A Mental Health Survey of Four Hundred White Children of the Sixth Grade in the Portsmouth Public Schools

Eugene Greenfield

Recommended Citation
Greenfield, Eugene, 'A Mental Health Survey of Four Hundred White Children of the Sixth Grade in the Portsmouth Public Schools' (1943). Dissertations, Theses, and Masters Projects. Paper 1539624467.
https://dx.doi.org/doi:10.21220/s2-j00t-dz85

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A MENTAL HEALTH SURVEY OF FOUR HUNDRED WHITE CHILDREN OF THE SIXTH GRADE IN THE PORTSMOUTH PUBLIC SCHOOLS

A Thesis
Presented to
The Faculty of the Department of Psychology
College of William and Mary

In Partial Fulfillment
Of the Requirements for the Degree
Master of Arts

By
Eugene Greenfield
July 1943
ACKNOWLEDGMENT

The author wishes to express his grateful appreciation to Professor Royal B. Embree, Jr. (at present U.S.N.R.) and Professors Walter H. Coffee of the College of William and Mary, who helped in the planning of this study, and to Dr. George H. Armacost, Dean Kremer J. Hoke, and Professor Frank A. MacDonald for their helpful suggestions and constructive criticism in the completion of this study.

The author is also deeply grateful to the superintendent and principals as well as to the sixth grade teachers of the Portsmouth public schools for their ever-ready assistance and cooperation which made this study possible.
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"In the past, in a more static society, matters of behavior have more or less taken care of themselves under the watchful eye of home and church. Today, in a civilization which is much more complex, these matters of behavior and conduct cannot be left to themselves but require planned direction on the part of those who are responsible for the education of the young." ¹ With this view in mind an objective study was conducted in the Portsmouth public schools with the purpose of determining the number of children enrolled in these schools that have made normal and proper adjustment to the various life situations which confront them in the home, on the playground, in the school, and in the community; the number of those who show signs of adjustment difficulties; and the number of children with more or less serious adjustment problems.

The Need for Making this Survey

Should one ask for the reasons for making such a survey, it would be sufficient to point to an analysis recently made by students of mental hygiene. According to this report out of 100 typical school children:

"Four or five will spend part of their lives in mental hospitals.

¹ Perceival M. Symonds, Mental Hygiene of the School Child (The Macmillan Company, 1934) p.1
Four or five more will develop serious mental illnesses, which will be cared for at home or in institutions other than mental hospitals.

One or two will commit some major crime or delinquency and will spend some part of their lives in jails or penitentiaries.

Three or four will be so handicapped by retarded or stunted mental development that, without special training or other provision, they will have difficulty in becoming useful and productive citizens.

From thirty to forty will fail to reach maximum efficiency and happiness in life possible for them, because of unwholesome emotional habits and personality traits.

A teacher of an average class of 40 children may thus expect that in later life 17 to 26 of her pupils will suffer from conditions ranging from unhappiness and a sense of futility to criminal behavior and insanity. 

If we add to these facts the many and peculiar problems that will arise as a result of the war and in the post-war world there should be sufficient reason to convince anyone of the need for carefully studying the adjustment problems of children in

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the public schools.

Actually, a large number of studies of this nature have already been made and various tests and scales have been devised to establish the nature of normal behavior and to discover the incidence of those deviating from that norm. Most of these studies, however, were made at college and high school levels or among the pre-school children. The periods of pre-adolescence and early adolescence have for some reason been overlooked by most students of mental health problems. "The mental hygiene of the developmental stretch between the ages of 10 and 14 has not attracted the attention of research workers which it deserves."

Yet this period, besides presenting emotional problems of its own, may well be the source of many problems not recognized until later adolescence or adult life.

A great many children present behavior problems to teachers and principals, and quite a large percentage of our school children fail to make satisfactory progress. What is even more amazing than the number of school failures and behavior problems is the fact that boys outnumber girls two to one in these areas of difficulty. In a recent study made over a three year period in Columbus, Ohio, the average percentage of failures for the boys was 8.4 and for the girls 4.8. The

Boys have a higher percentage of failures than the girls in every grade and in every subject." Wickman claims that, "Boys are considered notoriously more difficult to manage than girls, so that we should expect to find, as we do, that the incidence of reported problems among them is greater than among girls."

All too often have these difficulties been attributed to "sheer laziness" or "devilishness." For some unexplained reason nature seems to have conferred upon boys a double portion of these undesirable traits. Needless to say psychologists and modern educators are unwilling to accept such inadequate answers to the weighty problems of behavior and school failure. They suspect that emotional causes may be the most important factors involved in behavior difficulties and to a large extent also in school failures.

Teachers and principals consider as problems only those patterns of behavior which tend to interfere with the smooth running of the institution, in this instance the school. A behavior problem according to the teacher is one which either "violates the teacher's principles of morality, her authority, the school or classroom order, the required standards of study, 

5 E. K. Wickman, Children's Behavior and Teachers' Attitudes, (Commonwealth Publications, 1928) p. 44
6 Ibid. p. 24
or it disturbs through difficulties with other children."

The teacher as a rule has neither the time nor the training to recognize the problem of the shy withdrawing child. Nor has she the training to recognize the underlying factors in the boys' "devilishness" or other types of bullying and aggressiveness.

Sufficient reasons have been given to prove a real necessity for making such exhaustive studies wherever and whenever possible among school children with particular attention to the age group between 10 and 14 so that cases of maladjustment may be discovered early and possible remedies be applied before serious maladjustment arises.

PURPOSE OF STUDY

The purpose of this study is to conduct an objective survey and to investigate the condition of mental health of the white pupils enrolled in the sixth grade of the Portsmouth public schools with the purpose of:

1. Finding the incidence of good adjustment and that of poor adjustment among the white children enrolled in the sixth grade of these schools.

2. Discovering differences if any in the adjustment of

   a) boys and girls

   b) natives and transfers

PURPOSE OF STUDY
b) children of one locality and another representing different socio-economic backgrounds.

3. Finding the factors contributing to or causing poor mental health.

4. Discovering possible remedies to improve present condition.

PROCEDURE

Difficulties Involved

It is well recognized fact that almost any objective study which involves human beings presents a very difficult task. The difficulties are greatly increased when one wishes to study objectively the psychological aspects of the human personality. For we cannot conceive of personality as something static, rather may we think of it as a dynamic entity in a constant flux. The child today is not the same child that he was yesterday. His personality has changed as a result of physical growth and certain emotional experiences that he encountered during the past 24 hours. Nonetheless, he is what he is today because of certain inherent qualities which have been with him ever since his conception and birth, and because of certain things he did yesterday and the day before.

In the particular study of problem behavior the difficulties increase because of a lack of valid and objective measuring instruments.
It would appear that the person most capable of giving an objective picture of a child's behavior would be one who is close enough to him to know him well, yet not too closely related to him to be biased in his favor. Such a person would obviously be the teacher. But in a recent study, E. K. Wickman seriously doubts the average teacher's ability to distinguish properly between normal and problem behavior of school children. "When we examine reports of all teachers in the two schools, we find heavy variations that cannot be explained by mere differences of the behavior of the various classes of children, or by teacher differences in the interpretation of the description of the behavior employed in the rating scale. Indeed, teachers' rating...deviates so greatly as to render the results...statistically unreliable for an interpretation of the true incidence of behavior problems in school children."

The teacher's rating then may be considered as indicative of acceptable or unacceptable behavior according to her rating, but it cannot by itself be considered a reliable instrument for discovering problem behavior.

One could of course make use of one of the various personality tests that have recently been devised. But because of the inherent difficulties involved in the measuring of personality traits, it is questionable whether the tests

8 Ibid. p. 47
9 Ibid.
themselves and alone can be considered as objective measuring instruments. To be sure, a well constructed personality test is more reliable than the teacher's rating alone, but even such a test alone cannot be accepted as capable of selecting behavior problems.

It was therefore decided to use several objective criteria indicative of maladjustment or of influences causing maladjustment. These criteria were to be applied to all of the sixth grade children who were to be studied. Those, and only those, who would be selected by two or more of the criteria were to be considered moderately or seriously maladjusted, the degree of maladjustment being determined by the number of criteria by which the particular child would be selected. Consequently, six indexes were selected. These will be described in the following section.

The Criteria Used to Determine Maladjustment.

1. **Age.** A child is considered a chronological misfit in his class if his age differs from the median of his class by more than one year.

   A child who is much younger or older than most of his class may not necessarily be maladjusted, but he is under a decided disadvantage. If he is a year or two older than most of his class, it is probably due to ill health, failure in school, dullness, or some other factors. He is usually larger
than the others. This may encourage bullying on his part. At any rate he is different from the others and may feel that he is being constantly pointed at. The younger child may owe his presence in an advanced class to his superior intelligence and acceleration in school work. Such a child, physically smaller than the rest, often becomes "sissified," addressed "professor," or he may become the object of bullies. All these may contribute to emotional problems of the child so distinguished.

For determining the child's age the records of the various schools were examined.

2. Mental Age. A child is regarded an intellectual misfit if his mental age is more than one year below or more than two years above the median of his class.

Again, low mentality is not of necessity a sign of maladjustment, but it may be a source of serious emotional disturbances. Such a child meets continued frustration when he has to compete with a class of other children better endowed than he is. His reward for the best effort put forth is constant and continued failure. "The frustrations inherent in trying, but failing to meet most standardized requirements, are so potentially great that one wonders how so many children ever finish school at all."

The child who is too bright for his class is not challenged enough by the work which must be kept at the level of

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the many slower children. He is bored and becomes fidgety and nervous. This also causes him to get involved in different kinds of mischief which usually contribute to his becoming a behavior problem with the teacher.

However, the child that is too bright can adjust much easier than the one who is too dull. For this reason only the child who is at least two years above his class in mental age is considered as a misfit.

The Pintner General Ability Test, which is administered to all sixth grade pupils in the Portsmouth public schools, was used as a basis for establishing the mental age of the pupils who are the subject of this study.

3. **Repeater.** A child is regarded a school failure if at the time of this study he was repeating his grade.

This third criterion is also to be considered as a contributing factor rather than a symptom of maladjustment. The boy or girl who fails his grade has already suffered a number of lesser failures. The major failure came when he was not promoted. Being a repeater he is faced with new adjustment problems, for he must now adjust to a new group of children with the definite handicap of a failure. Repeating the grade was therefore considered as a factor influencing maladjustment.

