A STUDY OF THE PROBLEMS OF SIXTY CHILDREN
FROM BROKEN HOMES
by
VIRGINIA W. HOPWOOD
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SECTION 1

INSTRUCTION

The purpose of this study is to discuss whether or not a child coming from a broken home has more difficulty in adjustment in society and shows more behavior, habit or personality problems than a child coming from a normal home.

By broken home we shall mean a home in which there is only one parent, one being away on account of death, divorce, desertion or institutionalization. By a normal home we shall mean one in which both parents are with the children.

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In the present day world when we hear so many references to the influences outside the home which give the child the needs he lacks in the home, we are not always ready to consider that we may be overlooking the most important factors in a child's life. Among the institutions outside the home which might influence over the child are the school, church, community center or playground, and even individuals outside the home. Each of these has an important contribution to make to the child's life and development.
SECTION I

INTRODUCTION

The purpose of this study is to discuss whether or not a child coming from a broken home has more difficulty in adjustment in society and shows more behavior, habit or personality problems than a child coming from a normal home.

By broken home we shall mean a home in which there is only one parent, one being away on account of death, divorce, desertion or institutionalization. By a normal home we shall mean one in which both parents are with the children.

"A father and a mother are necessary to bring a child into the world and two parents are also required to give a child a good preparation for life. In the early years the parents represent the world outside the family circle in the eyes of the child. Neither father nor mother can wisely undertake the responsibility of being the sole connecting link between the child’s eager mind and all that lies outside his grasp, for no one can hope to be so many-sided in his own appreciation of all that goes to make up life, as to give the child a good start in each of his many interests. The father brings to the child a different set of contacts from those furnished by the mother. In their day by day association each parent impresses the child in a distinct way and calls up in him a separate line of responses. .......... The child to be healthy-minded and well prepared to do his part in the world needs the affectionate scrutiny of both mother and father in order that his untoward traits may be recognized and discouraged and his favorable traits accentuated. Every child needs both parents, the child that does not have both an active mother and an active father is robbed of half of his birthright." 1

In the present day world when we hear so many references to the influences outside the home which give the child the needs he lacks in the home, we do not always stop to consider that we may be overlooking the most important factors in a child’s life. Among the institutions outside the home which exert an influence over the child are the school, church, community house or playground and other individuals outside the home. Each of these has an important contribution to make to the child’s life and development, but neither can be substituted wholly for the home and the influence of a

child's own family.

"The family takes rank unquestionably as the social institution of greatest influence through which our social heritage forms personality .......... In biological inheritance the contribution of mother and father are equal by chance, but in forming personality in early life the contribution of the mother would seem to be greater, custom being as it is."1 "The child’s own parents are the ones to give him the intensive nurture needed. The child requires all the love, all the best wisdom of the mother, but it requires all the love and best wisdom of the father, too. It is no service to mankind merely to add another child to the race; the benefit depends upon the home in which it is bred. There are parents who are woefully ignorant of the most elementary facts of hygiene; there are nervous mothers who give their children behavior twists; there are fathers whose conduct is anything but exemplary, but it is better to educate the unwise than to dissolve the home."2

Many psychologists have emphasized the importance of the early years of childhood in the formation of personality, behavior and character. The parents and other members of the family exert their influence on the child years before the outside forces enter into the child’s life. It is from these first contacts that the child learns to react to situations successfully or unsuccessfully. Phyllis Blanchard believes that the function of the ideal family is to preserve individual integrity at the same time it teaches the child the fundamental adaptations to the life of the group. The family is the place where the child first learns to love, hate and fear.

That the security of a harmonious family life is necessary for normal personality development has been found in studies, which show that children suffer from separation from their parents. The feelings and attitudes a child first attaches to its parents are later carried over into his relations with other individuals.

Childhood is the period when imitation and suggestion play an especially important part in the life of the individual. Many parents have later realized that the undesirable conduct of their child was merely an imitation of their own reactions to life. If behavior patterns have been

2 - Neumann, Henry - Modern Youth and Marriage, pp. 22, 23.
absent from early life, it is improbable that they will develop normally in adulthood.

What constitutes a good home? There are varying answers to this question; ideas of home standards changing as civilization advances.

Judge Huffman has said, "The old home provided the spiritual soil in which children grew strong; the traditional home of dignified fathers and mothers and happy children seems to be becoming the privilege of the well-to-do. Homes of others seem to become a dormitory with a mail address and too often a place of unhealthy indulgences." 1 Thomas D. Eliot states, "The home should be its own best trainer of character for parenthood and family life." 2

"There is evidence supporting the common belief that good homes breed good characters and vice versa. A good home is one in which the family income is sufficient to cover not only the bare necessities, but also some of the comforts of life; a home in which there is a recognizable degree of culture in the way of music, art, refinement and wholesome recreation; a home in which all the personal relations are on the whole harmonious; a home in which a general spirit of democracy prevails." 3

"The home has primary tasks to fulfill for its young; to shelter and nourish infancy in comfort without inflicting damage of premature anxiety; to enable the child to win health, virility and social esteem; to educate it to meet behavior codes of the community; to respond effectively to human situations which produce the great emotions, fear, love and anger; to furnish practice in the art of living together on a small scale where human relationships are kindly and simple; finally the home has as its supreme task the weaning of youth, this time not from the breast of the mother, but from dependence, from relying too much on that kindness and simplicity of home, so that youth may not fall to become imbued with the joy of struggle, work and service among stern human relationships outside. . . . . . . . The home not only furnishes the child with its first knowledge of human personalities, but may open or shut the door to many fascinating interests: nature, adventure, books, ideas, discovery and conquest, failure and defeat. To do these things would be the work of an adequate home." 4

Hence we see what a prominent part both the home and the parents occupy in the life of a child. Each has its own part to play and if one factor is absent, it causes an abnormal situation.

Dr. William A. White found by research that the influences which surround the life of an individual during the formative period of childhood

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3 - Building Character, Chicago Association for Child Study and Parent Education, p. 23, University of Chicago Press, 1928
4 - Van Walters, Miriam - Youth in Conflict, pp. 63, 64.
are the most important factors in making or marring a human life.

Flugel in "The Psychoanalytic Study of the Family" discusses at length the important part that the family plays in the life and development of the child. The child's feeling of love toward the parent is of exceptional importance, first, because it is the first sign of altruistic sentiment and second, because it is the germ from which all later affection springs. He thinks that the child's first love and interest goes to the mother and the fact that he is dependent on her gives him a feeling of security.

In "Understanding Human Nature" Adler points out that serious consequences may ensue unless love between parents and children is manifested to the proper degree. He states that the child who is denied the necessary amount of affection from parents will develop an evasion of all love and tenderness and probably grow up with social relationships including only one person. Too much tenderness is as detrimental as too little and makes a more difficult adjustment for the child in society.

As a background for this study, a review of material pertaining to the child and family life was made. There have been no similar studies made as far as the author has been able to ascertain. The cases used as a basis for the study were selected from the records of the Children's Memorial Clinic, Richmond, Virginia. The sixty cases were chosen because the children were living with only one parent in the home at the time of referral to the clinic. As a control group sixty cases were selected where the children were living at home with both of their own parents and were considered as children from normal homes.

The cases in both the broken and normal home groups were selected by strictly random sampling in each respective group, regardless of nationality, intelligence quotients, age, economic and social backgrounds. The span of time from which the cases were selected was a period of approximately five years, August, 1924 to November, 1929.
"The Children's Memorial Clinic is primarily an organization for the study and treatment of children who show undesirable traits and behavior. Its purpose is to deal with these problems in such a way that delinquency and mental disorders may be prevented and a happier and healthier adaptation to life be made by the individual."

"It accepts for study children under eighteen years of age from the City of Richmond and County of Henrico, referred by the public, private and parochial schools, the thirty-nine social agencies of the Richmond Community Fund, the Juvenile Court and private physicians. When the clinic was established for demonstration purposes it accepted referrals from parents but no longer accepts these referrals."

"The staff consists of a psychiatrist, a pediatrician, two psychologists, a nurse, three psychiatric social workers, a laboratory technician, a secretary and two clerical assistants."

The child is first studied by the pediatrician, given a thorough physical examination and certain laboratory tests. The psychologist then gives the child various tests to measure his special abilities and disabilities. A complete social history is obtained by the social worker, who interviews the parents, school and other individuals who know the child. After the psychiatrist studies the child's record from these various angles he interviews the child and learns from him his thoughts, hopes, fears, and conflicts.

1 Coghill, Harvie DeJ., M.D., Pamphlet - The Clinical Approach to the Problem Child.
SECTION II

ANALYSIS OF THE GROUP

Our study shows the significant fact that in fifty-one of the cases or in eighty-five per cent of the group it is the father who is out of the home. In such cases the burden of discipline, support and responsibility is thrown on the mother alone.

Often it is the father who has more authority over the children and who takes the entire responsibility of disciplining them. When the whole responsibility suddenly falls on the mother she is not always able to take the situation in hand and she loses control of the children. Some may be found in the streets begging, in the case of poverty following the father's death; while others may drift into delinquency by association with bad companions, of whom the mother knows nothing. If the mother is forced to go out of the home to work, as is often the case, there is less time for homemaking and the home becomes confused or neglected. The children have more opportunities to stay away from school, play in the streets and they are deprived of the mother's constant attention and training.

"A strong controlling hand of a man is a factor most needed in families. The place of the father as head of the household, his sharing with wife and mother the anxieties and responsibilities that fall to every home, his participation in plans and hopes for the children, cement the family life by bonds of respect and affection between husband and wife with its effects upon the children." 1

In twenty-nine cases or forty-eight percent of the group the home was broken by the death of the father, while four cases or seven percent were caused by the death of the mother. (Chart I, page 12).

Children probably suffer more from the loss of the mother than the loss of a father in well-to-do families because others may not be obtained who can successfully fill her place. In the poor home the father's death cuts off

Chart I

Type of Broken Home

Percentage

Father

Mother
the income and the child is deprived of both parents because the mother stays too busy working to have very much time for her children. In some cases the surviving parent is unfit to care for the children. Anna Garland Spencer says, "One parent however wise and good cannot do as much for a child as two parents, working in harmony over a long period of years, can accomplish."\(^1\)

E. R. Groves expresses a similar opinion by saying, "No greater tragedy can come to a family than the death of a father or mother, for added to the grief at the parting of the life of the parent beloved, there is in the case of children a broken family of the most serious kind.\(^2\) Although the surviving parent may double his efforts in his endeavor to make good the loss suffered by the children, in spite of all he does, the family circle is at once stripped of its normal atmosphere and the home functions as a broken instrument. There is a general agreement that the family that has lost its mother encounters greater trials than if it is the father who died, for here is the larger contribution. The father who is left to care for little children because of the death of the mother faces a very difficult problem."\(^3\)

The fact that twenty-six and five tenths percent or sixteen of the broken homes are the results of desertion may be correlated with the fact that the economic status of the group as a whole is low. (Chart IX, page 36). Desertion has very aptly been called "the poor man's divorce." The causes and consequences of desertion and divorce are practically the same, but in deserrtion it is harder to find the causal factors. It is hard to judge how much harm comes to the children from the desertion and how much comes from the pre-existing conditions.

Earle Ed. Eubank believes that "The lot of the widow and orphan by desertion is often a great deal more difficult and perplexing than that of those for whose estate death is responsible. In either case the child thrust prematurely into labor is dwarfed in his moral development. The constant association with adults and the touch with the practical side of life tends to develop prematurely the adult view of life.\(^4\) However unhappy and injured those children may be whom desertion has forced into the ranks of premature wage earners, their physically broken and uneducated childhood means a depleted and incomplete adulthood which will react even more injuriously upon society as a whole."\(^5\)

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1 - Spencer, Anna Garland - The Family and Its Members, p. 25.
3 - Eubank, Earle Ed. - A Study of Family Desertion, pp. 27, 31, 35.
Joanna Colcord describes one type of abandonment, of which we have several examples, as the "pregnancy desertion." She says,

"Attempts have been made to explain it on the ground of the instinctive aversion of the male sex for domestic crises. Other possible reasons for it are the well known irritability and difficulty of women in this condition, and their aversio to sexual intercourse. Some pregnancy deserters take the step in the hope that their wives will bring about an abortion, but this is a modern and sophisticated development and the institution of "pregnancy desertion" is one of undoubted antiquity."

