A STUDY OF THE UNMET EMOTIONAL NEEDS OF A GROUP OF NINTH GRADE HOME ECONOMICS STUDENTS IN ETOWAH HIGH SCHOOL, 1950-51

A Nine Hour Special Problem
Presented in Partial Fulfillment of the Requirements
for the Degree of Master of Science

by

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The University of Tennessee

1951

Approved by:

Carrie Lee Collins

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A.J.W.

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CHAPTER I

INTRODUCTION

In recent years great emphasis, within the field of education, has been placed on the desirability of "meeting the needs of children." "Just how this could be done was often left as an exercise for the individual teacher."[1] However, it was pretty clear that before the teacher could meet the needs of children it was necessary to identify those needs. Furthermore, it was clear that the teacher would need some kind of systematic procedures to follow as he worked with the students whose unmet needs had been identified. Several studies have been made within recent years which have revealed that unmet emotional needs may block learning on the part of the student. These studies have also revealed some evidence that the teacher may help the student meet those basic emotional needs which have been blocks to his learning and as a consequence allow him to make more desirable progress in the teaching-learning process. Thus the problems which confront the teacher are (1) identifying the unmet basic emotional needs of his

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[1]Louis E. Raths, "Teacher Training and Emotional Needs," Journal of Educational Sociology, 24:371, March 1951.

students and (2) guiding his students in planning experiences which might prove fruitful in helping them meet their own basic emotional needs. The problem of this study grew out of a desire on the part of the writer to identify the unmet emotional needs of the students in her home economics classes, and to help the students through the regular channels of teaching home economics to plan experiences which would provide some opportunities for meeting these needs.

Purpose

The purpose of this study was, therefore, two-fold: (1) to identify the unmet emotional needs of the students in one ninth grade home economics class in Etowah High School, and (2) to try out certain procedures in working with these students which might help them to meet their needs.

Further Limitations

"Needs" in this study were limited to the following eight basic emotional needs hypothesized by Raths:[2]

1. The need for belonging
2. The need for achievement
3. The need for economic security

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[2]Louis E. Raths, "An Application to Education of the Need Theory" (New York: 157 West 13th Street), pp. 6-17.

4. The need for freedom from fear
5. The need for love and affection
6. The need for freedom from guilt
7. The need for sharing
8. The need for understanding.

The twenty-two students with whom this study was concerned were enrolled in one ninth grade home economics class in Etowah High School, Etowah, Tennessee, for the 1950-51 school year.

Hypothesis

If the home economics teacher can identify the unmet basic emotional needs of her students she may be able to guide their learning more effectively.

Assumptions

(1) The unmet basic emotional needs of students may be important blocks to effective learning on their part.

(2) The instruments used in this study furnish reliable evidence of the unmet emotional needs of students.

(3) The assumed cause of students' behavior should be understood by the teacher if he is to help his students to modify their behavior.

(4) The home economics teacher, through the use of the problem solving method in class, may help students to meet their basic emotional needs.

Certain educators have subscribed to the theory that when the emotional needs of students are not met in a satisfactory way the resulting frustration may be expressed in undesirable types of behavior. Moreover, where students are frustrated they are apt to find it much more difficult to learn. If the teacher is to help students to meet their needs he must be able to recognize the underlying causes of their behavior. Blos emphasized this in the following paragraph:

> When a child's conduct stumps us, when he doesn't behave as we would reasonably expect him to and when nothing we can devise or invent will bring about a change in his attitude or his behavior--then we are quite likely to label him a problem. Granted that the youngster is troubled about something, how do we go about discovering the root of his trouble, when he may not be willing--or able--to let us know directly? Let us ask ourselves, "Why is he acting this way? What is the real cause?" It may not be easy to answer these questions, but they are the important ones.[3]

Burrell and Raths[4] believe that the identification of students with emotional needs is not enough to enable teachers to help students. It is just as important that teachers know how to work effectively with students who have these needs.

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[3]Peter Blos, "When Is a Child a Real Problem?" The Educational Digest, 16:7, January 1951.

[4]Anna P. Burrell and Louis E. Raths, Do's and Don't's for the Need Theory (New York: Modern Education Service, 1950), p. cover.

Several studies have been made using Raths' theory of needs.[5] Three[6] of these were experimental programs for the in-service education of teachers. All three experiments made use of the materials prepared by Young[7] for helping teachers understand the behavior of children whose emotional needs are frustrated. The Do's and Don't's of the Needs Theory,[8] begun by Fults and completed by Raths and Burrell, also offered the teachers who participated in these three experimental studies helpful suggestions in working with students to meet their needs. In all three studies there was evidence that, as teachers learned to work with children to help them meet their emotional needs, frustration became less acute. The

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[5] Loc. cit., pp. 2, 3.

[6] Three studies which have used the Needs Theory are:
(a) Anna Carol Fults, Improving Learning Through an Emphasis on Human Relations in an In-Service Teacher Education Program (Conway: Arkansas State Teachers College, 1948).
(b) Katheryn Feyerison, "Improving Learning Through an Emphasis on Human Relations," (unpublished Doctoral dissertation, Ohio State University, Columbus, 1947).
(c) Robert S. Fleming, An Exploratory Study of the Effects of an In-Service Education Program on Children with Symptoms of Psychosomatic Illness (New York: New York University, 1949).

[7] Alberta Young, Furthering Good Human Relations (Doctoral dissertation, Ohio State University, Columbus, 1945).

[8] Burrell and Raths, op. cit.

students in all of these studies showed significant improvement in academic achievement, intelligence quotients, and social acceptance as their behavior was modified. There are indications that many teachers want help in working with students with unmet emotional needs. If teachers could learn to identify some of the emotional needs of children and to make use of some of the techniques of working with children in meeting these needs which proved fruitful in the studies mentioned above, learning could be furthered and the quality of personal and social living could be improved. On the basis of the studies which have been made the conclusion is drawn that students often have more than one unmet emotional need;[9] in fact, needs seem to occur in clusters. Furthermore, it is characteristic of youth that they are ever growing and that their needs are ever changing.

The following steps were followed in carrying this study to completion:

1. Literature was reviewed concerning:
   (a) The needs theory;
   (b) Previous studies in which the needs theory was used.

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[9]Burrell and Raths, op. cit., p. 1.

2. Methods for identifying unmet emotional needs of students were reviewed and those which seemed appropriate were selected for use. The following methods were selected for use in this study in securing evidences of the unmet emotional needs of students:
   (a) Self Portrait--N Test,[10] given at the beginning of the school year 1950-51;
   (b) Student's reaction to the Ohio Social Acceptance Scale,[10] given at the beginning of the school year 1950-51;
   (c) Anecdotal records of student behavior kept by the teacher throughout the year 1950-51;
   (d) Factors in the Environment Predisposing Various Emotional Disturbances of the Students;[10]
   (e) Autobiographies[10] of students written at beginning of school year.
3. On the basis of the responses of the twenty-two students to the Self Portrait--N Test, five students were selected who seemed to have unmet emotional needs. A detailed case study

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[10]Copies of these may be found in the Appendix.

of each of these students was made.

4. The findings were summarized and recommendations for further study were made.

CHAPTER II

EXPLANATION OF THE NEEDS THEORY

A society may be more democratic when the emotional adjustment of people is achieved by the people themselves and for themselves. Richness and fullness of life have meaning for people when they have a chance to discover, define and explore, indirectly, their personal needs and thus achieve a set of values useful as a guide in directing their behavior.

It is agreed by educators who support the needs theory that people may have any number of needs to be fulfilled. There may be a change from time to time in the intensity and frequency of an individual student's basic emotional needs because of group influence upon his already deep emotional needs. There is a possibility that the group in which the student works may affect his sense of security at school as well as the status of his social values. If the teacher is aware of the behavior symptoms which seem to be the result of frustrated emotional needs, he may be able to identify those individuals in his class who have one or more unmet basic emotional needs.

The emotional needs as hypothesized by many authors[1] are classified in various ways. All agree that an understanding of the effects of the frustration of emotional needs of students on their behavior and on their ability to learn are of grave concern to the teacher. The eight basic emotional needs[2] selected by Raths for purposes of study are, in his opinion, not the only needs of students. Work with these eight needs, however, has proven fruitful in helping classroom teachers to understand student behavior.

A brief review of the eight basic emotional needs follows:

1. The need for belonging: Students who seem to be unwanted and neglected may be showing the need for

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[1](a) Lois Barclay Murphy and Henry Ladd, Emotional Factors in Learning (New York: Columbia University Press, 1935).

(b) James L. Hymes, "Interpreting Children's Needs," Childhood Education, Vol. 24, October 1947.

(c) Lawrence K. Frank, "The Basic Needs of Children," Mental Health in the Classroom (National Education Association: Department of Supervisors and Directors of Instruction, 1940).

(d) Dorothy W. Baruch, "Helping Children Understand Why They Behave as They Do," Childhood Education, Vol. 21, December 1944.

(e) Henry A. Murray, "Facts Which Support the Concept of Needs or Drive," Journal of Psychology, Vol. 3, January 1937.

[2]See Chapter I, pp. 2, 3.

belonging. They do not have friendship with the people whom they want as friends. Raths[3] believes there are many different ways in which a student may express a deep desire to become a member of a group, or the desire to belong to a certain club in school. Sometimes those who are alone, deserted or rejected may say, "I did not want to do that anyway," "I do not care," or "I do not have any friends in this class."

The need for belonging may be recognized by the way the student acts. When a student is rejected by the group over and over again, he may tend to remain on the "fringe" of group activity. He may often remain in his seat pre-occupied. He may be an onlooker most of the time. He will seldom be found in the middle of activities. This student may generally be seen going to school alone, and lingering behind as others walk home. He may often be last or first on the bus, or even cross the street to avoid meeting other students. Sometimes when a student feels a deep need for belonging he may become aggressive and try to force his way into the group in an attempt to relieve the tension which the contact with his fellows may have aggravated.

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[3] Ibid., pp. 6, 7.

2. The need for achievement: The need for achievement may be evident when the student expresses the wish to "do something," "do more," or "do it better." He may also make excuses such as: "I could have done the job all right if Jane had not bothered me," or he may say "I could do a better job of making my dress if I liked the material or the pattern." The student may say the teacher always picks on him, or he may blame others for his failures. Raths[4] says that a student with a deep need for achievement may indicate that he thinks other people are smarter or superior to himself. He wishes he could do work like other students, or he wishes he could do his own work with less help from others.

When the need for achievement is evident the student may boast of the success of various members of his family. He may reveal that he would like more praise, or would like for the teacher to say he was going to pass. The student sometimes tries to bluff his way out of failures. He may reveal a genuine dissatisfaction with his own accomplishments and may say he wishes he knew how to study better. He may rationalize his failures, make excuses, or boast of things he used to do.

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[4] Ibid., pp. 8, 9.

The student who has the need for achievement is apt to shy away from any activity where his ability might be questioned. He may cheat on examinations. He often associates with students several years older or younger than himself. His need for achievement may cause him to feel that he can not do the required work, or that too much is being asked of him. He feels depressed by repeated failure. Because of personal physique, or habits or character traits, he feels poorly prepared, inferior in skill, or unable to achieve.

3. The need for economic security: The student who is disturbed or troubled because of an economic situation, whether good or bad, is apt to make continued reference to his father's job, wage, or economic status which he feels may be threatened now or in the future. He sometimes makes statements such as: "Daddy may get his job back," "We may have to move if things do not get any better," or "If Daddy does not get a raise we will have to sell our car." He generally lacks faith in the future.

The student may show his economic insecurity by being embarrassed about his home background and may avoid letting people know about his economic status. On the other hand, he may boast about his possessions or those of his family and hoard a variety of useless objects. The

insecure economic individual may be aggravated in his society by certain social influences as family discussions of financial matters, teacher's reference to the uncertain future, or shocking news affecting the family's economic security.

4. The need for freedom from fear: The student who has the need for freedom from irrational fears may be a bad influence on the whole group and is a difficult student to teach. He expresses many of his fears verbally in one way or another. He may frequently express fear of death; he may say he is afraid he will die or his mother or father or teacher may die. Frequently a student with this need expresses concern about the need to be careful in sports, and about illnesses. A student who has the need to be free from fear may frequently be afraid he may fail in his school work. He may ask "will I pass" or he may be afraid to take his report card home for fear of what his parents may say about his marks. Sometimes he expresses his fear of what people will say about him. He may spend much of his time by himself day-dreaming, or worrying about what has happened, or what might happen. A student who is afraid may be nervous when speaking before a group or when taking examinations. He may be uncooperative when working with a group and refuse to try new things.

5. The need for love and affection: "Emotional security, affection, intimacy, someone in whom to confide are wonderful possessions!"[5] To feel unloved is a terribly severe deprivation and is often indicated by the things a student may say when he wishes his mother or father would love him more, or he wishes his parents liked him as much now as they did when he was younger. In his relationships with his teacher, he may frequently express a desire to sit next to her, or he may say, "You don't love me any more" or "Do you like me best?" A student with a need for love and affection may display his affection toward the teacher or others in his class in obvious ways which seem to demand demonstrations of affection. He may be very sensitive and his feelings may be easily hurt. Characteristically, above all, he may express his feelings by saying that he wants to be loved and that he wants to love someone.

