

THESIS-----RELIGIOUS EDUCATION

"A STUDY OF RELIGIOUS AND SOCIAL
ADJUSTMENTS IN A THIRTEEN YEAR OLD
NEGRO BOY OF ATLANTA, GEORGIA"

BY

LILLIE B. ROBERTS

GAMMON THEOLOGICAL SEMINARY

ATLANTA, GEORGIA

25007

T.82

A Study of Religious and Social Adjustments
In a Thirteen Year Old Negro
Boy of Atlanta, Georgia

- I. The Background of Bobby Thomas
 - A. Parental
 - 1. Father
 - a. Home representation
 - 2. Mother
 - B. Brother
 - C. Bobby's Personal Background
- II. Bobby's Early Life
 - A. Home
 - B. School
 - C. Relationship With Other People
- III. The Cause of Bobby's Problem
 - A. A Problem of Maladjustment
 - B. Bobby's Feeling of Insecurity
 - C. The Cause of His Insecurity
 - D. The Change in His Home Life
 - E. The School's Part in Bobby's Insecurity
- IV. Approach
 - A. First Week
 - 1. Getting acquainted and Testing

2. Introduction of Subject Matter

- a. Arithmetic
- b. Spelling
- c. English, reading, health, social studies and art appreciation

B. Second Week -- The Psychological Approach

1. Teaching Procedure

- a. The game method for reading
- b. The word method and building sentences
- c. Arithmetic Experience

C. Twenty-Seven Weeks

1. Routine lessons

D. Twenty-Eighth and Twenty-Ninth weeks

1. Results in evidence

E. Thirtieth Week

1. Conclusion and Measure of Progress

V. My Work With Bobby

A. Building Self-Confidence

* B. Restoring Confidence in Teachers

* C. Helping him to Adjust Himself to New Surroundings

* D. Helping Bobby to Adjust Himself with Other Children

VI. Bobby's Interest in Outside Activities

A. Movies

B. Clubs

C. Church and Church School Activities

VII. Conclusion and Recommendations

VIII. Final Words Bibliography

Introduction

The following report has been prepared after closely working with the persons mentioned in the report.

It is true that most adult people are so busy with adult affairs until they fail to give children and young people the correct guidance which they are daily in need of.

Children live in an adult world. The world is run by adults. Adults think that children will grow up and then will automatically become leaders.

When children are not given the correct guidance and counseling, there sometimes will be a difference of opinion. This sometimes brings about friction in family groups.

In some instances, parents and children may disagree over the choice of a career or profession. Sometimes parents will choose a career for their children, or will organize a business and hope that the children will just naturally continue it.

Each person has observed instances of the minister's son becoming a lawyer or a doctor. The son of the doctor becoming a banker. The banker's son becoming a minister. Sometimes the parents are deeply disappointed when those occurrences take place, but the child may have a talent he

desires to express.

No one today who has given thoughtful consideration to the matter of social and religious adjustment of children and young people will doubt that that the program of religious education should be improved for the welfare of the children and the Church.

If the Church gives nurture and spiritual guidance to children and young people, when they become adults they will remain with the Church.

Adults should remember that work with children and young people is of great importance to any church, and that it should be carried on by trained persons who understand children and who are sensitive to the way in which lives move toward a more mature conception and expression of Christian living.

That the young people of the Church represent one of its greatest potential assets and that to guide young people in the acceptance of the Christian, social, and educational life requires wise guidance.

Let everyone remember that the thoughts of youth and young people may seem very strange at times. They must adjust themselves to changes quite frequently.

The educational, social and religious adjustment of any person is not something that is reached at once, but is a growing in mind and heart toward a great ideal.

I am indeed grateful to Rev. Grant S. Shockley, Professor of Religious Education of Gammon Theological Seminary, for his kind help and advice in the preparation of this report. It was Rev. Shockley in his daily lessons and counseling that enabled me to help Bobby make an adjustment that he needed very much.

The real bases of an adjustment is to teach a person to share--that sharing brings one of the greatest joys in life.

CHAPTER I

THE BACKGROUND OF BOBBY THOMAS

Mr. Wallace J. Thomas, father of Bobby Thomas, a thirty-six year old Negro, was born and reared near Atlanta, Georgia. He is a person of high intelligence, and now holder of the same position that he has held for a number of years.

He is the first shipping clerk for the Diamond Air Line Company, and is the only Negro to ever occupy that position. He is held in high esteem by the president of the company. Most of the men on the job regard him highly. He is widely experienced in dealing with people. For four years he served in the Navy during World War II. In his youth he served five years with the Civilian Corp Camp. Mr Thomas may be considered an intelligent, aggressive person. He never complains about handicaps or limitations, but quietly and intelligently overcomes the handicaps and limitations which are placed before him.

The aged father of Mr Thomas takes great pride in the accomplishments made by him. The aged man only received a fourth grade education. He was anxious for his children to secure an education and he provided well for his family.

For a number of years he was employed on the railroad as a fireman.

He has developed a great deal of thrift, and since his retirement he operates a grocery store. He never spends any of his pension check, but cashes it and deposits it in the bank. He is saving all he can for his children and grandchildren.

The father of Mr. Thomas praises him highly for his generous help when his mother was ill of that dread disease, cancer. The mother was ill five years before her death.

Mr. Thomas and his family are members of the Baptist Church. He is a member of the Senior Choir, the Deacon Board, and is president of the Senior Usher Board. He is a member of the Community Improvement Association, the American Veterans of Foreign Wars, and is a Mason. He is deeply interested in the welfare of the colored people of the city of Atlanta. He is deeply concerned about the welfare of his children. He was the first Negro to purchase stock in the Diamond Air Line Company. He has put money aside for their education. He says that he will pay for any profession or vocation that they wish to follow.

I first met Mr. Thomas July 30, 1950 at the home of one of my friends. He was gravely concerned about Bobby. He told me that Bobby was an excellent reader, was good in all his studies, and that he advanced more rapidly than most children

his age; but for some reason he began to retrogress in his reading and spelling, but he could solve arithmetic. He said the boy was twelve years old, and rather large for his age. He was very shy, and had begun to stutter, which embarrassed him. He had lost confidence in people and had withdrawn into a reserved attitude. He asked me to work with Bobby. I agreed to work with Bobby.

I learned from Mr. Thomas that Bobby had attended the South Side Public School. During the summer he had attended the Summer School for Children at the Model School of Atlanta University. The father was determined to give his children the best of everything. My personal idea was that he needed a course in Guidance and Family Counseling. Tactfully I suggested that the words backwards, awkward, silly, or foolish never be used in the presence of Bobby. I told him that I would be able to tell him how to deal with Bobby if I worked with him ten days.

After listening at length to Mr. Thomas during the second conference, I was of the opinion that one of his sons was the aggressive type, and one was the non-aggressive, shy type. I explained this to Mr. Thomas. I told him that both of his children would require lots of guidance and personal attention. It was explained that the shy child should never be abused or criticized, especially in the presence of other people. I realized that here was a difficult problem that required skill-

ful handling. The modest, shy child should be assured that he is loved and trusted. The father was told that each personality must be treated as an individual, that no set rule could be made to apply to both children. The older child was the shy type.

The mother of Bobby Thomas is Mrs. Mary Alice Parker Thomas. Mrs. Thomas is a very intelligent thrifty woman. She is thirty-three years old and she is so kindly disposed until people sometimes easily take advantage of her. She is very sympathetic and will easily cry when someone has wronged her or her children. Mrs. Thomas' education is limited to the completion of the tenth grade.

Mrs. Thomas' father died following an accident when she was two years old. There was a brother two years older, and a sister four months old at the death of the father. The mother remarried a widower with four children. The stepfather and mother became the parents of seven other children.. Mrs. Thomas grew up as one of fourteen children in the home of hard working, honest, church-going people. The step father of Mrs. Thomas was employed as a rail road worker. She says that there was always food and clothing for everyone in the home, but was never any money for luxuries. The mother of Mrs. Thomas, in order to help with the support of the home, would do laundry work and sewing for people. The children helped after school with the laundry work, and some of them sought part time em-

ployment away from home in order to help with the family income. Mrs. Thomas, her step father, mother and all the members of the family were a close family unit. There was a lack of money for luxuries and outside diversion, but there was always plenty of fun, understanding and entertainment in the home. In the home there was plenty of music. There was a piano, victrola and a guitar. There was a lack of money for music lessons, but most members of the family learned to play the piano. Each night there was music of some kind. On Saturday night there was usually dancing among the members of the family. Sometimes other young people would come for this entertainment. On Sunday morning Mrs. Thomas' mother saw to all the children attending the Church School. The parents attended the preaching service. The entire family was Baptist.

Mrs. Thomas is as determined as her husband that her children shall have everything that money can buy. She is very much concerned about the welfare of her children. Mrs. Thomas has laid aside money for her children. Each pay day some money is put into the saving account of each child. Mrs. Thomas operates a laundry. She has a contract to do the laundry work for the Diamond Air Line Company.

The daily schedule for Mrs. Thomas is as follows: She and her husband rise at five-thirty a.m. They prepare and eat breakfast, and leave for the air port. Mrs. Thomas picks up all soiled linens which have come in during the night. Mrs.