4. **Truancy.** Truancy has been found to be connected with delinquency and other types of maladjustment. A child was considered a truant if he was absent from school without
excuse during the school term a sufficient number of times for the teacher to so classify him.

5. **Behavior Scale.** A Behavior Scale based on the findings of E. K. Wickman and designed by C. R. Rogers of Ohio State University, was used to determine whether or not the pupil is well adjusted according to the teacher's rating. The teacher had an opportunity to rate the child on 22 behavior traits whether the particular behavior occurred: "Never," "Seldom," "Occasionally," or "Very Often." A total score of 700 was possible with a score of "0" indicating that the child never exhibited an undesirable behavior trait.

Any child, according to C. R. Rogers, receiving a score of 150 or above is to be considered as having serious maladjustment problems according to the teacher's rating.

The Behavior Scales were handed to all teachers at the same time with identical instructions, both written and oral, as to the method of filling out the scales.

6. **California Test of Personality.** This test "has been designed to identify and reveal the status of certain highly important factors in personality and social adjustment." The profile is intended to reveal "the extent to which the pupil is adjusting to the problems and condition which confront him and is developing a normal, happy, and socially effective personality."

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11 E. K. Wickman, *Children's Behavior and Teachers' Attitudes*, (Commonwealth Publications, 1928)
12 Devised by Louis P. Thorpe, et al, (California Test Bureau, 1942)
13 Manual of Directions to above. p. 1
The test is divided into two sections: Section 1 is to indicate the pupil's self-adjustment, "how the pupil feels about himself, his self-reliance, his estimate of his own worth," and Section 2 is to indicate the pupil's social adjustment "to show the pupil functions as a social being, his knowledge of social standards, his social skills, his freedom from antisocial tendencies, and his family, school, and community relationships."

Each pupil was to answer, "yes" or "no" to 144 questions telling how he felt about each of the questions. It was noted that the pupils had a tendency to mark themselves "up" rather than "down." But it was felt that while such a tendency might impair the objectivity of the test, it would nonetheless reveal the tendencies of the pupils whether these point toward a higher goal of better adjustment or towards poor adjustment.

The authors give a percentile rating for each score of each component as well as for the total score in each section and grand total. They do not, however, give a definite maladjustment score. They merely state "that maladjustment in the various components is indicated when the pupil's score is among the lower percentiles."

Considering the fact that children tended to mark themselves "up" it was felt that a score of 100 giving the child a rank in the 35th percentile would indicate that by his own

14 Ibid. p. 2
15 Ibid. p. 6
admission he had unacceptable ideas on 44 or more of the questions. A score of 100 or less, therefore, was considered as showing serious maladjustment tendencies.

This study is based on 420 white children of the sixth grade in six schools and 13 classes, constituting all of the white sixth grade children in the Portsmouth public schools. Subsequently, 19 pupils were dropped from this study because some dropped out of school, some had moved, and for others no complete data could be obtained. Of the remaining 401, 204 were boys, and 197 were girls.

All of the criteria were applied to each of the 401 children, the only exception being the California Test, which was not given to 34 pupils because of absence at the time the test was administered. This fact was taken into consideration in the tabulation of the results.
CHAPTER II
FINDING OF THE STUDY 14

INCIDENCE OF MALADJUSTMENT

Maladjustment according to degrees. The results of this study presented in this chapter in detail show a large number of children with evidence of maladjustment and poor mental health. According to data presented in Table I, below, and in Fig. 1 on p. 13, only 2 children in every 6 show a "behavior score" of 0 indicating proper adjustment; 3 children in every 6 show at least 1 point of stress requiring adjustment; 1 child in every 6 shows 2 points needing attention; while 1 child in every 6 shows from 3 to 6 points of tension; i.e., serious maladjustment.

TABLE I

PERCENTAGE OF WHITE CHILDREN IN THE SIXTH GRADE OF THE PORTSMOUTH PUBLIC SCHOOLS SHOWING VARIOUS DEGREES OF MALADJUSTMENT

<table>
<thead>
<tr>
<th>Behavior Score</th>
<th>Percentage of Maladjustment by Schools*</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>B</td>
</tr>
<tr>
<td>Well Adjusted</td>
<td>(0)</td>
</tr>
<tr>
<td>Slight Malad.</td>
<td>(1)</td>
</tr>
<tr>
<td>Moderate Malad.</td>
<td>(2)</td>
</tr>
<tr>
<td>Serious Malad.</td>
<td>(3-6)</td>
</tr>
<tr>
<td>Total</td>
<td></td>
</tr>
</tbody>
</table>

Number of Children in Each School

68 67 92 57 60 50 401

*Note: Schools are listed by initials which stand for Briggs, Thomas Jefferson, Robert E. Lee, Cooke St., Sixth Ave., and Port Norfolk.
Fig. 1. Percentage of white children showing types of maladjustment in the sixth grade of the Portsmouth public schools.
Incidence of maladjustment according to types. Data presented in Table II below and Fig. 1 on p. 15, show that 1 child in every 5 is considered a serious behavior problem by his teacher; 1 child in every 5 is a chronological misfit in his class; 1 child in every 4 is an intellectual misfit in his class; 1 child in every 4 is maladjusted according to a standardized personality test.

TABLE II
PERCENTAGE OF WHITE CHILDREN IN THE SIXTH GRADE OF THE PORTSMOUTH PUBLIC SCHOOLS SHOWING EACH TYPE OF MALADJUSTMENT

<table>
<thead>
<tr>
<th>Percentage of Each Type of Maladjustment by Schools</th>
<th>B</th>
<th>T</th>
<th>R</th>
<th>C</th>
<th>S</th>
<th>P</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chronological Misfits</td>
<td>35.0</td>
<td>18.0</td>
<td>16.5</td>
<td>26.0</td>
<td>19.5</td>
<td>16.0</td>
<td>20.5</td>
</tr>
<tr>
<td>Intellectual Misfits</td>
<td>33.0</td>
<td>16.0</td>
<td>31.5</td>
<td>25.0</td>
<td>26.0</td>
<td>16.0</td>
<td>26.5</td>
</tr>
<tr>
<td>Repeaters</td>
<td>9.5</td>
<td>9.5</td>
<td>9.0</td>
<td>14.0</td>
<td>16.5</td>
<td>10.0</td>
<td>11.0</td>
</tr>
<tr>
<td>Truants</td>
<td>4.5</td>
<td>7.3</td>
<td>13.4</td>
<td>5.5</td>
<td>3.5</td>
<td>16.0</td>
<td>9.0</td>
</tr>
<tr>
<td>Maladjustment Acc. to Teacher</td>
<td>7.5</td>
<td>15.0</td>
<td>47.5</td>
<td>16.0</td>
<td>25.0</td>
<td>60.0</td>
<td>33.0</td>
</tr>
<tr>
<td>Maladjustment Acc. to Cal. Test</td>
<td>18.0</td>
<td>20.0</td>
<td>28.0</td>
<td>22.0</td>
<td>27.0</td>
<td>18.0</td>
<td>23.0</td>
</tr>
<tr>
<td>Number of Children</td>
<td>68</td>
<td>67</td>
<td>99</td>
<td>57</td>
<td>60</td>
<td>50</td>
<td>401</td>
</tr>
</tbody>
</table>

During the school term of 1942-1943 there had been enrolled in the Portsmouth public schools something like 5,800 white boys and girls and about 4,800 colored. If the sixth grade

*Note: Schools are listed by initials which stand for Briggs, Thomas Jefferson, Robert E. Lee, Cooke St., Sixth Ave., and Port Norfolk.
pupils in the white schools of Portsmouth were a fair representation of the entire school population, then it would appear that about 16% of the 9,300 children enrolled, or close to 1,500 boys and girls are seriously maladjusted. Fortunately, the sixth grade pupils cannot be taken as a truly representative sample of the incidence of maladjustment throughout the entire school system. Evidence from recent studies indicates "that problems increase with age with a maximum from 10 to 13 years and the greatest incidence in the fifth and sixth grades." Children with behavior problems are much less evident in the lower grades, and by the time the pupils have reached high school most of the serious problem children have dropped out of school. For this reason we may assume that the incidence in the lower grades and at high school level is much smaller than at the sixth grade level. On the other hand we have good reason to believe that the incidence of maladjustment in the colored schools is much larger than that of the white schools. This would be true because of the lower economic and social standards in the average colored home as compared with the average white home. If, therefore, the final figure for the entire school population were compiled, it would perhaps not be very far short of the 16% found in the sixth grade. Be this as it may, this study reveals a sufficiently large percentage of moderately and seriously maladjusted children to

1 O. M. Loutit, Encyclopedia of Educational Research, Mental Hygiene. (Macmillan Company, 1941) p. 724
warrant the serious attention of the authorities entrusted with public education.

**Maladjustment of boys and girls.** The results of this study also reveal a preponderance of boys with maladjustment problems. According to Table III presented on p. 19 and Fig. 2 on p. 20, there are 2½ times as many boys as there are girls with serious adjustment problems; almost twice as many boys as girls show moderate adjustment problems. On the other hand twice as many girls as boys show good adjustment. Only in the area of slight maladjustment do we find an equal percentage of boys and girls. That the boys constitute a major problem in the elementary schools may be seen in the annual report of the Elementary Supervisor of the Portsmouth public schools. "The supervisor has been deeply interested in trying to get better cooperation from some of the larger boys in the regular grades whose school progress, conduct, and attendance, have been unsatisfactory. In many cases she has had conferences with the principal, the teacher, and the pupils, and in some cases with the parents and members of the Welfare Department. So far, little progress has been made with the pupils." ²

² Annual Report, Public Schools of Portsmouth, Virginia, 1941-1942, p. 9
TABLE III

PERCENTAGE OF WHITE BOYS AND GIRLS OF ALL SIXTH GRADE PUPILS IN THE PORTSMOUTH PUBLIC SCHOOLS SHOWING VARIOUS DEGREES OF MALADJUSTMENT

<table>
<thead>
<tr>
<th>A Well Adjusted</th>
<th>Slightly Maladjusted</th>
<th>Moderately Maladjusted</th>
<th>Seriously Maladjusted</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Boys (%)</td>
<td>24.0</td>
<td>32.0</td>
<td>22.0</td>
<td>22.0</td>
</tr>
<tr>
<td>Girls</td>
<td>43.0</td>
<td>33.0</td>
<td>13.3</td>
<td>9.5</td>
</tr>
</tbody>
</table>

The teachers in their rating have with one exception singled out the boys as being much more of behavior problems than are girls. This is presented in detail on Table IV shown below.

