A Synthesis of General Principles in the Field of Human Development

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A SYNTHESIS OF GENERAL PRINCIPLES

IN THE FIELD OF HUMAN DEVELOPMENT

by

NELLE WRIGHT
SUBMITTED IN PARTIAL FULFILLMENT
OF THE REQUIREMENTS
OF
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CHAPTER I

INTRODUCTION

The human being is at once the thing we know most about -- and the least. Educational philosophies, although divergent on many points, agree on the necessity of a more complete picture of the growth and development of the child. The child develops as a whole being -- a unified individual in a world of things, people and ideas. To understand the dynamics which shape the development of the child, we should know about the child in terms of the culture in which he is born, in terms of the physical organism, and in terms of his emerging personality as he functions in the world.

There has been and is being developed an abundance of research data on child development. Many of these materials are in usable form, while other available materials lack organization for concrete application to the actual teaching situation. The scope of scientific knowledge needed in a study of child development is summarized in the findings published in a recent study, Helping Teachers Understand Children.1 This section of the report reads as follows:

Teachers have to be concerned with research findings that point up the significance for a child's development of such matters as the following: health, nutrition, rate of energy output and

fatiguing, physical maturity level and rate of growth, physical attractiveness or lack of it, affectional relationships with other children, status and inter-personal relationships with teachers and other adults, family mores and standing in the community, ability to learn and employ special aptitudes, experience, background, actual knowledge and skills, attitudes, values and aspirations, patterns of expression of emotion, adjustment problems, defense mechanism, and developmental tasks.

These aspects of human development show the range of scientific knowledge that is needed. For convenience in assembling and using such a body of knowledge, the following tentative categories are suggested:

The role of organic factors in growth, development and behavior.
The role of inter-personal relationships involving affection and friendship.
The role of cultural factors in development and behavior.
The role of the "self" in development and behavior.
The child in action as a dynamic, integrated whole.
Factors favorable to development and behavior.2

Many studies which include research in the various sciences, the work done in clinical laboratories, the analysis of case histories, and the study of anecdotal records on children, have pointed out a need for a wider range of scientific knowledge about children.

Many of the numerous research studies involving human behavior have pointed up the need for scientific data upon which to base the learning experiences of children. The findings of such

2Tbid., p. 423.
psychologists as Murray, Lewin and Prescott have led to a school of thought which sees the individual as an energy system constantly seeking equilibrium with its environment. As the human organism assimilates and transforms the energy from the outside world, there is continual need for the resolution of certain tensions which arise. Prescott divides these needs into three broad areas:

1. Those involving physical demands, such as the need for elimination, an even tempo of rest and activity; 
2. social needs, or the demand for affection, a sense of belonging and a feeling of security; and 
3. self integrative, or the need for an understanding of the relation between self and its environing world.

The basic assumptions which underlie this dynamic psychology of human growth and development are the basis for much of the discussion which follows. It, therefore, seems wise to make a summary statement of them at this point:

1. All behavior is caused. That is, behavior is caused by all the forces which are acting upon the individual. If underlying causes can be ascertained, then undesirable behavior can be changed, provided the conditions which produce such behavior in an individual can be altered.

2. The causes of behavior lie in three major areas of an individual's life, the physical organism, the culture,

and the developing self. This means that the individual must obey the laws of all dynamic organic systems; as a social individual living in social relationships with other individuals and in accordance with cultural expectations; and as a unique personality with his own desires, ambitions, goals, and frustrations.

3. The causes of behavior are complex and vary with the individual. Behavior usually results from a combination of causes in the three dynamic areas, but these causes vary with the individual, who is unique.

4. Every individual is seeking to satisfy certain fundamental needs in each of these three areas. When a fundamental need is thwarted a problem of adjustment arises.

5. An individual's behavior can be understood only as specific facts about his life are known and as these facts are seen in relation to each other and to the general principles that explain human development and behavior. A great many facts relate to human beings as developing organisms; other facts help to explain the effects on emerging personalities of the expectations and pressures of different kinds of societies; still other facts help to explain the growth and development of the emerging personality.
There are a number of ways of studying human growth and development. The more recent techniques tend to be more objective than subjective, though not completely so. According to Murray⁴ the trend in research of the study of the individual is to employ a variety of technique; to obtain objective and subjective facts which will give a comprehensive view of a particular individual. A variety of techniques are used to explore the physical, social, and self areas in human growth and development. The findings are related to the individual in order to get at the complexity of the causation of his behavior. The methods utilized include observations of spontaneous child activity, controlled experiments, objective tests and measurements, psycho-physiological research, and case studies investigations, and other less well-developed methods.

Child specialist Gesell⁵ of Yale University has developed a one-way screen for observing and filming the behavior of children. As a result of Gesell's objective techniques, he has been able to determine the development of adaptive, social and motor behavior in young children, thus presenting a picture of human development relatively unhampered by subjective judgments.

One of the methods of studying children from the standpoint of the classroom teacher is the case study investigation as described in "Helping Teachers Understand Children"⁶ by Daniel A. Prescott.

This study shows that many teachers through the study of individual children have demonstrated that they can gather necessary information about children, relate this information to general principles in such a way as to gain an understanding of the child, his needs and adjustment problems and infer some practical ways of helping him.

The data in a case record may refer to the behavior observed through time of one individual or to that of different individuals sampled from groups of differing maturity. Also, the data may refer to a single aspect of his development, such as social, mental, or physical; or, to several or all aspects considered jointly.

The case record used in this study refers to the behavior of one individual observed during a school year. The data deal mainly with the social aspects of development.

The purpose of this study is:

1. To draw together and develop from available sources a series of concepts in the physical, social, and psychological areas of human development.

2. To organize the general principles of knowledge in a usable way.

3. To show how these general principles can be applied in the analysis of the data contained in an anecdotal case record of a child.

4. To suggest how a child's school program might be
modified in the light of the analysis of the record.

This study is based upon the assumption that a classroom teacher working in a classroom situation can, through a study of the anecdotal record of an individual child which she has collected over a period of time, arrive at a broader understanding of the forces which underlie his behavior.

It is through this process that a teacher develops objectivity about the behavior of all children with whom she deals.

The steps in the process are: (1) Collecting objective and valid facts about a child's behavior in specific situations; (2) learning to put the facts together in such a way that established principles of human development can be brought to bear upon the facts in the record; (3) interpreting the data so that the teacher can raise hypotheses about the needs and problems of that child.

This type of experience develops a kind of objectivity about the behavior of all children so that the teacher comes to use fewer snap judgments in terms of her own bias and begins to look for causes of behavior in all the children with whom she deals. The teacher becomes aware of the complexity of the causation of behavior.

The teacher comes to recognize that these forces occur through time; and that a single incident of behavior is determined by past experiences, present conditions and future expectancies. Gradually the teacher sees the need for and the importance of building
up a broader understanding of scientific knowledge.

This study makes no claim to statistical treatment. It is an attempt to draw together and develop from available sources basic concepts in human development, organize them in a usable way, and show how general principles can be drawn from the factual record of a child through a case analysis. It is to be borne in mind, however, that no principle applies in practice independent of other principles. Nor is the statement of a general principle to give the impression of being the end in itself; a generalized statement drawn from the physical processes is not unrelated to one from the social relations, and so on. These interrelationships will be evident throughout the study.

It is also recognized that regardless of the type of organization and development used, there will be many limitations. No claim is made to completeness in any one of the various areas of knowledge drawn upon in this study -- the physiological, the social and the psychological. The number of concepts developed and the scope of knowledge handled are consciously limited to include what seems manageable in the light of the writer's present understandings. Likewise, the application of general principles drawn from the case study which is used will be limited to the data contained in the particular anecdotal record.

There is no effort made to establish a criterion for a case analysis. The method used is an attempt to study as objectively
as possible the behavior of an individual. Neither the concepts and interpretations nor the implications are in any sense exhaustive. They represent a beginning synthesis of knowledge needed in a study of child development.
CHAPTER II

THE CHILD AS A PHYSICAL BEING

Man, as all living organisms, grows, develops, and acts according to certain physical laws. He is an organism consisting of interdependent parts. His well-being depends upon the harmonious functioning of these parts. This harmonious functioning requires correct amounts of food, rest, activity and proper climate. Individual needs vary at different levels of growth.

It is useful for the teacher to know the patterns of growth and the characteristics of each age, the rate of energy output to be expected from a child, and the kind of development his organs are experiencing. These physical facts help to explain student behavior. For example, irritability may be traced to bad digestion; awkwardness and self-conscious attitudes to changes taking place in the adolescent body. When a teacher has some understanding of what is producing behavior, she is in a better position to guide and control it.

In the following discussion we shall explore two concepts relating to the child as a physical being: (1) The organism as an energy system, and (2) the nature of physical growth.

The Organism as an Energy System

The origin of the organism lies in a living cell which is
capable of reactions to appropriate stimulation in a series of bio-chemical and bio-physical processes. This living cell sets the potential limits of the individual's development.

The organism is a dynamic open-energy system whose unceasing stream of activity is dependent upon a release of energy which is chemically bound in the structure of the organism, upon the interaction of the mutually related parts, and upon its ability to maintain itself.

The organism is plastic, capable of adapting itself by external and internal measures as it seeks the satisfaction of its needs. The organism's behavior requires an expenditure of energy. What is the source of this energy? Langer\(^1\) states that it must come from some source within the individual. The fundamental nature of this energy is unknown; only the effects are known.

The continued existence, physical and mental health of the psycho-physical organism depends upon the adequacy with which its needs are satisfied. Prescott emphasizes the fundamental concept of needs, and states that the various needs of the organism do not operate independently of each other. A functional interrelatedness between the physiological, social and ego needs is evident.

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Prescott\(^2\) states that there are at least three dynamic groups of needs.

1. **Structural** — needs that are biologically essential to survival, growth, reproduction.

2. **Social** — needs for acceptance, status, security in ever "wider social groupings."

3. **Ego and Integrative** — needs for a belief in oneself and a sense of worthy selfhood based on meaningful contacts with realities, and a recognition of one's ability to deal effectively with the dynamic affairs of life.

The energy transformed within the body is directed toward a definite goal, but is limited in its purpose by bodily structure and neural organization. Behavior adapts itself to the environment in terms of the individual's pattern of growth and the adjustment called for by his particular environment.

The forces that shape this behavior operate on three distinct levels. These forces are organic, mental, and cultural. As causes of behavior they are interdependent. The motivation of behavior must be explained in terms of this interaction of forces.

Use will be made of the ideas of Prescott\(^3\) and

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\(^3\)Daniel A. Prescott, "The Organism as a Dynamic Energy System." Unpublished Overview Lectures, University of Chicago, Summer, 1946.
Gerard\textsuperscript{4} in the following development of the concept of the organism as an energy system.

First, an organism is a living thing. The basic difference between a living and a dead object is that in the living organism everything is organized to maintain and continue the function of the organism as a whole. When a thing is dead, the various parts are not organized by the influences of the outside world acting upon it. In the living organism, energy is constantly flowing into the organism, is being organized within it in a specific way, and is flowing out of the organism in certain predictable and organized ways. At every moment during our lives, from conception to death, every cell in our bodies has energy in one form or another. This energy passes through the wall of the cell and interacts with the material within the cell. Energy is released through this process and flows out again through the walls of the cells.

It is customary to think of our bodies as made of matter, but the essence of the living thing is the way in which energy is organized within it. Energy must continue passing through the organism in measured amounts. We still have the same material when the cell is dead as we had when it was alive. The difference between living and dead matter is the flow of matter -- the release of certain forms of energy within the cells and the passing out of

energy from the cells. When a thing dies this flow of energy through the cells ceases.

Life may be thought of as being in active relation to the world. It is not possible to be alive without an environing world. It is not possible to be alive without receiving a flow of energy from this outside world, and without releasing energy back to the environment. A study of the organism in terms of the energy coming into it, and in terms of how this energy is organized, and what happens when the energy flows out, gives us an idea of what is involved in maintaining a dynamic equilibrium.

An examination of the ways in which energy is organized by these processes reveals three fundamental patterns: (1) Energy as it flows into the organism for maintenance and repair; (2) energy as it is used in the organism in growth; (3) release of energy in terms of purpose, goals, and intentions of the organism.

Energy as it flows into the organism for maintenance and repair involves consideration of the mechanics and structures brought into play. In the case of the human being there is a very complex structuring of energy in the total body. Although cells begin as unicellular organisms, they consequently divide and are differentiated. Certain cells become the liver, others the transparent lens of the eye, and still others the nerve cells. These cells are differentiated for particular functions -- to deal with different energy from the outside world, and to produce different kinds of
energy within the organism.

Every cell of the body needs energy. Every cell in the body must get oxygen, which is simply a form of energy -- a gas. Oxygen enters the body through the lungs. About one-fifth of the air we breathe is oxygen in the form of molecules which are in continuous motions. Oxygen passes through the walls of the lungs into the cells of the blood by means of diffusion. In the bloodstream oxygen is picked up by the red blood cells and carried to more remote cells. These blood cells travel over the entire body. There is a very intricate fluid system throughout the organism. The heart is the pump that propels it. Blood is piped into the very tiny pipes which are called capillaries, and they permit materials in the bloodstream to enter the fluids that surround the cells. Particularly rich blood supplies lie within the principal viscera and muscle cells. A molecule of oxygen is taken in as this flow slowly seeps across the surface of individual cells. This process is called osmosis. Once the oxygen enters the cells it combines with other enzymes, is broken down, and becomes energy. Kinetic energy is changed into mechanical energy and we get a movement; but this is not the end of the energy cycle. The mechanical energy that contracted the cell in order to get the muscular movement is transmuted into heat energy and is radiated out into the open air. Energy is never lost -- it is just changed. Much energy received by the body is used solely to maintain its own
There are cells producing complex chemicals which stimulate the interaction between sugars and oxygen, thereby, shaping the rate of metabolism. For example, the thyroid gland produces a remarkable chemical which controls the rate at which the body burns up sugars. This chemical acts as a draft -- when there is an over-supply of sugar, burning is speeded up; when the supply is diminished, burning is slowed down.