In granting divorces, until recently and oftentimes now, the children of a man and woman seeking a divorce are not considered. Children discern, more than many people realize, what is going on in a family where there is discord between the parents. They realize that something vital and terrible is happening in their lives. In some cases the parents talk the situation over with the children in their presence, not thinking that they realize the significance or seriousness of the discord. A home broken by divorce seems to have an appalling effect on the morale of children. They are filled with fear, shame, unhappy thoughts and morbid imagination. Children of divorced parents suffer not only from their own mental reactions but are exposed constantly to shame and reproach from their playmates.

Often the court gives the child to one parent for part of the year and to the other the remainder of the time. This causes much confusion in the mind of the child and may possible lead to hate of one parent. One parent may try to prejudice the child against the other and the child will be uncertain in its love of either parent.

"The plight of the child of divorced parents is often tragic, because of its need of a certain mysterious benefit it would have received from the marriage of its parents had that continued; a benefit which is hard to define but necessary to believe in when one has seen the consequences of the lack of it."

"It would seem from census figures that children are affected in about two out of five divorce cases. They are held up to adult standards, deprived of companionship, normal home influences and continuous guidance of both father and mother. There grows up a division of sentiment

1 - Colcord, Joanna C. - Broken Homes, pp. 34, 35.
2 - West, Rebecca - Divorce, Forum, August, 1928.
and feeling toward the parents, great sensitiveness, mental conflicts and a sense of inferiority. Divorce does its greatest damage to the child.\(^1\)

It has not yet been discovered to what extent a child carries over into adulthood the memory and hurt of his parents' divorce or whether it may be a cause for unhappiness later in life.

It is better in some cases that parents do separate rather than continue to subject a child to constant quarreling and friction in the home. If he is held in this atmosphere of hatred, faultfinding and discontent he is probably as handicapped as he would be if the parents were divorced.

Goodsell finds that "Statistics of New York Juvenile Court show that fifty percent of the child delinquents come from homes broken by divorce. To the maladjusted child in the family group, life is an anxiety. Adults often imagine in domestic strife the only damage done the child is neglect or temporary suffering, if it is deprived of the mother's physical care or the breadwinning capacity of the father, but the damage is more extensive and may permanently destroy the child's mental health."\(^2\)

William Healy in "The Individual Delinquent" discusses quite fully the causes of delinquency and the disrupting factors in home life. He points out that one of the outstanding factors in a defective home is the separation of the parents. He believes that the child who is not under the influence of both parents is at a decided disadvantage and readily acquires anti-social tendencies.

He concludes that the breaking up of a family is an anti-social act in itself and since children are very susceptible to the influence of their parents' conduct, they may copy their mode of behavior in later life. They may repress mental conflicts of their parents' conduct, which may later lead them into different kinds of misbehavior.

In our study it was found that the age of the children when the

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1 - Queen and Mann - Social Pathology, pp. 63, 64. Thomas Y. Crowell & Co. N. Y. 1925.
Chart II

Age of Children When The Home Was Broken

Frequency

Before Birth 1 2 3 4 5 6 7 8 9 10 11 12 13 14

Age range in years
home was broken varied from before birth to fourteen years of age, as will be seen in Chart II, page 16.

The greatest number of the homes were broken when the children were between the ages of one and four years. This fact bears out the statements of many authorities that the first five years of married life are the most difficult to transcend.

The interval between the time the home was broken and the child was referred to the clinic for study varies from one to fourteen years. In the cases of the three whose homes were broken before and at birth, the children have never known or had the influence of their fathers.

Let us consider the cases of these children and discover the apparent consequences of the broken home.

1. Tom, age ten years, was referred by the Family Service Society for failure to progress in school, failure to make normal contacts with children and for being antagonized by his mother. The father at one time was a successful business man with an income of two thousand and fifty dollars a month. He was promiscuous and unfaithful to his wife and deserted her at the birth of Tom, the only child. The mother and son lived together in a three room cottage after the father deserted. The mother was an untidy person who kept house haphazardly and seemed to grow more and more careless. She was away from home all day, selling goods from door to door. Tom was doing very poor school work, partly because of frequent absences and partly because of his limited intelligence. The psychological examination gave him an Intelligence Quotient of eighty-three which placed him in the dull normal group. He had several carious teeth and was eleven percent overweight at the time of the physical examination. The habits of enuresis, nailbiting and sleeping with his mother persisted from infancy. His interests appeared to be normal and he
had means of recreation at a near by community house. Tom was a leader among boys who broke into stores and stole articles frequently. Often he would curse, swear and beat his mother; this antagonism no doubt being due to the fact that she trained him to make faulty reactions to his companions. He was excessively babied by his mother which he resented bitterly. The mother probably used him as her only emotional outlet as she had no outside interests and encouraged him not to make friends with other people. After several months of clinic contact it was found impossible to provide any substitute outlets for the mother and she would not cooperate in carrying out the recommendations made by the clinic, so the case was closed. Sometime later the case was referred by the Juvenile Court for Tom's larceny and gang activity. Tom was having frequent interviews with the psychiatrist when this study was made.

2. Margaret, age three years, was referred by a pediatrician for extreme restlessness and masturbation. The father was forty-eight years old at the time of his marriage and was a "successful oil man in Texas." He was described as a very nervous person who smoked and drank at times. He became intimate with other women and at the birth of the child he left his wife to go to live with another woman. The mother taught several years after graduating from college. She was disappointed in a love affair and soon married a man for whom she cared little. Margaret was an unwanted child and her mother desired to place her in a boarding home as soon as was possible. The mother admitted that she was overwhelmed by the problems of rearing a child and she transferred some of her own irritability upon the child. Margaret's developmental period was delayed, especially speech, she talked "baby talk" altogether. Emuresis persisted sometimes as often as five or six times a night. The child masturbated constantly and this habit was unconsciously encouraged by the mother, who fondled and kissed the child frequently. Play facilities were very limited and the only companions were adults. The physical examination
showed diseased tonsils and an ear inflammation, but no physical basis for enuresis and masturbation. It seemed that the mother, who was possibly emotionally starved, was creating practically the whole of the child's difficulty by her method of handling her. The child was a naturally active youngster who sought adequate outlets. When the proper outlets were provided Margaret adjusted to other children but the mother did not cooperate and was unable to control conditions that would tend to clear up the habits.

3. Lawrence, age thirteen years, was referred by the Medical Department of the Public Schools for poor progress in school, disinterestedness and sleepiness. The parents both had a college education. The father was alcoholic and died two weeks before Lawrence's birth, of paralysis. The mother was a person who worried a great deal and became easily excited and emotional when talking about her son. She was very devoted to the child and he to her. The mother and child moved from place to place and at times they were separated for several years, Lawrence being with his grandparents and friends during these periods. He was a normal healthy baby. The physical examination showed that he had a decided malnutrition and a slight visual disturbance, corrected by glasses. Lawrence had an Intelligence Quotient of ninety-six, which placed him in the average group. He was in the fifth grade at school. This retardation was probably due to his visual disturbance, his lack of interest and attention in the classroom, as well as frequent transfers. The boy got up at an early hour to deliver papers and worked on his paper route in the afternoon after school, which gave him little time for recreation. He was very quiet, timid, and sensitive and seemed to live in a world of his own, often he indulged in daydreaming. The personality and school problems were due to the insecurity caused by an irregular type of home life and the fact that he did not lead a well balanced life, with too little play and sleep for a child his
age. During clinic study the mother developed a very suspicious attitude in regard to everybody and their actions. Treatment was carried on through the school, since the mother was busy running her boarding house and had so little time for Lawrence. The case was active at the time this study was made.

Some of the children were referred to the clinic a year after the home was broken. These children began developing troublesome personality traits almost immediately after the parent was removed from the home. One case in particular will be given as typical in this respect.

1. Frances was referred to the clinic by the Medical Department of the Public Schools at the age of eleven. She was referred for temper tantrums and queer behavior manners. The father was a carpenter by trade, who was described as a "fractious unfriendly sort of a person" and was probably a mental case. He died of a diseased heart condition when Frances was ten years of age. The mother was a "nervous", talkative person, always overburdened by her troubles. She kept boarders as she was left without any income after her husband's death and she did not want to accept public aid. The economic status of the family was marginal. The parents were not happy together and often separated which caused friction in the home. The house was clean and comfortable, although it was in a "poor neighborhood". Frances was next to the youngest child in the family. She was devoted to her father and they were almost inseparable, they slept together until the father's death. Frances was failing in her school work because she daydreamed during school hours and could not be interested in her work. She had an Intelligence Quotient of eighty-nine which placed her in the dull normal group. The physical examination showed that she had visual disturbance, scoliosis, nosebleeds and headaches. After her father's death Frances became morbid and apathetic. She daydreamed almost constantly, had fears of dying and the dark, became absent-
minded and solitary. Her temper tantrums became worse and she developed peculiar
manners such as constantly picking up bits of trash from the floor and a
cleanliness phobia. She was not interested in children's toys and games but
preferred to stay alone and make up stories. It seemed that the father's
death, the unstable home condition, crowded sleeping quarters and overprotection
led Frances to develop these undesirable personality difficulties. She was
described as "her father's eyeballs," and was overindulged by him, then at
his death the emotional strain was so great that she became morbid and se-
cclusive. During a year of contact with the clinic the family was partially
supported by the Family Service Society. Frances remained very hard to manage
but her peculiar manners disappeared. She became interested in art
clams and learned to sew and do clay modeling very well.

COMPARISON BETWEEN THE TWO GROUPS

In the broken home group we find forty-five boys or seventy-five
percent of the entire group. In the normal home group there are forty-one
boys or sixty-eight percent. At the Institute for Child Guidance in New York
City the total percentage of boys referred is sixty-seven which is less than
that of our broken home group and practically the same as that of the normal
home group. This may point to the fact that there are more unadjusted boys
coming from broken homes than from normal homes. Undesirable behavior is
probably more noticeable in boys than in girls because boys' behavior is more
overt, while girls are considered naturally more shy and retiring in their
manner. They may present as many or more problems than the boys but they are
less noticeable to untrained persons.

As will be seen in Chart IV, page 22, the greatest number of
referrals in both groups came from the school, which is now taking an active
part in recognizing and attempting to overcome undesirable behavior of child-
Chart III
Comparison of the Sex
Distribution in the Two Groups

Broken Home  Normal Home
Percentage
ren as soon as the first evidence is seen. In the broken home group the agencies referring the next largest number of children are respectively the Juvenile Court and the Family Service Society. One would naturally be of the opinion that a large number of the referrals would be from the Juvenile Court since so much has been written about children from broken homes becoming delinquent.

Cyril Burt made a careful comparative study of a group of delinquents in London and a group of non-delinquents from a similar social stratum. He found that defective discipline and defective family relationships were both much more frequent in the delinquent group than among others. He believes that the child coming from a broken home where discipline is defective is much more likely to grow from a delinquent into a criminal than a child from a normal home.

In our broken home group we find that eleven cases or eighteen percent of the referrals are from the Juvenile Court while in the normal home group there are seven cases or twelve percent. This tends to show that the children from the normal home group were not receiving the proper supervision and care even though they were living with both parents. A study of the home condition of this group will be discussed later.

Cooley states that, "Because of the absence of either or both parents forty-seven percent of the total number of defendants investigated during a study of delinquents were products of broken homes. Ninety-two percent of the number had been cared for by the surviving parent and eight percent had been cared for in an institution. The removal of the missing parent, usually the father, was due to death, separation, divorce, desertion, hospitalization or institutionalization imprisonment and it was upon the mother that the care of the children devolved in nearly all the instances. Forced to assume the role of bread-winner her duties as homemaker were neglected and absence from the home made it impossible to train the children and direct their activities."1

1 - Cooley, Edwin J. - Probational Delinquency, p. 87.
Catholic Charities of Archdiocese of N. Y. 1927.
### SOURCE OF REFERRALS OF THE CHILDREN

**FROM THE BROKEN AND NORMAL HOME GROUPS.**

<table>
<thead>
<tr>
<th>Source</th>
<th>Broken Home</th>
<th>Normal Home</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>NUMBER</strong></td>
<td><strong>PERCENT</strong></td>
<td><strong>NUMBER</strong></td>
</tr>
<tr>
<td>Parent</td>
<td>1</td>
<td>8</td>
</tr>
<tr>
<td>School</td>
<td>21</td>
<td>23</td>
</tr>
<tr>
<td>Juvenile Court</td>
<td>11</td>
<td>7</td>
</tr>
<tr>
<td>Family Service Society</td>
<td>10</td>
<td>7</td>
</tr>
<tr>
<td>Instructive Visiting Nurses Association</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Community House</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Physician</td>
<td>8</td>
<td>7</td>
</tr>
<tr>
<td>Social Service Bureau</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>State Board of Public Welfare</td>
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<td>0</td>
</tr>
<tr>
<td>Childrens Aid Society</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Church</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>60</strong></td>
<td><strong>60</strong></td>
</tr>
</tbody>
</table>

The number of referrals is the Family Service Society with a total of one referral, or seventeen percent from the broken home group and seven referrals, or thirteen percent from the normal home group. One would expect to find a higher proportion of referrals to the broken home group during the winter months, partly because of unemployment, physical ailments and all other causes.

