

CASE STUDY OBSERVATIONS REVEALING THE EFFECT OF  
CREATIVE ACTIVITIES ON CHARACTER AND  
PERSONALITY TRAITS IN CERTAIN  
ELEMENTARY SCHOOLS OF  
HOUSTON, TEXAS

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## CHAPTER I

### THE PROBLEM OF EDUCATIONAL ADJUSTMENT

#### Statement of the problem

A major objective of modern education is the development of an integrated personality, to the end that life may be rich and satisfying to the individual and, at the same time, acceptable to that society of which he is a part. In the effort to achieve this objective for all, it is obvious that special attention must be given to the maladjusted child; plans must be made to help him where he is, through his educational program. It behooves those who are entrusted with his education to consider phases of school work that will be likely to promote in him growth and development of desirable traits, since behavior is so conspicuously affected by character and personality traits.

It is the purpose of this study to attempt to find out to what extent creative activity tends to bring about improvement in character and personality traits; to satisfy emotional needs, and subsequently to influence behavior both in and out of school.

#### Validation of the importance of the problem

Educators have no greater task than that of bringing about growth in desirable attitudes that will

insure wholesome personality and behavior patterns.

Flory states:

"The commendable behavior that children exhibit has been learned. Similarly, that which is undesirable has been learned. The native urges of human beings are insufficient to produce desirable types of behavior. It is the task of the school in co-operation with home and community to develop in each child those types of behavior which are regarded as socially desirable."<sup>1</sup>

Obviously, this cannot be brought about through the mastery of subject matter, but requires a procedure in which active participation in social living is practiced.

#### Implications of activity as a means of development

Dewey's philosophy, as summed up by Woody, seems to embody all the tenets for a maximum development of the whole child. In the main, the gist of this philosophy is that knowledge originates in "active situations", or problems; that education is in the main a social process, and that school life and social life must be unified; that the facing of problems, considering means of solution, making choices, making

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1. Charles D. Flory, "Implications of Research for the Classroom Teacher". Joint Yearbook American Educational Research Association and the Department of Classroom Teachers. Washington, 1939. pp. 72-73.

mistakes, achieving successes, and going on to other and more difficult problems under the urge of social inspiration rather than that of mere authority is the true path to character; that growth is most rapid when real experience is its basis.<sup>2</sup>

This natural life situation in the school room reaches its fullest fruition through the activity period. The recognition of a problem to be solved, its hypothetical solution, the validation or rejection of procedures, and the arriving at conclusions, give a real social impetus no textbook-recitation procedure can approximate. In addition to the social implications in such a procedure, situations offering opportunities for the inculcation of desirable personality and character traits may be noted by even a casual observer. It may be through an opportunity for self-expression, for leadership, for group recognition and approval, that a child's repressed spirit is suddenly liberated, to open up to him a completely new and marvelous world in which he belongs and is needed. Satisfying such emotional needs is generally conceded

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2. Thomas Woody, "Historical Sketch of Activism", Thirty-third Yearbook of the National Society for the Study of Education, Part II. Bloomington, Illinois: Public School Publishing Company, 1934. p. 39.

to be an essential part of the educational program. These needs seem best satisfied through creative activities. Every child has within him the desire to create and, according to Dessalee Ryan Dudley, every child possesses creative ability on some level.<sup>3</sup>

That behavior is definitely conditioned by activity is further brought out by George D. Stoddard as he quotes from Dr. Leonard Carmichael:

"Intelligent behavior and the mental processes with which education is concerned have never been demonstrated to take place in the absence of active bodily structures."<sup>4</sup>

Activities of varying degrees of difficulty, to suit the needs of the individual learners, were employed in the cases considered in this study. These activities provided for growth on the part of the group as well as on the part of those individuals who exhibited atypical behavior of some kind. The anti-social traits exhibited by these children seem, in most instances, to have resulted from faulty emotional conditioning. Their cases are presented individually.

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3. Ibid. p. 107.

4. George D. Stoddard, "Intelligence, Its Nature and Nurture", The Nation's Schools, 26:3, March 1940, p. 55.



### The case study as a method of educational Research

The case study method has been widely used in scientific investigation in many fields. Its use in the field of education is becoming increasingly valuable as a means of bringing about a better adjustment for those children whose atypical behavior needs immediate modification, but whose conditioning leaves one in doubt as to how to bring about such modification. This creates a very real dilemma to many classroom teachers. Attempting to discover the underlying cause of erratic behavior, instead of considering merely its external manifestation, is the forerunner of its correction.

The importance of the case-study method in better meeting the needs of school children is well stated by Maxfield. He says, in part:

"The public schools, faced with the problem of mass education, have only gradually come to recognize the necessity for case studies of individual pupils. The needs of the obviously exceptional child, the blind, the deaf, and the seriously mentally defective, have been recognized as well as those of the truant. Until recently, the other so-called 'normal' children have been assumed to be homogeneous. Yet, recognition of the usefulness of the case study technique in avoiding economic waste, in reducing retardation and maladjustment in

school progress, and in preventing miscarriage in vocational preparation and guidance is gaining ground."<sup>5</sup>

In each of the cases reviewed, a child whose behavior was atypical in some respect and who showed need of improved behavior patterns was selected.

The names given in this study are fictitious, since they are local cases.

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5. Francis N. Maxfield, "The Case Study", Educational Research Bulletin, Vol. IX. March 5, 1930. p. 117-118

## CHAPTER II

### PROCEDURE

#### Collection of data

The curriculum of the Houston elementary schools is sufficiently flexible to provide challenging material for both dull and bright children. The pupils are not divided into homogeneous groups; it is assumed that each child has, to a certain degree, all traits possessed by other children. Each of the classes from which pupils were selected for this study were taught by a teacher who was cognizant of the differing interests and abilities represented by the various individuals comprising her class.

The teachers kept notes on significant manifestations of emotional disturbances, and of any behavior which indicated progress, or lack of it, in bringing about improvement. No dividing lines were drawn, by which activities for the maladjusted child were set apart from those of the others; nor activities for the dull from those for the bright. Instead, the teachers set the stage so that provisions were made for both individual and group growth, through the planning of activities of varied types and degrees of difficulty.

These observations have extended over a period of ten years. They have cut across the grades in the elementary schools, and have come from schools with widely varying cultural backgrounds. In each of the cases studied, the teacher was the key person in making the evaluations, but in some instances, parents, junior high school principals, and probation officers were also asked to report on the status of the behavior of cases studied in order to determine the carry-over of the gains made, outside of school situations.

The situations in which these activities emerged were classroom situations, the like of which might arise in any classroom, if the teacher is sensitive to the leads which the children propose and is capable of leading, counselling and planning for the social, intellectual, and emotional growth of both the group and individuals who comprise the personnel of her class.

#### Method of evaluating growth

Growth in desirable personality traits does not lend itself to standardized measurement as objectively as measurements of skill and content subjects, and for this reason has had to be evaluated subjectively

by the writer. The criterion of the evaluation of growth in these traits was the manifestations of improved behavior patterns, or the lack of them.

#### Definition of terms

The use of the term "creative activities," implies the use of materials in new ways or in new combinations that are, so far as known, original with the children who select and group the elements which make up the whole activity.

The terms "personality" and "adjustment" used in this study bear the same connotation as defined by the editorial committee in their Introduction to the Fifteenth Yearbook of Elementary School Principals of the National Education Association:

"Personality may be defined as the composite of an individual's emotional tendencies, attitudes and behavior patterns. It includes his habits of thought and feeling as well as his overt conduct.

The term 'adjustment'. . . may be interpreted broadly to cover two related concepts: (1) the 'inner' adjustment or mental and emotional health of the individual, and (2) the 'outer' adjustment or harmony between the individual's needs

and the demands of his environment."<sup>6</sup>

Case study outline

In the cases reviewed, the data supply the following information:

1. Environmental and hereditary conditioning
2. School history
3. Remedial measures used
4. Later history

It will be noted that this set-up follows rather closely that recommended by Good, Barr, and Scates, in their description of the steps involved in making case studies.<sup>7</sup>

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6. The Editorial Committee, Samuel Berman, Chairman, Bess Clement and Maude McBroom, "Personality Adjustment of the Elementary-school Child", Fifteenth Yearbook of the Department of Elementary School Principals, National Education Association. Washington, D. C., Vol. XV, July 1936, p. 234.

7. Carter V. Good, A. S. Barr and Douglas F. Scates, The Methodology of Educational Research. D. Appleton-Century Company, New York, 1938. pp. 569-72.

CHAPTER III  
CASES CONSIDERED

CASE 1

Mike S.---School Pilferer

Hereditary and environmental conditioning

Mike was a robust boy, fourteen years of age and in the low fifth grade at the time this study was made. His mother, an Irish woman, was a widow. She supported herself and this boy by keeping boarders. They lived in an unpretentious two-story house conveniently located with reference to railroad shops and industrial plants. Her boarders were men employed in these places. There was an older sister who was married and had one little son. Mike was apparently not much attached to the sister, her husband, nor the little nephew. He was fond of his mother, and although she was harsh with him, she apparently loved him and was eager for him to do right. She kept him neatly and cleanly dressed. She was co-operative with the school in its effort to hold him in check. He was held to no program of tasks at home. He spent much of his leisure at a fire station nearby talking with the firemen and doing odd jobs for them. He seemed fascinated by the fire engine.

School history

Mike was retarded in his progress in school.

From the third grade on he had repeated each half grade. He was a poor reader. He had mastered very few mathematical facts and was unable to solve even the simplest reading problems. He was discouraged and resentful of the entire school program. To show his utter disregard for school, he frequently broke into the school building after school hours and ransacked the teacher's and principal's desks, leaving the contents of the desks over the floor. In a few instances he took such trivial articles as pitch-pipes. Everyone concerned was convinced that burglary was not the purpose of these escapades. Even after the principal found out the identity of the intruder it did not deter his continued marauding exploits. He had a contemptuous regard for the boys and girls who showed an inclination to conform to the school program. Although he could spell fairly well, he seemed to wait for coercion before making the effort to get even this type of task done. He took no pride whatever in presenting neat, well-spaced, written work. He shunted responsibility in every kind of school work.



