

University of New Mexico

## UNM Digital Repository

---

Teacher Education, Educational Leadership &  
Policy ETDs

Education ETDs

---

9-19-1951

### Case Studies of Six Delinquent Teen-Age Boys of Albuquerque, New Mexico

Robert Charles Groman

Follow this and additional works at: [https://digitalrepository.unm.edu/educ\\_teelp\\_etds](https://digitalrepository.unm.edu/educ_teelp_etds)



Part of the [Educational Administration and Supervision Commons](#), [Educational Leadership Commons](#),  
and the [Teacher Education and Professional Development Commons](#)

---

#### Recommended Citation

Groman, Robert Charles. "Case Studies of Six Delinquent Teen-Age Boys of Albuquerque, New Mexico."  
(1951). [https://digitalrepository.unm.edu/educ\\_teelp\\_etds/109](https://digitalrepository.unm.edu/educ_teelp_etds/109)

This Thesis is brought to you for free and open access by the Education ETDs at UNM Digital Repository. It has  
been accepted for inclusion in Teacher Education, Educational Leadership & Policy ETDs by an authorized  
administrator of UNM Digital Repository. For more information, please contact [disc@unm.edu](mailto:disc@unm.edu).



UNIVERSITY OF NEW MEXICO-UNIVERSITY LIBRARIES



A14427 647842

ZIM  
CSWR  
Th/Ds

378.789

Un 3 Og

1952



GROOMMAN — SIX DEFTING TEEN-AGE BOYS

THE LIBRARY  
UNIVERSITY OF NEW MEXICO



Call No.

Accession  
Number

XX  
378.789  
Un30g  
1952

167930



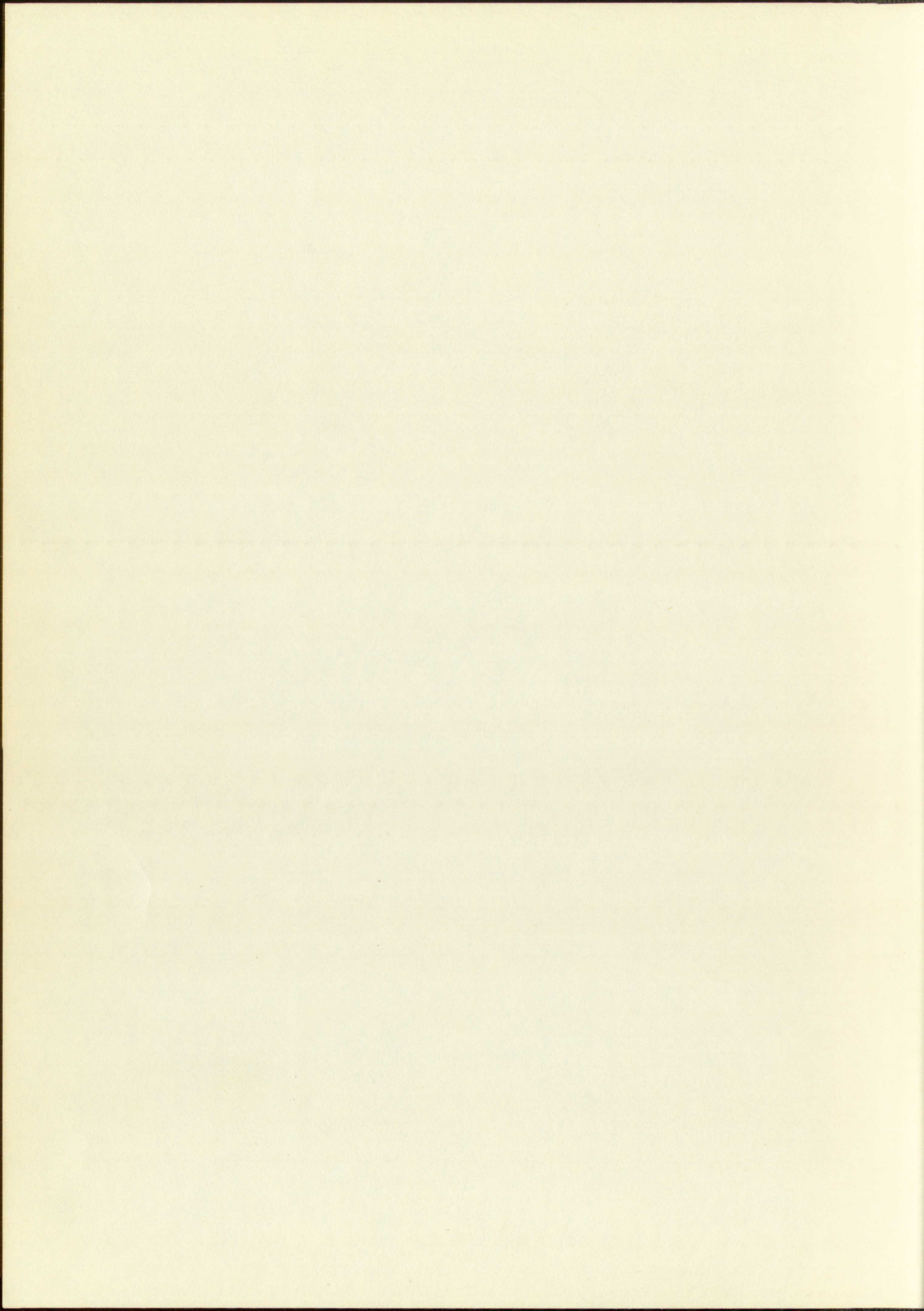


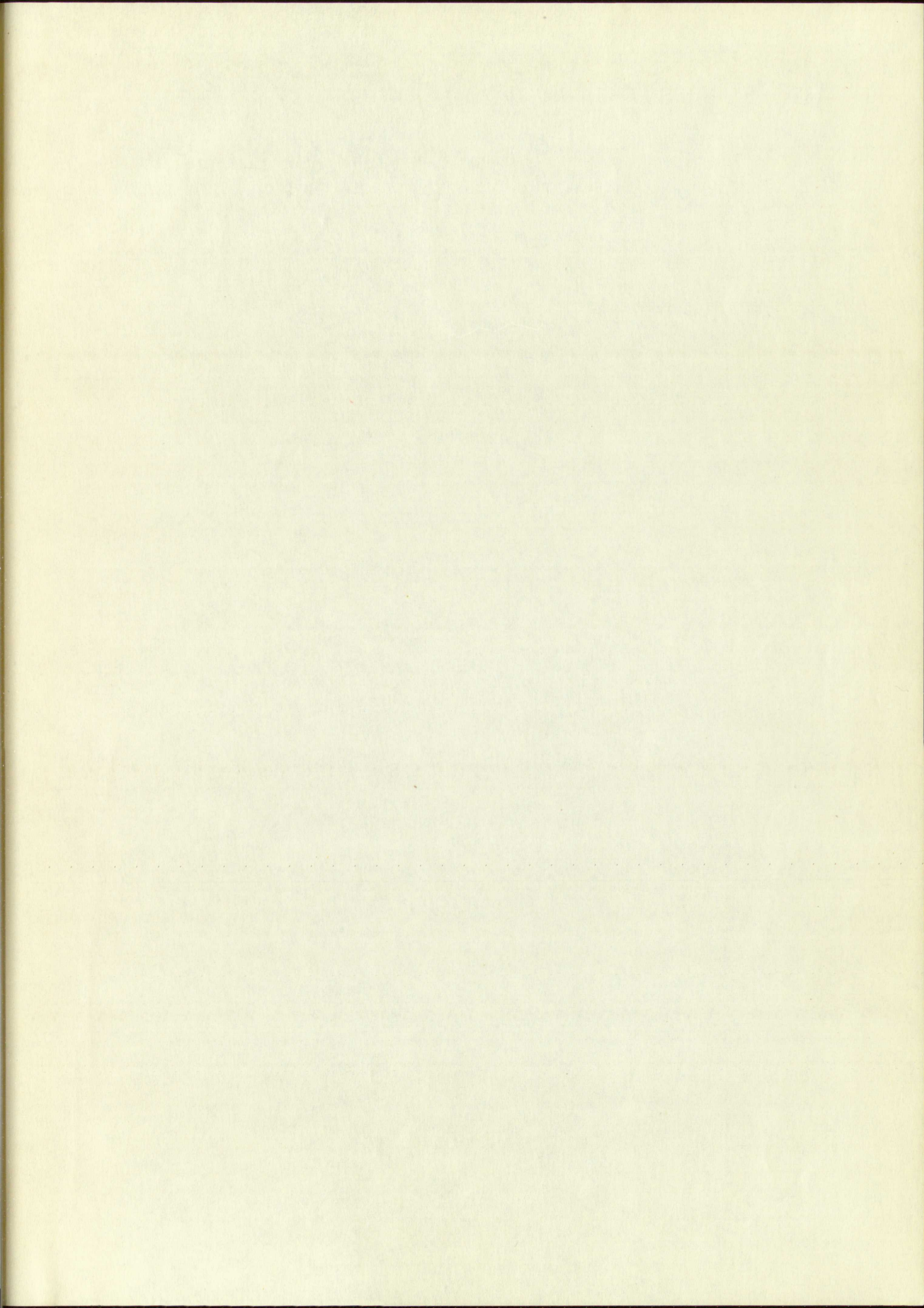




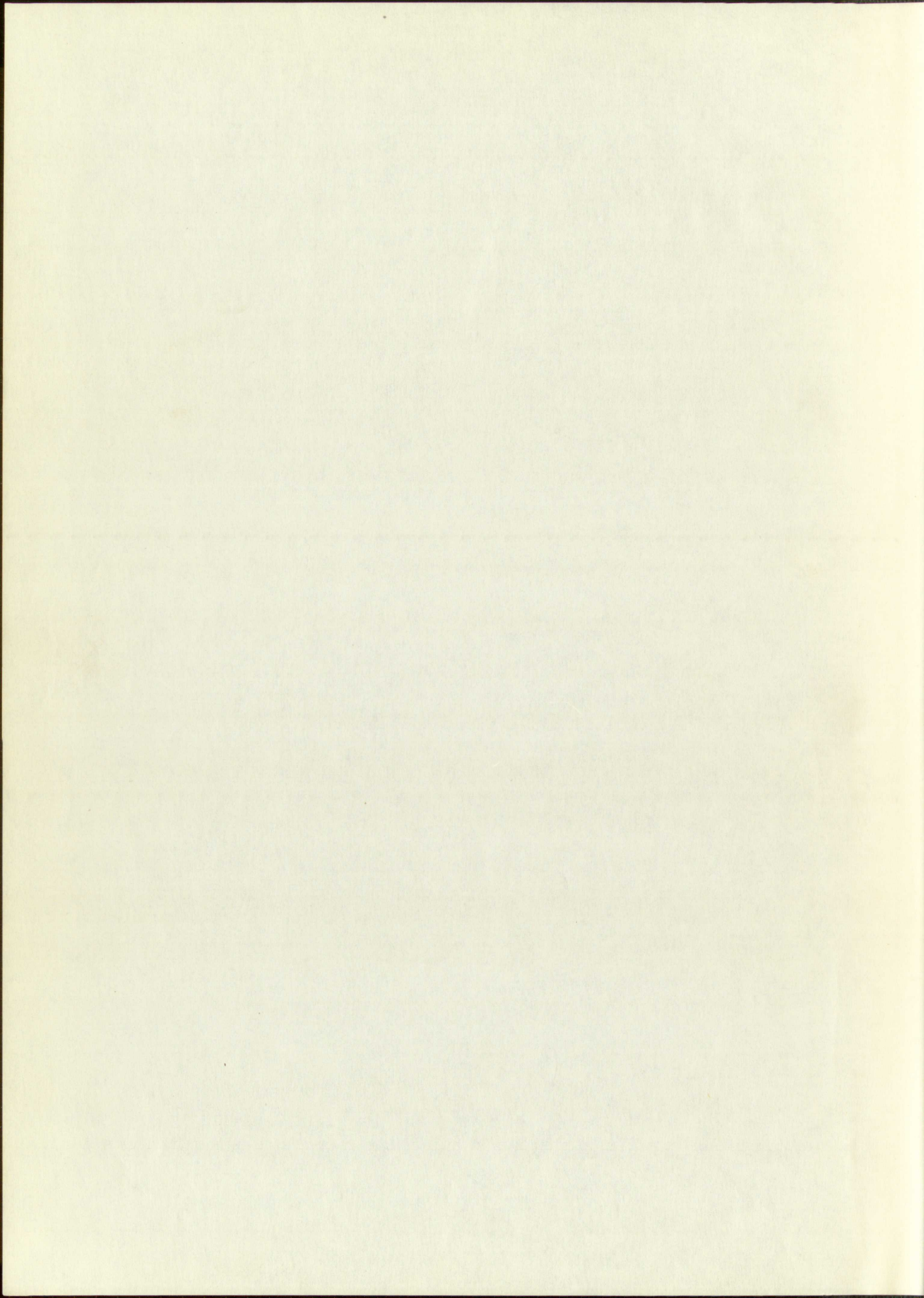














CASE STUDIES OF SIX DELINQUENT  
TEEN-AGE BOYS OF ALBUQUERQUE, NEW MEXICO

By

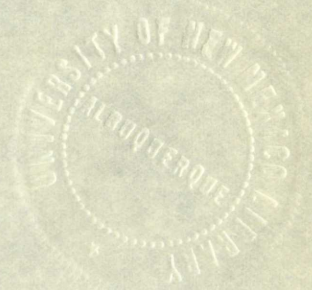
Robert Charles Groman

A Thesis

Submitted in Partial Fulfillment of the  
Requirements for the Degree of  
Master of Arts in Education

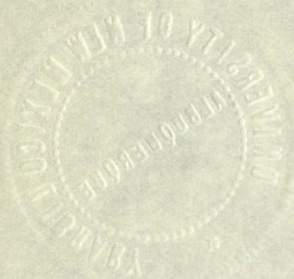
The University of New Mexico

1951





THESE STUDIES ON SIX DELINQUENT  
TEEN-AGE BOYS OF ALBUQUERQUE, NEW MEXICO



By  
Robert Charles Brown

A Thesis  
Submitted in Partial Fulfillment of the  
Requirements for the Degree of  
Master of Arts in Education

THE UNIVERSITY OF NEW MEXICO  
ALBUQUERQUE, NEW MEXICO  
1951  
COTTON CONTENT



This thesis, directed and approved by the candidate's committee, has been accepted by the Graduate Committee of the University of New Mexico in partial fulfillment of the requirements for the degree of

MASTER OF ARTS

*E. Casteller*

DEAN

*9/19/51*

DATE

Thesis committee

*B. M. Crawford*

CHAIRMAN

*Weldon H. Linn*

*Leighton H. Johnson*



This thesis directed and approved by the candidate's committee has been accepted by the Graduate Committee of the University of New Mexico in partial fulfillment of the requirements for the degree of

MASTER OF ARTS

DATE

Thesis committee

*[Signature]*

*[Signature]*

*[Signature]*



XX  
378.789  
Un30g  
1952

## TABLE OF CONTENTS

CHAPTER	PAGE
I. THE PROBLEM . . . . .	1
Statement of the problem . . . . .	1
Delimitation of the problem. . . . .	1
Importance of the problem. . . . .	2
Definition of Terms Used. . . . .	2
Juvenile delinquent. . . . .	3
Organization of Remainder of Thesis . . . . .	3
II. REVIEW OF RELATED LITERATURE. . . . .	4
III. METHOD OF CONDUCTING THE INVESTIGATION. . . . .	16
Data from observation . . . . .	16
Data from records . . . . .	17
Data from interviews. . . . .	17
Data from test measurements . . . . .	17
Cattell Culture-Free Test . . . . .	18
Wechsler-Bellevue Intelligence Scale . . . . .	18
Test of Personality Adjustment . . . . .	18
The Adjustment Inventory . . . . .	19
The Hildreth Personality and Interest Inventory. . . . .	19
The Mooney Problem Check List. . . . .	20
The Stogdill Behavior Cards . . . . .	20
The Haggerty-Olson-Wickman Behavior Rating Schedules. . . . .	20

167930



XX  
374789  
U0303  
1952

CHAPTER

I. THE PROBLEM  
Statement of the problem  
Definition of the problem  
Importance of the problem  
Definition of terms  
Previous research  
Organization of the report

II. REVIEW OF RELATED LITERATURE  
METHOD OF COMPARISON

Data from observation  
Data from records  
Data from interviews  
Data from questionnaires  
Control and experimental groups  
Uncontrolled factors  
Test of hypothesis  
The statistical treatment  
The statistical results  
The statistical conclusions  
The statistical limitations  
The statistical summary  
The statistical appendix  
The statistical bibliography  
The statistical glossary  
The statistical index

STATS  
SE  
TEST

10000



## CHAPTER

## PAGE

	The Sims Score Card for Socio-	
	Economic Status . . . . .	21
IV.	THE CASE STUDIES . . . . .	22
	(1) Case of Alfred . . . . .	22
	(2) Case of Carlos . . . . .	35
	(3) Case of Pedro . . . . .	46
	(4) Case of Edward . . . . .	55
	(5) Case of Lorenzo . . . . .	65
	(6) Case of George . . . . .	75
V.	CONCLUSIONS . . . . .	84
	BIBLIOGRAPHY . . . . .	87
	APPENDIX . . . . .	91







## CHAPTER I

### THE PROBLEM

Until comparatively recent times, very little emphasis was placed on the causes of maladjusted behavior as being a concern of education or the community. Although there was an increasing concern for the causes of crime and delinquency at the turn of the century, it was not until the period immediately following World War I that any real emphasis was placed on the fact that such characteristics were not necessarily inborn. From that time to the present there have been countless factors listed as causes of atypical behavior. Among the latest are those involved in the total background and environment of the child.

Statement of the problem. The purpose of this study is (1) to discover as much information as possible concerning the behavior, attitudes, and general characteristics of six delinquent teen-age boys of Spanish-American background in a special class in the Albuquerque, New Mexico public schools; (2) to interpret this information as gained from tests, interviews, and records of each boy in order to acquire a better understanding of him as a basis for possible remedial procedures; and (3) to present this information in the form of a case study for each delinquent boy.

Delimitation of the problem. Since each of the boys







is studied individually it is not the writer's intention to present quantitative data for statistical analysis or comparison with any large groups. Some of the results may either coincide or clash with the conclusions and findings of other investigators who accumulated extensive or mass data. The value of a broad horizontal approach can not be overlooked, but at the same time the conclusions drawn are only applicable to another large group similarly selected, and are of limited value for alleviating problems of an individual boy. As a result, the case study approach is used herein as a more promising research medium for the study of six boys.

Importance of the problem. Because of the writer's position as the teacher of a class of twenty-three delinquent boys, it was felt that a study of six of them would reveal information useful in overcoming some of the anti-social tendencies exhibited by the entire group. It was also felt that an intensive study of the six boys would be of greater value than a study of certain traits of every boy in the class.

## II. DEFINITION OF TERMS USED

In searching for a suitable definition of the term "juvenile delinquent", the writer discovered a great number of ideas or definitions. Although there were many pertinent and plausible definitions, they were so varied in



100-100000  
100-100000  
100-100000

is studied habitually by a writer's imagination to  
present quantitative data for statistical analysis and com-  
parison with any large group. When the results are  
either collected or taken from the population and finding  
of other investigators who have conducted extensive or small  
The value of a study is not only a matter of the over-  
looked, but at the same time the comparison is made only  
applicable to another study which is similarly selected, and  
are of limited value for statistical analysis and for  
dual boy. As a result, the case study approach is used  
herein as a more extensive research method for the study of  
six boys.

Importance of the study. Because of the position  
position of the subject in a group of twenty-five boys  
group boys, it was felt that a study of this type  
reveal information which is of considerable value in the study  
social tendencies exhibited by the subject group. It was  
also felt that an intensive study of the six boys would be  
of greater value than a study of twenty-five boys  
boy in the group.

### III. THE VALUE OF THE STUDY

In assessing the value of the study for the purpose  
"juvenile delinquency," the writer discovered a great num-  
ber of facts of delinquency. Although these facts are  
pertinent and valuable for the study, they are not related in



nature that it was virtually impossible to compose them into one which would be suitable for this study. The definition given in the New Mexico Statutes, annotated, 1941 compilation, Article 44-101 is as follows:

A juvenile delinquent is declared to be anyone under the age of eighteen (18) years:

- (1). Who has violated any law of the state, or any ordinance or regulation of a political subdivision thereof;
- (2). Or by reason of being incorrigible, wayward, or habitually disobedient, is uncontrolled by his parents, guardian, or custodian;
- (3). Or who is habitually truant from school or home;
- (4). Or who habitually deports himself as to injure or endanger the morals, health or welfare of himself or others.

In view of this state statute definition, the following modified version used by the Juvenile Court of Albuquerque is used in this study.

Juvenile delinquent. A juvenile delinquent is a child under the age of eighteen who shall have been found guilty of a misdemeanor by the court.

### III. ORGANIZATION OF REMAINDER OF THESIS

Chapter II includes a review of the literature that is related to this study. Chapter III is devoted to a description of the methods used in conducting the investigation. The case studies of the six selected boys are presented in Chapter IV. A summary of the major information gained in the study is found in Chapter V.



nature that it was virtually impossible to determine the date

one which would be suitable for this study. The definition

given in the New Mexico Statutes, annotated, 1941 contains

tion, Article 44-101 is as follows:

- A juvenile delinquent is defined to be anyone  
under the age of eighteen (18) years:  
(1) Who has violated any law of the state, or any  
ordinance or resolution of a political subdivision  
thereof;  
(2) Or by reason of being incorrigible, wayward, or  
habitually disobedient, is uncontrolled by his  
parents, guardian, or custodian;  
(3) Or who is habitually truant from school or home;  
(4) Or who habitually associates himself as to injure or  
endanger the morals, health or welfare of himself  
or others.

In view of this state statute definition, the follow-

ing modified version used by the Juvenile Court of Albuquerque

is used in this study.

Juvenile delinquent. A juvenile delinquent is a

child under the age of eighteen who shall have been found

guilty of a misdemeanor by the court.

### III. ORGANIZATION OF REMAINDER OF STUDY

Chapter IV includes a review of the literature that

is related to this study. Chapter III is devoted to a de-

scription of the methods used in conducting the investiga-

tion. The case studies of the six selected boys are presented

in Chapter IV. A summary of the major information obtained

in the study is found in Chapter V.



## CHAPTER II

### REVIEW OF RELATED LITERATURE

The amount of published literature relative to delinquency is extremely large. The following material reviewed by the writer seemed most significant for this study.

In a study of one thousand delinquent boys who had been processed by the Boston Juvenile Court and the Judge Baker Foundation, Glueck and Glueck<sup>1</sup> made the following generalizations about the cases studied:

The boys were, to a larger extent than found in the general population, native sons of foreign born parents who had very meager educations. They were members of large families which had disintegrated early in the life of the child. Often the parents had become separated or divorced and the home life was abnormal due to the inadequate control and care of the children.

The boys were retarded in school and were compelled to leave at an early age due to economic necessity. Many spent their early lives in foster or non-penal and correctional homes. Very few were ever members of organized recreational groups and had spent their leisure time in the streets. They usually had been arrested at least

---

1

Sheldon Glueck and Eleanor Glueck, One Thousand Juvenile Delinquents (Cambridge, Massachusetts: Harvard University Press, 1934), pp. 106-7.



SECRET

CONFIDENTIAL

The amount of material is relatively small.

Information is extremely limited. The following material is

viewed by the writer as being significant for this study.

In a survey of available information, it was found

been processed by the Boston Weather Bureau and the

Baker Foundation, Olney and Jackson, take the following

generalizations about the cases studied:

The boys are, in general, very intelligent in the

general population, many of them are very bright and

had very regular educational. They were members of

families which had intellectual and cultural backgrounds.

Child. Other the personality of the children is

and the home life was normal due to the intellectual

and care of the children.

The boys were very intelligent and were considered

to have an early and a high intelligence quotient.

spent their early years in homes of normal and

normal homes. The boys were very intelligent and

recreational groups and had very few friends.

the studies. They usually had been kidnapped at least

Sheldon G. and Elizabeth A. Baker, 1954.

University of California, Berkeley, California.

University Press, 1954, pp. 100-101.



once before their twelfth birthday. Their arrests were most frequently for larceny and burglary offenses which were usually committed by the delinquent boy in the company of others. Further, these boys were in comparatively good physical condition, but were usually mentally retarded and exhibited marked emotional and personality handicaps.

Burt<sup>2</sup> made a comparative study of the presence of certain behavior factors in 197 delinquents and four hundred non-delinquents. Both boys and girls of the same age and social class in London, England were investigated. He found that behavior due to such factors as the influence of the lower mentality of the parents, the failure of parents to live harmoniously, and physical and psychological maladjustment, was more prevalent among the delinquent group than among the non-delinquents. Of sixteen types of factors studied, all but three occurred twice as often in the delinquent group as in the non-delinquent. Factors having the highest association with delinquency were defective home discipline, inborn emotional tendencies, low intellect, emotional complexes, and temperamental difficulties. Factors least associated with delinquency were pathological physical conditions, poverty in the home, and poor physical heredity. From his findings it seems apparent that social

---

<sup>2</sup> Cyril S. Burt, The Young Delinquent (New York: D. Appleton and Company, 1935), 619 pp.



once before their twelfth birthday. These children were most frequently for January and January of 1935 were usually committed by the child's parents in the home of others. Further, these boys were in good physical condition, but were usually generally regarded as exhibiting marked emotional and personality disorders.

Burt<sup>2</sup> made a comparative study of the presence of certain behavior factors in 107 delinquents and four hundred non-delinquents. Both boys and girls of the same age and social class in London, England were investigated. He found that behavior due to such factors as the influence of the lower mentality of the parents, the failure of parents to live harmoniously, and physical and psychological maladjustment, was more prevalent among the delinquent group than among the non-delinquents. Of eleven types of factors studied, all but three occurred twice as often in the delinquent group as in the non-delinquent. Factors having the highest association with delinquency were defective home discipline, inferior emotional tendencies, low intelligence, emotional complex, and temperamentally difficult. Factors least associated with delinquency were malnutrition, physical conditions, poverty in the home, and poor physical heredity. From his findings it seems apparent that social

---

<sup>2</sup> Cyril E. Burt, The Young Delinquent (New York: D. Appleton and Company, 1935), 319 pp.



and psychological factors are more significant than physical and economic conditions, although the latter may be found to contribute to delinquency in many cases.

According to Kvaraceus<sup>3</sup> the community has a very large part to play in determining the behavior of a child. He states that certain frustrating factors to the child in the home, neighborhood, and school, as well as within the personality makeup of the delinquent himself, may tend to predispose the child in the direction of aggression which sometimes assumes a delinquent pattern.

Shaw<sup>4</sup> made a survey of 55,998 delinquents in Chicago, Illinois. He included 5,159 school truants, 43,298 juvenile delinquents, and 7,541 adult offenders. They were classified into groups according to sex, age, and agency handling the case. Each group was then studied according to location of the delinquent's home within a nine mile zone beginning with those with low economic standards as found in the Loop, and extending outward to those in the economically superior suburbs. In all except one of the eight groups, the rate of delinquency represented was considerably higher in the Loop district than in the outlying districts. The rate also decreased as the distance from the Loop increased. Thus

---

<sup>3</sup> William C. Kvaraceus, "Delinquency -- A By-Product of the Schools?" School and Society, 59:350-51, May 13, 1944.

<sup>4</sup> Clifford R. Shaw, Delinquency Areas (Chicago: University of Chicago Press, 1929), 214 pp.



and psychologic factors are more significant in the formation of delinquency than economic conditions. Although the latter may be found to contribute to delinquency in many cases. According to Kvaranous, the community and the family play a large part in determining the behavior of a child. He states that certain environmental factors to the child in the home, neighborhood, and school, as well as within the personality makeup of the delinquent himself, may tend to predispose the child in the direction of aggression which sometimes assumes a delinquent pattern.

Shaw made a survey of 55,908 delinquents in Chicago, Illinois. He included 2,159 school truants, 15,208 juvenile delinquents, and 2,540 adult offenders. They were classified into groups according to sex, age, and agency handling the case. Each group was then studied according to location of the delinquent's home within a mile mile zone beginning with those with low economic standards as found in the loop, and extending outward to those in the economically superior suburbs. In all except one of the eight groups, the rate of delinquency represented was considerably higher in the loop district than in the outlying districts. The rate also decreased as the distance from the loop increased. Thus

<sup>3</sup> William G. Kvaranous, "Delinquency -- A By-Product of the Schools?" School and Society, 59:250-51, May 19, 1944.

<sup>4</sup> Clifford R. Shaw, Delinquency Areas (Chicago: University of Chicago Press, 1939), 214 pp.



it seemed that environmental rather than native characteristics were more responsible for explaining the causes of delinquency.

Cole in her studies on the causes of juvenile delinquency, states:

A "delinquent" environment consists of three main elements: a home in which parents are ineffective in discipline, unsuccessful economically, unable to furnish emotional security to their children, of not more than average native ability, of undesirable personal habits, and of questionable morality; a neighborhood that is devised for adults, quite without safeguards for children, and largely without safe outlets for social and emotional life; and a school that tries to make scholars out of non-academic material. When all three elements are affecting the same unstable child at the same time, a delinquent is likely to be produced.<sup>5</sup>

It may be observed that the conclusions presented in the last two sources are in disagreement with that made by Burt in his London study in which he stated that poor environment made little difference in the cause of delinquent behavior.

In his study of the cause of juvenile delinquency, Hirsch<sup>6</sup> states that defective intelligence, general instability, hyper-suggestibility, general immaturity, undesirable home and neighborhood conditions, are the six major factors associated with delinquency. He further

---

<sup>5</sup> Louella Cole, Psychology of Adolescence (New York: Rinehart and Company, 1948), p. 325.

<sup>6</sup> Nathaniel D. M. Hirsch, Dynamic Causes of Juvenile Crime (Cambridge, Massachusetts: Sci-Art Publishing Company, 1937), pp. 55-56.







states that such factors as psychopathic personalities, constitutional inferiorities, adolescent paranoid types, endocrine disturbances, emotional conflicts, and inferiority complexes are less important but may contribute materially to delinquency. He also found that in individual cases, such causal factors as schizoid personality, general inadequacy, speech defects, unfavorable school adjustment, hypersensibility may account directly for their behavior. Finally, he concluded that major as well as minor causal factors of delinquency most generally occur in association with each other.

According to Symonds,<sup>7</sup> all personality maladjustments can be traced wholly or in part to the frustration of one or more of the following five urges: (1) security, (2) companionship, (3) attention, (4) praise, and (5) self maintenance, all of which are environmental. When one of such urges is thwarted, the child is presented with a grave problem of adjustment.

In another study concerning the relationship of maladjustment to delinquency, Garrison<sup>8</sup> states that the acts of delinquency may be used to ease certain inner conflicts.

---

<sup>7</sup> Percival M. Symonds, "Fundamental Drives to Action," Fifteenth Yearbook of the National Association of Elementary School Principals (Washington, D.C.: National Education Association, 1936), p. 243.

<sup>8</sup> Karl G. Garrison, Psychology of Adolescence (New York: Prentice-Hall Inc., 1951), p. 343.



states that such factors as psychopathic personalities, constitutional inferiorities, adolescent periods, types, endocrine disturbances, emotional conflicts, and inferiority complexes are less important but may contribute materially to delinquency. He also found that in individual cases, such causal factors as somatoid personality, general inadequacy, speech defects, unfavorable school adjustment, hyperactivity may account directly for their behavior. Finally, he concluded that major as well as minor causal factors of delinquency most generally occur in association with each other.

According to Symonds, all personality maladjustments can be traced wholly or in part to the frustration of one or more of the following five urges: (1) security, (2) companionship, (3) attention, (4) praise, and (5) self maintenance, all of which are environmental. When one of such urges is thwarted, the child is presented with a grave problem of adjustment.

In another study concerning the relationship of maladjustment to delinquency, Garrison states that the acts of delinquency may be used to ease certain inner conflicts.

7  
Percival M. Symonds, "Fundamental Drives to Action," Fifteenth Yearbook of the National Association of Elementary School Principals (Washington, D.C.: National Education Association, 1936), p. 243.

8  
Karl G. Garrison, Psychology of Adolescence (New York: Prentice-Hall Inc., 1931), p. 343.



In other words, aggressive behavior relieves tension. A boy who breaks windows in a schoolhouse may do so in order to relieve a tension which may have resulted from a conflict between failure in his school activities and a desire for approval from his teachers, parents, or classmates.

In his study of the control of delinquency, Carr<sup>9</sup> states that in a general sense there are two kinds of reasons for a person becoming maladjusted. First, because of some inadequacy in himself or in adjustment to his environment, the person becomes frustrated, and emotionally disturbed and thus falls into deviant behavior as an escape. Secondly, because the immediate environment may contain predominantly deviant behavior patterns such as found in a slum or an area of delinquency traditions, he adopts those patterns and becomes a social misfit outside of his own circle.

Kvaraceus<sup>10</sup> relates that the delinquent act is usually social in nature. Less than one-fifth of delinquent acts represent solitary behavior. Since delinquent behavior represents a form of group behavior, study and treatment should take into account the psychological factors of group

---

<sup>9</sup> Lowell J. Carr, Delinquency Control (New York: Harper and Brothers, 1941), p. 69.

<sup>10</sup> William C. Kvaraceus, "The Delinquent Challenges the Teacher," Progressive Education, 27:82-6, January, 1950.



In other words, aggressive behavior reflects a situation in which the boy who breaks windows in a schoolhouse may not be in order to relieve a tension which may have resulted from some conflict between failure in his school activities and the desire for approval from his teachers, parents, or classmates.

In his study of the control of delinquency, Garfield states that in a general sense there are two kinds of reasons for a person becoming maladjusted. First, because of some inadequacy in himself or in adjustment to his environment, the person becomes frustrated, and emotionally disturbed and thus falls into deviant behavior as a result. Secondly, because the immediate environment may contain predominantly deviant behavior patterns such as found in a slum or an area of delinquency traditions, he adopts those patterns and becomes a social misfit outside of his own circle.

Kvavarsky<sup>10</sup> relates that the delinquent act is usually social in nature. Less than one-third of delinquent acts represent solitary behavior. Since delinquent behavior represents a form of group behavior, and therefore should take into account the psychological factors of group

---

<sup>9</sup> Lowell J. Garfield, Delinquency Control (New York: Harper and Brothers, 1941), p. 69.

<sup>10</sup> William G. Kvavarsky, "The Delinquent as a Person," the Teacher, Progressive Education, 27:1-2, 1950.



conduct and behavior.

Causes of delinquency such as bad companions, crowded home conditions which provide the child little chance for privacy, parental neglect which may result from lack of concern about their children, and social allurements are listed by Healy<sup>11</sup> in his study of individual delinquents. Such causes tend to draw the child away from home in search of new and exciting adventures.

In a study of the effects of emotional disturbances on the behavior of delinquent children, Tappan states:

The most important of all delinquent motivations is that of the thwarting of basic needs in personality. Emotional insecurity, feelings of inadequacy and inferiority, affectional undernourishment, and extreme submissive or aggressive responses to rigid domination are the main causes not only of personal unadjustment but behavioral disorder and delinquencies as well. Frustration of these basic demands or the impossibility of securing socialized satisfaction may channelize them into law violations which gain a certain amount of status and adventure for the individual.<sup>12</sup>

Torrance<sup>13</sup> found that in many cases of abnormal behavior in children from broken homes, the difficulty which the child experienced could be traced directly to the broken home and the origin of such difficulty could usually be

---

<sup>11</sup> William Healy, The Individual Delinquent (Boston: Little, Brown and Company, 1922), p. 210.

<sup>12</sup> Paul W. Tappan, Juvenile Delinquency (New York: McGraw-Hill Book Company, 1949), p. 105.

<sup>13</sup> Paul Torrance, "The Influence of the Broken Home on Adolescent Adjustment," Journal of Educational Sociology, February, 1945.



conduct and behavior.

Causes of delinquency and its consequences.

crowded home conditions which involve the child in

chance for privacy, or mental neglect which may result in

lack of concern about the child's behavior and social adjustment.

are listed by Bealy, in his study of the individual delinquent.

Such causes tend to show the child away from home in periods

of new and exciting adventures.

In a study of the effects of emotional disturbances

on the behavior of delinquent children, Torgans states:

The most important of all delinquent motivations is that of the thwarting of basic needs in personality. Emotional instability, feelings of inadequacy, inferiority, emotional unbalance, and excessive submission or excessive resistance to authority are the main causes not only of personal maladjustment but behavioral disorder and delinquency as well. Frustration of these basic desires of the individual of securing established satisfaction through achievement then have far-reaching effects which may result in a change of status and adjustment to the individual.

Torgans, in his study of the many causes of emotional dis-

order in children from broken homes, the child's behavior

the child experienced could be traced directly to the broken

home and the child's emotional maladjustment.

11 William Healy, The Individual Delinquent, Boston Little, Brown and Company, 1927, p. 21.

12 Paul W. Torgans, Emotional Delinquency, New York McGraw-Hill Book Company, 1937, p. 103.

13 Paul Torgans, "The Influence of the Individual on Adolescent Adjustment," Journal of Abnormal Psychology, February, 1935.

RELEASE  
TATNOC 2011



dated from the time off the separation of the parents.

Untaught and untrained children show a lack of reasonable self control and ability to direct their own activities according to Fredricksen.<sup>14</sup> Such children frequently come from broken homes or homes of discord although there are exceptions. Individuals who were not disciplined as children more readily become delinquent and incorrigible.

Kelly states in regard to these parental factors as they affect delinquency:

From the knowledge gained by my experience, I know that too often physical growth and calendar years do not make an adult. A man and woman, full grown physically and chronologically, are often still children mentally. This knowledge stays my temper and fortifies my patience with parents who refuse to be mothers and fathers. Their delinquency usually results in an effort to shirk their responsibilities by seeking temporary release from the care of their children and sending them off to relatives, schools, or sometimes institutions.<sup>15</sup>

16

Kapplan states that it is an obvious fact that the larger the family group, the less attention can be devoted to the individual members. For such reason he expected to find a larger percentage of delinquents from large families

---

<sup>14</sup> Elsie M. Fredricksen, "Common Evidences of Pupil Maladjustment in a City School System," Fifteenth Yearbook of the National Association of Elementary School Principals, op. cit., p. 445.

<sup>15</sup>

Camille Kelly, Delinquent Angels (Kansas City, Missouri: Brown, White and Lowell Press, 1947), p. 78.

<sup>16</sup>

Albert J. Kapplan, A Study of the Behavior Problem Pupil in a Secondary School, (Published Doctor's dissertation, Temple University, Philadelphia, Pennsylvania, 1933), p. 41.



dated from the time of the separation of the parents. Underneath and underneath children appear to be of reasonable self control and ability to direct their own activities according to the situation. Such children frequently come from homes of domesticity and discipline there are exceptional individuals who are not disciplined as children more readily become delinquent and irresponsible. Kelly states in regard to these parental factors as they affect delinquency:

From the knowledge gained by my experience, I know that the effect of physical growth and development, and do not make an effort to make a child a man or woman, but grow physically and chronologically, and often still and mentally. This knowledge gives me a sense of fortifies my belief with respect to the nature of the mother and father. Their delinquency usually results in an effort to shift their responsibility by seeking temporary release from the care of their children and sending them off to military, schools, or sometimes institutions.

Kaplan states that it is an obvious fact that the larger the family group, the less attention can be devoted to the individual members. For each reason he expects to find a larger percentage of delinquents from large families.

14  
Elaine M. Thompson, "Growth and Development of the Maladjusted in the Social System," Journal of the National Association of Elementary School Principals, op. cit., p. 144.

15  
Gamilie Kelly, Delinquent Areas in Kansas City, Missouri: Brown, White and Powell Press, 1934, p. 14.

16  
Albert J. Kaplan, "A Study of the Delinquent Youth from Early in a Secondary School," Journal of the National Association of Elementary School Principals, op. cit., p. 41, 1933.

RECEIVED  
FEB 19 1934  
U. S. DEPT. OF JUSTICE



than from small. His belief was confirmed in subsequent studies although no mention was made of attempting to control factors other than the size of family.

Intelligence does not play the important role which was once assigned to it; as a cause of delinquency according to the White House Conference on Child Health and Protection,<sup>17</sup> of 1932. The consensus at the conference indicated that the greater percentage of delinquents were of normal mental capacity.

In the same manner Merrill states that:

As measured in terms of I.Q., intelligence has little relation to the choice of persistence of a criminal career. Of young people who break the law, we have more opportunity to observe the behavior of the less intelligent than of the more intelligent. In the total pattern of personality of which it is a part, intelligence often plays a crucial role in relation to delinquent behavior;; it never plays an isolated role.<sup>18</sup>

However, Glueck and Glueck<sup>19</sup> found in their study that the delinquent group contained a considerable number of dull, borderline, and defective individuals. Tappan<sup>20</sup> states that one category of organic defects that is sometimes related to delinquency, and which is often hereditary

---

<sup>17</sup> White House Conference on Child Health and Protection, Section IV, The Handicapped; Prevention, Maintenance and Protection (Washington, D.C.: The Century Company, 1932), p. 29.

<sup>18</sup> Maude A. Merrill, Problems of Child Delinquency (Boston: Houghton Mifflin Company, 1947), p. 180.

<sup>19</sup> Glueck and Glueck, op. cit., p. 944.

