

The Woman's College of
The University of North Carolina
LIBRARY



CQ
no. 99

COLLEGE COLLECTION

Gift of
Gwendolyn Hampton

CONSTANTS AND VARIANTS IN THE SCHOOL
BEHAVIOR OF SIBLINGS

by

GWENDOLYN HAMPTON

4314

A thesis submitted to
the Faculty of
The Consolidated University of North Carolina
in partial fulfillment
of the requirements for the degree
Master of Arts in Education

Greensboro

1949

Approved by

Franklin H. McPherson

Adviser

ACKNOWLEDGEMENTS

The writer wishes to express appreciation to Dr. Franklin H. McNutt, Associate Dean of the Graduate School, University of North Carolina, for his sympathetic encouragement and guidance which made this study possible; to Mrs. John Betts for her valuable technical assistance; and to Dr. Herbert Kimmel, Associate Professor of Education, Woman's College of the University of North Carolina, for his splendid and practical suggestions.

The writer also wishes to thank all those who assisted in the preparation of this study in any way.

152770

TABLE OF CONTENTS

CHAPTER	PAGE
I. INTRODUCTION	1
Need for the Study	1
Statement of the Problem	7
Scope of the Study	7
Method	7
II. BEHAVIOR RELATED TO HOME INFLUENCES.	11
Introduction	11
Sibling Resemblances	11
Likenesses and Differences	14
Case Studies of Thirty-one Families.	15
III. THE SCHOOL'S RESPONSIBILITY.	96
Introduction	96
Common Elements of Behavior Found.	96
Difficulty of Reaching Many Homes.	98
Suggested Solutions.	99
Contribution of the Parent-Teacher Association	99
Contribution of the Visiting Teacher	101
Parent Re-education through the Child.	102
Adult Education Program.	104
Contribution of Other Agencies	104
IV. SUMMARY, CONCLUSIONS AND RECOMMENDATIONS	109
Summary.	109
Conclusions.	109
Recommendations.	110

TABLE OF CONTENTS

CHAPTER	PAGE
BIBLIOGRAPHY	112
APPENDIX	115
A. CHARACTER RATING SHEET	115

LIST OF TABLES

TABLE	PAGE
I. A Modified Scattergram Showing Family Likenesses and Differences of the Allen Family	16
II. A Modified Scattergram Showing Family Likenesses and Differences of the Brown Family	19
III. A Modified Scattergram Showing Family Likenesses and Differences of the Bryant Family.	22
IV. A Modified Scattergram Showing Family Likenesses and Differences of the Burchell Family.	25
V. A Modified Scattergram Showing Family Likenesses and Differences of the Craddock Family.	27
VI. A Modified Scattergram Showing Family Likenesses and Differences of the Edwards Family	29
VII. A Modified Scattergram Showing Family Likenesses and Differences of the Evans Family	31
VIII. A Modified Scattergram Showing Family Likenesses and Differences of the Frith Family	34
IX. A Modified Scattergram Showing Family Likenesses and Differences of the Gauldin Family	37
X. A Modified Scattergram Showing Family Likenesses and Differences of the Gray Family.	41
XI. A Modified Scattergram Showing Family Likenesses and Differences of the Grogan Family.	44
XII. A Modified Scattergram Showing Family Likenesses and Differences of the Gusler Family.	47
XIII. A Modified Scattergram Showing Family Likenesses and Differences of the Hawkins Family	50
XIV. A Modified Scattergram Showing Family Likenesses and Differences of the Hopkins Family	52

TABLE	PAGE
XV. A Modified Scattergram Showing Family Likenesses and Differences of the Hundley Family	55
XVI. A Modified Scattergram Showing Family Likenesses and Differences of the Janney Family.	57
XVII. A Modified Scattergram Showing Family Likenesses and Differences of the Kasten Family.	59
XVIII. A Modified Scattergram Showing Family Likenesses and Differences of the Land Family.	62
XIX. A Modified Scattergram Showing Family Likenesses and Differences of the Martin Family.	64
XX. A Modified Scattergram Showing Family Likenesses and Differences of the Meeks Family	66
XXI. A Modified Scattergram Showing Family Likenesses and Differences of the Meeks Family	68
XXII. A Modified Scattergram Showing Family Likenesses and Differences of the Meeks Family	70
XXIII. A Modified Scattergram Showing Family Likenesses and Differences of the Owens Family	72
XXIV. A Modified Scattergram Showing Family Likenesses and Differences of the Pulliam Family	75
XXV. A Modified Scattergram Showing Family Likenesses and Differences of the Robertson Family	77
XXVI. A Modified Scattergram Showing Family Likenesses and Differences of the Rutledge Family.	80
XXVII. A Modified Scattergram Showing Family Likenesses and Differences of the Shough Family.	83
XXVIII. A Modified Scattergram Showing Family Likenesses and Differences of the Smith Family	85
XXIX. A Modified Scattergram Showing Family Likenesses and Differences of the Washburn Family.	87
XXX. A Modified Scattergram Showing Family Likenesses and Differences of the Webb Family.	90
XXXI. A Modified Scattergram Showing Family Likenesses and Differences of the Williams Family.	93

CHAPTER I

INTRODUCTION

Need for the Study

Educators recognize that the problem of character education is of paramount importance today. Although the professional literature abounds in helpful suggestions of ways to diagnose causes and to remedy maladjustments, the field is still open for further studies on this vital subject. One promising method of study might be by individual families in one school. If one individual could be helped in solving his problem, this study would be justified. Character education would be worthless, of course, unless it trained the individual to meet and solve his own problems. The English teacher, Bedford, says, "No educational scheme will work unless it helps each child deal with his own individual problem."¹

Since the task of molding young lives into good citizens is so great, some agency must take the responsibility. The school must assume its share of this work. The fact that school behavior is important cannot be overlooked, for the habits of behavior in young people are the foundation on which adult behavior is fashioned. There is an old Spanish proverb: "Habits are at first cobwebs, then cables." Educators feel that the early guidance in shaping good character is important. The

¹ Elizabeth Bedford, "Character Building for the New World," New Era, 27:20, March, 1946.

proof of their interest in this subject is found in their writings. As Kandel states:

In the widespread reassessment of American education that is now taking place there are obvious indications that values which appear to have been neglected in the prewar years are receiving renewed attention. Generally there appears to be a demand for more direct emphasis on discipline and character education than in the years before the war.²

In this same article, the author quotes John A. Hannah, president of Michigan State College:

There is adequate justification for asking whether in our pre-occupation with the task of teaching young Americans how to achieve we have neglected the equally important task of teaching them how to appraise their achievements and how to enjoy what they have won. In teaching them mechanical skills, have we neglected to teach them the skills of living together in harmony? In imparting knowledge, have we failed to develop insight? In counseling, have we emphasized the adjustment of student to curriculum and neglected the adjustment of student to life? I am afraid that all of us must plead guilty to some extent to this indictment of our school system.³

Johnson writes:

The guidance of children toward a high standard of character attainment is of great concern among teachers and parents of today. Honesty, truthfulness, sharing with others, and fairness in work and play are still desirable traits but just how they may be developed is indeed a worthy problem to be solved. It is only reasonable to think that they, like other processes of development, come from the right habits of thinking and acting established in the early years of the child's life.⁴

Hiller compares character education to culture of fruit trees:

In developing the characters and personalities of young persons, educators must accept certain parallels between growing young

2 I. K. Kandel, "Character Education," School and Society, 66:115, August 16, 1947.

3 Ibid., p. 115.

4 Mrs. Myrtle Johnson, "Guidance for Developing Character," Peabody Journal of Education, 25:100, September, 1947.

trees and "growing" young persons. Aren't there certain features of every one's personality that must be trimmed away if he is to become a civilized man, capable of cooperating with his fellows in a peaceful productive world? Certain "limbs" of character or personality become overgrown, such as ambition, jealousy, hot temper, the habit of cheating, and the like, and must be "pruned" away If "pruning" is needed, as part of character development, who should do it? Plainly, this is one of the tasks of parents, but teachers must help Early "pruning" which can be almost painless, can save boys and girls from bitter experiences later in life.⁵

Since the task of character education is so great, there is work enough for both the home and the school. Instead of trying to place the blame for past failures, both should be busy with the task before them. The home has the first opportunity to start a child in the right way; therefore the influence of the home on school behavior is conceded to be enormous. The school would not, if it could, undertake the entire guidance of the child from the day it is born; nor could the school separate the child from the home influence during the entire period from his entrance at the first grade level until his graduation. But often, the character of the child is already shaped by bad influences from the home by the time he starts to school. Then the task of making him into a good citizen becomes an almost impossibly difficult one. Charters explains it this way:

At birth the child enters a world which is run according to rather definitely established forms. He joins a family which lives according to ideals that can be specified, and ways that are relatively unchanging

Into this game of life with its bewildering mass of rules, so complicated that no adult can master them completely, and upon whose interpretation adults do not completely agree, each child

⁵ Carl G. Miller, "On Pruning Young Human Trees," Education, 68:192, November, 1947.

is suddenly injected. He brings with him some slight skill--his instincts, reflexes, and other inherited tendencies . . . , but nine-tenths of the rules he must learn If his actions are left to his own decision upon the basis of his original tendencies, the probability of his doing the "right" specific thing should be perhaps one in a hundred

.
Fortunately, also, this little freshman in the kindergarten of life does not have to discover all the rules for himself As companions he usually has a mother, a father, a brother or sister, teachers, and other paternal individuals who not only guide him, but are anxious to do so.⁶

There was a time when the responsibility of the school for character education was considered very slight because the home approached the task so seriously that it was accomplished more perfectly than today when many homes either ignore the problem or fail to face it. Then, too, the public looks to the school to do something about molding of character rather than concentrating on the three "R's." Charters' challenge is typical:

There are evidences on every hand that the specialized forms of knowledge which the schools impart in particular subjects of instruction do not supply the training of personality and of character which is needed to fit pupils for responsible and successful living. The demand is being voiced on many sides for more training which shall improve the morals of pupils and shall render pupils more competent to discharge their social obligations.⁷

Carl G. Miller, in discussing the "more-than-money" need of schools, says:

The supporting public having given education much more financial support during the last year, we now hear from the critics that what the schools need is more than money. We should have, among other things, a new point of view on the moral structure of life

6 W. W. Charters, The Teaching of Ideals. New York: Macmillan, 1928. pp. 26-28.

7 Ibid., p. xi.

and the power and enthusiasm to develop its principles in youth. All this is true.

.....
 If the moral tone of the country is low following a war, that is insufficient excuse for moral relaxation in and around the halls of learning.

Somewhere and somehow all youth must become very thoroughly acquainted with a set of principles of right and wrong and must develop a conscience to go with it. Parents cannot be sufficiently depended on to help much.⁸

Today the school must not only look to the problem of development of character and personality in the hope of future good citizenship, but it must meet the ever-present problem of juvenile delinquency. Therefore, on the theory that "an ounce of prevention is worth a pound of cure," the school must try to change character traits and supply ideals for better living. The new approach is suggested by Charters:

In the studies of delinquents we are carried a long way beyond the point where it was believed that children were just good or bad. If they were bad, the old idea was that punishment would make them good. In those days nothing was known about intelligence levels, emotional instability, and defective heredity The teacher punished, and if the punishment was not effective, the child was allowed to disappear from school. Now, however, this situation is changed. We believe that badness is maladjustment, and that its causes can be discovered and removed in a manner parallel to the diagnostic and curative measures for treating physical diseases Frequently, conditions in the home and neighborhood make an important contribution to delinquency.⁹

Consequently, the school has come to recognize the need to consider ways of improving personalities through character education. When the home influences have been good, this task is comparatively easy since the school must then only add to and carry on the good qualities started.

⁸ Carl G. Miller, "The 'More-Than-Money' Need," Education, 68:319, January, 1948.

⁹ Ibid., pp. 130-133.

But when the home influences have been bad or indifferent, the school must not only start building character, but must often erase bad traits before this start can be made. It is very essential that the school know something about each child's home background. If the desirable school behavior is impossible because of conflict with bad home influences, the teachers and principal should know it early. There can be no hope of improvement unless educators know what the foundation character of each child is at that time and use it as a starting point. In addition the child's level cannot be elevated too rapidly. Since improvement in character is a gradual process, it must be accomplished step by step. Therefore, the teachers who do not take one step at a time in the right direction, may find themselves so far ahead that the child cannot follow. The child must have specific things to do which are possible for him to achieve without becoming discouraged; the goal should not be too high to reach. As the child grows stronger in these first attitudes which are becoming habitual, then his tasks can be made larger and more complex until one day he may be able to go on toward ideals which he can see without help from another person.¹⁰ When this stage is reached, and not until then, the child is a good citizen of his immediate world, whether it be his home or his school.

In order to find out more facts pertaining to the child's home background which might be of value to principals and teachers, a study of siblings in the Lakeside School in Leaksville was undertaken. If the

¹⁰ Franklin H. McNutt, Evaluation and Improvement in Content Subjects. Class lecture, Woman's College of the University of North Carolina, Greensboro, North Carolina. September, 1947.

behavior likenesses and differences among the children in one family could be understood or explained, then those who were responsible for molding their character would have a better chance to succeed. Too often teachers are prone to expect too much from some child because they have taught a sister or brother. Or in other cases, teachers have failed to draw out all the possibilities in a child because they have found a sister or brother to be lacking in ability. The chances of an error in such intangible qualities as character traits would be greater than in measurable qualities such as intelligence and capacity for school work.

Statement of the Problem

This work is a study of the constants and variants in the school behavior of siblings. In developing this study, the following sub-problems should be solved:

1. What are the common elements and dissimilar elements in the behavior of siblings and how may they be explained in terms of the home?
2. How may the school operate to confirm the good and minimize the bad?

Scope of the Problem

This study was limited to thirty-one families, including one hundred and three children, who attended one school in Leaksville, North Carolina.

