

THE NOSTALGIA OF FOUR GROUPS OF
MALE HIGH SCHOOL BOARDERS

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INTRODUCTION

Among the numerous problems the authorities of boarding schools have to face is the knotty point of nostalgia. It is that longing desire of some students for home which exists to such a degree that it causes unhappiness in those subjects. Home, in this case, is taken in a broad sense, meaning a former location or situation. The word nostalgia comes from two Greek words; nostos which means return and algia, pain. In fact, the individuals affected that way have an ardent desire to return home which evokes painful feelings if that desire is sufficiently great. The affection is ordinarily called homesickness. In every boarding school there is some evidence of nostalgia especially at the beginning of the year. To many students its effects are disastrous, so remedies must be sought in order to remove it altogether or at least to eliminate some of its worst consequences.

Many doctors, psychiatrists, and psychologists have studied the question but the author, after a systematic and controlled investigation, finds few who have made experimental research on nostalgia. And to the investigator's knowledge there has never been a methodical study made of the nostalgia of male boarders in High Schools. Therefore this task was undertaken in order to understand better this

problem of the adolescent, to cope with nostalgia in such schools, and especially to lead one to a future and deeper study on the same subject with the help of the data acquired. Especially for this last reason the thesis is really a preliminary survey.

A review of the literature on the causes, effects, and remedies of nostalgia is made in the first chapter. Chapter II points out in its first part the tools used in making the survey. It is a questionnaire based on the study of the various reports on nostalgia. The second part of the chapter summarily describes the population of the four different schools concerned in this study.

The last three chapters reveal the result of the research. Separate chapters expose the possible causes, effects, and remedies.

A summary of the conclusion derived from the research ends the report.

CHAPTER I

A REVIEW OF THE LITERATURE

A better understanding of the symptoms, etiology, and remedies of nostalgia necessitated a review of the literature on the subject. This work was facilitated by the previous research made by Willis McCann, Nostalgia: A Review of the Literature¹ published in the Psychological Bulletin. McCann, in the first part of his work, gives briefly the earliest history of the nostalgic cases studied. Then he describes the symptoms of nostalgia whether physiological or psychological as given by some authors. Various subdivisions of his article treat of the susceptibility to nostalgia, the conditions precipitating it, the theories of the various authors including his own, and finally, its prevention and treatment.

Two years later, in 1943, the Journal of Genetic Psychology published an article by the same author entitled: Nostalgia: A Descriptive and Comparative Study². Here the

¹ Willis H. McCann, Nostalgia: A Review of the Literature, in Psychological Bulletin, Vol. 38, March, 1941, p. 165-182.

² Willis H. McCann, Nostalgia: A Descriptive and Comparative Study, in The Journal of Genetic Psychology, Vol. 62, March 1943, p. 97-104.

same investigator gives a detailed account of the systematic study he made of a hundred college students who had been homesick and of a hundred who had not been homesick. He divided the group as to sex, and sex groups as to membership and non-membership in social fraternity or sorority. The Bernreuter Personality Inventory, the Conklin Extrovert-Introvert Interest Inventory, and a questionnaire on nostalgia were administered to all of them. The data was tabulated and conclusions formulated.

Another research was of great assistance in this study. It was A Study of Homesickness in College Freshmen³ by Annelies Argelander Rose published in the Journal of Social Psychology in 1947. In this study at Smith Girls College, Northampton, Massachusetts, Rose pursued the work done by McCann. Sixty-six homesick or not-homesick freshmen were followed up several weeks. During these weeks the Bell Adjustment Inventory and the Minnesota Multiphasic Personality Inventory were administered to them. The report was combined with 79 autobiographies of other students from the college who also filled out the Bell Adjustment Inventory. The young women were divided into three groups, those never homesick, those homesick only once, and those homesick

³ Annelies Argelander Rose, A Study of the Homesickness in College Freshmen, in The Journal of Social Psychology, Vol. 26, Nov. 1947, p. 185-202.

repeatedly. The evaluation of the results was then made.

Other reports were also of some value. Dexter's study, Three Items Related to Personality: Popularity, Nickname, and Homesickness⁴ brought out the point that the only child tends to be less subject to homesickness than is a non-only child. Finally, Bachet's Etude sur les états de nostalgie⁵ which appeared in the Annales Médico-psychologiques in two long articles also helped this survey. However, it is appropriate to note that this last study of the nostalgic states is more a series of conclusions formulated from an examination of nostalgic cases taken from various authors than from the author's own personal investigation.

With the exception of Bachet, all the authors mentioned above have experimentally and systematically treated the peculiarities of nostalgia and have drawn conclusions from their data. Their findings on the causes, effects, and treatments or prevention of homesickness are now briefly summarized. Included also is a summary of what some of the few authors treating child and adolescent problems have written on nostalgia. The review necessarily deals with

⁴ Emily S. Dexter, Three Items Related to Personality; Popularity, Nicknames, and Homesickness, in The Journal of Social Psychology, Vol. 30, Aug. 1949, p. 155-158.

⁵ M. Bachet, Etude sur les états de nostalgie, in Annales Médico-Psychologiques, T. 1, No. 5, May 1950, p. 559-587 and T. 2, No. 1, June 1950, p. 11-34.

homesickness of the adolescent and young people.

1. The Etiology of Homesickness.

Considering the etiology of homesickness, Willis McCann⁶ says that there is no evidence of one specific factor or group of factors. He mentions that the factors appear to be unlimited. He divides them into two groups, the probable predisposing and the probable precipitating factors. Some of the former are: extreme fondness for companionship; help received at home; infrequent visits away from home; irregular hours for recreation; etc. Those he mentions of the latter factors are: monotony and boredom; loneliness; discouraging communications from home; etc. He considers these factors of etiological significance because they occurred more frequently among the homesick than among those not homesick.

Other factors that had about the same frequency of occurrence among the two groups studied seemed to McCann⁷ to have no effective significance. Some of these are: distance from home; the location of the home; whether in

⁶ Willis H. McCann, Nostalgia: A Descriptive and Comparative Study, in The Journal of Genetic Psychology, Vol. 62, March 1943, p. 100.

⁷ Id., ibid., p. 101.

the city, town, village or in a country; the size of the family; having both parents, one parent or no parents; age; being an only child; playing at home or away from home most of the time, etc.

Annelies A. Rose⁸ in her research differed slightly from the conclusions of McCann but substantially confirmed his findings. Some of the predisposing factors mentioned by McCann, such as extreme fondness for the home, people and social functions, etc. did not agree with the results of the girls who had been homesick repeatedly.

Duerk⁹ gives as causes of nostalgia: limited social relations; restricted ideas, that is, the more restricted the circle of ideas was in the home place, the greater the tendency to homesickness; special scenery characterizing the home; lack of employment; and lack of will power to react.

As for the study made by Dexter¹⁰ on two hundred college students, the findings showed that the only child tended to be less inclined to homesickness than a child where there were more children.

⁸ Annelies A. Rose, op. cit., p. 201.

⁹ Hilarion Duerk, Psychology in Questions and Answers, New York, Kennedy and Sons, 1936, p. 105-106.

¹⁰ Emily Dexter, op. cit., p. 158.

Bachet¹¹ notes that the etiology of homesickness of a child is simply a matter of sensibility and emotional disturbance. He points out that the persons from the country are more inclined to be homesick than those from cities. Also predominantly homesick are those who have lived in a restricted circle, who have had a limited instruction, and who possess a melancholic temperament or who suffer from hypersensitivity.

Flicker¹² asserts that those forced to leave home as well as those who come from rural areas are usually the most homesick.

Gumprecht¹³ maintains that the normal child at a camp may be expected to be homesick for a few days, but prolonged homesickness results from basic emotional disturbance.

McKinney¹⁴ writes that the lonesome individual is

¹¹ M. Bachet, op. cit., T. 1, No. 5, p. 582-587 and T. 2, No. 1, p. 12.

¹² D.J. Flicker and P. Weiss, Nostalgia and Its Military Implications, in War Medical, Chicago, Vol. 4, 1943, p. 380-387, as summarized by M.E. Morse in Psychological Abstracts, Vol. 18, No. 2, Feb. 1944, p. 63.

¹³ Helmuth Gumprecht, Common Emotional Disturbance of Children at Camp, in Nerv. Child, Vol. 6, 1947, p. 148-154, as summarized by G.S. Speer in Psychological Abstracts, Vol. 21, No. 9, Sept. 1947, p. 398.

¹⁴ Fred McKinney, The Psychology of Personal Adjustment, New York, John Wiley & Sons, 1941, p. 429-430.

usually one who has received a great amount of affection from parents or other members in the family and one who has seldom left home before. He is usually a sensitive person whose feelings are easily hurt. He has a few friends and he gets easily discouraged in everything he does.

The two cases of homesickness studied by Hollingworth¹⁵ were due to excessive petting and attachment to the mother. De Monchy¹⁶ conceives nostalgia as being caused by an ambivalent attitude toward the parents. There is love of parents but on the other hand there is a fear of a separation. He maintains that this attitude exists in children not absolutely healthy or mentally well-balanced.

For Hurlock¹⁷, homesickness is not necessarily a form of abnormal love for the parents but it is simply a lack of security and an inadaptation to a new environment.

Florence Teagarden¹⁸ in speaking of children placed

¹⁵ L. Hollingworth, Heimweh (Homesickness) in Vjsch. f. Jugendk., Vol. 2, 1932, p. 185-187 as summarized by M. Lee in Psychological Abstracts, Vol. 7, No. 1, Jan. 1933, p. 45.

¹⁶ S.J.R. De Monchy, Heimwee, (Nostalgia) in Psychiat. en neur. bladen, Bouman Festchrift, 1932 as summarized by L. Hardenberg in Psychological Abstracts, Vol. 8, No. 8, Aug. 1934, p. 452.

¹⁷ Elizabeth B. Hurlock, Adolescent Development, N.Y., McGraw-Hill, 1949, p. 488.

¹⁸ Florence Teagarden, Child Psychology for Professional Workers, New York, Prentice-Hall, 1946, p. 277.

in new foster homes says that some children who have been maltreated at home will find anything better in another place and consequently will not be homesick. But the contrary can and has also happened. Abused children have been homesick in the new place and have been inclined to run away or to return to the former home. This rare homesickness, according to the same author, is due to the great fear of the child, frightened by the strangeness of the new place, of not being able to live through it.

