DISCOVERING SOME CONSTRUCTIVE WAYS OF PROMOTING
SOCIAL COOPERATION IN THE FIRST GRADE CHILD

THESIS

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INTRODUCTION

The classroom teacher of today needs to have an increasing awareness of the responsibilities involved in helping the first grade child to live a rich, full life at school. She should have a growing consciousness of the need for helping him to fit into his right place in a world increasing in complexity day by day. The first grade child who is entering school for the first time is embarking upon a great adventure. He is not alone in this venture but is just one among many children. To be really happy in his new environment he must be a cooperative, well-adjusted individual. Otherwise he cannot achieve the fullest growth and development necessary for a well-balanced personality.

Ray Lyman Wilbur says:

At no time in the history of the race has as much attention been paid to the nurture and culture of youth as we find today. We have added to the preparation for life through the schools and through the recreation grounds, through prevention of diseases and of malnutrition, and by protection of those children who have lost in some way their normal relationship to society or have become handicapped through disease or accident and left with smaller margins than normal.¹

In this desire to provide the best possible advantages for the child, is he being given enough opportunities to do

things for himself, things which make him feel that he is an essential member of the group? Is he being allowed to share imitatively and educationally in the vital activities by means of which his family makes its living? Is he gaining an understanding of the cooperativeness of community interests and controls so that he will have a feeling of the necessity for sharing in the activities which make his world go around? Even the youngest child should be made to feel that he has an important part to play in his environment. "If he is to improve in ability to handle objects, creep, walk, and so on, he must have an opportunity to exercise these skills." If he is to become a helpful member of a social group, he must first learn to do things for himself. He must be given tasks to do that will develop ingenuity, persistence, and self-reliance.

Children entering school leave the smaller social group of the family for the larger group of the school. They must learn to be socially adjusted to others in this group, to live together harmoniously, to cooperate; in general to be acceptable to the group, not only by positive means, but by checking such unpopular traits as being rough, inconsiderate, selfish, loud-voiced or 'mean.' They must learn to use liberty and to respect authority; to be helpful and dependable; to lead, to follow, and to participate in the varied activities with which they are associated.

School teachers and parents need to become aware of the fact that the young child is being definitely handicapped when


3Glover and Dewey, op. cit., p. 97.

4Marion Paine Stevens, The Activities Curriculum in the Primary Grades, p. 11.
he is not provided with wide and varied cooperative experiences which will fit him for making suitable adjustments to situations which arise in the home, school, and society. In order to build up a citizen who is able to cope with the problems and difficulties of a rapidly changing, interdependent world, the child of today must be made to feel that he has an important place to fill in the small sphere of which he is a cooperative part.

Purpose of the Study

From the first day when the child enters school it should be the teacher's aim to help him "achieve maximum development and at the same time to live harmoniously with others." It is the purpose of this study to provide for the realization of this aim through discovering:

1. In what ways the normal first grade child is lacking in social cooperation and background contributing to this lack.

2. How this lack of social cooperation affects the child's behavior in the daily activities in which he engages at school and suggestions in literature for eliminating social maladjustments.

3. How the elimination of social maladjustments will help the child to become a happier, better adjusted participant in all of the daily activities in which he engages.

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Scope of the Problem

The problem of growth in social participation in the first grade child is one with which all first grade teachers are confronted each year. In some schoolrooms there are more cases showing lack of development than in others, but the problem arises wherever young children get together "en masse." This need for growth in social cooperation must be duly recognized, for the lack of ability to adjust socially is likely to affect every situation and relationship in the child's life. The reciprocal relationships of the child with his family, with his teacher and classmates, and with adults and other children are going to be affected by his development or lack of development of social adjustability. The school in accepting the child accepts the responsible role of discovering some constructive ways of helping him to make suitable social adjustments so that he will become a cooperative member of the group. This study undertakes to bring together some reports of the findings made in this field by eminent educators, and conclusions reached by the writer's study and observations from her own experiences.

Plan of Procedure

When he enters school for the first time, there are many adjustments which the child has to make. In the making of these adjustments, the ways in which the child lacks social cooperation will be discovered. Bassett says:
The child who comes from a home in which adequate attention has been given to habit training, where a wide variety of social and play situations have been provided, and where he has been encouraged to develop independence and self-control, will have few difficulties in adjusting to school procedures. There are, however, many little children who have not had the benefits of such training and care.

It is with these children who have not had social training that this study is chiefly concerned. The plan of procedure is to accomplish the purposes set forth in Chapter I by making a thorough investigation of research materials and recording the data gathered, along with the writer's own observations in the light of the research data.

Chapter II points out ways in which the first grade child lacks social cooperation and possible background contributing to this lack as discovered in a review of recent books and magazines and through the writer's own observations in her ten years of teaching first grade children.

In Chapter III there is an analysis of the problems showing lack of social cooperation and there are suggestions in literature for eliminating this weakness.

Chapter IV presents the conclusions and recommendations reached through combining the contributions of research materials with the writer's observations from her own experiences.

6Clara Bassett, Mental Hygiene in the Community, p. 200.
CHAPTER II

WAYS IN WHICH THE FIRST GRADE CHILD LACKS SOCIAL COOPERATION AND BACKGROUND CONTRIBUTING TO THIS LACK

Deficiency of Growth and Development in Emotional Functioning

It should be the responsibility of those in charge of the young child to see that he develops normal growth in his physical condition, his mental ability, his emotional maturity, and his social adjustment. Too often the home and the school stress the importance of the child's physical and mental growth without a corresponding recognition of the influence that his emotional and social adjustment have on his developing personality.¹

When there is a physical defect represented by a sensory lack or inadequacy, cognizance is taken of the condition, and means of teaching as well as expectancy of achievement are regulated in accord with the existing flaw in development. When there is a physical deficiency, represented by a diseased condition, curative measures are adopted in order to make the organism again capable of normal functioning. And when there is a mental defect, as in a condition of amentia, again methods of approach in the classroom are adjusted and the prospects of accomplishment are reconciled to the inherent ability of the child. But when there is deficiency of emotional functioning, it is seldom recognized as a cogent reason for school failure.²

¹Paul A. Witty, C. E. Skinner and others, Mental Hygiene in Modern Education, p. 154.
²Ibid., pp. 156-157.
This "deficiency of emotional functioning" with its resultant lack of social cooperation must be considered from many angles in this study. Inconsistencies in the demands made upon the child within the home and inconsistencies in the demands made upon the child within the school can cause many difficulties in social adjustment. If the school and the home work at cross purposes with one another, the child is buffeted about, and he becomes uncertain of himself or of values which accrue from the pursuit of any activity. As a result of being exposed to inconsistent demands in any form, the child is likely to seek an unwholesome outlet in the following ways that denote lack of social cooperation.  

Seclusive and Withdrawal Traits

It is not an unusual occurrence at the first of school to see a child, or perhaps several children, standing apart from the group, not taking part in the various social activities in which the other first-graders are engaging. If this continues to occur after the first week of school, in spite of the teacher's and the children's efforts to draw the child into the schoolroom activities and the playground games, the teacher must recognize this behavior as one of the first evidences of social maladjustment and make plans for helping the child change it.

Wickman, in a study, found that the teacher is slower to

3 Ibid., pp. 155-156.
recognize the withdrawing child as a problem type needing special attention than she is the aggressive type.\textsuperscript{4} Probably this fault may be due to the fact that the aggressive, disobedient child is more of a social menace to the classroom than is the reserved, retiring child. But the clinical psychologists in Wickman's study are agreed that the aggressive type is likely to be better adjusted to the actual world. Shaffer quotes Wickman as follows:

Psychologists in general are agreed that the withdrawing modes of defense are more insidious than the aggressive types because they are likely to escape detection, because they are more difficult to overcome in treatment, and because they more frequently lead to mental disorder.\textsuperscript{5}

Witty and Skinner say:

The passive type of behavior, which Wickman's data showed teachers did not recognize so frequently as a problem, is characterized by withdrawing, avoiding, or giving-in patterns. Because such behavior indicates that the child is having difficulties in meeting the realities of his present environment, it would seem to follow that its continuance means even greater difficulty in meeting the necessities of adult life. For this reason the teacher must recognize such behavior for what it is, and help the child to change it, rather than look upon such children as desirable models of deportment. It is, of course, true that most teachers would recognize the extreme forms of avoidance as undesirable, but the more extreme the behavior becomes, the greater difficulty there is in trying to correct it. Therefore, every effort should be made as soon as possible to investigate and understand the child who falls into this class, and to help him acquire better social habits. The behavior patterns to be included in this group take a variety of forms: the solitary child who avoids group contacts; the unhappy, depressed child who is easily discouraged; the resentful, suspicious child; the sensitive child who is easily hurt and too readily responds by crying; or the daydreamer.\textsuperscript{6}

\textsuperscript{4}E. K. Wickman, Children's Behavior and Teacher's Attitudes, p. 25.

\textsuperscript{5}L. F. Shaffer, The Psychology of Adjustment, p. 174.

\textsuperscript{6}Witty, Skinner and others, op. cit., p. 428.
The solitary child.--The beginning first grade child who attempts to avoid social contacts has failed somewhere along the line to acquire certain traits which would have prepared him for making effective social adjustments. As a result of this failure, he does not take part in the group activities of the other children but stands on the sidelines or plans games that he can play alone. He does not enter voluntarily into the class discussions in the room, and when asked directly for a contribution, he either refuses or makes it in a halting ill-at-ease manner. When consecutive attempts to draw him into activities of the group fail, his is a case which is in need of careful investigation by the teacher. Probably he has a feeling of not being wanted. This attitude is unlikely to arise because of any lack of sociability on the part of members of the group with which he is associated, for first grade children are usually very democratic and rarely refuse a welcome to any child who wishes to join their group. This feeling of not being wanted or not belonging may be due to any of several causes.

The parents may make no attempt to cover their indifference or their hostility to the child. The child may feel rejected for these reasons: the parents do not feel financially able to support a child; the parents disagree but continue to live together because of the child; the parents desire to engage in pleasure whenever they wish and do not want the burdensome responsibility of rearing a child; the parents
wanted a child of the opposite sex; the parents show more affection for an older or younger brother or sister; or the parents compare the child unfavorably with a brother or sister. Since those whom he loves and respects most reject him, the child feels that he is friendless and that all members of the social world are indifferent to him.  

Shaffer\(^7\) says that the most frequent cause of seclusiveness is fear-conditioning. In case studies made of children showing withdrawing reactions of various kinds, he found that abusive treatment on the part of parents was often responsible. When this abusive treatment has been continued indefinitely and the child has become accustomed to physical punishments, threats, and loud scoldings, he often develops habit formations of the withdrawing type rather than other forms of adjustment. Because of this persistent state of fear and the accompanying emotional tension the child reacts fearfully to stimuli that normal children would ignore. Finally, under the prolonged strain the child begins to react fearfully to all competitive situations.

Sometimes when children have been overprotected by their parents so that they do not develop habits of independence a fearful and seclusive attitude will develop on entering school. Not having learned how to take part in group activities, the child shrinks from participation and feels fear because of his inability to adjust. Since he is accustomed to attention and praise, the relatively impersonal and objective treatment that he now receives from the other children and his teacher causes him to

\(^7\)Edith Little, *Problems of the Insecurity of Children*, p. 6.

