

1954

Teaching as Guidance.

Jeanne Bell Etheridge
College of William and Mary

Follow this and additional works at: <https://scholarworks.wm.edu/etd>



Part of the [Student Counseling and Personnel Services Commons](#)

Recommended Citation

Etheridge, Jeanne Bell, "Teaching as Guidance." (1954). *Dissertations, Theses, and Masters Projects*. Paper 1593092188.
<https://dx.doi.org/doi:10.21220/m2-e2ed-mp11>

This Thesis is brought to you for free and open access by the Theses, Dissertations, & Master Projects at W&M ScholarWorks. It has been accepted for inclusion in Dissertations, Theses, and Masters Projects by an authorized administrator of W&M ScholarWorks. For more information, please contact scholarworks@wm.edu.

TEACHING AS GUIDANCE

A Study
Presented to
the Faculty of the Department of Education
College of William and Mary

In Partial Fulfillment
of the Requirements for the Degree
Masters of Education

by
Jeanne Bell Etheridge
June 1954

TABLE OF CONTENT

CHAPTER	PAGE
I. INTRODUCTION TO STUDY.....	I
Statement of the problem.....	I
Purpose of the study.....	I
Justification of study.....	2
Source of data.....	2
Procedure.....	2
Organization of study.....	3
Definition of terms.....	4
II. SIGNIFICANT HOME FACTORS.....	5
Adult values in the home.....	5
Parent-child relationships.....	6
Sybling relationships.....	6
III. EARLY SCHOOL RECORDS.....	8
Characteristic behavior in the early grades.....	8
IV. FACTORS OF INFLUENCE ON BEHAVIOR IN FIFTH AND SIXTH GRADES.....	12
Setting for study.....	12
Philosophy of the Elementary School.....	13
Behavior is caused.....	13
Pre-adolescence.....	14
Environmental factors of influence.....	15
V. PERSONAL GUIDANCE OF CHILD BY TEACHER.....	17
Teacher to child relationships.....	17
How the teacher fostered growth in child.....	23
The child modifies her behavior.....	24
VI. SUMMARY, CONCLUSION AND RECOMMENDATION.....	26

LIST OF TABLES

TABLE		PAGE
I.	Susan Emily's Total Grade Placement in Skills at the End of Each School Year as Compared to the Class Median.....	10
II.	Results of Intelligence Tests Given to Susan Emily.....	11

CHAPTER I

INTRODUCTION TO STUDY

Each year Matthew Whaley Elementary Teachers pursue the study of Child Growth and Development as part of their daily classroom curriculum and also as a topic of discussion at the weekly faculty meetings. The quality of the children's program of guidance modifies as teachers grow in their understanding of boys and girls.

THE PROBLEM

Statement of the problem. A case study of how a pre-adolescent child was helped to modify her behavior and accomplish the developmental task peculiar to her maturity level.

Purpose of the study. The natural development of some children is slowed up or blocked because of their unresolved problems. As teachers learn to listen and interpret the conversation of children as they study inter-personal relationships in actual situations they become better able to recognize symptoms of maladjustment and offer more effective guidance. This study shows that the environment of the school can be manipulated to provide rich new experiences, new insights and personality re-education.

This study shows (1) how the personal guidance of the teacher, (2) how the guidance that comes through interaction of the group and how the guidance through the situation, physical setting and

and atmosphere in a classroom play upon a child and furnish an environment within which the child as a person has her own struggle in making a self of herself.

Justification of study. The writer undertook this study primarily to furnish classroom anecdotal records of pre-adolescent children to a member of the Department of Education of William and Mary College, who was on leave working with the Division of Child Development set up by the American Council of Education at the University of Chicago. The case study presented from this data was done to establish the teacher's technique of guidance in modifying the behavior of a child and also to point out more sharply that effective teaching in the elementary school is guidance.

Source of data. The data for this study was a two year daily anecdotal record written by the writer as she directed the program of twenty six children in their fifth and sixth grades at Matthew Whaley School. The cumulative records of the school furnished background material and test scores.

Procedure. The following steps were taken in making this case study.

1. The writer regularly collected for two years objective descriptions of what happened when it occurred in the total group living of the class being studied.