The number of referrals to the normal home group is significantly lower. Seven percent of the children referred for physical problems were from the broken home group. In all, thirty percent of the children referred for mental problems were from the broken home group and seven percent from the normal home group. The referrals from the normal home group could be attributed to factors such as family problems, school difficulties, and health issues.

The Children's Aid Society referred one boy who was to be studied before foster home placement.

The Instructive Visiting Nurses Association, an organization providing nursing care and health instruction in homes, referred one child for study.

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"All delinquent children lack security; the one generalization we can make about the life stories of delinquents is that they have been subjected to insecurity, frequent upheavals, indulgences, quarrels, harshness and strains in early childhood. They have witnessed adults in strife."\(^1\)

The second social agency having a large number of referrals is the Family Service Society with a total of ten referrals, or seventeen percent from the broken home group and seven referrals, or twelve percent from the normal home group. One would expect to find a much larger number of families from the broken home group asking the assistance of a relief giving agency. The cases in the normal home group referred by the Family Service Society are partially or totally dependent because of unemployment, physical handicaps and ill health.

Physicians referred eight cases or thirteen percent of the children from the broken home group for physical problems together with behavior problems. In the normal home group physicians referred seven cases or twelve percent, practically the same proportion.

The Social Service Bureau, a city organization furnishing fuel, shoes and administering a Mothers' Aid Fund to families cared for by the social agencies, referred five percent of three of the cases in the broken home group. Each of these families was receiving the Mothers' Aid Fund.

The State Board of Public Welfare referred two children or three percent of the cases, one of which was referred for vocational guidance and advice regarding placement while the other was for delinquency.

The Children's Aid Society referred one boy who was to be studied before foster home placement.

The Instructive Visiting Nurses Association, an organization providing nursing care and health instruction in homes, referred one child for study.

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1. Van Waters, Miriam - Parents or Probation, p.49.
The community houses referred two children or three percent of the cases from the broken home group and two percent or one child from the normal home group.

Only one child in the broken home group was referred by a parent. This parent was a mother who was disturbed about her twelve year old son’s mentality and school placement. He attended a private school where he was placed in a grade quite low for his age. He shunned any kind of mental work and was said to have “a one track mind.” He was always looked upon as a failure both at home and at school. The family was left an adequate income when the father died and the mother wanted advice about her son’s ability. In the normal home group eight parents referred their children for study. Each of these parents showed insight into the child’s problems and wanted advice in trying to help him become better adjusted. The referring parents were of a higher type than the average parents of the children referred to the clinic. Several of the fathers were outstanding citizens and held positions of responsibility in the community. This group of parents apparently spent more time than the average parent in watching their children’s development and realized that they were not adjusting properly, hence they sought advice that they might find the causal factors of the behavior.

Chart V, page 27, shows that the range of age at the time of the children’s referral is from three to seventeen years in the broken home group and two to seventeen years in the normal home group. The largest grouping in the broken home group is between the years of twelve and fourteen or at the age of adolescence. This is evidence that the child who has only one parent has more difficulty adjusting at adolescence than the child living with both parents. In the normal home group the largest grouping is in the years between nine and eleven and a rather uneven distribution throughout the remaining years. From these figures it appears that the children in the normal home
Chart V
Comparison of the Ages of the Children at Referral

<table>
<thead>
<tr>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>15</td>
</tr>
<tr>
<td>12</td>
</tr>
<tr>
<td>11</td>
</tr>
<tr>
<td>10</td>
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<tr>
<td>9</td>
</tr>
<tr>
<td>8</td>
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<td>7</td>
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<td>6</td>
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<td>5</td>
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<tr>
<td>4</td>
</tr>
<tr>
<td>3</td>
</tr>
<tr>
<td>2</td>
</tr>
<tr>
<td>1</td>
</tr>
</tbody>
</table>

Age range in years

- Broken Home
- Normal Home
group are recognized as having problems and are referred at an earlier age than those in the broken home group. The children in the broken home group probably had the problems at an earlier age but they did not become objectionable until adolescence.

The fact that adolescence is such a gradual change in the life of an individual may be a cause for parents seemingly not to recognize the transition and realize the many problems of adjustment the individual has to make. There is no definite age when adolescence appears, the age varies according to sex, race, climate and intelligence, however, the average age for girls is thirteen years, six months and a year later for boys.

Adolescence is the age when the child develops the urge to get away from family supervision, modify family ties and become an independent person. This process has been called "psychological weaning" by Miss Hollingworth. The habits and reactions of an earlier age come in conflict with the more developed activities of a later age and often cause conflicts in an adolescent's life. By "psychological weaning" she means getting away from the family emotionally rather than physically, although both may be involved. If the adolescent remains tied to his family, he will have difficulty adjusting in circles outside the home, in taking responsibility and in making decisions for himself. All of these acts are done by parents or parental surrogates when the child is small but as he approaches adolescence he should feel the desire to take responsibility for himself. These responsibilities must come gradually in order that the change will not be too great for the adolescent.

He should not be thrust out alone at too early an age nor shielded for too long a time.

Leta S. Hollingworth has said, "The individual by the time he is twelve years of age should have left home in his feelings. He should have broken the habits of childish obedience, dependence and protection, which are inevitably fostered by the immaturity of child-
hood and should be ready to face the world without turning back.

The ability with which an individual adjusts at adolescence depends upon his childhood and the manner in which his parents have trained him. The most successful adjustment is made by the adolescent who has learned to adjust in each year, step by step, from one experience to another.

Let us consider next the physical condition of the children in our study. By good physical condition we mean a normal birth and development, and an escape from disastrous results from the usual childhood diseases. The severe and the minor handicaps are determined by Moore's classification in "Public Health in the United States." He lists under "sicknesses that disable", the following ailments that were found in the cases of our study: organic heart disease, cholera, tuberculosis and convulsions. As defects considered severe he includes: scoliosis, endocrine disorders, deafness and speech defects. Minor ailments include over and underweight, carious teeth, diseased tonsils, slight heart murmurs, defective eyes and ears and constipation.

From Chart VI, page 30, it is seen that twenty-five percent or fifteen of the children from broken homes have severe handicaps while only ten percent or six children have good physical conditions. In the normal home group seven children or twelve percent have severe handicaps, which is practically only one half as many as in the broken home group. Sixteen percent or ten children have good physical conditions in comparison with six children or ten percent in the broken home group. The largest number in each group falls in the minor handicap class.

Many of these defects could be corrected if attention were diverted to them at an earlier age. Moore assumes that two thirds of the minor

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Chart VI
Comparison of the Physical Condition of the Children Studied

Severe Handicap  Minor Handicap  Good Health

Broken Home  Normal Home
defects could be corrected or eliminated by careful attention.

The fact that so many both severe and minor handicaps are found in each group points to the conclusion that these children are not receiving adequate medical attention, whether living with one or with both parents. As a whole the children from the normal home group were found to have better health conditions than those of the broken home group. This may be due to the lower economic status of the latter group.

The school grades range from the first through the twelfth in the broken home group, the age limits being from five to sixteen years. In the normal home group the grades range from one to eleven with an age range from six to fifteen. (Chart VII, page 32). The broken home group shows normal placement through the fourth grade and then the age becomes higher than the average age for that grade. In the seventh grade there is a range of seven years, from ten to sixteen and the average age for that grade is twelve. The remaining grades are made up of children who appear to be correctly placed in regard to age. The one child in the twelfth grade is sixteen and the usual age for graduation is seventeen or eighteen.

The school problems revealed after study at the clinic were lack of interest, poor work, retardation and truancy. The first three problems were found twice as frequently in the broken home group but truancy was twice as prevalent in the normal home group.

The intelligence quotients should be correlated with the progress in school to understand the retardation in some grades and acceleration in others. As seen in Chart VIII, page 33, the range of Intelligence Quotients as a whole is lower in the broken home group. The greatest number of cases fall in the dull normal group, ranging from eighty to eighty-nine in Intelligence Quotients. In the normal home group the greatest number of cases is in the average intelligence group with Intelligence Quotients ranging from ninety
Chart VII

Age Range Through Grades I-XII

Grade

XII
X
IX
VIII
VII
VI
V
IV
III
II
I

Age range in years

[Blank spaces for numbers]

-Brozen Home
- Normal Home
Chart VIII
Comparison of the Range of Intelligence Quotients in the Two Groups

Percentage

I.Q. Range

- Broken Home
- Normal Home
to one hundred and ten. The other groups are so nearly equal that there is nothing significant in their comparison. It is seen from comparing the school progress and the intelligence quotients that the greatest number of children in the broken home group with dull normal intelligence progressed normally through the fourth grade, but there they had difficulty and became retarded. The children with average and superior intelligence progressed normally through the higher grades and graduated at the average age or younger. The normal home group is more evenly distributed throughout the grades, although in the first few grades they appear retarded. This may be due to the fact that they were not started to school at as early as age, or that the ones with lower intelligence quotients were retarded even in the lower grades. There are more children in the first few grades in the normal home group because the children were referred at an early age for study.

FAMILY BACKGROUND

The type of home in which a child lives will, to a great extent, influence his developing character and behavior. In our study of the broken home group we have sixty homes where one parent is removed. In thirty of these homes the mother is engaged in a gainful occupation, in most cases outside the home. This leaves the children to their own resources during the greater part of the day. Eleven of the sixty broken homes were reported as being "good homes", by which is meant that there was no unusual friction and that there was an atmosphere of harmony. Ten of the homes were "friction homes", where there was constant quarreling between parent and child and relatives. The remaining thirty-nine homes were reported as neither outstandingly good nor bad.

"The friction home is the workshop which specializes in turning out children, who during the first six years of life fail to develop habits and inhibitions which are so essential to efficiency and happiness."
ness in later life.\textsuperscript{1}

In the normal home group, we find ten of the mothers working outside the home during the day, which deprives their children of the influence of both a mother and father except for a few hours during the day. Six homes in this group were reported as being "good homes", while there were twelve "friction homes" and forty ranging between the two extremes.

William Healy in enumerating the factors causing a defective home lists irritation in the home as one of the first causes and he believes that this factor alone causes many mental conflicts leading to delinquency.

The fact that there is friction and instability in these "normal homes" leads one to believe that it's effect will be seen in the problems of the children referred to the clinic.

Thomas D. Eliot believes that "If a home's morale is disorganized or its standards deficient, it may be just as truly a "broken home" as if the family were dismembered."\textsuperscript{2} We did not include this type of home in our broken home group but it is clearly seen that the effects would be somewhat the same.

The fact that there is dissention constantly between members of a family tends to foster a feeling of insecurity, which is detrimental to a developing personality.

As one would naturally expect, the economic status of the broken home group is much lower than that of the normal home group. The economic status of the families is rated in four groups; affluent, comfortable, marginal and dependent.

\begin{flushleft}
\textsuperscript{1} Thom, Douglas A. - The Importance of the Early Years, p. 109. Concerning Parents (Symposium) New Republic Inc. N. Y. 1926
\end{flushleft}
"Dependent - lacking the necessities of life or receiving aid from public funds or from persons outside the immediate family."

"Marginal - living on earnings but accumulating little or nothing and falling into the dependent class during short time emergencies."

"Moderate or comfortable - having accumulated sufficient resources to maintain the family, free from financial strain."