Method

In order to avoid duplication of any previous work and to locate related material, the writer has consulted the following reference works:

Palfred, Thomas R. and Coleman, Henry E. Guide to Bibliographies of Theses--in the United States and Canada. Second Edition. Chicago; American Library Association, 1940. 54 pp.

United States Library of Congress. A List of American Doctoral Dissertations Printed in 1912. Washington, D. C. Government Printing Office, 1913-1940.

Doctoral Dissertations Accepted by American Universities, 1933-1934. New York: The H. W. Wilson Company, 1934-1948.

United States Office of Education. Library. Bibliography of Research Studies in Education. Washington, D. C.: Government Printing Office, 1929-1932.

The Bibliographic Index: A Cumulative Bibliography of Bibliographies. New York: The H. W. Wilson Company, 1938-1940.

Good, Carter Victor, editor. "Doctors' Theses under Way in Education." Journal of Education Research (January issues, 1931-1946).

Education Index: A Cumulative Author and Subject Index to a Selected List of Education Periodicals, Books, and Pamphlets. New York: The H. W. Wilson Company, 1929-1948.

In making the above survey of literature, the author found no studies which were closely enough related to this to be of any real value in determining the constants and variants in school behavior of siblings.

In beginning this study, the first decision made was a choice of the children to be used to see if there were enough siblings available. After a careful check was made of the school census cards, it was found that in the Lakeside school area there were thirty-one families having

as many as three or more children in school during the 1948-1949 school term, making a total of 103 children, ages six to sixteen, in grades one through seven.

Next it was necessary to make up a questionnaire which could be used as a simple check list by the teachers who were rating each child. This had to be short, both to facilitate the handling of the data collected and to make the task for the volunteer teachers as easy as possible. Consequently, only five character traits were selected--Ethical Sense, Good Nature, Cooperation, Independence and Reliability. These seemed to cover the total field of school behavior very adequately, since they could be interpreted to mean the child's relation to the teacher, to other students, and his attitude toward his school work and school rules. A brief description of each trait was included in order to clarify its meaning. A sample of this rating sheet is given on page 115 in the appendix.

At this point, the cooperation of Lakeside teachers was essential, since the rating sheets were intended to secure their estimate of the students' character traits. Due to the difficulty of contacting former teachers, only the present faculty of nine was asked to assist in this rating job. Each teacher was given a separate rating sheet for each child she had taught. Since these teachers had not all been in the school over a period of seven years, each child did not have a rating on every grade level. But to be sure that each child had as complete a record as possible, a list of the teachers was made from each child's permanent cumulative record. Each teacher was asked to make a list of students who could be used as examples in comparing the children she

was rating. Under each character trait she was to place the best, average, and poorest student she had ever taught. Then, instead of trying to decide if Bill or Jane ranked high or low on a trait, she could ask herself if Bill or Jane rated as high as the best, as low as the poorest, or somewhere between. Thus there were five possible levels the child could be placed in under each of five character traits.

The last process was to get this information from the character rating sheets in a more compact form. This was first done by making a composite rating sheet for each student, showing each grade level, the teacher, and the rating on each character trait. From this composite rating sheet, information was then compiled to make a modified scattergram for each of the thirty-one families. On this table there was a place to list the teachers on the various grade levels, the name of the family being rated, and the names of the children from youngest to oldest. By use of different color inks to represent each child, the scattergram indicated the character trait level, at the various grade levels, for each child in the family.

CHAPTER II

BEHAVIOR RELATED TO HOME INFLUENCES

Introduction

Though much of the responsibility for shaping good character in future citizens falls on the school, teachers and principals realize that the influence of the home is enormous. The task of educators is much easier when the home influence is good, but it is complicated when the home influence is bad or indifferent. Though professional literature points to causes and cures for maladjusted behavior, there is a need for further study of individual cases. This study will attempt to find if there are any common elements, or constants, in the school behavior of children in one family by comparing the siblings, and will seek to explain any likenesses in terms of the home. Likewise, it will look for the variants, or dissimilar elements of behavior of siblings, and will try to explain them in terms of home influences.

Sibling Resemblances

Most of the authorities searching for resemblances between siblings agree that there is a high correlation in some characteristics. Burks and Tolman, who made a study of the possibility that some of the genes for mental ability and general appearance are linked, declares:

Though each sibling receives a full set of forty-eight chromosomes (twenty-four from each parent) it is a matter of chance which twenty-four of the forty-eight chromosomes per parent will

fall to his lot. The number of shared chromosomes may vary . . . from forty-eight to zero.¹¹

Kulp and Davidson, after a study of social attitudes related to international, interracial, political and social problems, found:

Whatever similarity is found among siblings must be due to a similar environment . . . This is certain then, that the home is, in general respects, more potent in influencing social attitudes than the school.¹²

Basing his study on college grades, Dexter found there was more resemblance between sisters than between mother and daughters.¹³ Finch mentions other studies of siblings and says:

While there appears some disagreement among the findings of these investigators, probably due in large measure to different degrees of selection in data from various sources, and to the use of test results of varying reliability, it seems reasonable to consider the coefficient of sibling resemblance in both physical and mental characters to be near .50 or perhaps higher.¹⁴

Ellis K. Frye, found "similarity among traits of relatives has seldom been disputed, but the degree of similarity and the causes of it have been debated."¹⁵ Thorndike judges "that the true resemblance (in intelligence) between siblings in, say the native-born white population

11 Burks, Barbara and Tolman, Ruth Sherman. "Is Mental Resemblance Related to Physical Resemblance in Sibling Pairs?" Pedagogical Seminary and Journal of Genetic Psychology. 40:04, March, 1932.

12 Kulp, Daniel and Davidson, Helen. "Sibling Resemblance in Social Attitudes," Journal of Educational Sociology. 7: 133-140, October, 1933.

13 Dexter, E. S. "On Resemblance Between Mother-daughter and Sister-sister Pairs." School and Society 35: 640, May, 1932.

14 Finch, Frank Herschal. "A Study of the Relation of Age Interval to Degree of Resemblance of Siblings in Intelligence." Pedagogical Seminary and Journal of Genetic Psychology. 43: 389-404, December, 1933.

15 Frye, Ellis K. "The Mechanical Abilities of Siblings." Pedagogical Seminary and Journal of Genetic Psychology. 50: 293-306, June, 1937.

of the U. S. is .70 or higher."¹⁶ He made no attempt to measure the relative contributions of heredity and environment in producing the resemblance in siblings.

There have been two studies of sibling resemblances on personality traits. Koch and Stroud, in a study of introversion and extroversion, found that "the lack of correlation between the manifestations of such traits by siblings prevents one from generalizing regarding the effect of environmental influences which supposedly promote such traits."¹⁷ Pintner and Forlano report that "studies of the amount of resemblance between siblings on intelligence tests have been numerous, but we have had few so far on personality tests." They also assert:

Now that a more extensive use of the questionnaire type of test for the measurement of personality characteristics is being made, results as to the resemblance of siblings on such tests are beginning to appear. Such results are of interest in relation to the general problem of the inheritance of factors determining the personality traits of individuals. In general the assumption has been that siblings resemble each other less in personality traits than they do in intelligence or in physical characteristics, and the conclusion usually drawn is that personality traits are mainly, if not wholly, dependent upon environmental influences. Hartshorne and May, in the *Character Education Inquiry . . .* concluded that there is an heredity factor at work in tests of honesty to the same extent as is ordinarily assumed in case of intelligence. Several later studies on this point have appeared, some showing little or no resemblance between siblings, others showing a fair amount. The result of our minor study are tentative, but seem in general to support the position of Hartshorne and May.¹⁸

¹⁶ Thorndike, E. L. "The Resemblance of Siblings in Intelligence Test Scores." Pedagogical Seminary and Journal of Genetic Psychology. 64: 265-67, June, 1944.

¹⁷ Koch, A. B. and Stroud, J. B. "Correlation between Some Personality Test Scores of Siblings and Intercorrelations between the Scores." Journal of Educational Psychology. 25: 542-6, October, 1934.

¹⁸ Pintner, Rudolf and Forlano, George. "Sibling Resemblance on Two Personality Tests." School and Society. 42: 20-72, July, 1935.

No attempt is being made in this study to prove whether any likenesses are due to heredity or to environment. When any resemblance is found between siblings in a family, an explanation of this similarity is sought in what is known of the home background.

Likenesses and Differences

In order to determine the school behavior of the 103 students of Lakeside School involved in the study, the teachers were asked to rate them, using a simple check list, on which certain criteria had been set up for five character traits. Each teacher made a separate rating sheet for each student she had taught. A composite rating sheet was then compiled for each student giving his score at each grade level for each of the five traits. Then from these individual rating sheets, a modified scattergram was made for each family, indicating each child's rank by the use of colored inks. Thus each scattergram was intended to show likenesses and differences in the family at a glance. The scores, A through E, were placed down the vertical axis, and the grade levels, one through seven, across the horizontal axis. The name of the family was given on each scattergram; also the name of each child, who was in school during 1948-1949 was listed in order of age. The teachers, who cooperated in this study, were shown with the grade each taught. As a means of comparing likenesses in each family, the mode was used. The mode is found by counting tallies across the horizontal spaces, and using the one with the greatest number. These scattergrams, shown in Tables I through XXI, are followed by a discussion of each particular family. No special interviews were held with the parents nor any specific questions asked with this study in mind, but the explanations which follow

came from the writer's knowledge of the home background through previous contacts.

Case Studies of Thirty-one Families

Since individual case studies might yield valuable information, each of the thirty-one families selected for this study will be discussed in an effort to find the likenesses or differences between the siblings, and at the same time to try to find an explanation for the similar or dissimilar elements in their character traits in terms of home influences. The table representing each family will immediately precede this discussion. Each table is a modified scattergram, which portrays each child's rating by the use of different colored inks. These rates are expressed in letters from A to E--from best to poorest. The family pattern in each trait will be determined by the crude mode, or rough average. Knowledge of the family background grew out of contact with the students and parents, but no special questionnaires were submitted to them for the purposes of this study. The families are arranged alphabetically and the numbers of the tables showing the scattergrams are from I to XXXI.

Discussion of the Allen Family

Table I, on page 16, portrays the character traits of the Allen siblings, Jackie, Hilda and Jerry. According to the modified scattergram, the modes were found to be ethical sense, cooperation and reliability, all D's; and good nature and independence, C's. There appeared to be as great a resemblance between the children in character traits as the striking physical likeness. They were all chubby in appearance with unusually round, fat faces. This type of child is usually expected to be good-natured and smiling. And this was true of all three Allen children when they started in the first grade. But in the second grade, the trend started downward for Hilda and Jerry. Only one trait has shown any improvement after a decline; Jerry climbed back to a C in independence in the fourth grade to match his first year's level.

The explanation for this downward trend could be the lack of consistency in the mother. There must have been an unstable atmosphere in the home interpreted in terms of the contrast in her disposition when she was in a good humor and when she was not. She had apparently been quite interested in her children's advancement. She often attended the P.T.A. meetings. When the principal or teachers visited her home, she was affable and polite. But when one of her children had to be corrected, she was full of protest. Any trouble usually came from fighting, with tongue as well as fist, on the playground or on the way home. Jerry had started this pattern of conduct when Hilda entered first grade, and he became her protector. Most of the causes of the fights were either imagined wrongs or were carry-overs from the feuding on their street. Untruthfulness, undependability, and lack of cooperation all centered

around the tendency to hostility. It had changed their smiling faces into frowns and had brought impudence in their manner. At the same time this spirit of aggression accounted for poor rating in other traits, it could also account for Jerry's improvement in independence.

TABLE II
 MODIFIED SCATTERGRAM SHOWING FAMILY
 LIKENESSES AND DIFFERENCES

		Grades								
		1	2	3	4	5	6	7		
Ethical Sense	A								Family	
	B								Name	<u>Brown</u>
	C								Children	
	D								1	<u>Bobby</u>
	E								2	<u>Shelby Jean</u>
Good Nature	A								3	<u>Sherman</u>
	B								4	_____
	C								5	_____
	D								Teachers Cooperating	
	E								Grade	
Coopera- tion	A								1	<u>Miss Smith</u>
	B								2	<u>Mrs. Bell</u>
	C								3	<u>Mrs. Sheffield</u>
	D								4	_____
	E								5	_____
Inde- pendence	A								6	_____
	B								7	_____
	C									
	D									
	E									
Relia- bility	A									
	B									
	C									
	D									
	E									

Discussion of the Brown Family

The modes for the Brown family, shown in Table II, page 19, were discovered to be D's on all five character traits. The teachers were well aware of the sullen and defiant attitude characterized by all three children when they rated them low on good nature. These children were not judged by physical appearance alone, although their long, solemn faces gave an index to their disposition. Of the three children, Sherman ranked higher, though he dropped down to a C in independence in the third grade. This drop can be accounted for by his inability to keep up with his school work. Another difference was noted in Sherman's B in good nature on the second-grade level. This rating was given for his second year in that grade. His attitudes and behavior probably reflected the greater ease with which he could handle his repeated studies.

Much of the trouble for the Brown children grew out of their practice of staying out of school and of being tardy. The mother and father worked on the first shift in the mill and there was no one to get them off to school on time. The mother seemed to think it was her special prerogative to keep her children out of school when she pleased. The tone of her notes to the teacher, phone calls to the principal, and messages sent by children of the neighborhood reflected this attitude. When the principal, or visiting teacher, inquired at the home why the children were not in school, she would say, "Because I kept them out." In the end she always claimed that they were sick and blamed neighbors for telling lies on her children if they had been reported playing in the yard. If the children were found playing when the visitor arrived, she would say, "A mother ought to know when her child is sick enough to stay at home."

Consequently, the children learned to give each other an alibi when one was out of school or tardy.

Furthermore, since Mrs. Brown lived across the street from her mother and near a sister, she often quarreled with members of her own family. To illustrate, one day she stayed out of the mill, thus missing her pay, in order to report a dispute between her children and their cousins. Upon investigation, it was found that the school had no jurisdiction over the matter.