<sup>20</sup> Tappan, op. cit., p. 508.



than from small. His belief was confirmed in independent studies although no mention was made of attempting to control factors other than the size of family. Intelligence does not play the important role which was once assigned to it as a cause of delinquency according to the White House Conference on Child Health and Protection, 17 of 1932. The conclusions of the conference indicated that the greater percentage of delinquents were of normal mental capacity.

In the same manner Merrill states that:

As measured in terms of I.Q., intelligence has little relation to the choice of persistence of a criminal career. Of young people who break the law we have more opportunity to observe the behavior of the less intelligent than of the more intelligent. In the total pattern of personality of which it is a part, intelligence often plays a crucial role in relation to delinquent behavior; it never plays an isolated role.

However, Glueck and Glueck<sup>19</sup> found in their study that the delinquent group contained a considerable number of dull, borderline, and defective individuals. Tappan<sup>20</sup> states that one category of organic defects that is sometimes related to delinquency, and which is often hereditary

<sup>17</sup> White House Conference on Child Health and Protection, Section IV, The Handicapped; Prevention, Maintenance and Protection (Washington, D.C.: The Century Company, 1932), p. 29.

<sup>18</sup> Maudsley, H.A., Psychology of Crime (London: Houghton Mifflin Company, 1947), p. 180.

<sup>19</sup> Glueck and Glueck, op. cit., p. 244.

<sup>20</sup> Tappan, op. cit., p. 203.

ALL INFORMATION CONTAINED HEREIN IS UNCLASSIFIED



in nature, is mental deficiency. He feels that this is never "the cause" of behavior problems, but like other deviations from the normal, mental deficiency imposes on the individual greater handicaps to social adjustment.

In an article describing the help which can be given problem children, Roland<sup>21</sup> states that maladjustments among adolescents are much greater than is generally realized. She says further,, that although a teacher is not expected to be a psychiatrist, she can recognize that a child's problem behavior is symptomatic of some problem condition or unsatisfied need and not an end in itself.

Kaplan<sup>22</sup> also feels that the schools contribute to the delinquent behavior of their children since they often do not recognize delinquent tendencies before anti-social patterns are firmly established. Further, he feels that the school has failed to fit the curriculum to meet the needs of individual pupils. There is also considerable evidence to support his belief that teachers are not adequately trained to recognize and properly treat the behavior problems that arise in the classroom.

In an editorial, Havighurst<sup>23</sup> writes that while

---

<sup>21</sup> Mary C. Roland, "Help for Problem Children," Nation's Schools, 36:25, November, 1945.

<sup>22</sup> Kaplan, op. cit., p. 41.

<sup>23</sup> Robert J. Havighurst, "Detecting Delinquency Prone Children," The School Review, 57:458-61, November, 1949.



in nature, is mental deficiency. He feels that this is never "the cause" of behavior problems, but is often a deviation from the normal, mental deficiency located in the individual, leading to social adjustment.

In an article describing the help which can be given problem children, Roland states that adjustments among adolescents are much greater than in normally realized. She says further, that although a teacher is not expected to be a psychiatrist, she can recognize that a child's problem behavior is symptomatic of some problem condition or unmet need and not an end in itself.

Kaplan<sup>22</sup> also feels that the schools contribute to the delinquent behavior of their children since they often do not recognize delinquent tendencies before anti-social patterns are firmly established. Further, he feels that the school has failed to fit the curriculum to meet the needs of individual pupils. There is also considerable evidence to support his belief that teachers are not adequately trained to recognize and properly treat the behavior problems that arise in the classroom.

In an editorial, Hawthornet<sup>23</sup> writes that while

<sup>21</sup> Mary G. Roland, "Help for Problem Children," Nation's Schools, 36:25, November, 1955.

<sup>22</sup> Kaplan, op. cit., p. 41.

<sup>23</sup> Robert J. Hawthornet, "Detecting Delinquency Prone Children," The School Review, 57:458-61, November, 1949.



there is little a school can do to cure delinquency, there is much that it can do to detect the beginnings so that preventive treatment can be started early enough to be effective.

In the same manner, Tappan<sup>24</sup> feels that if the classroom organization, program of study, and teaching methods are planned to meet the needs and interests of children at their respective level of development with varied opportunities for self-expression, there will be less aversion to school.

In a study of delinquent youth gangs, Crawford<sup>25</sup> stated that the original purpose of the gang was for protection against other gangs. The boys on a block in which a gang was organized were frequently forced to join for self-protection. It was difficult to be neutral for a boy was considered as being either for a gang or against it.

Tait,<sup>26</sup> after making a study of the effects of prejudice against minority groups, states that rejection by a majority group has definite effects upon the personality of a member of the minority group. The minority group

---

<sup>24</sup>

Tappan, op. cit., p. 508.

<sup>25</sup>

Paul L. Crawford, and others, Working With Teen-Age Gangs (A Report on the Central Harlem Street Clubs Project, New York: Astoria Press, 1950), p. 13.

<sup>26</sup>

J. W. Tait, "Race Prejudice and Personality," School, 34:795-98, June, 1946.







member manifested feelings of inferiority, awareness of his rejection, poor social adjustment, and emotional instability. Although Tait did not include rancor in his conclusions, it would seem to the writer that such an attitude might also have been listed.

In conclusion, it is quite obvious from the published studies as they concern the causes of delinquency, that such delinquency is definitely of a multiple-causation nature rather than single or specific. Since the causes seem to be hidden in a labyrinth of factors, the need for the case approach as used in this study is more readily apparent. In order to understand and recommend programs of readjustment for six boys, such recommendations must be made in terms of the native and environmental forces affecting the individual boy.



member manifested feelings of inferiority, awareness of  
his rejection, emotional instability, and emotional in-  
stability. Although this did not include factors in his  
conclusions, it would seem to the writer that some at-  
titude might also have been listed.

In conclusion, it is quite obvious from the published  
studies as they concern the causes of delinquency, that such  
delinquency is definitely of a multiple-causation nature  
rather than single or specific. Since the causes seem to  
be hidden in a labyrinth of factors, the need for the case  
approach as used in this study is more readily apparent.

In order to understand and recommend programs of treatment  
most for six boys, such recommendations must be made in  
terms of the native and environmental forces affecting the  
individual boy.

FALLS  
CASE  
CONTENT



### CHAPTER III

#### METHOD OF CONDUCTING THE INVESTIGATION

The following procedure and sources of data were used in this study. The six boys were selected on the basis of availability of information about them. The records of the Juvenile Court and Welfare Department of Albuquerque, New Mexico were searched and found to contain sufficient information about the boys to justify further investigation into their lives. Several additional sources of information were utilized. Such sources included observation of each boy by the investigator, records secured from schools, personal interviews with the boys and their parents, and certain information obtained from published measuring devices. A brief description of each of these sources and methods of securing them follows.

Data from observation. While observing the boys during their attendance at school the writer took special care to observe any signs, such as nervousness, shyness, ill health, or aggressiveness, which would be of aid in acquiring a better understanding of each boy.

Concerning their home conditions, an attempt was made to gain some idea of the extent of poverty in the home, the presence or absence of sanitary conveniences, cleanliness of the home and occupants, and the amount of affection apparent between the parents and their children.



METHOD OF OBSERVING THE INTERVIEW

The following procedures and sources of information were used in this study. The six boys were selected on the basis of availability of information about them. The records of the Juvenile Court and the Department of Alcoholism, Drug and Narcotics were examined and found to contain sufficient information about the boys to justify further investigation of their lives. Several additional sources of information were utilized. Each boy was interviewed individually by the investigator. Records were obtained from school, hospital, and other interviews with the boys and their parents, and certain information obtained from unstructured observations. A brief description of each of these sources and details of securing them follow.

Data from observation. While observing the boys during their attendance at school the writer took special care to observe any signs, such as nervousness, anxiety, ill health, or aggressiveness, which would be of aid in acquiring a better understanding of each boy.

Concerning their home conditions, an attempt was made to gain some idea of the extent of poverty in the home, the presence or absence of manifestly conspicuous characteristics of the home and occupants, and the amount of friction apparent between the parents and their children.



Data from records. School reports and attendance records were searched to find the degree, nature of, and date of early signs of misbehavior. These records also gave the truancy and tardiness reports for the boys.

Welfare Department files were used to secure histories of the families regarding such matters as health, birth of children, and the amount of financial aid being received. The reports written by Welfare Department personnel were of great value in gaining insight into the habits and previous behavior of the parents as they affected the children.

Data from interviews. Interviews were held with each of the boys as well as with his parents. Valuable information about each boy was obtained from the parents which would not have been apparent or available in other sources. The interviews with the boys were held in the writer's classroom at school; the interviews with their parents were made in their homes. In the initial stage of the interviews, an attempt was made by the writer to explain the importance of answering truthfully.

Data from test measurements. Certain tests were administered to the six boys in order to obtain information that was otherwise not available. The tests consisted of three principle types: the first measured mental aptitude of each boy, the second purported to ascertain the degree of personality adjustment, and the third was designed to reveal behavior patterns.



Data from reports

records were searched for information about the date of entry into the country. These records also gave the names and addresses of the boys. Welfare Department files were used to secure histories

of the families regarding such matters as health, birth of children, and the amount of financial aid being received. The reports written by welfare department personnel were of great value in pointing out to the boys and their various behavior of their families that affected the children.

Data from interviews

Interviews were held with each of the boys as well as with the parents. Welfare information about each boy was obtained from the reports which would not have been apparent or available in other sources. The interviews with the boys were held in the welfare classroom at school; the interviews with the parents were made in their homes. In one initial group of the interviews, an attempt was made by the writer to explain the importance of answering carefully.

Data from test measures

Certain test measures were administered to the six boys in order to obtain information that was otherwise not available. The tests consisted of three principle types: the first measured mental ability of each boy, the second purposed to ascertain the degree of personality adjustment, and the third was designed to reveal behavior patterns.



## BRIEF DESCRIPTION OF TESTS USED

Since the results obtained from the tests are important bases of the investigation, the writer feels that in order to better acquaint the reader with their objectives, a short resume of each test is worthwhile.

Cattell Culture-Free Test. This test attempts to measure general aptitude which is free from both verbal symbols and certain acquired skills of most performance tests. It belongs to the general classification of perceptual measures of intelligence as contrasted with verbal performance or pictorial tests.

Wechsler-Bellevue Intelligence Scale. This is an individual rather than a group intelligence examination which comprises eleven tests for use with all ages from adolescence to seventy years. Five tests are verbal and five are of a non-verbal performance nature; the eleventh is a test of vocabulary. The sum of the scores made can be converted into an intelligence quotient equivalent by means of a table which interpolates the sum according to various ages.

Test of Personality Adjustment by Carl F. Rogers. This is an instrument designed to measure the extent to which a child is satisfactorily adjusted with his family and his fellows. The questions are listed in such a manner that the responses made are checked instead of



Since the results obtained in the first series of tests are so tentative, it is necessary to repeat the tests in order to obtain a more definite picture of the child's ability.

General Observations: The child is a boy, 10 years of age, and is of average intelligence. He is a native speaker of English and has no special training in any particular subject.

He is a native speaker of English and has no special training in any particular subject. He is a native speaker of English and has no special training in any particular subject. He is a native speaker of English and has no special training in any particular subject. He is a native speaker of English and has no special training in any particular subject.

Method of Testing: The child was tested on a series of eleven tests, each of which was designed to measure a different aspect of his ability. The tests were administered in a random order, and the results were recorded on a separate sheet for each test. The tests were administered in a random order, and the results were recorded on a separate sheet for each test.

Test of Perceptual Ability: This is an instrument designed to measure the child's ability to perceive and discriminate between different objects and shapes. It consists of a series of pictures and shapes, which the child is asked to identify and match.

ERASE  
COTTON CONTENT



written. The questions which rate the child on personal inferiority, social inferiority, family relationships, and day dreaming, are presented in an attempt to include, at least in some degree, most of the areas of a child's life in which maladjustment is likely to occur.

The Adjustment Inventory by Hugh M. Bell. This device provides four separate measures of personal and social adjustment as follows:

(1) Home Adjustment. Individuals making a high score on this measure tend to be unsatisfactorily adjusted to their home surroundings; those compiling low scores tend to have satisfactory home adjustment.

(2) Health Adjustment. High scores indicate unsatisfactory health adjustment, e.g., concern about one's health to an excessive degree; low scores indicate satisfactory adjustment.

(3) Social Adjustment. Individuals receiving high scores tend to be submissive and retiring in social contacts; individuals receiving low scores tend to be aggressive.

(4) Emotional Adjustment. Individuals receiving high scores tend to be emotionally unstable; those receiving low scores, stable.

The Hildreth Personality and Interest Inventory. This inventory is designed for recording personal data.



written. The questions which are asked are of the type: "How often do you feel inferior to others?" "How often do you feel that you are not doing as well as you should?" "How often do you feel that you are not getting on with your work?" "How often do you feel that you are not getting on with your family?" "How often do you feel that you are not getting on with your friends?" "How often do you feel that you are not getting on with your neighbors?" "How often do you feel that you are not getting on with your community?" "How often do you feel that you are not getting on with your country?" "How often do you feel that you are not getting on with your world?"

### The Adjustment Inventory by Helen M. Bell, Ph.D.

This provides four separate measures of adjustment: (1) Home Adjustment, (2) Health Adjustment, (3) Social Adjustment, and (4) Emotional Adjustment.

(1) Home Adjustment. Individuals who score on this measure tend to be more satisfied with their home surroundings; they are more likely to have satisfaction with their home life.

(2) Health Adjustment. Individuals who score on this measure tend to be more satisfied with their health; they are more likely to have satisfaction with their physical condition.

(3) Social Adjustment. Individuals who score on this measure tend to be more satisfied with their social life; they are more likely to have satisfaction with their relationships with others.

(4) Emotional Adjustment. Individuals who score on this measure tend to be more satisfied with their emotional life; they are more likely to have satisfaction with their inner feelings.

### The Hysteria Personality and Anxiety Inventory

This inventory is designed to measure hysteria and anxiety.

EXTRA

FOR THE



The pupils compile the record, using the blank prepared for the purpose. The advisor or teacher uses the responses listed as a basis for interviewing those who indicate more serious adjustment problems. No scoring system is used.

The Mooney Problem Check List. The immediate function of the problem check list is to help pupils locate their personal problems. They examine the check list, underline the problems which are of some concern to them, circle those of most concern, and write a summary in their own words. The counselor may then select the areas of greatest concern to the pupil and compare their indicated problems with other known facts.

The Stogdill Behavior Cards. These cards are designed to secure a subtle or non-directive type of interview with delinquent children. They provide a means for the child to see his problems objectively, and also aid the examiner in gaining insight into the child's attitudes toward his delinquencies. The one hundred fifty questions included cover a wide range of delinquent behavior and experiences, with the result that the cards reveal some facts which would ordinarily not be obtained except after many hours of interviewing.

The Haggerty-Olson-Wickman Behavior Rating Schedules. These schedules are designed to help stimulate, direct, and improve research in the behavior problems of children.



The pupils compile the record, and the class reviews for the purpose. The review is for the purpose of listed as a basis for identifying those who have made serious adjustment problems. The review is for the purpose of identifying those who have made serious adjustment problems.

### The Mooney Problem Check List

The purpose of the problem check list is to help pupils identify their personal problems. They examine the check list, underline the problems which are of some concern to them, circle those of most concern, and write a sentence in their own words. The counselor may then select the most of greatest concern to the pupil and compare with the pupil's problems with other known facts.

### The Stoddard Behavior Guide

These cards are designed to secure a subtle or non-directive type of interview with delinquent children. They provide a means for the child to see his problems objectively, and also aid the counselor in gaining insight into the child's attitudes toward his own delinquency. The one hundred fifty questions are designed to cover a wide range of delinquent behavior and attitudes. With the result that these cards reveal some facts which would ordinarily not be obtained except after many hours of interviewing.

### The Harexty-Ofman-Wickman Behavior Rating Schedule

These schedules are designed to help stimulate, direct, and improve research in the behavior problems of children.



The results may be used in an attempt to correct problems discovered in individual children. The schedules provide a clear picture of both the assets and weaknesses of the child. These factors may then be used as a basis for designing a program to aid the child with behavior problems.

Schedule A, the first of the two schedules, is composed of fifteen items indicating undesirable behavior. The items of behavior vary in degree of seriousness. For example, "disinterest in school work" represents one degree, "sex offenses", another. Schedule B consists of a graphic rating scale for each of thirty-five intellectual, physical, social, and emotional traits.

The Sims Score Card for Socio-Economic Status. In addition to the instruments for measuring intelligence, behavior, and personality, the writer administered the Sims Score Card for Socio-Economic Status to make possible rating the homes of the six delinquent boys. This score card assigns to the home a socio-economic rating based on such factors as the number of modern conveniences, the number of people occupying rooms, the number of books or magazines present, and many other indices of economic and social status.







## CHAPTER IV

### THE CASE STUDIES

#### (1) CASE OF ALFRED

Alfred was assigned to the writer's special class upon the recommendation of the school truancy officer. Due to an excessive amount of truancy and a rather long record compiled by the juvenile court, it was felt that he might do better in a special class.

General Information. Alfred is sixteen years old. He was born in Albuquerque, New Mexico, on October 31, 1934, and he has lived there continuously since that time. His home is in the center of a community called Martineztown which lies just off the center of the city of Albuquerque on the northeast fringe of the built-up area. The population of this area is approximately 90 per cent Spanish speaking although other races and nationalities are represented. The entire community manifests low economic status and the ordinarily accepted standards of health and sanitation are lacking in most of the approximately four hundred homes. Unpaved streets, outdoor toilets, and the lack of public utilities are quite evident. In general, the community presents an ill-kept appearance and in a limited sense of the term, may be considered a "slum" of Albuquerque.



CHAPTER IV  
THE CASE STUDIES

(1) CASE OF ALFRED

Alfred was assigned to the writer's special class upon the recommendation of the school truancy officer. Due to an excessive amount of truancy and a rather poor record compiled by the juvenile court, it was felt that he might do better in a special class.

General Information. Alfred is sixteen years old.

He was born in Albuquerque, New Mexico, on October 31, 1930, and he has lived there continuously since that time. His home is in the center of a community called Matineastown which lies just off the center of the city of Albuquerque on the northeast fringe of the built-up area. The population of this area is approximately 90 per cent Spanish speaking although other races and nationalities are represented. The entire community manifests low economic status and the ordinarily accepted standards of health and sanitation are lacking in most of the approximately four hundred homes. Unpaved streets, outdoor toilets, and the lack of public utilities are quite evident. In general, the community presents an ill-kept appearance and in a limited sense of the term, may be considered a "slum" of Albuquerque.



By nature Alfred is quite reticent and enters into discussion only upon being asked direct questions. He is an attractive looking boy with black, wavy hair and a warm, friendly smile which he uses infrequently. As far as appearances go, Alfred is in good health and never seems to have any illness.

Alfred's constant companions are two of the other boys in the writer's special class. One of them is George who is described in Case 4. These boys seem to enjoy hunting rabbits in the hills behind their homes and come to school only when there is some special attraction such as a picture show, picnic, or bus trip.

Family Background. Alfred's mother and father were married in Arizona in 1925, according to the records of the Albuquerque Welfare Department. They moved to Albuquerque shortly afterward and started to raise the first of seven children.

During these earlier times Alfred's father worked at various odd jobs around the city, but was never quite able to maintain his family in a decent standard of living. He was ultimately forced to go on relief rolls in order to keep his family together. As far as can be determined, it was during this early period that he started to drink quite heavily. There are several entries in records of the Welfare Department relative to his drinking. Alfred, in an interview, spoke quite freely about this factor although



By nature Alfred is a very reserved and serious person. In conversation only good terms are used. He is an attractive looking boy with black hair and a friendly smile which he uses to great effect. Alfred is a very good looking and very intelligent young man. He has no illness.

Alfred's occupation is a very interesting one. In the winter he works as a miner. One of his best friends described in 1925. Alfred has been to many different places in the hills and has been to school and has been there in some special education classes. He is now in the hospital, or has been.

Family Background Alfred's mother and father were married in 1905, according to the records of the Alameda County Department. They have no other children. Shortly afterwards and started to raise the first of their children.

During these early years Alfred's father worked at various odd jobs and was never quite able to maintain his family in a decent standard of living. He was ultimately forced to go on the street in order to keep his family together. He was very determined to keep his family together and he was very successful in doing so. He was during this early period that he started to drink heavily. There are several stories in regard to his drinking. There are several stories in regard to his drinking. There are several stories in regard to his drinking. There are several stories in regard to his drinking.



he was never questioned directly about it. According to him, excessive drinking was the primary cause of the family arguments which ensued in later years. Such arguments seem to have caused much discord since the father would always leave home afterward.

There is a record of an illegitimate brother in the family. The records of the Welfare Department indicate that the child was born after the mother's association with another man, but prior to her marriage to Alfred's father. Evidently she insisted on keeping the child with her after their marriage, and Alfred relates that his father was especially brutal to the boy. A case worker for the Welfare Department noted that this factor of illegitimacy apparently was the cause of much of the family discord.

Not much is known of the older children except that a brother and a sister are both married and living in Albuquerque. The illegitimate boy is also married and living somewhere in Arizona. Alfred's little sister and two brothers are the only members of the family now remaining with the mother. The father left the family permanently in 1946 and has never been heard from since. The family seems to live solely on funds amounting to \$103.50 per month received from the Welfare Department.

Socio-Economic Status. According to the results obtained from the Sims Score Card for Socio-Economic Status,







the family lives in the poorest type of surroundings. Simple observation by the investigator bore this out, for only a casual look around the home showed an almost complete lack of conveniences or necessities. The house consists of three rooms including a kitchen, living room, and bedroom. Alfred and his two brothers share the bedroom while the mother and daughter sleep in the living room. The kitchen contains no running water. Water must be brought in from the tap outside the door. There is no indoor toilet, and the family uses an outdoor one, which is also shared by several neighboring families.

As far as cleanliness is concerned, the writer noticed that the house was kept in a neat condition and the mother seemed to do as much as she could to keep the home livable. On the two occasions when the writer visited the home, it was always neat and orderly.

Health Status. Alfred's school health record does not reveal much information. Aside from notations confirming vaccinations and early childhood diseases, there is nothing to be found of any real significance. A talk with Alfred's mother, however, indicated that he has been in very good health all his life. He complained about a cough he had had for some time, but a check by the school nurse failed to disclose anything more serious than a slight cold and minor irritation from too much smoking.



CONFIDENTIAL

the family... observation by the... casual look... convenience... rooms including... and his two... daughter... running water... side the door... uses an outdoor... boring families.

As far as... that the... seemed to do as much... On the two... was always...

Health Status  
revealed much... vaccinations... to be found... mother, however... health all his life... had for some time... to disclose... minor irritation...



School Attendance and Scholastic Record. It is quite evident that school is one of Alfred's major dislikes. Every available source indicates poor attendance and almost complete failure in school achievement. A check of school records shows that he started his truancy as early as the fourth grade. The attendance records for that year show a total of seventeen unexcused absences out of the usual 180 day school year. Each succeeding year shows an equally poor record for attendance.

Observation of his record of scholastic achievement revealed that in only one instance was he given any type of formal achievement test. This was at the end of his sixth year when he was reported to have made a grade placement score of 4.3 which indicates that he was almost three years behind the average child for that age and grade.

In the year end reports in which each teacher writes a summary statement about his pupils, there are several entries regarding Alfred's poor attendance and lack of comprehension in school subjects. One such entry states that . . . .

Alfred has no desire for paper work but could be a fair student if he would apply himself. He has an unsocial attitude toward his fellow students and is continuously absent from school.

Since Alfred's entry into the writer's class, he has continued to maintain an extremely poor attendance record and has never shown any great desire for bookwork. His interest is sporadic and it is sometimes difficult for him to keep at



School Attendance and Achievement Record

evident that school attendance was poor. Available source information indicates that the child's attendance record was poor. The child's attendance record for the fourth grade, the attendance record for the total of seventeen months of school, and the daily school year, each indicate poor attendance. Poor record for attendance.

Observation of the child's achievement revealed that in only one instance was the child's formal achievement test. This was at the end of the year when he was reported to have a score of 4.5 which indicated that he was slightly below the average child for that age and grade.

In the year end report in which the teacher's summary statement about the child, there are several paragraphs regarding Alfred's poor attendance and achievement in school subjects. One such paragraph states: Alfred has no desire to learn and is a fair student. He would not himself, is an uncooperative student, and is continually absent from school.

Since Alfred's entry into the school's program, he has continued to maintain an extremely poor attendance record. He has never shown any interest in school. The child is sporadic and it is somewhat difficult to keep him in school.



a task until it is finished. In the few times that he has been involved in any academic work, he has shown great difficulty in the pronunciation and spelling of words. Arithmetic is also a subject in which he has difficulty, being able to do only simple addition and subtraction. In general it can be said that Alfred is definitely an inferior pupil.

Court Record. Alfred has had several encounters with the juvenile authorities. The earliest was in 1948, when he was in the eighth grade. On this occasion he was apprehended for throwing rocks through windows of a schoolhouse near his home. Since this first incident he has appeared before the court six additional times. The charges range from car prowling (looting of automobiles) to car theft. On one of the latter charges he was found guilty and was sentenced to the New Mexico Industrial School for Boys at Springer, New Mexico. The sentence stated that he was to stay there until he was eighteen years old, but this was later shortened because of good behavior and he was released after serving only three months and one week.

There is also a notation to the effect that Alfred was investigated for an alleged stabbing that took place at a fiesta in one of the outlying communities of Albuquerque. At the latest report there was never any real evidence that Alfred did the stabbing although he admitted that he fought with the victim earlier in the evening of the day of the crime.

It is interesting to note that Alfred admitted to the







writer that he was involved in several other incidents of which the police are not aware. He said that he robbed a store one night about two years ago and was nearly caught by the owner as he was getting away. This was verified to some extent by his friend George who admitted to being an accomplice.

Measurement Data. In intelligence Alfred would fall at the fifth percentile (score 25) on the Cattell Culture-Free Test. On the Wechsler-Bellevue test his score was eighty-four, which is "dull normal."

Alfred's total score on the Test of Personality Adjustment by Rogers, was 32.6 which, according to the norms, is indicative of a low amount of personality maladjustment.

On the Adjustment Inventory by Bell, Alfred rated average in all respects with the exception of home adjustment. His total score of forty-one points indicates that he is considered average with respect to his adjustment in health, social relations, and emotional control.

Alfred's score on the Mooney Problem Check List provides some evidence of home and health maladjustment in view of the large number of items he checked. The problems which are of greatest concern to him seem to be centered around his family, where there is some worry about finances and the separation of his parents. In regard to health, he indicated having headaches and trouble with his teeth. As to people in general, the check list indicated that he feels overly bashful and is



writer that he was involved in several other cases, which the police are not aware of. The only other case store one might about two years ago and was reported by the owner as being a falling out. The case was some extent by the owner, though who found the store to be a accomplice.

Measurement Data. In the first case, Alfred's the fifth percentile (about 25) and the second percentile (about 10). On the Wechsler-Bellevue test, his score was 100, four, which is "dull-normal".

Alfred's total score on the test of 100, which is a adjustment of 100, was 110, which is a adjustment of 10, is indicative of a low level of intelligence.

On the Adjustment Inventory of Bell, Alfred's average in all respects with the exception of some adjustment. His total score of 100, which is a adjustment of 10, is indicative of a low level of intelligence. Alfred's average with respect to his adjustment in social relations, and emotional control.

Alfred's score on the Money-Spence Social Adjustment Inventory was 100, which is a adjustment of 10, is indicative of a low level of intelligence. Some evidence of hope and need for adjustment is also in the large number of items he checked. The greatest concern to him seems to be a need for adjustment in social relations, and emotional control.

where there is some worry about his adjustment in social relations, and emotional control. In regard to his personality, he indicated that he has headaches and trouble with his teeth. In the check list indicated that he has a low level of intelligence.



slow in making friends.

On the Hildreth Personality and Interest Inventory there were responses indicating agreement with the previous two instruments; namely, that he had some difficulty with family adjustment. For instance, he never speaks about any one person whom he likes at home. He also indicated some desire to be alone, which may possibly indicate a feeling of insecurity in his relations with other people.

The scores Alfred made on the Haggerty-Olson-Wickman Behavior Rating Schedules indicate a fairly high degree of misbehavior. On Schedule A, his score of eighty-three placed him at the 99th percentile of atypical behavior. Upon closer examination it was found that truancy, disinterest in school, and stealing were the greatest causes of his high score. On Schedule B, his score of eighty-nine was at the 79th percentile, indicating a high tendency toward misbehavior.

On the Stogdill Behavior Cards, Alfred's score of forty-nine is somewhat above average for classified delinquent groups in terms of misbehavior. Upon close examination of Alfred's preferences, it was found that his greatest difficulties lie in relation to school, the law, and to his family.

Identification of the Case. On the basis of the information obtained about Alfred it would seem that his difficulties are centered around three main problems. These are



allow in making it more...  
On the other hand, it is...  
were responses...  
statements; namely...  
adjustment. For the...  
person whom he likes...  
to be alone, which...  
curity in his...  
The scores...  
Behavior Rating...  
behavior. On...  
at the 99th...  
examination it was...  
and stealing were...  
Schedule B, his...  
title, indicating...  
On the...  
forty-nine...  
parent groups...  
of Alfred's...  
ficulties...  
family.

Identification of the Case.  
Information obtained...  
ficulties are centered...



(1) family maladjustment, (2) anti-social attitudes, and (3) disregard for the personal property rights of society. He does not exhibit any marked deviation from the average in personal adjustment.

Causal Factors. Examination of the whole picture presented seems to emphasize the fact that Alfred's basic problem lies in his relation to his family. The quarrels between his parents when he was a small boy, the father's drinking and the ultimate breakup of the family, have all left a lasting mark on him. He has shown a marked tendency to pretend that his father is still a member of the family, although there is absolutely no evidence that this is true. Such wishful thinking on Alfred's part would seem to point out that he would like very much for his mother and father to re-establish a normal family situation.

The negative attitude that Alfred holds toward school may be due to the lack of understanding of his problems by previous school teachers. Although the schools realized the boy was anti-social in his attitudes, they evidently failed to find, or failed to assist him to adjust to, the causes of his errant ways. Consequently he grew up disliking nearly everything associated with school.

Alfred's anti-conformity to commonly accepted standards of behavior, may also arise from the lack of display of affection in the home by his mother. Although the mother apparently likes Alfred, she gave no indication of any affection







for him whatsoever during the writer's visits to the home.

It seems that his early truancy from school may have been committed in an attempt to gain recognition even though he knew he might be punished for it. It is obvious that he received little recognition in terms of school achievement. Further, his violations of the law may be an extension of his desire for recognition, inasmuch as he gained attention from his friends and from the law enforcement agencies. Especially does this seem to be true when one recalls the specific nature of his major law violations, that of stealing automobiles when he could scarcely hope to keep them. Consequently it appears that Alfred is primarily concerned with achieving a place of importance according to the mores of the delinquent group, and that the accepted mores of school and society have limited influence upon him. This seems even more plausible when one recalls that the factors of personal adjustment as measured by the tests were, with some exceptions, generally normal.

Interpretation to the Pupil. The writer, in a later interview with Alfred, discussed certain problems that seemed to be pertinent to his case. Caution was used in order that nothing which Alfred did not already know in relation to his family, was revealed to him. The main pattern of his behavior characteristics was pointed out, and, although somewhat amazed at the volume of facts known about him, he seemed quite pleased to be able to discuss his problems with someone. He mentioned



for him whatsoever. It is not a matter of fact that  
it seems that the man who was arrested in 1934  
been committed to an institution for the insane  
he knew he might be punished for it. In the opinion of the  
received little recognition for his work as a writer.  
Further, the violation of the law by the man who was  
his desire for recognition, and the fact that he was  
from his friends and from the law enforcement agencies.  
Especially does this seem to be the case in the case of  
specific nature of his work in violation of the law.  
ing automobiles when he could possibly have been doing that.  
Consequently it appears that Alfred is a man who is  
with achieving a place of honor and recognition in the  
of the defendant. It is not the responsibility of  
school and society have little influence upon the man.  
seems even more plausible when one reads the history  
of personal adjustment of the man who was arrested.  
some exception, generally normal.

Interpretation of the Facts. The history of the  
interview with Alfred, discussed earlier, shows that Alfred  
to be pertinent to this case. Alfred was arrested in 1934  
nothing which Alfred did not already know in relation to his  
family, was revealed to him. The fact that Alfred was  
characteristics was pointed out, and Alfred's character  
at the volume of these statements, he seemed to be able  
to be able to discuss the problem and the solution.



the fact that he had not been in trouble for quite some time and that he enjoyed the special class much better than a normal school procedure. He appeared extremely chagrined, however, when the writer pointed out that his attendance was still far from satisfactory. However, it was apparent from the reception which he accorded counseling concerning his problems, that he appreciated the interest shown toward possible assistance. This fact in itself makes it appear that for too many years the schools have directed their efforts toward training his mind in formal subject matter at the expense of attention to those personal problems which caused him to deviate from the normal pattern of behavior.

During the course of the final interview, he asked advice about what he should do in regard to his school and family problems. He indicated that he still was not fond of the idea of studying and that he would probably never be able to go through high school. It was recommended to him that he earnestly try to apply himself to school tasks in the special class until he could legally leave school. He was also advised to try to find a part-time job in order to help his mother with the financial situation at home.

Recommendations. In view of Alfred's complete lack of interest in school work, it is felt advisable for him to leave school as soon as it is legally possible for him to do



the fact that he had not been in school for some time and that he enjoyed the school atmosphere. It was a normal school procedure, the teacher explained, however, when the wife advised that the child was still not attending school. However, the teacher from the beginning with the school's curriculum and his problems, that he wanted to be in school toward possible adjustment. It is not likely to appear that for two years the school has been their efforts toward adjusting him in school and matter of the extent of adjustment. The school problems which caused him to leave school were of behavior.

During the course of the first interview, the advice about what he should do was given. He was told that he should go to school and that he should be able to go through high school. It was recommended that he earnestly try to get himself into school in the special class until he could finally leave school. He was also advised to try to get a part-time job to help his mother with the financial situation at home.

Recommendation. In view of the child's lack of interest in school work, it is recommended that he leave school as soon as it is financially possible for him to



so. In the meantime, he should be encouraged to apply himself as much as possible in order that he may gain a little fundamental knowledge and essential skills which might be useful to him in later life.

Assistance of his mother must be sought to encourage his faithful attendance at school until the time arrives for him to leave. When that time comes, she should encourage him to find a job with which he can become as self-reliant as possible.

Although it must be noted that the writer does not believe that entrance into one of the services would be a desirable procedure for all boys of this type, it is felt that Alfred would do well to enter the Army. He has indicated a strong desire for that possibility and he appears capable of doing a good job as a soldier. With greater maturity and economic security gained therefrom, he may later be able to adjust to his environment better than he has been able to as a child and adolescent boy.

The writer feels that this particular case exemplifies the need for expansion of the presently limited psychological services available in the Albuquerque schools. The assistance of visiting teachers to make early contacts between home and school might go far to eliminate the need for the writer's present special type of class.

Service clubs and youth agencies which would carry







out a program similar to the "Big Brother" idea, as promoted by the Young Mens Christian Association, would seem to have merit for Alfred and many others like him. The time to meet problems of maladjustment is in early childhood.

The recommendations for expansion of psychological services and youth agencies need not apply only to Alfred; they are equally applicable to the boys presented in the remaining five cases.



out a program similar to the "Big Brother" program  
moted by the Young Men's Christian Association, which aims  
to have merit for Alfred and many others like him, and  
time to meet problems of misbehavior in his early  
hood.

The recommendations for treatment of alcoholism  
services and youth agencies need not apply only to Alfred;  
they are equally applicable to the boys mentioned in the  
remaining five cases.

MILLERS FALLS  
F. Z. R. A. S. E.  
CITY OF MONTANA



## (2) CASE OF CARLOS

Carlos came to the special class because of the extremely poor attendance record he had in junior high school and because of his record with the juvenile court. He also exhibited a very antagonistic attitude toward his teachers and fellow pupils which seemed to make it advisable to remove him from the normal classroom.

General Information. Carlos is sixteen years old and was born in Albuquerque on February 28, 1935. He has lived in Albuquerque all his life.

Carlos in appearance is scowling and unfriendly. Whether this is a front he has developed to cover up some inner insecurity is not known, but it has earned for him the title of "Old Man" from the other pupils.

He is not popular with other pupils in the class. In fact, he is immediately forced out of any activity which involves coordinated effort with several individuals. The reason, as near as can be determined, is that he is what the other boys refer to as a "sissy" and will not participate in any rough or aggressive sort of play. There is also some mention of his acting as an informer on a past occasion when the police picked up several boys.

Carlos is the only boy in the writer's class who has found and kept any sort of a job. For several months he has been employed as a pin boy in one of the city's



CASE OF GARY

Gary came to the attention of the police through a very poor attendance record at his school and because of his record with the juvenile court. He was exploited a very attractive student and a very good fellow who was very much liked by his fellow pupils and fellow pupils who were very much interested in him. He was moved from the school to the school.

General Information. Gary is a white male of 17 years of age.

and was born in Albuquerque, New Mexico, on February 28, 1928. He has lived in Albuquerque all his life.

Gary is a very intelligent and capable individual.

Whether this is a result of his development to date or some inner incentive is not known, but it has been found that the title of "Old Man" from the street boys.

He is not acquainted with other pupils in the school.

In fact, he is immediately formed into a very capable individual. Involves coordinated effort with several individuals. The reason, as near as can be determined, is that he is very intelligent and will not be taken in any rough or aggressive way of any kind. He has also some mention of his being an excellent student on occasion when the police showed no interest in him.

Gary is the only boy in the school who is not a member of the school.

has found and kept away from the school for several years. He has been employed as a janitor in one of the schools.



bowling alleys. This employment keeps him out late every night and causes him to be late for school on the days he decides to attend. It is felt, however, that he probably derives more benefit from the wages he earns on the job than he would from regular school attendance.

Family Background. Carlos' mother and father were married in Albuquerque in 1921, according to the records of the Welfare Department. The father, at the time of their marriage, was working for a large storage company in the capacity of a truck driver. He held this position for about ten years, but started drinking very heavily and was eventually discharged after being found intoxicated on the job. Later records show that he tried many unskilled jobs but was never able to hold them due to his desire for liquor. He followed this pattern until he separated from his wife in 1947. There is no evidence as to where he is at present, but it is known that he contributes nothing to the support of the family.

The causes of the family break-up seem to be several. Along with the father's heavy drinking, he has been accused of illicit relationships with other women and beating his wife and children. The mother relates that the father would come home drunk and would beat her and the children. Carlos verifies this story for he was ten years old at the time of the separation and can remember the incidents well.



bowling alleys. This movement kept him out of the way  
night and day, and he was able to keep on the job  
decided to accept it. It is not, however, clear how  
derives some benefit from the work, but he is not  
than he would from regular work. He is not  
Family Background. George was born in 1902, married in 1922, working in the  
of the Welfare Department. The family, which is  
their marriage, was working in a factory. George  
in the capacity of a truck driver. He was not  
for about ten years, but several years ago he  
was eventually discharged. His last job was  
on the job. Later, however, he was not  
job but was never able to find another one.  
lipid. He followed this career until he was  
his wife in 1922. There was no divorce in 1922  
at present, but it is known that a divorce  
the support of the family.

The cause of the family trouble is said to be  
Along with the father's name, George, he has been  
of illicit relationships with other women, and  
wife and children. The mother, however, is  
would come home drunk and would beat her and the  
George verified this story for the past several years.  
time of the separation and the mother was



Carlos' two older brothers are now married and living elsewhere in the city. They are employed by the same firm for which their father once worked but are not aiding the family financially.

It may be well to mention here the apparently stifling control which Carlos' mother places on him. When the writer was interviewing Carlos and his mother at their home, she interrupted him every time he started to answer a question. At several times during the interview it was quite evident that he expected his mother to make his decisions for him.

Socio-Economic Status. As measured by the Sims Score Card for Socio-Economic Status, Carlos' home rates as the poorest type. On visitation it was quite apparent that there were no sanitary or labor saving devices to be found. The house is composed of three rooms including a kitchen, bedroom, and combination living-bedroom. Carlos' mother shares the bedroom with her mother while Carlos and his teen-age sister share the living room. The grandmother has been living with the family for quite some time.

The mother apparently was not a neat housekeeper. There was an abundance of dust observed in all parts of the house and dirty dishes from several meals were on the kitchen table. The beds were unmade and a stale odor permeated the room. The mother apparently noticed the writer's appraisal for she hastened to remark that she had been sick and unable to work for several days. The grandmother







is partially crippled and unable to help in maintaining a clean home.

The family receives assistance from the Welfare Department in the amount of \$66.00 per month. The mother cleans house for a family in another section of the city on two days each week and Carlos contributes ten or twelve dollars each week from the money he receives at the bowling alley. He has been able to buy his own clothing, which aids the family finances considerably.

Health Status. As in most cases where the school health records were examined, there was very little evidence available as to the exact state of Carlos' health. There were the usual notations concerning his having had childhood diseases and vaccinations. There were no records as to his weight and height growth, or whether he had ever been ill for any length of time. Carlos claimed that he was sick with scarlet fever for several months and this was verified by his mother, although there are no entries on the school attendance records indicating he was ever absent for that long.

As far as casual observation is concerned, Carlos is in fairly good health at present and seems to have a normal amount of energy, although on several occasions he has claimed that he was ill when asked for reasons for his absence from class.

School Attendance and Scholarship Record. Carlos



is partially employed and unable to help in maintaining a clean home.

