A STUDY OF SOME MALADJUSTED CHILDREN OF THE INTERMEDIATE GRADES OF THE STONEWALL JACKSON SCHOOL, DENTON, TEXAS

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JACKSON SCHOOL, DENTON, TEXAS

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CHAPTER I

INTRODUCTION

The problem of this thesis is to make a study of some of the maladjusted children of the intermediate grades of the Stonewall Jackson School of Denton, Texas.

The purpose of this study is to try to discover some of the causes of these maladjustments. Some recommendations will be made for the improvement of these pupils.

Twenty children who were not making satisfactory adjustments in their school situations were studied. Each child was given the Otis Self-Administering Test of Mental Ability, Intermediate Examination; the Stanford Achievement Test, Intermediate Battery Form D; and the California Test of Personality, Elementary Form A. A case study was made of each child. Physical appearance, personality traits, school achievement, environmental factors, and results of the mental ability, achievement, and personality tests were used with each case study.

Sources of data were varied. For the background study, analysis of the opinions of various psychologists were studied. Books were also consulted. The Otis Self-Administering Test of Mental Ability, the Stanford Achievement Test,
and the *California Test of Personality* were used to evaluate the difficulties and to diagnose the maladjustments of each child.

The method of procedure used in this study is very direct and simple. The first chapter gives the statement of the problem, the purpose of the study, the sources of data, and methods of procedure used in the study. The second chapter presents the analysis of opinions of educational leaders and psychologists. The third chapter gives the results of the study of maladjusted children. The results of the mental ability test, the achievement test, and the personality test are studied and analyzed. The results of the findings of the tests are also tabulated in this chapter. The fourth chapter gives the case study of each child. The fifth chapter, or the conclusion, presents the objective evidence obtained by the writer from the study and some recommendations based on the findings.
CHAPTER II

ANALYSIS OF THE OPINIONS OF PSYCHOLOGISTS ON MALADJUSTED CHILDREN

When is a child maladjusted? We usually consider a child maladjusted who does not take his place satisfactorily in society. Smith says:

A child may be said to be maladjusted who refuses to play or work with his fellows or who is irritably over-active in both work and play; who appears indifferent to the good opinion of others, or is over-eager for it, who usurps the center of the stage or withdraws too far into the background; who progresses too far ahead of his classmates or falls too far behind them for his pace to be reconciled with theirs; who is constantly in difficulties caused by lying, stealing, or sexual irregularities.\(^1\)

Goodenough has this comment on what constitutes a maladjusted child:

If a child is happy, reasonably satisfied with himself without conceit, if he likes other people and they like him and seek his companionship, he has a good personality. If, on the other hand, he is unhappy, unsure of himself, thinks the world is against him, or if he is shunned and disliked by his companions, he has an undesirable personality.\(^2\)

In every classroom there are children whose personality behavior tends to interfere with normal progress. Many

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\(^1\)W. Max Smith, "The Maladjusted Child," California Journal of Elementary Education, II (February, 1934), 170-175.

persons have attempted to explain or give a definition of personality, whereas others have avoided it because it is too complicated. According to Sherman:

Personality is the characteristic behavior of an individual. This characteristic behavior is evident throughout his daily activities, but it is especially noticeable in his manner of meeting new situations. We may characterize one person by his perseverance, another by his egocentricity or his shyness. A certain reaction pattern, although never rigid, nevertheless dominates the activities of every individual to the extent that he manifests definite characteristics in much of his behavior.  

Wallin says:

The wholesome personality will be characterized by optimism, confidence, cooperativeness, frankness, sincerity; intellectual and emotional poise; balanced judgment, wisdom, ability to make judicious self-appraisals and self-criticisms and correct estimates of its motives and accomplishments; freedom from irrational beliefs, conscious or unconscious prejudices and errors of ignorance, superstition and bigotry; an inflexible will to achieve; and an output of energy sufficient for every fray of the day. Finally, satisfaction and complete integration must include totality of the individual. 

Individual characteristics are shown early in life. As the child grows he adjusts himself to more persons and circumstances. The child changes his personality characteristics to fit his social needs and conditions.

The influence of training is a dominant characteristic affecting personality. Traces of this can be observed in

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4J. E. W. Wallin, Personality Maladjustments and Mental Hygiene, p. 41.
the very young child. Irritable and aggressive personalities are often caused by the training and treatment of the infant. These characteristics become more fixed as they are repeated. Finally a new form of behavior pattern has been made. The results of early training are shown as soon as the child begins to make social contacts. These traits appear very early in the life of the child. Unless these undesirable characteristics and tendencies can be changed, the child will develop anti-social habits or trends. These undesirable habits can be changed if the child is placed in a different environment and given an opportunity to change his method of adjustment. These changes take place more rapidly when he is associated with a larger group of individuals in a wider social environment. The first few years of the child's life are very important in determining his personality.

Rivlin says:

Problem behavior can be understood only as the interactions of forces within the individual and those coming from his environment, resulting in an inability to withstand a serious shock or prolonged strain. Among the factors most frequently found to be conducive to maladjustment are: poverty, undesirable home conditions, mental or physical inferiority, poor habits of eating and sleeping, improper recreational outlets, bad companions, habits of substituting imaginary solutions of difficulties for attempts at overcoming them, a feeling of unworthiness, a feeling of insecurity, conflicting desires or ambitions, and constant thwarting of wishes. None of these factors can be considered the sole and irreducible
cause of maladjustment, for one asks why the young-
ster feels insecure or unworthy. However, it is
such traits and forces as these that reduce his
emotional stability and lessen his ability to
stand additional shocks and strains.5

It has been said that all the influences related to the
formation of mental traits can be classified into two
groups, heredity and environment. Morgan has this comment:

The heredity includes only those that are trans-
mitted through the genes in the germ plasm. The en-
vironmental includes all those that affect the ferti-
lized ovum, and the individual developing therefrom.6

It is impossible to find traits that are entirely due to
heredity and also that are due to environment. Shaffer says:

The actions of heredity and environment are
not antagonistic, as is sometimes incorrectly as-
sumed, but supplementary. Every characteristic of man
is due to the development of certain environmental
conditions.7

The environmental factors which influence child life
are pre-natal, physiological, cultural, emotional, and eco-
nomic. Anderson says:

The child, while changing continually irrespec-
tive of his environment, is at the same time being
changed by his environment. Each is not only re-
spending to the other but is responding to the very
process itself.8

5Harry N. Rivlin, Educating for Adjustment, p. 103.

6J. J. B. Morgan, The Psychology of the Unadjusted
School Child, p. 345.


8Harold H. Anderson, "The Dynamic Nature of Personali-
ity," Personality Adjustment of the Elementary School Child,
Fifteenth Yearbook of the Department of Elementary School
 Principals, National Education Association, p. 245.
Environmental crises play an important part in producing maladjustment. Economic conditions and hardships in the home have caused many pupils to be maladjusted. Emotional crises such as deaths in the family, and failure to accomplish some desirable goal have definitely caused undesirable conduct. The child should be shielded as much as possible from the many conditions that upset mental health.