Near the end of the school year, the mother and father moved to the country to live, and left the children to finish the term living with their grandmother. Soon the grandmother refused to keep the boys longer because they would not obey her. Shelby Jean stayed with her grandmother, but she continued staying out of school, as each Thursday evening the parents would come for the child and would not bring her back until Monday evening. In spite of messages and notes sent to the mother, the situation was not altered.

TABLE III
 MODIFIED SCATTERGRAM SHOWING FAMILY
 LIKENESSES AND DIFFERENCES

		Grades									
		1	2	3	4	5	6	7			
Ethical Sense	A								Family Name <u>Bryant</u>	Children	
	B										
	C										1 <u>Ronald</u>
	D										2 <u>Gloria</u>
	E										3 <u>Nancy</u>
Good Nature	A								4 <u>Billy</u> /		
	B								5 <u>Philip</u>		
	C								Teachers Cooperating		
	D								Grade		
	E								1 <u>Miss Smith</u>		
Coopera- tion	A								2 <u>Mrs. Bell</u>		
	B								3 <u>Mrs. Sheffield</u>		
	C								4 <u>Mrs. Suttentfield</u>		
	D								5 <u>Mrs. Haizlip</u>		
	E								6 <u>Miss Easley</u>		
Inde- pendence	A								7 _____		
	B										
	C										
	D										
	E										
Relia- bility	A										
	B										
	C										
	D										
	E										

Discussion of the Bryant Family

The scattergram on Table III, page 22, shows that the modes for the Bryant family were computed to be D's in all the traits except good nature, which was found to be between C and D. And it was in this trait the only marked difference occurred; Ronald and Billy each received an A, while Philip made two E's. For example, Ronald had the same bright smile which formerly characterized Billy in the first grade, but in later years, Billy smiled only when he was pleased and frowned most of the time. Likewise, Philip frowned most of the time, while nothing interested him or pleased him. Though he blamed all of his troubles on changing to Lakeside from another school, he had only found another scapegoat and had not changed his behavior.

An explanation for this behavior can be seen in the home influences. Though there were five Bryant children in school, there were older and younger brothers and sisters. Because of the small children, Mrs. Bryant could not work, even though Mr. Bryant's wages were inadequate. Always worry and weariness were reflected in Mrs. Bryant's shadowed eyes and in the sloven appearance of her person and house. In spite of being perfectly willing to cooperate in any situation, the results were never any better after the teachers had appealed to her, for she admitted very freely, in the children's hearing, that she could not do anything with them.

When Billy was involved in petty thefts, his chief concern was not to worry his mother. In one such incident involving money, he was glad to accept a job at school to pay his debt. Since he had not been involved in such an affair within a period of two years, he must have reformed at that time.

Similarly, Philip stayed in the most difficulty because of his inability to take correction. Because he was slow in his school work and needed help, he exhibited impatience at the slightest delay when he demanded attention. During his fifth-grade year, his teacher tried every possible experiment to bring out the good in Philip. Probably the better rating given him by this teacher reflected this spirit more than Philip's reform.

TABLE IV
 MODIFIED SCATTERGRAM SHOWING FAMILY
 LIKENESSES AND DIFFERENCES

		Grades						
		1	2	3	4	5	6	7
Ethical Sense	A							
	B							
	C							
	D							
	E							
Good Nature	A							
	B							
	C							
	D							
	E							
Cooperation	A							
	B							
	C							
	D							
	E							
Independence	A							
	B							
	C							
	D							
	E							
Reliability	A							
	B							
	C							
	D							
	E							

Family Name Burchell

Children

1 Alice Faye |

2 Earl |

3 Ronald |

4 _____

5 _____

Teachers Cooperating

Grade

1 Miss Smith

2 _____

3 Mrs. Sheffield

4 Mrs. Suttentfield

5 _____

6 _____

7 _____

Discussion of the Burchell Family

In Table IV, page 25, the scores were not numerous enough to form much of a pattern since it was the first year the Burchell children had attended Lakeside School. The modes were found to be good nature, C; reliability, D; ethical sense, cooperation and independence, all E's. The better rating on good nature may be accounted for by their smiling faces and the lack of resentment when corrected.

Although the Burchell family had just moved to a new community, the parents did not visit the school, nor did they attend the Parent-Teacher Association. The only contact with them occurred when the principal went to the home to inquire about an absence of one of the children. The mother kept one of them out quite frequently to help with the washing, gardening, or helping the sick. On these occasions, the children who were in school never knew why the absent one was at home that day. Indeed, Ronald, the oldest boy in school, was only promoted because of his over-age, due not only to his slowness in school work, but to many absences. He was also guilty of several petty thefts, once taking a toy plane belonging to another boy. Though he paid for another toy to replace the one he had broken, he did not consider the matter seriously and was afterward involved in other similar incidents. This trait of dishonesty must be a family failing because an older brother was at Jackson Training School, a reform school for boys; and Earl, the brother in the third grade, went out of his way to tell lies when the truth would have been to his advantage. Evidently, the father knew what to expect, because the first time the principal took one of the boys home for a missing article, he immediately asked, "What's he done now?"

TABLE V
 MODIFIED SCATTERGRAM SHOWING FAMILY
 LIKENESSES AND DIFFERENCES

		Grades								
		1	2	3	4	5	6	7		
Ethical Sense	A								Family Name <u>Craddock</u>	
	B									
	C									
	D									
	E									
Good Nature	A								Children 1 <u>Arlene</u> 2 <u>Ralph</u> 3 <u>Charles</u> 4 _____ 5 _____	
	B									
	C									
	D									
	E									
Coopera- tion	A								Teachers Cooperating Grade 1 _____ 2 <u>Mrs. Bell</u> 3 <u>Miss Gilley</u> 4 <u>Mrs. Suttentfield</u> 5 <u>Mrs. Hazelip</u> 6 _____ 7 _____	
	B									
	C									
	D									
	E									
Inde- pendence	A									
	B									
	C									
	D									
	E									
Relia- bility	A									
	B									
	C									
	D									
	E									

Discussion of the Craddock Family

In Table V, on page 27, may be seen the low scores for the Craddock family; these modes proved to be all D's in all traits except independence, which fell between D and E. These low averages would suggest that the whole pattern ran in the lower levels, but on the contrary, Charles scored as low as C only once, while his other scores were A's and B's. Although Charles could be said to have been an exceptionally good student, Ralph had been the exact opposite. As a rule a student's character trait level would deteriorate as he grew older, but Ralph improved in the sixth and seventh grades.

The causes may be found in the family history which had not been smooth. When Arlene was a mere baby, her mother died leaving a family of seven children, the oldest then in the eighth grade in school. Mildred, the oldest girl, attempted to do all the housework, looked after her brothers and sisters, and went to school herself. It was during this period that two of the brothers became delinquents. Though Ralph proved to be a problem, he had not been in trouble with the police as had the two older brothers. By the time the father married a second time, Charles and Arlene were willing to settle down in a better home influence, but Ralph resented his father's marriage and did not improve in behavior. He had always boasted that he would stop school the very day he became sixteen years of age, but he stayed on, greatly to the surprise of the teacher and his father. He was probably more reluctant to give up the pleasure of being an irritating element in the classroom than anxious to please his father by finishing the term. At least he did not change for the better.

Discussion of the Craddock Family

In Table V, on page 27, may be seen the low scores for the Craddock family; these modes proved to be all D's in all traits except independence, which fell between D and E. These low averages would suggest that the whole pattern ran in the lower levels, but on the contrary, Charles scored as low as C only once, while his other scores were A's and B's. Although Charles could be said to have been an exceptionally good student, Ralph had been the exact opposite. As a rule a student's character trait level would deteriorate as he grew older, but Ralph improved in the sixth and seventh grades.

The causes may be found in the family history which had not been smooth. When Arlene was a mere baby, her mother died leaving a family of seven children, the oldest then in the eighth grade in school. Mildred, the oldest girl, attempted to do all the housework, looked after her brothers and sisters, and went to school herself. It was during this period that two of the brothers became delinquents. Though Ralph proved to be a problem, he had not been in trouble with the police as had the two older brothers. By the time the father married a second time, Charles and Arlene were willing to settle down in a better home influence, but Ralph resented his father's marriage and did not improve in behavior. He had always boasted that he would stop school the very day he became sixteen years of age, but he stayed on, greatly to the surprise of the teacher and his father. He was probably more reluctant to give up the pleasure of being an irritating element in the classroom than anxious to please his father by finishing the term. At least he did not change for the better.

Discussion of the Edwards Family

As shown in the Table VI, page 29, the modes for the Edwards family were pointed out to be independence, D; and all other traits, C's. No doubt the lower rating on independence was tied up with a lack of ability to do the school work satisfactorily. Arthur's rating for the two grades included on the scattergram, showed he remained the same, except on cooperation, where he gained two points. But Betty Jean had a downward trend in all traits, including a plunge of two degrees in ethical sense and good nature. Jack's record was the most fluctuating, being up and down through the earlier grades until he developed a steady average in cooperation and reliability toward the last.

If there had been a record for Arthur's first and second grade years, it would probably have shown the same fluctuation as the other two children. Their home life had been rather uncertain and unstable due to the illness of the father and the mother. The father was paralyzed and had been practically an invalid for years. Through worry and hard work, the mother had also been ill and was unable to work part of the time. The atmosphere of the home was conditioned by this economic insecurity. To help relieve the situation, the children were given free lunches at school, while Jack helped in the cafeteria where he was considered very dependable.

TABLE VII
 MODIFIED SCATTERGRAM SHOWING FAMILY
 LIKENESSES AND DIFFERENCES

		Grades								
		1	2	3	4	5	6	7		
Ethical Sense	A								Family	
	B								Name	<u>Evans</u>
	C								Children	
	D								1	<u>Ellen</u>
	E								2	<u>Mack</u>
Good Nature	A								3	<u>Barbara</u>
	B								4	_____
	C								5	_____
	D								Teachers Cooperating	
	E								Grade	
Coopera- tion	A								1	_____
	B								2	<u>Mrs. Bell</u>
	C								3	<u>Mrs. Sheffield</u>
	D								4	<u>Mrs. Suttentfield</u>
	E								5	<u>Mrs. Bell</u>
Inde- pendence	A								6	<u>Mrs. Haizlip</u>
	B								7	<u>Miss Easley</u>
	C									
	D									
	E									
Relia- bility	A									
	B									
	C									
	D									
	E									

Discussion of the Evans Family

The modes for the Evans family, as seen in Table VII, page 31, were proved to be ethical sense and good nature, between D and E; cooperation and reliability, E; and independence, D. The scattergram definitely showed the family listed in the lower rating brackets, but surprisingly there were four tallies as high as average or above,--three for Mack and one for Ellen. If their good nature had held up in times of stress, the record might have been far different. When not in trouble, Mack had the most contagious grin, and though Ellen could smile very impishly, she was not often in the mood. Barbara's smiles and laughs were all for the wrong things and her giggling was an annoying element in the classroom. Barbara had been a problem all through her school career in spite of the effort that had been expended to reach a solution to her many troubles. She was even transferred to another room in the middle of the year to avoid a personality conflict. When she wished to do so, she stayed out of school; if she was not in the mood, she did not choose to do any school work, which was consequently always lacking; when she disturbed the teacher and other students too much, she had to sit in the principal's office; if she was corrected, she resented it strenuously, regardless of the cause or the mildness of a rebuke; and if she was a problem at school, she was a problem at home as well.

From the accounts given very freely by Mack and Ellen and flatly contradicted by Barbara, the whole Evans family indulged in tongue and fist fights centered around the conflict between Barbara and her mother. Mr. Evans tried to cooperate with the school all he could, but he was away from home at the hours when these fights occurred. When Mr. Evans

changed jobs and was out of town part of the time, Barbara started to skip school more often and also stayed away from home all night. Each time the principal, or visiting teacher, called at the home to investigate an absence, the father would tell them to send Barbara to the reform school because he couldn't do anything with her. If the mother came to the door, she would just point to the room where Barbara happened to be and say, "Go get her yourself, if you can." The mother was very insulting to every visitor and walked off either saying that she had no time to talk, or that Barbara would be better off at home helping with her baby sister. The relations between husband and wife were evidently strained. They had been known to be in court because of a family disturbance.

Compared to Barbara, Mack and Ellen were much better, but they were far from being good students. Ellen was unusually boisterous for a girl, and she was always in trouble with other students in the classroom or on the playground. She shared with Mack and Barbara the habit of being tardy. The Evans family came to school at half hour periods, beginning with Mack who came without eating, but already late; Ellen trailed in later after she had had breakfast, which she cooked herself; but Barbara waited for her sister-in-law or mother to cook for her; hence, if she came at all, it was an hour late.

Discussion of the Frith Family

Table VIII, on page 34, reveals the modes for the Frith family were found to be ethical sense, good nature, cooperation, and reliability, all C's, and independence, D. This might be interpreted to mean that the family were average in character traits except for the D in independence, and that low mark might mean inability to do school work. But the scattergram showed a generous number of tallies in both the upper and lower rating columns. Clearly it was not a difference between boys and girls because both had high and low ratings. Again the scattergram made noticeable individual differences; Jimmy jumped from a D in the first grade to a B in the second grade on the first three traits, and though Dovie Mae went up one degree on good nature, she came down one degree on cooperation. Also Mary Lee had a definite downward trend from third through fifth grades, but jumped four degrees in ethical sense and independence in the sixth grade, and was up one or two degrees in two other traits.

However, it was surprising that the Frith family rated as high as they did with a home environment characterized by extreme poverty and equal uncleanliness. One cause for this condition was that the husband was much older than his wife and could barely support himself by hiring out as a farm hand. Though he lived at a filling station in the country, he came home now and then. Besides being poverty stricken, the family had every appearance of laziness. In fact, a visitor always found Mrs. Frith with a baby in her arms, one or two small children clinging to her skirts, and several others crawling on the floor. Part of this brood were her own children and part were her grandchildren, who were in her care while her older daughters worked, as they were the only breadwinners for the household. Through the efforts of the school, baskets

of food and bundles of clothing were contributed to them by various organizations.

