

FOUR CASE STUDIES OF MALADJUSTED AND DELINQUENT YOUTH

Four Case Studies of Maladjusted and Delinquent Youth

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INTRODUCTION

The feeling that youth were not taking the accepted patterns has been voiced, in varying terms, since the beginning of recorded time. Each generation has had its own terms to indicate lack of application, indolence or idleness, tempered in harshness according to the economic scale from playboy through graduations to loafer. Other terms with more harsh implications show a negative progression through maladjustment, anti-social, delinquent and criminal, and indicate a range from concern to total disapproval.

Within the last quarter of a century, and particularly within the last decade, and uneasiness has been acknowledged in the ranks of agencies and institutions whose avowed objectives were training of youth that somewhere they had permitted opportunities for functioning to pass without having made a contribution worthy of their own charters.

The secondary schools are becoming more and more inclined to search for answers to statements that too many youth have passed through the stages of the secondary school and have emerged without the adjustments and improvements necessary to exist with desirable human relationships among their contemporaries, or to give their individual contribution to the changing democracy.

Searching inquiry into the situation gives rise to an awareness that nothing happens without thought processes, acts, and satisfactions, however unconscious, unexpressed and unrecognized they may be. This being assumed, it follows that some reactions of youth might be investigated with the purpose of tracing their origin and continuity, and of evaluating possibilities of preventive planning.

The case study method of assembling data has been used. This approach to information has long been in use by welfare workers and doctors, and schools and industries are attempting to develop it into a usable record system. An advantage with the case study lies in the fact that information available to one agency or school may be more readily placed at the disposal of others. It may thus be of value as a coordinating medium with educational facilities on the one hand and social services rendered by other public and private agencies on the other.

The four case studies listed are taken (at random) from one hundred with whom contact had been maintained over a period of years, in some cases from infancy through grade, high school, and on into college. Many cases followed and checked showed common problems involving educational maladjustment, behavior difficulties, social indigency, and physical inadequacy. A pertinent fact was noted that frequently, youth with special talent and opportunity were found to be objects of attention and grave concern.

These case studies show that you react to the forces and situations around them in such a manner that a record of previous experiences is an assistance with present problems and an indication of treatment and policies for future guidance. They also seem to imply that the main areas of review, the home, the school, and the community properly geared to their respective responsibilities, might have had techniques and procedures more adequately ready and functioning.

CASE ONE

Herbert Bates

Herbert Bates was born November 1, 1923, the adopted son of Mr. Mrs. Harned Bates. There were no brothers or sisters, and Herbert had no record of emotional disturbances during his early childhood. He had known of his adoption since he was seven years old and showed no uncir curiosity about the matter. The Bateses lived within the upper wage scale of coal miners, mixed little with civic groups, and had a comfortable four roomed house, good beds and sufficient food. Herbert had good warm clothing and was classed in the upper group of his neighborhood. He was above the average in popularity with other boys and was captian of a baseball team. His I. Q., as found the year previous by the 8th grade teacher, was 110.

The first emotional disturbance on record for Herbert came at the election of officers for the freshman class. The ballots for president showed blonde, blue eyed Sue May Steele would be the winner. Sue May was the daughter of a former mine owner, and present real estate dealer. The ballots for vice-president revealed that popular "Squaw" Bates had won. They did not get to the rest of the officers that day, the sponsor found matters beyond her control. The president-elect amazed the class by refusing to accept the office, stating that she did not know Herbert very well, and that she was afraid they could not work together.

Herbert's friends were incensed and also powerful; they stamped their feet, howled, and booed until the sponsor called the principal who came in and dissolved the meeting and retired for further information.

The principal was new in the school, and was surprised, upon

making a home visit to the Bateses to find out about the adoption. Mr. Bates recounted to him how he had found Herbert on the court house steps as he was passing at daybreak to do to his work at the Strip Pit mine. The baby appeared newly born, doctors later said he was less than one day old. The Bateses had no children, and continued to keep Herbert. Growing attached to him, they applied for adoption papers and completed them when Herbert was two years old. His nationality soon pointed to Choctaw Indian ancestry. This occasioned little comment, since the mining town knew of many more things of greater import. The Bateses, husband and wife, chanced to be dark skinned, Mrs. Bates saying she had some Choctaw blood; and so Herbert's dark skin never bothered him, so far as was known, until the day of the class election. He told a near friend afterwards that Sue May did not like his color.

His nickname "Squaw" had been given to him accidentally by his parents while small. Though a boy, he had a round girlish looking face. The name of Herbert was decided upon when he was adopted. The teachers called him Herbert; his mother always wanted to, but she could not remember to do it.

