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A STUDY OF CHILDREN FROM BROKEN HOMES
IN THE ELEMENTARY SCHOOL

AT

MALTA, MONTANA

by

ROBERT H. BERGE

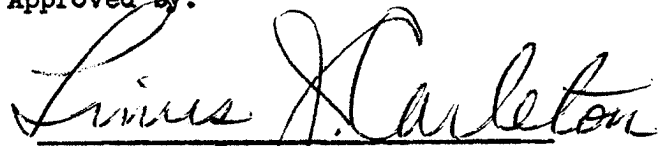
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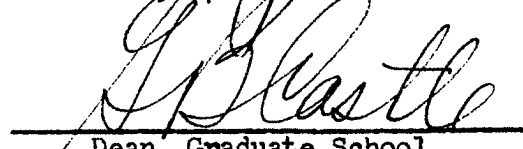
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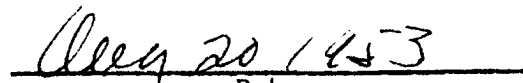
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CHAPTER I

THE PROBLEM AND DEFINITIONS OF THE TERMS USED

For many years the home and family seem to have been steadily declining in influence and importance. The parents, as well as the children, now have many outside-the-home interests; they earn their living away from home; often they spend their leisure time away from home. Some homes have become little more than places to eat and sleep. When this country was first founded, the home was an almost self-sufficient economic, social, recreational and spiritual unit. Due to national growth, the building of large cities, extensive trade, industrialization, diversified labor and more complex government the family unit has gradually become less influential. Most communities are highly organized with clubs and other organizations performing many of the old family duties. Accompanying this decrease in importance, many homes tend to break up and crumble through separation, desertion, and of course, through the ever present factors of mental and physical sickness, and death.

I. THE BACKGROUND OF THE PROBLEM

It is evident to everyone and especially evident to school teachers and school administrators that certain social factors have a profound effect on school children.¹ As educators try to meet the needs of all children, the social factors of unsettled home, adopted children, and a host of other factors such as social status, mobility of the family due to parent's occupation, type of neighbors and neighborhoods,

¹Herbert B. Alexander, "A Child is as Good as His Neighbor," Parent's Magazine, 25:26, April, 1950.

companions, economic income, religion, and others have unmistakable influence upon the teaching and learning process in school life.

There seems to be a consensus among teachers that adverse home conditions are related to adverse school conditions. Both parents are needed to encourage school children in the right directions and conversely to discourage them from wrong doing. Teachers say that children from broken homes get less sympathy and less of the right kind of encouragement and help with regard to school.

This chapter will consider the following aspects of the problem in this order: home, mobility of population, war time children, illegitimate children, homes where both parents work, foster homes and children of broken homes, irritability and frustration, habits, and school work.

The home. The home is the root of the problem. L. K. Frank² says that the home provides the child with a place and status in life, gives him a belongingness and needed love and affection. When a child's home is broken he feels different from other children and therefore is different.

According to Gruenberg divorce always brings special problems with children. Who will keep the children? Who will support them? He also states: "A bad marriage and an unhappy home might prove more tragic to a child than divorce."³ The home situation which is in constant turmoil may keep a child upset for a longer period of time than

²Lawrence K. Frank, "The Fundamental Need of the Child," Mental Hygiene, 22:353-379, July, 1938.

Sidonie M. Gruenberg, "Children and Divorce," Child Study, (Spring, 1950), 55-56.

a divorce. After the divorce or separation, even though the home is not a normal one, the children and remaining parent may be spared nerve-racking fighting and bickering.

Mobility of population. During the last decade, particularly, the family roots have been torn away by shifting of population due to war and war industry. There are now many unsettled workers such as salesmen, government workers, railroaders, contractors, teachers, and scores of others. The attitudes of home, family life, and habits seem to change for the worse as people change communities. With these problems added to the already trying job parents have in bringing up children, it is no wonder they cannot stand the strain; and their homes become broken which, of course, deprives parents and children of each other. "Our institutions with their accompanying attitudes of approval or disapproval have their origin in the geographically more settled and stable way of life. Our social patterns are rooted in the soil."⁴

War children. During the war many children were born while their fathers were away from home training for fighting or fighting a war. The mother, alone, had to rear the children for a part of their lives. In cases where the father was killed, the whole job fell to the mothers. Mothers, according to Stolz,⁵ must develop a baby's emotional strength during the first few months of its life. If the mother is upset due to her husband's absence, or if the mother has to work and neglect her

⁴Allen W. Beach and Walter G. Beach, "Family Migratoriness and Child Behavior," Sociology and Social Research, 21:503, July, 1937.

⁵Lois Meek Stolz, "How Mobilization and War Effect Our Children," Journal of American Association of University Women, 44:134-140, Spring, 1951.

children, the children lose vital parent attention. Many war babies are fearful, shy, nervous, worried and tense. Many times fathers return to find their sons with little masculinity, timid, dependent and effeminate. Also, there have been cases of conflicting theories of discipline between the father and mother when the father returns. During the school age a child may develop a Santa Claus type mental picture of his absent father and be disappointed when the father returns and has human faults.

The war caused other family and home problems. There were many hasty marriages during the war which resulted in broken or temporarily broken homes. People away from home with a devil-may-care attitude let their morals dip to dangerous and disastrous lows.⁶ Housing shortages caused uncounted family troubles. Some social diseases and alcoholism were rampant and helped break homes at a faster rate.

Illegitimate children. "With more than 100,00 babies born out of wedlock each year, problems of unmarried mothers and their babies add up to a sizable concern to many public and private child-welfare agencies."⁷ Bonn follows with the fact that these children lack the benefits which real homes and parents can give them. They are either taken by relatives, friends, institutions, or they are adopted. These children are entitled to an education in free public schools, though many teachers believe they do not have equal advantage with children from homes with real fathers and mothers.

⁶Henry C. Schumaker, "War Caused Problems of the Family," Educational Research Bulletin, (1942), 260-68.

⁷Philip Bonn, "When a Child Needs a Friend," The Child, 14:91, December, 1949.

Homes where both parents work. James Marshall says:

Women working at part or full time jobs outside the home are a threat to the foundation of the American culture. Absentee mothers' children are in danger of neglect and deprivation of love by forces of modern economic circumstances. They constitute a threat to the family institutions, to the home way of life, to the balance and stability of the nation. In 1946 in the United States, in one-fifth of all families both the husband and wife worked and a million and a quarter of these women were mothers of children under six years of age. The family is basic to the American cultural heritage and must be protected. The mother is the center of the family and should be with her children. Irreparable damage is done to an infant through the absence of his mother.⁸

Mother love and care will prevent small accidents from becoming personal affronts. Bigots, delinquents, mentally ill, convicts, subversives and communists are made in insecure homes.⁹ Sometimes, mothers who work confuse and spoil their children because they must concentrate love and care into brief periods, to make up for lost time. "From the studies of Anna Freud . . . during the last war children could endure with considerable equanimity bombs and evacuation as long as the family was intact."¹⁰

A large war machine and universal military training have increased the industrial demand for more and more man power, which resulted in the employment of women. Child care centers cannot replace a mother and, in instances where a mother can, she should refrain from helping to earn the living; she should take care of her children.

Children left with incompetent neighbors, too-old relatives, some

⁸James Marshall, "Absent Mothers," The American Teacher, 33:17-19, March, 1949.

⁹Ibid.

¹⁰Ibid., p. 18.

greedy nursery centers, teen-agers, or sometimes just left alone to shift for themselves and run the streets with nothing constructive to do are an increasing threat to society.¹¹

Juvenile delinquency. Juvenile delinquency is a major social and school problem. Two hundred seventy-five thousand children were brought into the courts in 1948.¹² In most cases the trouble could be traced to homes that were not up to par. More than ninety-two percent of problem children become delinquents. Often they have been neglected at home.¹³

Foster homes and adoption. Even though adoption laws have changed to benefit the child instead of the family, an institution or foster home is at best a substitute.¹⁴ When a child is placed in a foster home both the child and the prospective parents are investigated most thoroughly. There are cases where trial matchings have been tried.¹⁵ Too many changes are found to be detrimental to a child.¹⁶ There are times when a child of foster parents finds out his status. He is then shaken emotionally and socially and may develop a resentment and hostility ex-

¹¹Helen Mills, "What Happens to the Children?" Journal of the American Association of University Women, 44:73-75, January, 1951.

¹²Bonn, op. cit., pp. 90-91.

¹³F. C. Zokolski, "Studies in Delinquency: II Prediction of Delinquency in Boys," Journal of Genetic Psychology, 74:119-23, March, 1949.

¹⁴Anna Kalat Smith, "Latin American Laws Show More Modern Attitudes Toward Adoption," The Child (November, 1950), 64-68.

¹⁵Elizabeth K. Radinsky, "While a Child Stays in a Foster Family Home," The Child, 7:105-8, March, 1950.

¹⁶Florence Clothier, "The Problem of Frequent Placement of the Growing Delinquent Child," Mental Hygiene, 21:549-58, October, 1937.

pressed in acts of violence against the foster home and society.¹⁷

Many parentless boys and girls build expectations that are too high for a foster home, and hence they don't get along. Orphan children, as they grow older, lose their adoptability. Younger children are more likely to be adopted than older ones.¹⁵

The following is a rather typical broken home story. William was the son of a country town lawyer. His mother died leaving a family of four. At the age of twelve William was sent to a nearby town to live with foster parents and go to school. The foster parents furnished the physical needs of clothes and food, but William missed and hungered for the love, attention, sympathy and understanding of real parents, and especially his mother. He got into no trouble in school, but his teachers complained that he "dreamed" and did not do his school work even though he had an above average intelligence quotient. They said he had poor social adjustment and few or no friends. Welfare case workers recommended that William join Scouts and a hiking club. The recommendation was probably good, but it would not give him the mother and family he needed.¹⁹

Child care institutions. Recent trends are to place children in foster homes rather than to institutionalize them. The orphanages meet the physical requirements but cannot adequately supply the love factor essential especially to the very young child or infant. Love is defi-

¹⁷Sidney Tarachow, "The Disclosure of Foster-Parentage to a Boy," American Journal of Psychology, 94:401-12, September, 1937.

¹⁸Audre T. Delaney, "Two New York Agencies Try Out Group Homes for Adolescents," The Child, 14:22-5, August, 1949.

¹⁹Margaret Diggle, "Case No. I, William," Education Digest, 14:42-4, March, 1949.

nitely needed by all children.²⁰

Socio-economic implications. Children who lack one or more real parents are hurt socially and economically. Real parents usually try to do the very best for their children; their every thought in most instances is of the best for them. Foster and stepparents sometimes do not feel so strong in loyalty and love of their children and consequently provide less in social, material and spiritual needs. The children who do not live with their own parents are sometimes neglected and have poorer clothes, less entertainment or less education. These children may be forced into company of poorer neighborhoods. Gustad states that through the loss of a father, a child loses many friends and social activities, not to mention facing an economic handicap. A child is especially handicapped without a father.²¹ The children may suffer due to poor companions, housing, neighbors, and in many other ways.

Personality of children from broken homes. From school people's observations, unsettled homes seem to affect personalities of children more than the quality of their school work. There seems to be a pronounced tendency for these children to have feelings of being picked on, of having a chip on their shoulders, of losing their tempers, and, in general, "getting along" poorly. "Emotional tension in the home is associated

²⁰Ruth Pearson Koshush, "Developmental Records of Five Hundred Nursery School Children," Journal of Experimental Education, 16:134-48, December, 1947.

²¹Herbert B. Alexander, "A Child is as Good as His Neighborhood," Parent's Magazine, 4:26, April, 1950.

with lack of adjustment in the child."²² Anderson goes on to say that the case histories of thirteen most irregular children showed that changes in the home background and environment may have accounted for irregularity in their nursery school behavior.

According to a study done by Beals²³ using 100 junior high school pupils in the Colin Kelly school of Eugene, Oregon, and using the California Test of Personality, Elementary Series, there were seventeen percent more children from broken homes in the below average group than in the above average group. The groups were divided at the fiftieth percentile. Beals concluded that sound personality adjustment occurs with a happy home.

The last White House Conference on children was aware that, "More and more difficult problem children indicate parental incapacity and irresponsibility to maintain homes."²⁴

Irritability and frustration. When the home breaks the children generally must go to a new home. Sometimes they lose touch with one or both parents. If so, a great adjustment must take place. Routines and habits must change, and that causes irritabilities and frustrations of varying degrees. These children inevitably feel a disadvantage.²⁵

²²Harold H. Anderson, "Adjustment in the Family Situation," Review of Educational Research, 10:5, December, 1940.

²³Lester Beals, "A Study of Home Factors and Their Relationship to the Personal Adjustment of Children," School and Society, 72:55-7, July, 1952.

²⁴Spencer H. Crooks, "For the Child Who Must Live Away From His Own Home," The Child, United States Children's Bureau, 16:28, February, 1952.

²⁵Edwin A Cowan, "Some Emotional Problems Besetting the Lives of Foster Children," Mental Hygiene, 22:454-58, September, 1938.

Leland Wood²⁶ says that children are torn between loyalties to their fathers or mothers when the parents disagree. The child loses his rightful, needful feeling of security.

Children of broken homes at times show regressive traits; they crawl into a shell; they feel different and inferior to others. On the other hand they have possibly become too aggressive and try to compensate for what they feel they lack in parents. Occasionally these children may become more self-reliant due to necessity. Seldom, as shown by the study, do children travel the middle of the road. Rather they show deviation from the norm.²⁷

Habits. Children of broken homes, due to less parental interest and attention, are more apt to have poor habits of rest, eating, work, personal habits and other essential routines. When one parent has to make the home and also earn the living, the children are left to themselves to prepare the meals, go to bed, rise, go to school, and do their home work. Children need the guidance, help and encouragement of both parents. Bad habits are developed because of lack of parental supervision. This is evident to teachers and other school personnel. School health records tell the story of poor habits; they show that children from broken homes sometimes lack proper rest, proper food, are poorly groomed, have inferior health habits, and do inferior school work.²⁸

²⁶Leland Foster Wood, "If Parents Disagree," National Education Association Journal, 36:642-3, December, 1947.

²⁷Florence Clothier, "The Problem of Frequent Replacement of the Young Delinquent Child," Mental Hygiene, 21:549-58, October, 1937.

²⁸Charles C. Peters, "The Individual and His Environment," Review of Educational Research, 10:123-26, February, 1940.

School work. How can a child do up-to-his-capacity school work when his mind is filled with home disturbances--where his family, father, mother, brothers and sisters, and home are threatened? These adverse home factors seem to cause inattentiveness and day-dreaming, conflicts of thought and feeling. The children become serious, moody, searching, sad, and nervous, and a problem to themselves and others. During critical periods of change in the life of a child, for example, the breaking of a home, children shifting from one home to another, or to an orphanage, there develops a tendency toward lower school achievement, and even to lower scores on mental tests.²⁹

II. STATEMENT OF THE PROBLEM

The purposes of this study are: (1) to study the school life, work and records of school children of Malta, Montana, who came from broken homes; (2) to see if there are common patterns among these children; (3) to make this information available to teachers and administrators so they can better cope with school problems raised by such children; (4) to furnish a pattern for study of children from broken homes in other schools and communities.

III. IMPORTANCE OF THE PROBLEM

Usually attention is called to problem children in school by the teacher, other children, administrators, or parents. The difficulty may be poor school work, personality trouble, emotional and nervous difficulty, social trouble, discipline, physical sickness or accident, aggression or regression. Many times the explanation will be given, "Look

²⁹Ibid., p. 125.

at his home." When this is done, the child, as often as not, is found to be a victim of a broken home. Attention has been called to this fact in the preceding pages of this chapter, where the homes, foster homes and adoption, child care institutions, personality and school work of children from broken homes have been discussed.

IV. DEFINITIONS OF TERMS USED

Broken homes. A broken home is a home where one or the other real parent is missing through death, desertion, separation, or divorce. This definition does not include children from homes where a parent is absent due to occupation, war or sickness.

Normal home. A normal home for the purposes of this paper is one where the real father and mother and children live together. No qualification is made as to harmony or discord. The author realizes that some normal homes according to the above definition may actually be worse homes in any and all senses of the word than some broken homes.

Elementary school. Elementary school for all purposes of this study is a school including grades one through six.

CHAPTER II

REVIEW OF THE LITERATURE

Much has been written in many fields on the broken home. Ramifications of the subject extend into the fields of medicine, sociology, welfare, adoption of children, institutional care and foster parents and homes, psychology, education, the judicial and other fields. There is considerable overlapping of subject matter; the fields go hand in hand with each other; they are actually one big field. However, there are conspicuously few recent writings done specifically in and for the field of education.

In the study by the White House Conference on Children, Crooks¹ notes that "home is the highest and finest product of civilization and children should not be deprived of it except for urgent and compelling reasons." He goes on to say that the home and children are the very basis of our society, and our society will break if the homes falter.

Colcord says, "out of . . . interest and joy in caring for children in their weakness . . . family life has come into being and has persisted."² She points out that family life has been the basis of our civilization and our nation, and if it breaks down, they also will break down.

¹Spencer H. Crooks, "For the Children Who Must Live Away From Home," The Child, United States Children's Bureau, 6:82, February, 1952.

²Joanna C. Colcord, Broken Homes. (New York: Russell Sage Foundation, 1919) p. 25.

According to Gustad³ the loss of a parent due to any reason is a definite social handicap to a child. The child does not experience many of the social activities an absent father or mother might provide. For example, the child would possibly not experience hiking, athletic events, hunting, and the like through the absence of a father. The absence of his mother would cause him to miss social functions such as birthday parties. Some friendships would not be experienced. He adds that better adjusted children are generally better achievers in school.

