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## A study of frustration tolerance in handicapped children

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College of the Pacific  
Stockton, Calif.

A  
STUDY  
OF  
FRUSTRATION TOLERANCE  
IN  
HANDICAPPED CHILDREN

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By  
Ellen  
Barbara Bower

Stockton

1947



A Thesis  
Submitted to the Department of Psychology  
College of the Pacific

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In partial fulfillment  
of the  
Requirements for the  
Degree of Master of Arts

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APPROVED *Wilfred Mitchell* Chairman of the Thesis Committee

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Dedicated

to

My Brother



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## INTRODUCTION

What is adjustment? There are almost as many ways of defining it as there are ways of achieving it. To answer the question one must first try to find the common factor of the varied definitions of adjustment.

Sheviakov and Friedberg in their report of the Eight Year Study say,

Desirable adjustment was thought of, generally as a process of maturation and adaptation, during which the individual is able to integrate successfully (i.e., without neurotic compromises or delinquent episodes) his primitive impulses and drives with those expectations or demands which are imposed upon him (with reference to his age, sex, social status, race, etc.) by the group to which he belongs.<sup>1</sup>

The report goes on to say, however, that the evaluation of a person's adjustment must be made not only in terms of existing social standards but also in terms of relationships between various drives and desires within the person himself.

L. F. Shaffer says:

Not only must a person modify his behavior in response to his inner needs and the natural

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<sup>1</sup>V. Sheviakov, Jean Friedberg, Evaluation of Personal and Social Adjustment, p. 11.



events of his surroundings, but he must also adapt to the presence and activities of his fellow men.<sup>2</sup>

Shaffer goes on to point out that the prevailing attitude toward adjustive difficulties, up to the present century has been a moralistic one (i.e., that the maladjusted are possessed by demons) whereas the current objective or psychological attitude places no blame upon the stricken individual.

P. M. Symonds defines adjustment as "adaptation to the demands of reality"<sup>3</sup>, and differentiates between good adjustment and good character, indicating that a person of up-right character may be poorly adjusted.

Regarding "adaptation to reality", Fenichel says:

Adaptation in a dynamic sense means finding common solutions for the tasks represented by inner impulses and outer stimuli.<sup>4</sup>

He points out the presence of conflict between the organisms's needs and the environment's demands and the compromise character of such adjustments as are made.

A necessary part of Lewin's diagrams of his dynamic field theory of behavior is the barrier of frustration. An individual succeeds in his drives according to the

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<sup>2</sup>L. F. Shaffer, The Psychology of Adjustment, p. 4.

<sup>3</sup>P. M. Symonds, The Dynamics of Human Adjustment, p. 1.

<sup>4</sup>D. Fenichel, The Psychoanalytic Theory of Neuroses, p. 52.



height of the barrier or the strength of the drive. In this connection, Rosenweig has conceived the term, "frustration tolerance", to indicate the individual's capacity to endure frustration over a period of time by the maintenance of tension, though without making vigorous efforts to reduce the tension or to satisfy the need.

Thus, some of the factors in the adjustment problem are:

1. The individual with his drives.
2. The environment with its demands.
3. Presence of conflict between the two, featuring,
  - a. tensions, goal-seeking tendencies in the individual.
  - b. goal, which would satisfy the individual and release of tension.
  - c. barriers, environmental conditions or demands.
  - d. frustration of the individual, exacting --
  - e. frustration tolerance.
4. The compromise character of the common solutions to the conflict.
5. The standards by which the compromise of adjustment is to be judged (morality, happiness, effectiveness, etc.)
  - a. as a minimum standard, the absence of neurotic compromises or delinquent episodes
  - b. as desirable
    - (1) ability to love
    - (b) contribution to society, etc.

With special reference to the handicapped children of this study, the focus will be upon the handicap itself



as the most obvious barrier to adjustment. It is hoped that the study of the present cases will throw some additional light on the concept of frustration tolerance.

The necessity for adjustment has always been with us in varying degrees. Even some cave men have been more frustrated or handicapped than others. To quote:

Physical incapacity and its tolerance by others go back to the beginning of time. Deformity due to joint inflammation was prevalent among Paleolithic man; investigators say the bones of the cave men show that they suffered much from arthritis, rickets, and fixation of the segments of the spinal column. Evidence shows unmistakably that bone injuries were restored by splints and casts made of clay. Medical historians point out that although the hospital system was promoted in early times by the church, the Egyptians, Greeks and Romans also had varying types of hospitals and convalescent resorts and that Buddhistic India had many fully equipped hospitals.<sup>5</sup>

It may be said further, that, in the essential conflict between the drives of the individual and the demands of society it may be society is in error in some part and should do some of the adjusting. Certainly society should examine its responsibility. When a child can not adjust satisfactorily to society, perhaps society has not adjusted to the child. Can the mountain come to

---

<sup>5</sup>T. Arthur Turner, Organizing to Help the Handicapped, p. 6.



Mohammed?

This is an empirical study of four children with an attempt to survey their adjustments. In the case of two of them, society probably must make some allowance. Their barriers are too high. An understanding of these children will, I believe, help toward an understanding of other similarly handicapped.

The writer wishes to state that in no way, place or time was she received other than courteously and most cooperatively by the administrators, teachers, parents and pupils, for which she is most grateful as at times the study caused these people inconvenience.



## CHAPTER I

## METHODS AND PURPOSES OF CONDUCTING THE STUDY

Donnie A., 11, Joannie B., 10, Tony C., 5, and Bobby D., 11, are children who make a distinct impression upon first contact -- for very different reasons. Donnie A. is small, with dark hair which is beginning to turn grey. The silvery streaks in it make him appear pathetic and distinctive. He is spastic -- with all that that entails. At those moments when he is at rest, with no attention focussed upon him he appears normal. The movements are at no time exaggerated or grotesque, but they are more or less constant.

Joannie B., whom the writer chose as a control for Donnie, is a brown-haired, little sophisticate whose adjustment to life involves her doing many interesting, (and to the human factors of her environment) annoying little things.

Tony C., is an enigma to his relatives. He neither talks nor hears, yet many doctors to whom his distracted mother has taken him report that he is physically quite able to hear or speak. He has set up an elaborate system of signals which suffices for any communication he



wants to make.

Bobby D., is a composite of both physical and social handicaps. He is hard-of-hearing, his mother is widowed, there is a strenuous conflict between his mother and grandmother, he, himself has been rejected by his grandmother; yet, with this, it is the opinion of the writer that his adjustment seems good and promising for the future.

Each one of these children has great amounts of frustration to put up with every day -- frustration which in the cases of Donnie A. and Tony B. will almost surely mount as time goes on.

Frustration or the blocking of the achievement of some anticipated goal is of three external types and four internal types. To give Rosenzweig's classification briefly: (a) external privation or lack, (b) external loss, (c) external obstruction and barrier, (d) internal privation or defect, (e) internal deprivation or loss, (f) internal psychological barrier or obstruction, (g) fears. Donnie A. possesses (a), to quite a little degree, (d), (f), and (g). His comparative poverty and physical defects are such that they cannot be removed. Tony C. has (c) in that he has no friends and few relatives near his age for communication, (d),



(f), and (g). Joannie B. has (b) loss of her mother's undivided attention when her younger brother was born, (e), (f). Bobby D. has them all in varying degrees, but he is highly intelligent which is a relieving factor in his case.

Tony C. was brought into the speech clinic three times a week in order to clear up the problem of his retarded speech. A diary was kept of what occurred each session. With the exception that Tony can see, contact was made in much the same manner that Anna Sullivan met Helen Keller. Tony's lips had to be pushed painstakingly into position as each new sound or word was pointed out in the room or the picture presented. Although Tony responds to non-verbal sounds, plans are being made to take him out of his present environment and to enter him in the deaf and dumb school at Oakland, California.

The first contact was made through the teachers. It consisted of interviews concerning the type of work done by the pupils, the character of the youngsters, their seeming adjustments, and the reactions of the other pupils toward them.

Observation took up most of the time -- two days a week for two months and a half were devoted to it. The



platoon system is followed in the Stockton schools so the youngsters were followed from class to class, observation of action in line, under various teachers, on the playground, in a fire drill was duly taken down.

A battery of tests, Stanford-Binet, Roger's Personal Adjustment Test, Murray's Thematic Apperception Test, and in the case of Bobby D. an original test of sorting card mottoes for clearer definition of his adaptive needs. The school nurse was visited near the conclusion of the study. Arrangements were made for Bobby to receive an audiometer test.

The interviews with the mothers was the last thing on the agenda. In all cases, the writer found them most willing and helpful, once the purpose of the interview was made clear. Mrs. C., while perhaps the largest contributing factor to Tony's maladjustment, was the most anxious to secure his relief. Her untiring efforts to drive Tony all the way from a town twenty miles from Stockton, even when the car broke down, she was ill, and relatives arrived, exhibit her earnest desire to help the child. Mrs. D., an intelligent woman, also one of the chief causes of Bobby's present discontent, was most cooperative. She, however, realizes the boy's position, and will probably do much to ease the situation for him



from now on. Mrs. B., a pretty, vivacious woman, is a too solicitous mother. Mrs. A. is doing as much for Donnie as her limited resources permit.

All the children except Tony attend W \_\_\_\_\_ school, living within six blocks of the building. It is situated in one of the older sections of the town, most of the houses having been built before the turn of the century. This district is in transition, the business zone is quickly encroaching upon it. The old houses are being converted into apartments, neighborhood grocery stores, or repair businesses. The city civic circle is but two blocks away. Automobile row is extending up the main artery of transportation nearest them - three blocks away. (See map.)

Donnie A. lives and Joannie B. did live in two of these converted apartment houses. Donnie's home is a tall, narrow, white house into which four families are crowded. Bobby D., his mother, and two brothers are living in an old, four-room structure, which they are gravely kalsomining. Joannie B.'s former home is a yellow, clapboard affair pinched in between two larger houses. Her present home is six blocks from the school which is still largely residential area. It is an attractive, white stucco house in which Joannie has a



"princesslike" room of her own of which both she and her mother are very proud.

A year ago, Tony and his parents moved from the unfortunate crowded condition of war-restricted Oakland, California, to a dairy ranch five miles from the nearest town. There, says his mother, they have room to spread out. They have a large yard and driveway for Tony to play on with his tricycle. It is largely a Portuguese community; the homes are miles apart. Tony's contacts with children are very infrequent.

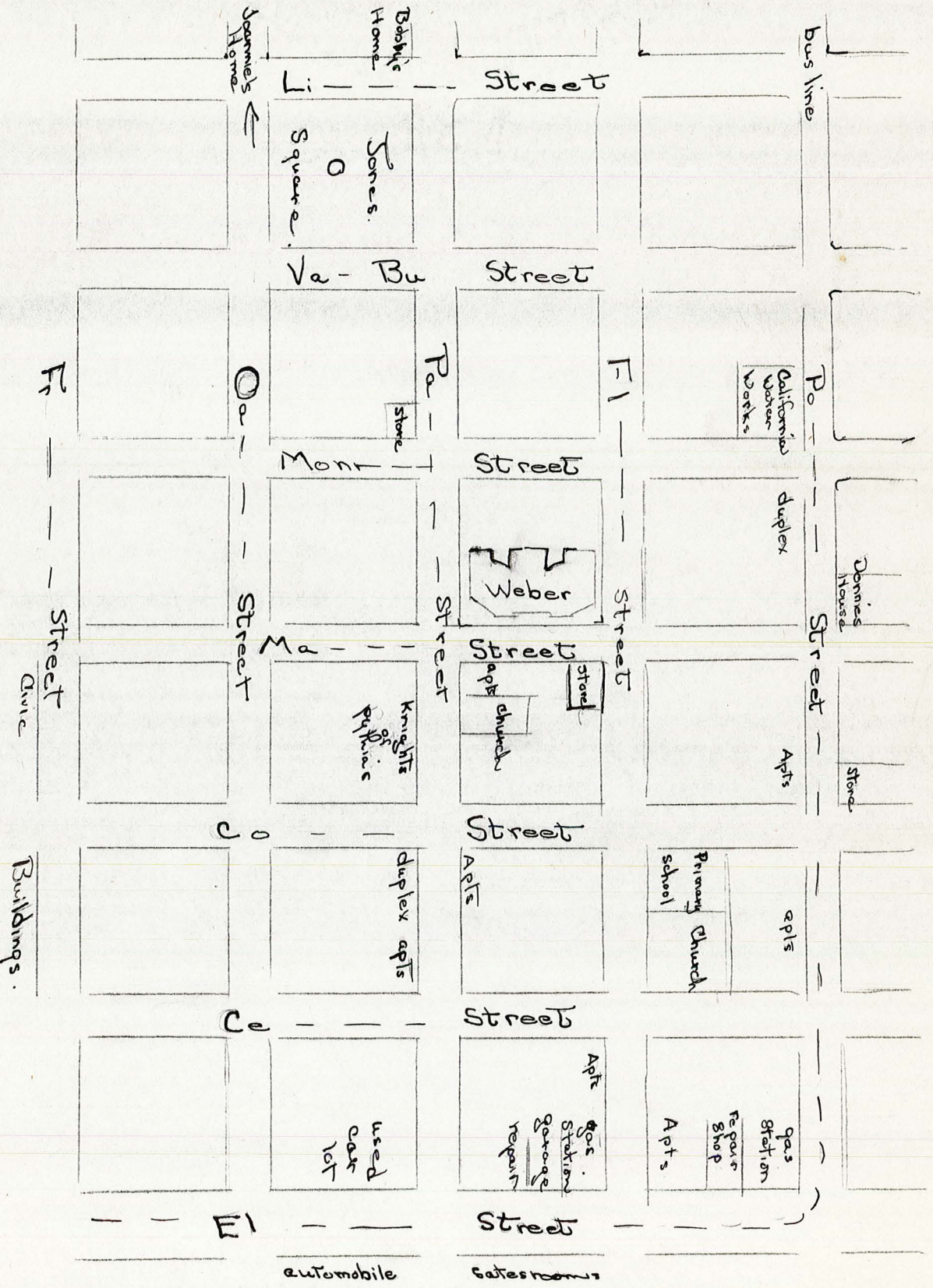
The children in the neighborhood of W\_\_\_\_\_ school are very friendly. They are always out in the street or on the few vacant lots. They accost passersby with pertinent questions of the day regardless of acquaintance. Many races and religions are represented. There is little social caste. Even late at night, shrill, childish voices can be heard on the streets accompanied by the barking of the dogs. The farther west the streets extend, the better the neighborhood becomes. The houses are in better repair, they are farther apart. J\_\_\_\_\_ Square is a pleasant, small park a block away from W\_\_\_\_\_ where the smooth, green grass gives forth the illusion of coolness in the summer months. Joannie lives three blocks from the end of the P\_\_\_\_\_ Street bus line on



P\_\_\_\_\_ Street. There are a few large handsome houses here.

This particular section had neither the "class" of the districts in the north-west of Stockton nor the character of a "skid row." For the most part the children are neatly if not expensively dressed. Their parents are of the laboring class. The streets are narrow, the sidewalks are hilly and broken by the old trees which line them. Somebody always has a wash hanging. Housewives in aprons and housecoats call across to each other as they water their shrubs with dish water. It is a friendly, informal neighborhood.







## CHAPTER II

## DONNIE A.

Birthdate, January 25, 1936. Age, eleven years, three months. Grade, low fifth. Father's occupation, Yard Clerk. Income level, low. Religion, Catholic.

Physical description: The boy is fifty-three inches tall and weighs sixty-two pounds. He is well-proportioned, a mixture between asthenic and athletic. He has dark hair streaked with grey, dry and straight. He has an olive complexion which otherwise is colorless. He has brown eyes with very little expression. His teeth are slightly prominent as the boy is inclined to breathe through his mouth when the least bit excited.

He stands with concave chest and protruding stomach the rare times he is in repose. He is sway-backed. His joints seem swollen, he has prominent knuckles which are noticeable as his hands are in constant motion. His spasticity is most observable in his hand, arms, and upper torso. He has a low voice, but due to his lack of control, his enunciation is poor -- slurred and "mushy."

Donnie is almost always dressed in loud plaid, flannel shirts. These are worn outside his blue jeans.



Health history: The boy was a full term baby, easy birth. However, his mother has negative Rh factor in her blood. His elder brother was born normally, but Donnie was a distressing burnt-orange color which the doctors diagnosed as jaundice. This is a characteristic of children who are born of parents who have negative and positive Rh factors. He was very ill, this is the probably cause of his spasticity. He was bottle fed. He began to teeth normally at seven months, but the teeth were defective so that he had to have several pulled. The two upper front teeth were knocked out when he was two, but nothing was done about it until his permanent ones grew in. Donnie never felt self-conscious about his teeth.

His vision is 2/30 in both eyes which is not unusual.

Donnie was considerably retarded in his development. He started talking and walking in a "walker" at two. He traveled all over the house in it, following his mother and older brother. There is no history of other diseases until he went to school. He had diphtheria shots when he was a year old. He had a smallpox vaccination with mild reaction when he was ten. Donnie has had a tuberculin test and chest X-ray, both negative. His mother reports a mild case of measles when he was six,



German measles when he was nine. Donnie is bothered with colds now.

School history: Donnie manages well in school, making friends both with teachers and with the pupils; he has never done his work satisfactorily, however, because of his condition, he has never been retained in a grade. Each teacher feels Donnie is working up to capacity. He made the score of 81 in the Metropolitan Intelligence Test. In the Stanford-Binet Scale his I.Q. is 85. His average grades are as follows:

Language arts	C	Healthful Living	B
legibility	✓	Natural Science	B
speed	✓	Library	B
Reading	B	Music	B
Arithmetic	B	Art	B
Social Science	C		

Key to grading:

- A - works to capacity.
- B - approaches capacity.
- ✓ - beside item needing improvement.
- C - could do better.
- D - exerts little effort.

In music and art, Donnie seems to be regressing since at last report he received lower marks than the above averages.

Three teachers who had had Donnie were available for interview. Miss C. who was Donnie's third grade teacher reports Donnie to be a very sweet little boy, always willing to do what he is able to do.



Donnie, once he understand directions, and I was very careful to make myself clear, was very proud to do special things for me; that way I got around the problem of having him do regular class work. Donnie is pleased with his success.

We got along very well together. Donnie is good in arithmetic, poor in language arts, so I encouraged him to do problems and other things he could do well.--Miss C.

Mrs. S. was his fourth grade teacher and music teacher.

Donnie is a pretty good boy. He isn't as much trouble as some of the other boys in this class. However, he is always on the "go." The other youngsters are good to him. Sometimes he depends on them too much. He is always the last one to follow directions. Sometimes I think he tries hard, other times I don't. He is very proud when he can answer a question. I arrange one or two for his benefit every lesson. He is a trouble because I have to give him individual attention. He reads in the Elson-Gray Primer alone. He draws pictures in his A.B.C. scrapbook which I give him to copy. He has to be encouraged to keep "on the job."--Mrs. S.

Miss S. is the fifth grade teacher, also the physical education instructor.

Donnie is O.K., I guess. I haven't had him very long. I have him run all my errands to keep him busy. I have him stack books in the supply room. Now he takes over little jobs like that on his own. He does very little regular school work. It seems to discourage him too much.



Donnie is cooperative on the playground. He plays just as hard as the other youngsters. At first, I thought I had to protect him. I changed baseball to kickball in our system of work-up when his turn to be pitcher came up. But I needn't have. He is a stickler for everything in its place. I gave him a picture in which to find (the directions were in the reading) a bird, a dog, a cat and a rabbit. The rabbit was not in the picture. Donnie quickly discovered the first three animals, then told me that the rabbit was behind the bush.--Miss S.

I like school all right. I like to play with the kids. Of course, I can play with the kids at home. You learn things in school. You learn to read and write. I like Miss S. I guess I liked all my teachers. I try hard to learn things in school.--Donnie.

The personality of each teacher is injected into her report, but the summation seems to be that Donnie is not the discipline problem that he at first seems to be. Although his manner shows his interest in school is negligible, he is aware dimly that he is not measuring up to the other youngsters, and it is his desire to be known as willing.

Writer's observation: Most of the observation was done in music and physical education, chosen as being activities in which all children could and did participate, therefore suitable for comparison.



Music: Donnie continues to play with the music book after Mrs. S. tells him to put it away. He flaps the cover. In motion songs, Donnie cannot coordinate movements with the words, but he keeps on trying. When the class was told to stand, he got up on the right side of his desk when all the other youngsters got up on the left. They tried to switch him, but he became confused so the teacher was obliged to leave him there.

The class was having clapping exercises in preparation for a sea chanty. Donnie was off time, but he was persistent. The children were imitating sailors pulling ropes. Donnie seems to be able to make large, slow movements. Donnie did this better. Mrs. S. asked him to go to the front of the class. He was tremendously pleased to be selected. At the end of the lesson, Donnie stayed up in front though the others went back to their seats. He imitated scrubbing the deck when that was tried. Rhythm is almost impossible for him. Afterwards, he had to be told twice to go back to his seat.

In music appreciation, Donnie moves to the seat nearest the phonograph. The teacher makes this sort of allowance for his handicap. He smiled engagingly when she moved someone else back. Mrs. S. played Rusty in Orchestraville. Donnie listened intently, but continued



hitching in large movements. Haydn's Surprise Symphony was part of the music. Donnie jumped higher, harder than seemed necessary for the occasion.

Donnie chooses songs in the music book on the next page to the one the children are singing. He has quite a bit of difficulty in turning the pages. He delights though in entering into the class activities - loves choosing a song.

Physical education: In playing ball on the playground, there is a drive "to be one with the gang." He is very anxious to be considered one of the fellows. He kicks aimlessly at the ball when it is some feet away. He runs in when the teams change and runs out with the others. (He rarely has an assigned position, but several others have not. There are too many for each team). Several isolationists were not in the game at all; they were spending their time playing or fighting in the sandboxes. When Donnie's turn finally came, he kicked and missed. The "pitcher" rolled an easy one, he kicked a foul, then the "pitcher" came closer rolling a very gentle ball. Donnie kicked. It went straight. He ran, but the "pitcher" scooped it up, catching him at first base. Donnie didn't complain, but galloped back to home plate.



All period Donnie threw himself about; getting a drink, wiping his mouth on his sleeve, running after a much bigger boy, pushing him, kicking him. The larger boy ignored him at first, but finally, good-naturedly made a few passes at him. But when anything interesting happened in the game, he dropped Donnie at once. Donnie flapped his arm at Dolph, his closest pal. Dolph hit him. Donnie didn't go near Dolph again.

For the most part the boys are careful of Donnie - good to him. Once a ball went dangerously near Donnie's head, a bigger boy near him snatched him by the back of his shirt throwing him out of the way.

At another time when the teams were changing, the boys ran past him. A boy standing next to Donnie thrust out his arm to protect him from being run down. Quite frequently, seemingly without volition, Donnie's arms fly up to protect his head and face when fights ensue or a ball flies over his head.

This pattern of pushing the boys around and being shoved in return was repeated frequently. For the most part, the big boys protect him. He nearly always gets a head start for the entrance when the bell rings for P.E. to be over.

In Art, Donnie is inclined to make big splashes. He needs a lot of room in which to work. He rarely changes



colors, does so only when the teacher suggests it.

He can read only the most elementary stories. To date, he has mastered only one, a Squirrel and Nut story, in his Elson-Gray Primer. Miss S. then had to tell him several abstract words. She had her arm around him to hold him quiet. He still jerked in the spastic pattern. She followed the story along with her finger, otherwise he could not follow. He tried to follow with his finger, but continually lost his place.

