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UNIVERSITY OF LOUISVILLE

THE ACCEPTANCE AND SOCIAL ADJUSTMENT OF

A THIRD GRADE GROUP

IN

LOUISVILLE, KENTUCKY

A Professional Paper

Submitted to the Faculty

Of the Graduate School of the University of Louisville

In Partial Fulfillment of the

Requirements for the Degree

Of Master in Education

Department of Education

By

AILEEN T. PRESNELL

Year

1949



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NAME OF STUDENT: Aileen T. Presnell

TITLE OF PROFESSIONAL PAPER: THE ACCEPTANCE AND SOCIAL
ADJUSTMENT OF A THIRD GRADE GROUP IN
LOUISVILLE, KENTUCKY

APPROVED BY READING COMMITTEE COMPOSED OF THE
FOLLOWING MEMBERS:

Ruth Dunn

Noble H. Kelley

NAME OF DIRECTOR: J. J. Oppenheimer

DATE: Aug. 18, 1949.

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A.T.P.

TABLE OF CONTENTS

<u>Chapter</u>		<u>Page</u>
	INTRODUCTION	1
I	THE PROBLEM AND ITS SCOPE	6
	The Problem	7
	Need for the Study	8
	Delimitations	9
	Definitions	9
II	PREVIOUS RESEARCH	11
III	PROCEDURES USED IN THE STUDY	21
	Social Status Inventory	22
	Charting the Sociogram	24
	Sociogram of Third Grade Children's Friendships (First Choices)	30
	Sociogram of Third Grade Children's Friendships (First, Second and Third Choices)	34
	Interest Inventory	37
	Personality Test	44
	My Wishing Star	54
	Second Sociogram of Third Grade Children's Friendships (First Choices)	61
	Second Sociogram of Third Grade Children's Friendships (First, Second and Third Choices)	62
IV	SUMMARY AND CONCLUSIONS	67
	Summary	67
	Conclusions	70
	BIBLIOGRAPHY	72

LIST OF TABLES

<u>Table</u>		<u>Page</u>
I	Items Included in the Social Status Inventory	22
II	Basic Material Used in Constructing First Sociogram	25
III	Number of Times Children Chosen as First, Second and Third Choices	35
IV	Percentile Rank of Children Taking the California Test of Personality, Primary, Form A	46
V	Summary of Class Data, California Test of Personality, Primary, Form A	47
VI	Basic Material for Second Sociogram . . .	59

INTRODUCTION

Introduction

A democratic social order must provide assistance in prescribing beliefs to its members, in order to have development of its citizens and its own security. The school is the agency for this. The school must be a place where the pupils go to carry on a way of life. The character of this way of life is very important. Learning and doing are woven together in organic relationship, education is a form of present living. A way of life must be an inclusive outlook on life.

The democratic school is an institution which aims to promote the ideal of "free and equal" by taking proper account of individual differences and by reliance on principles of community living. In a democratic group, children have an opportunity to discuss purposes and to exercise some freedom of choice. The teacher, as a mature person, shares information and gives professional aid and encouragement. The teacher tends to be an integral part of the group.

All creeds and social organizations are means to an end and this end lies inside the process of living together and working together. Man cannot live alone but are fulfilled and grow with one another. We need one another, for life cannot continue intellectually unless we have food from others.

Every teacher knows that a group of children with

which he works is more than an aggregation of individuals. He knows that the group has form and structure; that there are patterns of subgroups, cliques and friendships. They form lines of associations and a process of social interaction is set up. The quality of these associations produce what is called an atmosphere for the group. In this social interaction, the roles which the individuals play are determined. Some individuals are more accepted by the group than are others. Some are more rejected or frustrated in their social participation. These factors play an important role in determining how the group will react to learning situations and to various types of group management employed by the teacher.

Daily interaction among classmates gradually builds up a series of feelings toward one another --- relationships --- that imply different roles for different individuals in their group activities. The children come to see themselves and others as belonging to a group in terms of these roles; they accord different status or prestige values to these roles. For example, some children are more active, physically stronger, or more skillful than others in playing the games in which a majority participate. Some are more attractive, responsive or considerate in their social interaction: some are quicker and more apt in originating ideas for play activities which others will accept. A few are more mature or have had more communications with somewhat

older children from whom they have acquired knowledge, ideas about activities, or codes of conduct which they emulate or show off to their peers. Children also differ greatly in their experiences that they bring to the group from their homes, and in the patterns of behavior toward other children which stem from their habitual responses to their brothers and sisters.

Jennings says:¹

Most teachers realize that the individuals' personal and academic growth can be affected adversely or favorably by his position in the group and that all pupils stimulate or thwart each other in many ways... The social atmosphere is very largely created and maintained by pupil interaction and only in part by the tone the teacher sets... A dominantly decisive factor is the constellation of attraction and rejection so often linked with the values that operate among the boys and girls themselves. Schools need to know what these interpersonal relations are like, how they function, and how they affect behavior and learning.

In this paper the writer attempts to describe methods of studying the interaction of children so that

1. Jennings, Helen Hall, Sociometry in Group Relations, American Council on Education, Washington, D. C. (1948) p 1.

better group life develops and the participants will be interested in one another and there will be wider mutual appreciation and psychological exchange.

CHAPTER I

THE PROBLEM AND ITS SCOPE

THE PROBLEM AND ITS SCOPE

The Problem

The main purpose of this study was to observe the acceptance and social adjustment as revealed by a Third Grade Class; analyze the findings from sociograms, personality tests, "My Wishing Star Survey", psychodrama, interest inventory and a social status inventory; and form conclusions from these findings and general group observations. It was with the idea that by setting up new situations that were similiar to past experiences, by having them think out and plan ways of handling these new experiences or situations, would lead to better and fuller growth in cooperation and sharing.

The writer feels that by discovering the characteristics of the group acceptance and adjustment that exist and then giving all possible experiences and situations possible to strengthen group unity, there will be better interrelations.

The problems then are: knowing the acceptance and social adjustment of the group and its sub-groups; setting up situations that will foster better relations; analyze group actions after situations have been worked out; recording reactions in the different situations; summarizing and drawing conclusions from all the data and observations made.

Need for the Study

Much work and study has been done on the acceptance and social adjustment of children below seven years of age and on adolescent children but very little has been done on the study of the child from seven to ten. The writer has made a study of thirty-two third grade children from seven to ten years of age whose family grouping on an average would be classed as Lower Middle. A consideration of the family or home, the community, the play group and the school, that make a contribution to how a child was accepted by the other members of his family, his neighbors and his friends was given careful thought. A meticulous study has been made of how a child can learn to adjust his own individuality and desires to the necessities of any given group by being given an opportunity to practice leadership and fellowship in committees, organizations and activities in the room; how he may be helpful in his attitudes and contributions to group problems by cooperative activity between various groups, respect for the contributions of others, the common courtesies toward individual and groups and responsibility for the conduct of his own group; how he may grow in self-confidence; how he may express himself in group discussions by promotion of cheerfulness, happiness, frankness and freedom of expression; how he may learn to take and to give criticisms; what he can get and give to others; or in other words, how he may achieve freedom and encouragement to

work and play with other children.

Delimitations

This problem was limited to the study of the acceptance and social development of the children in the age range from seven to ten years who are in the third grade of a public school in a city of about 500,000 population.

Definitions

"Social development"¹ as used in this study means the freedom and encouragement to work and play with other children.

"Acceptance" as used here was the way in which the group feels and acts toward the other child.

"Social Adjustment"² as used in this study was based on feelings of security and belonging.

"Self adjustment"³ as used in this work was based on feelings of personal security.

"Personality"⁴ as used here refers to the manner and effectiveness with which the whole individual meets his personal and social problems and indirectly the

1. Monroe, Walter S., Editor, "Social Facilitation - Influence of the Group", Encyclopedia of Educational Research, pp 1122-25.
2. Thorpe, Louis P., Clark, Willis W., and Tiegs, Ernest W., California Test of Personality - Primary, Form A, Manual of Directions, Los Angeles, California, California Test Bureau, 1942.
3. Loc. cit.
4. Loc. cit.

manner in which he impresses his fellows or friends.

"Sociogram"¹ as used in this study is a chart of the interrelationships within a group. The purpose was to discover sub-group organizations, friendship patterns and the relation of any one person to the group as a whole.

1. Mann, Horace, How to Construct a Sociogram, New York: Bureau of Publications, Teachers College, Columbia University. (1947).

CHAPTER II

PREVIOUS RESEARCH

PREVIOUS RESEARCH

Hildreth¹ emphasizes the fact that the welfare of the individual creates the welfare of the group. She believes a teacher should place children in situations which broaden perspective and contribute to mutual understanding. A study of the social and economic trends aids the child to understand the world in which he lives, prepares him for active citizenship, for tolerance and cooperation, helping him to understand the environment in which he may at any time find himself.

Adams² brings out the fact that in the normal course of the development of a child, he becomes aware of group or social standards. The attainment of social adjustment requires a growing knowledge of social skills as well as social standards. She points out there should be a balance between personal and social adjustment in the total or life adjustment.

Lee and Lee³ state that when a child enters school, he meets a new situation. The home and neighborhood has been the center of social life up until now and the

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1. Hildreth, Gertrude, "Education for Social Responsibility" Child Growth Through Education. New York: The Ronald Press Company (1948) pp 11-12.
 2. Adams, Fay "Social Adjustment" Educating America's Children. New York: The Ronald Press Company (1946) pp 164-166.
 3. Lee, J. Murray and Lee, Dorris May, "Social Development of the Child" The Child and His Curriculum. New York: D. Appleton-Century Co., Inc. 1940 pp 47-59.

group was small. Now he is in a larger group and must, more than ever, adjust himself to others. He must learn how to meet social situations. They bring out a few factors that influence social development, such as: culture, order of birth, maturation and the school's responsibility.

Olson¹ believes that children have an opportunity to discuss purposes and to exercise some freedom of choice in a democratic group. There are two common relationships in classroom groups - coaction and interaction. In coaction, the only interaction is usually between teacher and pupil. In an interactive group, the children are encouraged to discuss with one another and to grow in their ability of conducting themselves in social groups with a common purpose. A child can usually find security in social relationships in a classroom.

