A STUDY OF THE CHILDREN ATTENDING MATTHEW WHALEY FROM AN AREA OF WILLIAMSBURG

BY

DOROTHY NANRY

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CHAPTER I

BACKGROUND OF THE STUDY

"The child is the most important consideration in the entire educational plan. Virginia teachers feel, therefore, that to study the child in his environment is an essential step in their efforts to improve instruction."[1] "No school can hope to understand any child until it knows the fundamentals of his background at home."[2] These quotations are indicative of the feeling of the investigator and are used as the basis for the discussion set forth in this chapter.

The investigator has attempted to show the importance of environment in the lives of a group of children from a selected area: first, in the home; second, in the school; and third, in other situations.

The home is the first point to be considered because of its primary contact with the child. "Most schools have gone far from their days of isolation from the rest of the community when they were just an institution to which children were consigned from 9:00 to 3:30 o'clock. Educators have come to realize that a child's education starts long before he enters the school gates and that it does not stop when he leaves them. They recognize the necessity for concerning themselves with the total life of the child - with his home, his neighborhood, his companions, his play and all the other influences besides the school that are educating him."[3] However, the plan

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[1] Handbook for Study and Discussion of Educational Problems in Virginia, (Richmond, Virginia, Virginia State Board of Education, 1940)

[2] Marian E. Breckenridge and E. Lee Vincent, Child Development, (Philadelphia, W. B. Saunders Co., 1943) p. 152

[3] Understanding Juvenile Delinquency, (Washington, D.C., Children's Bureau Publication 300, U. S. Dept. of Labor)

is a bit complicated by the fact that children are usually in school before anyone realizes the importance of the home environment on the life of the child. Therefore, it is necessary for the school to establish a contact between home and school in order that teachers may learn more about the homes of the children they teach. "If the school and home wish to find common points of contact in their children they may be found not so much in the fields of traditional learning as in the realms of feelings, emotions, and attitudes."[4]

There has been in the traditional school very little opportunity for the children of the middle and lower class families. Schools have been mainly academic and have tended to encourage the children of the socially and financially prominent families, which resulted in the lower classes finding very little in the public school. Now the trend is to broaden the school's program to cover many fields non-academic. The school thinks now in terms of "all the children of all of the people, value them all equally and provide the best possible conditions to encourage their development into persons who can find life worth living, and at the same time be useful members of society".[5]

In order to provide the best conditions and to encourage children to find something in which they can achieve success, it is necessary to know what the home is like, not just the physical set up, but the life within the home. Teachers must make mental contacts between home and the school, they must ask themselves what there is in the home which may be

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[4]N.E.A. Policies Commission - Learning the Ways of Democracy (Washington, D.C., National Education Association, 1940) p. 263.

[5]Daniel Alfred Prescott, Emotion and the Educative Process (Washington, D.C. American Council on Education, 1938) p. 193.

causing or contributing to trouble at school. "The teacher should understand what characteristics in a home situation will lead to discontent, revolt or delinquency. They must also realize the importance of home relationships in conditioning all phases of adolescent behavior."[6] Miss Cole also states, "If an adolescent is not proud of his home, he will rarely ask his friends to it, no matter how devoted he may be to his parents - - - - - - Being ashamed of one's home leads to serious maladjustment."[7] When teachers understand some of the emotional conflicts within the child, and some of the conditions within the home environment which may be causal, then they are able to work toward finding ways of helping.

In order to keep in mind the relationship between home, school, and community, the teacher must constantly check the child's contacts with each. She should know what contacts the child has outside of his home and school and if there appears to be any emotional conflict between these activities and home or school relationships. In her book Living In the Classroom, Dr. Helseth says, "Frequently the teacher must investigate the life the child is living outside of school and bring him relief in order even to help the child to be interested in anything that can go on in school hours. The whole child is concerned in every situation. The more complete the teacher's knowledge, the greater her understanding."[8]

Since many well known educators, psychologists, and sociologists agree that a knowlege of the environment is an important factor in studying

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[6]Cole, Luella, Psychology of Adolescence, (New York, Farrar and Rihehart, Inc. 1942) p. 289.
[7]Ibid, p. 308.
[8]Helseth, Inga Olla, Living in the Classroom, (Ann Arbor, Michigan, Edwards Brothers, 1941) p. 60.

the child, the investigator feels that her study is justified and would like to conclude this chapter with the following quotation: "The teacher must keep her eyes open every minute to see what things may reveal themselves to her. The good teacher recognizes and capitalizes suddenly revealed interests. The teacher may not at the time be seeking to know the child's interest. Like a gift, there may come to her vital information. If the child is unadjusted to his class, her problem then is to find means of permitting the revealed interest of the particular child to function in the class work."[9]

SETTING FOR THE STUDY

The problem for investigation and study rose out of the investigator's classroom teaching in the Matthew Whaley School in Williamsburg, Virginia.

The setting for the problem of the thesis is a natural area within the City of Williamsburg. The area is bounded by the Eastern State Hospital on one side, a ravine on the East, the Duke of Gloucester Street on the North and Boundary Street on the West (See area map). Appendix, p. 1.

INTRODUCTION TO THE PROBLEM

Matthew Whaley School is situated in the middle of the town and operated jointly by the College of William and Mary and the City of Williamsburg. It serves as a practice school for the student teachers of the Department of Education of the College. To this school come pupils from the City of Williamsburg, from certain areas of James City

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[9]Inga Olla Helseth, Living in the Classroom, (Ann Arbor, Michigan, Edwards Brothers. 1941) p.47.

County, and high school pupils from York County. York and James City Counties pay tuition for the pupils they send. The enrollment at Matthew Whaley prior to the War, September, 1941, was 329 in the elementary school and 216 in the high school. The September, 1944 enrollment was 383 in the elementary school and 228 in the high school.

The investigator became interested in the problem while teaching a group of nine and ten year old children in the elementary school. Within the group were six children from the area of town surrounding Eastern State Hospital. The teacher in working closely with these children for a period of two years noticed specific incidents which seemed to indicate the presence of causes for unrest and at times for definite emotional upset.

PROBLEM

The problem is one of finding kinds of data of value to teachers in studying the whole child and to serve as a guide in further studies. The problem has two major divisions: first, to investigate all means of investigation which may be used advantageously in studying the child in his total environment; second, to determine what kinds of data are of value and in what way.

PLAN FOR STUDY

The plan for the study was formulated after the setting was clearly defined and the problem was clear. First, a spot map was made of the whole area, showing both white and colored families. Since the study concerned only the families having children attending Matthew Whaley School, another spot map was made showing the residences of these families.

The investigator jotted down on cards sources from which she might find important data about the whole child. These cards were assembled into an outline for study which was divided into three parts: First, information from parents; second, information from children; and third, from teachers, ministers, and civic leaders. This card outline was used as a guide in formulating the schedules to be used for gathering and recording data. The schedules were set up to cover the physical, mental, and social environment of the child.

The plan for obtaining the data called for in the schedules required visiting each home two or more times for the purpose of securing the data. The plan also called for personal interviews with teachers, ministers, civic leaders, and children.

CHAPTER II

INTERVIEWS

Preparation for the Interview

When the area to be studied had been definitely set up, the investigator began planning for the interviews.

The purpose of the interview had to be clearly defined in the mind of the investigator before actually interviewing. What did the investigator want to learn about the area to be studied? The problem, as stated, was to determine what kinds of data would be of value in studying the whole child; his physical, mental, and social environment.

In order to insure a comprehensive and complete gathering of data, the investigator divided the desired data into topics such as the physical environment, reaction to his environment, his school record, his social contacts, and social reactions. The investigator set up on cards the main topics to be investigated. The cards were divided into three big groups: First, questions to ask parents; second, questions to ask children; and third, questions to ask teachers and others. The cards were then assembled into a workable outline; schedules to be used in gathering and recording data were set up. In the first group the following card outline was used: 1. Economic status of family. 2. Nationality, education and religion. 3. Parent reaction to environment. 4. Parent participation in school activities. 5. Questions about children in school activities. In the second group the outline was as follows: 1. Siblings. 2. Home conditions. 3. Economic status of child. 4. Reactions to school, friends, and

teachers. 5. Reaction to environment. The last group consisted of the unrelated, but pertinent topics such as: 1. Information on child from school records. 2. Health record. 3. Information from teachers on past and present history. Copies of the schedules used may be found in the appendix. (Questionnaires, pp 12 - 25 of appendix)

The investigator made a map of the area in order that she might go directly to the home she was visiting without having to stop and ask directions. She felt that the interview would start on a friendlier level if the parent were called by name.

The map was made and the houses designated before any names were put in. A former pupil of the investigator went with her to fill in the names of the residents and to supply supplementary and interesting data, such as, "Now, he quit school", or, "Old Aunt Jinny lives there, she's the oldest colored woman around here".

The investigator decided to begin visiting in the homes of her former and present pupils. She felt that by doing this she would be able to conduct the interview more easily because of the feeling of friendliness already established between them.

The investigator planned very carefully for the interviews. She planned her style of dress to be simple and in keeping with the time of day, as well as the informality of the visit. The investigator wanted the parent to feel free to ask her into the kitchen, or the garden, or wherever she was working.

First Visits to Homes

The investigator was very careful to approach the house with a definite air of friendliness and ease. She greeted the parent by name and introduced herself by saying, "I'm Miss X from the Matthew Whaley School. I'm not Tommy's teacher, but I know him very well." The investigator explained briefly that she was studying home-school relationships for a class at College, but assured them that their names would not be used. No direct attempt was made to secure information, but the investigator led the conversation into channels which would produce the desired information. The investigator was friendly, sympathetic (but not emotional) and understanding. When Mrs. Brown's Tommy had had to miss school because of his sinus, the investigator listened sympathetically and told of how she, too, had suffered from sinus.

The investigator was careful to keep in mind that she was looking for data that would be helpful and that in order to get this data she had to gain the confidence of the parent. She did not at any time try to superimpose her opinions or disagree with the parent. However, if she found the story becoming too long and involved, she would very tactfully change to more important data by injecting at a pertinent time a challenging remark or point of emphasis on some particular point on which she wanted information. For example, when a mother became too engrossed in a lengthy description of her operation, the investigator would ask, "Where did Tommy stay while you were in the hospital"? Since Mrs. Brown's reply was simply,

"with my mother", it was necessary to follow with, "Where is your home town"?

Sometimes it was not so easy to sidetrack the parent. When the method of injecting questions failed to work, the investigator ended the interview as quickly as possible and arranged for another visit at a later date.

Second and Subsequent Visits

When the investigator went back for another visit, she found no need for formality. At each home she was greeted in a very friendly manner. Such remarks as, "Oh, I'm so glad to see you." "Please come back again; I've enjoyed talking to you so much." The tone of voice and friendly smile which accompanied the greeting made it easy for the investigator to say quite simply, "I've found that there are a few things I just have to know. I hope you won't mind."

The investigator found the parent quite at ease and ready to give the desired information and sometimes additional valuable information. The investigator was very grateful and left with a friendly feeling, and an invitation to come again.

Interviews With Children

The investigator had a personal interview with each child attending the school from the area. The interview was casual and informal. The investigator began the interview with a question which she thought would catch the child's interest, such as, "Do you have a hobby, Bob? You know,collecting things, or something like that?" When Bob replied, "Yes, I collect postal cards", the investigator said, "Oh, I have a bunch of them, maybe some you don't have. I'll bring them tomorrow."

The investigator was careful to talk the child's language, that is, to observe carefully the differences in the reactions of a seven year old child and one in his teens, and at the same time stick to the same battery of questions. The question had to be adjustable without changing the meaning or pattern. For example, "Do you play in the hospital grounds?" was used in the regular wording in interviewing all children in the elementary school, which for the high school had to be changed to, "Do you ever walk through the grounds?"

When asking for the three best friends, the investigator said to the pre-adolescent, "Who are your best friends? Whom do you like to play with?" and promptly received the names. When asking the same question of the adolescent, the investigator had to assure the student that the information would be of extreme value to her and would be kept strictly confidential.

The pre-adolescent was quite simply told that he would help

the investigator by answering a few questions. The adolescent had to be assured that he alone could give the investigator the information she needed and everything he confided to her would be kept strictly confidential. This was particularly true in the case of the students who had been in high school only a year or two and were beginning to feel the difference in social status.

The investigator ended the interview on some friendly note which left a pleasant feeling between the two. She did not let the interview end her contacts with the student, but welcomed every opportunity to speak to the student or make a friendly comment.

In every case the child seemed glad to be given an opportunity to talk about himself and particularly his hobbies, or outstanding interests. In many cases the more retiring children would glow with animation when given an opportunity to talk about their hobbies.

CHAPTER III

ANALYSES

Trends Noted Which Caused the Classroom Teacher to Become Alert to the Existing Situation

The investigator had in her classroom for two consecutive years a group of six children from an area of town which was often considered undesirable. It was spoken of as "down by the asylum, South Henry Street," in a sneering tone; or, "in that part of town . . . the blacks and whites are mixed up, living side by side." The investigator noticed that these six children were having difficulties or problems not typical of normal, happy children.

There were two qualities which stood out quite definitely as characteristic: One, a tendency to be rather retiring or aloof as individuals in their associations with the various members of the class; and, second, a tendency toward clannishness with those from the area studied. They would sit together in the classroom, play together, and in competitive games choose their own gang first. None of these children had very much to contribute to class planning or discussions. While it is normal for children to tend toward expressing themselves dramatically, these children were more inclined to tell about hair raising experiences. They seemed to sense their lack of knowledge of some of the experiences of which the other children spoke so freely, but found that they could get and hold the attention of the group by telling rather hair-raising tales of things they saw or heard down

near the asylum. The parents of four of these children worked for the Eastern State Hospital, consequently, the children felt proud of their knowledge of the hospital. Some of them spent much of their time around the grounds and enjoyed telling the group about it.

The tendency to be retiring predominated when a plan of classroom procedure was being developed. When other children told of trips they had taken to other places or to camps, these children found that they had no experiences of equal value so they shut up completely, or got into some mischief to divert the attention of the group to them.

It was particularly at times like this that the clannishness predominated. They would talk among themselves of the parties that members of their group had had. (They were never invited to parties outside the area). The boys would put their heads together for the sharing of "big secrets", and tell of experiences they had had on the way home from school with the Negro children. The South Henry white boys were ganged up and the South Henry Negro boys were ganged up, too, the result of it all being cursing and rock throwing. If one of the gang had to stay at school, the others would wait for him. This applied not only to the children in this room, but to all the elementary children from that area.

As a result of these observations, the teacher felt the need of an intensive study of the whole area. She began to ask herself questions about living conditions, about employment, about parent participation in school activities, about the social and mental growth

of the children in the area and many other questions which she found could not be answered without studying the area from every angle.

It was then that the investigator made plans for the study. the tendencies touched on in this section are treated more fully in the total analyses.

Analyses of Data Received from Visits and Other Interviews, Pertaining to Social and Physical Environment

The area covered in this study has twenty-two white families with children attending Matthew Whaley School. The thirty-seven children from these families are distributed throughout the school from Junior Primary through Senior High School, as shown in the grade distribution table found in the appendix, page 4, Table I.

