SOME SOCIAL FACTORS IN THE PERSONALITY ADJUSTMENT OF CHILDREN ENROLLED AT THE MICHIGAN SCHOOL OF THE DEAF

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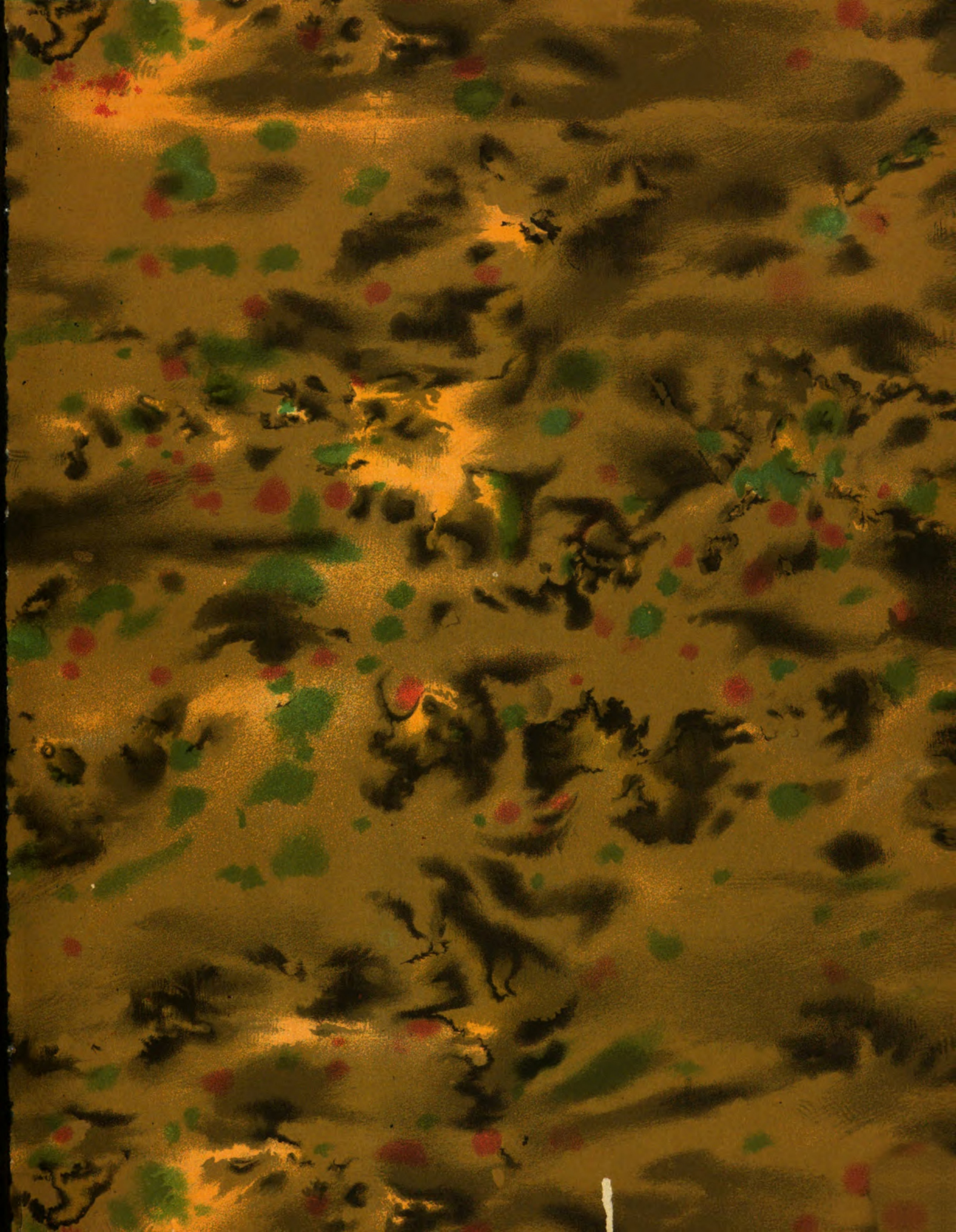

SOME SOCIAL FACTORS IN THE PERSONALITY ADJUSTMENT OF CHILDREN ENROLLED AT THE MICHIGAN SCHOOL FOR THE DEAF

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A THESIS

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Evelyn Perry Montague

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INTRODUCTION

I The Problem

A basic principle in sociology and social psychology is that the individual acquires personality through the interaction of the organic heritage with the social heritage. Through one's unique experiences in social relationships he acquires habits, beliefs, knowledge, and attitudes which are the basic elements in his personality. The physical defect of deafness affects one's relationships with society and thus his personality.

Communication through the use of commonly defined symbols—spoken language—is the most important means of social interaction in society. The deaf carry on communication primarily by the use of signs,[1] manual spelling, writing, and facial expression. Signs made with the hands represent words, phrases, and whole ideas. Manual spelling consists of the use of a manual alphabet by means of which words are spelled out. Since most of the people one meets in daily social relationships are not familiar with these signs and the manual alphabet, the problem of communication is readily recognizable.

There are, of course, large numbers of deaf people who can talk. Those who lose their hearing after they have acquired speech, and those

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1 Signs may be either symbolic or descriptive in meaning, and in either case, are the equivalent of the sociological term, gestures.

who have learned through a slow mechanical process, do have speech. Much of this deaf speech, however, is unintelligible to those who are not accustomed to it. New methods for teaching speech are being developed, but it is a small minority of the deaf whose speech is clear and easily understood. Even those who lose their hearing in late childhood often develop an unnatural voice, and lose much of the volume normal to hearing people.

At the same time that he is learning speech, the deaf child is taught to read lips. This, too, is a slow process, and again, not all deaf children are able to become efficient lip readers. The development of vocabulary and, hence, acquisition of the social heritage are extremely slow during the deaf child's first few years at school. The hearing child absorbs much extraneous information while listening to the radio, the conversation of his parents, and from other auditory sources. Thus his world expands rapidly; he acquires new words, ideas, attitudes, and information all about him. The deaf child, on the other hand, must learn each new word by its unique formation on the tongue, teeth, and lips of the teacher, and from what he can read, with his limited vocabulary. He knows only what he sees and can understand of what he sees, and since his eyes must constantly serve for the sense that is lacking, he does not enjoy the further eye concentration necessary for reading. His eyes are tired and strained from use in school all day, and it is not relaxing for him to pick up a book in the evening and focus his eyes closely on the print and to try to understand the context when probably he has never seen at least half of the words in it. Consequently, most deaf children do not share the hearing child's delight in books. Thus, besides his major loss of auditory perception, the second most important

avenue of learning is closed to him.

Thought patterns are formed with the use of symbols, usually in the form of language. Without language, one may be considered mentally deficient. The slow growth of vocabulary and language pattern of the deaf child inhibits the maturation of his reasoning ability.[1] Most of the deaf are considered to be two years retarded mentally and five years educationally and in language ability.[2]

It is recognized that the deaf child is handicapped in the realm of communication, and thus in the process of carrying on social interaction, which is the basic process in the formation of personality. The society of the deaf--the world acquired by the deaf child--exhibits a degree of social isolation that would be impossible to duplicate in any artificially controlled experimental population in the world.[3] The effects of this isolation are to be seen in the personality adjustments of these children.

This psychological isolation is largely fostered by the attitudes and lack of understanding of hearing people. Queen and Mann quote from Harry Best[4] regarding this problem of social distance in the handicapped. ' "Popular attitudes play an important part in the isolation of both the blind and the deaf. Both are frequently classed as "defectives", "dependent", "socially inadequate", - - -. Their state was described as one of "hopeless darkness, wretchedness, and misery." Perhaps worst of

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1 Frohm, Wilhelm, "Experiments on the Thinking of the Deaf", Volta Review, Vol. XXXIII, July, 1931. pp. 324-325.

2 Pintner, R., INTELLIGENCE TESTING, Henry Holt, 1931. pp. 422-23.

3 Brunschwig, L., and R. Pintner, "Some Personality Adjustments of Deaf Children in Relation to Two Different Factors", J. of Genetic Psychology, 1936. pp. 377-388.

4 Best, Harry, THE BLIND, pp. 274-5.

all is the pity that is bestowed especially on the blind. Pity for persons in a state that suggests helplessness involves social distance. It implies lack of participation in community life.[1] From the point of view of sociological processes of adjustment, this whole problem of social distance is an element in individual accommodation. Some deaf people are able to make this accommodation so completely as to minimize the effects of their handicap in social distance.

II The Purpose of this Study

Because of his relative social isolation, the deaf child occupies a unique position in his home and community. The purpose of this study was to discover the relationship of certain factors in the home and community to the personality adjustment of children enrolled at the Michigan School for the Deaf. They lead a comparatively sheltered life in this residential school for ten months of every year, and the writer was interested in determining what factors seem to contribute most to a favorable personality adjustment in the community to which they must eventually return, in order to make a living and homes for themselves.

The writer has been associated with the problems and personalities at the Michigan School for the Deaf for the past year and a half through her position as social worker there. This has given her a real opportunity to become acquainted with the youngsters and their attitudes. Through many home visits, she also learned much about the attitudes of parents and this gave impetus to her interest in making this study.

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1 Queen, S.A., and D. Mann, Crowell Co., New York, 1925, p. 548

III Review of Previous Studies

Brunschwig, while a graduate student under Rudolf Pintner at Teachers College, Columbia University, did pioneer work in the compilation of a personality inventory which had language simple enough for deaf children to comprehend. She did not feel that adjustment inventories written for hearing children were adaptable for use with deaf children. This study was completed in 1936, and was reported in the American Annals of the Deaf in March, 1937. This test was given to a selected sample of deaf boys and girls between the ages of nine and twenty-two years, enrolled in a residential school for the deaf. The inventory contained 64 multiple choice questions. The following is a sample of these items:

Do you like to run and play?
_____I like to run and play very well.
_____I do not like to run and play.
_____I like to run and play a little.

Are you happy?
_____I am very happy.
_____I am not happy.
_____I am a little happy

Weighted values were given the responses in the scoring of the test, as 0, 1, or 2 points for the answer to the question. Pintner and Brunschwig came to the following conclusions: 1. Girls tended to average better adjustment scores than boys. 2. Age had noconsistent influence on the scores of children tested between the ages of 9 and 22 years. 3. Hearing public school children were much better adjusted than residential school deaf children. 4. Pupils taught by the oral method averaged slightly better scores than pupils in manual classes. 5. Those who had one or more deaf relatives were better adjusted than those who had no deaf relatives.

N.N. Springer and S. Roslow gave the Brown Personality Inventory for

Children to 397 deaf and 327 hearing children, and found fifty per cent of the deaf to be as neurotic as the most neurotic ten per cent of the hearing.[1]

Lyon gave Thurstone's Personality Schedule to 87 high school boys and girls of 19 years of age, in a residential school for the deaf. He found twice as many emotionally maladjusted young people in this group as among university students.[2] Pintner commented that these two attempts to apply psychoneurotic inventories constructed for hearing children make the deaf appear terribly emotionally unbalanced, and give an exaggerated picture of the actual situation.[3]

In a study by Pintner, Fusfeld, and Brunschwig, in which they altered some questions in the Bernreuter Personality Inventory, it was found that among 126 adults, the deaf were slightly more neurotic and introverted, but less dominating than the hearing.[4]

Mr. K. P. Bradway gave the Vineland Social-Maturity Scale to 92 pupils in a residential school, and concluded that deafness handicaps social intelligence by about 20 per cent.[5]

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1 Springer, N.N., and S. Roslow, "A Further Study of the Psychoneurotic Responses of Deaf and Hearing Children," "J. of Educ. Psychology, XXIX, 1938. pp. 590-596.

2 Lyon, V.W., "The Use of Vocational and Personality Tests with the Deaf", J. Applied Psychology, XVIII, 1934. pp. 224-230.

3 Pintner, R., J. Eisenson, and M. Stanton, THE PSYCHOLOGY OF THE PHYSICALLY HANDICAPPED, F. S. Crofts and Co., New York, 1941. Ch. 5, "The Deaf". p. 159.

4 Pintner, R., I. S. Fusfeld, and L. Brunschwig, "Personality Tests of Deaf Adults", J. Genetic Psychology, LI, 1937. pp. 305-327.

