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A SURVEY AND EVALUATION OF THE PROFESSIONAL LITERATURE  
ON THE OVER-AGGRESSIVE PRIMARY SCHOOL CHILD  
1930-1948

by

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A thesis submitted to  
the Faculty of  
The Consolidated University of North Carolina  
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Approved by

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Adviser

#### ACKNOWLEDGEMENTS

The writer is indebted to Dr. Franklin H. McNutt, Director of the Graduate School, and others for valuable suggestions, patient guidance and friendly encouragement throughout the progress of this study.

# Joseph Ruzicka

Baltimore, Md. - Greensboro, N. C.

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## CHAPTER I

### INTRODUCTION

#### The Importance of the Problem

The importance of the problem presented by the over-aggressive primary pupil can be justified by what the teachers generally talk about after the last school bus leaves, and they can take an easy breath. Almost invariably it is the over-aggressive behaviors of children, especially those who are always hitting and hurting someone else, pushing in line, destroying school materials, bullying, disobeying, quarreling, or having temper tantrums.

It is believed that an up-to-date study to find what the authorities have said about the causes of over-aggression in the primary school child will be valuable to the teachers, and also indirectly helpful to the pupils themselves.

#### Importance to the Teacher

There are many teachers who are keenly interested in every phase of the child's development, and who know that every reaction of the child is a symptom of his health or ill-health. Surely they will find the survey and study helpful and useable.

Very often when one goes into a classroom to observe, the first thing one notices is the behavior of the over-aggressive child.

So much of the teacher's time and energy is spent in trying to eliminate the over-aggressive behaviors of children. May this

survey and study be important, and helpful to the teacher in finding the solution to children's over-aggressive social acts, and to consider the over-aggressions in children as symptoms and not as causes.

If something can be done to help the teacher to eliminate to some extent the over-aggressiveness in the primary school children, the following conditions reported by Cutts and Moseley will also be ameliorated:

"The seriousness of this aspect of the problem of discipline is shown by the fact that every second hospital bed in the United States is occupied by a mental patient and every tenth person now seems doomed to be incapacitated for a longer or shorter period by a severe nervous disorder. Its seriousness is also shown by the record of 1,433,812 major crimes in the United States in a recent year. The figures tell a tale of human loss and suffering that no one can read unmoved.

If a majority of those committed to institutions were not cured and able to resume everyday life, the toll taken by mental ill-health and crime would cripple our civilization. If a large number can be cured, it stands to reason that in many cases their breakdown could have been prevented."<sup>1</sup>

The teachers, who are responsible for the care and guidance of primary school children, can have a big part in the remedying and preventing to a great extent, these startling facts that have been given.

It is very interesting to note that Helen Bott says:

"Teachers and mental hygienists are looking at the child from considerably different points of view is apparent. Teachers rank as most important the aggressive, anti-social forms of misbehavior. Mental hygienists are concerned more with general social sanctions but more specially with the personal adjustment of the individual child."<sup>2</sup>

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1. Cutts, Norma E. and Moseley, Nicholas. Practical Discipline and Mental Hygiene. Boston: Houghton, 1941. p. 3.

2. Bott, Helen. Adult Attitudes to Children's Misdemeanours. Bulletin No. 8. The University of Toronto Press, 1937. pp. 1-21.

Certainly the teacher often finds that the misdemeanours disturb the classroom and ruin the day for her and the pupils. If the teacher can receive help in dealing with the over-aggressive forms of misbehavior, their preventions, causes, and cures, then she will have time to deal with the non-social or withdrawing and shy behaviors.

It is hoped that the teachers will find this survey and study helpful in giving guidance in finding the solution to the problems of the over-aggressive misbehaviors. It may also help the teacher to assimilate her experiences and turn them into an increased understanding.

This study will be justified if it will help the teacher to lead the child toward the type of fruitful attack or a healthy sublimation which will bring about a more satisfying adjustment to the difficult situation.

#### Importance to Other Pupils

This survey or study can prove very important and worthwhile for the other pupils in the following ways:

1. Instilling the idea of respect for the dignity of the individual, a democratic attitude or "climatic condition" for the other person or persons.
2. Elimination of the disturbing forms of behavior that upset the classroom routine, and make it difficult for the other pupils.
3. Establishing a more pleasing and happy atmosphere.
4. Saving time for the other pupils to participate in the worth-while activities of learning.



### Importance for the Child Himself

The over-aggressive child himself may receive great benefit through the application of sound principles to his use. Some of these are:

1. He will be happier and more satisfied by having found a healthy sublimation for his over-aggressiveness.
2. He will have better habits of health and conduct.
3. He will have a more pleasing personality.
4. He will have a better out-look on life because his chances of promotion and success are more assured.

### Statement of the Problem

The title of this thesis is: A Survey and Evaluation of the Professional Literature On the Over-Aggressive Primary School Child, 1930-1948.

The sub-problems are:

1. What is said in the professional literature concerning the causes of over-aggression?
2. What is said in the professional literature concerning the preventions and cures?
3. What in this literature is most promising for use by the primary teacher?

### Scope of the Problem

This survey and evaluation is restricted to the professional literature related to the primary grades in the years from 1930 to and including 1948.

Definitions of Over-Aggression

John Dollard and others say:

. . . "the occurrence of aggressive behavior always presupposes the existence of frustration and, contrariwise, that the existence of frustration always leads to some form of aggression."<sup>3</sup>

Another definition that is given is:

"Frustration is any interference with a goal response or with the instrumental acts leading to it. Examples of aggression include such diverse forms of behavior as complaining, hitting, insulting, spreading rumors, and even self-demeaning and suicide (aggression directed toward the self.)

Three factors that determine strength of instigation to aggression. These are: (1) strength of instigation to the frustrated response. The more powerful the drive behind the original activity, the greater is the probability that aggression will ensue upon frustration. (2) Degree of interference with the frustrated response. (3) Number of frustrated response sequences."<sup>4</sup>

Dollard and others report:

"Aggression is not always manifested in overt movements but may exist as the content of a phantasy, or dream or even a well thought-out plan of revenge. It may be directed at the object which is perceived as causing the frustration or it may be displaced to some altogether innocent source or even toward the self, as in masochism, martyrdom and suicide. The target of aggression quite as readily may be inanimate as animate.

. . . . .

Although the frustration-aggression hypothesis assumes a universal causal relation between frustration and aggression, it is important to note that the two concepts have been defined independently as well as dependently. The dependent definition of aggression is that response which follows frustration, reduces only the secondary, frustration-produced instigation, and leaves the strength of the original instigation unaffected. Frustration is independently defined as that condition which exists when a goal-response suffers interference. Aggression is independently defined as an act whose goal-response is injury to an organism (or organism-surrogate).

. . . . .

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3. Dollard, John and others. Frustration and Aggression. New Haven: Yale University Press, 1939. p. 1.

4. Encyclopedia of Psychology. New York: Philosophical Library, 1946. pp. 215-216.

In general it may be said that, with the strength of frustration held constant, the greater the anticipation of punishment for a given act of aggression, the less apt that act is to occur; and secondly, with anticipation of punishment held constant, the greater the strength of the frustration, the more apt aggression is to occur.

.....

... the strongest instigation, aroused by a frustration, is to acts of aggression directed against the agent perceived to be the source of the frustration and progressively weaker instigations are aroused to progressively less direct acts of aggression."<sup>5</sup>

#### Methods of Attack

To prove the title of this survey and study, and also to secure any helps the following sources were carefully checked:

- Palfrey, Thomas R. and Coleman, Henry E.  
 Guide to Bibliographies of Theses - United States and Canada.  
 2nd edition. Chicago: American Library Association, 1940.  
 54 pp.
- United States. Library of Congress.  
 Catalogue Division.  
 List of American Doctoral Dissertations.  
 Washington: Government Printing Office, 1913-1938.
- Monroe, Walter Scott and Shores, Louis.  
 Bibliographies and Summaries in Education.  
 New York: The H. W. Wilson Company, 1936. 470 pp.
- United States. Office of Education Library.  
 Bibliography of Research Studies in Education.  
 Washington: Government Printing Office, 1929-1943.
- Good, Carter, Victor, editor.  
 Doctor's Theses Under Way in Education, Journal  
 of Educational Research, January issue, 1930-1944.
- Gray, Ruth A., editor.  
 Doctor's Theses in Education: A list of 797 Theses  
 Deposited with the Office of Education and Available  
 for Loan. Office of Education, 1935. No. 60.  
 Washington: Government Printing Office, 1935. 69 pp.

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5. Dollard, John and others, op. cit., pp. 10-39.

Barstad, Anvor and others.

Register of Doctoral Dissertations Accepted in  
Partial Fulfillment of the Requirements for Degree  
of Doctor of Philosophy, Vol. 1, 1899-1936.  
Teachers College Bulletin, 28th Series, No. 4,  
February 1937. New York: Teachers College, 1937.  
136 pp.

New York University. Washington Square Library.

Lists of Doctors' and Masters' Theses in Education.  
New York University, 1890-June, 1936. New York:  
New York University, School of Education, 1937. 117 pp.

Northwestern University.

List of Doctoral Dissertations. . . 1896-1934.  
Evanston, Illinois: The University, 1935.

Educational Index: A Cumulative Author and Subject  
Index to a

Selected List of Educational Periodicals, Books and  
Pamphlets. New York: The H. W. Wilson Company,  
1930-1944.

The Bibliographic Index:

A Cumulative Bibliography of Bibliographies,  
New York: The H. W. Wilson Company, 1938-1944.

Educational Abstracts. Albany, New York: 1936-1944.

Selected References in Education.

Chicago: University of Chicago, 1933-1938.

Doctoral Dissertations Accepted by American

Universities. New York: The H. W. Wilson  
Company, 1934-1944.

The survey of the literature revealed no study relating to  
over-aggression in the primary school child.

