AN ANALYSIS OF THE PROBLEM OF

THE INSECURITY OF CHILDREN

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AN ANALYSIS OF THE PROBLEM OF

THE INSECURITY OF CHILDREN

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CHAPTER I

INTRODUCTION

Importance of the Problem

All human beings have in common certain fundamental urges, needs, or drives to act. These urges must be expressed. When the outlets of expression allow satisfactory expression, the result is desirable. However, if the proper outlets are blocked, the expression will be undesirable. These drives spring from within, yet they are greatly influenced by environmental conditions.

In this complex age the young people as well as the old people are feeling a lack of something very vital. This lack is security, which we all must have if we are happy. If the urges or drives are not expressed or if the needs are not granted, the child will feel insecure. Insecurity will cause fear, distraction, disintegration and frustration. Everyone is seeking economical, physical and mental security. If a person, whether grown or a child, does not have emotional stability and social approval, he will be very unhappy. Life will not be worth much to any human being if health and success are lacking.

The situations that cause a child to be insecure are usually more injurious to his character than physical dangers
that upset him. Although physical dangers are sometimes very serious, they are not as devastating as those situations that give rise to deep emotional conflicts, especially from a standpoint of character growth.

Insecurity not only causes unhappiness, but it sometimes leads to delinquency and later to crime. It costs the nation millions of dollars for punishment of the criminals. It costs thousands of dollars to treat children after they have become handicapped by insecurity.

The vast amount of money spent each year is enormous but the cost in human lives which are wasted is more deplorable. There are thousands of lives that might have made great contributions to the world but instead they have cost other people much money. These lives are ruined because their urges, needs, and desires were not given expression or fulfilled.

School teachers as well as parents are waking up to the fact that children throughout land are developing into dwarfed personalities and are handicapped because they are failing to be made secure in the homes, schools, and society. If we wish a society of able citizens, we must make our children of today more secure. We should not think only of future happiness but let children live broad, full, and happy lives.

The Purpose of the Study

This study has a three-fold purpose:

1. To discover the sources and characteristics of insec-
curity.

2. To find ways of making insecure persons feel more secure.

3. To use the finding in one and two in an elementary classroom and report the results.

Procedure

The writer has endeavored to accomplish the above purposes by reviewing the literature of some of the recent magazines and books. Children in the writer’s home, school, and community have been observed. The second grade children of East Side School of Jacksonville, Texas, have been observed and insecurity noted both by action and conversation. This information was secured in an anecdotal form. The teacher watched and listened to get each action or statement that might indicate insecurity. When these actions were noted, they were recorded. After much information was gathered, the teacher compared the actions and statements to similar ones that other research workers have found. Through observation and facts learned from literature, the causes of insecurity were classified under several headings. The anecdotal notes were analyzed to find the causes of each case in the school room. The record was kept from October 1, 1933, until April 19, 1933.

The facts found in the second chapter are based on recent literature and observation of the writer. It gives the causes of insecurity as found in the school room, in the community,
and as found in literature.

In the third chapter there is an analysis of some suggestions in literature to eliminate insecurity.

The fourth chapter is a record of case studies which tell of insecurity in the writer's school room.

An effort was made to make the children feel more secure where evidences of insecurity have appeared. This was done by offering suggestions, giving sympathetic understanding, giving praise, love and financial aid, giving a new orientation of life, giving tasks that they could really accomplish, laying a foundation for physical resistance to the great health and safety hazards, and teaching such individuals to be sociable, to be thoughtful, and to live happily with others. Furthermore, an effort was made to help such children to gain poise and ease by placing them in real social situations in which they felt at ease.
CHAPTER II

ANALYZING THE CAUSES AND EFFECTS OF INSECURITY

When we see thwarted personalities by the hundreds in America, we know that there must be something vitally wrong. Everywhere we have evidences of the insecurity of our children. There are some children that show fears, anxiety, and sorrow. Many children are timid and afraid to venture into social situations. We see other children who have developed behavior patterns which society does not approve. Besides those who show frustration of personality, there are thousands suffering from physical, economic, social, and mental insecurity. Even though we can not tell to what extent children feel insecure, we can find some of the causes and help children to feel more secure by removing the causes as far as possible.

In this study the writer endeavored to analyze seven causes of insecurity and give their effects on children. No attempt has been made to name all of the causes. Those that will be mentioned are some of the major causes. The numbering of the cause will have no significance as to its importance.

Emotional Disturbances

There are several things that cause a child to be emotionally disturbed:
A feeling of not being wanted.--Are our children sure of the love of their parents? When they are not, they are faced with an unwanted feeling. Absence of love in a child's life is marked by the strongest feeling of insecurity. Many children have a feeling of not being wanted or not belonging. Into this class fall those children whose parents disagree but continue to live together because of the child. In this class fall girls whose parents desired a boy. In this class fit a great number of children whose parents feel that the children are a financial burden. Into this group go many children whose parents have the desire for a life of pleasure and do not care for the burdensome responsibility of children. In this class go the children who can not gain social approval of the family, classmates, and the social group. The unwanted child feels that everyone is against him because mother and father and all members of the social world are indifferent toward him. He wants to overcome the enemy by some means. These will usually be immoral weapons such as lying, stealing, cruelty, lack of consideration, and impertinence. Such a child rarely experiences love or a friendly smile. He will go through life suspicious, surly, and scowling. Under such circumstances a social feeling can not develop. No feeling for the rights of others, of fair play, of honesty, of truth, or of friendliness can develop without a social feeling. If a person got into a swarm of hornets, he would not consider fair play. The unloved child has been placed in a similar situation. A child
must feel that he belongs, if he feels secure. There should be a continuous widening of this feeling of belonging from family to the play group, school class, clubs, and social groups. Daniel Prescott said:

"Without this sense of increased belonging the security of the individual is greatly menaced, and his valuation of himself suffers to the point of involving him in very serious and continuing unpleasant emotions. Resulting attempts to relieve this tension, to demonstrate personal importance, may involve the individual in all sorts of antisocial or regressive behavior entirely inimical to ordered personality development."

Every child wants to be recognized as worthwhile by his classmates. His happiness and his liking of school will be largely determined by his adjustments to the group and by his being accepted. If he is not accepted, he will feel left out of things. He will feel that he is not wanted.

Children in pioneer days were a necessity. There were so many home duties that every child felt as if he were a necessary part of the family. Many children are not made to feel that they are needed and wanted. They are not made to feel that they should contribute as well as receive from the family. As a consequence, these children do not always feel that they are indispensable members of a family. If a child sees that he is depended upon for certain tasks, he will feel that he is needed. If a child feels that he is not needed, he will feel that he is an unnecessary member and unwanted. If he

has no tasks at home, he will lack ingenuity, persistence, and self-reliance. Often children in social activities are made to feel unwanted because they are given no part in the activities. All individuals like to feel that they are important members of the social group. Some children who are not wanted in the social group will withdraw while others will have an antagonistic attitude and fight for their rights. Some parents often try to forget that they did not want the child, but they are not always successful. They care so little for the child that they will neglect it or be impatient. Before long the child will notice the neglect and will take on a feeling of coldness toward his parents. Some of these children are rebellious. The parents will be cold toward the children and often the children are brutally punished, whipped, scolded, and nagged. Parents make children feel rejected when they continually tell them that they are dumb. Some parents and teachers have no love or sympathy for a child whose mental ability is low. Such treatment will cause a child to worry and be submerged in feelings of insecurity. Clover and Dewey said:

Psychologists now believe that security, the feeling of being wanted, being loved, and having a place in his own world is one of the fundamental needs in the emotional environment of a child. Without it fears and inhibitions are set up, even at a very early age, that make normal emotional development very difficult, if not impossible. At first the baby needs to be loved by his mother or the person who gives his physical care. As his world expands, this affection should extend to his father, his brothers and sisters, all those in his immediate surroundings. This gives the basis for that confidence and egosecurity that enables an individual to make satisfying normal social contacts. As his sphere
reaches outside the home he will be able to extend his relations, without emotional conflicts, to an ever widening circle.\(^2\)

**Being over-protected.**—One of the most potent causes of insecurity is emotional disturbances stimulated by over-protection of the child. Mothers often continue protection during the years when the child should be learning to be independent. When a mother satisfies her own selfish desire to keep her child dependent, to keep him a baby as long as possible, she is paving the child's way with insecurity. She is leading her child toward a shock which is often too much for a child to endure. If the time comes when a mother must withdraw her attention, or the child is suddenly taken from her loving protection, he will be frustrated and will feel that his only support has gone. This is exemplified in the case of a little child entering school for the first time. This may be his first time to leave his mother who has acted, thought, and cared for him. In most cases where no independence has been taught, the child will cry, withdraw from children, and refuse to take part in the school activities. If the teacher does not act as a real friend to the child and give the much-wanted attention, the child will feel very disturbed. He will feel that no one loves him.

A child eight years of age visited in the writer's home. When the child was asked to pull off his cap and coat, he had

to be assisted by his mother. His mother said that she never pretended to do anything in the mornings until he got off to school, because she had to dress him, fix his breakfast, and gather up his school things. Something was mentioned about boots, and the mother said, "Jack can't get boots because I would never get them laced for him." This child is never allowed to make a choice for himself. Even though he is large enough for a ten-year old child, he talks and acts like a three-year old child. This is a case of an over-protected child who will be so inefficient and insecure when he does have to meet the realities of life that he will probably develop some behavior patterns that can not be accepted by society.

Another example of over-protection is the mother who believes everything the child tells her and enters into children's little quarrels to protect her child. Such a child will often develop a cowardly attitude and run and tattle for the least offense.

A loving mother came to P. T. A. one afternoon. She brought her girl with her. The child was allowed to go to the playground to play with other children. After a while the child came to her mother and reported that some child had pushed her down. Instead of the mother saying, "I guess she did not intend to hurt you," she went to the playground and entered into the quarrel and even helped her child whip the other child. This same mother never allowed her child to come or go to school alone even though it was but a few blocks from her home.
Over-solicitude produces selfishness. When the child is self-centered, he will use many tactics to get his way. These tactics may include tantrums, fighting, whining, bossing, withdrawing, and crying. The child that is over-protected has a difficult time when realities have to be faced. In most instances of over-protection the child is an only child. The parents listen to every whim and grant every wish, so that the child will be happy. The over-protected child has a hard time when he enters school, for no one can give him as much love and attention as his mother did. He probably will hate school because he can not have his way as he does at home. There are many others who must have some privileges as well as he. The only child not only gets too much protection in love and desires, but often gets too many toys and fine clothes.

Daniel Proscott said:

Some children are seriously over-protected, coddled, and spoiled by parents who use the children as vehicles for the release of their own emotional tension. Such children are robbed of their experience of reality. They get a distorted notion of life and of the world. Their experiences are so limited as to prevent them from understanding social, economic, or even physical realities about them. Naturally, they are terrifically surprised when they do make contact with the world as it is. The results may be a socially unbearable patterning of emotional behavior including tantrums, selfishness, fighting or bossiness. A different temperament may show moods of whining, sulking, withdrawing; another may plead illness of all sorts.

A lack of fellowship—Even though parents love their chil-

3Daniel Proscott, Emotions and Educational Process, 1938, p. 133.
dren and give them all the physical care that they can afford, they often make them feel insecure in their love by denying them fellowship. The father comes home tired and wants to rest and read. When Johnny climbs upon his lap for a story, he is often told, "Go on and play. I want to read." If the child invites his father to join in a game of ball, he has to see a friend or do something else that Johnny considers worthless. The mother has her so-called social duties which demand her attention and her time. The child is often treated as a by-product and has as his associate the housekeeper. When children are left for servants to care for, they do not have the love that they should have for their parents. Mothers as well as fathers are losing golden opportunities to develop correct ideals when they fail to be companions to their children. Through sweet fellowship, parents can give children confidence, love, and sympathy. N. H. J. Fling said:

The point of view of parents may soon become the point of view of the children if parents live with and for their children. In this living with and for the child, he may develop a reserve force commensurate for life demands. And when the complexities of life come before him, he is well prepared to meet those strange experiences with energy and righteous direction.4

If parents fail to be companions to their children, there is a danger of the children's being unsociable or they may seek other companions. These companions may not be the cor-

rect type. The child may seek guidance from this new friend. He runs a risk of social and moral degeneration. How much better it would be if the parents would implant love and confidence, so that a child would come to them for their opinion and guidance.

**Unhappy home conditions:**—A home that is saturated with debauchery has little happiness to offer to children. Children from such homes feel a sense of insecurity, a lack of confidence, and a lack of happiness which carries over to their school and their dealings with other people. The children lose respect for their parents. Such conditions lead children to seek pleasure and happiness elsewhere.

Of all things that can make a child unhappy and insecure, nothing can surpass family bickerings. A child is profoundly disturbed emotionally by such behavior. He will try to see who is at fault. Most likely he will sympathize with one parent and will feel antagonistic toward the other one. If the quarreling continues, the child will lose respect for the one he blames. It has been found that the relationship between parents has a greater effect on children than such things as the education of the parents or the economic advantages that they offer the children. When parents do not have emotional stability, they will demonstrate their feelings of insecurity before the children until this feeling will carry over to the children. J. E. Wallin gave in a case history a pathetic story of an unhappy home. A lady said that she remembered her
parents as persons who dominated her. She always had a desperate fear of her father. As a child she thought that all fathers were brusque, profane, given to heavy-hand punishment and intermittent drunkenness. The father often came home drunk and would quarrel with and beat his wife in the presence of the children. One time he became angry with the lady, who was a child at that time, and beat her with a stick of stove wood. The child felt abused and afraid.\footnote{J. E. W. Wallin, \textit{Personality Maladjustments and Mental Hygiene}, 1935, p. 100.}

One problem that parents disagree on is the discipline of the children. They make themselves as well as the children unhappy because they cannot agree on the discipline problems. One may want to use one method while the other may quarrel, if this method is used. As a compromise one parent may try the successful method that the other used, and it may fail to work. A parent may try to use the same method for all children and this sometimes fails because the different personalities require different methods of adjustment. Often when children become unruly, parents will blame each other for allowing such conditions to arise. These family bickerings cause the children to feel so insecure that they retaliate in temper tantrums, aggressiveness, and showing off. Parental disharmony is a prominent cause of misconduct among children. Herman M. John said:

\begin{quote}
Whether among these unfortunate youngsters, lying
\end{quote}
and stealing constitute a protective effort against their feeling of insecurity these anomalies in behavior are unconsciously designed to direct the interest of parents; whether one or both of these mechanisms for self-preservation operates, the fact remains that bickerings predispose to asocial conduct of the child.⁶

Another unhappy home condition that brings emotional disturbance is the broken home. Often the child is required to live with what he considers the less desirable parent. It seems to be an injustice to the child. If he resents the parent, he probably will stay away from home as much as possible. If the street gang is not of the right type, the child will have more unhappiness when he gets into trouble.