According to Tiegs and Katz:

The attitudes which parents hold toward each other definitely affect the attitudes and behavior of children; investigations have shown that more "problem children" come from broken homes and homes in which pronounced marital friction exists than from those in which a happy relationship exists. Mutual understanding and respect, love and affection, and cooperation in the solution of home problems create a desirable atmosphere for the development of child personality. The assurance of parental sympathy, and understanding, and honest consideration of the problems and perplexities of children aids in the development and maintenance of both physical and mental health.⁹

Tiegs and Katz then go ahead to say that the broken homes are those in which divorce, separation, death or illness have deprived the child of a normal amount of love, affection, and guidance of both parents. The occupation of the father and mother, friction, discord, and dissatisfaction between parents may also be the cause of unpleasant home

⁹Ernest W. Tiegs and Barney Katz, Mental Hygiene and Education, p. 234.
relationships. Tiegs and Katz assert also that not every broken home produces maladjusted children, but that the broken home produces a greater proportion than the others. One understanding parent can often do more for children than when there is discord and friction between the two parents.\textsuperscript{10}

Rivlin also believes that the behavior problem children come from the broken home more often than the better adjusted children do.\textsuperscript{11} He also believes that discord in the home may be worse in its influence on children's development than the broken home. Most investigations of the problem child have been limited to a study of the broken homes and have ignored the effect of the unbroken home.

According to Rivlin:

The father and mother, although living together, may be so hostile to each other that the home atmosphere easily becomes unhealthful. Parents can be weak and they can be domineering; they can handicap the youngster with too much solicitude and they can be ignobly or viciously indifferent to his welfare.\textsuperscript{12}

The economic status of the family affects the emotional adjustments of the child. The child who cannot have a nice home, pretty clothes, recreational advantages, and many other things has a feeling of embarrassment, and a lack of sense of security. Tiegs and Katz make this statement:

\textsuperscript{10}Tbid. \textsuperscript{11}Rivlin, op. cit., p. 202. \textsuperscript{12}Tbid.
Economic stresses and strains are frequent causes of maladjustment in children. Unemployment, low income, or poor financial management, frequently contribute to an atmosphere of worry, selfishness, and intolerance. Crowded quarters, unsanitary living conditions and undernourishment undermine health and lessen the urge to improve. Cheap clothing, poor school lunches, and lack of appropriate recreation develop feelings of inferiority and insecurity which manifest themselves in a variety of conduct disorders, including lying, cheating and stealing. 13

Rivlin says that it is not astonishing for studies of problem children to show that a large majority of problem children come from poverty-stricken homes. 14 This is especially shown in the older children. They sense the feeling of insecurity that comes from a low economic status.

In order that the children make satisfactory adjustments to their environment they must be provided with recreational facilities that are wholesome. The community in which they live and the economic status of their family play a definite part in securing satisfactory recreation. Children must play because their normal development depends on it. Children who learn to play with others develop wholesome personalities. These games and recreational facilities must be carefully watched if the child is to develop emotional stability during his free time. Commercialized recreation such as picture shows and radios are forms of amusement that are common to most children.

Rivlin says that the motion picture ranks high among

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13Riegs and Katz, op. cit., p. 245.
14Rivlin, op. cit., p. 224.
the leisure activities that have great appeal for children of all ages. He also says that Owens found in his group of behavior problem boys that the motion pictures were second only to the "street" as the most frequent type of recreation.\textsuperscript{15}

The radio also offers another means of recreation. The radio does not have quite as much influence over the children as does the motion picture. The scenes are not portrayed as vividly as they are on the screen. Rivlin says:

Moreover, the radio has a tradition of censorship that, undesirable though it may be in other ways, has nevertheless served to keep the radio on a less harmful level than the motion pictures.\textsuperscript{16}

The neighborhood in which the child lives forms a background for much problem behavior. The economic status of the home and the neighborhood affects the emotional adjustment of the child. Children who come from a neighborhood where living conditions are poor and where there are inadequate medical and dental services, lack of educational and recreational opportunities and adult responsibility, are usually problem children. Quoting again from Rivlin, we find:

Among the detrimental aspects of a neighborhood are poor recreational facilities, improper housing conditions, the frequency of undesirable establishments, the presence of predatory gangs and bad

\textsuperscript{15}Ibid., p. 202. \textsuperscript{16}Ibid., p. 235.
companionship, all of which interfere with the possibilities of the child's making a wholesome adjustment.\textsuperscript{17}

Children need to have friends. One of the significant signs of maladjustment in children is their failure to make friends with other children. It is during early adolescence that children are in need of friends. In early childhood, mothers, fathers, sisters, and brothers take the place of friendships. As the child grows older he wants friends of his own age to share the joys and sorrows of his life. Children without friends are usually shy, retiring, and self-conscious. They compare and evaluate their abilities with those of their associates. Making friends is one of the most enjoyable things that children can do, and everything that hinders it should be removed. The environment of the home and neighborhood should be conducive to making desirable relationships with other children.

Another factor that has caused much problem behavior in children is the physical appearance of the child. Physical health and emotional stability go hand in hand. The child who is physically handicapped, lacking in a pleasing appearance, or who has some minor physical defect is often lacking in self-adjustment.

Sherman says that the existence of an unusual body development, deformed teeth, and other defects can cause a

\textsuperscript{17} Ibid., p. 247.
child to develop a feeling of inferiority if attention is
called to the defect. Undernourished children are irrita-
ble and quarrelsome. They become easily fatigued and are
more sensitive than normal children.\textsuperscript{18}

Tiegs and Katz say:

The physically handicapped suffer special dis-
advantages and need some additional consideration.
They frequently develop feelings of inferiority be-
cause they cannot participate in the activities of
normal children. Some withdraw and resort to day-
dreaming with its disintegrating effects.\textsuperscript{19}

Because of his disability, the physically handicapped
child is frequently shown too much attention and receives
too much protection; he is fed, dressed, and fussed over,
and never has the opportunity to plan or make decisions.

Physical appearance affects the child's behavior. If
the child is aware of the fact that he is too fat, too thin,
too tall, or that his clothing does not look like the
clothing of the other children, that he is over-dressed or
that his clothing is dirty, he is very unhappy and is likely
to become maladjusted.

Wallin says:

Perhaps no other condition or circumstance can
produce greater emotional perturbation or a greater
variety of mental reactions, especially during the
sensitive adolescent period, than the realization that
one is lacking in physical charm, is ugly of face,

\textsuperscript{18}Sharman, op. cit., p. 44.

