COMMON EMOTIONAL AND SOCIAL DIFFICULTIES
OF SIX-YEAR-OLD CHILDREN

APPROVED:

Major Professor

Minor Professor

Dean of the School of Education

Dean of the Graduate School
COMMON EMOTIONAL AND SOCIAL DIFFICULTIES
OF SIX-YEAR-OLD CHILDREN

THESIS

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

For the Degree of

MASTER OF SCIENCE

By

193431
Mabel F. Wilson, B. S.

Dallas, Texas
August, 1951
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CHAPTER I

INTRODUCTION

Statement of the Problem

The problem of this study is to discover and make an integrated presentation of some common agreements among child development experts concerning the social and emotional difficulties of six-year-old children. In addition, it is proposed to outline, in general terms, a school program to prevent or remedy these difficulties.

Purpose of the Study

The purpose of this study is to provide a ready reference that may be the basis for helping teachers develop a detailed program to meet some common social and emotional difficulties of six-year-old children. An analysis of the findings and opinions of clinical psychology and educational authorities pertinent to this problem should yield conclusions and recommendations which may be objective enough to lead to a better understanding of the six-year-old child.

Growth is a dynamic and continuous process which needs proper stimulus and direction. A teacher is unable to give this guidance unless she has a basic understanding of children and has ability to adjust
to the many classroom problems with which she is confronted. Then, too, she must understand the child from the point of view of his total development. Unless a teacher knows what normal social and emotional behavior is at the six-year level, some pupil is likely to be labeled a problem child who is merely showing normal behavior for his stage of development.

Teachers, through careful study, can give attention to such problems in a constructive manner, and they can gain a better understanding of the many difficulties involved in the emotional and social adjustment of children. Children need to feel adequate in capacity and skill to meet a fair proportion of the situations they are called upon to face. Every child who manifests behavior difficulties needs to be accepted. Teachers must be able to deal intelligently with each one. They should know how to incorporate the principles of mental hygiene into the procedure of the classroom. Those methods which may have a tendency to aggravate the difficulties should be replaced by procedures that will aid the child in making wholesome adjustments.

The teachers should be instrumental in doing everything within their power to help remove the causes of any child's difficulties, rather than treating the symptoms. They must be able to create an environment that will permit each child to develop with the least possible emotional strain.
It is expected that the school shall do all within its power to avoid causing difficulties and to reduce the prevalence of mental illness.

Authorities agree that the school personnel should achieve some insight into the dynamics of social and emotional adjustment. Every child in our country is a citizen of a free society. The school must serve as a means of setting the stage in such a manner that the child can have approval from his fellows, can develop a wholesome program for living, and can grow in capacity to work and play with his group in an atmosphere of love, understanding, and happiness.

It is hoped that the suggestions to be found in the following pages will be practical enough for the teacher to apply them to her own situation.

Sources of Data

Data have been obtained from books and other published materials, written by authors who are recognized as authorities on child study. While extensive reading was done on the subject, sources were chosen that present objective and clinical evidence obtained from reliable studies of normally adjusted as well as maladjusted children.

Limitations of the Study

This study has been limited to documentary research. Even though basically all six-year-old children may have similar fundamental
needs and difficulties, it must be recognized that individual differences are highly important and must also be considered when following recommendations.

There are no ready-made methods that can be successfully applied to all children in a certain age group. Everyday problems encountered in living with children have shown that adults need to be listeners; they need insights and understandings; and, above all else, they must accept and understand children. This study will not reveal how these qualities can be acquired by the adult. But without them the program recommended may be ineffective in satisfying the child’s emotional and social needs and in helping him make adjustments.

The Method of Procedure

This investigation has been based upon extensive reading. An analysis of books, pamphlets, and magazine articles dealing with the topic will be made in an effort to provide an integrated presentation of the common agreements of the authors.

The usual methods of dealing with children show that schools lag far behind the available knowledge concerning the way in which children develop.

It is essential to have a general knowledge of the physical development of the six-year-old child if one hopes to understand his emotional and social behavior. Growth in one area affects the growth in
others. Without that understanding a teacher is wholly incompetent to teach a child effectively. Therefore, a brief review of his physical development will be included in this study along with the emotional and social behavior patterns.

Organization of the Study

This study is divided into four parts. The first part sets forth an introduction to the study in the form of the presentation of the problem, the purpose of the study, the sources of data, the limitations of the study, the method of procedure, and the plan of organization.

Chapter II will be a presentation of the emotional and social behavior patterns common to the six-year-old, together with a brief review of his normal physical development.

Since mental illness and delinquency are increasing at alarming rates, the folly and danger of ignoring a child's early social and emotional maladjustments, whether in school or out, must be realized. The third chapter will be a study of some causes of maladjustments. A child's physical development, intellectual development, home, and school may be contributing factors to social and emotional difficulties of six-year-old children.

Conclusions and recommendations will be given in Chapter IV. These recommendations will constitute a suggested program for social and emotional development of the six-year-old child.
CHAPTER II

SOME EMOTIONAL AND SOCIAL BEHAVIOR PATTERNS COMMON TO THE SIX-YEAR-OLD CHILD

This chapter will contain general data on the social and emotional development of the six-year-old child which should provide a better understanding of the child at the period when he enters first grade. It is the desire of every teacher to be able to understand each child with whom she comes in contact. Often one forgets, when dealing with the six-year-old, that the child is undergoing growth changes which bring about conflicting changes in his behavior. Because of this, he is forced to readjust to his "home-world." At the same time he has to adjust to the "school-world." The major task of the first-grade teacher is to give understanding guidance to each child as he enters this developmental stage.

The morale of the school beginner can so easily be undermined. The teacher who is capable of interpreting his difficulties as symptoms of a growth process is able to direct the child with skill, patience, love, and understanding. She does not displace his mother during the school hours, but she gives him a feeling of belonging and security in his new world outside the home.
All children pass through this important period of growth at different rates. Teachers must be aware of individual differences and make allowances for them. The types of home experiences they have had also help determine their patterns of adjustment.

When dealing with a child's growth and his difficulties in making adjustments to various situations and environments, it is found that his mental health cannot be studied as a separate entity. It is known that a child functions and reacts as a whole. All areas of his growth, whether physical, social, emotional, spiritual, or intellectual, are so closely interrelated that it is difficult to study one or two areas alone. In order to derive a better understanding of the child's social and emotional growth through this study, it seems necessary to know a little about his normal physical development.

The difficulty has been faced of having to determine the limits of this ever-growing field. Time and space will not permit any detailed analysis of all specific physical, emotional, and social developments and behavior patterns among the six-year-olds. They are too numerous and would require a lengthy and technical dissertation.

After defining some terms to be used in the presentation of this study, this chapter will give a brief review of the normal physical development of the six-year-old child. Then will follow the social and emotional characteristics that are common to six-year-olds.
Definition of Terms

It seems advisable to have an understanding of what the writer has in mind when using certain terms. A list of definitions follows:

... Mental hygiene is the attempt to reduce the prevalence of mental illness or emotional maladjustment by pointing the way to the development of habits conducive to good mental health. It is rather an attitude and a point of view that should influence everything the teacher does professionally. ¹

... Mental health is not a single, separate "area" on which we must now focus attention. It is the reflection of the total, all-around well-being of the individual. It results when all the various dimensions of living are growing and developing in interrelation. ²

Maladjustment. — A child is usually considered maladjusted who does not take his place satisfactorily in society or in the play or work group. W. Max Smith says:

... A child may be said to be maladjusted who refuses to play or work with his fellows, or who is irritablely over-active in both work and play; who appears indifferent to the good opinion of others or is over eager for it; who usurps the center of the stage or withdraws too far into the background; who progresses too far ahead of his classmates or falls too far behind them for his pace to be reconciled with theirs; who is constantly having difficulties caused by lying, stealing, or sex irregularities. ³

¹Harry N. Rivlin, Educating for Adjustment, pp. 1-2. The terms defined are not italicized in the original sources.

²Association for Supervision and Curriculum Development, Fostering Mental Health in Our Schools, 1950 Yearbook, pp. 11-12.

Developmental age is the level of development a child has reached regardless of his chronological age.⁴

A developmental task is a task which arises at or about a certain period in the life of the individual, successful achievement of which leads to his happiness and to success with later tasks, whereas failure leads to unhappiness in the individual, disapproval by society, and difficulty with later tasks. The developmental-task concept occupies middle ground between opposed theories of education: the theory of freedom—that the child will develop best if left as free as possible; and the theory of constraint—that the child must learn to become a worthy responsible adult through restraints imposed by his society. A developmental task is midway between an individual need and a social demand. It partakes of the nature of both.⁵

Precociousness means doing something at an earlier age than the average.⁶

The following definition of insight is worthy of consideration:

To see the relationships of cause and effect, to gain new understanding of the meaning which behavior symptoms have had, to understand the patterning of one's behavior—such learnings constitute insight.⁷

Emotional stability has been interpreted in the following manner:

The school cannot shelter the pupil from the emotional shocks he is later to encounter, but it can facilitate the development of a personality that will take life's inevitable distresses in stride. It is such an integrated personality that the psychiatrist has in mind when he speaks of emotional stability.⁸

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⁴Gertrude Driscoll, How to Study the Behavior of Children, p. 30.
⁵Robert J. Havighurst, Developmental Tasks and Education, p. 4.
⁶Association for Supervision and Curriculum Development, op. cit., p. 3.
⁸Rivlin, op. cit., p. 22.
The following definitions are quoted from Thorpe and others:

... Personality is not something separate and apart from ability and achievement but includes them; it refers rather to the manner and effectiveness with which the whole individual meets his personal and social problems, and indirectly the manner in which he impresses his fellows.

Self-Reliance. — A pupil may be said to be self-reliant when his actual actions indicate that he can do things independently of others, depend upon himself in various situations, and direct his own activities. The self-reliant boy or girl is also characteristically stable emotionally, and responsible in his behavior.

