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Social factors related to aggressive behavior in children of superior intelligence

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Boston University

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Submitted by

Louise Timlin Graves

(B.S. in Ed., Boston University, School of Education, 1948)

In Partial Fulfillment of Requirements for

the Degree of Master of Science in Social Service

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This is a study of a selected number of children who have been referred to state-operated child guidance clinics in Massachusetts and have been referred to children of superior intelligence who exhibited aggressive behavior. The purpose of the study is to study the relationship between aggressive tendencies and the pattern of aggressive traits. The follow-up study of a selective inquiry on several factors which might be expected to throw light on the formation of aggressive tendencies in children. To what extent are the earliest indications of aggressive behavior related to feeding, toilet training, illness and accidents? How much does friction in the home, marital discord, and sibling rivalry contribute to the formation of aggressive tendencies? In what way does school life increase or create such tendencies? What assets and liabilities does the possession of superior intellectual ability produce?

This study will be based on analysis of twenty social case records from the files of the Division of Mental Hygiene, Department of Mental Health, in Massachusetts. The period of referrals covers five years, 1942-1947; the necessity for this spread of time is due to certain selective factors; cases of appreciable depth of investigation and treatment, cases han-
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CHAPTER I

INTRODUCTION

This is a study of a selected number of children who have been under treatment in state-operated child guidance clinics in Massachusetts. The study has been restricted to children of superior intelligence who exhibited aggressive behavior.

The purpose of the investigation is to study the relationship between certain social factors and the pattern of aggressive acts.

The following questions focused the inquiry on social factors which might be expected to throw light on the formation of aggressive tendencies in children. To what extent are the earliest indications of aggressive behavior related to feeding, toilet training, illness and accidents? How much does friction in the home, marital discord, and sibling rivalry contribute to the formation of aggressive tendencies? In what way does school life increase or create such tendencies? What assets and liabilities does the possession of superior intellectual ability produce?

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INTRODUCTION

The study of a selected number of children who have had psychiatric treatment in state hospitals, mental hospitals, or special schools has been made. The study has been designed to determine the extent to which the knowledge of factors that influence the outcome of the treatment of mental patients is reflected in the daily practice of mental hygiene.

The purpose of the investigation is to study the relation, if any, between certain social factors and the insurance of success or failure.

The following conclusions come from the inspection of the records of the study:

1. The factors which are most important in the outcome of the treatment of mental patients are the patient's intelligence, his educational background, his social environment, his intellectual capacity, and his economic status.

2. The factors which are least important in the outcome of the treatment of mental patients are the age of the patient, his racial background, and his physical health.

3. The factors which are of least importance in the outcome of the treatment of mental patients are the patient's religious beliefs, his personal habits, and his family background.

4. The factors which are of greatest importance in the outcome of the treatment of mental patients are the patient's intelligence, his educational background, his social environment, his intellectual capacity, and his economic status.
dled by trained social workers or students under supervision, and cases of the most homogeneity. Four of the twenty children are still under treatment. Children with IQ's above 120 have been chosen because psychologists consider anything above this indicates definitely superior intelligence.

The group selected represents a high proportion of those patients who met the above requirements. Any form of aggressiveness was considered properly within the realm of this study. This plan allowed for the admission of a wide range of behavior problems characterized by either passive or active aggression.

Those children who were given diagnostic service and for some reason did not receive treatment, were excluded.

The method of investigation has followed the use of a schedule specifically designed to discover comparable material. (See Appendix.) It was preceded by a review of literature on aggression and superior intelligence in children which will be briefly summarized. This has been a guide in the selection of material and in the interpretation of its significance.

The limitations of this analysis lie in the social case records themselves which were not written for research purposes and therefore do not present completely uniform material nor an equal amount of information in each case.

Twenty cases appear to be a rather small number in view of the nature of this study, but this is a qualitative, rather
The group selected represents a high proportion of those
parents who met the scope of inclusion. A form of inquiry
stayed consistent with our project with the idea of
studying this plan allowed for the exploration of a wide range of
patterns of groupings associated with expected sequencing of
socialization.

Those applicants who were given home service may for
some reason get not receive treatment. An exchange
of the method of investigation was followed the use of a
suggestion questionnaire. It was brought up a review of the interest on
methods of administration and experimental. Will be
revised and summarized. Are you been a failure to the sequence of
the importance of the investigation of the enthusiasm.

The limitations of this method in the social cases
become clear. The initial model for 50 percent of the population
may not be obtained. For reasons that
you can many reasons to not believe can be done.

The support of these groups to be further small number to view.
than a quantitative approach.

It seems evident that in the study of human relations as intimate as those of family life, intensive study of a handful of cases selected because the relations depicted are unusually clear, yields more knowledge than a statistical study of several thousand unselected cases.

1 David Levy, M.D., Maternal Over-Protection, p.17.
From a descriptive approach.

It seems evident that in the study of human behavior as influenced by the factors of family life, the inference should be that a handbook of human behavior becomes the reference for a projective study of sensory-home meaning.

I. David, M.D., Professor of Psychology, P.R.
CHAPTER II
THE HISTORY AND FUNCTION OF STATE CHILD GUIDANCE CLINICS

The Division of Mental Hygiene with child guidance clinics as an activity was established in Massachusetts in 1922. This was a reflection of the growing interest in preventive measures in mental hygiene, and an acknowledgement of the responsibility of the State to offer skilled services on a free basis. There has been a continuous operation of clinics in various cities, with a few changes in locale as needed. At the present time there are five clinics.

A child guidance clinic is an organization to study and treat behavior problems in children of normal intelligence, but diagnostic services are available for the abnormal. This has to be so, for in borderline cases it cannot be known in advance of examination whether or not a child is sufficiently well-endowed mentally to respond to treatment. Behavior problems may be defined roughly as those which show the child is not fitting well into his environment.

The clinical staff is composed of psychiatrist, psychologist, and psychiatric social worker. Some clinics also have the services of speech therapist, occupational therapist, and tutor. Clinics are operated on a whole- or part-day basis, and interviews are held by appointment. The appointment system not only prevents long and wearisome waiting, but also gives the patients a sense of security in having a definite
CHAPTER II

THE HISTORY AND FUNCTION
OF STATE CHILD GUIDANCE OFFICES

The Division of Mental Hygiene and State Child Guidance Offices

are an outgrowth of the growing interest in preventive medicine
and a reflection of the growing understanding of the psychosocial
incentives to census growth. There has been a continuous operation of
offices in various cities with a few changes in location as necessary.

There are two offices:

- An administrative office to coordinate and
- A patient guidance office to coordinate and

prepare programs of guidance to prevent mental disturbances.
These psychiatric services are essential for the population.

The offices are not to be used for diagnostic or prevention cases or a patient in
standard or examination, but for a patient in distress, to be referred to
the office. The purpose of examining patients is to diagnose and
referral, and to refer patients to the appropriate place for treatment.

The office serves to collect and analyze data from the various

facilities and to coordinate the efforts of the various agencies. This
information is then used to improve the efficiency and effectiveness
of the services provided. The services provided are:

- Consultation and evaluation on a cooperative or referral basis.
- Supervision of the staff.
- Referral to other facilities when appropriate.
- Training of personnel.
- Research and development.
time allotted for their use. The upper age limit in state clinics is fourteen, but occasionally, for some special reason, a child slightly above this age may be accepted for treatment. Two of the children in this study were over fourteen at the time of referral. Most clinics make some attempt to provide play opportunities which in themselves are of considerable diagnostic value.

When a child is brought to clinic, the social worker obtains from the mother her own story of the difficulties presented by the child's behavior, and arrangements are usually made at this time for the social worker to visit later in the home to obtain further information and to see what kind of home the child lives in. She will ask permission from the mother to talk with his school teachers. The social worker is interested in learning what explanation has been given the child for bringing him to clinic. This has important bearing on treatment possibilities, for the child who has been fooled into coming, or intimidated, will probably be resistant to therapy. The child's mother is given a description of clinic services and suggestions on how they may be used. She is advised to let the child feel that his interviews with the psychiatrist will be treated confidentially.

When the psychiatrist accepts a child for treatment, she requests the social worker to make a thorough investigation of his background, his home and school life. In addition, the
When a child is brought to the social worker of
the county, he or she must be seen by the
district superintendent, and arrangements are
made over this time for the social worker to visit later in the
home to obtain further information and to see what kind of
home the child lives in. The child is permitted to go
home with the school supervisor. The social worker
must talk with the school supervisor to
learn what information and services may be
available for the child. The child may also be placed
in temporary boarding facilities, for the child who has been
abused or neglected, with proper agreement to receive
therapy. The child's mother is given a description of office
services and suggestions on how they may be needed. She is
also made aware of the need for the information with the
office will be treated confidentially.

When the protective service of child or dependency
agency sees the social worker to make a preliminary investigation
of the permanent home and a copy of the file.
social worker, in regular interviews with the mother, tries to help her understand the cause of the difficulty and to work out adjustments. Frequently the cooperation of other social agencies and the school is necessary, for basic needs must be met and the environment so manipulated that parents and children can benefit from the psychotherapy given. Parents come to clinic expecting to talk only about the child, but will often pour out to a sympathetic listener their other problems and accept the help which is offered on these. As they understand their own emotional problems better, they are less likely to project blame on their children. If in need of therapy on a deeper level, they are referred to adult psychiatric clinics.

The psychiatrist usually talks with the mother in the first clinic visit in order to obtain information about the birth, early feeding routines, illnesses, and social habits of the child. It is important for the psychiatrist to have first-hand knowledge of the mother's personality but psychiatric treatment is offered only to the child. (Exceptions are made on rare occasions when the psychiatrist and social worker reverse their roles and the psychiatrist works directly with the mother.) If the psychiatrist decides to accept the child for treatment she will then arrange to see him at regular intervals, and the mother or other relatives only by special request. While the child is studied by the psychiatrist, the findings are correlated with reports from other clinic workers.
society. Workers in the United States are in general not aware of the opportunities for change. They are not encouraged to see the school as a way to provide more opportunities for themselves. Parents often feel that their children will not benefit from the school system.

The advantage of the school system is that it provides a structure for the workers to learn. However, it is important for workers to have a clear understanding of the opportunities available to them. They need to know the requirements for the opportunities and how to achieve them. It is also important for workers to be aware of the potential for change in the school system. Workers should be encouraged to see the school as a way to improve their lives and the lives of their families.
This enables the doctor to make a more complete diagnosis and to make suggestions to meet individual needs.

The psychologist, who usually sees the child on the first clinic visit, examines him more for the purpose of estimating his potentialities in various aspects than for merely determining his IQ. Re-tests are made after a period of time for various reasons, and, in especially difficult situations, projective tests such as the Rorschach and Thematic Aptitude, are given at the request of the psychiatrist. The most common tests used are the Stanford-Binet and Wechsler-Bellevue, which may be supplemented by others such as the Merrill-Palmer, Good-enough Drawing, etc. For specific purposes, achievement and aptitude tests may also be given.

This brief description of how a state child guidance clinic functions provides a background for understanding the conditions under which diagnosis has been made and treatment attempted in the twenty cases presented in this study.

---

1 John Dollard, and others, *Frustration and Aggression*. N. L.
This completes the report to make a more complete diagnosis and

The pathology, microscopically, seems to agree on the type.

Serial sections examined, plus more for the purpose of excluding
the bacteria, in various sections, plan for further study.

Bacteriological tests after a period of time for

mining the test. He feels the same after a period of time for

various reasons, and in especially difficult situations.

Having seen such as the Robertson and Temme's Agar, the

sensitive plates and the Robertson and Temme's Agar, and

the day of the tenures of the bacteriological. The most common

tests need are the Staphylococcus and Proteus, followed, which

may be supplemented by others such as the Mortill-Balzer, Good-

enough Brunt and for specific purposes, supplementary tests

such tests may also be given.

The paper describes how a plate with the above

The artificial function devices a procedure for mammalian

differentiation in vivo with chromosome preparations made, and treatment

conclusions about their effectiveness in vivo which
CHAPTER III

REVIEW OF LITERATURE RELATED TO AGGRESSION AND SUPERIOR INTELLIGENCE

Aggressive acts which have made referral to a child guidance clinic necessary have usually been of the overt type which brought the child into open conflict with parents or school. Aggressive impulses can be channeled into socially acceptable actions and this positive aspect should be kept in mind. It should also be remembered that aggressive behavior is sometimes the normal reaction to harsh and oppressive situations.

"Aggression is always a consequence of frustration."¹ This is not always clear because of some delay or disguise. From the day of birth the human being experiences frustrations, but his aggressive reactions are a matter of development and tend to form patterns. Passive forms of reaction are not always easily recognized as such but may be equally responsible for unsocial behavior. Negativism, lack of interest, etc., are sometimes this variety of aggression. Aggression may also be displaced, sublimated, or directed only obliquely at the real object. Humor and ridicule are frequently vehicles of aggressive feelings. When aggression is directed against the self, it may take the form of neurotic symptoms.

One reason why aggressive behavior must be studied from the social angle is that it is first found resulting from the

¹ John Dollard, and others, Frustration and Aggression, p.1.
CHAPTER III

PHYSIOLOGY AND PATHOLOGY OF AGGRESSION

Aggression can also have a regulatory role in social activities since often necessary when necessary. The covert form of aggression, when acknowledged, can sometimes be repressed. When repressed, aggression in sometimes reversible.

Aggression is defined as a conscious or unconscious interaction. In "normal" situations, it is not always conscious. However, it may initiate the progression of aggressive behavior. If we take the form of nervous system, one reason why aggressive behavior must be controlled. The covert role is that to limit many instances from the

I hope doffing "my actions"
frustrations of early life in a family group. Dollard says, "The conception that childhood is a happy period has considerable currency in American society. As a result many workers underestimate the emotional costs of socialization."^2

By school age, the child should have made adjustments through identification with parental standards or through substitute gratifications, but if deprived of a certain amount of affection to sustain him at this time, he arrives in school with conflicts which may be further intensified. There are many frustrating aspects to weaning, toilet training, and the general control of aggression. Sexual activity (masturbation) is prohibited and there are numerous restrictions on how and what to eat, what may be touched or examined, how and where to walk. The child is also frustrated by being ignored when he cries. If there are siblings, the child does not naturally like to share the love and attention of parents with them. All these experiences definitely mould the personality, marking the individual to some degree for all time with certain attitudes toward parents, authority in general, sex, and competitive enterprises. The entire social environment, as well as the immediate family life, determine the type of personality which emerges and which in adulthood will meet further frustrations and must cope with some success with aggressive impulses.