Thorman⁴ tells us that each year more than a million homes in the United States are broken by death, desertion, separation, and divorce. The story of the broken homes is often a tragedy, since important, intimate human relations are shattered, and millions are deprived of a happy home life.

Wallenstein's⁵ book is of a speculative, clinical, statistical nature. He describes in great detail the many effects of the broken home upon the victim children. He says,

Any serious fundamentals variation in the ensemble of the family constitutes the lasting problem of the broken home. That every home must break up at some time is of course inevitable. But when the problem of the broken home is spoken of without specification, what is usually meant is the problem of the breaking prematurely (biologically), when it still includes among its members children who have not yet grown to full economic and especially spiritual independence of their parents.⁶

³John W. Gustad, "Factors Associated with Social Behavior and Adjustment: A Review of the Literature," Educational and Psychological Measurements, 12:3-19, Spring, 1952.

⁴George Thorman, "Broken Homes," Public Affairs Pamphlet No. 135 (Public Affairs Committee, Inc., 1947), 31 pp.

⁵Nehemiah Wallenstein, Character and Personality of Children From Broken Homes (Bureau of Publications, Teacher's College, Columbia University, New York City, 1937), 86 pp.

⁶Ibid., p. 1.

He notes further that in some schools almost one of every three pupils comes from a broken home.

Wallenstein describes a normal home as a biologically organic unit; a cultural, social, and economic unit; an interdependent learning set-up, where the child feels a belonging to an intact protective group. A child from a broken home feels he belongs to an impaired organization and is therefore open to disturbance both physical and psychological. He may grow up with a faulty character or a warped outlook upon society. He may feel inferior. There is less desirable learning by such a child. His circle of friends is not what it should be. Orphan boys and girls are often subject to pity, to overprotection, and leniency in an effort to make up for what they may have lost. They resort to escape mechanisms, become irrational, and seek to compensate in undesirable ways.

A study of 3,131 children (1,581 boys and 1,550 girls) in schools in Manhattan, Brooklyn and Jersey City was done by Wallenstein. The children were from broken homes. He used a questionnaire for each child. The questionnaire covered the child's parents, stepparents, nationality, socio-economic status, intelligence, age, school and home adjustment, honesty, personality, superstitions, reputation, and comparisons of the children from the broken homes to other children. The children of broken homes were matched with children of normal homes. He admitted the weaknesses of the study: the lack of control groups, poor matching of cases, kinds of broken homes not shown, not enough cases, unstandardized measures and inadequate data, no use of personality and character tests, poor statistical treatment of data, and the use of his own personal opinion. Nevertheless, he feels the findings are of value. He found that seventeen percent of all children in the school he contacted were from broken

homes; that the children from broken homes had poor school life adjustment; that they were more superstitious; that there were more extremes of extroversions and introversions among children from broken homes. He says that the emotional and neurotic tendency was more common in the broken home cases. The school adjustment rating by teachers favored the normal home. In attentiveness the children from normal homes rated higher. There was an over-all tendency for broken-home children to be at a disadvantage.

Wallenstein does say that a broken home, even though it causes adverse character, personality and emotional disturbances, does not seem to have other than temporary bad effects upon school work. The child of a broken home, according to his studies, does not suffer permanent impairment of school work.

Nona M. Zada⁷ says that children who get a poor start in life from birth through six years of age are definitely handicapped in maturation of both physical and mental abilities.

Whittels⁸ feels that rarely can unhappy parents bring up happy children. Parents and prospective parents should make conscientious efforts to find out what constitutes a happy home life; they should be aware of the effect of divorce. He notes that children of divorced parents become searching, too serious, moody, repressed and exhibit conflicts in personality when asked about their parents.

⁷Nona M. Zada, "Case Studies: Bad Start in Life," Understanding the Child, 2:58-61, April, 1952.

⁸Fritz Wittels, "The Children of Divorced Parents," Child Study, (May, 1930), 228-231.

According to the National Probation and Parole Association,⁹ juvenile courts are a new development and have come into extensive use only during the last quarter of a century. They say children of broken homes are a special type of case. Human conduct is determined by human contacts. Children need strong family ties and in the cases of delinquents the home usually has not provided strong economic and family organization. Juvenile delinquents need the attention of special judges, physicians, clergy, and teachers.

The Association's article calls divorce "our legal horror." Sociologically, all behavior is meaningful and symptomatic. Courts now try to find the reason for a child's behavior and then try to correct it. Divorce, which is a tremendous influence upon child behavior, is the result of a broken family. The Association recommends the strengthening of marriage laws, marriage counseling, and teaching the evils of divorce by all social institutions so that fewer problem children result from problem parents.

Wyle¹⁰ calls attention to the fact that one third of our marriages fail. He blames some of the marriage failures on the children. When children come home, they are usually all-demanding personages. Feeding, changing, and sleeping must run on schedule; they bring a new aspect to marriage.

⁹Marjorie Bell, Editor, Current Approach to Delinquency (New York: National Probation and Parole Association, 1950) 319 pp.

¹⁰I. A. R. Wylie, "Till Children Do Us Part," Parent's Magazine, 3:31, March, 1949.

George Mohr¹¹ notes that divorce signalizes a failure in the relationship between two people. If the two people are parents, their children will inevitably be affected by this failure. Children, as well as parents, suffer tensions, anxieties, hostilities, and resentments. The father in most cases is separated from his children. Little girls need to be in love with their fathers and little boys need him in the development of their personalities. Children sometimes hold the mother responsible for sending the father away. False ideas of the missing parent are gotten by children. Healthy emotional development in children demands both parents.

In an article by Helen Mills,¹² it is brought out that women who work neglect their children. With women working in greater numbers outside the home, not only because of the immediate emergency but also because of our changing economy, we are faced with the increasingly difficult task of safeguarding the welfare of our children. Children left with other people miss essential love and care while growing up. When one parent is left without the help of the other one through the broken home situation, it is the children who suffer.

Ruth Koshush¹³ tells us of the effects of nursery school upon 500 children of mothers who worked between 1943 and 1946 inclusive. She says there was a good growth at school in emotional, social, and independent

¹¹George J. Mohr, "The Threat of Divorce," Child Study, 25:7, December, 1947.

¹²Helen Mills, "What Happens to Children," Journal of the American Association of University Women, 44:73-75, January, 1951.

¹³Ruth Pearson Koshush, "Developmental Records of 500 Nursery School Children," Journal of Experimental Education, 16:135-48, December, 1947.

qualities for four-fifths of the children. They improved in self-care routines. She did note that a lack of mothering in infancy tends to cause emotional problems in the school.

Two authors, Beach¹⁴ and Stolz,¹⁵ are in agreement upon the fact that war and war industries causing migratoriness of families directly caused moral decline and broken homes. They indicate that these factors have not been good for children. The children are deprived of one or both parents due to the war or war work.

English¹⁶ sums this up forcefully and concisely:

Clear and clearer grows the evidence. In every form of struggle against the foes of decency, stability, and peace in our land, the strongest weapons are in the hands of those who control the emotional atmosphere of the home. Yes, we mean the parents, and we mean atmosphere, too--not food and clothing and gadgets or even books and other tools of learning.

English suggests that, "Children are like mirrors; they reflect home difficulties. Troubled parents cannot bring up untroubled children."¹⁷ He feels that heredity has nothing to do with disposition and stubbornness, that personality traits are made in homes.

Zakolski¹⁸ tells us that problem children and delinquent children

¹⁴Walter and Allen Beach, "Family Migration and Child Behavior," Sociology and Social Research, 21:503-523, July, 1937.

¹⁵Ibid.

¹⁶Spurgen O. English, "Troubled Parent, Troubled Child," The National Parent Teacher (April, 1951), 4.

¹⁷Ibid., p. 5.

¹⁸F. C. Zakolski, "Studies in Delinquency: II. Predictions of Delinquency in Boys," Journal of Genetic Psychology, 74:119-23, March, 1949.

frequently come from neglected homes. Ninety-two and five-tenths percent of the problem children become delinquents.

Witmer¹⁹ says that children are in a stage where the emotional factors outweigh intellectual ones; that much of their thinking is irrational and unconscious; that love and hate are developed in children; ". . . that problem children, delinquents, pre-psychotics, manic-depressives, and schizophrenics are much more apt to have been subjected to adverse parental attitudes than individuals who are socially well adjusted."

According to Jolowicz²⁰ every child belongs in a family. Name differences cause trouble for a child of foster parents. The children of foster homes have many questions whether they ask them or not. Many children cannot be adopted due to hereditary factors, warped personalities resulting from living in temporary boarding homes too long without close family ties, physical defects, or legal technicalities.

Smalley²¹ says that love of parents creates the only atmosphere that builds good personalities. It gives a baby a positive attitude toward society, making him a friendly, socially secure human being. To deprive an individual of family life altogether is to run the risk of making him inhuman. Each child must accept himself. It has been

¹⁹Helen Leland Witmer, "The Influence of Parental Attitudes on the Social Adjustment of the Individual," American Sociological Review, 2:756-63, October, 1937.

²⁰Almeda R. Jolowicz, "Every Child Belongs in a Family," The Child, 8:144-7, April, 1951.

²¹Ruth Smalley, "The Significance of the Family for the Development of Personality," Social Service Review, 24:59-66, March, 1950.

noted that rejected babies do not smile as others do. "For most people, ancient notions that honesty, politeness, decency, and good taste are instinctive no longer hold. Training and experience made the difference."²²

Smalley also notes that aggression is the basic reaction to frustration, and regressive behavior is the opposite. A girl learns femininity and attitudes toward men from her mother, and a boy learns masculinity and attitudes toward women from his father. In learning to live in our society, we must learn our relationships to superiors, subordinates and equals. All of these above mentioned concepts must be learned from family living.

MacFarlane gives us the results of a research project at the Institute of Child Welfare of the University of California on 252 children and their families. He says,

Marital adjustment yields more consistent and higher correlations with behavior and personality difficulties than did other family variables. Attention demanding, temper tantrums, negativism, food finickiness, over-dependence and daytime enuresis showed more recruits from families with unhappy or difficult marital adjustment. With increasing age, tempers and negativism showed increasing relationships with marital maladjustment during early preschool period.²³

A study by Curtis and Nemzek²⁴ sought to find differences in academic success between children from broken homes and children from

²²Ibid., p. 64.

²³Jean Walker MacFarlane, "Some Findings from a Ten-Year Guidance Research Program," Progressive Education, 15:536, November, 1938.

²⁴Erta Curtis and Claud Nemzek, "The Relation of Certain Unsettled Home Conditions to Academic Success of High School Pupils," Journal of Social Psychology, 9:419-435, November, 1938.

normal homes. The following six factors were considered broken home conditions: loss of father by death, divorce or separation, unemployment of father, loss of mother by death, or employment of mother outside the home. Six hundred pupils were used. They were paired with pupils from normal homes on the basis of intelligence, chronological age, grade in school, sex and nationality. All of the children were high school pupils. An honor point average based upon teachers' marks was computed for each of the pupils and used as a measure of academic success. The data indicated that the school achievement of pupils from broken homes was inferior to that of pupils from normal homes. Seven statistically significant comparisons, which were not mentioned specifically, showed normal-home children superior. The other comparisons revealed slight differences, if any, and failed to indicate any causal relation to the differential achievement and control pupils.

Campbell²⁵ reports a study of boys from 185 homes. Thirty-four of the homes were broken. He concludes that there were no significant differences in school achievement. He admits, however, that a large percentage of the problem children came from broken homes.

In the same article one superintendent of an industrial school reports that eighty percent of his cases were from broken homes, and in a report of one girls' state reformatory of 1,000 girls, only 87 were from normal homes. Campbell makes a generalization:

As a result of the statistical study of achievement quotients of children in the sixth and seventh grades, we may say that the broken home has no effect upon the child's achievement in school

²⁵Marion Wendeln Campbell, "The Effect of the Broken Home upon the Child in School," Journal of Educational Sociology, 5:274, September, 1931.

when the achievement is regarded over a period of years. From the study of a group of problem cases in a large city system, we may say that there apparently is some correlation between the broken home and conduct disorders. The study of 64 cases of boys in the same school seemed to indicate that although the school work of a child may be affected by the broken home situation while he is under stress, he was likely to recover when the stress was removed. In the same study 27 girls from homes of divorcees where the separation had been long standing, it is indicated that the average child was not affected by the broken home either in conduct or school achievement after the period of stress was removed.²⁶

Anderson,²⁷ Mowrer,²⁸ Campbell,²⁹ Zelegs,³⁰ Stellern³¹ and Ernest Mowrer³² all agree that the broken home tends to have adverse effects upon personalities, emotions, and behavior patterns of children.

Zeligs³³ shows in her experiments and studies that children worry about family troubles such as economic and social status. Girls worry more than boys, and parents should not express too many worries to children but should give them a feeling of security and courage to meet their own problems.

²⁶Ibid., p. 381.

²⁷Harold H. Anderson, "Adjustment in the Family Situation," Review of Educational Research, 1:5, December, 1952.

²⁸Harriet R. Mowrer, "The Study of Marital Adjustment as a Background for Research in Child Behavior," Journal of Educational Sociology, 10:487-492, April, 1937.

²⁹Campbell, loc. cit.

³⁰Rose Zeligs, "Children's Worries," Sociology and Social Research, 24:22-32, September, 1939.

³¹Florence Gary Stellern, "A Psychiatric Social Worker in a Home for Boys and Girls," Mental Hygiene, 35:448-55, July, 1951.

³²Ernest R. Mowrer, "Family Disorganization," (Chicago: The University of Chicago Press, 1939), 256 pp.

³³Zeligs, loc. cit.

Lerner,³⁴ Delaney,³⁵ and Jolwicz³⁶ believe that children from normal homes have many advantages over adopted or foster home children and children who are compelled to live in orphanages.

John Dewey³⁷ says, "It is the study of the school to deepen and extend the child's sense of value bound up in his life." He goes on to point out that the family must bear most of the load with regard to character training, social training, personal liberty, and spiritual value. The home should be the natural center of leisure.

According to Peters,³⁸ critical periods of life, such as the breaking up of a home, the shifting of children to foster homes and orphanages, have a tendency to lower school achievement and in some cases have even lowered intelligence test scores.

Koshush,³⁹ Newburger,⁴⁰ Clarke,⁴¹ Stellern⁴² and Campbell⁴³

³⁴Samuel Lerner, "The Diagnostic Basis of Institutional Care for Children," Social Casework, 33:105-11, March, 1951.

³⁵Audre T. Delaney, "Two New York Agencies Try Out Group Homes for Adolescents," The Child, 14:22-25, August, 1949.

³⁶Jolwicz, loc. cit.

³⁷Henry Turner Bailey, "The Significance of the Home," National Education Association Journal, 21:46, February, 1940.

³⁸Charles C. Peters, "The Individual and His Environment," Review of Educational Research, 1:25, February, 1940.

³⁹Koshush, loc. cit.

⁴⁰Maurice Newburger, "The School and the Maladjusted Child," Understanding the Child, 17:14-21, January, 1948.

⁴¹Daniel P. Clarke and Dorothy Gray, "School Surveys and Delinquency Prediction," The Journal of Educational Sociology, 24:21-29, September, 1950.

⁴²Stellern, loc. cit.

⁴³Campbell, loc. cit.

are of the opinion that children from broken homes have many troubles in school that children from normal homes do not have.

Summary of the literature. In summary of the literature on children from broken homes, a conclusion may be drawn that all writers are not in exact agreement on all points discussed. There seems to be one point, however, upon which most of them are in unison: the broken home causes detrimental problems especially at the time of breaking. Most writers claimed that children from broken homes suffered from nervousness and social instability. The educational literature pointed toward the fact that these children day-dreamed more than normal home children. Also, the literature leads one to believe that many children from broken homes become problem children to schools as well as civil authorities.

A few writers said that children of broken homes did poorer school work while others claimed there was no difference between the school work of broken home and normal home children.

Some writers stated that children from broken homes were sometimes handicapped economically and socially, while one writer indicated that there are cases where those children compensate and rise to socio-economic heights that they might not otherwise attain.

The literature was not in agreement upon the effects of institutionalizing children. Some writings said that adequate love and other human factors were decidedly missing at orphanages. One writer, on the other hand, tried to show how living together in an orphanage tended to socialize the children. Troubles arising from adoption were pointed out, but most authors agreed that children were better off in foster homes than in orphanages.

CHAPTER III

METHOD OF OBTAINING DATA

The conventional, modern procedure for the study of individuals is the "case study method."¹ Even though the cases under study have common characteristics, they are enough different to make it almost impossible to make comparison studies by pairing them with other individuals. This case study method seems to have worked out most satisfactorily in many studies.²

The bulk of data for the case reports in this study have been compiled from interviews. The writer has personally observed fourteen of the cases for four years, five of the cases for three years, two cases for between two and three years, six cases for one to two years and two cases less than a year. Much personal attention was given to each subject in school, on the school playground, and in connection with a school recreation program. Each subject was interviewed at least twice a year and, where counseling and guidance was needed, the interviews took place more often.

All twenty-nine of the children were from broken homes; all were from the fourth, fifth and sixth grades of the Malta Elementary School; all were in attendance during the school year ending May, 1953.

The total enrollment in these three grades in May, 1953, was 168

¹Harriet R. Mowrer, "The Study of Marital Adjustment as a Background for Research in Child Behavior," Journal of Educational Sociology, 10:487-492, April, 1937.