In his A.B.C. book, the teacher draws his picture with an appropriate word and letter. Donnie copies it into his book. He remembers the word after that. He knows how to write his first name only. He practices and practices with his last, a rather long one, only to forget it over night. He is bored with the Weekly Readers and refuses to pay attention when the class is studying them. He will not enter into the social science discussions.

The children seem fond of him. He has an especially engaging manner. Several little girls who sit next to him will run errands for him; getting papers, sharpening pencils, picking up crayons. They apparently trust his blundering motions. At noon one time, he picked up a little girl's watch. He could stick the strap through the loop, but otherwise could not fasten it. The little girl



let him play with it.

In folk dancing, Donnie was paired with a boy. He dickered with another boy for his little girl partner, Belita. She was patient with him and his clumsy motions in the intricate dance figures. He said he did not want to be one of the boys who had to dance with another boy.

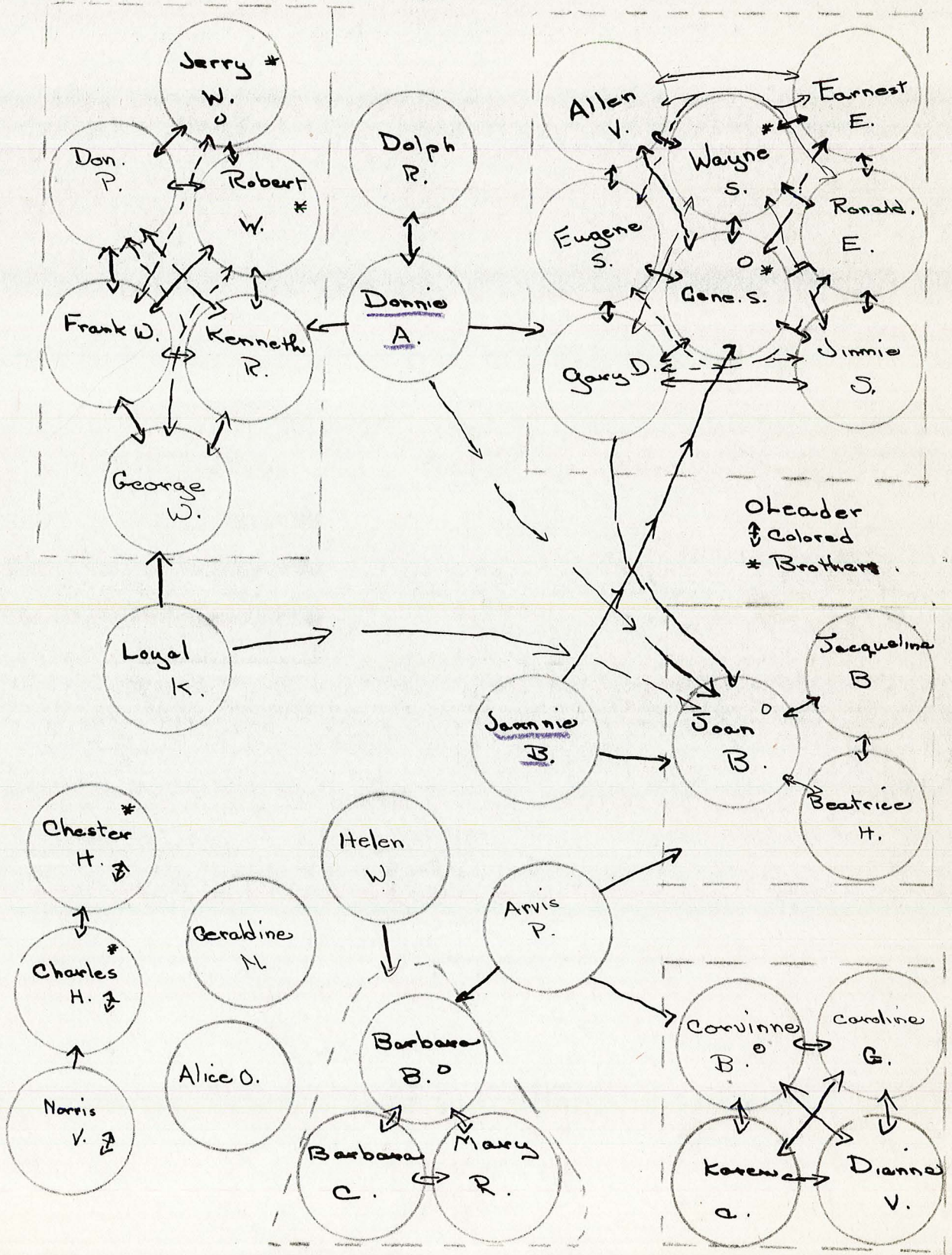
Donnie is friendly with everyone. Dolph, with whom he fights a great deal, is his closest companion. There are a couple of "gangs" in the room, but both accept him when he drifts their way. Donnie has a desperate friendliness so that even the children recognize that he would be heart broken if they turned him away. (See sociogram).

Fire drill: Donnie was assigned to the position at the end of the line, the teacher, however, is behind him so no catastrophe will overtake him. He does not get too far behind. When he arrives in position out in the yard, he pushes and shoves. He seems to become very excited. This time Donnie started an altercation with Dolph which the teacher had to stop.

Family: Donnie's family tree is not easily traceable. As far back as could be determined on his father's side, Donnie's ancestors are American-born Italians who lived in Little Italy in New York. Many ways of the old country are still retained though no close relations are



Sociogram A.





in Italy. Donnie's paternal grandfather was a railroad man in various capacities and came west, his wife was a cannery worker here. They settled in Lathrop where Donnie's father was born.

Donnie's mother is of Irish-American descent. She was born here, as were her parents. Her father is a carpenter and widowed, lives with his daughter. Nothing could be determined about her family beyond this.

Since Donnie's father is a railroad yard cleerk, there has been much moving around though they have lived the last five years in Stockton. Donnie, the second child and boy, was born in French Camp, thence they moved to Lathrop - where the big white house with flowers and big leafy tree are. (See section 16 in T. A. T.) From Lathrop they moved to Stockton, from Stockton to Tracy. From Tracy, they moved back to Stockton again.

The family consists of Mr. A., Mrs. A., Mickey, Donnie and Johnnie.

Donnie's father is a tall, dark, attractive man very much admired by his sons, though he does not have much time for them. The children, however, for any information or help go to him. The dominating influence is their father's younger brother, Joe, who is their protagonist. When he visits the family, he plays with the boys, tells



them tall tales, brings them presents. He is a wrestler. (Donnie desires to become a wrestler). He travels over the country having bouts - an ideal existence to Donnie. He is happy and fun loving - quite different from Donnie's hardworking, hardpressed parents. Mrs. A. reports that Donnie tries to imitate him.

Donnie's mother is a tiny, boyish-looking woman - very decided in her movements. She is the disciplinarian of the family. She has been hurt so many times by fate and circumstance (she admits it freely and somewhat bitterly) that she is suspicious. She keeps her small apartment very clean. She has transmitted her desire for the proper place for things to her sons. She is tolerant in an impatient way of the numerous pets. Her hair is clipped short, and she wears "jeans" habitually for efficiency's sake. Mrs. A. would be embarrassed to show much affection - the affection Donnie craves.

Donnie's elder brother, Mickey, thirteen and a half, has inherited his mother's efficiency drive. He has a paper route, which he runs after school. It is a constant (bone of contention.) Everyday Donnie asks to go with him, everyday Mickey is obliged to refuse. The brothers quarrel often, but Mrs. A. said, "You expect that of boys." For the most part relations are good.



Johnnie, five and half, Donnie's younger brother, is frail, but physically competent. He takes long naps, is subject to colds. The rivalry is strongest between these two brothers. Donnie objects to Johnnie's interfering with his toys.

Donnie has pet rabbits (instead of a paper route) which he must tend after school. Several altercations occur if Johnnie tries to feed them or otherwise offers assistance.

The grandfather, retired carpenter, is a spare, old man, who has little time for the boys or any chance visitor. He is curt and abrupt, but otherwise not a disturbing factor in the household. He is withdrawn.

Butch, a curious mixture of chihuahua and toy bull terrior, along with the rabbits and two bowls of goldfish, completes the household. Butch, by careful intention, belongs to no one of the three boys, though Donnie cares for him and would like to claim him. He is a small white dog with pink ears who shivers in the slightest draft. He excites a great deal of sympathy.

Donnie is quite able to do things for himself. His mother reports that he has always wanted others to do for him. He fusses at his brothers for help; they brush him off. His mother never did too much for him as she was always too busy. She frequently gives him toys to keep



him occupied. The little three-room apartment is crowded with card-board boxes full of building blocks, construction sets, card-board toys, hobby stick, but no card or "quiet games."

On several occasions, Donnie has tried to climb trees. Every time his mother holds her breath, and covers her eyes, but he makes it. She never stops him from doing anything physical if he is at all successful.

Johnnie reports that he climbs up on the rabbit hutches ("to get away from me",) and lies on the wires for hours watching the rabbits scurry and scamper inside.

Donnie himself says he is most fond of playing with the ten or twelve children in the block, playing ball, digging holes, or building things in the vacant lot in back of the house next door. He does not care for "movin'-pitchers" except for a few Westerns.

"You can't do those things," he explains, practically.

His brother Mickey is a fan and goes regularly every Saturday. Occasionally he offers to take Donnie, who refuses. He would rather stay home. He always looks at the cartoon books which his brother buys, but since he cannot read he soon throws them aside. He prefers playing outside with the "gang" or just sitting on the steps.



Three years ago his hair started to turn white. His mother says he has had a skin infection a couple of times. Once when he was three and again when he was four. She hopes that that is the cause, but it seems doubtful.

Two years ago, Donnie was taken to the University of California Pediatric Department. They tested him and his parents. Then it was discovered that his father had Rh positive blood, mother had Rh negative factor in her blood. Fifteen percent of such cases show symptoms of cerebral palsy.

In February of 1946, the University Hospital referred him to the State Crippled Children's Agency. Application was made for entrance into a crippled children's home. Donnie resents the possibility of his being sent away. He does not understand its significance. His father, sympathetic, takes Donnie's part. Arrangements were completed in August, 1946. Donnie is on the waiting list, but when his turn comes, his father may not let him go. (See 14, T. A. T.) Donnie is afraid he will be sent away, and it may be that he wants to run away first.

Tests: Stanford-Binet.

Results - C.A. 11-0, M.A. 9-4, I.Q. 85, Range 7 to 11.

There was an expectation on the part of the examiner



that he would not succeed with the mazes at the six year level, but he did not go beyond the bounds having enough muscular control for this exercise. He was less inclined to jerk when he knew the answers. A paramount difficulty was that he could not hold a thought long in his mind - directions escaped him. He used good common sense, but little imagination. Donnie lacked objectivity, he depended on the examiner to get his ideas. He lacked the sense of spatial relationship. His inability to read lowered his score considerably.

In free association of words, Donnie gave seven out of his memory then he blocked. He decided then to take cues from things in the room; bead, picture, string, bag, purse, gloves, hand, hen, pan, chair, table, etc.

He was willing and eager to try anything; rapport was easy to establish. He seemed neither over-confident nor distrustful. He was easily distracted, but he returned quickly to the question at hand. Donnie gave up easily, in some cases giving silly answers, aware only that something was expected of him. He kept looking for approval. He was concise when he knew the answers, but if he did not he was inclined to repeat the story or sentence in a final voice. He disregarded the second part of two-part questions.



Roger's Personal Adjustment Test:

This test is an instrument largely made up of psychological interview questions put in such a form that the child's adjustment problems are indirectly revealed by his objective, checked-off response.

	Donnie's score	Rating	Mean Score
Personal Inferiority	5	Low	14.3
Social Inferiority	16	High	13.2
Family Relationships	7	Average	8.6
Daydreaming (boys)	6	High	3.6

A high score indicates a rather serious degree of maladjustment. If a child receives a high score in more than one area he has more than average maladjustment.

Donnie will not admit his own inferiority, but it comes out as a social inferiority.

In section one, Donnie exhibited little interest in most professions as outlined there. He reported, however, that when he grew up he would like to be a wrestler, cop or detective in that order. He wishes to have some power, preferably physical power over others.

In section two, Donnie expressed the desire to be bigger, stronger, brighter, richer, better looking, better liked (this when everyone says that Donnie has loads of friends), to have his parents love him more and to go away from home.

In section three, Donnie chose his big brother, baby brother and Daddy to accompany him to his desert island.



In section four, Donnie was frank about his inabilities, he gave the usual desire to be like the favored boys. He was lackadaisical in his answers as if he were not putting his heart into it. The questions began to assume the nature of a lecture.

In section five, Donnie denied his weakness. He felt he could play ball pretty well, he enjoyed playing games, he liked playing with a crowd, he liked rough games, he had good clothes, he thought 9 to 12 were the best years of his life. On the other hand, he felt his parents were rather indifferent to him, he felt independent in doing things his way, or going to the circus by himself, he was indifferent to praise. He, however, said he wanted very much to have people like him, he wanted to be an ordinary happy person with a good job.

In section six, Donnie expressed himself as being most fond of his uncle (a wrestler) and his father and being least fond of his big brother and little brother.

While he feels that this is a man's world and he would need his brothers on the desert island, he feels quite a good deal of sibling rivalry. He complained about his little brother's playing with his toys.

#### Thematic Apperception Test:

Purpose. The Thematic Apperception Test, familiarly known as the TAT, is a method of revealing to the trained interpreter



some of the dominant drives, emotions, sentiments, complexes and conflicts of a personality. Special value resides in its power to expose the underlying inhibited tendencies which the subject, or patient, is not willing to admit, or can not admit because he is unconscious of them.

Utility. The TAT will be found useful in any comprehensive study of personality, and in the interpretation of behavior disorders, psychosomatic illnesses, neuroses, and psychoses.

Rationale. The procedure is merely that of presenting a series of pictures to a subject and encouraging him to tell stories about them, invented on the spur of the moment. The fact that stories collected in this way often reveal significant components of personality is dependent on the prevalence of two psychological tendencies: the tendency of people to interpret an ambiguous human situation in conformity with their past experiences and present wants, and the tendency of those who write stories to do likewise: draw on the fund of their experiences and express their sentiments and needs, whether conscious or unconscious.

It might be said here that a psychologist can use these variables without subscribing to any particular theory of drives. He may, if he chooses, call them attitudes or traits.

Need Abasement. To submit to coercion or restraint in order to avoid blame, punishment, pain or death. To suffer a disagreeable press (insult, injury, defeat) without opposition. To confess, apologize, promise to do better, atone, reform. To resign himself passively to scarcely bearable conditions. Masochism.



Need Achievement. To work at something important with energy and persistence. To strive to accomplish something creditable. To get ahead in business, to persuade or lead a group, to create something. Ambition manifested in action.

Need Aggression. (a) Emotional and Verbal. To hate (whether or not the feeling is expressed in words). To get angry. To engage in a verbal quarrel; to curse, criticize, belittle, reprove, blame, ridicule. To excite aggression against another person by public criticism. (b) Physical, Social. To fight or kill in self-defense or in defense of a loved object. To avenge an unprovoked insult. To fight for his country or for a good cause. To punish an offense. To pursue, catch or imprison a criminal or enemy. (c) Physical, Asocial. To hold-up, attack, injure or kill a human being unlawfully. To initiate a fight without due cause. To avenge an injury with excessive brutality. To fight against legally constituted authorities. To fight against his own country. Sadism. (d) Destruction. To attack or kill an animal. To break, smash, burn or destroy a physical object.

Need Dominance. To try to influence the behavior, sentiments, or ideas of others. To work for an executive position. To lead, manage, govern. To coerce, restrain, imprison.

Need Intraggression. To blame, criticize, reprove or belittle himself for wrongdoing, stupidity or failure. To suffer feelings of inferiority, guilt, remorse. To punish himself physically. To commit suicide.

Need Nurturance. To express sympathy in action. To be kind and considerate of the feelings of others, to encourage, pity, and



console. To aid, protect, defend or rescue an object.

Need Passivity. To enjoy quietude, relaxation, sleep. To feel tired or lazy after very little effort. To enjoy passive contemplation or the reception of sensuous impressions. To yield to others out of apathy and inertia.

Need Sex. To seek and enjoy the company of the opposite sex. To have sexual relations. To fall in love, to get married.

Need Succorance. To seek aid or consolation. To ask, or depend on someone else for, encouragement, forgiveness, support, protection, care. To enjoy receiving sympathy, nourishment or useful gifts. To feel lonely in solitude, homesick in a strange place, helpless in a crisis. Under this heading is included Intranurture: to comfort himself, self-pity. To get some enjoyment out of his own grief. To seek consolation in liquor or drugs.

Other needs are Acquisition, Affiliation, Autonomy, Blamavoidance, Cognizance, Creation, Deference, Excitance, Exposition, Harmavoidance and so forth.

From the list of inner states and emotions we select the following:

Conflict. A state of uncertainty, indecision, or perplexity. A momentary or enduring opposition between impulses, needs, desires, aims. Moral conflict. Paralysing inhibitions.

Emotional Change. To experience a marked change of feeling toward someone. To be fitful, inconsistent or unstable in his affections. To exhibit fluctuations of mood or temper; the occurrence of exaltation and depression in one story. To be



intolerant of sameness and constancy. To seek new people, new interests, a new vocation.

Dejection. The experiencing of a feeling of disappointment, disillusionment, depression, sorrow, grief, unhappiness, melancholy, despair.

Other inner states are Anxiety, Exaltation, Distrust, Jealousy.

Besides these needs and emotions, the following very important variables are scored on a -3 (minus three) to +3 (plus three) scale: Superego, Pride, Ego Structuration. Here, in each case, the scoring is done on the basis of several operational criteria.

Press Affiliation. (a) Associative. The hero has one or more friends or sociable companions. He is a member of a congenial group. (b) Emotional. A person (parent, relative, lover) is affectionately devoted to the hero. The hero has a love affair (mutual) or gets married.

Press Aggression. (a) Emotional and Verbal. Someone hates the hero or gets angry with him. He is criticized, reprimanded, belittled, ridiculed, cursed, threatened. A person slanders him behind his back. Verbal quarrel. (b) Physical, Social. The hero is in the wrong (he is an aggressor or criminal) and someone defends himself, attacks back, pursues, imprisons or kills the hero. Some legitimate authority (parent, police) punishes the hero. (c) Physical, Asocial. A criminal or a gang assaults, injures, or kills the hero. A person starts a fight and the hero defends himself. (d) Destruction of Property. A person damages or destroys the hero's possessions.



Press Dominance. (a) Coercion. Someone tries to force the hero to do something. He is exposed to commands, orders or forceful arguments. (b) Restraint. A person tries to prevent the hero from doing something. He is restrained or imprisoned. (c) Inducement, Seduction. A person tries to influence the hero (to do something or not to do something) by gentle persuasion, encouragement, clever strategy or seduction.

Press Nurturance. A person nourishes, protects, aids, encourages, consoles or forgives the hero.

Press Rejection. A person rejects, scorns, repudiates, refuses to help, leaves, or is indifferent to the hero. A loved object is unfaithful. The hero is unpopular or not accepted for a position. He is fired from his job.

Press Lack, Loss. (a) Lack. The hero lacks what he needs to live, to succeed or to be happy. He is poor, family is destitute; he lacks status, influence, friends. There are no opportunities for pleasure or advancement. (b) Loss. Same as Press Lack except here the hero loses something or someone (death of loved object) in the course of the story.

Press Physical Danger. (a) Active. The hero is exposed to active physical dangers from non-human forces: savage animal, collision of train, lightning, storm at sea (including bombardment). (b) In-support. The hero is exposed to the danger of falling or drowning. His car overturns; his ship is wrecked; his airplane is injured; he is on the edge of a precipice.

Press Physical Injury. The hero is hurt by a person (press Aggression) or by an



animal or accident (press Physical Danger). His body is mutilated or disfigured.

It should be understood that a single environment force often consists of a fusion of two or more different press.<sup>1</sup>

This test is composed of a series of twenty pictures about which the subject is to tell the stories that come to his mind. Number 16 is a blank. It was difficult to explain the test to Donnie as he felt the need of "printing" on the picture to "read" the story. His story productions were:

1. There is a little boy who is thinking about the violin. He has been playing it because the bow is beside it. The bow is broken. This makes the boy feel bad. He dropped the bow and broke the strings because he pulled them too tight. He is very, very sad. 3 minutes. Need abasement, N intragression, N nurturance, N succorance, N blamavoidance. Donnie apparently identifies himself with the little boy incapacitated by a broken bow, whose "strings" were too tight. Perhaps, Donnie even identifies himself with the bow.

2. The lady has two books, so she leans against the tree. She is watching the man plow the fields. He is making a garden to grow vegetables to feed his family and

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<sup>1</sup>Henry A. Murray, Thematic Apperception Test, pps. 1, 9-12.



the cows. Even the horses have hay to eat. Every one is happy to be on the farm. 3 minutes, 25 seconds. Need achievement, N nurturance, N passivity, N succorance.

3. Donnie hesitated a long time looking at this picture. He did not express himself as he probably felt. "Boy is sitting there crying because his mother is dead. She died today. He lost his dog yesterday. He feels pretty bad." 1 minute, 25 seconds. Donnie refused under encouragement to go farther. Need abasement, N succorance, Press loss.

4. The man is out of his head, the nurse is trying to get him to look at her. He is badly hurt. I guess he was shot. 1 minute, 10 seconds. Need nurturance, Press aggression, P dominance.

5. The old lady hears a shot near by. She looks in the room. She sees the books. Everything is all right. She turns out the light. It was probably her husband that was shot. 2 minutes, 30 seconds. Need aggression (destruction), N nurturance, Press aggression (social).

6. The old lady is looking out of the window, she is very sad. Her son had gone away, he is dead. She is crying. The man is trying to stop her from thinking about her son. But he can't, because she has a hanky in



her hand. He has his hat, and he puts it on and he goes away. 1 minute, 30 seconds. Need nurturance, N succorance, N cognizance, (Lady feels sorry she did not do something about her son before) dejection.

7. The old man is watching the young man. The young man is mad. He is in the FBI. The old man won't let him go with him into the house. The old man killed somebody. In a minute, the young man is going to pull a gun on the old man. He will hold him up and go on in anyway. 2 minutes, 50 seconds. Need aggression, N dominance, (coercion, restraint, physical danger).

8. One man in the background is going to kill one man lying down sleeping. He is going to kill him with a knife. The sleeping man does not know it. The helper holds a flashlight to see him stab the man. The boy is sad - he knows about it, but he can't stop them. He is helpless. 3 minutes, 30 seconds. Need abasement, N aggression (destruction), N nurturance, Conflict, dejection, Press aggression, (emotional destruction).

9. The men are sleeping on the top of each other in the grass in the park. Bums. They can go anywhere, anytime. Sometimes they go hopping on boxcars on trains. They don't have to pay. They can go anywhere. Sometimes they sleep in the boxcars. 2 minutes, 30 seconds.



Press dominance (coercion).

10. Here is a man and a lady. The man is kissing her on the forehead. She has her hands around him. They love each other. That's all there is to it. 1 minute. Donnie was a bit scornful of this.

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11. Here are bats and dragons and tortoises. The bats come out of attics, snakes are coming out of the hole in the mountain. They are trying to eat each other. They are all having a fight. 2 minutes. Need aggression (physical, social), N dominance. Conflict.