5 Bradway, K. P., "The Social Competence of Deaf Children,", American Annals of the Deaf, LXXXII, 1937. pp. 122-140.

Pintner concluded his summary of the work that has been done with the deaf by saying, "Beware of using inventories constructed for the hearing." He also felt that "deafness per se does not cause a certain type of personality, but does require a kind of adaptation to the world about us which is different from that of the hearing."[1]

Stephen Habbe made a study of 48 hard of hearing and 48 normal boys, attending school in Manhatten, New York. He found that the hard of hearing recognized fewer special problems, fewer wishes, had fewer interests, and affiliated with fewer organizations than the hearing boy. They had greater speech difficulties. Mr. Habbe concluded however, that "the essential characteristics of the well adjusted hard of hearing adolescent boys are the same as any well adjusted boy".[2]

IV Methods and Techniques

The writer studied most of the personality inventories that have been standardized and recognized to have some diagnositic value, in an attempt to find one that might be suitable for the deaf. Among those considered were the Personality Inventory for Children, by Fred Brown; Personality Schedule by L.L. Thurstone and T.G. Thurstone; The Personality Inventory by R.G. Bernreuter; and the Adjustment Inventory by Hugh M. Bell. All of these tests contained language too difficult for deaf children and some questions pertaining to hearing. Also, it was felt that questions regarding attitudes toward deafness should be incorporated in a test for the deaf.

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1 Pintner, R., J. Eisenson, and M. Stanton, op. cit., p. 164

2 Habbe, Stephen, "Personality Adjustment of Adolescent Boys With Impaired Hearing", Teachers College, Columbia University Contributors to Education, No. 697. 1936.

Brunschwig's test is the only one that has been designed specifically for the deaf, and the writer did not feel that it was adequate for her purposes. It was simple enough, but contained no questions which might indicate the adequacy of a child's acceptance of his handicap and his role in society.

Construction of the Inventory

A personality inventory was constructed, incorporating many questions used in the standardized tests previously mentioned. Other questions were added that seemed pertinent from the writer's experience with the deaf. The wording of questions was carefully considered in the light of the thought patterns of the deaf, their extremely limited vocabulary, and principles of test construction. Rundquest and Sletto found that personality scales were improved very little by any scheme of statistical weighting, if the scale itself were carefully devised. Added evidence on this point may be obtained from Thorndike who quotes Bowley as follows: "Bowley gives a rule that is satisfactory for most cases that occur in practice, namely, to give your attention to eliminating constant errors (e.g., those in sampling) and not to manipulating weights."[1]

Rundquist and Sletto also recommended the use of an equal number of acceptable and unacceptable items, which the experimenter here also approximated. The acceptable items have been found to be more useful in measuring specific, relatively intellectualized aspects of personality, and unacceptable items are superior in measuring emotionalized traits of fundamental importance to the individual adjustment.[2] An example of the writer's use of the former is question number twelve:[3] "Do you like to work out most of your problems by yourself,

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1 Thorndike, E. L., AN INTRODUCTION TO THE THEORY OF MENTAL AND SOCIAL MEASUREMENTS. New York. Teachers' College, Columbia University, second edition, revised, 1919. p. 212

2 Rundquist, E.A., and R.F. Sletto, PERSONALITY IN THE DEPRESSION, University of Minnesota Press, 1936. p. 305.

3 See Appendix A for copy of the inventory constructed for this study.

without asking for help?", and one of the unacceptable items measuring more emotionalized attitudes is question number sixteen: "Do you often think people try to cheat you because you are deaf?"

Factors to be measured. Each standardized test studied had a different combination of factors to be measured. The writer selected the following six factors for this purpose, considering them to be the most diagnostic concerning the personality adjustment of the deaf:

1. Self-confidence and general socialized attitudes. Sixty-three questions measured this attitude.

2. Attitudes toward home situation. Ten questions involved this factor.

3. Emotional stability. Thirty-two questions were concerned with this factor.

4. Attitudes of the deaf applying specifically to social situations involving hearing people. Twelve questions.

5. Physical condition. Seven questions.

6. Introversion-extroversion, especially in the light of their attitudes toward their deafness. Forty-one items measured this factor.

The trial schedule. When the questions had been compiled in what seemed to be a fairly satisfactory form, five adult deaf people of the writer's acquaintance were given the test to fill out. They were asked to try to remember how they felt as children, and to answer the questions as they would have at that time. They were much interested in the test, and proved to be very cooperative and helpful. This experimental group made suggestions for changing the wording of some questions, and indicated ambiguities overlooked by the experimenter. After considerable revision, the writer asked for two representative

pupils of about fourteen years at the Michigan School for the Deaf, one boy and one girl. Rapport was established with these youngsters, and the test explained to them. They were encouraged to ask for an explanation of any words or whole questions they could not understand. The words they asked were noted, and those questions rewritten in simpler form.

Reliability and validity of the inventory. Pearson's correlation coefficient was used in testing the schedule for reliability and validity. The test for reliability consisted of correlating the total scores on the odd numbered questions with those on the even numbered items. It was assumed that if the children who received high scores on the odd questions also received high scores on the even items, the test would be a reliable one. When corrected for attenuation by the Spearman-Brown formula, the coefficient of correlations was found to be +.86. Although this correlation is not as high as many statisticians demand to assure reliability, the writer felt it would be satisfactory as a means of distinguishing the most-and least-adjusted groupings of children.

The test for validity consisted of a comparison of the adjustment scores on the test with the ratings given each pupil by the teachers on a graphic rating scale prepared for this purpose.[1] The writer composed a scale of six questions on which the teacher was to rate each pupil along a line of nine points, from two for poor adjustment to 10 points for good adjustment in that item. The teacher rated the child on the same factors that the adjustment inventory attempted to measure. Thus the test for validity measured to what degree the adjustment indicated by the children's answers to questions about themselves were consistent with the theachers' evaluations of their adjustment.

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1 See Appendix B for a copy of the teachers' rating scale constructed for this study.

The correlation coefficient was found to be +.79, which indicates a fairly high validity.[1]

Administering the Inventory

The cooperation of the superintendent, the principal, and the deaf were obtained both in the construction of the test and the plans for administering it.

Testing situation. On the specified day, the tests and teachers' rating sheets were given to each teacher, and she administered the inventory to her class, giving oral or manual instructions, and answering questions freely. Since the test was given to everyone at the same time, there were many children who were on vocational prefects at that hour, and were not under the supervision of an academic teacher. These pupils were assembled in the dining room, and Mrs. Brewer, the Assistant Principal, and the experimenter walked about the room and answered children's questions. This was the largest group, and received the least amount of individual attention. None of the classrooms had more than twelve pupils, so the teachers were able to give them considerable explanation.

Selection of pupils. The inventory was administered to all of the children at the Michigan School for the Deaf who were twelve years of age and over, except those who were in special classes for the slow learning. This constituted a total of 199 pupils. In scoring the tests, eight of them were deleted from the group because they indicated a lack of comprehension of a large number of items. This made a total of 191 pupils tested, ranging in age from twelve to

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1 See Appendix C for further critical analysis of the usefulness of the test itself.

twenty-two years.

TABLE I

THE PUPILS TESTED, BY SEX AND AGE GROUPS

	BOYS		GIRLS		TOTAL	
	No.	Per Cent	No.	Per Cent	No.	Per Cent
12-14	41	38.3	32	38.0	73	38.2
15-17	38	35.5	38	45.2	76	39.2
18-22	28	26.2	14	16.8	42	22.6
Total	107	100.0	84	100.0	191	100.0

Characteristics of the sample. Most of the children were in the lower age groups. As seen in Table 1, 38.2 per cent of the children were between 12 and 14 years, 39.2 per cent were between 15 and 17 years, and only 22.6 per cent were 18 years and over. Most of these youngsters come from very large families. Thirty-two per cent of them come from families of from 6 to 12 children, 61.2 per cent from families of from 2 to 5 children, and only 6.8 per cent were the only child of their parents.

Statistical Presentation and Interpretation of the Data. When the tests had all been scored, it was found that they ranged from scores of 36 to 71. There was a total possible score of 80, as there were 80 items, each one having a value of one point toward the total adjustment score. Logical division of the scores into three groups was made on the basis of a frequency distribution so that those having scores from 36 to 48 were labeled poorly adjusted for purposes of statistical presentation in this study. Scores from 49 to 54 were considered the middle adjusted group, and from 55 to 71 were well adjusted.

This made an almost equal numerical distribution of the pupils into the three groups: 64 poorly adjusted, 63 making average adjustments, and 64 well adjusted.

The data at this point consisted of the scores grouped into the lower, middle, and upper thirds, and the answers to 28 questions regarding the family milieu, family interaction, adjustment in the home community, participation in avocational activities, and vocational choice, which were not included in the adjustment score.

Each of these 28 items is presented in a table, in relation to the adjustment scores, by sex, in number and per cent. The method of determining the significance of the relationship is similar to that used by Burgess and Cottrell in their study of the prediction of success or failure in marriage.[1]

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1 Burgess and Cottrell, PREDICTING SUCCESS OR FAILURE IN MARRIAGE, Prentice-Hall;:N.Y. '39.

CHAPTER II

FAMILY MILIEU AS AN ELEMENT IN ADJUSTMENT

The family is the first and most important primary group of which the child becomes a member. His status in relation to his parents and siblings helps to determine in large measure his personal interpretation of his social heritage. Studies have been made of the relation of personality adjustment to number of children in the family, age in relation to the other children, and emotional stability of the parents, and some relationship has been found. The effect of the employment of the mother, and the loss or substitution of her role in the family has long been accepted as having an adverse effect upon the stability of the home and a child's emotional adjustment.

Even more important is this configurational pattern of the family for the deaf child, whose limitations of communication and understanding create a barrier that eliminates him from the psychic unity of this primary group. The child's separation from his family for ten months of every year at a residential school also serves to break down family unity. Many of these children are almost strangers to their parents when they return for two months of summer vacation. The deaf child is confronted with a family in which the roles of the respective members have been altered and reorganized as a functioning unit without regard to his normal status in that family. He is forced to assume the role of a guest. In families where there are no other deaf members, parents and siblings have lost their use of signs and spelling during his absence, which further alienates the child.

A definite relationship has been found in other studies between adjustment and having deaf relatives. The best adjustment seems to be made

by deaf childing having all hearing members in the immediate family, but having other deaf relatives. The next largest group making a good adjustment had deaf parents, and a lesser relationship was found when there were deaf brothers and sisters only. The poorest adjustment was made by those having no deaf relatives at all.[1]

In this chapter the writer is concerned primarily with employment of the mother, the spatial configuration, and the physical and emotional characteristics of the members of the family group in which the deaf child functions.

I Number of Children in the Family

The boys who were well adjusted came from larger families, according to Table II, having from six to twelve children, but among the girls, the largest proportion of those who were poorly adjusted came from this group having numerous children. Neither of these comparisons was reliable. It may be that the boys had to develop independence and self-reliance to keep pace with their many hearing brothers and sisters, and this was especially true since boys generally do find their recreation outside of the home. The deaf girl, on the other hand, may lose her individuality in helping with the many chores inevitable in a large home.

II Child's Position in the Family

An examination of Table III shows that the greatest discrepancy in adjustment is found between the children who were the oldest and the youngest in their respective families. Twenty per cent of the girls who were the oldest child received high adjustment scores, whereas 39.1 per

1 Brunschwig, L., and R. Pintner, op.cit., pp. 377-388

T A B L E II

RELATION OF ADJUSTMENT SCORES TO NUMBER OF CHILDREN IN THE FAMILY BY SEX

	BOYS					GIRLS					TOTAL				
		PER CENT					PER CENT					PER CENT			
	No.	WA*	MA*	PA*	TOTAL	No.	WA	MA	PA	TOTAL	No.	WA	MA	PA	TOTAL
One Child	10	40.0	30.0	30.0	100.0	3	33.3	33.4	33.3	100	13	38.6	30.7	30.7	100
2-5 Children	69	30.4	36.2	33.4	100.0	48	35.4	31.2	33.4	100	117	33.0	34.1	30.9	100
6-12 Children	28	46.4	25.0	28.6	100.0	33	24.2	36.3	39.5	100	61	34.4	31.2	34.4	100
Total	107	35.5	32.7	31.8	100.0	84	30.9	33.4	35.7	100	191	33.5	33.0	33.5	100

* For purposes of these tables, WA will represent the Well Adjusted children; MA -- Middle Adjusted, and PA are the Poorly Adjusted children

TABLE III

THE RELATION OF ADJUSTMENT SCORE TO POSITION IN THE FAMILY, BY SEX

	BOYS					GIRLS					TOTAL				
		PER CENT					PER CENT					PER CENT			
	No.	A	MA	DA	TOTAL	NO.	A	MA	DA	TOTAL	NO.	A	MA	DA	TOTAL
Only Child	10	40.0	30.0	30.0	100	3	33.3	33.4	33.3	100	13	38.4	30.8	30.8	100
Oldest Child	26	38.4	23.2	38.4	100	15	20.0	40.0	40.0	100	41	31.7	29.3	39.0	100
Middle Child	49	31.6	34.8	33.6	100	43	30.2	27.9	41.9	100	92	31.5	31.5	37.0	100
Youngest Child	22	36.4	40.9	22.7	100	23	39.1	39.1	27.8	100	45	37.7	40.0	22.3	100
Total	107	35.5	32.7	31.8	100	84	30.9	33.4	35.7	100	191	33.5	33.0	33.5	100

cent of the girls who were the youngest child in their families received such scores. Among the girls receiving low adjustment scores, the ratio is reversed, so the 40 per cent who were the oldest child, and only 27.8 per cent who were the youngest child in their families received low scores. The same trend was to be found among the poorly adjusted boys. This would indicate that if the oldest child is deaf, he is likely to make a poor adjustment.

