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Master's thesis in education, 1925.







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THE VISITING TEACHER IN THE JUNIOR HIGH SCHOOL

By

Cloudsley Morington Lockman

B. S. (Kansas State Teachers College) 1917

THESIS

Submitted in partial satisfaction of the requirements for the degree of

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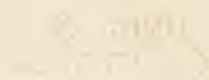
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HANS K. HALLER, M.D.  
AND  
WALTER J. RAY, M.D.

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## Chapter I.

## INTRODUCTION

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"Wherever life studies are made of the inmates of prisons, it appears over and over again that they did not get along well in school. They were insubordinate, idle, truant, etc. ... It would seem as if the school had the power, if it had the wisdom, largely to prevent the development of crime and criminals. ... The school already knows too well the possible future of the boy who grows restless in the third grade, steals in the fourth grade, plays truant in the fifth grade, and becomes a general nuisance in the sixth grade. It is naive to suppose that all the boy needs is punishment and stringent discipline. He needs help, and help of the kind which springs not only from good will and kind intentions, although these, too, are necessary, but from scientific knowledge of human motives and behavior." (3)

In dealing with children in school, teachers from the earliest times of which we have any record, used the rod as an instrument of discipline. It was not only employed to develop will, endurance, and self-control, but it was also resorted to for treating physical illness and disease. The social misfit, the pupil of low mentality, the child from the uncooperative home, and the boy suffering from some unsuspected ailment were often subjected to pitiless and severe punishments. A certain German teacher boasted of "having administered



911,527 blows with his cane, 7,905 boxes on the ear, and 1,115,800 slaps on the head." (9) No one will ever know how many sick, sub-normal, and poorly adjusted children were among his victims.

Our American children to-day are not the target of the school master's cane nor the punching bag for his strong right arm, yet in some respects their treatment is no less harsh. The poorly adjusted child who takes his physical body to school day after day but allows his mind to wander among his interest far afield; the pupil who is retarded because of some illness of which his teacher is unaware; or the youth who is on the verge of delinquency because of some mental or social failure, would gladly take a beating if that would only drive out the trouble that haunts him. Such afflictions cannot be driven out with the rod, neither can they be dispersed with a cutting reprimand. A sick, discouraged, or maladjusted child must have the treatment which his case demands, but such treatment should be administered before the child passes into the stage of delinquency. Too often the teacher does not know what is wrong with the pupil, therefore she is unable to recommend the proper treatment and he drifts on and on until he arrives in the juvenile court or some other undesirable stopping place.



At one time our schools were small and each teacher knew her pupils intimately but to-day, large classes have decreased that close association which is so important in pupil guidance. It is little time that the average teacher has for visiting the pupil in his home or outside of the class room. Her knowledge of individual likes, dislikes, ills, and aspirations are too limited to be of much assistance in dealing with problem cases. She is also untrained in home visitation and in diagnosing cases.

The visiting teacher movement was inaugurated to assist in the solution of this vital problem. Working on the assumption that "It is easier to prevent delinquency than to cure it;" and at the same time endeavor to save boys and girls from some of the agonies of mal-adjustment, the movement is rapidly working its way into the schools over the country.

In 1922, one of the thirty visiting teacher demonstrations under the direction of the Commonwealth Fund program for the Prevention of Delinquency was established in Hutchinson, Kansas. This report deals with the work of <sup>the</sup> visiting teacher in the Sherman Junior High School of that city, over a period of three years. The writer was closely connected with the work since he was principal of the school for five years, including the three years during which the





demonstration was in progress. The purpose of this investigation and compilation of the findings is to ascertain whether or not the Board of Education is justified in taking over the visiting teacher work as a part of the school's own program.

The information furnished by the visiting teacher in dealing with one hundred and five cases is the principal source of data.

"The Visiting Teacher Movement, With Special Reference to Administrative Relationships," by Julius John Oppenheimer of Stephens Junior College, Columbia, Missouri is the chief source of secondary data.

...



## Chapter II.

## BACKGROUND OF THE MOVEMENT

In 1921 the visiting teacher movement was well on the way, but since that date the idea has gone forward more rapidly than ever before. In that year the public schools had so well established the work that the National Association of Home and School Visitors and Visiting Teachers thought seriously of discontinuing the visiting teacher program in New York. The Commonwealth Fund asked that the National Association continue its work and assist with the program in the prevention of delinquency. The stimulus that the Commonwealth Fund added to the movement gave it the proper impetus for an increased program. The sudden extension of the work carried it in many directions. This was brought about by funds being made available to add additional members to the visiting teacher staff. The plan of their program was <sup>to</sup> inoculate the whole country with the idea of using visiting teachers in the public schools.

A five year program for the prevention of delinquency had been adopted by the Commonwealth Fund, November 9, 1921.

"The program included four related phases: (1) to establish psychiatric clinics through the national committee of Hygiene, for the study of difficult



pre-delinquent and delinquent children in the schools and in the juvenile courts and to develop sound methods of treatment based on such study; (2) to develop through the Public Education Association of the City of New York, the work of the visiting teacher, whereby the invaluable early contacts which the school system makes possible with every child may be utilized for the understanding and development of individual children; (3) to provide, through the New York School of Social Work, courses of training along sound lines for those who are qualified and who desire to do work in the fields of visiting teachers, psychiatric social workers and probation officers; and (4) to extend by various educational efforts the knowledge and the use of methods, through the Joint Committee on Methods of Preventing Delinquency, comprising, among others, the executives of the other three divisions." (1)

The following statement sets forth the objectives of the Commonwealth Fund in dealing with delinquents:

"Only very recently has there come to be some conception that early study of the individual who is out of adjustment, and scientific diagnosis of his social difficulty, may make possible a considerable degree of prevention; that carefully differentiated treatment -- physical, mental, and social -- based on such a diagnosis, may produce results quite salutary, as may be found in the physician's practice -- may even direct many a young offender on the pathway toward good citizenship instead of toward the life of the 'repeater'.

"To the Commonwealth Fund it has appeared that for the child who is tending toward the delinquency, who fails to 'get along' in his school, home, or neighborhood environment; who is troublesome or 'different'



or 'mal-adjusted;' who comes for the first time before the juvenile court - for him the greatest single need is that he be accurately and adequately understood; that his problems, difficulties and motives be appreciated -- in short, that the decisions as to what is the best thing to do for him be based on a thorough-going knowledge." (2)

Under the Commonwealth Fund program visiting teachers were placed in as many different communities for a three year demonstration. The purpose of this project was to locate these demonstrations in as varied social, industrial and educational environments as possible, some in rural communities, some in congested districts, and others in average situations. They were to carry on the visiting teacher work for a period of three years with the idea in mind of demonstrating "the value of their work in the adjustment of children whose behavior, environment or mental condition prevents them from profiting fully from their school opportunities, and to permit the permanent establishment of such service, locally supported." The Commonwealth Fund pays two-thirds of the salaries of the visiting teachers and the local boards pay one third. The demonstrations are carried on through the Boards of Education, under the general supervision of the superintendents of schools but the technical supervision of the work is under the direction of the executive staff of the National Committee.

Dr. Howard W. Mudd, Director Public Education Association of the City of New York is chairman of the National Committee





of Visiting Teachers for the Prevention of Delinquency.

