he may live a fuller, well-rounded life when he is an adult.

From studies made, it was found that 3.7 times as many boys as girls were maladjusted. This difference is

probably attributed to the fact that girls are more responsive to suggestions, seem to apply themselves better, and are more easily interested in school and home activities.

The writer is convinced that the difficulties of these children are due partly to the fact that they are normal children in many respects. In seeking normal human satisfaction for normal human wants and in being unable to satisfy these wants because of the inadequate social, moral, physical, and economic conditions under which he lives, the child becomes a rebel to society. He believes that society is fighting against him; consequently, he cannot fit into the group.

The principle types of maladjustments found in children can be divided into four big classes with many sub-divisions under each class. The four types considered in this study are environmental maladjustment, emotional maladjustment, intellectual maladjustment, and physical maladjustment.

Influence of Environment

From studies made it was found that inadequate home environment was a serious handicap in one-third of the cases studied. Inadequacies of the home were due to various causes: unwholesome environmental conditions; marital discord; poverty; the death of a parent or both parents; poor management; broken homes, where the parents were either separated or divorced and in many cases re-married. As has

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9 Ibid., p. 373.
already been said, children brought up in such homes develop feelings of insecurity, of inferiority, of inadequacy, of fear, and many other such characteristics.

The actual condition of a home and neighborhood are important factors to consider in determining the environmental atmosphere of a home. Studies show that the socio-economic condition of the child contributes to his conception of self, and is important in determining the amount of self-confidence he will have and the place in life to which he will aspire.

Favorable home atmospheres do not exist solely where the physical conditions of the home and neighborhood are satisfactory. Nevertheless, a poor home and neighborhood do tax the intelligence and wisdom of parents in the effort to offset these undesirable influences. The child who grows up in a crowded home and in a neighborhood that is unwholesome has a great deal more to contend with than the child who has more advantageous surroundings. There is a close correlation between home conditions and neighborhood influences. In other words, if the family lives in a good home surrounded by favorable living conditions, the neighborhood likewise tends to be good.

The most important single factor in the environment of any child, particularly in his earliest and most formative years, is, of course, his parents. Much maladjustment found in children is sometimes due to early training in the home. This can best be illustrated by relating the case of Max. He was a child of superior intelligence in the kindergarten. His father made a comfortable living as a grocer. He was extremely fond of the boy, gave him presents frequently, and even after an exhausting day's work conscientiously played with him in the evening. The mother lost her first two children in early infancy and had therefore always been over-solicitous about him. She had humored his food fads and yielded to his tantrums. She had dressed him and taken him to and from school. During his earliest life the family lived on the outskirts of town, and as there were no children to play with, he spent most of his time alone with his mother. Later, on moving into town, the children of the neighborhood had little to do with him because he was quarrelsome. This was because he did not know how to play with other children. In the home Max's problem was trivial, but when he entered kindergarten, its reverberations were anything but trivial.

This example illustrates how the environment or influence of the home during the early years of a child's life has a definite effect on his adjustment or maladjustment when he enters school.

Upon entering school every child has a three-fold adjustment to make: he must learn to accept authority, to accept the competition of the classroom, and to find satisfaction in doing things for himself. In many cases, previous experiences do not prepare children for meeting the problems of school life and, as a result, the new situation is extremely painful. Before entering school the child lives in a small world of his own wants, where everything is done for him and the protective love of his parents permeates his whole environment. Suddenly, he finds himself in the impersonal atmosphere of the schoolroom, and the disparity between the importance of his status in the home and in this strange, new environment overwhelms him.

Here we see him turning to the teacher as a substitute for his mother and demanding from her as a right the love and attention he has been receiving at home. But the situation is radically changed, for there are thirty-five or forty other children demanding the same right. His security is wholly undermined, and he regards his classmates as interlopers and tries to dispose of them by kicking and scratching.

Often children enter school with a feeling of hatred
because they have the wrong conception of authority. This may be due to early cuffs and beatings of ignorant parents. There are numerous other reasons why children enter school with some definite maladjustment. The school should, therefore, study each child carefully so as to determine the extent of his maladjustment and then set up an environment which will help him overcome his difficulties. The writer believes that, in the early years of a child's life, if the child's maladjustment can be determined and remedied, if he can learn to adjust himself to problems and situations, if he can learn to solve his problems in a satisfactory way and learn to shoulder responsibility, such will be of much more value to him than the little subject matter knowledge he is supposed to get.

Influence of Emotion

It seems evident that the teacher, home, school, and neighborhood environment definitely influence the child in a number of ways, perhaps one of the most important being emotional stability or instability. A child with a strong, healthy body, without any physical defects or irregularities, may become a miserable social misfit among his fellow classmates. The trouble or cause may be wholly psychological. Perhaps he has been over-mothered and over-protected by his parents. He has never been weaned emotionally, whether he is five, ten, or fifteen years of age.
Childhood illnesses make it easy for parents to spoil and pamper children in their earlier years. What parent will not pamper the child who seems to be suffering? And should the child face death once or several times, or be often ill, it is difficult for the most self-disciplined parent to require the performance of necessary routines, and not waver in his or her management. Suppose the child is sickly and frail on entering school. He is almost sure to learn to feign illness, to become a malinger, which is one of the earliest patterns of escape. Practiced in this art before school age, the child is prone to play sick in order to avoid a hard day ahead, or to stay at home to engage in some activity he prefers or just to be waited upon.

A child who is overdependent on his mother tends to grow fearful of any physical injury incident to play with other children. The more readily, then, does he cry when bumped, the more surely is he avoided or laughed at by his playmates, and the less ready he is to stand up for his own rights. He is, therefore, more disposed to quarrel with his classmates and tattle when he cannot have his way; his mother, in turn, grows more protective toward the child. Other children, consequently, call him "mamma-boy" or "cry-baby," and his fear of others increases and his dependence grows and grows.

Soon, such a child finds it easy to avoid other children his age. He either spends most of his time alone or with
older children who tend to protect him, or with younger children who let him have his way. In any of these instances, he does not learn the rough-and-tumble skills of the other children his age. When, occasionally, he does enter into the fun with his age group, they ridicule him for his awkwardness or else intimidate him. Suffering, he stays away from them, and the more he is alone the more of a play laggard and misfit among his classmates he becomes. As he grows older, he appears more queer to others. He worries about this, feels dejected, and suffers ignominiously since he senses that the group do not treat him as they treat one another.

The timid, shy child who has been over-protected in the home may eventually be told that he should spend more time with other children, stand up for his own rights, and be more self-reliant. His father even hounds him to be brave, perhaps threatening him with punishment for not fighting in his own defense. But with such long practice at escape through fear, how is this child to gain courage now? He may gain it, but he may only grow more fearful. Yearning, however, to seem brave, he fights from ambush and takes unfair advantage of others. He picks on weaker, younger children whom he is sure he can easily vanquish. He becomes a tattler, teaser, and bully of the school playground.

The extremely self-reliant child, on the contrary, stands up for his rights, defending them effectively with
his own bare fists if necessary. He has no reason to dominate weaker, younger children, to tattle, or to leave the group at play when things do not please him. Rather, he strives to get along with his playmates and to exercise his wit and skill in the normal competition of the playground. Unfortunately, there are too few children of this type. Most children are somewhere between the two extremes.

If the timid child excels at books, he will on that account spend less time and effort at social adaptation and devote more time to being alone. Yet he really suffers from his loneliness. He really does not want to remain alone; he desires many friends. Myers believes that the explanation for this form of behavior is that when the child chooses to stay in his room while his classmates go to the playground, his choice is made within the moment when it is easier for him to be alone than to seek companionship. In so choosing he finds more promise for pleasure in solitude than he thinks he could find at play with others. For the instant, he escapes being injured bodily or having his feelings hurt. But during the many long hours before his next opportunity to play with others, he will often worry about his loneliness, worry about his missing something, or worry that others may think him queer. These painful feelings grow as he hears other children remark about his being alone so much, and as he hears his parents and other adults say he ought to have more fun with other children.
How all these troubles come to pass, few of us realize; even his parents and teachers fail to understand his plight. If they understood they would cease to hound him for his loneliness, cease telling him he ought to make himself more friendly. For nothing worse could be said to him. He already knows what he should do better than anybody else in the world. What he does need is help to find the fortitude to do it. Who is there to show him how?

There is also the child in the neighborhood who has more playthings, more things to eat, and more money to spend, who is disliked by the children of the neighborhood. This may be due to the fact that the parents considered the child too good to play with the neighborhood children. In such an instance, not only does he lack playmates, but the children whom he is not allowed to play with tend to "take it out on him" and, in a way, get even with his parents. On the other hand, this type of child is inclined to buy himself temporarily into the good graces of the neighborhood children, thus missing the normal give-and-take experiences and becoming very bossy in his attitude and actions.

Occasionally there is the child who wants someone to help him do the things he can do by himself. Accustomed to having so much done for him, he lacks responsibility for

materials and assignments. For instance, when all the other children are prepared to do a written exercise, he does not have a pencil, pen, or paper. His teacher is vexed and so also are his classmates; and the offending child is miserable too because he feels condemned. Nevertheless, unfortunately, the same thing may happen again the very next day. Why? The child has done likewise at home for years; he is used to having others take the responsibility he should have shouldered, and it is only through weeks and months of patient efforts, on the part of the parents and the teacher, that this child can learn to shoulder responsibility. Much maladjustment in children has its sole source in family relationships. Frequently the unsuspected cause is jealousy. What a child believes is true for him, regardless of the facts. If he feels that a brother or sister is loved more at home than he is, or is more admired by relatives and neighbors and playmates, jealousy will certainly ensue, although the sufferer may be wholly unaware of what is happening. Often one child is less obedient, less cooperative, or less studious because a brother or sister gets more applause for excellence in these directions than he does.

Jealousy may engender almost any sort of antisocial conduct. It may cause the child to feel dejected, to feel unwanted, to feel insecure, to feel inferior. Therefore, it behooves parents and teachers to be on the alert for
such behavior and to share their love, attention, and affection equally.

In almost any emotional maladjustment the common factor is fear, which may be exhibited in a number of different ways—a feeling of inferiority or inadequacy. Take this case, for example. A timid child finds it hard to speak comfortably and effectively in class. He hesitates, halts, backs up often for a new start, employs many "uhs" and "ahs," or even stutters. Rarely can he be distinctly heard. Under these circumstances he is not able to think clearly and is very self-conscious.

If we shout, "Louder!" to him, we only increase his terror. The writer feels that if we want to help him, we will work patiently for weeks until we have created a more comfortable atmosphere in which he is able to feel entirely secure and safe from ridicule. Moreover, we will try to help him enjoy more achievement at work and play.

Myers believes that this child will be able to remove his feelings "from his sleeve" only gradually. The child will learn to laugh and be laughed at when treated on an equal footing with his fellows. Perhaps he never would have worn his feelings "on his sleeve" if he had always mingled freely in the rough-and-tumble of the neighborhood and school playground, and if he had spent many leisure hours with other boys and girls in the halls, homeroom, and get-together places.

Ibid., p. 309.
The desire for acceptance, for welcome at home, at school, and in the community, is expression of a fundamental emotional need, the need for security. Sensitive children may become brokenhearted if they feel that they are rejected.