The family receives assistance from the Welfare Department in the amount of \$60.00 per month. The welfare officer has been in contact with the family on two days each week and office visits are made on two days each week from the money he receives at the housing office. He has been able to buy his own clothing which aids the family financially.

Health Status: As in most cases where the health records were examined, there was very little evidence available as to the exact state of child's health. There were the usual notations of cough, cold, fever, and childhood diseases and vaccinations. There were no notations as to his weight and height, growth, or general health. He has never been ill for any length of time. Office claimed that he was sick with scarlet fever for several months and this was verified by his mother, although there was no notation on the school attendance records indicating he was even absent for that long.

As far as casual observation is concerned, the child is in fairly good health at present and seems to have a normal amount of energy, although on several occasions he has claimed that he was ill when asked for the reason of his absence from class.

School Attendance and Schooling History: 5 days



seemed to enjoy his school life while in elementary school for there were several notations in the scholarship records regarding his good attendance and interest in the work he was doing. He seemed to be particularly apt in art work, although he has shown no particular interest for the subject recently. He was apparently very fond of reading too, for several entries mentioned his aptitude. In his sixth year he was given a scholastic achievement test and a grade placement score of 5.4 indicated nearly a full year of retardation.

Carlos maintained a very good attendance record while in elementary school. He missed only nine days in three years. This record was not upheld after his entry into junior high school, however, where he had an extremely poor record. The reader will recall this was one of the major reasons for his entry into the writer's special class. Since joining the class, he has continued to maintain very poor attendance.

Carlos seems interested in only a few things. His primary interest is wood working for which he has shown some aptitude, although he is inclined to hurry too much and refuses to follow directions. He turned out some good work but his desire to finish quickly causes his projects to lack a skilled finish.

Reading is another area of interest to Carlos. On



seemed to enjoy his school life while in elementary school for there were several notable in the school records regarding his good attendance and interest in his work. He seemed to be particularly good in his work. Although he has shown no particular interest in his work recently, he was apparently very fond of reading for several earlier mentioned his father. In his first year he was given a scholastic teacher and test and a grade placement score of 5.4 indicated nearly a full year of retardation.

Carlos maintained a very good attendance record while in elementary school. He missed only nine days in three years. This record was not gained after his entry into Junior High School, however, where he had an extremely poor record. The teacher will recall this was one of the major reasons for his entry into the writer's special class. Since joining the class, he has continued to maintain very poor attendance.

Carlos seems interested in only a few things. His primary interest is wood working, for which he has shown some aptitude, although he is inclined to hurry too much and refuses to follow directions, he turned out some good work but his desire to finish quickly causes his projects to lack a skilled finish. Reading is another area of interest to Carlos.



several occasions he has remained reading in the room while the other boys were engaged in outdoor activity.

Court Record. Carlos' record with the Albuquerque Juvenile Court, although not an enviable one, is still of less magnitude than many other cases. His earliest record dates back to December, 1948, when he was apprehended for the theft of a bicycle. He stole it from the University golf course where he was employed as a caddy. The judge warned and released him for this violation. On a later occasion, he took a set of golf clubs from the same golf course and was caught as he was trying to sell them. Again he was warned and released. The only other offense committed by Carlos was prowling cars with several other youths. The court did not send him to the Industrial School, but he was ordered to report to the probation officer every week for a period of several months.

Aside from the above mentioned offenses, Carlos admitted to the writer that he had stolen several automobiles in which he took joy rides around the hills behind Martinez-town. These statements were verified by two other boys in the class for they reportedly accompanied Carlos. Carlos also said he had stabbed a boy in the hand while fighting for the possession of a ball on the school grounds. There is no verification for the statement, however, and it may have been used in order to gain some sort of response from



several occasions he was released. He was released several times while the other boys were engaged in outdoor activities. Court Record. Charles' record with the Alameda Juvenile Court, although not an enviable one, is kind of less magnitude than many other cases. His earliest record dates back to December, 1928, when he was sentenced for the theft of a bicycle. He stole it from the University Golf course where he was employed as a caddy. The judge warned and released him for this violation. On a later occasion, he took a set of golf clubs from the same golf course and was caught as he was trying to sell them. Again he was warned and released. The only other offense committed by Charles was prowling about with several other youths. The court did not send him to the Industrial School, but he was ordered to report to the probation officer every week for a period of several months. Aside from the above mentioned offenses, Charles admitted to the writer that he had stolen several automobiles in which he took joy rides around the hills behind his home town. These statements were verified by two police officers in the class for they reportedly recognized Charles. Charles also said he had stepped a boy in the head while at school for the possession of a ball on the school grounds. There is no verification for this statement, however, and it may have been used in order to gain some sort of sympathy from



the writer.

Measurement Data. In intelligence, Carlos' score of thirty-seven would place him at the 30th percentile when compared with the norms established on the Castell Culture-Free Test.

The Wechsler-Bellevue test shows Carlos' intelligence quotient to be eighty-seven or "dull normal."

On the Test of Personality Adjustment by Rogers, Carlos' score of fifty-three indicates a very high degree of maladjustment. The results show a little evidence of maladjustment in relation to his family because the questions pertaining to his father were answered negatively. His score on the personal maladjustment factors indicates only average deviation. In the areas involving social and day dreaming maladjustments, however, he shows evidence of being abnormal. For instance he indicated a desire to become a person of high rank such as a movie star or prince.

Carlos' score on the Mooney Problem Check List shows definite evidence of maladjustment in areas relative to personal inferiority, social, boy-girl, and family relationships. He feels left out of things, and feels that people continually find fault with him. Socially, he feels that he does not know how to act in the company of others or how to get along with girls. His family maladjustment is shown in his attitude toward separation of his parents;



the writer.

Measurement Data. In intelligence, Carlos' score

of thirty-seven would place him at the 30th percentile when compared with the norms established on the Wechsler

Culture-Free Test.

The Wechsler-Bellevue test shows Carlos' intelligence

quotient to be eighty-seven or "high normal."

On the Test of Personality Adjustment by Rogers,

Carlos' score of fifty-three indicates a very high degree

of maladjustment. The results show a marked tendency of

maladjustment in relation to his family because the ques-

tions pertaining to his father were answered negatively.

His score on the personal maladjustment factors indicates

only average deviation. In the areas involving social

and day dreaming maladjustments, however, his score indicates

of being abnormal. For instance he indicated a desire to

become a person of high rank and a hostile attitude toward

Carlos' score on the Rogers' Profile Check list shows

definite evidence of maladjustment in areas relative to

personal inferiority, social, boy-girl, and family rela-

tionships. He feels left out of things, and feels that

people continually find fault with him. Socially, he feels

that he does not know how to act in the company of others

or how to get along with girls. His family maladjustment

is shown in his attitude toward separation of his parents;



he feels treated like a small child at home, and feels that his parents favor another child in the family.

In the Adjustment Inventory by Bell, his score shows that he is average in all the areas which this test measures.

The Hildreth Personality and Interest Inventory shows some evidence of maladjustment in regard to others for Carlos indicates he would rather play by himself than take part in the regular group activities characterizing boys of his age.

The scores Carlos made on the Haggerty-Olson-Wickman Behavior Rating Schedules indicate an extremely abnormal amount of misbehavior. on Schedule A, his test score of 128 places him at the 100th percentile. Truancy, lying, unpopularity, and disrespect for authority are the greatest causes for his high scores. His lack of courage, disinterest in normal activities, and his somewhat disagreeable physical and personality characteristics were largely responsible for his position at the 97th percentile on Schedule B.

Carlos further indicates abnormal behavior on the Stogdill Behavior Cards. On this test he made a total score of eighty-nine which placed him far above the average score made by a classified group of delinquents. The cards confirmed abnormal attitudes toward his family and the law.

Identification of the Case. On the basis of the test



he feels treated like a small child at home, and feels that his parents favor another child in the family. In the Adjustment Inventory by Bell, this score shows that he is average in all the areas which this instrument covers. The Hildreth Personality and Interest Inventory shows some evidence of maladjustment in regard to others but Carlos indicates he would rather play by himself than take part in the regular group activities characteristic of his age.

The scores Carlos made on the Hildreth Personality and Interest Behavior Rating Schedules indicate he is extremely unusual amount of misbehavior. On Schedule A, his score of 128 places him at the 100th percentile. This is indicative of unpopularity, and disregard for authority and the group, set causes for his high scores. His lack of interest in normal activities, and his somewhat unusual able physical and personality characteristics were largely responsible for his position at the 97th percentile on Schedule B.

Carlos further indicates unusual behavior on the Stogdill Behavior Cards. On this test he made a total score of eighty-nine which placed him far above the average score made by a classified group of delinquents. The score confirmed abnormal attitudes toward his family and the law. Identification of the Case. On the basis of the test



results and observation it seems that Carlos' main difficulties are problems of adjustment to his family and society.

Causal Factors. The causes of Carlos' problems seem to originate in many places. Evidence points to stifling control which the mother places on him. Although he is allowed to stay out late at night and to miss school whenever he desires, he is almost completely under her domination as far as his associations and decisions are concerned. His anti-social and withdrawn attitude is partially a result of domination on the mother's part.

Another cause of his problems seems to lie with the unpleasant memories of his father. At every point during the investigation, there was indication that Carlos feels a deep disgust and hatred for his father. His feelings of inferiority seem to arise from the combination of a fatherless home and a feeling of not being wanted by his associates.

The causes for Carlos' law violations appear to be due to the poverty of his home and the possible recognition he would like to gain from his group. This belief is substantiated by the fact that he immediately sought companionship after the theft of an automobile.

Interpretation to the Pupil. When the writer presented the known facts to him, Carlos was seemingly unconcerned about his unsociable attitudes and unenviable behavior pattern. His reaction was, in effect, that he



results and observation it seems that Carlos' main difficulties are problems of adjustment to his family and society.

### Causal Factors. The causes of Carlos' problems seem

to originate in many places. Evidence points to a lack of control which the mother places on him. Although he is allowed to stay out late at night and to miss school whenever he desires, he is almost completely under her domination as far as his associations and decisions are concerned. His anti-social and withdrawn attitude is partially a result of domination on the mother's part.

Another cause of his problems seems to lie with the unpleasant memories of his father. At every point during the investigation, there was indication that Carlos feels a deep disgust and hatred for his father. His feelings of inferiority seem to arise from the combination of a fatherless home and a feeling of not being wanted by his associates.

The causes for Carlos' law violations appear to be due to the poverty of his home and the possible reaction which he would like to gain from his group. This belief is substantiated by the fact that he immediately sought companionship after the theft of an automobile.

### Interpretation to the Public. When the writer pre-

sented the known facts to him, Carlos was seemingly unconcerned about his unsocialized attitudes and unwholesome behavior pattern. His reaction was, in effect, that he



was capable of taking care of himself and that he did not need the help of anyone else to get along.

When questioned about the evidence concerning his law violations, he seemed actually pleased that he was the possessor of such a record. He did state, however, that he was through stealing because he did not want to go where his brothers were. Questioning revealed that one of his brothers was in the Colorado State Prison for car theft and another was in the State Prison at Santa Fe for robbery. In checking the truth of his statement it was verified in the case of the brother in Santa Fe. The brother in Colorado had been investigated for car theft but had never served any sentence.

Recommendations. It is the writer's belief that Carlos is going to have an extremely difficult time getting along with others. His attitudes seem too firmly implanted to hope for any change. It is felt that he should be allowed to continue working for he indicates absolutely no desire to continue his education. He does like to work and his employer states that Carlos is a willing worker. He should be assisted to find a job which pays enough to maintain himself in a suitable manner or to enroll in some apprentice course to develop the shop skill he has indicated.

The writer further feels that Carlos should soon



was capable of taking care of himself and that he did not need the help of anyone else to get along.

When questioned about the evidence concerning his few violations, he seemed satisfied that he was the possessor of such a record. He did state, however, that he was through stealing because he did not want to harm his brothers very. Questioning revealed that one of his brothers was in the Colorado State Prison for car theft and another was in the State Prison at Santa Fe for robbery. In checking the truth of his statement it was verified in the case of the brother in Santa Fe. The brother in Colorado had been investigated for car theft but had never served any sentence.

Recommendations. It is the writer's belief that Carlos is going to have an extremely difficult time getting along with others. His attitudes seem too firmly ingrained to hope for any change. It is felt that he should be allowed to continue working for his employer enthusiastically and desire to continue his education. He does like to work and his employer states that Carlos is a willing worker. He should be assisted to find a job which pays enough to maintain himself in a suitable manner or to enroll in some apprentice course to develop the shop skill he has indicated.

The writer further feels that Carlos should soon



leave the confines of the family in order that he can get away from his mother's dominating influence. It is felt that he will be better off if he is allowed to be on his own.



leave the control of the family in order that he may  
get away from his mother's dominating influence. It is  
felt that he will be better off if he is allowed to go  
on his own.

ALL INFORMATION CONTAINED  
HEREIN IS UNCLASSIFIED  
DATE 11-14-01 BY 60322 UCBAW



### (3) CASE OF PEDRO

Pedro came to the spécial class upon the recommendation of the school attendance officer. He had a long truancy record and had been charged with several violations of the law.

General Information. Pedro was born in Albuquerque on August 1, 1934. His parents have lived in Martineztown since the birth of their first child.

Pedro is shy and hesitant when in the company of strangers but relaxes considerably when he becomes acquainted.

He resembles in appearance, the war time "zoot-suiters" which were well known on the west coast. He wears his hair in a long, swept back style and has his clothing cut down to the style of the "zooters." The companions with whom Pedro is seen all wear the same type of clothing.

Pedro's companions are all older boys who never work or attend school. They are members of the so-called "Blue Cross" gang including Pedro. Each member of this particular gang has inscribed a blue cross, made with ordinary pen and ink, on his forehead to distinguish himself.

Although the investigator was not able to gather detailed information about the activities of this gang, it seems that the members are joined together for protection from rival gangs in the city. For instance, Pedro



Pedro came to the school of law in the city of  
tion of the school, attending it for a number of years.  
Emergency record and had a record of being a member of the  
of the law.

General Information

on August 1, 1934. His record was not very good  
since the birth of their children.  
Pedro is shy and nervous and does not like to  
strangers but relaxed when around his friends and  
quainted.

He resembles in appearance a man of about 35 years  
features which were well known in the neighborhood.  
his hair is long, wavy and black and he has a  
cut down to the style of the "crew cut".  
with whom Pedro is seen and who is a member of the  
Pedro's companions are all of the same type and  
or attend school. They are all of the same type and  
"Gross" gang including Pedro. Pedro is a member of the  
lar gang has included a few other members of the  
pen and ink, on his forehead is a tattoo of a  
Although the investigation has not been able to  
Detailed information about the "Gross" gang is  
it seems that the members are all of the same type  
tion from rival gangs in the city.

CONFIDENTIAL

CONFIDENTIAL



states that if he were walking in a strange section of the city and were suddenly attacked, he would call forth the members of his own gang who would seek out the attacking gang and retaliate. There was also some indication that membership in this club furnished a certain amount of "status" to the individual members.

Family Background. The mother states that she was married in 1924, in Albuquerque. She says that she has lived there since her birth and that the present home is the one in which Pedro was born.

Pedro's father died in 1940, of a heart attack, and after his death the mother cared for the children by herself. Prior to his death, the father was associated with his brother in the operation of a small grocery store near the family home. From the reports and information available, Pedro's father was a very decent, hard working man who was devoted to his family.

The mother eventually sold the remaining share of the store and remarried. Her second husband was a laborer in the Santa Fe railroad shops. Although Pedro's stepfather apparently provides an adequate living for the family, he does not seem to be able to get along with Pedro or the other three brothers. The mother admits that this is true. He seems to have a dominating nature and has never tolerated the type of behavior which Pedro and his brothers exhibit. Pedro remembers one occasion when he



states that it is well known in a certain section of the city and were suddenly attacked, he said all four the members of his own gang and would never see the attacking gang and retaliate. There was also some indication of membership in this group through a certain amount of "status" to the individual members.

Family Background. The mother states that she was married in 1924, in Albuquerque. She says that she has lived there since her birth and that the present home is the one in which Pedro was born.

Pedro's father died in 1940, of a heart attack, and after his death the mother cared for the children by herself. Prior to his death, the father was head of the household and his brother in the occupation of a small grocery store in the family home. From the reports and information available, Pedro's father was a very decent, hard working man who was devoted to his family.

The mother eventually sold the remaining share of the store and remarried. Her second husband was a laborer in the Santa Fe railroad shops. Although Pedro's father apparently provides an adequate living for the family, he does not seem to be able to get along with Pedro or the other three brothers. The mother admits that this is true. He seems to have a dominating nature and has never tolerated the type of behavior which Pedro and his brothers exhibit. Pedro remains one occasion the only



came home late from a dance. His step-father locked the door and told Pedro to leave and not come back again. Although the man is trying to make the boys behave themselves, he is evidently using a wrong approach because Pedro and his brothers seem to have a sincere hatred for him.

Socio-Economic Status. Pedro's home is of a poor type as measured by the Sims Score Card for Socio-Economic Status. The house itself is composed of four room including two bedrooms, a living room, and a kitchen.

The kitchen contains a sink with running water but there is no indoor toilet. An outdoor toilet is located at the rear of the house and is shared by the neighboring family.

Pedro's mother is apparently a very clean house-keeper for her house was in a spotless condition on the occasions of the writer's visits. The personal appearance of the mother and the children further confirms the impression of cleanliness, for they are always neatly dressed.

Health Status. Only the verbal accounts of Pedro's health were available because a health record could not be discovered. Pedro never seems to have been sick for any length of time. He has had several bad colds but nothing especially serious.

School Attendance and Scholarship Record. Pedro has a truancy record dating back to the fourth grade when he



came home late from a dance. The next day he found the door and told Pedro to look for him and to tell him that though the man is trying to make the house his own, he is evidently using a wrong approach to do so and

his brothers seem to have a different view of the matter. Soito-Bonanza's Sister. Pedro's sister is a

type as mentioned by the other three Soito-Bonanza's. The house itself is located in the center of the village, a living room, a kitchen, and a bathroom.

The kitchen contains a table and chairs and there is no indoor toilet. An outdoor toilet is located at the rear of the house and is used by the whole family.

Pedro's mother is apparently a very clean house-keeper for her house was in a spotless condition on the occasions of the writer's visits. The personal appearance of the mother and the cleanliness of the house is a source of cleanliness for the whole family.

Health Status. Only one very serious illness in health were available: because a health record was not discovered. Pedro never seems to have any illness of any length of time. He has had a few colds and fevers, especially serious.

School Attendance and Physical Condition. Pedro has a primary school record during his school years and is



was absent for ten days without an excuse. This record has grown much larger since that time.

He has never been able to settle down to doing his school work well. Because of his poor study habits and general disinterest in school, he was only able to make a grade placement score of 4.2 on an achievement test given to him at the end of the sixth grade. The teacher wrote of Pedro that year, "He is a poor student but is capable of learning more if he would only try. He tends toward laziness and is also one of those 'smarty ones'."

After Pedro was passed to the seventh grade, he went to the reformatory for several month as described later. Upon his return he re-entered junior high school, but his record of attendance was so poor that he was enrolled in the special class. Since that time, he has maintained a very poor attendance record although it shows some improvement. Pedro is unable to master any but the most elementary forms of schoolwork. He is fond of shop but does not possess the ability to do good work.

Court Record. Pedro's court record began as early as 1946, when he was caught shoplifting from a local store. He was given an unofficial hearing but was released after strict warning. Shortly afterward Pedro was caught with three other boys while prowling automobiles. For this he was released to the custody of his parents. Shooting a B. B. gun within the city limits was the next charge



was absent for ten days without an excuse. This record has grown much larger since that time. He has never been able to settle down to school work well. Because of his poor school record and general disinterest in school, he was only able to make grade placement score of 4.2 on an achievement test given to him at the end of the sixth grade. The teacher wrote of Pedro that year, "He is a poor student but is capable of learning more if he would only try. He seems nervous, laziness and is also one of those 'lumpy ones'."

After Pedro was passed to the seventh grade, he went to the reformatory for several months as described later. Upon his return he re-entered Junior High School, but his record of attendance was so poor that he was expelled in the special class. Since that time, he has maintained a very poor attendance record although it shows some improvement. Pedro is unable to master any but the most elementary forms of schoolwork. He is fond of shop and does not possess the ability to do good work.

Court Record. Pedro's court record starts as early as 1946, when he was caught shoplifting from a local store. He was given an unofficial warning but was released after strict warning. Shortly afterward Pedro was caught with three other boys while prowling automobiles. For this he was released to the custody of his parents. Shortly after B. B. Gun within the city limits was the next charge.



placed against him. Again the case was dropped with a warning.

A few months later he was again caught prowling cars, but was released to the custody of his parents. Still later he was involved in the theft of several cases of empty beer bottles from a truck owned by a local wholesale company. For this he was ordered to report to the probation officer each week for a period of three months.

His next two offenses involved the theft of a one hundred pound sack of sugar from one wholesale company loading dock and a sack of pinto beans from another. For the latter offense, Pedro was sentenced to the Industrial School for a period of one year. His sentence was reduced because of good behavior, and he was released after serving only three months.

Pedro kept out of trouble for some time after his release from the reformatory. However, he later stole a piece of garden hose from a home and was still later involved in the theft of gasoline and hub caps from a parked car. No punishment was administered in these last two cases.

Measurement Data. On The Cattell Culture-Free Test, Pedro does not indicate a very high degree of intelligence. His score of twenty-six placed him between the 5th and 10th percentiles. His Intelligence Quotient, as measured by the Wechsler-Bellevue scale, was eighty-two which placed him



placed against him. After the case was closed, warning.

A few months later he was again arrested, but was released to the custody of his family. Later he was involved in the theft of several empty beer bottles from a store owned by a local company. For this he was sentenced to a term of imprisonment. His next offense involved the theft of a hundred pound sack of sugar from the same store. Loading dock and a sack of other goods from the latter offense, Pedro was sentenced to the State School for a period of one year. His sentence was commuted because of good conduct, and he was released after serving only three months.

Pedro kept out of trouble for some time after release from the reformatory. However, he later stole a piece of garden hose from a home and was sentenced to a term of one year for the theft of goods and had once been involved in the theft of goods. He was sentenced to a term of one year. His punishment was commuted and he was released after serving only three months.

Measurement Data. On the 10th of March, 1934, Pedro does not indicate a very high degree of intelligence. His score of twenty-six placed him below the average for the population. His intelligence quotient, as determined by the Wechsler-Bellevue scale, was thirty-two. This is a low score.



in the dull normal group.

On the Test of Personality Adjustment by Rogers, he indicates some degree of maladjustment in his relations with his family. He indicated no affection for either of his parents when asked to rank his family in the order of degree of affection held for them. He also indicated no desire to be with either of them on any special occasion.

Little or no maladjustment is present as far as personal inferiority is concerned, but there is a strong tendency for excessive day dreaming. He would like to become both an actor and a prize fighter. The latter choice would not be unrealistic if it were not for the fact that Pedro is so thin and underweight that a boxing career is in the realm of fantasy.

The Adjustment Inventory by Bell revealed normality in all areas with the exception of family relationships. Again he indicated a strong antipathy toward his parents and especially toward his step-father.

The Mooney Problem Check List also indicates no real problems other than family relationships. In indicates, however, a feeling of being picked on by his parents and of not being allowed to do things that other boys do. The Hildreth Personality and Interest Inventory likewise shows a dislike for his parents and the control they exert over him.

Pedro's score of eighty-four on Schedule A of the



in the dull normal group.

On the Test of Perceptual Adjustment (TPA), he indicated some degree of adjustment in his relationship with his family. He indicated no adjustment in his relationship with his parents when asked to rate his relationship in the area of degree of affection and respect. He also indicated no desire to be with others of the same age socially.

Little or no maladjustment is present in his personal information as concerned, but there is a tendency for excessive day-dreaming. He would like to come both an actor and a stage director. The latter would not be unrealistic in it were not for the fact that Pedro is so thin and underweight that a boxing career in the realm of fantasy.

The Adjustment Inventory by Bell revealed normality in all areas with the exception of family relationships. Again he indicated a strong and highly positive attitude and especially toward his step-father.

The Mooney Problem Questionnaire also indicated no real problems other than family relationships. In addition, however, a feeling of being looked on by his parents and of not being allowed to do things that other boys do. The Children Personality and Interest Inventory likewise shows a dislike for his career and the concept of being over him.

Pedro's score of eighty-four on the Stanford-Binet



Haggerty-Olson-Wickman Behavior Rating Schedules placed him at the 99th percentile for atypical behavior. His stealing, truancy, tardiness, and general disinterest in school were the main causes for the high score. On Schedule B he made a score of eighty which placed him at the 73rd percentile. Poor work habits, indifferent attitudes, laziness, and a poor physique are the causes of this score.

Identification of the Case. From the available evidence, there seem to be two areas of difficulty in which Pedro's problems lie. The first is his attitude toward his step-father and the second is his choice of delinquent companions.

Causal Factors. In the writer's opinion, Pedro's problems primarily arise from his associations with his step-father. Instead of the understanding and apparently affectionate relationship which existed with his real father, he is entirely unable to get along with his step-father. The step-father apparently is earnestly desirous of straightening out the boy's problems but is ineffective. If he tried to reason more with Pedro instead of trying to force him, he might accomplish more. But in the present situation, Pedro will do almost anything to avoid his influence.

In regard to Pedro's companions, they are not suitable for a boy of his age. His friends average three to five years older than Pedro and are certainly questionable companions for any boy. His desire for status seems to be







satisfied by a misdirected gang. When asked about his reasons for running around with them, he replied that he needed their protection from other gangs. He also seemed to feel that he could not leave the gang because, according to the rules, once a boy is a member, he cannot leave it unless he moves to another town.

Interpretation to the Pupil. Pedro appeared quite puzzled at the amount of information which the writer knew about him and although only casual mention was made of it by the writer, he was especially concerned about the knowledge of his membership in the Blue Cross Gang. He seemed to regret ever having admitted this membership and wanted reassurance that his name would never be used in any written reports. Pedro would not make any informative statements and seemed to desire an end to the interview. The writer feels that Pedro is so involved in this gang membership that he is afraid to even think of leaving.

When mention was made of his disagreement with his step-father, Pedro stated that he was not at all concerned because he stayed away from home as much as possible in order to avoid his step-parent.

Recommendations. Pedro should be placed, if possible, in the care of relatives outside of Albuquerque. He has an uncle living in Los Angeles who seems willing to have him, but there is some doubt in the writer's mind as to the value of such a move because of the fact that the west coast



assisted by a misdirected ray of light which would lead to reasons for turning around with them, he would find he needed their protection from other things. He did not want to feel that he could not leave the room because he was not to the rules, once a boy is a member, he cannot leave it unless he moves to another room.

#### Interpretation to the Public

puzzled at the amount of information which he was given about him and although only casual mention was made of it by the writer, he was enormously interested about the knowledge of his membership in the Blue Cross. He seemed to regret ever having admitted his membership and wanted reassurance that his name would never be used in any way which reports. He would not make any further statements and seemed to desire to end the interview. The writer feels that he is as involved in this gang membership that he is afraid to even think of leaving.

When mention was made of his relationship with his step-father, he stated that he was not at all concerned because he stayed away from home and was not in the order to avoid his step-father.

#### Recommendations

in the care of relatives outside of the family. He was an uncle living in Los Angeles and was willing to have him but there is some doubt in the writer's mind as to the value of such a move because of the fact that the boy is



is the heart of the pachuco gangs. Although Pedro is willing to make the trip, his step-father's refusal to finance the venture has made the trip impossible at this time.

An alternative seems to be for Pedro to end his membership with the gang, if possible, and to find employment of some type. He may gather some feeling of belongingness or association with other employees which may weaken the bonds of his gang membership.



is the heart of the business. Although I am  
willing to make the trip, the government's refusal to  
finance the venture has made the trip impossible at this  
time.

An alternative seems to be for him to join the  
membership with the gang, if possible, and to make a  
ment of some type. He may get some feeling of satis-  
faction or association with other members and may  
weaken the bonds of his gang membership.



(4) CASE OF EDWARD

Edward came to the special class by his own choice. He had dropped out of junior high school and could not find a job. The juvenile authorities had warned him that he must attend school until he reached the age at which he could discontinue his education. He has a long record in the juvenile court.

General Information. Edward was born in a small town in southeastern New Mexico on May 5, 1934. His parents moved to Albuquerque shortly after his birth and have maintained their home there ever since. The home is situated in Martineztown.

Edward is a shy, distrustful boy who never seems to feel completely secure in his relations with others. He seldom enters into activity of any kind without first taking a view of the situation from the sidelines. In shop, for instance, he sits in a chair at the side of the room until everyone is at work and only then will he get his materials and begin working. He is active enough when he does participate in an activity and apparently is in good health. In appearance, Edward is an attractive boy of normal physical development.

He has a shock of light colored hair which has earned him the titles of "Blondie" and "Gringo." The latter name is a contemptuous word for an American or other foreigner







to the Spanish people. This may be one cause of his anti-social attitude toward the other members of the class.

Edward is the most adept member of the class as far as mastering school work is concerned. He does very well in reading, arithmetic, spelling, and shop work. He reads newspapers regularly and is able to discuss world events with the writer although there are times when he is unable to express himself well.

However, he lacks confidence in his own ability. For example, he may talk about finding a job but will usually convince himself that he would be unable to get it even if he applied. On one occasion, the writer was able to find a job for Edward in a grocery store. He was told to report for work at a certain time, but the store owner reported that Edward never applied. Edward reports that he applied but the job was already filled.

Family Background. Edward's parents were married in Arizona in 1920, at which time the father was employed as a miner. They lived there the first six years of their married life and then moved to New Mexico in 1927. The father was employed by a railroad at the time of Edward's birth and continued to work for them after the family moved to Albuquerque.

The family remained quite happy for a number of years until the father was accused of staying with another woman in an outlying community. When this charge was made, the



to the Spanish people. He was a social reformer and his social attitude toward the Spanish people was one of sympathy. Edward is the most interesting character in the book as a mastering school work in Spanish. He is a native in reading, arithmetic, spelling, and grammar. He reads newspapers regularly and is able to discuss them with the writer although there are times when he is unable to express himself well.

However, he lacks confidence in his own ability. For example, he may talk about finding a job but will never convince himself that he would be successful. He is able to find a job for Edward in a grocery store. He was told to report for work at a certain time, but the store was not open. That Edward never applied. Edward reports that he was told but the job was already filled.

Family Background. Edward's parents were married in Arizona in 1920, at which time the father was employed as a miner. They lived there the first six years of their married life and then moved to New Mexico in 1926. The father was employed by a railroad at the time of Edward's birth and continued to work for them after the family moved to Albuquerque.

The family remained quite happy for a number of years until the father was accused of stealing from a neighbor in an outlying community. When this charge was made, the



father moved to a single room close to his family where he remained completely by himself. He continued working and supporting the family but would have nothing to do with his wife. He welcomed the children when they visited him but would close the door in his wife's face. There is a notation in the Welfare Department files to the effect that he charged his wife with insanity. Later investigations proved that there was no basis for the insanity charges, for the mother was found to be perfectly rational.

For a time the family was able to get along fairly well even in a situation as abnormal as described. The father, however, deserted the family in 1946 and the mother had to go on relief. At the present time she is maintaining herself and four children solely on the money received from the Welfare Department.

Socio-Economic Status. Edward's home rates as the poorest type when measured by the Sims Score Card for Socio-Economic Status. The rating appeared valid after observation was made of the home, for only the barest essentials for living were found. The house is composed of two very small rooms which include a combination kitchen-bedroom and another bedroom. Edward and his small brother sleep in the kitchen and the mother and two daughters occupy the other bedroom. The floor is of plain dirt with pieces of wooden crating laid on top. There is only one window in each room and no door to separate the rooms. The windows are



father moved to a single room class of which he remained completely by himself. He was not supporting the family but would have nothing to do with his wife. He welcomed the child as with any other child would close the door in his mind. There is no record in the Welfare Department files to the effect that he was his wife with insanity. Later investigation showed that there was no basis for the insanity charge. The mother was found to be perfectly rational.

For a time the family was not so far apart. It was well even in a situation as abnormal as this. The father, however, deserted the family in 1930 and the mother had to go on relief. At the present time the family consists of herself and four children solely on the welfare of the Welfare Department.

Socio-Economic Status. Edward's home was of the poorest type when measured by the standards of the Welfare Department. The rating appears very low. The situation was made of the home, for only the mother and child for living were found. The house is composed of two very small rooms which include a combined kitchen and bedroom. Another bedroom. Edward and his small brother sleep in the kitchen and the mother and two younger children in the bedroom. The floor is of plain dirt with a layer of straw or straw laid on top. There is only one window in the room and no door to separate the rooms. The window



covered with pieces of cloth for the glass has long been broken.

The kitchen has no running water and there is a filthy toilet at the rear of the lot. In spite of the lack of necessities, the home was comparatively clean. The mother seemed quite embarrassed to have the writer enter the home but made no apologies for its condition.

The total amount of support received by the family is \$88.00 per month. On this small amount the mother is somehow able to feed her children and to keep them neat and clean. The children, with the exception of Edward, are always in school and the mother indicated that she was going to keep them there as long as possible. She was very disappointed that Edward quit school. She seemed resigned to the fact but worries about what will happen to him.

Health Record. Edward was struck by a car when he was a small child and suffered an ear injury. The injury has bothered him for several years. Although he has had several medical examinations, the doctors have been unable to determine the exact nature of the injury. It seems that an operation must be performed before they can diagnose. The cost of the operation is prohibitive at the present time. Other than the ear trouble and the usual childhood diseases, Edward has never had any serious illnesses.

School Attendance and Scholarship Record. Edward was



LA 100-10345  
E 2 3 4 5 6

covered with pieces of wood and the floor was broken.  
The kitchen has no running water and the sink is filled at the rear of the house. The house was comparatively clean, the children were quite embarrassed to have the writer enter the house but made no apologies for the condition.

The total amount of support received by the family is \$88.00 per month. On this small amount the mother is somehow able to feed her children and to keep them clean. The children, with the exception of a few, are always in school and the mother indicated that she was unable to keep them there as long as possible. The way was also appointed that Edward quit school. The mother seemed to be the last but worried about what will happen to him.

Health Record. Edward was always a very healthy child and suffered an occasional cold. The mother has bothered him for several years. Although he has had several medical examinations, the doctors have been unable to determine the exact nature of the injury. It seems that an operation must be performed before any diagnosis. The cost of the operation is prohibitive at the present time. Other than the ear trouble and the nasal condition, Edward has never had any serious illness.

School Attendance and School Record. Edward has



never truant from school until he reached junior high school and has been able to maintain a much better grade average than the other boys. The exact reason for his leaving junior high school is not known although Edward said that it was too far to walk. He also mentioned that he was unable to get along with some of the pupils. Interviews with some of his former teachers at junior high school revealed that he was capable of doing good work. He was, in fact, doing well when he quit.

Only one achievement test was ever given to Edward. This was at the end of the sixth grade at which time his grade placement score was listed as 5.6. He apparently had a good deal of trouble with language usage and science. Since his entry into the special class, Edward has shown a good aptitude for wood-working. On several occasions he has personally designed and built some well made articles of furniture for his home. As far as academic subjects are concerned, Edward is able to do well in any work that is assigned to him. He does not maintain a long interest span, however, and new topics must be introduced often. His lack of interest persistence has caused him to be absent from school frequently.

Court Record. Edward's record with the juvenile court began in 1948, when he was charged with three separate offenses in one month. The first of these was shooting a B.B. gun within the city limits. He was shooting at some







pigeons perched on the roof of a school building and broke some windows. Charged with the destruction of public property, he was released after a warning. His second offense was stealing beer bottles from a parked truck. This occurred in company with Pedro, the subject of case three. He was warned and released to the custody of his mother. Edward's third offense was for prowling a parked car. He was again warned and released.

Three months later he stole a motor-scooter parked outside the downtown Youth Center. He hid it for several days and rode around at night. He was arrested when a patrolman stopped him for a check on the machine. The court sent him to the detention home for several days and then released him on condition that he would report to the Probation Officer every week for three months.

His next offense was committed nearly a full year later. In company with Pedro, he attempted to steal some garden hose from a home near the school. Edward was placed on parole to the writer for several months. He managed to stay out of trouble for nearly a full year, but was finally involved in stealing gasoline from a parked car. He was again released and placed in the custody of his mother.

Measurement Data. Edward's score on the Cattell-Culture-Free Test was forty-two, placing him at the 50th percentile. His Intelligence Quotient as measured by the Wechsler-Bellevue, is 102.







On the Test of Personality Adjustment by Rogers, Edward made a total score of 33.5 which is average. On the section of the test which measures social maladjustment, however, his score shows a high degree of abnormal deviation. His answers show that he is very distrustful of others.

The Adjustment Inventory by Bell, shows Edward to have a very high degree of maladjustment in all areas, with the greatest amount related to his health attitude. He seems to believe that he is ill as a result of several causes. Possibly the trouble he has had with his ear explains his attitude.

On the Mooney Problem Check List, Edward shows little maladjustment in any area with the exceptions of health and relations with his family. His health answers again indicate that he worries about many phases of his health. For instance, he indicated that he is subject to headaches, dizzy spells, and other symptoms of ill health. His answers concerning his family indicate that he feels that he is not treated as well as his siblings. He also believes that his parents do not understand him.

The Hildreth Personality and Interest Inventory reveals no particular evidence of maladjustment.

For the Haggerty-Olson-Wickman Behavior Rating Schedule, Edward made a score of seventy-five on Schedule A. This is a 98th percentile ranking. Tardiness, truancy,



On the Test of Personality by Allport and Osgood (1936)

Edward made a total score of 20 on the test of the section of the test which measures social adjustment, however his score shows a high degree of adjustment. His answers show that he is very different from others.

The Adjustment Inventory by Bell, which Edward has have a very high degree of adjustment in all areas, with the greatest amount related to his social adjustment. He seems to believe that he is ill as a result of several causes. Possibly the trouble he has had with his eyes claims his attitude.

On the Honey-Triplett Check List, Edward shows little maladjustment in any area with the exception of health and relations with his family. His social answers again indicate that he worries about many phases of his health. For instance, he indicated that he is subject to headaches, dizzy spells, and other symptoms of ill health. His answers concerning his family indicate that he feels that he is not treated as well as he should. He also believes that his parents do not understand him.

The Mifflin Personality and Interest Inventory reveals no particular evidence of maladjustment. For the Haggerty-Osgood-Mifflin Behavior Rating Schedule, Edward made a score of seventy-five on Schedule A. This is a 98th percentile ranking. In addition, the



temper outbursts, and defiance to discipline seem to be the most significant causes of his high score. Schedule B revealed a score of seventy-one. His critical attitude toward others, his suspicious nature, and his frequently imprudent actions, were the greatest causes for this high mark.

Edward scored seventy-six on the Stogdill Behavior Cards. Edward's choices indicated that he feels mistreated by others, that he is aware of having delinquent companions, and that he has had too many court experiences.

Identification of the Case. Edward's main problems seem to be concern about certain health symptoms rather than basic sources of difficulty; an anti-social and distrustful attitude toward others; and unsatisfactory home relationships.

Causal Factors. Edward's inability to hear properly seems to be a cause of some of his abnormal actions. It seems likely that it has been the major cause for his losing interest in school.

His home difficulties are primarily due to his father's behavior, since he could have supported the family well if he had stayed. He would have been a steadying influence on Edward as judged by his earlier headship of the family. Edward shows a great deal of resentment toward his father for leaving.

Edward's light colored hair and associated nickname



temper outbursts, and defiance to authority seem to be the most significant causes of his behavior. He scored a score of seventy-one on the Vineland Adaptive Behavior Scales, which is slightly below average. His suspicious nature, and his frequent impulsive actions, were the greatest causes for his behavior.

Edward scored seventy-one on the Vineland Adaptive Behavior Scales. Edward's choices indicated that he is interested by others, that he is aware of having different experiences, and that he has had too many social experiences.

Identification of the Case. Edward's main problem seem to be concern about certain health symptoms, which are basic sources of difficulty; an anti-social and disturbed attitude toward others; and unstable home relationships.

General Factors. Edward's inability to maintain interest in school, seems to be a cause of some of his abnormal behavior. It seems likely that it has been the major cause for his lack of interest in school.

His home difficulties, as mentioned above, are a major factor in his behavior, since he could have expected the family to be a source of support. He would have been a steady influence on Edward as judged by his earlier behavior of the family. Edward shows a great deal of resentment toward his father for leaving.

Edward's light colored hair and associated skin



of "Gringo" is apparently partially responsible for his anti-social attitude. He has taken a defensive attitude to combat the taunts of other pupils.

Edward's tendency to distrust his own capabilities may be due to his insecurity at home where he has no father. His almost complete distrust of others also seems to come from this source.

Interpretation to the Pupil. Edward was very much concerned at the time of his interview. He seemed especially concerned over his lack of self confidence. He stated that he did apply for jobs but that he never seemed to be the one hired.

When asked if his father's leaving the family had caused Edward to feel bitterness, his answer was positive. Edward just couldn't understand why his father had gone and never come back to see him.

As far as his companions were concerned, Edward stated that he ran around with certain boys who did not tease him about his hair. The fact that these friends were older and knew more about getting things, seemed another major reason for his association with them.

Recommendations. The writer believes that the first thing to be done to assist Edward is to have an operation performed on his defective ear. This may be the cause of more trouble than is now apparent. If such an operation could be performed soon, Edward might return and finish



of "Gringo" is a very serious responsibility for the  
anti-social attitude. He has taken a deep interest  
to combat the danger of other people.