Staker² in 1944 made a study of children as other children see them and to find out what a teacher can do to promote good relationships among children. There were thirty-two children in the fifth grade ranging from ten to thirteen years of age with an I.Q. of from fifty-nine to one-hundred-twenty-nine, average one-hundred-two. Their environment was average homes, so-

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1. Olson, Willard C., "Human Relations in the Classroom" N.E.A. Journal, (Dec. 1947) pp 640-641.
 2. Staker, Anna Marie, "Changes in Social Status of Elementary School Pupils" Educational Research Bulletin, Vol. XXVII, No. 6 (Sept. 15, 1948) pp 157-9.

cially and economically, to homes with the barest necessities of life. They were given "Sociometric" tests and "Guess Who", when in two groups of the fourth grade then again in the early part of the fifth when only in one group and at the end of the fifth grade. It was found that: (1) choice status did not change much; (2) surprising stability under changing conditions; (3) personality traits have bearing upon social success of individual.

Glad¹ believes that the principles of wholesome social grouping and leadership applied at school will help children work out their problems and to make a better social adjustment. From studies in sociometric selection, he derived suggestions for grouping according to choice patterns made by children themselves; he assigned the children to groups on basis of choice patterns and special needs of each given child. An unchosen child is put into a group showing the greatest degree of socialization and in charge of supplies or the like. Within a group there is a rich field for the personal development and personal growth; seeking to understand needs and potentialities, arrange environments so that optimum opportunities and minimum hazards for wholesome growth are present and using democratic techniques in leadership.

1. Glad, Donald D., "Grouping for Development" Childhood Education. (April, 1949) pp 12-15.

Hussey¹ sets up eight signposts on the play route to good human behavior. (1) Good play. Enthusiasm for and interest in play promotes a "we-ness" or "togetherness". (2) Democratic living. Sharing play equipment, taking turns, choosing captains, working out difficulties together and making and abiding by rules --- all are good for living with fun and satisfaction. (3) Good play builds understanding and appreciation. (4) Good play promotes a sense of belonging and so security. To have playmates and be a member of a group is the goal of every boy and girl. Membership in a play group is essential for proper emotional and social adjustment. (5) Good play builds a sense of worth and achievement. Skill in a game or in a specific task is a stepping stone to self acceptance and group acceptance. It is important that every child feel successful in at least one activity. Confidence and courage lessens fears and tensions. (6) Good play enriches leisure time pursuits. (7) Good play is creative expression. (8) Good play is a "must". Children need the proper environment in which to play. A teacher should use needs and interests of the children to foster full and complete living.

Zirbes² thinks that children's behavior needs to be understood. Guidance based on true understanding

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1. Hussey, Delia, "The Play Route in Human Relations" Childhood Education (December 1948) pp 23-26.
 2. Zirbes, Laura, "Children Need Understanding" Childhood Education (April, 1949) pp 97-101.

is concerned with the development of social motives and compatibilities. Children need such understanding.

Potashin¹ defined friends as pairs of children in which each gives the other the highest choice in a sociometric test in the classroom, while non-friends are pairs in which one gives the other his highest choice, but the latter does not reciprocate. He compared friends with non-friends and found sociological factors are of little significance in determining friendships, physical and intellectual less significant. Friends seemed to participate in group activity more and to require less adult direction.

Olson² made a sociometric analysis of a third grade class, supplemented by studies of family and community relations. This was a basis for a successful effort to improve human relations in the classroom. The conclusion was that children's social relations in the classroom have deep roots in community and family living as well as in the physical, mental and emotional differences among the children.

Bonney³ asked one hundred sixth grade children to indicate individually with whom they played with most often and those whom they preferred to have on their

1. Potashin, Reva, "A Sociometric Study of Children's Friendships" Sociometry 9: (Feb. 1946) pp 48-70.
2. Olson, Willard C., "The Improvement of Human Relations in the Classroom." Childhood Education 22: (March 1946) pp 317-325.
3. Bonney, Merl E., "A Study of Sociometric Process Among Sixth Grade Children" Journal of Educational Psychology 37: (September 1946) pp 359-372.

side for a quiz-kid program. He studied the amount of reciprocating between those chosen rarely and those chosen frequently. The tendency of the low group to choose high group more often was more pronounced in choice of quiz-kid teammates than in choice of playmates.

Stratemeyer¹ brings out there are four important phases of social participation: (1) person to person relationship where one establishes effective social relations with others; (2) establishing effective working relations with others as common enterprises, service groups, and guidance relationships; (3) group membership where join a group, participate as a group member and have leadership responsibilities; (4) intergroup relationships.

Axline² believes that parents and teachers need motivation and practice in establishing favorable learning conditions for the children under their guidance, conditions in which the children can really practice the making of independent choices and they can discover the consequences of their actions in a secure and emotionally comfortable atmosphere. She places special emphasis on the self-initiative and taking of responsibilities. Parents as well as therapists should be

1. Stratemeyer, F. B., and Others, Developing a Curriculum for Modern Living, Chapter I & V. New York: Teachers College, Columbia University, 1947 pp 192-193.

2. Axline, Virginia, Play Therapy: The Inner Dynamics of Childhood, Houghton-Mifflin, Boston, 1947 p 379.

concerned with "being alert to recognize the feelings the child is expressing, accepting the child exactly as he is and maintaining a deep respect for the child's ability to solve his own problems if given an opportunity to do so.

McGuire and Havighurst¹ bring out that social adjustment involves orientation and socialization. Orientation is when an individual finds channels for expressing his inner motivations in a system of social relationships. Socialization is the process of presenting alternative channels for individual behavior together with positive and negative sanctions which will lead to the acceptance of some and the rejection of others. They emphasize the importance of social groups upon the personality of an individual. A certain amount of aggression, flexibility, sensitivity to the situation, dominance and tolerance to others are involved in successful social relationships.

Flotow² made a study of a group of one hundred and thirty-five children. Each child named the three children he preferred to play, work and sit with. Test results were plotted in a sociogram. He thinks the sociometric test can be used to give the teacher a clearer view of the entire problem of social relationships within the classroom and that it points out for

1. McGuire, Carson and Havighurst, Robert J., "Social Development" Review of Educational Research Vol. XVII No. 5. December, 1947 pp 345-350.
2. Flotow, Ernest A., "Charting Social Relationships of School Children" Elementary School Journal, May, 1946. pp 498-504.

teacher the direct relationships between every day teaching and the social adjustment of the children.

Strang and Pansegrouw¹ believe there are three approaches to the study of personality; (a) the broadening of the developmental approach, (b) the focus on the dynamics of personality, (c) the approach through the study of interpersonal relations. An individual's personality is often reflected in his behavior and attitudes of other persons toward him and his responses to them, so the study of interaction in groups and in different environments and cultures is an important approach to the study of individuals. Personality may be studied through psychometric tests, observation, personality inventories and questionnaires, sociometric technics, personal documents, expressive and projective technics, interviews and case studies.

Davis² criteria of social acceptance for her experiment were friends or lack of friends among the child's peers and the extent of entrance into group situations. Her conclusions were that the degree of social acceptance in the classroom can be increased largely due to play-therapy period where there is a permissive atmosphere in which every child is accepted

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1. Strang, Ruth M. and Pansegrouw, Debora, "Studies of Individuals" Review of Educational Research Vol. XVIII, No. 5, December, 1948. pp 327-334.
 2. Davis, Ruth Greenlee, "Group Therapy and Social Acceptance in a First - Second grade" Elementary School Journal, December, 1948. pp 45-49.

as an individual with his own interests and needs.

The writer, having read many books on personality, acceptance, social interaction, self-adjustment and social adjustment, feels that in order for children to be growing, happy individuals they must be able to get along with their peers and with others. They must certainly learn how to meet social situations which they will be able to do if they are allowed to work in groups where all the children are friendly. Here they will be able to discuss with one another important things with a common purpose. Within these groups, with careful leadership, children grow continuously. Play groups are very important in a child's life. Play is a child's natural medium of self-expression. If they are allowed to play out their feelings, they will gain better insight of themselves. If children belong to a play group, they will have better understanding and appreciation of others and feel secure in that they belong to the group. Group experience seems to accelerate the child's feeling of permissiveness. Each child derives a feeling of security from the group. When the leader forges ahead, the others gain courage to pursue their activities.

CHAPTER III

PROCEDURES USED IN THE STUDY

PROCEDURES USED IN THE STUDY

The procedures used in studying the acceptance and social adjustment interaction of children in the Third Grade Class will be shown by several different means.

A Social Status Inventory¹ was given so as to give an overall view of the group of thirty-two children.

TABLE I

ITEMS INCLUDED IN THE SOCIAL STATUS INVENTORY

Number of children having:

1. Electric or gas refrigerator in the home . . .	21
2. Telephone in the home	25
3. Bathtub in the home	24
4. Home heated by furnace	15
5. Family car	17
6. Fireplace in the home	3
7. Piano in the home	9
8. Any servants, such as cook or maid	2
9. Own room at home	18
10. Radio	25
11. Radio-Phonograph combinations	16
12. Many books in the home	24
13. Membership in clubs where pay dues	7
14. Daily newspaper in the home	17

1. Gough, Harrison G., "A Short Social Status Inventory" Journal of Educational Psychology 40: Baltimore, Md. Warwick and York, Inc., January, 1949. pp 52-56.

15. Children having private lessons in music, dancing, art, violin, etc., outside of school 7

Education of Parent:

16. Mother go to high school 21

17. Mother go to college or university 11

18. Father go to high school 16

19. Father go to college or university 11

20. Mother belong to any clubs or organizations, such as study, art, or civic clubs 6

21. Father belongs to any clubs - civic, study, service or political (Lions Club) 4

A brief objective inventory for determining socio-economic status has been presented.

A group of graduate students made a short study of socio-economic levels and as a result of majority opinions, of this group and the writer's own best judgment, and with full recognition of the fact that there is an unavoidable subjective element in any such attempt the writer has concluded the group should be in Lower Middle Social Class rating.