Thomas returns home. At home she sees to her sons' getting ready for school. Mrs. Thomas now returns and begins the supervision of the laundry work. If there is something special, like seat covers or linens for a chartered plane, it is taken care of immediately. The laundry is equipped with extremely good laundry equipment. This year the laundry had been improved with six thousand dollars worth of equipment. In the afternoon Mrs. Thomas returns to the airport with the clean supplies and gathers those which have come in during the day. Mr. Thomas is off duty and they return home from the laundry. The children are now home from school and the entire family is together. If there is some urgent work Mr. & Mrs. Thomas will work until late in the night to finish the work. Sometimes the children are allowed to attend the movies when the parents are busy at night. If there is no extra work the entire family will attend the movies together.

Mrs. Thomas likes for the family to eat in the evening together. They have Bible verses and prayer at the meal. She has trained the children to conduct the Simple Service.

The oldest child had inherited the kind sympathetic disposition of Mrs. Thomas in addition to being shy, modest, and retiring.

The Thomas family is unlike many families which have struggled to build financial security and neglected the personal

relationship in occurrences which unite a family or a group of individuals.

. . . .

There are two children in the Thomas family. The younger is a boy named Charles Everett. He is six years younger than Bobby.

The younger child is the aggressive, forward, demanding type. He demands a share of everything, and demands as much or more than the older brother. He prefers playing with larger children to playing with children his age and size. He is very watchful and alert for an opportunity to show that he can accomplish something worthwhile.

The younger child attended the nursery school at the Bethlehem Community Center. He completed the nursery school in May and entered the public school in September. He attended the public school for three weeks and then transferred to the private school. This child is a leader among children--he likes to play with other children. He leads in games and in his class work. He will speak when it is someone else's turn to recite. He is quick to call the teachers' attention to the behaviour of other children.

This child is very aggressive and forward. If he is told, "You cannot do that. You're too small.", he will immediately attempt to do the task no matter how difficult it is. He attempts to keep up with his older brother. This six year old

child will not cry if he is injured. Charles Everett, an aggressive child who is very jealous of his older brother's size, strength and age, needs guidance. He should not be made a coward, yet he should be given guidance along constructive lines. I observed the strong trait of jealousy personally in the younger child.

At Christmas I gave the two boys some small gifts. I gave the older boy a larger package than the smaller child. He resented receiving a smaller package very much. He said, "You think more of Bobby than you do me." I told that I gave him something that was useful to him, and Bobby something that was useful to him. When he arrived home he told his parents what had happened. He demanded that his brother exchange gifts with him. When the brother refused to exchange gifts with him he demanded that his parents get him another gift.

The younger child has inherited the father's aggressiveness, and he has a strong will and force of power. He will be the type of person to succeed in anything. The difficult tasks of life will be met by him with a challenge. He should be given careful consideration.

If the aggressive child is given the right guidance and training, that person can make a wonderful contribution to society. This aggressive child is very talkative, and is keenly interested in everything which occurs about him. He is easily

upset and quick to fight. This child is a great favorite among relatives and friends. If given an opportunity, he will win his way in life.

The Personal Background of Bobby Thomas

Bobby is now thirteen years old. He is very intelligent, sympathetic, dependable and refined. He is very shy, modest, and is the quiet type of child. He was very sensitive and withdrew into an imaginary world of his own. There he lived with people who he considered his friends. When ever a child withdraws into an imaginary world, the parents and other people concerned with the welfare of that child should immediately seek out the cause. "The reason of their withdrawal is some unpleasant experience, and that is nature's way of protecting them from further bitter experiences.¹ He has a keen imagination, and is a worshipper of heroes. His favorite recreations are as follows: movie pictures, ball games, radio and television. Over that he is especially interested in detective stories and their solutions. He likes mystery plays and drama. He likes Bible heroes. In many instances he imagined himself as the hero. He relived their experiences. He actually suffered the experiences of the heroes. He would spend many quiet happy hours looking at Bible pictures. He is deeply religious.

1. Thompson, Walter P., Child Guidance, Training and Counseling. p. 22.

He has a good background in religion and moral integrity. He is a lovable, sincere person with an excellent personality. Bobby is protective and possessive toward the members of his family. There are some relatives that Bobby is fond of; but there are others that he mistrusts and will not remain around for more than a few minutes at the time.

Bobby is a great favorite with the customers of his parents. He is polite and kind to the customers. If given the right guidance and training he will succeed in life. He should be assured that he is loved and appreciated. He responds more readily to kindness than to harshness. Bobby should not be considered as the clinging type; but he is the dependent type.

I never let Bobby know that he had a serious handicap. In working with handicapped children the handicap should never be mentioned. "In the education process of a handicapped child everything that can be done to overcome the handicap or to diminish the suffering of the effects of the handicap should be done in a firm, friendly, courteous way. The child should be treated as if there is no handicap."²

In working with Bobby I let him know that I respected him and was very fond of him. I was anxious to help him without letting him know that it was necessary for him to overcome

2. Monroe, Joseph B., Education of Handicapped Children: 1931. The Macmillan Company, New York.

CHAPTER II

BOBBY'S EARLY LIFE

Bobby was the older son born to intelligent, thrifty parents. This child was a normal healthy baby. He was never ill during his babyhood. He has never been seriously ill in his life.

The home was a cheerful place. There was a devoted mother and father. For a period of six years he was the only child. During his early life, he received all of the devotion of his parents. Thus his early life was happy and secure.

He was with his mother while the father was at work. When the mother secured the contract to do the laundry work for the airfield, she carried this young child with her each trip. It was entertaining for him to go with his parents in the morning when his father went to work. His mother would pick up the linens and would return to the place of business, which was located at first in the home. The child could play in the home during the day, while the mother worked nearby. When the weather permitted, the child played in the fenced-in yard. Sometimes when one child has been alone for so long he will resent the birth of another child into the family.

When another child is born the child will feel that he

has lost his status as the one to whom the devotion of the parents is due. But now the baby will receive more attention. Everyone will cuddle the baby. There are gifts for the baby. The older child becomes jealous and frustrated. He will hate the baby because of this practice.

The child becomes insecure in his own mind. He is left to himself. It is a critical time in the life of a child when another child is born. Especially is this true of the child who has been the only child in the family for a period of time. When this happened, Bobby had a feeling of insecurity. The home is no longer the kingdom of one child when another child is born. Here the problem of sharing comes in. The parents must share their time and attention with two children instead of one. The older child loses his sense of importance in his own estimation. He now seems to think that the parents and other relatives care more for the younger child than for him.

No wonder an older child feels jealous of a baby when everyone always speaks about the baby and has words only for the baby. Sometimes children and adults will tell a child that he is not the baby anymore. Sometimes the parents will even say, "You are a big person. The baby is the one that we must see about."

Sometimes a hatred may result which will cause children to never have that closeness which should exist between them. There will be a dislike for each other through their entire

lives. I have observed cases like this in previous studies.

The home and the parents are the most important factors in the life of a young child. That is one reason why I always think that each couple should have guidance and counseling in family problems.

The parents can tell an older child about an expected baby. If the parents share the event with an older child, there will be no cause for jealousy.

The home is the castle of the child. When something happens to disrupt his home life, that is a time which calls for patience and adjustment on the part of everyone concerned.

The older child in this home now had a rival--the younger child.

He recognized the fact that his toys would no longer be his alone. He must now share them with his Little Brother, as he called the baby.

At this time in the life of this boy two factors occurred which may have caused him to become disillusioned. The laundry work was moved away from home. Now the mother could not see after the children and do the work. She thought it was not best to keep the children at the laundry all the time. An aunt, who was a widow aged seventy-five years, came to live with the family. She would see after the two children while the parents were away, and would cook for the family.

Bobby was shocked even more about this great-aunt coming

into the family. This caused him to think that his world was tumbling down on him.

He did not love his great-aunt; he was afraid of her. Here we have fear entering the life of this boy. This child had the fear of a domineering great-aunt, his parents away from home most of each day. This child would not confide his fear to his parents.

Perhaps if the younger brother had been nearer his age he would not have been so upset. He would have had someone to talk to him in his own language, and someone who could understand the problem in his own terms.

This great-aunt had reared a family of ten children. But I am sure she did not know anything about child guidance and psychology from a scientific viewpoint. That her own children had turned out successful in life was just a fortunate incident. The fact was quite in view that the aunt was not trained, so she could not give this sensitive child the proper guidance and make the correct adjustments that were needed at that time.

This child was really emotionally upset. He certainly needed the deepest devotion and assurance of his parents at this time. I believe that it was at this time that this child began to withdraw into himself.

The home which had been very happy for him had been disrupted in his opinion.

He realized that adults cannot see problems in the way that a child sees them.

The aunt would scold him if he left his toys on the floor, instead of quietly telling him to put them away.

The child considered that the home was almost a prison for him.

His pets and his younger brother, who could follow him around by this time, were his chief companions..

The elderly aunt could not understand his deep devotion for his pets.

This child was no different from other children. Most children have pets, and will spend many happy hours playing with them.

This child had lost a sense of happiness in the home, and had turned to his pets for consolation.

School

The child now attended the nursery school for one semester. His parents payed for him to attend the school. But on account of over-crowded conditions, the nursery school could not take in a child for a full year.

Bobby entered the nursery school in February.

This was another time that was needed as personal adjustment.

Now there were other things to claim his attention. He was interested in drawing. He was also interested in working with modeling clay. He liked to make things with the clay. He made many birds, animals, and he also would model men and women and children.

If the parents and the nursery teacher had been keener observers they could have seen that each time this child would model his family he would model his parents, his brother and himself. He never would consider the aged aunt as part of the family. He finally whittled his family out of wood in the class of wood carving. The aunt was not included in the carving. This should have served as a key that the boy was not happy that the aunt was living in the home.