Frederiksen relates the story of a fourth grade boy who cried every day because he did not want to go to school. In every way he expressed a real discouragement. This discouragement had been present to some extent during his whole school experience. He had disappointed his parents by doing only average work. Older brothers and sisters had been superior students. In spite of superior parentage, he had only average ability and could not attain his family's expectations. Urging, coaxing, and criticism were used in vain. Affectionate and sensitive, he regarded himself as a disappointment to his family, and therefore, unwelcomed and unloved. It was found that when the parents' expectations were lowered, the boy again became happy and comfortable in his home; and when the pressure was relieved and happiness restored, his school work definitely improved.

It seems obvious then, the writer believes, that the greatest significance of the causes of maladjustment is its effect upon the social and emotional adjustment of children. The child who is emotionally up-set merits far more concern.

from the home and the school than does the child who is not growing as he should, or who is not progressing in his grade at the average rate. Nature has a way of compensating for physical maladjustments, and success is often achieved by the child who was rated a failure in his lessons. But marred and warped emotions, whether due to physical or other causes, leaves a blight on life that not only persists but often becomes worse in times of stress and strain. The life emotionally maimed, contends Frederiksen, is thwarted on its most vulnerable side; it is deprived of the understanding give-and-take that makes a person part of the great social fabric reared by civilization. The school and home, working together, will realize one of life's greatest joys if they are able to adjust growing, developing children to the fundamental tasks of social living.

A study of some 3000 cases of school maladjustment, with respect to levels of ability as measured by group mental tests, shows that 15 per cent of the group are above average, 40 per cent are average, 27 per cent dull, and 18 per cent feebleminded. These figures suggest that factors other than lack of ability may be largely responsible for school maladjustment.

15 Ibid., pp. 457-8.
Influence of Intelligence

The writer believes that intelligence is another aspect of the child's constitution with which teacher personality, environment, and emotion carry on serious business. Substantial evidence exists to show that differentials in school environment cause significant and rather permanent changes in I.Q.'s.

The same environment affects different I.Q. levels in different ways. For example, the same teacher explanation may bore one child, meet the needs of another, and be just too difficult and rapid-fire for another. Many agree that the teacher as a person is the most potent single factor in the child's school environment. The teacher, according to Knight, contacts the child's mind somewhere along a scale roughly drawn through these four points: (1) utter, overwhelming domination; (2) reasonably strong leadership; (3) cooperation as a partner; (4) absence of influence which leaves the child to shift for himself. Probably all degrees of domination are at times desirable for any individual child. Some children need more, some less domination than others as a constant factor in their environment. In

17 Ralph R. Brown, "The Time Interval Between Test and Re-test in Its Relation to the Constancy of the Intelligence Quotient," Journal of Educational Psychology, XXIV (Feb., 1933), 81-98.

any case, the teacher should know to what degree of domination she is exercising, and she should calculate the reverberations of this type of domination upon the child's inner life.

Many children learn to use the teacher as a sort of "crutch," but learn slowly, if at all, to get along on their own intellect when the support of the teacher is withdrawn. Allowing overly-dependent mental habits to develop in the child through the teacher's carrying the load may yield high scores on tests, but the cost is a reckless one. Of many adults today it can be truly said that the one thing learned in the schools of yesterday was to abdicate their own intellectual freedom and self-sufficiency in favor of a too-dominating teacher.

Classmates are a definite influence on the child. The same classroom is a far different psychic environment to the bright child than it is to the slow one. The bright child, so far as intellectual abilities are concerned, presents himself to a world which feeds his ego. He sees a world full of those with whom he compares favorably. The slow child lives in a world in which attitudes of timidity, fear, humiliation, and general depression are all too easily cultivated. These factors may tend to "gang up" against the child.

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19 Ibid., p. 284.
A slow pupil of moderate energy in a class of bright pupils of great energy, led by a dominating teacher, may learn what is in the school curriculum, but his total personality is sure to learn to be apprehensive, anxious, and recessive. With what courage he has, he will learn to make compensations as he adjusts himself. There is no guarantee that these compensations will be either personally or socially acceptable.

The intellectual demands of school work should be well leveled to the intellectual power and maturity of the individual child. Hardy plants do not develop in a hothouse of "easy work." Too difficult work means failure for the child; failure leads to maladjustment since it is only a human desire to want to succeed. It is vitally necessary that each individual child should succeed and taste success often, if he is to be well adjusted. If the work is too difficult for the child, it is the duty of the teacher to re-arrange it so that it will be on his level of comprehension and understanding. Also, in order that the child be successful, and to prevent much maladjustment, the teacher should see that the child is well placed in his grade and, as has been said, that the work is on his maturity level.

Information concerning the status of the child in school subjects and in intelligence is essential for any diagnosis of maladjustment, since it is often true that discrepancies between the child's mental age and the mental
age of his classmates, between his mental age and his achievement in the tool subjects, or between his mental age and his educational age, may be potent factors in causing his behavior problems.

Other causes of much maladjustment in children may be due to some glandular deficiency. Often it is said of a child, "He is bright, but he will not apply himself." If we substitute one word in the description and say, "He is bright, but he cannot apply himself," we will have a more correct differentiation of the child's ability, on one hand, and his utilization of it functionally, on the other. This contrast is often observed in gland cases. Many a child has sufficient intellectual endowment to be able to comprehend all that is required of him, says Florence Mater, but he does not have the energy, the reserve vitality, the "will power" to function up to the level at which he can comprehend. This characteristic is very common in the milder forms of lower thyroid and lower pituitary functioning.

In dealing with children who are maladjusted because of some glandular deficiency, the writer believes, the teacher should consult and counsel with the school physician,

20 Dorothy Van Alstyne, "Collecting and Organizing Information About the Child," Elementary School Principle, XV (July, 1936), p. 477.

or get the parents to consult the family physician in determining the extent of the deficiency and the steps to take in correcting and remedying it.

Influence of Physical Handicaps

There is also the child who is maladjusted because of some physical handicap or irregularity, who feels queer and acts queerly with other children of his age. If undersized or underweight, he cannot compete well in physical contests. If his hearing is bad or "dull," he cannot "catch on," and some call him stupid. If his eyesight is poor or if he is near-sighted, his assailants can escape unpunished; he is handicapped, moreover, at such play skills as baseball. If undernourished or slow in vim, he lags at play and appears to be a coward. And if he has a crippled heart, his way is especially hard. Often children are uncharitable toward a playmate who looks strong and well, no matter what his ills may be.

Too, nicknames often cause a feeling of self-consciousness, a feeling of resentment, a feeling of inferiority, and even sensitiveness in children. From some physical irregularity, about which the child is very sensitive, he many times is given the name "Fatty" or "Redhead" and many other such nicknames. These may cause him to bear much incisive torment as to make him seem odd to other children, who in turn tease and ridicule him, thus making him more miserable and queer.
The economic depression has taught us a greater appreciation of the many maladjustments caused by malnutrition or undernourishment. Undernourished children lack energy. They are the last ones chosen in games, and often are not interested in play at all. Sometimes we label them as "lazy." In the classroom they usually remain in the background and contribute little, if any at all, toward group activities. Their enthusiasm is seen in spurts of short duration.

If a child suffers from malnutrition only, supplementary feedings help. A large number of elementary schools today are supplying supplementary feedings to undernourished and underweight boys and girls. Generally, however, we are not very optimistic about children of low energy, because we realize that many of them are constitutionally frail in their physical make-up, a handicap which apparently cannot be overcome. We should always be careful to give the frail child due credit for his efforts, and lower our expectations of him to the level of his ability.

Because of physical frailties and inability to compete on equal terms with their hearty, healthy playmates, children become sensitive to real or imagined hurts. Sometimes they are beset by fears, real or anticipated, even in their dreams. A spirit of revenge may result from the child's inability to cope with others his age. Socially immature children choose younger playmates and protected activities. Others are unable to fight their own battles and require protection.
from rougher experiences. In defense they become tattlers and are even antagnostic toward their classmates.

Physically handicapped children, if not carefully guided, may adopt the cripple's philosophy: "Life must make up for me the things I don't have." This feeling of deprivation may lead to self-pity and to seeking leniency and special privileges. To prevent this, a compensating skill should be developed. For instance, the parents of a boy with club feet taught him eye-hand coordination so that he could pitch a baseball better than the average child can do.

A child suffering from some mental or physical lack often develops a feeling of inadequacy; then he withdraws. He escapes from the unpleasantness in real-life experiences to a dream life of phantasy. If his manner of compensation is profitable to himself and to society, his success is recognized and commended. If, however, resentment motivates the individual, he may show through criminal activities that he had "nerve to do it." The bully, braggart, boaster, and grandstand performer all compensate for some felt inferiority.

The writer concludes that the environmental, emotional, intellectual, and physical maladjustments of children are

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23 Ibid., p. 449.
all interrelated and that the one is affected by the other two or three. Also, it is evident that the personality of the teacher definitely influences the child for good or bad, her conduct often determining whether the child can learn to make adjustments or will become more maladjusted. She must be mature, for only a mature person can meet the responsibilities of the real teacher adequately. She must possess a wholesome philosophy of life, with outlook and viewpoints that are sane, sound, and essentially helpful to the growing child. Upon her shoulders rests the responsibility of recognizing the symptoms and causes of maladjustment and the steps to take in correcting them, so that each child may develop the best qualities which he possesses.

The writer further believes that our one purpose in the elementary school should be to help each individual child overcome whatever maladjustment he may have and learn to adjust himself to any situation, so that he may live a richer, happier, more wholesome, and well-rounded life.
CHAPTER III

AN ANALYSIS OF THE TYPES, CAUSES, AND EFFECTS OF
MALADJUSTMENT FOUND IN FIFTY ELEMENTARY
SCHOOL CHILDREN

When we see thwarted personalities by the hundreds in our elementary schools, we know that there must be something vitally wrong. Everywhere we see evidences of the maladjustments of children. There are some children that show fears, anxiety, and sorrow. Many children are timid, shy, and afraid to venture into social situations. We see other children who have developed behavior patterns which society does not approve. Besides those who show frustration of personality, there are thousands suffering from physical, economic, social, and mental maladjustment. Even though we can not tell definitely to what extent children are maladjusted, we can determine some of the causes and help these children learn to adjust themselves by removing the causes as far as possible.

In this study, the writer has endeavored to analyze four types of maladjustment found in elementary children with many sub-divisions under each type. No attempt has been made to name and analyze all the causes of maladjustment in children. Those mentioned seem to be the major causes.
All the data collected in this study will be presented in this chapter.

Number of maladjusted boys and girls.-- In tabulating the information collected from the fifty interviews, it was found, as shown in Table I, that 64.0 per cent of the maladjusted children were boys and 36.0 per cent were girls. As was stated in Chapter II, p. 13, this difference was probably

TABLE 1
AGE-GRADE DISTRIBUTION OF FIFTY MALADJUSTED CHILDREN IN THE ELEMENTARY GRADES

<table>
<thead>
<tr>
<th>Grade</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>11</th>
<th>12</th>
<th>13</th>
<th>14</th>
<th>15</th>
<th>Total</th>
<th>B</th>
<th>G</th>
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<tr>
<td></td>
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<td>G</td>
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<td>G</td>
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<td>G</td>
<td>B</td>
<td>G</td>
<td>B</td>
<td>G</td>
<td></td>
<td>No.</td>
<td>No.</td>
</tr>
<tr>
<td>1</td>
<td>1</td>
<td>3</td>
<td>2</td>
<td>2</td>
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<td>2</td>
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<td></td>
<td></td>
<td></td>
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<td>12.5</td>
</tr>
<tr>
<td>2</td>
<td>2</td>
<td>3</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<td>15.7</td>
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<td></td>
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<td></td>
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<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>1</td>
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<td></td>
<td></td>
<td></td>
<td>6</td>
<td>18.8</td>
</tr>
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<td>1</td>
<td>2</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>4</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>5</td>
<td>15.7</td>
</tr>
<tr>
<td>7</td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td>1</td>
<td>1</td>
<td>1</td>
<td></td>
<td>2</td>
<td>6.2</td>
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<td>2</td>
<td>6</td>
<td>4</td>
<td>2</td>
<td>2</td>
<td>5</td>
<td>2</td>
<td>2</td>
<td></td>
<td>102</td>
<td>100</td>
</tr>
</tbody>
</table>

*B stands for boys
G stands for girls
due to the fact that girls are more responsive to suggestions, seem to apply themselves better, and are more easily interested in school and home activities than are boys.