2. The Effects of Homesickness.

Worthy of note in the study of the effects of nostalgia is this quotation from the *Father of Adolescent Psychology*, Stanley Hall:

Calhoun, Tuk, Willis, Kline, and others, have studied the symptoms of homesickness, or nostalgia, and agree in calling it one of the most complex and distressing of diseases when severe. It destroys the appetite, brings nausea, dizziness, palpitation, hallucination, localized pains, sensations of smothering, night sweats, sobbing; in boarding schools, factories, in camps of young soldiers, in hospitals, and on distant voyages, it is especially aggravated by nightfall, katydids, frogs, crickets, the sough of the wind, a long storm, thunder, a letter, waking from dreams of home, a friend, or chance reminder of it, and may swoop down upon the soul like an obsession.¹⁹

¹⁹ Stanley Hall, Adolescence Its Psychology, N.Y., Appleton, 1905, Vol. II, p. 380-381.

According to McCann²⁰, the effects of homesickness are as numerous as the number of subjects. He groups these effects under four major types:

- a) unpleasant physiological sensations;
- b) feelings of depression and despair;
- c) unsatisfied longings;
- d) inadequate substitute reactions for returning home.

He maintains that there are no specific symptoms but that all those mentioned indicate that homesickness is a form of emergency emotional behavior.

Rose²¹ indicates similar responses from her group of those repeatedly homesick. Feelings of anxiety, depressive responses, excitability and a tendency to withdraw from reality characterized these young women.

Duerk²² mentions that the effects of nostalgia are mental and physical disorders more or less serious depending on the intensity of the condition.

Bachet²³ in his study describes three periods of nostalgia. The first period is characterized by frequent thoughts of home and that the home is considered a place of

²⁰ Willis McCann, Nostalgia: A Descriptive and Comparative Study, in The Journal of Genetic Psychology, Vol. 62, March 1943, p. 98.

²¹ Annelies A. Rose, op. cit., p. 195.

²² Hilarion Duerk, op. cit., p. 106.

²³ M. Bachet, op. cit., T. 1, p. 561.

perfect happiness. Physically, the homesick has digestive troubles, cannot sleep well and loses weight. In the second stage, it is the exaggeration of the melancholic syndrome. The idea of returning home becomes an obsession. The physical ailments mentioned above become aggravated and more numerous. In this stage some nostalgic persons have committed suicide or murder. This fact is also mentioned by McCann²⁴ who notes cases from several authors. The final stage of homesickness produced to the extreme is death resulting from the complete breakdown of the nervous system.

In The Psychology of Adjustment²⁵ Shaffer mentions that if homesickness is not corrected "the student shows fear and anxiety and suffers from physiological evidences of persistent emotions, such as indigestion with secondary symptoms of loss of appetite or headaches".

McKinney²⁶ states that a lonesome individual experiences fear that he is failing or that he has failed. He feels inferior and depressed. Usually he imagines that

²⁴ Willis McCann, Nostalgia: A Review of the Literature, in Psychological Bulletin, Vol. 38, March 1941, p. 167-168.

²⁵ L.F. Shaffer, The Psychology of Adjustment, Boston, Houghton-Mifflin, 1936, p. 199.

²⁶ Fred McKinney, op. cit., p. 430.

there is something wrong with himself and that he will never overcome that depressing feeling.

Percival Symonds²⁷ reports that the homesick "develops nausea and headaches, and is incapacitated in various ways as a sign of his rebellion against the new and his desire to go back to the old, familiar and secure".

3. The Prevention and Treatment of Homesickness.

In his research McCann²⁸ has pointed out a number of factors that are believed to help prevent homesickness since the results between the homesick and the non-homesick showed a marked difference in this regard. Some of these factors mentioned are: frequent visits from home; few communications from home; cheerful communications from home; active participation in athletics; not being limited by a scant budget, etc. These factors, according to McCann should be taken into account when there is question of preventing homesickness. Moreover, he adds that emotional stability, self-sufficiency, self-reliance, a sense of responsibility

²⁷ Percival M. Symonds, The Dynamics of Human Adjustment, N.Y., Appleton-Century-Crofts, 1946, p. 216.

²⁸ Willis McCann, Nostalgia: A Descriptive and Comparative Study, in The Journal of Genetic Psychology, Vol. 62, March 1943, p. 103.

and other qualities should be developed to strengthen the individual against homesickness.

For those who already suffer from homesickness McCann²⁹ advocates a short visit home, non-religious activities such as going out with friends, playing games, the reception of pleasant communications from home, etc.

Symonds³⁰ writes that the cure depends on the ability of the individual to adjust himself to new situation, the finding of new friends, new activities and new interests.

McKinney³¹ also favors a short visit home but since the effects of the visits may also be disastrous, as the child may not want to go back, he admits that the consequences must be anticipated before allowing such returns. He also mentions the great utility of new friendships in remedying the ailment. Other means advocated by the same author are the discussions of his problem with a sympathetic counselor or friend and the company of a sponsor who would gradually lead the homesick to steer for himself. Parents should absolutely discontinue writing sob letters to him and on the other hand the sick individual himself should

²⁹ Id., Ibid., p. 103.

³⁰ Percival M. Symonds, op. cit., p. 216.

³¹ Fred McKinney, op. cit., p. 431-432.

avoid seeking sympathy in his own letters. This only foments the nostalgic state.

As preventive measures McKinney³² points out the usefulness of having a child spend short periods away from home. Also, he should be given a certain amount of responsibility and should master a number of skills he will use at his new school.

Hollingworth's³³ study of the two cases, a boy and a girl who could not continue their work at a boarding school because of their inordinate attachment to their mothers, signals out the treatment he employed in combatting their homesickness. He had the boy work away from home for a whole summer in order to make him feel more secure. For the girl, frequent visits of increasing lengths was the cure. In both cases, the individuals were able to pursue their studies.

From this brief review of the more important literature on the causes, effects, treatment and prevention, of homesickness, it is evident that they are varied and numerous. The present study attempts to add more light to this subject of nostalgia with regard to the young adolescent boy in boarding High Schools.

³² Id., Ibid., p. 431.

³³ L. Hollingworth, op. cit., p. 45.

CHAPTER II

THE QUESTIONNAIRE AND THE POPULATION

The questionnaire used to procure the results of this was the tools of the research. It was administered by the investigator himself in his school and by capable associates in psychology in the other schools. In this way it was hoped to have more reliable results. Besides, the subjects used to taking various tests and filling out questionnaires for their guidance and orientation were in an excellent position to answer honestly and faithfully the questions asked. In fact many students have even added enlightening notes of interest in the place provided for those who so desired. The little difficulty of a few students to understand the questions because of their lack of sufficient knowledge of the English language was easily overcome with the administrators' help. Answering in French was permitted to assure better responses from the French-Canadians. All these things assuredly favor the greater reliability of the results obtained from the survey.

This questionnaire was administered to boys of four different schools, the Juniorat du Sacré-Coeur at Ottawa, the Oblate Seminary at Bucksport, Maine, the Collège Catholique de Gravelbourg, and the Ottawa University High School.

A more detailed study of the questionnaire and of the subjects is necessary before giving the results. It will throw some light on the following chapters of this dissertation.

1. The Questionnaire.

The questionnaire consists of some forty questions or statements preceded by the usual data of other tests or questionnaire, i.e., the name, the age and birthday, the name of the school, the class, and the date on which the questionnaire was administered. It was entitled, A Questionnaire on Personality to dispose the students to give better answers. A questionnaire with the word homesickness would probably have been accepted with less enthusiasm. Besides, many subjects would have questioned the utility of such a paper. Careless or inadequate answers would probably have followed.

A page of directions was given to all the administrators of the questionnaire to eliminate possible mistakes especially errors so easily made by the younger members who filled out the blanks of the survey. This sheet of instructions is included in appendix 1 following the questionnaire.

The requests of the questionnaire were chosen after a careful study of the research made on nostalgia especially

by Willis McCann and Annelies A. Rose. The points of controversy on significant factors were studied and questions on such factors were included to attempt to find a possible solution, at least for male High School boarders.

The questions are classified arbitrarily under five headings: eleven questions dealing with factual data; five on the home environment; twelve directly on homesickness; five on the adolescent's likes and dislikes; and six taken from the Bell Adjustment Inventory drawn from the emotional area.

a) Factual data.-- These comprise questions on the home itself. Four refer to the family: to the parents, whether living or not (questions 7 and 8); to the number of siblings, boys and girls (5); and to the rank of the boy filling the questionnaire (6).

Two refer to the home itself, its location whether in a city, town, or country (34) and its distance from the school (29).

The remaining five have to do with the boy's departure from his home. The answers to questions 1 and 2 tell the frequency of his absences from home. Number 15 asks if he went to another boarding school or to a summer camp. Question 28 asks the number of letters received during the first two weeks of board, the present year, and 29, the number of visits from home.

b) Home environment.-- The five questions refer: to the boy's favorite occupation at home (31); to his habit of spending his time in or out of the house (3); to the number of friends he had at home (4); to his attachment home (9); and to his attachment to the neighborhood (10).

c) Directly on homesickness.-- Some of these questions speak of its occurrence: if he was ever homesick (11); if he felt it this year (12), and the first year away (13); if it came now and then or lasted for a long time (14); if he gets frequent thoughts of homesickness (25). Question 19 asks when and where he feels or felt homesickness the most.

Three numbers describe a homesick boy's feelings towards his companions (16), towards the school (18), and within himself (17).

Three more questions directly on homesickness gives information on the remedies to combat the ailment (24) and on a factor that could either partly eliminate homesick or increase it. This is the reception of letters (26 and 27).

d) Adolescent's present likes and dislikes.-- In this series the boys were asked: whom they missed the most (20); what they missed the most in their school (21), the things they found the most difficult (22); what they liked

the most in the school (23); and if they liked sports or not (32).

e) The personality questions from the Bell Adjustment Inventory.-- These questions were chosen after studying the frequency of the positive and negative answers of the homesick and non-homesick girls from A. Rose's¹ research. They include the following:

33. Do you get discouraged easily?
35. Do you daydream frequently?
36. Are you easily moved to tears?
37. Do you often feel lonesome even you are with people?
38. Are your feelings easily hurt?
39. Do you frequently have the blues?

The questionnaire was administered a month or two after the opening date of the four different schools. It was believed to be the best time since the feelings of those homesick could be better expressed. In fact some remarked that they were still lonesome or still had moments of homesickness.

In spite of everything that was said in favor of the questionnaire it still remains a questionnaire. As such

¹ Annelies Argelander Rose, A Study of the Homesickness in College Freshmen, in The Journal of Social Psychology, Vol. 26, Nov. 1947, p. 185-202.

there are always possibilities of getting false answers especially when the boys are not interviewed. Besides, the care to have every boy understand the questionnaire has not eliminated all imperfections. This was seen by some omitted answers and a few ambiguous responses which had to be omitted in the statistical work.

The results also showed that other questions would have helped immensely in completing this survey. This seems inevitable in any preliminary survey. A second questionnaire profiting from the experience received in this one would certainly obtain better results.