"Affluent - having a large income and accumulated resources."¹

Chart IX, page 36, shows that in the broken home group there is only one family rated as affluent in comparison with four or seven percent in the normal home group of sixty families. The second and third groups show the greatest difference, there being nine families of fifteen percent with comfortable incomes in the broken home group and twenty-five or forty two percent in the normal home group, while in the marginal classification the same difference is seen in reverse order. There are thirty-six families or sixty percent of the broken home group in this classification and twenty families or thirty-three percent of the normal home group. The dependent status is interesting since there are fourteen dependent families or twenty-three percent of the broken home group, while there are eleven families or eighteen percent of the normal home group dependent even though both parents are in the home. In this group some are physically and mentally disabled while others are intermittent workers and underemployed.

The parental occupations found in our study are classified according to the United States Census Classification of Industries under the following heads: agriculture, manufacture and mechanical industry, transportation, trade, public service, professional, domestic and personal service and clerical.

Chart X, page 36, shows the distribution of these occupations for both the father and the mother. The occupations of each parent in the two groups parallel rather closely. In the broken home group there are more

CHART X.

OCCUPATIONS OF THE PARENTS OF THE CHILDREN

FROM THE BROKEN AND NORMAL HOME GROUPS

<table>
<thead>
<tr>
<th>Occupation</th>
<th>Broken Home Father</th>
<th>Broken Home Mother</th>
<th>Normal Home Father</th>
<th>Normal Home Mother</th>
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</thead>
<tbody>
<tr>
<td>Agriculture</td>
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<td>0</td>
<td>1</td>
<td>0</td>
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<tr>
<td>Manufacturing and</td>
<td>20</td>
<td>4</td>
<td>11</td>
<td>1</td>
</tr>
<tr>
<td>Mechanical Industry</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Transportation</td>
<td>5</td>
<td>1</td>
<td>9</td>
<td>0</td>
</tr>
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<td>10</td>
<td>23</td>
<td>6</td>
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<tr>
<td>Public Service</td>
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<td>0</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>Professional</td>
<td>6</td>
<td>4</td>
<td>8</td>
<td>1</td>
</tr>
<tr>
<td>Domestic and Personal</td>
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<td>5</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Clerical</td>
<td>0</td>
<td>6</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>49</strong></td>
<td><strong>30</strong></td>
<td><strong>59</strong></td>
<td><strong>10</strong></td>
</tr>
</tbody>
</table>

In eighty-eight percent of the cases in both the broken home group and the normal home group the children are born of American white parents. In the broken home group two percent of Jewish parents and seven percent of European parents. In the normal home group these practically the same proportions, two percent being born of Negro parents, seven percent of Jewish parents, and three percent of European parents. These figures are not surprising since the study was made in an inland Southern city where the greatest proportion of the population is native born American white. A recent survey of "The Negro in Richmond, Virginia" can make this statement that the Negro population is less than twenty-nine percent of the total population. It was also found that Negro children furnish a disproportionate number of juvenile delinquency cases.

fathers engaged in manufacturing and mechanical industry than in any other occupation while the greatest number of mothers are engaged in a trade, usually as a sales clerk. In the normal home group the largest number of both mothers and fathers are engaged in a trade. Since the occupations engaged in by both groups are similar in proportion, it leads us to consider why the economic status of the normal home group as a whole is much higher than that of the broken home group. The fact that many of the fathers who are included in this classification have dropped out of the group as wage earners may be a cause for the lower status of the broken home group. Another explanation may be that in the normal home group both parents are working at the same time.

The total of the broken home group shows that there are only forty-nine fathers’ occupations given in the cases, the remainder were unable to be ascertained, likewise in the normal home group it was impossible to discover the occupation of two of the fathers. There are three times as many mothers engaged in occupations in the broken home group as in the normal home group.

In eighty-eight percent of the cases in both the broken home group and in the normal home group the children are born of American white parents. In the broken home group two percent of Jewish parents and seven percent of European parents. The normal home group shows practically the same proportions, two percent being born of Negro parents, seven percent of Jewish parents and three percent of European parents. These figures are not surprising since the study was made in an inland Southern city where the greatest proportion of the population is native born American white. A recent survey of "The Negro in Richmond, Virginia" was made which states that the Negro population is less than twenty-nine percent of the total population. It was also found that Negro children furnish a disproportionate number of juvenile delinquency cases.

but only a small number of these cases came under the guidance of the Children's Memorial Clinic.

The ordinal position of a child in a family influences to some extent the way in which he will develop. It has been thought that the youngest, oldest, and only child have more difficulties to overcome and adjustments to make than a child in another position. In a study of overprotected children it was found that an only child tended to be more overprotected and present more difficulties than a child in any other position.¹

The oldest child is often given responsibilities to bear and sometimes is given authority over younger members of the family. This is especially true in the broken home group where the father is out of the home. The mother allows the oldest child, especially if a boy, to have authority over the younger children and in a way take the father's place of authority in the home. Usually this causes the oldest child to become mature in his manner if he is old enough to realize the significance of his position or to develop an aggressive and domineering personality. This authority of an elder child over younger children is a cause for sibling jealousy and often causes disharmony in the home.

The youngest child is usually the overprotected one according to Adler. The mother dislikes to think that her youngest child is growing up and she will often attempt to keep the child a baby as long as possible. One clinic mother said about her twelve year old son, "I hate to see him grow up and lose his girlish ways." As a mother sees her children grow up and leave the parental home, she realizes that her career as a mother is disappearing and there will be a vacant spot in her life after they become independent and leave home. There is a void that will have to be filled with some other interest.

¹ - Shane, Adleen, A Study of Fifty-four Adolescent Children showing the Effects of Overprotection. Thesis unpublished.
Chart XI

Ordinal Position of the Child in the Family

Percentage

- Eldest
- Youngest
- Only child
- Other Positions

Broken Home
Normal Home
The father has his outside interests in business and usually does not cling to the youngest child and try to keep it from growing up as some mothers do.

The only child is somewhat in the same position as the youngest child. All the affection of both parents is bestowed upon a child in this position. Often there are no companions for an only child which will tend to make it self-sufficient and indulge in phantasy and imaginary playmates because it is deprived of actual ones.

Children in any other position than these three do not have any outstandingly difficult adjustments to make due to these causes, unless there is a long interval between the births of the children.

In Chart XI, page 41, a comparison of the ordinal position of the children in the two groups is made. The smallest difference is seen in the "only child" group, seventeen percent or ten of the children of the broken home group fall in this class, while nine or fifteen percent of the children in the normal home group are only children. Children occupying any other position than eldest, youngest and only children show the next smallest difference in the two groups, the broken home group furnishes thirty-two percent or eighteen children, whereas there are twenty-three children or thirty-eight percent of the normal home group in this class. There is a marked difference for the youngest child, the broken home group has seventeen children or twenty-eight percent in this group, an increase of ten children or sixteen percent over that of the normal home group. Since these children have the influence of only one parent and the remaining parent out of the home part of the time, it would be more difficult for them to adjust properly and develop normally due to their need of training at this early age. The eldest child in the broken home group constitutes twenty-three percent of the total, while in the normal home group there are twenty-one children or thirty-five percent of the group who show problems.

As has been explained before, the eldest child in a broken home often has to
become responsible at an earlier age and this may tend to lessen the problems he might present if he did not have this adjustment to make.

There are four major needs in the life of a child if he is to develop to the best possible advantage. The first great need is for security, which is derived from an adequate home, in which both parents are living in harmony. Either the removal of a parent or children tends to give the child a feeling of insecurity. There is a danger of this feeling of insecurity lasting too long, however, which is an detrimental to the individual as a lack of security. The second need is for a chance to grow. The child should progress normally and not remain in one stage for too long an interval. Especially is this true in the emotional life of the child, which is greatly retarded by either for both parents. The third need is for a secure ideal to grow to. The child usually accepts his parents as his ideals, yet if the father is unsuccessful and the mother is the more aggressive and efficient, it may make the child's ideals to become warped. If one parent is out of the home that ideal is lacking in the child's life and his development tends to be unbalanced. The fourth need is for companionship. The child needs both companions of both sexes as well as companions of his own age. At an early age a child should learn to make these contacts and they should continue throughout life. If they are avoided from a child's life, he will fail to use his imagination to supply desirable ones.

It is difficult to say exactly what causes parents to become maladjusted and what leads to the kind of behavior they exhibit, but the fact is accepted that there are certain influences in the environment which affect behavior and personality.

William J. Thomas has classified human wishes in four groups, namely, the desire for new experience, the desire for security, the desire for response and the desire for recognition.

The desire for new experience has caused many children to plunge.

1 - Thomas, William J. - *The Emotions of Children*.
ANALYSIS OF BEHAVIOR

There are four major needs in the life of a child if he is to develop to the best possible advantage. The first great need is for security, which is derived from an adequate home, in which both parents are living in harmony. Either the removal of a parent or children tends to give the child a feeling of insecurity. There is a danger of this feeling of security lasting too long, however, which is an detrimental to the individual as a lack of security. The second need is for a chance to grow. The child should progress normally and not remain in one stage for too long an interval. Especially is this true in the emotional life of the child, which is easily retarded by either or both parents. The third need is for a concrete ideal to grow to. The child usually accepts his parents as his ideals, yet if the father is unsuccessful and the mother is the more aggressive and efficient, it may cause the child's ideals to become warped. If one parent is out of the home that ideal is lacking in the child's life and his development tends to be unbalanced. The fourth need is for companionship. The child needs adult companions of both sexes as well as companions of his own age. At an early age a child should learn to make these contacts and they should continue throughout life. If they are excluded from a child's life he will call upon his imagination to supply desirable ones.

It is difficult to say exactly what causes persons to become mal-adjusted and what leads to the kind of behavior they exhibit, but the fact is accepted that there are certain influences in the environment which affect behavior and personality.

William I. Thomas has classified human wishes in four groups, namely, the desire for new experience, the desire for security, the desire for response and the desire for recognition.¹

The desire for new experience has caused many children to plunge

¹ - Thomas, William I. - The Unadjusted Girl, P. 4.
into unfamiliar activities and even indulge in socially unacceptable behavior. The desire for new experience is opposed to the desire for security, which implies satisfaction with things as they are and creates an air of complacency surrounding the individual. The desire for response is concerned largely with love, especially that between parent and child and the two sexes. This desire is outstandingly prominent during adolescence, although it has its beginning when the tiny child wants to make friends and be loved. The desire for recognition begins at an early age with show off behavior and develops along with the individual’s growth. This desire is also prominent at adolescence.

Thwarting any one of these wishes may cause too much emphasis on another and it is when these wishes are unfulfilled that the child becomes maladjusted and presents undesirable behavior.

Douglas A. Thom has said, “The conduct of a child is simply his reaction to his environment. It is the result of a struggle between his instinctive strivings and the limitations and inhibitions set up by his environment.”

“Behavior, in the social sense, is a socially evaluated and socially regularized product, and behavior problems represent conflicts between individual behavior and the social requirements for behavior................. There can be no problems in behavior, in the active social sense, unless someone reacts to them as such.”

Behavior, habit and personality problems are symptoms of maladjustment of a child to his environment, for which there may be many underlying causes, not made manifest except through a study of each problem.

Behavior symptoms have been grouped as follows:

1. The continuance into childhood of undesirable habits of infancy, such as enuresis, masturbation, peculiar food fads, night terrors, thumb-sucking, nail-biting and mannerisms of various sorts.

2. Troublesome personality traits such as extreme degrees of sensi-

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tiveness, exclusiveness, secretiveness, apathy, day dreaming, imaginary and fanciful lying, "nervousness", moodiness, quarrelsomeness, lack of ambition or interest, cowardliness, fretfulness, restlessness, hyperactivity and inability to get along with other children.

3. Socially unacceptable behavior such as lying, stealing, truancy, disobedience, bullying, destructiveness, cruelty, temper tantrums, defiance or rebellion against authority, keeping late hours, seeking bad companions and various forms of sex activity.1

Let us next compare the number of behavior problems that were found in the normal and in the broken home groups in our study and see how closely they parallel. One would expect to find many more problems in the broken home group since the children are living with only one parent and often that parent is out of the home during the day.

The behavior problem which the greatest number of children were found to exhibit was stealing. This was the greatest behavior problem in each group, altogether there were three more cases in the broken home group than in the normal home group.