The child that has to alternate his living with parents has difficulties in making adjustments. He hardly gets settled until he must leave his friends and probably make new ones. Such a child can never feel that he has a real home. This condition is often made less durable by one parent trying to undermine allegiance to the other. It is natural for some abnormal behavior to develop. When we see a solitary pathetic child standing on the school ground or street, or hear the child ask permission to stay in the room alone, we should be disturbed, for something is wrong. This child under natural conditions wants to play with other children. Sometimes such a child will be disagreeable and defiant, and again he may be timid. Elizabeth Laurie said:

How can we expect a child to succeed in school or take his normal place in play life with his friends when he does not know what the situation will be when he returns home? Constant friction in the home, often terminating in actual brawls is not conducive to childhood happiness. Without joy a child's play life is most inadequate. The broken homes of today are without doubt tincturing child life with unhappiness and fears that have their foundations in lack of security.

... The fact that ninety per cent of the boys in one of our reformatories are from broken homes is sufficient evidence of the need for drastic action.7

Maladjustments can be expected when children live in dirty, crowded little shanties, with insanitary conditions and with inadequate food. Such conditions will make nervous, unhappy youngsters. Often this unhappiness is increased by scolding and alternate affection and punishment. These poor home conditions often make the entire family irritable. Bradbury and Satzeman said:

It is, then, only too true the home is frequently an unhealthy environment for both parents and children. Each one—man, woman, and their child—is tied to each of the others with an inevitability that may easily aggravate any incipient tension or irritation. Over a period of years these minor irritations grow to tremendous proportions and do irreparable damage to the personalities and happiness of husbands, wives and children. The tragedy is that the vicious thread never breaks off. Through the children, grown to men and women, the next generation pays, unhappily, for the maladjustments of their parents. ... A man and a woman so tangled their early married years together that their only feeling was a cold endurance of each other's presence. Yet they elected to keep their home unbroken for the welfare of their children. One of their daughters said afterwards that until she was ten years old she thought that to be married was to be unhappy. ... It speaks little for the sanctity of the home if this were all that it could show of what it does.8

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another unhappy home condition is brought about by quarreling. Some mothers nag at their children continually. A child that is nagged at continuously is unstable. The child may take on an indifferent attitude or may be made irritable by the nagging. It will depend upon his nervous system and the satisfactions he gets. Some children become frustrated and do not know what to do while others become hardened to the nagging and refuse to listen to anything the nagger says. Teachers as well as parents are guilty of nagging. They are so anxious for children to do things right until they nag them. Even though it is done with good intentions, it causes an emotional disturbance. Jerky movements of the eye, mouth, or nose are some of the commonest symptoms which result from nagging. Children are also affected by nagging in the family. J. E. W. Wallin gave this report:

. . . . My mother has always, since I can remember, nagged and harangued my father for things he did, large or small, of which she did not approve. At such times my father remained silent and never made much attempt to defend his position, but my mother’s words did not in any way change his conduct. During these one-sided affairs I felt dreadfully afraid of something I can not name. I always wanted to hide. I wanted nothing to do with it, but yet I could not escape from it.

Lack of sincerity of parents.—Children that have no faith in their parents’ sincerity are sometimes much disturbed. Patty Hill Smith said that we should make our promises to children as

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sacred as the covenants in Old Testament history. We should not deceive them. Leslie D. Weatherhead told this story:

Some parents told their child that they were not going anywhere. As soon as they thought the child was asleep, they slipped out. The door slammed. The child called to his maid and said, "Mary, there goes the two biggest liars I have ever seen, yet they tell me to tell the truth."\(^{10}\)

It will take a long time to win that child's faith and confidence for he no longer feels secure in their love and truthfulness. How parents can expect their children to live an ideal life when they do not is hard to imagine. If parents do not practice what they preach, they can not expect normal behavior.

When a person that a child has great faith in does such acts as lie, steal, practice dishonesty, commit a crime, start a quarrel, or make a failure in business, the child will feel that his only support has failed him. It is almost fatal for a child to lose confidence or faith, but how terrible it must be for a child to never have confidence in its parents.

A feeling of fear.—Children that are emotionally disturbed by fears feel very insecure. Fear does not appear except when the person feels insecure. Fears are caused by artificial, accidental, or intentional conditioning. The cause can not always be discovered. Fears are often instilled in a child's mind by his associates, by animals, and the natural phenomena.

\(^{10}\) Leslie D. Weatherhead, *Psychology and Life*, 1934, p. 201.
J. J. B. Morgan told of a dog scaring a child while he was visiting his aunt. The child merely passed by the family dog, which jumped up and would have injured the child if the mother had not protected it. The result of the conditioning in this case included emotional upset, morbid dread, timidity, shivers, and escape movements. Children often have fear of storms, darkness, thunder, and lightning. The results of the emotional upset may include nervousness, hiding, shrieking, crying, quaking, refusal to go into the dark, or frightening dreams.

J. E. W. Hallin gave this case report. A little child and her little brother had to go stay with their aunt for a few days on account of illness in the children's home. During the first night a terrible noise awoke the little girl. She was too frightened to cry. She sat up in bed in a tense position until she discovered that the sound was made by her baby brother. She lay down and tried to go to sleep. In a few minutes she heard something scratching out on the back porch. She immediately sat up again to discover that it was only a cat. The more she tried to go to sleep the more wide awake she became. Even though she tried to be brave, she burst into tears. Her aunt heard her sobs and came and put her hand on her. This scared the child so that she shrieked. The aunt held her until she went to sleep. When the child went home she was happy and felt that she could sleep without being afraid. After the lights

\[\text{11} \text{J. J. B. Morgan, } \text{The Psychology of the Unadjusted School Child, 1956, p. 143.}\]
were out she became nervous and fidgety just as she had done each night at her aunt's house. Instead of the fear subsiding, it became so instilled that the child could just think of the dark during the day and she would quake. It took the child five years to overcome this fear.\(^{12}\)

After children have been frightened, they can imagine that a horrible monster is hidden behind every tree, and in each dark place. Grown people are responsible for many of these fears by telling them gruesome stories, ghost stories, and allowing them to see mystery films. Parents will tell their children of a dreadful cyclone that destroyed property and killed people. The story will fill a child's mind with dread of a storm. If the parents show that they are afraid, the fear will automatically be transferred to the children. There are many other fears that make a child emotionally upset. The fear of failure, of ridicule, of parental displeasure, and fear of examinations will cause a child to feel insecure. The warning of teachers that all depends upon the examination has made school work a torture to many children. Such children are too confused to think. They are paralyzed with fear. If anyone has experienced such a dread, he can easily pray the prayer that Jesus prayed, "Father, have mercy upon them for they know not what they do."

Parents and teachers often try to force children into

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right paths of living by punishment. Sometimes this is so severe that the children will be afraid to talk above a whisper. Such treatment will cause children to lie to escape punishment. A child that fears punishment feels insecure and he often feels mistreated. It has been found that most lies are told to avoid unpleasantness or to get out of difficult situations.

A feeling of jealousy for sibling—When we see signs of jealousy we may know that some condition is causing the child to be emotionally disturbed. If a child knows or guesses that another child is expected, he may behave in a very peculiar way. This child who has been the baby until he is supplanted by the arrival of the new one may be filled with uneasiness and resentment. Every child needs affection. The newcomer is a serious menace to this need. He may resort to violent actions in order to draw attention from the newcomer. It may take the form of breaking toys or refusing to eat. Even though the child may be temporarily neglected for the newcomer and the parents may not be conscious of the neglect, the child may be disturbed in his sense of being loved and valued. The mother necessarily has to spend much time with the baby and can not give as much attention to the older child. All the relatives and friends can not resist the appeal of the new baby, so they give it their attention. The older child that has formerly had all of the attention naturally feels injured and wronged by the newcomer. His gross misbehavior is only an effort to regain the monopoly that has been his. A little girl came to live with her aunt
and went to school. When she had been in school several months the writer asked her if she wanted to go home. She said very quickly, "I don't want to go." Then she was asked if she wanted to see her mother, daddy and baby brother, she answered, "I would like to see daddy, but I don't care to see mother and little brother. Little brother is mean." It has been discovered that this was an only child for several years. She was so upset when little brother came that she felt that her mother did not love her.

If a child thinks another child is loved more than he, his pride is hurt. The child may be antagonistic about it or he may have a feeling of fear or inferiority. If the irritant is not removed, the child will become restless and whiny. If a child is severely punished and some other child in the family is not punished as severely, he will know that the parents favor the other child. Every time the other child is praised, his resentment will be increased. The child will get the idea that those who punish him do so to make him suffer. Sometimes a child will attempt to hurt the object of his jealousy. He may hit the child, hurt it, or lead it into dangerous places just to get revenge. A child that is jealous feels abused, neglected and lonesome. The hate he exhibits is a hunger for love.

Teachers as well as parents often compare a child with his younger brother or sister, or his classmates, to stimulate his efforts. Most children will be aroused into a fury when this is done. Even though the child has never disliked his
brother, sister, or classmate, there may be an antagonistic feeling developed. The method of comparing children in a family not only arouses jealousy but it often causes an inferior feeling.

The youngest child as well as the oldest child is often made to feel insecure. Since the oldest child is more mature, he naturally is stronger physically. As the younger child tries to pattern after him, he finds himself very inferior in respect to achievement. The child wonders if he will ever catch up with his older brother. As the younger child tries to match the successes of the older members of the family and fails, there is more than a feeling of jealousy for often inferiority is planted in his mind. When the younger child is larger, learns with less effort, or is more active, the older child oftentimes becomes jealous and feels inferior.

A lack of sympathy and kindness.—Teachers often upset children emotionally by being unsympathetic, sarcastic and unkind. When a child comes to school he expects the teacher to give the needed affection during school hours. If the teacher is unkind, the child will be hurt because he has had to leave home where the ties of affection have been close and kindness has been given. Even though he has not been loved at home, he hungered for love at school. The teacher must fill his mother's place for several hours. The child has many adjustments to make, and he will not be able to make them if the teacher is not loving and understanding. Hockett and Jacobsen
said;

In school the child must feel secure. He must feel that he belongs, that his presence and his welfare are taken into account. He must feel that his teacher understands him. He needs to be able to count on fair and consistent treatment. Wholesome growth can not take place without a prevailing atmosphere of security. Lack of security makes for fear, distraction, disintegration, and a sense of futility. 13

If a teacher is irritable, the children will be nervous and unstable. Ruth Strong said that a sarcastic, irritable, or nagging teacher can lower health values and bring about nervous disorders and emotional difficulties. 14

Thwarting of desires, wishes and opinions.—Every individual has a desire to assert himself and to secure for himself the things that bring joy and satisfaction. The way the desires are satisfied vary according to the child's experience and training. If a child knows that he is given due consideration, and that his parents want him to have those things he desires, it is not hard to teach him that there must be restrictions. He will see that we can not have everything we want. When a child's wishes are always denied and his desires are frustrated, he soon feels that no one loves him. Often children who have obstacles or barriers to deny their wishes will pout, sulk, and refuse to work. Often, too, when there is a constant thwarting and irritation, such as nagging or unreasonable punishment,


children show their feeling of insecurity by becoming very angry. There are many things that teachers and parents do that irritate children and thwart their desires. The teacher or parent may interrupt or interfere with a child’s activity that he is very interested in. If he were left alone for just a few minutes, his desire might be satisfied. A mother called her little girl to come to bed. The child was making paper doll dresses. Her interest was at its height as she was trying to fit the dress. When the mother called, she knew she should obey. With tears in her eyes, she said, "I just lack slipping on her jacket."

Sometimes a child will become angry and refuse to obey when he is commanded. A little girl five years of age is incorrigible as to obedience. The child shows that she is unbearably thwarted. She is too small to get revenge on her parents, so she takes it out in tantrums. The child seems to hate her parents’ tactics. The parents have made the child very angry by the way they refuse her rather than by the things they refuse her. The parents say, "We never let her have her way." Probably she should be allowed to have her way when it is reasonable. If a child finds that his parents are not denying him just to show him who is boss, the child will probably trust them when they have to refuse him.

Dr. Weatherhead said that often people think children are bad when they refuse to obey or refuse to do certain things commanded by parents and teachers. He said that children have a right of opinion on all matters and should be given consid-
eration. Children do not always mean to be bad, but they feel that they have a right to protection against certain things. Some parents feel that they are successful if they can make their children obey. Forced obedience gets immediate results but it often shatters love and confidence. Some children are so self-willed that forced obedience makes them resentful toward their parents. A child does not feel secure or he would not disobey. Perhaps there are too many orders. The orders may not be reasonable. Perhaps the child does not understand the request. The trouble may lie in the manner in which the request was made. The request or command may be of such nature as to be continually thwarting the child's desires. Often a child is tired, ill, or irritated until the request adds further irritation.

Social Maladjustment

The second cause of insecurity to be studied is social maladjustment. A child's happiness will be largely determined by his social development. Social development is also an important factor in mental health.

A child is naturally interested in those things that will satisfy his own desires. He is egocentrically inclined. The child can not live alone, so he must be socialized. Proper social adjustment is necessary for satisfactory mental adjustment. Many conflicts are encountered when a child does not conform to social standards. A child must be able to get along
with other people in the home, the school, and the community. The following discussion will give some of the reasons why children are socially maladjusted.

A lack of social approval.—Even though we do not always discover why a child is not accepted, we may be assured that there is a cause. Lack of social contacts, inferior feeling, queer traits, ignorance, personal appearance, race, religion, economic status, parental background, and physical defects will have their influence on a child's being accepted. It is very necessary that there be a likeness of other persons. If a child's behavior varies from the group, he will lose status. Daniel Prescott said:

Individuals measure their value by their likeness to others. Any characteristics which differentiate a person from others, unless it be in a manner greatly applauded by society, is a handicap and a hazard. If the individual too is gifted, or has so much talent, he may have a warped personality, especially if these gifts make the child feel different in appearance, capacity, and worth. Differences in temperament, intelligence, and experience will likely give rise to differences in behavior and will sometimes cause children to be shy, sensitive, uneasy, and ineffective in their social behavior.15

Some children are not accepted because they are interested only in themselves. They have not become sensitive to other children's desires and wishes. They do not realize that they are essential to someone's happiness. They are so self-centered that they forget to make others happy. As a consequence

15 Daniel Prescott, Emotion and Educational Process, 1939, p. 117.
they are not accepted. Other children are enslaved emotionally to one child. They do not have enough self-reliance to break away and make more friends. Some children hunger for friends but do not know how to win them. Such children often try to win friends by showing off, by bestowing gifts, by boasting, by bullying, by lying, and by fighting. Children will lie to gain social prestige. They will tell long untrue stories as long as they can hold the center of attention. They will make gross exaggerations and make up imaginary stories. Many children are avoided and forsaken because they have never learned how to get along with other children. On the playground a little girl kept quarreling with the children. The children began to avoid her and would tell her to go away. The child cried and said that no one loved her. A seven-year old boy who was very large for his age could not get along with children because he demanded that everything be done as he said. When things did not suit him, he would fight or hurt the children that denied his wishes. The children did not like him. They were afraid of him. His behavior kept him from being socially accepted.