Withdrawing Tendencies. — The pupil who is said to withdraw is the one who substitutes the joys of a fantasy world for actual successes in real life. Such a child is characteristically sensitive, lonely, and given to self-concern. Normal adjustment is characterized by reasonable freedom from these tendencies.

Anti-social Tendencies. — A pupil would normally be regarded as anti-social when he is given to bullying, frequent quarreling, disobedience, and destructiveness of property. The anti-social child is the one who endeavors to get his satisfactions in ways that are damaging and unfair to others. Normal adjustment is characterized by reasonable freedom from these tendencies.

Nervous Symptoms. — A pupil who is classified as having nervous symptoms is the one who suffers from one or more of a variety of physical symptoms such as loss of appetite, frequent eye strain, inability to sleep, or a tendency to be chronically tired. Children of this kind may be exhibiting physical expressions of emotional conflicts.⁹

Normal Physical Development of the Six-year-old Child

A review of the physical growth characteristic of the six-year-old may reveal an understanding of some of his behavior patterns.

⁹Louis P. Thorpe et al., Manual of Directions, California Test of Personality, Primary Series.
In exploring the literature which deals with the development of the six-year-old child, it is found that, basically, all children are alike because they all pass through the same stages of growth and have the same basic needs. But, though they have developmental patterns in common, each child also has a "unique pattern of growth which is the essence of his individuality."10 There are children with very different backgrounds and personalities. Each one develops as his own rate and must be studied and guided as an individual.

According to studies made by some Oklahoma City first-grade teachers,11 the faculty of the University of Ohio,12 Olson,13 Mohr,14 Jenkins, Shacter, and Bauer,15 and Gesell and Ilg,16 this cycle of development depends much on the physical changes that are taking place. Also, they are in essential agreement on what these physical changes are.


12 Faculty of the University School, University of Ohio, How Children Develop, pp. 18-20.

13 Willard G. Olson, Child Development, pp. 22-89, 163-188.

14 Louise Mohr and a Group of Teachers, Winnetka Child Development Summary, Grade 1.

15 Gladys Jenkins, Helen Shacter, and William Bauer, These Are Your Children, pp. 39-61.

16 Gesell and Ilg, op. cit., pp. 80-130, 224-269.
This period is characterized by slow and uneven physical growth in contrast with the rapid growth of the earlier years. But the child continues to gain in both height and weight.

Driscoll agrees with the aforementioned authors that the small muscles are not well developed at the age of six. 17 This makes writing difficult for so many first-grade pupils. The larger muscles are more advanced. Motor co-ordination is difficult for some.

The children are interested in activities that involve the whole body rather than those that require small-muscle skills.

Activity is an outstanding trait of this period. Loud, noisy, boisterous, wild running; daring, adventurous games are preferred rather than those that have highly organized rules. On this factor there is agreement by Jersild, 18 Faegre and Anderson, 19 and Piaget, 20 also.

This is a period for rapid growth of the heart. The child tires very quickly. There is need for much rest. He sleeps about eleven hours.

He desires companionship of parents at bedtime, wants to look at books and be read to. Prayers have a quieting force and a soothing

17 Driscoll, op. cit., p. 32.
19 Marion L. Faegre and John E. Anderson, Child Care and Training, p. 34.
effect. Some six-year-olds are disturbed by toilet needs and bad dreams at night.

Faegre and Anderson inform us:

... By the age of six, sixty-nine per cent of the children have defects of the nose and throat; ninety per cent have defective teeth; one third have abscessed conditions in their mouths; and every fourth and fifth child does not have proper mastication surfaces.\(^{21}\)

The six-year-old is highly susceptible to colds, repeatedly contracts respiratory infections, and often has most of the contagious diseases.

Lee and Lee are in agreement with the previously mentioned authorities that vision is immature at age six. Most children at this stage of development are far-sighted and are not ready for the close work that is expected of them in reading and writing. Lee and Lee say:

... It is very likely that much of this may cause nearsightedness to develop. The eye does not reach its full weight until after the age of seven, and it is several years later that it reaches its full development. Twenty-four point type is the standard for the printing to be used in first-grade books, the lines should be short, and the space between the lines is also important.\(^{22}\)

There is a lack of eye-hand co-ordination when the child enters school. During the sixth year the child is losing his baby teeth and

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\(^{21}\)Faegre and Anderson, op. cit., p. 5.

\(^{22}\)J. Murray Lee and Dorris May Lee, The Child and His Curriculum, p. 27.
the permanent teeth are beginning to appear. Thus many physical changes are transpiring within the child's body.

Faegre and Anderson\textsuperscript{23} and Strang\textsuperscript{24} are in accord with the other authors that girls are developing more rapidly than boys at this age. This difference is often observed in this age group in their intellectual and social growth as well as in their physical development.

The six-year-old is good at starting things and poor at finishing them. He has more interest in using tools than in what he accomplishes with them.

Though, at six, the child is a poor eater at breakfast, he is likely to eat much between meals and to be hungry at bedtime. Allergy responses are high. There is much oral activity. At the table he spills his food, dawdles, swings his feet, and wriggles. A few children may be very fastidious, but that is unusual.

He takes time to play while dressing in the morning. He has fun flinging his clothes about the room. When he is in the house, he dislikes wearing shoes. A few six-year-olds begin to show an interest in combing their hair.

\textsuperscript{23}Faegre and Anderson, \textit{op. cit.}, p. 32.

\textsuperscript{24}Ruth Strang, \textit{An Introduction to Child Study}, p. 292.
Social and Emotional Characteristics of the Six-year-old Child

When a child of six enters the classroom, he brings with him many social and emotional characteristics that become assets instead of liabilities if guided in the right channels. "Educators cannot be seers; but they are duty bound to avail themselves of every possible resource available in the training of children." 25 A teacher cannot guide without understanding. She must be a student of child development.

Again Gesell, 26 Oklahoma City teachers, 27 Jenkins, Shacter, and Bauer, 28 Ohio University faculty, 29 and Mohr 30 are in agreement that the six-year-old children have things in common. This time their common pattern takes them through a difficult social and emotional transition period which brings heartaches to parents and teachers who do not understand children's developmental tasks.

The child at six seems to be less integrated than he was at the age of three. He is all set to go places, but he seems to be going backward.

27 Oklahoma City Public Schools, op. cit., p. 22.
29 Faculty of the University School, op. cit., pp. 20, 8, 27.
30 Mohr and others, op. cit., pp. 8-9.
. . . He is more like the two and a half year old child, who has not fully found either himself or his environment and is therefore in a two-way fluctuating equilibrium. The six-year-old likewise is in a bipolar phase, trying at one and the same time to find himself and to find out his new environment. Choice and reconciliation between the two poles create tensions and hesitations. He is solving new problems of development. This is the key to understanding some of his difficulties and instabilities at the threshold of his formal education. 31

This is the period when the child begins to establish some independence from adults. At the same time that he defies the adult he must have the assurance that the adult will always be there with wholehearted love and understanding. He likes to find Mother at home when he comes from school. He must be encouraged to discuss his difficulties with grown-ups. He enjoys family secrets. He loves to do things to surprise his parents, but his response to their personal demand is usually, "No."

Piaget studied a vast amount of interview materials from which she determined that the child, at six, has a rebellious attitude toward "something which interferes with his pleasure but he does not see the alternatives nor doubt the authority" of adults. 32 Real rejection of grown-up standards comes at a later period.

The child becomes ill at ease when he finds it necessary to respond to a friend's greetings. He may behave in an antisocial or in an


32 Piaget, op. cit., p. 319.
unsocial manner when there is company in the home, somewhat to the 
embarrassment and chagrin of other members of the family.

He both fears and admires his father more than his mother. He 
may demand every minute of his father's time while he is at home. He 
likes to see siblings scolded. He bosses them, hurts them, fights 
them, tattles about them, and wants them and other playmates to re-
ceive their just punishment and reward. He wants the punishment to 
be severe. He may be jealous of the sibling of whom he is most 
proud.

His social traits are contradictory. He is aggressive, yet sym-
pathetic; he fights, yet is co-operative; he is destructive and cruel, 
threatens, argues, domineers, blames, criticizes, alibis; but at times 
he acts angelic, companionable, and generous.

In the classroom each child becomes less individual as he becomes 
one of a group. The children will work and play together in small 
groups, but the groups do not remain permanent, stable, nor do they 
have any definite organization.

Buhler has brought together some data from studies made by 
Adelberg, Reiningeř, and Rombach in regard to group work and play.  

33 Ibid., pp. 195-248, 329.

The child must make new friends under new conditions and be accepted by little folks his own age.

... The place which a child receives in ranking in a group does not depend on his good or bad scholarship or upon special performances in any particular regard, but is obviously based on a kind of general impression of his personality as a whole. Intelligence and rather good scholarship form a part of this impression, but are not the decisive part.

Buhler continues, in the interpretation of her studies, by stating that a few friendships of two comrades begin to persist and groups begin to enlarge in size. There are no class leaders. The influence of the leaders of groups is not yet permanent. Reininger, with thirty teachers and psychologists, observed thirty first-grade children in Vienna for several weeks. The protective type of social behavior about which Reininger and Rombach agree has motherly attitudes, despotism, and dominance characteristics. It was found that when several children of this type lost their proteges—who were the shy, withdrawing, uncertain type who would cling to the self-assertive—each began to look around for another similar child for the sake of his or her own protectorate. This relationship was found to be a very definite type which recurs many times in all children's communities.

Buhler's study gives a relatively clear picture of the beloved or popular type child who becomes the center of a group. He is friendly, attractive, gentle, and not particularly eager to make friends. In
spite of his indifference and his inactivity within the group, all children seem to like him. His popularity is due to his personal grace.