Influence of environment.-- An analysis of Table 2 showed that 18, or 56.2 per cent, of the boys and 9, or 50.0 per cent, of the girls came from undesirable homes. This

<table>
<thead>
<tr>
<th>TABLE 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>THE NUMBER AND PER CENT OF BOYS AND GIRLS WITH EACH HOME STATUS, WITH EACH FAMILY STATUS, AND WITH EACH PARENT STATUS</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Status</th>
<th>Boys</th>
<th>Girls</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Num-</td>
<td>Per</td>
<td>Num-</td>
</tr>
<tr>
<td></td>
<td>ber</td>
<td>Cent</td>
<td>ber</td>
</tr>
<tr>
<td>Home</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Desirable</td>
<td>14</td>
<td>43.8</td>
<td>9</td>
</tr>
<tr>
<td>Undesirable</td>
<td>18</td>
<td>56.2</td>
<td>9</td>
</tr>
<tr>
<td>Family</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Poor</td>
<td>16</td>
<td>50.0</td>
<td>10</td>
</tr>
<tr>
<td>Average</td>
<td>9</td>
<td>28.1</td>
<td>5</td>
</tr>
<tr>
<td>Good</td>
<td>7</td>
<td>21.9</td>
<td>2</td>
</tr>
<tr>
<td>Parent</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Agreeable</td>
<td>20</td>
<td>62.5</td>
<td>10</td>
</tr>
<tr>
<td>Disagreeable</td>
<td>12</td>
<td>37.5</td>
<td>8</td>
</tr>
<tr>
<td>Understanding</td>
<td>17</td>
<td>53.2</td>
<td>11</td>
</tr>
<tr>
<td>Sincere</td>
<td>15</td>
<td>43.8</td>
<td>7</td>
</tr>
</tbody>
</table>
was due to a number of causes, the following being outstanding: large families crowded into small, shabby houses; fathers who were drunkards; mothers who were in some institution for the insane; irresponsible parents; the death of one or both parents causing the child to be left to the care of some relative; illness of father and mother working away from home; insufficient clothing and food; separation or divorce of parents and re-marriage of one or both; and homes where the father was away most of the time and the discipline of the home was left up to the mother. Also, poor finances of the home caused maladjustment in 16, or 50.0 per cent, of the boys and 10, or 55.5 per cent, of the girls. In this group a number of the families were dependent upon the W.P.A. for their monthly income. Many of them were common day laborers who did not know whether they had work the following day, or days. There was hardly enough money to buy the bare necessities of everyday living. It was found that 9, or 28.1 per cent, of the boys and 6, or 33.3 per cent, of the girls came from homes with average or normal incomes, while 7, or 21.9 per cent, of the boys and 2, or 11.2 per cent, of the girls came from homes with good or very good incomes. However, even in homes where there was financial security, we find there was much maladjustment in the children of the home. With a desirable home and a normal or average income, it was found that the agreeableness or disagreeableness of the parents greatly affected the children. The survey showed
that 12, or 37.5 per cent, of the boys and 8, or 44.5 per cent, of the girls came from homes where the parents quarreled, were jealous of one another, or there was some other form of disagreement. 15, or 46.8 per cent, of the boys and 7, or 38.8 per cent, of the girls had parents who were not understanding, sincere, kind, and patient in their dealings with the children of the family.

It has been acknowledged by authorities that the home is one of the many factors which influence the child's educational progress. Collins and Douglas state:

The home plays an important part in determining the child's success, failure, and persistence in school. Studies consistently show high correlation between the progress of the child in school and the educational, economic, and social advantages in the home.

A report from The White House Conference contains several statements relative to the contributions of a good home to a child's development today and all his future life. Such a home:

1. Meets need of child for security: through parent's affection, understanding, and consideration; and through the accepted place of the family in the community, its unity, and its economic stability.

2. Meets need of child for accomplishment: through opportunities for work, with enough success to encourage endeavor; through opportunities for helpful service to others; through freedom from interference with natural desires for achievement.

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3. Provides early health care: through diet, clothing, sleep, rest, play; through medical supervision; protection from fatigue, overstrain, infection.
4. Provides opportunities for mental development: through encouragement to do for himself, through answering questions, through giving him space and materials for play.
5. Provides early social training: through experience with other children under supervision; through vocational guidance, through training in manners and morals; through help in learning to live in harmony with the aims and objects of the other people.
6. Assists child in orientation, in developing his views of life, his concept of God, and his scheme of the universe.  

This study revealed that a home saturated with debauchery had little happiness to offer to children. Children from such homes feel a sense of insecurity, a lack of confidence, and a lack of happiness which carries over to their school and their dealings with other people. These children lose respect for their parents, and such conditions lead children to seek pleasure and happiness elsewhere. For example, there was a third grade boy, ten years of age, who was extremely maladjusted. He was unsocial, nervous, restless, and felt very inferior to other children. When the child's home life was observed, it was found that the father was ill and the mother had to support the family. The children knew that the mother was immoral; in fact, she was considered a "street walker." She was gone all day at her work and most of the

night with other men. The children were left to shift for themselves and roam the streets if they so desired. The father was very unhappy over his wife's actions but could do nothing about them. There was much quarreling and wrangling in the home. Under such conditions, how could we expect this child to be socially accepted and well adjusted?

The study also revealed that family bickerings caused much unhappiness in children. A child is profoundly disturbed emotionally by such behavior. Naturally, he will try to see who is at fault. Most likely he will sympathize with one parent and will feel antagonistic toward the other one. If the quarreling continues, the child will lose respect for the one he blames. It has been found that the relationship between parents has a greater effect on children than such things as the education of the parents or the economic advantages that they offer the children. Such was evident in the story J.E.W. Wallin gave concerning an unhappy home. A lady said that she remembered her parents as persons who dominated her. She always had a desperate fear of her father. As a child she thought that all fathers were brusque, profane, given to heavy-hand punishment and intermittent drunkenness. The father often came home drunk and would quarrel with and beat his wife in the presence of the children. One time he became angry with the lady, who was a child at that time, and beat her with a stick of stove wood. The child felt abused and afraid.

3 J.E.W. Wallin, Personality Maladjustment and Mental Hygiene, p. 100.
Another factor confusing to the child and causing much maladjustment is the disagreement of parents on the discipline of the children. They make themselves as well as the children unhappy because they can not agree on the problem. Often when children become unruly, parents will blame each other for allowing such conditions to arise. These family bickerings cause children to retaliate in temper tantrums, aggressiveness, and "showing off." Parental disharmony is a prominent cause of misconduct among children.

Relationship of size of family.-- The study also revealed that maladjustments arise from the number of children in the family. Data in Table 3, showed that 10 families had one child, 11 families had two children, 8 families had three children, 5 families had four children, 3 families had six children, 2 families had seven children, 2 families had eight

<table>
<thead>
<tr>
<th>Sex</th>
<th>Number of Children in Family</th>
</tr>
</thead>
<tbody>
<tr>
<td>Boys</td>
<td>1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16</td>
</tr>
<tr>
<td></td>
<td>0 0 1 1 0 0 1 0 0 1 1 0 0 0 0 0 1</td>
</tr>
<tr>
<td>Girls</td>
<td>0 0 1 1 0 0 0 0 0 0 0 0 0 0 0 0 0</td>
</tr>
<tr>
<td></td>
<td>1 0 1 1 0 0 0 0 1</td>
</tr>
</tbody>
</table>
children, 1 family had ten children, 1 family had twelve
children, 1 family had thirteen children, and 1 family had
sixteen children. In the homes with a large number of chil-
dren, the mother usually had so much to do she did not have
time to see after the children and they were allowed to shift
for themselves. Many of them were allowed to roam the streets
until dark. Too, in such homes, the family financial status
was very poor, with hardly the meager necessities provided.

Relationship of academic training of parents.-- Informa-
tion collected further revealed that the academic training
of the parents influenced the extent to which the children
were ambitious, interested, etc., in their school work. Data
in Table 4, showed that 17, or 17.0 per cent, of the parents
had less than a grade school education, while 11, or 11.0
per cent, of the parents had a college or university degree.
48, or 48.0 per cent, of the parents had a grade school ed-
ucation, 6, or 6.0 per cent, of the parents had less than a
high school education, and 16, or 16.0 per cent, of the
parents had finished high school. This would indicate that
65.0 per cent of the parents had less than or a grade school
education. Perhaps this was unavoidable in many cases,
although in many others it was because of lack of interest,
lack of encouragement, lack of ambition, or failure to
realize the importance and necessity of obtaining an educa-
tion. Children coming from such homes can hardly be expected
to be ambitious and interested in getting an education or to
TABLE 4

THE NUMBER OF FATHERS AND THE NUMBER OF MOTHERS, OF THE FIFTY MALADJUSTED CHILDREN, THAT HAVE ATTAINED EACH LEVEL OF EDUCATION

<table>
<thead>
<tr>
<th>Parent</th>
<th>Less Than Grade School Graduation</th>
<th>Grade School Graduation</th>
<th>Less Than High School Graduation</th>
<th>High School Graduation</th>
<th>College or University Graduation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Father*</td>
<td>9</td>
<td>24</td>
<td>2</td>
<td>8</td>
<td>5</td>
</tr>
<tr>
<td>Mother</td>
<td>8</td>
<td>24</td>
<td>4</td>
<td>8</td>
<td>5</td>
</tr>
<tr>
<td>Per Cent</td>
<td>17.0</td>
<td>48.0</td>
<td>6.0</td>
<td>13.0</td>
<td>11.0</td>
</tr>
</tbody>
</table>

* Two fathers dead

realize the value of education to them in later life. These parents are indifferent to their children's regular school attendance. In fact, in many cases, the boys were kept at home to work and the girls to care for the babies and smaller children.

Influence of school environment. -- As was stated in Chapter II, pp. 16-17, many children enter school with a number of definite maladjustments. This may be due to poor home environment, poor family status, family bickerings, size of family, or lack of parental education. Data in Table 5 showed that maladjustments influence the child in liking or disliking his school, school work, and school activities. It was found in the survey that 30.0 per cent of the children disliked school, 42.0 per cent were not interested in
their work, 38.0 per cent were not interested in what other children around them were doing.