The class was studying about the different foods that could be bought in the stores in the city in November, 1948. The children became very interested and wanted to go to the stores to find out what foods they could suggest to their mothers to buy at this time of the year. This was an excellent opportunity to see

who they would choose to walk with and discuss things with while there. Each child wrote the names of the three children, in order of preference, they would like to be with on the trip, as:

1. _____
(whom you would like best)
2. _____
(the one you would next best)
3. _____
(the next best)

An example is:

Fred chose:	1. Bobby
	2. Martin
	3. Charles S.

Charting the Sociogram

Following are the instructions for charting the sociogram:

Step 1. The responses of the individuals in the group were transferred from the individual sheets to a four-column page, with the name of the child responding in the left-hand column, and the three choices in the parallel columns.

TABLE II

BASIC MATERIAL USED IN CONSTRUCTING FIRST SOCIOGRAM

Children's choices at beginning of the study.

Name of Child	His First Choice	His Second Choice	His Third Choice
Fred	Bobby	Martin	Charles S.
Charles	Glenda	Sue	Jerry
Gerald	Donald	Joyce	James
James	Martin	Whayne	Donald
Whayne	James	Martin	Jerry
Tommy	Charles	Charles S.	Fred
Robert	Joyce	Donald	Bobby
Bobby	Glenda	Patsy	Sue
Jerry	Gerald	Bobby	James
George	Donald	Tommy	James
Martin	Jerry	Norma	Alberta
Donald	Sue	Robert	Tommy
Charles S.	Sue	Donald	James
Joyce	Patsy	Martha	Sue
Martha	Patsy	Sue	Joyce
Patsy	Martha	Joyce	Jerry
Ruth	Gene	Martha	Jerry
Georgena	Bobby	Mary	Mary L.
Mary	Patsy	Alberta	Jerry
Janet	Donald	Bobby	Tommy
Shirley	Mary	Mary L.	Patsy
Patricia	Jerry	Ruth	Joyce
Mary L.	Sue	Patricia	Joyce
Linda	Glenda	Patsy	Jerry
Jerry	Donald	Ruth	Patricia
Sue	Mary L.	Patricia	Donald
Barbara	Norma	Sue	Gerald
Norma	James	Linda	Mary
Alberta	Gene	Patricia	Jerry
Gene	Alberta	Sue	Glenda
Glenda	Bobby	Mary	Alberta
Vivian	Bobby	Martin	Tommy

Note: The first column lists the names of the children making the choice. The other columns list those children's choices: Fred chose Bobby first, Martin second and Charles S. third.

Step 2. The list prepared was cut into strips horizontally. This gave a series of strips each of which has four names.

Fred	Bobby	Martin	Charles S.
------	-------	--------	------------

Charles	Glenda	Sue	Jerry
---------	--------	-----	-------

Step 3. Folded each strip on the center line for the first choices.

Fred	Bobby
------	-------

Charles S.	Glenda
------------	--------

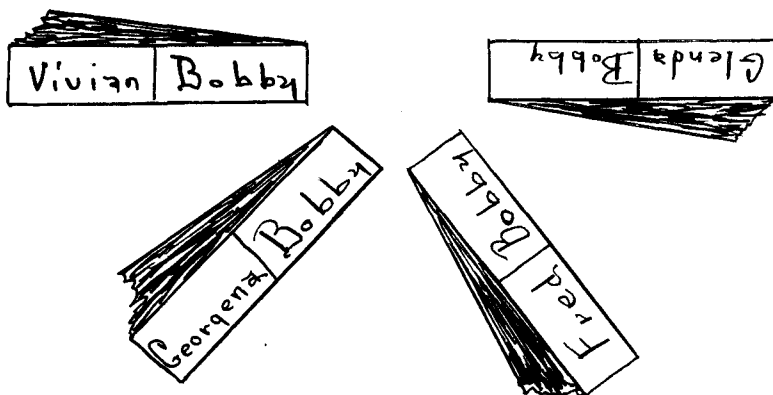
Step 4. Placed the folded strips in a column, one below the other, and chose those which had the same name in the second column, (names given first by more than one person).

Bobby (chosen by Vivian, Georgena, Fred, Glenda)
 Donald (chosen by George, Janet, Jerry, Gerald)
 James (chosen by Whayne, Barbara, Norma)
 Sue (chosen by Mary, Donald, Charles S.)

Glenda (chosen by Charles, Linda, Bobby)
 Patsy (chosen by Martha, Joyce, Mary)
 Jerry (chosen by Martin, Patricia)
 Gene (chosen by Alberta, Ruth)

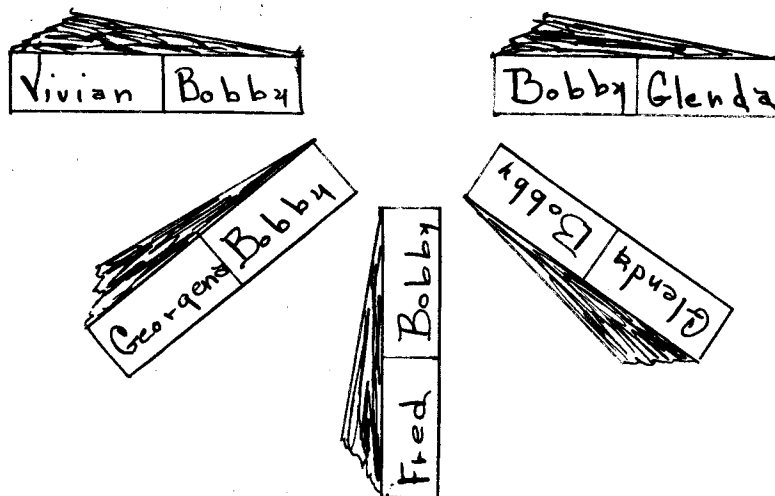
These eight groups of slips with the names of people chosen more than once are called sets. There are four slips in the first set: Vivian-Bobby; Georgena-Bobby; Fred-Bobby; Glenda-Bobby.

Step 5. Chose one of the sets having the most slips (in this case, Bobby's set has been selected). Placed these on a large sheet of paper with the right hand sides of the slips (folded edges) converging. This makes all slips focus toward the name Bobby.



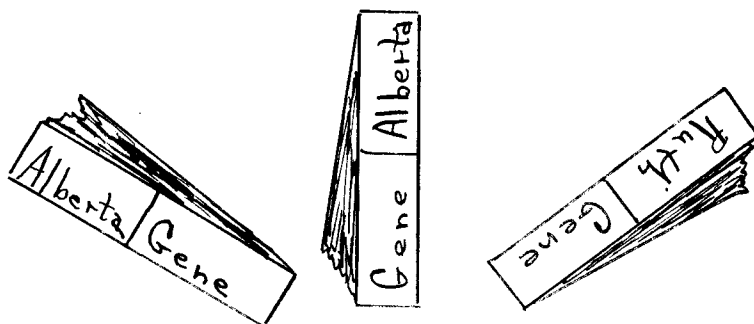
Step 6. The slips collected for above figure show who chose Bobby. The next step was to see who Bobby chose. Looked through the slips until the one with Bobby's name on the left hand side of the slip was found. The slip showing Bobby's choice is in the set with Glenda's name on the right. Placed this on the

diagram started, with Bobby's name in the center, folded edge is away from the other slips.



Since Bobby has chosen Glenda, and Glenda has chosen Bobby, there is a mutual choice. There are no folded edges of slips which are not matched with another slip.

Step 7. Leaving these slips of the previous pattern on the paper, another set was plotted. There are two slips in the set with Gene's name on the left. Gene has chosen Alberta, so there is a mutual choice (Alberta-Gene, Gene-Alberta). Placed these side by side with the two "Gene's" together and add the third slip (Ruth-Gene) so that the "Gene's" converge.