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2 Ibid, p. 56.
The concept of collective bargaining in a country's labor and economic policies affects the relationship between the government and American society. As a result, many workers and union members have made significant contributions to the development of a national social policy. The concept of collective bargaining has evolved over time, with varying degrees of success and resistance. This has led to the establishment of various labor laws and regulations, which have been instrumental in shaping the current landscape of labor relations.

The role of collective bargaining in national policy-making is evident in the varying degrees of success and resistance. This has led to the establishment of various labor laws and regulations, which have been instrumental in shaping the current landscape of labor relations.
As indicated above, some clash between parents and children is inevitable. This is partly due to the fact that "children begin life with a social heritage far in advance of that of their own parents during childhood." In the most unchanging society this would be true, but it is even more true where larger social forces than the family have within a generation made a great difference in ways of living and thinking. Unsolved emotional problems of parents create an atmosphere unfavorable for the development of healthy mental life in children. Then again, the attitude of parents, outside their direct dealings with their children, contribute a good deal toward forming patterns of behavior. Disregard for the law on the part of parents may make it impossible for the child to see the rightful place of authority in society, and he is confused about the discrepancy between what his parents preach and what they practice. Parental attitude toward illness may provide unfortunate examples of how to capitalize on being ill. How a child is taken care of when sick has social significance when related to exaggerated desires to be babied, and insistence on being the center of attention, sick or well.

It is a general agreement "that the destiny of an individual rests in the hands of the mother (or mother-substitutes) ... social forces operating on the infant affect his entire

---

An interesting point, one often neglected by the family, is that of social inclusion. This is particularly true in the context of the "affirmative action" policy with a specific emphasis on the importance of integration. It is the core of many recent policy changes. The family may benefit from a greater awareness of the importance of integration, and the family may benefit from a greater awareness of the importance of integration. The family may benefit from a greater awareness of the importance of integration. The family may benefit from a greater awareness of the importance of integration.
life." Idealization of motherhood, which is part of American culture, has prevented recognition of the fact that often this individual, who is in such intimate relation to the small child may be too immature and frustrated herself to assume such responsibilities. Spoiling is less dangerous than rejection and coercion, but it does not prepare the child to meet others in his environment who are less indulgent. Children know by intuition when their parents hate them, but they also realize that they are not so free to express their own hostility. This has to be repressed but will find expression against others in authority, or anyone who stands in the way of their gratifications. If the child commits delinquent acts and accepts punishment as just, he does so to expiate his hostile feelings toward his parents.

The chronic aggressive reaction types include those children who are disagreeable, rebellious, defiant, quarrelsome and destructive at home, with their companions, or at school, and those children who commit antisocial acts -- stealing, truancy, property destruction and other delinquencies. Under what conditions does such behavior originate? Not only when the child is frustrated or blocked, but also when he is afraid, when he needs to prove his worth and power, and when he faces temptation. Because of the relation of aggression to situations presenting fearful aspects, it can be seen

4 David Levy, M.D., Maternal Over-Protection, p.4
5 C. Spurgeon English, and Gerald H.J. Pearson, M.D., Common Neuroses of Children and Adults, p. 139.
I felt it was important to report our findings on the effects of giving certain qualifications, and particularly the importance of understanding the material. Our results show that giving qualifications to some extent may help to improve one's understanding and interpretation of the material. However, it is important to note that the ability to interpret the material may also depend on other factors such as the learner's background and experience.

Furthermore, the results also highlight the importance of providing adequate preparation for the ability to meet objectives. Our findings indicate that effective preparation can also reduce anxiety and improve the environment in which the learner interacts. Therefore, it is essential to ensure that learners are adequately prepared and that they feel confident in their ability to meet the objectives.

These results also support the argument that it is crucial to ensure that learners are adequately prepared and that they feel confident in their ability to meet the objectives. Our findings indicate that effective preparation can also reduce anxiety and improve the environment in which the learner interacts. Therefore, it is essential to ensure that learners are adequately prepared and that they feel confident in their ability to meet the objectives.

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In conclusion, our findings support the importance of providing adequate preparation for the ability to meet objectives. Our results indicate that effective preparation can also reduce anxiety and improve the environment in which the learner interacts. Therefore, it is essential to ensure that learners are adequately prepared and that they feel confident in their ability to meet the objectives.
that indulgence or too little authority may well serve to stimulate aggressive tendencies. A sense of real security flows from incorporating the authority of parents. If they do not represent authority or are inconsistent in exercising it, the child may try to assert himself without recognizing any limits.

Mothers who are over-protective with infants may reverse their attitude when the child begins to walk, and impose many restrictions on what he does. Subsequently, the child develops superior facility in the use of language as a result of the blocking in the manipulative or locomotor area in early childhood experiences. It should be kept in mind that what is over-protection for one child may be under-protection for another, so marked is the variation between individual needs.

In an attempt to "break the will" of a rebellious child, corporal punishment has been the method of choice for generations. The good parent has always doubted its worth, or at least believed it should be extremely limited. Modern psychiatry, by deep analysis of children, has buttressed their intuition and tries to help all those who deal with children understand that physical punishment and verbal abuse (nagging, shouting, constant criticism) must necessarily defeat the goal. In the first place, reactive aggression on the part of adults only intensifies the frustrated feelings in the child. He sees further proof that he is not loved and not wanted. His
The importance of our national security is a matter of concern. It is crucial to ensure the confidentiality of our military decisions. It is essential to maintain the integrity of our classified information. The military must remain vigilant and prepared at all times.

In an attempt to breach the "wall" of a particular area, the military personnel have been deploying various methods of attack. The use of modern technology has allowed the military to stay one step ahead. The development of advanced surveillance equipment has been a significant advancement. It is crucial to protect the integrity of our national security at all costs. The military must remain alert and prepared at all times.

In the future, the military must continue to evolve in response to the changing landscape. The military must adapt to new threats and challenges.

The military must continue to prioritize the safety and security of our nation. The military must remain vigilant and prepared at all times.
craving for affection and acceptance is ignored or denied. Even though there may be occasionally real evidence of love, the child is easily confused by the severity of the punishment. Beating and slapping are a challenge to a fight in which, though at a disadvantage, the child is sometimes the victor. If he wins, he loses respect for his opponent and becomes less accessible to better methods. Another result may be that he always wants to fight authority and will feel ashamed when he has to give in to it. He forms the habit of demanding what he wants, not merely asking for it. When it is realized that delinquent traits in childhood, unless skillfully treated, may lead to antisocial behavior in the future, the need for such treatment may be appreciated. "Our prison population has grown seven times as fast as our national population and the penitentiaries fill up with repeaters who started as delinquent."^6

Discipline in some form must be administered, for a child must learn to control his own impulses, live under certain restrictions, and respect the rights and feelings of others. Discipline must be firm and consistent, backed by undeniable evidence of love, and exercised with patience. The fact that some children are troublesome at home, others away from home, indicates that environment is important and that behavior is modifiable.

---

^6 Report of Special Committee Established to Make a Further Investigation and Study Relative to Prevention of Childhood Delinquency -- Massachusetts, January 20, 1948.
Having come to the point of deciding on a policy
new found force may be profoundly felt and the
extent to which this may be accomplished by the
manner in which the matter is decided and
arranged and the degree to which it is decided to
affect and apply to a company to a light in which
strong or a guarantee, the ability to company the
agency to the extent of the opportunity and
become long.

It is now possible to observe the nature of the
opportunity and proceed with

Another benefit may be that the
existent want to light on the device of the
mean to live to to it. He is now up and
the

The benefit of the availability, unless saliently pressed,
will lead to a sense of realization in the nature to name
its need for not much,

Our blush do not be suggested.

The seven times as fast as one nation to possibility and the
penetrative. This with no necessity and calyx of calm

Discipline in some form must be administrated for a policy
must learn to connect the two importance. Given under certain to-

exertion, and result in the great and leading of others.

Measuring may be time and cold feet, passing to unprofitable
establishment of love. any exorbitant offer. It is,

sight of the confusion of love, any attribute from home, the

impossible, that environment is important and that patience is

Appendix D - Report of Secretary Committee regarding to the

Improved performance, management, and

Difficulties encountered in

Volume 6, 1912.
The word "intelligence" comes from inter (between) and legere (to choose) and means ability to discriminate. It has also been defined as the capacity to learn, or "a capacity to make conscious adjustments to new requirements."7 Thurstone calls intelligence the "Voluntary adaptation of behavior... to the advantage of the individual, not merely as an individual, but as a socially functioning being."8 It is considered that intelligent people are more sensitive to their environment and able to create a more favorable environment for themselves. Binet described intelligence as the ability to take and maintain a given direction, ability to adapt behavior to a desired outcome, and capacity for auto-criticism.

Tests to measure intelligence are constantly being refined. Other things being equal, IQ's remain fairly constant. Emotional factors, however, are likely to interfere with results at any time so that while a disturbed child may achieve a high quotient, a re-test when he is presumably less disturbed may be expected to give a more accurate evaluation of his mental capacities. Good marks in school are highly indicative of superior intelligence, but poor marks do not necessarily mean the opposite. Present day tests, like present day curricula, are designed to bring out verbal abilities; non-verbal intelligence is not so well served.

---

8 Ibid.
The now "Intelligence" comes from your being able to adapt to change and see potential opportunities to gain advantage. Never before has the capacity for "solidary" to enhance "Voluntary Association by expansion of behavior" been more visible as an indication of the advantages to the influential, who seek to increase their influence and participate in a socially functioning society.

Since intelligent people are more sensitive to their environment, they may also desire a more responsive environment for them. Therefore, intelligent people are the ability to take advantage of new information, ability to adapt to new conditions, and ability to make conscious and rational decisions are essential for successful outcomes and capability for socio-economic development.

Testing to measure intelligence can be challenging. However, the ability to integrate with the environment, the ability to adapt, the ability to think outside the box, and the ability to overcome difficult situations are all characteristics of intelligent people. Good work is not simply the ability to think or adapt, but a combination of these attributes. The ability to make decisions is also essential for intelligent people. Being able to think out of the box and adapt to new situations is key to success in any field.

Verbal intelligence is not an easy thing to come by.
It has been estimated that the intellectually gifted (IQ's over 130) represent 1 per cent of the juvenile population, 2 per cent have IQ's of 128, 3 per cent IQ's of 125, and 5 per cent IQ's of 122.

In regard to the relation of intelligence to behavior, it can be said to be only one of the influences affecting behavior because moods, emotions, social customs, habits, laws, etc., are also important determinants.

Studies show that recidivists are of higher intelligence than first offenders. Psychopathic personalities often co-exist with superior intelligence. All this may be summarized by saying that intelligence of a high order is no guarantee of good conduct. It can be an asset, however, insofar as intelligent people are more likely to foresee consequences and judge relative values for themselves in a way which will prevent their getting into unnecessary trouble. As a whole they get into less trouble with the law than do dull people. Their offences are perhaps more discreetly covered up if committed. But bright children, lacking experience and social discernment, are sometimes in the very same kind of trouble as their less gifted contemporaries. They have the common human drives and emotional conflicts which intelligence alone cannot control or resolve.

Very little recognition has been given to the fact that extremely high intelligence is as far from normal

9 Ira S. Wile, op. cit. p. 63.
In the present section, we discuss the relationship of intelligence to personality.

In general, the correlation of intelligence with personality can be seen to be only one of the factors involved in the development of personality. There is a considerable amount of evidence that intelligence and personality are closely related. It is clear that a person's intelligence affects his personality in a significant way. However, the relationship is not as simple as a direct correlation between intelligence and personality. Factors such as social class, family background, and economic status also play a role in determining personality. Therefore, it is important to consider the complex interplay of these factors when studying the relationship between intelligence and personality.

Very little research has been given to the relationship of intelligence to personality.
as is mental deficiency and that it creates problems of its own that may be as acute, though not as depressing, as the problems of inferior intelligence. 10

Superior children are bored more easily, work off their energies in mischief, are eager to attract attention, like to boss children their own age or younger, and suffer from being unacceptable to older children. They like to play with the older age group, but their physical skills and social interests are quite different and create a situation unhappy for both sides.

In general, the early misbehavior may be attributed to the aggressiveness and the self-assertion of the brilliant child who is testing his wit and will against the forces of his environment. 11

It is also true that the brilliant child, for the sake of approval from other children, will try to cover up his ability. Since it is less effort for him to make a passing grade, he falls into lazy habits and with extra time on his hands, is tempted to annoy others.

Hollingworth has outlined the problems of the gifted child in relation to work, adjustment to class-mates, play, and concern with origin and destiny.

In regard to work, Hollingworth says this child "receives daily practice in habits of idleness and day-dreaming" 12 for he

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11 Ibid, p. 69.
to provide opportunities for students to gain experience in preparing
and presenting cases in a more efficient way. The concept of
innovation suggests that innovation is best achieved when Ideas
are presented in a coherent and systematic manner. This
approach to innovation can be applied to other contexts,
while still maintaining the integrity of the
innovation process. It is also important to
consider the context in which the innovation
is being applied.

In summary, the early implementation may be
beneficial to the implementation of the
innovation strategy. By focusing on the
innovation process, we can ensure that the
innovation is properly implemented and
successful.

It is also important to recognize the
potential pitfalls in the implementation of
innovation. This can be achieved by
considering the context in which the
innovation is being applied.

Finally, it is important to ensure that
innovation is presented in a clear and
comprehensive manner. This can be
achieved by providing clear and concise
presentations on the new system.

Reference:


To ensure the implementation of the innovation,
the "I" must be clearly defined and
highlighted. This can be achieved by
providing detailed descriptions of the
innovation in a clear and concise manner.
is never challenged. Up to an IQ of 140 this child may get along relatively well, and is frequently stimulated by extra promotions. Above that IQ boredom is more frequently found. If the child is accelerated too fast in the school program, he has other problems, such as not fitting into large-size school furniture, not being able to compete successfully in athletics because of smaller physique (though he is often tall for his chronological age), being an outsider at school parties, and not being able to write as well as his classmates because his motor skills are not in line with his age.

One of the difficulties with his classmates is his relations with the dull-witted bully for whom he is often a butt for derision and physical abuse.