This should have served as a warning to the parents and teacher to have observed the child closely to see what was causing the emotional disturbance. No one paid any attention to the child and his reactions to this disturbance. Here at the nursery school, the child could play with other children. He was in a new environment; he was not the chief center of attraction. There were other children to share the toys and the other attractions with him.

He was now at the exploring age, where he could explore and find out things. His world had widened. In school he associated with other children. He was kind and sympathetic.

He would share his belongings with other children. He was alert and easy to gain the skills in the nursery school.

At the close of the school, the child went to the home of his aunt and he was there for two weeks. He was at Macon, Georgia. He was definitely rebellious about returning home when his father went for him.

This aunt who had been married only a short while didn't have any children. In this home he was the center of attraction. The only way the way that he was persuaded to come home, his aunt told him, "I will come for you soon. You may return with me. Mother dear and little brother want to see you."

What had happened was that the child had ^{again} become the center of attraction in this home, and he felt that he could regain his importance once he was the the center of attraction again. The child enjoyed the ride home in the car with his father. The child was happy to see his mother and brother. The aunt made the child come and kiss her. He resented this very much, because he told me later that he did not love her. He really was afraid of her.

The mother carried the two children to Chicago, Illinois for a ten-day trip. He enjoyed this trip very much. When he returned home he wanted to go visiting again. His father told him, "No, you must remain at home. Daddy is going to Ohio with his bossman. Aunt Nellie is going to be away for the

remainder of the summer. You must take care of little brother for mother dear while I am away."

He agreed to remain at home. The child was glad for the aunt to return to visit her children.

The father acted as chauffeur for the boss. The trip lasted for fifteen days. The child was very happy that he was now the protector of his brother. The mother would carry the children with her when she would go to collect and deliver the work to the airfield. The children would remain near the mother at her place of business. The older child was very careful about his little brother at this time. He did not want him to get hurt, especially while Daddy was away. When the father returned, the boy considered that now Daddy is home our lives are secure.

He dreaded the return of the aunt, but he would not tell his parents.

When the father returned, he brought gifts for the children. The two children were happy to receive the gifts.

While the aunt was away the older child could consider himself the guardian and protector of the younger brother. He considered it his duty to see after his brother.

The children enjoyed the companionship of the parents.

The older child liked to go on hikes and to fish. He asked his father to carry him to fishing. His grandfather

had carried him to fishing while he was at his home.

The father carried him to fishing, and he enjoyed the experience very much.

There is a lake not far from his home. People can go there and go fishing on payment of twenty-five cents. The lake is called Lake Donal Park. There is a park. The Negro children were permitted the entire use of the park facilities on Tuesdays from 1:00 p.m. until 10:00 p.m. The lake was always open for anyone to fish whenever the fee was paid.

On Tuesday afternoons the two children would go to the park and play on the swings, see-saws, and in the sand pile. There was always a trained recreation director present. The children could play safely in the park. The two children were too young to take swimming lessons.

The children enjoyed watching the boat races. Sometimes the father would carry them for a boat ride. He warned the children to never go into the water unless some adult person was present.

The father unconsciously taught the children that they were inferior to adults. Sometimes adults raise barriers between children and themselves.

The child begins to note that the world is adult-centered. In most homes, the parents make all the decisions.

Very few decisions are left for the children to make. Most homes are adult-centered. They are planned in regard for the comfort of the adults.

In this home the children had economic security. The parents worked in order to make life comfortable and pleasant for their children. The parents did not know what was most important with their children. They gave economic security, but the older child had lost his personal security, which was far more important. In the early life of a child, home and parents are the most important things. Parents should never lose the confidence and trust of their children. Children should always feel free to confide in their parents.

The parents knew that when school opened the older child would enter the public school. The younger child would be at home with the aunt.

There was need for adjustment.

The older child entered school with a very happy and bright outlook. The boy entered the public school. Here he found it was different from the nursery school. This child had to make an adjustment from nursery school, home, and public school. When this child entered the public school, he found many playmates who shared his interests.

The boy was happy. He entered the first grade along with the other children. He was a normal child. He accom-

plished the first grade work. At the time of the Christmas holidays, he told his parents that he must buy a gift for his teacher and a gift for the person whose name he had drawn at school. His mother offered to help him select a gift for the teacher. She said, "We will get something tomorrow afternoon, so that you can put it on the tree."

The next afternoon, the mother and the son stopped in a store in order to purchase the gifts. The mother helped him select a beautiful scarf for the teacher, and some socks and marbles for the little boy whose name he had pulled.

They wrapped the gifts at home. His father tied the packages for him. The next morning he could scarcely eat his breakfast, he was so anxious to leave for school with his gifts.

Now we know that this child was happy to give gifts. The school had taught him more than sharing with the family. He had learned that there were others to share with.

On this date the Santa Claus arrived at the school to give gifts to all the children. Some of the children became afraid of the Santa Claus. The Santa Claus asked, "How many of you children have been good, and how many of you have been bad?" He also asked how many had learned their lessons well. He said, "I have gifts for all." He told

each child to "come forward." Some children were afraid to come forward unless they were accompanied by a teacher. Each child received a bag of fruit and candy. The Santa Claus said that he would accept all letters from the children. The children and the teachers gave the Santa Claus a gift. They invited him to attend their Christmas play the next evening. The Santa Claus assured them that he would attend the program. The children sang Christmas Carols. The singing was enjoyed very much by the children.

Bobby had a part in the Christmas play. He was to play the part of an elf in the play. This was an important factor in the life of this first grade child.

We can see that the early school life was happy for this child.

After the holidays at the end of the semester, the boy was promoted to the second grade. We see that the child was progressing nicely. This was what the normal child would accomplish. He was now transferred to another room and to another teacher. He remained in the school the balance of the school year.

Relationship With Other Children

In school Bobby was happy with his school mates. He was kind and sympathetic and polite with all the children. He was willing to share his toys with other children.

One trait that was expecially noticeable about Bobby at this time was that he was extremely kind to afflicted or handicapped children. There was a child that lived near Bobby that was crippled quite seriously because of infantile paralysis. Bobby was very helpful to the crippled child. Every day he would assist the cripple to school in the morning, and would assist him home in the afternoon. He would carry the crippled child on his bicycle. He was very protective toward the crippled child.

Bobby was praised very highly for his acts of kindness. The school praised him. The people of the entire neighborhood, the church school, and many friends praised him. His own parents and the parents of the crippled child praised him also. The mother of the crippled child said, "My son was ill for two years, and he could not attend school at all without Bobby's help." The Crippled child was very devoted to Bobby. He admired and worshipped him. Bobby had the idea that he was compelled to protect the crippled child. At this time Bobby's younger brother worshipped him also. Two people had hero-worship for him. Bobby in turn had hero worship for his

parents, especially his father.

Adults should remember that children, and especially boys, maintain some type of hero. If the hero is the father, that is excellent. Therefore the father has a wonderful opportunity to direct the thoughts, actions, and ideals of the child in early life.

Very seldom will a child that has a close relationship with his father in early life become delinquent.

Bobby had many good qualities. He was a kind, considerate person. The child was active in the school.

He was honest and dependable. The teacher would send him to the store. He was called upon to perform lots of outside activities.

From the case study we can see that this child had an excellent relationship with other people.

There were many people who had confidence and respect for the child. He was attempting to measure up to their expectation.

If children are given courtesy and respect they will respond. If harshness is used they will respond in a harsh way. To gain and hold the confidence of children, they must be treated with kindness and consideration. Kindness pays. Everyone should be

kind to a child.

The relationship of Bobby to other people was as it should have been. He had a wholesome attitude of trust to other people.

At the close of the school session, Bobby was in the high group of the class. The class was divided into two groups, the higher group and the lower group.

At the close of school, Bobby spent the summer in a wholesome manner. He spent many happy hours caring for his younger brother. In the neighborhood there lived many of his school-mates and friends.

The mother carried her two children to Detroit, Michigan for a two weeks vacation. When the mother and the children returned home, the father went on a two week vacation.

On the return of the father the child was happy that the family was together.

The great-aunt left for home.

The relationship of the home was now a happy one. There was no other influence. The relationship of Bobby to his parents and little brother was a happy,, well-adjusted, natural one.

CHAPTER III

THE CAUSE OF BOBBY'S PROBLEM

(a) Problem of Unadjustment

Bobby became maladjusted. Some people were puzzled as to what would cause Bobby to become upset and maladjusted. But from the information received, Bobby was a normal, happy child until he received an emotional shock. He was not the aggressive, forward kind of person.

He was the kind of person that will respond to love, kindness and guidance. He rebelled against unkind-treatment. But realizing that he would be unable to cope with the adults, or other children, in his mind he solved the problem by withdrawing to himself. This was the way that he was forced to protect himself from other people.

Bobby felt that he was safe from people while he

was in his imaginary world. This was a method of escape from unpleasant things.

But with a sensitive child it is different. An adult person with problems that he cannot solve may escape by having a mental breakdown, or by becoming neurotic.

There are many instances of adult people reverting to childhood tactics in order to escape some unpleasant circumstances.

There are many cases of insanity, which is merely an escape from reality. The adult persons could not carry on the demands which were placed on them. The nerves and mind cease to function properly, and insanity is the result.

The adult person has another way of escape, loss of memory or amnesia. In the case of amnesia, the mind refuses to function normally, and the person just forgets as a way of escape from reality. He refuses to solve the problem.

But the child realizes that he lives in an adult world. The world is adult-centered. The child is left out of most important decisions.