\(^8\)Shaffer, *op. cit.*, p. 176.
feel unwanted and unsuccessful, hence he retreats from competition or seeks satisfaction in phantasy.\textsuperscript{9}

Another factor contributing to the withdrawal tendencies found in the solitary child may be frustration. If a child seeks some form of defensive outlet to compensate for some need and is frustrated in this attempt, often he will turn to seclusiveness as a defense, since this reaction is quiet and orderly and will not excite the wrath of those in authority. In the cases where compensations are persistently eliminated by punishment, the child tends to seek solitude as a solace.\textsuperscript{10}

The only child in the family who is not given opportunities for adequate contacts with other children may grow self-sufficient and seclusive in his attitudes. Especially is this true where the parents' interests are individual rather than social and much of their leisure is spent in reading and in quiet games, for the child who associates chiefly with adults has a tendency to follow the examples set by his parents. The child who has a physical defect or some physical weakness, which results in a lack of skill in physical prowess, is likely to develop a seclusive personality due to repeated failures and rebuffs when he tries to participate in active play with his fellows. Also, illness in childhood which causes the child to spend much time in bed or alone probably leads to the formation of seclusive personality traits. The child who has superior mental abilities sometimes develops more interest in

\textsuperscript{9}\textit{Ibid.}, p. 176.
\textsuperscript{10}\textit{Ibid.}, p. 177.
individual games and hobbies than in active and competitive games. In itself this tendency is not a maladjustment, but when the child is seriously thwarted in any undertaking, he is likely to resort to withdrawing behavior.\textsuperscript{11}

To sum up the factors that cause an individual child to adopt the seclusive attitude, we have to consider all those factors that contribute to the formation of habits of personality. "Physique, health, mentality, skill, parental example, and circumstances may operate to mould personality into this pattern."\textsuperscript{12}

The unhappy, depressed child.--It is not uncommon to find a child or perhaps several children who are unhappy to the extent that they indulge in crying at school on the first day and perhaps on two or three consecutive days thereafter. This is not an evidence of any abnormality in emotional functioning, unless it continues after the first strangeness of a new environment has worn off, for this new environment is peopled by many children never seen before and by a person who is called the "teacher." Too often, this teacher has not been pictured as a kind, understanding person who is ready to help the child, but as a cranky, domineering individual who demands obedience to the letter and cares little whether or not she has the child's love and respect. Thus, we have the child who has been given no background for expecting to find

\textsuperscript{11}\textit{Ibid.}, p. 177.
\textsuperscript{12}\textit{Ibid.}, p. 178.
the school a happy, busy, livable place, a place where he can do things that he likes to do and learn to do new things that he may like to do better than anything he has ever done before. As a result of not being prepared to take his place in this new environment and with this feeling of fear of the teacher, the child is unhappy and depressed.

On the other hand, there is the child who expects to find the schoolroom a veritable fairyland—a place where there is nothing to do except to play games and have parties, and visit with the other children. He has not been initiated into the practice of sharing with others. He is an active child and would much rather run about than to sit quietly and listen to a story. It is true that the classroom too often does not offer enough free play for the active, formerly unhampered muscles of the six-year-old. Often it does not give the child a great variety of interesting, relaxing things to do. At best, the classroom is usually more confining than the former pattern of life followed in his home. Because he becomes tired as a result of less free play of his muscles, because he must share with others, because he is only one child among many to whom the teacher must attend, he is unhappy and depressed.

Another contributing factor to the child's unhappiness at school may be the lack of expectancy to find happiness in any environment because he has not found it at home. Glover and Dewey say:
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.13

So, unhappy home conditions are in many instances responsible for the unhappy, depressed child. A child who must listen to continuous family bickerings within the home cannot help being profoundly disturbed by such behavior. The relationships between parents have been found to have a greater effect on the child than the education of the parents, the social status, or the economic advantages that they may offer the child. Elizabeth Laurie says:

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.14

There is the broken home where we find the child who lives with one parent until he has begun to take roots, has made new friends, and has learned to find his way about. Then, just as he has begun to feel secure in his new environment, he must go to live with the other parent. Such a child can never feel that he has a real home. Sometimes the situation is made even worse by the jealous rivalry of the parents for


the affections of the child to the extent that each will attempt to undermine the child's respect for the other. When the child is subjected to such trying circumstances, is it any wonder that he develops abnormal behavior resulting in his becoming an unhappy, depressed child?

The resentful, suspicious child.--Every year the first grade teacher discovers a child or a certain number of children in her room who exhibit suspicious attitudes to varying degrees. Some of them believe that the teacher "has it in for them"; others are suspicious not only of the teacher but of the principal, their playmates, their parents, and everyone who shows any interest in them. The latter type of child is likely to show a resentful attitude in all of the activities in which he engages. He exhibits a distinctly unsocial attitude which sometimes develops into revengeful behavior. He is the chip-on-the-shoulder child who dares anyone to touch him. Any attempt to become friendly with him is met with a rebuff. The basis for this suspicious attitude may be traced to one of two things. The child believes that he is being persecuted or he actually is being persecuted.15

A misinterpretation of certain events in his life may cause the child to believe that he is being persecuted.

Poor grades when he thought he would get higher ones; unexpected criticism of some particular behavior; the teacher's objection to behavior which is accepted in his home; accidents on the playground, and so on, may all

15 Witty, Skinner, and others, op. cit., p. 431.
be the starting point of the attitude that the teacher or 'those kids' have 'got it in for me.' Sometimes such attitudes as these are encouraged by the parents; they may even be initiated by them.16

In some homes the child forms a suspicious attitude toward everyone whom he does not know because of the admonitions of parents. "Now don't talk to a stranger," and "don't accept gifts from a stranger," the mother carefully instructs the child. These precautions are a necessary part of the child's training, except when carried to the extreme. In the cases where this happens, the child is constantly impressed with the fact that other people are not to be trusted and that they will cheat him if they can until he believes that other people go out of their way to harm him.

There is the suspicious, resentful child who comes from a home where every member of the family is taught to look out for himself. There is a total lack of cooperation because each makes an effort to get ahead of the other and they become suspicious of each other's intents and purposes. Coming from a family where there is no mutual sympathy or support, the child will show a lack of cooperation in the group with which he works and in the group with which he plays. His home environment has not fitted him for taking his place among children who work together for the good of the group. He has not learned to respect the rights of others and so stands alone as a misfit. His suspicious, resentful

16Ibid., p. 431.
attitude discourages the other children who normally would be glad to include him in their group.

The sensitive child.—Though the percentage of children showing pronounced symptoms of sensitiveness to criticism seems to be decreasing year by year, the first grade teacher usually finds several children in her classroom who have acquired a conviction of their inferiority to the extent that it is manifested by sensitiveness in many of the incidents in everyday life. This study deals only with the child who has had an opportunity to develop normally and does not include that child whose sensitiveness is based on a mental or physical deficiency.

On the first day of school the first grade teacher often listens to a fond mother explain that her child is a very sensitive child and must be given special attention. The teacher may be analyzing the situation correctly if she assumes that the child is a sensitive child because he has been accustomed to having very special attention in his home. Witty and Skinner say:

The immediate origin of this particular pattern is most frequently associated with overattention on the part of the parents. Such overattention may be oversolicitude, or it may be negative in the form of overcriticism or of excessive demands. In either case, the child has not learned to meet daily problems as they arise, and so finds it easier to avoid responsibility by such reactions as suspicion, being 'hurt' or crying. 17

Sensitiveness to criticism is often the result of

17 Ibid., p. 432.
unfavorable comparisons with a brother or sister in the home or with a classmate in school. The sensitive child resents any implied criticism of his activities which is unfavorable and is unable to react constructively to corrections regardless of the spirit in which they are offered. Any chance laughter or whispered comment that he hears he feels is being directed toward him, and he thinks that all of his actions are being observed by everyone. If the sensitive child can be talked into entering a competitive game, he feels that he must win and always plays seriously. If he does not win, he exhibits poor sportsmanship and manages to formulate what he feels is adequate reasons for being the loser. In pitting his skill against others, he usually seeks only those whom he can defeat easily or someone of renowned ability whom he could not be expected to defeat. 18

Some feelings of inferiority manifested by the sensitive child result from thwarted self-assertion. The parent or teacher who indiscriminately issues negative commands is often to blame for this form of social maladjustment.

The daydreamer. -- In a normal classroom the teacher can expect to find that occasionally almost every child will sit quietly staring into space for several minutes with no idea of what is taking place in his immediate surroundings. He is building air castles and dreaming dreams, and he is as far removed from

18 Shaffer, op. cit., p. 152.
the classroom as if he had walked out of it. This tendency to daydream is only natural, and sometimes the daydream is the starting point for real accomplishment. But when daydreaming is used as a means of escape from the immediate environment because of some unpleasantness, the child is exhibiting a maladjustment.\(^1\)

Noted educators are agreed that when the daydream is an end in itself rather than a means to an end, it has then become a problem in maladjustment, requiring definite attention.\(^2\) The background contributing to undesirable forms of daydreaming may be included in the following groups:\(^2\)

(1) Social isolation. The child who has lived in a world of grown-ups and has been socially isolated from other children frequently develops imaginary playmates. These playmates are as real to him as if they were flesh and blood and he calls them by name and spends hours at children's games with them. When this child enters school, he is likely to make no effort to associate with other children, for he is happier in his contacts with his more familiar make-believe companions. Thus, social adjustment may be very difficult, and the habit of withdrawing into a make-believe world may carry over into his studies and hinder academic achievement.

\(^{19}\)Witty, Skinner, and others, op. cit., p. 434.

\(^{20}\)J. J. B. Morgan, Psychology of the Unadjusted School Child, p. 56.

(2) Repressive discipline. Some parents and teachers think that to be well-behaved the child must be quiet and orderly with a minimum of activity allowed. The naturally spontaneous child, under this repressive discipline, is likely to resort to daydreaming as a way of being active that is socially acceptable. Since the parent or teacher is satisfied with this improvement, the child is thus encouraged to adopt daydreaming as an end in itself, and it soon becomes an established part of the child's behavior equipment.

(3) Frustration. In frustration is found another fruitful source of daydreaming. Parents and teachers are often inconsistent in their demands on the child and they sometimes resort to repressive disciplinary measures, after a period of little or no supervision. The spontaneity of the child is likely to be repressed when these demands are too ever-present. Any limitation whether physical, mental, social, or economic may act as a barrier to the child's achieving an ideal, an ideal which in itself may have been born of a daydream, but, if given the opportunity, it might be accomplished. Yet the formal demands of the school and the home often emphasize the child's own limitations, and a feeling of frustration ensues. The daydream then becomes a pleasant escape from the feeling of hopelessness which accompanies frustration.

(4) Boredom. Probably the most frequent cause of daydreaming is boredom. In the schoolroom the dull child becomes bored because the tasks he is given to do are too difficult,
and dreaming of things that he likes to do, such as playing ball, skating, fishing, swimming, is a much more pleasing resort. On the other hand, the bright child who finds the work of the classroom much too easy also becomes bored. Both the dull and the bright child may occupy their time in disturbing activities in the room, but often the daydream is a more satisfactory outlet, because in the daydream the child can be doing the things he likes best to do. In a classroom where the teacher is dull and uninspired, the children frequently suffer from ennui, and daydreaming becomes a common characteristic of all the children in the room. In all of these situations, the basis for the daydream escape is lack of suitable interest and stimulation in the classroom.

A-Social Traits

It has been mentioned that most teachers consider the child who displays aggressive, disobedient conduct more of a classroom problem than the seclusive, withdrawing type. Psychologists have found, however, that more cases of social maladjustment arise from the latter type; therefore, the classroom teacher must put forth valiant efforts to correct both maladjustments where she finds them. The a-social traits displayed by the child to be taken into consideration in this study include the selfish child, the jealous child, the dishonest child, the disobedient child, and the temperamental child.

The selfish child.--In the beginning of life every child
is predominantly selfish. He is selfish because in one way or another he manages to get the help which he needs from adults. He may cry and scream when a wish is not granted, draw the attention of adults to himself with naughtiness, exaggerate his own helplessness, evince fear or boredom, have temper tantrums, and in other ways give the adult no choice but to put himself at the child's disposal. Selfishness in the very young child may be excusable, but when the child has reached school age, it is to be expected that he has had certain social experiences in his contacts with adults and with other children which have taught him that it may pay to give up one's own selfish desires at times and to recognize the claims of other persons. Frequently, however, the child entering school exhibits the selfish traits found in infants. He has not become capable of cooperating with other children in play. Perhaps this is a result of a lack of proper experiences or it may be that the child has not reached the degree of independence necessary before he is capable of transforming his selfish attachment to his parents into an affectionate, friendly attitude toward other persons.  

Oversolicitude or over-protection on the part of parents is probably most often the basis for selfishness in the child. In the home where the parents are too affectionate, too demonstrative, too anxious to gratify every whim of the child, he

is apt to remain too dependent upon the parents. If the child is not given an opportunity to compete with other children and to undergo reasonable hardships, he is unlikely to develop any independence of thought or action. When the mother continues to feed the child, to dress him, to kiss his hurts, to decide his personal questions, to pamper him long after such activities should have stopped, he is going to find it hard to make satisfactory adjustments at school.  