The reason for this might be that he does not receive an amount of attention and understanding from his parents to facilitate his adjustment, because of the time and attention required by the younger children. This is not generally true of most normal children, however, who thrive on the responsibility and self-reliance developed in assisting with the care and training of younger brothers and sisters.

III Deafness of Brothers and Sisters

Some relationship is indicated in Table IV between adjustment score and having deaf brothers and sisters. Among both the boys and the girls, those having one or more deaf siblings were better adjusted than those having no deaf siblings. Among those having no deaf brothers and sisters, a larger proportion were poorly adjusted than those having siblings with a similar handicap. The differences here, although consistent among both sexes, and among all scores, were not significant. Most of the deaf siblings are in school together most of the time, and all the children in school live together as brothers and sisters, so this may account for the fact that the effect of having such siblings is slight. The major influence would probably be in the effect that having more than one deaf child has on the parents. They may better understand their deaf children when

T A B L E IV

TEST RELATION OF ADJUSTMENT SCORE TO NUMBER OF DELINQUENT BROTHERS AND SISTERS, BY SEX

	BOYS					GIRLS					TOTAL				
		PER CENT					PER CENT					PER CENT			
	No.	A	MA	DA	TOTAL	No.	A	MA	DA	TOTAL	No.	A	MA	DA	TOTAL
None	83	35.0	33.7	31.3	100	61	27.8	32.8	39.4	100	144	31.2	33.3	35.5	100.0
One	13	30.8	46.1	23.1	100	11	45.4	27.3	27.3	100	24	37.5	37.5	25.0	100
Two or Three	11	45.4	9.2	45.4	100	12	33.3	41.7	25.0	100	23	39.1	26.0	34.9	100
Total	107	35.5	32.7	31.8	100	84	30.9	33.4	35.7	100	191	33.5	33.0	33.5	100

there is more than one. Thus, the influence on adjustment is an indirect one, in which the parents assist the deaf child's adjustment through their experience with more than one, rather than there being an interactional influence of deaf siblings on each other.

IV Deafness of Parents

Some relationship was evident among the deaf girls between adjustment and having deaf parents. In Table V it is seen that 45.4 per cent of those who had deaf parents were well adjusted, whereas only 28.8 per cent of those who had hearing parents were well adjusted. Such a trend, however, was not indicated among the boys.

Apparently the girls gained in self-confidence, security, and wholesome attitudes toward their handicap by having deaf parents who set an example for them, but the boys were adversely affected by this same environment. As will be seen in a later chapter, more girls than boys seem to accompany their parents when they go visiting, so it may be that the girls spend more time with their deaf parents both at home and in visiting. In doing this, perhaps they gain more security and adult attitudes toward their handicap than do the boys, who find their recreation outside the home. The differences in the percentage figures, however, were not too reliable, probably because of the small number of those who had deaf parents (only 11.5 per cent).

V Other Deaf Relatives

Table VI shows some relationship between adjustment scores and having deaf relatives outside the immediate family. More of the girls who had deaf relatives were well adjusted, and a larger percentage of the boys

T A B L E V

R LATION OF ADJUSTMENT SCORES TO DEGREE OF HEARING, BY SEX

	BOYS					GIRLS					TOTAL				
		PER CENT					PER CENT					PER CENT			
	No.	VA	MA	PA	TOTAL	No.	VA	MA	PA	TOTAL	No.	VA	MA	PA	TOTAL
Deaf Parents	11	27.4	36.3	36.3	100	11	45.4	18.3	36.3	100	22	36.3	27.4	36.3	100
Hearing Parents	96	36.4	32.3	31.3	100	73	28.8	35.6	35.6	100	169	33.1	33.8	33.1	100
Total	107	35.5	32.7	31.8	100	84	30.9	33.4	35.7	100	191	33.5	33.0	33.5	100

T A B L E VI

RELATION OF ADJUSTMENT SCORE TO HAVING DEAF RELATIVES OUTSIDE THE IMMEDIATE FAMILY, BY SEX

	BOYS					GIRLS					TOTAL				
	No.	PER CENT				No.	PER CENT				No.	PER CENT			
		VA	MA	PA	TOTAL		VA	MA	PA	TOTAL		VA	MA	PA	TOTAL
Have Deaf Relatives	39	35.9	38.4	25.7	100	30	36.6	26.8	36.6	100	69	36.2	33.3	30.5	100.0
Have No Deaf Relatives	68	35.2	29.6	35.2	100	54	27.7	37.0	35.3	100	122	31.9	32.7	35.4	100.0
Total	107	35.5	32.7	31.8	100	84	30.9	33.4	35.7	100	191	33.5	33.0	33.5	100.0

who had none were poorly adjusted. The sample was probably too small to show any significant trend, although Brunschwig and Pintner[1] concluded that deaf relatives outside the immediate family had a greater association with happiness than deafness of any closer relatives.

VI Employment Status of Mother

The relationship between having a mother who is absent from the home a great deal, and the poor adjustment of children is widely accepted. In Table VII this generalization is again verified. A larger proportion of the poorly adjusted children had mothers who were employed outside the home, than those whose mothers remained at home. This was more true of the boys than of the girls. There was no reliable difference, however.

Possibly the greater effect on the boys of the mother's absence from the home is to be explained in the closer relationship between mothers and sons than between mothers and daughters—the relationship called the Oedipus complex by Sigmund Freud. When a mother must spend many hours each day in gainful employment, the children suffer from neglect and lack of guidance and attention. When she returns home, tired, and with too many neglected household duties still awaiting her, she can hardly show a dynamic interest in better understanding her deaf child. The detrimental effects of the employment of the mother probably would be even more serious if the deaf child were living at home all of the time.

VII Emotional Stability of Mother

In answer to the question, "Is your mother very nervous?", the girls

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1 Loc. cit.

T A B L E VII

THE RELATION OF ADJUSTMENT SCORE TO EMPLOYMENT STATUS OF MOTHERS, BY SEX

	BOYS					GIRLS					TOTAL				
		PER CENT					PER CENT					PER CENT			
	No.	[illegible]	[illegible]	[illegible]	TOTAL	No.	[illegible]	[illegible]	[illegible]	TOTAL	No.	[illegible]	[illegible]	[illegible]	TOTAL
Mother Is Employed	23	30.4	30.4	39.2	100	27	37.0	26.0	37.0	100	50	34.0	28.0	38.0	100.0
Mother is Not Employed	79	37.9	35.6	26.5	100	56	28.6	37.5	33.9	100	135	34.1	36.3	29.6	100.0
Total	102	35.5	32.7	31.8	100	83	30.9	33.4	35.7	100	185	33.5	33.0	33.5	100.0

indicated a marked effect of mother's nervousness upon adjustment score. Among those who felt that their mothere were not nervous, 39.7 per cent received high scores, while only 12.5 per cent of those who thought their mothers were unstable emotionally received high scores. A high proportion received low adjustment scores among those who considered their mothers to be nervous. The boys showed a similar trend, but the difference was not a reliable one for this group. When the boys and girls are considered together, there is a statistically reliable association between adjustment and emotional stability of mothers.

Each child may define "nervousness" differently. However, the description of one who is impatient and easily upset and worried, would probably come within most people's definition as basic characteristics of such a person. Such a mother might conceivably contribute to insecurity and withdrawal of any child, but on the other hand, a maladjusted youngster might imagine his mother to be a source of irritation to him. Many children who know their mothers to be nervous adopt the same characteristics, considering it inevitable that he should be like his mother.

VIII Emotional Stability of Father

In response to a similar question about their fathers, a larger proportion of the children felt that this parent was stable than so responded regarding their mothers. The same trend is to be found in this table as in Table VIII, but the association is not a reliable one. It is part of the cultural pattern that women are nervous and men are expected to be stable. Possibly it never occurred to the children to think of their fathers as being nervous, for this reason, unless the condition was very marked.

T A B L E VIII

RELATION OF ADJUSTMENT OF THE MOTHER'S STABILITY OF PERSONALITY, BY SEX

	BOYS					GIRLS					TOTAL				
		PER CENT					PER CENT					PER CENT			
Mother	No.	A	MA	PA	TOTAL	No.	A	MA	PA	TOTAL	No.	A	MA	PA	TOTAL
Is Nervous	34	29.1	29.1	41.8	100	24	12.5	29.1	58.4	100	58	22.4	29.3	48.3	100.0
Mother Is Not Nervous	70	38.5	35.9	25.6	100	58	39.7	34.5	25.8	100	128	39.1	35.1	25.8	100.0
Total	104	35.5	33.7	31.8	100	82	30.9	33.3	35.8	100	186	33.5	33.0	33.5	100.0

TABLE IX

THE RELATION OF ADJUSTMENT SCORE TO FATHER'S STABILITY OF TEMPERAMENT, BY SEX

	BOYS					GIRLS					TOTAL				
	No.	PER CENT				No.	PER CENT				No.	PER CENT			
		MA	MI	PA	TOTAL		MA	MI	PA	TOTAL		MA	MI	PA	TOTAL
Father is Nervous	22	31.8	31.8	36.4	100	8	25.0	25.0	50.0	100	30	30.0	30.0	40.0	100.0
Father is Not Nervous	80	37.5	33.7	28.8	100	72	33.3	33.3	33.4	100	152	35.5	33.5	31.0	100.0
Total	102	35.5	32.7	31.8	100	80	30.9	33.4	35.7	100	182	33.5	33.0	33.5	100.0

Summary

In this chapter were considered the configurational pattern of the deaf child's family and the possible effects of this unique pattern on personality adjustment. The following is a summary of the findings from a study of the tables compiled for this chapter.

The well adjusted boys came from large families having from six to twelve children. Being one of a very large family was adversely related to adjustment scores among the girls, however. The greatest discrepancy in adjustment scores was found between the children who were the youngest and the oldest in their respective families. Those deaf boys and girls who were the youngest among their siblings made better adjustment scores than the older ones. A significant positive relationship was found between adjustment scores and having deaf brothers or sisters. Deaf girls with deaf parents made better adjustments than those with hearing parents.

The employment of mothers had a detrimental effect on deaf boys. The well adjusted children did not feel that their mothers were nervous, and the poorly adjusted thought their mothers were nervous. This was a reliable association, and the trend was more marked among the girls than among the boys. The same trend is to be found regarding the emotional stability of fathers, but is not so pronounced.

CHAPTER III

FAMILY INTERACTION AS AN ELEMENT IN ADJUSTMENT

The family is considered here as a group of interacting personalities. Blatz,[1] in his study of the Dionne quintuplets, has demonstrated the importance of interaction in the personality development of young children. The child's environment does not consist primarily in his physical surroundings, nor in spatial relationships, per se. It is the psychic interaction of a person-to-person character which is fundamental in the formation of attitudes, beliefs, habits, and desires.

Playing with brothers and sisters, bringing friends home, family unity in visiting, recreation, around the dinner table, and specific treatment of the children, all represent situations in which interaction is on the psychic level. A study by L. H. Stott[2] came to the conclusion that each of these factors is significant in the development of personality among adolescents. The concept of primary group is not limited by spatial considerations, however. Through writing letters, intimate primary group contacts may be maintained, and thereby the psychical aspects of the family may be projected into an institutional environment.

The limitations of communication with the deaf child increase the possibilities for him to assume a special role in the family, which may lead to problems of personality adjustment.

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1 Blatz, W. E., THE FIVE SISTERS, New York, W. Morrow and Co., 1938.

