

A STUDY OF BEHAVIOR ANALYSIS IN A SECONDARY SCHOOL

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THESIS

**Presented to the Graduate Council of the North
Texas State Teachers College in Partial
Fulfillment of the Requirements**

For the Degree of

MASTER OF SCIENCE

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Springtown, Texas

August, 1948

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CHAPTER I

INTRODUCTION

Statement of Problem

The problem of this thesis is to make a study of the behavior problem of secondary-school pupils. The development of desirable and acceptable social behavior has definitely become an important phase of education. According to Zachry, "The school has long been charged with responsibility for fostering social development in future citizens."¹ The strains and stresses of our changing way of living, brought on by the increased production of the necessities and conveniences of life, have increased the complexity of society and have had vast effect upon making educators more directly conscious of the problem of social behavior adjustment. How shall the school meet the behavior problems that post-war social adjusting has brought forth?

The right to grow up, to be adjusted physically, mentally, and morally to a well-balanced social group is the unconditional inheritance of every child; but by an ironic trick of fate, some children have been robbed of their rightful heritage. They have been placed either by birth, physical anomaly, or economical circumstances in a social environment that has forced them through their sense of self-preservation to acquire abnormalities of their character traits,

¹Caroline B. Zachry, Emotion and Conduct in Adolescence, p. 3.

mentally, socially, and emotionally. Thus, the children have become problems to society at large, home, school, and even the churches.

How can the school provide opportunities for developing social behavior that will make an integrated personality of these children amidst disintegrating forces at work? The modification and the direction of the development of desirable social adjustment is a contribution progressive education is endeavoring to make.

Educators have stressed the significance of attitudes and their function in the shaping or conditioning of child behavior. According to Barr, Burton, and Brueckner, "By far the largest part of complex human personality is made up of acquired beliefs, and attitudes concerning the world and man-acquired values, and tendencies to act in accord with those values."² Prescott points out that "Attitudes direct on channel behavior."³ Lee and Lee emphasize that attitudes are the "integrator of the elements of learning and driving forces to action."⁴

Even though educators have stressed the shaping or conditioning of child behavior, few materials are available for scientific analysis. The available data consist of little besides certain descriptive accounts—case histories and diary records. Records of observed behavior are very helpful but not always reliable for scientific

² A. S. Barr, William H. Burton, Leo J. Brueckner, Supervision, p. 958.

³ Daniel A. Prescott, "The Attitudes of Children, the Primary Concern of Education," Vital Speeches, LV (August 1, 1938), 625-628.

⁴ J. M. Lee and D. M. Lee, The Child and His Curriculum, p. 11.

analysis. The selection and emphasis are dependent upon the recorder. Behavior rating scales have increased the reliability of the measuring of behavior.

Need for the Study

Today America is faced as never before with the problem of juvenile delinquency. The Bureau of Investigation declares that the number of delinquents is mounting steadily and that steps must be taken to remedy the situation.

F. J. Kelly, in the White House Conference on Child Health and Protection committee reports, said:

On the whole, the school has met and is meeting the demands for adjustment rapidly. However, the extraordinary rate of change in this structure of society in recent decades has been such that only in exceptional places have the school been able to keep pace.⁵

Never before has the school child been given so much unguided freedom—freedom that should be acquired, not given. Then it must be realized that the products of today's education are functioning in a changed social setting. Responsibilities that the child was required to discharge in the home have been removed. His security and sense of belonging have been endangered. No longer is he a self-confident, secure, normal individual, but a perplexed, disbelieving, rebellious, confused bundle of unbalanced emotions, which lead to maladjustments so prevalent in our society and in our schools.

Even in a spontaneous and complex society such as that of present-day America, community needs are correspondingly diverse, fluctuating,

⁵ White House Conference on Child Health and Protection, Washington, D. C., 1930, Whitehouse Conference, p. 168.

and obscure. But even here and now, in any given community in the United States today, organized society recognizes that public schools must be concerned with the social constructive adjustments of young people, and thus supplement the influence of the home and other agencies in the public interest.

Democratic society cannot be well served by deprivation of the individuals who make it up, but only when the basic needs of the individual and the group are satisfied. Thus, in fostering social development the school must be concerned with both individuals and society. Boys and girls reach the secondary school at a time of life when their contacts are broadening rapidly, when they are coming more and more into direct touch with an environment wider, more heterogeneous, and more difficult to cope with than that which they have known before. The adolescent must learn to make his own terms with the adult world. As the most important aspects of his environment, the school should help him in his efforts toward self-realization in the new and broad setting, toward a fulfillment that is not only satisfying to him, but acceptable and useful to his community.

Necessary Definitions

Educational literature contains numerous interpretations of educational terms, which result in much confused thinking. To avoid misunderstanding, the following definitions of terms are submitted:

1. Adolescence is the transition from childhood to adulthood. The individual is confronted with the necessity of making certain profound adjustments in emotions and conducts that are basic to all later

adaptations and readaptations. During these years he is striving to reintegrate a changing personality on shifting grounds. Now basic changes are taking place not only in his own urges and aspirations but in the demands and expectations made in his expanding world.⁶

2. A social-behavior problem is the discrepancy between the capacities of the individual to adjust his own personal problem within himself and to conform with the demands of a democratic society, or the world about him. The child may be adjusted in his own opinion, but he may find conflict with society.

3. Integrated behavior is generally designated as

(a) the desired relationship between an individual and other individuals as interacting personalities and

(b) the desired relationship between an individual and the organized institutions of society.⁷

4. Personality is the "total organization of reaction tendencies, habit, patterns, and physical qualities which determine the individual's social effectiveness."⁸

5. Social development is social growth, which concerns the whole personality in its physical, intellectual, and emotional functioning, refers to standards that in sum are indigenous to each individual. The child develops through interaction with his surroundings, physical and social.

⁶Zachry, op. cit., p. 13.

⁷L. T. Hopkins and others, Integration, It's Meaning and Applications, pp. 21-22.

⁸Mark A. May, "The Foundations of Personality," Psychology at Work, edited by P. S. Achilles, pp. 84-85.

Scope of Background

The task of meeting the challenge of our society in respect to the development of desirable and acceptable social behavior patterns in adolescent boys of a small secondary high school in central Texas has justified this study.

This school is in a rural inland town with a population of about fifteen hundred. It contains classes from the seventh through the twelfth grades. The enrollment of the school during the school year 1947-1948 was 196, with an average daily attendance of 179.7.

The teaching staff consists of six regular teachers and the superintendent as part-time teacher. There are no special teachers except in music (private lessons only), vocational agriculture, and home economics. There are no visiting teachers, nurses, psychiatrists, or child-guidance clinics. All of the teachers hold a bachelors degree. Some have done graduate work, and the superintendent holds a master of science degree.

The curriculum at present includes only twenty courses. Of these, sixteen are required, in addition to physical education. Electives such as bookkeeping, typing, dramatics, speech, public-school music, business training, and commercial law were not included in the curriculum of the year 1947-1948, for the first time since the affiliation of the system.

Other institutions and places of community recreation include five churches, a theater, a skating rink and a scout hall.

Many types of behavior problems were dealt with in this particular secondary high school situation during the year.

Twenty of the most common types of behavior problems found among the children are listed below:

1. The nervous child
2. The truant, or runaway
3. The "bossy" child
4. The shy child
5. The child with physical handicaps
6. The child who steals
7. The underprivileged child
8. The child who is a disciplinary problem
9. The neglected child (unstable home)
10. The child with bad sex attitudes
11. The "lazy" child
12. The child who falsifies
13. The seclusive child
14. The over-dependent child
15. The feeble-minded child
16. The socially unadjusted, extremely bright child
17. The so-called "dull" child
18. The child without a normal home environment (immoral)
19. The fearful child
20. The child with ego-centricism

The following psychological principles were listed by the faculty as important underlying factors which seriously influenced each particular teacher's attitude in the study of behavior problems throughout the entire school year:

1. All behavior has purpose. No act of any child in the classroom is purely accidental. The child may not be conscious of this purpose.
2. Behavior is a symptom. It is not always possible to trace a single symptom to a single cause. One symptom may be the result of many causes, or a combination of symptoms may be due to a combination of causes.
3. All behavior responds to pattern.
4. Behavior of the human organism is learned. It is the school's responsibility to guide the child in learning proper behavior.
5. All behavior satisfies some need. Behavior is not only purposive, but also satisfying to the individual, or he would not participate in it. Intelligent dealing with behavior involves the setting up of an environment in which value or satisfaction is attached to constructive behavior, both at home and at school.

Procedure

The present study was initiated in March. The first step in the approach to the analysis was to gather the kinds of data about the individual adolescent, which would offer insight into his behavior and motivations.

To throw light on the genetic factors of development, the investigator made individual case studies of the six pupils presenting major behavior problems.

An investigation was conducted through research and interviews with parents to determine what conditions, relationships, and experiences

are factors influencing the children's behavior. An analysis was made of the community, the home, the attitudes and influences of parents, the pupil, pupil-parent relations, teachers, teacher-parent relations, teacher-pupil relations, the school as a whole, school records, activities of the school, and outside agencies.

The interview records in summary form provide data about the interest and attitudes of each boy, the parents' outlook on life, their difficulties, and their aspirations.

The second step was to gather direct expressive materials--such as sociograms, anecdotal records, and a survey of the use of time--which were employed to supplement the data secured from other sources.

Scope of the Problem

The writer is fully conscious of the limitations accompanying a study of this kind. The purpose of this investigation is to study a given secondary school with which the investigator is familiar in order to determine as objectively as possible what conditions, relationships, and experiences are exercising unwholesome influences on the youngster's actions, and to determine how the school can provide opportunities for developing social behavior that will make an integrated personality.

CHAPTER II

CAUSES OF BEHAVIOR ABERRATION

After analyzing the school background, philosophy, school records, classroom procedures, methods of dealing with behavior problems, contacts with parents and outside agencies, qualifications and attitudes of teachers, influence of family relationships, cooperation of administrators and teaching staff, grouping of pupils, and data from case histories of a definite group of pupils with behavior problems, the investigator has come to recognize definite occurrences which are harmful to the best interests of children, and should warrant careful study toward their prevention.

1. Developmental tasks and adjustment problems with which children are struggling are frequently unrecognized, and help that could be given is not supplied.

2. Praise and blame, reward and punishment, encouragement and regression are usually meted out to children almost exclusively in terms of the significance of a child's behavior for school policies, the teacher's purposes for the class, or the teacher's personal code of conduct or pet aversions. Children's actions are not always appraised in light of the factors including personal purposes that caused it, nor are remedial measures planned in view of these factors.

3. Many children are required to learn things that are inappropriate to their abilities, developmental level, adjustment problems, or motivation.

4. Children are often expected or even required to behave in ways that are inappropriate to the individual's level of development, adjustment problems, family background, physical condition, or life situations outside of school.

5. Relationships that imply the full acceptance of and respect for each child as a person are not always developed and maintained by the teacher. Particular children are disliked or neglected.

6. Children with chronic infection or correctable physical handicaps are not referred to physicians. Children with limited mental abilities are not examined or given an opportunity to learn at their own level. Neglected children are unrecognized as such, and are not given needed food, clothing, or affection through the school.

7. Children who are successful in conforming to the learning and behavioral demands of the school are not studied carefully. These represent a needless waste of important social resources.

8. The behavior of children is often controlled by means that humiliate them before their classmates, demean them in their own eyes, repress potentially valuable curiosity, or induce a sense of misunderstood or unfairly treated.

9. Relationships that imply the full acceptance of and respect for each child as a person are not always developed and maintained by the teachers.

10. The development of necessary skills and factual learning is often made difficult, or even prevented, by failure to take into consideration such factors as a child's physical make up, maturity level, growth rate, family situation, cultural background, status

with classmates, lack of self-confidence, lack of security in adults, limited experience, and consequent lack of pre-requisite knowledge, skill, or interest.

This list shows ways in which this particular secondary school fails to insure optimum development to some children, and ways in which it actively limits and hinders the wholesome development of others. Such regrettable failures and malpractices are, for the most part, unnecessary and preventable. They are due to (a) the traditional policy or philosophy of training children directly in adult patterns of behavior instead of viewing childhood and adolescence as periods of gradual development toward adulthood, (b) lack of knowledge concerning scientific principles that describe human development and behavior, (c) lack of skill in studying the individual children and groups of children, (d) inadequate records, (e) preoccupation with finance, a building program, and subject matter, (f) attention to methodology, (g) lack of child-centered planning.

The outstanding causes of behavior problems in this particular school were motivated by practices and procedures of the classroom teachers and administrators as listed:

1. Requirement of boys and girls to adapt themselves to the school instead of finding methods of adapting the school to the children.
2. Failure to recognize that academic demands are not fitted to children's abilities and developmental levels.
3. Failure to recognize that all children have individual differences.

4. Failure to recognize that the children are not classified in the classroom to help their social adjustment.
5. Failure of teacher to recognize the growth cycles through which all children pass.
6. Failure to recognize the variations in the rate of maturation.
7. Failure to understand the influence of family relationships upon the motivation and adjustment of children.
8. Failure to understand the influence of social status upon developing personalities.
9. Failure to understand the school as an arena of important social interaction among children.
10. Lack of improvement in teacher's attitude toward behavior--the blaming of children for certain undesirable conduct.
11. Failure to recognize drives which are often subtle behavior cues.
12. Failure to strive vigorously to find means to change this behavior, instead of relying on punishment to inhibit it.
13. Failure to recognize the relationship of teachers' attitudes upon the pupils' attitudes.