The places chosen for the thirty demonstrations were:

Berkeley, California; Birmingham, Alabama; Bluefield, West Virginia; Boone County, Missouri; Burlington, Vermont; Butte, Montana; Charlotte, North Carolina; Chisholm, Minnesota; Coatsville, Pennsylvania; Columbus, Georgia; Detroit, Michigan; Durham, North Carolina; Eugene, Oregon; Hutchinson, Kansas; Haron County, Ohio; Kalamazoo, Michigan; Lincoln, Nebraska; Monmouth, New Jersey; Omaha, Nebraska; Pocatello, Idaho; Racine, Wisconsin; Richmond, Virginia; Rochester, Pennsylvania; Rock Springs, Wyoming; San Diego, California; Sioux City, Iowa; Sioux Falls, South Dakota; Tucson, Arizona, Tulsa, Oklahoma; and Warren, Ohio.

As stated in the study made by Dr. Oppenheimer, the visiting teacher work prior to 1921 had been established in many schools. Since the placing of the visiting teachers for the Commonwealth program many other school systems have added the work to their programs. The writer has been unable to find out how many of the demonstrations that have been in operation three years have been taken over by the schools. In some cases the full time has not expired.

The outstanding characteristics of the movement now lead us to believe that a wider expansion is before us. If even a part of



the thirty demonstrations is successful in influencing the Boards of Education to continue the work, it means that the visiting teacher movement will be in operation in many parts of the United States. The place that has been given to the work in the public schools and the recognition it has received from the Administrative force have made its effects far reaching. The importance of the work is making greater demands for efficient visiting teachers. Much of the success of the movement depends upon the ability of the force sent out to do the work.

Hutchinson, Kansas, ... with a population of 23,000 was one of the thirty communities selected for a demonstration of the visiting teachers work. In the fall of 1922 Miss Pauline Fairchild was sent there to become the visiting teacher, working under the Commonwealth program. The result of her three years work influenced the Board of Education in voting to take over this work and also in adding an additional trained visiting teacher to the school force.



### Chapter III

#### THE SITUATION AT THE SHERMAN JUNIOR HIGH SCHOOL

The Sherman Junior High School was erected in 1915 on the site of the first school ever built in Hutchinson, Kansas. It is located in the older part of the city with three railroads hemming it in and with the heart of the business section of the city less than three blocks away. The district is bounded on the south by the Arkansas river, on the east by large manufacturing plants, on the west by negro and Mexican settlements, and on the north by the newer residential section of the city. There are a few blocks of residences within these boundaries that are considered some of the best of the whole city, but for the most part the Sherman district is populated with the laboring class. There are some negro and Mexican families that contribute to the school enrollment which during the period of the visiting teacher demonstration averaged six hundred pupils. Of that number five percent was negro and three hundredths percent was Mexican.

The environment of certain sections of this locality is not conducive to ideal school conditions. Little shacks almost ready to tumble down stand on either side of the three railroad lines passing through the city. Along the river banks are families



living in tents, cook shacks, and poorly constructed huts. If cheap rent is to be had anywhere in the city it is within the Sherman boundaries. This attracts the transients and the poor class of people. In the spring semester of 1924 a check was made to ascertain what percent of the pupils enrolled in January remained till the close of school. The findings showed that twenty five percent had moved from the city, transferred, or dropped out. The monthly reports in 1922 showed a high percent of tardiness, absence, truancy, and failures. Many cases of discipline were confronting the teachers and the principal every month. Investigations made attributed much of the trouble to broken homes, to those who were "here today and gone tomorrow," and to those who were out of adjustment either in the home or in the school. Punishments were not employed to any great extent because most of the cases demanded other treatment.

The size of the school and the extent of its boundaries made it practically impossible for the teachers and the principal to meet the situation with any degree of adequacy. A health nurse visited the building one half day per week and rendered valuable service in health cases, and sometimes gave side lights on other individuals, but the school needed some one to treat those who were suffering from other ailments. The whole school was feeling





the effects of individuals who were out of adjustment either at home or at school. The City Superintendent was aware of all of these facts when he assigned Miss Fairchild to the Sherman Junior High School for two days each week during her three year demonstration period. It was not the idea of those in charge of the work that the whole situation could be cleared up in three years, but it was believed that the Sherman School offered an ideal field in which the Commonwealth Fund program for the Prevention of Delinquency might carry on its work. The limited time allotment and the advanced stage of many of the cases handicapped the work considerably. In fact Miss Fairchild spent so much of her time on a few of the chronic delinquents that pre-delinquent cases suffered to a great extent.

A sympathetic corps of twenty three teachers cooperated with Miss Fairchild in dealing with the problem cases in the school. These teachers had managed admirably in working with cases in the past, but there were too many underlying difficulties which they could not reach. The teachers had been largely responsible for the development of the fine school spirit that existed in the institution. They made use of every activity in fostering a better feeling and exerted every effort to help those who were out of adjustment.

The school curriculum was flexible enough that individ-



ual needs could be well taken care of, and the proper adjustment made as soon as the needs were discovered. Besides the academic subjects, classes were organized in many lines of pre-vocational training. Facilities for extra-curricular activities made it possible to hold the interest and keep many of the older and retarded pupils in school.

...



Chapter IV.

HOW THE VISITING TEACHER ORGANIZED FOR WORK.

Miss Fairchild took up her duties as visiting teacher in the Sherman Junior High School early in the fall term 1922. She did not plunge blindly into case work, but first became familiar with the school in matters of policy and routine. After several conferences with the principal she became acquainted with the records and also gained much information regarding individuals in the school who were to be studied. At a special meeting of all the teachers the purpose of the work and the plans for carrying it out were placed before them. The teachers displayed much interest in the new movement and expressed a desire to be of assistance. At the first meeting the principal asked for the cooperation of all the teachers. He stated that he knew they had been looking for relief in many of their extreme cases, but to not expect the relief to come immediately because it would take time to diagnose a case, recommend treatment, and bring about an adjustment.

The plan devised for reporting pupils gave the visiting teacher a good method of checking all cases. When a class room



teacher found in one of her classes a boy or girl who was causing trouble, failing, or was difficult to handle in any way, she was first to exhaust her own efforts to bring about an adjustment but if she failed she was to report the case to the principal. This was done by filling out a three by five form made especially for such a report. The card carried the following information: classification, pupils name, date of birth, address, father's name, date of the report, and the reasons for referring the case to the visiting teacher.

After this card was handed to the principal, he investigated to see if the case should be carried to the visiting teacher. If he deemed it important enough to be taken to her he added any available information that the office had to the card before sending it to her office. This plan not only gave the visiting teacher a good outline of the case before going into it, but it also prevented a teacher from reporting a case with out first using every means to correct it herself. It was clearly understood that the teacher still remained the responsible party that she was before the movement was inaugurated.

Knowing that the visiting teacher had just two days per week to devote to cases in Sherman, and since there were over six hundred pupils on the roll, it was decided that none but the most urgent cases of delinquent and pre-delinquents were to be handed to Miss Fairchild. This new source of help did not mean that the





principal could shift the disciplinary responsibility of the school over to the visiting teacher. In fact it increased his responsibility because the cases were to be diagnosed, treatment recommended, and a follow up made to determine the extent of the adjustment. It was the principal's duty to see that the facilities for this work were made as favorable as possible. The mal-adjusted pupil was no longer considered an incurable and permitted to draft out of the school as an easy means of dismissing the whole affair. The new idea that the delinquent or the pre-delinquent child was afflicted with some derangement that was responsible for his condition became the paramount thought in connection with disciplinary cases. Knowing that delinquency is easier to prevent than to cure the principal and the teachers were urged to be constantly on the watch for pupils who should be labeled pre-delinquents. This not only prevented a further drift towards the juvenile court but it also opened up a bigger field of responsibility with a challenge that made the principal and the teachers think in broader terms of problem children.

...



Chapter V.