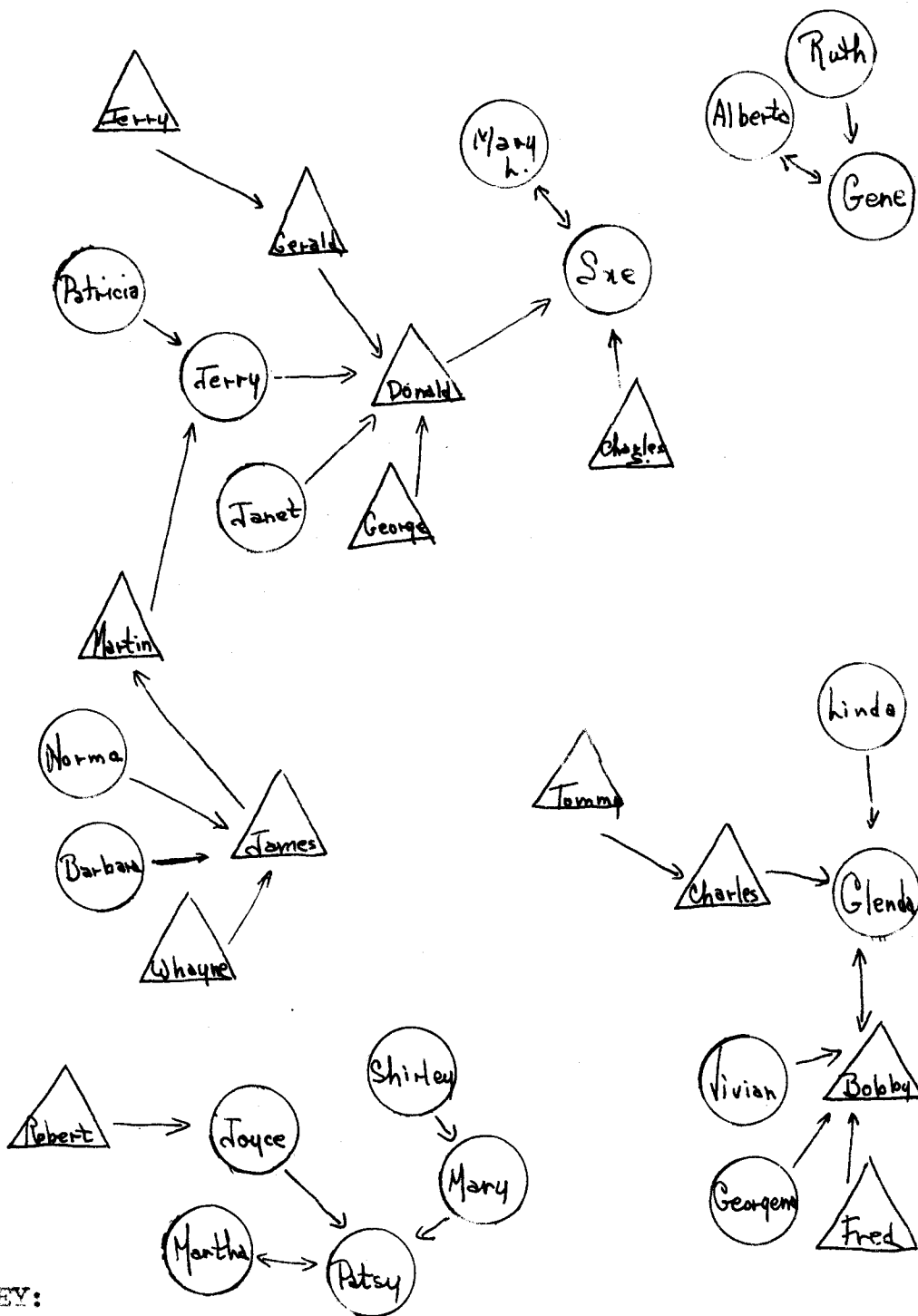


Step 8. Worked through each set in the same manner as described. After all slips from all sets had been used, some slips were in the original column. These were placed in the pattern where the name on the right of the remaining slips matched the name on the left of the slip already placed.

Step 9. The patterns were then transferred to this paper. A circle was drawn for the girls and a triangle for the boys. Removed the slips, placed a circle or triangle for each name, wrote the names in the figures, and drew a line connecting the circles or triangles with an arrow pointing to the name chosen. Vivian chose Bobby (lower right-hand corner page 30) so the arrow points to Bobby. Fred chose Bobby so, the arrow points to Bobby. This was done for each child's first choice until each child's first choice had been charted on the sociogram which follows.

SOCIOGRAM OF THIRD GRADE CHILDREN'S FRIENDSHIPS

First Choices of Children



KEY:

First Choice →
 Mutual Choice ↔

The easiest way to describe how to read this sociogram of first choices is to concentrate on one person and follow all the lines that lead from and to that person. As in triangle marked "Bobby" in the lower right hand corner, has four arrows pointed to him, meaning four children chose him (Georgena, Vivian, Fred and Glenda) which is reciprocated by Glenda, Glenda was chosen by Linda and Charles. Charles was chosen by Tommy. In the center, Donald has four children choosing him (Jerry, George, Janet, Gerald) whereas he chose another child, Sue. Sue in turn chose Mary L., who reciprocated. On the left center, James has three children who chose him (Norma, Barbara and Whayne), whereas he chose Martin, who in turn chose Jerry (who chose Donald, as above). Patricia chose Jerry also. In the lower left corner, Patsy was chosen by Mary (whom Shirley had chosen), Martha (who reciprocated) and Joyce, (who had been chosen by Robert.) In the upper right hand corner, Ruth chose Gene, Gene chose Alberta, who reciprocated.

From this reading it was found that there were mutual choices or pairs --- Glenda - Bobby; Martha - Patsy; Mary L. - Sue; Alberta - Gene. Isolates: Those who were not chosen by anyone in the group - Georgena, Vivian, Fred, Norma, Barbara, Whayne, Ruth, Charles, George, Jerry, Shirley, Robert, Linda and Tommy. Chains --- One person who chooses another who in turn chooses

another: Jerry, Gerald, Donald, Sue, Mary L., Shirley, Mary, Patsy and Martha. Islands --- Pairs or small groups separated from larger patterns, not chosen by anyone in other patterns --- Ruth, Gene and Alberta. Stars or leaders --- Donald, Patsy, James and Bobby.

Having studied this sociogram carefully, the writer is sure that life in the classroom and on the playground must be quite interesting to Donald, James, Patsy and Bobby with so many children wanting to be with them and to be accepted by such a majority.

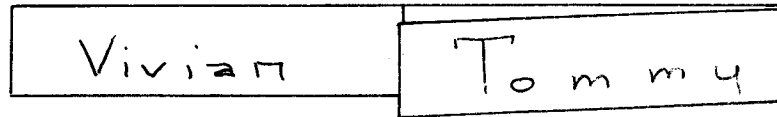
Remembering that the sociogram that has just been charted was for first choices only, to get a really true picture of the acceptance of all members by all others, a sociogram of first, second and third choices was made, taken from the responses charted in Step 1.

Step 10. Folded the slip so that the second choice was next to the person making the choice:



Step 11. Folded again so that the third choice

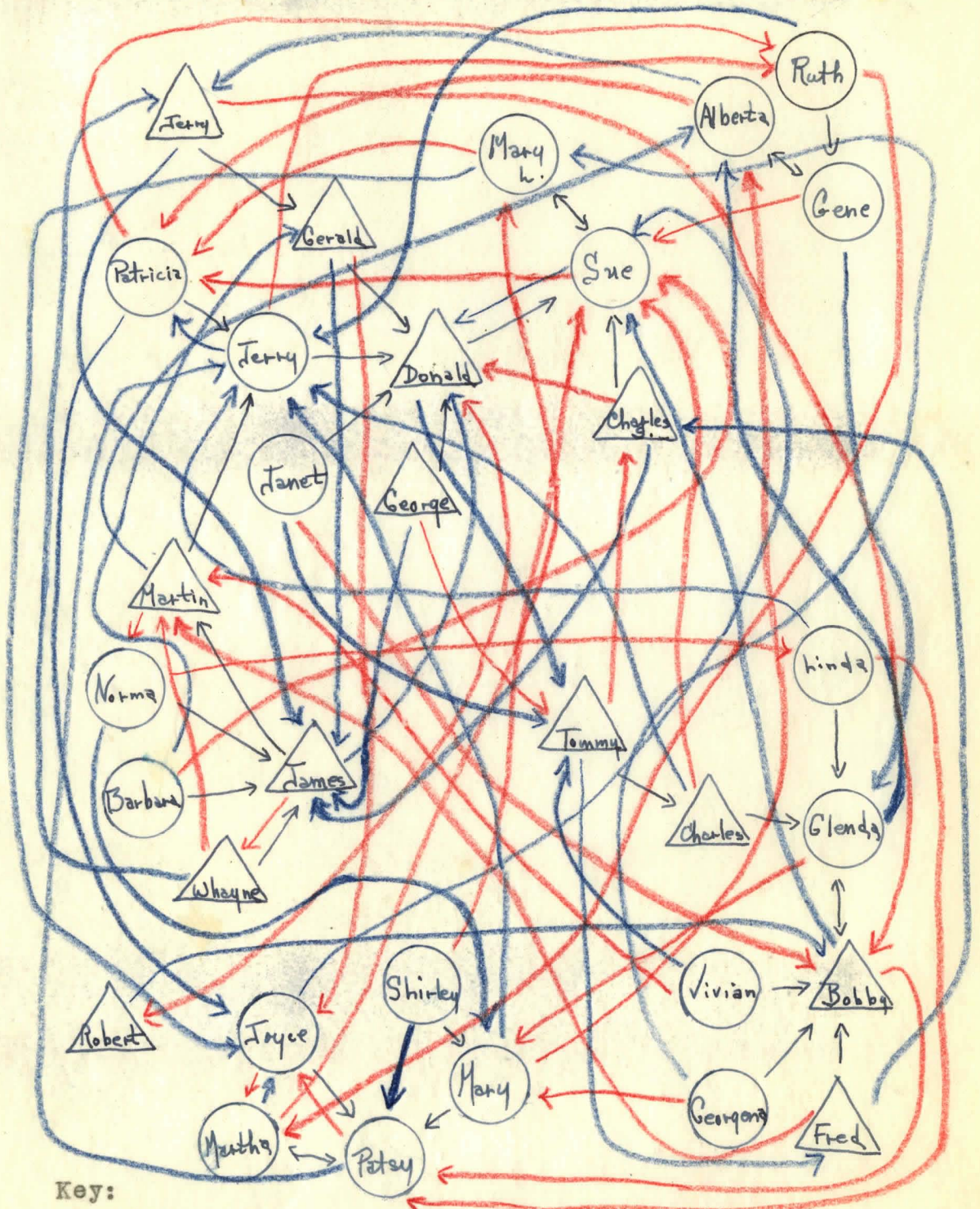
was next to the name of the person making the choice.



A red line was used to indicate second choices, and a blue line to indicate third choices. It was found to be easier to chart the second choice of each person with red, then to chart the third choice blue, right after the second choice.

SOCIOGRAM OF THIRD GRADE CHILDREN'S FRIENDSHIPS

First, Second, and Third Choices of Children



Key:
 First Choice →
 Second Choice →
 Third Choice →

Going back to the sociogram of first choices, note that on the right is a group with a mutual choice and a "hanger-on": Alberta-Gene-Ruth, but when the sociogram of second and third choices is studied, this group is much more integrated with the group as a whole and is definitely not an island. Look at Gene's position; she is chosen by no one as second or third choice probably due to the fact she is a new child to the group but is a cousin to Alberta, who chose Gene for first choice. Alberta and Ruth have been chosen several times, showing they are accepted by influential individuals, but not accepting them.

