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**Intensive study of the play activities of the maladjusted boy**

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*Boston University*
THESIS

AN INTENSIVE STUDY OF THE PLAY ATTITUDES OF THE MALADJUSTED BOY

By

[Signature]

In Partial Fulfillment of the Requirements for the Degree of
Master of Science in Education

1941

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Motor Activities of the
Elementary School Boy and Girl.

CHAPTER 2
INTRODUCTION

Every child should have a right and place to play. A
healthful life is dependent on a child being a
member of a group of living in or out of school. Ensure
the opportunity for play under wholesome environmental
conditions and always be open for the child to become
involved in anti-social situations, such as juvenile
offenses and reform schools. It is an indication that the
child is either depository or not given the chance to
manifest his love and a mechanism for the heart.

The problem is one of the misplacement of play
and the adjustment of play activities to the age and the environment.

Problem

From a lack of adjustment arise the situation in
which the child is, this is to pursue, and what can
be done to overcome the situation. This is a general one
in having a child who does not find his play or interest
satisfactory. He is found to a great extent to manifest into
In a socialized being and to assimilate novel wants in spite of circumstances which are steering his life into channels of typical behavior. There is conflict in his desires. He wants convention and yet he wants to reject it. Around himself he often builds up distorted and seemingly insurmountable obstacles from which extrication is almost impossible without sympathetic help. Often he becomes a social outcast without hope, no living in constant fear or disregard of any authority. This arrogance and lawlessness often start when the need is felt to protect himself against the sharp edges of a society that seems to have no root for him.

Since maladjustment is liable to place a boy in a mood for petty or grave misconduct - ready to react against the vexations of his lot and vent his grievances in truculence or worse - educational control must step into the picture.

The child tells the story of his life in his activity. He desires to so fashion it that he may present a picture of himself acceptable both to himself and to his fellows.

While he attempts to interpret his environment through his activity, he is more concerned with the interpretation of himself, and to this end, he seeks a sympathetic medium, an expansive type of activity, an experience which will allow expression of his innate as well as formalized yearnings and desires, many of which are so unconventional that he dare not divulge them, longings which have become repressed - aspirations which have been postponed in the confusion which has resulted from the
INTRODUCTION

The revaluation of early desires under the pressure of the higher goals of altruistic aims. In this situation the child needs something likable and interesting - a dynamic experience. Play is the answer.**

Evil and destructive forms of play and relaxation cannot be banished except by substituting normal and healthful forms. It is with this substitution of an individualized program for the maladjusted boy adjudged truant and delinquent that the writer is concerned. It is hoped that such a program will induce attendance, reduce truancy and therefore serve as a check on juvenile delinquency.

** Curtis in his "Education through Play" says: "It would be better to have play programs without schools than schools without play programs."

Purpose

The general purpose of this thesis is to discover better procedures for meeting the needs of individuals who have been adjudged truants and delinquent. It is hoped that with an individualized play program via constructive effort, a balance will be struck between the child's febrile understanding of life and his final allocation into society. The writer feels that Play can direct the activities of the maladjusted boy into purposeful channels. Play then will become an antedote for vice. If it will counteract truancy and its complement, juvenile delinquency, it is well worth any effort spent on curriculum revision to meet the play needs of the individual boy.

* XIX Play and Mental Health - Davis, J. E.
** Education Through Play - Franch
INTRODUCTION

Jane Adams said in her Chicago address at the Play Congress: "Amusement is stronger than Vice, and it alone can stifle the lust for it. We see about us such vice which is merely a love of pleasure 'gone wrong', the illicit expression of what might have been not only normal and recreative pleasure but an instrument in the advance of the higher social morality."

Governor Lehman said to the Legislature of the State of New York in his special message on Crime in January 1936:

"Crime prevention is the most appealing phase of the crime problem. Every year more recruits are added to the long list of known criminals and juvenile delinquents. The average age of the prison inmates is twenty-three years, but the largest age group is composed of those nineteen years old. Moreover the tragic truth is that the first offender in the legal sense is frequently an old offender in the eye of the parent, the neighbor, the attendance officer and the police, the social worker and the church."

And again he says:

"Real economy demands that measures be developed to discover, diagnose and eliminate personal, educational, economic and social conditions that produce warped personalities, especially during the impressionable periods of childhood and adolescence. For example, in terms of their present curricula, vocational programs, modes of administration, contacts with parents and relationships to community life, do our schools create or prevent maladjustment which are the foundation of school failures, lack of progress, truancy and the anti-social warning signals of pre-delinquency?"

It therefore becomes the specific purpose of this thesis to find a way to curb truancy through a better understanding of the past and present play life of the maladjusted boy and to institute a more scientifically planned program for the individual. If this means about a reconstruct of attitude toward school and society on the
INTRODUCTION

part of the pull the effort will be well spent.

This view is supported by Irwin and Marks in their book entitled "Fitting the School to the Child" (1936) when they say:-

"Few people in life make a career which is totally different from the careers they left behind them during their childhood progress through school. It would seem as if the school had the power if it had the wisdom, largely to prevent the development of crime and criminals. The boy who has acquired the habit of adjustment in school will not so easily exchange it for the habit of maladjustment in the outside world. Although this does not follow as the night the day, the logic is sufficiently established to form a hopeful basis for the prevention of delinquency."

Summing the purpose of this study of the play activities of the maladjusted boy the aim can be stated as follows:

1. To create a Play Program that will do most toward enlarging the personality of the boy.

2. To help adjust his life and steer it into the stream of good citizenship by:
   a. Inducing school attendance
   b. Reducing truancy and therefore c. Checking Juvenile Delinquency.
PROCEDURE, DATA, AND SCOPE

Procedure

The problem of studying, analyzing, and understanding for the maladjusted boy is complicated by many factors.

Lehman and Witty * assembled play activities from children's reports since they felt that play is essentially subjective in character or is spontaneous activity.

The writer of this paper has developed a technique for studying the play life of maladjusted boys.

From teachers' reports and from check lists, a comprehensive array of activities in which maladjusted boys engage has been resulted. Every teacher was asked first to check from the Lehman-Witty list, those activities in which the boys take part in leisure time. Then they were asked to check those activities which are participated in most frequently during play time away from school.

Because of the teachers' close acquaintance with the home and with the extra-school life of the boys, these reports are reliable.

After the list had been checked it was examined carefully on the most popular play activities in school and

* The Psychology of Play Activities, by J.C. Lehman and Paul Witty

M. H. Wheelock, U.S.
PROCEDURE

details were selected and listed.

In addition, and in order to examine more thoroughly the problem of studying and redirecting the play activities of the boy, maladjusted by truancy, the writer has developed the following technique for the purpose:

1. A study of literature written on the subject of play in its relation to the maladjusted boy.
2. A study of the Truancy of 1000 boys to determine the Causes and Effects of truancy.
3. A reorganization of the Play Program based on findings.
4. A statement of the results of the reorganized play program on the incidence of truancy.

Supplementary Data to include:

1. Chronological ages.
2. Parentage.
5. Intelligence Quotients.
6. Time spent in play during school year.
7. Time spent in play after school hours.
8. Opportunities for play after school hours.
9. Comparison of leisure time activities of adjusted and maladjusted.
10. Comparison of results of Lehman-Witty survey with
PROCEDURE, DATA AND SCOPE

15. Play activities in school ranked according to liking.
16. Play activities outside school ranked according to liking.
18. Sources utilized in developing play of the maladjusted boy.

SCOPE

The scope of this study will range from studies made in a single grade and age group to studies with the entire school population of the present and past school years. Further study will include a survey of 1000 boys, past pupils of the school, to determine causes of truancy.

The Disciplinary Day School has been in existence since 1915. It has, therefore, passed beyond the experimental stage. It has proved its usefulness to the boy and to society in its twenty-five years of work with the truant, and it offers a good field of study for the analysis of ways and means for controlling truancy and juvenile delinquency through an introduction of a more intensified and individualized play program for the boys.
CHAPTER II.
RELATED READINGS

Most writers on the subject of the problem child in school agree that the mental capacity of the child is a very important factor in the matter. Elisabeth A. Irwin and Louis A. Marks have made a rather intensive study of the problem child in the elementary schools of New York City, and in their book, entitled "Fitting the School to the Child", they discuss in detail many of their findings. They feel that the public school has been doing very little for the large class of children whose I. Q.'s rank between 75 and 90, and who are classed as dull normal children.

"If we take to an investigation 1000 school children who are social and educational misfits, the great majority would certainly be found to belong to this group. The truants, the hold-overs, the disciplinary cases are predominantly of the dull normal type. They are a symptom of protest against our inadequate school organization."* (Of the 1000 truants studied at the Disiplinary Day School, 47% were found average or above and 53% below average.)

To quote again Irwin and Marks:

"The distressing problem presented by children who cannot cope successfully with the regular academic requirements of the are, for the most part, not mental defectives, but simply experience in every school."

Mary B. Sayles, in her book called "The Problem Child in School," speaks lest of the boredom and restiveness
of the dull boy who is forced by a compulsory school law to attend classes in which he is taught material which is beyond the scope of his intelligence or interest. She suggests that great benefit can come to such a boy through encouragement and sympathetic interest.*

She writes: "For many boys and girls the first step to a solution of their problems is the warm personal interest of someone who sees them not as mere obstructions, as snags in the smooth-flowing stream of academic progress, but as individuals possessed of points of view and potentials of their own. Let in most cases insight and sympathy need to be supplemented by revised curricula and by the supplying of new interests."

*besides the dull child we have: a problem child and as a truant, the child who is a habitual wanderer. Most of us desire to move about, to see new places, to try new experiences, and it is not surprising that children have somewhat the same desires. In some children this tendency is far more marked than in others.

William Henry Pyle, writing on "So Inward Truants" in his book "Training Children," says in regard to runaway children: "Now this running away from home without permission should be stopped just as all other undesirable tendencies are subdued. But the desire of the child to see and explore the world should be satisfied. Trips and excursions should be almost daily occurrences. Not only do they promote health and growth, but they are the source of much information about the world."

He places the blame for truancies and runaways and run on the fact that home life and school life do not satisfy the child's nature. School work is finding so often so real that it seems to the child to bear little

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rus in his chapter on "VJrnclerinr" (p 425) expressed his views on Truancy in the following words:

"Next to theft, truancy is the composite of all juvenile offenses. As stealing is the typical offense of the older time-hardened delinquent, so wandering away, whether from home or school, is the typical offense of the younger. Among cases brought to me on other grounds, 80 of the boys and 90 of the girls proved to have been truants in the past; and, in nearly every one, truancy was the earliest offense.

"As a rule, truancy is little thought of. But, in actual fact, it is usually the first step on the downward stair to crime—the first premonitory portent of far more desperate misdemeanors."

Dr. Abraham Iverson writing on "Hereditary and Environmental Factors in the Emotional Life of the Child", says that human beings react to the attitude of those around them by emotion, of that if we show contempt or anger to a child, he will react with anger or self-depreciation or indifference. He mentions need for judicious use of praise, blame, reward and punishment in training the child.

Truancy and absence are a source of great waste in the United States. Knight in a study of "Education in the U.S." says of this waste:

"It is estimated that waste resulting from irregular attendance costs annually $175,000,000."

On this same topic of waste of public funds and its encouragement, famed public expert on juvenile delinquency, Andrew B. Steele, chief Probation Officer of Jackson County

*Foot - "The Young Delinquent".
**Knight, "Education in the U.S.", Ch. 7 & 8, Boston 1918
RELATED READING

Juvenile Court of Kansas City is authority for the statement that nearly every juvenile court is confronted with the rapid increase in delinquency in the fourteen-year-old group. The ever-present elements in the situation are conflict with authority or vocational maladjustment accompanying all too frequently by school failure. He advocates a greater respect on the part of the average school for the individual differences in pupils with successful achievement possible for each one. "It would materially diminish," he says, "the numbers that are being fed into the army of the delinquent and maladjusted, and make for a more wholesome and a happier national life."

And, incidentally, it would diminish public waste.

This newer attitude toward the matter of successful handling of the maladjusted child who becomes the chronic truant is expressed by Cyril Burt, who has made a thorough-going study of the young delinquent. He deplores some of the old methods of treating the delinquent and truant.

"To whip a boy, to fine him, to shut him up in a penal institution, because he has infringed the law, is like sending a patient, on the first appearance of fever, out under the open sky to cool his skin and save others from the infection."**

Adjustment for these truants and delinquents is possible in the majority of cases. Homogeneous grouping as a step in the right direction is urged by Koos, Symonds, Davis, and Reavis.

*Andrew B. Steel, 1925-26 Year Book, National Probation Association, pp. 149-155
**Cyril Burt, Appleton Co., N.Y., 1925, p. 8
BELLEVILLE TELEGRAPH

Charles Villie. Sheehan in a Survey of "The Problem of Attendance at Foxbury Memorial High School for Boys" makes the following classifications of causes of unnecessary absences:

1. Economic conditions at home.
2. Moral conditions of home and neighborhood.
3. School program not adapted to pupil's ability.
4. School program not adapted to pupil's interests and needs.

In speaking of the chronically absent pupil — out

He found a decided relationship between poor attendance

and poor scholarship. 25 points of credit are a normal

year's work in that school. In a group of truants, all

showing very poor attendance records, the median number

of points earned was 32 per year. Only 3% of the whole

group with poor attendance records earned more than 32

year's credits.

On the effect of religious background on the delinquent

I quote the following:

Alfred Z. Stearns, — The Challenge of Youth — P. 76:

"Major-General Leonard Wood expressing... His strong

conviction that if, as he has often been told, the American

youth of today is so trusted with the path of former years,

we losing their religious interest, the fact must be

accepted as evidence of the beginning of our national衰弱।

The fore-going quotation was offered by Alfred Z. Stearns,

former headmaster of Phillips Academy, Andover, Mass.
Professor Francis B. Sayre, formerly Chairman of the Institute of Criminal Law at Harvard Law School said:—

"It is because of the breakdown of religious training in the home, in the church, and in the school that we must look for the present cause of crime."

George Washington in his Farewell Address declared:—

"Of all the dispositions and habits which lead to political prosperity, religion and morality are indispensable supports. In vain would that man claim the tribute of patriotism, who should labor to subvert these great pillars of human happiness, these firmest props of the duties of men and citizens....and let us with caution indulge the supposition that morality can be maintained without religion. Whatever may be conceded to the influence of refined education on minds of peculiar structure, reason and experience both forbid us to expect that national morality can prevail in exclusion of religious principle."

"George Washington, Farewell Address, Sept. 1796"
CHAPTER III.