To illustrate the type of behavior growing out of this influence, one has only to examine the conduct of Edward, who worried his mother a great deal by going to the country by day and hanging around the filling station with his father at night. Moreover, neighbors suspected bootlegging activities there, and even the police once questioned Edward, coming to the school to find him. Besides this, Edward had resigned his job in the cafeteria to walk home for lunch because his mother allowed him to smoke while there. But the other Frith children had free lunch at school, while Mary Lee helped in the cafeteria where she was considered very dependable. This job may have helped toward the great improvement she made in the sixth grade on character trait ratings. Unfortunately Dovie Mae had been sick during her first year in the third grade and had had to drop out of school that year for a time, as she was in a cast with a serious back injury. In spite of her crippled condition, she wanted books to read. Why she did not die from the ordeal of her cramped position in a crib too small for her or from the filth of the bed linen, will always remain a mystery. Though the mother moaned about her daughter's condition, she did not try to help by cleaning or washing. To add to the family's bad report, Jimmy had a habit of skipping school and would hide in the woods when anyone from the school went to find him, but his mother thought it was "cute." Several years ago, an older half-brother had been guilty of the same habit; this conduct continued until he reached sixteen and could stop school. No doubt, his mother had also laughed at his conduct with the same toothless grin as she did at Jimmy's misbehavior.

TABLE IX
 MODIFIED SCATTERGRAM SHOWING FAMILY
 LIKENESSES AND DIFFERENCES

		Grades								
		1	2	3	4	5	6	7		
Ethical Sense	A								Family	
	B								Name	<u>Gauldin</u>
	C								Children	
	D								1	<u>Walter /</u>
	E								2	<u>Shelby /</u>
Good Nature	A								3	<u>Everette /</u>
	B								4	<u> /</u>
	C								5	<u> /</u>
	D								Teachers Cooperating	
	E								Grade	
Coopera- tion	A								1	<u>Miss Smith</u>
	B									<u>Mrs. Bell</u>
	C								2	<u>Miss Gilley</u>
	D									<u>Mrs. Sheffield</u>
	E								3	<u>Mrs. Suttentfield</u>
Inde- pendence	A								4	<u>Mrs. Suttentfield</u>
	B									<u>Mrs. Bell</u>
	C								5	<u>Mrs. Haizlip</u>
	D								6	<u>Miss Ziglar</u>
	E								7	<u>Mrs. Wilson</u>
Relia- bility	A									
	B									
	C									
	D									
	E									

Discussion of the Gauldin Family

In the scattergram on page 37, Table IX, the modes for the Gauldin family were shown to be ethical sense, cooperation and reliability, all D's; good nature, E; and independence, between C and D. While Walter had a very definite personal pattern with a downward trend, Shelby went down and then back up again. Also fluctuating, Everette's pattern made a double curve--first down, then up, and then down again.

To strangers, the Gauldin family would give an impression of extreme poverty. But this would be a false idea caused by the unkempt appearance of the house and yard and especially by the slovenly appearance of Mrs. Gauldin. She must have forgotten how to work during the six months she had to lie flat on her back in bed during the period prior to the birth of her last baby. Then, as later, every inanimate object or human being in the place needed a scrubbing. Mrs. Gauldin was extremely nervous, talking in a high key and repeating the same words several times. If the children were one minute later coming home than she had expected, she would go out to a telephone in the neighborhood, even in the pouring rain, to ask the principal why they had not come home. When she wanted to talk about a problem, she did not hesitate to ask the principal to come to her home for the conference. Though she claimed that she was not able to walk as far as the school, she was known to walk further to shop or visit. Her requests ranged from finding clothes and shoes for the children to bringing medical supplies to dress a sore foot for a child.

An instance of the exasperating episodes with the family occurred when Shelby was in the third grade. After an unusually long absence from school without an excuse, though notes had been sent to the mother to ask

the reason, the principal had to go to investigate. For days there had been conflicting reports--first that Shelby was sick, then that she was playing in the yard, and finally that Shelby had said she had quit school. At first, the principal took the mother's word that the child was sick. On the second visit, the mother promised to send Shelby as soon as she had time to dress her clean enough to go to school. On the third visit, the principal decided to wait and take the child back in the car. It was only then that the mother confessed that Shelby was playing hockey all this time and was not even at home. True to her belated promise, the mother brought her to school that day with the help of a neighbor in his car. Immediately there was wild screaming and sounds of kicking echoing in the school halls. Since the mother claimed Shelby was sick, she was allowed to take her to the doctor. It finally took three weeks to get Shelby back in school. After consulting with the doctor and the community nurse, the principal reasoned with the child after asking the mother to leave the room. This was necessary because Mrs. Gauldin kept saying, "Oh, don't make her go; it will just kill her." However, the doctor and nurse both agreed that the mother's attitude had caused the trouble. Since then, Shelby had had no further spells, but she needed to realize that she had to come to school.

Walter, too, had exhibited this same streak of stubbornness. Often his mother called the principal to her home to explain that Walter did not want to go to school any more because his lessons were too hard. His brother and sister admitted that Walter was just angry because they wouldn't do his work for him, although Walter was perfectly capable of working alone. When that method failed, he developed another way of

proving his dislike for school. He suddenly began to substitute question marks for periods and vice versa, even though he had previously known them correctly.

Everette, too, had had his troubles, getting into as many fights to and from school as any of the children from Spring Street, which was notorious for its feuds. Though Everette was not especially the fighting type, he had to prove his valor in battle to be admired in the pugnacious circles in which he moved.

Discussion of the Gray Family

Notice on Table X , page 41, the scores were very scanty since this was the first year the Gray children had attended Lakeside school for a period long enough to be graded. The modes were ascertained to be reliability, B; and the other four traits, all A's. Such a fine record would indicate an unusual family group. Jean was the only one of the three children to have as low a rating as C on reliability and D on ethical sense. Jean was a very attractive girl and was well liked by the other students in whose admiration she seemed to bask. But her enthusiasm to be in the lime-light led her into trouble because she entered a dress in the 4-H Club Dress Revue, which was unmistakably a ready-made dress, but she would never admit that it was not her own sewing.

Considering their former home background, the children had to struggle against a tremendous handicap. The family was constantly moving from house to house and town to town. They had lived in Lakeside school area once before, very briefly; but they were remembered chiefly for the trouble they gave in keeping the children out of school. Lately the children had lived with their maternal grandmother and she was doing a better job with them than with her own daughter. In fact, Mrs. Gray had deserted her family for another man. Even the father had failed, because the grandmother had had to ask the help of the courts to get Mr. Gray to help with the financial support of the children. Besides these three children, there were two others who were taken into the home of an aunt. With such good character ratings as they had, the two younger children had decidedly responded to the better home influences at their

grandmother's, but Jean may have reverted to old influences in the instances when she failed to reach a high standard of behavior.

TABLE XI
 MODIFIED SCATTERGRAM SHOWING FAMILY
 LIKENESSES AND DIFFERENCES

		Grades								
		1	2	3	4	5	6	7		
Ethical Sense	A								Family Name <u>Grogan</u>	Children
	B									
	C									
	D									
	E									
Good Nature	A								1 <u>Bobby</u>	
	B									2 <u>Fred</u>
	C									
	D									
	E									
Coopera- tion	A								3 <u>Billy</u>	
	B									
	C									
	D									
	E									
Inde- pendence	A								4 _____	
	B									5 _____
	C									
	D									
	E									
Relia- bility	A								Teachers Cooperating	
	B									Grade
	C									
	D									
	E									
	A								1 <u>Miss Smith</u>	
	B								2 <u>Mrs. Bell</u>	
	C								3 <u>Mrs. Sheffield</u>	
	D								4 <u>Mrs. Suttentfield</u>	
	E								5 <u>Mrs. Haizlip</u>	
	A								6 <u>Miss Easley</u>	
	B								7 _____	
	C									
	D									
	E									

Discussion of the Grogan Family

On the scattergram, shown in Table XI, page 44, the modes for the Grogan family were computed to be ethical sense and good nature, D; cooperation, between D and E; independence, D; and reliability, E. There was a slight downward trend in the first three grades for all three brothers. Billy's rating went up in the sixth grade, except for reliability, which was still on the bottom rating. While Bobby and Fred were problem children due to their lack of ability to do their school work, Billy could have been a good student if he had chosen to try. However, Billy was the worst problem in the school due to his absences, for he would simply disappear from home and from school. While his mother and father did not know where Billy was, they did not worry over it, because they expected him to come home when he was ready to come. Since Billy was an obedient boy at school, kept up his school work when he was present, and did not seem to have any grudge against the school or teachers, everyone thought that the trouble must be at home.

And the Grogan home conditions were not pleasant. Mr. Grogan often became very violent when drinking and finally had to serve a sentence on the county road for beating his wife. Since she was such a meek woman and showed so much fear of her husband, it was surprising that she would get out a warrant for his arrest. Sometimes, Billy told of the tongue lashings and actual beatings that his father gave him when he was drunk, so, of course, the teachers thought that Billy left home because of his father's cruelty, but they found that Billy still left home and skipped school when his father was away in prison. At last, the judge put Billy on probation under the court supervision in order to make him attend

school, because the judge, as well as the teachers, were anxious to save the boy from the fate of being sent to a reform school. Billy was not a bad boy, for he was quiet in the classroom and on the playground.

But Bobby and Fred were the fighting type. Once when they were involved in a rock-throwing episode with some Negro boys on their respective ways homeward, Mr. Grogan came to school just bristling with threats to arouse his friends to shoot up the whole Negro settlement unless the school could protect his children. Upon investigation, it was found that the Grogan boys had started the fight and had finished it, too. Also they were once guilty of taking the clothing of a little first-grader and throwing it up in a tree. Since it was in the wintertime, the mother of the mistreated child was the one to rage then. Another fault was that they never told the truth about Billy's absences nor brought a note from home to explain that he had disappeared.

The source of the trouble could have been in the attitude of the father, who had always been unfriendly to the school, for he did not choose to cooperate even if he could have done it easily. Upon one occasion, he asked, "When does a father get any work out of a kid when the school keeps him until he is sixteen, and then he is old enough to leave home to work for himself?" When the principal and the county attendance officer, also a woman, went to inquire about Billy's absence, he cursed and insulted them dreadfully. As they left the yard, the last words they could hear, were, "No bunch of - - - women can come around here and tell me how to run my business!"

TABLE XII

MODIFIED SCATTERGRAM SHOWING FAMILY
 LIKENESSES AND DIFFERENCES

		Grades								
		1	2	3	4	5	6	7		
Ethical Sense	A								Family Name <u>Gusler</u>	
	B									
	C									Children
	D									
	E									
Good Nature	A								1 <u>Ramona</u>	
	B								2 <u>Arlean</u> /	
	C								3 <u>Alfred</u>	
	D								4 <u>Samuel</u>	
	E								5 <u>J. S.</u>	
Coopera- tion	A								Teachers Cooperating	
	B									
	C									Grade
	D									
	E									
Inde- pendence	A								1 <u>Miss Gilley</u>	
	B								1 <u>Miss Smith</u>	
	C								2 <u>Mrs. Bell</u>	
	D								3 <u>Mrs. Sheffield</u>	
	E								4 <u>Mrs. Sutenfield</u>	
Relia- bility	A								5 <u>Mrs. Haizlip</u>	
	B								6 <u>Miss Ziglar</u>	
	C								7 <u>Miss Ziglar</u>	
	D									
	E									

Discussion of the Gusler Family

The modes for the Gusler family pointed to D's in all five character traits, as shown in Table XII, page 47. Even though the definite pattern for the family was across the lower ratings, there were several C's for all of the children except Alfred; J. D. had an A on ethical sense in the second grade, and Arlean, a B in the fourth grade. However, Alfred seemed to be the least dependable one in the family, having acquired a reputation for telling untruths, borrowing property without returning it, never being on time with his school work, and often being tardy coming to school. While Samuel had gone down one or two degrees from the third grade level to the fourth grade, in the sixth grade, he made a slight improvement in cooperation and independence. However, the lack of these two traits may have contributed to his inability to pass the year's work.

Considering the fact that the Gusler family was one of the largest of the indigent families in the school community and considering their home background, it was a wonder that they did as well as they did. One reason for their economic plight was the innumerable children to be fed and clothed. Another reason for their poverty was that the father had been retired from the mill, and the very small pension he received offered little support for the family. For a while, this second wife, being younger than her husband, had worked in the mill, but she could not find other employment when that mill closed. She was also in ill health. Fortunately there was another source of income--an allotment secured from the government through an older son in the navy. In spite of poverty, the father drank and kept the whole family in terror most of the time.

Although the children's meek conduct reflected this atmosphere, it also copied the cowered attitude of the mother who had suffered most from her husband's drunken cruelty.

Discussion of the Hawkins Family

On page 50, Table XIII, the modes for the Hawkins family were discovered to be C's for all traits except cooperation, which fell between C and D. While Doris made the highest ratings with four A's, Ronald had one A to his credit. Judith and Hilda both showed a pattern of decline, but Doris climbed upward her fifth grade year and fell back again the next grade. In this family, there were no E ratings for any of the four children at any grade level. Moreover, all the children attended school regularly, and when one was sick, a note or a message was sent by the parents explaining the absence that same day. The children had not, however, escaped the feuds on their street. For instance, they talked about other children and engaged in word battles instead of actual fighting. No doubt, this attitude could account for the low rating on cooperation.

Since better cooperation than usual existed between the school and the parents, the principal had not found it necessary to visit in the Hawkins home with any degree of frequency. Though neither parent came to the Parent-Teacher Association, the mother visited the school during Open House. When the principal called at their home, both parents were very friendly and expressed appreciation for what the school was doing for their children.