Taking the children in group and number of times chosen:

TABLE III
NUMBER OF TIMES CHILDREN CHOSEN
AS FIRST SECOND AND THIRD CHOICES

<u>Name of Child</u>	<u>Chosen First</u>	<u>Chosen Second</u>	<u>Chosen Third</u>
Fred	0	0	1
Charles	1	0	0
Gerald	1	0	1
James	2	0	4
Whayne	0	1	0
Tommy	0	1	3
Robert	0	1	0
Bobby	4	2	2
Jerry	0	0	0
George	0	0	0
Martin	1	3	0
Donald	4	2	2
Charles S.	0	1	1

TABLE III - Continued

<u>Name of Child</u>	<u>Chosen First</u>	<u>Chosen Second</u>	<u>Chosen Third</u>
Joyce	1	2	3
Martha	1	2	0
Patsy	3	2	1
Ruth	0	2	0
Georgena	0	0	0
Mary	1	2	1
Janet	0	0	0
Shirley	0	0	0
Patricia	0	3	1
Mary L.	1	1	1
Linda	0	1	0
Jerry	2	0	5
Sue	3	4	2
Barbara	0	0	0
Norma	1	1	0
Alberta	1	1	2
Gene	2	0	0
Glenda	3	0	1
Vivian	0	0	0

From the study on previous pages and sociograms, it was found that James, Bobby, Donald, Joyce, Patsy and Sue were the most accepted children in the group for they were selected to be the other children's partners on their trip. There were a number of children who were not chosen at all; Jerry, George, Georgena, Janet, Shirley, Barbara and Vivian. Some of these interrelation are hard to understand as in the case of Jerry, unless it is due to his being about three years older than most of the other children. Georgena's lack of friends was due to her trying to tell everyone what to do. Janet is of a different nationality so that may have some bearing on her acceptance with this group. Shirley is absent so much and is so large that she cannot do the things others want to do. Vivian was a newcomer to the group.

She had very weak eyes having to wear thick lenses in her glasses. She was very gifted in art and was encouraged in her work. After a while she was accepted because of her successful performance in this field and helping others in art.

The children that were most accepted by the group were the ones that like to give help when they can, suggest games and projects where others may work with them, share information, material and such with others.

The trip that they had planned to the grocery was taken, with each child given an opportunity to have his first choice as partner, where it was possible. When they returned to their room they shared their findings with the others, then worked out a little grocery store of their own with clerks, butchers, checkers and customers.

In October, 1948, each child was given their Weekly Reader which had this "Interest Inventory"¹ in it. The writer read and discussed the page with the children then they filled it in.

A NEWS STORY ABOUT ME

A. News About My Family

I have _____ brothers and sisters.
They are _____ years old.

1. Watts, Pearl, "Interest Inventory" Teacher's Edition My Weekly Reader, Columbus, Ohio: American Education Press, October 18, 1948.

I like to play with _____.
 We play _____.
 Father plays _____ with me.
 Mother plays _____ with me.
 I like--do not like to play alone.
 I help at home by _____.
 The thing I like to do best at home is _____.

B. News About My Friends

My best friend is _____.
 I like him--her because _____.
 We play _____.
 I would rather play at my home because _____.
 I would rather play at my friend's
 because _____.

C. News About My Pets

I have a pet _____.
 I do--do not take care of my pet.
 I do not have a pet because _____.
 I would like to have a pet _____.

D. News About My Books and My Reading

I like to read about _____.
 The best book I ever read was _____.
 I get--do not get books from the library _____.
 I have _____ books of my own at home.
 I read about to _____.
 My _____ reads to me.

E. News About My Hobbies and Collections

I collect _____.
 My hobby is _____.
 I want to collect _____.

F. News About My Travels and Adventures

I will check the ways I have traveled, the places
 I have been and the adventures I have had.

I have traveled

___ in an airplane ___ on a bus ___ on a train ___ in
 an auto ___ on a boat ___ on a bicycle

I have been to

___ a circus ___ a fire station ___ a farm ___ a
 bakery ___ a dairy ___ an airport ___ a zoo ___ a
 hotel ___ a market

I have had adventures

___ when camping ___ when fishing

G. My Movie and Radio Favorites

I see _____ movies each week.

I listen to _____ radio programs each day.

My favorite story program is _____.

My favorite music program is _____.

H. News About Things I Like and Dislike

I do not like _____.

I am afraid of _____.

I like _____.

I. News About My Wishes

When I grow up, I want to be _____.

If I could have three wishes I would wish

- 1.
- 2.
- 3.

This "Interest Inventory" cannot be tabulated statistically but the value in giving it was to uncover the pertinent facts about the personal and social relationships of each child, and, in a general way, about the class as a whole.

"News About My Family" was the topic for several discussion lessons. In the beginning, the children were not very spontaneous but as discussion progressed, nearly all the children took part. They were also encouraged to take MY WEEKLY READER home and discuss the current news with their parents and in this way pave the way to be included in other family discussions. They were encouraged to assume home responsibilities

(emptying wastebaskets, helping with the dishes, taking care of the younger children, being on time for meals, mowing the lawn, etc.) and thus be made to feel a part of the home. Several groups acted out a good family atmosphere. This is one of the groups psychodrama of family life one afternoon:

Characters:

Father Bobby
Mother Glenda
Children Linda, Fred, Charles,
Vivian (the baby)

Bobby: (on arriving home from work) Hello,
Mother. What news today?

Glenda: Linda took Vivian in the stroller today
while I was preparing dinner.

Bobby: Who cut and trimmed the grass so nice?
It sure looks fine. I am so tired to-
night but thought I would have to do
that after dinner.

Fred: Daddy, Charles and I did it early this
morning; then the gang came by so we
went fishing later.

Bobby: Boys, you are fine helpers and I am so
glad for you to have such a fine time
with your friends.

Glenda: Linda, you may go to the show with the girls.

Linda: I will do the dishes first, for Norma and Mary are not coming by until seven, in case I can go.

The children had a fine time doing this psychodrama and others and it made them have more of a feeling of belonging in the home when they were helping and sharing responsibilities.

All children need companionship. By knowing a child's friends and why he likes particular children helps him to become better acquainted with that child. Their interests may be alike, some may be leaders or followers as the case may be. Many games (indoor basketball, Going to Jerusalem, Ball, Farmer in the Dell, Two-deep, Fire on the Mountain) were played. The less aggressive (Vivian, Ruth, Patricia, Norma, Barbara and others) were given opportunities to lead and the more aggressive to follow. This gives the timid children confidence and the aggressive ones do not always hold the "center of the stage". Wayne, Gene, Fred and others were not accepted by the group at first but when the group found out how good they were in games and in doing stunts they became more popular.

Many children could not have pets at home. Tommy brought his rabbit and showed the children the proper

care of it. He was a second and third choice by several. He is always willing to share things with others. Sue brought her canary. Jerry brought her kitten and Linda brought her duck. These children got other of their friends to help them clean and feed their pets. These classroom experiences made school living rich for the children as they learned the world is filled with beauty and good things.

Armed with the information gathered from "News About My Books and My Reading", many books were selected on the level for grade and placed on the library table. A Book Fair where children displayed their favorite books from home encouraged and helped reading interest and brought about sharing with others. Many of the readers would narrate the stories they had read. This encouraged the slower ones to take books home and get help, then come to school and tell their story. Often a group would enjoy a certain story, then they would get together and dramatize the story really re-living the characters. Many of the more artistic children would draw the most exciting part of the story, often getting characters to pose for them while they drew. These vicarious experiences in many fields met the needs of many children.

Children displayed their collections and hobbies. A few hobby clubs were formed, grouping the children with related interests (art, airplanes, dolls, stamps,

toy machines, etc.). In these clubs the boys and girls were both represented. This seemed to promote the best social atmosphere for they would get together and share their collections.

Our school is fortunate in having both a movie projector and a radio-victrola combination. Many children did not go to the movies so were able to see at least three good movies and week and to have the opportunity of discussing these excellent pictures such as "The Greenie", "The House I Live In" and others. These pictures show how new children are accepted in a group after showing they can excel in something, and also shows good sportsmanship.

Finding the children's likes and dislikes gave clues to some special problems as their fears, dislike of being teased and the like. These wishes, even though they may be concerned with material things, reveal fears and anxieties of the child such as, not being wanted or loved at home and not being accepted in the group of peers. By talking these problems over and dealing with them understandingly, the child may find his fears groundless.

The children enjoyed the topic of travel and adventure about the best of any for it was something everyone had done. There were only two children, Charles and Georgena, who had not been in an airplane but they had been on all other ways of transportation.

Linda had taken a trip last summer to Yellowstone National Park stopping at different points going and coming home. She told the group many interesting things, then the others told of their travels. The group took a trip to a dairy farm on the bus. They also walked to the fire station, bakery and market. The boys dramatized a camping and fishing trip with all necessary equipment. Groups made airplanes, busses, trains, autos, boats, bicycles, a circus and a zoo. All these experiences expanded children's interests and they learned to accept each other and to share with others.

The children were quite conscious by this time of all the different ways they could enjoy their friends and did not hesitate to ask at any time if they could sit or work with the different members of the group. As so much rapport had been established, it was felt a very good time to give the California Test of Personality.¹ This test was given to the group in order to reveal the extent to which the pupil was adjusting to the problems and conditions which confronted him and if he was developing a normal, happy and socially effective personality. These tests are divided into two sections: the first section indicates how the pupil thinks and feels about himself, his self-reliance his estimate of his own worth, his sense of personal

1. Thorpe, Louis P., Clark, Willis W., and Tiegs, Ernest W., "California Test of Personality - Primary, Form A", Los Angeles, California: California Test Bureau, 1942.

freedom, his feeling of belonging, his freedom from withdrawing tendencies and his freedom from nervous symptoms; the second section is how he functions as a social being, his knowledge of social standards, his social skills, his freedom from anti-social tendencies, and his family, school and community relationships.

The group was asked if they wouldn't like to answer some questions about themselves which required only YES or NO for an answer. They were given an example as: Do you have a dog at home?, Did you walk all the way to school today? They thought it would be great fun so the questions were read slowly to the group. If a child did not understand a question, it was made clearer to him.

After each child's test was marked, the score for the components or sub-sections was put on the front of the test; then the percentile value was found by locating the score on the lower table of percentile norms found on the back page of Manual of Directions of California Test of Personality. The score for the components were added and averaged for self-adjustment and social adjustment, then for the total adjustment. The percentile value of self, social and total adjustment was found from the upper table of percentile norms found on the back page of the Manual of Directions of The California Test of Personality. The children's names and percentile rank were then charted with names

in the same order as on the basic material for the sociogram.

