CHILD CARE AND
CHILD WELFARE

OUTLINES FOR STUDY

Prepared by
The Children's Bureau
United States Department of Labor
in cooperation with
The Federal Board for Vocational Education

SEPARATE No. 2

CHILD MENTALITY AND
MANAGEMENT

Bureau Publication No. 91

WASHINGTON
GOVERNMENT PRINTING OFFICE
1921
This page is blank in the original document.
CONTENTS.

Foreword .......................................................... v
Introduction ......................................................... vii
Section IV. Child mentality and management .................. 1-42
  Outline 1. Infancy (birth to 1 year) .......................... 1
  Outline 2. The preschool child (1 to 6 years) ............... 7
  Outline 3. Training and management of the infant and preschool child ........................................ 14
  Outline 4. The school child (6 to 12 years) .................. 20
  Outline 5. The adolescent (12 to 18 years) ................. 25
  Outline 6. Training and management of the school child and the adolescent .................................... 28
  Outline 7. The abnormal child ................................ 36

Provided by the Maternal and Child Health Library, Georgetown University
This page is blank in the original document.
FOREWORD.

From institutions that are offering courses for the training of vocational teachers of home economics there has been a very general demand for source material which could be used as the basis of instruction in child care and child welfare. This demand comes because of the emphasis that is now placed upon child care as an important part of the vocational training for home making.

The Federal Board for Vocational Education is charged with the duty of making studies, investigations, and reports which will be of assistance to the States in the establishment and conduct of vocational schools and classes. When deemed advisable, these studies and reports may be made in cooperation with or through other Government departments interested in similar lines of work.

One of the chief functions of the Children's Bureau of the Department of Labor is to make studies and investigations in the field of child care and child welfare. Through a cooperative arrangement between that bureau and the Federal Board for Vocational Education this bulletin has been prepared.

The bulletin deals with the important phases of childhood and is published with the hope that it may serve to stimulate the right kind of instruction in child care as a part of the training for vocational teachers of home economics.

These outlines are not prepared for use directly as lessons. They are not in lesson form, but are published as source material from which the instructor may make her own course.

Many of these outlines will be found to overlap, and it may be that certain subjects are not presented, or at least not given sufficient emphasis. Occasionally slight differences of opinion will be found to exist, for authorities are in disagreement on some of the important points discussed.

Both the Children's Bureau and the Federal Board will welcome frank criticism and constructive suggestions which may lead to an improvement of the teaching of this subject, both in the colleges and in vocational schools of less than college grade.

The preparation of this material has been undertaken by the Children's Bureau of the Department of Labor, under the direction of Dorothy Reed Mendenhall, M. D., assisted by Miss Mercy Beardsley Hooker.
Miss Julia C. Lathrop, Chief of the Children's Bureau, in submitting this material, makes the following statement of authorship and acknowledgments:

“In detail, the outlines were prepared by the following persons—

Section I: Health Problems of Mother and Infant, Dr. Mendenhall.

Section II: The Development, General Hygiene, and Feeding of the Child, Outline 1, Theodora Wheeler, M. D., formerly of the Children's Bureau; Outlines 2, 3, 4, 5, Dr. Mendenhall; Outline 6, Ruth Wheeler, Ph. D., Goucher College; and Outline 7, Mabel Simis Ulrich, M. D., supervisor of social hygiene education, Minnesota State Board of Health, and director of health service, northern division, American Red Cross.

Section III: Problems Related to Safeguarding the Health of the Child, Outlines 1 and 2, Dr. Theodora Wheeler; Outlines 3 and 4, Ella Oppenheimer, M. D., Children's Bureau; Outline 5, Dr. Theodora Wheeler and Dr. Mendenhall; Outline 6, Miss Nettie McGill, Assistant Director, Industrial Division, Children's Bureau, and Miss Mercy B. Hooker; and Outline 7, Miss Mina Sessions, formerly of the Children's Bureau.

Section IV: Child Mentality and Management, Helen Thompson Woolley, Ph. D., director of the vocational bureau of the Cincinnati public schools.

Section V: Recreation, Prof. George E. Johnson, division of education, Harvard University.

Section VI: Child Labor, Miss Ellen N. Matthews, Director of the Industrial Division of the Children's Bureau, Miss Nettie McGill and Miss Ella A. Merritt, of the Children's Bureau.

Section VII: Children in Need of Special Care, Miss Emma O. Lundberg, Director of the Social Service Division of the Children's Bureau, and Miss Katharine Lenroot, formerly Assistant Director.

The Children's Bureau acknowledges with gratitude assistance obtained from Miss Ilena Bailey, C. F. Langworthy, Ph. D., and Carl Larson, Ph. D., of the Department of Agriculture; Miss Laura A. Thompson, librarian of the Department of Labor; Miss Elva L. Bascom, principal of the School of Library Science, University of Texas; Edith Abbott, Ph. D., and Miss Neva Boyd, of the Chicago School of Civics and Philanthropy; E. V. McCollum, Ph. D., and John Howland, M. D., of Johns Hopkins University Medical School; and the home economics staff of the Federal Board for Vocational Education.”

Lewis H. Carris,

Administrative Head.
CHILD CARE AND CHILD WELFARE.

INTRODUCTION.

Children are a nation's most valuable asset, for on their inherent possibilities and their development the future of the State depends. Although the responsibility for the welfare of the child rests ultimately with organized society, or the community, this responsibility has only comparatively recently been recognized in the United States. Investigations have brought to light the fact that a great number of our children are dying needlessly, and that other large groups are subjected to preventable disease and to various conditions injurious to mental and moral progress. A recognition of this has been the basis in recent years for constructive legislation and public and private effort to remedy these conditions. The World War, moreover, revealed evils which have brought about further measures on the part of Federal, State, and local agencies to care for the child population.

I. FUNDAMENTAL RIGHTS OF CHILDHOOD.

Every child has certain fundamental rights. These include:

A. The best possible heredity.

B. Basic requirements for health, both physical and mental.
   1. Breast feeding if possible; otherwise feeding under direction of physician.
   2. Proper and sufficient food.
   3. Correct hygienic care and training.
   4. Protection from communicable diseases.
   5. Treatment of remediable defects.

C. Normal home life.
   1. Sufficient income for the needs of the family.
   2. Decent, clean home, not overcrowded.
   3. Parents with an appreciation of their duties, making an effort to fulfill them.

D. Education.
   1. Schooling at least nine months a year, either full or part time, up to 18 years of age.

E. Opportunity for play and companionship.

F. Protection from child labor.

G. Moral and religious training.
II. THE HOME AND THE CHILD.

A. Family life is the highest and finest product of civilization.
   1. The family has developed as a result of the need of the child for long-continued care and protection.
   2. Family life is the medium through which the development of the child naturally takes place.
   3. The early years of a child's life, which are recognized as of great importance from the point of health, education, and training, are the years when the child is most completely under the influence of the home.
   4. The stability and progress of a nation depend on the character of the homes in which its children are reared.

B. Protection of the home is necessary.
   1. By the parents.
   2. By the community.

C. Conditions menacing the stability of the home are:
   1. Divorce, separation, and desertion.
   2. Delinquency, drunkenness, and immorality.
   3. Poverty and shiftlessness.
   4. Unemployment and low wages.
   5. Mental defect and insanity.

III. THE PARENTS AND THE CHILD.

A. Parents owe their child—
   1. Good heredity, mental and physical health.
   2. Happy, wholesome environment.
   3. Best care and training of which they are capable.
   4. Sympathetic understanding and love.
   5. Good example.
   6. Fullest possible preparation for life.
   7. An opportunity for proper companionship.

B. Parenthood is a profession, and as such demands training.

IV. THE STATE AND THE CHILD.

The duty of society to the child includes:

A. The establishment of minimum standards for child welfare.
B. The establishment of means for maintaining these standards.