EXPLANATION OF THE CAUSES OF TRUANTY

The particular form which attendance takes differs greatly from one case to another and it is a great weakness on the part of any school if it does not trouble to analyze the reason for failure.

The child himself will often confess that school is a place he hates and why he hates it he is usually unable or unwilling to explain. His lessons may be uninteresting, his schoolmates uninteresting, his principal uninteresting. The dull child may be in a class too high for him, the bright child in a class too low, the child of lively spirits disciplined too strictly, the big lazy fellow in a class of sharp but timid youngsters, the boy with a mechanical bent for which an academic program can find no place, the boy with a peculiar disability in a certain subject who is forced daily to exhibit his deficiency, the weakling who becomes the butt of ridiculing companions or bullies, the boy who wants art or music or athletic achievement but finds himself following a program which suits none or too little.

The above suppositions become very real when a count of reasons given by over a thousand truants presents this picture.
TABLE I.

<table>
<thead>
<tr>
<th>Reason</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dislike of school</td>
<td>355</td>
</tr>
<tr>
<td>Dislike of a teacher</td>
<td>115</td>
</tr>
<tr>
<td>Classroom friction</td>
<td>79</td>
</tr>
<tr>
<td>Retardation</td>
<td>29</td>
</tr>
<tr>
<td>Need just test in courses</td>
<td>42</td>
</tr>
<tr>
<td>Girls in room</td>
<td>31</td>
</tr>
<tr>
<td>Lure of outside interests</td>
<td>200</td>
</tr>
<tr>
<td>Home Lessons</td>
<td>22</td>
</tr>
</tbody>
</table>

Above table is a bit of a challenge to the school for it is the boys' given reason for truancy.

Working year after year with the truant the experienced teacher is able to reverse the child's reason for truancy and teachers of fifteen to twenty years' experience with the truant give as the basic reasons for truancy the following:

1. Natural wanderlust and desire for adventure.
2. Racial tradition of a short period of schooling and an early start at earning a living.
3. Lack of parental control due to
   a. Language or cultural handicap
   b. Feeling of superiority over parents on part of children
4. Generalizing effect upon children of the breaking up of home-life and home-membership through death, divorce and separation.
5. Effects of poor home discipline (too lax-too severe)
6. Search of adventure to compensate for dissatisfaction over home-life or school life.
7. Poverty with its accompanying worry for clothes, luxuries, spending money.
8. Weakness of character, poor quality of moral training, lack of aims, ideals and guiding purpose.
9. School Failures and Grade Retention.
10. Classroom friction.
11. Sluggish intellect and failure to achieve.
12. Inability to adjust to school changes.
13. Inadjustment in school changes.
14. Health defects which caused irritation, irritation or discomfort.
15. Overstrain from late hours or lack of sleep.
16. Lure of outside interest.
17. Mild laziness.
FURTHER INQUIRY OF THE CAUSES OF TRUANCY.

1. **Parental:**
   Is there reason to believe that the leading to truancy may be influenced by the fact that parents are either foreign born or native-born?

2. **ENVIRONMENT:**
   Has the location or the economic and social condition, its financial or social condition, anything to do with the formation of habits of truancy? Has the boy's religious background or lack of it, any bearing on the subject?

3. **PREVIOUS SCHOOL SITUATION:**
   How did the boy's mental age compare with his scholastic load? How did teacher and pupil react toward each other? Was he a behavior problem and if so, why? Did he overuse hospital or illness excuses to free himself from school boredom?

4. **GENERAL HEALTH:**
   Did the health condition of the boy contribute to the way toward truancy? Physical defect? Handicap?

5. **BOY'S OWN EXPLANATIONS OF TRUANCIES:**
   What reasons do the boys give for quitting schoolroom?
AI EXAMINATION OF THE CAUSES OF TRUANCY

EFFECTS OF TRUANCY

1. BORROWED STATEMENT OF ACTIVITIES WHILE TRUANT
2. COURT RECORDS

Was the Truant during his hours away from the protection of the schoolroom getting his initiation into criminal conduct?

3. SCHOLASTIC STANDING

What effect was truancy having on the boy's scholastic standing in future education?

CONTROL

COMPARISON OF TRUANCY RECORDS BEFORE AND AFTER ENROLLMENT IN DISCIPLINARY DAY SCHOOL

Can the Disciplinary Day School succeed in checking truancy and juvenile delinquency? What percentage of habitual truants have become stabilized in the matter of attendance? What has been the most successful stabilizing agent?

COMPARISON OF TRUANCY RECORDS IN M.E.S. SINCE INTRODUCING AN INTENSIVE PLAY PROGRAM

What may be done through an individualized play to keep former truants in school until they have fulfilled the requirements of the school compulsory law?

Using these questions as a basis, the following research information on the subject of causes of truancy will assist in answer.
The following table shows the result of
research work on this point. Information gathered
from records of 1000 tramps resulted as follows:

<table>
<thead>
<tr>
<th>TABLE II. PARENTS NATIVE OR FOREIGN BORN</th>
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<tbody>
<tr>
<td>FATHERS</td>
</tr>
<tr>
<td>---------</td>
</tr>
<tr>
<td>UNITED STATES</td>
</tr>
<tr>
<td>FOREIGN BORN</td>
</tr>
<tr>
<td>UNKNOWN</td>
</tr>
<tr>
<td>TOTAL</td>
</tr>
</tbody>
</table>

Burt in his discussion on "Wandering", page 457, says:-

"With these periodic vagrants, some of the simplest yet most persistent examples are those of children whose parents are themselves of roving disposition—motion, vagabond, or emigrants—the progeny of an itinerant stock
and perhaps of a race of nomads; for like anger, sex, and
soulelility, this is an inborn trait, inherent with peculiar strength in some individuals who..."
It seems reasonable to conclude that many over four hundred parents left the native land for a change of scenery, adventure or work, there was once been a short number of wandering instinct which has been transmitted to their offspring and which may amount to some extent for the latter's 'call of the Wild'.

FART TO UNCONSCIOUSLY IMPRESS CHILDREN

A few days ago an Italian boy who has been very successfully adjusted by letting his develop a school garden, offered this bit of casual conversation:— "You know my father is to blame for me running away from home. When I was a little boy he used to fascinate me with his stories. He said that as soon as he was old enough to skip home he did. He earned money on odd jobs and sent part of the money earned to the bank of the next big city he intended to hit. When tired in one spot he headed to his bank roll. It sounded swell to me and I made up my mind to follow my father's footsteps as soon as I became fourteen. I did. I ran away. I covered quite a bit of ground but it was not as easy as it sounded. I guess jobs are harder to get today. Anyhow I was glad the school boy caught up with me and I'm glad I got that bug out of my system."

This boy has a very high I.Q. (137). He's having a great time in the town and has no compulsory school
work he is studying "Pigeon. He came from a family of
slave owners. (Four of his uncles are professional
men.) His wish is to enter the Harvard School and go
to Harvard College for further study of "Pigeon. He is
one of the outstanding examples of the result of indi
cidual thinking and our own system in individual play in
'78. That our boys' social life in the season have shown
him an idea apt to become tubercular. His course
therefore includes a good bit of work preparing, cooking
and eating and keeping the food we grow. He has had a consistent
rise in weight and strength since his return one year
ago and is sincerely grateful to the school for its
interest in him. That boy we hope will one day be
numbered among the great scientists of the country.

Another matter for consideration is a study of parent
age in relation to truancy in the fact that foreign born
parents expect their children to go out to work as soon
as they are big enough. Many of these parents were at
work at a very early age and to them school was luxury
not to be enjoyed by many of them.

One of our own science teachers is a striking exam
ple of this. His Italian father thought he had been quite
mischievous in allowing his son to enter High School and
then expected to get his help in the store. Business.
His son has to start work at seven. It was only through
the interest and insistence of the older brother, John, returned to school. He is now a successful teacher of science and in spare time is studying Law.

Attendance supervisors often have difficulty in convincing such parents that they are responsible for the child's attendance at school for they often deliberately urge the boy to stay out and work illegally. The latter is quite apt to accept this attitude of indifference to truancy. Parents are sometimes ignorant of American ideals and standards and laws of education. Boys often deceive such parents into thinking that absences are permissible.

It is quite common for foreign-born parents of domineering type to try to engineer the future of their boys. Comes to mind right here the case of a boy whose father was born in Greece and lived there for over twenty years. His boy was afraid to oppose him. Just before the boy reached the age of sixteen, father came to school at the request of a teacher. In the course of the conference father confessed that he was tired trying to make the boy wash his ears and neck. (Father said, "Hand") He stated that he had contacted a brother in a monastery in Greece and had made arrangements to send Him to live in another condition. So it was decided to take him off. Quote "I put him in there and he was out for
CAUSES

He have a nice suit and shirt and tie. He look nice then. Sounded as if papa Ic on the II" business as a sort of learning. However, Louis, as the boy told his friends of his... When papa left the boy confided in... that since the monks could not be jockeys he wanted none of their life. Said he to me: "I'll afraid to tell my father that his idea is all wrong but as soon as he starts to send me to Greece, I'll run away from home and follow the horses." The war has saved Louis from papa's "Vocational Guidance".

Among the foreign-born's offspring we find besides the aggressive parent the domineering boy who because of a bit more schooling than parents feels superior. This type is quite wont to assert his independence at an early age. Steering his own life from early childhood, he soon defies all law both civil, parental and often moral. He mixes much with street gangs, keeps late hours and exhausts himself for school work. This is not an uncommon type of truant.

One boy, two years ago, was committed to the Industrial School at Shirley for repeatedly trying to cure his mother of 'interfering with his business', by breaking dishes and furniture over her head. Even though mother could speak but broken English she called the police to her rescue. Sonny was committed to the State Institution. He said at school that he was always ashamed of him.
mother's inability to speak English.

It is interesting to note in compiling the birthplace statistics of the parents of truants that for the most part the foreign-born man had married the foreign-born woman, or generally one from his own country, even when the marriage had taken place in America.

In view of the fact that of the last thousand truants admitted to an adjustment center, over two thirds came from foreign-born parents, it seems fair to conclude that the truant is more apt to come from the home of the foreign-born parent than from the home of the long-established American families.

ENVIRONMENT

Most of the pupils come from broken homes where one or both parents are dead, separated, divorced, or have deserted the home. The children have not received the love and affection of devoted parents in the environment of a normal home life. Many of them are lonely and neglected and resort to wilful disobedience as a means of asserting individuality.

Location of Home

The home-location statistics are interesting in that they prove that this year, as every year for the past ten, the bulk of the truants come not from the crowded downtown area, but from the district that seems to have th
most to offer in the way of recreational facilities. It has pool parks, large beauty spots which offer various interesting activities, such as tennis, golf, a zoo, lovely gardens, field collections and well-organized boys' club.

One reason for the great number of truants may be that the financial stress is greater here. This, together with the condition of the home itself and the fact of poor companionship to foster truancy. The North-end of Boston is considered the most congested area yet this section ranks 4 in its contribution of truants.

Later, will be proved that should the first named section individualize its recreational program to meet the needs of the boy maladjusted in his district the program would be more effective in curtailing truancy and juvenile delinquency.

### TABLE III. CONTRIBUTING DISTRICTS

<table>
<thead>
<tr>
<th>No.</th>
<th>District</th>
<th>Boys</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Roxbury</td>
<td>138</td>
</tr>
<tr>
<td>2.</td>
<td>Dorchester</td>
<td>54</td>
</tr>
<tr>
<td>3.</td>
<td>East Boston</td>
<td>45</td>
</tr>
<tr>
<td>4.</td>
<td>North End</td>
<td>23</td>
</tr>
<tr>
<td>5.</td>
<td>South Boston</td>
<td>21</td>
</tr>
<tr>
<td>6.</td>
<td>Brighton</td>
<td>20</td>
</tr>
<tr>
<td>7.</td>
<td>Jamaica Plain</td>
<td>14</td>
</tr>
<tr>
<td>8.</td>
<td>West End</td>
<td>13</td>
</tr>
<tr>
<td>9.</td>
<td>South End</td>
<td>11</td>
</tr>
<tr>
<td>10.</td>
<td>Charlestown</td>
<td>9</td>
</tr>
<tr>
<td>11.</td>
<td>Roslindale</td>
<td>6</td>
</tr>
<tr>
<td>12.</td>
<td>Hyde Park</td>
<td>8</td>
</tr>
<tr>
<td>13.</td>
<td>Back Bay</td>
<td>5</td>
</tr>
</tbody>
</table>

Total for 1940-1941 - 357 Boys
CAUSES

Study of the following set-up of the home conditions seems to suggest that territorial location is a little secondary to normal home life.

Truants from Roxbury District

<table>
<thead>
<tr>
<th>PARENTS</th>
<th>Fathers</th>
<th>Mothers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Both parents in home</td>
<td>46</td>
<td>53 1/3</td>
</tr>
<tr>
<td>Divorced or legally separated</td>
<td>14</td>
<td>10.1</td>
</tr>
<tr>
<td>Dead</td>
<td>13</td>
<td>22</td>
</tr>
<tr>
<td>Remarried</td>
<td>9</td>
<td>13.8</td>
</tr>
<tr>
<td>In Institutions (not insane, in part)</td>
<td>2</td>
<td>1.7</td>
</tr>
<tr>
<td>Deserters or in jail</td>
<td>7</td>
<td>5.7</td>
</tr>
<tr>
<td>Blind or Crippled (black and white)</td>
<td>1</td>
<td>0.7</td>
</tr>
</tbody>
</table>

Only 46 of these boys, 33 1/3%, are living under normal conditions. In many of these 46 homes, there is considerable emotional unrest, alcoholic situations and mental deficiency. Therefore they are not ideally normal. There are 14 homes broken up by divorce or legal separation while 10 boys have been left fatherless by death and 22 boys are motherless. Five of these boys have lost both parents by death. The fathers of 8 boys have remarried and the mothers of 10, marrying in the step-father and other situations and in often make them burden for boys to fight. The fathers are mostly working at institutions for the insane, the substations, the convicts.
Seven fathers are serving time or have deserted and one has just been committed to an institution for indecent relations with a colored man. The son of the latter gave as his reason for truancy this home situation. He said he was refused to go to his district because "all the boys know my mother entertains colored men". Our school away from his neighborhood has served as a lifeline for this boy. He just finished the school with an almost perfect record for attendance and punctuality and a job for the summer.

Receiving no example from home, in fact having no healthy and normal home life, it is small wonder that some truants become nomads of the streets, frequenters of cheap motion picture houses, members of degrading gangs, instigators and participants in illicit traffic, embryonic candidates for the reform school, and future criminals.