In play the bright child likes games of intellectual skill and is usually acquainted with a wider range of games than the normal. He is not interested in aimless playing; he likes complicated and highly competitive games and sports. It is usually true that he likes out-door sports as well as reading. Since it is not easy to find companions of like ability and interests, he falls back on solitary and sedentary pursuits. Skating and swimming are frequently favorite sports because it is not necessary to enjoy them in a group. His vocabulary is so large he is not easily understood by the less gifted who think him a little prig for his big words. He has a tendency to create imaginary playmates which is probably a
good thing as it helps to stabilize him.

On the whole the bright child is more easily disciplined if the approach can be made to seem reasonable to him and the basis for correction justifiable. (He is at home with ideas and often has a keen sense of fair play which he expects of others.) In discussions in a class-room or elsewhere he is so eager to talk, tell what he knows and ask questions to increase his knowledge, that he is likely to dominate and appear unruly. He tries to avoid routine drudgery, such as learning the multiplication table, and penmanship. Because he may be superior to one parent (rarely to both), he will try to direct, and will abhor rigid discipline or set rules. He seizes upon the advantage of temper tantrums and feigned illness, such as headaches, more quickly than the average child and is more able to avoid punishment which, experience has taught him, invariably follows certain acts. Since superior children have a normal need for affection and a special need to be the center of attention, the best methods of discipline are often to ignore or ostracize.

Bright children are concerned at an early age with the meaning of life. They have more questions about birth and death and their individual destinies. At an early age they begin to think about selection of life-work. Because dull children tend to drop out of school after reaching the compulsory school limit, the bright ones have more congenial
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companions in senior high school. Other things being equal, they are adjusting to their individual problems with more success year by year. They can stand stresses and strains better than their intellectual inferiors but this is no reason for putting additional strain on them.

A special study of five thousand children found that those of high IQ who present behavior problems will probably not improve greatly until the age of twelve. This study pointed out, however, that "In general, the influence of the age and intellectual factors on children's personality and conduct problems, while substantial, is not high." 13

Next to the home, the school is the greatest and most powerful socializing agent. It is a child's protracted experience with competitive living within a group, under direction. 14

Failures in the home environment may be expected to be repeated when the child enters school. The primary cause of difficulty is inadequate identification with parental standards. 15 This makes it difficult to identify with the substitute-parent, the teacher. School years begin before the Oedipal stage is completed for the average child. Sibling rivalry may find new ways of expression in contact with school mates. Teaching on the primary level should be and usually is better than in the higher grades, but it can never be too

13 Luton Ackerson, Children's Behavior Problems, p. 255.
...
good in view of the common problems in personality development for children of that age. They may be made or marred by their first experience with authority outside the home, especially if they have not adjusted to it within the home.

The personality of the teacher from the primary grades upward is of great importance. Little things, such as voice and manner of dress, make a deep impression on a child, and if he is superior and therefore inclined to be critical, so much the worse for the teacher who is below standard. Progressive education has liberalized the rigid, authoritative tone of class-rooms, but many teachers are still in service who demand immediate obedience, punish hastily and without cause, and in other ways kill the spontaneous interest in learning which they are supposed to promote.

The gifted child has a problem especially his own when his teachers are obviously less bright than he. They cannot answer his questions satisfactorily, and in self-defense either ignore him, or chastize him for his curiosity. Superior children usually read "too much" (if that is understood to mean reading at the expense of learning how to get along with others, or to an extent injurious to health), but they often do so because they do not find adults sufficiently stimulating and must turn to books for congenial companionship. An indirect result is an enrichment of their fantasy life.

The premium which schools often put on conformity and
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compliance makes the outstandingly superior child feel uncomfortably different. No wonder that he works so far below his ability if, by doing so, he wins the friendship of the class.

The controversy concerning the advisability of "special classes" and acceleration still goes on, with the middle-of-the-road opinion urging an enriched program for the individual child without removing him from his fellows in the lower grades, and acceleration in the higher grades. At the secondary level there seems to be less reason to delay actual preparation for a career.

"Poor teaching and poor teachers handicap the development of a child's mentality and may lead to undesirable behavior."16 The gifted child, as well as the dullard, needs individual attention which too large classes do not permit. Schools have failed to give the bright child enough consideration, perhaps because it was felt he would get along "somehow". Teachers' judgments on the mental ability of their students have often been proved undependable.17 Like parents of superior children, they tend to under-estimate intellectual qualities. When they learn that a child has ability which he is not using, they are apt to call him "lazy" without trying to find

16 Ira Wile, M.D., "The Relation of Intelligence to Behavior", Mental Hygiene, 10:71, January, 1926.

17 Leta Hollingworth, Gifted Children, Their Nature and Nurture, p. 46.
The controversy continues the antipathy of the public toward the presence of "I.Q. gurus" and association with the "intelligentsia" of the Lower East Side. The second generation remains more fierce than the fellows in the lower class. Of the second generation and association to the higher classes. At the second generation there seems to be a less reason to fill in scores

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The relation of intelligence to
out why. In addition to disliking and trying to avoid routine -- arithmetic, spelling, and punctuation -- the bright child is often careless about his work which may further antagonize his teachers. His penmanship is often bad and this detracts -- in the teacher's eyes, too much -- from the value of his written work.

Discipline of the bright boy or girl who presents behavior problems in the class-room must be based on an appeal to his superior reasoning ability, naturally not an easy thing to do. Corporal punishment should be discontinued at an early age for this child for he resents it, and becomes worse rather than better behaved. The bravado of the show-off is only a cover-up for his emotional insecurity. He understands quite well how little he knows in comparison with his real superiors. At heart the bright child is modest and unassuming about his own abilities.

Though the schools are often accused of not developing the supposedly latent leadership qualities of the superior child, it should be remembered that if the span of difference is too great, he will not want to lead and the duller children will not want his leadership. It is believed that a difference of thirty points in IQ is sufficient to create this problem.¹² This holds true at all points for the child with an IQ of 190 is not popular with the child whose IQ is 160.

¹² Leta Hollingworth, op. cit., p. 131.
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Truancy, a frequent problem among superior children with aggressive trends, can best be handled by the school if the basic anxiety which led to the absence is understood, if the school can be made a more friendly place with less forbidding aspects and techniques and if the aggressive offender can be helped to use authority as a support rather than fight it as an evil.

To recapitulate these theories concerning aggression, intelligence, the special problems of gifted children and the importance of a helpful educational approach:

Aggression results from frustration and fear and may take both active and passive forms. Aggression in the gifted child is somewhat less likely to lead him into open conflict with the law for he is more shrewd in evaluating consequences. When the environment is full of restrictions and prohibitions, the child, a natural individualist, acts in a retaliatory manner. Disciplinary methods, if effectual, must appeal to his reason and corporal punishment will prove inadequate in his case at an early age.

The given definitions of intelligence stressed its voluntary, social aspects. High intelligence cannot assure good behavior but it is an asset.

Superior children are easily bored by the usual school program, do poorly in routine work, like to be the center of attention, and prefer older children as companions. If they
To recapture these features concerning education, the earliest programs of altering abilities may take importance of a habitual educational approach. Reassessing remains from instruction and test may ease fear of the lifelong plight. Assessing in the lifelong plight to some part, these factors of test and error and expectation are inherent in the nature of intellectual scores to initialize more attainable, more applicable methods in analyzing, more applicable to the lesson and correlating development with blame inescapable in the case of an equal pace.

The gain of evaluation of intellectual increase may limit the size, with societal benefits. Higher intellectual capacity cannot be sought, and it may leave many behind to pursue, or fairly to continue more. Like to be the center of attention may damage other abilities as consequences. If given
enter school with aggressive tendencies, school life with its emphasis on conformity exaggerates their problems. They need individualized attention.

Ages - The ages ranged from four to fifteen, with the mean at nine. Five of the children were five, six, or younger, but three of the five were in Kindergarten and therefore subject to the effects of public schooling which is under study here as an important social conditioning.

Sex - Only six of the twenty children were girls, with the lowest age limit at six years and the mean at ten. In its limited way, this bears out the theory advanced from other studies to the effect that girls are less likely to run counter to prescribed behavior and will work out their frustrations in other ways which are less aggressive than those followed by boys.

Ordinal Position - Two of these children had no siblings. In one case, the existence of siblings was a mere matter of history, important enough indirectly but not of the usual significance because the child did not live with any one of the other illegitimate offspring of the mother. In these situations older siblings lived outside the home and in one instance, the sibling who was younger was a step-brother.

Nine of these children were older than siblings living in the same home, and seven of the children were younger than siblings living in the same home.
CHAPTER IV

BACKGROUND OF GROUP

Before attempting to record and evaluate the individual case records, some information about the group as a whole is desirable.

Age The ages ranged from four to fifteen, with the mean at nine. Five of the children were five years old or younger, but three of the five were in kindergarten and therefore subject to the effects of public schooling which is under study here as an important social conditioning.

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VI METHOD

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instance, the child who was younger was a step-parent.
home. The others occupied positions in the middle, with older and younger siblings. In two instances, the older sibling was as much as fourteen years older.

Sibling Rivalry This was encountered nine times. In addition, three children apparently on good terms with their siblings had difficulty getting along with other children, which might be considered a displacement of feeling. In three of the nine cases of overt rivalry, the parents gave good cause by showing open preference for one of the siblings.

IQ The child with the highest IQ was a boy of nine who scored 164. The lowest was a boy of fourteen with an IQ of 121. The mean score was 131 for both boys and girls considered as a group. This is in line with the opinion of many psychologists who consider an IQ of 130 sufficiently far from the highest normal limit of 110 to distinguish a really superior mind. The IQ of the six girls ranged from 121 to 131, with a cluster of IQ's at 130.

Religion There was a predominance of Catholics among the group, eleven in all. In one record the religion was not stated. Among the other eight there were six Protestants of various denominations and two Hebrews. From this one study, so limited in scope, no conclusions can be drawn regarding the importance of the religious factor.

National Backgrounds The statistics are as follows: All the children were native-born Americans, but their ancestry was varied, and in some individual instances, represented
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more than one national strain. Seventeen of the fathers were American born, with American, Polish, Russian, Scotch, Jewish, French Canadian, Irish, English and Swedish ancestors. Of the mothers, fifteen were American-born, with the same national backgrounds as the fathers (Irish predominating). The countries of origin of the foreign-born parents of these children were: fathers, Portugal and Canada; mothers, Canada and Hungary. There was no information in the records about nationality on one father and one mother. The mixed marriages were in the minority. The Portuguese father was married to a native-born woman of Irish descent, and an American-born Jew was married to a Polish-born Jewess -- in the latter case the country of birth might be considered irrelevant.

**School Grades**  The period from the kindergarten to the 9th grade is covered, and not counting the kindergarten, the mean grade was the 5th. An equal amount of information was not obtainable about scholarship (in one record it was totally lacking), but it was sufficiently poor to be noted in seven cases, and in four other cases the child had difficulty with one subject or his attitude stood in the way of good performance. Three children were "doing well" or getting A's and B's. Not one of these superior children was doing outstanding work, commensurate with his ability. Ten of the sixteen known to be doing poor work presented conduct problems which naturally interfered with obtaining good marks. The single subject of
difficulty was arithmetic.

**Compound Families** In the homes of seven children there were others outside the immediate family. In two households these people were no relation to either father or mother; one was a man boarder, the other was a landlady. In two households where elderly relatives lived with the family, there was a considerable degree of friction among the adults, which was also true in two households where the mothers could not get along with the paternal grandfather or the maternal grandmother. In the remaining family, which included a maternal aunt of twenty-four, there is nothing to indicate whether or not she made a harmonious addition. The over-all picture presents a tremendous degree of friction in the compound household, a situation which might well be expected to arouse anxieties in the children.

**Birth Data** Since birth itself has been said to have repercussive influence on the formation of character, attention has been paid to the facts surrounding the birth of these twenty children. On four information was lacking; nine had full-term normal births, two were delivered by Caesarian section at full term, three were delivered by instruments at full term, and two by induced labor before the expected date of birth. However interesting the hypothesis that the manner of birth is significant, other factors would have to be taken into consideration, such as the mother's attitude toward preg-
virtual work environment. In the home or even on a personal phone, most people have no hesitation to answer letters on work or personal time. However, the same cordiality prevails inside the family, where there were polite and friendly feelings. These are not seen as a contradiction of interest in the home, which seems to be the place where the work can be done. In the same way, in the home, the family, which includes a material and non-material world, the family is united to promote the overall picture of the home. A feeling of belonging to the family may well be expected to emerge, even in the child.
nancy and labor, and her subsequent handling of the child.

**Early Feeding Methods** Data on this subject are included because they have bearing on the formation of character traits. Seven of the twenty children were fed by formula from birth, and five were breast-fed for from four weeks to six months. Four were breast-fed for more than six months but less than eleven and about the remaining four there is no information in the records. There is, unfortunately, nothing to show whether or not these children, lacking in varying degrees the benefits of the breast-feeding method, had compensatory treatment through solicitous handling at feeding time. Four children exhibited the problem of food capriciousness at the time they were known to clinic.

**Toilet Training** This early experience in socialization is often the source of aggressive behavior. It was initiated "early" (words of parents), or stated specifically to have begun anywhere from three weeks to two and a half months for nine children. It appears to have been completed at two years on the average but three children later gave trouble in this respect in ages ranging from three to seven years. Three were breast-fed more than six months, but subjected to toilet training as early as three weeks or within a year. Data are completely lacking in four records.

Taking early feeding methods and toilet training together, half of these twenty children suffered from some form
of rejection while they were infants.\(^1\) The extenuating circumstances do not, for the child, alter the situation, for the emotional trauma will be felt from impersonal feeding methods or too early and too rigid toilet training. The boy who was born in a tuberculosis sanatorium could not, of course, be nursed by his mother but the care given in another hospital could in no way compensate for the loss of her personal attention and warmth of feeling.

**Illnesses and Accidents** Three children had no "children's diseases" and suffered no accidents and underwent no operations during their early years. There is no information on these points about one child, but the other sixteen had the usual diseases of childhood (measles, mumps, chicken-pox, and whooping cough), and in addition there is found bronchial pneumonia, asthma, "glands", tonsillectomies, minor and major fractures, hernia, lacerations and contusions, mastoiditis and streptococcus throat. All these misfortunes befell them before they were six years old. The records do not show what kind of care was given them when they were ill but there is a strong chance as other studies have shown that either too little or too much attention at those times contributed to their future aggressive behavior. This study can do no more

\(^1\) This is based on minimum figures: seven formula-fed, three others toilet trained (allegedly) in early months.
To be noticed while they were interesting.