Provided by the Maternal and Child Health Library, Georgetown University
V. NATIONAL AGENCIES WORKING FOR THE WELFARE OF THE CHILD.

A. Federal agencies.
   1. Children's Bureau, United States Department of Labor.
   3. Public Health Service, United States Treasury Department.
   4. States Relations Service, United States Department of Agriculture.
   5. United States Federal Board for Vocational Education.
   6. Office of Internal Revenue, United States Treasury Department. (Enforcing Child Labor Tax Law.)

B. Agencies financed by private funds.
   Some representative agencies are as follows:
   1. American Child Hygiene Association, 1211 Cathedral Street, Baltimore, Md.
   2. American Red Cross, Washington, D. C.
   3. American Social Hygiene Association, 105 West Forty-ninth Street, New York, N. Y.
   4. Child Health Organization of America, 156 Fifth Avenue, New York, N. Y.
   8. National Committee for Mental Hygiene, 50 Union Square, New York, N. Y.
   11. National Organization for Public Health Nursing, 156 Fifth Avenue, New York, N. Y.
   12. National Probation Association, 370 Seventh Avenue, New York, N. Y.
   13. National Tuberculosis Association, 381 Fourth Avenue, New York, N. Y.
   14. Playground and Recreation Association of America, 1 Madison Avenue, New York, N. Y.
   15. Russell Sage Foundation, 130 East Twenty-second Street, New York, N. Y.
VI. STATE AGENCIES WORKING FOR THE WELFARE OF THE CHILD.

A. State boards of health and bureaus of child hygiene.
B. State boards of charities and correction and child-welfare divisions.
C. State departments of education.
D. State departments of labor.
E. State institutions for dependent, delinquent, and physically or mentally handicapped children.
F. State child welfare or children’s code commissions, and other special boards.

VII. LOCAL AGENCIES WORKING FOR THE WELFARE OF THE CHILD.

A. City and county: Departments of health, divisions of child hygiene, departments of charities, children’s institutions, juvenile courts, departments of education, recreation, etc.
B. Private: Child hygiene associations, health centers, visiting nurse associations, day nurseries, associated charities, children’s aid and protective societies, children’s institutions, etc.

READING REFERENCES.

SECTION IV.—CHILD MENTALITY AND MANAGEMENT.

OUTLINE 1. INFANCY (BIRTH TO 1 YEAR).1

The first year of life is a period of exceedingly rapid acquisition. Though the rate can not be measured, it is perhaps true, as has often been said, that human beings learn more during the first year than in any other equal period of time. The child is born with the capacity of receiving sensations from all of the sense organs, but without any established relations whatever between one sense impression and another. His world thus contains no objects, no persons, no spaces or distances, but only lights, sounds, tastes, warmth, cold, pressure, and colors, all unrelated to one another and scarcely set off against one another as separate elements of experience. He also has the power to move various parts of his body, but no power to control the movements, or to relate them to sense impressions. By the end of the first year he has mastered and made automatic both the power to perceive the world about him and the power to control a wide variety of bodily movements. The process by which this change from a mere matrix of experience to an ordered usable world comes about constitutes an interesting study. While the relating of sense impressions to one another and the increasing control of bodily movements are constant elements in a unified process, nevertheless during the first six months the stress of the child's interest and attention falls on his sense perceptions (lights, sounds, sensations of touch and taste), while during the second six months it falls on movements and the manipulation of objects.

I. MOTOR DEVELOPMENT AND ACTIVITIES.

A. First six months.

An infant is born with a strong impulse to motion in all parts of the body and a few instinctive responses (pattern reactions). The order of acquisition of motor control is as follows:

1. Eyes.

(a) At 2 to 3 weeks of age the eyes are held fixed on bright stationary objects.
(b) At 3 to 4 weeks the eyes are turned back and forth from one object to another.

1 The statements in this outline are based on "The Biography of a Baby," by Milliecent H. Shlain, and unpublished notes of the author on her own child. The two infants referred to, both girls, developed at about the same rate and represent rather rapid progress. Variations from these types, of course, occur normally. Boys are somewhat slower than girls.

Provided by the Maternal and Child Health Library, Georgetown University
A. First six months—Continued.

1. Eyes—Continued.
   
   (c) At 4 to 5 weeks the eyes follow very slowly a moving object.
   
   (d) At 7 to 8 weeks the eyes are accommodated to distance.

2. Mouth, head, and trunk.
   
   (a) At 3 to 4 weeks the child seizes the nipple with his lips (the mouth is the first organ of touch and exploration).
   
   (b) At 7 weeks the lips and tongue are used for exploring.
   
   (c) At 7 to 8 weeks the head is held up, but is very wobbly at first.
   
   (d) At 8 to 9 weeks the back is straightened. He can now look around when held upright.
   
   (e) At 10 to 12 weeks an effort is made to sit up.
   
   (f) At 20 to 24 weeks he sits alone.

3. Hands.
   
   (a) At 8 to 9 weeks the child touches his hands together.
   
   (b) At 9 to 10 weeks he voluntarily puts his hand to his mouth.
   
   (c) At 12 weeks he begins to suck his thumb (the thumb is seized by the mouth).
   
   (d) At 12 weeks he explores objects which his hands happen to touch (the objects are not looked at).
   
   (e) At 16 to 19 weeks, reaching and grasping are developed. The movements at first are vague and clawing. (The child at this stage appears ambidextrous. Both hands are used together.)
   
   (f) At 20 to 22 weeks he holds objects in his hands to look at before putting them into his mouth.
   
   (g) At 26 weeks he picks up objects accurately, and often with one hand.

4. Feet and legs.
   
   (a) At 8 to 9 weeks the child begins to push hard with his feet.
   
   (b) From 12 weeks on, this pushing develops into jumping, if he is supported with the feet touching the lap.
   
   (c) From 14 weeks on, rhythmic jumping in response to music—"dancing"—begins.
B. Second six months.

The world of perceived objects is now sufficiently well developed to serve as a basis for motor responses. Conscious interest is in the motor response, rather than in the development of sense perception which results from the activity. Coordination of eyes, hands, body, feet, and legs advances rapidly.

1. Mouth, head, and trunk.

(a) At 6 months the child learns to put his toe into his mouth by grasping the ankle with both hands and pulling (this was practiced every day by one child).

(b) At 7½ months he can get up on his hands and knees; can sit alone for some time if placed sitting up, and can roll over.

(c) At 8 months he can bring himself to a sitting position.

(d) At 8½ months he can lie down and sit up at will. He now begins to creep.

2. Hands.

(a) At 6 months imitative movements are begun, such as slapping the hands on the table after seeing an adult do it (such movements, however, are not marked at this age). Objects are picked up, shaken, explored, and put into the mouth.

(b) At 9 to 10 months the hands are very active. The child loves to open and shut lids, to pull things out of boxes and drawers, and sometimes to put them back.

(c) At 11 months right-handedness becomes evident.

(d) At 11 to 12 months imitation is well developed. He tries to comb his hair, put flowers into a vase, and mark on paper.

3. Feet and legs.

(a) At 6 months the child pushes his body forward with his feet when placed on his hands and knees.

(b) At 7½ months, if laid on his back, with his legs free, he throws his legs upward, then brings them down hard (this movement is often repeated until it becomes very violent exercise).

(c) At 9 months he pulls himself to a standing position, and can stand steadied by one hand.
B. Second six months—Continued.

3. Feet and legs—Continued.
   (d) At 9½ months he can stand alone without support.
   (e) At 9½ months he can edge along by a chair and can climb upstairs, crawling from step to step.
   (f) At 10½ months he can walk by shoving a chair or baby cab.
   (g) At 11½ months he can take a few independent steps.
   (h) At 12 months he can walk.