He had been a better than average 8th grade student. He lagged in his 9th grade year, took no interest in his subject matter, and let his baseball team disintegrate. He prepared lessons only when the principal made especial effort to talk to him. The principal saw that he was growing into a rugged youth, and attempted to get him out for football. He finally went out. The second day on the field he whipped the blonde captain and seemed pleased that a short fellow like him could give so much trouble to a tall athlete.

The captain later explained that it was not so much that he could not hold his own, rather he was slow to realize he was being whipped, he thought it was scrimmage. The captain held no malice and remarked "Squaw" was just taking his "mad" about the election and Sue May out on me. The coach told the principal that he could not use Herbert, that he could not tolerate his veiled expression and that he would never feel sure of what might happen again.

Herbert did not seem to care. He finished the school year in the lower third of his class. The following summer he joined a Boy Scout troop and spent a year of activity in it, winning a number of ratings. He appeared to be normal.

His tenth grade year was no better so far as subject matter was concerned, but he had spells of laughing and joking, and was generally accepted as he was.

The summer between his sophomore and junior years he disappeared from a Boy Scout Camp. No word was received for three weeks, the mountains were searched, it was feared he had wandered from camp; however, the scouts did not believe that. He wrote to his mother from a wheat field in Dakota, saying he had been working, did not feel well, and wanted to return home. A telegram hastened to call him back, but he was unhappy. His father told the principal that it made him feel bad because "I can not seem to find out what ails Herbert."

The Scouts seemed glad to have him home, and the matter with them was forgotten, but the scout-master felt that too much publicity had been given him, and Herbert was not encouraged to renew his scout affiliation.

C.

Herbert entered school at the beginning of the junior year, and made fair grades. He joined the debate club. The "give and take" seemed to fit him. He was successful in several class debates and when try-outs came for the debate team, he won a place. The district debate came up, and his team lost. The team and school reaction was good, they had made a fair showing. But Herbert had more at stake than appeared on the surface, and remarked to an associate that if it had been any other boy than he the team would have won. He said that in the last hairbreadth rating the judges had taken into consideration the personalities of the two opposing boys, and he had lost. Herbert was not displeasing in appearance, and when animated in debate he carried the audience with him.

Herbert had developed into a short, stocky, dark Indian type, with occasional freckles of even a darker color. He had dated a few of the girls of the debate team, but said the girls were all conscious of his dark skin even when they did not want to be.

Herbert remained out of school for two years. He often had the feeling that he wanted to return to school, and then go on to college. He stated that he constantly had the feeling of warding off some unexpected blow, yet the actual fear never crystallized in his mind. He had adopted his mother's ancestors as his own, and that seemed to give him stability.

By chance he attended a church social, was handed a part of the program as an assistant. His approach to his subject was noted by a visiting theological student who invited him to attend his university. Herbert realized he could have gone with him, had he been a high school graduate. He resolved to be one.

The first week of Herbert's senior year he went out with the football squad, who practice on the junior college campus. The buildings that he had known were there all his life took on a new meaning to him. He reported that he actually went and looked into the chemistry laboratory door, and that he remarked to the coach "why don't folks tell us about these things?" His attitude in class was one of quiet enjoyment. He studied more than the rest of the class, yet found time to play football and basketball. He refused to run for class office, saying that he was older than most of them, and would not compete against them. All in all, it looked as if any maladjustment that might have entered his life had been wiped out.

At the annual alumni dance Herbert was tapped during the lady's tag by a small blonde. He stated his emotion was a mixture of fear and amazement. The dance closed a few seconds later. His partner had noted his indisposition, and asked some of his friends to see if he were ill. He later said he had a feeling of relief when he summed up the idea that the young lady had been able to see him, that she knew he was of darker skin than most, and that furthermore she had not cared. They made a date for the next week-end.

Within two weeks he made a call at the home of the young lady. Her parents forbade any further romance. His color and adoption were very frankly given as reasons for their disapproval. Herbert told this circumstance to his father who told some of his friends. As is frequently the case in small towns, the matter was soon a community subject. The verdict was in Herbert's favor, and was expressed in a simple statement from door to door, "Herbert is good enough for anybody." He felt a kinship with many for the first time.

Herbert graduated from high school with a B average, and he enjoyed the respect of the class and faculty. His plans to enter the junior college in the fall were carried out. Among his subjects were typing and terracing. He made better than average grades during the first semester, and in the meantime had attracted the attention of a visiting supervisor from the state A. and M. College. Student aid was arranged and Herbert made a change to the state school.

One of his new subjects was psychology. A senior student, with whom he worked became interested in some of his reactions, especially a seeming defense which Herbert threw up at mention of race or ancestry. Since they worked near each other the senior student gained Herbert's confidence, and induced him to relate each incident of his life. If he forgot something, when he remembered he was to add it to the sum total of his story. It was four months before Herbert appeared to have few or no unexplored memories.