2. The Population.

It is necessary, at present, to give more details on the population used in the survey.

a) The Juniorat du Sacré-Coeur.-- This boarding school is in Ottawa, a city with a population of over 200,000 people. This institution or juniorate is a minor seminary preparing its members to become Oblates of Mary Immaculate. It includes the four years of High School and the first two years of College. The studies followed are strictly classical. Since it is a seminary, more emphasis is laid on the religious exercises and discipline. There is necessarily less freedom than in ordinary boarding High

Schools. The boys may not spend money thoughtlessly or uselessly. They rarely go down town or to the restaurants. In fact they are allowed to go only once a month. They are not permitted to smoke. Visits home are scarce. The only vacation is two weeks at Christmas time. If, however, there is less freedom than in many other boarding schools, the family spirit, on the other hand, is much more intense. The games are well organized and family gatherings where the boys' talents are exhibited increase the home life to a great extent. These organizations joined to a profound spirit of religion and devotion cause them to be strongly attached to the school within a short time. Their common ideal also helps in uniting all the boys as in one large family.

The Questionnaire on Personality was administered to these boys in early October, 1950, when many of them in their first year were not yet accustomed to the new surroundings. The seniors in this school, however, did not write out the questionnaire as it seemed impossible to have them do so. This class attends courses at the University High School itself. However, the 99 boys who did write the answers probably represent well enough the total population of boarders from this school. Besides, a survey on homesickness does not seem to be affected much by the

schooling once the boys have passed their second year. The results of the third and fourth years of the other three schools seem to prove this fact. Nevertheless, due care is given to the omission of the fourth year in this school in comparing the results of the questionnaire.

b) The Oblate Seminary.-- This school lies in the town of Bucksport, Maine, which has a population of slightly over 2,000. The institution has the same end as the one described above. It is a seminary preparing boys for the priesthood in the community of the Oblates of Mary Immaculate. The boys are mostly Franco-Americans with a few rare exceptions of Irish descent. Their language is French although many of them hardly speak it when they first enter. They come from all the New England States and New York State. The program followed is the regular four-year High School classical course. The Junior College is not located in the same town.

As at the Juniorat du Sacré-Coeur, the regulations are more severe than those of ordinary boarding High Schools. No smoking is allowed and the visits down town are few in number. The only vacation during the school year are the two weeks at Christmas time. Prayers and devotions are as numerous as at any other minor Seminary. The students have movies every two weeks and go out to see local games

now and then. The radio is allowed them on certain days off. The relative rigidity of this school as well as that of the school described above is alleviated by the greater family spirit and the strong ties of attachment which soon develop in all the boys. In fact, many boys cry or are deeply affected whenever they are told of their incapacity to continue.

The Personality Questionnaire was administered to all the boys of the school which numbered 128 at that time, in late September, 1950. It was administered by the investigator himself who assured them that their answers were strictly confidential. All the directions appeared to have been followed very closely.

c) Collège Catholique de Gravelbourg.-- This school which has an eight-year course lies in the little town of Gravelbourg having a population of about 1,500. The nationality of the students is French-Canadian with rare exceptions. Most of the students come from distant cities, towns, and villages, and from the country. In this school, which is at the same time, a High School, a College, and a Minor Seminary, the students prepare themselves for all kinds of professions.

The regulations are not as strict as those of the seminaries. The boys are allowed to go out once in a while

and to smoke if over 16. Below that age a written permission from the parents is required to smoke. Weekly movies and the attendance at some ten hockey games in town besides listening to the radio satisfy to a certain extent their desire for more freedom.

The questionnaire was administered to all the boarders of the first four years in October, 1950. They numbered 148 at the time.

d) The Ottawa University High School.-- This High School is in the center of the large city of Ottawa. The students follow a regular High School classical course. Their origin is mostly French though a good number of others is of Irish and English descent. Some fifteen Mexicans also enter in this survey. The High School boarders live in the main building and are frequently mixed with the students of the college and the university. The institution teaches all the levels of learning from the High School to the University inclusively.

The regulations are less strict than in any of the three preceding schools. The boys see frequent movies and have vacations home at Christmas and Easter. Those living within one hundred or two hundred miles are allowed to go home on some week-ends. Smoking is allowed in recreation. The younger members need permission from the parents.

Every recreation room has a radio. Intra and extra-mural activities are numerous.

The Questionnaire on Personality was administered to all the boarders in the first days of November, 1950. They numbered 213.

The population made up of boys coming from towns, cities, and the country appears to represent well the population of male High School boarders. However, it has possible deficiencies from another angle. Perhaps the fact that all the four schools chosen are directed by religious influences the results. Moreover, a great number of samples from more schools would have had more convincing results. Nevertheless the number of samples for this preliminary survey was thought sufficient.

CHAPTER III

POSSIBLE CAUSES OF HOMESICKNESS FROM THE SURVEY

The computations of the questionnaire demonstrate beyond doubt that homesickness is a problem of great importance in boarding schools. There were 588 male boarders from four different boarding schools who answered the questionnaire. The results are given on Table I, page 26. Of these, 496 have mentioned that they were homesick at some time or other in their life. The others, 92 or 15.6% asserted they were never homesick in their life.

The two groups in our sample were compared, whenever possible or whenever it seemed necessary, by means of the critical ratio. A value of 2.56 or more was considered as significant. Below 1.96 it was not significant. Between those two numbers, it was considered of doubtful significance.

If each school is taken separately we have the following results: the Juniorat du Sacré-Coeur had 14 never homesick boys and 85 or 85.9% homesick; the Oblate Seminary had 13 never homesick and 115 or 89.8% of the others; the Collège Catholique de Gravelbourg had 26 never homesick and 122 or 82.4% homesick; and Ottawa University High School, 39 never homesick and 174 or 81.7% homesick.

TABLE I.-

Distribution of the Homesick and Non-homesick of
588 Male Boarders¹ from Four High Schools.

Groups	Frequency	Percentage
11. Never Homesick (NHS) ²	92	15.6
Homesick (HS)	496	84.4
12. NHS this year	339	60.1
HS this year	225	39.9
13. NHS the first year ³	49	14.6
HS first year	286	85.4

¹ Omitted answers do not appear in the tables.

² These numbers refer to the Questionnaire on Personality.

³ Excludes all newcomers.

The difference is not significant between any two schools. In fact, a critical ratio was found between the highest and the lowest schools, the Oblate Seminary at Bucksport and Ottawa University High School. The difference of 8.1% in this case gave a critical ratio (CR) of 1.25.

Question 12 which asked whether the boys were homesick this year and question 13, whether they were homesick their first year, also point out that homesickness is a capital problem among adolescents. Of the 564 who answered the question, 225 of 39.9% admitted having been homesick this year. In question 13, 286 older boys out of 335 replied they had been homesick their first year. This means 85.4% were homesick their first year. From all the foregoing results it does not seem to be rash to say that more than three fourths of the male boarders in High Schools feel homesick at some time or other and mostly in their first year.

This important problem of nostalgia is treated according to its possible causes, effects, and remedies in this and the following chapters. Here, an attempt is made to discover the causes of nostalgia from the study of the answers to the questionnaire.

The possible causes were divided for convenience into two groups, one arising from the home and the second

from other factors which are not totally independent from the first group. The results of the first series of possible causes are tabulated on Table II¹, page 29.

1. The Possible Causes Arising from the Home.

The boys were asked if they spent most of their time at home, in or out of the house. There is a marked difference in the percentage of answers. Of the non-homesick, 7.9% replied "in the house" while 88.7% spent most of their time playing outside. The remaining 3.4% answered they were as much outside as inside. Compared with the data from the homesick boys there are 6.9% more of the homesick boys who stayed mostly in the house and 10.7% less who played outside. This seems to show that there is a tendency among homesick boys to stay more in the home than do the non-homesick.

The number of friends both groups of boys had indicated no significant difference. It varies only by 1.1%. Eighty and four tenths per cent of the non-homesick had more than two friends while the homesick boys' percentage was 79.3%.

¹ The number of samples was omitted in the title on all subsequent tables because of the omitted answers in some instances. The percentage is based on those who answered that particular item studied.

TABLE II.-

Possible Causes of Homesickness Arising from the Home as Expressed by a Group of Boys from Four Boarding High Schools.

Possible causes	Frequency		Percentage	
	NHS	HS	NHS	HS
3. Place of leisure time				
In the house	7	72	7.9	14.8
Out of the house	79	380	88.7	78.0
In and out of the house	3	35	3.4	7.2
4. The number of friends				
None, one, or two	18	98	19.6	20.7
More than two	74	376	80.4	79.3
6. The boys' rank in the family				
Only child	2	8	2.2	1.6
Youngest	24	38	26.1	7.7
Oldest	25	49	27.1	9.9
5. The number of children				
Above mean of boys	59	329	64.1	66.7
Below mean of boys	33	166	35.9	33.3
Above mean of girls	43	290	46.7	58.6
Below mean of girls	49	205	53.3	41.4
Above mean of children	50	278	54.3	56.2
Below mean of children	42	217	45.7	43.8
7. The parents, living or dead				
Living	86	437	93.5	88.1
Dead	6	59	6.5	11.9

TABLE II.- (Cont.)

Possible Causes of Homesickness Arising from the Home as Expressed by a Group of Boys from Four Boarding High Schools.

Possible causes	Frequency		Percentage	
	NHS	HS	NHS	HS
8. Parents that died				
Father	4	36	4.3	7.9
Mother	2	20	2.2	4.0
Both dead	0	3	0.0	0.6
9. On the home				
Boys who like it	88	483	96.7	97.8
Boys who do not	3	11	3.3	2.2
10. On the neighborhood				
Boys who like it	84	469	93.3	95.3
Boys who do not	6	23	6.7	4.7
34. Location of home				
In a city	43	171	47.3	34.8
In a town	33	194	36.3	39.4
In the country	15	127	16.4	25.8
29. Distance from home				
Below 60 miles	19	102	20.7	20.9
60 to 150	15	63	16.3	12.9
150 to 250	12	86	13.0	17.6
250 to 350	15	99	16.3	20.3
More than 350	31	138	33.6	28.3

The boys' rank in the family was next studied. No difference (0.6%) existed between the only child of the homesick and non-homesick in this survey. Of course the number of cases was very small. So it is impossible to accept Dexter's² result of his survey where he mentioned that the only child was less inclined to be homesick or to approve McCann's³ conclusions who says that being an only child is a non-effective factor. However, it may be well to recall the fact that studies made on the only-child have often been contradictory. Schneider⁴ speaks of this and quotes Partridge on the subject. Surveys made by Goodenough and Leahy showed that the only children "to be more aggressive, confident, gregarious, and distractable than other children". He adds that Partridge's own studies demonstrated that there was no outstanding and consistent difference between only children and those raised among brothers and sisters. Consequently one may uphold that the only children are less likely to be homesick but it seems that the contrary

² Emily S. Dexter, Three Items Related to Personality: Popularity, Nicknames, and Homesickness, in The Journal of Social Psychology, Vol. 30, Aug. 1949, p. 158.