### Remedial measures

As a culminating activity in social studies, the class in which Mike was enrolled, decided to construct and present a puppet show depicting an episode from the discovery of America by Columbus. Mike's interest was not aroused until the teacher brought to school one day a miniature chest of Stanley tools. Noting the eager look in Mike's eyes, his interest in the orderly arrangement of the shiny tools, and his questions about their uses, the teacher decided to begin the activity with the selection of a committee to serve as stage carpenters.

In this initial planning period, standards of work were set up by pupils and teacher together. A good deal of time was spent in discussion of these standards. Boys who wished to work on this committee stated they would be willing to meet these standards, and the selection of the committee was made. Mike was not a popular member of the group, but he wanted to be a stage carpenter. It seemed desirable to have him work here, as he was so much interested in this, and also because his abilities did not indicate success in the other groups, which were scenic artists, puppeteers, and playwrights. Through tactful manipulation on the part

of the teacher, he was elected a member of that committee by the group. He was obviously pleased.

As the work progressed, there were many opportunities for informal, friendly conferences, as the children worked in small groups. Mike was at last happy in one school task. His happiness, however, was soon threatened by his domineering spirit. In the period for the check up after group work, complaints began to be made that Mike was acting "too bossy"; that he wanted to use all the tools and not let anyone else touch them. The class went back to the standards set up, and reread the statements regarding working together. Mike was reminded that he had agreed to meet these standards; that the boys and girls had believed he would do it and had elected him to serve on the committee he wanted; that if he failed them, it would be very disappointing because they all wanted him to work with that committee. He was not given a chance to refuse to continue to serve,, because his interest, at this stage, had not become deep enough to prevent his throwing the work over; and, since this work did seem to have possibilities for correcting some of his anti-social tendencies and his antipathy toward school, it was desirable to have him continue with it. He seemed

ashamed and was left on the committee.

After a few days, he brought to the class an excellent plan for the scene of the mutiny of the sailors, showing the Santa Maria tossing on a stormy sea. The class accepted his plan very enthusiastically and expressed their appreciation of it. He was more pleased than he had ever been with his work before, because of this expression of group approval. During the progress of this work there were often complaints about his lack of adaptability to the others, but there were signs that he was making progress in this line, and that his attitude toward school work was improving. When he began to execute his idea of the boat rocking on the ocean, his committee met with the committee of scenic artists. This entire group seemed to recognize his leadership in the execution of this plan. This recognition of his ability spurred him on. He began to make some friends and to move about the room in a quiet, industrious manner, seeking more and more the approval of the group, even through scholastic attainments. When the puppet show was given as an assembly program, Mike's Santa Maria scene received loud acclaim.

Following this activity, the next unit of work to provide a real challenge to Mike was provided in the

dramatization of our westward expansion, which was entitled "Building our Map." He was chosen as a member of a committee to construct a map of the United States on a piece of beaver board five by nine feet. He made great progress in learning geography and history and took great pride in this knowledge. He was given stewardship of the tool chest and on several occasions was allowed to take it home with him over the week-ends.

Toward the end of the year, a part-time job in a bakery was obtained for him. He worked from six until nine o'clock in the evenings. He was pleased with the work and proud of earning. His depredations about the school building ceased entirely; he worked throughout the summer and re-entered school at junior high in the fall.

This boy's behavior patterns were definitely improved, and simultaneously desirable character development was noted from the time of his participation in leadership through creative activities.

#### Later history

Through a fine-spirit of co-operation between this junior high school and the elementary school, a program of studies calculated to keep alive the interest that had been created was arranged for him. This, plus the

stimulus provided by association with older girls and boys and by having both men and women teachers, contributed toward the building of desirable attitudes in this boy. Although Mike did not enter senior high school, he continued work in the bakery. He has since married and is living a happy, useful life.

## CASE 2

Maria G.---"Poor-big-dumb Maria"

### Hereditary and environmental conditioning

Maria was a large Mexican girl, sixteen years of age. She reached the low fifth grade only because she had exhausted the skill and patience of every teacher who had taught her in the grades below.

Maria's family consisted of a widowed mother, Maria, and two younger sisters. The family was very poor. The mother worked in a bag factory, where she earned barely enough to sustain herself and the three children. They lived in a rude little shack. Upon Maria devolved the responsibility of housekeeping, cooking, and serving as nursemaid for the younger children.

The clothing worn by Maria and the little children was obtained from rummage sales or was provided by some charitable organization. Maria wore the same dress

all of the winter. It was a worn and faded dark green satin trimmed with elaborate beadwork. She seemed well enough nourished; in fact, she appeared robust. Her hair and skin were clean.

#### School history

This girl was seriously retarded. She knew very little English and consequently could not handle fifth grade materials. She had developed certain tics when she tried to read; a peculiar twist of the head, a nervous laugh, and incoherent attempts to form words which she could not say accompanied her efforts to respond as the other children did. Every teacher had worked with her as she came up through the grades, but without success. Although of the physical maturity of the average sixteen-year-old girl, Maria showed no interest in the opposite sex. She exhibited no unusual behavior habits except those listed above. Her greatest problem was the lack of facility in using the English language. She was innately shy, and feared ridicule and scorn of the members of the class. The latter were not averse to such practices.

The Otis Test revealed her I. Q. as 68 but, since this test presupposes a rather extensive knowledge of English, it is not surprising that Maria's score was

low enough to indicate a moron, whereas she was by no means in that class.

#### Remedial measures

When the major activity of the class was the making of a puppet show depicting the Columbus episode, and the committees were selected for making the puppets, Maria timidly asked to be allowed to make Queen Isabella. This was the first time she had ever shown any initiative. Although others in the class showed more promising ability to make character dolls than Maria did, it seemed desirable to encourage her initiative by allowing her to make the effort, even if other children had to help her later. She took great delight in the work, and spent a great deal of time looking at pictures in old history books that showed costumes of that era. She asked to be allowed to work during the work hour in a little room formerly used as an office, saying she did not want the children to see the doll until it was finished. This request was not granted, however, because she would have lost the opportunities afforded by the conversation in English and by the informal contacts with other members of the class as well as the class evaluations of what had been accomplished.

She made the stuffed doll type of puppet, using flesh-colored hose for the head. The first commendation of the group was when she cleverly molded and tacked the stuffing in such a manner as to hold the facial contour of Queen Isabella's features in relief. In the evaluation period the children were encouraged to express their appreciation of the work of others when that work was unique or well done. This served to develop closer observation, self-expression, and for the one whose work was being observed, a higher degree of self-realization. This girl was gratified that she had met the approbation of the group. She had been in obscurity so long that being recognized by the group was highly exhilarating to her. When she finally brought Queen Isabella in all her regal splendor, the class members could hardly believe their eyes. She had taken some of the rhinestone beads off the inappropriate green dress she had worn to school so long, and had the queen adorned in her full complement of jewels, rings, bracelets, necklace, coronet and jeweled buckles on her tiny satin slippers. The conversation that ensued between her and the various members of the class was a very definite challenge to her English usage.

Drills in which the past tenses of both regular



and irregular verbs were devised for her, as this need was revealed when she answered the children's questions about how she did this or that. Some phonetic drills were given her also, so that her formation of sounds of English vowels would be correct. The greatest help for her that accrued from this activity, was a feeling of self-confidence that was developed, and the connotation that words began to bear. Her pronunciation of English words had seemed to be solely from rote, and little or no meanings were attached to them. With an ever increasing speaking vocabulary of meaningful words, it was a comparatively easy step to mastering word symbols. Some easy reading material was developed for her, much on the order of Primary Color Books, except that the context was the informational material of the history, simplified, and of the progress of the work of the committees. She was elated with her progress in learning to read and do the things suggested in these lessons. The feeling of security, self-confidence and self-realization which the experiences with creative activities developed in this girl, brought about a complete readjustment of her whole emotional school life, and was a tremendous force in citizenship development for later life.

### Later history

Each time that an activity arose that required expert needlework, the class, as a whole, seemed eager to have Maria do it. Her use of English became much more fluent, and she radiated happiness because of her successful accomplishments. Maria did not enter junior high school. During the next year she stayed at home. She took in sewing and her earnings greatly augmented the meager income of the family. She made costumes for the May Fete for several of the groups, at a nominal fee, and came over to the school building and helped make the costumes, gratis, for the poorer children. Her skill increased, and she worked in one of the garment factories in the city for several years before trace of her was lost.

### CASE 3

Norman H.---Victim of Environment

### Hereditary and environmental conditioning

This little twelve-year-old boy entered the fourth grade in one of the outlying schools of the city. The family had been living in a tourist camp in a very populous section of the city. This camp was located near the Ship Channel and opportunities for contacts

with low characters were numerous. The entire family, apparently, had a predilection for this type of association.

The mother and father drank to excess. There were frequent quarrels and fights between them. There was a sister about seventeen years of age who was infatuated with a married man and openly received his attentions. Another sister, who was about fifteen years of age at the time that Norman entered the school mentioned above, had recently been released from the State School of Correction for girls. She was sent there because of sex irregularities.

Norman had a brother, Leslie, who entered school with him. This brother had the physique of a sixteen-year-old boy and the mentality of an eight-year-old, but stated he was fourteen years of age. He was putty in the hands of Norman whenever the latter desired brawn to further his schemes, or to bring retribution to any who dared interfere with any of his nefarious plans. There were two younger brothers, one seven years old, in the first grade, and one five years old in kindergarten. Norman completely dominated the thoughts and actions of all three of his brothers.