Each differentiated cell group has its particular function. This makes it possible for an individual to act, to remember, to reason, to imagine; to value and to use his energy over years of time -- perhaps, as part of a great university or state school system, as part of a church or army; or to serve as a citizen of the world working to create a climate for peace. The possibilities of doing these things would not exist without the tremendous differentiation of individual cells and their integration into a functioning total organism. This is the concept of the human being as an energy system -- each cell with its energy flow, operates within itself to carry on certain processes, releasing energy in forms peculiar to it, and the body as a whole is an integration of these many differentiated cells with potentialities for functioning made possible by the integration of the functions of the various organs.

The human being as a whole can do a great many things
that its parts cannot do individually. Gerard emphasizes that the behavior of the entire organism depends upon this organization of its component parts. Because the cells are so highly differentiated in function, it is obvious that maintaining a dynamic equilibrium is a difficult and complicated task. To understand the complete human being, one ought to be able to trace many different patterns from the moment that energy touches the body until it is radiated again. It is important to know how these patterns operate. For example, how a complex carbohydrate is used by the body, or the roles played by iron and sodium. The body is best understood, not as static material, but as a flow of organized energy. As this organization of energy becomes more and more complex, the human being gets new behavior potentialities.

Basal metabolic tests are measurements of the lowest amount of energy that the individual can get along on and yet maintain consciousness -- the lowest amount of energy that the body has to transmute in terms of the carbon-oxygen cycle. It is natural to have variations of twenty to twenty-five percent above or below the average metabolic rate. A change is found in the basal metabolic rates of individuals at different maturity levels. The rate of infants and of children is very high. That of adolescents and adults is higher than that of middle-age adults. The rate of energy

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transmutation of school children is quite high when compared with rates of middle-aged adults. The organism gradually runs down in terms of energy transmutation, the rate of transmutation decreasing with the advance of age. Is it any wonder that a teacher gets tired working with a group of children all day? Her rate of energy transmutation is much slower than that of the children with whom she is dealing. Thus, it is seen that the maintenance and repair of the organism depend upon a constant stream of energy.

A second way in which energy is used in the organism is for growth. Energy comes into a cell from outside the cell and from within the cell. In the process of transmutation it is combined with other energy to form complex organic molecules, too big to escape through the cell walls. When the cell gets to a certain size the energy rearranges itself, moving to the opposite ends of the cell, and the cell divides. Energy is used in the organism in this way for growth. Embryonic growth is another kind of growth in which energy is combined into a new form which never before existed. More and more energy is built into new combinations, and a new structure is developed. Every part of growth is concerned with energy that is captured and combined with energy already within the cell.

The third pattern of energy organization is its release by appropriate body structures in ways that are peculiar to the particular structure. The release of this energy results in
different patterns of behavior — patterns that are organized in
terms of the values, goals, purposes of the organism as a whole.

Maintenance of a dynamic equilibrium in the human being
is brought about, therefore, by the flow of energy for: (1) Main-
tenance and repair; (2) growth; (3) the release of energy in
patterns determined by the intentions of the organism. These
patterns cover the needs of the whole organism. The way in which
man is organized at the intellectual level is determined by the
impact of social forces. The human being is made up of a hier-
archy of levels of complexity (discussed by Goldstein) which
dominates a hierarchy of control which, in turn, influences the
flow of energy. It is as essential to maintain this flow of energy
to every cell as it is to function at the intellectual level in
terms of social purposes. Man has to live at all levels of inte-
gration — that is one of the inescapable rules of life. It is
well to think of the human being, not simply as organized at the
level of intellect, but simply as a learning organism, but also
as a physical organism in dynamic equilibrium with its own special
requirements.

Thus, we see that the knowledge relative to the physical
nature of a child covers a wide range of factors and processes.
The teacher can use the knowledge of how the organism operates
as an energy system in many ways -- to estimate the amount of work

to expect from a normal child at each age level, to estimate normal
rhythms of activity and rest, and to plan the class program in
accordance with it. The teacher's knowledge of the nature of phys-
ical growth and the needs and characteristics of each growth level
are important to understanding students' behavior and in guiding
them in matters of health, nutrition, and in the achievement of
greater physical effectiveness.

Nature of Physical Growth

Growth is the basis of all change. The human body shows
an orderly series of changes in size, proportions, and functioning
from the time of conception to the end of life. The skeleton, the
internal organs, the muscles, the nervous system, and the glands go
through a series of developments that inevitably influence an
individual's intellectual and emotional reactions. According to
Cole and Morgan,7 in Psychology of Childhood and Adolescence:

If a child did not increase in stature and weight, if his
muscles did not become strong, if his sex organs did not
grow, if his brain did not mature, if his internal organs
did not increase in size and efficiency to meet the require-
ments of an enlarged body, the child would never become an
adult.

7Lucilla Cole and John J. E. Morgan, Psychology of Childhood and
Wetzel\(^8\) states that there are three basic requirements for any system that is to undergo growth, whether the elements are of the simplest or the most complex kind: "These are (1) living cells endowed with capability of reproduction in the form of unicellular or multicellular organisms, (2) a suitable source of energy, and (3) an environment which permits growth."

Growth is a complex matter. According to Krogman,\(^9\) growth seems to follow some general principles, but the individual variations within a group are many. The increase in height and weight is, in general, of a four-phased type that begins with a rapid growth in infancy, is followed by a period of regular but slow increment in early and middle childhood, then by a period of rapid growth just preceding puberty, and finally by another period of slow increase during later adolescence and early maturity. This description of growth is often referred to as a growth curve. The growth curve is developed by plotting the increments of height and weight of the same children year after year. This type of growth curve is termed "longitudinal." Growth curves were formerly based upon results obtained by measuring many children of each age from birth, or early childhood to maturity. The children measured were

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different children at each successive age.

In proportional growth the various parts of the body grow at different rates and reach their maximal development at different times. For example, the head does the major part of its growing before birth, and most of the remainder soon after. The skeletal structure is usually traced by means of X-ray. As a child becomes older, bones increase in size and density. The teeth also have characteristic growth rates. While change in bone and muscle are taking place, changes occur also in the circulatory, digestive and respiratory systems. From the Adolescent study by Stolz\textsuperscript{10} girls show an increase in blood pressure while about three years later the boys show a similar phenomenon. There seems to be a gradual decrease in blood pressure after the establishment of physiological maturity. Organs of the digestive system and the lungs undergo considerable growth.

The glandular system is made up of both duct and ductless glands. The ductless glands have direct and indirect effects upon both the physical condition and emotional life of an individual. These glands are the pituitary, the thyroid, the parathyroids, the adrenals, the pineal, the endocrine tissue in the pancreas, the thymus, the ovaries, and the testes. Each gland has its own rhythm of growth and specific function.

The nervous system develops according to a pattern quite

\textsuperscript{10} Herbert H. Stolz, "University of California of Adolescents," A Condensed Description of the Data and Findings Concerning Some Physical Aspects of Development.
different from the general bodily growth. It is usually characterized by rapid growth following birth until early childhood. This type of development takes place early in life but the individual has to spend his life span learning to make use of the mental capacities for which the early neural development has furnished the basis.

Boys and girls grow at different rates, and each has his own rhythm of growth that varies somewhat from the general pattern. As Shuttleworth\(^{11}\) points out, "The differences from one boy or girl to another are many times greater than the average differences between the sexes." Each organ of the body also has its characteristic rate of growth. The variations in the rate at which the bones grow give the baby, the child, the adolescent, and the adult their characteristic proportions. Changes in the size and function of the endocrine glands control growth, establish maturity, and produce the secondary sexual characteristics. The various developments in the body contribute to the changes in mental power, in emotional reactions, in interests, and to some extent in personality.

The significance of growth for the teacher lies in the fact that the various changes have either a direct or an indirect effect upon learning and adjustment. Jones\(^{12}\) states that the physical limitations, whatever their origin, can hardly fail to have some

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effect upon a child's school work. Most of the children in the early elementary grades are passing through a relatively stable period of development and most of them do not increase in size more rapidly than they can develop the needed muscular control. Consideration should be given to the types of things they can do, for fine coordinations are difficult for them. They are subject to fatigue. Reading is often difficult for some children because the eyes are not sufficiently mature. In the usual junior high school most of the boys have not reached the peak of the accelerated growth spurt, whereas most of the girls have already reached menarche. This implies that teachers may expect a good deal of friction between boys and girls because of the differences in their interests at this level of development. These are natural growth tendencies and Redl states, "We would not want them to be 'good' at the expense of the growth tendencies remaining unexpressed and unfulfilled."

Most of the boys think the girls are silly, while the girls ignore the boys of their own age and openly show interest in those older than themselves. This apparent antagonism has meaning for the teacher in planning group activity and other phases of the school program. School work is affected by the rapid growth which is occurring during the early years of high school. Boys and girls seem to use up much of their energy in growing, and appear lazy and

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indifferent toward their work. The wise teacher recognizes the factors in growth and sees boys and girls as living, growing, and changing organisms.
CHAPTER III

THE CHILD IN RELATIONSHIPS WITH OTHER PERSONS

Every child must learn to live in relation to other persons. To live successfully in society, the child must learn to relate himself to members of his family, to the culture in which he lives, and to a particular peer group. The child is, first of all, a member of a family. In growing from infancy to adulthood he must learn to live in social relationships with other human beings, and in accordance with certain customs and beliefs. A constellation of family relationships usually involves father and mother, brothers, sisters, and perhaps, relatives and other adults. These relationships may or may not furnish the child with love and affection, and a sense of security.

The family, in turn, has its relationship with the culture of a particular community, and as a result, it operates in accordance with the expectations and pressures of this culture. These cultural patterns are transmitted through the family and are reflected in the child.

When the child goes to school, he comes in contact with a new set of social relationships, with their accompanying pressures and expectations. He faces the necessity of learning to live in relationship to other children in what we may term, the child society, or peer group. In this child society, which exerts a
powerful influence on the child's development, he learns the social
skills that are essential in living in harmonious relationship with
his age mates.

Cultural and Family Influences

According to Lawrence Frank, "Culture is not out there
somewhere between earth and sky -- it is in us, in our selective
awareness, our patterned conduct, and our ideas and beliefs about
nature and man and human life." Socialization of the child may be
thought of as an interactive process in which both the environing
cultural pattern and the changing, developing individual are modified.

Most cultures which have been studied reveal similar in-
stitutions, such as, organization of the family in-group, techni-
ques for deriving sustenance, disciplines regarding relations between
the sexes, procedures used in rearing the young, methods of dealing
with the unknown or supernatural; but no culture can be understood
merely in terms of these institutions. It is the dynamic interplay
of the purposes and goals of the institutions, and the methods of
induction and coercion of individuals into them, which differentiates
cultures and produces different personality structures in each one.

The child is born into a world that is organized and in-
stitutionalized. He is born into the family, which is a part of

1Lawrence K. Frank, "The Family as Cultural Agent," Living, February,
1940.
2Caroline Tryon, "Cultural Concepts." Unpublished Overview Lectures,
University of Chicago, February, 1946.
society with a past of its own. The society has organized and interpreted the universe and has its own ways of carrying on all life's activities. The child must internalize the views and habits of his society. The culture begins very early to make demands upon the child. He must adopt its patterns of thought and action.

Very little is known of the processes by which the child receives and integrates into his organism the ways of thinking and behaving characteristic of his culture. Factors in this area of socialization include the child's relationships with others, the cultural patterns of knowledge, his internalizations of attitudes and actions operating in his family and community, the relationship between these patterns and those of his peers and teachers, the cultural aspirations of the child and his family, the cultural conflicts existent in his community, and the impact on the child of all events.

In the American culture a child lives and operates in a society which permits social mobility for families and individuals, a society which is made up of many sub-cultures developing out of class distinctions (upper, middle, and lower), rural and urban community life, regional differences, age and sex variants; and distinct caste, ethnic, and peer cultures.

The social expectancies, and methods used in training, and the demands of training which are experienced by the individual child may determine to what extent he comes into conflict with his
particular culture. The behavior of a child is the product of the
interaction of dynamic forces playing upon him. These forces are
derived from: (1) The individual's own physical organism; (2) his
cultural setting; (3) the particular motivational pattern of the
individual (or self). All children must learn to cope with the
problems presented by these forces if they are to attain wholesome
development. These learning situations which present themselves at
each age level can be identified clearly, and are known as "develop­
mental tasks." The development of conscience (this is the ability
to obey when external authority is not present) is one of the
developmental tasks of infancy. Placing oneself in a peer group is
one of the tasks of early childhood. There are tasks common to
each developmental age. The accomplishment of the tasks present at
a particular level of development depend upon the successful achieve­
ment of the tasks belonging to previous growth stages.

Learning to take solid food is a task which would appear
to be principally determined by the rate of development of tongue,
teeth, jaws and related muscles. Opinions vary as to what a child of
two, four, six, or twelve months "ought" to eat. The significance of
this task becomes clear when one considers what is involved -- the
child's particular body with its characteristic structure and rate
of growth; the emotions aroused in breast-feeding, being weaned and
bottle-fed; and the relationship to the person introducing the new
food. These factors have a profound influence in making the task a
difficult or easy, a stimulating or a frightening experience.

Learning to read appears to be a task set primarily by the culture. In some societies it is not a developmental task because there is no written language; but in American culture, where reading is an increasingly important task, children usually have definite attitudes about wanting to learn to read or not. These attitudes affect the age at which children begin to read. Children sometimes want to learn so that they can read to themselves; or because older siblings know how to read; or to gain approval from parents. A child may not want to learn for reasons of a similar nature. The teacher must wait until the individual child is ready to read — when his eye muscles reach the proper stage of maturity, and his understanding of the use of symbols is sufficiently ripe.