2. Questions were developed and used as a guide to help the teacher get deeper into directing the program for growth.

3. The range of the investigation included:

A. the personal guidance of the individual by the teacher,

B. the guidance that comes through interaction with the group,

C. the guidance through the situation including the institution, physical setting and atmosphere in a classroom.

4. A series of related incidents of one child were extracted from the total account of group life.

5. Records of previous school experiences of this one child were reviewed.

6. An analysis was made from the incidents.

Organization of study. This case study, presented in tables and a written account, is organized in six chapters. Chapter I deals with the problem of the study. Chapter II presents the home background of the child. Early school records are found in chapter III. Chapter IV shows environmental influences which helped modify the child's behavior in grades five and six. In chapter V is found the personal guidance of the child by the teacher and evidences of how child modifies

her behavior. The last chapter is the summary, conclusion and recommendation.

Definition of terms.

Developmental task. A developmental task is whatever the child is striving to become in his natural maturation combined with the demands of the society in which he lives.

Personality. Personality is the results, at the moment, of the process of the interrelationships of the basic needs and potential tendencies to the environment. The unique combinations of these relationships furnish variations in personalities so that each is a special self.

Guidance. "Guidance is bringing consideration of the relationships between actions and consequences in meeting situations and wisely influencing the child's attitudes and choices by manipulation of the environment."

CHAPTER II

SIGNIFICANT HOME FACTORS

Adult values in the home. Susan Emily was two years old when her father died and four when her mother remarried. Her new father was a retired army officer and a former teacher in a boys' military school. The mother told the teacher that he had had a very difficult childhood and had been on his own since early youth. She explained that he was hard boiled and was making it hard for the children so they would amount to something.

The home, which is a very handsome one, was set up as a place of rigid military discipline. Tasks were assigned, the orders were given and the five children went into action with no questions asked. Morning inspection preceded breakfast. Rewards were given when earned. Tongue lashings and corporal punishment were part of the routine. Table manners and a well balanced diet thoroughly chewed were stressed. During the meals the youngsters were quizzed on school work and drilled on what they should know. Each spoke in turn when recognized by the leader. Regularly the youngest, Susan Emily, repeated to her teachers the step-father's criticism of the school.

These children were given an allowance but required to save part of it and report first on how they planned to spend the remainder. On Saturday the three girls learned to sew and cook. Classical music was played and all listened. There was much emphasis put on sharing their worldly goods. Liberal gifts were given to charity and personal service was taught. Every

Sunday the well dressed five were brought to Sunday School.

The father organized a Cub Scout troop and invited them to meet in the well equipped back yard that had been provided for his step-children. When not at school Susan Emily and her brothers and sisters were either in their own back yard or in the large in-door playroom.

Parent-child relationships. Susan Emily, the youngest of the five children, was the first to accept her new father. She showed him affection and became his favorite. He believed she was the ablest and would amount to the most. By the time she entered school all of her ideas and ways were based on the father's teachings. She accepted him as the authority for everything and went around quoting adult opinions on every issue. She insisted on making others do exactly what he had told her was the right way. No doubt her dynamic personality and vigorous reactions were a real challenge to his methods of training children. He informed the third grade teacher that force was the only way to manage Susan Emily, Over and over the mother assured the fifth grade teacher that the father loved her children. The mother did not directly interfere with what the father said or did but it was obvious that she felt he was too severe.

Sybling relationships. There was constant discord between these brothers and sisters. They were competitive, rough speaking and often antagonistic to each other, however, there was among them a strong loyalty and clannishness. The oldest boy

took up for little sister who was constantly in disfavor with the other three whom she tagged behind and copied. Neighbors remarked that she was teased and picked on unmercifully. The sister next in age to Susan Emily was heard saying, "Everyone hates Susan Emily. She tries to tell everyone what to do and how to do it." When in the fifth grade Susan Emily came to school in a state of distress and remarked, "They don't think I do anything right." Usually, however, she bragged about how much smarter her brothers and sisters were than their classmates. "They're always at the head of everything," she told a child who questioned her.

CHAPTER III

EARLY SCHOOL RECORDS

Characteristic behavior in the early grades. Susan Emily entered the school when in the second grade and was characterized by her dynamic drive to action. She was noticeable at once, being exuberant in jumping and hollering whether there was an occasion or not. She went violently into all work with others, contributing ideas generously but unable to exercise sufficient restraint of herself to remain part of the on going activities. She outtalked most of the children, the teacher and student teachers. She opposed the ideas of others and tried by force to take over what the others were doing. The class became more and more rebellious at her attempts to domineer them. Only when the child was alone with the teacher did she relax. Then she mixed colors and painted quietly and expressed her thoughts on many topics beautifully. At the end of the year the teacher wrote, "Is quick in oral number work, has keen ear for learning. Is not as well up in writing and reading as many of the other children in the class. Still extreme in lack of self-control."