II. SENSORY AND MENTAL DEVELOPMENT AND INTERESTS.

A. First six months.

The child is born capable of receiving sense impressions of all senses, but these impressions are originally unrelated in the infant’s consciousness. An unorganized matrix of experience exists.

1. Vision. (See Topic I, A, 1.)
   (a) At 10 weeks control of the eye muscles is mastered. The child begins to know faces.
   (b) At 12 weeks there is undoubted recognition of faces.
   (c) At 12 to 18 weeks objects are clearly perceived.
   (d) At 13 weeks he looks for an object which has disappeared.
   (e) At 16 to 19 weeks a visual object is reached for.
   (f) At 16 to 24 weeks great interest and enjoyment are taken in visual perception. An eager survey of the “world” is made.

2. Hearing.
   (a) At 1 to 3 days there is a reaction to loud sounds as soon as the ear is free from obstructions.
   (b) At 4 weeks attention is paid to sounds, such as chords on the piano.
   (c) At 7 weeks there is intense interest in chords. The child often stops crying when hungry to listen as long as 10 minutes.
   (d) At 7 weeks he smiles in response to the voice and nodding head.
   (e) At 12 to 13 weeks he turns to look in the direction of the sounds.
   (f) At 16 to 17 weeks experiments are made in producing sounds.
   (g) At 21 weeks he laughs at an explosive sound, such as that made by snapping a towel.
B. Second six months.

Through the activity and use of sense perception, which is now acquired, the child adds to his knowledge about people and objects. Considerable power of attention is displayed during this period. The child may become so absorbed that it is difficult to distract him. Periods of such attention sometimes last half an hour or more. Perceptions become somewhat more rapid.

1. At six months.
   
   (a) The child takes great interest in watching things fall, then in purposely throwing them down.
   
   (b) He recognizes the sight of his baby carriage and his mother with a hat on, interpreting these perceptions as meaning that he is going out.
   
   (c) An intense interest in animals is shown at this age.
   
   (d) He knows his own name and looks when it is spoken.

2. At 7 months names of the family are recognized.

3. At 8 months the meaning of "no-no" is known.

4. At 9 months a few words are known.

5. At 10 months several sounds with meanings are made; one, to call attention; one, of negation; one, of desire.

6. At 11 months.
   
   (a) Eighty-four words are understood: 51 names of people and things, 28 action words, and 5 modifying expressions. (See Shinn, p. 236.)
   
   (b) He knows the meaning of simple command.

7. At 12 months mild punishment is understood and profited by.

III. EMOTIONAL DEVELOPMENT AND TYPES OF REACTION.

Fear, rage, and love are the probable types of emotion at birth. This subject is, however, much in dispute (see Watson, p. 169-172). During the first six weeks the stimuli to emotion are those that are immediately associated with the experiences of the child; at seven weeks, more remote stimuli begin to take the place of the earlier ones. After six months emotions are sometimes called forth not merely by immediate experiences, but by the perception of objects which stand for these experiences (conditions reflexes). In some infants emotions related to social responses appear at this period.

A. First six months.

1. Fear.
   
   (a) At 1 to 6 weeks a convulsive reaction to loud sounds often occurs.
A. First six months—Continued.
   1. Fear—Continued.
      (b) At 12 to 16 weeks the child shows signs of fear on seeing strangers.

   2. Rage.
      (a) At 1 to 6 weeks the child struggles and cries if held so that free motion is impeded.
      (b) At 12 to 16 weeks he may cry and grow stiff if compelled to lie down when he wishes to sit up.

   3. Love.
      (a) At 1 to 6 weeks the child smiles and shows signs of contentment when touched on the lips.
      (b) At 7 weeks he smiles in response to the voice and nodding.
      (c) At 8 weeks and following he shows signs of pleasure in looking at new objects.
      (d) At 12 to 16 weeks he laughs aloud when played with (rumpled and tossed gently).
      (e) At 21 weeks he laughs aloud at explosive sounds, accompanied by sudden motion.

B. Second six months.
   1. At 7½ months the child shows signs of great joy at the sight of his baby cab or his hat.
   2. At 8 months he may hang his head and show signs of embarrassment when his attempts to make sounds are imitated. He often refuses to continue.
   3. At 8½ months he shows unwillingness to be picked up by strangers—probably fear.
   4. At this age he cries to go to his mother at the sound of her voice and cries at not having her undivided attention.
   5. At 9 months he cries repeatedly when laughed at.

READING REFERENCES.

OUTLINE 2. THE PRESCHOOL CHILD (1 TO 6 YEARS).

The time between 1 and 3 years is a period of exploration of the outside world. The child is fascinated with handling objects, with exploring new places, and getting new impressions. He often displays intense joy over a new experience, such as the new lights and sounds of a railroad station at night. Knowledge of the nature of the everyday world of objects is fairly complete at 3 years. While acquiring a knowledge of the outside world, the child learns to set himself off against it as a person. Since the most interesting and important part of his world consists of other people, his mother, father, nurse, brothers, and sisters, he also establishes simple types of social reactions. During the second part of the period, from 3 to 6 years, children develop concepts of the outside world dealing with time and space. Rough standards of measurement are acquired. The period is one of great importance in the development of character and personality. The child acquires a distinct individuality and modes of behavior which are significant for future life.

I. MOTOR DEVELOPMENT AND ACTIVITIES.

A. From 1 to 3 years.

1. Feet, legs, and trunk.
   (a) At 18 months the process of walking is usually perfected, though sometimes not until 2 years.
      (Later development than this means that there is some type of defect, physical or mental.)
   (b) Soon after walking, the child learns to sit down on a chair.
   (c) At 18 months on, rhythmic motion in response to music (dancing) is well developed.

2. Hands.
   (a) At 14 to 16 months, the child can put a spoon into his mouth.
   (b) At 14 months on, he can carry objects back and forth.
   (c) At 17 months, he can roll a doll cab.
   (d) At 18 months, he can eat with a spoon without much spilling and can hold a glass with both hands and drink from it.
   (e) At 18½ months, he begins to cut with scissors.
   (f) At 1 to 2½ years, he shows great and continuous interest in manipulating objects. He is able to open and shut lids of boxes and pull objects out of boxes and drawers.
   (g) At 2 years, he can build with blocks.
A. From 1 to 3 years—Continued.

   (a) At 18 months, bowels and bladder are generally controlled. (Bladder control, especially in boys, may not be fully acquired until considerably later. Control of bladder at night is frequently not acquired until 3 years.)

4. Play.
   (a) At 15 months, the child can play "go to market" with a basket and hand bag.
   (b) At 18 months, he plays "pouring coffee" with doll dishes, dusts and wipes the floor, washes the doll's face and hands, and marks with a pencil.
   (c) At 2½ years, he impersonates an animal or another person (a child of 2½ years, playing that she was a mother, addressed her own mother as "grandmother").

B. From 3 to 6 years.

The voluntary movements at this age become more accurate and more rapid.

1. Feet, legs and trunk.
   During this period, the child loves to climb trees and ladders, to practice jumping, hanging by the hands, walking narrow boards, etc.
   (a) The play at this age is largely in the form of make-believe.
   (b) The dramatic instinct is well developed. The child loves to act out stories.
   (c) He plays all the adult activities he has a chance to observe.
   (d) He loves to repeat the same game in exactly the same way, again and again, just as he loves to have the same stories read, over and over.
   (e) The play during these years tends to be solitary, or with adults. Very little ability to play with other children of the same age is shown until the end of this period (5 or 6 years). Kindergarten marks the transition to group activities.