Edward's tendency to distrust his own capabilities  
may be due to his insecurity as a home owner. He has a feeling  
His almost complete distrust of others also seems to come  
from this source.

Interpretation by Mrs. R. L. Brown, a very close  
concerned at the time of his interview. He speaks of himself  
concerned over his lack of self confidence. He stated that  
he did apply for food but that he never seemed to be able to  
hire.

When asked if his father's leaving the family had  
caused Edward to feel depressed, his answer was positive.  
Edward just couldn't understand why his father had left  
and never come back to see him.

As far as his relationship with his mother, Edward  
stated that he has stood with certain boys who did not  
tease him about his hair. The fact that these boys were  
older and knew more about getting things done, he was  
major reason for his association with them.

Recommendations. The writer believes that the first  
thing to be done to assist Edward is to have an operation  
performed on his defective ear. This may be the cause of  
more trouble than is now apparent. If such an operation  
could be performed soon, Edward might learn to read and write.

ALL INFORMATION CONTAINED  
HEREIN IS UNCLASSIFIED  
DATE 11-15-83 BY SP-5 BTJ/STW



high school. He also needs to gain employment in order that he may possibly develop a more self-confident attitude.

Funds for medical operations needed for such cases as Edward's should be made more readily available. The initial cost of such treatment seems so little compared to the immeasurable costs which may come as a result of the child's possible abnormal behavior in later years.



CHILD COMMENT

high school. He has decided to go to college in order  
that he may possibly develop a more self-confident attitude.  
Funds for medical operations needed for him are  
as Edward's should be made more readily available. The  
initial cost of such treatment seems to him to compare  
to the immeasurable gains which may come as a result of the  
child's possible abnormal behavior in later years.



(5) CASE OF LORENZO

Lorenzo dropped out of the usual school program and entered the special class by choice. His attendance record at junior high school was very poor and he possessed a juvenile court record.

General Information. Lorenzo is the youngest of the six boys studied. He was fifteen years old on May 10, 1951. His birthplace is listed as Albuquerque and he has resided there all his life.

In appearance, Lorenzo is a very handsome, dark skinned boy with a flashing smile. He is very active and has never shown any signs of ill health. He is very popular with a large group of boys although they are a group which is not known for their good behavior.

Lorenzo gives one the impression of being somewhat evasive. He never looks directly at a person while talking and he seems to delight in telling falsehoods. He seems possessed of a persecution complex for he always intimates that someone has a grudge against him. His excuse for leaving junior high school was that the teachers did not like him. An interview with the teachers involved in his complaint disproved the idea, for they seemed to agree with the writer about Lorenzo's persecution complex.

Another of Lorenzo's peculiar traits is to do exactly the opposite of what he is asked to do. He apparently is



COLLON COMBAT

EZEKIEL

foreman, however, but in my mind, I should have been  
entered the record of the case. The foreman was  
at Junior High School was very good and the foreman was  
juvenile court record.

General Information. - Born in the year of the  
six boys attended. He was a very good boy and was  
His birthplace is listed as a foreman and he was  
there all his life.

In general, however, is a very handsome, dark  
skinned boy with a pleasant smile. He is very active and  
has never shown any signs of ill health. He is very  
far with a large group of boys, almost all of whom are  
which is not known for their good behavior.

Lorenzo gave me the impression of being a very  
evasive. He never looks directly at a person who is  
and he seems to be in a state of mind. He seems  
possessed of a personality which is very different  
that someone has a good opinion of him. He seems to  
leaving Junior High School was that the foreman was  
like him. An interview with the foreman was very  
complaint of his behavior. He seemed to be a very  
the writer about Lorenzo's personality. Lorenzo  
Another of Lorenzo's qualities is that he is a very  
the opposite of what he is said to be. He is very



seeking recognition from his fellow pupils through his stubbornness; at least no other reason can be found. When his attention is called to the fact that he is doing something he shouldn't, he quite often breaks into tears and says that he did not know he was doing wrong.

Family Background. The mother states that she was married in Albuquerque, in 1927. Records of the Welfare Department reveal that the family has been on relief rolls almost continuously since 1934, although the father apparently had made some effort to find employment. At various times he had temporary employment but never held a job with any degree of permanence. He was killed on Christmas Eve in 1938 when a truck in which he was riding was struck by a train. Witnesses said he was intoxicated. The mother and her four children lived entirely on funds from the Welfare Department until two years ago when she obtained employment as a maid in a local hotel.

Birth records indicate there were three boys and two girls in the family at one time. The eldest girl died at the age of sixteen after giving birth to an illegitimate child. The remaining children still live with their mother. There is another woman living in the home who has a small baby and seems to be a permanent resident although she is not a relative. Lorenzo says that she is just a friend of his mother's and has been living there for several years.

At one time Lorenzo's mother was reported to the



seeking recognition from the public...  
attribution; it seems to be a...  
his attention is called to the fact that...  
thing he shouldn't be doing...  
says that he did not know he was doing wrong...

Family Background

married in 1914...  
Department report that the...  
almost certainly...  
entirely had made some effort...  
times he had temporarily...  
any degree of...  
in 1938 when a...  
a train. Witness...  
and her four children...  
Welfare Department...  
employment as a...  
...  
two girls in...  
at the age of...  
child. The...  
There is another...  
baby and seems to be...  
not a relative...  
his mother's...  
At one time...



Welfare Department for neglecting her children. The report, which was written anonymously, stated that the mother allowed her children to run around until all hours of the night while she was away from home. The report further stated that she had been observed in an extremely intoxicated condition on several occasions and had brought home several different men with her at times.

Socio-Economic Status. According to the results of the Sims Score Card for Socio-Economic Status, this home would receive the lowest rating on the scale. It is composed of three rooms, including one that doubles as a kitchen and bedroom; two other rooms are considered to be bedrooms. The mother and her friend occupy one of the bedrooms, two children another, and Lorenzo and his older brother use the kitchen which has a bed placed in one corner.

The family must go about fifty yards away from the house to a pump for water. A ramshackle outdoor toilet shared by three neighboring families occupies a corner of the back yard.

The home is filthy. Seemingly no effort is made to keep it clean. Dirt and refuse are all over the house and an acrid stench permeates the air. The room that serves as a kitchen was literally piled with dirty dishes and stale food. Perishable food items were placed in an open window. Welfare Department records indicate that the



Welfare Department for assistance in obtaining a license for the house which was written approximately, stated that the house was located near Clinton to the south of the city. The house was built at night while she was away from home. The house was stated that she had been observed in an extremely poor condition on several occasions and that she had several different men living with her.

Socio-Economic Status. According to the report of

the State Social Work for Socio-Economic Status, the house would receive the lowest rating of the scale. It consisted of three rooms, including a bathroom and kitchen and bedroom; two other rooms and a bathroom to be bedrooms. The mother and her infant daughter occupied one of the bedrooms, two children another, and father and the brother was the kitchen which had a bed placed in one corner.

The family made no effort to improve the house to a pump for water. A permanent outdoor toilet entered by three neighboring families occupied a portion of the back yard.

The home is filthy, becomingly as efforts to keep it clean. Dirt and refuse are everywhere and an acute stench pervades the air. The food that serves as a kitchen was literally thrown away and stale food. Perishable food items were placed in an open window. Welfare Department reports indicate that the



mother has been ordered to clean up the home by the Health Department. There seemed no evidence, however, that this directive has ever been complied with. The mother explained that she is too tired to do house cleaning when she comes home at night. It was never determined why the other woman could not attempt to clean up the place, for evidently she does nothing more than sit around all day.

Health Status. Lorenzo has apparently been in good health all of his life. Until his sixth year in elementary school he attended regularly and was never absent for anything more serious than a cold. He had the usual children's diseases and had his tonsils removed. His mother said that he had always been in good health.

School Attendance and Scholarship Record. All records show Lorenzo has had trouble in mastering educational subjects. His greatest difficulties seemed to be reading, spelling, and arithmetic. He did fairly well in art.

On an achievement test given to him in his third year of school, Lorenzo made a grade placement score of 2.9. However, on another test of the same type given him at the end of his sixth year, he made a score of 3.3 which indicates only four-tenths of a grade progress in three years. At the same time, a student in the psychology department at the University of New Mexico found Lorenzo's Intelligence Quotient to be 72.

In junior high school Lorenzo was completely



Mother had been injured in the home by the  
Department. There seemed no evidence, however, that the  
detective had ever been contacted. The mother believed  
that she had tried to do some cleaning work and  
home at night. It was never determined whether or not  
could not attempt to clean up the place. The mother  
does nothing more than sit around all day.

Health Status. Lorenzo has been in poor  
health all of his life. Until his attack last summer  
school he attended regularly and was never hospitalized.  
During more periods than a year. He had a  
disease and had his mind a recovery. His mother  
he had always been in good health.

School Attendance and Achievement. Lorenzo  
show Lorenzo has had trouble in attending school and  
tests. His greatest difficulty has been in  
spelling, and his mother has had to help him with  
On an achievement test given to him in  
year of school, Lorenzo made a grade which was  
2.9. However, on a later test of the same type given  
at the end of his third year, he made a grade of 2.5  
indicates only four years of a grade, which is  
years. At the same time, a student in the second  
partment at the University of California, Santa Barbara  
Intelligence Quotient is 92.  
In junior high school Lorenzo was considered



incapable as measured by his achievements. In the writer's class Lorenzo has never been able to even read lower grade books or to spell words of five letters or more. He is even unable to complete a simple project in shop. On several occasions when reading or arithmetic was assigned to the class, Lorenzo attempted to leave the room for one reason or another. In arithmetic he habitually tried to copy work from other boys. Although the writer has spent much time in individual work with him, there seems to be little evidence of satisfactory progress.

Court Record. Lorenzo's first encounter with the law enforcement officers was when he was caught stealing a motor scooter that belonged to a high school student. This happened in 1949, when he was thirteen years old. He was given a warning and released.

His next offense consisted of breaking into a Coca Cola machine in the lobby of one of the second-rate hotels located near the railroad tracks. He was given a few days in the detention home.

In his next crime he was caught prowling cars parked in a public lot. Several other boys were accomplices, and all were sent to the detention home for a few days and eventually released to their parents.

A charge of window peeping was the next entry on Lorenzo's record card. He was placed on probation after a woman charged that he and another boy were observed



inadequate as means of...  
class Lorenzo has not been able to even remember the  
books or to recall words of living persons or words. He is  
even unable to complete a sentence without the aid of  
several occasions when reading a newspaper and at times  
to the class, Lorenzo attempted to give the rest of the  
person or another. In an attempt to help, I gave him a  
copy with from other books. Although the class is not  
much time in individual work, I have found it has  
little evidence of satisfactory progress.

Court Record. Lorenzo's first encounter with the  
law enforcement officials was when he was charged with  
motor scooter that belonged to a man named...  
happened in 1955, when he was fifteen years old. He was  
given a warning and released.

His next offense occurred in 1956 when he was charged  
with machine in the home of one of the neighbors. He was  
located near the railroad tracks. He was given a warning  
in the district court.

In his next encounter with the law enforcement officials  
in a public lot. Several of the things were confiscated and  
all were sent to the district court. The judge  
eventually released to him.

A change of address was made in 1957 when he moved  
Lorenzo's record card. It was filed in the district court  
a woman charged that he and another boy were... the...



looking in her window as she was retiring. Although both boys pleaded innocence, the court warned them that upon their next appearance before the juvenile court they would be committed to the Industrial School.

Since the last incident, Lorenzo apparently managed to stay out of trouble, although he was recently investigated for attempting to steal some phonograph records. The evidence was incomplete and the case was dropped.

However, Lorenzo admitted to the writer that he has participated in several other violations which were never brought to the attention of the court. He states that he has stolen automobiles on several occasions and later returned them. He always picked up friends as quickly as possible after the theft of an automobile. He gave the impression in relating his story, that he is especially proud of not being caught.

Measurement Data. Lorenzo's scores on the tests pertaining to intelligence seem to bear out the Intelligence Quotient found by the previously mentioned college student. On the Cattell Culture-Free Test, Lorenzo made a score of fifteen which placed him below the first percentile. On the Wechsler-Bellevue test his Intelligence Quotient of seventy-four is borderline between "mental defective" and "dull normal."

On Bell's Adjustment Inventory, Lorenzo made a



looking in her window at the very thing. When the boys pleaded ignorance the court turned to the next witness. Their next appearance before the justice court was when he committed to the Tabernacle School.

Since the last incident, Joseph's conduct has been to stay out of trouble, although it was recently suggested for attempting to steal some money from the evidence was incomplete and the case was dropped.

However, Joseph admitted to the other side that he participated in several other violations which were never brought to the attention of the court. He has been has stolen automobiles on several occasions and returned them. He always gives the friends and family as possible after the fact of an automobile. He gives an impression in relating his story, that it is a complete record of not being caught.

Measurement of Joseph's Record on Intelligence  
pertaining to intelligence seems to have been a low grade. Quotient found by the previously mentioned test is 60. On the 3rd Bell Intelligence test, Joseph received a score of 115 which would place him in the 90th percentile. On the Wechsler-Bellevue test, his intelligence quotient of seventy-two is equivalent to the 75th percentile and "dull normal".

On Bell's Adjustment Inventory, Joseph scored 100.



total score of sixty-seven, or a rating of "very unsatisfactory." He indicated a concern over such things as headaches, dizziness, colds, and general ill health. Emotionally, he indicated that he feels that he is not as well liked as he should be, and that people tend to find fault with him.

On Roger's Test of Personality Adjustment, Lorenzo's scores again indicate marked emotional maladjustment. He revealed a feeling of inferiority by indicating that he would like to be stronger than he is, better looking, and better liked by others. He also showed very little affection for other members of his family.

The Mooney Problem Check List reveals only a small amount of maladjustment, which was primarily in relation to his family.

His answers on the Hildreth Personality and Interest Inventory are also indicative of some maladjustment, for he never mentioned any member of his family when asked whom he liked at home. He wrote "no one" in one of the blanks. He also indicated a desire to play by himself, but his actual behavior indicates that this would be the last thing he would want to happen.

Lorenzo's scores on the Haggerty-Olson-Wickman Behavior Rating Schedules, reveal a very abnormal behavior pattern. On Schedule A his score of 125 placed him at the 100th percentile. Truancy, imaginative and deliberate lying, and general disinterest in school work were the main causes of







this high score. A score of ninety-four on Schedule B placed Lorenzo at the 85th percentile of deviate behavior. Defiance to discipline, poor work habits, and general unconcern were some of the reasons for this score.

The Stogdill Behavior Cards show a score of ninety-one for Lorenzo. This is far above the average for the classified group of delinquents studied by Stogdill. It seems significant to note that his answers confirmed the evidence of persecution which he has indicated. He feels that some persons have a grudge against him and are only waiting for a chance to harm him in some way.

Identification of the Case. As far as the writer can determine by the tests and observations made, Lorenzo's problems seem to center around his home. His persecution complex is a most serious problem. His low mentality is also apparently responsible for a great deal of his trouble. It is almost so low that he lacks the ability to restrain his actions.

Causal Factors. The absence of a father in the home accentuates his maladjustment and his low mentality complicates his problems. This substantiates the findings of Glueck and Glueck<sup>27</sup> and those of Tappan.<sup>28</sup> His mother has

---

<sup>27</sup> Glueck and Glueck, op. cit., p. 94.

<sup>28</sup> Tappan, op. cit., p. 508.



This high score. A score of ninety-four on Schedule B placed Lorenzo at the 85th percentile of deviate behavior. Distance to discipline, poor work habits, and general unconcern were some of the reasons for this score.

The Woodhill Behavior Guide shows a score of ninety-one for Lorenzo. This is far above the average for the classified group of delinquents studied by Woodhill. It seems significant to note that his answers contained the evidence of pervasiveness which he had indicated. He feels that some persons have a grudge against him and are always waiting for a chance to hurt him in some way.

Identification of the Case. As far as the writer can determine by the tests and observations made, Lorenzo's problems seem to center around his home. His pervasiveness complex is a most serious problem. His low mentality is also apparently responsible for a great deal of his trouble. It is almost so low that he lacks the ability to restrain his actions.

General Factors. The absence of a father in the home accentuates his maladjustment and his low mentality contributes his problems. This substantiates the findings of Glason and Glueck<sup>27</sup> and those of Tappan.<sup>28</sup> His mother has

<sup>27</sup> Glason and Glueck, *op. cit.*, p. 94.

<sup>28</sup> Tappan, *op. cit.*, p. 208.



apparently never been able to give him the security he needs. Interviews never gave any indication that she cared in the least for Lorenzo or what happened to him. Her lack of care in the maintenance of the home also contributes to Lorenzo's admitted feeling of bitterness.

In his misbehavior, Lorenzo appears to be seeking recognition that he is unable to get in any other way. His act of bursting into tears substantiates this for he quite often manages to get some kind of a response.

As far as school is concerned, Lorenzo's low intelligence plays a most important part in his failure to compete with the rest of his class.

Interpretation to the Pupil. Lorenzo apparently was unable to see any significance in the facts of his case. He merely agreed that he felt persecuted but was unable to give any valid reasons for his feelings. When asked why he blamed others for his bad behavior, he was unable to present a legitimate reason. He maintained that others made him do bad things. He also said that he did not like to go home because there was never a chance to play there due to the extremely crowded conditions.

Recommendations. The writer feels that Lorenzo and his brothers and sisters should be placed in a foster home. It seems clear that there will be a continuation of his present behavior. His brothers and sisters stand a very good chance of becoming problem cases, too, if they







are not removed from their present environment. The mother apparently has no concern for her responsibilities.

The fact that Lorenzo is now fifteen years old gives little evidence that he will ever overcome his poor behavioral attitudes. The most that can be hoped for is that he might become interested enough in some activity or employment which will cause a satisfactory change in those attitudes. In all probability he will end up in the penitentiary if this change is not forthcoming.



and not removed from the present environment. The  
apparently had no other but the present one.  
The fact that it was a new thing was not  
little evidence that it was a new thing.  
Behavioral Attitudes. The most fact of a new thing  
that he might be interested in. In fact, he  
or employment. It is a new thing. It is a new  
these attitudes. It is a new thing. It is a new  
penetration of this thing. It is a new thing.

MILLERS FALLS  
EZEASE  
COTTON COTTON



(6) CASE OF GEORGE

George was referred to the special class after nearly six months of truancy. He also possessed a lengthy record with the juvenile court.

General Information. George was born in Albuquerque on May 30, 1934, and has lived there all his life. His parents have also lived in or near the community of Martinez-town all their lives.

George is a pleasant looking boy of very mild and shy temperament. He never has temper outbursts and is always very polite. He also possesses a very keen sense of humor which causes much merriment in the class at times.

George has two close companions with whom he is seen almost constantly. When one of the three fails to show up for class, it is almost certain that the other two will not be present either. At such times they can usually be found out on the mesa behind their homes hunting for rabbits.

George is very neat and clean in his appearance. He seems extremely intent on keeping his personal cleanliness up to a high level and he and his friends use the school shower facilities several times a week. This is a bit unusual inasmuch as the other members of the class seldom take a bath voluntarily.

Family Background. Welfare Department records indicate that the family has eleven children, all of whom



George was referred to as a "black" piece of work  
six months of absence. He also possessed a "black" piece  
with the juvenile court.

General Information. George was born in  
on May 30, 1934, and was raised in the same  
parents have also lived in the same area of the  
town all his life.

George is a somewhat "black" boy of very little  
any temperament. He has been known to be very  
always very polite. He also has a very good  
of humor which is not much different from the others.

George has two close friends who are as close  
almost completely. When one of the boys falls in love  
for class, it is almost certain that the other will  
be present either. At such times they are usually  
out on the street behind their house during the night.  
George is very kind and often in the neighborhood.

He seems extremely fond of his mother and is very close  
ness up to a high level and has a very good  
school shower facilities and is very good in  
a bit unusual behavior as the other boys in the class  
seldom take a very voluntary.

Family Background. George's mother is a very  
indicate that the family is very close and that



were born out of wedlock. The oldest four of this group are now married and living elsewhere while seven remain at home.

According to records, the father was an extremely heavy drinker and constantly lost jobs because of this habit. For some time he was employed as night watchman for the city but was eventually discharged after being intoxicated on the job. The mother charged that the father often came home intoxicated and attempted to break down the doors in order to beat her or the children. His drinking ultimately caused the family to break up. The mother called the police on several occasions to have the man locked up so he would not harm his family and he was finally ordered to leave town after it was shown that he was neglecting them. The records indicate, however, that he did not take these orders seriously for he was repeatedly ordered to leave three times before he did so. He finally left town about a year ago and has never bothered the family since that time.

When speaking of his father, George showed an extreme dislike for him and the way he treated his family. It is not known whether or not George is fully aware of his illegitimacy. He states that his parents were divorced soon after the father left.

On both occasions when the writer visited this home there was an older man present who George said was to become



COLLON CO. 1914  
were born out of wedlock. The mother and father are now married and living in the same house at home.

According to records, the father was a heavy drinker and gambler. For some time he was employed as a night watchman for the city and was eventually dismissed for being intoxicated on the job. The mother of the child often came home intoxicated and stayed in the back room of the house in order to pass out on the children. The father ultimately caused the family to be evicted. The father called the police on several occasions to have the child looked up so he would not have to pay for the child. The father ordered to leave town after being told that the child was not living there. The records indicate, however, that the father took these orders seriously for he was repeatedly ordered to leave three times before he did so. He lived in the town about a year ago and has never returned to the town since that time.

When speaking of the father, the mother said that she was afraid for him and the way he treated the child. It is not known whether or not records in this regard of his illegitimacy. He stated that the mother was in the town soon after the father left.

On both occasions mentioned above, it was stated that there was an officer on duty who was seen with the mother.



his "step-father." The true situation has never been ascertained, but on these occasions the man acted as though he lived there.

Socio-Economic Status. This family lives in the poorest type of surroundings. There are three rooms with dirt floors and cardboard walls and ceilings. There are absolutely no sanitary facilities inside the building. Water must be brought in from an outside tap. The surroundings are rated "poorest" on the Sims Score Card for Socio-Economic Status.

The three rooms include a kitchen, living room, and bedroom. The living room serves as a second bedroom. According to George, the mother occupies one of the rooms with four of the younger children; he and his two oldest brothers occupy the other.

On one of the days the writer visited the home it was extremely cold. Because of the flimsy construction, no noticeable change in temperature was felt in entering the house. Members of the family were forced to wear heavy clothing in order to keep warm. Because the father cannot be located and is not contributing to their financial support, the family is now existing on an allotment of \$96.00 per month from the Welfare Department.

The home is dirty. A large accumulation of trash was observed by the writer on both visits. Although the



his "accident" the "accident" which had been reported  
tained, but which was not a "real" accident.  
lived there.

Socio-Economic Status - This family was of the  
poorest type of middle class. The father was a  
first floor and second floor janitor and the mother  
a part-time domestic. The family was of the  
Waterbury type. The father was a first floor  
janitor and the mother a part-time domestic.  
for Socio-Economic Status.

The father was a first floor janitor and the mother  
a part-time domestic. The father was a first floor  
janitor and the mother a part-time domestic.  
according to reports, the father was a first floor  
janitor and the mother a part-time domestic.  
four of the family were in the first floor and  
occupy the other.

On one of the days the father visited the family  
was extremely cold. The father was a first floor  
janitor and the mother a part-time domestic.  
no noticeable change in temperature or fall in energy  
the house. The father was a first floor janitor and  
heavy clothing in order to keep warm. The father was  
cannot be located and is not a first floor janitor.  
cial agent, the family is not a first floor janitor.  
of 1934.03 per month for the first floor janitor.  
the house is a first floor janitor and the mother is a  
was observed by the father and the mother.



mother is a poor housekeeper and has very little money with which to maintain a decent standard of living, she still manages to keep her children clean and neat most of the time.

Health Record. Apparently frequent colds are part of the cause of George's poor school attendance records. The colds are probably due, to some extent, to the lack of heat in the home and to the poor type of food which the family is forced to eat. George's mother says that he was an unusually small child and that he nearly died of pneumonia when he was five years old. This, too, may explain partially his present low resistance to colds.

The school health records indicate only that he had the usual childhood diseases and vaccinations.

School Attendance and Scholarship Record. Apparently George was a very bright and willing pupil in his early childhood. He was able to do quite well in all his subjects and was especially talented in art work. In later years, however, he failed to attend school regularly and his attitude changed completely.

At the end of the sixth grade, George was given an achievement test on which he earned a grade placement score of 4.9. This indicated a retardation of nearly three years, since he had spent two years in the fifth grade.

The only subjects in junior high school in which



mother is a poor housekeeper and has very little money with which to maintain a decent standard of living. She still manages to keep her children clean and neat most of the time.

Health Record. Apparently frequent colds and past

of the cause of George's poor school attendance records. The colds are probably due, to some extent, to the lack of heat in the home and to the poor type of food which the family is forced to eat. George's mother says that he was an unusually small child and that he nearly died of pneumonia when he was five years old. This, too, may explain partially his present low resistance to colds.

The school health records indicate only that he had

the usual childhood diseases and vaccinations.

School Attendance and Scholarship Record. Apparently

George was a very bright and willing pupil in his early childhood. He was able to do quite well in all his subjects and was especially talented in art work. In later years, however, he failed to attend school regularly and his attitude changed completely.

At the end of the sixth grade, George was given an achievement test on which he earned a grade placement score of 4.9. This indicated a retardation of nearly three years, since he had spent two years in the fifth grade. The only subjects in junior high school in which



George made passing grades were shop and gymnasium. In the former subject he did well.

Since George entered the special class, he has tried to learn more, but his failure to attend school regularly has hampered his progress considerably. His ability in shop work persists, but he loses interest so quickly that he seldom finishes a project.

Court Record. George's earliest recorded offense was in 1946 when he was reported for stealing watermelons from an outlying farm. He was warned by the court and released.

His next violation was throwing rocks through the window of the school house he attended earlier in his life. He was arrested for disorderly conduct and destruction of public property but was again released with a warning.

The next violation in which George participated was of a more serious nature. At thirteen years of age he was charged with car prowling in company with two other boys. For this he was placed on probation and ordered to report to the probation officer every week for three months. Six months later George was caught riding around in a stolen automobile with three other boys. The boys were all released to the custody of their parents.

George was not involved in any other violations for nearly two years, but then he became involved in another car theft. He was released however, after Alfred (Case 1)







admitted doing the actual stealing.

In addition to these recorded incidents, George admits that he has participated in several offenses in which he was never caught. He states that he once robbed a store of some money and that he stole hub caps from several automobiles. George again admitted the store robbery on the Stogdill Behavior Cards.

Measurement Data. George's score of thirty-five on the Cattell Culture-Free Test places him at the 25th percentile according to the norms. On the Wechsler-Bellevue scale his intelligence quotient is measured as eighty-seven which is "dull normal."

George's score of 42.8 on Roger's Test of Personality Adjustment is average. The greatest deviation from normal is found in relation to his home in which he rates his brothers, sisters, and friends ahead of his parents with respect to the affection he feels for them.

The Adjustment Inventory by Bell, reveals a large amount of maladjustment concerning his home. He indicates that he and his father have never been able to get along with each other, and that his parents do not try to understand him. This same test also shows that George has a retiring personality because he indicates a desire to be alone and a dislike for social activities.

On the Hildreth Personality and Interest Inventory,



admitted doing the actual work.

In addition to this, he has been

missed that he has participated in several

he was never caught. He stated that

of some money and that he stole from

motives. George again admitted the same

Stogdill Behavior Grade.

Measurement Data. George's scores on

the Cattell Culture-Free Test indicated

gentle according to the norms. On the

scale his intelligence quotient was

seven which is "dull normal."

George's score of 45.6 on Boyer's

Adjustment is average. The greatest

is found in relation to his home

brothers, sisters, and friends

respect to the affection he feels for them.

The Adjustment Inventory for

amount of maladjustment concerning his

that he and his father have never

with each other, and that his

stands him. This score also

retiring personality because he

alone and a dislike for social

On the Rorschach Personality



George's interests seem to be solely in the field of athletics. Here again, he fails to mention either of his parents when asked whom he likes at home.

George's answers on the Mooney Problem Check List show also that his problems are centered in the home and in his relation to it; he indicates that his parents distrust him and do not like his friends. He also indicates a great deal of concern about his record in school and feels regret over being so far behind.

Schedule A of the Haggerty-Olson-Wickman Behavior Rating Schedules gives George a score of fifty-seven points. Although this score is not quite as high as the other cases presented, it places him at the 94th percentile. Truancy, tardiness, and general distinterest in his school work are the principal causes for his score.

Schedule B of this same test gives a score of seventy which indicates a fairly large degree of abnormal behavior. That score gives George a percentile ranking of 57. His tendencies toward timidity and shyness were the major reasons for this score.

Identification of the Case. George apparently is a victim of an unsatisfactory home condition and exhibits resultant poor behavior.

Causal Factors. The cause of George's troubles seems certainly to be a poor home and poor parental attitudes toward the children. The father's early addiction



George's father, the late Mr. J. H. Smith, was a well-known and successful business man. He was a member of the Board of Directors of the City of New York and was also a member of the Board of Directors of the New York City Police Department. He was a very successful man and was very well known in the City of New York.

George's mother, the late Mrs. J. H. Smith, was a very successful business woman. She was a member of the Board of Directors of the City of New York and was also a member of the Board of Directors of the New York City Police Department. She was a very successful woman and was very well known in the City of New York.

Schedule 1 of the Inventory of Assets and Liabilities of George's father, the late Mr. J. H. Smith, was a very successful business man. He was a member of the Board of Directors of the City of New York and was also a member of the Board of Directors of the New York City Police Department. He was a very successful man and was very well known in the City of New York.

Schedule 2 of the Inventory of Assets and Liabilities of George's mother, the late Mrs. J. H. Smith, was a very successful business woman. She was a member of the Board of Directors of the City of New York and was also a member of the Board of Directors of the New York City Police Department. She was a very successful woman and was very well known in the City of New York.

Identical copy of the Inventory of Assets and Liabilities of George's father, the late Mr. J. H. Smith, was a very successful business man. He was a member of the Board of Directors of the City of New York and was also a member of the Board of Directors of the New York City Police Department. He was a very successful man and was very well known in the City of New York.

General Notes: The Inventory of Assets and Liabilities of George's father, the late Mr. J. H. Smith, was a very successful business man. He was a member of the Board of Directors of the City of New York and was also a member of the Board of Directors of the New York City Police Department. He was a very successful man and was very well known in the City of New York.



to alcohol and his mistreatment of the family have caused George to feel very antagonistic towards his father.

The fact that George's parents never felt the need to get married indicates a lack of responsibility towards the children. George's pointed omissions of mention of his parents as objects of his love, seem to indicate that he has never had any particular reason for loving them. The father's desertion of the family has probably caused some feeling of hostility in George, although there was never any particular affection between the two.

Another cause of the aversion George exhibits for his home is represented in the previously mentioned "step-father," for whom George has shown a great dislike. This man apparently has a great deal to say about George's actions although he is not yet a member of the family. Although George does not obey him, he feels that this man has no right to tell him what to do.

The fact that there are so many people living in the crowded home adds to George's feeling of antipathy toward his family. He says that it is a reason for his staying away from home so much, even though he gets in trouble. He has stayed away from home for several consecutive days on several occasions in the past. Apparently he would leave for good if he were sure of being able to provide for himself.



to alcohol and his misanthropy. Of the family have caused George to feel very bitter towards his father.

The fact that George's parents never tell the need to get married indicates a lack of responsibility towards the children. George's pointed omission of mention of his parents as objects of his love, seem to indicate that he has never had any particular reason for loving them. The father's desertion of the family has probably caused some feeling of hostility in George, although there was never any particular affection between the two.

Another cause of the evasion George exhibits for his home is represented in the previously mentioned "step-father," for whom George has shown a great dislike. This man apparently has a great deal to say about George's actions although he is not yet a member of the family. Although George does not obey him, he feels that this man has no right to tell him what to do.

The fact that there are so many people living in the crowded home adds to George's feeling of antipathy toward his family. He says that it is a reason for his staying away from home as much, even though he gets in trouble. He has stayed away from home for several consecutive days on several occasions in the past. Apparently he would leave for good if he were sure of being able to provide for himself.



Interpretation to the Pupil. When George had his last interview, he seemed relatively unconcerned about his relations with his family and abnormal behavior. When queried about his feelings for his father, he seemed reluctant to speak of him at all. He did indicate, however, that he did not care if he ever saw him again and that he doubted if he ever would.

As far as his feelings for his future step-father are concerned, George merely indicated with a shrug of his shoulders that he was not concerned about the man any more. He stated that he was not planning to remain at home much longer because he intended to join the Army as soon as he reached the proper age.

Recommendations. The writer feels that George would be much better off if he were placed in a foster home until he reaches the age when he legally can leave school to join the Army. It seems certain that George will never improve as long as the situation remains the way it is at present. There is reason to believe that George has a good chance of overcoming his difficulties if he is placed in a different home environment.

As far as school is concerned, there seems little reason to believe that George will ever learn much more in school subjects than he knows now. There is a good possibility that he can earn a satisfactory living if he can become interested enough in a specific trade or semi-skilled occupation since his manual skills are adequate.



Interpretation to the Public

Last interview, he seemed relatively untroubled about his relations with his family and emotional behavior. He was worried about his feelings and his lack of self-control. He was reluctant to speak of him at all. He was, however, convinced that he did not care if he ever saw him again and that he doubted if he ever would.

As far as his feelings for his father step-father are concerned, George merely indicated that he was not concerned that he was not concerned about his father's behavior. He stated that he was not planning to return home much longer because he intended to find the Army as soon as he reached the proper age.

Recommendations

The writer feels that George would be much better off if he were placed in a foster home until he reaches the age when he legally can leave school to join the Army. It seems certain that George will never become as long as the situation remains the way it is at present. There is reason to believe that George has a good chance of overcoming his difficulties if he is placed in a different home environment.

As far as school is concerned, there seems little reason to believe that George will ever learn much more in school subjects than he knows now. There is a need to identify that he can earn a satisfactory living if he can become interested enough in a specific trade or occupation. Cooperation since his mental skills are adequate.



## CHAPTER V

### CONCLUSIONS

1. It can be seen from the evidence presented here that the background and present situations of these youths are not conducive to good behavior. The primary source of concern evidenced by the whole group seems to be related to their family relationships. There is no real father in any one of the six cases. "The cause" of their abnormal behavior may not be due to the absence of a father but the writer feels that it may materially contribute, for the influence which a father usually holds in the home would be of great benefit to these boys.

2. Although it is in variance with the opinions of some other investigators in the field of delinquency, the writer feels that the filthy conditions found to be present in several of the homes are just causes for the boys to absent themselves from those homes as long as possible. This absence from home, however, is evidently one of the basic causes for delinquency, for when several boys are grouped together with nothing to do, the eventual outcome is participation in a law violation. The courts of the country might do well to emphasize the conditions of poverty which exist in practically all areas. This might be a means of striving for decent homes for all children.

3. The fact that many boys and girls in Albuquerque







can find nothing with which to occupy their time in the evenings is strong evidence for the need for some neighborhood recreational facilities throughout the city. The areas of low economic status should be provided for first in such an expansion. It will be argued by many taxpayers, no doubt, that the cost of such a venture would be prohibitive. Although the cost would be great, it seems only logical that the money spent in caring for the delinquent youth of our country in institutions, could be better used in preventing more of them from entering such institutions.

4. The services of qualified psychiatrists, psychologists, and visiting teachers might well be provided by the public schools as a step toward the early discovery and treatment of emotional troubles as found in several of the cases in this study.

5. An opportunity for greater medical services in such cases as Edward's would also aid considerably in helping handicapped children lead a normal life.

6. Although the crowded conditions prevalent in public school classrooms do not facilitate enough opportunity for needed study of the individual child and his background, there must be more effort made by teachers, especially in the lower grades, to discover and effectively treat those pupils with maladjusted behavior. In many cases remedy may be possible only by referral to trained psychological personnel. Understanding and teaching the







"whole child" must be made to mean more than simply trying to train his mind.

7. There is evidence to believe that another cause of the boys' deviant behavior is due to their belonging to a minority group as far as the cultural pattern of Albuquerque is concerned. They exhibit the animosities, bitterness, rancor, and anti-social tendencies so prevalent in the attitudes of a minority group toward the majority.

8. Although many studies tend to minimize the effect of low intelligence as a cause of maladjusted behavior, it seems that the low degree of intelligence manifest by five of the six boys is a factor of more than slight importance in explaining their behavior. At least they did not achieve a satisfactory performance in the formal school and, devoid of the school's influence, developed errant ways.



"whole child" must be taken into account  
to train his mind.

7. There is evidence to show that the group  
of the boys' behavior is not as uniform as  
a minority group as far as the cultural pattern of behavior  
is concerned. They are not as uniform as  
normal, and anti-social behavior is  
attitudes of a minority group.

3. Although many studies have shown the  
fact of low intelligence as a cause of mental retardation,  
it seems that the low degree of intelligence is  
five or six boys is a factor of more than a few. In-  
stance in explaining their behavior, it is not  
achieve a satisfactory adjustment in the social world,  
devoid of the social and cultural environment.

WILKINS  
EZEKIEL  
COTTON



BIBLIOGRAPHY



REPRODUCED

THIS MATERIAL  
IS  
ERASE  
ABLE  
COMPONENT



## BIBLIOGRAPHY

- Burt, Cyril S., The Young Delinquent. New York: D. Appleton and Company, 1935. 619 pp.
- Baker, Harry J. and Virginia Traphagen, Diagnosis and Treatment of Behavior Problem Children. New York: Macmillan Company, 1935. 393 pp.
- Carr, Lowell J., Delinquency Control. New York: Harper and Brothers, 1941. 404 pp.
- Carr, Lowell J. and A. M. Saunders, and others, Young Offenders. Boston: Cambridge University Press, 1944. 168 pp.
- Crawford, Paul L., and others, Working with Teen-Age Gangs. A Report on the Central Harlem Street Club Project. New York: Astoria Press, 1950. 162 pp.
- Cole, Luella, Psychology of Adolescence. New York: Rhinehart and Company, 1948. 636 pp.
- Fifteenth Yearbook of the National Elementary Principals Association. Personality Adjustment of the Elementary School Child. Washington: The National Education Association, 1936. 615 pp.
- Garrison, Karl C., Psychology of Adolescence. New York: Prentice-Hall Incorporated, 1951. 496 pp.
- Glueck, Sheldon and Eleanor T. Glueck, One Thousand Juvenile Delinquents. Cambridge, Massachusetts: Harvard University Press, 1934. 341 pp.
- Havighurst, Robert J., "Detecting Delinquency-Prone Children," The School Review. 57:458-61, November, 1947.
- Healy, William, The Individual Delinquent. Boston: Little, Brown and Company, 1922. 788 pp.
- Hirsch, Nathaniel D.M., Dynamic Causes of Juvenile Crime. Cambridge, Massachusetts: Sci-Art Publishing Company, 1937. 245 pp.
- Kaplan, Albert J., A Study of the Behavior Problem Pupil in Secondary School. Philadelphia: Temple University Press, 1934. 178 pp.



# BIBLIOGRAPHY

- Burt, Cyril S., The Young Delinquent. New York: Appleton and Company, 1935. 519 pp.
- Baker, Henry J. and Virginia Trepacher, Delinquents and Treatment of Behavior Problem Children. New York: Macmillan Company, 1935. 399 pp.
- Garr, Lowell J., Delinquency Control. New York: Harper and Brothers, 1941. 404 pp.
- Garr, Lowell J. and A. M. Sanders, and others, Young Offenders. Boston: Cambridge University Press, 1944. 168 pp.
- Grawford, Paul L., and others, Working with Teen-Age Gangs: A Report on the Central Harlem Street Club Project. New York: Astor Press, 1950. 162 pp.
- Cole, Lucile, Psychology of Adolescence. New York: Rinehart and Company, 1948. 638 pp.
- Fifteenth Yearbook of the National Elementary Principals Association, Personality Adjustment of the Elementary School Child. Washington: The National Education Association, 1936. 615 pp.
- Garrison, Karl C., Psychology of Adolescence. New York: Prentice-Hall Incorporated, 1951. 495 pp.
- Ginsck, Sheldon and Eleanor T. Ginsck, One Thousand Juvenile Delinquents. Cambridge, Massachusetts: Harvard University Press, 1934. 341 pp.
- Havighurst, Robert J., "Detecting Delinquency-Prone Children," The School Review, 57:458-61, November, 1947.
- Healy, William, The Individual Delinquent. Boston: Little, Brown and Company, 1923. 788 pp.
- Hirsch, Nathaniel D.M., Dynamic Causes of Juvenile Crime. Cambridge, Massachusetts: Bel-Art Publishing Company, 1939. 245 pp.
- Kaplan, Albert J., A Study of the Behavior Problem Child in Secondary School. Philadelphia: Temple University Press, 1934. 178 pp.