Norman and Leslie had been implicated in the

drowning of a little moron girl just prior to their transfer to the school in which this study was made. She had last been seen in the bayou with them, but there was insufficient proof of their guilt in connection with her death for corrective legal measures to be taken with them.

Norman was small and wiry for a twelve year old, but appeared in good physical condition. The other children of the family were considerably more robust in appearance than he.

#### School history

At the time he entered school, Norman was far behind the achievements of the other members of the class. He had repeated several grades. Tests revealed an I. Q. of 78, but his achievement did not indicate that much ability. He was indifferent as to whether he succeeded or not. He was sullen and defiant at being held to the completion of work. He wanted to be the center of attention of the group, and since he apparently could not gain it through commendable behavior, he secured it through various misdeeds and annoying practices. He was despised by the children of the group.

Remedial measures

A number of interesting activities were in progress in the room. There was sufficient variety in them that a normal boy would find a challenge in some part of the work. Not so with Norman. When he was permitted to work in a group with others, complaints were sure to follow. Many opportunities to adjust himself through group activities were given him, but he would not conform to the standards set up for working. He, moreover, would upset everyone else in the group, and often spoiled the work that the children had spent many days in accomplishing. The teacher worked, unceasingly, to appeal to his pride, and to present some stimulus that would produce a favorable reaction in him. Failing in this, she devised many kinds of individual activities for him, both manual and academic.

He felt no personal responsibility for his actions, and such feeling could not be developed. He was impudent to his teachers and hateful to his classmates. Privileges of many kinds were withdrawn from him, and finally his mother was asked to come in for a conference. She told the school authorities to strap him when he didn't do as he was told. Other than that, the appeal for intelligent co-operation was entirely futile.

Toward the latter part of the year, he and Leslie began playing truant. The attendance officers called to search them out, but the family moved back to the Ship Channel district after the father deserted them. Early in May, the mother was jailed for some offense, and the children scattered over all the alleys and byways of Houston. Under the influence of Leslie and Norman, the two younger boys came out to visit the suburban school. They came out on a bicycle, some ten or twelve miles from the part of the city where they lived. They stole blankets off a neighborhood clothes line and spent the night in a playhouse on the school campus which the first grade children had built. The little boys came back on the campus early next morning. The janitor was instructed to watch them. In spite of this, they left with two bicycles, whereas they had come on only one. The bicycle was not missed until the close of the day. The little boys assisted by the two older brothers, had taken the bicycles out into the country and had exchanged the parts from one bicycle to another in such a manner, that identification was difficult.

When the owner missed her bicycle, the probation department was called and informed that these boys

had been loitering in the vicinity of the school for two days. They immediately answered the call and picked up the two little boys. The four brothers had stolen thirteen bicycles in two weeks' time.

#### Later history

Since these children lived in an environment that was not conducive to the development of desirable traits and attitudes, the few hours spent in school could not develop them to any appreciable degree. Their frequent moving from one section of the city to another also made it difficult to improve their status. Norman and his brothers showed pronounced tendencies of becoming vicious members of society, largely because they were the victims of an environment against which the forces for constructive development of desirable traits were futile.

Obviously, the school activities were entirely inadequate in combating so many adverse conditions.

#### CASE 4

Fidel L.---Cleft-palate-Epileptic

#### Environmental and hereditary conditioning

Fidel was a fifteen-year-old Mexican boy of the fourth grade. He was small for his age. His condition

was congenital. His father worked as a railroad section hand, and was the only wage earner in the family. He had an older brother who had looked after him during his pre-school and early years in school. There was another brother, one year younger than Fidel who was in the same grade with him, and a little sister ten years old. All of the children were of low mentality except the oldest boy, but Fidel was the only one with a physical deformity and with the affliction of epilepsy. The parents had favored this child in every way, and he apparently could not lose sight of the idea that others should not cater to him. He had a violent temper and would often have a seizure of epilepsy when he became highly infuriated. His cleft palate made articulation extremely difficult for him. This, together with his imperfect English, made understanding his oral expression extremely difficult.

#### School history

Early in the semester, the teacher of this boy set about doing what she could to be of material help to this boy. There were so many unusual needs that were entirely individualistic with him. It seemed advisable to try to find out just what the status of his mental equipment was, and so he was sent to the



school psychologist for an individual Binet test. It revealed an I. Q. of 58, with the comment from the psychologist that the performance of epileptics was frequently erratic and that another day he would probably test higher. This was in accord with his performance at school.

He was the best ball-player on the grounds and was the universal choice among the boys as captain and pitcher. He was alert to situations in which double plays could be made, and coached the team while playing. The boys could understand his jargon well enough on the diamond. He was also intensely interested in transactions involving counting money such as making change in selling, adding items to find the total cost, and the like.

Thinking through such situations did not indicate the low mentality which the intelligence test showed.

#### Remedial measures

At that time, there was a special teacher in the schools for the correction of speech defects, and a program was arranged whereby this boy could be sent to her for one hour each day. This helped him some, although no training could substitute for the malformation of his speech equipment.

To help him with a better social adjustment, he was encouraged to take part in many group activities, under guidance. As in other cases, he had helped to formulate the standards and to evaluate the performance afterwards. The activity that most interested him was the building of a market in the study of foods. He had worked some at the Farmers' Market and he was encouraged to feel that he knew much more about it than the rest. This was to get more effort in oral expression and to give him that comforting feeling of being able to make a contribution to the group. He worked to help build the market in the classroom and co-operated with the others of the group quite well, until time came to arrange the vegetables and fruit. He was quite arrogant in vaunting his superior knowledge of the whys and wherefores of this arrangement and was unwilling to concede a point to any other person's reasoning. This was the kind of situation that had been anticipated and here was an opportunity for setting a very definite behavior pattern.

It was not desirable to antagonize him, nor to have him lapse into indifference over the matter, but it was essential that he learn to differ with people without ill will or rancor. The class discussed this;

one little girl finally said, "Fidel, I think you know more about markets than any of us, but we want to hear what other people think, too. Then we can decide what is best." This appeased him somewhat, but when some arrangement was decided upon that was contrary to his idea, he almost exploded. His utterances were most incoherent when excited, and it required calm, well-poised teacher to set him at ease and make him understand that other people's ideas had to be considered. After many scenes of this kind, it was decided to retire him from the market activity entirely. He didn't want to do this, but the group thought he was "too fussy", but that if he decided later that he could come back to the group and not try to "run everything", they would allow him to come back. He was given an individual assignment during the work hour. All went well until the painted clay fruits and vegetables and the toy cash register were brought forth and a market master was being selected. Fidel wanted to be the market master more than anything. He came before the class and told them that he was not going to act the way he had before. He was selected market master. This was the beginning of a modification in his behavior. He showed increasing evidences

of genteel consideration of others through conscious effort.

His mental and physical handicaps made the likelihood of his preparation for a high station in life impossible, but realizing that he would not remain in school much longer, it seemed urgent to help him to prepare for some position that he could fill, and to try to help him overcome traits in his own personality that would be inimical to his success.

#### Later history

Fidel dropped out of school the next year. He secured a job at a fruit and vegetable stand in the Farmers' Market. He has continued with work with fruit and vegetables during the past six years. He has been able to take care of himself with the earnings, and has kept out of troubles that more often than not, beset idlers of low mentality. This is largely because he learned, through school activities, to respect the contributions, rights and opinions of others, and to live among others with the ordinary "give and take" that life imposes. He had to learn that his reactions were not of paramount importance to others, and that he was tolerated by others only as he made himself agreeable through gentility.

As he has grown older, his epileptic seizures are less frequent. This also may have been affected somewhat, by his increased self-control from frenzies of temper when crossed.

## CASE 5

Hazel L.---Gifted but Pampered

### Environmental and hereditary conditioning

This little girl was nine years of age, and a member of the high fifth grade of a suburban school at the time that this study was made. She was the youngest of three children. The eldest girl was married and lived in another city. There was a brother, fifteen years of age. The mother was a college graduate. The father held a responsible position with one of the public utility companies. They were in comfortable circumstances financially. These parents lavished a great deal of affection upon their youngest child. She was apparently in rugged health, and a very attractive little girl. Her mother was eager for teachers and pupils to recognize Hazel's superiority. She pushed her forward in every way that an ambitious mother could.

Her parents had read to her, and had surrounded her with the best of literature from infancy. As a result she had a rich background of vicarious

experiences and had a fluency in the use of English that was unusual in one so young.

### School history

The Otis Test revealed an index of an I. Q. of 120, showing that she was, definitely, a very bright little girl. She was very ambitious for success in all of her school work. Her greatest difficulty was with arithmetic. There were a number of older children in the class who excelled her in arithmetic. She was quite resentful when one of these pupil's accomplishments excelled hers. In order to get even, she took delight in showing their defects in the use of English, or in some point of etiquette. In the check-up on health habits, she took them rigidly to task if she found one of them with a dirty neck, hands or finger nails, feeling sure that they could never catch her on that, as she was always immaculate. It was pointed out to her, on numerous occasions, that there was no competition between pupils, since the desirable thing was for each one to see how much he could improve his own status, regardless of the others; that being ugly to some one who had excelled her could only make her feel bad, and would eventually make her disliked. She would respond to such talks very sweetly and often

seemed ashamed of her actions, but this same spirit would frequently show up again when the same situation was repeated. A regular feud between her and the little girl who lived across the street finally developed with the parents participating.