The homes of these children are all within sight of some part of the Eastern State Hospital. Some of the homes are next to Negro dwellings; some are in the midst of Negro dwellings, while others are within hearing of the noises on the hospital wards and porches. Six of the families live in apartments or houses belonging to the hospital; six rent the homes in which they live, while the other ten own their homes and in several cases the homes were built by their grandparents. The streets in this area are not paved beyond Ireland Street on the South. Each of these homes has the disadvantage of being in an area which is considered undesirable because of its proximity to the hospital and because of the mixture of white and

Negro residents. There is not complete sewerage disposal for the whole area.

The homes for the most part are fairly well constructed; however, they are not in keeping with the Eighteenth Century architecture of Colonial Williamsburg. None of them are richly furnished, but all are adequate for the comfort of the family. Eighteen of the twenty-two families have bathrooms. Only ten have telephones, but every home has a radio. Each home is equipped with electricity. In several homes conditions are so crowded that it is necessary to use the living room as a bedroom. This is especially bad in the case of high school students, since it affects their social activities.

For the purpose of classification, the people living in this area may be roughly divided into three groups; the first group being those whose homes have been in the area for generations; the second, a more recent group comprised of those families whose work necessitates their living in Williamsburg, but unable to find homes in a better housing section; and the third group, comprised of employees of the Eastern State Hospital, which may be sub-divided into professional and non-professional employees. The distribution is as follows: lifetime residents,six; housing conditions, seven; employees of Eastern State Hospital, professional,three, non-professional,six. The distribution as to type of employment may be found in the appendix, Table IV, p. 7. Definite indications in every case except one indicate adequate income to care for the actual needs of the family. The exception is the case in which the mother is dead and the father is unable to work on account of illness and has no income.

Each family claims a church affiliation, however, they are not all active, either in attendance or participation. There are no church leaders among the adults, but a number are active in auxiliaries and other forms of church work. There is more participation in church work among the young people. There is a mixture of feeling regarding the ministers in the community. There seems to be one point on which all feel strongly; that there is not enough visitation to homes. However, active members of the church say that the town is quite large and that war conditions have placed greater demands on the ministers.

All residents are American born, except a European family which has become naturalized. The education of the residents ranges from graduation from grade school to graduation from high school. The exception to this is the professional group, who are college graduates. This group is composed of three of the twenty-two families.

The residents of this area do not take an active part in school activities, such as attendance at or participation in P.T.A., committee work, cafeteria duty, or serve as room mothers. On the whole, they seem to accept the school as an institution apart from their homes. They do not know what is going on in the school unless something comes up which demands their attention. They do not visit the school unless it is either to inquire about the child, to have a conference, or to attend some entertainment in which the child has a part. The main reasons given for lack of attendance at P.T.A. are either that they cannot get there at the time the meetings are held, or they "just can't seem to get interested in the programs". They do not

assist in the school cafeteria because they are either employed, have small children at home to care for, or just aren't asked.

The reactions of the residents to the environment varies. The professional group are not affected by it socially, since they live in the better housing units and their professional status gives them a certain amount of social prestige. The majority of the other residents indicate by their remarks that they feel that living conditions in that area are not as desirable as they would like because of the hospital, the unpaved streets, the inadequate sewerage disposal, and the Negro homes within the area.

The investigator found the residents of the area a friendly group, anxious to cooperate in any way they could; however, she found also some bitter reactions to school, to church and to the community. There are cases quoted in the appendix indicative of the group's feelings in this connection.

Effect of the Environment on the Child

The children of the area are handicapped socially by their inability to lead a normal social life, due partly to the crowded conditions in the home. This means that the children living in these homes are unable to give parties or entertain their friends as they would normally. This does not seem to make as much difference when the children are in the lower elementary school as whey they reach adolescence and high school. Inability to have parties or dates in their own homes has led to emotional disturbances which have in many cases

caused inhibitions. The reaction of the parents to this particular point is that they regret the fact that their children cannot entertain their friends like other children. The crowded conditions are brought about mainly by: first, the size of the family unit; and second, renting rooms to Navy families.

Another strong objection to the environment, as expressed by the parents, is the restrictions it places on the children's activities at night. They do not feel that it is safe to allow the young people to go to and from community functions or movies late at night because of the local conditions. They cited incidents of patients escaping from the asylum; of drunken Negro brawls to which the police had to be called; and even disturbing drunken brawls among some of the white families.

Childrens' Reactions to Environment

The reaction of the children to the environment varies with the age of the child. In the primary grades they voice no objection. It doesn't matter to them particularly whether they play games in the hospital grounds or in their own yards. If a child's home is out of bounds to some of the gang, then they can all play in the approved yards without suffering from the social stigma which the older child feels. They are satisfied to play with the children in their own area. The boys are inclined to be quite clannish during the childhood and pre-adolescent periods.

When they begin to reach adolescence, they become conscious of

others outside of their area. They become boy and girl conscious and it is interesting to note the areas from which these friends are chosen. In practically every case they name as their best friends students living outside of the city limits and in most cases country children. These children living in the country and riding buses are unable to make frequent visits in town; consequently, the city child from the undesirable area is not embarrassed by having his friends come to his home. When asked how often they visit each other, the answer was usually, "Just at school, Rose goes on the bus".

The reactions toward the social influence of the environment differ. Some of the high school students are quite bitter and feel that there is a definite social stigma which descends on them when they reach high school. They resent the snobbishness of children from other areas of town. They sense the fact that they aren't the social equal of many of their classmates, who are the children of college professors, Restoration employees, or prominent business men. The young adolescent finishing elementary school and entering Junior High School is more inhibited than the older boy or girl. They become quite shy and timid and hesitant to talk about their opinions or ideas. They feel lost and insecure in their new surroundings. In the elementary school they were all together under one teacher and it hadn't been so hard to make a place for themselves in the group, but high school makes them realize their lack of experience in travel, in social activities and in many other things, so to them the safest thing to do is keep quiet and listen.

Economic Status of Children

Economically the children from the area are adequately cared for. They dress as other children dress, wearing the dress typical of all the student body. They are clean and neat in appearance. There is no characteristic of dress by which the children from the area could be distinguished from other children. Most of them have adequate spending money for movies, candy, ice cream, lunch, and other needs. In some cases they waste money and in other cases there might be more, but again there is no one thing financially which would indicate their difference to other children.

In the high school group five of the fifteen students are employed on a part time basis. However, many students from every part of town are employed.

Grade Placement and Progress

The thirty-seven children in the area attending Matthew Whaley School are distributed through the entire school from Junior Primary to seniors. (Appendix, page 4, Table I).

The intelligence quotients of these children range from 75 to 130. Of the twenty-two children in the elementary school, thirteen fall in the normal range, while in the high school group, ten of the fifteen fall in that range. (See Table II, appendix, p. 5)

The percentage of failures and drop outs is much greater in the high school. Of the total number of students, twenty-two percent are

placed in slow learning or remedial groups, four from the elementary school and four from the high school.

These children were placed in the slow learning or remedial groups because they could be given more individual help. In the elementary school one of the four falls in the below average I. Q. group. The other three, whose I. Q's. range from 90 to 100, were placed in these groups in order to be given special attention; one of these was emotionally unadjusted, one had been sick and during his long absence had lost interest, and the third came from a very limited background and needed additional help in acquiring experiences.

In the high school the problem is more acute because of the age of the children. The three boys in high school were weak in skills, and the attendance of the girl was very poor. The specialized or remedial group seemed the best placement for these four students, since the school did not have sufficient vocational classes.

Of the four from the high school, two dropped out during the current year, while only one in the entire high school group has an I. Q. below the average range and this child is still in school.

The elementary school curriculum is more flexible than the high school, which has enabled the elementary school to establish special or remedial classes to take care of the handicapped child. There is one special room for the slow learning or handicapped child which endeavors to meet the needs of the child and to help him develop any talents which he may have. There is also a bit of the same type of thing being done with a younger group. Wherever the child is placed in the elementary school, he has a better chance to adjust to the

situation and to his classmates because of the more flexible curriculum and the closer relationship to the teacher. There is very little playing hookey, or frequent absences among the elementary children from the area. The average attendance for these children is very good.

The problem of attendance is much greater in the high school, since the curriculum is not flexible enough to take adequate care of the needs of the student who is a misfit for some social, emotional, or other reason. The average attendance during the first two years of junior high school is very low.

The attendance record for the high school can best be shown in the following table. All of these students who remained in school from September until February, when the tabulation was made, were on roll 94 days.

Seventh & Eighth		Ninth, Tenth & Eleventh	
A	60	G	65
B	66	H	90
C	74	I	91
D	83	J	92
E	90	K	92
F	94		

Students A, B and C were failing in their school work and were taking no active part in class activities. Student G is a senior and does excellent work in classes and in school activities. His poor attendance was due to a serious illness.

A large number of absences cause very poor school work, which results in loss of interest and in either failure or dropping completely out of school. Of the eight students in the seventh and eight grades, two

dropped out during the year, three had very poor attendance and were failing. In the ninth, tenth and eleventh grades, the attendance of those who completed the year was very good; however, two of this group dropped out during the year. This gives the high school four students from a total of fifteen who dropped out of school during the year, and three three failing in their work, while intelligence tests show that only one of these students has an I. Q. which would indicate failure to achieve success in academic work.

The students dropping from school gave various reasons for doing so, but may be summarized as follows: One, home conditions which prohibited the carrying on of satisfactory home work; two, lack of interest in classes which they had to take, and three, lack of understanding on the part of parents and teachers.

Student Participation in School Activities

In the high school there is an organized activity-program which endeavors to give the student, along with his classes, some training in fields other than academic. These activities include: Glee Club, Dramatic Club, Student Council, Library Club, French Club, committees and other related activities. In the ninth, tenth and eleventh grades the student may elect the activities which appeal to him and which he can fit into his schedule. All students are encouraged to take part in some activity; otherwise, this period is spent in the study hall. Of the seven in the ninth, tenth and eleventh grades from the area, three belonged to the Glee Club, one was a member of the Student Council, and

one was a class officer. The remaining two dropped out of school during the year. The three belonging to the Glee Club took no part in any other activities. Two of the three are cousins. The member of the Student Council and the class officer are sister and brother.

In the seventh and eighth grades the individual teachers take care of their activity programs. Of the eight students in this group, only one is outstanding in any form of activity, and she is from the professional group. Two members of this group dropped out during the year. This lack of participation seems to be partly the result of the passiveness of the students, and partly the lack of time on the part of the teacher to work with individuals.

Participation in Classroom Activities by Elementary Children

The type of activities in the elementary school are more varied and less organized than in the high school. The child is given a variety of choices within his own classroom. However, there is among the children of this area a definite tendency to be retiring and to remain aloof. They are inclined to watch while others do the job. They have not had nursery school experiences or travel experiences comparable to other children. They cannot sing songs, or dance, or tell interesting stories. They feel that they have nothing to contribute to the group.

The teachers of the primary children have accomplished much with music by having the children do interpretative dancing and dramatics. There seems to be a strong talent for music among the majority of the children from the area. While these children will enter into musical interpretations and dramatics, they seldom take the initiative. They are

chosen as members of the school's governing committees and are usually quite efficient, but are not leaders. One sixth grade boy served very well as chairman of a committee, while a fourth grade boy has helped entertain at the U.S.O. with his guitar.

The elementary children from the area are cooperative and do their part, but are not recognized as leaders.

Students' Reaction to School

The beginning child from the area has a difficult time adjusting to the school. Among the six beginning children, four had lived in that area all their lives and each had some definite problem of adjustment. Their first attempt was to escape by some method, either of crying, or of pretending they were sick. This defense mechanism was affecting the classroom work of these children and the condition did not improve until the cause was recognized and removed, in so far as possible at that time. Investigation and study revealed that in each case of the six there were conditions within the home of the environment, or both, which directly affected the classroom work and social standing of these children.

There is the tendency toward retirement in practically every case. The tendency is strong in the beginning year or two, becomes a little less as they move into upper elementary, then becomes quite evident again in Junior High School.

These students say they do not like to talk before the group, because they do not know what to talk about. They like to be in plays in the elementary school, but if they get up a play it is usually limited

to the experiences they have received in the classroom

Most of the elementary students like school "all right". But, as a whole, they are not enthusiastic. They express a desire for more shop work. The high school students are often discouraged and drop out, feeling that the school has nothing to offer them.

Teacher Analyses of Children

The investigator found that the teachers agree that the children from the area are retiring in manner and that they tend to stick together or be clannish. The teachers say that these children are often nervous and are not active in class planning and activities. They are not problem children in a disciplinary way, but rather because of their retiring manner.

Teachers speak of many of the failing childrn as slow learners. They say the I. Q's. indicate ability, but the students do not work. The teachers were unable to explain the reason for the existing conditions. They admit that they do not have a complete picture of home conditions, for they have not visited in the majority of the homes, nor are they familiar with the environment of the area in which these children live.

Summary

The investigator has carefully explored and studied all sources of data which she was able to find and has presented it in the foregoing analyses.

The investigator has attemtped to show the total picture of the child in his environment and to show the effect of different factors in the whole on the growth of the child.

All statements made in the analyses are substantiated by the data in the appendix.

CHAPTER IV

CONCLUSIONS AND RECOMMENDATIONS

The study of the area revealed that only six percent of the school's membership came from this area, but it also revealed that each child showed some signs of social or emotional maladjustment.

When the region was surveyed for factors which could have contributed to these widespread symptoms, the investigator saw that the Eastern State Hospital for the Insane was located in the middle of the area; that Negro homes were interspersed with white; that the streets were unpaved, and that the sewerage disposal was incomplete. These conditions were easily seen by anyone going into the area, but there were no evidences that the State government, the City Council, civic, religious, or school organizations were taking any action to improve them.

During the interviews, residents of the area expressed the thought that they are neglected by the State, the City government, and real estate agents in that they have been promised complete sewerage disposal, paved streets, and housing projects elsewhere for the Negroes; that instead of any relief they live on in crowded State owned apartments, next door to Negroes, using outdoor toilets and walking on muddy paths instead of sidewalks.

Conclusions Regarding Parents' Economic Status, Education and Attitude Toward Environment

These childrens' parents are all employed, except in the one case cited in the analyses. The income from employment is sufficient to meet the needs of their families for food and clothing and is sufficient in most of the cases to provide for something in the way of a cultural life for their children.

In discussing the neighborhood with the investigator, the parents voiced their objections to the undesirable factors cited in the beginning of this chapter. They say they would like better homes, but in most cases do not consider their present living conditions comparable to slums. However, they seem to sense that there is such a comparison made by inhabitants of other areas and as a result of this feeling are sensitive. Since they are unable to move or improve the conditions at present, they seem to defend themselves by saying that they are satisfied.

These parents, like all parents who want their children to have what they could not have themselves, want education. They do not know just exactly what constitutes education, so they leave the job of educating to the school. They are inclined to think of education as "reading, 'ritin, and 'rithmetic", and since they are not specialists in any of these fields, they feel that there is no place for themselves in the school. They have been busy providing the common necessities of life and have had no time to think about the emotional factors involved in the child's life at home and school.