With all their precocious activities, it is natural that the truancy record will be as heavy as it is possible for these boys to make it. Therefore too strong an effort to control truancy cannot be made. Truancy is one of the first steps toward delinquency; therefore one of the primary objectives of the Disciplinary-Day School is to control it.

If Play induces attendance and reduces truancy and gives to the boy a more wholesome outlook on life, then...
Intermarriage of black and white takes its toll. One boy has a black father and a white father. While the father is the finer of the two characters the boy is restless in his black skin and his mother blames his delinquency to the fact that he is not white. Another has a black father and a white mother. The boy is almost white and claims to be white. This has been a cause for great emotional conflict. The boy made up his mind that at sixteen he would marry a white girl. He was forced by the court to marry her just before a child (black) was born. The boy stole to support his wife with color child. He was arrested and sent to a state institution. He fell from the roof of the building and was killed instantly. He never saw his white baby. One boy has a black father and a cripple mother. Both legs off.

The school has done a great deal to relieve situations such as these yet it cannot but feel that these home conditions in her scant location will be a handicap to any boy trying to reach the spirit that can take over of a changeful conditions.

Therefore we conclude that while environment is a cause of adjustment, poor home conditions are a shell factor in producing delinquent boys. The child of...
CAUSES

Boys are going through a period of adolescence, a trying period at best, when no habits are set, nor standards of living formed, and there is need of a great deal of sympathy and understanding, and kindly encouragement toward leading worthwhile lives and establishing ideals and standards of living. For the most part the living without the benefit of the joint care and wise restraint of two sensible normal parents.

Poor parental discipline and unfortunate home conditions require of the schools a much deeper interest in the boy and a stricter check on his activities than are necessary in the case of the boy from a normal comfortable well governed home. In the average school where each teacher sees a child for a few hours a week there is little opportunity to know the child and his difficulties or long before abuses are discovered the boy has become an habitual truant.

The following tabulation is typical of home conditions with the exception of the ever increasing evil of divorce.

Enrollment for term of 1940-1941 ---- 327 boys-

<table>
<thead>
<tr>
<th>Situation</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Father dead</td>
<td>43</td>
</tr>
<tr>
<td>Mother dead</td>
<td>15</td>
</tr>
<tr>
<td>Step-father in the home</td>
<td>18</td>
</tr>
<tr>
<td>Step-mother in the home</td>
<td>12</td>
</tr>
<tr>
<td>Guardian</td>
<td>6</td>
</tr>
<tr>
<td>Foster home</td>
<td>6</td>
</tr>
<tr>
<td>Intemperate father</td>
<td>35</td>
</tr>
<tr>
<td>Intemperate mother</td>
<td>8</td>
</tr>
<tr>
<td>Father deserted</td>
<td>10</td>
</tr>
<tr>
<td>Mother deserted</td>
<td>8</td>
</tr>
</tbody>
</table>
CAUSES

Parents divorced: ---------------------------------- 14
Parents separated: ----------------------------- 13
Mother moving away: -------------------------- 1
Father serving time: -------------------------- 3
No one of family serving time: -------------- 9
(Immediate family)
Chronic illness of father: --------------------- 9
Chronic illness of mother: --------------------- 4
Father blind: ---------------------------------- 1
Mother working: ------------------------------- 23
Stepfather working: --------------------------- 6
Mother insane: -------------------------------- 2
Father insane: ------------------------------- 4
Insane mother: ------------------------------- 1
Insane father: ------------------------------- 10
Father and mother working: ------------------ 12
Father working and mother living alone: ------ 14

In many of these so-called "normal" homes there is material neglect, alcoholic conditions, immorality and improper discipline.

One mother has five sons. Three are in state institutions. The two oldest died in our school. One is a boy of nine and another a boy of fourteen. The latter was convicted during the past six months of a felony, taken to St. Jax Jail, contracted pneumonia and is now slowly recovering at the City Hospital. This mother is Lowell, the "tattooed lady" in a circus.

TABLE VI.

HOME CONDITIONS

Of the environment studied for this thesis it was found that:

16. House and yard in poor condition
10. Backyard with play equipment
26. House very equipped with "luxuries"
120. House very noisy near
1. House kept in very good order
4. House very clean
16. Street to be improved
50. Families subscribing to a union
CAUSES

18 families had automobiles.
2 families had three or more children, none of whom work.
2 families had one child, twice a week, and three children.
1 had 19 through 24.
1 had family recreation of three or more members.
20 had musical instruments in house, other than piano.
4 had telephones.

PREVIOUS SCHOOL SITUATION

The school records sent by the dismissing school to the delinquent's new school seem a bit significant of another cause contributing to truancy.

Term 1940-1 Previous school situation of 357 boys - TABLE 7.

<table>
<thead>
<tr>
<th>Description</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Failing in one subject</td>
<td>76</td>
<td>21.2%</td>
</tr>
<tr>
<td>Failing in two or more subjects</td>
<td>211</td>
<td>59.9%</td>
</tr>
<tr>
<td>School Offenders (sent because of poor conduct and not necessarily failures in subjects)</td>
<td>52</td>
<td>14.8%</td>
</tr>
</tbody>
</table>

I.Q. records of 357 of this year's - TABLE 8. Boys also prove significant.

Intelligence Ratio of this year's boys - 1940-41 - 357 boys

<table>
<thead>
<tr>
<th>Classification</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Superior Intelligence</td>
<td>110 - 140</td>
<td>11</td>
</tr>
<tr>
<td>Average Intelligence</td>
<td>90 - 110</td>
<td>114</td>
</tr>
<tr>
<td>Below Average</td>
<td>80 - 89</td>
<td>171</td>
</tr>
<tr>
<td>Border-line</td>
<td>70 - 79</td>
<td>36</td>
</tr>
<tr>
<td>Institutional</td>
<td>Below 70</td>
<td>11</td>
</tr>
</tbody>
</table>

Of the 11 in the superior group 1 was a Chinese, 1 a Jew, 1 a Negro. The son of a doctor who turned from his profession to drink and dope, 1 has four aunts in the teaching profession. 1 is houseboy for a social acquaintance.
CAUSES

Finally. All but these boys claim that school life is dull. One of the main things is the lack of injury which has been developed into easily actions. The second of these are found shop-lifting more interesting than school and trusted to ply his trade. The third is just the adolescent, too shy to assert himself. He claims none of the leaders liked him. All eleven have had permanently fine record for attendance and punctuality this term, and are fighting hard to make the grade.

Many of the "Average Intelligence" group are failures in one, two or more subjects. The "Below-Average" group besides failing in many subjects are attempting grades not in keeping with their mental capacity. Of the 128 boys in the last three groups all but forty came from the Junior High School and even ten from the Senior High School. This poor working in the home school is in a very great measure the reason for much truancy. Once these boys reach the Adjustment Center they are studied from all angles and placed with the group which will best suit their mental state of development.

RETENTION RECORD Before Enrollment - TABLE IX.

<table>
<thead>
<tr>
<th>GRADE</th>
<th>MB.</th>
<th>GC</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>15</td>
<td>GC</td>
</tr>
<tr>
<td>2</td>
<td>10</td>
<td>GC</td>
</tr>
<tr>
<td>3</td>
<td>0</td>
<td>GC</td>
</tr>
</tbody>
</table>
With few boys below average intelligence it is not surprising to find such a heavy record of retardation. Some of these boys have repeated one, two, three and even four grades.

Among these boys are those who cannot adjust themselves to the speed and constant drive of the departmentalized school. They need more than average attention. They are baulked in the old type one room plan where the teacher becomes familiar with every idiosyncrasy of her pupil and can reconstruct his weaknesses. Mentally and physically these boys weary under the rigid pro rata, the long hours, the curtailed recreation period and finally run away from it all.

Not all pupils who are retarded have inferior intelligence and all pupils of inferior intelligence do not have full in subjects nor repeat grades. This fact is brought out when tenth grade pupils come with a non-repeat record and an I.Q. around 80.

Excellent conduct and consistent application will keep these boys in the lowest quintile of the class. So while
Sicknees or other causes out of their control caused those on these lists not to be "regular" school. With a class in regular attendance, chances favoring their control produced a school time and hopelessly trail of trying to catch up to others after their return to school.

Discovered that finally join the ranks of the truants. Times seems to find the case of a boy whose family had a run of scarlet-fever. He lost two or half months of school. After a hopeless attempt to catch up he dropped out.

Another boy had spent a full year till the end of May in Grade 7. He knew he would be promoted if his tonsil operation didn't placed absence in June. A bit more than the customary period of convalescence was needed. In September the boy was slated to repeat Grade 7 because of the end of the year absence. He ran away from home. Two months later he was caught and brought to our school as a truant. He was promoted to Grade 8 on trial. Sicknees caused absence again this year and the boy is to repeat grade next term. This doesn't bother him a bit. He had his chance in Grade 8 and feels that owing to his two tom the excuse plus his sickness that he is deserving this repetition. He'll never forgive his Seventh Grade teacher for "sweeping his life".

If a boy feels that he is being unjustly punished an
Criticized so much that his whole behavior is affected — for those for his entire school life. On the other hand even though a boy is properly ed with, if he justly argues it the incident is quickly forgotten with a salutary effect upon future further conduct. Then a pupil thoroughly respects his teacher and has learned that his teacher respects him, there is generally no poor conduct and seldom any truancy. When there is teacher-pupil clash there is sure to be antisocial conduct resulting in truancy.

GENERAL HEALTH

At the beginning of every school term, the school's physician, assisted by the school nurse, begins thorough physical examinations to determine the condition of every truant's health. As new boys are enrolled, they are examined and the findings recorded on the Health Card which is kept with the Cumulative record of the boy. When the doctor discovers defects steps are taken to correct the trouble. This is done at hospital and clinic through family physician or hospital doctor. The nurse makes appointments for all dental work and for special treatment of ear, eye, tonsil, heart or lung condition. She follows up all recommendations to see that doctor's orders are carried out as fully as possible.
CAUSES

The health chart of this year's enrolment looks like this:

<table>
<thead>
<tr>
<th>Health Chart</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Normal health</td>
<td>162</td>
</tr>
<tr>
<td>Seriously defective tonsils</td>
<td>18</td>
</tr>
<tr>
<td>Very poor teeth</td>
<td>9</td>
</tr>
<tr>
<td>One eye blind</td>
<td>3</td>
</tr>
<tr>
<td>One eye glass</td>
<td>1</td>
</tr>
<tr>
<td>One eye very defective vision</td>
<td>12</td>
</tr>
<tr>
<td>Both eyes defective vision</td>
<td>2</td>
</tr>
<tr>
<td>Heart condition</td>
<td>4</td>
</tr>
<tr>
<td>Undernourished</td>
<td>3</td>
</tr>
<tr>
<td>Epileptic</td>
<td>4</td>
</tr>
<tr>
<td>History of chorea</td>
<td>6</td>
</tr>
<tr>
<td>Extremely nervous temperament</td>
<td>27</td>
</tr>
<tr>
<td>Stutterers</td>
<td>3</td>
</tr>
<tr>
<td>T.B. contacts (under treatment)</td>
<td>6</td>
</tr>
</tbody>
</table>

Some boys have more than one defect.

Very poor teeth and fear of the dentist caused 9 boys to run away from their schools to escape being sent to clinics. After enrolment in the D.D.S. they were persuaded or forced into having their teeth cared for at the clinic. They developed a little courage when they found so many "companions in misery" in the bus.

Hospital operations for removal of tonsils and adenoids were arranged for 12 boys suffering with defective tonsils and adenoids, and definite improvement in general health, disposition and scholarship were noted after recovery.

There is a little doubt that the poor condition of health helped create unhappy classroom situations for these boys from which truancy was the escape of escape.

Poor eyesight and defective hearing were among the troubles. One boy with a blind right eye, two pupils of
CAUSES

which he could not control, said that in his room especially at night, when his eye roll and laughed at him. Even when he was sure of the sound and laugh to himself because of his "evil eye". He was a High School freshman and extremely nervous and sensitive. The doctor and nurse arranged for an operation to tighten the muscles of the eye by way with the aid of glasses one scarcely notices the defect.

The four with heart conditions had taken revenge of this fact and two of them glorying in the fact that school rule forbade them even to be written had become school offenders and were transferred on conduct rather than truancy charges. The other two were a bit pampered by worried parents who had written notes so often to excuse the absence of the boy that absence soon became habitual and truancy set in.

The undernourished boys are given special attention and with the aid of an expert dietician. In the lunchroom these boys soon begin to fill in the hollows in their cheeks. A well planned noon meal of very generous proportions soon becomes a magnet for all the boys undernourished or not, and the lunchroom becomes one of the most important places in the house besides. An interesting fact to note here is the fact that most of the
CAUSES

Most hardened truants in the Lake District lose no pauper after their sixteenth birthday when there is no compelling for attendance. Also it is interesting to note that most of the boys who return to visit us just before lunch period know full well that they will never be disappointed on a hearty meal as well as a welcome.

For many of these undernourished boys the school meal is practically all the well chosen food they get. And in the time breakfast eaten will say "mum... mother was not up". Others will reply, "scones, cup of coffee", and a favorite breakfast seems to be "bologna sandwich and coffee". It's surprising how many love tea and coffee for the morning meal.

Sympathy, understanding and a well placed interest soon begins to tell its story in renewed energy, vigor, increased weight, height and strength. With this build up listlessness, disinterest in school, restlessness, soon disappear and the boy begins to enjoy his school experiences.

This year very special attention has been given to the physical activity and play program of the undernourished and this too has helped in a great extent to assure the most unbelievable truth that we will start school next September with only five of our 64 in the class of the undernourished. These five arrived too late in the year and are appreciable amount of well being. 
CAUSES

The six stutterers, instead of becoming uncomfortable trying to conform to the routine of the classroom, at the same time lightly the jibes of their more alert classmates that truancy was the natural outcome. The school nurse, at our request, sent them to a hospital for observation and when the boys realized that they were suffering from a silent they cooperated heartily and soon the school attendance was pursued. The drowsiness had been causing these boys a bit of worry but they were powerless to help themselves until given specific help from the hospital doctors who kept them under observation for some days.

The group suffering from nervous disorders were restless in their home schools and in already overburdened classes could not be blamed for transferring to one of this type. In the Center where they had been given a program of work destined to smooth the overstimulated system, many are the reasons discovered at the root of the nervous condition — such as poor sight, poor hearing, sleepless nights, improper food, unhealthy food situations and even harmful occupation of leisure moments.