#### Remedial measures

There was much to build to in this child who showed so much promise. Besides being highly intelligent, she had a definite talent for writing. The talks about her attitude toward her class-mates seemed to have but temporary effect. The real opportunity came for her self-realization during the study of the unit of work on "Life on the American Frontier." After reading widely on manners of living, and contrasting such with life today, she suggested that the class write and produce a play about pioneers that could be given as a means of entertaining another class. The class accepted the plan as feasible. They decided upon a list of the information they had gained through the study of pioneer life that the play should show. No suggestions were made as to how these were to be woven into the story. Hazel and three other pupils were given this list, and retired to one corner of the room to start writing the play. Of course,

Hazel dominated the situation, and after some thirty minutes of talking and writing, this committee submitted a detailed plan for the play. It was to be entitled "The Dream Boy." Briefly, the play was to start with a modern boy coming in from school, telling his mother of the fun pioneer boys had, and expressing the wish that he had lived then. When his mother left the room he threw himself on the lounge to read more about pioneer life and fell asleep. The next scene showed his dream. He and his mother and father were pioneers. All phases of pioneer life were to be brought in, and when he was in some kind of serious danger, the curtain was to fall, and the next scene would show his mother waking him up to come to his dinner. Such a plan from nine and ten year old children certainly showed maturity of thought and wonderfully fertile imaginations. The class was eager to express their appreciation of the work of this committee in drafting such an interesting plan. The details of making and writing the exact words of the play and of giving the characters names was to be a class project. Early in the development, it was difficult to prevent Hazel's domination of the entire procedure to the exclusion of some of the more timid members



of the class. When the play was completed, the choosing of the characters was next in order. The little girl who lived across the street from Hazel was selected as the mother of the little boy in the scenes in the modern home, and Hazel was chosen as mother for the pioneer scenes, a minor part. Hazel was highly incensed. She didn't particularly want the modern mother role, but did not want to see the little girl, May, with whom she had clashed so many times, have it. The situation became quite tense between them on the way home from school that afternoon, with even a few slaps passing between them.

The next morning the mothers of both little girls were at school. May's mother was quite reasonable and had come in a spirit of inquiry. Hazel's mother had come to settle with May, her mother, and the school authorities.

The principal received the mothers one at a time, and had little difficulty in explaining to May's mother the sequence to events leading up to the affair, and how she could assist in helping both her little girl and her neighbor's to overcome the undesirable traits that were developing. Hazel's mother, would acknowledge no part of the blame as belonging to

Hazel. In a spirit of utmost friendliness, the principal tried to show the tendencies which Hazel was developing, and which would make her unhappy and unpopular. The mother would not see it. She was invited to come to school and spend at least a half day in the class room. She happened to visit on a day when a spirited contest between two teams in arithmetic was in progress. Hazel failed to score for her side, and her mother had a very vivid picture of Hazel's vindictiveness when the rival team scored over her failure. The game played during the physical education period provided another sample. In each case, the teacher made an attempt to adjust Hazel's reactions in a more tolerant, wholesome spirit. At the noon hour, this mother, in conference with the teacher and principal had a complete change of attitude. She had seen, apparently for the first time, Hazel's undesirable traits, and expressed her appreciation of the manner in which her child was being handled. She acknowledged that she was to blame for part of it. She promised to help in breaking up unwholesome traits in Hazel.

#### Later history

Hazel improved some in the matter of acknowledg-

ing the achievements and talents of others toward the end of the year. She learned to exercise the ordinary "give and take" that life imposes. She was promoted to junior high school the following year. She was placed in a superior section of the low sixth grade, along with May. The old feud still must have rankled in both breasts, and was doubtless fed by parents on both sides. Shortly after the opening of school, the two little girls had a veritable fisticuff on the school bus en route home. It resulted in May's being transferred to another junior high school by her parents so that she would not come in contact with Hazel.

Hazel is still ranking high in her scholastic attainments, and will enter senior high school this fall. Whether or not any conscious effort has been made to build in her a more tolerant attitude toward others during her work in junior high school could not be ascertained. She had shown a decided improvement in elementary school, but left just before this improvement became a part of her habits of thought and action, and so this improvement proved somewhat transitory in a new situation.

## CASE 6

Joe A.---Habitual Truant

Environmental and hereditary conditioning

Joe was a fourteen-year-old Mexican boy of the low fifth grade at the time this study was made. He had a brother, Pedro, one year his senior, who was in the same grade. He also had two sisters who were respectively ten and eight years old, and three brothers of pre-school age. Their father was an unskilled laborer and the family was very poor. Joe and Pedro had just returned from the Harris County School for Boys, which at that time, was a school of correction. They had had a long history of truancy, and had finally been picked up for breaking into a box car and stealing merchandise of some kind. They had just completed their sentence and had been released at the time this study was made.

School history

Joe was a very rugged lad, as contrasted with his brother, who was more of a Romeo. He was poor in his work, and inclined to laziness and indifference in matters that required any mental effort. This was probably the cause of a long history of truancy. In games and sports he was quite the reverse. He liked to play, and play hard. He was popular with the boys and

girls, and was a good-natured, genial companion. Most of the tasks of getting school assignments seemed to be done because it seemed the discreet thing to do, and not because he found any value or pleasure in them. Since his return from the Clear Lake School, he had been neat in personal appearance and respectful to his teachers, which had not been the case before his going there. One could see that this boy was not interested in his studies, per se, and that unless something was done to make school more attractive and challenging, he would revert to his old habits of truancy and this in turn would bring about more undesirable consequences for him.

#### Remedial measures

He took an active part in the school athletics, and liked being in the harmonica band, but these activities had their limitations for opening up new vistas for him. They were not developing in him that sense of personal responsibility for his actions which he needed. It was at this period of his development when the class had expressed a desire to make a moving picture showing various things they had found out about Colonial Life. Joe hadn't found out much, but was starved for recreation, and was intrigued with the

mechanical part of operating a gadget that promised so much joy. He began to read some of the books placed on the reading table. From this reading he began to volunteer information, often that the others had failed to get. He grew intensely interested in helping with the illustrations on the canvas, and was very skillful in this. School had at last supplied a challenge to him to make him want to get there every day, and to be an active, participating member of a group. From mere toleration of the order of things, he began to identify himself actively with every bit of the program. He discovered and developed an aptitude for illustrating; he gained an understanding of desirable social relationships through co-operation with other members of the group. The experiences through which these traits emerged were happy and satisfying to him. Although he could not become a brilliant pupil, he was a thoroughly satisfactory one, as to conduct, attitude and studies. His record of this kind continued, and he entered junior high school the following year. He completed junior high school but did not enter senior high school.

#### Later history

Joe is now one of the best box office attractions for wrestling promoters over the country. He was given

a flashy name by his manager, and has a huge following in the cities where he wrestles. During the winter he usually has one or two matches in this, his home city. He is married and maintains his own home in Philadelphia. He is still young, but has made quite a tidy little sum.

The corrective measures used on this boy at the beginning of what purported to be a criminal career, and the adaptation of school life to make it more attractive than playing truant, may be said to be the guide posts on steering him into channels where the sailing is smoother and happier than could easily have been the case for him.

## CASE 7

Manuel M.---Temperamental Artist

### Environmental and hereditary conditioning

Manuel was a fifteen-year-old Mexican boy in the high fourth grade at the time this study was made. He had a sister one year younger than he, who had advanced a half grade higher than Manuel. There were two younger sisters in school and two younger brothers of pre-school age at home. The father was an unskilled laborer; the mother was a kindly disposed woman who

was eager for her children to succeed in school. She kept them cleanly and neatly dressed. She seemed to possess more culture than most of the people of her financial status. The children reflected this background in their appreciation of school life. Manuel's aesthetic sense was quite pronounced.

### School history

Manuel was very talented in art. He loved music and poetry. He was very graceful. He and his sister executed some most difficult Mexican dances at community entertainments. He seemed to have never had to pass through the "awkward age" of adolescence.

He liked fanciful tales rather than factual type of reading and poetry better than prose. His efforts at original composition in prose were mediocre, but he produced some rather creditable poetry.

The part of the school program that gave him the greatest pleasure was in those activities requiring representative drawing and painting or rhythmic interpretation. The other members of the class recognized his superiority in these matters, but their approval was not the thing that he most craved. It was very apparent that it was his art as the expression of his innermost self, unique and individual, that was most



satisfying to him. He was completely absorbed in any work of an artistic nature, whatever the medium of expression. At other tasks he was a day-dreamer.

### Remedial measures

He was referred to the class at the Art Museum for instruction along this line of his specific ability, was given tests and accepted for free instruction, but the lack of means of transportation to and from the Museum prevented his attending the class. He designed and painted some Christmas cards which were very beautiful. Manuel was encouraged in every way possible to develop his talent which seemed so promising in the field of art.

He never acquired the fluency in reading and arithmetical reasoning that were standard for his grade level. His sense of appreciation of the beautiful completely over-balanced his sense of cause and effect relationships, and of mechanical processes with numbers. His disabilities in these fields had their compensations in his superior ability in the field of art. Here he experienced the joy of leadership, and success, and was given many opportunities to co-operate with groups where he could exercise such leadership. Every effort was made to prevent a feeling of inferiority from

developing, in order that the fine expression of his talent might not be warped.

### Later history

After passing into junior high school, he was not happy. He soon dropped out of school. He began appearing on the stage of a local theatre in some of the Mexican dances with his sister. In some way, they got a chance to go to New York, under contract, as dancers. Manuel's artistic soul, plus some lucky breaks, landed him and his sister in a very famous Ballet Russe. He has continued, along with his sister, with this work for several years. He has appeared with this Ballet Russe in Houston several times.

The indications from elementary school days were that his future would be definitely identified with Art, and every opportunity was given him for self-expression along this line. Care was taken not to thwart these powers through telling him what to do, or how to do it. He has risen, through these creative powers, to coveted heights in his career. Whether he ever succeeded with the speed and accuracy required in working long division, or in naming parts of speech has long since paled into insignificance, as he pursues the work in which he finds the greatest

happiness and success.

## CASE 8

Charles H.---"Grapes of Wrath" Child

### Environmental and hereditary conditioning

Charles was eleven years old at the time he applied for admission to the school in which this study was made. He had a brother thirteen years of age, and one nine years of age. He had a step-sister four years of age born to his mother after she had left Charles' father and had taken up with the man whom Charles called his step-father. The children had all taken this man's last name, although their mother was never legally married to him.