The writer presents the case-history approach to the investigation which was designed to give a picture of individuals as total functioning personalities. Data were gathered about six individuals' early lives and family histories as well as interests and attitudes in the school; in their personal and social concerns as well as their academic needs which would offer insight into their behavior patterns and motivations, and would serve as a diagnostic basis for an education

analysis. These data were translated and interpreted in order to provide insight into the personal meanings which so pervasively influence the individuals. According to Blos, certain well recognized characteristics of human behavior make such an interpretative approach entirely feasible and dependable.¹

Case of Roland

Roland's home is on a large fruit farm in the edge of a rural town. In moderate economic circumstances, the family lives in a comfortable home with all the modern conveniences. The roomy house is clean, neatly and adequately furnished; a casual hospitable atmosphere prevails.

Roland, the oldest of four children, was born in July, 1934, when his mother was thirty-four years of age, and his father forty-two. Both parents are native Texans and were members of large families. They spent their early childhood in adjoining rural communities near the town in which they now live. The father is a quiet, reserved, and understanding person, whose occupation does not prevent him from having a lively interest in education, current economic and social trends. The mother is an approving, vivacious, and kindly person in her attitude toward her children.

It is a source of enjoyment to Roland's parents that he chooses his friends from the best social families, with whom they themselves have intimate contacts. However, Roland has developed an unwholesome

¹Peter Blos, The Adolescent Personality, p. 5.

attitude in his relationship to adults, as he is inclined to accept their ideals and standards. He later discloses antagonism.

The family's interests, as well as their values, are predominantly determined by the father. It is he who is especially interested in a sound educational program for the children.

The paternal grandfather was a college professor. The father was reared in a refined atmosphere and acquired a college degree. His educational training and experience as a school-board member has given him a thorough understanding of current school trends and problems. He is a deacon in the church, but has developed tolerant religious views. He has had special training in music and has a keen interest in singing. He frequently invites singing clubs or quartets to present entertainments for the young people of the community in his home.

The mother comes from a large family of friendly, healthy, good-natured farm people. The maternal grandfather was unable to give his children a high school education because of crop failure and depression. Through travel, experience, and common sense the mother has developed a keen understanding of the better values of life, and has become a contributing individual to the best social activities of the community.

The home suggests a cultural background. To provide for the family's literary interest there are volumes of reference books, maps, bookcases filled with recent editions of prose and fiction, magazines, daily newspapers, copies of comic books, and the Holy Bible. Two radios, a phonograph, and a telephone provide entertainment and enjoyment for the family. A late-model car and a pick-up afford modes of

transportation for business and social purposes.

The home and the large fruit orchards require a great deal of care in early spring and harvest time. The family share all responsibilities, including house work. They have the same major interests and agree on most important issues. Their social contacts have grown largely out of the church and school, which they attend for social and religious reasons.

The parents are cheerful and seem to enjoy life; they are very fond of the children and have developed an understanding attitude toward them. Each child is treated individually and impartially, and each has some responsibility in the home. The children get along well together, and there is no open conflict among them. The family enjoys radio programs in the evenings at home, especially musical broadcasts, to which they frequently dance.

The parents have given Roland a liberal allowance, and have set up a college fund to finance his college education. The parents restrict Roland's use of the car so that the entire family may use it.

The parents are very cooperative with the school in solving or settling behavior problems in which Roland is involved. The mother is more lenient in her interpretations as to the seriousness of behavior patterns as revealed by the following incident: The father in tears apologized to school authorities for a behavior problem in which Roland was involved, while the mother thought the incident to be "funny."

The parents regret that Roland is not able to take typing and bookkeeping with his academic course this year.

Roland was born at full term after a normal pregnancy and labor. He was a bottle-fed baby, and was not weaned until he was eighteen months old. He learned to walk with the aid of a walker at fourteen months, talked at less than a year, and teathed at the usual time. Many toys were provided: a stroller, a buggy, a trainer, a walker, a jumper, and a swing to aid him in a healthy normal growth.

Roland had the so-called childhood diseases--measles, mumps, chicken-pox, and whooping cough before he was seven years old. Since early infancy he has had frequent colds, sore throats, and a chronic kidney trouble which require a physician's care.

Roland is a very intelligent boy. However, he indicates that he is not interested in school by frequently cutting classes, getting excused from all study periods, registering for only three subjects, entering class late each day, and making unkind remarks concerning classroom procedures.

The chief characteristics of satisfaction in school for Roland are produced by rudely interrupting classroom procedures, laughing loudly and boisterously, receiving rewards and pleasure premiums, shifting blame, denying deeds, disregarding school property, teasing members of his group, and being an influential member of his group.

Roland's school record reveals that he enrolled for English, mathematics, and agriculture last term. His greatest achievement was in vocational agriculture. His yearly averages were agriculture, 91.3; mathematics, 80.1; and English, 80.4; totaling a yearly average of 83.9 as compared with an average of 88.9 of last year.

Roland's records show that he was involved in eight behavior problems, with an outstanding notation that he had cut classes twenty times out of a possible thirty in one six-week period. Roland was dealt with by a fine of \$18.50 and a three-day expulsion.

Roland's interests are in the fields where activity may be used. He has a keen interest in music, and frequently leads singing in the church. He also enjoys playing basketball, but failed to make the school team. He frequently remains in the school to play with members of the main team. He seems to love pets, and especially likes to work with cattle. He chooses cows for his project in agriculture. He has won several prizes in judging contests and exhibits entered in Future Farmers of America displays.

Roland frequently gets involved in behavior problems and consistently tries to shift the blame or deny his deeds. However, when he is questioned closely he will admit his deeds. He appears to have little respect for school property.

As revealed in Figure 1, Roland has many friends, and participates freely in social activities. Roland frequently takes the family car or tractor out at night without permission to join his group.

Anecdotes.—

1. March 11

Sits always in a careless, sprawled position. Mutters in an undertone during study periods. Talks loudly entering and leaving study group. Fails to cooperate when students are asked to refrain from talking in study groups.

2. March 17

Roland walked into his classroom late with a burr hair out. Then took a comb from his pocket and began to try to

part his hair. The entire group laughed loudly. After class, was overheard to say to his group of boy friends, "The rest of you get one and let's all go to the evening study hall together." Later that day, the other members of his group were seen with burr hair cuts.

3. March 31

Roland was absent from play practice the night before; when questioned he said, "It is silly to go over and over anything, besides a fellow wants to do other things besides to come to the school house." Later that day the mother said he had used the car to go to play practice the night before; so she could not attend prayer meeting at the church.

4. April 5

Roland took pride in helping with the school coronation. He, Beauford, and Zella assumed the responsibility of getting the material for the park scene. He said, "I will take my truck and get the trees and arrange them for the park." He got metal park benches and arranged them under the trees to resemble a cozy park. He was chosen by a duchess of his class for her duke. He accepted and did the part well.

5. April 11

Since basketball season is over, the boys' physical education classes have been given to coaching and playing baseball. Those not interested in baseball are free to bicycle, to box, or to participate in calisthenics. The same teacher is in charge of the entire group. Roland and Mitz left the group without permission and failed to report back to class in the evening. The next morning when questioned about the absence, Roland said, "We went to the creek and I fell into the water. I could not come up here and sit all afternoon with wet clothes on, could I?" Then when questioned about his failure to report, said, "I knew you would not let us go, if we asked. I'm not interested in baseball and there is nothing else to do." The teacher suggested some table games and advised him against leaving the group without permission.

6. April 23

This was dairy show day at the county seat. Roland showed his cow, and she won a prize for outstanding dairy features. Three hundred and eighty-five animals were shown. Roland said, "I knew Bessie would get a place. I have kept accurate records of her growth, production, and feedings." Roland patted Bessie proudly as dairy men passed by and expressed a desire to buy her. Many agriculture teachers complimented him highly on the care

and choice of his animal. He said, "It's easy to be a winner if you know stock."

Case of Beauford

Beauford, the oldest of four children, was born in September, 1934, when the mother was twenty-six years of age, and his father twenty-eight. The father, oldest of six children, comes from an honest and hard-working farm family. He did not attend college, but went into business after completing high school. After many years of work in coastal towns, he developed his own small business; this was very severely struck by the depression. Due to the lack of business during the depression the father was forced to seek employment in a hardware store in a near-by village. The father works ten hours each day except Saturday, then he works sixteen. His income has always been very moderate. The father married at the age of twenty-four.

The mother comes from an Irish family and is the second of four children; she married at the age of twenty-two. She is very intelligent and considerate. She holds a Bachelor of Science degree and has taught six years in the elementary grades of a rural town. She takes care of the household, laundry, business—which is a combination of a home and filling station—and her family. She is greatly interested in Beauford's education, and is eager to provide him with any opportunity which may advance it. This she does without exerting too much pressure on him.

Both paternal and maternal grandparents were faithful members of the Assembly of God church, and Beauford's parents both grew up under

religious influence. The parents accepted this religious affiliation and drive to a distant city to worship. Politically the parents have no strong convictions or ideals.

The parents seem happy that Beauford chooses his friends from the upper social group in his home town and school. Beauford thoroughly enjoys his relationships with the adults of his community. He holds a part-time job in a local grocery store, where he works with twenty adult employees. He spends much of his time visiting and teasing with adults in the store.

Beauford's home is a combination of a country service station and a three-room dwelling. Frequently large stocks of automobile parts are stored in the living quarters. The furnishings are simple, clean, and modernistic. Newspapers, the Life and Look magazines, and two radios provide entertainment for the family. A 1940-model Chevrolet car is used for business and pleasure.

The home and business require a great deal of care. The mother assumes the total responsibility of carrying on all of the work in home and business. The mother feels that Beauford enjoyed the service station while he was young, as the motorists who stopped for service gave him much attention and money. However, as he grew older the motorists ignored him and gave their attention to his younger sister and brothers. As Beauford grew older he was assigned tasks to help with the business, and developed a dislike for service-station work. The mother works to provide money for the children's recreation and college funds.

The parents seem happy, and life within the family seems to be bound by strong ties of affection. Each child is treated kindly and impartially in the home. The only social contacts stem from the church which they attend. Due to the long hours and hard work, the parents enjoy quiet evenings in the home. However, Beauford adds a touch of color as he teases his brothers and sister by kicking their toys and telling them frightening stories. He also relates, in an exaggerated manner, his school achievements and social contacts. The parents are quite friendly, jovial, and neat in appearance.

The parents have a thorough understanding of the principles and techniques involved in the planning and teaching of school. The mother offers constructive criticism as frequently as possible, but with the same energetic tone expresses a disappointment in Beauford's adjustment and achievements. She expresses the idea that the school has failed so far as Beauford was concerned, as his real needs and interests are not provided for. She suggests that a good parent-teacher's organization might eliminate many behavior problems through better relations and understanding between parents and teachers.

Beauford was a healthy, normal, breast-fed baby and was weaned at thirteen months. He walked at eleven months and talked at sixteen months. Beauford had the so-called childhood diseases after he enrolled in the elementary grades. He has had no serious illness and is in good physical health.

Beauford is intelligent but has not shown any interest in any subject except literature, which provides a small amount of activity in which he is especially interested, this term. He fails to hand

in required written work and is frequently inattentive. Beauford seems to love to exaggerate and dramatize incidents which are of mere happenings. He fails to hear assignments or instructions, and resorts to saying that he does not understand requirements.

As revealed in Figures 1 and 2, Beauford is a member of a boys' clique within his class group. He does not enjoy social activity with the family but seeks social activity outside of the home.

Beauford's school records reveal that his yearly grade average was 74.6 as compared with 89.7 of last year. There was also a notation that he was involved in five behavior problems. The first four were listed, but no punishment or guidance was given; then a final punishment, as expulsion, was given with the fifth offense.

Anecdotes.—

1. March 2

In the hall today the following conversation was overheard: Jannie said, "Don't you think Beauford is eager to have a girl friend?"

Mary answered, "Yes, but none of the girls seem to care for his freckles and red hair."

Has Beauford sensed that his appearance has caused girls to reject him? He walked into class today with a burr hair cut and remarked that he was to get a blond rinse on his hair the next day.

They had a Leap-year party tonight and Jannie invited Beauford for her escort. Beauford accepted the invitation and seemed to have had a good time.

2. March 15

Beauford was exceedingly loud and talkative today. His monopoly of the conversation was very trying. He made remarks about others and their contributions to the class as being "dull" and "uninteresting." When remonstrated for his talking out of turn he remarked that the boys' vocabularies were limited and they failed to put any feeling into their talks; somehow the girls expressed themselves better.

The investigator said, "Well, each member is a definite part of our group and no one member must talk all the time even if someone is able to express himself or his thought better than others."

He replied, "I wish everyone were born actors."

5. March 26

Today the investigator assigned characters for a teen-age play, "Wild Cat Willie Gets Girl Trouble." Beauford played the leading role of Willie. The girls in the play were admirers of Willie. Beauford was very happy to have the part and did an excellent job. He was especially kind in helping the girls with their parts. He accepted training on his part. He remarked that he thought that girls are easier to work with than boys. When he was complimented on his cooperation with the group, he said that he thought dramatics should be taught in our school, in order to organize a dramatics club. He suggested that it would be nice to present assembly programs and get up entertainments for the parents. He remarked that he would learn his part by the next day.

Case of Mitz

Mitz, a second child, was born January, 1934, when his mother was eighteen years of age and the father twenty-three. He has one brother who is thirteen months older than he. The parents are full-blooded Germans who spent their childhood and early married life in a German settlement located in Young County.

The mother, who is the fourth of five children, spent her early childhood on a truck farm, where she worked long hours each day at hard work. She acquired many traits and habits which have helped her to be a good housewife and mother.

The father, the eldest of five children, came from a thrifty farm family. He completed high school, and went into business. His income has always been very moderate, but the family through wise and careful planning has been able to save a part of his earnings. The

father became discouraged in business and invested his savings in a fruit farm, located in a rural community, where they now live. He is now employed as a mechanic at a near-by airfield.