TABLE 5

THE NUMBER AND PER CENT OF THIRTY-TWO MALADJUSTED BOYS AND EIGHTEEN MALADJUSTED GIRLS WITH EACH ANSWER STATUS TO EACH QUESTION

<table>
<thead>
<tr>
<th>Questions</th>
<th>Boys</th>
<th></th>
<th></th>
<th>Girls</th>
<th></th>
<th></th>
<th>Total</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Yes</td>
<td>No</td>
<td></td>
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</tr>
<tr>
<td></td>
<td>Num-</td>
<td>Per</td>
<td>Num-</td>
<td>Per</td>
<td>Num-</td>
<td>Per</td>
<td>Num-</td>
<td>Per</td>
</tr>
<tr>
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<td></td>
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<td>62.5</td>
<td>12</td>
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<td>interest in work</td>
<td>16</td>
<td>50.0</td>
<td>16</td>
<td>50.0</td>
<td>13</td>
<td>72.3</td>
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<td>Interest in others</td>
<td>18</td>
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<td>14</td>
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<td>72.3</td>
<td>5</td>
<td>27.7</td>
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<tr>
<td>Wholesome play life</td>
<td>11</td>
<td>34.4</td>
<td>21</td>
<td>65.6</td>
<td>5</td>
<td>27.7</td>
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<td>72.3</td>
</tr>
<tr>
<td>Experiences</td>
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<td>15.7</td>
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<td>84.3</td>
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<td>27.7</td>
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<td>72.3</td>
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<td>Self-direction</td>
<td>8</td>
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<td>24</td>
<td>75.0</td>
<td>7</td>
<td>38.8</td>
<td>11</td>
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<td>8</td>
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<td>24</td>
<td>75.0</td>
<td>7</td>
<td>38.8</td>
<td>11</td>
<td>61.2</td>
</tr>
<tr>
<td>Tells lies</td>
<td>17</td>
<td>53.2</td>
<td>15</td>
<td>46.8</td>
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<td>77.8</td>
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<td>Will steal</td>
<td>9</td>
<td>28.2</td>
<td>23</td>
<td>71.8</td>
<td>2</td>
<td>11.1</td>
<td>16</td>
<td>88.9</td>
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<tr>
<td>Responsible</td>
<td>10</td>
<td>31.3</td>
<td>22</td>
<td>68.7</td>
<td>8</td>
<td>44.4</td>
<td>10</td>
<td>55.6</td>
</tr>
<tr>
<td>Can solve problems</td>
<td>6</td>
<td>16.6</td>
<td>26</td>
<td>83.4</td>
<td>6</td>
<td>33.3</td>
<td>12</td>
<td>66.7</td>
</tr>
</tbody>
</table>

The writer feels that this lack of interest was due to many things. In many cases, the activity of the classroom failed to captivate the child's interest because it was
foreign to his experiences. Timidity, shyness, and fear of others kept many from entering into their work wholeheartedly. In a few cases, the work was not on the level of the child's maturity; consequently, he could not understand it, was not interested and, therefore, had a decided dislike for school.

Table 5 indicated also that 68.0 per cent of the fifty children did not have a wholesome play life. Again, this was due to timidity, shyness, and fear of others, and it was influenced by a lack of social approval.

Lack of ability to play games as other children do is detrimental to social adjustment. If a child is not allowed to play and make social contacts before he enters school, he may not know how to make friends. When he leaves his mother, his only support, he may spend many lonesome and unhappy hours. Elizabeth M. Laurie says:

Through the spirit of play the child accomplishes worthwhile tasks, he knows self-activity of the highest type, and he gains confidence in his own abilities. ... Some parents do not see that children are living through life experiences in their play and are knowing wholesome, happy relationships with others. ... Every child has a right to a wholesome play life.4

Table 5 indicated, too, that 80.0 per cent of the children did not have meaningful experiences. Children need rich and varied experiences throughout childhood. If their experiences are restricted, the behavior patterns will be inadequate.

to meet the realities of all life. Glover and Dewey hold the opinion:

As the child grows older he requires opportunities to talk and listen, to go to school, to read books, to play with toys and have adventures every child craves. If he is deprived of these things, in any measure, he can not gain that orderly familiarity with his environment, that sense of at-home-ness in the world that prevents feelings of inadequacy, confusion and frustration. His natural, wholesome wishes and impulses must find an outlet into reality, into what is satisfying to him and at the same time harmonious and proper to his whole environment, if they are not to be diverted into dangerously crooked or hidden channels.5

These experiences should bring children into contact with the realities of life and let them come into contact with authority. It is a pity and a mistake to shield children so that they never face realities. When such children enter school where there are many other children who have desires to satisfy, they must adjust their desires to the good of all. This is hard to do when they have never had a wish denied. Often children are allowed to progress through experiences that not only fail to enrich them but tend to frustrate their needs and result in warped personalities. The survey showed that children coming from large families had had more experience in doing things for themselves and depending on themselves to get many of the things they needed. It was also found that children lack meaningful experiences because of poor home environment and poor economic status.

Data in Table 5 showed that 70.0 per cent of the children did not have self-direction and initiative. Just as a child gains knowledge, learns to manipulate materials, learns to achieve social belonging, and earns success or failure will he evaluate himself and see his personal worth or lack of it. Children who lack self-confidence will always be maladjusted. Therefore the child must believe in himself or he will never become well adjusted. How can a child feel that he is worth much when he is never allowed to do anything on his own initiative? Daniel Prescott holds that a person can not be adjusted even reasonably well unless he believes in himself and unless he feels that he has attained a worthy and effective selfhood. L. Thomas Hopkins says:

The behavior which are manifested around self are therefore exceedingly important in integration within the individual and with social environment. Freedom in self-direction is necessary. Each self is different from every other self, although each has the common characteristics of self-direction. This is basic to the development of an integrated self. Differences are built through what the self chooses, the extent to which it chooses, the extent to which it foresees consequences, and the way in which its choices are carried out and incorporated in behavior. Since the self is built in a social situation and self-direction must take place in a social environment, it follows that normal self-direction must consider adequately all other individuals involved in the particular behavior.  

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The self can evaluate its own behavior as it sees the effects of its actions on others. Children who think only of themselves become self-centered and form a behavior which society rejects.

It was found, as shown in Table 5, that only 30.0 per cent of the children possessed leadership abilities. This would indicate that 70.0 per cent of the children did not have leadership ability. In fact, many of the children in this 70.0 per cent could not submit to leadership because of undesirable traits. What then do we mean by leadership? Fred McKinney said: "A leader is one who influences consistently the behavior of a given group of individuals."

Possibly many of these children possessed hidden leadership abilities which had not been developed because of poor environment at home and school, and other hampering factors. Some of the children who had leadership ability and initiative did not possess many qualities which made them popular, and, consequently, needed to execute their plans through another child. They were background leaders, a power behind the throne. Their direction was of the dominate type. Domination here implies fear. It is the quality of leadership of a child who feels insecure. He must rule by force. He cherishes his own viewpoint rather than the viewpoint which survives criticism.

The age of the child was a potent factor in determining whether or not he was a leader. Age or developmental stage was basic to the presence of other factors, such as size, energy, mental age, and knowledge. The survey showed that most of the leaders were autocratic leaders; that is, they dominated the group and in many cases were termed "bullies."

It was further shown in Table 5, that 58.0 per cent of the children told lies and 78.0 per cent of them would steal. The financial status of the family greatly influenced these undesirable traits. A child who wore ragged, dirty clothes, who did not have the nickels and dimes to spend that many of his classmates had, but who had the same wishes, wants, and desires as his classmates, resorted to stealing and lying in order to satisfy his wants and desires. Children who possessed such traits were social outcasts and could not fit into any group.

Table 5 revealed that 54.0 per cent of the children could not shoulder responsibility and 76.0 per cent of them could not face and solve their own problems. This was due to over-protection of the parents and lack of meaningful experiences in many cases. Before a child can handle responsibility and solve his own problems, he must learn to work things out for himself by associating past experiences with the new situation, working out and solving the new problem piece by piece. Again, it was evident that the children coming from large families could shoulder responsibility, facing and
solving their own problems, better than the children from the smaller families where everything was done for them.

Influence of social development.-- A child's happiness is largely determined by his social development. Social development is also an important factor in the mental health of the child.

A child is naturally interested in those things that will satisfy his own desires. He is egocentrically inclined. The child cannot live alone, so he must be socialized. Proper social adjustment is necessary for satisfactory mental adjustment. Many conflicts are encountered when the child does not conform to social standards. A child must be able to get along with other children in the home, the school, and the community.

Data in Table 6, showed that 60.0 per cent of the children were not sociable; 58.0 per cent were not approved of by the group; 38.0 per cent did not share with others; 40.0 per cent were timid and shy; 34.0 per cent were not neat in their clothes; 42.0 per cent were not careful about cleanliness, and 50.0 per cent were not cooperative. This was due to lack of social contacts, inferior feelings, peculiar traits, ignorance, personal appearance, race, religion, economic status, parental background, physical defects, and the child's desire to dominate and "bully" the group. These traits influenced the child's being accepted by the group. It is necessary that children recognize a likeness to other children. If a
child's behavior varies from the group, he will lose status. Therefore children must see that in many respects they are like other children.

**TABLE 6**

**The Number and Per Cent of Thirty-Two Maladjusted Boys and Eighteen Maladjusted Girls That Do and Do Not Have Certain Sociability Characteristics**

<table>
<thead>
<tr>
<th>Type</th>
<th>Boys</th>
<th></th>
<th>Girls</th>
<th></th>
<th>Total</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Yes</td>
<td>No</td>
<td>Yes</td>
<td>No</td>
<td>Number</td>
<td>Per cent</td>
</tr>
<tr>
<td>Sociable</td>
<td>16</td>
<td>13</td>
<td>4</td>
<td>14</td>
<td>30</td>
<td>60.0</td>
</tr>
<tr>
<td>Approved by group</td>
<td>13</td>
<td>19</td>
<td>8</td>
<td>10</td>
<td>29</td>
<td>58.0</td>
</tr>
<tr>
<td>Shares things</td>
<td>20</td>
<td>12</td>
<td>11</td>
<td>7</td>
<td>19</td>
<td>38.0</td>
</tr>
<tr>
<td>Timid or shy</td>
<td>19</td>
<td>13</td>
<td>11</td>
<td>7</td>
<td>20</td>
<td>40.0</td>
</tr>
<tr>
<td>Neat in clothes</td>
<td>18</td>
<td>14</td>
<td>15</td>
<td>3</td>
<td>17</td>
<td>34.0</td>
</tr>
<tr>
<td>Careful of cleanliness</td>
<td>15</td>
<td>17</td>
<td>14</td>
<td>4</td>
<td>21</td>
<td>42.0</td>
</tr>
<tr>
<td>Cooperative</td>
<td>15</td>
<td>17</td>
<td>10</td>
<td>8</td>
<td>25</td>
<td>50.0</td>
</tr>
</tbody>
</table>

Daniel Prescott said:

Individuals measure their value by their likeness to others. Any characteristics which differentiate a person from others, unless it be in a manner greatly applauded by society, is a handicap and a hazard. If the individual is gifted, or has so much talent, he may have a warped personality, especially if these gifts make the child feel different in appearance, capacity, and worth. Differences in temperament, intelligence, and experience will likely give rise to differences in behavior and
will sometimes cause children to be shy, sensitive, uneasy, and ineffective in their social behavior.\(^9\)

Some of these children were not accepted because they were interested only in themselves. They were not sensitive to other children's desires and wishes. They wanted to be the center of attraction in any group -- the leader always; and when they could not have the "head place," they resorted to tattling and accusing others of running over them. Others were enslaved emotionally to one child. Such was the case of a ten-year-old boy in the third grade. His home conditions were very undesirable and because he lacked the love and attention parents give children, he craved such at school. He was not accepted socially by the group, but there was one little girl who had had a very desirable home environment and who had been taught to include everyone in her play group. She, of course, encouraged the boy to enter into the activities, which he did as long as he could stand by her or hold her hand in all the games. Because of her encouragement and friendliness, and because she was a very pretty child and well dressed, the little boy became very worshipful of her and refused to let the other children have very much to do with her. He was very protective toward her. When the teacher tried to show him that all must play together, he would withdraw and sulk. In this case, the boy was friendly toward

one child and did not have enough self-reliance to make more friends. He hungered for friends, but he did not know how to win them.