The parents were very appreciative of the investigator's interest and expressed a desire for more visitation by teachers, ministers, and others connected with church and school organizations. They expressed the feeling that they were not asked to participate in civic and religious functions, or in the numerous voluntary war activities because they were not considered capable.

Conclusions as to Effect of Environment on the Child's Life

The social life of the children of this area is not conducive to growth and happiness. These children cannot lead normal social lives like other children because they are forced, in most cases, to entertain in unpleasant surroundings in their homes, on the street, or within the grounds of the Eastern State Hospital. They usually have to entertain or be entertained by members of their own area, since children from other parts of town are rarely allowed to go beyond the north side of Francis Street.

The difference in social status is more keenly felt in the high school than in the elementary school. The children in the lower elementary grades do not seem to object seriously to the environment from a social standpoint because they play with the children in their area and go to each other's parties. The map showing the location of homes of friends shows a larger percentage of inter-visitation among the elementary school children than among the high school students. Many of the high school group name as their best friends students who live in the country. These children come to school on the buses and do not have

opportunity to visit in the homes of their City friends. Therefore, the City children from the area are spared the embarrassment of having their friends visit them at home. (Appendix, page 3)

The majority of the children from the area are retiring in their manner. This "retiring" is shown by their bashfulness, their reticence to talk about their homes or their interests, and their lack of participation in classroom discussions and in school activities. The majority of these children are poor conversationalists. The investigator found it difficult to get the student to talk about himself. However, in many cases in the elementary school and in the high school, she found strong interests and in many cases definite hobbies built around art and music. She felt that these children were ashamed of their environment and afraid of the criticism and ridicule of their fellow classmates.

Effect of Environment on Child's School Life

The survey has revealed that the majority of children from the area are retiring in manner, tend toward clannishness, have a large percentage of failure, and a large number drop out of school.

While the percentage of failure is high, the ability to learn, as indicated by I.Q., is normal in thirty-two of the thirty-seven children studied. This indicated that there are other causal and contributing factors to failure. One is their lack of interest in their school work, and another is their retiring manner which prevents their participation in class discussions. Their apparent lack of interest would seem to be mainly fear and a feeling of insecurity resulting from their limited range of educational experiences.

These children seem to have a major problem of adjustment when they begin school and again in moving from the elementary to the high school. They have had a limited background of experiences which has caused them to lack self confidence. They have not had story-telling time with their parents, owned pretty books, gone on trips to the country or to the big city. Their range of experiences outside of the home and immediate neighborhood is limited to the school and business section of the town. They have been placed in classrooms with an unusually large percentage of children whose parents are college graduates, college professors, and other professional people. The children from a professional group tend to develop a more cultural classroom atmosphere than prevails in the average public school.

Summary

The study has revealed that the children from the area have definite problems which in part would seem to be the result of their environment. Therefore, it is important to determine what data out of that gathered is of value to the teachers in studying the children from the area with the view of helping them.

The school has endeavored to study the child as a person, to give him individual help when needed and to keep personal records of analyses and growth. Study of the individual records by the investigator showed that these records have been well kept by the teachers from year to year. The records show that the children have been retiring in manner, quite clannish at times, failed in school work, and finally dropped from the school's roll in many cases. There is record of very little

visitation by either parents or teachers.

However, this data is of little value unless supplemented by study and survey of all related fields. This is evidenced in the cases of the thirty-seven children from the area in cases in which the investigator found that the questionnaires filled in by parents, teachers, and students did not coincide with actual conditions in the home and community. Furthermore, there were many elements in the home and the whole environment which the questionnaires and teacher analyses sheets did not touch.

In studying the records and in talking to the teachers, the investigator was unable to find concrete reasons for the withdrawing of the four high school students mentioned. However, in visiting the homes, talking to the parents, neighbors, and other students, the investigator found reasons within the home environment about which the school could have taken profitable action.

The large percentage of failure of children whose I. Q's. indicate that they are capable of doing good work is more easily understood when the home is known by the teacher. The study revealed specific cases of disturbing factors in the home environment, about which had the teacher known, she would have been able to understand better the underlying causes of failure and could have helped prevent them.

The investigator found that the retiring manner and clannishness are defense mechanisms which these children use to cover up the factors in their lives of which they are ashamed. Teachers knowing the home conditions, the environment, the church connections and other elements in the environment affecting the life of the child were able to accomplish more with the

student than those who had made no contacts with the area or the home.

As a result of the study conducted, it would seem, therefore, that in order to make a complete study of any child it would be necessary to investigate all sources which might furnish data that would be of value in studying the child, and, out of the data collected, determine what is important in the study of the "child as a whole".

Recommendations

The investigator feels that, as the result of the study conducted and data found, she may make certain recommendations to the school, to the City and to the State.

First, that the State of Virginia take definite steps to improve housing conditions for the employees of the Eastern State Hospital.

Second, that the Council of the City of Williamsburg plan to provide in their 1946 budget for paving the streets and installing complete sewerage disposal.

Third, that civic and religious organizations become aware of existing conditions within the area; and that they take definite steps to help the people of the area by visiting them, inviting them to take part in the clubs,choirs, et cetera; and to provide varied recreational activities for the young people, seeing to it that a way is provided for the young people of the area to attend and participate in these activities.

Fourth, that the school take an inventory to see what has been done, determine what further steps should be taken and by whom.

Since the work of the school is continuous, has no definite start-

ing or stopping point, the investigator would like to make the following recommendations to the faculty and staff of the Matthew Whaley School.

First, to get the parents of the children interested in the school, have them come into the school and share their talents with others; to remember that every parent must realize and believe that he has something to give that no one else can, and that the school is the place where all are welcome.

Second, to visit the home of each child two or more times during the school year, and to make the visit a pleasant one which the parent will remember and want repeated.

Third, to look for evidences of factors within the home which may have a disturbing effect on the life of the child.

Fourth, to help these children find something in their neighborhood of which they can be proud; to use some of their experiences as a nucleus for classroom discussion and study.

Fifth, to help them create beauty in some form,whether it be music, art, cooking, sewing, building, or machinery.

Sixth, to help each child find security by giving him jobs to do which show him that the teacher trusts him.

Seventh, to work toward offerings in non-academic fields in order that there be a place in the high school for the slow learning pupil.

Eighth, to work toward a high school activity program which would provide some activities for the non-academic student who does not reach the grade level required for participation at the present time.

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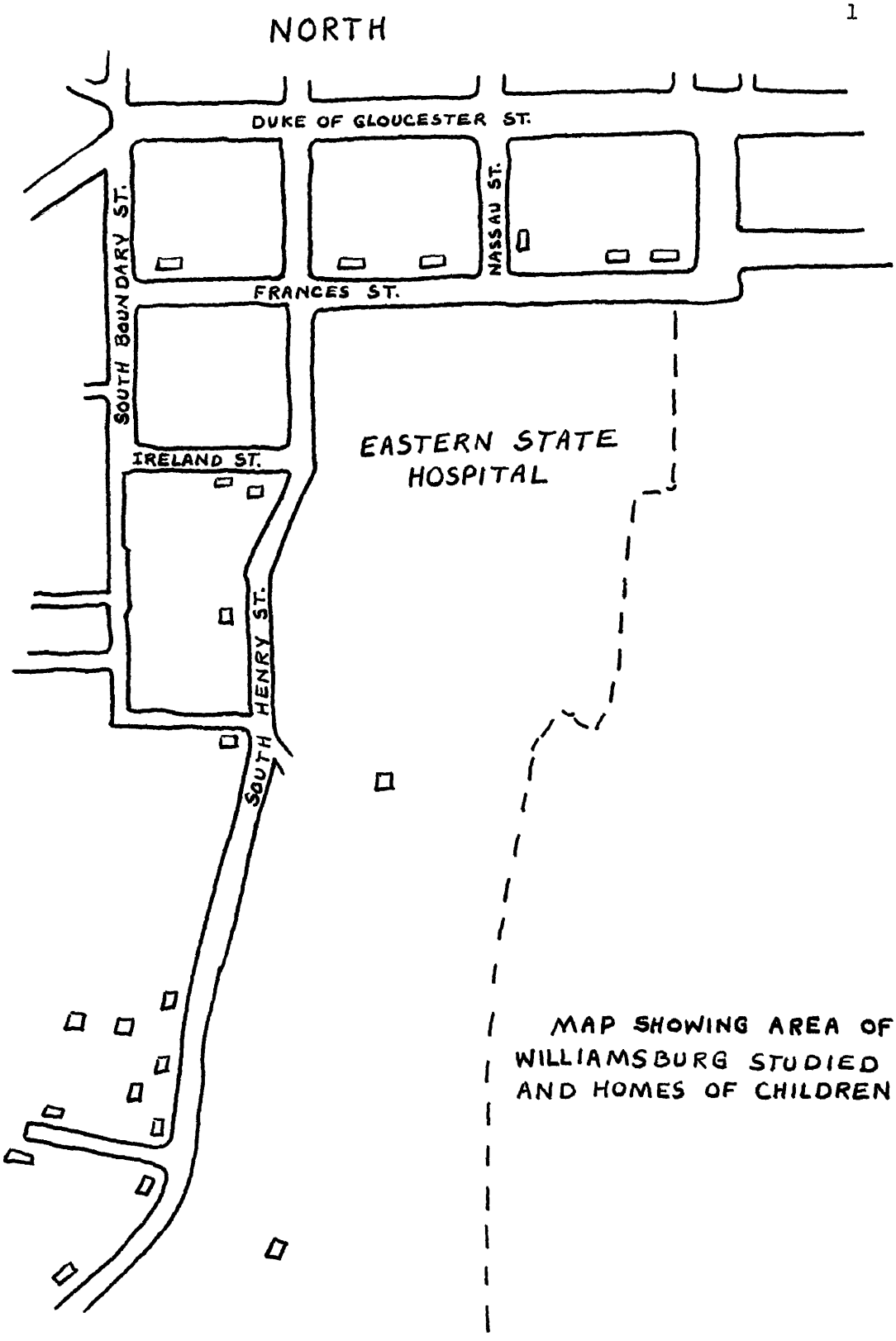
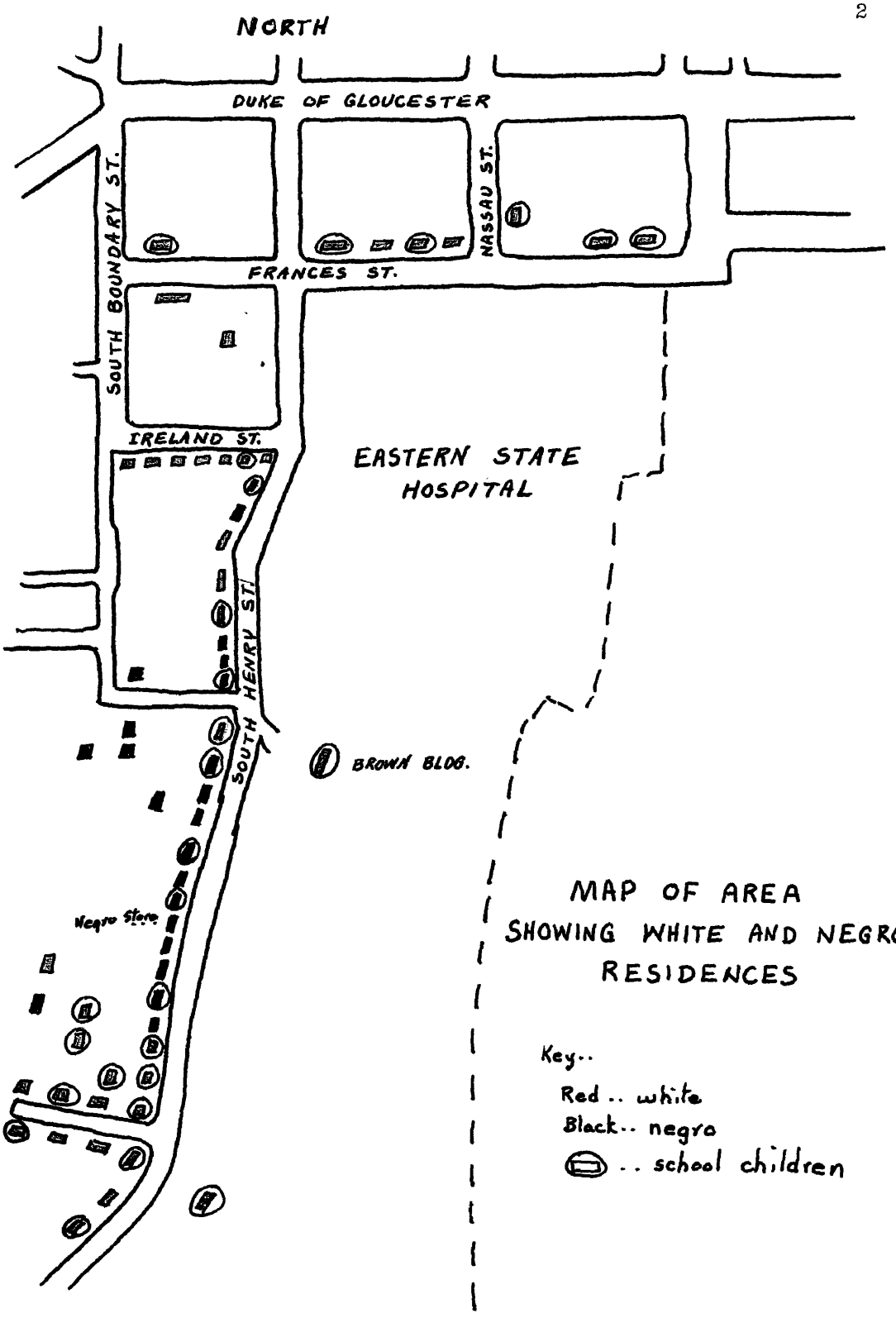
APPENDIX



MAP SHOWING AREA OF WILLIAMSBURG STUDIED AND HOMES OF CHILDREN


NORTH
DUKE OF GLOUCESTER
SOUTH BOUNDARY ST.
NASSAU ST.
FRANCES ST.
IRELAND ST.
EASTERN STATE HOSPITAL
SOUTH HENRY ST.
BROWN BLDG.
Negro Store
MAP OF AREA
SHOWING WHITE AND NEGRO
RESIDENCES
Key..
Red .. white
Black.. negro
.. school children