2. Hands.
   (a) At 3 to 4 years, the child can dress and undress.
   (b) At 4 to 5 years, he can brush his teeth.
B. From 3 to 6 years—Continued.


(c) At 4 years, the mastery of scissors is attained, and he can follow an outline roughly with a brush, or pencil.

(d) At 4 to 5 years, people and objects are drawn, and at times scenes. (A girl of 5 years drew a picture of a dead soldier buried under a hill in France, with his family climbing the hill to place flowers on it.)

II. SENSORY AND MENTAL DEVELOPMENT AND INTERESTS.

A. From 1 to 3 years.

At this age perceptions develop rapidly. New properties of objects are discovered through incessant handling, tasting, feeling, and looking at everything within range.

1. Comparison of objects.

(a) At 15 months the child deliberately compares his own hand with that of his mother, his doll, etc.

2. Recognition of pictures.

(a) At 14 months the child recognizes photographs of members of the family.

(b) At 17 months, after seeing a picture of a child in bed, he runs to pat his own bed, jabbering excitedly.

(c) At 18 months he can find a picture in a book on hearing its name or rhyme which refers to it.

(d) At 19 months he can point out hair, eyes, etc., in pictures.

(c) At 2 to 3 years great delight is taken in looking at pictures and hearing simple stories about them.

3. Acquisition of spoken language.

The time at which the child speaks is preceded by a period of several months (varies widely) in which many words are understood, but few, if any, are spoken.

(a) Order of acquisition.

(1) The order in which words are acquired depends on the child's interests and activities. He learns rapidly words which are cues to action. The wider the range of activities furnished the more he learns.
A. From 1 to 3 years—Continued.

3. Acquisition of spoken language—Continued.

(a) Order of acquisition—Continued.

(2) He first learns the names of persons, then objects, then action words, and finally qualifying words (big, hot, etc.).

(3) Color words are learned late, because for most children they are not cues to action.

(b) Rapidity of acquisition depends on:

(1) Native ability and absence of special defect.

(a) Bright children learn faster than dull ones.

(b) Deafness or malformed vocal organs retard speech.

(2) Variety of experience.

(a) The child's mind must differentiate an object or idea by a distinctive reaction toward it before he can designate it with a name.

(3) Amount the child is talked to.

(a) Children of silent mothers, or children in institutions learn slowly.

(c) Age of acquisition.

(1) At 14 to 18 months (sometimes earlier) single words often carry the meaning of a sentence.

(2) At 18 months most of the common words of everyday living should be understood.

(3) At 18 months to 2 years phrases and very simple sentences are used.

(4) At 2 to 3 years sentences in complete form are used. Rhymes and stories are memorized. (A child of 2½ years knew five of Stevenson's poems.)

4. Attention and self-direction.

(a) At 2 to 3 years, a child is capable of interesting himself by the hour, if a variety of objects is furnished. Often interest in one activity is maintained for from half an hour to an hour.
B. From 3 to 6 years.

This is a period of acquisition of general concepts of the external world.

1. Standards of size and shape.
   
   (a) At 4 years, a child can fit a round block into a round hole; a square block into a square hole, etc., without trial (this can not be done up to this age).

2. Standards of number and time.
   
   (a) At 4 years, a child can count to 10 (sometimes to 20, or even 100).
   
   (b) At 3 to 4 years, concepts of time are very vague (yesterday and to-morrow; and breakfast, dinner, and supper are confused).
   
   (c) At 4 to 6 years, a child has correct concepts of past and future, and of morning and afternoon, but very vague concepts as to weeks, months, and years.

3. Symbols.
   
   (a) At 5 to 6 years, many children get the idea of printed words as being symbols of objects and ideas, and even make an attempt to read (very superior children frequently read at 5 years, and should be allowed to learn if they wish).

4. Understanding of narrative.
   
   (a) At 5 to 6 years, if not before, a child likes to be read to. He wants the same story read over and over until it is memorized and he objects to a variation of a word (probably because he understands only part of the content at first). (A girl of 4½ years wanted "Alice in Wonderland" read to her 20 times in one winter. She knew pages of it by heart.)

5. Reasoning.
   
   (a) At 4 years, very accurate, logical thinking within the child's range of concepts takes place. (A girl of 4 years asked: "Is Mr. Hoover a fairy?—Well, then, how does he tell everybody every place what to do?")
   
   (b) At 4 to 6 years, an interest in philosophy and religion develops. The child is intensely interested in origins and ultimate concepts (God, the universe, etc.). (A girl of 4½ years
B. From 3 to 6 years—Continued.

5. Reasoning—Continued.

who had had no religious instruction reasoned as follows: "Do you know everything? Does daddy? Well, the world must know everything.")

(c) At 4 to 6 years, an interest in sex is usually expressed as part of a general interest in origins. (Such questions as, "Where do babies come from?" etc., are common.)


(a) At 4 years, ability to distinguish between dreams and realities develops.

(b) At 5 to 6 years, the child can distinguish between an imagined event and a real past event. (Many so-called children's lies of this period are due to imperfect discriminations.)

7. Memory.

(a) At 5 to 6 years, memory as distinct from imagination develops. (The first permanent memories date back to this period. They are apt to be of single, vivid experiences.)

III. EMOTIONAL DEVELOPMENT AND TYPES OF REACTION.

A. From 1 to 3 years.

This is a period of very vivid, spontaneous emotions. Control of the emotions, particularly of anger and ill temper, can and should be learned.

At first the child is not clearly set off from his world. All of his emotions are attributed to his immediate surroundings—toys, animals, and even objects. Later a variety of social emotions appear.

1. At 1 to 2 years, if not earlier, tantrums are likely to occur (a child of 14 months kicked, screamed, and became rigid when removed from the bath).

2. At 13 months, the child rocks a doll (a child of 18 months would rock a razor strop, or even a "Kiddy-kar").

3. At 18 months, he feeds the doll and shows sympathy for the chair which has been knocked over.

4. At 17 months, he shows embarrassment at failure to pronounce words correctly.

5. Jealousy, sensitiveness to ridicule, resentment, and a desire to please develop during these years. (A child of 3 years would eat everything in her bowl when told...
A. From 1 to 3 years—Continued.
5. Jealousy, etc.—Continued.

that her toy kitty loved to see empty bowls. A child of 4 years would eat all the scraps on her plate when told that Mr. Hoover did not like to have her leave scraps. After a great effort she remarked, "Mr. Hoover will like me yet."

6. At 2 years, generosity and a desire to share pleasures appear.

B. From 3 to 6 years.
1. Contrariness.

(a) During this period the child becomes definitely conscious of his personality and sets himself off against the world.

(b) Many children pass through a period of being contrary. They deliberately try to see how far they can safely defy adults.

2. Suggestibility.

(a) The child is particularly susceptible to suggestions at this age. It may be either positive or negative.

(b) At 3 to 4 years, he often responds more readily to negative than to positive suggestion. (A child of 4 years refused to eat rice when she was urged, but just afterwards cried for it when told she could not have it.)

(c) His character is moulded for good or bad, according to his surroundings.

(d) His type of social response and emotional reaction is definitely determined by the attitude which adults take toward him.

3. Enjoyment in secrets.

(a) At 4 to 6 years the child shows enjoyment in secrets. This is due to a dawning realization that the content of his consciousness is not immediately accessible to other people, but is his own.

READING REFERENCES.


77313—22—4

Provided by the Maternal and Child Health Library, Georgetown University
The great prerequisite for wise training and management of a child of any age is sympathetic understanding of the child and his point of view. One should ask constantly: "What is the child experiencing? What is he thinking about? What is he trying to do?" Never manage a child primarily with reference to the effect he produces on adults. Too often the "good child" is one who does not trouble adults, and the "bad child," one who does. During this period a child develops a personality and habits of thinking and feeling which are of permanent importance. His habits of truth telling, obedience, and general consideration for other people should be firmly established. Elementary ideas of sex and of philosophy and religion are formed. Many children are ready to begin their course of formal instruction in knowledge by the latter part of this period.