THE MANNER IN WHICH THE VISITING TEACHER HANDLED THE CASES

During the three years when the visiting teacher, working under the Commonwealth Fund program was demonstrating to the citizens of Hutchinson the need for such a work in the schools, a total of one hundred five Sherman Junior High School pupils were studied by her. To some this number may seem too small, while to others it may seem too large. This makes an average of thirty-five pupils per year or about one per week since the school year consisted of thirty-six weeks. Two days each week, inclusive of time for monthly and annual reports were given over to Sherman pupils. One who is familiar with the work of the visiting teacher knows that two days is a short time in which to diagnose a case, make arrangements for treatment, and then keep check on the results. Miss Fairchild believes that too many cases were undertaken to get the best results. She maintains that more intensive work should be done in the future.

The following outline of the case work procedure will reveal the cause of the demand for intensive study and the need of liberal time allotment.



When a case had been approved by the principal and referred to the visiting teacher she began at once adding data to the information on the card. She first explored the office records and consulted the principal about the general attitude of the pupil in school previous to the time of being reported. She then consulted each of the child's teachers in order to get information in regard to his class room attitude. She next made arrangements to meet the child in her office. This meeting was planned at a time when it would least interfere with class work.

The cordial attitude of the visiting teacher, the display of interest in him, and the comforts of the office usually won him over so that he showed no fear or resentment. His whole situation was approached through a conversation about his likes and dislikes, his pet hobbies, his favorite subjects and teachers, and the manner of spending his leisure time. The assurance that was given the child by the visiting teacher that she would not divulge any of the conversation they carried on, gained his confidence and opened up new avenues of information. He was not told that some teacher had reported him as a case, but he was made to feel that a friendly interest was being shown in him. The visiting teacher expressed a desire to meet his parents and the child was given the opportunity to make the arrangements for the visiting teacher



to come to the home. The child was usually less resentful if he was approached about his own situation before any mention of it had been made to his parents. Upon being dismissed from the first conference he was usually consulted as to plan for another meeting in the future.

The home, and in many cases the factor that held the key to the whole situation, was next in line for investigation. tactful approach was even more necessary in entering the home than in dealing with the pupil. So many parents were unwilling to admit that there was anything wrong with their children. Others admitted that the child was a problem and gladly entered into a plan to help. It required a lot of diplomacy to deal with the parents of one hundred five problem children in addition to the children themselves. The evidence often proved that the parents were a greater problem than the child. In many instances the parents had become bitterly opposed to the school after listening repeatedly to the complaints of a maladjusted boy or girl. In other cases economic pressure had weighed down so unceasingly, that the father and mother had a distorted view of life in general. Occasionally a heart broken mother who had had great dreams of a future for her son or daughter would tell her pathetic story. Some homes showed evidences of comfort and plenty while others were no more than a roof. These and many other situations confronted the visiting





teacher in her work. Discouraging as things seemed at times she worked for three years to prove that her work was needed in the school. This little poem by Amanda Matthews Chase, Home Teacher Anafia Street School, Los Angeles, California, expressed the attitude of the visiting teacher.

"Home teacher am I,  
A district my domain.  
I walk its length and breadth  
As one who can, to help,  
As one who can, to teach.  
Sometimes I weary,  
Heart wearies, soul wearies  
Ah weariness,  
Close not the door between my district  
and my domain.

"Ignorance I meet  
And quaint culture,  
Gleams amid the sordid,  
Salvation and deviltries,  
Exaltations and miseries.  
Sometimes faith goes lame,  
Lame and foot sore.  
Ah halting faith,  
Close not the door between my district  
and my domain.

"Wonderful it is  
To know intimately  
Streets and streets of souls,  
Who fling into my lap  
Their sorrows and catastrophes.  
Sometimes I fail for lack of love,  
Loving<sup>g</sup>s not always easy.  
Ah lazing love,  
Close not the door between my district  
and my dream."

With the diagnosis completed recommendations were made for an adjustment. It required an ingenious person to plan treatment for some of the peculiar cases that were discovered.



Use was made of all outside agencies that could be employed. The civic clubs, the churches, the health clinics, the associated charities, and private citizens were called upon to render a particular service as it was needed. Within the school the teachers and the principal rendered such service as special supervision, readjustment of program, special courses of study, and in a few cases furnished lunches for some of the poor children.

Following is a list of some of the concrete things the visiting teacher did in her work.

- (1) Assisted under privileged boys in getting into the boy scouts and the Y. M. C. A.
- (2) Was able to secure positions for pupils who needed work.
- (3) Found homes for three children who needed better home influences.
- (4) Encouraged the Kiwanis Club to sponsor three delinquent boys.
- (5) Encouraged the Cooperative Club to sponsor one boy and send him to school.
- (6) In one follow up case even after the girl had been out of school and from under Miss Fairchild's care for several months an endeavor was made to get her established in a position.
- (7) Cooperated with the nurse and made arrangements for clinical treatment in many cases.
- (8) Took shut in mothers of home problem children out for a ride in the country.
- (9) Helped girls to get into the Girl Reserves when they were unable to maintain membership.



- (10) Made arrangements with Sunday School teachers for pupils to get started to Sunday services.
- (11) Talked before all of the civic clubs one or more times explaining her field of work.
- (12) Cooperated with the probation officer in handling delinquent cases.
- (13) Cooperated with the associated Charities in rendering aid to needy families.
- (14) Interviewed parents in regard to childrens' personal history, habits, temperament, and interests.
- (15) Analyzed the child's neighborhood environment.
- (16) Solicited the family's cooperation where the child was falling below the school's standards.
- (17) Aided mothers in planning home work for children so that it would not handicap and hinder them.
- (18) Advised parents of community agencies that would assist them in their difficulties.
- (19) Secured the services of the city health nurse in cases where members of a family were seriously ill.
- (20) Cooperated with the health officers by reporting cases of contagious disease.
- (21) Conferred with parents in regard to improper associates of their children.
- (22) Reported immoral influences of a neighborhood to the proper authorities.



- (23) Investigated the home conditions of pupils trying to secure work papers.
- (24) Recommended changes in classes and in programs for individuals out of adjustment.
- (25) Made suggestions regarding promotions of certain pupils.
- (26) Assisted the principal in many cases not mentioned among the one hundred five, especially in intermittent attendance cases.
- (27) Furnished information to the teachers in dealing with problem cases and advised them as to methods of procedure in dealing with certain pupils.
-





## Chapter VI.

## FINDINGS OF THE VISITING TEACHER

The records of the visiting teacher show that the one hundred five cases sent to her were referred for the following reasons:

- (1) Scholarship
- (2) Conduct
- (3) Home conditions
- (4) Attendance
- (5) Health

The meaning of each of the five causes just named is,

(1) Scholarship includes:

- (a) Supernormality
- (B) Retardation
- (c) Deficiency in lessons
- (d) Precocity
- (e) Program adjustment
- (f) Other scholarship reasons, such as danger of repeating grades, misapportionment of time on subjects etc;

(2) Conduct and behavior -- not incidental behavior or conduct which is peculiar, unusual, and



different which include:

- (a) Misconduct in and out of school
- (b) Suspicion of moral delinquencies
- (c) Personality traits which include the difficult child, the neurotic, the queer and unsocial child;

(3) Home conditions which include:

- (a) Poverty
- (b) Improper guardianship
- (c) Parental carelessness
- (d) Lack of cooperation with the school;

(4) Attendance and tardiness which include:

- (a) Employment of child
- (b) Lateness and intermittent attendance due to home conditions that require adjustment, and

(5) Health, which includes:

- (a) Special defects which require special treatment but are not nurses' cases. //

Table No. 1, shows the distribution by numbers and sex of reasons given by the principal and the class room teachers in referring pupils to the visiting teacher. Forty eight boys and fifty seven girls were reported. The number included eighteen boys and twenty nine girls. The greatest number referred for any one cause was forty seven



Table No. I.