A further thorough survey of the literature was made through  
the Education Index and the Card Catalogue of the Woman's College,  
Greensboro, N. C.

Another thorough survey and study was made of the literature  
through the Educational Index and the Card Catalogue of the University  
of North Carolina, Chapel Hill, N. C.

## CHAPTER II

### THE CAUSE OF OVER-AGGRESSION IN PRIMARY SCHOOL CHILDREN

Percival M. Symonds<sup>1</sup> says that many authors have pointed out that the principal cause of over-aggressive behavior in primary school children is the inability to secure "fulfillment of the fundamental psychological needs." In developing this idea, it will be the purpose of the investigator in this chapter to discuss some of the theories of over-aggression found in the literature on the subject, to examine the sources of aggression, and to describe many of the deficiencies in home, school, and community conditions which tend to produce this type of behavior.

In scrutinizing the theories on over-aggression in primary school children, it is interesting to note those suggested by Breckenridge and Vincent.<sup>2</sup> One hypothesis is that children show anger, disobedience, or jealousy when they attempt to seek attention and that the best method to combat this type of conduct is to ignore it and to teach the youngsters better ways of securing consideration.

There is also the theory that aggression is counted among the basic instincts and that one should let it have its way when it appears

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1. Symonds, Percival M. Mental Hygiene of the School Child, New York: Macmillan, 1937, pp. 21-48.

2. Breckenridge, Marion E. and Vincent, E. Lee. Child Development and Psychological Growth Through the School Years. Philadelphia: Saunders, 1943, pp. 430-432.



but to redirect this behavior so that it will be used to fight for, rather than against, a worthy cause. Breckenridge and Vincent<sup>3</sup> point out, however, that this theory has produced some very disagreeable children. Another idea is that of letting children "express-it-rather-than-repress it." This theory implies that aggression should not be repressed because children become frustrated when they are thwarted. One finds the use of this theory impractical because a guilt complex prevents the child from receiving the satisfaction that he should have when his needs are met.

However, the method that Breckenridge and Vincent<sup>4</sup> consider the sanest and wisest in this respect is that of the "well-of-aggression-in-the-personality-which-must-be-expressed." This theory is that of letting the children express their aggressions in well-directed outlets so that the aggressions will not be turned inward and thus cause the children to become "masochists," enjoying pain, or enjoying having others inflict pain upon them. This system demands planning in advance. For instance, if the children want to punch and fight, one should give them punching bags, rough games to play, hammers and nails with which to build, or provide some well-thought out method in which the aggressive children may be able to work off their super-charged feelings and emotions.

Breckenridge and Vincent<sup>5</sup> say that Murphy and associates express the idea that aggressiveness only takes place when the child's "good-responses" or desired satisfactions have been blocked and he becomes frustrated.

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3. Ibid., p. 431.

4. Ibid., pp. 431-432.

5. Ibid., p. 430.

In pursuing this thought, Travis and Baruch<sup>6</sup> discuss the child's needs under two large headings: First, "Affectional, Warm, Security-Giving Satisfactions," and second, "Self-Enlarging, Ego-Building, Adequacy-Giving Satisfactions."

For instance, the child has, first, a need for a warm feeling of security that is brought about by affection and response. The child wants to feel that he is liked, whether he is good or bad, and he is also better able to stand frustrations if he knows that, whatever happens, he may depend upon his parents for security and affection.

The youngster also needs to have a feeling of "belongingness" in his home, in his group, and in his community. Therefore, in this connection, it is important for the child to feel that he is making a contribution to his home, gang, and neighborhood. In this way, his sense of being a part of the group is increased.

Another youthful need is that for "fundamental sensory gratifications," such as a feeling of general bodily comfort. The child who has eczema, hives, or other physical disturbances lacks this comfortable sensation and consequently is more apt to become irritable or to show anger.

The second grouping of the child's needs, according to Travis and Baruch,<sup>7</sup> appears under the headings of "Self-Enlarging, Ego-Building, Adequacy-Giving Satisfactions." Under this heading will be discussed, first, the child's need of a feeling of adequacy so that he may have courage and faith in himself. He should at least feel that he

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6. Travis, Lee Edwards and Baruch, Dorothy Walter. Personal Problems Everyday Life. Practical Aspects of Mental Hygiene. New York: Appleton-Century, 1941, pp. 63-83.

7. Ibid., pp. 72-83.

is of some worth and value. Here, it is interesting to note that at first the primary school child regards physical achievement very highly, but that later he will consider mental achievement even more highly.

Finally, the child must have a feeling of recognition. The child wants his achievements to be recognized. The child wants to be admired and noticed. The child needs to think highly of himself as he is, and a little praise goes a long way in helping him to feel that life is worth while.

After determining what the child's needs are, one may say truthfully that over-aggression in primary school children is caused when their needs for affection and security, response, "belongingness," "sensory gratifications," achievements, and recognition have not been satisfactorily met.

Children cannot always tell what gratifications they are missing, but the lack of them brings on feelings of intense emotion which may seek outlet in symptoms of aggressions:

"Disagreeableness, quarrelsomeness, fighting, bullying, defiance, negativism, temper tantrums, nail-biting, destructiveness and cruelty; suspiciousness, jealousies, intolerance. Delinquency as stealing, truancy, etc. Also aggression against self: liking to suffer, partial suicide, etc."<sup>8</sup>

The boy or girl in question may not be conscious of the feeling that actually caused the frustration and motivated the over-aggression. Hence he does not remember the direct cause, because it brings with it unbearable pain, and he feels then, that the only thing to do is to forget it.

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8. Ibid., p. 24.

Parent Relationships and Home Conditions

The blocking of the child's needs may be found in the parental relationships and poor home conditions.

For instance, English and Pearson<sup>9</sup> say that the parents who indulge their children do not love them with a real "adult love," and that the children of weak, indulgent parents have the same personality difficulties as the children of very harsh and demanding parents.

The causes of the over-aggressive behavior problems in this category are the methods the children use in trying to achieve security through response, "belongingness," and recognition. When children are not able to satisfy these emotional needs by straight forward methods, they will try circuitous ones.

To give further support of these statements, Bernard Glueck says that, "Aggression in children is primarily constructive action and only becomes hostile or destructive when the frustration exceeds the child's capacity for satisfying his normal drive for positive experiences."<sup>10</sup>

Too often the parents are callous to the feelings and emotions of children, and do not take time or care to notice reactions to the reproofs and punishments of them on children. Harsh, callous treatment may start an emotional conflict that brings about hate and a desire to "get even." Often too, the parents' hardened feelings and too heavy

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9. English, O. Spurgeon and Pearson, Gerald, H. J. Emotional Problems of Living Avoiding the Neurotic Patterns. New York: W. W. Norton, 1945, pp. 111-112.

10. Glueck, Bernard. Current Therapies of Personality Disorders. New York: Greene and Stratton, 1946, p. 233.

demands may cause the child to become so thwarted and frustrated that over-aggressive behavior will come out in "hostile" acts, such as exhibiting cruelty and bullying toward some weaker person, object, or animal. In this connection, Dorothy W. Baruch says that, "Too heavy a load of rules and regulations can make a child fight with excessive vigor."<sup>11</sup>

Baker and Traphagen report:

"A conspicuous problem is the child who deliberately wishes to torture persons and animals, apparently taking delight in their suffering. His need to inflict punishment is often derived from the fact that he himself has received a great deal of punishment, probably from his family."<sup>12</sup>

The overly-strict and overly-indulgent parents make for a lack of security and the right kind of affection, because the parents who love their children with "adult love" will not be overly-strict or overly-indulgent; and they will meet the child's need for affection and security.

#### Broken Homes

Manuel Conrad Elmer<sup>13</sup> reports that most of the children who are classified as delinquents come from broken homes. Broken homes produce over-aggressions that are detrimental to society. Conflicts and confusions between the parents always leave marks which make for over-aggressive behavior, upon the children. In support of this con-

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11. Baruch, Dorothy W. We Parents Can Be People, New York: Appleton-Century, 1944. pp. 103-113.

12. Baker, Harry J. and Traphagen, Virginia. The Diagnosis and Treatment of Behavior-Problem Children. New York: Macmillan, 1935, p. 342.

13. Elmer, Manuel Conrad. Family Adjustment and Social Change. New York: Ray Land and Richard R. Smith, 1932. p. 172.



tention, Baker and Traphagen<sup>14</sup> assert, "Broken homes have always been the major cause of juvenile delinquency."

It has been reported again and again that twice as many children with over-aggressive behavior come from broken homes as come from more peaceful surroundings.

In disrupted homes the child is unable to get the satisfaction for his needs and he becomes so frustrated that he pours out his feelings into such apparently unprovoked behavior as the following:

1. Jealousy and rivalry, selfishness, stubbornness
2. Stealing, lying, truancy
3. Sexual precocity
4. Fear from doubt that leads to frustration
5. Acts of hostility:
  - a. fighting and bullying
  - b. quarrelsomeness
  - c. disobedience
  - d. temper tantrums
  - e. cruelty to people or animals
  - f. destroying property
6. Liking to suffer, suicide.

#### Lack of Education for Parenthood

In the study and survey of the literature on the subject of parenthood, lack of proper education is emphasized again and again as a

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14. Baker and Traphagen, op. cit., p. 296.

basic cause of childish over-aggression. Garry Cleveland Myers<sup>15</sup> gives this statement fuller meaning when he says, "The elimination, by parental and pre-parental education of problem parents will be one of society's most effective preventives of the development of problem children."

Through this type of adult education, the parents will understand better the importance and value of their job. Leslie B. Hohman<sup>16</sup> says that parents do not work as hard and as efficiently as they should at the most important job in the world.