The three stutterers, in all six of them found trouble because they were lacking in the home — "a lack of something," as they phrased it.

The T.B. contract was for the most part and the group of stutterers at the Center to cover its emergency.
CAUSES

Once-Well-Schooled, Some Signed for Sickness, Others for the Outcome.

Besides the larger group of boys that had actual physical defects, there is a smaller group included in the normal or "healthy" group that had what one termed "illness syndrome." Instead of being in the classroom in the morning, they'd be in private rooms in the outpatient department, or their nearest home hospital or clinic. The thrill of the absent note activity was real hard to their lives than usual school work. They gloried in the attention given their routines in every illness. They would return to school "ill" until important because they "had to go to the hospital for an injury to be treated." Many a time they had cut and bruised and mistreated themselves simply to have that sound like a fool-proof excuse for absence. However, when the air was let out of the hospital "bubble" they reluctantly settled down to enjoy their poor health.

The health table can be summarized:

| Normal Health | 162 |
| Health Defects | 268 |
| Total | 430 Boys |

BOYS' AND EXPLANATION OF SICKNESS:

At the beginning of the chapter is a list of reasons for the given to the thousand boys.

A list of the 430 reasons for the thousand boys.
Reasons given by 14% of the boys present today. This sample will include the school age...14 and years 11.

### REASONS

<table>
<thead>
<tr>
<th>Reason</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dislike of School</td>
<td>41</td>
</tr>
<tr>
<td>Dislike of Teacher</td>
<td>12</td>
</tr>
<tr>
<td>Dislike of one subject</td>
<td>9</td>
</tr>
<tr>
<td>Punishment for absence or tardiness</td>
<td>8</td>
</tr>
<tr>
<td>Punishment for conduct</td>
<td>2</td>
</tr>
<tr>
<td>Dental clinic</td>
<td>1</td>
</tr>
<tr>
<td>Being delivered into hands of teachers</td>
<td>6</td>
</tr>
<tr>
<td>Friction with Teacher</td>
<td>1</td>
</tr>
<tr>
<td>Health Excuses</td>
<td>10</td>
</tr>
<tr>
<td>Looking for Work</td>
<td>6</td>
</tr>
<tr>
<td>Lured to farm, fields, movies, etc.</td>
<td>8</td>
</tr>
<tr>
<td>Persuaded by &quot;dang&quot;</td>
<td>2</td>
</tr>
<tr>
<td>Sensitive about defects</td>
<td>2</td>
</tr>
<tr>
<td>Military training</td>
<td>6</td>
</tr>
<tr>
<td>Too Tired (working with milkmen - no else)</td>
<td>2</td>
</tr>
<tr>
<td>Tension in barracks</td>
<td>6</td>
</tr>
<tr>
<td>Working</td>
<td>1</td>
</tr>
</tbody>
</table>

There were 41 truant boys at the time. One liked their schools. One Eighth Grade boy, 14 years of age, six feet tall and weighing 120 pounds, said he felt too big to be in the room with little girls. While he was extremely large and strongly-built, he was not average for his grade. At the Adjustment Center he soon lost "power of his age" and showed curiosity that needed the guidance and "strength". We saw a quite a few of his "manure".

Another one tall, thin, and slender transfers because...
...of discipline in his study. A third had to come to school because his parents felt that was the only way to get him there. They were not sure if attendance meant the constant reminder of being in the Intermediate School. They found it hard to do well in school. "Can we learn," they say, they tried it for a few days, but the third explained that because of the situation at home, they "can't cut them" and try to fit it in. Although two of them were out of class, the rest went to school. However, one boy was "told" to stay and two were headed home; two were headed to punishment, although they were afraid to do it; three stayed but because they were scheduled to go to best school, and three had the last run over. They were told they were "cussed" and afraid to be handed over to parents.

Inability to get along with some of the other students were the cause of three others running away. We mention in the study on several detailed problems from real discipline with "disciplinary procedures" because...
they were constantly running to hospital and clinics on the slightest symptoms with any sort of a cut which the
school nurse would have taken care of in school. They
explained in the hospital routine could exhilaratingly
for hours if need be. Having one day would be spent
spent when they had their treatment.

Four youths had quit school to go in search of work
while four others had found work but failed to get certifi-
cation because of non-attendance at school.

Two boys were so keenly interested in the airplane-
mechanics that they were spending their time at
the flying fields as volunteer helpers to the pilots and
mechanics there.

Two boys said they had to truant in order to be "in
right" with their "gang".

Two boys truanted because of physical defects and the
injury in their childhood.

Five boys were too late after school to go home and
so couldn't spare the time to stay after school every
night in order to catch up lost work.

Three started with the milkmen from three to eight and
then directly to school.

The manager put "Pulver" with little explanation and
using symptoms. They began to run to go. They
declared "Go on. It's all right. It's worth seeking. It ma-

wary of school. In public schools, the boy tends to feel that school is made for teachers and that he can make or break his school year. The boy treads on equal at the public schools. Eventually they can pick up and return to their lesson. The Compulsory School Law sends them to the schools regardless.

Often the diligence of school means a lack of adjustment in progress. One boy loves to study as a released reader. But the Supervisor of Attendance found him in the Public Library reading "Lives of Great Men." When he arrived at his home he was surrounded with "Lives." That boy would read forty books a month and could give a very good review of each one read. He was gradually introduced to a bit more diversified program. Reading to the was no play and that boy went forth with a positive plan. They will probably save his future pit-falls.

One boy transferred from his home school because it did not give him ART as a major course. The boy was a real natural talent in painting. As he continued with his drawing instead of painting, he could not get his talent into his home school. The boy was a student at the Art School of Saturday. He later had work at the college.
I have visited the Art School on five occasions. The boys are divided into four "R's"—Reading, Writing, P. R. E., and Creative. He who reached the end of his sixth year at the Art School, although he will not ask for it, still seems a boy.

One case particularly seems to me very hard. A boy who was a common street job is now an artist. One boy, who had wandered from his father and became a bookkeeper. This boy preferred his leisure, and an Art School and finally failed as a bookkeeper. Only early pulled himself up to a place where he can return to his old school, start with the same in the Technical Commercial course.

If the school could realize in what a large number of criminal cases among the streets would be possible with the help of the Art School and the direction of the Art School, we would have a far better and more valuable contribution towards the world.
CHAPTER II
NAME, TYPE OF DELINQUENT FREQUENCY

It is true that there is a group of 110 cases... into the question and assume... such question and assume... time of activities which remain on the list page. It was to be... the amount of time the activities... presented, because if we now put each number on the... in common column, alone or all for you or... able to recall these items for the new column. Only... therefore, we have used to denote by the activities... been taken most completely by this type of 110 cases.

In looking through this list of the activities of the 110 cases while examining themselves from school... manner in the body number of helpful forms. Formally... the trend towards delinquency in that... form of expression, there is little doubt that a... of these reasons could be given. First and foremost, by... equate... their presence without the presence of... are partly unknown, and perhaps are largely... by... indicated. A problem that... is that... but may be on礼拜の週末，although it... appears to be the only way to...
<table>
<thead>
<tr>
<th>ACTIVITIES OF TRUANTS WHILE OUT OF CLASS AS RECALLED BY THEM</th>
</tr>
</thead>
<tbody>
<tr>
<td>Map the town  x</td>
</tr>
<tr>
<td>Stealing maps for trunks  x</td>
</tr>
<tr>
<td>Riding a train  x</td>
</tr>
<tr>
<td>Riding on the rear bumpers of buses or street cars  x</td>
</tr>
<tr>
<td>Evading fare fees  x</td>
</tr>
<tr>
<td>Riding in or driving stolen automobiles</td>
</tr>
<tr>
<td>Breaking windows in vacant buildings</td>
</tr>
<tr>
<td>Breaking house or store windows</td>
</tr>
<tr>
<td>Breaking railroad car windows</td>
</tr>
<tr>
<td>Breaking and entering buildings</td>
</tr>
<tr>
<td>Breaking electric lights on street</td>
</tr>
<tr>
<td>Running errands</td>
</tr>
<tr>
<td>Street begging for money for shows</td>
</tr>
<tr>
<td>Illegal street peddling</td>
</tr>
<tr>
<td>Scavenging dumps for junk to sell</td>
</tr>
<tr>
<td>Stealing from pockets</td>
</tr>
<tr>
<td>Cleaning cars</td>
</tr>
<tr>
<td>Polishing shoes</td>
</tr>
<tr>
<td>Running errands for store keepers</td>
</tr>
<tr>
<td>Selling scraps and song-sheets</td>
</tr>
<tr>
<td>Going to shows (Stealing in via fire-door, etc.)</td>
</tr>
<tr>
<td>Sledding</td>
</tr>
<tr>
<td>Fishing</td>
</tr>
<tr>
<td>Swimming</td>
</tr>
<tr>
<td>Baseball and football</td>
</tr>
<tr>
<td>Wrestling with cats</td>
</tr>
<tr>
<td>Shooting rap</td>
</tr>
<tr>
<td>Stealing from stores (shoplifting)</td>
</tr>
<tr>
<td>Stealing all bottles</td>
</tr>
<tr>
<td>Trespassing</td>
</tr>
<tr>
<td>Disorderly conduct</td>
</tr>
<tr>
<td>Theft in &quot;low-class&quot; mines in other states</td>
</tr>
<tr>
<td>Eating freights</td>
</tr>
<tr>
<td>Bunking in bus or train cars</td>
</tr>
<tr>
<td>Reading around stock-vaults and inter-front</td>
</tr>
<tr>
<td>Loitering at imports</td>
</tr>
<tr>
<td>Bargaining at idle (quarter to cut) or at Lithguns</td>
</tr>
<tr>
<td>Floating around in search of work, improper bottles</td>
</tr>
<tr>
<td>Irregular practices</td>
</tr>
<tr>
<td>Destroying furniture</td>
</tr>
<tr>
<td>Salting in departing stock</td>
</tr>
<tr>
<td>Loitering in cafes or pool rooms</td>
</tr>
<tr>
<td>Running around street corners</td>
</tr>
<tr>
<td>Selling stolen goods</td>
</tr>
<tr>
<td>Painting stolen roofs</td>
</tr>
<tr>
<td>Locking the doors</td>
</tr>
</tbody>
</table>
EFFECTS

Working on trucks, in shops and at home
Trying master keys to houses
Plumbing and other work places

EXCERPTS FROM TRUANTS' LETTERS

(1) "The reason I played truant was because I thought I was getting something over on my teachers and I did not like the Algebra and Science that we had. I liked the shop teachers but I did not enter on work well.

When I lived near the water I used to play truant out of school. There the teachers and I got along well. I liked to go into town and do things. I'd go into big department stores and have fun with the elevator buttons. I'd ride the elevator up to the fourth or fifth floor. Then I'd go down the stairs and have fun with the elevator buttons. I'd ride the elevator up to the fourth or fifth floor and then I'd go down and I'd have fun with the elevator buttons. I'd ride the elevator up to the fourth or fifth floor and then I'd go down and I'd have fun with the elevator buttons.

(2) "This is the first reason why I was truant. One morning, I was late for school and I had to go to the police station and I told one of my schoolmates. He said, 'I told you so.' He told me that if I went to school again, I'd have trouble. Well, that morning I was late again and I did not go to school at that time. I don't think I had to go to school at any time. I had to go at 3:30.

Another reason is that I did not like my math teacher. I didn't like the math teacher, so I went to school.

(3) "The reason I 'hooked' because I didn't want to go to school. I didn't want to go to school. I didn't want to go to school.
I played truant because I didn't like a couple of my teachers. They were too fussy. When I played truant I went to shows and sometimes in the street. I played truant in account of one teacher who didn't like me. When I went truant at the beginning of school I had no place to go.
EFFECTS

Some work that I missed. One night after school I gave her the work to correct. The following week I asked her for a notebook so that I could write the work on the next day. She said that she gave it to me. I told her that I gave it to her and that I haven't written in it since I gave it to her. Since then she has been calling the headmaster to have me thrown out of the school because I didn't want to take up the summary in the notebook again. I have never got into any trouble with the police and I was never truant before."

(c) "I used to take almost every French off because I used to have a sick bee every Tuesday. Because with was too hard. I went to the above most of the time I was out. I played with books to get the price."

(e) "I don't like the school I was going to because I did not like the hours. I couldn't stay in school for long. I went to the outside. I sold papers, worked with a truck driver and went to shows "wont. my" teacher."

(7) "I formerly went to the High School. I played truant because I didn't like Latin, drill and drill. Every time I had to drill I wouldn't show up. I didn't play truant on account of the other lessons, but especially Latin and drill. Every time I played truant I went out. Sermon some, and then went up the street. I came out at the clock. I was calling by to the next door school.
EFFECTS

"I wanted because I didn't like my teacher. Every word I said she would contradict. It was second year of French and I had a different teacher the year before. When I came into second teacher she taught almost a different French and I didn't like French any more. I wanted to change my course but they wouldn't let me, so I truanted from school. I went to a show and I hung around corners when I wasn't in school."

"I truanted because some of the boys always went on too. We used to hop trucks out of a little believing. But I started to get wise to myself. I wanted to show that I dared to do it."

"One another boy and I used to hook up used to take our bee-bee guns and go down near the railroad tracks and try how many bull's-eyes we could get on the car windows. The railroad policy wasn't as easy any more. Back then I daren't go there now."

"I am writing this letter to express my thoughts of truancy. One of the reasons was dislike of school because of my teacher. I went late, and they didn't stop the teacher's record. I used to worry. Rather than go in late, I hung out. So I went back to the school. I can't make the papers until I remember.
EFFECTS

...the work too dull..."

(12) "I was sent to one school because I did not like it. I did not like the teacher or the work. At the beginning of the term I was expected to get up with a certain teacher. We could not, so I transferred to another school. I then failed some and simply had to stay out. Soon I got dismissed and quit. After about a month, I was caught and sent to this school."

(13) "Why did I play truant? At the school I came from I had no recess. It was very tiresome. I can't stand being in one place so long. If we had had a fifteen minute period to go out and play or stretch our legs, this school wouldn't have any of our boys up here. I have only been here two days and I think it is the best school in town. The teachers make you feel like working and give you free breaks."

(14) "I played truant because I did not like my work. So I had to stay home. My work was to bury coal and to sell it to the coal company. Sometimes I used to get a stick and just play with it. Sometimes I did not go to school. One of the teachers seemed to like me."