A lack of play life.—Lack of ability to play games as other children do may be detrimental to social adjustment. If a child is not allowed to play and make social contacts before he enters school, he may not know how to make friends. When he has to leave his mother, his only support, he may spend many lonesome and unhappy hours. Elizabeth N. Laurie said:
Through the spirit of play the child accomplishes worthwhile tasks, he knows self-activity of the highest type, and he gains confidence in his own abilities. . . . Some adults do not see that children are living through life experiences in their play and are knowing wholesome, happy relationships with others. . . . Every child has a right to a wholesome play life.
Without some security—without someone whom he can truly depend on, the child can not adjust himself to a happy successful life. 16

Elizabeth M. Laurie gave these stories to illustrate the seriousness of consequences that followed when children are deprived of their right to play:

Helen was a five-year old girl. She was attending grade one. She was falling, of course, for she was not mentally old enough for reading. A study of the home revealed that the little girl was being forced into a primary grade by a father who said that he did not believe in "all this play" for children. He went to school when he was four years old and he was not given much time for play. An observer would have known this to be true before he mentioned it. The home was not a happy one. There was no jolly companionship and even the mother appeared afraid of the father. The little girl did not play on her return from school. She was only allowed to go out on a small piazza. Had this situation continued, this timid, shrinking child would have become a failure and perhaps even more serious results would have followed.

When all this was explained to the father, he agreed to allow Helen to attend a kindergarten and to play with the other little children in the afternoon, even if he did consider his family superior to others in the neighborhood.

Helen now appears to be a normal little girl, very much interested in her dolls and her play life with her friends.

Tom is a thirteen-year old boy who is failing in school. He is a solitary boy who never goes to the playground. He prefers to be away by himself. He has no normal play life and no one has ever been able to remedy this situation. Tom's mother has never wanted

him nor liked him. Tom is conscious of this fact.
Tom's father belongs to that negative group of rather
low mentalities. He is a nonentity in his home. Tom
has never known any sense of security. The school has
never been able to offer him any compensation for the
lack at home. He has never entered into a boy's normal
playlife.

Now it is almost impossible to do anything with
him. His attitude of defiance is a well built bar-
rier between himself and the world. He has never known
a joyous childhood.17

A lack of proper experiences.—Children need rich and
varied experiences throughout childhood. If the experiences
are restricted, the behavior patterns will be inadequate
to meet the realities of all life. Clover and Dewey said:

As the child grows older he requires opportuni-
ties to talk and listen, to go to school, to read
books, to play with toys and have adventures every
child craves. If he is deprived of these things, in
any measure, he cannot gain that orderly familiarity
with his environment, that sense of at-home-ness in
the world that prevents feelings of inadequacy, con-
fusion and frustration. His natural, wholesome wishes
and impulses must find an outlet into reality, into
what is satisfying to him and at the same time harm-
onious and proper to his whole environment, if they
are not to be diverted into dangerously crooked or
hidden channels.18

These experiences should bring children in contact with
the realities of life and let them come in contact with author-
ity. It is such a pity to shield children so that they never
come in contact with realities. When such children enter school
where there are several hundred children to have their desires
satisfied, they must adjust their desires to the good of all.

17 Ibid.
18 Katherine Clover and Evelyn Dewey, Children of the New
This is hard to do when they have never had a wish denied. Children are often allowed to progress through experiences that not only fail to enrich but tend to frustrate their needs and result in warped personalities. Our curriculum is set up for seven-year old children and six-year old children are trying to do the work. Many of the six-year old children are being made to feel inadequate as they strive to win social approval, learn to read and make difficult adjustments. This is resulting in many cases of retarded readers who are developing warped personalities because they feel so insecure. Many of these children are failing to make their grade. This is causing them to be socially maladjusted.

A lack of development of self-direction.—Just as a child gains knowledge, learns to manipulate materials, achieve social belonging, and earns success or failure will he evaluate himself and see his personal worth or lack of it. The child must believe in himself or he will never be well adjusted. How can a child feel that he is worth much when he is never allowed to do a thing on his own initiative. Daniel Prescott said that a person can not be adjusted even reasonably well unless he believes in himself and unless he feels that he has attained a worthy and effective selfhood. L. Thomas Hopkins said:

The behavior which are manifested around self are therefore exceedingly important in integration within the individual and with social environment. Freedom in self-direction is necessary. Each self is different from every other self, although each has the common
characteristics of self-direction. This is basic to the development of an integrated self. Differences are built through what the self chooses, the extent to which it chooses, the extent to which it foresees consequences, and the way in which its choices are carried out and incorporated in behavior. Since the self is built in a social situation and self-direction must take place in a social environment, it follows that normal self-direction must consider adequately all other individuals involved in the particular behavior.\textsuperscript{19}

The self can evaluate its own behavior as it sees the effects of its actions on others. If the child thinks only of itself, it will be self-centered and form a behavior which society will reject. This will retard self-development.

A child can evaluate himself for what he is through experiences such as gaining knowledge, the achieving of wider and wider social belonging, developing of skill in manipulating available material, winning greater freedom in self-hood, and achieving success. The child must feel that his life is a necessary link in the chain or he will have an inferior feeling.

Mental Conflicts

It is a well established fact that mental disturbances cause insecurity, but the causes of mental disturbance are not agreed upon.

Causes of mental conflicts.—All day long a person is confronted with conflicting desires, motives, or cravings. He must make choices. The child is confronted with such desires

\textsuperscript{19}L. Thomas Hopkins, \textit{Integration, Its Meaning and Application}, 1937, p. 139.
as going fishing or hunting and at the same time have an urge to go to school. J. E. Anderson tells us that sometimes the impulses pull one way while the environment pulls another; often two impulses struggle for supremacy; sometimes there is a conflict. There are often numerous conflicts in a day's time. Even though a person is not always conscious of the conflicting desires, there may be a very serious effect. These conflicts may produce such disturbances as fears, dreads, worries, irritability, sensitiveness, anxieties, and inferior feelings. Freud emphasized that sex plays a central role in the production of mental conflicts while Adler says the chief source of the conflicts are found in the instincts for self-assertion, and the urge for power, security and dominance over one's fellows. Wallin does not agree with Freud or Adler, for he says that the cause can not be restricted to the sex and power urges or instincts. He thinks that the root of the trouble can probably be traced to the individual difficulty of reconciling his selfish personal desires with society's inexorable social taboos and demands.

Bassett says that there are two causes of mental disturbances—physical and mental. The mental causes are directly related to the normal functioning of the nervous system. The physical is not related to the functioning of the nervous system.

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**Making adjustments.** Every individual will have conflicts with his environment, but through success in meeting the conflicts, the child is strengthened in correct forms of reactions. It is important that the adjustment is one that will benefit the individual. Each individual should prove to be master of his environment. Each difficulty should strengthen him to meet the next conflict. A child must learn that he can not have without restraint everything that he desires. A child must learn that prolonged self-gratification is possible only when the child considers the happiness of others. A child should learn that great pleasure will come to him if he foregoes personal pleasure for others. Children should be taught to be honest in their dealing with others. The teacher should help children to learn to play fair in all things. Another adjustment they can make is to postpone some of their pleasures, even when they must pay in discomfort. A child should learn to give as well as receive in the human contacts of life and to be happy in advancing the ego of others. Each of every struggle and adjustment there is an ego impulse that must be adjusted.

Love for another is primarily a way of getting self gratification. An individual can not be entirely happy until he loses sight of self in the gratification of another. Parents and teachers should make sure that the child experiences the joy that comes from making others happy. If the child does not have such experiences but is taught the abstract ideal of unselfishness, he will probably feel that he loses all and gains nothing.
Reactions to conflicts.--There are two ways a child may meet conflicts. He may meet the issue squarely or he may attempt to forget it. When the enemy is pushed into the subconscious mind, it will come back in a disguised form and catch its victim off his guard. Some individual may meet the conflict with an aggressive attitude. He will face realities bravely. Such a person is an extrovert, while a person who plays the defensive role is an introvert. Teachers and parents should watch for signs of compromise in children. Many children that seem to be adjusted may be engaged in a severe battle. When children hide these enemies the struggles are usually most bitter. Gain the child's confidence so that he will tell of his struggles. Parents and teachers should not fight the battles for children but give them the necessary aid.

Failure

Who can experience a more insecure feeling than an individual who is a failure? Failure will block expression. There may be an abundance of energy, but it will not be liberated in an atmosphere of defeat. Daniel Prescott said that failure dampens enthusiasm, kills interest, blocks the output of energy while success kindles enthusiasm and interest, makes play and work easier and satisfies and encourages healthful attitudes. Happiness will follow success. Richard Fechheimer said:

Men and women do not grow into adult success out of childish unsuccess. . . . If we desire to equip our children for a successful life, we must realize the importance of making them successful
and happy. 22

Defeat will not affect all children in the same manner. If a child is the introverted type, he will learn to be insensitive to a challenge and will be hardened to defeat. The extroverted type child will fight as long as there is any hope. The extroverted type will only be defeated temporarily because he will come back and fight with more vigor than before. The introverted type will be so depressed until he will be cowardly. Defeat will make some children very sensitive. They will grow less confident of their ability to accomplish the difficult tasks of life. Such children will not ignore their failures, even though they know they can not win, so they spend their lives worrying and fretting. These children will seek help from others and in most cases lack of support adds more anxiety.

Failure in school may be due to lack of interest, work too difficult, and poor health.

A lack of interest.--When the activity fails to captivate the child's interest, it may cause the child to fail. A child may not put forth enough effort to be successful when the activity is dry and foreign to his experiences. What success and interest would a primary child have for a complicated activity on "Progress in Transportation?" If there is not enough interest to enlist a child's efforts, success is not possible.

A lack of health.--Many of our children fail because they are not physically able to do the tasks. They lack strength because they are malnourished. They cannot think because of physical pains.

Tasks too difficult.--A child does not enjoy doing those things which are too difficult. He never enjoys doing things which he cannot do successfully. In the early part of the school year a little girl disliked school because everything she tried to do resulted in failure. She cried and told her mother that she did not want to go to school any more because she could not do the work. When the teacher discovered her trouble, she adjusted the tasks to the child's ability. When she began to be successful, she was happy. She is now doing nice work with the group.

If a child is not as bright as the other children of the group, he will not be able to do tasks as difficult as the other children. If he is forced to try to do such tasks, he may become very nervous. Parents often overload such a child by giving him music and dancing as extra studies. The boy or girl that tries such a task will often fail to do anything very well. The backward child finds himself in a constant state of confusion and bewilderment because he does not know what it is all about. He is lost in a world of unknown things. He becomes discouraged and begins to hate himself, his teacher, and his playmates. The child concludes that he is a failure. If a
child is capable of doing only first grade work and attempts second grade work, there will be little hope for success.

Insecurity that comes from failure.—Many children that never experience even a small success will often be made unhappy by critical remarks and neglect. How terrible a child must feel when the children are playing a game and he is not chosen because he does not know much. On one occasion when children were choosing for a game, they said frankly, "We do not want J. L. because he does not know the combinations and our side will not win with him on it."

Children that fail become discouraged and may build a defense of some kind that will not produce learning but will put them in the limelight. When a child gets an inferiority complex through feeling insecure, he will have a very unhappy life for inferiority dooms a child to many embarrassing situations. The child sees others doing things that he cannot do. The child that sees an older brother or sister doing worthwhile things that he cannot do often becomes embarrassed. If he does not find something he can do just a little better, he may develop an inferior feeling. Parents cause children to have this feeling by expecting the youngest child to do as much as the older. Sometimes they expect an older child to do as well as a more talented younger brother or sister. All children are not talented alike and if allowances are not made for individual differences, some child of a family may be embarrassed because the task is too difficult.
If parents and teachers do not have a sympathetic understanding attitude, they will make a child feel more insecure. A little boy was in poor health. He was failing in his work. His father and mother tried hiring him to make better grades. He seemed to be working, but he still brought up poor grades. The father became angry and threatened to whip the child. The child cried much and told his daddy that he was doing all he could. The father was convinced that the child was trying and he changed his attitude. The child had to repeat his grade. Since that time the work has been something he could do, and he has been an honor pupil. His health has improved also, and this has enabled him to do better work. When the work is beyond the child's ability, he is sure to meet failure. Some children who fail try to gain a sense of importance by fighting, stealing, and other compensatory behavior. Oshea tells us there are several causes of inferior feeling:

The feeling of inferiority is perhaps the best illustration of an unbalanced personality. The feeling of inferiority may have many roots. The child who is persistently under-valued, whose opinions, remarks, and queries are always laughed at, whose efforts are invariably criticized for their short-comings rather than praised for what they accomplish—all these serve to rob the child of any basis for self-confidence and of any feeling of self-respect. They deprive him of the sense of joy of accomplishment and of success, and they imprison him behind a wall of relatives who repel his love. . . . The sense of inferiority may be fed also by the circumstances that result from physical deformity or lack of comeliness. The cripples and the "ugly ducklings" have a hard road to travel. The other children are cruel and teasing, and in every direction they are forced to a recognition of their inadequacy to meet the more favored individual on common ground. . . . Just as the feeling of inferiority is fed by
failing to realize the necessity of providing opportunities for success and by treating the child's efforts with that lack of respect and consideration which implies that they are considered of no moment, so the state of dependency is prolonged beyond the safety point by over-anxious parents who will not let their child take any risks whatever, unmindful of the fact that life itself is a great adventure in its very nature full of risks, and strength of character can be developed by removing difficulties but only by overcoming them.25

Children who have inferior feeling are very sensitive and will be quick to get angry or hurt when their teacher and classmates tease them.

Economic Insecurity

One of the deepest needs of childhood is economic security. But in the past few years it has become very difficult to assure them of this right. The economical situation is in a serious condition.

_Industrial changes and the depression._—Even during our best years unemployment, sickness, accident and death of parents brought much suffering and many dependent children. We have learned that children were insecure before the depression. This information has been obtained through statistics of accidents and deaths. The depression has made us more observant. Studies have shown that many families live on a bare subsistence level and have no chance to save for a rainy day. Others have had their small savings swept away. Millions of bread

winners have been left without a chance to make a bare living wage. The extent to which children in the United States are now suffering is indicated by the fact that there are 7,400,000 under sixteen years of age in families that are dependent upon the government for relief. In every school we find children that do not have sufficient clothes to keep them warm, or food enough to give them the needed nourishment. Our children are paying for the insecurity of the past years. Julia Lathrop said that the primary essential of the child's welfare is an adequate wage for the father and a good mother at home to keep house and comfort all within.

Factors in the economic situation.—The financial status of the family will have great influence on personality development. It is one of the greatest causes of insecurity in behavior. The child who has nice neat clothes can win friends and become adjusted much easier than a child with ragged and dirty clothes. The child that has very few clothes and must be given food can never develop poise and firmness of character that a well-cared for child can. Such a child gets an inferior feeling. The teacher should avoid humiliating the poor child. The child may be sensitive and may notice how other children look upon charity. The horrible thing about poor financial circumstances is that it leads children into behavior which society does not approve. Some children develop begging habits. Other children will resort to stealing to get the things they desire and need. They will often lie about family status.
One child whose father was without a job said, "My daddy works for the Gulf Public Service, and I can get what I want." Whether a family has a cause to worry over financial matters or not, they should be careful not to go to the extreme and complain all the time, for such talk will make a deep impression on the child. The child will feel badly each time he has to ask for a few pennies.

A child that comes from a wealthy family has material substance to make him happy, yet in many instances he is more insecure than some poor children. His good clothes, rich food, and many toys do not always bring happiness. It is probably due to over-indulgence on the part of the parents. Such children often never have an opportunity to be themselves and to develop their initiative. A child will often case aside his expensive toy for a poor child's stick horse and really enjoy it. Many children are so dissatisfied when they get in the adolescent age that they spend their days running here and there seeking happiness.