The despot who dominates through force in the first and second years of life begins to be rejected in the kindergarten. He is no longer when he reaches the first grade.

While Buhler says that a playmate of the same sex is preferred, the Ohio University faculty and Gesell and Ilg found that play companions may be either sex.

Faegre and Anderson and Gesell and Ilg generally substantiate the findings that quarrels result in unsupervised play. Many of these little folks are too bossy with their playmates. There is much exclusion of a third child. Mud, sand, and water; tricycles, balls, hammers, clay, blocks, and dolls are favorite equipment.

The six-year-old child usually likes his teacher and is very eager to please her. He may even like discipline and be glad to conform to her wishes. When he arrives at school he looks for his teacher immediately and wants to be assured that she is there. He is in awe of her and her world is a wonderful riddle for him. At the same time,

36 Faculty of the University School, op. cit., p. 26.
37 Gesell and Ilg, op. cit., p. 357.
38 Faegre and Anderson, op. cit., p. 225.
39 Gesell and Ilg, op. cit., pp. 368, 121.
her word is his law. Frequently he brings things to school to her.

"Six" craves his teacher's attention. She must help him and praise him often during the day. The teacher may need to sit next to him and work closely with him for a period. Maybe he does not know when to ask for help. It thrills him to have his teacher talk to him and ask him about his work. The one thing he objects to is to have her laugh at him. Her love and understanding are necessities.  

Everything revolves around the six-year-old child. He wants to be loved more than anyone else, to be praised, to be first, and always to be the winner. At this age he is emotionally excitable.  

The boy may feel that his father is a rival for the mother's love. But at the same time he identifies himself completely with the father and wishes to be like him. This is referred to as "the oedipus situation" by Piaget. Buhler refers to Freud and his followers who maintained that "the whole later development of the individual is influenced by the early experiences in these relationships."  

Isaac says that the social ways of older children have their beginnings in early childhood.

\[ \text{\ldots Temper tantrums, defiance, stubbornness, idiosyncrasies about food that are likely to arise at any time are mainly the outcome of deep-seated conflict connected} \]

\[ \text{\cite{40} Ibid., pp. 88-130.} \]

\[ \text{\cite{41} Ibid.} \]

\[ \text{\cite{42} Piaget, op. cit., p. 288.} \]

\[ \text{\cite{43} Buhler, op. cit., p. 400.} \]
with family life. In minor degrees such difficulties are common and normal and the child will probably grow out of them with sensible handling; but where they are specially severe or prolonged, the help of a psychoanalyst should be sought. 44

Mohr 45 agrees with the Federal Security Agency 46 that masturbation and bed-wetting may probably continue through this period if the wrong attitude has been taken in dealing with these practices.

Development of the nervous system brings new impulses, feelings, and actions to the surface, as is shown in studies by Gesell and Ilg, 47 the faculty of the Ohio University, 48 and Mohr. 49 Conflicting trends of behavior are extremes such as crying and laughter, or saying, "I love you," and the next minute saying, "I hate you." In all outbursts it is usually the little things in life that light the fuse, such as stubbing a toe or getting a word wrong. The big things of life are usually handled with ease. There is much bravery about real injuries to the child himself. That the six-year-old is highly emotional will be shown through such characteristics as jealousy, bravery, destructiveness, boastfulness, silliness, sudden stubbornness, obstinacy, cruelty, tantrums,

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44 Susan Isaacs, Social Development in Young Children, p. 15.
45 Mohr, op. cit., p. 7.
48 Faculty of the University School, op. cit., pp. 21-24.
49 Mohr, op. cit., p. 9.
dreaminess, domineering, withdrawal, rebelliousness, aggressiveness, and many other emotional patterns.

Obstinacy is found to be more prevalent among the younger, less intelligent children of lower social status. This was found in studies made by Goodenough, Nelson, Rust, and Reynolds.

Wickman classifies types of maladjustment as follows:

I. Problems of extreme importance include unsocial, suspicious, unhappy, or depressed, resentful, fearful, cruel, bully, easily discouraged, overcritical of others, sensitive, domineering, sullen, stealing, shyness, and physical coward.

II. Problems of considerable importance: selfish, temper tantrums, dreamy, nervous, stubborn, unreliable, truancy, untruthful, and cheating.

III. Types of only slight importance: lack of interest in work, emesis, obscene talk, tattling, attracting attention, rude, quarrels, imaginative lying, inattention, slovenly in appearance, lazy, careless,


52 M. M. Rust, "The Effect of Resistance on Intelligence Scores of Young Children," Child Development Monographs, Number 6, 1931.

thoughtless, restless, masturbation, disobedient, tardy, inquisitive, destroys school materials, disorderly in class, profanity, and interrupting.  

In Wickman's study he found that teachers' reactions differed from these clinical judgments of mental hygienists about the seriousness of the same problems.

. . . These ratings were secured from thirty psychiatrists, psychologists, and psychiatric social workers who composed the entire clinical staff of two child guidance clinics, in Cleveland and Philadelphia, and the Department of Child Guidance in the Newark Public Schools.  

Whether or not teachers and mental hygienists agree on which types of behavior problems are the most serious, the most important thing seems to be that the teacher must be alert in her observations of her own pupils. It has been pointed out that the sixth year of a child's life is a trying transitional period. Many of these listed difficulties may be observed within every first-grade classroom. Each child must be understood and his needs must be met in a constructive way. The classroom can become a laboratory for further research. The emotional stability of the teacher will help her in treating each child with respect and understanding through this unique cycle of his development that may become so difficult for him, so that he may successfully outgrow any disturbing conflicts.

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54 E. K. Wickman, Teachers and Behavior Problems, pp. 15-16.
55 Ibid., p. 12.
In this chapter, some terms to be used in the discussion were defined. The writer has tried to give a general picture of the six-year-old child, physically, socially, and emotionally, as he enters into this stage of transition. When a teacher knows that the pupil's developmental tasks can lead to frustration and confusion if he is misunderstood, it should help her realize the importance of being a guide in a democratic group rather than an authoritarian in a traditional classroom.
CHAPTER III

SOME CAUSES OF EMOTIONAL AND SOCIAL DIFFICULTIES COMMON TO THE SIX-YEAR-OLD CHILD

This chapter will be devoted to some probable causes of maladjustments that may make acceptable social and emotional development difficult during this transitional period. The difficulties that originate because of some physical disturbances, those that are brought about because of home conditions, and those for which the school must assume responsibility will be discussed.

Physical Causes

Symptoms warn parents when their child is physically sick. The parents do not treat the symptoms but take the child to a doctor who is qualified to diagnose the ailment and treat the cause. The same procedure is the sensible one to follow when a child is emotionally disturbed. Frequently the teacher has to try to be the diagnostician. This is a tremendous responsibility.

The following list of symptoms of an unsocial child may help the teacher discover any seriously maladjusted pupils in her classroom:
1. Seems shy, timid, and self-conscious.
2. Exhibits no feelings of self-confidence, is easily embarrassed, and becomes "emotionally upset" whenever he takes part in class discussions.
3. Actions seem to be controlled by feelings of inferiority and fear of failure.
4. Seems unhappy and crushed by feelings of anxiety and worry, manifests no enthusiasms.
5. Finds no pleasure in group contacts, withdraws and never participates voluntarily in group activities.
6. Is docile and conforms, so as to protect himself from the displeasure of the group.
7. Is a chronic day-dreamer.
8. Is usually alone and seems to have no close friends.
9. Exhibits exaggerated feelings of superiority and holds himself aloof from all social contacts.
10. Concentrates all his attention upon one pupil and seeks to possess him, is uninterested in the other members of the class. ¹

The same author classifies children as being anti-social if they show any of these symptoms:

1. Self-centered, always tries to be first, seeks to bully and dominate the other children.
2. Insensitive to the rights and feelings of others, derives satisfaction from hurting others.
3. Exhibits no feelings of friendliness or good will toward his classmates.
4. Is unable to work or play with his associates without friction.
5. Exhibits a violent temper whenever his desires are not met.
6. Exhibits no feeling of group consciousness and assumes no responsibility for the welfare of the group.
7. Wears a perpetual scowl, carries a "chip on his shoulder."²
8. Exhibits an insolent and rebellious attitude toward all rules and regulations, is a chronic disturber of favorable working conditions in the classroom.
9. Actions seem to be motivated by feelings of revenge and of "getting even."²

¹ Arthur D. Hollingshead, Guidance in Democratic Living, pp. 174-175.
² Ibid.
This broad classification of symptoms may be generally useful. It must be understood that each level of development has specific problems to be dealt with. Some types of behavior which are considered undesirable may be merely natural behavior for six-year-old children at their particular developmental stage. It is definitely undesirable for the home, the school, or the environment to impose standards of conduct upon the six-year-old child which are based on adult requirements. When undue pressure is put on one side of the child, he will "pop out" on the other. A child may suffer from a number of the above-mentioned symptoms at the same time.

When there is harmony between internal needs and the social availability of the means for their satisfaction, the child will be secure and there may be few or no manifestations of unsocial or antisocial symptoms. By contrast, the frustrated, insecure child will have many unpleasant emotions, such as fear, anger, jealousy, and suspicion. In him, the responses to disturbances are likely to be much more intense than in the secure child.

Behavior-problem children come from every type of home and environment. There is no "typical" behavior-problem child. There is no physical, mental, or emotional characteristic in which they are all identical, and the environments from which they come resemble those of normal children. ³

³Harry N. Rivlin, Educating for Adjustment, p. 98.
The children with problems do have one thing in common—they have difficulties in adjusting to their environments.

There are more maladjusted boys than girls. All mental levels are represented, but there is a larger number in the lower half of the bracket. A greater number of maladjusted children have physical defects than excellent health. There also seems to be a larger number from less desirable social environments. Their homes are more undesirable, and there may be more poverty among them.

Only the total picture can reveal whether the individual is a child with a problem or whether his behavior is normal for his stage of development.