The child is left to solve his own problems. He

is sure that the adults do not understand him, nor do they put forth any effort to understand him. The child will devise an imaginary world with imaginary characters in order to escape the limitations placed upon him.

Children need understanding and guidance at all times. Children should always feel secure in the love and trust of their parents and loved ones.

An incident is told of a very famous, outstanding, busy man. "One day the man was in his study, preparing an address to be delivered at Harvard University. A knock was heard on the door of his study. He said come in, the door opened, and in came the small son of the busy man. He asked, 'What do you want'? The child replied, 'I just want to be with you.' The busy man said that nothing in the world was as important at that moment as his young son. He laid aside his pen and said, 'All right sonny.' He took the child on his lap. The child remained on his father's lap for about two minutes, threw his arms around his father's neck, kissed him, and said, 'Daddy, I love you.'¹ The child thought of his toys, he jumped off his father's lap and ran to his toys. Every child should feel secure and protected.

1. The Methodist Church School Journal. 1950.

Bobby, a sensitive, shy child, was left to himself. The imaginary characters were real to him. He had a very fanciful elaborate imagination. All children possess keen imagination, and it should be cultivated in them.

Sometimes children will develop into fanciful story tellers. This will happen when a child is insecure. He will do anything to gain attention.

Bobby did not develop into a story teller, he retired to himself and his pets. He refused to talk to adult people. He distrusted most adult people.

There was a definite reason for this reaction. It is not normal for children to distrust adult people. When children begin to distrust adult people, it should be a grave concern of parents, and other responsible adults.

If a child has a distrust or any aversion to an adult person, it will pay adult people to be aware of that person. It has been proven time after time that if a child and animals distrust a person that person should be isolated. That is nature's way of protecting the child from harm.

D

(b) The Change in His Home Life

Bobby was a normal, healthy, happy child. He was progressing normally in school. Something occurred at this time which gave Bobby great shock and a sense of insecurity.

Bobby's father was called into the Navy. With the adult people concerned about this problem, and the great anxiety of the parents about the safety of the father, the worry about the business, and all the talk of war, no wonder he suffered such serious shock.

His emotions were shattered. The reason his emotions were shocked so severely is that the father, whom he worshipped and expected protection from, was in grave danger, he thought. The mother was very busy, and was attempting to carry on the business. The great-aunt who lived in the home with them told Bobby, "Now don't worry your mother. She is already worried enough with out your being a nuisance. I am not well, and I don't have time to be worrying with your foolishness."

The adult people were so busy attempting to solve their problems until they didn't pay any attention to the problems of Bobby.

The child was heartbroken over the separation of his father from the family.

Being scolded by an adult person, he refused to talk to them as a means of escape. This was his way of protecting himself during this heartbroken period.

Children have suffered heartbreak over the loss of a pet. In later years they remember how deep was their grief. Bobby suffered something deeper than the loss of a pet. He was haunted by the fear of losing his father.

The home was not the same to him without his father.

Bobby told me that he used to pray at night, "O dear God, take care of my daddy and let him come home again." Now we know that this was a sincere prayer of a child for his daddy. If this child had been older and had greater responsibilities, probably his nerves or mind would have given away. Probably he would have suffered a loss of memory. But by being a child with a strong body, his emotions received the shocks. Whenever anyone is upset in his home life, it will cause reactions. In the sensitive child it is sure to have a very deep effect.

22

^E
(c) The School's Part in the Insecurity of the Child

Bobby had suffered a terrible emotional shock in his home life, and at school there was not anyone that helped to adjust him during this difficult period.

Bobby was promoted to another grade, and here was another shock which was worse than the first shock.

Bobby's new teacher was an inexperienced person. In fact, this person was hired because there was a shortage of teachers.

This teacher made no attempt to help Bobby adjust himself during this difficult period. Each school should have a trained counselor to help children adjust themselves to difficult situations.

A counselor could have helped this child when he needed help most. He was left to wander alone in the solution of his problem.

The new teacher needed guidance and adjustment on this first job. The new teacher was more interested in the paycheck than in helping the children.

The new and inexperienced teacher scolded Bobby and humiliated him before the other students. The teacher told him, "You will never amount to anything."

You will be one of those who stand on the street corner. You will be a bum." This stinging remark coming from the teacher crushed Bobby's spirit. The teacher will never know how cruelly she injured the child. The child could not defend himself against the teacher, so he withdrew to himself. He sought refuge in imaginary characters. Bobby's home life had been interrupted and he was disturbed by the teacher at school, was now very lonely and grief stricken. He refused to play with other children, especially those children whose fathers were not in military service. There was a defense which he retroverted to which probably in his mind caused him to feel that those children whose fathers were not in service felt superior to him.

Bobby felt that there was no one he could explain his problem to. His younger brother could not understand or sympathize with him. His mother was grief-stricken and worried about being separated from the husband and father. She unconsciously transplanted her fears to him. She and he were both grief-stricken. Here the mother should have been able to give comfort and guidance, and she was not.

The school which should have been able to help Bobby had failed in a time of crucial need. The

teacher, who should have been a friend to him, had failed so completely until he began to hate and distrust school teachers. This became a defense, the dislike of school teachers. He considered school teachers his bitter enemies. School teachers became a symbol to him. A symbol of something for him to distrust.

Bobby began to dislike school. He thought that the teachers and the students did not like him. He began to stutter. This was really an escape. Where he should have been secure, he felt insecure.

I think that a teacher should give each child a sense of security. A teacher should take time to be personally acquainted with each child. Each child is an individual and should be treated as an individual. There are some children who need individual instruction. American education is set for the average child. The exceptional child and the shy or underprivileged child are both neglected to a great degree in the public school system.

3 (d) Bobby's Feeling of Insecurity

Bobby was very insecure in his personal feeling. His home life had been interrupted, and his father who

was his hero, was torn away from him and was in danger. Bobby suffered untold grief because his father was away from home. The reason for Bobby's shock was the grief for the danger of his father. The danger of his father, gave a great feeling of insecurity. This child had worshipped his father as a hero. That his father was in danger was more than the emotional system of Bobby could stand.

We know that he and his mother both suffered the same feelings. He knew that his mother and the other adult members of the family were worried and deeply upset about the father. The sympathetic, tender hearted child suffered as much or more than the adults. The mother had the sympathy of adults. She knew that other adult people were sharing her grief. Bobby was suffering because of the separation of his father, but there was no one to share his grief with him.

Bobby knew that his mother would cry sometimes, so he sympathized with his mother, but there was no one for him to share his grief with. Now the case worker learned that the child was twisted in his emotions.

He had the idea that people thought a boy was not supposed to cry or show signs of weakness. Bobby kept

his thoughts to himself. He attempted to live up to the expectations of the world while grieving with a broken heart.

Bobby shared his mother's grief and sympathized with her. But there was no one to share his grief. He turned to his pets and toys. While he was with his pets he could feel secure in the knowledge that his pets needed, trusted and depended on him. He would feel relaxed and secure as long as he had something to depend on him.

Bobby became very protective and possessive toward his younger brother. In this way he felt that he had someone to protect and to possess. He knew that the younger brother became possessive toward him and also his mother. He could not realize that the younger brother was reacting the same way in which he himself was reacting.

The younger brother was copying the attitudes of Bobby. The younger brother was secure in the knowledge of his brother protecting him. He depended on his brother for security. He was too young to grieve for his father.

^c
(e) The Cause of His Insecurity and His Reactions

Bobby had a deep-seated cause for feeling insecure. It is natural that when a person is interrupted in his home life he will have a definite reaction. Bobby's insecurity was caused by an interruption in his home life and a humiliating experience in school.

The cause of his insecurity was a real experience, and not an imaginary one. He suffered agony through his experiences. He was emotionally upset. He reacted as would be expected for him to react. A shy child unable to cope with the world, in a grievous situation, went about solving his problem in the only way he knew to solve it. Perhaps he did not solve the problem, but he did alleviate some of his suffering by withdrawing to his imaginary world.

If Bobby had been an adult with such shock, perhaps he would have suffered a mental shock, or would have turned into a neurotic person.

A lot of neurotic people suffer shocks. They refuse to discuss their problem with anyone. They worry themselves into a semi-mental state. They will act like a child in many instances as a means of escape.

Another incident occurred at this period to upset Bobby further. The great aunt who had been living there became partially blind, and she became so ill until she found it was necessary to return to her home. There was another disruption in the home. Another relative came to live with them. The relative was harsh to the children. There was no sympathy for the children. She made Bobby do quite a bit of work at home. She would say, "You spend too much time with those pets. Your mother has so much to do. Your daddy in in danger every moment, day and night, there is no time for foolishness."

Now the child just completely retroverted from most adult people. He and the younger brother refused remain at home unless their mother was there. Bobby would feed his pets and get ready to accompany his mother.

The young child began to cling morē closely to his mother. While Bobby attended school the younger refused to leave his mother.

The mother failed to notice the reaction of the children. She did not know why they changed their

attitudes so rapidly. This was the only way that they could combat the adult person and protect themselves. They reacted the only way they knew how to react.

the handicap of fear and uncertainty and lack of self-confidence. The lack of self-confidence was his greatest problem.

Children are sensitive, and can tell if a person is sincere with them. So Bobby knew that I was sincere in my efforts with him.

Bobby was an adolescent boy. I realized that he was likely to change his ideals rapidly. I knew that he needed guidance, but that a person must not be pushed into making decisions to please someone else.

The adolescent period is very important in the life of anyone. During this period, it will require a great deal of patience to deal with the adolescent and his problems.