\textsuperscript{19}Tiegs and Katz, op. cit., pp. 218-219.
ungainly in manner, too large or too small, too fat or too lean, well-dressed or poorly dressed. 20

The child who is frail and who is frequently ill often becomes a behavior problem, even after he has regained his health. Too much attention and over-emphasis on minor ailments deprive the child of a normal active life. Over-sympathy for the child often causes harmful results. Children are sensitive to other persons' actions, and they often develop imaginary aches and pains. Concerning this, Tiegs and Katz comment:

Physical disabilities are very common, but relatively few parents and teachers are aware of their damaging effects on personality. It has been estimated that four out of every six children have some physical defect that is damaging to personality. 21

Deviation in mental ability is also a factor in maladjustment. There are more children intellectually handicapped than physically handicapped. According to Wallin, this group includes a great variety of grades and types of children who are subject to intellectual limitations or defects. It includes all children whose abilities are limited in some way. He divides them into two groups: (1) deficient or backward, and (2) the specifically handicapped. The first group includes those who fall at the lower end of the curve of general intelligence. It also includes those who constitute the so-called borderline of backward children. The

20 Wallin, op. cit., p. 178.
second group manifests specific intellectual disabilities or limitations. This type of intellectual handicap is usually associated with disabilities of curricular subject matter.²²

Rivlin says:

Inadequate mentality is often a contributing cause of problem behavior because it reduces the child's ability to meet the demands of the environment. As a result of the failure, he is subjected to additional stresses until he makes an adjustment which compensates for his initial lack of ability.²³

Inferior mental ability is the cause of much problem behavior in the schoolroom. Rivlin says that the school can remove many of the difficulties presented by the mentally deficient pupil by adjusting the curriculum so that the demands made upon him are in accordance with his abilities. He also says that inferior mental ability is acquired rather than innate, and that it is the demands of the environment rather than the child's mental deficiencies that are at the root of the problem.²⁴

The child with superior mentality is often just as maladjusted as the one with inferior mentality. If the child feels superior to his classmates or to the job he is doing, he becomes maladjusted. Often the superior child is given the same work to do as the other members of the class. He soon loses interest and finds some other way to

²²Wallin, op. cit., pp. 184-185.
²³Rivlin, op. cit., p. 132.
²⁴Ibid.
entertain himself.

Rivlin says:

Since class activities are paced by the average pupil, they present so little challenge to the superior student that he is as uninterested as the duller child. Quickly grasping the import of the questions asked in class, he becomes impatient when the teacher ignores his proffered answer in order to draw the more diffident or more stupid pupils into the lesson. The school cannot ask all pupils to work at his level of ability and proceeds so slowly that his impatience leads to misconduct. His interests are more varied than those of the average child, and an unsympathetic formal school consequently seems more confining to him.²⁵

The talented child often becomes a problem child. He is interested only in his talent. To him the other things are of little importance. He wants to spend his time exclusively on his talent and his other subjects are neglected. Most schools do not provide for the child with a special talent.

According to Rivlin:

In the education of the gifted child, parents and teachers must realize that adequate personal adjustment is just as important for the gifted child as it is for the mediocre one. The special talent should be used as the means of motivating wholesome personality development. Though special training may be desirable, it certainly is unwise to permit the young child to become imbued with the idea of his own actual and potential greatness that the activities and interests of normal child life are forgotten. Whether special training and special education should be recommended for a given child must be determined separately for each case.²⁶

²⁵Ibid., p. 133. ²⁶Ibid., p. 137.
Another underlying cause of maladjustment may be found in the emotional instability of the child. This includes such manifestations as temper tantrums, phobias, bullying, lying, stealing, and sex offenses. Also included in this list would be feelings of inferiority, daydreaming, and rationalizing. Many children resort to these emotional outbursts to gain attention. Much of the emotional conduct of the child is due to feelings of inferiority. He has a feeling of a sense of insecurity and inferiority and in order to cover up these feelings he develops many emotional acts. Wallin gives the following list of causes of emotional maladjustment and inferiority:

A. He may be constantly scolded and ridiculed for his shortcomings rather than commended for his accomplishments.
B. His efforts may be disparaged by snubs and frowns, by jeering remarks, or by evidences of impatience because of his clumsiness or slowness.
C. Severe punishment or carping criticism may magnify his faults, render him unduly conscious of them, and lay the basis for an exaggerated sense of guilt and unworthiness.
D. Sometimes he is humiliated and embittered by uncomplimentary epithets or opprobrious terms.
E. Derogatory comparisons with superior students or playmates will arouse in some children resentment, hate and a feeling of inferiority because of their continued luckless ineptitude.
F. Enforced competition with stronger or more able contestants often intensifies the victim's self-consciousness and timidity.
G. The assignment of tasks in the home and in the school beyond the child's level of ability tends to deepen his sense of futility and inadequacy.
H. The child may have been pampered or over-sheltered by too indulgent parents, grandparents, or caretakers, and may never have been allowed to make independent decisions or shoulder his own responsibilities.
I. Racial and sex discrimination often become a source not only of lasting animosities and antagonisms but also of rankling inferiority complexes.

J. The feeling of inferiority may engender further correction of inadequacy and doubt and intensify the individual's feelings of distrust and insecurity.

K. Unknown causes: finally, it should be emphasized that the cause may never have been correctly recognized or they may have been forgotten, possibly buried in the individual's forgotten past. 27

Insecurity has been felt by all persons at some time. The very strongest of men often feel insecure in time of danger. In every stage of life there is a need for a sense of security. These needs vary with different individuals.

What can the schools do for the maladjusted children? There is a great deal that the teacher can do to eliminate many of the causes of maladjustment. Rivlin says:

First, she must recognize the presence of different types of interest in the children of her class. Second, she must individualize the work of the class wherever necessary. Third, the assignment given in class must be varied in nature and in difficulty in accordance with children's needs. Fourth, the methods of instruction must be differentiated. Fifth, provision must be made for exercising the pupils' special abilities and interests. 28

Greene says:

Instructional efficiency within the classroom depends to a considerable degree upon the accuracy with which the material to be taught is adjusted to the ability of the learner. With the present rigid organization of curricular material in accordance with arbitrarily defined grade lines, it is quite important that pupils be classified within the


grade in accordance with certain definite principles. Pupils will learn most effectively when placed with other pupils who have approximately the same initial abilities and who are able to learn at about the same rate. This means that pupils of approximately the same capacity and achievement levels should be grouped together for instructional purposes. For the accomplishment of this purpose, intelligence tests and general achievement tests naturally afford the basic data. The second factor in the placement of the pupil in the group for learning purposes is to place together individuals who are able to progress at approximately the same rate.29

The problem child in the schoolroom is usually the one who has failed in his school work or is not interested in the activities of the schoolroom. He gets his attention by misconduct, rudeness, bullying, and annoying the other children in the class. He realizes his inability and to compensate for it he gets attention by his undesirable behavior. Homogeneous grouping, providing for individual differences in the pupils' activities and needs, revising the curriculum, being careful in retarding the pupils and helping to ease home and school environments are some of the ways in which the school can be of value to the problem child.

In the following chapter a study will be made of twenty maladjusted children. A tabulation of the results of the tests and the manner in which the experiment was conducted will be given.

CHAPTER III

RESULT OF THE STUDY OF THE MALADJUSTED CHILDREN

This study was made by the writer using twenty children of the intermediate grades of the Stonewall Jackson School of Denton, Texas.

The Stonewall Jackson School is an elementary school located in the northern part of the city of Denton. It is in a good residential district and the majority of the children come from nice homes with well-educated parents.

These twenty children in the fourth, fifth, and sixth grades were much in need of help to make proper adjustment in their school work. The writer has taught practically all of them and has had personal contact with them on the playground, in the cafeteria, and in the auditorium.

These children were given mental ability, achievement, and personality tests. A case history for each child was also made. Each child was studied according to his mental ability, physical appearance, personality traits, and the environmental conditions of the home and the neighborhood in which he lived. The results of the tests were also studied and applied to each child.
The first test given by the writer was in April, 1943. It was the Otis Self-Administering Test of Mental Ability, a group test with the time limit of thirty minutes. This test was given to measure and to give an indication of the innate mental ability of each child.

