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# A Study of the Factors Affecting the Academic Achievement and Underachievement of Bright High School Students: An Individual Case Study Approach

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A STUDY OF THE FACTORS AFFECTING THE ACADEMIC  
ACHIEVEMENT AND UNDERACHIEVEMENT OF BRIGHT HIGH SCHOOL STUDENTS  
AN INDIVIDUAL CASE STUDY APPROACH

by

Mary Gallagher Mueller

A Dissertation Submitted to the Faculty of the Graduate  
School of Loyola University in Partial Fulfillment of  
the Requirements for the Degree of  
Doctor of Philosophy

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## LIFE

Mary Gallagher received her Bachelor of Arts degree from St. Mary's College, Notre Dame, Indiana. She taught high school English classes at Calumet High School. Northwestern University awarded her a Master of Arts degree in Educational Psychology. She was then transferred to the Central Office where she served as the superintendent of a W.P.A. project working out of the Bureau of Child Study. In this position she supervised approximately eight hundred clerical assistants to the adjustment teachers of the Chicago Public Schools. She was assigned as staff psychologist in the Bureau of Child Study in 1939 and served elementary schools on the south and west sides of Chicago. In 1943 Mary Gallagher became Mrs. George Mueller and now has four children ranging in age from thirteen to eighteen years. Mary Gallagher Mueller returned to the Bureau of Child Study when her youngest child was six years old. In 1956 she was assigned as a psychologist, serving high schools on the north side of the city. Last September she was assigned as an Administrative Intern in the Chicago Public Schools. She is a member of the Advisory Committee of the Commission on Youth Welfare. She is a member of the American Psychological Association; Illinois Psychological Association and Chicago Psychological Club. She has been certified by the State of Illinois as a Qualified Psychological Examiner. Mrs. Mueller is a Diplomate of the American Board of Examiners in Professional Psychology in the specialty of Clinical Psychology.

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## CHAPTER ONE

### INTRODUCTION

Parents have often asked why some gifted children use their special ability while others seem to lose their way. A newspaper recently published a contribution from one of its readers. It was signed, "Author Unknown".

"If a child lives with criticism, he learns to condemn.

If a child lives with hostility, he learns to fight.

If a child lives with fear, he learns to be apprehensive.

If a child lives with pity, he learns to feel sorry for himself.

If a child lives with jealousy, he learns to hate.

If a child lives with encouragement, he learns to be confident.

If a child lives with praise, he learns to be appreciative.

If a child lives with acceptance, he learns to love.

If a child lives with approval, he learns to like himself.

If a child lives with recognition, he learns to have a goal.

If a child lives with fairness, he learns justice.

If a child lives with honesty, he learns what truth is.

If a child lives with friendliness, he learns that the world is a nice place in which to live."

May I add - -

If a child lives with love, he learns security.

If a child lives with faith, he learns to trust.

And if a child lives with God, he learns his real reason for being.

This study was concerned with an individual case study analysis of factors affecting the academic achievement and underachievement of sixty-two intellectually superior high school students.

It was an attempt to answer some of the many questions that ask what has helped the bright achieving student to utilize his high potentialities and what has hindered the just-as-bright underachieving boy or girl. With the case study approach it is the hope to interest, emphasize and clarify the findings to more people than the more generalized, statistical studies have been able to reach.

This report will stress the belief that underachievement cannot be understood apart from the individual who manifests the behavior. To know why a student is underachieving we must examine not underachievement but the individual.

More recognition of individual differences does not in any way compensate for control. A favorite limerick makes the point effectively:

"A ghoulish old fellow from Kent  
Encased his wife in cement.  
He said, with a leer,  
'I was careful, my dear  
To follow your natural bent'."

Today, counseling shuns even such benevolent control. They cannot, nor should they want to control the individual or his future. What is wanted, what is needed is a sufficient number of adequately trained counselors in every school, who could do much in working with the individual child who has problems, prevent more problems and much of the low achievement related to the problem. This study stresses the need of more counseling and the role of the guidance counselor in his effort to help our intellectually superior youth.



It is unlikely that any definition of terminology will ever win universal acceptance. Many theorists, in their writing and speaking, become so entangled in definitions that they fail to come to grips with issues at all. At other times, having at last fastened on a definition that seems workable, they erect upon it an argument that may be a model of objectivity but will always remain unconvincing to those who regard the basic definition as inexact, incomplete, or otherwise unsatisfactory.

Many school people view the term "superior" as invidious and undemocratic. They also complain of its inexactitude. It is too broad and general, they say, for there are many kinds of superiority and we do not know which kind is meant. The twin desires for a more palatable and for a more precise term have led to the use of "gifted", "talented", "able" and "ambitious", and the like. These are not very satisfactory either, since there are as many kinds of giftedness and talents as there are of superiority, and while "able" is a harmless term, "ambitious" can be nearly as invidious as "superior". Educational literature is of very little help here. Some writers distinguish between "gifted" and "talented" in terms of IQ, the "talented" ranging from 120 to 130 and the gifted from 130 up. Others use "gifted" to mean those who excel in academic subjects, and "talented" those whose excellence shows itself in music or the arts. Still others reverse these roles.

Others, more interested in issues than terminology, use the terms interchangeably to refer to that segment of the school population which in their estimation is superior in one way or another. It is small wonder that "Disagreement among educators is almost an occupational disease".

Where even the experts disagree, this study will not attempt a solution. For the purposes of this report, these terms are used synonymously as the exigencies of style demand. For introductory purposes a GIFTED ACHIEVER will be defined as one with superior intellectual ability, who consistently scores high on tests and functions at a level commensurate with his high scores. Also, for purposes of this report, a GIFTED UNDER-ACHIEVER will be defined as one with equally superior intellectual ability, whose performance is significantly below his aptitudes or potential for academic achievement. Selection of students to be included in this report was on the recommendation of school counselors on the basis of available intelligence and aptitude test data, achievement test scores, class grades, individual recognitions, special abilities and varied personal problems. Those selected were also given an individual test of intelligence.

Granted this imprecision in terminology, we are still faced with the problem of a working definition. It first will be stated in terms of rough guideposts. Precision will come in the individual analyses. For this report all of the students studied had an IQ above 120 and fifty-five of the sixty-two selected scored above 130. In national percentages they would fall in the top five per cent of the high school population.

Still sound, and by many educators regarded as quite definitive, are grades earned in school in academic subjects. Here also there is an enormous variation. It is an educational fact that what would rate an equivalent to an "A" at School E would be graded as "C" at School A. Nevertheless, ratings based on grades within each school are considered an accurate measure and they have the vast merit of being readily available.

Remember that the shining light of unquestioning conformity may in future years appear dimmed in the brilliance of the little devil who almost failed every subject but the one he liked.

Specifically this study seeks:

1. To determine factors promoting success of gifted achievers.
2. To determine factors inhibiting success of gifted underachievers.

The subjects of this study were sixty-two bright high school students. Six public high schools of varying socio-economic enrollment in the Chicago area were selected. Two were north side schools, two were located in mid-city and two were on the south side. One had only Negro students. Another was a recently integrated school where students from the studied Negro school are now attending on "Permissive Transfer". Mid-city, one school has a real cross-section of culturally disadvantaged children. The other school in this area also has a variance of ethnic groups, with a large percentage of the students' parents foreign born and speaking little or no English. The two north side schools also present a contrast. Two of these six - one north and one south side school - are in rapidly changing neighborhoods. (All of the school personnel from the district superintendents and principals who discussed and gave permission for this study to the counselors who helped in the selection of different types of achievers and underachievers and the teachers who filled out questionnaires and gave such valuable assistance in personal interviews - all were most cooperative. The chief variance was in the number of general faculty members who responded to the Study Habit Questionnaire.) Three of the schools were in communities generally described

as culturally disadvantaged and three schools were in varying degrees socially and economically privileged. In the first of these two groupings there were more parents of limited education, students with a high drop-out rate, a lower percentage of graduates going to college and a larger number of social and financial problems.

The areas explored for possible significant differences were:

- (1) aptitudes
- (2) interests
- (3) self-concept
- (4) peer-concept
- (5) personal problems
- (6) health
- (7) home and family background
- (8) socio-economic status
- (9) reaction to school
- (10) out-of-school activities
- (11) vocational and college planning
- (12) academic performance
- (13) teacher evaluation
- (14) parent evaluation
- (15) study skills

The following instruments were used for gathering data related to these areas: 1) General intelligence tests. - Since they are primarily tests of verbal and reasoning ability, these tests are more accurately described as tests of academic aptitude and are usually published in a series beginning at the primary grades and extending into high school. These tests usually yield an over-all intelligence quotient. Of these the most frequently quoted are the Kuhlmann-Anderson - referred to as the K.A. - and O.Q.S. - the Otis Quick Scoring; aptitude tests such as the Primary Mental Abilities Test - referred to as the PMA - and the California Test of Mental Maturity - referred to as the CTMM. There is also the Differential Aptitude Test (DAT) which is administered in the spring of each year to every freshman high school student in each public high school in Chicago. Beyond measuring merely the general intellectual level of the individual, the differential aptitude tests distinguish the various mental factors which are believed to account for intellectual ability. The DAT gives a score in Verbal Reasoning and Numerical Ability as well as total score. Since intelligence is multi-dimensional, that is, composed of many factors, the advantage of differential aptitude tests over general intelligence tests in group testing is obvious. Teachers and counselors can use this information to plan differentiated educational programs and vocational careers for individual students. They can also identify those whose over-all score is low but who show one or two extremely high factors. This test is recorded in percentile rank and stanine score.

The stanine scale is a simple nine-point scale of standard scores. (The word Stanine was originally derived from "Standard 9" point scale.)

In this scale, raw scores from a test are converted to scores which range from 1 (low) to 9 (high) with a mean of 5. The stanine scale constitutes a method of grouping scores or other measures into classes which are broad enough to permit use of a single digit to represent each class but precise enough for many practical and simple statistical purposes.

<u>Stanine</u>	<u>Equivalent Percentile Rank Range</u>	
9	96.0-99.9	9 (4%) Superior
8	89.0-95.9	8 (7%) Above
7	77.0-88.9	7 (12%) Average
6	60.0-76.9	6 (17%)
5	40.0-59.9	5 (20%) Average
4	23.0-39.9	4 (17%)
3	11.0-22.9	3 (12%) Below
2	4.0-10.9	2 (7%) Average
1	0.0- 3.9	1 (4%) Poor

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**Individual Intelligence Tests** --- The individual test gives a more reliable measure of intelligence than a group test does. The individual test allows for observation and clinical judgments to be made about the child. Hence, it increases confidence in the accuracy of the selection.

One common fault of identification procedures for the gifted is to assume that group IQ test scores are the equivalent of the individual IQ scores and to use an excessively high score on the group IQ test to screen gifted children. Martin and Lessinger gave a report on a study involving 332 gifted pupils.<sup>1</sup> They administered the Stanford Binet to these students on whom

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<sup>1</sup>Ruth Martinson and L.M. Lessinger, "Problems in the Identification of Intellectually Gifted Pupils," Exceptional Children (1960) p. 242.

group IQ tests were available and then compared them to see how the scores matched. If the group IQ scores of 130 had been used as a screening device, over 50% of the gifted would have been eliminated. If a group IQ score of 125 had been used, approximately one fourth of the known gifted group would have been eliminated.

The meaning of any IQ score is obscure unless the user knows the test on which it was obtained and further knows the test's limitations, especially at the extremes. Thus, it is essential that utilization of these tests and their results be made by a person who is fully aware of the limitations and strengths of the particular measuring instrument involved.

Interests of each individual were expressed usually in his autobiography and were discussed in the personal interviews.

Self-concept was also discussed with the student during his interview with stress on what he believed to be his strong and weak points, his outstanding traits and his code of ethics.

Evaluation of peers was also from the viewpoint of the student primarily, gleaned from comments written and verbal.

Surprisingly enough, problems of which the school was not cognizant were introduced in many instances in discussion of personal problems with the students and parents. Old problems reared their ugly heads again and some had been solved or at least the student had come a long way in learning to adjust to them.

Health was first checked in the student's cumulative record on file at school. Also, it was discussed more fully.

Home and family background and their socio-economic status were discussed

in interview with the parent primarily but the student often alluded to it in speaking of his own problems. Age, education and occupation of each parent and sibling were covered. Parent's home as a child, his aspirations as a youth, and the fulfillment of his own hopes were deemed important.

Reaction and appraisal of school, the student's outside work or social activities, religious beliefs, and vocational and college planning were also handled in interview.

Academic performance was taken from his cumulative records and class grade marks.

Teacher and Parent evaluations were by interview. Study Skills were evaluated by responses of teachers, students and parents to questionnaires.

Semi-projective tests (Rotter sentence completion) were administered.

To substantiate conference information in securing school history and health history, records such as folders, cumulative record cards, course books and other pertinent school test data as well as special recognitions and counseling records of each child were examined.

Probably the most rewarding procedure used was the firm assurance that identity as to school and person would be protected. Schools are known only by the letters A, B, C, D, E, and F. Students studied are known by numbers, and a name of their choice beginning with the same letter by which their school would be known. For example the first student worked with at School A was a girl who chose the name of Alice. So for purposes of this study she will be referred to as Alice thus designating her sex and school. A boy at School E chose the name of Edward. Another girl at School C decided on Clara. And so on. They put these names on the top of all forms and questionnaires.



These names were used in speaking to them for no previous contact was had with any of them. Initially more than the planned number were seen for the purpose of selecting as many different types of cases as possible. In one school there was an outstanding athlete who was on the Honor Roll and very popular. In the same school there was an equally outstanding athlete, with the same potential, who was off and on the team because of low marks. He too, was popular but with a different group of students. At another school there was an Oriental girl who says she has always disliked school, but has a perfect attendance record. She loves to read and then after finishing a book go for a long walk by herself to think about what she has just read. In still another school, where we had a diversified group in as many respects as there were students we found that five of the ten were accomplished musicians and three hoped to be concert pianists. It was a very interesting study and the students with exception of one were cooperative. The enthusiastic ones requested a follow-up to discuss the over-all findings. The boy who requested to be excused from the study explained that his parents had just separated the week previously and said that he was too involved emotionally to answer personal questions as he had had no inkling of any parental strife.

In the final description it is necessary to take cognizance of the fact that young people grow more unlike each other as they develop, and identical opportunity is contrary to equal opportunity.

A brief history of education of the gifted in Western civilization is presented in order to give the reader a perspective for viewing present practices in the field. It is interesting to note that the education of superior children has been recognized as an important problem for centuries.

The reluctance of society to provide special educational opportunities for the gifted is evident in the history of almost every nationality group and social culture. However, there are strong indications that this attitude is undergoing a change both in the Americas and Europe and that in the future society will provide greater educational opportunities for the gifted and in return secure the benefits of greater utilization of their abilities.

In its broadest sense the special education of gifted children is probably as old as the race of man. In all likelihood the early cave dwellers recognized the superiority of particular children and utilized their quickness in learning to teach them the more intricate methods of hunting and fishing.<sup>2</sup>

In ancient Athens, somewhat more than twenty-three hundred years ago, Plato speculated upon ways of determining which children were gifted, in order to educate them for leadership in the state. His plan of discovery consisted mainly in testing their ability to detect deceit, recognize superstitions, and profit by "trial and error" learning. Crude as the method may appear today, it was a long forward step that twenty-three hundred years later reappeared in a more refined and elaborate form as a series of mental tests devised by the French psychologists Binet and Simon.

Plato's thesis was that citizens of a republic should be trained to do that for which they were best fitted. He advocated that the young men who gave evidence by the various tests that they were possessed of unusual mental ability, be separated from those of average intelligence and given a specialized type of education. This education would include the mastery of

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<sup>2</sup> Leta Statter Hollingsworth, Gifted Children: Their Nature and Nurture (New York: The Macmillan Company, 1926) pp. 33-46.

science, philosophy, and metaphysics. From this group the future leaders of the state were to come. Plato believed that the Greek democracy could hope to remain pre-eminent only as long as it provided the best educational opportunities for those of its youths who were to become its future leaders.

He made provision also, in his plan, for two other classes. One class included children of average intelligence who were to be trained in music and gymnastics. These were to be the merchants, tradesmen, and warriors. The other class included children of lesser ability who were to be trained as artisans and laborers.<sup>3</sup>

The Romans, who flourished in powerful magnificence for more than five hundred years after the downfall of the Greeks, adopted parts of Plato's plan for the special education of the different classes of human resources. It was, of course, assumed in the selection of superior children for special education that Romans were physically and mentally superior to the various other races and nationalities of the empire. The families of noble birth imported Greek teachers - sometimes men of rank who had been enslaved - and installed them in their homes as tutors of their children. Sons of noble Romans were specially trained for leadership in war, law, oratory, and government.

Perhaps the most notable effort in the education of the superior, following the disintegration of the Roman Empire, was that of Suleiman the Magnificent, in the sixteenth century. He sent emissaries throughout the Turkish Empire with instructions to examine and select the fairest, strongest,

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<sup>3</sup>Ibid., p. 51.

and most intelligent youth of the Christian population (human tribute levied by the conquerors) for special education and for upbringing in the Mohammedan faith. These "talent scouts" went about over the Empire at regular intervals, and after vigorous selection presented to the Sultan the finest and brightest youths they could find. Then there followed an intensive educational program designed to develop leaders in war, religion, art and science. It is noteworthy that under the leadership of Suleiman and his successors, the Ottoman Empire developed into a great power which at one time threatened to conquer all Europe. This Turkish example is perhaps as near as one may come to illustrate, from history, the effectiveness of training the superior child in accomplishing desired goals.<sup>4</sup>

During the seventeenth, eighteenth, and the major portion of the nineteenth century, organized training of superior children was almost nonexistent. A few highly intelligent children were privately tutored, and some astounding accomplishments of gifted children are recorded. Karl Witte was able to read French, German, Italian, Latin, and Greek at the age of nine. His tutor had him ready for college at the age most children are learning to read. He received the doctor of philosophy degree from the University of Leipzig at the age of fourteen. Lord Kelvin, who was tutored by his father, was prepared to enter college at the age of ten years. He won considerable distinction at the University of Glasgow before he was twelve. Many such cases might be noted, but they are isolated instances in this period characterized by an educational philosophy that insisted upon the equality

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<sup>4</sup>Merle Sumption and Evelyn Luecking, Education of the Gifted (New York: The Ronald Press Company, 1960), pp.43-45.

of all men. Hobbes, Jacotot, and the French Encyclopedists, concurring with Leibnitz, asserted that all native intelligences are equal and differences come about through training.

This educational philosophy had roots in some earlier psychologies of the time. Johann F. Herbart, a German philosopher, considered the mind as an apperceptive mass.<sup>5</sup> Experience played upon it and made it whatever it became. John Locke spoke of the human mind as a blank tablet on which experience writes. Thus controlled experience or training or education was the only thing to be considered. The mind was passive and relatively unimportant in the creation of the personality.<sup>6</sup> Still later John Watson, the behaviorist, went so far as to say that he could take any well-formed, healthy body and make of it what he pleased - "a rich man, poor man, beggar man, thief, doctor, lawyer, merchant, or chief."<sup>7</sup>

It is not difficult to see that under the existing philosophy and educational psychology of those times, special education of gifted children had little or no place. The emphasis on equality led eventually to a standardized school curriculum and relatively few of the over-all population went to college. Superior children, except when privately educated, partook of the same training as all others. This educational theory fitted in so well with the political theories in America after the Revolution, that it had no trouble establishing itself in the educational structure of the American Republic, though this took time.

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<sup>5</sup>Ibid., p. 52

<sup>6</sup>Ibid., p. 53.

<sup>7</sup>Ibid., p. 57.

In America, educators were slow to recognize mental differences, and the traditional school curriculum failed to make any provision for such differences. The school was fashioned for the average pupil, and those who varied from the norm were more or less forced into the educational channel which was provided for the average pupil.

The first group of children, in terms of intelligence, to attract the attention of educators was the group having low mental ability. Long before intelligence testing was introduced, teachers realized that some children were unable to meet school requirements as they were then set up; but even noticeable inability to perform the mental abstractions required in school did not secure special attention for over a century. Lack of interest, laziness, and general perversity were often ascribed to children of low mental ability to explain their failure in school.

The problem increased as the scope of education widened. More children came to school as a result of compulsory-attendance laws. The schools soon discovered that in extending educational facilities to larger and more unselected groups of children, they were receiving more slow learners.

Gradually teachers began to realize that many failing pupils lacked sufficient mental ability to keep pace with normal children. With the advent of intelligence testing early in the twentieth century, this point of view gained wider recognition. In fact, it was for the extreme of the retarded group, the feeble-minded, that intelligence testing was first devised. Special classes for the mentally retarded were organized. In many schools individual instruction was inaugurated to meet the needs of these duller children. Thus the measurement of intelligence became one means of breaking

down the so-called "lock-step system" in education. Children with inferior mental equipment were recognized as handicapped and as requiring educational opportunities that differed from those offered to average children.

The recognition which these children received was owing, no doubt, to the fact that their presence disturbed the orderly and uniform progress of pupils through the curriculum of the traditional school. It is axiomatic that the group which causes most difficulty receives the first attention.

At the same time, teachers readily recognized that there were some pupils of exceptional ability. Intelligence tests later confirmed this fact and established some basis of comparison. However, the bright children as a rule caused little disturbance in the uniform school program as they could easily master the required work. In most cases, they adapted themselves to the pace of the average pupil and, in consequence, most teachers felt that all was well. Occasionally a pupil of superior intelligence became a problem because of his dissatisfaction with routine drill. His expressions of annoyance and frustration were usually treated as pure misbehavior and he was punished repeatedly without any inquiry regarding the cause of his behavior.

Under these conditions, it can be readily seen why there was little attempt to establish special provisions for gifted students in the early school in the United States. The advent of the intelligence test served not only to delineate the low intelligence group, but also pointed quite clearly to the existence of a group of comparable numbers at the other end of the scale. The objective measurement furnished by the tests became an important factor in the early progress made in identifying gifted children.

The earliest attempt to make some systematic provision for gifted children in the American educational system was probably that of William T. Harris in St. Louis about 1867. His efforts to care for superior children consisted mainly in introducing a greater flexibility in the grading and promotional system of his schools.

Bentley divides the history of special education of gifted children into three epochs. The first, extending from 1867 to 1899, may be described as the period of flexible promotions. Out of this period came the epoch of acceleration extending from 1900 to 1919. In this era the emphasis on hastening the gifted child through his school program led to the question of the importance of maturity. Was the physical, social, and emotional maturity of the child being given sufficient consideration? The third epoch, that of enrichment, beginning about 1920, stressed the importance of breadth and depth in the curriculum.

In California, the Santa Barbara schools in 1898 organized a plan for the education of exceptional children which involved a variation of courses but equality of progress. The children were divided into three groups: one group was given minimum essentials; the second group was given the regular course, which covered not only basic work but elaborated it and gave it more intensive attention; the third group, consisting of the pupils above average, was given even more intensive training than the second group. The Santa Barbara plan, somewhat modified and changed, is still in operation. The

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Educational Policies Commission: Education of the Gifted  
(Washington, D.C.: NEA 1950), p.37.

9

John Edward Bentley, Superior Children (New York: W.W. Norton and Company, 1957), p.62.



third group is now provided with an enriched course of study as well as an intensive one. However, the plan is not considered entirely satisfactory for gifted children because this third group generally contains many pupils of little better than average mental ability.<sup>10</sup>

The Batavia, New York plan, made provision for individual instruction of pupils during school time. Each class had two teachers. One teacher instructed the class as a whole; the other was free to give individual instruction as it was needed. In 1928 the Batavia schools abandoned the double-teacher plan, and now assign individual children to special or atypical classes.<sup>11</sup>

The San Francisco plan made use of individual instruction by allowing gifted children to work out assignments under teacher direction and report individually to the different teachers involved. They received assistance only when they ran into difficulty and reported it to the teacher in charge of the project. The plan was flexible and allowed superior children to proceed through the grades at an accelerated rate.<sup>12</sup>

Various adaptations of the multiple-track plan were instituted in large cities during the last two decades of the nineteenth century. However, only a small proportion of gifted students were affected.

Probably the first organized classes specifically designed for rapid advancement purposes were those established in New York City in 1900. These

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<sup>10</sup>Helen Erskine Roberts, Current Trends in the Education of the Gifted (Sacramento California State Department of Education, 1954), p.18.

<sup>11</sup>Gertrude Hildreth, Educating Gifted Children (New York: Harper and Brothers, 1952), p. 46.

<sup>12</sup>Ibid., p.52.

classes were the forerunners of the present special-progress classes which permit pupils to complete three years' work in two.<sup>13</sup>

The year 1901 is the date of the establishment of the first special school for gifted children in the United States. It was known as a "preparatory school" and was located at Worcester, Massachusetts. Children from all over the city were selected and brought to the school for special instruction under outstanding teachers. These superior children did the regular work of the grades and, although they were in only grades seven, eight, and nine, were given work in high school subjects such as Latin, French, German, and algebra. In order to obtain admission to this school, pupils had to be in good health and possess high scholastic standing. The principal objective was to accelerate the progress of the children. In 1936, there were a number of these preparatory schools or centers in Worcester. They have operated as indicated above for more than a generation but in recent years have been incorporated in new junior high schools. At the present time only one remains as an independent school and it is assumed that in time this too will be absorbed in a junior high school.<sup>14</sup>

In 1902 Baltimore established similar schools for bright children. In the same year Stuyvesant High School in New York City opened its doors to boys with marked superiority in mechanics, mathematics, and science.<sup>15</sup>

The standardization and incorporation of intelligence tests in the "tool kit" of the educator early in the twentieth century gave impetus to the

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<sup>13</sup>Ibid., p. 62.

<sup>14</sup>Ibid., p. 65

<sup>15</sup>Ibid., p. 66

acceleration movement. When a child demonstrated by test his ability to learn more quickly than his fellows it was considered advisable to give him the opportunity to forge ahead. In addition to rapid-progress classes and special schools individualized instruction was employed to achieve acceleration. Such individualized instruction was designed to permit the superior child to progress at his own pace from grade to grade and yet remain for the most part in the regular classroom.

Just as the practice of flexible promotion carried over into the period of emphasis on acceleration, so has the idea of acceleration persisted far into the third epoch.

The year 1920 roughly marks the beginning of what has been called the third epoch in the special education of the gifted children in the public schools of the United States. This is the period characterized by the idea of enrichment rather than acceleration. As the third decade of the twentieth century opened, three city school systems in different parts of the country inaugurated plans for educating gifted children, based on the idea of enrichment.

An Experimental class for gifted children was established in Los Angeles during the school year 1915-16. For four years various methods of teaching and administration were tried. However, by 1920 the principle of enrichment was adopted as basic to the program, and several special classes were set up on this basis. The teacher of the experimental class

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John Bentley, Superior Children (New York: W.W. Norton and Co., 1937), p. 67.

17 Ernest Newland, "The Gifted," Review of Educational Research (December, 1963), pp. 417-431

became supervisor of these Opportunity classes, as they were called. The classes now enroll pupils who are selected mainly on the basis of their intelligence quotient. The standard for admission to these Opportunity classes is an intelligence quotient of 125; this limit is not rigidly applied, as some pupils with a lesser rating are admitted. They must, however, have shown marked success in academic achievement.

The Opportunity classrooms are "workshops in which children experience purposefully." Individual research projects are carried out and reported to the class. Often long discussions follow.

The Los Angeles program includes creative music, original poetry, plays, pageants, school papers, and many other things. Pupil activity is fostered and pupil initiative is encouraged. A modern language is studied in all classes where a capable teacher is available. The aim is to provide a differentiated program of enriched subject matter, together with suitable methods of instruction for gifted children.

By 1927-1928 there were fifteen such classes; the next year two more were added. A total of 510 pupils were enrolled in these seventeen classes. Twenty-one Opportunity classes enrolling 630 pupils were reported in 1937.

Reports made on research incidental to the program indicate that pupils in these classes, when promoted to high school, do better work than children of like intelligence who have not participated in the enriched curriculum offered by the Opportunity classes. In one study 284 gifted pupils from the Opportunity classes were compared with 381 gifted pupils of the regular school. When compared on the basis of high school records the Opportunity group was found to have made (1) more A and B marks in high school;

(2) a higher average on grade points for all marks; and (3) fewer failing marks than the control group. No follow-up studies of these children after high school have been reported.<sup>18</sup>

Rochester, New York, adopted a plan involving special classes in school centers in 1920. Two classes were organized in September of that year. Pupils having an intelligence quotient of 120 or above were eligible for these classes. The classes were begun at the fifth-grade level; their main purpose was enrichment, but pupils were not held back if they could advance more rapidly than a grade a year. No attempt was made to hold these classes to rigid requirements of a course of study. Reported experiments indicated that (1) these classes did better when the same teacher was retained; and (2) pupils from these classes did better than others from the regular grades when they entered the junior high school.<sup>19</sup>

In 1937 the Rochester schools had disbanded these classes for superior children. The lack of proved techniques for teaching bright children and the difficulties of transportation were given as the reasons for discontinuing the program. Lack of interest by parents also played a part in the abandonment of the project. However, in 1956 a program for "very bright" children was re-established upon the recommendation of a group of teachers appointed to study the situation.<sup>20</sup>

In Cleveland, Ohio the first special class for the gifted based on the idea of enrichment was inaugurated in October, 1931, after almost a year of

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<sup>18</sup>Ibid., p. 417.

<sup>19</sup>Theodore Hall, Gifted Children (New York: World Publishing Co., 1956) p. 38.

<sup>20</sup>Ibid., p. 46.

planning and preparation. It consisted of twenty-five bright pupils selected from the fourth, fifth and sixth grades. The following year five more enrichment classes were established. By 1927 fourteen elementary and two junior high schools offered such classes. Bright children from nearby schools without "Major Work classes," as these enriched classes were called, were permitted to transfer to schools having such classes.<sup>21</sup>

The Major Work program was designed to give gifted children an enriched curriculum consisting of wider and more varied experiences, new contacts, challenging opportunities to learn, and room for growth within ever broadening horizons. Drill and repetition gave way to creative effort in prose, poetry, painting, and music. Typing, foreign languages, and science laboratory work were offered to pupils in the elementary-school classes. Field trips to banks, dairies, department stores and airports were integral parts of the Major Work program.<sup>22</sup>

The Cleveland school system has not only retained its Major Work program over the years but has constantly sought to improve it. Several evaluation studies of the program have been made and each has served to vindicate the judgment of those who have been responsible for the establishment and conduct of the program. The present program, although strengthened and expanded over the years, has steadfastly retained the original concept of enriched experience as opposed to rapid progress.

Early in this period New York City organized special classes in

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<sup>21</sup>Ibid., p. 59.

<sup>22</sup>Ibid., p. 67.

selected elementary schools which were designed to offer an enriched program to bright children. It was in this period, also, that the school systems of Winnetka, Illinois, and Dalton, Massachusetts, introduced programs which permitted bright children to work on special projects in the regular classroom with teacher guidance. While the early enrichment programs were characterized, for the most part, by grouping of pupils in special classes, it was not long until attempts to secure enrichment in the regular classroom appeared. This trend toward individualized enrichment appeared in the 1930's and carried over until about 1950. While the extent and effectiveness of such enrichment may be open to serious question, there is little doubt that it represented a dominant motif until the mid-century point was reached.<sup>23</sup>

Few objective data concerning the extent of provisions made for gifted children in Europe are available. Although most European countries have consistently attempted to select and provide for superior children in recent years, with the exception of Russia their efforts have been rather scattered and in most cases quite limited.<sup>24</sup>

France, Belgium, and Switzerland have shown considerable interest in the discovery and training of their gifted. From 1917 until the advent of the Hitler regime, Germany experimented with the education of "children who show promise." Special schools and classes for superior children were formed on the basis of psychological tests. The city of Hamburg was prominent in these

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<sup>23</sup>Willard Abraham, "Administrators Look at Gifted Children," Educational Administration and Supervision, May 1957, p. 283.

<sup>24</sup>Merle Sumption and Evelyn Luecking, Education of the Gifted (New York: The Ronald Press Co., 1960), p. 49.

efforts. Petzoldt, a German educator and philosopher of the period, consistently advocated special training for superior youth.<sup>25</sup>

France, where the intelligence test of Binet and Simon made its appearance, regularly grants scholarships on the basis of mental tests. Belgium has a foundation for the gifted and has attempted to meet the needs of poor children of high intelligence by grants of financial aid. Great Britain provides endowments that enable superior youths to pursue advanced work in colleges and universities.<sup>26</sup>

It is in Russia, however, that we find the most extensive and probably the most productive efforts exerted. In the early days of the Soviet Socialist Republics the most promising youths were heavily indoctrinated in Communism with physical science, mathematics, and languages only incidental in the educational program; but in recent years the picture has changed. Although it is the goal of the educational program to make good Communist leaders, it is now recognized that physics, chemistry, and mathematics are essential - in fact, vital - to Soviet aspirations. Before World War II the Komsomol organizations sought to enroll only enthusiastic Communist agitators; after the War these organizations sought outstanding students, particularly potential leaders in science and the arts.<sup>27</sup>

At the present, there are numerous programs and even some schools which are designed exclusively for the exceptionally bright youth and those who are artistically gifted.

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<sup>25</sup>Ibid., p. 50.

<sup>26</sup>Ibid., p. 71.

<sup>27</sup>Ibid., p. 75.



The programs which are carried on in conjunction with the regular school curriculum consist largely of small selected groups of gifted children receiving advanced work and enriched opportunities in special classes, many of which meet before and after regular school hours. Teachers are usually drawn from the regular staff or in some cases from a nearby university. Most of the schools for the gifted are located in the larger cities, are sponsored by a university, and make use of university laboratories and other facilities under the direction of university faculty members. Some of these schools have eleven-year programs which are specially designed to serve the artistically gifted. Both the schools for exceptionally bright children and those for the artistically gifted are characterized by small classes, excellent laboratory facilities, and high-quality instruction.<sup>28</sup>

Aside from Russia, it is probably accurate to say that European countries are for the most part subsidizing the education of gifted children in the regular schools, rather than offering them a special type of education. Exceptions should be noted, however, in some cities of both East and West Germany as well as what was formerly Austria, where enriched curricula and special grouping of the gifted are being practiced to a considerable extent.<sup>29</sup>

In the United States at mid-century there is no general agreement concerning the best plan for the education of gifted children. Although many schools recognize the desirability of segregation and enrichment, many others are reluctant to abandon the idea of acceleration. Others believe that individual instruction is the answer to the problem. Many educators consider

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<sup>28</sup> Ibid., p. 78.

<sup>29</sup> Ibid., p. 82.

the basic problem in educating gifted children to be one of developing methods and techniques for their instruction. The solution of this problem might well determine best administrative procedure and practices. The few studies in the field of the education of the gifted have failed to shed much light on this phase of the problem.

It is apparent that the public schools of the United States have hardly made a beginning in the special education of superior children. One reason undoubtedly is the fact that comparatively few schoolmen have realized the potential value of such a program in the development of a progressive, democratic state.

In 1953, the "Talented Youth Project" was established by the Horace Mann-Lincoln Institute of School Experimentation of New York City. The project was aimed toward helping schools to improve provisions for developing the potential of talented youth for outstanding achievement. Its announced purposes are to conduct studies of the nature of talent and its role in our culture; to experiment in modifying educational procedures and provisions to meet the needs of talented youth; and to summarize and interpret research which will aid schools in planning to better serve them. Major efforts have been directed toward the study of the effects of administrative and instructional modifications, achievement of talented pupils, the attitude of peers toward them, and the development of a guide for self-appraisal of secondary-school programs for the talented.<sup>30</sup>

<sup>30</sup> Educational Policies Commission, Education of the Gifted (Washington D.C. NEA, 1950), p. 123.

Over 300 colleges and universities are participating in what is known as the Advanced Placement Program in cooperation with over 700 secondary schools. In this program basic college courses are offered to bright high-school students who are then eligible to take special examinations, which, if passed, exempt them from freshman classes. Thus a bright secondary student participating in this program may anticipate completing college in three years.

In February, 1958, the National Education Association with the aid of a grant from the Carnegie Corporation of New York sponsored a conference of some two hundred outstanding educators and laymen who had special interest and knowledge in the education of the gifted. Dr. James B. Conant, former president of Harvard University, acted as chairman of the two-and-one-half-day meeting. The proceedings are reported by the National Education Association in the publication entitled, "The Identification and Education of the Academically Talented Student in the American Secondary School."<sup>31</sup>

The invasion of space represented by the launching of the Russian-made satellite in late 1957 provided a major impetus to the movement for discovering and educating the gifted. For the first time the public became acutely conscious of the fact that the United States was behind the Soviets in certain aspects, at least, of scientific accomplishment. Wherein had they excelled? Obviously in the development of scientific ability. Certainly in America, the land of opportunity, there had been no dearth of opportunity for scientists to work. It was not opportunity which was lacking but rather a conscious purposeful program of searching out youth of exceptional ability with an

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<sup>31</sup> National Education Association, The Identification and Education of the Talented Student in the American Secondary School (Conference Report, Washington, D.C. NEA, 1958), p. 30.

interest in science and providing them with the type of education which would insure the full development of their ability in the scientific field.

Although such a need obviously exists and has existed in other fields, such as law and medicine, it took a spectacular scientific achievement to make the public seriously concerned with the need. People quickly realized that in stern competition for international supremacy a failure on our part to keep abreast of scientific advances could well be fatal to us as a nation.

Although considerable clamor was raised in criticism of our system of public education, the more sober thinkers realized that the remedy lay not in revolutionizing the school by revamping the curriculum for all but by giving adequate attention to those with superior intellectual ability. It was obvious to them that perhaps fewer than 10 per cent of students had the requisite ability to make notable contributions to scientific knowledge in any form. The problem then was to find these youths and provide them with a suitable program. To require all students to take advanced mathematics, physics, chemistry, and the like would be sheer folly in view of the diverse interests and abilities of the student population.

Although some far-sighted educators had urged and supported special education for the gifted many had opposed it on the plea that it was "undemocratic", that it would create snobs, that all should be treated alike, and similar sentiments. Many opposed grouping of the gifted on the grounds that average and dull children profited by being with bright ones in learning situations. However, since the inauguration of the "space age" in 1957 and the demand for the development of young scientists, most of the critics of

special education for the gifted have withdrawn their objections in the light of recent events. It has become abundantly clear that our educational practice cannot be geared solely to our national aspirations but must serve us in an international context if we are to remain a free people.

In view of the foregoing it appears that education of the gifted is about to enter a new era of rapid development. It appears likely that the emphasis on scientific achievement will bring increased provisions and vastly improved education for the gifted not only in the field of science but in all fields. Society will benefit immeasurably if such is the case.

## CHAPTER TWO

### REVIEW OF RELATED STUDIES

Research in this area proliferates. There is a general agreement that much remains to be learned and that further study is necessary even though and because there have been conflicting conclusions as to the chief causal factors of underachievement. Frankel made a comparative study that concluded that the father of the low achiever has less education and ranks lower in occupational status than the father of the high achiever.<sup>1</sup> Boyce made a similar study which determined almost the opposite.<sup>2</sup> Goldberg and Passow, in their experiment, find no appreciable difference.<sup>3</sup> Other research studies have indicated that there is no simple answer. Many others have determined that lack of achievement is related to the home background of the students. The conclusions of several are that much underachievement is a phenomenon not specifically caused by the school situation and that hostilities are fixed in the personality of the student before he enters first grade.

Roberts in her recent study in a Los Angeles High School found that there were very few differences in the vocational aspirations of the high and

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Edward Frankel, "Comparative Study of Achieving and Underachieving High School Boys of High Intellectual Ability," Journal of Educational Research, LIII (January 1960), pp. 172-180.

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E.M. Boyce, "Comparative Study of Overachieving and Underachieving Students on Factors Other Than Scholastic Aptitude," Journal of Counseling Psychology, LV (Spring 1960), pp. 54-60.

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Miriam Goldberg and Harry Passow, "Study of Underachieving Gifted," Educational Leadership, XVI (November 1959), pp. 121-128.

low achievers. Poor school achievement also showed up in poor school adjustment generally as a further manifestation of their inability to adjust to their environment. The major hypothesis she tested was that the underachievement in school is caused by the student's feelings about himself and his environment. Many of the findings of her study indicated the need of a completely individual approach. The major conclusion of Robert's study was that both elementary and secondary schools should attempt to employ more trained counselors who can test children individually, counsel these children and confer with their parents.<sup>4</sup>

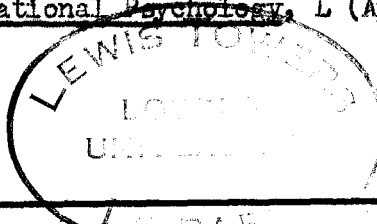
Middleton and Guthrie contend that the underachiever likes to have fun and is motivated by pleasure seeking and extroversion.<sup>5</sup> There are studies which show better performance among the better adjusted and that poor achievers have future goals which do not agree with measured interests or preparations.

Krugman, who is in charge of Guidance in the New York Schools, in discussing the Higher Horizon Program states that no matter how effectively we may discover talent, do remedial work, motivate interests and develop latent abilities in the junior and senior high school we must begin these processes very early in the child's school life, if we are not to lose large

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<sup>4</sup>Helen Roberts, "Factors Affecting the Academic Underachievement of Bright High-School Students," Journal of Educational Research, LVI (December 1962), pp. 175-183.

<sup>5</sup>George Middleton and George Guthrie, "Personality Syndromes and Academic Achievement," Journal of Educational Psychology, L (April 1959), pp. 66-69.



"segments of our population whose potential is not tapped."<sup>6</sup> Subject tutoring, counseling, discussion of study methods, motivational groups, interviews with students and their parents are among approaches used and continually being evaluated. Krugman also explored a number of approaches to determine more effective ways of improving achievement.<sup>7</sup>

Peterson reports that in studying the research on underachievement it has proven many contradictory things. In explanation of the many paradoxical findings he stresses that first we need to examine methods currently being used to identify underachievement and to gather more individual data. Most of all he feels that underachievement cannot be understood apart from the individual who is underachieving and that facing these problems above all others "should be a prerequisite to further research".<sup>8</sup>

In the study of academically talented students, the fundamental characteristic is thinking ability. This power is seen in such activities as the ability to perceive more abstruse relationships, the ability to summon more appropriate associations to mind, and the ability to conceptualize with greater ease than the average individual of the same age. It is precisely in this developmental precocity that the early signs of great potential are most easily identified, and so it is here that research on characteristics begins.

Probably the most significant example of a developmental and

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<sup>6</sup>Morris Krugman, "Identification and Preservation of Talent," The Teachers College Record, Columbia University (May 1960), pp. 459-463.

<sup>7</sup>Ibid., p. 467

<sup>8</sup>John Peterson, "The Researcher and the Underachiever; Never The Train Shall Meet," Phi Delta Kappan, XLIV (May 1963), pp. 379-381.



longitudinal study specifically concerned with gifted children has been the Terman GENETIC STUDIES OF GENIUS. Started in 1922, this ongoing study has followed some 1500 bright boys and girls through school, college and adulthood to middle life. The latest report in 1959, is a thirty-five year follow-up of the original group. It tells us that more than 85 per cent of the total group entered college and that more than 70 per cent graduated. Over 60 per cent continued in graduate work and that the Ph.D. was taken by 14 per cent. This latest group have produced nearly 2000 scientific papers, over 60 books, at least 250 patents, and over 600 literary productions.<sup>9</sup>

Growth proceeds from the general to the specific. As children grow up, general ability grows into specific talent. Similarly, our concept of intelligence has developed into more specific aspects. It was not many years after the discovery of the general concept of intelligence that psychologists began to develop the various group and factor theories of intelligence. The Primary Mental Abilities (number, spatial, memory, verbal comprehension, word fluency, perceptual speed, reasoning) discovered through factorial analysis by Thurstone in 1941. This test was used exclusively in the Chicago schools at the primary level for many years.<sup>10</sup>

Taylor has given us a picture of the creative individual as unconventional and as resisting the drives toward conformity and the convergent thinking often found in schools. In this he agrees with many who in studies

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<sup>9</sup>L.M. Terman and Melita Oden, The Gifted Group at Mid-Life: Thirty-Five Years' Follow-Up of a Superior Group GENETIC STUDIES OF GENIUS, Volume 5 (Stanford: Stanford University Press, 1959).

<sup>10</sup>I.L. Thurston, Factorial Studies of Intelligence (Psychometric Monographs: 1941), p. 94.

of highly creative people, found them more original, less suggestible and more tolerant of structural disorderliness and the ambiguous.<sup>11</sup>

A definitive study in the area of creativity of the able is that of Getzels and Jackson. They contrasted the aspects of creativity and conventional intelligence by selecting 28 students with a mean IQ of 150 but below the top fifth in creativity, and 24 students in the top fifth in creativity but below the top fifth in intelligence with a mean IQ of 127. The creative criterion group was found to be less interested in grades and teachers' opinions, but had out-of-class interests of a wider scope and more of a sense of humor. They showed more imagination in story writing, but were less highly esteemed by teachers. It is generally indicated in the literature that a wider definition of giftedness is needed to help expand school programs which will reach and satisfy these students.<sup>12</sup>

Guidance for the underachiever with superior ability at the secondary level cuts across the whole fabric of secondary education, involves all of guidance and counsel theory and practice, builds on an emerging body of research findings and implications related to the gifted child and focuses on the nature and treatment of underachievement.

Frankel's made a comparative study of students at the Bronx High School of Science in New York City to determine possible causes for their differences

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<sup>11</sup>C.W. Taylor, "The Creative Individual: A New Portrait in Giftedness," Educational Leadership, (October 1960), pp. 7-12.

<sup>12</sup>J.W. Getzels and P.W. Jackson, Creativity and Intelligence (London and New York: John Wiley and Sons, Inc., 1962)

in academic performance, studied their aptitudes, interests, personal problems, health, home background and outside interests. Although the pairs were matched for equivalent high IQ's the achievers proved to be distinctly superior to the underachievers in mathematical and verbal aptitudes, particularly the former. In general, the achievers maintained or raised their high scholastic entrance record while the performance of the underachievers deteriorated. "The difference in the mean scholastic average of the two groups was twice as great in this high school as in junior high school." Frankel also noted that while the chief concern of the underachiever appeared to be his present scholastic inadequacies, the achiever was primarily thinking about college and his vocational choice.<sup>13</sup>

Roberts sought the factors affecting the academic underachievement of bright high-school students in a study in a Los Angeles high school. She noted that the high achiever indicated that he would try to obtain a scholarship. The low achievers indicated that they expected to try for a scholarship and felt that even if they scored high on the tests that their low school marks would negate their chances of getting one.<sup>14</sup>

A number of diversified trends representing important advances in the psycho-socio-educational aspects of providing for the gifted have emerged.

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<sup>13</sup>Edward Frankel, "A Comparative Study of Achieving and Underachieving High School Boys of High Intellectual Ability," Journal of Educational Research, (Volume 53, January 1960), pp. 172-180.

<sup>14</sup>Helen Roberts, "Factors Affecting the Academic Underachievement of Bright High-School Students," Journal of Research, (December, 1962), pp. 174-183.

These innovations are not all at the same level of activity, but all clearly point to new directions. A few of these trends are:

1. Greater concern with curriculum content based upon the conceptual level of the gifted.
2. Expansion of the previously narrow interpretation of giftedness through efforts to measure special abilities and creativity.
3. Increased acceptability of some forms of acceleration as administrative procedures.
4. Development and expansion of college and university programs at both undergraduate and graduate levels for teachers specifically trained to work with the gifted, and special programs for the retraining of teachers in science and mathematics.
5. Sponsorship of comprehensive experimentation by the U.S. Office of Education and such organizations as Ford and Carnegie Foundations as well as intensification of research activities among local schools and doctoral students.
6. Recognition and determination to realize the underdeveloped human resource potential among members of the lower socio-economic groups, Negroes, and women.
7. Direct action by state and national governments through distribution of funds for program development and scholarships.
8. Concern with special programs at the local level which have a variety of approaches but substantially represent an interest in the intellectual as well as the social needs of the gifted.

A number of books of general nature reflected an increased interest in the gifted. The National Society for the Study of Education published its third yearbook on the gifted, its first in 35 years on the subject.<sup>15</sup> The scope of this yearbook is extensive, especially with the inclusion of sections on historical aspects, creativity, motivation, social leadership, preparation

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<sup>15</sup> Education for the Gifted, Fifty-Seventh Yearbook of the National Society for the Study of Education, Part II (Chicago: University of Chicago Press, 1958), p. 420.

of special teachers, and community factors.

Contrary to the usual pattern of growth and development in special education, no strong parent movement has crystallized to serve as an impetus for expanding educational opportunities. Perhaps the problem of the gifted is viewed specifically as one with the national concern for survival and reflects, in part, a growing awareness of the need for social conservation of superior individuals.

An adequate definition of giftedness seems yet lacking. The numerous interpretations and emphases on the component factors of superiority tend to confuse the problem. The committee of the National Society for the Study of Education stated that "the talented or gifted child is one who shows consistently remarkable performance in any worth-while line of endeavor." Others referred to talent as "capacity for outstanding achievement." The term 'academically talented,' which is gaining currency in educational circles, is defined by Conant as the top 15 to 20 per cent of high school students, "the group who should be going to college."<sup>16</sup>

(For purposes of this review, the term 'gifted' encompasses those children who possess a superior intellectual potential and functional ability to achieve academically in the top 15 to 20 per cent of the school population.)

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<sup>16</sup>The Identification and Education of the Academically Talented Student in the American Secondary School, Conference Report, National Education Association, Project on the Academically Talented Student (Washington, D.C.: The Association, 1958), p. 160.

McClelland investigated the relationship between achievement and social status in three small communities.<sup>17</sup> Their results indicated that achievement rank is a dimension of status level which can be interpreted, although it cannot always be distinguished from social standing. Community service was the most essential factor of perceived achievement, whereas occupational mobility and income were the next most important indexes.

He analyzed the relationships of family interactional patterns, values, and achievement in Italian and Jewish families. He concluded the following three values are significant for achievement in our culture: (a) a belief that the world is orderly and a person can and should make plans to control his destiny, (b) the willingness to leave home and make one's own way in life, and (c) a preference for individual rather than collective credit for achievement. Two additional values - educational and occupational expectations of the family and power relationships in the home - had relevance to the achievement structure. In a well-conceived theoretical statement of the role of an ability construct, he postulated three variables of adaptive behavior; unguided, directly guided, and cognitively guided.

Lastly, McClelland attempted to synthesize and interrelate the results.<sup>18</sup> He noted that values, motives, and social sensitivity were not abilities in the cognitively guided skills, but were pertinent to the unguided skills (values and motives). Furthermore, an understanding of the situation is

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<sup>17</sup> David C. McClelland and Others, Talent and Society (Princeton: Van Nostrand Co., 1958), p. 275.

<sup>18</sup> Ibid.

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imperative in any attempt to predict what individual will function in a noteworthy manner. With characteristics which are not cognitively guided, the diverse aspects of talent are in combination between the person and a related particular situation. As to nonacademic types of achievement, social skill, and status mobility, there is little evidence for a generic factor of sensitivity, and in status mobility the values pertinent to academic overachievement and underachievement are similar to the values associated with vocational achievement of fathers in the high and low occupational hierarchy. As stated previously, extent of community service was an important factor in perceived achievement. The sources of nonintellectual characteristics of achievers were power balance and values which revealed that values of the parents and their sons were not consistent in any simple way. Transmission of values and motives seemed to vary among family types. The study of power balance showed that dominant fathers tended to produce sons with low achievement values, whereas dominant mothers had sons with stronger achievement values. It was argued that future research should investigate (a) values, motives, and skills in social perception; (b) social situations in which talented performance occurs; (c) ways of modifying stable characteristics of individuals and situations; and (d) theoretical problems in talent identification and development.