Reasons given by the teachers and the principal for referring pupils to the visiting teacher.

Showing the distribution by numbers and per cent of reasons given.

Reasons	Boys	%	Girls	%	Total no.	Percent of total
1. Scholarship	9	60.0	6	40.0	15	14.3
2. Home conditions	5	31.2	9	56.2	14	13.3
3. Conduct	16	51.5	11	40.7	27	25.7
4. Attendance	18	36.3	29	61.7	47	44.8
5. Health	0	0.0	2	20.0	2	1.9
Total	48		57		105	100.



for attendance. This number included eighteen boys and twenty nine girls. The large number coming in this item was due to the fact that in many cases poor health, scholarship, conduct, and home conditions contributed to poor attendance. A more careful study of the cases before referring them to the visiting teacher, no doubt would have caused a different reason to be given in some instances.

The next highest number was charged with poor conduct. The number of boys in this item exceeds the number of girls. However, a few of the girls reported for this reason were some of the most difficult cases handled, and it was impossible to bring about an adjustment in such cases in some instances.

The number listed under scholarship was fifteen, nine boys and six girls. This shows that poor class room work was not one of the two major difficulties that the teachers were encountering. There were others who were doing poor work but attendance, conduct, and health were stated as the direct causes of the poor record.

"Home conditions" was fourth on the list with fourteen, five boys and nine girls. This difference can be accounted for by the fact that girls of junior high school age need more home attention than do boys of the same age. Girls are more apt to reveal their home circumstances than are boys.

Health is credited with the smallest number in the list of reasons. Two girls and no boys were reported. The





underlying cause of some of the other cases was poor health yet the teachers had only seen the outward results.

In some respects the findings in the Sherman Junior High School coincide with those of Mr. Oppenheimer in his investigation. He found that twelve percent more girls than boys were dealt with. We have found that eight and seven tenths percent more girls than boys were reported to the visiting teacher. We found that in comparing the reasons for reference by sexes when the percents within each sex were taken, there was little difference except in the case of conduct and health. In this report there is a greater difference. In scholarship the boys made up sixty percent of the cases while the girls totaled only forty percent. The girls registered twenty eight and six tenths more cases of home conditions than did the boys. In conduct the boys were eighteen and six tenths higher than the girls. The difference in attendance was twenty three and four tenths more girls. One hundred percent of those reported for health were girls.

...



TABLE No. II.

Reasons pupils were referred to visiting teacher and the fundamental difficulties found. Showing the variation of the fundamental difficulties which the visiting teacher found underlying the cases which were reported for some specific reason by the teachers and the principal.

Fundamental difficulties found by the Visiting Teacher	Reasons given to visiting teacher when cases were referred.												Percent.
	Scholarship		Home Conditions		Conduct		Attendance			Health			
	B	G	B	G	B	G	B	G	B	G	B	G	
School mal-adjustment.	2	0	0	0	7	2	7	1	0	0	16	3	18.1
Family un-cooperative	0	0	1	2	0	0	1	3	0	0	2	5	6.7
Unfavorable environment	1	0	0	2	4	8	4	19	0	2	9	31	38.1
Scholastic inability	6	3	0	0	2	0	1	0	0	0	9	3	11.4
Little or no home supervision	0	0	2	4	2	0	2	2	0	0	6	6	11.4
Financial need.	0	0	1	1	0	0	0	0	0	0	1	1	1.9
Health	0	3	1	0	1	1	3	4	0	0	5	8	12.4
<b>Total</b>	<b>9</b>	<b>6</b>	<b>5</b>	<b>9</b>	<b>16</b>	<b>11</b>	<b>18</b>	<b>29</b>	<b>0</b>	<b>2</b>	<b>48</b>	<b>57</b>	<b>100</b>

(Grand Total (105) )



## DIFFICULTIES FOUND BY VISITING TEACHER

Table No. 11 checks the difficulties found by the visiting teacher against the reasons for which the pupils were referred to her. This table reveals the mistaken judgements of the teachers in many cases. It also impresses upon one the necessity for more than surface findings in dealing with problem children. That old saying, "you cannot tell by looking at a frog how far he can jump" might be restated for school work to read, "You cannot tell by looking at a problem child what is the matter with him." The fundamental difficulties found by the visiting teacher were,

- (1) School mal-adjustment
- (2) Family uncooperative
- (3) Unfavorable environment
- (4) Scholastic inability
- (5) Little or no home supervision
- (6) Financial need
- (7) Health

The teachers reported fifteen cases for reasons due to scholarship, but the visiting teacher discovered that two of these were caused by school mal-adjustment, one by unfavorable environment, three by health and the other nine by scholastic inability.



TABLE No. III.

TREATMENT prescribed for the cases as found by the visiting teacher.  
Showing the number receiving added attention in the six methods of  
treatment.

Added  
attention  
to

## CASES AS FOUND BY THE VISITING TEACHER

Class work:	School mal-ad- just- ment	Family uncoop- erative	Bad en- viron- ment	Scholas- tic in- ability	Little or no Home Super- vision	Finan- cial need	Health	T.	%T.
	3	1	2	11	0	0	1	18	17.1
Conduct	4	0	6	0	0	0	0	10	9.5
Attend- ance	2	4	8	0	2	0	0	16	15.3
Health	0	0	0	0	0	0	9	9	8.6
Mental Attitude	3	0	5	0	1	0	3	12	11.4
Home con- ditions	7	2	19	1	9	2	0	40	38.1
Total ..	19	7	40	12	12	2	13	105	100





Only fourteen cases were received, charged with unfavorable home conditions, but the visiting teacher found that there were seven where the family was uncooperative, forty with unfavorable environment, two with financial need, and twelve with little or no home supervision. These four classes might be grouped together for study. They comprise more than fifty percent of the entire number under observation. This is evidence that a better adjustment is necessary between the school and the home.

Proof that more than circumstantial evidence is needed in dealing with problem cases is shown by the fact that the teachers reported just two health cases while the diagnosis by the visiting teacher discovered thirteen who were in need of health supervision. Six of the additional eleven had been charged with poor attendance, one with home conditions, and three with scholarship.

#### Treatment Prescribed.

Table No.III shows the treatment prescribed by the visiting teacher for the fundamental difficulties found. Added attention was recommended in

- (1) Class work, which includes:
  - (a) readjustment of standing
  - (b) Change of subjects
  - (c) Special supervision
- (2) Conduct, which includes:



- (a) Attitude towards teacher
- (b) Class room conduct
- (c) Attitude out of school, and
- (D) Attitude towards the school;

(3) Attendance which includes:

- (a) Tardiness
- (b) Absence and
- (c) Parents' part in attendance;

(4) Health, which includes:

- (a) Clinic Care
- (b) Proper diet
- (c) Better clothing
- (d) More regularity
- (e) Plenty of sleep

(5) Mental attitude, which includes:

- (a) Idea of inferiority
- (b) Belief that ill health pursues
- (c) idea that teachers hold grudge, and
- (d) That school work is too hard

(6) Home conditions which include:

- (a) Poor shelter
- (b) Uncooperative home
- (c) Improper food
- (d) Financial status
- (e) Social group of neighborhood, and



## (f) Broken Home and need of supervision.

The following data show how many received added attention and in what way it was given:

- (1) School mal-adjustment:
  - (a) Class work, three
  - (b) Conduct, four
  - (c) Attendance, two
  - (d) Mental attitude, three
  - (e) Home conditions, seven
- (2) Family uncooperative
  - (a) Class work, one
  - (b) Attendance, four
  - (c) Home conditions, two
- (3) Bad environment
  - (a) Class work, two
  - (b) Conduct, six
  - (c) Attendance, eight
  - (d) Mental attitude, five and
  - (e) Home conditions, Nineteen
- (4) Scholastic inability
  - (a) Class work, eleven
  - (b) Home conditions, one
- (5) Little or no home supervision
  - (a) Attendance, two
  - (b) Mental attitude.