**Physical Defects and Lack of Physical Charm**

Physical defects will cause children to be insecure. The problems arise from the subject's attitude toward his defects. Some children are very sensitive toward their defects. They are made more conscious of their defects by their parents', teachers', and friends' sympathy, criticism, and ridicule.

**Types of reactions.**—Physical defects may produce such re-
actions as fears, timidity, withdrawing, secretiveness, emotional outbursts, repressions, despondency, sullenness, brooding, and day-dreaming. Children that have physical defects often become broken in spirit because of continual failures that they have to meet. If they do not find a way to compensate for this defect, they become seriously maladjusted.

Types of defects that cause insecurity.—Wallin gave five types of physical defects:

There are the physically handicapped children, the visually handicapped, the audito-rically handicapped, orthopedic children who are subject to various kinds and degrees of muscular paralysis, the deformities of the limbs poorly nourished, protuber-culous and tuberculous children, and cardiopathic children. 24

There are in the United States approximately 300,000 crippled children, 50,000 partially-seeing children, 3,000,000 with impaired hearing, 1,000,000 with weak hearts, 6,000,000 children who are malnourished, and 1,000,000 children who have speech defects. 25

Insecure reactions for lack of physical charm.—A child who is short may develop a strut or a peculiar behavior to distract attention from his short body. Percival Symonds said:

In any case where an individual seems to be doing something to attract attention as by undue loudness or zeal, or energy in any direction, one should


look first to some sort of physical deformity or defect which would account for this compensating type of behavior. The boy who is cross-eyed may act the clown or may adopt a surly attitude to excel in some activity as a way for compensating for his defects. 28

Tall children sometimes stoop to escape the jeers and remarks about such a tall fellow.

Lack of Health

Since health is an important factor in determining a child's behavior, it is imperative to have good health as far as possible.

Cause of poor health.—The haste of our modern people is making a strain on the children as well as grown people. The crowded conditions make it easier for diseases to spread. The economic condition has caused many children to be undernourished and ill-clothed. Indoor living, lack of rest and sleep, and improper food are causing our children to be physically weak. They are susceptible to all diseases and have little strength to overcome them.

Insecurity as shown by ill health.—Some children that are slow and whom we think are lazy may be in poor health. They may have defective vision or hearing. Often children suffer from toothache, earache, or other bodily pains. Such misery will lead a child to be irritable, quarrelsome, and nervous. A child that is undernourished will be more susceptible to dis-

eases. Furthermore, he will lack energy to cope with the fatiguing problems of adjustment. The child that suffers from nervousness has a great task of being socially accepted for he can not help being cross at times. When a child is in bed on account of illness or an accident, he needs more than just physical care. He needs to feel secure. If he is assured that everything is working to make him well soon, he will be much happier and recover much sooner. A child that has been ill or has a weakened condition may depend upon parents to do everything. However, John J. B. Morgan said that sickness or physical weakness may accentuate or prolong infantile helplessness but, instead of serving as an excuse for selfishly encouraging the child to remain helpless, such physical conditions should emphasize the need of a more gradual but sure training in independent activities on the part of the child.27

CHAPTER III

DISCOVERING SUGGESTIONS IN LITERATURE TO ELIMINATE INSECURITY

In this complex age in which we live teachers and parents need to get a deeper insight into human life and character. There needs to be a broader and more vital understanding, and comprehension of the facts of the living organisms. The basic features of the child must be understood. There is an energy which must be led into right paths, if our children are to establish correct adjustments. To direct this energy teachers and parents must get a vital insight into the child's needs, habits, skills, visions, plans, knowledges and attitudes.

Establishing Emotional Stability

Helping a child feel wanted.--Every child must feel that he belongs in his home, school, and community. A child can be made to feel that he is wanted by giving him love. If a child knows that he is loved, he will feel that he belongs to his family, school, and community. The White House Conference Committee reported the following:

Security is attained, for example, through affection in the sense that from the beginning every child needs to feel wanted, needs to find himself loved, and needs to satisfy normal desires for sympathy and understanding. There must be too, a widening sphere of affection, for while satisfaction of the earliest affectional need is dependent on his
family, the child must later find this need answered in friends beyond the family circle and thus develop until normal interest in the opposite sex is reached by the end of the adolescent period.¹

This love can be shown by sympathy, kindness, and proper care. The child will feel that he belongs, if he is an indispensible member of the family. Give the child tasks so that he will feel that he is needed. Watch and see what the child is interested in and direct his efforts of service along this line. Children should not have so much to do that it will be a drudgery. If a child grows tired of one task, he should be given something else to do to prevent its becoming monotonous. Let a child know that he can contribute by being obedient, sharing responsibility, bringing cheer to others, and caring for himself. The child's contributions should be appreciated even though the contributions are small. The child will then feel that he is a contributing as well as a receiving member. When he calls for aid from the family or the social group, he will be made to feel closer to it.

A child wishes to be recognized as worth-while by his classmates. It is the duty of the school to help discover ways for a child to make contributions to the group. Herbert R. Stolz said:

How well this need for belonging and adequacy in group relations is met for a child in his classroom

will determine in a large measure his liking for school and his happiness in being there. It is the teacher's function to help each child secure his place in the group. This means that she knows how he can make contributions and to help him make his contributions. She must realize that her own standards of acceptance will affect a child's relation to his peers. If she by attitude or behavior implies that any child is not acceptable because he cannot read or do fractions, or comes late to school or isn't clean, she will destroy his relationship with his group. The child feels that he is left out of things, and that people do not love him.

Daniel Prescott said:

Normal, wholesome personality development in the social world demands that the child expand the scope of his activities into successively wider social groupings. His functioning in these groupings must be of the effective sort which will give him the feeling of "belonging" in these groupings, that he is well thought of, and that he is valued.

A child not only needs to belong to a group but he needs one or more strong friends. This is the reason a new child feels lost for a few days until he makes friends. The teacher should plan activities that will include the new child so that he will feel wanted. This will do much toward establishing security and social development.

Eliminating over-protection.—The task of eliminating over-protection is gigantic because such parents do not realize the necessity of giving less attention to their children whom they love so much. The child must be given a

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3 Daniel Prescott, Emotions and Educative Process, 1938, p. 117.
chance to grow and develop independence. To develop normally, a child must have an opportunity to develop self-direction and make choices for himself. The child must gradually grow away from too much family control. Parents will have to be educated to the fact that over-protection is injurious to their child. This education can be accomplished through P. T. A. programs and literature in form of pamphlets and magazine articles. If parents could be made to realize how insecure they are making their children by over-protection, they would probably strive to make the children more stable.

Giving security through fellowship.—All people long for sympathy in which there is sweetness, a calmness, and a feeling of fellowship. Grown people long for fellowship and when it is denied, they are lonely and sad. How much more a child must need fellowship because he does not have other things to fill his life. The little baby that is fondled gently and sweetly will smile and coo in response. There is a feeling of calmness in response to the kindness, gentleness, and love given the baby. He feels safe and secure, and has the assurance that someone loves and believes in him. The baby soon learns the joy of companionship. The child yearns for the sweetness of life that comes from love, sympathy, and good fellowship of parents and associates. It has been found that parents cause children to be nervous. Many times they may cause children to be maladjusted. When
children show signs of maladjustment or nervousness, parents and teachers should look first to themselves and see if they are the source of the cause.

If parents and teachers would let little insignificant acts of conduct go by unnoticed but watch for each little praiseworthy deed and offer kind words of praise and encouragement, many more children would feel secure. Children that are praised will respect their abilities and will have standards to live up to. H. H. J. Fling said that as the energy of the small child is properly directed, the parent is laying a foundation of character of sterling worth and security from many evils in later life. If parents would give their children confidence, love, sympathy and guidance, they would find that noisy dispositions and mischievous tendencies can easily be directed into proper channels. Since the complexities of life demand that the structures of life be protected and made sure, there is a challenge to parents to live with and for their children in such a way that they will be prepared to meet the complexities of life with energy and righteous direction.

Making happy homes.—Children are often victims of their environment. Bradbury and Saltzman tell us what society should do to help such children:

What society can do to furnish expert assis-

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tance for homes such as these. Marriage clinics, psychiarcic service, child welfare counsel, educational preparation for marriage—assistance of this nature can make of the home a much finer, much more desirable institution than it now is. Adequate nutrition, physical care and play-grounds we are beginning to recognize as fundamental. It is just as essential, when tension and unhappiness germinate between husband and wife, between parent and child, that society furnish the expert assistance they need. Under the present circumstances such facilities are available for only a small percentage of our population. A beginning is being made in the establishing of psychological clinics in connection with juvenile courts.5

Children that live in broken homes, in homes where drunkenness, quarreling, and wantonness exist, and in homes which are filthy, either break down completely or become numb emotionally. Many delinquent children come from such homes.

Just a few years ago people thought that the only solution of the problem of child delinquency was in the juvenile court. This court tried the children and would punish them. The White House Conference Committee studied the situation and some noted changes have been made. Since new courts and new probation system have been established, they stress helping the offender instead of punishing him. It is largely a preventive and cure method instead of a revenge method. This led to the study of the causes of maladjustments. When a child does something wrong, a probation officer goes into the home, makes friends with the child, studies his life history, and studies his mental and physical condition and his environment.

Social workers have found it best to leave a child in the home. Even though it is necessary sometimes to send a child away, it should not be permanent. It has been found that delinquents, criminals, those mentally disordered, and others who violate laws or customs, are really the victims of the fears and anxieties that were inflicted upon them in early childhood. Parent education would do much toward relieving such children.

Low standards as well as family bickerings cause many children to feel insecure. Parents should have their standard of conduct set as high as they expect the children to reach. If they want them to be happy throughout life, they must make them happy in their home. They must really live and not spend the time day-dreaming and worrying over family troubles.

Security through sincerity.—Parents and teachers should practice what they preach. If they tell a child not to lie, then they should be truthful. Parents will often send children to the door and tell them to say that mother and father are not at home. Many parents will tell teachers that their children are six years of age to get them in school. Children will notice that their parents are practicing deceit as well as lying. They should not expect their children to do otherwise. If parents do not set the right example, they need not expect anything but that their children will follow their footsteps. The personal example is much more effective than lecture or punishment. If a child’s confidence is gained, he will pour out a true account of his actions.
We should strive to do away with unpleasantness. Every child wants and needs a sympathetic understanding. Richard Fechheimer said that a parent should blame himself for his child's lies; and his efforts should be preventive rather than curative. A child would have little use for lies if he had confidence that his parents would give him understanding assistance in his efforts to adjust himself. A child that lies should be given knowledge and ways of meeting difficulties so that lying will not be necessary. If we wish to prevent lying, we should make the consequences such that it will not pay to lie. Treating the child with a sincere, sympathetic understanding will do more toward remediying the habit than censure and moralizing.

Overcoming fear.—Fears are found only where insecurity dwells. Fears lead to much mental agony. Since fears make a child so insecure, we should strive to find ways of eliminating the fears. Fears are sometimes acquired through unpleasant experiences. Such fears can often be reconditioned by anticipating the difficulty so that the child will not have to experience contacts with this fear often or alone without sympathy. Harry J. Baker and Virginia Traphagen give the following suggestions. If a child is carried to a zoo, he will gradually get accustomed to animals that he fears. A child who is afraid of water may forget this fear, if he is

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allowed to play in water with his sailboat. If a child thinks he sees or hears something, go with him to explore and let him see that there is nothing in the dark or in a certain room that will hurt him. A child that has many fears which have been learned from others can be helped, if he can see and meet those things he fears. Giving a child the origin and explanation of such fears will help him overcome them.\(^7\)

One of the most effective ways of helping a child overcome fear is to let him take an active part in controlling the elements in the situation.

Teachers and parents should be very careful about telling gruesome stories to children for they will implant fear without realizing it. If parents fear storms, they should not demonstrate such fear before their children. Parents should not allow their children to learn many mystery stories in shows.

J. E. Anderson tells us that fears can be eliminated by disuse, adaptation, repression, distraction, verbal appeal, reconditioning and social imitation.\(^8\)

**Elimination of jealousy.**—If a child exhibits gross misbehavior, after a new baby arrives, parents should discover the cause of his disturbance. The child may feel neglected and may wage a battle to regain the parents’ affection. Much

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\(^7\)Harry J. Baker and Virginia Trafagen, *The Diagnosis and Treatment of Behavior Problem Children*, 1936, p. 231.

\(^8\)J. E. Anderson, *Happy Children*, 1933, p. 60.
can be done to prevent this disruption of complete dependence by training the child before the arrival of the new baby. Parents should assure the child of their affection. When parents detect a jealousy, they should make a check on their attitude and behavior toward the child. Are they partial to one of the children? Do they punish one child more than another? Do they compliment the bright child more than the dull one? Parents should be careful about arousing the jealous feeling, because it will make the child insecure. Teachers should not use too much competitive work between pupils for it will arouse jealousy. It is much better to get a child to compete against his own record.

Establishing security through sympathy.—A child has a right to expect his teacher to be kind, loving, and sympathetic. He should feel that his teacher understands. He should know that he will be given fair and consistent treatment. If his teacher is irritable and unsympathetic the child will feel insecure. Hockett and Jacobsen said:

Wholesome growth cannot take place without a prevailing atmosphere of security. Lack of security makes for fear, distraction, disintegration and sense of futility.

Elimination of frustration of needs and desires.—A child that has his personality needs frustrated will need a sympathetic teacher to guide him into the right paths. Punishment will

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not help the child very much for that will only arouse fear and complicate the trouble. However, a child must be taught that there are certain rules that he must obey. Frederick L. Patry said:

In essence, this means that the teacher must possess and utilize wisely knowledge, attitudes, and skills in assisting children in the light of manifold individual differences and likenesses, to make desirable life adjustments all along the line of development. Since varying degrees of maladjustments are bound to crop up, the teacher must become adept in their "first aid" handling. She should become a specialist in first aid to the maladjusted, recognize her limitations and abilities and know when and where to seek more expert help in the reconstruction of problem of pupils maladjusted.\(^{10}\)

Even though teachers do their best to discover and remedy maladjustment, there are many problems which ordinary teachers can not discover. It requires time, technique, and understanding which many of the teachers do not possess, because they have had very little training along such lines. If the study of our problem children could be an added feature in our school program, many of the maladjusted children would be more secure in the school work as well as social life.