As shown in Table 1, the scores for each child were recorded, the highest scores being placed first and the others in proper gradation. From these scores the mental age, intelligence quotient, and grade status were calculated for each child. The chronological age was also listed.

According to the data in the table, only six out of the twenty children had an intelligence quotient of 100 or above. Only one child had a fairly high score of 123; the next highest was 110. Three students ranged between scores of ninety-nine and ninety-one, seven ranged between eighty-six and eighty, three ranged between seventy-eight and eighty, three between seventy-eight and seventy, and one student had a score of sixty-nine. Nearly three fourths of the entire group were thus shown to be below the average in intelligence.

In comparing the mental age with the chronological age it can be seen that the six students with the highest intelligence quotients had a mental age equal to the same or above their chronological age. In comparing the remainder of the group, it is apparent that the mental age of the
TABLE 1

THE CHRONOLOGICAL AGE OF EACH PUPIL AND HIS SCORE, MENTAL AGE, INTELLIGENCE QUOTIENT, AND GRADE STATUS AS DETERMINED BY THE OTIS SELF-ADMINISTERING TEST OF MENTAL ABILITY

<table>
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<tr>
<th>Pupil</th>
<th>Chronological Age</th>
<th>Result of Otis Self-Administering Test of Mental Ability</th>
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<tr>
<td></td>
<td></td>
<td>Score</td>
</tr>
<tr>
<td>A.....</td>
<td>10-7</td>
<td>51</td>
</tr>
<tr>
<td>B.....</td>
<td>9-1</td>
<td>26</td>
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<tr>
<td>C.....</td>
<td>10-5</td>
<td>33</td>
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<tr>
<td>D.....</td>
<td>9-10</td>
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<td>11-10</td>
<td>38</td>
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<td>F.....</td>
<td>9-8</td>
<td>20</td>
</tr>
<tr>
<td>G.....</td>
<td>9-11</td>
<td>21</td>
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<tr>
<td>H.....</td>
<td>9-9</td>
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<tr>
<td>T.....</td>
<td>13-0</td>
<td>17</td>
</tr>
</tbody>
</table>

children was far below the chronological age.

The grade status shows that only one child was far superior to the rest of the group. The case history of this child, A, shows that he had had wider opportunities
for learning than the other children, and this probably accounts for the advanced grade status. Three of the students, B, C, and E, had the same grade status as their actual grade. Three of the students, K, R, and S, had scores so low that according to the Otis scale their grade could not be determined.

The conclusions drawn from the study of this table indicate that the group as a whole was below the average in mental ability. Their chronological age was too far above their mental age for proper adjustment.

The Stanford Achievement Test, Intermediate Battery Form D, was given in the late spring to measure the actual achievement of the twenty students in the different learning areas. The areas included in this test were reading, language, arithmetic, literature, social studies, elementary science, and spelling. A profile chart was made for each child. In studying these charts the writer found that with the exception of three students, the whole group was below average in reading. Four were above average in arithmetic. A profile chart of the entire group was made and studied. This chart showed that the group as a whole was far below standard in every area.

Table 2 gives the results found by this test. It gives the equated score, age equivalent, grade equivalent, chronological age, and actual grade status. The age
<table>
<thead>
<tr>
<th>Pupil</th>
<th>Chronological Age</th>
<th>Actual Grade</th>
<th>Results of the Stanford Achievement Test</th>
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<td>54</td>
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<td>11-10</td>
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</tr>
<tr>
<td>F...</td>
<td>9-8</td>
<td>5</td>
<td>37</td>
</tr>
<tr>
<td>G...</td>
<td>9-11</td>
<td>5</td>
<td>40</td>
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equivalent and the grade equivalent were based on the equated score. According to the manual accompanying the Stanford Achievement Test:
The grade equivalent represents the grade level for which that score would be average in a population from which the effects of retardation and acceleration have been eliminated. The age equivalent of a given score is the age for which that score is the average in a group made up of children who have made normal school progress.¹

According to the data in Table 2, wherein the age equivalent is compared with the chronological age, it can be seen that only one child's chronological age was much higher than the age equivalent. In the grade equivalent and the actual grade placement, there was one child who was superior to his actual grade. All the others fell far below. This table shows that, with the exception of one, the entire group had not made satisfactory achievement in the various learning areas. Their grade placement was too high for their actual ability.

The California Test of Personality, Elementary Form A, was given the twenty children for the purpose of finding out to what extent each of the pupils was adjusting himself to the everyday situations that make for a normal, happy personality. This test consists of 144 questions that are to be answered by "yes" or "no." The test is divided into two sections, self-adjustment and social adjustment. The first part of the test is to find out how the child feels about himself. This group includes questions that will indicate the child's self-reliance, sense of personal worth,

¹Manual of Stanford Achievement Test, Form D, p. 9.
sense of personal freedom, feeling of belonging, freedom from withdrawing tendencies, and freedom from nervous symptoms. The second part of the test shows how the child responds to various situations as a social being. It gives an idea of his knowledge of social standards and skills. It also shows his freedom from anti-social tendencies and his relationships with the family, the school, and the community.

This is a group test without any time limit. Each child is supposed to answer all questions. The answer to these questions will furnish information regarding the personal and social adjustment of each child.

Table 3 presents the personal and social adjustment profile of the group based on the California Test of Personality. The table is divided into three parts, self-adjustment, social adjustment, and total adjustment. Each of these phases is divided into the possible score, the pupils' score, and the percentile rank. As shown in the table, the highest possible score to be made in self-adjustment was seventy-two; in social adjustment, seventy-two; and in total adjustment, 144.

According to the data in the table, the highest total score made by any pupil was 122. This gave the child a percentile rank of seventy. The percentile rank was taken from the manual accompanying the tests. These percentile
TABLE 3

SCORE AND PERCENTILE RANK OF EACH PUPIL ON THE SELF-ADJUSTMENT AND SOCIAL ADJUSTMENT TESTS OF THE CALIFORNIA TEST OF PERSONALITY, ELEMENTARY FORM A

<table>
<thead>
<tr>
<th>Pupil</th>
<th>Self-adjustment</th>
<th>Social Adjustment</th>
<th>Total Adjustment</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Possible Score</td>
<td>Pupils' Score</td>
<td>Possible Score</td>
</tr>
<tr>
<td></td>
<td>Per- centile Rank</td>
<td></td>
<td>Per- centile Rank</td>
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<td>A...</td>
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<td>F...</td>
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<tr>
<td>T...</td>
<td>72</td>
<td>38</td>
<td>72</td>
</tr>
</tbody>
</table>

Norms were derived from tests that were given to one thousand pupils in grades four to eight in and near Los Angeles, California. The child who made seventy percentile exceeded seventy per cent of the pupils on whom the test was
standardized, or it can be interpreted that thirty per cent exceeded him. In looking at the table it can be seen that most of the scores and percentiles were low. From this we conclude that the majority of this group were maladjusted, both personally and socially.