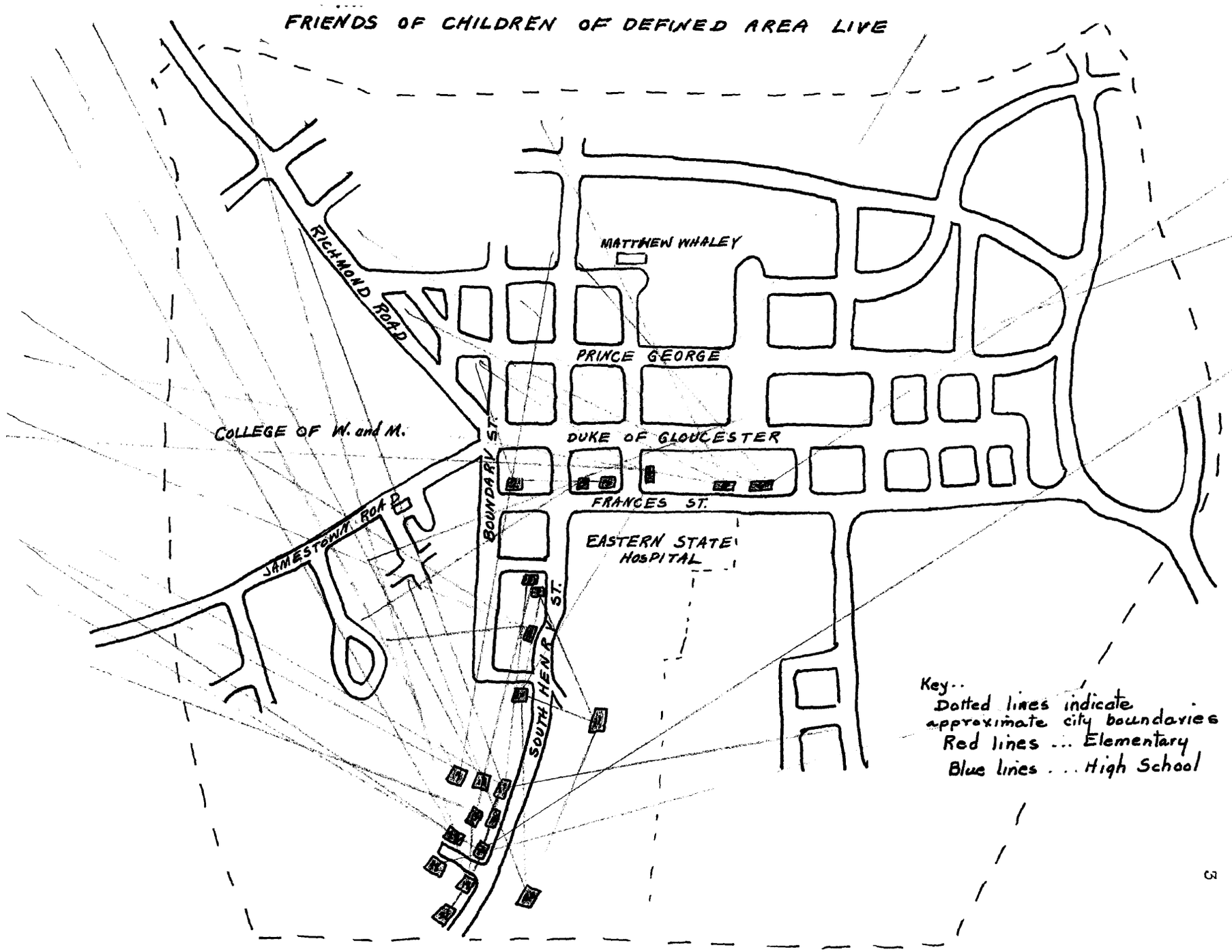

FRIENDS OF CHILDREN OF DEFINED AREA LIVE
RICHMOND ROAD
MATTHEW WHALEY
PRINCE GEORGE
COLLEGE OF W. and M.
DUKE OF GLOUCESTER
BOUNDARY ST.
FRANCES ST.
JAMESTOWN ROAD
EASTERN STATE HOSPITAL
SOUTH HENRY ST.
Key..
Dotted lines indicate approximate city boundaries
Red lines ... Elementary
Blue lines ... High School

TABLE I

GRADE DISTRIBUTION OF CHILDREN
FROM AREA STUDIED

GRADE	BOYS	GIRLS	TOTAL
ELEMENTARY			
Junior Primary	2	1	3
First	0	3	3
Second	3	2	5
Third	1	1	2
Fourth	2	2	4
Fifth	2	0	2
Sixth	1	2	3
Total Elementary	11	11	22
HIGH SCHOOL			
Seventh	0	2	2
Eighth	4	2	6
Ninth	0	3	3
Tenth	1	0	1
Eleventh	1	2	3
Total High School	6	9	15
Total High School and Elementary	17	20	37

TABLE II

RANGE OF INTELLIGENCE QUOTIENTS FOR
THE CHILDREN FROM THE AREA STUDIED

RANGE	ELEMENTARY	HIGH SCHOOL	TOTAL
120 - 150	4	1	5
110 - 120	1	3	4
90 - 110	13	10	23
80 - 90	2	1	3
70 - 80	2	0	2
Below 70	0	0	0
Total	22	15	37

TABLE III

DISTRIBUTION OF CHILDREN PLACED IN SLOW LEARNING OR REMEDIAL GROUPS

GRADES	BOYS	GIRLS	TOTAL
1,2,3	2	0	2
4,5,6	2	0	2
7,8,9	3	1	4
10,11	0	0	0
Total	7	1	8

TABLE IV

EMPLOYMENT STATUS
OF PARENTS OF CHILDREN FROM THE AREA STUDIED

STATUS	MALE	FEMALE	TOTAL
Number of Parents	21	21	42
*Number Employed by Eastern State Hospital	6	4	10
Number Employed by City	2	0	2
Number Employed Other Than City or State	9	4	13
Number in Armed Services	2	0	2
Total Number Employed	19	8	27
Total Number Unemployed	2	13	15
Total	21	21	42

*Both husband and wife

TABLE V

MEMBERSHIP OF PARENTS OF CHILDREN IN AREA STUDIED IN CIVIC ORGANIZATIONS

ORGANIZATION	MEN	WOMEN	TOTAL
Ruritan Club	2	0	2
Lion's Club	2	0	2
Masons	2	0	2
Eastern Star	0	0	0
A.A.U.W.	0	0	0
Other	0	0	0
Total	6	0	6 *

*From the professional group of area studied.

TABLE VI

MEMBERSHIP IN RECREATIONAL ACTIVITIES PROVIDED BY CHURCH AND SCHOOL

CHURCH

GRADES	CHOIR	JUNIOR AUXILIARY	CLUB X	SUNDAY SCHOOL
1,2,3	0	0	0	6
4,5,6	2	0	9	5
7,8	0	0	0	2
9,10,11	1	1	1	2
Total	3	1	1	15

SCHOOL

GRADES	GLEE CLUB	DRAMATICS	STUDENT COUNCIL	CLASS OFFICERS	LITRARY CLUB
9	1	0	1	1	0
10	1	0	0	0	0
11	1	0	0	0	0
*Total	3	0	1	1	0

*Total number enrolled in grades 9,10,11 7

TABLE VII

ATTENDANCE AT DANCES, MOVIES AND OTHER HOSPITAL ACTIVITIES
BY CHILDREN OF AREA STUDIED

GRADE	OBSERVATION AT DANCES			ATTENDANCE AT MOVIES			MEALS IN DINING ROOM			PLAY ON GROUNDS		
	REGULARLY	OCCASIONALLY	NEVER	REGULARLY	OCCASIONALLY	NEVER	REGULARLY	OCCASIONALLY	NEVER	REGULARLY	OCCASIONALLY	NEVER
Junior Primary 1,2,3	2	4	7	2	4	7	2	0	11	2	7	4
4,5,6	2	3	4	2	4	3	1	1	7	2	4	3
7,8,9	2	2	7	3	2	6	1	1	9	2	4	5
10,11	0	1	3	0	2	2	0	0	4	0	0	4
Total	6	10	21	7	12	18	4	2	31	6	15	16
Grand Total			37			37			37			37

TABLE VIII

VISITS BY MATTHEW WHALEY TEACHERS TO HOMES OF CHILDREN LIVING IN THE AREA

SEPTEMBER 1944 - JANUARY 1945

GRADES	NUMBER OF TEACHERS ON STAFF	NUMBER OF TEACHERS VISITING	NUMBER OF VISITS
1,2,3	5	1	3
4,5,6	7	0	0
7,8	4	0	0
9,10,11	3	1	8
Visiting Teacher	1	1	2
Total	20	3	13

QUESTIONNAIRES USED IN GATHERING DATA

PARENTS' REACTION TO ENVIRONMENT

1. Do you object to living near the hospital? _____

2. How long have you lived here? _____

3. Does your work necessitate your living in this area? __

4. Are you disturbed by the noise from the hospital? _____

   When? _____

5. Are your children ever awakened by the noise from the hospital? _____ Occasionally? _____ Never? ____

6. Can you see any nervousness on the part of the children when there is unusual disturbance at the hospital? _____

7. Have any escaped inmates ever come to your home? _____

   How often? _____

8. Is there anything in your environment which causes you worry? _____

   If so, what? _____

ECONOMIC STATUS OF PARENTS

1. What type of work does father do? _____

2. Where does father work? _____

   Is he a State employee? _____

3. Has his salary been increased since 1941? _____ Did he get a bonus? _____

4. Does he get sick leave? _____ How long? _____ With or without pay? _____

5. Does mother work? _____ Hours _____

6. Do you own your home? _____ Rent? _____ House owned by State? --------- Live in house? _____ Apartment? ____ Rooms ___

7. With what is house equipped? Lights? _____ Water? _____

   Telephone? _____ Bathroom? _____ Number of rooms? _____ List

   _____

8. Do you have an automobile? _____

9. Do you have a radio? _____ How many? _____ Other musical instruments? _____

10. How many magazines do you take? _____ List _____

    Books (approximate number owned) _____ Kinds: Fiction _____

    History _____ Others _____

    Newspapers (List) _____

QUESTIONA TO PARENTS REGARDING VISITATION AND PARTICIPATION IN SCHOOL FUNCTIONS

1. How many times have you visited the school in the last two years?

   Father _____ Mother _____

2. Did you drop in, or were you invited for a special occasion? _____

3. Did you feel that your visit was a profitable one? Yes __ No __ Partly __

4. Do you go to P.T.A. meetings? Usually ___ Occasionally ___ Never ___

5. Have you ever participated in P.T.A. programs? _____

6. Have you ever been a room mother? _____ Would you be willing to be one? _____

7. Have you ever assisted in the school cafeteria? _____

8. What teachers have visited you? _____ How often this year? _____

PSYCHOLOGICAL QUESTIONS TO PARENT

1. Does _____ like to play with other children? _____

2. Does he get his feelings hurt easily? _____

   Result: Sulk ___; cry ___; tantrums ____

3. Is he bashful? ____ Forward? ____

4. Is he afraid of anything? ____ What? _____

5. Has he ever been frightened by inmates of the asylum? _____

6. Have you ever been frightened by them? _____

7. Are you afraid of the patients? Extremely ___; a little ___;

   not at all _____

8. Do you ever attend dances at the hospital? _____ How often? _____

9. Do you attend movies at the hospital? _____ How often? _____

PARENTS, NATIONALITY, EDUCATION, RELIGION

_____

1. Name of father _____ _____

   Birthplace _____

   Name of mother _____ _____

   Birthplace _____

2. Education:

   Grade _____ High School _____

   College _____ Specialized work _____

3. Church preference or affiliation

   Father _____ Mother _____

4. Do you attend church regularly? _____

   Occasionally _____ Never _____

5. Do children attend Sunday school? _____ Regularly _____

   Occasionally _____ Never _____

6. Are you a member of any church organization? List _____

   Father _____ Mother _____

COMPOSITION OF FAMILY UNIT

1. Family Heads _____ _____

2. Sons - Oldest to youngest (List)

   Daughters - " " "

3. Adopted children (List)

4. Other Relatives:

   Grandmother: Paternal ---- Maternal ------

   Grandfather: " "

   Aunts:

   Uncles:

   Other:

INFORMATION ON CHILD FROM SCHOOL RECORDS

1. Name _____ _____

2. Grade _____

3. Repeated _____ How often _____ Reasons _____

4. I. Q. _____

5. Interests _____

6. Talents _____

7. Extra-curricular activities _____

8. General scholastic ability _____

QUESTIONS TO TEACHERS ABOUT CHILDREN

_____

1. What kind of work habits does _____ have? _____

2. How does he get along with his classmates? _____

3. Does he get to work promptly? _____

4. Does he finish a job without prodding? _____

5. Is he working to capacity? _____

6. Does he find things to do without being told? _____

7. How is he in skills?

8. Does he work well with the group? _____

9. Does he contribute to class planning? _____

10. Does he seem well adjusted?

Emotionally? _____ Socially? _____

INFORMATION FROM TEACHERS REGARDING PAST HISTORY OF CHILD

1. Has there been any unusual emotional conflicts in _____

   school experiences _____ If so,

   What? _____

   Causes _____

   Remedy _____

2. Has _____ ever been a member of a gang? _____

3. Has there been any trouble with parents? _____

   Over what? _____

   Outcome? _____

QUESTIONS TO CHILD REGARDING HOME CONDITIONS

1. Do you have a room to yourself? _____

2. How many sleep in your room? _____

3. Do you sleep alone? _____ If not, how many in bed? ____

4. Where do you study? _____ Is it quite? _____

5. Where do you keep your personal things? _____

6. When do you go to bed? _____

   Get up? _____

7. Do you help your father? _____ How? _____

8. Do you help your mother? _____ How? _____

ECONOMIC STATUS OF CHILD

_____

1. Do you have an allowance? _____ How much? _____

2. Do you earn any money? _____ How? _____

   How much? _____

3. Do you have a paper route? _____

   Have you ever had one? _____

   Why did you give it up? _____

4. Do you work during the summer? _____ Where? _____

5. Are you working part-time now? _____ Where? _____

PSYCHOLOGICAL QUESTIONS TO CHILD REGARDING
FRIENDS AND SCHOOL

1. Do the children in your room like to play with you? _____

2. Did you ever run away? _____ Why? _____

3. Have you always liked your teachers? _____

4. Do you participate in games? _____ What kinds? _____

   Dramatics? _____

   Glee Club? _____

   Other activities? _____

5. Do you like to tell the group about your experiences? _____

   If not, why not? _____

6. Are you afraid of anything? _____ What? _____

7. Are there classes which you would have liked but did not have an opportunity to do so? _____ What? _____

CHILD'S REACTION TO ENVIRONMENT

_____

1. Friends:

   (a) avoided by others? _____ (b) teased? _____

   (c) snubbed? _____ (d) well liked? _____

2. Do your friends come to see you in your home? _____

   How often? _____ Where do you entertain them? _____

3. Do you play in the hospital grounds? _____

   What part? _____ Kinds of games _____

4. Where do you play on cold or stormy days? _____

5. Where do your three best friends live?

   _____ _____

   _____ _____

   _____ _____

6. How often do you visit your friends? Nearly every day _____

   Twice a week? _____ Once a week? _____

   Not at all _____

7. Do you have a hobby? _____ What is it? _____

8. Do your friends help you work on your hobby? _____

9. Do you attend dances at E.S.H.? _____

10. Do you attend movies at E.S.H.? _____

11. Do you mind passing the hospital? _____

12. Do you mind the Negroes? _____

13. How do you feel about the environment (neighborhood) in which you live?

    _____

CASE 1

Mrs. Remar is a psychiatrist on the staff of the Eastern State Hospital, where she has been employed for three years. Her first husband has been dead for a number of years and she has remarried. Her present husband has retired from the Navy after thirty years of service and is now living in Williamsburg. They have a first-floor apartment in one of the apartment houses for employees.

Mrs. Remar and the two children, Lewis and Nora, were born in Pennsylvania. They are members of the Episcopal Church.