The jealous child.—Jealousy has been found to begin its development between the ages of twelve and eighteen months. At this very early age the child has been accustomed to receiving almost all of the attention of the adults around him. He has required much attention from the mother and has learned that he is the center of attraction for the father and any other children in the family. Receiving this attention has become an expectancy, and, when for some reason, the attention begins to lessen, the child may feel neglected.

Perhaps the coming of a new baby has caused the attention of the adults to shift in a new direction. When this occurs, a feeling of jealousy is aroused toward this new member of the family which the child feels is taking his place in the affections of his elders. He begins to adopt measures for securing more attention. These may take the form of active dislike exhibited toward the new baby, temper tantrums and outbursts.

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of anger, or attempts to gain attention through the display of skill, the giving of gifts, or through actual physical contact such as clinging to the mother's skirt.\footnote{24}

Jealousy aroused by a younger child may originate because the older child has not been prepared in advance for the coming of the younger child. It may originate because the parents of the older child fail to show him that he is still included in their affections. It may originate when the child thinks another child is loved more than he. The child may sense favoritism in various ways. The parents may punish him more severely than a brother or sister who is guilty of the same offense. They may praise another child more for like accomplishments. Perhaps they may go so far as to show favoritism in the giving of gifts. In such cases the jealousy aroused is a reaction to hunger for love.

In the homes where the feeling of jealousy is permitted to thrive, the youngest child may also be a victim. To encourage him to do things, the parents may hold up his older brother as an example. Of course, the younger child cannot hope to match the achievements of an older child in all respects, for he has not had time to develop the skills that come with living and learning. Therefore, he is jealous of the older child because he feels that the parents have more affection for him because of his superior achievements.

\footnotetext{24}J. E. Anderson, \textit{Happy Childhood}, p. 93.
Whatever the origin of jealousy, if it is not corrected and is allowed to continue, it is going to have a decided bearing on the child when he enters school. Jealousy of sibling will be easily transferable to jealousy of classmates, and the first grade teacher must be on the alert for traces of this form of social maladjustment.

The dishonest child.—In the first grade child it is very difficult to distinguish between dishonesty and imagina-tiveness. The problem is made more complex by the present-day emphasis upon symbols rather than reality in many forms of entertainment. At a very early age the child is told fairy stories for entertainment, and soon he learns to tell stories himself. He derives pleasure from the free play of his imagination and thereby attracts the attention of others. Telling stories for pleasure and entertainment is a desirable mode of conduct, but "the child must learn to discriminate between those occasions on which truth is necessary and those on which free rein can be given the imagination without untoward social consequences." ²⁵ Anderson says:

In the child's environment, language is used in many ways. Sometimes it is employed to make excuses; sometimes difficult situations are dodged by white lies; sometimes statements which the child knows to be untrue are uttered in his presence. The child may even be taught to participate in telling an untruth, as when he is sent to the door to tell an agent that his mother

²⁵Ibid., p. 127.
is not at home, or is sent to a neighbor to borrow an article and is told to give a reason he knows is false. One wonders how children ever learn to tell the truth in a world in which symbols are used so loosely.26

Most of the forms of untruthfulness found in the first grade child take the form of exaggerated stories and failure to stick closely to facts. About these, parents and teachers of the six-year-old child feel there is little reason to be worried. For exaggerated stories and failure to stick closely to facts are common with young children and should be recognized as childish enthusiasm and not lying.27 However, in the first grade, dishonesties in the form of lying and stealing are encountered. Almost any child will lie to escape punishment, to cover attitudes of inferiority or guilt, and to enhance his prestige. Stealing is a form of delinquency with a more complicated origin, since no single factor but a wealth of contributing factors underlie such conduct. In a study by Sherman combining the two delinquencies, the three principal types of motivation basic to lying and stealing are listed as: (1) Lying and stealing to be on a par with playmates and to have what they have; (2) Lying and stealing to gain attention; and (3) Lying and stealing as emotional outlets for conflict and for other adjustment difficulties.28

Lying and stealing to be on a par with playmates and to

26Ibid., p. 128.
27C. M. Louttit, Clinical Psychology, p. 348.
28Shaffer, op. cit., p. 166.
have what they have is one of the most common forms of dishonesty found in the young child. The child's desire to have a toy or plaything equivalent to that of his playmate may cause him to tell fanciful tales about what he has at home or about what his parents are going to get for him. His desire to have money for candy, for notebooks required by the school, for the school savings account, for a movie, or for clothes or adornments such as other children have, may seem so necessary to the child that he sees no way but to steal. Where no provision is made for the child to have any spending money of his own, it is no wonder that he will resort to stealing.\textsuperscript{29}

Lying and stealing to gain attention are employed by the child who finds himself socially-handicapped in making friends. He may tell fanciful, exaggerated tales about gifts that he is going to bring to a coveted friend or he may go so far as to steal objects to give to the admired person.

Lying and stealing as emotional outlets present problems much more complex in nature. In general, lying is a method of adjusting, however unsatisfactory. The child who lies without any apparent reason may feel neglected, unwanted, insecure, or inferior, and in telling tales of his adventures or in recounting imaginary events, he becomes the center of interest, temporarily, at least. The child who makes false accusations against an enemy in an attempt to "get even" for a real or supposed injury is also seeking a way out of an

\textsuperscript{29}Teagarden, \textit{op. cit.}, p. 486.
emotional difficulty. On the other hand, stealing may be a symptom of emotional difficulties which on the surface would appear to have no connection whatsoever with stealing. There is the child who steals only from his own family. Without knowing it himself, he may be striving to relieve his desire for affection, his sense of family rejection, his jealousy, his desire for revenge, or his fear and insecurity. There is the child who steals indiscriminately from many persons. He is likely to be a child who has suffered so much from so many different sources that a feeling of frustration and intense unhappiness cause him to seek what, to him, is a satisfying outlet. Perhaps he is actually trying to punish an individual, or all individuals, or he may be striving simply to relieve his feelings in one way or another.\footnote{Ibid., pp. 486-487.}

The home environment is the responsible factor in determining honesty or dishonesty, for no child is inherently honest or dishonest. Many times children who steal are simply doing away from home what they hear condoned in their own homes. Many times children who lie are following the examples set by parents who make and break promises freely without explanation, who practice using deception to get the child to do something, who demand that the child lie to the other parent, and in other ways do not offer an environment in which honesty can be learned.

The disobedient child.--The first grade teacher rarely
comes face to face with actively negative behavior shown in doing the exact opposite or in aggressive refusal. However, now and then a child will show symptoms of such behavior and evidence an unwillingness to follow group instructions. The background for disobedience is to be found in the homes where inconsistencies in discipline and badly used authority are common practices. Louttit says:

Inconsistency is perhaps the greatest evil. Today the six-year-old is allowed to ride his tricycle through the house, but tomorrow he is stopped because the floor has just been swept. On one occasion he is given a magazine from which to cut pictures, and at another time he is severely reprimanded because he cuts from a current magazine. Many similar circumstances will suggest themselves. The inconsistency is not in forbidding the activity the second time, but in forbidding without any explanation. One mother reacted to her three-year-old boy's adventures in crossing a forbidden street by whipping, threats of whipping, cajoling, coaxing, screaming, and even on occasion paying no attention. Such inconsistency makes it impossible for the child to learn what can and what cannot be done.31

Inconsistency in discipline may also occur because of disagreements between the parents about methods to be used. The mother may be lenient with the child while the father is strict or vice versa. There may be no understanding between them about what is permissible for the child to do or not to do. In a situation like this, the child soon learns to take advantage of such disagreement and he "plays one parent against the other." As he sees it, he is not disobedient; he merely obeys the parent who allows the activity in which he wishes to engage.32

31Louttit, op. cit., p. 478.  
32Ibid., pp. 478-479.
Parents often do not realize that the foundation for obedience or disobedience is laid in infancy. Because the child is innocent and cute, the parents meet his refusals to obey by completely "giving in" on the one extreme. They seem to think that he will outgrow the negativism by an act of Providence or something of the sort, without any guidance whatever from the parents. On the other extreme, the parents argue with, preach at, or even whip the youngster for his apparent refusals to obey, and the child builds up a defense by avoiding obedience whenever possible. Where the parents take either of these extreme positions, they are setting the stage for future disobedience, for the two extremes of leniency and strictness make for disobedience. The too-lenient parents may be willing to suffer the consequence of their lack of training by "putting up" with the undesirable and uncontrolled behavior of their child, but that same child will eventually find himself in situations where he must obey. The child's teacher, his companions, the traffic policeman, and the general public care nothing for his expression of "individuality," especially when it is at variance with the demands of the social group. The unusually stern parent may be able to obtain outward obedience from the child, but at the same time the child may be harboring smoldering, inhibited resentment that will eventually have a devastating effect on his personality development and social adjustment.

\[33\] Ibid., p. 479.
The temperamental child.--The six-year-old who is nervous, restless, fidgety and irritable can be very annoying in the schoolroom. The usual step for the teacher is to try to get at the basis of the trouble. In the case of the extremely nervous child who bites his nails or sucks his thumb or is extremely fidgety, there is probably a disturbing element in his home which has caused him to resort to these nervous habits. Perhaps his father and mother do not get along and he is continually subjected to bitter family squabbles. He may be unconsciously following the "nervous" example of an over-worked, irritable parent. Or in the case of thumbsucking, he may have formed a habit because of hunger.

Thumbsucking is often begun by an infant because for some reason--physical condition, inadequate diet, hurry, or emotional disturbances, his hunger is not satisfied. Morgan suggests that the most frequent reason for thumbsucking becoming chronic is the worry exhibited by parents over the habit.34

The temperamental child may be a child who has a feeling of insecurity. This feeling may have originated in infancy because of an irregular or haphazard environment. In some homes there is no regularity about anything. There is irregularity in eating, irregularity in sleeping, and constant shifting in the home. Although some children seem apparently unaffected by such conditions, this irregularity may mark

the beginning of serious maladjustments that will develop later.35

The child's unstable temperament may arise from an environment where the moods of the father and mother swing from one extreme to the other. If the mother scolds the child one minute and cuddles him the next, if she blames him one minute and praises him the next so that the child cannot be sure whether she will be angry or pleased with him, it is difficult for him to develop stable reactions.36

The wrong kind of tactics employed in connection with the discipline problem may result in the building of a temperamental nature. If the child is told to do a certain thing a certain way today and tomorrow is blamed for doing it that way, if he is praised extravagantly on one occasion and receives no praise on another occasion for similar behavior, he lacks the necessary criteria for developing a consistent pattern of action. If the parents disagree over the kind of discipline to be used with the child, again we find trouble. Inconsistency of action is the basis for many maladjustments in the child.

Deficiency of Growth and Development
in Motor Skills

For the building of desirable personal and social qualities in childhood, the proper growth and development in

35J. E. Anderson, op. cit., p. 78.

36Ibid., pp. 78-79.
muscle coordination and motor skills is important. Anderson says:

The child's struggles with materials and his attempts to understand the things about him contribute to his growth and development. They develop his muscles and thus improve his control over himself and his environment. They give him experiences with materials out of which judgment and control of his environment develop. Out of these experiences the child develops concepts to which, with help, he will attach labels or symbols. These labels or symbols for experiences constitute his vocabulary upon which his language development proceeds.\(^{37}\)

The six-year-old is advancing rapidly in the skillful use of his hands and in his ability to express creative ideas. But there are many motor coordinations to be developed in the activities of the first grade. A list of some ways in which the child shows deficiency of growth in motor skills follows:

- Running on tiptoe
- Skipping
- Throwing a ball
- Pouring water from a bucket into flower pots without spilling
- Using handkerchief and wiping nose properly
- Sharpening a pencil
- Driving a nail
- Modelling simple objects in clay
- Unscrewing lid from paste
- Spreading paste evenly on surface
- Holding pencil correctly for writing

Holding crayon correctly for coloring
Learning to pronounce new words
Learning to sing
Learning to follow the printed line from left to right with the eye

The background contributing to lack of development in motor skills is not due wholly to a failure of the parents to provide materials for the child and proper training in their use. The child who has climbing apparatus, building blocks, boards to drive nails in, swings, seesaws, slides, and other materials for exercising his large muscles and giving them practice in motor coordination is going to develop muscular skills more rapidly than the child who is not provided with such materials. But the smaller muscles of the hands and fingers are not so advanced in their development at this age as those of the arms and legs, and the six-year-old has difficulty in accomplishing many of the feats named in the above list.38

It is very important that the child develop muscular skills because a lack of development in skillful motor coordinations may cause a feeling of inferiority, a lack of poise, an inability to meet failure, and an over-predominance of childhood fears.