The third grade record shows that the teacher began the school year by not allowing Susan Emily to out talk and over ride the other children. The teacher and mother agreed that when ever the behavior became extreme the child was to be sent home and put to bed for rest. This teacher wrote, " Is easily overwrought, excitable and exhausted many times. Is unstable in reactions and has temper tantrums when corrected. Susan Emily has been trained to respect authority and punishment rather than principles of right

and wrong. Has become an avid reader and is interested in athletics." This year the class accepted her only as a good thinker but not her leadership. A clique was formed among the abler girls to exclude her. She had one friend whom she bossed but whose mother would not let the^{two} play together after school. They were next door neighbors.

The next year the school under went a new organization when a large group of county children were brought into the city. Susan Emily became a member of a fourth and fifth grade combination with a teacher new to the system. There was little peace and unity in the room that year. Susan Emily was purposely untidy and rude. She would sit where and how she pleased. She pulled off her shoes and put her feet on the desk. She was habitually ugly to the new children and constantly called attention to herself by contrary actions. She arrived late to school, spoke out at inopportune times and sang in an undertone when ever she felt inclined. She seldom completed anything she started. In reporting to the class she started sentences, dropped them and started others, but was never satisfied to stop talking. Temper^{ment} showed itself in spells of weeping at this period. Once she wept and talked of being a disappointment to her dead father. He had been dead five years. Her teacher wrote at the end of the year, "Much of her rudeness probably came from irritation with her own inability in expression as well as her inability to get a following in the class." Her skills were beyond the average of the class.

TABLE I

SUSAN EMILY'S TOTAL GRADE PLACEMENT IN SKILLS
 AT THE END OF EACH SCHOOL YEAR AS COMPARED TO
 THE CLASS MEDIAN

California Progressive Achievement Test

Grade	Class median	Susan Emily's grade placement	Difference
2	3.2	3.8	.6
3	4.5	4.5	.0
4	5.4	6.4	1.0
5	6.5	7.9	1.4
6	7.8	8.8	1.0

New Stanford Achievement Test

Grade	Class median	Susan Emily's grade placement	Difference
6	7.6	10	2.4

TABLE II

RESULTS OF INTELLIGENCE TESTS GIVEN TO
SUSAN EMILY

Grade	Name of Intelligence Tests	I.Q.
3	California Mental Maturity	127
4	Kuhlman- Anderson	120
5	National Intelligence	134
5	Chicago Non Verbal	107

CHAPTER IV

FACTORS OF INFLUENCE ON BEHAVIOR IN FIFTH AND SIXTH GRADES

"Human factors are continuous and relentless. Thus the common important techniques for everyone to master are those of human relations, such as communication of ideas, sharing experiences, interpreting behavior, releasing ability, building intelligence." I

Setting for study. This study is concerned with Susan Emily who with twenty five other youngsters worked together from nine to three each day in the fifth and sixth grades. Their classroom was large and sunny with movable furniture. There was a connecting conference room and a near by activity room which provided ample space for informal group living. Materials in many media were available for use and the school provided resource people in art, music and industrial arts.

The curriculum made possible a child centered classroom. Throughout the school the philosophy was the same. The supervisor practiced democratic procedures and stressed with teachers the value of the individual and the concept of growth that comes through interrelationships. The Elementary teachers accepted

I L. Thomas Hopkins, Techniques in Human Relations,
Teachers College Records, Vol. 47 No. 2, November 1945

personality development as their main objective and worked together in helping children evolve their behavior problems.

Philosophy of the Elementary School. Through purposeful group living to develop the potentialities of each individual for creative thinking, self-direction and responsible action with others.

1. Fostering wholesome child to child , and child to adult relationships.
2. Developing the creative approach to all activities.
3. Organizing large integrating activities purposeful to children.
4. Individualizing self-practice for mastery of skills.

Behavior is caused. By the time Susan Emily reached the fifth grade she had a conduct problem as shown by her interference with other children and she also had a personality problem which was affecting her personal adjustment. Whereas the child's behavior was a product of her personality it was definitely an expression of her person within the home relationships. Her emotions were the emotions of those about her. She was the youngest too much under the authority of others, obviously struggling in a competitive environment of rigid discipline with demands beyond her age. Here she had little status among her brothers and sisters whom she ambitiously followed around and tried to imitate.