I knew that Bobby would require individual help. I determined to let him believe that I had confidence in his ability and was anxious to help him succeed.

The adolescent will sometimes rather confide in a person not related to him. I let Bobby know that he could bring his problems and questions to me.

2/1/50 2 is Here
2/3/50 The First Week

August 1-5, 1950

I. Getting Acquainted

I was first acquainted with Bobby at their place of business. He walked with me to my home and to the place that I had decided to use as a classroom. I talked with him in

order to find what interested him most. I encouraged him to talk in order to find what had caused his apparent scholastic retrogression. I could easily see that some type of disturbance had occurred. I asked him about his hobbies and favorite sports. At first he was shy and did not seem to care to talk.

II, Introduction of Subject Matter

A. He was given a prognostic spelling test. It was discovered that he was very poor in spelling. He lacked confidence in himself.

B. He was given the principles of arithmetic. Addition was explained as putting together, subtraction as taking away, dividing as putting one number into another number, multiplying as increasing one number by another number. On Friday evenings we studied the Church School lesson.

C. English, reading, health, and social studies and art were explained as subjects of interest. It was explained that some subjects are tools. A tool is something to work with. Reading is a tool subject. The assignments were made.

The discovery was made that Bobby had a terrible distrust of school teachers. The psychological approach was used. I knew that it was best to build up his own self-esteem and self-confidence. Bobby was told, "You are a fine person. You can do anything you want to do. Oh! I am sure that you are

going to excell all the others in your studies." I knew that it would not do to break through the reserve that he had built around himself. The pupil was treated as a friend, and given polite, courteous answers to questions. He was given a chance to tell me about the schools he had attended. He was a very poor reader. Bobby was encouraged to read everything that interested him.

Second Week

August 7-12, 1950

Bobby was shy, modest, and retiring. He lived in an imaginary world with imaginary characters. Bobby was fifth grade and did not know how to read or spell. He was embarrassed about being unable to read or spell. Another discovery was that he was interested in the game method. The game method was used in building words.

The serious handicap of reading and spelling was never mentioned to him. Very quietly and kindly I suggested that we build words and construct sentences. By using this approach, I was able to give him the basic needs of reading and spelling without letting him know of his problem. The game method was used in arithmetic. But it was discovered that he was accurate in his arithmetic. The reason for this is that he helped in the place of business and was accurate in making change. The fact that a person learns by doing remains true.

Bobby was allowed to talk about the things which interested him. He was not interrupted, but was listened to patiently and quietly.

Within three days time of the second week he gained a deep interest in building words and reading stories. In this way his self-confidence and self-esteem improved a great deal.

I knew that I could soon discover what had caused Bobby to have an emotional disturbance. It was necessary that I find the reason for the disturbance in order to help him overcome it. Bobby never knew that he was being observed. I always made it a point to be as kind and courteous to him as I would be to an adult. The questions he asked were always answered quite truthfully and politely as if he were an adult person.

During the latter part of the second week a discovery was made which gave me the key to Bobby's problem. Some of the boys from the school he attended were on the playground when he passed coming to attend class. The boys said very loudly, "Bobby, you are so dumb until you have to go to school summer and winter." "You know the teacher said you would never amount to anything. Three of the boys followed him into the classroom. Very kindly and quietly I told the boys not to call anyone dumb. It was explained that many successful people are not brilliant.

Third Week

August 14-19, 1950

Now that I knew one of the real reasons that Bobby was distrustful of teachers, I could work on the solution of the problem.

He gained confidence in me since I had defended him from the rude boys, and had gotten very close to him. Bobby told me that some of the teachers were partial to those boys, and that one teacher had told him, "You will never amount to anything. Your parents give you everything you want, but you will be a street corner bum. There are plenty of children that would appreciate the opportunity you have. Your parents give you too much."

I listened quietly to Bobby and did not interrupt his story. I told him that he could succeed in anything if he tried hard enough.

I made it a part of my program to visit the teachers. I talked with them. One of Bobby's former teachers made these remarks: "Bobby is backward. For a while he could read very well, and was excellent in other subjects. But all at once he became backward, and began to stutter, and began reading poorly. He can solve arithmetic extremely well on paper, but cannot recite in class. He knows English and can write well, but he would not talk in class. I do not know what happened to him."

I am sure the teacher never realized that her unkindness had caused Bobby to retrogress instead of progressing.

It was discovered that another occurrence which happened at this time served as a disturbing factor to the child. The father was called into the navy. He became insecure in his feeling. He felt lost and alone. The father, who was his hero, was separated from him. When he needed his father most, he was away. In school the teachers were unkind to him. They would encourage the better students, and praise them. The slow students were not given any special attention. For consolation, the boy turned to his imaginary world and friends. He lost confidence in himself. He was afraid to attempt to answer questions.

Bobby responded to kindness. He was the type that can be led and directed, but never driven. The kindly understanding approach was best to use with him. He would become stubborn if he was scolded.

I knew that the disturbances in his life had caused him to suffer an emotional disturbance. I could now begin to give Bobby corrective help.

Fifth Week

August 29-September 2, 1950

During this week Bobby improved very much. He was a bit afraid and uncertain. Bobby informed me that the public schools

would open the day after Labor Day.

His parents were attempting to send him to the private school. I advised his parents and also Bobby to enroll in the public school and then transfer to the private school.

The father visited two private schools other than the Atlanta University Private School for Children.

The Seventh Day Adventist School, which is operated by the Seventh Day Adventist Church, had accepted their number of students for the school year. The father was told if any vacancies occurred he would be notified.

When the father went to the Catholic school and talked with the principal, he was treated very kindly. He was told to send Bobby to visit the principal of the Catholic school the next day. The principal was surprised to see Bobby. The principal said, "I thought you were a little fellow. You are very large." Bobby was treated very kindly. He was asked his age, and if he was a member of the church. Bobby gave his age and also said that he was a member of the Baptist Church. He was asked some Bible questions, and he answered them.

In the afternoon, the principal called Bobby's father and informed him that there were only limited facilities at the school, and that they would be unable to accept Bobby, but there was space for the younger child.

The Catholics simply reserved their facilities for students that they could easily convert to Catholicism.

At the end of the week Bobby informed me that he would enroll in the public school the next week. He asked me about the school at Fayetteville, "Will you all have Labor Day off?" I told him no, that we would not have Labor Day off. It was explained to him that since Fayetteville had what is called the divided session, we would have school. He asked about the divided session.

It was explained that Fayetteville was in a cotton growing area. School opened in Fayetteville the first of October and closed the early part of May so that the children could help in the cultivation of the crop. School re-opened in July and closed during the early part of September so that the children could help pick the cotton. It was explained to him that the divided sessions are carried on in many farming areas.

Bobby said, "I would not like to attend a divided session."

There was an improvement this week in Bobby as he recited the lessons. Each day Bobby had a lesson in each of the following subjects: reading, spelling, arithmetic, English, health and social science study. Bobby was interested in the lessons. He was reliable, dependable and happy when someone trusted him. Every Friday he would bring his church school book in order that I could help him with his church school lessons.

Sixth Week

September 4-8, 1950

On September 5, 1950 Bobby and his brother enrolled in the public school. Books were issued to Bobby and his brother from the public school system. Bobby made a high I.Q. when he was given the test at the opening of school. Each day I helped Bobby with the lesson assignment that was made at school.

Bobby was warned not to tell anyone that he planned to transfer to the private school. He was careful not to tell anyone of his hope to attend the private school.

Bobby was improving in the reciting of the lessons. He liked English, reading, social studies, arithmetic and art, but I noticed that he disliked spelling very much. I finally discovered that Bobby had been slapped by a teacher because he misspelled two words when he was third grade. I knew then that he had a psychological association of spelling with that teacher. This incident had formed a block in his mind concerning spelling.

Seventh Week

September 11,--15, 1950

During this week while Bobby was attending the public school, his parents were seeking to enroll him in the private school of the Atlanta University System.

His parents were happy to learn that the new principal of the private school lived in their neighborhood. Bobby's parents talked with the principal. The principal was assured that the parents were willing to pay any amount of money for their children to secure a good education.

Bobby was improving in his lessons. When he learned something, he would not forget it. During the week, I gave him a series of tests. I was happy over the results. Bobby's parents were concerned very much about him. I warned them not to be over anxious about him. I told them that Bobby was improving, that once he learned something he always remembered it. I told the parents to give Bobby kind, firm guidance, but to never humiliate Bobby or scold him in the presence of others.

Eighth Week

September 18-22, 1950

The private school opened this week. Bobby transferred from the public school to the private school. Bobby had to take the entrance test. The test was the progressive test used in the Minnesota schools. Bobby passed the test with a fifth grade score.

Bobby returned the books to the public school which were issued to him at the opening of school. When the students learned that Bobby was going to the private school they said good-bye. The students were sorry for Bobby to leave. He

told the students he would continue to live in the neighborhood. Bobby was issued books by the private school. The books contained the same general material that is found in the average fifth grade books. It was decided by Bobby's parents that I would remain as a private teacher to Bobby. The parents were anxious that he receive the best instructions.

My lesson plan was to cover the work of the assignments, and to give general information. I would assist him in the lesson assignments.