Stealing is attributed by some to be the result of a lack of training regarding property rights, a lesson that should be learned in early childhood. Children as well as adults often have motives for stealing however when their early training has been adequate. When a child is young he naturally reaches for everything and does not discriminate between what is his own and someone's else. This lesson must be taught him by his parents or others while he is young. If he accomplishes the offense successfully he tries again and may drift from small offenses to larger ones. Some of the motives for stealing are desire for unpossessed objects, jealousy, inferiority, revenge and sometimes the gang spirit leads to delinquency.

Lying ranks next to stealing in the number of behavior problems in each group. These two problems are often grouped together because they are

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1 - Coghill, Harvie DeJ. - Circular of Information for Children's Memorial Clinic.
practically of the same origin and their motives are somewhat similar. Both
problems are acquired and the environment is the apparently outstanding influ-
ential factor in each case. Deceit is sometimes fostered by parents through
severe discipline of the child, by making him give account of himself for every
minute and by punishing the child for telling the truth if they think he has
erred. They also furnish an example of lying in their own lives if they make
promises to children and do not keep them. Lies are often the result of imagi-
nation, especially in a child who has a lack of opportunities and who comes
from a poverty stricken home. He may lie in self defense to cover up feelings
of inferiority. Wishfulfillment is often a cause for lying in an underprivi-
leged child.

Temper tantrums are usually the result of training and environment.
Imitation plays a prominent part in the formation of temper tantrums for the
child who sees his mother go into a rage until she gets her wish, may imitate
her and develop tantrums. This behavior is sometimes indulged in as an atten-
tion getting device, especially if the child has been a favored one but whose
position has been taken by a younger sibling.

Sex activity is equally indulged in by both groups. Sex delinquen-
cies are many times the results of lack of sex information of the proper kind.
Parents too often delay giving their children sex instruction because they
think they are too young, yet at the same time the children are learning the
information from undesirable channels and probably in an untrue form. Curiosity
is one of the reasons for sex activity, especially among younger children.
Curiosity begins to show itself at an early age and unless it is satisfied in
a wholesome way it may find other ways of being gratified. In several of the
cases of the broken home group, children had witnessed sex relations between
the parents, this aroused their curiosity and led them into sex activity. In
one case the father had sex relations with his small daughter. Here again the parents are at fault, either for not giving information or by examples they set before the children and in this way they furnish wrong ideals and assist them in their delinquencies.

"The beginning of delinquency in girls is usually an attempt to get amusement, adventure, pretty clothes, favorable notice, distinction and freedom in the larger world, which presents so many alluresments and comparisons."1

Destructiveness, disobedience, cruelty and bullying are reported more frequently in the normal home group. We would expect to find the reverse true where the father is out of the home and the mother alone has the discipline of the children in many of the broken home cases.

From this comparison we conclude that the one parent influences and trains the children as well as the two parents together do in the normal home. However, it must be taken into consideration that in many homes where both parents are living, one often has the sole discipline of the children. Often, too, there is a conflict of opinion in regard to discipline, which makes a worse situation than if one parent were entirely responsible.

"Personality is the product that results from the influence of social contacts in molding the hereditary equipment of the individual. In this process of personality making the home must necessarily have the foremost place since it provides the most productive stimulation by intimate contacts at a time when the child's unformed personality is supremely sensitive to his associates. Experience shapes the personality and the home has the chief opportunity to furnish experiences that set the personality."2

The attitude that a child adopts toward the members of his family group will to a great extent determine his attitude toward the larger circle with whom he will come in contact after he has left the family circle and

1 - Thomas, W. I. - The Unadjusted Girl, P. 109
J. B. Lippincott & Co. 1927
become an independent individual.

The first emotional lessons are learned from the family group, since it is through this channel that the child has its first contacts. The normal course of the development of the child’s affections, according to Freud, is of great importance in determining the adjustments he will make in later life to other individuals. The first stage according to Freud is one in which the child is most interested in itself and is concerned only with those things which cause bodily comfort and satisfaction. This is the stage when he first finds satisfaction from stimulating certain sensitive zones of the body, a habit that often lasts through adolescence.

As he grows older he turns his attention to other objects and persons in the environment. The person to whom he most often turns is the mother or one who administers to his bodily needs. At an early age he turns to the parent of the opposite sex as an object of affection and in this way develops in a logical course the sex instinct which will determine his adjustment in later life. Along with this development of love, jealousy is not an uncommon accompaniment. The parents and siblings are often the objects of jealousy, both the parent of the opposite sex and of the same sex. The child at first conceives of the parents as ideals, but as he makes other contacts he realizes that there are others more wonderful than the parents and the love turns to hate. Jealousy may become evident when the child wants to take the place of the parent of the same sex or when the boy desires affection and thinks that the mother bestows too much affection on the father.

Sibling jealousy may take place when the child has been a favored one for several years and a baby is born which receives the devotion and attention which was formerly bestowed on the first child. Unfavorable comparisons with the siblings may also be a source of jealousy for the child.

Any arrest of growth in either stage of emotional development causes difficulty in adjustment and a retarded emotional life.
In our broken home group there are twenty three children or thirty-eight percent, who have never been "psychologically weaned" from the mother. Of this number sixteen or twenty-seven percent, are boys between the ages of eight and fifteen.

One boy, eight years old, an only child, was very much overprotected by his mother and used as an emotional outlet for her after the death of her husband. The boy was babyish in some of his reactions and mature in others. He presented socially unacceptable behavior, personality difficulties and several undesirable habits.

Five of the boys who were still in the mother stage were only children and overprotected by the mother.

Regarding the situation, White says: "One of the most frequent of the parent child relationships is produced by an attraction between the parent and the child which is too close, too long continued and results in impairing the ability of the child to finally break from home dependency and become independent. The typical setting for such an outcome is produced when there has been only one child, a boy, and the mother has early been widowed, either by the death of her husband, or by separation or what amounts to the same thing, if there has been an absence of love between the parents. Under these circumstances the mother turns to her son as a love object and bestows upon him not only the love that under ordinary circumstances would go out to him, but because another avenue of her love expression toward her husband has been closed, lavishes this additional quantum of love also upon her son. In this way the child gets too much love and too, love that is not just a mother's love, but in addition a love which should have had an adult form of expression, namely, a sexual expression of which she has been deprived. Mother and son under these circumstances grow up more like sweethearts than like parent and child and the quality of the mother's love offers such a pleasure premium to the child that is is unable to detach itself from the mother as love object and find a wife and independency."1

We have an excellent example of this situation in one of our cases, as follows: A boy, an only child fifteen years of age, was referred by the Juvenile Court for staying out late at night and for being under the influence of a girl. The boy's father deserted his family when the child was seven years of age.

1 - White, W. A. - Mental Hygiene of Childhood, pp. 135-136.
of age and after that time he had only the mother's influence and care. The mother bestowed all her love and affection on the child and slept with her son after the father deserted. The mother was a "flapperish sort of person", who was very affectionate toward the boy. She told the social worker that the boy was taking the father's place and that she was teaching him to be a "perfect lover." The boy was in a special school and retarded for his age. He showed little interest in anything and was a member of a gang of "bad boys and girls." He often talked about his father and seemed to feel the need of a father's influence. The boy resented "being babyed, called sweetheart and the petticoat government" under which he was laboring. His chief desire was to be a bus driver. He developed a spirit of rebelliousness and disobedience and had several sex experiences.

One boy of thirteen years was very protective of his mother, shielding her and saying he would never leave her to marry anyone. He had a decided hatred for his father who had deserted his family and the boy expressed a desire to kill his father on account of his conduct.

Each of these boys was overprotected by his mother, who administered to him as if she were much younger and in this way fostered immaturity and dependence on the parent, rather than helping him make adjustments and contacts outside the home.

In the normal home group we found five boys, or six percent, who were too dependent and tied to the mother. It will be noted that the largest number is in the broken home group. We would expect to find this true because in so many of the cases since the father is out of the home the mother uses her children as her only emotional outlet.

There were three girls, or five percent, in the broken home group who were still tied to the father and had not made heterosexual adjustments outside the family circle. In the normal home group there were two girls, or
three percent, who were tied to the father beyond the usual age.

In the normal home group there were seven children, or twelve percent, in comparison with five, or eight percent, in the broken home group who showed a sibling jealousy. One of the reasons for this jealousy in the broken family was the fact that an older sibling was holding a more responsible place, possibly having authority over the younger children, in the absence of a father. Partiality shown to one child by one or both parents was the cause of a sibling jealousy in several of the cases.

The correlation of the parent child relationships and the age at referral in the broken home group leads one to conclude that the emotional life of these children has been retarded and that the age of adolescence was the time at which this situation made it more difficult for the children to adjust, hence the socially unacceptable behavior and personality problems became apparent.

The personality problems as revealed after clinic study are practically the same in the two groups. Emotional instability was found much more frequently in the broken home group as a result of the parent child emotional relationships.

There are four children in the broken home group with inferiority feelings and none in the normal home group.

"When a child loses his sense of recognition and backing which comes from belonging to loving intelligent parents, he is likely to lose confidence in himself and develop a feeling he isn't wanted. The lack of parents and a natural home marks him off as distinct from other children and may create a situation in which the child becomes bitter and resentful. This resentment is likely to be a cloak for his sense of inferiority."[1]

The environment is of great importance in developing a feeling of inferiority for the family, associates and surroundings may all be causal factors in this feeling. Physical and mental handicaps are frequent sources

1 - Queen and Mann - Social Pathology, p. 102.
Thomas Y. Crowell Co. N. Y. 1925
of inferiority, because they both cause retardation and inability to take part in activities and cause unfavorable comparisons to be made.

It is only normal that a person, whether child or adult, should be inclined to be gregarious at times and to be seclusive at other times. Gregariousness is the more natural trait of the two since the individual is more often in a group than alone. Inability to adjust to either of these conditions is a poor type of social adjustment.

"Seclusiveness is usually indicative of a certain amount of maladjustment and should be considered very serious in any individual up to the age of twenty-five, because withdrawal from the group through the early years and adolescence shows that something has gone wrong in the capacity of the individual to adjust."

Sensitiveness, shyness, seclusiveness and day dreaming are closely related traits in a child's life and may be traced to the same origin, since each is a cause and effect of the other. A child who tends to be seclusive and make a poor group adjustment may become sensitive because of this inability to adjust. Since he is not included in the group and is left alone to his own resources he resorts to day dreaming. Day dreaming is a retreat from reality by means of phantasy and is indulged in to obtain pleasure and satisfaction in an imaginary world. The child who day dreams is a solitary child who prefers to be alone, which is the tendency to seclusion.

Maladjustment or dissatisfaction with the environment is a frequent cause for this type of behavior in a child. In the broken home group we find thirteen children in this class, probably because they feel the deprivation of one parent and the lack of a satisfactory environment. In the normal home group there are three more cases than in the broken home group. This maladjustment is due to environmental causes and even though there are two parents in the home there are inadequacies that result in this trait.

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1 - Blanton and Blanton - Child Guidance, p. 257.
Many children wish to be socially acceptable but fail in their attempt and are unpopular with their contemporaries. This is especially true of the only child who has fewer opportunities for group adjustment than the child who has several siblings.

Enuresis and masturbation are the two outstanding habit problems and are much more prevalent in the broken home group. These two habits are frequently grouped together because they often appear in the same child and may be caused by each other.

Enuresis may be the result of physical causes or of maladjustment and psychological causes. The habit should be broken at as early an age as possible although sometimes it persists until or beyond adolescence. Excitement or nervous tension is often the cause of diurnal as well as nocturnal enuresis.

Masturbation was once thought to be the cause of mental and physical handicaps and parents still create fears in their children by telling them the dire results of the habit. The greatest harm done to the individual who practices masturbation is often the anxiety caused in his own mind and the fact that it tends to make the individual exclusive. Masturbation is practiced chiefly for the pleasurable returns and because the individual is more interested in himself than in other individuals.

Mary Chadwick says of masturbation, "Children come to it by various paths, through seduction on the part of an older child or grown up, through suggestibility or by the marital life of the parents. Whatever the cause of its origin it will primarily serve the purpose of deriving pleasure. It is a phase through which all go at one time or another, passing the matter of greatest importance being whether the difficulty passes or if the habit should become permanent. It may without complications or if the habit should become permanent. It may remain as it is or increase in severity with the growth of the child."

Nailbiting and thumbsucking are sometimes classed with the two preceding habits. They all appear more frequently in a child who is easily upset

1 - Chadwick, Mary - Difficulties in Child Development, pp. 45-69.
or worried and who is interested in himself because his environment and comparisons are unsatisfactory.