6. The need to be free from intense feelings of guilt: A student who has the need to be free from a feeling of guilt may have such a high standard for himself that he has a sense of guilt with respect to much of his failure to reach his standards of achievement. Sometimes the student's parents set standards too high for him to reach

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[5] Ibid., p. 13.

and he develops a deep feeling of guilt. The student may express his guilt feelings by saying that he wishes he had not lied to his mother or teacher, or he may wish he had never made fun of other people. Many of his wishes are negative in regard to his experience in the process of growing up which is also the process of making mistakes. A student with the need to be free from a feeling of guilt may try to avoid his teacher and others in authority. He may be shy, ill at ease around others, or self-conscious. Intense feelings of guilt may provoke extremely submissive or overly-aggressive behavior.

7. The need for sharing: Excessive frustration may be the result of the student's lack of liberty in deciding for himself what to do, when to do it, where to do it, and when to stop doing it. He may want other people to have faith in his judgment. A student with the need for sharing may frequently say he wishes others did not try to do his planning for him. He often reveals that he would like other people to cooperate with him better. If he has a chance, he may insist on doing jobs for other members in his class especially if it gives him a chance to work with someone on the job. He may boast frequently about what he has done or about what he can do. The student who needs to share may act indifferent toward group activities and members of the group. Oftentimes he

may seem to be rebellious or disobedient toward those whom he is around. More especially will these evidences show up if he has a feeling of being pushed around too much or that everybody is trying to run his business. Frequently he may pretend to be an authority on any subject under discussion and "jump in" to give information even though he has not been asked for it. Continued frustration may lead to the imposition of his leadership upon the group or to stealing and general disobedience.

8. The need for understanding: Bewilderment, constant inquiry and probing, confusion, curiosity and doubt seem to characterize the student with the need for understanding, because he does not understand what is going on around him. He may become emotionally disturbed as a result of his lack of understanding. He may demand an immediate answer to many questions about various topics.

> People don't answer his questions adequately. Adults are stupid. School is 'dumb,' not interesting. He feels cheated when he doesn't get the answer he is seeking. He wants to understand the things that are confusing to him. He feels very much discouraged; that people don't want to help him; they are only trying to confuse him. Frequently, he feels that adults don't tell him the truth; people are always trying to keep something from him; he feels rejected. He may often be afraid to ask questions. He resents adults who tell him he is 'too young to understand.' Often he is convinced it is an adult world mostly and he cannot understand why. He is bewildered at the difference between what adults say

> and what they do. He feels even more curious about something when he gets an evasive answer; he feels very good when he has the answer to important questions.[6]

When one or more of these eight emotional needs is unduly frustrated it is believed the teacher will see daily evidences in the consequent behavior of the student. The four major behavior patterns of students which may result from the frustration of one or more of the eight basic emotional needs are as follows: (1) aggressive behavior, (2) an extremely submissive and yielding manner, (3) the tendency to withdraw from the situation entirely and (4) symptoms of psychosomatic illnesses. One student may give evidence of all four patterns of behavior at different times. However, one, two or even three evidences of any one pattern of behavior may not necessarily be considered a definite or chronic behavior type.

The aggressive student may experience difficulty in controlling his own temper. He may make statements indicating resentment toward his classmates, teachers, parents or social groups. Frequently he may reveal his aggression by threats of what he is going to do to others or resort to name-calling, swearing, and loud yelling. His aggression may be directed toward the destruction of

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[6]Ibid., p. 18.

school property, property of others or even of his own, and extreme cruelty to animals. Ofttimes he may seek revenge and use people as scapegoats.

The submissive student may seem to have little self-direction. Others tend to expect a lot of obedience from him and he learns to rely on other people for suggestions of what to do, when to do it, where to do it, and when to stop doing it. He is often afraid to meet strangers and is hesitant in making his own decisions or choices. If he has an opportunity to exercise his judgment he seems to be afraid to make mistakes. He gets his feelings hurt easily and he seldom volunteers his ideas in class discussions. When reporting he appears to be timid or shy and fiddles a lot with his fingers or his hands or his clothes. He may even cover his mouth with his hand when speaking before a group. The submissive student tends to have very few or no friends. He may try to win people by flattery and sometimes may beg or cry in order to get his way. He may blush easily and rather often. He might bite his nails or show some tenseness or rigidity in the body. Adults generally wish that he had more gumption, more backbone, more self-direction and more spirit.

The student withdrawing from society may tend to do his work by himself. He may often find his interest

in a speciality of one kind or another which isolates him from others in the class. He may show a tendency to day dream and even go to the extreme of living in a world of fantasy.

The student with psychosomatic illnesses may have eczema, rashes, arthritis, rheumatism, migraine headaches, hay fever, throat irritations and other minor ailments which seem chronic in nature. He may have defects of speech such as stuttering and stammering or show a tendency toward accidents. The student with these symptoms does not seem to be ill enough to be under a doctor's care nor well enough to carry on the learning process.

Some frustration may be considered to be healthy in that it serves as a stimulus for action toward improving present undesirable conditions. Excess frustration which seems to have little or no emotional outlet may lead to one of the four types of behavior described above.

The group who compiled the Teaching Materials on Child Development and Related Art[7] under the supervision of Dr. Young, expressed the belief that each individual

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[7]Teaching Materials for Use in the Teaching of Child Development and Related Art in Home Making Education in Tennessee (Nashville: State Department of Education, 1949), p. 4.

in a democratic society has certain basic needs. The ability to meet these needs results in happiness and a well rounded personality.

> Dr. Young worked on the idea that frustration of human needs is a serious block to learning; that conflicts in values, insensitivity to human relations, lack of skill in problem solution, and deeply seated emotional needs were interwoven.[8]

Burrell[9] believes that when a student's emotional needs are met, he is quick to acquire the skills that will help him to learn through problem solving experiences. He is eager to discover something which seems important to his own life and needs. Furthermore, "the teacher is most effective when he tries to discover the needs of the student. To succeed in this attempt he must of course know and understand the student."[10]

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[8]Louis E. Raths, "Some Recent Researches in Helping Teachers to Understand Children," Journal of Educational Sociology, Vol. 21, September 1947.

[9]Anna Porter Burrell, "American Education, The Contribution to 'The Dignity and Worth of the Individual,'" Journal of Education Sociology (New York: 32 Washington Place, Vol. 21, September 1947), p. 450.

[10]Kenneth F. Herrold, "Teachership as Leadership," (Teachers College Record, Vol. 48, 1946-47, May 1947), p. 518.

Baruch[11] emphasizes that parents and teachers must learn more about children. They must also learn more about themselves and their own emotional needs, for as they manage to achieve satisfaction in their own lives, they will be in a better position to guide the further growth and development of their children.

Rice[12] believes that any educational institution is concerned with the development of proper attitudes and behavior patterns on the part of the student, but that there is sometimes a failure to recognize that a student's attitudes and behavior patterns are undesirable. Moreover, teachers sometimes tend to overlook the factors which cause the less desirable attitudes and behavior patterns.

It is Prescott's belief that:

> The schools dare not meet with unconcern the cases of frequent and upsetting strong emotions which are found among children. They must be concerned with righting the causes of the emotions if that is possible, they must be careful to adjust the routine and work of children suffering such upsets, and above all they must be watchful that they do not contain

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[11] Dorothy W. Baruch, Glass House of Prejudice (New York: William Morrow and Company, 1946).

[12] Roy C. Rice, "Inter Group Relations in Arizona," Journal of Educational Sociology, Vol. 21:1947-48, May 1948, p. 244.

> the exciting causes of such emotions in their own inflexible or unreasonable program or treatment of children. Always, there is the danger that the critical point of tolerance for strong emotions will be passed in the children concerned and that illness will ensue.[13]

Two studies were reviewed which made use of the needs theory. Fults[14] made a study in which she worked with home economics teachers in finding ways of furthering learning through an emphasis on good human relations. Teachers in her study sought to further learning through direct and indirect approaches. The results of this study revealed that students who were identified as rejects made gains that were statistically significant at the one percent level. Those students who were rejects were found to be having difficulty in learning. Students' scores were notably improved on a reading test, on an intelligence test, and on a social acceptance test. Equally significant was the fact that those teachers who participated in the study made changes in their teaching which were consistent with an increasing understanding of children.

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[13]Daniel Alfred Prescott, Emotion and the Educative Process (Washington, D. C.: American Council on Education, 1938), p. 29.

[14]Anna Carol Fults, Improving Learning Through an Emphasis on Human Relations in an In-Service Teacher Education Program (Conway: Arkansas State Teachers College, 1948), p. 9.

Fleming[15] found that as teachers were able to help students to meet their emotional needs the symptoms of psychosomatic illness tended to be less intense in nature and less frequent in appearance. He found that there was also an improvement in the students' academic work as the symptoms of psychosomatic illness were reduced. When the parents of the student worked with the teacher, the student made more rapid progress in overcoming his symptoms of psychosomatic illness than when only the teacher and student worked together.

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[15] Robert S. Fleming, An Exploratory Study of the Effects of an In-Service Education Program on Children with Symptoms of Psychosomatic Illness (Doctor's dissertation, New York University, New York, 1949).

CHAPTER III

ANALYSIS AND INTERPRETATION OF DATA

In this study the investigator used five methods of collecting data concerning the unmet emotional needs of the twenty-two students in one ninth grade home economics class. Those methods were as follows: the Self Portrait--N Test;[1] the Ohio Social Acceptance Scale;[2] anecdotal records of student's behavior;[3] student's autobiographies; Factors in the Environment Predisposing Various Emotional Disturbances.[4]

The first instrument, the Self Portrait--N Test, was used to select those students with deep seated emotional needs which were seemingly unfulfilled. This test is concerned with the eight basic emotional needs used as a basis for this study, the needs: for belonging, for

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[1]Bureau of Educational Research, Self Portrait--N (Columbus: The Ohio State University, College of Education).

[2]Mimeographed Scale, Bureau of Educational Research (Columbus: The Ohio State University, College of Education).

[3]Included with each case study in this chapter.

[4]See Appendix for record of these.

achievement, for economic security, for freedom from fear, for love and affection, for freedom from intense feelings of guilt, for sharing in decision making, and for understanding the world. The frustration of one or more of these deep seated emotional needs was assumed to be a powerful block to learning. If the emotional needs are reasonably well met, the student is more free to learn than if his needs are frustrated.

> Emotional needs are many. They do not operate singly. They are interrelated and involved, one with another. This test, called Self Portrait--N is only in experimental form but, while it does not gather evidence on the dynamic quality of emotions, their interrelations, and the ways in which they function in the life of a pupil, it does reveal the child's own emphasis on the pattern of needs represented in it. Use of the test results with children has shown that achievement can be greatly facilitated by acting upon the results as if they did indeed represent blocks to learning.[5]

There are many causal factors operating in the learning process, therefore no single test will provide evidence on all of them. If there is some student who seems to have difficulty in learning, the teacher might find it profitable to explore the status of his emotional needs.

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[5]Louis E. Raths, "A Test of Emotional Needs," Educational Research Bulletin, 26:14, January 15, 1947.

"Should you find some student who has an outstanding need, it is suggested that you try in all possible ways to help him meet that need."[6]

The Self Portrait-N is a different type test; there are no right or wrong answers. The student is asked to make honest and frank choices. This test is made up of a series of one hundred and forty-four statements. There are thirty-six sets of statements with four statements in each set. The student has the opportunity to show his reaction to each of the eight needs eighteen times. In each set of four statements the student selects the one which is "most" like him and the one which is "least" like him. If the directions have been carefully followed the student will have revealed thirty-six needs; he will have shown thirty-six needs met; and he will have omitted a total of seventy-two statements. If the student has checked seven or more statements which give evidence of a need in any one of the eight categories it might be assumed that this is a need which deserves attention. If the student's responses indicate both the presence of a need and its fulfillment, he may be expressing serious

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[6] Ibid., p. 1.

doubt as to its status and the need may also deserve attention.

> The results constitute highly confidential information. They should not be bandied about with children or with colleagues who may make injudicious use of them. Do not quote them directly to parents, but use the results as beginning points of inquiry in your discussions with parents.[7]

The Self Portrait--N Test was given to a group of twenty-two ninth grade home economics students in Etowah High School. The data as revealed by the test were tabulated (Table I) and used by the teacher in guiding and directing the work of the students throughout the school year 1950-51. The responses of the twenty-two students to the test revealed that five of them had some unfulfilled emotional needs which deserved further inquiry. Special emphasis in this study has been placed on these five students.

The responses of Cases F, J, and R to the Self Portrait--N Test revealed the presence of two emotional needs deserving special attention, while those of O and U revealed three. The responses of both Cases F and J indicated that the needs for "belonging" and for "achievement" were unfulfilled. Case F received scores of 13 and

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[7] Ibid., p. 3.