Bobby was acquainted with the teachers at the private school. He had attended there during the summer school. At the private school, the classes were not overcrowded as in the public school. The students could receive better instructions. Bobby was a student that liked hero stories. He was fond of travel stories, pictures, and map studies. Bobby would bring travel maps that his father brought him from the airport. Some of the maps were world maps. Some were maps of the United States. Bobby liked to study the maps. He was interested in how long it would take to travel by plane to the different parts of the world, by travelling at a certain number of miles per hour. Bobby was fond of drawing and coloring maps. He was excellent in drawing. Whenever he saw something that interested him, he would draw it. If he attended the movies,

when he arrived home he would draw the movie picture.

In the private school, Bobby was encouraged to take art.

Ninth Week

September 25-29, 1950

Bobby showed interest in his studies at the private school. He was improving in reading. His writing was good, but I noted a slight improvement. Bobby's English and arithmetic were extremely good. The social studies were interesting to Bobby. He was about average in those studies. The health class was taught as physical exercise. Each student was required to go to the gymnasium for the exercise. Bobby liked to play games which were conducted during the exercise period. He was also interested in learning facts of general interest.

Beside the assignments during this week, Bobby learned some general facts. He learned that Texas is the largest state in the United States of America. Georgia has the second highest number of counties of any state. He learned that Rhode Island is the smallest state in size, and Delaware has the least number of counties of any state. He compared Texas, with two hundred and forty-four counties, with Delaware which has only three counties. He discovered that Texas is many times larger than Delaware. He learned that California is the second largest state, in size. New York has more people than any other state. Once he learned a fact he did not forget it. Bobby

was interested in playing games and acting out the things studied. Bobby was excellent in English. He could correct the sentences neatly and correctly. I encouraged Bobby to read a great deal. He asked many questions about stories and pictures. When children ask questions it shows that they are thinking of something that is not clear to them. They should be given a truthful answer.³

Bobby was able to adjust himself to the new surroundings and environment.

I constantly gave Bobby reviews so that he would remember the basic facts of the subject matter. My aim was to give Bobby a knowledge of the subject matter. I wanted him to build a stronger foundation. He had a weak foundation. My experience in working with children had brought out the fact that a poor foundation would later handicap the student.

Tenth Week

October 2-6, 1950

Bobby was steadily improving in reading. The teacher at the private school was not so interested in the problem of Bobby. She accepted him as a student, she did not personally

3. Bro. Margueritte Harmon, When Children Ask, Willett, Clark & Company, Chicago, New York, 1940. Page 5.

seek him out or give him special attention. The subjects in which he was weakest, I gave special attention.

Bobby was a keen observer. He had received an emotional shock and he was on the defensive against a recurrence. Bobby said that the children at the private school were snobbish.

He had the idea that the teachers were snobbish in some ways also.

Bobby had complete confidence in me. He knew that I had complete confidence in him. I was glad to have gained Bobby's complete confidence. I would not give him any reason to mistrust me, or to doubt my sincerity about him.

Twelfth Week

October 16-20, 1950

Bobby was progressing nicely. He was anxious to maintain his score in English and arithmetic. He was given a test at the school and made the highest score of anyone in his class. I gave him an extensive review before the test.

Bobby was happy over this fact. Now that he was able to successfully pass the test, he was able to think of the subject matter as something important. In the afternoon alone with me as his teacher, Bobby knew that he was the center of attention. He was sure of an answer to his questions. In the classroom Bobby knew that he was not the only person there. That was one reason why he was shy and did not readily express himself. He

was not the aggressive type of person. If he was not called on to recite, he would not volunteer. The shy, modest student needs encouragement and assurance.

I planned several game methods from the lesson for Bobby. He enjoyed the game method very much. The series of game lessons was so fascinating to him, he said, "I like this way better than the way the teacher at the school uses."

Bobby made the school's football team. He became interested in football. He was given some football stories to read.

Thirteenth Week

October 23-27, 1950

During the week Bobby made steady progress. He was anxious to succeed. This ambition was deep within him. Bobby's reading was progressing at a steady rate. He selected several books from the Children's Library of Atlanta University. Bobby was interested in English, arithmetic and social studies. He was given drills in spelling. The method used was to have him spell the words orally, and then to write the words. He improved in spelling.

Bobby possessed a vivid imagination. I knew that it was natural for boys to possess imagination and to day-dream. It was highly important that his imagination be directed along constructive lines. I attempted to inspire him to high ideals.

Bobby was given a test in school during this week. He was happy over the results of the test. He was proud that he could pass the test successfully.

Fourteenth Week

October 30-November 3, 1950

During the week Bobby had an enjoyable time. On Halloween Bobby and some of his friends attended a Halloween party. At the party they played games. Bobby won first prize in the number game. This increased the respect of his classmates for him. He was happy over this fact. I was glad that Bobby progressed as he gained confidence in himself. As he gained self esteem and confidence, he made steady progress in the lesson assignments. He continued to improve in his reading. In English and arithmetic he continued to be extremely good. In the social studies he continued to make steady gain.

Each week-end I would make a report to Bobby's parents. In this way Bobby's parents were informed of his improvement. I was able to observe Bobby and his parents at work together. He was very efficient and accurate in his work at the place of business.

Once I checked a record book at the place of business which Bobby had filled out for his parents. I found that it was correct.

Bobby progressed steadily. He was interested in reading stories which he selected. In this way interest in reading was created. During the week, Bobby maintained a high score in English and arithmetic. He improved in spelling. I realized that it would be some time before the spelling score would be excellent. The unpleasant experience that he had in spelling had caused him to dislike spelling. The shock of the emotional block was imbedded deeply in his mind. Bobby's subconscious mind had absorbed the emotional shock and had taught him to fear the spelling lesson. Bobby's score was excellent in the subjects he was interested in.

Bobby possessed a variety of talents. He has great skill in working with his hands. He can design and draw. This proves that he has an excellent mind and skill. He can be given guidance in a mechanical or professional career. His parents have assured him that they are prepared to finance his education and training.

Sixteenth Week

November 13-17, 1950

During the week, Bobby's score remained unchanged, except for spelling. He improved slightly in spelling.

Bobby and I worked out a unit on coal. He learned some interesting facts concerning coal. He learned how a coal mine is operated. Bobby was surprised to learn that more homes are heated with coal than any other fuel in America. Bobby's home nor the place of business uses coal. Gas and electricity heated both places.

Bobby was given a test by the teacher at school, and I gave him the same test, only I changed it a great deal. Bobby made a better average under me than he made under the teacher at school.

Bobby's parents were a bit upset about this incident. I explained to Bobby's parents that I understood him, as an individual, and did not expect him to do group thinking and group work. I was teaching an individual. The teacher at school considered the group. At school he was with a group. But with me he was an individual.

Seventeenth Week

November 20-24, 1950

Bobby was progressing nicely. His reading had improved a great deal. Spelling was improving steadily. He maintained

a high average in English and arithmetic. Bobby was enjoying the health exercises in the gymnasium.

The health teacher had the students to make health charts and color them. The chart that Bobby made was the best in the entire class. The chart was very neat. Bobby colored the chart with beautiful crayons.

During the week, Bobby used modeling clay to model things he was interested in. He modeled an airplane, the field and the crew. He modeled the school, the teachers and the students of clay. Bobby attended a football game. He made models of the football field, the players, the timekeeper, and the coach. He erected his clay models according to scenes on cardboard. He was proud of his skill in modeling.

Eighteenth Week

November 26-December
1, 1950

Bobby progressed nicely in the lesson assignment. He was anxiously awaiting the Thanksgiving holidays.

During the holiday season Bobby improved almost miraculously. His parents sent him to the bank with a large sum of money. He deposited the money for the family. His parents had been sending him to town to pay bills, but money was in check form. This was the largest amount of cash he was ever trusted with. He became interested in the operation of the bank. He asked many questions about the bank. He wanted to know why banks

will pay one rate of interest on money which is deposited in the bank and will charge a higher rate of interest on money which is loaned out. It was explained to him that the banks build their assets in that way. After his visit to the bank, Bobby became interested in problems of interest and compound interest and discount and percentage.

He gained self esteem and confidence. He was happy that his parents trusted him enough to send him to the bank. He admired his parents more than ever before.

Nineteenth Week

December 4-8, 1950

During this week, Bobby and I worked out a unit on iron and the use of iron the mankind. This unit was in addition to his assignments. He was anxious to learn the facts about iron. Bobby expressed surprise that iron ore, was mined out of the ground. It was explained that the ore was sent to a smelting plant. After the ore is separated for dirt and foreign matter, the iron is made into rough pieces of iron called pigiron. Later it is made into tools of usefulness.

I could tell that the disturbance which caused his shock earlier in his life was receding into the background.

The students in the school began looking forward to the Christmas program. Bobby helped decorate his classroom. Now that the school was decorated, Bobby decorated his home.

He and his brother secured the permission of their parents to go to the downtown area to see the Christmas decorations. The largest store in the city had lovely decoration. Christmas in other lands. Each window had a scene of a foreign land. He enjoyed the scenes of Christmas in other lands. He decided that he would like a manger scene, to add to the decorations which he already had. He purchased the scene and also some colored lights.

Bobby read the stories of how Christmas is celebrated in other lands. He said, "I am happy to have a Christmas tree in my house and also to have Santa Claus.

Bobby and his brother began writing out a list of what they wanted. They wanted their parents to get a television set.

Twentieth Week

December 11-15, 1950

Bobby continued to progress. He was anxious to color pictures and maps. He liked to study maps. Bobby maintained a high score in English and arithmetic. His reading and spelling had improved a great deal.

At school, during this week, they prepared for the Christmas program. Bobby was enjoying the activities at school. Bobby said, "Our school will close December 19 and will reopen January 3, 1951." I informed him that I would be leaving December 16. I helped him prepare lessons in advance.