Many of the primary school child's behavior problems can be traced back to babyhood, because of lack of pre-parental and parental education. The following little episode is given by Francis W. Parker in Jay B. Nash's<sup>17</sup> book as follows:

"How early can I begin the education of my child?"  
 "When will your child be born?"  
 "Born," she gasped, "why, he is already five years old!"  
 "My goodness, woman," he cried, "don't stand there talking to me - hurry home; you have lost, already, the best five years."

The lack of education of the parents in general make for lack of "cultural traditions and beliefs" that condition the child's behavior.

#### Other Members of the Home and Sibling Rivalry

The "father-step mother" combination in the home is considered by Carl R. Rogers<sup>18</sup> to be an important cause of over-aggressive behavior

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15. Myers, Garry Cleveland, Problem Parents. Journal of Juvenile Research, 13: 146-9, April 1929.

16. Hohman, Leslie B. As the Twig is Bent. New York: Macmillan, 1940, pp. 1-291.

17. Nash, Jay B. Building Morale. New York: Barnes, 1942. pp. 108-118.

18. Rogers, Carl R. The Clinical Treatment of the Problem Child. New York: Houghton, 1939, pp. 7-9.

in children. Almost equally important is the unrest stirred by other relationships. For example, the child may become very jealous of a younger or older brother or sister and begin to use "attention-getting" devices that are expressed in over-aggressive behavior patterns. Evelyn M. Carrington<sup>19</sup> expresses this more clearly when she suggests that the basic cause of jealousy is self-love and a companion feeling of inadequacy. In such a situation the parents may bring about jealousy by playing favorites. Consequently, the parents will find it a wise thing to avoid holding up another child as a model. This is particularly true of the child with few outside interests.

Another example of the harmful influence of the other members of the family may be observed when the child may be teased so much by an uncle or aunt or other relative in the home and becomes so frustrated that he starts biting his nails. He is afraid to bite the person who teases him, for he is larger, so the child takes the anger out on himself.

Similarly, if the child is made to feel that he is not liked by the other members of the family, he will become frustrated and express it in being over-active and restless. He may adopt "attention-getting" behavior, such as stealing or committing acts of hostility against the one who is causing the frustration, or a weaker person, animal, or some toy.

Vocational and Economic Status and Social  
Adjustment of the Parents

Because of the pressure that is brought to bear upon the child's

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19. Carrington, Evelyn M. "Tantrums, Jealousy, Lying and Stealing." The Texas Outlook 15:13, April, 1931.

living conditions and the parents' outlook on life, the vocational and economic status of the parents may also have a great influence upon the primary child's behavior. Baker and Traphagen<sup>20</sup> state that frequently fathers' undesirable occupations may offer some complications and may bring about unfavorable behavior patterns of the child.

Conditions where both the parents are working make for over-aggression in the primary school child because the father and mother do not have time and energy left to give the child the "affectional, warm securing-giving satisfactions" or to provide for "sensory gratifications," achievement, and recognition that he needs.

The social adjustment of the parents frequently affects the offspring also, for Frank T. Wilson<sup>21</sup> states that it is a proven fact that various social and emotional attitudes, habits, or dispositions of parents cause the children to entertain various feelings of inferiority and superiority that may lead to acts of over-aggression. Baker and Traphagen<sup>22</sup> say that "The adjustments of the parents to society in general, to each other, and to children have a profound influence upon the attitudes of their children toward them."

In this connection Breckenridge and Vincent<sup>23</sup> warn that the "hidden emotional blockings often drive children to what appears on the surface as quite unreasonable or unexplainable behavior. Punishment of such behavior is harmful, because it only further frustrates the child and adds to his internal turmoil."

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20. Baker and Traphagen, op. cit., p. 276.

21. Wilson, Frank T., Guiding Our Children. New York: Globe Book Company, 1935, p. 107.

22. Baker and Traphagen, op. cit., pp. 309-310.

23. Breckenridge and Vincent, op. cit., p. 432.

### Unwholesome Standards and Illegitimacy

Unwholesome standards and the lack of clean and well-established ideals of conduct are also causes of over-aggressive behavior in primary school children. In support of this theory, John Dollard and others<sup>24</sup> say that "Sullenger has surveyed the more recent data and concluded that 'Children born out of wedlock have a much higher expectancy of delinquency than other children.'"

The illegitimate child has the biggest chance of becoming delinquent because the unwed mother is not able to satisfy the child's basic needs of affection and security, response, "belongingness," "sensory gratifications," achievement, and recognition. Also, the illegitimate child does not possess parents whose personalities make for silent examples of control and social restraint.

### The Health of the Parents

The health of the parents is also a factor in causing over-aggression in the child, because the invalid or sick parent may be indifferent, callous, or even cruel, and then he is unable to answer the child's emotional needs.

In addition, the invalid or sick parent is not able to give the child proper care and supervision, for as Herbert D. Williams<sup>25</sup> states "inadequate parental supervision" makes for his over-aggressive behavior.

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24. Dollard, John and others. Frustration and Aggression. Yale University Press, 1949. pp. 83-132.

25. Williams, Herbert D. "A Survey of Predelinquent School Children of Ten Midwestern Cities," Journal of Educational Sociology, Vol. 7, February, 1934. p. 369. New York



The Influence of Community Environment  
and The Lack of Recreation

Inferior neighborhoods and poor living conditions tend to develop over-aggressive behavior because they do not give the child a proper outlet for his activities. E. G. Williamson<sup>26</sup> gives this statement further proof by his assertion that, "Unfavorable community environments lead to over-aggressive conduct."

It has been found that the majority of cases brought before mental hygienists and juvenile authorities are those in which the children, for the lack of something better to do, have become involved in some form of over-aggressive trouble. Therefore, the recreation of the family is very important in the training and care of children. Through the spirit of play the child at unexpected times may suddenly "release their inhibitions" and disclose their inner-most-secret confidences that the adult may direct and guide in the direction of behavior habits.

Jay B. Nash<sup>27</sup> stresses the importance of adequate facilities for recreation and play in the environment in his statement that, "Delinquency is nourished in communities devoid of play time opportunities." He also points out that the child's early form of delinquency closely follows and resembles the form of his play."

Concerning the value in supplying adequate community recreation, facilities, and play, Baker and Traphagen<sup>28</sup> say that, "Where there is no

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26. Williams, E. G. How to Counsel Students. New York: McGraw, 1939. pp. 237-238.

27. Nash, op. cit., p. 36.

28. Baker and Traphagen, op. cit., pp. 251-310.

recreation or social adjustment, there is no holding power over the child aside from the physical force, which is always ineffective." Cutts and Moseley<sup>29</sup> also state that the cause of over-aggression in the community environment is the lack of recreational facilities, equipment for play, and proper and adequate supervision.

The Primary School Child's Health  
and Physical Condition

According to Baker and Traphagen<sup>30</sup>, the health and physical condition of the child can be associated with his frustration and over-aggressive behaviors in the following ways:

1. The deficiencies in the quantity and quality of foods make for malnutrition.
2. The influence of illness.
3. The attempt to compensate for a physical defect, such as defective teeth, eyes, hearing, scars, undue awkwardness, sinus trouble, itches, encephalitis.
4. Health and living habits, such as insufficient sleep, rest, faulty elimination, lack of proper exercise, result of exposure.
5. Inadequate medical attention.
6. Hyperactivity, unusual restlessness.
7. The lack of proper and adequate clothing for the body.

The Primary School Child's Mentality  
and Hereditary Factors

In this survey and study of the literature, it is found that

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29. Cutts, Norma E. and Moseley, Nicholas. Practical School Discipline and Mental Hygiene. Boston: Houghton, 1941. p. 129.

30. Baker and Traphagen, op. cit., pp. 226-227.

the child's mentality and hereditary factors must be considered because these factors can make for the blocking of the child's emotional needs. Concerning this matter Herbert D. Williams<sup>31</sup> says, that in his survey of the delinquent, children average between 80 and 90 in their intelligence quotients. In considering this, Carl R. Rogers<sup>32</sup> is of the opinion that the child's creative abilities are blocked because of his "intellectual equipment." Furthermore, the way the child must adjust himself to the physical situations is influenced by his inheritance, and even the child's "behavior patterns" have some "hereditary basis."

Carl R. Rogers<sup>33</sup> is of the opinion that the organic influences might cause "subtle glandular imbalances" that are hereditary in their origin, and this may cause the child to be annoying and difficult to manage.

Other hereditary factors that bring on over-aggressions are:

1. Strong desire to compensate for lack of size, strength, and physical handicaps that cannot be remedied.
2. Insecure and inferior feelings caused by epilepsy.
3. Inability to take the "hurdles" that life puts in his way.

#### The School Environment

In the survey and study of the literature, many and varied causes of over-aggression in primary school children, have their sources in the

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31. Williams, op. cit., p. 368.

32. Rogers, op. cit., pp. 5-6.

33. Ibid., pp. 6-7.

school environment. It will be recalled that Travis and Baruch<sup>34</sup> give the child's emotional needs as affection and security, response, "belongingness," "sensory gratifications," achievement, and recognition.

First, the causes of over-aggression in the primary school child, partly due to the lack of affection and security, that have their sources in the school environment are:

- A. The teacher's lack of love for the pupil.
- B. The teacher's lack of feeling and understanding.
- C. The teacher's lack of friendly guidance.
- D. The teacher's lack of sense of humor.

Second, the child's over-aggressive behavior, caused by the lack of receiving response to emotional needs found in the school environment:

- A. Teacher dominating the situation all the time.
- B. The teacher's failure to give sustained attention.
- C. The desire to get even for some past injury or imagined injury or hurt.

Third, the child's lack of a feeling of "belongingness" in the school environment.

- A. Forced toleration of a substitute person (in the form of teacher) for his mother.
- B. Difficulties on the playground due to inadequate supervision and guidance, such as teasing, etc.
- C. Rejection by group because of odd clothing or unattractive family and home relations.
- D. Lack of proper age for grade.