This child apparently grew to think of herself as a

mighty leader overcoming obstacles. Whenever she could not execute her big ideas she felt lack of success and interpreted it as being disliked. She became aggressively domineering when she was not able to further her picture of herself. She even became emotionally exhausted and ill at times. This child had built herself so that satisfaction and success had to come with managing others and telling them what to do and what was right and what was wrong. In group constellations this child might well be described as a star of rejection.

Pre-adolescence. At the pre-adolescent stage of development "it is natural for youngsters to drop their identification with adult society and establish a strong identification with a group of their peers."² Also the power to think and feel is beginning to ripen. Energy output is lowered but restlessness seems to increase. Members of this fifth grade set about establishing their cliques and groups almost immediately. They communicated by code and had secrets as they organized, planned together and arranged their classroom.

Susan Emily at this time was less active and noisy but constantly twisted and turned and either chewed her pencil or bit her fingernails. She had changed her emotional reactions from her childish temper tantrums to sulking and mumbling

² Fritz Redl, Pre-Adolescents- What Makes Them Tick?
Reprint from Child Study Association of America, New York, N.Y.

under her breath. Her spoken thoughts were still adult opinions and her feelings about herself negative. The first hour in the fifth grade she warned the teacher that she would soon be sorry that she was her pupil. This child was far from ready to accomplish her developmental task of belonging to a peer society. She was unchosen, disliked and excluded by the membership.

Environmental factors of influence. In Susan Emily's classroom the children's natural tendency toward action was encouraged. Their developmental trends, values and feelings about each other were easily observed. Situations were established that were sufficiently flexible to be modified by the children themselves. In fact, the forces within these boys and girls largely determined the plans and organization of the school life from which this analysis was made. Members of the group felt free to shape and reshape their daily school life. They were led to see the value of exchanging ideas, following interests and experimenting with suggestions. More and more they were encouraged to manage their own affairs. There were different and new opportunities for all children in the group undertakings as plans grew out of their ideas and talents. Situations developed constantly whereby their innate qualities and abilities had expression and every child was assured of a succession of gratifying experiences. A positive trend of growth was established for each member.

These boys and girls in Susan Emily's room worked on their own level in skills without competitive influences. At no time was any member of the class labelled as belonging to a slow or fast group. The broad program of social living took care of differences in speed and ability and individuals did not suffer from crude obviousnesses of their lacks. Consideration was given for each child's growth pattern.

Over and over experiences were evaluated to stress ideas about people. Children saw each day that some naturally do some things better than others, that many human beings do better when working together and that to make mistakes is natural and even valuable. Because of the nice feelings about each other Susan Emily eventually became an accepted member of good standing among her contemporaries.

In the informal natural interaction Susan Emily's personality pattern and problem of adjustment were recognized. This environment was set up to reveal all children's problems and to help them at the same time. At no time was Susan Emily's problem isolated from the on going program that she had helped to create. Her problem as well as the adjustment were part of the daily living which was the curriculum. It was the dynamics within this ten year old girl that interacted with forces in this environment and modified her behavior and furthered her growing up.

CHAPTER V

PERSONAL GUIDANCE OF CHILD BY TEACHER

Teacher to Child Relationships

The teacher uses herself as the other person the child needs. Susan Emily responded to and furthered the organization set up by the teacher in the beginning of the school year. The teacher's purpose was to be her friend, curtail her freedom and thereby limit her possibilities of up sets with others, and to channel her amazing energy and strong feelings. This was done through dramatic play which was stepped up to real classroom situations. This youngest child in the class became the teacher's able secretary, the errand girl, the collector of book fees and the class nurse with full medical equipment. All of her contacts with classmates were under the direction of the teacher for short periods of time. Susan Emily's desk was a continuation of the teacher's with a sign of it saying "Class Secretary". Some of the time this child wore her nurses cap.

Regularly the class heard of the child's helpfulness to the teacher and class routine. They saw her copying work accurately on the board, assisting in correcting spelling and arithmetic papers. It was pointed out to her that the papers were checked to find needs and not to see who was better than someone else. Her own work indicated that she could do more advanced work in arithmetic but needed more practice work in spelling. Her keen mind reported often the children who were moving steadily along and doing better. Each day her papers were examined with the teacher. Even now she tried to "boss" the teacher by insisting

that having spelling bees was the best way to teach spelling. She refused to practice her words by writing them. Only after many experiences in helping to check tests and seeing others move from list to list did she change her ways.