38Martha M. Reynolds, Children from Seed to Sapling, p. 125.
Orderliness and cleanliness. -- The first grade child often shows a lack of careful training in basic habits of orderliness and cleanliness. The school must recognize this lack and make provisions for aiding the child in assuming responsibility for personal tasks that should have become accustomed habits before he reached school age. However, a standard of perfection exceeding what should be expected of the six-year-old must not be set up. Anderson says:

"... Habits of orderliness and cleanliness are not like nasturtium seeds which produce specific kinds of flowers. These habits, like habits of eating and sleeping, are outcomes of the whole process of responding between the child and his environment. To the extent that the child is allowed to be spontaneous in his behavior and only to that extent will he learn to take responsibility for these habits."

It is important that children learn as early as possible to accept dressing, bathing, hair-combing and tooth-cleaning agreeably and good-naturedly. This will require much tact and patience from the adult, for it requires the same help that all other learning processes demand from a good teacher. The training pattern for establishing these habits is involved and requires "time out" for detailed verbal instructions. Because it takes so much more time to teach a child to do things for himself than to go ahead and do the thing itself, the busy mother often becomes discouraged in her training.

efforts and as a result the child enters the first grade without having attained the degree of independence of thought and action expected of the six-year-old. 40

A list of some important ways in which the first grade child is found lacking in responsibility in habits or orderliness and cleanliness and personal care follows: 41

At home

Washing face, ears, and neck
Bathing body
Brushing teeth
Combing hair
Cleaning finger nails
Finding clothing in drawers and on hooks
Choosing each day's clothing (within certain limits)
Putting on clothing
Buttoning front buttons and those easy to reach in back
Putting on shoes and lacing and tying them
Putting on coat and cap (in cold weather)
Putting on galoshes and raincoat and cap (in rainy weather)
Removing clothes and hanging them in closet or placing them in drawers

Removing shoes and placing them side by side near chair (at night)

At school

Removing galoshes before coming into room (on rainy days)
Pulling off coat and cap
Hanging wraps in locker
Opening and closing locker door quietly
Putting rubbers or overshoes on floor of locker
Keeping movable chairs and tables in place
Keeping books on the library table in order
Keeping erasers and chalk on the chalk tray
Keeping waste paper off the floor
Keeping table drawer neat and clean
Getting own rug out of locker at rest period
Opening rug without fanning up dust
Folding rug and putting it in own locker
Going to the toilet when it is necessary
Flushing the toilet after using it
Throwing used paper towel in waste basket
Being sure water is turned off
Disposing of refuse, such as orange juice, uneaten food, or gum
Replacing materials after workshop activities
Cleaning floor after spilling water, milk, etc.

The background for this lack of responsibility in
personal care and orderliness and cleanliness in the home and at school is discovered in homes where the mother has found it easier to do things for the child than to teach him to do them for himself; where he has not been given responsibility in the care of his own person; where he has not been given small household tasks to do that are closely related to his own comfort and enjoyment; and where no provision is made for the child to have a place to put his personal belongings.

Eating.--When the child starts to school, the necessity for having been trained in regular eating habits shows itself to be of vital importance. William E. Blatz says that "an early emancipation in eating habits is necessary not only of itself but because of its enormous influence on later behavior."42 The eating problems which directly concern the first grade child and contribute to his social adjustment or lack of social adjustment at school include eating between meals, being finicky eaters, dawdling at meals, refusing food, and showing deficiency in social manners in eating. A discussion of the ways in which these eating problems contribute to the child's failure to cooperate socially at school and the background for this failure follows.

(1) Eating between meals. The child who is in the habit of eating between meals is dependent upon this habit to keep him from getting hungry. When he is subjected to a new schedule at school where he must eat only at specified times,

this dependence on the habit presents itself in the form of restless, fidgety behavior, a tendency to become easily fatigued, and an impatience for the lunch hour to arrive.

(2) Being a finicky eater. According to Anderson the finicky eater is a person who depends upon his "likes and dislikes as a means of getting special attention." As observed by the writer he is a dependent person in that he must be urged to eat, told what to eat and how much. When he comes to school and brings his lunch, he is the child who bites first into a sandwich and then into an apple; then he discards them both for a piece of cake which looks much more appetizing. When he has finished the cake he is no longer hungry, so the remainder of his lunch is given away or thrown into the wastebasket. Another day he brings money to school with which he is to purchase a sandwich and a bottle of milk in the cafeteria or from the lunch store across the street. But the candy counter and the soda fountain are just too tempting, so he comes into the lunchroom with a bar of candy and a soda-pop. This child has not yet gained that responsibility for his social behavior defined by Anderson as meaning "that within the limits of one's own capacities, experiences, and judgment, his behavior will be in harmony with the purposes of other persons." In the case of the child who brought his lunch, the purpose of his mother in preparing it was to

44 Ibid., p. 121.
provide him with an appetizing lunch which contained the specified amount of calories necessary for a growing child. The money was given the other child in order that he might derive pleasure from varying the usual procedure in carrying his lunch from home and purchase the two articles of food which came nearest to providing him with the necessary calories for the amount of money expended. The child in former experiences had learned that cake spoiled the appetite if eaten first and that there is more food value in a sandwich and a bottle of milk than in candy and a soda-pop, but his better judgment proved dependent upon his appetite and his behavior was not "in harmony with the purposes" of his mother.

(3) Dawdling at meals. All authorities consulted seem to be in agreement as to the injurious effects of allowing the child to dawdle over his meals. The habit when persisted in during the pre-school period is likely to carry over into later years. As a possible result there is the child in the first grade who is late getting to school in the morning and is late getting back to school after lunch. If he brings his lunch to school or eats a plate lunch from the cafeteria, he is late getting ready to rest after lunch. The habit may carry over into other fields and become detrimental to the completion of many other activities in which the child engages.45

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45 Adelene B. Hill and Dorothy Van Alstyne, Learning Levels of the Children in Nursery School, pp. 1-2.
(4) Refusing of food. The problem of total refusal of food is rarely encountered at school, but it is a problem with which parents often have to deal and it seriously affects the child's efficiency at school. Blatz and Teagarden concur in the opinion that this problem seldom arises in a home where there is insufficient food. Rand, Sweeny, and Vincent mention refusal to eat as a device resorted to in order to secure adult consideration. They state that "many children dominate their parents in an unbelievable manner through their refusal to eat." This total refusal of food causes the child at school to become restless and hungry. It is injurious to his vitality and will eventually affect his health if it occurs often.

(5) Showing deficiency in social manners in eating. The manners a child uses in eating often show a lack of training in social etiquette. The child who has been over-dependent upon his mother to prepare food for him in bite sizes will not have acquired much skill in the use of his knife, fork, and spoon. This problem is only encountered in schools which have the cafeteria or hot-lunch room, but in all schools where children eat their lunch there are serious infractions of social etiquette. There is the six-year-old who forces food into his mouth to the limit of its capacity and then chews

46Winfred Rand, Mary Sweeny, and Lee Vincent, Growth and Development of the Young Child, p. 252.
with his mouth open.\textsuperscript{47} There is the child who has an established habit of being "messy." He gets his food all over his hands and face, his clothes, his desk, and the floor, and his unwillingness to clean up after himself shows his over-dependence on adults who have been accustomed to assuming this responsibility for him.

The background contributing to poor eating habits is summed up by Blatz, Teagarden, Anderson, and Rand, Sweeny, and Vincent as follows:

Eating between meals is due to an inconsistent routine and to over-indulgence of the authorities in charge in satisfying the demands of the child's appetite.

Finicky eaters are those who use likes and dislikes as a means of getting special attention. This characteristic is generally acquired when the child is pampered by the substitution of a food he likes for the one that is distasteful to him. Teagarden says that "actual likes and dislikes in regard to food are often greatly influenced by the child's imitation of older members of the family."\textsuperscript{48}

Dawdling at meals is usually the result of too much emphasis being placed on nutrition and too little on the other aspects of feeding, Blatz says. Teagarden and Rand, Vincent, and Sweeny are agreed that it is an attention-getting device.

The total refusal of food is a reaction against bad

\textsuperscript{47}Teagarden, op. cit., p. 179.

\textsuperscript{48}Ibid., p. 180.
training methods where probably too much attention is given to the food itself, to manners, or to mention of the child's misdemeanors at the dinner table. Sometimes it may be due to a definite pathological condition.

Poor social manners in eating usually result from lack of training or improper training in social etiquette, over-dependence on adults in the use of implements, hurried, nervous eating habits, and non-participation in the social atmosphere of the family dinner table.

Sleep and Rest.—The need for forming good habits of sleep during early childhood cannot be over-stressed. Anderson says that "sleep is just as important for the child's growth and development as food, sunshine, exercise or going to school." Prescott says:

Failure to develop habits of sufficient sleep and of conscious relaxation may play a part in the development of a neurotic temperament, while good habits in these respects may help to offset the hazards of an innate tendency to emotional lability. Adequate rest seems fundamental to avoiding worry, to waking each morning with a fresh untroubled outlook on the new day. . . . "

All other authorities consulted agree with Anderson and Prescott that good habits of sleep and rest are indispensable to the child's health and well-being. Late hours of retiring and inadequate rest vitally affect the child in his daily activities. As a possible result of poor habits of sleep and

rest the first grade child has his intellect dulled and the self-confidence he naturally feels when his physical self is at its best is at a low ebb. Therefore, he may show irresponsibility and lack of cooperation in the following ways:

He is tardy at school. His late hour of retiring may result in his getting up late and he arrives at school tired and out of breath from having hurried. The group with which he is to work is already busy, and he must have a special assignment.

He is tired and cross. Possibly because of inadequate rest his voluntary muscles are tense and constricted and the learning processes are slowed up as a result of the tension. He is over-fatigued and therefore tired and irritable.

He has a feeling of insecurity. Because of over-tired muscles he may have a tendency to worry about things and becomes emotionally overwrought without adequate reasons.

He dawdles about his tasks. The child who dawdles about going to bed and to sleep may develop the habit of dawdling about many of his tasks, especially those which he finds unpleasant.

The background contributing to the forming of poor sleeping habits according to Anderson, Teagarden, Blatz,

52 Teagarden, op. cit., pp. 189-201.
53 W. Blatz, Parents and the Pre-School Child, pp. 81-83.
and Rand, Sweeny, and Vincent,⁵⁴ may be summed up as follows: An inconsistency in routine due to parental negligence; a tendency to look upon going to bed as punishment rather than as a pleasurable experience; a home in which no provision is made for reasonable quiet when the child's bedtime arrives; a feeling of insecurity, of tasks left undone due to being hurried off to bed in a tense, nervous atmosphere; fear that the parents will go away and not come back, and fear of the dark; distress over the coming of a new baby, hearing of death, being lost, and other emotionally disturbing factors; a feeling of guilt about something done; imitating adults such as using mother's words, "I didn't sleep a wink after two o'clock"; uncomfortable sleeping conditions due to poor mattresses, amount of bed-covering, crowded conditions, etc.; a restlessness induced by poor digestion, over-fatigue, or emotional states; and over-solicitude on the part of the parents and constant demands by the children for attention after going to bed at night.

Baker and Traphagen offer a comment worthy of notice. They say:

A child allowed to sleep indefinitely with an older person is likely to be hindered in developing independence and the maturity normal to his age. He is apt to maintain the baby state much too long.⁵⁵

⁵⁴Rand, Sweeny, and Vincent, Growth and Development of the Young Child, p. 241.