The children attend Matthew Whaley School. Nora is in the better section of the eighth grade and Lewis is in the fifth grade.

The mother does not attend any school functions regularly. Her work is of such nature as to demand all her daytime hours. However, she does come to school when requested by the teacher. She seems to feel that the child's education and adjustment to school situations is the school's problem. During an interview with the teacher, she said, "I send Lewis to school to be taught correct habits". The teacher came back with, "You know better than that, doctor, you know habits are begun in infancy in the home". The parent then admitted her place in the child's training and said she would do what she could to help Lewis at home.

Nora, the older, is a very clever, well adjusted child. She has an I.Q. of about 110 and does above average work. She has a wide

circle of friends and is well liked. She belongs to the Girl Scouts, Musical Pinafores (branch of Glee Club), Stamp Team, and the Junior Auxiliary at Bruton Parish Church. Her teachers say she is conscientious and dependable.

Nora's three best friends live in town and they visit each other in their homes quite frequently. She likes geology and plans to study it when she goes to college. When asked if there were any courses she would like to take in high school which were not offered, she said, "Yes, I'd like to take geology". She collects rocks as a hobby.

Nora spends much of her time out of school in the Eastern State Hospital grounds. Both she and her brother have their meals in the dining room; she has attended a couple of staff dances and has helped to decorate the tree at Christmas; she attends the movies every Friday night; roller skates on the walks and buys candy in the canteen.

Nora has a room to herself in which she studies. She goes to bed about 9:00 or 9:30 almost every night. She has an allowance every week. She likes to talk with her mother about her mother's cases at the hospital. She says psychiatry interests her very much. She seems quite pleased with the idea of having her stepfather with them.

The school has given Nora every opportunity to be a leader, mainly because she is dependable and efficient. It might be better if she were not given quite so much to do, since there seems to be a tendency on her part to be "affected".

Lewis, who is in the fifth grade, is emotionally immature. In an interview with his teacher, the investigator found that he had difficulty in the group on account of his immaturity. His mother does not have much time for him and he shows the need of a parent in the home during his out of school hours. Lewis said, "I can't do many things with my mother because she works. Sometimes on Sunday we go riding." His out of school life is very closely tied up with the hospital.

Two of Lewis' best friends live in town and a third friend lives out in the country. A friend who lives in the same block visits him frequently, the others rarely. He plays inside the grounds with one of the patients, "Yes, I play with Billy ___, he's a patient. He's kinda mixed up. He's just thirteen," said Lewis. He goes to the dances for the employees and attends the movies every Friday night. When the investigator asked him if he was afraid of anything, he replied, "Sometimes I'm afraid of the dark - when I was four my sister used to scare me in the dark."

Lewis sleeps alone, he goes to bed about 9:00 p.m. He has a desk in his room and does his home work there. He collects small statues as a hobby. He has an allowance of twenty-five cents a week and sometimes makes extra money by helping the maid.

The teacher has not visited in the home and did not have a clear picture of Lewis' close associations with the hospital.

CASE 2

The Looks live in a very nice house, which they rent. While in the area of the Eastern State Hospital, they are in no way directly influenced by it, since they are not employees of the hospital, nor are of the same social status as the majority of people in the area. The home is very well furnished. They have a radio; take magazines and newspapers.

Mr. Look, now a lieutenant in the Navy and stationed in the Pacific, was employed by the Williamsburg Restoration before the War. Lieut.Look is a Canadian, while Mrs. Look is from Pennsylvania. They are both college graduates.

The Looks have four children. Catherine, the oldest, is in the first grade at school. The others, two girls and a baby boy, are too young for school.

Mrs. Look doesn't visit the school primarily because she has no one with whom to leave the children. She seems quite satisfied with the school and wants to do what she can to help Catherine adjust to it. They are members of the Catholic Church, which they attend regularly.

Catherine is six and in her first year in school. She has an I. Q. of about 130 and does excellent classroom work. She is mature in her thinking and quite capable of facing a problem clearly, but is determined to have her own way, whether right or wrong. The investigator found her quite different in her home, where she assumes responsibility and makes a very charming hostess, although there was evidence of a tendency to manage the younger children. Knowing of the responsibility

placed on Catherine in the home, the teacher tried to find ways of giving her responsibility in the school, but in an entirely different channel, which did not involve having others work under her.

Catherine's best friend, the daughter of a college professor, lives in another part of town. Another friend lives on the same street quite near the hospital. They are all in the same room at school and are of about the same mental ability.

The environment in which Catherine lives does not seem to have handicapped her in any way.

CASE 3

Dr. Tarry is connected with the hospital in an important position. Neither he nor Mrs. Tarry has been in Williamsburg long enough to give any comment on the environmental forces within the area. He is not affected socially because of his position with the hospital.

The Tarrys have two boys; Bill, who is in the eighth grade, and Jo, in the fifth. They are normal students doing average work in their respective grades. There is no social stigma attached to them at all.

Both boys say of themselves, "I get nervous". However, since they have been in Williamsburg such a short time, it must be caused by something earlier in their childhood. Jo, however, was affected by the patients in the hospital when he first came. He was by nature very retiring, and unable to get the group's attention, so he began mimicing the patients in the hospital. His teacher had a conference with his parents in this connection, after which Jo's interest was diverted from the hospital.

Neither of the boys is allowed to attend the movies or dances at the hospital regularly. They have been on one or two occasions. Jo said, "Daddy won't let me play over in the hospital grounds". They have friends in different parts of town and visit each other frequently.

CASE 4

Mr. and Mrs. Dartz and their young daughter, Linda, live in a furnished apartment in one of the houses belonging to Eastern State Hospital. The apartment has been redecorated this year and is equipped with electricity and running water.

Mrs. Dartz is a medical doctor, employed at the hospital. Mr. Dartz is a seaman in the Navy and is stationed at Camp Peary. They are Europeans by birth, but have become American citizens. They escaped from one of the European countries which was later occupied by the Nazi. Mrs. Dartz received her education in Vienna, while Mr. Dartz attended Harvard University after coming to the United States. They are Protestants, but do not attend Church.

The Dartzs have been in Williamsburg since the first of 1945. Both parents have visited the school a number of times, either to call for their daughter, or to ask for a book when she was out sick. Dr. Dartz came to an evening meeting of the P.T.A. once. She said to the teacher on one occasion, "What nice books you have in this country! - - You have such wonderful schools in this country."

Linda is six and in her first year in school. She is a very intelligent child and does excellent work in school. She reads far beyond her grade level. She does not mix with children very much. They like her and she gets along nicely with them, but she seems to prefer to be along much of the time. Linda isn't disturbed by the patients at the hospital - she isn't afraid of anything.

Linda takes her meals at the hospital with her mother. Dr. Dartz has one of the patients to care for the apartment and look after Linda when she is out of school.

Linda was quite reserved at first and did not play well with other children. The teacher found little ways of getting her to work with others in a small group. She gradually became interested in the games the others played and began visiting the girls in her class, who lived near her.

CASE 5

The Nivins home is a rather old two-story frame structure, quite near the Eastern State Hospital. The house is large and fairly well furnished. It is equipped with running water, bath, electricity, radio, and telephone. The Nivins rent the house.

Mr. Nivin has been employed as a driver for a Williamsburg firm. Mrs. Nivin does not work outside of the home. The father has a high school education but the mother is only a grade school graduate. They were both born in Virginia. Their church preference is Baptist.

Mr. and Mrs. Nivin have five children. The oldest son was attending college at the time he was inducted into the Army. The next son had just finished high school when he went into the Navy. Both boys have been overseas for some time. The one in the Navy gets into an Eastern port occasionally. The only daughter graduated from high school in 1944 and has been working as a clerk in a local store ever since. The two younger boys, Ben, twelve, and Barry, nine, are both attending Matthew Whaley School.

Mr. Nivin is not active in school affairs. Mrs. Nivin has shown no interest in the school since her two older sons have been in the War. The older boys are all that she will talk about. When discussing the children with the investigator, she would keep coming back to the two boys overseas. "I'd just die if anything happened to them. I say I would be willing to just die if I could have them both back." She seems to feel bitter toward anyone who doesn't have someone in the service overseas. When the investigator asked who Ben's teacher was,

she replied, "I don't know who Ben's teacher is - I don't know much about the school - I'm so worried about my two boys overseas."

The investigator was unable to get any reaction towards environment, school, or church. However, it was plain that the home was suffering as a result of the mother's constant fear for and absorption in the two older sons. Her only comment was, "If we go crazy, all they'll have to do is throw us over the wall."

Ben, the oldest boy at home, is in the sixth grade. He has an I.Q. of about 100 and does average work. He had never shown any special interest in any school activities until he was elected chairman of the Hall Committee. One of his teachers commented on his permanent record card, "No visits or word from parents". However, a check-up showed that the teacher had not visited either, although she had been Ben's teacher for a year and a half, and Ben lived within easy walking distance from the school. Ben said he had not liked all of his teachers. He mentioned two that he had liked very much, one of who was responsible for his being on the Hall Committee.

Ben's best friends are two boys in his room who do not feel secure in home or school. Ben would like more science and more shop work in school. He does not like the asylum. He said he had skated over there sometimes, but didn't go often because he was afaid he'd catch diseases. He never goes to watch the dances and hasn't been to a movie for over a year. When asked if he liked where he lived, he replied, "No, I don't like it, it's too near the asylum." He has a

coin collection to which he is adding. He has a paper route, and gets an allowance of $1.00 on Saturday for helping his father on the truck. He sleeps with his little brother and has no regular bedtime, but averages about 9:00 o'clock. Ben is adolescent and needs to feel more security in the home.

Barry is nine and in the third grade. He has an I. Q. of 78 and is quite definitely a slow learner. However, he is a plodder and usually gets the work completed after some prodding by the teacher. His best friends are boys in his room at school, one of whom is a next door neighbor, while the others live across town.

Barry likes school, particularly science and ball games. He collects stamps, marbles, and souvenirs. He, too, goes on the truck with his father. He also stays away from the hospital. He said, "I used to go over to the asylum to the movies, but I don't any more." However, the movies are open only to employees of the Eastern State Hospital and their families, so that may be one of the reasons the Nivin boys have stopped attending. His teacher says that he tries to be "a big shot", but that he is not particularly good as a leader. The teacher has tried to lead him into schoolroom activities which give him an opportunity to be someone, to gain recognition and at the same time develop leadership. An example of the attempt on the part of the teacher to develop leadership is shown in a little play given in the classroom. Barry and some of the others in his class had read a story and decided to dramatize it. The teacher guided Barry into directing the dramatization in a way which would give him an opportunity for leadership and at the same time curb any tendency toward silliness.

CASE 6

The Norman home is a large two-story frame house near the hospital. One enters a small dark hallway and to the right is a room which is used as a living-room-bedroom combination. There are two other bedrooms downstairs and a kitchen. The upstairs bedrooms are rented. The house is equipped with electricity and running water. There is no telephone. The only rooms heated downstairs are the living room and kitchen. Mrs. Norman said she was unable to heat her other rooms on account of an inadequate amount of fuel oil. The house is quite near the street and the path in front of the house is often muddy for there is no pavement.

Mr. Norman is a bricklayer and has all the work he can handle which nets him a very good income. Mrs. Norman does not work outside of the home, but is kept busy keeping the house and taking care of the small children. Mr. and Mrs. Norman are both Virginians. They completed grade school, but were married before they finished high school. Their church preference is Christian Scientist.

The Normans have seven children. The oldest daughter left school in her senior year to get married. Two girls and two boys are in school and there are two children at home. The Normans offer no criticism of their environment either way. They do not appear to be neighborly with their neighbors. Mrs. Norman will cooperate with the school insofar as she can see her way, however, she is inclined to make what appears to be an unnecessary number of excuses for her children. In two instances, if not more, they have put up their children's ages to get them into school, the reason probably being

that there were so many little ones at home that they wanted to get as many as possible out of the way.

Elaine, the oldest daughter, has been quite ill with a serious infection of the leg. This condition has resulted in her being quite spoiled and inclined to want to have her own way. She did average work in school, but was not happy because she was constantly fighting for a place in society which she did not seem able to attain. She was in between two classes of society, not wishing to mingle with the lower class and not able to reach successfully the next level. She was attractive and a good dancer, but rarely had a date for a dance. So it was inevitable when Joe came along and began showering attention on her she fell in love and married him on his first leave. There was no opposition from her mother for she herself had married at sixteen. Even though the teachers in the school knew about it, her homeroom teacher made no effort to get her either to remain in school, or return and complete the year. The investigator talked to Elaine after her marriage and she said, "I probably wouldn't have married until after I'd graduated if things at school had been different. I might have come back afterward and finished, but there was nothing to come for. The only teacher that cared what I did was Miss X ." Elaine said she did not like the neighborhood in which she lived or any of the people in it.

Jane, the next daughter, is in the sixth grade. She is twelve and has repeated two grades. She started to school in the first grade when she was just five and when she moved she went back

to kindergarten and then to first grade. She has an I.Q. of 100 and is doing average work for her grade. Two of her best friends live in another section of town while a third lives in the country. Her hobby is collecting dogs and dolls. She says she isn't afraid of anything and "can tame a mean dog". She does not mind the hospital for herself, for she skates over there, goes to the hospital canteen, watches the Wednesday night dances and sometimes goes to the Friday movies with some of the kids around there.

Jane has a paper route from which she earns enough to buy her own clothes and have spending money. She says, "I'd like to live somewhere else for mother's and the kids' sake. The house isn't comfortable and its too near the asylum." Jane has repeated a grade at two different levels. While capable of doing many things quite well, she would rather do the things she likes to do. She has made a place for herself in the social standing of the room by her ability to do unusual stunts and dances. Teachers have not been very successful in getting her to fit smoothly into the planning and executing of class work.

Kay is next and is in the third grade. She is a very sensitive child. She was out of school a year, due to speech defects. She does average classroom work and enjoys school. Her best friends live in another part of town. She says they do not visit her often, "I don't think any of them like me", she says, although the teacher says that there is a little girl in the room quite devoted to Kay. She doesn't play in the hospital grounds, or to to any of their events. She has been to movies once or twice with Jane. She shares a bed with her

sister. Her bedtime varies between seven and eight o'clock. Kay likes to go to work with her father and pile bricks for him. She earns money by helping her mother. She is mature for her years and will more than likely reach adolescence at a much younger age than the average. The teacher understands this and does what she can to help the child to be ready for adolescence when it comes. There are indications of it already and the teacher sent the visiting teacher to the home to talk to the mother. "The boy-girl situation has been smoothed out and Kay is very happy", said the teacher.

Joe, the only boy, is in the second grade. He seems to be somewhat in a fog in school. He does very poor work and shows no initiative. He plays with the boys in his room, is agreeable, but never a leader. His best friend lives next door to him. The investigator asked the teacher how Joe was doing in the classroom and how well adjusted socially. The teacher's reply was, "He isn't doing anything. He doesn't participate in anything. There are just too many children in the family." The teacher has not been successful in finding any particular interest of Joe's.

Virgie is spoiled and used to having her own way. She felt the pressure of classroom work and would say that she had a pain in her stomach in order to get the teacher to send her home. The mother finally succeeded in getting her to stay in school. Virgie is not dependable and not always truthful. She will tell stories in order to have her own way or to furnish an alibi. On one occasion she went home and told her mother that the teacher had spanked her, when all the teacher had done was to remove her from the group for bad behavior.