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34. Travis and Baruch, op. cit., pp. 63-83.

- E. No given responsibility.
- F. Difficulties with subject matter.
- G. Forced fighting on way to school and home again.
- H. No sustained attention.
- I. Lack of teacher's understanding and confidence.
- J. Lack of a feeling of being liked and appreciated.
- K. Social "climatic condition" of classroom.
- L. Humiliations and severe punishments, especially in public.

Fourth, the child's over-aggressive behavior caused by the lack of "sensory gratifications" for his emotional needs, found in the school environment:

- A. Conditions of hives, epilepsy, etc.
- B. Social "climatic condition" that makes for general bodily discomfort.
- C. Necessity of sitting still and not talking except in narrowly defined situations.
- D. Badly adjusted seat.
- E. Bad weather and lack of exercise.
- F. Sickness resulting in crossness.

Fifth, the child's over-aggressiveness caused by a lack of achievement in the school environment:

- A. Physical deprivations as:
  - (1) Physical defects.
  - (2) Worry about deep-seated defects, deformity.
- B. No given responsibility.
- C. Too heavy load of rules, regulations, and restrictions.



D. Too difficult subject matter inspiring fear of failure or embarrassment; also the sting of early failure, conflict, or disgrace.

E. Difficulties of achievement caused by constant "parade of new, complicated tasks," and new words and skills to be acquired.

F. Inability to learn behavior, which conforms to all the school regulations.

G. Inability to see the finished product.

H. Wanting to adventure.

Sixth, the failure of the school environment to supply the primary child with the satisfying desire of recognition, for his emotional needs, results in over-aggressive behavior because of:

A. Teacher's lack of recognizing the child as a human individual.

B. Too little encouragement.

C. Imitation of over-aggressiveness in another child.

D. Failure to tolerate rivalry and competition.

E. Lack of praise.

F. A brother or sister in the same classroom.

#### Summary

1. The wisest theory of treating over-aggression is that of letting the children express their aggressions in well-directed outlets so that the aggressions will not be turned inward and thus cause the children to become "masochists," enjoying pain or enjoying having others inflict pain upon them.

2. The sources of over-aggression in primary school children are found in the blockings of their "goal responses." When the child's

"goal-responses" are blocked in this manner, he becomes frustrated into over-aggressive behavior, because his emotional needs have not been met. The child's emotional needs are affection and security, response, "belongingness," "sensory gratifications," achievement, and recognition.

3. The child's over-aggressiveness can often be traced, first, to the blockings of his desires and needs in the parental relationships and home conditions. These situations are the result of overly-strict and overly-indulgent parents; broken homes; lack education for parenthood; other members of home and sibling rivalry; vocational and economic status and social adjustment of the parents; unwholesome standards and illegitimacy; and health of the parents. Second, the influence of the community environment and lack of recreation. Third, child's health and physical condition. Fourth, the child's mentality and hereditary factors. Fifth, the school environment.

CHAPTER III  
PREVENTION AND CURE OF OVER-AGGRESSION  
IN PRIMARY SCHOOL CHILDREN

In the survey and study of the literature on over-aggression in the primary school child, many causes of over-aggressive behavior were found but so were the prevention and cure. The prevention of and cure for over-aggression must be brought about by supplying the answers to the child's emotional needs. In order to make an explanation of the remedies for this type of deportment more complete, it is necessary to consider the child's patterns of growth.

Growth of the Child

Robert Lane declares:

"All kinds of growth are equally important.

The child grows physically  
The child grows intellectually  
The child grows socially  
The child grows emotionally."<sup>1</sup>

The child's physical health is, of course, important for good mental health; and physical and mental health are important for emotional health; and physical, mental, and emotional health are important for good social health.

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<sup>1</sup> Lane, Robert Hill. The Teacher in the Modern Elementary School. Boston: Houghton, 1941. p. 2.

Breckenridge and Vincent<sup>2</sup> say that Witty and Skinner express it this way:

"To understand a problem child's motives, a teacher must study his physical condition, his mental development, his life history (in school and out), his present problems, wishes, activities, and drives, and the whole set of social forces which have attended his gradual separation from his group."

Breckenridge and Vincent<sup>3</sup> also claim that the child is not made up of many pieces, but that he is a living organism. Therefore, if one part of the organism is damaged, all the organism suffers.

Breckenridge and Vincent say:

"Olson and his co-workers, in studying ways of computing a general growth age, have offered some specific help to the classroom teacher: Utilizing measurements which could be fairly easily available to most school people, they have suggested an organism is age, made up of height age, weight age, dental age, carpal age, (skeletal age), grip age, mental age, reading age, and many other subject-matter age available. The organismic age is an arithmetical average of as many of these ages as are available, but is significant only if it includes a substantial number of the physical measurements, of which the skeletal age is of considerable importance. It is useful, in other words, only if it is made up of physical measurements as well as mental and achievement measurements. Social and personality "ages" will be an important contribution to these studies as soon as we have learned how to measure them with reasonable accuracy."<sup>4</sup>

Breckenridge and Vincent<sup>5</sup> stress the facts that "over-eating," "over-pressing," and "over-stimulating" the organism is as harmful as a lack of good nutrition. They also report that there is evidence of a relationship existing among the child's physical make-up, disposition, and behavior conditions and that it is very important to adapt the school program to fit the needs and interests of the child.

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2. Breckenridge, Marian E. and Vincent, E. Lee. Child Development Physical and Psychological Growth Through the School Years. Philadelphia: Saunders, 1943. p. 33.

3. Ibid., p. 34.

4. Ibid., pp. 35-36.

5. Ibid., pp. 36-73.

It is important also that children with defective vision, hearing, seeing, or other defects be examined thoroughly, and the defects remedied as far as possible by medical attention and care. If the physical defects cannot be remedied, the children must be helped to accept their physical limitations and defects and to use them as stepping stones to further their advancement. This will make it possible for these children to obtain the satisfactions that make for well-rounded personalities.

It is very important for the child to be in his proper sphere or grade and group placement so that he will have the right mental, physical, social, and emotional development without stress or strain.

C. M. Louttit asserts:

"The child's health and present physical condition are, of course, of the greatest importance in his behavior. Mal-nourishment, sensory defects, crippling deformities, infections, neurological defects, endocrinopathies, cardiac conditions, or any other unhealthy, abnormal physical status may play a significant part in the genesis of behavioral difficulties. For this reason, every child referred to a psychological clinic should have an adequate physical examination."<sup>6</sup>

#### Education of Parents

Through the schools, the parents of today and the future parents must be educated for parenthood. In this connection C. M. Louttit shows the importance of early parenthood training by saying:

"The life of the child must be thought of as beginning, not at birth, but at conception. Therefore, factors which influence embryonic or fetal development may play a significant part in the child's behavioral life. From this it follows that the develop-

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6. Louttit, C. M. Clinical Psychology: A Handbook of Children's Behavior Problems. New York: Harper, 1936. p. 15.



mental history of the child must begin with the pregnancy condition of the mother. Factors having a possible influence on the vitality of the child include: general health of the mother, use of alcohol and drugs (including tobacco), accidents, disease conditions such as syphilis, tuberculosis, chronic nephritis, toxemia of pregnancy, eclampsia, cancer, etc.; mental conditions such as worry, fears, psychoneuroses psychoses. Brown and Potter (1930) suggest that such things as alcoholism, syphilis or any debilitated state of the father before the beginning of pregnancy may also have an effect on the child's vitality. Information concerning pregnancy condition is usually secured from the mother; but when a child is several years old the mother's memory may be at fault, so her statements, especially if significant conditions are revealed, should be corroborated by the physician, hospital records, or at least by questioning the father or possibly other people, who were associated with her during pregnancy in question."<sup>7</sup>

In the education and training for parenthood, the school must assume its responsibility and teach the parents better disciplinary measures for themselves as well as for the child.

Helen Gibson Hogue asserts:

"Any adult with a 'good right arm' and a strap or slipper can, of course, force a child to immediate obedience. If, however, in the process the child learns to hate the thing commanded and the person who commands, the 'disciplinarian' has lost, for the laws of emotional reaction will outwit him. The child rejects the very object which the adult is endeavoring to have him accept. Even though the child outwardly accepts it, he may be rebelling inwardly, and when eventually he escapes domination, he will express his own attitude toward the situation in anti-social ways. If instead of hatred and rebellion the reaction is fear, the adult has still lost, for the child will not be able to grow to independency and straight thinking. In either case he will be governed in his decisions in that area by his hates and fears - shrinking from or fighting reality."<sup>8</sup>

Punishment then must never be used for the punishment itself, but in a more constructive way so that good habits of democratic living will be engendered. William E. Blatz expressed his theory in the

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7. Louttit, op. cit., p. 24.

8. Hogue, op. cit., p. 22.

following explanation:

"A theory of discipline is a theory of teaching and not, as more commonly understood, a scheme of punishment, retaliation and persecution. How an individual behaves depends upon the opportunity which he has had of learning. Learning is the most obvious characteristic of organic life, especially in the higher stages of evolution. The higher the position in the evolutionary scale, the more apparent is learning - and the less important are the instinctive patterns. In man, instincts are reduced to a minimum and learning is almost limitless in its potentialities."<sup>9</sup>

Angelo Patri gives the parents a wise theory when he says:

"I keep preaching that love is a controlling force and the best one to guide us in disciplining, training, educating children. Some good mothers question this asking if I really mean that love will correct stubborn children, misguided and erring children, and I still say yes.

"What makes a child stubborn anyway? Parents say that a child is stubborn when he balks at doing what he should do, what he knows he should do, and for no reason whatever. That last is not possible. There is always a cause behind every action. There is a cause for the child's balking, and any show of force merely strengthens the feeling of resistance. Stubbornness is resistance and don't think that control by love means letting a child go his own way when that way is clearly a mistaken one. Love serves, love is strong and wise. It should discipline children, lead them, guide them, and keep them from harming themselves by direct intervention when that is called for."<sup>10</sup>

The parents must always remember to act in the way they wish the child to follow. Parents must remember to reward the child by saying "thank you," giving the child response and appreciation, and by allowing him to secure some of the things he values and that are for his good. Elizabeth B. Hurlock expressed it in the following way:

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9. Blatz, op. cit., p. 126.