2 Stott, L. H., The Relation of Certain Factors in Farm Family Life to Personality Development in Adolescents. University of Nebraska Agricultural Experiment Station Research Bulletin 106, Lincoln, Nebraska, 1938.

I The Child's Ability to Communicate

The teacher was asked to indicate at the end of her rating of each student, whether the intelligibility of that youngster's speech was good, fair, poor, or very poor. This, of course, left considerable discretion to the teachers as to what constitutes "good" in distinction from "fair" speech, for example, among a mixture of children, some of whom have never been able to hear the natural voice, others who are only hard of hearing, and more who learned to speak before they lost their hearing. Better speech is expected of the latter groups than of those who are totally deaf and never could hear.

In Table XA, an examination of the trend in ability to speak shows that, as one proceeds from good to poor, the proportion of those who are poorly adjusted increases until those whose speech is very poor is reached, where the proportion decreases markedly among the boys, and to some degree where both sexes are considered together. Of the boys who had poor speech, 60 per cent were poorly adjusted, whereas those having very poor speech indicated only a small proportion as making a poor adjustment. This difference is a reliable one.

Some explanation of the teaching methods used at the Michigan School for the Deaf may clarify these findings. There are three types of method used: the auricular, oral, and manual.

The auricular classes are for hard of hearing children, in which hearing aids are used to assist in the learning of speech and to train the use of the residual hearing which they possess. Lip reading is also taught, in connection with the usual subjects.

The oral classes are for children having a hearing loss so great as to

T A B L E XA

THE RELATION OF ADJUSTMENT SCORE TO ADEQUACY OF CHILD'S SPEECH, BY SEX

	BOYS					GIRLS					TOTAL				
		PER CENT					PER CENT					PER CENT			
	No.	A	A	A	TOTAL	No.	A	A	A	TOTAL	No.	A	A	A	TOTAL
Good Speech	15	33.3	46.6	21.1	100	20	40.0	25.0	35.0	100	35	37.1	34.4	28.5	100.0
Fair Speech	35	37.2	31.4	31.4	100	26.	23.0	42.3	34.7	100	61	31.1	36.0	32.9	100.0
Poor Speech	15	26.6	13.3	60.1	100	21	33.3	38.0	28.7	100	36	30.5	27.7	41.8	100.0
Very Poor Speech	42	38.0	35.7	26.3	100	17	29.3	23.5	47.2	100	59	35.6	32.2	32.2	100.0
Total	107	35.5	32.7	31.8	100	84	30.9	33.4	35.7	100	191	33.5	33.0	33.5	100.0

make continued use of a hearing aid impractical. In these oral classes the regular subjects are taught through the use and teaching of speech and lip reading.

The manual classes are taught primarily with the use of manual spelling as previously described. Some time between the second and fourth years of school, those who make unsatisfactory progress under oral or auricular instruction are gradually regrouped into classes where speech and lip reading are used at a minimum, and communication is by writing, spelling, and sometimes by signs. No more time is wasted in attempting to force these youngsters to learn to speak, when it has been demonstrated that their speech will never be intelligible. Much misunderstanding has arisen in assuming that all children who can not learn speech and lip reading easily are slow-learning. Educators in recent years have refuted this long-accepted theory.[1] In lip reading, no one can read every syllable formed on the lips, but catch every third or fourth syllable at best, and fill in the intervening syllables from the context of the conversation, and from the expression on the speaker's face. Many people are unable to do this, and must see every word in order to be certain of the meaning. This inability to interpolate is not a deficiency, but an indication of one pattern of thinking.

The writer feels that perhaps the explanation for the findings in Table XA is that all of the children tested, except those in the group having very poor speech, were in oral classes. This assumption is verified in Table XB, where it is shown that only 25 per cent of the children having poor speech are in manual classes, whereas 93.2 per cent of those having very poor speech

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1 In a personal letter from Stahl Butler, Supervising Director of Instruction at the Michigan School for the Deaf, this statement is verified.

T A B L E XB

THE RELATION OF METHOD OF COMMUNICATION IN SCHOOL CLASSES TO ADEQUACY OF CHILD'S SPEECH

	ORAL		MANUAL		TOTAL	
	No.	PER CENT	No.	PER CENT	No.	PER CENT
Good	35	100.0	0	0.0	35	100.0
Fair	61	100.0	0	0.0	61	100.0
Poor	27	75.0	9	25.0	36	100.0
Very Poor	4	6.8	55	93.2	59	100.0
Total	137	66.5	64	33.5	191	100.0

use the manual means of communication. Good speech might well be associated with a happy adjustment in school, but the child whose speech is poor, but who must still sit in an oral class with others whose speech is much better, well knows from the constant correction and attention given to his inadequate speech, that he is not doing well, and might very easily become discouraged and maladjusted. However, the child whose speech is considered hopeless is put in a manual class, and without the pressure put on him to use his voice in order to express himself, he soon increases his vocabulary, his enjoyment of school, and his feelings of security.

The writer feels that the tendency in classifying children is to keep them in oral classes, even though their speech is poor, because the teachers have been trained in special education to maintain a loyalty to the superiority of the oral method. This may do a grave injustice to the children, and, as has been shown in this table, may have a realeffect on their adjustments. This conclusion has been substantiated by the writer's conversations with various teachers at the school who have oral classes.

II Playing with Brothers and Sisters

The question of whether or not these deaf children played with their hearing brothers and sisters while at home was chosen as a factor possibly related to their adjustment at home, and as the first step in their accommodation to associating with hearing people.

Table XI does not show a consistent relation between adjustment and this factor, however. More of the boys who played with their brothers and sisters were well adjusted than poorly adjusted, but the girls indicated a relationship in the opposite direction. The larger proportion of the children

T A B L E XI

THE RELATION OF BOYS AND GIRLS TO PLAYING WITH BROTHERS AND SISTERS, BY SEX

	BOYS				GIRLS				TOTAL			
	No.	PER CENT			No.	PER CENT			No.	PER CENT		
		%	%	%		%	%	%		%	%	%
		IN	IN	IN TOTAL		IN	IN	IN TOTAL		IN	IN	IN TOTAL
Play with Brothers and Sisters	80	38.3	32.5	31.2	100	71	29.5	34.2	36.3	100	151	33.1	33.1	33.8	100.0
Do Not Play with Brothers and Sisters	15	33.3	26.7	40.0	100	10	40.0	30.0	30.0	100	25	36.0	28.0	36.0	100.0
Total	95	35.5	32.7	31.8	100	81	30.9	33.4	35.7	100	176	33.5	33.0	33.5	100.0

tested seemed to play with their hearing siblings. This may be explained by the fact that hearing children pick up signs and spelling much more rapidly than their parents do, and thus facilitate communication with their deaf sibling.

III Inquiry as to [illegible] in Invited Friends Home

Most deaf children are rather lonesome while at home during vacations, and look forward to the reopening of school. This is true especially of those children who have no deaf relatives who understand and can communicate easily with them. Also, since the larger proportion of them live on farms or in small towns, where there are no other deaf people for many miles, it is a happy occasion when a friend from school can come to visit them. Thus the writer felt that those parents who can understand and appreciate the deaf child's utter loneliness, and will make the effort, of inviting an extra deaf child to come to stay for a few days or more, might well be contributing to his satisfactions and happiness at home.

Table XII comprises the responses to the question, "Do your parents like to have you bring your friends home?" The poorly adjusted girls showed the most significant response to this question. Of those whose parents allowed them to bring friends home, only 30.6 per cent were poorly adjusted, whereas 72.7 per cent of those who did not bring their friends home were poorly adjusted. The boys indicated the same response. When the boys and girls are considered together, the poorly adjusted group again show a reliable relation between adjustment and feelings that their friends were welcome at home.

Since most of those who had deaf relatives were well adjusted, it may be that it is not so important for this group to have deaf friends come home,

T A B L E XII

THE RELATION OF ADJUSTMENT SCORE TO PARENTS' ATTITUDE TOWARD CHILD'S FRIENDS, BY SEX

	BOYS				GIRLS				TOTAL			
	No.	PER CENT			No.	PER CENT			No.	PER CENT		
		W.	M.	TA TOTAL		W.	M.	TA TOTAL		W.	M.	TA TOTAL
Encouraged To Bring Friends Home	94	37.2	34.0	28.8 100	71	35.2	34.3	30.6 100	165	36.4	34.0	29.6 100.0
Not Encouraged To Bring Friends Home	11	27.3	18.3	54.6 100	11	9.1	18.2	72.7 100	22	18.2	18.2	63.6 100.0
Total	105	35.5	32.7	31.8 100	82	30.9	33.4	35.7 100	187	33.5	33.0	33.5 100.0

and thus their adjustment was not so closely related to this factor.

IV Familial Contacts with the Child at School: Letters from Home

It is important to maintain the psychic unity of the family while the child is away at school. Home ties are soon lost if the family does not sustain the child's natural dependence and filial devotion to this primary group. The most frequent plea the writer must make in her present capacity of representing the school to the homes, is to write to their children more often. Many ask despairingly what they can say in their letters. How much has the psychic unity of the family broken down, when a parent has nothing to say to his child? The deaf child's extremely limited vocabulary and poor conception of language pattern is only too evident to the parents, who receive at least one letter every two weeks from him, a stilted, garbled letter, containing many corrections by the teacher.

The response to a multiple choice question regarding the frequency with which they receive letters from parents was complicated by confusion as to the time element involved, and wide variations in frequency of writing by the same parents. For instance, several letters may be written within two or three weeks preceding Christmas vacation, in making plans for the child's transportation home, but long lapses occur from January to June when "there is nothing to say."

An examination of Table XIII shows that here, again, the significant differences occur in the column of poorly adjusted children. The less frequently letters are received, themore poorly adjusted children are clustered in that group. Where the sexes are combined, 53.1 per cent of those who received one letter in one to three months were poorly adjusted, whereas only 30.7 per cent of those who received a letter each week were poorly adjusted.

T A B L E XIII

[illegible] RELATION OF ADJUSTMENT SCORES TO FREQUENCY OF LETTERS FROM HOME, BY SEX

	BOYS					GIRLS					TOTAL				
		PER CENT					PER CENT					PER CENT			
	No.	WA	MA	PA	TOTAL	No.	WA	MA	PA	TOTAL	No.	WA	MA	PA	TOTAL
One Letter Per Week	21	28.5	47.6	23.9	100	28	42.8	21.4	35.8	100	49	36.7	32.6	30.7	100
One Letter In Two Weeks	45	40.0	33.3	26.3	100	35	28.5	40.0	31.5	100	80	35.0	36.2	28.8	100
One Letter In One Month To Three Months	22	31.8	18.1	50.1	100	12	16.6	25.0	58.4	100	34	26.4	20.5	53.1	100
Never Have A Letter From Home	13	23.1	30.7	46.2	100	7	28.5	43.0	28.5	100	20	25.0	35.0	40.0	100
Total	101	35.5	32.7	31.8	100	82	30.9	33.4	35.7	100	183	33.0	33.5	33.0	100

In checking on some of these responses, it was found that some children who never receive letters from home, according to the houseparents, had checked one of the choices indicating that they did receive letters. Wishful thinking on their part, or a reluctance to admit that they never hear from home are probable reasons for this inaccurate response. This probably prevents an even higher relation from appearing on the table.

V Familial Contacts with the Child at School: Spending Money

In the matter of spending money, again parents have unfortunately neglected their deaf children. Many of them send their children in September with clothes and a little money to a school where they will receive good food, housing, and medical care, at no cost to themselves. Nothing more is heard from some parents until November or December, when frantic letters are received by the Dean, asking why they have not heard from their children for several weeks. Upon investigation, it is learned in most cases that the child has not even had money to buy a stamp to mail the letters written in school. Many parentslearn far too early that the state will not allow their children to go unclothed, even though their parents neglectthem. They lose completely any sense of responsibility for their children. On the other hand, there are others who suffer because their parents have a sense of guilt that their children must be educated away from home, and they can not fulfill their parental responsibilities of caring for them, according to the cultural pattern. They constantly find fault with the school, developing vicious suspicions in an attempt to compensate for this guilt. It is worth noting that 33 per cent of the sample tested stated that they never receive money from home.