I. THE INFANT (BIRTH TO 1 YEAR.)

Health is of first importance in infancy. Strict rules as to sleep, feeding, body care, and exercise should be observed. The formation of regular habits in this period is the foundation for orderly behavior later on.

A. Feeding and body care. (See Section I, Outline 7, Topics IX-XII; Section I, Outline 8; Section II, Outlines 2, 3, 4, and 5.)

1. Breast feeding, if possible, for the first six months of life, is of the utmost importance in establishing the health of a child.

2. Feeding of a young infant should be carried out, if possible, under the direction of a competent physician. If skilled supervision is not obtainable, a mother should follow carefully a good book on the care and feeding of infants. (See Bascom and Mendenhall.)

3. An infant should be fed at regular intervals and waked in the daytime to be fed. The feeding interval should be either three or four hours at the start; after the fifth month, the four-hour interval is better for all babies.

4. If bottle feeding is necessary, it should be prepared from a physician's formula.
A. Feeding and body care—Continued.
5. It is very important to learn the correct technic in preparing artificial food, and in caring for the bottles and utensils used.
6. A daily bath in warm water is necessary for health and comfort.
7. The training of the bladder and rectum should be begun during this period.
8. Learning to manage a baby’s clothing and covering so that he is always just warm enough, neither chilled nor overheated, is very important for health and in establishing good habits of sleep.
9. Out-door airing, or sleeping out of doors, is a necessary part of the daily program of every infant.

B. Sleep. (See Section I. Outline 8, Topic VII.)
1. Regularity of sleep and a sufficient amount of sleep are essential to health and behavior. Sleep is almost as important an item in a young child's régime as food.
2. Train an infant to sleep at night and have his waking period during the day.
3. Leave an infant alone at night, except for necessary feeding.
4. Never hold him or play with him at night.
5. Let him "cry it out" (within reasonable limits), if necessary.

C. Activity and exercise.
1. Holding and carrying the child.
   (a) Every child at 1 month on should be held, carried around, played with, and talked to each day.
   (b) The time should be gradually increased from a few minutes at a time, twice a day, to half an hour or more.
   (c) Infants differ greatly in the amount of stimulation which is good for them. Nervous excitability, or placidity, characteristic of the individual, appear at this time. An overstimulated infant is apt to have fits of prolonged nervous crying.
   (d) Let an infant alone, if he is happy. "Never needlessly interrupt a baby’s staring, lest you hinder the development of power of attention." (Shinn, p. 61.) (See Section IV, Outline 1, II, B.)
C. Activity and exercise—Continued.

2. Holding the head up, using the hands, sitting up, standing, etc.

(a) An infant should be helped to hold up his head by holding him in an upright position; to use the hands by supplying things for him to handle, etc. “To wait until he knows how to grasp before giving him things to practice on, is like keeping a boy out of the water until he knows how to swim.” (Shinn, p. 105.)

(b) As soon as he can sit up and use his hands, he should be supplied with appropriate toys and let alone so long as he is contentedly amusing himself. To interrupt him injures his power of attention and of sustained activity (this principle holds throughout childhood).

II. THE PRESCHOOL CHILD (1 TO 6 YEARS).

(See Section II, Outline I, Topic VII, C, D; also Outline 5, Topics, III, IV.)

A. Control of bowels and bladder.

1. Training must be begun during the first year by noting the time of bowel and bladder movements and putting the child on the stool at the right time.

2. A temporary limited use of suppositories in training regularity of bowel movements is legitimate.

3. Every child should have the idea of using the toilet at 1 year, and should be fairly well trained at 18 months. Boys take longer to train than girls.

4. Approval and praise for making wants known is the best method.

5. Mild punishments such as scolding, can be used at 1 year on (the child should be made to sit on the toilet on frequent occasions until results are accomplished).

B. Commands.

1. As soon as it is made certain that the child understands commands, be sure to distinguish between suggestions as to what he may do and commands as to what he must do.

2. Make the commands few and simple, but see that they are carried out (frequent or unreasonable demands develop a contrary, ill-tempered child).

3. Be consistent. Do not allow at one time a thing which is forbidden at another.
C. Obedience.
1. The habit of obedience should be firmly established at 2 years, or, at the latest, 3 years. (The observance of the proper health habits during the first two years, such as sleep, food, bathing, and exercise, demands obedience and is an important factor in the training of a child.)
2. Begin at 1 year, or a little before, to teach the meaning of "No-no," "That is mother's," "Don't take," etc.

D. Self-control.
1. Self-control is taught incidentally with obedience.
2. Most children have tantrums at or before 2 years. These should be stopped immediately. Leaving a child in a tantrum absolutely and severely alone until he is over it is a good method.

E. Emotional reactions.
1. Fear.
   (a) Never allow a child to be frightened.
   (b) "Bears and bugaboos" may cause intense fright which will leave traces for life.
   (c) Many unaccountable reactions of fear and aversion can be traced to experiences which were not frightful in themselves and which at the time of telling did not frighten the child.
2. Cooperation.
   (a) Do not fight with a child if it is possible to avoid it. Get his cooperation instead.
   (b) Kindly, sympathetic treatment tends to make a sweet-tempered child. Young children are very responsive and cooperative.
   (a) Never criticize a child in his presence. A young child is very suggestible.
   (b) If he hears you say he is bad, he believes it, and is bad.
   (c) If he hears you say he can not sing, he believes it and does not learn to sing, etc.
   (d) Many so-called special disabilities in later life can be traced to such causes.
4. Pride in being good.
   (a) Praise for the good goes much further than blame for the bad from infancy on.
   (b) If you praise a child for being good and tell some one else how good he has been, he is good.
E. Emotional reactions—Continued.
4. Pride in being good—Continued.
   (c) Fits of excessive pride in righteousness may occur (at 4 to 5 years), but they do no harm.

F. Play.
1. This is a period of solitary, individual play.
2. Keep the child happily occupied. Give him something to do and change it when he tires of it. Do not leave an infant to fret for want of occupation.
3. The adult must furnish the proper materials at the right time and make suggestions. (Repeating the tasks of the adults of the family is a constant source of entertainment to children at this age. Dusting, sweeping, preparing vegetables, cooking, using tools, and the care of flowers or pets, amuse the child and may prove a valuable form of instruction.)
4. The great educational possibilities of the period should be realized through play.
5. A “play school” managed on the principle that play is education is excellent at 2 years on.
6. The desire to impersonate—the dramatic instinct—is strong and should be used educationally.
7. Skill and resources are needed to make the wisest use of the time of the child from 2 years on to kindergarten or school age.

G. Instruction.
1. Definite instruction during this period is desirable.
2. Planned and supervised play, including dramatics, is the best instrument of instruction.
3. Group activities of the kindergarten type are suitable at 5 years, or somewhat earlier in the case of children who develop rapidly.
4. Superior children of 5 often learn to read, to master simple number combinations, and even the elements of geography (one child of 5 could not only put together a dissected map of the United States, naming every State, but could tell the individual States blindfolded by feeling the pieces).
5. Children who are interested in reading and numbers, should be helped to master them. An hour a day of instruction wisely given accomplishes marvelous results.

H. Truth-telling.
1. Respect for the spoken word, and the importance of being able to believe a person must be taught at this period.
H. Truthtelling—Continued.
2. Care must be taken not to corner an imaginative child or scare him into lying to escape the result of mischievous behavior or some slight misdemeanor on his part. Children may easily be made afraid to tell the truth.
3. The adult must be sure to distinguish between untruths which are mere failures to distinguish imagination or dreams from reality, or mere joy in making up stories from intention to deceive. Only intention to deceive for the sake of obtaining an end should be punished.
4. Deceit is almost sure to appear between 3 and 6 years, if not before. The child should be made to feel as much social disapproval as possible. Corporal punishment for lying does little good.
5. Strict truthtelling on the part of the parent is the most efficacious training.