The senior student read his experiences in class, without identity, of course. Herbert had definitely decided that his early emotions had been profoundly disturbed by an unacknowledged feeling of shock. He now felt adjusted to his color, his place in society, and had lost his unconscious attempt to shield himself from a thing unknown. Before he could finish his college he was accepted for an officer's training school, and is now Major Herbert Bates with an unblemished record of three years of service.

CASE TWO

Lou Nelle

It was with a mixture of cooperation and defiance that Lou Nelle held up her hand as being willing to take time to answer the items of a questionnaire on recreation. Some individual had mailed it to the principal. The answers were revealing and gave much of Lou Nelle's family situation in addition to the expressed item of recreation.

Recreation: none to speak of, for any member of the family. The question "Do you have any games at home? If so list here" was answered by the statement "We used to have a box of dominoes". Other recreation was listed as going to Sunday School when clothing was suitable. Lou Nelle went on to state under "remarks" that she went to Sunday School "if I have a dress". She listed as her dearest wish "to take piano lessons, and be able to play". She was allowed to try out tunes on a banker's piano, and she kept watch over his invalid mother from 4:00 p.m. until 9:00 p.m. each school day.

Dates: never had a real date, mother said she was too young, and "where would they go and what would they do"?

Picture shows: had been answered with the statement "we can't all go, it costs too much".

Parties: had attended two class parties in the previous years of high school, no room for parties at home, so could not accept invitations from others.

Hikes: none, father did not approve, besides "What for, there is nothing new around here". Later in a discussion of points in the questionnaire she said she should have answered that question "Yes", because she enjoyed gathering berries, on the railroad, each year.

Club Membership: none, 4-H cost too much.

Housing: answers added to fact that Lou Nelle lived, with her parents, four brothers and four sisters, in a two room house with a side porch. The porch was 8 ft. wide by 14 ft. in length, bungalowed three feet with three 1x12" boards and the top finished with feed sacks tacked to 2 x 4's. There were two beds in one room, one in the kitchen and two on the porch: in winter one of the porch beds was moved to the kitchen and the dining table moved to the porch, they then ate off the stove and kitchen table. Water was carried from a friend's open well in the next block. An unsanitary open toilet had as a door a discarded screen-door, with gunny sacks tacked over it.

Jobs: taking care of the banker's mother five days a week, with frequent odd jobs of caring for the children of a merchant on Saturday while his wife clerked in the store. She volunteered the information that the banker wished his mother would die, but still he paid her 50¢ per day and she was glad to get it. Also the old lady gave her many good cast off suits of men's clothing and her mother nearly clothed the two little boys with them.

The face sheet of records of a child welfare worker listed the family as father, worn out miner, thinks he has tuberculosis; mother worried over family finances, clothing, health, education and things in general, but still better looking than her neighbors, has pride in her family background and speaks better English than the community vernacular; brothers Hansel 15, Robert 11½, Booth 5, and Chester 2; and sisters Nadine 15, Nancy 10, Ellen 8, Joyce 7, and Annabelle 7 mo.

The principal stated that he had been mindful of Lou Nelle, her

position as eldest in such a large family, with scarce work and all of them to feed, clothe, and send to school. He reported Lou Nelle's freshman year showed grades above average, her I.Q. was 115, at the top of his pupil list; her grades had not been good the mid-term of the present sophomore year, and her attitude was variable, sometimes good, sometimes bad, or perhaps defiant when there was no need for defiance. She was frequently noticed to be moody, especially since mid-term she had been unpredictable. He was glad to discuss her situation, he wished he had some facilities for helping all of them.

The time was May, 1939, immediately after the closing of school, Lou Nelle answered an offer of work in a T. B. Sanitarium in the county, received \$60.00 per month, and turned \$5.00 per week to the family. The first trouble between Lou Nelle and her mother arose over this, her mother took the position that since Lou Nelle was relieved of all work at home she should give more of her salary. Lou Nelle stated that she wished to save for clothes, books and fees for the coming school year, but that she would try to divide with the rest when the time came. Her father asserted himself sufficiently to say she might do this. Her mother and father disagreed over this.

Lou Nelle did well the first semester of the junior year, she had a nice suit, two pairs of shoes, a coat, galoshes, and a parasol, things she had always wished to own. She also bought a ticket for the football season. She had attracted the attention of the young new coach, but the superintendent discouraged them, he had the regulations of teacher's dating pupils to think of. She had a date with a football player from the country after a night game, she told him she would like to ask him in but they had no living-room. He said "We can talk

as well in the kitchen." She then asked him in but her little brothers sat up in bed and stared, and Lou Nelle vowed she would never bring a date home again. She never did.