Other children tried to win friends by "showing off," by bestowing gifts, by boasting, by bullying, by lying, and by fighting. Children will lie to gain social prestige. They will tell long, imaginative, and untrue stories as long as they can hold the attention of the group.

Other children are not socially accepted because of personal appearance and lack of cleanliness. Such was true in the case of a girl fourteen years of age and in the seventh grade. She was a very unhappy person when she had to be with the group. Her home conditions were very undesirable; she was from a large family, with a very poor financial status, the mother ill, and the family lived in a very poor neighborhood. Naturally her clothes were ragged and patched. The other girls of the grade ignored her and considered themselves better than she. This made her most unhappy, as she really had a very likable personality. In her school work she was far superior to the rest of the class, and this increased their resentment of her. During the year her teacher realized what was happening and decided to help the girl. She gave her employment after school at $2.00 per week, and the girl was able to buy herself some dresses and get a permanent wave for her hair. She improved so much that she was given a place on the school newspaper staff, and she became much more acceptable to the group.
This case shows the part a good, sympathetic, understanding teacher can play in helping maladjusted children become better adjusted.

Influence of achievement rating.—Maladjusted children usually rate lower in comparison to the other members of the class. Data in Table 7 showed that 60.0 per cent of the children were rated poor in achievement in comparison to other members of the class; 10.0 per cent were rated below average while 14.0 per cent were rated average. This would indicate that their maladjustment, whether due to environment, emotion, intelligence or physical handicaps, definitely influenced their achievement rating in comparison to other members of the class. Table 7 also revealed that 2.0 per cent of the

<table>
<thead>
<tr>
<th>TABLE 7</th>
</tr>
</thead>
</table>

THE NUMBER AND PER CENT OF THIRTY-TWO MALADJUSTED BOYS AND EIGHTEEN MALADJUSTED GIRLS THAT HAD EACH RATING RELATIVE TO THE CLASS IN WHICH THEY WERE MEMBERS

<table>
<thead>
<tr>
<th>Sex</th>
<th>Poor</th>
<th>Below average</th>
<th>Average</th>
<th>Above average</th>
<th>Good</th>
<th>Very good</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Num-Per cent</td>
<td>Num-Per cent</td>
<td>Num-Per cent</td>
<td>Num-Per cent</td>
<td>Num-Per cent</td>
<td>Num-Per cent</td>
</tr>
<tr>
<td>Boys</td>
<td>24 75.0</td>
<td>2 6.2</td>
<td>4 12.5</td>
<td>0 0</td>
<td>0 0</td>
<td>2 6.3</td>
</tr>
<tr>
<td>Girls</td>
<td>6 33.3</td>
<td>3 16.7</td>
<td>3 16.7</td>
<td>1 5.5</td>
<td>1 5.5</td>
<td>4 22.4</td>
</tr>
<tr>
<td>Total</td>
<td>30 60.0</td>
<td>5 10.0</td>
<td>7 14.0</td>
<td>1 2.0</td>
<td>1 2.0</td>
<td>5 12.0</td>
</tr>
</tbody>
</table>
children were above average; 2.0 per cent were rated as good and 12.0 per cent were rated as very good. In this group, their maladjustment was due to environment, emotion, or physical handicap, and not to their intelligence. Maladjustment resulting from poor achievement rating is caused by constant conflicts going on within the child which keep him from thinking clearly. There are two ways a child may meet conflicts. He may meet the issue squarely or he may attempt to forget it. When the enemy is pushed into the subconscious mind, it will come back in a disguised form and catch the victim off guard. Some children may meet conflicts with an aggressive attitude. They face realities bravely while others try forms of compromise. Many children who seem to be well adjusted may be engaged in a severe battle within. Such conflicts cause nervousness, lack of self-confidence, and even failure. Failure will block expression. There may be an abundance of energy, but it will not be liberated in an atmosphere of defeat. Daniel Prescott states that failure dampens enthusiasm, kills interest, and blocks the output of energy, while success kindles enthusiasm and interest, makes play and work easier, and encourages healthful attitudes. Happiness follows success. Richard Fechheimer declares:

Men and women do not grow into adult success out of childish unsuccess... If we desire to equip our children for a successful life, we must realize the importance of making them successful and happy.

Influence of undesirable personality traits. -- Undesirable personality traits caused many of these maladjusted children not to be socially accepted. Data in Table 8 showed that 38.0 per cent of the children were domineering; 58.0 per cent were quick tempered; 60.0 per cent were resentful; 38.0 per cent were rude; 30.0 per cent were egotistic; 68.0 per cent were stubborn; and 60.0 per cent were sulky. These figures indicate that every individual has a desire to assert himself and to secure for himself the things that bring joy.

<table>
<thead>
<tr>
<th>Personality Trait</th>
<th>Boys</th>
<th></th>
<th></th>
<th>Girls</th>
<th></th>
<th></th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Yes</td>
<td>No</td>
<td>Yes</td>
<td>No</td>
<td>Yes</td>
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<td></td>
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<td>Per</td>
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<tr>
<td></td>
<td>ber</td>
<td>cent</td>
<td>ber</td>
<td>cent</td>
<td>ber</td>
<td>cent</td>
<td>ber</td>
</tr>
<tr>
<td>Domineeringness</td>
<td>13</td>
<td>40.6</td>
<td>19</td>
<td>59.4</td>
<td>3</td>
<td>33.3</td>
<td>19</td>
</tr>
<tr>
<td>Quick temper</td>
<td>21</td>
<td>65.6</td>
<td>11</td>
<td>34.4</td>
<td>8</td>
<td>44.4</td>
<td>10</td>
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<tr>
<td>Resentfulness</td>
<td>19</td>
<td>59.4</td>
<td>13</td>
<td>40.6</td>
<td>11</td>
<td>61.2</td>
<td>30</td>
</tr>
<tr>
<td>Rudeness</td>
<td>14</td>
<td>43.8</td>
<td>18</td>
<td>56.2</td>
<td>5</td>
<td>27.7</td>
<td>19</td>
</tr>
<tr>
<td>Egotism</td>
<td>11</td>
<td>34.4</td>
<td>21</td>
<td>65.6</td>
<td>4</td>
<td>22.2</td>
<td>15</td>
</tr>
<tr>
<td>Stubbornness</td>
<td>23</td>
<td>71.8</td>
<td>9</td>
<td>28.2</td>
<td>11</td>
<td>61.2</td>
<td>34</td>
</tr>
<tr>
<td>Sulkiness</td>
<td>19</td>
<td>59.4</td>
<td>13</td>
<td>40.6</td>
<td>11</td>
<td>61.2</td>
<td>30</td>
</tr>
</tbody>
</table>
and satisfaction. When this satisfaction is not felt he will ressort to a number of things in order to get this satisfaction. The way desires are satisfied varies according to the child's experience and training. It was found that when obstacles or barriers kept children from obtaining their wishes, they pouted, sulked, and refused to work. Often, too, when there was constant thwarting and irritation, such as nagging or unreasonable punishment, children showed their feelings by becoming very angry. It was found that failure to recognize and accept authority caused much resentment and rudeness in children. These children usually showed their dislike by their stubbornness and sulkiness. It was further revealed that almost all the maladjusted children possessed a half or three-fourths of these undesirable personality traits.

**Influence of Sunday services on children.**—It has been agreed that every child should have some form of religion, moral, and character training. Data in Table 9 showed that 62.0 per cent of the fifty children did not attend Sunday School; 74.0 per cent did not remain for church services, and 86.0 per cent did not sit with their parents during the church services. This again can be attributed to poor home environment, unconcerned and uninterested parents. These children are missing the training in the higher and finer things of life, and consequently, their conception of right and wrong and the truth is very poor. Since they do not know
right from wrong they indulge in many undesirable practices, such as, lying, stealing, etc., which makes them unacceptable to the group.

**Influence of neighborhood environment.**— The environment of the neighborhood definitely influences the children who live there. As was stated in Chapter II, p. 15, the people who live in the neighborhood make the kind of neighborhood what it is. Data in Table 10 indicated that 36.0 per cent of the children lived in desirable sections of the town; 22.0 per cent lived in undesirable sections, and 42.0 per cent lived in rural sections. Many of the children who lived in undesirable sections or neighborhoods, lived across

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### TABLE 9

<table>
<thead>
<tr>
<th>Item</th>
<th>Boys</th>
<th></th>
<th>Girls</th>
<th></th>
<th>Total</th>
<th></th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Yes</td>
<td>Per cent</td>
<td>No</td>
<td>Per cent</td>
<td>Yes</td>
<td>Per cent</td>
</tr>
<tr>
<td>Attends Sunday School</td>
<td>13</td>
<td>40.6</td>
<td>19</td>
<td>59.4</td>
<td>6</td>
<td>33.3</td>
</tr>
<tr>
<td>Remains for church</td>
<td>9</td>
<td>28.2</td>
<td>23</td>
<td>71.8</td>
<td>4</td>
<td>22.2</td>
</tr>
<tr>
<td>Sits with parents</td>
<td>5</td>
<td>15.7</td>
<td>27</td>
<td>84.3</td>
<td>2</td>
<td>11.1</td>
</tr>
</tbody>
</table>
TABLE 10

THE NUMBER AND PER CENT OF THIRTY-TWO MALADJUSTED BOYS AND EIGHTEEN MALADJUSTED GIRLS THAT LIVE IN EACH TYPE OF LOCATION

<table>
<thead>
<tr>
<th>Type of Location</th>
<th>Boys</th>
<th>Girls</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>Per cent</td>
<td>Number</td>
</tr>
<tr>
<td>Desirable</td>
<td>12</td>
<td>37.5</td>
<td>6</td>
</tr>
<tr>
<td>Undesirable</td>
<td>7</td>
<td>21.9</td>
<td>4</td>
</tr>
<tr>
<td>Rural</td>
<td>13</td>
<td>40.6</td>
<td>8</td>
</tr>
</tbody>
</table>

the tracks, on the edge of negro town, or on the outskirts of town. They lived in dirty, shabby, two and three-room huts. There were few, if any, facilities for play. The children had to make their own games. However, due to the poor financial status of nearly all of these families, most of the children had to work after school and had very little time to engage in play.

Table 10 also showed that 42.0 per cent of these children lived in the country or rural sections. In many cases, there were few children living near by and in several cases there were no children in the neighborhood at all. Table 11 showed that the largest number of children in any one neighborhood was 16. There were six neighborhoods with 15 children; one with 14 children; four with 12 children; six with 10 children, and one with 9 children. In other words, 46.0
per cent of the neighborhoods had from nine to sixteen children in them. It also showed that 45.0 per cent of the neighborhoods had from one to eight children in them and 8.0 per cent of the neighborhoods had no children at all.