I. Training in sex.
1. Questions about the origin of babies and animals are usually asked in the latter part of this period and should be truthfully but simply answered, if the questions are prompted by a real desire to know and are not the frequent idle questions of this period.
2. All irritations of sex parts should be carefully avoided. Every attempt should be made to prevent the child from handling the sex organs. Circumcision of boys is often necessary.
3. The child should be taught to get up as soon as he wakens and should go to bed too tired to stay awake long.

K. Religious training.
1. Some formal instruction in religion is wise.
   (a) Children of from 4 to 6 years of age are interested in religious and philosophical ideas.
   (b) The first crude theories of the universe are formed.
2. All questions pertaining to religion and philosophy should be answered as truthfully and as adequately as possible.

READING REFERENCES.
OUTLINE 4. THE SCHOOL CHILD (6 TO 12 YEARS).

This is a period characterized by acquisition of motor skill and of knowledge of the world. Children of this age should learn as wide as possible a variety of motor activities—swimming, dancing, skating, tennis, bicycle, horseback riding, playing musical instruments, drawing, and using tools. Such complex habits are more easily learned than in later years and are apt to reach a higher degree of perfection than if they are begun later. Children of this age do not mind the tumbles and indignities incident to learning. On the mental side the period is one of acquiring the foundations of knowledge in many fields. Memory, rather than original thinking, is the dominant intellectual activity. Few new theories are formed. Children of this age accept religious doctrines from adults, and are not apt to be critical of them. Sex knowledge is sure to be acquired and wise instruction is essential now if not earlier.

His relation to others of his own age and group, rather than his relation to adults, becomes the important element in the child’s social life. Group activities and group rivalries absorb his interest. Adult direction of these group activities is necessary.

It is possible during this period to form a judgment as to the permanent level of ability of the child, and his special abilities and disabilities, which gives a basis for educational guidance.

I. MOTOR DEVELOPMENT AND ACTIVITIES.

Slow, steady increase of motor control, of rapidity and accuracy of movement and endurance take place. (Compare ball throwing at 6 and 12 years.)

A. Complex motor habits.

1. Skilled use of the hands, feet, legs, and body acquired on the basis of motor control established during the previous period.
A. Complex motor habits—Continued.
2. Swimming, riding a bicycle, skating, tennis, writing, sewing, and the use of tools are learned.
3. Ease of learning depends in part on the degree of bodily control already acquired, and in part on the stimulus and opportunities offered.
4. Such activities are never so easily learned or so thoroughly acquired later.

B. Standards of behavior.
1. The child is still imitative. He conforms easily to standards of behavior which surround him and is not critical of them.
2. Habits of personal hygiene, of politeness of speech, and of everyday behavior are formed and are hard to change later.
3. Formation of such habits is influenced by ideals of conduct which the child readily acquires from a teacher, from a companion who is a leader, or from heroes of fiction.

C. Cultural habits.
1. Beginnings of a technic in music, drawing, etc., should be laid.
2. Marked talent in this direction often appears. All children should be tried.

II. SENSORY AND MENTAL DEVELOPMENT AND INTERESTS.

No new capacities appear. Formal education in groups is the chief concern of the period. A large amount of information is acquired. The general mental level of the individual can usually be determined at this time. Special abilities and disabilities become evident.

A. Sense perceptions.
1. An ever widening acquaintance with the external world and a love of exploration marks the period.
2. Perceptions become quicker and more adequate. The child learns to follow very rapidly moving objects.
3. The field of perception becomes broader. More things can be perceived at once, because the perceptive world is better organized.
4. Peripheral perception becomes developed.
5. The child's perceptions of this period are often more accurate than those of the adult, because they are less stereotyped and less influenced by preconceptions.
6. Perceptions become more standardized as the period advances. The child learns to ignore all but standard appearances.
B. Standards of space, time, and values.
1. The child can distinguish between right and left (6 to 7 years).
2. The meaning of north and south, inch, foot, yard, and quart, week, month, and year are understood (8 to 9 years).
3. These standards become definite only by repeated use of actual measures (not out of arithmetics).
4. In the latter part of the period the child learns to interpret spaces and times greater than those of immediate experience (1,000 years, 3,000 miles, etc.).
5. The value of money (at first small coins) is learned (6 to 7 years); later (8 to 12 years) the purchasing power of the dollar.

C. Reading.
1. Many children learn to read in the later part of the preceding period (2 to 6 years).
2. Reading is easily taught as a game, beginning with familiar words, or very simple sentences.
3. Early reading of stories is built on repetition which the child at this age enjoys.
4. Interest in reading and enjoyment of it should be maintained from the start.
5. Independent reading for pleasure should begin at 8 to 9 years.
6. Such reading should be a firmly established habit by the end of this period (6 to 12 years).
7. Learning to read should be accompanied by practice in the narration of his own experiences. This prepares him to interpret the narratives and descriptions of others.
8. Reading in geography, history, etc., is a great tool for extending the child's knowledge of the world.

D. Memory.
1. Memory becomes a dominant mental faculty.
2. It seems to improve very rapidly because of the rapid organization of the mental world.
3. An older child remembers better because he has a better developed system of ideas into which to fit new material.
4. The tendency is to depend too much on memory and not to reason.

E. Thinking.
The child at this age forms a vast number of new concepts, but does little abstract thinking (he does drill problems in arithmetic much better than original problems).
E. Thinking—Continued.

   (a) Interest is shown in nature study and simple sciences, in so far as the acquisition of facts is concerned.
   (b) Standards of reality and the fundamental principles of science are lacking. (The child at this age is very credulous and superstitious.)
   (c) Little interest is shown in scientific theory.

2. Sex knowledge.
   (a) Knowledge about sex is sure to be obtained during this period, as a result of curiosity about the world around him.
   (b) Simple sex instruction is essential.

3. Religion.
   (a) Religious ideas are uncritically accepted from adults.
   (b) New systems of thought, or philosophic or religious theories, are not apt to develop. Those developed in the period of 4 to 6 years are used.

F. Instruction.

1. Variety of instruction should be as great as possible.
2. Special capacities should be tried out—music, painting, sculpture, etc. (esthetic interests are not strong, but the fundamental basis for later esthetic interests should be laid in familiarity with materials and simple training in standards of taste).

III. EMOTIONAL DEVELOPMENT AND TYPES OF REACTION.

Definite social consciousness develops during this period. Group activities take the place of individual activities. Standards of the child's own group assume great importance and influence emotional reactions more than adult standards.

A. Obedience.

1. The child begins to understand that obedience is not mere response to the personal demand of an adult, but response to definite social laws.
2. Extreme sensitiveness to the judgment of his peers is characteristic. The tendency is to accept group standards.
3. Very real suffering is caused by any necessity for going against group standards (such as being compelled to wear different clothes or to behave differently).
B. Play.

1. Play ceases to be individual and becomes a group reaction. Group play, clubs, and societies are characteristics of the period.

2. Play becomes organized and is directed toward an end rather than for immediate enjoyment. Pleasure in obtaining the end for the group becomes dominant.

3. Play becomes competitive, as shown in group rivalries—gangs and group games in two opposing groups, and in individual rivalries—usually for group leadership.

C. Teasing.

1. Teasing is usually prompted by a desire to impress his own personality and exert power, rather than an intention to be cruel.

2. The child enjoys exerting power on his mates, rather than on objects. He shows off, teases, and insists on having whatever he sees another child have.