10 respectively on the categories "belonging" and "achievement," while Case J received scores of 10 and 15 on the two categories. Case O's responses indicated that three needs were not satisfactorily met. She received scores of 10, 7, and 7 respectively on the needs for "belonging," for "freedom from fear" and for "love and affection." Case R's responses revealed the needs for "freedom from fear," and for "sharing in decision making," with scores of eight in each category. Case U indicated the needs for "achievement," for "freedom from fear" and for "freedom from intense feelings of guilt" with scores of 7, 11, and 8 respectively.

The Ohio Social Acceptance Scale[8] was used at the beginning of the school year in order to secure further information which would help the teacher in guiding the twenty-two students in the ninth grade home economics class to meet their needs (See Table II).[8] The students' reactions to the instrument provided information in regard to the degree to which each student was accepted by the other members of his class. The scale used includes five paragraphs, each descriptive of a degree of acceptance,

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[8]Copy found in Appendix.

from one to five. The first paragraph asks the respondent to list those students in the class whom he would like as close or best friends. The second paragraph asks the respondent to list those whom he considered good friends. The third paragraph asks the respondent to list those students in the class whom he thinks he would like to work with in class who are not friends or best friends. The fourth paragraph asks the respondent to list those whom he does not know well enough to say whether he would want to make them good or best friends or would want them as friends. The last paragraph asks the respondent to list those in his group who have not been listed in one of the foregoing four paragraphs.

A social acceptance score was derived for each student by summarizing the responses of the class to the social acceptance scale (See Table II). The average score for each student was computed and a corrected score derived by use of a table prepared for this purpose. The social acceptance scores received by Cases F, J, O, R, and U helped the teacher to gain more understanding of the unmet basic emotional needs of these five students. Their scores represented the five lowest scores in the class of twenty-two students. These scores ranged from

40 to 69 while the highest score for the entire class was 185.

The social acceptance data were studied in relationship to the data on the unmet emotional needs of the five selectees. Furthermore, concentrated efforts were made to identify some of the causes of the rejection of each of the five cases in order that guidance could be given which would help these particular students to fulfill their unmet needs. An analysis of the case of each of the five girls identified by the Self Portrait--N Test was made. The data from the teacher's anecdotal records, the Factors in the Environment Predisposing Various Emotional Disturbances, and the student autobiographies were used in the completion of each of the case studies. Each case was assigned a fictitious name in order to facilitate the discussion. Hereafter these students will be designated as Brownie Case F, Lena Case J, Fannie Case O, Winnona Case R, and Audrey Case U.

Brownie Case F

An analysis of the data from the Self Portrait--N Test revealed that Brownie's most outstanding unfulfilled needs were the needs (1) for belonging and (2) for

achievement. However, the data from this test and her reactions in class gave evidence of some frustration of the remaining six emotional needs.

The data from the Ohio Social Acceptance Scale indicated that Brownie was not well accepted in her home economics class. She had a score of 58 as compared to a score of 185, the highest in her class. However, one student in the class of twenty-two rated Brownie as a "very, very best friend," and one rated her as a "good friend." Four girls considered her as "not a friend but okay," fourteen said they "did not know her" and two considered her as "just another person in the room."

Brownie was fifteen years old. She was short, plump and overweight. Her shoulder length hair was stringy, dirty and unbecomingly arranged. Her clothes were poorly cared for, wrinkled and dingy. She often wore clothes with ripped seams or with plackets which had been pinned together.

A home visit made by the investigator revealed that Brownie's home was in a run down condition, poorly equipped and arranged. The house consisted of four rooms with no bath. In addition to Brownie, her father and her stepmother, the following people lived in the home: one stepbrother aged 19; one brother aged 17; three half brothers

aged ten, seven, and four; a half-sister aged eight; and a grandmother aged eighty. Her father worked on the farm with an estimated annual income of one thousand dollars, while her step-mother worked in a hosiery mill with an annual income of approximately seven hundred and twenty dollars. During the teacher's visit to the home, the grandmother evidenced an interest in Brownie. It was noted, too, that Brownie's step-mother seemed to depend on her heavily for helping with the children and for doing general house work, but criticized her for failing to do the work as she wanted it done.

The teacher kept the following anecdotal record of Brownie Case F from October through May, 1950-51:

October 3 - The teacher asked Brownie if she had her material, pattern and equipment for sewing. Brownie mumbled "No." The day before she had agreed to have supplies on hand. The teacher first suggested that she work with her partner. However, she continued to sit at the table with her head propped between her hands and to stare into space. The teacher then helped Brownie to find some references and some swatches of new materials so that she could do further study in preparation for

buying her own material. Brownie studied the references and samples during the remainder of the class period.

October 16 - Brownie still had no materials so the teacher asked her if she would come in for a conference during the conference period. Brownie said she would come, but when the conference period came she did not appear.

October 17 - The teacher asked Brownie why she did not come in for the conference the day before. She said she did not feel well. The teacher expressed her regrets and asked her if it would be possible for her to come in that afternoon for a conference. During the conference the teacher asked Brownie why she was taking home economics if she did not plan to work on the problem she had chosen. She said that she was not really interested in the home economics classwork but that she had to take some subject. The teacher asked Brownie why she was not interested in home economics. She said she did not know and then asked the teacher if she might drop the course. The teacher talked with Brownie

about several possibilities for choices of new problems if she was not interested in the one she had selected previously. Brownie said she would talk with her mother about dropping the course or choosing a new problem and tell the teacher what they decided the next day.

October 18 - The teacher asked Brownie if she had decided upon some worthwhile problem in home economics. She said she had decided to stay in the class a little longer in order to see if she could find something she was interested in. Because of an interest in Brownie and a desire to help her, the teacher made a date with her for a home visit. The teacher explained that her main purpose in making the visit was to meet Brownie's family. She suggested that Brownie find out if it was convenient for her to come five days later.

October 23 - The teacher visited in Brownie's home, since Brownie had said it was convenient for her to come that day. It was very evident, however, when the teacher arrived that Brownie had

not mentioned the proposed home visit. The teacher recognized that the situation was embarrassing to the family and tried to help them feel at ease. The grandmother asked how Brownie was getting along in school. The teacher explained that Brownie probably needed to start her class problem if she wanted to finish about the same time as the other members in her class. Brownie quickly said that she had brought material to school, but that the teacher had told her it was insufficient to make a skirt. Consequently she took it home and her step-mother made it for her. The teacher was very puzzled by this statement, since she had never seen the material. She assumed the responsibility, however, by saying she did not remember the material. She said that she usually helped a student to study her pattern and to try to lay it on her material before making the decision that there was not enough material. Then she added, to save Brownie's face, that it was possible that she could have told her she had failed to bring enough material. The

step-mother asked what garments Brownie would be permitted to make now that she was late in starting. The teacher made two suggestions: (1) something that could be finished in a short period of time; (2) something that would give Brownie some new experiences in sewing. She also explained that Mr. Jones, the physical education teacher, had asked if someone in home economics could make a cover for the heating lamp in the physical education department, and that possibly Brownie would like to undertake such a problem. The grandmother seemed pleased that the teacher was interested in Brownie and said she would help her all she could. Brownie made no comment. The teacher spoke directly to Brownie before leaving, however, expressing her interest in her.

October 24 - Brownie came into the department before school and asked the teacher if she could make the cover for the lamp which Mr. Jones had asked for. The teacher assured Brownie that she thought that it would be a good problem for her. When Brownie came to class she asked

for the material and instructions for making the lamp cover. The teacher suggested that she talk with Mr. Jones before she made plans for the cover. Then Brownie talked to the physical education teacher and came back to secure the help of the home economics teacher in making her plans for the cover. Brownie seemed interested in her work all of that period.

October 3 - Brownie came to class, took her lamp cover to the kitchen and worked by herself at one of the cabinets all period. Some of the students asked what Brownie was making. The teacher asked them to come with her to Brownie's table so that Brownie and she could explain the problem to them.

November 30 -When the University Supervisor made her first visit of the year to observe the student teachers, Brownie asked the teacher who "that woman" was. The teacher told her and explained the purpose of her visit.

January 24 - After class Brownie (of her own accord) asked the University Supervisor if she would like to go with her to the chapel program.

January 30 - Brownie came in after school and asked the teacher what she was doing and commented, "You work all the time." The teacher smiled at her and chatted with her for a few minutes.

February 15 - While the class was working on personal grooming, Brownie asked them how she might arrange her hair differently. The teacher encouraged the students to give Brownie some helpful suggestions.

April 18 - Brownie gave the University Supervisor her chair when she came to visit. Then, with a very pleased expression on her face, she told the teacher of her arrival.

April 19 - Brownie had washed her hair and tried a different hair style. The class commented on how attractive she looked.

April 25 - The student teacher remarked after school that she did not feel well. Brownie said, "If you are sick tomorrow I will sit in the office in your place." (The student teacher always worked in the teacher's office when she was not teaching.)

May 18 - Brownie asked the teacher if she was going to "pass" in home economics. The teacher

asked her what she felt she had gained from her work this past year. Brownie said that if she had kept on doing the same quality of work that she did at the first of the school year she should have failed.

May 21 - After school Brownie (probably still concerned over her own grade) asked if anyone was going to fail in home economics. Then she said if she was teaching she would not let anyone fail. The teacher expressed the hope that everyone would make satisfactory progress enough to pass.

May 25 - When Brownie got her report card she seemed pleased that she had passed and said that she was glad she had improved in home economics this year.

After the visit to Brownie's home and a study of her scores on the Self Portrait--N Test and the Ohio Social Acceptance Scale, the teacher became more and more sensitive to the behavior which gave further evidence of her needs. In the beginning of the year Brownie did not bring her material and equipment to class when others in the class had already started their clothing problems. Several times Brownie made plans to begin her clothing problem then

failed to carry through. She said she was taking home economics only because she had to take some subject. Brownie seemed to have few associates in her class. She spent most of her time in home economics class working alone. Later in the year, however, she was drawn into group activities where she was free to choose her own group. However, she was slow in working with the group on projects, she did not volunteer ideas in discussing plans, and she seldom responded when the teacher talked to her. Nevertheless, toward the latter part of the year she seemed to have become more interested in her home economics classwork. She often made contributions to the work of the group. She also evidenced an interest in her own progress and in that of her classmates by such comments as: "Is anyone going to fail in this class?" "Did Peggy pass?" or "I wouldn't fail anyone if I was a teacher."

It was on the basis of the data above that the teacher directed her work with Brownie. In general her failure to meet her needs for "belonging" and for "achievement," her attitudes and values, her heavy life schedule, her lack of social acceptance and her poor home environment seemed to be causes of Brownie's difficulties. Brownie seemed to need an understanding person with whom to discuss her problems. Since data collected gave the

teacher some understanding of Brownie's problems an attempt was made to give her special attention. Procedures which seemed helpful were chatting with her about subjects that interested her, making greetings as personal as possible, bidding her good-bye in the afternoon, and telling her that she was missed when she had been absent from school. In order to help Brownie see that her experiences were not unique, the teacher discussed with her similar experiences of her own. She managed to walk to the store with Brownie during the lunch hour. She always accepted Brownie's compliments and little offerings graciously. When possible she recognized Brownie's efforts and offered sincere praise for her accomplishments. During the experimental period Brownie's behavior changed from an almost total withdrawal from the group to a much smaller degree of withdrawal. As the teacher attempted to help Brownie find ways to attack some of the apparent causes of her difficulties, one very hopeful sign was her desire to discuss her problems.

Lena Case J

The data from the Self Portrait--N Test revealed that Lena's most outstanding unfulfilled needs were the needs (1) for belonging and (2) for achievement (Table I). Lena received 40 on the Ohio Social Acceptance Scale, the lowest score in her class, as compared with the highest score of 185. Even though she received the lowest score, however, two members in the class rated her as their "very, very best friend" and one as a "good friend." One girl considered her as "not a friend but okay." A large majority, eighteen out of the twenty-two in the class, said they did not know her.

Lena was fifteen years old. Her problems were complicated by her untidy personal appearance, her unpressed, ill fitting clothes and her poor choice of color combinations. Her overloaded schedule of home responsibilities, which consisted of caring for four younger children and helping with household tasks, seemed to be a drain on her energy and vitality. In spite of all her responsibilities she managed to have fairly regular dates with a boy who lived in Etowah.

The environment in which Lena lived seemed to give her little sense of security and even tended to impede the

fulfillment of her needs. The house in which she lived was small, crowded, poorly furnished, had no plumbing and was in a general run down condition. It was located about twelve miles from town. In addition to Lena, her father, grandmother, two brothers aged fourteen and twelve, and two sisters aged ten and eight lived in the home. Lena's mother was dead. The father worked on the small farm which they owned. The annual income of about one thousand dollars was inadequate to cover living expenses of the family. Lena stayed out of school several days during the year to help her father work in the field.

The teacher kept the following anecdotal record of Lena Case J from September 1950 through March 1951:

September 22 - Lena brought some feed sack material to class, but said she did not want to work on it. She said that her sister gave her the material, but that she did not believe it was suitable for making a blouse.

September 26 - After the teacher discussed with Lena the possibility of making a certain type of blouse from her material, she decided to use it. However, she proceeded to lay the pattern on her material and to cut some pieces before it was checked. She then

found that she had failed to cut the center front of her blouse on a fold of the material. When the teacher helped her to discover her error, she said it would not make any difference because she did not expect to wear the blouse. The teacher tried again to assure her that the material could be made into an attractive blouse.