Relatives of both parents play a great role, and frequent reciprocal visits constitute some of the usual weekend events. The grandparents treat Mitz and his brother impartially, yet give them so much attention that they expect every adult to give them too much consideration.

The parents seem happy that Mitz became adjusted socially with his group. They had feared that he would prefer to cling with his friends in the community in which he had formerly lived.

Mitz's home is a small four-room frame house on a fruit farm near the rural town where he now attends school. The home is clean, and the furnishings are conveniently planned. Electricity and running water add to the comfort of the home.

The family group seems very close and everything is centered about the children. The parents rarely leave the home for recreation, except for visits with relatives. They value good books and good music and scorn the "cheap" ambitions of their children when poor reading material is bought. The mother plays the piano in the family circle, and frequently friends of the children gather to dance in the home. The family group is cooperative in sharing the home responsibilities and in the use of the family car. Mitz frequently pouts when attention is directed to the older brother, even though he receives an equal share of the parents' love and devotion.

Mitz's parents have a cooperative attitude toward school activities, but feel that Mitz has been maladjusted in the school situation because of the fact that two of the academic courses he needed were not offered, and Mitz was scheduled for courses not in accordance with his needs and interests.

According to the mother no special plans have been made for Mitz, but his birth and childhood have made them very happy. Mitz was born by Caesarian birth, and since that time the mother has not regained health. Mitz was bottle-fed on a formula of buttermilk and sugar until he was three years of age. He has always been healthy, however, and never eats very much. He rarely eats breakfast and refuses to eat at the school lunch counter. Mitz learned to walk by holding to the side of his mother's dress while she did the house work, and talked at the age of thirteen months. Mitz had most of the childhood diseases before he was old enough to enter school. However, he has not had the measles.

Mitz expresses his happiness in the new school. Records reveal that he has been absent only three days, due to illness, in this school year. When Mitz is corrected or gets into trouble at school, he pouts or sulks. This habit seems to grow worse each day, as he frequently refuses to respond when called on for contribution to the group discussions. He does not get over pouting spells quickly; sometimes they last for days.

Mitz seems to be fairly intelligent. His chief interest is in agriculture or science. He also has a keen interest in athletics, but feels discriminated against because he is not on the main basketball

team last season. Mitz is not neat with his written work, but adds an artistic swing to his writing. He often sketches Western scenes on his written work or book covers. Academic records indicate that Mitz's greatest scholastic achievements are in agriculture and science, the fields of his interest. His yearly grade average was 74.3 as compared with 80.1 of last year.

Mitz's records indicate that he was involved in six major behavior problems last school term. Mitz was expelled for three days for misdemeanor done on school premises. When Mitz was permitted to return to school, his behavior traits indicated open rebellion toward school policies and the administrative authorities.

Mitz seems to like boys better than girls as revealed in Figures 1 and 2. He has quite a few friends in both sexes--even though he sulks over incidents involving each of them at some time or another. He expresses a preference for Jannie best among all of the girls in school, as she has been kind to help him gain group recognition. He has been in this school only one term. Mitz indicates a preference for Jimmie and Roland as best friends from his group. Members of Mitz's group showed signs of approval for his attitudes toward the school by electing him a delegate to represent their class at a banquet. According to the Figures 1 and 2, Mitz has been accepted socially by the influential members of his group.

Anecdotes.--

1. April 16

Today the social study group was giving the advantages of our democratic government over various types of autocracies. Mitz said, "I'll admit that we have a good government, but why

doesn't this school sponsor excursion days so that we can visit the courts, legislature, and county agencies so that we can have a better understanding of our own governmental principles? I believe everyone would be more patriotic and a better citizen."

2. April 21

Several boys played a prank on the superintendent by placing waste in his car. The superintendent questioned the group of boys who had been presenting behavior problems. Mitz was involved and was punished by a three-day expulsion. When Mitz received his punishment, he said, "You just wait until my ma hears this," then slammed the office door with a terrific bang as he walked out.

Case of Mercer

Mercer, the older of two children, was born September, 1933, when his mother was twenty-six years old and his father thirty-five.

The father was the fourth of five sons in his family. The parental grandfather was a medical doctor in a Gulf town of Texas. The father was a very successful lawyer, who gave financial security to his family. The father drank excessively, and often flew into temperamental rages which finally resulted in a broken home when Mercer was three years of age.

The mother is an only child of a shoe cobbler. The mother acquired a high-school education. Through experience and association with more highly educated people, she has been able to achieve a greater degree of satisfaction with social activities outside the home.

Both parents have married again, and Mercer chose to make his home with the mother and twenty-three-year-old stepfather. Several months ago a new baby was added to this family. The stepfather has never been able to give the family the security that they had known

with Mercer's father. However, there was love and happiness which was a type of security they had not known with Mercer's father. The stepfather has found it difficult to keep employment; therefore, the mother sought employment until the new baby came. The family does not own a home, but they have spent most of their married life in rooms or apartments with relatives. These relatives have cared for Mercer while the mother worked.

The family seem very happy, and everything is centered about the children. The stepfather shows a decided preference for the baby. Mercer loves the stepfather as a big brother, and seems to enjoy games and outdoor sports with him. Mercer seems fond of the new baby, and frequently watches him while the mother does the laundry, but refuses to dry the baby or give him his bottle.

Mercer's parents are very eager for him to complete high school and attend college. The father sends Mercer money to be placed in a college fund.

The family seem happy, and each member shares the responsibilities in caring for the home work. However, Mercer does not like to assume any of the responsibility, but thoroughly enjoys a clean and comfortable home. The family enjoy visiting with relatives and friends, but do not take an active part in the social activities of the community. The family seem cooperative in school activities. They expressed regret that Mercer was expelled from school, and felt that it could have been avoided if their cooperation had been sought by school authorities. The mother especially expresses a keen desire for Mercer to have training in the business field, such as typing, bookkeeping,

and speech. She also expressed her gratitude for the patience and kindness rendered by some teachers.

Mercer was a healthy, normal baby, but the mother was weak and nervous because of serious family affairs and did not get along especially well. Mercer has never had any serious illness, but has frequently had touches of laryngitis. (The mother related one incident when Mercer could not cry.) Mercer had many of the so-called childhood diseases after entering school.

Mercer is in the tenth grade and has progressed normally. He is able to achieve a high degree of success in his undertaking. He seems to have more confidence in himself than in others. His experiences have helped him to accept opportunities for leadership in literary fields and to adequately meet the situations. His achievement in the fundamental subjects is good. He has frequently expressed a keen interest in typing, athletics, and speech, but none of these is included in the curriculum this year. Mercer is able to achieve a higher degree of satisfaction in literary undertakings than any other field. His yearly grade average was 81.2 as compared with 85.3 for last school term. Mercer is a good athlete, but failed to make the main team in basketball.

Mercer is an outspoken member in any group. He is very intelligent, and members of his class enjoy his responses, as he gives excellent explanations. Mercer shows little pride or interest in school-improvement projects. Mercer resents corrections even though he knows he is in the wrong. He frequently pouts at the time, but usually returns later to apologize for his conduct. Mercer talks

loudly and is always doing something to attract the attention of the group. At social gatherings he frequently "boos" loudly at the entertainers, or shouts in a shrill voice. During the entire lunch hour at school he drives recklessly at a high speed around the block in front of the school building. He goes home in the evenings to evade long study periods.

Mercer has been involved in six behavior problems at school this year and was dealt with by expulsion.

Mercer likes boys better than girls for friends and work companions, as is revealed in Figures 1 and 2. However, the entire groups seem to admire him for his rebellious spirit, as he was elected the most popular boy in his group this year. Mercer is accepted by the boys in his group, and he participates freely in all school activities.

Anecdotes.--

1. March 8

During the work period Mercer came to the investigator with his own car title in his hand and asked, "May I go try to arrange a trade in on another car?" He was asked, "Are you getting a new car?" "No, I don't have enough to buy a brand new one, but girls don't like to ride in my old model A." After quite a little talk about the matter, he asked "Should I take money from my college fund to buy another car to win the approval of the girls?" He was advised against this and told that there were numerous ways to earn money at odd jobs and even better ways of winning the friendship of the girls. It is noticeable that he still has his model A and one of the most attractive girls in his group for a friend.

2. March 17

Mercer came in today worried. He said, "We are moving back to granddads this week. Cleo was laid off at Armour's this week and my mother was terminated at Consolidated last month because she is expecting a new baby. Of course, Cleo is a good fellow,

but he has never been able to save like my dad used to, we'll have to go back to my granddad's to live where we will not have to pay any bills, there won't be any income until Cleo can locate another job."

5. April 2

Mercer consistently finds excuses to leave his study period. Today, he said, "I was excused from the study hall today." When he was questioned about his leaving the study periods, he said, "You see I have four study halls in the afternoon and I can do all of my lessons in one of them. I can't stand to sit there two hours and fifteen minutes just looking around." Some ways were suggested in which he could spend his time wisely. He did not seem impressed with the idea of staying in the study hall with no definite requirement.

Case of Jimmie

Jimmie, the older of two children, was born August, 1933, when his mother was forty years of age and his father forty-two. Jimmie has one sister, Mary, age eleven, who is a member of the seventh grade group.

The father appears to be rather changeable in that he can never definitely decide what he wants to do. Two years ago he bought a large pasture and stocked it with cattle. After he had spent a large sum of money improving the place and feeding the cattle he became discouraged and sold the pasture and cattle for what he had invested. He then decided to build a large service station and garage in a nearby city. After the lot was purchased and the building almost completed, the father signed as a rock mason with a contractor and left the building in an unfinished stage. He now spends most of his time away from the home. The father was the second of three sons. The paternal grandparents were especially fond of Jimmie. The grandfather was the parson of the Country Church in the community in which

they lived.

The mother is apparently a very physically-fit and intelligent person. She seems to thoroughly enjoy friends and social activities of the community. The mother was reared by foster parents who gave her a good education and special training in art and music.

The home is a large frame structure, with all of the modern conveniences, in a rural town. The furnishings are adequate, but indicate that they have been used many years. The mother remarks that Jimmie's baby-teeth prints are on a little oak rocker in the back bedroom. The walls of the home are almost covered with photographs of the family. There also is in every room a collection of plaques, book ends, and ash trays made from the children's first shoes.

The parents are eager for the children to have musical training. Jimmie has had difficulty in learning to play any instrument, but enjoys the phonograph and radio. Jimmie's sister, Mary, is learning to play the piano and the guitar.

The family enjoy good movies, and frequently drive miles to see shows presenting the leading stars.

The parents seem very cooperative and interested in school activities. The parents expressed regret that they were not consulted by school administrators when Jimmie presented behavior problems in the school. The parents suggested that better parent-teacher relations might eliminate many behavior problems from appearing. The parents expressed a disappointment that Jimmie was not interested in his work and was unable to take special subjects in accordance with his needs.

There is no doubt about the fact that Jimmie is very fond of his parents. He appears to care a great deal for his mother. He helps her with the shopping, and attends social entertainments with her. He seems fond of the father, but he is away from the home most of the time. Jimmie seems to show preference for the mother. He seems to love his little sister dearly. He was also especially fond of the grandparents who spent time and money in giving him the things he wanted in infancy and early childhood.

Jimmie's parents were happy when their two children were born. Jimmie was normal at birth and was breast-fed until he was fourteen months of age. Jimmie probably should have been bottle-fed, as he had the seven-months colic. He has had little sickness since infancy, except for colds. The mother records that Jimmie still takes colds easily, but that none of them are serious. He has had whooping cough, mumps, measles, and itch; but all of them were light cases. He has had serums for diphtheria and smallpox.

His increase of height and weight has been intense and appears to be concentrated in a short period of time. The rapid development of characteristics and changes in body build have been accompanied by temporary changes in behavior characteristics. Fortunately rest and physical energy were adequate during this period of rapid growth, and increase in height did not keep him from gaining weight. However, the picture of Jimmie's general health has not changed greatly. For the past four years, he has not missed a day of school for illness.

Jimmie is in the tenth grade, and has progressed normally through school. In regard to Jimmie's ability during adolescent growth, he

has been able to achieve a satisfactory degree of success in most of his undertakings. He has had confidence in himself and in others. He had opportunities to accept leadership, and has adequately met situations. His achievements in literary subjects have been good. He took typing two years ago and failed, as he was never able to gain speed or use his fingers without watching each movement. His achievement in agriculture has been lower than that in any other subject. This school year, Jimmie has not shown interest in any field except in mathematics. His achievement ratings have been unsatisfactory in other subjects. He has not shared in class responsibilities or in promoting school-improvement projects. He has recently assumed an unwholesome attitude toward school activities. He giggles rudely at the failure of weak students. He still has a high rate of energy output, and seems restless and very active. Frequently—even almost continuously—he has become a class disturber, giggling, grabbing, and teasing others. There seems at times a lack of physical and mental control. There have been times when he has been sent from his classroom and even expelled from the school for misconduct. During this period there has been a decided slowing down in Jimmie's attitude toward his work; his work has been unsatisfactory and even failing in some aspects. Records show that scholastic achievements for the past school term are mathematics, 85; English, 70; social science, 65; and agriculture, 60, with the final yearly average of 70 as compared with 88.3 of last school term.

Records show that Jimmie was involved in sixteen serious behavior problems this school term, which were dealt with by fine, harsh remarks

before his group, whipping, conference before the public school board, and finally, expulsion.

As revealed in Figures 1 and 2, Jimmie has more friends than any other member of his group, and participates freely in social and work activities of the school.