TABLE 11

FIFTY MALADJUSTED CHILDREN DISTRIBUTED ON THE BASIS OF THE NUMBER OF OTHER CHILDREN IN THEIR NEIGHBORHOODS

<table>
<thead>
<tr>
<th>Item</th>
<th>0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16</th>
</tr>
</thead>
<tbody>
<tr>
<td>Child-</td>
<td>4 2 1 5 2 4 4 0 5 1 6 0 4 0 1 5 5</td>
</tr>
</tbody>
</table>

It seems evident then that the children of the neighborhood are definitely influenced by the conditions existing in the neighborhood. It has also been shown that children are influenced by their home, school, church, and neighborhood environment. Much maladjustment in children is due to poor environments. If we expect children to become better adjusted we must see that some of the causes for the lack of adjustment are removed, thereby relieving them of much of their worries, conflicts, and self-consciousness.

Influence of emotion.-- There are probably more children maladjusted because of emotional disturbances than any other cause. In this study no attempt has been made to consider
and analyze all of them. The writer chose the most common phases of emotional maladjustment.

It was found that a large per cent of the fifty children considered in this study were maladjusted because of emotional upsets. As was stated in the definition of terms, emotion means the departure from the usual calm state of the organism, and it includes strong feeling, an impulse to overt action, and internal bodily changes in respiration, circulation, glandular action, etc. The term may also refer to one of the states designated as fear, anger, disgust, grief, joy, surprise, yearning, etc. Data in Table 12 showed that 52.0 per cent of the children had a feeling of not being wanted; 42.0 per cent were over-protected; 56.0 per cent lacked fellowship with their parents; 40.0 per cent did not have playmates; 60.0 per cent did not have happy home conditions; 38.0 per cent did not have sincere parents; 66.0 per cent had a feeling of fear; 42.0 per cent were jealous of others; 24.0 per cent were not kind; 62.0 per cent were not of a happy nature; 74.0 per cent were not ambitious; 72.0 per cent were not self-confident; 80.0 per cent had a feeling of inferiority; 60.0 per cent withdrew from the group; 82.0 per cent were sensitive; 84.0 per cent were restless; 50.0 per cent could not get along with others, and 74.0 per cent were self-conscious.

The facts revealed in Table 12 show that 52.0 per cent
TABLE 12

THE NUMBER AND PER CENT OF THIRTY-TWO MALADJUSTED BOYS AND EIGHTEEN MALADJUSTED GIRLS THAT DID OR DID NOT HAVE EACH EMOTIONAL STATUS

<table>
<thead>
<tr>
<th>Status</th>
<th>Boys</th>
<th></th>
<th></th>
<th>Girls</th>
<th></th>
<th></th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Yes</td>
<td>No</td>
<td>Yes</td>
<td>No</td>
<td>Yes</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Per</td>
<td>Cent</td>
<td>Per</td>
<td>Cent</td>
<td>Per</td>
<td>Cent</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Num</td>
<td></td>
<td>Num</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Not wanted</td>
<td>20</td>
<td>62.5</td>
<td>12</td>
<td>37.5</td>
<td>6</td>
<td>33.3</td>
<td>12</td>
</tr>
<tr>
<td>Over-protected</td>
<td>14</td>
<td>43.8</td>
<td>18</td>
<td>56.2</td>
<td>7</td>
<td>36.8</td>
<td>11</td>
</tr>
<tr>
<td>Lack fellowship</td>
<td>20</td>
<td>63.5</td>
<td>12</td>
<td>37.5</td>
<td>8</td>
<td>44.4</td>
<td>10</td>
</tr>
<tr>
<td>Playsmates</td>
<td>17</td>
<td>53.2</td>
<td>15</td>
<td>46.8</td>
<td>13</td>
<td>72.3</td>
<td>5</td>
</tr>
<tr>
<td>Happy home conditions</td>
<td>10</td>
<td>31.3</td>
<td>22</td>
<td>68.7</td>
<td>10</td>
<td>55.6</td>
<td>8</td>
</tr>
<tr>
<td>Sincere parents</td>
<td>19</td>
<td>59.4</td>
<td>13</td>
<td>40.6</td>
<td>12</td>
<td>55.6</td>
<td>6</td>
</tr>
<tr>
<td>Feeling of fear</td>
<td>23</td>
<td>71.8</td>
<td>9</td>
<td>28.2</td>
<td>10</td>
<td>55.6</td>
<td>8</td>
</tr>
<tr>
<td>Jealous of others</td>
<td>12</td>
<td>37.5</td>
<td>20</td>
<td>62.5</td>
<td>9</td>
<td>50.0</td>
<td>9</td>
</tr>
<tr>
<td>Feeling of kindness</td>
<td>23</td>
<td>71.8</td>
<td>9</td>
<td>28.2</td>
<td>15</td>
<td>55.6</td>
<td>3</td>
</tr>
<tr>
<td>Happy nature</td>
<td>12</td>
<td>37.5</td>
<td>20</td>
<td>62.5</td>
<td>7</td>
<td>50.0</td>
<td>11</td>
</tr>
<tr>
<td>Feeling of ambition</td>
<td>7</td>
<td>21.9</td>
<td>25</td>
<td>78.1</td>
<td>6</td>
<td>55.6</td>
<td>12</td>
</tr>
<tr>
<td>Self-confident</td>
<td>8</td>
<td>25.0</td>
<td>24</td>
<td>75.0</td>
<td>6</td>
<td>55.6</td>
<td>12</td>
</tr>
<tr>
<td>Feeling of inferiority</td>
<td>28</td>
<td>61.2</td>
<td>6</td>
<td>38.8</td>
<td>14</td>
<td>77.8</td>
<td>4</td>
</tr>
<tr>
<td>Withdraws from group</td>
<td>16</td>
<td>50.0</td>
<td>6</td>
<td>50.0</td>
<td>14</td>
<td>77.8</td>
<td>4</td>
</tr>
<tr>
<td>Very sensitive</td>
<td>26</td>
<td>61.2</td>
<td>6</td>
<td>18.8</td>
<td>15</td>
<td>63.3</td>
<td>3</td>
</tr>
<tr>
<td>Very restless</td>
<td>29</td>
<td>90.6</td>
<td>3</td>
<td>9.4</td>
<td>13</td>
<td>72.3</td>
<td>5</td>
</tr>
<tr>
<td>Gets along with others</td>
<td>15</td>
<td>46.8</td>
<td>17</td>
<td>53.2</td>
<td>10</td>
<td>55.6</td>
<td>6</td>
</tr>
<tr>
<td>Self-conscious</td>
<td>23</td>
<td>71.8</td>
<td>9</td>
<td>28.2</td>
<td>14</td>
<td>77.8</td>
<td>4</td>
</tr>
</tbody>
</table>
of the children had a feeling of not being wanted. Into this class fall the following groups of children: those whose parents disagree but continue to live together because of the child; girls whose parents desired a boy; children whose parents feel that their offspring are a financial burden; and children whose parents desire a life of pleasure and do not care for the burdensome responsibility of children. The unwanted child feels that everyone is against him because his mother and father and all members of the social world are indifferent toward him. He wants and does overcome the enemy by some means and thus becomes more unacceptable to society. He resorts to immoral weapons such as lying, stealing, cruelty, lack of consideration, and impertinence. Such a child will go through life suspicious, surly, and scowling. Under such circumstances a social feeling cannot develop, and no feeling for the rights of others, of fair play, of honesty, of truth, or of friendliness can develop without a social feeling. Glover and Dewey say: "Psychologists now believe that security, the feeling of being wanted, being loved, and having a place in his own world is one of the fundamental needs in the emotional environment of a child."\textsuperscript{11}

Table 12 indicated that 42.0 per cent of the children were over-protected by their parents. Over-protection causes

\textsuperscript{11} Katherine Glover and Evelyn Dewey, \textit{Children of the New Day}, p. 115.
a feeling of fear and dependence in the child. This was true in many cases where the child entered school for the first time. During his earlier years the child had looked to his mother for all his desires, wishes, wants, and protection. When the mother was not there to supply these needs the child cried, withdrew from the group, and refused to take part in any of the school activities. Over-solicitude produces selfishness. A self-centered child will use many tactics to get his way. It was found that some of these tactics were tantrums, fighting, whining, bossing, tattling, withdrawing, and crying. Such a child can never face realities. In many cases such maladjustment caused the children to dislike school.

The task of eliminating over-protection is gigantic, because such parents do not realize the necessity of giving less attention to their children whom they love so much. Children must be given the chance to grow and develop independence. To develop normally, a child must have an opportunity to develop self-direction and make a choice for himself. He must gradually grow away from too much family control. In many instances, over-protection on the part of parents causes resentment in the child.

It was further revealed in Table 12 that 56.0 per cent of the children lacked fellowship with their parents. The mother and father were too tired or too busy to enter into a game or conversation with the child. So-called social
duties robbed the children of bedtime stories, and in some cases they were carried along to the social function to sit in a near by corner until the late hours of the night.

Mothers as well as fathers are losing golden opportunities to develop correct ideals when they fail to be companions to their children. Through fellowship, parents can give children confidence, love, and sympathy. H.H.J. Fling writes:

The point of view of parents may soon become the point of view of the children if parents live with and for their children. In this living with and for the child, he may develop a reserve force commensurate for life demands. And when the complexities of life come before him, he is well prepared to meet these strange experiences with energy and righteous direction.12

It was found that many of these children who lacked parental companionship, sought other companions, some of which were not of the right type. How much better it would be if the parents would implant love and confidence, so that the child would come to them for guidance and opinions.

Table 12 indicated that 40.0 per cent of these children did not have playmates. This was largely because they were not sociable. Many of them possessed undesirable personality traits, such as domineeringness, quick temper, resentfulness, and stubbornness. Others lacked social approval due to the child's compensating behavior for a feeling of frustration and inadequacy. Others had a fear complex. Others wanted playmates but did not know how to get along with other

children. Early in a child's life he should have playmates in order that he may learn give-and-take experiences. A child who is never allowed to play with other children naturally does not know how to get along with them. All children need playmates in order to learn to respect the rights of others.

Table 12 revealed that 50.0 per cent of the children did not have happy homes. This was because of poor environment. Children who live in broken homes, in homes where drunkenness, quarreling, and wantonness exists, and in homes which are filthy, either break down completely or soon become numb emotionally. A great number of delinquent children come from such homes. Many of these children were maladjusted because of low living standards, as well as family bickerings. Many were day-dreamers who worried constantly over family troubles and home conditions.

If parents want their children to be happy and well adjusted, they should have their standard of conduct set as high as they expect their children to reach. If they expect them to be happy and well adjusted throughout life, they must have a happy home environment throughout life.

Table 12 further revealed that 38.0 per cent of the children's parents were not sincere. These children could have no faith and confidence in their parents or teachers. Many of them would tell lies because their mother and father did. Leslie D. Weatherhead told this story:
Some parents told their children that they were not going anywhere. As soon as they thought the child was asleep, they slipped out. The door slammed. The child called to his maid and said, "Mary, there goes the two biggest liars I have ever seen, yet they tell me to tell the truth."

Lying, stealing, dishonesty, quarreling, and many other such characteristics in these children can be attributed to the lack of sincerity in parents. Parents who do not set the right example need not expect anything but that their children will follow in their footsteps. Personal example is much more effective than lecture or punishment.