Virgie has an I. Q. of 100. She usually works up to her capacity if she understands what is to be done. She has fairly good work habits when once she gets down to it, but she has a very hard time keeping account of her pencil and paper, even though she has a cubicle to herself. She is very graceful, dances beautifully and has a nice singing voice.

CASE 7

The Youngs live in their own home near the Eastern State Hospital. The house is quite large and at present houses three family units. The Youngs live on the first floor, which consists of two bedrooms, living room, kitchen and bath. The second floor has two bedrooms and bath. It is occupied by two married couples. The house is equipped with running water and electricity.

Mr. Young is not employed, since he is not mentally able. He has formerly been an inmate of the Eastern State Hospital. Mrs. Young has been an attendant at the hospital for twenty-two years and is still actively engaged in the same job. She has received salary increases along with other State employees and a bonus. She says her sick leave accumulates, but it has to be taken in the hospital. She has worked night duty for ten years.

Both Mr. and Mrs. Young have a grade school education. They claim the Baptist Church as their church preference, but do not attend. Mrs. Young's working hours make it difficult for her to go to church or to get the children off to school. She has been unable to participate in any school activities, but has come to the school by appointment at the request of the principal and teachers. They accept their environment without comment.

The Youngs have four children of their own and Mrs. Young's nephew lives with them. The elder daughter is married and at present she and her young daughter are living with them. The elder son stopped school in his senior year to join the Navy and has been on

sea duty for over a year. The younger daughter, Barbara, was in the ninth grade at the time of her withdrawal. The youngest child, Billy, is four and spends much of his time with his mother on the hospital wards. He sleeps on the ward most of the time, unless the daughters are home to look after him. Jack, the nephew, is twelve and in the remedial fourth grade at Matthew Whaley.

Mrs. Young seems very anxious to have her children succeed in school. When talking about Jim, the one in the Navy, she said, "Jim wanted to graduate, but he wanted to join the Navy and if he had waited the draft would have gotten him and then he would have nad no choice." Then she added, "I don't know what's the matter with Barbara, she just won't go to school. Jim wrote her from Hawaii to keep on going to school and graduate. He said he wants to finish when he comes back", then she said, "I wish I could come up to the school to see about the children, but I just can't".

Barbara enrolled in the ninth grade in September, but withdrew shortly afterwards to go to Newport News to live with her aunt and go to school there, but she went to work instead. She cut her hand and had to stop working after which she returned to Williamsburg, but not to school. The teacher visited the home to try to get her to return to school, but was unsuccessful. The teachers arranged to give Barbara the classes she wanted to take and the home room teacher made several visits to the home to try to straighten out the difficulties, but was unsuccessful in getting her to return. She stalled for time until she was sixteen and no longer under the compulsory

attendance law. However, the home room teacher feels that if the school had begun work on her case sooner, they might have been able to have kept her in school.

Jack, the nephew, is approximately twelve years old and is in the slow moving fourth grade. His mother died of tuberculosis of the spine when he was born. No one knows anything about his father. Jack has an I. Q. of about 75. He does very poor work in skills, but loves to do shop work and odd jobs around the school. When he was younger, he was subject to temper tantrums, but has practically outgrown them. He likes to do things for people and loves praise. His best friends are boys that live in his section of town. He loves to collect Army and Navy insignia which he keeps locked in a box "way up on a shelf". Jack is at home anywhere in town. He is perfectly at ease with the civil and the special police.

Jack loves small children and will take excellent care of them. He is dependable when given a job or sent on an errand.

The teacher studied Jack and his environment very closely and tried to find things which could tie up with his school life and in that way make him contended at school. Such incidents as the following are helping to keep him in school and out of trouble: A teacher gave him a five dollar bill and sent him to pay the telephone bill. He did it gladly and brought back the correct change. A primary teacher was detained in the cafeteria one day and asked Jack to take her class up to the room. He did it perfectly and when she arrived ten minutes later the room was quiet and every child working at some job.

The school and community realize that Jack is not a student, but will probably develop into a trustworthy, dependable citizen with their help. He is being helped in every way possible to this end.

CASE 8

The Manses live quite close to one of the buildings in which patients are allowed to come out on bar enclosed porches. The house is a two-story structure in excellent condition. The Manses live in the upstairs apartment, but have the use of the downstairs living room which is attractively furnished. The house is equipped with electricity and running water. There is a kitchen and one bedroom, in which all the family sleep. They do not have a telephone.

Mr. Manse is employed as Assistant Engineer at the Eastern State Hospital. He has been employed there for a number of years and received the benefits given all State employees. Mrs. Manse is employed as ticket agent at the Williamsburg Greyhound Bus Terminal. Both Mr. and Mrs. Nanse are native Virginians. They went to the same high school. Mrs. Nanse has business training in addition to her high school education. The family is affiliated with the Baptist Church in Williamsburg. They have one daughter, who is in the second grade at Matthew Whaley School.

There are no clear cut opinions regarding church and school. Mrs. Manse told the interviewer that she had taken no active part in school, mainly because she had not been asked. She said that this was her daughter's third year in school, but only one teacher had visited in the home. Mrs. Manse said, "I think of the school as an institution. I don't feel a part of it at all." In reply to a question regarding the church, she said, "No one visits here".

Even though the home is in hearing distance of the hospital, the Manses expressed no strong objection to their enrironment. "We never think about it", she said. "We have our friends in other parts of town

so it really doesn't matter." Although Mrs. Manse said that there was no real objection to the area, the investigator sensed an air of defensiveness on her part. She wanted to convince the investigator and herself that she did not let the environment disturb her, but at the same time admitted that it did by saying that there was no visiting in the home.

Carol is in a high second grade. She has an I. Q. of 106 and does average classroom work. She particularly enjoys music and dramatics. Carol's teacher said, "Carol is a perfectly normal child in every way. She does not seem to be affected by the environment in which she lives." However, there is a certain aloofness in Carol like that observed in the mother.

Carol enjoys school. She enjoys active games. Her three best friends live near her, two living in the same area, and the third just one street over. They all play in and around Carol's house. Her parents do not allow her to play in the hospital grounds.

Carol and her parents attend the dances and movies at the hospital occasionally.

CASE 9

The Hilarys live in the first floor apartment of a two family house, which is owned and furnished by the State for employees of the Eastern State Hospital. The apartment consists of three rooms. The front room is used as a bedroom, the middle room a bedroom living room combination, and the third room a kitchen. The rooms are clean and as attractive as possible under the crowded conditions. The house is equipped with electricity and there is a radio in the room used as a living room. There is running water in the kitchen, but there is no bathroom. The two families have to use the same outdoor toilet.

Mr. Hilary is employed as a baker at Eastern State Hospital. He has received an increase in salary since 1941 and a bonus. Mrs. Hilary does not work outside of her home duties. They are formerly of Richmond, where they received their education. They are affiliated with the Methodist Church.

There are six in the family, Mr. and Mrs. Hilary and their four daughters. The oldest daughter graduated from high school several years ago and has a position out of town, the second daughter is also a graduate of Matthew Whaley and is at present employed in a local store. The two younger girls are attending Matthew Whaley.

In discussing the total environment in which they live, Mrs. Hilary said they objected greatly to that section of town because of the living conditions. She said, "I feel that this area is 'off the map', and no one thinks it is worth bothering with." She dislikes it

particularly because of the girls. They have had no place to entertain their friends.

Mr. and Mrs. Hilary do not take an active part in school work. The reason given by Mrs. Hilary is that the school has not expressed or in any way shown a need for help. They have lived in the same house for thirteen years and have had only four teachers to visit them during that time.

Daisy, the youngest daughter, is in the sixth grade. She is an average student, with no outstanding talents. She is retiring in manner and has very little to say in class discussions. She has had no particular problems in school, but a rather normal school life. She said she would have liked a paper route, but her mother objected, since she did not have a 'bike'. She does not have an allowance, but gets money when she needs it for something. She does not seem to be much disturbed by the conditions within the area in which they live. She did mention, however, the obscene language which they often hear as they pass by the hospital. She does not have a hobby. She says she does not get lonesome at home without her friends to visit, because she likes to read. The school has not been successful in helping her work out her social problems, but has enriched her life by helping her find many books in the library which have been a great pleasure to her.

Gertrude is a junior in high school. She has an average I. Q. and does satisfactory school work. She loves music and belong to the Glee Club. Gertrude is very fond of classical music and siezes every opportunity to go to Richmond or Newport News to a concert. The school

has offered no music in the high school, except Glee Club and one year of general music. Gertrude's hobbies all center around music. She collects records and keeps a music scrapbook. She enjoys anything connected with music. Two of her best friends live in the country and a third one lives in another part of town.

Neither Daisy or Gertrude has ever attended the movies or dances at the hospital. While they are not bothered by the inhabitants of the area, they would prefer living in a better neighborhood.

CASE 10

The Haynes' home faces the Eastern State Hospital. It is surrounded on the other sides by Negro dwellings. The house is small and dingy looking, but is adequate for the family needs. The first floor consists of two rooms, the front room being used as a bedroom and the back room as a living room. In the basement are the kitchen, diningroom and bath. On the half-story second floor there are two bedrooms. The house is equipped with running water and electricity. There is a radio and a telephone in the living room. The general appearance of the house is clean and fairly attractive.

Mr. Haynes is employed as a fireman at the Eastern State Hospital. His salary has been increased and he has received a bonus. Mrs. Haynes works as a seamstress in her own home, sewing for private families. Mr. and Mrs. Haynes are native Virginians and each has a high school education.

The Haynes have four children. The two sons are in service, one in the Nary and the other in the Army. The elder daughter is a graduate of Matthew Whaley and is employed as a telephone operator at the Lodge. The younger daughter, Jane, is in the fourth grade.

The investigator discovered rather strong feelings on the part of the mother toward the school and church. She did not have any personal feelings toward any individuals within either the church or the school, but rather a broad overall feeling of not being a part of

either. Such remarks as, "No, I never go to church here. I don't feel like I belong. The only time anyone came to see me was when they wanted to raise money for the church."

The reaction to the school was not as positive. The school seemed something apart in which parents had no share. In reply to questions pertaining to particpation in school functions, all the answers were "No". When the mother was asked if she had ever visited the school, her reply was, "No, I called up once to give Miss _____ a piece of my mind." When asked if the teachers had been to see her, the reply was, "You're the only teacher that's ever been in this house."

The investigator found the parents' reaction to the environment in which they live rather a neutral one. They have lived in the same house for about ten years and do not seem to be disturbed by either the hospital across from them, or the Negro dwellings surrounding them. The mother spoke well of their Negro neighbors and of the little Negro owned store in which they sometimes shop.

Jane, a rather thin, undernourished looking child, has been quite ill from some form of heart trouble. She is a little older than the average for the fourth grade, due to rather long spells of illness. She has an I. Q. of 110 and does average work.

Jane enjoys school fairly well, but seems to feel the difference in background. The social standing of the parents of some of the children in Jane's room prohibit their allowing friendships to exist

between their daughters and Jane. Consequently, Jane has drawn two of her best friends from the same area in which she lives, even though they are younger than she. A third friend lives across town, but does not visit in her home. It is difficult to entertain her friends at home, due to limited space in the house and yard. Her mother does not allow her to play in the hospital grounds.

In interviews with Jane and her teacher, the investigator found conflicting beliefs which were causing worry to both. Jane would say bitterly, "I don't like her. She fusses with me all the time". While on the other hand the teacher would say, "I can't understand her. She stays home so much and seems so undernourished." Neither parent or teacher attempted to get together in order to come to an understanding about the child. Finally, the visiting teacher was sent to the home, although it was within easy walking distance of the school. The visiting teacher was not able to accomplish a great deal due to her limited information about the child and the fact that the mother sensed the feeling of poor judgment in handling the situation, particularly concerning the child's health record which had been sent to the school much earlier.

Jane's former teacher, who had been in the home a couple of times, talked with the home room teacher, the visiting teacher, the minister, the mother and Jane. They all shared their findings and opinions with each other in an attempt to straighten out difficulties. As a result of this working together, Jane became much happier. Her mother made

her some new clothes and curled her hair; the teacher worked toward finding things to offer constructive criticism on; the old teacher talked with Jane.

As a result of all working together, the situation of Jane's total environment became much better.

CASE 11

The Garys live in a basement apartment on the Eastern State Hospital grounds. The basement was originally planned for a large sewing room for the patients of the hospital. There are no partitions other than draperies which the Garys have hung in order to separate the huge room into three rooms, a living room, bedroom and kitchen. There is a shower, but no tub. The kitchen facilities are limited but adequate for the needs of the family, since they take most of their meals in the dining room for employees.

Mr. and Mrs. Gary are both employed at the hospital. Mr. Gary is an attendant despite his seventy-one years of age. Mrs. Gary, who is forty-four, is in charge of the laundry. They have been employed by the hospital for over nine years and receive the benefits granted State employees. Mr. Gary was born and educated in Virginia. He completed the third year in high school. Mrs. Gary was born and reared in North Carolina. She completed the eighth grade in school. They give no church preference, but attend different churches occasionally.

The Garys have one daughter, Sarah, who is eight years old and in the second grade at Matthew Whaley.

Mrs. Gary did not have much to say about church and school; apparently, she is not active in either. When asked how often she attends church, she answered rather vaguely with, "Well, Sunday is my only day off and I haven't been so well." In reply to the question, "Does Sarah go to Sunday School?" she said, "Occasionally".

She didn't seem to feel that she should take any active part in school for it was something apart from her work and no one had ever asked her to take any part in anything. Once when Sarah was sick a teacher had called.

Mrs. Gary feels that the environment in which they live is not as good as it might be, since it is in part a social handicap, particularly for Sarah. Mrs. Gary's comment was, "Well, I wish we could get in a house on Sarah's account. Some people don't like for their children to come down here to play."

Sarah's I. Q. of 120 indicates that she is slightly above average in her ability to learn. She reads above her grade level, but uses very poor oral and written grammar. She is inclined to be fussy and has poor habits which may be caused by the fact that she isn't healthy. She has circles under her eyes and is inclined to be obese. The teacher does not know whether the child has had an examination by a physician. The investigator did not find out. The teacher has tried to help Sarah win friends and at the same time improve her grammar by having her read many books and take part in dramatics.

The teacher, anxious to improve Sarah's oral and written grammar, wrote a note to the mother, whose reply was so poorly expressed that the teacher could barely read it.

CASE 12

The Norrises own their home, which was built by Mr. Norris. It is a two-story, frame house. On the first floor there is a hallway in which is the stairway. To the left there is the living room, back of which are the dining room and kitchen. There are three bedrooms and a bath on the second floor. The house is heated with fuel oil. There are running water and electricity. They have a radio and telephone in the living room. They take The Reader's Digest, Life and Time, and the Richmond and local newspapers.

Mr. Norris is employed by the City as a supervisor of public works. Mrs. Norris does not work outside her home.