Jimmie has the ability to take a good joke and to joke with others. However, when his plans are thwarted he is not able to accept the situation cheerfully.

Jimmie's relationship with the teachers during the past three years has shown cooperation and loyalty. For this school term his behavior patterns have been very unpleasant, as he has shown disobedience, lack of loyalty, and lack of cooperation, each being touched with rudeness. He seems to openly rebel in order to prove his independence.

Jimmie has never been overly conscious of girls until this year. He has previously ignored girls and showed a decided preference towards members of his own sex. In this school term he at first covertly and later openly admired the opposite sex. He has shown a definite admiration for Ruth, a member of another group. This appears to be another unavoidable phase of growth which has not occurred until after his growth spurt.

Anecdotes.---

1. February 25

Today Jimmie was called into the office; he had taken an active part in collecting dead animals, particularly skunks and cats, and placing them in the corridors at the school building. When questioned by the principal and the superintendent concerning the incident, he said, "I guess you will lay this on to me,

too. I seem to get the blame for everything going on around here." Later in the day a member in the group confessed to having a part and named Jimmie as a member of the group of the five who had placed the animals in the corridor. Jimmie was again questioned concerning the incident and again denied any part in the activity. When all the five members involved in the incident were called together, Jimmie was the last to confess and after refusing to apologize, was expelled for three days for the incident.

2. March 3

Today Jimmie's initials were painted with white paint in large letters on the blackboard of a classroom. Jimmie again was called in for a conference. Jimmie denied having any part in putting the initials on the board, but said, "I think it is a dirty shame that I get accused of everything." It was explained to Jimmie that he was not being accused, but his help was needed to prevent the destruction of school property. Later in the day Jimmie was seen with paint remover taking the initials from the blackboard.

3. March 17

Today Jimmie came running through the hall and dashed into his classroom as the bell finished ringing, and yelled, "I made it, I made it." When Jimmie was asked to enter the classroom in a more dignified manner, he said, "What was wrong with that?"

4. April 10

Today the teacher of a social study group was delayed in the office on official business. Jimmie went to the blackboard and drew the teacher's picture with many exact likenesses and and labeled it Curley the Kid. When the teacher entered the classroom, he glanced and then said, "Thank you, Jimmie for the portrait." Jimmie giggled rudely and said, "How do you like that?"

5. April 20

Today the weather has been unusually bad, and Jimmie did not get excused from his study period. He entered the group late. He sat down boisterously and began annoying the other members at the table or shoving their work. When he was asked to use his study period wisely, he said, "If I did, I surely would not be in this place." Before the period was over, he had leaned back in his chair which slipped out from under him, and he fell to the floor.

6. May 1

Today, Jimmie said, "I turned dad's pick-up over last night with four other boys in the cab. I don't believe that thing can go around a corner at more than sixty miles per hour, do you?" The group laughed at Jimmie's remark; then he added, "That is the fourth time I have turned over this year, and dad says that I can't drive the new car."

Case of Zella

Zella, a third child, was born May, 1934, when the mother was thirty-five years of age and his father thirty-six. Zella has one brother, Bruce, age seventeen, and one sister, Mary, age six, a beginner in the elementary school. Zella's parents were married in California, where the father was working for an oil company. The father was terminated from this job after World War II. The family came to Texas in 1945 to make their home in the rural town in which they now live.

The father is the eighth son of twelve children. The paternal grandparents were industrious and sincere in their efforts to support their large family. They operated a broom and basket factory.

The mother was an only child of a mining family. The maternal grandfather died and left the family without any financial security. The maternal grandmother, age seventy-one, visits Zella's family frequently. The mother was able to complete high school, but was not able to attend college, because of the lack of financial security.

Zella's parents are proud of their children, and often their conversations are centered around Zella. They express regret that Zella is not as "apt" or as quick as his older brother Bruce. The parents feel that Zella is clumsy in his undertakings as he does not

have the same quick disposition as his older brother.

The parents approve of Zella's friends, and encourage him to invite them to his home. Zella loves his maternal grandmother very much. He frequently relates how she won second place in a quilt contest and was awarded one hundred dollars for workmanship. According to Zella, the grandmother gave this quilt to the community fire-truck fund.

The parents realize that they do not have an education adequate for their needs. They have attended night classes for adults, and have cultivated the habit of using their leisure time in reading good magazines and books.

Zella's parents are friendly, good-natured, laboring people. The father is quiet, yet energetic and pleasant to visit with. The mother is talkative, but kind and considerate in her actions. The parents love their children very dearly, and frequently express their desires for them to obtain a good education. The parents lost their first baby by premature birth, and Bruce was not a healthy child until he was ten years of age. Naturally the parents turned their attention to Bruce during Zella's infancy and early childhood. The family is active in the social activities of the community, particularly those arising from the church to which they belong. The parents are cooperative in events pertaining to the school. They frequently express a keen desire for Zella to attend a school where he could have special training in woodwork and leathercraft.

Zella has been a healthy and normal baby since birth. He has always slept soundly at nights, and rarely cried. Zella has always

been stubborn about his eating, often refusing to eat with the rest of the family. According to the father, Zella has always been clumsy in almost everything he undertook, and did not learn to walk until he was eighteen months old. Zella has never had any of the so-called childhood diseases except measles.

Zella is in the tenth grade and has progressed normally through school. His greatest scholastic achievements are in agriculture and Future Farmers of America work. His grade average last term was 74.6 and 70.1 for this term. School records reveal that Zella was involved in eleven behavior problems last school semester. He failed to cooperate in any plan for readjustment; therefore, he was dealt with by expulsion. Zella was permitted by the public school board to return to school after a three-day period. Zella's behavior problems seem to appear as frequently as before, but are not of as serious a nature.

Zella recognizes that his slow disposition is a handicap; he realizes his limitations as a leader because of his academic inadaptabilities. He has some special abilities which compensate for his inability in the academic field. In athletics he is happy and secure. Experiences in travel and at home have helped him gain a practical knowledge, taught him the value of money, and the integrity of work. Zella seems to feel a sense of security in manual labor.

Zella has many friends as is revealed by Figures 1 and 2, and he thoroughly enjoys social activities both inside and outside the school.

Anecdotes.--

1. March 29

Zella has been tardy at school seven times in a period of ten days. When he was questioned about the causes of this tardiness he said, "Oh, I have been at the saddle shop watching Joe do designs on leather; I think I want to study handicraft if I ever have a chance."

2. April 20

Today the group built a picket fence to be used in presenting their play. Zella said, "Let me do the painting, as I have helped my father paint our house and barn. He says that I am a better painter than he is."

3. May 13

Today the group was trying to solve an algebra problem, when suddenly Zella shouted, "If you want it worked, give it to me. I will get Bruce to solve it; he works all of my math problems."

Analysis of Participating Cases

Analysis of Roland.--A summary of Roland's outstanding behavior seems to show:

1. Roland has exhibited quite some degree of disorder and regression. At times he is a genial personality, while at other times he is at odds with people, has difficulty with school materials, and has a temporary disintegration of personality.

2. Roland displays a number of characteristics which might be cause for alarm if they are not recognized by parents and teachers, and properly directed through guidance.

a. He laughs loudly and boisterously at incidents not funny. He likes to tease others by hitting or shoving them.

b. He is inattentive, disinterested, and careless in civic and school responsibilities.

c. He demands attention and rewards.

d. He often lapses into untruthfulness.

3. Evidently the child has a cultural home background, has affection, and the sense of rejoining which is found in family relationships. Yet, he senses that the parents are divided in their interpretation of his behavior problems.

4. The physical health of the child is a contributing factor to his emotional instability. He has many colds and a chronic kidney disorder; this would keep him feeling bad and develop emotional instability.

5. Some of the symptoms observed coincide with characteristics which are normal for this stage of development.

6. The school situation does not provide for the literary interests or for a healthy release of physical emotions.

7. His reaction seems to be a rebellion against misunderstanding, wrong handling and injustice. The school seems to be the contributing factor to these reactions.

Analysis of Beauford.—Factors contributing to behavior of child; Beauford seems to be a child suffering from insecurity, and his aggressive behavior traits are means of gaining recognition or a sense of belonging. Conditions which have produced problems for the child may be attributed to the following situations:

1. Attention from motorists in early childhood produced a satisfying result. Later this attention was given to his younger sister and brothers. The child was asked to do a task at the station but was not given any recognition from the motorists. The child became confused.

Formerly he had been given attention from everyone; now even through work he was not recognized.

2. Evidently the parents are not giving a satisfying amount of attention to the child. The mother with the care of the home, laundry, service station, and three younger children, and the father with extremely long hours away from the home cannot give the child the love and attention he expects. He has felt a sense of insecurity in the home; now he demands attention by teasing his smaller brothers and sister or boasting of his achievements.

3. The investigator thinks the mother loves him very, very much—so much that she wants to give him security in her own crude way—financial security.

4. In the school situation, the child's needs and interests have not been provided for; in physical education he failed to make the team and was not placed in another group to which he could contribute. His academic interests were not included in the curriculum. The two factors added further to his feeling of insecurity.

5. Evidently the facial expressions, exaggeration, and dramatization are a result of his keen desire to be an actor, and to have dramatic training which is not offered in the school system. His failure to hear assignments could be the lack of interest in scheduled subject matter or the effort to gain recognition of the group in a field in which he is not interested.

6. The lack of attention in the classroom may be the influence of parental attitudes. The parent's attitude to ignore him may have influenced him to ignore others.

7. The child sought employment to gain the recognition which he was not given in the home or the school. He may have sought social contact which he was not given in the home or the school. He may have sought social contact which was not given by the parents nor sponsored through activities at school. He was also seeking a sense of security or a sense of belonging.

Analysis of Mitz.--Mitz seems to be facing many difficulties; all of the difficulties seem to indicate quite some degree of maladjustment in his new school situation.

1. Perhaps Mitz has been striving for security and recognition. His key power to gain these factors seems to be pouting, which has produced a satisfying result in the classroom.

2. Evidently Mitz has developed normally, since there has been no organic or nervous disturbances to cause his aggressive behavior traits.

3. The health of his mother during his early childhood may be a contributing factor to his moody disposition at times. Possibly this pouting gave him the desired parental attention.

4. Mitz's nationality probably causes him to be fighting openly for: (a) security among the groups of American boys and girls in his school. (His expressions indicate that he has a wholesome attitude towards becoming a good citizen), (b) a more thorough understanding of governmental principles, and (c) social security in his community.

5. The home situation does not provide adequate social relations. The aberrant behavior traits indicate that the school is not supplying

a satisfying amount of social activity.

Analysis of Mercer.---Factors contributing to behavior of child: Mercer seems to be facing many difficulties which have overwhelmed him; he has to evade them in some way. His reactions seem to be against emotional instability, lack of security in the home, the imminence of the new baby, and his adjustment to the school situation which developed a spirit of rebellion.

1. What has Mercer been striving for? He probably sought security. His home conditions had not been the best. He had not had many of the things that would promote happiness in an adolescent. This insecurity was also felt in the school, as his chief interests and needs were not provided for. He wanted to be noticed by his group and to be popular; therefore, he tried to attract attention in different ways.

2. Mercer may be seeking love and affection from those who come in contact with him. More than likely he has always felt insecure as a result of the need of a father's love. He did not receive enough love from others to compensate for this. Is Mercer fighting for recognition by the stepfather? Actually what kind of home life does he have? In what is he especially interested in the school as well as outside? Encouragement along these lines from the school authorities would help him in many ways. Without love, affection, and encouragement from the people who are nearest to a child, life seems hard and the whole world seems against him.

3. In the school Mercer was not placed in a group with common interests. The school did not modify the curriculum to meet his

needs, thereby failing to encourage him along his lines of interest. His behavior problems were not dealt with tactfully because the cooperation of parents was not secured. The school seems to be a contributing factor in Mercer's feeling of insecurity.

Analysis of Jimmie.—Jimmie seems to be a child suffering from emotional instability, and his aggressive behavior traits are what experience have shown him to be the most satisfactory means of rebellion.

1. Jimmie evidently grew up with a feeling of security within his family. He undoubtedly experienced the feeling of belonging. He was wanted at birth and has always been loved by his parents and grandparents. He has reciprocated this love.

2. Jimmie's growth and development have been concentrated into a short period of time; however, he has had adequate food, rest, and energy during this growth.

3. In early years of school training he was able to make the transition from the home family to the school family with smoothness and a satisfactory degree of adequacy.

4. The present school program is not adapted to Jimmie's needs and interests. Jimmie has openly rebelled against adapting himself to the methodology and lock-step arrangement offered in this system.

5. His experiences with school authority were handled with severity and harshness rather than cooperation and affections.

6. He seems proud of his physical achievements.

7. Jimmie is very willing to share his possessions with others.

8. Jimmie has a feeling of security in his group.

9. The sociogram tests show that Jimmie was chosen more often than any other member as a best friend and work-companion.

10. This spirit of rebellion against authority and responsibility is sensed in the home by the resentment of home-task assignments.

11. Jimmie's chronic colic in infancy caused an emotional disturbance, which may have been aggravated by colds throughout childhood.

12. The absence of the father in the home may cause some of Jimmie's emotional instability.

13. The father's lack of stability in his occupational and financial activities probably has been felt by Jimmie.

Analysis of Zella.—Factors contributing to behavior of child: Zella seems to be a child struggling for security through a process of adjustment. His behavior is patterned in accordance with what experience has shown him to be the most satisfactory means of working out his problems.

1. Stubbornness in his early childhood produced a satisfying result. The parents gave little attention to him except when he demanded it. Bruce, as the center of attention of both father and mother, so severely threatened Zella's security in the family as to account for part of his aberrant behavior.