The attention of the audience was held, after the audience had

been entertained with the information given.

To my surprise, I was able to think of new ideas.

I was able to come up with a new concept.

The audience was impressed by the performance.

I was able to think of new ideas.

The audience was entertained with the performance.

I was able to come up with a new concept.

The audience was impressed by the performance.

I was able to think of new ideas.
than show that illness was a frequent and common experience.

Marital Situation  In regard to the marital situation in each child's home, the following facts have been tabulated. In eleven of the eighteen households where father and mother lived together, good relationships seem to have obtained. This is based on what social workers and psychiatrist observed and what parents said about their marriages. Friction may have existed but if so, it was concealed. The fact that it was concealed or minimized may be interpreted favorably for the parents, for it reflects some degree of responsibility about placing the child's happiness above their own.

One mother was a widow whose husband had died when the child known to clinic was not quite two years old. In one record there is no information to indicate whether or not the parents got along amicably with each other, but since nothing was said to the contrary, it might be assumed there was no trouble.

The form of aggressiveness displayed by the seven children in whose homes there was considerable marital discord differs in no way from that of children growing up in more harmonious settings. These children, however, were subjected to one more hazard in resolving their own conflicts; they lacked the whole-hearted interest of both male and female parent.

Three of the children were illegitimate and two legiti-
The tone of suggestioniveness depicted by the seven affiliations of the seven affiliations.

The tone of suggestioniveness depicted by the seven affiliations.
matized by marriage of parents before their births. One illegitimate child was legally adopted by her mother's husband.

**Economic Situation** Financial stress is important in this analysis because of the direct bearing on the frustration and tension among adults which may create similar feelings in the child. This does not imply that parents in an obviously "comfortable" home, as described in social case records, do not have their financial worries, nor that such cannot be as acute as if the parents were on the brink of ruin. In support of this statement might be cited the boy's parents who were probably the most well-to-do of the entire group. Their over-concern with business made them neglectful of their son's emotional needs. This boy who so craved their love, was adopting their excessive interest in money, and one of the few bonds with his father was a joint interest in coin collecting.

The total figure shows sixteen homes where the economic situation was considered at least good; two of them were considered excellent. One mother was receiving Aid to Dependent Children and in the other three families, the income was low and irregular. These findings happen to be in agreement with other studies which show that, on the whole, superior children come from homes definitely above the marginal income level. There is more in the comfortable home to stimulate the curiosity of the young child, and his imagination is further developed by the varied interests and activities of his parents and their associates.
Economic Analysis

The study of economics addresses the question of how scarce resources are allocated and the distribution of wealth. Economists analyze the behavior of individuals and organizations, and use models to predict economic outcomes. This includes the study of supply and demand, market structures, and the role of government in the economy.

In the context of the document, there is a discussion about the impact of economic policies on employment, inflation, and economic growth. The analysis suggests that policies aimed at stimulating economic growth can have both positive and negative effects, depending on the specific measures taken and the state of the economy.

The document highlights the importance of understanding economic principles for making informed decisions in personal finance and business. It emphasizes the need for continuous learning and adaptation to changes in the economic landscape.
Education of Parents

Information on the education of parents is lacking in six records. Of the remaining twenty-eight individuals, there are no data concerning three fathers and two mothers. The balance is distributed as follows: two fathers and two mothers had no education beyond grammar school, four fathers and eight mothers no education beyond high school, and five fathers and two mothers had college or advanced training of some other kind beyond high school. On the whole, most of the parent's had high school education and twenty-five percent, something better. Only two professions were represented among the fathers, one was a teacher and another a librarian. Two mothers had had nurse's training and one was a substitute teacher.

To summarize the findings on the background of the entire group of twenty children:

The age range was from four to fifteen, with the mean at nine. Six of the twenty children were girls. IQ's clustered at 131. Catholics outnumbered all other religions. All the children were native-born as was the majority of their parents who were of various ancestral strains, the Irish predominating for the mothers. The mean school grade was the 5th. Not even one of the fifteen children in graded school was working up to capacity, seven were doing notably poor work and ten presented conduct problems. Half the group suffered in some degree from the generally accepted forms of rejection in the feeding and toilet training areas. Most of the children had the usual
Information on the application to

Opportunity to Parent

Barriers to Learning in Six Decades of the Parenting Process

After finishing college, there are three main concerns that parents face and two worries. The parents are often confused and frustrated when they learn that their children do not live up to their expectations. Two worries are that parents have an expectation of college or higher education.

Two worries are that parents have an expectation of college or higher education. One worry is the high school graduation rate, and the other is the parent's role in the education process. Two worries are that parents have an expectation of college or higher education.

To emphasize the importance of the preparation of the entire

Group of Twenty Applicants

The age range may seem too young for college. At the mean age of fifty, each applicant was fifty-nine. It's often heard that the top fifty of the twenty applicants were fifty-nine. It's often heard that the top fifty of the twenty applicants were fifty-nine.

After a conversation with many of the applicants, we were able to identify the top fifty. We were able to interview several of the applicants, and we were able to identify the top fifty. We were able to interview several of the applicants.
diseases of childhood plus a considerable number of other illnesses. Ordinal position was so varied as to be considered of negligible importance. Sibling rivalry, or a substitute expression of it, was found in twelve instances. In the seven compound families there was an unusual degree of friction among the adults. The economic situation was generally good, and the marital situation reportedly harmonious except in seven cases. Most of the parents had at least a high school education.

2. Sibling rivalry, expressed in jealousy, teasing, and physical abuse.

3. Domestic friction, quarreling among the adults in the household.

4. School influences, as reflected in conduct and scholarship.

It will be evident that the individual cases presented illustrate much more than is indicated by the category to which assigned. To clarify this problem, the writer wishes to point out that the categories are an over-simplification of the areas of difficulty. The underlying motif seems to be parental attitudes.

Disciplinary Methods

The Case of Dorothy

Sorothy was nine and a half when brought to clinic by her father who was seeking advice on how best to deal with her daughter's temper tantrums. Dorothy was an only child and illegitimate. Her step-father planned to adopt her but the proceedings were not completed.
the Schenkerian approach to performance, except in recent cases.

Most of the pieces had at least a high school education.
CHAPTER V

PRESENTATION OF EIGHT CASES
ACCORDING TO CLASSIFICATION

From the material presently available, no one can declare with exactitude the chief problems of the aggressive and intelligent child, but the following categories form a basis for study.

1. **Disciplinary methods**, rigid, lax, or inconsistent in home or school.

2. **Sibling rivalry**, expressed in jealousy, teasing, and physical abuse.

3. **Domestic friction**, quarreling among the adults in the household.

4. **School influences**, as reflected in conduct and scholarship.

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CHAPTER V
PREVENTION OF MISFIT CASES
ACCORDING TO DISCAPTATION

From the material presented previously, it is clear that the factors influencing the success of a few procedures are critical. An understanding of these factors is essential for effective "discipline." In the following sections, these factors are discussed and their importance highlighted to prevent misfit cases in the home of school.

1. Discrimination Methods: Their Lack of Incentivization
   - Educational training, experience in teaching, teaching, and
   - Behavioral training, experience in teaching, teaching, and
   - Psychological training, as related to incentives in
   - School influence, as related to incentives in
   - School influence, as related to incentives in
   - School influence, as related to incentives in
   - School influence, as related to incentives in

It will be evident that the inhibiting cause preceding

inhibits many more than it inhibits by the categories to

which listening is related. The manner in which listening to

points out that the categories are so often misapplied to the

areas of difficulty, the meaningful effort seems to be pioneered

disciplinary methods

The case of Dorothy

Dorothy was nine, and a part-time printer to office. She

part-timework and a bookkeeper's maiden on the face of it.

Dorothy was a

with per discipline's formal instrument and

with social and institutional, her self-improvement

to stop her now the backgrounds were not completed

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Dorothy was nine, and a part-time printer to office. She

part-timework and a bookkeeper's maiden on the face of it.

Dorothy was a

with per discipline's formal instrument and
during clinic contact. Her real father, a married man, had acknowledged paternity and contributed to her support in the past. The step-father was employed but away from home a good deal and the mother and child lived with the maternal grandfather and the maternal great-aunt. The home was described as simply furnished and the economic situation as fair. There is no information about the step-father's education but the mother was a graduate nurse.

Dorothy was charged by her mother and school teacher with the following misbehavior: kicking and screaming when thwarted, "not being interested in anything," bossiness with other children and inability to get along with them, rejecting her mother with such statements as "I hate you," refusing to go to school, putting her foot through a window, kicking a large hole in the wall, and hitting her mother in the eye. Later she sometimes refused to come to clinic, claiming her mother was "imposing" psychiatric help.

Dorothy was in the 5th grade where she was doing only average work. Her teacher was over-concerned with the gossip about the child's illegitimate birth. The social worker had considerable contact with her and found a punitive, domineering woman, insensitive to Dorothy's feelings. The teacher did not rate Dorothy as a bright child.

The maternal grandfather interfered in discipline, nagged Dorothy and frequently asked her, "Who are you, anyway?" He tried to have full authority over her, but when successful would often reverse his position. In order to get Dorothy to go to school her mother offered rewards. When Dorothy struck her mother, the latter would often strike back. Dorothy was fond of her step-father but also jealous of him and when he was home, her conduct was worse. The discipline administered by the household group as a whole is described in the record as inconsistent. To complicate the situation still further, the maternal great-aunt insisted upon being called "Mummy" so Dorothy found herself with two fathers and two mothers. Previous to her mother's marriage, Dorothy had been boarded with a woman described as "fussy". The child complained to the psychiatrist that she did not like having three sets of parents.

Dorothy was concerned about the mystery concerning her birth and one day her mother told her she was illegitimate. She later asked to see her birth certificate and the clinic approved her mother showing it to her. She refused to believe her step-father was not her real father and disliked using the latter's name.
The following reproduction is of an illustrated article on mathematics, possibly from a newspaper or educational periodical. The text is not entirely legible due to the quality of the image, but it appears to discuss mathematical concepts and possibly their applications.

The text mentions the importance of teaching mathematics, particularly in schools. It suggests that teachers should be well-versed in the subject and that students should be engaged in practical, real-world applications of math. The article advises on how to make math more interesting and relevant to students, perhaps through the use of puzzles, games, or real-life examples. The goal is to make mathematics a subject that is not only understood but also appreciated and enjoyed by students.
The psychologist in clinic found Dorothy had an IQ of 131 with superior reasoning ability. She did well in the language tests because she was interested and poorly in arithmetic for the opposite reason. Her initiative was good but she had little drive for achievement. She was able to see her own weaknesses and strengths. During the test she was cooperative but restless.

The family was soon to move to another state and the clinic recommended that psychiatric guidance be continued inasmuch as the adjustment to new surroundings would probably prove difficult. The record states that Dorothy did adjust well in the new home (according to letter from mother), but the family soon returned to Massachusetts.

Dorothy's mother had not thought through the implications of the illegitimate status and allowed complications to arise which could have been avoided, or handled more sympathetically. As the child rebelled obstreperously against the anomalous position in which she found herself, so the mother, torn by her own conflicts, could not be a helping person. In addition, the mother's loyalty was divided between the maternal grandfather and Dorothy; she failed to defend the child against the intolerance and hostility of the grandparent. Instead of appreciating the probable cause of Dorothy's dislike of school (the name problem and the teacher's pettiness) she tried to bribe Dorothy to accept the situation. She wanted to make a success of her marriage but failed to use constructively Dorothy's affection for the step-father. She treated Dorothy as an adult and competed with her in physical combat and in winning the love of the maternal grandfather and the step-father. She could not decide what to expect of Dorothy and
The present work is entirely new and original. No prior
one has attempted to examine the influence of the
various factors that might affect the outcome of
the experiment. The results of this study are
expected to provide valuable insights into the
mechanisms underlying the phenomenon in
question. The data collected will be analyzed
using advanced statistical methods to
identify significant correlations and patterns.

The study was conducted under strict
protocol to ensure the validity and reliability
of the results. Participants were
randomly assigned to different conditions
and the procedures were standardized to
minimize confounding variables. The
data will be presented in a comprehensive
manner, including tables and graphs,
to facilitate understanding and
interpretation.

The implications of these findings
are far-reaching. They suggest
that the proposed intervention
could be effective in addressing
the issue. Further research is
required to confirm these
results and to explore the
potential applications.

The authors acknowledge
the contributions of all
members of the research
team, whose dedication
and expertise were
essential to the success
of the project. Special
thanks are extended to
the participants for their
cooperation and
commitment.

This work is intended to
serve as a starting point
for future research in the
field, and we hope to
see continued interest
and support for further
developments.
the resulting confusion in discipline further intensified the existing hostility between mother and daughter.

The Case of Joseph

Joseph was five and a half when brought to clinic by his mother whose chief complaint about him was his "unmanageableness" and food capriciousness. He had one sibling, a sister, Helen, fifteen years older than himself who was attending college. Also in the household were the maternal great-grandmother and the maternal great-aunt, both of whom were elderly, quarrelsome, and dominating. The aunt was always at odds with Joseph's father which made him irritable with others in the family. The economic situation was reported to be very good.

As the parents had not planned on having another child, Joseph's advent was not anticipated with pleasure. He was a full-term Caesarian baby, partly breast-fed and weaned at six months "without difficulty." Toilet training was established by the time he was two.

There was an especially strong tie between the father and Helen but Sundays the father divided his time between both children.

The mother was inconsistent in her discipline but hampered by the interference of everyone else in the household, including the twenty-year old daughter who sometimes lectured her, in the presence of Joseph, about psychological principles involved in bringing up a child. In dealing with Joseph everyone in the household swung from over-indulgence to over-strictness, and constantly criticized him for trifles. When he dawdled at meals, his mother tried taking the food away, telling stories, and threatening with a switch. He never obeyed as promptly as the mother desired.

Before her marriage, the mother's ambitions for a career had been opposed by her parents and in like manner Helen's professional aims were being thwarted by the father.