In the next chapter, the case history of each of the twenty children will be given. These case studies were based upon the children's physical appearance, personality traits, school achievement, environmental factors, and the results of the mental ability, achievement, and personality tests.
CHAPTER IV

CASE STUDIES

A

A is an only child. He is ten years and seven months of age and is in the fourth grade. His clothes are always neat and clean, but they are more suitable for a younger child. His father is a graduate of West Point and is a Lieutenant Colonel in the army. His mother is well-educated. A has traveled over a large part of the United States, and has lived in many of the largest cities. He lived two years on the Hawaiian Islands. The home environment is very pleasant. The father, mother, and grandmother live in the home. The parents are very fond of the child and give him every opportunity that is necessary for making his life pleasant. The economic level and the social status of the family are such as to give him every advantage that he needs.

When A was given the mental examination test, it was found that he has a mental age of 14-0, and an intelligence quotient of 123. His grade status, as determined by the achievement test, was 5.8. He ranked especially high in
social studies and literature, and was above the average in arithmetic, reading, and language. He was poor in spelling, with a grade placement in this of 3.0. His writing was also poor.

On the personality test his percentile rank on self-adjustment was forty and his social adjustment score was fifty-five. This shows that his personal adjustment is not up to average. He is experiencing difficulties in a feeling of personal worth. Although he has a happy home, he lacks the feeling of being accepted in other situations. A ranks high in his knowledge of social standards. His rank was particularly high in school relations.

A was a social misfit. He was not liked by his classmates. He was unusually bright, and he made his classmates feel very inferior. He argued with them and was never convinced that anyone was right but himself. If he could not have his way on the school ground, he would cry. Since the family has traveled around so much, most of his education had been received through a school of correspondence. This has caused a lack of association with other children. He does not know how to fit in with the group, and, as a consequence, he is unpopular with them.

B

B is nine years old and is in the fourth grade. He lives at home with his father and two brothers. The father
was injured in an accident several years ago and is not able to work. He manages to keep the home and sends the children to school. The mother is employed as a waitress in a nearby city. The general impression made by B is very poor. He is very thin, undernourished, and listless. He is slightly deaf and this causes him to look very stupid. His clothing, at the time of the study, was usually old and soiled. His body was filthy.

B was retarded in his school work. He repeated the first grade and has made a poor record in the other grades. He is a good reader, but is unusually poor in all other subjects. The economic level and the social status of the home are low. The housing and living conditions are very poor. For recreational facilities, he plays with the neighborhood children and goes to the show occasionally. He usually plays with smaller children because he cannot hold his own with larger ones. In the school, he was not interested in playing games with the other boys in the group, but wanted to play "Cowboy" with the first- and second-grade children.

As a result of the mental examinations, he was found to have a mental age of 10-4 and an intelligence quotient of 110. On the achievement test given in April, his grade status was 3.9. He was about average in reading, literature, and social studies, and very low in arithmetic and
spelling. His writing was so poor that it could hardly be read.

On the personality test, B was found to be very low in self-adjustment and social adjustment. His percentile rank in self-adjustment was five, and in social adjustment it was fifteen. He was about average in a sense of personal worth and in self-reliance, but he was experiencing definite difficulties in personal freedom, feeling of belonging, and withdrawing tendencies. The profile shows that he had a knowledge of social standards but lacked the ability to perform certain social obligations. The whole profile shows a feeling of inferiority and maladjustment.

B was not interested in anything that went on in the schoolroom. If he had something to read, he was quiet and well-behaved. If he did not, he annoyed everyone around him. He was not popular with his classmates. He interfered with the things they were doing and was constantly tattling on them.

C

C is a very nice-looking girl of ten years and five months of age. She is in the fifth grade. The general impression made by the child is good. She is fairly clean and is usually well dressed. She has rather a sly, sneaky disposition. She pretends that she does not understand in order to conceal her ignorance. She is moody and shows
very little interest in anything. She does not seem to care when she misses a day from school. She does not have any close friends. The home environment is not what it should be. The mother and father both work and C is left at home with the younger children and a maid. She has a nice home in one of the best residential parts of the city. The economic status of the family is very high. C is given entirely too much money to spend. Since her father operates a picture show, she sees practically every show that comes to the theater. The parents seem very fond of this child, but there is a lack of parental care. The social status of the family is rather low. Since the father and the mother work all the time, the children are left to do as they please.

C has never been very happy in her school work. She is a poor reader and a poor organizer of thoughts. Her work appears to get weaker each year.

When C was given the mental profile examination, it was found that she had a mental age of 11-3, and an intelligence quotient of 107. On the achievement test it was found that her grade status was 4.3. She was especially low in reading and social studies. In her other studies, she was not even an average student.

As a result of the personality test, it was found that the percentile rank in self-adjustment was sixty and in
social adjustment it was seventy-five. These are both above the average. The profile showed that she lacked self-reliance and had many withdrawing tendencies. In her social adjustment she ranked high in social standards, social skills and anti-social tendencies. Even though she had a knowledge of social standards, her community relations were very poor. Her school relations were about average.

D

D is the youngest of four girls. Her chronological age is nine years and ten months. She is in the fifth grade. D does not have a pleasing appearance. She is a very ugly child with long stringy hair and dirty skin. Her clothing is usually dirty and unkempt. She is loud and boisterous and has a haughty mannerism toward everyone. Her attitude toward her friends is not pleasant. They are always in the wrong, while she is always right. When asked a question that she does not know the answer for, she sits and looks and implies that the question has not been well stated. She is very much retarded in her school achievement. Her parents have moved her from one school to another, hoping that she would improve. Her conduct is also very bad.

The father is a Lieutenant Colonel in the army and is away from home most of the time. The mother and sister go to school. D is left to roam the streets both day and night.
She lacks parental care and affection. Every member of the family is too busy to see after her. The older sisters are more attractive, so they are given all the opportunities for advancement, and D is pushed in the background. The economic status and social level of the family are high. They have a nice home and live in a very pleasant neighborhood. D is allowed to do many things that are done by the other children of the group.

When D was given the mental examination, it was found that her mental age was 10-0 and her intelligence quotient, 101. On the achievement test her grade status was 3.6. She was below average in everything. She was especially low in reading and spelling.

On the personality test, D's percentile rank was fifty-five in both self-adjustment and social adjustment. This was a little over the average, but not altogether a desirable standard. She was very self-reliant and free from any withdrawing tendencies. The profile shows that she is lacking in personal worth and a sense of personal freedom. It also shows that she is lacking in desirable social standards and social skills. This would cause instability of school and community relations.

E

E is eleven years and ten months of age. He is in the sixth grade. E makes a very nice physical appearance. He
is nice-looking, is small, but well built. He is poorly clad but always neat and clean. He has a moody sullen disposition. He sits and grits his teeth when spoken to. His attitude toward his family is very bad. His father and mother are divorced and he has a stepmother. The stepmother is very unkind to him and the father whips him for the slightest cause. He has an older sister who stays at home part of the time. E seemingly likes to go to school. Part of his education has been received in small rural schools. He is very slow in his school work. He repeated the fourth and the sixth grades. He is not a very good worker and gives a lot of trouble in school. The environmental conditions of the home are very poor. The economic and social status is also very low. The father is employed at a local mill. They live in a small house at the edge of the city. E does not have any social activities. He has to work when he is at home. He is not allowed to go places or take part in any of the school programs. He has very few children to play with, so he does not always get along with them.