Posture—The first grade child who forms a habit of sitting or standing in a slovenly position is paving the way for future ills. It is not enough to ask the child to sit straight or stand straight—he must be shown the correct positions. Many parents not only afford bad examples of posture, but they often arouse active resentment in the child by their constant nagging admonitions to sit and stand straight. To tell the child to sit or stand straight before he knows how and has sufficiently strong muscles to do so, leads to further muscle fatigue and self-consciousness. Anderson says it is just as unintelligent as telling a cross-eyed child to look straight.

In school, at home, and elsewhere, many hours are spent in seats that are not always favorable to correct sitting posture. When the child must stand for a long period, he usually spends a great deal of the time standing with his weight on one foot. He usually has a habit of carrying his books, packages, or the groceries for mother on the same arm. Many such practices tend to destroy good posture and to develop in its place unnatural habits that may injure health in later years.

Many times poor lighting in the schoolroom is responsible for habits of incorrect posture. If the child sits facing the light, with his back to the light, or in any position where the lighting is poor, he is likely to squirm and twist his body about until the strain from the glare or improper
lighting is relieved. In so doing one shoulder may be twisted and lifted higher than the other, his back bent and strained, and an altogether undesirable sitting posture may result. This unnatural sitting position produces tired muscles and a resulting nervous tension. If the system of lighting is not properly adjusted, the day after day strain on the muscles and the unnatural position will produce habitually incorrect posture.

The child who has developed unnatural habits of posture is likely to become a source of worry to the teacher because she is aware of the detrimental effects these habits may have on his general health. If he does not respond to her attempts to help him correct poor posture, he is showing lack of social cooperation in the classroom.

Deficiency of Growth and Development in Work Habits

The six-year-old child has not lived long enough to have established efficient work habits. Until he starts to school, his world has been a world of play. Responsibilities delegated to him have been of the very simplest, such as feeding himself, administering to his own toilet needs, bathing and dressing with help, etc. When he comes to school, his world begins to enlarge, his play activities widen, he is confronted by simple problem-solving situations, and he must show some initiative and responsibility with respect to his own actions. He must begin to show growth and development in the formation of work habits.
Efficient self-direction depends to some extent on the ability to move about and do things for oneself, hence on muscular development; in part on the ability to understand what to do in both new and customary situations, hence on intellectual development; in part on emotional control; and to a very large extent on successful practice in making the right decisions at the right time in more and more important matters. Probably innate individual differences also account in some measure for one child's dependence and another's independence. The child who shows marked inability or unwillingness to direct his own actions in the presence of classmates who are going ahead, in most cases, is showing a lack of adjustment between his abilities and the opportunities offered him. Perhaps he has never been allowed to do things for himself and has not developed independence of action, or he has been expected to make decisions in situations beyond his growth and maturity. As a result of repeated failures, he has become unsure of his own abilities and judgment.\(^5^6\)

Appropriate or inappropriate reactions to the school situation may indicate width or narrowness of a child's experiences, his favorable or unfavorable conditioning, and his ability or lack of ability to appraise his own behavior critically and modify it at need. If a child is given a jigsaw puzzle to put together, his achievement of the task will

depend somewhat on muscular control and somewhat on intellectual ability, but also on disposition, attitude, training in dependence or in independence. If the child shows himself inadequate in dealing with problems, in spite of being physically efficient and mentally capable, something is lacking in his previous environmental training. Evidently he has been subjected to inconsistencies in the demands made upon him at home, to discouraging experiences, to too great dependence on others, or he has been given too little practice in mobilizing his own powers.\(^{57}\)

The schoolroom itself is an influential factor in deciding the child's growth and development in successful work habits. If he makes better than average progress, not only is he showing the intellectual ability to make that progress but the effects of membership in a school and home that made such progress possible, and, perhaps, the effects of help from interested and intelligent parents and teachers. If his progress is slow and his work habits are slovenly, in spite of his intellectual ability to do good work, he may be exhibiting boredom because of an environment that is not stimulating. A dull, uninspired teacher does not make the completion of a task appear significant to the child. He needs some incentive that is satisfying in order to motivate his completing a task in record time. There must be other interesting work to look

\(^{57}\)Ibid., p. 13.
forward to doing. Otherwise, the task at hand may be pro-
longed indefinitely, and poor work habits once established
are almost impossible to correct.
CHAPTER III

DISCOVERING SOME SUGGESTIONS IN LITERATURE FOR

ELIMINATING LACK OF SOCIAL COOPERATION

As the child grows from year to year in physical stature and intellectual interests and abilities, he also grows in his ability to get along with other children and to adjust to larger groups, if provided with the proper experiences. However, many times the child just entering school has not had opportunities for proper growth in social experiences. As a result, he is lacking in the ability to adjust socially— a basic need of his developing personality. This chapter attempts to present some suggestions discovered in literature for helping the child to make suitable social adjustments so that he may become a cooperative, socially-accepted individual.

Establishing Emotional Stability

Helping the solitary child to feel wanted.—The first grade teacher has an outstanding opportunity for helping the solitary, friendless child who for various reasons may be too shy or too fearful to become a part of the group. Usually this type is likely to concentrate on his academic work as a socially-acceptable method of avoiding social contacts. The tactful teacher can often draw the child who shrinks from group play into group association as a part of a class project.
and sometimes he will respond to encouragement to work in partnership with another child. He should never be forced to express himself or to take an active part in school activities. When he does enter into any activity of his own accord, he should be praised and encouraged for any achievement. If he gains in self-confidence enough to express himself, his contributions must be recognized with extravagant interest so that he will be encouraged to try again. Positions of responsibility and trust should be given him whenever possible. He should not be given tasks too hard for him, because failure to do what he undertakes may be detrimental to his growth in self-assurance. Moreover, he should not be subjected to unfair competition. He should be made to feel that the group depends on him to do his part and to do it better than anyone else can do it for him.¹

It is of the highest importance for the teacher to know the past history in the home of the shrinking child whose one ambition seems to be to escape notice. In all probability there are adults in the home who are dominating him, who are making decisions for him, who are making it impossible for him to show individuality. The problem, then, becomes one of making the adults see the importance of admitting that it is a good thing for the child to be different from themselves, to be spontaneous, to be allowed to grow up independent

of themselves to a certain degree. The next step is to provide opportunities for the child to get practice in expressing himself, in making decisions for himself, and in contributing from his experience to the common plans of the group with which he works and plays in the home and at school.²

Providing a pleasing environment for the unhappy, depressed child.--In order to help the child who is unhappy and depressed, the source of the trouble must be discovered. In the study of the background contributing to unhappiness at school, fear of the teacher and of the new environment, because of improper preparation at home, was mentioned. To remove this fear and offset it with a corresponding satisfaction and pleasure in his new environment is the opportunity of the school.

Making a normal child happy is a relatively simple matter if the teacher knows how to use the right approach. A thoughtful respect shown him and a genuine interest in his personal tastes contribute much in this direction. Most schoolrooms are provided with the basic necessities—sun and shade, air, light, and space—for a favorable environment. For facilitating enjoyment, earth, water, plants, and animals, and a "junk heap" of odds and ends make rich opportunity for the little child. As he grows in his new environment, music,

books, pictures, puzzles, and other playthings are desirable additions.\(^3\)

The unhappiness of a child may be the result of homework or schoolwork that is too difficult or too confining. At school the teacher must make a sincere effort to adapt the work of the classroom to the individual child and not only to groups of children who happen to be of the same abilities. Frequently, both parents and teachers expect too much from the child. The tasks given him should be comparatively simple and easy for him. A great many interesting, relaxing things to do should be provided the six-year-old in the home and at school.

Very often the background for the unhappiness of the child is the unhappy home condition. Parents need to be informed of the extent of the damage done to a child's personality development when he has for his heritage an unhappy home, quarreling parents, the absence of one parent because of divorce, a home that is too self-centered, or a home where the child is not given an example of good standards, good behavior, and social responsibility.

_Establishing a feeling of security for the resentful, suspicious child._--In the study of the background it was discovered that the suspicious attitude of a child is based upon one of two things, either a belief that he is being

\[^3\text{Edna Bailey, Anita Laton, and Elizabeth Bishop, Studying Children in School, p. 22.}\]
persecuted or upon actual persecution. Before attempting to suggest methods for eliminating the suspicious, resentful attitude, it is necessary to determine which of the two factors is operating, or whether both factors are operating in varying degrees.4

If the child's persecution is based upon his own beliefs and attitudes rather than upon reality, it is the business of the teacher to try to make the child realize the incorrectness of his beliefs. Where this is impossible, special attention may be required. It then devolves upon the specialist to discover the reason for the child's false beliefs.5

If it is found that the child's suspicions rest upon a basis of actual events, attention must be directed to removing these bases. This may mean changing the teacher's attitudes, or even removing the child from that particular school. If on the other hand, there is apparently no basis in actual events for the child's suspicions, he must be helped to re-interpret the events which he claims as basic to his beliefs. At the same time he must come to understand the reasons for the distortions in his thinking and his emotional need for thinking in this distorted manner.6

In most cases environmental conditions are responsible for the behavior of the resentful, suspicious child. Parental cooperation must be secured before the teacher can hope to modify his behavior, as it will do little good to spend a few minutes once in a while telling him that people do not have it in for him and that they are reasonably decent.

4P. A. Witty, C. E. Skinner, and others, Mental Hygiene in Modern Education, p. 431.

5Ibid., p. 431.

6Ibid., p. 431.
Placing the child who has a suspicious attitude in a group with equals where he will have a fair chance of success in competition causes him to gain more interest in life around him. Interest in group activities takes his mind away from himself as an individual and helps him to lose his anti-social attitude. Praise for his accomplishments, along with kind and constructive criticism, gives him a feeling of security and a feeling of belonging to the group. Upon acquiring this feeling of having a part in a worth-while activity, the child's resentful, suspicious attitude will be replaced by a desire to be an acceptable member of the group.\(^7\)

**Helping the sensitive child to accept responsibilities and to grow in self-confidence.**--The bases for the social maladjustments displayed by the sensitive child were discovered to lie in over-solicitude of the parents, in excessive demands made in the home, in unfavorable comparisons, and in thwarted self-assertion.

The child who has an oversolicitous mother is unlikely to have developed a sense of responsibility. For the feeling of responsibility grows gradually as the child learns to do things for himself. He should be given the responsible position of learning to feed himself, to attend to his own toilet needs himself, to dress himself, and to put his clothes and playthings away, before he reaches school-age. His pre-school

\(^7\)H. J. Baker and Virginia Traphagen, *The Diagnosis and Treatment of Behavior-Problem Children*, pp. 235-236.
program should also include learning to accept disappointments and minor physical hurts matter-of-factly and learning to make decisions for himself, knowing that he must abide by the consequences of his decisions. To train the child so that he will know what to do when it is impossible to turn to the parent for advice is the ideal. For this achievement of independence in meeting problems, wise guidance from the parents is necessary. This guidance may be of a direct nature or through setting an example. It requires patience and tact and freedom from biased attitudes. Parents who are wise and congenial and maintain a stable home contribute much toward giving the child a fair chance for making the proper social adjustments.8

Where excessive demands in the home have caused sensitiveness to criticism, the first necessity is to change the methods used by the parents in discipline and training.

Thus, the mother must avoid concern over her child's failure to eat according to her arbitrary standards of quantity and kind; the father must not demand immediate response to his every arbitrary command; over-attention must be avoided when the child does not go to sleep; opportunities must be allowed for the child to play with other children; in short, attention should be paid to the parents' methods of child training and these must be changed when they are inadequate.9

The parent and teacher who make a habit of comparing two children with unfavorable criticism of one of them are

8C. M. Louttit, Clinical Psychology, pp. 280-281.
9Ibid., p. 292.
promoting social maladjustment in the child. It is preferable that unfavorable criticism never be made in the child's presence unless accompanied by constructive suggestions. With a little effort on the adult's part some small achievement worthy of praise can be discovered in the child's efforts, even though to the practiced eye his mistakes loom larger.