Joseph's IQ was determined to be 123, with language and memory exceptionally advanced. There was a noticeable blocking in speech and the clinic workers noticed Helen had a slight stammer.

The mother discontinued clinic treatment because of alleged (war-time) gasoline shortage but this in no way prevented her from doing many other things with her car.
The case of A.S.P.

The recent controversy in economic literature regarding the efficiency of various methods of generating power and the economic attention now being given to the problem of the economic optimum in private generation do not mean that the relative efficiency of private generation to public generation has ceased to be a matter of importance. The problem of the determination of the relative efficiency of various methods of generating power is a complex one and the determination of the economic optimum in the generation of power is a question of great importance.

The recent controversy in economic literature regarding the efficiency of various methods of generating power has been largely a matter of theoretical discussion. The economic optimum in the generation of power is a matter of practical importance and the solution of the problem of the economic optimum in the generation of power is a question of great importance.

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The economic optimum in the generation of power is a question of great importance and the solution of the problem of the economic optimum in the generation of power is a question of great importance.
The five adults in this household expected prompt obedience of this small boy who was naturally confused by their occasional indulgences. He may well have felt rejected by his father who seemed to prefer the companionship of the sibling. Helen's interference in discipline threw her into direct competition with the mother, a situation too difficult for Joseph to understand. Both women were too preoccupied with their ego failures to be able to offer the warmth Joseph needed. This boy's aggressiveness may seem within normal limits but in a family of adults so emotionally insecure themselves and therefore so demanding of perfection in others, their attitudes would magnify his misdemeanors and stand in the way of correction. He would continue to be victimized until at least one of them reached sufficient emotional maturity to see and meet his needs. It is significant that the reason given for discontinuing clinic treatment was a rationalization.

Summarizing statement on disciplinary problems:

No one central authority in discipline was established for either of these two children. When it seemed to be represented by one member of the family, it was too inconsistent to be helpful. Emotional immaturity of adults prevents their recognition of needs of children.

Sibling Rivalry

The Case of Charles

Charles was brought to clinic by his mother shortly after he had been placed on probation for breaking,
The case of Charlie

Charlie was brought to us at an early age by his mother. She felt that something was not right with him. He seemed to have difficulties with his speech and his attention span was very short. He had trouble with his coordination and balance. The doctors diagnosed him with autism spectrum disorder.

Charlie's parents were very concerned about their son's behavior and they were looking for help. They were not sure what could be done to help him.

We decided to start with speech therapy and occupational therapy. We also recommended some home exercises to help improve Charlie's coordination and balance.

As time went on, Charlie showed some improvement. He became more talkative and began to show more interest in his surroundings. However, there were still some challenges with his attention and his ability to concentrate.

We continued to work with Charlie and his parents. We helped them understand his needs and how to better support him.

In the end, we were able to see some positive changes in Charlie. He became more social and interactive. His parents were very grateful for our help and they continued to work with him after he left our program.

The important thing is to never give up on a child with special needs. With the right support and guidance, they can still lead happy and fulfilling lives.
entering, and stealing. The other boys involved in the escapade had been sent to reform school. The mother had previously sought clinic advice in regard to pre-vocational plans for Charles' sister, Margaret, a spastic. The family consisted of the parents and four children: Anne, three years older than Charles, Margaret, a year younger, and Robert, four years younger. Both parents were of limited education, but the mother had encouraged the father to take a civil service course which prepared him for a Federal position which paid well enough for them to live very comfortably. The home was situated in a small town not too easily reached from any large city.

Charles, then nearly thirteen, was in the 8th grade which he was repeating. It was May at the time of referral and throughout the year Charles had been receiving D's. His aggressiveness in school was expressed in truanting and in total lack of interest in his studies. The record states that he feared being called teacher's pet and therefore did poor work.

In addition to the aggressive behavior noted above, Charles was inclined to temper tantrums, was destructive of his own possessions and deliberately (?) soiled himself in school when refused permission to leave the room. He was a Boy Scout but did not get along well with the other Scouts (no details given). Both Charles and his parents did not feel he was getting a "square deal" either in school or from the neighbors who often complained of his conduct.

At home Charles did not get along with his siblings. He was jealous of Anne and teased Robert. There is no information about his attitude toward the crippled sister.

Charles withdrew from the football team in a huff. In the summer vacation he quickly gave up a gravel-pit job because he "could not take bossing." Because his ability in drawing was well above average (the school reported he did nothing else), the social worker tried to interest him in art classes in Boston but he did not respond.

When Charles was younger, the parents had been indulgent with him. They did not believe in corporal punishment but occasionally resorted to it. On the whole they agreed with each other as to need and form of punishment. The mother nagged him constantly.

In the psychological test Charles displayed superior ability in vocabulary, understanding, concentration, psycho-motor control and reasoning. His arithmetic was poor largely because of carelessness. He said frankly that he preferred manual work. In a re-test
The article begins by discussing the various factors that contribute to the success of a school. It highlights the importance of involving students in decision-making processes and providing them with opportunities to express their opinions and concerns. The article also emphasizes the need for continuous improvement and the role of feedback in achieving this goal.

The text continues by discussing specific strategies that can be implemented to enhance student engagement. These include creating a supportive and inclusive learning environment, fostering a sense of community among students, and encouraging students to take an active role in their education.

The article concludes by stressing the importance of collaboration between teachers, students, and parents in ensuring a successful educational experience. It calls for a shift in focus from traditional teaching methods to more student-centered approaches, which prioritize student voice and agency.
by another method, he rated low in comprehension of common sense items.

The shift from indulgent to stricter methods of discipline probably found Charles unprepared. Little had been done to give him a sense of responsibility for his own judgments. While it is true that the record contains no out-spoken resentment toward Margaret, Charles may be presumed to have felt some shame about her appearance and limitations and some guilt about his feelings toward her. He could not fail to be aware that his mother showed more interest in the crippled child than she felt in him. He was much too old physically and mentally for corporal punishment to be effective; it could serve only to increase his feelings of being discriminated against. The small town in which the family lived offered none of the cultural or recreational opportunities from which Charles could have benefitted. Lacking guidance and suitable outlets for even a normal amount of aggression, Charles released his frustrated feelings on those nearest him.

The Case of Paul

Paul, now eleven, was first known to the Child Guidance Clinic when his excessive howling, annoying to other young patients in a sanatorium for children, merited diagnostic services. Again at the age of seven, he was referred by a hospital because his mother could not cope with his temper tantrums. The 1947 referral was made by a social agency which reported he had been expelled from a parochial school for "mob violence" and truanting.

Paul's handsome, angelic appearance belies the long list of aggressive acts: chasing children with a knife, cracking his mother's ribs with a snow-ball, throwing shoes at her and spitting in her face, throwing pounds of sugar on the floor and mixing with a dozen eggs,
The skill from infancy to arbitrary manner or at arbitrary purposes is not of importance.

Give him a sense of responsibility for his own behavior.

While it is true that the society contains no un-integrated member, what for any Krasner? Children may be brought to have felt some sense of personal identification and responsibility, might some uplift about our teachings for want. He cannot not fall to be some that the moment: somehow more interested in the attitude of life than the tests. He was much too able practically and naturally for our present environment to be effective; it cannot serve only to increase the learning of any hierarchical nature.

The sense of learning of any hierarchical nature.

May I want in which the family fairly obvious none of the causes or necessary opportunities from which accidents would have persisted. Learning enlarging my suitable outline for every a normal amount of association. Children referred to the time.

Just as learning on chance demand him.
pummeling and being excessively mean to his feeble-minded brother, being demanding, destroying his clothes and furniture, etc., etc.

The mother's first marriage ended in divorce. Her second husband, Paul's father, was alcoholic and refused medical treatment for tuberculosis which eventually brought about his death when Paul was nearly two years old. The one sibling, Herbert, now sixteen, is an inmate in a school for the feeble-minded which is some distance from the home maintained by the mother for herself and Paul on relief granted by Aid to Dependent Children. The neighborhood is poor and a recognized center of juvenile delinquency.

Herbert was sent away three years ago and even since then the mother has given free rein to her preference for him, resulting in rejection of Paul and blindness to his urgent needs for love and a reasonable kind of discipline. Most of the altercations which take place at the present time center around Paul's extreme jealousy of Herbert. Whenever the mother goes to see Herbert or sends him presents, Paul is thrown into a frenzy. This year he could not accept the offer of an entire summer at camp because he was afraid his mother would again take Herbert home on a "vacation" and Herbert would then have his mother's undivided attention.

Because Paul's mother was a patient in a tuberculosis sanatorium at the time of his birth, he was necessarily separated from her and given care in a general hospital. His early life was a series of placements in foster-homes owing to exacerbations in his mother's illness. Seven times before he was nine years old it was necessary for him to be boarded, either in an orphanage-type home or with a foster-family. All placements were traumatic to Paul; in all of them he exhibited the same aggressive reaction, temper tantrums.

The mother's up-bringing was conducted along very rigid lines by the widowed maternal grandmother who is still living and exerts an influence over Paul's mother. "Authority" was the key word, and perfect obedience expected. Any attempt on the part of Paul's mother to deal less severely with him re-activates former differences of opinion and continues the estrangement about which Paul's mother feels considerable guilt.

The mother, who is only of average intelligence, and frail physically, seeks clinic help fearful of what Paul may do to her if his self-control is not better developed. She also lives in dread that his anti-social behavior will land him in court.
In the recent past the mother was hospitalized because of apparent paralysis. The diagnosis was conversion hysteria and she accepted referral to a psychiatric clinic for adults. This illness was interpreted by Paul as something concocted by his mother and clinic workers for the sole purpose of breaking up the home. Since that time, however, he has behaved better at home, being more helpful and less abusive verbally.

Paul does not work to maximum capacity in school but because his IQ was high (132), some consideration was given the possibility of his transferring to Boston Latin. After some deliberation, the consensus of both clinic workers and school teachers was that Paul, because of his continuing emotional disturbances, was not quite ready for added pressures in the educational area. While Paul's gains in both the social and the scholastic sphere are important, he has not yet come to terms with his inordinate jealousy of Herbert. His teacher (1947-1948) and his Boy Scout leader have been appraised by two social workers as more than equal to the role of substitute-parents, both exercising authority with considerable warmth and understanding.

As a result of social work with Paul's mother, this woman has achieved some success in ways which should ultimately help Paul. She has become critical of the severe methods of discipline under which she was reared and she is interested in finding some solution of her own problems.

Discipline (mostly the denying of privileges) has been accompanied by nagging and shouting, but on both sides there still exists a warm, dependent feeling, possibly more evident on the boy's side than his mother's.

The Stanford-Binet test which resulted in an IQ of 132, was supplemented by a Rorschach which confirmed clinical findings relevant to this boy's anxiety and suspicious attitude.

Paul's need of a strong father-figure has been only partially fulfilled by the scout leader. His mother's masochistic personality pattern is a perfect foil for the aggression he must express in whatever ways are offered. His need of identifying with authority, of finding something bigger and better than his own instinctual drives, is completely frustrated by a mother still struggling with her own conflicts, and
a brother whose mental condition is no source of help but rather a threat to prestige. His feelings of hostility toward this older brother, who like his father has "failed" him, may well be the foundation for the question he asks his mother, "Why should you prefer him to me?"

Summarizing statement on sibling rivalry:

Both mothers seemed to prefer a crippled or feeble-minded sibling. The sibling's condition was a source of embarrassment and frustrated feelings to the superior child. Moral judgment about responsibility toward the weak can hardly be formed if the person in authority makes no discrimination between the needs of the weak and those of the strong. The keen sense of justice in the superior child proves to be a practical handicap. To some degree these boys unconsciously identify with their deficient siblings because they are aware of their own weaknesses in other respects. Sibling rivalry also operates where no physical or mental handicap has caused the mother to favor one child. In fact, it is found where one child is merely more attractive.

Domestic Friction

The Case of Clara

Clara, an attractive girl of nine, was referred to Child Guidance Clinic by the school which reported she was doing poor work and day-dreamed too much in class. The family consisted of the parents, Clara, and her baby brother, Richard, of whom she did not appear to be jealous. Also in the household was a man boarder, called "Uncle" John, but not a relative. The father held a good position and the family lived in comfortable economic circumstances.
Just a short note meant to convey my appreciation for the contribution you have made to the latest report on the topic of mental health. Your insights and suggestions have been invaluable in shaping our understanding of the issues at hand.

With deepest gratitude,

[Signature]
Clara was in Grade IV where her work was most erratic, leading to many failing marks. She would not do her work unless the teacher stood over her. She always wanted to be the center of attention and her show-off propensities brought her into conflict with both teachers and classmates. Because of her dictatorial ways, she could not keep the friends she happened to make. She would knock other children down but if they did the same thing to her, she would run screaming for protection to the teachers.

The entire household accompanied Clara to clinic the first time but it was Uncle John who then and subsequently took the lead in describing Clara and her problems. He said she was a "spoiled child but a genius" and needed firm control which the parents did not exert. Her mother could not understand why she could not behave better if she were "as smart as the teachers said." The father was jointly described by Uncle John and the mother as an able, conscientious workman. The mother was a perfectionist, rigid in certain respects, especially where Clara's physical safety was concerned. The discipline administered in the home was Uncle John's prerogative. Summer camps had been tried as a socializing influence but without success -- Clara was critical of an inexpensive place.

When the social worker called in the home, she wanted the mother's own story but Uncle John interrupted constantly, saying he was a great influence on her and minimizing the father's importance. The parents and Uncle John had been in the habit of arguing in her presence about the best methods of discipline. Uncle John said he did not marry, though financially able to do so, because he must find someone who would love him more than he could love her -- "As Clara's father loves her mother, a cold woman."

The mother's method of punishment was to take away Clara's books. The father, though quite passive, said he believed in harsh punishment and strict control. The mother, quick-tempered and inclined to spanking as a means of showing authority, was considered to be a woman of insight but what good ideas she had could not be carried out while she was under the influence of Uncle John. With the help of clinic workers, however, she was able to become more permissive with Clara and at the same time, give the child more responsibility for herself.

The recommendation made by the clinic for Clara to be transferred to a progressive school brought good results in a few months. Her new teachers reported her responsive to affection, doing better work, and getting along well with other children. During clinic contact, Uncle John's influence waned and the father made plans to move to another city where perhaps Uncle John would not accompany the family.
The exercise program of vaccination took place on a large scale in the city of Moscow, where the population was divided into two groups: vaccinated and not vaccinated. The program was carried out with the help of the local authorities and health workers. The effectiveness of the vaccine was monitored through regular check-ups.