- Kelly, Camille, Delinquent Angels. Kansas City, Missouri: Brown, White, and Lowell Press, 1947. 244 pp.
- Kvaraceus, William C., "Delinquency - A By-Product of the School?" School and Society. 59:350-51, May 13, 1944.
- Kvaraceus, William C., "The Delinquent Challenges the Teacher," Progressive Education. 27: 82-6, January, 1950.
- Merrill, Maude A., Problems of Child Delinquency. Boston: Houghton Mifflin Company, 1947. 378 pp.
- Paynter, Richard H., and Phyllis M. Blanchard, A Study of the Educational Achievements of Problem Children. New York: The Commonwealth Fund, 1929. 72 pp.
- Robison, Sophia M., Can Delinquency Be Measured? New York: Columbia University Press, 1936. 277 pp.
- Roland, Mary C., "Help for Problem Children," Nation's Schools. 36:25, November, 1945.
- Sayles, Mary B., The Problem Child at Home. New York: The Commonwealth Fund, 1928. 342 pp.
- Shaw, Clifford R., and others, Delinquency Areas. Chicago: University of Chicago Press, 1929. 214 pp.
- Shaw, Clifford R., and others, Brothers in Crime. Chicago: University of Chicago Press, 1938. 364 pp.
- Tait, Joseph W., "Race Prejudice and Personality," School. 34:795-98, June, 1946.
- Tappan, Paul W., Juvenile Delinquency. New York: The Macmillan Company, 1949. 599 pp.
- Torrance, Paul, "The Influence of the Broken Home on Adolescent Adjustment," Journal of Educational Sociology. February, 1945. p. 362.
- Watson, Minnie E., Children and Their Parents. New York: F. S. Crofts and Company, 1932. 362 pp.
- White House Conference on Child Health and Protection, Section IV, The Handicapped; Prevention, Maintenance and Protection. Washington, D.C.: The Century Company 1932. 444 pp.



Kelly, Camille, "The Role of the Teacher in the Development of the Child," *Journal of Educational Psychology*, 1930, 21:1, 1-10.

Kavanaugh, William O., "The Development of the Child in the Home," *Journal of Educational Psychology*, 1930, 21:1, 11-15.

Kavanaugh, William O., "The Development of the Child in the Home," *Journal of Educational Psychology*, 1930, 21:1, 11-15.

Merrill, Harold E., "The Development of the Child in the Home," *Journal of Educational Psychology*, 1930, 21:1, 16-20.

Paynter, Richard E., and William O. Kavanaugh, "The Development of the Child in the Home," *Journal of Educational Psychology*, 1930, 21:1, 21-25.

Robison, Sophia W., "The Development of the Child in the Home," *Journal of Educational Psychology*, 1930, 21:1, 26-30.

Roland, Mary O., "The Development of the Child in the Home," *Journal of Educational Psychology*, 1930, 21:1, 31-35.

Seyles, Mary B., "The Development of the Child in the Home," *Journal of Educational Psychology*, 1930, 21:1, 36-40.

Shaw, Clifford R., "The Development of the Child in the Home," *Journal of Educational Psychology*, 1930, 21:1, 41-45.

Shaw, Clifford R., "The Development of the Child in the Home," *Journal of Educational Psychology*, 1930, 21:1, 46-50.

Tell, Joseph W., "The Development of the Child in the Home," *Journal of Educational Psychology*, 1930, 21:1, 51-55.

Toppin, Paul W., "The Development of the Child in the Home," *Journal of Educational Psychology*, 1930, 21:1, 56-60.

Torrance, Paul, "The Development of the Child in the Home," *Journal of Educational Psychology*, 1930, 21:1, 61-65.

Watson, Minnie E., "The Development of the Child in the Home," *Journal of Educational Psychology*, 1930, 21:1, 66-70.

White House Conference on Child Health and Development, "The Development of the Child in the Home," *Journal of Educational Psychology*, 1930, 21:1, 71-75.



Yourman, John, "Children Identified by Their Teachers as Problems," Journal of Educational Sociology. 5:334-43, 1932.



Yountman, John, "Children Identified by Their Teachers as  
 Problem," Journal of Educational Sociology, 2:234-43,  
 1932.



## APPENDIX



LLS  
SE  
CH



TABLE I  
NORMS ESTABLISHED BY CATTELL IN  
A STUDY OF 1009 HIGH SCHOOL FRESHMEN

Percentile	Scores Made
99	62
95	57
90	54
85	52
80	50
75	49
70	47
65	46
60	44
55	43
50	42 - Edward's score
45	41
40	39
35	38
30	36 - Carlos' score (37)
25	35 - George's score
20	33
15	31
10	28 -
	- Pedro's score (26)
	- Alfred's score (25)
5	24
1	17 - Lorenzo's score (15)

---

Number of cases 1009  
Score Mean 41.50  
Score Sigma 9.96

---



# A STUDY OF 1909 FIRE LOSS EXPERIMENT NORMS ESTABLISHED BY CHARTER 1 TABLE 1

Percentile	
99	
95	
90	
85	
80	
75	
70	
65	
60	
55	
50	
45	
40	
35	
30	
25	
20	
15	
10	
5	
1	

Number of cases 1000  
 Score Mean 47.0  
 Score Sigma 7.9

ERS BALCS  
 ERASE  
 OTION CONTENT



TABLE II  
NORMS ESTABLISHED BY ROGERS ON HIS  
TEST OF PERSONALITY ADJUSTMENT

Area	Classification of Score			
	Low	Average	High	Mean Score
Personality Inferiority	Below 12	12-15	16 or above	14.3
Social Inferiority	Below 10	10-14	15 or above	13.2
Family Relationships	Below 7	7-10	11 or above	8.6
Daydreaming	Below 2	2-3	4 or above	3.6
Total Score	Below 33	33-43	44 or above	40.2
Number of Cases: 167				

Scores Made by the Boys in This Study:

Alfred	32.6
Carlos	53
Pedro	45
Edward	33.5
Lorenzo	46
George	42.8



WOMEN ESTABLISHED BY NUMBER OF HIS  
TEST OF PERSONALITY AND INTELLIGENCE

Area	Number of women
Personality Inferiority	10
Social Inferiority	10
Family Relationships	10
Daydreaming	10
Total Score	40

Number of Cases: 10

Scores Made by the Women on the Test

Personality	10
Social	10
Family	10
Daydreaming	10
Total	40



TABLE III  
NORMS ESTABLISHED FOR HIGH SCHOOL PUPILS  
ON THE BELL ADJUSTMENT INVENTORY

Adjustment Area	Range of Scores	Description
Home	0-1	Excellent
	2-4	Good
	5-9	Average
	10-16	Unsatisfactory
	Above 16	Very Unsatisfactory
Health	0-1	Excellent
	2-4	Good
	5-9	Average
	10-15	Unsatisfactory
	Above 15	Very Unsatisfactory
Social	0-4	Very Aggressive
	5-9	Aggressive
	10-20	Average
	21-26	Retiring
	Above 26	Very Retiring
Emotional	0-2	Excellent
	3-5	Good
	6-11	Average
	12-18	Unsatisfactory
	Above 18	Very Unsatisfactory
Total Score	0-12	Excellent
	13-24	Good
	25-44	Average
	45-60	Unsatisfactory
	Above 60	Very Unsatisfactory
	Carlos (39)	
	Alfred (41)	
	Pedro (45)	
	George (49)	
	Edward (63)	
	Lorenzo (67)	



TABLE III  
NORMS ESTABLISHED FOR HIGH SCHOOL BOYS  
ON THE BELL ADJUSTMENT INVENTORY

Adjustment Area	Range of Scores	Description
Home	0-1	Excellent
	2-4	Good
	5-9	Average
	10-14	Unsatisfactory
	Above 15	Very Unsatisfactory
Health	0-1	Excellent
	2-4	Good
	5-9	Average
	10-14	Unsatisfactory
	Above 15	Very Unsatisfactory
Social	0-1	Very Aggressive
	2-4	Aggressive
	5-9	Average
	10-14	Retiring
	Above 15	Very Retiring
Emotional	0-1	Excellent
	2-4	Good
	5-9	Average
	10-14	Unsatisfactory
	Above 15	Very Unsatisfactory
Total Score	0-15	Excellent
	16-24	Good
	25-44	Average
	45-60	Unsatisfactory
	Above 60	Very Unsatisfactory

Carlson (39)  
Allred (41)  
Peters (42)  
George (43)  
Edward (44)



TABLE IV-A

NORMS ESTABLISHED ON THE HAGGERTY-OLSON-WICKMAN  
BEHAVIOR RATING SCALES FOR 1098 HIGH SCHOOL FRESHMEN

## SCHEDULE A

Scores	Frequency	Percentile Rank
127-130	(Carlos 128)	
124-127	(Lorenzo 125)	
120-123		
116-119		
112-115	1	100.0
108-111	1	99.9
104-107	1	99.8
100-103	1	99.7
96-99	3	99.5
92-95		
88-91	2	99
84-87	1 (Pedro 84)	99
80-83	2 (Alfred 83)	99
76-79	6	99
72-75	3 (Edward 75)	98
68-71	12	98
64-67	13	96
60-63	11	95
56-59	9 (George 57)	94
53-55	12	93
48-51	17	92
44-47	13	91
40-43	31	89
36-39	32	86
32-35	37	83
28-31	46	79
24-27	67	74
20-23	81	67
16-19	71	60
12-15	111	52
8-11	83	43
4-7	170	32
0	261	12

Number 1098  
Median 13.2

MILLERS FALLS

EZEKIAH

COPYRIGHT



MILLERS FALLS

FREE

COTTON COUNTRY

Number 407  
Median



TABLE IV-B

NORMS ESTABLISHED ON THE HAGGERTY-OLSON-WICKMAN  
BEHAVIOR RATING SCALES FOR 1098 HIGH SCHOOL FRESHMEN

## SCHEDULE B

Scores	Frequency	Percentile Rank
135-139	2	99.9
130-134	3	99.8
125-129	6	99.5
120-124	10	99
115-119	19	98
110-114	21	97
105-109	25 (Carlos 107)	95
100-104	40	93
95-99	70	89
90-94	61 (Lorenzo 94)	85
85-89	96 (Alfred 89)	79
80-84	90 (Pedro 80)	73
75-79	120	66
70-74	132 (Edward 71) (George 70)	57
65-69	172	47
60-64	187	35
55-59	180	22
50-54	136	12
45-49	68	5
40-44	26	1
35-39	9	.3
Number	1473	
Median	68.8	
Mean	72.4	
Standard Deviation	18.4	



COINTEGRATION  
E-Z-R-E

TABLE 1-2

WORKS ESTABLISHED ON THE HAZARDITY-CRISON-WICKMAN  
BEHAVIOR-RATING SCALE FOR 1988 HIGH SCHOOL FRESHMAN

TABLE 1-2

Score	Frequency	Percentage
135-139	2	0.3
130-134	3	0.5
125-129	5	0.8
120-124	10	1.6
115-119	10	1.6
110-114	21	3.3
105-109	25 (George 105)	4.0
100-104	40	6.3
95-99	70	11.0
90-94	51 (Lorenzo 90)	8.0
85-89	35 (Allan 85)	5.5
80-84	30 (Madison 80)	4.7
75-79	100	15.7
70-74	100 (Edward 71)	15.7
65-69	122 (George 70)	19.1
60-64	107	16.7
55-59	100	15.7
50-54	130	20.3
45-49	88	13.7
40-44	28	4.4
35-39	2	0.3

Number  
Median  
Mean  
Standard Deviation



TABLE V  
MEAN SCORES MADE BY 325 CHILDREN  
ON THE STOGDILL BEHAVIOR CARDS

Subjects	Number	Mean Score on the 150 cards	Standard Deviation
Delinquent Boys	200	41.5	17.1
School Boys	50	24.8	15.4
Boy Scouts	25	20.6	10.6
Delinquent Girls	50	28.2	15.3

Scores Made by the Boys in This Study

Alfred	49
Carlos	89
Pedro	74
Edward	76
Lorenzo	91
George	78



COLLON

E 2 E 8

1917



RECEIVED

1917

Subject

Delivered by

School boys

Boy Scouts

Elmwood Camp

Scout

1917  
1918  
1919  
1920  
1921  
1922  
1923



# A CULTURE-FREE TEST

RAYMOND B. CATTELL

Duke University

Name.....

Address.....

Date..... Age..... Sex.....

School..... Native Language.....

Encircle the highest grade completed

Grammar School    5    6    7    8

High School        1    2    3    4

College            1    2    3    4

PART	SCORE
I    Classifications	
II   Pool Reflections	
III Series	
IV Matrices I	
V   Matrices II	
VI Matrices III	
Total Score	
Percentile	

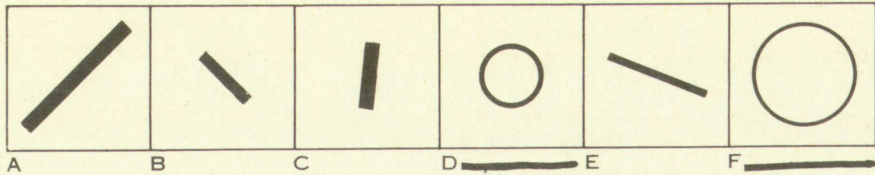
Copyright 1944

The Psychological Corporation  
522 Fifth Avenue  
New York, N. Y.

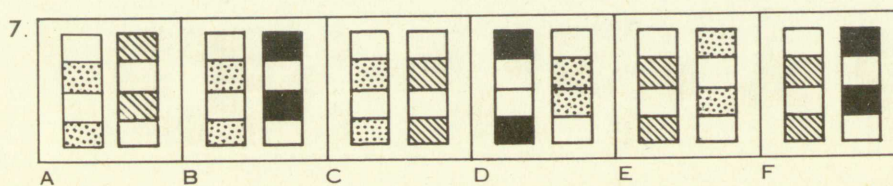
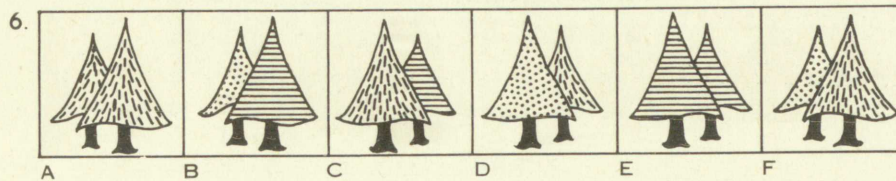
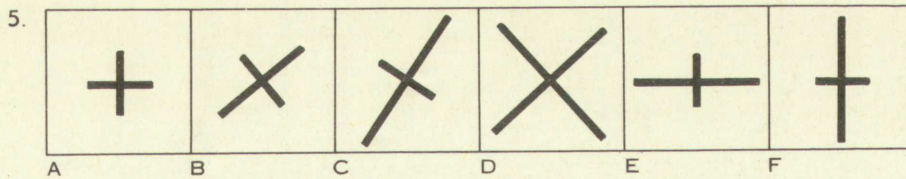
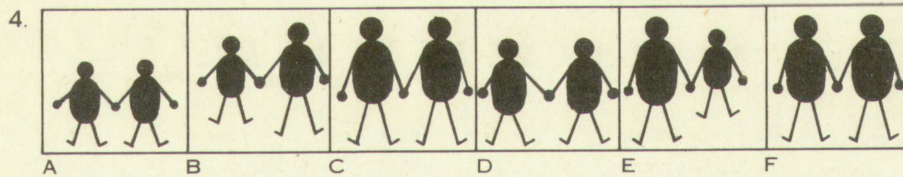
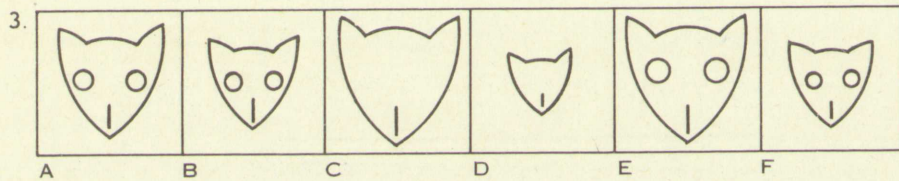
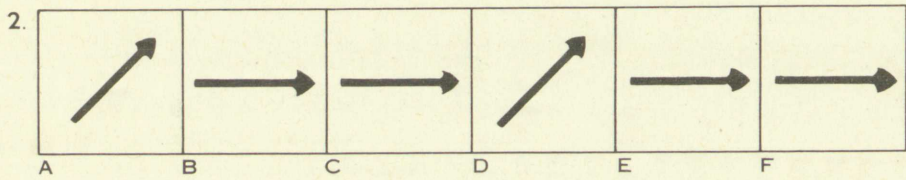
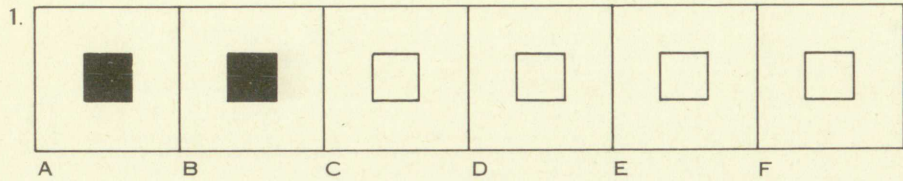


# PART I - CLASSIFICATIONS

SAMPLE



D F

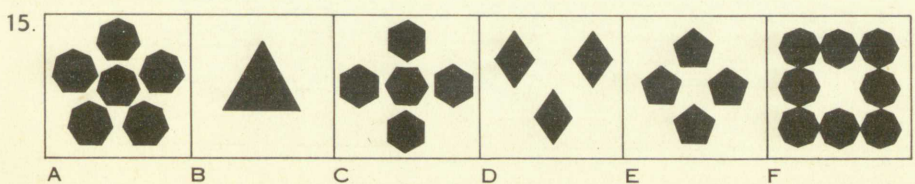
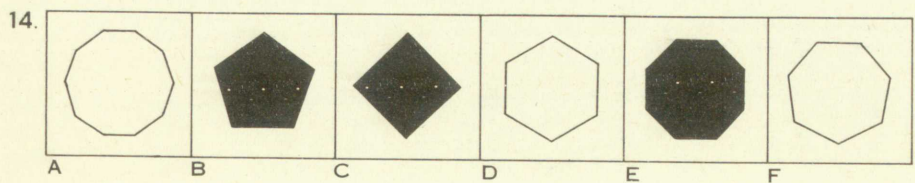
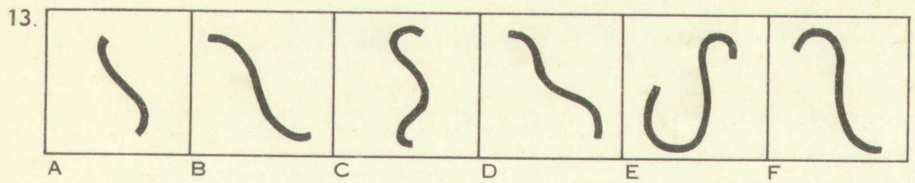
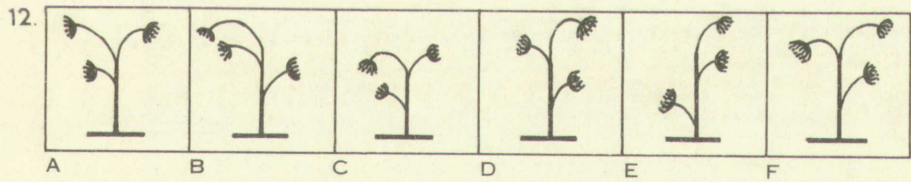
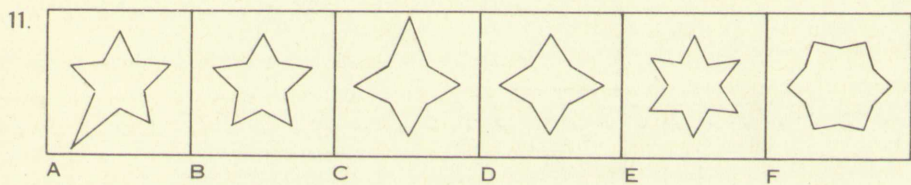
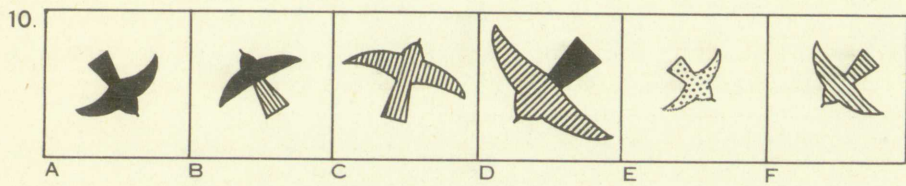
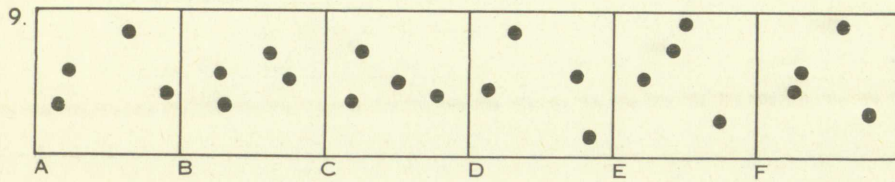
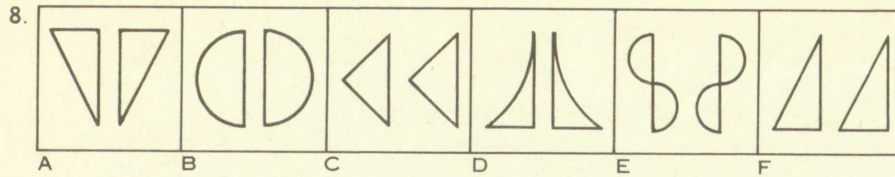




# PART I - CLASSIFICATIONS

(continued)

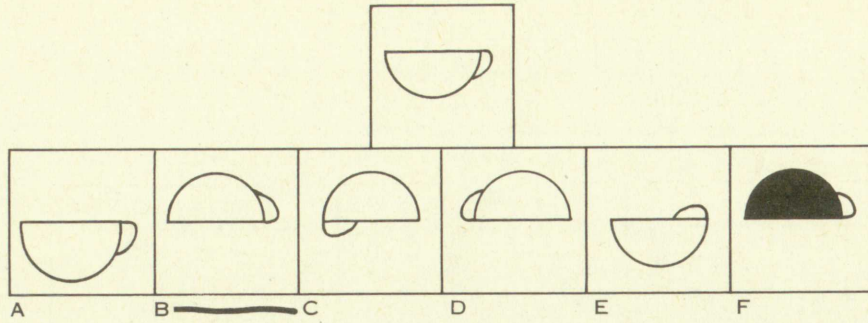
3.



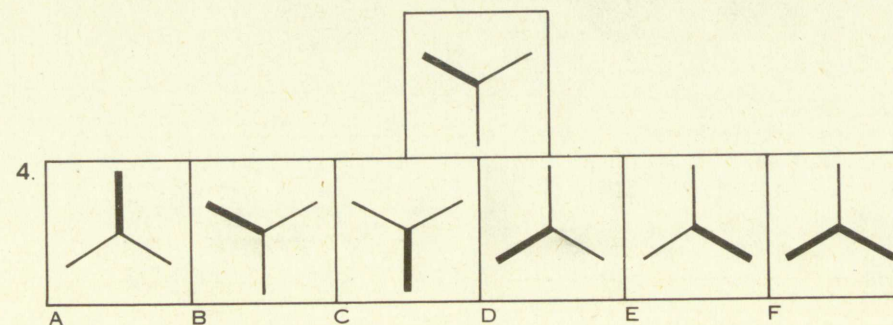
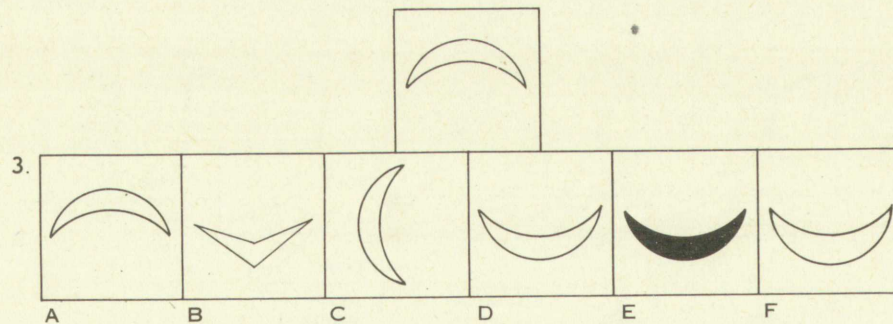
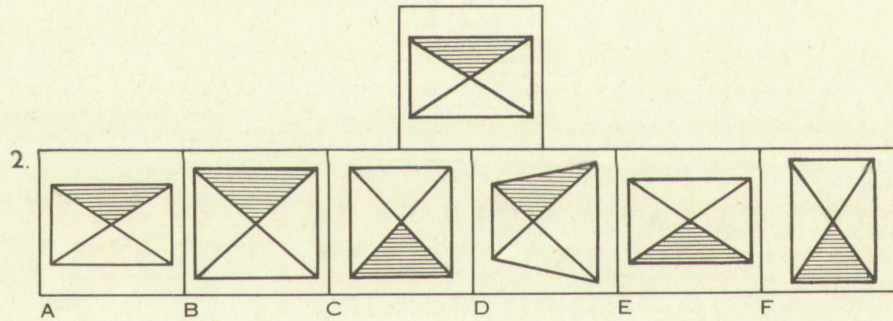
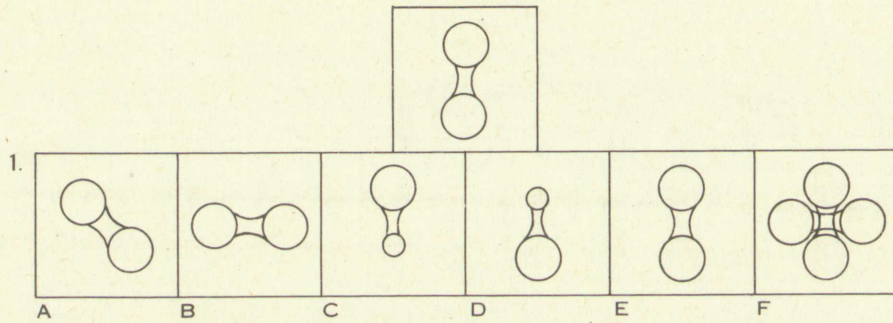


## PART II - POOL REFLECTIONS

SAMPLE



B

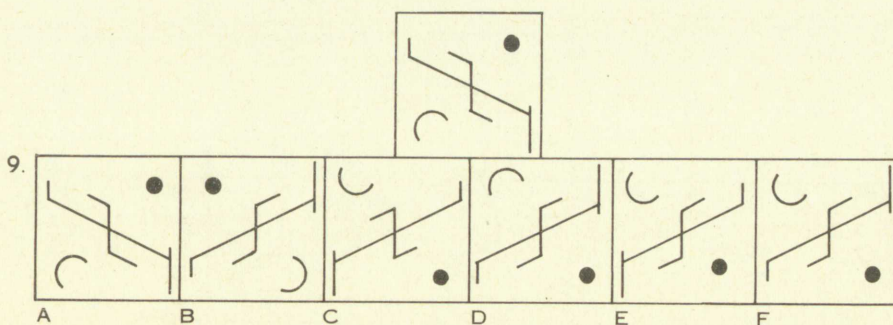
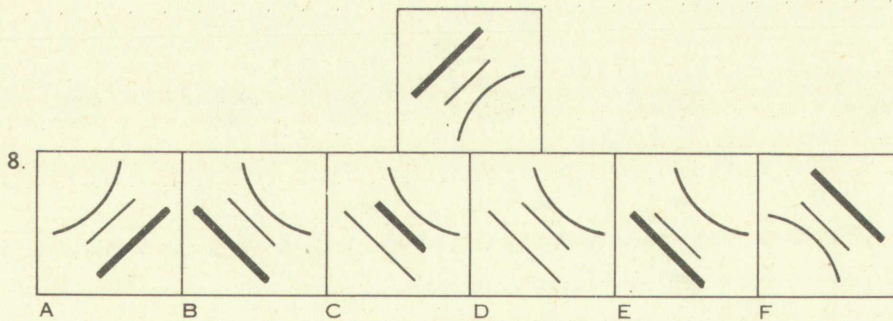
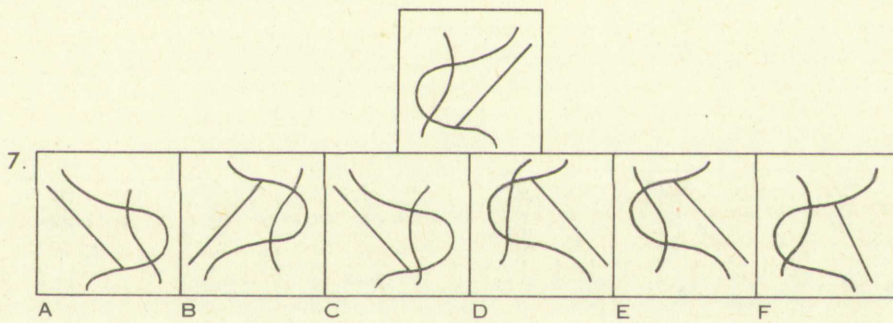
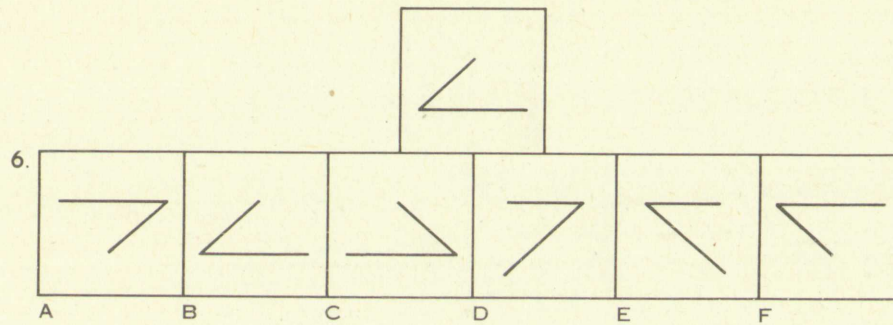
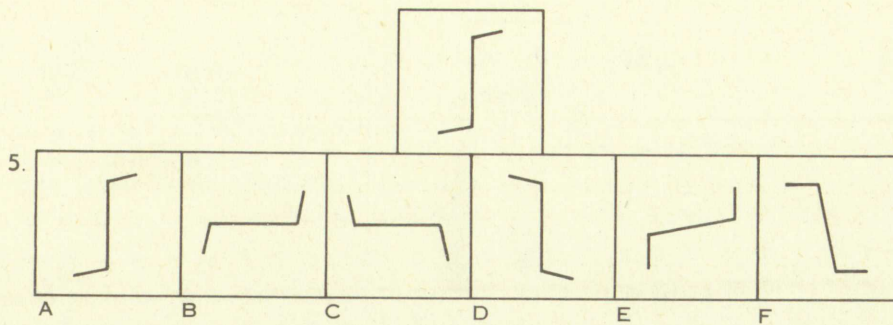




# PART II - POOL REFLECTIONS

(continued)

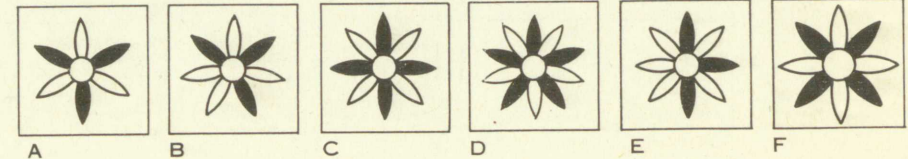
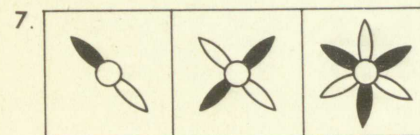
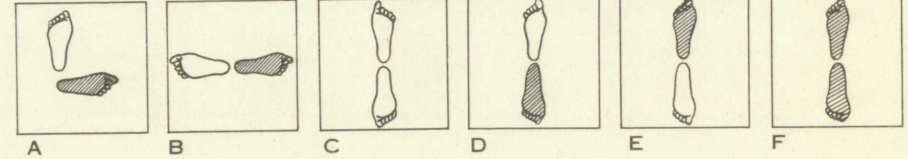
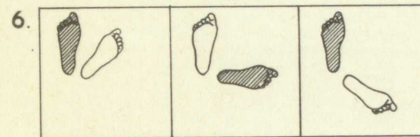
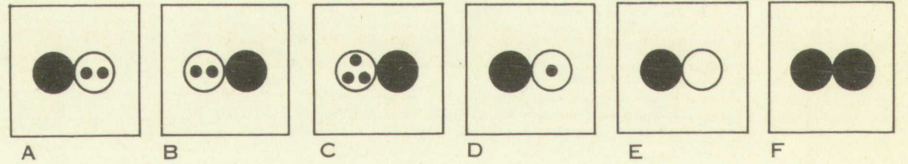
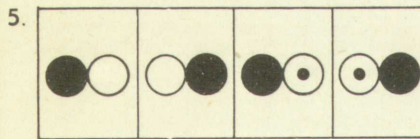
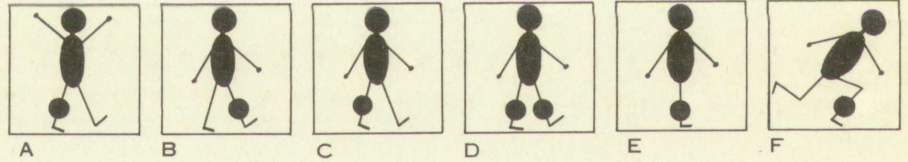
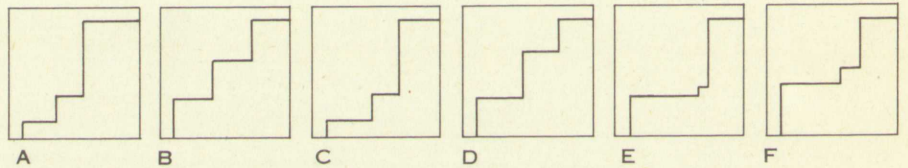
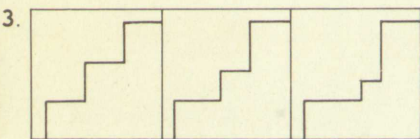
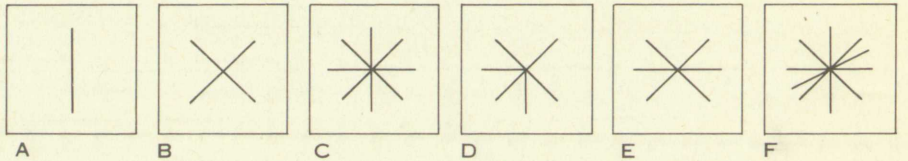
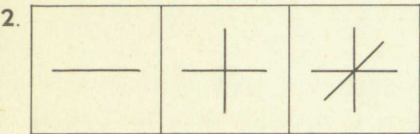
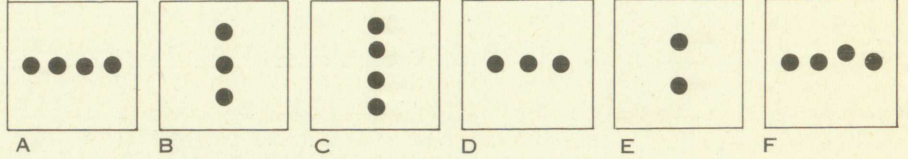
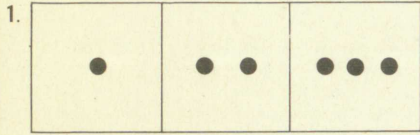
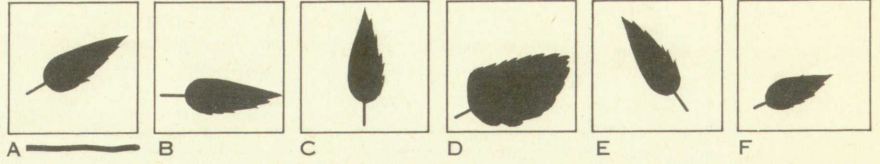
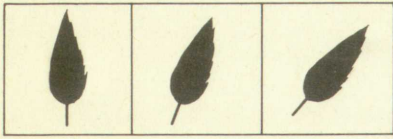
5.





# PART III - SERIES

SAMPLE

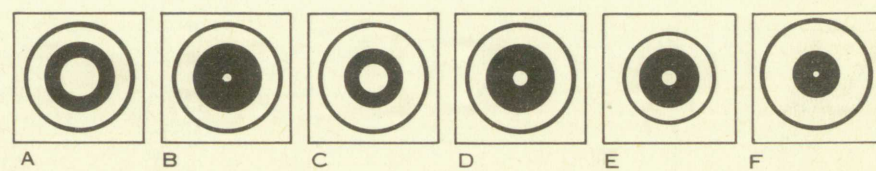
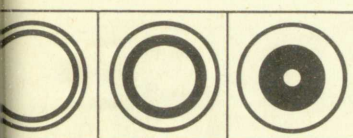
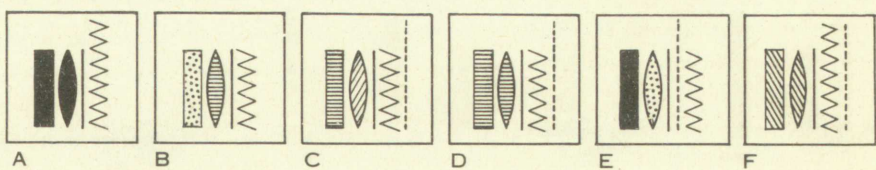
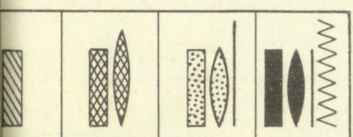
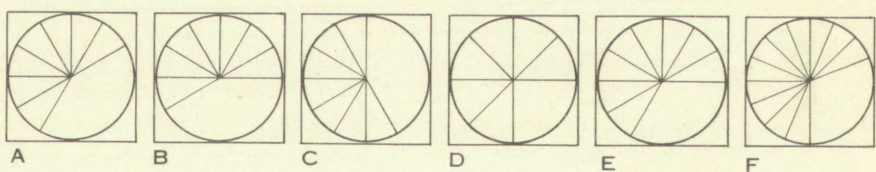
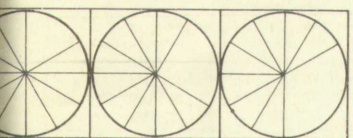
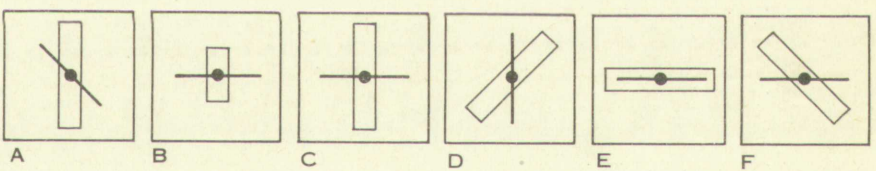
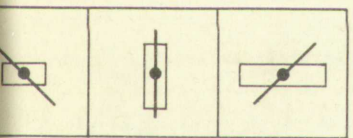
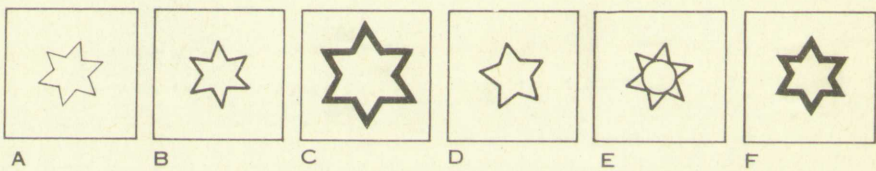
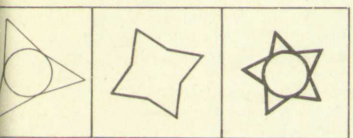
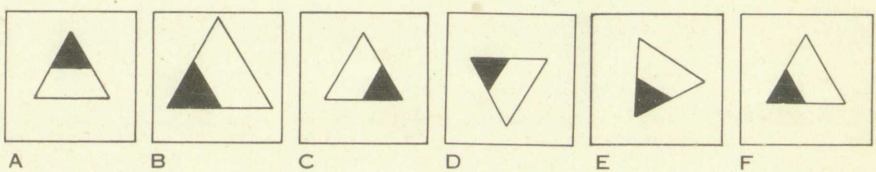
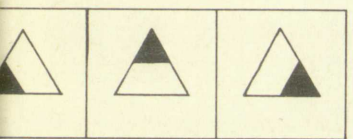
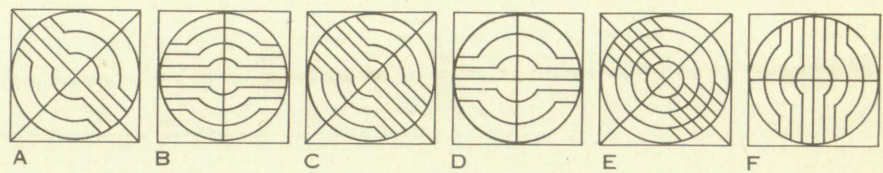
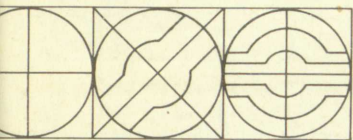
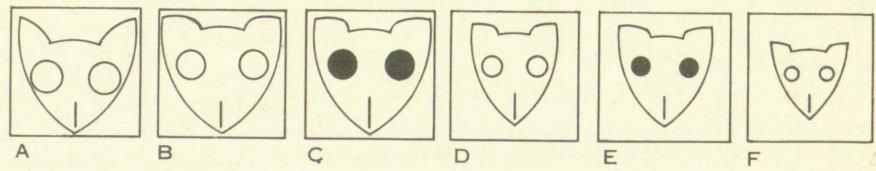
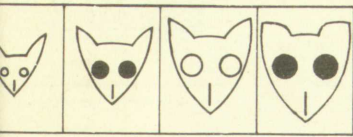




# PART III - SERIES

(continued)

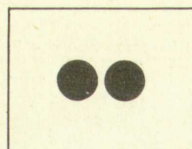
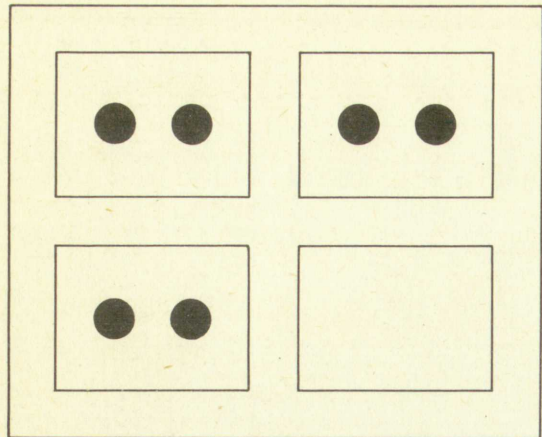
7.