Bobby was looking forward to the Christmas holidays with pleasure. He purchased gifts for the family and relatives.

On December 15 I told him good-bye, and that I hoped him a very merry Christmas. He returned my greetings.

Twenty-First Week

January 2-5, 1951

During the Christmas vacation, Bobby did not study any lessons. But his scores remained unchanged after the holidays. I expected a slight loss, but was happily surprised that it did not occur.

Bobby told me about what happened during the Christmas holidays. He said that the school program was a great success. All of the students exchanged names and exchanged gifts. He told me about the church school program at his church. Each person present received a gift from the Santa Claus. Bobby had assisted in distributing baskets to the sick and needy of the church. He said to me, "I always enjoy Christmas so much. I wish it were longer." I accepted his statement without a comment. It was a natural expression of this boy. I did not let him know that he had a long Christmas vacation--longer than many students' in other schools.

He was glad to be back in school. Bobby told me how much money he earned during the holidays. He gathered a great deal of scrap iron, which his father sold for him. He washed

his uncle's car, and cleaned yards for three homes. He had saved most of what he earned. Bobby began concentrating on saving more money.

Twenty-Second Week

January 8-12, 1951

Bobby was glad to be in school again. He continued to be very happy and cheerful with me. He was doing fine with me. But the teacher in the private school would scold him.

I went to visit the school, and there was a conference between the teacher and I. She was surprised when I spoke in high terms of Bobby. I showed some of his work to her. I told her that he was the type of person that can be lead or directed, but never driven.

Bobby was called into a room away from other students, the teacher concealed herself, and observed his response to me. She said, "He responds to you much better than he responds to me." She was surprised at the difference in the grade Bobby made when she gave the test and the grade he made when I gave the test. She said, "You have him alone in a class and can devote all of your time to him; I have a large group and cannot devote any personal time to him.

She also said, "He is excellent in arithmetic." "I cannot understand him at all." I told her that a person learns what he needs to know. Bobby knew that he needed to know arithmetic.

He knew the value of arithmetic in business. Therefore he learned arithmetic.

Twenty-Third Week

January 15-19, 1951

Bobby continued to maintain excellent scores in the subject matter which interested him. I used the drill method plan. He absorbed a great number of facts by the use of this plan.

I applied what was taught to me by my major professor, the professor of Religious Education at Gammon Theological Seminary.

The method used was to give a person something related to his personal life. Professor Grant S. Shockley was the professor of Religious Education.

Bobby's self-confidence and self-esteem were firmly re-established. He continued to be a hero worshipper. The hero could be Biblical, historical, national or local. He relived the adventure with the hero. He liked to listen to the detective stories on the radio. Bobby began to read detective stories and crime solution.

Twenty-Fourth Week

January 22-26, 1951

Bobby was given a progressive test at school. He received the fourth highest average in the classroom. He made

the highest score of anyone in arithmetic. In English he made the second highest score. Bobby's writing was excellent. He passed the intelligence test, and was found to have a high intelligence quotient. This surprised the teacher at the private school.

I used another method which created interest for spelling with Bobby. The method was the use of synonyms and homonyms. For example, he was given a list of words to look alike pair, pear, pare, words pronounced alike, but different in spelling and meaning. He was given such words as birth and berth; desert, dessert; bow, beau; sow, sew; tear, tare; wear, ware. Words with a prefix and words with a suffix were given Bobby. He was directed to look up the meaning of those words and write sentences containing the words correctly used. This method fascinated Bobby. He became interested in selecting the right word.

It was surprising how well he could use the dictionary. He could use the dictionary better than most high school students.

Twenty-Fifth Week

January 29-February 2, 1951

Bobby continued to maintain an excellent score.

He was forgetting the disturbance which caused him to have an emotional shock. The psychologists would say that

it was receding into the innermost sub-conscious mind. But it is dangerous for something to linger in the sub-conscious mind. It may return later in life and cause serious trouble. It may cause loss of memory or insanity.

In order to help Bobby forget his unpleasant experience, I attempted to give him pleasant memories of a friendly association with a teacher as a counselor and friend.

I was anxious to find some way to help Bobby completely forget the shock. I suggested to his parents that they share simple make-believe secrets with the children and note their reactions. The parents agreed to sponsor this experiment, and observe the children. The father selected Bobby, the older child. The mother selected Charles Everett, the younger child. When the father confided a simple secret to Bobby, he would not talk with his mother. His father was his hero; he trusted him, and would not violate the secret between the father and himself.

The mother would share a secret with the younger child. He would tell the secret and was very jealous of Bobby and his father. He jealous because of Bobby's size and strength. After his father began sharing secrets with him, Bobby became closely attached to him, and began to tell him his most innermost thoughts. He was anxious to measure up to his father's

expectations. But he was not the aggressive type of person. He remained sympathetic, kind and refined. The experiment was successful, but it created jealousy.

Twenty-Sixth Week

February 5-9, 1951

Bobby improved his socre. He was interested in the subject matter. He now could work out the lesson assignment alone. But I would check all of his work very carefully. He read stories and then he would draw the interesting events of the story, and then would color the drawing. He continued to model things.of interest in clay. At school the students modeled a complete village. They showed the value of how each person in the community assists in helping each other. In this activity unit Bobby modeled the policeman. Bobby purchased a large supply of modeling clay. At home he modeled an entire village. He showed the importance of each person. Bobby arranged the village in orderly fashion on cardboard. He drew the village and colored it. He has a large collection of articles which he prizes highly. Bobby has a corner in the garage where he keeps his things--things which other people wouldn't value, but which to him are vitally important.

Every adolescent child needs a place that they can call their own, a place where other people will not pry into their belongings.¹ There are known cases of adult people returning

¹. Cole Luella, Adolescent Psychology. New York, The Macmillan Company, 1940.

to look through their accumulation of adolescent belongings.

Twenty-Seventh Week

February 12-16, 1951

Bobby continued to maintain an excellent score in the subject matter. In the classroom he was not brilliant, but he was steady. Here the teachings of the great educator John E. Dewey were used. Dr. Dewey says: "Begin where there is an interest, and conduct the work around that interest."²

Bobby's keen mind and sensitive nature rebelled against the unpleasant experience. I suggested to his parents that they assure him that he was a source of joy to them, and that they believed in him. Never allow him to feel that he was not loved, cherished, and accepted. The parents assured me that this was true and that they would assure Bobby of this fact. He was attempting to please his parents and the teacher. I told Bobby to never allow anyone to crush his spirit. He was developing a complacent attitude about the teachers at school. Very kindly and quietly I assured him that teachers are friends to students. Bobby set high ideals for himself. He was going to live up to them. He measured all people by his father. He worshipped his father. He loved his mother and brother, but he held his father as a supreme being. He would read his father a story each night.

Twenty-Eighth Week

February 19-23, 1951

Results in Evidence

Bobby had regained complete confidence in himself. He was able to make a good score in spelling. Bobby would now study his lesson assignment. If I offered help in pronouncing a word, he would say, "I know that." If a word was hard to pronounce, he would prefer spelling it to getting help. He was now developing the independent attitude. He liked to select the books he was going to read.

The students organized a bank in the school. Bobby was elected treasurer for his room. His parents said Bobby would talk endlessly each night about the amount of money in the school bank. He took pride in the school bank, and was careful about the money. His parents said that he then decided to save every penny he could get. He became extra careful about the books in their place of business. Each afternoon he would carefully count and record the amount of money or the amount to be collected. He took great pride in keeping an accurate record.

Twenty-Ninth Week

February 26-March 2, 1951

Results in Evidence

Bobby began reading extra books. He would select books at the library to read. He could tell excellent stories.

He delighted in telling about his pets. He wrote a story to be told in class. The story was about his dog.

Bobby maintained an excellent score in the lesson assignment. His arithmetic was excellent. His interest in problems in money, cost, distance and price remained. Bobby was interested in arithmetic because he knew that there was a need for arithmetic. English was another favorite subject. He was able to answer many questions in health and social studies. He was given another intelligence test. He had a very high intelligence quotient. He was able to maintain an excellent score in spelling.

Thirtieth Week

March 5-9, 1951

The principal of the school suggested to Bobby's parents that he be allowed to try himself alone. The principal thought that he was becoming too attached to me. It was thought that he would suffer another shock if he became too attached to me.

He was reviewed in all the work he had covered. It was found that he possessed a keen mind and an excellent memory.

Bobby was given a series of tests on the work he had covered. He maintained excellent scores on the tests. Bobby was given a final test. It was found that he had mastered

the subject matter extremely well.

The results prove that there are no dumb people, but that there are some who may not understand as easily as others. Everyone can learn if the right approach is used. It is the work of the person working with the individual to find the right approach.

This concluded my weekly reports on my work with Bobby.

✓
CHAPTER IV
Bobby
MY WORK WITH WALLACE EUGENE

(a) Building His Self Confidence

When I first met Bobby I knew that the beginning of the solving of his problem was to build his self-confidence and esteem. Very quietly his self-confidence was built up in giving him responsibilities. He was proud of responsibilities. He believed that when responsibilities were given to him it showed that he was trusted. This helped to build up his self esteem and confidence more than anything else.

Every one must feel trusted and important in order to do their best work in life. Bobby was no different in this respect from anyone else.