10. Patri, Angelo. "Parental Love Can Overcome Stubbornness of Children." Winston-Salem Journal. Winston-Salem, N. C., July 13, 1947. 7:1.

"Aggression and rebellious behavior on a child's part is another symptom of poor discipline. It suggests that too much has been expected of him for his age or that he has been punished in the wrong way. Too often adults deal with this type of behavior by even stricter disciplinary techniques. Is it surprising then, that the child becomes angry and often retaliates? Instead of tightening up on discipline, the best approach is to loosen up, expect less of the child, treat him in a more kindly fashion when he misbehaves, and, above all, put more emphasis on rewarding him for good behavior."<sup>11</sup>

Too often the parents neglect the child with few talents.

It is astounding what the individual with a low mentality can accomplish in giving service to humanity or in causing the government expense and worry in delinquency and crime. Elizabeth B. Hurlock states her theory in the following statement:

"Even though the relative level of mental ability remains unchanged, parents should not adopt a hands-off policy and feel that there is nothing they can do. There is definitely much constructive work to be undertaken - first, in planning an education that will help the child to make the best possible use of the intelligence he has; and second, in giving him constant encouragement by making the acquisition of knowledge as pleasant and interesting as possible. No child can be expected to realize the importance of directing his efforts into the right channels. This is an adult responsibility that parents and teachers must assume."<sup>12</sup>

From these facts it can readily be seen that the first preventive for over-aggression in children is the education and training of prospective parents for child care and guidance. One of the most desirable sources for this training is found in the school environment. Here, according to Homer P. Rainey,<sup>13</sup> the school may use the P. T. A. to help the parents through special study groups and child guidance clinics.

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11. Hurlock, op. cit., p. 276.

12. Ibid., p. 225.

13. Rainey, Homer P. "Character on the American Plan," Community Life in a Democracy, edited by Florence C. Bingham, Chicago: National Congress of Parents and Teachers, 1942. pp. 78-88.

The school through the P. T. A. may also help the parents to receive helpful information on child care through the Red Cross, Dairy Council, Welfare Agencies, Health Department, Farm Agency Clubs, Garden Clubs, etc. In addition the school may use the church in the community for educating for parenthood, for there are many worthwhile ecclesiastical organizations which may be utilized to help the parents in becoming better mothers and fathers. Therefore, the parents must be educated and stimulated in the use, and the support of worthwhile community organizations.

Ira V. Hiscock says:

"In many instances the stimulus of coordinated effort is needed; in others a more constructive school health program, with emphasis on the provision of medical, dental, and nursing service for health guidance, is desirable; which in most communities much can be done to emphasize the importance of (a) the sustained program of continuous supervision aforementioned; (b) more serious attention to mental hygiene and nutrition; and (c) community health education."<sup>14</sup>

Nor should the program be confined to the distaff side, for, as Robert Hill Lane suggests:

"A word about the poor father. He is usually recognized once or twice a year at a Father's Night, but aside from this his contacts with the school are negligible. This is better than nothing, but very far short of the ideal. There seems to be no good reason why afternoon and evening meetings of the parents' organization should not alternate so as to give the fathers of the district an opportunity to become acquainted with the school and vice versa."<sup>15</sup>

Robert Hill Lane<sup>16</sup> also expresses the idea that home visitation by the teacher may increase parental insight in child guidance. The

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14. Hiscock, Ira V., "Health for Democracy's Children," Community Life in a Democracy; edited by Florence C. Bingham. Chicago: National Congress of Parents and Teachers, 1942. p. 98.

15. Lane, op. cit., p. 53.

16. Ibid., pp. 55-56.



teacher must be careful, however, to visit at the right time, be friendly and courteous, and to let the parents know she is interested in their child. The same authority hints, too, that it might be best for the school to play host to the parents at first or until "desirable relationships are established" and that then the home visitation program may begin.

It would be very profitable for the parents to visit the school often to gain help and guidance from the teacher, the school library, and from the school environment in general.

#### The School Environment

In considering the prevention and cure of primary children, over-aggression occasioned by the teacher, in the school environment must be considered first. Her importance in the classroom is stressed by Breckenridge and Vincent as follows:

". . . A year spent in any given school-teacher's room is sure to influence not only the child's academic learnings, but his attitudes and feelings about learning, about adult authority, about society's institutions, and about living and working with his peers. It also affects his health. Some teachers give children a fine year physically and academically, setting up a genuine impetus toward good character; others give children a bad year all around, leaving them not appreciably improved academically, fatigued and nervous physically, resentful, deceitful, and socially antagonistic."<sup>17</sup>

Cutts and Moseley<sup>18</sup> say that some of the qualities which may serve as preventions of aggression and which may be employed in the classroom by the teacher are a good voice, self-confidence, a feeling

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17. Breckenridge and Vincent, op. cit., pp. III-IV.

18. Cutts, Norma E. and Moseley, Nicholas. Practical School Discipline and Mental Hygiene. Boston: Houghton, 1941. pp. 12-22.



of understanding and a "liking for children," vitality, a sense of humor, and a "social purpose." They also stress the value of having the day's schedule well planned so that it will not interfere with the schedules and methods of other teachers in the building. The first day of school particularly is an important occasion in the primary school child's life and must be planned well in advance, as should all school days. The teacher should wear a pretty colorful dress, a neat becoming hair-do, and a happy, friendly face. The classroom should portray character by its cleanliness, fresh flowers or some beauty spot, attractively displayed library books, good ventilation, etc.

To help further in the preventions of over-aggressions in the child, the following pointers are also given by Cutts and Moseley.<sup>19</sup>

1. After the children arrive and secure comfortable seats, the teacher should give them some interesting work to do.
2. From the very first, the teacher should make sure the children understand the importance of giving "attention to directions" and to finishing one job before beginning another.
3. The teacher should make sure when going to a small or individual group that the rest of the pupils have work they can do by themselves.
4. The teacher should make sure before leaving a small, or individual group, that the pupils understand how to conduct themselves and how to carry on the work.
5. The teacher must be sure to have the attention of every pupil before giving instructions, which should always be simple and clear.

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19. Ibid., pp. 23-36.

6. The teacher must plan to have as little confusion as possible when pupils are going from one activity to another.

7. The teacher must plan to have "movement" as well as rest periods for the child because he is a "living organism" and his span of attention is limited.

8. The teacher should train herself to be alert for any symptoms of illness, fatigue, or irritability in the child by making daily health inspections.

9. The teacher should help the pupils to plan and to be responsible for their own work.

10. The teacher should give the pupils guidance and help in gradual development of self-discipline.

11. The teacher should strive to help students develop the morale of the group and class.

Cutts and Moseley<sup>20</sup> say that the disciplinary measures should be safe, effective, and immediate. The discipline should be safe for the child's physical and mental health, effective in eliminating the over-aggressive behavior, and immediate so that the child can understand the reason for it.

Cutts and Moseley<sup>21</sup> also give some effective disciplinary measures that prove their worth by use. Some of their ideas are expressed in the following ways:

1. Ignoring when the child is trying to show off.
2. Simple control by a look, a smile, speaking the child's name, or a simple command, such as "Mary, go on with your work."

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20. Ibid., pp. 37-55.

21. Ibid., pp. 40-55.

3. Sending the restless child on an errand.

4. Having private conference with the group or individual.

5. Isolating the child in another part of the room or removing him from room for a quiet conference or to an empty room with supervision.

6. Depriving the child of some privilege, being careful that it does not irritate.

7. Having the child do over in a correct way that which has been wrongly or slothfully committed.

Elizabeth B. Hurlock says, "Isolation is the best simple form of punishment, yet it is the least frequently used."<sup>22</sup>

William E. Blatz says:

"A scheme of discipline may then be defined as a plan under which a child may best learn to fit into the civilization in which he lives. And since learning is the organic means by which he achieves this end it behooves the teacher, who can only direct this learning and not initiate it, to understand this mechanism. One learns only through experience - wherefore the teacher must arrange situations in which the experience may be employed towards the end of learning those forms of behavior which are acceptable to the group in which the child must live. There is no short cut to learning, and so any attempt to make learning easy is doomed to fail. But learning can be made pleasant, and any efforts expended in this direction are destined not only toward success but also towards happiness."<sup>23</sup>

The teacher often wonders how she can evaluate the discipline and decide how severe the punishment should be. Elizabeth B. Hurlock helps to clarify the value of the discipline and severity of the punishment by her statements:

"If punishment is to be of any real value as a disciplinary measure, its severity is considered as carefully as is the type

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22. Hurlock, Elizabeth B. Child Development. New York: McGraw, 1942. p. 268.

23. Blatz, William E. The Five Sisters. A Study of Child Psychology. New York: Morrow, 1938. p. 128.

of punishment. Because punishment is usually administered when the adult is angry at the child's misbehavior, its severity is determined by the emotional state of the punisher."

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"How severely a child is punished should be regulated by the seriousness of his offense, not by the way the punisher happens to feel at the time. If it is controlled to fit the misbehavior, so that really wrong acts are punished far more severely than is just barely wrong behavior, the child will soon learn to judge for himself how bad his behavior has been. The severity of punishment should depend upon the age of the child as well as upon the nature of the misdeed."

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"In an evaluation of discipline, two criteria must be used: the effect of discipline on the child's behavior and its effect on his attitudes. If, through proper discipline, the child's behavior comes to conform to the accepted social patterns of the group, the first criteria has been fulfilled; but if he lies, cheats, steals, and does other similarly undesirable things, there is ample evidence that something has been wrong with his discipline. He has either not been taught the difference between right and wrong, or he has learned what is right, but has discovered from experience that it is more to his advantage to do what is wrong."