... When the child's behavior patterns reveal such maladjustment that we question the possibility of his adapting himself to the present or to his adult environment, then he is considered a problem youngster. Whether or not he is a problem child depends therefore on the total picture he presents, not on any single characteristic.  

... Psychologists approach a given behavior-problem child humbly, without knowing in advance what forces have influenced the child's development. Instead of searching for evidence related to a single cause—for example, looking solely for possible sex frustrations—they make a thorough investigation of all relevant factors.  

T. L. Torgerson, in *The Diagnosis and Treatment of Pupil Maladjustment*, has prepared an inventory which is very comprehensive and easily interpreted. His Adjustment Inventory has been reproduced,

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4*ibid.*, p. 99.  
in table form, by Lee and Lee, who explain:

... This chart provides for a rating on the ten types of behavior listed. This rating furnishes the teacher with a means of identifying the pupils who are maladjusted and in need of further attention. These behaviors rated by the teacher are only symptoms of maladjustment. The next step is to try to determine the cause. ⁶

The problem child presents a challenge to the real teacher. She must use all her background, skill, and understanding to discover and then remove the fundamental causes of the child's difficulty. Causes are so numerous that they at times become baffling. Torgerson's Pupil Adjustment Inventory may be helpful at this point. It is reproduced, beginning on the following page.

There is no single controlling cause of maladjustment. There are predisposing factors as well as precipitating incidents. This fact is illustrated in the following excerpt:

... Problem behavior can be understood only as the interaction of forces within the individual and those coming from his environment, resulting in an inability to withstand a serious shock or prolonged strain. Among the factors most frequently found to be conducive to maladjustment among school children are: poverty, undesirable home conditions, mental or physical inferiority, poor habits of eating and sleeping, improper recreational outlets, bad companions, habits of substituting imaginary solutions of difficulties for attempts at overcoming them, a feeling of unworthiness, a feeling of insecurity, conflicting desires or ambitions, and constant thwarting of wishes. None of these factors can be considered the sole and irreducible cause of maladjustment, for one asks why the youngster feels insecure

## Torgerson's Pupil Adjustment Inventory

<table>
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<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>Friendly; makes friends easily</td>
<td>I. Social Attitude</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Has very few friends</td>
<td>Unfriendly; no intimate friends</td>
<td>Shunned by others</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>II. Emotional Control</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Well-poised</td>
<td>Easily irritated</td>
<td>Frequent emotional outbursts</td>
<td>Fearful; depressed</td>
</tr>
<tr>
<td>4</td>
<td>III. Nervousness</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Calm and self-controlled</td>
<td>Uneasy; bites fingernails,</td>
<td>Stammers; nervous, hyperactive</td>
<td>Afflicted with nervous disease</td>
</tr>
<tr>
<td>6</td>
<td>Responsive and alert in school</td>
<td>Occasionally preoccupied</td>
<td>Frequently stares into space</td>
<td>Withdraws to a world of fantasy</td>
</tr>
<tr>
<td>7</td>
<td>Performs obligations willingly</td>
<td>Usually performs obligations</td>
<td>Avoids obligations or unwillingly performs them</td>
<td>Constantly ignores obligations</td>
</tr>
<tr>
<td>8</td>
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<td>1</td>
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<tr>
<td>Spontaneous interest in work</td>
<td>VI. Interest</td>
<td>Interested only in academic work</td>
<td>Slight interest in any subject or school activity</td>
<td></td>
</tr>
<tr>
<td>Industrious; works for joy of it</td>
<td>VII. Laziness</td>
<td>Works because he must</td>
<td>Refuses to work</td>
<td></td>
</tr>
<tr>
<td>Happy; contented, pleasant disposition</td>
<td>VIII. Happiness</td>
<td>Becomes unhappy over trivial things</td>
<td>Moody</td>
<td>Morose</td>
</tr>
<tr>
<td>Well-behaved</td>
<td>IX. Conduct</td>
<td>Frequently annoys other pupils</td>
<td>Impudent; quarrelsome; domineering</td>
<td>Cruel; bullies other pupils</td>
</tr>
<tr>
<td>Passing in all subjects</td>
<td>X. Success in School</td>
<td>Failing in one subject</td>
<td>Failing in two subjects</td>
<td>Failing in most subjects</td>
</tr>
</tbody>
</table>

*Reproduced from Lee and Lee, op. cit., p. 606.*
or unworthy. However, it is such traits and forces as these that reduce his emotional stability and lessen his ability to stand additional shocks or strains.⁷

Buhler published a study based on the scientific studies of many authors. Buhler concludes that adjustment troubles such as antisocial attitudes, isolation, and resistance may be caused by the child's personality, the particular social situation, or the developmental stage of the child.

... The problem child may show in greatly exaggerated form those modes of social behavior which also occur with normal children in less exaggerated forms. Or the problem child may show definite deviations from the normal social habits. Such exaggerations occur (1) under abnormal constitutional conditions, (2) in such situations which require a special or new adaptation, (3) in those developmental metamorphoses which seem to disequilibrate the organism and during which even the normal child has to pass through certain difficulties.⁸

Rogers found that a child will be influenced by attitudes and actions of companion groups."⁹ He also reports some studies of behavior difficulties of children conducted by Myerson and Stockard. They, together with Gesell,¹⁰ Carroll,¹¹ and Stagner,¹² concede that behavior

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⁷Rivlin, op. cit., p. 103.


¹¹Herbert A. Carroll, Mental Hygiene, pp. 30, 55, 81, 97-99.

¹²Ross Stagner, Psychology of Personality, p. 153.
patterns may be based upon a number of causes. The following conclusions may be drawn:

Inheritance helps determine some of the child's behavior. His individuality may be the product of many inherited factors. His size and physical constitution may influence his ability to adjust to groups and also may be a determining factor in what the parents may expect of him.

The child's intellectual abilities influence his behavior. There is a positive correlation between borderline intelligence, honesty, and cooperation. Unstable neurotic behavior has a tendency to reappear.

The nervous system provides the machinery for mental activity. It is the primary physical basis for human behavior. The extent to which an individual adjusts to his environment is dependent to a considerable degree upon how well his nervous system is functioning. If his nervous system is impaired, the defect will manifest itself in his behavior. ¹³

Certain deviations from normal behavior, listlessness and docility, may originate because of organic influences such as glandular maladjustments and heart conditions. The general physiological status may be an element that accounts for some of the child’s behavior. Irritability and apathy from malnourishment are not unusual. A feeling of inadequacy and inferiority if often prevalent if one is deformed. Infantilization and increased desire for attention are indirect effects of illness.

The environmental condition looms big in its effect on the child. In the home the child's parents are his first teachers. Then every person with whom he comes in contact becomes his teacher and leaves an impression on him. The family heads the list in molding the child's behavior. The parents' attitudes toward birth, growth, and development; the degree of secure affection; parental rejection; and sibling rivalry are all associated with behavior. They help determine the extent to which problems of children can be corrected or solved.

Hollingsworth found that the social role which one plays depends on the situation as well as on the individual. In the study of a group of gifted children it was observed that the needs of the children were a determining factor in deciding who should be their leader. Temperament, intelligence, and character do not always play the decisive role in social behavior. In one group a boy did not stand out at all. He was a lonely child. Intellectually he was much farther advanced than the rest of the group. When he was placed in another class, he immediately became a leader. Hollingsworth concluded that the leader is likely to be more intelligent but that there usually is not much difference between his intellect and that of the average of the group which he leads.

Nina Ridenour is in agreement with Hollingsworth when she points out that a search for causes of misbehavior "leads directly to an analysis of needs." Needs that are not being satisfied might be found in this list which she has formulated:

... love, affection, acceptance, response; companions his own age, opportunity to explore, to "find out," to have new experience; permission to get dirty, to make noise, to express hostility; freedom from overstimulation and from adult anxieties; the privilege of being cared for by understanding adults and of being allowed to grow at his own pace. 15

There are other needs that may be of great importance. They are conditions conducive to sufficient rest, good nourishment, and freedom from physical health handicaps. 16

Maladjustments may lead to delinquency and criminal behavior, the roots of which

... are to be found in the setting of the home and the experience of the child in very early life. The wrong psychological handling of children and the lack of knowledge on the part of the parents of the fundamentals of child development are basic causal factors in the delinquency of youth. 17

Mary Alice Kendrick generally substantiates these findings. 18

Ryan blames not only the parents but also other adults for the increase

15 Nina Ridenour, *Keystone in Psychological Thinking about Young Children*, p. 5.


in crime and immorality among teen-agers. He says that crime has been made the number-one entertainment attraction through radio, comic books, and motion pictures.

. . . Murder and divorce become entertaining, and sex immorality becomes the latest parlor game for the social elite. And the actors, remember, are adult men and women, chosen because of their skill in soliciting admiration from the public. 19

Miriam Van Waters accuses parents whose homes are not of the character in which children should be raised of guilt in the "criminal tendency or action" of youth. Blake gives this summary of a talk by Miriam Van Waters:

. . . A parent will be legally adjudged cruel if he chains a child up in the cellar, or leaves bruises on the flesh, but we lack the imagination to be shocked at treatment which slowly undermines the child's mental health. We have legal precedent for believing that it is only a question of time before the parents' psychological handling of their child will be subjected to the scrutiny of the state. Some may think this is going too far. It must be admitted, however, that many parents are incapable of child training and that many homes are not of a character in which children should be bred. It is not the underprivileged home always nor alone that comes under this indictment. But it is always the child and the state that have to suffer the consequences: consequences resulting in physical handicap, emotional instability, unsocial attitudes, little respect for constituted authority, any one of which may, and all too often does, result in criminal tendency or action. 20


Effects of Physical Conditions

Medical care to prevent disease and promote health is as important as curing the sick. Good health and good health habits are an asset to every child who enters school. Good physical health helps keep and promote good mental health.