The significance of this series of related investigations is manifold for identification and educational provisions: (a) The process of identification must be expanded to include the non-intellective factors of achievement. (b) The development of measuring instruments is necessary for increasing predictive precision of those youngsters who are potentially talented in

noncognitive areas. (c) It must be recognized that the school environment is a potential source for eliciting talented behavior. (d) The values and motives of the familial and cultural structure must be considered in guidance procedure.

How does age affect achievement? Lehman, in correlating quality and quantity of production, found relationship between age and achievement in various talent areas: (a) Maximum activity for output of highest quality occurred at an early age.<sup>19</sup> (b) Rate of adequate production did not change much in the middle years, and the decline, when observed, was gradual at all the older ages. (c) Production of highest quality tended to decrease not only at an earlier age but also more rapidly than production of less important works. The implications of Lehman's results for the reconstruction of educational practice are obvious. Early identification and telescoping the curriculum for gifted youth are imperative if educators are to take advantage of the accelerative growth patterns at the optimal stage. Furthermore, the utilization of creative manpower may be improved immeasurably through acceleration, thereby utilizing the early creative powers of the gifted.

In our society, need for people of creative ability is urgent. Even before the space age there was an undercurrent of dissatisfaction with the lack of talent resources. The present trend toward more efficient guidance of the gifted shows realization that human resources are necessary for growth in a complex, dynamic society.

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<sup>19</sup>Harvey C. Lehman, Age and Achievement, American Philosophical Society Memoirs, Vol. 33 (Princeton, N.J.: Princeton University Press, 1953), p. 358.



The National Defense Education Act was an unparalleled move by the federal government to assume leadership in providing for loans to students, program development, fellowships, guidance, counseling and testing institutes, foreign languages institutes, and research studies. In the main, it is directed toward improving educational services for the able student and supplying creative manpower.

Another important development was the Educational Policies Commission's delineation of the role of education in the manpower problem.<sup>20</sup> The Commission recommended improved teaching as a means to upgrade the labor force, recruitment of superior teachers and early identification and more adequate provision for the talented. It also recommended that guidance programs be concerned with an understanding of the manpower situation.

Fear that overemphasis on the manpower concept may reduce the effectiveness of the superior individual was expressed by Getzels.<sup>21</sup> His concern was for the individual viewed as a source of manpower, with emphasis upon training rather than learning. He enlarged upon the distinction between the man and manpower concepts and the ensuing implications for social values and freedom.

In the total manpower situation the waste of potential resource power is reflected in the vocational misplacement of capable individuals. Wolfbein analyzed present and future trends of the labor force and asserted that

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<sup>20</sup>National Education Association, Educational Policies Commission, Manpower and Education (Washington, D.C.: The Commission, 1956), p. 128.

<sup>21</sup>Jacob W. Getzels, "Social Values and Individual Motives; The Dilemma of the Gifted," School Review 65 (March, 1957), pp. 60-63.

quality, not quantity, of personnel is the critical need in our society.<sup>22</sup>

He pointed out that talent is under-utilized through loss of potential college students (less than one-half of the top 25 per cent of high school graduates receive college degrees). An even more significant loss was revealed by the small number of college graduates who continue study to the doctorate - only 5.6 per cent of the men and less than one per cent of the women.

Ginzberg and others regarded the Negro population as the single most underdeveloped human resource in the country.<sup>23</sup> They advocated better schooling, new employment opportunities, realistic programs to lift economic levels, and the breaking down of residential segregation. The National Manpower Council presented a definitive discussion of the role of women in our society and the need for a change in public policy to increase the effective use of talented women.

A number of interesting studies focused on the reasons for college attendance and failure of potentially able high-school students to attend college. Berdie questioned Minnesota high school graduates in order to determine what factors influenced college entrance.<sup>24</sup> He found that (a) 35 per cent proposed to attend, and approximately the same number enrolled; (b) ecological factors had a direct relationship to attendance; and

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<sup>22</sup>Seymour L. Wolfbein, "The Creative Manpower Shortage in the United States," School Review 65 (March, 1957), pp. 27-34.

<sup>23</sup>Eli Ginzberg, and Others, The Negro Potential (New York: Columbia University Press, 1956), p. 144.

<sup>24</sup>Ralph F. Berdie, After High School - What? (Minneapolis: University of Minnesota Press, 1954), p. 240.

(c) economic status was important. Approximately 90 per cent of the students whose fathers were in top-level occupations and 55 per cent of the students whose fathers were factory laborers planned to attend.

The follow-up revealed that youths from high socio-economic environments carried out their plans to a greater extent than those from the low socio-economic group. Cultural status was as significant as, if not more important than, economic status in determining whether a student planned to attend college. A substantial relationship existed between aptitude and college intentions. Sex differences appeared to be important.

Kahl reported on the educational and occupational aspirations of "common man" boys with high intelligence.<sup>25</sup> Although IQ and family status were predictors of high-school boys' ambitions, analysis revealed that parents who strove for upward mobility tended to influence their sons' college entrance. These parents tended to train their youngsters from childhood to use education as a means of class elevation. Boys who internalized the values of mobile parents were sufficiently motivated to overcome deterrent factors and express higher levels of aspiration. He observed that parents who did not attend college or fathers who engaged in agriculture or factory work were less likely than others to encourage their children to go to college.

To determine whether superior high school graduates who finish college differ from those who do not, Swanson compared four groups; (a) did not go to college, (b) started but did not complete college, (c) received a

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<sup>25</sup>Joseph A. Kahl, "Educational and Occupational Aspirations of 'Common Man' Boys," Harvard Educational Review 23 (Summer, 1953), pp. 186-203.

bachelor's degree, and (d) received a graduate or professional degree.<sup>26</sup> The results showed that able students with the more extensive education married at a later age, read more, traveled more widely, started work at higher job levels, had higher salaries, and participated in more political and charitable activities. On readmission of the college aptitude test 24 years later, all groups showed significant gains, especially (c) and (d). He found that college graduates earned more money than those who had not attended college, and students with higher IQ's received greater incomes than those with comparable levels of education. Occupational level of the father had a significant relationship to income.

The multi-dimensional factors which create a desire for a college education include complex psychological, environmental, and financial reasons. A community approach which integrates governmental, private, school, and parent resources can go far to develop and make useful the capabilities of the gifted, but the problem is not simple.

The factor of scholarship as an impetus for stimulating college attendance received increased attention. Flaut concisely presented the results of the Southern project, in which school officials recommended the top 10 per cent of their Negro high school seniors.<sup>27</sup> About 55 per cent of this group were identified by the Scholastic Aptitude Test as talented. These

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<sup>26</sup>Edward O. Swanson, "A Follow-up Study of College Trained Versus Non-College Trained High School Graduates of High Ability" (Doctor's thesis; Minneapolis: University of Minnesota, 1953, p. 226. Abstract: Dissertation Abstracts 14, 1954, pp. 499-500).

<sup>27</sup>Richard L. Flaut, Blueprint for Talent Searching: America's Hidden Manpower (New York: National Scholarship Service and Fund for Negro Students, 1957), p. 41.

students were helped to make college choices and were awarded scholarships. Of the 1156 who desired admission into interracial colleges, 523 were admitted. The group was generally successful, students from deprived families doing better than those from higher social and economic levels. Many factors were responsible for a large number of qualified students not participating: (a) inability to divorce themselves from a "life-long segregated environment"; (b) fear of being unable to meet scholastic standards and higher costs of interracial colleges; and (c) influence of parents, teachers, and others to attend nearby colleges for Negroes.

Plant urged that local communities sponsor talent searches which should comprise seven major components: (a) identification of promising students through aptitudes, interests and aspirations; (b) stimulation and motivation; (c) increased awareness on the part of counseling and teaching staffs of college admissions and scholarship policies; (d) individual and group guidance, parent guidance, and where necessary, clinical services; (3) enrichment of the curriculums; (f) involvement of teachers through workshops, in-service training, and staff conferences; and (g) financial aid.

Stalnaker described the basic features of the National Merit Scholarship Program.<sup>28</sup> Breaking down the general characteristics of the 1956 national winners selected on the basis of high school rank and Scholastic Aptitude Test scores, concurred with other investigators. Their findings were: (a) geographical distribution follows national population trends;

<sup>28</sup> John M. Stalnaker, "National Program for Discovering Students of Exceptional Ability," Exceptional Children 23: (March, 1957), pp. 234-266.

(b) 74 per cent had attended large high schools; (c) mean College Entrance Board Examination scores were well within the top 2 per cent for the high school graduating population except for women in mathematics; (d) the greatest number (85 per cent) were from small families, and over 70 per cent were the first-born; (e) a preponderance of the males (73 per cent) planned a science or related career, whereas over one-half of the females favored social service areas; (f) the majority were drawn from the high socio-economic group; (g) sex differences in values and goals were evident in the greater concern of the males with practical and self-centered values in contrast to the prominence of interest in family life and marriage on the part of the females.

He summarized the scholastic achievement of members of the same group at the end of their freshman year in order to test the predictive efficiency of the selection methods. Eighty-two per cent were in the top quarter of their class (over three times expected frequency), and 95 per cent were in the top half. Drop-out due to academic failure was minimal. High school rank seemed to be the best over-all predictor. No relationship was found between size of high school class and college achievement.

He surveyed the same individuals at the end of their freshman year in college in terms of the adequacy of their high school preparation. He found that even in schools where no special programs were offered, the majority of students were well satisfied with their preparation. Dissatisfaction with high school preparation increased in proportion to decrease in class and community size.

The most influential survey of the comprehensive high school is

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Conant's. Investigating 103 schools in 26 states, he found that only eight satisfactorily fulfilled the three main objectives of the comprehensive high school, which are to provide (a) a general education for all future citizens, (b) adequate electives for those who wish to use their acquired skills immediately on graduation, and (c) satisfactory programs for those whose vocations will depend on their subsequent education in a college or a university. In 55 schools which Conant visited, the academically talented pupils did not perform to the limit of their ability, and the breadth of their program was decidedly limited.

Conant made many suggestions which affect the gifted, but only recommendations 9 and 10 will be cited here. He proposed that a program be constituted of 18 courses (with homework) to be taken in four years. Specifically, the program would comprise four years of mathematics, four years of one foreign language, three years of science, four years of English, and three years of social studies.

The problem of special training for teachers of the gifted is still an unresolved issue. Research in this area has been almost nonexistent, but there is a growing tendency to recognize that special training is essential. Whether such training should begin at the undergraduate or graduate level is a basic question. Little in the way of preparation of teachers is being accomplished by college administrators. Nevertheless, 29 per cent and 31 per cent of city elementary and secondary school superintendents and

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James B. Conant, The American High School Today (New York: McGraw-Hill Book Co., 1959), p. 140.

26 per cent and 30 per cent of state elementary and secondary school superintendents approved of special preparation.

Among the states, only Pennsylvania then required special certification, but more recently Delaware and Indiana have established requirements.

Although public school administrators are making a considerable effort to help prepare teachers for the gifted much more needs to be done at the undergraduate level in teacher-education institutions.

Abraham reported that 79 per cent of teachers working with the gifted believed specific training essential, and found a similar point of view among administrators.<sup>30</sup>

Recent trends indicate great interest in providing improved education for the gifted. Aside from debate about curriculum, grouping, and teacher preparation, educators know that more extensive provisions must be made to assure every superior student opportunity to develop his abilities fully.

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<sup>30</sup>Willard Abraham, "Administrators Look at Gifted Children," Educational Administration and Supervision 43: (May, 1957), pp. 280-284.



## CHAPTER THREE

### ANALYSIS OF DATA

#### SCHOOL A

Continued changes are essential to insure superiority in a competitive world. School A for its fifty years has continuously reviewed its curriculum and made changes to provide for the individual differences found among the students.

In addition to providing five levels of instruction, School A has a wide variety of curriculum offerings to care for the wide range of interests and abilities found in a large high school. In descending order the five levels are: Advanced Placement, Honor Classes, Regular Classes, Essential Classes and Basic Classes. College courses in Rhetoric are offered in this building after school to selected seniors. Talented seniors may attend college classes in after school and Saturday programs. Currently some students selected for study in this school have attended Loyola, Chicago, Illinois and I.I.T. School A has an Advanced Placement program in social studies and mathematics that is known nationwide. Team teaching and experimentation with particular methods have made this a well known school in the Chicago area.

In order to make a challenging curriculum functional, facilities must be improved and added. This school has installed a language laboratory, a mathematics laboratory, and a Chicago Experimental Reading Room with books supplied from the Ford Foundation. Class size has been gradually reduced

in each department and theme readers have been added to certain English classes.

An Urban program with a core curriculum has been developed to help the migrants become better acquainted with the community in which they live. Students confined to their homes are able to participate in classes by use of the executone (two-way telephone). An Americanization class has been established to assist the students in learning the language so that they, too, will make adjustments in high school. (Similar classes are conducted for their parents and others in the community in need of this assistance.)

The guidance department, essential if students are to be considered as individuals, has evolved from a one man department in 1930 to a team of six counselors and such specialists as a psychologist, teacher-nurse, truant officer, speech teacher, and bedside teachers. Every student is assigned to a counselor upon registration at this school.

The testing program has been increased and broadened. Parents are now involved in the interpretation so that they, too, are better qualified to aid their sons and daughters in the important decisions that must be made.

This school is doing its utmost to meet the needs and abilities of each of its students. Total enrollment 2800 students. Predominant ethnic groups are Jewish, Oriental, Southern White, and Puerto Rican.

## SCHOOL B

This school draws from many types of homes but the bulk of the student body reflects the cultural advantages that these boys and girls have enjoyed. There is a general atmosphere of good manners and a healthy respect for learning. Somehow, the students in this school were wholesome in appearance. Their unsophisticated attitude and unusual appreciation of their parents and school were a refreshing delight. A contented group of dedicated teachers, who have worked together with no desire to transfer, complete this favorable picture.

In years past the area had been predominantly Scandinavian but now there is a good number of German, Greek, Irish, and about fifty highly achieving Orientals represented in the ethnic group of this school.

Most of the children interviewed are living in homes where both of their parents were present and a representative number are active in religious activities. There seemed to be an abundance of common sense in handling the children studied. This was evident during the student and parental interview.

This school does not have a five level plan of instruction. Three levels meet their needs: Honors, Regular and Essential. The gifted achievers go to I.I.T. and DePaul University for special training at the college level, on Saturdays. Students consistently win high honors at the science fair. At the present time School B has a Free Reading room in line with the Rutgers plan. A language laboratory is in the process of being built.

Enrollment is approximately 1700. Faculty has about 80 members. A most active PTA recently did a survey which indicated that 77 per cent of the parents had completed high school and 20 per cent had college degrees.

## SCHOOL C

This school represents a true microcosm of America not only because it includes all ethnic groups in Chicago but also because a recent study shows that like America 80 per cent of its membership belongs to organized religious groups. There are no available statistics on either as to what portion of the 80 per cent attend services or actively support their religious preference.

At this "melting pot", of the youngsters who enter this high school, thirty per cent average the "drop out" title. It is also significant that the same percentage enter School C, graduated from elementary school because of size and age, with less than fifth grade ability in the fundamental skills of reading and arithmetic. Some enter with only second and third grade knowledge and a very few are almost total non-readers. In most instances it is from this group that the bulk of the drop outs emanate. It must be stressed that every possible effort is made to give these disabled students special help beginning at their level of attainment - Basic classes for the lowest achievers and Essential classes for those whose reading and arithmetic skills are somewhat higher but yet not adequate for successful participation in Regular classes. Counselors encourage these boys and girls to stay in school and avail themselves of the school's effort to give them as much of the skills as they can master. The largest percentage that leave go with much of their native potential undeveloped. Effort is made when they reach the age which exempts them from compulsory education to try to secure a position first before signing out of school. Many have returned to talk to

their counselor about continuing their schooling. A study was made two years ago at this school, in which it was learned that seventeen of one hundred twenty-five drop outs got their diplomas at night school. Of these seventeen, fourteen had left school not because of low grades but for financial reasons.

Some of the students who have financial problems have availed themselves of the Education-Employment program, which is known as the Double E program. For the third year students the pilot project called Diversified Occupations has proven to be a real boon. In this project he divides his time between the school and job and is supervised by teachers in both. Positions that do not involve sales but where the student assists in jobs such as orderlies, nurses aids, laboratory technician assistants, and other like positions not necessarily in hospitals. Fourth year students are eligible for Distributive Education programs and this is under the guidance of Business Department. This also involves a cooperative school-work plan and stresses that type of position which gives the student experience in sales and other facets of business education. All of these programs have meant much endeavor on the part of school personnel and the community working together to give the student salable skills, and be financially able to finish high school.

Last September this school opened a remedial reading clinic. It is stocked with materials which range from beginning level to the level of the Honors Classes. Gifted children can be found here availing themselves of equipment designed to increase the speed and comprehension of reading. This clinic is operated on a voluntary, non-credit basis.

Of the two thirds who finish high school, less than thirty per cent

will enter college. The school is "jam-packed" - the old and the new building, the mobile units and the classrooms they are using in the Upper Grade Center across the street. Careful planning and adroit administration have utilized every available space every period so that the classes are not overcrowded.

This restless, changing area, with a high degree of transiency stretches from the penthouses on the lake front to the slum congestion just a few blocks west. Most of the students from the penthouses go to select private schools.

## SCHOOL D

An increasing influx of foreign born, with students who come to this school with a very limited knowledge of English and parents unable to speak anything but their native language, is the main problem of this school at this time.

The neighborhood to the east is changing rapidly. The Polish and Scandinavians are moving out and the newly arrived foreign born, (European and Puerto Rican), and the Negro are now moving in.

The school has a faculty of about one hundred and fifty. The student enrollment approximates 3200 boys and girls. The facilities at the main building are not adequate to provide for this many and so the freshman attends classes at a nearby branch. An elementary school in the near vicinity houses another group of first year students.

The curriculum problems at this school stem from three sources--the wide range of interests and abilities of the pupils, the ranges of separate courses and the narrow specialization of subject matter. To correlate these courses with the vocational needs of the student is a challenge. Pupil enrollment is of such a heterogeneous nature that the demands on curriculum are for fewer courses, but effectively adapted to the varying needs of all.

Another problem of grave concern to the administrative staff and faculty is the student of low or no reading ability. Transiency in family living, inadequate educational skills, a lower native ability and foreign backgrounds are some of the reasons for this handicap. Basic and Essential classes are programmed. So that the twelfth grade or senior who are still

severely handicapped in language skills may have help, there are two classes in Senior Writing Workshop.

The economic level of this school's community gives the pupil an urgent need for early employment. Financially, many must terminate their education with high school graduation and others must leave school before completion. Many assume a work role while attending school. To meet their problem a Work Study-Experience program is in operation. Pupils are helped to get part time employment. To do this an adjustment in class program is effected. A second plan to help with this problem is the organization of two classes in Distributive Education.

New teachers and teachers with limited experience and a high rate of teacher transfers all add to this school's problems.

"Few students have good study habits and with the demand that is placed on pupils for an upgrading in academic achievement, there has come a frustrating conflict within the pupil himself. They are discouraged and unable to cope with the new requirements, and look to leaving school and seeking a job as a solution."

This school has an unevenly divided student body in five types of classes: Advanced Placement, Honors, Average, Essential and Basic. They also have a One Hundred Program which is composed of the top academically talented students in the school.



## SCHOOL E

Ethnic, racial, and socio-economic groups have coalesced in areas of this city, creating de facto segregation in the schools even where laws imply non-segregation. School buildings in the depressed urban areas seem to house the greatest array of problems. Typically, the depressed area population tends to be a stratified group of unskilled and semi-skilled workers. In such an area is School E. The student body is Negro.

Like other schools of its kind, School E has a higher than normal rate of scholastic failure, truancy, disciplinary problems, drop outs, pupil transiency and teacher turnover,--poor health, lack of personal cleanliness, inadequate motivation, and absence of the basic learning skills. The children in this area seem severely hampered in their schooling by a complex of conditions at home.

Many of these families are largely in-migrant, with little education. Another social characteristic of the urban community is the mobility of its population. Of the first group it is not uncommon for students to enter school at the age of fourteen with a total of two years of schooling in the south. Of the second group an average graduate of elementary school may have been in ten schools, with as many as three or four changes in one year.

A recent head count indicated that slightly more than half of the children enrolled in the Chicago public elementary schools and slightly less than half of their high school students are Negro.

There are still some of the middle-class Negroes in the area, striving desperately to find some opening in the surrounding wall of housing segregation

through which they and their families can escape from the lower-class influences. They are the most appreciative of what the school is doing for their children. They are the parents who realize the need of more education as the best answer to more advantages.

Programs and services are available to help the student hurdle his educational handicaps, cultural limitations and lack of motivation for academic success. There is one after-school program where college students have set up tutoring services for any high school student requesting it. The college provides the trained tutors who do this service as part of a requirement for an education course. The church offered the space. Parents of the PTA supervise the hall. Very few of the students took advantage of this special help.

The school has Honors Classes, a 100 program, average, essential and basic classes. There are some very fine boys and girls who are very serious about getting the best education that is available, and there are equally dedicated teachers and counselors who are doing a very fine and creditable job.

## SCHOOL F

School F is celebrating its seventy-fifth anniversary this year.

Thirty-eight years ago the school moved into its present building.

The neighborhood is primarily one of self-owned bungalows. Originally it was predominantly Scandinavian and Irish, but now has Jewish, Oriental, German and Greek population. New arrivals from Israel and Greece are becoming more frequent, as are Negroes.

The current enrollment is approximately 1800 with a faculty of about eighty. The student body has been integrating for the past three years - very slowly at first but now more rapidly. The present ratio is 75 per cent white and 25 per cent negro. The integration has not been without incidents.

There are five levels of classes: Advanced Placement, Honors Classes, Regular Classes, Essential Classes and recently they have had to add Basic Classes.

They have Advanced Placement classes in United States History and College Biology. There is an Advanced Senior Mathematics Class which is comparable to College Math. Seniors attend college classes after school and on Saturdays at the University of Illinois and at Illinois Institute of Technology.

TABLE 1

SUMMARY TABLE

OF

SALIENT CHARACTERISTICS OF CASES

<u>Case of:</u>	<u>IQ</u>	<u>Achiever or Underachiever</u>	<u>Description</u>
Anthony	133	A	Academically successful in spite of broken home; long hours of employment daily. Socially mature. This boy knows what he wants, wants what is good and takes time to help others. Scholarship to University of Chicago.
Ada	134	U-A	Another broken home. Misses her father. Mother very lax. Says "School isn't that important". Father remarried. Girl sees him occasionally. Grades were good when he was in the home.
Ernest	126	A	Negro boy who wants all the rights guaranteed him by the Constitution but also feels he should assume the responsibilities that come with rights. Has tremendous drive. Determined to become a physician. Religious. Happy home.
Donna	129	U-A	Very unhappy at home. Both parents deaf mutes. Girl needs medical examination. Withdrawn. Family doctor very interested and helpful. Home uncooperative.
Fritz	142	U-A	Popular with peers. Liked by adults. Watches TV with family every evening (including the late, late shows). Elementary reports "Had to demand assignments to get this bright boy to do anything". Means well but lacks self-discipline.
Belinda	138	A	Self-compulsive student who says she spends every waking hour studying. Sick of school but knows she must go to college. Is resigned to four or five more years of school and then never wants to see another textbook or study for another exam.
Chris	145	U-A	As lax as his extremely permissive parents who realize he is working far below his potential but do not feel they can help him achieve. "Handle him with kid gloves at home." Insists on being served alone. Not realistic. Glorified idea of his merits.
Alan	180	A	Intolerant of parents, teachers, and peers. Extremely selfish. Exists for himself. Fears death. Exalted opinion of himself. Claims he hates God.

<u>Case of:</u>	<u>IQ</u>	<u>Achiever or Underachiever</u>	<u>Description</u>
Beverly	152	A	Academically achieving despite very active schedule. Very involved in several church organizations. Pretty and personable. Artistic. Best All Around Student Award. Scholarship to Smith College.
Arthur	141	U-A	Erratic home life. Insecure. Has adopted mother's attitude that native ability is more important than achievement. By not trying he avoids risking failure.
Evelyn	138	A	Good rapport at school and at home. Realistic about the work involved in realizing her ambitions. Socially alert and sensitive to the needs of others. Religious. Plans to attend Chicago Teachers College.
Fred	128	U-A	Pleasant and polite. Good home rapport. Sporadic efforts to apply himself to studies. Good intentions but little carry-through. Docile to home decisions.
Dan	122	A	Responsible and mature. Achieving above potential indicated by intelligence tests. Honors classes. Seems motivated by desire to help mother. Broken home.
Donald	138	U-A	Dan's younger brother. Less responsible. Selfish. Dropped from 100 Program. Confused values. Too concerned with clothes. "Should have been a rich man's son."
Albert	146	A	Marked inferiority complex, especially in regard to social and athletic situations. Nearly self-supporting. Plans to attend college - choice depends on scholarship.
Cynthia	132	U-A	Nervous. Poor home rapport. Fears father. Sees parents as unloving. Cannot seem to cope with environmental problems. Recent collapse of health coincident with sudden drop in level of achievement.

<u>Case of:</u>	<u>IQ</u>	<u>Achiever or Underachiever</u>	<u>Description</u>
Blanche	167	A	Excellent home rapport. Avid reader. Parents encourage achievement and are willing to help when asked. Girl is in honors courses but finds much of the curriculum boring.
Bob	146	U-A	Superior ability but only average achievement. Lack of strong family bond. Boy attributes under-achievement to poor study habits. Plans to become an engineer.
Acice	140	A	Very critical of others. Little response to parental direction in most areas. Bored with school - it stifles creativity. Considers fixed standards as narrow-minded. Conceited and rather antagonistic. Plans to attend college.
Faye	130	U-A	Involved school, health, and family history. Girl exhibits symptoms of anemia. Also, seems very emotionally disturbed. Parents uncooperative - mother is a drug addict. Brother beats up on the girl. Complicated situation.
Elsa	132	A	Another case of involved school, health, and family history. Mother divorced and remarried. Girl lives with maternal grandparents. College not economically possible without a large scholarship.
Andrew	133	U-A	Broken home. Passive hostility towards parents. Defensive attitude toward "the world". Seems unwilling to face his problems and deal with them. Compulsive eater. Striving for a self-contained, isolationist adjustment.
David	135	A	This boy has succeeded despite multiple socio-economic obstacles including a language barrier. Mature, well-rounded, and responsible. Evidently loves and respects his parents. Looks up to his sister. "Good grades can be fun."
Amelia	136	U-A	Very emotionally disturbed. Poor rapport with parents who are rather old. Only child. Lax disciplinary control. Girl has not adjusted well to adolescence. Goes "steady" with an 18 year old boy. Probably seeking affection and domination.

<u>Case of:</u>	<u>IQ</u>	<u>Achiever or Underachiever</u>	<u>Description</u>
Florence	150	A	Happy, well-adjusted. Good home background. Receives much encouragement from parents. Especially gifted in music and mathematics. Plans to attend college and major in one of these two or in teaching. Interest and hard work equal success.
Arlene	130+	A	This girl has succeeded despite a language barrier (family migrated to U.S. from Columbia). Serious emotional problems, especially with the mother. Girl has attempted suicide several times. Counseling at school and at church.
Carol	136	U-A	Another case of home problem with mother. Achievement just recently declined. Cutting classes. Older brother has also done so of late-connection not clear. Girl plans to attend college and become a psychoanalyst.
Floyd	136	A	An outspoken boy. Feels religion has been too neglected as a real value. Hopes to become a minister. Sees his success in school as glorifying God. Is very disappointed with the conduct of his peers.
Elliott	143	U-A	Strongly introverted and passively aggressive. Seems to be very tense, especially inside. Shows symptoms of rejecting both parents. Poor self-concept. Counseling recommended.
Davita	135	A	An achiever despite strange home situation. Family feeling has deteriorated. Attributes success to family before decline began. No hostility toward parents or siblings, but a small feeling of guilt. Hopes to attend college.
Althea	141	U-A	Severe emotional instability apparently due to parental rejection. A history of seven years in boarding schools. Parents seem eager to be "rid" of the child. Girl has become very withdrawn.



<u>Case of:</u>	<u>IQ</u>	<u>Achiever or Underachiever</u>	<u>Description</u>
Bart	137	A	Attributes his success in studies to parental encouragement, but without pressure. There is a very close family bond. He loves and respects his parents. Hopes to enter politics. Eventual goal - U.S. Senator.
Alex	134	U-A	Real psychiatric problem. Hostile to father. Jealous of siblings. Often sadistic and cruel. Self-preoccupied. Idolizes delinquents. Could be dangerous. Close supervision necessary. Advise psychiatric treatment.
Doris	150	A	Responsible and mature. Stable and loving home milieu. Very responsive to parental direction. Suffered a slump during freshman year but came back strong. Will probably attend University of Chicago.
Claude	128	U-A	Feels rejected and isolated, especially in social situations. Inferiority complex. Went to extremes to gain recognition. Unable to discipline himself to study. Some health problem. Mother very cooperative.
Andrea	140	A	Mentally advanced but hygienically retarded. Tolerant and accepting toward mother but little sympathy of interests. Misses father. Broken home. Southern white.
Darlene	123	U-A	Feels the family is unsatisfied "no matter what I do". Dates frequently to escape home conflict. Seems to have lost former college ambitions. Advise counseling to channel abilities and rekindle college desire.
Frank	146	A	Perfectionist. Hard worker. Methodical. Mature outlook. Sees success in school as a result of a desire to succeed. Somewhat nervous. Plans to go to college.
Alfred	133	U-A	Emotionally infantile. Given to self-pity. Intolerant and resentful of parents and sister. Thinks he should be a privileged character. Has a subjectively perverted view of incidents which affect him. Needs psychiatric care.

<u>Case of:</u>	<u>IQ</u>	<u>Achiever or Underachiever</u>	<u>Description</u>
Both	175+	A	Excellent home and school rapport. Rather shy. Some withdrawal tendencies - countered by preventive circumstances. Mature, fairly well-rounded. Class valedictorian.
Billy	131	U-A	Quite emotionally upset. Feelings of inadequacy, rejection, insecurity and depression. Needs more companionship with mother and at least some communication with the father. Broken home.
Delia	140	A	Somewhat shy, self-conscious. Good rapport with father. Passively resents mother as domineering. Wants to do something on her own. Achieving but unhappy.
Cart	133	U-A	Academically and socially maladjusted. Potential delinquent. Compulsive stealing. Feels deprived of affection since mother's death. Sees father as weak. Boy needs psychiatric help.
Anne	145	A	Very self-centered. Little genuine affection for parents and less communication. Plans to marry (is presently engaged) but determined to finish college. Class valedictorian.
Brian	136+	U-A	Broken home. Frequent transfers during grade school. Poor study habits. Seems a little shy. Presently living with father. Advise counseling and parental encouragement.
Clara	132	A	Emotionally disturbed. Attempted suicide. Hostile to mother. Broken home. Wants to see father. Prefers activities with friends to be unsupervised.
Bill	140	U-A	Broken home. Alcoholic father. Boy lives with mother and grandmother. Recent preoccupation with violence image (knife-carrying incidents). Attempts being made to place him at Boys Town.
Dorothy	145	A	Attributes achievement to inborn ability and parental encouragement. Critical of organized social institutions (religion, etc.). Editor-in-chief of school paper.

<u>Case of:</u>	<u>IQ</u>	<u>Achiever or Underachiever</u>	<u>Description</u>
Ben	134	U-A	Dislikes contact with people. Enjoys impersonal activities. Disorganized - no plans for the future. Lacks self-discipline. Poor memory and concentration. Mother was cooperative.
Gera	139	A	Girl of high economic home in school where nearly all students have low socio-economic backgrounds. Was unhappy over divorce of parents. Now adjusting and accepting stepfather.
Charles	134	A	Third born in a family of eleven children. Crowded home. Parents very lax. Sibling conflicts. Charles works every day. Very self-sufficient. Interested in law and politics.
Alvin	132	U-A	Nervous, poor peer relationships. Father in mental hospital. Lives with mother and brothers. Tends to depersonalize individuals. Sees that he is dependent and hates it. Great anxiety and depression.
Erica	131	A	Lives with mother and two sisters. Mother employed. Spends all free time with her girls. Takes them to museums, shows, and symphonies. Close knit, happy home.
Felice	135	U-A	Underachievement apparently due to recent illness and inefficient study techniques. Very conscientious. Shy and rather withdrawn. Little social life. Parents treat her as a young child.
Edgar	148	A	Straight "S" record in 100 Program. Very good relationship with family. Attributes success to having studied with brother and to avid reading habits. Hopes to be a nuclear physicist.
Bertha	134	U-A	Rigid parents who give little approval. Stepfather is especially critical. Bertha prefers the male role. She is good in athletics. Mother has tried to limit her social life too much. Goal - doctor or physical education teacher.

<u>Case of:</u>	<u>IQ</u>	<u>Achiever or Underachiever</u>	<u>Description</u>
Casao	146	A	Second generation Japanese boy. Two older sisters also outstanding students. Parents "expect good grades". Active in church and school activities.
Esther	146	U-A	Progress in high school not commensurate with ability. Prone to moods and distractions. Extremely sensitive. Withdrawal tendencies. Bad skin condition may be basis of self-consciousness. Conflict with mother.
Ferrest	148	U-A	Achieving at only average level despite superior ability. Father dead - mother remarried. Poor home rapport. Troubled by self-doubts. Finds it difficult to apply himself and make definite decisions.
Bret	139	A	Attributes much of his success in school to his will power. Warm family feelings. Strong religious background. Bret strives to succeed in order to please others as well as to satisfy himself. Class vice-president.
Francesca	122	U-A	Underachievement due in large part to tense, insecure home situation. Mother irresponsible - father assumes nearly all tasks. Vents anger on Francesca because "she is following in her mother's footsteps." Girl is jealous of younger sister who receives father's approval.
Elmer	125	A	An honor student with better than an "E" average. Elmer goes to school at night to study Electronics at Dunbar and I.I.T. Plans to become a Nuclear Physicist - speaks of a new field called Nucleonic Physiometry. Lives with an aunt who does housework by the day and has financed Elmer's home laboratory.

KEY

Sex - G (girl) B (boy)

Study Habits )	
School Rapport )	E-Excellent
Self-Concept )	G-Good
Peer Rapport )	F-Fair
Home Rapport )	P-Poor

Parents In Home - 1D (1 parent in home, 1 deceased)  
 1S (1 parent in home, parents separated)  
 Stf. (Stepfather)

Parents' Education - F (Father) M (Mother)

- 1 - No diploma
- 2 - Grammar school diploma
- 3 - High school graduate
- 4 - College graduate
- 5 - Masters degree
- 6 - Doctorate

## Socio-Economic

- U - Upper class
- M - Middle class
- L - Lower class

Church - J (Jewish)

- OJ (Orthodox Jewish)
- RJ (Reform Jewish)
- P (Protestant)
- RC (Roman Catholic)
- A (Atheist)

Ethnic - A (American)

- J (Jewish)
- Pol. (Polish)
- Russ. (Russian)
- Swed. (Swedish)
- Jap. (Japanese)
- Fil. (Filipino)

College - Dashes mean undecided, in most cases too early to tell.

Special Ability - G (General ability)

- Writ. (Writing ability)
- Lang. (Linguistic ability)
- Sci. (Scientific ability)

- Mech. (Mechanical ability)
- Ath. (Athletic ability)

Special Honors

- NMF (Nat'l. Merit Finalist)
- NMC (Nat'l. Merit Commendation)
- ISS (Ill. State Scholarship)
- Val. (Valedictorian)
- Sal. (Salutatorian)



TABLE 3 - Continued

## SCHOOL C

Case #	1	2	3	4	5	6	7	8	9
Sex	G	B	B	G	G	B	B	G	B
Achiever Under-A	A	A	A	A	UA	UA	UA	UA	UA
Year H. S.	1	3	4	2	1	2	2	2	2
Age	14	16	17	15	15	14	15	14	13
I. Q.	132	146	134	139	132	145	133	136	128
#Majors	5	5	5	5	5	4	4	4	4
Study Habits	E	E	E	E	F	F	P	F	P
School Activity	2	3	2	1	1	2	0	1	2
School Rapport	F	E	E	G	F	F	F	F	P
Self-Concept	F	E	E	G	P	P	P	F	P
Peer Rapport	F	G	E	F	F	F	F	G	F
Home Rapport	P	E	F	E	P	P	P	P	F
Parents in Home	1	2	2	2	2	2	1D	2	2
Children	1	5	11	2	2	3	1	4	2
Parents Employed	1	1	1	1	1	2	1	1	1
Parents' Education	F3 M3	F3 M3	F3 M3	F4 M3	F4 M3	F3 M4	F3	F3 M3	F3 M3
Economic	M	M	LM	UM	M	M	L	LM	LM
Socio	M	M	M	UM	UM	UM	M	M	M
Church	N	P	N	N	N	N	N	N	N
Ethnic	A	Jap	A	A	A	A	A	A	A
College?	Y	Y	Y	Y	-	Y	-	Y	Y
Special Ability	G	Art	G	G	G	Math	G	G	G
Special Honors	-	V. P. Jr. Ach.	Drama Lead	-	-	-	-	-	-

TABLE 3 - Continued

## SCHOOL D

Case #	1	2	3	4	5	6	7	8	9
Sex	G	B	B	G	G	G	G	G	B
Achiever Under-A	A	A	A	A	A	A	UA	UA	UA
Year H.S.	3	3	3	4	2	3	2	2	2
Age	16	16	16	16	15	16	15	16	15
I. Q.	150	135	120	145	140	135	133	123	138
Majors Study Habits	5	5	5	5	5	5	4	4	4
School Activity	E	E	E	E	E	E	F	P	P
School Rapport	2	1	1	3	0	2	1	0	3
Self-Concept	E	E	E	G	F	G	F	F	F
Peer Rapport	G	E	E	G	F	G	P	F	P
Home Rapport	G	G	G	F	P	G	F	G	G
Parents in Home	E	E	E	E	F	F	P	P	G
Children Parents	2	2	1S	2	2	2	2	2	1S
Employed	1	2	3	1	1	4	4	3	3
Parents' Education	1	2	1	2	1	1	0	2	1
Economic	F2 M3	F2 M2	F3 M3	F3 M3	F3 M3	F4 M2	F2 M2	F3 M3	F3 M3
Socio	M	L	LM	M	M	L	L	LM	LM
Church	LM	L	M	M	M	M	L	M	M
Ethnic	N	N	N	N	P	N	N	N	N
College?	A	Ukra	A	Pol	A	Pol	A	A	A
Special Ability	Y	Y	Y	Y	Y	Y?	Y?	No	-
Special Honors	Math Sci	G	G	G	G	G	G	G	G
	-	-	-	Ed. Sch. Paper	-	-	-	-	-



TABLE 3 - Continued

## SCHOOL E

Case #	1	2	3	4	5	6	7	8	9
Sex	G	B	B	G	G	B	G	B	G
Achiever Under-A	A	A	A	A	A	A	UA	UA	UA
Year H.S.	4	1	3	3	1	2	1	3	2
#Majors	5	5	5	5	5	5	4	4	4
Age	17	13	16	16	14	16	14	16	15
I. Q.	138	148	126	131	132	125	146	143	131
Study Habits	E	E	E	G	E	E	F	F	F
School Activity	2	1	1	2	0	1	2	0	1
School Rapport	E	E	G	E	E	E	F	F	F
Self-Concept	E	E	E	G	E	E	P	P	P
Peer Rapport	G	G	G	G	G	E	P	F	P
Home Rapport	E	E	E	E	P	E	P	P	P
Parents in Home	2	2	2	1	0	0	2	1	1
Children	3	4	3	3	1	1	1	3	4
Parents Employed	1	1	2	1	0	1	2	1	1
Parents' Education	F3 M3	F2 M3	F4 M3	F4 M3	F3 M2	F2 M3	F3 M3	F3 M3	F3 M3
Economic	M	M	M	M	IM	M	M	M	IM
Socio	M	IM	UM	UM	IM	IM	M	M	M
Church	P	P	P	N	N	P	N	N	N
Ethnic	Negro	Negro	Negro	Negro	Negro	Negro	Negro	Negro	Negro
College?	Y	Y	Y	Y	No?	Y	-	-	-
Special Ability	Art	Sci	G	G	G	Sci	G	G	G
Special Honors	Writ Cont.	-	-	-	-	Sci Proj.	-	-	-



## TEACHER'S EVALUATION OF STUDY HABITS

Classroom teachers of the six high schools at varying socio-economic levels were requested to make brief comments on their students' study habits. They were asked to estimate the percentage of students having good study habits. They were to evaluate the idea of teaching study habits, as such, in the 4th or 5th grade. Reaction to a 9th grade stress, to learn or relearn study as a special course, or part of a special course was offered for their consideration. Finally, they were to express their view point on parental effort to help in the development of better study habits and to suggest the grade level at which this might be most beneficial. In relation to each of these questions they were free to offer suggestions or ideas.

The first question pertinent to the classification of students having good study habits was interpreted in three percentiles, 5% to 40%, 50% to 60%, and 70% to 90%. School A provided 32 appraisals, in which 17 teachers considered 5% to 40%, 9 - 50% to 60%, and 6 - 70% to 90% as having good study habits. School B submitted 35 sheets and 25 teachers scored 0% to 40%, 8 - 50% to 60%, and 2 - 70% to 90%. School C had 29 responding and 25 teachers ranked 0% to 40%, only 1 - 50% to 60%, and 1 - 70% to 90% (two teachers did not score this question). Only 15 teachers responded for School D and 11 considered 0% to 40%, 2 - 50% to 60%, and 2 - 70% to 90%. In School F, two teachers failed to make this classification, but 13 scored 0% to 40%, 3 - 50% to 60%, and 2 - 70% to 90%. In each school they considered the 0% to 40% as the most representative group having good study habits.

In noting comments on the questionnaire the teachers of Honors Classes reported the highest percentage of students having adequate study habits, while the teachers of the Basic and Essential classes estimated that less than 5% of their students had any study habits.

Several noteworthy comments in response to their feeling about stress on teaching study habits as such in the 4th or the 5th grade indicated that this period was most important to the structure of any further habits that they might develop. They all agreed that it was vitally necessary in either the 4th or 5th grade, but most indicated the importance of starting even earlier. Surprisingly enough, several teachers stated that they were not qualified to answer. Another outstanding irregularity was noted when one teacher commented, "maybe this is too soon for many of the immature students. Try this for the seventh grade." And still another suggested "considering the maturity level of students, it would probably be better to stress study habits at the higher of the two levels." "You must start a good habit early", commented one teacher and all seemed to concur with its importance at these particular levels.

Considering study habits as a special course or a special part of a 9B course when the students enter high school brought detailed response from most of the teachers in each school. As one teacher so ably put it, "Study habits can't be taught unless applied directly to given, tangible curriculum projects. Therefore, in such a course individuals' curricula should be the subject matter of the course." Another teacher considered that it should be a "special course if a teacher giving it is capable and has 'winning ways'

to 'sell' the course. However, each subject has some individual characteristics that must be dealt with differently." Still another teacher was of the opinion that "those who teach freshmen should be a picked group -- willing to be patient, understanding, alert and well prepared to teach. I would suggest that a special meeting be held for those assigned to instruct freshmen and work out a concrete plan that in essence can be implemented by all teachers". One teacher who considered emotional upsets very prevalent during the course of high school life concluded by saying "if the child sees a goal that is attainable and he wants to attain it, he will study". Along this same line of thought, another teacher reasoned "in crowded housing conditions this is not possible. Therefore, quiet study halls well conducted by interested teachers can provide unfortunate students with a proper environment to accomplish some of their projects". One teacher felt strongly that "it seems late to me to alter habits of 8 or 9 years duration and misuse of school time that ideally should be used in another fashion". The main goal at this level "should be to set up standards of complete quiet in a study hall so that those who really want to use the time profitably can do so. Some will never learn to study, but they can remain in absolute quiet for the benefit of those who will use the time sensibly", commented another teacher. Of the many suggestions offered, many pointed to a work shop for study habits and for methods of attacking assignments, and this in turn could be supplemented by in-class training which would transfer these habits learned to specific assignments. In an overall consideration of this particular question the underlying feeling of these many teachers seemed to

be that particularly in this 9B area "every teacher is a teacher of study habits to a degree -- regardless of method or style employed".

When the overall picture of the expression of teacher's viewpoint of parental effort to help in the development of better study habits was considered they fell into "either -- or" classification, or "yes or no", there was no noticeable lukewarm response to this question. Those who took the negative side of the picture had such reasons as: only at grade school levels (if it had not been evident at such a time, of what use now?); that older students actually resent parents; that the parents themselves required special education to be of assistance at this time. Said one teacher, "parents must be educated to stimulate this interest and know how to motivate". On the other hand, many teachers felt it would be most efficacious to stimulate any spark of interest possible, through every available source -- PTA, special training courses in night schools, work within the home itself to improve the physical atmosphere, etc. These teachers felt so strongly that they willingly considered agencies that might be of help to train these parents to encourage good study habits. One of the strongest responses to the question "do you think an attempt should be made to involve parents in an effort to develop better study habits?" was emphasized with, "DEFINITELY! parents must care." Another teacher suggested to make these parents care more "they are needed to carry on the program at home so they must be informed". In practically the same vein, "parents need instruction about home supervision of work".

Those who were opposed were adamant and curtly to the point. "Sell the television sets" was the only comment that one teacher had to make --

"The teacher can determine when the parent should be involved, whether it be the first grade or the eighth." Commented another from the same school, "I think parental attitudes toward homework and acquiring an education should be stressed rather than the actual teaching of parents to help the students to study." "If the parents have been unconcerned until now (high school) I don't think they can be reached."

The gifted student, quite obviously comes from a home where love, interest, and intelligence prevail, regardless of how poor or restricted the physical plant might be. The teachers of Honors Classes being aware of this are eager to promote any tool or agency that might enhance this home situation and the parents in it. On the other hand, those teachers who are confronted with impossible home situations and parents who "couldn't care less" take a very dim view for help from any source at the high school level.

## PARENTS' EVALUATION OF STUDY HABITS

Study habits are an integral part of academic success. Today more and more parents are aware of this factor. It is particularly noteworthy that in the main it was the parents of the achievers who were most concerned with their child's development of better study techniques. Parents of the under-achievers were often less verbal and less directive in suggestions. Here is a brief summary of their opinions of high school students' study habits.

Most parents attribute good study habits to a higher percentage of students than the students themselves acknowledge. The majority of parents estimated good study habits are utilized by 40% of the students in regular classes and 60% and above of those in accelerated classes. One parent of an honor student, pinned down the disparity, "I would say 90% judging by grades, but 10% judging by what they (the students) say." The students report a lower percentage of those with good study habits because they have contact with a wider cross-section of students and because they probably have a higher conception of what constitutes really good study habits. Most parents who filled out the interview sheet were of the opinion that study habits should be taught in school as early as possible. They expressed the conviction that at that age children like to be given tasks or "work". Much of the laziness and apathy which appear in students later is an outgrowth of early inactivity. Only one parent seemed to object strenuously to an early cultivation. From her remark it is apparent that she regards study skills as an additional work rather than a time saver. She comments, "Stress on study habits is unnecessary before fifth grade at the earliest. After all



children are in school for a long time. Why over-burden them at an early age?"

When asked their opinion of a seventh grade "shot in the arm" renewal, parental response was almost unanimous -- "There must be a continuous 'shot in the arm' on the study habits in every grade." In regard to the place of study habits in the 9B curriculum, most parents replied, as before, that "constant prodding each year on the importance of their studying" was still necessary. Some favored a special course in study techniques. Others thought that such a course would bore those who already have good study skills. They suggested that the course be offered only to those who need it. Another suggestion for handling study skills in 9B was to integrate them as part of a regular course -- probably English. In that way homework from the course would provide practice material for the study skills. Since the level of attainment in study habits is, by high school, such an individual matter some parents commented that the only effective aid to study habits at this time is to provide a quiet study period during which those students who can, may use their time well. Private help was recommended for those who could not profit from such a study period.

Several of the comments indicated what the parents associated with good study habits. Peace and quiet seemed essential to most. Others stressed a desk or table, good lighting, and adequate reference material. One parent pointed out, "If all T.V. stations were off the air for at least two hours every day I'm sure the teachers would notice an improvement." Despite the protests of many youngsters, who claim they can do homework while listening

to the radio or T.V., both these electronic marvels have been proven a detriment to effective study methods. It is true that while listening to radio or T.V. some students can produce the minimum requirements of his assignment, but it is equally true that the same time spent working without "background music" would result in a far higher level of achievement. In reality the radio and T.V. are not "background music" to homework -- homework is "background thinking" to radio and T.V.

Another point covered by the questionnaire dealt with parental involvement in the child's academic career. An overwhelming majority thought that parents ought to be involved in their child's academic life, and most of these stressed that this involvement should begin early -- "from the cradle" as one parent put it. "Parents should sacrifice more time for their children, be a friend to them, take an interest in their personal matters. They should spend more money for books than beauty parlors. Also, they ought to take, not send, the children to museums and concerts. Children love to go places with reasonable parents." The theory behind this approach of multiple involvement with the child is that in school matters, too, he will consult his parents.

Several parents also stressed that once the child has entered school "the parents must not convey the idea that school is a necessary evil -- but a great joy and privilege." The return to joy as the keynote of the learning process was prominent in several interviews. One parent pointed out that "a child is inquisitive and if encouraged to use his initiative more, he may learn to concentrate better. I do agree that parents should be involved, but

there definitely should not be any punishment for poor grades or bribes for good grades. Education is an opportunity and everything a student fails to learn is his own loss."

Several parents seemed to feel that involvement with reading habits is a direct channel for developing good study skills. "I believe in lots of reading for entertainment as well as educational purposes. Family discussions on such." Another parent linked reading habits with greater power of concentration and assimilation.

Some parents considered home involvement necessary only in case of particular problems or difficulties. Taking this attitude one parent remarked, "In the early grades of grammar school if a teacher found a student with poor study habits, it would be necessary to request the help of the parents." In such a situation or perhaps a more serious one, another parent noted that "it is necessary that both parents are aware of any problem because if only one parent is notified, he might be the 'easy going' type."

Many of the parents who think they should and want to be involved in their child's education are hindered by a lack of knowledge as to how a parent can really help his child's academic adjustment. Also, many of the parents who felt they ought not be involved felt that way because of such a lack. These parents are asking for guidance from the school for specific ways of assisting their children. One parent has suggested a combined student-parent-teacher assembly when the child first enters school and again when he enters high school. Such a meeting would be conducive to practical, applicable suggestions not only for parents, but for students and teachers

as well. Another suggestion was individual parent-teacher conferences (e.g. when course books are marked). A real cooperative effort between parents and teachers is bound to result in better opportunities for the students. But no matter how it is achieved, the fact that today's parents recognize the importance of home influence on a student's progress, is a real milestone in modern education. As one parent so aptly phrased it, "The interest and importance children place on school and homework is directly related to the values of their parents."

## STUDY HABITS - STUDENT OPINIONS

Study habits, according to student opinions, were basically comparative in style, as evident in the survey made of both achievers and nonachievers, in the six schools examined. Both groups were aware of the basic need for study techniques related to each particular area. In the majority, the evaluation placed great emphasis on the skill of the teacher to emphasize, simplify, and stress the most pertinent subject matter, before any such good habits might be applied by the student. While most parents consider the majority of students to have good study habits, the students themselves, more closely delineate the achiever, for whom it comes naturally, from the one who must really work and study to achieve.