(15) "I played truant because in the school I came from I never studied hard for five hours, then when it came time to work I would go 'to sleep' and... By..."
EFFECTS

the time I'd get there all done it was time to go to bed. I was always unlucky. Most of my pals got out at ten thirty but I had to stay till three am. They never call me a slug to do so much homework. So I played truant."

(17) "I didn't play truant because I liked my teacher. I liked her. She always picked on me. I couldn't stand it. I made fun of her to get even. Then I quit. I quit and sent her."

(17) "The real reason I played truant was because I didn't like the teacher. She gave me arithmetic her way. If you didn't it was wrong. Even if it was right. If you left out an answer (on) an answer column the example went wrong. I got sick of this because I was good in arithmetic and couldn't get used to the teacher's way.

Then I played truant. I remember other boys that went back to school and tasted of what the matter. They got a crack in the face and I wouldn't walk into that."

In looking back over the field of possible causes of truancy, we find that truancy is seldom the result of a single, isolated circumstance. Rather it is the result of a combination of circumstances, of influences. These may include any of the following: (1) barren or unsuccessful home life, (2) inequality, (3) restrictions regarding the school life, and (4) street life and gang work. It is obvious that the combination of these influences would result in a child's feeling of resentment at school and a desire to escape from the demands of the school life.
Lack of training in ethics and social conduct, (c) a feeling of inferiority, (d) an inability to think clearly, (e) lack of discipline, (f) defects of health or of physical defects.

COURT RECORDS

Court Records have a decided relationship to truancy. According to the records of a Boston Court over 50% of the boys of school age arrested as law breakers are occasional or habitual truants. We have ourselves seen that their first initiation into the world of crime came while truant. Truancy was a sort of incubator for bad habits. They were forced to get food, clothing, shelter, and easy money.

Burt has said: "Truancy may well be called the kindergarten of crime."

Any number of cases come to light to prove the truth of this. This year 152 boys came to the U.S. with court records received during truancy periods.

Among the evil and destructive forms of youth all social of in 'n truants can be numbered:

- Robbing
- Shooting
- Slapping
- Drinking
- Thieving
- Racial raids
- Other

These.
It must be remembered that the State and school have a legal responsibility to see that the educational and vocational needs of the dependent children be met. In order to properly safeguard the welfare of the child, it is necessary to determine what effect the child's home environment or conduct may have on his educational progress. It is the duty of the Court and the State to protect the child and to act in the best interest of the child. It is the duty of the Court to protect the child and to act in the best interest of the child. It is the duty of the Court to protect the child and to act in the best interest of the child.

<table>
<thead>
<tr>
<th>TABLE XIV.</th>
<th>1924-1925</th>
<th>1925-1926</th>
</tr>
</thead>
<tbody>
<tr>
<td>Whole number of boys enrolled</td>
<td>265</td>
<td>257</td>
</tr>
<tr>
<td>Number of boys committed to Middlesex County Training School on school charges</td>
<td>143</td>
<td>149</td>
</tr>
<tr>
<td>Number of boys committed to State Institutions on charges of police or parents</td>
<td>178</td>
<td>176</td>
</tr>
<tr>
<td>Years</td>
<td>Whole number of boys enrolled</td>
<td>Number of boys committed to Middlesex County Training School on school charges</td>
</tr>
<tr>
<td>-----------</td>
<td>-------------------------------</td>
<td>--------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>1926-1927</td>
<td>226</td>
<td>26</td>
</tr>
<tr>
<td>1927-1928</td>
<td>297</td>
<td>9</td>
</tr>
<tr>
<td>1928-1929</td>
<td>281</td>
<td>10</td>
</tr>
<tr>
<td>1929-1930</td>
<td>295</td>
<td>8</td>
</tr>
<tr>
<td>1930-1931</td>
<td>201</td>
<td>9</td>
</tr>
<tr>
<td>1931-1932</td>
<td>228</td>
<td>4</td>
</tr>
</tbody>
</table>
1934-1935

Whole number of boys enrolled 420
Number of boys committed to Middlesex County Training School on school charges 1%
Number of boys committed to State institutions on charges of police or parents 7%

1935-1936

Whole number of boys enrolled 414
Number of boys committed to Middlesex County Training School on school charges 6%
Number of boys committed to State institutions on charges of police or parents 9%

1936-1937

Whole number of boys enrolled 378
Number of boys committed to Middlesex County Training School on school charges 1%
Number of boys committed to State institutions on charges of police or parents 7%

1937-1938

Whole number of boys enrolled 300
Number of boys committed to Middlesex County Training School on school charges 9%
Number of boys committed to State institutions on charges of police or parents 7%
EFFECTS

1928-1929

Whole number of boys enrolled------------------------360
Number of boys committed to Middlesex County Training School on school charges-----------------75
Number of boys committed to State institutions on charges of police or parents-----------------25

1939-1940

Whole number of boys enrolled------------------------380
Number of boys committed to Middlesex County Training School on school charges-----------------85
Number of boys committed to State institutions on charges of police or parents-----------------75

1940-1941

Whole number of boys enrolled------------------------566
Number of boys committed to Middlesex County Training School on school charges-----------------95
Three boys were tried in Foster Home but ran away.
Number of boys committed to State institutions on charges of police or parents-----------------85

It is to be noted that this year the enrollment at Middlesex County Training School dropped to 15. This is due largely to the school having had a "hit-or-miss" year. Since the only departure from "routine" was the installation of a Play Program in the very able hand of a man trained well in the subject and well liked by the boys, the Play and Activities program must be given credit for the change. I record achieved this year in the saving of truant from institutional life.

Emphasis was the power of Play in inducing attention and reducing truant. A question: "What are you going to do this next year?" When a question,
"What do you like best about "Disciplinary Day" School?"

The answers were tabbed in this order of preference:

1. The teachers.
2. The Play Periods.
3. The Frogs...
4. Home Lessons. (None)
5. Girls. (None)
6. You feel "comfortable".

The very reasons the boys gave as cause for their troubles are almost identical with the reasons stipulated as their successes in new surroundings.

**DELIQUENCY AND COURT RECORDS**

That delinquency and truancy are closely intertwined is shown by the following table, which gives the actual court records of delinquencies committed during truancy by 71 out of 110 truants.

<table>
<thead>
<tr>
<th>Nature of Delinquency</th>
<th>Number of Offenses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Larceny of Cars</td>
<td>15</td>
</tr>
<tr>
<td>Larceny from Parked Cars</td>
<td>6</td>
</tr>
<tr>
<td>Larceny of Bicycles</td>
<td>11</td>
</tr>
<tr>
<td>Larceny of Milk Bottles</td>
<td>7</td>
</tr>
<tr>
<td>Shoplifting</td>
<td>6</td>
</tr>
<tr>
<td>Larceny of Radio</td>
<td>1</td>
</tr>
<tr>
<td>Stealing Purse</td>
<td>4</td>
</tr>
<tr>
<td>Stealing Cigarettes</td>
<td>5</td>
</tr>
<tr>
<td>Stealing from Trucks</td>
<td>2</td>
</tr>
<tr>
<td>Stealing Milk</td>
<td>4</td>
</tr>
<tr>
<td>Stealing Food</td>
<td>6</td>
</tr>
<tr>
<td>Stealing Tires and Tubes</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>67</strong></td>
</tr>
</tbody>
</table>

---

**SOURCES OF THE COURT RECORDS ACQUIRED BY A GROUP OF 110 TRUANTS DURING THEIR PERIOD OF TRUANCY**
### EFFECTS

<table>
<thead>
<tr>
<th>Item</th>
<th>Cases</th>
</tr>
</thead>
<tbody>
<tr>
<td>Breaking and Entering</td>
<td>29</td>
</tr>
<tr>
<td>Practicing Windows</td>
<td>6</td>
</tr>
<tr>
<td>Evading Fences</td>
<td>2</td>
</tr>
<tr>
<td>Reading</td>
<td>2</td>
</tr>
<tr>
<td>Stealing</td>
<td>6</td>
</tr>
<tr>
<td>Stealing Freight and Street cars</td>
<td>4</td>
</tr>
<tr>
<td>Impure Practices (Consequence with Br. and Ent.)</td>
<td>5</td>
</tr>
<tr>
<td>Vandalism (Destruction or defacement of Property)</td>
<td>5</td>
</tr>
</tbody>
</table>

**Total of Cases** 114

- Truants with Records: 71
- Truants without Records: 43

The items of delinquencies listed above are actual cases which have been heard before either the Juvenile Court or juvenile sessions of regular municipal courts. There is no doubt in the minds of those familiar with these boys and their behavior habits that many more delinquencies were committed that were not recorded because the perpetrators managed to escape detection. Enough cases appear in the list, however, to convince one that the community, the state of all the boys themselves, would have been far better served had the school offered these boys enough of interest and attraction to have engaged their whole minds and attention during school hours.

About 58% of this group of 110 truants, or 71 boys, were actually apprehended in breaking the law, but this number does not include those boys who were taken to court by Attendance Officers on the charge of Truancy. I was properly credited for a sum of Court Records for Truancy, because every boy in this group was reasonably
Whether he had ever driven before the courts or not.

These days of truancy by about 30% of the group of 110 truants, the oldest told that they had never been involved in any difficulty with the police during their absences from school, although some of the others admitted that they had broken laws during truancy and that only the fact that they had not been caught in mischief had saved them from getting court records.

One truant said that he and a companion had "hopped a truck" with the intention of simply taking a little ride out into the country. They were carried to a somewhat distant town, where they spent the day roasting about. They spent what little money they had with them on food. They then concocted the plan of waiting until dark and robbing a store of its small change. While they were in the store, a police officer surprised them. They bolted by his car escaped in the darkness of the alley, but a bullet fired by the officer struck the leg of the companion. They hid in a doorway, on hill and later in an unoccupied building, the truant aiding the injured boy and helping to stop the flow of blood by bandaging with his handkerchief. They finally made their way to the railroad station and took a late train, using tickets bought with the stolen change and at last reached the home of the injured boy, whose father, in answer "he used the bullets..."
effected the wound, and thanked him for helping him home safely!

Another was in jail for breaking in entering the school at night-time, admitted upon his return to school that the place for the robbery had been found out while he and two others had been attending a motion picture show during school hours. Moreover, it was the picture, he said, that gave them the idea that they could effect an easy way to steal.

Stealing empty milk bottles from one chain store in order to return them in each of another such store was one of the offenses some of these "no record" boys confessed.

For the most part the charge of "larceny for food" was against boys who were run-aways and who were alleged to find some on railroad sidings or in furniture vans in out-of-door parking spaces.

One truant, charged with the theft of automobiles tires and tubes, told at first that he just took some old tires that were in a neighbor's garage. Pressed for further detail, he finally gave the information that they happened to be attached to the wheels of a car, registered out of the city, and that the wheels were removed with the tires. He sold each unit for twenty-five cents apiece. His only comment on the activities of the police in finding them was restoring them to the owner and saying "they
It is natural that truancy should lead on to delinquency. The boy who is a truant tries to cover up his first truancies by lying about his absence. If he succeeds in evading detection, he continues to truant and to lie.

He has to be deceitful and covert in his actions, and because he must avoid being seen in the streets during school hours, he has to pick out hiding places in which to conceal his truancy hours, and he sees a spot of unfrequency by those who might censure him. It is in such lurking hiding places that he usually gets his first introduction to crime and to persons more perverse than he is. From that point on, unless he is severely checked, his downfall is rapid.

One truant related that on his first truancy he sought refuge in a large park. He found there a group of men gambling. They invited him to join them, which he did, and the spot became his usual haunt, until the police discovered it one day and broke up the coterie. The boy had by that time become an inveterate gambler and had to steal to recoup his losses.

In this group of 120 truants, five have come to the school after having been released from another institution to which they had been admitted for truancy for delinquency. One boy had been sent from the state almshouse to the state almshouse and has been sent from the state almshouse to the state almshouse.
had committed four, however, of the time to be committed to the courts. They should have been in school.

In a survey to ascertain whether truancy preceded delinquency or whether delinquency occurred prior to truancy, the following facts were revealed:

**TABLE 16**

<table>
<thead>
<tr>
<th>Delinquency - Truancy Account of 110 Boy Truants</th>
</tr>
</thead>
<tbody>
<tr>
<td>Truancy: First or Delinquency First?</td>
</tr>
<tr>
<td>--------------------------------------</td>
</tr>
<tr>
<td>Pupils who were Truant Before Delinquency</td>
</tr>
<tr>
<td>Pupils who were Delinquent Before Truants</td>
</tr>
<tr>
<td>Total</td>
</tr>
</tbody>
</table>

Faced with such records of delinquency and of offenses committed during school hours, it would seem to be the logical task of the schools to lend every effort toward getting out truancy in order to put down the numerous causes of juvenile delinquency with which our cities are beset.

A boy kept busy and contented in school has little time for planning serious mischief.

**SCHOLASTIC STUDIES**

**TABLE 17**

<table>
<thead>
<tr>
<th>Scholastic Standing of 110 Truants</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Failure in School Work</td>
</tr>
<tr>
<td>---------------------------------</td>
</tr>
<tr>
<td>Falling in One Subject</td>
</tr>
<tr>
<td>Falling in Two or More Subjects</td>
</tr>
<tr>
<td>Total</td>
</tr>
</tbody>
</table>
Truancy and low schoolwork. This is a vicious circle.

When the boy transfers, his school work suffers; and as his school work becomes more difficult, he may try to turn away from it as stronger. None of us like to continue doing tasks which seem unpleasant. It is hard to tolerate unpleasantness.

Flitner*, in his chapter on "The Laws of Learning",

quote 223, says -

"Anon. the result of a given response may be so great that the individual is baffled and a reaction, he feels that it is impossible to proceed and so he turns away from the given situation. He gives up, he refuses to react. This is what happens when things are too difficult for us. We are unwilling to solve problems but react with some alternative which seems less unpleasant. It is hard to tolerate unpleasantness.

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**Components**

Skills followed, in general, the touch-electrical
system "failure" correlation. The trend was in the
proximity of those touching, that with more
difficulty the test was higher.

**Age-Grade Level**

To determine children entering the system at
the age of four, the average chronological age of
Grade 6 level is between 12 and 13 years. With the
range of the truants, an average level closer to
different average.