²Robert Moore, "Case Studies of Failures Among Montana State University Trained Teachers Since 1946," Unpublished Master's thesis, Montana State University, 1951.

pupils. The twenty-nine children from broken homes were thus about eighteen percent of the total enrollment in these three grades. Of the twenty-nine from broken homes, fifteen were boys and fourteen were girls; fourteen were in the sixth grade, six in the fifth grade, and nine in the fourth grade.

The interviews were carefully done. To establish rapport, the subjects were allowed to talk about anything of interest to them. The interviewer did ask many questions and talked about hobbies, school work, personal and work habits, recreation, temperament, character, and personality. Nationality and race, spending money, home and school responsibility were discussed. At times the interviewer checked eyes using the Snellen chart, or gave the whisper test for hearing, or had the child read orally, or gave proficiency checks in other school subjects. The child's home life, parents, stepparents and brothers and sisters were discussed from time to time. The subjects did not know that they were the object of a study because most of the children, whether they were from broken homes or not, were interviewed from time to time.

Information with regard to each subject was secured from his teacher. Personality, character, emotional make-up, school work, discipline, personal and work habits were discussed with the teachers. Grading, passing and failing, attendance, punctuality, sickness, injuries and physical defects, and good points were of utmost interest. Standard achievement scores and intelligence test scores and the rank in class of the subject were obtained. Most of the teachers were not aware that this study was being made.

During the four years of this study, there were few interviews with parents except in cases where the children did poor school work,

failed a grade, or were involved in some type of disciplinary trouble. In cases where a child failed a grade or was conditioned to the next grade, the parent was always consulted.

The mother of case I (he had no father or stepfather) did visit the school principal twice in four years. She visited in connection with her son's personality, temper, social, and emotional trouble. The interviews with her were a complete failure in so far as gaining a parent-teacher united front; they did give great assistance in understanding the home life and family problems of the subject.

The interviews with all other parents seemed to produce a common ground for parent-teacher assistance for the subjects.

During all four years of this study, there was a school doctor whose services were always available. The doctor examined all children gratis whenever the need arose. This service was rendered in case of injuries, illness or sickness, no matter how trivial. Also, every three years the doctor immunized all children for smallpox, tetanus, diphtheria; he gave the Patch Test and, upon request, the doctor tested eyes and ears. All children upon entering school were given preschool check-ups.

Due to the shortage of nurses, the school was able to employ a nurse only during the school years of 1949 and 1950. At that time the nurse made weekly visits to the school and came upon request at other times. During the last three years, routine eye and ear checks were made by the writer, and in all cases of doubt, referral was made to the school doctor.

The school staff maintained the health records during the absence of the nurse.

During the month of October each year, Otis Quick-Scoring Mental Ability Tests¹ were given to the fifth grades, and the Pintner General² Ability Tests were given to the first graders. For fifteen cases in this study, there are two intelligence quotients each. Twelve subjects have taken the test only once; two not at all.

Metropolitan Standard Achievement Tests³ were given to each grade some time during January of each year. Forms A, B, C, R and S were used. There are achievement test scores for five cases for six years, (grades one through six). There are nine cases with scores for five years; scores for six cases for four years; scores for three cases for three years; scores for five cases for two years; and one case with no achievement test scores.

The limitations of the intelligence quotient and standard test scores have been discussed previously in this paper. One weakness of this study is that too many times the same child took the same form of a test two or more years in succession.

¹Otis Quick-Scoring Mental Ability Test, World Book Company, New York, 1951.

²Pintner General Ability Test, World Book Company, New York, 1951.

³Metropolitan Achievement Test, World Book Company, New York, 1951.

CHAPTER IV

THE INDIVIDUAL CASES

The cases included in this paper are those which qualify as coming from broken homes as defined in Chapter I. The question, with whom does the subject live, is answered as to father or mother, stepparents, guardian, grandparents, foster parents, brothers and sisters, or other variations. It has not been possible in each case to determine the nationality, but the race is indicated.

The home conditions involving love, tension, rapport, socio-economic factors such as home ownership and neighborhood, neighbors, clothes and other material needs and luxuries are considered. Questions of what church, if any, the family and the child are associated with have been answered. The subject's recreational interests and habits have not been forgotten. Home responsibility or work duties are recorded.

A school record including punctuality, absence, attitude toward school, standard achievement test scores, intelligence quotient, rank in class, teacher assigned academic marks, failure of school grades, if any, are included from each case. The writer's as well as the teachers' subjective and objective comments as to the subject's friends, play, interests, hobbies, habits of work, emotional make-up, character, personality and responsibility are recorded. Discipline and other important items are included in each case.

Each subject's health record which includes general health, appearance, cleanliness, age, weight, height, diseases and injuries, eyes, hearing, teeth, tonsils, immunization, and other seemingly pertinent items

are recorded.

All cases studied were terminated in May, 1953, except Case XIII which ended after three weeks of observation during October and November, 1952.

As a basis for understanding the Metropolitan Achievement Test Scores for all grades, the Pintner General Ability Test Scores for the first grades, and the Otis Quick Scoring Mental Ability Test Scores for the fifth grades, an example of the meaning of various parts of the test is necessary.

Abbreviations and column headings used in tabulating the test results are also shown below.

Date . . . the year the test was administered.
Grade . . . the year and month of school which the child was in at the time of the test. For example, 1-5 means the first year and the first month, or grade one in January.
Form . . . the form of test used: A, B, C, D, S or R.
Pict . . . picture test in the reading test for first graders.
Mean . . . meaning for reading test for first graders.
Arith . . . arithmetic.
Fund . . . fundamentals in the arithmetic test.
Prob . . . problems in the arithmetic test.
Lang . . . language.
Hist . . . history.
Ave . . . average. For example, 1-3 would mean first month of school as average achievement.
IQ . . . intelligence quotient.
Rank . . . the child's rank in class. For example, 24/60 would mean the child ranked twenty-four in a class of sixty.

CASE I

This case study was started in September, 1949, when the subject was a seven year old third grader and ended in May, 1953, while he was in the sixth grade and twelve years old. His birthday was October 7, 1941; his parents were French. The father died when the boy was about

three years old leaving his mother, himself, and a sister two years older than he. The mother supported the family in a meager fashion from her widow's pension and her work as a bar maid and waitress. She lived with her children in a rented house in a poor section of the town. The mother had emotional troubles and was apparently in fear of people. She seemed to suffer from a persecution complex. The mother seemed to over-protect the boy by not letting him join Boy Scouts or boys' clubs, play baseball or basketball, and by trying to keep him out of activities sponsored by the school. The children were left alone a great deal while the mother worked. There seemed to be more than the usual amount of bickering between the children. The mother admitted that she could not handle the boy at times, especially when he had fits of temper and went into tantrums. The boy always had poor clothes and many times looked as though he suffered from malnutrition.

The subject and his sister were taken in by an evangelistic type of church during last year (1952 and 1953). They carried Bibles to school with them; they attended all church functions. The only responsibility the child had was helping with the house work at home while his mother worked. For recreation he read constantly, mostly detective stories from the city library, and listened to the radio. He said he liked school because he had access to books.

School Record: The subject was absent from school almost one-fifth of the time due to illness. He was tardy only a couple of times a year. Even though he was absent a great deal, he was still a strong "B" student and seemed to be brilliant. Previous to 1952-53 he had no friends at school due to his inability to get along with other children. During the past year he seemed to improve immensely. He even experienced

some success at football, track, gymnastics, and seemed to have had a little fun at times on the playground.

Interviews were held with the boy several times a year in an effort to improve his attitude, self-control, and his relationships to the school. He slowly improved and probably will continue to do so. His newly acquired religion may help him. He has never been known to take things belonging to others.

Nervousness was a great handicap to the child, but he seemed to overcome or outgrow that, too. As he overcame that, his personality seemed to improve. His habits of work at school were good except that he tired easily. When his work or actions were corrected, he always showed displeasure and sometimes became almost unmanageable. Other children then made things worse by teasing him. During the past year this type of incident has decreased. He has never failed a grade, and there is no reason why he should not go along through school with a good academic record.

Test Results:

Achievement:

Date	Grade	Form	Reading	Arith	Spell	Lang	Lit	Hist	Geog	Ave
1948	1-5	B	Pict 1-2 Recog 1-5 Mean 1-3	2-8						1-7
			Comp	Fund	Prob					
1949	2-5	S	3-3 3-0	2-8	2-9	2-7				3-1
1951	4-5	A	6-2 6-6	4-8	5-0	3-8	5-0	4-8		4-5
1952	5-5	S	7-7 11-9	7-9	6-8	5-4	7-0	8-6	9-0	7-3 7-7
1953	6-5	R	11-6 11-9	7-5	8-0	6-6	7-4	10-7	9-9	11-3 9-6

Mental Ability:

1948 IQ 127 Rank 6/61
1952 IQ 124 Rank 1/49

Health Record: The boy has always been pale, frail, and weak.

He has had many colds, chickenpox, whooping cough, earache, and has been

in a rundown condition until the last school year when he has begun to look stronger. He has always been under weight and teachers have remarked that they thought he suffered from malnutrition. He has always been an inch or two taller than other children his age. The past year he has improved in strength, weight, and vitality. His hearing is normal, but his eyes test 20/30, and he does not wear glasses. Patch Tests have always been negative. He has had no injuries.

Growth Record:

Age	7	8	9	10	11
Height	49	52	54	57	60
Weight	48	52	55	60	69

Effects of the Broken Home: Material needs have not been too well provided which possibly has contributed to many colds, under weight, and rundown physical condition of the boy. He has had little parental attention. The bad home condition has seemingly aggravated his unstable emotional and nervous tendencies. His sociability is low; he possibly would have had a better chance to associate with other children if he had been from a normal home.

CASE II

This subject is a girl. The study started in September, 1949, when she was eight years old and in the third grade; it ended in May, 1953, as she finished the sixth grade at the age of eleven. She was born July 5, 1941. Her brother, Case XXIII, is three years younger. Her mother was married, divorced, married a man who died and then re-married her first husband. The second husband was the subject's father. He died when she was about five years old. The subject has seven half

brothers and half sisters, and one brother. They all live together in their own home in a poor section of the town. Her father was Italian; her mother, Norwegian. The stepfather did not seem to earn enough at his irregular jobs to provide sufficiently for the family. The mother had a full time job in the state liquor store. Most of the house work and the rearing of the younger children was left up to the girl here studied. She seemed to be industrious and did a very nice job at home. Her material needs were not too well taken care of as reflected by poor, old, worn clothes. Although there seemed to be bickering among the children, there was strong loyalty for each other shown at school.

For recreation she went to the Saturday matinee about twice a month, played basketball and softball, and entered into other games with girls of her own age. She attended the Lutheran Sunday School and summer Bible School regularly and sometimes went to church, which she thought lasted too long.

Record at School: The subject has been absent a little less than a week per year since she started the first grade and tardy only once in six years. She has been a "B" student, a good reader; she read for recreation about two books a month. She liked love stories and a few comic books.

The subject had few friends, seemed a little old for her years, and had good character but was shy and retiring. The girl seemed quite nervous at the start of the study but seldom showed signs of it later. Four years ago she acted starved for attention, love, and affection. She showed no signs of bad temper or being spoiled. She seems more secure and sure of herself now. Her habits of work in school are now good, and she works hard.

Test Results:

Achievement:

Date	Grade	Reading	Arith	Spell	Lit	Hist	Geog	Lang	Ave	Form
		Pict Recog	Mean	Fund Prob						
1948	1-5	1-2 1-5	0						1-1	B
1949	2-5	3-3 3-2		2-5 3-0	3-0				3-0	S
1950	3-5	2-4 3-9		3-8 3-5	4-3			4-2	4-0	C
1951	4-5	4-6 4-8		4-5 4-7	5-3			5-1	4-8	C
1952	5-5	6-5 6-3		6-4 5-5	7-2	6-2 5-1	6-2	7-2	6-3	S
1953	6-5	7-2 8-3		7-0 7-3	8-3	10-5 7-1	8-0	8-0	7-9	S

Mental Ability:

1948 IQ 106 Rank 34/55
 1952 IQ 102 Rank 24/49

Health Record: The girl has looked tired and pale at times during the last four years but seems to have improved in vitality and strength this past year. She has always been a little bit thin. She has had measles and chickenpox; her tonsils have been removed. Her eyes test 20/30, and she wears glasses; her hearing is normal; she has good teeth. She has had no injuries or sickness with lasting bad effects.

Growth Record:

Age	7	8	9	10	11
Height	48	51	52	53	56
Weight	48	57	59	69	79

Effects of the Broken Home: This girl's stepfather has pretty well taken the place of her real father. During the time before her mother remarried the third time, subject did seem starved for attention and was a little shy and felt a little out of place. She seems secure and happy now.

CASE III

Subject is a boy. This study started in September when the subject was in the third grade and eight years old; it ended in May, 1953, when he was eleven years old and had just finished the sixth grade.

He was born September 15, 1941. Case number XXVII is his sister who is three years older than he. In all, he has four sisters: the one mentioned, one two years older, one three years older and one five years younger. The mother has supported the family the best she could from odd jobs and her widow's pension. They own their own home in a good section of town. The parents are Swedish by nationality. The home seemed to be a happy one with no apparent frustration or tension. The children seemed clean, well dressed, and groomed.

The subject, along with his sisters, attended the Lutheran Sunday School but did not go to church. In the fall of 1952, the mother married a well-to-do sheep rancher, and the family moved out of town to live on the ranch. To enable them to attend school regularly, the children and their mother stayed in town during the bad weather. Subject seemed to enjoy the responsibility of chores and other work on the ranch. He liked to ride horses and work with machinery.

It was evident at the beginning of this study that the boy greatly missed his father, that he was a little nervous, moody, and dreamy for the following year.

Subject loved sports and played most games well, especially basketball and softball. He read cowboy stories constantly, and attended a couple of shows a month.

Record at School: The boy was a very poor student, barely making a "C" average. He had been absent only three or four days a year and tardy only once in six years. He was a very poor oral reader with many eye-regressions and poor word attacks, but he showed good comprehension. He had many friends, got into very little trouble, and had a good character. He showed signs of being nervous after his father died but seemed

to have totally overcome that. His habits of work in school were poor. He sat and did very little and had to be pushed to get his work done. Subject never failed a grade.

Test Results:

Achievement:

Date	Grade	Form	Reading			Arith	Spell	Lang	Lit	Hist	Geog	Ave	
			Pict	Recog	Mean								
1948	1-5	C	1-4	1-6	0	2-2						1-3	
			Comp	Vocab		Fund	Prob						
1949	2-5	S	2-7	3-0		2-8	0	2-8				2-8	
1950	3-5	C	3-9	3-5		3-2	3-4	3-4	3-5			3-5	
1951	4-5	C	4-6	4-3		4-2	4-2	4-3	4-2			4-2	
1952	5-5	S	4-9	5-2		5-1	4-3	4-9	3-6	4-9	5-4	6-0	5-8
1953	6-5	S	6-3	6-7		5-5	5-8	5-4	5-8	4-5	4-0	6-0	5-8

Mental Ability:

1948 IQ 112 Rank 24/61
1952 IQ 93 Rank 39/49

Health Record: He appeared to be healthy but a little heavy. He has had no injuries and no lasting ill effects from any sickness. He has had chickenpox, measles and whooping cough. His Patch Test was negative, and he has been immunized for typhoid fever, diphtheria, smallpox, and tetanus.

Growth Record:

Age	6	7	8	9	10	11
Height	47	49	51	54	55	60
Weight	50	56	69	61	90	118

Effects of the Broken Home: Subject showed adverse effects after his father's death. He seemed a little nervous and had always done very poor school work. The boy day-dreamed a lot in school.

CASE IV

This case study has run for four years: from September, 1949, to May, 1953, through grades three, four, five, and six, and ages eight through eleven. Subject is a boy, born April 2, 1941. He is a half

brother of cases II and XXIII. His mother married his father; then divorced him and married another man; and then remarried his father. This boy was born during the first marriage and is one year younger than Case II. The father worked at odd jobs and had a small farm near town. Subject lived with his parents part of the time and with his grandmother part of the time. The grandmother has taken most of the material responsibility for his rearing. His father has been married twice. His first marriage to an Indian woman produced one half sister to this subject. He has two half sisters, two half brothers, two full brothers, and a sister. His nationality is English and German. His home conditions have been such that he has mixed feelings of loyalty to his grandmother, mother and father. He did not like to talk about his family because of its irregularity. He seemed to feel conscious of the fact that his home had been and still was different due to the many marriages. He has known little love and affection except from his grandmother who felt that he was not her rightful burden. He had very little spending money, toys, and things that most children have in this land of comparative plenty. His father and grandmother did own their own homes, though they were poor homes in undesirable localities. The boy spent most of his summers on the farm; he fished and hunted, swam in the nearby river, tramped over the hills, and rode horses. He said he read a few cowboy stories and only books required in school. He had a rifle which caused him to have run-ins with the city police. He usually attended the Sunday afternoon movies. When he attended Sunday School or church, which was seldom, he went to the Lutheran Church.

Subject had no regular responsibilities, except school, while he was in town but had chores and took care of rabbits when he was on

the farm. He did not like to work. He was the "Huckleberry Finn" type, though with a little less energy than Huck. He belonged to no organizations such as Scouts.