(c) Home conditions, one

(7) Health

(a) Class work, one

(b) Health attention, nine, and

(c) Mental attitude, three.

These findings show that more than thirty eight percent of all those treated had added attention given to their home conditions. The cases handled in the other five ways were rather evenly distributed.

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### Most Effective Treatment

In many cases these first recommendations were found to be insufficient and other means were sought. The most effective treatment administered in the one hundred five cases reported to the visiting teacher is shown in table No. IV. The five most effective measures used in dealing with the pupils were personal supervision, cooperative agencies, adjusted programs, family cooperation, and the juvenile court.

The findings are over whelmingly in favor of personal supervision and family cooperation as the most effective measures in dealing with cases as found by the visiting teacher. The former was applied in thirty seven and one tenth percent and the latter in twenty six and seven tenths percent of the total number of cases. Cooperative agencies helped most in eighteen and one tenth percent, while adjusted programs relieved the situation most in eight and six tenths percent of cases. The juvenile court was appealed to in nine and five tenth percent of cases. In some instances when all other agencies were appealed to and failed to bring about results, if the child were incorrigible the juvenile court was used as a last resort. In some juvenile court cases noticeable improvement was made.



TABLE NO. IV.

ANALYSIS of final estimate of measures found most effective, showing measures which the visiting teacher found to be most effective, analyzed by fundamental difficulty found.

## FUNDAMENTAL DIFFICULTIES FOUND BY VISITING TEACHER

Measures found effective :	Scholas- tic in- ability	Family incoop- erative	Bad in- viron- ment	School mal ad- justment	Health	Letts or no home Super- vision	Fin. T.	T.	%T.
Personal supervision (Teacher : & V.T.) :	2	4	15	8	3	0	0	39	37.1
Cooperative agencies :	1	0	8	3	5	0	2	19	18.1
Adjusted Programs :	8	0	1	0	0	0	0	9	8.6
Family co- operation :	2	1	10	7	5	3	0	28	26.7
Juvenile court :	0	2	6	1	0	1	0	10	9.5
<b>Total</b>	<b>12</b>	<b>7</b>	<b>40</b>	<b>19</b>	<b>13</b>	<b>12</b>	<b>2</b>	<b>105</b>	<b>100</b>



### The Outcome of Cases

The outcome of the cases is the important part of the whole program. Table No. V. shows what had become of the one hundred five cases at the end of the three year demonstration. Forty one, or thirty nine percent had quit school; twenty seven, or twenty five and seven tenths percent had left the city -- some, no doubt were in school elsewhere; twenty one, or twenty percent were still in school at Sherman; eleven, or ten and one half percent had been promoted to the senior high school; three, or two and nine tenths percent had been transferred to another school; two, or one and nine tenths percent had been sent to the industrial school. There was positive proof that thirty three and four tenths percent of the cases were in school somewhere at the close of the period. Of the twenty seven pupils who moved from the city we have no assurance that they entered school elsewhere, nor do we have proof that they did not enroll in other schools. It is safe to say that some did, because they were within compulsory attendance age. However, we do have records to show that forty one pupils dropped out of school entirely. Fifty three percent of those reported for scholarship, seven percent of those reported for home conditions, forty one percent of those reported for conduct, forty five percent of those reported for attendance, and none



of those reported for health had dropped out of school before the three year period was completed.

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TABLE NO. V.

Outcome of Cases

SHOWING what had become of the one hundred five cases and the reasons why they were referred to the visiting teacher

Outcome of cases :	REASONS GIVEN TO VISITING TEACHER WHEN REPORTED						
	Scholar-ship :	Home con-conditions :	Conduct Attendance :	Health Total :	Total %.		
Promoted to H.S. :	4	0	3	4	0	11	10.5
Still in Sherman :	1	8	4	7	1	21	20.0
Left City :	2	4	8	12	1	27	25.7
Transferred to other schools :	0	1	0	2	0	3	2.9
Sent to Industrial School :	0	0	1	1	0	2	1.9
Dropped out. :	8	1	11	21	0	41	39.0
Total :	15	14	27	47	2	105	100.0





### The Extent Cases Were Adjusted

Table No. VI. shows the five causes for referring pupils to the visiting teacher, and to what extent the pupils thus reported were adjusted. In checking up on each case there was found to be no adjustment, a partial adjustment, or a marked improvement. Of the fifteen pupils reported for scholarship, two showed no improvement, ten were partially adjusted, and two showed a marked improvement. Two of the home conditions cases were not improved, four were partially corrected, and eight showed satisfactory results. The conduct cases resulted in twelve failing of improvement, ten showed signs of yielding to an extent, while five showed gratifying results. Eighteen attendance problems were never solved, fifteen showed some results, and fourteen were credited with marked improvement. One health case could not be re-established but the other one was placed in good standing.

These data show that thirty three and one third percent of the entire number showed no improvement, thirty seven and one tenth percent showed partial improvement, and twenty nine and six tenths percent showed marked improvement. The number showing improvement might have been increased had it not been for some moving from the city before the visiting teacher was given ample time to get results from her work. The status of the pupil at the time he dropped out or moved



away was used in classifying him in table VI. In many cases before pupils dropped out or moved from the city, partial or marked improvement had been noticed.

There were no standardized criteria for measuring the extent of improvement. In the case of each pupil, improvement had to be estimated.

This was done by the visiting teacher, the class room teachers and the principal by comparing his standing before being reported with his standing after treatment had been applied. By watching the pupils' conduct and attitude, and after his records were reviewed he was finally classified as unimproved, partially improved, or greatly improved. In a majority of the cases showing improvement there was also an increase over his previous scholastic standing.



TABLE NO. VI.

SHOWING extent cases were adjusted and the reasons given for reporting the cases to the visiting teacher.

Extent of Adjustment :	REASON GIVEN TO VISITING TEACHER WHEN REFERRED						
:	Scholarship	Home conditions	Conduct	Attendance	Health	Total	Total %
No improvement :	2	2	12	18	1	35	33.3
Partial Improvement :	10	4	10	15	0	39	37.1
Marked Improvement :	3	8	5	14	1	31	29.6



### Attitude of Pupils and Parents

Table No. VII shows the attitude of the pupils and the parents toward the visiting teacher.

Fifty three and three tenths percent of the pupils and fifty two and four tenths percent of the parents were cooperative. Twenty four and eight tenths percent of the pupils and twenty eight and six tenths percent of the parents were neutral in their attitude. Twenty one and nine tenths percent of the pupils and nineteen percent of the parents were antagonistic. In some cases those who were bitterly opposed to the work at first were later converted to a more cooperative attitude.

With the pupils the greatest percent showing antagonism was found among those reported for attendance, while with the parents more resentment was demonstrated by those where home conditions were given as the reason for referring the case to the visiting teacher. One hundred percent of the pupils who were referred because of home conditions had a cooperative attitude. The greatest percent of parents displaying a cooperative spirit was found where the pupils had been referred because of scholarship.





TABLE NO VII.

## ATTITUDE OF PUPILS AND PARENTS TOWARDS THE VISITING TEACHER

Showing reasons for reporting to visiting teacher and attitude of pupils and parents towards the visiting teacher.