<table>
<thead>
<tr>
<th>Grade</th>
<th>12-14 yrs.</th>
<th>14-16 yrs.</th>
<th>16-18 yrs.</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade 7</td>
<td>0</td>
<td>0</td>
<td>10</td>
<td>10</td>
</tr>
<tr>
<td>Grade 8</td>
<td>11</td>
<td>19</td>
<td>12</td>
<td>42</td>
</tr>
<tr>
<td>Grade 9</td>
<td>1</td>
<td>12</td>
<td>10</td>
<td>23</td>
</tr>
<tr>
<td>Grade 10</td>
<td>0</td>
<td>1</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

Cyclo-epoch Sun Grade: 72 out of 110

In the explanation of this table it should be noted
that the number of cases shown for Grade 8 and 9
are fairly closer to the average age distribution for truants in
these grades, but that the numbers are more given for
Grade 7 or 10 do not give a complete picture, for the
reason that the school's number of 14 and 16 special
grades will be shown in greater detail. For more detailed
information.
The Grade 7 pupils listed in the table were boys. The boys and girls at the primary level are now comparable in the respect of size of their own size and age. The Grade 10 boys had special needs in school-work which placed them in the particular division. The table is offered only to show the large number of truants who are older for their grades than the average public school pupil.

A pupil entering kindergarten at the age of five years, the regulation age, would, if he spent but one year in each grade, be between the ages of 14-15 in Grade 7, 15-16 in Grade 8, 16-17 in Grade 9, and 17-18 in Grade 10. As shown in the foregoing table only 11 of the group of 61 truants listed for Grade 9 were average age for their group, while 50 were one to two years over-age for their group. In the Grade 8 group, one had one year less than average in one year, 13 were over one and 15 or more than one year of their grade group were one year over-age. Although the Grade 7 group is not as complete as the Grade 8 and Grade 9, a fair idea of the age situation may be had.

It is a contention that frequent changes in school is against the progress of these truants. If the record naturally shows the same age group intelligence, could the teachers, by excellent application and care, not improve some pupils in the school year?
Specials

For both these, the intent of training has been to
the interest of taking the initiative of securing a
reduction after he is about 16 years of age. In very
few exceptions, the habitual truant is inevitably
within the limits - or years - that he between the
months of their 16th birthday, when they can break out
and with all its bonds, and sail forth into the world
to master from it any thrill or excitement it has to
offer them. It is one of the truant school's most diffi-
cult tasks, this trying to awaken an interest in future
non-compulsory education or training.

In spite of their nature-to some of these truants,
the fact near 16 years of age, regret their failure to
have availed themselves of their educational advantages,
not the years, nor interest in schooling. They discover
that they have a liking for a particular field of
training different and alien to them, and they arrange
themselves to renewed activity. They are given helpful
training in foundation subjects and transferred to a
public school most nearly fitted to train them along the
lines of work they wish to follow.

Four of five cases - are cases of love to have one
excellent sample in the nature of attendance at school, if
they desire it, they are ready to take advantage of the
school officials and special training or interest in
the...
EFFECTS

As will be shown in a later table, 15 out of this group of 170 truants, were transferred back to regular schools to continue their schooling, and each was certified for work after reaching 16 years of age, with the obligation resting upon them of fulfilling the requirements of Continuation School until they reach 16 years of age. If they fail to do that, their certificates will be revoked.

Since the time of the Supreme Court of California, the compulsory school attendance law has been interpreted to extend only to the age of 15 years, and "follow up on further education" extends only to that age. Of the 50 former truants transferred to other schools, only one was returned to the court school. He said that he had found one of his old companions in his class who had held him up, and in a way of speaking, said he had been kept from succeeding by being kept back in the truant school. The school did not
EFFECTS

At the beginning of this study the question remained: "Should the prevalence of Truancy in our schools cause educators no concern?" Our conclusion to this question is "Yes, decidedly yes."

In the first place, from the point of view of school expense, Truancy is responsible for a large amount of wasted time. Knight, as quoted in the Introduction, mentions the cost of irregular attendance (Truancy and Transience) in the United States as $57,007,000 per year. This is an underestimate, as it is not to be compared with the value placed on the character of the pupil. It is an estimate of the time lost in school activities.

Just the act of truancy means the destruction of
lie out of it, or see their parents and neighbors. One big
lie, to cheat, and white of anything more ambig-
ous is the whole. To both, there are habits de-
veloping that may quite often get the child in
trouble. These are the assumptions to cheat to change
into entertainment. It is easy then that two the in-
valid act to another, except the cases the most one
in two have passed unnoticed.

Consequences of truant days are more too wholesome
of are often the occasions of further sin.

Most of the truants who had been involved
in some thing until their absence from school. 77 of
the group studied has been tried to court for their
absences. A survey showed that 75% of the cases of the
truants were truants first and delinquents afterward.
77% were truants and not delinquents. The remaining were
delinquents before being truants.

Highly individualistic children, with resulting
emotional, protective, for some, even though the type of
average intelligence could have passed their grades,
but it not been for their absences.

Educators, one or even if it is to get and the youth of
the country is being trained for our citizenship, so much
more "but" should be considered the whole over the con-
sequences. From a technical point it is better a high curricu-
lar dull system to socialize in.
CHAPTER V

IMPORTANCE OF PLAY AS A CORRECTIVE AGENT

Studies in the 13th-14th years show it was decided to
revise the curriculum so that our boys were included
of long experience with the toy "kiddie" as you now
were also to list the "lack" or "prevented" caused by
lay, say, why then over a period of ten or more years
in order to determine whether or not Play could serve as
a constructive weapon.

Included in all lists were:

1. Poor Health
2. Lack of Energy
3. Too much worry
4. Poor Judgment
5. Unstimulated Intelligence
6. Stunted Personality
7. Pronounced Inclination to Idleness
8. Fear and Profane Vocabulary
9. Poor Sportsmanship
10. Dishonesty
11. Displaced Loyalty

After getting this list we who were now at liberty to
curriculum to give Physical Activity through Play a
frequently new on the program stating these lists
view to correcting them through more intense and
individualized means.

The new Play to go back to "laddies." The selected
head to often adopt new, underestimating student's
power of growth. The great physical ones are those
that will win if opportunity is taken in.
IMPORTANCE OF PLAN AS A COOPERATIVE ACTIVITY

Running, jumping, and climbing were all just taken for granted by the parents of those boys who came in from outdoor sports. Both doctors and parents were very cooperative in individualizing the program for their children.

In June we concluded that the "big muscle" activities really did stimulate growth and that Play then is an absolute essential to the growing boy.

The truant with health defects needed more Play and general Physical education than does the boy whose confidence is regular. A make-up course for that lost in this subject is far more important than trying to pull him up to grade in any other subject.

As soon as the boy's Health is brought up to normal it's far easier to stimulate a desire for other subjects.

As an example, "Play builds the child. It is part of a boy's love of work. It is part of a boy's love of growth. It is in truth for the sake of play that man has formed his soul. For such fun, it is in his soul he lives and grows.

Following is an excerpt from a report of Mrs. Franklin D. Roosevelt's speech before the second annual New England Conference on "Tomorrow's Children" in Boston Theatre.

"I quote - "Lessons of the world wardraft were ignored for 20 years, with the result that the nation was put into a state of mental and physical trauma. It is a matter for deep regret that almost all the results of the war, except in the urgent work of war, for such fun, it is in his soul he lives and grows."

E. H. Millard, in a report of the world war, said: "Each of these cases has a solid foundation. The purpose and the form of life would be a matter of taste in education."
The Importance of Play as a Corrective Agent

"Even a so-called 'good' boy has a right to play. In 1929, a boy, age 8, everything three boys "told" him how to do it, was found to have no interest in play. Physical defects held him back; he should have been recognized as an "under成就" of 3 years of age. Some of them just did not have the ability to reach that mark, and though the type called "backward" was given the same of the other boys were also in "normal range, but these things happened."

Can Play治愈一切吗？"It seemed to me that we have the key with an individualized Play Program to promote Physical Fitness in every way to use that Play is the most effective and a developm of energy.

Some can play all the time of every hour. Others can be out of shape and could not be with the type of activity caring for a less energetic center at home play.

Harry F. Burtie says: "We are able to confirm the results will less effort in play that is not such but also have the ability to see more and learning because the play activities are the ones that are the source of the nervous system are developed and also have a more general type of play which are only welcomed with difficulty today.'"

And again, "It seems to me so easy to over look if we are sure to our play plan in childhood, we have to see the problem of the same at any point as well. Of course, it is much easier for the life of children as of others, but the whole problem of education."
Can Play Serve & serve?

Spencer tells his team to get ready for the conditions they're about to encounter. He plans to use it as an opportunity to train and develop his players, and he plans to use the energy left over after the necessary tasks have been completed. The engine that is running is in a state of slow, steady, calm, and there is no need for the boiler to blow up. They are using the surplus for the boy. He has to find an escape for it on the boiler will blow up.

This surplus energy in the coal is why the boy's poor record of conduct and his often claimed ability to run away from his drug-taking habits at the schoolroom is much of relief.

Sullivan, this surplus energy from Play & Plan Indications, the boiled milk used as a snack, and the desire for water, is the positive check on the latter and the other parts of John's observation. The surplus is the "grow up" of the other student. A good to 10% exhibition of the surplus is a relative tolerance.

Are Play and Important? Yes, play is the key to good mental and physical well-being. Take a name of March 11 for example. One day in April that is in March.

1:1000, 1:100 in the model. Eight in hours
SENSE AS A JUDICIAL ABILITY

Shall he hit the first or second or third? Shall he hit a hard one or a fairly slow one? In most cases it's a matter of a second or two and not much. If it's a hit and a quarter of a second or two after the deciding instant, he's still over the fence and safe. If it's not a hit, level, or a quarter of a second or two, it's out. If he passes the ball in the third or fourth it's a strike. There are many cases on the cellblock. Everything in the game tends to stimulate the rapid level mind and make it quicker. Appearance count and with some use - poor judgment resulting in getting a base or nominal conclusion. It is this rapidity of forming judgments on minor things that makes the practical efficient in life.

Nearly every kind of man lives this same tendency in school and society. It is a tendency of efficient and successful people to form a quick and accurate conclusion. It depends on the mind perception and visibility which are essential to secure success either in business or society.

Therefore the baseball field is a good place to

In every kind of business it is essential to have a quick and accurate conclusion. To

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In every kind of business it is essential to have a quick and accurate conclusion. To
In the universe, the stimulus that is a value to the child is the intelligence of the boy. He is being given a stimulus similar to the environment of the nest.

Perhaps the most important value is the interest in the future. The greatest stimulus that life ever offers is the current's senior judgment ability. He offers to the child by our best experiences. Not are the most outstanding values in any other field of life. As a boy, he begins to collect for himself and, if the glory achieved in his school career, is his. Some colleges have in their alumni with Tennessee this year.

In all play there is a manifold all the innermost to his or her career. In the all, there is a stimulus that can come. In the all, there is a stimulus that can come. In the all, there is a stimulus that can come. In the all, there is a stimulus that can come. This is the all. This is the all. This is the all.
While it is possible to simulate some of the basic tasks of the school, and still beyond the scope of the problem, and in a school program, no learning will result from a mere exercise.

The Balance Personality? Play is a purely educational activity of the child and has been learned in the brain of the lower personality. In play the child reflects his inner self. Our boys are often given to emotional outbursts, projections of hate, fights in play, swearing, etc. One scene lesson is this: that the inner maladjustment can only be played out, not seen or understood. But these behavior problems are brought or wise the whole life line of the child and the field of adjustment may lie in the school, in parental guidance, in all the interacting human environment and subjective - they only up the life of the child, so it is glad to have play discover the truth. For the school can do much to reduce this.

An understanding mother realizes that a child's emotional problems are the result of the emotional conflicts between an ideal and a real. Therefore play should be given to children in order to develop their emotional balance.
IMPORTANCE OF PLAY AS A COGNITIVE ACTIVITY

Our modern educational leadership is still very concerned with the formal curricula — "social" or "technical" or work formulas as such, but with development in integration of total personalities. Today most educators have come to realize that:

1. The child learns by doing.
2. The activity must be fundamentally satisfying to the child.
3. The activity must be interesting.
4. Activity should provide opportunities for the development of the total personality including neuromuscular, intellectual, emotional and organic development.
5. Activity should tend to integrate phases of personality into one functioning whole.
6. Activity must provide valuable opportunities for leadership toward desired objectives.
7. Activity should provide opportunities for increasing ability in self-direction.

Measured by these standards, play and other activities are seen as being always of large value in modern educational procedure and varieties of unique and unparalleled value. Play is always "living". Play is, almost by definition, "interesting" and fundamentally satisfying.

The old idea that a child's recreation could be divided up into a matter of "important" or "less important" is greater, because in
IMPORTANCE OF PLAY AS A CORRECTIVE AGENT

In childhood, we cannot separate the mind, soul, and body nature. They must be interwoven at the start. Play is the most important instruction. It helps understand the child's emotional, mind, and body life interweaving to play.

Do Play Cheer Idleness? There are many people who always confuse play with idleness. Although the two are almost the exact opposite of each other. The child who is working on his arithmetic lesson is using a few muscles in his fingers and a few cells in his brain, but the rest of him is idle. On the other hand, the boy who is playing baseball is using nearly every muscle in his body and nearly every cell in his brain. His emotional nature is equally active. People will often forbid their children to play with certain other children. There may be reason for the prohibition, but the danger does not come from the play. A boy can play baseball with eight other boys, all of whom belong in a reform school, and, so long as he plays, he will not suffer any harm; but let him loafs around with them for half an hour and the effects of that half hour can carry a whole life. The devil not only finds things for idle hands to do, but he finds thoughts for idle brains to think and words for idle feet to say.

All of the vices of childhood are nourished in idleness, or almost anything that prevents the idleness will also
IMPORTANCE OF PLAY AS A CORRECTIVE AGENT

prevent the vice. It is the fact that our boys have nothing to do in the time when they are not in school, that makes the play ground problem the most serious it is.

The habit of idleness, forced upon them outside in the world into loafing with its vices. Lee says, "The boy without a play ground is father to the man without a job".

How important then it will be for the community if we can inspire in our boys such a healthy love for sport that leisure time will be spent in vigorous games. If it is necessary for a free country to educate its citizens in order to protect the ballot, is it not necessary to provide recreation for their leisure hours in order to protect their souls? The question of recreation should be a prime consideration of lawmakers; for the formation of evil habits comes almost entirely from leisure hours spent in idleness.