12. There is a boat - a man came across the lake to see if a friend is there. He found him dead and buried there near the water. A spook came out and scared him away. He runs. 1 minute, 10 seconds. Need aggression, N succorance. Press physical danger.

13. Maybe the boy is sad because he has no home. He lives in an old shack house. His mother is with him, though. He has no shoes. He might step on a sharp, piece of glass and hurt his foot. His friends are all dead in the graveyard. 1 minute, 35 seconds. Need succorance, dejection. Press lack and loss both.

14. (This is a most important story in consideration of Donnie's own life -- see Family.) This boy's climbing out of the window. He is getting away from his



father and mother. They are going to tie him up and take him away in the car. But he is going to run away first before they come to get him. He climbs out of the window and goes to the barn and rides the horse. He rides the horse fast. 2 minutes, Need succorance, N intranurturance, N harmavoidance. Dejection. Press aggression, P dominance (coercion, restraint), P physical danger.

15. This man is a spook (my mother is always telling me about scary spooks). He is coming out of the graveyard with a whole bunch of tombs. He's going to scare somebody. So they have a heart attack. He kills somebody. 2 minutes, 30 seconds. Need aggression, N dominance. (Donnie added here that he could walk like a spook).

16. (Blank card.) Hm - m-m-m, I don't see anything. There is this boy playing in the whole, big, wide yard in back. There is a big, leafy green tree out there. There is a big white house with flowers all around it. The little boy has a little dog and a big girl playing with him. One day, the dog got lost. He put an ad in the paper. They found the dog. Then the boy was happy. 3 minutes, 37 seconds. Need acquisition, N affiliation, Press affiliation, P loss.

17. A man is climbing up the rope. He is trying to



get away from somebody. He is putting in all his strength to get to the top. He is awful tired. He is trying to get away from a man who is trying to capture him. The man is after his money. 2 minutes. Need succorance, N harmavoidance. Press aggression, (destruction of property), P dominance, (coercion), P physical danger.

18. Man is grabbed by another who will pretty soon choke him. He can't see him because he is behind him. They are after him because he killed his wife. 2 minutes, 25 seconds. Need succorance, N aggression, N dominance, Press aggression, P physical danger.

19. House is all covered with snow. Spooks behind the house will jump out at them. There's a ghost in the house that killed a lady. You can see the big eyes of the ghost in the picture. Need aggression.

20. The man is walking in the street. The Whistler walks at night, he finds out all the names, secrets and junk. A man killed a lady. So this man found out who killed her and locked him up. In jail. Finally, he broke out of jail and the Whistler caught him again. The cops put him in Alcatraz. He has to work in jail. All he eats is black bread, water and beans. 4 minutes, 25 seconds. (Part of this was taken from a radio program Donnie listens to irregularly). Need dominance, Press



dominance, (coercion), P physical danger.

A few of these stories depend on the mood. In the first session, Donnie expressed his need for nurturance. He identified himself with the hero who felt sorry. In many cases, the hero was helpless in his dilemma. There is an overall picture of blameavoidance. The hero is seldom to blame for his unfortunate situation. That is Donnie's position.

In the second session, Donnie was in a more aggressive mood, he felt coerced and pushed around. The hero blameless in all particulars (except those who killed their wives; Donnie did not feel that was a heinous crime) was being either chased or captured. Donnie's spirit is caught imprisoned in his faulty body. (All this is from a little boy who every one says is happy, cheerful. Teachers and friends comment on his excellent adjustment. Another recurring theme is the sudden and violent demise of a lady (See 3, 18, 20). It seems possible that Donnie has a conflict with his mother. He does not feel too happy about his teachers. In 13, he has every catastrophe that could happen in his small world afflict the boy, except one redeeming factor, the boy has his mother. In his wish for desert island companions, he takes his father and two brothers. He feels he must be independent of his mother.



Donnie, in his private operations, may be storing up trouble for himself. He wants and needs a great deal of love, he is in conflict because he feels needs for dominance and aggression which he cannot and must not express overtly. He strikes other children on the playground under cover of the spirit of play. His friend, Dolph, dimly understands this. He wants to be a wrestler, a cop or a detective punishing others for their transgressions. There is an underlying theme of conflict, aggression, physical danger in his stories. His ideal is freedom, unfettered movement, spooks and bums (not necessarily socially approved characters). He, in 16, likes playing in a big yard with the non-dominating dog and big girl (mother substitute).

Donnie appears to be practical, but not alert to absurdities. He took for granted that the examiner understood. He would nod his head energetically in all his recitations as if that would help the story along.

When Donnie was asked what he would do if he had three wishes, he chose for the first one the chance to run away. The second choice was to go to San Francisco. Then it developed that he had the whole plan worked out. Donnie would go away from home (out of his conflictful environment) get a room in a hotel in San Francisco, go out to Fleischaker Zoo and watch the animals pace back



and forth in their cages. Donnie apparently wants to get outside of himself then sit back and watch the indifferent world (in the form of caged animals) take his place (the spastic's lot).

Feelings regarding himself: Donnie has a stoical recognition of the fact that he has few strong points. He apparently has little overt fear of future deprivation and suffering. As a result of the good treatment won by his compensatory and overt friendliness, he feels himself a part of his group, tags along, losing himself good naturedly in the group, feeling able to endure frustration in a social situation.

Covertly, his frustration tolerance is worn thin, and he feels that he is afflicted with a malady which he longs to displace onto someone else and watch from a free vantage point. He looks forward to the day when he might be as free as a bum and ride the rails. He does not fear punishment, but he is a stickler for law and feels that transgressions should be punished. His constant solicitations for help represent more a trial of sources for future operations than a current helplessness.

Feelings regarding social adjustment: Donnie likes to lose himself in group situations giving friendliness and receiving some attention and help. He likes to watch or play with animals (beings more limited and freer than



he). He isn't fond of pretending, movies, quiet games or any contemplations which allow his suppressed frustrations to come to the surface.

He seems to be insecure about the help and friendliness which he can expect from the more fortunate people, so he seems to find it necessary often to see how far he can go without offending.

He seems somewhat humorless, and this might indicate that he identifies too easily for comfort with those persons in social situations who might be objects of jokes.

Feelings regarding family: Donnie does not feel secure in his family, although he is not especially maladjusted. He desires more of his brothers than they are prepared to give, so he is constantly disappointed. When the opening to the crippled children's home comes his way, he will decide about his father, until then he holds a mental reservation.

Outlets: Playing with the children, always out on the playground, Donnie rarely misses a thing. He can always report what has been going on; when they need an extra man, Donnie is "it."

In soliciting sympathy and good-will from adults, Donnie learned early not to whine. His mother would not tolerate it. He found cooperation, beaming good humor to be his "aces in the hole." He runs errands for the



teachers, stacks books, is generally helpful to the limit of his ability. It does not matter that he does not do it well.

Controls: Donnie has always found it easier to obey. He thinks others should too. He works on his little brother in this respect. Being a Catholic, he has great faith in the instant, awe-inspiring power of God and the priest. These images are interchangeable in a vague way in his mind. That is, he tends to confuse them. The greatest crimes are "killing a lady, stealing something that belongs to somebody else that he needs." "You should be good, because it is better that way," he explains simply.

Needs, press, related traits: Donnie has few creative or constructive tendencies, or resources of any kind within himself - perhaps, because he has not felt much security except in losing himself in social activity.

He apparently displaces his feeling for his own private coercion and restraint (the spasticity) upon all the outward pressures of his environment, particularly parental aggression and dominance.

He has a strong need for affiliation, his main present outlet. In an affiliative situation, he can express his needs for excitement. Even as the spasticity in-



creases, he seems to find release. There is nothing competitive about his need for affiliation (overtly).

It is when he has to work alone in the presence of others that he has to strive for control - thus heaping insult on injury (school situation).

Covertly, and somewhat overtly, Donnie has strong needs for autonomy, passivity and succorance. In the absence of any special abilities, this combination might lead to his coming a wanderer or a public charge - since he seems to have so far little fear of the dangers of such a condition. He has tended to rely on eliciting the sympathy of others. He would probably be badly confused if this technique should fail in some new situation.

He has a fairly strong overt need for blamavoidance, which probably comes from overt acceptance of family teachings, and from affiliative tendencies. In some degree of conflict with the alliance of blamavoidance (on one hand) and the spasticity itself (with its displacement upon environment pressures) is the combination of need for autonomy and passivity.

As a result of the conflict, Donnie feels probably more covert aggression than he normally would. This comes out to some degree in free play, but more clearly in his projected themes. It seems to be indicated that



if and, when he loses his protected environment, his aggressive tendencies might break out or at least break down his frustration tolerance.

At present, he seems to be a child predominately of Horney's "moving toward people"<sup>2</sup> type with an actual dislike for any detached activities which lead to reflection upon his plight. Yet he harbors covertly a desire for release from restraints which may lead him away from the more healthful orientation and from the only effective outlet he has at present.

Tentative recommendation:

1. Placement among other equally handicapped, where he may develop resources within himself - not leaning so much on the more fortunate, if it can be achieved without undue emotional traumata.

2. A considerable search for something that he can do well. (Perhaps farming).

3. Continued supervision and protection - delayed infancy.

4. Pretty strong reliance (in view of his level of his intelligence) on training in simple standards of pro-

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<sup>2</sup>Karen Horney, Inner Conflicts, Chapter III, pp. 48-62.



priety. (Use of his religion, family cooperation, institutional standards, etc.).

5. Controls not too harsh, yet firm.

6. Provision of outlets. (Social participation, inferiors to deal with, etc.).

Donnie's spasticity probably would be much less decisive except that he has so few resources and so few effective outlets.

It may be that his low intelligence prevents him from realizing the extent to which he is blocked in life. Yet, even this tends to reduce the ways of reacting which are at his disposal. His sensitivity to frustrating incapacities is on an underground level mostly - but it appears to determine and to limit his likes and dislikes. It apparently tends to make living for him a perpetual effort to escape situations in which he has awareness that things are not right, and that he is an unfortunate, living parasitically on the periphery of the group of fortunates.

Probably insight therapy would not be useful in view of his incapacity to get a sufficiently full insight or to see a way around the difficulty. Insight needs to be accompanied by a substitute or an overcoming program. Donnie probably to a slight degree senses this situation in its broad outlines now, and turns back to his protections and his few outlet devices.





Figure 1.  
Age 6 months



Figure 2  
Age 12 months

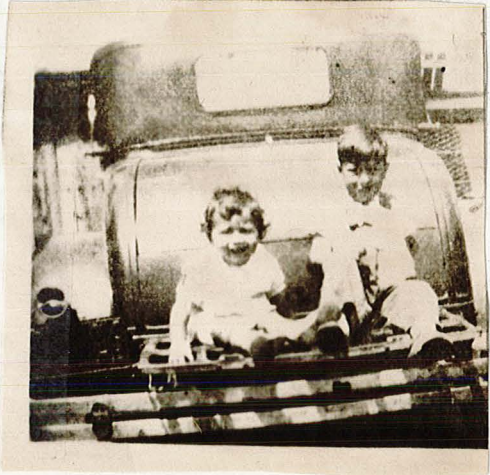


Figure 3.  
Age 18 months

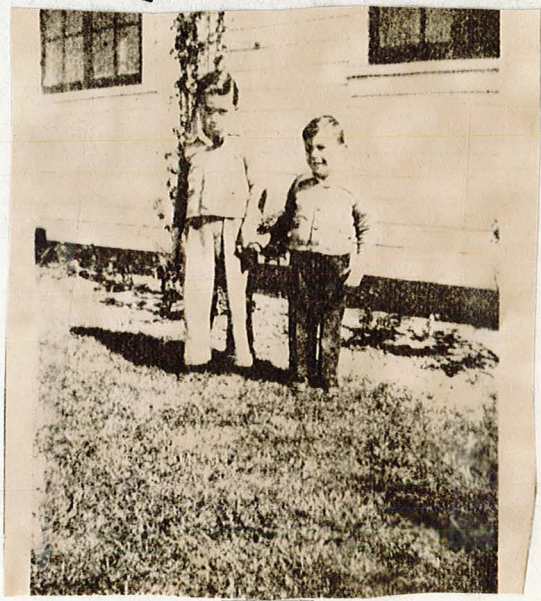


Figure 4.  
Age 4 years





Figure 5. Age 7 years



Figure 6. Age 8 years right



Figure 7. Age 8 years



Figure 8. Age 9 years.



## CHAPTER III

## JOANNIE B.

Birthdate, January 13, 1937. Age, ten years, three months. Grade, low fifth. Father's occupation, Rigger on Naval Base. Income leve, average. Religion, Protestant.

Physical description: Joannie is fifty-four and a half inches tall and weighs sixty-four pounds. She is long legged and knobby-kneed. She has lost all of her baby fat, is thin, but not underdeveloped. In time, she may be of pyknic build as are her mother and her mother's sisters. She has dark brown hair with a shallow wave of which she is very proud. Her eyes are brown, but their attractiveness is lessened by small pouches underneath. Her teeth are good. Her posture is straight, but she habitually stands with one foot thrust out in front of her - apparently in imitation of a "glamour" pose.

The movements of her hands are graceful and quick; she moves them frequently to promote explanation.

Her clothes are attractive, but she wears them carelessly. Joannie wears blue often, because it is the nearest at hand. She seems to feel that there is



little use in dressing well.

Health history: Her birth was an easy, normal one, and she weighed seven pounds, eleven ounces.

Rather complete records give us these statistics on Joannie showing she was a normal child physically.

At birth	--- 20 $\frac{1}{8}$ inches	--- 7 pounds, 11 ounces
1 month	22 inches	8 pounds,
2 months	23 inches	11 pounds
3 months	24 $\frac{1}{8}$ inches	12 pounds, 10 ounces
6 months	26 $\frac{3}{4}$ "	15 pounds
12 months	29 $\frac{1}{8}$ inches	19 pounds
24 months	34 inches	26 pounds
3 years	37 $\frac{1}{8}$ inches	30 pounds
4 years	39 inches	32 pounds
5 years	42 inches	40 pounds
6 years	45 inches	48 pounds
7 years	48 inches	53 pounds
8 years	54 $\frac{1}{8}$ inches	57 pounds
9 years	54 $\frac{1}{8}$ inches	64 pounds.

Joannie has not had this year's statistics taken yet. She had mumps at five while in kindergarten. She was out of school for two weeks, but the swelling was very slight. Her uncle had died of mumps but a few months previously so the parents were very careful of her. She had chickenpox when she was nearly six and measles at seven. Her most serious illness was a bladder infection when she was four and a half. It took her several months to get over it. Her mother was considerably worried. She was obliged to entertain her almost constantly to keep her fever from rising. Joannie lost quite a bit of her hair at that time.



When she was five months old, she began to teeth. Joannie began to creep at seven months, but she became so dirty, her mother discouraged it. She was given a walker. At eight months she could walk holding onto a finger, but did not walk alone until she was a year and a week old. Joannie had several cavities in her baby teeth which were filled at four. She has never had to have that done since.

In January of 1939, when she was two, Joannie fell on a tin can, ran a sliver of tin up inside the skin of her finger. Her mother, frightened, tried to get the sliver out, but Joannie fought her. Her mother took Joannie to the hospital about noon. Joannie was given chloroform, and the sliver of tin was extracted. Joannie awoke about four o'clock, full of pep and none the worse for wear, but her mother was so upset she couldn't sleep that night. Joannie was vaccinated for smallpox in 1938, given whooping cough anti-toxin in 1938, immunized against diphtheria in 1937.

She is 20/25 in the right eye, 20/30 in her left.

School history: Joannie is considered to be a non-conformist. When her ideas do not coincide with the teacher's, it is her own whims she follows. While she is not a naughty child, there is frequently a lack of



meeting of minds. Joannie feels that school work is trivial and she does not get along well with other children.

Her average grades are as follows: (See p. 11 for key)

Language arts	C	Natural science	B
Reading	C	Library	C
Arithmetic	D	Music	B
Social studies	D	Art	C
Healthful living	B		

In music and library (conduct) she is definitely improving; she is rapidly losing ground in arithmetic and social science.

Joannie's fourth grade teacher made this note on her card:

Joannie wants too much attention in class. I know she can do better. Joannie pouts and won't work, unless I give her extra help. I am sure she could do better, if her attitude were better.

To this, Joannie's mother replied, "If I can be of any help, I'll be glad to do what I can."

The matter was dropped there.

In the next report, the teacher reported, "Joannie has improved, I think she will keep trying." The grades and attitudes and ratings did not improve, however.

Comments of the three teachers who have had her:

Definitely a spoiled child! Pouts all the time! She's a poor student, not too intelligent. I wrote home about her frequently, but her mother wouldn't



answer notes. She, however, was in the process of having a baby, so she couldn't be expected to come. I never met her. Other teachers say she was fairly pleasant, though rather indifferent. Other children do not like "Joannie." (This teacher injects her own personality into everything she says. She told of another "Joannie" who was poor. Then half jokingly said, 'There must be something in the name of Joannie'.) Joannie constantly tries to get attention. She is contrary to group ideas. Joannie gets up when the others sit down. She goes walking down the aisle whenever the spirit moves her. She talks out loud or sings when the class is supposed to be quiet.--Miss C., Third Grade teacher.

Before I had her I noticed Joannie always standing in the hall. She was always dressed rather cute up until this year. Now frequently her dress is mussed, her hair uncombed. Two years ago, she had a baby brother. I think it put her "nose out of joint." I try to compliment her in her dress, to please her in little ways to get her cooperation, but nothing succeeds. She pouts all the time; it is disgusting. I wrote a note on her report card to the effect that Joannie was upsetting the schedule with her non-conformance - that she could do better work if she tried. Her mother wrote in reply that she would do what she could to help. I see no change in Joannie's conduct.--Mrs. S., Fourth Grade and Music teacher.

The class I have are such a bunch of monkeys that Joannie doesn't stand out so much. She has her own ideas. She likes to get good grades. She takes things into her own hands. (See paper Joannie marked). Joannie is frequently moody. She behaves herself on the playground.--Miss S., Fifth Grade and Physical Education teacher.



Joannie is capable, but not cooperative in her school work. It appears that each teacher has trouble with Joannie according to her own personality. Joannie herself refuses to comment on school; she just shrugs her shoulders.

Writer's observations: Music; Joannie got a chair for the observer, fussed about a book, seemed anxious to please. She hastened to obey the teacher; she seemed in a good mood. She has a good voice, but does not sing all the time. She requested "The Tree in the Wood," an old English cumulative song which goes on and on. Her toe taps in time to the rhythm for which she has a good sense. Another day, Joannie changed her seat and had to be moved back. She flopped her hair in a gesture of protest, seemed bored, but was not noisy. Joannie's choices of songs are not popular with the other youngsters; one or another is heard to groan on nearly every one of Joannie's requests.

On the playground: Joannie plays soft ball with the girls. She seems to get a great deal of fun out of it - jumping up and down shrieking with flee. When her turn came to bat, she delayed the game by taking off her blue scarf and coat. She hit the ball and managed to run to first base just as the first base girl caught the ball. The teacher called her back. There was no argument on



Joannie's part, but the teacher seemed to expect one for she continued to speak to Joannie authoritatively after she motioned the game to go on.

Another day, Joannie stood alone on the playground. Other girls were in groups laughing and talking - gripping hands and swinging in circles. Joannie stood with her hands in her pockets watching them. The teacher had them line up. Joannie waited until everyone was in line then she walked to the head. The other girls objected, but apparently they had been through this before, the teacher paid no attention. Joannie seems to have few friends, but this time she grabbed one of the girls ecstatically and hugged her, lifting her off the floor. The girl squealed and giggled, but did not respond with a hug.

In folk-dancing, Joannie can be one of the best. She dances with Gene S. as a partner. When she is with him, she performs with gusto. She is quick to catch on, but slow to comply. She does much better when the busy teacher is occupied with someone else.

In regular classroom activities: Joannie pounded a boy on the back and yelled when he touched her comb. She ordered him to another desk; the teacher was obliged to settle the dispute. Joannie moved to a vacant desk. Apparently vain of her long dark hair, she combs it in



class. She throws her hair over her shoulder as a frequent gesture of annoyance. It hangs below her shoulders when it isn't in curls.

When the class members were discussing Weekly Readers, Loyal K. tried to look at a pile of new readers. Joannie arose from her seat to thwart him.

Joannie received a silver watch for her birthday. She is constantly checking on the time, keeping her classmates informed. One day the teacher asked another little girl the time, though Joannie held hers forth prominently.

In geography, Joannie contributed to the class discussion, saying that she had visited a cotton field. She did not seem to have seen the things the teacher expected her to have seen and appeared to be very negative. At the end of the hour the teacher assigned a composition. Joannie refused to write it on the grounds that she did not know how to spell the word, "cotton." Her watch, however, kept her pretty well occupied.

During the latter part of the study, Joannie became very friendly with the observer, enjoyed showing off. She was bossy, intolerant of the misdemeanors of the others. She hurried to get books from the teacher's desk before Gene S. got there. Apparently she will go to the limit of the law in infractions herself.



When a reading test was administered in the library, Joannie's pride made her rebel against taking it. She cried and asked to be excused because she could not read. Her request was refused. Joannie shrugged her shoulders and commenced immediately on the test.

Part of Joannie's spare time is spent in doodling hearts, or girls' names, or girls with heart-shaped mouths. She is often engaged in the pursuit of matching girls' and boys' names seemingly in the hope that someone will match her name. She is greatly occupied in trying to go with Gene S., a big, dark-haired boy, a leader in the class. To him, Joannie appears to be merely an irritation, a someone he has to dance with in folk-dancing class.

Joannie would covertly like to be a member of the most popular group of girls. She does not waste any time trying to appease the other groups. She isolates herself by her ways, few of the girls go around with her. Alice and Geraldine would be willing to do so, but Joannie apparently does not "see" them. (See sociogram, p. 19).

Fire drill: Joannie behaved herself in line, not trying to be something out of the ordinary during this unusual occasion. In fact, she tried to keep others in order.



Family: Joannie's father is a middle-sized, thick-set man of Germanic descent on his father's side. His maternal grandfather, William Thomas M. was Scottish. Living in Oklahoma territory, he fought on the Confederate side during the Civil War. He married a Miss S., an English girl, fifth cousin of Queen Victoria. Her father is a crane operator at a nearby Naval base. He is a mechanically minded man of whom Joannie is very fond, but he is inclined to be a bit bitter about family relationships. His own father, a much-married minister, deserted his mother when he was very young. His mother then went to live with her parents and much younger brothers. When Mr. B. was fourteen, his mother married again, this time to a good man who took a kindly interest in the boy. It is reported that Joannie's father is still resentful about his own father and bothered by the fact that one not of his own blood was so good to him when his own father was not.

Mrs. B. is of Dutch descent, the eldest of seven children. There is a close relationship there. All live within a small geographical area, so family reunions are frequent. There were four daughters and three sons. Nearly all are successfully married (one daughter is a widow, one son is still adolescent). Mrs. B. appears to



be the dominating factor in the home. She is of average size with dark, reddish brown hair. She gives the appearance of throwing herself heart and soul into anything she undertakes. She is forceful and to the point.

Joannie's little brother, age 2, is a handsome, smooth-complexioned child. His mother dresses him attractively in red corduroy which stimulates favorable comment. There is evidently intense sibling rivalry on Joannie's part. She feels he usurped her place. The adults in her environment have done little to dispel the idea. Joannie especially seems to resent being forced to assume responsibility for her brother on various occasions. Miss S., Joannie's teacher, reports that when Mrs. B. came to visit school with her little son, he was friendly enough with the other youngsters, but he steered clear of Joannie. He seems to be a noisy and somewhat unpredictable child.