On the mental examinations, E was found to have a mental age of 12-0 and an intelligence quotient of 101. On the achievement test his grade status was 5.8. He was about average in all his studies except literature and language. In these he was low, as his grade status was only 4.4 and 5.0, respectively.
On the personality test his percentile rank in self-adjustment was twenty-five and in social adjustment, twenty. These are far below the average. He is very self-reliant and free from nervous symptoms, but he has no feeling of security in his home or among his friends. He has no sense of personal worth. This is reflected in his anti-social behavior in family and school relations. He is far below the standard in social standards also. The whole profile shows decided feelings of insecurity.

F

F's chronological age is nine years, and she is in the fifth grade. She is a very attractive little girl, and wears pretty clothes that are always neat and clean. She is a very peculiar child. She has a sulky, moody disposition, and apparently is very unhappy most of the time. Her attitude toward her friends and family is one of hatred. She feels that she had been imposed upon all the time. She has developed some very bad habits. One of them is playing deaf. When called upon in the classroom, she sits and stares into space. On the school ground or other places her hearing appears normal. She is not an affectionate child, but is very stubborn and hard to get along with. She is "slow-motioned" in everything that she does. F's home life is very unpleasant. The father and mother are
divorced. The mother and child live in a small house with the grandmother, aunt, and several cousins. There seems to be a conflict between the cousins most of the time. The mother's method of disciplining the child is whipping. The economic and social status seems to be fairly high. The child usually takes part in all the school activities.

F's mental age is nine years and seven months, and her intelligence quotient is 100. According to the achievement test, her grade status is 3.9. She is below average in all of her work. She is especially low in paragraph meaning and in word meaning.

As a result of the personality test it was found that F's percentile rank in self-adjustment was thirty-five and in social adjustment, fifty. The profile of self-adjustment shows that she has no sense of personal worth or of personal freedom. She is reasonably free from anti-social tendencies and has a knowledge of social standards, but lacks the ability to make satisfactory home and school relationships.

G

G is nine years and eleven months of age and is in the fifth grade. He is a very peculiar looking child, with a queer-shaped head, ugly, protruding teeth, and an unusual physique. He is very feminine in his ways. He likes to
stay around and play with the girls most of the time. He has a nice attitude toward both his family and the school. He seems to enjoy coming to school, even though he does not take part in many of the school’s activities. He is a very busy person at home. He raises chickens and flowers and likes to collect rocks and butterflies. G has always been slow in his school work. His parents have changed schools with him in the hope that his school work would improve. The environmental conditions of the home are very good. The father is a local groceryman and his mother raises flowers. They have a lovely home out near the edge of the city. The family consists of the father, mother, grandmother, little sister, and G. The economic level and social status are very high. The parents are very much interested in the child and realize his inability.

On the mental tests it was found that G had a mental age of 9-2 and an intelligence quotient of ninety-nine. On the achievement test he had a grade status of 4.2. Even though he ranked above average in reading, he was low in literature and spelling. His grade status in these two subjects was 3.1 and 3.2, respectively. He was barely average in his knowledge of elementary science.

His personality profile shows that his percentile rank in self-adjustment was twenty-five and in social adjustment,
fifty-five. G apparently seems secure and happy in his home relations, but not so secure in the school and the community. He has a good knowledge of social standards and is free from anti-social tendencies, but he is not accepted by the school and community groups. He has no sense of personal worth and lacks self-reliance.

II

II is nine years and nine months of age and is in the fifth grade. He lives at home with his mother, father, and brothers. The physical appearance made by the child is not very good. He is a very thin, frail, and nervous child. His clothing is usually clean, but poorly fitted to him. He has a very nice disposition, and is usually cheerful. He is a poor worker and never sticks to a task until it is finished. He is a day-dreamer. He sits and stares into space and does not know what is going on around him. His record in school has always been very poor. He is also a poor sport. He has the idea that someone is always running over him. His environmental conditions are very good. He lives in a nice home in one of the very best residential districts of the city. The economic status is far above the average. The father is a geologist and the mother was a stenographer before her marriage. The mother is very emotional and nervous and has no patience with this child. The parental method of disciplining him is by whipping him
with a belt. The social status of the family is fairly high. The family takes part and allows H to take part in school and community activities.

On the mental examination it was found that H had a mental age of 9-3 and an intelligence quotient of ninety-seven. His grade status on the achievement test was 3.6. He was very low in everything and especially low in reading and spelling. He ranked 3.0 and 3.1, respectively, in these subjects.

On the personality test H was found to be very low in both self-adjustment and social adjustment. His percentile rank in self-adjustment was fifteen, and in social adjustment it was twelve. The entire profile suggests inferiority and maladjustment. He has no idea of social standards or social skills, so he has many anti-social tendencies which interfere with society in general. He is experiencing difficulties in other ways. He has no sense of personal worth or of personal freedom. He does not have a feeling of security or an adequate feeling of belonging in many situations.

I

I is a very nice-looking little girl of ten years and six months of age. She is in the fifth grade. The general impression made by the child is fairly good. Her clothes are always neat and clean, but they are not always suitable
for her. She has a very sad, moody disposition. She does not like to take part in the school activities. Her attitude toward her family and friends is good. She does not have many close friends, but seems to get along with those with whom she plays. The father and mother are divorced and the father has remarried. She seldom sees the father, but he remembers her on her birthday and at Christmas. The mother and child live with the aged grandmother, grandfather, and great aunt. The mother works in a nearby city and comes home every two weeks. The child stays with these elderly people, who are very strict with her. She has been disciplined so strictly that she does not have any initiative. She has a brother in the Marines of whom she is very fond. The economic level of the family is low. The family lives in a large old rambling house in a fairly good neighborhood. I is not allowed to take part in many activities. The grandmother and grandfather are too old to be interested in community affairs, and the child is forced to stay at home with them.

As a result of the mental examination it was found that I had a mental age of 9-3 and an intelligence quotient of ninety-one. Her grade status, according to the achievement test, was 3.8. She ranked extremely low in reading, literature, and social studies. She was below average in every subject.
On the personality test the entire profile suggests insecurity and lack of personal freedom and personal worth. Her knowledge of social standards was very low. This was reflected in her school and community relations. Her percentile rank in self-adjustment was thirty and in social adjustment, thirty-five.

J

J is twelve years and two months of age and is in the sixth grade. He lives at home with his father, mother, sister, and brother. He is a very nice-looking child. His clothing is not fine but it is usually neat and clean. His disposition is moody and sullen. He is a very stubborn child and is easily angered. He has a very bad habit of sucking his thumb. His attitude toward his family and school is not very pleasant. He has never been happy in his school work. He has always been retarded and has had to repeat several grades. The environmental conditions of the home are very poor. The father is a carpenter but has not been able to make a sufficient living for his family. The family lives in a very small old house at the edge of the city. Since the economic level is so low, J has been deprived of the actual necessities of life. The father and mother are not educated, and they do not feel that J needs encouragement in his school work. J is lacking in parental affection. He is punished severely by his parents
by whipping with a leather belt. For recreational facilities he plays with the neighborhood children, goes to the park, and to the picture show occasionally.

On the mental examination it was found that J had a mental age of 10-1 and an intelligence quotient of eighty-six. On the achievement test his grade status was 4.4. He is a very poor reader, thinker, and organizer of thoughts.