The mother married Charles' father when she was fifteen years of age. They lived in a trailer camp on the outskirts of the city at the time they became estranged. The mother stated that the boys' father was drunken and lazy. That he consorted with negro women, and tried to prostitute her. He beat her with a wet rope at one time. It was at this juncture that she took up with her present companion who was living in the same trailer camp. He had just been released from the penitentiary after having served a sentence of two years for burglary. He was very harsh with Charles

and his two little brothers. On one occasion he hit Charles over the head with the butt of a pistol. He was arrested on a charge of assault to murder after shooting a man shortly after his companionate marriage. He was no-billed on this charge and released. He has since served several jail sentences on charges of misdemeanor theft.

At the time of this study, the family lived in one room of a miserable little hut on the banks of the bayou. They had only negroes and Mexicans for neighbors. They were itinerant farm laborers throughout the spring, summer, and autumn. When the money they saved up from their farm labor was spent, they went on the relief rolls for the rest of the winter.

Charles had been on the streets peddling butcher knives, shoestrings and pencils from three years until ten years of age, when he was picked up by probation officers on a charge of theft of a bicycle. He was taken to the Bayland Home at Clear Lake. He escaped from there on three occasions. The last time that he escaped, he stole a watch from the wife of the superintendent and went to Corpus Christi. He stayed there from February until May of 1939. He made his way in Corpus Christi by shining shoes and panhandling. He

was picked up there by officers who found him sleeping on the wharves, and was returned to his mother. The Bayland Home admitted they could not hold him, and he was subsequently placed in the public school early in December.

### School history

Charles was misplaced in public school because of the extreme disciplinary measures which were necessary in order to deal with him. He seemed to take a fiendish delight in doing everything that was contrary to established routine practices. By the end of the second day in school the teacher had to take drastic disciplinary measures with him. She took him into the hall where he flew into a rage, cursed her, and went into a crazed tantrum. He was sent to the principal's office where he appeared to be utterly devoid of reason. The next morning he was back at school as happy as ever. During the afternoon recess of this third day, he left the playground and extended his recess period about twenty minutes longer than the allotted recess period. When the teacher asked him where he had been he replied with a scornful curl of his lip, "That's my business." He gave her the most impudent replies to every inquiry, so that she took

him into the hall and administered corporal punishment. He cursed her again and threatened to kill her. He was as furious as a wounded tiger, and just about as capable of reason.

In an interview with probation officers later, it was learned that he had exhibited this same tendency in the probation office. So pronounced was his tantrum there, that they had had him under observation by the county psychiatrist.

Following this repetition of such extreme behavior, the principal asked that Charles' mother come to the school to talk over the conditions of his remaining in school. After a talk with Charles and his mother together, regarding the respectful consideration to those in authority, and the standards of the school that had to be met if he remained there, he agreed to do better and his mother agreed to come up once each week for a report on his progress. This she never did.

Charles had represented himself to be in the high fourth grade, but it was later found that he was in the high second grade when he last attended public school.

The Binet test revealed an I. Q. of 84. The Wasserman and Mantoux tests were both negative.

Charles was small for his age but was apparently in good health. His irregular habits of living probably partly explained his poor development physically, mentally, and socially.

#### Remedial measures

When transferred from the high fourth to the high second grade where he could successfully complete some of the assignments, Charles had less friction with the children. He did not exhibit any further belligerence or disrespect toward the teacher. The efforts of the teacher were directed toward the building of desirable attitudes in this boy, and of filling his thoughts with something more wholesome than fights between law enforcement agents and desperadoes.

He enjoyed having stories read to him, especially those dealing with cowboys. The teacher read several stories of this kind to the class and then gave them the privilege of illustrating some part of the story they liked. Charles did this quite well, and seemed to get pleasure from it. He also liked wood-working. When given any freedom of creation of objects of wood, his usually turned out to be guns. He did not adapt himself very well to the boys and girls of his group. He had frequent clashes with the boys and was

inclined to "bully" the younger boys. Unfortunately, none of the boys in this school gave him a good thrashing because there has been built up such a prejudice against fighting here. He always represented himself as being imposed upon. The probation department records reveal this same trait as persisting in other schools that he attended.

Because he was so distinctly anti-social, he was allowed but small bits of freedom in participation in group activities, until he had had sufficient experience in directed activities to build a proper attitude toward the meaning and use of freedom. The children, generally, disliked him for his wild performances during his first two days in school. He was beginning to live this down, had made a few friends, and was beginning to be given some latitude for self-expression when the time came for the opening of the spring work on the farms of the west. The family migrated to Alpine, Texas late in March of 1940.

During the four months of trying experiences with this boy, who was definitely an institutional problem, little progress was made toward a better adjustment for him. Although the probation department records show that more constructive development occurred during this period than at any similar period during the years



that they had had him under their care, the teacher felt that none of the ideals of desirable social relationships manifested themselves in his behavior.

#### Later history

In this case, it will be future history. Without consistent, constructive handling, the future for this child is not pleasant to contemplate. Much remains to be done in developing right habits of conduct, appropriate patterns of thought and in setting up worthy ideals that may serve as goals and standards of achievement.

The influence of the teacher having been withdrawn before such development has become a part of him, he will doubtless have no restraint or control over impulses and whims, and become a slave to his baser nature. Charles is not yet ready to meet trying situations alone. His parents are not capable of guidance in developing moral, intellectual, or emotional growth, and the outlook for this little "grapes of wrath" child appears quite cheerless.

#### CASE 9

Paul H.---Ugly Duckling

#### Environmental and hereditary conditioning

Paul was a very awkward, thirteen-year-old

Mexican boy of the low fourth grade at the time this study was made. His father died when he was very young and his mother re-married. Paul had a step-sister, three years old. At the time of this study, Paul's step-father had just been electrocuted in the state penitentiary for killing another Mexican.

Paul was a very large boy for his age. He weighed about 130 pounds and was extremely awkward. His mother was a rather dainty little Mexican woman who had a refined bearing. She kept Paul very clean and well dressed. They lived in the house with her parents. There was, apparently, a harmonious atmosphere in the home. Paul's grand-parents were in fairly comfortable circumstances financially.

Paul was in robust health.

### School history

Paul showed decided tendencies toward becoming an introvert. His unattractive features, his size and awkwardness, and doubtless, dark thoughts about his step-father's demise, tended to make him a day-dreaming, moody person. He did not enter into the sports and games with the other children on the playground but would often be found in a little corner all to himself.

The children apparently liked him well enough, and did not discriminate against him because of his step-father's execution. He rarely took any initiative in the classroom activities, except the performance of only such perfunctory duties as he felt obliged to discharge. His heart was, obviously, not in his work at all.

### Remedial measures

One day the class was busy with some drill material on English usage which was designed to habituate the children in the use of the past tense verb forms. The content of the sentences dealt with the mode of life of the Early Egyptians and the beginning of farming.

Paul was apparently interested in the facts contained in these sentences. This was probably because the sentences were simple in language and structure, and hence, were easily read and understood. He participated very actively in this exercise, which was unusual for him. At the close of this exercise, the class was to go to the auditorium for rhythms. Paul asked why the class couldn't make up a dance about the Egyptians instead of doing the other dances. Delighted with this evidence of interest and creativeness, the teacher pressed him further about what could be done. Other

members of the group chimed in from time to time, and when finished they had planned an Egyptian dance in four parts, as follows:

- I. Egyptians praying for water for  
the fields
- II. The rising of the Nile
- III. Sowing the seed
- IV. The harvest festival

Various members of the class proposed the formations and steps for these parts after trying various ones. One of the most interesting parts of this activity was the selection of suitable music for the parts. For Part I, they listened to three selections, namely, Priest's March, In the Hall of the Mountain Kings, and Song of India. For the first part, the children had planned to face each other in two lines, in prayerful attitude, and simply march until they had reached reverse positions, then turn and march back to original positions. They listened to the selections several times and tried them to the figure planned, without knowing the names of any of the musical selections. Paul finally suggested the first named selection. When asked why he preferred it, he said it just sounded more like "praying music." His concentration

upon the musical theme and his suggestions relative to the suitability of that theme and the idea it was to convey, indicated a great depth of music appreciation.

For the Rising of the Nile, the increasing momentum and volume of Anitra's Dance from the Peer Gynt Suite was selected as best expressing the increasing exultation of the people at the promised overflow. The other music was selected in the same way. Paul was an active participant throughout this procedure. The day the physical education supervisor came out to see the dance, Paul related to her in great detail how the dance grew, and of how the listening lessons in music had enabled them to select appropriate numbers and dance forms. .

Paul was increasingly interested in music as a means of self-expression. He did not play, but his appreciation was very evident. It seemed to draw him away from himself more than any other form of work. He lost much of his shyness and reticence after this activity. He seemed to enjoy the rhythms more, and since he had contributed so much, the class accepted him as a very important and necessary individual.

The feeling of security brought about by group

approbation and the opportunity for self-expression through rhythms and the pleasure of listening to good music apparently were very satisfying to this lad. He showed a markedly improved social adjustment to the group and entered into the class activities more freely after this experience.

### Later history

Paul did not enter junior high school upon completion of elementary school. He had attained the growth of a man by this time and went to work. He has since entered one of the funeral homes here, to learn embalming and the undertaking business. While not surprising that this should occupy his thoughts, it seems doubtful that one who has been so introspective as he, should come into such close contact with the morbid influence of a mortician's work.

## CASE 10

Shirley L.---Aesthetic Dancer-Poor Reader

### Environmental and hereditary conditioning

Shirley was the third child in a family of seven children. She was eleven years of age and was in the low fifth grade when this study was made. The oldest girl was an ideal pupil in school in every respect.

The next child, a boy, gave no behavior problem, but apparently was without number sense. There were two younger sisters in school, and two of pre-school age. All were considered of normal development.