The child who is sensitive because of thwarted self-assertion should be given every opportunity to assert himself. If he comes from a home where he has long since learned to expect harsh criticism, the teacher must combat his sensitive tendencies by giving him ample opportunities in which success in overcoming obstacles or in competition with others is assured and all of his efforts are treated with respect and consideration. Parental cooperation should be secured if possible; then, in the home and at school every suggestion made by the child should be given serious consideration and he should be allowed to try it out without blame or ridicule if it is possible to do so.\(^\text{10}\)

**Helping the daydreamer to translate his visions into worthwhile realities.**--According to various authorities, the ill effects of persistent daydreaming upon the child may be summed up as follows:

1. He evades practical responsibilities through the use of artifices, subterfuges, and reality-dodging devices; he has a habit of taking refuge in compensatory methods for his

\(^{10}\)H. H. Anderson, *op. cit.*, p. 27.
feelings of incompetency, lack of courage, or frustrations; he fails to distinguish between his imaginary and his actual station in life because of identifying himself with the conquering-hero or suffering-hero roles; and he develops tendencies toward certain mental and nervous disorders and abnormal mental states that essentially constitute flights from reality.11

2. Academic achievement suffers through inattention in class when daydreaming is resorted to as a way of being active which is socially acceptable.12

3. The habit of resorting to daydreaming makes one less capable of meeting an actual difficulty when it does appear.13

Included in the summary, also, are the concomitant opinions of Louttit14 and Andress15 regarding the ill effects of excessive daydreaming on the child.

The treatment for the elimination of unwholesome daydreaming has been discussed at length, but Morgan in one sentence goes to the core of the matter when he says: "A child who has learned the thrill of real achievement will not

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11J. E. W. Wallin, Personality Maladjustments and Mental Hygiene, pp. 311, 312, 314, 315.

12Witty, Skinner, and others, op. cit., p. 434.

13J. J. B. Morgan, Psychology of the Unadjusted School Child, p. 56.

14Louttit, op. cit., p. 475.

spend an undue amount of time dreaming." It, therefore, devolves upon the school to see that the child does not develop the habit of "dreaming" while under its guidance. For the child who has already acquired this habit to an excessive degree there must be speedy treatment. Louttit sums up most of the conclusions reached by authorities on the subject with the following suggestions:

Details of therapeutic procedure must be evolved for each individual case. Parents must cooperate by avoiding too frequent intervention in, and restriction of, the child's play. They must learn that constant quiet is neither normal nor desirable in the child. School teachers and administrators must make every effort to make school work interesting and suited to the child's ability. The lonesome child must be allowed to have playmates, or if the isolation is geographic, special efforts must be made to afford opportunity for some group activity.

Talking over the daydreams with the child and then helping him to recognize their unreality is desirable, whereas talking to him about his daydreaming is not. Sermons, admonitions, complaints serve to emphasize to the child his inadequate adjustment, and thus foster the daydream. Sympathizing with his imaginings and helping him carry them into action will aid him in keeping daydreams as mere means to ends. However, successful therapy will require more than mere talking.

Active measures to make environmental realities real to the child are necessary. He must feel the pleasantness of accomplishment; he must treasure the rewards of successfully directed effort. His play, companions, school, work, amusements—all activities must keep him in touch with the actualities, the difficulties of his environing world. Useful tasks at home or school, trips, companionship of parents, the circus, an occasional movie, or any other activity that will require attention to the outward world should be used. Monotonous mechanical tasks that foster abstraction and do not require either attention or effort must be scrupulously avoided. The aim of therapy is not to crush and destroy imagination,

but to direct it and to make it an incidental and useful part of the child's activity.\textsuperscript{17}

Wallin suggests further measures for treatment which were not included in the foregoing summary. He says that those in charge of the young child should see that he avoids an over-indulgence in fairy stories. The fairy story may have a useful place in the child's life. It offers keen satisfaction and enjoyment, widens his horizon, stimulates his interest, develops his imagination, and possibly disciplines his emotions. It enables the child to live through certain emotional experiences that it may be beneficial for him to experience vicariously. On the other hand, Wallin says that it is equally important to emphasize the fact that the child's imagination needs disciplining so that he will learn to distinguish between what is real and what is unreal; that excessive reading of fairy stories may develop an inordinate fondness for the unreal, stimulating frequent resort to compensation for shortcomings in daydreams.\textsuperscript{18}

Another step in the treatment, mentioned by Wallin, suggests the avoidance of unnecessary or harsh criticisms or comparisons with more successful siblings or companions. Such treatment is likely to cause the sensitive, introverted type of child to take refuge in a dream world of his own making, a world in which he can surpass his peers without any

\textsuperscript{17}Louttit, \textit{op. cit.}, pp. 475-476.

\textsuperscript{18}Wallin, \textit{op. cit.}, p. 320.
effort and where all of his injuries are redressed. An attempt should be made to lead the dreamer into acquiring new friends who will be appreciative of his accomplishments. The teacher and parent should offer encouragement for every effort the child makes to translate his visions into worthwhile realities. Furthermore, he should never be subjected to discouraging comparisons with more successful peers.  

One more suggestion for help in eliminating daydreaming is to investigate the possible influence of the teachers and parents on the dreamer. If the child's spontaneity is being repressed excessively in the school or in the home, daydreaming is a natural resort. Teachers and parents should direct the child's spontaneity into channels which lead to worthwhile achievement of visionary goals.  

Eliminating overprotection of the selfish child.--In the study of the background contributing to selfishness, overprotection was found to be the most common cause. Since overprotection has its roots and growth in the home, the teacher faces a difficult problem in trying to replace selfish traits in the child with attitudes of unselfishness. In extreme cases, social work in the home may become necessary. The tactful social worker can do much toward re-educating the interested parent to certain needs of the child.

19Ibid., pp. 321-322.
20Witty, Skinner, and others, op. cit., p. 436.
The broadening, social contacts with other children in the school situation will, in itself, be of help to the over-protected, selfish child. For in play activities with other children, there arises mutual need for assistance and consideration, and these are qualities which appear very seldom in the child's dealings with his parents. To the very young child, friendship and cooperation have no meaning. Before he is capable of transforming his selfish attachment to his parents into a relation of real love, it is necessary for him to have reached a certain degree of independence. Sometimes the child's home environment is lacking in the proper experiences for developing this independence necessary in making happy, social adjustments. His failure to understand the advantages of social life does not necessarily mean that he is "bad." If his experiences have been limited, he has had no opportunity for realizing that cooperation with others is the most efficient and dependable way of gaining happiness for himself. Previous to entering school, the young child's strongest weapon has been his right to claim first consideration from his elders. Before he is ready to relinquish this weapon, he must have acquired a feeling of his own personal adequacy.21

The teacher's problem, therefore, is to help the child acquire a feeling of self-confidence. It is often surprising

to see what significant progress can be made by the child in assuming responsibilities when he enters school. He has been accustomed to laying his outdoor wraps on a chair for his mother to hang up, but he soon learns to accept this small task at school matter-of-factly. He learns to take pride in personal cleanliness because he wants to be praised at the morning health inspection. The daily small tasks he is given to do to help keep the schoolroom orderly and clean result in his developing pride in being able to do things for other people. In the social studies class, the group goes on excursions to various places, takes trips on the street car, bus, or train, or builds a playhouse, grocery store, or post-office or their own. The child soon learns that he not only can do things for himself that he had been accustomed to having done for him, but he can do things for other people, and he can work with a group that together can do things for the enjoyment of the group as a whole. By gradually increasing opportunities in accordance with the development of the child and his ability to accept responsibility, levels of achievement can be reached which are surprising to all concerned. In his interest in working cooperatively on a group project, in his efforts to do his work in a manner that will meet approval by the group, in learning to share readily with others, and because of the disapproval shown by his friends when he does make selfish demands, the self-centered child may make rapid strides toward becoming a cooperative,
unselfish, individual who has confidence in his own ability to do things for himself and for others.

**Eliminating jealousy.**—In the study of the background, the most common cause of jealousy was found to be a display of affection by the parents to another child. The older child loses his sense of security and importance in the home when he sees the mother giving most of her attention to the newcomer. If the parents will be careful to give some attention to the older child and to include him in their expressions of affection, much of this jealousy aroused can be avoided. Preparing the older child in advance for the arrival of the new baby often is of value in helping him to adjust to the new situation. Letting him help in the care of the younger child may help to solve the difficulty.²²

Feelings of jealousy once aroused are not impossible to alleviate. If the parents are very careful to show no favoritism by giving one child more compliments, personal privileges, demonstrations of love, or even smiles than the other children, jealousy will be unlikely to continue to thrive. The older child needs to be given positions of responsibility which bring him praise and a feeling of importance. Letting him take charge of the younger ones to some extent, especially in teaching them, relieves him of the necessity of competing with them on their own level.²³


When the child starts to school, he is quick to notice any favoritism displayed by the teacher. Of course, it is difficult for her not to prefer some child above others, but to show this preference is fatal. Those children not favored are alienated, and jealousy and bitter rivalry often result. Another mistake is to compare one child with another in an effort to stimulate the laggard. This method of setting one against the other may make the older child feel so inferior that he ceases to put forth any effort at all, or it may injure his ego to the extent that he develops a desire for revenge. If the teacher will give the failing child some permanent duty to do that he can do well, he will feel that he has a place in the group.24

The child sometimes feels jealousy when he has no real basis, no real objective reason for being jealous. Usually, other personality distortions can be discovered in the child whose reasons for jealousy lie largely in his own beliefs and attitudes. To straighten out the whole personality of the child then becomes the problem. He must be shown that what he believes to be favoritism on the part of his parents or teacher or what he believes to be unjust treatment from them is, in reality, not true. He must be shown that his talents and good qualities are appreciated as much as those of any other child and that his place in the affections of his parents and teacher has not been supplanted.25

In all cases of jealousy, prevention is better than correction. To avoid situations that may cause jealousy in the home or at school is easier than to restrain the jealous child. The child should be trained to share his possessions, to take turns, and to respect the rights and property of others. The older child should not always be expected to give up things to the younger just because he is younger. Rather than risk the possibility of showing favoritism when children are in disagreement over an object, it is probably better to take the disputed article from both children. If the parent or teacher has seen the development of the argument from the beginning and can truthfully and fairly decide to whom the object should be given, he may do so. However, it is of utmost importance that the adult does not see the faults of only one child and overlook those of another. To help keep such situations from arising, the adult should provide many opportunities for the child to enjoy sharing with a companion rather than competing with a rival.26

Teaching the dishonest child to value truth and honesty.-- Those who have made a study of the dishonest child are agreed that the child cannot be expected to tell the truth on every occasion and in every situation. To expect the six-year-old to relate the plain facts in the order in which they occurred is expecting too much, for the ability to give a simple, connected, and logical account of an experience

26Ibid., p. 465.
develops late. In many situations the child uses his imagination to make a story more interesting. In such cases, the child should realize that the adult recognizes his story as inaccurate. However, scolding the child for his inaccuracy may discourage his imaginativeness. The adult should encourage him to learn to recognize facts and to keep distinct his imaginative tales and his actual experiences. If this is not learned, the practice of exaggeration, which is a species of untruthfulness, may develop, or the child may resort to daydreams. If the imaginative stories and inaccuracies of the youngster are met by stern retribution and punishment, then he is forced to resort to real lying to evade the parents' anger and indignation. 27

The most important problem in training the child is to teach him to value the truth so that he will make truthful responses on those occasions when failure to tell the truth would work to the harm or detriment of others, to be able to discriminate between truth and falsehood, and to develop a sense of honor. Anderson says:

In developing such discrimination the maintenance by the parents of an essentially truthful attitude in their relation with one another and with their children is of primary importance. If within the family circle, there is an atmosphere of uncertainty, many examples of evasion, and unsound or false attitudes, the child can hardly be expected to tell the truth. Truthful parents tend on the whole to have truthful children. Sincere living is imitated as readily as insincere living. 28


Employing consistent, corrective measures with the disobedient child. — Since inconsistencies in discipline and badly used authority in the home are responsible for disobedience in the child, any treatment attempted must begin with the home and must have full, understanding cooperation of parents or others who have immediate charge of the child. The first step is for the social worker or teacher to obtain a clear and complete picture of the disciplinary measures being used in the home. Upon finding them unsatisfactory, the parents must be taught better ways. To begin corrective measures in the treatment of the child, the reasons for his attitudes and behavior must be discovered and he must be guided in forming more desirable ones with or, if necessary, without his parents' cooperation. If parental behavior is causing emotional conflicts, these must be dealt with first.  