It is well known that teachers do not know much about personality development. Even though they can not relieve all emotional tension, frustrated needs, and promote the integration of the personality, it is important that they do the best they can. William A. Kelly said:

It is very well known that uncontrolled emotions lead to serious behavior difficulties and frequently to mental disturbances. Hence it becomes a fundamental task of the school to direct emotions into constructive channels.\(^{11}\)

The educators are now being faced with the adaptability of public schools to maladjusted children. The present organization places too much stress on subject matter. Often children are denied opportunities to get experiences, or use self-expression which would develop faith in themselves, all because the daily routine must be carried out in the exact form. John Eisele Davis said that if the child is to receive a chance to develop the happy, disciplined and aggressive qualities so necessary to wholesome personality, one must determine his basic interests and find out what is valid and worthwhile in the child's own world.\(^{12}\) Schools should realize that it is more important that children develop integrated personalities than to learn many of the subject matter facts that will soon be forgotten. Daniel Prescott said:

Best contemporary thought seems to be forsaking the idea that "problem" behavior is usually the expression of bad heredity and mental deficiency. Instead it accounts for maladjustment in terms of excessive deprivation, frustration or insecurity which denies the child opportunity to fulfill the basic needs of his developing personality. It does not tend to classify behavior disorders into genetic types but seeks to understand in each case the disharmony or imbalance between the dynamics of the individual and the

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limiting conditions of his environment. It believes in the possibilities of genuine re-education to be accomplished by reconditioning, by adjusting the environment, by enriching and expanding the child's experience, by aiding the individual in the realization of worthy behavior goals and by stimulating him to evolve new value concepts. 13

When a child has his wishes denied over and over, he will become discouraged and worried. Some children will withdraw while others will have tantrums. Anger is provoked in many ways. A constant irritation will cause a child to be insecure and will develop a peculiar behavior. Ruth Strang gives the following treatment for anger:

The kind of treatment naturally depends on the cause. Attention to the child's physical condition is always a wise first step. Unnecessary provocations to anger should be avoided. The child who becomes angry or sullen when his conduct is criticized should be shown how social approval may be won by acting in a different way. A child who becomes angry when he can not have something that belongs to another person, should be re-educated in sense of ownership. If the habit of becoming angry in order to get what he wants has become established, firm and consistent treatment is necessary. 14

Parents and teachers should strive to see the child's point of view. If his desires and opinions are not selfish, they should be given due consideration. Often disobedience is caused by a child's desires and opinions being thwarted. When a parent gives his child as much consideration as he would a grown person, there will usually be little disobedience and forced

obedience will not be necessary. Planning and working together with a child will make him feel that his opinions are respected.

Overcoming Social Disapproval

It is very important for every child to strive to gain social approval. Hockett and Jacobsen said:

The child who works to deserve the approval of his peers is building a habit and an attitude that will endure long after the direct influence of most of his teachers are forgotten. It is more wholesome in the long run for him to seek the approval of the group, including the teacher, than to strive merely for the teacher's commendation.¹⁵

The parents' contribution.—Parents can help children to gain social approval by giving them opportunities to make social contacts. When a visitor comes, the child should be allowed to come in and greet the visitor and be encouraged to talk to the visitor when he can enter into the conversation. The story has been told about a mother telling her child not to come in. The child came in regardless. After he spoke, his mother told him to run along. He hesitated. The visitor asked him if he had a dog. The child started to tell about his dog, and his mother made him leave the room. This mother lost an opportunity to help her child in social contacts. A child should be taught to be a host. He should be taught to be courteous and not do all the talking.

Parents should give the children a chance to entertain

their friends in their homes. Through play and association children can learn socially approved behavior. They will learn that other children have rights to be respected.

Children will learn socially approved behavior by going to social entertainments in the community. The Cub, Brownie, and Boy and Girl Scout organizations will help children if parents will allow them to belong.

Our schools' contribution.—Our schools seem to be so busy teaching the academic fundamentals that little time is left to see why Jack is selfish, shy, timid, afraid, or domineering. Daniel P. Eginton said:

One wonders what could be more fundamental than to help a child who is shy and bashful, develop poise and ease in a group, to save a pupil spoiled at home, to help pupils who continually annoy others that he can overcome his deficiencies, or help an egoistic pupil to develop unselfish attitudes. 16

The schools should accept the child as he is and develop him in all desirable ways possible. Our forefathers laid plans for us to have free schools. This means a school for all, the weak, the strong, the rich, the poor, the gifted, and the handicapped. Not one should be neglected or made to feel that he should be left out. Each one should be studied and helped to make adjustments. Hockett and Jacobson said that a sincere interest in every child as a human personality with undeveloped potentialities will enable any sensible teacher to go far in understanding her young friends.

Teachers should encourage friendship between pupils and make other adjustments of life. A child's success in school is largely determined by his personality adjustment. If the teacher has the proper attitude, and uses her resourcefulness and ability, she can do much to establish correct habits and proper attitudes. The school as a whole can do much toward changing attitudes of appreciations. Many of our schools are failing to use opportunities that are available to develop friendship through activities. Teachers should strive to develop the confidence and security of the child in the social as well as the academic side. The education should form a basis for a happy and aggressive personality by developing such traits that will give the child a sense of being socially approved and a sense of worthwhileness.

A tremendous curriculum consideration is brought before us when we see children who are not accepted by the group because of unacceptable behavior. It becomes the duty of the teacher to limit the unacceptable behavior and substitute acceptable behavior. A teacher that can substitute the acceptable behavior for the child is doing more for him than she would if she planned to teach all the facts in history, arithmetic, or geography. Daniel Prescott said:

So large an amount of business, industrial and social maladjustment arises from personality clashes that the early development of acceptable patterns of social behavior and particularly of effective behavior must be recognized as an important reason for bringing children together under somewhat controlled conditions of schoolrooms. This fact is already recognized quite
widely, and some teachers make great contributions to the later happiness of individual children as they reorient behavior away from selfish, unsocial, and inconsiderate patterns toward courteous, considerate and social ones. But the unfortunate fact is that teachers get relatively little credit for doing this and are seldom permitted to regard this training as one of the most important of their functions. At present, this must remain a side issue to teaching number skills and the like. This is not as it should be. Training children into effective patterns of behavior which will permit them to achieve acceptance by their fellows and belonging in the successive social grouping into which they will be thrown, should be recognized as a genuine curriculum objective.17

When a child cannot gain social approval, he should be trained to become more friendly, tolerant, cooperative, and competent. A child can gain recognition by being successful in socially approved activities. The lack of approval may be due to the child's compensating behavior for a feeling of frustration and inadequacy. The child that has been severely punished will be bitter, spiteful, and jealous. Harsh treatment will not help a resentful child to overcome the frustration. A friendly, sympathetic and understanding attitude will help the errant child to change his unapproved behavior.

Overcoming Mental Conflict

Mental hygiene and the physician.—There are thousands of persons who are suffering from defects which make them socially and economically inefficient. Some experienced physicians estimated that thirty to seventy per cent of their patients were ill not because of physical illness but from emotional and mental

17 Daniel Proscott, Emotions and Educational Process, 1938, p. 217.
conflicts.

Since the physician is called on to guide his patients, help during illness, supervise the health of the children, he should be trained in mental hygiene as well as physical. There is such a close tie between the mind and the body that the physical condition affects the mental condition and there is no mental conflict without physical defects.

Often worry or fear of failure, fear over sex problems, and unhappy home conditions will cause an individual to feel that there is something physically wrong. If a child has fears, suspicions, resentments, hatred, thwarted desires, feeling of helplessness or an unwanted feeling, he will often make physical complaints. Many of the causes of the conflicts are easily detected while others are deep-seated. If the physician has the correct knowledge of mental hygiene, he will be able to treat successfully many cases and prevent much suffering. Clara Bassett said:

Probably no group of physicians are more in need of mental hygiene training and the psychological approach to medicine than those who specialize in the supervision of children. Investigations have shown that nervous and mental diseases and delinquencies are not sudden, inexplicable conditions appearing in adolescent or adult life, but are merely later and more accentuated developments of deranged emotions dating far back into early childhood. The physician who guides the parents during these earliest years of babyhood and youth has, therefore, grave responsibilities for the detection and treatment of symptoms which are now considered of importance to the child's future mental health.18

18 Clara Bassett, Mental Hygiene in the Community, 1934, p. 24.
There are only a few psychiatric nurses, but many more are needed. There is deficiency because many schools do not have teachers that can teach psychiatric nurses. Often when psychiatry is taught, it is so remote from actual life that it has little practical value to a practicing nurse or a physician.

Mental hygiene and the social worker.—Knowledge of mental hygiene is very essential to a social worker, for it is indispensable to the understanding of the emotional relationships of family life. Social workers have found that a study of parents' childhood will reveal light on present maladjustments.

Many children are neglected and cruelly treated. There is a society to protect such children against criminal neglect and cruelty. This society is an agency which investigates the cases of cruelty and has the guilty party punished. Clara Bassett said:

The pathetic children brought to the attention of such agencies usually need thorough study and treatment for they have often been exposed for long periods of time to the grossest, most demoralizing influences destructive to both physical and mental health. . . . They have been betrayed by those whom they have trusted or to whom they should look for protection and loving care and have often never experienced the security of normal family relationships. Their minds have been filled with bewilderment, fears, hatreds, conflicts and resentments and handling which ignores the psychic injuries which they may have sustained in a superficial approach which may result in serious hazards to the future mental health of the child.19

Children from broken homes should have special help in

19 Ibid., p. 88.
cultivation of physical and mental care. Children's aid societies, child welfare leagues, and child-placing bureaus supervise children in foster homes and place children in suitable homes. The children may come from unstable or neglected homes. The local society will study the case and ascertain what type of treatment is needed.

Mental hygiene and the parents.—The feeling of being wanted, of belonging, of security, and of being understood is very essential to healthy emotional life. When children are deprived of the membership in the family circle, of the needed affection, of an opportunity to develop and express himself, he will become listless and insecure. A child must have an opportunity to participate in activities of the family and must have normal educational and recreational contacts with girls and boys.

Happy relations between parents are very necessary for their own health and happiness but it is very essential for the wholesome development of the children. Clara Bassett said:

The quarreling and incompatibilities of parents fill the child with a profound sense of insecurity and anxiety, with obsessing fears and corroding conflicts in his loyalties and affections. The healthy development of the child's personality is basically dependent upon membership in a home where there is both a father and a mother cooperating in a stable, affectionate, permanent partnership and where happy emotional relationships prevail between various members of the family group.20

There is no time when a child learns as fast as when he

20Ibid., p. 163.
is under six years of age. If over-indulgent parents could realize that many of the physical, mental, and emotional disorders can be traced back to bad habits formed in the early childhood, they would try to establish correct habits at first. It is imperative that these little girls and boys use the early years to develop physical and mental habits that will be useful.

Educators are waking up to the fact that education should be fitted to the child's needs, nature, and interest. Our schools are striving to maintain healthy body conditions. Clara Basset said that one of the most important essentials to a mental health program for school children is the development of a thoroughly efficient and well organized school of medical and nursing service whose aim is not merely the detection and correction of gross and obvious physical defects, but building up the positive physical health of all school children.

It is very essential that children be given work according to their ability, for failure undermines self-respect and confidence. Success is very necessary for mental health.

Many handicapped children are mentally disturbed because of restricted activity, of thwarted desires, of limited recreation opportunities, and of lack of social participation as well as persecution in the form of ridicule and humorous remarks.

Wholesome recreation is important for the child's mental health. Children who are deprived of wholesome play are likely
to be unsocial, shy, awkward, unwanted, and helpless. Recreation is now considered as a necessity for the development of a healthy, well rounded balanced personality.

Elimination of Failure

The cause of failure should be determined as early as possible. There are many people who are failures in life because their failures in childhood were not discovered and remedied.

Curriculum revision necessary:—Hitherto our curriculum has been based on the logic of the subject matter rather than on children's experiences. We have thought too much about teaching facts and have neglected personality development. When the teacher demands that facts be learned, many children are doomed to fail because the material may be too difficult for all children to grasp. If the tasks set by the curriculum are too difficult, we should adjust the tasks to the abilities of the child. Continued failures will cause the child to lose status with other children as well as the teachers so it is imperative that the curriculum be altered to meet the individual differences. We should be careful about this change for so often the quantity is varied instead of the nature of the content. Sometimes a child is over-graded and can not do the work. Then a shift of work suitable to the child's ability is advisable. The curriculum should be modified in every way that is necessary to insure a fair balance between success and failure.
Percival M. Symonds said:

Too often children lose interest in school or fail to make satisfactory progress and adjustment in school because the curriculum is dry, inadequate, and far removed from their interests. The school curriculum should have a vital relationship to the whole social order. In so far as the curriculum fails to contribute to the present needs of the everyday life it remains meaningless to the child. Topics should be chosen with regard to their interest for the child as for considerations of social significance.\(^2\)

After the children have become retarded and are at a loss in every way, there must be some re-educating done or the child will be frustrated throughout life. This will create a feeling of insecurity. These retarded children are not able to get the help they need during regular group work. Individual instruction is being used as a means of providing for individual differences. Individual instruction does not have social value that group instruction has. It gives special attention to a child's needs, and not so much to needs in general. The child's progress is estimated by his actual improvement and not judged by what the class as a whole can do. Unless the cause of retardation is discovered and remedied, the remedial work will do little good. If the teacher does not know what defect is causing the failure, she will do little good in remedial work.

A child should be given confidence in the ability to do things that he tries. He can also be encouraged by praise and appreciation of his efforts. However small the task, it will

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deserve praise, if it is well done.

**Giving encouragement.** Every child should feel that he is a success. Children need to feel adequate in capacity and skill to meet a fair proportion of the problems of life. They need to have a fair balance of success and failure. Encouragement is one of the greatest helps toward success. Dr. Kerl E. Bonney said:

The techniques that are used in encouraging people are, then, useful in satisfying the desire for security, because when people are encouraged they feel safe in pursuing the goals which they are trying to attain—safe in the sense that they are confident of reaching these goals.

People may be encouraged (1) by showing them how enterprises similar to their own have succeeded elsewhere, (2) by informing them of their own successes, (3) by minimizing the difficulties which they face.

One of the means frequently used to encourage people is that of keeping them informed of their successes. This is done by telling them about the victories which their side has won, by showing them a record of their own progress, or by praising them for noteworthy advances which they show. This is done to help convince them that success is possible, and thus help maintain their courage and enthusiasm.²²

**Securing Economic Stability**

There are several agencies that are helping make children as well as grown people more economically secure.

**School aid.** Schools through the P. T. A. organization are collecting clothes and distributing them to poor children. They are supplying milk and lunches to many children. Some schools are furnishing supplies to poor children.

Community aid.—Such organizations as Red Cross, United Charity, Salvation Army, and Community Chests are helping children by giving them clothes, food, and medical attention.

State aid.—Texas has had but one plan to care for the dependent children that is the State Institutions. The state has now set up the Division of Child Welfare to help plan for the dependent children and to insure them against abuse and neglect. The Child Welfare Division has tried to get each county interested in the needs of dependent children within its bounds.

Federal aid.—The Federal Government has given aid through the Social Security Act. There have been 7,400,000 children under sixteen years of age in the families receiving Federal relief in this country. Many of these are dependent children. The Social Security Act provides grants to states which participate in the plan to help dependent children in their own homes. The Federal Government makes grants equal to one-third of the states total expenditures. It will contribute a maximum of $10 per month for one child and $12 per month for each additional child. This aid is one of the four provisions to safeguard childhood and increase wholesome surroundings, healthy bodies, and a good start in life. This aid is not only to keep the dependent children from want, but it also makes it possible for them to live in their own homes. The state pays a cash allowance also. In order for the state to receive this aid, it must conform to the Social Security plan.
The act defines the dependent child as one under sixteen years of age who has been deprived of parental support or care because of death, continued absence from home, or incapacity, either physical or mental, of the parents. The child must be living in a home maintained by one of his parents, grandparents, or by one of the following relatives: brother or sister, stepmother or stepfather, stepbrother or stepsister, uncle or aunt.