Shirley was an unusually attractive child and was as graceful as a nymph. Her parents had allowed her to take dancing lessons in a local studio, since she was five years of age. She was very agile and was much in demand by her dancing teacher for programs.

The father had operated a neighborhood grocery and market for many years. He owned a very attractive but modest home. The mother was a thrifty and capable home manager. She had completed high school training.

#### School history

Shirley began to show definite disabilities in her reading from the third grade. During her progress through the fourth grade, Shirley's disability became more pronounced. She was promoted to the low fifth grade, however. Upon entering this grade in which more reading was required, Shirley soon became very discontented in school. She sought to rationalize with an air of indifference toward school, as though it were of minor importance, since after all, she was to be a dancer, and she knew that she was successful

with that.

She had no conflicts in behavior nor in her adjustment to her classmates and teacher, except her increasingly antagonistic attitude toward school tasks.

### Remedial measures

During the reading of a very delightful poem in which Mother Earth was chiding a little cloud for being lazy, and not coming down to earth to revive the thirsty, drooping flowers, a member of the class asked that a group be permitted to dramatize the poem. Pupils were selected to take the role of Mother Earth and of the flowers. The class all wanted Shirley to be the Cloud because they recognized that the ephemeral qualities of cloud movements could be best portrayed by Shirley's poetic dance figures. The crux of the problem was reached when one pupil opined, "But Shirley can't half-way read. Even if she can dance, she can't read it." There were various moods of the Cloud to be portrayed. It was lazy, it sulked after Mother Earth's reproof, it finally came down and carressed the flowers, it rose again, happily.

Shirley was definitely piqued. She had not thought that her lack of ability in reading could ever have any connection with her superior talent in dancing.



At about this time, a very famous ballet was giving a performance in Houston for two evenings and a matinee. Shirley's dancing teacher took her class to the matinee. The next day Shirley came to school telling the class of the interpretative dances she had seen. The teacher talked to Shirley about myths, and stories, and dramatic events that could be interpreted in the same way, if one could read as well as dance. She was impressed. She entered into her reading with renewed purpose. Some easy reading material was given her, at the level at which the standard tests revealed her ability. During the four and a half months, with purposeful efforts toward learning to read, which were stimulated through creative activities in interpretative dancing, Shirley showed almost a year's gain in reading ability. By the end of the second semester she was reading high fifth material with ease.

Her entire personality seemed to have undergone an adjustment because of her successful achievement in reading. She ceased to show the snobbish attitude toward school work entirely.

### Later history

Throughout junior high school, Shirley's dancing continued to be a great source of pleasure to her.

It was the joyous outlet of her self-expression.

She married at sixteen years of age. Her dancing thus has never been used as a means of bringing her a livelihood, but it did help to make her a good reader through a changed attitude toward the mastery of the essential skills necessary in order to live fully. She is still young, and there could yet be a probability of a career for her in her dancing.

#### CASE 11

William M.---Daydreamer Extraordinary

#### Environmental and hereditary conditioning

William was a little boy, ten years of age in the low fourth grade of a suburban school at the time this study was made. He had a younger brother eight years of age, a sister six, and a younger sister of pre-school age at home. His mother and father operated a dairy farm. The maternal grandmother had divorced her husband and lived in the home. Prior to her making her home with them, she had cared for William in her home for a long time after the birth of the younger brother. She adored William, and he had a definite grandmother fixation. He slept with her, and she humored and favored him in preference to all of the other children.

The brother just younger, was in every respect a normal individual, as were the little girls. The family had a comfortable home and there were many things in the environment to challenge the interest of a normal child, such as baby calves, baby chicks, the milking of the cows, the trees, the birds and farm pets.

### School history

When in the third grade, William began to shirk his school tasks. As the difficulty of his work increased, he sought ways to avoid having to make the effort to accomplish them. His grandmother had shielded him from doing his share of chores, and from sharing any of his possessions with the other children. William had found it delightful to get things done for him without having to make any effort. Why should he have to struggle at school in order to get things done? He had to repeat the third grade, and by the time he reached the fourth grade, this fixation on grandmother and his regressive behavior was so pronounced that it was impossible for him to succeed in school. His reactions were distinctly infantile.

He was fond of his teacher, but would insist on holding her hand while walking around with her on the school yard. He would often ask her to watch him, and

see how fast he could run around the school building, instead of participating in games or conversation with the other children.

Unless constantly reminded of his tasks, he would gaze absently out into space, utterly detached from the material world about him. This grew increasingly pronounced, until the tragic situation of the little brother's catching up with him was apparent. The mother was asked to take him to the Child Guidance Clinic, have him examined, and to seek specific measures of correcting the state into which he was rapidly drifting.

#### Remedial measures

William presented a most difficult case of emotional maladjustment. The psychiatrists asked that the grandmother live elsewhere. She came back to spend week-ends once in a while. William always cried when she left.

With the coming of the Christmas season, William seemed interested in the making of Christmas gifts for the members of the family. He set about making a door-stop for his grandmother with avidity, but his interest was transitory. He often would stop while sand-papering the wood, and withdraw completely from the world of reality. Each day something was attempted in which he

might achieve success. This was difficult, and often impossible to accomplish. He finally finished the door-stop and was given the privilege of making a toy animal of wood, or of cloth stuffed with cotton, for his baby sister. He chose the latter. He cut out the animal and the teacher gave him a needle and thread, and showed him how to use it. He pricked his thumb slightly, cried, and had to have a bandage on it at once. He thought he couldn't do anymore because of such a grievous wound.

As time went on his recourse to day-dreaming became so frequent that he was powerless to adjust himself to his personal and social responsibilities, in spite of remedial measures prescribed by the psychiatrist and school. He tended to become oblivious of his environment, seclusive, and taciturn. It was apparent, just before the semester closed, that his little brother would be promoted, and that William would not, thus putting them in the same room. The psychiatrist then recommended that William be sent to the neighboring junior high school which also maintained an elementary department. It was thought that the trip on the bus, the meeting of new teachers and classmates might have a salutory effect upon his development.

### Later history

After three years in the last named school, and under constant care of the Child Guidance Clinic, he became a tall, gangling youth, who appeared distinctly simple. The younger brother had passed him in his school progress, and was transferred to another junior high school. The oldest girl was only a half grade behind him.

His excessive indulgence in daydreaming had apparently stimulated tendencies toward mental and nervous disintegration, so insidious had it become.

Neither creative nor directed activities as administered in public school seemed adequate to combat this excessive day-dreaming, which is perhaps the most difficult of all emotional maladjustments to correct.

### CASE 12

Archie M.---Robber of Bird's Nests

### Environmental and hereditary conditioning

Archie was a little boy of eight years whose parents had moved to a suburban section of the city in order that Archie might have the freedom of the wide-open spaces.

Archie was a bright attractive little boy. He had a little sister of pre-school age. His mother and father were substantial, upright people in comfortable circumstances financially.

The father had regarded his son as a "rugged he-man" sort of creature. There was nothing effeminate about him. This attitude had been so fervently built up that practically all tender sentiments were extinct in this child.

#### School history

This little boy entered the low second grade. He was very bright and succeeded admirably with his academic school work. The other children were fond of him, and he was quite well adjusted socially.

As the early spring season began to open in this lovely suburban district, the children seemed, instinctively, to become interested in the bird life which began to stir in the trees. Archie almost threw them into a panic one day when he brought a "nigger-shooter" to school and boasted his prowess in killing birds, and in getting their nests with eggs or baby birds in them.

#### Remedial measures

Archie called the boys of the class "sissy" if they would not shoot birds. The teacher recognized a

perfect situation here in utilizing the children's interest in birds and in sublimating this young man's destructive tendencies. Pictures, bird stories, and bird houses began to fill the room. While in the midst of all this discussion of birds and their habitats and habits, the supervisor came in and suggested that they place a bird bath on the school grounds as a gesture of friendship toward the feathered friends, and a means of attracting them. Archie was falling in with the suggestions. His attitude had been undergoing a decided change when he learned how birds helped the farmers, and how their songs cheered lonely hearts.

Much constructive thinking and planning together was done regarding materials that could be used in making a bird-bath.

It happened that the National Youth Administration was building cement side-walks a mile in each direction from the school at this time. The men asked the favor of storing their cement and tools in the school basement. The children suggested that maybe they would donate the material for the bird-bath. A committee was sent to ask the foreman, and he very cheerfully agreed to give them enough cement to make the bird-bath. The



resourceful teacher knew a man who could make the forms and assemble a good bird-bath. This man was brought to school. The children were allowed to watch his careful measurements and construction of the forms. When the concrete was ready to pour into the forms, each child was allowed to dip up a shovel full. They watched the hardening process with eager interest.

The bird-bath was at last assembled just outside their window. A committee was appointed to keep it filled with water. They waited several days before a bather appeared. At last one was sighted. A whisper announced the arrival, and every child tiptoed to the windows, without a sound and watched a thorough ablution of a mocking bird. After this, there were bathers every day.

This was a unit that had tremendously rich experiences for the entire group. Archie was one of the children who showed the greatest depth of appreciation of the loveliness of birds, their songs, their flight and their home lives. The teacher asked his parents not to intimidate him in his interest in nature. Before a month had passed, he announced that his daddy had placed a bird bath in their back yard, so that they could all watch the birds. He had destroyed his

"nigger-shooter" shortly after the first bird had bathed.

### Later history

One Monday morning, several weeks after the height of interest in the bird unit had been reached, Archie and another boy came dragging a tearful little boy into the principal's office. The child had recently moved into the neighborhood. Archie had seen him tear down a sparrow's nest with baby birds in it on the Saturday before, and was thoroughly indignant. The principal's office was to Archie the highest tribunal to apply for justice for such a miscreant, even though the offense had occurred at a time when the school had no jurisdiction over the individual.

Archie, the principal and the little boy talked the matter over together as friends, and as people who loved God's little feathered creatures and showed appreciation of their helpfulness and beauty by protecting them.