One young man apparently gave the question considerable thought, and came up with this comprehensive analysis, which incorporates the view of many of those who answered the questionnaire. "Better study habits are what I really need - what most of us need. Very few teachers that I have had, either in elementary or high school have done much in telling or showing you how to study. Usually we went over the homework and you found out where you made your mistake. Then just before the bell rang you were told to take the next chapter in history or the next set of problems, or the next step in grammar, or you were told to read and translate - and that's it. If you were lucky enough to have someone at home who could and would help you, or who showed you how to do the first one or two problems you got the idea and could sail along. If you didn't and had no friend who did have the needed help, you were just lost.

I have an older brother in college and he's always asking why don't they show you how in school. He says he always took twice as long to do his homework as he should have because he didn't know the efficient way to study. He also says that many college professors complain about the poor study skills the freshmen have. He says half the kids who flunk out of college do so because they take so long to do the assignments, they just get disgusted and stop trying."

I don't want a book on How To Study. I just want help like in a science lab. Maybe if we took class three days a week - double periods instead of once a day for these short periods - the teacher would take time to show us the best way and correct what we are doing that's wrong. Or do many of them really know how to teach study skills? If there is someone, anyone, maybe we could have a course (even without credit) that could help us. How about you?"

Another outstanding criticism common in many of the answers given to this problem, shaped up in the composition of the following observation. "Study habits should not be considered as an afterthought, not as an extra curricular project, but rather as an integral part of each area of study." Underachievers blamed poor study skills for their poor academic ratings, while achievers blamed poor study skills for consuming too much time in the achievement of the grades which they so desired.

In answer to one of the questions regarding grade level, "I don't remember being taught my study habits in fourth or fifth grade but I do think it is a good time to start." Alarming enough some of these people were not

aware of being taught study habits as such, but merely acquired as much factual and material information as they could absorb, in spite of the teacher or methods. One underachiever, confidently admitted, "in school I don't study for tests or my more difficult subjects. Instead, I work on easy material that doesn't require much concentration."

A somewhat profound reply came from one youngster who said, "I think suggestions given to a student can be beneficial at any time if the student wishes to apply them. However, to a student who doesn't care, he will not be coaxed to study under any circumstances."

Naturally, those in the achiever group had formulated some basic analysis of the requirements for good study habits. The foremost being, study habits are a good foundation and should be taught at the beginning of a child's education. One youngster felt that "study habits, if taught when young, would be unbreakable habits." A basic interest on the part of the parents, in regard to good study habits was most certainly highly important in their opinion, and many felt a parental need for understanding of these study habits might well be handled through the PTA. This too, was often pointed out, "I don't remember any such stress when I attended grade school, but my mother's suggestions compensated for the loss. Fourth grade is an impressionable age at which the children are usually open to study suggestions." One independent individual of the achievement group had this comment to make, "I believe that good study habits cannot be taught. They must be developed by the student himself."

The most common complaints of those who were not achieving seemed to

hinge around the following observations: "Poorer students should go at their own rate of study" (an indication of awareness of need for real training in this area). "Suggestions on study habits cannot be pushed on a student. The student has to want to study." Most of the young people in this group felt that an effort to involve parents in an interest to develop better study habits would, in most cases, prove beneficial. However, one student summarized the general consensus at the high school level with this comment; "If the parents are to be involved in a program encouraging good study habits, I believe that this attempt should be made during the early years of elementary school education. In high school, young people are trying to break away from their dependence on their parents and consequently, may not respond to parental pressures concerning study habits." Other students of this group were concerned with the enforcement of study habit rules - particularly regarding the time of day or night, the use of television and radio, and proper physical conditions.

Without a doubt, students in both groups were concerned more with parental interest than they were at which particular level these habits should be stressed. Those indicating parental help were easily reached at an early age and developed enduring habits which became skilled and mechanical with the learning of more formal study.



## CHAPTER FOUR

### SUMMARY

#### RESTATEMENT OF PROBLEM

This was a study of the factors affecting the achievement and under-achievement of bright high school students as evinced in individual case studies.

#### ASSUMPTIONS UNDERLYING RESEARCH

1. Underachievement in school is most frequently attributed to the problems a child brings with him from home.
2. To know why a student is underachieving we must examine not under-achievement but the individual.

#### DESCRIPTION OF PROCEDURES USED

The subjects of this study were sixty bright high school students. Six public high schools of varying socio-economic enrollment in the Chicago area were selected. Two were north side schools, two were located mid-city and two were on the south side. One had only Negro students. Another was a recently integrated school where students from the studied Negro school are now attending on "Permissive Transfer". Mid-city, one school has a real cross-section of culturally disadvantaged children. The other school in this area also has a variance of ethnic groups, with a large percentage of the students' parents foreign born and speaking little or no English. The two north side schools also present a contrast. Two of these six - one north and one south side school are in rapidly changing neighborhoods. (All of the school personnel from the district superintendents and principals who

discussed and gave permission for this study to the counselors who helped in the selection of different types of achievers and underachievers and the teachers who filled out questionnaires and gave such valuable assistance in personal interviews - all were most cooperative. The chief variance was in the number of general faculty who responded to the Study Habit Questionnaire.) Three of the schools were in communities generally described as culturally disadvantaged and three schools were, in varying degrees, socially and economically privileged.

Probably the most rewarding procedure used was the firm assurance that identity as to school and person would be protected. Schools to be known only by the letters A, B, C, D, E, and F. Students studied to be known by numbers, and a name of their choice beginning with the same letter by which their school would be known. For example the first student that I worked with at School A was a girl who chose the name of Alice. So for purposes of this study she will be referred to as Alice thus designating her sex and school. A boy at school E chose the name of Edward. Another girl at School C decided on Clara. And so on. They put these names on the top of all forms and questionnaires. I used these names in speaking to them for I had no previous contact with any of them. Initially, I saw more than the planned number for the purpose of selecting as many different types of cases as possible. In one school I selected an outstanding athlete who was on the Honor Roll and very popular. In the same school I selected an equally outstanding athlete, with the same potential, who was off and on the team because of low marks. He too, was popular but with a different group of

students. At another school I selected an Oriental girl who says she has always disliked school, but has a perfect attendance record. She loves to read and then after finishing a book go for a long walk by herself to think about what she has just read. In still another school, where I thought I had a diversified group in as many respects as there were students, I found that five of the ten were accomplished musicians and three hoped to be concert pianists. It was a very interesting study and the students, with the exception of one, were cooperative. The enthusiastic ones requested a follow-up to discuss the overall findings. The boy who requested to be excused from the study explained that his parents had just separated the week previously and said that he was too involved emotionally to answer personal questions as he had had no inkling of parental strife.

The following instruments were used for gathering data to be discussed in this study:

Individual Intelligence Tests - The individual test gives a more reliable measure of intelligence than a group test does. The individual test allows for observation and clinical judgments to be made about the child. Hence, it increases confidence in the accuracy of the selection.

The meaning of any IQ score is obscure unless the user knows the test's limitations, especially at the extremes. Thus, it is essential that utilization of these tests and their results be made by a person who is fully aware of the limitations and strengths of the particular measuring instrument involved.

1. Interests of each individual are expressed usually in his autobiography and were discussed in the personal interviews.
2. Self-concept was also discussed with the student during his interview with stress on what he believed to be his strong and weak points, his outstanding traits and his code of ethics.
3. Evaluation of peers was also from the viewpoint of the student primarily, gleaned from comments written and verbal.
4. Surprisingly enough, problems of which the school was not cognizant were introduced in many instances in discussion of personal problems with the students and parents. Old problems reared their ugly heads again and some had been solved or at least the student had come a long way in learning to adjust to them.
5. Health was first checked in the student's cumulative record on file at school. Also, it was discussed more fully.
6. and 7. Home and family background and their socio-economic status were discussed in interview with the parent primarily, but the student often alluded to it in speaking of his own problems. Age, education and occupation of each parent and sibling was covered. Parent's home as a child, his aspirations as a youth and the fulfillment of his own hopes were deemed important.
- 8, 9, and 10. Reaction and appraisal of school, the student's outside work or social activities, religious beliefs, and vocational and college planning were also handled in interview.
11. Academic performance was taken from his cumulative records and class grade marks.
12. and 13. Teacher and Parent evaluations were by interview.
14. Study skills were evaluated by responses of teachers, students and parents to questionnaires.
15. Semi-projective test (Rotter Sentence Completion).
16. School records - folder - cumulative record card - course books were studied to secure school history - health history - attendance - grades of elementary and high school. School test data - Special recognitions - Counseling Record.

## PRINCIPAL FINDINGS

Specifically, this study sought to determine factors promoting academic success of gifted achievers and the factors that inhibited the academic success of gifted underachievers.

In national percentages all of the students selected for this individual study fell in the top five per cent of the entire high school population.

Seven were in the 120-129 IQ range. Of these 3 were achievers, four underachievers. Thirty-two were in the 130-139 IQ range. Of these 15 were achievers, 17 were underachievers. Seventeen were in the 140 - 149 IQ range. Of these 10 were achievers, 7 were underachievers. Six had IQ's in the 150-180 range. All these were classified as achievers. The MEDIAN IQ was 136. The MEAN IQ was 139.

Thirty-one of the students studied were boys. Of these 15 were achievers - 16 were underachievers.

Thirty-one of the students studied were girls. Of these 17 were achievers - 14 were underachievers.

What specific factors were found in this study that influenced these mentally superior high school students? What specific factors of motivation, achievement and underachievement determined their academic success or failure?

Complex interrelationships of their intelligence, health, personality, identification with social-class values, economic pressures, peer relationships, self-concepts, parental attitudes, school milieu, community opportunities and self-discipline were evaluated in these individual case studies.

Each child differs from every other child in certain details and yet when many children are measured, the results demonstrate the likenesses among them. We found items in a student's developmental picture which will compare with those of other children studied.

As for any of the forms of ability grouping, those in the accelerated classes were usually quite accepting and most seemed very appreciative of the recognition of their abilities and the special efforts that were being expended by the Chicago Board of Education in providing more than adequate facilities, dedicated faculty, curriculum, special opportunities, competition, and careful guidance in all areas to help each individual student to develop his potential strengths most fully.

Among the achievers there were a few complaining, ungrateful students. Without exception those who complained of the school and their teachers in general were also disenchanted with their parents and most often disdainful of their peers. As in the case of the boy known in this study as Alan, he said in referring to his schoolmates, "They are below my level. I can't communicate with them. They could live and die without affecting me." But then Alan doesn't like God either. This exceptionally brilliant boy, in view of his warped outlook, and in spite of his outstanding scholastic achievements, is at this point, in truth, a tragic failure.

Fortunately in our schools there are many more like Beth, Dan, Evelyn, David, and Anthony. In selecting achievers for this study these and their counterparts presented the more frequent picture of the mentally superior child, happy in school and at home, who was willingly considerate

of others, while working diligently to develop his giftedness. A representative number of these from various ethnic and socio-economic backgrounds were selected. Also included in the study of the achievers were several who were deviates in areas other than being academically talented like our aforementioned Alan.

In selecting underachievers, as many varied types as possible with just as various an assortment of problems as could be gathered were studied. Some of them had problems of recent origin. More had difficulties of long and involved nature.

With approximately 40% of the underachievers the learning disability is associated primarily with frequent changes in school, poor preparation for school, poor motivation, weak and varied primary experience and almost no study skills.

With about 10% the underachievement is associated with acute situations such as illness, problems with teachers, difficulty with one examination period.

Nearly another 40% show evidence of relatively serious chronic neurotic problems.

The other 10% show urgent need for immediate psychiatric or other medical treatment without which the serious danger to the health of the student is present. In this category are included students with problems of depression and delinquent behavior.

Although there were surface similarities, always there were the many individual differences that has caused so many research studies to stress the

need for individual analysis.

Some of the ethnic backgrounds of students studied were:

Jewish (Orthodox - Reform)

Catholic (Roman - Greek)

Russian

German

Polish

Irish

Scandinavian

South American

Japanese Boy and Girl

Filipino

Puerto Rican

Southern White

Negro

Other home backgrounds of students in this study extended from an only child living with deaf mute parents for whom the family doctor is the main strength and controlling agent in major issues for the girl, to a large happy family of thirteen.

There are mothered children, "smothered" children, parents who live for their offspring, and parents who reject two entirely different types of daughters (one withdraws, one is defiant). Other parents who are so weighed down with their own problems they cannot and will not face the imperative needs of their son.



The individual charts of each school give twenty four separate areas of information on each of the sixty-two students who were given individual studies.

Case reports on each of the sixty-two have been included and prefaced by a descriptive summary table of the salient characteristics of each case.

## LIMITATIONS ENCOUNTERED

At present there is no instrument by which to discover adequately the true incidence or measure accurately the superior individuals among the culturally deprived. There is a large percentage of potentially high intellectual ability, an enormous reservoir of high potential abilities that are not developed. Some go to waste. Others are misdirected. Some become apathetic. Others become defiant.

Whether counteracting cultural deprivation will counteract the effects is an open question. There are so few studies that even attempt to report the effects of saturating a culturally deprived group like the Negro and Southern White. One study in New York City "saturated" a culturally deprived group with superior teachers, extra teaching aids, small classes, intensive guidance for the child and his home, and when needed, tutorial services. The gains were so rewarding that the program has been extended into 51 elementary and 13 high schools in underprivileged areas.

Another limitation was the quality of the parental interview from the homes where finances had reduced them to welfare cases and they were overly wary of answering any questions; homes where the only concern they showed was their own humiliation and no insight as to the child's whys; homes where both parents went out socially, repeatedly leaving the child to eat dinner alone at a local drug store or to make his own sandwich at home, and then could be contacted by phone only after many attempts.

There are few studies of the gifted child's learning. It is regrettable

that so little is known about gifted children's problem solving, critical thinking, generalization, and insight. There is need for more research in terms of specific learning process of gifted youngsters and ways in which they differ from the normal and retarded. Individual differences in the cognitive processes at various intelligence levels present fertile areas for investigation. Transfer of the results of such studies to specific content areas would provide invaluable data for the educator.

In teacher education the fundamental question is whether the gifted child should have a gifted teacher. Is it to be assumed that any teacher can properly instruct a superior child? Disagreement as to the answer is perhaps the reason for lack of research in this area. The problem is extremely serious. If the superior child is to explore new fields of thought, he must have a stimulating and challenging teacher who can guide him and understand his level of abstraction. Pertinent questions arise: What special preparation is necessary for teaching the gifted? What are the essential qualities of a creative teacher? It is imperative that researchers look critically at teachers of the gifted.

Our educational structure and environment are undergoing many needed changes. Emphasis in the past on ex post facto investigation provided evaluative results but did not answer related questions as to the most appropriate practices for optimum achievement and adjustment. Such results tell us what happened, not how we make things change - which is the essence of education. Differential programming and curriculum planning are extremely important, not only in order to observe the reactions of gifted

children, but also to discover the most feasible means to develop their potential.

With new and expanded content, it is essential that teaching be economical. This means that research will have to inform us what basic skills and concepts commensurate with the learning rate are to be expected of the gifted. At what conceptual levels should particular content be presented to assure maximum learning and minimal forgetting? Recent experiments indicate that superior children learn mathematical concepts earlier than has been assumed. Is this an isolated phenomenon, or does it follow in other areas as well?

Little is known about the nature of giftedness. Environmental studies have provided some data, but the organismic aspect is relatively untouched. The impact of personality, value concepts, and social class upon achievement and goals needs investigation. The level of aspiration and the frustration threshold are partial factors which determine successful adjustment in adult life. What is the relationship of these factors to a desire for upward class mobility?

Data on the gifted preponderantly apply to the middle rather than to the low socio-economic group. Research on the latter has been negligible. Some traits are shared by the groups, but there are many interesting differences. A longitudinal study, similar to Terman's, of the low socio-economic group would be of value. Early identification is important, and intelligence tests penalize the child whose cultural background is poor and who lacks opportunity to pursue intellectual interests.

Development of more adequate instruments for measuring global or specific factors may permit more precise predictability. What combination of tests and techniques can best identify talented youngsters from the low socio-economic group? What kind of programming and instructional methodology can best realize their potential? Have educators formalized a program for these children too early, before sufficient background to deal with verbal symbols is developed?

Analysis of adjustment at different levels of intelligence is needed. How do children with IQ's of 120-160 differ from those with IQ's above 160? The high IQ group tends to be maladjusted, and the dynamics of personal and inter-personal relationships should be clarified. Is intelligence the primary factor of skewed interpersonal transactions, or is it that maladjustment accompanies certain perceptions and ways of reacting to these perceptions? Attention should be given to the kinds of educational and psychological environments which can reduce or prevent maladjustment.

Some advances have been made in respect to background factors, but the components of talent require further study. Thus far science has been the most fruitful area of investigation; similar inquiry is desirable in mathematics, art, music, writing, leadership, and mechanics. Since there appears to be evidence of vocational and academic identification in certain talents, what additional factors aside from background indicate a prediction for a specific occupation or subject? Also pertinent is the development of more adequate instruments for early identification of the

individual with a specific ability.

If the gifted are our potential leaders, what personality characteristics, intellectual factors, and value concepts contribute to their status placement as decision makers? What personal qualities determine the different roles of "ideal" or "action" leaders? Peer perceptions, parental attitudes, and community opportunities are associated variables that require scrutiny. Suggestibility, as a socio-psychological phenomenon, has implications for the assumption of leadership roles. What are the personality traits and/or situations which elicit passive responsiveness in one individual and aggressive, independent activity in another?

Advances have been made in the area of creativity. The assumed lack of relationship between high intelligence and creativity requires more intensive investigation. Notwithstanding this possible difference, what environmental factors account for a superior individual being both creative and highly intelligent? Measures of creativity for adults and adolescents should be adapted for young children, as the process can be more closely examined at an early age. What psychological forces prompt an individual to a unique mode of action? What aspects of environment educe creation? The answers to these questions will direct classroom application.

It is hazardous, but challenging, to predict future research direction for the next few years. However, creativity, differential curriculum, programming, and the non-intellective factors of giftedness seem to be the four most significant areas of investigation.

## CHAPTER FIVE

### CONCLUSIONS AND RECOMMENDATIONS

Young people grow more unlike each other as they develop and identical opportunity is contrary to equal opportunity. In essence, educational programs for the gifted, the mentally superior or academically talented are based on INDIVIDUAL DIFFERENCES; not all students learn all things equally well or with equal speed and not all are equally interested in pursuing formal education to the same level in the same degree. But to fail to provide each talented student with every possible encouragement as well as opportunity is flatly and simply, undemocratic.

Though it is clear that emotional, ethical, peer-group, socio-economic and other cultural values all have their influences on school achievement there are other factors to account for the achievement differential. These are to be found in the individual pattern woven into each student's success or failure.

The world is gauged to accommodate the average. The bright child is, in intellectual matters, like the unusually big man in the matter of clothes; the run-of-the-mill doesn't fit. If a school keeps him to the level of the average, the bright child gets cramped. He receives no real stimulation and has no intellectual competition. He wastes much time in school, doesn't learn how to study effectively and when he reaches a point in college where he has to work to survive he's likely to give up.

This danger has been averted in the Chicago Public Schools by the

place-out tests as they enter high school, the honors classes as they continue and the advanced placement classes as they near college. All are geared to the needs of the academically talented.

Some substantial differences exist among the interpretations of advanced placement for students in high school. At School A certain students have achieved college credit or standing in advance of high-school graduation in one of several ways. An example of one of these ways is by being registered by special arrangement in a summer session of the university or college of their choice. A second method is to register in an afternoon or evening basic freshman course concurrently with their senior high-school year. A third variation is the after-school college course where, typically, Freshman English I and II are given under the auspices of the City Junior College by a visiting instructor on the high-school premises. Television-home study credits also have been earned by some students in both English and social studies.

In none of these instances is the high school administratively responsible other than to use its discretionary power in the selection or recommendation of student candidates. Only those promising upper classmen who are selected by the high school, for instance, are permitted to enroll in the evening rhetoric classes of the University of Illinois. There is a moral obligation to advise the unaccomplished, the unfoundedly ambitious, or the over-burdened student against too heavy demands of such a program but only in the latter case is there chance of permanent academic damage. The others soon enough see the folly of unrealistic aspirations.



For all practical purposes, however, admission officers of higher institutions rely heavily on the high-school recommendations in permitting these early admissions. Age, social maturity, and personal preparation all must be considered in allowing advanced standing. One unaccountably precocious fourteen year old north-sider was recently considered and subsequently rejected for placement in the undergraduate courses in a technological institute. This difficult decision was arrived at strictly on the basis of the boy's youthful immaturity as his intuitive grasp of mathematical concepts and functions practically outstripped any instruction he might have obtained at that institution. Incidentally, his spelling and language skills, which left much to be desired, made the decision easier to make.

Advanced Placement courses offered within the high school is quite another thing. Where the other approaches are served well by instruction afforded in honors classes which pursue the course content in probing scope and depth, and with correspondingly stringent requirements, the Advanced Placement classes impose further demands upon participants. For them, the dimensions are extended to and beyond the bounds required for college achievement, and it may be surmised that the results must represent achievement as expected from the most able and advanced college students.

What is different about courses formally labeled Advanced Placement? How are students channeled into them? How can an ordinary school accommodate such a program? Are the benefits as effective as the undeniable expenditure of extra effort and special consideration warrant? These are only a few of the questions which must occur to non-participating school administrators

and faculties who eye the program with some understandable misgiving or mistrust mingled with their interest.

The public temper, amply supported by research, increasingly looks to the schools for a more effective exploitation of the talents of the national top intellectual two per cent. This objective has become a cause, and nothing has more social impact than an educational cause once it has caught on. It may take twenty, fifty, or a hundred years to capture the public imagination which travels the rut of the so-called institutional lag. Once established, however, the cause becomes an obsession. For instance, phonics is the exclusive bulwark against national illiteracy, and mathematics and science are the exclusive agencies to rescue the country from annihilation.

The success of the program at School A is due largely to the initial and continued efforts of two teachers in the social studies department, who pioneered in introducing what was then a revolutionary idea into the Chicago Schools. They took the first giant step in securing recognition by universities and colleges of high school work on an accelerated level.

To do so required them to revise completely the accepted estimate of gifted student potential and the degree of expected achievement. Rock-hard pedagogy, uncompromising standards, mind-stretching interpretation of assigned reading dictated the methods. A variety of techniques emphasizing the use of critical thinking and independent research grew to include team-teaching, lectures, seminars, panel and roundtable discussions, and intensively analyzed term papers. Universities, alert to promise of the

program, cooperated by providing members of their staff as guest experts who came to lecture and who left enthusiastic at the quality of their reception and the perspicacity of student views in the question-and-answer period.

The fever was contagious. It caught the personal admiration of Dr. Charles B. Keller, then director of the National Advanced Placement Program, who now extols the success of the program all over the country. In the school, recognition of excellence and quality education swept through the faculty and student body. Other departments sensed the possibilities and inaugurated programs capitalizing on these untapped sources of academic power. The mathematics department reconnoitered and in its special way juggled and reshaped its offering so that courses were telescoped for the gifted in order to allow for deeper penetration into college instruction.

The English department, while not formally aligned with the Advanced Placement program has achieved for students many of the extensive benefits of "place-out" exemption of English I and II, through tailored college preparatory courses and through the use of the "Chicago Experimental Reading Plan" which, in our case, utilizes the team-teaching approach and features the free reading period along with intensive college preparatory instructions in composition and usage and the services of lay theme readers. Independent college class enrollment also is usually limited to English courses although other subjects have been taken.

Advanced Placement is not the only way of projecting the gifted high-school student into the more sophisticated modes of learning as of

condensing the required student time by overlapping in order to minimize repetition and duplication of effect.

The procedures differed slightly in the six high schools but whatever the approach and however administered, it was increasingly obvious that without competent and cooperative teachers, these programs had no chance of serving the purpose for which they were designed. In many cases dedicated visionary teachers have literally pulled these programs for the gifted up from inertia and these teachers superimposed this extra chore on their already heavy schedules. For them tutorial and counseling services are scheduled daily before their class day begins and added guidance sessions follow after a full day of active teaching. As the principal of School A remarked, "Nothing brooks the determined young scholar in his hot pursuit of knowledge - not even the weariness of a harried teacher."

It is increasingly obvious that no stopper can be placed on the high-school output. The success of Science Fairs in the last few years is ample evidence that the ceiling on scientific information at the high school level is no longer limited; it penetrates even the realm of graduate education. Other areas of the curriculum are no less in ferment - a fermentation that promises to blow the ceiling in high school achievement sky high.

On the horizon there is a new group devoted exclusively to the development of the creative child, as differentiated from the accepted terminology of the gifted or talented child. We are riding the pendulum in that direction every day.

In each of the six high schools there was ability grouping for the creative student with placement in honors classes in those areas where the student shows special interest and aptitude. His other subjects were often pursued in regular classes. The creative child is coming into his own.

It is a common observation in the universities that those students with the highest general intelligence are not necessarily the ones who produce the most original ideas. There are those who are both highly creative and highly intelligent, but the combination is not the rule.

Two of the most consistent findings are for the higher IQ pupils to be considered more desirable as pupils than the highly creative students. It is also ironic that the very student who may be most creative is more likely than other students to be labeled a greasy-grind by current objective test criteria, because instead of the conventional response his imaginative mind visualizes the possibilities of the less conforming response. Because of this, some of our most promising creative students have in the past had their application marked for "sudden death" in the college admissions office. Now there is an alertness and teacher evaluations as well as aptitude tests are geared so that these entrance requirements do not penalize the highly creative student as in the past.

The student whose deep moral convictions and attitudes of independence set him apart from many of his classmates is certainly as worthy of consideration and admiration as the student whose adjustive skills contribute to the harmony of the classroom. The question here, with the highly creative as well as the highly intelligent students, is not, and should not be, which is better but rather how can we provide for both.

Negative parental attitudes whether representing overt hostility, ambivalence, or a neutral, passive relationship between child and parents, may result in the following behavioral manifestations in children:

(1) feelings of insecurity and extreme sensitivity to attention, (2) shy, withdrawn, submissive behavior, or (3) aggressive and dominant behavior.

Boys achieving at a higher level reported fathers as more accepting than did those achieving at a lower level. Both average and underachieving boys perceived their mothers as more accepting than did the high achieving boys.

This increase in mother acceptance with a decrease in father acceptance as the level of achievement became lower, may be inferred as an attempt by the mothers of the lower achieving boys to compensate for the decrease in father's acceptance. Mother acceptance was perceived by the girls at all levels as greater than father acceptance.

The results of this study would indicate that, in attempting to solve the problem of underachievement in our schools, it would be advisable for the teacher of the underachiever to discuss the problem with the student and his parents in order that all concerned may understand the dynamics of the problem. Furthermore, it is obvious that effective counseling services for both children and parents would assist greatly in preventing and solving the problem. All too often, the schools and the parents rely upon "warning" or "deficiency" notices, threats of withdrawal from athletic teams, band, and other extracurricular activities, in the belief that such steps will force the student to achieve to capacity. Many times, these

very steps aimed at ameliorating the situation force the child deeper into a state of underachievement. It should be pointed out that a brief, perfunctory conversation between counselor and student, which in many schools is a ritual which follows the issuance of "warning" notices, may ease the conscience of the counselor but will in itself lead little to the solution of underachievement. In conclusion, one must realize that the frequency of underachievement in our schools is great, and that the probability of successfully solving the problem at the secondary level is much less than during the first few years of school. Consequently, earlier identification of the underachieving student and in the availability of counseling services at the lower grade levels for parents and students are most important.

Many educators believe that a cultural revolution has been sparked in America which will assist the school in motivating bright students.

From this study of bright, high-achieving and bright underachieving students, it was very evident that home environment, the origin of motivation, and the relationships between these bright students and their parents are factors that are most important, that facilitate or impede motivation to high achievement.

Parents can be influential in helping superior students understand their abilities and opportunities. Both parents and teachers provide the framework in which students decide what is worth striving for.

This study was planned to include qualitative rather than quantitative data. Counselors seemed to feel that this clinical evaluation would be more effective in providing some of the answers to the many questions they

continually encounter. They expressed the opinion that the statistical studies were very impressive but dealt in generalities while they are besieged with individual problems.

It is realized that this initial sample is very small but it is hoped that the intensity of the study might reveal real differences between the two groups and thus serve as a basis for new experiments by guidance personnel directed towards improving the performance of underachievers. Although some of the data was of a strictly factual, objective nature, a considerable amount involved subjective evaluation. Since the evaluator has had twenty years experience in working with students with problems, their homes, and their schools, the subjective judgment had at least the merit of experience.

Before looking at the results which were obtained let us consider briefly the characteristics of the study. These are as follows:

1. The use of such a small number of cases makes it unwise to draw general conclusions applicable to all gifted children on this evidence alone. The findings, strictly speaking, apply to these students only.
2. Because of the small number of cases studied no attempt was made to investigate the interrelationships of the various factors. Such an investigation with a large number of cases might indicate definite patterns.
3. The value of the study is highly dependent on the validity of the initial premises or criteria.

Bearing in mind the characteristics of this study, it is possible to discern certain patterns.

1. The pattern of underachievement is apparent by fifth grade.



2. The gifted children with high achievement in the elementary school maintain that standard in the secondary school.
3. The children with weak performance in the elementary school do even more poorly in the secondary school.
4. When using standardized achievement tests instead of subject examinations the gap between the achievers and the underachievers tends to narrow except in the case of arithmetic.
5. The low achiever tends to be less gifted in numerical and abstract reasoning as measured by the Differential Aptitude Tests.

The pattern of the home background is less distinct than in other areas. Nevertheless, although existing in varying degrees in the two groups, there are discernible patterns.

1. Parents of the underachiever tend to exhibit a neutral or uninterested attitude toward education.
2. Parents of the underachiever are likely to be over-anxious, over-solicitous, or inconsistent in their attitude toward the child.
3. The lack of a cooperative spirit in the family as evidenced by conflict, authoritarianism by the parents, or domination by the child, and the lack of cooperation in church participation are present in about the same degree.

It should be noted that the pattern of school attitudes is the pattern as seen by the teacher in the classroom situation.

1. The underachievers exhibit a predominantly negative attitude toward school.
2. Achievers and underachievers are equally courteous, cooperative and self-sufficient.
3. Classmates show considerably greater acceptance of the achievers than of the underachievers.
4. On the whole, the achievers show a greater interest in reading than the underachievers.

### Pattern of Personality

1. There are emotional disturbances among both achievers and under-achievers. It should be pointed out that adolescence is a period of adjustment in which the child is struggling toward maturity. The achievers, however, tend to be more aware of the nature of their disturbances and to be more constructive in their efforts to cope with them.
2. As seen in the school situation, the achievers come considerably closer to the guidance heads' conception of the well-integrated personality than do the underachievers.
3. On three personality criteria - feeling of worth as an individual, the ability to persist in the face of difficulty and the amount of interest or energy devoted to leisure time activities - there is considerable overlapping in individual cases, but on the average the achievers excel.
4. The achievers appear to have a more rational approach to the problem of solving difficulties than the underachievers.
5. Good academic achievement is not incompatible with a high degree of acceptance by classmates.
6. Both groups suffer from feelings of inadequacy. Among the achievers this tends to act as a motivating force. The achievers want to prove to the world that they are adequate and worthy. Among the underachievers the feelings of inadequacy act as depressors. The underachievers withdraw and refuse to compete.

General Conclusions: - Only by a careful and thorough study of each individual personality can we find the reasons for underachievement. If the individual is underachieving it is because he cannot adequately utilize his inner resources or because he chooses not to.

When an adolescent fails to live up to his IQ rating - the so-called underachiever - an unhealthy preschool parent-child relationship appears to be responsible. The symptom usually appears at junior high age and is similar to phobias, anxiety reactions, and other psychopathological processes of this age group. The student has superior intelligence, however.

Treatment requires study of intrapsychic and interpersonal conflicts, mainly within the family.

Patients regard their mothers with degrees of hostility expressed in either subtle or open ways. However, they are dependent on them for excessive attention, interest, and affection, and regard them as dominant, overpowering, pressuring, and the stronger, more competent parent. Boys often identify with the mother and fear competing with the father and replacing him as a figure of authority. The father sometimes has no consistent relationship with the patient, is emotionally removed, or absent from the home. Often an older, jealous sibling is an academic success and uses his achievement as a weapon to punish the patient. The father usually favors the sibling and the mother protects the patient. Underachievers consider themselves weak, helpless, inferior and unable to compete. They struggle to control hostile and aggressive feelings. In either case, the underachiever needs help from professionally-trained counselors.

## RECOMMENDATIONS TO THE HOME

The parents of children who exhibit tendencies toward general intellectual superiority or toward some special talent, have a momentous responsibility. The accomplishments of children with talent do not "just happen". The child needs help and encouragement at every step of the way. Keen, well balanced minds which have been trained to the limit of their potentialities are needed as a firm foundation for the growth and development of our present form of government. The future growth of our America depends largely upon the leadership which is provided. The material for this leadership should be recruited from those with better than average intelligence. The child with a superior mentality is our greatest national resource and his identification and training present a serious and far reaching challenge to society.

The mentally superior child should be identified early in his life, even before he is exposed to formal education. The idea that a superior mind will develop without help is entirely wrong. Parents should understand that a child with superior intellect is first of all a child. Mature behavior and adult responsibility should not be expected. The social and emotional growth do not always keep pace with the mental growth and one may find a five year old child with a mental age of eight or nine, behaving in a manner quite apart from what might be expected when his mental age is considered alone.

The mentally superior child is not generally erratic and queer. He may have difficulty reconciling his adult mind to his child's body but

this can be accomplished when there is understanding guidance.

Understanding of the meaning of the Intelligence Quotient and its relationship to the total personality of a child is most important. The I.Q. does not stand alone, other factors such as physical, emotional, and social development must be considered. The results of an individual intelligence test such as Binet or Wechsler should be considered in close connection with all additional data available.

The parents need to accept their gifted child as a child in his own right and not as a bright jewel who will bring prestige to them by his marvelous achievements. A feeling of security in the affection of his parents is necessary for him, so that he may meet the emotions of rage, fear, guilt and love as they come to him in life.

Exploiting the child or expecting too much of him will give him a sense of insecurity. Many parents overrate a child's ability but there are times when the parent does not recognize such signs as walking and talking early; reasoning early, curiosity, demonstration of superior memory and reasoning; and long interest and attention span as being indicative of mental superiority. The child also needs help in accepting himself. He should be helped to maintain his own individuality and make friends "in spite of his intelligence".

He needs help in understanding persons who differ from himself in learning power. These other persons may have strong points which should be recognized and respected. If the gifted individual is to become a leader he must learn to live comfortably with persons of all levels of ability.

The participation of the parent in all plans for his child is of prime importance. The parent should realize his duty for sending a well-balanced happy boy or girl to school. He should then cooperate in every way possible. Too many parents expect the school to "take over".

Plans for the educational program should include higher specialized training. The parent may help the child by providing varied and stimulating experiences within the interest range. Some of these activities may supplement the school work but others should be undertaken for pure enjoyment and camaraderie.

The child in the senior high group is becoming more adult in every way, especially the mentally superior child. This change does not occur overnight and all at once. Many of the elementary level traits will merely be intensified or dropped by the wayside as they are outgrown. Some new tendencies will become evident.

- A. He will narrow his goals in all ways by:
  1. Selecting his friends with more discrimination
  2. Seeking specific vocational guidance.
  
- B. He will continue to want and need recognition. This need may be met by helping him to participate in:
  1. Plays, glee club, orchestra, etc.
  2. Sports
  3. Social and community responsibilities - local, state and national.
  
- C. Religion, when begun during babyhood, will have a deeper meaning.
  1. Idealism is usually high
  2. A philosophy of life will be developing
  3. Self-insight and self-evaluation will become more effective
  4. Moral issues will be intensified.

- D. Relations with the opposite sex will continue to develop.
1. Boy and girl crushes must be carefully dealt with, and parents must see that they associate with many different people, in spite of seemingly obvious fitness of one couple for each other.
  2. They should continue to broaden their social activities.

Every gifted child should have a hobby and when asked, most parents agree that it is not necessary to go to an enormous amount of work or to a great expense in order to develop some hobby with their children. In fact, the improvisations made in using the ingenuity of children and parents are a part of the values of having hobbies.

Parents should allow the mentally superior child freedom in selecting that hobby in which he is interested. All angles possible should be explored so that much benefit comes from learning about the hobby. Many times the ramifications lead the child and parent into new fields of learning.

The feeling of "learning with" the child has often given the child and the parent a feeling of fellowship and kindredship not realized in any other way. A hobby should provide an opportunity for the expression of creative ability which might not find an outlet in the daily work, or happily fills hours that otherwise would be spent in doing little or nothing. A hobby should be fun, something you thoroughly enjoy doing.

The parents of a child, mentally superior in language, are obligated to provide a stimulating environment with a broad cultural background, which will encourage a rich, discriminating vocabulary. There is no one possible blueprint by which the mentally superior child can be led to express himself. It will still be the privilege and responsibility of the parents

to suit methods, materials and procedures to each individual. It is the duty of the parents whose child is superior in language arts to establish a home atmosphere conducive to verbal expression, organize experiences which will provide ideas and stimulate creative activity in writing, speaking, and dramatizing. He should help the child to develop a knowledge of language and literary patterns from which he can evolve his own style of writing and method of approach.

The following suggestions indicate avenues of approach.

- A. One of the characteristics of the mentally superior child is his penchant for asking questions. Encourage his curiosity. Help him form the habit of consulting reference books and lead him into research of his own choosing.
- B. He should be led to explore his environment. Travel afar from home is excellent, but he should not overlook the places of interest in his own "backyard". Chicago is especially rich in such opportunities.
- C. Encourage good English and a fluent vocabulary by the language spoken in the home. Hold up before him the best conversational and language patterns.
- D. Take time to share experiences with him. Talk over his problems. Remember that the parent has such a short time before the child is drawn away into the busy currents of modern life.
- E. The time, materials and space for creative expression should be provided. A room, or at least a space of his own should insure physical, mental, and emotional privacy. No doubt he will also need guidance in budgeting his time.
- F. Many mentally superior children of a gregarious nature often engage in a large number of activities and undertake too many tasks. These children will need to learn restraint for their enthusiasms in order that they may avoid excessive fatigue and escape failure caused by dissipating the talents through too many activities.



- G. Some children may show a tendency toward introversion. Broaden their interests; encourage them to be with other children; help them to appreciate talents and abilities which are not theirs. Working on the school newspaper or participating in dramatics may help in working with others.
- H. There should be ample opportunity for enjoying cultural advantages through books, magazines, the theatre, and other related cultural media. Accustom the child to the best and he will soon demand it. Make an active attempt to build proper appreciation responses. The parent himself will be forced to maintain a creative interest if he is to encourage his child.
- I. The mentally superior child has a special need of security in his home life. He needs to feel secure in his parents' affection and that he and his creative efforts are received with respect and appreciation. He needs a code of behavior and moral standards as a buttress against our uncertain mores, yet these guiding principles are attained through the cooperative efforts of both parent and child so that he may accept them as his own. A sense of belonging, a pride in his family, a respect for family life and tradition will provide moral armor in a society fraught with change and adjustment. In his own family the child should find encouragement to develop his interests and talents as well as recognition of his abilities and praise for his accomplishments. In the family, also, he should be helped to develop self-reliance, to accept increasing responsibility of his own choices and actions. Allow the child to use his own initiative, but do not shield him from its consequences.
- J. Proper religious training helps evoke wholesome emotional responses and develops spiritual resources which the mentally superior child particularly needs. His vision must be broadened; his perception of fine human relationships should be more keen; the overtones and nuances of spiritual values must not escape him. Civilization hangs in the balance today because the moral and spiritual resources of the mentally superior have not been properly channeled. We need leaders of moral integrity.
- K. The mentally superior child should be led to question, to inquire, to examine, to accept, to reject, to determine what is truth and what is propaganda. In a world where the spoken and written word are powerful weapons for both good and evil, the child who is verbally skilled must be helped to understand and accept his responsibility.

- L. Encourage the child without pushing him into avenues where his interests do not lead. Avoid setting false goals he cannot attain. Don't try to fulfill your dreams through him.
- M. Guide the child so that he will avoid becoming the misunderstood genius. Help him to realize that each person has his contribution which is valuable. The role of the parent is to develop a well-rounded integrated personality capable of building with others an improved democratic society.

## RECOMMENDATIONS TO THE SCHOOL

The demands of our rapidly changing democratic society, particularly in the area of technology, are causing increased public attention to be directed to the gifted students in our schools. There have been many and varied definitions of areas in which they are measured. They possess a high level of certain characteristics which have definite implications for the educational program. These characteristics may not appear in every member of the group, but represent a general description of the group itself. The following list constitutes some of the more important characteristics of the intellectually able or gifted student.

- He - thinks logically and is able to grasp large concepts.
- sees relationships and deals with abstractions.
  - is interested in words - often has rich vocabulary
  - is a rapid learner.
  - can concentrate on a topic for a long period of time.
  - enjoys reading and has a rich fund of information.
  - has a curious and inquiring mind - frequently a questioner.
  - creates new ideas or new applications of old ideas - may be a non-conformist.
  - has a wide range of interests.
  - has a sincere belief in justice.
  - manifests a keen sense of humor.
  - is often self-critical.

The process of identification of the gifted should begin as early as possible in the school life of the child. It should start in the kindergarten and continue throughout the period of the child's school attendance. Data thus gathered are useful in studying the child's growth and his reactions to his environment.

Procedures used to identify the gifted should be comprehensive and should include as much objective data as possible. In recent years,

substantial progress has been made in this area. A combination of "indicators" will provide the best results. Measures recommended for use

include:

- Intelligence tests
- Achievement tests
- Aptitude tests
- School marks or grades
- Observations and opinions of teachers
- Information from parents
- School history from the child's cumulative school record
- Counselor recommendations.

In addition to these, interview techniques may be used to discover the pupil's interests. For some programs, techniques of self-selection are advisable, when the child himself may ask to be included in the program.

Descriptive characteristics of the gifted as presented above should be considered in the identification procedures. All of these characteristics may not occur in every academically talented child, but together they represent a general picture of the group.

The process of identification should be well planned, consistent, and continuous.

The team approach should be used to insure adequate psychological testing, medical history, and advice from other personnel as deemed necessary.

All available pertinent knowledge of the child should be used.

Measures other than those listed above should be used as they become recognized and are available.

Individuals responsible for the process of identification should be skilled in the administration and interpretation of test results.

Identification procedures should be evaluated periodically.

A proper evaluation of programs for gifted children must answer two questions. (1) What would the gifted group in the special program have if they had not received special treatment? (2) What more can we do for them? The second question can be answered by looking at the avowed purpose of the program (i.e., critical thinking, creativity or development of leadership) to see if the measuring instruments really do measure the particular characteristics that the program is attempting to develop.

The person in charge of an evaluation program should have a thorough knowledge of research design, a good acquaintance with the availability of measuring instruments or techniques to develop such instruments and a general knowledge of the distinctive characteristics of gifted children.

The time required for testing, analysis of data, and organization of results of evaluation is usually underestimated.

One common fault of identification procedures for the gifted is to assume that group IQ test scores are the equivalent of individual IQ scores and to use an excessively high score on the group IQ test to screen gifted children.

The teacher may make curriculum adjustments on the assumption that the 120 IQ scores on the group test are accurate measures of potential. In reality, some of these children may score well into the 160's or 180's on individual tests. Needless to say, the implications for educational planning are somewhat different for the two situations.

The meaning of any IQ score is obscure unless the user knows the test on which it was obtained and further knows the particular limitations of that test at the extreme levels of intelligence. Thus, it is essential that identification of these youngsters be made by a person who is fully familiar with both the limitations and the strengths of the particular measuring instruments involved.

The achiever is easy to locate. He glows in almost every class. The school must find the spark that lies dormant in the underachiever and kindle this into as bright a flame. This spark may be a hobby, or a hidden talent or interest. It may and often is a consuming, gnawing desire for someone to really care enough to give him more than lip service. Someone who can convince him that he is "very worthwhile". Most underachievers need a special someone to whom they can unburden their fears and resentments; someone who can firmly but understandingly help them establish self-respect through self-discipline. They need one who can say, "That good resolution didn't last very long. I'll bet if you try again you can do better". Your faith in them will give them faith in themselves. They need you as a crutch until they can walk again. You need to convince them that the world is full of problems and that he is just the kind of person who has the insight and ability, the "guts" to make good in spite of the road blocks. You have to find a gracious gifted achiever, who can work with him during a study period, in a corner, where you can shoot a glance of approval to both of them. It takes time but each individual one of them is worth it. Their problem may not be so serious - you may know many who succeeded in

spite of just such a problem. How true! It is probably just as true that there was an understanding "someone" who gave them courage to face and conquer it.

The counselor who does not provide the gifted student who has problems that are keeping him from working at a level approximate to his mental capacity with some prognosis of the problem he has and may have to face in the future, is doing him no service.

While the counselor for the able has the major responsibility for their guidance he cannot be expected to function alone. He needs cooperation from the principal, staff members, and teachers. On the part of the teachers, this cooperation includes, besides consultation with counselors, the ability and skill to recognize and refer promptly when gifted students are not performing capably.

With the growing concern for the gifted - achiever and underachiever - educators have realized the need of providing more guidance and counseling services to help each individual student develop to the maximum of his potential.

## RECOMMENDATIONS TO STUDENTS

IF  
(Apologies to Kipling)

If you have strength to take your native talents,  
And weld a character that's deep and true,  
If you can keep things in their proper balance,  
And recognize the gifts of others too,  
If you but know that what you have is not your doing,  
Yet know what you must do with what you have,  
If you can forge ahead today pursuing,  
The knowledge for tomorrow's road to pave,

If you can really give yourself to others,  
And having given, not become an empty stall,  
If you believe that all men are your brothers,  
And dare to storm rank hatred's brooding wall,  
If you can exercise the moral courage,  
To see and trust and love what's good and true,  
When every word that's spoke' seems to disparage  
And mock the way of life you're clinging to,

If you can bear the cruel words spoken to you,  
By those who love or hate or just misunderstand,  
And looking up, can let a smile come through to,  
Melt the bitterness and then unclench the hand,  
If you can hold these precepts out before you,  
And cling to them when all else drops from view,  
Then you will always to thyself be true,  
And true to Him who gave these gifts to you.



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ARLENE

(A-1)

This girl came to the United States in July, 1961 from Columbia, South America. In South America her family was of the upper class, her father being a Colonel in the Columbian Army. She had studied French and German but had almost no knowledge of English. The family first settled in a suburb of Chicago, and enrolled Arlene in elementary school. She developed in language skill rapidly and soon learned to read English fluently and speech also developed rapidly. Some rather serious emotional problems were soon evident and she was referred to the counselor. She also saw a private psychiatrist, a Spanish-speaking doctor three times. This was discontinued because of the cost. When Arlene entered a Chicago Public School in December, 1962, her background was known but the principal decided to treat her like any other new foreign student and await developments. Her teacher was a warm, accepting person who gave the girl the acceptance and support she needed. There were a few instances when evidence of hysterical behavior or fantasy were observed as reported by previous school. The girl made rapid academic growth. She was accepted by the children and seemed quite happy in school. In September, 1963, she entered high school. A rather serious hysterical incident occurred at school which had very serious implications. The girl took sleeping pills and collapsed. Condition was sufficiently serious to cause hospitalization for a few days. It is believed that the social situation and not school pressure was responsible for this occurrence.

## ARLENE-(Continued)

When she returned to school, she seemed to be fairly composed and had continued to gain in poise and composure. She has been encouraged to talk over problems with her counselor. Weekly counseling has been arranged for her with a Priest at the parish church of which she is a member. An appointment was made at the Institute for Juvenile Research. She and her parents kept the first appointment but decided not to continue due to resistance to this type of counseling.

Arlene was under treatment of a school counselor and later a private psychiatrist, 1961, while she attended school in the suburbs. They reported that:

"Arlene arrived in the United States from Columbia during the summer of 1961. Family was apparently very wealthy in Columbia, but not here in the United States. Arlene made two attempts at suicide during September, 1961. Ran away from home during the same month. Referred by principal of the school to counselor for therapy.

"Summary of counseling interviews:

"Arlene discussed her reasons for attempting suicide and running away from home. She claims her mother is extremely mean to her, yells at her a great deal, slaps her very often, is extremely argumentative and very often blames Arlene for many things that she doesn't do. The mother especially sensitive to sexual matters, accuses Arlene of indecent behavior, although Arlene is innocent of such activities. Information obtained from family members confirms Arlene's statements and also indicates that the mother is psychotic, probably some form of hypomania. She objects to the assistance given to Arlene at school.

"Arlene seems to be well liked by her father and she apparently has identified with him fairly well. He is employed by Cook County Hospital. The father is reported suffering from advanced ulcers and apparently does not try to control his wife because this causes severe emotional arguments which he must avoid for the sake of his health. Although Arlene seems to have identified with her father, she is somewhat afraid of boys.

## ARLENE- (continued)

"Arlene's school adjustment was very good, especially when we consider that she did not know the English language. This was a problem for her at first, since she could not understand and comply with simple directions. However, she adapted very rapidly, perhaps somewhat due to the very fine help she received from her classmates. Nearly all students like her very much and this has been a valuable assist in her adjustment to school and social life.

"In the conference concerning her leaving home, it was very apparent that her expressed hatred of her mother was the main factor. She phoned the police and they took her to the office of the Chief of the Juvenile Bureau of the Cook County Sheriff's Office. Captain phoned her parents, they went to his office, and Arlene's mother with a pleading reference to the Blessed Virgin Mary and other beliefs of the Catholic Church, persuaded her to return home, with the promise that her behavior would be much better. Against the better judgment of some of those involved, Arlene returned home with her mother. In a few days, her mother regressed to her hypomaniac behavior, mostly directed against Arlene.

"In school, Arlene was reluctant to ask her teacher for special help; however, as a result of counseling, she did see the necessity and reasonableness of such action and was seeking individual help when needed.

"It was reported that Arlene, while listening to The Nutcracker Suite with a social studies class, went into a state of complete hysteria manifested by lack of contact with reality except for a 'deathlike' grasp of the record player and its electrical connection.

"The resultant counseling interview brought out the following story: Her father, a wealthy leader in the Columbian army, was giving a large party (attended by about 125 people) at their mansion home in Columbia. Sometime during the early part of the party, rebels attacked and all who were in attendance were taken into the mansion, and Arlene's father and others left to join governmental forces to attack the rebels. After their departure, the rebels came back and took over the mansion and killed a number of the guests. Arlene was forced to witness the assault and hanging of her mother. In addition, she was forced to witness the decapitation of others who were at the party. Arlene claims that she managed to escape into surrounding wooded areas when the mansion was destroyed by fire. While trying to escape through the woods, Arlene claims she was bitten by a snake and her ankle has a scar that might have been caused by such. She was eventually picked up by Columbian authority and taken to a hospital, where she claims she was unconscious for a few days. When she regained consciousness, she was told that she had been adopted by friends of her natural parents, those who now claim

to be her parents. They have told her never to tell anyone about these occurrences and have threatened to harm her if she did.

"Since this story could have been imaginary, the result of fantasy on the part of an intelligent rejected child, the Bureau of Immigration and Naturalization was contacted to determine the possibility of the story being true. They advised its possibility and have been investigating but as yet have received no definite official statement to confirm Arlene's report.

"There is the possibility that those posing as Arlene's parents are after the family's wealth. It is rumored, but not confirmed, to my knowledge, that her father placed a considerable amount of money in the Swiss bank.