TABLE IV

PERCENTAGE OF WHITE BOYS AND GIRLS IN THE SIXTH GRADE OF THE PORTSMOUTH PUBLIC SCHOOLS SHOWING UNDESIRABLE BEHAVIOR TRAITS ACCORDING TO THE TEACHER’S RATING

<table>
<thead>
<tr>
<th>Traits</th>
<th>Boys</th>
<th>Girls</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cheats</td>
<td>48.0</td>
<td>29.5</td>
</tr>
<tr>
<td>Tells Lies</td>
<td>33.0</td>
<td>18.0</td>
</tr>
<tr>
<td>Disinterested in School Work</td>
<td>64.0</td>
<td>42.0</td>
</tr>
<tr>
<td>Hyperactive and Restless</td>
<td>59.0</td>
<td>27.0</td>
</tr>
<tr>
<td>Sensitive</td>
<td>54.0</td>
<td>57.0</td>
</tr>
<tr>
<td>Attempts to Bully and Domineer</td>
<td>37.0</td>
<td>17.0</td>
</tr>
<tr>
<td>Seeks Extra Attention From Teacher</td>
<td>35.0</td>
<td>29.5</td>
</tr>
</tbody>
</table>

According to the teacher’s report twice as many boys tell lies as do girls. The same is true in the tendency to domineer and bully and in the tendency to restlessness. About 1½ times
Plate 2. Differences in Adjustment between White boys and girls
of the sixth grade in the Portsmouth public schools.
as many boys cheat as do girls. The same is true of disinterestedness in school work and seeking extra attention from the teacher. Only in one area do the girls out-number the boys in the opinion of the teachers, and that is in sensitivity. There the girls show an incidence greater than the boys, 57% for girls as against 54% for boys.

The difference in adjustment between boys and girls is even greater when judged by the results of the California Personality Test. As mentioned before, this test is divided into two areas, self-adjustment and social adjustment. In the area of social adjustment boys show 5 times as many mal-adjusted cases as girls do. Only 6% of the girls show difficulty in the social adjustment whereas among boys there are 28% with poor social adjustment. In the area of self-adjustment the difference is not quite so great, but the incidence of poor self-adjustment is almost twice as great among boys as among the girls. In examining the components of the California Test presented in Table V on p. 22, one finds, consistent with the teacher's observation, that girls outnumber the boys only in the area of nervous tendencies. Here one finds 66% girls as against 63% boys exhibiting nervous tendencies, but in school adjustment 58% of the boys register difficulties against only 28.5% of the girls.
Sufficient figures have been cited to prove that boys far outnumber girls in the number of behavior problems. Nor is Portsmouth an exception in this respect. E. K. Wickman reports that in a study made in the Cleveland public schools, "boys presented ten problems per boy while girls only six problems per girl." He further states that, "boys are notoriously more difficult to manage than girls, so that we should expect to find, as we do, that the incidence of reported problems among them is greater than among girls."

This difference cannot be explained by any native difference between boys and girls. The difference in I.Q between the boys and girls of sixth grade pupils in the Ports-

---

**TABLE V**

PERCENTAGE OF WHITE BOYS AND GIRLS OF THE SIXTH GRADE IN THE PORTSMOUTH PUBLIC SCHOOLS SHOWING AREAS OF POOR ADJUSTMENT ACCORDING TO THE CALIFORNIA TEST OF PERSONALITY

<table>
<thead>
<tr>
<th>Components of California Test</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sense of Personal Worth</td>
<td>39.0</td>
</tr>
<tr>
<td>Withdrawing Tendencies</td>
<td>56.0</td>
</tr>
<tr>
<td>Nervous Tendencies</td>
<td>63.0</td>
</tr>
<tr>
<td>Social Standards</td>
<td>50.0</td>
</tr>
<tr>
<td>Anti-social Tendencies</td>
<td>43.0</td>
</tr>
<tr>
<td>School Adjustment</td>
<td>59.0</td>
</tr>
<tr>
<td>Total Self-adjustment</td>
<td>31.0</td>
</tr>
<tr>
<td>Total Social Adjustment</td>
<td>28.0</td>
</tr>
</tbody>
</table>

---

3 E. K. Wickman, Children's Behavior and Teachers' Attitudes, Commonwealth Publications, New York, 1928, p. 46

4 Ib., p. 44
mouth public schools is so small as to render it insignificant for the explanation of the greater problem presented by the boys. It is significant, however, that while boys outnumber the girls in every area of maladjustment, the sexes are almost alike in the percentage of intellectual misfits. Boys, as may be seen in Fig. 3 on p. 24, average above 30% intellectual misfits and girls 27%. "All our evidence seems to indicate that native differences between boys and girls, or between men and women, are inconsiderable..... One of the best recent studies, reports very slight and almost negligible difference in intelligence between the sexes."

There may be something in our school set up and curriculum which tends to make boys more maladjusted than girls. This point will be further discussed in the following chapter.

Maladjustment of transfers and natives. For the purpose of this study those who settled in Portsmouth after September, 1940, were considered transfers; while those born in Portsmouth as well as those who settled there prior to September, 1940, were considered natives. The results of the study reveal only a slightly higher incidence of maladjustment among the transfers than among the natives. Indeed, it was expected that transfers would provide the larger percentage of behavior problems, for change of

school and home conditions, as a result of moving from one locality to another, would tend to place additional difficulties in the path of a youngster trying to adjust to his environment. "Frequent changes of family residence, with the inevitable breaking of former neighborhood and friendship ties, and the introduction of the child to new play groups and school groups, offer serious threats to the child's sense of security."

If this is not the case with the large number of transfers found in the Portsmouth public schools, it may be due to the quality of the people who recently settled in Portsmouth. From an examination of the I.Q.'s of natives and transfers one finds that the recent arrivals are definitely not inferior in intellectual capacity to the native population. The average I.Q. of the natives is 96 against 97 for the recent arrivals. In one particular school where the transfers represent 50% of the sixth grade pupils, the average I.Q. was 105 for the transfers against 101 for the natives. This difference, to be sure, is negligible, but it is enough to indicate that the type of families who came to Portsmouth as a result of employment opportunities in defense work, is mostly one of the better class skilled worker with a better than average educational and economic background. It is perhaps this fact that mitigated the adjustment problems of most of the newcomers to Portsmouth.

6 Committee on Socialization, Publication of the American Council on Education, Socialization of the Individual. p. 73
TABLE VI

PERCENTAGE OF WHITE CHILDREN AMONG THE NATIVE AND THE TRANSFER POPULATION OF THE SIXTH GRADE IN THE PORTSMOUTH PUBLIC SCHOOLS SHOWING DEGREES OF MALADJUSTMENT

<table>
<thead>
<tr>
<th></th>
<th>Well Adjusted</th>
<th>Slightly Maladjusted</th>
<th>Moderately &amp; Seriously Maladjusted</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>B  G  T</td>
<td>B  G  T</td>
<td>B  G  T</td>
</tr>
<tr>
<td>Natives</td>
<td>28.0 40.0 34.0</td>
<td>31.0 40.0 35.0</td>
<td>41.0 20.0 31.0</td>
</tr>
<tr>
<td>Transfers</td>
<td>19.0 42.0 32.0</td>
<td>33.0 27.0 30.0</td>
<td>40.0 25.0 38.0</td>
</tr>
</tbody>
</table>

MALADJUSTMENT AND THE SOCIO-ECONOMIC BACKGROUND

Favorable and unfavorable school areas. In examining the location of the six schools in which this survey was conducted, it would be difficult to determine which school or schools had a more favorable socio-economic background than the others. Neither of these schools represents an area that might be designated as a "slum" area. Nor could one easily select the school or district which should represent the upper class residential section. Portsmouth happens to be a city lacking in these two extremes. Recently a former city manager stated to the research worker engaged in this study that Portsmouth is one of the few cities which has not a single millionaire. Portsmouth has no industrial magnates nor does it have a destitute white population living in slums. The city may rather be classed as a workers' residential city. The overwhelming majority of the parents of the sixth grade pupils are employed in the navy.
yard, the chief industry of the city. This may well be true of the majority of all parents of the school children.

In an effort to determine the socio-economic background of the school children, it was therefore found more practicable to investigate and tabulate the parents' occupations. These occupations have been divided into 7 classes: (1) Professional, (2) Business, (3) Clerical, (4) Skilled Workers, (5) Semi-skilled Workers, (6) Unskilled Laborers, and (7) Housewives. To secure these data the school records were used. It must be noted at the outset that these cards were fairly incomplete as regards the classification of the parents' occupations. Very often it was merely stated that the parent was a "Navy Yard Employee" without designation as to the type of skill in which he was employed. In such cases the parent was arbitrarily classed for the purpose of this study as a "semi-skilled" worker. Only where more definite information was available was an employee classed as a "skilled" or "unskilled" worker.

According to data presented in Table VII, p. 28 and Fig. 4 on p. 29, it may be seen that the schools may be divided into two groups. One group of three schools appeared to have a fairly well balanced proportion of all types of occupations for the parents, while the other group of three schools appears to have children who come mostly from the homes of workers with a larger proportion of unskilled and semi-skilled workers than the first group of schools.