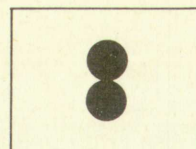


SAMPLE

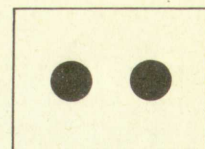
PART IV - MATRICES I



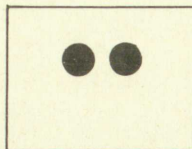
A



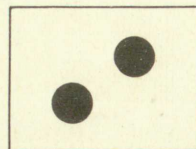
B



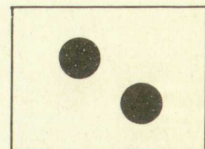
C



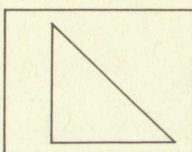
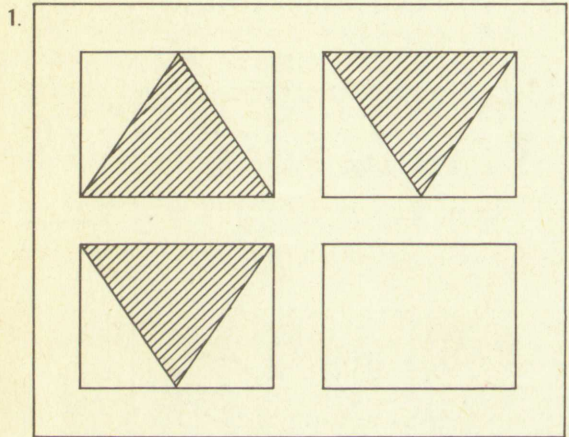
D



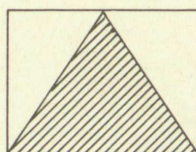
E



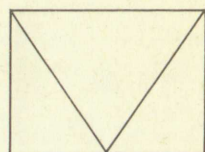
F



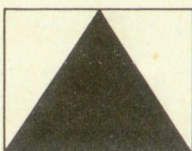
A



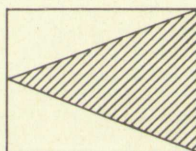
B



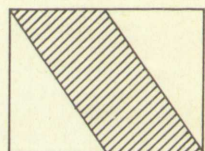
C



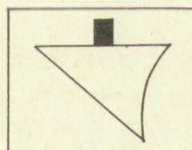
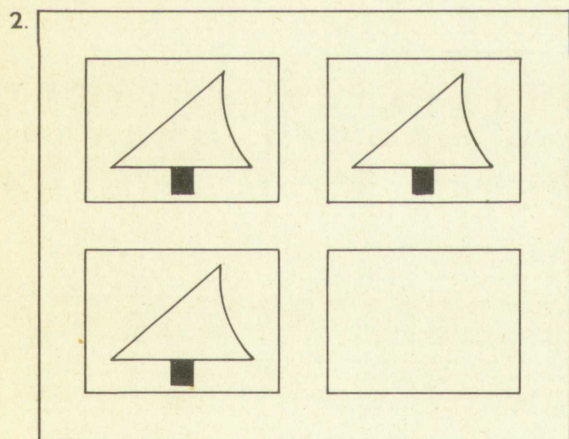
D



E



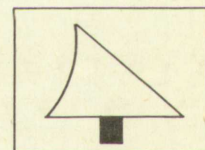
F



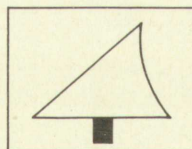
A



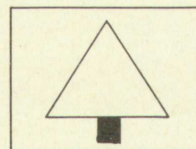
B



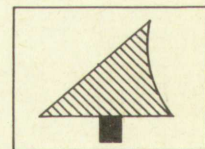
C



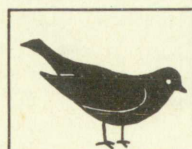
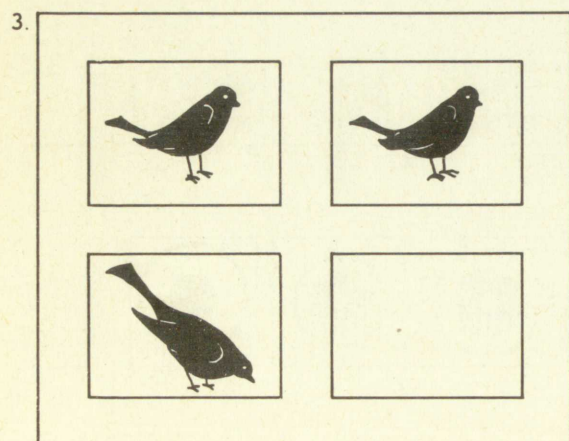
D



E



F



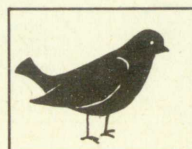
A



B



C



D



E



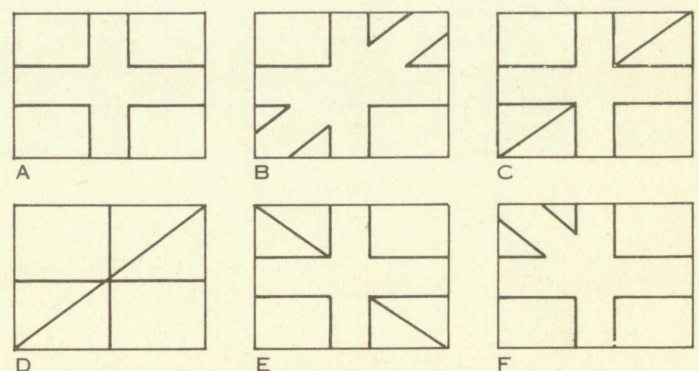
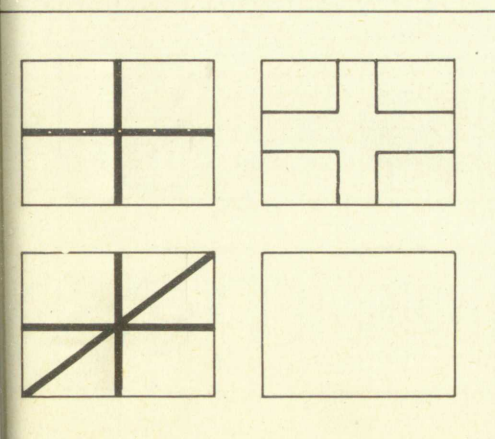
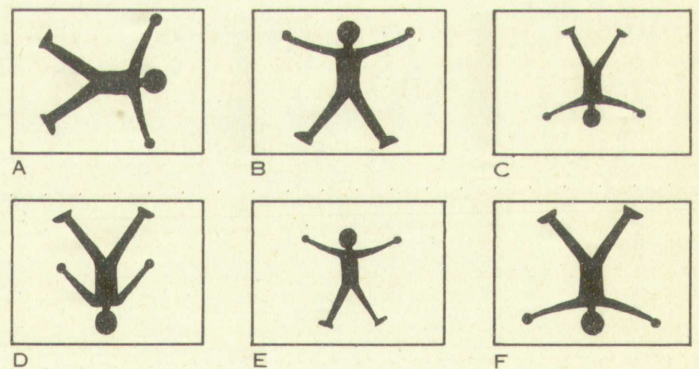
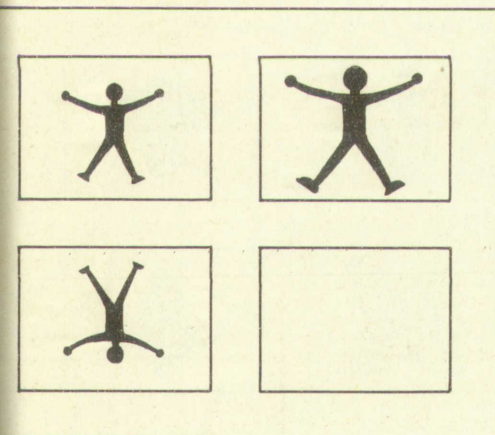
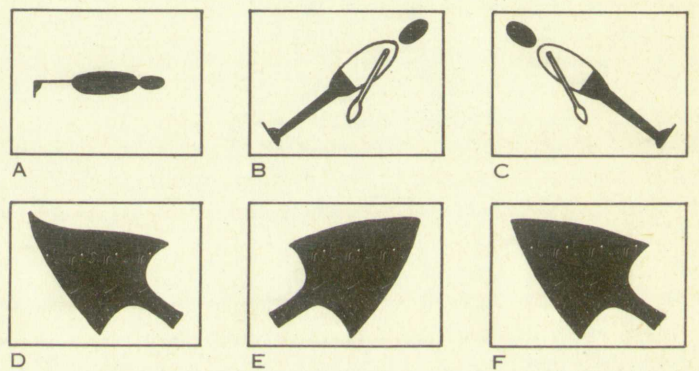
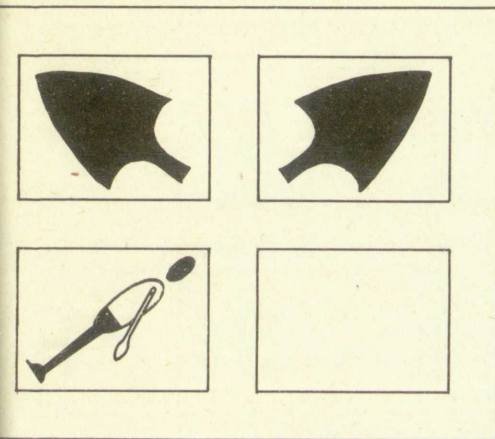
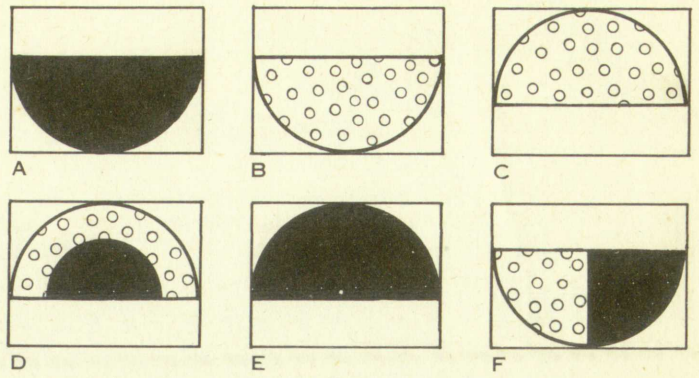
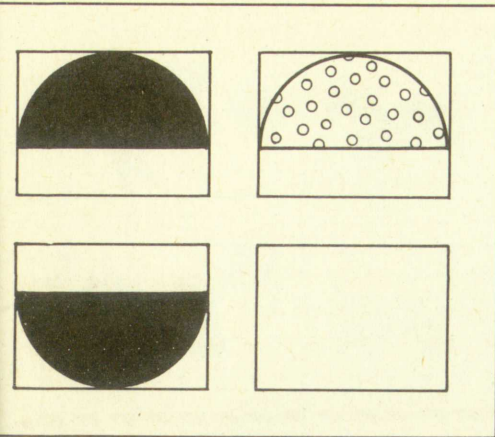
F



# PART IV - MATRICES I

(continued)

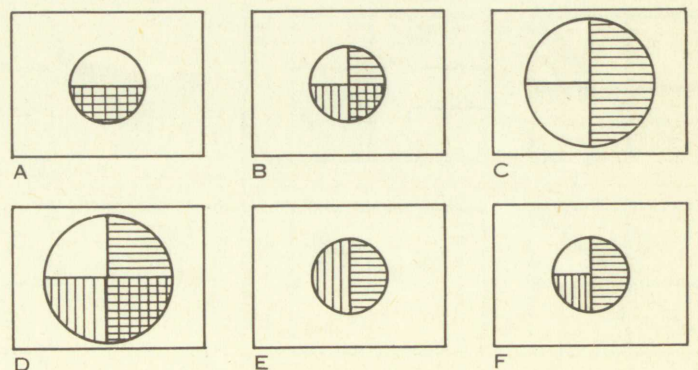
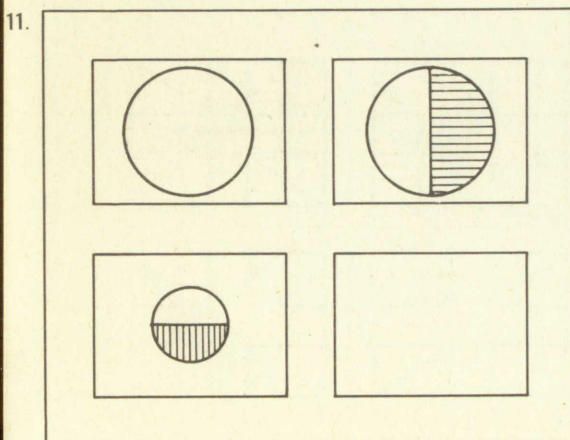
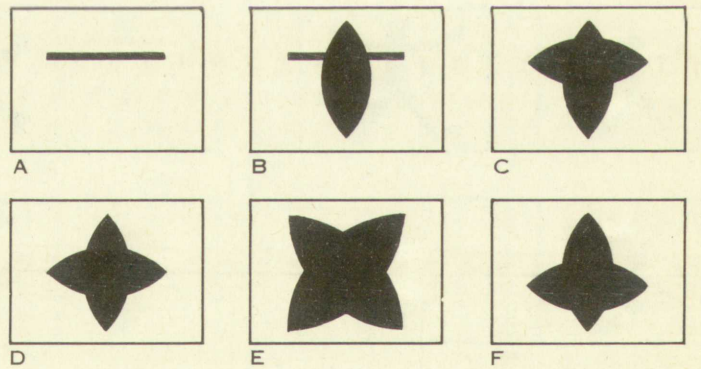
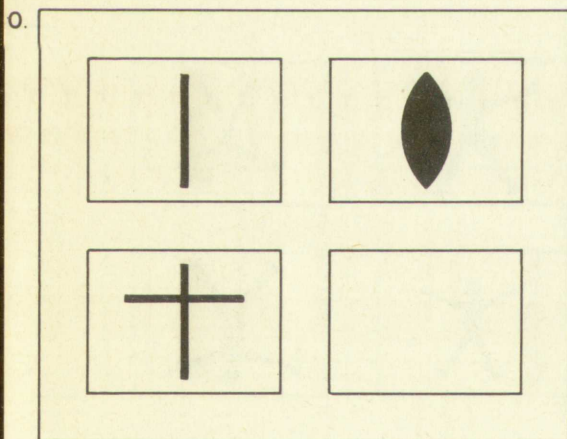
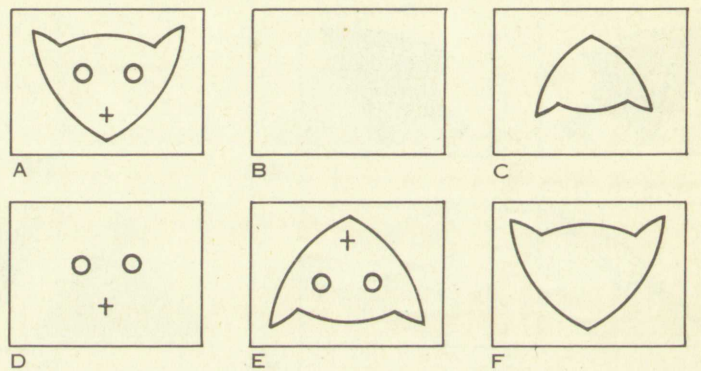
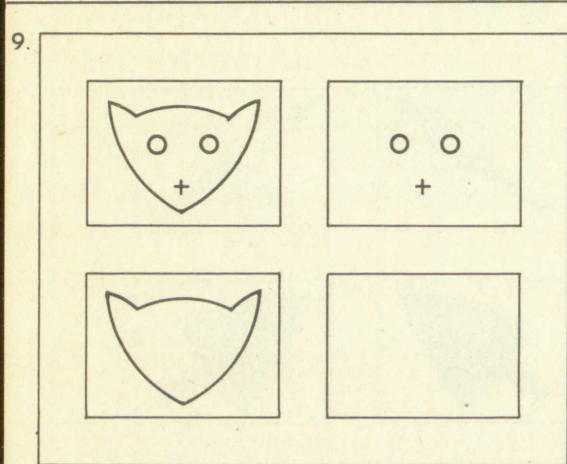
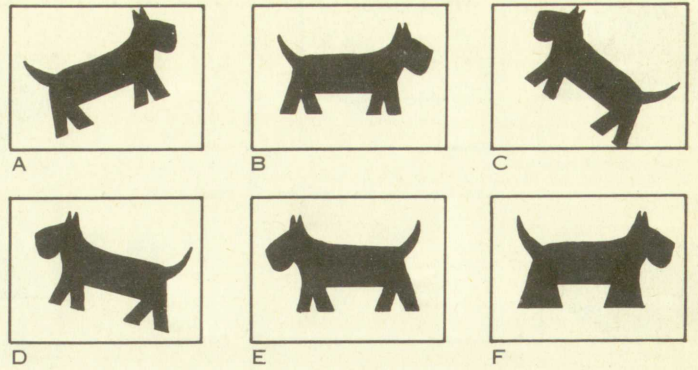
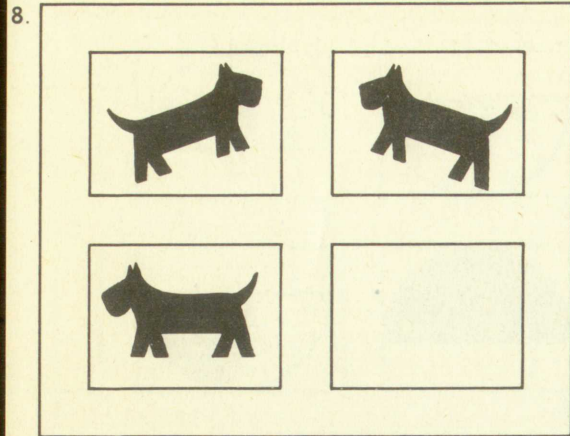
9.





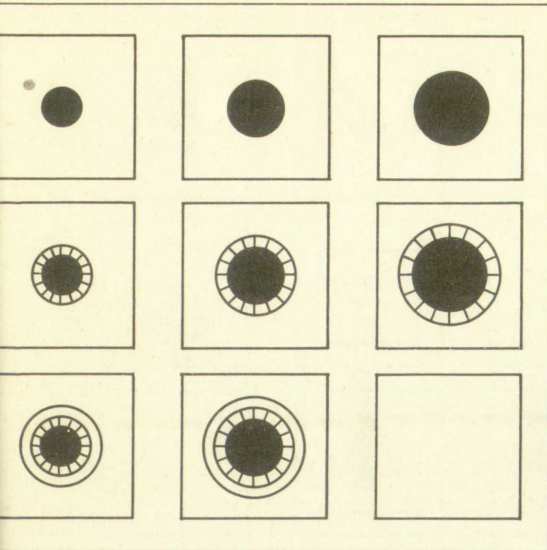
# PART IV - MATRICES I

(continued)

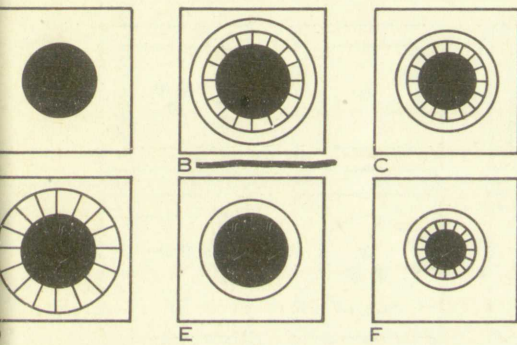




AMPLE



B



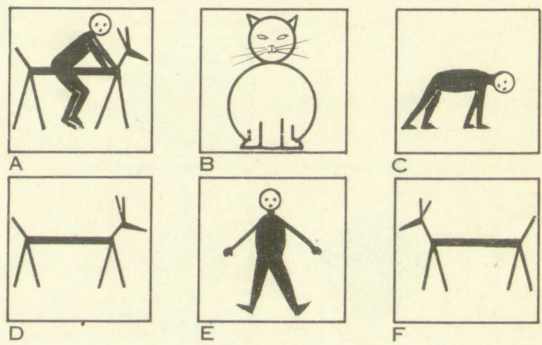
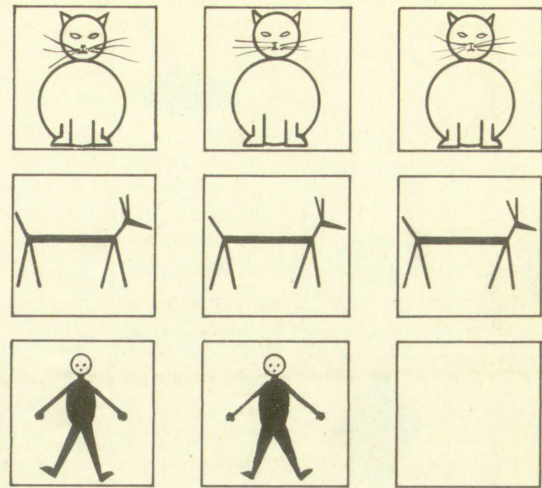
B

C

E

F

1.



A

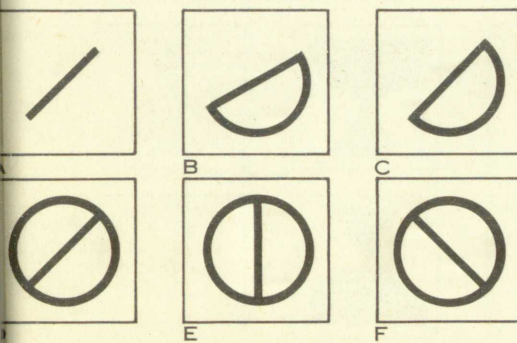
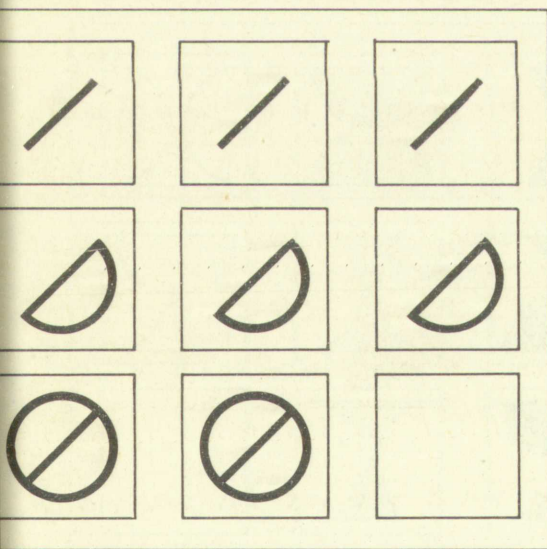
B

C

D

E

F



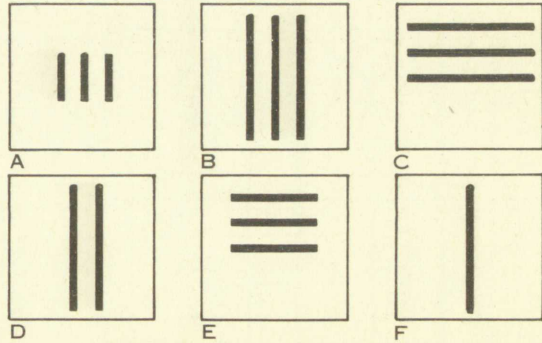
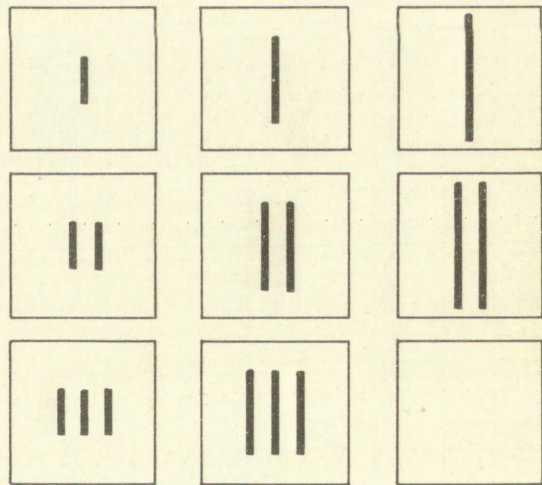
B

C

E

F

3.



A

B

C

D

E

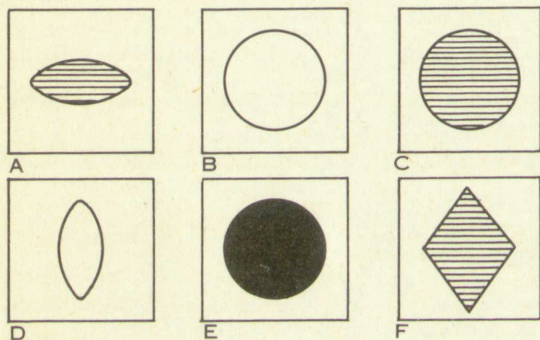
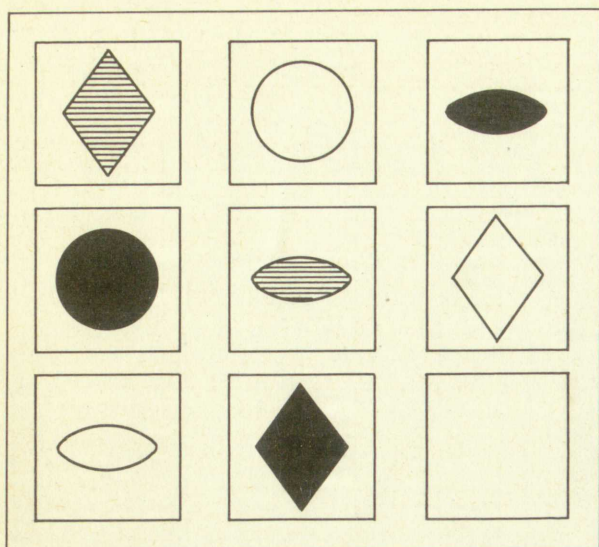
F



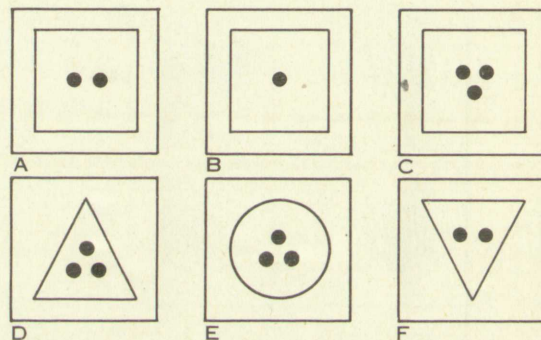
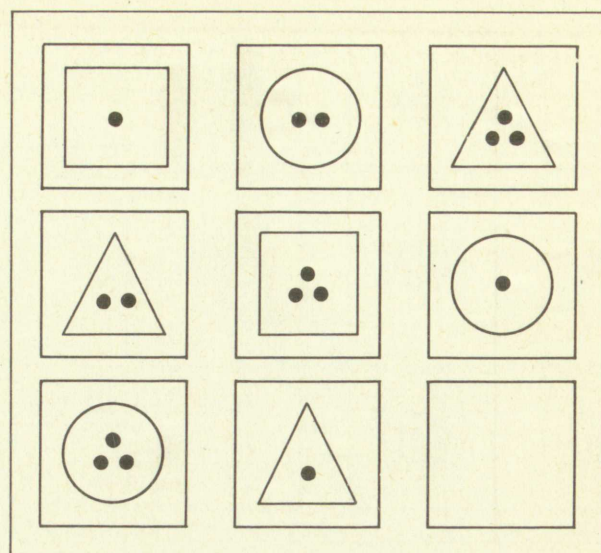
# PART V - MATRICES II

(continued)

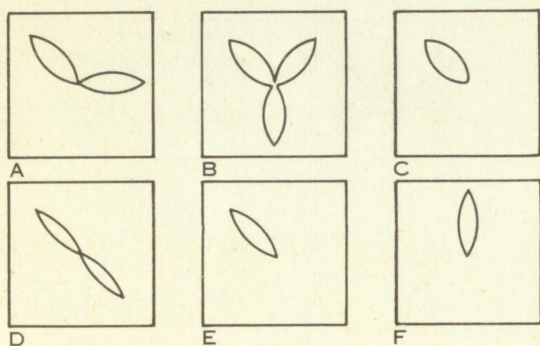
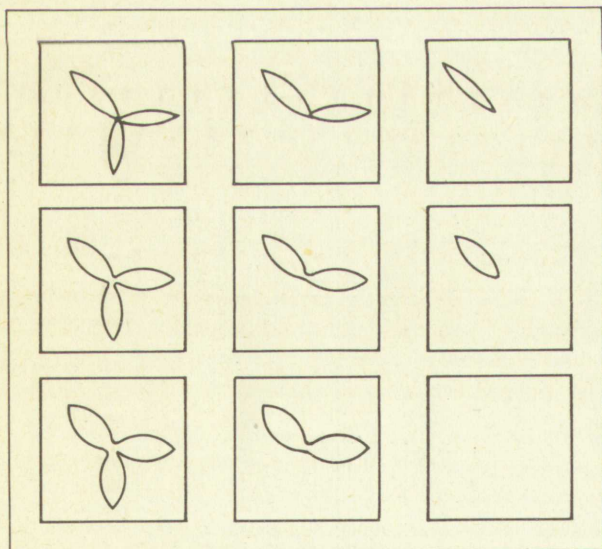
4.



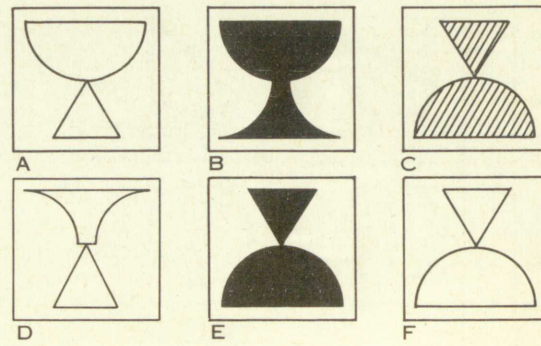
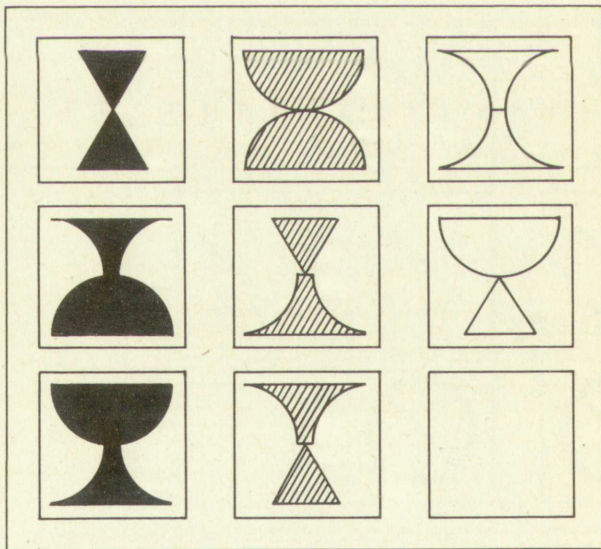
5.



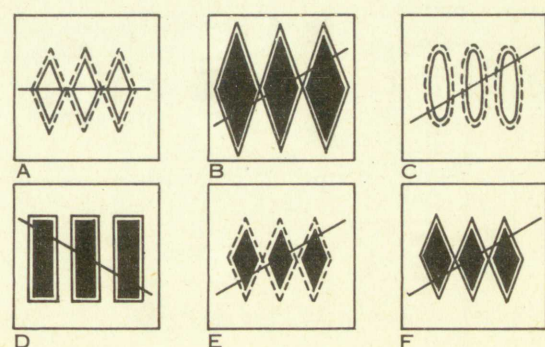
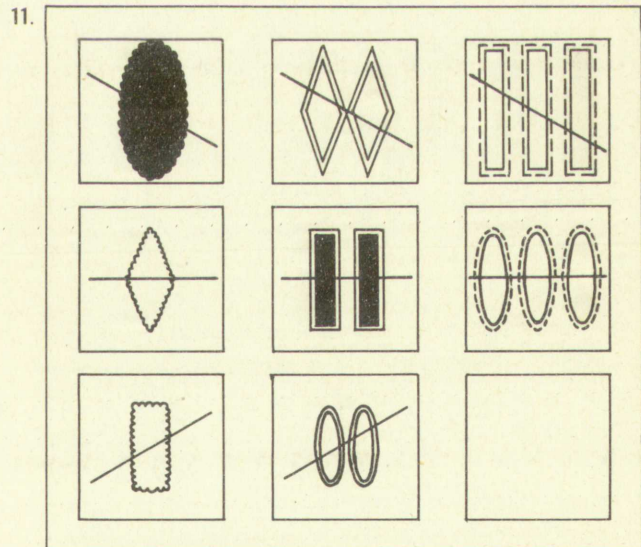
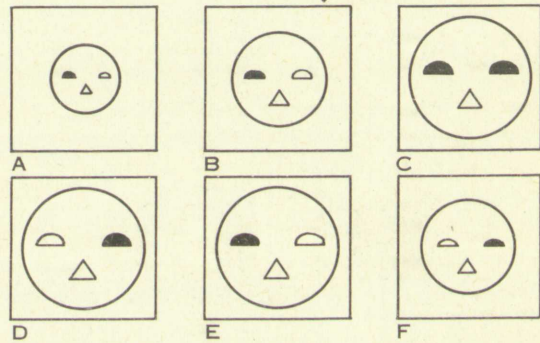
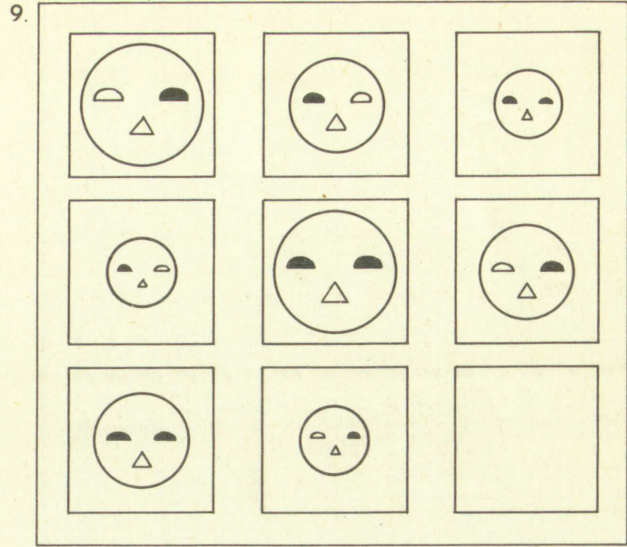
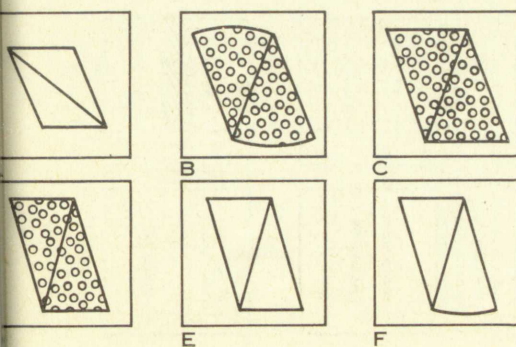
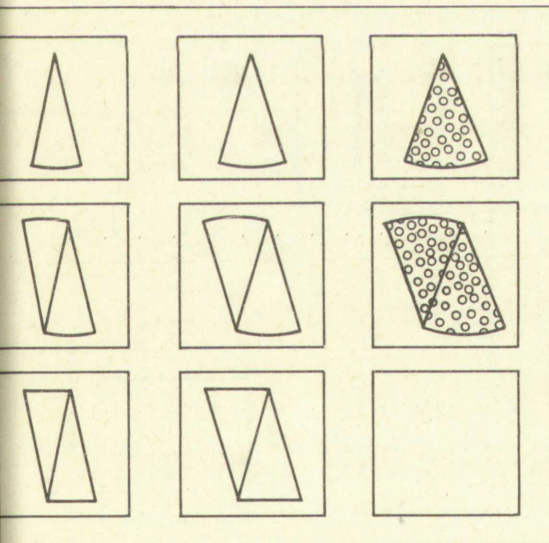
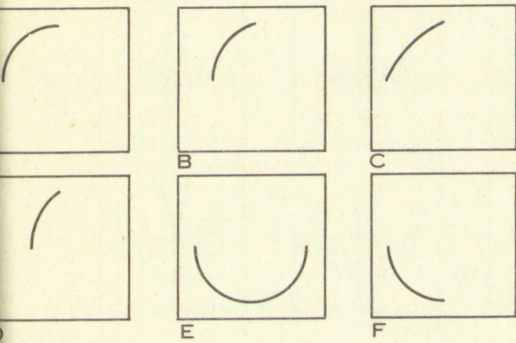
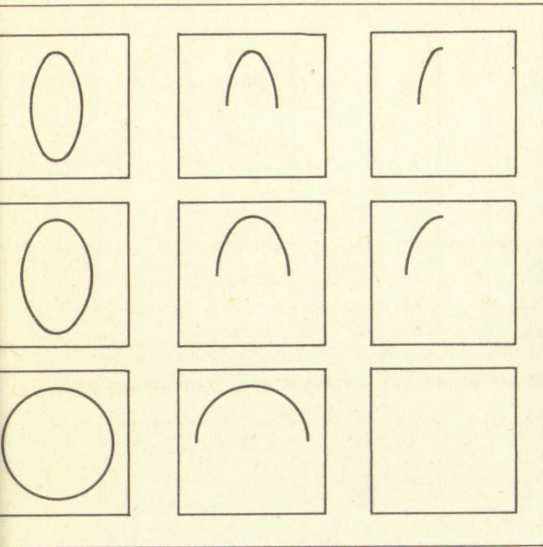
6.



7.