Lou Nelle's moody spells returned after the first semester; her first semester grades were satisfactory; she was reprimanded by the science teacher for her statement in class that she thought "human beings should practice birth-control, at least the F.F.A. boys did with their prize stock." She made no apology, and received an F. for the six week's mark. The principal mentioned the matter to the child welfare worker, who made stops on her routine trips to the sanitarium. She had found the young principal interested in the humanity before him, and he said he seemed to be able to "do a little about it" after discussion. An interview, with the welfare worker induced Lou Nelle to make up her science grade. Lou Nelle finished the class in the lower grade brackets and left the night school was out for the sanitarium for summer work.

She didn't reach the sanitarium that night. Instead she had gone to a trade center sixty miles away, hunting work. It was not possible to locate her. She returned two weeks later, said she had been working in a restaurant, and would now go to the sanitarium, if they would still accept her. They were glad to get her. She sent all of her first month's check to the family, and they returned \$4.00 for incidentals. Upon finding this out, the welfare worker made a home visit and explained to the parents that Lou Nelle must have more of her money, despite the fact that she received room and board above her salary. The father agreed. The mother thought that she should not the \$30.00. They finally settled upon a compromise.

Lou Nelle returned to school for the senior year, was moody, went to and from school without particular companions, stayed away from football games, ordered no ring, or graduating invitations, and repulsed most attempts to confidence. She wore the same general clothing she had purchased for the junior year, her attitude alternated between defiance and "don't care", with a withdrawing from any former close friends. She was always clean in clothing as well as person, her posture was especially good when she was in a defiant mood, at which time she verged on arrogance. Several times teachers attempted to reach her with tickets, or invitations, but to no avail. Her sisters would manage tickets by different means, and her brothers ran store errands, and were able to attend most functions. The eldest brother made an attempt to understand Lou Nelle, as indicated by a remark after some disturbing home incident that "he wished the family would let Lou Nelle alone," whatever might be meant by that. She had attended Sunday School a few times during the winter. After a church trial, in which a member had been cited for disturbing worship, Lou Nelle remarked, "It was interesting, but why did they do it?"

Lou Nelle, with an I. O. of 115, graduated with the lower members of her class. The home economics teacher remarked, "Lou Nelle could have led the class, had she seen fit."

The child welfare worker found a home in a neighboring college town where Lou Nelle could work for her room and board. With student aid she managed to remain in college for one year; however, she gave frequent trouble, staying out late, and loitering around soda stands. After remaining out all night, near the end of the college term, she had to leave her boarding place. A man acquaintance rented her a

room at a tourist camp, since there were only three more weeks of school. Word got to the school officials, and they asked her to drop from school. Despite efforts of the social worker, who was successful in getting her reinstated in school, and the entreaties of her mother, Lou Nelle left and went to an industrial center to work.

CASE THREE

Gerald Swift .

Gerald Swift was born July 2, 1922, son of a farmer-miner. In his community this would be understood to mean a miner who worked at the mines in the early fall to late winter, then turned to farming the rest of the year, perhaps mining one week out of each month, to keep him in good standing with his union. The father had only three fingers on each hand, which was the result of a queer accident while he was shot-fire in the old powder mining days.

The immediate family was composed of the father, the mother a semi-invalid (Gerald could never remember his mother as being completely well), and one brother, James. Gerald gave as his earliest worry and constant fear, "That mother would have to be taken to the University hospital for treatment, and there would be no money". Though no fees were charged the incidentals for such a trip were always a problem. His next worry was to shield, in some manner, his father from his uncle who was a county commissioner, was always well dressed, had money and rode out frequently, in his good car to give advice. The family lived in the Shaft school district, four miles from the small-town highschool. Gerald got to school as best he could. If he could get away from home he could ride the bus, but it came by at seven, and he did not always have his work done. At such times he walked down the railroad a mile and caught rides or rode a horse, depending upon circumstances.

First attention was called to Gerald when he became too agitated and too nervous to keep up with his high school work, though apparently eager and anxious to remain in school. Investigation by the principal revealed the fact that he lacked two text books, a history and econ-

omics. A social worker had made plans whereby any high school student might be furnished a text upon recommendation from the principal.

Gerals gave as his reason of not availing himself of the chance, "Are they not paid for by the county commissioners? I do not want my Uncle Bud to criticize my father, and he would if he saw my name". He further stated that his father had given him the money, and that he had used it for his mother. He had found that he could usually get his lessons by listening in class, and an occasional glance at other pupils' texts.

An interested social worker made inquiry at the Shaft school and found many different opinions as to Gerald; he was a sisy, he was too nervous, he was "smart in his books", he used good English, he naturally liked school, and he wants to be a doctor. All agreed that it was queer that old Deck Swift would have "that kind" of a boy, meaning more than they had expressed in terms of being fine featured, good looking, modest mannered as against his father's rugged appearance and gruffness. Their combined thinking was summed up by a neighboy, "He's always had to care for his mother, that is why".