TABLE IV

PERCENTILE RANK OF CHILDREN TAKING THE CALIFORNIA TEST
OF PERSONALITY, PRIMARY, FORM A

<u>Name of Child</u> <u>Taking The Test</u>	<u>Self</u> <u>Adjustment</u>	<u>Social</u> <u>Adjustment</u>	<u>Total</u> <u>Adjustment</u>
Fred	65	5	20
Charles	5	5	5
Gerald	80	95	90
James	40	50	45
Whayne	55	10	25
Tommy	55	45	50
Robert	90	80	85
Bobby	40	15	25
Jerry	55	5	25
George	65	50	60
Martin	70	75	75
Donald	99	99	99
Charles S.	35	70	55
Joyce	30	95	65
Martha	45	75	60
Patsy	45	80	65
Ruth	20	45	30
Georgena	15	35	25
Mary	65	70	70
Janet	20	40	30
Shirley	60	85	75
Patricia	55	95	80
Mary L.	20	95	60
Linda	25	95	60
Jerry	40	85	65
Sue	20	95	55
Barbara	15	30	25
Norma	35	55	45
Alberta	50	50	50
Gene	35	85	60
Glenda	35	85	60
Vivian	20	90	50

The data for self-adjustment, social adjustment and total adjustment for which percentile ranks have

been recorded is charted in the table below. This was done by counting the number of percentile ranks for each class interval and recording in the proper space. Medians were calculated and the deviation of this class average from the norm was recorded in the last column. For example, if the median was 47.15 for self-adjustment, the class is (-2.85) percentile points below norm.

TABLE V

SUMMARY OF CLASS DATA - CALIFORNIA TEST OF PERSONALITY

<u>Percentile Rank</u>	<u>Self Adjustment</u>	<u>Social Adjustment</u>	<u>Total Adjustment</u>
5	1	3	1
10		1	
15	2	1	
20	5		1
25			5
30	1	1	1
35	3	2	
40	3	1	
45	2	3	2
50	1	3	3
55	4	1	2
60	1		5
65	3		4
70	1	2	2
75	1	3	2
80	1	1	1
85		4	2
90	2	1	1
95		4	
99	1	1	1
Total Pupils	32	32	32
Median	47.15	58.13	57.5
Norm	50	50	50
Difference + or -	-2.85	+8.13	+ 7.5

After Table IV and V had been charted, a careful

study was made of each child to find out in just what components he excelled and on which he was very low. The percentiles were interpreted as follows. A pupil with a percentile of 25 exceeds 25 percent and is inferior to 75 percent in comparison with typical school population. Likewise, a pupil with a percentile of 80 exceeds 80 percent and is inferior to 20 percent of the school population. From Table V, it was found that the class as a whole was nearly three percent below the average in self-adjustment and eight percent above the average in social adjustment. They were 7 percent above the average in total adjustment.

The components in which many children were low, were made topics for discussion in class periods where all could give their viewpoints. If a child was self-reliant, he could do things independently and was emotionally stable which was not true in the case of Linda. If he was worthy, he felt capable and was reasonably attractive, as George. When he had a sense of personal freedom, he chose his own friends and had some spending money, as Martha. If a pupil enjoyed the love of his family, the well-wishes of good friends and a cordial relationship with people in general, he had a feeling of belonging, as Robert. When a child showed a variety of physical symptoms such as loss of appetite, inability to sleep or tendency to be tired, he had nervous symptoms as Charles, Gerald and James. If a child understood the rights of others

and appreciated the necessity of subordinating certain desires to the needs of the group, he recognized desirable social standards as James, Whayne, Tommy, Robert and others. The socially skillful child subordinates his egotistic tendencies in favor of interest in the problems and activities of others, like Jerry, Patsy, Joyce and others. Ones who felt that they were loved and well-treated at home and had a sense of security in connection with the various members of their family had desirable family relationships which was not so in Martin's case and some others. Good school relations involve the feeling on the part of the pupil that he counts for something in the life of the institution, like Donald, Joyce and others.

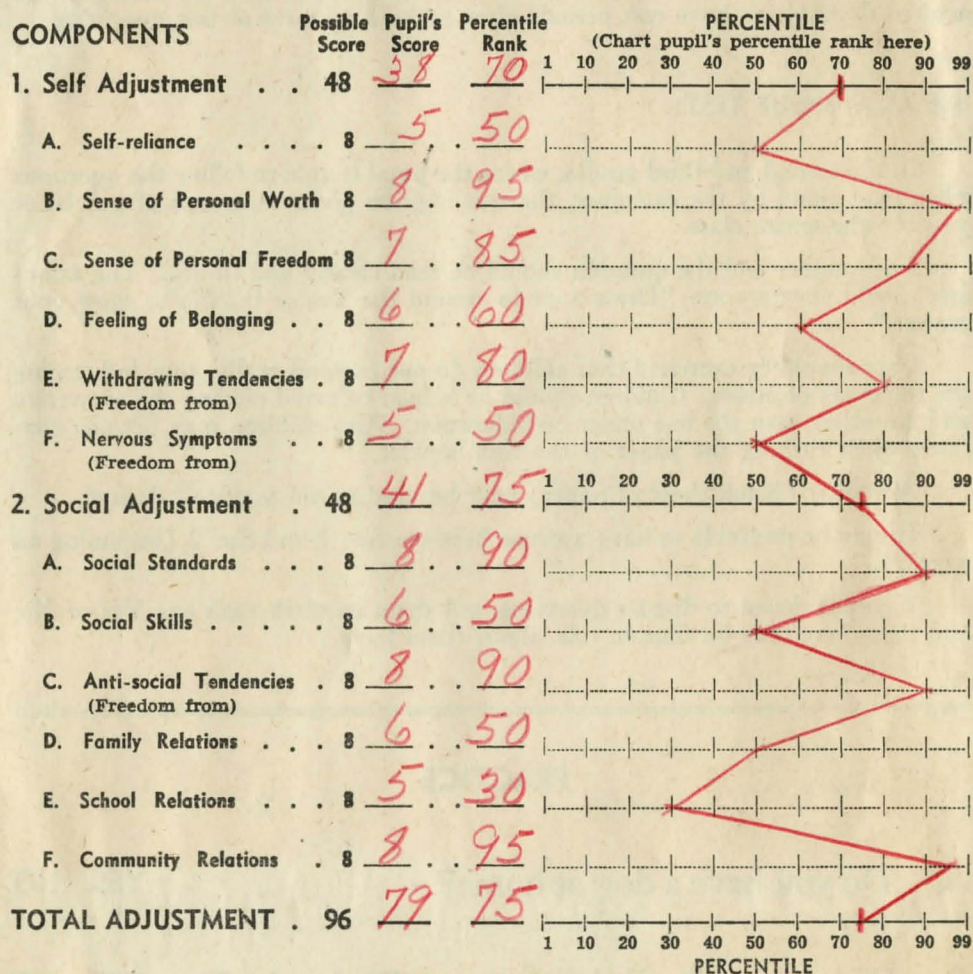
One child's profile was selected at random out of the group of thirty-two children that was being studied.

Primary Series
Grades Kgn. - 3

CALIFORNIA TEST OF PERSONALITY—PRIMARY, FORM A
A PROFILE OF PERSONAL AND SOCIAL ADJUSTMENT

Devised by Louis P. Thorpe, Willis W. Clark, and Ernest W. Ties

Name Martin Grade 3
School Franklin Age 8 Last Birthday June 2
Teacher Mrs. Presnell Date Mar. 14 Sex: Boy or Girl



The above profile of Martin reveals that he was located at the 70 percentile in self-adjustment. This

means that he surpassed slightly more than two-thirds and was exceeded by about one-third of the pupils on whom the percentile norms of this test was based. His social adjustment was much better than average (75 percentile). Martin was only average in self-reliance and freedom from nervous symptoms, but was well-adjusted with reference to his sense of worth and belonging. Likewise, he did not feel that his opportunities, or personal freedom were restricted. He was relatively free from withdrawing tendencies. In social adjustment Martin was average or above in most components. He was lower than about one-third of the pupils in school relations.

When looking over Martin's responses, he was just average in self-reliance. There were only three components that justified this. It was not easy for him to play by himself when he had to, he felt bad when he was blamed for things and he made a fuss when things went wrong. Noting answers on feeling of belonging, he was just above average. He does not like school and does not think he has nicer folks than most other children. This was probably due to the fact that he knows he has no legitimate father and when other children talk of their daddy, he says, "I haven't any". In social adjustment, he felt he did not do nice things for other children, he thought that some teachers did not like the children. He would rather stay home from school if he could. He would like to live in some other

home and he thinks his folks do not think he is as good as they are.

The writer does not wholly agree with Martin on a few of these answers he has given on the profile. As to the one where he says he does not do nice things for other children, he was one of the best helpers in the room and this was of his own choice. When anyone was having difficulty with their seat work or with something they were making, he would quietly go to them and could usually help them. If he could not, he would come and ask how for he doesn't like defeat. He said he would like to stay home from school but he was only absent four days last year and that was due to sickness. His mother said he insists on coming even when he doesn't feel well. He did make a fuss when things went wrong, but improved so very much after talks and class discussions on the idea that we can't be right all the time but try to improve with each day.

Children's definite wishes are often closely related to their basic needs. Wishes may be used as a basis for interpreting those needs in order to help the child to adjust to his associates and the surroundings. All children have problems as they grow up. If these problems are faced and worked out, the children will have a better approach to life and get along with others more satisfyingly. If they are not, the children may develop undesirable personality traits.

My Wishing Star¹ was given in March, 1949. The writer felt the children needed this material to show them how to approach life successfully and how to get along with others.

The children were told there were no wrong answers --- every answer was right for the child answering it.

Each child was given his copy of My Weekly Reader with "My Wishing Star" in it. They all expressed delight when they saw this page for they love to make wishes. This was really a carry-over of Aunt Em's article each week in this paper.

The children read the poem aloud. Most of them already knew the poem along with many others they do in choral reading lessons. Sometimes they would read the poems in unison, line-a-line, or a verse. Each statement was read aloud by some individual in the group in order not to take the pleasure away from the slow readers. If the children had difficulty understanding it, discussion followed. If the child wished what was in the statement he would put a check by the statement; if not he would leave it blank. These answers by each student in the group were compiled for the entire class.