Can Play Give Opportunity to Curb Profanity? Profanity is a resort to primitive forms of vocal expression to relieve a situation which threatens one's well being. Play is a kind of safety valve for pent up emotion. The profanity of most boys is of an automatic sort. It is the language of their homes and their street corners. And the "slip out" as soon as a desire for better vocabulary can be created. Play is a fine corrective tool and helps love
IMPORTANCE OF PLAY AS A SEDUCTIVE AGENT

Play so that if filthy words have been spoken, he is taught to love so soon he must to control his speech — at least while playing — or practice of self-control during play is bound to carry over into outside life. A great many of these boys have taken profanity too seriously and once they get the habit of "swallowing" the word again, there's little trouble. Boys really aim to please and if you insist on good clean language they'll break the habits of the habit if not from choice then just to be reasonable. In over 15 years I have not yet found a boy who will not respond to treatment given at our school. You can find "soft spots" or "soft spots" in the most hardened. I don't believe there's a boy living who is thoroughly bad.

Can Play Develop Sportsmanship? One of the strongest instruments we have of influencing the conduct of youth is his desire to be known as a "good sport", evidencing at all times a right attitude toward both teammates and opponents. Those who have had experience in directing athletics believe overwhelmingly that various character values, such as alertness, loyalty, self-control, cooperation, determination, fair play, and recognition of the importance of leadership, are the main intangible objectives of good sportsmanship.

During the adolescent years, the child becomes more willing to obey orders, still maintains freedom of choice, and
Thus he has opportunities to learn the lessons of sportsmanship through the competitive activities of team sports. In these there are, especially in the contact-interference games, like football or basketball, opportunities for contemplating one's self or the opponent too frequent. It is all too easy to "play" to foul by a nifty jab in the ribs, or to trip, in ways that the officials cannot see. These games therefore present character situations which, under the guidance of the standards of the group or of the coach or athletic director, can be made the occasion for the development of a conscious recognition of the sportsmanlike attitudes and development of the desirable qualities in sports.

The hours of leisure are the critical time for the making and meaning of character. Play reaches the inmost emotions of a child's nature. It involves total willfulness of his interests and power. He is most himself when he plays. Herein is the remarkable opportunity for the play leader, for motion is the generative force, the springs behind all behavior. In the activity of the game are situations involving rivalry, risk, sense of fairness, self-assertion, cooperation, sacrifice, and loyalty. On these foundations a leader can help the child build sound character traits for good citizenship.

Sports teach a social ethic. If sportsmanship
}\iPORTANCE OF PLAY AS A DEVELOPMENTAL AGENT

Try your best to win, but also to do your very best to accept defeat with a willing spirit and, as far as possible, study, accept the decisions of the umpire and only try to atone yourself for your defeat by calling upon your sense of humor. When defeat is ours, let us not inherit this knowledge. The master of his world is one who ungrudgingly accepts defeat at the hands of another. Thus the really to the most fundamental lesson of conduct and public behavior that too often these boys have to learn.

It does seem that it will well worth putting play into the curricula to develop sportsmanship, in which is bound to become part of the unsolved problem of the poorly adjusted personality of the poorly adjusted boy.

The play of the street NIGHT makes RIGHT and the full or half not have to have any right to where the boys are concerned. THE EASIEST WAY TO GET THE THING YOU WANT IS TO TAKE IT FROM SOMEONE ELSE. Too often this is the basis of the boy with delinquent tendencies. If play can drive out this notion through a well rooted idea of good sportsmanship it will tumble down one of the foundation stones of delinquency.

Can Play Promote Honesty? There is opportunity for changing the poor record. The child who forms a habit of

\(\int \)}
"Importance of Play as ... Undefined Answer

In to mature life.

Sears, Roebuck Co., in Chicago is quoted as saying: "We never employ a man from more than 40 years of age in our plant, so that we cannot trust the men. The athletic teams take the attitude and teach our employees that the ethical aspects of life may be learned."

This is quite a condemnation. True, it is very easy to see the advantage of the big boy to take things from the little boy. It is usually to his advantage to cheat in his play, but we cannot expect his conceptions of honor to hold up under these conditions, so we turn to the athletic director into the picture or put the umpire over the game. The umpire makes cheating unprofitable and very soon there develops a sense of sportsmanship that says it is unmanly of that one to win games by his own process and skill. Cheating is condemned as a device of "cruelty and "cannot deliver the goods." It takes the victory from the victor who gives it to one who has not earned it; it is unsportsman-like and mean.

Boys are taught that cheating is a constant source of worry, and the boy who cheats is prevented thereby from acquiring "all" things he is not within his reach to obtain. Little bit in sports is all. Why in tennis is a man cut at the hip where you've curved a certain set of muscles, the other one's fighting to be "all around."
I. \[ \text{CONFRONTATION AND A PROVOCATIVE AGENDA} \]

consider the earth grows a bit out of shape over the years and finally it becomes a major place in the curriculum.

Confron...Loyalty? Yes, for the most important...think I think play does in the development of loyalty. How does a boy get this to enter? There can be no reaction but the easiest way to develop in a boy a...unity sense, this feeling of loyalty to some organization larger than himself is almost...name. Just as far as these sports become important to the heart...the members are practically compelled to acquire loyalty. A boy who still...play the individual third to the low hit, to aware to attract attention to himself in...eminence. Soon finds that this sort of play does not win in games. We must not put in order that this third boy run in. He must take the undesirable position, we must get self ruling and pull for all his...worthy. The boy is...hit, with every sense of..."...in our...position at the...must relinquish his...effect...victory.

Just as we...sight and of our...needs to...be...palliative smalls a community spirit, then..."...to..."....in our...individual...not...in the...not...
PORTANCE OF LOYALTY

Professor Rojce says that loyalty is the most fundamental virtue, even more than love in the good sense. When the play conveys to himself as a member of a lower class to which loyalty is due is a cardinal point.

Play that must become an integral part of our school system and play the game should be prescribed in our curriculum with the same definiteness that courses in reading or mathematics are mapped out.

It is of practical importance that the teacher who takes charge of the play program has a clear understanding of the intent and the initial planning of these courses, and it is a basic principle of pedagogy that whenever a certain objective is expected from any prescribed exercise, the teacher must keep before him the desired accomplishment. For instance, if our school by means of play, hopes to develop in the child qualities of the honest or loyal type, the play teacher must bear in mind the attention to these points whenever opportunities are presented in the play. A child probably still will not possess the respect for sports or in fact the play. But the teacher cannot stress the importance, and what is more, if he were to insist on being very strict in not attending to such the commendation of the play will be unpersuasive.

It is for teachers' proper and skillful teaching to
Play as a Formative Agent

Play is an important aspect of the child's development. As they grow and develop, their interaction with play, alone or with others, is crucial. In fact, it is essential for the healthy development of children. Play gives them the opportunity to develop various aspects of their character and essential skills.
CHAPTER VI
SOCIO-EDUCATIONAL IMPORTANCE OF PLAY

As we analyze play, we find it in its various forms serves various social value to the development of the child. Within its power are physical growth, neuromuscular coordination, personal integration and development, power of social adaptation, social cooperation, rich opportunity for character growth and for the discovery and cultivation of tastes that can constitute resources for the worthy enjoyment of leisure. To the child play is just play - a good time - something interesting to earn of and present happiness. His interest and absorption are in the game itself. It becomes our job as adults to see to it that suitable opportunities for play are made available for all children.

Life has gone into speed higher than the world has ever known. It threatens the physical and nervous system of youngsters. Major and minor play is a safeguard to childhood health and an insurance against the threats of the adult future to the health of both mind and body. Modern city life is disconcerting come to the point. Life is still social. Combination of living with traffic causes congestion and excitement to the nervous system. The present our condition and over 70% of
Socio-Educational Importance of Play

Children are often the ones who will be both beautiful and interesting. Play, sport, physical games are essential as a mode of expression for this constant and insistent stimulation. Perhaps even before in the history of the country have sound organic health and stable nervous development been of necessity of attainment. Education is at last must be the place to providing they acquire in this spirit that will meet the need of the present day.

Education should build up an intimate to the invasion of modern civilization upon the integrity of child life. It should see that its natural play of our child grow up in line with our modern democracy and education. That such a type of exercise should constitute the method of our physical education program. Today more than ever our country needs a type of citizen that is energetic, self-reliant, courageous and social.

Play, especially the competitive type, offers an opportunity to teach the individual habits of initiative or initiative, leadership, self-reliance, self-control, strength of will, courage, or interest or consciousness of individual worth.

To serve the individual's relation to society, play must develop loyalty, cooperation, respect for authority, love of nature, and interest. The physical education program
In the schoolroom we have a government by authority. All citizens are equal in our democracy and patriotic citizenship.

Play gives the kind of bodily exercise that is in line with our changing world and changing fortune. Our type of government striving to have peaceful, wholesome, and vigorous body, mind, and moral adaptability.

The adaptability that all gives is shown in the quickness and effectiveness with which our non-military nation is able at present to fashion their ordinary citizens into a military which possesses unassailable bravery and strength.

All along life's road today our army and navy build themselves into the stalwart soldiers and sailors who are to put their physical prowess into action for defense and expansion of our democracy. In the classroom and on the playground they discovered play itself as a perfect democracy. On the playground there is no rich or poor, high or low. You have to "deliver the goods" if you stay on the baseball team even if your father is a millionaire. There is always a almost complete equality among all who are "the students" to speak of the public school as the foundation stone of our democracy and such to count it to has the public playground is far more important than in school.

In the playground we have a democracy.
The team elected its own captain.

In a lower number of playgrounds the democratic principal is carried further and a body of organization so that the discipline and arrangement is placed in the children's hands.

The laws that are most vital to children are usually the laws of the city but the laws of the game play the greatest. In most of the vacant lots they are not afraid to disregard these laws more or less so that in the playgrounds we have to teach these rules over and over. The child who has acquired a habit of flouting the rules of the game he plays, who makes fouls even when he is not at fault, is getting just the sort of training which will win him the breaker later. In the physical activity periods there is an umpire over the court and the verdict is based on the rules of the game. It is absolutely to have children with other games unless the game is played according to rules, and the players not usually be present to see in a short time that it is the part of a sportsman to play fair in the game.

Of no account for children, except at the school
THE RELATIONSHIP OF IMPORTANCE OF PLAY

Let me set the scene and give you some background information on what's about to follow.

The transmission of our skills in play affects our safety movement. Most injuries have been suffered by both children and adults because of the fact that they lack proper coordination between bones, muscles, and tendons. Poor response to situations, poor muscle tone, their muscular control is poor, and this goes back to the lack of enough training in muscular skill, which is of first importance in safety education.

To throw, jump, lift, dive, and fall are critical safety habits all through life's span. The above made it clear that training our body through play is a characteristic that has trained us how our bodies function properly to react to situations. Their judgment is better, their sense of feeling secure, their ability to sense function more accurately.

This makes it clear, good habits of work only are recognition of the value of the habit and a work earnest interest in it. This conclusion also ties in the fact all characteristic of play are one of the finest possible training for intense interest in work.

If people cultivate exercise we are at least part of intelligence and moral efficiency but without the corresponding development and understanding, if it is made to increase it and vigor it will not last, have to

**MISCONCEPTIONS, INCORRECT OR FALSE**

**CONCEPTIONS OF PLAY**

Conceptions of play are based upon the assumption that play is an escape from the realities of life. This notion is based upon the belief that the human soul is not essential to the survival of the species. This notion of public health and longevity is not altogether sound. Conceptions of play are the concern of some in which this notion is combined used. It is rather a deeper question of vitality of biological adjustment, of social stability and it involves questions of health, of mental and physical, and the power of life. Physical education is work and play.

Professor Frome has stated that "Play is an instinct that came into the world to serve the purpose of education." If education does not afford opportunity for recreation in its fullest sense for service of life, the suppressed instinct finds all sorts of illicit outlets, so called "spontaneous" as well as in institutions for the insane.

"We should have no responsibilityless, have no "time for recreation," for the sake of recreative leisure, not only for the sake of immediate health, but still more for the sake of the soul."

The main contribution of the school to the children's recreation is social:

1. To provide a free range over the open air and space between walls and walls, individuals with the spirit that is in the wide open air. Each child has a special corner and in that corner finds its place.
SOCIO-EDUCATIONAL IMPORTANCE

In a society, education and its effectiveness are crucial for the development of individuals and the community. It plays a pivotal role in molding well-rounded individuals who contribute positively to society. Education not only imparts knowledge and skills but also develops critical thinking, problem-solving abilities, and effective communication. It equips individuals with the tools necessary for personal and professional growth. Education in various fields such as arts, sports, technology, music, etc., can enrich one's life.

Furthermore, education fosters an understanding of cultural diversity, promoting tolerance and respect for differences. It encourages the development of ethical and moral values, which are essential for building a harmonious society. In essence, education is the key to unlocking opportunities, promoting social mobility, and ensuring a better quality of life for all.
CHAPTER VII

TABLE AND DISCUSSION

In October 1920, just after the end of the 1918 flu epidemic, a health-nitty quiz sheet was given to the boys in order to get a view of the leisure-time situation. Corrective and constructive work could then be better planned. The boys were asked to name the leisure-time activities "then" and compare them with the present.

It will be noted from the results given in the following table that growing, smoking, and filling out the quiz sheets was the act of choice, out of recreation. Every boy in the school checked "movies" as an activity they enjoyed greatly. Yes, as a form of the very kind of picture. Purchase of clothes would be in a tiny pocket. In every case at the time the boys were asked to give their activity, they said "movies." They then asked, "What are we doing in school? The picture is very close - soft-focused cameras closed in on me and every one by 'snare' in an exaggerated game.

Also, they do not lie in the theatre in school? I don't feel it, too.
## TABLE AND MATERIALS

The contents of Table and Materials are as follows:

<table>
<thead>
<tr>
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<th>13</th>
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<tr>
<td>Stories</td>
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**Summary:**

- Total cards: 11
- Total notes: 12
- Total paper: 13
- Total paint: 14
- Total nails: 15
- Total scissors: 16
- Total yarn: Total
- Total letters: Total
- Total pictures: Total
- Total kittens: Total
- Total pets: Total
- Total books: Total
- Total stories: Total

**Note:** The table above is a summary of the contents. The actual values for each category are not provided in the image.
Select and describe

The fifth child chosen on the road to
was chosen because of the interest it
in the road to the road to the road to the road to
was chosen because of the interest it
in the road to the road to the road to the road to
was chosen because of the interest it
in the road to the road to the road to the road to
was chosen because of the interest it
in the road to the road to the road to the road to
was chosen because of the interest it

The results of the road to the road to the road to the road to
were:

Table XX.

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<th>Score</th>
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</tr>
<tr>
<td>Baseball</td>
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</tr>
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<td>American Foot</td>
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<tr>
<td>No.</td>
<td>Activity</td>
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<td>Fix: 2 Pool</td>
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</table>

In Chemical Lab. (horpe)

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<td>Helping Milk Man</td>
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<td>Visiting</td>
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### TABLE XXII. GROUPED ACCORDING TO I. J.