Yet Gerald was maladjusted as to school, play interest, normal sports and social activities. Transferred in the same age grade group with Gerald from Shaft school was a pupil who also transferred Gerald's nickname of "Doctor". Boys soon learned that even if Gerald was the physical inferior of most of them, that certain inflection on the word was good for a fight. This situation was recognized by the principal, he forbade the boys to tease Gerald, and advised Gerald to "pay no attention". Nevertheless, the fights continued. After such an incident in which Gerald tore a boy's shirt, he quit school. His father needed his

help with the spring plowing. Gerald had not made his 9th grade year.

During the following summer the postmaster heard of the matter and went privately to Gerald, discussed his desire for school and a medical career, and found him a place to work for a doctor in a neighboring town, sixteen miles distant. He could answer the telephone after school, clean the office and car for the doctor's car. At the same time he could return to high school. It was also planned to arrange some extra work so that he would end up at the end of the year with two years high school credits. He had impressed the superintendent of the school. His I. Q. was 120.

High grades were made the first semester, and Gerald was happy. The doctor liked him, and his mother's pleasure at his opportunity was a stimulant to Gerald. The usual planning for spring crops came up soon after the second semester began. The brother, James, resented the lack of Gerald's help and left home. James had not been in school for three years, since he was in the 5th grade. He loafed in town nearly every day, but was not considered a problem by his parents or the community, he had enough education to farm. Gerald quit school and went home. James returned home and the spring farming was done.

The summer following Gerald worked in hay fields, did odd jobs, and the family canning. During this time there was a sort of armed truce with his brother, James. The brother would work as long as Herbert was at home, but any mention of Herbert's returning to school brought a threat of his leaving, which agitated their mother. This situation left Gerald constantly in a state of nervous emotion. His desire for school on the one hand, and fear of his mother's health on the other.

Just before school time, in early September, Gerald was acting as guide and cook to a fishing party, which included his former high school principal. The principal made an opportunity to discuss Gerald's problems with him, with the result that he made a long term plan to return to school, and to make his credits up over a period of time, to be planned.

Gerald remarked to his father, "The principal knew more about me than I did." The brother remained from home only three days, and there were no record of further quarrels.

Gerald made his grades, over the period of two school years, was among the high third of his class, but mixed little with the student body. He worked as a clerk for the principal, receiving student aid. He was highly nervous and the social worker asserted that she thought years of cooking and preparing hasty meals had undermined his health. He refused a physical examination stating it would worry his mother if she should find it out.

Gerald's mother died just after his high school graduation. His father told him to feel free to do the best he could with his future, plans, but that he would be unable to assist him financially. Gerald's world was torn up. He noted a Red Cross First Aid Class advertised, and choose him as the one who might attend an instructor's class at the state A. and M. college. While doing this he explored the college, and the campus and found as he stated it, "that this is my world too". World War II was looming. Gerald was offered his tuition and fees at a teacher's college to teach First Aid, he worked for his room and board. His second college year was interrupted by Officer's training, and he is now 1st. Lt. Gerald Swift, of a U. S. Medical Corps Unit.

CASE FOUR

Veronica

Name: Veronica Jane Briggs Age: 13 $\frac{1}{2}$ Birth Date: Feb. 1, 1927
 Address: 324 S. W. 6th Sex: F. School attended last Sem:
 Parent: Lana Briggs Tel. No.: 91 Loganville Junior High

Brothers:

Sisters

Names	Ages	Addresses	Names	Ages	Addresses
William	11	Home Address	Alice	17	Home Address
Ilium	9	" "	Macy	15	" "
Parker	3	" "			

Father's occupation: (college professor, deceased)

Mother's occupation: Teacher and housewife, business woman.

When the Jackson High School posted the grades for the first semester (1938-39) Veronica was one of four freshman who had failed to make passing grades. In addition to the above information the principal was able to find that Veronica had entered Jackson High School with better than average grades the mid-term of the previous year. They were Eng: A, Math: B, Social Studies: A, and Science: B. These approximate grades were continued for the second semester except for English. The English teacher reported Veronica had a better vocabulary than most in the room, that her capacity for getting assignments was evident, but that she did not conform. One case in point was mentioned, the class had been asked to write a theme about an American river; when Veronica failed to do the assignment she promised to bring it up, instead she came to class with a travel folder and delighted the class with her version of an automobile trip which her sisters had made up the St. Lawrence the previous summer. She never wrote the theme, and made a low grade.

By interviewing Veronica the principal found that her father had been killed in an automobile accident when she was eight years old: and she went on to make the statement, "My first memory of my mother was at Daddy's funeral, we had always called her Lana". Her mother had done some teaching, the house was large, Veronica had roomed with girls who were working for her mother, and that she had not felt any emotion for or against her. She had thought of her as Illy's and Parker's mother. In this interview she mentioned that her father had taken her to church, and that she wished he were here now, he might help her get her grades fixed up.