1. Gray, Wm. S., and others, "My Wishing Star" My Weekly Reader. Columbus, Ohio: American Education Press. (March, 1949).

MY WISHING STARA Resume of the Children's Answers to
the Following Statements

Star Light, star Bright,
First star I see tonight.
I wish I may, I wish I might
Have the wish I wish tonight.

WISHES ABOUT HOME

- 3 1. I wish my parents really loved me.
- 4 2. I wish my (brother sister) liked me.
- 5 3. I wish they did not push me around.
- 9 4. I wish my family knew I was growing up.
- 15 5. I wish my family noticed when I did things
right.
- 19 6. I wish I could help to plan things.
- 16 7. I wish we did more things together.
- 16 8. I wish I were not punished unfairly.
- 16 9. I wish I could stay up later.
- 20 10. I wish I did not have to get up so early.
- 5 11. I wish my parents lived together.
- 20 12. I wish I had more time for play.
- 15 13. I wish I did not have so much to do.
- 8 14. I wish we did not move so often.

WISHES ABOUT SCHOOL

- 15 1. I wish I could help to make rules.
- 15 2. I wish my teacher liked me.
- 14 3. I wish she would praise me when I work hard
and do my work well.
- 19 4. I wish I were chosen to do things more often.
- 15 5. I wish my classmates liked me.
- 9 6. I wish I were not afraid to speak up in
class.
- 9 7. I wish I knew how to study.
- 14 8. I wish I did not have trouble with
- | | | | |
|----------|------------|----------|----------|
| <u>5</u> | reading | <u>2</u> | talk |
| <u>5</u> | arithmetic | <u>2</u> | anything |

WISHES ABOUT MYSELF

- 15 1. I wish I could help to choose my clothes.
- 18 2. I wish I could do more things without having
people tell me what to do.
- 15 3. I wish I did not worry about things.
- 19 4. I wish that I did not have bad dreams.
- 14 5. I wish I were not afraid of making mistakes.
- 10 6. I wish I were not afraid of being criticized.

WISHES ABOUT PLAY

- 9 1. I wish I had someone to play with after school.
- 15 2. I wish my playmates would choose me as "leader"

more often.

- 17 3. I wish I played games so well that children would want me on their side.
- 11 4. I wish my friends wanted to play the games I want to play.

WISHES ABOUT PEOPLE

- 11 1. I wish I had a "Best" friend.
- 10 2. I wish my friends did not "pick" on me.
- 16 3. I wish people did not hurt my feelings.
- 17 4. I wish people did not tease me.
- 17 5. I wish I belonged to a club.
- 13 6. I wish people invited me to parties.
- 13 7. I wish people liked me.

"My Wishing Star" helped in discovering the problems that were most prevalent among the group. Sometimes when wishes were brought out in the open, the child was surprised and relieved to find other children had the same wishes. Take the statement on "I wish my family noticed when I did things right", nearly half the children in the class checked that one. A frank, open discussion followed one day and some excellent suggestions were given. One child said if you would compliment your mother and add all the nice things she did for you, it would probably be reciprocated. Thank mother for having your clothes looking

so nice. Let dad know you appreciate having spending money for yourself and such things. All of the parents of the children that these statements touched, were invited to come in for discussion one afternoon after school. A mimeographed copy of "My Wishing Star" was given to each parent with statements checked that their child had checked. Many parents did come and a general discussion followed when each child's paper was referred to on a special point, in order to work out the problem more satisfactorily.

In the topic on "Wishes About School", very nice solutions were reached. The ones that felt they were not given an opportunity to do things, were put, if possible, as a leader of a group where they could have more chance to talk and share their ideas with others. Vivian wished that "my classmates liked me". She is at the age when she wants friends and likes group games. She was encouraged to join group games and work and play with the others as well as being more friendly. Her wish was soon satisfied. Room committees were a general rule, having one individual taking care of, say flowers. This was changed to having two or three at each particular job and changing more often.

When the "Wishes About Myself" were brought out in the open for group discussion, the children found so many others feeling the same way that knowing they were not the only one, their problem really wasn't so bad

after all.

Regarding the statement on "Wishes About Play", nothing takes the place of real experiences, whether it be with mud (making dams), wind (flying kites), or stoves (cooking a meal). Healthy comradeship lays the foundation for future understanding. The majority of children wished they played games well enough to be chosen by the captain. This was worked upon more to the point of good sportsmanship. If one plays fair and tries hard for the side he is chosen on, they will find they will soon be wanted by all members of the group.

Quite a few class periods were spent on "Wishes About People". The pupils pointed out the reasons for being picked on, hurting others feelings and being teased. They found if they would have an accepting, permissive attitude to each other, laugh at the person teasing, try and have a kind word for others, people would like them and they would be accepted at all gatherings as a pleasant, interesting person.

After eight months of human relations in the classroom, the group thought an excursion to Cherokee Park would be a lovely outing. This excursion provided an opportunity for obtaining expressions regarding individuals' choices of friends now. On the day before the picnic the questions were asked, "Who would you choose to go in the car with to the picnic?" "Who

would you choose second and third?"

Each child wrote the names of the three children, in order of preference, they would like to ride with to the park, as:

1. _____
(whom you would like best)
2. _____
(the one you would next best)
3. _____
(the next best)

An example is:

Fred chose: 1. Martin
 2. Bobby
 3. James

Charting the Sociogram

This sociogram was charted in the same manner as the first one. The directions are found on pages 24 - 29.

TABLE VI

BASIC MATERIAL FOR SECOND SOCIOGRAM

Children's choices at end of study.

Name of Child	His First Choice	His Second Choice	His Third Choice
Fred	Martin	Bobby	James
Charles	Glenda	Marletta	Fred
Gerald	Charles S.	Fred G.	Jerry L.

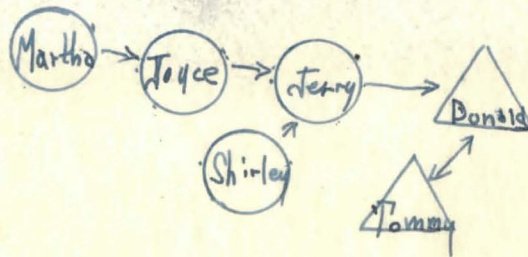
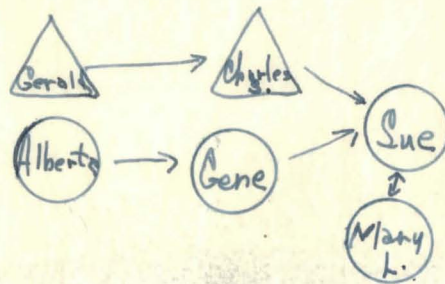
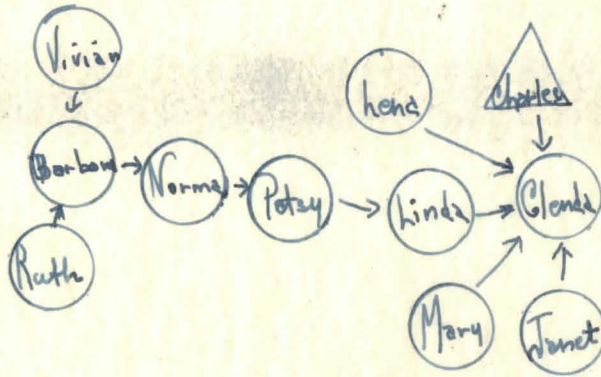
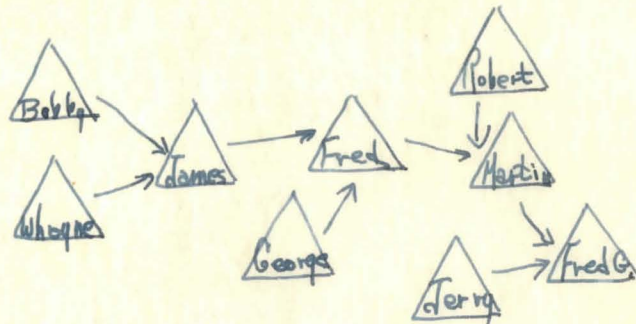
TABLE VI - Continued

Name of Child	His First Choice	His Second Choice	His Third Choice
James	Fred	Martin	Bobby
Wayne	James	Bobby	Martin
Tommy	Donald	Bobby	Fred G.
Robert	Martin	James	Wayne
Bobby	James	Martin	Fred
Jerry	Fred G.	James	Martin
George	Fred	Bobby	Donald
Martin	Fred G.	Jerry	James
Donald	Tommy	Bobby	Robert
Charles S.	Sue	Bobby	Donald
Joyce	Jerry	Sue	Mary L.
Martha	Joyce	Sue	Patsy
Patsy	Ruth	Barbara	Sue
Ruth	Barbara	Mary	Jerry
Mary	Glenda	Sue	Joyce
Janet	Glenda	Alberta	Norma
Shirley	Jerry	Joyce	Norma
Mary L.	Sue	Joyce	Jerry
Linda	Glenda	Fred G.	Shirley
Jerry	Donald	Joyce	Sue
Sue	Mary L.	Donald	Joyce
Barbara	Norma	Ruth	Patsy
Norma	Patsy	Sue	Barbara
Gene	Sue	Norma	Alberta
Glenda	Fred G.	Norma	Linda
Vivian	Barbara	Ruth	Patricia
Alberta	Gene	Janet	Glenda
Lena	Glenda	Mary L.	Alberta

Note: The first column is the name of the child making the choice. The others represent the child's choices: Fred chose Martin first, Bobby second and James third.