Joannie was an attractive small child (see pictures). She was normal in every way. She is reported as smiling at six weeks. Her teeth erupted at five months. She, however, had convulsions when her eye teeth came through. She was an alert, active youngster. After five months, she could not be left alone on a table for fear that she would roll off. At three and a half months, she would swing her bright red rattle around and around accompanying



it with singing, "ah - ah--ah." She began to creep at seven months. Her mother immediately put her in a "Taylor Tot." She hated being left alone and would follow her mother all over the house in it. At nine months, she was very versatile in steering it, maneuvering it into a corner and out.

Her step-grandfather was her nearest and dearest companion. Joannie was the oldest granddaughter in both families, Mrs. B's sister having a small son near Joannie's age. The adults played with her quite a bit. At eighteen months, she was taken to San Francisco, treated to the zoo and a ride on the merry-go-round. On the way home the family stopped at a relative's home where a family reunion was held. At the dinner, Joannie commemorated the occasion by going around the table and eating the red cherries off of everyone's ice cream.

Joannie's mother reports that while Joannie likes most men, she is very shy with women. Her step-grandfather will get down on the floor with her and play with her for hours at a time. Her three uncles (mother's brothers) are great favorites of hers.

Joannie is quite a talker. She started early, saying a few words at seven months. She was able to express herself to a considerable extent at a year. Her



vocabulary consisted of "babba (doll), kitty, pretty, Bobby, little-little, mommie, no-no, doggie, bye-bye, hot, ouchie, cook, peas, pea-ah (please), teddy, shoes, two, what, why." At two years, she was saying sentences and complicated words like "tricycle, tired and sleepy (all one word)." This is quite remarkable in view of the fact that now she scores only 98 on her Stanford-Binet test. It would seem she would be more advanced now.

Joannie is reported not to have had any of the unpleasant mannerisms many babies have such as, sucking her thumb, stuttering or lisping.

An outstanding factor in Joannie's life was the fine clothing made for her by her mother. Also Joannie when younger was dainty and particular. She loved her bath, laughing and splashing in it so that it was difficult to get near her. She is reported to have delighted in dressing in attractive outfits. She had a princess-style housecoat at two, suits of blue silk, plaid wool, turquoise corduroy (the latter was called "hot dress", too warm for hot weather, but she wanted to wear it anyway) featured her wardrobe. She liked to match her socks and hair ribbons herself. When she was four she modeled in a style show, wearing a red and white cross bar dress with tiny apron to match. This affair was written up in the paper and received quite a bit of notice. See sets of



pictures for Joannie's most distinguishing outfits. The only clothes which Joannie does not like are the brother and sister suits which her mother makes for them. This is significant.

Joannie remains an active child, she loves to play, jump rope. She learned to ride her bike at six. She loves to play with her cats. She has never been fond of dolls, though she has several attractive ones. Two big Raggedy Ann and Raggedy Andy dolls, story-book dolls and many nice looking, small figurines are in her room.

Her room is such as her mother wishes she had had in her crowded childhood. The decor is pink and blue. Twin beds with baby blue tulle covers are the main feature. On the walls are tinted portrait photographs taken each year of her life. Her bookcase contains large beautiful picture books, chief among which are the Johnny Gruelle, Raggedy Ann and L. Frank Baum Oz books. In showing Joannie's boudoir, Joannie's mother said, "I choose the things I would have liked when I was a child, but Joannie does not seem to appreciate it very much. She is beginning to act like a tomboy. She loves to have me read her these stories, she won't read them for herself. But other than that she doesn't care much what I do. I think perhaps she's a bit jealous of Donnie."



That may well be the crux of the matter. From birth, Joannie has been surrounded by love and devotion, all her adult environment centered around her. At the birth of her brother, her mother's energies were directed away from her. Several little cousins were coming along, diverting other adults' attention. Her baby cuteness was dropping away. School work was becoming harder, Joannie was not prepared to meet it. At eight everything changed, Joannie became an unhappy little girl.

She can hardly believe her misfortune. She still hopes every thing will turn out all right, that things will be as they were before. She retains many little child ways, pouts, hums and sings in class. She regards new comers with suspicion until they "clear themselves." Will they be hard, cross and demanding or will they be friendly -- which is the equivalent of asking - will they accept her for herself alone as they did when she was small?

In her present state of confusion, incongruities mean little to her. She accepts her lavish room; large scrap books of cards, mementoes of trips, picture; birthday and valentine parties with elaborate decor; presents such as her watch as her due - because she is Joannie. How then can scolding from the teacher and her



mother, poor grades at school, comments on her inability to read, the indifference of her classmates fit in with the character of her idealized image of Joannie. They do not. Incongruities seem woven into the whole of Joannie's life, and she has no techniques as yet, with which to differentiate them.

Tests: Stanford-Binet; C.A. 10 years, 1 month,  
M.A. 9 years, 10 months,  
I.Q. 98, Range 8 to 14.

Inclined to use talking as a substitute for activity, she passed the vocabulary test with flying colors, defining sixteen words successfully and taking a chance on twenty-seven. She is poor on spatial relations, leaving out lines rather than drawing the wrong ones. She seems to react unfavorably to pencil and paper situations. Joannie is not acute in sensing absurdities. She seems to be willing to accept peculiarities as being inexplicable - therefore, beneath notice. "If oddities are there, they are there - no reason for it," appears to be her philosophy. Joannie did not mind trying nor seem anxious as to whether she was right or wrong. She seems to feel that if she is liked, then what she does is not censored.

At year ten, Joannie failed in naming words. She gave fifteen words very quickly then blocked for the re-



mainder of the allotted time. She recited the new words she had been learning in her reader: monkeys, bananas, trees, sky, blue sky, clouds, coconuts, elephants, giraffe, etc.

Joannie quite frequently knew the right way to do the problem (i.e., search for purse in the field, Year 13), but she refused to use her pencil, she preferred to explain things orally, thereby missing the item. She missed every item in thirteen. On another day the year fourteen was given her, six months of which she passed. She missed all of average adult, however. For comparison, she received the score of 85 in the Otis group test. This was administered the year previously; she explained that she did not feel like working with the class that day. She has average intelligence, but her abilities are "spotty." She passed abstract words, shadow test and the vocabulary range at fourteen all of which are in her particular field.

At first, rapport was difficult to establish. By the time Joannie had defined three or four words in the vocabulary section successfully she was all smiles.

When Donnie came to be examined he brought a pencil which he had sharpened carefully. He wanted to delay to get some paper, but his teacher hurried him off. Joannie did not come prepared herself, though she seemed quite



willing to do what the examiner required of her.

She wore a red set ring, which twisted while she thought, but it gave her no cues in word association. Her attire was quite "fancy" that day - ring, barrets and a ribbon in her hair and watch. She manipulated all of these as she worked. She mentioned that she was left handed but that no one tried to make her change. She seemed to enjoy the individuality of being a "southpaw."

Rogers Personal Adjustment Test:

	Joannie	Rating	Mean score
Personal Inferiority Score	9	Low	14.3
Social Inferiority	15	High	13.2
Family Relationships	15	High	8.6
Daydreaming (girls)	8	High	4.7

Joannie rates high in three categories which makes her socially rather unbalanced.

Joannie appeared to be indifferent to the idea of growing up to be any particular sort of person. In the first section in the test housewife and cowboy were the only two occupations she would consider. She would like to own a farm, raise cats, and ride a horse.

Joannie expressed the desire in section two to be better liked, to have her father and mother love her more, and to have more money to spend. She grew confidential and asked, "Would you really like to know what I wish?" Her three wishes were revealed as (a) having no school,



(b) being excused from watching her little brother, (c) and having an orange Persian as the "husband" of her current kitten. She launched into an animated discussion of breeding cats and of hereditary traits, good and bad, of the three kittens she had had for pets. Joannie considers dogs a nuisance.

In section three, Joannie selected her mother, father and baby brother as the three persons she would prefer to take with her to a desert island, but she was not very enthusiastic about the desert island idea.

Section four revealed that Joannie was a bit resentful of the more popular girls, that she was satisfied, however, with her own charms, that she has no perspective on her own faults. Joannie does not have the compulsive urge to have friends that Donnie, with his more obvious handicap, has. She seems independent at the present time.

Joannie has few illusions about her status as a player of games and a mixer with the "crowd." Evidently, she does not care to do better. She, like Peter Pan, resents this business of growing up. In section five of the Rogers Test, she indicates that the best years of her life were when she was a very young child. She had no idea that her parents wanted for her when she was grown. Joannie seemed to flinch "psychically" at the



thought of growing up. Her mother was named, in section six, first in the order of her affections, father next, then herself, and last her brother.

Thematic Apperception Test: For the first session, it was hard to establish rapport with Joannie. She stated that she was not good at making up stories. She seems not to care to perceive incongruities nor conceive unrealities in her stories. She did better when she found the examiner uncritical. Joannie seems to have a compulsive liking for a happy ending. In nearly every story, first she would seem to have completed it, then after a long pause there would come in a burst the sentence which made it a fortunate conclusion. Joannie seemed to resent this in herself. — Not so inclined to self-punishment as Donnie, she recognized violence only when the picture strongly suggested it to her. In the first session, Joannie would pick up the picture, look at it briefly, then put it face down in the pile. This necessarily shortened the story. During the later session she voluntarily lengthened the period without any suggestion on the part of the examiner.

Responses to the pictures of the T.A.T.

1. This boy is looking at the violin. I think the string is broken. The boy really wants to be a great violinist. His boy friend came over to see him, he



took the violin and broke it. The boy is looking at it-----when his father came home he promised to fix it. 50 seconds. Need blamavoidance, N cognizance, Press aggression, (destruction of property).

2. This lady has some books. She is planning to read while the man is plowing the field-----that's funny! Need blamavoidance.

3. It looks like the girl bumped her head on the wall. Maybe though she lost her cat, and now she is crying-----next day she found it. 1 minute, 40 seconds. Press loss, Need security.

4. Well, this man is going to have his appendix taken out. That is the nurse talking to him. He is being taken away from his wife and little girl. The nurse is taking him to his room. He is afraid of the operation. 2 minutes. Need nurturance, Press physical danger. Joannie identified herself with the little girl, who might lost her father. Press loss.

5. This lady is opening the door to look to see if anyone is there. She might have been to the show. She has taken off her hat and coat. Now, she is turning off the light to go upstairs. 1 minute, 50 seconds. Need order, N passivity. (This is quite different from Donnie's tale of a shot being heard, the lady's husband being dead).



6. This is a wife and husband being together in a study. She is his secretary and is doing dictation for him. He comes up and she saw him. She heard the door open, but I guess she didn't expect him. She works for another man. He had an operation, he was sick, so she had to go to work. 2 minutes, 20 seconds. Need security (financial). Joannie's confusion of employers bother not one whit. She seems also to have a very vague idea of what dictation is.

7. The mother is reading a story to the little girl with the doll in her hand before she goes to bed. It is not an OZ story -- not exciting enough -- maybe Raggedy Ann. She must like the story, though she doesn't look like it. 1 minute, 40 seconds. Need passivity, N security. Joannie expressed annoyance at the lackadaisical look on the little girl's face, though she herself affects it most of the time.

8. This man comes over to the lady's house to draw her portrait. She is posing for him. She's bored with it. 1 minute. Need passivity, Press dominance (restraint).

9. This girl's friend had lost her purse. She was worried about her so she went down to look for her. But she had to go home for it was getting late. 55 seconds. This did not have a happy ending, but then it wasn't the



heroine who lost the purse.

10. On this farm, there is a mother who has a boy. This boy is out looking for a cow in the snow. Her husband has her against his shoulder. She is crying. She is worried about the boy-----next day the boy comes back with the cow. 1 minute, 45 seconds. Need nurturance, N succorance, Press loss, P physical danger.

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In the second session, Joannie was in a much better mood. She made no apologies for any stories this time. There was more evidence of unrestrained fantasy. She made several false starts. In fine "fettle" at the end of the session, Joannie wanted to tell stories about the pictures we had not used (i.e., the boy and adult sets).

11. A man was going on a lodge trip. He's going down a steep hill. He sees a dragon. He's awfully scared. He runs and runs to get to the car before the dragon can get him. He has a gun in the car. He shoots it----next day, he gets home all right. 2 minutes, 5 seconds. Need security, Press affiliation (lodge), P physical danger.

12. There is this nun and the girl going to the hospital. Her niece is going to have a baby. The nun is taking her to the hospital. She wants to see the baby.



The nun scares her, but she goes anyway. 1 minute, 50 seconds. Need succorance. Conflict, Press dominance (coercion). The examiner was confused as to who was who, so further analysis of the story was difficult.

13. A little girl lives out in the country. She has a little brother and a big sister. She goes for a walk. She sees a big white house. She goes inside and goes around and around the steps. Later, she goes out to the barn and finds a horse. Then she goes riding. She meets her father while riding. He has been plowing the fields. He gets on the horse behind her and they go for a nice long ride together. Then they go home - she tells him about the stairs. 2 minutes, 50 seconds. Need affiliation (brother and sister, who aren't part of the story). N passivity.

14. The boy is looking out the window at the stars before he goes to bed ----- No! There is this girl and her husband in bed. The husband gets up and sees a wolf outside. He goes to the phone and calls the sheriff. He comes with his posse and they swarm around the house. Pretty soon they find the old wolf. A man is hiding behind the wolf. The sheriff shoots and kills both the man and the wolf. The man and his wife go back to bed again. They thank the sheriff because everything is all



right. 2 minutes, 50 seconds. Need aggression (destruction), N excitement, perhaps N sex.

15. It could be a statue of a man or just a man in the cemetery in the afternoon. The man is having a funeral. He's going to pray. He should bring some flowers. Maybe his grandmother died. No, he's too old--- anyway he passed away with a heart attack. 2 minutes, 50 seconds.

16. I think I'll tell a murder story. There is a country lane. A man and a woman with a boy and a girl live on this lane. One day the girl and boy went horseback riding in the woods. They saw poison ivy. They thought it was fern, so they picked it and brought it home. They also picked fruit in the woods, oranges and nuts. They went back to their house. The dog recognized the ivy and barked. The next day they had welts. They gave the ivy to their mother. She put it in a painted dish, green and red to match.

The mother told them it was poison ivy they had. She said, "You got poison ivy. It is very bad."

They had to stay home from school. They stayed home two weeks before they could go back to school. They recited in school about it. They told boys and girls not to touch it. The end. 5 minutes. Need dominance (told



other boys and girls not to touch it).

17. This is in Ireland. A girl is standing on the bridge looking into the sea. She looks up into the clouds to see if it will rain. Then she throws rocks down into the water and at some men. The men are bringing in packs of fish. They have been fishing with nets. They fish from 6 o'clock in the morning to 10 at night. They are going to the warehouse to store the fish in frozen lockers. The next day they are going to the sea to get more fish. They do it all the time -- over and over again. Tiresome business. You get sleepy going back and forth on the ships. It's dangerous, too. The men might get drowned. 3 minutes, 40 seconds. Need freedom, N change, N aggression (throwing rocks at the men). Press dominance, (coercion, environment) P physical danger.

18. This is in the city this time. It is a man whose throat the woman is squeezing. They have no children. The man stole a valuable brooch. She found he had it. She left it there to see if he would sell it for money. She found out he did. So this night, she creeps up on him and strangles him. Just then he screams. The policeman just around the corner hears him. He comes up and pounds on the door. "Open the door in the name of the law!"



They arrest her for three years. The man gets put in jail for five years for stealing the brooch. They both have prison records though. 3 minutes, 37 seconds. Need retention (woman's keeping what she has), N aggression, N dominance. Press aggression, P loss.

19. This is a house in Iceland. It's really several houses -- snow houses. They have ten dog teams. It's snowing, they are having a blizzard. There are some sheep lost in the snow. The men put on fur parkas, ones that cover the ears so they will be very warm. They borrow other teams to hunt for the sheep. They have to go real high in the mountains to look all night. They get one dog loose. It fights its way to the sheep. There are five or six sheep there. A mother sheep with five or six babies. They follow the dog back down the hill. The men take it and put them in a warm shed. Yes, they take them to the barn and feed them warm, sterilized milk. They have to bottle feed the babies and put them to sleep in warm stalls. They sleep all night. The men tell the sheriff they found the sheep. The next night they find some more and that is all that is lost. They are very happy to find the lost sheep. The two babies are given to Mary and Tony, the boy and girl. Tony calls his Fuzzy, Mary calls hers Curly. They grow up to win prizes. 5 minutes. Need acquisition, N succorance, Press physi-



cal danger.

20. This man is coming back from the movie show. He has to cross the park. He has just seen Roy Rogers in My Pal Trigger, and also Blue Skies. (I saw them). This man lives a mile from the show house. Another man holds him up for money. He had only \$20 or \$50, but the robber takes it. He tells him he'll kill him if he tells the police. But the man doesn't care. He told the sheriff anyway---about how he had the \$20--no, \$50.30 stolen. He gave him a good discription of the man, a dark, grim voice--mystery voice. They look and look, look, look and look again. The next day they find him in a log cabin. They find the trail across the fields leading to the old house. The deputies surround the house, but he gets away in the car. The police shoot the tires and get the man and two others. The first man gives the money back. These men had prison records for everything; fraud, stealery, taking cars and arson. They spend a long time in jail. 5 minutes, 5 seconds. Need aggression, N excitement, N order (exact name of show, the first amount stolen was indefinite, second was \$50.30), Press loss, P physical danger.

Joannie is becoming increasingly maladjusted. These stories would indicate a fairly healthy outlook. She had



no horror stories, and she did not give a murder story although she promised one. It will be remembered that wife-killing was found in Donnie's stories. Joannie's maladjustment appears to be so deep and unrecognized in her unconscious that it has not yet come through in her stories. She wants freedom - to live in the open country and ride horse back. She seems to have no sense of pleasant affiliation, rather to expect something sinister in a crowd (see 20. A man who stole with two other men all with prison records). She is retentive. Many of her stories concern loss or theft. She is fond of order, of status quo. She objects to changes of which she is not sure. She feels insecure, she desires that everything will turn out all right.

Joannie's respect for law and order is demonstrated in the sheriff's frequent entrance into her stories. She perhaps, carefully arranges that the law and order of her fantasy do not concern her (as a culprit). This is in variance with her position in school, wherein law and order are always coercing her.

She is drawn to her father (see 15.) She seemingly resents some of his activities (see 17).

She is fond of animals. Her need for nurturance appears to be covert. She hides it overtly in animal stories.



Feelings regarding herself: Joannie does not regard it as necessary to speak of her good points. Originally she was given love, because she was Joannie. Love is what she wants and she seems not to distinguish between love---gratis, and love---merited. She does receive some satisfaction out of feeling responsible. She knows that she is weak in the school situation, not popular with children or teachers, but the significance of this escapes her. An exiled princess might be somewhat similarly mystified by her treatment in a new country. The ex-princess psychology is suggested by her gravity. Her being different is something intrinsic, not overtly disturbing, hence differences in general (and humorous incongruities in particular) are not clearly distinguishable to her.

Insecurity: Her insecurity is one of a prolonged confusion of her real self which has to merit good will in order to get it with her idealized self which for a while got love-gratis. (A typical illustration, strengthened by other data given, lies in her wanting to crawl into bed with her mother when she wakes at night. She used to be allowed to do this, but now it is banned. She is upset about it and gets spanked for crying when being refused.



For the most part, Joannie seems to express the intrinsic sense of difference in behavior and not to recognize it consciously. Evidentially, she projects her own inner inconsistency upon her playmates, and this hampers her drawing support from them. Unlike Donnie, with his obvious physical handicap and his desire to lose himself in the group, she draws away from inconstant humans who first give love free and then ask a price for it.

She seems to have a great fellow feeling for cats who are also responsive to affection, but always wary and disinclined to give anything but a display of affection in return.

Feelings regarding social adjustment: The mechanism of projection and rationalization with rejection of identifications are her chief social defenses (preventing uneasiness). She seems to have a rather cold regard for other children in general, although at times she will give them bursts of friendliness which, being beyond what the children expect of her or feel they merit at the time, give unreliable results. She dislikes group activities, and apparently resists identifying with groups. In general, she identifies little with people. She seems to require them to prove themselves, and strangers are def-



initely suspect.

She seems to be somewhat heterosexually advanced in that she gives signs of pursuing Gene S., a large and popular boy. She appears not to be greatly upset, however, when he repulses her.

A keynote rationalization with her seems to be: "If I don't set my heart on anything, I won't be disappointed." (Implicitly: --"as I was disappointed before."). When asked (Roger's test interview) if she would like to be a movie-star, she replied, "It would be too much bother."

**Insecurity:** It appears that Joannie senses to some extent the growing (or inadequacy of adjustment) of her social maladjustment in this period of her life. The fact that she seems to prefer cats to other children, that she dreads growing up --farther from her comfortable babyhood, and the lack of common pleasures--reflects uneasiness.

She has developed to a mild but fairly pervasive extent, the pattern of hostility or "moving against people" described by Karen Horney.<sup>1</sup>

Another evidence of uneasiness is her continuing attempt to gain attention, which in its character seems

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<sup>1</sup>Karen Horney, Inner Conflicts, Chapter IV pp. 63-72.



to show need for love, which is unadmissable because of the need to avoid disappointment.

Feelings regarding family: She is very fond of her father, and inwardly seems deeply attached to her mother, though she evidently feels somewhat displaced from her mother's affections.

There probably has never been any worry about her social position, since the family standard of living is high for the neighborhood in which they live. The material things (room, clothes, watch given to Joannie) are doubtless supporting factors still, but less supporting now that Joannie is not so sure they are tokens of an undemanding love.

The displacement of Joannie as center of the family attentions by her baby brother seems to have produced in Joannie something like a second birth trauma. She seems to find her situation new and confusing. Standards evidently seem relatively pointless, since even by complying with them Joannie can not regain her central position -- which she apparently equals with love.

There are morning arguments now about how to fix Joannie's hair or whether to wash her teeth--which end when her mother, taking it into her own hands, combs the hair and brushes the teeth.

Outlets: Joannie's outlets have been mild rebellion



or negativism, an interest in material possessions and the hobby of playing with cats.

Her combing of her hair in class is an illustration of her rebellious tendencies. Her hair is a part of her which is attractive and has not been devalued as have her clothes which are no longer the tokens of love that they were. She attracts attention and indicates what she thinks of inconstant humans.

Material possessions were originally one of the elements in love, as she saw it (other elements being; center of attention, no competition, no demands). Some of the more intrinsically valuable possessions which seem to be reassurances of the original love, are still brooded over by her (vis. jewelry, the watch, cats). She seems to be very retentive.

The playing with cats seems to furnish possibilities for identification (which she lacks otherwise) for nurturance, for pleasurable affiliation -- seeming naturally to accept a basis of narcissistic love which is the characteristic of infants also.

When she had the measles, she lost one of her pets. It seems nearly to have broken her heart. Her father, at that time, said that she could have no more pets, since it hurt her so much to lose them. However, she found another part Persian kitten which her parents allowed her



to keep. Finding a "husband" for this cat occupies much of thinking.

Controls: Joannie appears to have respect for authority insofar as the situation recalls to her the original conditions under which she was happy. In return for individual attention which is friendly and not censorious, she responds very quickly and with propriety.

Where it would be impossible to allow her to be the center of attraction, she does not respond so well (school classes).