"Actually they do little harm in themselves unless they assume very great proportions and absorb an unduly heavy percentage of the child's nervous energy or because constant punishment, and correction has increased the child's guilt, where they are concerned to an overwhelming height." 1

Speech defects were found in four cases of the broken home group and in only one of the normal home group. The commonest of these defects was stuttering.

"Search of the emotional life of stuttering children always reveals some of these defects, timidity, strong feelings of inferiority, an overdependence on the parents and feelings of inadequacy. In some cases we notice a marked rigidity towards life, an unwillingness to change food and sleep habits, an over-suggestibility, a chronic fear of meeting certain groups of people or situations or a marked sensitiveness." 2

Sleep disturbances appearing in our study include sleeping walking and talking and dreams.

"Surely the activities and outlets denied the individual during the day will be present at night and a restless, waking, talking child is for some reason not finding his best outlets during the day." 3

Food fads and vomiting were more prevalent in the normal home group and were used as attention-getting devices in most cases.

In Chart XII, page 55, we see a summary and comparison of the problems as they were referred and as they were revealed after clinic study. In both groups approximately three times as many problems were revealed after clinic study as were referred.

The most outstanding fact from the comparison is that the normal home group showed a larger total number of problems than the broken home group both as referred and as revealed after examination. We would expect to find

1 - Ibid, p. 44.
2 - Blanton and Blanton - Child Guidance, p. 109
3 - The Century Co. N. Y. 1927
3 - Ibid - p. 78.
## Chart XII

### Comparison of the Problems as Referred and as Revealed for the Broken and Normal Home Groups

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<tr>
<th></th>
<th>Broken Home</th>
<th>Normal Home</th>
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<tbody>
<tr>
<td></td>
<td>As Referred</td>
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<td>Disobedience</td>
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<td>8</td>
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<td>19</td>
</tr>
<tr>
<td>Temper Tantrums</td>
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<td>15</td>
</tr>
<tr>
<td><strong>Total Behavior Problems</strong></td>
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<td><strong>56</strong></td>
</tr>
<tr>
<td>Percent of Total Problems</td>
<td>33%</td>
<td>21%</td>
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2. **Personality Problems**

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<th>Normal Home</th>
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<tbody>
<tr>
<td></td>
<td>As Referred</td>
<td>As Revealed</td>
</tr>
<tr>
<td>Daydreaming</td>
<td>2</td>
<td>15</td>
</tr>
<tr>
<td>Emotional Instability</td>
<td>3</td>
<td>14</td>
</tr>
<tr>
<td>Fears</td>
<td>2</td>
<td>12</td>
</tr>
<tr>
<td>Hyperactivity</td>
<td>5</td>
<td>3</td>
</tr>
<tr>
<td>Total Personality Problems</td>
<td><strong>28</strong></td>
<td><strong>56</strong></td>
</tr>
<tr>
<td>Percent of Total Problems</td>
<td>26%</td>
<td>15%</td>
</tr>
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</table>
more problems in the broken home group but in our study the reverse is found true.

There are two possible explanations for this deviation from the usual idea of the effect of broken homes on children’s behavior, habit and personality patterns. First, the fact that after clinic study the broken home group showed a smaller number of problems may be attributed to the repression of these children. They do not receive as much attention as they would if they had the influence of both parents and they feel that they are different from other children. Many factors in their lives might have caused repression, which have become so deep seated that they would in turn affect the number of problems revealed.

Second, there may be a correlation between the higher Intelligence Quotient range and the larger number of problems in the normal home group. Leta S. Hollingworth says, "The more intelligent the child the more likely he is to become involved in the problems of adjustment." This is especially true of children with superior intelligence, but holds true for children with normal intelligence, likewise.
SECTION III

ILLUSTRATIVE CASES

Five cases have been selected from the files of the Children's Memorial Clinic, Richmond, Va., to illustrate the broken home and the normal home. The first four cases represent homes broken by death, desertion, divorce and institutionalization, respectively and the last case is representative of a normal home.

The paternal grandfather was a refined and respected man who in his later years became alcoholic and degenerate, a source of embarrassment to his family. The grandfather was practically an invalid, due to a heart condition. He was sensitive and reserved and had preserved many niceties in spite of associations. Jimmy spent part of his vacation with his paternal relatives each summer.

The paternal relatives were also of English descent. The grandparents lived on the spot of a splendid range of a race, which had been owned by the family for many generations. The grandfather died when Jimmy's father was quite young. The grandmother was a quiet, reserved person, who though she had been isolated and without contacts with educated people, showed facility of expression.

The father was educated at an industrial school and later took some courses in a technical college. He was a teacher in a high school for sixteen years before his death. He was highly esteemed by his colleagues and superiors, and considered an excellent teacher and admirable man. He took a keen interest in his pupils, found them jobs, visited them in their homes and helped with their personal problems. They were very fond of him and kept in touch with him for years after they had left school. Jimmy adored his father and was his constant companion during his leisure hours. The father understood him thoroughly and managed him without apparent effort. He was inclined to be lenient with him and allowed his feelings to get the all children and was very understanding, often allowing him feelings to get the
CASE ONE

Jimmy, age 13, was referred by the Family Service Society because of failure to progress at school and for resenting his mother's control at home. The father died when he was twelve years of age.

The maternal grandparents lived on a small farm, from which they earned a comfortable income. The maternal relatives were of English forebears who had lived in this country for several generations. The grandfather in his youth was a refined and respected man but in his later years became alcoholic and degenerate, a source of embarrassment to his family. The grandmother was practically an invalid, due to a heart condition. She was sensitive and reserved and had preserved many niceties in spite of associates. Jimmy spent part of his vacation with his maternal relatives each summer.

The paternal relatives were also of English descent. The grandparents lived at the foot of a mountain range on a farm, which had been owned by the family for many generations. The grandfather died when Jimmy's father was quite young. The grandmother was a proud, reserved person, who though she had been isolated and without contacts with educated people, showed facility of expression.

The father was educated at an industrial school and later took some courses in a technical college. He was a teacher in a high school for sixteen years before his death. He was highly esteemed by his colleagues and superiors, and considered an excellent teacher and admirable man. He took a keen interest in his pupils, found them jobs, visited them in their homes and helped with their personal problems. They were very fond of him and kept in touch with him for years after they had left school. Jimmy adored his father and was his constant companion during his leisure hours. The father understood him thoroughly and managed him without apparent effort. He was inclined to be lenient with all children and was very tenderhearted, often allowing his feelings to get the
better of his judgment. An operation was recommended for Jimmy but the father could not bear the idea of the boy undergoing it. The father always managed to get his family what they needed or wanted. They had a car and went for weekend trips and in the summer spent the vacations with relatives. He gave his wife what she needed for household expenses but kept his financial affairs to himself. She often asked him to take her into his confidence but his relatives said that he could not do so because she opposed his judgment on every point and would create such stormy scenes he could not stand it. He loved peace and always avoided quarrels whenever possible. He left his estate tragically entangled, and after it was settled, very little was left for the family.

He was proud of his family, home and background. It was his ambition to buy the old farm place and restore it, so he could retire there with his family. The father died very suddenly from a heart attack, soon after he returned home from school one afternoon.

The mother, thirty-seven years of age, taught for a short time in a private home before her marriage. Her health was quite poor and she had several operations. Her husband protected her from financial worries and relieved her of most of the responsibility of the children and of housework. The entire discipline of the children was left to the father. The mother was ambitious in a rather materialistic way. She was very anxious to have a nice home in a good section and to acquire property. She thought she and her husband were reaching this goal, but when she found that his affairs were so entangled she became bitter and resentful to him. Jimmy knew the condition of the family as his mother had discussed it with him. She let Jimmy know that the responsibility of being the future head of the family rested on him and impressed the necessity of good school work on him, so that he would be prepared for the responsibility of being wage earner. She feared that Jimmy would get beyond her control and felt at a disadvantage in attempting to take the responsibility of the boy.
The home was a nine room house, modern, fairly new and quite attractive. The family occupied the first floor, consisting of five rooms and a bath. The upper flat was rented to a family of three, who lived with them for several years. Perfect harmony existed between the families. The home was very clean and comfortably furnished. It was located in a suburb, on a block which was built up, but open fields were beyond. The neighborhood was quiet and genteel.

Jimmy was a full term baby of normal pregnancy. Delivery was instrumental and the mother was quite ill. He weighed eight pounds. Dentition began at five months, walking at eleven months, talking at twelve months and there were no nutritional difficulties. He had the usual childhood diseases but with no severe results. He had a tonsil and adenoid operation when he was seven years of age. During an attack of grippe he got up twice one night, rushed about the house shrieking he was dying. He referred to this incident as a bad dream but did not describe it. Development of secondary sexual characteristics had not been noticed when the study was made.

Jimmy bit his nails and stuttered when he was excited. He became easily frightened although he had no specific or extreme fears. He was restless in his sleep and began walking and talking in his sleep after his father's death. Just about a year after his father's death, after feeling nervous for several days, he jumped out of bed one night shrieking he was dying and calling his father saying he was coming. For several days afterward, he was nervous, weak and nauseated. Jimmy had regular habits of sleeping and eating but had a poor appetite which grew more fickle. He was very fond of sweet things but was not allowed much. He slept with his mother after his father's death.

Shortly before the father's death he decided that Jimmy was still too young for sex instruction. The mother did not think that he had acquired much of any information from his companions. He never asked questions or said anything to indicate an interest in sex.
Jimmy began school when he was six years old. He failed in the second grade but was allowed to go on with the third. He repeated Arithmetic in the sixth grade and had other subjects in the seventh grade. His poor school work distressed his mother as she wanted him to be a scholar like his father. The father always planned Jimmy's school courses for him and wanted him to do well in school. He was not interested in any of his subjects but wanted to take mechanical drawing. All of his teachers said he could learn but that he was mentally lazy and would not study. Jimmy liked his teachers and gave them no trouble in school, being polite and respectful to them. His mother and teachers said that he was slow mentally and physically and hardly ever finished an examination.

Jimmy did not receive an allowance, but was given small sums of money occasionally. He earned a little money almost all of his life by cutting grass and running errands for his parents. Jimmy was a Senate page for one session, having been appointed by his father's cousin. Several of the Senators praised him highly and he was appointed head page for the next session. Jimmy was very proud of his appointment and took a keen interest and responsibility in his work. He earned five dollars a day, which he turned over to his mother, and was proud that he could help her financially at a time when she needed it so badly. Afterwards, when his mother refused permission for him to do things he wanted to, he asked to have his money back, saying he intended buying a car and leaving.

Jimmy spent his leisure time playing with boys in the neighborhood either in his basement, yard or the fields near by. He was fond of sports but knew little of them. He played ball, built caves in the fields and gathered with his group in the evenings to tell ghost stories. He belonged to a club which met in front of the house or in the basement after school hours. His summers were always been spent with relatives and his only companions were
adults at these times. When his father was living, they were inseparable companions. Jimmy and his friends were with him every afternoon and on Saturdays. Jimmy belonged to the Y. M. C. A. but did not like it and complained that the boys were too rough and took his things. He liked to read anything pertaining to boy’s life and adventure. Jimmy played with boys his own age and younger. He did not like boys who fight, rather than fight he came home and cried, but would not explain the reason. He chose quiet normal boys to play with rather than rough ones. He did not have a special chum and did not appear to lead his companions nor did he seem to be influenced by them.

His mother had some trouble making him mind her, and he became antagonistic toward her as she became nervous and insistent with him. He talked little and asked no questions. He expressed no envy or admiration for children who excelled in school or work. After his father’s death there was a change in personality, which tended toward being more seclusive than formerly.

The physical examination showed that he had an eye defect which could be corrected by glasses. The left testicle was undescended and there was a distinct phimosis. The rest of the physical examination was essentially negative.

During the psychological examination he was perfectly composed, almost stolid. He brightened when anything mechanical was mentioned and said he wanted to be like his father. He was unemotional about his lack of progress in school. With an I. Q. of 88 which places him in the dull normal group intelligently, he was slightly overplaced and should not have been subjected to the strain of trying to keep up with work above his mental capacity.