Table XIV shows some of he same descrepancies that the previous table exhibited, because of fluctuations in amounts of money, lack of regular allowances,

T A B L E XIV

THE RELATION OF ADJUSTMENT SCORE TO AMOUNT OF STUDENTS MONEY RECEIVED FROM HOME, BY SEX

	BOYS					GIRLS					TOTAL				
	No.	PER CENT MA	PER CENT MA	PER CENT PA	PER CENT TOTAL	No.	PER CENT MA	PER CENT MA	PER CENT PA	PER CENT TOTAL	No.	PER CENT MA	PER CENT MA	PER CENT PA	PER CENT TOTAL
Over $3 Per Month	13	38.4	7.8	53.8	100	5	20.0	00.0	20.0	100	18	50.0	5.6	44.4	100.0
Up To $3 Per Month	61	36.0	40.9	23.1	100	43	41.8	34.9	23.3	100	104	38.4	38.4	23.2	100.0
No Money From Home	33	33.3	27.2	39.5	100	29	13.8	57.9	48.3	100	62	24.2	32.2	43.6	100.0
Total	107	35.5	32.7	31.8	100	77	30.9	33.4	35.7	100	184	33.5	33.0	33.5	100.0

the kind of expenses that the children are expected to defray with it, and a desire to appear to have more money than one actually has. In checking with the housepparents, it was found that the boys showed more tendency to this kind of wishful thinking than the girls.

An association of statistical significance was found among the girls in all three groups of scores, in relation to the amount of money the received from home. Among the girls in this sample who receive three dollars per month, or more, 80 per cent were well adjusted, whereas only 13.8 per cent of those who received no money from home were well adjusted. Among those who received money from home, 20 per cent were poorly adjusted, and 48.3 per cent of those who had no money were poorly adjusted. Those girls receiving up to three dollars per month had intermediate proportions among the well adjusted and poorly adjusted, thus indicating a consistent trend.

VI Confiding in Mother

The children tested were asked, "Do you often tell your mother about your joys and troubles?" Rapport between mother and child at this level is relatively elementary, so it is enlightening to note that 32.9 per cent of the sample replied to the effect that they do not confide in their mothers to this extent (Table XV). This is consistent with the previous findings of parents' disinterest in writing to their children, and the difficulties of communication.

The discrepancy in scores is great, however, and no consistent trends are evident. It is possible that the question was not understood by many children.

T A B L E XV

RELATION OF ADJUSTMENT SCORE TO CONFIDING IN MOTHER, BY SEX

	BOYS				GIRLS				TOTAL			
		PER CENT				PER CENT				PER CENT		
	No.	WA	MA	PA TOTAL	No.	WA	MA	PA TOTAL	No.	WA	MA	PA TOTAL
Confide In Mother	70	37.1	32.8	28.1 100	56	30.7	25.0	39.3 100	126	36.5	29.3	34.2 100.0
Do Not Confide In Mother	35	34.3	34.3	37.4 100	27	22.2	48.1	29.7 100	62	29.0	40.3	30.7 100.0
Total	105	35.5	33.7	31.8 100	83	30.9	35.4	33.7 100	188	33.5	33.0	33.5 100.0

VII Parents' Partiality Toward the Deaf Child

In answer to the question, "Do your parents give you more things than theygive your brothers and sisters?", 67.5 per cent did not feel that their parents did so (Table XVI). There was no reliable relationship between adjustment and such feelings, and the boys and girls indicated opposite tendencies. More of the boys who felt there was no partiality were well adjusted, whereas the girls felt they had more than their siblings were well adjusted.

It is probable that these deaf children are not conscious of any partiality toward them, but rather have learned to expect special consideration because of their handicap. Many parents admit that they have pampered and spoiled the deaf child because they feel sorry for him. Much of this oversolicitous attention began quite naturally during the child's severe illness that caused his deafness, and continued after he had recovered.

VIII Parents' Favoritism Toward Brothers and Sisters

In Table XVII, the question, "Do your brothers and sisters have better clothes and things to play with than youhave?", received the same general response of lack of recognition of favoritism in either direction, and no consistency of response between boys and girls. To this question, 70 per cent of the children responded that there was no favoritism.

T A B L E XVI

THE RELATION OF ADJUSTMENT SCORE TO FEELINGS OF PARENTS' PARTIALITY TOWARD SIB, BY SEX

	BOYS					GIRLS					TOTAL				
		PER CENT					PER CENT					PER CENT			
	No.	M	MA	FA	TOTAL	No.	M	MA	FA	TOTAL	No.	M	MA	FA	TOTAL
Parents Show Partiality	54	38.5	33.3	28.2	100	26	38.4	27.0	34.6	100	80	31.7	31.7	36.6	100.0
Parents Do Not Show Partiality	69	42.0	30.4	27.6	100	56	27.0	37.5	35.5	100	125	33.2	33.6	31.2	100.0
Total	105	39.5	32.7	31.8	100	82	30.9	33.4	35.7	100	185	33.5	33.0	33.5	100.0

T A B L E XVII

RELATION OF ADJUSTMENT SCORE TO ATTITUDE REGARDING PARENTS' FAVORITISM TOWARD BROTHERS AND SISTERS, BY SEX

	BOYS					GIRLS					TOTAL				
		PER CENT					PER CENT					PER CENT			
	No.	FA	MA	PA	TOTAL	No.	FA	MA	PA	TOTAL	No.	FA	MA	PA	TOTAL
Parents Favor Siblings	34	29.4	35.3	35.3	100	19	30.5	39.0	30.5	100	53	30.2	35.8	34.0	100.0
Parents Do Not Favor Siblings	65	41.5	30.8	27.7	100	61	33.8	31.1	35.1	100	126	37.3	30.9	31.8	100.0
Total	99	35.5	32.7	31.8	100	80	30.9	33.4	35.7	100	179	33.5	33.0	33.5	100.0

IX Having Family Meals

Although the question of the whole family eating meals together was found to be significant in Stott's study, the writer did not find such a relationship among the deaf children studied, as shown in Table XVIII. The small sample and its insufficient data probably account for this, as well as the fact that these children are home such a short time.

X Going Visiting with Parents

In considering the data given in Table XIX, two factors are to be noted regarding those who said they do not go visiting with their parents. The writer proposes that it is probably more significant if the deaf child stays at home alone, while the brothers and sisters go visiting with the parents, than if it is the family's custom that none of the children accompany them. This hypothesis was borne out in general, but is most pronounced among both boys and girls in the well adjusted group. There is a greater percentage difference between those who go visiting and those who do not , but whose siblings do, (39.2 per cent -- 20 per cent) than between those who go visiting, and whose brothers and sisters stay at home with them. (39.2 per cent -- 25 per cent.) This difference is indicative, but not statistically significant.

Most of the children do go visiting with their parents, but a larger percentage of the girls than the boys do so.

XI Family Group Recreation

For Table XX, the children were asked to check, on a list of activities

T A B L E XVIII

THE RELATION OF ADJUSTMENT SCORE TO HAVING FAMILY MEALS, BY SEX

	BOYS				GIRLS				TOTAL			
		PER CENT				PER CENT				PER CENT		
	No.	HA	MA	TA	TOTAL	No.	HA	MA	TA	TOTAL	No.	HA	MA	TA	TOTAL
Have Family Meals	76	36.6	32.9	30.5	100	69	27.6	36.2	36.2	100	145	32.4	34.5	33.1	100.0
Do Not Have Family Meals	30	33.3	33.4	33.3	100	14	50.0	14.3	35.7	100	44	38.6	27.3	34.1	100.0
Total	106	35.5	32.7	31.8	100	83	30.9	33.4	35.7	100	189	33.5	33.0	33.5	100.0

T A B L E XIX

THE RELATION OF ADJUSTMENT SCORE TO VISITING WHILE AT HOME, BY SEX

	BOYS					GIRLS					TOTAL				
		PER CENT					PER CENT					PER CENT			
	No.	WA	MA	PA	TOTAL	No.	WA	MA	PA	TOTAL	No.	WA	MA	PA	TOTAL
Go Visiting	77	39.2	29.6	31.2	100	66	33.3	26.0	40.7	100	143	37.2	28.2	34.6	100
Do Not Go Visiting, But Siblings Do	15	20.0	33.3	46.7	100	10	10.0	70.0	20.0	100	25	16.0	48.0	36.0	100
Do Not Visit, Nor Do Siblings	8	25.0	62.5	12.5	100	5	20.0	60.0	20.0	100	13	23.0	61.7	15.3	100
Total	100	35.5	32.7	31.8	100	81	30.9	33.4	35.7	100	181	33.5	33.0	33.5	100

those in which their whole families participated together. Since almost every child checked some activities, the responses were grouped by number of activities checked, from one to five, and from six to eleven. The most significant responses were among the poorly adjusted girls, where 50 per cent of those whose families spent only a little time together were poorly adjusted, and only 25.6 per cent of those whose families seemed to enjoy a great deal of their recreation together were poorly adjusted. The same trend is to be seen among the boys, but is not so marked. The usual pattern of the boys breaking away from family ties and activities to gang recreation may be indicated to be true among deaf boys, also, since they did not seem to be much affected by lack of family unity in recreation.

XII Quarreling of Parents

Amicable relations between the parents seems to affect the deaf girls more than the boys (Table XXI). Only 6.7 per cent of the girls who felt that their parents did not get along were well adjusted, while 37.3 per cent of those whose parents did not quarrel were well adjusted. This difference is a reliable one. When boys and girls are considered as a group, a significant difference is found among the poorly adjusted. Whereas 50 per cent of the children whose parents quarrel were poorly adjusted, only 30.3 per cent of the children of happily adjusted parents were poorly adjusted themselves.

XIII Summary

Factors affecting the psychic interaction of deaf children with their

T A B L E XX

THE RELATION OF ADJUSTMENT SCORE TO NUMBER OF RECREATIONAL ACTIVITIES THE FAMILY ENJOY TOGETHER, BY SEX

	BOYS					GIRLS					TOTAL				
		PER CENT					PER CENT					PER CENT			
	No.	YA	MA	PA	TOTAL	No.	YA	MA	PA	TOTAL	No.	YA	MA	PA	TOTAL
6-11 Activities	72	38.8	29.1	32.1	100	51	37.2	37.2	25.6	100	123	38.2	31.7	30.1	100.0
1-5 Activities	33	24.2	42.5	33.3	100	32	21.8	28.2	50.0	100	65	23.0	35.3	41.7	100.0
Total	105	35.5	32.7	31.8	100	83	30.9	33.4	35.7	100	188	33.5	33.0	33.5	100.0

T A B L E XXI

RELATION OF ADJUSTMENT SCORE TO QUARRELING OF PARENTS, BY SEX

	BOYS					GIRLS					TOTAL				
		PER CENT					PER CENT					PER CENT			
	No.	MA	MA	PA	TOTAL	No.	MA	MA	PA	TOTAL	No.	MA	MA	PA	TOTAL
Parents Quarrel	81	28.6	23.8	47.6	100	15	6.7	40.0	53.3	100	96	29.3	30.5	50.0	100.0
Parents Do Not Quarrel	82	39.0	31.9	36.2	100	67	37.3	29.9	32.8	100	149	38.2	31.5	30.3	100.0
Total	103	35.5	32.7	31.8	100	82	30.9	33.4	35.7	100	185	33.5	33.0	33.5	100.0

parents and siblings were considered in this chapter. In general, these factors seem to affect the girls more than the boys.

Those children having good speech indicated better adjustment than those having fair or poor speech, but the children having very poor speech also indicated good adjustment. More of the boys who played with their brothers and sisters at home were well adjusted than not.

A reliable positive association is to be seen between poor adjustment and infrequent letters from home. There is a significant positive relationship among the girls between adjustment and amount of spending money received from home. Of the children tested, about one-third said they did not often tell their mothers about their joys and troubles. Deaf children do not feel that their parents treat them differently from their hearing brothers and sisters.

Girls who went visiting with their parents were better adjusted than those who did not. Deaf girls whose families spent little time in recreation together tended to be poorly adjusted. Children who felt that their parents quarreled a great deal were more poorly adjusted than those who felt their parents were happily adjusted.

CHAPTER IV

PARTICIPATION IN THE HOME COMMUNITY AS AN ELEMENT IN ADJUSTMENT

The child's orientation to the community through neighborhood and local playground activities is at first merely an extension of his primary group contacts which originated in his home and family. However, through these extended contacts, he enters into associations of a secondary nature, whereby he comes in contact with children and adults who do not know that he is deaf, and who have made no concessions for his handicap. In his relatively protected family group, he has learned to expect a unique role and status, which is based on a recognition of his handicap by others and some degree of appreciation of it, by them.

Through the deaf child's unique experiences, he defines his role in the larger group. These early experiences with groups outside the family are of crucial importance because attitudes acquired at this time may be projected onto society in general. In these first community contacts, the child may meet people who show pity or sympathy for his handicap, or children who ridicule him for his signs, gestures, and facial expressions, and label him "Dummy", or others who are impatient with his inability to make himself understood. He will then define his role in society in accordance with the manner in which people have reacted to his handicap.