"Arlene indicates that she would like to return to Columbia to see if her real father is alive and if he can be found. The girl's family is rumored to be active in the United States for planning military and political activities in Columbia, and it is also rumored that there is some concern about the activities of their opponents in the United States, as well as in Columbia. It is assumed that if Arlene's father did survive with the military forces, that he could have searched for Arlene, but not having found her, assumed that she had perished with the others.

"The counseling staff has been unable to determine if Arlene's stories are accurate or imaginary although there seems to be at least some evidence for their support. She does cry in class quite a bit, especially when reminded to Columbia. She is very much afraid of snakes and does react to the Nutcracker Suite. She appears to be quite intelligent, has given some very excellent talks on Columbian customs and activities. She has been very friendly and has many friends. Arlene appears to be very religious.

#### Recommendations:

"It is recommended that Arlene receive assurance that she is accepted but with the understanding that this is not to become a psychological crutch for her. She must achieve her own identity and must be led to discover American life. If her future schools can continue to help her adjust, it is believed that the real or imaginary background will have its influence minimized. The continued investigation to determine her true background could perhaps be of assistance.

"It should be remembered that she might seek attention by unusual methods, this especially true if her stories of her past history contain many elements of fantasy."

It was later reported by the Bureau of Immigration that most of the previous story was fantasy. Nuns from the convent where she attended reported that Arlene was frequently given to "tall tales" and had a vivid imagination.

Academically, Arlene is doing very well in high school considering her foreign background. She is in Honors French and History classes and contributes stories regularly to the school paper.

Neither Arlene nor her classroom teachers are aware of the counselor's knowledge of Arlene's background in the suburbs or that she has had psychiatric therapy. Arlene seems at this time to be very composed and serene. She attributes this change in mood to reading The Art of Positive Thinking by Norman Vincent Peal. She believes that the book has changed her way of thinking.

An attempt was made to administer the Binet. Results were not satisfactory. This girl has been in this country only 18 months and while she speaks beautifully with only a slight accent, she was puzzled by many items in the test; for example, verbal absurdities, abstract words and the like. Occasionally, one unfamiliar word in a sentence destroyed all the meaning for her and caused confusion. The upper levels of the Binet are very verbal and have rather abstract concepts.

All indications are that she is a very bright girl. The scores achieved on the tests given to the eighth grade (Achievement Battery) in the class situation bear out this inference.

## ARLENE-(continued)

## Metropolitan Advanced Battery 10-62

Word Knowledge	8.1	Math Computation	8.8
Parag. Reading	8.5	Problems	8.4
Spelling	8.5	Social Studies	8.8
Language	8.1	Social Studies Skill	8.1
Language Study Skill	9.4	Science	9.4

This is a very lovely looking adolescent girl. She is well dressed in a tasteful manner and seems to have excellent physical care. No serious illnesses are reported.

This girl is the older of two children. The father who was formerly a Colonel in the Columbian Army is now retired on pension. Following retirement he brought his family to the United States and settled in Chicago. They first settled in Oak Lawn but after a few months moved to a new apartment building in an excellent residential neighborhood. The father is employed by the Social Service Department of Cook County Hospital as an interpreter. The mother is also employed.

Interpersonal relations in the home still seem quite tense. It is reported that there is constant strife between Arlene and her mother. Arlene is convinced that her mother does not love her. It appears that there is little communication between the two. Arlene says she does not know where the mother works or what she does. She thinks she works as a translator. She says that her mother rarely talks to her except to give orders and criticize. Arlene is also responsible for a great many household duties and care of the brother who is seven years old. He too, has some social problems but is a very bright lad.

Arlene gives evidence of being a sensitive, artistic type of child.

## ARLENE-(continued)

She loves classical music, art masterpieces, the ballet and reading. Her interests and pleasures are quite different from those of the average teenager. She wants to be a writer and she enjoys putting her thoughts on paper in Spanish. Her teacher says she writes very well. It is felt that she is possibly creative.

Here we have apparently a gifted, sensitive, artistic, emotional girl. She has many personal problems related to tension and conflict between herself and her mother. It is felt that the conflict between the culture of Columbia and that of modern U.S.A. have added tensions. Each member of this family has had multiple adjustments to make. It is felt that the school has done an excellent job of integrating Arlene and helping her accept the new culture and new values. At this time it seems that the girl has considerable insight into the situation. She has gained perspective and actual help from the book entitled The Art of Positive Thinking, which she found for herself on the library shelf. She assures us that she will never again be so foolish as she was this fall when she took the sleeping pills.

School should continue in its fine supportive role, giving encouragement, inspiration and guidance in all areas.

School personnel should be watchful for any change in mood or attitude which might be cause for apprehension. Keep channels of communication open so she feels free to discuss her problems.



## ARLENE-(continued)

A conference with the parents would be advisable to give guidance and counsel in:

Role of mother in teenage daughter relationship.

To make them aware of the fine qualities and talents the school observes in Arlene.

To discuss with them the importance of the personal counseling and guidance she is getting in high school.

The counseling with the parish priest is to be continued. Due to circumstances, no further referrals are being considered at present.

ALICE

(A-2)

Alice is a very attractive blonde girl who is Vice-President of her class; first cellist with her school's symphony orchestra, president of the advanced placement program, has I.Q. of 140 and is a National Merit semi-finalist.

This girl is extremely critical of others - her parents, her teachers and most of her schoolmates. She admits that her mother is concerned about her, but says they don't get along well. She classes her father as understanding but basically uninvolved. "I leave my house as much as possible". School bores her because she feels it stifles creativity and independent thinking. She often feels superior to her teachers and comments, "At school I am alone." She seems almost obsessed with a desire "to live" and says her greatest fear is death. This attitude is consistent with her interest in philosophy. It is also compatible with her opinion of her peers - namely, that they are too narrow-minded, "involved with petty issues such as grades, dates, and college". Her statement that they "are generally virtuous and of high moral standards" implies that fixed standards are narrow-minded. This inference is supported by her later comment that she and her friends "determine standards by facing situations as they arise".

Despite her antagonistic attitude, Alice is an achiever. She attributes her success to home impetus (which arises from her parents' esteem for intellectual pursuits and to which she seems to respond despite

## ALICE-(continued)

the lack of parental influence in other areas) and to an inner drive to excel. She admits that getting good grades is an important indication of this drive, but she also states that good grades do not necessarily indicate a good person or a person's worth. Her study habits are pretty good and she thinks study habits should be taught in the grades with the emphasis that they are conducive to enjoying the learning process. She also feels that the role of grades or marks should be played down.

Her mother was reluctant to discuss her daughter as a person usually eliminating or avoiding this area and directing her praise to the girl's academic talents. She reluctantly regretted that she had never been too successful in teaching her daughter to be very responsible "in any area other than her schoolwork" and feels that as a mother she probably over-emphasized the intellectual development to the neglect of her daughter's social and spiritual training. Mother explains this drive for achievement to the fact that she was a child of immigrant parents who had aspirations for their children to rise above their status.

Both of Alice's parents read extensively. It seems noteworthy that the qualities they would most like to see in friends of their children were "A stable personality, healthy emotional patterns, a sense of gratitude, unselfish concern for others, and an interest in intellectual pursuits."

Father is an attorney and mother is a teacher. Mother has a M.A. degree. A twenty-two year old sister is in graduate school at the University of Illinois where she is majoring in American History.

## ALICE-(continued)

Attended Anske Emet Jewish Day School - Grs. 1-8  
 May 8, 1959 - Otis Q.S. Beta Em: CA 12-5 IQ 129  
 March 4, 1960- CTMM, JH: CA 13-3 MA 22-8 IQ 142  
 May 5, 1960 - Stanford Ach. Adv. Batt. K:  
     Reading 11.6  
     Arithmetic 12.3  
     Social Studies 11.6  
     Science 11.2  
 Spring 1961 - 9A-DAT VR 99-9, NA 90-7, VR&NA 99-9  
 Spring 1963 - 11A-ACE L 97-9, Q 88-8, Total 97-9  
     Davis Reading Level 99-9, Speed 98-9, Correct 99-9  
 Spring 1963 - National Merit  
     (1) 99, (2) 97, (3) 99, (4) 93, (5) 99, Comp. 99  
     Selection Score 149  
  
 College Boards           Grade   May 1963 Verbal 704 Math 566  
                           Grade 11, Aug. 1963 Verbal 727 Math 582  
                           Grade 12, Dec. 1963 Verbal 676 Math 622

Vice President  
 Symphony Orchestra - Cello  
 Continental Latin Editor  
 President of Advanced Placement Program  
 Junior Prom - Chairman of Bid Committee  
 Union League Club Career Conference Delegate

ALBERT

(A-3)

The most dominant characteristic about Albert is his marked inferiority complex, especially, as he puts it, "in relation to social life". He gets along with his father, but feels closer to his mother. "I always go to her for assistance and understanding." In family arguments, which he says he has a habit of starting, he sides with her. This support probably boosts his ego. He often bullies his younger brother to prove his superiority. This self-assertion at home seems to be an attempt to compensate for the inferiority he feels in social situations. "My greatest fear is having no friends." He says that he has little interest in the usual activities of boys his age and that when he goes out with his friends he rarely does the things he really wants to do. "Oddly enough, I still enjoy their company and therefore try to act as they do." As a result of this "act", so to speak, he feels hypocritical and accuses himself of being insincere. He rates his friends as "great kids, very friendly and sincere" and has developed something of a guilt complex both because of his insincerity and because he has two sets of friends - one in school and one he associates with on weekends. "Sometimes I feel I am living a double life." This failure to establish good rapport with his peers is probably one source of his keen desire for a true close friend.

Although Albert (I.Q. 146) is an achiever, school bores him. He thinks many teachers are out to prove their superiority (any reflection on

## ALBERT-(continued)

self?) and use their desks merely as a place to sit. Because of his academic success he is often elected into clubs, but he participates little. "I have no interest in them. The other members realize this, and I soon become an outcast." He says he has no outside impetus to succeed and bases his achievement solely on natural ability and ego. Since he feels athletically and socially inferior, he is determined to be superior academically. "Since I am terrible on the athletic field, where I try so hard to be good, I try to get even with athletes in the classroom." His study habits are good despite poor working conditions - the kitchen table, noisy atmosphere. He feels that study habits should be stressed both at home and at school during the early grades. After that he feels any such emphasis would be boring as well as useless. Albert is rigidly self-disciplined in those areas which he identifies with success; e.g., he reads, rereads, and repeats the schoolwork until he masters it; he feels that he must expose himself to all types of literature for a good background and he makes it a point to remember the author and title of every book he reads; he has taken up weightlifting to improve his physique. He is, in short, driven by his desire to overcome his feelings of inferiority, by providing tangible evidence that he is superior.

Albert is in the top five per cent of his very accelerated group. He is a member of the National Honor Society; received a letter of commendation from National Merit and is an Illinois State Scholarship semi-finalist.

## ALBERT-(continued)

"Naturally I plan to continue my education beyond high school. I have applied to Michigan, Northwestern, Wisconsin and Illinois, but because I am waiting for scholarship aid, I have not made a final decision. I will go where I get the best deal. I will enter a pre-med course, but I am not certain about becoming a doctor. I feel that pre-med is general enough for me to take enough scientific courses to compare and come to a decision. Not knowing what I want to be has always been frightening. I have pictured myself in the future as the classic 'educated bum' who quotes Shakespeare and begs for dimes."

Albert's father who is fifty-four is a salesman and a high school graduate. He wanted to go to college but "was a product of the Depression"; couldn't afford to marry until he was past thirty-five; feels that he has given his family a much better home than he had; has done little in sharing free time with this older son - - "he wouldn't be interested". He is passively proud of the boy's enviable high school record and eager that "he make good, do well in life". There was little indication of deep love.

Albert's mother, forty-five, is also a high school graduate, and is now employed part-time as an office helper. She is more lavish in her praise of this boy. "He is moody at times, but I understand him." Mother is content with her lot except that she "could use more money, but who couldn't?" Her younger son is nice too, but one gathers that Albert is definitely her favorite

## ALBERT-(continued)

## School History and Test Data:

Attended two elementary schools: Kg - 4 and 5 - 8

9-14-52 PMA, CA 5-11 MA 7-6 IQ 125

10-27-55 PMA, CA 9-1 MA 12-3 IQ 135

12-14-59 KA, CA 13-2 MA 18-3 IQ 142

12-14-59 Stanford Ach. Adv. Math 11.5 Reading 12.7 Soc. St. 12.2  
Science 11.8

(1961) 9A Differential Aptitude Test 97-99%ile All Areas-Stanine 9

(1963) ACE, IIA 96-99%ile All Areas-Stanine 9

National Merit 1963, Composite 99 Selection Score 143

Nov. 1963, ACT Eng. 98, Math. 98, Soc. St. 99, Nat. Sci. 95, Comp. 99

College Boards, December 1963, Grade 12 Verbal 663 Math 640

College Boards, January 1964, Grade 12 Eng. 677 Chem. 678  
Amer. Hist. 765

Wechsler-Bellevue Scale 2-14-64, CA 17-5

Verbal Scale IQ 154

Performance IQ 138

Full Scale IQ 146



ANNE

(A-4)

Basically Anne appears to be a girl who is very self-centered.

Passively accepting of her family and recognizing their cooperation in her goal to achieve.

Anne seems to have few home problems except that she cannot communicate well with either of her parents. She describes her father as "passive" and accepts her mother as "intelligent", but there seems to be little genuine affection for either of them. She mentions that she is close to her 19 year old brother, but admits that there is little communication between them either. She seems to get along well enough with her peers although she has only one close friend of each sex. She says that the girl who is her close friend is one of the few people with whom she can confide. At present she is engaged to be married - possibly after her sophomore year in college. Nevertheless, she says that she is determined to finish college. She recognizes in herself and her peers a tendency to be narrow-minded and also admits that she is not yet mature enough to cope with all her problems in a mature manner. She comments that her fiance who is seven years older is a college graduate, who has reached a higher level of maturity. The realization that she is still in the process of maturing does not seem to undermine her self-confidence. Anne appears poised and apparently has a good sense of humor.

Her success in school, as she sees it, stems from "a psychological need to be distinctive and superior". She explains that she equates intellectual achievement with superiority as a result of her family and cultural background. Because of her aptitude (I.Q. 145) good grades are not difficult for her to achieve, but she admits that she has always expended a great deal of effort to maintain her excellent record. (Anne has been a straight "S" student since freshman year and is the class valedictorian.) She has rather good study habits which would probably be better if she were not engaged. Her family has always stressed the values of education and have tried to provide good studying environment. Anne has her own room and her own desk. She can close the door to shut out noise. Her parents stated that they also attempt to have as little social activity as possible during her study hours so that she will not feel left out. Anne believes that the fundamentals of good study habits must be learned in the early grades, but that this foundation can be improved as the student is introduced into higher levels of work. She asserts that "it is mainly up to the parents to instill in children an appreciation of the importance of intellectual pursuits".

Mother is a legal secretary whom father describes as being much too lenient with all her children, especially Anne, who is the youngest of their four. Father is an interior decorator. He describes his home as a child, as a place where emphasis was placed on the importance of education. As a youth he aspired to be a doctor and an artist but financial circumstances prevented him from pursuing either profession. He sees his daughter

as having "fair" consideration for her family but much more consideration for outsiders. He is pleased with the quality of education she is receiving and states that Anne's most favorable qualities are her perseverance, logical thinking, good memory and rapid perception. However, in relating his feelings as to the qualities he would like to see in friends of this daughter he stresses "loyalty to the family, consideration for others, integrity, and a willingness to accept what is considered to be conventional".

#### School History and Test Data:

Stewart School kg - 8A (Skipped 5A-8B)

11-16-56, PMA, CA 9-9 MA 13-4 IQ 142

1-4-59, Otis Beta, CA 11-7 MA 17-4 IQ 136

1-6-60, Otis Q.S. CA 12-8 MA 18-6 IQ 137

1-8-60, Stan. Adv. Battery (8) Math 10.9, Read. 12.1, Eng. 12.1  
 Soc. St. 12.1 Science 9.4

1961, Spring, 9A, DAT, VR 99, NA 99, VR&NA 99, Mech. Reason. 99-3  
 All 99-9 Gen. Sci. 96 Stanine 9

March 1963, ACE, 11A, L 97-9, Q 88-8, T 97-9

Davis Reading 95-8, 99-9, Ited 99-9

Oct. 1962, RSAT Verbal 99 $\frac{1}{2}$ ile Math 98 $\frac{1}{2}$ ile

Iowa Tests Ranging 96 to 99 $\frac{1}{2}$ ile Composite 99 $\frac{1}{2}$ ile

National Merit, Comp. 98 Selection Score 142

College Entrance, Gr. 11 Verbal 727, Math 582

Letter 10-15-53 from University of Chicago, Office of Admissions - Accepted Earl Decision Plan - Full scholarship to cover college tuition and other fees, books, dry cleaning, personal expenses and travel - \$1,710.

Letter, January 13, 1964 from University of Chicago - " Anne came in January 9 to withdraw her application. She is engaged to a graduate of our university who now is in the Army. He plans to go into the film business in New York when he gets out of the Army in few months. Anne now wishes to go to college in N.Y.C. area and has prevailed upon her parents to approve this plan. Girl is very attractive and poised."

ANTHONY

(A-5)

Anthony has an unusual combination of native aptitude, versatility, perseverance, and responsibility. Although the father is a compulsive gambler and has rejected the son, the boy does not seem bitter. He describes his father as "old fashioned but nice - with one main fault, 'the gambling'". He also mentions that the father was born in Russia and received a high school education there. Since the recent separation of his parents, Anthony lives alone with his mother. He is excused from school every day at the end of fifth period (1 P.M.) to go to work - he is a teller, mail clerk, and "all around helping hand" at a bank. From his earnings he completely supports himself and contributes much to the family. He seems to have good rapport with his mother and says she has modern ideas, is intelligent, hard working and understanding. (The mother is American born and educated.) He has an older sister who is now married. The pattern of their relationship appears normal - while she lived at home, they fought, but now they're good friends.

Anthony regards most of his schoolmates as too interested in "dating, social prominence, and sex". He feels that their standards especially moral standards are too low. "Relations exist between students, even the top students, which shouldn't exist; which the students shouldn't allow to exist." As far as schoolwork is concerned, he states that they don't take advantage of the educational opportunities available and that the school

## ANTHONY-(continued)

system cannot offer the students what the students refuse to accept. He classes most U.S. students as too emotional and immature. He concludes that those who really want a good education can obtain one. His own success despite obstacles seems to justify this assumption.

Anthony's good friends are those who share his interests and values. They attend concerts, and movies with depth, and enjoy golfing, swimming, and fishing. Anthony is also interested in electronics. (He built his own Hi-Fi), but he plans to major in either chemistry or mathematics at the University of Chicago where he has been accepted on Early Decision Plan and has been awarded a scholarship covering tuition, books, dry cleaning, and travel expenses. Anthony sees success as a relative issue depending on what areas are encompassed by the term as it is used. In regard to his scholastic attainments he says, "I am at heart a perfectionist. It is this quality which helped me to achieve". He is very matter-of-fact about his academic excellence. "I feel that it is nothing to fuss over or brag about." He considers important those things which he stresses for himself. Since he finds most social activities trivial, he has more time to devote to the important activities he enjoys, especially learning.

Anthony's mother was outspoken in praising him both as a son and a student. She noted proudly that he has always insisted on finishing what he set out to do and she added that she has always encouraged this trait. She characterized him further by mentioning his consideration for others both at home and outside the family circle. Also she considers his most

## ANTHONY-(continued)

favorable qualities, "his willingness to help others and his attempt to always do a good job". She agrees wholeheartedly with his college and career plans. Although she was almost enthusiastic in discussing her son, she was very reluctant to comment on her own background or early aspirations. She refused to discuss the father.

## School History and Test Data:

Attended one school Kg through 8A

9-24-52, FMA, CA 6-2, MA 7-5, IQ 120

9-14-59, KA, CA 13-5, MA 16-7, IQ 123

9-16-59, Stan. Ach. Adv. Math 11.4, Read 11.8, Soc. St. 11.7, Sci. 12.9

9A Differential Aptitude Test 99 $\frac{1}{2}$ ile Stanine 9 all areas (1961)

11A ACE Aptitude scored 96 to 99 $\frac{1}{2}$ ile Stanine 9 in all areas (1963)

1963 PSAT Verbal 94 $\frac{1}{2}$ ile Math 99 $\frac{1}{2}$ ile

National Merit, Comp. 99 Selection Score 145

College Boards, Grade 11, Verbal 642 Math 713

Revised Stanford-Binet, LM, Feb. 1964: CA 17-7, IQ 133

ALAN

(A-6)

"School is a hell below Tartarus, a pit that cannot be escaped." This quote from Alan's autobiography reveals two basic aspects of his attitude and his background and his avid reading in classical literature, which is reflected in his metaphorical analogy, and his bitter outlook on school. Harsh criticism is characteristic of Alan. "I am not only more intelligent than most of my teachers, but, indeed, I have more knowledge than some." He regards his schoolmates as below his level and has little to do with them. Although he plays billiards several times a week with three or four boys his age, he says they are not close and cannot communicate. He evidently has no special friends in high school and regards most of his fellow students with indifference. "They could live and die without affecting me." Part of this aloofness springs from Alan's unusually advanced program. During his school career he has won numerous awards in science and mathematics. He has trained himself to carry out investigation to a degree commensurate with seniors in college. He has had two courses in the classics at the University of Chicago and two graduate science courses at Loyola University. At present he is attending the Mathematics Institute for Secondary High School Study of High Ability at the Illinois Institute of Technology. Also, since March, 1962, he has participated in a modern physics seminar at the home of Dr. Milton Goldstein. Last year he applied

## ALAN-(continued)

for admission to Harvard without a diploma. He blames his rejection on the school's lukewarm recommendation which he considered the most detrimental action to his academic progress. He has this comment on being forced to wait for graduation, "I have better things to do than study high school work. I read about two hundred books a year and can benefit little from the trivium of a Chicago Public School". Alan plans to major in biochemistry at Harvard. He assisted in a biochemical research project at Loyola University. (The project was concerned with the oxygen metabolism of cyto-genetic particles.)

The source of Alan's phenomenal accomplishments can probably be traced to his early environment and his abundant native capacity.

An only child, Alan spent his pre-school years traveling with his parents in the southwest. During this period he had continual contact with adults and as he put it, "never had a chance to become bored". Although his father is a traveling salesman, the family settled in Chicago when Alan was six. During grammar school he established a fairly stable standard of excellence and was double promoted several times. Even so, he became bored and turned to outside interests. Astronomy had fascinated him for some time, but by fourth grade his interest in science had become serious. In the autobiography he wrote in eighth grade he states that at that point he took up chemistry and mineralogy, approaching those subjects with as analytical and adult an approach as he could muster, that by seventh grade he was already really studying organic chemistry, and that in eighth grade



## ALAN (continued)

he had moved on to protein biochemistry. This extreme advancement was steadily widening the gap between Alan and his classmates, a gap he has still been unable to recross.

Alan's study habits are very good and he says that intellectual curiosity and great perseverance have been his most valuable assets in regulating and directing his interests. He also notes that verbal ability to express his understanding of a topic has been a major factor in his academic success. As far as cultivating good study habits is concerned, Alan feels that they are solely a result of extensive reading. In support of this theory he says the involvement of parents should consist of teaching the child to read at about three years of age. The thought of a course in study habits appears to him as a ridiculous farce. This intolerance of the possibility that goals, such as good study habits, can be accomplished in any way other than the way he accomplishes them is a direct result of the unbalanced development of his faculties. He is so wrapped up in the area where he excels that he disdains all other areas of achievement. Again reverting to my theological allusions he describes this emergence as an entity. "From the Phoenix ashes of myself a self rose that held no god so sacred as the god Ego, and no man held my respect who did not worship at this temple."

Alan's parents have both had only high school education and both are employed. The father is a traveling salesman and the mother does clerical work. They live in a small, one bedroom apartment. Despite these handicaps,

## ALAN-(continued)

it is evident that they have tried to give Alan many opportunities they never had. He occupies the only bedroom and during an interview with his mother she stated that in 8th grade "He had a typewriter, telescope, microscope, set of encyclopedias, and science equipment. In an evening we may play a game of cards, but Alan is soon in his room where he may study a chemistry catalogue for hours. Although we own very few books of this sort, he obtains adult books from the public library". The mother also mentioned that she often took Alan to museum and planetarium exhibits and that her husband took the boy to sports events. She stresses perseverance as Alan's most favorable quality, but also mentions that he is intolerant and often disrespectful. She seems to regret that she and her husband have not agreed on the overall handling of the boy. Alan himself seems disdainfully unaware that his parents have contributed anything at all to his present level of achievement. He takes for granted the fact that he has never had to work and that his household duties are relatively light. His only concern is for self. He hates God, perhaps because he is unwilling to credit anyone but himself with what he regards as his success, and in referring to religion he sneers, "I have never been to that mental purgatory". He is indeed Ego personified, but he realizes that someday his life will end, and wishing for eternal life, he secretly sees himself as immortal. In view of his warped outlook, it seems that Alan's "success" is in truth a tragic failure.

## ALAN-(continued)

## School History and Test Data:

Swift Kg-8, skipped 6A-7A

April 1959, CTMM, CA 12-4, MA 17-5, IQ 142

1-5-60, Gr. 8, Stan. Adv. Batt. M, Math 12.2, Read. 12.8, Eng. 12.3  
 Soc. St. 12.9, Science 12.9

Spring 1961, 9A, DAT, 99%ile-9 in all but Mech. Reasoning 55-6

Spring 1963, 11A, ACE, 99-9 - across the board Linguistic Quantitative

February, 1964, Stanford-Binet, LM, CA 17-2, IQ 130

National Merit, Eng. Usage 27 Math Usage 32 Soc. St. 29  
 98 99 97

Nat.Sc.Read. 31 Word Usage 31 Comp. 30  
 99 99 99

Selection Score 150

College Entrance, Gr. 11, Verbal 756 Math 696

SAT, Gr. 12 Verbal 753 Math 703

College Achievements, Jan. 1964, Chemistry 300 English 760 German 747

National Honor Society

(Counselor said, "Barry has trained himself to carry out investigation to a degree commensurate to seniors in college".)

ANDREA

(A-7)

"This girl may be sixth in class and be Advanced Placement chemistry, etc., etc., - but she must be twenty-sixth in line for the wash basin and bathtub wherever she comes from! 8: A.M. filthy dirty hands and B.O.!! Can't someone teach these brains how to live with the rest of the world?"

Thus reads a note to the counselor from one of Andrea's teachers, commenting on the girl's social "oversights". "Her complete indifference to personal hygiene may well stem from her family background. She says she is a Southern white." Despite the notion of illiteracy often associated with this category, both her parents, according to the girl's report, received education beyond high school. She states that the father, especially, (though he had only two years of college) has had strong influence in shaping her interests in science. The mother graduated from college with a B.A., but Andrea regards her as "rather scatter-brained, very amiable, gentle. She doesn't understand my interests". Andrea's parents were divorced when she was nine years old. As she sees it, the rift occurred due to the disparity of her parent's values. In her autobiography she puts it this way: "Then we were in our own house in Aurora. The house was cold. It was too far from school. It was ugly. This was seen by my mother. To my father it was security....When I was nine, it was my mother or the house, and my father chose the house".

From her conversation it is apparent that there is more empathy

between father and daughter than between mother and daughter. Andrea delineates "Papa" further by mentioning his "rollicking sense of humor" and his obsession for tennis. They evidently communicate well. After the divorce, Andrea wanted to stay with her father, but her mother took custody. Their relationship seems to be agreeable if somewhat passive.

As far as peer relations go, Andrea has only a few close friends, mostly girls. (Part of this situation is probably attributable to her conservative use of soap and water.) She and her friends share interests in art, music and literature. They are currently fascinated by philosophy "which has confused us considerably in the area of morals and values. We have no absolute standards and no religion". Andrea goes on to say that they question logic and the value of knowledge. Their uncertainty sometimes makes them wonder whether it is worth the effort to exert themselves in school. This attitude ought to be taken in light of Andrea's earlier statement that "we are mentally lazy when it comes to the actual process of dry learning and are often able to justify this through philosophical appraisal of life". She adds that they talk impressively but do little; they "play around" with many interests but don't delve seriously into any of them. The little group has "its lighter interests too. They often discuss clothes and other people". "We are too critical of others yet don't care enough about our own faults to change." They also enjoy such outdoor sports as biking, tennis, swimming and horseback riding. Andrea admits that she is somewhat self-conscious, but she likes people and feels a genuine need for companionship. "I have never in my life been without

## ANDREA-(continued)

friends", she commented proudly.

Andrea herself is an easy-going person with varied interests. She has a good imagination, a fairly stable emotional life, and a great deal of energy. Her attitude that "the best and most basic thing in life is feeling" is indicative of her shifting values. Although "feeling" is her present guide, she seems to be reaching out for something more permanent to give her life direction. "In general, I have had a happy life. I only regret not having an overriding interest in something which would give me a goal to base my life upon." In school, science seems to be Andrea's first love. (This preference may well be a carry-over from her young exposure to the subject.) She wonders, at times, why so little effort is necessary for her to earn good grades, which she considers a "prestige factor". She says that she needs them for self-confidence and is therefore willing to put in as much effort as necessary - but no more - to earn them. Her study habits are good, (she doesn't share this opinion) but she is inclined to work as her mood motivates her. Her main academic weaknesses are slowness in reading and reading comprehension, a tendency to forget easily, and a general laziness. Her slow reading comprehension is probably the result of poor preparation in the early grades. The forgetfulness is concomitant with her easy-going disposition. The laziness is the end product of her home where she has no responsibilities - and her habitual submission to emotional impulses, as far as studying or not studying go. There has evidently been no outside pressure to succeed exerted on Andrea at home.

## ANDREA- (continued)

The girl is grateful for this "hands off" policy. "I thank my mother for leaving me alone and letting me do as I wished; for never pushing me in the more social direction I think she would have preferred." Although she values not being pressured, Andrea thinks parents should definitely be involved in shaping their children's study habits. They should exert their influence in harmony with the school's directives from the early grades up. Study habits, as she views them, should be a cumulative process, constantly forming new habits rather than breaking bad ones. She suggests that a shift of emphasis from grades to mature, independent thinking might stimulate better habits.

Andrea's mother described her home life as a child as "full of varied interests and experiences". She seems to have created such an atmosphere for Andrea. She also seems to have transferred to Andrea her youthful aspirations toward happiness and progress. (The intellectual, scientific bent is evidently the father's contribution to Andrea.) She agrees with Andrea that the child tends to procrastinate, but she was eager to add that Andrea is considerate both at home and outside, dependable, and basically a girl of integrity. The greatest disparity between the reports of Andrea and her mother cover the topic of discipline and the father's education. The mother evidently does not regard the freedom she allows Andrea as too lenient a policy. She says that she has attempted to make Andrea responsible by teaching her right from wrong rather than by holding her to strict duties and regulations. The mother spoke quite disparagingly of the father





ALEX

(A-8)

Alex attended parochial elementary school. Entered parochial high school, believed discipline here was too strict and he made no effort to conform. Entered public high school. Alex failed two subjects third quarter and forged signature on course book.

Alex lives with parents, brother, 11, and sister, 5. Father has worked for Western Electric for many years. Mother is a housewife. Father is very strict and lectures the boy repeatedly. He sets firm rules and demands that Alex obey them. Mother is more lenient but father is dominant figure in the home. Alex confides in mother and is closer to her. Objects belonging to father are often found damaged. Alex is very hostile to him.

Boy is very jealous of siblings especially younger brother. He is sadistic toward them physically and verbally. Mother is afraid to leave him alone with siblings.

According to mother, Alex has always been stubborn and difficult to manage. As an infant he frequently staged severe tantrums to get his way. Recently he has become increasingly mean and disrespectful. Parents have no control over him. He strongly resents correction. Mother feels that father who was born and raised in Poland is too strict.

Boy exerts little effort on schoolwork but does get good grades in Algebra and Biology. He knows he has a very high IQ and believes he can pass subjects without trying. Alex is enthusiastic only about weight-

## ALEX-(continued)

lifting. Boy is self-pre-occupied and has no apparent concern for the welfare of others including close relatives. Mother said boy has "no heart".

Alex has very few boy friends. He believes girls are "wild" about him but he does not date regularly. He tries to project image of "tough guy" who is bored with the routine conventions of society. He idolizes delinquents.

During the interview Alex seemed withdrawn, moody, and reluctant to communicate. He appears filled with rage and resentment. Explosive outbursts can be expected. Mother says Alex is strong physically. Parents are concerned that he may be dangerous to others. He has very superior intelligence which in view of his deep-seated emotional disturbance makes him even more menacing potentially. Parents are aware he needs psychiatric care. They have delayed seeking help since they have been waiting for him to "outgrow" his personality problems.

Mother was referred to De Paul, Loyola, and Catholic Charities to obtain therapy as soon as possible.

Close supervision is required.

Case was discussed with counselor who will contact the boy.

## Test findings:

11-16-63,	CA 15-7	IQ 133
1-14-64,	Wechsler-Bellevue,	CA 15-9
	Verbal Scale	IQ 132
	Performance	IQ 136
	Full Scale	IQ 134

ALVIN

(A-9)

This boy attended three elementary schools where he was described as "nervous, immature; does not do schoolwork; disliked by peers". At present Alvin still does no school work, cuts classes and is often offensive in manner.

Alvin is a lanky boy with facial acne. Vision and hearing were not appraised. He exhibits facial tics, has a speech hesitation (almost a stammer), and is left-handed. Actions are described as "head jerking, looking away from other person over his own right shoulder". He appears sloppy and disheveled.

Alvin is the second of four boys. Father is institutionalized in a mental hospital; mother is employed. Contact is maintained with father's family.

Mother came to school to ask for help in handling Alvin, who, she feels, is becoming more of a problem than formerly. She is greatly distressed because he is excluded frequently.

The fact that there had been an earlier examination was brought to the mother's attention, and she was asked if any attempt had been made to secure counseling for Alvin. She stated that she had been reluctant to do so because Alvin might feel that he was like his father. She described Alvin as the only one of her four sons who resembled his father. She said that Alvin had always "been different. He never wanted to be cuddled". ... "When Alvin feels like it, he can be very charming and helpful."

## ALVIN- (continued)

In addition to realizing that Alvin is in need of help, mother has just bought a home, which apparently is in need of repair and the family financial situation is somewhat strained.

Mother described the two younger boys as seemingly undisturbed by their father's illness; the oldest has a weight problem but is managing in school.

Projective tests indicate that Alvin is in close touch with reality on an intellectual basis. He tends to depersonalize the individuals with whom he deals and also, of course, himself. He is compartmentalized, holding his conflicts and desires in check intellectually. There is great anxiety and depression, making considerable hostility. There are also thwarted dependent needs, and the hostilities clash with these needs. He cannot face his own wishes and impulses, therefore the intellectualization, cutting him off from his own emotional activities. He sees himself as dependent and hates the dependency. He is very concerned over a critical evaluation of himself.

This is a capable lad of fifteen with such overwhelming problems of adjustment that most of his energy is being used to "batten down the hatches". There would be very little left to use in academic learning. He is aware of what motivates him. Alvin feels he could handle his problems if he could only "get around to it". Without help, this boy will not be able to utilize his ability.

The test results were discussed with the mother, who expressed

## ALVIN-(continued)

determination to get counseling help as soon as possible. She will apply to Scholarship and Guidance; failing that, she will apply to the Jewish Family and Community Service.

It does not seem likely that Alvin will conform to regulations any more easily in the near future. However, school personnel should continue their wise efforts to persuade him to do so. Perhaps some man teacher might have a period during each day when Alvin could assist him in some way, or a job of some sort offered to him. While cutting of classes should not be condoned, perhaps some leeway might be offered temporarily.

Further recommendations will be dependent on the suggestions of the agency/therapist to whom mother goes.

Testing Data:

4-62, Metro. Reading 10.8

10-63, DAT: VR 97%ile NA 97%ile VR&NA 99%ile

Abs 75%ile Rg 85%ile

Previous Examination

Revised Stanford-Binet, Form L, 11-5-63, CA 14-7 MA 19-2 IQ 132

Rec: Referred to Michael Reese Hospital for evaluation; consider placement in class for gifted follow up.

ADA

(A-10)

Ada was an excellent student in elementary school. Her high school achievement inconsistent with test findings. "I.Q. 134" (Stanford Binet L.M.) Achievements adequate for high school success.

Ada attended one public school from kindergarten through 8A. Promotions were regular. "Grades were E's." High school teachers comment: English - "Ada does her work and for the most part does it well. In class she does not take too well to being corrected. ...she is on the defensive all the time in attitude and remarks. English is not the most difficult subject to take in, yet Ada has a very rough time of it keeping her attention. She is not loud by any means but can be very distracting in her gestures to attract the attention of friends. I doubt if she could be considered a real problem because of her ability. She has tested well and can do the work but she is distracted by something outside of class. This is not a judgment but an opinion." Division Teacher: "She could do better, if she would try." Spanish: Ada is a quiet girl. The subject has been difficult for her, but she tries to do the work. She is not a behavior problem. However, her work needs to improve."

During the administration of the individual intelligence examination, Ada seemed socially confident and comfortable in adult company. She had a rather even test pattern. The test was not difficult for her and she seemed to enjoy it in a passive manner. Praise had little motivation effect.

## ADA-(continued)

Ada reported that she has always been told that she is bright.

This is an only child of parents divorced four years ago. Girl lives with her mother, who has not remarried and is not employed outside the home. Father supports them. Mother did not accompany Ada for the test and was not seemingly interested in a follow-up conference. When telephoned the following day, the mother did not appear overly concerned about Ada's failure to work near her fine capacity. "Success in school isn't everything."

Ada reported that her father, a college graduate, is promotion manager for a bowling materials company. Father remarried a woman with two children and they have two more children. Ada sees her father once a week (usually on the week-ends) at his home. The girl reports that her father was always very strict with her and that her good grades in elementary school were chiefly due to his insistence and supervision of her homework. Now she spends very little time on homework.

She expressed the thought that her father is more concerned about her success in school than her mother; that the father is quite strict while the mother is "much more lenient". "I miss him terribly - but he's happier now and I'd never let him know how I miss him."

This test indicates that Ada has a rapid rate of mental growth. She has the ability for good success in honors classes and is doing only minimum essentials in regular classes.

## ADA-(continued)

She has an originally high mental endowment which does not reveal itself in everyday functioning. She does not seem motivated to make use of her fine ability. The girl's mother did not give the impression of being overly concerned but rather submissive and lax in her control of the girl. Father's ability to control is remote. Girl interprets his remarriage as rejection of her.

It is recommended that the school again attempt a conference with the mother to elicit her aid to motivate Ada to expend more effort in developing her fine ability. The father's help might also be enlisted.

Referral to some agency such as Scholarship and Guidance or Youth Guidance Service seems indicated. Considerable work with the mother and daughter may be necessary to convince them that professional counseling is necessary to motivate and encourage this girl to make better use of her educational opportunities and fine mind.



ANDREW

(A-11)

Andrew was referred because of multiple failures and because of withdrawal from a counseling situation. It was felt that further evaluation of the boy might be helpful in future planning.

Andrew attended a Chicago public school and also Children's School at the National College of Education prior to entering high school. He is currently placed in 9A, though he indicates he does not have all of his credits.

Evaluation by a variety of tests has resulted in a range of IQ's from 129 to 163. In general, however, he consistently falls in the category of superior intelligence.

Results of his eighth grade battery of achievement tests indicate that achievements in general are good, falling at or above grade placement in all areas except mathematics.

At the present, Andrew describes his general health as "good". His only concern seems to be with his weight. He describes himself as "tubby - I eat too much".

Boy reports that parents separated two years ago. He attributes this to the father's lack of responsibility and financial instability. He expresses some bitterness about this. At this time, Andrew feels his mother is "pushing for divorce". He describes her as a very busy person with a "heavy schedule"; probably occasioned by the fact that in addition to working

## ANDREW (continued)

she "is completing her education". He characterizes his relationship with the mother by stating that there is "lots of yelling at each other".

Andrew indicates that he had some brief private counseling. He terminated this contact, after four sessions. Initially, he based this on financial reasons. Later, he tended to negate the possibility of further counseling because he feels "it didn't do me any good". Actually, however, he gives the impression that he is basically reluctant to face his problems and conflicts and to become involved with the deeper, underlying feelings and impulses which these entail.

During the examination, Andrew was rather tense and anxious. On occasion, despite this, he was able to be fairly frank and somewhat spontaneous about some things. More generally, however, he tended to be rather inhibited.

Findings indicate a rather tense, anxious, constricted boy who seems to be struggling to deny and contain his underlying conflicts and impulses. Essentially, Andrew indicates a tendency to feel isolated, rejected and deprived. He seems to see the world as a relatively alien, barren, and threatening place. While this occasions counter-hostility on his part, his predominant reaction seems to be fear of harm or damage from others. In the face of this, he indicates a feeling that "the only trouble is in the world" and seems to strive for a relatively aloof, self-contained adjustment in which a primary emphasis seems to fall on being left alone or uninvolved. At the same time, he seems to seek compensatory gratification through eating

## ANDREW- (continued)

and wishing for money.

Mother appears to be overwhelmed and at her "wits end" as she puts it. She feels that she can do no more than she is doing. She became bitter in discussing the father and blames him completely for all the boy's problems. She also stated that the boy becomes "unbearable" and is very ungrateful for all she has done for him.

Andrew is fairly open in his negative attitude towards physical aspects of the home, indicating that he sees it as "a crummy little joint". He further indicates the feeling that things at home are often so bad that he would like to leave when he gets a little older. At the same time, however, there seems to be a sharp restriction on any really overt, negative attitudes towards the parents. Basically, he tries to be more positive, or at least innocuous, in this area. Thus, even when he is being critical of the parents, he denies that he is critical.

Essentially, though, there seems to be marked conflict with both parental figures. Primarily, there seems to be an element of hostile derogation in relation to them. This seems to be related to his perception of them as depreciated figures who offer little in the way of shelter, support or gratification. He tends to see them as predominantly concerned with their own wishes, needs and gratification with little real concern for him. While they may tend to be dominating, controlling and demanding, he seems to feel that they really have little emotional involvement with him.

Some of these aspects ramify to social relationships in general.

## ANDREW (continued)

Here, he seems to feel disliked, ostracized, picked-on, and pushed around. On occasion, there seems to be an impulse to react aggressively and to stand up for his rights. More usually, however, there seems to be a tendency to give up and to withdraw; maintaining contacts with others at a minimal and superficial level. As a corollary, little energy seems available for drive, initiative, or constructive achievement.

Present findings indicate a fifteen year old boy with superior intelligence and good achievements who seems to be experiencing marked academic difficulties. This seems to stem from underlying emotional problems linked with an unsatisfactory home condition, conflict with the parents, and anxiety and insecurity in relation to the self.

It is felt that Andrew needs counseling in order to facilitate resolution of his problems and the achievement of a more stable, effective adjustment. At this time, however, he seems to be negating such help. Perhaps he cannot bring himself to face his problems and the emotional involvements they entail.

In the face of the above situation, the parents might be referred to a family service agency in the hope of ameliorating some of the apparently contributory factors within the home and family setting. In conjunction with this, the possibility of some placement for Andrew outside the home might be broached with the parents. It is felt that the boy would be accepting of any change and the mother also might welcome this solution at least on a part time basis temporarily. A maternal aunt seems to have an

## ANDREW-(continued)

interest in the boy and he does not reject her as openly as he does his parents. At least it is an avenue to explore.

## School History and Data:

Enrolled in kindergarten at the age of five.

Original request for psychological testing 10-4-59 at which time this eight year old boy was referred for poor classroom behavior and seeming disinterest in class work. After this examination he was accelerated in class placement from fourth to fifth grade.

Revised Stanford-Binet, Form L: CA 8-11 MA 14-6 IQ 163

He was then transferred to Children's School at National College of Education. He remained there for three years. This school reported that Andrew "refused to do his school work and did not get along well with other children. He always supplied reasons for not working. It was always someone else's fault that he did not perform."

Otis Quick Score B given 12-14-63, CA 13-2 MA 17-8 IQ 129

Stanford Achievement J - 12-15-63, Read. 11.6 Arith. Reason. 11.0

Entered high school this fall. Programmed to Honors classes in English, French, Algebra and Biology. Failing in all subjects.

Wechsler-Bellevue Scale, 12-10-63, CA 14-2

Verbal Scale IQ 142

Performance IQ 118

Full Scale IQ 133

ARTHUR

(A-12)

This is a case of a boy who if he does try and does not meet with success his sense of inferiority is intensified.

Arthur, a 17 year old senior, was referred because he was doing so poorly in school and was allegedly, at least, not interested in improving his performance. He had an IQ of 141 on the K.A. and 138 on the Full Scale Wechsler-Bellevue. It was his fourth year at school. His grades have shown a gradual decline throughout these four years. There is an early history of stuttering. Between the ages of 7 and 13 he had a bad speech difficulty which disappeared when he was given special speech training.

Arthur is the son of intellectually brilliant and somewhat eccentric parents, who never quite reached the heights to which they aspired. He has a younger brother who was at this time doing very well in school. The home life has been quite unstable and the children have been left on their own since Arthur was nine. At that time the parents went back to school, the father to study for a doctorate, the mother to get an undergraduate degree and then to continue with graduate study. Arthur points out that for the children this was a complete change from a social atmosphere to an educational atmosphere. The parents did not complete their studies, and a year previous to this time had moved and were now doing research work, feeling that in this new location success would depend upon ability rather than upon possession of the doctorate.

## ARTHUR-(continued)

Arthur reports that he feels much closer to the father than he does to the mother, whom he describes as an idealist who thinks she must make a contribution to the world. She made some sporadic attempts to get close to her son by indiscriminately praising everything he did, to the extent that he says, "With mother you can do no wrong, but when Dad compliments you, at least you know he means it." However, despite the fact that Arthur likes his father better, he feels that in personality he is more like his mother, particularly in his tendency to jump from one interest to another. Arthur was very positive in stating that he knew he had superior ability, that he always did well on intelligence tests, and that his poor achievement was entirely due to lack of interest.

He gave the impression of having a very keen and imaginative mind, and although some of his teachers thought he was of below average intelligence they all recognized his erratic performance with occasional flashes of brilliance. There was a lack of organization in his work, with difficulty in concentration. He jumped from one thing to another and never really carried out any of his projects, a characteristic also typical of the mother. At this time, Arthur was concerned about his future since he did not want to be like his father. He wanted a definite decision as to the life he was to lead, and weighed the pros and cons of the intellectual versus the non-intellectual life, being confused as to which would offer him greater happiness.

The parents were pictured as having good intentions but not as people upon whom Arthur can rely.

## ARTHUR-(continued)

It appears that there may be at least three major contributing factors leading to this boy's underachievement. The first of these is the development of a negative attitude toward education in general. From the social history we see that the parents suddenly decided to pursue intellectuality and there were far-reaching effects upon the children, extending even to actual physical neglect. A boy with these experiences might well learn to hate education and all that it stands for. But even if Arthur had been able to accept education as a positive goal at that early point in his life, he is now faced with a further conflict in the sense that at the present time the parents are withdrawing from their former enthusiasm for the intellectual world. The father has partially failed and the mother avoids any test of her competence; they try to preserve the illusion of academic success but Arthur is shrewed enough to see through this. So the very thing which originally changed his life so radically has proven itself unworthy. It is little wonder that Arthur should consider rejecting education as a goal in life.

A second reason for the poor performance may stem from the identification with the mother. All evidence indicates that their approach to intellectual tasks is similar. She tends to emphasize the ability which one possesses rather than the use to which it is put and Arthur accepts this view completely. This in turn leads to a fear that he might not have enough of this magic ability. If there is some doubt in his mind as to how competent he is, it is less anxiety-producing to simply not try, this is his way of keeping his success or failure under control. In this way he



## ARTHUR- (continued)

can still maintain a belief in his own superiority even though he does not accomplish much.

Finally, the tendency to inhibit direct expression of aggression, as evidenced by the symptom of stuttering, may lead to the school failure as a means of getting back at the parents who have deserted him; in terms of a devaluation of the goals of the parents, and the indifference toward scholastic achievement, this may be considered as an expression of hostility. The fact that the pronounced decline in scholastic performance followed soon after the cure of the stuttering, would suggest that there may have been an alternation of symptoms expressing this same basic conflict.

AMELIA

(A-13)

Very bright girl of upper socio-economic home. Threatens to leave school.

In elementary school promotions were regular and work was good. Since high school, grades have gradually fallen off each semester. Only recently the girl began talking of quitting school and cutting has become a problem. The girl will go out to lunch and not return for the rest of the day. Until this semester, attendance was always excellent.

Achievements on school tests are all very high, typically eighth and ninth stanines. As is noted, work has been gradually getting poor but the girl is still passing.

Amelia is an only child, the parents, though the mother did not give their exact age, are fairly old to have a child this age. The mother places great emphasis on this and seems to think perhaps age of parents is a major factor. The mother is a housewife and the father, a graduate engineer, is a manufacturing chemist in his own business. Father is quite concerned about Amelia's behavior. Last fall Amelia began to go regularly with an eighteen year old boy. This boy had previously been dropped from a private and a public school and is now attending the Central Y.M.C.A. High School. He has had family problems of his own resulting from his father's death and remarriage. The relationship is one in which the boy is very manipulative

## AMELIA--(continued)

with the girl and she accepts it. For example, she goes steady with him and he not with her. He can date other girls but she must not date other boys. Furthermore, he is extremely dominating and controlling. He will have made an important date, for example, for an affair for which tickets had to be purchased in advance and then call up and say he doesn't want to go or else he is tired. Usually she has accepted this. There was one episode in which the boy was intoxicated and he and Amelia were picked up by the Skokie police. The mother finds when she attempts to correct Amelia she throws such a temper tantrum that she cannot correct her. We got a very strong impression that the mother has not clamped down and obtained strong discipline over the girl for years and now finds it impossible to do so. She puts up with situations most parents would absolutely prohibit. Some of the girl's behavior suggests she is looking for limits and trying to get the parents to set up reasonable restrictions. After we had seen Amelia, tested her and talked to her at some length, there was a rather unusual episode. The boy friend called up, cancelled a date and Amelia reacted by being very indignant. The mother noted this was the first time that anything like this ever happened and thought perhaps there might be connections in the girl's talks with the psychologist.

Projective tests suggested the girl had great difficulty in adjusting to the problems of adolescence. Relations with both parents seem unsatisfactory and the girl feels a strong need of warmth and affection, which we believe she is not receiving. In addition, there are acute conflicts over

## AMELIA-(continued)

the problem of growing up. There is also an element that the girl was concerned about her own emotional stability and is trying to suppress her fears about her own loss of emotional control.

This adolescent girl is showing rather severe emotional problems. They seem to be arising from the relationships to the parents. Parents raise the question of the Family Service approach but in view of the girl's acute distress, we feel direct treatment of the girl is advisable. This was discussed with the mother, who, while she seems to have trouble coming to terms with the problem emotionally, showed an intelligent understanding of the situation. We gave the mother a number of names of several private therapists (the family's income is too high for clinical purposes) and the mother promised to follow-up immediately. It is our understanding she has already contacted one of the therapists.

Every effort should be made to keep the girl in school and encourage her to complete high school, especially in view of her high intellectual testing.

We feel disciplinary problems especially non-attendance should be handled as with any other pupil. One should not be more severe and demanding with the girl, but on the other hand, one should follow through if she misbehaves.