"John Dewey said: 'If we have reverence for childhood our first specific rule is to make sure of a healthy bodily development.'"21

Faegre and Anderson's excerpt enables one to realize the prevalence of physical conditions that may lack attention and thus add to the difficulty of a six-year-old child in his process of growth:

... By the age of six, sixty-nine percent of the children have defects of the nose and throat; ninety percent have defective teeth; one third have abscessed conditions in their mouths, and every fourth and fifth child does not have proper mastication surfaces.22

Turner and McHose inform us that diseased tonsils, adenoids, and dental defects interfere with normal physical development.23

Faegre and Anderson add that digestive disturbances which may accompany these deficiencies may, in turn, lead to malnutrition.24

21Ruth Strang and Dean F. Smiley, The Role of the Teacher in Health Education, p. 194.

22Marion L. Faegre and John E. Anderson, Child Care and Training, p. 5.


24Faegre and Anderson, op. cit., p. 38.
Robinson's studies we learn that infections, malnutrition, and endocrine disturbances may possibly lead to reading failure. However, her studies revealed no conclusive evidence.

The study conducted by the faculty of the Ohio University School reveals that nutritional problems may be due to the anxiety of parents over the child's eating habits, tension in the family circle, and hurried meals. In many homes hurried and tense meals seem to be necessitated by the need for parents to get to work on time, children getting to school on time, and children's desire to get out to play.

Fatigue may cause malnutrition which, in turn, lessens the child's resistance to disease and slows up his growth and development.

Prescott asserts that fatigue, accompanied by irritability, inattention, vomiting, and headache may result from eye-strain due to far-sightedness. Eye focus and eye-hand co-ordination are incomplete at the six-year level. All possible precautions are necessary to prevent eye-strain or nervous reactions. Frequent fits of temper, irritability concerning school work, and restlessness result from improper care of the eyes.

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Witty and Kopel have interpreted a number of studies and have concluded that the range of vision and reading rate have little or no relationship. For this reason the writer believes that the teacher needs to be particularly alert. If she judges by achievement only, the child's immature eyes may be seriously strained. Defective hearing may cause a child to be listless, inattentive, sensitive, suspicious, or have a speech difficulty.

Effects of the Home Environment

Learning why children behave as they do and helping them grow in the right way have not, as yet, been reduced to any magic formula.

Personality and character are developed in an environment, both in and out of school, in which respect for other personalities operates through learning situations.

Jersild says:

. . . Every experience to which a child responds is a feature of the school life. His first teachers are his parents and they are the most influential. Through what they do, the care they provide, the instruction they supply, and the examples they set, they establish personality, character, and temperament when they help him develop habits, skills, attitudes, and modes of behavior.

The child, when he reaches the age when school people first deal with him, is in some respects a postgraduate, in others a freshman, in the university of life.

30 Paul Witty and David Kopel, Reading and the Educative Process, pp. 173-177, 206-213.

31 Ibid., p. 48; also, Gertrude Hildreth, Readiness for School Beginners, p. 59.
A child's emotional well-being is crucial to his happiness; it determines his moral conduct; and it determines his behavior as a citizen. Psychological misfits are so often caused by circumstances in control of human hands. It requires scientific study and human engineering to prevent dislocations. 32

In a pamphlet concerning planned parenthood appears the following commentary on the home:

Ever since Freud set forth his theory of the vital significance of the first few years of life, the relation of parent and child has been accepted as one of the fundamental determinants of personality traits, and this has been confirmed by cumulative evidence in child guidance and other mental hygiene clinics throughout the world. 33

In the following passages Turner and McHose stress the importance of the family in its influence on the child. By emphasizing, in positive form, the desirable qualities and attitudes learned by a child in a happy home environment, these authors infer that the opposite conditions and behavior manifestations within the family will produce maladjusted children.

The family is a social unit. Understanding and cooperation are the basis of their contentment and happiness.

Mental, social, and emotional factors combined with the physical make a home. The relationships within the family as a social unit provide for the adequate satisfaction of security, experience, recognition, and response.

The family is the world's greatest educational institution, for within the family the child gains his first impressions.

32 Arthur T. Jersild, Child Development and the Curriculum, pp. 4-5.

33 Harvie De J. Coghill, Emotional Maladjustments from Unplanned Parenthood, bulletin of Planned Parenthood League of America, p. 3.
of human behavior. Feelings of security and assurance of affection bring him happiness and serve to give him a happy attitude toward life. He learns to make the necessary adjustments to the wishes of others—-to recognize and respect the rights of others. Individual selfishness gives way to group interest. Through participation in the undertakings and recreational activities of the family and through his daily contact with the varied interests and exchange of ideas, his character, personality, and behavior patterns are developed. Through joint planning, parents will arrange the environment to permit situations which will foster character growth along with normal physical growth. Adequate income and wise planning help the family to live within their budget. This reduces worry and emotional strain within the home.

Within a happy family there grows up a family feeling, "a belongingness," and a family pride. Family standards are set, and the child develops a sense of responsibility for living up to these standards. He avoids doing things which might lower them. He learns also to take his part in the family council and to subordinate his own personal interests to the welfare of the family group when necessary.

Courtesy and consideration within the family and in outside relationships add pleasure to daily living. They give one confidence through the realization that his relationships with others are correct. A person adjusted to his family will find little difficulty in adjusting harmoniously to a larger social pattern outside the home.  

Then Turner and McHose continue:

On the other hand, one who grows up without affection and security in the home tends to be ill-adjusted, likely to "carry a chip on his shoulder," and is far more likely to behave without control and restraint. His own future happiness and home-making will suffer for the lack of maturity.

The Children's Bureau of the Federal Security Agency, has conducted numerous studies which have supported Turner and McHose

34 Turner and McHose, op. cit., pp. 204-206.  
35 Ibid., p. 207.  
in placing their main emphasis upon the relationships involved in living

together in the family. A few of the innumerable authors and investiga-
gators who have concluded that such emphasis is highly signif-
ificant are Dorothy Baruch, Lawrence Frank, Faegre and Anderson, Foster
and Anderson, Driscoll, Spock, Baker and Traphagen, Symonds, Zachry,
and Hymes. Their studies reveal an accurate picture of
the forces at work that may or may not undermine the child’s well-being.

37 Dorothy Baruch, "What We Do Now Affects Him Later," Understanding Young Children, pp. 1-51.


40 Josephine Foster and J. E. Anderson, The Young Child and His Parents.


43 Harry J. Baker and Virginia Traphagen, The Diagnosis and Treatment of Behavior-Problem Children, p. 260.


46 James L. Hymes, Being a Good Parent, pp. 1-52.
The attitudes and personalities of the parents and the way they feel about their children, as well as the parents’ emotional maturity, will be factors in determining the child’s healthy development. During the first six years of a child’s life he is forming habits of contentment or unhappiness, depending upon the understanding and co-operation with which he becomes accustomed in his own home. The child’s safety and security will enable him to develop traits of emotional stability, courageousness, independence, and self-reliance, all of which are necessary to live a happy, useful life.

These authorities lament the fact that too often household arrangements have been made to suit the adults, only. The strain and clumsiness that result to a little child from such a setup will irritate the adult, which in turn will harm the child.

Hymes\(^{47}\) joins Baruch\(^{48}\) and Frank\(^{49}\) in insisting that babies need an abundance of cuddling and loving. Without being surrounded by these emotional qualities, the babies may become timid children who are unwilling to face new situations. Or, in order to cover up their insecurity, they may become cross, over-demanding, over-aggressive, and over-bearing.

\(^{47}\) Ibid.

\(^{48}\) Baruch, op. cit., pp. 1-51.

\(^{49}\) Frank, op. cit.
These authors emphasize repeatedly what devastating results may come from the insecurity of a baby. The most secure children are those who were breast-fed babies, or else bottle-fed babies who were held securely and cuddled by the mother during feeding time. If the feeding time is not cut short or placed on a rigid time schedule, the baby may not feel the need of sucking his thumb. His future attitude toward the world will have a good chance of being outgoing, generous, and trusting. On the other hand, without this feeling of security, by the time the child enters school, he will probably have developed attitudes of resentfulness, niggardliness, over-aggressiveness, crossness, or shyness and timidity.

These authorities also emphasize that during weaning and toilet training, the important thing for the child is the attitude and emotional tone of the parent. A feeling of shame or self-consciousness, if the mother is not understanding or sympathetic, will lead to nervous habits, inferiority complexes, or a feeling that the "world is against me."

They point out the importance of the mother's attitude at all times. Whether or not she shames a child for crying when he is hurt, will help determine how much that child will continue confiding in her.

Rather than punish the baby who is inquisitive and gets into things, parents are advised to show him how to touch in order to prevent a feeling of inferiority and a feeling of guilt about being observing.
It would also be helpful to put things away from the baby's reach, unless it is necessary to have them in the place where they must be closely watched while the baby is near.

Some mothers are alarmed because their babies such their thumbs. Spock informs us that in Levy's studies evidence was collected that a "baby sucks his thumb because he has not gotten enough satisfaction from the breast or bottle." If the baby has few nursings, or if the hole in the nipple is too big, his sucking-craving has not been satisfied. Longer and more nursing periods or new nipples with smaller openings may insure complete sucking satisfaction. As the child grows older, thumb-sucking may be a result of insecurity, and of unhappiness. Struggling with him when he wants to suck may prolong the habit and he may become resentful. If he does not stop of his own accord and children laugh at him, a specialist may be consulted.

Spock stresses that the most important factors about the baby's toilet training are "how the mother goes about it and how the baby feels about it during the second year." Obstinacy, hostility, and insecurity resulting from the mother's attitude may distort the child's personality.

50 Spock, op. cit., pp. 5-8.
52 Spock, op. cit., pp. 8-20.
He also warns that jealousy may be caused by the arrival of a new baby in the home. This jealousy may take different forms. The child may be cruel to the baby, regress to infantile behavior, wet the bed, suck his thumb, cling to his mother, or turn his resentment against his mother.