This aid is given so that the homes of dependent children will not be broken up by poverty. Living in their own home or in a home of a relative will give a sense of security that most institutions or foster homes can not give. Yet care must be taken to protect the children from unfavorable home conditions.

Jane H. Hoey gave three advantages gained by keeping dependent children in their homes:

It is best for the child, because normal home life is his surest guarantee of happiness and sound development not only for the present but also for the future. There are many wholesome experiences which family life can best supply. . . . the kind of discipline which includes more than mere "obedience," the give-and-take, of doing and sharing with others, and the sense of solidarity and of "belonging". . . . these are the bedrock of character and of self-sufficiency in adult life.

It is best for the mother or for the relative who is willing to assume a parent's responsibilities, because it gives a definite measure of security and the opportunity of planning ahead during the child's growing years.

It is best for society because it is most economical and most effective. As the strongest safeguard against future delinquency and dependency and for good citizenship, maintaining the child in his own home is the most effective means of fulfilling our obligation.

Even though the amount of money may be small, every child should feel the security in having a certain amount of money which he can use as he pleases. If a child feels secure and knows that he is loved, he can be brought to understand any economic arrangement that may be necessary provided the family is not in actual want.

Children who have no money to spend and have very little food and clothing have a tendency to steal. They desire these things so much and know no better way to get them. The lack of nice clothes and food cause children to lose status with their associates. To aid children that steal, people must find the cause. If he steals because he does not have a sense of ownership, he should be taught to put himself in the other child’s place and see how he would feel. If a child steals because he is in need, he should be given a better way of securing those things he needs.

Teachers can help children to earn money by giving them little tasks to do. Even though it is only a few pennies, it will help satisfy the desire for candy and some little things that children want. Let children run errands or work around the building.

Correcting Physical Defects

Removing the handicap.---A child who is ill or handicapped should be assured that everything possible will be given to make him well or to remove the handicap. One of the first requirements is for parents to become adjusted so that they will
make a well-adjusted child. If parents pity the child and give him over-protection, he will be spoiled and dependent. Parents often pity themselves and become their lot. When the child is pitied, he will notice his defects much more. The danger of parents' pitying themselves is that the child is likely to be neglected.

Physical handicaps should be discovered as early as possible and given treatment.

Compensating for the handicap.—If the handicap can not be removed, the child should be taught to make the best of the situation and to compensate by doing something that he can do well. If the child can not run and play, teach him to be a champion at some table game. A child that has poor eyesight may use his voice to compensate for lack of reading. When a child is short, he may compensate by being a good wrestler. Many children use undesirable compensations. Such children should be taught at an early stage to use more suitable substitutes. The habit will become fixed if allowed to go on very long.

We should help handicapped children to see that other handicapped people have made a success in life. Tell them about Helen Keller who has been blind since she was a small child, about President Theodore Roosevelt who was not well when he was a boy, about Thomas A. Edison who was hard of hearing.

Teachers and parents should teach a child to be a good loser. The child should have guidance when he makes his selection
of the substitute. If he tries to compensate with something in which he has no ability, he will probably fail.

White House Conference aid.--The interest in crippled children was started only a few years ago. Glover and Dewey tells us of the beginning:

The widespread epidemics of infantile paralysis during the last few years have stimulated interest in the possibilities of education for crippled children.24

The White House Conference of 1930 found that there were approximately 11,000,000 children who had such defects as being crippled, partially blind, malnourished, and some having impaired hearing and weak hearts. At the time the report was made, it was estimated that only one out of a hundred received the needed attention. These children are suffering for lack of educational opportunities as well as medical attention. Many of these children have handicaps that could be helped if the defects were recognized in time. Many people think that education for the handicapped child is unnecessary and too costly. About one-half of the states have legislation providing for the maintenance of special education facilities for the handicapped children. The crippled child is included in the Security Act. Federal aid to help all handicapped children to overcome their handicaps and to receive education is being sought. If this is obtained, there can be a more intense

application of the physical, educational and vocational treat-
ments. In 1936 the Federal grants for establishing, extend-
ing and strengthening maternal and child health was $5,800,000.
Grants to help care for dependent children amounted to about
$35,000,000. Grants to assist in giving medical and other ser-
vice to crippled children were $2,850,000. Federal aid to help
the dependent children was $1,500,000. This gives an estimate
of how the Federal organization is aiding in this great work.

Social Security aid.—Katherine F. Lenroot tells what the
sponsors of the Social Security Act hope to do for crippled
children through cooperation of Federal, State and local organi-
izations.

Each state is entitled to $20,000 and an additional amount
to be allowed by the Secretary of Labor on the basis of the
number of crippled children in the state needing care and the
cost of such care. . . . The funds are to be used for locating
crippled children and for providing medical, surgical, cor-
rective and other care and facilities for diagnosis, hospitali-
ization and after-care for children who are crippled or suffer-
ing from conditions that may lead to crippling.

Cooperative programs developed under this section of the
act will reach thousands of crippled children now growing up
with grave handicaps. . . . Early treatment in many of these
cases can restore these children to an almost normal physical
condition, while the failure to provide such treatment will
result not only in lifelong physical impairment, but often in
public dependency.  

Our schools can do much toward making the Social Security Act fulfill its mission. The teachers have an opportunity to see and know the children that need such services. This act aids schools for it helps pupils to be in better physical and mental condition and helps poor children to be able to get warm clothes so they can attend school. The act has reduced school problems considerably.

Overcoming ill health.—Most teachers think more about the development of the body than they did a few years ago. A boy will get more satisfaction from the development of his body than he will in learning all the fractions that could be taught. All boys want a big and strong body. They get a sense of importance from their strength. A strong healthy body will provide the best medium through which a child can gain a sense of worthwhileness. If the body is weak, undernourished, and the health is neglected, the child will not be physically able to do his school work. This weakened condition will make the body susceptible to diseases. If a child is ill, a nervous condition will exist. This nervousness will make the child feel insecure.

How parents can help.—Parents can help make their children secure in health by striving to give them proper food, clothes, and physical care. Parents can help by teaching hygienic

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living to the children. Many parents are failing to give their children plenty of fresh air, sunshine, and rest. Parents should make it possible for the children to get plenty of restful sleep. If children are ill, they should be made to feel secure. The parents should help the children feel that everything possible will be done to help them get well.

**How the schools are helping.**—Our schools are teaching hygienic living. However, in many cases the children can not practice what they learn because their families can not provide them with proper food and clothing.

Many of our schools have trained nurses who are able to detect diseases in the early stages. The underprivileged children are being given clothes and nourishing food in many of our schools.

Even though the depression has depleted our school funds, the schools are striving to have modern equipped buildings even in our rural districts. Many of the buildings are well ventilated and well lighted. They are safeguarded against fire and accidents. They provide sanitary water supplies in most places. Some of our schools have gymnasiums. If not, they have a playground on which proper recreation is given.

To help children feel more secure in health, our schools should provide free examinations and inspections for communicable diseases, physical defects, malnutrition, defective teeth, and poor eyesight. This service should be available to every child without charge.
Society's early effort.--The welfare of children is a new movement. There was little evidence of concern for the welfare of children in the early days. The illness and death of children was given little thought. The care and treatment that children received then is almost unthinkable today. In 1775 a hospital was established in Europe, but it did not improve conditions very much. It has been estimated that nearly one-half of the babies born in the larger cities died before they were a year old.

These conditions did not change much until the nineteenth century. The reason for so many deaths was the lack of knowledge of causes of diseases, lack of proper care, and lack of interest. Most of the work on child health has been done in the last fifty years. Stuart said:

The progress made during the past fifty years has resulted from a variety of efforts. . . . The work of Pasteur laid the foundation for an enormous amount of laboratory study of infectious diseases and their causes. . . . Another development was the steady and rapid progress in the improvement of sanitation and the establishment of hygienic conditions of living and of handling food supplies. . . . The higher level of education of the public has also contributed to the more general application of health knowledge. . . . Recently there has been considerable increase in the efficiency of our departments of public health, especially through the establishment of divisions of child hygiene and through the extension of public health nursing and public health education. . . .

The child health movement has been punctuated by certain spurts of organized effort. . . . First, the establishment of the Children's Bureau under the Department of Labor in Washington in 1921, "to investigate and report on all matters pertaining to the welfare of children." The powers and scope of this bureau were greatly extended by 1921 under the Sheppard-Towner Act, adopted "for the promotion of the welfare and hygiene
of maternity and infancy." . . . Second, the establishment of the so-called "Children's Year of 1918" to promote interest in child health. Third, unification of the various child health and welfare organizations of a national character into the American Child Health Association in 1923. . . . Fourth, the three White House Conferences, the first, "The Care of Dependent Children," called by President Roosevelt in 1909; the second, "Child Welfare Standards" called by the Children's Bureau and sponsored by President Wilson in 1919; and the third, "Child Health and Protection," called by President Hoover. 26

Work of the White House Conference of 1930.—In 1929 President Hoover appointed an organizing committee for a White House Conference on Child Health and Protection. In 1930 the White House Conference on Child Health and Protection formulated the Children's Charter. During the year preceding the Conference, 1,200 workers, divided into committees, studied every phase of children's health. The members of this conference heard the President's message concerning the motives for the organization and on the attempt to get knowledge on the care of the child. In an editorial of the Hygeia, we find this report:

The President said, "The fundamental purpose of this conference is to set forth an understanding of those safeguards which will assure child health in mind and body." It is not the purpose of the conference, he pointed out, to replace in any sense of the word those services that are the responsibility and duty of the individual parent. Nothing can replace the physical, moral and spiritual gifts of the home. There are, however, services that the community, the state, and the nation must undertake and it is particularly with these problems in mind that the conference was called. The three chief functions were the protection and stimulation of the normal child, and the physically defective and the handicapped child, and

26 Harold C. Stuart, Healthy Childhood, 1933, pp.4-7.
the problems of the delinquent child.\textsuperscript{27}

Some 3,000 people listened to the reports at the Conference. At the end of the Conference resolutions were presented and referred to appropriate committees. A continuation committee was elected to carry into effect the aims and purpose of the Conference. This conference hoped to get the cooperation of the community, state, and nation to help carry out the following standards:

1. Every child is entitled to be understood, and all dealings with him should be based on the fullest understanding of the child.

2. Every prospective mother should have suitable information, medical supervision during the parental period, and competent care at confinement. Every mother should have postnatal medical supervision for herself and child.

3. Every child should receive periodical health examinations, before and during the school period, including adolescence, by the family physician, or the school or other public physician, and such examinations by specialists and such hospital care as its special needs may require.

4. Every child should have regular dental examinations and care.

5. Every child should have instruction in the schools and in health and in safety from accidents, and every teacher should

be trained in health programs.

6. Every child should be protected from communicable diseases to which he might be exposed at home, in school, or at play, and protected from impure milk and food.

7. Every child should have proper sleeping rooms, diet, hours of sleep and play, and parents should receive expert information as to the needs of children of various ages as to these questions.

8. Every child should attend a school which has proper seating, lighting, ventilation, and sanitation. For younger children, kindergartens and nursery schools should be provided to supplement home care.

9. The school should be so organized as to discover and develop the special abilities of each child, and should assist in vocational guidance; for children, like men, succeed by the use of their strongest qualities and special interests.

10. Every child should have some form of religious, moral, and character training.

11. Every child has a right to a place to play with adequate facilities therefore.

12. With the expanding domain of the community's responsibilities for children, there should be proper provision for and supervision of recreation and entertainment.

13. Every child should be protected against labor that stunts growth, either physical or mental; that limits education; that deprives children of the right of comradeship, of joy and
play.

14. Every child who is blind, deaf, crippled, or otherwise physically handicapped, should be given expert study and corrective treatment where there is the possibility of relief, and appropriate development or training. Children with sub-normal or abnormal mental conditions should receive adequate study protection, training, and care. Where the child does not have these services, due to inadequate income of the family, then such services must be provided to him by the community. Obviously the primary necessity of it is protection and development of children where poverty is an element in the problem is an adequate standard of living and security for the family within such groups.

15. Every waif and orphan in need must be supported.

16. Every child is entitled to the feeling that he has a home. The extension of the services in the community should supplement and not supplant parents.

17. Children who habitually fail to meet normal standards of human behavior should be provided with special care under the guidance of the school, the community, health or welfare center or other agency for continued supervision, or, if necessary, control.

18. The rural children should have as satisfactory schooling, health protection, and welfare facilities as the city school child.

19. In order that these minimum protections of the health
and welfare of children may be everywhere available, there should be a district, county or community, organization for health education and welfare, with full-time officials, coordinating with a state-wide program which will be responsive to a nation-wide service of general information, statistics, scientific research.  

*Society's recent efforts.*—After the White House Conferences pointed out the way for child welfare, medical associations, state health departments, and state relief administrations took the lead in some of the states and organized programs of welfare. Grace Abbott said:

> The willingness of various groups, health, medical, nutrition, and lay organizations to cooperate in the attempt to work out some plan by which children could receive the needed care, has been striking.

Most of the states established child-welfare divisions. Nevertheless, malnutrition and lack of adequate medical care among children was so evident by the summer of 1933 that there was clearly sensed a need of a nation-wide child health program. For the past few years the public as well as private organizations are taking a greater interest in child welfare. The Federal Government does its work through the Children's Bureau of the Department of Labor and through the United States Public Health Service under the Treasury Department. The Children's

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Bureau collects information and advises local activities. Most of the states have departments of health and many of our counties have county health units. Many of our towns are making special provisions for child welfare. In many of our communities we find the medical profession, hospital clinics, nursing services, health departments, educational systems, social agencies, recreational and physical education agencies, all working in the interest of the child's health.

**Social Security Aid.**—In 1935 the Social Security Act was passed. This act made possible the coordination of health work for mothers and infants, service for the crippled children, child welfare services, and aid to dependent children within a general economic and social program.\(^30\)

Hitherto, the child welfare had meant a very narrow scope of activity, such as placing children in foster homes. The Social Security Act makes possible a partnership between the state welfare agencies and United States Bureau, and there can be a broader scope of activities. Katherine F. Lenroot said:

The act makes provision for health and welfare of children through grants to states for four different types of service.

1. Maternal and child health services.
2. Services to the crippled children.
3. Child-welfare services.
4. Aid to dependent children in their own homes.

Many states that hitherto have not done any special welfare work for children are, for the first

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time, establishing such services and helping localities organize child welfare activities. Especially important is the emphasis placed in this program on prevention of dependency, neglect, and consequent reduction of the state and local burden of care for children away from their own homes.31

All the provisions of the Social Security Act contribute either directly or indirectly to the security of the family. This insures a better start in life for children. It is designed to reduce handicaps, and to give children a chance to grow up with healthy bodies and in wholesome homes. Aid is given to struggling families, and this relieves thousands of children of perpetual fear. When the blind, dependent, and sick children are aided, great burdens are lifted from them.

One of the main objectives of the act is to extend health and welfare services to rural children especially in the poorest communities. Through the provision for crippled children many children in remote country districts will be saved from a lifelong handicap. These children probably would not be reached otherwise.