We suggest that once the girl is under treatment the school counselor assist in liaison between the therapist and the girl's teachers.

AMELIA-(continued)

Testing Data:

Wechsler-Bellevue Intelligence Scale, Form I (Verbal Only)

Verbal IQ 136

ALTHEA

(A-14)

"Student is not working up to potential; seems to lack desire to perform."

Althea attended boarding school in Wisconsin for first grade through sixth grade. Because of custodial regulations the parents were obliged to take her home, and at that time she completed seventh and eighth grade at North Shore Boarding School in Chicago. Althea attended various nursery schools from ages two through five.

Stanford-Binet, Form L-M, administered 2-17-64, CA 15-1, MA 21-1, IQ 141

Althea cooperated very well throughout the testing session. She was very eager and enthusiastic about taking the test. Some emotional blocking was evident during the testing session, but she loved the individual attention which the test provided.

The girl was simply dressed, and wore no make-up. She was neat and clean in appearance at the time of examination. Health record revealed no problems.

Father is a Ph.D. in physics and is a teacher at the University of Illinois. He refuses to pay any fees for Althea's materials, and has been rather uncooperative with school personnel.

Althea is an only child. There is no apparent church affiliation. Father is Jewish and the mother is Episcopalian. Parents feel that the child should decide for herself regarding the matter of religion.

## ALTHEA--(continued)

Mother stated during an interview that Althea is to be transferred to Park Ridge School for Girls. Father's behavior toward the child and subsequent action with regard to sending her to a boarding school suggests a possible desire to be "rid" of the child.

On several occasions parents have visited and telephoned school and the District Superintendent to complain about certain school activities in which Althea was involved. For example, in a letter dated 9-10-63, from the mother, she said, "Althea did very poorly in her school work both during the summer and the previous semester; too much concern over activities centered around band and orchestra; too much time spent polishing her trombone instead of doing her homework. She is not to be allowed to join band activities."

On 1-19-64, the father requested that the privilege of borrowing books from the library be removed because the girl is accumulating too many fines and doing too much reading that is not related to school work.

Parents asked a counselor at the school to program Althea into regular classes instead of honors because she is not producing "S" work. Althea has withdrawn from actual class participation and is doing minimum homework. Grades are weak. Chiefly "F's".

In response to a query about hopes for Althea's future as an adult, mother said that she "hoped to keep girl out of jail; to teach her right from wrong, and to teach her not to tell so many lies". Althea, she said, "tends to take the path of least resistance and this often involves telling untruths. For the four years she has lived at home, she has been intent on

## ALTHEA-(continued)

making life rough on her parents. In addition, the girl is unusually lazy. Often she just sits in an easy chair preoccupied with herself, not willing to go out or participate in any activity. She grudgingly performs her household tasks, e.g., doing dishes, cleaning up the bathroom or her own bedroom. She has never volunteered to do one bit of extra work. Tendency to lie has been prevalent since early childhood. Often when asked if her work is finished, she will say she has completed her chores when it is obviously untrue. It has been necessary to lock the bedroom and father's study because Althea is prone to go through her parents' things." Mother emphasized how dirty the girl was and that she refused to let her wear any of her personal clothes - - the thought of Althea using any of her belongings was "revolting". At one time, about a year ago, Althea told her parents that she would rather steal from them than ask for something.

In relating this information, the mother recalled an incident that occurred when the child was about four or five years old. At one time when the child arrived home from school, the mother was not there to meet her, because she was late in her arrival from work. Not finding anyone at home, Althea went to a policeman, and told him that she had been abandoned by her parents. The mother said, "It was humiliating to go to the police station to pick up the girl."

At present, Althea often withdrawn and non-communicative, will have regular "blow-outs", or "temper-fits". Often she postures violence by clenching her fists.



## ALTHEA-(continued)

Althea is an individual of very superior intelligence. Her parents seem to have very little positive feeling toward her. The child's feelings seem to be of little importance to them. Because both parents are employed, and perhaps for other less obvious reasons, Althea has spent a number of years in various boarding schools. The girl displays some emotional instability. Some emotional blocking is evident with respect to mathematics. This could be a result of a reaction to her father who is a Ph.D. in physics.

Althea is to be transferred to Park Ridge School for Girls. Father's behavior toward the child and subsequent action with regard to sending her to a boarding school suggests a possible desire on the part of both parents to be "rid" of the child. In nursery school at the age of two and in boarding schools seven of her fifteen years, would indicate that the home has afforded little affection.

Parents were referred to Scholarship and Guidance Association, but it is doubtful that they have any desire to work at any effort to change the relationship existing. Maybe a teacher or counselor, at the new boarding school will establish a good rapport with this unfortunate girl, help her use her fine intellect and most important give her supportive help in the feeling of being wanted, needed and loved.

ALFRED

(A-15)

Seems emotionally disturbed. Not working up to ability.

Alfred attended Hebrew parochial school in Los Angeles, 1st and 2nd grade; a private academy in Los Angeles, 3rd through 5th grades. Attended another Hebrew parochial school in Los Angeles for 6th and 7th. Attended a half-year at a Hebrew junior high school in Los Angeles and then attended a public school for grade 8. Attended high school in El Monte, California for a year prior to transfer to high school in Chicago this semester. Reports that he obtained passing grades in the California high school. Report from the California school stated the following about the boy: "Alfred is a very intelligent, mixed-up boy. He has trouble adjusting to classroom situations and as a result has not produced to capacity. He appears to be immature and incapable of accepting values other than his own. This boy would, no doubt, benefit from any guidance you can offer." His first quarter at school, he obtained the following grades according to his report: English-G; Art-G; Algebra-F; Early World History-F; and Woodshop-D (failing).

During art class last week, his art teacher reported him to have tried to jump from the classroom window twice. The teacher said she and the group persuaded the boy to come back from the window the first time and that he made a second attempt and he was escorted by another boy in the class to the grade advisor, the mother was called to school and conferences were held between the principal, the boy, and his parent. The art teacher said the

## ALFRED- (continued)

boy spoke in the classroom of wanting to poison his mother and father and a principal that he knew in California. Boy went peacefully from the classroom to the grade advisor and the advisor kept him the entire day. The following Monday the examiner saw the boy and his parents. The art teacher said the youngster had spoken to her previously following classes and seemed to want her special attention a good deal. He described to her violent reading and movies he had seen. She said that he tends to be resented by peers in class except for a couple of rather eccentric youngsters that are in the class with whom he is on good terms. Later the boy said the art class was the only class he disliked and the parents confirmed this attitude that he has previously expressed at home. Parents indicated that the boy had complained other pupils tended to laugh at him a good deal in this class especially.

1957 - (California School) California Test of Mental Maturity:  
Language IQ 131 Non Language IQ 118 Total IQ 125

Mental: Wechsler-Bellevue Intelligence Scale, Form L, given 10-16-63  
CA 14-8 IQ 133 Verbal Scale

Alfred did particularly well on tasks involving information, practical and abstract reasoning and vocabulary. He was weak on tasks involving rote memory or arithmetic reasoning. The latter is often true of emotionally disturbed people, so his real potential may be greater than here indicated.

Stanford Advanced Reading H: Parag. Mean. 10.7  
Stanford Advanced Arith., K: Computation 9.3

The boy reported having had measles, frequent colds, scarlet fever.

Parents reported that when he was about 7, he developed a condition called

## ALFRED-(continued)

"leg perthes" which involves a bone granulating condition and was localized in the hip. The boy was on crutches for two years because of this. Mother indicated that the boy tended to become bitter following this and incurred something of a personality change. She said that he developed bitterness about not being able to play actively as other youngsters. She said this condition "changed his whole character". She also added that she felt his being given special treatment and sympathy during this period caused him to maintain the continuing impression that he is a "privileged character". The youngster was seen by a psychiatrist last spring in California. Apparently this was a one interview appraisal and apparently the psychiatrist suggested the boy live with relatives because of the severe conflict he had with his parents. Parents failed to accept this recommendation in that it was based on such a brief diagnostic impression.

Alfred is a good sized, reasonably robust-looking youngster. He gave his present height as 5'9" and weight as 165 to 170 pounds. He wears glasses and has only worn them for about a year. One lens of his glasses is broken and in need of repair at the moment. Hearing seemed adequate in conversation and he apparently receives regular dental attention.

Interests: Alfred has a stamp collection on which parents say he can concentrate for hours with great absorption. He also enjoys reading science fiction and has built many model boats. He says he enjoys watching football and wrestling as a spectator. He is a movie enthusiast and apparently is quite impressionable, in this regard. At the moment he is extremely

## ALFRED- (continued)

interested in going to Israel either to visit or to live. The parents attribute this to his having seen the film "Exodus" recently. Parents indicate that after he saw a recent film, "St. Francis of Assissi", he was interested in giving away his possessions.

Responses on Mooney Problem Check List indicate many personal problems including those involving conflicts with parents, feelings of social isolation and loneliness. He summarized his chief problems in these words: "I am taken too much for granted and treated like a child, my own wants and desires mean nothing to what my parents say. They ignore my ambitions and the fact that I am quite grown up mentally in my own eyes. I intended to go to Israel the first part of this summer. Nobody understands me that I know of. I want to go to Israel. I want somebody's help to get my parents to let me go."

Responses on Sentence Completion blank indicated numerous quarrels with family members. The boy is quite critical of his parents and sees them as rude and boorish toward him much of the time. Parents, on the other hand, indicate the youngster is this way toward them. School personnel noticed that the youngster treated his mother quite badly during the recent conference at school. The youngster indicates that he has trouble making friends and that he has "hardly any". He sees himself as poor in athletics and generally abused psychologically and physically by parents. (Objective truth of this is questionable.) The youngster sees himself as mentally superior to other youngsters and resents being treated like a young child.

## ALFRED-(continued)

He says that at school he can hardly concentrate because he is always thinking about Israel. He sees his father as expecting and demanding too much of him and his mother as someone who should be doing more in the way of helping him achieve his "destiny". He seems to feel rejected by girls and says that they either "ignore, hate or despise me". He is particularly resentful about his parents using some of his money, collected through birthday presents and other gifts, to live on for the present. (The father has not been paid and will not be for some weeks in his new position at a Hebrew Theological College where he works as a teacher.) The boy resents their taking his money without consulting him completely. Parents indicate that this was necessary and claim Alfred was informed and the matter was discussed with him at one time in the past.

Alfred lives with his parents and a 15 year old sister, Esther. The father was previously married and has two sons, Joshua and Judah. The former is a Rabbi and holds a Master's degree in science; lives in Oregon with his own family. The latter is a Ph.D. in English Literature and a professor in a New York University and married. Alfred's father is an ordained Rabbi with "many degrees" according to the boy. The father, age fifty-four, is said to speak several languages and in the boy's words, "He is an extremely intelligent person." The mother is in her late thirties, according to the boy, is a high school graduate and remains at home. The family of four live in a 7 room, rented apartment in Chicago. They are renting a house they own in Los Angeles, to another family, at present. The father lived in

## ALFRED (continued)

Israel for about 30 years and has been in this country for about 20 years, according to the boy. He is now a citizen of the United States. Family moved to Los Angeles from Memphis, Tennessee, in August of 1952 and only recently came to Chicago. The boy's sister, who is a student at this same high school, has high scores on tests given in California schools and has been described by the California schools as a generally excellent student academically and behaviorally. The family practice Orthodox Judaism, but the boy has developed skepticism and religious doubts, which is also a source of conflict in the home. The boy is highly intolerant of his parents and critical of both the father's general behavior and the mother's "chattering". The boy resents being given "sermons" at length by the father.

During the interview with Alfred he said he could not stand it here and thinks he would like to become a citizen of Israel. He thinks he would like life there. He said he wanted to join a Kibbutz (a collective family life program that is being carried out in Israel). He describes his parents in disparaging terms. He said that his mother does not concern herself with important matters and his father is rude to him and will not listen to many of his ideas. Regarding his attempt to jump out of a window in the art class, he said he had "an overwhelming desire to find out what happened when you die". He went on to speak about fantasizing that the world that we are in now perhaps is hell and maybe death would bring a better world and life. He said that he now, however, does not intend to repeat any self-destructive act.

## ALFRED-(continued)

He spoke of his poor relationship with his sister at home saying that he felt his parents favored her and that they admitted to this. (Parents denied admitting to this.) The boy said he does tease his sister but only within reasonable bounds. He claimed that his parents give her more attention and will listen to her whereas they will shut him off quickly too often. He mentioned that his sister has gone away to camp "by train" and indicated that he always has to go "on a bus".

He said he would like to live with an uncle in California who owns a store in Los Angeles. This is apparently one of the suggestions that was made by the psychiatrist that saw the boy last spring.

Alfred indicated having developed a good relationship with his grade advisor at school. He also indicated that he would like to talk about his problems more with him.

Parents in the conference, seemed to be people of good will and intention and one got the impression that the youngster had developed many traits of intolerance toward them that were not well founded.

Present examination findings indicate that Alfred has superior intelligence and academic achievements sufficient for good high school work. It is the examiner's impression that this youngster, while highly intelligent, is quite emotionally infantile, intolerant of parents and given to dramatic, provocative behavior to win attention from others and sympathy. The youngster seems to have many grievances at home which perhaps have some objective basis, but which have been blown up and are greatly out of



## ALFRED (continued)

proportion. The youngster has had behavioral difficulties presented to the parents since he was about 7, at which time he incurred a physical condition causing him to be on crutches for two years. The youngster was seen by a psychiatrist last spring in California and the suggestion was made that he live with relatives because of the severe conflicts with his parents. This was not accepted by the parents because it seemed to be based on too quick a judgment. It seems clear that the youngster is quite disturbed emotionally in terms of his relationships with peers as well as parents. The youngster has developed negative feelings toward family members in general and is given to self-pity. In fact, he, during interview, will almost constantly mutter grievances about one person or another that has offended him or has in some way incurred his disfavor. Also, at these times, he will indicate threats of violence toward such individuals. Because of the youngster's behavior and seemingly seriously disturbed frame of mind, the parents were advised to place the youngster under immediate psychiatric care.

They were given names of several clinics offering psychiatric service and the names of a couple of counseling agencies which might carry through on a counseling or treatment plan. The parents were cooperative and seemed interested in following through on this.

Occasional supportive counseling sessions with the grade advisor, is suggested in view of the good relationship that has been established. There seems to be some value in allowing this youngster to ventilate his feelings through such a channel. Improved relations with parents seems essential to improve general adjustment.

BETH

(B-1)

Beth is valedictorian of her class. She is an exceptionally pretty girl who has been described by one of her teachers as "the kind of student every teacher dreams of having". Another teacher describes her as "eager to learn, the most cooperative student I have ever taught". A third teacher said, "always does more than the required amount. Hesitates to volunteer in class but is always prepared when called upon. Very willing to help classmates who need extra help, when asked. Does not proffer these services." Her counselor reports, "Beth is almost too good to be true. Although she works for and seeks the approval of her teachers, she seems very embarrassed when publicly praised or singled out. She is sometimes quite self-effacing in her own appraisal. Although she wants the success she has earned, she feels she has paid a price for this excellence. She is much more comfortable with adults than her peers. She is accepted by her classmates, but is not as sought after by them socially as she would like. She is rather shy and by nature very hesitant to 'push' her way into the 'popular group' for fear of being hurt. She feels that sometimes their acceptance is one of tolerance rather than enthusiasm, but the real truth is that they refer to her as 'the brain', are uncomfortable with her and cannot seem to relate to her as the warm loving person she is." Beth sums it up "They don't really reject me - they just side-step me at times".

"I have only a few really special friends that are my own age. We

## BETH-(continued)

share interests in good literature, music, etc., and often spend long phone calls discussing them. Of older friends, most of them are teachers and my mother with whom I can easily communicate and from whom I learn a great deal in numerous areas. As for boys there are two or three that I date occasionally. I am not desperately interested in boys as boys, but really would like to make good friends with some boys for discussion purposes. I correspond with one such boy."

Beth states her weaknesses as having "impatience and inability to handle others well. Pride - in regard to people. I have a tendency to try to avoid unpleasant work, listless performance of duties, especially homework, I do not fundamentally enjoy or value. Procrastination. Inner-chafing under tasks which I consider time wasters or boring."

In evaluating her strengths she recognizes "an abundant native ability; good reading background; natural "ear" for languages; intellectual curiosity which is not easily stifled even by dull teachers; ability to express myself well orally and in writing; deep appreciation of the artistic, whether in music, literature, 'art' per se, movies, or even other people; versatility of interests and capabilities. Deep religious conviction which provides a sound foundation for my values."

She chooses her senior English teacher as possessing the qualities she most admires. "She far surpasses any standard for the 'ideal' teacher. She is not only extremely brilliant, but also possesses the rare quality of being able to communicate her knowledge on any level. In addition to this

## BETH-(continued)

classroom ability, she is very understanding and more than willing to discuss her subject or any other problem outside of class time. She is genuinely interested in her students as individual persons, not just as pupils."

Asked what has helped her succeed in school she responded, "There are a variety of factors which contribute to my success in school and my ability to get good grades. I suppose the most fundamental factor is a high intelligence quotient, but environment is largely responsible for developing this native capacity. My parents are both well-educated, and they are both interested in intellectual pursuits. They also foster similar interests in my brothers and myself. This rich home atmosphere is a solid foundation for school. Both my parents encourage me in my studies, are willing to help me with anything I don't understand, and are delighted by my scholastic success. The knowledge that they consider my studies important developed the same attitude in me. My natural temperament is to succeed and to want to please the people I love. Thus, despite my conviction that much of the curriculum is a waste of time, the impetus to succeed tends to make me do the assignments and study the matter under consideration. Also, the knowledge of my ability creates a corresponding realization that I am responsible to develop the talents with which I have been endowed. This obligation to succeed, which stems from all the various factors I have mentioned, creates a pressure to succeed in conformity to the usual concept of success - i.e., good grades. I personally feel that under certain circumstances good grades can be an

## BETH-(continued)

obstacle to true success, a hindrance to the learning process, but rebellion is no answer. So I go on getting good grades, succeeding if you will, but hoping someday that less pressure will give me an opportunity to really learn for learning's sake."

In her opinion study habits are sadly neglected in elementary school. She feels that parents should be actively involved in an effort to develop good habits. She also feels that a teaching of preferable study habits should be an integral part of a 9B course because the majority need it badly and all could profit. "I know I could". Many weak students would feel self-conscious about taking it as a special course, thinking they might be labeled in the remedial category.

Of her home, Beth describes her father as excellent in his profession but a terrible business man, having little ambition to do anything about earning more. He is "very bright, reads intellectual magazines, does not understand his children and to some extent is uneasy with them". She refers to her mother as being "dynamic, ambitious, self-sacrificing, very interested in her children. Makes every effort to help and understand them but is overpowering in being too domineering at times and always so busy she is somewhat impatient, expecting her children to do things not only as well but as quickly as she does. We share many of the same interests and have similar characteristics which may be a source of occasional conflicts."

In an interview with the mother she spoke of this daughter as having always wanted to do the right thing. "She is deeply religious in the

## BETH-(continued)

essential sense. She provokes feelings of guilt and uneasiness in others, like myself, who would like to, but cannot measure up to her. I have never known anyone stronger in self-discipline. If it is wrong, there is no rationalizing it. Surprisingly enough, she makes excuses for others, (at least verbally). Although this may give the impression of a girl who is aloof, this is not so. She craves love and affection and glows with acceptance. She would give more love than her share in return, but her pride wouldn't let her beg for it, her sense of righteousness wouldn't let her compromise for it, and her ideals wouldn't let her bend.

"Not because she is mine (for many agree with me) and probably because she is mine - I don't really know - but to me she is God's loveliest creation."

On the Rottler Sentence Completion this girl made revealing statements.

AT HOME "there is often tension, but lots of fun too".

I REGRET "having lost so many opportunities to learn".

AT BEDTIME "I fall asleep almost before my head hits the pillow".

BOYS "make me somewhat uneasy".

A MOTHER "is a very special combination of love and discipline".

WHAT ANNOYS ME "is people's indifference to what they know".

OTHER KIDS "don't usually understand intellectual interests".

DATING "is more fun in a group than alone".

AT SCHOOL "I am often bored".

I AM VERY "emotional when I'm tired and under pressure".

## BETH (continued)

THE ONLY TROUBLE "at home is that Mommy has to work".

MY FATHER "is intelligent, easy going, and very much like a little boy".

MY GREATEST WORRY "is disappointing the people I love".

And Beth probably expressed her real feelings most characteristically in,

THE BEST "quality is unselfish love".

I "hope to use my talents for the benefit of others".

## Test Data:

National Merit Composite Score 99 Selection Score 150  
 9A DAT Spring 1961 99%ile Stanine 9 in all areas  
 IIA ACE " 1963 99%ile Stanine 9 in all areas

College Boards Grade 11 Verbal 747 Math 717  
 Grade 12 Achievements English 800  
 American History 734 Latin 880

Stanford-Binet, L-M, given 1-14-64, CA 16-4 IQ 175+

Passed all tests at Superior Adult III level. Girl responded easily in less than the time allotted.

Beth was offered several fine scholarships but selected and was admitted to an outstanding eastern school for girls on the Early Decision Plan.

BLANCHE

(B-2)

"I read a lot. Then I like to go for a long walk and think about what I've read. I'm uneasy with new people. They say I'm shy."

This is Blanche, a thirteen year old American Japanese girl, who doesn't particularly enjoy school, considering it a boring chore most of the time, but who attends regularly and is a brilliant student.

Blanche is first born to a first generation Japanese couple. These parents were the children of hard working farmers whose early life was frugal. Neither attended college but both completed high school. The father had special training and is now a dental technician. Both parents seem to have above average intelligence. The father provides a comfortable living for his family. Family appears to have social, economic and emotional security.

Blanche describes her parents: "My father is forty years old. He is very kind, has a very good sense of humor and is good-natured. He can do just about everything and is very skillful with his hands. My mother is thirty-eight. She too, is even tempered, fun loving, gentle and kind. She is a marvelous cook and a very neat housekeeper. My two brothers, age three and ten, are very smart. They are usually all right but as messy and lazy as I am. They enjoy books and games and are sometimes a little bit of a nuisance."

Blanche is an avid reader as are her parents. In this home there is



## BLANCHE-(continued)

great respect for education and knowledge. A variety of reading material is part of the home equipment. Two sets of encyclopedias, a good dictionary as well as magazines and newspapers are available. The family has always given the public library "good business". Blanche seems to have read almost all of J.D. Salinger. She expresses a distinct preference for the contemporary writers and says flatly that she does not care for the "classics". She is puzzled about the value of reading the Odyssey.

The mother feels that home discipline has been rather strict but consistent. She states that as Blanche gets older, it will be gradually relaxed. She has been an easy child to guide usually very reasonable and responsive. Inter-family relationships seem warm and mutually satisfying. Sense of responsibility was developed early. Parents never have had to direct or supervise homework. They did help her if she requested it. "If I couldn't find the information, my parents would search with me through our home reference books. If neither could find a satisfactory explanation, off to the library or museum we would trot. Now that I'm older, they send me on my own. They are interested in a full report when I return."

Blanche has always been an excellent student. When she completed eighth grade, mental test data rated her as, at least gifted. On academic achievement tests her scores in all areas were at ceiling level. She is in honors courses in high school and is maintaining the same high standard. In spite of this unusual success she, by her own statement, finds "school is a large part boring, ... I never found any really completely informative

## BLANCHE-(continued)

text book. They always leave a little out (which is irritating). If I were ambitious enough I would rewrite the text book for my own use including all the additional information I could find. That would assure real mastery."

Blanche feels that if a student is really interested in a subject he develops his own study habits. She thinks her study habits in school are "very bad". She thinks parents should be involved only if the student needs help and asks for it, but a student should not depend upon their parents. If so, they do not learn to think and plan for themselves.

In answering the question, "What helped you most?", she answered, "I really don't know what helped me most. Possibly the thing that got me up to my present standing is my parents' interest in my education and their efforts to better me. I certainly hope I can live up to my parents' and my own standards."

**Mental Tests:**

- 3-59, Lorge Thorndike, CA 8-6 IQ 150
- 11-59, Revised Stanford-Binet, CA 9-4 IQ 167
- 10-62, California Test of Mental Maturity, Language IQ 154  
Non-Language IQ 135
- 10-62, Metropolitan Adv. Ach. Battery all Stanine 9
- 2-64, Wechsler-Bellevue, CA 13-6 IQ 167 (Verbal Scale)

BART

(B-3)

"When I was in grammar school I associated more with my older brother and his friends than I did with the boys my own age. Then when he graduated I was given a special promotion and went ahead a semester. The boys and girls in the new group did not accept me. I guess I acted superior and so they called me 'a brain' and seemed to try to knock me off my 'high horse'. The more they ignored me and the more they humiliated me, the more determined I became to 'show them'. I guess I was pretty obnoxious. Even though the attitude I had then has subsided, (I have gained a great many honors) I think the hurt of not being accepted has left a certain trace." This is Bart speaking, a brilliant boy who is in all honors classes. He is achieving the highest grades possible in his grade book but he works very hard with great perseverance to achieve this. He reports that he works with purpose and concentration at "least two hours every night".

Bart is second born in a family of two sons. The brother is also gifted intellectually. Bart describes his family: "My father manages a cigar store. Although his position is not a high one he's a wonderful man. His just being my father means the world to me. My mother holds no high position either, but her love for me and my brother excels a position of status. My only brother is older than I and fortunately has attained many honors which balances our situation."

## BART-(continued)

The mother was one of five children. Her father died early leaving her mother to rear the children. "My mother placed emphasis on education. One sister and two brothers graduated from the university. My interest was in dancing and before marriage I danced professionally. I have truly enjoyed my sons and have encouraged them in all intellectual and artistic pursuits. Our family has shared in the enjoyment of athletic events, trips to art galleries, museums, concerts and the ballet (my interest). We have tried to teach our boys to face life, respect other people, have high standards and be broad minded in relation to religion and race. They have rewarded me in many ways and have a respected reputation among friends and teachers."

The father says that he came from a happy home and had a happy childhood. He says: "As a youth, I wanted to be a baseball player. My father wanted me to be a musician. He was anything but stern in his ambition for me. I wish now that he were. Result: I played baseball but not well enough. I played the piano but not well enough. So I became a baseball fan and a spasmodic song writer. I have had to earn my living in other capacities. I have encouraged my children to pursue education through every channel available. I have never helped them with their homework because they are self-sufficient. We, as a family, have enjoyed many things together. The qualities I would like to see in my boys are frankness without arrogance, courtesy without solicitation and ambition without disregard for others. I cannot say that I have been lenient or firm with my boys

## BART-(continued)

but I'm pleased with the result. I feel they have developed a good sense of responsibility. I have tried to stress promptness, punctuality, helpfulness and respect for persons, property and opinions."

In reply to the question that asked what helped him most to achieve the success and honors he has won, Bart replied, "The greatest help in my education has been my parents' attitude toward my learning. They have never pressured me but are there when I run into problems. They have always provided me with the best possible facilities for study and have given me a happy and peaceful home life so essential for success and achievement in school."

Bart has his life planned minutely. It is hoped that these best laid plans come to fruition. "When I complete high school I plan to enroll in Lake Forest College. Here I plan to major in Political Science taking as much History and Economics as I can get in. On completing my four years I plan to enter law school (have not selected the one). My main ambition is to enter politics and I believe the above background will prepare me for the career. My ultimate goal may be far beyond my reach for I aspire to be a Senator of the United States. This is what I will work toward through the channels the fates provide."

## Test Data:

K.A.-G, 12-60, CA 12-9 IQ 134

Stanford Adv. Battery, 12-60, all scores Stanine 9

Wechsler-Bellevue, 2-64 - IQ 137 (Verbal Scale)

BELINDA

(B-4)

"All my life the idea of getting good grades has been impressed on me. Whether I learned anything or not was unimportant so long as I got good grades. The system of grading should be abolished and the emphasis placed on learning." At another time, "My parents do not pressure me. I do not know what I am working for or why I am working. Grades and recognition seem to mean little. It is possible that they mean a great deal and I do not recognize it.

"I spend every waking hour studying - doing homework. Life is very miserable when all you do is work.

"Further education plans - I want none. This school has killed all my desire to go to college. I can see no value in four or five more years that will supposedly be as bad or worse than the past three. But what else is there if I don't go to college? I don't want to go to work so I have to resign myself to the fact that I will go, but I am not eager.

"There are only so many hours in the day and my homework fills all my free time. I have no time to even read a newspaper. My only reading is that which is required by my classes. There are dozens of books I want to read but there just isn't any time. Reading at night before I go to bed is out of the question - how can anyone read at 1:00 A.M. and get anything out of it."

To the question, "What has helped you to achieve?", she says, "I do

not know what has 'caused' me to achieve because I imagine if I were really intelligent, I should be able to work with less effort. As it is, I work very hard and do not feel compensated by the high grades I achieve. My parents do not force or pressure me to get the highest - I do not know why I work so hard - I only wish I could stop WORKING."

These are all excerpts from Belinda's autobiography and answers during an interview. It seems hard to believe that this is the girl who is second in her high school class. Her marks in all subjects are consistently the highest. She is a member of the honor society and has won awards for excellence in Algebra and Spanish. It seems incredible that she has gained so little satisfaction from her high achievement.

She comes from a home in high average economic strata. Family relationships seem wholesome and satisfying. She describes her parents: "My father is the very picture of a perfect father. He is always more interested in his family than in himself. My mother is one of the few women who acts the part of a homemaker. I have two brothers and one sister. Peter 13, is a bright, intelligent boy who loves to fool around. Robin is an excellent student. Diane, my sister, is a bundle of fun."

The parents are second generation Americans who were reared in homes where money was not plentiful but where there was a determination that the children would earn for themselves a better place in life. This was to be achieved through education. The father desired to be a chemical engineer but did not realize the ambition. He now has his own lucrative business, a machine tool specialty shop.

## BELINDA-(continued)

The parents still seem serious in their outlook on life. The mother speaks: "We have firstly attempted to impart the idea that knowledge is not for today - it is for the future. We have provided a wealth of books, we discuss and show interest in the written and spoken word. We have completely abolished T.V. from Monday to Friday. We declare the importance of homework. We practice 'togetherness'. We have had some nice family trips as well as local outings to concerts, museums, art galleries, the ballet and sporting events. We hope we have traveled a middle road being lenient or lax as the occasion demands. We try to impress on our children that today's child is tomorrow's adult, that parents won't always be handy to make decisions. Problems must be faced and coped with and that it is just as easy to acquire good habits as bad ones. Too many parents do not appreciate the need to establish a home that is conducive to a child's wanting to learn and to use education for betterment."

Belinda feels that her study habits are not adequate because she has to study too much. They certainly are effective in winning honors and giving her second place in her class.

It seems that Belinda needs to develop a more rounded personality. She needs to experience lightness and gaiety along with learning and knowledge. This is a situation that needs careful consideration by both the home and the school. It is to be hoped that this "poor little smart girl" can be brought to take a broader view of life, and to realize that her great gift



## BELINDA-(continued)

should bring joy and satisfaction

## Test data:

5-60, KA-G, CA 12-7 IQ 130

5-60, Stanford Adv. Achievement

Math 12.0, Read 11.7, Spell 12.4, Eng. 12.4, Soc. St. 11.7.  
Science 10.0

10-63, L I T Davis Read 88,

8 5 7 Stanine

2-64, Wechsler-Bellevue IQ 138

BEVERLY

(B-5)

"I am pretty and personable, and unfortunately this has a lot of influence on things." So says Beverly, a pert, and rather unique, high school senior whose vast network of activities keeps her busy enough for three or four girls her age. In addition to a regular school schedule Beverly takes lessons at the Art Institute, attends evening business college for shorthand and typing, studies piano, and serves on the American Friend Service Committee (a high school program dealing with seminars, works weekends, and institutional service units at such establishments as Randall House and Chicago State Mental Institution). She also teaches a Unitarian Sunday school class, participates in a Religion in Action discussion group, and attends Quaker meetings. Other, less regulated interests include playing the guitar, visiting art exhibits, collecting records (classical, folk and jazz), teaching herself Hebrew, walking, bicycling, seeing artistic movies, and reading numerous books, especially fiction. These outside activities have not interfered with her academic success; on the contrary, she was voted the "best all around student" award and is president of the school's French Club. She recently received a \$250 scholarship for being the Young Citizen of the Month at the Illinois Federation of Women's Clubs Art Camp; first prize in the painting division and second prize in the sketchbook division both went to Beverly.

## BEVERLY-(continued)

Beverly describes the student body in general as "only interested in fun, good looks, popularity, going steady, etc., is the extent of their thinking or non-thinking. There are many normal, happy, shallow adults to come from this group. They seldom make value judgments about anything." Beverly was quick to add that this statement is, of course, a generalization and as such neither infallible nor without exception. She has a large group of special friends, mostly girls and students from neighboring high schools, with whom she enjoys frequent association.

Beverly believes that seventh grade is a good time to begin training children in good study habits which she thinks should be closely connected with techniques in writing and critical analysis. As for any high school booster, she feels that the impetus to study effectively must come from the students themselves. The school's role at this point should consist merely in encouraging the student to read extensively since good writing skills are often the results of exposure to good reading materials. This cause and effect relationship has certainly proved true for Beverly. She attributes her scholastic success to native intelligence, a reasonable amount of responsiveness, and respect for a teacher as a teacher.

Beverly's home rapport is good although some of her criticisms are rather penetrating. (This may be due to the differences in education between herself and her parents - both of whom completed only high school.) She says her father "is great at explaining obscure things and usually has a great sense of humor, but most of the time he is just not aware". She

## BEVERLY-(continued)

attributes his apathy to a feeling of being trapped in his job as photo engraver. He has held this position since apprenticeship in high school. Beverly views her mother as domineering and high strung. "Her great frustration as I see it was the lack of money to get any sort of higher education." There is also a younger brother in the family, age fourteen, a freshman at Lane Tech. "He still thinks girls are dumb - a partial explanation of our lack of communication."

Her mother described Beverly as normally considerate at home and very considerate outside. She says the girl "enjoys learning and feels it is a privilege". Also, the mother says that although Beverly is congenial and adaptable she can often be obstinate and determined. Both parents are somewhat worried about the girl's choice of art as a career, because of the stiff competition, but they seem resigned to let her follow her inclination.

Beverly herself seems to be searching to believe in "something basic and underlying everything". This search may be a partial explanation of her unusual list of church affiliations.

Still, she will probably find what she is looking for because she has the drive to keep looking. Her greatest fear is "becoming lazy in thinking things through". The youth of today might be in a better position if more of them adopted attitudes similar to Beverly's. For it has been said, "Seek and you shall find."

## Test Data:

6-17-52 PMA, CA 5-8 MA 8-0 IQ 141  
7-24-52 PMA, CA 5-11 MA 8-9 IQ 148  
10-19-55 KA-D, CA 9-0 MA 11-11 IQ 132

## BEVERLY-(continued)

12-14-59, Grade 8, CA 13-2 MA 18-10 IQ 143

12-14-59, Grade 8, Stan. Ach. Bat. K: Math 12.0, Read 12.8,  
Soc. St. 12.7, Science 12.5

Spring 1961, 9A, DAT, Percentile Rank 99-9 across board

Spring 1963, IIA, ACE, L 99-9, Q 82-7 Total 98-9 Davis Level 98-9  
Read Speed 99-9 Correct Exp. 95-8

National Merit Comp 97; Selection Score 135

Illinois State Scholarship semi-finalist

College Board - grade 12 - Dec. 1963; Verbal 708, Math 622  
Jan. 1964; Eng. 697, French 628,  
Amer. History 663

Stanford-Binet, I-II, CA 17-5 IQ 152

BRET

(B-6)

This fine looking, well-developed boy is in his senior year in high school. He has always done excellent academic work and has held positions of responsibility in school organizations. His record shows that his evaluation by his teachers has been at the highest level. He is in honors classes in Math and English. He has held class offices and at the present time is vice-president of his class. His ambition is to go to college and major in chemistry.

The father graduated from high school. He was the son of a coal miner from Southern Illinois. The mother was born on a farm in Nebraska. She did not attend high school due to her mother's illness. She remained in the home helping care for the younger children and doing the many tasks necessary. When she was seventeen she came to Chicago to work. She was employed as a factory worker and as a clerk in department stores. It was there that she met Bret's father who had left the coal mining area and was working in semi-skilled areas in factories and in the auto industry. Bret's mother was nineteen and the father twenty-five when they married. Shortly thereafter the father went into the navy and during this time Bret's older brother was born. He is now 19 years old. He has graduated from high school and is employed as a draftsman.

When the father came out of the navy he obtained work as an auto

## BRET - (continued)

metal man. He has continued in this work since then. They reside in a rather modest home in a good middle class neighborhood.

Bret describes his family: "My father is an auto metal man who spends all of his time away from work at home. My mother is a housewife who spends most of her time working around the house, participating in few outside activities. She is an excellent housekeeper and a superior cook. My older brother graduated from high school last June. In August he went to California to live with relatives. He is working there as a draftsman. I miss him."

There seems to be warm family feelings which seem to come from the maternal side of the family. Bret tells in his writing of happy summers spent in the rural area of Nebraska. He is very interested in the family roots. His great, great grandfather came from Sweden in a sailing vessel, worked hard, saved his money and prepared a place for his family. It took just four years of hard work, loneliness and determination to achieve this goal. The family was reunited. They "prospered and my great, great grandfather found inner fullfillment." The son of this man, the great grandfather is still living in Nebraska. He is now seventy-eight. He is a minister and he has a son who has followed his footsteps. Both have rural parishes in Nebraska. Bret has deep respect and admiration for these relatives.

On the other side of the family he speaks of his great grandfather, "Big Vic Skoostron". "Yes, he was a coal miner probably one of the first in Illinois. He worked in the mines until he died at the age of sixty eight.

## BRET-(continued)

He worked faithfully at the job he loved and this gave him a worthy happy life."

This family has a strong religious background. Bret tells of their celebration of Easter and Christmas and the deep religious traditions practiced by the family. These seem to be a source of great joy and satisfaction to him. He seems to have more spiritual inclinations than the average teenage boy. He seems to do considerable soul searching. One of his worries is that he may not make a proper choice as to his life's work and so miss the satisfaction of living a "full worthy life" as he believes some of his ancestors did.

When asked to comment on the adequacy of study habits he said, "Part of the reason my study habits are not as good as they should be is that my classes are not challenging. Usually homework assignments do not require a great depth of thought or effort. Accordingly I do my homework whenever I have a few spare minutes rather than planning and scheduling my time systematically. In my classes I work for grades and knowledge. Some classes I do not enjoy as they seem meaningless. I achieve in these only because I need a good grade for my college entrance. I am accustomed to getting excellent grades and I would feel the disappointment of my friends and family if I failed to get good grades because of my whims and fancies. I can honestly say however, that an excellent grade from a fine teacher from whom I have learned a great deal means more to me than a superior grade that required little effort on my part.



## BRET-(continued)

"What has enabled me to achieve? I would venture to say that very few people are actually aware of why they try their hardest or desire to win when others are satisfied with second. Although I've had plenty of practice in losing, I was always inwardly forced to at least try my hardest to be a winner. By nature, I seem to have a little more will power than most, and in situations where this was necessary to success, I have had an advantage. I believe much of my success in school is due to this will power, which enabled me to undertake additional work for a better grade or to put in little extra effort into understanding a difficult concept.

"Although I am always willing at least to attempt the extra work for a top grade, I rarely exceed what is required for this grade. This may be interpreted as simply working for grades, although I am not inclined to believe that this is the entire truth. The many activities and subjects offered a student require the budgeting of time. This can prevent one from digging deeper into a subject than what is expected for lack of time.

"Although my parents give me incentive, they do not threaten me with punishment if my grades should fall. I am also aware that people expect much from me and the fear of the displeasure and the disappointment of others may be a factor in encouraging me to achieve. In spite of this, however, I do not believe that I myself could live happily with mediocrity."

## Test Data:

KA 1B,	IQ 138	March 1963	ACE LIT	Stanine 99-9	Davis Stanine 8
KA 4	IQ 129				Sted 9
KA 8	IQ 119	(1/60)			

## BREF-(continued)

- 1-60, Stanford Achievement Battery, Adv. Gr. 8  
Math 10.9, Read 12.5, Spell 12.8, Eng. 9.9, Soc. St. 11.0,  
Science 12.1, Study Skills 12.6
- 2-64, Wechsler Bellevue, CA 12-3 IQ 139 (total scale)

BEN

(B-7)

Ben has never achieved up to ability.

Boy attended two elementary schools. Scholarship and conduct were mostly F and G. Ben was given permissive transfer to attend honors classes 9/63. He failed two major subjects last semester. Teachers described him as indifferent and apathetic toward instruction.

Ben lives with parents. Father reportedly works for a printing company. Mother is a housewife. Boy said father was very ill as a child and had ulcers. Mother reportedly has cardiac condition. She is described as very nervous and irritable. Ben has four sisters and one brother. Two of the sisters are married and out of the home. A sister reportedly will soon enter college. A sister, 13, is in 8A. Lad reported intense conflict with sister 13, when they were younger. Ben baby-sits three times a week for a brother and his wife. Brother reportedly dropped out of school and may have been in trouble with the law. Ben said his brother always urges him to do well in school.

Ben is very introverted and dislikes contact with people. He shows very little animation and has virtually no drive or ambition. He enjoys reading and impersonal activities such as building model airplanes and shooting baskets by himself in the park. Ben has very few friends and isolates himself from social functions. He likes to ride the "L" to the

## BEN-(continued)

loop and to waste time and money playing machines at the penny arcades. He freely admitted not exerting himself in class and not performing homework assignments. He has no vocational goals but spoke vaguely of enlisting in the Navy.

Ben seems very disorganized. He has trouble concentrating and memory is poor. He begins projects but does not complete them. He does not seem close emotionally to anyone. Ben has repeatedly promised parents he would improve his grades but has never had the self-discipline to achieve well consistently. He appears very dependent and would like to rely on others to support him.

Mother seems very concerned about Ben and said she would obtain counseling for the boy. Boy related well in the one-to-one situation. However, his pattern of lethargy and apathy has been firmly established over a period of many years and these attitudes will be most difficult to change at this late date. Boy "lives from day to day" with no planning or concerns for even the immediate future.

Mother was referred to Youth Guidance - Youth Service, Scholarship and Guidance and Board of Health, Mental Health Center, 52 West Hubbard.

## School Test Data:

10-61, California Test of Mental Maturity, IQ 125

11-63, Otis, IQ 123

10-61, Metro: Reading 12.2, Spelling 9.0, Arith. Comp. 8.3

2-64, Stanford-Binet, L-M, CA 15-0 IQ 134

BERTHA

(B-8)

Bertha is an only child. Her father died of cancer when she was three years of age. She lived with her mother, a nurse, who remarried when Bertha was 5. The stepfather is a musician and according to the mother, is moody and demanding. He has never had a good relationship with Bertha, has always been critical of her. The mother is working at nursing from time to time including the past year but has now stopped, remains at home because she felt that while she was out there was too much friction between Bertha and the stepfather, who works nights and is at home during the day. The mother appears to be rather rigid, dominating and a person who manifested in the interview a very critical attitude toward Bertha.

Bertha attended two elementary schools. She had conduct difficulties in the primary grades but later her deportment was good except in 8A. She entered high school September, 1962 and was referred to the counselor because the teacher of her health class noted unusual statements in her reports, coughing spells, which she thought were designed to attract attention. In interviews and personality tests she gave evidence of emotional problems particularly dissatisfaction with the feminine role and a poor relationship with her parents.

There is no history of any serious illnesses but Bertha has had a number of minor accidents. On two occasions within the past year or so she

## BERTHA- (continued)

was hit on the head and says that a doctor said that she had concussion. On one occasion, she fell in the gymnasium. She had headaches after this and was not examined by a doctor until a week later. Last summer while at camp she ran into a tent pole and was kept in bed about a week with headaches. However, she does not have headaches now. It does not appear that she lost consciousness on the occasion of either accident. At the present time, she is wearing a bandage on her ankle; apparently was accidentally hit on the ankle. Her mother describes her as accident-prone. She is a tall, rather attractive looking girl, 5 feet 9 inches tall, weighs 165 pounds, which is about 35 pounds above the average for her age and height. Vision is 20/20 in each eye. She has had her tonsils removed.

Bertha is a tall, athletic girl who throughout her childhood found that she enjoyed playing with boys and entering into rough and tumble athletics more than the more feminine activities. As she reached the upper elementary grades when there were a few boy-girl parties, she was taller than the other girls and was not invited. She has been brought up in a home with a stepfather who is critical of her and hostile to her. She has not received very much affection or approval from her mother. She has been able to be successful in athletics and altogether, it is not surprising that a girl like this has felt that she could be more comfortable in a masculine athletic role than in a feminine role. She acknowledges that she would prefer to be a boy and that she finds feminine activities not very appealing.

## BERTHA-(continued)

Nevertheless, she has begun to have some interest in boys. There is one boy at school whom she likes and who has invited her to dances. She complained rather bitterly in the interview today of her mother's preventing her from attending some of the dances to which this boy invited her. Her mother has apparently tried to limit Bertha's social life very much.

Bertha is the type of girl who rather easily idealizes an older, respected teacher. She has formed attachments to at least two different teachers whom she admires and whom she has wanted to be close to. Undoubtedly, she has indulged in some attention-getting behavior and has not always used good judgment or perfect courtesy. However, it does not appear that there is anything of an abnormal or unhealthy nature in her feeling toward the teacher who has most recently attracted her attention. Although it is possible that Bertha might eventually fall into a monosexual pattern of emotional relationships, there is no real indication of this at present. It does not seem that her interest in an older teacher means much more than youthful desire for attention and approval. It is quite possible that in the course of her high school career, Bertha will experience several of these infatuations without any necessarily harmful after-effects. In fact, it is the opinion of the present examiner that very often such attachments can be beneficial to the girl in that they give her an opportunity to admire and attempt to copy teachers who represent worthwhile women. Bertha appears to be a girl with good interests. She is not sure whether she

## BERTHA-(continued)

wants to work toward becoming a doctor or a physical education teacher. She belongs to the Y.W.C.A. Perhaps she could benefit from being encouraged to take part in more extra curricular school activities.

Bertha's relationship with her parents presents what may be a more serious problem. The parents apparently are quite rigid in their demands and show little approval or acceptance. Bertha feels considerable resentment toward them but states that she would not want to go away from home to a boarding school. Her feeling for her friends is strong enough that she would prefer to live at home and have the opportunity of continuing her friendships. So far as could be determined in the present examination, Bertha's reactions to the family situation are essentially normal and the problem lies in the parental attitudes rather than in Bertha. An attempt was made today to help the mother to become more accepting of Bertha but it is questionable how much could be accomplished.

## Test Data:

10-61, CTM, IQ 129

9-61, Stanford Adv. Reading 11.3

" " Math 10.8

2-9-64, Wechsler-Bellevue, CA 14-5 Full Scale IQ 134



BRIAN

(B-9)

Brian was not working up to his ability level and unable to maintain prolonged attention when studying. Brian's teachers describe him as quiet and rather immature.

Brian attended three grade schools through grade 3A, then moved to New York with his mother. He returned to Chicago in 1960 to live with his father and entered grade 8B. His father stated that he attended a total of eight grade schools altogether. Brian's grades have declined as he advanced in age, being all E's through 2B, F's and G's in eighth grade, and he is currently failing French.

Brian is potentially a gifted child. His subtest scores on the two verbal subtests most directly dependent upon basic potentials were at the upper score limit, whereas his performance on subtests more directly related to educational experiences were high average.

Brian's father felt that Brian did not develop proper study habits or a desire to learn while living with his mother. Among other things he stated that she was not a high school graduate herself. According to the father, his other son, a younger boy by another mother who has been raised near the father, is an honor student and is going to attend college following high school.

The tests and interviews indicate that Brian is rather inhibited and passive, a person who lacks skills in the area of interpersonal relation-

## BRIAN-(continued)

ships. He appears to be somewhat lonely and unhappy, but not to a severe degree.

Brian's father stated that Brian's mother left him to move to New York when Brian was very young. He described her as very immature. According to him, she returned Brian and his two sisters to the father in 1960 because she had additional children in New York and was unable to care for all of them.

It was felt that the father probably feels somewhat closer to Brian's half brother than he does to Brian, which is likely, since he has been with Brian's half brother more. In addition, father describes himself as an introvert, which to some degree would appear to be an accurate observation. He also is obviously of high intellectual capacity.

Brian appears to be a child of very high potentials who has never developed them adequately because of a rather unfortunate social background. He is not severely disturbed, but is instead, a somewhat insecure, lonely boy.

A conference was held with Brian's father and suggestions were made as to how he might help with this boy of superior intellectual capacity.

Periodic conferences with his counselor at high school might be utilized to discuss his future life plans and to help him gain some directions in life.

Utilize praise and recognition for achievements shown in an attempt to encourage greater efforts.

## BRIAN. (continued)

Brian would appear to have rather poor study skills. He could possibly benefit from some individualized attention in this area.

## Test Data:

Spring, 1962 (gr. 9A) D.A.T.

	80th Percentile
Verbal Reasoning	45 " "
Numerical Ability	95 " "
Abstract Reasoning	20 " "
Spelling	25 " "

The marked difference between the percentile scores obtained on basic skills as compared to achievement areas should be noted.

4-11-63, Wechsler Intelligence Scale for Children  
 CA 15-4 CAGE 10.3 IQ Verbal 136 (at least)  
 Rapid rate of mental growth

Brian was a pleasant, somewhat guarded boy whose general demeanor would be more suggestive of average ability than of his true potential.

Stan. Adv. Reading Comprehension 11.0  
 Stan. Adv. Arithmetic Computation 9.0

BOB

(B-10)

Bob is sixteen years old, completing his third year in high school. All test data indicates a boy with superior ability and academic achievements. His success in school has been that of a boy with only average ability. He was placed in honors classes but he could not stand the accelerated pace so he was dropped back to the average group. He is now achieving average grades. His preferred subjects are Mathematics and German but his marks in these subjects are not excellent.

This is the older of two sons. The brother is much younger than Bob so there is little companionship. The parents came to adulthood during the depression years and both give this as the reason they did not go to college. The mother desired to have training to become a designer and the father wished to go in for professional baseball. His father frowned on this ambition and he gives this as the reason he did not pursue this sport.

The father is presently employed by the City of Chicago in the Bureau of Sanitation. The mother is a housewife. It appears the family have a limited income. Bob refers to the fact that his father has no car several times. The boy feels that this is a very limiting factor to social activities. "Our family have never really gone places, for one reason, we do not have a car. Another reason is that when we do save up enough money for a little vacation, something always comes up and we're broke again.

## BOB-(continued)

My father has taken me to the ball games and sometimes on a week-end fishing trip to Wisconsin, but of course we went with someone who had a car. Without a car practically nothing can be planned and carried out. Therefore, our family has never gone on a vacation together, and we haven't had many experiences together as a family." Bob's description of his family is meager and quite lacking in evidence of strong definite feelings. "My father is a very strict man but at other times very lenient. My mother is sometimes a very strict woman but she tends also to be lenient. My brother is 6 years old. He attends kindergarten."

The father's insight into his son's problems and his personality development seem very superficial. He feels that buying a set of encyclopedia, a record player and classical records, taking him to a "few ball games" and on a few fishing trips have been his contribution. "I like my son to go with respectable boys that know right from wrong. I feel I have been a fairly strict father. Due to financial circumstances in the home, he has learned responsibilities just by living with us. I think he is getting the best education that he could get in this country. Everything is going along smoothly from what I see. My son wants to take up engineering and he has my full permission to do so. I think it is a great choice for him."