During the psychiatric interview he seemed at first well poised but later became emotional and cried bitterly when his father’s name was mentioned and his death discussed with him. He worried much because his mother talked about his father’s debts so much. He felt that his mother nagged him just as
she did his father and that she was too strict with him. He showed good interests but did not like rough sports. He had nightmares and walked in his sleep after his father's death. He showed an adolescent desire for freedom.

Jimmy's failure to progress at school appeared to be due to his poor learning ability which was below the average for his age. His resentment of his mother's control seemed to have arisen since his father's death. The mother was reacting rather bitterly to the situation and the boy imitated her attitude, which embittered him against her. He copied his mother's behavior. His physical condition possibly had something to do with his behavior.

The case was active at the time this study was made. Jimmy's rebellion against authority turned to complete submissiveness to his mother. She, however, did not seem to be able to control, herself and to cooperate to her best ability in helping Jimmy become adjusted. Her thoughts were more self-centered than for the good of the boy.
CASE TWO

Rebecca, age fourteen, was referred by the Family Service Society because of precocious attitudes, attacks of hysteria or epilepsy and inability to succeed at home. She lived with her father after her mother deserted.

The paternal grandparents were of Scotch and English descent. The grandfather provided well for his family and died many years ago of pneumonia. The grandmother ran a boarding house in a "once good residential section." She had a fair education, a cheerful disposition and displayed a marked hyperactivity. Three paternal aunts were married and were respected members of the community. The fourth aunt was in a hospital for the insane. She was thwarted in her desire for an artistic career and developed a mental disturbance when a brother died.

The maternal grandmother died when Rebecca's mother was born, the grandfather's death followed shortly. One uncle, much older than the patient's mother appeared to be a man of intelligence and refinement.

The father was a normal, healthy child. He believed that he finished the elementary grades. He was never particularly interested in any occupation or recreation but tried first one thing and then another. He gave up a job for very little reason. His last job was as night clerk in a restaurant. He had been more of less of a drunkard all his life, gambled some and was sexually promiscuous. The father and daughter resembled each other physically and temperamentally. He was not interested in religion for a long time but later he prayed a great deal for Rebecca's welfare and for reconciliation with his wife.

The mother lived in an orphan's home until she was sixteen years old. Then she worked in factories until her marriage to a man whom she had known only a few months. She had a high school education. Her manner was "nervous" and impatient, she possessed a quick temper and was inclined to be unforgiving and revengful. She had quite a begging habit for several years but later showed
more independence. She lived with her son after deserting her husband and daughter.

John, a brother of patient, aged 16, stopped school after reaching the fifth grade. He was an unsatisfactory pupil and unmanageable. He was tall and slender, had delicate features and unsteady eyes. He was very particular about his clothes and was quite interested in girls. The mother knew little of his behavior, but thought he was a member of a gang of bad boys. His work was very unstable as he stayed at one job only a few weeks.

The family lived in a neighborhood known to have a bad reputation in a four room flat, neatly yet sparsely furnished. When the father worked the family lived comfortably and extravagantly, debts accumulated and there was a case of bankruptcy. The members of the family had no interests in common, each pursued his own way. There were constant quarrels between the mother and father, each accusing the other of infidelity. There was constant disagreement in regard to money matters. The father was not unkind to his children but never showed particular interest in them. The mother was not affectionate in manner nor sympathetic, but was kind to the children and especially fond of John. Rebecca and her father lived in a section given over to cheap rooming houses of bad reputation after the split in the family. The father and daughter occupied two rooms. Rebecca used the bedroom at night when the father was at work and he slept there in the daytime. The other room was the kitchen, where Rebecca prepared her meals occasionally and where she did the washing for the two. The father was kind and indulgent to her and believed that he was curing her "nervous condition" by giving her the things she wanted and allowing her to go to the movies as often as she wished. He saw that she got the proper food and thought that she observed a regular bedtime.
Rebecca was a tall, slender girl, fairly neat in appearance, however, at times she was quite slovenly. Prenatal health of the mother was good and delivery of the child normal. She was breast fed until two and a half years old, walked at two years eight months old, talked at one and a half years old and dentition began at something over a year. Her only illness was measles at five years, which was severe. Rebecca began having attacks of convulsions when two or three years of age, these attacks were preceded by dizziness, a loss of the use of the body and the patient became unconscious for a few minutes. Vomiting and frothing accompanied the attacks and headaches followed. These attacks were diagnosed as epilepsy but it was thought that they would disappear at the establishment of menstruation. During hospitalization it was decided that the cause was malnutrition. She had one attack during the time she was in the hospital and that was described as hysterical. She was treated and the frequency of attacks decreased from two or three a week to about two a month. Her mother stated that Rebecca would have a spell when she was denied anything she desired or if some point of discipline were insisted on. Menstruation began several months before coming for the clinic study and Rebecca thought that she was improving, following the doctor's prediction. She looked upon herself as a woman and discussed her health in regard to her menstrual periods in a very mature way.

Enuresis persisted until she was thirteen years old. She had most of her meals at the restaurant with her father. After her supper she sat around with him, talked to whoever was around, until nine o'clock, then she returned home, did the work and went to bed between ten and midnight.

Rebecca entered school at the age of six. In six years she completed the work of the second grade. She had attacks at school which were undesirable for herself as well as the other children, and she was asked not to return. She and her father decided that she would try night school classes, which she started.
When living with her mother she was unreliable in performing the

tasks assigned her. Her only interest was embroidery. She felt quite important

after keeping house for her father, although she neglected her work for several
days at a time. She liked love stories especially but could not remember them.

She liked to play dolls and for hours at a time would play contentedly with three
to six year old children and their toys. Her interests varied from time to time.

She was very interested in church work, visiting the sick and attending meetings

at one time.

She had several undesirable companions. Either adults, with whom she

conversed in terms she did not understand, or children, whom she delighted in

bossing, were her favorite companions. She was very talkative and aggressive in

her conversation. She was suspicious and untruthful and resented any advice or

assistance other than financial, insisting on her own ability and she had a

marked maternal attitude toward the members of her family. Rebecca minimized the
difficulty of her tasks and exaggerated her ability.

The physical examination showed the need of some dental work, swollen

nasal membranes, and a slightly full thyroid gland. She was 20% underweight.

The psychological examination gave her an I.Q. rating of 59, which

placed her in the moron group of intelligence.

The situation was complicated by the intellectual defect of the girl

and the domestic situation. The parents could not see Rebecca's condition as it

was and they were too hostile toward each other to work for the good of the child.

Legal difficulties made further treatment impossible.
Jane, age sixteen, was referred by the Juvenile Court because of delinquency and for spending two nights away from home. She lived at home with her mother, who divorced her husband several years before this study.

The paternal grandparents were described as "sweet, old-fashioned people". They both died before Jane's birth.

The maternal grandfather was a heavy drinker and contracted tuberculosis. He was in a Sanatorium near Jane's home. The grandmother was epileptic. She was never placed in an institution and died of pneumonia.

The father had a protected childhood and was greatly indulged at home. He became a stone cutter and drifted wherever he could find work. During this wandering he met his wife, then a fifteen year old girl, who was of inferior white stock. He is said to have contracted tuberculosis from his work, was alcoholic and practically always unemployed.

His wife said she left him because he had gone away from home frequently, obtained employment in some other community and did not write to her or send her money, although he communicated with his own family. He would tell her she loved him too much to give him up, but she was determined to show him she would. She obtained a divorce from him when Jane was eight years old. He would strike his wife and drag her across the room by her hair. He was very careless about his person and would appear in dirty, unkept clothing with his hair uncombed.

The mother was still going to school when she met her husband and married against her parents' advice. They knew that he drank but she threatened to elope so her parents consented to the marriage. After the separation she worked in a tobacco factory and hired a colored woman to attend the children at home. Later she worked in the ready-to-wear department of a store. The
mother went with a man for sometime after the separation but he married and moved out of the city. Later she took an apartment with a man who was expecting to be divorced at any time. The apartment was rented in his name and he paid board.

Jane lived with her mother after the father's separation for three years, then lived with an aunt, who was very strict and repressing. Later she moved back with her mother and again lived a carefree unsupervised life. When her mother worked in the tobacco factory she and her brother often sat on the curb until eleven o'clock waiting for her to come home.

Sam, a brother eighteen years of age, was in the Navy. He became so unruly that he was told he had to get out and do something, so he chose the Navy.

George, age 13, had been a troublesome child, and did not get along well in school. He was allowed to stay with his father part of the time, and enjoyed this life much more than he did with his mother.

Elizabeth, age 10, was left to her own devices after school until her mother returned at night, hence she lived in the streets.

Jane was a healthy baby of normal pregnancy. She had "blank spells" sometimes as often as twenty-five times a day, when she stopped whatever she was doing, gave a moaning cry, put her hands to her head and then resumed her activities as if nothing had happened. Jane's appetite was normal and she slept well. She had enuresis at times. The mother gave her sex instruction and did not believe that Jane had had any sex experiences.

Jane attended public school until she was fourteen. Then was transferred to a private one away from home. She borrowed equipment and clothes from other girls, ran up bills at local stores, chose the worst possible companions and was filthy in her habits during the year. She failed in every subject and did not return the next year.
After her appearance in court for delinquency the Judge advised Jane to get a job. During the Christmas holidays she worked in a ten-cent store. Later she worked at the telephone exchange but left because she was nervous.

Jane selected undesirable companions from the time she was a little girl, and enjoyed foreigners especially. She often went riding with strangers and older men who were of questionable reputation. The two nights she spent away from home were with a friend whom she had not known a very long time. Jane said she helped them move to their new home and that she tried to let her mother know where she was but was unable to reach her.

Jane liked to read better than anything else and entertained herself for hours in perfect contentment by playing the victrola.

The aunt described Jane as a willful, stubborn, insolent girl, filthy in her personal habits and attracted to the "commonest kind of people". The mother on the other hand describes her as a sweet and dutiful daughter whom she never has to correct.

The physical examination showed rather irregular food habits, otherwise essentially negative. Psychological examination gave her a rating of 94, which placed her in the average intelligence group. She talked with apparent frankness of her home situation, saying that her parents were separated and that her entire sympathy was with her mother. She held definite feelings of resentment against her father who was said to contribute nothing toward the support of the home. She charged her brother with a sexual attack on her several years before. She denied that she had had any other sexual experiences. She admitted that she liked petting, but was not promiscuous with this. Her motto was "Look hot and keep cool". She showed signs of nervous tension by biting her nails, pulling her eyebrows and lashes and was somewhat fidgety at times.
The factors causing the girl's behavior seemed to be poor heredity, environmental stress and strain which resulted in feelings of insecurity arising from a broken home situation. There was a conflict of evidence regarding her personality.

During six months contact with the clinic, Jane obtained several jobs but did not keep them any length of time. Later she accepted work in a distant city and the mother reported her as happy.

The maternal grandmother, a small woman, was a nurse during the war. She was a nurse in a doctor's office, she was the mother of two grown children and four grandchildren. She was a woman of great reserve and tact. Bobby's mother was the only child of this family. The father was the oldest of five children.

He had a high school education and was a farmer. He was very much interested in correspondence courses in civic affairs and was frequently absent from school and suffered from severe depression. The father refused to eat, had the habits of an alcoholic and always a kind and understanding family. He was the son of a brother who was killed in the war. The mother has a vivid imagination and has been a patient of the clinic once a year since last fall.
Bobby, a twelve year old negro boy, was referred by the medical department of the public schools, because of destructiveness, tantrums and profanity. He lived with his mother, his father was in an institution.

The paternal grandfather was living and well in a northern city. He lived with a sister, after his wife died. The grandmother died, possibly of tuberculosis. There were four aunts, three of whom held responsible positions, was while the fourth/described as "as much man as woman", lived in a neighboring city with two girls.

The maternal grandfather, a school principal died of kidney trouble. The grandmother was a teacher and had a private school of her own. She worked as nurse in a doctor's office. She was light colored, made a good appearance and expressed herself unusually well. She practically supported her daughter and four grand-children. Three aunts were dead, one was diagnosed as a "dementia praecox" case, one died of cancer and another of kidney trouble. Bobby's mother was the only living child in her family.