³ Willis McCann, Nostalgia: A Descriptive and Comparative Study, in The Journal of Genetic Psychology, Vol. 62, March 1943, p. 102.

⁴ Alexander A. Schneiders, The Psychology of Adolescence, Milwaukee, Bruce, 1951, p. 399.

viewpoint is not impossible. More detailed and numerous researches seem necessary to find a solution.

However, the statistics of the survey demonstrated that, in general, the youngest and the oldest of the family have less tendency to be lonesome. There were 26.1% of the 92 non-homesick boys who were the youngest of their family and 27.1% of them the oldest. The homesick had only 7.7% the youngest and 9.9% the oldest. The great difference in percentage certainly does not agree with McCann's⁵ results. This investigator found that being the youngest or the oldest were non-effective factors of homesickness having a CR less than 2.00. In this survey, since it considers a CR of 2.58 as significant, the fact of being the youngest is a significant factor for not becoming homesick. The CR is 2.64. As for being the oldest the CR was found to be 2.33. This according to McCann would be significant but in this survey it is considered as of doubtful significance.

The feeling of security gained by the oldest of a family could probably explain why he is less inclined to be lonesome. As for the youngest, probably his reaction to the feeling of being the baby when he becomes an adolescent

⁵ Willis McCann, op. cit., p. 102.

tends to give him more security and more confidence in himself. This decreases the boy's tendency to be homesick.

The number of siblings in the family was also studied to see if it had an influence on the two groups in our survey. An arbitrary means was chosen for this purpose. The number of children, boys and girls, was added separately in each of the four schools. The result was divided by the number of students to find an average. The various averages which are also of interest from other viewpoints besides nostalgia are given below:

- a) Juniorat du Sacré-Coeur, boys 4.5, girls 3.4, children 7.9;
- b) the Oblate Seminary, boys 3.4, girls 2.1, children 5.5;
- c) Collège Catholique de Gravelbourg, boys 4.3, girls 3.1, children 7.4;
- d) Ottawa University High School, boys 2.9, girls 2.1, children 5.0.

Then the number of male siblings in the two groups studied were classified as above or below their respective mean. Little difference showed in the classes considering the average of boys or children. But 11.9% more of the homesick came from families having a greater number of girls than the average family. This means a CR of 1.48 so

the difference is not significant. But whether this difference in comparison with the other two groups is accidental or not is a matter for future experiments. However, it will be pointed out later on that the sisters may have some influence on the homesickness of boys, at least on this group of boys.

The effect of the parents' separation by death was also studied. A greater number of deaths among the parents of the homesick increased the percentage of 5.4% more than the percentage of deaths occurring in the families where the non-homesick originated. The difference is not great and so McCann's⁶ findings can be adhered to. Having both parents, or one, or no parents, are for him non-effective factors.

The differences in percentage between the two groups compared to see if the death of the mother or father or both had any influence was relatively small, only 3.6%. The non-homesick boys were only six who had lost one or the other of the parents so it makes it impossible to deduce comparative conclusions. However, the boys who lose their father in adolescence oftentimes develop a greater sense of responsibility and become more deeply attached to the mother and to the home. This could be one of the factors that could explain the homesickness of the 7.9% homesick boys who had lost their father.

⁶ Willis McCann, op. cit., p. 101.

The boys' liking for his home and neighborhood may influence nostalgia or not but in this survey no significant difference appeared in the percentage for both cases. Only 1.1% more of the homesick liked their home better than the non-homesick and only 2% liked the neighborhood better. A boy's attitude towards his home or neighborhood is then probably not a possible cause of nostalgia. His apparent inability to adapt himself to a new home may remove all previous painful or evil feelings towards his paternal home or his neighborhood.

The location of the home according to McCann⁷ had no effect on causing homesickness and in this survey also. There were 47.3% of the non-homesick and 34.8% of the homesick came from a city. This 12.5% difference could mean little even when this difference is considered with the one of boys coming from the country. The CR is 1.73. Urban boys who are constantly in contact with others are thought to be in a better position to mature faster socially thereby being less inclined to homesickness. They make friends easier and are less apt to stay at home or around the home. Their prompt adaptation in the new home is thereby better assured. But this cannot be deduced from the survey.

⁷ Willis McCann, op. cit., p. 101.

For those who came from towns there was a slight but insignificant difference of only 3.1% more in the homesick class.

Location in the country seems to have some influence. Of the non-homesick, 16.4% came from it. This is 9.4% less than the homesick boys. The intense family life of those living in the country and their relative isolation from the rest of the world firmly strengthen the family ties. The boys who leave such homes are more disposed to long to return to their environment. However, the survey cannot prove it.

The distance of the home from the school is not considered a significant factor among the causes according to this report. The boys were classified in five groups, those living below 60 miles, between 150 and 250 miles, between 250 and 350, and more than 350 miles. The greatest difference in percentage was only 5.3% in the last class. More non-homesick lived at a distance greater than 350 miles. The smallest difference, 0.2%, was in the class below 60 miles.

2. Other Possible Causes of Homesickness.

Table III on page 37 indicates various other possible causes.

TABLE III.-

Possible Causes of Homesickness of a Group of Boys
from Four Boarding High Schools.

Possible causes	Frequency		Percentage	
	NHS	HS	NHS	HS
1. First time away from home ¹				
Yes	26	109	28.2	22.0
No	66	387	71.8	78.0
15. Boarding at a summer camp				
Yes	50	225	56.2	47.5
No	39	249	43.8	52.5
32. On sports				
Like sports	88	460	95.6	93.7
Do not like sports	4	31	4.4	6.3
28. Number of letters ²				
Received none	49	19	15.5	8.5
Received one or two	140	94	44.5	42.0
Received more	126	111	40.0	49.5
30. Visits from home ²				
Frequent	100	54	29.7	22.9
Rare	237	181	70.3	77.1
26. Receiving letters when HS				
Felt better		368		84.4
Felt worse		69		15.6
27. Contents of the letters				
Cheerful and encouraging		432		91.7
Not cheerful		39		8.3

¹ Includes those who were away from home more than a month.

² Includes all those never-homesick and those not homesick this year.

Of the 92 non-homesick, 26 were away from home for more than a month for the first time while 109 of the 496 in the other class were in the same situation. This gives 6.2% more of the non-homesick boys away from their home for more than a month for the first time. The difference is not significant. The CR is only 0.82.

Another question regards frequentation of other boarding schools or summer camps without specifying the number of days. In fact many go to a summer camp for a week or two. These shorter absences from the home were not included in the preceding question. There were 56.2% of the non-homesick who had gone to other boarding schools or summer camps and 47.5% of the homesick. This difference of 8.7% indicates a CR of 1.07. Consequently attending summer camps is apparently not a factor in the etiology of homesickness. McCann⁸ found a similar conclusion.

The problem of sports is of great importance in the adolescent's life and influences his social, physical and emotional development. In the case of homesick and non-homesick boys it would seem that the homesick would like sports less but the survey did not show it sufficiently well. Only 1.9% more of the non-homesick than of the homesick liked

⁸ Willis McCann, op. cit., p. 101.

sports. Future statistics on the item of sports will indicate better the difference of the two groups with regard to sports. The present question was a very general one and included practically all kinds of hobbies, some more active than others. Later, the term "sports" will be more restricted to the games played at the various schools. Greater differences in the two groups will show.

The reception of letters was a point also studied by McCann⁹. His research showed that few communications from home seem to help prevent homesickness. This survey considered, in question 28, the number of letters received. It divided all the boys into three groups, those who received no letter during the first two weeks, those who received one or two, and those who received more than two. For this item as well as for the study of the effects of visits on homesickness mentioned in the following paragraph, the non-homesick group includes not only those who were never homesick in their life but also all those who were not homesick "this year". The boys who received one or two letters within the first two weeks of class averaged about the same but the other two groups varied greatly. Seven per cent more boys of the non-homesick class did not receive

⁹ Willis McCann, op. cit., p. 101.

any and 9.9% less of the same group who received three letters or more.

If only those who received no letters and those who received more than two are compared together the percentage is as follows: the non-homesick who received no letters, 28.0% and the homesick, 14.6%; the non-homesick who received more than two letters, 72.0% and the homesick 85.4%. The CR is 1.84, insufficient to conclude safely. Comparing those who received few letters, that is one or two, with those who received more than two, the CR is 1.04. Finally, if those who received one and two are classed with those who received none and compared with the others the CR is 1.54. It is impossible to draw any conclusions in any possible case.

As for visits from home the difference is less. Of the non-homesick group, 29.7% had frequent visits while there were 22.9%, or 6.8% less, for the homesick boys. The difference is not significant. McCann¹⁰ gives frequent visits as a factor helping to prevent homesickness.

The last two questions studied on Table III, page 37, refer only to the homesick boys. Question 26 asked, "Did receiving letters when you were lonesome make you feel

¹⁰ Willis McCann, op. cit., p. 101.

better or worse?" The 27th was, "Were the letters always cheerful and encouraging?" There were 15.6% who confirm the idea heard from some teachers of boarding schools that letters make homesick boys feel worse. However, the statement must not be exaggerated. We see from the survey that only 15.6% feel worse after receiving letters. To eliminate letters when the boys are suffering from nostalgia would probably cause bad feeling in the other 84.4%. Perhaps a conclusion can be drawn from the items regarding the letters from home. Letters should be sent but they should not be too frequent, that is, not more than one every week or two. Besides, it is well to add that the letters should always be cheerful and encouraging. It is surprising to see that some parents may cause or increase the bad feelings of homesickness in their boy by writing discouraging letters. In this study 8.3% of the homesick replied that the letters received were not cheerful or encouraging. This fact had probably something to do with the homesickness of those 39 boys who received such letters.

3. Possible Causes from Emotional Maladjustment.

Annelies Rosell¹¹ discovered that the homesick girls

¹¹ Annelies Rose, A Study of the Homesickness in College Freshmen, in The Journal of Social Psychology, Vol. 26, Nov. 1947, p. 188.

had greater personality problems in the emotional area than the non-homesick girls. McCann¹² had previously arrived at similar conclusions. As a consequence six questions from the emotional area of the Bell Adjustment Inventory were chosen to further this study of homesickness of adolescent boys. These six items were preferably chosen because of the high difference in percentage between the never-homesick and the homesick girls in Rose's¹³ research. The results of the survey are included on Table IV on page 43.

The boys who had been homesick at some time or other in their life showed greater maladjustment problem in all six cases. The results appear below:

- a) 14.3% boys were more easily discouraged in the homesick group than in the non-homesick group; (CR 1.96)
- b) 9.8% daydreamed more frequently; (CR 1.24)
- c) 7.8% were more easily moved to tears; (CR 1.03)
- d) 16.2% were lonesome even when they were with people; (CR 3.00)
- e) 22.7% admitted that their feelings were more easily hurt; (CR 2.90)
- f) 12.2% had the blues more frequently. (CR 1.94)

¹² Willis McCann, op. cit., p. 99.