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"The second criteria to apply in evaluating discipline is the child's attitude toward discipline and disciplinarians in general. If his attitude is one of sincere regret when he does wrong, and this is expressed in some apology, such as "I'm sorry," "I didn't mean to do it," or "I didn't know it was wrong," plus good sportsmanship about the punishment he receives, the disciplinary methods used have been of the right sort. And if, after he has received his punishment, he shows a friendly spirit toward the person who administered it, you may be sure that all is well."<sup>24</sup>

The teacher is often puzzled how to inculcate good discipline so that the effects of behavior problems are ameliorated. Otto and Hamrin give the effects in the assertion:

"If one assumes that the whole of the organism reacts functionally at any particular moment to the whole of its environment, that the organism is usually integrated internally, and that

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24. Hurlock, Elizabeth B. Modern Ways With Children. New York: McGraw-Hill, 1943. pp. 269-276.



if healthy, the organism will respond or endeavor to adjust to the demands of the outer world, then the important problem for education is the integration of the individual and his external environment. Thus the vital function of the teacher is to so regulate the environment that children (as biological organisms) will be adjusting themselves to socially desirable situations and will have opportunity to practice frequently those acts of adjustment which are deemed socially desirable."<sup>25</sup>

The teacher may do this through good housekeeping committees, health committees, good citizenship committees, playground committees, etc. Each pupil should be given a responsibility that fits his different "age" limits to make the school environment a more beautiful place in which to live because he has been there. The child who helps to make the classroom attractive will not be so apt to be destructive with materials and supplies, etc.

Karl C. Garrison says<sup>26</sup> that the superior or gifted child must not be overlooked, but he should be helped and guided to develop his talents in the correct way. Since the gifted child is the thinker and problem solver for the group, he should be given a chance to use his abilities for the good of the group, too. The superior child should be given an opportunity or chance to develop his abilities and resources through worthwhile creative work.

At the end of each day the teacher should check herself to see if she is helping the child to receive the satisfaction of his emotional needs demand. This can be done by asking the following questions given by Robert Hill Lane:

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25. Otto, Henry J. and Hemrin, Shirley A. Co-Curricular Activities in Elementary Schools. New York: Appleton-Century, 1937. p. 279.

26. Garrison, Karl C. The Psychology of Exceptional Children. New York: Ronald Press, 1940. p. 8.



"How far is each of these children a different and a better person by reason of his association with me? Have I set up the kind of environment which would provide desirable experiences for him? Have I helped him to profit by these experiences?"<sup>27</sup>

#### Wholesome Community Life

The school will have to take the lead in building a fit community in which the child may live, grow, and develop. Through the school's influence, the community can become a place where the child's emotional needs can be satisfactorily met. These satisfactions may come through adequate facilities for recreation and play under proper supervision.

In order that the child will be able to take full advantages of community facilities, it is important that he be taught the right attitudes concerning his surroundings. In this respect, Helen Gibson Hogue says:

"All of us should know that there are three basic attitudes toward environment: vis., to shrink from it, to fight it, and to cooperate with it. Back of these attitudes are those primary emotions fear, anger, and love. If through our experiences in living we have built in much fear, we tend to shrink from living. If our experiences have aroused anger and antagonism we tend to fight or reject our environment and if our experiences have been satisfying and we have learned to love our environment, we tend to cooperate with it. We probably react in all of these ways or combinations of them to some phases of our living. The predominating emotion, whether it be fear, anger or love, determines the very essence of personality."<sup>28</sup>

Otto and Hamrin<sup>29</sup> stress the advantages of using the school's play-ground equipment, gymnasium, etc. for after-school recreation. Parents as well as teachers may be called upon to supervise the play-

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27. Lane, op. cit., p. 103.

28. Hogue, Helen Gibson, Untying Apron Strings. Chicago: Character Associates, 1936. p. 18.

29. Otto and Hamrin, op. cit., pp. 236-274.

ground activities. The parents can be encouraged, through the school, to make a rotating schedule for the purpose of giving each parent opportunities to supervise the different forms of recreation, such as games, plays, reading rooms, music activities, etc. The parents and children will then have a better chance of understanding each other and their emotional symptoms.

#### The Necessity for Religious Training

Through the proper religious training the primary school child can receive the satisfaction of having his emotional needs met, the condition so necessary to combat over-aggressive behavior.

Elizabeth Bradford<sup>30</sup> says that one needs religion to have good spiritual health. People worship the gods of mental and physical health and so often deny the true God that the child needs so much. Ernest R. Groves<sup>31</sup> plainly asserts that no civilization needs to discover Jesus more than our own. He also points out that the church school can be used and is widely being used to deliver information and insight into various levels of experience. The church indeed is one of the best places in which to foster ethical concepts.

Everett R. Clinchy says:

"Schools now have consulting staffs of nurses, doctors and psychiatrists to advise on the physical and mental well-being of students. The time may come when chaplains serving without pay and chosen for a year at a time by the faculty or student council, may become public school counselors on the religious life of the youngsters. Why not? The United States

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30. Bradford, Elizabeth. Let's Talk About Children. New York: Prentice-Hall, 1947. pp. 1-169.

31. Groves, Ernest R. "Christianity and the Family." New York: Macmillan, 1942. pp. 101-115.

Army and Navy, state universities, and 'free' colleges are aware of the importance of the spiritual integration of individual personalities. The very best psychologists now recognize the benefits of religion in emotional stability and growth of personality.

"If American parents choose to be indifferent to the fruitful impelling force of religious values in education and development of the younger generation, they will sacrifice blindly the generating spirit of democracy. Our task is to set ourselves against those who would use religious differences to divide us into narrow, hostile groups and instead, to give our children the ennobling, enriching precepts embedded in the great religious tradition of mankind."<sup>32</sup>

Finally, the substance of this chapter can be expressed through Helen Gibson Hogue's statement,

"It is not too much to hope that by studying the needs of the individual human plant, through the cooperation of the home, the school, and the church, that child gardeners may be able to develop 'the wildrose of humanity' into the 'American Beauty' of civilization."<sup>33</sup>

#### Summary

In the study and survey of the literature, for the prevention and cure of over-aggression in the primary school child, it was found that it is important and necessary to find how the child's emotional needs can be met satisfactorily. In so doing the following points must be taken into consideration:

1. Adequate provision must be made for the child's physical, intellectual, social, and emotional growth.
2. The education and training for parenthood must come through the school environment.

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32. Clinchy, Everett R. "Religion, and the American Dream," Community Life in a Democracy, edited by Florence C. Bingham, Chicago: National Congress of Parents and Teachers, 1942. p. 51.

33. Hogue, op. cit., p. 125.

3. The school environment must provide the necessary training and education for parenthood through the school curriculum.

4. The school must take the lead in providing the community environment that makes for the child's growth and development.

5. The school environment must lead the way in educating the parents and children to make the right use of the rich resources of the church.

## CHAPTER IV

### THE EVALUATION

After making a survey and study of the literature on the course of the primary child's over-aggressive behavior, the investigator's next step is to apply the information. From the diagnosis, one can readily see that the prevention and cure of this type conduct may take an unlimited amount of patience, planning, and skill, but when one considers the after affects, this path of action seems simplest and best.

The prevention and cure of over-aggression in primary school children must take place with the child's growth and development, in the home, community, and school environment. The school must take the lead in eliminating the over-aggression in primary school children by educating for parenthood, raising the standards of the community environment, so that it will be a fit place for the child's growth and development, and by fitting and adjusting the school environment to meet the needs and requirements of the human organism.

The effectiveness of the measures will depend to a large extent upon their being used by the superintendent, principal, and teacher; the teacher must be the "beginner," because, through her philosophy and guidance, some pupils are eventually going to develop into superintendents, principals, and even teachers.

The information gained from the survey and study of the literature which can be useful and helpful to the teacher appears under the topics



of: (1) the child's development and growth; (2) the home environment; (3) the community environment; (4) and the school environment.

#### The Child's Growth and Development

The Illinois Joint Committee on School Health<sup>1</sup> at the beginning of its plan of study for the child's growth and development gives a number of definitions of health, one of which declares, "Health in the human organism is that condition which permits optional functioning of the individual, enabling him to live most and to serve best in personal and social relationships."

The National Education Association<sup>2</sup> goes further and states what the growing child really needs in the following quotation, "The growing child needs energy for all phases of life. Energy is developed by the proper functioning of the muscular, circulatory, nervous and digestive systems, all of which are closely interrelated."

Daniel J. Kelly<sup>3</sup> holds that "social efficiency" should be the main purpose of educating for health and that this purpose or goal is only attained through the child's learning and living in the school environment.

Harold K. Jack<sup>4</sup> says, "The traditional recess period has been

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1. Illinois Joint Committee on School Health. A Basic Plan for Student Health Education in Teacher-Training Institutions. Springfield: The Committee, 1944. p. 40.

2. National Education Association. A Guide for Teachers in Elementary and Secondary Schools and Institutions for Teacher Education. Washington, D. C.: The Association, 1941. p. 67.

3. Kelly, Daniel J. A Practical School Health Program. Monograph No. 1. School Health Bureau, Metropolitan Life Insurance Co. New York: Macmillan, 1930. p. 3.

4. Jack, Harold K. Physical Education for Small Elementary Schools. New York: Barnes, 1945. pp. 1-9.

converted into a physical education period in the modern school; however, in many cases it has been physical education in name only." He also stresses the importance of being well-prepared for the child's physical education and that the activities should be carefully chosen to take care of the different needs of children, in order that all the pupils may take part in learning physical skills. These should not be confined to physical education classes but should be practiced before and after school. In other words, what the child has learned in physical education may carry over in his moments of free recreation.