In Sewall's study of jealousy in seventy children, ages one through six, he found that each had a younger brother or sister. Their jealousy was exhibited through bodily attacking the baby, ignoring him, denying his existence, refusal to eat, destructiveness, impudence, or negativism. These forms of behavior appeared after the birth of the sibling. Telling them beforehand that they were soon to have a little brother or sister had not helped.  

Foster says that jealousy is not an isolated or independent personality trait; but that it is frequently entangled with other symptoms of emotional maladjustment such as selfishness, a special attachment to one parent, and neurotic fears; sleep disturbances, enuresis, nail-biting, thumb-sucking, excessive demands for attention, destructiveness, or hyperactivity.

Sewell made two studies in sibling rivalry. He found that the relationship that exists between the parents and the child will determine


54 S. Foster, "A Study of the Personality Make-up and Social Setting of Fifty Jealous Children," Mental Hygiene, XI (1927), 53-77.
whether the child will be jealous of the new baby, even if he knows of its arrival before the baby's birth. Jealousy may be a result of callers gushing over the new baby and failing to be attentive to the older child.  

Sewell also found that jealous attitudes in children are influenced by competitive attitudes in parents. If a parent wants a child to excel in school work but the child lacks the ability to do as well as his older brother or sister, the unfavorable comparisons lead to jealousy. If the parents show more affection, enthusiasm, sympathy, and admiration to one child than to the other, jealousy may result.

Jersild stresses the fact that jealousy applies to a chronic or lingering condition of resentment rather than to a fleeting outburst. It depends chiefly upon the nature of the child's environment and training. It may arise because of interference with his activities, competition for affection and attention of parents, efforts to attain a variety of goals, school promotion, recognition, reputation which he wants exclusively for himself, or the success of another which may mean defeat for himself.

Misbehavior may be caused by broken homes. Probably the parents were not understood during their childhood years. Because of


their maladjustments, their children must now reap the consequences. Without firm guidance a child cannot become self-disciplining, a trait which is necessary for a happy home. Defiance, rebelliousness, disobedience, impudence, bitterness, unhappiness, resentment, lying, stealing, violent outbursts of anger, or shyness, nervousness, and withdrawal tendencies may be the child's exterior expression of the inner turbulent emotions caused by a broken home. 57

Mental hygienists refer to withdrawal tendencies as being serious and deep-seated. Their elimination requires more than an attack upon the frustrating forces. Driscoll 58 and Wickman 59 both present this fact. Rogers says that the withdrawing child is solitary, shy, fearful, friendless, shrinks from group play, and is likely to concentrate on academic work. 60

In a study by Stagner, it was found that Symonds, Bonney, and Newell agreed generally that parents' excessive over-protection prevents normal development of the child. 61 The child may manifest shyness, emotional immaturity, and withdrawal from difficult situations. Such manifestations are likely to prevent development of self-reliance

57 Jenkins, Shacter, and Bauer, *These Are Your Children*, pp. 77-79.

58 Driscoll, op. cit., pp. 54-55.

59 Wickman, op. cit., p. 18.

60 Rogers, op. cit., p. 240.

and independence of thought and action. Because the child is not
 guided in developing self-confidence, he is likely to lean on adults or
 playmates for advice and control. Rogers, too, is of this opinion. 62

 Wickman adds that the over-protected child may cling to infantile
 habits, shun competition with others, may daydream, and be excep-
 tionally studious. 63

 In a study of fears and anxiety, it was found that they cause a
 variety of behaviors.

 . . . The child is dependent on the adult for his very exist-
 ence. He will be cared for, he can survive, only if love is
 there. Biologically, loss of love can mean loss of life.
 Psychologically, fear of loss of love is the basis of anxiety
 which in turn is the root of all neurosis. Therefore, in or-
 der to thrive the child must have love. If parents have love,
 they will give it, and many of their other mistakes will be
 cancelled. Love is an emotion, not an intellectual process.
 If they do not have it they cannot give it. To exhort them
 only increases their guilt and results in further confusion
 for the child. Some parents do not love their children at all
 and some love them incompletely or inconsistently.

 Parents rarely expect unreasonable things of children
 in physical achievement. They do not chide the month-old
 baby because he cannot sit up, or punish the six-month-old
 because he does not run and jump, or shame the two-year-
 old because he cannot play the piano. And yet, they expect
 things just as unreasonable as these in other behavior. They
 expect conformity and consistency. They expect young chil-
 dren to be quiet and polite, and clean and considerate, and
 not to show their feelings, especially their hostile feelings.

 The pediatrician can try to reassure the overanxious
 mother, relax the rigid mother, and impress the too casual

 62 Rogers, op. cit., p. 243.

or negligent mother. Unless the mother is too neurotic to accept his guidance, he will convey the idea of letting the child grow at his own rate. 64

Parents are the chief cause of frustration and frustration leads to hostility. Parents must understand that it is normal for a child to be hostile at times. They should know how to give constructive counsel to the aggressive child. They might say, "I know you feel like hurting Jimmy, but I shall not let you do it. I would not let him hurt you." 65 The child must learn what he "must not do." Discipline, not less firm but more kind, is necessary.

Effects of the School Environment

Leaving home for his first experience in a classroom is a stirring adventure for the six-year-old child. He is undoubtedly eager to learn. He may be bubbling over with enthusiasm. On the other hand, his signs of eagerness may be hidden. In the home, his many questions may have been ignored; his many venturesome activities may have been scoffed at so that all signs of eagerness and interest have disappeared. Parents often curb developmental growth by their desire to have their child well behaved, according to adult standards.

His first day in school should be a happy experience, one that should make a good impression on the child.

64 Nina Ridenour, Keystones in Psychological Thinking about Young Children, pp. 9-11.

65 Ibid., pp. 8-9.
The student of child development knows how important it is for the home, the school, and the community to meet the physical and psychological needs of children.

A child will feel more at ease if he is welcomed into an interesting and attractive room that has some equipment similar to things with which he is already familiar in his home and Sunday school. New things will be introduced gradually to give the children a sense of growth.

Many classrooms are handicapped because of "screwed-down desks." A child learns more readily through activity than he does by being a passive listener. The furniture must fit the children's needs.

One of the most comprehensive studies of classroom equipment is that conducted by Harmon and entitled The Co-ordinated Classroom. The Texas State Department of Health sponsored this study. The inventory data collected showed that at least 52 per cent of 160,000 elementary school children were leaving the schools with an average of 1.8 observable preventable defects per child. Analysis of the data seemed to indicate that improper seating, improper lighting, and improper placement of working materials were contributing factors to the causes or severity of the defects. Functional visual difficulties, postural defects, and other health problems were the defects observed.

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The following quotations may help the reader to realize the importance of proper classroom equipment:

The organic child has just so much energy to expend. This energy must go towards satisfying his basic needs in staying alive; converting his food into usable chemical forms; protecting him against infection and other disease threats; growing; and furnishing the energy for all the activities and adjustments demanded by his environment. Only a limited amount of his energies is really free for activity. When environmental demands exceed the energy free and available for meeting them, the environmental demand is met by depriving some other vital need of its energy. Growth suffers first in most cases. Continued stresses induced by poorly designed furniture, by poor distribution of light, or by visual performance demands inconsistent with basic visual performance patterns, might readily use energy needed for growth, for body functions, for protection against infection, or for overcoming other adverse factors in a child’s total surroundings.

Bodily growth is inherently a balanced process. But a study of growth shows that its centers, at any given time, are always at the center of the greatest bodily activity. In other words, the child's body, or bodily systems, tend to grow along the lines of stress induced by various activities, in order to reduce those stresses. If the environment sets up centers or lines of stress not fitting the alignment of inherent and normal growth forms, the result is structural warping. As the child continues to grow and function in such surroundings, the final result is asymmetrical or unbalanced body structures, deviating performances, or physical or psychological lesions and disabilities. 67

The Becker school in Austin, Texas, was selected as one of the experimental centers during the fall of 1942. The 396 children enrolled in Becker were given, through special arrangement with the administration, thorough pediatrics examinations and nutritional appraisals, and visual, psychological, achievement, and other tests in November, 1942, immediately prior to making any classroom changes. 68

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67 Ibid., p. 19.
68 Ibid., p. 25.
In May, 1943, six months after the rooms had been re-decorated, the daylight controls installed, and the seating re-arranged, the children were again given the medical and nutritional examinations, and the visual, psychological, and education tests. At this time only 18.6% of those examined in November showed visual difficulties, a reduction of 65.0% in the visual problems found in the tests given to those same children six months previously. In addition, the nutrition problems had dropped 47.8%, and the signs of chronic infection had been reduced 43.3 per cent. 69

In addition to the improvements mentioned in the study, it was found that the achievement growth of those children was far superior to that of the children in the control school. 70

It seems as though the schools are taking one big step forward when it becomes apparent that efforts are being made to consider the physical needs of the child and adapting the building and equipment to his needs.

At the age of six some children are afraid to come to school, some are unhappy at their work and play in groups. Some little folks are anti-social and others are unsocial. The homes and environment have directly or indirectly made it difficult for those children to live wholesome lives. Now the schools take over for a few hours daily and the child is influenced by his new environment.

Ojemann and Wilkinson believe in preventing maladjustments. They say:

In the area of personality growth, the present tendency in school is to wait until some "maladjustment" or "behavior problem" appears. Then, but usually not before, personality growth becomes a matter of concern. And it is the "problem child" who becomes the center of emphasis. This tendency to wait until the child gets into difficulty before giving attention to personality growth appears analogous to waiting until the pupil has failed on the final examination before giving consideration to his growth in knowledge. Neither course of action is logical. If the classroom teacher had at hand information about the salient aspects of the child's personality and were trained to follow the developments of personality in its several aspects just as she follows the course of growth in reading, spelling, history, it may be possible that she could detect the beginnings of behavior problems and redirect development long before the difficulties become serious. Thinking only in terms of problem children is not adequate for effective guidance. 71

The school must not ignore the problems that the child brings with him from his home. A child's well-being at present and in the future will depend upon the type of guidance he can get from his teachers in co-operation with his parents and the community.