In this chapter, the writer is concerned with the child's personality adjustment in relation to his ability to return to his home community for the summer months and enjoy normal extra-family social relationships there.

I Participation at Local Playgrounds

In connection with the question regarding his use of playgrounds, each child tested was asked whether or not there was a public playground within ten blocks of his home. In compiling the table, the responses of those who had no playground facilities were omitted from consideration.

The most significant difference in Table XXII is found among the poorly adjusted and middle adjusted groups of girls. Of those who did not use the local playgrounds, 56.2 per cent were poorly adjusted, and only 23.1 per cent of those who looked for recreation among normal children were poorly adjusted. Those who made scores in the middle group on the adjustment scale showed a significant difference in the opposite direction. Of the girls who use the playground, 42.2 per cent received average scores, whereas only 18.8 per cent who did not use the playgrounds fell into this group.

A much larger proportion of the boys used the local playground facilities than the girls, and showed no reliable relation with adjustment. When boys and girls are grouped together, however, a significant association is seen between adjustment and the use of playgrounds. Fifty per cent of the youngsters who did not participate in such community recreation were poorly adjusted, whereas only 26 per cent of those who did so had low adjustment scores. These findings are in accordance with those of a study as reported in the Volta Review,[1] in which public playground activity was found to be of great value in the adjustment of a deaf boy who had been a real problem.

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1 Anon., "A Deaf Boy on his Own", Volta Review, October, 1938.

T A B L E XXII

RELATION OF ADJUSTMENT SCORE TO USE OF LOCAL PLAYGROUND, BY SEX

	BOYS					GIRLS					TOTAL				
		PER CENT					PER CENT					PER CENT			
	No.	WA	MA	PA	TOTAL	No.	WA	MA	PA	TOTAL	No.	WA	MA	PA	TOTAL
Use Playground	79	37.8	35.4	27.8	100	52	34.7	42.3	23.1	100	131	35.9	38.1	26.0	100.0
Do Not Use Playground	28	32.1	25.0	42.9	100	32	25.0	18.8	56.2	100	60	28.5	21.7	50.0	100.0
Total	107	35.5	32.7	31.8	100	84	30.9	33.4	35.7	100	191	33.5	33.0	33.5	100.0

II Association of the Child With the Neighbors

A deaf child's ability to include his neighbors in his social world is another step in enlarging his social frame of reference. In answer to the question, "Do you like to talk with the neighbors when you are at home?", the boys and girls indicated opposite tendencies (Table XXIII). There was a negative association among the boys between adjustment and visiting with the neighbors, but the girls who did so indicated better adjustment than those who did not. None of these comparisons were statistically reliable.

These children are at home only a small part of each year, and possibly the difficulties of communication and the limitations of their social consciousness among hearing people negate the amount and value of any social participation during such a short period.

III Summer WorkActivities in the Home Community

It is difficult for deaf youngsters to obtain summer jobs because of the very limited number and kinds of work they can do, and the reticence of employers to hire the deaf. However, these children are trained in good work habits at school, and those whose parents do not furnish them with adequate clothes and other needs, are encouraged to apply for work on the school's pupil-payroll plan. Others obtain work taking care of children, doing housework, washing cars, shoveling snow, or caring for lawns for employees and townspeople of Flint. The time spent and importance attached to their vocational training also contribute to make these deaf children employment-conscious.

Table XXIV indicates that 75 per cent of the boys and 63.4 per cent

T A B L E XXIII

THE RELATION OF ADJUSTMENT SCORE TO VISITING WITH NEIGHBORS WHILE AT HOME, BY SEX

	BOYS					GIRLS					TOTAL				
		PER CENT					PER CENT					PER CENT			
	No.	MA	MA	PA	TOTAL	No.	MA	MA	PA	TOTAL	No.	MA	MA	PA	TOTAL
Visit With Neighbors	67	34.3	30.0	35.7	100.0	70	32.9	30.0	37.1	100.0	137	33.6	29.9	36.5	100
Do Not Visit With Neighbors	38	39.5	34.2	26.3	100.0	11	27.2	36.4	36.4	100.0	49	36.7	34.7	28.6	100
Total	105	35.5	32.7	31.8	100.0	81	30.9	33.4	35.7	100.0	186	33.5	33.0	33.5	100

T A B L E XXIV

RELATION OF ADJUSTMENT SCORE TO SUMMER WORK EXPERIENCE, BY SEX

	BOYS					GIRLS					TOTAL				
	No.	PER CENT				No.	PER CENT				No.	PER CENT			
		MA		LA	TOTAL		MA		LA	TOTAL		MA		LA	TOTAL
Have Earned Money	78	35.8	29.5	34.7	100	52	30.8	34.6	34.6	100	130	31.5	34.6	33.9	100.0
Have Not Earned Money	26	38.4	38.4	27.2	100	30	33.3	27.3	39.4	100	56	33.9	30.4	35.7	100.0
Total	104	35.5	32.7	31.8	100	82	30.9	33.4	35.7	100	186	33.0	33.5	33.5	100.0

of the girls have earned money while at home during the summer. No attempt was made to learn how much money they earned, the length of time employed, or the kind of work they did. The greatest differences occurred among the middle and poorly adjusted students, for both boys and girls. Among the boys who have worked, 34.7 per cent were poorly adjusted, and 27.2 of those who had not worked received low scores. The tendency was reversed for those who received higher scores, so that the larger proportion of those who had not worked fell into the medium and well adjusted groups. The girls' scores again showed an opposite tendency from that of the boys, so that the larger percentage of those who had not worked were poorly adjusted, and more of those who had worked received medium scores. These differences were not reliable, however. It is possible that since most of them have worked while at school, there would be no logical relationship between working and adjustment. They would probably all work if they had the opportunity to do so in their home community. Since according to this table, and in society in general, fewer girls work than boys, it is only the girls with more initative and self-confidence who will try to find work. The small number in the sample may account for the factthat the relationship between earning money and adjustment score was not higher among the girls.

IV Play Associations with Hearing Children in the Home Community

Closely connected with the social participation shown in the use of playgrounds and visiting with the neighbors is the question of whether or not the deaf child plays with hearingchildren. In any such interaction between deaf and hearing persons, many inconveniences arise, and special attention and concessions must be givento the deaf child, which, if not thought fully handled, are irritating to both the deaf and the hearing children. For

example, the deaf child's attention can not be called from a distance, but someone must be close enough to touch him to attract his attention. Everything of importance that is being said must be relayed and interpreted to the deaf child by signs or by speaking very slowly and distinctly. If his handicap is forgotten for a while, and the others talk on at some length, leaving the deaf member to his own thoughts, he quickly becomes bored, irritated, or resentful. Such negligence occurs frequently, even among thoughtful adults who have been with the deaf a great deal. It can easily be seen how the repitition of many such unhappy episodes causes deaf people to avoid hearing company, and to become extremely clannish. When there are only deaf people present, they can relax in the use of their own natural language, signs,and no one feels that he is being omitted from the group, or wonders if the others are talking about him.

For Table XXV the children were asked, "Do you play with any hearing chidren besides your own brothers and sisters when you are at home?" Among the girls who replied that they did so, 34.4 per cent were well adjusted on the inventory, and only 20 per cent of those who did not play with hearing children were well adjusted. Among the poorlyadjusted girls, this relationship was also apparent, since 44 per cent of those who did not mix with the hearingwere poorly adjusted and only 32.8 per cent of those who gave an affirmative answer received low scores. This difference is not outside the limits of chance, but does correspond with the findings in regard to other forms of social participation in the home community.

V Summary

The data collected in this chapter concerning the relationship of

T A B L E XXV

RELATION OF ADJUSTMENT SCORE TO PLAYING WITH HEARING CHILDREN, BY SEX

	BOYS					GIRLS					TOTAL				
	No.	PER CENT				No.	PER CENT				No.	PER CENT			
		WA	MA	PA	TOTAL		WA	MA	PA	TOTAL		WA	MA	PA	TOTAL
Play With Hearing Children	63	33.3	35.0	31.7	100	58	34.4	32.8	32.8	100	121	33.9	33.9	32.2	100.0
Do Not Play With Hearing Children	37	35.1	29.8	35.1	100	25	20.0	36.0	44.0	100	62	28.0	32.2	39.8	100.0
Total	100	33.5	32.7	33.8	100	83.	30.9	33.4	35.7	100	183	33.5	33.0	33.5	100.0

social participation in the home community to personality adjustment have shown the following trends:

Boys and girls who did not participatein activities at local playgrounds were not as well adjusted as those who did so. Girls who enjoyed visiting with the neighbors made the best adjustment, whereas the boys seem to have been adversely affected by such social activities. Most of the boys and girls had worked and earned money during the summer. The girls indicated some positive relationship between such work and adjustment, but the boys did not show any association in this matter.

CHAPTER V

PARTICIPATION IN AVOCATIONAL ACTIVITIES AS IN ELEMENT ADJUSTMENT

An important aspect of a person's adjustment is his ability to enjoy and participate in wholesome activities during his spare time. All children develop a world of fantasy and unreality into which they withdraw to some degree throughdaydreaming and in various highly imaginative play activities. The desirability of directing these natural activities into growth experiences is recognized by child psychologists.

No studies have been made of daydreaming among the deaf, although some assumptions have been made.[1] The observations of the writer tend to substantiate the belief that deaf children are even more prone to withdraw into a world of unreality, because the limitations of their sense perceptions decrease the liklihood of their attention being drawn to the realities around them. Their daydreams are not distrubed by extraneous noises. Also, the steady concentration required to maintain contact with reality through visual perception is exceedingly fatiguing. Thus, random daydreaming is an easy escape.

This chapter is concerned with the relationship between adjustment and interest in reading, dramatics, and extra-curricular athletics, which the writer feels to be important examples of the wholesome activities into which the deaf child's physical and psychic energy might well be directed in fostering the growth and development of his personality.

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1 Hasey, Marie A., Ph. D., The Relation of Home and School, The Volta Bureau, Washington D.C., June 30, 1938.

I Reading for Pleasure

The girls seem to show a positive relationship between adjustment and enjoyment of reading according to Table XXVI, in that 42.3 per cent of those who indicated that they did not care about reading were poorly adjusted, whereas only 33.3 per cent of those who did read were poorly adjusted. Among the boys, however, 36.3 per cent of those who enjoyed reading were poorly adjusted, and a smaller percentage, (22.9) who did not read in their leisure time were poorly adjusted. These differences were small and not significant.

It is quite probable that these deaf children consider reading comic strips and highly illustrated books about comic strip characters the equivalent of reading books, as that is the extent of most of their leisure time reading. This was clearly shown in extensive observation of these children by the writer, and in talks with houseparents. This explanation of the kind of reading enjoyed by these children may account for the lack of significance of the response. All children enjoy comic strips, and although they are not harmful, they do not have the educational and attitude-building values that are usually associated with good books.

II Dramatics

Play-acting offers vast opportunities for self-expression and the overt satisfaction of wishful ideas. Among the girls who said they enjoyed acting in plays, (Table XXVII) 39.2 per cent received scores in the middle group, and only 18.5 per cent of those who did not enjoy acting were in this group. This was a reliable difference. Among the poorly adjusted

T A B L E XXVI

RELATION OF ADJUSTMENT SCORE TO ENJOYMENT OF READING, BY SEX

	BOYS					GIRLS					TOTAL				
	No.	PER CENT				No.	PER CENT				No.	PER CENT			
		MA	HA	LA	TOTAL		MA	HA	LA	TOTAL		MA	HA	LA	TOTAL
Like To Read	72	34.8	28.9	36.3	100	57	33.3	33.4	33.3	100	129	34.1	34.9	31.0	100.0
Do Not Like To Read	35	37.1	40.0	22.9	100	26	26.9	30.8	42.3	100	61	32.8	36.1	31.1	100.0
Total	107	35.5	32.7	31.8	100	83	30.9	33.4	35.7	100	190	33.5	33.0	33.5	100.0

T A B L E XVII

RELATION OF ADJUSTMENT SCORE TO INTEREST OF PARTICIPATION IN PLAYS, BY SEX

	BOYS					GIRLS					TOTAL				
		PER CENT					PER CENT					PER CENT			
	No.	MA	MA	FA	TOTAL	No.	MA	MA	FA	TOTAL	No.	MA	MA	FA	TOTAL
Like To Act	78	33.3	30.8	35.9	100	56	30.4	39.3	30.4	100	134	32.1	34.3	33.7	100
Do Not Like To Act	29	41.4	38.0	20.6	100	27	33.3	18.5	48.2	100	56	37.5	28.5	34.0	100
Total	107	35.5	32.7	31.8	100	83	30.9	33.4	35.7	100	190	33.5	33.0	33.5	100

girls, on the other hand, 30.4 per cent of those who like acting were poorly adjusted, whereas 48.2 per cent, a much larger proportion, of those who gave a negative response to this activity were poorly adjusted. The boys, however, showed a negative relationship between adjustment and enjoyment of dramatics. This negative association was not a reliable one.