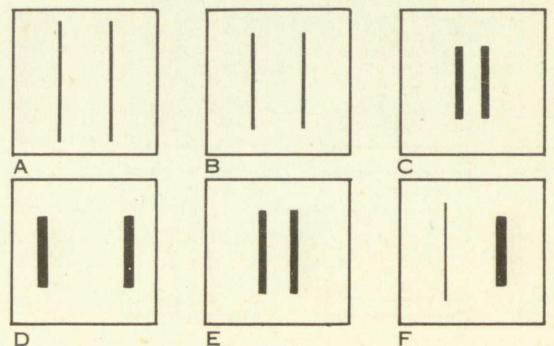
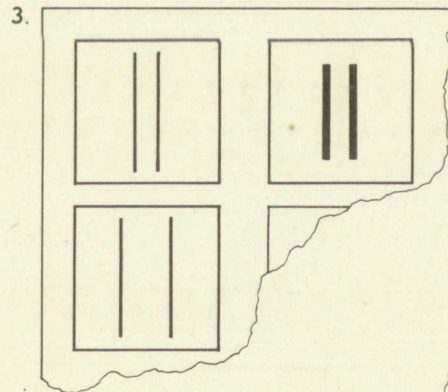
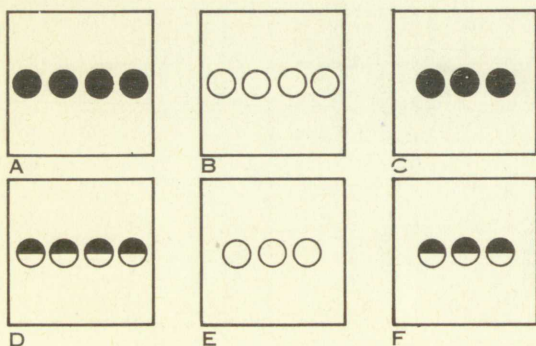
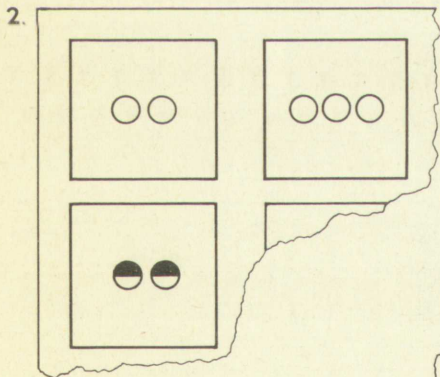
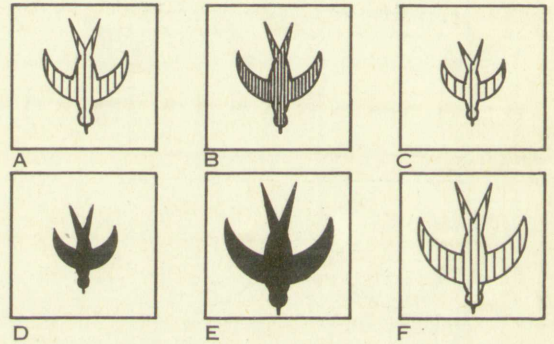
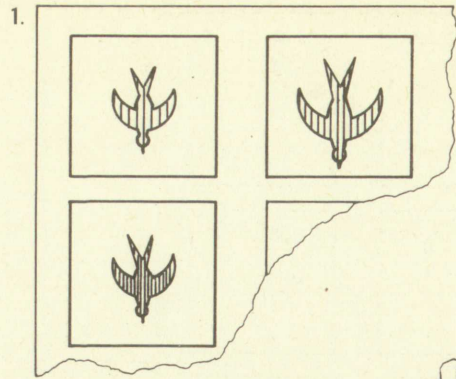
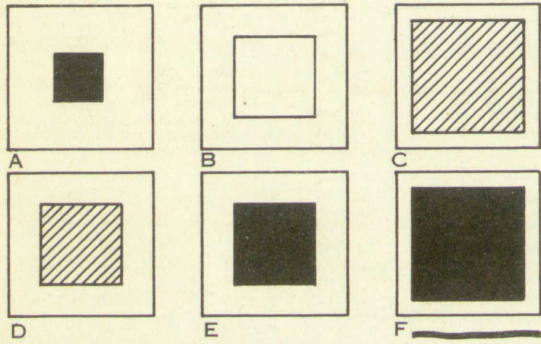
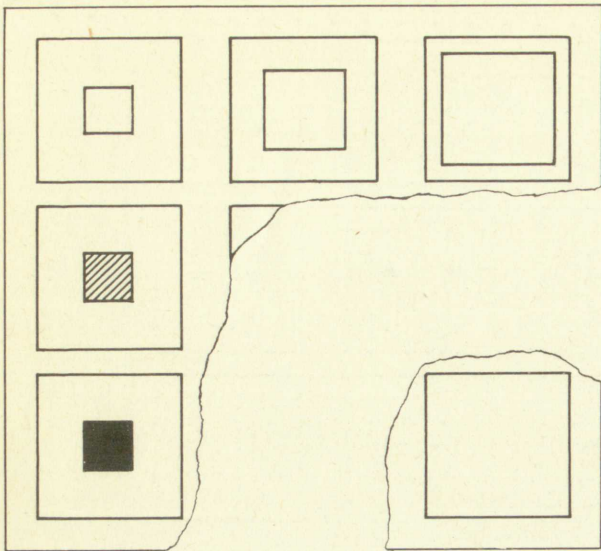






# PART VI - MATRICES III

SAMPLE

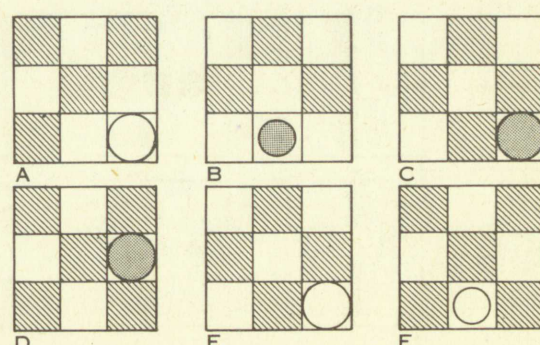
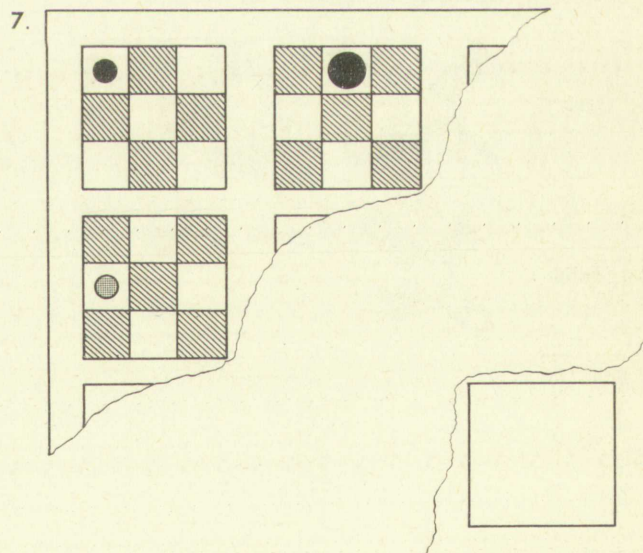
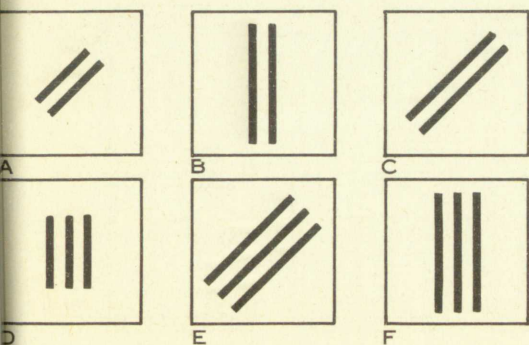
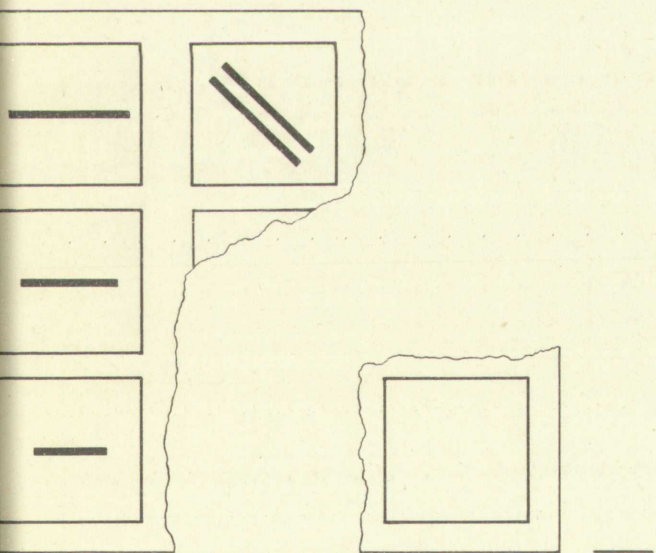
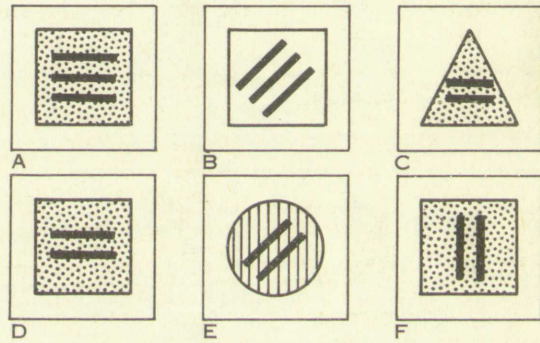
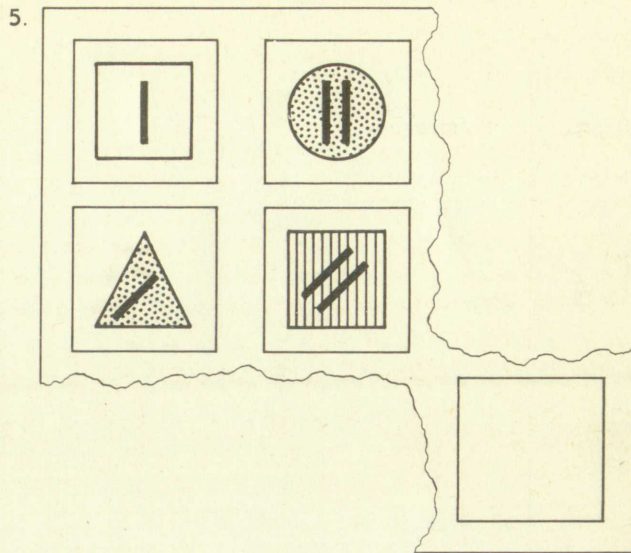
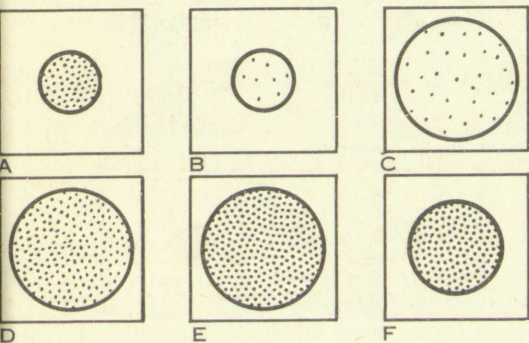
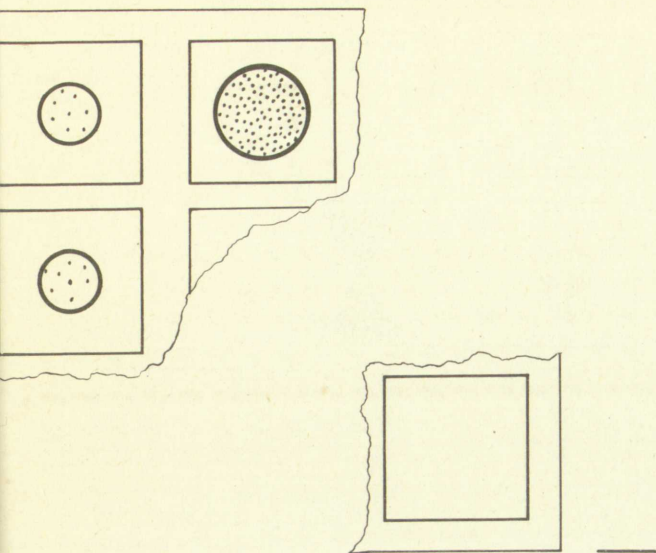




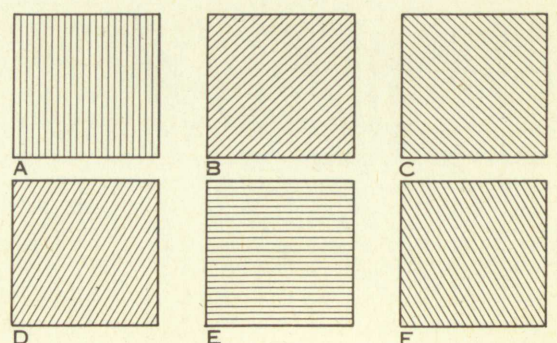
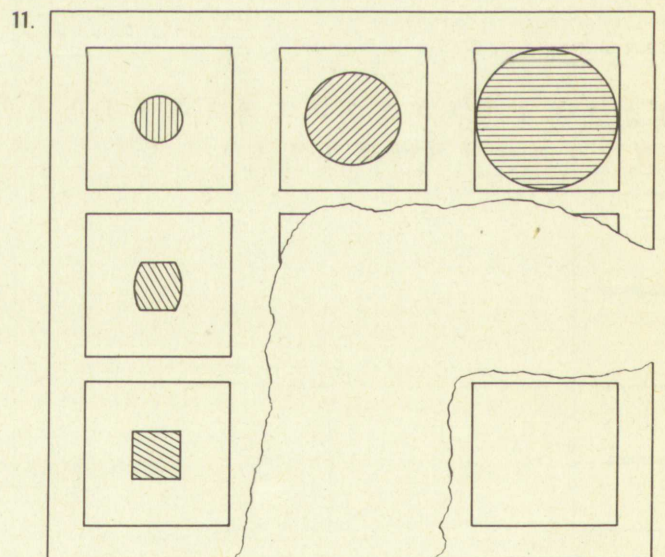
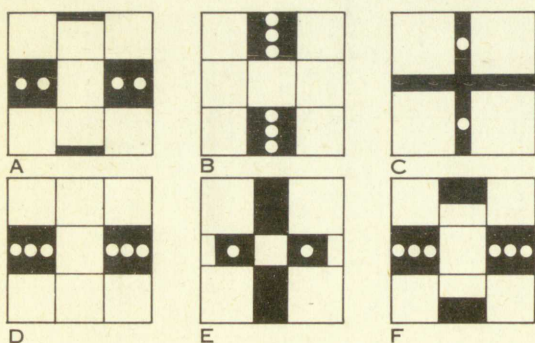
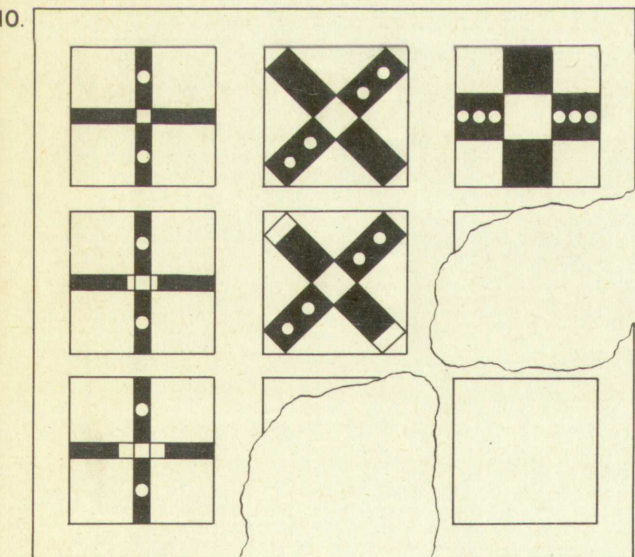
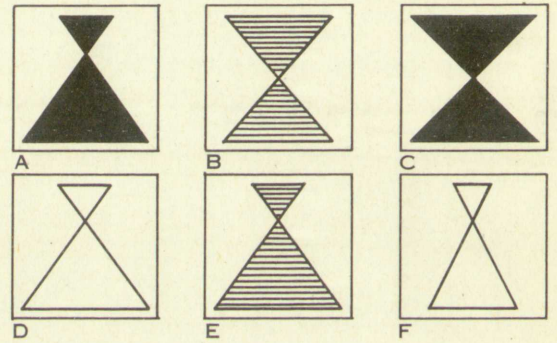
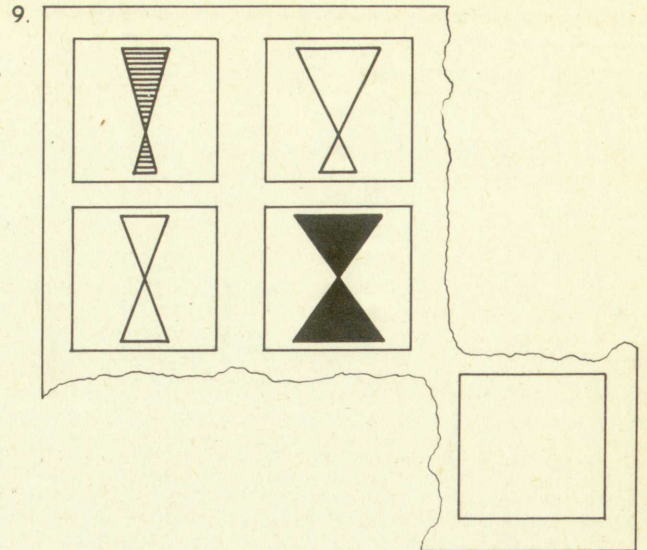
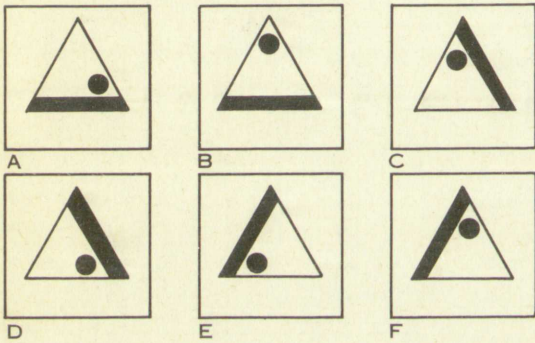
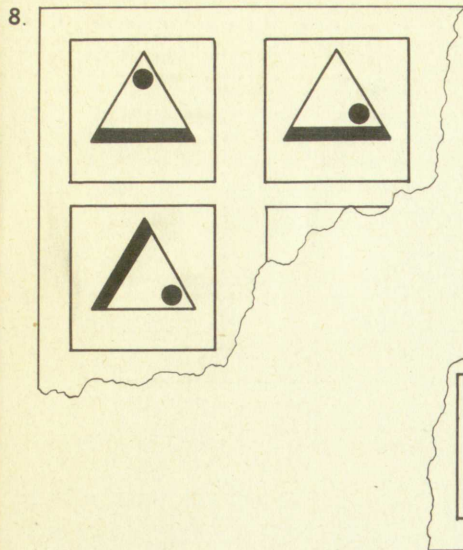
# PART VI - MATRICES III

(continued)

15.









# THE ADJUSTMENT INVENTORY

## STUDENT FORM

(For students of high school and college age)

By HUGH M. BELL

Published by  
STANFORD UNIVERSITY PRESS  
Stanford University, California

NAME

AGE

SEX

NAME OF SCHOOL

SCHOOL CLASS

DATE

## DIRECTIONS

Are you interested in knowing more about your own personality? If you will answer *honestly* and *thoughtfully* all of the questions on the pages that follow, it will be possible for you to obtain a better understanding of yourself.

There are *no right* or *wrong* answers. Indicate your answer to each question by drawing a circle around the "Yes," the "No," or the "?" Use the question mark only when you are certain that you cannot answer "Yes" or "No." There is no time limit, but work rapidly.

If you have *not* been living with your parents, answer certain of the questions with regard to the people with whom you have been living.

NO.	SCORE	DESCRIPTION	REMARKS
a			
b			
c			
d			



- 1d Yes No ? Do you day-dream frequently?
- 2b Yes No ? Do you take cold rather easily from other people?
- 3c Yes No ? Do you enjoy social gatherings just to be with people?
- 4d Yes No ? Does it frighten you when you have to see a doctor about some illness?
- 5c Yes No ? At a reception or tea do you seek to meet the important person present?
- 6b Yes No ? Are your eyes very sensitive to light?
- 7a Yes No ? Did you ever have a strong desire to run away from home?
- 8c Yes No ? Do you take responsibility for introducing people at a party?
- 9a Yes No ? Do you sometimes feel that your parents are disappointed in you?
- 10d Yes No ? Do you frequently have spells of the "blues"?
- 11b Yes No ? Are you subject to hay fever or asthma?
- 12c Yes No ? Do you often have much difficulty in thinking of an appropriate remark to make in group conversation?
- 13a Yes No ? Have you been embarrassed because of the type of work your father does in order to support the family?
- 14b Yes No ? Have you ever had scarlet fever or diphtheria?
- 15c Yes No ? Did you ever take the lead to enliven a dull party?
- 16a Yes No ? Does your mother tend to dominate your home?
- 17d Yes No ? Have you ever felt that someone was hypnotizing you and making you act against your will?
- 18a Yes No ? Has either of your parents frequently criticized you unjustly?
- 19c Yes No ? Do you feel embarrassed when you have to enter a public assembly after everyone else has been seated?
- 20d Yes No ? Do you often feel lonesome, even when you are with people?
- 21a Yes No ? Do you feel there has been a lack of real affection and love in your home?
- 22c Yes No ? In school is it difficult for you to give an oral report before the class?
- 23b Yes No ? Do you have many headaches?
- 24a Yes No ? Have your relationships with your father usually been pleasant?
- 25b Yes No ? Do you sometimes have difficulty getting to sleep even when there are no noises to disturb you?
- 26c Yes No ? When riding on a train or a bus do you sometimes engage fellow-travelers in conversation?
- 27b Yes No ? Do you frequently feel very tired toward the end of the day?
- 28d Yes No ? Does the thought of an earthquake or a fire frighten you?
- 29b Yes No ? Have you lost weight recently?
- 30a Yes No ? Has either of your parents insisted on your obeying him or her regardless of whether or not the request was reasonable?
- 31c Yes No ? Do you find it easy to ask others for help?
- 32a Yes No ? Has illness or death among your immediate family tended to make home life unhappy for you?
- 33b Yes No ? Have you ever been seriously injured in any kind of an accident?
- 34a Yes No ? Has lack of money tended to make home unhappy for you?
- 35d Yes No ? Are you easily moved to tears?
- 36c Yes No ? Are you troubled with shyness?
- 37a Yes No ? Has either of your parents frequently found fault with your conduct?
- 38b Yes No ? Have you ever had a surgical operation?
- 39c Yes No ? Would you feel very self-conscious if you had to volunteer an idea to start a discussion among a group of people?
- 40d Yes No ? Do you dread the sight of a snake?
- 41a Yes No ? Have your parents frequently objected to the kind of companions that you go around with?
- 42d Yes No ? Do things often go wrong for you from no fault of your own?
- 43b Yes No ? Do you have many colds?
- 44c Yes No ? Have you had experience in making plans for and directing the actions of other people?
- 45d Yes No ? Are you frightened by lightning?
- 46a Yes No ? Is either of your parents very easily irritated?
- 47b Yes No ? Are you subject to attacks of influenza?



- Yes No ? Have you frequently been depressed because of low marks in school?
- Yes No ? Do you have difficulty in starting conversation with a person to whom you have just been introduced?
- Yes No ? Have you had considerable illness during the last ten years?
- Yes No ? Have you frequently disagreed with either of your parents about the way in which the work about the home should be done?
- Yes No ? Do you sometimes envy the happiness that others seem to enjoy?
- Yes No ? Have you frequently known the answer to a question in class but failed when called upon because you were afraid to speak out before the class?
- Yes No ? Do you frequently suffer discomfort from gas in the stomach or intestines?
- Yes No ? Have there been frequent family quarrels among your near relatives?
- Yes No ? Do you find it easy to make friendly contacts with members of the opposite sex?
- Yes No ? Do you get discouraged easily?
- Yes No ? Do you frequently have spells of dizziness?
- Yes No ? Have you frequently quarreled with your brothers or sisters?
- Yes No ? Are you often sorry for the things you do?
- Yes No ? If you were a guest at an important dinner would you do without something rather than ask to have it passed to you?
- Yes No ? Do you think your parents fail to recognize that you are a mature person and hence treat you as if you were still a child?
- Yes No ? Are you subject to eye strain?
- Yes No ? Have you ever been afraid that you might jump off when you were on a high place?
- Yes No ? Have you had a number of experiences in appearing before public gatherings?
- Yes No ? Do you often feel fatigued when you get up in the morning?
- Yes No ? Do you feel that your parents have been unduly strict with you?
- Yes No ? Do you get angry easily?
- Yes No ? Has it been necessary for you to have frequent medical attention?
- Yes No ? Do you find it very difficult to speak in public?
- Yes No ? Do you often feel just miserable?
- Yes No ? Has either of your parents certain personal habits which irritate you?
- Yes No ? Are you troubled with feelings of inferiority?
- Yes No ? Do you feel tired most of the time?
- Yes No ? Do you consider yourself rather a nervous person?
- Yes No ? Do you enjoy social dancing a great deal?
- Yes No ? Do you often feel self-conscious because of your personal appearance?
- Yes No ? Do you love your mother more than your father?
- Yes No ? Are you subject to attacks of indigestion?
- Yes No ? When you want something from a person with whom you are not very well acquainted, would you rather write a note or letter to the individual than go and ask him or her personally?
- Yes No ? Do you blush easily?
- Yes No ? Have you frequently had to keep quiet or leave the house in order to have peace at home?
- Yes No ? Do you feel very self-conscious in the presence of people whom you greatly admire, but with whom you are not well acquainted?
- Yes No ? Are you subject to tonsillitis or laryngitis?
- Yes No ? Are you ever bothered by the feeling that things are not real?
- Yes No ? Have the actions of either of your parents aroused a feeling of great fear in you at times?
- Yes No ? Do you frequently experience nausea or vomiting or diarrhea?
- Yes No ? Are you sometimes the leader at a social affair?
- Yes No ? Are your feelings easily hurt?
- Yes No ? Are you troubled much with constipation?
- Yes No ? Do you ever cross the street to avoid meeting somebody?
- Yes No ? Do you occasionally have conflicting moods of love and hate for members of your family?



- 93c Yes No ? If you come late to a meeting would you rather stand or leave than take a front seat?
- 94b Yes No ? Were you ill much of the time during childhood?
- 95d Yes No ? Do you worry over possible misfortunes?
- 96c Yes No ? Do you make friends readily?
- 97a Yes No ? Have your relationships with your mother usually been pleasant?
- 98d Yes No ? Are you bothered by the feeling that people are reading your thoughts?
- 99b Yes No ? Do you frequently have difficulty in breathing through your nose?
- 100c Yes No ? Are you often the center of favorable attention at a party?
- 101a Yes No ? Does either of your parents become angry easily?
- 102b Yes No ? Do you sometimes have shooting pains in the head?
- 103a Yes No ? Was your home always supplied with the common necessities of life?
- 104c Yes No ? Do you find that you tend to have a few very close friends rather than many casual acquaintances?
- 105a Yes No ? Was your father what you would consider your ideal of manhood?
- 106d Yes No ? Are you troubled with the idea that people are watching you on the street?
- 107b Yes No ? Are you considerably underweight?
- 108a Yes No ? Has either of your parents made you unhappy by criticizing your personal appearance?
- 109d Yes No ? Does criticism disturb you greatly?
- 110c Yes No ? Do you feel embarrassed if you have to ask permission to leave a group of people?
- 111b Yes No ? Do you frequently come to your meals without really being hungry?
- 112a Yes No ? Are your parents permanently separated?
- 113d Yes No ? Are you often in a state of excitement?
- 114c Yes No ? Do you keep in the background on social occasions?
- 115b Yes No ? Do you wear eyeglasses?
- 116d Yes No ? Does some particular useless thought keep coming into your mind to bother you?
- 117a Yes No ? Did your parents frequently punish you when you were between 10 and 15 years of age?
- 118c Yes No ? Does it upset you considerably to have a teacher call on you unexpectedly?
- 119b Yes No ? Do you find it necessary to watch your health carefully?
- 120d Yes No ? Do you get upset easily?
- 121a Yes No ? Have you disagreed with your parents about your life work?
- 122c Yes No ? Do you find it difficult to start a conversation with a stranger?
- 123d Yes No ? Do you worry too long over humiliating experiences?
- 124b Yes No ? Have you frequently been absent from school because of illness?
- 125d Yes No ? Have you ever been extremely afraid of something that you knew could do you no harm?
- 126a Yes No ? Is either of your parents very nervous?
- 127c Yes No ? Do you like to participate in festival gatherings and lively parties?
- 128d Yes No ? Do you have ups and downs in mood without apparent cause?
- 129b Yes No ? Do you have teeth that you know need dental attention?
- 130c Yes No ? Do you feel self-conscious when you recite in class?
- 131a Yes No ? Has either of your parents dominated you too much?
- 132d Yes No ? Do ideas often run through your head so that you cannot sleep?
- 133b Yes No ? Have you had any trouble with your heart or your kidneys or your lungs?
- 134a Yes No ? Have you often felt that either of your parents did not understand you?
- 135c Yes No ? Do you hesitate to volunteer in a class recitation?
- 136d Yes No ? Does it frighten you to be alone in the dark?
- 137b Yes No ? Have you ever had a skin disease or skin eruption, such as athlete's foot, carbuncles, or boils?
- 138a Yes No ? Have you felt that your friends have had a happier home life than you?
- 139b Yes No ? Do you have difficulty in getting rid of a cold?
- 140c Yes No ? Do you hesitate to enter a room by yourself when a group of people are sitting around the room talking together?



## TEST FORM

### FOR BOYS

The questions in this booklet are to help us find out what boys and girls think, and the things they wish for. There are no "right" or "wrong" answers. Each boy and girl will answer differently. Just try to put down what you really think, and really wish.

Name \_\_\_\_\_

Age \_\_\_\_\_ Race \_\_\_\_\_

Grade in School \_\_\_\_\_

Date \_\_\_\_\_



### NUMBER ONE

Suppose that just by wishing you could change yourself into any sort of person. Which of these people would you wish to be? Write a "1" in front of your first choice, a "2" in front of your second choice, and a "3" in front of your third choice

- |                            |                          |
|----------------------------|--------------------------|
| (a) _____ a housewife      | (n) _____ a fireman      |
| (b) _____ a teacher        | (o) _____ a poet         |
| (c) _____ a movie star     | (p) _____ a detective    |
| (d) _____ a stenographer   | (q) _____ a doctor       |
| (e) _____ a storekeeper    | (r) _____ a nurse        |
| (f) _____ a cowboy         | (s) _____ an engineer    |
| (g) _____ a business man   | (t) _____ an actress     |
| (h) _____ a business woman | (u) _____ a prizefighter |
| (i) _____ a princess       | (v) _____ a king         |
| (j) _____ an inventor      | (w) _____ a singer       |
| (k) _____ a policeman      | (x) _____ a lawyer       |
| (l) _____ an aviator       | (y) _____ a salesman     |
| (m) _____ a captain        | (z) _____ an artist      |

Is there any other sort of person you would very much like to be? If there is, write it here: \_\_\_\_\_

### NUMBER TWO

Suppose you could have just three of the wishes below, which would you want to come true? Put a "1" in front of your biggest wish, a "2" in front of your second biggest wish, and a "3" in front of your third:

I would like

- (a) \_\_\_\_\_ to be stronger than I am now.
- (b) \_\_\_\_\_ to have the boys and girls like me better.
- (c) \_\_\_\_\_ to get along better with my father and mother.
- (d) \_\_\_\_\_ to be brighter than I am now.
- (e) \_\_\_\_\_ to play games better.
- (f) \_\_\_\_\_ to have a different father and mother.
- (g) \_\_\_\_\_ to be a boy (if you are a girl).
- (h) \_\_\_\_\_ to be a girl (if you are a boy).
- (i) \_\_\_\_\_ to be bigger than I am now.
- (j) \_\_\_\_\_ to have more money to spend.
- (k) \_\_\_\_\_ to be grown up and get away from home.
- (l) \_\_\_\_\_ to have more friends.
- (m) \_\_\_\_\_ to be better looking.
- (n) \_\_\_\_\_ to have my father and mother love me more.

### NUMBER THREE

Suppose you were going away to live on a desert island, and could only take three people with you. Write here the names of the three people you would choose:

1. \_\_\_\_\_ 3. \_\_\_\_\_

2. \_\_\_\_\_



NUMBER FOUR

Read the sentences below, and the questions that follow them. If the answer to a question is "yes", put a check mark (✓) on "yes". If the answer is "no", put a mark on "no". If the true answer is somewhere in between yes and no, put the mark where it will be most true. Study this sample until you know how to do it.

SAMPLE: Harold can run faster than any boy in school.

Am I just like him?.....	Yes								No
Do I wish to be just like him?....	Yes								No

Do the sentences below the same way as you did the sample.

1. Peter is a big, strong boy who can beat any of the other boys in a fight.

Am I just like him?.....	Yes								No
Do I wish to be just like him?....	Yes								No

2. George likes to read. He has read all the books he can get about cowboys, Indians, and soldiers.

Am I just like him?.....	Yes								No
Do I wish to be just like him?....	Yes								No

3. Ed is the best ball player in school.

Am I just like him?.....	Yes								No
Do I wish to be just like him?....	Yes								No

4. Sam gets very good marks on all his school work.

Am I just like him?.....	Yes								No
Do I wish to be just like him?....	Yes								No

5. Allan has make-believe friends and a make-believe world which is much nicer than the real world. He sits and dreams of all sorts of make-believe adventures with these make-believe friends.

Am I just like him?.....	Yes							No
Do I wish to be just like him?....	Yes							No

6. Joe is a leader. All the fellows do what he tells them.

Am I just like him?.....	Yes								No
Do I wish to be just like him?....	Yes								No

7. Steven doesn't know how to play baseball, football, or basketball.

Am I just like him?.....	Yes							No
Do I wish to be just like him?....	Yes							No

8. Alfred always does just what his mother tells him to do.

Am I just like him?.....	Yes								No
Do I wish to be just like him?....	Yes								No

9. John is the most popular boy in school. Everybody likes him.

Am I just like him?.....	Yes								No
Do I wish to be just like him?....	Yes								No

10. Harry has more girl friends than any of the other fellows.

Am I just like him?.....	Yes							No
Do I wish to be just like him?....	Yes							No



# NUMBER FOUR (Continued)

11. Walt is pretty "dumb" in his school work.

Am I just like him?.....	Yes									No
Do I wish to be just like him?....	Yes									No

12. Jack doesn't want to mind his father and mother. He knows he is old enough to decide things for himself.

Am I just like him?.....	Yes									No
Do I wish to be just like him?....	Yes									No

13. Don has more spending money than the other boys.

Am I just like him?.....	Yes									No
Do I wish to be just like him?....	Yes									No

14. Bob is the brightest boy in school.

Am I just like him?.....	Yes									No
Do I wish to be just like him?....	Yes									No

15. James likes to sit by himself and imagine things. He thinks it is much more fun than playing games.

Am I just like him?.....	Yes									No
Do I wish to be just like him?....	Yes									No

16. Fred fights a good deal with his brother and sister, no matter how hard he tries not to.

Am I just like him?.....	Yes									No
Do I wish to be just like him?....	Yes									No

17. Which of these boys would your mother like best? Write his name here

18. Which of these boys would your father like best? Write his name here



### NUMBER FIVE

In the questions that follow, put a mark (✓) in front of the line that is the true answer, unless it tells you to do otherwise:

1. How well can you play ball?
  - (a) \_\_\_\_\_ can't play ball at all.
  - (b) \_\_\_\_\_ can play a little bit.
  - (c) \_\_\_\_\_ can play pretty well.
  - (d) \_\_\_\_\_ best player in my class.
2. How many friends would you like to have?
  - (a) \_\_\_\_\_ none.
  - (b) \_\_\_\_\_ one or two.
  - (c) \_\_\_\_\_ a few good friends.
  - (d) \_\_\_\_\_ many friends.
  - (e) \_\_\_\_\_ hundreds of friends.
3. How strong are you?
  - (a) \_\_\_\_\_ very weak.
  - (b) \_\_\_\_\_ not very strong.
  - (c) \_\_\_\_\_ strong.
  - (d) \_\_\_\_\_ the strongest in my class.
4. When you are grown up, what sort of person do you want to be?
  - (a) \_\_\_\_\_ I want to be a very great person and do great things that people will talk about.
  - (b) \_\_\_\_\_ I want to be one of the leaders in whatever town I live in.
  - (c) \_\_\_\_\_ I want to be a happy ordinary person, with a good job.
  - (d) \_\_\_\_\_ I would rather not grow up.
5. Do you like to play games with the other boys and girls?
  - (a) \_\_\_\_\_ I don't, because I can't play games very well.
  - (b) \_\_\_\_\_ They don't want me to play with them, because I can't play games very well.
  - (c) \_\_\_\_\_ I like to play games fairly well.
  - (d) \_\_\_\_\_ I like it a great deal.
  - (e) \_\_\_\_\_ I would rather play games than anything else I know.
6. (In this question put a "1" in front of your first choice, a "2" in front of your second choice, and a "3" in front of your third choice.)  
If you were going to the circus, would you rather go
  - (a) \_\_\_\_\_ with your father?
  - (b) \_\_\_\_\_ with your best friend?
  - (c) \_\_\_\_\_ with a group of friends?
  - (d) \_\_\_\_\_ with your mother?
  - (e) \_\_\_\_\_ all alone?
7. Do you want to be a grown-up man or woman?
  - (a) \_\_\_\_\_ I just can't wait to be grown up.
  - (b) \_\_\_\_\_ I would like to be grown up.
  - (c) \_\_\_\_\_ I don't want to be grown up. I would rather be just as I am.
  - (d) \_\_\_\_\_ I would like best of all to be a few years younger than I am now.



NUMBER FIVE (Continued)

8. How well do your father and mother like you?  
(a) \_\_\_\_\_ I am the one they like best of all.  
(b) \_\_\_\_\_ They like me second best.  
(c) \_\_\_\_\_ They like all my brothers and sisters better than they like me.  
(d) \_\_\_\_\_ They like me well enough, but not better than my brothers and sisters.
9. Which do you like best?  
(a) \_\_\_\_\_ to go off by yourself and play or read.  
(b) \_\_\_\_\_ to play with one or two others.  
(c) \_\_\_\_\_ to play with a whole crowd.
10. Do you like to have some one else tell you how to do things?  
(a) \_\_\_\_\_ I like it.  
(b) \_\_\_\_\_ I don't care.  
(c) \_\_\_\_\_ I would rather do things my own way.  
(d) \_\_\_\_\_ I hate to be told what to do.
11. How do you feel when your brother or sister is praised for something they have done?  
(a) \_\_\_\_\_ I feel proud of them.  
(b) \_\_\_\_\_ I wish I could do better than they have done.  
(c) \_\_\_\_\_ I don't like to have them praised.  
(d) \_\_\_\_\_ I hate to have them do better than I can do.  
(e) \_\_\_\_\_ I don't care.  
(f) \_\_\_\_\_ I don't have any brother or sister.
12. Are you good looking?  
(a) \_\_\_\_\_ I'm not at all good looking.  
(b) \_\_\_\_\_ I'm not very good looking.  
(c) \_\_\_\_\_ I'm as good looking as most boys and girls.  
(d) \_\_\_\_\_ People say that I'm very good looking.
13. Do other children play mean tricks on you?  
(a) \_\_\_\_\_ never.  
(b) \_\_\_\_\_ sometimes.  
(c) \_\_\_\_\_ very often.
14. Do you have any good friends?  
(a) \_\_\_\_\_ none at all.  
(b) \_\_\_\_\_ one or two.  
(c) \_\_\_\_\_ a few good friends.  
(d) \_\_\_\_\_ many friends.  
(e) \_\_\_\_\_ hundreds of them.
15. Do you like to get into rough games, wrestling matches, football games and things like that?  
(a) \_\_\_\_\_ I like them very much.  
(b) \_\_\_\_\_ I like them a little.  
(c) \_\_\_\_\_ I don't like them.  
(d) \_\_\_\_\_ I hate to have people push and pull me around.



NUMBER FIVE (Continued)

16. Do people treat your brother (or sister) better than they treat you?  
(a) \_\_\_\_\_ never.  
(b) \_\_\_\_\_ sometimes.  
(c) \_\_\_\_\_ often.  
(d) \_\_\_\_\_ almost always.  
(e) \_\_\_\_\_ I haven't any brother or sister.
17. Do you wear good clothes to school?  
(a) \_\_\_\_\_ I don't have any nice clothes.  
(b) \_\_\_\_\_ My clothes are nice enough.  
(c) \_\_\_\_\_ I have very good clothes.
18. What do your father and mother want you to do when you are grown up?  
(a) \_\_\_\_\_ They want me to be a very great person and do great things that people will talk about.  
(b) \_\_\_\_\_ They want me to be one of the leaders in whatever town I live in.  
(c) \_\_\_\_\_ They want me to be a happy, ordinary person with a good job.  
(d) \_\_\_\_\_ They don't want me to grow up.
19. Do boys or girls like you best?  
(a) \_\_\_\_\_ The boys like me better than the girls do.  
(b) \_\_\_\_\_ The girls like me better than the boys do.  
(c) \_\_\_\_\_ I am popular with both boys and girls.  
(d) \_\_\_\_\_ I am not popular with either boys or girls.
20. When do you think one has the most fun in life?  
(a) \_\_\_\_\_ When you are a young child.  
(b) \_\_\_\_\_ When you are between 9 and 12 years old.  
(c) \_\_\_\_\_ When you are between 12 and 25 years old.  
(d) \_\_\_\_\_ After you are 25 years old.
21. Do you want people to like you?  
(a) \_\_\_\_\_ I just can't stand it, if people don't like me.  
(b) \_\_\_\_\_ I always try very hard to make people like me.  
(c) \_\_\_\_\_ I don't care very much, but I'm glad when people like me.  
(d) \_\_\_\_\_ I don't care a bit whether people like me or not.



NUMBER SIX

Fill in enough of the squares below to show how many there are in your family. If you had one older brother and two younger sisters you would fill them out like the sample. Notice that you put the oldest person in the family first, then the next oldest, and so on. Don't forget to put yourself in. Cross out the extra squares:

<u>SAMPLE</u>	<u>YOU FILL IN THIS ONE</u>
<i>father</i>	
<i>mother</i>	
<i>brother</i>	
<i>me</i>	
<i>sister</i>	
<i>sister</i>	
/	
/	
/	
/	
Your best girl friend	Your best girl friend
Your best boy friend	Your best boy friend

Now go back and put a "1" in front of the person you love most, a "2" in front of the person you like next best, a "3" in front of the person you like next best, and so on through the whole list. Sometimes it is very hard to decide which person you love best, but do the best you can, and be sure that you put a number in front of each person except yourself. Don't forget the last two, your best boy friend, and best girl friend. Put a number in front of them, too, that will tell how much you like them.



# Personality and Interest Inventory, Elementary Form

By GERTRUDE HILDRETH, Psychologist, Lincoln School, Teachers College

NAME..... Age..... Grade..... Date.....

## Things I Like to Do Best in School

Drawing and painting  
Reading  
Going to assembly  
Arithmetic  
Gymnasium  
Recreation  
Writing stories  
Spelling lessons  
Writing lessons  
Acting in plays  
Cooking  
Free work period  
Building things  
Science  
Library  
Shop  
Music  
Dance  
Modeling  
Studying  
Talking about things  
Making plans  
Sewing  
Geography  
History

## Books I Like

Name of book

Why I like it

Name of book

Why I like it

## Magazines I Like

Name of magazine

Why I like it

## Boys and Girls I Like

Name of boy or girl

Why I like the boy or girl

Name of boy or girl

## What I Like to Do on Saturday or during Vacation

Study  
Play outdoors  
Go camping  
Listen to the radio  
Ride a bicycle  
Swim  
Skate  
Climb trees  
Work on stamp album  
Visit museums  
Go to movies  
Go to concerts

Sew  
Take care of children  
Play music  
Paint or draw  
Write stories  
Build things  
Ride horseback  
Ride in an automobile  
Do science experiments  
Make scrap-books  
Play games inside  
Play games outside

Take care of pets  
Work in garden  
Work to earn money  
Go to dancing lessons  
Work with electricity  
Cook  
Practice music lessons  
Help mother  
Go hiking  
Play with dolls



**Games I Like**

Tag	Rook
Baseball	Flinch
Tennis	Pirates
Basketball	Cops and robbers
Checkers	Lotto
Parchesi	Horseshoe
Marbles	Dominoes
Hopscotch	Chess
Authors	Backgammon
Hockey	Bridge
Football	Anagrams
Jacks and ball	Ping-pong

Others.....