Other provisions of the Social Security Act recognize the risks of sickness—risks which affect all of us, young and old, rich and poor. The Act authorizes Federal grants-in-aid to help states to give service for the health of mothers and children and to strengthen and extend public health services. It authorizes funds for the study of national and interstate health problems. These parts of the act promote security by preventing sickness and by giving children, especially country children, a fair start in life.32


The welfare program is helping eradicate emotional handicaps by making possible a more adequate care for the neglected child who might become a delinquent.

After the Social Security Act was passed, many states that had never done any special welfare work began to organize and plan activities to carry on this welfare work. Many of these states had to enact new legislation to enable them to comply with the Social Security Act. They had to pass special legislation to provide available funds to carry on this welfare work. The *School Life* quotes that all the child-welfare program acts except the Federal old-age benefits program—are administered by the individual states with Federal cooperation and financial assistance.33 The act has made better physical and mental conditions, and helped poor children to be able to get warm clothes so they can attend school. The act has reduced school problems considerably.

If the Social Security Act really accomplishes its aim, the local agencies of each community must cooperate with the state and Federal agencies. Local agencies can do much toward discovering cases that need attention. They can do much toward helping carry out the plans of the Social Security Act.

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CHAPTER IV

CASE STUDIES

This chapter contains descriptions of the causes of insecurity discovered in the writer's second grade classroom during the year of 1938-1939. Each description is followed by a story of the use of the remedies which were described in Chapter III. Cumulative evidence was used to indicate the results which were obtained.

A little boy eight years of age did very poor work. G. G. was underweight and the nurse said that he was not physically able to do his work. He was tired all the time. The nurse asked that he be given several hours of rest each day. This child showed his nervousness by his jumpy and jerky movements. The mere calling of his name made him jump. He could not sit still. When he was given a task he could not stay with it long enough to accomplish anything. He cried at the least thing. The child lived in bad home conditions. The father had been ill for a year and in a sanitarium part of the time. The mother worked to earn the family income and went in a mad rush from early morning to late at night. She had several boarders and ran paper routes. This rush made the child more nervous. G. G. rushed off to school in the morning without any attention to his food or clothing. His mother went on one of her routes
at this time. Soon after school G. G. went on a paper route. Then he went on another route after night. The family got through work at a late hour. This child said that he could not rest because he had to help with the papers.

The mother said that G. G. did not eat the proper food. At noon he was in too much of a hurry to eat. When he came home at 2:30 o’clock, the cook gave him cake or cookies instead of the milk and vegetables that he should have eaten at noon. At dinner he was not hungry, for he was too tired.

His mother said, "G. G. has been coddled and petted all his life because he has never been strong." There seemed to be a need for more positive treatment. "G. G. has been selfish, quarrelsome and babyish because we have indulged him to every whim."

On the school ground G. G. quarreled and bossed so much that the children disliked him.

There was an evidence of an inferior feeling. He became confused and frustrated when he had the simplest task to do. He cried when he thought that his work was on the first grade level. He said, "I don’t want to read a first grade book." This child wanted to do good work so much that he cheated by peeping on his book on test days.

G. G. had very little spending money because the father's illness kept the family in a financial strain. The lack of spending money probably led him to a bad habit of stealing.

There was an evidence of insecurity in his social life.
The children did not like him at first because he quarreled with them and demanded to be first in everything. His clothes and body were very untidy. Through encouragement and guidance G. C. learned that his quarrelsome ways were not approved and he began to try to use behavior which the children could approve. His clothes and body were still very untidy and showed evidence of a neglectful condition in the home.

The child showed emotional disturbances by his quarrelsome manners, his worried condition, and his ill behavior. He feared his mother because she threatened to whip him if he failed to do good work. When he stayed one afternoon to work he said, "Mother will whip me if I fail." He cried so much that he could not work that afternoon. The nurse and teacher thought the child needed rest more than extra work after school. The mother said that the child was just playing off and he must stay after school and work. The sudden change from coddling to severe punishment added more anxiety for the child. He came to the second grade without the ability to score first grade on a Master Achievement test in reading. When the teacher found that he was not able to do second grade work, she adapted the child's work to his ability and began individual instruction as suggested on page 67 in Chapter III. The child's progress was measured by his improvement and not by class norms. The teacher found that praise helped G. C. to improve.

As for the home conditions and his habit of picking up things in the community, the teacher was unable to do much
except set up ideals for all children to follow if they wished to be good citizens. She talked to the mother about the child's need of rest. The mother promised to get the child to bed early each night.

The teacher tried to limit the unacceptable behavior and substituted acceptable behavior. She tried to do what Daniel Prescott suggested as it was reported on page 62 in Chapter III. She endeavored to direct behavior away from selfish unsocial and inconsiderate patterns toward courteous, considerate and social ones.

During the last months of school this child never showed any signs of wanting to pick up things that belonged to others. His mother helped by giving him more money to spend for candy and things he wanted.

G. G. proved to be more stable in the latter months of school because he ceased to cry so much and played nicely with the children.

G. G. retained his tired feeling because he would not rest without being made. His mother was too busy to give him the necessary attention.

F. S. was a healthy and well-cared-for child that came from the best of homes. Even though his parents were doing what they thought was best for him, they were making him very insecure.

He had an over-anxious mother that was so anxious for him
to do right that she made him build a resisting behavior. Her anxiety led her to a nagging habit. The writer visited in the home and the mother was continually telling him to stop. The landlady said that the mother was forever nagging the child about little things that really did not amount to much. The child liked to play outside in the sand. The mother wanted him to stay clean. The landlady said F. S. had such a desire to play that he played in the sand regardless of his mother's nagging. The mother used a continual round of "Don'ts and Stops." She fuzzed with him when he failed to make good grades on everything in school. He could not make good grades because of a speech defect. The mother's nervous tension was transferred to the child. The speech defect plus a nervous condition made the child very unstable.

F. S. was socially maladjusted for a long time. He was an only child and he had developed some selfish habits. He talked baby talk as well as demanded attention. He blamed other children if things did not go to suit him. He disregarded the rights of others and insisted on being first.

The teacher talked with the mother and suggested that probably she was over-anxious and worried needlessly. The teacher explained that the child was bright and restraint was making him resist. The teacher and pupil showed over and over that certain behavior could not be approved by the group. The child was so anxious to gain friends that he improved in his behavior. The teacher encouraged friendship between
the pupils but still this child could not be accepted because of his selfishness and rude manners. The teacher tried the plan as described on page 62, Chapter III. She endeavored to limit unacceptable behavior and substitute acceptable behavior.

The teacher found that a friendly, sympathetic and understanding attitude helped this nervous child to overcome some of his nervousness. F. S. moved away in March. At this time there was a definite change in his behavior. He was quieter and less disturbing in the school room, more thoughtful of others, and less nervous.

B. M. was an eight-year-old child who was underweight at the beginning of school. She was ill quite a bit during the year and had one boil after another.

This child lived upstairs in an old house. The place was in an alley, and both the inside and outside showed evidence of neglect. This child lived in an atmosphere of dirt and filth. There was neither lights nor running water. The house was poorly furnished and very ill kept. The family life was further disintegrated by family bickerings and poverty. The mother and sister were far from being the right type. The father was in a C. C. C. Camp. B. M. Said, "When daddy comes home, he and mother quarrel all the time." The mother told a social worker that they were better off when the husband was away. The father was ill and stayed in a sanitorium part of the time. He sent home twenty-five dollars a month for five
people to live on. There was an afflicted child that required part of that money. B. K. said, "Miss _____, we just don't have enough money to buy good food."

The child started to school with ragged and worn-out shoes. Her ragged clothes and her dirty body were deplorable. The lack of a bath tub was the child's excuse, but there have been thousands of children who were kept nice and clean without ever seeing a real bath tub and running water. The mother could have sponge bathed the child if she had tried. The mother did not keep the child's clothes clean. Her excuse was that she had asthma.

B. K. showed emotional insecurity by being ti id and by withdrawing. She was fussy with the children with whom she associated. She was not only shy and timid but showed a lack of assurance. She had to be assured over and over that her work was all right. She asked every few minutes if she was doing her work correctly.

Lack of finances and personal attention made this child feel insecure. B. K. cried because she could not get a band suit. She said, "I guess I won't come to school tomorrow because I have no suit and can't be in the parade." Later she said, "I can't come to school when it is rainy and cold because I have no coat." B. K. cried and said that the children did not like her because her clothes were ragged. This child remarked time and again about other children having candy, nice lunches and pretty clothes which she could not have. This
denial caused the child to begin to take money. The teacher tried to help the child by giving her a few pennies for running errands. The act of taking money was not detected any more. B. M. was given clothes and food by the P. T. A., Doctor's Association, and Sunday School classes. Mothers and B. M.'s teacher gave her noon meal each school day.

B. M. had a struggle to make the proper social adjustment. She felt that the children did not like her because she was poor, dirty and ragged. She was bitter, indifferent, and antagonistic. At the beginning of school she was gloomy. She complained and found fault. The child's esteem of herself was raised after she got better clothes. The teacher helped her gain social approval by suggesting better ways of winning friends, by encouraging and praising her worthwhile qualities, and by accepting the child as an indispensable member of our group. She won social approval by her high quality work. The child had to be told to go home because she seemed to love school and there seemed to be little drawing power in the home.

The child showed evidence of insecurity in health in the early part of the year. She said, "Mother won't take me to a doctor because we do not have the money." (Since the child has been given more food, she has been in much better health.) Dentists of the town gave free examinations and free services to B. M. as well as they did to other poor children.

A. T. was a shy, timid, and withdrawing child in school.
She was easily embarrassed. When she read she almost covered her face. The nurse said that she had no eye defects. There were several reasons for this insecure timid feeling. First of all, she came from a very poor family. Her clothes were cheap and old. The father was ill and the mother had to make the living for five of them.

Lack of success at first made this child very nervous. After some special help, she began to improve some. The lack of proper food and attention has made her physically weak, therefore she has not made a strong pupil.

There was no financial aid given to the family because the mother worked on the school grounds on a P. W. A. job. She did not want help.

The teacher tried to make the timid child feel wanted by giving her love, sympathy, kindness, and proper care as mentioned on page 68 in Chapter III.

A. T. was made to feel insecure by lack of success. The teacher tried to do what Dr. Merl E. Bonney suggested as described on page 69 in Chapter III.

B. M. was a little boy who had everything that was needed to make a child happy.

This child had a habit of showing off. When the teacher visited in the home or the mother came to school, he would do everything but tear down the house. He knocked over stands, chairs, and toys. He threw the ball in the house. He pinched
the baby or knocked him down. He did not mind a word his mother told him and usually did just opposite to what she said. B. M. seems to bid for attention and tried through the showing off method to gain attention. The child never tried to show off at school. He was quiet and nice. It was found that B. M. was the baby child for six years. Then a little brother came to supplant his most comfortable place. B. M. would not admit his jealousy to his mother. He pretended that he loved the baby. As told on page 21 in Chapter II, this child seemed to be disturbed in his sense of being loved and valued. He apparently loved the baby but this may have been a bluff. He showed resentment for as soon as the teacher began to talk or play with the baby B. M. began to do things to attract attention. One time a friend to B. M.'s mother and the teacher were talking to the baby. B. M. slapped the baby with all his strength. When asked why he did it, he could give no reason. The teacher tried to help B. M. by assuring him that he was loved and valued.

B. M. cried every day for a few weeks. He took a terrible stomach ache when there was number work to do. He had to go home several times. It was discovered that numbers were hard for him and he was scared because he was failing to learn the numbers. The teacher gave the child individual attention as described on page 69 in Chapter III. She informed him of his success. Through special help, encouragement, and praise the child has made a success.
Even though B. W. seemed much more secure in many ways, he still showed his jealous feeling for the baby.

L. W. came from a very poor family. Her mother worked at a laundry. They lived in an old shell of a house which had very little furniture. They had no comforts and conveniences.

This child entered school as a new pupil. She had to win friends as well as make other adjustments. At first she was loud and boisterous. This was her manner of getting attention. The child felt insecure because she had a struggle to make friends. The child was not attractive and her clothes were of very poor quality. At first there was little to attract children to be her friends. After the teacher discovered that the child was bidding for attention, she began to commend her on the good work she was doing. Each praiseworthy deed was praised. The children accepted her because she proved her worth to the group. As mentioned on page 49 in Chapter III, the teacher tried to establish friendship between the pupils. The child learned that she could get the children to notice her without her loud manner being used. The parents got her some nice clothes and this gave her status with the group.

W. B. was a little girl whose parents worked at a box factory. Their home was an old house with poor furnishings. Their combined earnings were only a fair living wage.
This child will be doomed to live a miserable life if the home conditions do not change. The child told of her home conditions as she and the teacher ate lunch together each day. She told how the hired girl treated her. She told of quarrels that her parents had. The child sympathized with her father. She said, "Sometimes I just hate mama because she is so mean to daddy and me."

As we learned on page 47 in Chapter II, of all things that can make a child insecure and unhappy, nothing can surpass family bickerings. This child was profoundly disturbed emotionally by such behavior.

The lack of love at home has made this child seek love and attention at school. The desire was so strong that she tried all kinds of plans to get the needed attention. At the beginning of school this child was boisterous. The teacher as well as the pupils showed their disapproval. In keeping with the quotation on page 24 in Chapter II, the teacher tried to make the child feel that she was kind, loving, and sympathetic. The teacher had done as was suggested on page 27 in Chapter II, to limit the unacceptable behavior and substitute acceptable behavior. This became one of the best behaved pupils of the room. Through guidance, love, and assurance this child became calm and tried to get along nicely with all the children. The teacher used the child's good work as an avenue to help her see her worthwhileness.

From the mother's conversation, the writer concluded that
the quarrelsome habit the mother had was due to overwork and nervous strain. She seemed to love W. E. but had such little time to do for her and show her love. The teacher did not discuss family quarrels with the parents but talked of the child's needs. There will probably never be less quarreling in that home until the mother is relieved of her hard work at the box factory.

V. E. came from a substantial farm home. The father worked at the box factory. The grandfather did the farm work.

This child was emotionally disturbed and was very easily excited. Her insecurity was shown by her fears. One morning she came to school so excited that she could hardly wait her turn to talk. This excited feeling lasted nearly a week. She wanted to tell the writer and the pupils about a crazy negro who was in the woods back of her home. She said that the officers were searching for him. The neighbors told of the negro coming to their houses and how scared they were. V. E.'s mother was just recovering from an operation, so she was rather easily excited. The mother tried to convince the child that the negro would not hurt them, yet the parents kept the gun handy and let their nervousness be transferred to the child. V. E. said, "I was so scared last night that I was afraid to go to bed, and when I went to sleep, I dreamed about the negro and waked up scared so I could hardly move." After a
few days she reported that the negro had been caught.

V. H. was in very poor health. She was very much underweight. The weakened condition caused her to be nervous.

The teacher tried to convince the child that the negro would not hurt her because her daddy could protect her. Furthermore, the teacher reasoned that a crazy negro was not likely to come to her house to hurt them. The teacher tried to tell the child that the stories about the negro being crazy might not be true.

The mother said that she realized that V. H. was rather nervous and needed less excitement. The mother was willing to cooperate in every way. This incident happened in the later part of the year, so there was no recurrence of any more excitement.

As for V. H.'s health, the school gave her hygienic ways of living. She did those things as far as she was able in her farm home.