2. In the school there was a lack of manual and physical activities for developing potentialities of the child. This added to his insecurity and demanded more adjusting on his part.

3. Experience in travel and work has given him a type of reward and security to compensate for his awkward and slow adjusting in the literary field.

4. The aggressive behavior traits in school serve as an outlet of restrained emotions not provided for by activities in the school or social life.

5. Numerous consultations concerning behavior, and an expulsion, gave him a desired effect--that of attention and freedom to participate in the activities in which he felt secure.

Studying the Interaction of Children in Groups

Sociometric analysis.--On several occasions in the study of the structure and processes of the child societies in the classroom, sociometric procedures were used for exploring the social dynamics of the groups through their choices of their friends and work companions.

This was done for the purpose of opening up new perspectives for observation and anecdote writing and stimulating the formation of new hypotheses about the motivation and behavior of some of the children. The sociometric procedures were not to replace but were to supplement other sources of information.

In studying the group the investigator found that the social study period seemed to be the best time to express their choices for friends both in work and play. The group presented an assembly program. This group was given a pencil and a sheet of paper; then the investigator said to them: "We have our play ready to present an assembly program, but there are some other things to be done, such as, choosing stage furniture, arranging it, putting down chairs in the auditorium, and inviting the elementary pupils to attend. Whom would you choose to work with? Do not write more than three names even though you have more than three you prefer to work with."

Raters	Beauford	Jimmie	Roland	Zella	Mercer	Mits	Bobby	Billy	Joe	Troy	Hugh	Sue	Jane	Nell	Zola	Ferris	Shirley	Zollie	Myrtis	Charcie	Betsy	
Beauford					1	1	1			1												
Jimmie	1		1	1	1	1	1	-1	1	1			1	1			1	-1				4 - 1 = 3
Roland						1	1	-1	1								1	-1				12 - 2 = 10
Zella	1	1	1				-1	1	1									-1		1		5 - 2 = 3
Mercer	1	1				1													1			5 - 2 = 3
Mits			1	1	1		-1			1												3 - 0 = 3
Bobby	-1		-1			-1				1												4 - 2 = 2
Billy			-1	-1				-1		1			1							-1		1 - 5 = -4
Joe	-1		-1	-1	-1	-1	-1		1	1			1					-1				1 - 5 = -4
Troy			-1	-1					1	1			-1					1		-1		2 - 8 = -6
Hugh			-1	-1					1	1			-1									1 - 4 = -3
			-1	-1					1	1			1									1 - 6 = -4
Sue	1												1	1		1	1	1	1	-1		6 - 1 = 5
Jane			-1	1								1	1		-1	1	1					5 - 2 = 3
Nell												1	1				-1	1				5 - 1 = 4
Zola													1				1	1	1			3 - 2 = 1
Ferris	-1						1	-1		-1			1	-1			1					2 - 6 = -4
Shirley			-1							-1							-1	1				2 - 4 = -2
Zollie	-1						-1											-1	1			1 - 3 = -2
Myrtis							-1											1	1			2 - 2 = 0
Charcie				-1			-1								1				-1	-1		1 - 4 = -3
Betsy						1						-1	-1		1				1			2 - 3 = -1

Pupils accepted as best work companions are indicated by: 1
Rejections are indicated by: -1

Fig. 1--Work companion sociogram

After the group had done this, the investigator continued, "Now, if there are some whom you would not choose to work with, write their names also. You may not know any, you may wish to name one, or you may have several in mind. Please do not write more than three."

The pupils did not appear surprised by this request. They responded readily because they were confident that the investigator would assign

them with the group they especially wanted to work with. No mention of this activity as a test was ever made in their presence, nor were their responses ever discussed or mentioned.

The most satisfactory way of organizing the children's responses was as follows: A card was made out for each pupil with his name at the top. In the column on the right were listed the names of the children he chose as work companions, and below these the names of the pupils whom he rejected. In a second column to the left were listed the names of the other pupils in the class who chose this child as a work companion, and below these the names of the other pupils who rejected this individual. Once the children's choices and rejections were tabulated on cards in this manner, it was easy to juggle them about on the table until an arrangement suitable to form a sociogram was achieved.

In the work companion sociogram Figure 1, there are apparently two groups among the twenty-one pupils in the class. The larger one included six boys: Jimmie, Roland, Zella, Mitz, Beauford, and Mercer. This was called group A. The other clique, or group, included girls as: Sue, Jane, Zola, and Nell. This was called group B. Each of these groups had one particular influential or central person who was chosen by other members in the clique. In group A this person was Jimmie; in group B it was Sue. Jimmie was chosen as a best work companion by eight other boys and four girls; he reciprocated in the case of three.

The two cliques were not isolated from each other; on the contrary, the evidence suggests that they interacted freely. For example, Sue of group B was chosen by Beauford, and Jane was chosen by Zella from Group A.

The following boys were chosen by girls in group B: Jimmie by Sue, Nell, and Shirley; Roland by Betsy; Zella by Myrtis; and Joe by Zollie.

There was almost a complete cleavage between boys and girls in the class so far as work companions were concerned. The boys and girls pointed most of their choices and rejections toward members of their own sex. This showed the cleavage along sex lines that generally characterized late childhood in our culture.

There was a strong tendency actively to reject members of the opposite sex as work companions. There were twenty-six such cross sex rejections. These rejections were directed not only at prominent members of the opposite sex but toward the children who were also rejected or ignored by members of their own sex. None of the choices of work companions can be taken at face value, of course. In the first place, the choices are of the three best work companions and do not mean rejection toward all others. The teacher was friendly and permissive. This meant that the pupils were free to choose as work companions persons that they found most satisfactory in carrying on the project. Their choices may have been based on genuinely warm feeling, or the satisfaction that comes from having recognized persons as work companions. Similarly rejections do not spring only from disapproval of work or any dislike for the person rejected. The fact that there were many rejections between sexes may have indicated that it is the custom of the sexes in our social world to emphasize their separateness during late childhood and early adolescence. It may equally well have shown a rising interest in the opposite sex which they did not want to admit to themselves.

Raters	Raters	Beauford	Jimmie	Roland	Zella	Mercer	Mitz	Bobby	Billy	Joe	Troy	Hugh	Sue	Jane	Nell	Zola	Ferris	Shirley	Zollie	Myrtis	Charlecie	Betsy	
Beauford				1				1			1												3 - 0 = 3
Jimmie	-1		1	1	1	1	1	1				1											6 - 1 = 5
Roland		1	1			1										-1							3 - 1 = 2
Zella		1	1	1			1	1															5 - 0 = 5
Mercer		1	1		1	1																	4 - 0 = 4
Mitz				1	1	1												1					4 - 0 = 4
Bobby								1															1 - 0 = 1
Billy									1	1									-1				2 - 1 = 1
Joe										1													1 - 0 = 1
Troy										1	1												2 - 0 = 2
Hugh										1	1												2 - 0 = 2
Sue					1									1	1	1				1	1		6 - 0 = 6
Jane													1	1	1						1		4 - 0 = 4
Nell													1	1	1						1		4 - 0 = 4
Zola													-1	1	1			1					3 - 1 = 2
Ferris													1					1	1				3 - 0 = 3
Shirley																	1		1				2 - 0 = 2
Zollie																			1	1			2 - 0 = 2
Myrtis																	1	1					2 - 0 = 2
Charlecie																		1			1		2 - 0 = 2
Betsy																	1	1		1			2 - 0 = 2

Pupils accepted as best friends are indicated by: 1
Pupils rejected as best friends are indicated by: -1

Fig. 2—Friendship Sociogram

Friendship sociogram.—About two months after the work companion test had been given, the children were asked to list the names of the classmates whom they would choose as their friends. Again they were assured that what they wrote would help in planning for their class party. The children were asked to limit their choices to not more than three. They were asked to list any members of the group whom they would not choose for friends.

The second sociogram is reproduced in Figure 3. The first thing the investigator noticed was that there was still almost complete cleavage between boys and girls in the class so far as close friendships were concerned. The teachers also noticed that only four rejections were made in the whole class, and only two between cross sexes. Those were: Nell rejected Roland, and Zollie rejected Billy. However, Beauford rejected Billy. However, Beauford rejected Jimmie, a member of his own group and sex, and Sue rejected Zola, a member of her own group and sex.

There were only two cross-sex friendship choices in the whole class. Mercer chose Sue as a friend, and Shirley chose Mitz. The friendship test also showed the cleavage along sex lines that generally characterizes late childhood in our culture.

Sue was still the central figure of group B who was chosen as a best friend by six other girls, reciprocating in the case of two.

Mitz, Zella, Mercer, Roland, Beauford, and Jimmie were each chosen as a best friend more times than any other in their group. Jimmie, who was the central figure in the work companion test, was chosen as a best friend by six other persons and rejected by one.

The choices of friends in a test of this sort cannot be taken at face value. In the first place, the choices are of three "best" friends and do not mean absence of friendly feeling toward all others. Also children choose other children as friends for many reasons. Their choices may be based primarily on genuinely warm feelings or they may constitute only a recognition of prestige, being derived largely from a need for status and the satisfaction that comes from having aggressive

or recognized persons as friends.

The fact that when the children were not limited to a definite number of rejections, and only four rejections were made may indicate that there probably was dislike or distaste for the persons rejected in this particular test.

Use of time by students.--A glimpse into the personal and institutional life of these students was gained from a graph made in social studies, which revealed the following information: During a single week they spent forty per cent of their time in bed, eighteen per cent in school, eighteen per cent in leisure activities, twelve per cent in personal care, one per cent in home study, and two per cent in gainful employment. The remaining twelve per cent was spent in traveling to and from school, two per cent in church activities, and two per cent in organized activities.

A further analysis of a similar graph of their leisure activities showed what use they made of that time which was most nearly their own. They spent twenty-five per cent in visiting, escorting, and receiving visitors; twelve per cent in reading; fifteen per cent skating and motion pictures; five per cent in games and athletics; eight per cent in "fooling around;" fourteen per cent in travel; two per cent in church; and eighteen per cent in miscellaneous activities.

It seems significant that these students devote as much time to leisure as to school, and that most of their leisure time is taken up with activities that are entirely social or that imply association with other people outside of school.

Pupil participation in these out-of-school activities indicates

that there is a lack of activity in the curriculum that provides social contact.

CHAPTER III

ROLE OF SCHOOL IN STIMULATING ABERRANT BEHAVIOR

The consistent trends underlying these individuals' apparent inconsistencies are most clearly revealed by observing them in many different situations and by comparing the clues that come from the different sources. The investigation brought out the multiplicity of factors in the school stimulating these individuals' aberrant behavior, and it thereby justified a sound educational diagnosis of the entire school situation. The school's most outstanding and contributing factors were:

1. Failure to deal with whole child in total environment.

To understand children we must think of their behavior as being caused. "A youngster's present actions are based upon his past experience, as shaped by his present situation, and as influenced by his desires and hopes for the future."¹ No program of social adjustment in behavior problems could succeed unless it dealt with the whole child in his total environment. The teacher must realize that this environment includes his home situation, friends, skills, attitudes, community, school, and society in general.

2. School regime leading to maladjustment.

The school is an essential agent of the democratic way of life and is chiefly concerned with the developing individual in an evolving

¹Daniel A. Prescott, Helping Teachers Understand Children, p. 8.

social order; therefore, a study of adolescents in a school should be concerned not only with the measurements of physical lineaments but also with the assessment of factors that indicate the impingement of institutional life upon the inner emotional drive and functioning of the individual.²

Adolescent behavior is not always the direct derivative of earlier childhood delinquency. The facts certainly place at the door of the school the responsibility for early recognition of social maladjustments or at least in a treatment program. "The progress in social organization and the accompanying changes in the general conditions of living have tended to shift the burdens for rearing and training children more and more from the home to the school."³ School regimes impose new situations and demands upon the child often leading to maladjustment.

3. Failure of teacher to meet the needs of the pupil.

School authorities and teachers who fail to maintain an alert awareness and willingness to meet the needs of their pupils contribute to the child behavior problems.

Richard S. Tuthill, first judge of Chicago Juvenile Court, concluded that "To the formation of a good character in any kindly admonition, wholesome example, constant watchfulness, and an infinite patience are absolutely essential."⁴

²University High School Journal, The Study of Adolescents (December, 1938)

³Henry J. Otto, Elementary School Organization and Administration, p. 3.

⁴J. M. Masters, "A Parent-Teacher Challenge," The Journal of Educational Sociology, XXXIX (March, 1948), 385.

The emphasis of the school is in acquiring skills only, and no thought is being given to whether the children can acquire these skills or if they need them. A fixed curriculum and fixed methodology cannot meet the needs of all children.

Yet there is no provision made in the curriculum for these children, and all are expected to conform to the same academic requirements with the resultant insecurity, frustration, and actual dislike for the situation with which they could not hope to compete on equal terms.

4. Lack of pupil participation in school control.

In analyzing the school situation it was found that the students had no part on control in the school government. Student participation in government is not an extracurriculum activity. Today we must recognize the principle of learning by doing and the importance of participation experiences in any field of learning. Faculty cooperation is not enough to justify the needs of the adolescent, as his need is a natural reaction.

5. Lack of stimulating surroundings.

"Physical surroundings are important in mental health."⁵ The interior of the buildings are drab, and there is little left that is inviting or stimulating. When school-homes with color and comfort are provided, there will be appreciative children to enjoy them. To many children, school is the best home they know, and this fact should challenge every community to provide the best school surroundings.

⁵M. F. Altstetter, "Our Schools Need Teachers Who Understand Children," The Peabody Reflector, XXI (March, 1948), 96.