On the personality test it was found that J had a percentile rank of fifty in self-adjustment and thirty-five in social adjustment. This is far below average. J does not feel that he has been accepted by the group. He has a definite feeling of insecurity. He feels that no one likes him and that the members of the family are not good to him. He has no idea of social standards, therefore he has many anti-social tendencies. He is particularly lacking in making satisfactory school and family relations.

K

K is a very unattractive little girl of nine years and eleven months of age and is in the fifth grade. The general impression made by the child is very poor. She has stringy red hair and many freckles. Her clothing is never neat and clean. She likes to wear boys' clothing and seldom ever wears a dress. She is rather moody at times and then again she is loud and boisterous. Although she has been retarded in her work, she seems to like school. She
does not care to play games with other children but likes to climb trees, ride a bicycle, and play with her dog. The home life is very unpleasant. The father and mother are divorced and the father has remarried. She has an older brother who lives with the father. She seems to be very fond of this brother. The mother works in a beauty parlor and is away from home most of the time. K cries when alone. She thinks she cries because she loves her own father. The economic level and social status are very low. The mother and child live in one room and have kitchen privileges. The mother has a very nervous disposition and the child appears to be in the way. She is cross with K and disciplines her by whipping.

When K was given the mental examination, it was found that her mental age was 7-9 and her intelligence quotient was eighty-four. Her grade status on the achievement test was 3.4. She was very low in reading and arithmetic, and extremely low in spelling. Her grade placement in spelling was 2.6.

On the personality tests her percentile rank in self-adjustment was five and in social adjustment, twenty. The entire profile suggests definite feelings of insecurity, maladjustment, and anti-social tendencies.
L is a very large, overgrown girl. She is twelve years and six months of age, and is in the sixth grade. L's personal appearance is very poor. Her skin and hair always look dirty. Her complexion is very bad. Her clothes are never neat and clean. L is very popular with the children. She enters into all the games and activities of the school. She has a happy disposition but is often loud and boisterous. Her attitude toward school is very pleasant. She seems to enjoy her school work. She has always been a poor student. She repeated the fourth grade and has made a poor record in the other grades. Her conduct in the school has always given the teacher a great deal of trouble.

L lives at home with her father, mother, and brother. The father is a retired preacher and the mother is a clerk in a local store. Since the mother is away from home a great deal of the time, the child does very much as she pleases. The economic level is fairly high. The family lives in a nice home in a good neighborhood. L is allowed to do most of the things that the other children of the group do. For recreational activities she plays with the neighborhood children, goes to Sunday School, picture shows, and to community activities.

As a result of the mental examination it was found that
L's mental age was 10-0 and her intelligence quotient was eighty-two. On the achievement test her grade status was 4.2. She was very low in reading, literature, and elementary science. She ranked higher in arithmetic, but it was not up to standard.

On the personality test her percentile rank in self-adjustment was thirty-five and in social adjustment, fifty. She is very independent and self-reliant, but does not have a feeling of security that makes her feel at ease with her classmates. Even though she is lacking in the knowledge of social standards and skills, she is free from anti-social tendencies, and her relations with the family, school, and community are very pleasant.

M

M is eleven years of age and is in the sixth grade. He is a very timid, quiet little boy. He is well-dressed and always neat and clean. His attitude toward school and his friends is very good. He is rather feminine in his ways. He prefers to play with two or three smaller boys than to join in the games with the boys of his own group. He has a moody disposition and does not show any interest in school activities. He is highly deficient in all of his school work. He has repeated the fourth and sixth grades. The individuals living in the home include the father, the
mother, the grandmother, and three children. The father works in a chemical plant in a nearby city and is gone from home most of the time. The mother attends college and the grandmother works. M and his brother and sister are left alone much of the time. The mother has a very emphatic disposition, but is very much interested in her children. She realizes the inability of this child. The apparent economic level and the social status of the family are very good. Even though the father and mother are busy, M is not altogether lacking in parental care. He has a nice home in a good residential district. He is provided with all the necessities of life.

M was found to have a mental age of 8-11 and an intelligence quotient of eighty-one. The achievement test showed that he has a grade status of 3.8. He ranked very low in every study. On the personality test his self-adjustment percentile rank was forty and his social adjustment rank was twenty. These are far below the average. He has a fair knowledge of social standards and skills, but is lacking in the ability to make proper adjustments in family and school relations. He is also lacking in self-reliance and personal worth.

N

N is ten years and eleven months of age. He is in the fifth grade. N makes a very nice personal appearance. He
is a good-looking, well-dressed child. His disposition is not too good. He constantly complains about his classmates. They are always in the wrong, and he is in the right. N is very deficient in the various phases of his school work. He realizes his inability and tries to cover it up. He makes all kinds of excuses. He claims he knew the answer to a question, but that he did not have sufficient time for giving the answer. He is very much interested in making model airplanes. These are nicely made because he does lovely work with his hands. The environmental conditions of the home are very pleasant. The father is a flight instructor in the local glider school. The mother seems to be very patient and understanding with her children. He has one little brother. The economic level and the social status are excellent. N has a nice home with opportunities for plenty of recreational facilities.

As a result of the mental ability test it was found that N has a mental age of 8-7 and an intelligence quotient of eighty-one. On the achievement test his grade status was 3.2. He was very low in everything, but extremely low in language, arithmetic, and spelling. He ranked second grade in these.

On the personality test his percentile rank in self-adjustment was thirty-five and in social adjustment, ten. He is experiencing definite difficulties in many ways.
He feels very insecure in the home, school, and community. He has no self-reliance or sense of personal worth. His social adjustment profile shows a lack of knowledge of social skills and standards. This causes him to have many anti-social tendencies.

O

O is thirteen years and one month of age and is in the sixth grade. He is a brother of B. He is large to his age and has a very disagreeable disposition. He feels that he is always being imposed upon by the others. He complains all the time about not receiving a fair deal. He thinks that he never gets what is coming to him. He plays fairly well with his group, but gets angered easily. He plays better with the smaller children because he can dominate them. O's personal appearance is not too good. He seems to have a little more pride than his little brother, B. The environmental conditions of the home and the family are the same as those of B. His educational achievements are very poor. He has repeated the first, second, and third grades.

On the mental examination O was found to have a mental age of 10-3 and an intelligence quotient of eighty-one. On the achievement test his grade status was 4.1. He ranked extremely low in reading, spelling, and elementary science. He was about average in arithmetic.

On the personality test his percentile rank in self-
adjustment was twenty-five and his social adjustment was fifty-five. O has a fair knowledge of social standards and skills but he has many anti-social tendencies. His school relations show that he is lacking in a feeling of security. It shows definitely that he is not accepted by the group. He feels this insecurity and this causes a lack of sense of personal freedom and personal worth.

P

P is fourteen years and two months of age. He is in the sixth grade. He is always neat and clean, and his clothing is well kept. He has a nice cheerful disposition. He seems to like school but does not attend regularly. He plays with his own group very well but at times he is overbearing with the smaller children. He is the youngest child of a very large family. All of the brothers and sisters are gone from home except a nineteen-year-old sister. The father and mother are elderly people. The father has always been a farmer but at present is working at the local potato plant. The parents seem extremely fond of this child. Even though the economic level is not very high, the parents try to give this child as many advantages as possible. He takes part in many of the school and community activities. The housing and living conditions are not very good. He lives in a very small house near the edge of the city. The social status is low. For recreation P goes hunting and
fishing. He also likes to ride his horse. His educational achievement has always been very low. He has made a poor record throughout his school career. On the mental ability test he was found to have a mental age of 10-10 and an intelligence quotient of eighty. His grade status, according to the achievement test, was 4.4. He was above average in arithmetic, and very low in reading, literature, and spelling.