During this period Susan Emily frequently arrived at school in a rebellious frame of mind with an odor of nausea on her breath. These moods were ignored when possible. Only in extreme cases, such as kicking a chair across the floor, was she hustled out of the room into the hall. Then she was told that she had been brought out so her classmates would not see her losing control of herself. Some days the library was suggested as a place to go until she felt ready to return.

Susan Emily was helped to set up a program of practice work that was on going rather than one to be completed and checked at a definite teacher assigned time. She became fascinated by how fast she could advance in arithmetic. She charted her own progress and became less concerned with who did better than someone else. As her folder grew she stopped referring to certain children as being dumb.

The teacher expands child's activities to do jobs for the class. Susan Emily's activities were gradually expanded to do more jobs for the class rather than the teacher, however, together they outlined what was to be done and how it was to be done. When the class came together to make plans the child's

part was to record the suggestions made by the class and to read them back to be checked for accuracy. Once she was asked to check desks for suitability to children using them and to direct the needed changes. This she did courteously and with restraint. Always while the situation was in progress ideas were related to actions. Over and over she was reminded that she was being polite and considerate of others and that therefore her classmates were cooperating. In these experiences she saw the difference between helping others and forcing her will on others.

The teacher confided in this child in simple matters and treated her as a responsible person. At the end of the first quarter only the strengths of the child were written on the report card. Susan Emily declared it was her first good one since she had been in school and the best one of all in her family. By now comments were also being made by her classmates as to her improvement.

The teacher opened up relationships with individual members of her class. Susan Emily was asked to help another child with a definite job in arithmetic. Soon she went from child to child helping them as they asked for her help. The satisfaction she found led her to self assigned homework in arithmetic where she advanced rapidly. It was pointed out to Susan Emily and a child the element they had in common in practice work to get them into satisfactory action in working

together each day for a short while. A new child was assigned to share her desk and learn from her the ways of the class.

The teacher set up experiences for child to share her knowledge and leadership in helping small groups. Each day for a while this child actually taught a small class. Somehow she was able to help children who were slow to learn arithmetic better than the teacher. A new respect for differences in her classmates grew as she moved into groups to make contributions from her own strength. She went to the play writing group to act as secretary and then on to support the altos who needed her strong voice. By now she could fit into small group plans without trying to change them or take over.

The teacher included Susan Emily in total group planning when teacher acted as leader. By this time the class had developed a way of planning and working together. Leadership was no longer in just a few individuals. Each committee for the play had a chairman who acted in turn when asked to report to the whole class for approval or modification of their plans. The only way Susan Emily could function was through accepting what had been done or making suggestions for improvement. As new jobs emerged she had an opportunity to volunteer to help. At tryout for parts in the play Susan Emily was chosen as the understudy for an important role.

Susan Emily was caught up in a pattern of helping in groups that were already organized. She made suggestions that were accepted. She began to see class purposes and not just her own. She was guided into changing partners in varied types of work to avoid competition. Constantly situations were changed from negative to positive. At times organization for the child's ideas were supplied so they could be realized. At regular conferences a list of her growing strengths were recorded to help her get a new mental picture of herself. As her world of relationships grew larger she was supported and furnished security.

The teacher opened up relationships for spontaneous interaction. Susan Emily's remarkable ability and deep desire to lead found more and more satisfying outlets. At recess time she organized a group of girls into playing "Little Red School House". For some time the novelty held ~~the~~ the group and she was accepted as head mistress in the play. The teacher did not interfere but when hearing this child assign homework to the members she suggested that it might be wise for her to get several assistants to help her make some plans. The next day she explained that she was the general and she now had two lieutenants. For days they handed her their homework, saluted the flag, sang the Star Spangled Banner and marched at her command. It was not until

Susan Emily insisted on having spelling bees that difficulties arose. One of the lieutenant who was poor in spelling opposed the plan. One by one members dropped out of playing "Little Red School House". The teacher pointed out the relationship between her actions and the consequences. It was not until every child had withdrawn from the activity that Susan Emily was found alone weeping her heart out. It was in the hour of disaster that she came to grips with the problem. When her whole leadership seemed to be lost she turned to grief for the first time. Having seen herself successful she could now talk about it frankly. The teacher led her step by step, using the power of analysis and logical deduction, through what had actually happened. She faced her problem out in the open.

The many established ties within the classroom made possible a continuation of positive trends in relationships. She now recognized her difficulties, her many successes had revealed her real worth to herself and members of the group recognized her talents and abilities. Upsets became further apart, they were less intense and Susan Emily brought herself back into line. The goal of her self-discipline was her natural striving toward belonging to an independent peer group society.