This last represents a child whose father is apparently not living, and whose mother, who acts as guardian, is not gainfully employed. The school record in such cases, classifies the mother as "housewife."
### TABLE VII

SOCI-ECONOMIC BACKGROUND OF THE WHITE CHILDREN IN THE SIXTH GRADE OF THE PORTSMOUTH PUBLIC SCHOOLS SHOWING TWO GROUPS OF SCHOOLS WITH DIFFERING BACKGROUNDS

<table>
<thead>
<tr>
<th>Schools</th>
<th>Briggs Cooke Street Sixth Avenue</th>
<th>Thomas Jefferson Robert E. Lee Port Norfolk</th>
</tr>
</thead>
<tbody>
<tr>
<td>Economic Background</td>
<td>%</td>
<td>%</td>
</tr>
<tr>
<td>Professional</td>
<td>8</td>
<td>1.8</td>
</tr>
<tr>
<td>Business</td>
<td>6.5</td>
<td>1.8</td>
</tr>
<tr>
<td>Clerical</td>
<td>12.5</td>
<td>7.3</td>
</tr>
<tr>
<td>Skilled Worker</td>
<td>37.5</td>
<td>30.6</td>
</tr>
<tr>
<td>Semi-skilled Worker</td>
<td>25.0</td>
<td>46.5</td>
</tr>
<tr>
<td>Unskilled Worker</td>
<td>2.2</td>
<td>6.0</td>
</tr>
<tr>
<td>Housewife</td>
<td>3.7</td>
<td>1.5</td>
</tr>
</tbody>
</table>

It was felt that children coming from homes of professionals, businessmen, office employees, and skilled workers, would have a more favorable social and economic background than those coming from homes of unskilled or semi-skilled workers. Briggs, Cooke Street, and Sixth Avenue schools have a larger representation of children coming from homes of the first four types of occupations, while Thomas Jefferson, Robert E. Lee, and Port Norfolk schools have a larger representation of children coming from the second type of workers. The first three therefore are regarded as the more favored school area, while the other three as representing the less favored school area.
FIG. 4. PERCENTAGE OF OCCUPATIONAL DISTRIBUTION OF PARENTS OF WHITE CHILDREN OF THE SIXTH GRADE IN TWO SCHOOL AREAS IN PORTSMOUTH, VA.
The incidence of maladjustment in the two areas. In examining the data in Table VIII, presented below, it is similarly found that the favored area leads in the percentage of well adjusted and slightly maladjusted children, while the less favored area leads in the percentage of moderately and seriously maladjusted children.

### TABLE VIII
PERCENTAGE OF WHITE CHILDREN IN THE SIXTH GRADE OF THE PORTSMOUTH PUBLIC SCHOOLS SHOWING DEGREES OF MALADJUSTMENT ACCORDING TO SCHOOL AREAS

<table>
<thead>
<tr>
<th>School Areas</th>
<th>Favored</th>
<th>Less Favored</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mean I.Q.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Favored</td>
<td>98.5</td>
<td>90.5</td>
</tr>
<tr>
<td>Less Favored</td>
<td>98.5</td>
<td>90.5</td>
</tr>
<tr>
<td>Percentage of Adjustment</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Well Adjusted</td>
<td>36.0</td>
<td>30.5</td>
</tr>
<tr>
<td>Slightly Maladjusted</td>
<td>35.0</td>
<td>32.0</td>
</tr>
<tr>
<td>Moderately Maladjusted</td>
<td>15.5</td>
<td>19.6</td>
</tr>
<tr>
<td>Seriously Maladjusted</td>
<td>13.5</td>
<td>17.6</td>
</tr>
</tbody>
</table>

In further analyzing the various types of maladjustment in the two areas, it is found as shown in Table IX, on p 31, that the favored area has a larger percentage of chronological and intellectual misfits and also a larger percentage of repeaters. As will be recalled these criteria were not to be regarded as symptoms of maladjustment. They were to be regarded as factors contributing to or influencing maladjustment. In the less favored area there is a larger percentage of actual maladjustment according to the Teacher's
Rating and the California Test, Truancy appears to be four times greater in the less favored than in the favored area.

TABLE IX

PERCENTAGE OF WHITE CHILDREN IN THE SIXTH GRADE OF THE PORTSMOUTH PUBLIC SCHOOLS SHOWING TYPES OF MALADJUSTMENT ACCORDING TO SCHOOL AREAS

<table>
<thead>
<tr>
<th>School Areas</th>
<th>Favored 98.5</th>
<th>Less Favored 90.5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mean I.Q.</td>
<td></td>
<td>Percentage of Adjustments</td>
</tr>
<tr>
<td>Chronological Misfits</td>
<td>23.2</td>
<td>14.5</td>
</tr>
<tr>
<td>Intellectual Misfits</td>
<td>32.0</td>
<td>28.0</td>
</tr>
<tr>
<td>Teacher's Rating</td>
<td>16.0</td>
<td>30.5</td>
</tr>
<tr>
<td>California Test</td>
<td>20.5</td>
<td>21.5</td>
</tr>
<tr>
<td>Repeaters</td>
<td>15.5</td>
<td>9.2</td>
</tr>
<tr>
<td>Truants</td>
<td>4.5</td>
<td>14.6</td>
</tr>
</tbody>
</table>

Living Conditions in the less favored areas. The limited time and facilities at the disposal of the research worker engaged in this study did not permit even a partial investigation of the actual home conditions of the children showing signs of maladjustment, but it is a well known fact that unsound social and economic conditions in the home contribute very considerably to the maladjustment of both adults and the children of that home. Quite often the bad effects of such a home affect the children in the entire neighborhood. Such conditions would be expected to prevail in the crowded sections of the unskilled and semi-skilled workers' homes.
Until recently living conditions in some parts of these areas were so crowded as a result of a sudden influx of workers used to sleep in two and in some cases even in three "shifts." Fortunately, the health department soon put a stop to such unsanitary practices, also many new workers' quarters have been put up by the government. But from this picture one may gain some insight into the unsound and, from a medical as well as from a mental hygiene point of view, unhealthy living conditions in the workers' homes. Is it any wonder then that children coming from these homes show a large incidence of maladjustment.

ADJUSTMENT AND MENTAL ABILITY

Relation of intellectual capacity to adjustment. The results of this study show a definite relationship between maladjustment and intellectual ability or the I.Q. of the pupil. The most well adjusted youngsters appear to be the ones with average intelligence. These children have a mean I.Q. of 103 with a range of 89-110 for boys and 78-114 for girls. Both extremes, those whose mental age is far above the average and those with a mental age far below the average, show increasing signs of maladjustment.

The comparisons of behavior at various levels of intelligence indicate that children with average mentality are
better adjusted than are children either brighter or duller than most youngsters."

As was expected, however, children with higher than average mentality are less subject to bad mental health than those whose mental ability is classed as subnormal.

The former, though they tend to become bored with school work and become behavior problems to the teacher and principal, yet because of their superior ability, are able to find many other satisfactory outlets for their pent up emotions and energies. But the mentally retarded who is a failure at school and is unable to keep up with his class hardly ever finds opportunities for leadership or expression of self in socially acceptable ways.

Table X on p. 34, shows only 10 of 36 boys and girls with above average mentality, or 28%, as seriously maladjusted, while the other 72% are well adjusted except for the fact that they are intellectual misfits in their class. But of 76 mentally retarded boys and girls 53, or practically 70%, are moderately or seriously maladjusted and only 30% are well adjusted except for being intellectual misfits. From the same Table X it may also be seen that as the I.Q. of the retarded group tends to decrease the tendency of the degree of maladjustment is to increase.

8 H. N. Rivlin, Educating for Adjustment, (D-Appleton-Century Company, 1936) p. 128
It may safely be assumed that next to home conditions mental ability or the lack of it is the principal contributor to maladjustment.

**TABLE X**

PERCENTAGE OF WHITE BOYS AND GIRLS IN THE SIXTH GRADE OF THE PORTSMOUTH PUBLIC SCHOOLS SHOWING RELATION OF INTELLIGENCE QUOTIENT TO ADJUSTMENT

<table>
<thead>
<tr>
<th>Mentality</th>
<th>No.</th>
<th>Sex</th>
<th>Mean I.Q.</th>
<th>Adjustment Score</th>
<th>Interpretation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Average</td>
<td>47</td>
<td>Boys</td>
<td>104.0</td>
<td>0</td>
<td>Well Adjusted</td>
</tr>
<tr>
<td>Average</td>
<td>60</td>
<td>Girls</td>
<td>102.7</td>
<td>0</td>
<td>Well Adjusted</td>
</tr>
<tr>
<td>Low</td>
<td>8</td>
<td>Boys</td>
<td>80.0</td>
<td>1</td>
<td>Slightly Maladjusted*</td>
</tr>
<tr>
<td>Low</td>
<td>15</td>
<td>Girls</td>
<td>85.7</td>
<td>1</td>
<td>Slightly Maladjusted*</td>
</tr>
<tr>
<td>Low</td>
<td>13</td>
<td>Boys</td>
<td>74.7</td>
<td>2</td>
<td>Moderately Maladjusted</td>
</tr>
<tr>
<td>Low</td>
<td>13</td>
<td>Girls</td>
<td>86.0</td>
<td>2</td>
<td>Moderately Maladjusted</td>
</tr>
<tr>
<td>Low</td>
<td>10</td>
<td>Boys</td>
<td>74.3</td>
<td>3</td>
<td>Moderately Maladjusted</td>
</tr>
<tr>
<td>Low</td>
<td>6</td>
<td>Girls</td>
<td>75.0</td>
<td>3</td>
<td>Moderately Maladjusted</td>
</tr>
<tr>
<td>Low</td>
<td>7</td>
<td>Boys</td>
<td>68.0</td>
<td>5</td>
<td>Seriously Maladjusted</td>
</tr>
<tr>
<td>Low</td>
<td>4</td>
<td>Girls</td>
<td>70.5</td>
<td>4.5</td>
<td>Seriously Maladjusted</td>
</tr>
<tr>
<td>Above Average</td>
<td>16</td>
<td>Boys</td>
<td>123.5</td>
<td>1</td>
<td>Slightly Maladjusted</td>
</tr>
<tr>
<td>Above Average</td>
<td>10</td>
<td>Girls</td>
<td>124.9</td>
<td>1</td>
<td>Slightly Maladjusted</td>
</tr>
<tr>
<td>Above Average</td>
<td>7</td>
<td>Boys</td>
<td>122.0</td>
<td>2</td>
<td>Moderately Maladjusted</td>
</tr>
<tr>
<td>Above Average</td>
<td>3</td>
<td>Girls</td>
<td>119.0</td>
<td>3</td>
<td>Moderately Maladjusted</td>
</tr>
</tbody>
</table>

*Note: Showing no sign of maladjustment other than being intellectual misfit in class.*
SUMMARY OF FINDINGS

Four hundred and one white pupils enrolled in the sixth grade of the Portsmouth public schools were studied to determine the incidence and degree of maladjustment of the children in these schools. Six objective criteria were applied to all of the sixth grade pupils. The results may be summed up briefly:

1. Two of every 6 children are well adjusted; 2 of every 6 children show slight and almost negligible signs of poor adjustment; 1 of every 6 children is moderately maladjusted; 1 of every 6 children is seriously maladjusted, according to the criteria used in this study.