Nina B. Lamkin stresses the importance of considering the individual child in healthful school living by saying:

"You will, of course, consider that each child has had a different background of experiences in the home, in previous school situations, if he has already been in school, and in the community. These experiences have affected his health behaviors, some of which may have been built up through undesirable influences. You as the teacher, will want to guide such a child toward improved thinking, feeling, and acting, in every day situations. You will want to help the home, without arousing undesirable reactions."<sup>5</sup>

The teacher often asks herself if the health is taught in the best way for the child's growth and development. Quoting from Nina B. Lamkin:

"Some of the best health teaching that you do in your school is: (1) to teach the right ways of doing the everyday activities in real situations which occur throughout the school day; (2) to give each boy and girl an opportunity to practice these behaviors in as pleasant situations as possible with some success; and (3) to give them an understanding, according to age, why these are desirable ways to behave."<sup>6</sup>

So many times the teacher and pupils striving to accomplish so

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5. Lamkin, Nina B. Health Education in Rural Schools and Communities. New York: Barnes, 1946. pp. 8-9.

6. Ibid., p. 9.

much during the school day become overly serious and are under a great strain. Lamkin continues:

"Strain and fatigue need to be avoided. Approval and encouragement are tools which are invaluable to the teacher. Humor should be encouraged; a hearty laugh each day helps everyone. It should not be a laugh at the expense of anyone, but a laugh about something which is really funny but will not embarrass anyone. Rest periods probably should always be arranged for the young child. The child's natural interests and activity will be considered by the real teacher, who is planning for the best growth and development of each child."<sup>7</sup>

In considering the scope of the health and physical education within the school for the child's needs, Williams and Brownell says that it may be placed under the three following headings:

- "1. Healthful school living.
2. Health service.
3. Health instructions."<sup>8</sup>

Under these three headings will be placed what many authorities recommend for the teacher's use.

#### General Healthful School Living

1. The heating of classroom, use of thermometer.
2. Seating arrangements, adjustment of the seat to fit the child.
3. Ventilation, importance of having windows raised from top to bottom.
4. Lighting, arrangement of seats with lighting coming over left shoulder.
5. Fire protection, adequate number of fire drills.

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7. Ibid., p. 19.

8. Williams, Jesse Ferring and Brownell, Clifford Lee. The Administration of Health and Physical Education. Philadelphia: Saunders, 1946. p. 27.

6. Water supply, water fountains or drinking cups obtained through parents and principal.
7. Clean bathrooms and supplies obtained through parents, principal, and janitors.
8. Clean halls and lunchroom attained through working with principal and janitor.
9. Clean playgrounds attained through working with pupils (cooperation and help).
10. Good allotment of time for rest, play periods and school activities.
11. Schedule for day planned to keep obvious discipline at a minimum.
12. Use of prevention and cure for aggressive behaviors.
13. Adjustment of the day's schedule to fit the needs of each child.
14. Walls clean and attractive.
15. Proper shades obtained through the principal and janitor.
16. Blackboards clean and of correct height.
17. Good wholesome lunches for the children obtained through the cooperation of the parents and welfare agencies.
18. Paper towels and soap secured through the cooperation of principal and janitorial service.
19. First aid kit in classroom obtained through the parents, etc.

#### Adequate Health Service

1. Morning inspection by teacher.
2. Children tested for physical defects with the cooperation of public health nurse and doctor.

3. Weighing children monthly and measuring children three times a school year.

4. Informing for, and cooperation with, the parents for the correction of physical defects.

5. Cooperation with public health nurse in securing physical protection for children through vaccinations and physical examinations. Also obtaining public health services for children who have physical, mental, and emotional disturbances.

#### Good Health Instruction

1. Always use the principles of child care and guidance.

2. Teach cleanliness by having children wash hands before eating and before leaving the bathroom.

3. Teach the care of teeth by having tooth brush drills.

4. Teach the care of the hair by having one group at a time comb hair before the wall mirror. Insist that each child have his own comb.

5. Teach nutrition through helping the child to select and plan good lunches.

6. Teach the proper care of hands and nails through motivation of drills and songs.

7. Teach the care of clothing by seeing that each child has a place to hang wraps. Hooks may be obtained through parents, principal, and hooks placed by janitorial service, or older boy.

8. Emphasize the importance of medical attention and care through use of first-aid kit obtained through parents.

9. Isolate the sick child if he cannot be sent home.



10. Teach good habits of cleanliness by giving the pupils opportunities to participate in the housekeeping activities. This will give the pupils the needed feeling of "belongingness."

11. Obtain the parents' cooperation through visitation, mother's clubs, report cards.

12. Teach health instructions through:

- a. singing health songs.
- b. making experience reading charts and booklets.
- c. drawing health pictures such as this is the way to brush our teeth, etc.
- d. modelling clay vegetables and fruits.
- e. dramatizing health stories and songs.
- f. preparing and having vegetable and fruit parties
- g. excursions to food stores, bakeries, dairies, etc.

13. Help the parents to interpret and read the TABLES of food.

14. Attempt to work out the food requirements that are lacking in each child's diet with the cooperation of parents, home economics department, and public health nurse.

15. Give health instructions through films and library materials.

16. Interest parents, through mother's clubs, in purchasing and using recommended books on child's growth and development.

17. May provide for "pay off" in the form of choosing those pupils who are deserving of praise to be the captain of or to take charge of the cloakroom, line, bathroom, playground equipment, wrap removal routine, class library, bulletin boards, paints and brushes, etc.

#### Home Environment

Dr. Franklin H. McNutt<sup>9</sup> says that attitudes and interests are

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<sup>9</sup> McNutt, Franklin H. Character Education. Class Lecture, Winston-Salem, North Carolina, April 14, 1947.

caught, not taught necessarily. The parents will soon catch interest from the child who brings home new, interesting ideas of growth and development learned at school. For example, one mother became so interested through the child's information gained at school that her menus were entirely changed and she began a good nutrition program. In another case a child became so interested in the care of his teeth that his parents were persuaded to obtain dental attention and care for him. Another child taught the parents to say "please" and "thank you."

Ruth E. Grout<sup>10</sup> expresses the idea of gaining the parents' interest through invitations to attend health parties, health films, mother's and father's clubs. At these meetings the parents and teacher may discuss topics related to the child's needs, such as the care and protection of the child's eyes and the proper lighting for the room or the importance of nutrition in the child's growth and development; good dental care for the child; medical attention for any remediable physical defects; the child's proper care and his clothing; the mental hygiene and emotional development in the child's growth; the importance of rest, sleep, and relaxation; the importance of the parents being "response models" in the home; the importance of personal cleanliness; fresh air and sunshine; the importance of exercise and play in the child's posture; and the child's growth and health habits in general.

Cutts and Moseley<sup>11</sup> stress the importance of the teacher visiting the parents of the pupils. The teacher with the knowledge of the child's

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10. Grout, Ruth E. "Handbook of Health Education" A Guide for Teachers in Rural Schools. New York: Doubleday, 1936. pp. 8-33.

11. Cutts, Norma E. and Moseley, Nicholas. Practical School Discipline and Mental Hygiene. Boston: Houghton, 1941. pp. 250-268.

needs and the problems that the parents face can be a very stimulating force for child care and guidance. The teacher may gain the parents' cooperation in seeing that the child gets the right foods, sleep, glasses, if they are needed. She may also aid, by her counsel, in getting the child to school in good condition and on time.

On the teacher's part, she may gain information concerning the child's needs for affection and security, response, "belongingness," "sensual gratification," achievement, and recognition; which will help in solving many over-aggressive behavior problems. The teacher may secure facts for permanent records, birth certificates, date of weaning, date of walking and talking, account of any birth injuries, serious accidents and illnesses, the family history, the size of the family, the child's position in the family, the child's experiences, the sleeping arrangement, the child's fears, and the methods of discipline used by the parents. However, authorities say it is better for the parents to come to the school for a conference with the teacher to discuss any over-aggressive behavior in the child.

Since the teacher is so important to the child's growth and development, she must look well to her own physical and mental health.

Cutts and Moseley say:

"If the teacher is to play the part we have for her in the drama of discipline, she must keep in the best of physical health, she must practice sound mental hygiene, she must love her job. Her fellow citizens must see to it that the conditions under which she works are conducive to each of these three points. They must provide her with adequate compensation, security, good buildings and equipment, and good books and educational materials. The size of her classes must be small enough to let her know the children and help them as individuals. In helping those children who have been unfortunate and are handicapped, she must be given expert assistance.

But when all is said and done, the teacher herself is our hope for reducing crime and promoting mental health in the United States."<sup>12</sup>

### The Teacher in the Community

The teacher begins work for good community living within her own classroom by being the "response model" that the pupils may follow and admire. Leslie B. Hohman<sup>13</sup> says that so many times the teacher has ideas, ideals, and ambitions which she makes attractive to the pupils, but fails in providing the "fundamental habits" of action and the feeling that is so necessary in having them become a part of the pupils.

The primary teacher at the first of the school year may begin providing the right "fundamental habits" of action and feeling by taking her classes on field trips within the school environment. These trips may be to the office to get acquainted with the principal and to bring about a feeling of friendliness and goodwill; or to the classrooms to become acquainted with the other teachers and pupils and to see the interesting things they are doing; to learn the names of the various rooms and their uses. The teacher must always set the stage for these trips through conversations and discussions, such as methods of getting to the various rooms in the building without disturbing other people, keeping safe on the stairs and in the halls, what to look for, and the forms of response one should use, such as saying "thank you," "excuse me," or waiting one's turn.

Robert Hill Lane<sup>14</sup> says that the primary school child may be

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12. Ibid., p. 269.