Archie's interest in birds persisted the entire time that he remained in that school. As he grew older he kept diaries of birds seen about the play grounds. The bird-bath still stands as a fitting tribute to this exhilarating experience with nature, and the building

of wholesome interests and attitudes toward the community, and to humane treatment of helpless creatures.

### CASE 13

Mary G.---A Hunchback

#### Environmental and hereditary conditioning

Mary was twelve years old when she entered the low fifth grade in the school where this study was made. Her condition was congenital. She had one brother seventeen years old who was the chief support of the family. The father was dead. The mother did odd jobs in the nature of domestic service wherever she could find work, such as quilting and plain sewing. Mary's general health was good.

She had become shy and sensitive as her condition became more pronounced with advancing maturity. The mother and brother seemed affectionately disposed toward the little girl, but fortunately had not further complicated her condition by over-indulging and spoiling her.

#### School history

When this little girl entered the room, the teacher was genuinely non-plussed at the sight, and was filled with pity for the child and for the probable reactions

that the members of the class might exhibit.

She sent the child to the principal's office upon some pretext relative to enrolling so that she might have a chance to talk to the class about helping this little girl, not mentioning her deformity or treating her in any way that would indicate that she was different from anyone else. The group recognized that this would be the kind thing to do, and would act in the way that they would like to be treated if conditions were reversed.

This group of children really did this well, and were most helpful in assisting this child to a happy adjustment. So thoroughly were they indoctrinated with the right attitude regarding Mary's misfortune, that they became wholesome agencies in creating the same attitude in the children throughout the school.

Mary was very bright, but she disliked to stand before the class to read or talk. This was not insisted upon until she experienced a feeling of security in the group, and of confidence in herself. She made friends readily, since a readiness to befriend her had been built up in the children, and she seemed to appreciate their gestures of friendship. Her achievements in academic work measured up well with the other members of the class.

### Remedial measures

The unit of work in this class was centered about life in Europe during the Middle Ages, leading up to the Discovery of America.

One group of children who had read widely about life in the castles, was intent upon carving castles from large bars of soap. Mary was fascinated with the work, and decided to identify herself with this group. She read many references descriptive of the castles and their purpose, and decided to begin hers. She was very adept with work requiring co-ordination of the small muscles and her castle was voted the best of the lot at the evaluation period.

She then asked that a committee might be permitted to make a large castle on the sand table so that they could show the moat and draw-bridge. This initiative that she was taking was an indication that she was losing much of the reticence she had shown upon entering. She was named chairman of the group for the sand table representation, and with the members of her committee they made plans, decided what was needed and allocated parts of the work and materials for which each would be responsible. As chairman, she made reports as to the progress of the work at the evaluation period.

Since this was work for which she had a special predilection, she stood before the class with no trace of embarrassment.

When completed, every detail of the castle was faithfully portrayed, and the principal and other teachers expressed delight with the product. To the teacher, however, the release of the little girls spirit from the obsession of fear of ridicule, was the beautiful thing that the work represented. She knew that that shyness was but one step removed from self-pity, and to the seeking of leniency and special privileges. The building of self-confidence and the development of compensating satisfactions to make up for the mis-shapen body were the means of keeping this child happy and versatile. She experienced some very satisfying experiences in work with clay modeling, and other art media.

#### Later history

Mary completed the work in the elementary school as a well-adjusted individual, largely through the use of measures that were really more preventive than remedial, as she was only in the initial stage of an emotional hiatus.

She entered junior high school the following year. Shortly after entering she had an attack of pneumonia.

She dropped behind her class because of this long illness. She was not shown as much deference in this larger school organization as had been the case in the smaller elementary school, and became very unhappy there.

Later, she began to lose weight and was taken out of school because of symptoms of the development of tuberculosis. She spent the remainder of the year in Autry School for tubercular children. The following year she resumed her work in junior high school.

Upon completion of junior high school, the brother was able to send her to business college. She became a very rapid and accurate typist and is seldom without employment despite her physical handicap.

Through release from feelings of inferiority in the stimulating atmosphere of creative endeavor, this little girl fairly bloomed forth into a well integrated personality.

#### CASE 14

Valentine V.---Undernourished Cardiac Case

#### Environmental and hereditary conditioning

Valentine was fourteen years of age at the time this study was made. He was in the low fifth grade. He was the oldest in a family of ten children. His

mother was an illiterate woman, thirty years of age. The frequency of child birth and improper care had wrecked her health and she was in no way suited for intelligent guidance of this boy through adolescence. Valentine's father deserted the family shortly before the birth of the youngest child. When Valentine vexed his mother she would hurl epithets at him about how like his\_\_\_\_\_ father he was. Valentine resented this as he seemed to love his father. He, in turn, would then curse his mother. The family lived entirely from the gratuities of the Welfare Board.

Valentine was picked up by the probation department on a charge of the theft of a bicycle. He was paroled to his mother, which was tantamount to the school's responsibility, as he had no regard or respect for his mother.

#### School history

Valentine had been with a group of boys who burglarized the school the previous year. They ate or destroyed all of the food in the cafeteria. He had also committed many acts of malicious mischief in the neighborhood, such as breaking windows, swearing and being generally rowdy. He had been truant on many occasions. Valentine was somewhat troublesome on the



playground, but he was no particular problem there.

Valentine had normal intelligence and was reluctant to have his family troubles aired. The school physician recommended that he go to the clinic for examination of his heart. It was found to be in such condition that exercise was dangerous. Thus this boy was greatly in need of concentrated help from the standpoint of behavior and of health.

#### Remedial measures

The doctor at the clinic told Valentine the condition of his heart and warned him against strenuous exercise. The probation department instructed him to keep away from the group of boys who had been with him when his misdeeds were committed.

Promotion time had come and he was advanced to the high fifth grade. The teacher of this class had a very dynamic personality and that room fairly hummed with interest and activity all the time. He was excused from strenuous activities in the physical education classes that would overtax his heart. He was given tasks that were supervisory in character, such as score keeper or referee.

A unit of transportation was in progress in the classroom, and Valentine reached his highest degree of

self-satisfaction and self-realization through making models of the various modes of land, water and air transportation. His reading improved because of his interest in finding out about the development of successive kinds of transportation. As the result of this increased interest there was a corresponding increase in the power of concentration.

Valentine was absent from his classroom on only two occasions after entering this room, and one was occasioned by the death of a younger brother. His petty thieving stopped. The conditions in the home did not improve, however. The friction between Valentine and his mother continued, and at the point when the school was making rapid progress in building up desirable attitudes and behavior patterns, the probation department thought it expedient to place Valentine in the home of an uncle in another part of the city. This called for a transfer to another school.

#### Later history

Two weeks after transferring Valentine to the new school it was learned that he was still improving physically and morally. His uncle operates a cleaning and pressing establishment, and lives fairly well. There are no other children in the home. Valentine has a room

to sleep in by himself.

He is given a small allowance of spending money to use as he wishes. He is being given an ample diet of nourishing food and is made to observe regular habits of retiring, rising, and other daily routine matters. He has exhibited no undesirable character traits during his residence there so far.

The few months' time in which he was held to a program that kept him really busy and happy in his achievements have left a marked influence upon him. Under the same kind of program, there is no reason why there should not be a permanent development of desirable personality traits.

#### CASE 15

Susie G.---Poet of the Class

#### Environmental and hereditary conditioning

Susie was eleven years of age the time this study was made. She was the second child in a family of three children. The eldest, a boy sixteen years of age, was a very bright pupil in high school. The youngest, a girl, who was seven years of age, was thought to be bright enough but had many undesirable habit formations. The father was a mechanical engineer in an industrial

plant. He was fond of his family and provided well for them. The mother was a high school graduate, and was well read. She kept the children in regular attendance at school. They were fairly well-groomed for school.

### School history

Susie was an unusually bright little girl. She was an omnivorous reader. Naturally she had at her command a vocabulary that was extraordinary for one of her years. She was keenly sensitive to beauty in all its manifestations and could see beauty in the most commonplace things. With her extensive vocabulary she could express most fluently her feelings for the beauty which she saw and felt.

In participating in the activities of the class, Susie invariably chose those that were definitely literary in nature. She did this so well and the children were so thrilled with her imaginative stories and poems that it seemed quite right to them that she should be the one to develop those aspects. Indeed, there was no question but that she had talent for writing. When other members of the group showed a reluctance to try such development, since Susie so far excelled them, the teacher decided to make a change in Susie's participation in the activity under way. Susie did not want to

develop

develop herself along any line but the literary, and was so obviously unhappy with other types of activities, that she refused to try them.

#### Remedial measures

She was placed with the group of children who were developing a diorama of a colonial scene. Her part was to dress a doll as a colonial lady standing on the steps of a colonial home. She was definitely perturbed. She made excuses of many kinds as to why she could not do this. She said that she didn't like dolls; that she couldn't sew; that the children would criticize her efforts. She made only half-hearted efforts, and finally became highly emotional over having been held to the task. Susie was talked to in a kindly manner by the teacher and principal about the importance of being able to do well, more than one thing. It was pointed out to her that people did not go through life selecting just the pleasant things they chose to do. Susie accepted her work a bit more cheerfully after this. By continued bolstering of her spirit and encouragement from the group, she did not appear so perturbed over her school program again.

She learned to take criticism of the things she didn't do well without ill will. Her highest degree

of self-realization still came through her efforts with poetry.

In a conference with her mother, it was revealed that Susie was held to no program of tasks at home. A suggestion was made that Susie be delegated certain tasks with reference to the care of her room, clothing and personal appearance. She was held to the routine program at school. After her stubborn resistance to it was finally broken down, she succeeded quite well. Her mother reported later in the year that Susie had taken much interest in her home duties and that she had been permitted to redecorate her room in colors of her own choosing.