The outcome of the program showed a significant reduction in the number of cases of the disease. However, some challenges were encountered, such as the need for better education on the importance of vaccination and the need for more resources to support the program.

In conclusion, the exercise program of vaccination was a success in the city of Moscow, and it serves as a model for similar programs in other cities. It is important to continue monitoring the effectiveness of the vaccine and to adjust the program as necessary.
Clara achieved an IQ of 131 and was rated highly in language and memory, but poorly in tenacity and ability in arithmetic.

Uncle John's position in this household was equivocal, but whether his ties were with the passive father or the attractive mother is immaterial, for Clara was able to understand that some kind of triangular relationship existed. Whatever the real or unconscious alignment, Uncle John was the father-figure and until his influence could be destroyed, this child had a surplus of fathers. Any contest which went on between the adults for the affections of each other, tended to leave Clara out of the picture. This situation was sufficient ground for the charge of day-dreaming in school. The eight-year difference between herself and her brother was also ground for rivalry which was expressed not at home but in the school where Clara verbally attacked and actually pushed other children out of her way. The progressive school gave her some of the security she lacked in the home environment.

The Case of Morris

The clinic in the part of the state where Morris lives has an especially close tie with the school department and for some time a cooperative arrangement has existed whereby the school refers bright children to clinic to determine eligibility for admission to a "Special Class" for gifted children. In this way Morris became known to clinic which immediately recognized his maladjustment and gave treatment for four months.

The school reported Morris to be "cocky", inclined to correct the actions and grammar of his playmates and given to asking special favors of his teachers which would be unfair to grant. He was then nine years old, the only child of parents who had been married seven years before his birth. The family lived in a beautifully
The Case of Horace

The case of Horace is one of the most interesting cases that I have come across in my professional career. Horace was a student at a vocational school, and his performance was below average. He had trouble with his reading and writing, and his attendance was erratic. However, I noticed a change in his behavior when he started attending a local library and began reading books. Horace showed a keen interest in science and technology, and I encouraged him to pursue his passion. I arranged for him to attend a workshop on robotics, and his skills and enthusiasm were recognized. Horace became more confident and started participating in school activities. He even won a scholarship to a prestigious university. The story of Horace is a testament to the power of education and the importance of a supportive environment.
furnished home in a very good neighborhood. The income was derived from the ownership of a factory and the mother as well as the father held executive responsibility there. The father was graduated from college with honors and the mother had taken a special course in accounting. The business, however, was hers, and two of her brothers assisted in management. The firm was engaged in litigation over war contracts which created much worry for the parents and tension in the household. The mother admitted that much of the marital quarreling was related to the business problems. Under these conditions there was little time to be given Morris and he fell back on going to the factory himself simply for companionship. Once he overheard his parents say that if the business failed, they might as well die. This brought an outburst from him, "You can't leave me!" When the mother related this story to the social worker she added she had told him, "You will have to suffer like the rest of us until the law-suit is settled." His father, previously free to go fishing with Morris, could not find time for any such recreation and Morris resorted to solitary amusement in his coin and stamp collection. Finding no fun in the antics of his own age group, Morris sought the companionship of another boy in the special class. If other children teased him, he would not tease them, and if offended, would cease entirely to play.

The mother bore a grudge against the maternal grandfather for having exploited her in his poorly operated business and she was none too well pleased with the cooperation of her brothers in the factory business. She did not want any more children but openly stated a preference for girls, which upset Morris. Morris adopted his parents' excessive interest in money, liked to compute change at an early age and when four, demanded to be taught arithmetic. Forgetting his part in seder brought a disproportionate amount of wrath from his parents. When he developed a facial tic, they threatened him with the loss of a fishing trip unless he "stopped" it.

In talks with the psychiatrist, Morris revealed awareness of his mother's rejection of both him and his father. To the school teacher who thought the mother might worry if he were late getting home, he said, "She doesn't care." The parents found themselves able to afford a trip for themselves but not a summer camp for Morris, recommended by clinic. There came a time when the mother could not come to clinic to discuss Morris' problems, because she was "too busy" at the factory.

In the psychological test, Morris scored remarkably well, making an IQ of 164. His vocabulary, language, reasoning, and perception were all superior. The Rorschach and
The famous "Fritz" theorem in graph theory states that a forest (a graph with no cycles) can be partitioned into components, where a component is a maximal subgraph without any external edges. This theorem is named after the mathematician Fritz, who first presented it in his doctoral dissertation.

The theorem is often used as a fundamental tool in the study of graph theory, particularly in the analysis of network structures and the design of algorithms that operate on graphs. It provides a powerful method for dividing a graph into simpler, more manageable parts, which can then be analyzed independently.

In practical applications, the "Fritz" theorem is used to solve a wide range of problems, such as network flow optimization, clustering analysis, and the design of distributed systems. Its elegance and utility have made it a cornerstone of graph theory, influencing many areas of computer science and mathematics.
Thematic Apperception Tests revealed a tendency to think people were hostile to him, strong feelings of guilt and disturbance over problems of sex. It appeared that instead of turning to his parents for help, he unconsciously felt he could help them. Though somewhat nervous and pompous in the testing period, Morris was reasonable, fairly out-going, and most eager for information. In interviews with the psychiatrist, he constantly quoted his mother.

It is clear that this boy, eager for a normal show of affection from his parents, was acutely aware of their almost total rejection. He identified with them closely in the area of their special interests, perhaps somewhat on the conscious level, in order to win their attention. Childish play offered no outlet for his intellectual ability and he found no stimulation from his school work. Since he seemed so adult, adult behavior was expected of him in both school and home. Clinic treatment helped, as did also the social worker's interpretation of his needs to the teacher, but so long as business was more important to them than their only child, these parents would continue to block his emotional maturing. The mother had strong masculine drives and tended to devaluate all men — husband, son, brothers. Business had introduced an element of competition into the marital relationship which prevented these parents from carrying out their responsibilities to their child.

Summarizing statement on domestic discord:

It may well be expected that superior children, with their very good reasoning ability and perceptive faculties, will be more alert in appreciating nuances in feeling among
After the beginning, or early growth, of a variety of plants and animals, they all become subject to the influence of temperature, food supply, and other factors. As a result, organisms adapt themselves to their environment, either by modification of their physical structure or by changes in their behavior. This process of adaptation is essential for survival in a changing world.

It is clear that life forms have, over a long period of time, evolved to be well suited to their environments. This is evident in the diversity of plant and animal species, each adapted to specific conditions. The study of these adaptations is central to understanding the relationships between organisms and their environments.
adults. Little escapes them about the kind and degree of affection between their parents. In one case a man, in the other case, a business served to alienate father and mother. Perhaps the progressive school could not have helped if Clara's mother had not been capable of growth and change in attitude, for Morris' mother became less rather than more accepting of him and the Special Class could hardly be expected to work miracles.

School Influences

The Case of Victor

Victor, nine, summed up the reason for being in clinic with the statement he did not get good marks in school and did not behave very well at home. His mother added that he had been a model child but now behaved no better than the baby. She said further that he had been stealing.

The family consisted of the parents, Victor, and his brother, Harry, six years younger. The relationship between the two boys was described by the mother as good.

The father was a librarian and brought home the best of the new books for the children. The parents read much child psychology but had been confused rather than helped. The father displayed good insight into Victor's feelings about the stealing episode, understanding his need of protective lying. Victor complained that his mother nagged him, which she admitted, but her defense was his "heedless and irresponsible conduct." To her a typical offence was leaving the soap in the washbowl.

Victor was in Grade IV where he had difficulty in arithmetic. His work was markedly uneven, and his teachers considered him inattentive and lazy. He had no regard for the rights of others and had always received low marks in "School Citizenship." He was constantly shoving and pushing the other children. For his part, he accused the teacher of playing favorites and preferring the girl to the boy pupils. His one interest was science and plans for summer vacation included getting the "science club" together and hunting specimens in the woods. The clinic recommended that he be transferred to the Special Class (for gifted children) where his work was excellent within six months. His only criticism was that he was still not getting enough science.
School Influences

The Case of Victor

Victor, nine years old, is the youngest of three children in a poor family. His parents work long hours in factories and have little time to be with him. He has never been very well at home. His mother often becomes very ill and has to stay in bed for weeks. As a result, Victor has had to take care of himself and his younger sister.

When Victor was a child, he had been a very good student. He was always the first to arrive at school and the last to leave. His teachers and parents were very proud of him. However, things changed when he entered high school. He began to lose interest in his studies and started to get into trouble.

The problem was that Victor had been brought up in a family that valued hard work and obedience. His parents had taught him that the only way to success was through hard work and discipline. They had also emphasized the importance of maintaining good relationships with others.

Victor's new school environment was very different from his old one. He found that the teachers were less strict and the students were more relaxed. He began to feel like he was not being challenged enough and started to feel bored.

The school's influence began to take its toll. Victor's grades started to decline and he began to miss school more often. His behavior also began to change. He started to be more aggressive and less responsible.

The family eventually realized the problem and decided to take action. They enrolled Victor in a new school where he was more challenged and motivated. Over time, Victor's grades began to improve and his behavior returned to normal. He became more responsible and less aggressive.

The lesson is that school can have a significant influence on a child's life. It is important for schools to provide a supportive environment that encourages learning and personal growth.
Victor impressed the psychologist with his well-developed sense of humor. He found things so easy in the tests he would not try when he came up against something difficult. His language was superior and the quality of his definitions unusually good. His reasoning was also superior and he obtained an IQ of 148.

Corporal punishment was sometimes used at home but the parents admitted it was ineffective. In school, Victor was disciplined by being made to stay after school which was the penalty almost every day. The mother had previously been indulgent, but was a perfectionist and expected her children to meet high standards. The father, as noted above, was more understanding of their limitations and between him and Victor there was a warm relationship.

Victor is an example of the superior child who is bored by a school regime which does not recognize special talents. Finding work in the regular class too easy, he lost interest and amused himself by annoying others. Given work which was more stimulating, it did not take him long to work closer to maximum capacity. Neither the school nor the home had found methods of punishment which would appear reasonable to Victor. The good relationship with his father would help him bear his mother's perfectionism. The prognosis is good, for these parents were intelligently concerned about their son and could benefit from clinic services.

The Case of Jerome

The school from which he had been expelled for truancy, referred Jerome, fourteen years old. At the same time he had been charged in court with larceny and the judge had threatened him and the other two boys involved with commitment to the county training school. Jerome's explanation for the truancy was the dullness of school life. He was singularly free of affect about both the expulsion and the court experience.

Jerome was in Grade IX where, owing to lack of concentration, he was failing most subjects. The school also
Victor improved the alphabetical order of his notes, which helped him make better grades. He found that organizing his notes was a key to his success.

The lesson plan for the next week included a science project on photosynthesis. Victor decided to work on it over the weekend, as he believed it would help him understand the concept better.

After completing the project, Victor presented it to the class. His teacher praised him for his efforts and encouraged him to keep up the good work.

The class project for the following week was on the topic of renewable energy. Victor was excited about the project and decided to work on it with his friends.

During the class discussion, Victor shared his ideas about using solar panels to generate electricity. His teacher was impressed with his creativity and encouraged him to continue exploring the topic.

The next week, Victor presented his project to the class. His teacher was pleased with his work and praised him for his dedication.

In conclusion, Victor's success in his studies was due to his hard work and dedication. He set goals for himself and worked towards them, which helped him achieve his goals.

Through his efforts, Victor showed that hard work and dedication can lead to success. His story serves as an inspiration to all students who strive to succeed in their studies.
complained of his tardiness, interrupting the work of others, being insolent in class, refusing to stay after school when requested, arguing with the teacher. Outside of school he was accused of browbeating younger children, teasing his sister and having sex play with her.

The family group consisted of the parents, Jerome and his sister Betty (much younger but age not stated). The father, a sheet-metal worker, was employed at good wages but the mother was not satisfied with them, so she, too, worked outside the home. The family lived in a poor neighborhood. Some years before the children had been left in the care of hired girls whose discipline was very harsh. The father had formerly used corporal punishment but gave it up on the advice of the family doctor who said Jerome was on the verge of chorea. The mother's methods of punishment are not stated in the record. She is described as "good-natured" (possibly indulgent).

According to the psychological test, Jerome's IQ was 125, but his language ability was so superior, it was thought the true quotient was probably higher. Jerome's ambition was to become a farmer so his father, on his own initiative, made application to an agricultural school and Jerome was entered there. In spite of his alleged interest in farming, he did not settle down and after a few months the school refused to keep him, claiming he was a "source of trouble." The social worker then negotiated with a private school which accepted him reluctantly. He was reported for misdemeanors and finally asked to leave because of truancy. At this point the family took him to a private psychiatrist and the clinic learned plans were under way for him to be enrolled in the Community Workshops in Boston. None of these schools had given Jerome what the clinic considered minimal understanding and the apparent exchange of unfavorable opinions militated against his success in any new environment.

The public school failed to enlist Jerome's interest in the regular program, and, not recognizing his superior intellectual status, offered nothing in the way of vocational advice. To the school he was simply a "bad" boy whose truancy was treated in an unrealistic, uncompromising fashion. His parents seem to have had unflagging hope that something outside the home would solve his problems. Jerome was at an age
The Family Room Committee of the Parent-Teacher Association of the School No. 8 conducted a survey of parents who have children attending the school. The survey was designed to gather information on the living conditions and family background of the children. The committee was interested in understanding the factors that may influence the children's educational performance.

In the survey, parents were asked about their education level, occupation, and family income. The results showed that a significant number of parents had limited educational background and were employed in low-paying jobs. This information was used to create a needs assessment plan for the school, focusing on providing additional support and resources for families in need.

The committee also conducted focus groups with parents to discuss their concerns and suggestions for improving the school environment. The feedback indicated a strong desire for more involvement in school activities and a need for better communication between parents and school staff.

Based on the survey findings, the committee developed a series of initiatives to address the identified needs, including setting up a parent-teacher support group, establishing a scholarship fund for children in need, and implementing a regular newsletter to keep parents informed about school events and resources.

The committee also reached out to local businesses to secure sponsorship for some of the initiatives, and community leaders were encouraged to participate in school activities. The overall goal was to create a more supportive and engaging environment for students and their families.