The mother's appraisal seemed to have a similar lack of depth, completely ignoring the fact that Bob is not working up to the level of his ability. She says, "I think we went right down the middle of the road with

## BOB-(continued)

our son. At times maybe too strict and at other times not strict enough. I think he has a fair sense of responsibility through just everyday living. Our son has learned that in order to get something he has to work for it, and in order to keep it he has to take care of it. This he has done from early childhood. I think he is getting a good education. At times I feel that teachers could bend a little in regard to handing in work late. Ever since grammar school he has shown an interest in engineering. I would be very happy to see this dream come true."

Bob realizes that he is not doing as well as he could. He says "I am not achieving what I expected because I have received only average grades. I think this is the case because I do not have good study habits. I feel my study habits could be improved if I had a place of my own to work and study. If this had been provided when I was younger maybe I would have better study habits now." In discussing his weaknesses he says, "I feel that one of my worst weaknesses is my inability to study well. I find that the least bit of noise bothers me and when you live in a house with a six year old brother there is always a good supply of that."

In the area of developing good study habits he comments: "In my opinion as soon as work is given the child, he should be taught to study properly, (no particular grade). If this was done my parents would have been involved and then gradually it would become natural and almost automatic. Then if the child needed to discuss something with his parents he

BOB-(continued)

would be able to do so freely.

## Test Data:

1-54, PMA, CA 6-0 Total Factor Quotient 136

11-57, KA-G, CA 10-0 IQ 123

12-60, KA-G, CA 13-1 IQ 118

12-60, Stanford Adv. Battery - All Stanine 9

2-64, Wechsler-Bellevue Intelligence Test, Total IQ 146

BILL

(B-11)

Bill is a boy with superior intelligence. On the Wechsler-Bellevue he scored 128 on the Verbal Scale I.Q. but 140 I.Q. on the Performance Scale.

Bill is interested in mechanical training. The boy has exceptional ability in this area. The home situation is and has been very unsatisfactory. Father has been in and out of the home many times. Because of her religion and her husband's promises the mother has reportedly made many attempts to make a reconciliation. Because of the father's frequent and prolonged periods of intoxication, and its ensuing difficulties, the reconciliations have been of short duration for the past ten years.

At present the father is again out of the home. The mother is employed from early afternoon until late in the evening. She has gone to work when the boy returns from school and he is asleep when she returns at night. They sometimes see each other at breakfast.

The family lives with the maternal grandmother, who is widowed, elderly, and has a tendency "to nag Bill intolerably".

Bill first came to the attention of his school counselor when he was "referred on a charge of disorder in division. Bill readily admitted to talking and moving about while announcements were being made from the stage. He was polite during the interview. He was assigned three penalty studies."

"It was at this time that I learned of Bill's 'knife-carrying' problem. Admittedly, this had a direct effect upon the nature of my response to Bill's next offense (misbehaving in study hall).



## BILL- (continued)

"This young man does not know how to use a penalty period. He continues talking when warned several times to do otherwise. Perhaps more drastic punishment is needed.

"Considering all aforementioned factors, I decided to suspend Bill from all classes at once. I phoned his home, and his mother agreed to come to school the next morning. Bill was then directed to remain with me through the end of his school day. The next morning he was to report at his regular starting time, but again he would remain with me until released from suspension. Mother did come in the next morning. After our talk Bill was reinstated in all classes and directed to have the special admit signed by all his teachers and then to return it to me. He did this promptly after reporting to the last of the missed classes.

"While Bill was on suspension and 'following' my program, it was interesting to see how exceedingly cooperative and polite he was. He seemed almost to appreciate the special attention given him. On the day of his suspension I remained in school 10th period in order to supervise him until the end of his school day. During 10th period I worked in room 102, and Bill was there also. When we entered the room at the beginning of the period, Bill, apparently thinking a class was to come in, took a desk at the back, as he had done during my classes. When he realized we were there alone, he asked if he might sit at a front desk. I agreed, and he took a seat in the front row. During the entire day, he at least gave the appearance of working with his textbooks. He seemed very content.

"During the conference with the boy's mother she was most agreeable and appeared anxious to cooperate. A summary of her description of the home situation: Bill's father and mother have been separated (but not divorced) for a period of about ten years. According to her, her estranged husband drinks to excess, spoils his sons during his infrequent meetings with them, and often disappoints the boys by failing to follow through with mutual plans he has made with them. The present occupants of the household in addition to the mother and Bill are as follows: The maternal grandmother. She has resided in their home since September, 1960. She is a widow. More accurately, she returned to her own home after her husband's death. The family had been living there while the older couple resided elsewhere. Both the mother and Bill's older sister feel that the grandmother's tendency to criticize Bill, often to the point of intolerable nagging, has contributed to his maladjustment. Bill's 19 year old married sister reported their relationship as excellent. Bill's 11 year old brother

## BILL-(continued)

and Bill get along fine. Also, he has been no problem whatsoever. Bill's 1½ year old brother is cared for by the grandmother.

"According to his mother, Bill is in no way incorrigible in the home. Her concern centered about his recently acquired fascination for knives and motion pictures and television shows depicting violence. She spoke of Bill's habit of 'simulating' knife-lunges and other violent actions. She cites as contributing causes for Bill's undesirable behavior, the tension generated by the grandmother, the absence of his father or a substitute father-figure, and her own inability to provide proper supervision because she must work full time in order to support her family.

"Apparently this boy wants to be liked and accepted. Attempts have been made to convey to Bill a sense of pride that he could feel as the oldest son to whom his family members look as the eventual 'man of the family'. I pointed out that no one expected him to act like a grownup and to shoulder the responsibilities of one NOW; but that he could win the respect and regard of his family, friends, and teachers by some steps in the right direction. We talked about his getting a part-time job for just a few hours a week, building a good school record (as he says he wants to do), and participating in athletic activities at church, in the community, and at school. Incidentally, one teacher has made a particular effort to guide Bill in this area. Bill acted as if this advice had made an impression on him, but I do not know if Bill will follow through.

"If the school feels that there is a chance that Bill can be rehabilitated sufficiently to remain at this school, I urge strongly that a contact be made with the pastor of his church. It seems to me that until the possibility of significant aid from this source is explored, we will not have exhausted all meaningful, reasonable resources at our disposal."

Records indicate that the boy was referred to the school psychologist and to the juvenile officer January 23, 1964, for another incident of knife carrying. Mother was cooperative when again called in.

"1-23-64 - Juvenile officer came in at 11:00. Case outlined for him. Asked for knife. He questioned Bill. Made an appointment with him for Thursday 1-25-64, accompanied by mother or father to report to the police station. Bill mentioned he was picked up by the police last September for possessing a knife. Case on records."

## BILL-(continued)

On 1-29-64, juvenile officer indicated Bill was on probation.

Arden Shore was contacted but as the boys of Arden Shore attend Lake Forest High School, which is also a highly academic school, they felt that this placement was not feasible.

Bill was seen for several follow-up conferences. He expressed a great interest in mechanics and showed several drawings which displayed more than average ability.

The priest at the boy's parish church was contacted. The psychologist requested the name of any of the Big Brothers who might help Bill. The pastor gave the name of one of his parishioners who is a teacher in another public high school.

Mr. Munde of Catholic Charities was contacted. At the time of the initial conference, placement in Boys Town, where they have an exceptionally fine shop program, was discussed.

Bill is very amenable and his mother is very eager to comply with all conditions to effect this placement.

The mother and Bill went for interviews to the Catholic Charities (Mr. Munde) and Family Court (Mrs. Langrum, caseworker). Placement through Family Court would be delayed because of the backlog of cases and so efforts have been made to expedite Boys Town placement for Bill. Msgr. Wagner has been contacted in this interest.

The school could file a school problem report but do not feel that this would be in the best interests of this likeable, talented boy and so

## BILL- (continued)

ask special consideration in a placement that in all probability will give him the chance to develop his talent and become a worthwhile citizen of character.

CLARA

(C-1)

Clara seems to have many emotional problems. I.Q. 132. Grades are excellent.

Most of her teachers report that she is a pleasant girl and does excellent classroom work. It has been noted, however, that Clara seems to crave attention. She tends to wear her clothes a little too tight and receives much attention from the boys. She seems very mature for her age.

The school became very concerned about Clara when it came to their attention that she had taken 50 aspirins one night after a quarrel with her mother over staying out late with a boy. She was picked up by the police and taken to the hospital.

Since the first of the year Clara has been taking nerve pills. She takes them only when she becomes nervous or upset about something.

Clara's parents were divorced when she was six months old. When Clara was four years old, she was placed in a boarding school because her mother had to work. Her mother remarried when Clara was six and she went home to live with her mother and stepfather. The mother was divorced from her second husband after four years of marriage. The mother is now employed as a real estate salesperson. Clara has not seen her father since she was eleven years old. The mother has given Clara the impression that her father was a terrible man and the girl wishes strongly to see her father in order to form her own opinion of him. The mother is apparently aware of

## CLARA (continued)

this desire and is somewhat upset by it.

The mother was distraught on the occasion of the interview with the psychologist. She seemed upset over several recent incidents. The mother reported that she has never objected to Clara bringing her friends to the house, but felt Clara was too young to date boys and stay out late at night. Clara, however, seems to want her friends to come to the house only when her mother is not present to supervise. She stayed out very late one night and finally was afraid to come home because she knew her mother would be angry. The mother called the police, who found the girl and brought her home. The mother was hysterical and Clara took 50 aspirins and had to be taken to the hospital. The mother also found some letters Clara had written to a girl friend which indicated the girl needs closer supervision in her relationship with boys and the mother felt she could not trust Clara. This has resulted in considerable hostility between Clara and her mother. The mother admitted she may be holding on too tightly with the girl, but has been unable to handle Clara's "sudden maturity".

Clara said she and her mother quarrel constantly. She feels she is treated like a small child. She is mature looking and seems much older in her ideas in relation to others of her age. She seemed to feel that she had made many mistakes in recent months and she considered her actions foolish. Her most urgent problem at present seems to be working out a better relationship and understanding with her mother.

## CLARA. (continued)

The situation has been complicated by the mother's two unsuccessful marriages and the impression she has conveyed to Clara that her father was not a nice person. Much hostility and misunderstanding has arisen between them and it seems urgent that the mother seek counseling for the girl and herself at the same time.

CASAO

(C-2)

Casao is a second generation Japanese boy who is a Junior in high school. He has made an excellent school record, is in honors classes and has succeeded in maintaining a consistently high record of achievement. Last year he won three awards in the Scholastic Art Competition. In Junior Achievement he is vice-president in charge of production. He is active in Scouting and has been a patrol leader. All in all he seems to be a well rounded individual. He attends church quite regularly. He remarks that church attendance was begun when he was very young and gradually it became "more or less a dismal habit. Recently, thanks to my teachers, parents and minister, I'm coming to feel that faith in God is really an important part of life."

Parents were California born Japanese who were relocated during World War II in the Chicago area. Both parents graduated from high school. Father is employed as a purchasing agent. Mother's time is devoted entirely to homemaking. Casao is the eldest of five children. He describes his family in these words: "My father is and likes to be an active member of his community and church. He is always willing to help in youth groups and I usually find him understanding and easy to talk to. Sometimes though, he can be short tempered and impatient. My mother and father agree on most things concerning us kids. She always stresses consideration of others, helpfulness and each person doing his share around the house."



## CASAO- (continued)

Casao's counselor describes him as a superior student, well behaved and courteous, who seems to be socially well adjusted. The parents' report is similar. This boy has been cooperative, obedient and self-reliant. He can take responsibility for himself. Both parents feel that they have a happy home where the children feel secure and loved. Discipline is firm but reasonable and their children seem to respect it.

In evaluating his own success, Casao says: "I guess my ability to do good school work is natural because it seems to come easy. I know I could be doing a good deal more and get more knowledge but I really don't study very hard. I'm lazy about the homework and leave things until the last minute. Sometimes I think a teacher is an easy mark. I do try to keep at least an "E" average because when I graduate I want to be able to say I was on the honor roll all eight semesters. I think my parents expect me to keep up a high standard and anything less than the honor roll would be a disappointment to them."

"Socially, I don't consider myself a success. I know that I'm timid and ill at ease in social situations. I think some of this is due to the fact that I'm a year younger than most of my classmates. I'm too timid to speak up when I would be of help. I'm stubborn in an argument and won't admit that I'm wrong. I jump to conclusions. It takes me too long to warm up to people."

Casao has no definite vocational plans. He hopes to go to a small college away from home where he can live in a dorm. He feels this

## CASAO-(continued)

arrangement would contribute to his social development. He believes that the day after day contact would contribute to easy friendly relationships which so far, he has had difficulty forming.

"So far as my home - it has been what I think a home should be. A place where you are loved, accepted and encouraged. It should be a miniature society where each has rights and duties. Parents should not be your pals, but have authority and respect from the children. I feel religion should be a part of each child's education. Respect for laws and interest in government should be part of his upbringing. A child should be brought up to have good taste in literature and music and have sort of a basic background in the arts with an appreciation for nature and beauty. I think every child should be helped to develop his natural interest and talents."

## Test Data:

March 1959, KA-F, CA 11-2, MA 16-3, IQ 146-7th grade

May, 1960, KA-G, CA 13-4, MA 17-2, IQ 139-8th grade

Stanford Achievement Battery - May 1960, 8th grade

Reading 12.9, Math 11.6, Science 12.4

PSAT 1963 - Verbal 99%ile Math 98%ile

ACE 1963 - Language 99%ile Quantitative 97%ile Total 99 %ile

Stanine	9	9	9
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Davis Reading Level 99%ile - Speed 99%ile

Stanine	9	9
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2-10-64, Wechsler-Bellevue, CA 15-4, IQ 146 (Total Scale)

CHARLES

(C-3)

The counselor who has been close to Charles through high school and is also the drama coach has made the following evaluation of the boy:

"Charles is a capable student who is eager to learn and who participates eagerly in learning situations. I have had excellent opportunities to observe the boy and form some opinions. He seems to be obsessively compulsive. He sees things to be done just so, and it disturbs him if they are not so executed. He tries to be amiable at all times with all people. This saves him from being disliked because he seems to be constantly getting into arguments over matters of principle. He challenges accepted ideas and not just to be antagonistic. He knows what he wants out of life and seems confident of his being able to get it.

"As a student he can always be counted on to hand in assigned work on time and it is usually of high quality. His attitude toward adults is respectful. He is more a natural gentleman than most boys of his age. His peers seem to think well of him and he seems comfortable and natural with girls.

"I have no information about the home background although I met his father on one occasion. His only comment at this time was that he hoped the boy was behaving himself and not causing any trouble. No reference was made to his fine school record or his accomplishments.

"In the senior class play Charles had the lead role. He was successful and I believe he felt personal satisfaction in his success. In general I think Charles is an intelligent, well-adjusted boy. Whatever problems he has, he seems to have them well in hand."

Charles is a senior student in a fringe area high school. Many of the children in this neighborhood come from families of low average social, economic and cultural standards. He is third born in a family of eleven children. In writing his autobiography, information was very meager, essentially only vital statistics. In the incomplete sentence blank some

## CHARLES- (continued)

of his answers were very revealing.

At Home: I have a difficult time accepting my family.

I feel: guilty about not accepting my family.

Sometimes: I regret being born.

My father: is well meaning but incompetent.

The only trouble: with a large part of the population is that they are not educated.

I want: to improve the educational standard of the nation.

A mother: should be firm.

He describes his family, "My father is difficult to predict but he promotes a sense of security even tho he is lax in discipline. My father came from a family of religious fanatics and my mother from a broken home. Both of my parents were strictly supervised as children which may explain their loose manner of disciplining their own children now. They have encouraged us to attend church but in view of their poor example I fail to see how they can expect us to attend. I went to Lutheran religious instruction for four years and was even confirmed, but now if asked my religion, I would have to say that I am an agnostic. My parents read the daily papers. In addition my father occasionally reads sex novels and my mother magazines and horoscope books. I would rate my home life as under par. My father's income is between ten and eleven thousand dollars annually. However, we never seem able to afford any luxuries because my parents manage their money poorly. My father spends about fourteen hours weekly in the

## CHARLES- (continued)

local bar but he is rarely intoxicated. I believe most of my brothers, (six in number) and sisters, (four in number) are well endowed with intelligence but lacking in ambition. Two have graduated from high school and are not in college!"

Since shortly after Charles reached the employable age he has been employed in a job which he got through a friend of his father. Charles does clerical work in a credit bureau. He makes \$1.25 an hour. This takes care of all his daily expenses and buys some of his clothes. He works between 18 and 20 hours weekly. Charles states that because he is employed, he tries to utilize school study periods very efficiently. Accordingly he does not have to spend hours on his home work. He regrets "not making more profitable use of my time".

Charles has his future definitely planned. College with emphasis on law and political science. His ultimate aim is politics. He is quite confident of his ability to realize his ambitions. He is not humble in evaluating his strengths: "(1) I am extraordinarily articulate. (2) I work well under pressure. (3) I'm an extrovert. (4) People tell me I have a good sense of humor. (5) My interests are broad and I do a number of things well. (6) I get along with people and I make the extra effort necessary, when I really don't like them. (7) I'm polite, honest and have leadership ability. (8) I try hard to be a good sport."

"My weaknesses: (1) I'm conceited. (2) I dislike certain people for no apparent reason. (3) I'm emotionally unstable. (4) I'm easily annoyed

## CHARLES- (continued)

by incompetence and become impatient. I haven't been able to decide yet whether these are strengths or weaknesses but I think they are evident in my character. I'm aggressive, domineering, critical, compulsive, obsessive and excessive."

Mother gave the impression of being more than satisfied with this child. She considered his high intelligence and good-heartedness as his most favorable qualities. She felt that he had no undesirable traits and for qualities she would like to see in his friends she said "honesty and cheerfulness".

She agreed with his choice of politics as a career and felt he would do well. She described her own home as a child as "poor" and gave the lack of funds as her reason for not continuing her education, but added that she never really had any aspirations to do anything special. Asked about home discipline she substantiated the boy's feelings by responding, "Oh, so-so, I guess". She also stated that family did very little reading. "Thirteen of us in a seven room apartment means we're pretty crowded and there's lots of growing-up arguments." Father is described as an average man with a large family. "Sometimes accepting, sometimes rejecting, sometimes dominant, sometimes lax; it depends on the way he feels." In all there is little evidence that there is much consistent happiness in this home.

## Test Data:

5-23-62, KA-G, CA 13-4 NA 19-5 IQ 129  
5-23-60, Stanford Adv. Math 11.2, Read. 12.5  
9A DAT VR 95%ile NA 90%ile Mat. Read. 98%ile

## CHARLES- (continued)

IIA ACE Total 90 $\frac{1}{2}$ ile Davis Read 96 $\frac{1}{2}$ ile  
2-18-64, Wechsler-Bellevue, CA 17-1 IQ 134 Total Scale

CORA

(C-4)

Cora came to the Chicago area from New York when she was in seventh grade. Her early years were rather unsettled and finally her parents were divorced when she was about twelve years old. She remarked that before and during her parents divorce she felt a great deal of pressure. She also stated that after the divorce she felt inferior to all her classmates - felt they were snobs, more intelligent than she and that she was not accepted. In due course of time (not too long) her mother remarried and the family moved to Chicago, where Cora attended school for seventh and eighth grades. These two years were unhappy and insecure. There were many symptoms of emotional turmoil. Even under these circumstances though she still did excellent academic work. With high school came more happiness and more satisfaction. "It has just been these last two years, since high school, that I have begun to realize just what my parents (mother and stepfather) are really like. I love them both very much and admire them beyond expression! There are things about them which make them stand out from all other parents I know. Even my friends comment on this. Also my parents are rather young and gay and its fun living with them. I feel that I am very fortunate both financially and in home life. I'm happy in my school but feel that the Chicago schools are too easy and do not have good discipline."

Cora seems to be rather critical of her peers. She says "people often irritate and annoy me and some kids are obnoxious". She recognizes her



## CORA-(continued)

faults in this area and says that her main weakness is that she gives the impression of being arrogant and superior. Her teachers feel that she is normally popular with her classmates.

It seems that since conditions have changed favorably she has achieved emotional security through accepting and appreciating her stepfather. There seems to be economic sufficiency so that college seems to be very likely. Cora says: "As for my plans for the future I'm very doubtful. I would really like to be a model as my mother was. But somehow I feel I should do something better with my mind. I feel I have the capacity to achieve and I can apply myself. At one time I was interested in psychiatry but I've decided against it mainly because I feel it would be too serious for me for a life time, and might become depressing."

## Test Data:

Eighth Grade, CTMM, CA 13-3 MA 14-4 IQ 108

Eighth Grade, Metropolitan Battery, Read 9.0 Arithmetic 10.2

2-60, Otis Quick Scoring IQ 130

2-18-64, Wechsler-Bellevue, CA 15-7 IQ 139 (Verbal Scale)

CYNTHIA

(C-5)

This girl is failing in several subjects partly due to absences.

Attitude is somewhat hostile and closed in.

Cynthia attended the same elementary school for all 8 grades. Her marks were very good. Last semester she failed several subjects because she was out a great deal. Her parents were in an automobile accident and she missed several days; then she was ill a great deal with strep throat. As a result, she failed. Furthermore, when she returned, several teachers gave her opportunities to take make-up exams. She did not avail herself of all these privileges. This semester, she has already missed one week of school and is having difficulty with other subjects. Her teachers describe her as "immature". One teacher made two separate appointments for the girl to come in early and take a make-up exam to remove a Da (a D given because of absence at a quarterly examination) but Cynthia did not take advantage of this opportunity.

Wechsler-Bellevue Intelligence Scale (Verbal only) given 10-6-63,  
Verbal IQ 132.

There was little scatter on the test and it confirmed previous school data indicating the girl has well above average intellectual capacity.

Grade school records showed a good level of achievement and Cynthia was placed in a regular program. In addition, on the basis of her previous record she currently requested and was allowed to carry five majors.

## CYNTHIA-(continued)

The girl has a history of frequent strep throats. Tonsils have never been removed. The mother states that in recent years there have been no episodes of sore throat until this past winter. The girl missed 19 days the first semester of which about 14 was the result of being out with strep throat. Currently, she has missed one week this semester. The mother reports the doctor says the girl could come to school but she breaks out in a rash and he feels the school would not accept her with the rash since they would assume it was some contagious disease. The girl has not, however, had a complete physical evaluation recently. Everyone who works with the girl comments that Cynthia looks as though she does not feel well. One teacher described her appearance as "pasty" and the nurse has noted on a previous interview, "girl does not appear to feel well". Cynthia claims she feels tired all the time and has frequent headaches in addition to her sore throats.

Cynthia lives with her father, mother and a thirteen year old sister, who is in seventh grade. Father is employed as a rate evaluator on the railroad, usually a fairly good paying position. Mother is a housewife. Mother had promised to come in for an interview several times before. She came in this time in response to a direct request. Mother was remarkably unperturbed considering the seriousness of the situation. She admitted she is puzzled as to why Cynthia is doing poorly but she did not seem to get really agitated about this, even when it was pointed out that on the basis of the present record, it was almost certain that the girl would drop out

## CYNTHIA-(continued)

of high school before completing her work even though she is quite bright. The mother did agree to discuss the matter with the family physician but did not appear to be very really highly motivated to do much about the situation. Cynthia claims that her father is very strict. As she told this in confidence this could be approached only rather obliquely with the mother but we did get the impression that the family situation is one in which the father is rather strict and the mother goes along with his program rather passively. Last semester Cynthia talked about going away to a boarding school. The mother assumed, as had the school, that this was in order to get a fresh start because the girl was discouraged by her poor grades. This may have been part of the motivation but this examiner got the definite impression that getting away from the family situation was the prime motivation. The scheme was abandoned because of the cost of suitable boarding schools. Last semester the parents were in an automobile accident in which the mother was injured mildly and the father severely. He is still having physio-therapy on one arm which was injured. The girls were home alone for about a week. From Cynthia's report, it would appear that for a while the family tried to conceal the seriousness of the accident from their daughters and this made it a very upsetting situation.

At an overt level, this girl sees her father as demanding, overly rigid and overly strict. On a deeper level she shows a kind of real fear of the father who is seen as a severe and demanding person of whom she is basically afraid. In addition there is a strong feeling of inadequacy to

## CYNTHIA-(continued)

handle her own problems and a feeling of a lack of deep affection from both of her parents. The projectives suggest the girl is basically rather fearful of her ability to cope with her environment. Her overt behavior is in accordance with this impression since the girl scarcely speaks above a whisper and it is really difficult to conduct an interview or examination as one has to constantly request the girl to speak louder in order to be heard. It is also obvious that the girl is seriously concerned about her ill health and finds it very worrisome. Though the family denied, we believe there has been considerable quarreling between the girl and her parents.

This is a girl with a rapid rate of mental growth, i.e., considerably above average intelligence, who has previously done good school work and was therefore programmed for five majors. Her school work suddenly collapsed almost completely. In part, this was the result of missing school on the basis of physical illness. In addition there appear to be definite emotional problems in relation to the feeling between the girl and her family. She sees the father as demanding and un giving of affection and the mother as un giving of affection, though not necessarily demanding. The mother's passive reaction in the face of the serious problem the girl presents, was noticeable and this is probably one major factor in the situation. We suspect that the emotional problem is not too serious and perhaps neither is the physical problem, but the combination has been quite devastating. Every time the girl begins to get her emotional balance in school she becomes ill and is out of school. When she returns she finds

herself behind again. For this reason, an evaluation of medical as well as emotional factors is in order and we feel that explaining the full implications of the situation, educational and emotional as well as medical, to the family physician is in order.

CHRIS

(C-6)

This is a boy with extremely permissive parents. Poor achievement despite high ability scores.

Chris entered elementary school in February, 1954. Grades and deportment were excellent, and progress accelerated. He was advanced in grades 5A and 6A and entered high school in September, 1962, at age thirteen. He was given placement in the accelerated program, but his application was fairly poor, except in mathematics. At the end of the first semester, he received an "F" in English and World History, "G" in Latin, and "S" in Algebra. After receiving failing grade in English at the end of the second marking period in the spring semester, he was transferred to a regular English class.

His counselor reported that Chris seemed to have a glorified idea of his own merits. He seemed to feel that despite low grades he would not be dropped from the Honors program. He stated that he felt he could win a scholarship to a top-ranking university -- without working. When questioned about his poor handwriting (which is almost illegible), he was rather antagonistic and defensive. He admitted that he felt that English, Latin and history were a waste of time.

In a conference with the mother, she claimed that Chris is handled "with kid gloves" at home. Chris insists on dining alone; the mother serves him in the dining room while the rest of the family eat together in the kitchen.

## CHRIS-(continued)

Chris is a nice-looking, dark-haired lad, about average height and weight for his age, who reportedly has been quite healthy. His vision is corrected and he speaks with rather a nasal twang.

He lives with his parents and two siblings, a brother, age eleven, and a sister, age sixteen. The father owns a scrap steel business and the mother works as an accountant.

One gets the impression that Chris has known little discipline in the home situation, that it has been extremely permissive, and that being the oldest boy in the family he has had his every whim catered to by parents and siblings.

When he entered the high school situation, where he encountered more students who were as able as himself, he was unable to accept the fact that there was such competition, and only now is he beginning to realize that he is not alone in being exceedingly gifted and that he will have to sedulously apply himself in the learning situation to achieve his future objective. He hopes to attend M.I.T. or California Institute of Technology.

This is a lad who is extremely interested in mathematics and likes to solve advanced problems at every opportunity. He prefers eating alone and reading math books to dining with his family. "All they do is fight and talk about nothing."

At the present time, Chris is applying himself in the academic situation, is receiving better grades, and attempting to relate better to his teachers. He has a tendency to depreciate others and will need counseling



## CHRIS-(continued)

in this regard.

Several attempts were made to contact his parents but to no avail. In conference with them school personnel should convey the importance of their making contact with an agency to help them in dealing with their children's problems.

It should be kept in mind that Chris is capable of doing excellent work in an accelerated program, and should be encouraged to attend the college of his choice.

When intake is open, referral to Scholarship and Guidance Association might be considered if he does not make substantial gains in the forthcoming year.

## Test Data:

PMA, 1-4-55, CA 5-11, IQ 131  
 KA-F, 2-29-60, CA 11-1, MA 15-8, IQ 141  
 CMM-SF, 10-61, CA 12-8, L=134, NL=121, IQ 128

## Chicago Public Schools 9th Grade Testing Program, Spring, 1961

	<u>VR</u>	<u>NA</u>	<u>VR&amp;NA</u>	<u>AR</u>	<u>LuSpell</u>	<u>LuSent</u>
Percentile Rank	95	97	99	99	90	70
Stanine	8	9	9	9	7	6

Stanford-Binet, Form L-M, given 9-16-63  
 CA 14-7, MA2L-2 (at least), IQ 145 (at least)

Chris was quite resistant to the testing until he was convinced that the purpose of the same was to be of help in assessing his potential for college. He then cooperated well and seemed intrigued by the problems presented. Test findings are considered minimal because he was successful on reasoning items at the Superior Adult III level - the ceiling for this test.

CURT

(C-7)

Curt feels keenly the loss of his mother. Refers to his father as "weak". Sought refuge in gang milieu. Compulsive stealing. This is a potentially serious delinquent. Lack of academic progress in school. Curt has unusual ability but refuses to do the required work. He seems to be completely disinterested.

Curt was first referred for special help when in elementary school (6th grade) because he seemed indifferent to class work and was a constant source of trouble to his teacher. The recommendations following that examination were: (1) Continued efforts are indicated to help father see the need for obtaining professional guidance. (2) Continue indirect efforts to encourage friendly relations with others in the class. Promotions thereafter were regular, grades and deportment, good. He entered high school in September, 1962. During his first semester, he earned only 1/4 credit. His counselor reported that it is very difficult to communicate with him. "He simply closes his mind to what is said to him in way of counsel". He is polite and courteous, but very cool. He has not been a behavior problem except in his French class, where he not only refused to pay attention but succeeded in distracting others. All of his teachers are aware of his special abilities and have tried very hard to arouse his interest. He has been in Honors classes, but refused to meet the challenge of the enriched material which was presented.

## CURT-(continued)

Curt continues to be a large, obese lad who reports having been quite healthy. Vision, hearing and dental hygiene seem good.

At the time of the individual study in 1959, it was felt that Curt was a most unhappy and depressed boy. His mother had previously lost two children and was likely over-protective and over-anxious in her management of Curt. This likely resulted in a greater degree of dependence upon her than usual. His mother's untimely death probably left him confused and inwardly angry. These feelings were pent up, and, at that time, he had found no acceptable outlet to express his hurt. Psychological and psychiatric counseling seemed urgently needed, and the principal, in conference with the boy and his father attempted to explain the need for the same, but father seemed unreceptive to her suggestions.

Curt's frustrations were augmented by the developmental problems related to adolescence. He was put on probation last October 5th after having been involved in a car theft here and an accident in Missouri - wrecking the stolen car.

He and his father make their home together in what another pupil described as "a dilapidated boarding house". They live in two rooms. The father is employed at an auto electric company, leaves the home at seven every morning and returns about six. Curt displayed little emotion while discussing the home situation and his father, and, it was obvious that neither means much to him. He has a few friends, boys like himself, who are academically and socially maladjusted. Curt attributes his poor grades to

## CURT-(continued)

"being lazy". "I don't feel like studying, so I don't."

Personality tests indicate that this boy is an emotionally deprived youngster who keenly feels the loss of his mother. As a result, he has sought refuge in the gang milieu where some of his emotional needs can be met.

His responses in the T.A.T. indicate that this is an inwardly angry lad - - whose mind is occupied with crime and violence. He seems genuinely fond of his father, but sees him as a weak person for whom he has much concern. The projective test data would strongly indicate that there is a compulsive element in his stealing. The boy seems to feel severely deprived of affection, but tries to repress and deny this need. There are certain drives and compulsions to take material things to compensate for the affection which he lacks.

Curt is a lad whose test results indicate that he has a rapid rate of mental growth, yet he is failing most of his courses in a regular high school program. If this boy's emotional adjustment were adequate, he could be successful in an Honors program, for he has many traits in his favor.

He is polite and has a generally pleasant manner. His social difficulties (including compulsive stealing) may represent an attempt on his part to compensate for the affection he feels he is not receiving. He is now living with the father and conditions at home are certainly unsatisfactory.

Curt is the type of individual who often, if the condition goes untreated, begins to develop a kind of compulsive criminality. It is not

## CURT- (continued)

unlikely that this boy will become severely delinquent and increasingly difficult to treat if something is not done about the situation. On the other hand his good intelligence and the fact that he is still interested in moral values are favorable factors. It is quite likely that this boy would benefit from psycho-therapy, but he will probably need a different placement from his present one. He will need protection from himself, and this his present home does not provide. He needs firm, consistent and careful controls to protect him from his own impulses until, through therapy, he can build up his own controls. For this reason, treatment in the present home situation is almost certain to be unsuccessful. Foster-home placement with psycho-therapy would be the ideal solution. If this cannot be arranged, perhaps some appropriate boarding placement could be arranged.

The above was discussed with Curt's probation officer, who is following his case. Curt will be referred for a psychiatric examination and counseling (Psychiatric Department of the Court). It seems advisable that Curt's counselor keep in close contact with the boy's probation officer so that procedures in the school setting implement those outside. It may be necessary for the school to file a School Case Report - requesting court investigation of the home situation. Further recommendations will depend upon the findings of the Court, but it is the examiner's opinion that ideal circumstances would be placement in a foster home with arrangements for counseling or therapy. If this is not available, placement in an institutional setting with therapy available would be the next most desirable step.

## CURT-(continued)

## Test Data:

CMM-SF (JM), 10-61, CA 13-1, L IQ 128, NL IQ 115, Total 122

Chicago Public Schools 8th grade Testing Program, October, 1961  
Metropolitan Reading Word Knowledge, 11.2, Reading 11.2, Spelling 7.8,  
Language 8.6, Arithmetic Comp. 10.4, Arithmetic Problem Solving 11.9,  
Social Studies 12.0, Science 12.2.

9A D.A.T. 8 and 9 Starline in all areas.

Revised Stanford-Binet, Form L, given 10-29-59  
CA 11-2, MA 14-2, IQ 127

Wechsler-Bellevue, CA 15-5, Verbal Scale IQ 133 - February, 1964

CAROL

(C-8)

"E" Student in elementary schools. Skipped grades 4B, 6A, and 8A. Attendance was regular. Now a sophomore in high school. She was absent five times and tardy four times during the three semesters prior to this semester. During the present semester she has been absent fourteen days, tardy twice. Carol said she was in the building on the days she was marked absent but that she didn't report to division.

Carol is average in size for her age. Childhood diseases include chicken pox, measles and mumps.

Mother reported that girl had a physical examination in October of this year and that findings were negative.

The father is a truck driver. The mother is not employed outside the home. Carol said that she has five older brothers and sisters who are no longer living in the home. A brother, 16, is in IIB and has also begun to cut classes recently. Two younger sisters, ages eleven and nine, are in grades 6 and 4.

Included in Carol's school folder is a "Mooney Problem Check List", dated 10-8-59, on which the girl indicated that she had problems at that time (related principally to feelings of inadequacy) and that she felt she needed help with her personal problems. The girl's mother stated that the elementary school informed her, that although Carol was doing well at school,

## CAROL (continued)

she showed signs of future maladjustment (because she wished to have her own way and showed more than the usual interest in boys).

Mother described Carol as being more of a problem at home than were any of the other children. She said the girl takes no interest in her appearance except for her hair on which she spends a great deal of time. She is careless about cleanliness, neglects household duties and does housework poorly. She does not seem to mind punishment which is usually in the form of a denial of privileges. She seems to be content to stay at home and read. Mother feels that perhaps she is to blame to some extent for the girl's problems because being older now she doesn't have the energy and patience she had when the older siblings were in school. She has had to ask her husband to assume some of the responsibility for discipline now that she no longer feels able to handle it alone. Mother feels that the children obey the father without question.

The girl described her mother as a domineering parent who has no understanding nor sympathy for her. Carol said that her mother expects her to do as well in school as her oldest sister who was valedictorian of her class. She said her mother tells her she is just like another sister, who is now divorced - and says she is trying to prevent an unfortunate marriage when she forbids Carol's going out with boys. Carol explained that she was having a good time with friends at the time she was cutting classes. The only person in whom Carol confides is her friend, Molly. When asked about her father, Carol's responses were non-committal, and seemed to indicate



## CAROL- (continued)

that she considers him as having little influence in the home situation.

Carol said she expects to finish high school and go to college. She would like to be a psycho-analyst.

This fourteen-year old girl, a high school sophomore, is considerably above average in intelligence and has apparently made a good school adjustment prior to this semester, when she began cutting classes. According to her statement, she cuts classes to be with her friends since she does not have sufficient opportunity to mingle with them outside of school. When this factor was discussed with the mother, it was felt that there might be some credence to the girl's statement. However, it is probably only one of the factors to be considered in an evaluation of the girl's problems. She seemed to exhibit more than the usual amount of hostility of an adolescent toward her mother. The fact that her older brother has begun to show a similar pattern of cutting classes and at about the same time would seem to indicate that there are other family factors operative.

The advisability of getting counseling help for the girl was discussed with her mother, who indicated that she was accepting of the recommendation and agreed to contact Family Service since she apparently had previous contact there.

A conference was held with the mother in which the girl's social and emotional needs were discussed.

Mother was advised to arrange for counseling help.

Periodic interviews with the school counselor, on a supportive basis,

## CAROL-(continued)

would also seem advisable for both mother and Carol.

## Test Data:

5-12-54, FMA, CA 5-7

	V	P	Q	M	S	T
FA:	7-8	7-0	7-6	7-2	7-2	7-4
FQ:	137	125	134	128	128	134

3-31-59, California Test of Mental Maturity-SF, CA 10-6  
MA 12-8, IQ 121

5-5-61, KA-G, CA 12-7, MA 15-1, IQ 120

6-60, Stanford Int. Arithmetic - Grade 10.8, Reading Grade 11.0

1-19-64, Wechsler-Bellevue Scale, CA 14-1  
Verbal Scale IQ 143, Performance Scale IQ 125  
Full Scale IQ 136

CLAUDE

(C-9)

Subject failure and immature classroom behavior.

Boy attended four elementary schools. He is now a sophomore. He achieved poorly during his first year in high school. This year at the end of the first marking period he is failing all his major subjects. His classroom behavior last year was very immature. He often created a disturbance in the study hall by excessive talking, walking about the room and interrupting the teacher. His behavior has improved considerably this year. However, he still does not apply himself to his studies.

Claude is small for his age. He is left-handed. Tonsils and adenoids have been removed. Hearing seemed normal in ordinary conversation. Report of family doctor, dated 2-12-63, indicated that Claude is under his care for a respiratory allergy and he should avoid as much as possible fumes and irritants because they will increase his symptoms. This includes turpentine, ether, paints, etc. Claude cannot take chemistry.

The mother reported that recently Claude lost ten pounds because his asthma was more serious. The doctor has asked the boy to cut down on his snacking.

The father is employed as a truck driver by a fish company. The mother remains in the home. There is a younger girl, age six, in the first grade.

Claude reported that he is interested in sports but does not participate in them. He is currently one of the managers of the high school

## CLAUDE-(continued)

football teams. He had an after-school job last year and would like another part-time job. He regards last year as a "big flop" as far as school work is concerned. He said that he felt he had to prove himself in a big school and he did many things to gain attention. He talked of wanting to do much better in his studies and plans to go to college. However, in spite of this, he continues to receive failing grades.

Test results indicate that this is a boy who sees his environment as unrewarding and gloomy. The world forces him into a corner so to speak. He is a boy who lives within himself. He has some feelings of inferiority and he seems to reflect a sense of being rejected and socially isolated, although he seems to have a great need of human relationships. He has good intelligence but he does not make good use of his intelligence and he has little push or ambition. He is able to see things accurately and is aware of conventional expectations.

The mother came to see the psychologist because of Claude's subject failures and her concern over his behavior at home. She expressed concern over his wanting to stay out late and associating with boys of whom she does not approve.

When this boy was six the mother took him to the Institute for Juvenile Research because of his nervous habits and nightmares. He was seen at the Institute for over a period of two years and mother felt this was very beneficial to him. She felt counseling at the present time would again be beneficial for her son. IJR was unable to re-open the case and

at present the boy is on a waiting list for Scholarship and Guidance.

The mother previously had been seen at IJR and in conference with her she expressed concern over the boy and she seemed anxious to secure counseling for him.

Claude is under a doctor's care for asthma.

He should be referred to an interested, understanding teacher for help in forming more efficient habits of work and study.

Give recognition in any way possible as a means of helping this boy gain greater self-assurance.

Test Data:

9-20-54, RMA	V	P	Q	Mo	S	To
FA:	8-6	5-0	7-6	5-0	5-2	7-3
FQ:	144	85	127	85	87	123

10-22-57, Lorge-Thorndike: CA 9-0, MA 10-2, IQ 113  
 11-10-58, KA-E: CA 10-1, MA 12-7, IQ 125  
 6-60, Lorge-Thorndike; 3AV, CA 11-8, MA 14-9, IQ 126  
 10-61, California Test of Mental Maturity, SF, Form JH  
 CA 12-10 IQ 121 Language IQ 133

9-20-63, Wechsler-Bellevue, CA 12-11  
 Verbal Scale IQ 135, Performance Scale IQ 117,  
 Full Scale IQ 128

New Stanford Reading, Paragraphs, Grade 10.0+  
 New Stanford Arith., Computation, Grade 10.0+

DORIS

(D-1)

Doris was referred because she was an excellent student since early school days. In her second semester in high school there was a change in her. She was dropped from the honor roll and seemed to have lost interest in academic pursuits.

Doris attended kindergarten and first grade in Chicago Public Schools. Family lived in a fringe area and girl describes the school attended as unattractive. She was accordingly placed in a Lutheran parochial school where she continued through sixth grade. She attended public school for seventh and eighth grades. On graduation she entered a large public high school. She is currently in IIA and doing excellent work.

Evaluation on a variety of intelligence tests has been consistent in establishing the intelligence quotient between 134 and 154. She reached ceiling scores on all the Stanford Achievement Tests administered at the end of eighth grade. Doris is an attractive girl who has had good physical care. There are apparently no physical problems.

Doris is an only child. It appears that her parents come from sturdy middle class stock. Both parents reached maturity during "depression years". Both had excellent self-motivation with definite goals and achieved these goals independently through hard work. Father had only two years of high school and then worked as an auto mechanic putting himself

## DORIS-(continued)

through engineer's training, eventually becoming a railway engineer.

The mother was the eldest of seven children born on a farm. She completed high school and then went to St. Louis and lived with relatives and was employed. She came to Chicago, where she took a course in practical nursing, specializing in baby care. It was here she met Doris's father, whom she married after he had passed all his exams qualifying him to be a railroad engineer. After marriage she took a course at the Illinois Institute of Technology in industrial management. On completion, she became a supervisor in an industrial plant. It appears that both parents worked hard to achieve security. They had been married nine years when Doris was born. Doris was a precocious child from the beginning and very satisfying to the parents. The mother resigned from her work and devoted her time to Doris. She was given special lessons in ballet, tap dancing, piano and accordion. She performed creditably in all these areas. It appears that the formative years were happy and secure. It is felt, however, that importance of hard work and achieving were kept foremost in the pattern of her life. She was kept very close to her home and parents and was allowed a minimum of freedom. Both parents were greatly concerned with her success and happiness. The relationship between Doris and her parents was close and the child was very conscious of pleasing them and meeting their expectations. Her mother describes Doris as "exceptionally willing and able to obey rules and regulations. She showed no resentment when corrected or when rules were laid down. In the family circle she is understanding, sympathetic and

## DORIS-(continued)

unselfish."

After Doris entered high school she soon became accustomed to the routine and found that it was not difficult to get excellent marks. During her first semester she made excellent grades and satisfied all requirements. During her second semester she was "taken up by a crowd" whose attitude toward life duties and responsibilities were very different from those which she had previously accepted. For the first time in her life grades slumped, she shed some of her responsibilities and she seemed to lose sight of former lofty goals. She became emotionally involved with a boy whom she considered as "a steady". She had her first experience with sex. These things, because of her background, caused feelings of guilt and uncertainty. She was also fearful of her parents' reaction to her behavior.

The class counselor noted the change in her behavior patterns and after several counseling periods began to understand the turmoil within. It so happened that Doris was in the Branch of the Main building so it was possible to change her environment by transferring her to the main building. The parents were also brought into the girl's confidence. They accepted the episode with understanding, reassuring her of their love. Doris, due to her high values and good training in self-discipline, was able to resume her former pattern of life. Her own description of this episode in her autobiography -

"Things became different when I got to high school. I fell in with a crowd, slacked off in my studies and had a ball - or at least I thought I had. It was really worth it! But when I think of all the



## DORIS-(continued)

advantages my parents gave me - visits to museums, to the ballet, music lessons - I feel that I really let them down. I let myself down too. But in a way I still miss the fun I had and that bothers me. Well - that's about all for me. That's why I am like I am - - whatever I am."

Doris is a brilliant, mature student. She has insight into her strengths and weaknesses, is conscientious and sincere, and has high goals. She is especially gifted in math and science and is in honors classes. She is material for the Early Decision Plan and expects to attend the University of Chicago.

She is loved and supported by her parents and it is believed that Doris has a feeling of responsibility to fulfill their high expectations for her. It is felt that because of her early and consistent training in responsibility, achievement and self-discipline, she was able to overcome the disturbing episode in her freshman year.

## Test Data:

Attended two public schools and one Protestant parochial school.

2-53, KA-A, CA 5-10, IQ 154

4-58, KA-F, CA 11-0, IQ 134

12-60, KS-G, CA 12-8 IQ 140

9A Differential Aptitude, 2-62, 99-97%ile. All area Stanine 9

Wechsler-Bellevue Scale, 2-64, CA 16-10

Verbal Scale IQ 158, Performance Scale IQ 140, Full Scale IQ 150

DAVID

(D-2)

The interesting and remarkable thing about this boy is that in spite of being foreign born, living in a home where parents do not speak English in a low social and economic area, he is an excellent student. He was born in Germany of Ukrainian parents. He came to this country at the age of one year. Both parents work on an assembly line in a factory and neither are able to speak English sufficiently well to confer with teachers. Family resides in a fringe area neighborhood where social and economic standards are not high. From this home comes two brilliant students. The sister, age 22, has completed a bachelor's degree in architecture and is presently completing a master's degree at the University of Illinois. David is an honor student. He is serious, reliable and trustworthy. He is mature in his outlook and able to evaluate himself objectively.

He was asked to make some comments regarding his ideas of himself and family. It is felt that his own words give the best insight into his personality.

"My strengths: I have ability to be able to get good grades and also to be well coordinated in sports. I am interested in a great variety of things and subjects. I am not susceptible to the ethics society sets. I set my own ethical standards. I think I am fairly self-sufficient if I have to be.

"My weaknesses: I am a very lazy person. My social manners leave much to be desired. I have a tendency to blurt out what I feel and think in the raw truth. I don't really study enough. I'm not really very modest. I seem to be afraid of responsibility, afraid of making decisions.

## DAVID-(continued)

"My father is a very strict man. He is usually quiet but occasionally argumentative. He does not beat his children but likes to talk their wrongdoings over with them.

"My mother is affectionate and very understanding. She always explains situations to us so we may benefit.

"I have an extremely intelligent sister who has a degree in architecture and is studying for her masters. She is stubborn about her decisions."

Asked what contributed to his success in school, he answered, "My parents, being as strict as they are, have made me want to make them proud of me - as proud as they have been of my sister, but I am not trying to compete with my sister's record. I have always wanted to achieve something. I want to be satisfied with my work. My parents taught me not to be satisfied but continue to try to do better things. I have watched how hard my parents have worked to earn a living and I realize they would be disappointed if I did not get good grades. I would also like a better financial life than my parents. My sister has shown me that you can have just as much fun and more, getting good grades than if you get 'lousy' grades. The crowd I hang around with get good grades in school and it has influenced my desire to get good grades in the honors classes with its excellent teachers. Reading well has helped me immensely. I can comprehend what I read quickly because of my speed-reading class. If children when starting to school in the lower grades read comic books a lot it would improve their reading abilities and comprehension. And its a lot more interesting than 'Run Dick run and Go Spot go!!."

David is a nice looking boy. He was clean, neatly and appropriately

## DAVID-(continued)

dressed for school in clothes he selected himself. He has always enjoyed good health. He has been made to feel a necessary part of the family. He acts as interpreter for parents in all business transactions. He handles money, paying many of the bills. He is happy that his parents trust him in these matters. He seems to feel a real responsibility toward them as well as respect and love.

## Test Data:

5-47, KA-III, CA 9-6, IQ 113 (reflects language difficulty)  
6-59, CEMI, CA 11-4, IQ 126

Differential Aptitude Test, Spring, 1962, 96 to 99<sup>th</sup>ile and  
Stanine 9 in all areas

Straight "E" student in honors classes.

2-14-64, Wechsler-Bellevue  
Verbal Scale IQ 138, Performance Scale IQ 132,  
Full Scale IQ 135

DAN

(D-3)

The intelligence test alone does not enable us to identify all gifted pupils. There are students whose outstanding potentialities can be recognized chiefly through their performance, which is consistently outstanding. Dan is such an example.

This boy attended one elementary school from first through eighth grade. He did fine work in the intermediate and advanced grades. Actually his achievements were beyond expectations so far as school test records indicated. When he entered high school, he was placed in honors courses where he has maintained high grades consistently. Habits of hard work and perseverance have no doubt been factors in his success. He has a high sense of responsibility.

Dan is the second in a family of three sons. The parents separated and were divorced when this boy was about four years old. He and his two brothers have always lived with the mother, who has been employed since the father left the home. These three boys have always been responsible for a great deal of home duties. He says proudly that even though his mother was not home, the neighbors often said that he and his brothers were better behaved than boys who had parental supervision. Elementary school was pleasant and satisfying. He was successful and had positions of respect. Although the mother worked, she seemed able to make this boy feel secure and an important contributing member of the family.

## DAN. (continued)

According to test results this boy has only slightly above average ability. However, he has always achieved very high class marks on achievement scores of standardized tests. When he entered high school he was placed in honors courses where he has remained.

On entering high school Dan got a paper route which he has kept and discharged successfully. He has also picked up extra work in the distribution office so that he has an income which supplies spending money and enables him to completely clothe himself. He occasionally is able to contribute to the family fund.

Dan seems socially well adjusted. He has a wholesome optimistic outlook on life, and has faith in himself and in the future. He has few doubts but that he will be able to go to college. Dan seems accepting and does not probe too deeply into whys and wherefores.

It seems that this boy, who has only slightly above average ability, has achieved well. It is felt that he is self-motivated and has an unselfish, commendable desire to help his mother as much as possible. Dan will probably go farther and faster than his more gifted brother because he accepts life as he finds it and is free from neurotic symptoms.

## Test Data:

- 9-53, FMA, CA 6-5, IQ 120
- 1-56, KA-C, CA 8-7, IQ 120
- 1-61, KA-G, CA 13-8, IQ 120
- 1-61, Stanford Achievement Battery Adv. 8th Grade  
Math 12.2, Read. 11.1, Soc. Stud. 10.8, Science 11.2.
- 2-62, Differential Aptitude Test, 9A, Percentile Ranks 85 to 99  
Stanine 7 to 9
- 2-27-64, Wechsler-Bellevue, Full Scale IQ 120

DOROTHY

(D-4)

Dorothy is a nice looking girl, tall, slender and well groomed. She has won the respect and admiration of her teachers by her superior academic attainments. She is editor-in-chief of her school newspaper, a position she fulfills with capability. This year she was selected by the Chicago Planetary Society as one of the thirty six students screened - from 200 of Cook County's most gifted science students for participation in their Astro-Science Workshop Program.