¹³ Annelies Rose, op. cit., p. 188.

TABLE IV.-

Personality Problems of the Homesick and Non-Homesick
Boarders from Four High School.

Personality Problems	Frequency		Percentage	
	NHS	HS	NHS	HS
33. Discouraged easily				
Yes	17	157	18.5	32.8
No	75	321	81.5	67.2
35. Daydream frequently				
Yes	31	209	33.8	43.6
No	61	270	66.2	56.4
36. Moved to tears easily				
Yes	21	147	23.5	31.3
No	68	323	76.5	68.7
37. Lonesome with people				
Yes	3	96	3.4	19.6
No	83	395	96.6	80.4
38. Feelings easily hurt				
Yes	28	255	30.8	53.5
No	63	222	79.2	46.5
39. Have the blues frequently				
Yes	6	87	7.0	19.2
No	80	367	93.0	80.8

The difference in percentage for "b" and "c" would have been greater had it not been for one school in both cases. Gravelbourg had 13 of the non-homesick who day-dreamed frequently and 13 who did not. Bucksport had 7 non-homesick who were easily moved to tears and 6 who were not. All the other schools had marked differences.

The studies of Rose¹⁴ and of McCann¹⁵ strongly indicate that homesickness is a feeling of insecurity with strong emotional reactions. The Bell Adjustment Inventory used by the first and the Bernreuter Personality by the second indicated very strongly the tendency of the homesick to be emotionally unstable. Here, too, the findings in the few items used showed emotional maladjustment or emotional immaturity. However, only two ("d" and "e") of the items show significant differences between the homesick and the non-homesick. Two others, "a" and probably "f" are of doubtful significance. The other two "b" and "c" seem to have been seriously affected by the two exceptions mentioned above. In spite of these variances it seems safe to conclude with the other researchers that the homesick are more emotionally maladjusted. However, this survey does not show it as clearly as theirs do due probably to the small number

¹⁴ Annelies Rose, op. cit., p. 201-202.

¹⁵ Willis McCann, op. cit., p. 102-103.

of the non-homesick as compared with the homesick.

Nevertheless two points stand out. First, the fact that the feelings of the homesick are easily hurt shows their emotional depression. Second, their feeling of loneliness even with people indicates their lack of contact with the reality or their tendency to withdraw from it.

4. Helps for the Interpretation of the Possible Causes of Homesickness.

To make possible the study of the causes underlying the nostalgia of boys a series of questions were asked to determine the likes and dislikes of the boys answering the questionnaire. Some referred to the home, others to their school.

Table V on page 46 indicates the persons the homesick and the non-homesick loved the most. In the first line the numbers answer the question, "Whom do you miss the most here?" In the second they give the total of, "Any others?" A quick glance at the table shows that there is not much difference in percentage between the two groups. However, a few more, 3.2% of the homesick, are more attached to the mother in the first place. Also, it is noticeable that 5% or more of the non-homesick are more strongly attached in their second choice to the mother,

TABLE V.-

The Most Loved Persons by a Group of Homesick and Non-homesick Boys from Four Boarding High Schools.

First choice (first line) Second choice (second line)	Frequency		Percentage	
	NHS	HS	NHS	HS
Mother	50 7	372 44	41.9 10.8	45.1 5.7
Father	35 14	241 126	29.4 21.6	29.3 16.3
Brothers	15 11	89 182	12.6 16.9	10.8 23.6
Sisters	12 7	71 177	10.1 10.8	8.6 22.9
Friends ¹	4 19	30 158	3.4 29.2	3.7 20.4
Girlfriends	2 5	10 33	1.7 7.7	1.2 4.3
Grandmother	0 0	0 13	0.0 0.0	0.0 1.7
Grandfather	0 0	0 9	0.0 0.0	0.0 1.2
Relatives	0 2	5 28	0.0 3.1	0.6 3.6
Others	1 0	6 3	0.8 0.0	0.7 0.4

¹ The answers did not show whether these friends were boys or girls.

to the father, and to friends while the contrary happens with regard to brothers and sisters. Towards the sisters the difference in percentage is greater being 12.1%. Is it due to the fact that more of the homesick came from families having a greater than average number of girls or is the fact of having sisters in the family one of the possible factors in producing homesickness in boys? This problem cannot be adequately answered from this survey.

Another item about the boys' favorite occupations at home sheds a certain amount of light in the build up of the two groups of individuals. This study is tabulated on Table VI on page 48. There is a greater percentage in the non-homesick group for work in general, sports by 4.3%, driving auto and tractor by 3.4%, carpentry, bicycling, hobbies by 6.2%, and listening to the radio especially for sports. For the homesick group the percentage is higher for reading by 9.5%, farming by 3.5% fishing and music. None of these taken individually are of any significance according to the critical ratio.

Some of the occupations of the homesick other than those included in the table are: card playing; running errands; painting; dancing; photography; decorating; sleeping; camping; stamp collecting; swimming; going to

TABLE VI.-

The Favorite Home Occupations of a Group of Homesick
and Non-Homesick Boys in Four Boarding High Schools.

Occupation	Frequency		Percentage	
	NHS	HS	NHS	HS
Work	18	105	20.2	19.5
Sports	20	98	22.5	18.2
Reading	1	57	1.1	10.6
Farming	5	49	5.6	9.1
Driving auto and tractor	8	30	9.0	5.6
Fishing	2	22	2.2	4.1
Carpentry	4	20	4.5	3.7
Bicycling	4	20	4.5	3.7
Hobbies	8	15	9.0	2.8
Radio	3	15	3.4	2.8
Music	1	13	1.1	2.4
Others	15	95	16.9	17.6

the movies; carving; travelling; looking at television; and horse-riding.

If the principal occupations of Table VI are compared in the two groups of boys there seems to be a tendency among the homesick boys to prefer the more quiet type such as fishing, music, and especially reading. The only exception is farming and the difference with the non-homesick is slight.

A third question concerning the longings of the homesick and the non-homesick makes possible a deeper study of the character of the two groups. Table VII on page 50 gives the frequency and the percentage of the most important ones mentioned. The question asked was: "What do you miss the most in this school?" Forty and nine-tenths per cent of the non-homesick class declared they missed nothing while in the other group there were only 19.6%. For all the other main items mentioned such as freedom, radio, home-life, going out, sports, movies, television, animal pets, the percentage is higher in the homesick group. However, it is different for the items of food and sleep. This is probably due to the fact that many of the homesick do not feel like eating or they have a difficult time to fall asleep as will be evident from

TABLE VII.-

The Longings of a Group of Homesick and Non-Homesick
Boys in Four Boarding High Schools.

Longings	Frequency		Percentage	
	NHS	HS	NHS	HS
Freedom	6	61	5.7	10.6
Radio	2	50	1.9	8.7
Food	13	41	12.4	7.1
Home-life	1	20	1.0	3.5
Going out	2	19	1.9	3.3
Sports	3	19	2.9	3.3
Movies	1	18	1.0	3.1
Television	1	17	1.0	2.9
Animals	1	17	1.0	2.9
Sleep	4	17	3.8	2.9
Others	28	186	26.6	32.2
Nothing	43	113	40.9	19.6

the study of the effects of nostalgia. These necessarily do not miss food or sleep in their particular situation.

However, the point of greater importance in this item is the difference of 21.3% (CR is 2.90) concerning those who missed nothing in particular. There were 40.9% of the non-homesick boys who mentioned they missed nothing while there were only 19.6% in the other group. This seems to indicate that the homesick are still deeply attached to everything concerning their home and that they have not yet adapted themselves to their new life and the new conditions of the school.

Other important things that were missed by the non-homesick boys were: bicycle (frequency of 4); privacy, ice cream, mother's cooking, money (2), staying up, rocking chair, chemistry set, driving car, dances, girl friendship, quietness, and others were mentioned only once.

Those mentioned by the homesick boys included: obtaining news (16); bicycling (12); fishing (11); manual labor in the fields, driving the car (10); privacy (9); parties, home friends (8); hunting, ice cream, cigarettes (7); gun, mother's cooking (5); popular songs, a large yard (4); camping, carpentry, hobbies, music, more sympathy, association with girls (3); home joys, money, staying up, dances, more English (2); a large bed, eating

between meals, horse-riding, scoutism, chemistry set, social activities, workshop, and others (1).

To complete the study of the possible causes of homesickness the boys were asked to say what they liked the most in their new home and, in another question, what they found the most difficult. Table VIII on page 53 shows the boys' main preferences.

Here again the tendency of the non-homesick boys to have a superiority over the other class in the playing area. But this time the difference in percentage seems more indicative than what was found when asked: "Do you like sports?" Of the non-homesick boys, 54.6% indicated they preferred sports while there were 46.6% in the other class. With regard to the studies 3.4% of the homesick showed more preferences. In the other selections the means of comparison are extremely small in the non-homesick group so it is impossible to conclude safely.

Other preferences of the non-homesick boys not included in the table are history, everything (4); Religion, French (3); gym, regulations (2); movies, chemistry, freedom, mathematics, science, week ends, physics, orientation, and death (1).

In the other class were mentioned: latin, history (10); manual work, movies, going to the town (9); music,

TABLE VIII.-

The Preferences of a Group of Homesick and Non-homesick
Boys in Four Boarding High Schools.

Preferences	Frequency		Percentage	
	NHS	HS	NHS	HS
Sports	53	305	54.6	46.6
Classes and studies	9	83	9.3	12.7
Friendships	0	25	0.0	3.8
Reading	0	22	0.0	3.4
Teachers' methods	2	18	2.1	2.7
Hikes	1	17	1.0	2.6
Food	2	16	2.1	2.4
Prayers (chapel)	0	15	0.0	2.3
Sleep (rest)	1	14	1.0	2.1
English	1	14	1.0	2.1
Holidays	2	13	2.1	2.0
Others	26	113	26.8	17.3

regulations (7); mathematics, everything (5); religion (4); chemistry (3); radio, freedom, woods, physics (2); shower bath, visits from home, dancing, dates, week ends, drawing, spelling (1).

As for the difficulties encountered by the two groups, Table IX on page 55 shows a few interesting facts obtained. A finding similar to the one evidenced in item 20, what the boys found the most difficult in their school, is repeated. There were 19.8% of the non-homesick class who admitted they found nothing too difficult while there were only 8.6% in the homesick group. This again shows the lack of adjustment of the homesick to their new home. Their deep attachment to their old home inclines them to exaggerate the least obstacle in their new home.