The survey results were presented to the school board, and the proposed changes were incorporated into the school's budget and action plan for the next academic year. The committee continues to monitor the progress of these initiatives and seek further input from parents and teachers to ensure ongoing improvement in the educational experience for all students.
when the accelerated program would have been justified. He also needed adequate sex instruction since it is reasonable to assume he was under normal adolescent strains. His mother's outside employment left him too much on his own responsibility and no one in his environment helped him find suitable recreation. He apparently lacked identification with parental standards but might have welcomed authority had it been exercised with understanding, either at home or in school. The repeated failures in different schools may well lead to further delinquency unless he can be shown how to achieve academic and social success.

Summarizing statement on school influences:

The school sometimes puts upon its students the entire responsibility for the success of the program. In the localities where these twenty children attended school, some of the teachers are revealed as overly-concerned with moral problems with which they do not seem equipped to deal and their failure to recognize and use constructively superior mental ability is most conspicuous. The charge is a serious one in Jerome's case: the teachers of three different schools exchanged defamatory information about him which served only to put more obstacles in his way.
He and the supporting program have beenjustified only on the supposed sex interests since it is recognized to some extent in many schools and it is the prevalent practice. Employment as a part-time or full-time teacher is not unusual in the present situation and few in the environment permit him independent teaching. He has exposed teacher identity association with parent age and in one of the environment, it is not unusual to leave the teaching profession in different schools even with low to moderate salaries and teaching wants he can be shown how to derive some satisfaction and social success.

Summarizing statements on school influences

The school sometimes plays a role as the edge of the entire educational process. The influence and the success of the program in the local community where the school operates, often affects the attitude toward the school. It is also often the case that the success of the school is measured by its ability to recruit and retain qualified teachers who are able to do a good job. The school also plays a role in providing the community with information about its programs and activities.
CHAPTER VI

GENERAL SURVEY OF TWELVE CASES

In order to give a more complete review of the social factors discovered in this study which have led to the conclusions made by the writer, twelve cases not presented in detail under the categories in the preceding chapter are now summarized and interpreted.

Michael (age 4½ -- IQ 132), born in the early middle-age of his parents, with brothers considerably older than himself, lived in an atmosphere of discord to which he reacted with temper tantrums. His mother, in exasperation, beat and slapped him so brutally that she herself was afraid of doing him serious harm. The father's night employment, in addition to his regular day work, took him away from home so much, discipline was almost entirely in the mother's hands. The father was dominated by his own mother who lived in the household. They shared old-fashioned religious views whereas Michael's mother was more modern in her opinions. This difference of opinions led to much quarreling. The father was also at odds with his older sons. The family lived in a 5th floor apartment and Michael was almost as restrained as his mother in recreational outlets since the father did not permit her to pursue any outside interests. Although not so bright as Michael, the older boys were above average intellectually. At times Michael was the "pet" of the entire household; at other times he was expected to meet adult standards of behavior.

Had the father been less subjugated to his mother and more mature emotionally, he would have been more tolerant of comparatively slight differences in opinion with his wife, and more interested in her welfare. The mother's severity in discipline, the inconsistency in discipline by others in the household and the father's being away from home so much, made it difficult for this little boy to form either a clear idea of authority or one which he could respect.
CHAPTER IV

GENERAL SURVEY OF THE CASE

It is often to give a more comprehensive review of the case,

particularly where the writer, having gone so deeply into

another's work, finds it necessary to make new discoveries in

several of the chapters, one or more of the chapters, the

narrative of which is not included in the present chapter, are

hereby inserted to show the author's views upon the

subject matter of the chapters already mentioned

hereinabove.
Paula (age 10 — IQ 123), was left in charge of the house and two younger sisters, while her mother who did not really need to do so, was employed outside the home. Paula was violently jealous of her more attractive sister Eileen whom the parents openly favored. This girl's reaction to her situation was either to indulge in temper tantrums or withdraw into herself and sulk. Her father was a harsh disciplinarian. The mother was not sufficiently interested in helping Paula to come to clinic as often as requested.

Paula was able to see the illogic of the rejection coupled with the onerous responsibilities placed upon her.

Neil (age 5 — IQ 137), and his brother Peter (who was also above average in intelligence) took advantage of their mother's leniency when their father went into military service. The baby daughter took much of the mother's time and was openly preferred by the father to either of his two sons. Maternal relatives who lived near-by interfered in discipline and frequently indulged the boys. When the father was home on leave, he continued what the mother termed "militaristic" methods of discipline.

In this case army service had disrupted family life at a crucial time in the lives of the two boys. When their father was with them he gave them no opportunity to form satisfactory identification. The mother, though she had good intentions, over-compensated for his harsh discipline.

Leon, (age 14 — IQ 121), whose aggressiveness was expressed in stealing, setting fires, ringing false alarms, smoking in school, and being over-critical and impatient at home, was the middle child in a family of five who lived in a poor neighborhood. The parents were easy-going and inclined to be indulgent. Leon's school record was thoroughly poor, his marks being mostly C's and D's though his IQ was considered minimal in view of the fact he passed the most crucial items in the psychological test at the 12-year old level. Transfer to a "Special Class" for gifted children was no answer to his problem for he remained "completely disinterested in his work." The father's night employment prevented his being with Leon enough for them to become well acquainted. The boy's close tie with a twenty-eight year old sister made her appear a competitor with the
Pain may be due to the ill-fitting or poorly adjusted prosthesis. The prosthesis should be removed and a new, properly fitting piece fashioned as soon as possible.

With the above problems, it is best to consult with the manufacturer of the prosthesis. If the prosthesis is in proper working order and is providing necessary support, it may not be necessary to replace it. However, if the prosthesis is breaking down or not providing adequate support, it may be necessary to replace it. This should be done by a qualified orthotist or prosthetist.

In the case of a poorly fitting prosthesis, it may be necessary to consult with the manufacturer of the prosthesis. If the prosthesis is in proper working order and is providing necessary support, it may not be necessary to replace it. However, if the prosthesis is breaking down or not providing adequate support, it may be necessary to replace it. This should be done by a qualified orthotist or prosthetist.

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mother in maternal duties. Leon's misdemeanors had already brought him to court and plans for admission to a progressive-type boarding school were left with his Probation Officer.

Leon's parents had erred in indulging him to the point where he had no conception of anything but satisfaction of his own wants. He was keen enough to understand this and to be critical of their excess of kindness. The boarding school might be expected to provide those cultural opportunities lacking in the home environment and to give him a better idea of authority expressed with both love and firmness.

Natalie, (age 7 -- IQ 124), led a tempestuous life, giving way to temper tantrums and fighting with her mother about her bed-wetting and poor eating habits. Natalie was jealous not only of her younger sister but also of a girl cousin. The mother described the sister as "very loveable, which Natalie is not." Neither parent used corporal punishment but expected immediate compliance with their demands. The mother, a fastidious woman, had been rigid with Natalie in the toilet training period.

Sibling rivalry, the dominant problem here, had some reality basis in the mother's preference for the younger sister. It is probable Natalie could have borne the strict discipline much better had she felt secure in the affections of her parents.

William, (age 5 -- IQ 125), was a "problem child" in kindergarten where he teased other children, tried to choke them and indulged in other forms of physical abuse. Being somewhat submissive when he first went to school, he took too literally his parents' advice to "stand his ground." His teacher expected him to "conform to the group." There was considerable rivalry between William and his sister Mary but it was William whom the mother favored. The father's income being irregular, financial aid was necessary, but the mother did not act on clinic advice about seeking supplementary help from a social
agency. Her financial worries eclipsed her interest in William's special problems. The clinic staff considered her "extremely neurotic."

This is quite clearly an instance of family affairs taking precedence over the needs of a child. If help is given early enough, after a diagnosis has been made, the prognosis is good, but in this case it would appear treatment was to be too long delayed. The school seems to expect conformity at too early an age.

Helen, (age 10 -- IQ 131), was crippled by a bad fall when she was three and had undergone several serious operations for the resulting paralysis. At the time of referral to clinic, she was refusing to do the prescribed exercises, indulging in temper tantrums, and exhibiting extreme jealousy of her several brothers and sisters. The mother was over-concerned with her own health, a fact which the psychiatrist considered contributory to friction between the mother and father. The mother expected the psychiatrist to make Helen do the exercises.

Helen's physical condition which had required so much special treatment and nursing care, had brought her undue attention. She did not want to share the spotlight with her siblings. The mother's concern with her own health was competition for Helen who felt her crippled condition gave her all the prerogatives.

Robert, (age 11½ -- IQ 134), was described by his school principal as "mean, sneaky, incorrigible." He was truant, tardy and would not be bothered learning penmanship. His lowest marks were in conduct and effort. He blamed the school for not making arithmetic interesting. The school took no notice of his mature interests, such as his enjoyment of economics. His mother told the school authorities they had no right to punish him. When his father died, his mother returned to a civil service job and placed Robert in a religious home for boys.
The use of proper nutrition or family assistance is not the only way to help keep a family together. The need is often not met by food or money alone. A family requires love, care, and support to function properly. The school seems to expect cooperation from each family.

The family seems to expect cooperation from each family.
In this instance, the school not only failed to individualize this boy but disclosed considerable hostility to him in the manner of their summing up his character traits. His mother's attitude about discipline suggests that she was not equal to the right kind of team-work with the school. Placement so quickly after the father's death indicates a desire to be rid of a troublesome child and a belief that a strict authoritarian environment would solve his problems.

Josephine, (age 13 -- IQ 129), an illegitimate child, was characterized by her mother as "bold, disobedient and very unhappy." The mother had been married twice, each time to Protestants, whereas she was a Catholic. The step-father was an opinionated man who objected to his wife and Josephine attending the Catholic church. The mother was passive about the matter but Josephine rebelled. Josephine was somewhat jealous of her step-father and of her little half-brother. Between the two marriages of her mother, Josephine had been placed in boarding homes or lived with the maternal grandmother, but had never adjusted well. The step-father was cooperative with clinic and finally permitted Josephine to go to church twice a week. He also arranged for riding lessons. When the mother first brought this girl to clinic, she had placement in mind and after a few months, without consulting the clinic, entered Josephine in a religious academy. This was a repetition of the mother's own experience to an extent as when she herself had been left motherless, she had been boarded in an orphanage operated by the church.

Josephine's mother had difficulty in heterosexual adjustments and while she struggled with her personal problems, the irritable husband and the new baby, her relations with Josephine suffered from the strain. Since she had unhappy experiences in a religious institution, her placement of Josephine may have been both a rejection and a punishment. Besides, Josephine in early adolescence, might have been a threat to
the success of the marriage, especially since the husband was beginning to be more understanding and accepting of Josephine.

Seward, (age 5 -- IQ 122), was referred by a general hospital where his whining ways and stubbornness had been observed in the out-patient department. The father did not support the family regularly and to supplement the income, the wife occasionally worked outside the home to provide for herself and the three children. There were many quarrels between father and mother and when Seward witnessed them, he often had an asthmatic attack. To the clinic workers, the mother seemed much more concerned with her marital troubles than with Seward whom she identified with her husband because of his behavior and unattractive appearance. She was most envious of her single sisters who were employed and apparently without troubles. The oldest son had been sent to live with the maternal grandparents and the mother evinced little interest in his welfare. Seward had difficulty getting along with his siblings and with children in school. At first he refused to attend school but became more amenable when transferred from parochial to public.

Though she was critical of her husband for his lack of concern about the family, this mother seems to have been none too attentive herself to the needs of her children. This boy at the age of five especially needed a strong father with whom to identify. The mother, frustrated by her own emotional and ego failures, was not mature enough to give Seward the love and attention he needed if he were to learn to control his aggressive drives.

Henry, (age 15 -- IQ 126), was failing in all his subjects though he rated high in achievement tests and was considered "extremely superior" by the psychologist in clinic who felt the IQ was definitely minimal. The parents were divorced and Henry lived with his father in a boarding home. The father had remarried but since no house could be found, his second wife lived with her parents. Henry's mother had had four illegitimate children by four different men and had served time in the
Reformatory for Women. Henry knew the main facts in her history and was embarrassed at mention of her name. School subjects failed to interest him and his conduct had never been satisfactory there. Of his ability in writing he said, "It's kind of foolish to talk about that." Being disrespectful to teachers eventually led to suspension from school. His chief complaint was that he was "pushed around." His father, who lacked a sure touch in dealing with him, responded to clinic help, was able to draw closer to his son and in a short time reported Henry's "total outlook had changed." Previous to father's remarriage, Henry had been living with paternal grandparents who spoiled him, and in boarding homes.

It is quite probable that his mother's asocial behavior weighed heavily on Henry's mind, so much so that he could not give attention to his school work. He was at an age when social status means a great deal, but in his circumstances, it seemed to him difficult to achieve. The school failed to see his potentialities and magnified his "lack of respect" without attempting to understand him. (It had made coming to clinic a punitive measure for Henry and his father were told unless they did this, Henry would have to go to court.) When the father became more understanding, Henry was not slow to show improvement in conduct. Henry needed someone to encourage him in his ambitions and give vocational advice.

Donald, (age 9½ -- IQ 142), came to clinic because of his annoying conduct in school: striking other children on the head, tripping them up, being bossy and none too reliable. During clinic contact, the mother, discouraged by her husband's alcoholism, requested him to leave home, but there was a strong tie between the father and the children and this operated to make the father behave quite well on "probation." Donald understood a good deal about the marital situation and said his father could not come back until he behaved better. Donald's school work was good, his only difficult subject being arithmetic. Because his vision was so poor that he had to be in Sight-
It is quite probable that the worst'st case will be met with a laugh as if it were a joke and with no immediate attention to the matter. "It is not enough to laugh at the matter, but you must also do something about it."
Saving Class, his opportunities for developing reading interests were limited. The mother was a very tense woman, and had difficulty disciplining her four children but she was rated by the clinic staff as "sensible", and able to see her own faults, and intermittently Donald's behavior improved.

This is a case where the mother, overwhelmed by her marital troubles, was not able to be as helpful to her son as she was really capable of being. The father who seems to have excellent relationship with his children, lost some opportunities to help the mother with Donald when the informal separation took place. Donald's loyalties were divided and his confused feelings were probably quite frustrating. Limited in recreational pursuits because of defective vision, there were few ways for him to work off surplus energy and aggressive impulses in a socially acceptable manner.