HOW THE TEACHER FOSTERED GROWTH
IN SUSAN EMILY

23

- I. Gave welcome into setting to the child.
 1. Expressed welcome individualistically.
 2. Found ways for her to reveal herself immediately.
- II. Fitted child into ongoing activities.
 1. Found job she could begin with satisfaction to self.
 2. Found contributions she could make to group
 3. Arranged for a succession of satisfying experiences.
 4. Helped her to build stable connections in class efforts.
- III. Found for child dependable human relationships.
 1. Saw that she got connection with person immediately.
 2. Considered type of comradeship needed and attempted to provide it.
 3. Helped her to build connections with teacher, another child, small group, total group.
- IV. Faced child's difficulties with her.
 1. Allowed expression of any adverse feelings with regards to work, children, teachers or other adults.
 2. Relieved pressures which were cramping.
 3. Thought with her, avoided ready-made solutions.
- V. Helped child discover and develop self.
 1. Helped her to discover herself through manipulative materials.
 2. Helped her to realize strengths, to see herself as a likeable and able person.
 3. Awaited child's natural stride in work.
 4. Took child into adult confidence.
 5. Found and developed potential powers in child.

Susan Emily Modifies Her Behavior

24

I. How idea of herself changed .

1. Tells teacher of bad conduct in other grades.
2. Tells teacher she will be sorry she is her pupil.
3. Says so teacher can hear, " I know my report wont be good. I've never gotten a good one yet."
4. In conferences talks only in terms of her weaknesses. Shows pleasure when teacher points out some strengths.
5. Quietly and with pride tells teacher that her father who was called to the death bed of an uncle said her report card was the best going away present he had ever had.
6. Tells teacher she is acting much better and working on herself.
7. Tells friend how she controlled herself in a definite incident.
8. In conference lists some of her strengths.
9. Remarks when teacher returns from long absence from the classroom. "Even I was good."
10. Says to teacher, "There is good in everybody."

II. How she consciously controlled her violent emotions.

1. Threatens others.
2. Kicks chair when thwarted.
3. Sulks rather than say what she feels.
4. Rushes out of room to avoid outward ugliness.
5. Mumbles to self as she does what she she has just declared she will not do.
6. Laughs at herself when teacher laughs with her.
7. Walks away to another job when feels herself getting out of line.
8. Talks out differences .

III. How she won acceptance into group.

1. Is ignored by all members who fear her.
2. Establishes herself as capable in doing jobs for teacher.
3. Willingly does routine jobs for class that do not involve personal contacts.
4. Identifies herself with teacher as helper.
5. Tells child leader that she is improving.
6. Graciously helps individual members in arithmetic.
7. Is requested by members to help them. Calls in teacher to see how well she is doing.
8. Volunteers to do tedious jobs for class like copying over play so class will have extra copies.
9. Makes good suggestions as others are working.
10. Compliments others , imitates teacher.
11. Teaches class a dance she learns from sisters.
12. Acts well in play. Sings well.
13. Tells group of girls she wishes she could be like them.
14. Hugs a girl and says, "Oh thank you for asking me to go."
15. Organizes "Little Red School House" and is accepted leader for a period of time.
16. Congratulates the teacher on having such a wonderful class.
17. Teaches a small class in arithmetic.
18. Finds herself score keeper in radio program asks the class to vote and decide whether she should keep the job. Gets elected.
19. Begins looking after any child she feels is left out.
- 20.

CHAPTER VI

SUMMARY, CONCLUSION AND RECOMMENDATION

Summary. Through this descriptive evidence and analysis this study has proved that in the case of Susan Emily the school was a force in helping her to modify her behavior and accomplish the developmental task of belonging to a peer society.

Conclusion. One function of the school is to provide for each child the kind of environment which helps him evolve as a wholesome personality and move forward in his development.

Recommendations. To date there is limited evidence known of what part the developmental tasks are playing as an important part of curriculum development. Other studies are needed to substantiate what kinds of experiences children need to have to take their next steps in our democratic society.

"Curriculum changes will vary from community to community, and rightly so. But they should all proceed from the common premise that only to the extent that the curriculum meets the developmental needs of children can it be a curriculum which fosters the mental health of children." I

J.W.Lilienthal 111 and Caroline Tryon, Chapter seven, Developmental Tasks: 11. Fostering Mental Health in Our Schools, Association for Supervision and Curriculum Development, 1950 Yearbook.