A

Attitude of pupils :	REASON FOR REPORTING TO VISITING TEACHER						
Cooper- ative :	Schol.	Home con.	Conduct.	Attend.	Health	Total	Total %
:	10	14	13	18	1	56	53.3
Neutral :	5	0	10	10	1	26	24.8
:							
Antagon- istic :	0	0	4	19	0	23	21.9
:							
Total	15	14	27	47	2	105	100

B

Attitude of parents :	REASON FOR REPORTING TO VISITING TEACHER						
Cooper- ative :	Schol.	Home con.	Conduct.	Attend.	Health	Total	Total %
:	13	5	16	19	1	55	52.4
Neutral :	2	5	7	16	1	30	28.6
:							
Antagonistic :	0	4	4	12	0	20	19.0
:							
Total	15	14	27	47	2	105	100



Race Comparisons

The findings in table No. VIII. show that the Mexicans had the largest percent of pupils reported for the percent of enrollment. They also had the greatest percent showing improvement -- the two Mexicans reported showed marked improvement. The negroes showed a seventy seven and eight tenths percent of improvement for the number reported. The whites were lowest with only sixty four percent of partial and marked improvement for the number handled.



TABLE NO. VIII  
RACES REPORTED

Showing a distribution of pupils reported to the visiting teacher as to race and percent of improvement for each race.

Average enrollment per year	Mexican	Negro	White
	2	30	568
Percent of entire enrollment	.03	5	95.7
Number reported to visiting teacher	2	9	94
Percent showing some degree of improvement	1.9	8.6	94.5
Percent showing some degree of improvement	100	77.3	64.0



Families Represented

The data in table No. IX. show that nine families contributed nineteen percent of the total number of cases reported to the visiting teacher. In practically every one of these nine families the difficulty was found to be in the home. This seems to show that problem cases prevail in certain homes and it is a good policy to watch other children coming from a home where one child is already under treatment.

Table NO. IX.

## FAMILY REPRESENTED

Showing distribution of pupils reported to the visiting teacher as to families.

	No. of families	Percent of total no. of families
One pupil from a family	85	90
Two pupils from a family	7	7
Three pupils from a family	2	3





### Pre-delinquents Versus Delinquents

The findings in table No. X. show that twenty two, or twenty one percent of the pupils referred to Miss Fairchild had reached the delinquent stage before they were reported. This table also shows that the delinquents were either charged with poor attendance or poor conduct.

Seventy four percent of the pre-delinquents showed some degree of improvement as contrasted with thirty six and four tenths percent of delinquents, a difference of thirty seven and six tenths percent.

Of the twenty two delinquents, thirteen, or sixty percent dropped out of school as contrasted with thirty four percent of pre-delinquents, a difference of twenty six percent.



TABLE NO. J.

## Comparison of Delinquents and Pre-delinquents as Classified

when reported.

A. Reasons for being reported.

B. Extent of Improvement.

C. Outcome of cases

A			
	Pre-delinquent	Delinquent	
Scholarship	15	0	
Home Conditions	14	0	
Conduct	16	11	
Attendance	36	11	
Health	2	0	
<b>Total</b>	<b>33</b>	<b>22</b>	
B			
	Pre-delinquent	Percentage of total predelin- quents	Percentage of total delinquents
No Improvement	21	26	14
Partial "	35	42.2	4
Marked "	27	31.8	4
C			
Promotion to H.S.	10	1	
Still at Sherman	19	2	
Left City	23	4	
Transferred	2	1	
Industrial School	1	1	
Dropped	28	13	



The prevention of delinquency is the paramount purpose of the visiting teacher work. It is a difficult matter for class room teachers who are untrained in social work and the have no set of criteria for testing the symptoms of delinquency to be able to report cases before they pass the pre-delinquent stage. It is impossible for the visiting teacher to go about the school and pick out the pre-delinquent cases in the same manner in which a health nurse would segregate pupils who show symptoms of measles, chicken pox, or other ailments. The absence of definite criteria in reporting pre-delinquent cases to the visiting teacher resulted in the rejection of a few cases by the principal, when the evidence found did not show that the pupil was tending towards incorrigibility. The foregoing tabulation reveals the importance of checking the tendency towards delinquency before it becomes chronic.

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## Chapter VII.

## OFFICE RECORDS STUDIED

Some people expect too much of the visiting teacher. They even believe that her work should affect the records of the whole school. Some of the office records have been examined to see what effect the visiting teacher demonstration had upon them. Table No. XI. shows the records of attendance, promotions, failures, and drop outs for the entire school for a period for five years. This includes the two years prior to the beginning of the visiting teacher work.

In attendance there had been a very negligible increase in the past three years over the two year period previous to that. Sickness, epidemics, bad weather, and other things affect attendance to such an extent that the visiting teacher would have but little influence upon it in dealing with such small numbers of pupils out of the entire student body.

The percent of increase in promotions is scarcely worth considering. The same table shows that there was an increase in the percent of drop outs.





Table No. VI.

## OFFICE REPORTS

Showing the percent of attendance, promotions, failures and drop outs for the whole school over a period of five years, including the three year demonstration period and the two years previous.

Year	Attendance percent	Promotions percent	Failures percent	Drop outs percent
1920	95.4	94.3	6.7	.4
1921	95.9	92.3	7.7	5.1
1922	95.7	93.2	6.9	4.2
1923	95.5	91.4	6.4	4.2
1924	95.5	95.4	4.6	3.1



Table No. XII shows the distribution in percents of normal, over age, and under age pupils for three years. Records previous to that time were not available. These figures show that the over age dropped from 57.3% to 48% in two years. The normal pupils increased from 36.0% to 37.6%, while the under age pupils increased from 6.7% to 14.4%. The increase in under age pupils would more than make up the loss in over age. The greatest influence upon these changes was due to the effective work done in the elementary schools by the elementary teachers. However, the visiting teacher may have brought about some adjustments that added considerably to the favorable results. She spent two days per week in one of the elementary schools that promotes its pupils to the Sherman Junior High School. There is a greater possibility for her work to influence changes in retardation than in school records mentioned in table No. XI. Even in one grade table changes there is little hope for improvement when such a few cases are treated.



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Table No. XII

## Age Grade Tables for Three Years

Showing the age grade tables and a distribution in percent of the normal age, over age, and under age pupils during the three year period of the demonstration.

Year	Total No. students	Normal age	Over age	under age
1922	580	36.0	57.3	6.7
1923	584	37.2	50.7	12.1
1924	621	37.6	48.0	14.1





## Chapter VIII.

### CASE STORIES. .

Three case stories are given here to illustrate the three types of adjustment:- (1) no improvement, (2) partial improvement, and (3) marked improvement:

No. 1, Lucy, age thirteen, reported for conduct.

Lucy was promoted from the grade school to the Junior High School in the middle of the school year at the age of twelve. She was anemic and appeared older than she really was. Her interest in her school work was rather negligible. The teachers complained about her appearance. She wore "frilly" clothes and powdered and painted excessively. She was "boy struck", but her attentions were devoted to older boys, and those usually not in school. Her attitude in school was usually better than it was out of school. She was taken to task quite severely by one of the teachers for using rouge and lip stick so freely. This antagonized her and made it hard to approach her thereafter along that line. A sister had been somewhat of the same type of a girl and was sent to the Girls Industrial School when the father charged her with incorrigibility.



When the visiting teacher was assigned to the school, Lucy was one of the first pupils reported to her. A careful investigation showed that the home was largely responsible for the child's attitude. Besides the sister in the Industrial School, a brother had been married but was later divorced from his wife, and came home to live. The father and mother lived together only intermittently. The father and the son did little to support the family so the income was left to the mother who worked at odd jobs. They moved often and usually took an old house where rent was cheap and where the neighborhood environment was unattractive.