She was not sure her mother would help her. She did not want her to come to school. She added the information, "Mother does not like my name, it is the same as my grandmother's". (Meaning her paternal grandmother). She had thought of changing her name when she came to Jackson, but had forgotten it.

The principal had a conference with her mother, who was surprised that Veronica had not made better grades, admitting that she had taken her school progress for granted. With promises to apply herself, and to follow a careful study plan, Veronica was permitted to enroll for the second semester; she finished in the lower middle of her class. Many times when she was slow with work she gave as an excuse that she had to cook and look after the two small brothers, her mother was gone on business.

Veronica always had good clothes, her father had left insurance, also, being a World War I veteran, service connected, her mother received a pension check and money was no special concern. Her manner

was always courteous and her attitude pleasing. She was tall for her age, and had a striking posture.

Her home was more than adequate; seven rooms, well furnished, and a pretty yard. However, Veronica met most of her friends at the show, she had to take the little boys, and too, when she had friends at home her sisters complained that there was too much noise. Also that Veronica thought she was old enough to talk to their dates. About this time a kindly policeman told her mother that all of them, meaning the small boys and Veronica, must get home earlier, he said since the older girls had dates they would not matter so much.

During this summer Veronica made a visit to the former home in Lovanville. She came in late a night or two, and then on returning one night, found the friend's door locked. She knew of another friend who was visiting, went to the house, entered and remained the rest of the night alone. The next day she returned home, told her mother of the occurrence. She was severely reprimanded by her mother and said, "I shall leave home." The maternal grandparents were present, and were able to settle matters more amicably.

About this time a lawsuit was settled in Veronica's favor. At her father's death an insurance policy was found with the beneficiary as Veronica Briggs. Officers of the fraternal order swore that the daughter was the intended beneficiary. (The grandmother had sued for the policy). Veronica said, "I am sorry grandmother did not love me." This week she took the family car without permission, drove to a picture show in a town ten miles distant. She was severely judged by her mother, and said she was sorry. In a few days, after a quarrel with her sisters about a matter of homework, she caught a ride to a city, 50 miles away and was gone three days. She stayed with a friend of her mother's, who let her

mother know where she was.

Through family friends, on the paternal side, she was reconciled with her mother and sisters. Her brothers had interceded for her.

The home in Jackson was sold and the family went to live in a college town which was incidentally the home of the paternal grandmother, and an aunt.

Veronica entered the junior class in high school, her grades were poor, she was accused of unconventional conduct, nothing really mentioned aloud, but whisperings. She did not go in the same coterie with her sisters, met friends a lot on the corner-drugstore level, and was not too happy. Her sisters would not walk to school with her. Sometimes she thought they were jealous of her, or did not want her around their dates. She missed being with them, and said, "I wish my sisters understood me." Her mother, at times, scolded her sisters for their neglect of Veronica. Her brothers were more and more dependent upon her for meals, laundry, and comradeship. She was not supposed to have dates.

Veronica began to work some on Saturdays, at the dime-store. She gave as the reason that it gave her some money to spend, some of her own, that she would not have to account for. She said her mother gave her less than her sisters, the boys were needing more spending money, and she would like to work. She began to miss classes, when extra work was offered at the dime-store.

A psychologist, working in cooperation with the Dime-Store manager had a conference with Veronica, listened to her extended story of her life, and advised her to use her common sense, to view her situation objectively, if possible, and to act with a detached attitude. In

other words, to do nothing that would impair the good that she could get from her family position. Her assets were listed: her sisters had both married Army officers and were no longer in the home; she was now Miss Briggs; competition in the living-room, for the piano, and chances for the car and other prerequisites looked more favorable.

She stated she had never been allowed the car but one time in her life. She interrupted the interview with the statement, "I did not know Lana was my mother until I was nearly grown up." She was not grown, that was exaggeration, but it did indicate that the fact of having a mother was not an early memory.

Her responsibilities for her three smaller brothers was mentioned, as an appeal for her to remain satisfied at home. She exhibited a fair attitude, stating that she loved her brothers and that they also loved her. She said, "I cook for them and take them to Sunday School". She went on to add that their mother advised them all to go to Sunday School, but that she herself was gone every Sunday, driving persons to places of interest, and to train connections in the nearby city, making from \$15.00 to \$20.00 per week end. She again gave her reasons for working, with the statement that food was frequently ordered over the week-end, and the charge account was too often a matter for quarrels and the one dollar left for incidentals from Saturday afternoon until Sunday afternoon was a cause of disagreement between the brothers, and also herself. She said, "We cannot all four see a show, have money for Sunday School, and a coke for each of us on that amount. Therefore, her money at the dime store came in very handy.