Mr. Norris' birthplace is New York, while Mrs. Norris was born in North Carolina. Both have high school education. Mr. Norris' church preference is Catholic. Mrs. Norris is Presbyterian. The children attend the Catholic Church. They have a son, Bob, who is in the eleventh grade at Matthew Whaley, and a daughter, Connie, who is in the ninth grade.

Mrs. Norris has visited the school frequently and cooperates fully in any school matter in which she can help. In talking with Mrs. Norris, the interviewer sensed an air of defensiveness, due to the fact that they do not like the area that they live in and feel the snobbishness of others with whom they would like to be friendly. There was an incident, which by way of the gossips reached Mrs.Norris to the effect that some teacher in the school had said that Bob wasn't

sick, that the kids in that section of town just weren't any good. While Mrs. Norris doubted the truth of the story, it hit a sore spot because of the feeling of inferiority. She said, "I'd go to the school, but I'm hurt; I'd probably cry." When the interviewer asked Mrs. Norris about attendance at P.T.A. she laughed and said, "I used to go regularly, but it seemed like every time I went they gave the history of Matthew Whaley. The last time I went five people spoke and one of the teachers went to sleep."

Bob is a senior but is finding it difficult to finish school on account of his health. He has been sick for several years with rheumatic fever and is confined to his bed for weeks at a time. There have been times when blood transfusions were necessary. Two of Bob's teachers have visited him during his senior year and encouraged him about his work. The home room teacher has never visited in the home or tried to lighten the work, nor does she know of the homework he is doing under the direction of two of his teachers. When the interviewer asked him if he liked his teachers he frowned and said, "Not all of them." Bob has an I. Q. of about 112 and has done very good class work.

Bob has been prominent in school activities throughout his high school years. He is the senior class president and is manager of the boys' basket ball team. The school has recognized his ability and given him many opportunities to take an active part in school activities.

Bob's bitterness toward the school and his environment

seems to have developed more strongly when he entered junior high school. He told the investigator that people were snobbish toward the people living in his area of town. "You notice it more when you enter the seventh grade", he said. While the school has provided many opportunities for Bob in school, it has not adequately bridged the gulf between school and home. He is quite sensitive about the area in which he lives and feels that no one wants to visit in his home. His home room teacher and one other teacher did not visit in his home at any time during his two serious illnesses. Two of his teachers did visit and the investigator happened to be present during one of those visits and noted the extreme pleasure which he received from their visits.

Although Bob has risen above his environment, there is bitter hate in him against it. When the investigator asked him if he was satisfied living where he does, he grited his teeth and said, "I hate the place . . . . . I hate the asylum and the neighbors. People from other parts of town are snobbish. I wouldn't mind so much, but for my sister. I think if people are your friends, they wouldn't care where you live."

Teacher analyses of Bob show that during his school life he has seemed to lack confidence, that he is extremely sensitive, and has strong likes and dislikes.

Connie is very fond of her brother. She is anxious to do anything she can to make things easier for him. She has a hard time

getting along with her classmates because of her feeling of insecurity. "People are snobbish and I used to mind living down there an awful lot. I felt ashamed of it, but in this school now it doesn't matter where you live so I don't mind so much."

Connie has an I. Q. of about 120 and does average to above average work, if she keeps her mind on it. She has been active in school activities throughout her three years in high school. She was a member of the Student Government Council during the seventh and eighth grades. During the seventh grade she was elected as one member of a group from the Council to present a plan to the faculty. She was in the Dramatic Club in the eighth grade, but did not take part in it during the ninth grade because she was not active in it the previous year and felt that she could be more useful in the Powder Horn, the school paper. She wrote a column for the paper during the ninth grade. When she was not elected to the Student Council in the ninth grade she became quite resentful and bitter. She developed the attitude of refusing to take part in anything. She became "bossy" and unpopular with her classmates. An investigation of her records through the elementary school showed that Connie had been on the defensive and to combat her feeling of inferiority, which apparently had evolved out of her religion, her small size, and environment, she developed a very "bossy" attitude. In an attempt to squelch this attitude, it seems that her teachers had hurt her academically, which carried over into high school. In explaining Connie's adjustment, her ninth grade

home room teacher said, "Connie was quite bitter when she wasn't elected to Student Council . . . . . she said she would have nothing to do with any school activity. She almost organized a small rebellion. We just ignored her attitude when we were planning a class activity and put her on committees like everybody else . . . she found herself doing the job before she had time to think about it. . . . . Connie needs constant building up. She will say 'I can't do it' and I just say 'you know you can do it . . . . you're doing it right now'." She has a definite place in the group now. Her class isn't very 'class conscious' . . . . . "It matters not where you live but what you are" has been constantly quoted her by her teacher. She has participated in the following activities this year: Assembly Committee from Student Council, and Reporter and Exchange Editor for the Powder Horn.

CASE 13

Maud Sears lives with her grandmother, a rather old woman, but quite active. They live alone in the large old homeplace, which was built long before the area developed as it is now. Mrs. Sears, the grandmother, said, "It was nearly all country out here except for the hospital when we built." The big living room is heated by a coal heater. The house is equipped with electricity but they do not have running water. There are one or more bedrooms which are not used. There is a radio in the living room, but no telephone.

Maud's father is living in a small one-room house in the yard of his mother's home. He was a carpenter, but now an incurable, with tuberculosis. Her mother has been dead for several years. Mr. Sears was born in Williamsburg, where his mother is now living. They are both high school graduates. Their church affiliation is Baptist. The grandmother is a Baptist also.

Mr. and Mrs. Sears had two children, a son who, has been serving overseas in the Army and Maud, who is a senior in high school.

Maud goes to school every day and in addition to her school duties, works in the local Five and Ten Cent Store during the afternoons and Saturday. Her best friends are girls who live in the country; she sees them only at school. She likes her classes and teachers, but would have liked to have had a class in shorthand. She has an I. Q. of about 110 and does average to a bit above average work. She has

excellent work habits and sees a job through to the end. She does not take part in any extracurricular activities except the Glee Club. Her main interests are writing and making things attractive around her. She is shy and hesitates to speak to a class group unless necessary. However, study of her school records show no evidence of any emotional disturbances in her life.

In discussing Maud with the home room teacher, the investigator was told that although Maud is a shy and retiring girl, she had taken part in the class discussions, had given many voluntary oral reports and had served on class committees. The teacher said, "Maud seems embarrassed when she has to decline invitations for members of her family to come to school. I believe part of this embarrassment carries over into her absence from almost all after-school activities."

Maud attends school performances sponsored by the Glee Club. She also attends the baseball games whenever she can.

CASE 14

The Elings rent a bungalow near the Southern end of the area. The house is badly in need of painting and other repairs which the owner will not make; otherwise, it is clean and attractive. They have two bedrooms, a living room, kitchen and bath. The house is equipped with electricity and water. There is a radio and a telephone. Mr. Eling's work on the police force necessitates his living in Williamsburg.

Mr. and Mrs. Eling are natives of southwestern Virginia and are high school graduates. They are Presbyterians, but do not attend church in Williamsburg.

The Elings have one son, Bob, who dropped out of school in the eighth grade. The investigator saw both parents on her first visit. Mr. Eling was very quiet, having little to say. Mrs. Eling had a rather bitter attitude toward the school, community and church. She does not like the environment, and feels very far from the school.

Bob was a slow learner in school, failing twice in the elementary school. He was usually retiring in manner and did not take an interest in school. He had the misfortune to make some friends whose honesty was questioned. The boy in his area who had been his best friend moved through school faster than he, which left him without a close friend. Bob had the knack of getting into trouble with a group and always being caught. He had several "run-ins" with the teachers and principal. He was put in the eighth grade on probation.

Once he was sent home until his parents could come to school and get him straightened out.

He had "stuck" to school as long as he did because his mother wanted him to, but at seventeen he decided to stop and go into the Navy.

Bob was spoiled by his mother and is an only child. He didn't succeed in learning to stand on his own feet soon enough.

CASE 15

The Sours' home is a small bungalow which they own. It is quite close to several other houses and has very little yard space. The house is poorly furnished and very unattractive. On entering, one goes through an enclosed porch which apparently is used as a bedroom. The house appears to be a place where things are just thrown in; the paper is torn from the wall in places. The living room opens off the porch. The only bright spots in the room are a cage of love-birds which belong to the oldest son, and several small pieces of new furniture, which were bought by him also. The house is equipped with water and electricity and they have a radio.

Mr. Sours is employed as an engineer at the Naval Mine Depot. He has long hours with good pay. Mrs. Sours does not work. The oldest son is at present employed and living at home.

Both Mr. and Mrs. Sours are native Virginians; they finished grade school, but did not complete high school. They claim the Methodist Church as their preference, but do not attend regularly. The minister has no record of their membership or attendance at the church here. The younger children have attended the Daily Vacation Bible School.

There are four children in the Sours family: Ed, the oldest son, who dropped out of school this year; Jim, the next son, who is in Junior Primary, and two younger children, a boy and a girl, who are not old enough to attend school.

The investigator did not see the father during either visit to the home. The mother was cordial, but seemed to be on guard. Her replies to questions were vague and unrevealing, which necessitated getting much of the desired information from other sources. When the investigator returned for a check-up visit, she was met at the door by Ed, who opened the door only a crack, peeped out and asked,"Who are you? What do you want here? There's no one here, but me." Later, the same afternoon the investigator learned from a neighbor that the father was home drunk and the mother had gone out of town to see a dentist about an imaginary toothache. It seems that both Mr. and Mrs. Sours drink to excess and when thoroughly drunk resort to fighting, usually at about midnight. The neighbor said that the noise they made was so terrific that she could not sleep and on several occasions the younger children had come over to her house and asked her to call the police because, "My daddy is beating my mother and he has torn her dress."

Ed, the oldest son, left school at sixteen, while in the eighth grade. The records show that he had unusual talent in art. He liked reading and especially enjoyed history; however, he had no mathematical knowledge at all. When he left school he was in a grade with children two or three years younger than he, or else mentally retarded. The school realized that he had unusual talent in art and gave him all the art instruction available. The year he dropped out there was a small art group, meeting once a week, but doing work which was too elementary for him.

The investigator found teachers eager to talk about Ed. The former art teacher said that he was probably the most talented child that had ever come to Matthew Whaley. A teacher of the previous year said, "I think Ed is ashamed of his art. I think his father must have laughed at him about his work. We wanted to get him in an art school in Richmond, but he said, as though quoting someone, 'art's no sort of job for anybody. I want to be a mechanic'." He had a real feeling for materials. He would touch the material of a dress or coat and commeht on the weave or quality. He would comment on what people wore and say whether or not he liked it. The teacher had an exhibit of his drawings and paintings for a summer school class of teachers, who wanted to buy them, but apparently something happened in the home at that time to discourage him.

Ed seems on the defensive about things. When the investigator tried to talk to him the first couple of times, he just froze. He is very cynical about marriage. "I'll never marry," he said, "I'm going to be a hermit. All marriage is is fussing and fighting." He told a neighbor that he stopped school because he could not do his homework and was always behind in his school work. He has refurnished his bedroom since he has been working, and has also repaired the floor and walls. He has curtains and the things he likes in his room. When someone gave him a kitten, he built a Chinese Pagoda for it and kept it in his locked room.

Jim is in his first year in school. He is a very quiet little fellow, who does not like to talk about his home or anything he does there. He has no interesting stories of home and pets to share with the group. He missed a lot of time during the first part of the year and when he did come to school he was sleepy most of the time. He did not do any work in the classroom. The investigator told the teacher of the conditions existing at home. The teacher made an effort to get closer to him and to gain his love and confidence. She succeeded in making him a happier little boy in school. One day he brought a new airplane to school. "Where did you get it, Jim?" asked the teacher. "In Newport News", said Jim. He did not volunteer to tell anything more about it. He is still sleepy when he comes to school, but now brings money for a cafeteria book and gets lunch at school. He enters more into play and often has a smile.

Jim has an I. Q. of 90. He has poor work habits. He doesn't settle down to work promptly, or follow directions well, and never finished a job he begins. He likes to draw and when given an opportunity to choose a job for himself, he draws a picture. He seems to have talent in art also, for his pictures are interesting and well done. He isn't interested in reading and refuses to take a book home. He has a good disposition and gets along very well with his classmates.

CASE 16

The Ellis home, far down South Henry Street, is a small one-story house owned by them, although they have not finished paying for it. There are two rooms, kitchen and bath. The house is equipped with electricity and a radio. The furnishings are meagre, but neat and clean. The front room, which is used as a living room, is also a bedroom.

Mr. and Mrs. Ellis are blind. They were educated in the school for the blind at Staunton. Mr. Ellis works as a mattress maker in a little shop at the Eastern State Hospital. One of the children accompanies him to and from the shop each day. Mrs. Ellis is not very well, but does most of her housework, assisted by an older daughter, who goes to school.

Mr. Ellis is a member of the Presbyterian Church, while Mrs. Ellis is a member of the Methodist Church. Neither is very active, mainly because they cannot attend unless one of the children goes with them. The Methodist minister has visited in the home and offered to help, but found them making out very well.

There are six children in the family. Three sons are in service overseas, two of whom have allotments sent to their mother. The elder daughter is married and living out of town. The younger daughter, Mary, is sixteen and in the eighth grade at school. The youngest boy is nine and in the second grade at Matthew Whaley.

There was no reaction to environment at all. If Mrs. Ellis

felt any objectionable factors, she did not voice them. She spoke very highly of the church and believes that everyone should go to church. When asked if Carlton sent to Sunday School, she replied, "Not much, but I keep telling him he ought to go." She said,"I go to the evening service when I can. I would go more often if I could." She said the same thing of school functions, "I would like to go up to school." She thought about four teachers had visited them in the past two years, but no one had been this year, except the visiting teacher.

Mary does not attend school regularly. No one seems to know just why she sticks to school, since she is in a grade far below her age placement. She first repeated the second grade because she was weak in skills. Her I. Q. of 85 would indicate that she is a slow learner. In elementary school she showed year after year a strong interest in art and dramatics; however, when she went to junior high school there was very little opportunity for her to follow these interests, since there was no Art Club at the time and one is not eligible for the Dramatic Club until in the ninth grade. Very few of Mary's teachers really know her home conditions and there has been no strong link between home and school.

Mary's best friends live in the country and she sees them only at school. She has no friends visit in her home. She likes to read murder mysteries and love magazines. When asked how she felt about the hospital, she said, "I feel that it is part of my life, I've been over there so much. When you get to know them you don't think anything

about it. . . . . Yes, I go to the dances. I took my boy friend Wednesday night. . . . . I make money going up town for the patients."

Mary said, "I don't like school. I don't like anything that shuts me in. I like to be outside. I'd like to hunt." In talking with a former teacher of Mary's, the investigator found that Mary loved popular music and dancing. She has quite a flair for fixing hair. The teacher talked to Mary's mother about letting her go to Richmond to a beauty culture school, but the mother said she could not do without her at home.

Mary has been involved in at least one questionable scrape in a nearby city. The teacher tried to gain her confidence. "I tried to get clubby with her and made her a kind of assistant in the room," said the teacher. "Mary used to go home with me quite often. We talked about life. I did not try to pry into her life."

Mary became interested in reading and read between seventy-five and a hundred books of light fiction from the school library. Her teacher wanted to keep her in her homeroom for the next year, but it was thought unwise to mix Mary with a group which stood higher scholastically and socially.