6. Lack of citizenship training.

The effectiveness of our school system should reach out directly into the life of the community. Our school should be the primary center for citizenship training. Improvement of character and development of personality directly affect citizenship. There is a lack of coordination in the efforts of parents and teachers to improve the child's training for citizenship. This coordination would constitute a sound prevention of behavior problems. The child must be trained to meet the obligations of democratic citizenship as well as to enjoy the privileges. The requirements of good citizenship must be instilled in the child both at home and school. "Both home and school are important socializing institutions."⁶

7. Undesirable attitudes.

Briggs summarizes the effect of attitudes when he defines them as "determiners of thinking, factors strongly influential in integrating members of a group and forces that move men to action."⁷ Prescott recognizes the importance of attitudes by giving four ways in which attitudes affect human behavior; namely:

- (a) Attitudes direct or channel behavior.
- (b) Attitudes which underlie desires shape the very goals of life.
- (c) Attitudes constitute the organizing core or central structure about which the whole personality is built.
- (d) The preservation of our democracy as well as the amelioration of our social problems depend upon the attitudes of our children.⁸

⁶ Daniel A. Prescott, "The Attitudes of Children, The Primary Concern of Education," Vital Speeches, IV (August, 1938), 624-625.

⁷ Thomas H. Briggs, Secondary Education, p. 401.

⁸ Daniel A. Prescott, Helping Teachers Understand Children, p. 8.

Direct expressions from anecdotal records reveal undesirable attitudes in this particular behavior group.

8. Lack of rich home environment.

The home must be preserved if the American way of life is to survive. The richer the home environment, the better chance for an ever-better school and America.

The Yale Institute of Human Relations, in a study of aggressive behavior consequent to frustration, found that "superego, or conscience, is now believed to be established primarily through the existence of affectional bonds between the child and its parents; when these are lacking or where they are not fit models to pattern after, character formation does not proceed normally."⁹ And the individual grows up deficient in these internalized restraints which, when combined with external forces, ordinarily keep most individuals within the bounds of conventional conduct.

As the school extends its educational function to meet the demands of social conditions, the teacher must understand the relationship of the home environment to the behavior reactions.

The home is the child's most effective educator. It is a "workshop which often makes a fine product out of apparently unpromising material and which, unfortunately, often spoils much good material."¹⁰

⁹ Anonymous.

¹⁰ U. S. Office of Education, *The Child Management*, p. 69.

Home education of the child begins soon after birth and permeates his daily life in the most intimate way through childhood. Parents influence their children by emotional relationships that mold the child's conduct.

It is through home influence that the child forms his standards of conduct, learns manners and morals, learns to become honest, self-reliant, sincere, obedient, cooperative, or to acquire the opposite traits. Whenever the child acts, he mirrors life in the home, the training he receives from his parents, older brothers and sisters. Happy home relationships that give children security and satisfaction are established by thoughtful parents. The wise parents seek to understand the child's basic urges, his need for affection, for appreciation. The parent who is truly an educator in the positive sense gives the child a sense of worth, a desire to please his parents, to be helpful to them. The child is respected as an individual, his hobbies and his special interests are encouraged, he learns to achieve and to become self-disciplined.¹¹

Teachers cannot ignore the influence the home has upon the behavior of their pupils. The influences of the home are deeply instilled in the children when they enter the classroom.

The fears, conflicts, worries, and attitudes engendered by the home and community experiences enter into every situation through the school day as determining factors in our pupil's reactions. Their standards and ways of behaving developed in the home or on the street are always influential determiners of responses within the school.¹²

Aware of the influence of home environment on the child's behavior, the homes of the pupils presenting behavior problems were visited. After these visits the homes were checked by a criteria for rich home environment as listed below. All of the homes failed to provide an

¹¹ Ibid.

¹² A. D. Hollingshead, Guidance in Democratic Living, p. 112.

excellent home environment, but all showed evidences of some of the factors.

Evidences of rich home environment include:

(a) Mutual affection

In actions, voice, and attitude there are evidences of love and affection.

(b) Security

There is adequate income. There are evidences of discrimination in spending the income. The children have allowances and assistance in planning their budget.

(c) Comfort

The house is furnished comfortably.

There are easy chairs.

There are enough comfortable clothes.

There is an adequate number of comfortable beds.

There is adequate bedding.

Equipment and furnishings are conveniently arranged.

There is a sense of order and system.

The home is attractive, cheerful, friendly and homey.

There is adequate equipment.

(d) Healthy living

The family has regular, adequate meals.

The children have regular and sufficient sleep.

The clothes worn are clean, comfortable, and up-to-date.

There are necessary facilities to use to keep clean.

There are enough windows for good ventilation and good lighting.

(e) A laboratory of democratic living

There is healthy give and take--good sportsmanship.

There is a sense of humor evident in all members of the family.

The members of the family are loyal to one another.

Parents are congenial with one another and with the children.

There is no favoritism.

There is a good spirit of cooperation evident.

Each respects the others properly.

Each one shares in family and home responsibility.

Parents and children are genuinely happy together.

Family members are frank, friendly and honest.

There are no tensions between family members.

Each faces problems in a reasonable way--there are no tantrums.

All solve problems together. There is a plan for division of responsibility by the family group.

(f) Recreational center

Place and space is provided in the home for recreation.

The children are free and encouraged to have company in the home.

The adult members have a social sense that is helpful to all of the children.

There is outside play space provided.

There is equipment provided for recreation, such as: musical instruments, victrolas, radios, games.

There is a means of transportation for pleasure as well as business.

(g) Education center

There are books, magazines, papers of value.

There is an interest in the educational growth of the children. The parents are still trying to learn and advance along some line. The educational background of the parents assists the children in their growth.

(h) Workshop of creative activity

Family members are interested in hobbies.

Young and old have freedom in the kitchen and other centers, as workshop and garden.

Tools and equipment are well cared for; respect for equipment is evident.

Children have a garden.

Children have pets and give them good care.

(i) A shrine for spiritual culture and ethical living

The children are given ethical and spiritual guidance.

There are evidences of spiritual training in conversation, work, books, pictures.

9. Inadequacy of teacher training.

Teachers should be prepared to make sound judgments and aid in the social adjusting of children. A teacher is called upon to make hundreds of judgments every day about the abilities, motives, feelings, attitudes, conducts, and needs of the pupils in his classroom. Faulty judgments are harmful and limiting to the development of school children. Pre-service education has not adequately prepared teachers to select or create their own materials and methods as they go along on the basis of genuine insight into the developmental tasks, adjustment problems, abilities, and interactions of their pupils. This growth must be

acquired while the teacher is in services, through available sources, such as magazines, books, and college courses.

After analyzing the teachers' transcripts of college courses the major inadequacies of pre-service education were found to coincide with those listed by Prescott.

(a) Such knowledge of the dynamics underlying human development and behavior as prospective teachers do acquire is rarely integrated in their minds. The synthesis of knowledge is neither promoted by appropriate organizing experiences nor evaluated by appropriate tests in most collegiate institutions. The result is that most teachers enter their professional careers without any organized theoretical formulation of principles with which to interpret the developmental tasks, adjustment problems, abilities, motivation, or behavior of their pupils.

(b) Except in the case of graduate students being trained for clinical work, prospective teachers seldom are made aware of what must be known about an individual before his motivation can be interpreted.

(c) Most teachers have received no practical training whatever in gathering and ordering the information about an individual before his motivation can be interpreted.

(d) Most teachers have received no practical training whatever in working out the meaningful relationships between facts about an individual child and relevant scientific generalizations about human development. Consequently, they do not know how to use scientific knowledge in diagnosing a child's developmental tasks, adjustment problems, defensive behavior, or abilities.

(e) Courses on methods of teaching seldom point to adequate information about individual pupils and about the dynamic structure of class groups as factors to be considered in planning day-to-day classroom work or in making decisions when interacting with children. Adequate diagnoses of individuals' developmental tasks, adjustment problems, and motivations, and of the social structure of the class seldom are provided for students doing directed observation. Nor do discussions of observed classroom work usually deal with the use of scientific concepts in forming hypotheses about the needs of the children observed as a basis for planning and carrying on classroom work with them.

(f) Critic teachers and supervisors seldom provide student teachers with adequate information about pupils in the classes they are to teach. Nor are student teachers given information about the social structure and interpersonal relationships that exist in these classes. Criticisms of student teaching seldom

are made in the light of diagnoses of the meaning of situations for individual pupils, of the developmental tasks of individuals, of their adjustment problems, or even of their abilities, values, and purposes. In other words, neither information about the children themselves, nor scientific concepts on human development are used systematically in guiding the work of student teachers. This is true despite the fact that practice teaching is the chief means whereby prospective teachers are supposed to develop skill in devising and carrying out practical plans for facilitating the learning and adjustment of children.¹³

No professional magazines or books of training are available to aid progressive teachers who seek to improve their knowledge, skills, and concepts in human development, growth, learning, motivation, behavior, and adjustment. Then how else can teachers deal with these problems except by the trial-and-error method which often does not yield desirable results and furthers maladjustment?

10. Lack of time in classroom.

Teachers who are overtaxed by large classes, harassed by their own personal problems, or worried about their social economic security, cannot play a vital role in social adjustment.

11. Lack of classroom grouping.

The school's practice of requiring "grade-level" accomplishment as a basis for promotion and annual grouping holds many children back from moving through school with their peers in terms of physical and social maturity, and forces them into groups at very different levels of development. Others, that have shown academic competence have been promoted so rapidly that they find themselves in groups that are much more mature, and become handicapped in learning how to get along with people. Still others are caught in class groups that reject them and

¹³ Daniel A. Prescott, Helping Teachers to Understand Children, p. 464.

are denied the opportunities for social development that come with belonging. This lock-step arrangement is not set up in accordance with the needs of the pupils.

CHAPTER IV

RECOMMENDATIONS FOR ERADICATING DETRIMENTAL BEHAVIOR PATTERNS

If behavior problems are to be dealt with effectively, certain preventive measures, or proposals, must be instituted. "An ounce of prevention is worth a pound of cure."¹ By reason of their training and experience in dealing with young people, school administrators and teachers can do much in locating children with behavior problems, ferreting out the reasons for their unsocial acts and trying to alter conditions which cause such behavior. Since the school has access to every home in the community, is non-sectarian and non-partisan in nature, commands the confidence of all groups, and is regarded as an integral part of the life of the community of the state, it should be the integrating and motivating agency in combating the causes of behavior problems in the school or community.

The plan which follows is especially recommended, as this school does not have and is unable to afford the special services of a special guidance teacher or of a child guidance clinic.

First step: The school superintendent should take the lead and should enlist the interest and cooperation of the entire staff. This may be done by discussing with teachers the methods of dealing with children who have behavior problems.

¹ Anonymous.

During regular staff meetings the questions of behavior problems will likely arise. Here is the occasion for considering ways to deal with children who are likely to become behavior problems if not properly guided. The approach to the problems should be a cooperative study, and the procedures and techniques to be employed, democratically worked out. Then every member of the faculty may understand what is expected of each one.

Second step: Techniques to be used to diagnose children with behavior problems, and the removal of such elements, should be introduced and put into operation.

The successful introduction and operation of such a program as here proposed will require weeks, perhaps months, of discussion, study and planning. It will require keen understanding, patience, and perseverance.

Proposal to attack causes and reduce behavior problems includes:

1. Pupil-teacher conferences
2. School-parent relations
3. Adaptation of school work to the needs and interests of pupils
4. Creating of situations which will result in change of attitude
5. Teacher pool of information
6. Contact with community agencies
7. Pupil participation in school control
8. Grouping
9. Teacher improvement

Parent-Teacher Conference

The function of our educational system should be a much broader one than it now is. Our schools and teachers occupy a functional role closely related not only to the child but also to the child's parents. The efforts of the parents and teachers must be coordinated and brought to bear upon improving the child's training.

The parents influence their children in subtle emotional relationships that mold the child's conduct. Through knowing the child more intimately than anyone else, the parents are in the most strategic position to understand the child's basic characteristics and requirements.²

Therefore a plan of teacher-parent conferences can be worked out to build a feeling of common interest in the welfare and development of children. It must be recognized that parents and teachers who know one another can work together more effectively to help the children.

The progressive, socially-minded teacher, who feels that education owes the child more than skills in fundamental processes and conventional knowledge, accepts the responsibility of understanding the child's home life and of securing the parents' cooperation in the inspiring task of social behavior adjustment. Constance Foster has written that "behind every problem child there lurks a problem parent."³ Then it is most essential that the home and the school work together. This cooperation may be secured through parent-teacher conferences. When the teachers show a real interest in the child, the parent will gladly come

² U. S. Office of Education, The Child Management, p. 3.

³ Constance Foster, "There's a Problem Parent for Every Problem Child," American Home, XXX (November, 1943), 68.

for private conference. The teacher must realize that family relationships, past and present, play a large part in influencing the trend of the adolescent's behavior patterns in society and that it may be facilitated, if parents can come to take constructive attitudes which lay in their power. This attitude may be developed through proper relations in conference.

Most parents will have a greater emotional security in the parental role and will be able to participate more constructively in changing relationships with sons and daughters, who are no longer children if assisted by teachers.

Parents may come to realize the differences in attitude and needs of the adult and youth, and their relationship as a result of proper school relation.

This relationship between parent and teacher should be stimulating and hospitable, so that parents may, through skillful and sympathetic discussion, find release from anxious tension, gain in understanding of their family relationships, and so come to a more comfortable acceptance of themselves in the parental role and their relationship and contribution to the teacher and the school. This relationship will better the conditions in which their adolescents are growing up.⁴

Teacher Pool of Information

"Valid interpretation of a child's actions can be reached only when both the information about him and the explanatory principles have been brought together in such a way that meaningful interrelationship can be perceived and understood."⁵

⁴Caroline Zachry, Emotion and Conduct in Adolescence, p. 420.