Lucy had no appreciation of her mother's efforts to make a living. She dressed entirely beyond her means. In school she was given the name of "Baby vamp". Her attraction for older boys caused her to feign illness and stay out of school to play around with young men while her mother was away working. She finally fell in with a young man who had been an inmate of the state reformatory. His record after his parole was unsatisfactory and he was re-sentenced for robbery. Lucy would not change her attitude toward him even after that.

The visiting teacher recommended a physical examination to determine if Lucy had a good reason for being absent so frequently.



The doctor found nothing that was serious enough to keep her from school. The visiting teacher tried various plans to arouse an interest in school work but without success. Finally the truancy officer had a conference with her which helped for awhile. The girl ceased using powder and paint as before, but her mind was always wandering far afield. She was in school because she feared the juvenile court.

During the summer of 1924 while the visiting teacher was away, the family moved to another part of the city. Miss Fairchild was under the impression that they had left the city so she did not try to trace them. Later in the year she learned of their whereabouts and called to see why Lucy was not in school. To her astonishment she found Lucy holding a baby which had been born only a few days before. The name of the father of the child was not divulged.

The visiting teacher spent more time on this one case than on any other case in her three years' work. The girl and her family did not respond in a manner that could in any way be considered an improvement. She exhausted her store of varied ways in dealing with problem children without making much impression. However, Lucy did not appear resentful towards Miss Fairchild. It was a case where the child would not do anything to help herself.



She seemed self satisfied and wanted to look after her own affairs. Even after the situation had reached a critical stage the visiting teacher made an endeavor to find a job for Lucy so that she could help support the family. The work that Miss Fairchild did may show up in Lucy's life out of school but it brought about no favorable change in the school.

No.2:- Bill - reported for scholarship.

Bill was in the seventh grade and reported because of his inability to keep pace with his class. He was an unfortunate youth of seventeen. The visiting teacher traced the cause of his retardation to defective hearing and low mentality. His conduct was good in school and his mother reported that he had always been an obedient son at home. He was large and strong and took a great interest in athletics. The coach discovered that Bill had little difficulty in getting foot ball signals. It was found later that Bill's auditory apparatus permitted him to hear male voices better than high-pitched ones.

A physical examination revealed an abnormal condition of the ear that would not yield to treatment. A mental test showed his low mentality.

The visiting teacher listened to his mother's story and learned of the son's great desire to go to college to study engineering. She understood his case and reluctantly but





philosophically abandoned the hope that his dream would ever be realized.

The boy's case was pathetic. He could not carry his academic subjects and make passing grades. He became despondent when he realized that he would be unable to qualify for college entrance. He was urged to take prevocational studies and omit academic ones but at first he remonstrated. Finally he was given subjects of his choice. His teachers were told of the situation and urged to assist him as much as possible. His interest in physical training brought him in contact with the coach and many of the large boys. He showed a great development in a physical way.

Bill remained in school a couple of years and gained a little from his books. However, his greatest gain came from his contacts in athletics. He finally dropped out of school to drive a truck for his uncle who was a contractor. While in school he tried hard and cooperated well but his physical and mental handicaps limited his progress. His case was only partially adjusted, but his life will be a little better lived because he had some special attention at the time when his fondest dream was thwarted.



No. 3: Stan - referred because of attendance.

This lad, fourteen years old and a member of the seventh grade class attended school very intermittently. He usually brought an excuse from his mother stating that he had been sick. Various boys reported seeing him with his father at the sand pit.

Miss Fairchild took the case and learned at once that the parents were not doing all they could in keeping the boy in school. They lived close to the river and Stan preferred watching the men at the sand pit rather than attending school. He constantly complained of not feeling well. An examination revealed that he was much overweight and was having trouble with infection on his body. He finally developed a very sore foot which caused him to be taken out of school by the nurse. He was unable to return to school for several months, but he finally recovered from his ailment and returned. By supervising him closely he was placed in good standing in his classes and became one of the most conscientious boys in school. Through the visiting teacher's influence he was employed as a messenger boy at the Western Union during the summer months and came back full of enthusiasm in the fall and finished his eight grade work. The money he had made was spent for clothes. His contact with people while in the messenger service and the morale added by his new clothes made him a different fellow from



the one we had seen in the seventh grade.

This is a case of marked improvement. It took a lot of tactful work to reclaim this boy from a state that would have soon resulted in a complete break with the school. As it turned out he finished the eight grade and went to work at a fairly good job.

Just last year he was very much out of sorts with a younger brother who had to be taken into the juvenile court because of attendance.

The City of Hutchinson, or the communities in which he makes his home is going to have a stronger citizen because Stan was referred to the visiting teacher while in the Sherman Junior High School.



## Chapter IX.

### OBSERVATIONS BY TEACHERS AND OTHERS.

A questionnaire was sent out to all of the twenty-three teachers of the Sherman Junior High School after the visiting teacher demonstration had been in progress nearly three years. The most important question asked was: "Do you believe that the visiting teacher movement is worth continuing in our school?" Nineteen of the teachers replied to the question. Sixteen of those answering were heartily in favor of continuing the movement; two were indifferent; and one was opposed to it.

Following are some quotations from the answers of the teachers to the questionnaire:

(1) "I think there should be a visiting teacher for each building, for I do not believe that Miss Fairchild has time to really carry out the work for which she has been trained. She can only follow up the worst cases, while there are dozens of children who could be helped, who are not abnormal but just need a 'lift'. Miss Fairchild gave me reason for a different point of view about two boys in Sherman who have provoked me to intolerance many times."

(2) "I think the visiting teacher has been of great value to Sherman, in that, first, she is bringing about that contact of school with home for which there has been a long felt need in all schools, and, second, she is getting highly commendable results from that contact.--- May I venture these remarks which I deem facts? Many of





the best results of the visiting teacher's work are intangible. Her task is a difficult one. She is pioneering in a field. She has not come to us trying to force her work into the lime light but she is proceeding cautiously, efficiently, and in all sincerity. She deserves the cooperation she is getting and more if necessary, and she needs plenty of time."

(3) "In the two conferences I have had with the visiting teacher I gained a greater insight into the home conditions and personalities of the two students discussed. In one case I received advice which has helped me in adjusting the case."

(4) "The visiting teacher has been a great help to Sherman School, both in interpreting the aims and demands of the school to the parents and in bringing home conditions and the outside interest of the child to the teachers. Especially has help been given to pupils, who have been below standard in their studies.---and in many cases companionship has been given to children who have practically no home life."

(5) "We teachers have neither the time nor the training necessary to carry on such work efficiently."

(6) "So far as I am able to judge I can see no value that the visiting teacher has been to the school. The most of the cases that I know anything about have been of the type of boy or girl that the school would have been better off without. I feel that they have done more harm to our pure, innocent pupils than is warranted by the help we have been able to give them. I have received better results when I have reported to the school nurse than when I reported to the visiting teacher."

(7) "Having a visiting teacher in Sherman has conveyed clearly to me some of the startling information concerning the home conditions and environment of our students. I believe more conferences with her would enable me to understand more of the cases."



(8) "I think we have not fully appreciated our opportunity, but if we try I believe we can derive the greatest benefit from the work of the visiting teacher."

(9) "While it seems that too many have dropped out of school, yet I believe that more would have been dropped had Miss Fairchild not worked so persistently to keep them in."

(10) "I believe the visiting teacher can solve problems through her investigations which the teachers would never be able to solve. The teachers just know the child through the class work while the visiting teacher knows him through the home in addition to the class room."

After the demonstration had been in progress two years in Hutchinson, Kansas, Dr. Howard W. Mudd, Director of Public Education Association of the City of New York, attended a welfare convention in Hutchinson. While in the city he investigated the work that was being done by the visiting teacher. He spoke before the Sherman Junior High School student body in assembly one morning and endorsed the work of Miss Fairchild most heartily. He congratulated the teachers and the students of the school on having the opportunity to work with one who was so vitally concerned with the welfare of the school. It was his desire that those who had not met Miss Fairchild should endeavor to do so before the close of the term.