Deaf people tend to dramatize all situations by the very form of their language--signs and gestures, so that pantomime is quite easy for them. For this reason, they have more opportunity to usethis form of self-expressionthan most hearing children do, because they act out most of their daily conversations. The fact that this is such a natural part of deaf people's lives may account for the lack of more consistent relationship between interest in acting in plays and adjustment as shown by the deaf children studied here. It is also possible that many of the younger children have had little opportunity to participate in the school plays, so that no association of their interest in acting would be expected, if there were no opportunity for it.

III Athletics

A number of extra-curricular sports are offered at the Michigan School for the Deaf. A list of them was given, and the children were asked to check the ones in which they participated. For purposes of tabulation, the responses were grouped into those who checked from three to five sports, one to two sports, and those who did not check any of them, as seen in Table XXVIII.

Among the boys, 33 per cent of those who checked from three to five sports were poorly adjusted, a smaller percentage, (30.5) of those who

T A B L E XXVIII

RELATION OF ADJUSTMENT SCORE TO NUMBER OF SPORTS PARTICIPATED IN AT SCHOOL, BY SEX

	BOYS					GIRLS					TOTAL				
	No.	PER CENT				No.	PER CENT				No.	PER CENT			
		VA	MA	PA	TOTAL		VA	MA	PA	TOTAL		VA	MA	PA	TOTAL
3-5 Sports	59	27.5	34.5	38.0	100	26	28.5	33.3	38.2	100	85	28.0	34.0	38.0	100.0
1-2 Sports	29	39.0	30.5	30.5	100	21	30.7	39.6	30.7	100	50	36.5	32.9	30.6	100.0
None	19	36.8	36.8	26.4	100	37	32.4	29.7	37.9	100	56	33.9	32.2	33.9	100.0
Total	107	35.5	32.7	31.8	100	84	30.9	33.4	35.7	100	191	33.5	33.0	33.5	100.0

checked one or two sports were poorly adjusted, and only 26.4 per cent of those who did not engage in any athletics after school were poorly adjusted. This would indicate that the more games one participated in, the more likely he was to be poorly adjusted. Among the girls, the same trend is to be seen in the well adjusted column. None of these relationships is reliable. In answering the question, the tendency may have been to check a sport that they played once or twice, but not consistently. If this was done, there could be no real growth experience to be expected in having participated in such social activities only a few times.

IV Summary

This chapter was concerned with participation in wholesome avocational activities and their part in the personality development of deaf children. Its findings show that the girls who did not enjoy reading were less well adjusted than those who liked books. Girls who did not enjoy acting in plays tended to be less well adjusted than those who did so. There seemed to be a negative association between adjustment and participation in extra-curricular athleticsamong both boys and girls. Lack of interest in each of these avocational pursuits had a marked association with poor adjustment.

CHAPTER VI

VOCATIONAL CHOICES OF DEAF CHILDREN AS AN ELEMENT IN ADJUSTMENT

The choice of a vocation is an important step in the growth of youth, and is an indication of his own definition of his role in society.

For the deaf child, this definition of his role is particularly important, because he must sooner or later accept the fact that his choices are limited by his handicap, as well as by economic considerations in obtaining the necessary training, the kinds of work available in his home community, and his own aptitudes and capabilities.

I Limitations of Choices for the Deaf

A hearing handicap limits considerably the kinds of work a person can do. The deaf are not able to hold any positions in which it is necessary to meet the public, use a telephone, or take dictation or other lengthy instructions verbally. This means that most of them must work with their hands, and excludes them from most of the professions except the ministry and teaching, both of which can be practised only among the deaf, of course.

In general, most deaf boys in Michigan go into factory work of some kind, and the brighter ones are given training in a skilled trade, either at school, or with the help of the State Department for Vocational Education. Many more work on farms or in otherfarms of manual labor. Comparatively few girls and boys are encouraged to go go college and train for teaching positions in schools for the deaf. The girls are more limited because the usual avenues of clerking, stenography, and cosmetology are closed to them. Most of the deaf girls find work in factories, doing

dressmaking, or housework. A few are able to find employment in typing or bookkeeping in large offices where their routine work does not include the necessity for answering the telephone, taking dictation, or being a receptionist.

II Vocational Choices

A wide variety of responses was obtained to the question of what kind of work they expect to do when they have finished school. For Table XXIX, these were grouped into those who had not decided, those who expected to go into factories, skilled trades, farming, manual labor, working with their parents who have a private business, and choices that were not practical. The skilled trades mentioned were, tool and die maker, drafting, auto bumping, auto mechanics, baking, floriculture, woodworking, shoe repairing, dress making, and printing. Work with parents included two children whose families have cabin camps and rent boats. Choices that were considered impractical because these deaf youngsters probably will not be able to go into the work they mentioned were: truck driver, engineer, nurse, store clerk, postman, firemen, beauty operator, artist, stenographer, and waitress. Many of these choices are typical of the immature aspirations of youngsters. Some of the children tested were as young as twelve years of age, so that such choices might be expected from them.

Of the boys who made impractical vocational choices, 57.1 per cent were poorly adjusted. This proportion was significantly higher than the proportion of boys who made any of the other responses and were poorly adjusted. Of the girls, however, 65 per cent of those who made unfeasible vocational choices

T A B L E XXIX

RELATION OF ADJUSTMENT SCORE TO VOCATIONAL CHOICE, BY SEX

	BOYS					GIRLS					TOTAL				
	No.	PER CENT				No.	PER CENT				No.	PER CENT			
		[illegible]	[illegible]	[illegible]	TOTAL		[illegible]	[illegible]	[illegible]	TOTAL		[illegible]	[illegible]	[illegible]	TOTAL
Do Not Know	37	39.8	55.1	35.1	100	19	15.7	57.9	26.4	100	56	25.0	42.8	32.2	100.0
Factory	30	26.6	43.4	30.0	100	22	40.9	27.2	31.9	100	52	32.6	36.5	30.9	100.0
Skilled Trades	24	54.2	20.8	25.0	100	11	36.3	27.4	36.3	100	35	48.6	22.8	28.6	100.0
Farming	6	50.0	33.3	16.7	100	1	00.0	100.0	00.0	100	7	42.8	42.8	14.4	100.0
Manual Labor	2	100.0	00.0	00.0	100	10	20.0	20.0	60.0	100	12	33.3	16.7	50.0	100.0
Work With Parents	1	00.0	00.0	100.0	100	1	100.0	00.0	00.0	100	2	50.0	00.0	50.0	100.0
Choices Not Practical	27	14.3	28.6	57.1	100	20	65.0	25.0	40.0	100	27	29.6	25.9	44.3	100.0
Total	107	35.5	32.7	31.8	100	84	50.9	33.4	35.7	100	191	33.5	33.0	33.5	100.0

were well adjusted, and this also was significant in comparison with the other choices of the well adjusted girls. However, as explained previously, deaf girls have so few choices, mainly housework or factory work, that one can readilyunderstand their postponing acceptance of these inevitable alternativesfor more interesting ones. Also, the school does not have the facilities for giving vocational training to the girls that might guide their vocational plans and give them self-confidence and pride in one skill. Of the girls who chose factory work and skilled trades, 40.9 per cent and 36.3 per cent respectively, were well adjusted. Among the boys, 54.2 per cent of those who chose skilled trades were well adjusted. These choices represent the highest possible accomplishments for the deaf, although most hearing people would not consider them so. Most of these well adjusted children who chose factory work or skilled trades will probably actually follow those vocations. Only a small proportion of the girls who had not decided what they will do were well adjusted. (15.7 per cent)

Only a small percentage of the boys chose farming as a life work, although probably this will be the occupation finally elected by a large number of them, as many come from farms, and havenot the initiative or ability to break away from their families andmake an adjustment in a large city. Only one girl recognized thatshe will go back to the farm, although most of the girls who live on farms have no other choice than to return home and help with the work there until they are married.

III Summary

This chapter was concerned with the limitations of vocational choices for the deaf, and the choices made by the children tested, in the light of

the eventual adjustment they must make to these limitations.

Boys who made impractical vocational choices tended to be poorly adjusted. Girls who made impractical choices tended to be well adjusted. Only a small proportion of the girls who had not decided on a vocation were well adjusted, but a large proportion of them were in the middle group. Only a few boys and almost no girls chose farming as a career. Both boys and girls who chose factory work were well adjusted.

CHAPTER VII

SUMMARY AND CONCLUSIONS

I Summary

Every child hearing or deaf becomes socialized and acquires habits, beliefs, knowledge, and attitudes in accordance with his definition of his experiences as a member of society. A child having a hearing handicap does not necessarily develop a "deaf personality", but rather any combination of attitudes, beliefs, and values that exist among hearing people, may also be found among the deaf.

There are many sociological factors in the background of experience and home environment that may affect an individual's personality adjustment. The problem in this study was to determine which of many factors seem to be related to adjustment among the deaf.

A personality inventory was constructed, adapting questions commonly used in other personality tests, and adding questions that the writer felt to be pertinent to the deaf. This schedule was administered to 199 deaf children between the ages of 12 and 22, who were pupils at the Michigan School for the Deaf, a residential state-supported school. The test was given by each teacher in her classroom, with a maximum of assistance in explanationof words and whole questions.

The inventory showed a correlation of .79 in a validity test, and a correlation of .86 in a test for reliability.

In general, the well adjusted deaf boys in this study might be described as being the youngest in large families having other deaf children,

to have good speech or to be entirely manual in communication, to be those who participated in family activities, and to have decided on factory work for a vocation. The well adjusted deaf girl is also the youngest in her family, has good speech or is a manual student, enjoys going visiting with her parents, has money to spend, and feels that her parents get along amicably.

The poorly adjusted boy, on the other hand, has poor speech, his mother is employed, she is nervous, his parents quarrel a great deal, he receives little or no correspondence or money from home, and he makes a vocational choice that he will probably be unable to realize. The poorly adjusted girl also has poor speech, comes from a large family, her mother is nervous, her parents quarrel, there is no family recreation, she does not bring home any friends, nor does she enjoy playground activities at home, and she has little or no contact with her home during the school year.

II Conclusions

Although these deaf children are at home only a small part of each year, it has been shown that certain factors in that home environment are significantly related to personality adjustment, and to their adjustment to institutional life. The children leave home some time between their fifth and eighthyears, after fundamental impressions and influences have played a part in molding their personalities. The particular combination of factors in that home goes deep in the impressionable mind of the youngster, and although he experiences much growth and change in his school environment, apparently certain of these elements in his home retain their significance in his personality adjustment.

It has been shown that among the most outstanding influences were the contacts the families made with their children at school, and the attitudes built up through this interaction, or the lack of it. It is probably that this arises because the children are at home so little that the extent to which they have happy reminders of home while at school are more important than the actual conditions in that home. Those children whose parents did not write to them or send them any spending money indicated a total maladjustment of feelings and values in many fields. It is essential that these ties of affection and interest with the primary group be sustained if the youngster is not to become completely institutionalized. Those parents who are lax in writing may only be giving mute evidence of the attitudes they exhibit while the child is at home — an indifference toward him, or even a complete absence of understanding, interest, or affection for that deaf child.

The difficulties of communication have been shown to isolate the deaf child from easy acceptance of hearing people, and from participation in group activities with them. They are unhappy among others, and distrustful of those who seem to live in a different world from theirs. They gain security in being with others who have the same handicap, and there are relatively few who are able to accomodate themselves to hearing society. This generalization has been applied to most minority groups in a culture. It is difficult to gain the confidence of the Finnish people in northern Michigan, for example. They settle only where there are others of the same nationality, and tend to perpetuate their European culture. Lack of a mutual language gives rise to real social conflict, and is a great barrier to common understanding and confidence. The barrier between the deaf and hearing is as great as that between any two cultures.