2. Boys greatly outnumber girls in every type of maladjustment except nervousness in which girls show a slightly higher percentage. In every other type of maladjustment boys outnumber the girls two and even four to one.

3. Transfers show only a slightly greater percentage of maladjustment than the natives.

4. Children in the less favored school areas show a higher incidence of maladjustment, especially serious maladjustment, than those of more favored school areas.

5. Mental ability is definitely related to maladjustment. Both those with higher than average mentality and those with lower than average mentality show a tendency to be more maladjusted than children with average mentality, but children with low mentality show the highest incidence of all in moderate and serious maladjustment rate.
CHAPTER XIII
CONCLUSIONS AND SUGGESTIONS OF REMEDIES

The main objective in a study of this nature after the results of the survey have been tabulated, should be to discover the chief factors causing maladjustment and the possible remedies that could be applied to alleviate the situation. Unfortunately, because of the limited scope of this study and because of the limited facilities available, the study was not extended to include an investigation of the conditions in the home, the neighborhood, and the schools, that cause maladjustment. However, others have made exhaustive studies of these conditions and from their findings certain conclusions may be drawn that would throw light on much of the data presented in the previous chapter.

Adjustment Defined. "A person is well adjusted if he can meet the various situations which he faces day by day adequately and efficiently. If a person's habits and skills enable him to satisfy his needs, to fill his wants, and to give him satisfaction, then he is adjusted. . . . .

The unadjusted individual is one whose habits and skills are inadequate to meet the demands of the situation or who lacks the ability to solve the problems which are met in the course of everyday living."

1 Percival M. Symonds, Mental Hygiene of the School Child, (Macmillan Company, 1934) p. 4
H. N. Rivlin lists the causes that are most frequently found to be conducive to maladjustment. They are:

- Poverty,
- Undesirable home conditions,
- Mental or physical inferiority,
- Poor habits of eating and sleeping,
- Improper recreational outlets,
- Bad companions,
- Habits of substituting imaginary solutions of difficulties for attempts at overcoming them,
- A feeling of unworthiness,
- A feeling of insecurity,
- Conflicting desires or ambitions, and
- Constant thwarting of wishes.  

Upon analysis of the above it is found that these causes may be grouped into hereditary and environmental areas. One cannot think merely of the environmental factors and ignore the highly important role played by the child himself as the adjusting biological entity. He has certain inherent qualities and characteristics which predispose him to either good or poor adjustment to his environment. Examples are mental inferiority or physical handicap. It is recognized from the very outset that one so handicapped by nature will have a hard "struggle" in life. Table X on p. 34 in the preceding chapter shows that children with either too low or too high mentality contribute more than their share of the maladjusted. But there are, even in the apparently normal child, many more inherent characteristics such as the nervous and glandular systems, the factors determining the child's

2 Harry N. Rivlen, Educating for Adjustment, (D. Appleton-Century Company, 1936) p. 103

3 Ibid.
growth curve, his stature, his gait, and the whole gamut of human complexity, all of which have a direct bearing on the way the child is able to make adjustments in life. All of them make a direct contribution to the child's struggle for proper adjustment. It is the environment, however, that largely determines the outcome of that struggle. Problem behavior can be understood only as an interaction of forces within the individual and those coming from his environment."

The environment responsible for the proper or improper adjustment of the child may be divided into three main areas of influence, the home, the community, and the school.

The home. "The first five years of life have been stated to be the most crucial for the development of fundamental character traits and patterns of behavior." A child establishes certain behavior patterns from his very infancy. When he begins to copy his parents or siblings, "it is not a matter of imitation but a form of adaptation in which the child uses the types of behavior around him as the best means, for bringing to him satisfactions that he craves." The parent who displays his temper to show that he is "boss" merely points the way for the youngster as to the "best" method for such attainments. The mother who all too readily responds to the baby's whimpers

5 Symonds, op. cit. p. 76
6 Ibid. p. 76
with undue attention and indulgence, merely gives the baby the first lesson teaching him that one has to make a "fuss" to get what he wants. These are some of the early influences of the home on behavior patterns. The much more destructive effects of broken homes, of constant wrangling and fighting in the home, are too well known to need elaboration.

The Community. In discussing the community as a factor in the adjustment of the child one thinks of the neighborhood in which the child lives rather than of the city in which he lives. It is in the neighborhood, the home included, that the child spends five-sixths of his time. It is here that he makes his first friendship ties, it is here that he does most of his living. Here he meets most of his satisfactions and disappointments. Here his emotions are aroused to the highest pitch of exaltation or sunk into the depths of despair. Little wonder then that the neighborhood plays such an important role in the adjustment of the child.

"Almost every city has its good and bad areas, whether the criterion for judging this goodness is wealth, excellence of buildings, living conditions, disease rates, death rates, crime rates, or the incidence of mental illness." Portsmouth is no exception. As shown above the
children of certain schools come from an area largely populated by the poorer working class where crowded conditions have been phenomenally bad for the past two or three years. It may also be assumed that people in this area were hardest hit by the depression a few years ago, the effects of which may be apparent in the large incidence of maladjustment among the sixth grade pupils coming from this area.

What effect the neighborhood has on mental condition and delinquency of juveniles may be seen from figures published as a result of a recent study made in the city of Boston on 1,000 cases of juvenile delinquency. The figures are given below:

<table>
<thead>
<tr>
<th>Factor</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Illiteracy of parents</td>
<td>29%</td>
</tr>
<tr>
<td>Social welfare attendance</td>
<td>88%</td>
</tr>
<tr>
<td>Proportions of mothers working</td>
<td>40%</td>
</tr>
<tr>
<td>Proportion of wholesome homes</td>
<td>13%</td>
</tr>
<tr>
<td>Proportion of 'favorable' neighborhoods</td>
<td>3%</td>
</tr>
<tr>
<td>Separation or divorce of parents</td>
<td>20%</td>
</tr>
<tr>
<td>Quarreling and wrangling parents</td>
<td>33%</td>
</tr>
<tr>
<td>Lax or unreasonable discipline</td>
<td>70%</td>
</tr>
<tr>
<td>Broken or poorly supervised homes</td>
<td>90%</td>
</tr>
<tr>
<td>Family delinquency</td>
<td>87%</td>
</tr>
<tr>
<td>Unhealthy mental conditions in the family</td>
<td>88%</td>
</tr>
</tbody>
</table>

The unwholesome mental condition of the boys who had been arrested may be indicated by the following facts in addition to events that determined arrest and court appearance:

- Retarded in school: 95%
- Left school to work: 85%
- Misspent leisure time: 90%

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Clueck, S. S. and Clueck, E., One Thousand Juvenile Delinquents, (Harvard University Press, 1934)
Unassociated with organized recreational groups 75%
Previous misbehavior 95%
Truants 66%
Average age of first court appearance 9.7 yrs.
Average number of arrests 23
Obvious emotional difficulties 80%

Commenting on the above figures J. D. M. Griffin⁹ writes, "The relationship between these two sets of figures is too close to be coincidence." Of the cases of delinquency studied, 97% come from unfavorable neighborhoods and 90% from broken or poorly supervised homes.

Can the school do anything about neighborhood or home conditions causing maladjustment? Obviously very little can be done by the school. The teachers who already have a heavy burden of classroom duties have little time or energy to devote to social welfare, even if they had the inclination for such work. Nevertheless, the school can "cooperate with such social agencies as leagues for better housing. Where the school's influence is inadequate to affect an improvement in the living conditions of the neighborhood, it must extend its own activities to take care of more of the child's time, for example, by opening its doors for supervised recreation after school 10 hours."

The School. While it is true that in the home a child acquires his basic patterns of behavior, the school represents the major institution for the socialization of the individual.

⁹ Griffin, op. cit. p. 187
¹⁰ Rivlin, op. cit. p. 248
It is here that the child first faces a need for adjusting to rules of conduct and learning habits. It is here that he meets many new children and must learn to get along with them. Here he first begins to realize that he must not talk whenever he is so inclined, that he cannot have all the attention of the teacher all the time, that there are others equally important, that he must learn to express himself in socially accepted ways. His socialization and his first attempt at self-discipline begin when he enters school; and as he continues to grow and to mature, it is the school that teaches him how to acquire the tools and the methods of application for an ever increasing measure of independent action.

Discipline. The paradox in the procedure of socializing the child and helping him to acquire the ability for independent action is the fact that he must first submit to a prolonged and more or less rigid discipline of conduct and learning. But in this very process lies the danger to proper adjustment. For often the school, in its disciplinary efforts, kills the child's incentive for independent action, trains him to be a "follower" and dependent on others for planning and guidance rather than to strike out for himself to find the things he needs. This was especially true of the formal type school where rigid discipline and group
regimentation represent the keynote of education. "The formal school has thwarted and too often killed... creative desires in children and has made its pupils afraid to express themselves spontaneously."

"To the psychiatrist... discipline is associated with the process of getting children to do the right thing rather than of stopping them from doing the wrong. This means, for example, that....the teacher must make the children want to come to school rather than to attempt to curb truancy."

Discipline should be one that is planted and encouraged to grow from within, a self-discipline, rather than one that is imposed by the "authorities" from without.

"The teacher who is interested in the emotional adjustment of her pupils must evaluate her disciplinary procedures periodically because proper control improves youngsters' emotional health by preventing many of the class situations that give rise to conflict. Wholesome discipline stimulates the child's ability to share responsibility and to solve problems as they arise. It leads him to believe in his own worth as an individual and as a member of a respected and respecting group."