The study of the item "sports" on this table yielded the same result as in the other items on sports studied so far. Only one boy of the non-homesick group found sports most difficult while there were 26 in the other group. The difference does not seem to be great when the total number of boys is considered, yet it tends to confirm that boys inclined to like sports have less tendency to nostalgia.

The percentage of the non-homesick group excelled the other only in the matter of certain class subjects.

TABLE IX.-

The Most Difficult Duties of a Group of Homesick and Non-homesick Boys in Four Boarding High Schools.

Difficulties	Frequency		Percentage	
	NHS	HS	NHS	HS
Getting up early	18	107	17.8	18.4
Regulations	9	52	8.9	9.0
Nothing ¹	20	50	19.8	8.6
Mathematics	8	35	7.9	6.0
Certain subjects ²	13	31	12.9	5.4
Silence	3	27	3.0	4.7
Sports	1	26	1.0	4.5
Latin	6	26	5.9	4.5
French	2	24	2.0	4.1
Early bedtime	2	21	2.0	3.6
English	5	20	5.0	3.5
Others	14	161	13.9	27.8

¹ Boys who mentioned they found nothing difficult

² Without specifying any subject in particular.

If the item of "certain subjects", mathematics, Latin, French, and English are added together, the resulting average shows an increase of 10% over the homesick group. This result is not significant according to the CR. The explanation of the difference in percentage appears and probably is difficult. It is impossible to say that it is due to the fact that the non-homesick are more inclined to think of sports because of the argument that the homesick are more inclined to daydream frequently. Besides, there is no ground to believe that this result is merely incidental. An attempted explanation could be the fact that the non-homesick play more while a greater number of the homesick spend their recreation talking of their classes, reading, or whenever permitted, studying. This reasoning appears sound to explain some of the cases. However, it does not agree with the fact observed by all school authorities that the active boys in sports are also among the best in their studies.

Other things considered difficult by the non-homesick group were: history (6); physics, staying in (2); gymnastics, chapel or prayers, science, everything (1).

Some of those included in the word "others" of the homesick group are: history (18); physics (12); being away from home (11); food (10); staying in on holidays and

at night (9); obedience, homework (8); no radio, night study, no freedom (6); gymnastics, singing, school on Saturday (5); no swimming, punctuality, prayers in the chapel (4); asking permissions, idleness, chemistry (3); languages, no movies, sciences, same routine, talking to everybody (2); more place in the dormitory, loud bell to wake us up, no smoking, confession, mentality of students, letter writing, short sleep, controlling my temper, no news, showers, treated as babies, punishments, attention in class, and others (1).

From this study it does not seem that there is one specific factor for all those homesick and which the non-homesick do not have. The causes of homesickness seem to be varied and numerous. It is possible to say, however, that some boys will be more inclined to be homesick.

Some factors that seem to predispose a boy to be homesick are: spending most of his time in the house; having no visits at all; receiving sad and discouraging letters; being emotionally unstable; showing undue attachments to the various things in or around the home; being more passive or inactive. Losing one's father may also be a predisposing factor as was seen from the survey.

Some factors that do not seem to have any bearing at all on homesickness are: having a certain number of

friends; leaving the home for the first time; attending a summer camp; receiving many letters; being the only child; enjoying the company of many brothers or children at home or having very few; possessing both parents or only one or none; liking or disliking one's home or one's neighborhood; living in a town; being at various distances from the home.

Finally, there are some factors that seem to decrease the tendency in boys to be homesick. Among these are: staying out of the house most of the time when at home; being the youngest and, perhaps being the oldest; living in the city; liking sports; receiving few but always cheerful and encouraging communications from home; being more emotionally stable and secure; and being of the active type of boys.

CHAPTER IV

THE POSSIBLE EFFECTS OF HOMESICKNESS FROM THE SURVEY

Three questions of the survey deal with the effects of homesickness. The boys were asked to express in their own words how they felt within themselves when they were lonesome, how they felt and acted towards their companions and what they thought of the school and anything related to it. The answers to the three questions were numerous and varied. They are given in the first section of this chapter. A second section deals with the length and duration of these effects.

1. The Feelings of the Homesick Boy.

The most important feelings of the homesick boys are given on Table X¹ on page 60 according to their number of frequency. It is to be noted that some of the feelings do not exclude others.

The greatest number wanted to return home. It included 35.3% of the answers. Of these, 27 boys said they felt like running away.

¹ In all the following Tables, except Table XIV, some items do not entirely exclude others. They were put separately to lay stress on a particular point.

TABLE X.-

The Interior Feelings of a Group of Homesick Boys from
Four Boarding High Schools when They Were Lonesome.

Feelings	Frequency	Percentage
Felt like going home	233	35.3
Wanted to do nothing	54	8.2
Was unhappy, sad	51	7.7
Thought of home and parents	47	7.1
Tempted to cry	42	6.4
Felt sick	42	6.4
Daydreamed	20	3.0
Wanted to be alone	20	3.0
Desired to go to bed, to rest	19	2.9
Felt discouraged	17	2.6
Lost appetite	9	1.4
Others	106	16.1

The feelings most frequently repeated were: wanted to do nothing (54); felt unhappy, sad, or gloomy (51); continually thought of home and their parents (47); tempted to cry (42); felt sick (42).

Some other feelings that were mentioned included these: daydreamed; wanted to be alone; desired to go to bed; felt discouraged; lost appetite; had no ambition; had love sentiments for my parents; as if I had lost my best friends; wished to phone to my parents; inclined to play music; counted the days before vacation; felt I had lost a year of my life; as if someone had died in the family; committing suicide; like doing the contrary of what I was told; felt regret for all the bad things I had said to my parents; wanted to go home for a short visit and then return; felt a lump in my throat; was jealous of those who were happy; could not sleep; as if I wasn't myself; thought I was the only one lonesome; desired to pray; felt like the time somebody died in the family; and many others. Those mentioned above had a total frequency of less than ten but more than two.

All the feelings mentioned by the boys show their state of depression and, in some instances, of despair. Some of them refer to unpleasant physical sensations which are due to their terrible distress of mind. Other feelings

show their longing for the home and anything related to it. Still others indicate substitutes for these longings, for example, the desire to be alone, to think of home, to walk alone in the woods, etc.

Table XI on page 63 shows the principal effects homesickness has on boys with regard to their companions. In any of the cases is the frequency very high. However, the study of the boys' spontaneous answers give us a better insight of their state of depression and despair.

Seventy-three boys or 14.5% said they did not play or want to play, 13.3% wished to be alone, 10.5% did not want to talk to their companions, and 3.8% did purposely to avoid them. Only 51 boys or 10.1% said they played with their companions to get rid of their homesickness. These feelings had the greatest number of frequency.

Other feelings towards the companions less frequently mentioned were: playing with them did not mean a thing; could not speak of home to them; felt they did everything wrong; thought they were rude; cried with my brother who cried also; cried when speaking with them; tried not to show it so as not to give it to others; felt like criticizing; tried to make them say they were lonesome; bashful with them; felt inferior to the others; thought I wasn't made like the others; told them to leave me alone; and others.

TABLE XI.-

The Effects of Homesickness on a Group of Boys from
Four Boarding High Schools Towards Their Companions.

Effects	Frequency	Percentage
Did not play	73	14.5
Wanted to be alone	67	13.3
Did not talk	53	10.5
Played to get rid of it	51	10.1
Felt angry, grouchy	50	9.9
Was sad, gloomy	40	7.9
Stayed away from them	19	3.8
Spoke to them about home	18	3.6
Went with one or a few	14	2.8
Seemed to be my enemies	9	1.8
Hated them	5	1.0
Others	106	21.0

All these unfriendly attitudes towards their companions are brought about by the interior feelings of the homesick. On one hand, the thought of home and of its surroundings makes them desire their former happiness so deeply that their own physical life is affected as well as their social life. On the other hand the new place and the new companions and surroundings do not resemble at all the past and do not seem, to their minds, that it will ever do. They cannot see in their companions the companionship, the friendliness that they had when they were at home. Even the difficulties that the homesick boys necessarily had to face at some time or other in their home have vanished so that home is for them a heaven while the new companions in this new place are an unfriendly population. In their home life they see only perfection and happiness while in their new home they see only difficulties and invincible obstacles.

The unfriendly attitude of the homesick clearly shows itself in their regard for the new school. Table XII on page 65 gives a list of the most important ones. Many boys did not express their feelings in favor of or against the school. These copies do not enter into the computation of the percentage for this question. However, the total of 390 answers give us sufficiently well the

TABLE XII.-

The Feelings of a Group of Homesick Boys Towards
Their Four Respective Boarding High Schools.

Feelings	Frequency	Percentage
Hated the school	155	39.8
Did not like the food	31	8.0
Found everything boring	26	6.7
Did not like the regulations	24	6.2
Did not feel like studying	19	4.9
Felt as if in the jail	18	4.6
Liked the place	18	4.6
Found we had too many studies	18	4.6
Found the bed hard and cold	8	2.0
Criticized	6	1.5
Went to bed too early	4	1.0
Others	63	16.1

feelings of boys towards their schools when they go through a stage of nostalgia.

There were 155 who spoke of the dislike of the hatred they bore the school. Based on the total number of answers it means 39.8% indicated their dislike for the school. Their distate or repugnance was expressed by such expressions as: it was old-fashioned; a dump; a jail; a gruesome place; an old barn; etc.

Other important feelings of the homesick towards their school that were repeated often were: did not like the food (31); found everything boring (26); did not like the regulations (24); did not feel like studying (19); felt as if in a jail (18); thought we had too many studies (18); found the bed hard and cold (8); criticized the place (6); went to bed too early (4). There were only 18 or 4.6% who mentioned that they liked the place in spite of their homesickness.

Other feelings mentioned were: wished there were no schools; not enough time to play; teachers were too strict; like blowing it up; felt the bell was a tyrant and made me nervous; not enough freedom to go out; some games were not interesting; like throwing books away; found classes dull; thought the teachers were hard on me; felt the school was too far from home; and others.

A similar explanation to the one given concerning the attitude of boys towards their companions is possible here. The homesick boy's strong attachment to his former home and pleasures at home instills in his mind opposite evil feelings for his new home. His inclination to contrast everything in the boarding school with what exists at home inspires dislike for the school. When this dislike maintains itself by prolonged homesickness, he even hates it to the point of wishing evils on it.

2. The Place and Time of Occurrence of Homesickness.

The length and duration as well as the place of occurrence of homesickness is a capital point in this survey. The knowledge of these will help in finding more appropriate remedies.

Question 19 of the Questionnaire on Personality asked where and at what time of the day the boy felt homesickness the most. The results are shown on Table XIII on page 68.

Of the 524 answers given, 180 or 34.3% mentioned retiring, 69 or 13.2% rising, and 26 or 5% rising and retiring. This gives a total of 275 answers or 52.5% who admit they were homesick the most in the dormitory. The other places and time of homesickness included in the

TABLE XIII.-

The Time and Place of Homesickness of a Group of
Male Boarders from Four High Schools.