The beginning school child who exhibits negativism is displaying the normal behavior of a child who has had unwise handling. In dealing with him, make as few demands as possible. When these are met negatively, disregard the refusals and firmly but gently insist that he carry out the necessary injunctions. If the child questions the motives and reasons for the command, explain carefully. This period of negativism of the first grade child is usually short-lived and normally lasts only a few months or a year at most. Although the time may seem endless to the parents and the teacher, it is not

29 Louttit, op. cit., p. 479.
long. However, the way in which the child is dealt with at this time is of great significance in his later life.  

Consistency in discipline, avoidance of extreme measures, and inter-parental cooperation are of the utmost importance in the treatment of disobedience. A child is often justified in being disobedient when the parents or teacher make unreasonable demands just to show their authority. The child should be treated as a human being who needs help in growing up—not as a piece of property. If parental and teacher demands are not within reason, he cannot be expected to obey. The child who has found that resistance to authority proves a way of getting what he wants, helps to get him out of unpleasant tasks, and makes him the center of attention, may try it repeatedly. Sometimes extreme measures must be resorted to as penalties for specific acts of disobedience. Consistent disciplinary measures such as withdrawal of privileges, isolation of the child, and providing unpleasant tasks for him to do, usually suffice. Moreover, it is of extreme importance that parents and teacher do not forget to offer highest praise for any improvement shown.

Helping the temperamental child to make adjustments.—To find the disturbing element that has contributed to making the child temperamental is the first step in the treatment. In the case of the six-year-old who has spent most of his life

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30 Ibid., p. 480.  
31 Ibid., p. 480.
in the privacy of his own home, something in his environment must have been upsetting. If his parents are continually subjecting him to bitter family squabbles, their cooperation must be sought in making his home life more calm and pleasant. If he is the extremely nervous type who is irritable, bites his nails, and is unusually fidgety, he may be unconsciously imitating the "nervous" example of an overworked, irritable parent. Here, again, cooperation in the home must be secured.

In the case of the thumbsucking child, Morgan\textsuperscript{32} suggests that there is probably a nutritional lack and the child has formed the habit because of hunger. Instead of removing the thumb from the child's mouth or resorting to mechanical devices advertised for the purpose, an effort should be made to correct the underlying nutritional cause.

An irregular or haphazard environment may have contributed to the temperamental nature of the child. Where there is irregularity in eating and sleeping and a constant shifting in the home, the child cannot develop a feeling of security. Where there is a feeling of insecurity, it is very unlikely that the child's emotional life will develop normally and this irregularity may mark the beginning of serious maladjustments. A regular schedule begun early in the child's life and continued through the early years helps the child to develop good basic

\textsuperscript{32}Morgan, Child Psychology, p. 502.
habits that provide a foundation upon which to build stability and confidence.33

The neurotic mother or father whose moods swing from one extreme to the other is often to blame for the unstable reactions of the temperamental child. In a study of behavior problems, some young children were observed over a period of years. In the homes where the mother was neurotic, it was found that the number of behavior problems increased year by year while in the homes where the mother was normal and matter-of-fact in her relations with her children, the problems decreased. Neurotic parents should be tactfully informed of the effects of their moods on the child's ability to adjust to society, and they should make every effort to improve the situation.34

In the homes where inconsistencies in discipline, overstrict discipline, or much scolding and sarcasm have contributed to the temperamental disposition of the child, the problem is to eliminate the fear-producing stimuli. For the child who is subjected to this treatment is likely not only to feel insecure but to build eventually a generalized feeling of inadequacy.35

The best treatment for the child who is exposed to strains and stresses in the home is to eliminate the strains and

33J. E. Anderson, op. cit., p. 78.
34Ibid., p. 78.
35Ibid., p. 80.
stresses and to substitute affection, understanding, and sympathy. The next step is to build within the child a sense of confidence in his environment and a feeling of security in the world about him. Where it is impossible to improve the home situation, the school must make every effort to offer the child what is lacking in his home environment. Understanding and sympathy, affection, companionship of children his own age, duties involving responsibility and trust, work and play activities involving cooperation with the group, and provision for many creative opportunities will help to facilitate adjustment to a pleasant environment.

Promoting Growth and Development in Motor Skills

The child in the first grade shows lack of development in coordination of the smaller muscles chiefly because he has not yet lived long enough. Such tasks as holding a crayon or paint brush correctly for coloring, holding a pencil correctly for writing, and unscrewing a lid from paste jars are difficult, at first, because his small muscles have not yet developed to the point where he can do these things easily. It is not because he does not try hard enough or because he has not had the proper instruction. It is because his muscles need to develop more so that control over the hands and fingers may be accomplished with comparative ease and enjoyment.36

36 Martha M. Reynolds, Children From Seed to Sapling, p. 126.
The first grade child needs to be given climbing apparatus, blocks, boards, and boxes upon which to exercise his larger muscles. He needs to be given frequent opportunities to move around and to stretch his legs. Occasional periods of strenuous activities are also desirable, for anything that gives him opportunity to exercise his body promotes healthy development of the large muscles.37

Parents and teachers must remember that in order to acquire a new skill a child must repeat the motor performances many times. A child who has lived in a home where he has not been taught to wash his own hands, brush his own teeth, button his own clothes, or to put on his own shoes and lace and tie them, will be lacking in the acquisition of many valuable motor skills. By providing a variety of play materials, by encouraging the child's games and activities, by emphasizing the importance of skill in doing simple personal tasks for himself, the parent and teacher can do much to promote growth and development in motor skills. Complimenting the child when he does well in a motor performance encourages him and helps him to develop worth-while activities. A point to remember is that tasks too difficult for the child must not be given until his motor growth has progressed to the point where he can do them easily and with enjoyment.38

37Ibid., p. 125.
38J. E. Anderson, op. cit., p. 122.
Eliminating Poor Health Habits

Establishing habits of cleanliness and orderliness.--
The child must be allowed to be spontaneous in his behavior if he is to learn to take responsibility for maintaining cleanliness of person and orderliness in the care of personal belongings and pride in his surroundings. The parent and teacher must be very patient with the child who is attempting to do something for himself in the care of his person or his personal belongings for the first time. A very effective way of making it impossible for the child to accept responsibility for cleanliness and orderliness is to blame him when he makes a mistake. Adults must learn to accept the mistakes matter-of-factly and to offer suggestions for remedying them with a kindly, sympathetic attitude. They must learn never to take the responsibility of completing a task for the child simply because doing the task is easier than teaching the child how to do it for himself.

In the home, most parents have fairly convenient places for putting their own things away, but few homes make similar provisions for the child. If a good habit is made a convenient habit for the child, he is more likely to cultivate it. According to Teagarden, having his own personal possessions and a place to keep them, which is respected by other members of the household, would seem to be the right of every child whether in his own home, a foster home, or an institution. 39

"A place for everything and everything in its place," however, demands too high a degree of perfection from the six-year-old. He must learn to establish habits of orderliness and cleanliness gradually. As he grows the habit will grow, if its formation is attended by pleasant reactions. Praise for achievements is essential as an incentive for cultivating a good habit.

Promoting good eating habits.--Prevention of problems in eating is much simpler than correcting them, once they are established. However, there are many six-year-olds who have already formed poor eating habits which present problems which need correction. In Chapter II, these problems were introduced in the following order: (1) Eating between meals; (2) Being a finicky eater; (3) Dawdling at meals; (4) Refusing food; and (5) Showing deficiency in social manners in eating.

Methods of eliminating poor eating habits by the substitution of good ones to take their place will be discussed in the same order.

(1) Eating between meals. It seems to be the general opinion of the authorities consulted that eating at a regular time is a good habit to form and that eating between meals should not be permitted since it spoils the appetite. However, no inflexible rules should be established and occasionally the child should be allowed to eat between meals.40

40Ibid., p. 177.
Louttit does not agree with the occasional infringement on routine. He states in no uncertain terms that regular meal hours should be adhered to and that no eating between meals should be permitted. He admits that there are many cases where it is desirable to feed the child four or five times a day—a light lunch consisting of a cracker and milk, or fruit, in the mid-morning or mid-afternoon or sometimes only an after-school lunch. In such cases these should be treated as regular meals and should be given every day at the same time. The child who has formed a habit of eating between meals should be put on the regular four-or-five-meals-a-day schedule.

(2) Being a finicky eater. In the treatment of this problem all authorities consulted are agreed that the child should never be forced to eat. Usually he should be expected to eat the food offered and to try new foods, but occasionally he should be allowed to make his own choice. The adult should not demand that the child eat a standard amount at every meal for his appetite varies from time to time. Above all, he should set the child a good example but should not show overconcern in the child’s eating. "Well-prepared and appetizing food; quiet, cheerful mealtimes; no excessive insistence on conformance to superficial table conventionali-
ties; plenty of time to eat but not an excessive amount, are all of value in the building up of good eating habits."\(^\text{42}\)

\(^{41}\)Louttit, \textit{op. cit.}, p. 304. \(^{42}\)\textit{ibid.}, p. 303.
(3) Dawdling at meals. A certain amount of time should be allowed for meals, and at the end of this time the food should be removed. When the child understands that this will occur and that he must wait until he has eaten his meat and vegetables before he may have his dessert, dawdling will usually be short-lived. When it persists, the child should be told that the next time he starts playing he is "all through" eating. Then, regardless of coaxing, imploring, and temper tantrums, the child's food should be removed. "If the parent is consistent and patient and at the same time does not introduce the element of blame, the child can learn in a few days not to dawdle and play."43

(4) Refusing food. Body requirements differ from time to time so no great alarm need be felt if occasionally the child refuses to eat. Many children are finicky about their food and form likes and dislikes. When these likes and dislikes begin to be used as a means of getting special attention, then the problem has become serious. The child has lost his objective attitude toward eating and now the question is whether or not the mother can persuade him to eat. If the parent can assume a quiet, objective indifference instead of urging him to eat, after a few mealtimes have passed the child will usually decide that if no one is going to care whether he eats or not he will have to look out for himself.44

44Wexberg and Hititsch, op. cit., pp. 170, 172.
(5) Showing deficiency in social manners in eating. Bad table manners, sloppiness, carelessness, gulping, and eating noisily are all matters of training. If the child is allowed to begin feeding himself at eighteen months of age, his motor coordination is usually rather well-developed when he attains school age. But the standards in table manners should not be set too high for the six-year-old. He should have attained a reasonable aptness in handling fork and spoon, but he should not be expected to use a knife efficiently. A certain amount of sloppiness should be condoned, but praise when he manages to maintain cleanliness can do much toward establishing the habit of being careful. If the child is taught to enjoy and participate in the social life of a family dinner table where desirable examples in good social manners are ever before him, he will have few difficulties in acquiring good table manners.45

Developing good habits of resting and sleeping.--Because inadequate rest vitally affects the child in his daily activities, discovering methods of substituting good sleeping habits for poor ones is very important. Inconsistencies in routine in the home are largely at fault where poor sleeping habits occur. From early infancy the child should be put to bed at a regular hour, with lights out, and left alone in the room. As he grows he will learn to accept going to sleep as one of the many normal things that everyone does in much the

45 Teagarden, op. cit., p. 176.
same fashion day by day, and the chances of sleeping problems arising will be small.\textsuperscript{46}

Treatment for the six-year-old who has formed poor sleeping habits should follow a comparatively simple plan. He should be taught to accept going to bed and sleeping while there as merely a routine task and never an occasion for emotional excitement. The child should be prepared several minutes before bedtime for the going-to-bed process. After he has put his toys away and the bathing and dressing preparations have been made, a short period of quiet activity is soothing. Reading an unexciting story is good.\textsuperscript{47}

Going to bed should not be a hurried process. The atmosphere should remain as free from tensions as possible.