Other developmental tasks for the child include: Achievement of greater self-direction and responsibility; winning a measure of self-independence from parents and other adults; learning to attract and get along with persons of the opposite sex; learning to get along with contemporaries; exploring adult roles; accepting a mature body and its functions; and crystallizing a philosophy of life.

Although there are certain developmental tasks which confront all individuals in much the same way, the social class into which the child is born has its own particular attitudes with
respect to the performance of developmental tasks. The lower class family is very permissive regarding toilet habits, while the middle class family is apt to set more rigid standards of performance. Class differences appear when the choice of a vocation is to be made. The vocational field considered open to young adults of the lower middle class may differ from that open to young adults of the upper class.

Common developmental tasks need to be distinguished from the special adjustment problems which confront each individual as a result of the particular set of circumstances in which he is involved. These are problems which are not common to everyone in his social or cultural group. For example, not everyone is called upon to deal with feelings of sibling rivalry, or childhood without a father.

The influence of culture upon the ideals, the standards, of an individual -- what he is taught to believe, to see, to do, to feel, the characteristic sanctions and repressions of the world in which he lives -- affects significantly the development of his personality. Although as the child matures, he becomes more of a directive force in determining his own goals and tasks, the child’s world remains a complex one full of cultural conflicts, with varying pressures which urge him to become this or that kind of a person, to behave in this way or that. Each child must be inducted into culture and socialized if culture and social life are to continue.
The family is the primary agent for the child's induction into the culture. It is within the family that the child receives his first awareness of standards of behavior. In the attitude of his parents, the child glimpses the society and culture in which the family, and he, are set. The family is a group of interacting and interdependent individuals. According to Burgess, there are four characteristics common to the human family, in all times and all places, which differentiate it from other social groups. These characteristics are:

1) the family is composed of persons united by the ties of marriage, blood, or adoption. The bond between husband and wife is that of marriage; and the relationship between parents and children is generally that of blood, but sometimes of adoption.

2) the members of the family typically live together under one roof and constitute a single household. Sometimes, as in the past, the household is large, consisting of as many as three, four, or even five generations.

3) the family is a unity of interacting and intercommunicating persons enacting the social roles of husband and wife, mother and father, son and daughter, brother and sister. The roles are defined by the community, but in each family they are powerfully reinforced by sentiments partly traditional and partly emotional arising out of experience.

4) the family maintains a common culture, derived mainly from the general culture, but in a complex society possessing some distinctive features for each family. These differentiated patterns may be brought to the marriage by the husband and wife, or be acquired after marriage through the different experiences of husband, wife and children.

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The family, then, is a group of persons united by the ties of marriage, blood, or adoption; constituting a single household; interacting and communicating with each other in their respective social roles of husband and wife, mother and father, son and daughter, brother and sister; and creating and maintaining a common culture.

The role of the family (according to Lois Meeks) in inculcating its standards of behavior into the child is important for the following reasons:

1) the family influence continues over a longer period of time than any other.

2) it is within the family that the first training in behavior takes place.

3) the experiences within the family are fraught with great emotional atmosphere because of the identification of the child with father, mother and siblings.  


By the time a child enters school a great many things have happened to him, and these experiences have either shaped, or are in the process of shaping, his habitual ways of meeting life situations. There are many factors operating in the home which tend to shape these reactions of the child to individuals and to situations.

One of the most important of these factors, and the one that seems essential to an adequate adjustment in life-situations, is that a basic feeling of security, a security derived from family
relationships. The source of this essential security lies primarily in the affectional relationships between mother and child, father and child, later between child and siblings, and still later between the child and his mate. The source of insecurity also lies within the home — in the denial of affection, in improper care and training, and in unreasonable demands made upon the child by his family. The impact of these family relationships are reflected in the child's behavior with his classmates and with his teachers and other adults.

To gain a better understanding of certain types of behavior, it is necessary to know some of the behavioral expectancies of the family group which plays a part in shaping how the child thinks and feels about people and situations, how he behaves in these situations, and how his family deals with his behavior.

Two kinds of relationships that are significant in terms of personal interaction may be considered here. They are the relationships of affection and of subjection. The family is not just a static institution in which the members feel in certain ways toward each other; it has motion; it is dynamic. A member of a family in which the personal relationships express warm and sincere affection finds himself in a vastly different situation from the members of a family where animosity and discord deprive them of the security drawn from the affectionate loyalty of a harmonious family group. There are many degrees of variation in the emotional climate of a home. There are variations in the excesses of affection and
subjection. For example, excess of affection in the home may result in possessive-love, over-solicitousness, and over-indulgence. Lack of fairness results in resentment; expecting too much results in disappointment -- and where there is not preparation for this disappointment, there may not be any technique for dealing with it. There exist many discriminations in affection and subjection, as well as inconsistencies -- a divided home or a favored-child situation tends to divide the family into camps, setting parents against each other, and may have a similar effect on the children.

When the members of the family are actively interested in sharing their ideas and activities, and in doing services for each other, not with any thought of reward, or for the sake of duty or appearance, but spontaneously, feelings of satisfaction and "belongingsness" rise naturally. Companionable and healthy family relationships are inevitable.

Both the affectional and subjectual relations within the family give us some clues as to the setting and foundations for personal security, and attitudes of interdependence and independence of the child.

The child's first training occurs in the home, as is pointed out by Young. The training practices to which the child is subjected in the family, the rewards and punishments meted out to him, are a function of the social roles played by his parents. No one factor which influences the family relationships in training
leads inevitably to a specific result in the child. The outcome upon the child's life depends upon the combination of other factors and the manner in which the child responds. Some of these factors are:

1) Parental attitudes -- whether he feels keenly the sacrifice he made in becoming a parent; whether he regards his children as a means of achieving his own thwarted ambitions.

2) Attitudes resulting from relations between brothers and sisters -- the position of a child in a series of children, the absence of brothers and sisters; competition among siblings for attention; favoritism or neglect.

3) Attitudes resulting from parental adjustment to society -- an upward mobile family; antagonism between parents; refusal to adjust to modern life; lack of pride in home; setting expectations which the child cannot meet.5

The parental attitudes, the attitudes resulting from the relations between brothers and sisters, and the attitudes resulting from parental adjustment to society, represent influences which press in upon the child from all directions. His particular experiences, with their forces and coercions, make him; but he, in turn, is an integral part of that family culture for he helps to create it. Through time, as this individual develops, he makes his own peculiar contribution; and because of this continuous interaction between the child and his family and his society, each is constantly changing.

The Child Society

When a child comes to his first day of school, he has had many experiences that have shaped his feelings and emotions and that have trained him to certain characteristic ways of meeting successes and failures. At school he finds himself a member of a new and important group, which we term the child society, or peer group. This society originates whenever a number of children of school age are brought together and do things together through a considerable period of time. In this society we may see how each child seeks to fulfill some of his aspirations and needs. According to Tryon, some children may seek and achieve a prominent place in a group out of feelings of insecurity or affectional deprivation; others find themselves in places of esteem because of their spontaneous good humor, enthusiasm, and capacity for warmth and friendliness. Others may come filled with hostility and resentment toward a world that has up to this time mistreated them.

There is evidence that child societies develop, change, and evolve. A knowledge of the child's society, its group structure and the processes at work that affect the children, is of great

value to a teacher since she influences group situations to bring about effective learning.

This topic will be limited to a discussion of two aspects of the child's society: (1) How the child society develops and (2) the influences of its structure and dynamics upon the child.

The daily association of classmates gradually builds up a series of feelings toward one another known as relationships. These ways of feeling, acting, and doing are passed on to one child from another and have a profound effect upon his behavior. After a short period of time these relationships between children who work, play and live together become patterned. There emerges a society which has its own rules, standards or values, individual roles and beliefs.

Some of the causes which underlie any particular development in children's groups may be related to factors which are classified into three major areas: 8

1) developmental processes themselves will influence the nature of the interrelationships. Any group of six-year-olds will show certain characteristic patterns that are different from those of nine-year-olds and the latter patterns in turn will differ from those of the typical fifteen-year-olds.

2) the expectancies and pressures of the surrounding social world, and to some extent the physical world, will shape the pattern of the group.

8Caroline Tryon, "Youngsters Learn Social Skills," op. cit., p. 328.
3) Each individual in the group, each with his own unique set of needs, desires, aspirations, and ways of satisfying these will influence the group dynamics.

Children come to see themselves and others as belonging to a group or a sub-group in terms of the roles they can play. For example, some children are more active, physically stronger, more daring in physical competition, while others show more ingenuity in leading or directing games in which most of the class members participate.

As early as in the first grade of school, children are given roles by their peers. Examples are the choosing of classmates for play responsibilities, for classroom duties, for stimulation of fun, for helpfulness in certain skills like reading. At the same time there may be children in this same group who are neglected or ignored by other children.

The following comments from a group of thirty-three second grade children show evidences of numerous roles assumed, common goals or purposes, and evidence of interaction from members of the group. The writer associated with the teacher and with members of this group made observations of things the children did and said. These comments show something of the group controls as well as the skills recognized by members of this second grade child society:

I brought a carriage for Don to use in our play.
I am the room manager for today.
We organized and carried on our play without the teacher today.
Betty has a clear voice, I'd like for her to be our announcer. Bobby is good at painting, but he couldn't finish all the backdrop. He'll need help tomorrow. Let's give Charles another chance.

As soon as I learn to control my temper, I can be room manager. Nancy said that she would rather be in the band, but since more singers are needed, she'd sing.

Linda sent a note to school to Bobby and asked him to take her place on the program.

I think we should send Nancy a sick card from the class.

Six members of a scenery crew decided the scenery should be made in six parts, how large it should be, and what part each one should make.

I want to finish my book today so John can have it tomorrow. We made up the parts and had our own play. The name of it was "Tiny Town."

In the adolescent social group it is important to belong to a "crowd." An adult listening to the conversation of such a crowd for an evening can hardly see that the chatter has been worth while. It does not seem to start anywhere, to go anywhere, or to be about anything. It is, however, satisfactory to the participants for it obviously gives them an opportunity to develop their conversational powers on other people whose abilities are no better than their own. This does give them experience in judging people, although the judgments of the group as a whole are often superficial. Values obtained from one of this crowd were listed as follows: Experience in getting along with people, experience in social skills, development of loyalty to a group, practice in judging people, and experience in love making (under circumstances in which the participants are protected from serious consequences).

There are usually good reasons why a particular boy or girl
is included in some adolescent crowd while another boy or girl is excluded. Inclusion or exclusion is settled upon the individual merits of each boy or girl. It is not entirely a matter of family alliances nor exclusively a matter of similar social background. It is based primarily upon sympathetic personalities and upon particular boy-and-girl friendships. This transfer from preadolescent friendships with members of one's own sex to the heterosexual interests of adolescence takes place gradually and easily, though sometimes with great suddenness.

These examples of the primary and adolescent child societies give some ideas of how these child societies develop and some of the causes or forces which underlie the development.

What are some of the influences of the child society upon the child? Learning to participate in this child society and to adjust effectively to its processes become significant tasks for the child. The development of social skills required to get along in the child society, and the attitudes and values of the group appear to influence the child's desires and decisions more strongly than the teachings of parents and teachers. Sanctions enforced by members of the group are powerful in molding a child's behavior. Each day a child is satisfied or disappointed by the roles he is accorded by his group. One of the most earnest desires is to belong and to be esteemed in one of the groups in his class. Nothing is more frustrating than to be denied this belonging through a long period of
Children work hard in winning places for themselves in these groups. A child's estimation of his own personal worth, his evaluation of his competence, and his sense of personal worth is shaped, often to a critical extent, by the place accorded or refused him by members of his group. When a child fails to win belonging or is rejected, a loss of motivation relating to classroom work may follow or sometimes a child may resort to academic competence for his own satisfaction and to win praise of the teacher. When a child is accepted into one or more of these in-groups he usually accepts the values, desires and attitudes which characterize the group with which he identifies himself.

This child society forms the primary means for working out social roles, identification, and group action. The social learnings include skills in dealing with people, an awareness of motives and feelings of others and a sense of being valued by members of the group and a feeling of belonging to it.

Children do not value each other in their child society on the basis of the same values that adults hold. Also, the basis of the values upon which children admire and accord prestige to one another change as they pass from first grade to high school.

The learnings of the child society may be considered as important for a child to acquire as arithmetic or social studies. The sanctions that are held by his peers and the status given him for certain actions are very powerful in shaping the child's

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behavior.

In the study "Helping Teachers Understand Children" some of the avenues to satisfaction or to disappointment resulting from interaction within and between these child groups are pointed out:

There are few more earnest desires in a child than to belong and to be esteemed highly in one of the groups of his peers at school: there are few more disturbing frustrations than to be denied this belonging through a long period of time; the child's estimate of his own personal worth, his evaluation of his competence, and his sense of personal superiority or inferiority are shaped, often to a critical extent, by the status accorded or refused him by his peers; there may result a lag in motivation of classroom work, or in contrast, a withdrawn child may devote himself most assiduously to his academic work in order to demonstrate his competence to himself and to win the praise of adults; when accepted the child adopts uncritically patterns of behavior, many special desires, attitudes and values which characterize the group.10

Learning to live effectively in the child society each day enables a child to acquire the essential skills for the adult society.

As these child societies change, develop and evolve, they must be studied in terms of the motives of the individuals that form them, in terms of their effects upon the emotions, learning, and development of the children who are a part of them, and in terms of their gradual evolution toward the adult society.11

Teachers should know and apply the facts about social

10 Ibid., p. 279.
11 Caroline Tryon, Evaluation of Adolescent Personality by Adolescents. op. cit.
reactions and social development which takes place in these child societies. The kindergarten children prefer to play or work with not more than two other children and often with only one. Their social skills are usually not sufficient for adjustment to a larger number. By the end of the elementary school the children can usually work in groups of as many as five or six with or without a leader and in larger groups under the guidance of a leader whom they will accept. By the time they reach the high school level the groups may become larger provided a common purpose is involved. Frequently, however, at this level there are so many small cliques, each more or less antagonistic to the others, that the most effective working units may be small. It is important that teachers realize that at all levels their pupils have a society of their own that flows along without much help from adults or much attention to them. It is important that teachers relate the work of the class as closely as possible to the purposes of this society of the children.