Mary's present year in school has been most unsatisfactory in almost every way. She participates in no activities. The group has had five different home room teachers this year. At the time of this writing they have a part-time teacher, but no one who feels responsible for them all day.

Carlton, Mary's younger brother, does not like school much better than she does. He has failed twice and is now in the second grade. He has a normal I. Q. but does very little work in the classroom. School does not interest him; it is not comparable to the exciting life within the hospital grounds. One of his best friends lives near him and is in the same room at school. He plays baseball with the hospital patients, goes to the movies at the hospital every Friday night and often watches the dances. He does not like the hospital movies too well because they nave "No murder pictures". He collects marbles.

Carlton does not have a bed to himself and his bedtime varies between 10:00 and 12:00 p.m., which probably explains why he is absent from school so much.

CASE 17

The Ronald home is a small frame house built on a part of the grandmother's property. It is quite small, but neat and fairly attractive. There are three rooms, bedroom, bedroom-living room combination and a kitchen. The house is equipped with electricity, there there is no water or bathroom, since there is no sewerage disposal. There is an outdoor toilet which is used by the family. Mrs. Ronald has a very nice flower garden in the yard.

Mr. Ronald was formerly employed in a war industry, but is now employed in another city. He lives in Richmond and comes home about once a month. Mrs. Ronald is employed by the Williamsburg Restoration, where she has worked for several years.

Mr. Ronald was born in Williamsburg, while Mrs. Ronald was born in New England. He finished the ninth grade in school and she graduated from high school. Mr. Ronald is not an active church member, but Mrs. Ronald and the girls are Episcopalians. The girls attend Bruton Parish Church regularly, the mother occasionally.

Mrs. Ronald was polite to the investigator, but reserved in manner. She made no comment concerning the school. She has a great respect for her church.

The Ronalds have two daughters, Carrie, in the seventh grade, and Eliza in the ninth. Carrie has average ability and is doing satisfactory work in school. She has good work habits and is dependable. She is not active in class activities. Her best friends live in other

parts of town and seldom visit in her home. She seemed a little tense during the interview with the investigator until the subject of a hobby came up, then her whole expression changed. It lighted up as if someone had turned on an electric light. Her hobby is collecting small glass animals. She spoke of them in the fondest way and told of how she kept them on the top of the chest of drawers. "I brought them all to school one day in a box to show Sue" she said proudly. Carrie likes flowers, too, and enjoys working in her flower garden. She does not have an allowance but makes money staying with children while their parents are out.

Carrie admitted nervousness and fear when out of school, and especially when she was alone. She said, "Sometimes at night I get scared and I cry". She does not seem to be disturbed in any way by the hospital for she says she loves where she lives.

Eliza has an I. Q. of about 110 and is doing very nice ninth grade work. She is dependable, neat and accurate. She belongs to the Glee Club which she enjoys. Eliza is not a leader, but rather retiring in her manner. Two of her best friends live in the country, only one of whom has been able to visit in her home because of transportation difficulties. She likes school, her teachers and her classes. Like Carrie, she does not participate in any form of recreation offered by the Eastern State Hospital. She does not like the area in which she lives because of the people in the asylum, the Negro houses, and the muddy sidewalks. Eliza is afraid of the people in the asylum, of snakes, and insects. Her hobby is collecting books

and reading. She does not have an allowance, but take care of children to earn money.

Carrie and Eliza go to church regularly and are members of the Junior Auxiliary. They attend the baseball games which are held at Matthew Whaley.

There is an emotional problem in the home which could easily cause emotional distress to the girls. Mr. and Mrs. Ronald are not living together. Mr. Ronald's work keeps him away and there appears to be a third person involved. The neighbors all know that Mr. Ronald has become interested in another woman and that Mrs. Ronald refuses to grant him a divorce. The investigator noticed a tenseness about the children when the father was mentioned.

CASE 18

The Howards own their home, located on a new street down in the Eastern State Hospital area. Their first home burned, and as they did not have any insurance the new home is heavily mortgaged. They bought the lot with the promise of better city service. They do not have sewerage or street lights. The house is new and consists of a story and a half. There is a living room, dining room and kitchen on the first floor. One of the two up-stairs bedrooms is rented to a married couple, which necessitates the daughter's sharing her parents' bedroom. The house is equipped with electricity and telephone.

Mr. Howard works for the city as fireman. Mrs. Howard works full time as a switchboard operator at the Williamsburg Lodge. They are both Virginians and graduates of high school. Their church affiliation is Baptiste, however, they do not attend regularly.

Mr. and Mrs. Howard have one child, Barbara, who is in the first grade at Matthew Whaley. Mr. Howard's father lives in a little house in the yard. He takes some of his meals with them.

Mrs. Howard does not seem to have any definite feelings toward the church or school. She approves of the church, but does not feel interested enough to get up on Sunday and get Barbara off to Sunday school. School is school; she does not know much about what is going on, not because she isn't interested, but because her working hours prohibit her getting there to find out. She is eager to do anything she can to cooperate. When Barbara's eyes

needed attention she took time off to have them examined. They would prefer a better neighborhood. Their reason for buying in this neighborhood was the promise of better physical conditions within the whole area.

Barbara is in the first grade. She has an I. Q. of about 90, but has not worked up to her capacity, mainly because of a defective eye condition, which was not corrected until about the middle of the year. She is immature in many ways, probably because she plays with younger children. Her friends in the neighborhood are much younger than she.

Since her mother works, Barbara spend her hours out of school with a woman who has a young baby which Barbara loves to care for.

Barbara likes to play with the children in her room. However, she has a great tendency to mother the sickly or small ones. She does not enter easily into games with the girls. She tells everyone that she does not like school, but her actions indicate differently. She enjoys singing, dancing, dramatics and other activities in the room. Her mother says, "If Barbara is sick and has to stay home, she carries on."

Barbara likes to visit her father at the firehouse and says, "I like to play with daddy."

CASE 19

The Nelsons live down on South Henry Street. They own their home and have lived in the present location for four years. The house is a two-story building in fair condition. It has three rooms on the first floor, a living room, dining room and kitchen, and is equipped with electricity and running water. The general appearance of the house is neat and clean. The living room is small and a little crowded, but nicely furnished. They have a radio, goldfish and some pictures. They take the Daily Press newspaper some magazines and have a number of books.

Mr. Nelson has his own business which he has had since soon after his arrival in Williamsburg Mrs. Nelson does not work regularly. From time to time, she has cared for the young children of working mothers during the day while her boys were in school. Her mother, who isn't very well, lives nearby, so Mrs. Nelson spends much of her time with her.

Mr. and Mrs. Nelson and the boys are all Virginians. Mrs. Nelson graduated from high school and Mr. Nelson finished the eighth grade. They are active members of the Baptist Church. Mrs. Nelson is an active worker in the missionary society.

They have two sons attending Matthew Whaley. The elder, Bob, is eleven years old and in the fourth grade, while Ed is eight and in the second grade.

The reaction of the mother to the church and school is excellent. She enjoys her church work and is quite active. When

asked if the minister visited often, Mrs. Nelson said, "Not so often, as he devotes most of his time to service men, but we know where he is when we need him."

In talking about the school, she seemed to feel that it was definitely interested in her children and was working with her for their good. Mr. Nelson has never visited the school. The mother visits frequently, having made at least eight visits this year. She feels that her visits have been profitable "to a certain extent". She has never attended P.T.A. meetings or assisted in the school cafeteria, or any other school work, primarily because she has not been asked to help. She says she would be willing to help if she could. Only one teacher has visited the home during the past two years.

In reply to questions concerning the environment, there was no strong objection to it. They would prefer a better section of town, but with crowded conditions and high rent they have dismissed the idea. Neither of the children seems to be affected by the hospital, although on summer nights when the windows are open the screams and mutterings of the patients can be heard.

Bob is retarded for his age, partly due to emotional conflicts and partly because he seems to be a slow learner; however, his I. Q. of 94 indicates an average learner. He gets his feelings hurt very easily and cries bitterly. He plays the guitar and is quite musical. Results of study of Bob's case seem to indicate that he is more interested in learning when he can see a connection between the subject and his music. It is through music that he wins approval of the group and really feels one of them. Bob sings in the junior choir at his church. One of the

music teachers got him interested in playing his guitar at the U.S.O. His hobby is collecting post cards and he has a very unusual collection. No one can make him happier than to give him a card to add to his collection. Sometimes he earns money by shining shoes in his father's shop. Bob's best friend is in the same Cub Den and lives in a better part of town.

Ed is also retarded for his age and is in a slow second grade. He has had a couple of serious operations on his eyes which caused him to miss a great deal of time. He is quite shy and retiring in manner. He seems to be on the defensive and is very hesitant about expressing himself before the group. He seems to distrust people. "Once he thought he was going to pass, but the teacher failed him." He says that sometimes he is afraid at night, for their bed is near the attic door and once in the night a cat's green eyes in the dark frightened him. He likes to play outdoor games and go fishing. He collects match covers for a hobby.

Ed's best friends live within the same area as he does.

Both Ed and Bob have a quiet place to study and a regular time for going to bed and getting up. They have certain home duties, such as drying dishes, cutting grass, etc. They attend movies at the hospital with some of their friends.

CASE 20

Mr. and Mrs. Rich and their daughter, Doris, have an apartment in a house belonging to the Eastern State Hospital. It is a large frame house which was made into apartments when more space was needed for hospital employees. The Richs have the upstairs apartment which consists of two rooms, kitchen and bath. The largest room is heated with a wood stove and serves as a living room-bedroom combination. The house is equipped with electricity and running water. The Richs have a radio, but no telephone.

Mr. Rich has been employed by the Eastern State Hospital for several years. He has every other week-end and Thursdays off. His salary has been increased and he received a bonus along with all other State employees. He is allowed sick leave with pay. Mrs. Rich is employed as a waitress in a local restaurant. She works on the day shift only, with one day off a week. She is docked for any time taken off when sick.

Mr. and Mrs. Rich are Virginians. Mr. Rich completed grade school, while Mrs. Rich graduated from high school. They are members of the Baptist Church.

While feeling no strong dislike for the environment in which they live, Mrs. Rich would like a place in another part of town because of the proximity to the hospital. The trusties from the hospital farm often come to the house to ask for cigarettes or matches, but they do not bother in any other way. However, Mrs. Rich said she was afraid to leave Doris in the apartment alone. They would move, but

have been unable to find what they can afford where they want to live. Mrs. Rich likes the school very much. She has visited a number of times and does what she can to help whenever her work doesn't prohibit. While the Baptist Church is their preference, they do not attend regularly. Doris goes to Sunday School.

Doris is a normal, healthy ten year old child. She is in the fourth grade. While a slow learning child, she does almost average work. She has an I. Q. of 81, according to one test; however, quality of work and general reactions seem to indicate a slightly higher I. Q. She likes school and has a strong interest in music and dancing. She is not a leader and is rather bashful and retiring. Her best friend is a girl from another part of town, who never visits her. Another friend lives on the same street, but they visit only two or three times a year.

Doris does not have a room to herself, but she does have a little hallway where she keeps her personal belongings. She goes to bed at nine o'clock and gets up at seven. She is not disturbed by the noises from the nearby dairy barn. She is afraid of "some dogs" and of the bull and cows on the Eastern State Hospital farm. She does not attend the dances at the hospital because "they are too stuffy", however, she does go to the Friday night movies for the employees. While she does not feel any strong dislike for the physical environment in which she lives, she does seem to be affected by it insofar as social contacts are formed, for she plays regularly with no one in the area, nor does she have visitors from any other area in town. One

little girl wanted to go home from school with Doris, but her parents felt that the area was not suitable for their child. This inability to entertain her friends and to live in a normal atmosphere are no doubt contributing causes of Doris' retirement and lack of participation in all things at school. She feels the difference in her environment and background from others in her group, which tends to make her feel alone.

CASE 21

The Kinds have lived in Williamsburg several years. The house in which they live is spacious, but badly in need of repairs. They rent and the landlady will not make repairs. There is water in the kitchen, but no bathroom, which necessitates using an outdoor toilet. They have electricity and a telephone. Two of the rooms upstairs are rented to Mrs. Kind's sisters.

Mr. and Mrs. Kind are Virginians and high school graduates. They belong to the Methodist Church and attend occasionally. The boys go to Sunday School. Mr. Kind is employed by a private concern as a truck-driver. They have two boys, Lewis, who is in junior primary, and another too young to go to school.

Mrs. Kind would prefer living in another neighborhood, but doesn't object seriously to the area. She has visited the school quite frequently, because Lewis has some trouble getting adjusted.

Lewis was quite sensitive and afraid of undiscovered things. He would cry and want to stay home because he thought he couldn't do arithmetic, which for some reason he had built up a defense against. Investigation showed that just because he did not know how to do things right away he would cry and want someone to do it for him, because his mother had always done things for him. Lewis is a very capable child, having an I.Q. of 127, but is not working to capacity. He has poor work habits; instead of getting to work promptly, he wastes time day-dreaming or tapping on someone else, who is trying to work, or in talking, or by chewing on his pencil. He will get his

materials out promptly, but since he wastes so much time, he rarely finishes a job. When given an opportunity to choose for himself, he does nothing until told to. He likes to read and reads as well as the average of the group.

CASE 22

Mr. and Mrs. Erroll live in a little bungalow on a new street in the area. The house is a bit crowded, but fairly neat. It is equipped with running water and electricity, and they have a telephone.

Mr. Erroll is employed on a war job. He has long hours, but excellent pay. Mrs. Erroll is kept home with the housework and two young children.

Both Mr. and Mrs. Erroll are Virginians and have a grade school education. They belong to the Baptist Church. They have five children. The oldest son is in the Army overseas. Bob, the other son, is in the eighth grade at school. Laura, the oldest daughter, is in the seventh grade, and the other two girls are too young to go to school.

Mrs. Erroll seems perfectly happy in the area and likes her neighbors. She rarely goes to the school. She says it is hard to get away from the young children.

Bob is almost sixteen and in the eighth grade. He is extremely retiring in manner. He has failed a couple of times and appeared to be disinterested in school. His attendance is very poor. His best friends live out in the country. He has no hobby. He says he likes where he lives "all right". His failure in school is apparently the result of failure on the part of his parents to see that he attends regularly, and on the part of the school for not finding something in which he is interested.

Laura did very good work while she was in elementary school, but when she entered the seventh grade she found it difficult to make adjustments. She feels the difference in social status. She listed as one of her best friends a socially prominent girl who has never visited her. She likes movie stars and books. She does not attend the dances or movies at the hospital. Laura's school attendance is very poor. She has had to be sent home because of pediculosis. The home has made no permanent correction and it has had to be repeated several times. This continued absence for a thing which in itself is a social disgrace is very harmful to Laura. Her teacher said she did not think Laura would pass her grade. She takes part in no activities, except to attend baseball games when her brother is playing.

VITA

Dorothy Virginia Nanry was educated in the public schools of Middlesex County and received the Bachelor of Arts Degree from the College of William and Mary, Williamsburg, Virginia.

Her professional experience includes teaching at the Matthew Whaley School in Williamsburg, Virginia.