Data in Table 12 showed that 66.0 per cent of the fifty children had a feeling of fear. This fear caused much emotional disturbance. In many cases the fear was caused by artificial, accidental, or intentional conditioning. It is often instilled in a child's mind by his associates, by animals, and by natural phenomena. J.J.B. Morgan told of a dog scaring a child while he was visiting his aunt. The child merely passed the family dog, which jumped up and would have injured the child if the mother had not protected it. The result of the conditioning in this case included emotional upset, morbid dread, timidity, shivers, and escape movements. Many


of these children fear storms, darkness, thunder, and lightning. The emotional upsets from fear exhibited in most of these cases resulted in extreme nervousness, hiding, shrieking, crying, refusal to go into dark places, and frightening dreams.

Many of these fears can be overcome by sympathetic guidance and the proper experiences. J.E. Anderson tells us that fears can be eliminated by disuse, adaptation, repression, distraction, verbal appeal, reconditioning and social imitation.

It was also found, as shown in Table 12, that 42.0 percent of the children were jealous, either of other children or their own brothers and sisters. Jealousy, too, is a sign of emotional disturbance. In many cases the children exhibited a feeling of "unwantedness," of insecurity, of uneasiness and resentfulness. Many of them withdrew from the family and sought solitude. Many of them resorted in breaking their toys or refusing to eat. They were restless, unhappy, and sulky, and they often attempted to hurt and rid themselves of the object of their jealousy.

In cases where the cause of jealousy can be determined, every effort should be made to remove the cause so as to restore the status of the child and emotional calmness.

When a new baby is expected, parents should prepare children

15 J. E. Anderson, Happy Children, p. 89.
for this event far in advance, so that the child may be assured of their love and affection after the arrival of the new baby.

It was also revealed that 24.0 per cent of the children were not kind. In many cases this was because of some jealousy, and in others it was due to the child's desire to dominate the group, by force if necessary. In some instances, the child drew attention by being unkind to pets and animals. Other children laughed and he thought his actions were cute and amusing. All children should develop a feeling of kindness toward other children as well as toward pets and animals.

Data revealed that 62.0 per cent of the children were not of a happy nature. This was because of environmental conditions and emotional upsets. Many of them were moody and melancholy. Because of their maladjustments they were not happy and did not enjoy their work and life as they should. Happiness is essential to a well adjusted life, and children need such an environment if they are to develop a happy, wholesome outlook on life and its problems.

It was further shown that 74.0 per cent of the fifty children were not ambitious. In a number of cases this was due to an undesirable environment, to low mentality, to lack of interest, and to lack of encouragement. Many of the children followed in the footsteps of their parents -- Mother and Dad did not finish grade school, so why should I? Many of them were lazy; however, their laziness was probably due to some physical or mental difficulty.
Fraise and encouragement, and allowing children to feel successful in many things they do, can do much to stimulate ambition in children.

The study showed that 72.0 per cent of the children lacked self-confidence. In many cases this was because of a feeling of inadequacy, of insecurity, of inferiority, and of failure. In other instances the family status and a feeling of fear was responsible for lack of self-confidence. Self-confidence is essential to personal success. Children who lack it are afraid to venture forth. They should be given experiences in which they can be successful in order to develop and build-up a feeling of self-confidence.

Data in Table 12 showed, too, that 80.0 per cent of the children had a feeling of inferiority. Lack of success, lack of social approval, and lack of physical ability contributed to feelings of inferiority. Many parents caused this feeling by expecting the youngest child to do as well as a more talented brother or sister. These parents did not make allowances for individual differences. Their children were sensitive and quick to become angry or hurt when joked with or teased. They were robbed of much self-confidence when their thoughts, remarks, and opinions were laughed at by others.

Children who have feelings of inferiority require much careful guidance. To be emotionally stable, they must not have these feelings.
Table 12 showed that 60.0 per cent of the children withdrew from the group. This was because of timidity, shyness, fear, a feeling of inferiority, a lack of social approval, jealousy, and the lack of proper play experiences. One of the first signs or symptoms of maladjustment is the child's withdrawal from the group activities. He had rather sit, or stand, and look on than to take part with the group. In a few cases, children withdrew because they could not dominate the group. In other cases, they withdrew because their experiences had not allowed them the give-and-take of the group; consequently, they did not know how to play or work with others.

As soon as the teacher sees signs of withdrawal in children she should set out immediately to determine the causes so as to remove them before further damage to the child can be done.

Table 12 disclosed the fact that 82.0 per cent of the children were sensitive, 84.0 per cent were restless, and 74.0 per cent were self-conscious. This, too, was due to feelings of inferiority, lack of interest, lack of social approval, poor home environment, and, in a few cases, to some physical handicap. Sensitiveness, restlessness, and self-consciousness definitely disturb the child's emotional stability and cause him to react in an undesirable way, thwarting his personality development. Such children should be dealt with wisely so as not to add to their emotional upset.
Data in Table 12 further showed that 50.0 per cent of the children could not get along with others. This was attributed to lack of social approval, lack of wholesome play life, lack of proper experiences, and a lack of development of self-direction. Many of these children were not given the opportunity to make social contacts; consequently, they knew nothing of sociability, which is important if a child is to gain social approval. Hockett and Jacobsen say: "Not to be recognized and approved by one's peers is disastrous."

Through play and association children learn socially approved behavior. They learn that other children have rights to be respected. Friendship between children should be encouraged. They should be trained to be friendly, tolerant, cooperative, and competent. If a child is to get along with other children he must have experiences in dealing and associating with them. He must learn the give-and-take, the rough-and-tumble of the group.

Influence of intelligence. -- The wide variation in mental ability among children of the same chronological age is now generally known. The need in education of special provision for children according to their mental ability is also generally conceded. The ordinary classroom should provide for five groups -- very superior, superior, average, inferior, and very inferior. Each group should have its own

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course of study in regards to content and method, with transfer points permitting shifting of children from one group to another.

Our school system is organized for the child with average ability. Therefore, it does not seem unreasonable to deduce that our present method of expecting the child with lesser capacity to conform to a system set up for the average child is a factor in the maladjustments of many of these children. This does not mean that due recognition has not been given to all the contributing factors -- social, emotional, and otherwise. For example, a child of inferior intelligence is apt to have come from an inferior social environment, so that he is doubly handicapped; in addition, children of this level of intelligence may have their problems complicated by emotional instability, poor health, undue egocentricity, unfavorable personality traits, inconsistent home discipline, and etc.

The study showed that 60.0 per cent of the children were not given mental tests; therefore the data on intellectual maladjustment cannot be accurate. It was found that in 72.0 per cent of the cases where mental tests were given the facts were not used in diagnosing the case. It was further found that 54.0 per cent of the children were not properly placed in their grade.

Of the 40.0 per cent of the children who were given mental tests, it was found that their I.Q.'s ranked low in
comparison to the other members of the group. It was found, too, that environmental, emotional, and physical factors contributed to their low mentality and maladjustment. These children were extremely slow and had little energy and vitality.

As has been stated previously, 54.0 per cent of the children were not properly placed in their grade. In most instances this was because of the child's low mentality. The work was too difficult for them; consequently, they failed their work. Teachers have not recognized the fact that success and failure are health conditions of fundamental importance. From continual success the attitude of confidence is developed, while from continual failure unsocial attitudes, a shut-in personality, and mental disorders are developed.

Children with low mentality are inattentive, uninterested, sensitive, nervous, extremely touchy and irritable. Teachers should recognize and appreciate the intellectual limitations of these children and should suit their work to their ability.

Influence of physical handicaps.-- Physical defects causes much maladjustment in children. The problems arise from the child's attitude toward his defect. Some children are very sensitive toward their defect. They are made more conscious of their defects by their parents', teachers', and friends' sympathy, criticism, and ridicule. Physical defects produce such reactions as fears, timidity, withdrawal,
secretiveness, emotional outbursts, repression, despondency, sullenness, brooding, and day-dreaming. Children that have physical defects often become broken in spirit because of continual failures that they have to meet. If they do not find a way to compensate for their defects, they become seriously maladjusted.

Data in Table 13 revealed that 13.0 per cent of the children had poor hearing and 20.0 per cent had poor eyesight. These handicaps affected them mentally, socially, and emotionally. It was also shown in Table 13 that other defects contributed to their maladjustment, such as loss of one arm, speech defects, glandular deficiency, bad teeth, undeveloped hand muscles, being a midget, and being a hunchback. One little girl with very poor hearing seldom understood what was said, yet she never asked for a statement to be repeated. She withdrew, was sensitive, and her defect caused her to act queerly in the group. The boy who lost his hand and arm in a fire capitalized on his physical defect. He used it as a means of getting what he wanted and satisfying his desires. A boy, from normal parents who was a midget, also capitalized on his physical defect. It served as a means of getting him everything he wanted at home, and he expected it to do the same at school. He was very sensitive, restless, and self-conscious. There were four children, or 8.0 per cent, who had speech difficulties. Only one of these children took advantage of his defect. He was a stutterer, and his
stuttering gained attention of all the other children. Because they laughed and because he desired to create attention and be the center of attraction, he was continuously disturbing. He was very nervous, restless, and sensitive. There was one child, a boy, who had a glandular deficiency. He was fat, chubby, and had short, fat, stubby fingers. He was extremely slow and low in mentality. He was also timid, shy, sensitive, and self-conscious. One little girl had a hunchback. She was extremely sensitive and self-conscious. She resented everyone. In fact, she withdrew and it was
only with insistent coaxing and encouragement from the teacher that she would take part and associate with the other children. She was extremely undernourished, and her home environment was miserable. There was also a little girl in whom the finer muscles of her hand had not developed. She was very sensitive about her defect and withdrew from all group activities. She was emotionally unstable, crying at the most trivial thing. With proper exercises and encouragement she made rapid progress in overcoming her defect.

Data in Table 14 showed other factors influencing physical maladjustment in children. It showed that 16.0 per cent of the fifty children did not have good health, 50.0 per cent were not properly nourished, and because of poor health and other factors, 24.0 per cent were irregular in attendance at school. Poor health and undernourishment make

TABLE 14

THE NUMBER AND PER CENT OF THIRTY-TWO MALADJUSTED BOYS AND EIGHTEEN MALADJUSTED GIRLS THAT HAD HAD AND HAD NOT HAD EACH HEALTH STATUS

<table>
<thead>
<tr>
<th>Item</th>
<th>Boys</th>
<th>Girls</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Yes</td>
<td>No</td>
<td>Yes</td>
</tr>
<tr>
<td></td>
<td>Num-ber</td>
<td>Per-cent</td>
<td>Num-ber</td>
</tr>
<tr>
<td>Good health</td>
<td>26</td>
<td>61.2</td>
<td>6</td>
</tr>
<tr>
<td>Properly nourished</td>
<td>15</td>
<td>46.8</td>
<td>17</td>
</tr>
<tr>
<td>Regular attendance</td>
<td>24</td>
<td>75.0</td>
<td>8</td>
</tr>
</tbody>
</table>
children slow and appear to be lazy. They will lack energy to cope with fatiguing problems of adjustment. Children who have poor health cannot think clearly on the problems which they have to face.

Information collected in the study showed there was a definite influence of physical handicaps or defects on the maladjustment of children. Children who have such defects or handicaps should be taught some form of compensating behavior.
CHAPTER IV

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Summary

Data in this study were related to the problem of the types of maladjustment found in elementary school children as determined by interviews with fifty elementary teachers. The writer attempted to analyze the types, causes, and effects of maladjustment found in elementary children.

The data in this study were collected from primary sources, particularly, from personally interviewing fifty teachers and administering a questionnaire or Interview Sheet which was compiled by the writer. Other sources of data included modern educational books and magazines which were read in order that the writer might have a better background and understanding for the development of the problem.