The psychologist made it a point to see the mother, a vacation was promised for all in the summer, and for a time the home, family,

school, and work situation appeared to be doing fairly well, at least, no outward breaks were noted for some time. The coming vacation was half as an inducement to all members of the family, each one was making his or her own plans and better relationships were maintained with the group by Veronica.

In lieu of the promised vacation all the family started an automobile trip through the eastern states. Upon arriving in Ohio, it was decided the car was too crowded for pleasure so Veronica was left to care for the two small boys while the two elder sister and brother William continued up through Maine and down the St. Lawrence.

Veronica had now been dating with her mother's knowledge and approval, and appeared to adjusted to her 11th grade work. The first rumors of the organization of a U. S. O. were heard and Veronica was listed as one of the "nice" girls who would serve from time to time as dance pardners and in other social capacities. No actual service at the U. S. O. materialized until the next spring, early 1943. One of the rules was no date making with hostesses and vice verse, but a soldier did manage to make one with Veronica, was followed in a short time by the Military Police, was found to be a deserter, and Veronica was summoned to the police court for questioning. Her mother made her go alone saying, "the experience might be good for her", and she would not permit another soldier to make a date.

Veronica had passed the 12th grade with poor scores in every subject, with more absences than her mother realized, and had no part in any of the normal closing program. When asked where her texts were a week or so later she stated she had sold them several weeks

before the school closed. She showed no regret or emotion in the statement, or mentioned the use of the money. Her mother was getting worried about her, asked the pastor to talk to her, but since she was a regular attendant at most services he hardly knew how to see a real problem. Four weeks after school closed Veronica disappeared and a casual friend reported seeing her in Corpus Christi, Texas.

A young sailor had sent her the money, had made a proper proposal, met her at the train, had proper chaperonage, and they were to be married in a few days, he was getting a furlough, they were going to his home in North Carolina on a honey-moon. He did not dream that she had not informed her mother, and advised Veronica to return home until her mother gave permission. Her married sister, Macy, sent her an invitation to visit her at an Army Camp, her mother forgave her and again plans were made for more school this time she would be a freshman in college.

She was provided with pretty clothes, made a nice appearance, was rushed by a popular sorority and became immediately a leader in campus activities. Instructors reported low grades and no interest, she made only two passing grades the first semester, three the second.

Her mother and Veronica were now in a state of armed politness each baffled by the other, the little brothers were feeling the condition, the elder brother alternatingly sideing with sister or mother as the case might be. After a quarrel about canning fruit, Veronica disappeared, stayed in a neighboring town for a week, as long as she had funds, came to her home town, entered a friend's house who was vacationing, was seen by a boy acquaintance and forced to call her mother. The friend had given her the choice, either she called or he

did. Again she was reconciled with the family, promises made for another college year and things seemed solved, at least temporarily.

Only five college hours were made during the whole year, two days before the college closed Veronica disappeared, wired her mother for money in Pomona, California saying if she had enough money to pay her board and room for a week, she could find a job.

The frantic mother wired \$75.00 on June 4th, on June 29th Veronica wired she was down to her last 50¢ and to send her \$25.00. Her mother did not know what to do, and asked for advice with these words, "What can I do, I don't want her to think I will support her out there, and I don't want to think that something might happen to her for \$25.00. What can I do?"

QUESTIONNAIRE

PER CENT ADMITTING FEELINGS, EMOTIONS, ACTS OR OFFENSES

HAVE YOU EVER? (Leave blank unless answer is "Yes".)	PER CENT
1. Been conscious of parent's or guardian's disapproval? ..	100
2. Felt censured by your classmates?	91
3. Wished to be permitted to "go own way"?	89
4. Been tempted to leave home?	88
5. Felt unloved by parent, brother or sister?	85
6. Felt sorry, wanted to make amends but did not?	85
7. Been conscious of teacher's disapproval?	80
8. Thought "whole world" was against you?	80
9. Thought you should be furnished more spending money? ...	80
10. Felt self-conscious on account of your clothes?	79
11. Been sensitive about family housing?	60
12. " <u>Decided</u> to leave home", at some time or another?	59
13. Failed in some subject somewhere in school life?	50
14. Violated, in some instance, a known law?	50
15. Been conscious of community disapproval?	49
16. Taken the family car without permission?	45
17. Resented having to care for small brother or sister? ...	40
18. Actually "quit" school?	30
19. Been guilty of profanity?	30
20. Defaced public property?	29
21. Possessed an article without a legal right?	27
22. Been the one "who started the disturbance"?	26
23. Felt personal loss when friend's house burned?	25
24. Damaged private property?	18
25. Appropriated food in a cafeteria?	15
26. Actually "left home"?	11
27. Placed plugs or pennies in meters?	9
28. Been intoxicated?	8
29. Made incorrect change, intentionally?	7
30. Turned in false fire-alarm?	3

The place of the teacher in the above questionnaire is so high, as compared with the home that it is encouraging, if the teacher's disapproval is felt to such a degree, the converse of approval must also be noted. Therefore the opportunity of a school to assist in adjustments will be in the ratio of its readiness for assistance and advice.¹

¹ Environment and Education. Human Development Series, V. I. No. 54, March, 1942. P. 45.