November 6 - Lena wore blue jeans to class and asked the teacher if they were becoming to her. The teacher said that she looked all right in them. She said, however, that she wondered if blue jeans were not somewhat like bathing suits in that they have an important place in the wardrobe but should be worn only on special occasions. She turned to some of the other girls in class and asked them what they thought of the suitability of blue jeans for school. Some of the girls in the class expressed the belief that blue jeans were fine for picnics and such, but not for school.

November 20 - Lena finished her blouse and tried it on for a final check. The girls in class made

several favorable comments on it. After she received the approval of the girls, Lena seemed to be proud of the blouse.

January 22 - When working with her group in foods, Lena did not enter into the group planning. The teacher discussed with her the value of planning with the group. When members of the group asked Lena what part of the work she wanted to do she said she did not care. The teacher reminded her again that each member of a group had the privilege and the responsibility of sharing in making decisions which affected the work of the group.

February 27 - The teacher told Lena that she had missed her the day before. Lena said that she had stayed out of school to work. The teacher had an opportunity to talk with Lena after school and mentioned that she regretted that she had to be absent so much during the year. Lena said she did not like to come to school and that she would be glad when she was seventeen so she could quit.

March 21 - Lena told Sally that she did not expect to pass any course she was taking this year and that she did not care.

The data recorded above seem to justify the conclusion that Lena's needs for "belonging" and for "achievement" might be unmet. Lena's standards of work in all areas of her home economics were rather low. She seemed to have some desire to improve her standards but gave up easily and said she really did not care. In group work she took little or no part in planning but often disagreed with her group as plans were made. She did not contribute to class discussions unless directly called on by the teacher. She said she did not care if she failed to pass home economics. In fact she did not expect to pass any of her subjects.

A second conclusion, which might be justified, was that Lena's frustration might be lessened if she could be helped to cope with some of her problems in such a way that she could meet some of her own needs. Concentrated effort was made by the teacher to help Lena meet some of her needs. For example, Lena brought material to class but said she did not want to work on it. She said it was material her sister had given to her. The teacher discussed the desirability of using the material in making a blouse.

Lena exhibited both agressive and submissive behavior. At times she tended to withdraw entirely from the group. Her frustrated needs, the conflicts between her desires and her means for attaining these desires, her poor home conditions and her heavy life responsibilities seemed to be the chief causes of Lena's difficulties.

It was on the basis of this analysis and interpretation that certain techniques were used in helping Lena to meet her own needs. The teacher made a special point of telling Lena that she had been missed each day she had been absent from school. She gave her opportunities to discuss her personal problems in private. Special attention was given to helping her select problems which were commensurate with her ability to achieve, such as making a simple garment rather than a more complicated one. The teacher was able to compliment Lena on the dress and blouse made in class which improved her appearance considerably. The teacher helped her to understand certain tasks to be performed in class. Through arranging for such activities as group discussion and committee work, Lena was encouraged to become a member of the group. The teacher tried to find out why Lena sat and did nothing. She often found it necessary to help her to see what she was after. It was assumed that greater

progress might have been made in helping Lena had she not been forced by home duties to be absent from school so often.

Fannie Case O

The data from the Self Portrait--N Test revealed that Fannie's most outstanding unfulfilled needs were the needs (1) for "belonging," (2) for "freedom from fear," and (3) for "love and affection" (Table I). Fannie's score on the Ohio Social Acceptance Scale was 58 as compared with 185, the highest in the class (Table II). Two girls chose Fannie as their "very, very best friend," two rated her as a "good friend," and three others rated her in the category of "not friends but okay." The majority of the class of twenty-two (fourteen) said they did not know Fannie. One girl indicated that she was just another person in the room.

Fannie was fifteen. She was tall, thin, and underweight. Both her teeth and eyesight were poor. Her hair was stringy and unbecomingly arranged. Her clothes were shabby, wrinkled and dingy. She often wore dresses to school that apparently had not been ironed.

Fannie lived in a three room farm home having a kitchen and two bedrooms. She had a twin sister and an

older sister aged seventeen. She also had a younger sister aged eight, and a brother aged four. Her father and mother worked on their small farm.

Fannie's parents seemed to be interested in her. They depended on her, her twin, and her older sister to help on the farm. Fannie was absent from school several days during the past year due to the fact that she had to work in the field.

The teacher kept the following anecdotal record of Fannie Case O from September through April 1950-51:

September 11 - The teacher asked how many in the class had never used the sewing machine. No one responded. This was not surprising since most of the girls had taken home economics in the seventh and eighth grades. Then the teacher suggested that the students might want to explore a little to see if the machines in the department were like the ones they had learned to use. Fannie asked some questions about threading and operating the machines. The teacher explained how to thread and operate the machine to a group. After class Fannie came by and asked if she could try one of

the sewing machines. She said that she had never used a sewing machine before but had been afraid to admit this in class because someone might laugh at her. Time was arranged for her to practice on the sewing machine during the teacher's conference period.

September 15 - During the conference period Fannie came to the home economics room to learn to use the sewing machine. She sat at the machine but did not say a word or do anything. The teacher noticed that she looked as if she did not know how to begin. She carefully explained everything to Fannie and let her start by treadling the machine (unthreaded) until she could keep it running in one direction. Mr. Robinson, the principal, entered the room and Fannie quit work until he left. Mary Sue (one of the students) entered the room and again Fannie quit work until she left. When the bell rang Fannie's twin sister came by to see how she was getting along. The teacher told her that she thought Fannie had made good progress

and would be able to use the machine very soon if she continued to practice. Fannie grinned but said nothing.

October 6 - After conference period Fannie said, "I believe I can sew a little better today." Fannie asked if she could make a dress in home economics class. She said she needed one and that her father thought she should make it at school. The teacher explained the many problems connected with making a dress and discussed with her other possible garments which might be simpler. She decided to make a simple skirt instead of a dress, since she had never done any sewing.

December 4 - Fannie sat at the table with the class group but never chatted with them. When she needed some help in fitting her skirt, the teacher asked whom she wanted to help her. Fannie said she did not know. The teacher asked Betsy if she would work with Fannie in fitting her skirt.

January 29 - Fannie's skirt needed laundering when she had completed it. She laundered it at school, with suggestions from the teacher. When she modeled the skirt, several girls

made favorable comments about it. Fannie grinned but said nothing.

April 6 - While the teacher was talking to a group of girls in the auditorium during lunch hour, Fannie entered the conversation and surprisingly said, "I want people to like me and I want to help everybody I can when I get through school." The teacher said that she was striving for a desirable goal.

April 21 - During the teacher's visit to Fannie's home, Fannie did not say anything, but let her older sister and mother do all the talking. The teacher tried unsuccessfully to draw Fannie into the conversation by mentioning things which had happened at school with which she was familiar.

From the study of Fannie's case the conclusion might be justified that her emotional needs were not satisfactorily met. Moreover, certain factors in the environment in which she lived might be related to her failure to meet her needs. The fact that her mother and her older sister seemed to dominate her may have contributed to her lack of confidence in her own ability. Throughout the year Fannie consistently did a poor quality of work in all areas of home economics.

She tried to achieve higher standards but found it very difficult to do so. She seemed lifeless and lacking in energy or vitality. She seemed timid and embarrassed when students and teachers tried to talk to her. Although Fannie always managed to sit at the table with other girls in the class, she never talked with them. Her sisters were not in her home economics class, but during the noon hour Fannie ate lunch and stayed with them, apart from the other students.

Fannie came with her two sisters to the F.H.A. banquet in May, the only school activity she participated in during the past year. Fannie expressed, both orally and in a class paper which she turned in, the desire to have many friends and a wish to be of more help to people.

Special attention was given by the teacher to helping Fannie meet her own needs. Some of the ways in which the teacher worked with Fannie were recorded. Fannie was given special recognition when she returned to school after her many absences and told that she had been missed. The teacher found opportunities to chat with her during the noon hour about subjects of interest to her. Extra time was devoted to Fannie in order to help her to finish her skirt in time for it to be worn to the F.H.A. banquet. At the banquet the teacher provided an opportunity for Fannie to sit with a group of students who would help her

to feel more at ease. In addition she complimented Fannie on the way she was dressed for the banquet since there was marked improvement in her appearance. She made special efforts to prepare Fannie for new experiences in home economics class in order that they would not seem so strange and unusual to her. She gave Fannie special help in the use of the sewing machine, the electric iron, and the ironing board since she was unfamiliar with these pieces of equipment. She inquired, in a friendly way, about Fannie's family after the home visit. She always tried to be pleasant and to express a feeling of warmth and affection for Fannie.

Winnona Case R

The data from the Self Portrait--N Test revealed that Winnona's most outstanding unfulfilled needs were the needs (1) for "freedom from fear" and (2) for "sharing" (Table I). On the Ohio Social Acceptance Scale Winnona received a score of 57, which indicated that she was poorly accepted by the home economics class. One member in the class, however, rated Winnona as her "very, very best friend" and two rated her as a "good friend." Six girls in the class considered her as "not a friend but okay" while ten did not know her. Three girls rated her as "just another

person in the room."

Winnona was seventeen years old. She was the third child in a family of four children. Her mother and father both lived in the home. Two brothers aged twenty and twenty-two had homes of their own. A fifteen year old sister who was in high school was also in Winnona's home economics class.

On a visit to Winnona's home, the teacher found that the family lived in a fairly good frame house on a farm about three miles from town. At the time of the teacher's visit, the mother and father gave evidence of an interest in the school activities of the two girls. Winnona's mother spoke of the fact that Winnona played basketball and had been on the first team when she attended Claxton School the year before. She expressed a wish that if possible Winnona could play basketball at Etowah.

Winnona's mother was sick much of the time during the past year and had been unable to do the house work. Consequently, Winnona was responsible for washing and ironing her own clothes and for helping her younger sister, Susan, do general household tasks.

Winnona was a tall, rather thin, attractive girl with short blonde wavy hair. Her clothes, which were of the usual high school styles, were attractive and well kept.

Winnona had a high scholastic average. She often nagged her younger sister Susan for failure to study or to make good grades. Winnona was often seen during the noon hour reading or studying alone.

The teacher kept the following anecdotal record of Winnona Case R from September through April 1950-51:

September 18 - Winnona asked the teacher if she thought that she could make a dress in home economics class. After discussing with the teacher the amount of sewing she had done previously and some of the problems involved in making a dress, Winnona said she believed that a dress would be too difficult for her. She decided to make a simple blouse.

October 17 - Winnona asked if she passed her test in home economics. She added that she really had studied. The teacher complimented her on her effort. Winnona then said, "I have to keep after Susan (her sister) to get her to study." The teacher discussed with Winnona how she could help Susan learn to set her own goals and make her own decisions instead of treating her like a child.

October 18 - While Winnona was working on her blouse she asked how to make the pocket and how to

sew in the sleeves. The teacher went over the pattern guide carefully with her and demonstrated each step for setting in sleeves. She told her she would help her with the pocket when she was ready for that step. Winnona said, "Miss W., you put the sleeve in for me. It won't look right if I do it." The teacher encouraged Winnona to try. She also made further suggestions which were of help to her.

February 2 - Before school the teacher asked Winnona why she quit playing basketball. She said that she had no way to go home after basketball practice and that she needed the time for study instead of practicing basketball anyway.

February 27 - While the teacher was visiting in Winnona's home Winnona's mother said, "Winnona won't do anything until she is asked three or four times." The teacher had sympathy for Winnona. She said that she had not found that difficulty with her at school. She complimented Winnona on her cooperativeness at school.

March 7 - Winnona said she wanted to work with her partner to fit her jumper because she did not understand the pattern and needed someone to help her. The teacher suggested that Winnona ask her partner if it was convenient with her to share her time.

March 20 - Winnona failed to volunteer to help the hostess with F.H.A. refreshments when she called for volunteers to work with her. The teacher started to help the hostess and then asked Winnona to take her place. She readily did so.

April 16 - Winnona wore the jumper that she had made in home economics class and proudly told the new student teacher that she had made it. During the conversation she remarked, "I saw some material in town that I liked better than this but it cost too much." The student teacher told Winnona that her jumper was very pretty.

April 23 - Winnona said she would be glad when "we" started to work in foods because she loved to cook. The teacher acknowledged her enthusiasm and said that in a short time she would be working in foods.

April 26 - Winnona asked the teacher if her group could be allowed to prepare their meals on a day when none of the other groups were cooking. The teacher cooperated by arranging a time for Winnona's group to prepare their meal while the other groups were working on plans.

The brief account of Winnona's case history seemed to furnish evidence (in addition to that of the Self Portrait--N Test) that she had certain unmet basic emotional needs. As the teacher became more sensitive to Winnona's needs she made a concentrated effort to provide experiences which would help her meet her needs. She listened to and respected Winnona's point of view, and even showed enthusiasm about some of her ideas in home economics class. She helped to provide Winnona with opportunities to make choices after due consideration of all possible alternatives. She encouraged Winnona to participate in class activities for which she received recognition other than that which she received for making good grades. She helped her to find opportunities to use her own initiative. She encouraged her to participate in activities which made planning with other girls essential. The teacher tried to help Winnona to place values on what she was receiving from a course rather than the grade which she

was working for. Winnona was encouraged to feel free to "talk out" her personal problems with the teacher.