TABLE XIV
 MODIFIED SCATTERGRAM SHOWING FAMILY
 LIKENESSES AND DIFFERENCES

		Grades								
		1	2	3	4	5	6	7		
Ethical Sense	A								Family	
	B								Name	<u>Hopkins</u>
	C								Children	
	D								1	<u>Willie</u>
	E								2	<u>Leroy</u>
Good Nature	A								3	<u>Elroy</u>
	B								4	_____
	C								5	_____
	D								Teachers Cooperating	
	E								Grade	
Coopera- tion	A								1	<u>Miss Smith</u>
	B								2	<u>Mrs. Bell</u>
	C								3	<u>Mrs. Sheffield</u>
	D								4	<u>Mrs. Sutzenfield</u>
	E								5	<u>Mrs. Bell</u>
Inde- pendence	A								6	<u>Mrs. Haizlip</u>
	B								7	<u>Mrs. Wilson</u>
	C									
	D									
	E									
Relia- bility	A									
	B									
	C									
	D									
	E									

Discussion of the Hopkins Family

Table XIV, page 52, illustrates the character traits of the Hopkins family. The modes were proved to be E's on all traits, except good nature, which fell between D and E. The ability to smile seemed to have been left out of Leroy's make-up because his mood was always gloomy. This unhappy disposition might have been due to illness since he claimed his stomach ached all the time. Also, Elroy, the oldest boy, could forget to smile when things did not go his way, but he improved in good nature in the upper grades. However, Willie always smiled in spite of his crippled condition, and though he had never learned to read or write, his cheerful disposition won one's heart. The scattergram again shows that the only ratings above the modes were made by Elroy from the fifth grade up through the seventh. When Elroy was in the sixth grade, he became sixteen years of age and decided to quit school. Though it was only a short time until the end of the term, no persuasion could change his mind because he wanted to get a job to help his mother. But the next fall, he was back in school and continued his studies until he had finished the seventh grade, thus proving that he could make something of himself if he would only try.

As a result of home influences, the behavior of the Hopkins siblings was far from ideal. For years there was constant bickering between parents, often breaking into violence on occasions when the father was drunk. As proof of the influence on the children, Elroy spoke with pride of a tale he had concocted to tell in court in order to get his father out of trouble with the "law." His mother had had the father arrested for beating her, but after a reconciliation, she did not wish to testify

against him, so Elroy was instructed to distort the facts. Finally the parents separated and started divorce proceedings. Since then, the father had lived in a workshop in their back yard and the mother lived in the house with the children. When he felt generous, the father gave the children a little spending money now and then, but the mother worked in the mill to support the children. These experiences had embittered Mrs. Hopkins; consequently her temper was none too certain. No doubt an emotional disturbance, caused by such an environment, was responsible for Leroy's nausea.

Discussion of the Hundley Family

Table XV, on page 55, shows that there were not enough scores to determine the modes, since the Hundley children entered Lakeside School only this year, but the rough average placed them about C in all character traits. This was the only family which had shown the same pattern in each trait. Thus each child in the family rated in all traits the same score--Linda all A's, Karen all D's, and Keith all B's. For instance, Linda and Keith were bright and enthusiastic, while Karen seemed to be very quiet and sad and her school work did not measure up satisfactorily. Since they were new students this year, it could be that Karen could not make the necessary adjustment, while the other two could do so.

The explanation for this good record can be seen in the example of the mother. Mrs. Hundley came over with her children the first day of school to meet the principal and her children's teachers, and she came back many times to Parent-Teacher Association, or on special errands in her duties as a grade mother. She also played several piano selections on an amateur program given to raise funds for the school.

Discussion of the Janney Family

On Table XVI, page 57, the modes for the Janney family were figured to be ethical sense and independence, D; good nature, between B and C; cooperation, C; and reliability, between C and D. The whole family pattern looked very much the same in each trait because each child's pattern was almost the same, except that Ronald came down two degrees in ethical sense in the seventh grade. This downward trend was due to trouble over going to the neighborhood stores during lunch period. The best one in the family was Wayne Morris, who rated A's in both the first and second grades on all traits. The poorest one in the family was Gary, who did not make anything better than D and made three E's in the fourth grade. Except for the one decline mentioned above, Ronald tended to improve in the last three grades.

Because Mrs. Janney and her husband both worked, it was difficult to find her at home to visit in the afternoons. Also she didn't attend Parent-Teacher Association meetings. Fortunately, there had not been any trouble with any of the boys which necessitated special visits, but the principal had talked with her several times when Wayne Morris or Gary had had to be taken home because of sickness, for they both suffered from nausea. For example, Gary was so small and thin for his age that his low ratings on traits could be a reflection of his health. Also, Gary showed a tendency to practice masturbation, of which he seemed wholly unconscious. After a consultation with the school nurse and the mother, it was agreed to try to keep him busy with his hands and to avoid letting him become conscious of his fault.

Discussion of the Kasten Family

The scattergram on Table XVII, page 59, shows that the modes for the Kasten family were found to be C's in all the traits except a D in reliability. All three children shared in bringing down this average due to their lack of punctuality and promptness, and they were also all guilty of staying out of school. Often suspicious circumstances pointed to the fact that the children might not have been sick in spite of their mother's alibi to that effect. Moreover, Dorothy was strongly suspected of dishonesty when her turn came to operate the store selling ice cream and supplies. Rather than prove her guilty, a very special inventory was taken in her presence on the days when she was to work in the store. However, Edward was the only one of the three to drop down to any B's, scoring three in good nature and one in independence. Also he was sullen and defiant when corrected, and often his temper flared in protest against the teacher. Yet his record took an upward trend from the fifth grade, though he dropped back in the seventh, except in cooperation which improved one more notch.

Unstable home conditions might be blamed for these poor scores, as the father had been forced to change jobs through the closing of the mill where he had worked; consequently, the family's economic standing had decreased just when the girls were old enough to want more clothes. Furthermore, Dorothy aspired to be something of a belle. Thus, she was probably tempted to withhold small sums for her own use in enhancing her beauty, as mentioned above. Then, too, the family lived next door to the mother's people, who were noted for their violent temper; accordingly Edward's disposition may have been a result of this influence in his

environment. Likewise, Jerry and Edward had both been in fights on the way to and from school, and Dorothy had been know to dispute heatedly at times.

TABLE XVIII
 MODIFIED SCATTERGRAM SHOWING FAMILY
 LIKENESSES AND DIFFERENCES

		Grades								
		1	2	3	4	5	6	7		
Ethical Sense	A								Family	
	B								Name	Land _____
	C								Children	
	D								1	<u>Patsy Ann</u> /
	E								2	<u>Dorothy</u>
Good Nature	A								3	<u>Audrey</u>
	B								4	_____
	C								5	_____
	D								Teachers Cooperating	
	E								Grade	
Coopera- tion	A								1	<u>Miss Gilley</u>
	B								2	<u>Mrs. Bell</u>
	C								3	<u>Mrs. Sheffield</u>
	D								4	<u>Mrs. Sutzenfield</u>
	E								5	<u>Mrs. Haizlip</u>
Inde- pendence	A								6	<u>Mrs. Bell</u>
	B								7	<u>Miss Ziglar</u>
	C								Teachers Cooperating	
	D								Grade	
	E								1	<u>Mrs. Wilson</u>
Relia- bility	A								2	<u>Mrs. Sutzenfield</u>
	B								3	<u>Mrs. Haizlip</u>
	C								4	<u>Mrs. Bell</u>
	D								5	<u>Miss Ziglar</u>
	E								6	<u>Mrs. Wilson</u>

Discussion of the Land Family

Table XVIII, page 62, illustrates the modes for the Land family, which were demonstrated to be ethical sense and reliability, C's; good nature and cooperation, between C and D; and independence D. The only variant from C or D in any trait was made by Dorothy, who made E's on independence and reliability in the third grade. Beginning that year, Dorothy had suffered from chronic appendicitis, and, since her operation last summer, had suffered from adhesions. There was doubt, since the doctor could not find cause to operate at first whether Dorothy had really been sick or was using sickness as an emotional outlet, since the attacks usually followed some particularly poor piece of school work. Thus she had had to be taken home from school because of illness more than any other child in school. Audrey's chief trouble was a tendency toward aggressiveness, especially in off-the-campus fights. This trait might be accounted for by his desire to make up for what he lacked in size and strength by a pugnacious spirit. Though he was constantly being injured, it did not prevent him from fighting.

After the closing of the mill in which they worked, the parents moved from place to place and had not been able to find steady jobs since that time. Due to this economic status, Mrs. Land admitted that Dorothy's sickness was quite a financial drawback. The mother was not firm with her children. For instance, Patsy Ann was absent from school too much because her mother did not make her go unless the child wanted to go. Patsy Ann would not go with her brother or sister, but went with some children in the neighborhood who also had the habit of staying out too much. If they were to be absent that day, Patsy Ann returned to her home and was absent, too.

Discussion of the Martin Family

Table XIX, page 64, pictures the character traits of the Martin family. The modes were pointed out to be ethical sense, B; cooperation, between B and C; and good nature, independence and reliability, all C's. There were only four scores listed below C for the group. Most interestingly all three children had captivating personalities, although they did not have physical good looks. Another interesting fact is that Dolores and Leon were twins of such a miniature size that they stood out noticeably in their age group.

From the Martin record on all the character traits, one would expect that the children came from a better than average home environment. Both the father and mother had taken an active interest in the Parent-Teacher Association and had both rendered small services for the school when called upon to do so. This year, the twins drooped down in their rating in ethical sense, and Dolores, in reliability. This fact could have been due to the influence of their mother's illness. Then, too, Dolores needed glasses and it took her some time to adjust herself to the change.

TABLE XX

MODIFIED SCATTERGRAM SHOWING FAMILY
 LIKENESSES AND DIFFERENCES

		Grades						
		1	2	3	4	5	6	7
Ethical Sense	A							
	B							
	C							
	D							
	E							
Good Nature	A							
	B							
	C							
	D							
	E							
Coopera- tion	A							
	B							
	C							
	D							
	E							
Inde- pendence	A							
	B							
	C							
	D							
	E							
Relia- bility	A							
	B							
	C							
	D							
	E							

Family
Name Meeks

Children

1 Arnold |

2 Wilma |

3 Nathan |

4 _____

5 _____

Teachers Cooperating

Grade

1 _____

2 Mrs. Bell

3 _____

4 Mrs. Suttentfield

5 _____

6 _____

7 _____

Discussion of the Meeks Family

On Table XX, page 66, is shown the character ratings of the Meeks family. Since this was the first year that the Meeks children had been at Lakeside School, there were not enough scores to make modes, but the rough averages fell about the C level in all five traits. A contrast between the two boys showed them as many as four steps apart in three traits and three steps apart in two of the traits. Nathan, who made these lower scores, had been previously retarded so that his younger sister was in the same grade with him. This sister, Wilma, was very quiet, with a dignity unusual in one so young.

Probably living in the country had had a wholesome effect, for the family moved from a farming community to the outskirts of the school area where they could still farm on a small scale, and at the same time, work in the mill. From the first, both parents seemed very friendly and willing to cooperate in any way with the school and they had expressed a desire that the children would do well in their new school. Another favorable sign was that all three children were accepted by Lakeside students in a friendly way, and they adapted themselves to the school with its rules and regulations without a question.

TABLE XXI
 MODIFIED SCATTERGRAM SHOWING FAMILY
 LIKENESSES AND DIFFERENCES

		Grades						
		1	2	3	4	5	6	7
Ethical Sense	A							
	B							
	C							
	D							
	E							
Good Nature	A							
	B							
	C							
	D							
	E							
Coopera- tion	A							
	B							
	C							
	D							
	E							
Inde- pendence	A							
	B							
	C							
	D							
	E							
Relia- bility	A							
	B							
	C							
	D							
	E							

Family Name Meeks

Children

1 Mary |

2 Ernest |

3 Norman |

4 _____

5 _____

Teachers Cooperating

Grade

Miss Gilley

1 Miss Smith

2 Mrs. Bell

3 _____

4 _____

5 _____

6 _____

7 _____

Discussion of the Meeks Family

This Meeks family also came to Lakeside School for the first time this year, moving to the area from Virginia. Since there were not enough scores for modes, as shown on Table XXI, page 68, the rough averages were used, which were computed to be ethical sense, between C and D; good nature, cooperation and independence, all D's; and reliability, between D and E. Had the mode method applied in this case, good nature, independence and reliability would have been proved to be all E's. Mary, the youngest in the family, is a quiet type, speaking only when spoken to and apparently very much under the authority of her brothers. But Ernest and Norman began to distinguish themselves very early by their pugnacious conduct, both on the playground and on the way to and from school. Moreover, they found many opponents on Spring Street, notorious for its feuds. Since they were so able to take care of themselves in a fight, it would be expected that they would have shown some independence in other respects, but both were marked E on that score. Also on the good nature trait, they were marked low, for they not only did not smile, but seemed to be grouchy at all times. Consequently, the children were not very popular with other students.

Surprisingly the pugnacity of the boys did not come from their red-headed mother. In all contacts with her, she seemed to be both reasonable and willing to cooperate. But it was Mr. Meeks who evidently had influenced the fighting spirit because his notes, phone calls, and visits were all bristling with defiance and opposition. For instance, it took many encounters to put across the idea that the matter of free lunches would have to be settled by the Welfare Department instead of the school.

Discussion of the Meeks Family

As shown on Table XXII, page 70, the modes for the Meeks family were discovered to be on ethical sense, cooperation, and independence, all A's; and good nature and reliability, B's. Such scores definitely indicated a superior family group. Yet in looking on the scattergram, it could be seen that there was a definite decline in the two older girls' records in the upper grades. Unfortunately, there were gaps in Norma's record due to the fact that the teacher who had taught her during that period was not available to give her a rating, but from the writer's knowledge of her behavior, during those years, the scores would have even been lower than her sister's record. Fortunately Norma's seventh-grade teacher made a wonderful adjustment for her by giving her all the responsibility possible. Also her success on the basketball team helped to change her attitude. The chief trouble seemed to be a violent temper, which was apt to flash out unexpectedly when she did not have her way. Lera, also, was addicted to similar behavior in a milder form.