Superintendent J.W. Gowans of the Hutchinson schools was largely responsible for one of the thirty visiting teachers demonstrations being placed in that city. It was he who sold the idea, which was an entirely new one in that school system, to the Board of Education



and secured their approval to invite the National Committee to inaugurate the movement in Hutchinson. It was upon his recommendation after the demonstration had been in operation over a period of three years that the Board of Education voted to take over the work and add an additional trained visiting teacher to the school system.

Of the work done by the visiting teacher during the three years demonstration period, Mr. J. W. Gowans says,

"The visiting teacher has helped materially in bringing about a better relation between the home and the school in the buildings in which she has worked."



## Chapter X.

### CONCLUSIONS.

The visiting teacher's work in the Sherman Junior High School registered many mistakes during the three year demonstration period. It was a new idea inaugurated in a school where the principal and the teachers were not trained for it and knew little about its possibilities. Too often, it was looked upon as a movement that would eliminate problem cases over night, and in some instances when it was discovered that the visiting teacher possessed no wand with which to cure troublesome cases in an instant there was some doubt as to her usefulness in the school. There seemed to be a tendency on the part of people to want the visiting teacher to do things in a miraculous way. It must be one of the achievements of the movement to get people to consider the healing of mental and social ills in the same way they view the treatment of physical ailments. In bringing a patient back to partial or marked improvement in health when he is suffering from tubercular trouble we do not expect the improvement to be instantaneous. Then why should we expect a child who is affected with chronic mal-adjustment to "take up his bed and walk"





after the visiting teacher has had her first interview with him?

The meaning of the slogan of the Commonwealth Fund program for the Prevention of Delinquency - "It is easier to prevent delinquency than to cure it" has a greater significance among the teachers of the Sherman Junior High School since they encountered many obstacles in dealing with cases of incorrigibility among those reported to the visiting teacher.

Many of the one hundred five cases that were reported to Miss Fairchild should have been treated in their pre-delinquency. There had been an accumulation of cases till the school docket was crowded, and when the visiting teacher arrived these cases seemed so pressing that they crowded out those that were less obvious and less troublesome. One third of the entire number reported showed no improvement. This was largely due to the fact that they were in the stages of chronic delinquency when referred. If the work is to be continued in the school this error can be avoided in the future by attending to them before they reach the correctional stage.

The survey made among the teachers to determine their attitude towards the visiting teacher work uncovered some of the short comings of the local procedure. There was a general feeling that more cooperation between the teacher and the visiting teacher was needed. They also desired a better understanding of their part in the work. The teachers were heartily in favor of the work.



but felt that it could be a greater success if the above suggestion were practiced more.

The evidences of improvement in two thirds of the cases reported to the visiting teacher is positive proof that her influence was felt. Statistics can never reveal the value of this improvement in the lives of the individuals and in their contributions as citizens. It is easy to believe that the city of Hutchinson has had, and will have a few less cases in the juvenile court, and in the future will be less apt to contribute to the penal institutions because of the seventy boys and girls who were influenced by the attention of the visiting teacher. They are going to live their lives a little better and impose on society a little less. They will adjust themselves in the social groups with greater ease and avoid some of the disappointments of mal-adjustment in later life.

The fact that the visiting teacher demonstration was in progress for three years in the school caused the teachers and the principal to think of retardation, truancy, chronic non-attendance, delinquency, and defect more in terms of cause than in terms of bad conduct. The literature concerning problems cases that was brought into the school and which was read by the teachers; the suggestions given occasionally by the visiting teachers and other social workers;



and the awakening within the teaching force gradually built up a different attitude towards those difficulties among the pupils which did not manifest themselves openly.

For the improvement of the visiting teacher service the writer wishes to recommend that criteria be worked out that can be used by the class room teacher in determining when a child is pre-delinquent and ready to be referred to the visiting teacher. If teachers are equipped with reliable tests that can be applied they will be more adequately prepared to cooperate with the visiting teacher. Without some standardized way of detecting predelinquency the class room teachers vary too much in judgment when the matter is left to them to decide.

The writer would warn against the publishing of reports of pupil study cases even though the names, places and occupations are disguised. Such reports may reach the hands of persons who will oppose the work of the visiting teacher for fear of publicity. This is not a criticism of the work of Miss Fairchild but it is a warning to others who have published detailed reports containing confidential information. There are dozens of such reports on the writer's desk at this time.

Apparently it is not one of the functions of the program to follow up cases after they leave school. However, it seems feasible



that close watching might make the visiting teacher service more effective. In some cases Miss Fairchild followed pupils even after they were out of school and was able to assist them on several occasions. Too often pupils drop out at the time when they are most in need of personal supervision. A few minutes spent on such cases occasionally might bolster the child up enough to tide him over the dangerous period.

If the service is to be continued in the Sherman School the errors of the past three years should be avoided. There should be a clearer understanding of the work by the entire school staff. Cooperation should be well established. There should not be a repetition of the act of spending a large percent of time on cases of incorrigibility at the expense of pre-delinquent cases. The pupils should be watched more closely to prevent pupils from reaching the delinquent stage before being referred to the visiting teacher. A more complete record of each pupil should be accessible to the principal and the class room teacher.

The writer has carefully examined the findings of the survey. In some cases it has been necessary to discount the favorable results because of unfavorable findings. However, the balance is still in favor of the visiting teacher work and he is ready to recommend that the Board of Education take over the visiting teacher work, providing





there is some assurance that the same mistakes will not be repeated.

The study has revealed the following favorable reasons for continuing the work:

(1) A school of six hundred adolescent boys and girls with an environment not conducive to ideal school conditions has many pupils who are out of adjustment and need the attention of some one who is trained in dealing with problem children.

(2) A careful diagnosis of the one hundred five cases reported by the principal and the teacher showed that the underlying difficulties were varied and in many instances the pupils were suffering from cause entirely different from those noted by the principal and the teachers. This shows the inability of untrained individuals in dealing with problem cases. Too often they misjudge the underlying cause of the difficulty.

(3) Sixty six and two thirds percent of the cases referred to the visiting teacher showed some degree of improvement. A greater percent of those reported in their pre-delinquency showed improvement than did those who were reported after they had become delinquent.

(4) The influence of the visiting teacher created a watchfulness among the teachers who sought out pre-delinquent cases and in many instances re-established them within a short time.

(5) More homes were visited and brought into close relationship with the school during the demonstration than was possible before the visiting teacher service was inaugurated.

(6) The visiting teacher was able to bring the civic agencies of the community into cooperation with the school in dealing with pupils.



(7) The demonstration proved that the visiting teacher work is not a field for a novice, because the visiting teacher must be able to marshal the social and educational forces both within the school and within the community for clear and specific purposes.

(8) The principal and the teachers do not have the time and <sup>the</sup> skill to deal with difficult problems that must be solved through home visitation.

(9) A health nurse is employed to look after the health of the pupils but the visiting teacher found eleven pupils who were suffering from physical ailments and had never been reported to the nurse.

(10) Environmental influences that affect the child's attitude towards himself, towards others, and towards the opportunities and obstacles of life should be so directed that useful citizenship and right living are the normal outgrowth. The visiting teacher can have a big part in bringing this about.

(11) The majority of the teachers who worked with this program have asked for its continuance. They know what it did, and place much faith in its future.

(12) Dr. Mudd made an investigation of the work and pronounced it a credit to the school.

(13) Superintendent J.W. Gowans not only recommended that the work be taken over by the school but also asked for an additional trained visiting teacher.



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