Audrey Case U

The data from the Self Portrait--N Test revealed that Audrey's most outstanding unfulfilled needs were the needs (1) for "achievement," (2) for "freedom from fear," and (3) for "freedom from guilt" (Table I). On the Ohio Social Acceptance Scale two girls rated Audrey as their "very, very best friends"; one girl as "a good friend"; and one girl as "not a friend but okay." Seventeen girls out of twenty-two said they did not know her. One girl checked her as another person in the room. Her total score on the test, 40 (Table II), was one of the lowest in the group of twenty-two.

Audrey was a member of a large family. She had two older brothers aged twenty and twenty-two, two younger brothers aged fifteen and thirteen, and one younger sister aged eleven. Audrey attended a one room school for her first eight years in school. She then transferred to a very small high school which she attended for two years. From there she transferred to Etowah High School for the school year 1950-51. Audrey's father and mother owned a small farm about twenty miles from Etowah. They lived in

a neat and orderly five room house which, however, had neither bathroom facilities nor electricity. Audrey had few clothes but was always clean and neat in appearance.

The teacher kept the following anecdotal record of Audrey Case U from September through March 1950-51:

September 21 - Audrey remarked in class that sewing would be easy if she knew how to follow directions. Getting help when needed was a part of the plan Audrey had made, but sometimes she attempted a job before she thoroughly understood the process. For example, she tried to put the pockets on her dress before the bell rang without studying how the pattern guide had suggested that they should be applied. After she had stitched one pocket on her dress she decided that it did not look like the pattern. The teacher helped her to go over the pattern guide carefully and to see her own errors. She helped her to see how to proceed when she sewed the second pocket on.

September 22 - Audrey came to class and said, "I believe I will rip this pocket off (the one she put on incorrectly) and put it on like the

one we did together." Audrey worked at a small table by herself all period, ripping and redoing her pocket, while others in class were exchanging ideas, fitting each other, and the like. When several of the girls asked how to put on pockets, the teacher asked Audrey to make a contribution to the group by explaining the method she used to put her pocket on.

October 3 - Audrey gave up her turn at the machine to Zelma because Zelma was complaining about being behind. Audrey suggested that she could work on her collar. The teacher noticed that she was at a table alone while a group of students were crowded at another table. She suggested that part of these girls might sit at the table with Audrey.

October 16 - Audrey asked where the illustrative materials which she had used came from. She added that they had been very helpful.

November 23 - Audrey asked if three girls could work together in foods class instead of six, but when asked why she said she had no particular reason for her request. When the teacher

discussed with her the problem of class size and the plan for rotating the use of the kitchens, Audrey decided that she would be willing to work with a group of six girls.

January 26 - Audrey asked if she, Suzan and Zelma, out of her group could continue to "cook" for another week. Her reason for wanting to do this was that she could not work home economics into her program for next year and wanted some more experience in meal preparation. The value of one more week of meal preparation was discussed with her. Also all other factors to be considered were brought up for her to examine. After the discussion she decided that she needed to find time for other important problems in home economics as well as "cooking" if this was to be her last year.

March 7 - Audrey came to class a little early and said she did not want to participate in the panel discussion which her group had planned for the day because she could not talk before the class. The teacher asked her if she would be willing to sit at the table with the

> panel members. Then if she found in her notes some information which she thought needed to be brought out she might make a contribution. However, she was not to feel that she had to say anything. She agreed to sit with the panel members. When the appropriate time came Audrey did make a contribution. During the noon hour Audrey came by the home economics room to tell the teacher that being on the panel had not been as bad as she had thought it would be. She said she was not as scared as she thought she would be when she started talking.

A study of Audrey's case revealed that she probably had three emotional needs which were not satisfactorily met (Table I). Some of her needs were perhaps more deep seated than others. The fact that Audrey was a new student in Etowah may have had something to do with her low score on the Ohio Social Acceptance Scale. At home Audrey was responsible for doing her own sewing as well as that of her mother and her smaller sister. Consequently, she was able to sew in home economics class with some ease. However, she tended to rush through without careful study of her pattern guide sheet. She was rather slow and uncertain

in other areas of home economics. She seldom spoke during class discussions. She did most of her work alone or with one other girl who transferred with her from Claxton School.

Although Audrey never attended any school activities in Etowah she did attend church in her own community. During the noon hour at school she was often seen alone or with the friend who transferred with her from Claxton. Audrey's behavior was studied with the purpose of trying to help her attack some of her own problems and thus fulfill some of her own needs. Since Audrey seemed to have some skill in clothing construction the teacher guided her in selecting problems which would challenge real learning on her part. She also gave Audrey an opportunity to show other girls in the class how to do certain processes. She helped her to see that many phases of home economics undergo changes so rapidly that there were always new things to be learned. She helped her to see that in home economics the student sometimes experiments with new ideas. She helped her to overcome her fear of making contributions to class discussion.

Summary

Through use of the Self Portrait--N Test five students were selected for special study from a class of twenty-two girls in first year home economics. It was found that each of the five girls was rated very low by her classmates on the Ohio Social Acceptance Scale. Anecdotal records were kept throughout the year for each of the five students. The behavior of the students described in the records gave further evidence that these five students had unmet emotional needs. Data were also collected through use of the check list called Factors in the Environment Predisposing Various Emotional Disturbances. It was the belief of the writer that these factors might contribute to the unmet emotional needs of the students selected for study. These data were secured through home visits, discussion with parents, observations of students, and informal talks with the students. An autobiography written by each of the students at the beginning of the school year was also used in securing data concerning these students. Each of these five girls wrote a very brief account of her life which contained little or no information about the dire home conditions or the financial status of the family.

The study of data in the anecdotal records revealed some changes in behavior on the part of the five girls selected for study which might be indicative that they were helped to face some of their intense personal problems. One of the five students commented on her own improvement and seemed to be much happier. The assumption was that some of the needs of each of the five girls had been met as a result of the home economics teacher's work with them during the year 1950-51.

CHAPTER IV

CONCLUSIONS AND RECOMMENDATIONS

In keeping with the design of this study to help students to meet their unmet emotional needs, data were collected and recorded for a group of twenty-two ninth grade home economics students through the use of two instruments: the Self Portrait--N Test and the Ohio Social Acceptance Scale.

Five students were identified as probably having some deep seated unmet emotional needs. The writer felt that these needs were of unusually great importance to her in working with these five students because they might be blocking learning on their part. Hence, concentrated attention was given to helping each of these five students, through the channels of the regular home economics class work, to meet their needs. However, the data collected about these students were insufficient to furnish conclusive evidence that the procedures used were effective in relieving the pressure of these deep seated emotional needs. Furthermore, conclusions could not be drawn on the basis of the progress made by five cases.

The major hypothesis which served as a guide for this study was: if the home economics teacher can identify

the students with certain unmet basic emotional needs she may be able to guide their learning more effectively. This hypothesis was explored and seemed sound. There was evidence that the five students selected for special study were handicapped in their learning by their deep seated emotional needs. Furthermore, there was some evidence that the procedures used in working with these students were effective in helping them to meet their needs and consequently leaving them free to learn.

Although it seems impossible to draw definite conclusions from the evidence collected, this experiment might be considered as an exploratory study of ways in which the home economics teacher who has some understanding of the needs theory may work with her students in order to free them to make progress in their class work. More far reaching conclusions might be drawn by the writer as she continues to work (in the second year of home economics) with these five students to help them to minimize the symptoms of their frustrated needs. More case studies of other students with unmet emotional needs will be needed to support the evidence that the procedures used in working with these students were effective in relieving the pressures of their deep seated needs.

As more teachers are educated to use the instruments for identifying unmet emotional needs of students and to identify the behavior which results from unmet emotional needs, studies of this type will be more effective. Moreover, as teachers learn to work with students on the basis of the needs theory, they will become more capable of selecting and using the procedures which will prove most fruitful in helping students to meet their needs.

The procedures used in this study seem to be of personal benefit to teachers in helping them to become more skilled in guiding their students in the teaching-learning process. It may be pertinent here to note that the teacher did not try to meet the basic needs of the students selected for special study. Instead, particular emphasis was placed on helping each student to meet his own basic needs. The writer believed that if the student is striving to meet his own basic needs he should have guidance but this guidance should lead to self-direction on his part rather than dependence on the teacher or any other person for help.

There are many factors involved in working with students on the basis of the needs theory. Consistency of behavior on the part of the teacher is most important. A determined and consistent program day after day, week

after week is essential in helping students meet their needs. Teachers need insight into the needs theory. They are cautioned to proceed carefully in their planning if they are to help bring about needed change in behavior on the part of the students with whom they work. Above all, teachers must have an understanding of the social structure in which they live. They need an insight into the effect on the social acceptability of their students, of such factors as income, housing, family patterns of living, and family background and standing in the community. In order to help further democratic living the student also needs to understand the world in which he lives and to learn to appreciate the fact that every individual has worth.

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APPENDIX

TABLE I

A SUMMARY OF THE RESPONSES TO THE SELF PORTRAIT--N TEST MADE BY TWENTY-TWO NINTH GRADE HOME ECONOMICS GIRLS IN ETOWAH HIGH SCHOOL IN THE FALL OF 1950

Case No.	Basic Needs**	1	2	3	4	5	6	7	8
	Presence	4	5	6	4	3	5	4	5
A	Fulfillment	6	3	5	7	5	2	6	2
	Presence	6	3	4	6	4	3	4	6
B	Fulfillment	4	6	5	4	5	2	7	3
	Presence	4	5	5	4	6	4	5	3
C	Fulfillment	2	8	2	8	4	5	6	1
	Presence	4	5	5	3	5	4	5	5
D	Fulfillment	6	5	5	3	9	3	3	2
	Presence	5	4	6	5	4	5	3	4
E	Fulfillment	8	6	2	3	7	4	5	1
	Presence	13	10	3	2	6	2	0	0
F*	Fulfillment	0	2	7	4	4	5	5	9
	Presence	3	5	4	6	3	6	4	5
G	Fulfillment	5	5	3	4	7	2	6	4
	Presence	3	4	6	5	5	4	3	6
H	Fulfillment	5	5	4	4	7	4	4	3

**Numbers across top of table represent the eight basic needs:

1. The need to belong.
2. The need for achievement.
3. The need for economic security.
4. The need to be relatively free from fear.
5. The need for love and affection.
6. The need to be relatively free from feelings of guilt.
7. The need to share in decision making.
8. The need to understand the world.

*Students with needs deserving attention.

TABLE I (continued)

A SUMMARY OF THE RESPONSES TO THE SELF PORTRAIT--N TEST MADE BY TWENTY-TWO NINTH GRADE HOME ECONOMICS GIRLS IN ETOWAH HIGH SCHOOL IN THE FALL OF 1950

Case No.	Basic Needs	1	2	3	4	5	6	7	8
	Presence	6	5	3	3	6	6	4	3
I	Fulfillment	3	4	7	10	4	1	4	3
	Presence	10	15	3	2	3	1	2	0
J*	Fulfillment	1	5	8	3	7	6	4	7
	Presence	5	5	4	6	3	5	3	5
K	Fulfillment	4	4	5	4	6	4	6	3
	Presence	1	6	4	6	4	5	4	6
L	Fulfillment	12	3	1	2	4	5	6	3
	Presence	2	5	6	4	6	4	6	3
M	Fulfillment	5	4	5	2	6	4	6	4
	Presence	4	3	5	8	2	5	4	5
N	Fulfillment	6	6	3	4	4	6	5	2
	Presence	10	1	2	7	7	3	2	4
O*	Fulfillment	3	4	6	4	3	5	8	3

TABLE I (continued)

A SUMMARY OF THE RESPONSES TO THE SELF PORTRAIT--N TEST MADE BY TWENTY-TWO NINTH GRADE HOME ECONOMICS GIRLS IN ETOWAH HIGH SCHOOL IN THE FALL OF 1950

Case No.	Basic Needs	1	2	3	4	5	6	7	8
	Presence	3	3	5	6	6	4	5	4
P	Fulfillment	5	6	4	3	5	6	4	3
	Presence	4	4	4	6	4	3	5	6
Q	Fulfillment	4	2	7	3	7	3	6	4
	Presence	6	4	4	8	1	2	8	3
R*	Fulfillment	3	8	6	4	6	4	3	2
	Presence	5	4	5	6	5	2	4	5
S	Fulfillment	9	4	3	1	8	5	4	2
	Presence	3	5	6	6	4	4	3	5
T	Fulfillment	5	3	2	6	5	5	4	6
	Presence	1	7	4	11	1	8	2	2
U*	Fulfillment	9	1	3	3	7	3	9	1
	Presence	4	5	4	6	5	4	4	4
V	Fulfillment	7	2	2	2	9	5	7	2

TABLE II

RAW SCORE, AVERAGE SCORE AND CORRECTED SCORE OF THE OHIO SOCIAL ACCEPTANCE SCALE GIVEN TO 22 STUDENTS IN ONE NINTH GRADE HOME ECONOMICS CLASS IN ETOWAH HIGH SCHOOL IN THE FALL OF 1950

Case No.	Rank at Beginning of School		
	Raw Score	Average Score	Corrected Score
A	235	10.6	177
B	217	9.8	163
C	204	9.2	153
D	181	8.2	136
E	226	10.2	170
F*	79	3.5	58
G	189	9.0	150
H	142	6.4	107
I	131	5.9	98
J*	63	2.4	40
K	182	8.2	136
L	245	11.1	185
M	147	6.6	110
N	120	5.4	90
O*	79	3.5	58
P	159	7.2	120
Q	204	9.2	153
R*	75	3.4	57
S	215	9.3	155
T	208	9.4	157
U*	62	2.4	40
V	165	7.5	125

*Students with unmet emotional needs deserving attention.