D. Generosity.

1. Generosity is a much more real characteristic than apparent cruelty (this was shown in the fine enthusiasm of children of this age for helping in war work. Many children gave up their spending money, or even went without lunches, to join the Junior Red Cross).

E. Sex emotions.


2. They are premature and usually caused by unwise initiation in sex knowledge.

READING REFERENCES.


OUTLINE 5. THE ADOLESCENT (12 TO 18 YEARS).

The period of adolescence marks the transition from childhood to adult years. A profound readjustment of bodily and mental functions takes place. Rapid, spasmodic physical and intellectual development produces the effect of awkward, erratic movements, of unreasonable and violent likes and dislikes, of rebellion against constituted authority. Physical strength and perfection of physical control increase rapidly. The social standards and religious doctrines of adults are no longer accepted uncritically, but are subjected to searching examination and thorough individual revision. Adult leaders become less important, and leaders from the group take their place. During this period creative imagination is at work, and aesthetic interests and feelings assume a large rôle. Intense religious experiences are common in the latter part of this period. Sex becomes a prominent factor in existence. Some type of "falling in love" usually takes place. By the end of this period the adult personality emerges. (See Section II, Outline 7.)

I. MOTOR DEVELOPMENT AND ACTIVITIES.

A. Change in size.
   1. Marked changes in size and relation of the parts of the body, due to rapid growth, lead to a period of awkwardness and physical readjustment.
   2. The effect is like a reacquisition of bodily control. The child is apt to drop, break, and upset things (12 to 15 years).

B. Development of physical strength.
   1. Very rapid development of physical strength, rapidity of motion, accuracy, and rapidity of coordination occurs.
   2. Endurance and power of sustained activity are poor at the start, but undergo great development in the latter part of the period (15 to 18 years).

C. Perfection of motor skills.
   1. This is preeminently a period for the perfection of motor skills of all sorts which should have been begun in the previous period (6 to 12 years).
   2. The child can become skilled in swimming, tennis, ball playing, piano or violin technic, drawing, and pronunciation of foreign language during this period, but such skills can rarely be perfected if begun later.
II. MENTAL DEVELOPMENT AND INTERESTS.

A great expansion of intellectual interest characterizes this age.

A. Perception.
1. The powers of perception are fairly completed at the beginning of the period.
2. Perceptions take on the fixity of adult perception.

B. Imagination.
1. The realm of experience is enlarged by day dreams, imaginary experiences, and tales of adventure, marked by a love of exaggerated heroes and a desire for strong contrasts and sharp outlines (things are all good or all bad).
2. Great interest in a future career is part of this imaginative activity.

C. Memory.
1. Memory is excellent and improves somewhat, but is not as dominant as an intellectual activity as it was in the preceding period.
2. Interest in independent thinking assumes a greater importance than acquisition through memory.

D. Thinking.
1. Ability to think abstractly increases rapidly.
2. Interest is shown in the fundamental principles of science, in philosophic and ethical theories, and in religious ideas. (The child becomes critical toward them in the latter part of the period.)
3. Love of argumentation and debating is shown, and a strong interest is taken in matters of taste (esthetics).

E. Instruction.
1. Instruction should be as broad as possible to meet expanding interests.
2. Mathematics, science, history, civics, literature, languages, and the arts should all be included to some extent for every child.
3. Sex instruction, to meet the inevitable sex interest of this period, is essential for every child.
4. Differences of emphasis are to be determined by the individual differences of the children—the aims, interests, and future opportunities.
5. Special inaptitudes for a given subject should be carefully investigated to find out whether they are due to real mental inabilities, or to defective early instruction and bad mental attitudes.
E. Instruction—Continued.
6. Most apparent inaptitudes are not real, and yield to proper treatment.
7. In case a real inaptitude exists, instruction in that field should not be pushed.

III. EMOTIONAL DEVELOPMENT AND TYPES OF REACTION.

Rapid and violent emotional development and somewhat defective emotional control characterize the period. Group activities are important, but they dominate much less than in the previous period. Individuality is emphasized.

A. Exaggerated emotional responses.
1. Loathing human beings. They seem like animals (this feeling is apt to be produced by a sudden realization of the physiology of sex).
2. Disgust at seeing people enjoy food.
3. Food dislikes and eccentricities.
4. Great love for or dislike of certain rooms, places, or objects.
5. Slang abuses.
6. Intense hero worship.
7. Impulse to excessive self-sacrifice.

B. Increase in self-consciousness and social consciousness.
1. Self-analysis and intense interest in his own experiences (this is apt to be carried to excess in morbid brooding).
2. Feelings of independence.
3. Feelings of intensified existence; nameless yearnings and unrest.
4. Critical and questioning attitude.
5. Clan spirit.
6. Excessive interest and sensitiveness as to what others think about him. (Trade-lasts abound.)

C. Sex emotions.
1. Sex attractions and sex sensations are sure to be felt now, if not before.
2. At 12 to 15 years the sexes show consciousness of sex by avoiding one another (the period of boy and girl chums has passed).
3. At 15 to 18 years definite attraction and association with the opposite sex usually begins.
4. At this age falling in love, either with a person of the same or opposite sex usually occurs (love affairs of this period are rarely permanent).
D. Religious emotions.
1. Religion ceases to be a habit and becomes an emotion (two-thirds of all religious conversions occur at this time; most of them during the period of 15 to 18 years).
2. The mystery of religion appeals.
3. Critical estimates of religion sometimes take place later in this period.

E. Esthetic emotions.
1. Esthetic emotions appear or are intensified in love of the beautiful—in clothes, house furnishings, architecture, painting, sculpture, and music.
2. The possibilities of esthetic enjoyment are usually fixed for life at this period.

READING REFERENCES.

SWIFT, EDGAR JAMES: Youth and the Race, Charles Scribner's Sons, New York, 1915.

OUTLINE 6. TRAINING AND MANAGEMENT OF THE SCHOOL CHILD AND THE ADOLESCENT.

The training and management of school children and adolescents constitutes a problem in which community cooperation is essential. The school, the home, and the forces in the community which control recreation and social life must work in close unison. Furthermore, each child constitutes an individual problem and wise training and management is possible only when each child is made the object of careful, individual study. Correct adjustment to school is one of the vital problems of this period. Many a child fails to realize his possibilities because the school program provided for him does not fit his capacities. The work may be too hard, in which case the child not only fails in school, but frequently becomes either depressed and discouraged, or resentful, unruly, and truant. The work may be too easy, in which case the child fails to realize his possibilities of
growth, and fails to form the habits of work which are essential to success. The subject matter offered him may fail to appeal to his special aptitudes and interests.

Throughout this period the object of training should be to make the child more and more his own master. The motive of obedience in behavior should gradually give place to that of self-directed activity based on grounds which the child understands and approves. Force is sure to fail and to do harm in the management of adolescents. Example is far more potent than precept. It is of the utmost importance for parents and teachers to retain the confidence of children of this age, and to cooperate with them in the solution of their problems. Above all they must be taken seriously. Ridicule is sure to kill confidence and make it impossible to assist or guide adolescents. (See Section II, Outline 7.)

I. THE SCHOOL CHILD (6 TO 12 YEARS).

A. Adjustment to school.

This can be secured only by cooperation of the school and the home.

1. Individual differences.

(a) Individual differences should be recognized at the start. Differences of physiologic development and of mental ability should both be considered.

(b) Failure in school subjects should receive prompt attention.

(c) The school should provide a psychologic clinic to assist in determining the cause of failure.

2. Different rates of progress.

(a) Different rates of progress should be provided for different degrees of ability—that is, the inferior group, the average group, and the superior group.