Dorothy was born in England of Polish parents in 1948. The mother had two years of college training in Poland. She was taken into Germany when Poland was invaded and placed in the labor army. Because of her ability to speak German fluently she worked as an interpreter in a German factory. She met her husband, also a displaced person, in Germany and they married after the war ended. They went to England where the father worked in the British Railroads. In 1956, when Dorothy was 8 years old they migrated to the U.S.A. to better economic circumstances. Father found employment as a turret lathe operator and the mother became a key punch operator. They established a home and were able to enjoy the relative high standard of living enjoyed by the American working class.

Dorothy makes very little comment concerning her schooling. She was always a superior student. She entered high school at the age of thirteen. Her autobiography indicates a very critical attitude toward the organized

## DOROTHY-(continued)

social institutions. She cannot seem to accept the religious faith which was her heritage. She is very critical of political and foreign policies and of the materialistic values of her adopted country and seems generally dissatisfied and unhappy. In one place in her written comments she says: "I feel that America is meeting the fate of Ancient Rome with its moral decay." She seems to think that most of the boys and girls in school are not serious enough about schoolwork and are too interested in the opposite sex. She, herself, does not date. She says: "Dating is for others. The most intelligent kids I know don't. We have college on our minds."

When asked, "To what do you attribute your ability to get good grades?" she answered, "At school nothing has helped me to get good grades except my own inborn ability. Nobody except my parents helped in this. I really don't study more than other kids - I just remember more. I guess my environment has helped me in this. My parents sacrificed their own time to go places with me like concerts and museums. I know a lot of smart kids, whose parents did not do this, so I guess environment isn't the all important thing."

In the parental interview with the mother, it was disclosed that she felt that there were serious problems in rearing Dorothy. It is felt that parents have no notion of the many conflicts that are plaguing this girl. Mother indicated that she has enjoyed rearing Dorothy very much and feels close to her. The family have spent much time together. Both parents seem above average in intelligence and understanding. They are eager for



## DOROTHY-(continued)

college for their daughter and are determined that she will be well equipped to make a place for herself in life.

## Test Data:

5-56, KA-C, CA 7-9, IQ 126

2-57, PMA, CA 8-6, Total IQ 133

4-59, CTMM, CA 10-7, IQ 126

12-60, CTMM, CA 12-4, IQ 132

2-64, Differential Aptitude Tests, Percentile Rank 95-99  
Stanine all 9th

Wechsler-Bellevue Scale, 2-27-64, CA 15-6

Verbal Scale IQ 148, Performance Scale IQ 142, Full Scale IQ 145

DELIA

(D-5)

Delia is very tall, not too attractive and she says that most people think she is shy. She does not consider herself shy - rather "not aggressive". She does not mix well with her peers and has few close friends. When in sixth grade she had hepatitis and her skin is still quite yellow at times. This makes her self-conscious. She was "scared to go to high school" and feels that she has never been accepted by her classmates. She likes the big high school now because there are so many students "no one knows you and thus you do not have to be liked".

Delia's mother is over-protective and is very active in the P.T.A. She has always pushed Delia to get good grades. Delia begrudgingly states that she contributes her success in school to her mother. When she graduates from high school she wants to leave home, not because she does not like her home or parents, but because she would like to do something by herself. She, therefore, would like to join the Waves or the Peace Corp. Her mother does not approve because of her health history and wants Delia to be a secretary or a teacher. Delia goes to Business School every summer. She seems to love her father because he is easy going and has a good sense of humor. She thinks he should exert more authority. Delia is interested in sports as a spectator because she can thus enjoy her father's favorite pastime with him.

When Delia was about twelve she joined the Lutheran Church and now

## DELIA-(continued)

teaches Sunday school. Her parents are Methodists.

Delia, a superior student, working well up to her ability, seems to resent the pressure put on her to achieve these high grades. She is in three Honors classes but apparently is not happy about it nor particularly interested in any one subject as yet. She certainly needs supportive counseling. Maybe an assignment as a student helper to a friendly counselor might establish the rapport needed without Delia interpreting her referral as a criticism of her behavior.

## Test Data:

1-6-55, PMA, CA 6-0, MA 8-0, IQ 133  
 3-26-58, KA-D, CA 9-3, MA 11-6, IQ 124  
 10-61, CTMM, CA 12-9, MA 16-1, IQ 126  
 10-61, Metro. Battery: Read. 12.7, Spelling 12.5, Math 12.5,  
 Social Studies 9.8, Science 10.5

Spring, 1963 - 9A D.A.T. VR 99-9, NA 97-8, UR 99-9, AR 97-9,  
 LU Spell 99-9, LU Sent 97-9, Wd Knowledge 98-9  
 Reading 98-9.

January, 1964, Stanford-Binet, L-M, CA 15-0, IQ 140

DAVITA

(D-6)

Davita is a well developed teen age girl, neatly and suitably dressed. She reports no serious illnesses or accidents. She is an excellent student, in advanced placement; honors classes, student council and the school's service club.

This girl was born in Germany of Polish parents who were brought to Germany during World War II as prisoners. The mother was taken to Germany at the age of fourteen. The parents met and married, and this girl was born when mother was only seventeen years old. The father was twenty-eight. They came to America in 1950. The mother's schooling was interrupted by the war. Davita says her father was a teacher in the army. She describes him as smart but lazy. Both parents worked and Davita was placed in a nursery school. When she was four years old a brother was born; two years later a second brother. A third brother arrived when Davita was nine. This completes the family to date. Family reside in a substandard home in a fringe area neighborhood. Father works as a tool and dye maker. The mother is not employed. Apparently the mother has become somewhat inadequate. Davita describes her home:

"My mother is very candid. She has much more desire for learning than my father, but she is naive and has less ability. She is young and more like a friend than a mother. She takes no care of the house or of bringing us up.

## DAVITA-(continued)

"My father has loads of ability but it's going to waste now. He should never have married. We are almost strangers to each other. He is selfish, childish and soft. My brothers are very inconsiderate (that's normal for our home). They don't worry about school although they get good grades. Their lives are petty and it seems they never think, but they are still young. No one has any home responsibilities at our house. The dishes are seldom done. My brothers never help and I rarely do. My mother just never bothers with budgeting or even making dinner. I have my own room but it's too cold for studying. I study in the living room, but it's almost impossible. My brothers are there drumming on piano, watching TV or fighting. There isn't enough light and it's very uncomfortable."

Davita realizes that she is selfish and uncooperative and she feels guilty about it. She says that it pains her when she realizes how "selfish and mean" she is and wishes she were more "giving and loving". She says that she regrets that her family live together but don't like each other. She fears growing old, without realizing her ambitions, not being financially able to go to college or perhaps choosing the wrong profession.

In discussing the development of good study habits she has this to say: "I think study habits are important. An atmosphere of desiring to learn is important. From the beginning the parents must create an atmosphere conducive to learning. This doesn't mean a mahogany desk. It's a mental attitude and this must be in the parents themselves. The school can't give it to them or any other organization like the P.T.A. It has to be there."

Here is a bright girl who is achieving well. At present she is very discouraged by the deterioration of family relationship. This has not effected her academic progress to date. When asked to what she attributed her success in school, she responded, "My general ability is from my home."

## DAVITA-(continued)

When I was young my family learned together. We were very close. My mother always encouraged me to read, to learn and to desire knowledge. My mother and I grew up together and learned together. Somewhere we lost our way. I may have succeeded in school because of my teachers but somehow I believe it was mostly because my family and friends had a high regard and admiration for learning."

Here we have a very bright girl who got a very good start in early formation pre-school years. Family relationships have in her opinion gradually deteriorated. She recognizes her mother's weakness but has a warm tolerant feeling for her. She is still motivated to do good school work because she realizes this is an avenue which may lead her out of the social situation she finds intolerable. This motive may not be the highest but it is effective. With her motivation and native ability the end seems hopeful and bright. She needs continued supportive counseling to keep her pointed in the right direction.

## Test Data:

9-18-56, KA-2, CA 8-9, IQ 128  
 3-59, KA-D, CA 9-3, IQ 128  
 12-60, KA-G, CA 13-0, IQ 126  
 1-61, Stanford Achievement Battery K, 8th Grade  
 Reading 11.8, Arith. 10.8, S.Stud. 12.9, Science 12.7  
 2-62, Differential Aptitude Test, 9A, Percentile Rank 97-99  
 Stanine 9 - all areas  
 2-64, Wechsler-Bellevue, CA 16-2 IQ 135 Verbal Scale

DONNA

(D-7)

The school reports that "Donna has an attitude of indifference and is not working up to capacity".

This girl graduated from a Chicago elementary school, June, 1962. She had attended three elementary schools in three towns in southern Illinois and two more in Chicago. She entered the branch of this high school, September, 1962 and after one year she entered this school.

Donna has three older brothers. The eldest, age 20, is a sophomore at Washington University. Another, age 19, is employed as a truck driver. The third, age 18, is employed as a printer.

The father is unemployed temporarily. He was formerly employed by the Pullman Standard Car Corporation as a semi-skilled worker. The mother is currently unemployed. She was formerly employed by an electronics company. The family lives in six rooms.

The father was institutionalized in 1956 in Kankakee and remained until 1961.

Donna related that when her eldest brother returns home, she has to sleep with her mother. She is very resentful of this. The other brothers taunt her and call her names. She stated that she has "learned to live with this". As a child, she reported, she crawled under a cabinet when she felt no one loved her.

## DONNA-(continued)

Donna stated: "Sometimes I feel lonely and that nobody understands me. At times, I am very happy and then all of a sudden very sad. People bother me."

A conference was scheduled with the mother but she did not come. Reportedly, the mother is highly nervous and deaf.

A telephone conference was held with the family doctor. He reported: "Both parents are deaf and dumb. They both learned to speak and to read lips. The oldest son has sluggish hearing and the two other brothers have poor hearing. The girl needs a complete physical and especially a hearing evaluation. The father is diabetic and difficult to manage. He is under medical care but perhaps not under psychiatric care any longer. The mother should continue working; it is the best thing for her."

Donna reports a history of withdrawal symptoms. There is evidence of depression and anxiety. However, she has established controls which are permitting her to function in day-to-day living. There is evidence of sibling rivalry and a lack of physical and social communication in the home setting. It is, therefore, not surprising that Donna is unable to achieve at capacity level in the school setting.

She is unrealistic in her educational plans: "I plan to finish high school and try to get a scholarship to a good college. I would like to attend the College of the Seven Seas for a year but I can find no information about it. When I grow up to adulthood I would like to be able to help



people in some way. Maybe after I finish college if I am not married, I will join the Peace Corps or one of the military services for women. If I had a deep religious devotion I would maybe like to become a missionary."

A counseling relationship should be established and maintained between Donna and her school counselor in order to offer supportive therapy to this girl. The counselor should be alert to any additional withdrawal symptoms. Should this occur, referral should be made to the family physician, since he seems quite capable in advising this family and would be most persuasive in getting them to secure private help, if school counseling does not meet the need. He has offered to follow through on a complete physical evaluation for this girl with special attention to her hearing.

Test Data:

10-61, CTMM, CA 13-0, MA 16-5, IQ 126

10-61, Metropolitan Battery, Read. 11.2 Math 10.6, Soc. Studies 11.5,  
Science 11.9

Spring 1963, DAT, All areas 90 to 99%ile  
Stanines 8 and 9

Jan. 1964, Semester grades Honors English "G"; Honors Geometry "G";  
Latin 3 "G"; Chemistry "F"; Music "G"; Gym "G".

Feb. 1964, Wechsler-Bellevue, CA 15-5, IQ 133 Verbal Scale

DARLENE

(D-8)

Darlene attended two elementary public schools. Grades in these elementary schools ranged from good to excellent. She entered high school, and here this girl who has above average ability, failed her sophomore year and is failing several subjects this mid-semester. She has been truant on several occasions. Parent conferences were held, but there has been no noticeable improvement.

Darlene was a tall, slender girl, plainly dressed and neat in appearance. In the interview with the girl's mother, it was reported that Darlene enjoyed good health.

The father, age 47, is employed at a biscuit company. Mother, age 45, works part time at a bindery. Darlene is the eldest of three siblings. A brother 13, and a sister 9, attend elementary school and are reportedly good students.

Mother tended to be overly critical of her daughter during the interview. Her criticism was directed mainly at Darlene's lack of cooperation in the home. The girl was described as lazy, unresponsive to discipline, antagonistic and carefree. She attributed the influence of her daughter's "friends" as responsible for her truancy and failures in high school.

Darlene's interests were expressed as reading novels, participating in sporting events such as swimming, and attending social events at the neighboring Association House. She has no definite vocational plans,

## DARLENE-(continued)

although she previously had aspirations to go to college "to study law". She regrets her failures in school, and manifested a desire to improve her school work. She referred to regular attendance at summer school to confirm her intent.

Darlene expressed strong feelings about parental indifference to her interests, and/overly demanding and critical "no matter what I do". She felt that she had no place of recognition in the home. She dates frequently and "prefers to be away from home".

Pattern of responses on projective tests also reflected conflicts in the area of family relations. Test behavior suggested a considerable amount of underlying anxiety, insecurity, and also reflected the frictional character of her interpersonal relationships. There is sufficient evidence to indicate that the girl tends to withdraw under frustration.

It was recommended that the family consider referral to Family Service Bureau such as one offered by United Charities of Chicago, or a similar agency as parents seem to need guidance in the handling of this girl.

Darlene was referred to the school counselor for supportive and ventilative type of counseling and possible vocational guidance to help develop stable interests and to rekindle, if possible, her former aspirations.

Attempts should be made to reinforce acceptable behavior patterns, since girl occasionally feels being dealt with partially in the school situation.

Darlene should be encouraged to join school clubs or extra-curricular

## DARLENE-(continued)

activities to channel her abilities and interests into worthwhile areas.

## Test Data:

1-9-61, KA-Gr. VII-VIII, CA 13-4, MA 15-8, IQ 119

1-10-61, Stanford Advanced L-M, Math 9.9, Read 9.3, Science 12.0  
Spelling 8.5

8-13-63, Wechsler Intelligence Scale for Children

Ages 15-10

Verbal Scale IQ 116, Performance Scale IQ 125, Full Scale IQ 123

DONALD

(D-9)

Donald is a younger brother of Dan. He has consistently scored much higher than his brother on all the intelligence tests that they have taken and he has rated equally high on all standardized achievement tests, yet he is not working anywhere near his capacity in everyday classroom functioning.

He has been dropped from the 100 Program but continued in Honors English and Biology where his semester grades were "G". He is doing only Fair work in Spanish and Geometry and is failing World Geography. "The teacher is a bore."

His main concern is clothes and he considers himself quite an authority in this area. "I am neat and properly dressed at all times." He stresses this as one of his strengths. "Also I have a good eye for color and am frequently complimented on my choice of attire."

He is either not realistic or he is unconcerned about his poor grade in Spanish when he says, "This subject comes easy to me because I enjoy it." He claims Geometry gives him trouble because "they gave me Algebra in eighth grade and I missed the math background for Geometry".

His lack of values was very apparent when he felt it a strength that his generosity even extended itself to his borrowing money to treat his friends to shows and buy them presents. He also considers himself "studious",

## DONALD-(continued)

but on questioning admits to doing a minimum of school work outside of class.

A conference with his Biology teacher indicated that Donald had been absent from class for eight days, missed an examination and had seemed unconcerned about how or when he could make up the work or test.

In grammar school Donald won third place in the district science fair and submitted a poem to a magazine and had it published. He was on the Honor Roll his first two semesters in high school.

In evaluating his peers, he again makes contradictory statements: "I have about five special friends, who are intelligent, well dressed, considerate and reliable. However, two of them are selfish and have very low moral standards - but nevertheless they are really wonderful people underneath, and I like them."

Donald chose a history class as the most outstanding. "This teacher was well informed and stimulating. He not only taught us history but also ethics, study habits and the importance of punctuality. Most of all he was really likeable."

In retrospect he felt that most of his elementary school teachers were above average. He also complimented his mother on her own reading habits and the effort she always made to encourage Donald and his brothers to read more.

A very disturbing thought was his final comment on the student opinion sheet. It was an unsolicited remark, not pertinent to any specific question. "One person in this high school has really hindered me. That is my supposed

## DONALD (continued)

counselor. She has tormented me since the day I started here. I haven't been happy since she got me, and she won't be happy until she gets rid of me."

Donald feels that he is getting very fine training in his honors classes but "in the regular classes the poor teachers spend the whole period trying to discipline".

He describes his mother as "dominant, but calm, intelligent and well informed. She has a wonderful sense of humor". He thinks his brothers are "swell guys" and very considerate.

He seems very proud of his older brother, who is doing such outstanding work in school (Case of Dan) but volunteered no comment of his own comparatively poor record. When asked, he responded that it was just a temporary slump and he could raise them without difficulty when he wanted to.

Mother feels that Donald seems to be going through a phase of misplaced emphasis on what he now considers the important issues in his life. "He has never held a part time job as have his brothers and yet he has spent more money on his clothes with no compunction of this extravagance. Being the youngest and a rather pleasant, easy going boy he makes use of all of us. He now thinks that he wants to be an interior decorator or a designer of men's clothing. It is probably a passing fancy. Yet, I wanted to be a dress designer when I was his age. He also talks of traveling all over the world as if we had a lot of money. He should have been a rich man's son. He always plans on what he is going to do but never how he can afford to do it. He isn't a bad boy but he surely needs someone to straighten out his

## DONALD-(continued)

foolish notions."

## Test Data:

9-18-55, PMA, CA 6-1, MA 7-3, IQ 119

2-58, KA-III, CA 9-1, MA 10-10, IQ 119

12-12-60, KA-F, CA 11-11, MA 15-6, IQ 126

October 1961, KA, CA 12-8, MA 14-2, IQ 112

October 1961, Metro. Adv. Battery, Math 11.3, Read 11.6,  
Social Studies 12.2, Science 11.3

Spring, 1963, DAT 6-8-7-7-7-7 Stanines

Dropped from 100 Program

February, 1964, Stanford-Binet, L-M, Age 15, IQ 138



EVELYN

(E-1)

Evelyn, an exceptionally pretty, soft-spoken, well mannered girl, plans to attend Chicago Teachers College to prepare for a primary teaching position. Evelyn also has a special ability in art and she would like to someday become a commercial artist. This girl will probably achieve these goals, and in effect should be most successful in the accomplishment of her plans for the future.

Evelyn is particularly sensitive to the attitudes of her teachers, parents and friends, and throughout this entire study she exhibits her interest in people and her awareness of individual differences. She recognizes the need for hard work to fulfill the consuming ambition within her - - it is not easy, she must drive to achieve. In her autobiography she is quick to point out "my main problem is wasting time, for I seem to work better under pressure".

Evelyn comes from a loving home of very pleasant memories. She expresses sincere love for her mother, brothers, sister and father. Perhaps her most jarring family recollection was of petty jealousy for her younger brother which she easily overcame "as he developed". She mentions in her autobiography that certain religious differences have occurred between the mother and father. This does not seem to upset her too much. Of her family she says "the children in my family are all trusted and our judgment and privacy are respected". Throughout her entire report she talks mainly of

## EVELYN-(continued)

'things she likes', and there is little evidence of lack of harmony or discord in the home. She admits that she is far more attracted to older people, which might stem from her avid interest in reading.

Evelyn is zealously religious and is very active in the Evangelical and Reform Church. "My favorite hobby is writing stories, poems and plays." She won a religious writing contest for the Northern part of Illinois and this apparently has accelerated her interest in church activities. She has been the Mayor of her school, division room president, delegate to student council, actor and playwright as well as head of a classroom science project.

Speaking of study habits, Evelyn says, "The majority of my friends do not have very good study habits. About 25% do have really good habits. I think study habits should be taught in the 4th or 5th grade. If these habits are instilled in the students early, studying in high school and college would be easier. I don't think too much emphasis can be placed on good study habits. Many students have no study habits at all when they enter high school. These students find themselves in difficulty. A special part of a 9B course should be sufficient. Parents should be a part of the effort. The parents could easily be of help since they are usually at home when the child is studying. This should be begun early."

Her mother reported that Evelyn's study habits are better now than they ever were. She never had to study in elementary school and this was a handicap in high school. She agrees with her daughter that parents should be involved from the very beginning of the child's schooling - "not as a

## EVELYN-(continued)

nuisance but in cooperating in any or every manner requested by the school".

Father, age 43, had two years of college and is employed as a "chemist-machinist". Mother, 42, is a high school graduate and is not employed outside the home. Evelyn is the second of four children. The oldest boy, now 21, is married and out of the home. He was a good student until his second year in high school. He dropped out of school in his junior year - went into service - is now driving a CTA bus.

An eleven year old brother is in sixth grade and is described as a "strong average" student. A seven year old sister is reported to be an "exceptionally fine student". The mother feels that the children have had a "very good home and a happy life".

"I had such a wonderful home myself and it meant so much to me, I wanted my children to have as good. My husband wanted me to remain at home because his mother went out to work and was never there to welcome him when he, as a child, came home from school. This always bothered him, although he knew it was necessary for her to be employed. When we married, we promised each other and ourselves we'd keep a good home for our children. We are both quite religious though of different faiths.

"I feel that the real starting point for the Negro child is in the home. He should have every right that the white child has - one of the first rights that every child should have is a good home. A home with both his parents, where the child is loved - not a home without a father or even worse with five or six different fathers.

"Education is the key to the whole answer. I don't go along with the boycott but I can understand why so many did. Many of our people are lacking in education. These parents can't do anything now about the kind of homes they are providing for their children. They don't want their children to be bad. They want them to have everything that is best. The boycott to many just meant, 'We're not satisfied with what our children are getting'. They aren't satisfied with what they get at home or in school. It's only human to blame someone else.

## EVELYN (continued)

"The whole mess is everyone's fault. We have to reach the parents and the young children. When they get older it's too late. They're mad at the world and won't listen to anyone that tells them they have to be responsible to get rights.

"I think the school may be trying, but not trying hard enough. Something real big has to be done soon or I'm afraid it's going to be a real mess.

"If my husband didn't have such a good job here I'd like to move to a small town and get away from all the hatred of both sides."

EDGAR

(E-2)

Edgar is a thirteen year old Negro boy, who is an achiever with a straight "S" record in the 100 Program. He feels that he has excellent study habits and strongly advocates that study habits be stressed from the primary grades on up. If a continual check were maintained on study habits all through grade school, he feels that a student would be better equipped for high school and we would have fewer drop-outs. He feels that this is not done in most elementary schools and so a 9B course in study habits would be a good idea "because high school teachers seem to stress study at home".

Edgar says that his success in school is due partially to having studied with his brother when they were younger. (The brother is also an honor student - a senior at the same school Edgar attends.) Another factor he credits with his success is his avid reading. He also says, "my family has contributed knowledge all along and helped me extensively". As for getting good grades, Edgar sees his success in this area as the result of "studying and learning extra hard to get a good understanding of everything".

His family has evidently played a major role in his formation both in school and out. His parents, although they were able to obtain only a high school education (his father attended high school for only two years), have encouraged in their children a serious attitude toward school. They have inculcated in Edgar excellent study habits and a great love of reading.

## EDGAR-(continued)

The mother says that the whole family loves to read. She lists Edgar's aptitude, curiosity, sense of humor, and desire for reading as his most favorable qualities. Both parents feel that the boy's choice of nuclear physics as a career is concomitant with his ability, but somewhat expensive. Even so, in view of his ability, the only alternatives they think appropriate are chemistry or some field of scientific research.

Edgar has very good rapport with his family. He describes his father as "very strict and he demands good behavior, good grades, and immediate compliance with his demands." His mother is "strict at times and a very enjoyable person". Edgar has an older brother (age sixteen), a sister (age fourteen), and a younger sister (age ten). "They are all nice and pleasant and are easy to get along with, but there is a normal amount of arguments." He has light household duties, shares a room with his brother, has his own desk and a set of the Encyclopedia Britannica.

Edgar himself attends church regularly and is very involved in the Boy Scouts. His hobbies include science and model railroads. He is very close to his family and has few outside friends, (those he has are connected with the Boy Scouts). However, in a boy of his ability and interests this situation is not too unusual. He admits that he is nervous and says that reading and dancing often relax him, but, he adds, "I am best when I am under pressure". He further says, "I must rush to complete anything I do". A lot of his nervousness, pressure, and tension will probably wear off as soon as he becomes accustomed to high school. They are often an integral

## EDGAR-(continued)

part of "freshman-itis". Essentially, Edgar is a bright, well-balanced boy with a healthy outlook on life. Granted no drastic shock or upset, he will probably become one of his people's most valuable assets and should provide them with much needed leadership.

## Test Data:

5-8-59, KA-D, CA 8-5, MA 10-4, IQ 123

4-11-61, CTMM, CA 10-4, MA 15-3, IQ 148

10-62, CTMM, CA 12-10, MA 17-8, IQ 139

10-62, 8th Grade Metro. Battery, Word Knowledge 11.7, Reading 12.5,  
Spelling 12.1, Language 9.6, Math 11.2, Science 12.4

Straight "S" student honors classes "100 Program".

ERNEST

(E-3)

"I would like all the rights guaranteed me by the Constitution. I should be responsible for all my actions and I should be worthy of any trust placed in me."

Ernest wants to become a doctor. He would like to attend Harvard University "but will probably go to Northwestern or the University of Illinois". At all times he stresses this ambition. "I hope my parents live to see me become a physician."

Both of Ernest's parents are employed. Father, age 48, is a high school graduate and employed as an accountant at the post office. Ernest describes his father as "dedicated in advancing the cause of the Negro. He is an indefatigable worker." Ernest also states that his father believes in "family togetherness". He describes his mother as public spirited, a good thinker, very active and possessing a "precise personality". She is employed as a "supervisor for the state . . . My sister is happily married to a wonderful man. She is very nice and very lazy. My brother is very indifferent towards life. He is a person that tends to deviate from the normal." The brother, age 23, is in the Army at this time. He did not complete high school but the mother hopes that he will while he is in military service.

Ernest has attended summer school every summer. He goes to a public high school that has an extensive program for their gifted. It is here that



## ERNEST -(continued)

Ernest attended an Honors Chemistry class. "This class seemed the most worthwhile of any course I've ever taken. I would give anything to be able to go to this school all the time. The knowledge and methods that I was taught I could take with me to any college. It was a most informative class, geared on a high level. The teacher of this class came close to my idea of an 'ideal teacher'. He is quiet and soft-spoken, strict only when necessary, understanding, and possesses a wonderful sense of humor."

In a further evaluation Ernest feels that he has "adequate" study habits which, with the aid of his family, should improve. "They were developed at home. My sister helped me most. I can't remember that I ever received any special help on how to study at school."

Ernest expressed his belief that the boycott was a wonderful display of unity and had a strong effect on a tense situation. "This along with other events might bring about the necessary action which is needed." Although Ernest reiterated his desire to have all the rights guaranteed him by the Constitution, he also stated that he believed firms "should select their employees on a competitive basis".

Ernest has high ambitions for himself and for the family he hopes to raise. He is not content to be just a doctor. "Professionally I would like to be known as one of the top doctors in my field." He wants his wife and children to have the best possible advantages and says he will give them all his love and understanding. "Socially, I would take part in all community functions. I would belong to clubs and charity organizations.

## ERNEST- (continued)

I would like to have many friends." For Ernest these hopes are not mere pie-in-the-sky daydreams; they are real goals. "The future will be determined by what I do today." It is this realization which makes Ernest strive so hard in school today so that tomorrow's hopes will materialize.

## Test Data:

8th grade tests,

12-10-60, KA-G, CA 13-1, MA 14-4, IQ 108

12-10-60, Stanford Achievement Adv. K,

Math 9.9, Reading 10.5, Spelling 9.1, English 7.6

Spring 1962, 9A, DAT, Verbal 85%ile, Numerical Ability 97%ile  
VR &NA 95%ile

11-22-63, Wechsler-Bellevue, CA 16-6 IQ 126 Total Scale

Honors Classes - 100 Program

ERICA

(E-4)

"I have never been married but I am the mother of four children. My daughters know about this - I make no excuses. I was old enough to know better. I have told them just how stupid I was. The two oldest had one father and the two youngest had another. He was real smart, a graduate of Tuskegee Institute and an honor student. He's ignored them since I won't have anything more to do with him." This is the mother of Erica speaking. A warm, intelligent woman, quick now to acknowledge her mistakes and to desire a higher moral, social, and economic standard for her daughters. She was a graduate of high school and then studied beauty culture. This work did not interest her or offer a sufficient challenge. She is now employed by the Post Office department. Her oldest child, a son now twenty-two, has been reared by his father in New York but she has reared her three daughters well. She second child, now age twenty-one, was also an honor student in high school. She studied for a year at the Art Institute and is now attending Crane College. This is a loving, sensible mother who is strict but consistent in her handling. She is also a friend who has made life gay and interesting for her children. Money was not plentiful but she sacrificed things for herself to give her girls music lessons, and special advantages. Erica describes her mother as "hard working, friendly, but stern sometimes. She is everything you would choose in a best friend." Erica's happiest memories are picnics, symphonies and theatre excursions with her mother.

## ERICA-(continued)

Erica is a tall pretty girl, lively, yet shy in a way, thoughtful and appreciative. She has always been quick to learn and found school exciting and satisfying. At this time she is a Junior in high school and is in the Honors Classes where she is getting excellent marks and she is also in the "100 Program". Her ambition is to attend a university, specializing in biology and possibly studying medicine. The mother, being more practical and realistic, thinks Chicago Teachers College is more likely and that a career as teacher of biology could be very satisfying.

Erica thinks her mother's interest in her, her encouragement and understanding have been important factors in her success. Her own good ability coupled with interest and a desire to succeed have also been important.

Her study habits are not as efficient as she would like them to be. She feels the need of special techniques in writing term papers, doing research, making book reviews and planning and executing good oral reports. She wishes some of the English program could be devoted to developing these skills. She does not read widely and her reading tastes are quite unsophisticated. Guidance in a free reading program would be helpful. She is an avid movie fan as well as television, and she admits daydreaming. In spite of her gaps in background she is still one of the best "100" in her high school.

## Test Data:

7th Grade, CTMM, CA 13-3, MA 16-3, IQ 123  
7th Grade, Metropolitan Battery, Reading 10.8, Math 11.6, Science 10.2  
9A, DAT, Starline 8 and 9  
2-10-64, Wechsler-Bellevue, CA 16-1 IQ 131 Total Scale

ELSA

(E-5)

Achiever in spite of many problems. There is an apparent troubled home situation.

Elsa has had a varied school experience; has attended seven Chicago public elementary schools. Academic work throughout the grades was mostly "Excellent" with some "Good" marks. Attendance was quite regular. Elsa presented no problem in behavior in school.

On 9/4/63 Elsa enrolled in high school. Her choice of courses was one that would fulfill requirements for college entrance. However, at this time she believes college will not be economically possible and Elsa would like business training subjects to be included later in her high school course of study.

From September, 1963, through January, 1964, Elsa's 9B program was as follows: English I Honor Course; Algebra I; Spanish I; Home Economics I; Art I; Physical Education I; Study periods - 7 for the week.

Elsa does some outside reading in the home; has a Chicago Public Library card, which she uses frequently. Elsa's career interest is nursing. She has a nice singing voice and would like to sing with the Glee Club. She also is adept in repairing mechanical things.

High school teachers' comments: English - "Elsa mentioned to me that she was having family problems at home. This occurred when she was filling out the numerous registration forms necessary for enrollment. She stated

## ELSA-(continued)

that she was not living at home since her mother remarried. I immediately referred her to the high school counselor, since the situation appeared to go beyond the normal routine of division work." Algebra - "Elsa is doing excellent work so far. She starts promptly and keeps herself busy. She is, however, inclined to talk to her neighbor too often."

Wechsler-Bellevue Scale for Adolescents and Adults, given 9-13-63, CA 14-2; IQ 137 Verbal Scale, IQ 133 Performance Scale, IQ 137 Full Scale, indicating a rapid rate of learning. Elsa seemed anxious to do well on tests presented. However, she seemed restless and nervous mannerisms were manifested.

The two scales correlate well. Inter-test scatter not unusual. All scores were at or above her age level. Elsa made her highest scores on the "arithmetic" and "block design" subtests, both considered by authorities to be excellent tests of general intelligence.

Elsa appears overweight. She has nice facial features; her complexion is clear. Elsa recently had a physical examination - metabolism test included. Doctor found hypothyroid condition; medication prescribed. (Elsa advised that medication prevented normal sleep; she no longer takes the medicine.) According to Elsa she has been ill seldom except for the usual children's diseases. Vision is impaired; strabismus is present. Glasses were prescribed in June, 1962; Elsa reports that they were lost a year ago and she has not worn glasses in the interim. Hearing seems adequate in ordinary conversation. Some teeth are carious.

## ELSA-(continued)

Elsa says she does not smoke. She does not leave the home after the evening meal. She goes to bed about 10 P.M., gets up at 7 A.M. when the grandmother calls.

Elsa recalled that she was about seven years old when her parents divorced. She has not seen her father in the interim. After receiving her divorce, the mother remarried. This marriage lasted until 1961 when the mother became pregnant with Mark - now  $1\frac{1}{2}$  years old and the second husband left the home. The mother married her present and third husband about a month ago. He is 33 years old, and an attendant at a gas station. He was a high school dropout. The mother, 37 years old, is not employed outside the home. She dropped out of high school in her second year.

Elsa is the oldest of the mother's four children. A brother, 12 years old, is in residence at Randall House, (placement made by Illinois Children Home and Aid Society). Two younger brothers,  $4\frac{1}{2}$  years old, and  $1\frac{1}{2}$  years old, are boarders in a private home. Mother pays the boy's board, according to Elsa.

Elsa has great hostility toward her mother. Reportedly, most household chores fall on the shoulders of this oldest girl. While in the upper elementary grades, the mother kept Elsa out of school many days. Little time remained for participation in the usual activities of girls her age. There was a very limited time for study.

The maternal grandparents, have now taken Elsa into their home. Both grandparents are employed - the grandfather works nights, the grandmother

is employed days at a candy factory. The grandmother, in a telephone conversation, advised that she attributes Elsa's nervousness to the girl's poor relationship with the mother. Advised that Elsa's weight increased by fifty pounds within the past year, (principally as a result of thyroid deficiency). Grandmother seemed concerned. Grandmother was reluctant to discuss her own daughter (Elsa's mother) on the telephone but advised that she would cooperate in any plan the high school would initiate to help the girl withstand the pressures of her environment. The grandmother promised to provide needed medical care, visual care and dental attention for the girl.

Elsa indicated that she is pleased with the present arrangement but is worried about the future. She says that this spring (1964), the grandparents expect to retire and leave Chicago. Elsa says she has always gone to the maternal grandmother "whenever things got too rough" in the mother's home.

This fourteen year old, rather depressed, overweight but attractive girl, has realized little security since childhood. Divorce and remarriage have continually disrupted the normal pattern of family living. Adult responsibilities have resulted in depression. The school is wise in offering additional support and encouragement to compensate in some measure for the girl's basic needs that have not been met in the mother's home. Presently it seems that the girl is satisfactorily situated in the maternal grandparents' home. Elsa's reported interest in singing with the high school glee club might be encouraged.

Elsa believes college will not be economically possible; therefore, it



## ELSA-(continued)

is urgent she be alerted to scholarship possibilities. A Scholarship and Guidance Association referral should be considered.

Referral to Scholarship and Guidance to be made at the earliest opportunity; high school counselor to follow-up. Class teachers should be alerted to Elsa's scholarship potential. Try-out for high school glee club might be considered for the future. Programming to high school counselor's office for a period daily should be therapeutic. A counseling relationship with an interested teacher would provide opportunity for an emotional outlet for tensions. Encourage participation in social activities. The high school can provide opportunity for this adolescent girl to associate with her peer group. In view of her physical condition, refer to school nurse to follow-up on medical attention, re-examination of vision, and dental care. Provide favorable seating in classrooms. Confer with the maternal grandmother from time to time in order to gain additional information that might be helpful in a better understanding of Elsa's needs and to help her make plans for her future.

## Test Data:

5-7-58, Kuhlmann-Anderson D: CA 8-10, MA 11-3, IQ 127  
 4-61, California Test of Mental Maturity, Elem., Grs. 4 thru 8  
 CA 11-9, MA 15-9, IQ 134 Language  
 10-62, California Test of Mental Maturity, Jr. High Level.  
 CA 13-4, MA 16-8, IQ 128  
 Total Stanine 8

1-62, 8th Grade Achievements	<u>Grade</u>	<u>Percentile Rank</u>	<u>Stanine</u>
Reading	11.6	90	8
Word Knowledge	11.5	90	8
Spelling	9.7	72	6
Language	10.7	90	8

## ELSA-(continued)

L-62, 8th Grade Achievements (cont'd.)	<u>Grade</u>	<u>Percentile Rank</u>	<u>Stanine</u>
Language Study Skills	12.0	98	9
Arithmetic Computation	11.5	95	9
Arith. Problem Solving	10.3	84	7
Social Studies Information	10.2	72	6
Social Studies Study Skills	12.4	96	9
Science	10.3	79	7

9A test given Spring, 1964 - Results not yet available.

L-64, Wechsler-Bellevue, CA 14-6, IQ 132 (Full Scale)

ELMER

(E-6)

Elmer, sixteen, a junior at school, seems destined for a life of study and research. He plans to become a nuclear physicist. This is no 'pipe dream'. Elmer is an honor student with better than an "E" average, and goes to school at night to study Electronics at Dunbar and I.I. T.

Later this year, at the Science Fair, sponsored by the Board of Education, Elmer will present the splitting of a human cell. For three years he has been studying and planning the project, which he says has never been done before.

If he is correct in his theories, the world may move one step forward in its fight against cancer. Elmer speaks of a new field called Nucleonic Physiometry. This is his own name for a branch of knowledge, which may be developed in the near future.

The boy aspires to attend the University of Chicago for further study.

This boy's father died when he was an infant. He was taken by a dearly beloved aunt and uncle. The uncle died last summer and Elmer is now living with the aunt in whom he has great confidence. His mother lives close by. His life has been one of constant change - "toward a better one" - he says. Elmer has been interested in science since he was a small boy and he has always been very interested in all kinds of people. He is quite impressed with the fact that he could read at the age of three. This boy is very happy with a science lab that his aunt has fixed up for him in her home.

## ELMER-(continued)

Her interest in his activities has made her about the most important person in the world to him. He is happy and well adjusted and active in school activities. He attends night school where he studies electronics. Elmer is determined to solve any problem he encounters but he quickly loses interest in a subject if it is not to his liking. He is discouraged with the morals of fellow students and is most selective about his friends. Elmer has no particular interest in girls but would like to marry and have a family when he is properly educated. His aunt does "day work" to pay for his home lab - materials run about \$15.00 weekly. He calls this his allowance.

Elmer attributes his success in school to an "ability to grasp the presented material. An understanding family has also helped me to succeed in school. My aunt has contributed most by supplying me with the necessary materials, books and a quiet and peaceful place to concentrate. I also attribute my grades to faithful study at home and a good work program."

## Test Data:

10-4-61, CTMM, CA 13-2, MA 15-7, IQ 120  
9A, DAT, 8 and 9 Stanines in all areas

11-8-63, Wechsler-Bellevue, CA 16-1  
Verbal Scale IQ 118, Performance Scale IQ 135,  
Full Scale IQ 125

## Grades as of January, 1964:

Chemistry - E	Art - E
Honors English - E	Gym - S
Honors Algebra - E	Citizenship - E
German - E	

ESTHER

(E-7)

Esther's progress in high school has not been commensurate with her ability.

Esther attended Wentworth elementary school where she was an excellent student and was twice advanced in grade because of excellent academic achievements. She graduated in February, 1963 and entered this high school and was programmed to its accelerated program in February, 1963.

Her counselor reported that Elsa's school progress was rather poor. In her first semester, her final grades consisted of one F and three G's. Esther attended summer school and earned two G's. In November she was in danger of failing Algebra 2H and Biology 1H. Esther seemed unhappy over her poor grades but didn't feel that it was her fault. She insisted she was doing her best.

Teachers' reports follow:

Gym: "Her work has been satisfactory and she has seemed interested in our classes. Her attitude is good and she seems anxious to please. She is willing and in fact asks to assist. I have noticed no difficulty with her behavior or performance."

English: "The only factor that I have observed about this girl that is not normal is the condition of her skin. In my class, she acts like a happy well-adjusted individual."

Spanish: "Classroom work varies in quality and quantity, but she is capable of very good work. Prone to moods and distractions. Likeable girl but extremely sensitive and very easily offended. Needs constant reassurance that she is doing well. Doesn't mix, has few friends in class. Slightly obese, she has a serious complexion problem which may be the cause of self-consciousness and withdrawal. She needs self-assurance, confidence, understanding and love. If you can do all this successfully, you're a genius."

## ESTHER- (continued)

Biology: "Behavior and attention seem to be very good. Esther does not seem to be friendly with others in class. She comes in alone and leaves alone and rarely talks to others. She did not talk to me either until I made it clear to her mother that I wanted to help her. The mother insisted she is an outstanding student, yet her performance in biology has been literally miserable. I have helped her privately and she says she knows the material but still gets 20 to 30 on the tests. She is diligent and will hand in copious homework but she either doesn't understand it, or doesn't retain it. I am not sure but possibly her bad skin condition might be a source of embarrassment."

Music: "On the quiet, serious side. On the Music Ability Test, she scored at the 81% level, which is quite good. Recommended her for special Music 2, Training Chorus."

Algebra: "She is in my honors Algebra class. The first marking period she had a failing mark. Her mother came to school at my request. In class Esther is either 'up' or 'down'. She can do a complicated problem with enthusiasm but can fail to pay attention and be unable to solve problems which she should be able to do. She is not shy, will volunteer when she knows what to do and does not hesitate to ask for a retest when she fails. Her bad skin condition and overweight are in sad contrast to the ribbons in her hair. Her mother says she will not diet for either condition. They have had medical care. She is not working up to capacity. I think she may need more warm personal attention than I have given her."

As stated previously, Esther is about average height, but obese, not very pretty and has a rather severe acne condition. She is very sensitive about her appearance, but is anergic about correcting it. "What's the use, I'm ugly anyway."

She reported that she lives with her parents in a six-room home; relates well to her father, but poorly to her mother. (This is interesting in that the mother had reported to school personnel that Esther is "very close" to her and constantly seeks her approval.) Esther harbors a great deal of hostility to her mother. "Always criticising me . . . everything I do . . . especially how I look . . . she's too neat . . . too particular . . . never praises . . . I hate her."

## ESTHER-(continued)

Esther indicated that she was happier at Wentworth School. "I felt like I belonged . . . had a lot of friends . . . here, I don't feel I belong." She has no boy friends. "Me, no, I'm not the type . . . too young to date . . . and no hobbies." After school she attends club meetings or frequents 75th Street. "Meet everybody . . . go shopping."

Esther is fond of her teachers, with the exception of one, whom she considers "very cold . . . I hate cold people."

At the first interview it was suggested that she obtain a tutor in Biology, return to her dermatologist and make some effort to follow his prescribed diet.

In a conference January 7, 1964, Esther seemed to be much happier, had lost a few pounds, and was securing good grades in her Biology tests. She continued to complain about it, however. "It's really too hard for me. Science has always been hard for me."

Personality tests indicate that Esther has a very negative self-image. A few of the responses on the Rotter Test are particularly significant: I suffer... "from an inferiority complex." I ... "have an indefinite personality." The only trouble... "is my bad points outweigh my good ones." Boys... "don't seem to like me." Girls... "don't like me enough."

Her responses on the Mooney Test indicate that the home situation is fraught with friction. There is much quarreling and criticism, little emotional satisfaction to the extent that Esther doesn't feel that she has a home.

## ESTHER- (continued)

Esther was referred for examination because her progress in high school has not been commensurate with her ability. This was not the case in the elementary grades where she received good grades and seemingly made a good social adjustment.

The onset of adolescence has undoubtedly been rather traumatic to Esther inasmuch as she is not a very attractive girl. This has probably been complicated by the over-concern on the part of the mother that Esther be popular, pretty and perfectly groomed. Esther has made some attempt to comply with the mother's demands, but as rewards for the same were not forthcoming, she retaliated by refusing to follow the doctor's diet and became less and less attractive.

It is felt that if the mother-daughter relationship could be improved, Esther's academic, physical and social problems would be minimized; for she is a somewhat emotionally disturbed girl.

Mother, a pretty woman, had a pleasing manner and presented a generally attractive appearance. She reported that Esther and she were very close when the girl was younger, but where most parents have trouble with their girls growing up "too fast", her trouble with Esther is that she doesn't want to grow up at all. "Her father insists she is still just a very little girl and treats her that way even if she is fourteen." Mother related the home duties and responsibilities she had to assume when she was fourteen and feels that Esther will never be happy acting and wanting to be treated like a seven year old. "We've grown so far apart. I want her to be happy, buy pretty clothes for her and all but what can make anyone her size look even



## ESTHER-(continued)

presentable?"

Father, age 48, is employed in a clerical position by the City of Chicago. After he was married he completed high school evenings at the insistence of his wife. The mother, 42, is employed as an x-ray technician at a south side hospital. Esther is an only child, born to the father's sister out of wedlock. Esther does not know that her father and mother are not her natural parents. The husband's sister came to Chicago from the south to have the baby and lived with them until she died, when Esther was two years old. "I suppose I should have told Esther a long time ago but now she might take it as more 'rejection' as you put it. I love her so much. Can't you understand that it is because I love her, I want her to be pretty and popular. I can't just stand by and let her ruin her life."

Mother was counseled to ignore Esther's personal appearance temporarily, concern herself with the girl's scholastic efforts, find some word of praise for Esther every morning before she starts for school, provide liberal praise for school achievements and compliment her on her appearance at even the slightest improvement.

Family counseling is needed by both parents as well as Esther.

## Test Data:

1-5-56, PMA, IQ 147

4-3-60, CTMM, CA 10-2, MA 14-0, IQ 140

Fall, 1963, Chicago Public Schools 9th Grade Testing Program

## Differential Aptitude Tests

	VR	NA	VR&NA	AR	LuSpell.	LuSent.
Percentile Rank	80	90	90	80	95	55
Stanine	7	7	7	7	9	6

## ESTHER- (continued)

## Metropolitan Reading Tests

	<u>Word Knowledge</u>	<u>Reading</u>
Percentile Rank	85	55
Stanine	7	5

1-10-64, Wechsler-Bellevue, CA 14-9, Total Scale IQ 146

ELLIOT

(E-8)

Failure to achieve in school though boy seems to have good potential (IQ 143). Re-evaluation to aid in further educational guidance.

Elliot attended elementary and a portion of secondary school in suburban schools. He enrolled in this school's eleventh grade in September, 1963.

Elliot was a neatly dressed, soft spoken, nice-looking boy of average size. He reported having had mumps, measles and chicken pox. When he was ten years of age he had an abscess on a tooth for which bone scraping was required. He underwent an appendectomy when twelve years of age, in Mt. Sinai Hospital. He has worn glasses for several years.

Elliot is the eldest of three siblings. A sister, twelve, and a brother, six, attend elementary school and are in grades 8 and 1 respectively. The parents are divorced and the children reside with the mother and maternal grandparents in a five room apartment. The grandparents receive pensions while the mother is employed by an insurance company.

Elliot's mother feels he is very withdrawn and too much of an introvert. When he was much younger, private school placement had been suggested for the boy because of his potential. This, apparently, was never effected. Elliot is not now and never has been much of an achiever.

Projectives suggest this boy to be quite anxious. He is apparently passive-aggressive personality-wise. His aggression presently seems quite

## ELLIOT-(continued)

controlled but under undue pressure it may spill over into acting-out behavior. He shows evidence of being quite tense and much of his tension is internalized. Elliot seems to depend heavily on conscious intellectual control but underlying this he may feel quite impotent both physically and intellectually. His own self-concept appears to be quite poor and in general, effectless. It is suggested that he holds feelings of rejection toward both parents and has a sense of aloofness towards most people. There is a need for far stronger family ties and involvement. This boy displays an emotional disturbance which might best be alleviated through counseling. His failure to achieve seems directly related to said disturbance. His feelings about his general and personal environment tend to inhibit him from anticipated academic progress.

This seems to be a boy with a rapid rate of mental growth, who finds it extremely difficult to achieve because of severe emotional problems. On the basis of estimated potential, this boy should adequately be able to function on about the second year college level. In order to effect a greater achievement academically for this boy, since he presently is not achieving, counseling is recommended as a means to alleviate some of the emotional difficulties and act as a means of subtle motivation.

Refer to Scholarship and Guidance for counseling. School counselor may contact this agency.

A conference should be held with the parents to point out the need for a closer, more meaningful inter-family relationship and how it can

## ELLIOT-(continued)

attribute to the boy's welfare.

Elliot has been encouraged to tutor a fellow student in physics, in which he excels, as a means of reducing the boy's impotent feelings of himself, and to aid in his socialization.

## Test Data:

Previous Examination:

Revised Stanford-Binet, Form L, 1-17-56

CA 8-4 MA 11-10 IQ 142

At the time of this first individual examination, it was recommended that recognition and praise for academic achievements be provided as he is ready; his program should be enriched to make the regular curriculum more provocative for him. Encourage activities leading to social recognition and acceptance in the classroom. Encourage participation in social center activities. Suburban school made no comments as to effectiveness of these suggestions.

12-4-63, Wechsler-Bellevue, CA 16-3, IQ 143

Achievements: Reading, Stanford Achievement Adv. Form J, Grade 11.4  
Arithmetic, Stanford Achievement Form K, Grade 11.6

EMILY

(E-9)

Emily seemed quite unhappy and was having difficulty maintaining her usual quality of school work. It was further indicated in the referral that this girl had an extreme fear of dogs which apparently dated back to an early childhood experience. She seemed quite anxious and afraid of many things especially of what her mother might say if she knew of Emily's behavior. Emily had been known to the counselor to cry easily and often.

During her initial interview, Emily seemed quite at ease, spoke freely, and appeared quite cheerful. It was brought out that she is the eldest of four children as a result of her mother's two additional marriages which have since been dissolved. Emily is the only child of her mother's first marriage.

The father is remarried and had six children of this second union. Though this is known to Emily and many of the children are known to her, no contact has been maintained between them. The residences of the two parents are in close proximity but Emily has not seen or heard from her father in several years.

Emily was approximately one year of age when her parents were divorced and about seven years of age when her mother remarried.

It was reported that the father has contributed to Emily's support but not as often as he should. The mother apparently feels that the father's wife does not like Emily and thus Emily does not visit her father, who lives

## EMILY- (continued)

in the same block as her grandparents.

The girl has indicated a strong desire to see her father. There was considerable concern about him and the negative relationship which seems to exist between him and the mother.

With respect to the other children in the home it was expressed that some difficulty exists. Emily's feeling is that the younger children seem to follow her sister, thereby leaving little control over them to Emily.

The mother is presently employed by a cosmetic company. Emily's father is employed by the United States Post Office in some capacity above that of postal clerk. Of this Emily seems to be rather proud.

When questioned as to the possible reasons for her fear of animals, Emily indicated she could not understand why. However, a review of her written autobiography found in her folder showed that as a small child she was frightened by a large dog while walking down a road in Michigan with her mother.