Being retentive and the possessor of valued articles, she has a great respect for property. To her the greatest crimes are "fraud, stealery, or arson."

Joannie's early life was restricted so far as noise is concerned, because her father was a day sleeper. Obligated to be quiet, she tends to play silently, and other children's noise bothers her. But, now, she will sometimes "shush" another child and start singing out loud herself--evidently expressing, implicitly, the opinion that her own compliance with early standards had not insured her a place "in the sun."

Summary or needs: The most outstanding syndrome of needs which Joannie shows is one which could be called emotional immaturity, which includes a need for recognition for herself, apart from what she does--and without compe-



tition; a need for acquisition and retention of valuables--tokens of love; a need for dominance within dependency as infants do; a need for passivity and for succorance--not to have to strive for security and love; a need for blamavoidance by meeting the demands of authority as long as they do not conflict with the above needs--but in case of conflict rejecting the censorious persons; a very settled policy and smooth-working so far as avoiding guilt or sense of inadequacy in conscious terms as concerned.

It seems natural that Joannie should reject the group of needs which usually lead to achievements and productions (i.e., needs for achievement and understanding) in view of the preceding syndrome.

With respect to the need to be nurturant, it seems that Joannie has the quality but in a displaced form. She dislikes dolls, brother and sister suits, etc. Human nurturances suggests her displacement by brother and cousins and mocks her own desire to be an infant herself. But her nurturance of cats is not too close for comfort.

Joannie seems to have a need for autonomy to judge from her non-conforming behavior in a group situation. Probably, what she really wants is just the opposite--but on her own terms of affiliation.



It seems, too, that she wants sameness or regression and fears the future. However, she shows some early heterosexual interests, and it may be that adolescence will give her a sort of second chance, just as the birth of a younger sibling and the plunge into school, was something like a second birth trauma. She may seize the new change eagerly and make a successful revolt against her situation in this latency period.

Conflict; Joannie's idealized image of herself seems to have been strongly fixated at an infantile level. She wants love and succorance on the terms of an adored infant. This idealized self evidently makes demands which are at odds with the demands of her ego or that part of herself which can be modified by reality.

Among the resulting mechanisms there seem to be:

- (a) Projection of this inconsistency upon other people so that she seems to feel they are not constant in their affections.
- (b) Rationalization that she does not want to try to do anything ambitious; actually because she fears to be disappointed again if she strives for love.

The inner inconsistency, when projected as inconsistent behavior, conflicts with Joannie's environment--especially in situations where she can not be made the center of attention. The result of this conflict is



some degree of frustration. Apparently, Joannie has the slight frustration tolerance of a much younger child. But the aggression also is not lasting nor intense.

Suggestions:

1. If nothing is done to alter Joannie's pattern of infantile emotionality and her narcissistic conception of love and good will, there could be serious results.
2. A suitable adult could easily acquire a good relationship with her. Such an adult should be able to work on the retaining of Joannie's emotional responses with the idea of getting her to try to merit good will. Her parents would be first choice.
3. An effort should be made to find something that she can do well. Development of a talent might give her some actual independence rather than the spurious non-conformity and the infantile emotional pattern would not be so necessary then. She might then be able to tolerate frustration which now set off the ways of reacting based on the idealized image of herself.



Joannie's chances would be better if she had evidenced constructive abilities. Such should be looked for. She does have a disguised nurturant tendency and a good verbal facility. It appears, in Joannie's case, that a clearing up of her emotional conflict might well raise her effective intellectual ability. As it is she has little or no desire to construct, learn, achieve, or understand. She is too sensitive to her differences to be very bright at catching them. For instance, she might do better at perceiving incongruities--if cleared of some of her own inconsistencies. At least, there is that possibility.

4. As previously stated, hers is a problem of meeting the demands of the strongly group-conformitive latency period. The adolescent break may give her a second chance---and the security of a good situation may dissolve some of her narcissistic tendencies if they are not too deeply impressed at the time.



Summary: Joannie's home serves as a respite from her unsatisfactory school life, yet she is not accepted at home on the terms she would like. Evidently she is not pressed to be affiliative or to achieve. She resists aggression in a perfunctory or automatic fashion. Her sense of being displaced as center of attention in the home appears to be crucial now. Apparently, both the degree to which she formerly was permitted the center of the stage (e.g., hailed for going around the table and eating the cherry from each member's ice-cream) and the unexplained sharpness with which she was apparently dropped from favor were impetuses for her subsequent unhappiness.





Figure 9 Age 6 months



Figure 10 Age 16 months



Figure 11 Age 2 years



Figure 12 Age 3 years





Figure 13 Age 4 years



Figure 14 Age 5 years



Figure 15 Age 6 years



Figure 16 Age 7 years





Figure 17 Age 7 years



Figure 18 Age 8 years



Figure 19 Age 9 years



Figure 20 Age 10 years



## CHAPTER IV

## TONY C.

Birthdate, September 5, 1941. Age, five years and six months. Pre-school; Father's occupation, dairy ranches. Income level, low to medium. Religion, Catholic.

Physical description: With a height of forty-one inches and a weight of forty pounds, Tony is average in size for his age. He is wiry, with a tendency, however, toward the pyknic build -- (both of his parents are short and fat). He has light brown hair and brown eyes. His posture is straight. He is very limber, being able to rise up to his feet from a cross-legged position. His teeth are excellent, straight and white.

His hands are short and stubby but very adept at sign language -- his only means of expression.

Well-dressed, he is frequently seen in a new sweater, jumper, pants or shoes. His mother tries to compensate for him in this way, saying "Poor child, he has so little."

Health history: When Tony's mother was twelve, she had poliomyelitus which for eight months left her



left side paralyzed. She was operated upon but was obliged to wear a brace for several years. It delayed her menses, and there may be some question whether she developed normally. December 16, 1940, Mrs. C. was in a severe automobile accident. She was thrown against the windshield which cracked. Her juglar vein was partially severed and several vertibrae in her neck and upper back were damaged. She was put in a cast which held her immobile for seven months, according to her report. She did not know she was pregnant for four months as her menstruation had always been irregular, and she was feeling miserable from her accident. In July, she was released from the cast, weighing ninety-six pounds and in extremely delicate health. Mrs. C. gained weight rapidly after that, however, and Tony was born at full term, and considering her condition, fairly easily.

Tony was very retarded in development. He was not able to hold up his head nor sit up until he was seven months old. He had little trouble with teething, but the teeth did not erupt until his eighteenth month. Always frail, he did not attempt to crawl. When he was two, he could pull himself upright, a few months later he started walking.

Tony never talked nor did he attempt any sounds.



When he was eighteen months old there was an operation by Dr. Abidio Reis of Oakland, California, on his tongue which was not successful. At three years, his tongue was cut again by Dr. Stanley Fischer of Oakland in the hopes it would allow him to speak. It did not help.

Other than pneumonia in his first year, Tony has had no childhood diseases. He is susceptible to colds, however, and is always sniffing. He had his tonsils and adenoids taken out when he was eighteen months old, but his adenoids have grown in again.

In 1945, he had several conflicting reports from audiometer tests, none of which, probably, is accurate. One doctor in San Francisco recommended an ear phone as Tony showed no reactions to any sounds. Mrs. C. bought him the prescribed instrument. He kicks and bucks everytime an attempt is made to put it on him. Another doctor was consulted. His report was that though Tony could not tell him when he heard a sound his facial expressions indicated that he could hear and that certainly no ear phone should be put on him.

Tony can not talk. He is just beginning to babble. He does not respond to vocal sounds, though he jumps when a door is slammed, or some other sudden noise occurs.

School history: When he was four, in 1944, his

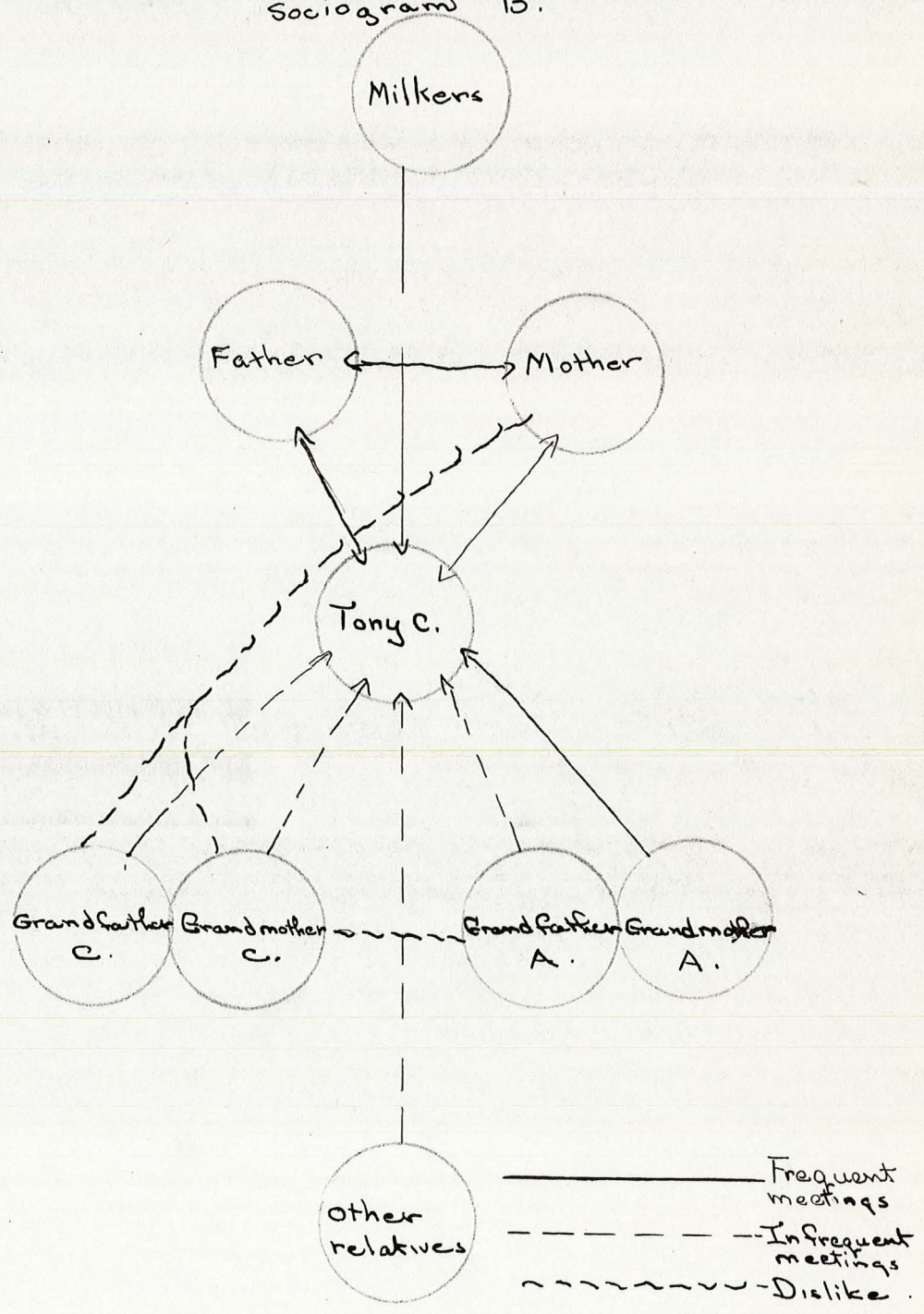


mother attempted to enter him in Clawson Nursery School, Berkeley, California. He was tested to enter the deaf school, but his application did not go through. Later, in spring of 1945, he was entered at Erma Schilling's School, Berkeley, California, for retarded children. However, because the tuition was very high, the association was poor (one student was a mongoloid), and the teacher did not teach Tony to talk, he was taken out after two months. Since then Tony has had very little communication with other children. (See sociogram). The C. family live five miles out of a small town. They moved there over a year ago, but there is still little contact with the neighbors. Tony has one cousin, a boy, age seven, whom he sees at Christmas time. There is little visiting back and forth between the relatives as all are tied down with business. There are milkers and other handy men around the place, but they find it easier to make signals at the boy and go their way without stimulating him to talk.

Application has been made to the Hawthorne School, Oakland, California, for the hard of hearing. It has been suggested by the writer that Tony be taken out of his environment. His mother's godmother offered to help. She lives near this school, has several children of her own who might stimulate Tony. Also she has



Sociogram B.





offered to room and board him for the school months.

Writer's observation: Tony was first observed when he was brought into the clinic for corrective speech. At first he was rebellious, making grunts of protest. He was given colored pictures at which to look. He insisted on his mother's going with him into the lesson room, but he was amiable about looking at the pictures. He pantomimed the actions of several of the persons in the pictures. Given a box of colored marbles, he got a great deal of pleasure rattling them in the box---more pleasure than would be supposed if he were deaf and was experiencing only the kinesthetic sensation from the box. He is as imitative as a monkey.

Tony loved pouring water back and forth from one bottle to another, listening and imitating the "p-p-p-p" sound of the water coming out of the small neck of the bottle. He blew out matches, blew pinwheels, imitated the sound of airplanes, hissed with the zipper on the binder, with great gusto. Tony has a great deal of energy. He has developed a set of signs which are very explicit -- even strangers would know what he means. For him, so far, they are sufficient.

Tony objects to anyone's touching his mouth. He draws strange animals with oddly shaped eyes, but no mouth.



Tony was given a set of crayons with which to draw the pictures with the words underneath. Tony obliged with the pictures and words with an attempt at the vocalization. Then he refused to give the crayons back---cried and had a tantrum. On another occasion, a puppet was made to talk for him. It was suggested that he make the puppet talk. He dug his fingers into the mouth of the puppet, and looked up at the writer and shook his head. At the end of the session, he refused again to relinquish the doll. He cried, shaking with sobs.

Toward the end of the study, when Tony was complimented on making a word, he refused to say it again. He did not desire approbation for that acquirement. It was difficult then to stimulate him to speak. He did not feel the need nor recognize the goal. He continued, however, to bable nonsense words to himself.

Family: Tony's father is a short, fat man, pyknic, and apparently Sheldon's viseratonic type.<sup>1</sup> He is very easy going, lets his wife talk for him. Twenty-five when Tony was born, he is ready now to settle into a comfortable middle age. He is not greatly concerned with

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<sup>1</sup>Sheldon, Varieties of Temperament, p. 10.



Tony's difficulty; he thinks the child will grow out of it, and is more concerned with the management of his dairy ranch. He feels that the rearing of children is a woman's function. He was born in Portugal as were his mother and father. They came to America when Mr. C. was a fairly well-grown boy. It was always the wish of the elder C.'s that their son go back to the old country to pick himself a wife. The boy did not agree, and instead, married an American girl of Portuguese descent. His parents could never forgive him for that. There has been conflict between the two generations continually. The elder Mr. C. will not yet recognize his daughter-in-law. He has since gone back to Portugal several times on trips. He is a milker in a farm creamery near Richmond, California. During the war, young Mr. C. was employed in the asbestos works there.

Mrs. C.'s father was a ferryboat pilot in Portugal. He came to America as a young man and married a Portuguese girl in Oakland, California. Mrs. C.'s mother is bitter because her daughter is not accepted by her parents-in-law and is always scolding her. She takes pleasure in doing it in front of Tony, who always runs between them and tries to push them apart. Mrs. C. was eighteen when Tony was born. She could not care for him. She left



him with her mother. The expenses of the accident which she suffered in 1940, required an increase in the family income. So when Tony was six months old, Mrs. C. went to work in the cannery leaving the entire care to the grandmother. His maternal grandmother spoke Portuguese entirely. Mrs. C. speaks English. The confusion of languages and the bitter words spoken no doubt conditioned Tony to the unpleasantness of speech. Relief was felt by all when the younger C.'s moved away from the Bay district, taking a five-year lease on a dairy ranch. Mrs. C. has two older sisters and one younger brother. It was the younger brother who was driving the car when she had her accident. She said he never got over his guilt feeling, and Tony's difficulties were a constant reminder to him.

Mrs. C. reports that Tony obeys perfectly. His maternal grandmother was not well and demanded quiet. In order to have the quiet necessary she "shushed" him almost continually from crying when he was a tiny baby. Tony was put to bed, and the curtains were drawn as punishment. Tony now has a rigid sense of the proper way and order of living. He was completely trained in toilet habits by the time he was a year old, and had things pretty well under control when he was eleven months old.



When he goes to church he kneels and crosses himself without reminder. In fact, he caused a scene one Sunday because his uncle did not kneel nor cross himself with holy water. Tony marched him up the aisle and had him do it all over again. (In fact, Tony's not being able to say his prayers is a worry to his mother, though she says he tries by putting his hands together and babbling away). When coming home from town or church, Tony always changes his pants to play clothes before going out to play. He loves taking a bath and getting thoroughly clean. When his mother and father argue, Tony comes between them, pushes them apart and shakes his fingers at them.

Tony loves to play by himself. He does not dislike strangers, but he is reserved with them. He loves the merry-go-round. His mother takes him to the show Saturday afternoons, usually to see wild-Westerns. His sign for going to the show is striking his chin and pointing his finger indicating a "bang-bang."

Tony loves to draw, and makes easily recognizable pictures. He writes his name---printing it clearly.

Tests: Stanford-Binet. Because of the impossibility of conveying directions to him in standardized form for this test no attempt was made to compute an



I.Q. for Tony. The performance items of the Binet alone were given him. It was possible by dint of much pantomime on the part of the examiner to establish a basal of three years. He responded to three items correctly at three years, six months. Tony devised a system of his own to tell the examiner what he saw in the pictures. He purred for the cat, rubbed his hands in his eyes for the little girl crying. In order to portray a picture of an Indian in a canoe, he put his hand over his stomach and gagged over the edge of the chair. He pointed to the trees along the banks and made chopping motions with his hands. In response to the third picture (a group of men in front of a post office) he put his hands before his face and moved his head from side to side as if reading a newspaper or a letter. From the series of year five, he was given a drawing of a man to complete. He added hair, arms, and hands, and the missing leg. Completion of the legs and arms alone would be adequate at five. He even enlarged the buttons, but he did not seem to find the mouth lacking in the man. After the test was completed, the examiner exhibited the picture to Tony and indicated that a mouth should have been there. Tony shook his head, and made a wiping motion with his hand as if erasing the mouth.



Tony, of course, was not able to repeat sentences or digits, he could not make definitions nor explain absurdities. Also at the five year level, he was able to make a triangular fold in a paper imitating the examiner and to tie a simple knot. Tony failed everything in the year six. He completed one successful maze problem. He tried a "teaser" in the second. He traced it as it should be, the examiner waited for him to go to the third figure. Tony put the pencil back in the second maze and went clear around again, thereby spoiling the test, all the while laughing gleefully. No attempt was made to administer any part of year seven. As an estimate, he probably is of normal intelligence.

No picture test could be administered. It is difficult to get a clear view of Tony's subjective life. When he looked at a picture, if he responded at all, he merely imitated what he saw, never indicating very clearly whether he liked it or was displeased by it. Some children will laugh or clap their hands, but Tony accepted nearly everything philosophically.

However, one activity over which he waxed enthusiastic was playing "Beans porridge hot." He caught onto that quickly and did it with vigor. He would slap his hands together and slap the examiner's hands (particularly



the latter) with more force than was strictly necessary. It was socially approved aggression.

Controls: In general, Tony's tendencies toward control and his ideas of what is proper seem to fixate at about the level of sphincter control. It seems to make sense to suppose that, to Tony, propriety in life is largely sphincter control. He seems to have been "broken" early and harshly of soiling himself. At the same time there was much "shushing" and "drawing of curtain" around him if he vented his emotions vocally. So he put two and two together and now he draws the curtains himself.

His compulsiveness (about kneeling in church, for example) suggests that to him all things are as clearly black or white as the question of soiling or not soiling. It is little wonder that he obeys almost perfectly, since he is terrified by scolding.

The sphincter control conception of life seems to cast light on the anxiety which limits Tony's life so severely.

It seems that originally he got the impression that he should not make vocal sounds and then, on top of that he had the shock of seeing his mother, practically part of himself, cruelly subjected to vocal venting of emotions by the very person (grandmother) who had established



the controls in him. Not only that but his very slightly offending mouth was twice operated on (punished, apparently to forestall its use). (Tony's refusal to draw a mouth and his effort to efface the mouth of a puppet show fairly well what he feels -- not particularly on an unconscious level -- in that regard).

It looks as though Tony's anxiety is not far beyond the primary stage since he probably knows that he fears mouths and talking because they may lead to emotional venting in scolding sounds, which seems to be what he fears most. They may be hopeful and it would certainly be desirable to clear up the condition before the anxiety spreads and displaces to various objects.

Mechanisms: It may be that Tony first became conditioned against vocal sounds, since they were unwanted, now he projects his belief that vocal sounds are wrong. In order to love others while they are doing wrong, he has to be psychogenically deaf to them. (Probably, there is some "actual" deafness).

He seems to rationalize away the limitations of his visual system of communication counting on the increased attention it brings him. He compensates by working his system of explicit signals.

Summary of needs: There seems to be a cluster of



strong needs related to the oral anxiety or more general sphincter control. These include needs for blame-avoidance (his sense of propriety), acquisition and retention (his habit controls and his wanting to take and keep playthings), dominance and recognition, dependency and succorance.

Tony's success in being the center of his small world compensates for whatever needs he might have for doing, achieving, learning and understanding. Curiosity might be a threat to his system. It appears that he takes a superficial interest in pictures and play projects--descriptive rather than interpretive, which is also characteristic of a lower ability level. However, he appears to be descriptive up to his level or beyond it (drawing of a man, etc.).

Some overt need for understanding seems to be shown by his frustration when he is misunderstood. This seems to be the point at which he has some momentary realization of his difficulty.

Tony likes play and playing with others (affiliation) but communication is difficult on his terms. Actually, he must have a fairly high frustration tolerance in order to maintain his system. He does not want change overtly, but the tantrums are a good index of his inner tension.



**Conflict:** Tony has a desire to communicate his wants explicitly. His efficient signals show that. He delights in imitating mechanical sounds and in babbling. Yet he fears emotional venting by voice. He seems perpetually afraid of hearing scolding sounds.

His primitive means of communications does not compare well with other people's ways of communication. It leads to blocking, stunting and frustration.

His tension is expressed in rough play, grasping habits, and gives way frequently to tantrums which are a sort of yielding to the temptation which he spends most of his energy toward resisting.

**Feelings regarding himself:** Tony's main support is his sense of being the center of attraction in his small world. He feels, apparently, that his devices for avoiding the first compromises that might expose him later to vocal scenes are working. The feeling is probably generally unconscious but he does seem well aware that he is opposed to talking.

He seems to feel, at times when he is misunderstood or can not get what he wants, that he labors under a terrible handicap. He seems then to feel "bottled up" and unable to control his frustration (has tantrums).

**Feelings regarding social adjustment:** Tony appears to like social situations in which he can be the central,



although not necessarily the dominant figure. He enjoys the venting of aggression through rough play and likes play with materials which he can manipulate.

Except with regard to speech, he responds well to praise.

Any environment with conflict, dissension, or conduct (which Tony has been taught to be irregular (as with his uncle in church)) would be very disturbing to him. This would greatly narrow down the conditions under which Tony could be happy. His present relative paradise is unlikely to last long.

Feelings regarding family: He has a sense of controlling his mother, who hastens to satisfy his needs, almost before he is aware of them. His situation on the ranch is free and idyllic. There is little need for language there.

Tony probably senses the distance between his father and himself. It is true, apparently, that the stability of the home wavers when the grandparents visit.