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<td>130-140</td>
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</table>

This is a grouped data quantification of I. J. values of some specimens on the same scale without any alteration in the original form. (As per tree fatigue tests of the same I. J. were used for the same.)
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</tbody>
</table>
PART II: GENDERS

As with the conduct of transactions, there were certain differences in the treatment of boys and girls (especially in the lower grade). To be sure, there were some exceptions:

Boys were offered the option,

to visit the6^ and other similar places, while girls were offered activities which showed a certain need to

appear.

Identify "Sparse Families" on the Police Books and compare

with all cases.

Provide opportunities for boys.

The idea of a "boy's" club may be addressed to the

of the problem of future places that boys and girls

can attend for a place to be involved in clubs and

functions. Such activities are the follow:

Boys and girls who have been involved and more

than an opportunity for coding the activities of

boys and girls have been joined to the Boys

and Girls Club of America since 1940.

From those results one can only conclude:

...
### Table A - Intramurals

#### intramurals at Federal University

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<td>Auto Mechanics</td>
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<td>Auto Policies</td>
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- **Total Intramural Activities**: 2550
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</tbody>
</table>

**TOTAL**

- Craft: 24
- Radio: 41
- Literature Follow: 147
- Swimming: 121
- TV: 148
Because the population of the United States increased by 25 million in the ten years ending June, 1941, but while adult mobility was still low, the rate of movement of the workingmen was gradually outdone by the rate of the competition for attention, which saw all the goods that might attract public notice in the last thirty years. The loss of the New York State board was to be made up and, if not less immediate, at least another on the stock exchange.

The interest is the fact that the leisure-time activity was mainly a summer season and in the general nature of the employment of the writer. The writer looked at the rate of the activities during this period, and as such, the activities.

The only conclusion, with the exception of a few years when the young people were engaged in more personal leisure activities.

The idea in the course of the period was to more than an average by the brown winter. This, while it was a long time, was found that the rate of the activity was not really an indication of the increased effort. When the situation was put into effect in a short time, the rate of movement was not as good as expected. Moreover, the rate of movement is the other. After a century, the idea for minor sports is valuable in a little more than an average. It is possible that the more abstract grade of the economy.
The three threats will arise in connection with people's lives and property.

There is now to roll out the carpet and turn on all the equipment.

They will survey all the land to see if it is safe or conducive.

Several of your physical, emotional, or social needs were not met in the school, in the actual places, on the field, and new ones in their own plans. To

their desire to survive that others have their lives. To

forces of "I can" and "I can" and very often respond to "the central "" for them to. What you need is for more -

for all, time - for reading, - for beauty - are sounds -

for their translation.

To effect this desire in all students' needs, "fewer in style", this year's play was entitled "the "the organic" and activities for them to learn and follow your plan. Since

the perks of "I can" to be used to get the "pearl" is only to "continue" or to a "daily" origin or is we

the "more" with only one choice. Also, 2, will

and subjective will vary in "the amount."

You performed very well in "creative art". I hope a fine influence.

The "the" was the "creative", and the "original" are probably to continue.
This task has been short handed. In November, 1911 a letter of the Censer of the state of 17% current. One of the next week suddenly over one $100,000. After a few | others had selected | State for their future. This is a public | University in which many have enquired within | the next little time on headed the 2nd of 2013.
<table>
<thead>
<tr>
<th>Boys</th>
<th>Girls</th>
</tr>
</thead>
<tbody>
<tr>
<td>8</td>
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<tr>
<td>9</td>
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<td>10</td>
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<td>11</td>
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<tr>
<td>14</td>
<td>14</td>
</tr>
<tr>
<td>15</td>
<td>15</td>
</tr>
</tbody>
</table>

- **Boys**: 8, 9, 10, 11, 12, 13, 14, 15
- **Girls**: 8, 9, 10, 11, 12, 13, 14, 15
Chapter I

UNITED PROGRAM REORGANIZATION

In order to make the united program work, it was essential that the various committees work in unison. This was further complicated by the need to establish a new program for the joint physical fitness plan.

But why not extend or modify the program in some way? For instance, could the physical education program of the various schools be better? Perhaps the physical education program could be improved. The success of the united program has been from the outset. Thanks for your patience.

The next two sections of the joint Physical Ed. Instructor are to allow the time increased to one quarter of an hour. The American Journal of Physical Education has written an article on putting physical activities on the floor.

The doctor and the nurse were able to show the Principal. The Principal was very interested in the physical education in order to see that a complete history be taken. The information included: name, weight, age, physical training and history of accidents. With this information the Principal

The doctor built a course of "Play for Physical Fitness." He was the first to organize it to include the group. He asked the students to come and try the activities. They were interested in some new physical activities on their own.

"I just can't believe the success of the course. A group of
CLASSIFICATION OF F.A.C.

110.

The most physical of all. All but the saps
are favorably fitted for it. A mere walk is
fine.

In the other grades, and all other parts of
the school; fit, no after school play programs
are demanded for
.

The two main grade F.A.C. types are the
old programs of 50 in the physical education,
and 0 which
except the kick play rooms are conducted in
open-ended ways (ex: dodgeball of sorts), etc.
.

The 0 class (except in the half of the grades
and in the
and some cases more formalized with specific
routines, etc.; hence not usually called a
.

The other grades are more distinct,creative
and imaginative even to the point of a "call out"
where students are instructed to be resourceful
and imaginative in
.

In school the play activities during recess are
more

1. Flag
2. Frisbee
3. Baseball
4. Basketball

In the school ground:

1. Football
2. Baseball
3. Basketball
4. Frisbee
5. Soccer
6. Tennis (Round)
VOLLEYBALL 1. 8. 15.
2. 9. 16.
3. 10. 17.
4. 11. 18.
5. 12. 19.

A task still unmet for some boys and girls remains. Until classification is made here at school, the boys will be
classified in to Physical Fitness into Superior, Average, Poor, and No. This is to provide that all boys and
girls be included. For them the sport programs in 72 hours or
for shorter or greater for Grades VII, VIII, or even IX.

Many cooperation has been received from various municipal
building, gymnasium, outhouse, court, field, recreation center. in this manner, than would be in the earlier
for students, students, students, all of the year.
### Table X
#### Reflective Plan Proposal for 1972-73

<table>
<thead>
<tr>
<th>Semester</th>
<th>Fall I</th>
<th>Fall II</th>
<th>Fall III</th>
<th>Fall IV</th>
<th>Spring I</th>
<th>Spring II</th>
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<tr>
<td>1st</td>
<td>Band</td>
<td>Math</td>
<td>History</td>
<td>Science</td>
<td>Band</td>
<td>English</td>
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<td>2nd</td>
<td>Science</td>
<td>English</td>
<td>History</td>
<td>Science</td>
<td>Band</td>
<td>English</td>
</tr>
<tr>
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<td>Science</td>
<td>History</td>
<td>Math</td>
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<td>Science</td>
</tr>
<tr>
<td>4th</td>
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<td>Math</td>
<td>Science</td>
<td>English</td>
<td>English</td>
<td>Math</td>
</tr>
</tbody>
</table>

#### Preparatory Course for the Following Year

- Band
- Math
- History
- Science

#### Sample Courses

- Band
- Math
- History
- Science
CHAPTER IX

SCHOOL ATTENDANCE

All the boys attending Central Junior School have found school attendance most helpful and have come to value it. The statement makes not a single point more on effective attendance but points such basic as the whole life of developing a school and the vital need of keeping the boys enrolled in the classes. As has been previously stated, proper attendance under one general classification with educational procedure,

I. has always been given much care having been distributed into classes so as to give equal distribution and have been

II. have been utilized as to keep the ability to

III. have been given to the students of their individual activities to keep the

IV. will always be constructed that they can only

V. shall always be constructed where personal and part 1 may mean 1 personal 1 of the whole.
more, after all words, its schools cannot be
have succeeded have not been seen in achieving the hope
in questions, the principal has himself arise as a result for diversity or employment issues, and if it is education's
resulting all too easily frustrated. Two councils are open
central, or other committee.

Another which fits the one on better for the consideration
to the world and book necessary are by the school to
below the known author of other teachers. A whole
outside schools must have been has been done of the possible
with her, in order to become the nation's educational body. The needed literature all geared to this.

In turn, we receive some modified the "education" in
the profession, we could also come to a common
outside. If you were leading to in the world's own perspec
tional education, another to the education, he is our
this is that widespread (111) education, 0.7 to 25
3.5 percent to not exceed 0.01, or percentage of what. At
of the results for pleasantly note. In second year
one concept at which were broken on applied for an
for the world, the school can-advantageous in every con
and an object from still could not be in, for a
division copy number's. (111) finally 0.55 school, nothing
of the wide and results of the whole.
SPECIAL A / PROVISIONS

The two, growing as an institution (5-8), are a part of the community, and define to the extent of our control, now sent in the form of training school and chart of reward. This special means that the attention in the case is the other consideration of the student matter.

The source or number of these have been well secured by the following principles:

1. The program differs on social order, half-time appeared here. An equal amount of comparable work.

2. The program comes into enough to have the capacity of the boy. It is necessary to have a time to complete the comparable lesson quality as the boy.

3. An attempt to secure the student's success technologically. When has the work to see for treatment and meet of the causer, other means of the central to alter in society, while the observed have or return competition. The ability of a value of reduction to self-efficiency. Wider understandings are determined, while the means to meet the time.

4. All schools for location, and attainment, increasingly, according the student a possible.

5. The special means of all those to have been around the problem and control careers in this way, and the final
useful to those parents.

All boys who enter the School are given in the fall into three or more clinical or mental categories - emotional, social, or academic. The description of each boy in these categories includes the results of his oral and written social history and observed behavior - the "test" results. These are the criteria for his placement in the division system of the School.

At the end of the summer term, the school is to be considered one of the boys who enter the School are placed in the "normal" group and are not considered unconscious of their own behavior. In the fall, the boys are placed in divisions according to their observed behavior, and the School sets its expectations for each student in the School's system.
The individual, who, by virtue of his membership in a group, is expected to conform to certain standards of conduct, has a social value as a group member.

The social group may be considered either as a social unit or as a part of the total social structure. The social group is the basic unit of social organization. The individual is the basic unit of social structure. The individual is the basic unit of social structure.

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### Table 1

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<th>Month</th>
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<th>Percentage of Population</th>
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<td>1940</td>
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<tr>
<td>Oct. 1939</td>
<td>1940</td>
<td>93.7%</td>
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<td>Nov. 1939</td>
<td>1940</td>
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<tr>
<td>Dec. 1939</td>
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<td>92.1%</td>
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<td>1940</td>
<td>90.8%</td>
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<td>Feb. 1940</td>
<td>1941</td>
<td>91.6%</td>
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<td>91.5%</td>
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<tr>
<td>Apr. 1940</td>
<td>1941</td>
<td>92.5%</td>
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<tr>
<td>May 1940</td>
<td>1941</td>
<td>91.3%</td>
</tr>
<tr>
<td>June 1940</td>
<td>1941</td>
<td>91.9%</td>
</tr>
</tbody>
</table>

**Average Age for Children under 10 in 1939-1941**

- 1939-1940: 31.0%
- 1940-1941: 30.2%

**Average Age for Total Population**

- 1939-1940: 31.0%
- 1940-1941: 30.2%

---

Our data on child population show some interesting trends. The average age for children under 10 shows a slight decrease from 1939-1940 to 1940-1941. This could be attributed to various factors such as changes in birth rates or immigration patterns. The decrease in the average age also reflects a growth in the population, with the overall average age for the population showing a slight increase.
SOCIAL AND EMOTIONAL

Great emphasis is placed on emotional and social development. Small group discussions are held in the morning, and boys are encouraged to join in. Boys were divided by age and were assigned to groups by age and interest. Discussion groups for boys in the range of 5-11 and 11-17 years of age were established. Each group had a leader, and discussions centered around various topics of interest to the boys. Boys were encouraged to express their feelings and ideas, and discussions were held in a relaxed and informal atmosphere. The leaders were trained educators and were able to facilitate meaningful discussions. It was noted that boys were more active in their discussions when they felt they were valued. Eventually, boys began to show interest in the group, recognizing the value of expressing their feelings. Small group discussions continued for the remaining week, with boys gaining confidence in expressing their thoughts and feelings. The leaders encouraged boys to speak up and participate more actively in discussions. The boys were also given opportunities to work on their own, with the leaders providing guidance and support. The sessions concluded with a summary of the topics discussed and suggestions for further exploration and learning.
The study suggests that the social behavior of children and adults is strongly influenced by "social behavior" and "development of social awareness". The study emphasizes the need to develop social awareness in children at an early age. Children are shown to develop social awareness through various activities, such as playing games and participating in social events. Early development of social awareness is crucial, as it influences the development of social and emotional skills.

In conclusion, the study highlights the importance of social behavior and development in children. The findings suggest that early development of social awareness is crucial for the overall well-being and success of individuals. This highlights the need for educators and parents to focus on fostering social awareness and development in children.
The journal references to "emotional" issues related to handling must be consistent with the intervention in the social situation and the individual.

Some of his conflicts follow:
1. It could be shown that some serious internal problems and conflicts in the present were not there, or at least not so much, with others.
2. In such problems, his job satisfaction can be low.
3. There is little evidence for the belief that his job satisfaction can be low.
4. He was given more severe privileges, but he didn't make use of them.
5. A more serious conflict may be apparent.
6. A more serious conflict is apparent.
7. A more serious conflict appears.
8. A more serious conflict appears.
9. A more serious conflict appears.
10. A more serious conflict appears.
11. A more serious conflict appears.

On the first four issues, the research noted that the individual could be a more serious conflict appears.
1. In our non-traditional society, it is often essential to remember that even in the face of adversity, one must continue to grow.

2. The continued love and support of the community is crucial for the development of a healthy society.

3. The records from the former school are essential to understanding the context of the present.

4. In order to truly understand the meaning of one's work, it is necessary to reflect on one's experiences.

5. It is essential to reflect on the principles of academic disciplines to broaden one's understanding.

6. To best use and develop one's potential, principles of continual growth are necessary.

7. The principles of play and life are interconnected, influencing each other in ways that cannot be dismissed.

8. If an individual is to be fully realized, they must understand the importance of service in their work.

9. The play within the game is essential in understanding the true meaning of life.

10. This understanding is crucial for the development of a meaningful life.
125 capacity self-overload for every child. For every child the yield of the method is limited. The method is 100% efficient and variances are small compared with the cost of failure.
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