SELF PORTRAIT--N

Explanations and Suggestions for Teachers

We are very familiar with tests of achievement and most of us have made frequent use of them. Many of us, however, have wished for tests which might help to explain lack of achievement. We have wanted evidence relating to causation; to probable causes for non-learning or very slow learning.

There are, of course, many causal factors operating in the learning process. No single test will provide evidence on all of them. This test, SELF PORTRAIT--N, is concerned with some of the emotional needs of children. These deep seated emotional, it is assumed, are powerful influences on learning. If they are reasonably well met, the child is more free to learn. If these needs are frustrated, the child is less free to learn. If you have some pupils who seem to have difficulties in learning, one hypothesis to explore relates to the status of their emotional needs.

Should you find some student who has an outstanding need, it is suggested that you try in all possible ways to help him meet that need. Experimental evidence suggests that this approach will bring about decided gains in achievement. In other words, removing a serious obstacle to learning in many cases accomplishes more good than drill or other forms of direct teaching.

Emotional needs are many. They do not operate singly. They are inter-related and involved, one with another. This test is very far from perfect in identifying them, and it does not secure evidence on their dynamic quality: the ways in which they are inter-related and the ways in which they function in the life of a student. Nevertheless the test does reveal the pupil's own emphasis on the pattern of needs represented in the test. Use of the test results with children has shown that achievement can be greatly facilitated by acting upon the results <u>as if</u> they did indeed represent blocks to learning.

SELF PORTRAIT--N is concerned with eight important needs:

1. The need to belong
2. The need for achievement
3. The need for economic security

4. The need to be free from fear
5. The need for love and affection
6. The need to be free from intense feelings of guilt
7. The need to share in decision making
8. The need to understand the world

Suggestions for administering SELF PORTRAIT--N

Be sure to point out to your students that this is a different type test; that there are no right or wrong answers; that they will not be graded on the answers; that they are to give their own honest and frank choices. There are no time limits. Most groups have completed the test within 35 minutes. Help every pupil who needs help with respect to reading or vocabulary or directions. The "Most-Least" sometimes causes difficulty: children will say that none of the choices is Most or Least like them. Counsel them to pick the one that is more or less like themselves. If one or two students resist very much replying to the questions, do not make an issue of it. Allow them the privilege of NOT responding. Be sure, however, that the students understand clearly, that in each question, they are to mark only one M and only one L. Let there be no confusion on that point, and be sure that they understand this before they begin their work.

Be alert in observing the children during the test and afterwards. If you see evidence of aggression, of extreme perturbation, jot it down. We should like to have you correspond with us about your experiences in giving the test and using the results of SELF PORTRAIT--N.

Directions for scoring

Use the individual summary sheet for scoring. On this sheet, the horizontal numbers, 1-8, represent the eight needs in the order listed above. The vertical numbers, odd and even from 1 to 36 represent each set or series, of questions on the test. The capital letters, A, B, C and D represent the corresponding letters under each series. The small letters, m and l, represent a most or least choice.

For each of the vertical numbers on the summary sheet, circle the m and l, which corresponds to the child's choice. To determine presence of needs, add all the encircled letters to the right of the capital letter in each column. To determine the number of times this need was omitted in the student's choices, subtract the total

of needs present and needs fulfilled from 18, which is the number of times each need is included in the test.

Interpretation of test results

If the pupils have followed the directions faithfully, each child will have revealed 36 needs; he will have shown 36 needs met; and he will have omitted a total of 72 statements. There are eight categories of needs in the test. If his responses were evenly distributed over all the needs, he should show 4 or 5 needs in each of the categories and 8 or 9 omitted. But this so-called average pattern is very rarely discovered in the results. Almost every single child shows up with a score of 7 or more in one of the categories.

Our limited practical experience with the test results indicates that where a student has checked 7 or more, this can be assumed as a need which deserves attention. Similarly, if a student checks 7 or more times that the need is met, our limited experience suggests that the need is reasonably well-met.

Where the tallies indicate both presence of a need AND its fulfillment, the student is expressing serious doubt as to its status and the need deserves further inquiry.

Cautions

The results constitute highly confidential information. They should not be bandied about with children or with colleagues who may make injudicious use of them. Do not quote them directly to parents, but use the results as beginning points of inquiry in your discussions with parents. If you decide to work with some children to help them meet some of the indicated needs, be sure to think through a long time program. Decide on things to do and also decide on the things that should not be done with each child over a period of several months at least. Carry this program through and stick with it. The results of such planning and action will be a thorough test of the ideas underlying SELF PORTRAIT--N, a test of emotional needs.

The Division of Evaluation
Bureau of Educational Research, Ohio State University
Columbus, 10, Ohio

SELF PORTRAIT--N

THE INTERCULTURAL TESTING PROGRAM ELEMENTARY SERIES

THE BUREAU OF EDUCATIONAL RESEARCH

THE OHIO STATE UNIVERSITY

Directions

This is a new kind of test. It is called a "Most-Least" test. You will have many questions. In each question you are to pick out the sentence that is MOST like you. Put a circle around the M in front of the sentence that is Most like you.

Then find the sentence that is LEAST like you. Put a circle around the L in front of the sentence that is Least like you.

Here is a sample.

A. Which is MOST like you? Which is LEAST like you?

M L a) I get mad very often.

M L b) I have five dollars to spend every week.

M L c) I would rather read than play games.

M L d) I had a good time last summer.

Which sentence is Most like you? Put a circle around the M.

Which sentence is Least like you? Put a circle around the L.

Sometimes it will be hard to choose which one is Most like you. Do your best. Choose the one which is more like you. In each question you have to choose a Most and Least. Work hard. If you cannot read some words, raise your hand and the teacher will help you.

1. Which is MOST like you?
   Which is LEAST like you?

M L a) I am learning to take care of myself. people don't have to look after me as much as they did.

M L b) Some kids think they might fail in school. They worry because they think maybe they won't pass. I'm not like that.

M L c) If I do something I shouldn't, it is easy for me to forget about it. I'm glad I don't worry about things.

M L d) I am beginning to understand why so many people in the world are poor and hungry. I am learning a lot about this world.

2. Which is MOST like you?
   Which is LEAST like you?

M L a) In our house we have many of the things we need, but you never can tell. Maybe things will get worse. I worry about it sometimes.

M L b) Some people treat me as if I couldn't do much of anything, and I don't like that.

M L c) If my parents really and truly liked me a whole lot, then I think I would know it. Maybe it's my fault. I wish I knew.

M L d) Sometimes when I'm alone in the house I hear a strange noise, and I worry about it and wonder if something might happen.

3. Which is MOST like you?
   Which is LEAST like you?

M L a) Sometimes other kids come to my house to see if I can play, or they want me to go some place with them. I'm glad I have friends like this.

M L b) My father has a good steady job and I feel pretty sure he will be able to keep it.

M L c) I have found out that when you do work hard, and try your best, people will say nice things to you. That's what they do for me.

M L d) Some kids worry about accidents, or sickness or death. I almost never worry about these things.

4. Which is MOST like you? Which is LEAST like you?

M L a) Some people don't pay any attention to me when I'm talking, and I don't like it.

M L b) I wish I knew more about religion. Why do we have so many different religions? If people are religious does that mean they are very good people? I wish I knew more about this.

M L c) We could have more of the things we need at home, but prices are so high, we can't afford to buy them.

M L d) Sometimes I treat people badly and I hurt their feelings. I wish I didn't do these things because I remember it a long time.

5. Which is MOST like you? Which is LEAST like you?

M L a) Some kids really hate dogs, or snakes, or rats, or other animals, but they don't bother me very much.

M L b) I am getting some ideas about why we have wars so often, and I'm glad I'm learning about these things.

M L c) If I go away or if I have been sick, the other kids seem to miss me. At least they tell me so and it makes me feel good.

M L d) Now I do more things that nobody has to tell me to do. I just see that they have to be done and I do them. This is good, I think.

6. Which is MOST like you? Which is LEAST like you?

M L a) It must be wonderful to have a real true friend. I wish I had somebody like that.

M L b) I wish I knew how to study better. I'm not as good at studying as I should be.

M L c) People leave me out of too many things. They say I'm too young or they have other reasons, and I don't like it.

M L d) I feel bad sometimes because everybody in our family works hard but we don't seem to be getting ahead very much, and maybe next year it will be worse.

7. Which is MOST like you? Which is LEAST like you?

M L a) Some kids tell a lie and then they worry because they lied. Sometimes I have told a lie but I don't worry much about it afterwards.

M L b) If I don't have anything to do, I don't get lonesome. I just play with some of my friends and the lonesome feeling goes away.

M L c) It's very important to choose the right kind of job, and I'm learning how to do this.

M L d) When I go home, my father or my mother like to have me tell them all the things that happened to me, and I like to talk to them.

8. Which is MOST like you? Which is LEAST like you?

M L a) Some people learn things easily but I have to work hard and sometimes I think that teachers expect too much.

M L b) Sometimes I have been a poor sport and I wish I could forget about it, but I remember it for a long time.

M L c) I don't like to be around where there are bigger kids. They are too rough and don't know how much they can hurt.

M L d) Sometimes people don't believe what I say, or they don't trust me, and I don't like to be treated that way.

9. Which is MOST like you? Which is LEAST like you?

M L a) I know there is a lot of trouble in the world about Jews and Negroes but I am beginning to understand why this is so.

M L b) It doesn't take me very long to learn a new thing. I work hard and keep at it until I have learned it. I like to be learning things.

M L c) I don't worry very much about jobs and money. Anybody who really wants to work can always find some kind of a job. That is what I think.

M L d) My friends are good friends. They stick by me, and I'm glad I have some friends like this.

10. Which is MOST like you? Which is LEAST like you?

M L a) Sometimes people shout or holler at me and I don't like it. It sounds as if they are very angry with me and might hit me.

M L b) I've taken a few things that didn't belong to me and I know most kids have done this, but I keep thinking about it. I wish I could forget it.

M L c) I'd like to have something to say about what I'm doing and too many people are always telling me what to do.

M L d) Why doesn't someone teach us why we always have wars when everybody seems to want peace? I would like to know more about questions like this.

11. Which is MOST like you? Which is LEAST like you?

M L a) In our family I get a chance to tell what I think, and people seem to want to hear my ideas about things.

M L b) One of the reasons I hope our family doesn't move is that I have some friends around here now and I would miss them if we moved.

M L c) I'm getting so I can tell when I have done a job good. I don't have to ask somebody else about it. It's good to be able to judge things for yourself.

M L d) Everybody has done some things to be sorry about. I have too, but I don't keep thinking and worrying about it.

12. Which is MOST like you?
Which is LEAST like you?

M L a) I wish I had more money to spend, but I hate to ask for any more, because we are never sure about money in our house.

M L b) Sometimes when I read about the sickness or death of other people, or about accidents, I begin to think it might happen to me and I worry about it.

M L c) We spend so much money for jails and on criminals. I wonder if it does any good. I wish people would help me to understand questions like this.

M L d) My vote doesn't count for much in school or around the house. I wish things were different because I want to have a little something to say about things.

13. Which is MOST like you?
Which is LEAST like you?

M L a) I'm glad that I don't look down on other people like Negroes, or Jews, or foreigners, or poor people.

M L b) I like our family. I can always talk things over at home. Someone is always glad to listen to me.

M L c) Some kids dream about robbers, or ghosts, or falling from some high place. My dreams don't worry me.

M L d) I'm learning how to do things without getting a lot of help from other people, and I like it better this way.

14. Which is MOST like you?
Which is LEAST like you?

M L a) Why are there so many poor people? Why can't everybody be healthy? Why can't we study these questions in school? I wish we could.

M L b) I'm tired of hearing people boss me around. This is supposed to be a free country. Why don't they ask me what I think?

M L c) My work isn't good enough to suit me. Something seems to go wrong and I'm not satisfied with it.

M L d) Sometimes I worry because I think my father might lose his job, and then we surely would be in a bad situation.

15. Which is MOST like you? Which is LEAST like you?

M L a) People don't order me around very much. I'm glad too, because I like to have a chance to tell my own ideas.

M L b) Some kids think maybe they will be hurt by bigger kids, or teachers, or their parents. I'm not like that.

M L c) I have used "bad" words sometimes and I know I have done some mean things but I forget it and don't worry about it.