Projective tests suggest she is quite anxious with a tendency to be over-meticulous. However, the latter does not "hold up". Much of her anxiety seems to stem towards her relationships with males. This may stem from the "loss" of her father and her grandfather of whom she was quite fond. Some depressive tendencies were evidenced as were withdrawal tendencies. She apparently has a very poor self-concept which manifests itself in verbalized fears of not making the National Honor Society and of not wanting to socialize to any great extent.

## EMILY-(continued)

Feelings of insecurity are also suggested in the above behavior. A fear of the world being a rather hostile, threatening place is somewhat in evidence. This may also underlie some of her desires to be alone. Much of her feeling is internalized and in an effort to combat this, she may resort to crying.

This is apparently an adolescent girl, who is quite emotionally disturbed because of feelings of inadequacy, rejection, insecurity, and depression. She seems to desire a better relationship with her parents and her total environment. It is probably her desire to have more of a companion-type relationship with her mother and at least a communicative relationship with her father. Actually, she tends to endeavor to attain heights, which she believed her father did scholastically.

Periodic conferences should be held with the girl and school counselor or psychologist in an effort to aid girl in establishing a better self-concept, and as a means of serving as persons with whom to identify.

Conferences should be held with the mother to discuss the family inter-relationships and their influence on the girl. Said conference should be discussed with the girl prior to arrangements being made.

Tutoring in physics by a fellow student has been initiated.

Refer to Youth Guidance Service or Scholarship and Guidance for counseling.



## EMILY-(continued)

## Test Data:

12-14-59, KA-F, CA 11-2, MA 14-0, IQ 125

10-62, CTM, IQ 125

3-63, Stanford Achievement Advanced, Reading 10.8  
Arithmetic 10.2

11-6-63, Stanford-Binet, L-M, CA 15-1, IQ 131

## FLORENCE

(F-1)

Florence is a very happy, enthusiastic and eager girl. She is attractive and enjoys having a good time. Besides being an excellent student she bowls, skates, swims, plays the piano, oboe and guitar. She is actively interested in the Methodist Youth Fellowship and Girl Scouts. She babysits for fifty cents an hour and seems to enjoy school, home and her friends.

Florence has very good insight. She says, "My art class is crowded and usually very noisy - however, I think it has been most worthwhile because it lets me express myself and show how I feel. If I feel bad I can draw a picture of sadness and soon I feel happy and contented. My ability to get good grades depends upon the subject. In math, music, science and art I get good grades because I am interested in them. I get good grades in my poor subjects because I spend more time studying them and try to concentrate extra hard during class. Also, I work very well under pressure and usually in tests deduce anything to which I don't know the answer."

Florence plans to attend college and is interested in Research Mathematics, being a concert pianist or teaching. She will do very well in any of these fields as she is gifted in all. Her mother and father both had two years of college and probably would have finished if the war had not interrupted their education. Her father works as a wiredrawer at a steel mill and her mother does part time typing at the church. Her parents were born in Chicago and have always encouraged her. She attributes a great deal

## FLORENCE-(continued)

of her success to the fact that she did a great deal of reading when she was younger. She had bronchial asthma and could not run and play hard with other children. "Being sick, when I was younger, really paid off."

## Test Data:

9-21-55, PMA, CA 6-4, MA 8-3, IQ 131  
2-14-58, PMA, CA 8-8, MA 12-4, IQ 142  
12-8-60, Lorge-Thorndike: CA 11-6, MA 15-10, IQ 138  
10-61, (8B), CTMM-SF, CA 12-4, MA 17-4, IQ 141  
10-15-61, Metropolitan Advanced Battery, BM: Math 11.6, Reading 12.3  
Spelling 12.1, English 11.5, Social Studies 12.6, Science  
12.2

Spring, 1963, DAT, Stanine 9 - 99%ile in all areas  
January, 1959, Stanford-Binet, L-M, CA 14-0, IQ 150

FRANK

(F-2)

Frank is a large, slow, plodding type of person. He is an only child and both his parents work. His father is a beautician and his mother an office clerk. He is proud of the fact that they recently bought a home and paid cash for it and that they have no financial worries. His parents were both born in this country. His paternal grandparents come from Poland and Germany.

Frank is a perfectionist in all his work and his mother complains to the school that it takes him hours to do written work. "If he makes one mistake he does the whole paper over." His teachers say that his work is very neat and precise and done mostly in outline. "It is a pleasure to read his papers." His main interest is history and of this he says: "History is not, as many people think, just the study of past things and events, which are no longer of any use to us. The past has a strange way of repeating itself. Therefore, by studying history, a person is better able to understand the present and, possibly even the future."

Frank in his slow, methodical way has achieved very good grades in school and shows an adult's insight into his problems and abilities. He states, "My success in school is due to the fact that I want to do well. The main reason I want to do well is because I realize that the more I work in school, the better my life will be after my education is completed. I also feel that certain teachers have helped me. If a teacher has the ability

## FRANK-(continued)

to make a subject seem interesting, it makes sense that the student will be more willing to learn. I feel that some teachers are also one of the main causes of the drop-out problem. Certain teachers, by the excessive amount of homework they assign and their inability to make a course interesting, almost force students to quit school. Some of the students, had it not been for the strain placed on them, might have been able to at least get a high school diploma."

One of Frank's main problems is nervousness. He does not like to speak in front of an audience.

Frank is undecided as to his choice of a career. He has given the field of psychiatry some consideration. He definitely plans on going to college.

## Test Data:

9-10-54, PMA, CA 5-10, MA 7-9, IQ 132  
 5-10-61, Lorge-Thorndike, CA 11-6, MA 15-5, IQ 134  
 10-61, CTMM, CA 12-11, MA 18-11, IQ 146  
 10-5-61, Metropolitan Adv. Battery, BM, Math 11.8, Reading 11.6,  
 English 11.0, Spelling, 12.9, Soc. Studies 12.3,  
 Science 9.6

Spring, 1963 - DAT, VR 97-9, NA 85-7, VR & NA 97-8, WDK 99-9,  
 Reading 85-7.

January, 1964, Stanford-Binet, L-M, CA 15-0, IQ 146

FLOYD

(F-3)

Although this boy's older brother has won the honor of being valedictorian of this year's graduating class, Floyd never mentioned it.

Floyd, an outstanding sophomore is interested in many activities and is planning to attend college, taking post graduate work in philosophy or religion. He may go into the ministry, following in his father's footsteps. He also states that he might like to teach, but only at a college level.

Floyd is most concerned with the problems of the schools, which are so pressing these days: moral problems, poor teaching, and integration.

He states, "My schoolmates in general show interest in the opposite sex perhaps more than anything else. Petty thieving is common and moral standards are very low. A majority of kids cheat and lie in school and to their parents. Too often the few who never do are identified with these. One who sets his standards too high is usually looked upon as being haughty or conceited, which is really too bad because most often those who have everything are very interesting, genuine people."

Floyd thinks the greatest weakness today in students is hypocrisy - "trying to do and be something entirely different from what was intended of them." He also feels the tremendous pressure toward conformity. "We worry entirely too much about whether or not we will be accepted into the crowd and then feel we have failed if we do not excel in some field. Everyone has to be a leader. Many social problems have arisen because of

## FLOYD-(continued)

inferiority complexes and the incapability of overcoming them. There is also a serious crisis in that few kids today have high moral standards. Never before has church attendance been so high but effectiveness so low. Our schools do not help this any by outlawing religion, the very basis of our government. There is today a very crying need for a revival, especially among the restless youth of our country, to stamp out these movements that press maturity, conformity and hypocrisy, with a reinspection of Christianity and how we might apply it in our lives." He stated that the factor that has been almost entirely responsible for his success in school is that he is a Christian. "I believe I must do everything to the best of my abilities so that I might glorify God now and for the rest of my life."

Floyd is quite critical of teaching methods and supervision. He is also at odds with the set-up of the school system. His comments are most interesting - "No accelerated courses were offered in the grade school to develop the gifted. English was the most mediocre of courses. One of my biggest regrets about grammar school was the physical education program. School teams are prohibited and athletes are very inexperienced upon entering high school. A better athletic program would not only increase school spirit in grammar school, but also the academic status of athletes if standards were set. I feel also that the Junior High system is superior to the first through eighth system. There is too much of a gap between 5 year olds and 14 year olds and the Chicago Public School should seize the first opportunity to convert to Junior High schools. I have seen many potentially good

## FLOYD-(continued)

students destroyed by the indifference shown them by a teacher whom they may have day in and day out for semesters in grammar school. I also regret that no departmental courses were offered me in grade school during seventh and eighth grades. The same teacher taught me all my subjects and we all knew she was inferior in most of them. I received one written English assignment through my entire eighth grade course and to this day I flunk English tests. I shudder when I think of all the time wasted waiting for slower students to learn - time that could have been spent constructively learning had I been properly supervised. Another problem facing Chicago Public School students is the handicap they receive in getting summer jobs because school is run almost a month later than private and suburban schools. I would gladly sacrifice all my holidays, Christmas excepted, if I thought I could get out earlier in the spring. High school is a great improvement, although the school spirit is very disappointing. When our team defeated the champions of our conference, only twenty spectators witnessed the upset."

Floyd's parents are somewhat upset by his prejudice and unwillingness to accept integration. This school is a permissive transfer school and the neighborhood is one of small homes of middle income families, who have been hard working people, and have kept their homes up nicely. Floyd thinks - "one of the most serious mistakes the public schools are making is integrating just to be integrating. This disrupts students and teachers alike in its process and the schools should endeavor to enforce equality of course,



## FLOYD-(continued)

but not to the point where it's damaging and not constructive."

Floyd is an all around excellent student and has received many honors in music and athletics, as well as in school work. Floyd should succeed because he says, "I have a definite drive and plan - knowing just what I am going to take and which talents I'll want to develop most fully. With God's help I will accomplish my goals."

## Test Data:

9-24-57, Lorge-Thorndike: IQ 126  
5-10-60, Lorge-Thorndike, 3AU, CA 12-3, MA 15-5, IQ 128  
11-2-61, Metropolitan Adv. Battery BH (8B)  
Math 11.3, Reading 11.7, Spelling 10.3, English 10.7,  
Social Studies 12.6, Science 12.0  
DAT - Stanine 9

January, 1964, Stanford-Binet, L-M, Age 16, IQ 136

FORREST

(F-4)

This is a boy of excellent ability (IQ 148) who is afraid he is "falling apart" - has much anxiety as to graduation - family tension - possible feeling of rivalry toward an older brother (graduated summa cum laude from college).

Forrest reports attendance in Michigan for elementary, junior high and tenth grade. Forrest failed seventh grade the year his father died, according to the boy's account. Forrest came to Chicago and entered school in September, 1962. He is presently enrolled in English Honors, Chemistry, Economics, Spanish, Drama, Art and ROTC. Teacher comment sheets, in essence note the following: Chemistry: a number of absences reported but no problem in adjustment; English H: a number of absences reported, conduct acceptable but boy is restless and talkative. Performs well in discussion sessions, seems somewhat arrogant, sophisticated and very independent. Art: Only a general impression is possible because of boy's short term of enrollment in the class but he seems to be out-going in personality and very articulate. Spanish: Again evaluation is based on only a short period of enrollment but, on the surface, the boy is considered pleasant and willing to please, seems to wish to give the impression of being academically very bright.

Absences apparently occur for little or no cause. Although boy is reportedly passing in his classes, his work has not been at the level that

## FORREST-(continued)

might be expected in terms of his good ability.

Forrest is a nice-looking lad, about 5'8" in height. He says that recent surgery on a cyst at the end of spine led to some weight loss; this so encouraged Forrest that he has taken off another ten to fifteen pounds, and now weighs 173 pounds. The boy says he was very sickly in his earlier years and as a consequence was much pampered by both of his parents. He suffers from allergies, for which there is reportedly a familial history. There have been a series of minor accidents, according to the boy, and he seems to suffer several not too specific complaints, saying, "I'm unhealthily healthy. I heal all right but something or other goes on giving trouble for a while." He sees himself as nervous; reports that he sleeps restlessly. Vision is reported to be within normal limits. Although hearing was adequate in ordinary conversation, the boy believes there is some hearing loss in the right ear.

Forrest lives with his mother. Until a few days ago, his stepfather was also in the home; apparently the mother and stepfather separated once before but the separation was of very short duration. This boy is very nostalgic about his former home and friends in Michigan but says he had made many friends in Chicago. He claims to be interested in sports and has been an active participant in the past. His specific areas of interest are not available to him at his present school and he showed little enthusiasm when related areas were pointed out.

The mother is employed as a cook at a snack bar; Forrest feels she is

## FORREST-(continued)

a poor manager of funds and speaks of needing a job. When a job was offered him by the school counselor, he missed the appointment made for interview and failed to follow through as advised.

The mother's present marriage is her third. Her first husband, now deceased and from whom she was divorced, is believed by Forrest to have been a compulsive gambler. Her son by that marriage is described by Forrest as "brilliant, can do anything he tries." (This half-brother is now serving a sentence in San Quentin.) Forrest's own father died when the boy was twelve; Forrest says he was very close to his father, shared in activities with him, describes the father as very good to him but as "mean" to others when he had been drinking. Forrest's full brother is now married and in the Marines. Forrest verbalized much admiration for him. This brother, said to have been close to the mother, graduated from college with honors and is seen by Forrest as successful at everything he attempts; Forrest compares himself unfavorably to his brother, knows that he himself is capable but sees himself as far less so than the brother.

The mother's present husband is described as "unstable" and as given to drinking to excess. According to Forrest, the stepfather was hospitalized because of emotional problems following a period in the armed service.

Apparently an armed truce existed between Forrest and the stepfather with Forrest keeping out of the stepfather's way. He has extended this to the mother whom he sees as "marrying people who need her," and whose needs she tries to meet. The boy very obviously feels that she gives him little

## FORREST-(continued)

support. He is resentful of both her and of his stepfather. The boy eats his meals out or eats alone at home, avoiding contact with other members of the family. He maintains that "going home only to sleep" is a means of avoiding difficulties. There are no close, positive ties with the adults close to him, and Forrest tends more and more to shut them out of his life as neither supporting nor as giving direction to his activities and plans.

This eighteen year old boy has very good intellectual capacity and achievements at or above his present placement. He has, however, met with some academic failure and is not presently achieving the degree of success, which might be expected in terms of his good ability. He seems discouraged and unhappy, is troubled by self-doubts and is apparently finding it increasingly difficult to apply himself and make clear-cut decisions. There are no crystallized goals, which would tend to give direction to his activities and provide a degree of security as concerns the future about which he is worried. He rationalizes and intellectualizes his failure to meet the desired success and not infrequently adopts a rather supercilious attitude as a defense. Although he reports having many friends, he is a lonely boy who seems to have no close ties with adults and is unsure of the degree of acceptance he can find. His feelings toward the brother of whom he does speak with affection are ambivalent, being tinged with both admiration and envy. There also seems to be problems in the area of boy-girl relationships with this lad none too certain of or comfortable with members of the opposite sex. The home background has apparently been an

## FORREST-(continued)

unstable one in which Forrest finds little support. He views the world as not too friendly a place, sees his mother as not only failing to give him adequate support, but also feels that he is of less than primary importance in her life. He shows himself responsive to friendly attention and tends at this time to welcome well-intentioned directions which, to some degree, take from him the burden of making his own decisions.

A friendly approach and an occasional word of encouragement and approbation, when merited, would very likely stimulate better application and give this boy some degree of security.

It would be well to overlook the attitude of arrogance which crops out on occasion and which is seemingly used as a defense against his own self-doubts.

Forrest has been given information on sports available to him at school; he should be encouraged to participate.

Boy is being seen by his school counselor; this is well-advised as a means of giving direction and support at school.

School counselor has advisedly referred Forrest to Scholarship and Guidance.

## Test Data:

- 9-62, Otis Quick-Scoring Mental, CA 7-6, IQ 125
- 9-62, Stanford Reading Adv. Parag. Mean. 12.3, Word Mean. 12.7
- 9-62, Stanford Arithmetic Adv. Read. 11.0, Computation 9.3

National Merit Exams (taken in boy's second year at high school):  
English Usage 97 $\frac{1}{2}$ ile, Math Usage 71 $\frac{1}{2}$ ile

## FORREST-(continued)

10-10-63, Wechsler-Bellevue Scale  
CA 18-6 CA grade expectancy first year college  
IQ 147 Verbal Scale  
IQ 138 Performance Scale  
IQ 148 Full Scale - rapid rate of mental growth

This is a quick reacting young man who was pleasant and cooperative. Responses were clear and concise, and boy expressed himself very well. Highest scaled scores in the verbal portion of the test were obtained in the comprehension and arithmetic subtests; lowest score was in digits. In the performance portion of the test, subtest scaled scores were fairly even. Level of interest was high and cooperation excellent.

Since achievement tests given last September indicate, for the most part, a level of work adequate for third and fourth year of high school, no additional tests were given at this time.

FRANCESCA

(F-5)

Francesca is a Filipino girl with a rapid rate of learning (IQ 122) in an intermittently broken home. The mother reportedly leaves the family from time to time; her last departure was the seventh. Usually she leaves for short periods of about a month but once she was gone almost a year. Francesca was referred in December, 1963. "Pupil seems to be pivoted in parental discord. Possibly exploits situation in order to gain concessions. School work is suffering, with little interest or effort shown. Irregular attendance is marked by truancy."

Francesca attended one school from kindergarten through third grade; she transferred in fourth grade, returned to first school in seventh grade, in eighth grade she transferred to a third school from which she was graduated. Girl was given a double promotion from 5B to 6B. Grades in elementary school were primarily "E" and "G" in academic work; attendance was somewhat irregular. She entered high school in February 1962. Her 10B grades at high school, "F". Semester, January 1964: English H "G", Modern World History "F"; Biology "G"; Spanish "F"; Art "S"; Physical Ed. "G".

History teacher notes that Francesca is extremely quiet in class but seems belligerent and as having a "don't care" attitude. Finds Francesca does little if any work, and has noted that girl seemingly has little to do with other students. (11-7-63).

Spanish teacher finds Francesca's work below passing, feels her



## FRANCESCA-(continued)

failure is due to absence rather than to inability to master work presented. Finds girl's behavior good and also reports that Francesca seems popular with her classmates. Attitude is one of disinterest. (11-7-63).

English teacher finds work well below expected level and finds that girl does not participate in class discussion to degree that she might. Says that in her class Francesca is pleasant and seems socially adjusted. (11-7-63).

Science teacher finds fluctuations in level of work accomplished; behavior fair; girl sometimes lacking in courtesy and that Francesca has an almost inordinate interest in members of the opposite sex.

Division teacher regards girl as well-mannered and well-behaved but as puzzling. Francesca is seen as very articulate as concerns home problems but as probably given to distorting facts; girl believed to be using devious means in order to "rule the roost".

Art teacher states: "Francesca has been working consistently in a superior (S) capacity in art. She possesses a natural ability and has shown signs of growth and maturity in her approach. Her behavior and personality is comparable to that of her classroom work. I suggest that Francesca consider further study in art."

Francesca is short in height, of slender stature, and is oriental in appearance. She is neat and clean, usually nicely dressed, and is apt to wear her hair in rather extreme styles. Vision was corrected last summer. Her glasses are quite becoming to her. Father reports regular check-ups at

## FRANCESCA-(continued)

Billings Hospital. Medical report in folder indicates family history of tuberculosis, heart disease, diabetes, and allergies.

This is a Filipino family. The father, a postal clerk, is a graduate of a college in the Philippines; the mother, who reportedly also went to college in the Philippines, works as a typist in the pharmacy at Billings Hospital. Francesca is the first of three children, all girls. Maria, eleven, in 6A is strongly resented by Francesca who sees her as the father's favorite. Fifi, six, in first grade, is the sister for whom Francesca expresses love. The girl attends St. Vincent's church as a practicing Catholic; the father is described as "no religion. If anything, he belongs to the Universalist Church, if that's really a religion." The children have been raised as Catholics, the mother's religion.

Francesca is very much involved in family problems, seemingly feels insecure and unwanted, has strong feelings of rivalry toward her next younger sister. The mother reportedly leaves the family from time to time. Francesca says she has left at least seven times, usually for short periods but once for almost a year, and Francesca feels "she can't care much about us if she can do that." While she feels that the father has greater concern for the family and has been, of necessity, "both father and mother" to the children, she finds him given to over-intellectualism and as using his excellent vocabulary ostentatiously with resulting embarrassment to herself. Francesca feels that a complete family makes her happier, she believes she has been instrumental in some degree in effecting parental reconciliations,

## FRANCESCA-(continued)

and remains anxious and insecure because she is always fearful of another imminent break between her parents. This in essence brings not only anxiety but also fear with the feeling there will be no one to turn to if anything happens to her father. Her problems are apparently complicated by feelings of guilt and by conflict stemming from uncertainty about religious beliefs as well as by conflict engendered by the standards of the two differing cultures to which she is exposed.

The father, seen for interview early in January, gives the impression of being a stern, dominant person, one of positive opinions and a firm advocate of the philosophy that children respect one's elders, give unquestioning obedience, and abide by quite rigid rules of discipline. He finds Francesca very disappointing because she no longer meets his intellectual aspirations for her, and almost as much so because she is going her own way and going much as she pleases. Despite his stern harangues on the subjects of smoking, of Francesca not spending time on homework, and of her failing to take responsibility for her younger sisters, he sees this girl as being much like his wife who has never assumed responsibility for home or family. He also sees his wife as rejecting of the children, and that she has offered little to her family in terms of care or of emotional support.

Francesca's father is an unhappy man, who sees little hope for an end to his problems. He is understandably resentful of his wife's failure to carry any part of the family burdens, is antagonistic toward her, and displaces some of that antagonism onto Francesca who is seen as following in

## FRANCESCA- (continued)

her mother's footsteps. His voice and attitude soften considerably when discussing the next younger girl who is obedient and helpful, and who, it seems was named for his mother. As a matter of fact, he has attempted to lessen Maria's responsibilities by saying he will perform some of them himself, although he is already preparing all the family meals. At times his resentments and frustrations lead to outbursts of anger at which time, he reports, he becomes very harsh with the object of his anger, who nearly always is Francesca.

It is of interest, that this father can recognize that his demands and criticisms of Francesca may be excessive, but that he states quite readily, and rather guiltily, that it is difficult for him to be otherwise in the face of the problems she presents. He is insightful, also, in recognizing that an affectionate and approving role is foreign to him although he evidently can be at least soft and approving in manner and tone with Maria, the eleven-year-old.

In answering the parental questionnaire father states that Francesca has always been popular with her peers. He rates her study habits as "good" in elementary school but "poor" in high school. In these responses and a subsequent phone call, as well as from several of his letters in the girl's folder, the father repeatedly apologized for having been contacted by the school. He reiterated and stressed his embarrassment. Always the emphasis was on his humiliation.

He noted that he was more than pleased in the training in Art which

## FRANCESCA-(continued)

this daughter received. Asked if there was anything about his daughter's education that he would like improved, he answered, "Plenty. Her conduct. She should stay home evenings and study. Help in the house and learn." When questioned about her choice of Art as a career, he said, "It's the only thing I see her do." He felt that she should "join the armed forces of the USA like the Waves." He stated "No" in answer to the question which asked if he enjoyed this child.

Her autobiography stresses how her parents loved her when she was younger. Father admits that she disgusts him and that family-shared-activities have been rare.

As a youth, this father's aspiration was "to be an extremely wealthy man." "The fickleness of time and inconsistency in one course" were blamed for his inability to achieve this goal. Both parents were born into wealthy families according to Francesca's autobiography. "My mother also came from a wealthy family and is descended from royalty."

Although intellectual potential is well above average and achievements are good in terms of ability to succeed with a high school level of work, this girl is meeting with multiple failure. The many family problems, which have given rise to insecurity and anxiety appear to be operative in lowering of functioning capacity. This is acting-out behavior in terms of truanting from school and rebellion against parental standards of conduct. Pressures to succeed are intense on the part of the father who, in an otherwise unhappy life, sees possible satisfaction and status in the intellectual

## FRANCESCA-(continued)

achievement of his children. In this, as well as in her discarding of the cultural standards of her father, Francesca has proved disappointing with resulting rejection, criticism, and anger from the father. The mother apparently gives little support, having divorced herself from responsibilities for and care of the children. Francesca readily verbalizes her many problems and gives indication of conflicts in several areas - religious matters, loyalties, and relationships. To a degree she uses her problems manipulatively, making them the rationale for difficulties which accrue. Actually this apparently becomes the defense with which she attempts to handle guilt feelings and probably self-doubts as to personal adequacy and ability to meet the high academic standards set by the home. Possible feelings of inadequacy are no doubt intensified by degree of approval shown next younger sister. The need for guidance and counseling is evident as means of helping this girl cope with the many problems which exist.

Referral has been made to Scholarship and Guidance. Father agrees that this measure is advisable.

Although attendance has reportedly improved in the past month, careful check on attendance should continue.

Any approval which can be shown at school may help to effect to some degree the criticism this child faces at home.

Encourage Francesca's enrollment in school clubs or other co-curricular activities in which she may be helped to develop more desirable friendships than those she now reportedly has.

## FRANCESCA-(continued)

Girl has exceptional art ability. Perhaps this can be utilized to give her recognition at school and she can probably make contributions through posters and other forms of art concerned with various school activities.

A friendly interest shown this girl, some guidance as concerns study habits and performance of assignments, given in a non-critical vein, may help to bolster girl's morals and give needed support.

Francesca was referred for follow-up to psychologist who reported 2-28-64.

Francesca has been seen for brief interviews on a weekly or bi-weekly basis for the past two months. Academic work is reportedly showing improvement and attendance at this time is more regular; girl reports only one or two days of absence, and those as excused absences due to illness. Grades in major subjects for the first marking period of the present semester are as follows: English Honors "E"; Spanish "G"; Biology "G"; Modern World History "G"; Failure is reported in physical education, however.

Francesca is obviously making a real effort to meet school standards and other school obligations, and at this time is apparently experiencing satisfaction in so doing. Conditions in the home continue to cause anxiety although Francesca feels that her father is trying to be "more understanding." Although the mother is still in the home, she reportedly spells out her dissatisfaction and rejection by leaving the other members of the family out of her life and out of her activities for the most part. At times, however,

## FRANCESCA-(continued)

she apparently shows some warmth and gives some evidence of interest in the children. Francesca feels the mother may again be planning to leave the family as there have been several conflicts between the parents of proportions which have greatly disturbed the children. Also the mother is reported to have told the children that she is deliberately "not nice" to them at times so that they will learn to dislike her and consequently not miss her when she leaves them.

That Francesca is concerned about these matters is understandable. She does, however, tend to show some beginnings of insight into her own and her parents' reactions.

There has as yet been no opening at Scholarship and Guidance, the agency to which Francesca was referred. It is hoped that the agency will be able to offer counseling within the next month or two.

Psychologist plans to keep in touch with Scholarship and Guidance as concerns an opening for Francesca. School and parent will be notified when help is available.

School is to be commended for the understanding approach utilized with this girl, and for the improvement effected. Francesca is to likewise be commended for the effort shown.

Follow-up by psychologist for the time being.

Francesca lists her strength, "I think my greatest strength is the will to do something. If I put my mind to it - I usually do it."

She admits her weakness, "My weakest point is being tempted into things not too right - and knowing it. But if they're too drastic I would



## FRANCESCA-(continued)

naturally refrain. Will power I've got - its wasn't power I need. In other words at times I can resist anything but temptation."

In light of special recognitions she says, "I have been recognized especially in the different field of Science ever since grammar school. I have received various diplomas, certificates and merit. Art though has always been my top rank - and I love it."

## Test Data:

10-57, KA-D, CA 9-0, MA 11-4, IQ 125

4-61, CTM, CA 12-7, MA 15-5, IQ 123

4-61, Metropolitan Achievement (in 8B)

Word Knowledge 11.7, Read 9.2, Spelling 11.6, Language 10.1,  
Language Study Skill 11.6, Arith. Computation 9.3,  
Arithmetic Problem 8.3, Social Studies 8.6, Science 9.8.

12-4-63, Wechsler-Bellevue Scale

CA 14-3 CA grade expectancy 9.3

IQ 110 Verbal Scale

IQ 110 Performance Scale

IQ 111 (at least)-Higher than average rate of mental growth.

Although Francesca has a fine command of language and expresses herself well, her lowest score in the verbal portion of the test was in Vocabulary. An effort to impress was especially noticeable when girl attempted to give definitions for words, with resulting mounting of tension. Because of the marked self-pressures noted during the course of the examination, it is felt that test findings may be low. It is, however, also felt that functioning level may well fluctuate in direct ratio to tensions and pressures felt.

## FRANCESCA-(continued)

Revised Stanford-Binet, Form L, given 1-15-64  
CA 14-4 CA grade expectancy 9.3  
MA 16-11 MA grade expectancy 11.9  
IQ 122 (TMCalc.) Rapid rate of mental growth

Francesca seemed more relaxed than she was at the time the Wechsler was administered. Accordingly, it is felt that the Binet findings are probably more representative of her actual intellectual potential.

FELICE

(F-6)

Felice has been absent 18 times this semester. She seems to be very nervous.

This girl attended one elementary school from kindergarten in 1954 until graduation in June, 1963. She received excellent academic and behavior grades and entered this high school in September, 1963. Here she received superior marks her first semester. In the present semester, she failed art, gym, and algebra in the first quarter and obtained three below average grades in other subjects. Poor marks were apparently related, this semester, to absenteeism. She totaled an absence of 18 days so far this semester; the result of flu, bronchitis and a foot infection. At her request and with the approval of her parents she was transferred from the accelerated algebra class to a regular algebra class and she is apparently doing better in this subject now.

Teacher comments:

Biology: "Good student in my biology class last semester. However, this semester she has not been able to do satisfactory work. She was recommended for the 100 biology class but performance is much below par in relation to other students. She has been absent quite frequently during the 1st quarter because of illness and has failed several tests as a result . . . She does not mingle socially with other students and as a rule is by herself."

Algebra: (100) "Quiet, well behaved girl. Absent for about a week and did not make up work. Also test grades were poor."

Russian: "Last semester final grade E. This semester, F. Behavior good. Personality - shy, reserved. Avoids social contact with others in class."

Art: "Has always done well in her work. She has always tried very hard and is a very sincere person. She is very quiet and is reserved to the point of being frightened. She seems somewhat afraid of the other students."

Felice indicated that she spends long hours at her homework. She studied piano, in the past, for a year. Enjoys writing poetry. Has little physical exercise. Seems to have little social life and apparently devotes herself mainly to school work. Apparently, she is given no home responsibilities or chores and seemingly is rather sheltered by parents.

Felice is an only child and lives with her employed parents in a four and a half room rented apartment. The father, 56, is employed as a draftsman and is a Civil Service employee. He was formerly employed as a cartographer. Father is said to have had two years of college. Mother, 42, is employed in an office, also Civil Service, and has apparently worked in this capacity for about six years. Mother is a high school graduate. Apparently in grade school Felice was a member of a social club from which she withdrew, and at present has little in the way of social life. Felice says she would like to go to Teachers College. She becomes nervous rather easily and shows this often in school. She describes her mother as very nervous and as given to repeating herself a good deal. She denies that parents put much pressure on her for school work but somehow she has internalized a strong drive for achievement to the point that she devotes many hours daily to school work, apparently using rather inefficient study methods. Felice tends to see herself as a worrier about school and is striving to live up to her past very high reputation which was mainly acquired in grade school. She is concerned about her mother's tendency to

## FELICE-(continued)

dress her in clothes more fitting for a younger child and feels both parents tend to treat her like a "little child." Felice seems to have doubts about her own ability which cause her to strive constantly to maintain a good academic reputation. Actually her ability is quite high and there is no objective basis for her to doubt it.

Present examination findings indicate that Felice has very superior mental ability. Academic achievements on the basis of past standardized tests indicate very strong level of general achievement. This youngster is quite conscientious in school work and devotes herself mainly to doing school work, apparently using inefficient study methods and techniques. She has little in the way of balancing social life, though she did have more of this experience when she was in grade school. She is seen by teachers, generally, as unsocial and quiet. She enjoys writing poetry and apparently has very little to do besides work on school assignments. At home she is given no chores or responsibilities and has never had any work experience of any kind. It is felt by the child that the parents tend to treat her as a much younger child generally, which may be quite true.

Felice needs more social contacts with peers and possibly some part-time work experience. Some routine home chores should be given her.

As a very intelligent girl, she naturally resents being treated as a little girl so much by parents.

Felice has high academic potential, but she has considerable feelings of doubt about her ability, and she also has rather inefficient study

## FELICE-(continued)

habits. These cause her to work over-long hours on school work.

Follow-up parental conferences with counselor or psychologist seems indicated.

## Test Data:

6-55, PMA, Total IQ 127

10-58, KA-IV, IQ 117

5-61, California Test of Mental Maturity: L-IQ 138, NL-IQ 108  
Total IQ 128

11-62, KA-G, IQ 152

12-62, Stanford Advanced L: Reading - - - - 11.5 Spelling - - - - 12.8  
Language - - - - 12.3 Arithmetic - - - - 11.4  
Social Studies 11.7 Science - - - - 12.1

Mental: Wechsler-Bellevue Intelligence Scale, Form I, given 3-2-64  
CA 14-7  
IQ 135 Verbal Scale - - Very superior rate of learning.

In all verbal subtests she performed at superior or very superior levels.

She did particularly well on tasks involving practical judgment and abstract verbal reasoning.

No standardized achievement tests were given. The youngster, in previous school testing, has shown very strong achievement background in standardized tests.

FAYE

(F-7)

"Records from former school counselor, and I.J.R. reports indicate a disturbed girl in need of psychiatric treatment. There is a long history of serious family problems, illness of mother, change of schools and homes." Girl is currently failing all majors.

School history is quite involved, the family having moved numerous times. Apparently the girl attended two schools in Chicago, then a school in Florida, then a school in Skokie, then a school in New Orleans, then another school in Skokie, then a different school in Florida and finally returned to Skokie in Junior high school before entering this public high school last September. There are reports in her folder from the school social worker in Skokie. The principal of one of the schools in Skokie, the Jewish Family Service of New Orleans, Louisiana, and a junior high school in Florida, Counseling Department, indicate that the girl is disturbed and needs help. The girl failed one major the first marking period and all majors the second marking period at her present school.

On a previous individual intelligence examination (Stanford-Binet) given when Faye was nine years old, she tested very high. IQ was 131 and it was noted that the girl had outstanding abstract reasoning ability. A current Wechsler-Bellevue gave this fifteen year old girl an IQ of 130 (Verbal Scale). While the girl's schoolwork has been poor, the group testing of the various school systems indicate that the girl has been achieving

## FAYE-(continued)

reasonably well in terms of standardized scores, though her class work has not been especially good for a girl of her ability.

There has been long and involved physical history. In summary, the girl was born with an unfavorable RH factor. She received a complete blood transfusion shortly after birth. This condition sometimes results in neurological difficulties, though the girl's development seems normal. However, she has had a large number of accidents and the teacher-nurse has been informed by the original physician on the case, that a neurological evaluation would be desirable. In addition, the girl fell from a horse in Florida, fractured several bones and now appears to have a stiff arm. Evaluation is needed to determine if further medical treatment is needed for this condition. The girl was operated on for an ovarian cyst several years ago and has complained since that time of irregular and severe menstrual periods. She currently reports losing weight despite efforts to gain, that she has fallen down several times and that she cannot go in swimming because water chills her. These complex symptoms reported to one of the Board of Education physicians brought forth the statement that this suggested anemia and a medical examination was in order. In addition, the girl holds small print close to her eyes as though she were near-sighted. She has failed numerous vision screening tests given by the school, but she has never had an eye examination. We also noted that when we mentioned to the girl about the infant blood transfusion, she immediately admitted it and showed us a large scar on a vein in one arm, saying this was the result of the transfusion though it is our understanding that transfusions of this type are done



## FAYE-(continued)

through the umbilical cord and would not be done through the arm.

Faye lives with her father, mother and her older brother. He is now in college and is about nineteen years of age. There is a long, involved family history. The girl was seen at the mother's request by the Bureau of Child Study 5-7-57 because she was doing poor work, running away from home and stealing. The girl was seen at I.J.R. at about the same time. Their psychiatrist declared that she is an emotionally disturbed child who was in part reacting to tension within the marital situation, in fact the older brother is the preferred child . . . Apparently the family did not follow through on treatment at I.J.R. Subsequently, many counseling agencies became concerned with the case and we received a great deal of information from a school social worker from Skokie, Illinois. As the result of actions by the school, the case was taken to Jewish Children's Bureau. (Social Service Exchange Registration, 11-3-60.) Subsequently, the mother, we are informed, was committed to a mental hospital as a drug addict. Faye became a court case in Family Court with the registration date of 3-29-61. School records indicate that the girl was placed temporarily in the custody of her grandparents. Placement was being made through the Jewish Children's Bureau. At this point the family moved to Florida. They took the girl with them, whether with the consent of the court, we do not know. It should be noted that several other trips from the community seemed to have taken place on occasions when various agencies were attempting to do something about the situation. The mother has an admitted history of narcotics addiction. She

## FAYE (continued)

reports that she has been hospitalized several times. Faye did not admit this, but says her mother "gets tired and has to go to a hospital for rest." It would appear that mother's most recent hospitalization was in the last few months. After the family moved to Florida for the last time, the mother had to be hospitalized and Faye, with the active cooperation of the counseling service of the school she was then attending, was sent to live with an aunt in Skokie. This aunt has since moved to Ohio and Faye moved back to live with the parents this summer. School gave the impression that the mother was an extremely confused woman. When asked to get a new medical examination for Faye, she refused point blank. She brought in records of previous examinations but would not leave them with the school and stated that the girl was in good health and no examination was needed.

Previous records indicate a very disturbed home situation and many difficulties with the mother. There was no previous record, at least in any of the records we have seen, of abusive behavior towards the girl or her brother. However, Faye listed on her Problem Check List as her major problems, that her brother keeps hitting her. She states her mother does not stop this, but when it gets too bad the mother also strikes Faye because, "My brother's bigger than her and she couldn't hit him, so she has to hit me." We might dismiss this as fantasy, except Faye came to the school one day with her head bandaged and subsequently was seen by the gym teacher to have a very large lump at the sight of the bandage. When asked how this happened, the mother replied, quite nonchalantly, "Oh, her brother hit her" in a very matter-of-fact tone as though this was a routine occurrence.

## FAYE- (continued)

The possibility of abusive behavior of the brother will, therefore, have to be added to the other factors in this already, overwhelming, difficult case.

Faye was administered a complete set of projective tests. Also tests designed to respond to evidences of perceptual dysfunction were administered. The tests do suggest the possibility of some damage to the central nervous system and in view of this girl's history would suggest that a neurological is highly desirable. The Rorschach indicated a very constricted record and that the girl has been holding herself emotionally together only by attempting to turn off her emotions completely and by retreating into a kind of rigid personality pattern. The chance of any type of psycho-therapeutic help with the girl is slim unless careful environmental manipulation accompanies it. The principal preoccupation shown on the various projectives is with the brother beating the girl. The girl reports she is afraid of her father, unable to understand her mother and she finished the sentence, "I hate when my brother beats me up."

Faye is a girl who has been regarded as severely disturbed since 1957. Numerous agencies have attempted to help in the case. It would appear that the mother was too emotionally disorganized to understand the situation. She was seen as a disturbed person as far back as 1957 and she has had a history of narcotic addiction. There are reported to be numerous hospitalizations of the mother, some of which are definitely confirmed by records. We are unable to explain her father's attitude in the situation but I.J.R. reported that he previously managed the problem by "attempting to leave it."

## FAYE (continued)

We suspect that whenever the situation gets difficult, the father moves to a new community and tries to get off to a new start with new agencies which are not pressuring him to do something about the situation. It was clearly decided as far back as 1960 that the girl should be out of the home.

Probably the Jewish Children's Bureau could arrange a placement again but they will not even interview the parents on the assumption they will not obtain cooperation in this placement. We feel the only matter that will help is to take legal action to remove the girl from the home permanently. We would also like to point out that one must be very careful how one goes about this, otherwise the family will simply decamp again. This does not even eliminate the local problem, however, since as soon as the family feels there is no immediate action, they always move back to Cook County; they have never stayed out of the County more than a few months.

We feel a problem report should be filed by the school immediately asking that court action be taken.

It is important to try to prevent the family from removing the girl from the state before action can be taken. We respectively suggest that the family might be placed under some kind of a bond injunction that would prohibit them from removing the girl from the jurisdiction of the court while placement is being made.

In our judgment considering the home situation, placement in some temporary arrangement would be preferable to leaving the girl in the home for even a short time. We also wonder about the placement with relatives

## FAYZ- (continued)

in the family, even though they appear to be responsible, because we wonder if they will not cooperate more with the father in removing the girl than with the court in trying to obtain a permanent and appropriate placement.

It would appear that once court action is taken, a very complete medical examination is in order.

FRITZ

(F-8)

Fritz is an underachiever. His behavior is good - "very easygoing." He has lax, permissive parents. They all watch a great deal of TV, including the late, late shows. This boy is accepted by his peers and liked by adults. Fritz failed to work up to his ability (IQ 142) during his first year at this school. Since starting his second year in September, 1963, he has been truant several times and is again failing in academic areas.

He attended kindergarten at a parochial school; enrolled in first grade and progressed regularly through eighth grade. The eighth grade teacher reported in writing on boy's high school entrance card form that "Fritz is a bright boy but his teachers had to demand and make him do his assignments." In the elementary school, attendance and health, rated "Good", punctuality and social habits "Average", study habits "Poor".

Enrolled in high school September, 1962, choosing the college course. At the end of 9B, he passed his subjects with one exception, Latin. In 9A, he failed English, General Science and Early World History.

Last semester, September 1963, through January 1964, Fritz was classified as a 10B; his program of studies and grades were as follows: English II (repeat) "D"; Geometry I "D", Early World History I (repeat) "D"; United States History I "D"; Music I "D"; Physical Education III Passing - "D" is a failing grade. Fritz has one study period daily.

The high school counselor is working with Fritz in an attempt to help

## FRITZ--(continued)

him fulfill his high school obligations. The boy's father was seen in school on Monday, October 28, but there has been no change in Fritz's attitude or performance.

Division teacher comments: "9A - Behavior is good, usually; he is courteous; a likeable boy. He is not dependable, however, is very easy-going; has to be pushed."

Fritz has no crystallized vocational goal. He likes athletics; was on the football team for one semester but was dropped because of low grades in academic subjects. Was on track team for one month but withdrew to take a part-time job.

Fritz is a nice appearing boy; is quiet in speech and manner. Reports that he is 5 feet 8 inches tall, weighs 140 pounds. He had physical examination in spring, 1963 - findings were negative - boy was declared eligible for football.

According to Fritz, he goes to bed at 12 midnight or 1 A.M. after the TV late movie; several nights weekly, the mother and father also watch the movie.

The father, 47 years old, is secretary for a chemical company. Fritz was unable to tell how much schooling the father has had. The mother, 45 years old, high school graduate, is employed as secretary. Fritz is second in a family of six children. A brother, soon to be 16 years old, attends the same high school. Two more brothers, ages 12 and 11 years old, and a sister of 9 years, attend a parochial elementary school in grades 7, 6, and

## FRITZ- (continued)

4, respectively; a much younger brother of three remains in the home. A maid that cares for the home and children works from 8 a.m. to 3 p.m. during the school week. The family of eight lives in their own eleven room - 2 bathroom home. Week-ends, the family works together on care of the home, yard and basement.

Fritz states he goes home from school to supervise the younger children until the mother returns from work. Fritz has friends at school and in the home neighborhood. The boys meet (two or three nights weekly) at a local drug store where they stand around and talk; some nights they go into a neighborhood cafe where they continue to converse, drink cokes (coffee occasionally); some smoke cigarettes. Fritz has not yet formed the habit of smoking according to his own statement. He goes to private parties, has attended High School Activity Nights twice this year. He does not have a special girl. Fritz is Catholic; on Tuesday nights, he attends religious instruction class at his church. The mother is Catholic, attends the same church on Sunday mornings. The father does not attend any church at this time.

Work experience reported was for two weeks. He swept floors in a restaurant where boy friends spend much time. Fritz has no part-time job now. He receives sixty cents a day from his parents for lunch and spending money; receives additional money week-ends. There seems to be much to be desired in the parent-son relationship. Fritz seems to have hostility toward the father especially. Some weakness in the father was indicated. Fritz



## FRITZ--(continued)

did not choose to divulge the nature of weakness.

Expectancy is considerably higher than that required for successful work at Fritz's present grade level. He has an extremely rapid rate of learning. Although he has never performed in school in accordance with his ability, educational background is very adequate for high school materials. Causative factors in aberrant behavior are unknown; may include the situation within the home. At any rate, Fritz is becoming more and more withdrawn at home and in school. He is failing all current semester subjects. There seems to be some problem that Fritz either will not or cannot talk about. Further study in Bureau of Child Study Behavior Clinic is clearly indicated and referral has been made.

Fritz has been urged to put forth greater effort to succeed in high school. He has been given an interpretation of his abilities and some idea of the things he could accomplish, if his study habits were better. High school counselor will continue to see the boy for informal talks; this should be therapeutic. Assignment to some special school responsibility might stimulate Fritz to greater effort. Fritz expressed interest in athletics. Physical education teacher might give the boy some special attention; encourage him to fulfill academic requirements so that he again will be eligible for competitive sports. The high school librarian can assist in encouraging more insight and greater maturity through guiding the boy to reading in certain areas, as biography and science, materials that tend to promote social growth. Refer to teacher-nurse to follow-up on

## FRITZ- (continued)

physical condition of boy, in view of listlessness noted during this examination. Urge parents to insist on adequate hours of sleep for the boy.

## Test Data:

Spring, 1962 - Stanford Achievement, Form L; Grade 8A  
 Reading 10.1, Language 12.0, Spelling 8.4  
 Arithmetic 10.4

9-5-62, Otis Quick Scoring Mental Ability Test - Gamma, Form EM  
 IQ 128

9-5-62, Reading: Stanford Advanced J; Grade Score 12.0  
 Arithmetic, New Stanford (W) Computation - Grade Score 10.1+  
 Arithmetic Age - 16 years

3-13-63, Public School - 9th Grade Testing Program, Differential  
 Aptitude Tests

	<u>Percentile</u>	<u>Stanine</u>
Verbal Reasoning	95	8
Numerical Ability	95	8
Abstract Reasoning	95	8
Language Usage		
1. Spelling	55	5
2. Sentences	80	7

3-13-63, Metropolitan Reading Tests, Advanced Reading, Form AM-IBM  
 Answer Sheet

Word Knowledge	58	5 Grade 10.1
Reading	80	7 Grade 11.6

10-31-63, Wechsler Intelligence Scale for Children  
 CA 14-10  
 IQ 135 Verbal Scale  
 IQ 142 Performance Scale  
 IQ 142 Full Scale      Extremely rapid rate of learning

Responses to Comprehension and Information subtests reveal considerable practical information and ability to evaluate past experience realistically. Work on the Performance part of the examination gave evidence of good ability to organize into meaningful wholes. Ability to analyze, integrate, and perform on new tasks is far above average.

FRED

(F-9)

This is a case of a boy with a high potential (IQ 128) who is seemingly contented at school and home. Family life is reported to be a happy one. He is an underachiever. Mother says he never finishes anything. Father says he is unreliable. Fred has been truant once or twice and has cut certain classes. Mother feels that his weak study habits are to blame for his poor school work.

He began kindergarten at Meadowdale, Long Island, New York. In second grade he attended another school for three months. The family then moved to Miami, Florida where Fred attended school for the balance of second grade and remained there for third and the first three months of fourth grade. He then entered a school in Evanston, Illinois. He remained there for six months to complete 4th grade. Entered 5th grade in Chicago at one elementary school. Transferred to 6A to another, where he remained to complete 8th grade.

He entered high school September 1963. He is failing in History and Science and barely passing in English and Algebra.

Teacher Comments:

Science: "His classroom behavior is good except for some occasionally talking, but no more than the others in the class. His classroom work is poor, as are his test grades. He seems to be well liked by the boys around him, and he is polite to me."

Division: "I have this boy only in division and aside from the fact that at the beginning he was cutting school he seemed fairly well adjusted and seemed to be fairly well liked by his classmates."

## FRED- (continued)

English: "This boy's work has been sporadic. There are times he seems to be making an effort to complete assignments and do well on tests. For the most part, his marks on tests have fallen short of what is acceptable. He seems to have good resolves - he 'picks up' from time to time - but he does not follow through. He seems to be working quite efficiently during study, but his class time does not seem to be so profitably spent. Fred is an easy-going, pleasant boy. He seems to be popular with his classmates; he is friendly and very polite when addressing a teacher."

E.W. History: "Classroom work - evaluated as 'poor'; Behavior - satisfactory. Personality - inclined to be introverted. Social Adjustment - appears to be satisfactory. Home situation - not familiar. Physical Condition - appears to be good."

Algebra: "Fred is a quiet boy whose work has been quite sporadic. At the present time he is failing."

Father is a sales manager and travels considerably. Mother is not employed outside the home. Fred is the older of two children. A sister, thirteen, will graduate from elementary school next June. Home life is described as a very happy one, where all share many activities. Mother says Fred seems to have good intentions, means well, but does not have the drive to see a project through to completion. "He has very poor study habits."

This test indicates that Fred has a rapid rate of mental growth, but is not functioning at his level of ability. There is an awareness of an acceptance of what he should do, but a weakness in following through. Parents are considering boarding school where he will have supervised study. Boy prefers to remain at home but is willing to go to boarding school if this is the parents' decision.

## FRED-(continued)

## Test Data:

12-16-63, Stanford-Binet Intelligence Scale, Form L-M:  
CA 14-9, MA 17-9, IQ 128

Fred appeared very relaxed during the testing situation. Vocabulary was exceptional. There was marked evidence of good reasoning ability after reflective thought. Occasionally he responded without sufficient thought, but half-way through his answer, he would retract and make a more satisfactory response.

TABLE 4

## SUMMARY COMPILATION OF DATA

Number of High Schools in study . . . . . 6  
 Number of individual students studied . . . . . 62  
 Boys studied (15 achievers - 16 underachievers) . 31  
 Girls studied (17 achievers - 14 underachievers). 31

## Education of Parents of children studied:

Parents having no diploma . . . . . 1  
 Parents who are elementary school graduates. 13  
 Parents who are high school graduates . . . 87  
 Parents who are college graduates . . . . . 15  
 Parents who have masters degrees . . . . . 4  
 Parents who have doctoral degrees . . . . . 4

## Of high school students studied there were:

12 Freshmen (Ages: Two 13, Seven 14, Three 15)  
 23 Sophomores (Ages: One 13, Four 14, Fifteen 15, Three 16)  
 13 Juniors (Ages: One 14, Two 15, Ten 16)  
 14 Seniors (Ages: Two 16, Ten 17, Two 18)

Students who expressed church affiliations. . . . 17

Students that stated that they were not members  
 of any religion . . . . . 42

Students who professed Atheism or Agnosticism . . 3

Median IQ 136

Mean IQ 139

IQ range 120-180

Seven 120-129

Thirty-two 130-139

Seventeen 140-149

Six 150-180

All these students would be classified in the top 5 per cent  
 of the total high school population.

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Approval Sheet

The dissertation submitted by Mary Gallagher Mueller has been read and approved by five members of the Department of Education.

The final copies have been examined by the director of the dissertation and the signature which appears below verifies the fact that any necessary changes have been incorporated, and that the dissertation is now given final approval with reference to content, form, and mechanical accuracy.

The dissertation is therefore accepted in partial fulfillment of the requirements for the Degree of Doctor of Philosophy.

Jan. 20, 1965  
Date

Arthur W. D. P. Smith  
Signature of Adviser