The father was given unusual advantages for a colored boy in the South. He had a high school education and later became a railway mail clerk and was the head of his run. While working as a mail clerk he took a correspondence course in Civil Engineering. During that time and while he was in school he was very quiet and studious. He was sleeping very little at that time and suffered from severe constipation. Later he became depressed and refused to eat, having delusions of poisoning. He was never violent and was always a kind and considerate husband and father. He was devoted to his little son, who was then only five or six years old. He was committed to an institution, the diagnosis was dementia praecox. Bobby had been taken to visit his father once a year since that time. The father was improving and working in the
institution dining room. Bobby's mother was afraid for her husband ever to come home again, although her mother seemed optimistic about his future.

The mother was educated in her mother's private school, then completed the third year of high school. Until she was married she worked in a doctor's office. She was very "high strung" and admitted that she was very dependent on her mother. She admitted that she was afraid of Bobby, because she had a hernia and was afraid the boy would strike her and seriously injure her. There was a conflict between her desire to help the boy and her wish to shield him, as she was hesitant about telling of his misdemeanors. She was not firm in handling him as a result of her fear. The mother had a number of outside interests and was taking a course in cooking. She was afraid to leave Bobby with the three little girls, because he tormented them so severely.

Agnes, age 10, fought with her brother when he tormented her. He became infuriated when they fought back. Gladys, age 8, and Peggy, age 6, were also extremely afraid of Bobby. These are apparently "normal" children.

The home, a five room house, was in a good colored section. There was a piano, which Bobby enjoyed. The greater amount of the household responsibility was left to the maternal grandmother.

The prenatal health of the mother was poor, during Bobby's pregnancy, although birth was normal and Bobby was a healthy baby. Development was approximately normal. He had some of the childhood diseases but with no dire results.

Sleep was normal, but he was very restless, throwing his arms and at times his whole body in constant motion. He ate between meals constantly and was very fussy about his food. The mother did not know whether he masturbated or not, but she had seen him lying on his bed moving his body rhythmically, when he thought he was unobserved. He took no interest in girls whatever. As a small
child he preferred to play with girls and often liked to dress up in girls' 
clothes, but had outgrown this desire.

Bobby was in the seventh grade of school. His conduct and work was 
good, having never repeated a grade.

Bobby was very much interested in his piano music, he spent a great 
deal of time playing. He preferred music and reading to any kind of competitive 
games, except volley ball. He was interested in church and sang in the choir 
there. His grandmother said that anyone seeing him at church in his vestments 
would think he were a little saint. There were several neighborhood boys with 
whom Bobby played.

The grandmother stated that Bobby was a coward outside of his own home, 
and in the home he had a "boss complex". He had no respect for his mother and 
treated her like a slave. Recently he threw a brick at her, while she had her 
back turned, and just missed hitting her head. He tore up furniture and broke 
windows whenever he did not have his own way. These tantrums grew worse after 
he received a head injury.

great
He took delight in going to his sisters' rooms and disturbing them at 
night. Sometimes it was midnight before he could be made to stop. Bobby had an 
ambivalent feeling toward his mother.

The physical examination showed that one tooth was broken and that the 
teeth were quite dirty. The throat showed an obstructed breathing space due to 
enlarged tonsils. There were signs of old rickets and the muscles were only 
fairly developed.

The psychological examination gave him an intelligence quotient rating 
of 89, which places him in the normal or average group of colored boys 
intellectually.

During the psychiatric interview the boy seemed apathetic and 
unresponsive most of the time. He admitted that he had temper spells and that 
he did not know what he was doing at these times. He also agreed that he was
destructive. Frequently he did not respond to questions asked him. He complained that his mother and grandmother talked too loud, which hurt his head. His desire was to be a lawyer or an artist. His drawings, as well as his reactions, indicated a schizoid make up and it was felt that he was living potentially psychotic.

The causative factors for Bobby's behavior were heredity, father and aunt being insane; an overindulgent mother, who nagged and did not provide adequate home training, and a defective personality make up, since he was seclusive and exhibited other withdrawal reactions.

After a month of clinic study, Bobby's father went to his sister's home and Bobby went there to be with him. It was reported that he did not give a minute of trouble after he arrived.
CASE FIVE

Betty, age eight years, was referred to the clinic by a physician because of nervousness, precociousness, exposure to tuberculosis and her desire to be with adults. She lived at home with both parents and was considered living in a normal home.

The paternal relatives had a history of tuberculosis, one aunt died of the disease. Another aunt was "highly nervous and excitable".

The maternal relatives had a history of kidney difficulties.

The father, age 47 years, had been ill with laryngeal tuberculosis. He was a manufacturer of ginger ale and other beverages at one time. During his illness he was cared for at home, he slept in a separate room and used separate dishes but no further precautions were taken. He was not a bad patient, but was up and about his business, although he coughed a great deal. He was very fond of the children and they stayed with him a large part of the time.

The mother, a graduate nurse, was always in excellent health. She presented a rather tense appearance, especially when she discussed her husband and his illness. Her eyes filled with tears but she did not at any time lose control of herself. She seemed intelligent about the problem of her child and was ready to accept any course of action suggested to her.

Billy, age 11 years, was in the fifth grade. He had asthma since he was three years of age, and though he improved he was not well.

Marvin, age 5 years, was a healthy child. He was a prize baby at a baby show when he was two years old. Both siblings appear to be normal children.

Betty lived in one home until she was five years old, at which time the family moved on account of the father's health. This home was located in a primitive community where there were no companions for the children. If the children were noisy they got on their father's nerves, the irritability developed after his illness. The mother was concerned about her husband, and had a great
deal of apprehension and fear on the part of the exposure of the children to the tuberculosis. She was tense all the time in the home and was irritable.

During the mother's pregnancy with Betty she fell down a long flight of steps but as far as could be told there was no injury to the baby. There was a question as to whether or not the father had tuberculosis at the time of conception. Labor was long and hard, the delivery normal. Betty was breast fed for one year, teething at eight months, walked at fourteen months and talked at seventeen months.

She had several childhood diseases but with no dire results. Her health was always good.

Betty was fussy about her food for two years, she took a liking to one food and refused to eat anything else as long as she was interested in that food. The mother tried to force her to eat, which made Betty fight eating. She also liked to stay up and fight sleeping, finally after she was put to bed she got up and went downstairs. She slept well after getting to sleep and had a separate bed on a sleeping porch. She got into her mother's bed at every chance.

Betty entered school in kindergarten. When in the second grade she was punished by the teacher and severely frightened. Her mother kept her out of school for a year and taught her at home.

Betty showed no interest in anything for any length of time. She was fond of sewing and working but never finished any job she undertook. She was extremely fond of pretty things and people and showed artistic taste in her appreciation of colors and music.

She had regular duties at home and often volunteered to help her mother with the cooking. She did not like to execute her regular duties but did so because they were assigned to her. Because of Billy's asthma he did not have as many duties, a fact which caused resentment on Betty's part.

Betty had no companions and did not get along well with Billy. She was devoted to Marvin but did not like to talk to him for any length of time. She preferred to play with and tag her mother all the time rather than play with Billy.
Her mother said "that she was overflowing with curiosity to the point of embarrassing all her elders". She was an incessant talker and question asker. Unless her mother sat by her and kept her attention on what she was doing Betty could not concentrate.

Betty developed many fears after having been bitten by a dog, after that time she was highly nervous and clung to her mother. She was indifferent, self-satisfied and rarely affectionate. She liked admiration, sought the limelight and embarrassed her mother by talking loudly on the street to attract attention. She always shared whatever she had freely and gladly. She felt absolutely no responsibility for herself but left it all to her mother. She capitalized on her mother's anxiety for her and did not listen to her mother's orders. Betty was stubborn and rather defiant in her stubbornness. She enjoyed thwarting and teasing her mother, by seeing how far she could go before her mother punished her. She was highly excitable, forgetful and self-assertive.

Betty had no sex instruction and her mother asked that she should not be given the information.

The physical examination showed a slight grade of malnutrition and scoliosis, and some calcification of the bones.

The psychological examination gave her an I.Q. of 95, which places her in the normal group of intelligence. During the examination she showed little ability to concentrate.

During the psychiatric interview Betty was restless, excited and talked constantly. She showed fear of her mother leaving her, and expressed her admiration of her father. She showed that she was very interested in what her parents talk about at night after she had gone to bed and she stayed awake to listen to them.

Betty's conduct was due to the fact that her mother was so tense over the home situation and the father's irritability caused her more worry. The limited companions were the result of an isolated community and the fact that she was out of school for a year.
Attempts were made to give Betty more outlets and to clear up the tense home situation. The family moved which interfered with further treatment.

From this study there are certain outstanding facts that should be brought together in the summary of the findings. These conclusions have been definitely reached in the study but they will not be regarded as finally established until a number of similar investigations have confirmed them.

In the study of the sixty children from broken homes it was found that the greatest number of the homes were broken by the death of the father. In eighty-five percent of the cases the father was out of the home, and the responsibility was left solely to the mother. These children lacked the influence of a father for the whole or a part of their lives and they tended to develop a warped outlook on life and show evidence of problems of maladjustment.

The greatest number of these homes were broken when the children were between the ages of one and four years. The interval between the time the home was broken and the referral to the clinic period as has been shown by illustrative cases, and such interval caused different problems to develop. The child's problems which developed immediately after the break in the home differed from those developing after a period of time had elapsed.

The largest number of referrals were those of boys, which leads one to believe that boys feel the deprivation of a father's influence and develop undesirable traits more quickly than girls, whose behavior is less overt than that of boys.

The three agencies presenting the largest number of referrals were the school, Juvenile Court and Family Service Boards. The two latter organizations have more contact with broken and dependent families than with normal ones and the schools have recently become more interested in discovering maladjustments and in
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The three agencies presenting the largest number of referrals were the school, Juvenile Court and Family Service Society. The two latter organizations have more contact with broken and dependent families than with normal ones and the schools have recently become more interested in discovering maladjustments and in
attempting to correct them by uncovering the cause.

Adolescence appeared to be the age at which the greatest number of children in the broken home group had difficulty in making adjustments, since this was the age at which a great number were referred for study. This period is normally one of transition and readjustment, but when unstable home conditions are added, the requirements are more difficult to meet.

One of the most outstanding points in the study was the comparison of the facts revealed between the two groups.

The physical condition of the children in both the broken and normal home groups showed inadequate care and medical attention, although the normal home group showed a slightly superior physical condition, contrary to the common belief that broken home life and bringing up of the children has been unhealthy.

As a whole the intelligence of the broken home group was lower than that of the normal home group, which may be correlated with the retardation from the fifth grade up in school.

One of the contributing factors in the problems presented in the broken home group was the fact that in one-half of the homes the mother worked, which left the children without parental control the greater part of the time. Many of the mothers were out of the home because the economic status of the group was low and the only income was made by either the mother's or the father's work, plus relief from social agencies, in some cases.

Since it has been shown in our cases that friction in the home is detrimental to adequate home and family life, we conclude that it is a cause for many of the problems in the normal home group. In addition to the absence of one parent in the broken home there was friction in several of the homes, also, which doubled the possibility of developing problems.

The greatest difficulty the children in the broken home group had in adjustment was in their emotional life. There was retardation and overprotection;
in the greater number of cases, it was the mother and son close relationship that continued for too long a time. The mothers used their sons for emotional outlets and fostered their dependence, which kept them from making the proper heterosexual adjustments outside the family circle. Personality problems resulting from emotional instability were more prevalent in the broken home group, although as a whole the normal home group showed a larger percentage of personality problems, resulting from the various causal factors mentioned.

Enuresis and masturbation were the two outstanding habit problems in the broken home group, resulting from the emotional instability and insecurity coming from the strong emotional tie of the child to the parent.

The results of this study have proved to be contrary to the common belief that the child coming from a broken home shows more problems than a child living in a normal home with both of his own parents. Whatever the belief has been, this study brings out the fact that the home life and training of the children has been inadequate and reveals itself in the maladjustments and problems resulting from these maladjustments. Where there is friction in the home, lack of training, an inadequate parent or absence of a parent, the child has been found to suffer many undesirable consequences and through its problems show that there are factors absent that should be influencing its life or unfavorable influences that should be removed, if that child is to develop to its best and fullest capacity.

From this study of sixty children from broken homes and the comparisons with sixty children from normal homes, it has been seen that both groups present a large number of problems. This fact should encourage us to make further study and attempt to educate parents to meet these problems in the best possible way, discover the causal factors and remove them if possible. The effects of neither group should be overemphasized but attention given to both and an attempt made to rehabilitate the families and produce normally developed children, physically, mentally and emotionally.
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