13. Hohman, Leslie B. As the Twig is Bent. New York: Macmillan, 1940. p. 29.

14. Lane, Robert Hill. The Teacher in the Modern Elementary School. Boston, Houghton, 1941. pp. 103-113.



taught the feelings of affection and security response, "belongingness," achievement, and recognition, in the classroom through social living, nature study and science, the language arts, "the aesthetics," the practical arts, "the skills."

The following related activities may be placed under the heading of social living: dramatic play, such as playing house, father, mother, boatman, fireman, getting ready for doll party, building with blocks and materials, dramatizing stories; the "general experiences" through trips, excursions, responsibilities for the care of the classroom, errands, paint brushes, clay, playing of games, playground materials, correct use of bathroom; making plans for the day's work, following directions, evaluating the results; encouraging attitudes such as respect for the rights of others, good behavior in general, how to be thoughtful and helpful to others, how to be good sports, the right treatment of animals, writing about trips, visits made to other schools, cultivating courteous and friendly manners, how to play host to guests of the classroom.

Through nature study and science the primary child may observe insects, look for butterflies, wild flowers, trees, watch for the farmer's friends (birds, toads, etc.), the bees in the hives, the farmer at work, the care and treatment of pets. The child may also make experiments, such as planting seeds and watching the results of germination, raising flowers or potato vines, observing the weather, making weather charts, etc., taking trips to observe farm animals or those at the zoo, making collections of seeds, acorns, leaves, wild flowers, empty bird nests, feathers, etc., making and caring for gardens reading thermometers, helping to control the ventilation of room, etc.

In the language arts some of the primary school child's needs



can be met through: (1) conversation, such as that involved in telling about his experiences, exchanging opinions on trips; telling one's home address, telephone number, giving full name of father and mother; making plans for the day; discussing and making health rules; planning health parties; acquiring new words and phrases; discussing pictures and giving helpful suggestions; discussing the correct way of introducing parents, friends, and new pupils to the class; making announcements, etc.; (2) in reading labels, picture books, dictating experiences for board, charts, letters, and notices; bringing new books for the teacher to read, reading chart stories; reading and recognizing name on personal belongings; writing letters, etc.; reading and placing notices on bulletin board, dictating experiences and observations for reading charts, letters, reading classroom library books, reading to give pleasure for others, conducting book club, choral reading, etc.

The primary school child obtains some of his needs, especially "sensual gratifications," through "aesthetics," such as modelling of clay, drawing, painting with calimine and water colors, chalk, finger-paints, singing songs, playing in rhythm band, dancing and playing, walking, jumping, skipping, making puppets for show, and taking walks to study the form and color of trees, etc.

The primary child receives the answer to some of his recognition and achievement needs through the use of practical arts, such as building with blocks, working with simple tools, making gifts for parents and friends, making rugs, belts, hot pads, covering books, doll clothes, etc.; cooking, giving parties for parents and friends and using the things they each made and serving the refreshments they had prepared, etc.

The pupils can obtain their emotional needs through the "skills"

by being cordial and courteous to visitors, sharing belongings, helping others, playing games without fighting and quarreling, introducing people, keeping the room orderly, handling books and supplies quietly; handling of blocks quietly, walking and skipping correctly, jumping rope, using soft voice; counting lunch money correctly, recognizing coins in daily use, counting objects and people correctly, solving of simple problems, taking care of playground equipment, keeping clean and neat; caring for classroom and supplies so they will not be destroyed; taking care of personal belongings; practicing simple skills in reading, writing, arithmetic, spelling; learning to conduct a class meeting, etc.

The teacher may get a clear conception of the community through R. M. Maciver's following assertion:

"Community is not an organic, it is a spiritual unity. It rests on the common and interdependent purposes of social beings. But community is not therefore to be thought of as a greater mind or soul. There are two forms of spiritual integrity, one the indissoluble integrity of the single mind, the other the community of minds in social relations. The two forms of unity are totally disparate, yet nothing is more common, or more fatal to a true perspective or community, than the confusion of them. Because a community is a union of minds, it is not therefore itself a mind."<sup>15</sup>

Robert Hill Lane<sup>16</sup> stresses the importance of the teacher using her influences and the right of voting to make the community a place where the child's needs may be met. She should make use of the resources of the community, such as the public library, market, bakeries, dairies, stores, bus stations, city halls, newspapers, post office, civic centers, etc. The teacher can use her influence for good

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15. Maciver, R. M. "Community" A Sociological Study: Being an Attempt to Set Out the Nature and Fundamental Laws of Social Life. Boston: Macmillan, 1936. p. 76.

16. Lane, op. cit., pp. 47-69.

in her relationship with the leaders of the community, and she can often find rich resources by using the community talents. The teacher may receive and obtain help for the primary school child's needs through various organizations, such as the Y. M. C. A., Y. W. C. A., Boy Scouts, Girl Scouts, Welfare Agencies, Health Department, Community Chest, etc. Church organizations can also prove very valuable in helping to supply the child's needs. Often the child's over-aggressive behavior can be eliminated entirely by the supplying through some church organization of a satisfaction that the child is missing.

The teacher, through group singing, can also help bring about good "social-mindedness" among the parents and pupils and the community so that each individual will want to grow and develop for the sake of the others. To quote Augustus D. Zanzig:

"Lectures, books and magazines or newspaper articles are not enough for the task. Ideas of social well-being, of economic and social readjustment and cooperative effort, are by themselves for the most people only remotely, if at all, related to actual, daily living. They must be brought from the coolness of the intellect to the warmth of the heart. There must be a basis of feeling, of attitude for them, a soil in which they can take root. The singing of people together can go far toward establishing that basis. The wise cultivation of community singing in the cities and towns throughout the country might help much to bring about a new state of mind - social, courageous and eager for positive action in enough people to make safely possible now a great forward movement that may otherwise take many years of troublous uncoordinated effort."<sup>17</sup>

#### School Environment

Franklin H. McNutt<sup>18</sup> says that the teacher should study the

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17. Zanzig, Augustus D. Community and Assembly Singing. New York: M. Whitmark and Sons, 1933. p. 6.

18. McNutt, Franklin H. Character Education. Class Lecture. Winston-Salem, North Carolina, March 3, 1947.

situation of the school environment, be pleasant about it, but should be able to point out flaws and suggest ways of improving the situation.

After the teacher has established understanding and friendly relationships, the parents and community will be more apt in understanding the needs of the children and will supply the school equipment, materials, and supplies. The teacher should then make an inventory of the school environment and find how this may be improved to meet the child's needs.

Ruth E. Grout<sup>19</sup> gives a school health inventory from which has been gathered helpful suggestions and ideas. The teacher may ask herself if the following are true statements of her situation and what she can do about it:

1. Adequate water supply.
2. Sufficient drinking fountains or paper cups.
3. Sufficient and adequate bathrooms and supplies (toilets.)
4. Sufficient lavatories or hand-washing facilities and supplies.
5. Adequate and sufficient heating, lighting, ventilation.
6. Correct room arrangement and sanitation, shades adequate and sufficient.
7. Adequate safety equipment:
  - a. first-aid kit
  - b. fire extinguisher
  - c. safe playground equipment
  - d. playground safely graded and drained.
8. Lunch room.
  - a. adequate supply of hot and cold water
  - b. foods kept cool

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19. Grout, op. cit., pp. 34-47.

- c. lunches and milk brought from home covered from flies
- d. oil cloth, or clean tops for tables
- e. napkins provided
- f. scales provided
- g. lunches served hot and on time
- h. wholesome food encouraged
- i. good seating space
- j. good window screens, etc.



## CHAPTER V

### SUMMARY, RECOMMENDATIONS

#### Summary

A survey of the literature reveals much on the subject of over-aggression in primary children. The materials found may be grouped in two main categories: causes, prevention, and cure.

#### Causes

The investigator found many varied theories on the causes of over-aggression in the primary child. The wisest of these appeared to be that of letting the child express his aggression in well directed outlets so that aggressions would not be turned in and thus cause the children to become "masochists" enjoying pain, or enjoying having others inflict pain upon them.

The child's emotional needs demand affection and security, response, "belongingness," "sensory gratifications," achievement, and recognition. The source of over-aggression lies in the blocking of the child's "goal-responses." Such blockings occur in situations similar to the following:

1. Child's parental relationships and home conditions such as:
  - a. overly-strict and overly-indulgent parents.
  - b. broken homes.
  - c. other members of the home and sibling rivalry.
  - d. vocational and economic status and social adjustment of the parents.
  - e. unwholesome standards and illegitimacy.
  - f. health of parents.

2. Community environment which lacks adequate facilities for recreation and play under good supervision.
3. The child's health and physical conditions.
4. The child's mental and hereditary factors.
5. The pupil's school environment.

#### Prevention and Cure

In the survey and study of the literature for the prevention and cure of over-aggression in the primary school child, it was found important that the child's emotional needs be met in the following ways:

1. Adequate provision must be made for the child's physical, intellectual, social, and emotional growth.
2. The education and training for parenthood must come through the school environment.
3. The school environment must provide the necessary training and education for parenthood through the school curriculum.
4. The school must take the lead in providing the community environment that makes for the child's adequate growth and development.
5. The school environment must lead the way in educating the parents and children to make the right use of the rich resources of the church.

#### Recommendations

The primary school teacher desiring to prevent the development of over-aggressive behavior in her pupils, or to minimize and correct such behavior already ingrained in some of the pupils, should observe the following principles and procedures gleaned from the literature on the subject.

1. The teacher's all-rounded fitness for the task, physical, mental, emotional, and social.
  - a. experience personal serenity and good adjustment to life.
    - (1) requires happiness and satisfaction.
    - (2) respond directly and easily to the spirit of childhood.
2. The teacher's belief in the commitment to the task.
  - a. faith in the child's growth and development.
  - b. a feeling of the importance and worth of the task.
3. The teacher's economic security in the work that brings for peace of mind through:
  - a. adequate salary.
  - b. accident, health, sick relief-benefits, and retirement policies.

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