Thus, we see the child in relationships to other persons as he functions with the family and its culture, and in the child society.

It is significant that teachers understand the cultural processes that are affecting the behavior of the child as he functions in relations to other persons. The teacher needs to be acquainted with the cultural expectancies and pressures which are transmitted through the family and which directly affect the child.
Children need a kindly, friendly adult guidance to enable them, each in his own way, to accept the culture into which he was born, to become a member of the group, to feel that he belongs and has a place in it. This is the type of guidance which the child is seeking from the teacher in every lesson and situation. This guidance may be more necessary to certain children because they have not received adequate emotional support in the family.
CHAPTER IV

THE CHILD AS AN EMERGING PERSONALITY

At any single moment the range of our consciousness is remarkably slight. Of the whole of our own natures we are never directly aware, nor to any large portion of the whole. Yet, our consciousness provides each of us with the one and only sure criterion of our personal existence and identity.¹

One of the frontier areas in the sciences of human development is the area of the self. Recent writers² in this field have examined the manner in which the self develops. There is general agreement that the infant does not possess a self at birth.

The child, as a young infant, seems quite unaware of himself as a self. He treats his own body as if it were foreign to him; his toes are toys, and he may pull his own hair until it hurts. The boundary between him and "not-him," between his and "not-his," is unestablished. Nature seems to bring this consciousness of self

²Writers contributing to the formulation of ideas of the self in this discussion are:

Kimball Young, op. cit., p. 164.
slowly into focus during the first years of his life.

There are several conditions responsible for this gradual development of consciousness. As infantile experiences become verbalized, concepts of consciousness become enriched. Another reason invokes maturation, holding that the areas of the cortex involved in conscius memory are undeveloped and, therefore, unable to hold "traces" of experience. Motor areas, however, are in an advanced state of development at this time.

Another reason is the undifferentiated character of the infant's emotional responses. Affectively he behaves whole-heartedly. He laughs or cries excessively and seems to be devoid of the grading effects of inhibitions that would intervene if each stimulus were tested out by its relevance for the self.

Still another hindrance is the child's deficiency in language. His concepts, expressing the relationship between himself and his surroundings, are only dimly formed. He is first, second and third person all at the same time. He confuses himself with his surroundings. he takes on the role of others in play.

Gradually the infant receives a stream of organic sensations from the internal organs of his body, from the muscles, joints, and tendons. These become further elaborated
with the sensory impulses of taste, touch, smell, sight, and hearing. The fusion of sensory impression around the kinesthetic sense of postural strain and position originates the sense of self.

At the outset of life, the behavior of the child is biological rather than social. He cannot become a social being without contact with other human beings. In order to trace the rise of the self from its organic foundations, the nature of interaction must be considered. The fact that the core of personality, the self, arises out of interaction shows that the individual’s concept of himself and his reactions as a self are dependent upon his contact with those around him.

The rise of the self depends upon the capacity of the individual to be an object to himself. That is, one perceives oneself only after one has perceived others. This is done by developing the ability of role-taking. The role-taking is a part of the whole expressive activity related to the experiences or expectancies of others. This is illustrated by the development within the child of the habit of assuming the mother’s words, tones, and bodily gestures. The child acts, we say, first one part, and then another because he has associated these activities with his own wishes or wants. A girl may be in a way the mother when she plays at being mother to her doll.
As George H. Mead puts it:

The self arises in conduct, when the individual becomes a social object in experience to himself. This takes place when the individual assumes the attitude or uses the gestures which another individual would use and responds to it himself, or tends to so respond. ... The child gradually becomes a social being in his own experience, and he acts toward himself in a manner analogous to that in which he acts toward others.3

In the child's playing of these roles with his companions or when he is alone, language has a central place, and as he talks to his playmates or to himself -- in varied roles -- he hears himself talking and replies. He may, when acting as ticket collector, request tickets one moment from others and the next moment request one of himself as a passenger. Various groups of experiences and responses get organized into a wide range of separate roles and many of them are related to his place in the family, in the school, or on the playground.

This interaction takes place at overt and conversational levels and as it becomes internalized an inner forum of activity develops. That is, he takes over other person's habits, attitudes, and ideas and gradually comes to organize them into his own system of values and goals.

Regulations and standard practices help the child to organize his various roles into something of a unity -- into a

generalized pattern. In games or in order to participate with other members of the family the child has to obey the rules of the family unit.

Gradually, as a child plays many roles in life, there arises in time a certain consistency and continuity in the behavior of the self. This continuity and consistency rest upon certain uniformities in organic structure and function, and upon certain recurrent and persistent features of the social situation. Gradually, there emerges a generalized or integrated role in terms of the moral expectancies of the community. The self is born when we become an object to ourselves, that is, when we take the attitudes of others toward our own actions and respond to ourselves as others have reacted to us. The "I", the actor, representing the physiological drives, is always at hand to modify, to add to or subtract from the social influences. The self continues to expand with experience, with emotional upsets, frustrations, discriminative adjustments, and insight.

The sense of security, or insecurity, as the case may be, arises from the assurances which others afford us that we are significant to them. The love and protection of the child are basic to the first forms of security. His sense of well-being is thoroughly dependent upon and conditioned by the mother's acts. This phase of self-growth which has an affectionate love quality is deeply rooted in the dependency of the child on the adult.
Training imposes frustrations and rules upon the child and he learns certain roles in relation to the mother, which stand in sharp contrast to those emerging out of interactions with her as a loving, sympathetic being. He also learns certain roles in relation to his teacher, his peers, and other adults.

Certain other learnings are implied by the maturation of the child. Maturation brings new skeletal and functional possibilities. There are many training experiences, such as learning how to walk, talk, control the body functions, and to build up a love relationship with a person of the opposite sex. These developmental tasks come gradually and at different ages in different children.

If the learning of these developmental tasks is pressed on the child too soon, he will develop a feeling of insecurity and inadequacy. There are two kinds of reactions of the self to this feeling -- one is to fight the world and the other is to withdraw. One type projects the blame to the outside and is outraged about it; the other type feels that "I" am no good. These basic behavior patterns are often established on the basis of the child's first training experiences.

While developmental tasks are implied by maturation, they are more closely defined by the peer society and the culture of the society of which the child is a part. Developmental tasks are those things which a child has to learn because he is growing up. Every child faces adjustments in his attempts to overcome processes which
prevent his development. These adjustments he also learns because he is growing up.

Self-development is not limited to developmental tasks. This would extend the concept of developmental tasks too widely. There are a limited number of developmental tasks one should accomplish. Suppose a child matures later than most children of his age group. He has additional adjustments to make in meeting tensions and competition. What is done about this problem or other problems is a process of self-adjustment. Development is a process of accomplishing tasks that have to be accomplished. Adjustment is attempting to overcome processes that prevent this development.

Beyond developmental tasks there is a large area of freedom for the development of the self. Freedom of choices exist to the extent of the nature of the environment, the background of experience, and the nature of events in the world. There are many general processes of development which may be included in the self-development and self-adjustive areas. Some of these processes are:

The self-developmental potentialities and processes may include the child's capacities and aptitudes, experience background, knowledge and skills, his interests, his attitudes, his values, and his short-term goals and long-term aspirations.

The self-adjustive processes may include the situations and experiences which create pleasant and unpleasant
emotions in the child; how the child acts when he is emotional; what mechanisms operate as he defends, reassures, or comforts himself; whether his concepts, attitudes, goals, and aspirations are realistic; whether his attitudes, values and aspirations are consistent with each other and constitute a well-knit organizing core for his personality. By virtue of the organization of these processes, the self becomes a dynamic factor in behavior.

The physical processes of the organism, the affectional relationships with other people, and the social processes of the culture which become a part of the individual interact upon each other and operate in the presence of each other to shape the emerging self. The self is the accumulation of the interaction of these processes through time. As they operate they structure the dynamics of the self. This structure gives rise to skills and ability to form concepts. The self is selective and directive and can be altered by its own volition. It is a fluid and dynamic structure and not something carved from stone.

A recognition of these self-developmental and self-adjustive processes enables a teacher to understand that each child has his own particular continuity and selective readiness for new experience, his own established techniques for dealing with his world, and his own way of regarding himself.
Some children react to situations and people with an eager confidence rooted in a long-prevailing sense of security and adequacy while others regard their world as hostile and have worked out ways of protecting themselves from it or of striking back at it. As children move from one phase of development to another, they need assistance in working out a series of developmental tasks and their accompanying adjutive problems.

Results from the analyses of many case study investigations point up certain common behavior tendencies which seem significant enough for teachers to consider. A particular behavior tendency may express the beginnings of maladjustment and the sooner it is recognized the better the chance for corrective measures. Some of these tendencies are regression, blaming others, and exhibiting extreme hate or cruelty. When the tendency of regression is apparent, the child usually lives within himself and the teacher may mistake this unobtrusiveness for conformity to her discipline. Blaming others for one's own shortcomings may necessitate either the admission of incompetency or the finding of some adequate reason to explain failure.

There are other tendencies in the behavior of children which require balance, such as, justification of one's behavior, or beliefs with apparent reasons, the use of fear responses in meeting obstacles and the use of an assumed illness or daydreaming.

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Perhaps one of the best ways to correct an undesirable tendency is to substitute a desirable one for it. This places the emphases upon the positive aspect of training. Some desirable tendencies which may assist the child in building an integrated personality are self-assurance, unified purposes, loyalty and the development of an understanding toward others. Understanding the reasons or purposes helps a child in organizing his experiences to such an extent that he is not driven by every stray influence that he encounters. It is in this way that he may gain the satisfaction of accomplishment and the motivation to try again. To gain a reasonable degree of self-assurance a child needs to have many experiences in meeting a variety of situations, and people of all ages. Loyalty usually begins with reciprocal reactions, the give-and-take, that many situations demand. A child senses the differences in feelings and attitudes toward people, but he needs help in knowing how people differ and that they have a right to these differences. To learn to appreciate the attitude and point of view of some one else is an essential element in making adjustments. It is difficult for a child to acquire objectivity. He needs help in taking steps toward attaining this quality. Increasing the child's interest in others, his interests in things, the recognition of himself as a person similar to other persons may help him on his way to objectivity of mind.

It is necessary to use caution in drawing generalizations from a few developmental and adjutive processes for many, many
factors enter into the development of a child's personality — his physical vitality, his social adjustments, his family situation, his ability to satisfy his fundamental needs, his success, his failures, and his capacity for meeting tension and competition. It seems essential, however, that if we are to deal effectively with children, we should seek information which will enable us to know many of the factors which affect the personalities of growing children.
CHAPTER V

A CASE STUDY ANALYSIS

The task of helping teachers to make use of scientific knowledge which they have, and to extend their understanding of the scientific facts and principles that explain human growth and development is an integral part of all child study programs. This training should parallel, and grow out of the work done with the anecdotal case records which teachers make in studying individual children and which they discuss and interpret in their study groups. In this manner a teacher not only participates in the discussion and the interpretation of her own records, but she participates in the interpretation and discussion of all records presented by members of her particular study group. As a teacher participates in this type of study for one, two, three years, or for longer periods of time, she gradually builds up a body of facts and general principles in the three behavior producing areas -- the physical, the social, and the self development which deepens her understanding of the causes that underlie the behavior of children and develops her skill in indentifying causes in the case of a particular child.

The preceding sections of this study represent a beginning synthesis of some of the general principles in the three behavior producing areas. The interpretation of the record which follows shows how general principles may be applied in the analysis of the
Interpretation

The ability to interpret an anecdotal record involves seeing a relationship between the facts recorded about a child and the body of scientific facts and general principles that explain human growth and development. It also includes using that understanding as a basis for setting up hypotheses to explain the child's behavior and for planning ways in which to help him meet his developmental tasks and adjustment problems.

Skill in the interpretation of a record develops gradually over a long period of time. An adequate interpretation of a case record seems to involve at least the following steps:

1. Developing an organizing framework of general principles.
   This framework serves not only as a means of arranging the body of scientific facts and general principles, but also is essential when interpreting a record. As has been indicated previously, the child is an indivisible unity and the teacher needs to know facts and principles in the physical, social, and self-developmental areas of learning. She also needs to know that the processes in these areas operate through time and are always inter-related and inter-dependent.
2. Organizing the facts about a child into a case record.
   A teacher needs to see the relationships that exist among the many facts, the patterns of recurring behavior, or areas where more information is needed. The purpose of the organization should serve to show the relationships among the facts recorded and the pertinent scientific principles.

3. Applying principles to the data in a particular case.
   This means seeing a relationship between facts about the child and the general principles which help to explain the behavior of this particular child.

4. Seeing the basic needs which the child is striving to answer. This is essential in understanding the child's behavior since it indicates ways in which the teacher may help the child.

5. Setting up tentative hypotheses to explain the child's behavior. An effort is made to discover the causes that underlie each important pattern of behavior. This is done by analyzing and listing the various situations in which the child behaved in a particular way in order to find the common factors associated with his acting. After a number of common factors are drawn together, then a tentative hypothesis can be set up in relation to the circumstances which seem actually to
cause the behavior in question. It is at this point that the teacher must turn to scientific principles, for science has described many factors associated with particular ways of acting and has stated many principles that explain how groups of factors cause people to behave as they do. After this is done the teacher assumes, for the time being, that she knows the cause of a particular pattern of behavior and thereby forms an hypothesis. In order to do this the teacher needs to know validated principles about how a child grows, how behavior is related to experiences (previous and present), the role of emotion in human life, a child's developmental tasks, his physical conditions, and his motives. These are only a few of the more common areas in which knowledge is needed. The teacher then forms hypotheses for other types of recurring actions that have been observed and recorded in the record of the child.