CONCLUSIONS

We are forced to ask if there were common factors in the lives of the youth mentioned in the case histories? We are tempted to say the situations were different, that they were not acted upon by the same forces, at the same times, nor in the same degrees. That is admitted. The home, the school and the community are dealing every day with different individuals, all demanding different techniques, and treatments,¹ but since this is the case there is no reason for leaving the problem as one incapable of solution. Rather it is the demand that we set up within our school with the assistance of the home and community,² a program of social service which will dignify the status of all three institutions. The cost of such a program will be infinitely smaller than the cost of neglect.³

Emotions, feelings and maladjustments are not so tangible as over acts, but their contributions to delinquency may be as great or even, in some cases, greater. They should be noted, studied, and treated according to their needs.⁴

The particular maladjustments for each separate history may run to hundreds, yet each may fall within a category of reasonable frequency. With Herbert it would appear that his early reaction to an

¹ Whitelaw, John B. The School and Its Community. New York. Brockport, 1940. p.7.

² Ibid. p.8.

³ White House Conference. Children in A Democracy. Washington, D. C. 1940. p. 3

⁴ Ibid. p. 24.

emotional criticism lasted through adolescence and into young manhood, repressing and inhibiting without his conscious understanding. He was fortunate in his school experience and in the assistance of psychology.

Housing and recreation were the probable factors in the lack of adjustment in the school, community and home life of Lou Nelle. Her case history also indicates that lack of recreation played a positive part in her reactions to society.⁵

Gerald had an anxiety in the illness of his father, accompanied by a situation of displaced industry (mining),⁶ and also conflict within the family in the person of his brother James. The schools were able to do a difficult job well in constantly being ready to work with the social services available.⁷

Veronica, is an example of a youth who had many assets, yet early influences⁸ and family discord may be said to have added to maladjustment and delinquency.⁹

Both the heterogeneity of our society and the rapid social changes account for the highly variegated human material which our homes, schools and communities must assist. This variegation is the clue for the need of individual case histories. "One of the generalizations of our civilization is the great variety of human per-

⁵ Educational Policies Commission. Social Services and The Schools. N. E. A. Washington, D. C. 1939. p. 136.

⁶ Harris, Carrie M. One Hundred Latimer County Mining Families. Unpublished Master's Thesis. University of Oklahoma. 1941.

⁷ Educational Policies Commission. Social Services and The Schools. N. E. A., Washington, D. C. 1939. p. 97

⁸ Burgess, Ernest W. Environment and Education. Monograph 54. March 1942. p. 16.

⁹ Daily Oklahoman. Essays on Delinquency. June 27, 1945

sonalities".¹⁰ These personalities cannot be understood except by their case histories. As educators, therapists and mental hygienists we have to seek for general patterns as a basis for valid generalizations.

John B. Whitelaw suggests a plan of attack:¹¹

- "1. The formulation of a philosophy of education to serve as the basic platform of action.
2. Understanding the community through a community survey.
3. Understanding the school through a survey of the school.
4. Understanding individual pupils through case studies of a representative sampling of the school enrollment.
5. Formulating a long-term plan of action as a result of the first four steps.

This is the plan of attack ... it will require imagination, intelligence, courage, and a high degree of administrative leadership.

¹⁰ Whitelaw, John B. The School and Its Community. New York. Brockport. 1940. p. 10.

Date: July 14, 1945

Name: Agnes Lyles Evins

Position: Student

Institution: Oklahoma A. and M. College,

Location: Stillwater, Oklahoma

Title of Study: Four Case Studies of Maladjusted and Delinquent Youth

Number of Pages in Study: _____

Under Direction of What Department: Educational Administration

Scope of Study: This study attempts to show by four cases histories the many variegated situations that play upon the youth in the very complex patterns of our society.

Findings or Conclusions: That while there are as many emotions and feelings as there are individual personalities in the schools, and that they are results of experiences in the home, the school, and the community. But the school, as the one common institution that more youth attend, has not only a responsibility to take the lead, but an opportunity for service very near the home.

The educational field, since it has been given certain duties of education has the obligation to call in such services in the fields of social work, psychiatry, health and other agencies that may be operating within the community.

Also that the technique of individual case histories is a means of continual measurement of the feelings, emotions, and maladjustments and of leaving a record from which general conclusions may be made with regard to other youth, under similar circumstances.

That while this method is not in general use, it may be employed to advantage.

ADVISER'S APPROVAL _____

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