Record in School: Subject did not like school; he had a very hard time getting his work done; he was stubborn and sometimes defiant with his teachers, refusing to do anything but sit. The boy repeated the second grade. He was absent only about one week a year, thanks to his grandmother but was tardy as often as he was on time. Subject did failing work most of the time in his academic courses. He had no real friends. He was tough and mean with other children so they did not like him. He was strong and took what he wanted. He had been, and is, a discipline problem. He was hard to appeal to due to a seeming lack of pride in himself. His personality was negative; his character, not good; he had been in trouble with juvenile officers and school authorities. The boy was sporadically nervous and moody. His habits of work and personal habits were very bad. He was a poor reader, with many eye regressions and poor phonetic attack. His comprehension seemed to be average. He failed the sixth grade this year and undoubtedly will quit school as soon as his parents and the authorities permit him to do so. He did play softball and football with some degree of proficiency. Most other play he shunned. He would rather make his own fun.

Test Results:

Achievement:

Date	Grade	Form	Reading			Arith		Spell	Lang	Lit	Hist	Geog	Ave
			Pict	Recog	Mean								
1948	1-5	B	1-2	1-2	0	1-2							0-9
			Comp	Vocab		Fund	Prob						
1949	2-5	S	1-9	1-9		2-0	3-1	2-0					2-2
1950	3-5	C	2-7	2-6		3-1	4-0	1-9					2-8
1951	4-5	C	3-6	3-4		4-1	4-3	3-2	3-2				3-6
1952	5-5	S	3-4	4-5		4-4	4-4	3-9	3-2	4-3	5-1	4-7	4-3
1953	6-5	S	6-0	6-7		5-3	5-1	4-4	3-5	5-9	7-6	6-2	5-5

Mental Ability:

1948 IQ 87 Rank 57/61

1952 IQ 95 Rank 35/49

Health Record: The boy appeared healthy but unclean and poorly groomed. He was strong and seldom sick. He had mumps, measles, and chickenpox when he was pre-school age but with no permanent ill-effects. At school he has been regularly immunized against smallpox, diphtheria, typhoid fever, and tetanus.

Growth Record:

Age	7	8	9	10	11
Height	50	52	55	56	60
Weight	64	70	82	87	97

Effects of the Broken Home: It is difficult to determine just how many of the subject's undesirable qualities are directly or indirectly a result of the broken home. He did feel different due to his shuttling back and forth from grandmother's to parents' homes. His attitude has been probably his worst fault. Teachers and other people believed that the poor attitude was developed because of the lack of sustained interest by the parents in the boy. As has been stated, he showed poor grooming and parental care.

CASE V

Subject is a girl born June 25, 1941, under somewhat unusual circumstances. She was born prematurely as a result of a car accident and never knew her own parents but has been told about them and the truth about her ancestry. She is of Scotch descent.

The study of this subject began in December, 1950, while she was ten years old and in the fourth grade; it ended in May, 1953, as she finished the sixth grade at the age of twelve.

The girl lives with her foster mother who owns her own home which is not modern and lies just outside the city limits. The foster mother runs a rooming house for sick and old people, which provides a meager source of income for their support. The foster father and mother are separated. The girl has no brothers or sisters; she has felt quite alone in the world.

Due to the environment of the old people, the girl's thoughts and attitudes seemed warped. The girl herself complained of being sick to the point that teachers classified her as a hypochondriac. Her thoughts seemed to run into channels of the conversations she heard at home. She was always complaining about her aches and pains and imagined so much that she was actually emotionally sick. The girl seemed to have seen too much sickness, sorrow, and death. Her home was not cheerful, but melancholy. Her clothes were very poor and seldom in good repair.

Subject did have regular responsibilities and work to do at home, helping her mother take care of the sick people, washing dishes, cleaning, scrubbing, and running errands. She got a small allowance each week and saved twenty-five cents of it. Her recreations were the Saturday afternoon movie and reading children's books. She belonged to the Girl Scouts and participated part of the time. She attended the Lutheran Sunday School regularly, and Church sometimes.

School Record: The girl missed about two weeks of school each year, was tardy about twice a month and was a "B-" student. She had no close friends, probably due to her poor clothes and her line of conversation acquired at home. She seldom entered into games and had notes from her foster mother asking permission for her to refrain from activity in physical education classes. She had never been a discipline problem. Other

children teased her at times which added to her melancholy condition. She had taken things that did not belong to her. Emotionally the girl seemed to be very weak and always cried easily. Her work-habits were good when motivated by teacher's praise. The principal had regular conferences with her. He felt that her emotional problems had improved. She was an average reader.

Test Results:

Achievement:

Date	Grade	Form	Reading	Arith	Spell	Lang	Lit	Hist	Geog	Ave
			Comp Vocab	Fund Prob						
1950	3-5	C	1-4 3-8	3-8 3-7	3-8 4-7					3-9
1951	4-5	C	4-8 4-6	4-6 4-9	4-1 4-0					4-7
1952	5-5	S	5-3 6-3	5-4 5-9	5-3 6-5	4-9	4-0	4-1		5-4
1953	6-5	S	6-5 8-9	6-8 7-1	6-6 7-2	7-1	7-6	6-5		7-1

Mental Ability

1952 IQ 103 Rank 21/49

Health Record: The Girl was very large and somewhat overweight which probably added to her feeling of difference from others. She appeared healthy with no lasting bad effects from chickenpox, measles, mumps, and whooping cough. As a result of the accident which caused her premature birth, her back was hurt. According to the medical doctor's report, she completely recovered even though at frequent intervals she complained of pains intermittently in the region of her back. Her hearing, sight, and teeth were normal. She had been immunized against typhoid fever, smallpox, diphtheria, and tetanus. The girl seemed to have an unusually large number of colds, about one a month. She said her tonsils did not bother her.

Growth Record:

Age	9	10	11
Height	56	69	62
Weight	95	103	124

children teased her at times which only added to her melancholy condition. She had been known to pick up things that did not belong to her. Emotionally the girl seemed to be very weak and always cried easily. Her habits of work were good. Teachers had to praise her and try to make her feel good to get her to apply maximum effort to her school work. The principal had regular conferences with her. He tried to help with her emotional problems and felt that she had improved. The girl was just an average reader.

Test Results:

Achievement:

Date	Grade	Form	Reading	Arith	Spell	Lang	Lit	Hist	Geog	Ave
			Comp Vocab	Fund Prob						
1950	3-5	C	1-4 3-8	3-8 3-7	3-8	4-7				3-9
1951	4-5	C	4-8 4-6	4-6 4-9	4-1	4-0				4-7
1952	5-5	S	5-3 6-3	5-4 5-9	5-3	6-5	4-9	4-0	4-1	5-4
1953	6-5	S	6-5 8-9	6-8 7-1	6-6	7-2	7-1	7-6	6-5	7-1

Mental Ability

1952 IQ 103 Rank 21/49

Health Record: The girl was very large and somewhat overweight which probably added to her feeling of difference from others. She did appear healthy with no lasting bad effects from chickenpox, measles, mumps, and whooping cough which she had experienced. As a result of the accident which caused her premature birth, her back was hurt. According to the medical doctor's report, she completely recovered even though at frequent intervals she complained of pains intermittently in the region of her back. Her hearing, sight, and teeth were normal. She had been immunized against typhoid fever, smallpox, diphtheria, and tetanus. The girl seemed to have an unusually large number of colds, about one a month. She said her tonsils did not bother her.

Growth Record:

Age	9	10	11
Height	56	69	62
Weight	95	103	124

Effects of the Broken Home: Subject appeared to feel keenly that her home was different from other children's, and that her parents and herself were different. These things bothered her to the point that they were actually injurious to her emotions, personality, and character. Her school work seemed to suffer at times because of the unusual home situation. She improved through counseling and guidance. In a normal home she would not have had to associate with old, sick people-- under such conditions her attitude toward herself and toward other people might have been better. Her socio-economic condition certainly would have been improved in a normal home.

CASE VI

This subject is a girl who just finished the sixth grade at the age of twelve. It began a year ago in April when her father died of an illness of about a year's duration. The observation of this child of a broken home extends from April, 1952, through May, 1953. The girl lived with her mother and a brother (Case XX) in their own shabby, small, partly modern house in a poor neighborhood. She was a product of French ancestry and was a not-too-attractive, tall, redhaired girl. Little was known of the mother except that she earned the family living as a waitress and bar tender. There have been unsubstantiated reports of her moral decline. The children seemed to get along well together. There was the normal amount of love, argument, and play. The girl was rather poorly dressed, sometimes appearing as though she needed better care. She attended the Catholic Church and summer school faithfully.

Since the death of her father, she has had to shoulder most of the housekeeping and chores of running the home. For recreation she

attended two shows a week, read funny books, did not belong to the Girl Scouts, and collected story book dolls. It has been noticed that she has been running the streets considerably the last few months. She earned a little money baby sitting.

Record in School: Subject is only a "C/" student. She missed about two weeks of school last year due to work at home and a cold or two. She was seldom tardy. Teachers complained of her being slightly lazy and having to be coaxed and pushed a little more than the usual amount to get her work done. She had one or two very good friends and was a little cliquish with girls of her own caliber. It cannot be said that she was popular. The girl was strong and quick in games, but she did not always enter into the play. She had a temper which she usually controlled. She was never a discipline problem. She was usually pleasant but at times seemed tired. She was sulky when reprimanded. She did not seem nervous. Her personal habits and habits of work could have been better. She was a good average reader but read little.

Test Results:

Achievement:

Date	Grade	Form	Reading	Arith	Spell	Lang	Lit	Hist	Geog	Ave		
			Comp	Vocab	Fund	Prob						
1949	2-5	S	3-0	2-9	2-9	2-7	2-6			2-9		
1950	3-5	C	2-4	3-8	3-8	3-5	3-7	3-1		3-7		
1951	4-5	C	5-3	4-6	4-8	4-5	4-0	4-9		4-7		
1952	5-5	S	5-7	5-5	5-6	5-9	5-3	4-6	6-2	5-7	6-7	5-8
1953	6-5	S	5-5	6-5	7-1	6-5	5-8	6-3	5-4	6-2	8-3	6-4

Mental Ability:

1952 IQ 99 Rank 30/49

Health Record: The girl has suffered no ill effects from sickness or injuries. Her sight and hearing were both poor (hearing about D and sight 20/70 with no correction at the present time). She had measles, chickenpox, mumps, and whooping cough, and was immunized for tetanus, typhoid fever, and smallpox.

Growth Record:

Age	7	8	9	10	11	12
Height	53	54	57	59	61	64
Weight	59	62	70	93	97	115

Effects of the Broken Home: There seems to have been no serious effect on this girl as a result of her home breaking. She showed no signs of nervous or emotional trouble; her school work did not change. On the other hand, she seemed to rise to the situation and take on responsibility willingly.

CASE VII

This study started in September, 1950, when the subject, a girl, entered the fourth grade at the age of ten years; it ended in May, 1953, as she finished the sixth grade at the age of thirteen. She was born on December 7, 1939. Her father and mother were divorced when she was eight years old. The girl at that time, according to school records, became so disturbed that psychologists had her taken out of school for about seven months. The next year she reentered school again and got on fairly well. She seemed very much afraid of people and had no friends.

The mother married a garage mechanic in 1950, but she continued to work as a cafe waitress and cook as she had done after her divorce in 1948. The girl has one full brother who is about five years older than herself and two younger half brothers. She takes care of them while her mother works. She assumed considerable responsibility for the work at home, doing washing and housecleaning on Saturdays. She also helped with the meals and dishes. Their home was a poor non-modern home about a mile from town. The girl was clean but poorly dressed, and had few luxuries in life. She attended approximately two shows a month, read

funny books, belonged to Girl Scouts and had one or two girl friends. She attended the Congregational Sunday School and Church irregularly.

School Record: The girl said she did not like school very well, probably due to her age and poor clothes. She does good school work now (a "B" student) while in the second grade she did failing work. She was absent only about one week a year and was never tardy. At school she was not popular and had only one or two friends. She was very shy and talked to teachers and other children only when spoken to. She was not a discipline problem and never had trouble with other children. She became nervous and was frightened easily by criticism of her work. Her personal habits and habits of work seemed to be excellent. Her reading was average, but she read only required school books.

Test Results:

Achievement:

Date	Form	Grade	Reading			Arith		Spell	Lang	Lit	Hist	Geog	Ave
			Pict	Recog	Mean								
1947	A	1-5	1-1	1-3	0	1-4							1-3
						Fund	Prob						
1948	B	2-5	2-0	0		0	2-6	0					
1950	C	4-5	4-1	4-1		4-6	5-6	4-4	4-7				4-6
1952	S	5-5	6-0	5-6		6-0	5-6	5-8	7-4	6-2	6-6	4-1	6-0
1953	S	6-5	6-5	8-0		7-0	9-0	7-1	9-1	6-4	6-0	5-6	7-2

Mental Ability:

1947 IQ 79 Rank 59/62
1952 IQ 83 Rank 46/49

While this girl was out of school one and a half years, her mother taught her at home.

Health Record: The girl looked tired but did not seem sick except for a cold now and then. Her general appearance was good. She had impetigo in 1948 and at other times has had measles and chickenpox. She has been immunized against typhoid fever, tetanus, smallpox, and diphtheria. She said she experienced dizzy spells and became short of breath

at times, but her doctor told her she would outgrow this in time. Her sight and hearing were normal. She had no defects due to injury or illness.

Growth Record:

Age	6	7	10	11	13
Height	46	47	55	57	50
Weight	51	55	55	88	111

Effects of the Broken Home: Subject was undoubtedly strongly affected by the breaking of her home when she was a second grader. She was so emotionally upset that she could no longer continue in school and required the attention of a psychologist. Through guidance and understanding treatment she has improved greatly and probably will continue to be a normal child.

CASE VIII

This case study started in September, 1952, and ran the duration of one year through May, 1953. Subject is a girl eleven years of age who just finished the sixth grade. This girl was born December 21, 1943. Her nationality is English and Norwegian. The home conditions seemed very good, with normal love, work, worry by parents and security felt by everyone. Her mother and father were divorced about 1946, and her mother married a man who constantly changed jobs. At present, he is a car salesman. He provided a meager living but was good to the subject, her older sister, younger brother, and two younger half brothers.

The girl was well dressed and her material needs seemed well supplied. The family lived in a rented apartment in a good neighborhood. The girl seemed happy and said she liked her stepfather. She did regular chores helping her mother at home, went to one show a week,

but was associated with no church.

School Record: The girl liked school; was absent nine days during the year; was never tardy; was a good reader and a superior student, having an "A" average for the year. She read all the time, mostly mystery stories, some funny books and all the books in the school library. She was popular with other children; had a pleasing personality, good character and was seemingly stable emotionally. Her personal habits and work habits were good.

Test Results:

Achievement:

Date	Grade	Form	Reading	Arith	Spell	Lang	Lit	Hist	Geog	Ave
1947	1-5	A	Pict 1-2	Recog 1-3	Mean 1-6	3-1				1-8
1953	6-5	S	Comp 9-7	Vocab 9-3	Fund 9-5	Prob 6-9	8-1	9-1	11-3	10-6 9-3 9-0

Mental Ability:

1947 IQ 117 Rank 11/51

Health Record: The girl seemed to be in excellent health with no ill effects from measles, chickenpox, whooping cough, and pneumonia. She had no injuries. Her tonsils had been removed; her eyes were corrected to 20/20, and her hearing was normal. She was always clean and seemed well cared for.

Growth Record:

Age	6	11
Height	41	53
Weight	43	82

Effects of the Broken Home: The girl was not observed at the time of her home breaking but during the one year study she seemed to be very normal in emotional make-up and social life and superior in school life.

CASE IX

This case study of a girl began in September, 1949, when she was an eight year old third grader; it ended in May, 1953, as she finished the sixth grade at the age of eleven. She was born June 15, 1941. Her father and mother have been separated for six years. The father was a well-to-do farmer and rancher who contributed to the support of the girl, but her mother worked as a full time grocery checker. They lived rent-free in a small but adequate house built for them by relatives. The girl had part of the house work to do and earned some spending money baby-sitting. The father saw her often, at least once a week, and gave or tried to buy what he could not give to her due to the separation. The girl was somewhat mixed up in her feelings for her parents, and of course, she could not understand what had taken place. She seemed spoiled; had a temper; and was of a disagreeable disposition. The girl's material needs were very well taken care of; she was well dressed; her father and mother seemingly competed for her affection by giving her expensive gifts. The girl attended the Christian Sunday School and Church regularly. She went to about one show a week, played basketball and softball well, and participated in most play with other children her age. She had no brothers or sisters.

School Record: The girl was absent from school two or three days a year and had been tardy only once in six years. She was a "B+" student. She had many friends but fought with most of them. She liked to win too well, and things had to go her way or she displayed a temper and spoiled disposition. She was not a discipline problem but needed

CASE IX

This case study of a girl began in September, 1949, when she was an eight year old third grader; it ended in May, 1953, as she finished the sixth grade at the age of eleven. She was born June 15, 1941. Her father and mother have been separated for six years. The father was a well-to-do farmer and rancher who contributed to the support of the girl, but her mother worked as a full time grocery checker. They lived rent-free in a small but adequate house built for them by relatives. The girl had part of the house work to do and earned some spending money baby-sitting. The father saw her often, at least once a week, and gave or tried to buy what he could not give to her due to the separation. The girl was somewhat mixed up in her feelings for her parents, and of course, she could not understand what had taken place. She seemed spoiled; had a temper; and was of a disagreeable disposition. The girl's material needs were very well taken care of; she was well dressed; her father and mother seemingly competed for her affection by giving her expensive gifts. The girl attended the Christian Sunday School and Church regularly. She went to about one show a week, played basketball and softball well, and participated in most play with other children her age. She had no brothers or sisters.