M L d) When people choose you to be on a team, or in a gang, or to be in a play or on a committee, then you feel that you really belong there. I feel that I belong around here and I like it.

16. Which is MOST like you? Which is LEAST like you?

M L a) People don't seem to know how hard I try to do good work. They should say something once in a while to make me feel good.

M L b) I often wish I could get along better with my mother and father. I don't know whose fault it is but I wish things were better.

M L c) Sometimes I get angry and lose my temper and say bad things to people. I wish I didn't do these things because I feel bad afterwards and think about it lots of times.

M L d) How can we get people to work together and treat each other like human beings. I'm interested in questions like this.

17. Which is MOST like you? Which is LEAST like you?

M L a) When other kids want to play games they often choose me, and that's why I feel pretty good about the kids I know.

M L b) The reason we don't worry much about things like sickness or accidents in our family is because we are pretty sure that we'll have the money to pay for them.

M L c) When I'm with other kids and someone makes a suggestion, they often ask me for my ideas, and that makes me feel good.

M L d) It's good to get a hug or a kiss from my mother or a kind word from my father, and that's what I get in my home.

18. Which is MOST like you?
Which is LEAST like you?

M L a) When my father is working then everything is better, but we can't be sure that he will have a steady job. Then we worry about money.

M L b) Sometimes when I'm mad at my mother or my father I wish some awful things would happen to them. I wish I could forget that I ever had thoughts like this.

M L c) Sometimes I worry because I think maybe something bad will happen to my mind or my brain.

M L d) I seem to start things but lots of times, I'm sorry to say, I don't finish them. Maybe I waste time or maybe I should work harder. Something is wrong, I know that.

19. Which is MOST like you?
Which is LEAST like you?

M L a) I like to learn about the world. I am beginning to understand why so many people are out of work sometimes.

M L b) In our house we have little to worry about so far as money is concerned, and I'm glad it's like this.

M L c) School is more fun when you have friends you like and who like you. I have good times with my school friends.

M L d) Some kids seem to be afraid to open their mouths and say what they think. I'm not like that because people seem to ask me for my ideas.

20. Which is MOST like you?
Which is LEAST like you?

M L a) I wish my parents would spend more time with me, but they are so busy and they do the best they can I suppose.

M L b) I have as many chances to learn how to do things as other people do, but I don't seem to improve as much as I should.

M L c) I wish more kids would want me to play with them and would choose me on their teams or ask me to their parties.

M L d) If I had my choice, I wouldn't try to meet new kids, or go places I've never been before. After I do it, it's all right but at first, it is strange and I don't like it.

21. Which is MOST like you?
Which is LEAST like you?

M L a) Some kids pick on smaller kids or they are mean to them. I may have done things like that but I forget about it and don't worry about it.

M L b) It isn't often that people tell me what I want. They usually ask me what I want or like, and I help decide what I should do.

M L c) Our family doesn't talk very much about money or my father's job. we have got most of the things we need and we don't worry.

M L d) It makes me feel good when I think that I'm treated so well at home. They understand me and help me and like me.

22. Which is MOST like you?
Which is LEAST like you?

M L a) I don't like to be in charge of things. If anything goes wrong, then I get the blame.

M L b) How can you be friends again after an argument or a fight? How can you make up? I wish I could learn about this.

M L c) At home, somebody seems to be nagging me most of the time and I don't like it.

M L d) Sometimes I feel left out of things. Few people seem to want me. I don't seem to be asked to get into things.

23. Which is MOST like you? Which is LEAST like you?

M L a) If some trouble comes up and I tell what I know, people seem to believe me. They don't suspect me or think I am telling a wrong story.

M L b) I feel good about the progress I am making in school. I really feel that I am learning some important things.

M L c) Some kids don't like the idea of taking tests, or making reports in class. I'm glad that I'm not like that.

M L d) I'm glad we don't have to worry about rent, or high prices, or doctor's bills or things like that in our family.

24. Which is MOST like you? Which is LEAST like you?

M L a) I don't seem to be able to satisfy my parents. I wish I could please them more often, but I guess maybe I can't.

M L b) I want to be with other kids but I don't know how to do it. I'd like to play with more kids but I don't try very hard to make friends. I wish I did.

M L c) I wish I could spend my time on things I like to do. Sometimes I think it's just a waste of time to do things we have to do in school.

M L d) Can we use the atom bomb to make the world a better place, or will it be used for more wars? How can we learn to improve the world? I want to help on questions like this.

25. Which is MOST like you? Which is LEAST like you?

M L a) When I'm with other kids I have the feeling they are glad to have me with them, and this makes me feel good.

M L b) Some kids hate to be in the dark. They don't like it at all. I'm not like that.

M L c) In our house we can be pretty sure that we can afford to have good meals nearly all the time, and I'm glad it's like this.

M L d) Some kids do something wrong and then they worry because they think God will punish them, but I almost never think about things like this.

26. Which is MOST like you? Which is LEAST like you?

M L a) I've done some things like cheating, for example, and I'm very sorry I did because I remember it a long time.

M L b) Our home is not a very happy one and sometimes I almost feel like running away.

M L c) Sometimes people won't let me work with them on a job. They tell me to run along, and I don't like to be pushed off this way.

M L d) If our family moved away, the kids around here wouldn't miss me very much. I wish they liked me more.

27. Which is MOST like you? Which is LEAST like you?

M L a) I have learned how to do many things pretty well, and I seem to be learning new things that are important for me. I feel good about it.

M L b) In our home we are pretty sure that we will get some good birthday presents and some good Christmas presents. We can count on it.

M L c) I feel good sometimes because I am beginning to understand why we have strikes and unemployment and things like that.

M L d) I know some people who like me very, very much and I know some people whom I like very, very much. It makes me feel good just to think about it.

28. Which is MOST like you? Which is LEAST like you?

M L a) I would have more friends I think, if I pushed myself into things more often. I wish I could have friends without pushing for them.

M L b) Sometimes I think about what God might do to me and I wish I didn't have thoughts like that. I don't like them.

M L c) My parents expect me to do better work in school and they are a little disappointed in me, and I am too.

M L d) I'm tired of hearing people say I'm too little, or I should wait until I'm older before I can help to do some things.

29. Which is MOST like you? Which is LEAST like you?

M L a) People almost never try to shut me up or tell me what I have to do, or order me around. Usually they ask me for my opinions and this makes me feel good.

M L b) I'm not worrying about things that I should not have done, like stealing, or swearing, or other things. My conscience is pretty clear, I'm glad to say.

M L c) There is a lot of good fun in our home. My father and my mother seem very happy to play with me and I'm glad we have such good times together.

M L d) Some kids always want to be like other kids. They are afraid to be different from others. I'm not like that, and I'm glad of it.

30. Which is MOST like you? Which is LEAST like you?

M L a) If my father was sure of a steady job, then we could make some good plans but we never know for sure.

M L b) Sometimes I think that some people don't want to play with me or even have me around. It makes me feel bad, too.

M L c) There seems to be a lot of bad or mean people in the world. How do you change people so they will be good? How can I become a good citizen? I'd like help on questions like these?

M L d) If my parents knew about some of the things I've done they would be very ashamed of me. I worry about it sometimes.

31. Which is MOST like you? Which is LEAST like you?

M L a) I'm beginning to learn why we have crime, and slums and things like that.

M L b) I'm glad people don't try to make my decisions for me. I'm glad that I have the chance to help make my own decisions.

M L c) My parents are almost never too busy to talk to me. They seem to be interested in me and I'm glad they are like this.

M L d) I'm getting so I plan my time pretty well and I get things finished too. I'm glad I'm learning how to do this.

32. Which is MOST like you? Which is LEAST like you?

M L a) Sometimes I worry because I think we might have a fire in our house, or robbers might come, or kidnappers, and I wish I didn't have ideas like this.

M L b) Maybe if we had another baby brother or baby sister, we would be happier in our home. Something is wrong, I know that.

M L c) If there were more kids to play with maybe I wouldn't be lonesome so often.

M L d) Sometimes I feel bad because I know my parents have to go without some things they need, in order to buy me things I need.

33. Which is MOST like you? Which is LEAST like you?

M L a) I have somebody to love very much and somebody loves me. I know this, and inside I feel good about it.

M L b) I'm learning what makes people glad or mad; what makes them happy or sad.

M L c) Sometimes I have some very bad thoughts, and I'm a little ashamed of myself, but I soon forget about it. Anyway, everybody does things like this.

M L d) People seem to think I can help out, and lots of times they let me do my share of the work, and they listen to my ideas.

34. Which is MOST like you? Which is LEAST like you?

M L a) There are some things I have done that nobody knows about and I hope they never, never find out. I wish I could forget these things but I can't.

M L b) When I get married I'm going to have fun with my children and play with them. I wish my parents would do more of that with me.

M L c) Sometimes I'm a little ashamed of our house and the things we have. I wish my father had a better job.

M L d) Maybe I would have more friends if I were nicer to people. I wish somebody could help me because I want to be friendly.

35. Which is MOST like you? Which is LEAST like you?

M L a) I understand a little better why there are so many poor people and so few rich people.

M L b) I'm lucky. I have the clothes I need, the food I need and other things too. We don't have to worry about money in our family.

M L c) Some kids think about being left all alone and they don't like it. I'm different. I'm not afraid of things like that.

M L d) When everything else goes wrong, I can go home and I know things will be all right. I really like the way my parents understand me.

36. Which is MOST like you? Which is LEAST like you?

M L a) I wish I didn't need so much help from other people. I wish I could do more things all by myself.

M L b) School should be a place where you really like to go and where you have friends. I wish our school was like that.

M L c) Is there some way to change the world so that people would be happier? I wish we studied more about things like this.

M L d) I wish I could be very sure that God will forgive me for some things I have done. I have some things I worry about and wish I could forget about them.

Test SAS-1

THE OHIO SOCIAL ACCEPTANCE SCALE

DIRECTIONS: On a separate sheet you will find the name of every student in your group. We want you to put a number in front of every name.

"Very, very best friends." 1 — Are there people in this room whom you would like to have as your very, very best friends? If so, place the number 1 in front of their names.

****

"Good friends." 2 — Put the number 2 in front of every person's name whom you would like to have as a good friend. These people are not your very, very closest friends, but you would like them to be good friends of yours.

****

"Not friends, but okay." 3 — Put the number 3 in front of the name of every person who is not a friend, but whom you think is all right. These are people with whom you would just as soon work or play. You think they are all right. They are not friends, but they are okay just the same.

****

"Don't know them." 4 — Put the number 4 in front of the name of every person whom you don't know very well. Maybe you would like them and maybe you wouldn't. You don't know. Where you don't know a person well enough to rate them, put the number 4 in front of that name.

****

THE OHIO SOCIAL ACCEPTANCE SCALE (continued)

"Other people in the room."	After you have given the numbers 1 or 2 or 3 or 4 to people in the room, there may be some names that you haven't marked as yet. You know these people but they are not friends of yours and, in general, are not okay to you. Put the number 5 in front of all those names.

FURTHER DIRECTIONS:

Put the number 3 in front of your own name and then start with the top of the list and go down, making sure that there is one number, and only one number, in front of every name.

School Etowah High Pupils' Name Brownie Case F

City Etowah Grade Ninth

Date 1950-51

FACTORS IN THE ENVIRONMENT PREDISPOSING
VARIOUS EMOTIONAL DISTURBANCES
(Please check appropriate items)

1. Factors concerning the family

___Father dead
_x_Mother dead
_x_Stepmother
___Only child
_x_Very large family
___Does not live with parents
___Parents divorced
_x_Having some trouble with parents
_x_Grandparents live in home
___"Outsiders" live in home
___Stepfather
___Trouble in home between parents
___Family moves frequently
___Parents who readily subscribe to radical movements
___Child is a "change of life" baby
___Oldest child
___Youngest child
___Belongs to minority race
___Belongs to minority nationality
___Belongs to minority religion
___Several religions in family
___Religious conflicts in family

2. Delinquency in family

___Mother delinquent
___Father delinquent
___Brother delinquent
___Sister delinquent
___Individual student delinquent
___Other delinquents living in home

3. Economic status of family

___Extreme poverty
___Abundance of wealth
_x_Limited wealth

4. Health in family

___Members have chronic illness
___Members confined in mental institutions
___Members mentally ill

5. Economic status of home

___Pretentious
_x_"Run down," crude
_x_In poor area
___In area of other racial or nationality groups
___Isolated
___Conspicuous
_x_No plumbing
_x_Overcrowded

6. General family status

___Do not own car
_x_Automobile old
___Few friends visit home
___Seldom or never visit with other friends
_x_Other children's visits not encouraged
_x_No participation in community affairs
_x_No participation in school affairs
___Child's friends not welcomed in home
___Children living with other families
___Parents pick children's friends
___From "old" families
___Parents often visit school

7. Characteristics of the student

___Peculiar dress
___Peculiar posture
___Tics
___Thick-lens glasses
___Big ears
___Cleft palate
___Red hair
___Freckles
___Pigeon toes
___Knock-knees
___Bowlegs
_x_Overweight
___Underweight
_x_Not clean
___Too clean
___Unusually tall
___Unusually short
_x_Awkward, poor co-ordination
___More socially mature than group
_x_Less socially mature than group
___More physically mature than group
_x_Less physically mature than group
___More emotionally mature than group
_x_Less emotionally mature than group
___More mentally mature than group
___Less mentally mature than group