Tony seemingly identifies strongly with his mother who was the subject of the terrible vocal scenes which occurred before him. It is probable that the grandmother who did the chiding is a sort of symbol of vindictive conscience to Tony. He does not rebel overtly at the standards she represents, but he goes out of his way to



avoid the behavior characteristic of her.

Outlets: Tony has a number of outlets which are useful temporarily. One is his system of signals and pantomime for indicating his wants and for communication. In general, he tries to substitute the visual for the auditory. However, he lately has taken almost a compulsive delight in noises which are removed from the suggestion of being vocal (rattling marbles, pouring from bottle). Even more recently he has been led to babble in imitation of mechanical sounds. This is a hopeful lead to follow up.

His rough play is an outlet and indicates both his bottled up state and the need to express aggression with the rules.

His tantrums, which are classical, gives some indication of the frustration which develops out of Tony's inner conflicts. When the frustration has built up to Tony's high threshold of controls, it apparently "short circuits", he throws a tantrum.

#### Suggestions:

1. It seems that Tony needs an environment conducive to his seeing and using acceptable techniques for getting things he wants. His wants should not be anticipated by adults.



Institutional care would be good if the institution had proper facilities and professionally trained teachers.

2. He needs not just "stimulation", but pretty careful exciting of his curiosity. Interest should be stimulated first in sounds unlike speech and then gradually sounds more like speech can be introduced in the usual way of "unconditioning."
3. Tony's babbling should be encouraged and proved, but he should not be directly praised for making vocal sounds.
4. Prolonged deprivation from normal communication and spread of the anxiety should be prevented if at all possible.





Figure 22

←

Age 5½ years

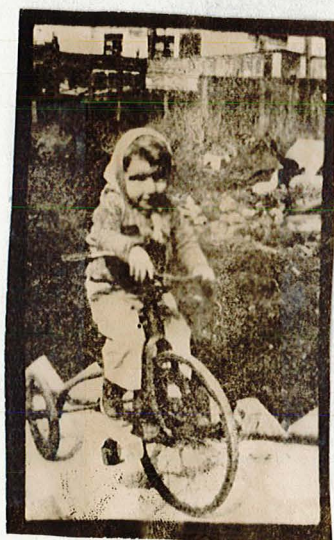


Figure 20

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Age 3½ years

Figure 21

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Age 4½ years





## CHAPTER V

## BOBBY D.

Birthdate, July 1, 1935. Age, eleven years, six months. Grade, high sixth. Mother's occupation, personnel work. Income level, medium. Religion, Protestant.

Physical description: Bobby D. has glandular trouble, he is large and heavy for his age. He is fifty-nine inches tall and about one hundred and five pounds in weight. He is slow-moving, deliberate and hesitant, pyknic in build, but cerebretonic<sup>1</sup> in temperament. He is a pale blond, with a "pink and white" complexion, blue eyes that sparkle when he is animated, which occurs infrequently. His teeth are even and straight, but are rarely shown in a smile. He rarely smiles, evidently for the reason that he seldom feels particularly jolly and that he has deep dimples which cause adverse comment among his peers.

His posture is slumped, generally with his hands in his pockets. He rarely stands upright on his feet, almost always leaning against something. His voice is

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<sup>1</sup>Sheldon, Varieties of Temperament, p. 10.



high; the inflection is uneven. He is inclined to stutter, but the stutter is still in the primary stage.

He usually wears blue jeans with a bright plaid shirt.

Health history: Bobby has had ailments from birth on. He was born only fourteen months after his elder brother, and his mother's system was depleted at the time by an allergy evidenced in blisters two to four inches in size. His mother was poorly adjusted during childhood, the chief factor of maladjustment being her mother (Bobby's grandmother). During her pregnancy with Bobby, the grandmother, visiting them, broke her leg and was obliged to stay, fretting the whole time and upsetting the household considerably. She spent much of this time deploring the fact that another child was to be born and that Skipper, Bobby's older brother, would be deprived of attention. This was disturbing to Skipper.

Bobby was born with piloric stenosis (closed tube between the stomach and bowels) after sixteen hours of labor. He was a large baby, ten pounds, two ounces and twenty-two inches long. He was breast fed for two months, then artificially fed because of his physiological condition. He regurgitated with violent spasms. His stomach, it is reported, had to be dilated with bella



donna. At eight years, the trouble for the most part disappeared, but he is still disposed to nausea. He is able generally to anticipate an attack of nausea and care for himself. When he was ten months old, the family moved to Mexico. He had diarrhea shortly after that. In April of 1937, at twenty-one months of age, he contracted scarlet fever. This left him slightly hard of hearing. With subsequent colds, his hearing has become steadily worse. In July of the same year, he became infected, probably, from a Mexican family, with a little-known type of tropical fever. For six days, his fever fluctuated between ninety-eight degrees and one hundred and five degrees. Since he was completely exhausted and could not walk, the parents were afraid that it might be poliomyelitis. In January of 1938, he ran a temperature every afternoon. Afterwards, it was diagnosed as tuberculosis. Bobby was weak in the legs and fell frequently.

It is reported by his mother that when he was four, he simulated epileptic fits (convulsions) which were variously diagnosed as tantrums and meningitis. Inasmuch as he had them only when his grandmother was present, his mother never considered them to be of constitutional origin. It was this year, too, that Bobby fell in such



a way that he tore his nostril. It was a traumatic experience as it was sewed up immediately without the use of anesthesia.

At five, Bobby had his tonsils out. At six, he had an attack of Dengue fever. At Thanksgiving, he burned his leg badly and the injury developed into an abscess of the bone. It was thought for a while that the limb would have to be amputated. Bobby continued to have colds and trouble with his ears all this while. In July of 1945, the family moved west. At the same time, Bobby had a glandular upset. He gained thirty pounds in one year. In the fall of 1946, he had a light attack of the mumps. An audiometer test was suggested for Bobby. He has a high frequency deafness particularly evidenced in his inability to hear sibilants.

School history: Bobby had moved so much that it would be difficult to secure reports on his school career. He has rarely spent more than a few months in any one school. In his present school the following description of him is given.

A lovely boy, such good manners, he is really brilliant. He is very quiet and withdrawn. I have such a rascal in this class (names another boy) that I did not notice Bobby as being unusual. I have him move up front when I give spelling words, other than that I do not make any special provisions for him.



The children like him; the boys especially like and respect him. He has so many at his fingertips. He presides over disputes. He does not seem to have very much initiative, though. Bobby never volunteers in class.---Mrs. H., Sixth Grade teacher.

Bobby has a pleasant voice when he sings which is not often. His sense of rhythm is bad. I have him on the boys' choir waiting list. I do not suppose he will make it, but he asked to be put on. He is a nice boy, I like him.---Miss H. (Music teacher).

Bobby is a very intelligent boy, one of the smartest in the class, I should say. No discipline problem at all. He answers if you ask him a direct question; he almost always is right. He never volunteers. His brother is brilliant, too. He volunteers.---Mrs. G., (Science teacher).

His grade averages for last term were as follows:

Language arts	A	Natural Science	B
Arithmetic	A	Library	C
Social Science	A	Music	A
Healthful Living	A	Art	A

(See key page 11)

Bobby did not do too well in Library because he did not find books he wanted to read. His book reports were short and sketchy. He was used to reading classics and the children's stories which were thrust upon him bored him. To the teacher he did not give his reasons for being bored.

Writer's observation: Music; the children were to tap their feet to the rhythm of the music. Bobby was



one of the last to begin, then he was off beat. The observer listened closely but did not hear him participate in songs. When the songs were called, Bobby waited to see to what page the child nearest turned. He was unable to keep up with oral directions.

On the playground: Bobby did not play ball with the boys. He leaned against the fence with his hands in his pockets. The boys did not yell at him to come into the game as they did some of the others. He was never observed to play.

In the class room: He rarely joins in the class activities. In spelling, he works ahead in his workbook, while the class argues over the meaning of words. He puts his hand behind his ear when the teacher is talking. When he does raise his hand he does not hold it up long enough for the teacher to notice it.

He is the butt of some teasing merely because he is a new boy. When the boy behind him pestered him by rubbing his sweater with a pencil, he turned and frowned—did not retaliate. Observed standing in line, he served as a "dimple punching bag" (a teacher's expression) for the boy in front of him. He just braced his elbow and laughed at the other boy. This youngster appeared annoyed and started fighting the boy in back of Bobby.



The class has a peculiar social formation. (See sociogram). There are a group of extraordinarily talented girls who have been together since kindergarten. This group of twelve are a "closed corporation" which is the envy of the isolated girls in the class. They also antagonize the boys who, in self defense, have formed a loosely-knit group of which Paul H. is the leader when one seems indicated. These girls, in a group, will be accelerated at the end of the year. They are working hard toward that goal leaving the boys on the outskirts of class activities.

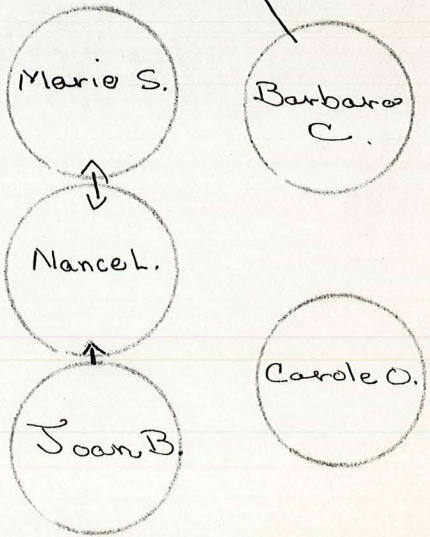
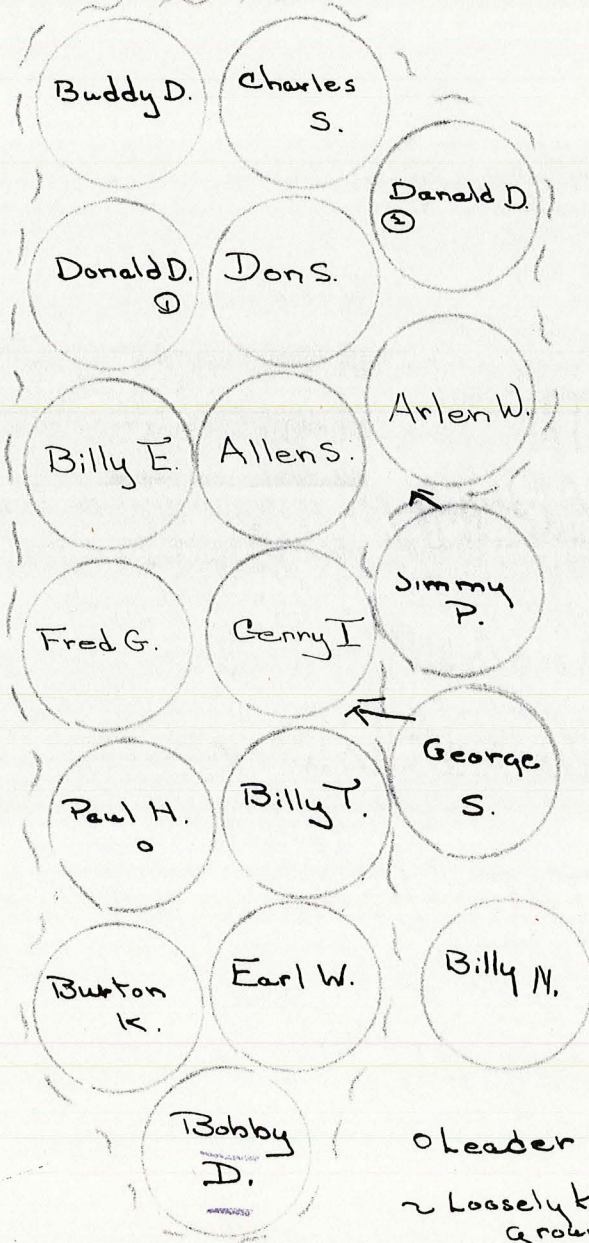
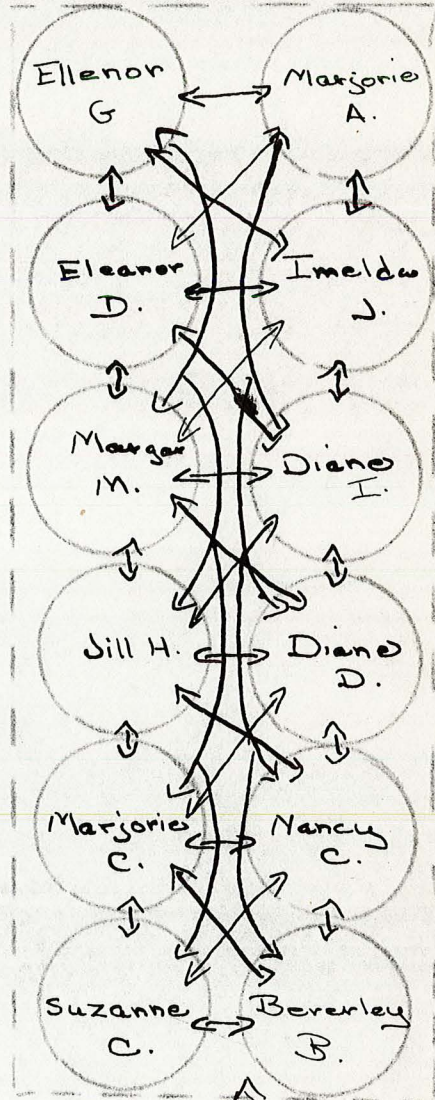
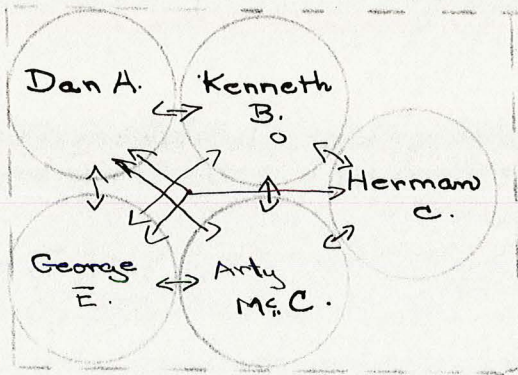
At home: Bobby and Tex (his younger brother) were waiting out on the porch when the observer arrived later. Skipper (Frederick) was inside the house reading the new almanac.

Bobby assisted the observer up the steps by tucking his hand under her elbow. He told Tex to behave. The observer was treated as Bobby's guest. During the social conversation that followed Bobby yelled at Skipper to be quiet, that he was talking--that he was the one that was supposed to be talking. He stutters when addressing his older brother and raises his voice, but Skipper keeps on talking anyway.

The boys have a black spaniel puppy named Inky. It



Sociogram C.



o leader  
 ~ loosely knit group.



is Bobby's responsibility to feed and bed him down. They formerly owned another black spaniel, won at a dog show as a door prize. This dog was lost and although they advertised for him he was never recovered. When they moved to Stockton, Inky took his place. Inky was the main subject of Bobby's conversation. He is very angry about the ill treatment of dogs, or of any animals for that matter. He discussed hypnotizing chickens, speaking against cruelty to helpless creatures. The boys, all talking at once, told about living on a high mountain in Laredo, which was so high they could see planes flying below them.

Tex refused to eat his meat. His mother said, "Come now, Mr. Shaw." That started the boys off, and they requested the full particulars about Shaw. They had several words explained to them, "reprehensible, quiz-zical, etc."

The house is an old one, but the best the mother could afford. They have much attractive old glass, platters, pitchers, Toby jugs, etc.

Since the room had only one plug-in, when a lamp had to be set up, the mother crawled on the floor under the dining room table to arrange a double socket (very free and natural in manner). During the course of the



evening, the fuse blew out, and we repaired to the kitchen.

During dinner there was a good deal of shrieking and yelling, but Bobby and Skipper pushed in the chairs of the ladies without reminder. Bobby cleared the table and served the dessert with grace.

There was only one contretemps; Tex, early in "the game" went out and brought in his dessert. That distressed Bobby. He glared and ordered Tex to take it back. Tex refused, Bobby appealed to his mother who temporized by saying that if Tex were in a rush he could bathe and go right to bed after dinner.

Since it was Washington's birthday, a red, white, and blue color scheme was followed. Bobby, however, overlooked the blue of the cake plate. He fussed because he could not "see" it (the blue) when the rest could.

There was a packing box book case. The mother said many books, magazines, were lost in their many moves. No apologies were made. It is evident that they have been in better circumstances.

Family: The paternal side of the D. family had a strong Quaker strain as far back as one hundred years before the Revolutionary War. They were insistent about their rights. Bobby's paternal great-grandfather G. was



not active in the Civil War so far as actual fighting went, however, he was able as a Quaker to conduct an underground station which was quite successful in getting negroes into Canada. This ancestor was a good friend of Wendell Phillips after whom he named one of his sons. Bobby's middle name is Wendell. Bobby's grandfather, President of the Board of Trustees of a small southeastern college, required all of his five sons to attend. Mr. G., now deceased, was a college graduate, received his M.A. in Journalism. His thesis subject, based on the reports of three hundred editors, was what cartoons and features were the best type. He was a Scripts-Howard correspondent, and wrote a brochure on hotels while he was in Mexico. Having a glandular difficulty, he became increasingly fat. He died in 1941 when Bobby was five. However, he had a great influence on Bobby's personality. Bobby was extremely fond of him. He died while Bobby and Frederick were in the hospital having their tonsils out.

Bobby was inconsolable, suggested to his mother that she have a baby to take their father's place. She tried to explain the impossibility of that and Bobby, horrified, ran away from home to the hospital to investigate for himself. At the age of five, just out of the hospital himself, he walked four miles. The nuns found him asleep



on the steps. They told him his father was not there, but was an angel way up high. It is reported that Bobby thought after that that it was his father's duty to officiate as the angel on the top of Christmas trees.

Bobby's mother's family are old line Americans, too. The first ancestor on record in America is Roger Williams. Other reported ancestors are Danial Webster, President Polk, the Toby of Toby jug fame. The family, primarily of Dutch descent, was always conservative. The maternal grandfather, a college graduate, worked as cashier in his father's bank, earning a comfortable living. The maternal grandmother was a talented musician and apparently neurotic. She, it is, who seems to be chiefly responsible for Bobby's feelings of inferiority. She was constantly at odds with Bobby's mother who was never happy as a child, feeling that her mother did not love her.

Mrs. D. is a medium sized, rather plump, friendly woman with excellent insight into Bobby's problems when she has time to take notice. She has an active sense of humor and is not easily deceived by her sons' maneuvers. As an illustration, her younger son, age eight, remonstrated after his bath when she suggested he go wash his face. He said that he had, that he had black eyes



and could not get them cleaner. She rubbed a finger under his eye and said, "Those are high water marks, not black eyes, now run along!"

Lacking two days of being fourteen months older than Bobby is Frederick (Skipper). He is a brown-haired, clear-skinned youngster with, apparently, a suspicious outlook on life. He is "hard" on Bobby constantly calling on him to "prove it." His mother says of him, "Skipper bears a charmed life as much as Bobby has a hoodooed one." He walked early, talked early, did everything well and quickly. Comparisons were always being made, especially by the grandmother who always had Skipper as her favorite. He is reported to have an I.Q. of 130.

Tex (Gilbert) is the youngest. He is Bobby's special charge. He is the recipient of Bobby's made up stories. Frederick will not listen to them, or if he does he scoffs at them for they are the one thing Bobby does better than he. Tex is a slim, blond, rather babyish boy. He has definite ideas, but they are almost always amenable to Bobby's suggestions. When Bobby can not do anything, he works on Tex as a successor in the attempt. Bobby, a lover of good music, wants to go to the ballet whenever he can. He, for a time, had



visions of being a ballet dancer. Later, he started training Tex. Tex, with little idea of what he is doing, is practicing amiably on the things Bobby lays out for him. They are working now on the Nut Cracker suite which they saw performed in San Francisco.

Bobby and his family moved to Mexico when he was ten months old. Bobby was just beginning to talk. At fifteen months, he was saying whole Mexican sentences. He had a bad case of dysentary, so was obliged to be kept from walking a great deal. Bobby was unhappy even as a tiny baby, and often ran away from home when he was old enough to walk. He frequently failed to come when called. The parents were generally obliged to look for him. On one of these trips (overnight), the distracted found him with a Mexican family. The Mexicans were feeding him an apparently bizarre food, which the doctors, according to the report, said caused a new type of tropical fever. It was several months before he recovered.

In November of 1937, aged twenty-eight months, Bobby had a probably traumatic experience which he can not consciously recall. His Mexican nursemaid was killed by a jealous lover, who beat her and finally shot her in the abdomen. Bobby was the only witness to the



event, and was too little then to tell much about what happened. On the morning of that particular day, his mother had fallen and broken her leg, after which she had been taken to the hospital leaving the two boys in the care of the Mexican girl. The girl was found on the bed beside Bobby who was covered with her blood. The Mexican girl had been extremely fond of Bobby, almost worshipping his attractive blondness. So much publicity attended the event that when the father came home, plans were made to return to the States immediately.

In January of 1938, the maternal grandmother came to live with them. It was also at this time that the tuberculosis was diagnosed in Bobby. The grandmother was particularly fond of Skipper. She talked a great deal about Bobby's being born so soon after Skipper that the latter was denied the things a child should have. Bobby, in his turn, would mimic the tones of his grandmother's voice making her furious. Every time he had one of his falling spells, the grandmother would say, "You see, there is something wrong with that child!"

Bobby, taking both the name and the game, would stagger, drool at the mouth, and waggle his head as did a mental defective who lived near the family. The situation became so serious that the grandmother had to be



asked to leave.

In October, one week before the birth of Gilbert, the grandmother came back again, bringing presents to all but Bobby. The father could not bring himself to put her out again. At this time, because of illness, he had given up his newspaper connections and was the manager of the local Chamber of Commerce.

Bobby seemingly suffered a set-back, and it is reported that he learned little in Kindergarten--though he did develop a jealous fondness for the letter B (first letter in his name).

The grandmother continued to say that Bobby was an epileptic since he had again reverted to his fits in her presence. Her great-uncle (Bobby's great-great-great uncle) had been an epileptic. The mother, becoming frantic, tried to divert Bobby's interests. She had him examined, and reports were that he was feeble-minded and should be sent to a home for defective children. Perhaps, a better indication of his condition at the time was his asking his teddy bear (named Grandma) to like him.

The boys were the same size, were usually dressed alike (see pictures), and were often taken to be twins, or if not that, Bobby was thought to be the older broth-



er. At Skipper's birthday part, Bobby refused to play. He stood back and would not join the fun. He hated having his picture taken, and tricks had to be employed to catch him at all. Friends were always saying, "Skipper, how cute!" "Oh, yes, there's Bobby, too," the mother reports.

When she gave a party for Bobby, he hated it and turned away when things were given to him. Skipper, however, was friendly. His mother gave up the idea of birthday parties for either of them after that. She became increasingly worried and urged on by the grandmother went to several doctors. The Menninger clinic in Kansas was suggested. Bobby apparently was picking up histrionic bits from an old man who lived near by; he lurched, rolled his eyes up, sometimes he would smash his grandmother's things.