School Record: The girl was absent from school two or three days a year and had been tardy only once in six years. She was a "B+" student. She had many friends but fought with most of them. She liked to win too well, and things had to go her way or she displayed a temper and spoiled disposition. She was not a discipline problem but needed

special "kid glove" handling most of the time. Her character was good. The girl had poor personal habits and good habits of work.

Test Results:

Achievement:

Date	Grade	Form	Reading	Arith	Spell	Lang	Lit	Hist	Geog	Ave
			Pict Recog Mean							
			Comp Vocab	Fund Prob						
1948	105	C	1-4 1-4 1-2	2-2						1-6
1949	2-5	S	3-0 2-9	2-4 3-0	3-3					2-9
1950	3-5	C	4-6 4-2	3-9 3-3	3-5	4-0				3-9
1951	4-5	C	4-3 4-8	4-6 3-7	4-1	4-6				4-3
1952	5-5	S	5-5 5-6	5-4 5-5	5-3	4-6	7-7 7-6	5-7		5-9
1953	6-5	S	5-9 5-7	6-2 6-0	6-5	6-5	8-3 9-8	6-2		6-8

Mental Ability:

1948 IQ 123 Rank 12/61
 1952 IQ 99 Rank 30/49

Health Record: The girl appeared to be healthful and clean.

When she was in the second grade she had chickenpox and whooping cough with no lasting ill effects. She had no physical injuries. She had never been immunized; her hearing and sight were normal.

Growth Record:

Age	6	7	8	9	10	11
Height	45	48	52	52	55	56
Weight	47	52	65	65	82	84

Effects of the Broken Home: The broken home had mixed this girl up in her emotions and in what to expect from other people. She has become spoiled by having her parents try to buy her affections. Possibly the home situation has contributed to her bad temper.

CASE X

This case study began in September, 1950, when the girl was a nine year old fourth grader and ended as she failed the sixth grade at the age of eleven. She was born December 20, 1941, of Swedish and Scotch-

Irish extraction and is a sister to Case XXV. Subject was the second oldest child in the family, including her stepfather, her mother, herself, and two brothers. Her father was killed during the war. Her mother married a doctor in 1948, and the family moved to Malta, Montana, from Portland, Oregon, where she had just completed the third grade in school. They lived in a rented house in a good neighborhood in Malta but got on poorly with the neighbors. The girl quarreled with and frightened other children in the neighborhood with horror tales. She was known to get into people's houses when they were gone and sometimes take things. During October, 1952, the family bought a six acre farm about a mile from town and moved there to live. The parents continued as they had done in the past. They left the children home alone a great deal of the time so they could attend their social and club functions. During the past year the girl's mother started to work with Girl Scouts and possibly realized she must do something to help her daughter. The mother indicated that she felt the children needed a father during the time between her marriages and that absence of a father had done them irreparable harm.

The girl liked to ride horses, read a book or two a month and many comic books and helped her mother with the routine housework.

The family had irregularly attended the Congregational Church and Sunday School.

At times she was in obvious need of better grooming and possibly more love and intimate care than she got. Her clothes were poor and in poor condition.

Record in School: The girl said that she did not like school; she was absent only two or three days a year and was never tardy. She

did failing work most of the time and was a poor reader with many eye regressions and poor phonetic skill. She had no friends of her own age group but palled with girls two or three years younger than herself. She was not a discipline problem in the sense of being defiant but did take things from other people or other children if and when they left them lying around. She was untruthful at times; she had a negative personality. She seemed to be outwardly stable in her emotional make-up. Her habits of work were poor; she wasted school time by sitting and doing nothing. She played few games with children her own age.

Test Results:

Achievement:

Date	Grade	Form	Reading	Arith	Spell	Lang	Lit	Hist	Geog	Ave		
			Comp	Vocab	Fund	Prob						
1951	4-5	C	4-8	4-6	4-2	3-9	3-5	5-1		4-4		
1952	5-5	S	5-4	5-6	5-1	4-6	5-0	6-2	4-7	5-9	4-7	5-3
1953	6-5	S	7-7	5-7	5-7	5-5	6-5	6-5	6-3	6-4	5-4	6-2

Mental Ability:

1952 IQ 106 Rank 16/49

Health Record: The girl appeared listless and tired at times. She had a sallow complexion but seemed to be strong and fairly active. Her hearing was normal but during a school interview and check-up in February, 1953, her eyes proved to test 20/100 so the parents procured glasses for her immediately. She has had measles and chickenpox and no injuries. She was immunized for typhoid fever, tetanus, smallpox, and diphtheria. Also, her Patch Tests proved negative.

Growth Record:

Age	9	10	11
Height	50	52	54
Weight	62	62	75

Effects of the Broken Home: It is possible that the loss of her

father hurt the girl, as her mother felt. Her school work had always been poor; she had poor habits of work and cleanliness. It did seem that the mother and stepfather had not cared for the children in an adequate manner since this study started. Possibly the stepfather did not take interest in the children that he might have if they had been his own.

CASE XI

This case study began in September, 1949, when the subject was a nine year old third grader and ended in May, 1953, as she finished the sixth grade at the age of twelve. Her birth date was July 8, 1940. The father and mother had been separated since about 1945. He worked as an unskilled railroad employee and lived in a town about one hundred miles away from the family. The mother worked at the laundry. The father contributed to their support in a small way. The girl had one brother who was about seven years older than she. She lived with her mother and brother in a rented house in a poor section of the town. She descended from English and German ancestry. Her home conditions were not good. There seemed to be an unusual amount of bickering between the children and with the mother, too. In conference with the mother it had been found that the mother could not control her daughter; she had bribed and spoiled her. The girl unwillingly helped keep house at home. She was poorly dressed and poorly groomed most of the time.

The subject attended the Congregational Sunday School regularly, belonged to Girl Scouts, liked animals, rode horses at her uncle's place, read about ten books a year and about two funny books a week and had begun to walk the streets with girls a year or two older than herself.

She said she attended about two movies a week.

School Record: The girl said she did not like school; she was a weak "C" student; was absent only about two days a year but was tardy on the average of once a week. She had few friends; was not popular with other children; was poorly dressed; and was not always clean. She had fights with other children due to her bad temper; her mother many times entered into the squabbles, taking her daughter's part. The girl usually talked back, threw tantrums and was hard to manage when she needed correction.

The girl's personality was a negative type; she was nervous and high strung with a bad temper and disposition. Her habits of work were very poor; she failed the second grade.

Test Results:

Achievement:

Date	Grade	Form	Reading			Arith		Spell	Lang	Lit	Hist	Geog	Ave
			Pict	Recog	Mean	Fund	Prob						
1947	1-5	A	1-1	1-3	0	1-3							0-9
			Comp	Vocab									
1948	2-5	B	2-2	0		1-2	1-5	0					1-2
1949	2-5	S	2-4	1-2		2-8	2-0	1-9					1-9
1950	3-5	C	2-7	2-7		3-8	3-8	2-7	2-6				2-9
1951	4-5	C	3-7	3-1		4-1	3-3	2-6	3-5				3-3
1952	5-5	S	3-7	3-8		4-4	3-0	3-6	3-6	5-7	4-3	4-5	4-1
1953	6-5	S	5-1	5-0		5-3	4-3	5-1	3-9	5-5	5-1	5-2	5-1

Mental Ability:

1947 IQ 82 Rank 50/62
1952 IQ 89 Rank 42/49

Health Record: The girl appeared physically healthy. She had had measles, whooping cough, and chickenpox with no apparent ill effects. There had been no serious injuries. She had been immunized for diphtheria, smallpox, typhoid fever, and tetanus at school. She was a tall girl, strong and active. Her hearing was recorded as D, and her eyes with glasses tested only 20/50.

Growth Record:

Age	6	7	8	9	10	11	12
Height	46	48	53	56	59	61	65
Weight	48	56	62	78	88	95	121

Effects of the Broken Home: It is possible that the absence of her father caused the girl's mixed emotions; the mother said that she needed the father's help in bringing the children up, but that she got none. The real cause of her bad disposition and temperament would be hard to determine without aid of a psychologist. The father, who drank, did not live in the home; if he had, the girl might have been worse.

CASE XIII

Subject is a boy. This case study began in September, 1949, when the boy was repeating the third grade at the age of nine and was terminated in May, 1953, as he finished the sixth grade. Subject was born October 28, 1940, of Irish and Welsh extraction. He had two brothers, one older and one younger. The boys were kept by the mother who was re-married a couple of years later to a man who farmed a little and worked on the county road crew. On the surface, the home conditions seemed good; the boy said his stepfather was good to him. His stepfather owned their home and seemed to be a good provider. The boy was not the best dressed lad in his class, but was not the most poorly dressed either. He earned about five dollars a week running a paper route. He handled his money wisely by saving most of it and squandering none. He used his money for trips and bought a bicycle. Subject was good at football, softball, track and most games. He exhibited some skill at his hobby of woodcarving; did not belong to Scouts or any other organization. He attended the Congregational Sunday School regularly. He willingly assumed home

and school responsibility. The boy read little except for a few funny books.

School Record: The subject said he liked school and was going as far as he could. He was a poor student making only a "C" average; he failed the third grade. He had perfect attendance except for one year when he missed five days due to illness. His paper route sometimes caused him to be tardy. The boy was friendly with a quiet type of personality and consequently had many friends and was well thought of. He was never the source of any type of trouble. His habits of work as well as his personal habits were good.

Test Results:

Achievement:

Date	Grade	Form	Reading	Arith	Spell	Lang	Lit	Hist	Geog	Ave	
1947	1-5	C	Pict 1-3 Recog 1-5 Mean 0	2-0						1-6	
1948	2-5	B	Comp 2-2 Vocab 2-1	2-8	2-6	1-7				2-3	
1949	3-5	S	2-5 2-8	3-0	0-0	2-6	1-9			2-1	
1950	3-5	C	2-4 3-0	3-8	3-7	2-9	2-9			3-1	
1951	4-5	C	3-4 2-5	4-4	4-0	2-9	2-4			3-6	
1952	5-5	S	3-4 4-0	6-0	5-5	4-0	4-1	3-0	3-5	3-7	4-0
1953	6-5	S	4-3 5-6	6-0	7-0	4-9	5-0	4-3	4-3	5-7	5-1

Mental Ability

1947 IQ 105 Rank 29/62

1952 IQ 82 Rank 47/49

Health Record: The boy seemed tired at times, possibly due to his paper route. He appeared not too well but seemed to be strong. He was slightly stronger than the average child his age. He was always clean. His hearing and sight were normal. There were no apparent ill effects from measles and chickenpox which he had before entering school, and he had had no injuries. He had been immunized at school for diphtheria, smallpox, typhoid fever and tetanus. His Patch Tests were always negative.

Growth Record:

Age	6	7	8	9	10	11	12
Height	42	45	47	52	55	56	58
Weight	42	46	50	52	65	80	84

Effects of the Broken Home: This boy seemed very nervous and mixed up in loyalties and emotions during the time of the trouble in his home. During this study, the boy showed nervousness and seemed to be afraid of people at times. According to the records his school work was very poor, and he failed the third grade at the time his parents were divorced.

CASE XIII

This is the case of a sixth grader, an eleven year old girl who was observed for only three weeks from the time her father was killed on a road construction job by his own heavy machinery. At that time, the subject, her mother, and six year old sister lived in a trailer home. Three weeks later they moved back to their permanent home in a town about fifty miles away. There were no other brothers or sisters.

The family was prosperous, and this case seemed to have every advantage of good parents and home. The family was of Swedish ancestry. Her religion, recreation and home responsibility were not known, but she seemed to come from a good home where those phases of rearing received the proper emphasis.

School Record: At school the girl was a strong "B" student; she was never absent or tardy until her father's fatal accident; she was quiet and was well liked by teachers and other pupils.

The girl was small and good looking; was very clean; wore glasses; and seemed to be in good health. Nothing was known of her past sicknesses

or injuries.

After missing one week of school for the funeral and returning to school for three weeks before the family moved, she showed no change in quality or amount of school work. She seemed a little self-conscious but was not nervous and seemed to take things in stride.

CASE XIV

This case study is a non-continuous one of a girl who had attended the Malta elementary school from the first through the sixth grades, except the second grade and four months of the sixth grade. Due to her unstable home conditions she attended four schools during her sixth year; she started and also finished the year at Malta. Her mother moved to different towns where she worked as a waitress in cafes. The girl was taken with her each move.

The case study started in September, 1949, when the girl was eight years old and in the third grade; it ended as she barely passed the sixth grade at the age of eleven. Her father was a farm laborer who contributed nothing to her support. The father and mother were divorced in the spring of 1952 after being separated for four years. The girl was of Dutch and German ancestry. She had one brother who was five years her senior and who was constantly in trouble with juvenile authorities. The girl's home conditions had always been bad due to her parents incompatibility. While her mother worked at different cafes in town, she had been left alone several hours each day since she was seven years old. Subject was poorly dressed at times, with little signs of parental attention. She had been seen running the streets constantly. She seemed starved for love and interest of her father.

The mother owned a small inadequate house in a poor neighborhood. The subject attended the Catholic Church irregularly with friends. She said she liked to swim, ride horses, and hike. She read little and when she did, she said she read comic books.

Her School Record: The girl said that she liked school, but she was a poor student, making a "C" average. The teachers said that she dreamed much and was nervous. She had a pleasing personality most of the time. There were times when she was moody and acted shyly and at other times was just the opposite. Her attendance at school was good; she missed only about a week a year and was seldom tardy. The girl had only two or three good friends, but as a rule had no trouble getting along with other children. She did not enter into the play on the playground but rather just walked around with one or two of her friends. She had never been a discipline problem but needed small corrections often, which she usually took good-naturedly. Her character was just fair; she had been known to make up stories and had been suspected of taking other children's property. She took little pride in her appearance or in good work. She had a habit of trying to get by by any means. She had never failed a grade.

Test Results:

Achievement:

Date	Grade	Form	Reading	Arith	Spell	Lang	Lit	Hist	Geog	Ave
			Pict Recog Mean							
1947	1-5	B	1-5 1-3 0	1-7						1-1
			Comp Vocab	Fund Prob						
1950	3-5	C	4-2 3-8	3-8 3-2	3-1	3-9				3-7
1951	4-5	C	4-9 4-3	4-9 3-9	3-3	3-3				4-3
1952	5-5	S	6-1 5-6	4-8 4-6	4-9	4-9	6-4 6-3	5-9	5-5	

Mental Ability

1947 IQ 109 Rank 31/61
1952 IQ 102 Rank 24/49

Health Record: The girl was run down and thin, and she lacked pep and vitality. She was usually clean, had had no sickness except whooping cough at the age of six and chickenpox during the second grade. Her sight and hearing were normal. She had been immunized for smallpox, diphtheria, typhoid fever, and tetanus. Her Patch Tests were negative.

Growth Record:

Age	9	10	11
Height	52	54	59
Weight	57	64	80

Effects of the Broken Home: This girl's home conditions hurt her constantly for four or five years. She discussed her problems with the principal. Her feelings were mixed toward her parents. She loved both of them, but at the same time she seemed to hate both of them. They paid little attention to her except to criticize her for being on the streets and for not staying home (when there was no one else home). They were put out with her when she got into trouble. At times she would be very happy and at other times melancholy. She was nervous.

CASE XV

This case study of an Indian boy began in September, 1952, as he entered the fifth grade at the age of eleven and ended in May, 1953, as he was automatically promoted to the sixth grade due to age. He was born February 2, 1951. The subject is a brother to case XXII. The boy has four full brothers, four full sisters, and two half brothers from his father's previous marriage. His father worked as a day laborer and was drowned while at work during the summer of 1951.

The subject attended school in Malta only two years. The first grade which he failed, and this last year in the fifth grade. Being

a ward of the government he spent the other four school years in an Indian school in South Dakota. Nothing is known of his record there. The boy's home conditions were poor. Bickering was common, and the strongest usually took what he wanted and left the rest. The family lived high just after the mother got her ward-of-the-government checks, and the rest of the time they were in dire need for both proper food and clothing. The mother owned a very poor house in a poor neighborhood. The children got little or nothing in the way of attention in comparison to what they needed. The boy had no home responsibility; he could be seen riding his bicycle or walking the streets most of the time school was not in session. He attended the Catholic Church irregularly. He did not belong to Boy Scouts, attended about three shows a week, read many funny books, rode his bicycle, and said he would like to be a mechanic. The boy did get history, geography and cowboy books from the public library and read a good deal of his spare time.

School Record: The boy said he did not like school; he was a "D" student getting "F's" in arithmetic and "C's" in reading. While at Malta he missed one week of school a year but was tardy only four times. The boy had few friends; he was not popular but did command some respect due to his physical strength and being one and one-half years older than the other children in his class. He was a discipline problem to teachers; his grades and work were poor; and he developed a bad attitude from constantly being corrected and denied privileges. He had little respect for women, and women teachers had to prove their mettle to him. The boy could be friendly most of the time. He was not good at sports but liked to play sometimes. He had not gotten into serious trouble with school or city authorities during the last year. His emotions

seemed to be stable. The lad's personal habits and habits of work were poor, although he was beginning to comb his hair and take a little pride in his appearance.

Test Results:

Achievement:

Date	Grade	Form	Reading	Arith	Spell	Lang	Lit	Hist	Geog	Ave
			Pict Recog Mean							
1947	1-5	B	1-2 1-2 0	0						0-6
			Comp Vocab	Fund Prob						
1953	5-5	S	5-7 4-9	3-9 3-5	3-1	4-2	5-2 5-4	6-0		4-9

Mental Ability
1947 IQ 76 Rank 59/61
1953 IQ 88 Rank 51/60

Health Record: The boy appeared healthy most of the time, though there were times when he seemed tired and listless. He had an unclean appearance with poor grooming and poor clothes. Subject had had no serious illness. He had had measles, chickenpox, mumps, and whooping cough. His head was deformed due to a hard birth, and he had had medical attention for his ears, having them drained several times. He heard poorly. His eyes were 20/40 with no correction.