⁵Daniel A. Prescott, Helping Teachers to Understand Children, p. 166.

When teachers cooperate in pooling, analyzing, and interpreting information about individual children causing behavior problems, a most interesting and valuable record which will constitute a developmental history showing persisting characteristics and problems and fluctuating family circumstances for school use may be compiled. Two advantages will be gained by pooling information: first, the additional information from other teachers gives a richer picture of the child's present behavior, of his developmental history, of his relationships with other children, and of his home life; second, the advantage lies in the pooling of psychological knowledge in analyzing the child's motivation, behavior, and needs. Different teachers have different backgrounds of scientific study and will supplement one another's knowledge of facts and principles. There will be an increased skill in analyzing a record. Teachers will recognize the need for additional data, and there will be an increased sensitiveness to the dangers of personal bias in interpreting behavior. This procedure will develop a growing tolerance of both children and adults based on deeper understanding of the causes of behavior.

Adapt the School to Meet the Needs and Interests of Pupils

"Next to the home, the school is of most importance in directing the attitudes, fixing the habits, and molding the character of children."⁶

The modern school has two major responsibilities in social adjustment:

⁶ Texas. Department of Education, Texas Elementary Education Suggestive Outline, p. 6.

First and most important is the school situation itself because of its widespread influence. It must be set up as to administration, curriculum, staff, and home and school relationships, that it will further good adjustment and desirable personality habits and attitudes. It must not be the cause, however unwittingly, of maladjustments and problems. The second responsibility is to study systematically all pupils so that those who are sufficiently maladjusted to need special attention may be found. Here the school must study the problem, do what is possible to help, and, when necessary, call in specialists who are particularly equipped.⁷

"The school should be devised and specifically designed to provide for individual needs and interests of the pupils."⁸ The emphasis must be placed where it will offer the greatest amount of social usefulness to the most children. It is not recommended that so-called standards in education be abandoned, nor is it intended to slight learning in subject matter; but core courses in addition to physical education should be required to insure their own adequacy as citizens of the school, the community, and the nation.

Even in the core curriculum, students should be permitted a choice of subjects during the sophomore, junior, and senior years. In addition, a variety of electives should further provide for wide range in individual aptitudes, abilities, and goals of students.

To make life in school conform as much as possible to the real out-of-school situations and problems which confront children, it is necessary to make classroom experiences purposeful, whole-hearted, and integrated through activities of various fields of knowledge.

⁷J. M. Lee and D. M. Lee, The Child and His Curriculum, p. 89.

⁸Henry J. Otto, Elementary School Organization and Administration, p. 7.

Administrator and staff may plan a school program which provides, through its physical-training procedures, ample opportunity for activity that is coordinated, purposeful, and creative, as well as for spontaneous and individualistic expression in play or movement.

"Play, as the child's normal avenue for learning, is receiving wider acceptance as a method in modern educational practice."⁹ For many adolescents, competition in sports accentuates anxieties regarding possible physical inadequacy or defects. When teams are formed, they should be conducted so as to offer opportunity for successful participation to all in accordance with their potentialities. More emphasis should be placed upon non-competitive sports such as skating, swimming, and hiking as a measure to prohibit the nurturing of the "prize pupil."

The building up among the pupils a school of a good physical tone and a good school morale is one of the large returns that come from giving attention to the play activities of the school ground. Few other things do so much to transform the yard bully into a useful citizen, bring out the good feeling, reduce discipline, teach pupil self-control, train the muscles and the eyes to coordinate in games involving learned skills, or awaken the best spirit of the pupils.¹⁰

However, all members of the staff must recognize that good health and physical appearance are necessary to later social maturity. The school can raise the morals by fostering a respect for health and health care in indirect ways: first, by the teachers' not neglecting their own physical well-being, and second, by the teaching of facts

⁹H. F. Gabbard, "Planning for Play," Educational Leadership, (March, 1948), p. 379.

¹⁰E. P. Cubberly, Introduction to the Study of Education, p. 306.

and good practices by the hygiene instructor and school or local doctor. By sponsoring social recreation in the school in forms both pleasurable and healthful for its students, the school can to a very considerable degree provide substitutes for pleasure involving late hours and other sources of strain which foster behavior problems.

In all its planning, the school should bear in mind that pupils entering high schools are in their adolescent development; during the process of pubertal development the adolescent is likely to be under emotional strain. He needs time to assimilate the changes that are going on, and opportunities to work out feeling according to his needs; his emotional needs may conflict with school routines. Sometimes he may be unable to give attention to his school work. The teacher must be aware that it is more important for the social development of the adolescent that he perform school tasks, and expectations in achievement in real-life activities of the school should be correspondingly flexible.

Sex education along with character education should be integrated in the life of the school to stabilize the emotional development of adolescents and to add breadth to the school curriculum.

Similar opportunities for purposeful and zestful expression are given in art, music, mental and physical health, literature, mathematics, science, or any academic group.

"The school curriculum should be as broad as life itself."¹¹ More time now being used for recitation should be used for acquainting

¹¹ Ellsworth Collings, An Experiment with a Project Curriculum, p. vii.

students with activities outside the school.

Outstanding personalities that represent almost every field of human endeavor, science, industry, trade, could be invited as guest speakers at the high school auditorium. Classes could investigate some community activity, agency, or institution.

Vocational days could be planned for acquainting students with the leaders in various occupations or for excursions to the business, trade, or professional schools in nearby cities. Through all the various means available the student could observe, participate in, and contribute to the school and the community life as a whole.

In the year 1899, John Dewey, since recognized as America's foremost educational philosopher, and a man of powerful influence even at the time mentioned, published his little book, The School and Society. In this book almost an entirely new theory of education was advanced. Education is not, said he, a preparation for college or a preparation for business, or a preparation for anything in the remote future. Education is life itself. Nor do schools exist primarily to give power and glory to individuals as individuals, but to contribute to the advancement of society as a whole. Consequently, all education should be social education. The schools should seek their objectives by a study of the needs and potentialities of organized society; the curriculum should be developed from the materials that concern human beings in their relationships to the present and immediate future; and the spirit that should dominate the schools should be the spirit aroused by personal interest and curiosity. In short, the schools should epitomize life as it is being lived today and must be lived tomorrow. The activities and the thorough processes that characterize society outside of school buildings should be established inside the schools themselves. Thus for Dewey there is no hiatus or divorcement between practical life and school life, or even between practical life and the true cultural life.¹²

In changing the curriculum, there will be an increased need for varied materials of instruction to carry out a program which will meet

¹² Calvin O. Davis, Our Evolving High School Curriculum, pp. 44-45.

the individual needs of children; and cooperation of the entire program of public education in order to offer children success in some field. If the entire staff should cooperate in an activity program based on children's needs, children will adjust themselves socially, and progress at their own rate of speed. Because of varied interests and abilities, all children cannot succeed at the same job or at the same rate, but all can succeed if enough opportunities are offered in enough lines of endeavor. This should develop inefficiency in giving pupils marks on report cards. Through this activity in the curriculum, parents and pupils will realize and understand that children can be successful without progressing at the same rate as others. When activity is provided under the proper guidance, behavior problems fail to blossom forth; and emotional tension of adolescents is released, and pupils are adjusted in the social democratic society.

Teacher-Pupil Conference

A device to be used to promote the development of desirable behavior patterns is the personal interview or conference between the teacher and pupil. This is to be a systematic, planned conference, instigated by the teacher. After the teacher has collected all available information that has had bearing upon the case, the teacher may ask the pupil to come in to talk with her. Together the teacher and the pupil may discuss the problem and try to determine a procedure for adjustment. The teacher should make a follow-up observation after the conference and make notes and comments on any evidence of pupil success.

For this device to be successful the teacher must have an understanding of children which includes contrasting subjective and objective

elements to achieve desirable attainments in the classroom and in pupil-teacher conferences.

Prescott points out that a teacher who understands a child should show the following characteristics:

1. They think of children's behavior as being caused.
2. They are able to accept all children emotionally that they reject not a child as hopeless or unworthy.
 - (a) Every human is inherently valuable and therefore has the right to all the help that can be given him in achieving his best development.
 - (b) All children potentially can make some contribution in carrying on the society in which they are born and therefore deserve respect for whatever talents they can put to work for the common good.
3. They recognize that every child is unique and therefore constantly seek information about each of their pupils that will enable them to know the factors that are influencing their development and behavior.
4. That the various sciences concerned with human growth and behavior have demonstrated that young people, during the several phases of their development, face a series of common developmental tasks.
5. They know the more important scientific facts that describe and explain the forces that regulate human growth, development, motivation, learning, and behavior.¹⁵

The subjective element is the acceptance and valuing of individual boys and girls--emotionally and philosophically rooted and serving to reassure and afford security to all children, even when they misbehave.

It also implies objectivity in the use of sound procedures and knowledge to interpret the cause of a child's acts, to appraise his adjustment problems and personal needs, and to work out practical ways of helping him master his developmental task.

The child with behavior problems in a struggle to free himself from the shelter associated primarily with his home is likely to turn

¹⁵ Daniel A. Prescott, Helping Teachers to Understand Children, pp. 8-11.

to the teacher for a lesser support. This will be an opportune time for the teacher to have a conference with the child.

"The behavior-problem child must be made to feel the teacher is his friend, one in whom he can confide."¹⁴ The time and place of such a conference will have to be left to the judgment of the teacher. It is through the conference that the teacher will endeavor to study the students individually and to make available to him in accordance with his interest, abilities, and needs, resources which the school and the community afford; to assist the student in choosing wisely and using effectively those resources and services in which he invests time and energy; and to provide opportunity for him to evaluate critically his experiences and to re-evaluate his choices. The student receives guidance which is essentially personal. It will help the individual to prevent difficulties, to correct existing maladjustments, to conform to conditions that cannot be changed, to adapt conditions and utilize resources to meet needs and purposes, and to develop constructively his interests and abilities. Cooperating with the home, it integrates the total school program in the behalf of the individual student.

Training in Citizenship

Every teacher should take a revitalized role in training for good citizenship. Principles of good citizenship can be sponsored through routine and special classroom activities, special projects, and extra-

¹⁴ A. L. Morgan, "School Plan for Decreasing Juvenile Delinquency," Clearing House, XVIII (May, 1944), 523.

curricular programs. Setting a proper example requires teacher participation in community and civic affairs which provide proper guidance, precepts, and leadership. Education is the best medium of reaching the child in both the home and the classroom. Every child should be educated to the acceptance of a higher authority, increased self-control and self-discipline, the basic requirements of team play, and the essentials of a democratic citizen. Then through the school, children presenting behavior problems will learn to adopt the values that characterize American life, to fulfill civic responsibilities in the school, at home, and in the community.

The care and maintenance of the school plant are important factors in the total school environment. Habits of personal cleanliness and an attitude of respect for public property may be taught by encouraging the pupils to do their parts as citizens in keeping the school plant in order.

"When pupils are made conscious of their civic responsibilities which serve as behavior channels for boys and girls into a stable society, behavior problems appear less frequently in school, the home, or community."¹⁵

Student Government Enterprise

Today the faculty must recognize the principle of learning by doing. A study of the differing individuals' inclinations and their readiness as a group to use opportunity for self-direction must be

¹⁵Lester Anderson, "Theories of Behavior and Some Curriculum Issues," Journal of Educational Psychology, XXXIX (March, 1948), p. 133.

made so that they may look to students for their due contribution in the management of this common enterprise. "In giving this responsibility, the school is vesting a genuine trust in the young people."¹⁶ Since the adolescent still relies frequently upon the adults, whom he trusts, a faculty advisor should have a respected place in student management. The adolescent will understand limitations as well as opportunities that adhere to relationships. The advisor should remain sufficiently in the background until boys and girls find their chief source of security. It is then that they will learn to give and take an equal footing. When the adolescent helps to create situations, the self-centered, the arrogant, or the unduly belligerent probably will learn to adapt himself to the needs of the majority. "As they grow in assurance of ability to participate in managing group problems, they normally feel less dependent, have less urgency toward rebellion."¹⁷ In these informal activities the pupils may find security in the group and may come to an appreciation of the lesser disparities among themselves, of their relationships with those who are stronger and wiser, those who are equal, and those who are less strong.

According to Harvey, before any program of pupil participation in school control is put into practice, it must be evaluated to make sure it is a sound and worthwhile activity by a criteria such as follows:

1. How extensive is the responsibility of pupils for their own conduct?
2. How well do the pupils accept their responsibilities as indicated by what they actually do?

¹⁶ Zachry, op. cit., p. 403.

¹⁷ Ibid., p. 406.

3. Is the organization significant and important in the lives of all pupils? Does it deal genuine, concrete problems?
4. Is it desired by teacher and pupils?
5. Is it representative of all interests?
6. Is it an educational ideal or a mechanical form of organization? Does it contribute to the personality and social growth of the participating pupils?
7. Does it grow and extend its responsibilities and influence as the interests of the pupils grow and develop?
8. Does it serve as a positive educational force rather than merely a negative disciplinary device?
9. Are teachers, pupils, and parents thoroughly acquainted with the organization and its work?
10. Is it intended that the organization shall be a real, important agency or just a camouflage?
11. Are the affairs of the school better planned and more effectively managed as a result of the work of the student government organization?
12. Does it try to develop the public's interest in the school and its ideals?
13. Is the organization a center of the allied activities of the school? Are its activities coordinated without overlapping or conflict with those of other organizations in the school?
14. Do the experiences which pupils receive in the organization carry over into the participation in the community affairs?
15. Does it create better cooperation and a closer relationship between faculty and pupils? Does its work result in a happier atmosphere about the school?
16. Is the size of the organization adapted to the situation in the school? Are arrangements for the time, place and procedure of meeting satisfactory?
17. Is the plan of organization of the type best adapted and suited to the conditions in the school?
18. Does the organization exchange ideas with other schools, initiate new projects from time to time, and encourage worthy activities and enterprises in the school and the community?
19. Does it have a rigid schedule which is followed in routine fashion from year to year, or does it have a well planned and flexible program which can be adapted to new conditions? For example, is it adapting its program to present conditions and participating in activities which promote the American democratic way of life?¹⁸

¹⁸G. C. Harvey, "Evaluation of Pupil Participation," Clearing House, XVIII (May, 1944), 553.