This imposition became a matter of pride to the grandmother who told the story widely. At the same time the father was becoming painfully ill, the mother had to contend with the home situation by herself. She sent the grandmother away again, and sent the children to a private school. The boys' teacher, in this school is reported to have been a neurotic individual who "later was sent to an insane asylum on a crying jag." In desperation the mother sent the boys to a farm for a visit. The



summer spent on this farm seems to have had a calming effect on Bobby. However, he was not at this time, especially glad to see his family. On his return, he is reported to have said, "Hello" unemotionally and then started a discussion about raspberry ice cream. That winter, Bobby lost his father. Also, later, Bobby witnessed a violent quarrel between the mother and the grandmother. It was at night and Billy, having got up to get a drink of water, heard his mother and grandmother arguing about living together now the father was dead. They were screaming, the mother reports. She told the grandmother to get out and stay out. After that evening Bobby stammered rather badly.

The family then moved to Laredo, Oklahoma, where Bobby started in the first grade, the only white child in a school otherwise composed of Mexicans. The teacher, resenting this, gave him poor grades. Bobby was reported as having drawn complaints for bartering with the Mexican children and worsting them in small deals. About this time the mother started Bobby telling stories to Tex to keep him occupied. From the stories Bobby's sphere of influence spread so that now he manages Tex almost entirely. Later, one of two boys in a class of little girls, Bobby was unhappy. In May



of that year, his mother left to come to the coast to get a new job.

In December of that year, at a boy's birthday party, Bobby entered into the fun; however, in trying to break the pinata (see picture) he hit a little boy with the pole causing blood to flow from his forehead. Bobby had a bad reaction when seeing the blood. He ran to the bathroom, vomited, then locked himself in and refused to come out, although the adults of the party spent several hours trying to explain to him that it was not his fault. Bobby's response to blood may be the result of unconscious memory of his experience when at twenty-eight months he saw his nursemaid murdered. On another occasion, it is reported, Bobby accidentally hit Tex in the head with a racquet, drawing blood. Bobby was terribly frightened, vomited and nearly fainted.

When Bobby's mother was able to obtain a position in army personnel work, Bobby was put in a good school. However, he had a difficult time learning to read. At this time a sister of the mother came to visit them and take care of the house. This aunt is quiet and especially fond of Bobby. She worked with Bobby on his reading problem with the result that he learned how to read very quickly.



That summer, the boys had their first contact in several years with adult men. There was a river close to where swimming drew numerous people. One man especially took an interest in Bobby, who missed this man terribly when he went away. Bobby would imitate him in everything he did.

About this time, Bobby who was going to a Catholic school began to worry about religion. He was an Episcopalian and found reconciliation of the two views to be difficult. He began to think he ought to comply with the Catholic beliefs. His mother reports he is still very religious. His hearing was becoming so weak by this time that he did not play with the other children as much as formerly. He started playing imaginary cow-boys. He developed an affection for animals.

In July, after the family had come to the west coast, Bobby experienced a glandular change, gaining thirty pounds in a few months. He did not mind this, saying that now he was like his father who had been overweight. That summer the boys went camping for several months and greatly enjoyed it.

Bobby was fairly well adjusted in Oakland, California, except for one incident. The children on the playgrounds asked him from where he came. He replied that



he was from Oklahoma, whereupon the children mobbed him, calling him "Okie." He was so badly mauled that the nurse and the doctor had to take him home. In March the mother was transferred to Stockton, where the family lived in a trailer for a while, unable to find a better place to live.

Bobby's mother finally used the boys' "college" money (with their agreement) to buy their present home.

In recent months, the mother has been ill, and as she reports, Bobby had a disappointment. At his instigation, Skipper and himself were to be confirmed in the Episcopal church. On the appointed day, Bobby came down with the mumps and only Skipper could be confirmed. But, according to his mother, "Bobby was a regular soldier about it."

Tests: Stanford-Binet; C.A. Eleven years and six months.  
 M.A. Fifteen years.  
 I.Q. 129, Range, twelve years to Superior Adult.

Bobby's hearing loss is a considerable handicap. On the vocabulary test he was inclined to misunderstand and to give definitions of words that sounded similar to the word that the examiner gave (i.e., he defined shrewd as sort of unfinished, a rude weapon; way of acting. Lotus as an insect that eats a farmer's grain).



Because his vocabulary score was high, the test was begun at twelve years and this was found to be his basal age. At year thirteen a relative weakness in spatial relations was revealed in his inability to reconstruct the flat appearance of a paper folder and cut. Bobby was sensitive to the fact that he had made a mistake, but even after going back to change it could not make it quite right. He failed to explain the problems of fact and failed to unscramble the dissected sentences at the thirteen level.

At year fourteen, the only item he missed was the ingenuity problem of the "A mother sent her boy down to the river to bring back exactly three pints of water" type. Bobby refused to try it, saying it was too hard for him. At average adult, Bobby missed all but the arithmetical reasoning and memory for sentences. He said afterward (in referring to the codes test at that level), "I never did learn the alphabet. I had to count it out." He failed because he put U after Q, which he thought to be the correct alphabetical order.

Bobby is relatively inarticulate under pressure. He pours the words forth in telling stories, but explanations come harder for him. There is a discrepancy between what he knows and what he can express in words--



which is disturbing to him--indicating that his critical sense is beyond his verbal facility. He is unable to explain proverbs in his own words, he can not reconcile opposites. He said that he felt just as he does when he stutters.

At the level of Superior Adult I, he did better, failing only on vocabulary and sentence building. He did not want to attempt sentence building for fear it would come out "all funny."

He missed all the items in Superior Adult II. Bobby evidenced number facility in repetition of digits and in giving arithmetical answers quickly accurately. He demonstrated ability to derive a rule inductively from the data. His mental ability though hampered by sketchy school and the deprivation of deafness is that of a boy three and a half years older.

Rogers Personality Adjustment Test:

	Bobby's score	Rating	Mean Score
Personal Inferiority	22	High	14.3
Social Inferiority	16	High	13.2
Family Relationships	5	Low	8.6
Daydreaming (Boys)	4	Average	3.6

Bobby is very maladjusted in regard to personal inferiority. His score in Social inferiority is high, too. He needs a bolster to his ego.

The number one item gave Bobby no unusual score. His



choices were within the normal range. Number two item indicated that Bobby felt inferior in that he wished to be better looking and stronger. In number three, Bobby chose his parents to take to the desert island which is not characteristic of boys secure with their friends. He mentioned a best friend, but when asked who it was he said he did not know. He indicated he would leave his brothers behind, giving the reason that they would be too much bother.

In section four, Bobby indicated a large difference between himself and his ideal for himself. He approached his ideal on items of compliancy. There was a difference in parental expectations shown, his mother wishing him to obey, to be a good boy; whereas, his father wanted and expected ambitious things for him.

In section five, Bobby exhibited a difference in response to parents. He would rather go to the circus with his mother, but in section six, he marked his father as the favorite in the family. He seemed to be somewhat set against the pressure of his deceased father's ambitions for him in that he indicated that his father had expected him to be a famous man and to do great things while he himself did not have such lofty ambitions.

In section six, Bobby portrayed a rivalry with his older brother. He marked him with the highest number



indicating the least regard. His total personality maladjustment rating of forty-seven is high, forty-four being considered to indicate a high degree of maladjustment.

Murray Thematic Apperception Test:

When the directions were read to Bobby twice, and he understood the directions he entered into the spirit of the occasion. This was in his field. He injected a lot of stories he had read into his tales such as Robin Hood, The Three Musketeers, Tarzan and several wild-west stories.

1. There was a boy named Johnny who liked to play baseball. His mother wanted him to play the violin. Every Thursday he had a music lesson. He had to practice for that. He was sulking over his violin when a baseball crashed through the window. He saw the fellows playing out in the vacant lot. He decided he would play with them. Cautiously, he climbed out the window. The boys whooped when they saw him, because Johnny was the best catcher. Each side yelled for him. An argument started. They flipped a coin. Johnny was on the worst side.

Pretty soon Johnny was up to bat. Strike one! Strike two! Bang! Away went the ball out over the field. First base, second, third---Too-oot, too-oot! It was the music teacher's car's horn honking. Straight home he ran



with the pitcher right after him.

"He's out! He's out," they yelled.

He climbed in the window just as mother rushed in.

"Johnny, you broke your word." "Oh, look at the window!"

"I was practicing. The bow struck the window and broke it."

"The bow broke the window!" Just then the music teacher walked in. He was from Norway and had an accent. He and Johnny went into the living room.

"Sque-e-eak, Sque-e-eak!" Suddenly the string snapped. Johnny fixed it up. He walked to the window to get better light and saw the fellows still out there. There was a knock on the door. It was a telegram for the teacher. Friends were ill. The teacher rushed away. Now Johnny could play. He walked outside.

The fellows did not want him. He could not play. So Johnny came back disheartened and sat looking at the fiddle. Over five minutes. Need affiliation, N aggression. Press aggression (coercion). Conflict.

2. Years ago, a family of pioneers went west. There were two sisters and a brother, they were twenty-five to thirty years old. Sally was the youngest sister, Martha was the oldest and Harry was in between. They went west in a cart drawn by oxen. One drove while the others walk-



ed. Harry saw three columns of smoke in the distance. They paid no attention, thought it was pioneers burning bushes or riders on horseback camping. In the ox cart was a small telescope. Harry looked through it, it was Indians. In this area Indians made trouble. All at once several swooped down on them. "Oo-oo-oo-oo!" Harry told his sisters to get under the cart. They jumped down.

"Smooosh!" an arrow went by them, missed! Bang! Harry shot, he missed. Then, old Bess, their horse went running to the shelter of the hills. Just then they heard a bugle. Tat-tat-tat. The Indians scattered over the hills with the troopers pursuing.

Then a column of men came back. The first man came up and said, proudly, "My men will take care of them. I am captain. They are the last Indians, they will be captured soon. The bridge is burned, but the trail is over there."

The three forded the river. They saw a cloud over the prairie. It was a prairie fire. Harry backfired from the wagon. He covered the wagon with wet canvas. Over five minutes. Need succorance, N nurturance, N aggression. Press aggression (destruction). P physical danger.

3. Jackie lived in the days of Robin Hood. In London, they believed in dragons. Jackie lived in the woods, he



knew them like the palm of his hand. Two rogues carrying swords jumped from the bushes. Jackie had saved one pound and was carrying it in a money belt. He handed over the best. He had started that morning from a distant village, ten miles away to try his fortune in London.

He went back home, flung himself on the bed crying and sobbing. It had taken him three years to save it. Suddenly there was a rap on the door. It was a knight in shining armor.

"Ho! young one, where is Knottingham Castle?"

"Sir, that castle is not near here. My mother will give you bread."

"I need food and water. I am sorely wounded. I found two ruffians. I found five hundred pounds on them."

Five hundred pounds, thought Jack. The knight went to bed in the loft of Jackie's poor house. He had been given bread and wine.

"I shall reward you. Here is the five hundred pounds I got," said the knight. Jackie gasped. The knight soon rode away.

The mother and Jackie and the old horse soon pulled out for London. Jackie built a house on the edge of the city and they lived happily ever after. 4 minutes and 40 seconds. Need nurturance, N succorance, N intragression.



Dejection. Press aggression (physical, destruction),  
P lack.

4. During the war, in Island of Uraremia was an army base with two planes and two fighters and transports. It was not important because it was out of the way. There was a small motorboat in the lagoon. There was a small barracks with one doctor and three nurses. One day, when all was quiet, the siren sounded, "ah--ah-ahaaaa." The people on the island ran for air raid shelters. Ten Jap zeros, guns open, "puk--k-k-k-k-." One plane came down in flames and crashed to a watery grave. Airplanes came zooming, rata-tat-tat. Planes banked away from machine gunfire, they were not hurt much. Don, in love with Terry, a nurse, was one of the fighter pilots. One plane crashed on the end of the island. It was Don's buddy's plane. The Japs got him. There were five American planes left. Don decided he would take off. Terry begged him not to go, but he did. Rata-tat-tat, the zeros were easy for Don to shoot. He had a P-38, and the Jap planes were junk. Now, there were only four planes left. Don dived, he felt a blow behind him. He was shot in the arm. There were only three left. The anti-aircraft fire got him. 5 minutes. Need affiliation (emotion), N aggression, (destruction) N dominance. Conflict. Press affiliation, P aggression, P dominance (inducement) P lack, P physical danger.



5. In the plains of Montana, there was an old house, an inn where an old lady lived. It was haunted, so she did not have business. A man had a mortgage on her. In one week it would be up. She would lose the old rooming house. One day, when she was in bed, she heard a "whoo-oo-oo" scream of an Indian. Then she heard whooping, slapping, galloping sounds. She jumped from bed and looked out the window. Three shadowy figures galloped away in the night. There were no more Indians, might be ghosts. She could see the hoof-prints in the darkness shining dimly. It must be a ghost. The next night, she heard it again, she rushed into the room with a shotgun in her hand, no one was there. She heard voices far away. She saw a trap-door raise up in the floor. Quietly she looked in and saw two men. She shot and they ran. One was the man who held her mortgage. The sheriff came and took him to jail. Some men rode up, men who had acted as the ghostly Indians, they offered themselves. The lady found fox furs in her cellar, millions of dollars worth. She sold the furs in her cellar and built a mansion in the city. She lived happily ever after. Need succorance, Press aggression, P physical danger.

6. In a house in Washington, D.C., lived an old lady and her son. Her son went to secret places at night. Once he did not return. The next day, a man came to the



door. "Does Mrs. Van Camper live here?"

"Yes."

"I am from the FBI. Your son has just been caught."

The woman looked out of the window and cried. Then she went to jail. Her son told her:

"I'm innocent. I have a grudge against one man. I tried to catch him with the goods. This man killed, Joe my buddy. I recognized the man at the docks. Somehow I got connected with the gang." That night the young man broke jail. He asked for water and lights. He grabbed the jailer around the neck, shot the lock off the door. He ran to where he saw the five criminals with the goods. He shot some old army pistols in the air. The criminals thought they were surrounded. They did not know the boy had only two shots left. They surrendered. He took them to the police station. His record got cleared and he got revenge on the man who killed his buddy. Four minutes, 50 seconds. Need affiliation, N aggression. Press aggression, P rejection, P physical danger.

7. In a ranch house in Arizona, lived a man and his father. Rustlers butchered their cattle leaving only the bones. They were black marketeers. The cowboys watched the cattle. One of the boys was shot. The next night Jimmie went out to watch himself, he had one bowie knife, one pocket knife, one deffinger, one rifle and two pistols.



Then he saw a van drive up. Five men emerged from the car and truck, two were guards. Jimmie was up in a tree. A man saw Jimmie's horse.

"Hey, boss, there's a horse over here." They ran over to look at the horse. Jimmie held them up from the tree. Jimmie fell from the tree unconscious. The next morning he found himself in his father's house. He told them what he saw. Two days later he and his father started out again. They started to drive the cattle to a safer place. The truck drove up. A volley of shots were fired. They rode swiftly through a small canyon under the balancing rock. The truck did not dare to drive under it. The vibrations began to rock it. The rock tottered, with a loud roar it came down. They rushed the cattle through. The rock fell just in time to smash the car. 5 minutes. Need aggression, N dominance, N retention. Press aggression, P physical danger.

8. James wanted to be a doctor. He dreamed of doing great things. He would operate on a dying man and save his life. He dreamed of being very famous, of saving thousands of people because of operations.

One day cutting across the park, he saw boys with bee-gunners. He stopped them, one boy tripped him, he fell in the puddle and got all messed on his new suit. He was



peace-loving, but he struck clumsily at the boys. His new suit was ruined. The roughnecks slugged him with their beebee guns and he fell dazed. Jim went home crying. The next morning he came back to the place and saw the baby birds. He buried them. He took the mother bird home and applied first aid. He kept it until it was well. He opened the cage door and opened the window, but the bird would not leave. Now, he felt just like a doctor. 4 minutes. Need abasement, N nurturance, N passivity. Conflict. Press aggression, P physical danger.

9. Bruce was a bum. He had always been an orphan. A farmer took him when he was ten. Then he ran away and learned the ways of the road. He became a Knight of the road with three of his pals. Bruce wanted a chance to get a job. He hated being cursed by brakemen, stealing food. One day he smelled apple pies. He saw them, grabbed them, and started running. Bang, his seat was filled with buckshot, and he was bleeding. It was dried peas and beebees. He rubbed it for a while, then started on the pies. One was awfully good. Then he started on the next one. Red pepper! He cursed. He'd never steal again. But he did, he stole a wallet. A policeman caught him. Bruce was taken to jail for hoboing, he was released after a year with \$500. He went straight after that. 3 minutes, 50 seconds.



10. Paul and his wife were farmers. They lived on fifteen acres of poor land. They could only buy a few things. Paul decided to go to the city to get a job. His wife stayed to sell the farm. Every month he came back to see her. He earned \$1,500 in six months. Mary, his wife, said she had only one offer, but it was too little. Paul decided to lower the price to \$600. One more month he came back, but no one would take the place. He lowered it to \$500, still no one would take it. Finally Paul decided to give it to a veteran. Then they left for the city.

Mary was a country girl. She was not used to buying one quart of milk. It was disgusting. They were happy, but Mary was not used to Paul's being gone all day. At the farm, at least, she could see him from the window. They lived in the city for two years. Paul had a good job. In three years more, they had saved \$3,500. They went back and bought a good farm and lived happily ever after. 4 minutes. Need acquisition, N retention, N passivity. Conflict. Press lack.

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In the second session, Bobby was quiet but pleased to be asked again. He said he expected the observer to ask for stories again so he was thinking up some "good" ones.

11. Long ago, there lived a king in a kingdom. In



this kingdom, lived a dragon high in the mountains. The king had a son. The dragon destroyed sheep and people. Not even the kings' soldiers could get the dragon. The prince mounted his favorite white charger and started for the mountains where the dragon lived. Soon he came to the edge of the Black Mountains. This dragon had suction cups on its hands and feet so it could climb cliffs. The prince started to make camp under a large tree. The next morning he saw a bear in the treetop coming down to attack. The Prince drew his bowgun and shot the bear. Days later, he came to the cave of the dragon, he rode in. In this cave was ugly, shining rock, amazing to look at. Soon the prince came to the end of the trail. He heard a hiss-ss-, he turned and saw the dragon coming down the cliff. He drew his sword and prepared for the dragon. At twenty feet the dragon charged him, the prince stepped aside and the dragon hurtled by, but he came back again. He knocked the prince off his horse. The prince drew his battle-ax, but it bounced off the dragon's head. The serpent rushed toward him, the prince leaped on his back and struck him in the back. The prince was flapped off, he fell over the gorge and landed on a narrow trail (see the black spot in the picture). He was knocked unconscious, but the dragon fell into the gorge. 5 minutes.



Need nurturance, N aggression, Press physical danger.

12. Johnny lived on a small farm near a small town, Corrla. Near a stream, a creek, he built a boat, several years ago. He loved to row up and down. He was an orphan bound out to a farmer. He took food from the kitchen, took his coat and followed the river as far as it went. He rowed all day, at night no food left. He had no blanket, and he was cold. Suddenly, he saw a fairy.

"Why are you running away?" she asked.

"That cruel farmer makes me work too hard. He has me live in a dirty attic room."

"You may have one wish."

Johnny wished he was living in a nice home and had parents. Suddenly he woke. He had been carried to a nice home. A nice old man and lady adopted him. 3 minutes. Need nurturance, N succorance. Press lack, P physical danger.

13. Years ago, a little boy named Jackie lived in a log cabin. He had travelled a thousand miles in a covered wagon as a baby. His father trapped animals for a living in Oregon. One day his father went out hunting. They waited all day for him to return. Jackie put on an overcoat and went out to look for his father. He walked miles and miles and miles. He found his father tied up by the Indians. He ran back to tell his mother and to plan a



rescue. He told his mother, then saddled a horse and rode for miles and miles to another cabin for help. The man mounted the horse and rode for troops. Johnnie waited there all day. Suddenly he heard Indians coming. Bang, bang, he had to fight Indians. He wounded one, but the Indians were closing in. Johnny fired and fired, at night the man's wife took over while he rested. Johnny had terrible night mares. 5 minutes. He never did rescue his father. 4 minutes. Press succorance, P lack, loss, P physical danger. (Bobby identifies with Johnny in the loss of his father).

14. Craig wanted to be an astronomer--every night he opened the windows to gaze at the sky. This was a long time ago before much was known about stars. Craig kept charts and maps of stars. Craig saved money to buy a telescope, this way he could watch the stars better. One day he went outside to see better. Three tough boys came up and broke it in two. They pounded and pounded him. Craig hit out but he could not hurt them. He called his father for help. The boys ran away. Craig was taken to the hospital. His bed was near the window.

One night he saw a star which was not usually there. He wrote it down in his chart. When he was out of the hospital he took the chart to an uncle who was an astronomer. Sure enough, it was there. This was a star they



had expected, but Craig was first to see it. Craig met all the great astronomers. He was happy he had discovered it. 5 minutes. Need recognition, N cognizance, N affiliation. Press aggression, P rejection.

15. In a small town in Georgia, lived an old man in a cemetery. Every night a ghost walked among the tombstones. Poor old Pinch-penny Jackson had died forty years ago. One day a young man decided to solve the mystery. He saw this old man with long grey hair and followed to a grove of trees where the man disappeared. Several nights he saw this mystery. Nobody had liked Jackson except his nephew, Ray Jackson - the only one who came to old Pinch-penny's funeral, except, of course, the priest. This young man decided he would try to catch the ghost next time. He took a rope and lassoed him. The ghost was Ray Jackson, Pinch-penny's nephew mourning the death of the uncle. 5 minutes. Need nurturance, N cognizance. Dejection. P lack.

16. Irving Halleen, English captain of an East Indian ship, was sailing along one day when he saw a pirate ship in the distance. Boom! boom! the guns fired. Halleen ordered counterfire. Hours and hours and hours this went on. Halleen's ship started to sink. Pirates boarded the ship. Halleen hid in the apple barrel. He had stolen food. Later he looked out of the bunk hole, here was his



chance. He ran for a life boat, he took blankets, food, musket and shot and powder. Somebody saw him run and started shooting. Halleen lowered the boat and rowed to an island. The pirates abandoned him and sailed away.

Halleen stayed on that island for two years, he built a cabin and furniture. His ammunition was about exhausted so he made a bow and arrow. He saw a ship in the distance. It was a Spanish slaver, so he did not signal them. Halleen hid among the rocks when the Spaniards came ashore. They took coconuts to add to their supply. They camped a day and a night, Halleen had his bow and arrow read, but they left.

One year later as he was walking on the beach he saw a snake coiled. He raced away from the snake, but it came after him. He took out his knife and threw it at the snake's head. He skinned the snake.

Two years later, an English ship picked him up. He brought the rare snake skin with him and sold it for 20,000 pounds. 5 minutes. Need isolation, N passivity. Press aggression, P dominance, P physical danger.

17. In the jungles of Africa lived a white savage. He swung on grass ropes among the tree tops, he rode on elephants' backs. Monkeys and parrots were his friends. He could talk to them. One day some men came ashore from a ship. The white savage asked them what they wanted.



they said they were hunting for game. He warned them off. They hit him over the head, then they went ahead.

When he came to, he got a rifle and shot and shot and shot. He got five of them, then the rifle was empty. One man screamed with terror as the white giant leaped upon him. The man struggled loose and ran for the ship. He got twenty men from the ship to go after the white giant. The white giant hid in the cave when he saw the sailors leave the deck. The end. 5 minutes. Need passivity, N aggression, Press dominance.

18. Jack, a policeman in New York, was assigned to guard a bank that had two million dollars in it. It had been recently robbed by criminals. Jack and his friend, Bill, were the only men on guard. That night they heard the watchman scream. They ran around the corner, the man was knifed! Three gangsters had grabbed him, Jack.