Time and place of HS	Frequency	Percentage
Retiring (dormitory)	180	34.3
Rising (dormitory)	69	13.2
Recreation ¹	67	12.8
Studies and classes	57	10.9
Prayers (chapel)	27	5.2
Rising and retiring (dorm.)	26	5.0
Afternoon	20	3.8
Whenever idle	19	3.6
At meals (refectory)	16	3.1
All day	15	2.9
When receiving letters	12	2.3
Holidays	5	1.0
Others	11	2.1

¹ Especially the evening recreation.

survey were: recreation, 12.8%; studies and classes, 10.9%; during the prayers (chapel), 5.2%; during the afternoon, not specifying whether in class or recreation, 3.8%; whenever idle, 3.6%; at meals (refectory), 3.1%; all day (everywhere), 2.9%; when receiving letters, 2.3%; on holidays, 1.0%; others, including when reproved, nice to be out, during work, rainy days, when I called home, after a burst of anger, when others had parlor, 2.1% each.

Two other questions in the survey referred to the occurrence and duration of homesickness. The answer to question 14: "If you were ever homesick in the past did homesickness remain for one or two or more weeks or did it come for a short while, now and then?" was divided into four groups. These are: those who were lonesome for only a couple of days; those who were lonesome for one week; those who were homesick for a few weeks including those who mentioned they had been homesick for a few months; and those who were homesick for a short while, now and then. Table XIV on page 70 tabulates the results.

The answer "now and then" was by far the most frequent. It occurred in 45.2% of the 458 homesick boys who answered this question clearly. The second according to the number of frequencies is the answer "couple of

TABLE XIV.-

Occurrence and Duration of Homesickness of a Group
of Male Boarders from Four High Schools.

Occurrence	Frequency	Percentage
14. Duration of homesickness		
One week	33	7.2
Few weeks ¹	75	16.4
Couple of days	143	31.2
Now and then	207	45.2
25. Frequent thoughts of homesickness		
Yes	114	23.7
No	368	76.3

¹ Includes those who mentioned a few months.

days". The percentage is 14.0% less than the "now and then" group but it is also very frequent especially when compared with the "one week" and "few weeks" groups.

The conclusion follows that homesickness seems to be rather periodic coming now and then rather than being continuous. Also those who are homesick only for a couple of days are common enough. If the class which suffers homesickness for one week is merged with the one for "a couple of days" it is possible to deduce an interesting conclusion. Placing the number of those who are homesick for a few weeks or more at a certain number, it is approximately correct to say from these statistics that twice as many will be homesick for about a week and three times as many will feel homesickness now and then.

In another question of the survey, question 25, it was asked to all those who were homesick whether they had thoughts of homesickness often at the present time. Three fourths of the answers were negative. The number is relatively high because it includes many who had been homesick very little, or not at all, this year. However, the result shows that the greater majority of those who have or had a tendency to be homesick, sooner or later, do not suffer frequent thoughts of homesickness.

This chapter attempted to find the possible effects of homesickness. The effects are extremely numerous. However, there is something common to all of them. It is the feeling of depression and, in some cases, of despair. Those effects appear in the homesick boys' own personal feelings, in their attitude towards their companions and towards their school. The degree of homesickness may increase if it is not removed or controlled and, as a consequence, the evil symptoms in the individuals become more pronounced. Within themselves, they may develop even physical ailments and a strong urge to use drastic measures such as running away or, in extreme cases, committing suicide. Towards their neighbors, from an ordinary dislike the homesick may reach the degree of hatred and do harm or quarrel with them. With regard to the school, the simple dislike may also develop into a hatred and a desire to destroy it.

These effects varying in intensity lasts from a couple of days to a few months. But in most cases the effects are periodic coming now and then.

CHAPTER V

POSSIBLE REMEDIES OF HOMESICKNESS FROM THE SURVEY

After studying the possible causes and possible effects of homesickness it is appropriate and necessary to treat of the remedies. This chapter is divided into three sections. The first gives the remedies as noted down by the homesick boys themselves. A second section treats of the remedies as derived from the study of the causes and effects in the previous chapters. Finally, a third section attempts to give possible means of preventing homesickness derived from the survey.

1. Possible Remedies from the Survey.

The boys were asked: "What helped you (or helps you) the most to overcome your homesickness?" The principal ones are given on Table XV, page 74.

Keeping busy through sports is the item most frequently repeated. There were 251 boys who mentioned this as a means, a total which represents 36.4% of all the answers given. The next greatest help used by the homesick was the companionship of the schoolmates. One hundred one boys mentioned this as a means. This indicates 14.6% of the answers.

TABLE XV.-

Helps Used by a Group of Male Boarders from Four High Schools to Overcome Their Homesickness.

Helps	Frequency	Percentage
Sports	251	36.4
Companions	101	14.6
Priests	56	8.1
Study and classes	38	5.5
Keeping busy	34	4.9
Letters received	27	3.9
Prayer	25	3.6
Reading	24	3.5
Hikes	24	3.5
Work	18	2.6
Music	13	1.9
Movies	10	1.4
Visits home	9	1.3
Time	8	1.2
Brother	6	0.9
Writing letters	5	0.7
Other means	41	5.1

The other means with the greatest number of frequencies were: priests or spiritual directors (56); study and classes (38); keeping busy (34); letters received (27); prayer (25); reading (24); hikes (24); work (18); music (13); going to the movies (10); receiving visits from home (9); factor of time (8); a brother (6); and writing letters (5).

Helps having less frequencies are: thinking of the duty to stay, sleep (4); visits home (3); holidays, gym, walk alone, think of the Christmas vacation, photography, hobbies, cigarettes, radio (2); swimming, laboratory, thinking of the future, good shower, thinking of a girlfriend, imagination, not counting the days, money, my popularity, crying it out, quietness, counting days, thought of going home, and freedom (1).

The result of this survey indicates that the remedies of homesickness are as numerous and as varied as the causes and effects. However, practically all of them can be summarized to one most important help, keeping busy.

Homesickness is a longing desire to be home. To do away with this desire the homesick boys must at all times keep their mind busy. This can be done mainly by playing sports, by having numerous interesting studies and classes, and by doing any pleasant work. Brothers, if any in the same school, faithful companions from the same

home town, and sociable fellows especially among the upper classes, can do much to interest the boys trying to adjust themselves to a new life.

Pleasing the boys is of the utmost importance especially at the beginning of the schoolyear. In this way the adjustment problem becomes gradual rather than sudden. More movies, hikes, playing the most popular games, frequent agreeable contacts with the members of the faculty and with the other boys, are all so many available means of helping the homesick boys. Great care must be taken not to offend them or discourage them by punishing them without absolute necessity. The regulations must be less rigid during this period otherwise nostalgia can develop in intensity.

Since the helps in overcoming homesickness were given by the boys themselves it is important to make use of them. If some do not help some boys, others will. The important thing is to know what interested the boys at home and then to use the appropriate means. In that way the breaking away from all the homesick boy's former interests will not be so abrupt.

2. Possible Remedies from the Study of the Causes and Effects.

The investigation made in the third and fourth chapters on the causes and effects of homesick suggests a number of possible remedies. But since there is no specific remedy for homesickness except returning the boy home which is usually impractical, the ones given at present do not necessarily insure success. It is up to the parents or authorities of the school to adopt those needed for that particular person at such a time and in that particular place.

In general the parents should not send too frequent letters. Besides, the letters sent should never be sad or discouraging. They should visit their child now and then, if possible, to encourage them but not to take them home. However, in some cases, they should abstain from such visits because the boys feel worse. Knowing the family background may help in suggesting to the parents whether they should pay a visit or not.

A short visit home has helped some but this remedy must be used with caution. Once at home some boys do not wish to return and there are parents who believe all the grievances the boys have against the new home.

Good companions, as was mentioned in the preceding

section, are beneficial to all homesick boys. It is sufficient to add here that companions who have already fought a serious battle against homesickness can do very much in eliminating it from others. Their sympathy and attention will replace somewhat those received at home until the boy becomes better adjusted.

A good counselor or spiritual director, or teacher can also do much to strengthen the will of the nostalgic. Sympathy in class and during the recreations is absolutely necessary.

In recreation the boys should be kept busy preferably with the games they like. Special care should be given to boys who cannot play a particular sport. Kind attention towards him may save him from the evil effects of homesickness.

If the boys felt at home there would be no homesickness. To do this is practically impossible because of the number of students, the studies, the responsibility of the authorities, and the necessary discipline. However, mitigated rules could be followed the first few days. Perhaps allowing them to go out more frequently to the town or on hikes, would help. Movies and other agreeable school or class reunions especially at night would probably prove advantageous. They would go to bed tired and would fall asleep sooner.

Keeping them busy is the key to success. They should not be alone or away from the group even if they do not like that. Not only during the recreations should they be kept busy but also during the classes and studies. However, the teachers should give them work that has been well explained, work that all know how to do. Discouragement of a boy in his studies does not help him to gain security in his new home.

These are some of the more important means to overcome homesickness. Certainly there are others but these are based on the more important possible causes and effects from the survey.

3. Prevention of Homesickness.

To immune all children from homesickness is practically impossible. However, general means, deduced from the survey, can be suggested.

Since home is the important factor in causing homesickness the parents should be instructed to prepare their children for the necessary separation from the home which is bound to come sooner or later. If the parents intend to send or allow their child to go to a boarding High School, they should prepare him for the separation when still young.

If it is at all possible, the parents should send their child away from home for a very short interval, at first, and increasing those separations to a week or two.

At home they should prevent anything that would develop deeply the emotional instability of a child such as happens by overprotection. They should give the child some responsibility in whatever he will need at his new home, for example, in his manners, in his way of dressing, in his ability to do his studies or homeworks alone, etc. He should be encouraged to be active in sports or in manual work and be given a chance to learn various games and hobbies.

Trained this way the boy would be immunized from homesickness if not completely, at least from a prolonged state of it.

CONCLUSIONS

It was the purpose of this survey to study the problem of nostalgia of adolescents leaving their home to go to boarding High Schools. Several conclusions have been found.

First the cause of nostalgia seems to be due to several factors none of which are universal. However, in most cases nostalgia seems to be due to a lack of security and adaptation in the new home. The homesick boy is usually an emotionally maladjusted child, one that tries to escape from new situations and new social contacts. He desires only to return home, the only place where he thinks he will feel secure.

This situation of homesickness brings about the state of depression and, in extreme cases, that of despair. Its malicious effects disturbs the homesick boy mentally. When prolonged it even affects the nervous system and consequently he suffers from physical ailments. The mental as well as the physical sufferings usually stay only a few days but in most instances it is periodic, coming only for a short time, now and then.