6. Relating the hypotheses. This next step of relating hypotheses is a very important one. The child is an organized unity and it is, therefore, essential that different patterns and their related hypotheses be brought together in order to understand the child. Most of these hypotheses are simply cause and effect
generalizations and are usually based on a group of
genral principles relating to all areas of the child’s
development. These interpretations cannot be achieved
by adding up the related factors for the dynamics of
the child must organize these forces implied by the
cause-effect generalizations and resolve them into a
related pattern of acting.

7. Planning ways of helping the child. Two important
considerations are the checking of the hypotheses
against a background of scientific principles, and
planning ways of helping the child. This assumes that
the background of knowledge is sufficient to have a
common range of factors and processes that influence
growth and development. Mistaken or biased inter-
pretations can often be avoided by this application.
How can these hypotheses be used to explain the child’s
needs, motivation, and other experiences which will be
most helpful to him in taking his next steps in growing
up? This means looking at the present conditions and
inter-personal relationships in terms of their influence
on the child’s present behavior and their effects on
further development. Then follows a need for studying
and observing what happens to the child as a result of
the practical attempts to help which came out of the
hypotheses or interpretations made of his behavior. Out of these new situations often come new behaviors and in the light of earlier interpretations revisions are made and gradually better plans for helping the child evolve.

Interpretation of the Case of Cynthia Jones

The material on the case of Cynthia Jones is typical of the accumulation of information and anecdotes made by a teacher during her first year as a member of a child-study group. It is well to state at this point that the teacher making this record oriented her anecdotes around a child who was having unusual difficulty in finding satisfying social experience. This record represents her first attempt in writing an anecdotal record.

No attempt is made in the following analysis to advocate a procedure. It is simply a procedure used to see the relationships between facts about a child and some principles applicable in the case of Cynthia.

A teacher may have a wide knowledge of the facts and general principles about human development and still fail to understand a child. Valid interpretations of a child's behavior can be

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1See appendix for complete anecdotal record of Cynthia Jones. Only excerpts from the record are incorporated in the discussion; therefore, to get the full picture, the reader should review the whole record as given in the appendix.
reached only when both the information about him and the explanatory principles have been brought together in such a way that meaningful interrelationships can be perceived and understood.

The facts about Cynthia have been considered in relation to the physical, social, and the self areas. The facts were checked to locate persistent clues of behavior or to uncover "spots" in the record which needed more data before an interpretation could be made. Then the recurring situations and patterns of behavior were identified. From these identifications of continuous behaviors a series of hypotheses were formulated to account for Cynthia's particular pattern of behavior. The next two considerations were the checking of the hypotheses against a background of general principles and planning ways of helping Cynthia to take her next steps in growing up.

There is insufficient data in the record to formulate hypotheses in the physical area, and there might have been more adequate data in the social and self areas. But data in the social area seem to be sufficient to make tentative hypotheses regarding Cynthia's relationships with her family, with her teacher and with her classmates. And the data in self areas give some evidences of her needs and adjustment processes.

The following interpretations have been based upon recurring patterns shown in the record in relation to the interpersonal relationships and self-developmental and self-adjustive processes.
Social Interaction

1) With the teacher -- the child is distrustful of her teacher. Gradually she finds the teacher is not going to mistreat her, but is kind to her. She talks over some problems with her, makes excuses to be near her, finds comfort and support by just being close to her. The teacher may be a mother substitute for Cynthia, the only person who is giving her what she really wants and needs, love and understanding. The teacher decides Cynthia needs to take part in plays and so provides opportunity for her to do so. There is steady but slow and unpredictable progress made with her classmates as she progresses in her relationship with her teacher. We see Cynthia given many chances by her classmates even though she has violated the rules. Cynthia never seems able to make a place for herself in the group with any measure of permanency. Why? There are some clues. She makes good suggestions for group play, she plays and sings well, and the teacher likes her. This acts as a suggestion to the children to accept Cynthia because they like the teacher. Cynthia has her worries. She doesn't want to go to a new school and new teachers, but desires to remain with her present teacher even at the expense of failing in order to do so. This is no doubt evidence that she doesn't want to grow up, as well as evidence that she fears she will not be able to win the support and affection she now enjoys.

2) With other children -- Cynthia's behavior often takes a
two-sided pattern. She shows extensive efforts to become a significant member of the "in-group", and then she apparently strikes out against the members without being provoked by them. She makes continued and repeated efforts for acceptance with the peer group, but in the process does things which are not in keeping with the group's code of values and actions. This behavior is observable in Cynthia's tearful and repeated requests to be allowed to join the "clubs" and then after winning her place in the club, pushing one member in the mud.

This is typical behavior of children who are, or think they are, not loved by their parents. This might, of course, be due to Cynthia's thoughtlessness or out of preoccupation with her troubles, or it may be the unconscious hitting back at children for mistreatment received at home.

3) Within the family — This is a description of a child who has been rejected at home by a mother who resents a family at the cost of her career. At first the mother seemed to derive some satisfaction from Cynthia. She reported that Cynthia at two years of age gave promise of being a very outstanding child. Later she began to doubt Cynthia's worth and looked upon her as a disappointment. She caused Cynthia to become keenly aware of this feeling. When Cynthia was about five and one-half years old, Denny, a baby brother, came along. There is evidence that the mother gave her attention and love to him. At the end of the next six years along came twins.
So, Cynthia seemed to have lost any place she might have had in her mother's affection.

Cynthia expresses direct hate for Danny and probably would toward the twins except that she herself would feel condemned. She expressed this idea in a dream she had about killing the twins. In this incident Cynthia eliminated the twins and placed the guilt upon her mother by saying "How wasn't that mean of her?"

Cynthia sees the world as being all right for small children, but not so desirable for a girl who is soon to become a junior miss.

Cynthia complains that she doesn't like to play dolls with Danny as he acts like a criminal and hangs her dolls. It would no doubt be very significant if we knew the characters he associated with the dolls he hangs. He shows his aggression toward Cynthia in the airmada ticket episode. There is a hint also that Danny got all the mother's attention until the twins came.

Cynthia's feeling of rejection is not of the type often encountered when children have no real basis for it and this rejection does not seem to be just from the mother's lack of time and her preoccupation with the twins. When she is assured Cynthia is doing much better, she reluctantly admits this herself but insists it is not a lasting change — that it is just "Christmas." The mother had been head of a reform school and her methods of punishing Cynthia seem to be in keeping with the methods traditionally
associated with houses of correction. The father makes more than
enough money to support the family, but Cynthia's clothes are ragged
and uncared for. She is not provided with a costume when she has a
part in a play and only once in two years does her teacher see her in
a dress which looks as if some thought had been given her appearance.
When the mother is in the hospital Cynthia is a different child at
school and no one would want a "sweeter, nicer little girl."

Information about the father is almost non-existent, which
may be very significant in that he may actually play no real part in
the family picture. Only once or twice do we have mention of him.
Cynthia at one time reports him as being the best daddy in the world.
At another time she reports him as being away from home in the Navy.
It would be important to know whether he agrees with his wife in her
treatment of the children, whether he disapproves and there is fric-
tion on this account, or whether he has found it useless to protest
and has left it all up to his wife.

Self-adjustive

Regression and fantasy -- Here is a child who sees very
clearly the fact she is not accepted. She feels that she is rejected
by the mother and by the other children. This feeling of lack of
love and her resulting feelings of unworthiness are with her constantly.
Such continued preoccupation, day after day, week after week, becomes
physically and emotionally unbearable and the person just has to
escape in some way. Our question is, how did Cynthia escape?
She tried at least two adjustable mechanisms. One through fantasy and one through regression. In fantasy, she escaped by reading books, evidently finding satisfaction in identifying herself with the heroines. We find her reading books about mermaids and fairies. She escaped by play-acting, especially fairy parts and then "twin" parts. She prizes the part of the "golden fairy," and then we find her being the "jungle woman" who is first the unattractive vicious ape, but who later goes through a transformation and is then a beautiful and desirable woman. While she finally gives up the queer antics associated with the jungle woman before the transformation, it is very significant that she insists upon clinging to her new name "Paula" -- the name given the Jungle woman after the transformation -- and in the last anecdote we still find "Paula". Even playing jumping rope with her classmates is in a way fantasy. Her response is make-believe in a very real fashion. She always misses on "J" or "T" (boys to whom she seems to be attracted) and always chooses to miss on "Certainly I Love You." But, when she misses on "T" and then (presumably by accident) misses on "No, I don't love you," she is cross the rest of the play period. Her dream, whether conscious fantasy or not, does remove threats to her status in the family.

In regression, there are several instances in which Cynthia expresses herself as wanting to be a baby, the only time apparently, when she seems to have felt she has had the mother's love and approval. When troubled, she has sought out very little children with whom to play. She becomes quite emotional in her denials that she and her
classmates are growing into junior misses. She doesn’t even want
them to sing certain songs as they are two grown-up songs. Growing
older evidently carries a potent threat of loss in love and that has
certainly been her experience. She is threatened with the loss of
support and friendship from her teacher when she passes to junior
high. Hence, we find our little girl trying not to get any older
and, also, twisting and turning in an effort to go back and recapture
the love she has already lost.

Self-development

As the year progresses, we find Cynthia also progressing.
The teacher thinks so; a classmate’s mother thinks so. Cynthia’s
own mother reluctantly, and very reluctantly, admits it. The
children think so. We have no record of verbal expression of this,
but we do have the evidence of the friendship test. At least half
of the children allow Cynthia to occupy one of the three seats they
would choose for their friends. And perhaps what is most important,
Cynthia is herself seeing that she is doing herself harm by clinging
to her pattern of relationships with other children. She wants to
live her life over again so she can do differently, and so that
everyone will like her.

Cynthia’s most significant developmental tasks as evidenced
by data in the record seem to be finding a place in the child society,
learning to face reality, developing physical skills needed in games,
learning values and codes of the child society, learning to manage her emotional behavior, and developing an increasing independence of adults.

Accompanying these developmental tasks there seem to be two significant adjustment problems which Cynthia is facing, 1) trying to gain acceptance by her peer group and by her teacher, and striving for a "belongingness" and affection; 2) trying to become adequate for her tasks in the realm of social acceptance and physical attractiveness. The data in the record give some evidences of Cynthia's successes and failures and her ways of dealing with these problems.

To summarize briefly - Cynthia is aggressive toward her classmates and she has perhaps made her teacher a mother substitute. This may be due in part because she realizes that she is not accepted by her peers and feels that she is rejected to some extent by her mother. She frequently escapes from this emotional tension through fantasy and regression. There is evidence that she has gained partial acceptance by her group which may be because her relationship with her teacher seems to grow more and more secure, because she accepts some parts of her group's code of behavior, and, finally, because she is beginning to see that her own manner of behaving toward the group is doing her more harm than good.

Now follows the consideration of the final step in this analysis -- How might Cynthia's program have been modified so as to give her more satisfaction in her peer and teacher relationships?
Implication for Planning Cynthia's School Program

From the record, we get some evidences of the ways in which the teacher tried to help Cynthia develop adequate skills for her social acceptance. Further considerations will be given here of some implications for establishing and maintaining peer and teacher relationships.

The teacher's acceptance of Cynthia has given her confidence in her own worth, which has undoubtedly been the main factor in her progress; it has also given the other children the idea that Cynthia cannot be entirely without merit or the teacher would not be so fond of her. When teachers recognize that learning does not take place without some degree of emotional content in the materials of the learning process, then they will look upon the child's search for an adult relationship outside the home as a sign of growth and utilize it for furthering the learning processes. Frequently when parental relationships are inadequate, the teacher may become a parent substitute.

A teacher must be aware of the dynamic force of a pupil's attachment to him and use this force to open up new avenues and areas of expression for the student. Teachers have many opportunities in their relations with students to contribute to their feelings of adequacy, to serve as confidant or supporter, to furnish an ideal, and to help a student make contacts and establish relations with his peers. Every individual likes to be liked for himself as well as
for his attainments as an individual and as a member of a group.

So, the task of the teacher is two-fold: First, to become a real friend to the individual -- not too dictatorial or two paternalistic -- and, second, to help individuals develop wholesome inter-personal relationships.

The roles which a teacher plays for a growing individual may vary. Sometimes the teacher is the promising guide into adult satisfactions, while at other times he may be rejected because of too much guidance. Again he may assume the permissive role that allows individuals to have their problems and an opportunity to start tackling them with available assistance on their tasks to the degree to which they seem to need help. Then again he may assume a pressure role through a display of authority. This may, of course, serve to suppress growth symptoms rather than to channel the drives which are active behind the symptoms.

In the case of Cynthia, the teacher seems to be made the focus of Cynthia's emotional security. This would seem a desirable tie in so far as it gives Cynthia a chance to gain security through someone who accepts her for what she is, provided that on the strength of this she is gradually led into effective group participation so that changes begin to occur within her. We have evidence of this type of behavior several times in the record.

Certainly the teacher's function is to offer the individual a chance to gain through an older person the degree of security which he may need to carry him through a period of confusion in his own
growth, and also to help him draw the right conclusions and insights out of such an experience which will enable him to function more effectively in his group. We have some evidence of how the teacher tried to help Cynthia gain insight into her own behavior by pointing out the effect her behavior was having on the group.

Data from the record – March 14:

Today when Cynthia came to the room, she went to her desk and put her head down and began crying. I thought I knew why, but when I asked her, she only cried harder. Several children said she was crying because no one would play with her after she had pushed Mary down in the mud yesterday afternoon. At recess she came to me and said, 'No one will play with me.' 'Why?' I asked. 'They said I pushed Mary down and I didn't do it,' she said and started crying again. After I had quieted her, I said, 'You should not have run away, Cynthia, even though you may not have pushed her on purpose; you should have waited to see whether or not she was hurt.' She hung her head and said, 'But no one likes me.' 'But you can't have your way about everything all the time and expect the others to like it,' I replied. 'You have to learn to give and take and share willingly. You cannot show your feelings by hurting others like that,' I continued. She finally smiled and went outside. Mary and several of the girls came up to me then and told me that their mothers and fathers said for them not to play with Cynthia because they were getting bad habits from her. However, at noon, I noticed them playing together just as though nothing had happened.