The Curriculum. Often also, as a result of the demands of a rigid curriculum or methods of teachers, many

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12 Rivlin, op. cit. p. 264

13 Rivlin, op. cit. p. 282
children become misfits in their class and school and develop all sorts of complications and maladjustment. This is especially true of boys who, as the present study indicates, furnish more than twice the number of problems and failures that the girls do. It is true as E. K. Wickman says that, "Boys are more aggressive than girls and so increase their chances of annoying and frustrating the adult." But it is also true that this spirit of aggressiveness could be channeled into profitable and useful attacks upon subject matter at school, if only the schools were properly equipped to cope with the situation. As things are, however, our school system is so constituted as to encourage the maladjustment and failure of boys more than that of girls. The curriculum for instance puts a premium on academic subjects, and our entire educational system glorifies academic success. This prejudices the boy at the very outset of his educational career, for in this field the girls have the edge on the boys. "We have much evidence for a linguistic superiority on the part of females. They tend to begin speech earlier in life..... They show superior achievement in reading, language, grammar, and literature, both in the grades and in the high school and college." On the other hand, "There seems to

14 E. K. Wickman, Children's Behavior and Teachers' Attitudes, (Commonwealth Publications, 1928) p. 44
be a definite and fairly well marked male superiority in mechanical and manipulative performance."

Some adjustments of the curriculum have been made at high school level. Here the student has a choice of a vocational or an academic course. The difficulty, however, is that it does not go far enough. For one thing the choice is left to the student himself without the aid of an expert guide trained to recognize the student's needs and abilities. But a more important difficulty is the fact that it does not reach the grade schools. Here pupils are still being carried through the seventh grade on academic subjects even though many of them begin to show a deficiency in this field as early as the fourth or fifth grade. These pupils are repeatedly failed and retarded till they are finally "pushed through" the seventh grade at an age when they are either old enough or disgusted enough with school to quit, or they go on to high school, perhaps on pressure from parents or friends, inadequately equipped either academically or emotionally for success in the secondary school.

Another factor in the greater incidence of maladjustment among boys may be the system that has been encouraging a teaching staff consisting almost entirely of women. It is evident writes E. K. Wickman that "teachers'
ideals of perfectly acceptable behavior tend in the direction of the distinguishing characteristics of girl behavior."

Unless the teacher is willing to recognize this and make sufficient allowance for it, there must develop a mutual distrust and lack of genuine understanding between the women teachers and the schoolboy.

**Recommendation.** While it is not the purpose of this study to plan the curriculum content for the Portsmouth public schools, it seems only fair that after stating some of the causes of maladjustment certain recommendations be made as the opportunity for them arises in the course of this discussion. It would therefore be recommended that the curriculum, especially in the elementary grades, be adjusted to include a greater emphasis on the manipulative and mechanical education of boys and girls, and that inasmuch as the boys would tend to take more advantage of these opportunities, male teachers be employed to head this part of the school program. Incidentally, it may be sound from a mental health point of view to have as many male teachers as possible in all the departments both in the elementary and high schools.

There are some 39 boys and girls, or about 10% of the pupils covered by this survey, who are more than two years ahead of their group intellectually. The regular curriculum does not challenge them sufficiently nor does it meet their needs. On the other hand there are some 77 boys and girls, or about 20% of the group who are a year or more behind their group intellectually. For these the work is too difficult,
and they experience almost continued failure in school.

The curriculum might be enriched to give the bright pupils sufficiently difficult tasks, while at the same time it should be so flexible that it may provide the dull pupils with achievable tasks.

Maladjusted Teachers. Teachers themselves contribute in yet another way to the maladjustment of children. For some inadequately explained reason some states, the State of Virginia, among them, prefer and often insist on unmarried teachers as best qualified for the instruction of the young. Aside from the fact that by this system many of the well educated young women are discouraged from ever marrying and raising a family of their own, it also contributes to the nervousness of many teachers which they eventually transmit to their charges, the schoolchildren.

"Nervousness is a characteristic of many teachers which cannot have anything except a bad effect on the children..... There are probably many reasons why teachers are nervous..... Some teachers are single women, and the strain of unsatisfied sex life probably accumulates and may account for some part of this nervousness..... The children tend to adopt the patterns of behavior that the teacher presents to them day after day, and with a nervous teacher children also take on nervous mannerisms, sensitiveness to unpleasant happenings in the classroom and the like."18

18 Symonds, OP, CIT. p. 249
have the monopoly on problem behavior. It would appear that there are problem teachers also. In four areas of adjustment Bronson reports his findings in the figures which are presented below:

<table>
<thead>
<tr>
<th>Home Adjustment</th>
<th>Health Adjustment</th>
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<tbody>
<tr>
<td>Excellent</td>
<td>Excellent</td>
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<td>2%</td>
<td>0%</td>
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<tr>
<td>Good</td>
<td>Good</td>
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<tr>
<td>21.6%</td>
<td>15.7%</td>
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<tr>
<td>Average</td>
<td>Average</td>
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<tr>
<td>27.4%</td>
<td>36.3%</td>
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<tr>
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<td>Unsatisfactory</td>
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<tr>
<td>21.6%</td>
<td>31.4%</td>
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<tr>
<td>Very Unsatisfactory</td>
<td>Very Unsatisfactory</td>
</tr>
<tr>
<td>27.4%</td>
<td>17.6%</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Social Adjustment</th>
<th>Emotional Adjustment</th>
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<tr>
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<td>Excellent</td>
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<td>5.9%</td>
<td>3.2%</td>
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<tr>
<td>Good</td>
<td>Good</td>
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<td>17.6%</td>
<td>25.5%</td>
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<tr>
<td>Average</td>
<td>Average</td>
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<tr>
<td>47.0%</td>
<td>35.3%</td>
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<tr>
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<td>19.0%</td>
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<td>Very Unsatisfactory</td>
<td>Very Unsatisfactory</td>
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<tr>
<td>9.8%</td>
<td>17.6%</td>
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**Teachers' Pay.** The low pay that teachers are receiving in most of the states is also not calculated to give the teacher the sense of security and freedom from worries which she must have if she is to devote her best efforts to the education of the young. Nor does that pay attract the best in human material to make teaching a life-time job. For many years it has been apparent that there has been a growing tendency for greater opportunities for women in the world of
business, professions, and vocations. It has also been ap-
parent that teaching as a profession does not have the at-
traction for women it had before the above-mentioned op-
portunities were open for women. Women have been turning
to a number of vocations other than teaching, but as a re-
result of the war this tendency has created an acute shortage
of teachers. It is doubtful that the WAAC's, the WAVES, or
the SPARS, or any other branch of the women's auxiliary
corps have caused this shortage. Rather must it be that
women find employment in the various defense plants with
pay far in excess of their teacher's salary. The fact that
war industries call for women workers provides a perfect alibi
so that a teacher leaving her job may feel that she is actual-
ly helping the war effort and is doing a distinct service to
the country. The real cause, however, must be the attractive
pay she finds in her defense job. Be this as it may, the low
pay that teachers have been getting for many years must have
indirectly contributed to the incidence of maladjustment
among school children.

Recommendation: What is true of other schools must be,
to a certain degree, also true of the staff of teachers in
the Portsmouth public schools, though it must be repeated
that this study did not investigate any of the conditions
herein discussed as they exist in the Portsmouth public
sch o o ls; but should such conditions exist in Portsmouth, it would be recommended that:

1. The school authorities encourage married teachers to return to their jobs. There is no reason to believe that marriage — all other things being equal — should tend to impair a teacher’s ability or devotion to her job.

2. The school authorities in no manner, either through threat of loss of contract or lower salary, discourage single teachers from marrying and establishing a family.

3. Insofar as possible the teacher’s pay should be increased to meet the needs of a person with the social standing demanded of a school teacher.

4. Teachers be encouraged to take courses in psychology and mental hygiene, so that they may be equipped to recognize symptoms of maladjustment in children before these become serious behavior problems; and that they may be able to discover some of the underlying causes of the problems and be able to cope with them adequately.

5. Wherever possible male teachers be included in the teaching staff both at the high school and grade school level.

The Classification of Pupils. One of the chief sources of difficulty in the school is the classification of pupils.

It is already a well recognized fact that not all children are capable of learning the same subjects at the same rate. Individual differences have been more and more recognized. "It is estimated that about 30% of public school children are able to go faster than the average grade; that about 45% are intellectually well adjusted in average grade work; and 25% are slow,
dull, retarded, and even grossly defective children who
ledge forever in first, second, third, fourth, and fifth
grades." The dull and retarded as a rule are failed and
made to repeat their grade thus becoming chronologically
misfit in their classes. On the other hand there are the
exceptionally bright pupils who are misfits in their class
because they are bored by the program which is fitted to
the level of the pupil with average mentality.

Many theories have been advanced as to the proper
method of classifying pupils. Some believe that ability rather
than age should have the first consideration in the classifica-
tion of pupils. Some believe that ability rather than age should
have the first consideration in the classification of pupils.
Symonds seems to be of this opinion. Others, however, feel
that, "Where schools are sectioned on the basis of ability, un-
fortunate attitudes of inferiority and superiority develop."
But in the most recent study by the American Council on Ed-
ucation in the Field of Child Growth and Development, the com-
mittee reports the conclusion that, "Grouping on the basis of
mental age, chronological age, interests, etc. has been tried
experimentally with results which are confusing and
contradictory."

20 E. L. Richards, Behavior Aspects of Child Conduct, (Mac-
Millan Company, 1938) p. 49
21 Symonds, op. cit. p. 175
22 Ibid.
23 Committee on
Physiological Aspects of Child Growth and Development.
(American Council on Education, 1941) p. 10
The "Special Class" as it is known today is not the best way of handling retarded children. Indeed, retarded children should have special individual attention, but "the trouble with the special class is that it is bordering on imbecility." It is referred to by the children as the "Crazy Class," Mentally retarded children when classed with mentally defectives tend to become not less but more maladjusted than before they were put there. Some of the principals in Portsmouth do recognize this and refuse to place a child even with an I.Q. of 60 into the "Special Class." That at least saves the child from the disgrace of the other pupils and the effects of his own shame, but it does not solve the problem, for they are in need of special care in order to make them self-reliant to a considerable extent. The system as it is today tends toward the creation of the very considerable portion of maladjusted children found especially among the mentally retarded children.

There are at present two special classes for retarded white children in the Portsmouth public schools. From several visits to one of these the author of this study had an opportunity to verify Dr. Richard's statement quoted above. In this particular special class there are several children with moderately low mentality, but the majority of them are children with defective mentalities such as should rather be cared for in institutions for feeble minded.