Growth Record:

Age	11
Height	60
Weight	94

Effect of the Broken Home: Subject seemed little affected by the father's death because during three years prior to the death the boy spent nine months of each year at the Indian boarding school and had known his father only during the summer months anyway. If the father had not been killed, he probably would have helped keep the children straight at home. He might have kept a better state of peace and harmony and would have added to the family income. The death of the father seemed to have little lasting effect upon the subject.

CASE XVI

This is a case study of a girl whose parents' marriage was broken during the last war. The mother and father found new attractions while the father was away in the army, even though they had two small daughters under school age. The parents were divorced in 1946, and both remarried during 1947. The case study started in September, 1949, when the girl was a seven year old second grader and terminated as she passed the fifth grade at the age of eleven. This girl stayed with her father and new stepmother while her sister was taken by the mother.

The subject now has one half-sister and one half-brother. Her nationality is Italian. Her birth date is April 8, 1942.

The home conditions were fair; the girl was very conscious that her father's wife was only her stepmother and said that she sometimes fought with her. The father farmed, ran a bar, and had other irons in the fire; he provided a good living. The girl was usually well dressed and groomed. They owned their home in a good neighborhood. Subject worked at home with regular responsibilities. She baby sat at home and once in a while for close neighbors. She was a Girl Scout, skated, swam, and read stories and read comic books by the dozen. The girl had a small collection of rocks. She regularly attended the Catholic Church.

School Record: The girl was a strong "C" student; she said that she liked school, with arithmetic and language her best subjects. She seemed to want friends but did not play with other children. She did not enter into the playground games. During the last year, her attendance was perfect with no absences or tardinesses. In previous years she

missed about two weeks of school a year. The girl was a school discipline problem at times. She sometimes threw tantrums and became emotional to get her own way; she was known to take things not belonging to her. She was sometimes disrespectful in attitude, actions, and talk. She dreamed some and exhibited poor work habits. She had never failed a grade.

Test Results:

Achievement:

Date	Grade	Form	Reading	Arith	Spell	Lang	Lit	Hist	Geog	Ave
1949	1-5	S	Pict 1-7 Recog 1-9 Mean 1-5	1-1						1-6
1950	2-5	B	Comp 3-3 Vocab 3-6	Fund 3-1 Prob 2-9	2-5					3-1
1951	3-5	C	4-6	3-8	3-0	3-1	3-7			3-7
1952	4-5	S	5-9	4-1	4-3	4-2	3-7	4-9		4-6
1953	5-5	S	5-5	6-3	5-5	5-1	4-0	4-7	4-5 3-9	5-5 5-0

Mental Ability:

1949 IQ 105 Rank 27/64
1953 IQ 105 Rank 26/60

Health Record: The girl always appeared in excellent health.

She had had chickenpox, measles, and a cold or two a year with no lasting ill effects. She was immunized at school against typhoid fever, smallpox, tetanus, and diphtheria. Her hearing was normal as was her sight.

Growth Record:

Age	6	7	8	9	10	11
Height	44	47	48	50	54	56
Weight	41	49	57	58	77	83

Effects of the Broken Home: The broken home seemed to have

spoiled her personality. She felt that her home was a little different than others and that her stepmother did not have the right to discipline her. At times the subject seemed to be bored; that seemed to be a direct result of her broken home experience.

CASE XVII

This case study of a girl began in September, 1950, as she began the third grade at the age of eight and ended in May, 1953, as she finished the fifth grade at the age of eleven. She was born August 3, 1942. The mother and father were divorced about 1946 and since then the mother had supported the girl and a younger daughter by working as a waitress. During the last year the mother entered into another marriage which ended in separation after about four months. The girl, though white, was of mixed nationalities. Her home conditions were not good; she had to assume too much of the responsibility of house work and care of the younger sister while the mother earned the living. Subject was disturbed by her mother's marriage troubles. She was too young to understand and was insecure in her feelings. She felt out of place due to the lack of her father's interest and presence. Her father never wrote to her but came to see her about once a year, which probably only renewed and strengthened her confused emotions. The mother was a nervous type making the children the same. The girl seemed to be well cared for with average clothes and good grooming; she was clean and attractive. The mother owned her small home in a good neighborhood.

The subject went only to the good shows if possible and only once a week. She read about ten books a year from the public library and some comic books, was a Girl Scout, belonged to one other club, rode her bicycle, and had a match book collection. She attended the Mormon Sunday School and Church regularly. She earned a little spending money baby sitting.

School Record: The school record was better than average; she was a strong "B" student.

This girl was absent about one week of school each year and was never tardy in three years. She was shy but had a few good friends and entered into most of the play at school. She was extremely nervous and afraid when corrected in any way. She was always pleasant and had a good character.

Test Results:

Achievement:

Date	Grade	Form	Reading	Arith	Spell	Lang	Lit	Hist	Geog	Ave
			Comp	Recog	Fund	Prob				
1951	3-5	C	4-8	4-8	3-6	3-6	4-4	5-3		4-4
1952	4-5	S	6-9	5-6	4-7	4-2	5-0	6-5		5-5
1953	5-5	S	7-3	5-9	5-4	5-1	6-0	6-4	8-0	6-2 5-9 6-3

Mental Ability
1953 IQ 113 Rank 6/60

Health Record: The girl seemed healthy and had had no serious sickness or injury. She had experienced measles, chickenpox, and mumps before she was of school age. Her adenoids and tonsils had been removed as well as one abscessed tooth. Her teeth were well taken care of. She had been immunized for smallpox, typhoid fever, tetanus and diphtheria. With glasses her eyes were corrected to 20/30. Her hearing was good. She did have a bad lisp.

Growth Record:

Age	8	9	10
Height	51	54	57
Weight	65	76	88

Effects of the Broken Home: The broken home probably contributed to the girl's nervousness and shyness. Her teacher said that during the mother's last short and stormy marriage the girl seemed troubled, did poor school work, dreamed and brooded at school and seemed to be

on the verge of more serious emotional disturbance.

CASE XVIII

Case XVIII was a boy who was a victim of a broken home due to his father's attentions toward another woman, with a resultant divorce. The study started in September, 1948, when the boy was an eight year old third grader and ended in May, 1953, as he successfully finished the fifth grade at the age of eleven. He was born July 10, 1942. The boy's father and mother both remarried. The subject lived with his mother, stepfather who farmed, a half sister, and a full brother.

The home seemed to function smoothly, although the stepfather never took the boy to the farm even though he was big enough to be of some help. Subject was well dressed and clean and seemed to have the material needs well cared for. The stepfather owned a good modern home in town, as well as his farm.

The boy attended the Congregational Sunday School and Church regularly. His interests changed often; he had no hobby, did not belong to any club, and had no regular responsibility at home. He had few pals, rode his bicycle a great deal, and read five or six mystery or animal stories a year. He attended about three shows a week. The boy was very flighty and nervous but was not afraid of people.

School Record: The boy was absent only about two days a year and was never tardy during his five years of school in Malta. He attended his first year of school in Texas, of which there is no record. He had few friends, played no games except when he had to in classes, was never a discipline problem, was always pleasant, and had a good character. He was nervous, very flighty, and had short attention span.

He needed constant help and encouragement.

Test Results:

Achievement:

Date	Grade	Form	Reading Comp	Arith Vocab	Spell	Lang	Lit	Hist	Geog	Ave
1950	2-5	B	2-6	2-8	2-9	2-5	2-7			2-7
1951	3-5	C	3-4	3-2	3-8	3-3	3-3	3-5		3-4
1952	4-5	S	3-9	3-7	4-8	4-7	4-7	6-0		4-6
1953	5-5	S	4-5	4-0	5-3	7-0	3-8	4-8	5-7 6-3	5-7 5-4

Mental Ability
1953 IQ 92 Rank 49/60

Health Record: The boy seemed to be in good health; he had had no sickness, other than earache, and no injuries. He was immunized for typhoid fever, smallpox, and tetanus. His sight and hearing were normal, but he had three decayed teeth.

Growth Record:

Age	8	9	10	11
Height	51	52	54	57
Weight	56	60	68	78

Effects of the Broken Home: There were seemingly apparent effects of this boy's broken home. He was nervous, a little shy, and did not concentrate well in school. His stepfather could possibly have shown more interest in him.

CASE XIX

This is the case study of a boy whose mother deserted him and his father for another man. The study was started in September, 1951, when the boy started the fourth grade at the age of nine and ended as he successfully finished the fifth grade at the age of eleven. He was born July 30, 1942, and is white. His nationality is not known.

The boy's home conditions were always bad due to his father's

drinking which apparently caused the mother to leave home. The boy had no brothers or sisters. His grandmother always had a big hand in helping furnish more than the material needs of the boy. After the mother left, his grandmother took him to rear. The grandfather was killed in an accident during the summer of 1952 leaving the boy with no interested male to look to for guidance or help. The father is still a chronic alcoholic and contributes nothing good to the boy's upbringing. The grandmother did the best she could, but she had very little except a pension check each month. They lived in a small rented house about a mile from town. The boy was poorly dressed and poorly groomed.

Subject was sent to Congregational Sunday School and Church regularly. He hunted, fished, swam, rode his bicycle, and played all sports well. He had regular duties at home, feeding and caring for the chickens. He attended about one show a week. He joined the school band but soon quit. The subject read comic books every day but read few books, except those required in school. The father's drinking bothered the boy considerably. During interviews with him, it was found that the father often threatened violence to both the boy and the grandmother. The boy did join Scouts but soon dropped out.

School Record: Due to bad colds, the boy missed approximately two weeks of school a year but was never tardy. In his academic work he was a strong "C" student, was a fair reader. He had many friends even though he often displayed a bad temper and fought with other children. He had a pleasing personality and good character but was very nervous. He brooded and dreamed constantly in school. The boy was disciplined often due to his trouble with other children. His work habits were poor; he had to be constantly encouraged to concentrate.

Test Results:

Achievement

Date	Grade	Form	Reading	Arith	Spell	Lang	Lit	Hist	Geog	Ave		
1949	1-5	S	Pict 1-5 Recog 1-7 Mean 1-6	1-8						1-7		
1950	2-5	B	Comp 2-9 Vocab 3-1	Fund 3-3 Prob 3-0	2-7					3-0		
1951	3-5	B	4-2	4-2	4-0	4-0	4-4			4-2		
1952	4-5	S	5-1	5-0	4-7	5-1	5-0	5-6		5-1		
1953	5-5	S	6-3	4-7	6-0	6-6	5-9	7-2	9-3	5-1	7-3	6-6

Mental Ability

1949 IQ 96 Rank 39/64

1953 IQ 108 Rank 16/60

Health Record: The boy appeared healthy with a good color, a great deal of vitality and enthusiasm. He had several bad colds each year, had had measles and whooping cough, and no injuries except a broken arm, from all of which he had totally recovered. At school he was immunized against typhoid fever, tetanus, diphtheria, and smallpox. His Patch Tests have all been negative. His hearing and sight were normal.

Growth Record:

Age	6	7	8	9	10
Height	45	49	51	53	55
Weight	50	60	64	72	82

Effects of the Broken Home: This boy's broken home affected him tremendously; he was ashamed of his father and mother; he brooded and did poor work, was nervous, showed little control of temper, and felt different from other children.

CASE XX

Subject is a boy born April 16, 1941, of French ancestry. The study began in April, 1952, when his father died of a prolonged illness and ended in May, 1953, as he finished the fifth grade at the age of

eleven years. The boy had one sister (Case VI) and no brothers. His mother earned a living as a waitress and bar maid. They lived in their own small, partly modern house in a poor neighborhood. There have been substantiated reports of the mother's moral decline. The children seemed to get on well together; there was the normal amount of love, argument and play. Material needs such as clothes were not too well provided. Subject attended the Catholic Church and summer school faithfully. The boy had few responsibilities at home except helping with dishes and other housekeeping jobs while the mother worked. For recreation he read many funny books and went to about one show a week.

Record in School: The boy missed about a week of school a year and was never tardy. He was a strong "B" student even though his hearing was bad. The boy was popular and attracted attention due to his midget proportions. He did not enter into playground games. He was never a discipline problem, had a pleasant personality and good character, but seemed a little nervous, especially when he could not hear what was said in classes. His personal and work habits were excellent.

Test Results:

Achievement:

Date	Grade	Form	Reading	Arith	Spell	Lang	Lit	Hist	Geog	Ave
			Pict Recog Mean							
1949	1-5	S	1-5 1-8 1-5	1-9						1-7
			Comp Vocab	Fund Prob						
1950	2-5	B	2-8 3-0	2-6 2-8	2-4					2-7
1951	3-5	C	5-1 4-3	4-1 3-5	3-7	5-0				4-3
1952	4-5	S	5-6 5-6	5-0 4-8	4-3	5-1				5-1

Mental Ability:

1949 IQ 106 Rank 26/64
 1953 IQ 118 Rank 2/60

Health Record: In general appearance the subject was healthy, rather heavy for his height, which was only forty-seven inches as compared to other boys in his class who averaged almost a foot taller. He

breathed through his mouth, although his tonsils and adenoids were removed in 1952. His teeth were very crooked, and his hearing was impaired to the point where he depended almost wholly upon lip reading. According to a report from the State Clinic which he attended, he was in need of an ear operation. The boy's hearing was getting progressively worse. He had had measles and chickenpox; he had experienced no injuries; and his eyesight was normal. At school the subject had been immunized against typhoid fever, smallpox, diphtheria, and tetanus.

Growth Record:

Age	6	7	8	9	10
Height	38	40	43	45	47
Weight	36	40	47	57	66

Effects of the Broken Home: There was no apparent change in either the school life or the boy's school work when the father passed away. During the last few months he has seemed a little unsure of himself, probably due to having no father, his midget size, and his poor hearing. Nervousness has become more apparent.

CASE XXI

Subject is a boy, born October 22, 1943, of parents who were divorced about 1945. The boy is white, of mixed nationality. The case study has run only one year, from September, 1952, to May, 1953, while he attended the fourth grade at Malta. There are no brothers or sisters. The boy was shifted from relative to relative, and from town to town from the time of his parent's divorce until the summer of 1952 when his father remarried and took the boy to live with him and his step-mother. The father was a State game warden with good standing and in-

come. The stepmother worked as a sales clerk in a dry goods store.

The home conditions were not good due to the strenuous social life the father and stepmother lead. Due to that, the boy was left at home alone a great deal of the time. He went home from school to an empty house which happened to be nice, new, and in a good neighborhood. At times the father tried to make up for lost time with the boy by taking him hunting and fishing.

The father belonged to the Christian Church and the mother was a Catholic. She tried to bring the boy up Catholic. For recreation the boy attended about one show a month, fished, hunted, and read one comic book a day. He was a poor reader, disliked reading, and never finished books he started to read except those required at school.

Material needs of the boy, such as clothes, were well supplied and he was always well groomed.

School Record: The school record in Malta covered only the fourth grade, where his attitude was passive, and his attendance perfect. He was a "C" student.

He had few friends, played poorly with other children, and was not good at games. The boy was not bad but had a hard time conforming to school life and needed constant correction. His was a pleasant personality; he was never in serious trouble with city or school authorities but was nervous and concentrated with great difficulty. His attention span was short and his habits of work very poor.

Test Results:

Achievement:

Date	Form	Grade	Reading	Arith	Spell	Lang	Ave		
			Comp	Vocab	Fund	Prob			
1953	4-5	R	5-2	2-4	4-0	4-2	5-4	4-5	4-5

Health Record: The boy appeared to be in very good health, with good color and vitality. He was always clean and well groomed. He had no ill effects from sickness or injury. He did have several colds during the year which were not severe enough for him to miss school.

The subject's hearing was normal, but his eyes tested only 20/70, and he wore no correction. He had been immunized for smallpox, typhoid fever, tetanus, and diphtheria.

Growth Record:

Age	9
Height	53
Weight	62

Effects of the Broken Home: This boy had no real affection from his stepmother. The lack of affection seemed to make him feel alone in the world except for his father who at times showered him with attention, and at other times forgot him. His school work was poor, probably due to the inconsistent attention of his parents and to the many schools he had attended while being shifted from home to home.

CASE XXII

Subject is an Indian boy, (brother of Case XV). The study began in September, 1951, when he entered the third grade at the age of eight, and ended in May, 1953, as he finished the fourth grade. His birth date was October 24, 1953. His family history was similar to Case XV. The boy had attended the Malta school since the first grade.

The subject had little responsibility; he could be seen during school days riding his bicycle or running the streets. Authorities had trouble with him getting into mischief, going into other people's homes,

and engaging in acts of vandalism. The boy had poor clothes and was usually very unclean. He swam, fished, and rode his bicycle for recreation. He did like to read; he went through about two books a week from the city library or the school library and about a dozen comic books a week. He attended the Catholic Church irregularly.

School Record: The boy said he did not like school although he was a better-than-average student when he attended. His attendance was poor; he missed about a month of school a year and was often tardy. The boy had few friends; usually was alone; was not a discipline problem, except that he played hookey; was very shy and quiet; seemed a little afraid of people; dreamed at his desk a bit. In general, he had poor personal and work habits. Arithmetic was hard for him. He did not seem to be nervous.