It might have been helpful for the teacher to have done more of this type of individual guidance; though, of course, not overplaying it.

Cynthia's teacher sees behavior as a product of the child and her environment. Behavior is not something put on by Cynthia to please or to annoy her teacher, but it is seen as something caused.
Data from the record - February 23:

In a discussion of proper manners and etiquette today, some one said, 'Why do mothers have to tell you so many things to do and not to do when you go somewhere?' After several of the children had chimed in, I told them to write some of the things their mothers tell them to do and not to do. Here are some which Cynthia listed: Don't pass your plate for a second helping, don't put your feet up in the chairs, don't put your elbows on the table, don't click your teeth against the spoon, don't chew with your mouth open nor speak with food in your mouth, don't 'butt-in' when some one else is talking, don't slide on the floor nor throw dirty clothes on it, don't take big bites, and say only pleasant things at the table, don't drink too fast nor wipe your hands on your dress. Remember to say 'please', and 'thank you', and play what the other children want to play. Take your plate into the kitchen. She had also listed: Make up your bed, pick up your things, and clean the room.

In discussing the ways in which things have changed in the last two decades, the remark was passed that boys and girls are being reared differently than their parents. Cynthia said, 'I will not rear any children of mine like I am being reared. They have been too mean to me.' One girl said, 'Oh, Cynthia, how can you say such a thing!' and she only replied, 'It's true.'

Later, at recess, a little girl told me she had dreamed about me last night. When she had finished relating her dream, Cynthia, who was standing near me, said, 'Last night I dreamed about my mother and little sister and brother. My little sister was so very sick and the doctor said it would be best to give her gas and kill her. My mother didn't want her to die alone, so she said that Billy (the baby boy) would die with her, so she strapped them to a table and killed them both. Now wasn't that mean of her?'

These data show, at least, that Cynthia's teacher is moving in the direction of trying to understand the causes of behavior. It implies that teachers need to seek constantly information that will enable them to know the factors that are influencing the development and behavior of children. If Cynthia's teacher could have combined
more explanatory principles with her pertinent data, she would have
had a more effective basis for helping Cynthia to meet her objective
problems.

The problem of adjustment between a teacher and the learner
is developmental. Cynthia's record shows how this relationship was
deepened over a two-year period of time.

Data from Cynthia's records - January 5:

Last year when I started teaching Cynthia at the first of
the fall term, she seemed afraid of me. She never said a word
to me and never looked me in the eye. When I chanced to ask her
a question about just anything, she always hung her head, looked
at the floor, and said nothing. If I came near her, she grew
rigid. Now she often comes up to me and tells or asks something,
and always answers whatever I may say to her. She no longer
looks at the floor, but at me. Often, when the class is busy
with written work, when Cynthia finishes hers, she comes up to
my desk or wherever I may be and just stands there. If I ask
her if she wants something, she merely smiles and says, "No," and
stays there a while, then goes back to her desk, but is back with
me in just a few minutes. Sometimes she says something about
her dolls, sister, or baby brother, but more often she just
stands there unless I ask her something or say something to her.

This time element may also make it possible for a teacher
to observe the rapid and slowing down periods of physical growth, as
well as the rate at which a child may be going through the growth
cycle. Cynthia's teacher seemed to recognize the interrelatedness
between the different kinds of growth and learning.

Data from record - February 13.

Tonight I called Cynthia's mother, as well as two others,
about adolescent girls' problems which several girls had been
discussing at noon and which two or three younger ones apparently
knew nothing of. Her mother said that if the question came up again, she thought it best for me to tell her about menarche because Cynthia would probably resent the inconveniences entailed. After we had discussed the situation, Cynthia's mother asked me how she was getting along. When I told her how well adjusted she had become, her mother said, 'We don't have to tell her to get her homework any more — she just sits down and does it. She wants me to come to school and stay for a half day as the other children's parents do, but I can't seem to find time. Perhaps before school is out, I will be able to.'

Establishing and Maintaining Peer Relationships

Cynthia is now beginning to find satisfactions in the rewards that come from keeping to the group standards of behavior. Every opportunity should be given her which would enhance her worth in the eyes of her classmates. So far, this has been done without any apparent resentment on the part of the children. Cynthia is given many chances by her classmates, even though she has violated the codes of the group. This behavior is observable in Cynthia's tearful and repeated requests to be allowed to join the clubs.

Data from the record - November and October:

Just before the bell rang, I went to the board to write the assignments for tomorrow, and Cynthia followed me over. She saw one little girl writing something, and said to her, 'Oh, you and your old clubs. You make me sick with them. Why can't I be in them?' 'Oh, because, Cynthia.' Several of the little girls said to me, 'She drew pictures on the sidewalks and called us 'cowards' and everything else.' 'You would, too, if you were me,' Cynthia replied. 'Why don't you start a club of your own?' one child asked, and she replied, 'Because nobody'd be in it, if I'm in it,' and then she started crying. 'I don't want any more talk of these clubs in the room, then, please,' I said, and the children promised me not to talk of it any more. Before the bell rang for dismissal, they were all happy again.
The children here have quite a peculiar 'bite system. If one child has something to eat -- candy, cookies, fruit, etc. -- anyone who says 'bites' to him is entitled to a bite, until the owner says 'No bites.' Cynthia has been quite a 'biter.' The other day Jim had a delicious looking chocolate cookie which he displayed with pride. Cynthia yelled, 'Bites!' to which Jim replied, 'You must be crazy if you think I'd give you a bite of anything.' Although Cynthia has been quite a 'biter,' I had never heard anyone say 'bites' to her until today. She had a candy bar, and when one girl said 'bites' to her, Cynthia said, 'No bites,' and ran out with her candy.

After being practically avoided by her classmates for a week or more, Cynthia was finally taken back into favor by the girls. She has been playing alone so much at school that I felt sorry for her and talked to the girls about it -- and they really tried hard to include her in their play. However, during the first recess following her 'acceptance' by the group, she jumped off the see-saw and let the child on the other end hit the ground. Of course, this being only one of many evidences of thoughtlessness, the children 'got mad at' her again, but have again begun to play with her.

Should the teacher have provided a greater variety of situations for work and play which would have included Cynthia in realistic situations placing equal demands upon the individual members for contributing and accepting help? Obviously, she should have. If the teacher is striving to meet Cynthia where she is, this implies that she would provide first, rich opportunities for the satisfaction of social acceptance; and, second experiences which will continually extend her horizon so that as new skills are developed there will emerge from them others which in turn must find satisfaction. This process is continuous and would mean providing opportunities for developing skills in social processes such as: Making choices, using freedom, and taking responsibilities.
In connection with any activity or unit of work, the teacher and students participating in general planning would have opportunity to choose topics and then organize small groups for work. Cynthia might have been able to establish satisfying relationships in groups of three or four peers, provided, of course, that the teacher manipulated the situation so that Cynthia would feel (1) that she was accepted by those with whom she worked; (2) that what she had done would be an important part of what the group was doing; (3) that she could be successful in doing it.

Gradually as Cynthia can see and feel her contribution in the small group and see it as a part of the work of the entire class, she will have a feeling of "belonging", of being a contributing member, and will thereby gain in assurance and courage to assume responsibility.

By providing choices in the selection of topics regarding personal attractiveness, Cynthia might have chosen one according to her special interest -- for example, hair styles. This might furnish an important means of gaining recognition from her classmates. As boys and girls work together in a free give-and-take situation, they are exploring the field of their own relationships with one another. With such a procedure, Cynthia would have a chance of finding new meaning and satisfaction in her accomplishments, not only from the work done, but from further attainment of status and security through growing a little more into self-dependence and self realization.
Then, too, the teacher in a free situation could, without Cynthia's being aware of it, create a situation in which she could succeed. If not successful at first, the teacher might have helped her to analyze her difficulties and encouraged her to try again. Through this type of guidance Cynthia would be growing in her concept of how people live together successfully. The extent to which Cynthia would profit by these experiences would depend upon her own rate of development and her desire for social experimentation. To force these skills might be hazardous to Cynthia's personal adjustment.

Classroom situations can offer much in the way of providing and encouraging the development of personal-social relationships. The teacher herself shows a recurring pattern by consistently asking the group to take Cynthia "in." This is perhaps necessary to a certain point, but for Cynthia's own development it would seem necessary that she gain some social skills through actual participation in the group. These skills would tend to organize her own aggressive forces and direct them into related ways of acceptable behavior.

Assuming from the data of this case that one of Cynthia's developmental tasks is to gain acceptance by her teachers and peer group, then it would follow that she would need to know something of the existing code, roles, and morale of the group in which she found herself. This knowledge might be acquired in part through her consideration of functional problems which show relationships between
individuals and the social environment in which they live. Examples:

What is my ideal person like? ideal home? ideal classroom? others?

What am I like? How might I act in my group?

What is desirable behavior for the person you would like to have as your best friend?

How to make friends.

How to lose friends.

What is meant by a "crush?"

What are my classmates like?

How can I improve my personal appearance?

These problems would present choices and perhaps serve as a basis for orientation of further class work in which individuals might form in groups according to their special interests and proceed with small group work which in turn might be shared by the other members of the class or serve as basis for the teacher to give individual guidance. Through individual counseling the teacher might lead Cynthia to feel more comfortable in her real world and enable her to study her own growth. All in all, these problems would be considered as developmental "self-helps." That is, they might aid Cynthia in her understanding of pressures, opportunities for social living, or emotional identification, according to her own stage of development.

More situations for the development of special skills might have been provided. This provision might have created situations in which Cynthia could have been given alternatives from which to choose as she approached limits in content, or limits imposed by the group,
or limits imposed by her own developmental level. Examples:

Dramatic experiences - original or otherwise, chosen or written by group members.

Use of content of Cynthia's fantasy for dramatic production.

Use of literature in fantasy for broader understanding and interpretation.

Physical education - group skills such as ping-pong, or student helper to assist with children's games in the lower grades.

A child may fail in his school work while he is preoccupied with gaining status into his group, or he may over-compensate in his academic work when he fails in his peer relationships. He may fail to establish effective peer relationships because of "over-protection" in the home, or because he is too immature for social development of the group, or he may be too advanced in maturity for his group.

It is essential for the well-being of any individual child that he feel that he is loved and wanted by his family and is necessary to the family group. As the child grows older, he reaches out beyond intimate relations with his parents and brothers and sisters to find his place with those boys and girls of his own age with whom he plays and works. This is an important aspect of social development, for the relations with one's peers become increasingly important as the years go by. The sense of belonging will come to a child if he is accepted by his peer group, if he feels that he is necessary to the group, and that he is adequate to give what the group demands of him.

The teacher's place in this type of a program is not easy.
The teacher's place in this type of a program is not easy. Social dealings with others, whether they be friendly or combative, involve many techniques and skills. The learning of these skills comes through actual practice in social situations.

These examples of implications for planning Cynthia's program for establishing and maintaining peer and teacher relationships are based upon general principles which seem to be operating in relation to the data contained in the social area of Cynthia's record. Other implications might point to the need for more information about the home and the physical development of Cynthia, or to a need for adequate guidance in Cynthia's program as she transfers to junior high school.
CHAPTER VI

GENERAL CONCLUSIONS

The task of helping teachers assimilate facts and principles which contribute to the explanation of human development and behavior is at least a threefold task: (1) To help teachers make use of the scientific knowledge which they already have; obviously, no one knows all the facts, but every teacher knows some of the facts and principles. (2) To help teachers extend their understanding of the scientific facts and principles that explain human development and behavior. Just how many facts and principles a classroom teacher should know and utilize is not known, yet it is possible to indicate at least some of the general principles in the three behavior producing areas — physical organism, cultural processes and the self processes — which are essential to the understanding of any child. (3) To direct attention to the study of children as a major responsibility of the teacher. These tasks represent the basic features of one type of in-service training programs for teachers. They may also have some implications for the pre-service training experiences of teachers.

Through the direct study of children, the teacher may be helped to define his own role more clearly and to realize a need for additional knowledge and skills in devising and carrying out practical plans for facilitating the development, learning, and adjustments of the children whose needs, problems and tasks have been diagnosed.
On the basis of a knowledge of scientific facts and principles which explain human development and behavior, the teacher is able to understand why the child's interaction with his physical environment takes the form it takes, and he is able to devise ways of inducing appropriate patterns of interaction.

Sometimes this comes about through: (1) Modification of the child's environment; (2) modification of demands and expectations made upon the child; and (3) modification by the child of his own needs.

By the directing of a teacher's attention to a specific child in his own classroom, he may be helped to translate the scientific facts and general principles into specific application. Through learning how to gather, to organize, and to interpret facts about one child, a teacher learns skills and techniques which may be adapted to the study of any child.

It is not expected that this approach to child study is the way, or that it will serve as a cure-all for educational ills. This study is offered as an example of what has proved to be a practical way of helping teachers to secure the scientific knowledge and to acquire the techniques necessary for a greater understanding of children. It is through learning how to understand children and their development that teachers can increase their classroom efficiency and thus make their knowledge of subject-matter and methods of teaching and guidance more effective.
Research in child development has provided many findings which have implications for education, but the findings do not represent alone a body of scientific facts and general principles; they represent, also, a point of view. The findings serve as guides to practice and do not tell how the practical details of the school's job may be carried out. These answers can be found only in experimentation based upon scientific inquiry.
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APPENDIX

CASE RECORD
CASE OF CYNTIA JONES

Cynthia Jones was in the fifth grade last year and this year she is in the sixth grade. There are eight girls and eighteen boys in this group.

Cynthia was born in Chicago on March 17, 1934. The family left Chicago and came to this present location when Cynthia was in the second grade. Mr. Jones is a very prosperous oil contractor. Before her marriage, Mrs. Jones was the head of a reform school for girls. Cynthia is eleven years old, the oldest of four children. Denny is seven years old and Bruce and Jane, the twins, are about a year old.

The mother is very ambitious for her children — "When Cynthia was about one and a half or two years old, she talked so well and learned so easily that we were quite ambitious for her, but we've gotten over that now."