Adult people seek the approval of society in order to have confidence and self esteem. Parents seek the approval of their children. Husbands seek the approval of their wives. Wives seek the approval of their husbands. Children will seek the approval of their parents

or their brothers and sisters, if there are brothers or sisters. If a child does have those people and places to seek self assurance and esteem, he will seek out school mates or teachers in order to gain confidence in himself.

Bobby was deprived of those avenues of assurance. The home life in his case was disrupted. The mother was upset, the younger brother could not understand or sympathize with him.

Bobby's emotional shock had left him feeling that he had no security.

The teacher at school did not attempt to help him.

The worst thing that happened to Bobby was the loss of confidence in himself. He lost his sense of feeling important. He was grief-stricken and heart-broken. He was in need of sympathy and guidance.

The approach used was to work in close cooperation with his parents in restoring his self esteem and confidence without letting him or his parents know what was being done. The method used proved successful in the case of Bobby. The more he was trusted the greater his confidence became in himself and in his parents.

The parents began sending Bobby on important errands, and he improved rapidly. He began talking to his father and telling him some of his secret thoughts. The father was warned never to appear disinterested or rude to him. No matter how absurd he seemed, the father was told to always listen to him.

The father took Bobby into his confidence and showed him how to work the combination to the vault where money and **valuables** were kept. The father told him, in case of fire, and mother and I are away, you are to get little brother out of the house; if there is time, open the vault, get the money and all the papers. I expect you to see about little brother first, if he is present.

The father cautioned Bobby not to tell anyone about the combination. He promised that he would not tell anyone the combination. One day the mother said, "Bobby, I have forgotten the combination. Please tell me the combination. I want to get the contract for the car. It is time to pay the insurance for another year." Bobby refused to open the vault while his mother remained in the room. After the vault was opened the mother secured the necessary paper. She asked, "Bobby, why

wouldn't you tell me that combination"? He replied, "Daddy told me not to tell anyone the combination to the vault." The mother said, "Your daddy would not have minded your telling me." Bobby said, "Mother, I promised Daddy that I wouldn't tell anyone, so I couldn't tell you." The mother laughed and said, "Oh, you and your daddy."

Bobby was proud of the fact that he was able to open the vault when his mother had failed to open it. He considered what his father told him as a sacred trust.

He seemed to think that his mother loved the younger brother better than she did him. He felt that his father favored him the most. This was his reason for clinging to his father. When I made the discovery that Bobby had this idea, I attempted to guide him around this feeling.

I assured him that his mother loved him just as much as she did the younger brother. But it was pointed out to him that everyone expected more of him than was expected of the younger brother. It was shown him the things he could do that the younger brother could not do.

He was proud of the fact that his younger brother was dependent on him.

I did not tell the mother of his belief, but it was tactfully suggested to her to occasionally tell him something and tell him not to tell his younger brother.

One reason why he would not receive the confidence of his mother with as much reverence as was placed on his father's confidence was that he associated his mother with school teachers. This was a significant belief with him because all the teachers he was ever connected with were women teachers. He thought of his mother as he thought of the school teachers. He clung to his father as being different and as being a hero for him.

One day shortly afterward, the mother gave him a sum of money to carry home. She said, "Bobby, you carry this money home. Don't let little brother know you have it." He was happy to be trusted with the money. He left little brother in the yard playing with the rabbits, and put the money in the vault.

VI
CHAPTER XI

BOBBY'S INTEREST IN OUTSIDE ACTIVITIES

Movies

Bobby was interested in the movies to the extent that he would attend each day if he would be given the opportunity by his parents. He was permitted to go twice each week.

He had a vivid interest in serial pictures. He liked wild westerns and war pictures. Bobby remembered the stories of the pictures very well. When he returned from the movies, he would draw the pictures. He also liked to attend the movies on Bank Night to see who would win the jack pot. This was interesting to him. He was eager to win himself.

Bobby knows all the leading movie stars. There are hero movie stars whom he rates higher than others.

Clubs

Bobby was interested in club activities. He had joined the Boy Scouts two years before I met him. The summer before, he had spent two weeks at the Boy Scouts Camp. He was interested in explaining the camp activities. He explained that at camp you lived and worked by the clock.

He continued to explain that at camp the boys arose at a certain time, bathed ate and dressed by the clock. There were activities of interest in camp each day. There were swimming lessons, safety lessons, wood carving and wood craft lessons and boxing. Bobby was interested in all lessons. The lessons he liked best of all was boxing. All the lessons were taught by experienced men. Bobby enjoyed being at camp. He hopes to return each year.

The boys had access to the Young Men's Christian Association equipment, and that is where the classes were held. This Boy Scouts Camp is located in Augusta, Georgia.

Bobby has already begun to save money to help with the expenses of his trip this year.

Church and Church School

Bobby was interested in church and Church School activities. He is a member of the church and Church School. He also is a member of the junior choir and junior usher board of his church. He serves regularly on the junior usher board and sings once each month in the junior choir.

The pastor and his wife are very much interested in the progress that Bobby makes in his studies. Bobby always takes an active part in all picnics or hikes, or any type of entertainment given by the church. He thinks it is great fun to belong to the youth organizations of his church. He said, "The boys and girls in the Church School are friendly to one another."

The Christmas play, portraying Santa Claus, was a great success. Everyone present enjoyed the play. The Church School secured the tree and decorated it. Everyone present received a gift from Santa Claus. Bobby was one of the Santa Claus helpers. He assisted in distributing the gifts.

Baskets were given by the church to the sick and needy. Bobby delivered two baskets. He was happy to

deliver them. It is very easy for Bobby to become a strong church worker.

If the church will keep Bobby actively engaged, he will not drift away from it.

Now is the important time in the life of Bobby. If he is nurtured by the church and the Church School, he will remain in the church. If not, he will drift away from the church, seeking fellowship and friends elsewhere.

The Church must have excellent programs for young people like Bobby. There are thousands of young people who are allowed to drift away from the church.

I sincerely hope that Bobby will not become one of those allowed to drift away from the church. The church has the young people in the early part of their lives. The church can keep them, if the right type of program is developed.

Bobby loves and respects the church. This should develop more as he matures.

CHAPTER VII

CONCLUSION AND RECOMMENDATIONS

It was a great source of pleasure to work with Bobby over a period of nine months to watch him change from a shy, retiring, introvert, living in an imaginary world to a fine young fellow with high ideals and convictions, worthwhile.

Bobby and I had many long friendly talks. He gained confidence in me and considered me as a teacher, counselor, guide and friend.

I am an adult person with whom he could share his innermost thoughts and secrets. Through my association with him, I was able to guide him into a trustful, wholesome relationship with other adult people. When he had gained self confidence and self esteem, he improved in his school work.

I remained in close contact with his parents. In this way, I was able to give some guidance to them on Bobby's problems. He became happy and well adjusted. He became active in playing with other children.

In concluding this report, it is important for each person to think of each child he comes in contact with to think of them as a personality.

Let every adult person remember that each child is very important. Children should be treated as individuals, and not as a group.

One falacy in the public education system of America is that there is set up a program for a group average. The exceptional child and the slow child are not included in the program for the average public school.

Let everyone be on the alert in helping the exceptional child and the slow child.

In America public school education, mass material is used as on the production line, mass information is given out. Mass learning is expected.

There is more need in America today for specialized instruction. I would like to make some recommendations concerning Bobby and his future. Now, I feel assured that Bobby can succeed. He has a high

I.Q. He is very polite and intelligent.

I would recommend that Bobby is given personal attention in his school work. If he attends a school where the teacher cannot give him personal guidance in his school work, the parents should assist him and always give him help in getting his school work.

Bobby is the type of person who must have someone close to him that he can depend on. It may be his parents, teacher, scoutmaster, counselor, friend or pastor. Some adult person should always be available for Bobby to confide in. The person that Bobby confides in should never violate his trust to him. If Bobby tells him something in confidence, the person should be careful not to let Bobby lose confidence in him. I recommend that parents should be given counseling in guidance. This counseling could be given weekly or monthly. The P.T.A. could assist in this type of work.

The Adult Bible Class could serve as a child guidance training program.

I would like to recommend that all school teachers take a course in child guidance.

Bobby's parents have decided to send to the Military Academy which is located in Virginia.

I could not recommend a military school for Bobby, knowing that he needs special attention. Bobby is kind and sympathetic. If he is thrown into a military school, I fear that his spirit will become crushed and broken. It would be a hard matter for him to adjust himself if he suffers another emotional shock. He should be given training by kind teachers. I would recommend that if necessary, Bobby be educated in a private school by teachers trained in guidance of children. I would further recommend that Bobby always be given an honest answer to questions.

When children or young people ask questions, they should be given a truthful answer.

I will not only recommend truthfulness for Bobby, but for all the children everywhere. Regardless of race, color or creed, children deserve honest, kind, firm and fair treatment.

Let everyone be truthful in dealing with a child. Let each child be assured of an opportunity to develop his talent in the pursuit of his own interests and to the benefit of humanity.

Teach the child early in life that they have a right to life, liberty, and the opportunity to be useful.

Bibliography

- Bro , Margueritte Harmon, When Children Ask
New York: Willett, Clark and Company, 1940.
- Cole, Luella, Adolescent Psychology
New York: The Macmillan Company, 1943.
- Dewey, John E., Educational Psychology
New York: Charles Scribner's Sons, 1939.
- Monroe, Joesph B., Education of Handicapped Children
New York: Houghton Mifflin Company,
- Rogers, Carl R., Counseling and Psychotherapy
New York: Houghton Mifflin Co., 1942.
- Thompson, Walter P., Child Guidance and Counseling
New York: The Macmillan Co., 1921.