Test Results:

Achievement:

Date	Grade	Form	Reading	Arith	Spell	Lang	Lit	Hist	Geog	Ave
1949	1-5	S	Pict 1-6 Recog 1-4 Mean 1-0	1-3						1-5
1952	3-5	S	Comp 3-9 Vocab 4-7	Fund 2-7 Prob 3-3	3-6	4-0				3-7
1953	4-5	R	5-0	5-8	3-8	3-9	4-7	5-0	4-9	4-8

Mental Ability:

1949 IQ 96 Rank 37/48

Health Record: The boy was small and appeared weak. He seemed tired sometimes and teachers thought he suffered from malnutrition. He was not clean and had several unhealthful habits. The boy was frail and non-aggressive. He breathed through his mouth; malocclusion was very obvious; teeth were poor; he heard poorly but his sight was normal. During early childhood he had had measles and whooping cough with seemingly no ill effects. At school he had been immunized against typhoid fever, smallpox and diphtheria.

Growth Record:

Age	6	7	8	9
Height	44	46	50	52
Weight	43	48	55	62

Effects of the Broken Home: There seemed to be no apparent ill effects directly attributed to the broken home. It is possible that if the father had lived, the home would have been somewhat more orderly. The father would have contributed to the family income, thereby improving the financial situation. The boy's race makes him feel different. He always seemed lonely and shy, and he shunned company.

CASE XXIII

This subject was a boy (brother to Case II and half brother of Case IV). The study was begun in September, 1949, as he entered the second grade at the age of six and a half years. The study ended in May, 1953, as he finished the fourth grade at the age of nine and a half years. His family circle was made up of his mother, stepfather, and four stepbrothers, one stepsister, and a full sister. His mother was first married to her present husband, divorced him, married the boy's father who died, and then remarried her first husband. The boy's nationality is Italian. The stepfather worked as a day laborer while the mother worked as a liquor store clerk. Home conditions were poor due to both parents' working. The children were left to forage for themselves after school and on week-ends until the parents got home. The older ones were in charge of the housekeeping and care of the younger children. The material needs of life were not in abundance. The boy had very poor shabby clothes, though he was usually clean. The family owned their own shabby

home in a poor section of the town and also a small farm about a mile from town. This subject seldom if ever went to the farm but stayed in town the year around. It was believed that the stepfather did not want him. He attended the Lutheran Sunday School regularly. For recreation the subject went on hikes, attended Saturday afternoon movies, read a few funny books, and played games such as baseball with other children his own age. He was a poor reader and read no books except those required in school. He did a regular part of the work at home, but it took a very small part of his time.

School Record: The school record is one of little success, possibly due to the fact that the subject started school when he was only five and a half years old. He failed the second grade and did a little better since that failure. He became a strong "C" student. The boy missed only one week of school in five years and was tardy only about twice a year. The boy had few good friends; his feelings were easily hurt; but he seemed to be overcoming a bad temper. He was not a serious discipline problem but needed constant correction and help. The boy was nervous and had poor work habits. He seemed tired much of the time.

Test Results:

Achievement:

Date	Grade	Form	Reading	Arith	Spell	Lang	Lit	Hist	Geog	Ave
			Pict	Mean						
			Recog		Fund					
			Vocab		Prob					
1949	1-5	S	1-5	1-5	1-2	1-0		1-3		1-3
1950	2-5	B	2-6	2-1		2-5	2-7	1-7		2-3
1951	2-5	B	2-4	2-4		2-8	2-5	2-1		2-4
1952	3-5	S	2-9	2-5		3-5	3-1	2-6	2-6	2-9
1953	4-5	R	4-7	4-2		4-0	4-5	3-0	4-0	4-1

Mental Ability:

1949 IQ 100 Rank 31/63

Health Record: The boy was average size for his age. He was

usually pale and looked tired but was strong. He played with as much enthusiasm and vitality as other children his age. His teeth were good. His sight and hearing were normal. He had had chickenpox, and had been immunized for diphtheria, smallpox, tetanus, and typhoid fever. His Patch Tests were always negative.

Growth Record:

Age	7	8	9
Height	52	55	58
Weight	60	65	75

Effects of the Broken Home: It was possible that home conditions caused the boy to do poor work because the year his mother remarried her first husband he failed a grade. The stepfather never wholeheartedly accepted the boy. This possibly caused the boy's nervousness and frustration which was evidenced by outbursts of temper at times. He was also shy, which may have been a result of home conditions.

CASE XXIV

Subject is a boy. This case study started in September, 1949, when the boy entered school as a first grader and ended in May, 1953, as he finished the fourth grade, at the age of nine. He was born at Anchorage, Alaska, June 6, 1943. His father and mother were divorced when he was about two years old. He and his brother, who is three years older, were to spend their summers with their father and winters or school term with their mother who moved to Malta and led a "fast" life until she married a bar operator about 1949. The marriage was a stormy one which ended in separation and which also produced a half sister for this subject. The family lived in an average-for-the-community, rented

house, in only a fair neighborhood. The home condition was very bad, with fighting between the mother and stepfather, drinking, tension and uncertainty for all concerned. The subject and the other children were sometimes neglected as to material needs. Then the parents would try to make up for lost time by being too good to them and spoiling them. The subject was uncertain in his feelings toward his real father and mother and his stepfather.

He attended the Congregational Sunday School irregularly. The boy was good at games and athletics, was well coordinated and active. For other recreation he read three or four books from the city library per week, a funny book a day and played with other children his age. He attended about two shows a week including the Saturday afternoon matinee. He had no regular work or responsibility at home.

School Record: His absences averaged about one week a year and he was tardy only about twice a year. He said he liked school, and he was a strong "C" student. He had many friends both in and out of school, probably due to his quickness, good looks, bright appearance, and ability to play games well. He was very moody at times and dreamed much, both in and out of class. He never mentioned things he thought about and evaded the question when interviewed. He had a very pleasing personality and good character, but seemed nervous at times. The boy was a fair oral reader. He never failed a grade.

Test Results:

Achievement:

Date	Grade	Form	Reading			Arith	Spell	Lang	Lit	Hist	Geog	Ave
			Pict	Recog	Mean							
1949	1-5	S	1-4	1-3	1-7	1-0						1-4
			Comp	Vocab		Fund	Prob					
1952	3-5	S	3-7	2-7		3-6	3-1	2-8				3-3
1953	4-5	R	Absent			3-4	Absent	4-5	Absent			

Mental Ability:

1949 IQ 105 Rank 24/48

Health Record: The subject had a healthy general appearance, was clean and alert, had had chickenpox in 1952 but no other diseases. He was immunized for typhoid fever, smallpox, diphtheria, and tetanus. He had no injuries or ill effects from sickness. He had six abscessed teeth; his hearing was normal; both eyes tested 20/30 and were not corrected.

Growth Record:

Age	6	7	8	9
Height	45	48	52	53
Weight	44	51	61	68

Effects of the Broken Home: The subject's moods and nervousness could be attributed to his very poor home conditions. He was mixed up in his loyalties toward his parents and stepfather. His school work would have undoubtedly been better if his mind had not been preoccupied with the trouble in his home.

CASE XXV

This case study of a boy started in September, 1950, when he was seven years old. He was born in Kansas on November 2, 1943, and moved frequently during the next three years due to his father's military status. The boy's real father was of Swedish extraction, and his mother is Scotch-Irish. His father was killed in the war leaving his mother, himself, an elder brother, and an older sister (Case X). His family then moved to Portland, Oregon, where the mother married a doctor in 1948.

The family moved to Malta, Montana, during the summer of 1950,

and the boy entered the second grade that September. They lived in a rented house in a good neighborhood but got on poorly with the neighbors. The boy and his brother and sister had few friends and quarreled with those they had. The boy's reputation was not good although he got into no serious trouble. His parents paid lip service to love and affection for the children and belonged to many organizations. The family, in October, 1952, bought a six acre modern home about a mile from town. The parents still kept up their strenuous social life, and the children were left alone much of the time. While home alone one night, they burglarized a neighbor's home.

The boy's poor grooming showed inconsistent home care. He did have an average amount of money, and his material needs and luxuries were taken care of. Little is known of the home rapport; it is seemingly average.

The family irregularly attends the Congregational Church and Sunday School.

At times the subject's stepfather made a conscientious effort to provide and take part in wholesome recreation such as fishing and hunting with the boys. The boy read about three books a month and liked history stories. He attended but one show a week, the Saturday matinee, and read about four funny books a week. The boy took a job watering a neighbor's cows, and he and his brother raised some pigeons. He had very little regular home responsibility.

School Record: Subject said school was "OK," his best subject being spelling in which he got "A's" and "B's." He was a "B" student. During three years of school at Malta, he missed nine days of school,

CASE XXVI

Subject is a girl. This case study started September, 1949, and ended in May, 1953. Little is known of the family. The girl's father and mother were divorced in 1949. The real father was a laborer, a provider of only meager income, and he drank some. The mother remarried to a rancher of poor socio-economic status. The subject had two younger sisters. The family lived in a rented house in a poor section of the town. The mother was busy and bestowed little affection upon her children, but at the same time they were not maltreated. The mother ran a small grocery store in the home and had little time to care for the children. The subject's appearance was poor due to poor care.

The child did not go to a church or Sunday school regularly. She had no form of recreation of her own. She seldom if ever went to a show; she did not even read the comic books, to say nothing of other books; she seemingly had no interests, and had no regular responsibility at home except what came up at the moment. She said that she sometimes helped with the dishes and cared for her baby sister.

School Record: The subject said that she liked school because she was with friends, but from observation she had no real friends or pals. She never talked or entered into play but was content to just stand or sit and watch others. She failed to pass the first grade and the fourth grade in a school where the policy was not to fail children. She could read very little and did failing work in all her classes. The subject was absent from school on the average of a week per year and was tardy about once a month. She was no discipline problem; she had a nega-

tive personality, good character, or in other words, never got into trouble. This girl was not nervous. She had poor personal and work habits. According to the following test scores her situation was probably due to low mental ability.

Test Results:

Achievement:

Date	Grade	Form	Reading		Arith	Spell	Lang	Ave
1949	1-5	S	Pict 0	Recog 1-4	Mean 1-1	0		0-6
1950	1-5	A	1-2	1-7	1-5	1-1		1-3
1951	2-5	A	Comp 2-3	Vocab 2-3	Fund 2-7	Prob 2-1	2-0	2-3
1952	3-5	S	2-6	2-9	2-7	2-3	2-9	2-5 2-7
1953	4-5	R	2-9	3-0	3-3	2-4	3-0	2-6 2-9

Mental Ability:

1949 IQ 63 Rank 64/84

1950 IQ 80 Rank 61/61

Health Record: Her general health appearance was fair; she was listless and pale with no pep; was seldom clean and showed signs of poor grooming. The subject had had measles and chickenpox but no other childhood diseases. She had been immunized in school for typhoid fever, smallpox, diphtheria, and tetanus. Her Patch Tests were negative. Her hearing seemed to be poor; she wore glasses, but her eyes with correction were only 30/30. She was cross-eyed. The girl suffered no ill effects from disease or injury.

Growth Record:

Age	7	8	9
Height	44	48	56
Weight	44	52	54

Effects of the Broken Home: The broken home caused no apparent effects upon the girl. She seemed of low mental ability; nothing seemed to interest her or bother to any appreciable degree.

CASE XXVII

Subject is a girl born June 10, 1943. The girl's father died when she was about five years old. She since lived with her brother who was two years older (Case III of this study) and two older sisters, one four years and the other five years older than herself. Her mother received a widow's pension, took in roomers, and did housekeeping jobs now and then. The mother owned a good five room house in a good neighborhood of Malta. The family seemed happy, fairly well provided for, and in general got on very well. They were of Swedish ancestry. During the summer of 1952, the mother remarried. The subject's stepfather was a well-to-do sheep rancher. The family moved to the ranch which was twenty-seven miles from town. The girl seemed to like the ranch and looked forward to the nice weather and summer when the mother and children could leave school and town and live on the ranch. Home conditions seemed excellent after the mother's remarriage, and the stepfather seemed to take a genuine interest in the stepchildren. The children always had been and still were clean and well dressed and cared for. While she lived in town the girl attended the Lutheran Sunday School regularly, also Summer Bible School and sometimes Church. She liked the farm where she had regular chores of feeding pets and washing dishes each day. She read one or two funny books each week, about two books a month, mostly about animals, and rode horses for recreation. She played house and had dolls and did other things most girls her age did.

School Record: The subject said she liked school, and she was never a discipline problem. The subject was a "B-" student, but she

read poorly with many eye regressions and poor word attacks. Her comprehension seemed good. She seemed a little nervous at times, had a shy, retiring personality. She never had failed a grade but probably will.

Test Results:

Achievement:

Date	Grade	Form	Reading	Arith	Spell	Lang	Lit	Hist	Geog	Ave
			Pict Recog Mean							
1950	1-5	S	1-2 1-7 1-5	1-2						1-4
			Comp Vocab	Fund Prob						
1951	2-5	B	2-7 2-7	2-6 2-1	1-7					2-4
1952	3-5	S	3-4 3-3	3-3 2-7	2-5	2-5				3-0
1953	4-5	R	3-6 3-7	3-6 4-1	3-0	3-2				3-5

Mental Ability
1950 IQ 100 Rank 30/49

Health Record: The subject had a good healthy, ruddy, chubby look but was a little listless and tired looking. She missed only about one week of school a year and was never tardy. She seemed to breathe through her mouth and seemed to hear poorly most of the time. Her eyes tested about 20/39. She had had measles, mumps, and chickenpox with seemingly no lasting ill effects. The girl was never immunized for any diseases.

Growth Record:

Age	6	7	8	9
Height	46	48	50	53
Weight	48	56	65	72

Effects of the Broken Home: In regard to this girl, there were no effects that could be definitely attributed to the broken home. She was shy, retiring, non-aggressive, seemed a little insecure and nervous, and did poor school work.

CASE XXVIII

The subject was a boy. The boy's father died of cancer in November, 1952, at which time this study started; it ended in May, 1953. The father was a farmer, but the family lived in their own home in town. They seemed to be happy and prosperous. The subject was the only child. Their home was better than average in a good neighborhood. After the father's death, the boy lived with his mother who worked as a bookkeeper and seemed to provide the material needs and keep up good appearances. Their nationality was Swedish. The boy was always well dressed and seemed well cared for. He was of small stature, had many playmates near his home with whom he seemed to get on well. He was sent to the Lutheran Church and Sunday School regularly. He had few interests except playing with children his own age. The boy had no regular responsibility at home. He attended one show a week.

School Record: The subject liked school, was absent on the average of about a week a year, and was never tardy. He was a weak "C" student. He enjoyed many friends at school due to a pleasant personality, good character, and the ability to play well with other children. The boy was never a discipline problem and was always well behaved. He seemed to be nervous, moody, and dreamed at times. His habits of work were poor, and according to the teacher he needed constant pushing and encouragement to get his work done. He failed no grades but was a poor reader with many eye regressions, poor word attack, and poor comprehension.

Test Results:

Achievement:

Date	Grade	Form	Reading	Arith	Spell	Lang	Lit	Hist	Geog	Ave
1949	1-5	S	Pict 1-3 Recog 1-7 Mean 1-5	1-0						1-4
1952	3-5	S	Comp 3-3 Vocab 3-7	Fund 4-0 Prob 3-3	2-9	2-8				3-3
1953	4-5	R	3-9 3-5	3-6 4-2	3-2	3-1				3-6

Health Record: The boy had a very healthy appearance with much vitality, good color, and he was always active. He was always clean. He had had no apparent ill effects from injuries or disease; he was seldom sick; and he had only one or two colds a year. His hearing and sight were normal, and his teeth were in perfect condition. He was small in stature, but so were his father and mother. The boy had had chickenpox, measles, and whooping cough and was immunized against typhoid fever, smallpox, tetanus, and diphtheria.

Growth Record:

Age	6	7	8	9
Height	43	44	45	47
Weight	42	47	52	59

Effects of the Broken Home: The subject seemed a little nervous and moody and did poorly in his school work at the time of his father's death. He seemed to miss his father in that he craved the companionship of men. He spent much time talking to and following the principal around the school and playground. During the last year there was an undesirable slump in his attention span, retention, and school work.

CASE XXIX

This subject was a boy. The case study started in September, 1952, and ran one year, ending in May, 1953. The boy was born July 17, 1943, and was nine years old during the last year. His race was white; he did

not know the exact nationality. His father and mother were divorced during 1952, forcing him to live most of the year with his grandmother. During interviews the subject said he was worried about his parents. His feelings were mixed, and he seemed to be nervous. The boy had enjoyed a good farm home, but his home in town with his grandmother was rather poor, in a poor neighborhood. Even his material needs such as clothes were not met, and his grandmother had a hard time paying for his school lunches. He never went to church or Sunday school. For recreation he read a book or two a week from the school library and went through as many magazines as he could, "just looking at pictures," he said. While on the farm the boy had had regular chores to do, but in town he had no responsibility except school.

School Record: The subject said he liked school. His best subjects were spelling and reading; he was a "B" student. He was absent eight days due to a cold but was never tardy. He had one or two good friends but was shy and retiring and played little with other children. The subject had little athletic ability and was not good at games. His change from a country school to a city school probably required adjustment also. The boy was no discipline problem; he had a shy amiable personality and good character; but he seemed very nervous and afraid of people. He sat and dreamed quite often and was moody. He had never failed in any kind of school work; school was a symbol of success to him.