The means of treating a homesick boy are numerous but the outstanding remedy is keeping the boy busy. The

boy should be led to feel more secure through the games he plays and with the help of his companions. The parents ought to cooperate by avoiding, in every way, the common tendency of having the boy feel there in no place like home.

Preventing nostalgia is impossible but the parents can do much to immune to a great extent their children from it. This can be accomplished by not overprotecting the child. They should develop in him a sense of responsibility and sociability.

This study hopes to have accomplished its purpose. It has opened the way to the study of nostalgia in the adolescents. It is an invitation to make a better questionnaire from the data of this one which will deepen the studies in this field. It showed the investigator that a more complete understanding of nostalgia necessitates a separate and complete study of the boys homesick periodically, those homesick for a short period, and those homesick for a long time. If the boys were classified in this manner the causes as well as the effects would probably be better understood. The treatment would necessarily be different for every class. A research planned this way would certainly advance the knowledge we have of nostalgia.

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Flicker, D.J. and P. Weiss, Nostalgia and Its Military Implications, in War Medical, Chicago, Vol. 4, 1943, p. 380-387, summarized by H.E. Morse in Psychological Abstracts, Vol. 18, No. 2, Feb. 1944, p. 63.

This summarizes what appears to be an interesting article on the nostalgia of the soldiers. This article was published in a temporary review during the last war.

Gumprecht, Helmuth, Common Emotional Disturbance of Children at Camp, in Nerv. Child, Vol. 6, 1947, p. 148-154.

A summary indicating Gumprecht's report that homesickness for a short time may be expected but prolonged homesickness shows emotional disturbances.

Hall, Stanley, Adolescence Its Psychology, N.Y., Appleton, 1905, VI-784 p.

A short paragraph on p. 380-381 reports some of the numerous effects of nostalgia.

Hollingworth, L., Heimweh, (Nostalgia) in Vjisch. f. Jugendk., Vol. 2, 1932, p. 185-187 summarized by M. Lee in Psychological Abstracts, Vol. 7, No. 1, Jan. 1933, p. 45.

An English summary of Hollingworth's study of two seriously homesick cases and the remedies applied.

Hurlock, Elizabeth B., Adolescent Development, N.Y., McGraw-Hill, 1949, X-566 p.

The author summarized the study of McCann and of Rose on homesickness.

McCann, Willis H., Nostalgia: A Descriptive and Comparative Study, in The Journal of Genetic Psychology, Vol. 62, March 1943, p. 97-104.

An excellent comparative study of 100 homesick and 100 non-homesick College students. His conclusions are based on a questionnaire and on the Bernreuter Inventory.

————— Nostalgia: A Review of the Literature, in Psychological Bulletin, Vol. 38, March, 1941, p. 165-182.

It is a comprehensive review of the literature on nostalgia.

McKinney, Fred, The Psychology of Personal Adjustment, New York, John Wiley & Sons, 1941, XII-636 p.

The book contains about four pages on the nature and the remedies of homesickness. The author has derived most of his writing from McCann's study.

Rose, Annelies Argelander, A Study of the Homesickness in College Freshmen, in The Journal of Social Psychology, Vol. 26, Nov. 1947, p. 185-202.

This is a report on the study of nostalgia from autobiographic reports and from the Bell Adjustment Inventory and the Minnesota Multiphasic Personality Inventory administered to college girls. This study is similar to that of McCann but not as complete.

Shaffer, L.F., The Psychology of Adjustment, Boston, Houghton-Mifflin, 1936, XXIV-600 p.

A short paragraph explains homesickness as a retrogressive maladjustment.

Symonds, Percival M., The Dynamics of Human Adjustment, N.Y., Appleton-Century-Crofts, 1946, XVI-666 p.

The author describes nostalgia as a regression, a going back in thought to "the good old days".

Teagarden, Florence, Child Psychology for Professional Workers, N.Y., Prentice-Hall, 1946, XXII-614 p.

There is a whole chapter on the child away from home but it deals entirely with foster-homes. It contains only a very short paragraph on homesickness.

APPENDIX 1

**A QUESTIONNAIRE ON PERSONALITY
DIRECTIONS FOR THE QUESTIONNAIRE**

A QUESTIONNAIRE ON PERSONALITY

NAME..... AGE 17..... DATE 11 Oct.....

SCHOOL..... CLASS Elements Latin..... BIRTHDAY July 28.....

- 1. Is this the first time you leave home for a few months? *No*
- 2. How many times have you been away from home for more than a week? *quite a few times*
- 3. At home did you spend most of the time in the house or out of the house playing with companions? *Spent my time with companions*
- 4. Did you have only one or two friends to play with? *I had 15 friends*
- 5. How many boys in the family? *1*..... How many girls? *1*
- 6. Are you the youngest? *No*..... the oldest? *yes*..... or give your rank (as second oldest, etc.)
- 7. Are both of your parents living? *yes*
- 8. If one is dead, is it your father or your mother? *—*
- 9. Do you like your own home very much? *yes*
- 10. Do you like the place (the neighborhood) where you lived before coming here? *No*
- 11. Were you ever homesick? *No*
- 12. Were you ever homesick since you left home to come here this year? *No*
- 13. If this is not your first year away from home were you homesick the first year? *No*
- 14. If you were ever homesick in the past did homesickness remain for one or two or more weeks or did it come for a short while, now and then? *Never came at all*
- 15. Have you already been to another boarding school or to a summer camp? *No to summer camp*
- 16. Describe how you felt and acted with your companions when you were lonesome....
I don't know I was never lonesome
- 17. What were your own feelings in yourself when you were lonesome? *None I wasn't lonesome* and what did you feel like doing? *nothing I wasn't lonesome*
- 18. How did you feel about the school or anything else related to the school when you were lonesome? *I am not lonesome But I still think the school is awful*

19. Where and at what time of the day did you feel homesickness the most?.....
...None.....
20. Whom do you miss the most here?.....*None.....*
 Any others?.....*None.....*
21. What do you miss the most in this school?.....*Good Campmates.....*
22. Name the things you find most difficult here.....*Coming to school
 on Saturday.....*
23. What do you like the most?.....*The way the teachers
 associate with the students.....*
24. What helped you (or helps you) the most to overcome your homesickness?.....
I think that games and other sports helped.....
25. Do you have thoughts of homesickness very often?.....*No.....*
26. Did receiving letters when you were lonesome make you feel better or worse?.....*No.....*
27. Were the letters always cheerful and encouraging?.....*never received any.....*
28. How many letters did you receive during your first two weeks here, this year?.....
29. How far is your home from this school?*24 blocks.....*
30. Do you receive frequent visits?.....*From a city resident.....*
31. What was your favorite occupation at home?.....*Sports shooting.....*
32. Do you like sports?.....*No.....* 33. Do you get discouraged easily?.....*No.....*
34. Do you come from a city or from a small town or from the country?.....*City.....*
35. Do you daydream frequently?.....*Yes.....* 36. Are you easily moved to tears?.....*No.....*
37. Do you often feel lonesome even when you are with people?.....*No.....*
38. Are your feelings easily hurt?.....*No.....*
39. Do you frequently have the blues?.....*No.....*
40. If you have anything to add to this questionnaire or to the subject of homesickness, please do so.*I think that if the students
 had a half day Saturday and the afternoon
 about going around to see some and
 some other things. Holidays like other
 AD see you*

DIRECTIONS FOR THE TEST ON PERSONALITY (HOMESICKNESS)

(The fact that this is strictly confidential should be emphasized.)

The questionnaire is far from being perfect. Even after studying it carefully alone and with a number of students I have found out that several questions are not too clear. For this reason I include a few remarks on various numbers. I have given it to the students in this school. I thought it best to answer the questions together. I read out the question and I gave necessary explanations to some numbers. When we got to number 16 I also read the question but told them to answer it only afterwards since it required more thought. I did the same for numbers 17, 18, 19, 20, 21, 22, 23, 24. The others are easy. As for number 40 I greatly encouraged them to write remarks on the questionnaire or on homesickness. I hope you will do the same.

1. In most instances the answer will be no for those in 2, 3, 4 years.
2. This question is for those who come to the school for the first time. Those who have been there a year could put 3 if they have gone home at Christmas and at Easter, etc.
4. That means at home.
5. Boys... "counting yourself".
6. "give the rank"... the only child, etc. not sufficient to put 4th or 5th, this does not tell me from what end.
10. The place in your town, or in the country.
11. This is a very important question in my analysis. Tell them to put No if they were never, never, lonesome.
14. In other words did homesickness last all day and dwindled away after some time, or was it periodical, coming on and off?
15. summer camp, i.e. boys' camp, not the family camp.

17. The 3 lines are to answer both questions.
18. about bed, room, meals, etc.
20. Do not write the name of the person but father, mother, etc. Only one name should be mentioned in the first part. The others that are missed should be put after, "Any others".
23. here, or in this school, should have been added.
31. occupation or hobby or pastime.
40. Please encourage them to write something here.
(This will help me to make a more complete study of nostalgia and also will enable me to make a shorter questionnaire which I hope to give to the same students shortly after the Christmas vacation. Thank you.

Albert Lirette, O.M.I.

APPENDIX 2

AN ABSTRACT OF THE NOSTALGIA OF FOUR GROUPS
OF MALE HIGH SCHOOL BOARDERS

APPENDIX 2

ABSTRACT OF

The Nostalgia of Four Groups of Male
High School Boarders.¹

Studies of the symptoms, etiology, and remedies of nostalgia in colleges have been made by Willis McCann and by Annelies Rose. This survey investigates this problem in male boarding High Schools.

A Questionnaire on Homesickness was administered to 588 male boarders from the Juniorat du Sacré-Coeur at Ottawa, Ont., the Oblate Seminary at Bucksport, Maine, the Collège Catholique de Gravelbourg, Sask., and the Ottawa University High School, Ottawa, Ont.

No specific factor was found to cause nostalgia. However, in most cases, it seems to be due to the contrast between the boy's over-security in the paternal home and the lack of security in the new home. It usually affects an emotionally maladjusted child.

The effects of nostalgia are very numerous but in all boys there is a state of depression and, in extreme cases, of despair. This induces mental and physical

¹ M.A. Thesis presented by Albert J. Lirette, in 1952, to the Faculty of Arts of the University of Ottawa, 92 pages.

sufferings. The effects are felt more periodically than in a continuous manner unless it be for a few days. Prolonged homesickness is not too frequent.

The remedies for nostalgia are manifold. The only specific remedy, returning the boy home, is usually impractical. The other remedies must be applied according to one's knowledge of the individual's background, and to the time and place of his homesickness.

Immunity from nostalgia is impossible but the home can do much to render the boy less apt to feel it or to prolong it. Developing a sense of responsibility in the boy and encouraging short separations from the home appear to be the best means.