24 Richards, op. cit. p. 57
Lack of a Good Guidance Program. Problems under the present school system, as was stated before, are not recognized until they have become aggravated to the point where they interfere with the smooth running of the school program. Even then only the symptoms are recognized and dealt with as if they were the problem. This is because our schools have no properly organized guidance program. Such a program would involve at least two trained psychologists for a school population such as that of Portsmouth. According to Symonds there should be one psychologist for every 1200-1500 students in the grade schools, and one for every 500-600 students in high school. Instead Portsmouth schools have a single psychologist who is in charge of the testing program in the entire school system comprising some 7,000 pupils in the grade schools. The high school at present has no psychologist attached to the school. The teachers have neither the training nor the time to carry on effective guidance work with the pupils. It is therefore felt that the lack of a guidance director in the grade schools has been one of the important factors causing maladjustment in these schools.

25 Ibid. p. 280
**Recommendation.** It is therefore recommended that psychologists be attached to the school staff of Portsmouth.

Their functions in the school system would be to:

a) Have charge of all psychological testing and the interpretation of such data.

b) Act as guides to pupils, with particular attention to the 16% who are seriously maladjusted.

c) Arrange teachers' conferences for the purpose of pointing out to them the proper approach to sound mental hygiene.

d) Institute and supervise special remedial classes for retarded children.

e) Hold conferences with principals and with parents whenever need for such arises.

**Application of Remedies Must Begin at School.** The factors originating in the school were discussed at greater length than those of home and neighborhood because:

1. This study, because of its limited scope, does not uncover all the various factors of home and community that cause poor mental health.

2. It was felt that an effective mental hygiene program must have its beginning in the school whence it would eventually spread into home and neighborhood.
SUMMARY OF CONCLUSIONS AND RECOMMENDATIONS

The findings of this study presented in detail in Chapter II, show that only 34% of the white children in the sixth grade of the Portsmouth public schools are well adjusted; that 34% of them are slightly maladjusted; that 16% are moderately maladjusted; and that 16% are seriously maladjusted as measured by the criteria used in this study.

In the present chapter data were presented to show some of the underlying causes of maladjustment among children. Briefly stated they are:

1. Conditions in the home.
2. Conditions in the neighborhood.
3. Conditions in the schools.

The last of these has been broken down to the following specific factors:

a) Misapplication of discipline.

b) Inadequate curriculum content.

c) Lack of male teachers in grade schools.

d) Maladjusted teachers.

e) Improper classification of pupils

f) Lack of guidance program.

The fact that about 32% of the children studied are moderately or seriously maladjusted shows the gravity of the problem sufficiently to call for further study and for the serious and immediate attention of the school authorities to implement certain measures that may remedy the present situation as far as
possible. Such a program is all the more needed at the present time because of the great emotional stress which both adults and youngsters are undergoing as a result of the war.

In view of the above the following recommendations were made:

1. That the underlying principles of self-discipline be carefully investigated and applied with a view of eliminating any harmful form of discipline.

2. That the curriculum content be studied and if necessary so adjusted as to accommodate both the bright and the dull as well as the average pupils. That the manipulative and mechanical skills be taught in the grade schools as well as at high school.

3. That as many male teachers be employed as possible, especially in the vocational classes.

4. That married teachers be encouraged to hold teaching positions, and that the school authorities in no way discourage teachers from marrying.

5. That special remedial classes be established for retarded pupils. That no mentally defective pupils be sent to these special classes. That in the classification of the regular pupils, ability rather than chronological age be emphasized.

6. That a guidance program be established and psychologists be attached to the staff of the Portsmouth public schools. They should have full charge of the guidance program both at the high school and the grade schools.
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VITA

Eugene Greenfield was born in Hungary, Europe, January 26, 1905. He was educated in the public schools of Hungary and at the Rabbinical College of Debreczen, Hungary, from which he graduated as an ordained Rabbi in August 1925. He came to the United States in May 1927. He entered Norfolk Division of the College of William and Mary in September 1936, graduated with the degree of Bachelor of Arts from the College of William and Mary in June 1941.

He has held positions as Rabbi in the cities of Pottstown, Pennsylvania; Oil City, Pennsylvania; Roanoke, Virginia; and at present in Portsmouth, Virginia.

He is married and has a wife and three children.
1. Fill in designated code number of each pupil; his age.

2. Consider the child a recent arrival if he came to Portsmouth since the beginning of the 1940-41 school term; otherwise we shall consider him a native. (The purpose of this item is to compare the migrant population with the rest of the local population.)

3. The child is truant if he has been absent without legal excuse.

4. The child is a repeater if at the time of this study he is repeating his grade or half grade.

5. Do not fill in M.A. and the rest of data on the same line.

6. Fill in name of teacher but not remarks. Use bottom of sheet for your remarks.

7. On the Behavior Scale there are 22 items that indicate tendencies toward undesirable behavior. You are to think over your own experience with the child. If you have never noted the type of behavior described, place a check in the first column. If you have noticed this behavior just one or twice, place a check in the second column. If the behavior has occurred more than twice, but is not a habitual reaction of the child, place a check in the third column. If the item is descriptive of the usual behavior of the child, place a check in the fourth column. There should be a check in just one column after each item. Remember to consider only your own experience with the child.

The following longer statements are given to clarify the meaning and to suggest more fully the general nature of each tendency.

1. Is tardy unnecessarily; that is, without excuse and due to his own negligence. Consider also his failure to return promptly from recess periods.

2. Is submissive. Is easily dominated; gives in readily to others; will not assert self.

3. Cheats; not only in preparing lessons, but in any form or area related to school work.

4. Uses suggestive talk. Uses profanity or vulgar speech in school or playground; circulates notes or pictures of suggestive nature among schoolmates.

5. Is easily embarrassed. Is self-conscious; appears nervous or ill-at-ease in most situations; finds it difficult to take part in class.

6. Tells lies. Misrepresents facts to noticeable degree; tells falsehoods with intent to deceive.

7. Is dreamy and inattentive. Does not concentrate on work; seems to live in a world of his own; seems absorbed in himself.

8. Steals. Does not recognize ownership; is not honest with regard to property of others.

9. Disinterested in school work. Appears indifferent; actively shows lack of interest in work. Consider any action that may indicate disinterest.
10. **Is Hyperactive and restless.** Cannot stand still; moves hands, feet, or other parts of the body involuntarily; is characterized by generally uncontrolled activity.

11. **Imaginative lying.** Tells "tall tales"; stories not based on facts; relates unusual and improbable happenings; fails to discriminate between fact and fiction.

12. **Is shy and retiring.** Avoids new situations; stays in background; is inclined not to talk unless spoken to.

13. **Loses temper easily.** In situations which are unpleasant or which restrict behavior, has sudden rebellious outbursts. Cries, uses abusive language, shows severe physical reactions or signs of cruelty to others.

14. **Is Sensitive.** Feelings are easily hurt; is overly conscious of opinions of others; often becomes tearful.

15. **Attempts to bully and domineer.** Tries to dominate others by physical force; and abusive language; picks quarrels frequently, often with younger children; torments, teases, or makes fun of others.

16. **Is defiant.** Resents authority; rebels against obeying rules of school; is generally intractable.

17. **Is often unhappy or discouraged.** Worries; shows anxiety; becomes discouraged and gives up easily.

18. **Show undesirable sex interest and behavior.** Interests and behavior noted which are contrary to accepted or conventional standards of health and morals; masturbates; distributes information relative to sex; annoys or involves other children as a result of this interest.

19. **Unpopular with other children.** Does not get along well with them; is not included in their activities.

20. **Seeks extra attention of teachers.** in various ways; complains of illness; attempts to make teacher sympathetic; seeks praise or help more frequently than others, or than appears necessary.

21. **Is truant.** Is absent without legal excuse.

22. **Has speech impediment.** Stutters or stammers; substitutes sounds; pronounces words incorrectly; slurs letters or sounds;. Consider any apparent speech difficulty.
<table>
<thead>
<tr>
<th>Behavior Tendency</th>
<th>Never</th>
<th>S. Dom.</th>
<th>Occasionally</th>
<th>Very Often</th>
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<tr>
<td>Is tardy unnecessarily</td>
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<td></td>
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<tr>
<td>Is submissive</td>
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<td>Steals</td>
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<td>Uses suggestive talk;</td>
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<td>draws suggestive pictures</td>
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<td>Is easily embarrassed; self-conscious</td>
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<td>Tells lies</td>
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<td>Disinterested in school work</td>
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<td>Is hyperactive and restless</td>
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<td>Indulges in imaginative lying</td>
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<td>Is shy and retiring</td>
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<td>Attempts to bully and domineer</td>
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<td>Is defiant</td>
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<td>Seeks extra attention from teacher</td>
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<td>Is truant</td>
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<td>Has speech impediment</td>
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**Teacher's Remarks:**
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1. SELF-ADJUSTMENT
   A. Self-reliance
   B. Sense of Personal Worth
   C. Sense of Personal Freedom
   D. Feeling of Belonging
   E. Withdrawing tendencies
   F. Nervous symptoms
   Total

Possible Score 92

2. SOCIAL ADJUSTMENT
   A. Social Standards
   B. Social Skills
   C. Anti-social Tendencies
   D. Family Relations
   E. School relations
   F. Community Relations
   Total

Possible Score 72

Final Total Minimum Score
CALIFORNIA TEST OF PERSONALITY—ELEMENTARY, FORM A
A PROFILE OF PERSONAL AND SOCIAL ADJUSTMENT
Devised by Louis P. Thorpe, Ernest W. Tieg and Willis W. Clark

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<td>D. Feeling of Belonging</td>
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<td>F. Nervous Symptoms</td>
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<td>C. Anti-social Tendencies</td>
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<td>D. Family Relations</td>
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<td>TOTAL ADJUSTMENT</td>
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5916 Hollywood Boulevard, Hollywood, California
INSTRUCTIONS TO PUPILS

After each of the following questions, make a circle around the Yes or No.

For example, if you have a dog at home make a circle around Yes. Do the other one the same way.

A. Do you have a dog at home? Yes No
B. Can you ride a bicycle? Yes No

On the next pages are more questions. The answers are not right or wrong, but show what you think, how you feel, or what you do about things.