On the personality test his percentile rank in self-adjustment was sixty-five, and his social adjustment was also sixty-five. This is above the average. His profile shows that he is lacking in the knowledge of social standards and social skills, but he is free from any anti-social tendencies; and the family, school, and community relations are very pleasant.

Q

Q is twelve years of age and is in the fifth grade. He is the brother of C. He is very large and overgrown. His physical appearance is very poor. His body is dirty and covered with sores and scars. He has a sly, sneaky disposition. He enjoys playing with the smaller boys because he can make them do as he wishes. He is the perfect school "bully." He cannot be trusted at all. His conduct in the schoolroom is terrible. He annoys the teacher, the
students, and every one around him. He is retarded in all of his school work. He likes to do things with his hands. He builds model airplanes and bird houses. He also raises pigeons. The environmental conditions of the home are the same as those of C. Since the father and mother both work, Q does just as he pleases. He can be seen on the streets at any time, day or night. He, like C, has entirely too much money to spend. He gets anything that he wants.

As a result of the mental ability test it was found that Q's mental age was 9-0 and his intelligence quotient was seventy-eight. On the achievement test his grade status was 3.6. He was very low in everything, and extremely low in literature and spelling.

On the personality test his percentile rank in self-adjustment was fifteen and in social adjustment, five. His entire profile shows a feeling of insecurity, a lack of knowledge of social standards and skills, and many anti-social tendencies.

R

R is eleven years and four months of age and is in the fourth grade. He is the brother of B and O. He is more intelligent looking than either of his brothers, but he has the lowest mentality of the three. He has a nicer attitude toward every one than his two brothers have. He is a versatile
talker, but no dependence can be placed in what he says. R's body and clothes are always dirty. His educational record through school has been very poor. He repeated the first and second grades and has made very little advancement in the other grades. The conditions of the home are the same as those of B and O. There is a lack of parental care.

On the mental examination the test showed that Q had a mental age of 8-0 and an intelligence quotient of seventy-five. On the achievement test his grade status was 3.4. He ranked extremely low in reading and spelling.

On the personality test his percentile rank in self-adjustment was twenty and his social adjustment was twenty-five. He is lacking in self-reliance and a sense of personal worth. He has no knowledge of social standards, so he possesses many anti-social tendencies which cause maladjustment in his family, the school, and the community.

S

S is twelve years of age and is in the fifth grade. He is a handsome little fellow, and is extremely small for his age. He has a nice, cheerful disposition, and is always happy and smiling. He has a nice attitude toward his family and friends. He takes part in many of the school activities and appears to enjoy them. He gets along nicely with the children and plays well with the group most of the
time. S lives in the country about four miles from town. He is brought to school each day in the family car. S's mental ability is very limited. He repeated the first and third grades and has made a poor record in the other grades. The environmental conditions of the home are very pleasant. The father and mother are not educated and they do not seem to realize S's needs. The apparent economic level of the family is fair. There are five members of the family, the father, the mother, and three children. The family lives on a rented farm. S has very little social life. For recreation he rides his pony, goes fishing and hunting, and occasionally he comes into town to the picture show.

As a result of the mental examination it was found that S had a mental age of 7-11 and an intelligence quotient of seventy. On the achievement test his grade status was 3.2. He is very low in language.

On the personality test his percentile rank in self-adjustment was fifteen, and in social adjustment his percentile rank was five. The whole profile shows that he is lacking in a feeling of security and personal worth. He does not have any idea of social standards or skills, and therefore has many anti-social tendencies.

T

T is thirteen years of age and is in the sixth grade. He is a very tall, slender boy; is not at all neat in his
appearance; and comes to school with slouchy, dirty clothes, dirty body, and dirty, uncombed hair. He has a very nice, cheerful disposition. His present school achievements are very poor.

T lives at home with his mother and a sister on a farm. The father, a farmer and a rock mason, died this year. T has some older brothers who are away from home. T is much younger than the other children of the family and has been spoiled and petted.

The economic level of the home is fair, but there is little social standing. T is apparently well provided with the necessities of life. For recreation he goes hunting and ropes and rides calves. He gets along fairly well with the group. Since he is older and larger than most of the students in his room, he tries to dominate them.

As a result of the mental examination, it was found that T had a mental age of 9-2 and an intelligence quotient of sixty-nine. On the achievement test his grade status was 3.8. His entire chart shows that he is far below the average in everything. He is an extremely poor reader, and is very poor in his other studies.

On the personality test his percentile rank in self-adjustment was twenty-five and in social adjustment it was thirty. This is far below the average. His social adjustment profile shows that he is lacking in the knowledge of
social standards and skills; therefore, he is characterized by many anti-social tendencies which affect his social adjustment with the family, the school, and the community. He is very self-reliant, but is lacking in the sense of personal worth and feeling of security.

In studying these case histories it was found that the majority of the group were below average in mental ability. Their actual grade placement was too high for their achievement as shown by the tests. Five of these pupils came from broken homes, while seven of them came from homes lacking parental care. In most cases the economic level and the social status were low. Inadequate and improper environmental conditions and recreational facilities were contributing factors of maladjustment.
CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

Conclusions

This study of a group of maladjusted children of the Stonewall Jackson School, Denton, Texas, has brought about the following conclusions:

1. The influence of training is a dominant characteristic that affects the personality of the child.

2. The attitude of the parents toward each other affects the attitudes and behavior of the child.

3. Broken homes produce a greater proportion of problem children than the better adjusted ones.

4. The economic status of the family affects the emotional adjustment of the child.

5. Inadequate and improper recreational facilities cause problem behavior.

6. The environmental conditions of the neighborhood have a definite effect upon developing wholesome personalities and emotional stability.

7. The lack of friends is a significant sign of maladjustment.
8. Physical health and emotional stability are closely connected.

9. The physically handicapped suffer special disadvantages.

10. Inadequate mentality is an important contributing cause of problem behavior.

11. The talented child and the one with superior mentality are the cause of much problem behavior.

12. Emotional displays such as temper tantrums, daydreaming, lying, stealing, and other acts used to gain attention are often causes of problem behavior.

13. Insecurity in the home, the school, and the community are contributing factors of maladjustment.

14. The school can play a definite part in helping the maladjusted child.

Recommendations

After an analysis of the data in the foregoing chapters, the following recommendations are made:

1. The teacher should know the environmental factors that affect the home, the school, and the community of each child.

2. Special attention should be given to the child in the school to develop attitudes that will help him to confront and improve his home environment.
3. The teacher must be able to recognize the different types of children and their interests and mental abilities and adjust her school program to fit their needs.

4. Methods of instruction must be differentiated and provisions made for the pupils with special abilities and superior mentality.

5. The school should provide wholesome recreations as a substitute for the lack of pleasant home and community environment.
BIBLIOGRAPHY