This attitude in the girls must have been engendered by the example set by the mother. For instance, notes of protest came from her each time the school adopted a new policy, whether it especially affected her children or not. In one incident, when her children became involved in a brawl on the way home from school, Mrs. Meeks had the case taken straight to court without asking the school to help investigate it. Yet at Parent-Teacher Association meetings or when the teacher or principal visited her home, she was very pleasant and agreeable. Similarly she gave excellent cooperation to the school during the basketball season when both of her daughters were on the squad, for she came by the school to consult about the cloth and pattern for their suits, and she even came to a game one afternoon.

TABLE XXIII
 MODIFIED SCATTERGRAM SHOWING FAMILY
 LIKENESSES AND DIFFERENCES

		Grades									
		1	2	3	4	5	6	7			
Ethical Sense	A								Family Name <u>Owens</u>	Children	
	B										
	C										1 <u>Donald</u>
	D										2 <u>Marie</u>
	E										3 <u>Jean</u>
Good Nature	A								4 _____		
	B								5 _____		
	C								Teachers Cooperating		
	D								Grade		
	E								1 <u>Miss Smith</u>		
Cooperation	A								2 <u>Mrs. Bell</u>		
	B								3 <u>Mrs. Sheffield</u>		
	C								4 <u>Mrs. Suttentfield</u>		
	D								5 <u>Mrs. Bell</u>		
	E								6 <u>Miss Ziglar</u>		
Independence	A								7 <u>Mrs. Wilson</u>		
	B										
	C										
	D										
	E										
Reliability	A										
	B										
	C										
	D										
	E										

Discussion of the Owens Family

Table XXIII, page 72, shows that the modes for the Owens family were found to be D's on all five character traits. No score was higher than C and there were seven scores of E, which were made by all three children. Donald's first year started off with low scores. Then Marie showed a decline from first grade to third grade; her second grade record was missing since the teacher was not available to rate her. And Jean's straight record of D's on independence reflected her poor scholastic ability. On the other character traits, Jean's pattern showed the same rhythm in the other four traits, making two curves down, up, and down again. The chief trouble with Marie and Jean was gossiping about other children. When any unpleasant rift occurred between girls, too often the trouble was traced back to tales told by Marie or Jean which were calculated to turn good friends into enemies. They had even been known to try the hazardous trick of counter-spy, and had the divided groups using them as the go-between to send messages.

An example of how the mother could have set the pattern for the conduct of her children may be seen in one case. All during the year, the teacher had continued to try to collect the book fee from Marie which was payable at the first of the term. Though the teacher wrote notes to the mother about it, Marie continued to offer excuses for the delay in payment. Near the close of school, the mother came over and accused the teacher of collecting the fee from Marie and not giving her credit. Then Marie and Jean started a regular campaign of whispering that the teacher was dishonest. When this matter came to light, Marie finally admitted that she had not brought the money and neither had her mother sent it.

Though the girls had not actually been caught in stealing, circumstances often looked suspiciously like it.

TABLE XXIV

MODIFIED SCATTERGRAM SHOWING FAMILY
 LIKENESSES AND DIFFERENCES

		Grades								
		1	2	3	4	5	6	7		
Ethical Sense	A								Family	
	B								Name	<u>Pulliam</u>
	C								Children	
	D								1	<u>Larry</u>
	E								2	<u>Ruth Ann</u>
Good Nature	A								3	<u>Ralph</u>
	B								4	_____
	C								5	_____
	D								Teachers Cooperating	
	E								Grade	
Coopera- tion	A								1	<u>Miss Smith</u>
	B								2	_____
	C								3	<u>Mrs. Sheffield</u>
	D								4	<u>Mrs. Suttentfield</u>
	E								5	<u>Mrs. Haizlip</u>
Inde- pendence	A								6	_____
	B								7	_____
	C									
	D									
	E									
Relia- bility	A									
	B									
	C									
	D									
	E									

Discussion of the Pulliam Family

The modes for the Pulliam family, as shown in Table XXIV, page 75, were calculated to be good nature, cooperation and reliability, all D's; and ethical sense and independence, between C and D. Since this was Larry's first year, there was only the one score in each bracket for him. Ruth Ann also had but the one score in each bracket since her record for the first and second grades was not available. As shown, she rated one to two points above Larry on each trait. But Ralph rated one point below his sister on the third grade level in four traits, had shown a decline in the fourth grade, and had only made some improvement in independence and reliability in the fifth grade.

As suspected, the Pulliam children had a most unfortunate home background. When their mother was divorced from their own father, he did not give any financial support for the children. After she had married again and had other smaller children by the second marriage, her second husband became very violent during periodic drunken spells and drove all the family away from home. Consequently, it became customary to accept the account of any neighborhood child that all the Pulliams had gone to their grandmother's in the country. Toward the last of this school term, the step-father was put on the county road in connection with boot-legging activity. Although it meant peace at home, it also meant no income except that given by the Welfare Department. As a result of peace at home and free school lunches attendance at school, as well as the health of the children, improved immediately.

Discussion of the Robertson Family

Table XXV, on page 77, portrays the modes for the Robertson family, which were ascertained to be ethical sense, between C and D; and all the other four traits, all D's. All the tallies did not fall in this lower level, however, as all traits had some A's and B's except independence. This fact could have been simply a reflection of their scholastic ability or could have meant that they were used to being too closely directed at home. The only traits with a score of E were cooperation and independence. Following the individual scores on the scattergram, one can see that Adrian had shown a sharp decline in ethical sense and independence from his first grade record to the second grade, and a drop of one point in the other three traits. No doubt the cause could be definitely explained by the fact that Adrian had been grieved because his twin brother had been in the polio hospital all the year and he was anxious not to get ahead of him in school. Moreover, his family noticed that Adrian seemed to dislike school, an attitude which was in contrast to his joy in coming during his first year when the twins were together. Continuing to follow individual scores, Jacqueline showed a definite improvement in the fifth grade in every trait except independence. Then Albert showed a decline in the fourth grade and a decided improvement in the sixth grade. Also Aaron's pattern showed an improvement in the fourth grade, a slight decline in the fifth grade, another rise in the sixth grade, and the same level in the seventh grade as in the sixth.

The Robertson family had the unique distinction of being composed of a round dozen children. In spite of the large family, there was no hint of economic pressure, for Mr. Robertson was a foreman in the mill

and a preacher of the Holiness denomination; he had worked hard in both jobs and had risen by his ambition and efforts. His wife worked in the mill, too, between the coming of her children, but she did not neglect her children. Consequently, the children were clean and neat in appearance. In a few incidents, the boys had shown a definite tendency to make the wrong choice when they thought that their father would never know what happened. An example of this was shown when Aaron and Albert played hockey from school, while their father and mother were on a trip to Florida.

TABLE XXVI
 MODIFIED SCATTERGRAM SHOWING FAMILY
 LIKENESSES AND DIFFERENCES

		Grades								
		1	2	3	4	5	6	7		
Ethical Sense	A								Family Name <u>Rutledge</u>	
	B									
	C									
	D									
	E									
Good Nature	A								Children 1 <u>Dixie Ann</u> 2 <u>Linda Lee</u> 3 <u>Franklin</u> 4 <u>Carolyn</u> 5 _____	
	B									
	C									
	D									
	E									
Coopera- tion	A								Teachers Cooperating Grade 1 <u>Miss Smith</u> 2 <u>Mrs. Bell</u> 3 <u>Mrs. Sheffield</u> 4 <u>Mrs. Suttentfield</u> 5 <u>Mrs. Bell</u> <u>Mrs. Haizlip</u> 6 <u>Miss Ziglar</u> 7 <u>Mrs. Wilson</u>	
	B									
	C									
	D									
	E									
Inde- pendence	A									
	B									
	C									
	D									
	E									
Relia- bility	A									
	B									
	C									
	D									
	E									

Discussion of the Rutledge Family

The modes for the Rutledge family, which are shown on Table XXVI, page 80, were discovered to be ethical sense and cooperation, C's; good nature and reliability, B's; and independence, between C and D. Though these modes gave the Rutledge children above average rating, the scattergram showed that there were scattered scores on the D and E levels. They also had at least one A on each trait except independence and reliability. Considering the individual scores, Dixie Ann and Franklin were decidedly below their two sisters in ethical sense because they had not refrained from telling lies. Though all four of the children had characteristic smiles, Linda Lee and Carolyn rated better in getting along with others and in accepting rebukes graciously. But Linda Lee showed a sharp decline from the second grade to the third grade in all traits. Franklin, too, declined from third grade to fourth, but recovered again in the fifth grade. Also Carolyn's scores improved in the sixth grade but declined in the seventh.

For years, the family had been handicapped by the conduct of the father, for he drank, didn't support them financially, and often ran away from home for long periods. He was also addicted to fabricating fantastic tales. For instance, one day he came to the school during a sudden shower of rain and told that he had rescued two first-grade children from drowning in the swollen creek. Since the first-grade children had been dismissed before the storm, the story could have been true, but no one could find which two children had been rescued. Though Mrs. Rutledge had borne her hardships with all the ill-will of her complaining nature and had poured out her grievances to all who would listen, yet at the

sudden demise of her husband from a heart attack, her grief was unrestrained. It was true that he had had a job toward the end, and his financial help would be missed, but he had never been the model husband and father that Mrs. Rutledge began to picture him in her imagination.

TABLE XXVII
 MODIFIED SCATTERGRAM SHOWING FAMILY
 LIKENESSES AND DIFFERENCES

		Grades						
		1	2	3	4	5	6	7
Ethical Sense	A							
	B							
	C							
	D							
	E							
Good Nature	A							
	B							
	C							
	D							
	E							
Cooperation	A							
	B							
	C							
	D							
	E							
Independence	A							
	B							
	C							
	D							
	E							
Reliability	A							
	B							
	C							
	D							
	E							

Family Name Shough

Children

1 James

2 Richard

3 Rachael

4 _____

5 _____

Teachers Cooperating

Grade

1 Miss Gilley

2 Miss Smith

3 Miss Gilley

4 Mrs. Sheffield

5 _____

6 _____

7 _____

Discussion of the Shough Family

Table XXVII, on page 83, pictures the character traits of the Shough family. The modes were found to be D's for all traits except E on independence. This family had only been in Lakeside School two years; hence there was no rating for Rachael during her first and second grade levels. The only sharp contrast offered to the pattern of the family modes, was Rachael's score of A on good nature. All three of the children were exceptionally quiet and timid and the boys were very solemn, but Rachael was a pretty little blonde with a very pleasant smile. When she first entered Lakeside School, it seemed hard for her to become adjusted because of her timidity. But James had a stubborn streak which accounted for his lack of cooperation. Then Richard had to wear glasses even before he entered school, and he was constantly breaking them with the result of long delays without being able to see. When the cause of the delay was found to be financial, the glasses were taken for repair without depending upon the parents.

Though the father did not have steady employment, the mother could not work because of younger children at home. Rumors were abroad that the father drank and was very cruel to his family; if this were true, it would account for the timidity of both his wife and the children. Since the family had moved quite often, the selection of houses, which they could afford, went from bad to worse.

TABLE XXVIII

MODIFIED SCATTERGRAM SHOWING FAMILY
 LIKENESSES AND DIFFERENCES

		Grades								
		1	2	3	4	5	6	7		
Ethical Sense	A								Family Name <u>Smith</u>	
	B									
	C									Children 1 <u>Phyllis Wanda</u> 2 <u>Betty Jo</u> 3 <u>Bobby</u> 4 _____ 5 _____
	D									
	E									
Good Nature	A									
	B									
	C									
	D									
	E									
Coopera- tion	A								Teachers Cooperating Grade 1 <u>Miss Smith</u> 2 <u>Mrs. Bell</u> 3 <u>Mrs. Sheffield</u> 4 <u>Mrs. Suttentfield</u> 5 _____ 6 _____ 7 _____	
	B									
	C									
	D									
	E									
Inde- pendence	A									
	B									
	C									
	D									
	E									
Relia- bility	A									
	B									
	C									
	D									
	E									

Discussion of the Smith Family

On the scattergram, Table XXVIII, on page 85, the modes for the Smith family were computed to be between C and D for all the traits except ethical sense, which was found to be D. In spite of this family rating, Betty Jo made a score of A on each trait in the second grade, which was an improvement of two to three points over her first grade record. Then Phyllis was best on reliability, making a B, but she was down to D on ethical sense. Though the record for Bobby's first and second-grade level was not available, he scored D on every trait in the third grade and held that level in the fourth grade except for improving one point in independence. Unfortunately Bobby was frequently involved in fights on the way home and he did not always go straight home from school. Also Phyllis' low score on ethical sense centered around her difficulties in borrowing and repaying lunch money. Her excuses were sometimes not only untrue but fantastic.

Seemingly Mrs. Smith was very anxious to cooperate with the school on any occasion, but Mr. Smith was the one who came to protest whenever his children had been in any trouble. Always his attitude seemed to be that because his children had "right" on their side, any conduct was justified. For instance, Bobby had thrown rocks at the Meeks children because they had taunted him with the fact that his mother had once been married to their father. Though this marriage had ended in a divorce long before the Smith or Meeks children were born, the ugly facts were known by the children and continued to cause unhappiness.