Facts in the survey showed that 32, or 64.0 per cent, of the maladjusted children were boys and 18, or 36.0 per cent, were girls. As has been stated, this difference was probably due to the fact that girls are more responsive to suggestions, seem to apply themselves better, and are more easily interested in school and home activities.

The evidence in the study further revealed the extent to which environment influences maladjusted children. It was
found that 18, or 36.0 per cent, of the boys and 9, or 18.0 per cent, of the girls came from undesirable homes. It was also found that poor financial status caused maladjustment in 16, or 32.0 per cent, of the boys and 10, or 20.0 per cent, of the girls. However, even in homes with financial security there was much maladjustment. The survey showed that 12, or 24.0 per cent, of the boys and 8, or 16.0 per cent, of the girls came from homes where the parents quarreled, where they were jealous of each other, or there was some other form of disagreement. 15, or 30.0 per cent, of the boys and 7, or 14.0 per cent, of the girls had parents who were not understanding, sincere, kind, and patient in their dealings with the children of the family.

The study showed also that there was a definite relationship between the size of the family and maladjustment of the children. In the homes with a large number of children the mother did not have time to see after the children and they were forced to take care of themselves and allowed to roam the streets if they wished.

Information collected further revealed that the academic training of the parents affected the children and was responsible for the extent of their ambition, interest, etc., in their school work.

The facts in the study showed that the home environment definitely influenced the success of the child in school. It was found that 30.0 per cent of the children did not like
school, 42.0 per cent were not interested in their work, 38.0 per cent were not interested in what others were doing, 68.0 per cent did not have a wholesome play life, 80.0 per cent did not have meaningful experiences, 70.0 per cent did not have self-direction and initiative, 70.0 per cent did not have leadership abilities, 58.0 per cent told lies, 78.0 per cent would steal, 64.0 per cent could not shoulder responsibility, and 76.0 per cent could not face and solve their own problems. Data further revealed that 60.0 per cent of the children were not sociable, 58.0 per cent did not have the approval of the group, 38.0 per cent did not share with others, 40.0 per cent were timid and shy, 34.0 per cent were not neat in their clothes, 42.0 per cent were not careful about cleanliness, and 50.0 per cent were not cooperative.

Additional facts in the study revealed that maladjustment, whether due to environmental, emotional, mental, or physical handicaps, definitely influenced their achievement rating in comparison to other members of the class. It was found that 60.0 per cent were rated poor in achievement, 10.0 per cent were rated below average, and 14.0 per cent were rated average. 2.0 per cent were rated above average, 2.0 per cent were rated as good, and 12.0 per cent were rated as very good.

Evidence in the survey also showed that undesirable personality traits were present in most all of the maladjusted children discussed in the study. It was found that 38.0
per cent of the children were domineering, 58.0 per cent were quick tempered, 30.0 per cent were resentful, 38.0 per cent were rude, 30.0 per cent were egotistic, 68.0 per cent were stubborn, and 80.0 per cent were sulky.

Data in the study showed that 32.0 per cent of the children did not attend Sunday School, 74.0 per cent of them did not remain for church services, and 86.0 per cent of them did not sit with their parents.

The survey further revealed that 22.0 per cent of the children lived in undesirable neighborhoods, 36.0 per cent lived in desirable neighborhoods, and 42.0 per cent lived in rural sections.

The facts in the study revealed, in addition, that many of the children were maladjusted because of emotional upsets or disturbances. It was found that 48.0 per cent had a feeling of not being wanted, 58.0 per cent were over-protected, 56.0 per cent lacked fellowship with their parents, 40.0 per cent did not have playmates, 60.0 per cent had unhappy home conditions, 38.0 per cent did not have sincere parents, 66.0 per cent had a feeling of fear, 42.0 per cent were jealous of others, 24.0 per cent were not kind, 62.0 per cent were not of a happy nature, 74.0 per cent were not ambitious, 72.0 per cent were not self-confident, 80.0 per cent had a feeling of inferiority, 80.0 per cent withdrew from the group, 82.0 per cent were sensitive, 84.0 per cent were restless, 50.0 per cent could not get along with others, and 74.0 per
cent were self-conscious. As has been said, most of these children were maladjusted because of emotional disturbances.

The survey showed that intelligence influenced maladjustment. Data revealed that 60.0 per cent of the children were not given standardized mental tests; therefore the data on intellectual maladjustment can not be accurate. In 72.0 per cent of the children the facts determined by the mental tests were not used in diagnosing individual difficulties. It was further shown that 54.0 per cent of the children were not properly placed in their grades. Of the 40.0 per cent who were given mental tests, it was found that their I.Q.'s ranked low in comparison to the other members of the group.

The study further revealed that physical handicaps caused much maladjustment in children. 16.0 per cent of the children had poor hearing; 20.0 per cent had poor eyesight; and other physical defects, such as loss of an arm, speech defects, glandular deficiency, bad teeth, undeveloped hand muscles, and being a midget or hunchback, contributed to maladjustment. Also, poor health, lack of proper nourishment, and irregular attendance at school affected the child's adjustment.

Conclusions

The following conclusions regarding the types, causes, and effects of maladjustment in children have been drawn. As a result of an analysis of the data presented in the study,
it is concluded that:

1. Many children are maladjusted because of environmental conditions, emotional disturbances, intellectual deficiencies, and physical handicaps.

2. Undesirable home conditions in which parents quarrel, are jealous of one another, or have some other form of disagreement contribute much to the maladjustments of children.

3. Poor financial status causes much maladjustment in children.

4. Lack of understanding, kindness, patience, and sincerity on the part of parents in dealing with their children, causes much emotional disturbance.

5. Maladjustment causes much unhappiness and disturbance in the child's school work.

6. Most of the maladjusted children possess undesirable traits.

7. Most of the maladjusted children do not have spiritual guidance and training.

8. Most of the children are maladjusted because of emotional instability.

9. Maladjusted children usually rate lower in intelligence and are slow and have little energy and vitality.

10. Physical handicaps contribute much to the maladjustment of children.

11. Good health is essential to a well adjusted life.
Recommendations

The following recommendations were made after the writer had analyzed the data collected for this study:

1. It is imperative that teachers and parents become conscious of the needs of our school children.

2. Since the study has revealed that more boys than girls are maladjusted, it is the duty of the teacher to seek the causes for this difference, to win the confidence and trust of the boys as well as the girls, to seek their friendship, and thereby go about the task of remediing their maladjustment.

3. To help maladjusted children the teacher must possess desirable personality traits. She must have a thorough understanding of child nature, sympathy with the feelings and needs of the child, patience with the child's limitations, insight into the causes and purposefulness of the child's behavior, and love for every child regardless of his status.

4. The teacher should, at the beginning of school, give such tests as are necessary to determine the types and causes of maladjustment in her pupils.

5. When the data from the tests have been analyzed, methods, activities, and procedures should be initiated that will remedy, prevent, and remove the causes of maladjustment.
6. The teacher should keep an anecdotal record on each individual child.

7. Parents should be tactfully informed of the maladjustment of the child and the part they play in it, in order that the home and school may work together in correcting the maladjustment.

8. The physically handicapped child should be taught to compensate for his disability.

9. We should help children to face the world as it is, to meet life squarely, to accept consequences for their own acts in the right spirit, to desire to profit by their experiences, and to apply the art of social living. If we wish to do much for the maladjusted child, we must provide those satisfactions that make life worthwhile.
APPENDIX

QUESTIONNAIRE OR INTERVIEW SHEET

1. General Information:
   1. Name ____________________________
   2. City ____________________________
   3. School __________________________
   4. Number of children in your school ______; in your room ________.
   5. Experience: years in teaching ______; grades taught ______; years experience in the grade you now teach ______; in this particular school ________.
   6. Training (College or University): School attended ______; years ______; major ______; minor ______; degree held ________.

II. For Interview:
   A. Child: Boy _____; Girl _____; Age _____; Grade _____.
   1. When did you first notice symptoms of maladjustment in the child? __________________________________________
   2. What symptoms did you notice first? __________________________
   3. What steps did you take in correcting the maladjustment found? __________________________________________

   B. Environmental Maladjustment:
   1. Home:
      a. What do you know of the child's home conditions? __________________________________________
      b. What kind of house does he live in? ________

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c. Does he share a room or does he have one to
himself?

d. What is the family status?

e. What is the father's occupation? the mother's occupation

f. Is there a housekeeper? what age

g. How many children in the family?

h. What is the position of this child in the
family?

i. What education has the father had? the mother?

j. Do the parents quarrel?

k. Do they enjoy one another's company?

l. Are they patient, kind, sympathetic, and under-
standing parents?

2. School:

a. Does the child like school?

b. Is he interested in his work?

c. Is he interested in what other's are doing?

d. Is he sociable?

e. Is he approved of by the group?

f. Does he have a wholesome play life?

g. Are his experiences rich and meaningful?

h. Does he have self-direction and initiative?

i. Does he have leadership abilities?

j. Does he tell lies? steal?
k.. Does he share with others? 

1.. Is he timid and shy? 

m.. Is he neat in his clothes? 

n.. Is he careful about cleanliness? 

o.. How does he rate with the other members of the class in achievement and grades? 

p.. Does he possess any of the following undesirable personality traits?  
   (1) Domineeringness 
   (2) Quick temper 
   (3) Resentfulness 
   (4) Rudeness 
   (5) Egotism 
   (6) Stubbornness 
   (7) Sulkiness 

q.. Is he cooperative? 

r.. Can he shoulder responsibility? 

s.. Can he face and solve his own problems? 

3. Church:  
   a. Does he attend Sunday School regularly? 
   b. Does he remain for church services? 
   c. Does he sit with his parents? 
   d. How long has he gone to Sunday School? 

4. Neighborhood Influences:  
   a. What section of town does he live in? 
   b. Approximately, how many children are there in the neighborhood? 
   c. How many boys? ; girls? 
   d. What facilities are there for games and play?
e. What type games do they play?

C. Emotional Maladjustment:

1. Does the child have a feeling of not being wanted?

2. Is he over-protected by his parents?

3. Does he lack fellowship with his parents?

4. Does he have playmates?

5. Are his home conditions happy?

Comment:

6. Are his parents sincere?

7. Does he have a feeling of fear?

8. Is he jealous of other children? brothers or sisters?

9. Is he kind?

10. Is he of a happy nature?

11. Is he ambitious?

12. Is he self-confident?

13. Does he have a feeling of inferiority?

14. Does he withdraw from the group?

15. Is he sensitive? restless?

16. Does he get along with other children?

17. Is he self-conscious?

D. Intellectual Maladjustment:

1. Did you give him a standardized mental test?

2. Did you use the facts found in diagnosing his case? Comment:
3. Was he given a group test? ______________________

4. If he had marked difficulties, was he given an individual test? ______________________

5. What were some of his difficulties? ______________________

6. Was the child's intelligence measured from his scholastic achievement? ______________________

7. Is he properly placed in his grade? ______

E. Physical Maladjustment:

A. What physical defects does the child have --
   1. Bad hearing ______
   2. Poor eye sight ______
   3. Any other physical handicap ______________________

B. How does he react to his handicap? ______

C. What corrective measures have been taken by the school ______; by the home? ______

D. Is the child's health good? ______; Poor? ______

E. Is he regular in attendance at school? ______

F. Remarks: Any remark you might add to clarify the symptoms and causes of maladjustment from the standpoint of environment, emotion, intelligence, and physical well-being. ______________________

__________________________________________________________
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