Mental hygiene especially emphasizes the fact that the normal human personality is an integrated whole, reacting to the various situations in life. It can be preserved and developed by closely co-ordinated activities. Health means more than the circulation of blood or the development of muscle. It means adjustment of the emotional life to the tasks we have to perform. It means a happy wholesome attitude

toward life in general. In the classroom mental hygiene means a well-adjusted teacher and child.

Lee and Lee stress the importance of the teacher’s acquiring a mental-hygienist viewpoint of discipline in the classroom, saying:

This problem may be best understood by an allegory. A little stream is following a certain course. If the farmer who owns the land through which it is running does not like this, he has several alternatives. He may leave it alone and endure the difficulty. He may dam up the stream which gives him temporary relief but soon causes more damage than ever. For the stream either breaks the dam and causes a flood or finds another course that will probably be no more to the farmer’s liking, or it may back up over still more important territory. He may harangue the stream and tell it to follow some other course. That will not solve his problem but will only upset himself. Or he may start a new course for it, and by watching it progress, guide it. By a little judicious shoveling he may help the stream to flow in the desired channel. 72

Suppressing, blaming, scolding, and recrimination do not help the child, but are usually worse than useless and may cause maladjustment.

Lee and Lee add further how it is possible for a teacher to be the cause of the child’s maladjustment. If the child feels that the teacher is unfriendly, he will do nothing in her classroom except through fear and this has a tragic influence upon personality. He will never feel at liberty to confide in her.

If a teacher employs negative rather than positive approaches, resentment may result. "The resultant is more likely to be a breaking-down rather than a building-up of desirable reactions."

Impatience may block the child's thinking. The teacher's display of anger may cause the child's errors to become more persistent. Humiliation will destroy self-reliance, security, interest in his work, and happy relations with his peers.

Olson agrees with Lee and Lee, asserting:

Coercion philosophy is based on power and leaves a resentful child who becomes progressively worse. The socially sensitive child does not need force and scolding to bring his self-regulating tendencies into play. The child who is really disturbed needs understanding, a confidant, and constructive release. He may need additional professional help.

To control inattention, restlessness, and undesired conduct, attempt to redirect the attention of the child by constructive suggestions on what to do.\(^73\)

This does not mean that the schools should discard discipline. It means more discipline; but the right kind.

Attitudes and behaviors are not inherited but are learned. A pupil's behavior is affected by his teacher's attitudes. A child is not a bundle of habits that can be attached or detached at will, but he is a whole being. Each of his acts is a symptom of a total situation, not separate responses. For that reason, a six-year-old child who enters

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a platoon system, where he has to adjust to six different teachers, has a particularly difficult time to adjust. Each of his teachers has a different personality, a method of teaching that is unique, a different degree of understanding of children, and contacts too many pupils each day to be able to give any one of them, with problems, the individual attention that he needs. His frustration may lead to nervous symptoms, anti-social or unsocial tendencies, withdrawal, fear, or other emotional instability tendencies. The teacher in a platoon system has no opportunity to study the whole child, nor to teach him as a whole, as she can in a self-contained classroom. This deplorable situation not only increases the seriousness of the frustration the child may bring with him from home, but also adds new frustrations.

Whether or not a child has security in the home, the school must provide it for him. In the platoon system, however, a child cannot stay with any one teacher long enough to feel that he belongs. To John, this seemed to be an insurmountable obstacle.

This is an actual experience of a child who enrolled in a particular classroom. John was an immature boy who could not adjust to the platoon plan of organization. He came from a home that had an average income. He was probably jealous of his two-year-old brother. On the first day of school he was too shy to enter voluntarily into any conversation and fun. However, through careful guidance, before the end of two hours, tears were gone and he seemed to enjoy being a member
of the group. Then, during the time that his class had to go from one special room to another, for art, music, physical education, playground, and auditorium work, that little spark of security that he had just built up was snatched away from him. By the time he reached the sixth room, his frustration had so completely overpowered him that he jumped out the window and ran home. His parents never did get him inside the building again. They doubted that he would ever overcome that fear of school. They moved to the country where John would be assured of having the opportunity to stay with one teacher all day.

While specialization may produce wonderful skills in subject matter for some pupils, in others it may be the cause of personality problems, neuroses, and delinquency. Six-year-old children need a self-contained classroom where they can build up a feeling of security with less difficulty. After all, if the schools prevent the development of a good personality, what will it profit the child to excel in skills in special subjects?

Every act in a classroom affects the child. Wheeler and Perkins say:

Methods of classifying children, basis for advancement, maturity levels at which tasks and experiences should be introduced, provision for preparatory experience, means of adapting curricula to the individual needs and appropriateness of supervisory practice—any of these may become crucial cause of maladjustment in some child or teacher if common policies are carried on blindly. 74

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74 R. H. Wheeler and T. Perkins, Principles of Mental Development, Chapter XV.
Lee and Lee say: "The curriculum can be the cause of personality problems when it is not adjusted to the abilities of the individual."  

In the studies made by Lee and Lee it was found that Piaget, Wheeler and Perkins, Symonds, and Keliher stressed the importance of reasoning in the learning process. Keliher is of the opinion that a child should not be expected to read until "adequate reasoning has developed . . . genuine logical reasoning only begins at seven or eight."  

Ruth Andrus, Olson, Prescott, and many others join Lula E. Wright in advising that only those who are physically, mentally, and emotionally vigorous and well-adjusted first-graders should read, in order to prevent maladjustment. Postponement of reading until second grade would pay dividends. 

First-grade teachers realize how harmful training can be when it is forced. They also realize that educating the parents to accept the idea of a non-reading program is a difficult task. Parents who do

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75 Lee and Lee, op. cit., p. 96.  
76 Ibid., pp. 44-47.  
77 Ruth Andrus, "When Should Children Go to School?" Childhood Education, September, 1949, p. 3.  
78 Olson, op. cit., pp. 122-123, 155.  
80 Lula E. Wright, "Units of Work: A First Grade at Work: A Non-Reading Curriculum," Lincoln School Curriculum Studies, No. 1.
not understand why their child does not live up to their high standards
make life miserable for the child and add to his confusion and frustra-
tion.

Knowing when a child is ready to read is a big problem for a first-
grade teacher.

. . . A great educational conundrum would be solved, if a
child, like a loaf of bread, could be gently tapped on the
top of his head for that just-right hum indicating his readi-
ness to emerge from his home and to become a successful
member of the first-grade group. 81

Noises irritate some children. G. W. Hartman’s study reveals
that there may be some physical reactions such as the loss of energy,
muscular tensions, and reduced gastric secretions, due to increased
noise. These effects may reduce ability to accomplish. 82

Olson says:

. . . When all are engaged in movement, large-muscle ac-
tivity, talking, and laughter, there is no conflict, and
sound is not "noise" in the psychological sense. When at-
tention and concentration are attempted, the same sounds
become noise. . . . Children need an alternation between
quiet and activity, and school planning should provide for
both. 83

Report cards may sometimes be a cause of frustration, accord-
ing to Hildreth:

81 Lura Oak-Bruce, "What Do We Know . . . For Sure?" For
Parents Particularly, pp. 28-32.

82 G. W. Hartman, "The Effect of Noise on School Children: An
Interpretative Digest and Recommendation," Journal of Educational
Psychology, XXXVII (1946), 149-160.

83 Olson, op. cit., p. 64.
During the first school year, no emphasis should be placed on formal class marks or ratings of achievement, nor should such marks or ratings be sent home to parents on report cards. To do so might be to frustrate the child who is just beginning to get on his feet in the strange school environment and is in need of encouragement.

It is difficult to convey to parents in a brief report card information that is really helpful to them in understanding the progress or the difficulties of beginners. It is far better to report to parents through personal conferences in which the teacher makes use of the knowledge she has gained about the child and the records she has made. If report cards must be used, there should be space on the card for annotations. In the space provided for notes, brief statements can be copied from the anecdotal records or from the teacher's cumulative records for each pupil.84

Behavior is caused. In this chapter the writer has tried to show that authorities are in agreement that physical conditions, home, and school environments are among factors that may cause children to become maladjusted. In this chapter the writer has recommended the improvement of lighting, equipment, and seating arrangements within the classroom to serve the physical needs of six-year-old children. It has also been recommended that a program of mental hygiene should receive first place in teaching attitudes and procedures.

CHAPTER IV

CONCLUSIONS AND RECOMMENDATIONS

Instead of the conventional pattern of conclusions and recommendations, for this study it seems advisable to list, instead, certain conclusions and recommendations in objective form. This is necessitated by the fact that the purpose of the study was to find a community or communities of agreement among the authorities in the field of child study and to formulate the recommendations from such a synthesis.

Conclusions

The six-year-old child is going through a period of transition. The factors which accompany this transition make this period in the child's development different from other developmental levels.

After compiling the common agreements of authors as presented in this study, the investigator summarizes these conclusions:

A. The child's physical development is a distinguishing feature.

There are certain characteristic growth patterns common to all six-year-old children, though the children develop at different rates.

1. Physical growth is slow at this period. The child's large muscles are well developed but not the small
muscles. This may produce a lack of muscular co-ordination.

2. There may be a lack of eye-hand co-ordination.

3. Girls develop more rapidly than boys.

4. A six-year-old child is far-sighted. Because of immature vision the child is not ready for close work.

5. A six-year-old is more interested in using tools than in the finished product.

6. Activity, speed, and energy are characteristic of this age, but the child tires quickly.

7. At this period the heart is growing rapidly.

8. The child loses his baby teeth and permanent teeth begin to appear; mastication surfaces are inadequate at the age of six.