Discussion of the Washburn Family

Table XXIV, on page 87, shows that the modes for the Washburn family were proved to be ethical sense, good nature and cooperation, C; independence, D; and reliability, between C and D. Though the family pattern ran across each trait on the scattergram near the center or below, Gloria Jean scored A in ethical sense in the second grade, and Homer had four E's on his record. During her first year in school, Gloria Jean seemed to be very much like her brothers, but her attitude during her second year showed improvement. Though Mack had no record for his second-grade level, on his third-grade level, he scored C on all traits, which was the same as his first grade record, except an improvement of one point in independence. Also Homer's record showed a gradual decline from second grade through the third and fourth grades, with some improvement in the sixth grade, except in good nature and cooperation. During his sixth-grade year, Homer fell and broke his arm when playing on a grape-vine swing while on his way to school. Since this was in disobedience to both the school and his father's rules, his father was very up-set. Feeling resentment over his father's anger and being handicapped by having his right arm in a cast, Homer joined other children in the home-room in an attempt to worry the teacher unnecessarily. By the time another teacher took the group, the habit of impudence and non-cooperation had gained such a hold that Homer did not try to change for the better.

All during their school life, the boys had often been in trouble over fights and word battles on the way to and from school, and Malcolm had even been known to fight on the playground. Consequently, the mother frequently came to school breathless and quivering with rage against some

child who had probably been more injured than guilty of injury to her sons when the final investigation was made. But on one such occasion, she mentioned that people took it out on her children because her own father had been in the penitentiary. Fortunately the principal could truthfully assure her that she had never heard of it and that the thing that counted was the behavior of the present generation, not the past one. Probably something was said in that particular conference with the mother to help relations between the parent and school, because she had been more friendly from that day. Then after the incident of Homer's broken arm, when the parents seemed to appreciate the help and interest shown at that time, they began to come to the Parent-Teacher meetings and appeared more interested in the school.

TABLE XXX

MODIFIED SCATTERGRAM SHOWING FAMILY
 LIKENESSES AND DIFFERENCES

		Grades								
		1	2	3	4	5	6	7		
Ethical Sense	A								Family	
	B								Name	<u>Webb</u>
	C								Children	
	D								1	<u>Revonda </u>
	E								2	<u>Jane </u>
Good Nature	A								3	<u>Joan </u>
	B								4	<u>Jerry </u>
	C								5	<u>_____</u>
	D								Teachers Cooperating	
	E								Grade	
Coopera- tion	A								1	<u>Miss Smith</u>
	B								2	<u>Mrs. Bell</u>
	C								3	<u>Mrs. Sheffield</u>
	D								4	<u>Mrs. Suttanfield</u>
	E								5	<u>Mrs. Haizlip</u>
Inde- pendence	A								6	<u>Miss Easley</u>
	B								7	<u>_____</u>
	C									
	D									
	E									
Relia- bility	A									
	B									
	C									
	D									
	E									

Discussion of the Webb Family

The scattergram in Table XXX, page 90, shows that the modes for the Webb family were ascertained to be ethical sense, good nature and independence, all C's; and cooperation and reliability, D's. Though the children aroused the deepest pity in the heart, they, also, excited the greatest admiration. Knowing the background, one would not have expected any good traits, yet they were far from bad children. On the scattergram, Jerry had to his credit a B on ethical sense, a B on good nature, and an A on cooperation, while the only E's were one each for Joan and Jerry in independence. Since they had perhaps had to assume so much independence in the home, they had no energy left to work at school. This, too, could be the underlying cause of the generous number of tallies given on reliability on the D level.

Here, then, was a case plainly influenced by home conditions. Mr. Webb was always changing his infrequent jobs. Meantime, he found money enough to stay drunk most of the time. However, his only good quality was that he did not beat up his family when he was drinking. Naturally the economic status of the family was poor as far as it depended upon the father, but two older boys, seventeen and fifteen years of age, were the sole bread-winners. Furthermore, the mother had been a semi-invalid for years, barely able to creep about the house by holding to doors and furniture when she was able to be out of bed at all. In spite of her poor health, there was always a new baby to occupy the cradle. Since someone had to care for this brood of children, Jerry, twelve years old, had long been the chief cook and his mother's helper, but Joan was said to be lazy and not willing to help as much as she could have done.

Although clubs and churches gave food and clothing, and toys in season to brighten their life somewhat, they barely existed, but they did not ask for charity or seek help from the Welfare Department. This year, they ran through a siege of scabies, impetigo, and pediculosis, but when told what to do, they were willing to cooperate. However, they never recognized that they had a problem until they were told about it at school. Surprisingly they stayed clean and neat in appearance; they had soft voices and were polite. However, the credit was due to the example set by the mother, who evidently was once quite a pretty woman with gentle ways and a soft voice.

TABLE XXXI

MODIFIED SCATTERGRAM SHOWING FAMILY
 LIKENESSES AND DIFFERENCES

		Grades								
		1	2	3	4	5	6	7		
Ethical Sense	A								Family	
	B								Name	<u>Williams</u>
	C								Children	
	D								1	<u>Ray</u>
	E								2	<u>John</u>
Good Nature	A								3	<u>Autrey</u>
	B								4	
	C								5	
	D								Teachers Cooperating	
	E								Grade	
Coopera- tion	A								1	<u>Miss Smith</u>
	B								2	<u>Mrs. Bell</u>
	C								3	<u>Mrs. Sheffield</u>
	D								4	<u>Mrs. Suttentfield</u>
	E								5	<u>Mrs. Haizlip</u>
Inde- pendence	A								6	
	B								7	
	C									
	D									
	E									
Relia- bility	A									
	B									
	C									
	D									
	E									

Discussion of the Williams Family

Table XXXI, on page 93, discloses the fact that the modes for the Williams family were demonstrated to be ethical sense, good nature, and cooperation, all D's; independence, between D and E; and reliability, E. It was noticeable that none of the three children received a rating higher than C and these C's were made by Ray and John. Since the family had only lived in Lakeside School area two years, there were no records for Autrey during the first three grades, but the two younger boys had a matching pattern of decline in the grades on which they were rated. However, Autrey's record of improvement may have been reflected in the great effort his fifth grade teacher made to help him with his maladjusted behavior. Also John and Ray had a record for getting into trouble on the playground. If it was not a fight or rock-throwing, it would be a verbal quarrel, and they, with Autrey, had trouble on the way to and from school. Though the younger boys smiled frequently, they were sullen and full of temper if crossed. Frequently, Autrey would complain of headaches and all kinds of pains, especially if he had any trouble with his school work.

For a long period the source of their bad influence was unknown, because the father seemed very cooperative, as on one occasion he was very helpful in getting the principal's car out of a ditch when she had taken Autrey home in the rain when he was sick. And when visiting at the home, the mother appeared to be very friendly, but there the cooperation ended. For instance, all three of the children had impetigo and were sent home with instructions for curing it. Finally, the school nurse sent for them to return to school where they could be isolated and

treated because it had become evident that they would stay out of school forever if the mother had to give the treatment. Later Autrey, after a prolonged absence, was cured of scabies in the same way. Once when Autrey engaged in a fight with a girl when they were on the way home from school, his mother dashed out to the road and attacked the girl herself. Subsequently she was fined and forced to pay the court costs, but her children declared at school that the other side had had to pay. This misrepresentation of facts was typical of the type tale the Williams children circulated.

CHAPTER III

THE SCHOOL'S RESPONSIBILITY

Introduction

As previously mentioned, the problem of character education is of vital significance in order that the children of today may measure up to standards of future citizenship. Since it is acknowledged that the task of molding character is the responsibility of both the home and the school, the problem becomes acute when the home fails to bear its part of the burden. In order to find out to what extent the home had succeeded in developing good character, a study was made in which 103 sibilings were rated on five character traits by the teachers of Lakeside School. It was assumed that any constants, or likenesses, in the family would be an indication of home influences affecting school behavior, and that even the variants, or differences, might be explained in terms of the home background.

Common Elements of Behavior Found

Thus, in the individual case studies of thirty-one families having as many as three children in Lakeside School, more constants than variants were found. This would indicate that there was a great similarity in character traits among sibilings. This correlation was expressed as a mode, using the letters A to E to represent the best to the poorest.

In comparing this group of families, it was found that there were also certain common elements in home backgrounds. Since the modes of the

majority of families were found at the lower levels, it could be said that the group as a whole rated very poorly. There were scattered ratings at the A level, but only a few families consistently ranked as best. In the explanations of school behavior in relation to the home influences, certain characteristics appeared in common among the group. Upon close inspection of the family backgrounds, the most outstanding causes of trouble were failures on the part of the parents, such as a lack of cooperation with the school or even an open hostility toward the teachers, a lack of interest in their children's welfare or even an utter indifference to their future, an inability to control their children or else inhuman and brutal punishment of them, an attitude of upholding their children's conduct, whether right or wrong, or else a spirit of getting-by-without-being-caught, and a disregard for moral conduct or even the habit of drunkenness. The two most prevalent practices were condoning absences from school and approving fighting. Inasmuch as the chief causes of poor school behavior may be traced to influences of the home, the school must not only try to educate the child but also reach out to influence the home. Thus, instead of merely accepting a share of the responsibility, the school must try to correct home influences which are blocking its effort to confirm the good and minimize the bad. As the Tenth Yearbook of the Department of Superintence asserts:

Quarrelsome families, with irascible fathers, nagging mothers, and inconsiderate children, may be condemned by one educator as socially detrimental, by another educator because they violate religious standards, by another as activity which does not enrich itself, by another as psychological maladjustment, by another

as ugly from the aesthetic point of view, but all agree in the fact of condemnation.¹⁹

Difficulty of Reaching Many Homes

From past experience, it is known that the type of family which needs the most help is the hardest to reach. Because such parents are very sensitive and resentful of any criticism, their reform must be approached with tact and delicacy of handling. And not only must the beginning of their change be slow, the total process will be necessarily so slow that little progress may be seen for a long time. Certainly these parents should be the last to even suspect that the school considers their influence harmful. For this very reason, not many people are suited to the difficult task of making contacts with a home of this type. There is of necessity a prerequisite that the reformer be very sympathetic and be able to inspire the parents with the desire to live up to higher standards. This change in attitude is not brought about by preaching to them but by giving them the impression that one thinks they have fine qualities and then they will try to measure up to the better opinion of them. At times such a change can be made for the better and new habits can be developed into fixed and permanent behavior. It is like the legend told of a wicked king, who had a mask made to make him appear gentle and kind-hearted in order to win a fair princess, but because the mask would break, he could not frown or show anger. At last

19 Department of Superintendence, Character Education. Washington, D. C.: Tenth Yearbook of the Department of Superintendence of the American Association of School Administrators, February, 1932, p. 31.

when the mask was removed, it was found that he had refrained from anger so long that his face had grown to the contours of the mask and that being gentle and kind-hearted had become a habit.²⁰ Much good can be accomplished by building up a pride in such people as a goal toward which to struggle. But the old proverb is true--"Give a dog a bad name and he will live down to it."

Suggested Solutions

If better relationship between the home and the school are to be established, the initiative must necessarily be taken by the latter. Though certain families are unfriendly to the school, this must not be used as an excuse for failure to try to change their attitude to a more friendly one.

Contributions of the Parent-Teacher Association

Naturally the very nature of the problem of the school influencing the home would suggest the main agency available to the school through which some influence could be exerted--the Parent-Teacher Association. As already mentioned, however, the very parents which the school needs to contact are the ones who seldom attend these meetings. Then the question of the cause of the absence arises. Perhaps the organization is not functioning as it should. Perhaps it does not operate, as the name suggests, with both the parents and teachers taking a part. If not, it is probably one of those dead organizations that has to be kept alive by

²⁰ McNutt, Franklin H. "Character Education" Unpublished Lecture at The Graduate Center of Woman's College of the University of North Carolina, Greensboro, N. C. Spring semester, 1946.

teachers only. Probably it simply needs a transfusion of new blood--better programs, new officers, and more social activities. It is wonderful the response in attendance that may be stimulated by the serving of occasional refreshments. In addition to the idea of a social hour with refreshments offered as an inducement to come to the Parent-Teacher meetings, special recreation periods might be planned in which games suitable for the group could be played. The group might also separate and the men play horse-shoes or some active game, while the women enjoy more sedate entertainment. A whole session might be given to old-fashioned square dancing or the singing of familiar songs. Naturally, the women would not come if there was a small baby or even a pre-school age child to be left at home, so an arrangement could be made with some of the larger school girls to take care of the children so that the mothers would feel free to attend the meetings. The programs should not be too heavy for the enjoyment of the adults, who were willing to come out after a day's work, mainly to show their interest in their own child and his school. Also the parents need to have school pride aroused in them and no better method of accomplishing this end can be devised than to let them feel their help is needed. The Parent-Teacher Association, for instance, may purchase a studio piano for the school, and then their pride in achievement will be unbounded. Moreover, the matter of attendance at the meetings should not be left to chance. Several days ahead the students should write notes inviting their parents; then this should be re-emphasized by teachers reminding the students again; and on the day of the meeting mimeographed notes of invitation may be sent. When the parents do come to the meeting, they must be made to feel welcome, a task definitely falling upon the

teachers and the principal. However, it will be awkward if these parents are total strangers to both teachers and the principal.

No doubt it is the best for all concerned for the teachers to become acquainted with the parents of the children they teach. For the purposes of making good relationships, there is no better plan than for parents and teachers to meet and talk over the problems pertaining to the child. Not only to escape from the embarrassment of not recognizing the parents, but in order to contact the ones who do not attend the Parent-Teacher meetings, a program of teacher visitation should be carried out early in the school year. To make a rule that every teacher visit every home of every pupil during the school year would seem to solve the problem, but it might still leave much to be desired, and in some cases it could cause more harm than good. For not every teacher is gifted with a personality which would insure that her visit would be a success in some homes. If there are any known reasons why a certain teacher could not improve the relations already existing between the school and a certain home, it would be useless to require her to visit there. But if there is another child from this family in school, this child's teacher could probably establish a better contact. Whenever the behavior has been such that the whole family becomes a problem to the school, the principal should also try to establish better understanding and accord with that particular home because one disgruntled family in a school community can do much damage to the school's public relations in a short time.