"Tie him up, Joe!" one cried. Purposely Jack held his hand a little apart. The gangsters left one man to guard, then they left. Jack slipped his hands from the ropes and attacked the guard. He screamed. The other gangsters' machine gun opened up rata-tat-tat. Whee-ee-e, it was the siren of the police car. They caught the gangsters. The bank was safe. Need nurturance, N cognizance. Press aggression, P physical danger.



19. Robert Brown lived a thousand years ago in a wayside lodge in England. His inn was haunted. Robert believed in ghosts walking at night. He had no guests, nobody even came to his Inn at all. He was determined to get the ghost. He waited that night with a sword across his knees.

"Whoo-ee-oo-ee, I am the ghost of a man who drowned in the river. It was my partner who wanted my share of the money." Robert promised to help the ghost. He traveled for four months after the man on the continent. He held him up and took him back to the tavern.

"Whoo-ee-oo-ee, you killed me, I want my revenge." The ghost pointed a white finger at the man. The man fell dead, the ghost had his revenge. After that, Robert had many guests to see the Tavern. He was wealthy and happy ever after." 4 minutes. Need acquisition, N aggression. Press lack.

20. In Chicago, there was a man just out of prison. He wanted a job. He had been well advertised, so nobody trusted him. He could not even get a room. He just wandered the streets. Finally he went to Iowa under a new name and started out with a new job in a department store. The man worked for two years and saved \$5,000. He bought a clothing store of his own. One day, he saw



walking in an old gangster friend who had not been caught. He shoved a pistol in the cashier's face. The gangster turned white when he saw the man. Two shots were heard, and the gangster died. The man had shot in self-defense. He was given a big reward. He bought a farm and settled down to live happily ever after. 4 minutes. Need aggression, N passivity. Press aggression, P rejection, P physical danger.

Needs: Since Bobby could read well, the examiner gave him a card sorting test (1) on basic needs. This test consisted of mottoes and proverbs on cards. These were given to the boy to sort out in the order in which the sentiments appealed to him. Each sentiment was the expression of a need.

Bobby's highest ranking need was achievement. This probably represents family aspiration, largely. The second need, acquisition, was rated by Bobby much higher than the average boy, who seems to feel a sentiment for acquisitiveness is objectionable whether or not the trait is objectionable. (Acquisitiveness, as shown by his sharp dealing with the Mexican children, may be compensatory mechanism in Bobby's case because one is poor and has had a good deal to put up with.) Notably he rates retention very low, evidently he would like to be generous



to win friends, but lacks the wherewithal.

The blameavoidance need, in third place, was probably inculcated by unfavorable comparisons as was blamescape, also rated unusually high.

It seems significant of Bobby's conception of his ideal self that he rates affiliation in fourth place (actually he retreats from affiliation). He also rated seclusion eleven ranks lower than would the average boy.

Bobby rates construction high, fifth place; cognizance in seventh place. He likes to tell stories, and he has had two printed.

Evidently his rating nurturance unusually low meant as personal rejection of a pressure of nurturance and a desire to stand on his own. Actually, he can afford to be quite nurturant toward his younger brother and toward animals. Bobby has a group of strong needs (aggression, dependence, autonomy) which he rates unusually high, and he lists harmavoidance unusually low. These needs probably arose out of being a "new boy" at school and an "under dog" at home.

Feelings regarding self: It seems clear that Bobby's sense of inferiority is relative now rather than absolute. He seems to feel inadequate in terms of the family background and odious comparison in the foreground, while at the same time he is a bit bored with the activities of his peers.



There is, apparently, a wide discrepancy in Bobby's mind between himself and his ideal self (Rodger's test results). He may feel not only a sense of inadequacy in this respect, but a sense of guilt (which might account, in part, for his strong desire to be confirmed in the Episcopal faith). He says, too, that he has not the lofty ambition that his father had for him.

Of course, Bobby's history held discouraging evidences about himself -- his grandmother's opinion, the early unfavorable diagnosis of doctors about his mentality, his stammering and convulsions, residual effects (possibly) of the shock of being witness to a murder, continued unfavorable comparisons with his older brother, an accident and sickness prone condition (probably in part casual and in part a result of the other factors), deafness (probably the greatest handicap from now on).

Feelings about social adjustment: Teachers report that Bobby is actually well-liked, a storehouse of facts and an arbiter of disputes. It is difficult to tell to what degree he underrates his social ability just now--- as he is emerging from a troubled background. He is attractive, amiable and being intelligent, probably has some knowledge of these attributes.

It is apparently true, as he feels, that he lacks status, influence and close friends. He seems to lack



effective social techniques--as is common with children who have been moved about a great deal, and it seems that he wants to win social position by virtue of personal superiority (to be better-looking, stronger (Roger's) rather than by an extension of friendliness which might be slapped down.

Being a "new boy" is one of his most familiar feelings, and sometimes the experience has been violent (witness the "Okie" incident in Oakland).

Feelings regarding the family: In one sense, the family background with its status (education, occupation success, books, old glass, etc.) is a supporting factor. In another sense, Bobby feels the pressure of family aspirations as unpleasant. Bobby's mother seems to illustrate the considerable value of having one dependable, supporting, and not too demanding person in one's environment in times of stress.

The boy's younger brother seems to provide a subject for Bobby's nurturant tendencies.

The loss of his father when he was five evidently was very disturbing especially in combination with other difficulties, among which are odious comparisons between Bobby (with his "hoodooed" life) and his older brother (with a "charmed" life) which was pointed up by an apparently



neurotic grandmother.

Controls: Bobby's controls are less absolute than those of the other children in the present study. In view of his greater intelligence this boy's life is less bound to any particular channel. The chief check rein on his behavior appears to be the sense of family standards. He is, according to the occasion, courteous and self-disciplined.

In the past, he has apparently been subject to partially unconscious motivations which caused alarming symptoms (convulsions) and a proneness to a variety of mishaps probably caused to some extent by deep feelings of inadequacy under the unfair criticism and aggression which he had to bear. He is still too much controlled by the (probably largely unconscious) feeling of a deep discrepancy between what he is and what he should be. In a sense, the hard circumstances of Bobby's life, comparisons and his partial deafness are controls. Certainly, they have created harsh environmental demands.

Outlets: Being of considerable intelligence, Bobby has tried to take a variety of ways to get out from under his troubles. Possibly, the sickness and accident proneness arose, to some degree, from this need of an "out."

(In the present study it can only be pointed out that Tony, who has a single overwhelming handicap--has not been sick



at all, otherwise. Menninger<sup>2</sup> discusses the possibility that sickness and accident proneness may be used as an outlet).

It seems likely that the epileptiform seizures were in the nature of outlets for Bobby in his frustrated condition. They took place only in the presence of his grandmother. Concerning the stammering, it is reported that it began after Bobby had witnessed a quarrel between his grandmother and his mother (which symbolically could be regarded as the conflict between hate and love). The stammering is precipitated now when Bobby speaks to his brother. Also, the boy reported that in a somewhat competitive situation (the Binet test) he felt just as he did when he stammered.

Bobby's daydream and stories appear to be effective outlets as are his ways of using his younger brother as an extension of himself -- a part of himself not possessed of Bobby's handicaps. Bobby, in addition, works at providing eventual outlets in the nature of personal ambition. He is curious, acquisitive -- a good student.

Conflict: There is an over large discrepancy between Bobby's conception of himself and his ideal self. This is caused by high family aspirations set off against hard circumstances and harsh comparisons when Bobby was

<sup>2</sup>Menninger, The Human Mind, p. 412, ff.



small. This causes inferiority feelings and fear of disappointment in social situations.

Bobby's sense of inferiority and his underdeveloped social techniques cause him to be somewhat socially maladjusted. He is still poor, handicapped by deafness, and somewhat in the shadow of his more aggressive older brother. Yet he is impelled to achieve a good place in life. On his side are very good ability, attractiveness, a supporting without demanding relationship with his mother, and a need for affiliation which he recognizes overtly.

Suggestions: 1. Bobby certainly needs a hearing aid, first of all.

2. The provision of opportunity to develop social technique in situations where he would not be subject to harsh comparisons (certainly not comparisons with his brother) should be very useful. School clubs or community clubs might provide such opportunities.

3. Bobby's story-telling ability, particularly his writing ability should be encouraged, as should his hobby interests such as caring for animals.



4. Friendly counselling relations with an adult, particularly an adult man, should open up the opportunity to work through the problem of Bobby's deafness, overweight, and social situation.
5. With his capacity, probably Bobby needs a minimum of steering and a maximum of opportunity.





Figure 23 Age 14 months  
left



Figure 24 Age 2 1/2 years



Figure 25 ↑

Age 3 1/2 years





Figure 26  
Bobby, left, is  
being encouraged  
to strike the  
piñata as Skipper  
is doing.

Figure 27  
Bobby, right, is  
trying to break  
away from his  
father's grasp  
while he holds  
Skipper.

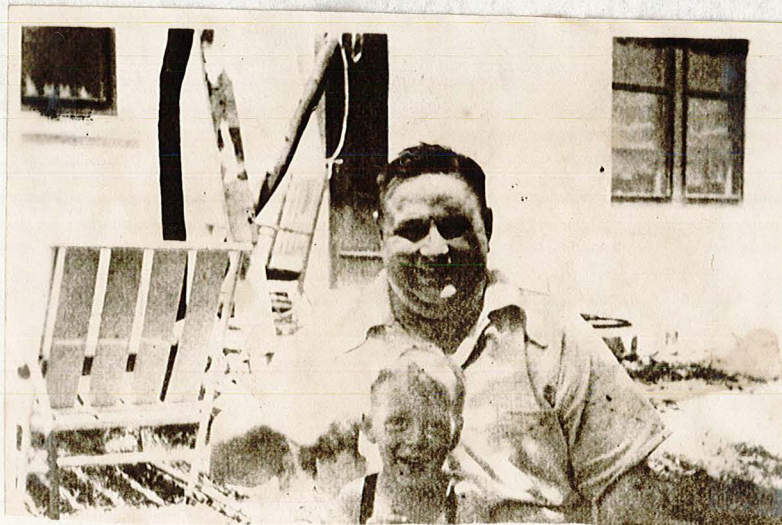
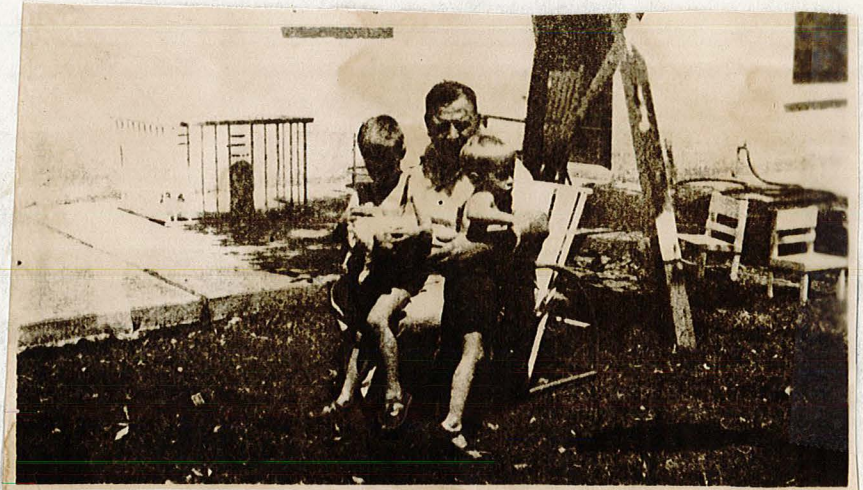


Figure 28  
Bobby, 5, is  
happy now Skipper  
has moved away.



## CHAPTER VI

SUMMARY OF THE EFFECT OF HANDICAPS ON ADJUSTMENT IN THE  
PRESENT STUDY

1. A physical handicap may have a direct, limiting effect on adjustment which a purely social maladjustment does not have. It may limit the range of social participation or mar the effectiveness of all social activities. And, social maladjustment, when it exists at the same time as physical handicap, multiplies the difficulty.

Donny, the spastic boy in the present study, appears to be effective only in activities calling for large, slow movements.

Bobby, the partially deaf boy, is unable to engage in class discussion effectively, to sing, or to dance well.

Joannie, the socially maladjusted girl, can participate normally in the activities of her group, when her mood permits her to. She can get the taste of such participation.

2. A second effect of a handicap or maladjustment is its influence upon the subject's attitudes. These attitudes may affect adjustment.

(a) It seems especially to be true that a physical handicap causes the child to have compensatory wishes which may underly his thinking and feeling.



Bobby, partially deaf, in his Murray Story Productions made thirty-nine references to sounds other than talk (Boom! Bang! etc.). He appears to be a very quiet boy, but sound is evidently a vital issue with him. He has wanted to be a ballet dancer, also.

Donnie, spastic, wishes to be a wrestler. In his stories, he talks about bums and spooks (free in their movements). His love of watching caged animals may be, partially an identification and partially fondness for watching free, unrestrained muscular movements.

It seems that these pervading covert wishes increase the discrepancy between what the child wants to be and what he is. Bobby withdraws -- feeling inadequate. Donnie seemingly tries to lose himself -- not compete as an individual. The adjustment suffers.

By contrast, the purely socially maladjusted child would not have wishes possessing this particular covert goading or tantalizing quality.

(b) It appears that, whether the handicap is physical or a matter of social maladjustment only, the child projects upon his immediate environment attitudes derived from his experience with the maladjustment.

Joannie, socially maladjusted, is no longer the center of loving attention in her family. She appears to regard people, there-



fore, as inconstant, but she values property as the most stable assurance of being loved. Her stories idealize sheriffs and blame thieves.

Tony, psychogenically deaf and dumb, attempts to project his own rigid controls upon his environment. He wants no reference made to mouths or speech, and he tries to force others to compulsive forms of religious observance.

Bobby, who had had a problem of rivalry with his brother against odds created by physical handicaps, exhibits a conception of life in his Murray Story Productions: (in 16 out of 20 stories, an ambitious boy or a close substitute is opposed to aggressors who may be pirates, gangsters, Indians, etc.). Both sides, generally, are trying to get the same thing (valuables, usually money) which then makes it possible to quit the active competition of life. But the aggressors are trying to take it by force, instead of by wits. On occasion, a fairy may be substituted for the money toward achieving the desired end (living happily ever after, without competition).

Donnie sees God as instantly entralling in his power, perhaps related to Donnie's private coercion, spasticity. He seems, though, to idealize freedom. His mother moves against this ideal, being a stern disciplinarian. And Donnie's story productions repeatedly deal with the death of a lady or situations in which a lady is sorry.

- (c) There may be a tendency for the physically handicapped to differ from the purely socially maladjusted in their attitude toward people. The physically handicapped may tend to be overtly more amiable and covertly less amiable.



Overtly, Donnie (spastic) appears to be of Horney's<sup>1</sup> "moving toward people" type. He is willing, friendly -- often cited as well adjusted to his handicap. Covertly, as shown in story productions, he projects a good deal of murder, some of which takes place in the presence of a helpless boy. He also requires some aggressions disguised as play on the playground. And he wishes to run away.

Overtly, Joannie is cited as a spoiled non-conformist. She seems to be of Horney's "moving against people" type<sup>2</sup> in situations where she is not the center of attention. Covertly, Joannie's stories would indicate, she is relatively mild in her underlying attitude toward people. Her stories were not bloodthirsty and she made a point of the happy ending.

Bobby, partially deaf and highly intelligent, has an attitude toward people as supporters and competitors which has been described to some extent. He has temporarily withdrawn to work out a substitute for undisciplined aggression, but he seems covertly to regard people as competitors pretty definitely.

Tony's handicap, though social, appears as physical. His pattern resembles Donnie's.

It seems logical that when the physically handicapped do have to produce on an even basis with normals, their underlying competitive feelings would be greater than those of normals in proportion to the difficulties they have to face.

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<sup>1</sup>Karen Horney, Inner Conflicts, pp. 48-62.

<sup>2</sup>Ibid.



Those of the purely socially maladjusted who effectively find release for their antagonisms might have a relatively amiable underlying attitude toward people. Joannie may be one of these.

- (c) It seems to be that the world of the maladjusted child is weighted with feelings derived from the nature of the maladjustment. Correspondingly, the behavior of the maladjusted child seems to serve these derived feelings.

Joannie's public hair combing seems to be a condensation of her fondness for her hair (as a demonstration of her desire to be loved for her attributes rather than for her productions) and her desire to express a degree of contempt for inconstant humans who want her to do school work.

Donnie's watching caged animals seems to be a condensation of an identification with a feeling of his own superiority.

Bobby's high-sounding phantasies and Tony's pantomime may serve similar purposes.

This tendency toward behavior which has both a derivation in the maladjustment and an opportunity to feel superior in some way may be a typical pattern.

- (d) There may be a tendency for the child with a more rigid, definite handicap to displace this rigidity upon his ideas of propriety. In other words, the limitation projected may be a controlling idea.



Donnie appears to think of God and of rightness as being very arbitrary. He seems to conceive of life as being set up in such a way that one might expect ruthless limitations on what one can do. He lives with his spasticity every day and it is not -- for him -- a rare, extreme condition. He seems to have adjusted his concept of life to the condition.

Tony, whose handicap appears as a definite, physical thing, has a similarly rigid view of propriety.

Joannie, having a maladjustment, but no rigid personal handicap to project and no excuse for misbehavior which is visible, seems to be confused rather than to be rigid about her ideas of propriety (except as regards property).

It may be a typical pattern, though not the only pattern involved, that the ideas of proper conduct would be, to some degree, related to the handicap -- and that a social maladjustment without an obvious excuse would be confusing to the child.

- (e) There may be a tendency for attitudes of the child which arise out of the handicap to fixate at the time of establishment of the handicap, social or physical.

Tony's attitudes toward right conduct are as rigid as his early and harshly formed sphincter habits established at the time of the maladjustment.

Joannie's concept of love seems to be fixated at the immature stage where it was at the time of birth of a second child.



3. (a) The "secondary" effect of the handicap is the reaction which it gets from the people in the child's environment.

When the handicap is physical or obvious, the child is provided with an excuse for maladjustment. There may be, therefore, a greater sympathy for the child's inability to compete on a par. But, there may be, on the other hand, a degree of personal repulsion on the part of many individuals. And the person with the obvious handicap may be deprived of opportunities to participate.

Donnie and Bobby, in the present study, receive more sympathy from teachers and children than does Joannie, who has no obvious defect. This is hardly fair, since Joannie's maladjustment is no less real and is beyond her power to correct by her own efforts.

In the sense of privileges accorded, as well as sympathy received, Bobby and Donnie are more favorably treated. On the other hand, Joannie is permitted to participate normally. She is not given "a way out" but neither is she "singled out" nor "excused out." Donnie is continually up against the fact of being treated as different, and Tony (apparently physically handicapped) is almost trying to live and grow in a vacuum.

In any case, the meaning of the handicap to the child is tremendously important. And much of this meaning comes from the reaction of people to the child -- both how they treat him and to what degree they permit him normal satisfactions.

(b) The person with an obvious handicap, such



as a crippled condition or spasticity, has a good excuse for not being popular or for failing to stand up under pressure. This may mean that such a person will never need to resort to certain kinds of "outs" such as becoming hysterically blind or developing a proneness to some particular kinds of mishap.

Menninger suggests that certain mentally affected groups are less than normally prone to some ailments.<sup>3</sup>

Bobby, in the present study, may have been sickness and accident prone as an escape from criticism and competition. Since his deafness became evident, he has sufficient excuse in that for relaxing the pressure of competition. He seems not to lead the hoodooed life as before.

Tony, with his single overwhelming defect, has been quite free from proneness to other mishaps.

4. One difficulty with most discussions of adjustment is that they separate off some small part of the adjustment process and deal with it alone. For instance, one consideration in adjustment is the intelligence of the child. Pintner, Eisenson, and Stanton give the results of studies of many handicapped children, showing that the intelligence of the children was

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<sup>3</sup>Karl Menninger, Man Against Himself, p. 412.



not affected other than to the degree their particular handicap might limit their opportunities to gain knowledge. The blind and the deaf for the most part rated as highly as normal. The crippled were below, but that included the cerebral palsied group, whose minds were affected by the handicap.<sup>4</sup> Such information is good to have, but it does not cast much light on the individual case. It seems almost to represent an effort to deal with handicapped children on a class basis.

As an instance, a crippled person in the acquaintance of the writer, with gnarled hands was financed by the March of Dimes as a laboratory technician. She had long been interested in church work and was a teacher in Sunday School. Her parents financed two years in a nearby Junior College to which she commuted. Since they were unable to help her further, she made application for the assistance of the rehabilitation agency. They replied that they could only give her training as a laboratory technician.

She took the course they offered, and worked for a few months in San Francisco, but discovered that the work was beyond her strength and ingenuity.

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<sup>4</sup>Pintner, Eisenson and Stanton, *The Psychology of the Physically Handicapped*, pps. 25-500.



Later, after marriage, she found that teaching in a church school was well within her range of abilities, and it would seem that training along that line would have been much more useful to her.

As an effort to picture a more comprehensive view of what is involved in adjusting to a defect, an equation (not precisely mathematical) can be set up, as follows:

$$\frac{\text{Capacity} \quad \text{Personality}}{\text{Effect of Handicap}} = \text{Adjustment}$$

Capacity, here, is the inherent potentialities and intellectual resourcefulness of the individual. Personality would represent non-intellectual resources and devices as somewhat narrowly understood here.

The main point of the equation is that every factor influences every other factor. One can not neglect any one factor (as the March of Dimes had neglected the factor of individual capacity) without unbalancing the whole equation.

In the equation, if capacity is high, the frustration from the handicap can also be higher, and the adjustment may still be adequate.

In the case of Bobby, the frustrations have been, probably, sufficient to create severe personality deviations but the boy's resources were sufficient



to absorb his punishment for the most part. In the future, with some assistance, he should be able to sublimate and to adjust.

5. It is also the writer's belief that these cases demonstrate that a physical handicap may (always taking in consideration the environment) raise the threshold of frustration tolerance.

Bobby D. and Donnie A. are both better able to accept the little frustrations and conflicts that come their way in daily living than are Tony C. and Joannie B. who are less physically handicapped.

6. In general, it seems that if a child is able to compete, with help, it is better for him to do so. It should not be thought that the handicap alone condemns the child to any particular limitations of personality. The knowledge that this thought is common is one of the greatest frustrations of the handicapped child.



## CONCLUSION

Firstly, the cases in the study would indicate that a physical handicap may have a direct, limiting effect on adjustment which a social maladjustment does not have.

Secondly, the handicap or maladjustment may have an indirect effect on the adjustment by influencing the subject's attitudes in one of five ways. He may have compensatory wishes in one instance, he may project upon his immediate environment attitudes derived from his experience with the maladjustment, or, if physically handicapped, he may tend to be overtly amiable and covertly antagonistic. There is a tendency for the child with a rigid handicap to displace this rigidity upon his ideas of propriety. There is also a tendency for the attitudes which arise out of the handicap to fixate at the time of establishment.

Thirdly, the child with an obvious handicap will not react with hysteric symptoms, he is provided with an "excuse" for his maladjustment in most phases of life.

Fourthly, most studies of handicapped people have been done on a class basis which is inadequate in dealing with individual cases. This fact should receive more recognition.



Fifthly, the physical handicap frequently raises the threshold of frustration tolerance.

Lastly, the child, if he is able, should be allowed to compete with society - with help. The handicap should not be considered as a limitation to his personality.



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