Development along the lines of Susie's talent and greatest source of happiness, was by no means checked in this broadened scope of accomplishments. Many exercises to develop imagery of visual, auditory, olfactory, cutaneous and kinaesthetic sensations were given as well as exercises for developing figures of speech and choosing appropriate descriptive words. These exercises were much of the type used in Dorritt Stumberg White's tests of poetic ability.<sup>8</sup>

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8. Dorritt Stumberg White, "A Study of Poetic Talent," Journal of Experimental Psychology, 11:3 pp. 219-34. June, 1928.

Susie reveled in these exercises, and used expressions that indicated vivid imagery far in excess of her maturity. Her prose compositions were excellent, but the delicacy and music of her poems were outstanding.

She wrote and dedicated a poem to the school and the memories that would linger in the hearts of the members of the class at the time of leaving for junior high school.

### Later history

In junior high school, Susie was the joy of her English teacher. Each issue of the school paper was filled with her poems. Her former teacher in elementary school watched with much interest, the development of her more mature thought patterns as she grew older.

She was doing creditable work in the other subjects but poetry was still the satisfying drive of her life. She is now in senior high school and has consistently enjoyed poetry as her most satisfying means of self-expression. The useful arts and exact sciences did not prove to be the annoyers that they threatened to become in elementary school. This was doubtless due to the fact that Susie had adjusted her habits of thinking and planning with reference to the tasks that life imposes. Although the steps by which this trait had been built

up, doubtless dropped out of her consciousness, its growth was permanent.

## CASE 16

James G.---Product of an Orphanage

### Environmental and hereditary conditioning

James G. was a definitely border-line case when he entered the elementary school in which this study was made. He was sixteen years of age. He read at high second grade level, but because of his size and age he was placed in the low fourth grade. His mother died when he was five years old, after having given birth to twin baby girls. There was an older sister, fifteen years of age at that time. The father was a drunkard, in no way capable of the responsibility of caring for his children.

The maternal grandmother took the infants. The older girl went to live with an aunt on a farm where she helped with the chores. James was placed in an orphanage in the northern part of the state operated by one of the protestant church denominations. He had remained there until the older sister had married, established a home, and was able to take her brother. It was at this time that the study of his case began.



School history

James had the strength and physique of a man. He had developed the most anti-social tendencies that can be imagined. He felt that the whole world was against him, and that he would have to fight every step of his way through it. This attitude, together with his towering strength and small capacity for reasoning occasioned genuine concern in a school where the largest child in it was no where near his stage of physical development. He had bristling red hair. His face was covered with large red freckles.

The little children in the low fourth grade where he entered evaluated his brawn as highly desirable for their baseball team, as they were eager to defeat the team of fifth graders. They did not seem to recognize the great difference between James and themselves mentally. Shortly after he had entered school, one of the smaller boys of the class gave a run and leaped upon James' back in a playful mood. James seemed to think his doom had arrived unless he defended himself, and he hastily shook the burden off his back and delivered a telling blow with his fist that brought the playful little one to the ground with a thud.

The teacher took James in and talked the situation

over with him. She tried to make him understand that the boys in that school didn't settle matters with their fists. James listened to her respectfully, but still insisted that he wasn't going to let anybody "jump on" him. He had several such scenes. The teacher, with untiring patience, was still striving to build up in his mind, the fact that this was a friendly group that did not want to fight him, but to play with him. He finally said, "I know it, Mrs. G., but when they grab me suddenly, I just see red."

#### Remedial measures

This teacher supplied remedial work for James at a level at which he could succeed. She finally gained his deepest admiration, and before he had been there many weeks, he was bringing her presents from his prized possessions. One day, some nails; another, an onion; another, a turtle, and so on. He also shared his small glimpses of happiness with her, coming into the school room beaming one morning to tell her that his sister made a pie! He talked freely of life in the orphanage. He said that most of the time while he was there he plowed and did work in the field instead of going to school. He told of severe whippings he had received which could not be easily verified, but which it was

easy to believe, seeing his antagonistic attitude and hatred for the social order in general.

As spring opened up, the class started their miniature farm in connection with the study of the beginning of agriculture in Ancient Egypt. Here James' experience with farming activities in the orphanage stood him in good stead. He knew how to prepare the ground and had the strength to wield a spading fork. He knew how deep to plant the seed, how to place sticks for beans and tomato vines, how to cultivate and water the plants and to do other useful things. The pupils in the class showed a sincere appreciation of the things James could do.

He completed the year uneventfully, through the capable guidance of the teacher who inspired in him some motives for improved behavior patterns with respect to others. His mentality was so low, however, that upon testing him the psychologist recommended that he be placed in the school for the feeble-minded at Austin. His sister made application for him there, and he was committed there just before the close of school in May. He had shown some slight improvement in his social relationship with others under influence of this teacher. With his low mentality, it is not likely that such behavior persisted when that influence was removed.

### Later History

No history of James had been available since his commitment to the school for the feeble-minded. That it is possible to alter his behavior in some degree was shown in this elementary school. With capable guidance by specialists it is possible that James may make a fairly satisfactory farm laborer.

## CHAPTER IV

### SUMMARY AND CONCLUSIONS

Creative activities proved a potent factor in bringing about the development of desirable character and personality traits, in these atypical cases observed, except those in which there was a demoralizing influence in the immediate home environment, or a psychopathic condition in the individual.

The release from inhibitions, repressions and fears, and the subsequently changed behavior patterns were particularly conspicuous in the cases of Mike, the School Pilferer; Maria, "Poor-big-dumb-Maria;" Fidel L., the Cleft-palate Epileptic; Joe A., Truant; Mary G., Hunch-back, and Valentine V., Under-nourished Cardiac Case.

Less striking, because the emotional disorder had not assumed such proportions, were the cases of Hazel L., Gifted but Pampered; Manuel M., Temperamental Artist; Shirley L., Aesthetic Dancer; Paul H., Ugly Duckling; Archie M., Robber of Bird's Nests, and Susie G., Class Poet. In the cases of Norman H., Victim of Environment; Chas. H., "Grapes of Wrath" Child; William M., Day-dreamer Extraordinary, and James G., Product of an Orphanage, modification of personality and character traits was more difficult of accomplishment because of home environmental conditions or mental conditions requiring treatment by specialists.

The degree to which there was definite improvement in character and personality traits is shown in Table I.

TABLE I

THE DEGREE OF IMPROVEMENT NOTED IN THE GROWTH OF  
DESIRABLE CHARACTER AND PERSONALITY TRAITS

CASE	DEGREE OF IMPROVEMENT			
	Definite	Definite	Little	None
	and permanent:	but transitory:	or doubtful:	
1. Mike S., School Pilferer	*			
2. Maria M., "Poor-big-dumb-Maria"	*			
3. Norman H., Victim of Environment			*	
4. Fidel L., Cleft-palate-Epileptic	*			
5. Hazel L., Gifted but Pampered		*		
6. Manuel M., Temperamental Artist	*			
7. Joe A., Habitual Truant	*			
8. Chas. H., "Grapes of Wrath" Child			*	
9. Paul H., Ugly Duckling	*			
10. Shirley L., Aesthetic Dancer	*			
11. William M., Day-dreamer				*
12. Archie M., Robber of Bird's Nests	*			
13. Mary G., Hunchback	*			
14. Valentine V. Undernourished		*		
15. Susie G., Poet of Her Class	*			
16. James G., Product of an Orphanage				*

In the case of doubtful improvement, or of none at all, the causes for this lack of growth may be summarized in Table II as shown below:

TABLE II  
REASONS FOR LITTLE OR NO IMPROVEMENT IN  
DESIRABLE CHARACTER AND PERSONALITY TRAITS

CASE	: REASONS FOR LITTLE OR NO IMPROVEMENT			
	: Unwholesome:	Frequent	: Psychopathic	
	: home	: change of:	conditions	
	: conditions	: schools	:	
3. Norman H., Victim: of Environment	: *	: *	:	
8. Chas. H., "Grapes of Wrath" Child	: *	: *	:	
11. William M., Day-dreamer	:	:	:	*
16. James G., Product of an Orphanage	:	:	:	*

In addition to the growth made by these atypical cases who presented serious personality disorders, there was the larger group of normal individuals in whom the correction of lesser personality problems prevented more serious maladjustment. Meeting the emotional needs of these children to the end that they found security, social recognition and approval, and success through creative activities was a tremendous adjustment which will be more potent influences in their lives than the mere memorization of facts.

Whether the pupils require only skillful guidance and counselling by teachers and principals, or careful diagnosis

by specialists, the school must take the child as he is, and modify his character and personality traits in such manner as to make him an acceptable member of society.

Below are some of the traits for which these creative activities, as reviewed in this study have provided growth:

1. The habit of understanding and practicing desirable social relationships in:
  - a. Respect for authority
  - b. Recognition of leadership
  - c. Respect for the rights, property and contributions of others
  - d. Co-operation with other members of the group (teamwork)
  - e. Giving and taking criticism without ill will or rancor
  - f. Engaging in polite and entertaining personal conversation
  - g. Participation in leadership
  - h. Humane treatment of dumb animals
  - i. Beautifying home and community environment
2. Discovering and developing aptitudes in:
  - a. Telling and writing stories
  - b. Writing poetry
  - c. Developing dramatic ability
  - d. Developing ability in, or appreciation of drawing, painting, modeling, carving, singing
  - e. Interpretative dancing
  - f. Construction
3. Developing poise through stimulating critical thinking by:
  - a. Gathering, organizing and interpreting facts
  - b. Using facts in new situations



While there will probably never be other cases identical with those presented here, there will continually arise cases of distorted emotional development in children in every classroom. Such conditions will be manifest in atypical behavior of some kind.

Creative activities seemed to prove effective in satisfying the emotional needs of the children observed through these case studies. The writer would make a plea for a more widespread use of this educational procedure for such cases as indicate a need for remedial measures that will promote growth in desirable character and personality traits.

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