It was found that some of the greatest sociological influences on personality adjustment were concerned with relationships the child had with those outside of his immediate familiity, and yet within his home, as going visiting with parents, having deaf friends in, and having deaf relatives other than in his own family. This may be an indication of the necessity for a total adjustment in the community, as wll as an adjustment within one's home. It is important that the deaf child move beyond the simple, protecting atmosphere of this priary group and find his place in the larger community.

Since his experiences in his home and community do have such a vital influence on his adjustment to society as an adult, it might be well to examine the opportunities the deaf child has for growth experiences. Because of the general ignorance regarding the meaning of the handicap of deafness, many of these children suffer from lack of understanding in their own homes, where it is most essential that they build security to sustain them in their greater struggle for existence in the social and vocational world. Education of the parents of deaf children is a prime requisite in giving these youngsters even the fundamentals of the kind of understanding any child deserves in his own home. This can be part of the function of the school, in which the experiences, growth, and personality of the deaf child are interpreted to the parents by teachers, houseparents, and a social worker, and mutual problems can be discussed and plans made for their solution.

The preparation and security afforded the child by the home before entering school have been questioned. A still greater challenge arises when one asks to what extent the residential school is

preparing the deaf child for community life. In the protected, institutional atmosphere of mass living, where the state provides all the essentials of life, children learn to expect these as their right, and do not question how or why they are provided. The teachers and houseparents are trained in understanding the deaf and their limitations, and are careful to take these into consideration in all their relationships. Perhaps this secure and protected atmosphere is making it more difficult for them to adjust themselves when they leave school and must face a society that does not understand them.

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APPENDIX A

[illegible]

Name

SOME QUESTIONS ABOUT YOUR LIKES AND DISLIKES

BY EVELYN C. PERRY

DIRECTIONS: Put a circle around either the "yes" or "no" in front of each question -- whichever comes closer to your own feelings.

yes no 1. Do you like to plan parties or write articles for the school paper?

yes no 2. Do you worry about getting your work done?

yes no 3. Are you afraid to go to a doctor?

yes no 4. Do you like to speak up in class?

yes no 5. Do you feel sure that you can do most of the work you are asked to do?

yes no 6. Do you change your mind many times?

yes no 7. Do you get angry when another person cheats?

yes no 8. Are your feelings easily hurt?

yes no 9. Do you sometimes hate someone in your family?

yes no 10. Do you feel badly many times because you do not have nice clothes?

yes no 11. Do you have a good time at parties?

yes no 12. Do you like to work out most of your problems by yourself without asking for help?

yes no 13. Do you often feel that your parents or teachers do not allow you to think things out for yourself?

yes no 14. Would you like to have your family take care of you all your life?

yes no 15. Do you think most people are selfish?

yes no 16. Do you often think people try to cheat you because you are deaf?

yes no 17. Do you find it easy to talk with hearing people most of the time?

yes no 18. Is it easy to talk with deaf people who are strangers?

yes no 19. Do you worry for a long time after making a mistake in public?

yes no 20. Do you get in a fight or argument almost every day?

yes no 21. Are you sometimes the leader in games or at parties?

yes no 22. Do you like to daydream?

yes no 23. Do you think that when you are older you will really do some of the big things you daydream about?

yes no 24. Do you feel lonesome when you are in a group of hearing people?

yes no 25. Do you feel lonesome many times when you are among deaf people?

yes no 26. Are you restless and nervous?

yes no 27. Do you feel sad many times because you are deaf?

yes no 28. Will you be glad when you can earn your own money and take care of yourself?

yes no 29. Are there many people whom you do not like?

yes no 30. Do you scream when you have a pain?

yes no 31. Do you cry often?

yes no 32. Do you feel that going to school is going to help you get a good job?

yes no 33. Do you almost always put off doing work that is unpleasant?

yes no 34. Do you have many headaches?

yes no 35. When you are visiting, do you always watch the other people to be sure you are doing the right thing?

yes no 36. Do you feel that you will be as good a workman at whatever job you choose as a hearing person doing the same job?

yes no 37. Do you think people should excuse your faults and mistakes because you are deaf?

yes no 38. Are you afraid many times that people do not understand what you are saying?

yes no 39. Will you be happy when you do not have to ask your family for everything you need?

yes no 40. Are you often afraid people do not understand how you feel about things because you are deaf and can not explain yourself easily?

yes no 41. Do you often feel sad?

yes no 42. Is it going to be hard for you to earn a living and to have a happy family life like hearing people do?

yes no 43. Do you often wake up during the night?

yes no 44. Are you afraid to say anything whan a hearing person does something unfair?

yes no 45. Do you feel that you have to speak out to stand up up for your rights among hearing people?

yes no 46. Do you think most hearing people are smarter than deaf people?

yes no 47. Do people expect you to do more work than you are able to do?

yes no 48. Are you afraid of loud noises?

yes no 49. Do you feel very sad when a teacher scolds you?

yes no 50. Do you like to play with children who are smaller than yourself?

yes no 51. Do you like to find your way in strange places by yourself?

yes no 52. Do you try to get to do what you want, even if you have to fight for it?

yes no 53. Do you many times try to correct your faults so people will like you better?

yes no 54. Do thoughts ofter run through your head so you cannot sleep?

yes no 55. Do you often find it hard to find the right words to make clear what you want to say?

yes no 56. Do you usually <u>write</u> or <u>talk</u> to hearing people who are strangers?

yes no 57. Do you feel that your parents tell you what to do too much?

yes no 58. Do you care what people think of you?

yes no 59. Do you feel tired most of the time?

yes no 60. Can you do just as good work when people are watching you?

yes no 61. Do you feel that most people just act as though they like you when they really do not like you?

yes no 62. Do you like to be told just how you should do your work?

yes no 63. Has your family always been nice to you?

yes no 64. Is it easy for people to cheat you?

yes no 65. Do you think many people think you are different from them?

yes no 66. Do you like to be with people most of the time?

yes no 67. Is it hard to make up your mind for yourself?

yes no 68. Do you like to play by yourself most of the time?

yes no 69. Do you fight with your brothers and sisters?

yes no 70. Do you think most people can be trusted?

yes no 71. Is your mother cheerful most of the time?

yes no 72. Do teachers find too much fault with you?

yes no 73. Did you ever run away from home?

yes no 74. Do you make friends easily?

yes no 75. Do you feel very happy at home?

yes no 76. When you are at home, is it easy for you to ask your parents about anything you want to know?

yes no 77. Are your parents nicer to your hearing brothers and sisters than they are to you?

yes no 78. Do your parents find fault with you too much?

yes no 79. Have you had many nightmares or bad dreams?

yes no 80. Can you be just as happy as a hearing person?

1. We would like to know the names and ages of your brothers and sisters, and yourself, from the oldest to the youngest.

HERE IS AN EXAMPLE OF HOW TO WRITE IT:

NAME	BROTHER OR SISTER?	AGE	IS HE OR SHE DEAF?
1.Robert	brother	20	no
2.Mary	sister	17	no
3.George	myself	15	yes
4.Dorothy	sister	10	yes

NOW LIST THE CHILDREN IN YOUR FAMILY HERE

	NAME	BROTHER OR SISTER?	AGE	IS HE OR SHE DEAF?
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				
9.				
10.				

yes no 2. Do you play with your brothers and sisters when you are at home?

yes no 3. Do you play with any hearing children besides your own brothers and sisters when you are at home?

yes no 4. Do you often go with your parents when they go visiting while you are at home?

yes no 5. Do some of your brothers and sisters usually go visiting with your parents?

yes no 6. Is there a playground less than 10 blocks from your home?

yes no 7. If there is a playground, do you play there when you are home for the summer?

yes no 8. Do you help your mother or father with the work around the house?

9. What kind of work do you do around the house or farm?

_____

_____

_____

_____

yes no 10. Does your mother work and earn money outside of your home?

yes no 11. If so, what kind of work does she do to earn money?

_____

yes no 12. Do your hearing brothers and sisters have better clothes and things to play with than you have?

yes no 13. Do your mother and father fight and argue very much?

yes no 14. Have you ever worked and earned some money during the summer?

yes no 15. Do you like to talk with the neighbors when you are at home?

yes no 16. Do your parents give you more things than they give your brothers and sisters?

yes no 17. Is your mother very nervous?

yes no 18. Does your whole family usually eat meals together?

yes no 19. Do youoften tell your mother about your joys and troubles?

yes no 20. Do your parents like to have you bring your friends home?

yes no 21. Is your father very nervous?

yes no 22. Do you like to read very much?

yes no 23. Do youlike to act in plays?

_____ 24. What kind of work do you want to do when you have finished school?

yes no 25. Are you on any athletic team in school?
If so, check the teams you have been on:

_____ Basketball
_____ Football
_____ Baseball
_____ Volley ball
_____ Tennis

26. What kind of recreation does your whole family enjoy (Check those your family does together.)

____movies
____picnics
____driving
____swimming
____camping
____fishing
____visiting friends
____playing games at home
others (list:)

_____
_____

27. How much spending money do you receive from home each month? (check one)

____none
____up to $1 each month
____$2- $3 each month
____$3- $5 each month
____over $5 each month

28. How often do you receive letters from home? (check one)

____one letter a week
____ one letter every two weeks, or once a month
____one letter in one to two months
____less than one letter in 3 months
____never have a letter from home

APPENDIX B

BIBLIOGRAPHY OF SOCIAL STUDIES IN RE-ORIENTATION

_____
name of child

GRAPHIC RATING SCALE OF STUDENTS BY TEACHERS

(Check the description which most closely characterizes this child, anywhere along the top of the line, and make any comments which you feel are significant regarding his personality adjustment.)

1. Where does he stand in his class?

2	4	6	8	10
introverted, isolated from the group	few friends, usually a follower	popular, some friends; sometimes a leader	leader; popular; has many friends	

COMMENTS:

2. Disposition:

2	4	6	8	10
decidedly ill-natured; uncivil	moody; irritable	has average self-control	has good self-control; takes disappointments well.	

COMMENTS:

3. How does he respond toward hearing people?

2	4	6	8	10
very shy; suspicious; jealous or afraid; never attempts to talk to hearing people; belligerant	shy, but will talk with encouragement; somewhat suspicious	cautious; but tries to be friendly	friendly and trusting; has self-confidence among the hearing and uses his speech	

4. What is his attitude toward his deafness?

2	4	6	8	10
feels sorry for himself; expects his faults to be excused	seeks sympathy; makes himself conspicuous to draw attention to his handicap	apparently unconscious of handicap	accepts it; imitates the hearing, and tries to do as well as they	

COMMENTS:

5. Self-confidence:

2	4	6	8	10
very dependent; does not want to become independent	no initiative; must usually be told what to do and how to do it.	some initiative; tries, but sometimes must ask for help	initiative; likes to work things out for himself.	

COMMENTS:

6. How does he control his emotions?

2	4	6	8	10
too easily moved to anger or fits of depression	tends to be over-emotional	usually well-balanced	very good balance of responsiveness and control	
unresponsive; apathetic; lacks enthusiasm	tends to be unresponsive			

COMMENTS:

7. Intelligibility of speech:

2	4	6	8	10
very poor	poor	fair	good	

8. Method of communication: _____oral; _____manual only

9. Rating as a student: ___superior; ___very good; ___good; ___fair; ___poor ___very poor

APPENDIX C

CRITICAL ANALYSIS OF THE INVENTORY

The writer feels that the assistance given by the teachers to the children in explaining the items was invaluable, and that the language was probably still too difficult for the children to have mastered without assistance. A great deal of work can still be done in improving the choice of words and the phrasing of questions to afford the maximum of clarity of meaning without eliciting an obviously desirable response from the person being tested.

The inventory as constructed for this study tended to be more diagnostic for girls than for boys, and to be more discriminative at the lower end of the scale than at the upper end. That is, the absence of certain factors tended to have a greater effect in showing poor adjustment than did the presence of any one factor indicate good adjustment. The writer feels that perhaps if the presence of a combination of desirable conditions in the environment had been considered together, that the children responding favorably to most of these items would be found to have made good adjustments.

The problem of testing an inventory for validity and reliability is an uncertain one. Teachers' ratings are, of course, too subjective to be very reliable. If this test had been given on an individual basis, instead of in groups, where it was necessary for the teacher to divide her time among them all in giving explanations, and where signs might have been used more freely to interpret the vocabulary, more accurate responses might well have been possible.

Some of the teachers of oral classes told the experimenter later that it was impossible to convey some of the ideas verbally, and it would have been much easier if they could have used signs.

The accuracy of the test might have been increased if the questions had allowed for weighted responses rather than requiring a decisive yes or no answer.