Anderson says:

A child who is hurried off to bed very often feels insecure and calls back asking for a drink of water or for another cover. Or he wants the shade pulled up or a window pulled down, or his back rubbed or the door left open or a toy put away or brought to him. What he is probably trying to do by this behavior is to assure himself that he still stands within the affections of the parent. He may be trying to assure himself of his position in the parent's affections by seeing whether the parent will still perform services for him.\textsuperscript{48}

It should not be necessary for the child to have to be assured of the parents' love and affection. The treatment is to give the child a feeling of security, a feeling of being

\textsuperscript{46}Louttit, \textit{op. cit.}, p. 320.

\textsuperscript{47}Ibid., p. 320.

loved and protected and having the parents' understanding and sympathy.

Restlessness and wakefulness during the night will usually respond to regulation of evening diet and activity. If the child goes to bed too much excited over his evening's play or if he goes to bed emotionally upset, he may have exciting dreams, nightmares, or night terrors. Also, poor physical condition may be the cause of disturbances. To combat these sleep disturbances, speak calmly to the child following the attack, and assure him that there is nothing to fear. Help him to gain freedom from anxiety and fears by eliminating all feelings of insecurity from his daily program.49

Where poor sleeping conditions are causing restlessness and wakefulness, every effort should be made for their improvement. In many cases the situation cannot be improved because of poverty. In a few cases, however, not poverty but thoughtlessness and carelessness are responsible for overcrowded conditions. The social worker who learns about these situations must instruct the parents and suggest better arrangements.50

Correcting defects in posture.--Centering attention on correct posture is an important element in the training program of the first grade. Many children who have moderately normal muscles and spinal columns fall into bad habits of

49Louittit, op. cit., p. 320
50Baker and Traphagen, op. cit., p. 199.
sitting and standing. When told to sit up straight or to stand up straight, often they will exaggerate the errors which are habitual. A child must be taught first how to sit or stand correctly and later the habit will come, with regular practice. First, he must get the "feel" of correct position. An exercise which will serve admirably to give this sense of feeling for the correct position follows:

Have the child stand with back to wall but heels three inches away. The hips, shoulders, and head should be touching the wall and the arms relaxed by the side. In this position, when the muscles are relaxed, there will be a space between the lower back and the wall. Have the child contract his abdominal muscles and try to straighten the lower back so that it will touch the wall, without drawing the hips or shoulders away. The parent may place his hand between back and wall and feel when the child is accomplishing his purpose. The child should first secure the correct position, then attempt to press the wall with the lower back, then relax while taking a long breath and again secure the correct position. This may be repeated at first five or ten times daily and more often when his ability improves. The child has to learn the trick of performing this exercise, which consists of simultaneously rotating the pelvis on the hips and contracting the abdominal muscles. When once he has become accustomed to performing these motions correctly and with little effort, he may try to do the same thing while sitting erect in a straight-backed chair or while lying on the floor. He may also practice walking around the room with the back held in this position. These all help to give him a sense of correct posture and to accustom him to adopting it. Whenever a child thus trained is asked to stand up straight, he will immediately draw in his abdominal muscles, rotate his pelvis, and straighten the curve in his lower back which is so likely to be exaggerated. In addition, this exercise helps to develop the muscles which are needed to support this position.51

If the child's general health is not good, this may be contributing to faulty posture. For desirable posture it is

51H. C. Stuart, Healthy Childhood, pp. 142-143.
essential to maintain satisfactory nutrition at all times, to avoid strain and fatigue, and to provide ample amounts of desirable exercise. The child should sleep and rest in good positions and this requires a bed with a good spring, a firm mattress, and no pillow. His muscles should be allowed to develop normally, and he should not be urged to sit or stand in advance of his normal development nor be bolstered up in undesirable positions. The young child's clothing should not hamper his movements in any way, and his shoes and stockings should not cramp or impair normal function.\textsuperscript{52}

The child's habits of living may be altogether responsible for poor posture. He may spend long hours curled up in a lounge chair reading when he should be playing out-of-doors. His desk at school may not be adjusted to his size and needs. The restraint imposed on freedom of movement in the school-room may limit muscle activity and produce strain. To counteract this condition, the child should be taught to relax for ten or fifteen minutes two or three times a day. He should lie on his back, arms up over his head with only a small blanket folded under his shoulders. Proper rest and carefully chosen exercises to develop muscles which are not functioning normally should correct undesirable traits in posture. If faulty posture persists, in spite of corrective measures, the child should be put under the regular observation and care of a physician.\textsuperscript{52}

\textsuperscript{52}Ibid., pp. 139-140. \textsuperscript{53}Ibid., pp. 139-140.
Using preventive measures rather than corrective measures is a much more desirable procedure where habits of poor posture formation are concerned. Since it has been ascertained that poor lighting is a responsible factor in producing habits of poor posture, the teacher, nurse, or the school executives should carefully check the lighting in the schoolroom desk by desk. Using a photometer is the correct method of procedure because with this instrument the degree of intensity of light on each child's desk may be discovered and the desk moved to the right angle for the proper lighting.

**Eliminating Poor Work Habits**

To keep the first grade child from forming poor work habits should be the aim of the first grade teacher. However, some children come to school with no foundation whatsoever for building up good work habits. There is the child who has had almost no responsibilities designated as his very own. Other than being able to feed himself and administer to his own toilet needs, he is a dependent being. His mother bathes and dresses him, puts his food on his plate and remains at the table much longer than necessary to see that he eats part of the food, reminds him to brush his teeth after eating, gets his wraps for him and helps him put them on, and then walks to the corner with him to see that he crosses the street safely on his way to school. In such a case, the corrective measures must begin with the home. The P. T. A. can do much toward
educating the parent to the need for giving the child certain designated tasks to do in his everyday life. The tactful teacher can do more by assigning the child homework projects and by praising every slight improvement and any show of initiative or responsibility made by the child with respect to his own actions.

In some instances the parent expects the child to make decisions far beyond his growth and maturity and assume responsibilities beyond his years. This usually results in instilling an inferiority feeling in the child, due to repeated failures in attempts to do the impossible. Corrective measures can be administered in the schoolroom by the understanding teacher. The child should be given the very simplest tasks to do and his efforts should never go unpraised.

A child's adequacy should be judged by his courage, persistence, interest, resourcefulness, and foresight rather than by his success or failure in the immediate situation. If he is able to recognize failure and strike out at a new angle rather than give up, he is making adequate progress in growth and development of good work habits.54

54 Bailey, Laton, and Bishop, op. cit., p. 13.
CHAPTER IV
CONCLUSIONS AND RECOMMENDATIONS

In this study an attempt was made to "discover some constructive ways of promoting social cooperation in the first grade child" who is lacking in proper training in social experiences. The writer did not expect to discover certain formulae or prescriptions by means of which all difficulties in social adjustments might be met. To get the concurrent views of various authorities as to how to go about eliminating difficulties responsible for lack of social cooperation was the objective. From the research in this field the following conclusions have been reached:

1. The child entering school for the first time presents individual problems showing deficiency in social experiences.

2. The home is the deciding factor in the development of the socially well-adjusted or the socially maladjusted child. Disorganized family life and unhappy home conditions have a devastating influence on the child's attitudes and social behavior.

3. Inconsistencies and badly used authority in the home and in the school are responsible for many of the child's social adjustment problems.
4. The child who has not been prepared to take his place in the new and strange environment of the school often has problems in making adjustments.

5. A misinterpretation of certain events in his life may cause the child to fail to cooperate socially.

6. The child who comes from a family where there is no mutual sympathy or support may show a lack of cooperation at school.

7. The child who is constantly reminded that other people are not to be trusted will show lack of cooperation.

8. Overattention or overprotection on the part of the parents causes many difficulties in social adjustment.

9. The parent or teacher who indiscriminately issues negative commands is fostering social maladjustments in the child.

10. Social cooperation may be very difficult for the child who has formed a habit of withdrawing into a make-believe world.

11. Lack of suitable interest and stimulation in the classroom may result in withdrawing or a-social behavior attitudes.

12. The child who is not given opportunities to compete with other children and to undergo reasonable hardships is unlikely to develop socially-cooperative attitudes.

13. The child who exhibits jealous traits does not have a good foundation for growth in social cooperation.
14. The home environment is the responsible factor in determining honesty or dishonesty.

15. Foundations for obedience or disobedience are laid in infancy. The two extremes of leniency and strictness make for disobedience.

16. An irregular or haphazard environment is a responsible factor in the lack of social cooperation displayed by the temperamental child.

17. Failure of the parent to provide materials for the child and proper training in their use contributes to lack of development in motor skills, thus making adjustment to the school situation difficult for the child.

18. Failure of the parents to give the child the responsibility for his own personal care and for forming habits of orderliness and cleanliness at home results in a lack of cooperation at school.

19. The child who has been pampered in his eating habits presents problems of social adjustment at school.

20. Failure to develop habits of sufficient sleep and of conscious relaxation may play a part in the development of a neurotic temperament which is detrimental to the making of proper social adjustments.

21. The child who has developed unnatural habits of posture shows lack of social cooperation in the classroom where the maintenance of correct posture has been set up as a standard.
The child who has developed poor work habits may have been subjected to inconsistencies in the demands made upon him at home, to discouraging experiences, to too great dependence on others, or to too little practice in mobilizing his own powers.

With the help of the research data the following recommendations are made:

1. The first-grade teacher should recognize the out-of-school influences upon the child's developing personality. Proper social experiences and wholesome influences in the school alone can seldom counteract opposing forces in the child's entire out-of-school environment. The school, however, can strive to help the child to achieve maximum development and to live a rich, full life. It can take the lead in trying to improve the environmental conditions at home.

2. The school and the home must cooperate in solving the child's problems.

3. The teacher and the parent should understand each other's attitudes.

4. The school and the home should stress the importance of the child's physical and mental growth, but there should be a corresponding recognition of the influence that his emotional and social adjustment have on his developing personality.

5. To combat seclusive and withdrawal traits in the child, never force the child to take part in any activity,
place him in a group with equals where he will have a fair chance for competition, and provide opportunities for him to get practice in expressing himself, in making decisions for himself, and in contributing from his experience to the common plans of the group.

6. A thoughtful respect shown the child and an unassumed interest in his personal tastes can do much toward contributing to his happiness.

7. The tasks given a six-year-old should not be too difficult for him. He should be provided with a great many interesting, relaxing things to do in the home and at school.

8. Parents need to be informed of the extent of the damage done to a child's personality development when he has for his heritage an unhappy home, quarrelling parents, the absence of one parent because of divorce, a home that is too self-centered, or a home where the child is not given examples of good standards, good behavior, and social responsibility.

9. Among other things the pre-school program of the child should include learning to accept disappointments and minor physical hurts matter-of-factly and learning to make decisions for himself, knowing that he must abide by the consequences of his decisions.

10. To help the daydreamer translate his visions into worthwhile realities the teacher and parent should offer encouragement for every effort the child makes toward that
goal. They should direct the child's spontaneity into channels which lead to worthwhile achievements.

11. By gradually increasing opportunities in accordance with his development, the selfish, self-centered child can be lead to work cooperatively with a group, to do his work in a manner that will meet approval of the group, and to share readily with others.

12. To alleviate jealousy in the child, the parent or teacher must show no favoritism. He must not compare one child unfavorably with another. Positions of responsibility and trust should be given the jealous child and he should be trained to share his possessions, to take turns, and to respect the rights and property of others.

13. The teacher and parent must instruct the child as to how to discriminate between those occasions on which truth is necessary and those on which free rein can be given the imagination without untoward social consequences.

14. Consistency in discipline, avoidance of extreme measures, and inter-parental cooperation are of the utmost importance in the treatment of disobedience. The parent and teacher must never make unreasonable demands of the child.

15. In order to help the child develop good basic habits that provide a foundation for a stable temperament and self-confidence, the parent should follow a regular schedule from the child's infancy through the early years.
16. To promote growth and development in motor skills, the parent and teacher should provide the child with a variety of play materials, encourage him to take part in many games and activities, and emphasize the importance of skill in doing simple personal tasks for himself.

17. In promoting the formation of good habits the parent and teacher must remember that a very effective way of making it impossible for the child to accept the responsibility for cultivating a good habit is to blame him when he makes a mistake. Praise for achievements is essential in cultivating a good habit.
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