9. The six-year-old may have nutritional deficiencies caused by inadequate mastication, fatigue, hurried breakfasts, or adverse environmental demands on energy.

10. There is much dawdling at the table, together with oral activity, at this time.

11. The six-year-old child needs approximately eleven hours of sleep each night.
12. Allergy responses are high at the age of six.

13. The six-year-old child is highly susceptible to contagious diseases, colds, and other respiratory infections.

14. Adenoids and tonsils may cause trouble to the six-year-old.

B. There are certain social attitudes and behavior patterns common to the six-year-old child.

1. While the child at this age is trying to establish some independence from the adult and is beginning to defy the adult, there is still the great need of security and the adult standing by at all times.
   a. The mother should be at home when the child returns from school in the afternoon.
   b. The child looks for the teacher the first thing when he arrives at school each morning.

2. The child becomes less individual and seeks to become an accepted member of a small group.

3. A class of six-year-olds does not act as a whole.

4. The six-year-old child may begin to assume and follow leadership, may begin to form some constant friendships, but there is often exclusion of a third child.
5. There may be little concern for the welfare of the group at this time.

6. The group, at six, needs a definite plan to keep together in whole-group play. Free-organization games such as hide-and-seek are not popular.

7. At six, the child wants to be first, wants to be the winner, and may cheat, if necessary, to win.

8. At this level of development, the child's play interests center around climbing, rough-and-tumble games, playing cowboy, toys with wheels, hammering, and building blocks.

9. The radio, phonograph, dolls, and imaginative play interest the "sixes."

10. Quarrels may result in unsupervised play. Children may want to "boss" each other.

11. The six-year-old is realistic. Interests in the present and in his immediate environment predominate.

12. This child wants siblings to get their just punishment and reward and thinks that the punishment should be severe.

13. At this age, the child may behave badly before company.

14. The teacher is well-liked by the first-grade child. Even discipline may be liked.
15. The six-year-old needs security, understanding, praise, attention, and help from the teacher.

C. The emotions of a six-year-old portray symptoms of a growth process which needs to be skillfully directed. The child is unable to organize his feeling, thinking, and acting in the right direction without sympathetic understanding and guidance. Emotional and environmental factors can sometimes become so complex that maladjustments result.

1. Developments in the nervous system bring new impulses to the child of six which result in conflicting trends of behavior, such as crying one minute and laughing the next.

2. The six-year-old may seem to revert to the two-and-a-half level in some characteristic emotional patterns of behavior.

3. The child’s home environment is responsible for most of the six-year-old child’s attitudes and behavior.

4. The child’s physical condition may exert an influence upon his ability to adjust to school.

5. Intellectual capacity sometimes interferes with the child’s ability to adjust to his new environment and to the demands made upon him.
6. The school must recognize that it, too, affects personality growth. It must assume its responsibility of teaching the whole child.

A List of Recommendations

If education is to fulfill its complex responsibility to the child who is entering school, to the child’s home, and to society, the school should make the following provisions:

I. The child should find a new home in the classroom where there is nothing to impair physical health and weaken his resistance at a time when all his energies are strained to make good adjustment at school. He can achieve physical development when the school supplies certain conditions:

A. Floors must be safe and add to the attractiveness of the room.

1. Oiled wooden floors are fire hazards.

2. Waxed wooden floors are too slick.

3. Wooden floors should be scraped and sealed.

B. Lighting must prevent glare and insure giving an even distribution of sufficient light.

1. Light-directional glass blocks should be used in new buildings.

2. Light diffusers should be placed at the windows in old buildings.
3. Window shades below the daylight-control device will control adverse brightness when necessary.

4. Artificial lighting is to be used on cloudy days.

5. Chalk boards that meet the standard for color and light-reflectance may be installed in new buildings.

6. In old buildings, draw-curtains made from un-bleached muslin may cover the old blackboards while they are not in use.

7. Walls and woodwork painted a light color add much to the lighting effect of the room.

C. Furniture must fill the needs of six-year-old children.

1. Tops of desks should have a natural finish.

2. Adjustable desks, with tops that may be slanted or flat, provide for different types of work.

3. In the room, the desks should be arranged for fifty-degree rotation to eliminate body shadows.

D. A private bathroom is highly desirable for first-grade children.

E. An adequate health program should be carried out.

1. The child should be required by the school to have thorough physical and dental check-ups before
the opening of school. The doctor's and dentist's reports should become parts of the child's cumulative record.

2. Following a contagious disease the child should bring a doctor's certificate for re-entry to school.

3. There should be a nurse in each building.

4. Hot lunches served in the school cafeteria are desirable.

5. There should be a daily period when a child can put a rug on the floor and stretch out to prevent fatigue.

6. Schools should provide for muscular development through outdoor play and for relaxation through games in the room.

7. The child with defective hearing or vision should be encouraged to move his seat to the place where the most effective work can be done with the least amount of strain.

II. Opportunity for social growth should be provided for the child.

A. The teacher should greet each child cordially to give him a feeling of being welcome and belonging.
B. An interesting and attractive room helps to welcome the child and arouse his interest in school. It should help give the school an atmosphere that is homelike and childlike.

1. A workshop corner provided with workbench, tools, easel, science shelf, and large building blocks encourages group work, freedom to help others, and freedom to explore and to observe.

2. A library corner where children can enjoy pictures, books, puzzles, radio, and record player should stimulate a variety of interests.

3. A doll house, with dolls and toys, encourages group play.

4. A bulletin board for exhibits of interesting pictures attractively arranged adds to the beauty and interest of the room.

5. A bulletin board for the display of children's work stimulates interest.

C. Provision for guidance is extremely important.

1. The equipment similar to that above mentioned should give the teacher an opportunity to study the individual child's interests and developmental level. This should somewhat simplify
the teacher's task of recognizing the child's stage of readiness, of dealing with problems of behavior, of promoting the idea of self-discipline, and aiming to help the pupil to become responsible for his own conduct.

2. While the teacher is helping the individual, the general welfare of the group must also be promoted. One cannot live by himself. Each child needs to be accepted. Working as a group must be learned; practice is essential for the child. There is no democratic group unless the individual knows how to be a success-ful member of such a group. Both individual and group guidance is necessary.

3. The understanding guidance of a teacher helps each child win recognition and approval of the group. This is needed by all, particularly by the timid, withdrawing, fearful, day-dream-ing, and aggressive type of child. This is most satisfactorily accomplished through interesting and meaningful work and play activities in which the child learns willingness to share and to take turns, to play fair, and to be a good
loser as well as a good winner. The classroom becomes a place where the aggressiveness of a child can be channelled into leadership in wholesome activities. The reward of social approval promotes learning.

D. The greatest growth of a good personality in a first-grade classroom can be achieved only in a co-operative social situation, not in an atmosphere of competition. The precocious child, as well as the slow learner, needs guidance in order to be accepted by the group.

III. The school must provide for the child's emotional development.

A. The teacher of the six-year-old child must be emotionally stable.

1. The teacher's good mental health and her ability to understand the child's developmental tasks and level are important in promoting the growth of the child's emotional stability.

2. Wise guidance in school depends upon insight and understanding which grow through experience.

3. The teacher's attitude must be that underlying all behavior are hidden causes and unsatisfied
needs. It is necessary to attempt to find those causes. Then the child must be given the necessary guidance to overcome or face his difficulties.

4. The teacher must try to understand all children in many situations. It is necessary to recognize that a child must feel that he is useful, needed, accepted, and loved.

5. If the teacher has the attitude that learning is something to be forced on children, that attitude must be discarded and replaced by an understanding of learning. It is necessary to study the child’s interests to know for what he is ready and to study his growth to know when he is ready to learn.

6. The teacher must know that new learnings cause frustration when they are meaningless. Therefore, the new must be based on the familiar.

7. The teacher must recognize the child’s need for success, achievement, approval, recognition, affection, freedom from want, experiences on his level, activity, freedom from strain and
tension, freedom from fear, status, happiness, contentment, and to have playmates of his own age.

8. The teacher must be an accepted member of the group in whom the child will want to confide in order to get the pent-up feelings out of his system.

9. It is important that the teacher know that at this period of transition, the child's independence is growing, he begins to be self-assertive, to resist control, to have ideas of his own, and that he may seem to be regressing instead of progressing in his developmental tasks. All these behaviors are normal for his level. When these forms of behavior become exaggerated, the child is considered maladjusted.

10. The teacher must know that security is the six-year-old child's greatest need. If that is lacking in the home, the teacher must give a "double dose" of it in the school.

11. The teacher must know that because the child's emotional attitudes and behaviors that were learned in the home come with him to school,
parent-teacher conferences are necessary.
The attitudes with which the teacher approaches
the parent must be tactfulness, kindness, con-
siderateness, and sincerity. Through co-opera-
tion, the child can grow most successfully.

12. The teacher must be willing to co-operate with
child-guidance centers when the child's be-
behavior demands expert help.

B. It is desirable that the school should provide self-
contained classrooms for first-grade children.

1. The feeling of security that comes to the child from
staying with one teacher all day builds emo-
tional stability and may prevent maladjustments.

2. In the self-contained classroom the teacher can
study the whole child and so be better able to
give him the guidance he needs.

C. The school should have a flexible course of study to
fit the needs of the child and to avoid failures.

1. Failures can usually be traced to trying to read
before the child is ready.

2. It may be wise to postpone reading until the second
grade. By that time the child's vision will be
more mature and the child will have passed "over the hump" in the transition period. The adjustment to school will have been made.

D. The method of reporting pupil progress to parents should concern the school.

1. Report cards are not conducive to good mental health.

2. Time should be made available for the teacher of first-grade children to report the child's progress through conferences with the parents.
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