The mother said to another teacher in the school, "I certainly envy you. I had always wanted to be a successful career woman instead of being tied down to a house and children."

The teacher's statement about Cynthia's father: "Although I have met her father just once, I have been told that he is quiet and calm. Cynthia never says anything about her father."

The mother remarked to teacher, after teacher had been complimentary about Cynthia's work, "Last Saturday I told her to clean out her closet and when she didn't do it right away, I
punished so severely, physically, that I was sick for two or three days after that."

The mother told the teacher in Cynthia's presence, "I told her (Cynthia) I'd give her one more chance to be good, and if she doesn't behave, I'll put her in a boarding school and she won't be able to do as she pleases, and they will make her study and be good."

In class when each one was asked to write about some things their mothers told them to do and not to do, Cynthia wrote the following: "Don't pass your plate for a second helping; don't put your feet up in the chairs; don't put your elbows on the table; don't click your teeth against the spoon; don't chew with your mouth open nor speak with food in your mouth; don't "butt in" when someone else is talking; don't slide on the floor nor throw dirty clothes on it; don't take big bites; say only pleasant things at the table; don't drink too fast nor wipe your hands on your dress. Remember to say 'thank you' and 'please', and play what other children want to play."

Cynthia is an attractive child. She has blond hair, blue eyes, black eyelashes, a few freckles, even teeth, and a lovely smile. She is usually poorly dressed in small faded or torn clothes. Her shoes are seldom polished.

Her handwriting is large and child-like. She likes art and is beginning to like music. Last year she would never sing,
this year she sings with the class, and asks to sing in trios or quartets.

On the first day of school this year, I noticed that there was something peculiar in the attitudes of the other children toward Cynthia. From all indications Cynthia is unable to play harmoniously with other children. She has very seldom been able to play an entire forty-five minute lunch period with other children without some difficulty or misunderstanding arising. At times I know that I have been more lenient with Cynthia than with the other children. But I have tried to do it in a way that the other children would not notice. This was practically the only way to penetrate the "shell" in which she seemed encased. Now, in March, I am able to trust her as I do the other children.

Cynthia's lowest score on Stanford achievement test this year was on arithmetic and spelling. She doesn't care much for arithmetic and reads story books most of the arithmetic period. Her scores on the test are: Reading 8.6, Language 9.0, Arithmetic 5.3, Literature 10.0, Social Studies 7.8, Elementary Science 10.0, Spelling 5.2, Average 7.7+. (Scores are in terms of grade equivalent.)
Teacher's Record.

October, 1944. Yesterday, immediately after the 11:00 o'clock recess, one little girl came up to me and said: "Miss Hurley, if you were mad at someone and your best friend was mad at her, too, if your best friend made up with her (the person you were mad at), would you make up with her, too?" Knowing that she referred to Cynthia as the child whom she was "mad at", I replied, "Why certainly. Being mad at someone does not make you any happier, I'm sure." By this time, the seven girls of the class had gathered round and a "statement of complaints" was made by each child. Most of them complained that Cynthia was selfish, would not take turns playing what the other children want to play, and that she is peeved if they talk about something they did at home when she was not present. One child said: "We ought to be kinder to Cynthia, I think, because we should do unto others as we would have others do unto us, and I know there are times when we are very mean to her when we could be better." "But my mother told me not to play with her at school if she acts like she does at home," replied another child. At this point, I told them to sit down and that we would discuss it at noon. However, during the 45 minute period which followed, all of the girls had decided to "try once more to get along with Cynthia" and all seemed quite companionable at noon, each trying to do something extra nice for Cynthia.

October 18: The children here have quite a peculiar
"bite" system. If one child has something to eat -- candy, Cookies, fruit, etc. -- anyone who says "bites" to him is entitled to a bite, until the owner says "no bites". Cynthia has been quite a "biter". The other day Jim had a delicious looking chocolate cookie which he displayed with pride. Cynthia yelled, "Bites!", to which Jim replied, "You must be crazy if you think I'd give you a bite of anything." Although Cynthia has been quite a "biter", I had never heard anyone say "bites" to her until today. She had a candy bar, and when one girl said "bites" to her, Cynthia said, "no bites", and ran out with her candy.

October 20: After being practically avoided by her classmates for a week or more, Cynthia was finally taken back into favor by the girls. She has been playing alone so much at school that I felt sorry for her and talked to the girls about it -- and they really tried hard to include her in their play. However, during the first recess following her "acceptance" by the group, she jumped off the see-saw and let the child on the other end hit the ground. Of course, this being only one of many evidences of thoughtlessness, the children "got mad at" her again, but have again begun to play with her.

October 24: It has been difficult since September, 1943, to get Cynthia to appear before a group, whether to sing with a group or recite, or even to sing alone in music class. Early in October, when the sixth grade had to put on a program for P. T. A.,
Cynthia approached with a shy smile and asked to be given a part, to which I consented, although I was secretly sceptical about her part. On the day of the program she created a scene by saying she would not take part in the program if she could not stand by Mary, the most popular girl in the class. However, when the time came for her part in the program, everyone was delighted with her recitation, and complimented her highly, which pleased her greatly.

October 24: The program chairmen, who are working on the program for assembly on Friday, have decided on a Hallowe'en play and have been assigning parts. When Cynthia found out that there were to be some fairies, she could hardly contain her happiness, but when she found out that the chairman had given her the part of a witch, she cried and stormed, but to no avail. I don't know whether she will take the part or not. When there is a story to dramatize or a play in which there are fairies, she wants the part of the fairy, or practically refuses to read.

After recess, when I returned to my room, most of the students were in a "huddle", and Cynthia was in the midst of it crying. I questioned the group as to what was going on and someone said "Cynthia is acting hateful again." I called Cynthia to my desk and asked her what the trouble was. At first she was silent and tried to quit crying. I said to her, "Don't be afraid; I'm not going to hurt you." Then she said, "The girls, three of them, are starting a good club and have asked three boys to be in it. I want

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to be in it. When I am not around they get together and make secret plans, but when I come back, they quit." The other girls said that she was in some of their clubs, but Cynthia replied, "None of them ever amount to anything."

Cynthia cried all day. All of the trouble is over the club spoken of previously. One child said to me, "Miss Hurley, Cynthia is crying to be in our club, but we can't let her be in it. She just can't get along with anybody. In the second place, our mothers don't want us to play with her out of school because we are learning bad habits from her. In the third place, her mother doesn't want her to play with boys because she is always getting hurt." Here Cynthia broke in, "Oh, hush; that was last year," and she looked at me in a shy manner, as though she thought I hadn't heard the other child's statement. After we had talked over the "club question," the girls decided to let Cynthia be in the club, but gave her three chances to prove that she can get along with them.

November 1: Yesterday was Hallowe'en. Last night, Cynthia and several girls came by to see me and to show me their costumes. Although they had already been to two or three parties in the course of the evening, Cynthia woke the household with her cries and shouts, "Give me something to eat." When she left, she threw torn paper all over the porch, but when I asked her to pick it up, she did.

Today all the children are angry with her behavior last
night. They had gone to someone's house in their "tricks or treat" round and Cynthia had overturned the garbage cans on the lawn. Upon being caught, Cynthia ran off and left the other children to face the fury of the owner. The children vow never to go with her again.

I heard today that Cynthia has already ruined two of her three chances to be in the club with some of the children. Again today she cried practically all day and did not pay attention to class, but read her story book, until I took it away from her for the rest of the day. I noticed at the noon recess that she is playing with first and second grade children, as she did last year.

Cynthia was given the part of the good fairy in the play previously spoken of. However, the other children's mothers had gotten their costumes ready. On the day of the play, Cynthia was very disappointed and a little bit ashamed of the faded yellow dress she wore, but when she put on her crown and took up her wand, I said brightly, "You do look like a fairy, Cynthia." She shyly smiled and said, "Thank you," and said her lines very well when her act did appear.

Today the bell rang early at noon because of bad weather. All of the girls, except Cynthia sat in a desk in the back of the room, and sang Christmas carols. Cynthia sat in a desk in the front of the room, watching me as I went through my blue cards for information for my attendance report. "Why don't you run along and sing with the rest of the girls?" I asked, without looking up. "I don't
know," she replied, and something about the way she said it made me
look up, to see her eyes filling with tears. "Why, Cynthia, what
is the matter?" I asked. She came up to my desk and stood beside me.
"What is it, Cynthia?" I asked again, and she replied, "Nothing".
She moved as if to sit with me, but, seeming to think better of it,
stood again. I moved over and said, "Sit down if you want to."
When she did, I put away my work and we talked about her youngest
sister and brother (twins, about one year old). She told me again
that she had been allowed to name the little boy and had named him
Bruce after a boy in the class. "I would name him 'John' if I
could name him over again," she said, smiling. Before many minutes
had passed, she was happy and smiling again.

Just before the bell rang, I went to the board to write
the assignments for tomorrow, and Cynthia followed me over. She
saw one little girl writing something, and said to her, "Oh, you
and your old clubs. You make me sick with them. Why can't I be in
them?" "Oh, because, Cynthia." Several of the little girls said to
me, "She drew pictures on the sidewalks and called us 'cowards' and
everything else." "You would, too, if you were me," Cynthia replied.
"Why don't you start a club of your own?" one child asked, and she
replied, "Because nobody'd be in it, if I'm in it," and then she
started crying. "I don't want any more talk of these clubs in the
room, then, please," I said, and the children promised me not to
talk of it any more. Before the bell rang for dismissal, they
were all "happy" again.

Today Cynthia was talking to me when she saw a baby picture on a calendar on my desk. "Oh," she said, "that looks like my little brother." "Which one?" I asked, "Denny?" She screwed up her face and shook her head. "Oh, goodness, no. I hate him," she said.

(Denny is 7 and in second grade. Before the arrival of the twins last October, he seemed to have been the center of his mother's and father's attention, judging from remarks made by the mother last year.) After she had bragged about her baby brother and sister, she proudly announced, "I am giving 11 presents on the Christmas tree."

"Oh, how nice," I said. "It's very sweet of you to remember your friends at Christmas." Last year she gave none and received none, except the gift from the child who drew her name and the one I gave her.

Today, in giving out the parts for the Christmas program, I debated some time as to whether or not I should give Cynthia a part. I wanted to, because she wanted one so badly, but she does not speak loud enough, and "worries" the other children in a program, but I finally gave her a part for two reasons: I did not want her to be disappointed and put her back where she was -- in a temper all of the time, and because that may and possibly would be the only way she would get to the program (at night) at all, as she has been kept away from practically all school programs in the two years I have known her.
(Last year, for our Hallowe'en Carnival, she was dressed to come
and then her parents would not take her, nor let her go with
neighbors who went over and asked to let her go along with them.
No excuse was offered for the refusal.) I know that she will learn
her part before any of the others and will say it well -- if only
she will speak loud enough.

December 18: When the slips with permission to be
excused to see the "Airmada" at the airport were collected this
morning, Cynthia handed hers in and said, "My daddy signed it but
I don't know if I can go or not." Just before the children were
excused to go, Cynthia's brother came to get the slip to see if
his name was on it. He said in a very ugly tone to Cynthia, "Give
me that slip. You took mine anyway." It happened that their parents
had signed the slip so that if they could get a ride they could go,
but neither of them could take the children. Cynthia cried for a
while, but played with the four other children who had not gone
until 3:30. She talked with me quite a bit and made several interest-
ing remarks as: "When I grow up, I'm going to be a detective, like
Nancy Drew." "I wish I was a little baby, or even in the first grade,
because I would live my life differently." "Why?" I asked, and she
said, "Nobody likes me, and I'd try to get someone to like me, if I
could start over." "I like you, Cynthia," I said, and she said, with
a smile, "I know you do. I wish you'd fail me this year."

December 19: Today, when most of the children, particularly
the sixth grade boys, were hanging mistletoe over the girl's heads to kiss them, no one wanted to kiss Cynthia, and several even dared her to try and kiss them. I noticed at noon, while I was out on the school yard, that Cynthia chased most of the boys but all eluded her. Finally she caught one boy and threw him on the ground. She held him down while she kissed him. The bell rang just then and they had to come in, but she told me that she was going to "collect all my kisses after school."

December 20: At recess today I was sitting on the steps talking about Christmas with a fifth grade boy when Cynthia came up and sat beside me. "And what do you want for Christmas, Cynthia?" I asked. "I want a doll and doll house most of all," she said. "That would be nice," I said. "How many dolls do you have now?"

"Oh, I have several -- one almost as big as me, but I want a new one. My little brother (age 7) plays dolls with me, but he wants to be a criminal all of the time. He always hangs my dolls up to the knob of the door to my room." "Do you want anything else for Christmas?" I inquired. Cynthia looked down and for a minute did not say anything, then she suddenly looked up and smiled shyly. "You might think it's silly, but I like to sleep with a teddy bear. I want one for Christmas." "No, it isn't silly, Cynthia," I said; "at least you feel that you are not all alone when you go to bed." She then told me about her baby brother (14 months old) sleeping with her sometimes, but that he falls between the bed and the wall. I enjoyed talking to
January 5: I was quite pleased when one of my pupil's mothers, who had come to visit with me, said to me, "Miss Hurley, you have improved Cynthia in many ways in these two years. She does not seem like the same child that she was at the beginning of the school term last year. I have always heard the children talk about Cynthia and how bad and stubborn she was, but I thought they exaggerated some. However, when I visited in here the first time last year, the first thing she did was to stick out her tongue at me. She acted just as the children said she did. I don't know how you did it, but she has changed. You have done a good job."

Last year when I started teaching Cynthia at the first of the fall, she seemed afraid of me. She never said a word to me and never looked me in the eye. When I chanced to ask her a question about just anything, she always hung her head, looked at the floor, and said nothing. If I came near her, she grew rigid. Now she often comes up to me and tells or asks something, and always answers whatever I may say to her. She no longer looks at the floor, but at me. Often, when the class is busy with written work, when Cynthia finishes hers, she comes up to my desk or wherever I may be and just stands there. If I ask her if she wants something, she merely smiles and says, "No," and stays there a while, then goes back to her desk, but is back with me in just a few minutes. Sometimes she says something about her dolls, sister, or baby brother,
but more often she just stands there unless I ask her something or say something to her.