List others you consider significant:

8. List the following information about family employment, include student if employed:

Relationship to child
Father

Nature of employment
Farmer

Time of day employed
Day

School Etowah High Pupils' Name Lena Case J

City Etowah Grade Ninth

Date 1950-51

FACTORS IN THE ENVIRONMENT PREDISPOSING
VARIOUS EMOTIONAL DISTURBANCES
(Please check appropriate items)

1. Factors concerning the family

___Father dead
_x_Mother dead
___Stepmother
___Only child
_x_Very large family
___Does not live with parents
___Parents divorced
___Having some trouble with parents
_x_Grandparents live in home
___"Outsiders" live in home
___Stepfather
___Trouble in home between parents
___Family moves frequently
___Parents who readily subscribe to radical movements
___Child is a "change of life" baby
___Oldest child
_x_Youngest child
___Belongs to minority race
___Belongs to minority nationality
___Belongs to minority religion
___Several religions in family
___Religious conflicts in family

2. Delinquency in family

___Mother delinquent
___Father delinquent
___Brother delinquent
___Sister delinquent
___Individual student delinquent
___Other delinquents living in home

3. Economic status of family

___Extreme poverty
___Abundance of wealth
_x_Limited wealth

4. Health in family

___Members have chronic illness
___Members confined in mental institutions
___Members mentally ill

5. Economic status of home

___Pretentious
_x_"Run down," crude
_x_In poor area
___In area of other racial or nationality groups
___Isolated
___Conspicuous
_x_No plumbing
___Overcrowded

6. General family status

_x_ Do not own car
___ Automobile old
___ Few friends visit home
_x_ Seldom or never visit with other friends
_x_ Other children's visits not encouraged
_x_ No participation in community affairs
_x_ No participation in school affairs
___ Child's friends not welcomed in home
___ Children living with other families
___ Parents pick children's friends
___ From "old" families
___ Parents often visit school

7. Characteristics of the student

___ Peculiar dress
___ Peculiar posture
___ Tics
___ Thick-lens glasses
___ Big ears
___ Cleft palate
___ Red hair
___ Freckles
___ Pigeon toes
___ Knock-knees
___ Bowlegs
___ Overweight
___ Underweight
___ Not clean
___ Too clean
___ Unusually tall
___ Unusually short
_x_ Awkward, poor co-ordination
___ More socially mature than group
_x_ Less socially mature than group
___ More physically mature than group
_x_ Less physically mature than group
___ More emotionally mature than group
_x_ Less emotionally mature than group
___ More mentally mature than group
_x_ Less mentally mature than group

List others you consider significant:

8. List the following information about family employment, include student if employed:

Relationship to child
Father

Nature of employment
Farmer

Time of day employed
Day

School Etowah High Pupils' Name Fannie Case 0

City Etowah Grade Ninth

Date 1950-51

FACTORS IN THE ENVIRONMENT PREDISPOSING
VARIOUS EMOTIONAL DISTURBANCES
(Please check appropriate items)

1. Factors concerning the family

___Father dead
___Mother dead
___Stepmother
___Only child
_x_Very large family
___Does not live with parents
___Parents divorced
___Having some trouble with parents
___Grandparents live in home
___"Outsiders" live in home
___Stepfather
___Trouble in home between parents
___Family moves frequently
___Parents who readily subscribe to radical movements
___Child is a "change of life" baby
___Oldest child
___Youngest child
___Belongs to minority race
___Belongs to minority nationality
___Belongs to minority religion
___Several religions in family
___Religious conflicts in family
_x_Twin sister

2. Delinquency in family

___Mother delinquent
___Father delinquent
___Brother delinquent
___Sister delinquent
___Individual student delinquent
___Other delinquents living in home

3. Economic status of family

___Extreme poverty
___Abundance of wealth
_x_Limited wealth

4. Health in family

___Members have chronic illness
___Members confined in mental institutions
___Members mentally ill

5. Economic status of home

___Pretentious
_x_"Run down," crude
_x_In poor area
___In area of other racial or nationality groups
_x_Isolated
___Conspicuous
_x_No plumbing
_x_Overcrowded

6. General family status

___Do not own car
_x_Automobile old
___Few friends visit home
_x_Seldom or never visit with other friends
_x_Other children's visits not encouraged
_x_No participation in community affairs
_x_No participation in school affairs
___Child's friends not welcomed in home
___Children living with other families
___Parents pick children's friends
___From "old" families
___Parents often visit school

7. Characteristics of the student

_x_Peculiar dress
___Peculiar posture
___Tics
_x_Thick-lens glasses
___Big ears
___Cleft palate
___Red hair
___Freckles
___Pigeon toes
___Knock-knees
___Bowlegs
___Overweight
_x_Underweight
_x_Not clean
___Too clean
___Unusually tall
___Unusually short
_x_Awkward, poor co-ordination
___More socially mature than group
_x_Less socially mature than group
___More physically mature than group
_x_Less physically mature than group
___More emotionally mature than group
_x_Less emotionally mature than group
___More mentally mature than group
_x_Less mentally mature than group

List others you consider significant:

8. List the following information about family employment, include student if employed:

Relationship to child
Father
Children and Mother

Nature of employment
Father--farmer
Mother--helps on farm
Children--help on farm, often miss school to work on farm

Time of day employed
Day

School Etowah High Pupils' Name Winnona Case R

City Etowah Grade Ninth

Date 1950-51

FACTORS IN THE ENVIRONMENT PREDISPOSING
VARIOUS EMOTIONAL DISTURBANCES
(Please check appropriate items)

1. Factors concerning the family

___Father dead
___Mother dead
___Stepmother
___Only child
___Very large family
___Does not live with parents
___Parents divorced
___Having some trouble with parents
___Grandparents live in home
___"Outsiders" live in home
___Stepfather
___Trouble in home between parents
___Family moves frequently
___Parents who readily subscribe to radical movements
___Child is a "change of life" baby
___Oldest child
___Youngest child
___Belongs to minority race
___Belongs to minority nationality
___Belongs to minority religion
___Several religions in family
___Religious conflicts in family

2. Delinquency in family

___Mother delinquent
___Father delinquent
___Brother delinquent
___Sister delinquent
___Individual student delinquent
___Other delinquents living in home

3. Economic status of family

___Extreme poverty
___Abundance of wealth
_x_Limited wealth

4. Health in family

_x_Members have chronic illness (Mother)
___Members confined in mental institutions
___Members mentally ill

5. Economic status of home

___Pretentious
___"Run down," crude
___In poor area
___In area of other racial or nationality groups
___Isolated
___Conspicuous
_x_No plumbing
___Overcrowded

6. General family status

_x_ Do not own car
___ Automobile old
_x_ Few friends visit home
___ Seldom or never visit with other friends
___ Other children's visits not encouraged
___ No participation in community affairs
___ No participation in school affairs
___ Child's friends not welcomed in home
___ Children living with other families
___ Parents pick children's friends
___ From "old" families
___ Parents often visit school

7. Characteristics of the student

___ Peculiar dress
___ Peculiar posture
___ Tics
___ Thick-lens glasses
___ Big ears
___ Cleft palate
___ Red hair
___ Freckles
___ Pigeon toes
___ Knock-knees
___ Bowlegs
___ Overweight
_x_ Underweight
___ Not clean
___ Too clean
___ Unusually tall
___ Unusually short
___ Awkward, poor co-ordination
___ More socially mature than group
_x_ Less socially mature than group
_x_ More physically mature than group
___ Less physically mature than group
___ More emotionally mature than group
_x_ Less emotionally mature than group
_x_ More mentally mature than group
___ Less mentally mature than group

List others you consider significant:

8. List the following information about family employment, include student if employed:

Relationship to child
Father

Nature of employment
Farmer

Time of day employed
Day

School Etowah High Pupils' Name Audrey Case U

City Etowah Grade Ninth

Date 1950-51

FACTORS IN THE ENVIRONMENT PREDISPOSING
VARIOUS EMOTIONAL DISTURBANCES
(Please check appropriate items)

1. Factors concerning the family

___Father dead
___Mother dead
___Stepmother
___Only child
_x_Very large family
___Does not live with parents
___Parents divorced
___Having some trouble with parents
___Grandparents live in home
___"Outsiders" live in home
___Stepfather
___Trouble in home between parents
___Family moves frequently
___Parents who readily subscribe to radical movements
___Child is a "change of life" baby
___Oldest child
___Youngest child
___Belongs to minority race
___Belongs to minority nationality
___Belongs to minority religion
___Several religions in family
___Religious conflicts in family

2. Delinquency in family

___Mother delinquent
___Father delinquent
___Brother delinquent
___Sister delinquent
___Individual student delinquent
___Other delinquents living in home

3. Economic status of family

___Extreme poverty
___Abundance of wealth
_x_Limited wealth

4. Health in family

___Members have chronic illness
___Members confined in mental institutions
___Members mentally ill

5. Economic status of home

___Pretentious
_x_"Run down," crude
_x_In poor area
___In area of other racial or nationality groups
___Isolated
___Conspicuous
___No plumbing
___Overcrowded

6. General family status

___ Do not own car
___ Automobile old
___ Few friends visit home
___ Seldom or never visit with other friends
___ Other children's visits not encouraged
___ No participation in community affairs
___ No participation in school affairs
___ Child's friends not welcomed in home
___ Children living with other families
___ Parents pick children's friends
___ From "old" families
___ Parents often visit school

7. Characteristics of the student

___ Peculiar dress
___ Peculiar posture
___ Tics
___ Thick-lens glasses
___ Big ears
___ Cleft palate
___ Red hair
___ Freckles
___ Pigeon toes
___ Knock-knees
___ Bowlegs
___ Overweight
___ Underweight
___ Not clean
___ Too clean
___ Unusually tall
___ Unusually short
___ Awkward, poor co-ordination
___ More socially mature than group
___ Less socially mature than group
___ More physically mature than group
___ Less physically mature than group
___ More emotionally mature than group
___ Less emotionally mature than group
___ More mentally mature than group
___ Less mentally mature than group

List others you consider significant:

8. List the following information about family employment, include student if employed:

Relationship to child
Father

Nature of employment
Farmer

Time of day employed
Day

STATEMENTS FROM AUTOBIOGRAPHY

Brownie Case F

Born November 19, 1936.

Sister was born three years later.

Mother died eleven days after sister was born.

Stayed with grandmother for a while after mother's death. Then stayed with step-brother's mother until five years old.

Started to school at five years old.

Father married again when I was about six years old.

Have three half brothers and one half sister, one sister, one brother and one step-brother.

STATEMENTS FROM AUTOBIOGRAPHY (continued)

Lena Case J

Born October 25, 1935, near Englewood, Tennessee.

Moved to the country at four years of age.

Had a playhouse beside the road with three sisters.

Started to school when six years old.

Cried on the first day of school.

Moved about six miles from Englewood when eight years of age.

Moved to Zion Hill when nine years old.

Mother died when thirteen years old.

Moved about twelve miles from Etowah on a small farm father bought when fourteen years old.

STATEMENTS FROM AUTOBIOGRAPHY (continued)

Fannie Case O

Born November 6, 1935, in home about three and one half miles from Etowah.

Have five sisters, one brother. One sister is a twin to Nora.

One additional sister died at twenty-nine days of age.

Had mumps at age of six and was critically ill.

Went to Weslenty School until in fourth grade.

Went to North Etowah school until graduated in 1950.

Ranked fourth in scholastic class record.

Liked Etowah High School and hoped to graduate.

Hoped to be "good" in class work.

Had two sisters in high school and one in grammar school.

Ambition in life was to be a missionary or a secretary, to be successful in life, to help those who need help and who cannot help themselves, and to be friends to everyone.

STATEMENTS FROM AUTOBIOGRAPHY (continued)

Winnona Case R

Born May 22, 1934.

Named after a girl whom grandmother liked very much.

Early remembrances of fondness for father.

Was always a tomboy and liked to ride horses.

Rode horse alone for first time at age of nine and became scared as horse got faster and faster, then was rescued by father.

Brother helped wash dishes and broke one.

Brother asked sister not to tell mother.

Mother found the dish and asked who broke it and Betty wouldn't tell, so brother finally told he broke the dish.

Mother asked why Betty didn't tell her. Betty said she was only obeying.

Changed from tomboy characteristics to embroidering and household duties.

Entered Claxton Junior High School at sixteen years of age and completed the first year of high school there.

STATEMENTS FROM AUTOBIOGRAPHY (continued)

Audrey Case U

Born December 19, 1932.

Received doll from Santa Claus for Christmas.

Washed it in a tub of water (one of first memories).

Started to school at six years of age.

Went to the same school until in the seventh grade.

The school burned.

Quit school until it was rebuilt (one year).

Started to the new school and played basketball for two years.

Graduated from this grammar school.

Entered Claxton Junior High School and graduated (two years).

Entered Etowah High School as a junior.