C. L. was a little German girl who had a nice comfortable home with parents who loved and cared for her very efficiently. She had a peculiar way of speaking. Her mother and father were hard to understand because of their German accent.

This child showed signs of insecurity by her fear. She was afraid because of her lack of success. She feared criticism and showed anxiety over her work in the early part of the year. C. L. cried when her work was hard. She cried if she failed
to make good on every subject. She showed her insecure feeling one day when she cried over a low grade on a math page and she refused to come back to school, for she said, "It is no use, I am going to fail." Her mother brought her back to school. After some persuading and assuring her that she would not fail, she came back. The music teacher corrected her in the rhythm band. She refused to go back to music for several days. The teacher came and told that she could do the playing just fine, but she merely suggested another method because she thought it would make our band better. After she saw that it was for the sake of the band and not to punish her, she was willing to practice again. Her father has caused this inferior feeling by scolding her each time she made a low grade. The mother said that he was so interested in her that he nagged at her and often made her cry. The writer and the mother decided that the child would overcome this feeling if she was worked with patiently and given time to do her work. She was given some special help. This help with encouragement and praise made a wonderful change in C. L. She did not cry any the last three months of school. She overcame quite a bit of her nervousness. She talked, made reports, and told stories besides doing better work in her subjects.

C. L. was helped to succeed by the suggestions as found on page 38 in Chapter II. She was given confidence in her ability to do things that she tried. As quoted from Dr. Kerl E. Bonney on page 69 in Chapter III,
One of the means frequently used to encourage people is that of keeping them informed of their successes. This is done by telling them about the victories which their sides have won, by showing them a record of their own progress, or by praising them for noteworthy advance which they show.1

This type of praise and encouragement from the teacher has made this child love school while she once hated it.

Y. R. came from a modern apartment home. Her mother worked at a florist shop. Her daddy worked as a day laborer.

This was an older child who had been coddled and humored to every whim. She entered school this year bossing and demanding every attention just as she received at home. The over-protection she received at home made her selfish and bossy. She refused to play if the children did not do as she commanded. The children did not like her because of this behavior. They would not play with her. She observed how the children disliked her behavior. Y. R. and the teacher decided that there were better ways for her to win their approval. She had the misfortune to get her leg broken. She was so lonesome that she was very nice to all children that came to see her. The children were very kind to her.

Y. R. was very insecure for some time, because she could not succeed with her work. She cried every night and said that she hated school. She told her mother that there was no use

1Dr. Merl E. Donney, Techniques of Appeal and Social Control, 1954, p. 79.
to go to school because she could not do the work. The mother and the teacher had a conference. The teacher assured the child of her love and promised to do all she could for her. The teacher also assured the child that she could do the work if she tried hard enough. The child was given special work. Even though she missed six weeks, she was doing excellent work at the close of school. She hated to miss a day. She was so anxious to come that her daddy carried her to a second floor for two weeks so she could attend school. Praise, success, and encouragement helped Y. R. to succeed. The teacher did as suggested on page 69 in Chapter III. She taught Y. R. that she should be more friendly, tolerant, and competent.

D. K. was an only child whose parents worked. The child was allowed to roam around over the neighborhood and do as she pleased. She was selfish, quarrelsome, and had tantrums. The mother paid very little attention to the child.

The child became so selfish and bossy until children in the neighborhood did not like her. A few weeks after school started a child said, "My mama won't let me play with D. K. because she is so bad." She talked ugly and did mean things to the children. She fought and acted so ugly at the first of school that the children refused to play with her. She cried and wanted to go home when the children told her to go away. She took an antagonistic spirit and seemed to hate the children. After the teacher won her confidence and showed her
how to make the children love her, she began to improve and the children played with her. She ceased to cry and fuss. The teacher endeavored to do as quoted on page 60 in Chapter III. She tried to re-orient behavior away from selfish, unsocial, and inconsiderate patterns toward courteous, considerate and social ones. This was done by getting the child to be more friendly, tolerant, and competent.

Another thing that made this child insecure was her lack of success. She could not do the second grade work. We found in Chapter III that individual help would aid such a child. After some special effort the child began to improve. Praise and encouragement aided the child. When she began to succeed, she was happy. This gave her confidence in her ability.

The teacher had several conferences with the child's mother. When the mother saw that her child was failing in her work as well as failing to gain social approval, she began to realize she must do something. She saw the child's needs and promised to help in every way possible. There was a remarkable change in the child's behavior as well as her work. The teacher felt that the mother's interest, help, and special care of the child aided much.

R. H. was a seven-year old child who lived on a farm. The home conditions were very poor. The child lived in an old house which was poorly furnished. The family had very little money.
He was socially maladjusted and had very few friends because he refused to play and got angry when children tried to play with him. He thought the children did not like him. He took an antagonistic attitude. He would not talk or read aloud and made no contribution to class discussions. R. H. tried to compensate for his inferior feeling by fighting, crying, and withdrawing. The child acted as if he hated every child but this may have been all bluff. Really he may have hungered for friends.

This child was not able to score on a Master Achievement Reading Test. He did very poor work in every subject. The teacher tried to make him succeed by adjusting the work to his ability. She also gave him individual instruction. There was some improvement but very little.

R. H. had very good health but the dentist found a peculiar situation. He found that the child already had teeth that should come in when he was ten or eleven years of age. His permanent teeth were four years ahead of time. This may mean an abnormal condition of some kind.

M. T. was from a poor family. The parents worked at a box factory. They had only the bare necessities of life. There were evidences that she felt insecure because of financial circumstances. The child was shy and had an inferior feeling because her clothes were not as nice as the other children's. In Chapter II we quoted from Daniel Proscott as follows:
"Individuals measure their value by their likeness to other."\(^2\) Her mother was busy and paid little attention to her clothes. One day the child came to school with a dress on that came half-way to her ankles. Some child thoughtlessly called her grandmother. M. T. cried and wanted to go home. Another day she wore her pajama blouse. Some child said something to her about it and M. T. wanted to keep her coat on in the house.

She was sick quite often. She was ten years of age and in the second grade. The child had gone only a half term before that year. She was much larger than the seven-year old children. The child felt embarrassed to talk before the children. The teacher had to get the child's confidence and show her that she had the ability to do those things that she liked to do. The teacher helped the child by praising her efforts and successes. The child won many friends because she was thoughtful and helpful.

J. L. was a seven-year old child. Her home was a modern little apartment. The parents owned a cafe. This child showed evidence of being insecure. She had a sad expression and never seemed happy. There was something bothering her. She went around as if she were in a deep study all the time. She was timid and gloomy. Her mother said, "I wonder what makes J. L. so sad and indifferent toward her daddy and me." Through questions and observation the writer found that J. L. was jealous

\(^2\)Daniel Prescott, _Emotions and Educatve Process_, 1933, p. 17.
of her baby brother and she felt left out. She did not care whether they did anything for her or not. She preferred to be over with a little neighbor boy than to be at home. The teacher visited in the home several times and J. L. had to be sent for each time.

When J. L. entered school, she would withdraw from the group. She was an attractive but sad child. The teacher and one little girl gave J. L. special attention and tried to make her feel like one of the group. The teacher praised each praiseworthy act and gave the child the needed affection. Before many months had gone by she began to change and seemed to radiate her love to all in the room. This improvement was probably due to the aid given by the parents. The teacher talked to them and they were anxious to help the child and said they would try to make the child feel that she was loved.

Through observation in the school room, on the playground, and in the homes, through statements from the children, parents and neighbors, and through the actions of the children, the writer has found insecurity which was caused by lack of emotional stability, lack of social maladjustment, lack of success, economic strain, physical defects, and lack of health.
CHAPTER V

CONCLUSIONS

It is very imperative that teachers and parents awaken to the needs of the children of our land. The first great task is to find the causes of insecurity among our children. The second task which is even greater is to try to prevent many of these causes. The third tremendous task is to help those that are insecure. Heretofore, we have been spending most of our efforts, time and money on cure and have done very little toward preventing insecurity and suffering. Even though much is now being done, the following facts show that there is much to be done. There are in the United States approximately 300,000 crippled children, 50,000 partially seeing children, 3,000,000 children with impaired hearing, 1,000,000 children with weak hearts, 6,000,000 who are malnourished, and 1,000,000 children of school age who have defective hearing. Do we dare to be satisfied with our accomplishments when 14,000 children die annually from whooping cough, measles, diptheria, and scarlet fever; when 35,000 children die annually from pneumonia and influenza; 19,000 children die annually from diarrhea, enteritis, and dysentery; 15,000 die from accidents.

4,000 die from cardiac condition; 4,000 from tuberculosis.

As for the handicapped children, we should give them such treatment as necessary. Furthermore, we should give them an education that will enable them to be achieving members of society. The handicapped children can not be educated without special facilities. The children can not be educated unless there is some special aid from the Federal and state governments. If these children are given an opportunity to develop mentally as other children, they will be happy, independent, and contributing citizens; if not educated, they will be depending on a pension to help give them a meager living.

When we think of 33,000 deaths among our children of the United States in one year, we should begin to wonder what is the quickest way for relief. The parents, schools, community, state, and nation should cooperate in the tremendous task of saving children's lives. This can be done by prevention of diseases through vaccination and isolation; by giving medical aid to all regardless of circumstances; by schools giving free examinations and vaccination to those that can not afford it; by schools teaching hygienic living and safety; by schools or communities seeing that undernourished children are properly cared for.

Besides the handicaps and deaths there are other things to make children feel insecure. There are thousands of boys and girls who are socially maladjusted. There are rich boys and girls who are running here and there seeking satisfaction.
Many of their lives are wrecked because of ruined health or character. The opposite picture shows thousands of poor children who are having to live on a meager wage or on charity. These children have little pleasure. They develop inferior feelings. Often such children develop bad habits such as stealing and lying to get the things they want. Then children may be socially maladjusted by over-protection, unhappy homes, handicaps, unacceptable behavior, and racial difference.

The poor children are kept alive by a small wage that their fathers are earning through P. & A. work. This amount is too meager to make children feel safe and secure. There is something about the work that makes children ashamed that daddy works on it. It is vitally necessary that we strive to make both rich and poor secure. Max Levin said that we must see to it that to each child the world represents a haven of security, a place in which he can grow unhampered, a good world, a world whose ways are worth following. There are several things a child must have if he finds the world a haven of security:

1) He needs emotional security. He should feel that he is loved by his parents and teachers and that they are doing everything possible for him. The home should have an irreproachable environment. He should be allowed to grow and develop. There should be harmony in the home. Parents should consider the child's need for activity and companionship. They should be reasonable and systematic.
(2) The child needs social security. He needs to be accepted. If he feels that he is not socially accepted, he will develop an antagonistic or withdrawing attitude.

(3) The child needs success. Lack of success causes an inferior feeling.

(4) There is a need for economic security. Economic security is closely connected with health, for health often depends on wealth. A poor man can not buy proper food and clothing. A child without economic security often feels at a disadvantage. The poor child is often envious of children from better homes.

(5) Every child needs health. For a child to be healthy it must have proper food and be taught the hygienic way of living.

(6) The child should have mental stability. The child that has anxieties and mental conflicts will be greatly handicapped.

Even though preventive measures are taken to some extent, there will be many cases of insecurity. The next best thing to prevention is to discover the cases as early as possible and begin to remedy the situation. The writer recommends that parents and teachers take an inventory and see if they are setting the right example, if they are educating and training the child to obey law and respect authority, and if they are making the child secure in social adjustment, success, financial situations, and in health.
Parents and teachers should arouse in children a feeling of elation in doing the right thing. Make children feel that they are genuinely appreciated. Give children freedom to do things by themselves, even if they make mistakes. Hold up standards that the children can reach. Remember that children imitate behavior. They should avoid emotional outbursts because children in most cases become emotionally disturbed.

Parents should know that children judge not by what they preach but by what they practice. They should rise above the condition that causes thousands of lives to be sacrificed each year. This is done on the altar of parental ignorance. Many of those that survive are physically wrecked; others are rendered mentally unhappy; many end their lives in mental hospitals; and many are classed among the criminal and delinquent classes.

We should strive to get children to have a willing attitude to face the world as it is, to meet life squarely, to accept the consequences of their own acts in the right spirit, to desire to profit by experience, and to apply the art of social living. If we wish to do something for the delinquent children, we must provide those satisfactions that make life worthwhile.

Parents even though poor can give one essential to their children, and that is happiness. It is free, so even the poorest families can make happiness for themselves if they try by using the best they have. In many cases parents are to blame for
children being unhappy. The lack of congenial and loving parents makes an unhappy child.

There is a challenge to teachers and parents to help save the boys and girls from insecurity which is as devastating as the epidemics of long ages passed. This challenge must be met by finding the cause and eliminating insecurity.

It is the duty of society to assure its members of the minimum essentials of security, but the federal, state, and local governments must all cooperate to safeguard these essentials for the members of society. It takes more than just money to make people secure. As the School Life quotes:

... Neither the Social Security Act nor any other act of government can make people "secure." For the material enrichment of life, each of us must depend upon his own initiative, intelligence, and industry. And beyond this there is still another kind of security which is more individual. ... the security of sound emotional adjustments. We can not manufacture this kind of security any more than we can manufacture true education. Each is a process of leading out.2

The writer found that fifteen children out of twenty-five showed some forms of insecurity varying from mild to very harmful reactions. It was found that twenty-six per cent of the cases were due to emotional disturbances which were caused by being over-protected, unhappy home conditions, feeling of jealousy for sibling, lack of sympathy and kindness, and thwarting of desires; twenty-three percent of the cases were due to social maladjustment which was caused by lack of social approval, lack of

play life, and lack of development of self-direction; twenty per cent of the cases were due to economic insecurity which was due to low wages and lack of employment; thirteen per cent of the cases were due to failure which was caused by lack of health, tasks that were too difficult, and lack of regular attendance; ten per cent of the cases were due to ill health which was caused by lack of proper food; eight per cent was due to physical defects and mental insecurity. This may seem to be a large percentage, but when a person begins to study insecurity, he will become more conscious of such reactions. A person who makes such a study can discover insecurity that a casual observer would not detect, yet the child may be battling against a tremendous insecurity.

This study not only enabled the teacher to help her pupils but it enabled parents to help their children when they showed insecurity at home. The teacher was able to help the children overcome their maladjustments because she found the cause and tried to remove it. Such a study requires counselling with parents and this will cause a closer tie between the teacher and the parents when it is done tactfully. The writer recommends such studies for our elementary and high schools. It would be a profitable piece of work if the teacher would try to remedy the insecure feeling by applying the suggested remedies in Chapter III.

The disadvantages of such a study is that it takes an enormous amount of time to record the reactions of each child.
It is often difficult to counsel with parents but this is essential to the success of such a study. It is not only necessary to have conferences, but it is very necessary to secure the cooperation and assistance of the parents. The writer recommends that schools have a more proficient method of counseling with parents. It is also necessary to get aid from the school, the community, and often from the state and Federal governments to help make children more secure. The writer found the parents, the school, and the community were all willing to assist. Not a single parent refused to cooperate. Some cooperated only to a limited degree, but their lack of more cooperation was due to lack of time and understanding.

This study enabled the children who were studied to have proper food and clothing, medical aid, happiness, and security because emotional disturbances were partially removed, success and social approval following.
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