SECOND SOCIOGRAM OF THIRD GRADE CHILDREN'S FRIENDSHIPS

First Choices of Children

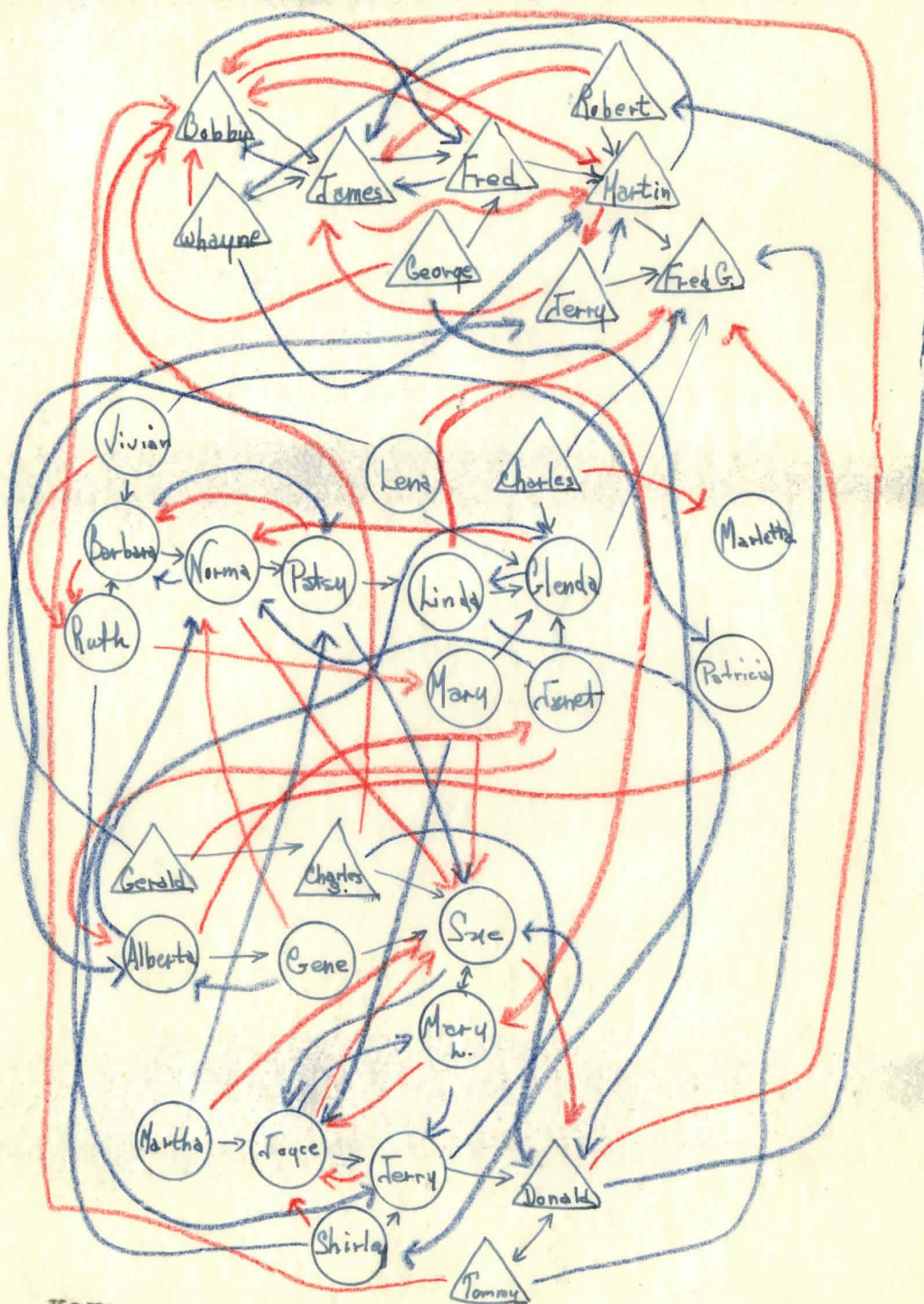


Key:

First Choice \longrightarrow
 Mutual Choice \longleftrightarrow

SECOND SOCIOGRAM OF THIRD GRADE CHILDREN'S FRIENDSHIPS

First, Second and Third Choices of Children



Key:

- First Choice →
 Second Choice →
 Third Choice →

The sociogram of First Choices reveals at a glance that there was one large interwoven group of the boys with the exception of five. The girls had three distinct groups with a couple of boys in each of the groups. There was not as much group unity among the girls as the boys. It was found that as boys and girls get in latter third grade up to the sixth, the boys tend to form groups and the girls in their separate groups. In every case, except five, those children that got no first choices were accepted within the group through second or third choices.

The children who were not chosen were George, Vivian, Charles, Gerald and Martha. George gets along well with the group. He lives across from the school and often has Fred, James and Bobby in his yard for play after school. He was larger than the other boys which may have affected his acceptance.

Vivian received no choice at all. She did not have group acceptance according to the sociogram. In reality, she gets along fairly well with the other children, for she was chosen among the first in games and in work activities in the room.

Martha seems to be well liked in the room and on the play ground. She is very quiet and does not forge ahead as some. She was encouraged to always try. She was often chosen among the first in many games. She

was given helping jobs in the classroom and loved it.

Gerald and Charles are friends in the classroom and on the play-ground and it was odd they did not choose each other to go together in the car unless that is their way of reaching out for new friends.

There were sweethearts and girl friends among the boys and girls which were ever changing. They do not love each other for long.

After the group had been carefully studied through sociometric and personality tests, psychodramas, interest inventories, "My Wishing Star survey", and from general group observations at all times; by providing many, many new situations somewhat related to old for group participation such as dramatizations, psychodramas, group discussions and group plays that would promote growth in sharing and cooperation; it was observed that the group worked together more harmoniously. Everyone learns in groups and they learn from each other. The members of the group learned to recognize problems and work out solutions for them. They talked over the new ideas and if they were considered good by all concerned, they were accepted. The group shared in leadership jobs, for to be a good leader one must be a good follower. Much more happiness was observed in the group as they learned the technique of working together in harmony. Our real goal in life is to be

happy. Children are happy if they have a feeling of security and of belonging. This group seemed to have these feelings and were accepting of one another.

CHAPTER IV

SUMMARY AND CONCLUSIONS

SUMMARY AND CONCLUSIONS

Summary

Social adjustment is how the child accepts the learning of the patterns of conduct, of action, of speech, of beliefs and feelings with our culture favors so that he can live at peace with others. In a democratic social order which genuinely respects the human personality, each member of the group must be able to accept himself, to have a feeling of personal worth and dignity so that he will be able to accept others and to treat them with respect and dignity.

Different kinds of life experiences will have different effects on a child's emotional attitudes and the maturity of his adjustments. A child who feels that he is a social outcast because of physical, or other differences can be helped through encouraging him in some field (art) where he is likely to achieve success and acceptance by others on the basis of this successful performance. A bully may be helped to find ways of competing adequately with his equals so that feelings of insecurity no longer make it necessary for him to dominate the weaker children. If a child is aggressive, have him direct his aggressions toward solving problems where he has success in which will win him social approval.

The teacher in order to create an ideal social

atmosphere must have individual interest, genuine sympathy, cheery smiles, optimism, enthusiasm and radiate into the total situation a complex of satisfactions which motivate maximum effort.

Children's growth made tremendous strides in a democratically organized classroom and school where there were many opportunities for interaction between the children and between children and adults. Under careful guidance children gained in understanding of each other and of the adults and in the courtesy, sympathy, kindness and thoughtfulness for others which make up real considerations.

Observations and interviews of both the group and individuals revealed group disunity. A sociometric measure of the class revealed the true form and structure of the group and its sub-groups; it also showed, those children who had group acceptance, and those who were rejected. Analysis of this data seemed to justify the conclusions that children, who were themselves anti-social in speech and acts, or who were very shy and quiet, were rejected by the group. The children who were kind to others and had initiative, had group acceptance.

The interest inventory revealed pertinent facts about the personal and social relationships of each child as it gave the child's background of experiences and interests and in a general way of the group. The

answers were very revealing and many class discussions, personal interviews and experiences were undertaken. In this way the child's life was guided, broadened and enriched.

The personality test measured: the self adjustment which was based on feelings of personal security, and the social adjustment which was based on feelings of social security of self, family, school and community. The balance between self and social adjustment is the life or total adjustment. This was found to be above average for the entire group.

"My Wishing Star" helped discover the problems that were most prevalent in the group. It was found that the majority of the group did not want to get up so early, wanted more time for play, wanted to help plan things at home and at school and wished they were chosen to do things more often. Much provision was given for these things to be done. The children seemed happier in all the tasks they attempted.

Stories, pictures, films and film strips, that would show the acceptance and social adjustment of individuals and groups were presented to the group. Some of these were "The Greenie", "The House I Live In", "Share the Ball", and "Working Together". All these pictures bring out the thought that "together we can do something, individually it is hard". Discussions,

expression of ideas, dramatizations, constructing, experimenting, painting, finger painting, dancing to certain musical selections, story and poem writing, choral reading and listening to radio programs were all used with the group to encourage better group interrelations. The children soon felt free to bring out their problems for open discussion and for help. They exhibited much pride when they realized they could settle, through discussion, most problems that arose.

The Second Sociometric measure showed there was much more acceptance within the group than at the beginning of the year, there were less mutual choices and more unification of the group. There were more choices within each sex than in the first one. This seems true to form in latter third grade through the sixth grade.

Conclusions

The writer provided every opportunity for a normal, well-balanced emotional life. There was sincere effort to understand every child in his likes, dislikes, fears and inhibitions. Promotion of cheerfulness, happiness, frankness and freedom of expression was never overlooked. It was always uppermost in the writer's mind that children learn quicker in an atmosphere of acceptance and belonging and when they are free to follow their needs and to be themselves.

Children must have an opportunity to associate with each other in order to develop a friendship. These friendships develop in children having similar play and work interests. The child's play reveals his genuine concerns and interests as well as his needs and problems. So much more happiness was observed in the group as it learned the techniques of working together harmoniously; and much more happiness was felt by individuals who altered their behavior and gained group acceptance. Individual differences were taken into consideration for it is understood that they play a large part in the social development of the child.

The fundamental factors in healthy childhood are the acceptance of self and the acceptance of the group at home, at school and elsewhere. The child must have affection, recognition, a sense of belonging, approval of classmates, praise, appreciation and success. This is important for wholesome living in a democracy.

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