Contribution of the Visiting Teacher

In such situations, a visiting teacher would be helpful; not just in problems of school attendance to act as an attendance officer, but in

cases of maladjusted behavior to use a psychological approach similar to a social case worker. Hartshorne states:

With the aid of physician, psychologist, psychiatrist, nurse, and school visitor it ought to be possible, and indeed it has been proved possible, to care for most maladjustments, and these will be fewer and fewer in number as the school gets itself organized to meet the needs of individuals by special classes, special projects within classes, more humane curriculum, more considerate teaching, and the like.²¹

However, a visiting teacher of this type would have to be employed for only a limited number of students because the right time to adjust troubles is at the time it happens. Therefore, the chief reason the regular teacher could not always be successful for such a visit is that she could not always change her plans to fit a visit in her busy schedule when an emergency demanded a special adjustment. Another service of the visiting teacher is to help discover the family background of the student. Hartshorne declares:

We need experiments with individual diagnosis. Much has already been done in this field. We cannot expect to have one programme of character education that will meet the needs of all children. In any group there are represented varieties of background, ability, and experience which demand differentiation of treatment and opportunity. The failure, limitations, and achievements of a child all have a natural history which must be known before we can deal with him as an individual.²²

Parent Re-education through the Child

The chief approach to the problem of what the school can do to influence the home, however, should be by re-education of the parents through the child, for if any parent can be reached, it is apt to be

21 Hartshorne, Hugh. Character in Human Relations. New York: Charles Scribner's Sons, 1939. p. 343.

22 Ibid. p. 351.

through his child. There are many ways in which the school can influence the home through the child. Through classroom projects, the child can carry home ideas for home beautification, standards of cleanliness, habits for better health, improvement in table manners, and ideals for moral living. However, a classroom project is supposed to be so interesting and vital that it will result in values which tie it in with the child's home life. If this fails to happen, it is possible that the project was not well planned with the home background in mind. Hartshorne asserts:

Consequently in working out a plan of character education it is necessary to take into consideration the way in which the community in which we live is actually getting its work done. A functional survey is called for which will show us how the major activities of life are carried on, and to what extent those who participate in them are really behaving like human beings. Character education in a mining town in Tennessee will not consist of the same programme as character education in New York City or in rural Maine. No single plan can be devised for all conditions. It is the community which educates, and no two communities are alike.²³

A project on nutrition would be of little use if it did not result in better eating habits of the child in the cafeteria or make some impression on the family menus. If a school's "climate" has been created so that in contacts with other children he has developed a spirit of cooperation, the habit of honesty, the knowledge of the importance of a smile, and the will to tackle and finish a job all by himself, the behavior of that child will help to change the home for the better. Whenever a coach has been able to instill into a child ideals of good sportsmanship in a game, the same attitudes should prevent the same child from fighting at home and on the street. Likewise if politeness can be made a habit

23 Ibid. p 338.

at school, the same behavior should be observed in the home. Often a parent begins to take an interest in reading after reading one of the library books his child brings home. If wise supervision is made of the child's reading, good character training should result for both parent and child. Probably the viewpoint of educators has been focused on the harm the home is doing to the school, while little thought has been given to the greater good the school should be doing for the home through the right kind of education of the child. Even though very little of these teachings may be passed on to the parents, they give hope of influencing a future generation for the better.

Adult Education Program

Another type of education which has a direct bearing upon the home influences would be a program of adult education. If funds were available, classes could be held in the school building at night for adults, using the same type books as used for the children during the day. Frequently parents have expressed a regret that they did not have an opportunity to receive an education and that they would be grateful for even the chance to learn to read and write. Here again the teacher would have to be very sympathetic and tactful because an adult in the learner's class would probably be sensitive and easily embarrassed. At present, in Leaksville, the only adult classes being conducted are in the Vocational School attended by some of Lakeside's younger fathers who were veterans of World War II. However, in the past the Young Men's Christian Association has had adult classes in its program.

Contribution of Other Agencies

Likewise, the school should not overlook the possibilities of help

in its problem by cooperation with other agencies in the community whose purpose is also the improvement of the home. Probably the school can make a suggestion which will interest the parent in one of these agencies, or it might give the parent's name to the agency so that it could attempt to arouse an interest in the program it has to offer.

Since the good influences of the church and Sunday School are expected to reach into the home, one would naturally think of them first. But like the school, the church and Sunday School make their greatest success in confirming the good traits rather than minimizing the bad because they have even less chance to reach the latter than the school where compulsory attendance demands the presence of all the children. The parents who are actively affiliated with religious work do not as a rule prove to have homes exerting bad influences.

However, the organization in Leaksville whose program appeals to the most people is the Young Men's Christian Association. All through the year, it offers a varied program for boys and men, but in summer the playground is open for children during the day and is lighted at night for tennis and baseball for adults. Its swimming pool draws crowds from the whole community. Since there is not a Young Women's Christian Association in Leaksville, the "Y" employs a director for women's activities, too.

Also not to be overlooked among the agencies improving the home are the boy and girl scouts. In Leaksville, these organizations have been quite active and have accomplished a great deal of good. Lakeside School has a girl scout troop but at present does not have a boy scout troop organized, although a number of the students belong to other scout

troops in the community. The scouts definitely teach character education and many useful skills which ought to make the homes better, including the daily "good deed."

Through their paternalistic attitude, the textile mills offer their Leaksville employees two helpful agencies. They employ a nutritionist who has charge of the Girls' Club, composed of young matrons interested in sewing, cooking, canning, or other home projects. Besides the classes they attend, the club members enjoy the use of a well-appointed club building. The mills also employ a group of community nurses, through whose effort many homes have been given new standards of cleanliness. Often one of the nurses will check up on a child who has returned to school, and if one is sent home sick, the school reports this to the nurse. The nursing service has shown much interest in some of the problem cases which are also their problems.

Likewise, the county has a number of agencies which can be helpful to the school in cooperating in improving home conditions. The one most directly associated with the school is the 4-H Club work. Lakeside's 4-H Club was not organized until this year, but a very keen interest has been shown in the work and good results are expected as it improves. The chief aim of the 4-H Club is to improve future generations by improving the children today. Hartshorne sums up the purposes thus:

These were called the 4-H Clubs because of the purpose of the organization to train the boys and girls in head, heart, health, and hands. Thinking and reasoning; sympathetic attitudes toward the work and toward one's fellows; the improvement of health for efficiency and enjoyment; the discipline of manual labor and skillful work and true service--these were the four basic features of the programme.²⁴

²⁴ Hartshorne, Hugh. Character in Human Relations. New York: Charles Scribner's Sons, 1939. p. 105.

To belong to the 4-H Club each member has to carry on some project which deals directly with some home activity, such as sewing, cooking or canning for the girls, or raising poultry, cattle, or vegetables for the boys. The work is conducted through the departments of the farm agent and home demonstration agent. Another service the home demonstration agent offers is that of the home demonstration clubs. When enough women show an interest, they may organize a club to learn more about home problems. Much interest is shown in these classes, which resemble courses in home economics.

The county also has other agencies with which the school may work. If it is a question of health, there is the county health department, and if it is a condition of poverty, there is the county welfare department.

Lakeside School has had occasion to call for assistance from both of these agencies, but probably the one which has been of the most service has been the health department. Their health educator has furnished films for Parent-Teacher meetings and made talks at Lakeside school assemblies, the doctor has conducted the Lakeside pre-school clinics and examined children suspected of health troubles following the screening program. The nurse made regular visits to Lakeside School and followed up any troublesome cases with home visits.

Besides reporting needy cases to the county welfare department, the school depends on it to investigate families to see if the children deserve to be given free lunches. It has also financed trips to the eye or orthopedic clinics.

However, if the influence of these aids fails, and if a family has dropped so low on the scale that the parents cannot be reached to

change them for the better, it is well that the school can hope for improvement when this generation become the parents of tomorrow. Jenkins affirms:

Character does not come ready-made. It is something we build slowly over the years. The building begins when the child is born, but the end stretches into old age It is probably true that the foundations of character are laid during the first ten years of life; in adolescence they will become rounded out; but all through adulthood as the individual meets the situations of life, he will be continuing to develop character.²⁵

²⁵ Jenkins, Gladys Gardner. "Character Begins at Home", Parents' Magazine. 24:36-37, February, 1949.

CHAPTER IV

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary

This study concedes that the influence of the home on school behavior is enormous and assumes that this influence would affect the siblings in a family enough to cause a similarity in character traits. Therefore, in order to determine if there were constants or variants in the school behavior, a check was made of 103 children, representing thirty-one families, attending Lakeside School in Leaksville, North Carolina. Nine faculty members were asked to rate each student from best to poorest on the following traits--ethical sense, good nature, cooperation, independence, and reliability. After the record for each family had been graphically portrayed on a modified scattergram, the modes were computed in terms of A to E, and each family background was examined in an attempt to explain the behavior in terms of home influences.

Conclusions

Since more similarities were found between siblings than differences, it was concluded that there was a great amount of correlation in character traits in the children of one family. Also many common elements in the home influences of the group, such as hostility to the school and all organized authority, immorality and drunkenness, uncleanliness and ill health, and inability to cooperate with or accept suggestions from, the school, were found.

Recommendations

In order to confirm the good and minimize bad character traits, the school must try to exert more influence over the home. In order that this may be done, the following objectives should be adopted by the school:

1. Improve the Parent-Teacher Association and its attendance, as a means to better home relationships, by offering better programs, new officers, frequent social activities, recreatory periods, and nursery service during the meetings.
2. Plan a better teacher visitation program to establish contacts with the home for the sake of better understanding of the child's problems.
3. Employ a visiting teacher to use the psychological approach in handling problems of maladjusted students and families.
4. Re-educate the home through the child by offering school experiences which can be carried back to the parents for home improvement.
5. Offer adult education to give educational opportunities to those who missed the chance in their youth.
6. Cooperate with other agencies for home improvement, such as:
 - a. Church and Sunday School
 - b. Young Men's and Women's Christian Association
 - c. Boy and Girl Scouts
 - d. Girls' Club, (supported by textile mills)
 - e. Community Nurses, (supported by textile mills)
 - f. 4-H Clubs
 - g. Home Demonstration Club
 - h. County Health Department
 - i. County Welfare Department

BIBLIOGRAPHY

BIBLIOGRAPHY

A. BOOKS

- Charters, W. W. The Teaching of Ideals. New York: Macmillan Company, 1928. 372 pp.
- Hartshorne, Hugh. Character in Human Relations. New York: Charles Scribner's Sons, 1939. 367 pp.
- The Department of Superintendence. Character Education. Tenth Yearbook. Washington, D. C.: The Department of Superintendence of the National Education Association, 1932. 535 pp.

B. PERIODICAL LITERATURE

- Bedford, Elizabeth. "Character Building for the New World." New Era, 27-69-72, March, 1946.
- Burks, Barbara and Tolman, Ruth Sherman. "Is Mental Resemblance Related to Physical Resemblance in Sibling Pairs?" Pedagogical Seminary and Journal of Genetic Psychology, 40: 3-15, March, 1932.
- Dexter, E. S. "On Resemblance between Mother-Daughter and Sister-Sister Pairs." School and Society, 35: 640, May 7, 1932.
- Finch, Frank Herschal. "A Study of the Relation of Age Interval to Degree of Resemblance of Siblings in Intelligence." Pedagogical Seminary and Journal of Genetic Psychology, 43: 389-404, December, 1933.
- Frye, Ellis K. "The Mechanical Abilities of Siblings." Pedagogical Seminary and Journal of Genetic Psychology, 50: 293-306, June, 1937.
- Jenkins, Gladys Gardner. "Character Begins at Home." Parents' Magazine, 24: 36-37, February, 1949.
- Kandel, I. K. "Character Education." School and Society, 66: 115, August 16, 1947.
- Koch, A. B. and Stroud, J. B. "Correlation between Some Personality Test Scores of Siblings and Inter-correlations between the Scores." Journal of Educational Psychology, 25: 542-6, October, 1934.
- Kulp, Daniel H. and Davidson, Helen H. "Sibling Resemblance in Social Attitudes." Journal of Educational Sociology, 7: 133-40, October, 1933.

Miller, Carl G. "The 'More-Than-Money' Need," Education, 68: 319,
January, 1948.

_____. "On Pruning Young Human Trees." Education, 68: 192,
November, 1947.

Pintner, Rudolf and Forlano, George. "Sibling Resemblance on Two
Personality Tests." School and Society, 42: 70-72, July 13, 1935.

Thorndike, E. L. "The Resemblance of Siblings in Intelligence Test
Scores." Pedagogical Seminary and Journal of Genetic Psychology,
64: 249-67, June, 1944.

APPENDIX

CHARACTER RATING SHEET

115

A Check List for the Teacher's Estimate on
Five Character Traits

Identifying Data

Student _____

Grade on which rating
is based _____

Teacher _____

Trait: Cooperation

1. Works well in a group.
2. Does his part.
3. Leads or follows as is needed.
4. Gives his best.
5. Does not "play to the grandstand" or "hog the camera."

Best

Average

Poorest

Comparison with Students
Used as Models

Trait: Ethical Sense

1. Is honest about money and property.
2. Does not cheat in school work.
3. Does not lie.
4. Observes the "Golden Rule."

Best

Average

Poorest

Trait: Independence

1. Can work well alone.
2. Can assume responsibility for a task.
3. Can make up his own mind.
4. Does not "lean" much on teacher or pupils.

Best

Average

Poorest

Trait: Good Nature

1. Smiles characteristically.
2. Is forgiving and forgetful of injuries.
3. Is kindly in his responses.
4. Accepts rebukes graciously.
5. Is easy to "get along with."

Best

Average

Poorest

Trait: Reliability

1. Meets his obligations.
2. Is punctual and prompt.
3. Is trustworthy.
4. Is dependable - ("His word is his bond.")

Best

Average

Poorest