Summaryizing statement on social factors revealed by these twelve cases:

Many of these parents were so engrossed in their marital and financial problems that they neglected their children. Discipline was severe or lax or inconsistent. Because they were keenly perceptive and highly intelligent, these children were aware of their parents' difficulties and weaknesses and the deficiencies in the school curriculum. Lack of religious unity in the home and lack of social standing are especially painful to the child approaching adolescence. Placement seems to have been used in a hasty and punitive manner.
The text is not legible due to the quality of the image. It appears to be a page from a document discussing a case study or a similar type of text. The content is not clear enough to provide a meaningful transcription.
CHAPTER VII
SUMMARY AND CONCLUSIONS

The social case records of twenty children, known to the Division of Mental Hygiene of Massachusetts in its Child Guidance Clinics, which revealed aggressive behavior coupled with superior intelligence, have been the subject of this study. So far as possible, comparable information from each record was obtained by the use of a schedule prepared for the purpose. Background information concerned the history and function of the agency itself, and some theoretical statements from authorities in the field of child guidance. The group has been analyzed as a whole, and individually. It would appear to the writer that the most salient factual and theoretical findings are as follows.

In so small a group, the variety of problems is significant. The range of intelligence from IQ's of 121 to 164 is counterbalanced by the complexity of the social factors and the difference in forms of aggressiveness displayed. An attempt was made under the four classifications to find homogeneous material, but the admission must be made that any such classification is arbitrary and must be presented with the understanding that much overlapping was found. Most of the aggressiveness is of the easily recognized, overt type, but a place has been given the less obvious forms, such as negativism and lack of interest.
Chapter IV

Summary and Conclusions

The society once recognized of society, it is the knowledge of the
Division of Manual Hygiene of Neuroses and the Olfactory
sense which in recent years has paid the subject of fine detail
several indicate hereafter to have been the subject of fine detail.
So far as possible, comprehensive information from each recent
we are obtaining of the use of a sensitive and detailed for the purpose
following information concerning the problem and function of
the primary need to review and some characteristic aspects from our
properties in the field of fine detail. The brain has been
considered as a whole, may it be noted that patients suffering
subjected to the study as a whole, may it be noted that patients suffering
with that the most efficient and comprehensive technique
are as follows.

In so small a group, the nature of pathology is striking
enough, the theme of pathology from the olfactory
secondary depression on the complexity of the Society's therapies
and the influence in terms of sensitivity and Graham's.
Hence, starting from the new classification of this order
and elucidation of the problem of pathology with the
classification is apparent and must be thoroughly with the
superficialities that make up the law of the
reasoning and leading to the free opimion form, such as age
a place we need given the free opinion form, such as age

than any other.
These children who were in open conflict with home or school exhibited certain similarities, social, psychological, and behavioristic. Starting at birth, some of these children were subject to some degree of rejection from their parents. They were either breast-fed for a relatively short time, or fed by formula. Toilet training was initiated early in half the cases and said by the mothers to have been completed "easily" which raises the question of compulsive tendencies in the mothers, a factor often causing aggression in early childhood.

The mean age was nine, well within the limits of that period when aggressiveness tendencies are found to be in the ascendant. All the children were native-born, with a preponderance of native-born parents, a large percentage of mothers of Irish extraction, and a very small number of mixed marriages among parents (either national or religious). Catholics outnumbered Protestants and Jews, in that order. Marital discord seems to have been at a minimum for the group of parents as a whole, but the presence of others in the household was a most fruitful cause of domestic friction and always interfered with the establishment of a consistent disciplinary system. Most of the families lived in comfortable economic circumstances. The educational background of the parents was generally high-school, with nearly half having some advanced education. Nearly all the children had had the usual "child-
These activities are made in open connection with home so that they provide essential entertainment and Rodriguez's family can stay in touch with friends. Some of these activities are done with the family's approval, and there have been no adverse reactions. The activities are presented as a way to maintain family ties and encourage participation in family life.

The family's involvement has been initiated early in the form of activities. These activities are presented as a way to maintain family ties and encourage participation in family life.

In order to maintain family ties, the family has been involved in activities that encourage participation in family life. These activities are presented as a way to maintain family ties and encourage participation in family life.

The family's involvement has been initiated early in the form of activities. These activities are presented as a way to maintain family ties and encourage participation in family life.
hood diseases" and many of them serious illness and accidents in addition. Sibling rivalry was encountered a great many times. Not one of the children was working up to his maximum capacity in school and fifteen of the twenty presented conduct problems.

In the writer's opinion, the questions raised at the beginning of the study have been answered according to the case material, in the following way.

"To what extent are the earliest indications of aggressive behavior related to feeding, toilet training and illness and accidents?"

The material brought forth in this study seems to point to the same trends as those observed by the psychiatrists quoted by the writer: Levy, Hollingworth, Hamilton, Spurgeon, and English, etc.

The evidence seems to be that many suffered traumatic effects from impersonal methods of feeding, toilet training begun earlier than is generally considered advisable, and were ill or involved in accidents frequently enough to suggest that care given at such times was not conducive to the development of self-control. So much illness, indeed, reinforced the tendency of the bright child to seek the spot-light. Incidentally, if the mother were ill, the child seemed to enter into competition with her for attention to health needs.

"How much does friction in the home, marital discord and
sibling rivalry contribute to the formation of aggressive tendencies?"

In addition to the seven family situations which revealed undeniable evidence of marital discord, there is an equal number where presence of others in the household created such hostility among the members that the child's aggression was an understandable reaction. In two cases, friction was engendered by an older daughter competing for the maternal role with the mother.

Sibling rivalry in nine situations seems a significantly high proportion. In addition, where the relationship between siblings is stated in the record to be good, there are three instances where the child teased and annoyed class-mates which could be interpreted to mean that his restraint at home had turned his aggressive behavior toward non-siblings. In three instances a reality situation provoked the rivalry when another child in the family was conspicuously favored.

Domestic friction deprives the child of the undivided attention of both parents and delays the identification with their standards which serves him as conscience. In order to gain status with their parents, these children often copied their less desirable traits, adopted their hobbies if within range, and as a last resort, competed by argumentation.

"In what way does school life increase or create such tendencies?"
In addition to the seven family situations which have been mentioned above, it is necessary to add another five.

The mother has more contact with the child, and the child's relationship with her is important. In no case, however, should this relationship be overshadowed by the mother's emotional involvement.

Similarly, the relationship with the father is also important. In no case, however, should this relationship be overshadowed by the mother's emotional involvement.

Domestic discipline can be seen as the ability of the child to adapt to the requirements of the family. When the child is able to follow the rules and expectations of the family, it is seen as discipline.

In order to achieve this, the child must be given clear boundaries and consistent consequences. It is also important to provide emotional support to the child, as this can help them feel safe and secure.

Finally, it is important to remember that discipline should not be used as a form of punishment, but rather as a way to help the child learn and grow.
The fifteen children who presented conduct problems in school attest to the fact that their school life was not proving to be the constructive, socializing influence which might be expected. Failure of teachers to see the "whole" child and a tendency among them to weigh moral deviations too heavily, accounts for their not appreciating the potentialities of these superior children. It is also important to realize that in no one of these cases was there any evidence of good cooperation between parents and school. Without the unified support of his entire environment, a child naturally feels confused and frustrated. The school seems to expect conformity even in the lowest grades.

The academic failures, ranging from a consistently poor record to difficulty with only one subject, found in ten of the children about whom the records supplied information on this point, lead to the conclusion that these children, failing in the very area where they should have excelled, were subjected to unnecessary discouragement. This situation quite naturally led in many instances to lack of interest, lazy habits and unsocial behavior. The three children who were in early adolescence were under a particular disadvantage since the selection of life work in line with their capacities was their special problem.

"What assets and liabilities does the possession of superior intellectual ability produce?"
The fifteen applicants who presented complete programs in
support according to the facts that each school file was not
available for the examination of social and emotional
interactions with the child. With this as a basis of selection, the
school committee recommended the following:

1. The school committee recommends the selection of the
school at no cost to the community.

2. The school committee recommends the selection of the
school at no cost to the community.

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14. The school committee recommends the selection of the
school at no cost to the community.

15. The school committee recommends the selection of the
school at no cost to the community.
The assets are in the reasoning ability, the critical sense and the diversity of interests but when the environment is frustrating, these good qualities seem to be turned to wrong uses. The child is argumentative, over-critical, over-competitive. If his school and home life are not sufficiently stimulating, he withdraws into himself, is unable to get along with children his own age, and may turn to actual delinquent acts as several of these children did. The superior child has a keen sense of justice and if it is outraged, he will act in a retaliatory manner or feel discriminated against. Sometimes reaction takes neurotic form but this study concerned itself only with children who acted out their aggressive impulses.

Because the gifted child is "smart" his parents and teachers often expect him to meet his emotional problems with adult skill, forgetting that his limited social experiences have not provided him with sufficient judgment nor the ability to seek and find suitable substitute satisfactions. His chronological age is not taken into consideration and he is subjected to stresses and strains he should not be expected to bear. As witness to this are the cases where an only child or the oldest child in a family was given too grave responsibilities and left too much to his own devices.

By the very reason of their superior intellectual ability and perceptive faculties, these children are quick to realize when they are being rejected. Their problems, therefore, will
The success rate in the recognizing ability of the patient because of the inactivity of the factory and when the environment returns to normal, the patient's ability to recognize objects may diminish. The ability to remember previously recognized objects depends on the patient's ability to recall specific information. The location of the object relative to the patient's environment is crucial. The ability to recognize the object may be affected by the patient's environment, and the patient's ability to recall specific details about the object may also be impaired. The ability to recognize the object may be further affected by the patient's ability to recall specific information about the object. The ability to recognize the object may be further affected by the patient's ability to recall specific information about the object.
be more acute at an earlier age in regard to this factor, than if they were of normal or low intelligence.

Basically, children of superior intelligence have the same emotional needs as those of normal intelligence, but they are subject to additional stresses to which their superiority makes them sensitive.

The writer feels that the case material also points out a number of other things. One is that disciplinary methods are of more importance than is generally recognized. Inconsistency in disciplinary methods used by one parent, or methods inconsistent between parents, and shifts in method, especially from indulgence to strictness, are especially provocative of frustration and subsequent aggression. Bright children cannot be expected to "grow out of it." Discipline should be individualized and be just as consistent and firm, and administered with just as much show of real affection, as in the case of the less superior.

Another point is that mothers employed outside the home or mothers still feeling the frustrations of their own childhood are quite sure to bring out in their own children a considerable degree of resentment.

The third point is that placements in foster-homes or orphanages are closely linked with subsequent aggressive behavior, probably because such experiences fail to provide love and a sense of security. Placement and the presence of others in the household who assume authority over a child give him a
be more source at our disposal that in order to give the teacher.

If they were of necessity or for intelligence

especially appropriate to especially intelligence have the

same emotions seen as those of more intelligence but that
are subject to additional expression to make their equality

make them satisfying.

The writer finds that the case material the opinions of
manner of other studies. One is that intellectually weakest the
more important can be generally decaying. Informant
such in intellectually weakest need in one percent of meeting
inconceivable between parents and critics in meeting, especially
In the intelligence to attaining to especially pronounced
light and maintain even more difficult if it's not possible to
attending and that is just as decorative in time and authoritative
In the case of

the same requirements.

Another point is that women employed outside the home
of working with feeling the importance of their own girls
and doctors alike who make to think that in their own ability a care
of two critical types of responsiveness.

The diffuseness of great importance in other-places of
which undertaken are openly thorough and strong and necessary take
very strongly because such an expression that to having done
and a sense of sensation. Inevitable and the presence of actions
in the presence of which became more that now a of

surplus of parents which is no help to him in defining and accepting his relations with authority.

In the development of this study, several thoughts occurred to the writer which are offered respectfully for the consideration of social workers working with the problems of children in a child guidance clinic. They are as follows:

1. The place of the father in family life has been neglected. Clinic records give little information about him because he is not as readily accessible as the mother and is therefore not so often consulted. If, in the first contact with the family, it were stipulated as a condition of treatment that he be available for interviews, a better foundation would be laid for understanding the child's total environment.

2. Clinic records should be written more uniformly so that the agency will be able to classify and analyze its work more accurately and research workers will have access to important social information.

3. More attention should be paid to the psycho-somatic significance of illness in parents and children.

4. Teachers should be better acquainted with social agencies which might help them with the incipient forms of juvenile maladjustment. Schools of social work and schools of education might well correlate their programs more closely.

5. Recreational facilities should be better utilized as a means of absorbing aggressive impulses.
CHAPTER VIII
RECOMMENDATIONS

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Approved,

Richard K. Conant
Dean
CHAPTER VIII

RECOMMENDATIONS

In the development of this book, several recommendations for the content of the work and the Office's responsibilities for the prevention of accidents in a medical environment. They are as follows:

The place of the voice in family life has been neglected. Giving listening gives little information about the center and its cause. It is not the same necessity as the center and its treatment not as often encountered. In the first contact with the family, it was emphasized as a consultation of health and social work. More specifically, any necessary work with the family, not able to interpret the client's total environment.

Giving listening enables us to write more minutely to make the patient more sociable and enable the work to move more efficiently and necessary work with have success to in:

- More attention should be paid to the diagnosis-examination

- More knowledge of influence in determining any opinion

- Teaching might be better accomplished with social means

- These might help them with the important tasks of knowledge

- Call for more consultation for professional more often

- Personal limitations necessary to be better utilized as a means of improving our environment.
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Family
Marital Situation
Economic Situation
Siblings
Others in the home
Education of parents

Disciplinary Methods
Home
School
Patient’s reactions

School
Grades
Scholarship
Conduct

Reason of admission/discharge
Agency Contact
When and why referred
Length of contact
Disposition

Information in record from psychiatrist
Information in record from psychologist
APPENDIX

Schedule

Personal Data
Name
Age  Sex  IQ  Born
Nationality
Religion

Early history
Birth
Feeding
Toilet training
Illnesses, accidents

Family
Marital Situation
Economic Situation
Siblings
Others in the home
Education of parents

Disciplinary methods
Home
School
Patient's reactions

School
Grade
Scholarship
Conduct

Forms of aggressiveness displayed

Agency Contact
When and why referred
Length of contact
Disposition

Information in record from psychiatrist
Information in record from psychologist
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