Go right on from one page to another until you have finished them all.

INTERESTS AND ACTIVITIES
SECTION 1 A

1. Would you rather plan your own work than to have someone else plan it for you?  
   YES  NO

2. Do you usually apologize when you are wrong?  
   YES  NO

3. When you have some free time, do you usually ask your parents or teachers what to do?  
   YES  NO

4. When someone tries to cheat you, do you usually try to stop him?  
   YES  NO

5. Is it easy for you to recite or talk in class?  
   YES  NO

6. Do you like to meet new people or introduce them to others?  
   YES  NO

7. Do you usually go to bed on time, even when you wish to stay up?  
   YES  NO

8. Is it hard to do your work when someone blames you for something?  
   YES  NO

9. Do you usually eat food that is good for you, even if you do not like it?  
   YES  NO

10. Do your parents or teachers usually need to tell you to do your work? 
    YES  NO

11. Do you get excited when things go wrong?  
    YES  NO

12. Do you usually keep at your work until it is done?  
    YES  NO

Score Section 1 A

SECTION 1 B

13. Do your friends generally think that your ideas are good?  
    YES  NO

14. Do most of your friends and classmates think you are bright?  
    YES  NO

15. Are your friends and classmates usually interested in the things you do?  
    YES  NO

16. Do you wish that your father (or mother) had a better job?  
    YES  NO

17. Do your classmates seem to think that you are not a good friend?  
    YES  NO

18. Do your friends and classmates often want to help you?  
    YES  NO

19. Are you sometimes cheated when you trade things?  
    YES  NO

20. Do your classmates and friends usually feel that they know more than you do?  
    YES  NO

21. Do your folks seem to think that you are doing well?  
    YES  NO

22. Can you do most of the things you try?  
    YES  NO

23. Do people often think that you cannot do things very well?  
    YES  NO

24. Do people often do nice things for you?  
    YES  NO

Score Section 1 B
<table>
<thead>
<tr>
<th>Question</th>
<th>Yes</th>
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<tr>
<td>25. May you usually choose your own friends?</td>
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<td>26. Are you allowed enough time to play?</td>
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<td>27. Do others usually decide to which parties you may go?</td>
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<td>28. May you usually bring your friends home when you want to?</td>
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<td>29. May you usually do what you want to during your spare time?</td>
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<td>30. Do you have a chance to see many new things?</td>
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<td>31. Do your folks often stop you from going around with your friends?</td>
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<td>32. Are you allowed to do most of the things you want to?</td>
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<td>33. Are you given some spending money?</td>
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<td>34. Do your folks stop you from taking short walks with your friends?</td>
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<td>35. Are you punished for lots of little things?</td>
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<td>36. Do you feel that your folks boss you too much?</td>
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<td>37. Do pets and animals make friends with you easily?</td>
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<td>38. Are you proud of your school?</td>
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<td>39. Do your classmates think you cannot do well in school?</td>
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<td>40. Are you as well and strong as most boys and girls?</td>
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<td>41. Are your cousins, aunts, uncles, or grandparents as nice as those of most of your friends?</td>
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<td>42. Are the members of your family usually good to you?</td>
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<td>43. Do you often think that nobody likes you?</td>
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<td>44. Do you feel that most of your classmates are glad that you are a member of the class?</td>
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<td>45. Do you have just a few friends?</td>
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<td>46. Do you often wish you had some other parents?</td>
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<td>47. Are you sorry you live in the place you do?</td>
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<td>48. Do your friends have better times at home than you do?</td>
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Score Section 1 C: 25

Score Section 1 D: 37
SECTION 1 E

49. Have people often been so unfair that you gave up? YES NO

50. Do you often think of many things that are dangerous? YES NO

51. Do you often meet people who are so mean that you hate them? YES NO

52. Do you often think about such things as failing in your studies, losing money, losing your parents, or dying? YES NO

53. Do your friends or your work often make you worry? YES NO

54. Is your work often so hard that you stop trying? YES NO

55. Are people often so unkind or unfair that it makes you feel bad? YES NO

56. Do your friends or classmates often say or do things that hurt your feelings? YES NO

57. Do people try to cheat you or do mean things to you? YES NO

58. Are you often with people who have so little interest in you that you feel lonesome? YES NO

59. Are your studies or your life so dull that you often think about many other things? YES NO

60. Are people often mean or unfair to you? YES NO

Score Section 1 E..................................................

SECTION 1 F

61. Do you often have sneezing spells? YES NO

62. Do you often have bad dreams? YES NO

63. Do you bite your fingernails often? YES NO

64. Does it usually take you a long time to go to sleep at night? YES NO

65. Does your head ache often? YES NO

66. Do you often find you are not hungry at meal time? YES NO

67. Do you take cold easily? YES NO

68. Do you often feel tired in the forenoon? YES NO

69. Do you often tap with your fingers on a table or desk? YES NO

70. Do you often feel sick at your stomach? YES NO

71. Do you often have dizzy spells? YES NO

72. Do your eyes hurt you often? YES NO

Score Section 1 F..................................................
SECTION 2 A

73. When people get sick or are in trouble, is it usually their own fault?  YES NO

74. Is it all right to disobey teachers if you think they are not fair to you?  YES NO

75. Should only the older boys and girls be nice and friendly to new people?  YES NO

76. Is it all right to take things you need if you have no money?  YES NO

77. Is it necessary to thank those who have helped you?  YES NO

78. Do children need to obey their fathers or mothers even when their friends tell them not to?  YES NO

79. If a person finds something, does he have a right to keep it or sell it?  YES NO

80. Is it all right to make fun of boys and girls who do not believe what you do?  YES NO

81. Should children obey signs that tell them to stay off of other peoples' grounds?  YES NO

82. Should children be nice to people they don't like?  YES NO

83. Is it all right for children to cry or whine when their parents keep them home from a show?  YES NO

84. Is it all right to cheat in a game when the umpire is not looking?  YES NO

Score Section 2 A ...........................................

SECTION 2 B

85. Do you like to speak or sing before other people?  YES NO

86. When people make you angry do you usually keep it to yourself?  YES NO

87. Do you help new pupils to talk to other children?  YES NO

88. Does it make you feel angry when you lose in games at parties?  YES NO

89. Is it hard for you to talk to people as soon as you meet them?  YES NO

90. Do you usually help other boys and girls to have a good time?  YES NO

91. Do you usually act friendly to people you do not like?  YES NO

92. Do you often change your plans in order to help people?  YES NO

93. Do you usually forget the names of people you meet?  YES NO

94. Do you often say nice things to people when they do well?  YES NO

95. Do you try games at parties even if you haven't played them before?  YES NO

96. Do you talk to new children at school?  YES NO

Score Section 2 B ...........................................
### SECTION 2 C

97. Do people often ask you to do such hard or foolish things that you won't do them? **YES NO**

98. Are the tests at school often so hard or unfair that it is all right to cheat? **YES NO**

99. Do you often make friends or classmates do things they don't want to? **YES NO**

100. Are things sometimes so bad at school that you stay away? **YES NO**

101. Do people often act so badly that you have to be mean or nasty to them? **YES NO**

102. Do you often have to make a 'fuss' or 'act up' to get your rights? **YES NO**

103. Is anyone at school so mean that you tear, or cut, or break things? **YES NO**

104. Is it hard to make people remember how well you can do things? **YES NO**

105. Is someone at home so mean that you often have to quarrel? **YES NO**

106. Do you sometimes need something so badly that it is all right to take it? **YES NO**

107. Do classmates often quarrel with you? **YES NO**

108. Do you like to scare or push smaller boys and girls? **YES NO**

### SECTION 2 D

109. Do you have a hard time because it seems that your folks hardly ever have enough money? **YES NO**

110. Do your folks seem to think that you are just as good as they are? **YES NO**

111. Are you unhappy because your folks do not care about the things you like? **YES NO**

112. When your folks make you mind are they usually nice to you about it? **YES NO**

113. Do your folks often claim that you are not as nice to them as you should be? **YES NO**

114. Do you like both of your parents about the same? **YES NO**

115. Does someone at home pick on you much of the time? **YES NO**

116. Does it seem to you that your folks at home often treat you mean? **YES NO**

117. Do you try to keep boys and girls away from your home because it isn't as nice as theirs? **YES NO**

118. Do you sometimes feel like running away from home? **YES NO**

119. Do you feel that no one at home loves you? **YES NO**

120. Have you often felt that your folks thought you would not amount to anything? **YES NO**

---

Score Section 2 C

Score Section 2 D
SECTION 2 E

121. Do you think that the boys and girls like you as well as they should?  YES NO

122. Do you think that the children would be happier if the teacher were not so strict?  YES NO

123. Is it fun to do nice things for some of the other boys or girls?  YES NO

124. Is school work so hard that you are afraid you will fail?  YES NO

125. Do many of the children get along with the teacher much better than you do?  YES NO

126. Does it seem to you that some of the teachers have it in for pupils?  YES NO

127. Do your schoolmates seem to think that you are nice to them?  YES NO

128. Would you like to stay home from school a lot if it were right to do so?  YES NO

129. Are most of the boys and girls at school so bad that you try to stay away from them?  YES NO

130. Do your classmates choose you as often as they should when they play games?  YES NO

131. Do many of the other boys or girls claim that they play games fairer than you do?  YES NO

132. Do the boys and girls usually treat you nice at school?  YES NO

Score Section 2 E

SECTION 2 F

133. Do you visit many of the interesting places near where you live?  YES NO

134. Do you sometimes do things to make the place in which you live look nicer?  YES NO

135. Do you think there are too few interesting places near your home?  YES NO

136. Do you ever help clean up things near your home?  YES NO

137. Do you take good care of your own pets or help with other people's pets?  YES NO

138. Do you sometimes help other people?  YES NO

139. Do you try to get your friends to obey the laws?  YES NO

140. Do you help children keep away from places where they might get sick?  YES NO

141. Do you usually try to be nice to people who are not the same color or race as you are?  YES NO

142. Is it all right to do what you please if the police are not around?  YES NO

143. Does it make you glad to see the people around your house get along fine?  YES NO

144. Do you dislike many of the people who live near your home?  YES NO

Score Section 2 F