Test Results:

Achievement:

Date	Grade	Form	Reading	Arith	Spell	Lang	Lit	Hist	Geog	Ave
			Comp	Vocab	Fund	Prob				
1953	4-5	R	6-2	6-9	4-2	4-2	6-0	5-0		5-4

Health Record: The boy's general appearance was good except that he seemed excessively tired at times. He had four or five colds during the year and seemed to breathe through his mouth. His hearing and sight were normal, and he suffered no ill effects from chickenpox, measles, or mumps. He had experienced no injuries or serious diseases or sickness; his teeth were good; he had not been immunized for any diseases.

Growth Record:

Age	9
Height	55
Weight	51

Effects of the Broken Home: The subject seemed very nervous, afraid, and unsure of himself and uncertain of other people. He felt that his parents had deserted him and let him down. The grandmother was poor and could not provide the material needs that his parents should have provided. The boy's happiness was seriously impaired by the broken home.

CHAPTER V

COMPARISON STUDIES

Originally this paper was developed in connection with so-called problem children in school. As often as not, school children who needed help and guidance in regard to school work, discipline or personality problems seemed to come from broken homes. Their home backgrounds were inevitably compared to what seemed to be better and more favorable homes of children with both parents. Constant comparison of the two kinds of homes was inevitable.

This chapter will attempt to present common trends in the cases studied as well as to present certain pertinent factors in a graphic way.

I. COMMON TRENDS

To begin at the beginning again, all twenty-nine of the cases presented had one common factor; all of them came from homes which had at some time experienced a break due to death of a parent, divorce, separation or desertion. Upon close scrutiny there seemed to be no other single common factor.

Other factors operating in several cases will now be briefly reviewed:

Nationality and race. When the comparison of nationalities and races of the broken home children to the normal home children was made, there seemed to be no particular disproportion among the various nationalities and races. Twenty-seven of the cases were white of several different nationalities, while two cases were Indian.

Socio-economic status. In this locality most people are of middle socio-economic class. These children from broken homes did differ in the fact that most of them lived in poor neighborhoods. Over half of them appeared to be of low socio-economic status. In comparison to the normal home children, the subjects from broken homes were more generally in need of better clothes. The children of normal homes seemed to have more of the luxuries that the middle socio-economic levels are capable of supplying. As will be seen in the graphic presentation of data in the second part of this chapter, more than half of the cases studied were of low-socio-economic level. Children of broken homes appeared to spend their leisure time in less profitable ways. They were on the streets more and found less worthwhile methods of spending their leisure time.

Providing they were of the same socio-economic level, there seemed to be no apparent difference in the way these children spent their leisure time as compared with the children of normal homes. They read, went to shows and played as other children did.

Religion. A comparison of the two groups in regard to church and Sunday school membership and attendance would be a study in itself. As will be better discussed and portrayed later, sixteen of the twenty-nine broken home subjects attended church or Sunday school irregularly.

Home responsibility. Children of normal homes as a rule have few specific responsibilities except in instances where the parents make a special effort to see that they do. The subjects in the broken homes ranged from one extreme of too much responsibility to the other of too little responsibility. Some were compelled to fill the shoes of a missing parent while the working parent earned the living.

Health. Sixteen of the cases from broken homes suffered from some type of physical handicap--usually poor eyes, poor hearing, or other defects. It is possible that, had they received more and better parental attention and had they lived in higher socio-economic brackets, these children would have had a better chance of receiving medical help. Better clothing, food and shelter would have improved their health and helped correct their physical deficiencies.

Emotional make-up. The children of broken homes were definitely more nervous, more moody, more dreamy. They had personality and character troubles more frequently than the normal home children. The latter displayed tempers less often and were more sociable.

Failure in school. The twenty-nine broken home cases had a record of thirty-one percent failures during the time of the study as compared to only about ten percent for the whole school during that period.

The fact will have to be granted that there are many so-called normal homes where the emotional atmosphere, the worry, tension, and turmoil are far worse than many broken homes. In other words, it cannot be definitely said that a normal home is always better than a broken home. Other things being equal, however, the normal home children seem to have many advantages.

II. GRAPHIC PRESENTATION OF CERTAIN DATA

The following are tables which show certain likenesses and differences among the cases. Table I presents basic data with regard to sex, grade, and age of the subjects. Of the total twenty-nine cases there was an almost even distribution between the sexes. All of them were in the fourth, fifth and sixth grades with little variation in

ages. Fourteen of the children were sixth graders, six were fifth graders and nine were fourth graders. The age range was from nine to thirteen years. Only one girl, a sixth grader, was thirteen years of age; six were twelve years old; seven, ten; and seven, nine years of age.

TABLE I
DISTRIBUTION OF SUBJECTS FROM BROKEN HOMES
BY SEX, GRADE, AND AGE
AT THE CLOSE OF THIS STUDY, MAY 1953

	Frequency
Total number of subjects studied	29
Total number of boys studied	15
Total number of girls studied	14
Total number of subjects in grade six	14
Total number of subjects in grade five	6
Total number of subjects in grade four	9
Subjects thirteen years old	1
Subjects twelve years old	6
Subjects eleven years old	8
Subjects ten years old	7
Subjects nine years old	7

The following table summarizes the number of subjects originating from different types of broken homes. It may not be surprising to note that sixteen of the twenty-nine subjects came from homes broken by divorce. The next most significant cause was death. Only one broken home was the result of separation, and none of the subjects was a victim of desertion by parents. Also it is interesting to note that sixteen of the subjects' parents had remarried which created a situation

of one real parent and one step parent. Only one child lived with foster parents, and three lived with one or both grandparents.

TABLE II
DISTRIBUTION OF SUBJECTS
BY TYPE OF BROKEN HOME

	Frequency
Subjects from broken homes caused by death	12
Subjects from broken homes caused by divorce	16
Subjects from broken homes caused by desertion	0
Subjects from broken homes caused by separation	1
Number of subjects from foster homes	1
Number of subjects from homes with one real parent	28
Number of subjects from homes with one step parent	16
Number of subjects living with one or both grandparents	3

Table III shows something of the family relationships. A significant number, seven, were "only" children which might possibly account for some of their difficulties. Twenty-two of the subjects had whole brothers or whole sisters or both, and eleven had stepbrothers or stepsisters or both or had half brothers or half sisters or both. These relationships are significant in that they perhaps demanded greater adjustments for these broken home children than normal home children would have to make.

TABLE III
DISTRIBUTION OF SUBJECTS
BY FAMILY RELATIONSHIPS

	Frequency
Number of subjects that were only children	7
Number of subjects that had whole brothers or whole sisters or both	22
Number of subjects that had half brothers or half sisters or had stepbrothers or stepsisters or both	11

Table IV distributes the subjects into three socio-economic brackets, namely, high, middle and low. The socio-economic levels were devised by the writer. The subjects were placed in these divisions, mainly through subjective considerations concerning the family income, occupation of the parents, the physical home itself, material adequacies supplied to the children and such factors. Five children were from the relatively high socio-economic level, nine from the middle group and fifteen from the low socio-economic level. This large number of subjects in the low level is possibly explainable on the basis that the broken homes would probably tend to cause financial problems and lower the socio-economic status. A surprisingly large number, twenty-four of the subjects' families, owned their own homes, while only five families lived in rented homes. Also only seven of the subjects received welfare assistance.

TABLE IV
DISTRIBUTION OF SUBJECTS BY
SOCIO-ECONOMIC STATUS AND HOME OWNERSHIP

	Frequency
Total number of subjects studied	29
Total number of subjects where home was owned	24
Total number of subjects where home was rented	5
Total number of subjects from relatively high socio-economic level	5
Total number of subjects from middle socio-economic level	9
Total number of subjects from low socio-economic level	15
Total number of subjects that had received welfare assistance	7

The following table portrays religious data pertaining to the subjects. The distribution is not surprising. Of the twenty-nine cases, seven were Catholic, twenty were Protestant, and there were two with no church affiliation. Not counting the two with no church affiliation, eleven attended church or Sunday school or both regularly while sixteen were irregular attenders of one or both.

TABLE V
DISTRIBUTION OF SUBJECTS BY
CHURCHES AND SUNDAY SCHOOL MEMBERSHIP AND ATTENDANCE

	Frequency
Total number of subjects studied	29
Total number of Catholic subjects	7
Total number of Protestant subjects	20
Total number of subjects with no religious affiliation	2
Total number of subjects who attended Church or Sunday School irregularly	16
Total number of subjects who attended their Church or Sunday School regularly	11

Probably the most significant data in relation to results is the following table which deals with the number and percentage of the children from broken homes who failed grades in school. Seven of the subjects failed a grade at least once, and two of the twenty-nine subjects failed a grade twice. The total percentage of failures for the children from broken homes is high, thirty-two percent.

TABLE VI
NUMBER AND PERCENTAGE OF GRADE FAILURES IN SCHOOL
OF SUBJECTS FROM BROKEN HOMES

	Frequency
Total number of subjects	29
Total number of subjects failing a grade only once	7
Total number of subjects who have failed a grade more than once	2
Percentage of failures among the subjects	32

A seemingly important factor is brought out in Table VII. Almost half, or fourteen of the subjects had little home responsibility; eight of them had an average amount of home responsibility; four had much home responsibility; and three subjects had no home responsibility. From these facts, it would seem that more than half of the subjects had weak home ties in the area of responsibility.

TABLE VII
NUMBER OF CHILDREN FROM BROKEN HOMES
WHO HAD SPECIFIC OUT-OF-SCHOOL RESPONSIBILITIES

	Frequency
Number of subjects with much responsibility at home	4
Number of subjects with average home responsibility	8
Number of subjects with little responsibility at home	14
Number of subjects with no home responsibility	3

A distribution of subjects on the basis of physical, mental and emotional disturbances is shown in Table VIII. It is important to note that twenty-eight of the twenty-nine subjects showed moody and dreamy tendencies during the time of the home break, and eighteen were nervous at that time. Nervousness was exhibited more than a year after the home break by twenty of the children. It would seem from these figures that nervousness and moody and dreamy tendencies were typical of these cases. They are common factors among the children from broken homes. There was only one child that showed no outward signs of being moody or dreamy. Surprisingly, only two of the subjects had received psychiatric treatment. Over half of the subjects, sixteen, suffered physical handicaps such as poor sight, poor hearing, and other defects.

TABLE VIII
DISTRIBUTION OF SUBJECTS ON THE BASIS
OF PHYSICAL, MENTAL AND EMOTIONAL DISTURBANCES

	Frequency
Subjects showing nervousness during the time of home breaking . . .	18
Subjects exhibiting nervousness more than a year after the home break	20
Subjects exhibiting no nervousness at any time	4
Subjects showing moody and dreamy tendency during the home break .	28
Subjects showing moody and dreamy tendency more than a year after the home break	28
Subjects which were never moody or dreamy	1
Subjects who received psychiatric treatment	2
Subjects with physical handicaps: sight, hearing and others	16
Total number of subjects studied	29

Table IX shows a distribution of subjects by certain effects seemingly resulting from the broken homes. The effects are unrelated but still significant. A significant number, sixteen children, suffered poor personalities while twelve were classified as having poor characters. Sixteen subjects were poorly groomed and showed little parental attention in connection with care of clothes. Poor school work of eighteen children seemed directly traceable to the broken homes. Twelve of the twenty-nine subjects were considered problem children, and five had been in trouble with civil authorities. On the other hand, eight were considered above average academic students.

TABLE IX
DISTRIBUTION OF SUBJECTS BY
CERTAIN EFFECTS SEEMINGLY RESULTING FROM THE BROKEN HOME

	Frequency
Subjects with poor personalities	16
Subjects with poor characters	12
Subjects with poor clothes due to little parental attention	16
Subjects poorly groomed due to lack of parental attention	16
Subjects with school work directly or indirectly affected	18
Subjects considered problem children at school	12
Subjects who were considered above average students	8
Subjects who have been in trouble with civil authorities	5

CHAPTER VI

SUMMARY AND CONCLUSION

In this chapter a summarization of the method, the findings and the conclusions of this study will be made. Limitations and strong points of the method will be discussed. Significant findings will be listed.

I. SUMMARY OF METHOD

The main tool used was the interview. All but one subject was interviewed or given counsel many times during the study. The interviews came out of the problems with which the subjects were confronted. Teachers requested counseling with the subjects when problems arose in regard to character, personality, discipline, school work, test results and failure or passing of school grades.

The data in each study which pertains to family, home life, and social and emotional conditions were gathered by the interview method. These data were used as a basis for judging the effect of the broken home upon each subject.

The writer worked closely with each subject on the playground, in physical education classes, in supervision of classroom work, and in guidance.

At best, this interview method is subjective. Observations are likely to be influenced by the likes and dislikes, biases, prejudices and limits of the ability of the interviewer. The teachers were a valuable source of information for the study in every point covered concerning the subjects. Information recorded in the case studies was ordinarily

agreed upon by both teachers and interviewer before being used, even though the teachers were not aware that this study was being made.

The tests used were the Metropolitan Standard Achievement Tests; forms A, B, C, S and R were used. In a few instances the subjects took the same form of tests two years in a row, which of course is undesirable. Otis Quick-Scoring Mental Ability Tests were given to the fifth graders, and the Pintner General Ability Tests were given to the first graders each year. There are instances in which the scores might be invalid due to the administration of tests by teachers who wanted their pupils to score high. The tests were never scored by the person administering the tests, but there were probably several instances where the scores were not valid as shown by the inconsistency of scores from year to year.

No personality or character tests or rating sheets were used.

Due to the limited number of subjects studied, no generalizations may be made, other than those which apply only to this study.

The records of professional people including teachers, school administrators, medical doctors, county welfare workers and a school nurse were used as sources of information. Advice from psychologists and psychiatrists was sought for two subjects. No written recommendations were made by them.

II. SUMMARY OF FINDINGS

The first significant finding is that, of the total enrollment in grades four, five and six, eighteen percent came from broken homes. There were fifteen boys and fourteen girls. Of the twenty-nine subjects from broken homes, sixteen were victims of divorce, twelve lost one

or both parents by death. The parents of one subject were separated.

Fifteen of the subjects were from homes in the low socio-economic status. On the basis of these figures it would seem that the broken home is in some way related to the income and social standing of the victims. Some of the subjects lived in houses owned by their families, while others rented apartments or houses. The neighborhoods in which the cases lived differed from the very best to the poorest in the community. Between homes of the cases there was much variation in the degree of love or bitterness, happiness or unhappiness, unity or discord. The different parents worked at many different occupations; some families were supported by widow's pension, or were wards of the government.

The outstanding finding common to the children from the broken home was emotional disturbance. Twenty of the twenty-nine cases exhibited emotional instability in the forms of nervousness, tempers, tantrums, moodiness, anger, fear and insecurity. All the cases but one showed some type of emotional distress for short periods during the study. The one case which showed no emotional trouble was studied for only three weeks. During the exact time when the home broke up, the quality of the subjects' school work was lowered. Teachers reported that at the time of the disaster the subjects showed signs of poor study habits, poor attention and retention in regard to school work, and a tendency to dream and be nervous.

There seems to be no common thread or characteristic typical of all the broken home children as far as school life and work are concerned. While studying them, it appeared that they were not absent or tardy any more or less than children from normal homes. The quality

of school work by the cases ranged from excellent to failure, the same as with other children. However, of the twenty-nine children from broken homes studied during the four year period, there had been nine school year academic failures. The percentage of failures of these children was thirty-two percent. The percentage of failures for the whole school during the four years of this study was less than ten percent. Thus in this study there is a higher percentage of failures in school among children from broken homes than among those from normal homes.

On the surface, teachers' grades for children from broken homes seem to be the same as the grades for the children from normal homes. No careful comparison has been made between the two groups. In the group of children from broken homes there are some superior pupils, and others who do failing work. The standard achievement and intelligence tests indicate no common scholastic weaknesses of the subjects of the broken home though nineteen of the twenty-nine subjects did rank below the medians of their classes. This, however, might be due entirely to chance.

The children were all either Protestant or Catholic or were affiliated with no church. Some of the subjects attended church or Sunday school regularly while others went irregularly.

There was one considerable difference in the amount of home responsibility connected with each subject. The amount of responsibility varied from instances in which the subjects were expected to do most of the chores of homemaking including care of the younger children, to subjects that had no responsibility whatsoever.

The health records indicate no common characteristic of children

from broken homes. It has been thought that worry and disaster impaired the health of a growing child, but there is little or no evidence to that effect in this study. It is possible that a definite health result could be proven during prolonged, intimate study of cases of children from broken homes.

III. CONCLUSION AND RECOMMENDATIONS

In the light of the primary purpose of this study, which was to help teachers and other professional workers to help children of broken homes, it may be concluded that the children of broken homes do need understanding, love, encouragement, friendship, and success. These above mentioned elements, which the broken home usually fails to supply, are as important as food.

The author's attention was first drawn to children from broken homes when it seemed that most of the problem children, discipline cases and children who failed grades or had trouble with school work and personality were children from broken homes. The effects of the broken home have not been born out so strongly in this study as anticipated. Of the twenty-nine subjects, sixteen were classed as having poor personalities; twelve were considered problem children; and five had had trouble with civil authorities.

A broken home does not make a child altogether different from other children, but his life, due to absence of one or both parents, has to make a special adjustment which schools should be very certain they don't overlook. It is important that school people find out more about their pupils. They should try to understand each child's problems in the light of his home, his parents and other people with whom

he might live. The children of broken homes do need special consideration and understanding. Instead of aggravating the wounds these children have already sustained, schools must try to heal those wounds and try to improve their lives. These children need love and security to heal disturbances. They need real friendship from adults and other children which the schools can supply through guidance, and they need special encouragement with their school work.

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