Cooperation with Outside Agencies

The school may call on outside agencies in its attack on the behavior problems. There are outside agencies, such as the church, scouts, welfare agencies, service clubs, etc. This assistance may eventuate in such things as the correction of physical defects, the providing of school supplies, the making of happy home relationships, big brother and big sister contacts. There are many agencies and persons in every community who are eager to serve. It is up to the school to use them. This proposal is offered as a hope to help the children in abnormal home situations to adjust themselves in society with the proper financial assistance.

Teacher Improvement

It is understood that most teachers are hardworking, devoted professional persons, who are doing the best they can for children in the light of their present knowledge and insight, background of preparation, and vulnerability to administrative and community pressure. Classroom teachers should seldom bear the blame for their failure to help the pupils achieve maximum development. However, most of them need assistance in improving their working methods and should be commended for any sincere effort in this regard.

The complexities of society place on the classroom teachers an increasing responsibility of an enriching child growth. Boutwell says, "Society gives teachers an almost impossible job."¹⁹

¹⁹

W. D. Boutwell, "What's Happening in Education," National Parents-Teachers, XLII (June, 1948).

The teacher is considered the most important factor in school environment. The attitudes and personal adjustments of teachers are undoubtedly reflected to some extent in the mental health of the children in school.

Carrington summarizes the effect of teachers' attitudes upon the pupil's attitude:

The teacher of gentle breeding has many opportunities to influence her pupils in the cultivation of true courtesy. If she can give her pupils an attitude of courage and self-confidence, her presence will be "as potent a factor in improving mental health as any school can contribute." A teacher with a deep feeling of reverence can steady a young person through the years when he is working out his own philosophy of life. When doubt, fear, and cynicism would enter, she can quietly help to direct his thinking into channels that will lead ultimately to the more wholesome and constructive attitudes.²⁰

Lee and Lee give proof of teachers' attitudes as a positive factor in child behavior through an investigation made by Paul L. Boynton which "seem to show that after two and one-half months pupils with the more stable teachers were more stable themselves than those with unstable teachers."²¹

Teachers must be aware of not only the influence of their own attitudes, but also the influences of parental attitudes as major factors in behavior.

Francis and Filmore studied the attitudes of the parents upon the behavior of their children and concluded that parents' attitudes are very

²⁰ Evelyn M. Carrington, "Teacher Personality as a Factor in Child Adjustment," National Elementary Principal, XV (July, 1936), 386-394.

²¹ Lee and Lee, op. cit., p. 65.

influential. Harmful attitudes tend to produce maladjustment.²² Thus teachers must not only cultivate good social attitudes for themselves but must readily recognize the influence of the parents' attitudes on the child's behavior, and through tactful guidance help establish acceptable social attitudes in the home.

Teachers who are overtaxed by large classes, always pressed for time or worried about their own economic security, usually pay as little attention as possible to the disturbing social element or to the relationships of the parents' attitudes upon the pupil's behavior. Often the responsibility is shifted to biological factors over which the school has no control.

The progressive, socially-minded teacher, who has established a deeper understanding of home influences and pupil and parent relations, studies the pupils' behavior patterns for drives which would serve as subtle behavior cues. After the cues are detected, Jones points out that teachers should recognize nine drives which are often subtle behavior cues:

1. Drive for autonomy

Striving for independence and freedom, desire to be free from social ties, to shake off influence, coercion and restraint; no care for conventions and group ideology; tendency to act as one pleases.

2. Drive for social ties, social acceptance

Desire to be generally well-liked; to conform to custom, to join groups, to live sociably, to be accepted by a group in any form to make contacts.

3. Drive for achievement

Desire to attain a high standard of objective accomplishments; to increase self-regard by successful exercise of talent,

²² Kenneth V. Francis and Eva A. Filmore, The Influence of Environment upon Personality of Children (University of Iowa Studies in Child Welfare, IX, no. 2), p. 8.

to select hard tasks, ambitious; high aspiration level.

4. Drive for recognition

Desire to excite praise and commendation, to command respect, social approval and prestige, honors and fame.

5. Drive for abasement

Tendency to self-depreciation, self-blame or belittlement; to submit passively to external forces, to accept injury, blame, criticism, punishment; tendency to become resigned to fate, to admit inferiority and defeat, to confess, to seek punishment and misfortunate masochism.

6. Drive for aggression

Desire to attack others; by belittling, depriving, ridiculing depreciating.

7. Drive for succorance

Desire for support from outside; from people, institutions, or supernatural agencies.

8. Drive for control (dominance)

Desire to control one's human environment; by suggestion, persuasion or command.

9. Drive for escape

Tendency to escape all unpleasant situations, to avoid blame, hardship, etc., to project own failures on others or on circumstances; to be unable to sacrifice immediate pleasure to future ends; to indulge in fantasy, etc.²³

These are natural drives in any adolescent upon which he relies to gain recognition in his social environment. This process is not simple, but complex and difficult.

Thus, the teacher must study carefully each individual pupil so that these cues may be recognized as they represent definite needs for social adjustment.

Teachers who understand these cues or causes of behavior seem to cease blaming pupils whose conduct makes problems for them. When they also stop using punishment as retribution, as well as for education, they will be able to hit upon practical and constructive ways of getting pupils to change their "problem habits."

²³Harold E. Jones, Development in Adolescence, pp. 114-115.

The teacher who has a knowledge of the skills, attitudes, and values relating to human development will be able to do the most effective work in dealing with the causes of behavior. According to Prescott, teachers' judgments about their pupils will have a high probability of validity, and their efforts to facilitate learning and wholesome development will be successful only if they have acquired the following equipment:

1. A comprehensive and integrated knowledge of the scientific knowledge of the scientific generalizations of human development.
2. A sound definition of the conditions, interpersonal and social relationships, experiences, and activities that promote wholesome development and behavior.
3. A recognition of the kinds of information needed about an individual child in order to form hypotheses.
4. Skill in getting the necessary information about an individual child and about groups of children.
5. Skill in working out the meaningful relationships between facts about a child or a group, and the relevant scientific generalizations.
6. Skill and ingenuity in devising and carrying out practical plans for facilitating the development, learning, and adjustment of the children whose needs, problems, and tasks have been diagnosed.
7. A sincere respect for every child; professional obligation to help every child; a vigorous interest in securing competent professional diagnosis and treatment of suspected pathological conditions; and a strong code of professional ethics.

Only a small proportion of the teachers in the system can meet these criteria of competence; this fact is probably due to inadequacies in their preparation and to pressure met in their professional work rather than to any widespread lack of ability or of professional interest on the part of the teachers themselves.

Then there is the problem of re-education of teachers in service. More emphasis should be placed on the knowledge that these teachers need to supplement the deficiencies of pre-service teacher education. The major deficiency of pre-service education was that courses in educational psychology and child development were too limited to give the teachers a thorough understanding of children. Courses pertaining to processes involving human growth, development, learning, motivation, behavior, and adjustment were often not available or required.

Teachers who desire to grow in service training should search for needed bodies of knowledge which may be found in periodicals, books, or college courses, which will help gain scientific knowledge pertaining to human development, adjustment problems, defensive behavior, and the motivation of children.

These needed bodies of knowledge may include:

1. Descriptions of fundamental organic processes that determine physiological stability, energy available for growth and activity, and quality of the organic structures.
2. The descriptions of the dynamic patternings of growth that characterize and differentiate the prenatal, infantile, childhood, adolescent, and adult phases of the life cycle.
3. The descriptions of the educational, social, and behavioral

significance of individual differences in physiological stability, energy available for activity, patterning of growth, levels of maturity, and the quality of organic structures differentiated.

4. Descriptions of the social processes that exert continuous pressures on developing children to acquire certain knowledge, behavior patterns, attitudes, and aspirations.

5. Descriptions of the social roles and patterns of behavior that are differentiated according to the children's ages, sex, race, social class, religious affiliation, and region of the country inhabited.

6. Descriptions of the educational significance of individual differences in health, vigor, knowledge, skills, attitudes, values, and aspirations among children.

7. Descriptions of the processes by which the self is differentiated and becomes organized as a result of interacting with the physical environment, individuals, and social processes.

8. Descriptions of the dynamic characteristics of the self to achieve goals and aspirations and to defend his own integrity, self-confidence, and self-respect.

9. Descriptions of the interaction of organic, social, and self-mediated processes as they shape the motivation of the child in particular situations.

10. Descriptions of conditions, relationships, and experiences that are essential to wholesome development in social groups.

11. Descriptions of the processes of group formation and of the dynamics underlying the interaction of the individuals in different groups.

Reclassifying of Children

Dougherty states that, "Effective execution of the educational program is dependent upon satisfactory classification of pupils."²⁴

Before classification is started the classroom teacher should get an insight of the chronological age, mental age, educational age, social age, intelligence quotient, and other teachers' judgments through scientific methods which are reliable. Then each child should be placed in the school situation which will provide the fullest opportunity for educational growth. In this reclassification children may be transferred to other classrooms to help them in their social adjustments, and many special ways of handling particular children may be devised and used to eliminate undesirable patterns of behavior.

²⁴ James H. Dougherty and others, Elementary School Organization and Management, p. 250.

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary

When these proposals are put into operation, there should occur actual changes in the teachers' concepts, attitudes, skills, and ways of dealing with children and their parents. Teachers should show the recognition of how individual differences among children, stages of development, influences of family situations, social classes, and child society affect behavior. Teachers should show improved attitudes toward problem behavior and a more friendly and sympathetic attitude toward individual children. The staff as a whole should develop new insight in classroom procedures and in methods of handling and dealing with individual children. The old lock-step method of pupil progress should be broken by the reclassifying of the children which will give enriched opportunities for social development, which will naturally bring improved emotional climate in classrooms, reduced strain and tension among teachers, and increased friendliness between teachers and children and between teachers and parents. Both the school staff and the pupils should be happier and should find more satisfaction and significance in their work together. The school should run more smoothly and should be marked with freedom and spontaneity as well as by more effective cooperative planning and a wider participation in carrying out plans. A series of important changes should occur in the

teachers' way of thinking about children and about their own professional work.

Finally, this proposed plan is not offered as an infallible procedure for preventing all social liabilities. It is offered only with the hope that it may throw some light on the inadequacy of the present school program in view of the interests and needs of the children, so that it may adopt the proposals and accept its role in preventing children with behavior problems from "blossoming forth" into either definite social menaces or distinct social liabilities.

At the present stage of development of behavior measurements, no one can be sure of any one conclusion, even in the presence of evidence.

Conclusions

As a result of an analysis of the data presented in the study, it is concluded that:

1. Children are often expected or required to learn things that are inappropriate to their abilities, developmental levels, adjustment problems, or motivations.
2. Children are often expected or even required to behave in ways that are inappropriate to the individual's level of development.
3. Desirable relationships among children are not always fostered and stimulated by the teacher.
4. The behavior of children is often controlled by means that humiliate them before their classmates.
5. Children with chronic infection or correctable physical handicaps are not referred to clinics.

6. Children who are successful in conforming to the learning and behavioral demands of the school usually are not studied carefully.

7. No measurement data is available to study the child in his total personality.

8. Teachers lack comprehensive and integrated knowledge of the scientific generalizations that explain human development and behavior.

9. Teachers lack a definition of the conditions, interpersonal and social relationships, experiences, and activities that usually promote wholesome development and behavior on the part of children and youth in the various segments of our society.

10. There is a lack of skill and ingenuity in devising and carrying out practical plans for facilitating the development, learning, and adjustment of the children whose needs, problems, and tasks have been diagnosed.

11. There is a lack of a sincere respect for every child.

12. There is a lack of a clear sense of professional obligation to help every child.

13. There is a lack of a strong code of professional ethics that governs all dealings with children and their parents, and regulates the safeguarding and use of all information about individuals.

14. There is a lack of pre-service educational training of teachers.

15. There is a lack of wholesome attitudes on the part of teachers.

16. There is a lack of home and school cooperation.

Recommendations

On the basis of the conclusions presented, the following recommendations appear to be warranted by this investigation:

1. The progressive school must not only use a philosophy in making and revising the curricula but provide experience through which the child can meet the social problems of group living and change his social behavior in accordance with his social maturity.
2. Besides the academic program, the school should offer a great variety of creative work in various fields.
3. The teachers should be oriented in their educational philosophy to see the students as individuals, and to know the nature of the adaptations demanded of him by himself and by his community.
4. The school must have a workable understanding of each student as he is, if it is to influence constructively what he is to become.
5. The school should promote a program of adult education in child care and development, thereby taking an active part in improving the children's home environment.
6. The school must provide an environment that satisfies the basic urges of its pupils. It must be a home where a child will live in a secure world of those who love, understand, and help him.
7. The teacher must understand child nature.
8. The teacher must understand parents' attitudes.
9. The school and the home must cooperate in solving the children's problems.
10. The school must refer children with correctable physical handicaps to clinics.

11. The school that has cared for maladjustments which have occurred in the past, and which is to avoid maladjustments in the future, is a school in which administrators, supervisors, teachers, and parents are working as a unit on a common task.

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