This morning when Cynthia came in, she walked straight to my desk and said, "Look -- I fixed my hair differently today."
"It looks nicer that way; I like it very much," I replied. She had made two braids and brought them up, and it looked much neater and nicer. "It didn't meet at the top, so I had to put a ribbon there," she said. "It looks better with the ribbon, I think," I replied. She went to her desk then. Today she played very well with the other children. When she spoke of her hair, it reminded me of something that happened the week before Christmas. I was outside when Cynthia came out and sat on the steps. I noticed a large safety pin in the top of her hair holding two small side braids in place. When we went in after recess, she came up and asked me to please replait one of the braids which had come down. After the hair was plaited, she held hand so that I could barely see in it and said in a low voice: "I'll have to use this safety pin, but don't let anyone see it because they would laugh." "Hold this braid up here and let me see if I have a bobby pin in my purse," I said. I found some and when I was putting them in her hair, she said, "Oh, I'm so glad you found them because I didn't have anything but this pin, and I know they would laugh at me." She really did look grateful. I think she is still using my bobby pins.

Today Denny, Cynthia's brother, came down and asked me if
he could borrow some paper from Cynthia. I called her to my desk and asked her if she had some paper that he could borrow. "No, I haven't," she answered. "Make him get out of here and go back to his room." When he left, she said, "Isn't he an awful looking creature sometimes? I hate for him to come in here." "Why didn't you let him have some paper, if you have it?" I asked. "Oh, let him borrow some from someone in his room, and stay out of here."

Today Cynthia came to my desk several times for nothing in particular. Once she asked me to keep a composition book in my desk drawer, as it was a book about their club. Another time she asked me to give two of the girls (who are not in the club) something to do a few minutes at recess so that the two girls could not follow the five of them. Later in the day she came to my desk and said, "Miss Hurley, I am your slave. I'll do anything for you."

At noon I saw my little girls sitting together on one end of the playground, so I walked over to see what they were doing. They saw me coming, and Cynthia called out, "Come here and let us draw you." She asked me to sit by her, which I did, and when I got up to go after a while, she grabbed my coat and said, "Oh, please sit down and stay a little longer," which I did.

She spends all of her free time drawing young girls. I have not heard her say anything about fairies for some time. She is still in favor with the group of girls -- and seems happy.

This week, in studying adjectives, I asked the pupils to
write a description of one of their classmates, but, in order to judge how well they described them, not to use names and we would let the rest of the class guess who was described. One boy described Cynthia, and, in closing, said, "She stands pigeon-toed when she goes to the front of the room to answer or read." Since then, Cynthia corrects her own pigeon toed posture when she stands in front of the room.

February 1: When I came back to school today after being out the first three days this week because of illness, Cynthia, on coming into the room, said, "Oh, Miss Hurley, I'm so glad you are back; I'm so glad to see you." At recess, I was sitting at my desk and she came up to me to show me some pictures she had drawn. Once she put her arm on one of my shoulders and after a few minutes, it slipped around my neck. She stayed with me until time for class to begin.

February 2: The sun shone today and everyone was outside at recess. I was talking to several fifth and sixth grade girls, and somehow, we started discussing characteristics of several nationalities. When someone asked me what my ancestors were, I replied, "English and Irish, mostly English." Cynthia said, "My mother must be almost all Irish, 'cause she loses her temper so much -- and does she have a temper!" After several children stated their ancestry, Cynthia again said, "Miss Hurley, where do the meanest people in the world come from? I mean, what country?"
"Oh, I don't know, Cynthia; I suppose every country has some "mean" people in it. Why do you ask?" I answered. "Well, whatever country it is, my mother must come from there, because she is the meanest person I know," Cynthia then said. Thinking that I might get some valuable information on her home life, I replied, "What do you mean, Cynthia? She doesn't spank you, does she?" This last part I asked with a smile so that she wouldn't think I was getting to serious or personal. She slightly smiled and answered, "Yes, she spanks me with a belt. She makes me do the dishes and gives me a certain amount of time to do them in, and if I don't finish, she comes in with her belt and spanks me to make me hurry. I always think of you, Miss Hurley, when I do the dishes, 'cause that's the only time I sing."

At noon the other day, Cynthia said to me: "Do you think I will ever be pretty?" "You are pretty now, Cynthia, particularly when you smile. You have just about the prettiest eyes and eyelashes that I have ever seen," I replied. "Do you like my hair?" she asked. "Yes, I do, but I like it more combed up," I said to her. "I do, but the last time I combed it up, a few strands of hair came down in the back and I cut them, and now my mother said I can't wear it up until it grows out," she said. "You look like your mother in one way," I said to her. "Oh, don't say that! I don't want to look like her. And besides, it makes her mad when anyone says that to her," she answered.
February 8: Today at noon when the other girls were
telling who their sweethearts are, Cynthia said, "Everyone likes
me least of all, except Miss Hurley," Later she said, "Miss Hurley
is my sweetheart."

Later this afternoon Cynthia said, "Oh, I wish you would
teach the seventh grade next year. I hate to go up so high,
'cause everyone says I am grown up, and I don't want to be." Yes-
terday she said to a little boy, "Tommy, look at me -- I'm a fairy,"
to which he replied, "You look more like a witch, Cynthia."

February 9: Today, Cynthia said to a little girl, "I
think my daddy is the best daddy in the world." This is the first
time I've heard her say anything about or even mention her dad.

February 14: Cynthia sent me a very nice valentine today.
She gave one to practically all of the children in the room. When
I told the children I had been unable to get valentines for them, she
looked rather crestfallen, but when I gave each child a package of
candy instead, she looked very happy again and came to me later and
said, "This is the best valentine I ever got."

February 15: At noon, while on duty, several children
said to me, "Miss Hurley, aren't we Junior misses?" to which I
replied, "Yes, I would think so." "Well, Cynthia says she is just
a child and wears children's clothing," one child replied. Before
another word could be said, Cynthia stamped her foot and screamed,
"I am not a Junior Miss. I am a little girl and I don't ever
want to grow up." She began crying and threw herself, face down, in the grass, but just then the bell rang and we had to go inside. She seemed to have forgotten about it after the class had begun.

Tonight I called Cynthia's mother, as well as two others, about an adolescent girl's problem (menstruation) which several girls had been discussing at noon and which two or three younger ones apparently knew nothing of. Her mother said that if the question came up again, she thought it best for me to tell her about menstruation because Cynthia would probably "resent the inconveniences" entailed. After we had discussed the situation, Cynthia's mother asked how she was getting along. When I told her how well adjusted she had become, her mother said, "We don't have to tell her to get her homework any more --- she just sits down and does it. She wants me to come to school and stay for half a day as the other children's parents do, but I can't seem to find time. Perhaps before school is out, I will be able to."

February 21: I read in "Coronet" of an experiment carried out in Des Moines and tried it today. I had each child draw his desk and those around him. In each desk I had them write the names of the persons whom they would like to have around them. Cynthia was put in one desk in at least half of them. I am going to repeat the experiment before school is out and compare the results.

February 22: After most of the children had left the room, she said to me, "When I grow up, I want to be a detective, a dancer,
or an artist." Later, she again said to me, "When I grow up, I want to have five or six children." Before classes began after lunch, she had again informed me that she doesn't want to go to Junior High School. She also gave me her picture and asked for one of mine. I thought her pictures were good this year, but she said her "mother does not like them because it is a forced smile," although I have seen that same smile on her face often this year.

February 23: In discussing ways in which things have changed in the last two decades, the remark was passed that boys and girls are being reared differently than their parents. Cynthia said, "I will not rear any children of mine like I am being reared. They have been too mean to me." One girl said, "Oh, Cynthia, how can you say such a thing!" and she only replied, "It's true."

Later, at recess, a little girl told me she had dreamed about me last night. When she had finished relating her dream, Cynthia, who was standing near me, said, "Last night I dreamed about my mother and little sister and brother. My little sister was so very sick and the doctor said it would be best to give her gas to kill her. My mother didn't want her to die alone, so she said Billy (the baby boy) would die with her, so she strapped them to a table and killed them both. Now wasn't that mean of her?"

March 6: Today at noon, Cynthia was crying and when I asked her what the trouble was, she said, "The other girls don't want to play with me." "Why not?" I asked. "I don't know; they
play with everyone else but me," she replied tearfully. When I asked the other girls, who were near, what had happened, they replied, "We didn't say we didn't want to play with her." One girl said, "She was following Mary and me, and I wanted to tell Mary something by herself. When I asked Cynthia to wait a minute, she started crying and said we were talking about her and didn't want to play with her." At recess there seemed to be no trouble.

March 7: Everything seemed to be going fine this morning when, in the middle of a discussion of Japanese treatment of American prisoners, Cynthia took out a book — something about mermaids, and began reading. During the day, she said to me several times, "Oh, that book is so good! I wish there were still more mermaids. I wish I was one." She began telling me the story.

At noon, Cynthia cried again and said to me, "Those old girls still are not playing with me. They are children, aren't they? They say they are not. I wish they'd sing children's songs, instead of grown-up popular songs. I wish I was a little baby — about two or three years old. I think I'll be an actress when I grow up. And oh, Miss Hurley, next year I'm going to take art, dramatics, music, and dancing. Did you wish to be a teacher when you were a little girl?" Before I could answer any of her questions, the bell rang, and she went in to her desk.

March 12: Following a suggestion of Miss Mershon, I had everyone in the class write their three dearest wishes. These are
Cynthia's three, in the order named:

1. I wish I was pretty and that everyone liked me.
2. I wish I would make good grades and an excellent report card.
3. I wish I was an actress.

March 13: This afternoon, when I was walking home, I noticed a large group of children farther down the street. They seemed to be gathered around someone, and I wondered if someone had been hurt. As I neared the group, several children noted my approach and came to meet me. They said Cynthia had pushed Mary down and had run home. Mary's knee was bleeding from a scratch and she had scratched her chin in the fall. She said Cynthia had pushed her down because she, Mary, had asked Cynthia not to hang on her.

March 14: Today, when Cynthia came to the room, she went to her desk and put her head down and began crying. I thought I knew why, but when I asked her, she only cried harder. Several children said she was crying because no one would play with her after she had pushed Mary down in the mud yesterday afternoon. At recess she came to me and said, "No one will play with me." "Why?" I asked. "They said I pushed Mary down and I didn't do it," she said and started crying. After I had quieted her, I said, "You should not have run away, Cynthia, even though you may not have pushed her on purpose; you should have waited to see whether or not..."
she was hurt." She hung her head, and said, "But no one likes me."
"But you can't have your own way about everything all of the time,
and expect the others to like it," I replied. "You have to learn
to give and take and share willingly. You can not show your feel­
ings by hurting others like that," I continued. She finally smiled
and went outside. Mary and several girls came up to me then and
told me that their mothers and fathers said for them not to play
with Cynthia because they were getting bad habits from her. How­
ever, at noon, I noticed them playing together just as though
nothing had happened.

March 19: Cynthia played well with the children Thursday
and Friday. Today, however, she acted queerly. Over the weekend
she had seen the movie, "Jungle Woman" in which an ape was changed
to a beautiful woman, and today she acted the part -- all day. She
sat stiffly in her desk with her arms thrust stiffly by her sides.
She rolled her eyes in a wild fashion and opened them very wide.
When she walked, it was in the same stiff manner. She didn't say a
word to anyone of the children. When I called on her for a question,
either she said nothing or mumbled an unintelligent answer. She
did tell me, though, that her mother would not let her have a birth­
day party because Denny (aged 7) has chickenpox.

March 20: The art teacher told me today that she was very
surprised Friday afternoon when, in art period, the children praised
Cynthia's work instead of making fun of it as they did when she taught them art last year.

March 21: Cynthia is still acting the part of the jungle woman. She told me today that she was going to start wearing a sun-bonnet so that her hair will get darker and some of the freckles will disappear, and ended up by saying, "I wish I could turn to a jungle woman, just like in the show." She boasted at noon that no one could beat her and that she was stronger than the rest of the girls. When she offered to prove it, the girls accepted, one at a time, but it seemed that the girls always came out on top. Finally, when she came to Elaine, she whispered, "Let me beat you -- pretend that you are knocked out" -- and Elaine willingly did as she was asked. (Elaine is the one girl in the class who always plays with and humors Cynthia. She is new here this year.) However, before the bell rang, Cynthia was crying and said someone had hurt her arm.

March 22: Cynthia plays the jungle woman part in class, and all of the attention of the class is called to her antics. Children of other grades have noticed this queer acting on her part at recess periods.

I weighed and measured the class again today. Cynthia has gained 5½ pounds and has grown 1½ inches since I took height and weight measurements in October. She said today that last night she had to take out the hem of her dress and fix the buttons so that she could wear the dress today.
March 23: Since most of the class seem to resent Cynthia's acting, I kept her in a few minutes at recess to talk to her. I asked her if she had noticed that the other children didn't seem to like her acting any more, and she said, "Yes." "Then why don't you try to cut down a bit on it, especially in class?" I asked. "You know it's no fun to have no friends. You have gotten along so well this year that I don't want to see you lose it all," I continued. "They do like me more this year than last, don't they?" she inquired, then continued, "I will try not to play that at school any more, but I wish I had never seen the show." I dismissed her and I noticed that she practically quite the part for the day.

March 26: This morning when Cynthia came in, she asked me if I would quite calling her by her name and call her "Paula" instead. "My mother and daddy do, and some of the children said they would too. Will you?" she asked. When I asked why, she said, "That was the name of the Jungle Woman."

March 27: Although Cynthia still insists upon being called "Paula", she played "Robbers" with the boys and girls of her class today. She has not been quite as "stiff" as she was last week.