**When I Grow Up I Plan to Be****People at Home I Like**

Name

Why I like them

Name

Why I like them

**Things That Tell About Me**

Tired most of the time  
 Afraid of many things  
 Like my teachers  
 Usually a little late  
 Like to obey the rules  
 Don't like what we have to eat at home  
 Like to save my money  
 Finish a job if I once begin it  
 Never take things without asking  
 Like to go to parties  
 Don't like to go to school  
 Like to get up early  
 Often have bad dreams  
 Read many story books  
 Like to set fire to things  
 Do what my mother asks me to  
 Tell them I did it if I break something  
 Like to buy things for other people  
 Hit back if a child hits me accidentally  
 Would like to go away from home for a long time  
 Take things and tell people afterwards  
 Try to help other people  
 Think the rules in school are silly  
 Am the leader in my class  
 Clean up my things after working  
 Usually stay up late  
 Hungry most of the time  
 Like to go with a gang  
 Sleep well all night

Have many headaches  
 Run away if I break something  
 Hate to go to parties  
 Get good marks in school  
 Have trouble in some school subjects  
 Hide if I break something  
 Often absent because of sickness  
 Eat almost everything  
 Hide during a thunderstorm  
 Go to the movies often  
 Am smarter than most children  
 Like to be quiet most of the time  
 Would rather be alone  
 Like to be with my mother most of all  
 Fight back if I don't like anyone  
 Afraid of dogs  
 Usually go to bed early  
 Help my brothers and sisters  
 Like to stay at home  
 Obey the rules  
 Don't often say cross things  
 Try to be on time  
 Am polite to older people  
 Have many friends  
 Am usually the leader  
 Am afraid of my father  
 Get tired easily if I work very long  
 Cry about something nearly every day  
 Often fight with other children

Tell anything else about yourself here.....

If I could have my wish for anything I like it would be.....



# PROBLEM CHECK LIST

## JUNIOR HIGH SCHOOL FORM

By ROSS L. MOONEY

Developed through the cooperation of Dwight L. Arnold at the Lakewood Public Schools, Lakewood, Ohio; Richard W. Outland and Donald D. Prosser at the Elyria Public Schools, Elyria, Ohio; and John H. Herrick at Shaker Heights City Schools, Cleveland, Ohio.

Please fill out these blanks:

Age..... Date of Birth..... Boy or girl.....

Grade in school..... Name of your school.....

Name of the person to whom you are to turn in this paper.....

Your name ..... Date.....

### DIRECTIONS

This is a list of some of the problems of boys and girls. You are to pick out the problems which are troubling you.

Read the list slowly, and as you come to a problem which is troubling you, draw a line under it. For example, if you are often bothered by headaches, you would draw a line under the first item, like this, "1. Often have headaches."

When you have finished reading through the whole list and marking the problems which are troubling you, please answer the questions on Page 5.

Copyright, 1942, by  
Bureau of Educational Research  
Ohio State University  
Columbus, Ohio

For Counselors' Reference—Area Totals

HP
S
HF
X
BG
PG
SC
TOTAL



**DIRECTIONS:** Read the list slowly, and as you come to a problem which troubles you, draw a line under it.

1. Often have headaches
2. Don't get enough sleep
3. Have trouble with my teeth
4. Not as strong and healthy as I should be
5. Not getting enough exercise
6. Getting low grades in school
7. Afraid of tests
8. Being a grade behind in school
9. Don't like to study
10. Not interested in books
11. Being an only child
12. Not living with my parents
13. Having no car in the family
14. Having no radio at home
15. Living in a poor neighborhood
16. Spending money foolishly
17. Having to ask parents for money
18. Having no regular allowance
19. Wanting to earn some of my own money
20. Not knowing how to buy things wisely
21. Not allowed to use the family car
22. Not allowed to run around with kids I like
23. Too little chance to go to parties
24. Girls don't seem to like me
25. Boys don't seem to like me
26. Slow in making friends
27. Bashful
28. Left out of things other kids do
29. Never chosen as a leader
30. Wishing people liked me better
31. Being nervous
32. Taking things too seriously
33. Getting too excited
34. Afraid of making mistakes all the time
35. Fail in so many things I try to do
56. Too short for my age
57. Too tall for my age
58. Not growing fast enough
59. Poor complexion
60. Not good looking
61. Afraid of failing in school work
62. Trouble with arithmetic
63. Trouble with spelling
64. Can't read very well
65. Trouble with writing
66. Sickness at home
67. Death in the family
68. Father not living
69. Mother not living
70. Parents separated or divorced
71. Too few nice clothes
72. Wanting to buy my own clothes
73. Too little spending money
74. Having less money than my friends
75. Having to earn all the money I get
76. Not knowing how to act at a party
77. Learning how to give parties
78. Dating
79. Going out alone with a girl
80. Going out alone with a boy
81. Being teased
82. Being talked about
83. Feelings too easily hurt
84. Being led into trouble by other kids
85. Picking the wrong kind of friends
86. Always getting into trouble
87. Trying to stop a bad habit
88. Doing bad things
89. Wondering how to tell right from wrong
90. Wondering what becomes of people when they



Don't like some foods I need	166. Often have a sore throat	221. Can't hear well	276. Have trouble breathing through my nose	HP
Often not hungry for my meals	167. Catch a good many colds	222. Can't talk plain	277. Need better shoes	
Overweight	168. Often get sick	223. Trouble with my eyes	278. Growing too fast	
Underweight	169. Often have pains in my stomach	224. Don't get enough to eat	279. Clumsy and awkward	
Have a poor posture	170. Afraid I may need an operation	225. Get tired easily	280. Have a physical handicap	S
Worried about grades	171. Don't like school	226. So many words I don't understand in school	281. Am missing so many days of school	
Too much school work to do at home	172. So often feel restless in classes	227. Find it hard to write correct English	282. Have a poor place to study at home	
Not enough time to study	173. Teachers not friendly to students	228. Find it hard to speak correct English	283. Want more help from the teachers	
Studying is hard for me	174. Don't get along with my teachers	229. Poor memory	284. Teachers hard to understand	
Not smart enough	175. Teachers too strict	230. Afraid to speak up in class	285. Teachers expect too much work	HF
Being treated like a small child at home	176. Parents too strict	231. Family quarrels	286. Being scolded by my parents	
Parents favor another child in the family	177. Parents don't trust me	232. Brothers	287. Talking back to my parents	
Family worried about money	178. Want things my parents won't give me	233. Sisters	288. Mother	
Parents working too hard	179. Not doing what I'm told at home	234. Parents don't understand me	289. Father	
Never having any fun with father or mother	180. Keeping secrets from my parents	235. Parents don't like my friends	290. Wanting to run away from home	X
Not enough to do in my spare time	181. Can't decide what to take in high school	236. Not knowing where I belong in the world	291. Wanting to know what the Bible means	
Too little chance to do what I want to do	182. Want advice on what to do after high school	237. Not knowing the kind of person I want to be	292. Puzzled about the meaning of God	
Not enough time for play and fun	183. Afraid I won't get to go to college	238. Not knowing the occupation I want to enter	293. Puzzled about prayer	
Too little chance to read what I like.	184. Wondering what I'll be like ten years from now	239. Needing to know more about occupations	294. Wanting God to answer my prayers	
Too little chance to listen to the radio	185. Wondering if I'll be a success in life	240. Wondering if I've chosen the right vocation	295. Troubled about Sunday school and church	BG
Made to go to bed too early	186. Awkward in meeting people	241. Not knowing how to make a date	296. Learning how to dance	
Not allowed to go out at night	187. Clumsy in my manners	242. Not knowing what to do on a date	297. Keeping myself neat and looking nice	
Not allowed to have dates	188. Trouble in keeping a conversation going	243. Girl friend	298. Thinking too much about the other sex	
Wanting to know more about girls	189. Don't like the girls	244. Boy friend	299. "Going steady"	
Wanting to know more about boys	190. Don't like the boys	245. Deciding whether I'm in love	300. Wondering if I'll ever get married	PG
Being made fun of	191. Wanting to be more like other people	246. Getting into arguments	301. Disliking certain people	
Being picked on	192. Being treated as a "foreigner"	247. Getting into fights	302. Being disliked by certain people	
People finding fault with me	193. Being treated unkindly because of my race	248. Losing my temper	303. Being jealous	
Feeling nobody understands me	194. Being treated unkindly because of my religion	249. Being stubborn	304. Getting rid of kids I don't like	
Having no one for a pal	195. Feeling nobody likes me	250. Making others mad at me	305. No one to tell my troubles to	SC
Not having as much fun as other kids have	196. Being careless	251. Feeling ashamed of something I've done	306. Afraid of the dark	
Worrying	197. Day dreaming	252. Being punished for something I didn't do	307. Afraid when left alone	
Having bad dreams	198. Forgetting things	253. Being punished too much	308. Can't make up my mind about things	
Unhappy much of the time	199. Being lazy	254. Thinking about heaven and hell	309. Afraid to try new things by myself	
Sometimes wishing I'd never been born	200. Being tempted to tell lies	255. Afraid God is going to punish me	310. Being unable to live up to my ideals	TOTAL

DIRECTIONS: When you have finished marking the problems which are troubling you, answer the questions on page 5.



## QUESTIONS

1. Which of the problems you have marked are troubling you most? Write about two or three of these if you care to.

2. Have you enjoyed using this check list of problems?

3. Would you like to spend more time in school in trying to do something about some of your problems?

4. Would you like to talk to someone about some of your problems?

## NOTE TO COUNSELORS

Normally the tally of items marked is to be made by the counselor. In some situations, however, the counselor may want students to make their own tallies. In these cases, students should be given definite instructions and a demonstration of the method, preferably after they have filled out the check list.

## INSTRUCTIONS FOR TALLYING THE RESPONSES

For convenience in summarizing results on an individual case or on groups of students, the 210 problems are classified in seven areas:

1. (HP) Health and Physical Development (ailments, habits, features, development)
2. (S) School (pupil's status, skills, abilities, attitudes)
3. (HF) Home and Family (general conditions, attitudes, inter-relations)
4. (X) Miscellaneous (small groups of problems related to various elements: money, work, the future, educational and vocational plans, religion, opportunity for recreation)
5. (BG) Boy and Girl Relations (opportunities, skills, attitudes, desires)
6. (PG) Relations to People in General (psychological feelings, isolations, aggressions)
7. (SC) Self-Centered Concerns (psychological moods, tendencies, morale, morality)

There are thirty problems in each area, these being arranged in groups of five items across the six columns of problems. The first area is the top group, the second area is the second group, and so on down the pages. On page 4, at the end of each group is a box in which to record the count of problems marked in each area. At the bottom of this column of boxes is a place for the total of the problems marked on the list. If desired, the area totals can be re-copied to the first page for greater convenience in later reference.

The break in the sequence of numbering of the items at the end of each column of items is necessary in order to conform to the numbers on a machine tally sheet which may be used when making surveys of the responses of large groups of students.



**THE BEHAVIOR CARDS--RECORD SHEET**

RALPH M. STOGDILL  
Bureau of Juvenile Research  
Columbus, Ohio

Child's Name \_\_\_\_\_ Score\* \_\_\_\_\_

Examiner \_\_\_\_\_ Date \_\_\_\_\_

- |                                |                              |
|--------------------------------|------------------------------|
| 1. Is teased                   | 40. Parents upset by smoking |
| 2. Can't get along             | 41. Mother afraid of illness |
| 3. Accused of temper           | 42. Gets on mother's nerves  |
| 4. Often tardy                 | 43. Father beats             |
| 5. Gets angry                  | 44. Gets mad at parents      |
| 6. Hitch hikes                 | 45. Mother left home         |
| 7. Hops trains                 | 46. Father left home         |
| 8. Cuts school                 | 47. Bad dreams               |
| 9. Accused of lying            | 48. Bad habit ruins health   |
| 10. Lies                       | 49. Afraid of hell           |
| 11. Is picked on               | 50. Afraid may do bad        |
| 12. Likes younger children     | 51. Trying to get him        |
| 13. Children beat him          | 52. Angry often              |
| 14. Fights                     | 53. Hit teacher              |
| 15. Hates school               | 54. Had spells               |
| 16. Hates play with girls      | 55. Where babies come from   |
| 17. Hates play with boys       | 56. Indiscretion with child  |
| 18. Runs from home             | 57. Talks dirty with girls   |
| 19. Stays out all night        | 58. Sex experience with girl |
| 20. Runs from school           | 59. Shoots craps             |
| 21. Teacher blames             | 60. Took drugs               |
| 22. Like to beat someone       | 61. Set a fire               |
| 23. Swears when mad            | 62. Indiscretion with boy    |
| 24. Stays after school         | 63. Indiscretion with man    |
| 25. Hurt an animal             | 64. Bad habit ruins mind     |
| 26. Hurt children              | 65. Broke into house         |
| 27. Friends have shack         | 66. Robbed store             |
| 28. Friends get into trouble   | 67. Hurt someone with gun    |
| 29. Friends play hooky         | 68. Pointed gun at someone   |
| 30. Goes with bad boys         | 69. Robbed person            |
| 31. Coaxed to do wrong         | 70. Parents prefer sibs      |
| 32. Sold papers at night       | 71. Made to leave home       |
| 33. Gathers junk               | 72. Wants to beat someone    |
| 34. Has had dates              | 73. Sibs pick on             |
| 35. Tells dirty stories        | 74. Upset about home         |
| 36. Takes things               | 75. Something can't tell     |
| 37. Stole money                | 76. Many arguments           |
| 38. Stole from stores          | 77. Sneaks from home         |
| 39. Persists when told to stop | 78. Stays out at night       |

\*The Score is the number of cards placed in the "Yes" box.

Distributed by  
THE PSYCHOLOGICAL CORPORATION  
522 Fifth Avenue, New York



- |      |                            |      |                           |
|------|----------------------------|------|---------------------------|
| 79.  | Skips school               | 115. | Afraid of devil           |
| 80.  | Called names               | 116. | Dirty talk                |
| 81.  | Talked into things         | 117. | Mother hurt by doings     |
| 82.  | Breaks things              | 118. | Friends drink             |
| 83.  | Gets mad                   | 119. | Got drunk                 |
| 84.  | Teacher bawls out          | 120. | People lie about          |
| 85.  | Poor clothes               | 121. | Smokes cigarettes         |
| 86.  | Pretends doesn't hear      | 122. | Upset when can't smoke    |
| 87.  | Does things told not to do | 123. | Parents upset by drink    |
| 88.  | Hurt someone when mad      | 124. | Parents prevent dates     |
| 89.  | Wants to run from home     | 125. | Terrible worries          |
| 90.  | Punished in school         | 126. | Was double crossed        |
| 91.  | Skips to go to movies      | 127. | Someone poisoned food     |
| 92.  | Wants to quit school       | 128. | Made fun of               |
| 93.  | Tells untruths             | 129. | Hates girls               |
| 94.  | Lies out of trouble        | 130. | Hates boys                |
| 95.  | Plays with older children  | 131. | All night shows           |
| 96.  | Friends quit school        | 132. | Swears a lot              |
| 97.  | Boy friends in court       | 133. | Wrote dirty notes         |
| 98.  | Belonged to gang           | 134. | Worry about babies        |
| 99.  | Secret place               | 135. | Indiscretion with girl    |
| 100. | Girl friends in trouble    | 136. | Plays with self           |
| 101. | In court                   | 137. | Sex experience with boy   |
| 102. | In court more than once    | 138. | Sex experience with boy   |
| 103. | Sibs in court              | 139. | Money for doing bad       |
| 104. | Stole things               | 140. | Forged check              |
| 105. | Stole bicycle              | 141. | Carried gun for holdup    |
| 106. | Stole automobile           | 142. | Letter to scare someone   |
| 107. | Broke into building        | 143. | Burned building           |
| 108. | Girl friends in court      | 144. | Can't get along with sibs |
| 109. | Fears bad boys             | 145. | Afraid of father          |
| 110. | Fears bad men              | 146. | Afraid of mother          |
| 111. | Wishes was dead            | 147. | Parents beat              |
| 112. | Parents get angry          | 148. | Not wanted at home        |
| 113. | Mother worries             | 149. | Wants to leave home       |
| 114. | Father catches in wrong    | 150. | Wants to tell but can't   |

Feels picked on.....	1, 2, 11, 13, 51, 80, 120, 126, 128.
Anger, disobedience.....	3, 5, 39, 52, 83, 86, 87.
School difficulties.....	4, 15, 21, 24, 53, 84, 90, 92.
Stays away from home.....	6, 7, 18, 19, 32, 33, 77, 78, 89, 131.
Truancy from school.....	8, 20, 79, 91.
Lies.....	9, 10, 93, 94.
Fights, aggressions.....	14, 22, 23, 25, 26, 67, 68, 72, 76, 82, 88, 142.
Inadequate companions.....	12, 16, 17, 27, 34, 85, 95, 96, 98, 99, 129, 130.
Delinquent companions.....	28, 29, 30, 31, 81, 97, 100, 108, 109, 110, 118, 139.
Stealing.....	36, 37, 38, 65, 104, 105, 106, 107, 140.
Obscenity.....	35, 57, 116, 132, 133.
Sex experience.....	56, 58, 62, 63, 135, 136, 137, 138.
In court.....	101, 102.
Robbery.....	66, 69, 141.
Smokes, drinks.....	59, 60, 119, 121, 122.
Set fires.....	61, 143.
Fears, worries.....	47, 48, 49, 50, 54, 55, 64, 75, 111, 115, 125, 127, 134, 150.
Home unsatisfactory.....	40, 41, 42, 43, 44, 45, 46, 70, 71, 73, 74, 103, 112, 113, 114, 117, 123, 124, 144, 145, 146, 147, 148, 149.

Observations:



# HAGGERTY-OLSON-WICKMAN BEHAVIOR RATING SCHEDULES

By M. E. HAGGERTY, PH.D.

Dean of the College of Education, University of Minnesota

W. C. OLSON, PH.D.

Director of Research in Child Development, University of Michigan

and E. K. WICKMAN

The Commonwealth Fund, New York City

---

Published by World Book Company, Yonkers-on-Hudson, New York, and Chicago, Illinois  
Copyright 1930 by the American Council on Education. Copyright in Great Britain

*All rights reserved.* HOW : BRS-21

---

PRINTED IN U.S.A.

---

*These scales are copyrighted. The reproduction of any part of them by mimeograph, hectograph, or in any other way, whether the reproductions are sold or furnished free for use, is a violation of the copyright law.*



# SCHEDULE A: BEHAVIOR PROBLEM RECORD

Score\_\_\_\_\_

Name\_\_\_\_\_School\_\_\_\_\_

Rating by\_\_\_\_\_Date\_\_\_\_\_, 19\_\_\_\_Grade\_\_\_\_\_

## DIRECTIONS FOR USING

### Schedule A

Below is a list of behavior problems sometimes found in children. Put a cross (X) in the appropriate column after each item to designate how frequently such behavior has occurred *in your experience* with this child. A cross should appear in some column after each item. The numbers are to be disregarded in making your record. They are for use in scoring.

BEHAVIOR PROBLEM	FREQUENCY OF OCCURRENCE				SCORE
	Has never occurred	Has occurred once or twice but no more	Occasional occurrence	Frequent occurrence	
Disinterest in School Work	0	4	6	7	
Cheating	0	4	6	7	
Unnecessary Tardiness	0	4	6	7	
Lying	0	4	6	7	
Defiance to Discipline	0	4	6	7	
Marked Overactivity	0	8	12	14	
Unpopular with Children	0	8	12	14	
Temper Outbursts	0	8	12	14	
Bullying	0	8	12	14	
Speech Difficulties	0	8	12	14	
Imaginative Lying	0	12	18	21	
Sex Offenses	0	12	18	21	
Stealing	0	12	18	21	
Truancy	0	12	18	21	
Obscene Notes, Talk, or Pictures	0	12	18	21	

*Directions for scoring.* Transfer the numbers you have marked for the different items to the right-hand column, headed "Score." Add the numbers to secure the total score, and record the total in the upper right-hand corner of this sheet.



# SCHEDULE B: BEHAVIOR RATING SCALE

Name \_\_\_\_\_ Division I \_\_\_\_\_ Score \_\_\_\_\_  
 School \_\_\_\_\_ Grade \_\_\_\_\_ Division II \_\_\_\_\_  
 Rating by \_\_\_\_\_ Date \_\_\_\_\_, 19\_\_\_\_ Division III \_\_\_\_\_  
 Total \_\_\_\_\_

## DIRECTIONS FOR USING

### Schedule B

- Do not consult anyone in making your judgments.
- In rating a person on a particular trait, disregard every other trait but that one. Many ratings are rendered valueless because the rater allows himself to be influenced by a general favorable or unfavorable impression that he has formed of the person.
- When you have satisfied yourself as to the standing of this person in the trait on which you are rating him, indicate your rating by placing a cross (X) immediately above the most appropriate descriptive phrase.
- If you are rating a child, try to make your ratings by comparing him with children of his own age.
- The masculine pronoun (he) has been used throughout for convenience. It applies whether the person whom you are rating is male or female.
- In making your ratings, disregard the small numbers which appear below the descriptive phrases. They are for use in scoring.

### DIVISION I

1. How intelligent is he? \_\_\_\_\_ Score \_\_\_\_\_  
 Feeble-minded (5) Dull (4) Equal of average child on street (3) Bright (2) Brilliant (1)

2. Is he abstracted or wide awake? \_\_\_\_\_  
 Continually absorbed in himself (5) Frequently becomes abstracted (4) Usually present-minded (2) Wide-awake (1) Keenly alive and alert (3)

3. Is his attention sustained? \_\_\_\_\_  
 Distracted: Jumps rapidly from one thing to another (5) Difficult to keep at task until completed (4) Attends adequately (3) Is absorbed in what he does (1) Able to hold attention for long periods (2)

4. Is he slow or quick in thinking? \_\_\_\_\_  
 Extremely slow (5) Sluggish, Plodding (4) Thinks with ordinary speed (2) Agile-minded (1) Exceedingly rapid (3)

5. Is he slovenly or careful in his thinking? \_\_\_\_\_  
 Very slovenly and illogical (5) Inexact, A dabbler (4) Moderately careful (2) Consistent and logical (1) Precise (3)

6. Is he mentally lazy or active? \_\_\_\_\_  
 Interests lazy and inert (5) Lethargic, Idles along (3) Is ordinarily active (2) Eager (1) Shows hyper-activity (4)

7. Is he indifferent or does he take interest in things? \_\_\_\_\_  
 Is indifferent, Unconcerned (5) Uninquisitive, Rarely interested (4) Displays usual curiosity and interest (1) Interests are easily aroused (2) Has consuming interest in almost everything (3)

Total, Division I \_\_\_\_\_

### DIVISION II

8. Is he slovenly or neat in personal appearance? \_\_\_\_\_ Score \_\_\_\_\_  
 Unkempt, Very slovenly (5) Rather negligent (4) Inconspicuous (2) Is concerned about dress (1) Fastidious, Foppish (3)

9. How does he impress people with his physique and bearing? \_\_\_\_\_  
 Repulsive (5) Makes an unfavorable impression (4) Generally unnoticed physique and bearing (3) Makes a favorable impression (2) Excites admiration (1)

10. Can he compete with others on a physical basis? \_\_\_\_\_  
 Weak and handicapped (5) Has some physical difficulties (3) Can hold his own (2) Is stronger than most (1) Has exceptional strength (4)

11. What is his physical output of energy? \_\_\_\_\_  
 Extremely sluggish (5) Slow in action (3) Moves with required speed (2) Energetic, Vivacious (1) Over-active, Hyperkinetic, Meddling (4)

12. Is he easily fatigued? \_\_\_\_\_  
 Shows quick exhaustion (4) Does not have ordinary endurance (3) Endures satisfactorily (1) Rarely shows fatigue (2) Unusually vigorous and robust (5)

13. How does he impress you with regard to masculine or feminine traits? \_\_\_\_\_  
 (NOTE. If subject is male, rate on first line; if female, use second line.)  
 Is a "sissy" (5) Slightly effeminate (3) Has average boy qualities (1) Very masculine (2) Entirely masculine, A "buck" (4)  
 A "tomboy" (5) Somewhat boyish (4) Has average girl qualities (2) Quite feminine (1) A "coquette," "Clinging vine" (3)

14. Does he lack nerve, or is he courageous? \_\_\_\_\_  
 White-livered, Fearful (4) Gets "cold feet" (3) Will take reasonable chances (1) Resolute (2) Daredevil (5)



## DIVISION III

15. Is he quiet or talkative?

Speaks very rarely (3)	Usually quiet (1)	Upholds his end of talk (2)	Talks more than his share (4)	Jabbers (5)
---------------------------	----------------------	--------------------------------	----------------------------------	----------------

Score

16. Is his behavior (honesty, morals, etc.) generally acceptable to ordinary social standards?

Unacceptable, Extreme violations (5)	Occasional violations (4)	Ordinarily acceptable (3)	Always acceptable (1)	Bends backward, Very rigid standards (2)
---	------------------------------	------------------------------	--------------------------	---

17. What are his social habits?

Lives almost entirely to himself (4)	Follows few social activities (3)	Pursues usual social activities and customs (1)	Actively seeks social pleasures (2)	Prefers social activities to all else (5)
---	--------------------------------------	--	--	--

18. Is he shy or bold in social relationships?

Painfully self-conscious (4)	Timid, Frequently embarrassed (2)	Self-conscious on occasions (1)	Confident in himself (3)	Bold, Insensitive to social feelings (5)
---------------------------------	--------------------------------------	------------------------------------	-----------------------------	---

19. Is his personality attractive?

Repulsive (5)	Disagreeable (4)	Unnoticed, Colorless (3)	Colorful (2)	Magnetic (1)
------------------	---------------------	-----------------------------	-----------------	-----------------

20. How does he accept authority?

Defiant (5)	Critical of authority (4)	Ordinarily obedient (3)	Respectful, Complies by habit (1)	Entirely resigned, Accepts all authority (2)
----------------	------------------------------	----------------------------	--------------------------------------	---

21. How flexible is he?

Stubborn, Hidebound, Nonconformist (5)	Slow to accept new customs and methods (3)	Conforms willingly as necessity arises (2)	Quick to accept new customs and methods (1)	Easily persuaded, Flaccid, Unstable (4)
---	---	---	--	--

22. Is he rude or courteous?

Rude, Insulting, Insolent (5)	Sometimes unmannerly, Saucy (4)	Observes general conventions of civility and respect (3)	Courteous, Gracious (1)	Elegant (2)
----------------------------------	------------------------------------	---	----------------------------	----------------

23. Does he give in to others or does he assert himself?

Never asserts self, Servile (5)	Generally yields (4)	Holds his own, Yields when necessary (1)	Assertive (2)	Insistent, Obstinate (3)
------------------------------------	-------------------------	---	------------------	-----------------------------

24. What tendency has he to criticize others?

Never criticizes (3)	Rarely criticizes (1)	Comments on outstanding weaknesses or faults (2)	Has a critical attitude (4)	Extremely critical, Rarely approves (5)
-------------------------	--------------------------	---	--------------------------------	--

Total, Division III

## DIVISION IV

25. Is he even-tempered or moody?

Stolid, Rare changes of mood (3)	Generally very even-tempered (1)	Is happy or depressed as conditions warrant (2)	Strong and frequent changes of mood (4)	Has periods of extreme elations or depressions (5)
-------------------------------------	-------------------------------------	--	--	---

Score

26. Is he easily discouraged or is he persistent?

Melts before slight obstacles or objections (5)	Gives up before adequate trial (3)	Gives everything a fair trial (1)	Persists until convinced of mistake (2)	Never gives in, Obstinate (4)
--	---------------------------------------	--------------------------------------	--	----------------------------------

27. Is he generally depressed or cheerful?

Dejected, Melancholic, In the dumps (3)	Generally dispirited (4)	Usually in good humor (1)	Cheerful, Animated, Chirping (2)	Hilarious (5)
--	-----------------------------	------------------------------	-------------------------------------	------------------

28. Is he sympathetic?

Inimical, Aggravating, Cruel (5)	Unsympathetic, Disobliging, Cold (4)	Ordinarily friendly and cordial (2)	Sympathetic, Warm-hearted (1)	Very affectionate (3)
-------------------------------------	---	--	----------------------------------	--------------------------

29. How does he react to frustrations or to unpleasant situations?

Very submissive, Long-suffering (3)	Tolerant, Rarely blows up (2)	Generally self-controlled (1)	Impatient (4)	Easily irritated, Hot-headed, Explosive (5)
--	----------------------------------	----------------------------------	------------------	--

30. Does he worry or is he easy-going?

Constantly worrying about something, Has many anxieties (4)	Apprehensive, Often worries unduly (2)	Does not worry without cause (1)	Easy-going (3)	Entirely care free, Never worries, Light-hearted (5)
--	---	-------------------------------------	-------------------	---

31. How does he react to examination or to discussion of himself or his problems?

Refuses flatly to coöperate (5)	Volunteers nothing, Must be pumped (3)	Conservatively coöperative (2)	Quite willing to coöperate (1)	Entirely uninhibited, Tells everything, Enjoys it (4)
------------------------------------	---	-----------------------------------	-----------------------------------	--

32. Is he suspicious or trustful?

Very suspicious, Distrustful (5)	Has to be assured (3)	Generally unsuspicious and trustful (1)	Somewhat gullible (2)	Accepts everything without question (4)
-------------------------------------	--------------------------	--	--------------------------	--

33. Is he emotionally calm or excitable?

No emotional responses, Apathetic, Stuporous (4)	Emotions are slowly aroused (2)	Responds quite normally (1)	Is easily aroused (3)	Extreme reactions, Hysterical, High-strung (5)
---	------------------------------------	--------------------------------	--------------------------	---

34. Is he negativistic or suggestible?

Negativistic, Contrary (5)	Complies slowly (4)	Is generally open-minded (1)	Rather easily persuaded (2)	Follows any suggestion (3)
-------------------------------	------------------------	---------------------------------	--------------------------------	-------------------------------

35. Does he act impulsively or cautiously?

Impulsive, Bolts, Acts on the spur of the moment (5)	Frequently unreflective and imprudent (4)	Acts with reasonable care (2)	Deliberate (1)	Very cautious and calculating (3)
---	--	----------------------------------	-------------------	--------------------------------------

Total, Division IV



**SIMS SCORE CARD FOR SOCIO-ECONOMIC STATUS**  
**Form C**

Score.....

1. Name.....
2. Age..... Years and..... Months
3. Grade..... Date.....
4. Have you spent two years in any grade?..... If so, what grades?.....
5. Have you skipped any grades?..... If so, what grades?.....
6. Home address: City..... State.....
7. How many years have you lived in this town?.....
8. Have you attended schools in any other towns?..... If so, name them.....
9. Name of your School.....

Don't answer any of the questions below until you are told what to do.  
If you have brothers or sisters in this school, write their names and grades on these lines:

Name..... Grade.....  
Name..... Grade.....

In the Following Questions Underline the Correct Answer:

Are you a Boy? a Girl? (Underline correct answer)

Are you living at home with your parents?..... Yes No

Are you living in the home of someone else, such as a relative, adopted parent, guardian, etc.?..... Yes No

Are you living in an institution, such as an orphan asylum or a home for children?..... Yes No



**Underline the Right Answer**

1. Have you a telephone in your home?.....Yes No
2. Is your home heated by a furnace in the basement?.....Yes No
3. Do you have a bathroom that is used by your family  
alone?.....Yes No
4. Do you have a bank account in your own name?.....Yes No
5. Did your father go to college?.....Yes No
6. Did your mother go to college?.....Yes No
7. Did your father go to high school?.....Yes No
8. Did your mother go to high school?.....Yes No
9. Does your mother (or the lady of the home in which you  
live) regularly attend any lecture courses of which you  
know?.....Yes No
10. Do you have your own room in which to study?.....Yes No
11. Do you take private lessons in music?.....Yes No
12. Do you take private lessons in dancing?.....Yes No
13. Does your mother belong to any clubs or organizations  
of which you know?.....Yes No  
If you know of any, write the name of one of them on  
this line (.....)
14. Do you belong to any organizations or clubs where you  
have to pay dues?.....Yes No  
If you do, write the names of the organizations that you  
belong to on these lines (.....  
.....  
.....)
15. Does your family attend concerts?  
Never      Occasionally      Frequently
16. Where do you regularly spend your summers?  
At Home      Away from Home
17. How often do you have dental work done? (Underline only one)  
Never      When Needed      Once a Year      Oftener



18. How many servants, such as a cook, a housekeeper, a chauffeur, or a maid, do you have in your home?

None      One Part Time      One or More All the Time

19. Does your family own an auto which is not a truck?

None      One      Two or More

If your family does own an auto, write the make of the auto on this line (.....)

20. How many magazines are regularly taken in your home?

None      One      Two      Three or More

If any are taken, write the names of three of them—or as many as are taken—on these lines (.....  
.....)

21. About how many books are in your home? (Be very careful with this one. A row of books three feet long would not have more than twenty-five books in it.)

None      1 to 25      26 to 125      126 to 500      More

22. How many rooms does your family occupy?

2    3    4    5    6    7    8    9    10    11    12    More

How many persons occupy these rooms?

2    3    4    5    6    7    8    9    10    11    12    More

23. Write your father's occupation on this line (.....)

Does he own    Part    All    None    of his business? (Underline)

Does he have any title, such as president, manager, foreman, boss, etc.?..... Yes    No

If he does have such a title, write it on this line (.....)

How many persons work for him? (Underline the right number)

None      1 to 5      5 to 10      More than 10

---

---

Total Credits..... ÷ No. Answered..... = Score.....

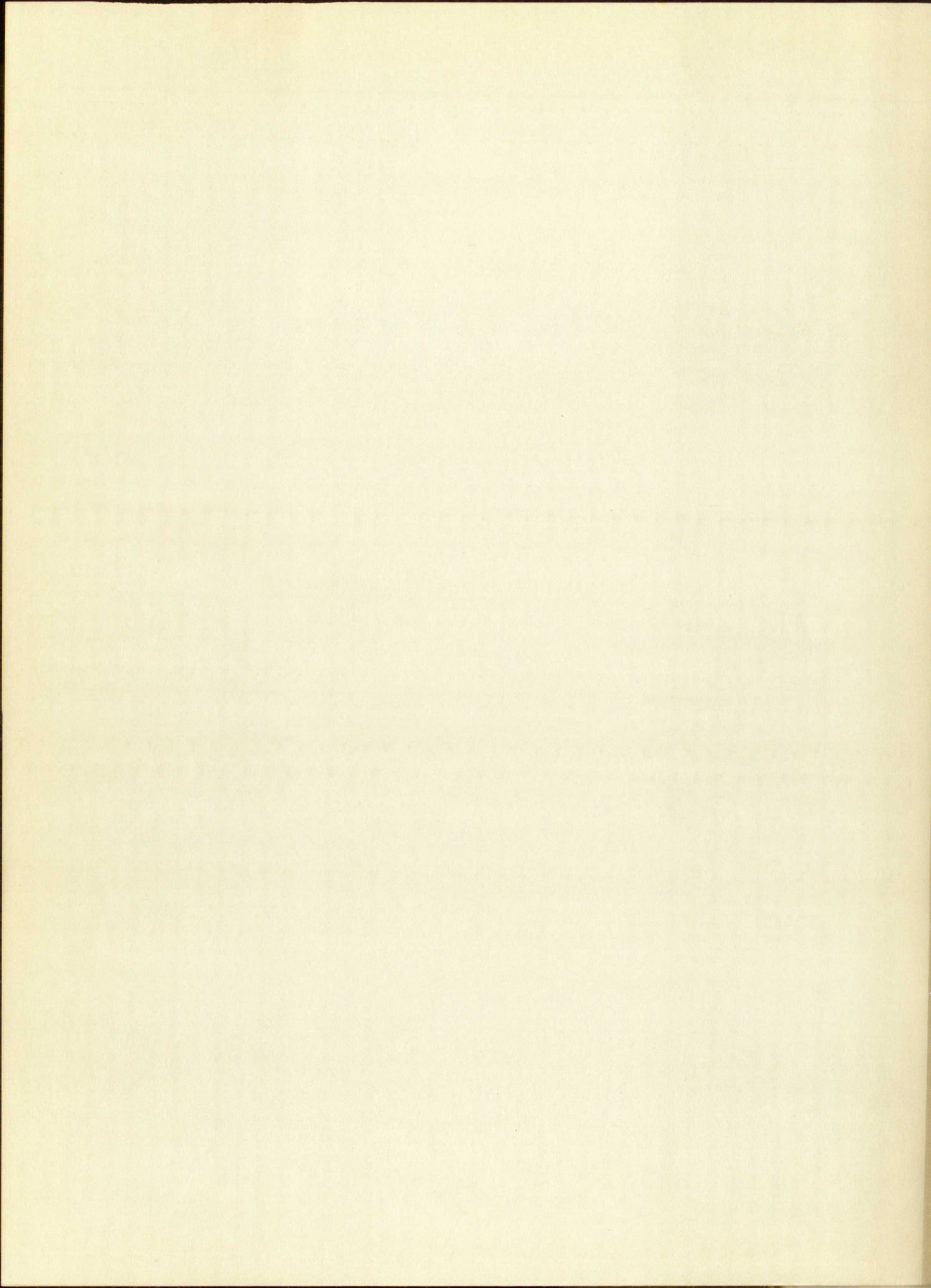




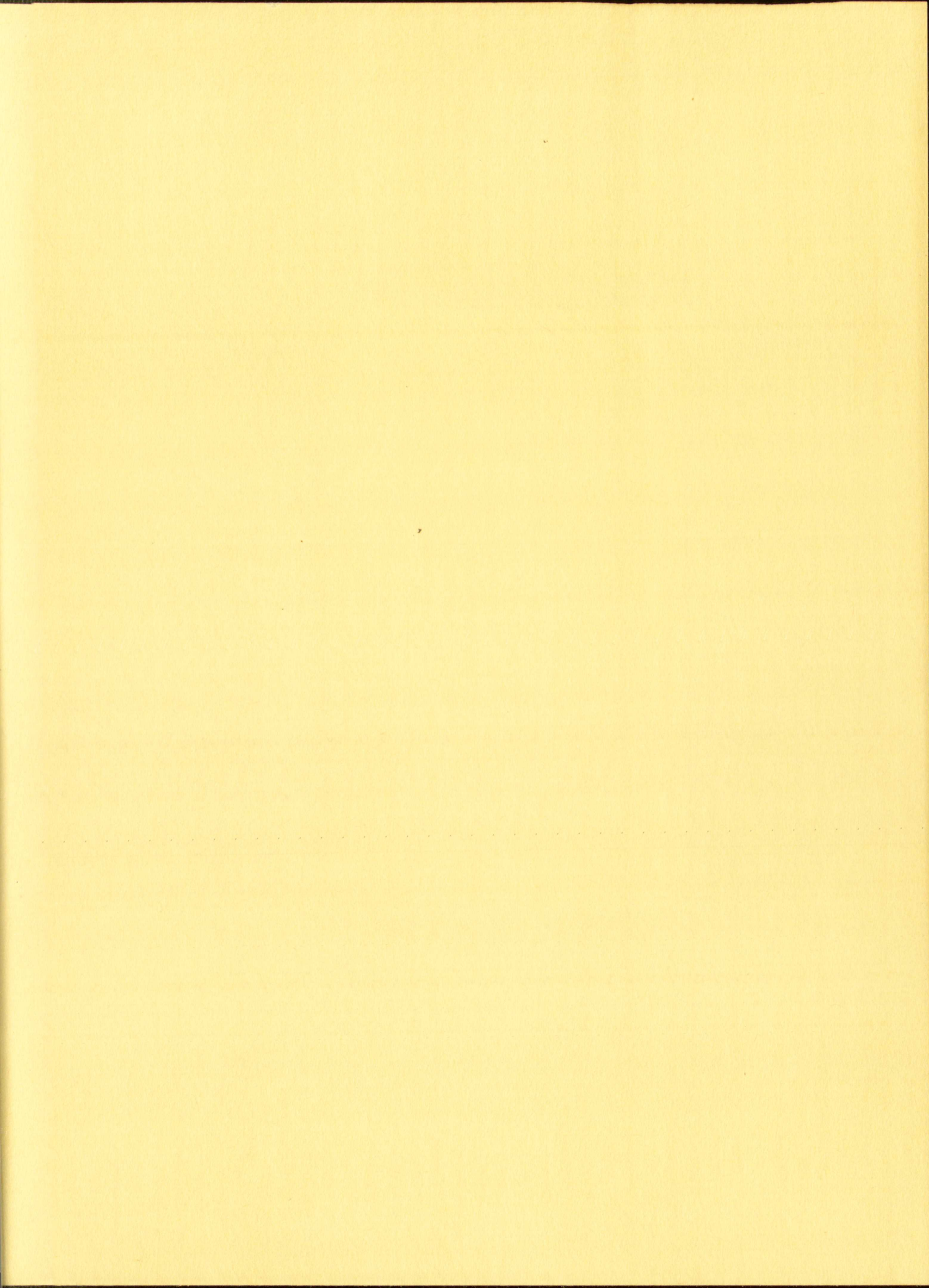














# IMPORTANT!

Special care should be taken to prevent loss or damage of this volume. If lost or damaged, it must be paid for at the current rate of typing.

[illegible]