(b) No child should be left in a group where he continually fails. Failure means discouragement and destruction of effort. Success and encouragement are essential factors in training a child to put forth effort.

(c) No child should be left in a group where he does not need to put forth effort. He becomes lazy and fails to develop his talents.

(d) No child should be continually criticized at school. He is subject to suggestion and soon believes that he can not succeed. Wise encouragement is far more potent than criticism.
B. Opportunity for development.
1. Physical development during this period must be pro-
vided for by furnishing wholesome food, regular sleep,
sufficient in amount (gradually reduced from 12 hours
for the 6-year-old child to 9 for the 16-year-old child),
plenty of outdoor exercise, and protection from physi-
cal strain or overexertion.
2. The child learns by doing, not by having things done for
him.
3. He must be furnished with tools for activities, and lead-
ership.
4. He needs skates, bicycle, playground opportunities, swim-
ning pool or pond, trees to climb, tools, books, paints,
piano or other instruments, etc.
5. The school, home, and community must cooperate to fur-
nish this equipment.

C. Personal relations with parents.
1. The attitude of the parent should be one of sympathetic
understanding rather than a domineering one.
2. Obedience must be maintained, but it should be done
through reasonableness and an understanding on the
part of the child, rather than through force.
3. A child at this age who becomes lawless and can not be
managed is sure to give society trouble later.
4. Unruliness at this time is usually the fault of the parent
or adult and dates back to mismanagement earlier.
5. Cooperation rather than opposition meets with great
success.
6. Children learn manners and morals by imitation, rather
than by precept (the parent who is polite and con-
siderate to the child usually has a polite and consider-
ate child).
7. Many small misdemeanors should be overlooked and con-
licts avoided, unless there is a real issue involved.
8. Happiness is a great safeguard for a child. A happy
child is apt to be a good child.

D. Play and provision for leisure time.
1. The play of this period is naturally group play. Many
playmates are more desirable than one.
2. Group plays may have an educative value.
3. Groups of children need adult leadership in their group
competitive games, clubs, and societies—hence, the im-
portance of playground directors, boy and girl scout
leaders, and teachers to supervise civic clubs and the
Junior Red Cross.
D. Play and provision for leisure time—Continued.

4. Group activities teach fair play, cooperation, and kindliness and develop leadership.

5. The standards and ideals of the group have greater weight with the child than those of the adult. Parents should understand this and respect it. (No child should be compelled to wear clothes, or to do things which expose him to the ridicule of his group, if it can be avoided.)

6. Do not destroy the gang—give it leadership and training. Children love to help and to feel useful and important. The gang makes a fine civic club or chapter of the Junior Red Cross.

READING REFERENCES.


Community Recreation, Playground and Recreation Association of America and Community Survey (Inc.), New York, 1919.


Files of the Playground, Playground and Recreation Association of America, New York.


JOHNSON, GEORGE E.: Education through Recreation, Cleveland Foundation Survey, 1916.


E. Work.

1. The child of this age should learn to maintain activities which are not enjoyable in themselves, but merely for the end to be attained. For instance, he should learn to master arithmetic not necessarily because he is interested in the process, but because he understands its importance as a tool in constructive work and in
E. Work—Continued.

1. Science. He should learn to keep at work at a problem in construction, even when it becomes irksome, for the sake of the value and usefulness of the finished product.

2. Some regular duties in the household, for which the child is held responsible, are valuable. They not only establish habits of work, but develop a sense of social responsibility. The child learns that the welfare and comfort of others are to some extent dependent on his efforts.

3. It is sometimes a good thing to let children earn their pleasures and luxuries by paying them for regular tasks. It develops a sense of responsibility and teaches the value of money. Some of the money earned should be saved to inculcate thrift.

F. Sex training.

1. A wholesome and respectful attitude toward sex is of the utmost importance. No factor is more important to the life of the child.

2. Many misdemeanors and mental abnormalities in later life can be traced to early false ideas of sex and bad sex habits.

3. Sex information is sure to be obtained by children. Most of them receive it by 9 or 10 years.

4. The simple facts of sex together with an attitude of respect and idealism toward it should be taught—if possible by the parent—before the child is 9 years of age.

5. An attitude of frankness and confidence on the part of the parent is the best safeguard.

G. Religious training.

1. Formal observance of religious rites is the usual religious training of this period.

2. The child at this age takes religion as a matter of course and is not vitally concerned with it.

II. THE ADOLESCENT (12 TO 18 YEARS).

(See Section II, Outline 7.)

A. Adjustment to school.

1. Every child should be given an education within the range of his possibilities.

2. Every community should have scholarships for continued education of superiorly endowed children.
A. Adjustment to school—Continued.

3. No child should be allowed to leave school under 16 years of age. Even simple trade training requires as much education as this.

4. Every child should be given training fitting him for some type of wage earning before his education is complete. This is true whether his capacities limit his general education to the first few grades of the elementary school, or are sufficient to carry him through the highest type of college and university work. In this sense all education should be vocational.

5. Within this period a decision must be reached as to the general type of career to be chosen for each child and the kind and amount of education required. Such vocational guidance requires the cooperation of parents and teachers.

6. Every school system should be equipped with a department of vocational guidance to study occupations, study children, and conduct courses of instruction in vocations. (The child of this age is naturally interested in careers and the "life-career motive" should be used.)

7. Decision as to the kind and amount of training to be given each child should depend on:

   (a) Level of ability of the child.

   A permanent level of ability can usually be determined at this age by a properly qualified person.²

   (1) The child of very limited ability should be given training for work which can be satisfactorily undertaken by persons in the lower ranges of intelligence. Starting a child of limited ability in a course of training which is beyond his capacities is an injustice to the child. It means discouragement, failure, and sometimes delinquency.

   (2) The child of average ability should be offered a course of training leading to a middle-grade occupation.

   (3) The child of superior ability should be given a longer course of general edu-

²At present few persons are qualified as examiners.
A. Adjustment to school—Continued.

7. Decision, etc.—Continued.

(a) Level of ability of the child—Continued.

- Education followed by training for a profession or initiation into a managing or supervising position.

(b) Disposition, type of social reaction, interests, and opportunities.

- The wise choice of a course of training and subsequent career is a matter of the utmost importance for character and disposition.
- The “misfit” in school or in industry is discontented, apt to be ill-tempered, and to do rash things.

B. Opportunity for development. (See also Topic I, B.)

This is the time for perfecting all types of bodily control and technical skills. (See Section V, Outline 4.)

1. Outdoor sports (tennis, ball playing, hiking, swimming, riding, etc.).

- Are important not only for health of the body, but also for health of the mind.
- Furnish the best counteractive to brooding and to undue interest in matters of sex.

2. Technical skills (music, drawing, painting, and sculpture):

- Serve to develop technical skill at the right time.
- Tend to develop aesthetic interests which drive off emotions into safe channels.
- Provide a resource for enjoyment of leisure throughout life.

C. Personal relations with parents.

1. This is a very difficult period for most parents and children, because of violent seemingly unaccountable emotional reactions and the change from the attitude of acceptance of adult standards to an attitude of criticism and evaluation.

2. Distinct personality develops. The child sets himself off against the group, and is sure he is not understood.

3. Obedience must give way to friendly advice and personal influence on the part of the parent.

4. The adolescent must work out his own salvation, but he needs sympathetic, understanding help.

5. Vagaries of emotion and action should not be taken too seriously. Avoid ridicule of peculiarities.
D. Recreation and provision for leisure time.
   1. The club or society still remains important and should be encouraged and given assistance.
   2. Actual adult participation becomes less desired and less necessary in the latter part of the period (leaders from the group take the place of adult leaders).
   3. Social life, in the adult sense, begins in the latter part of the period.
   4. Provision for association with the opposite sex under proper supervision becomes very important.
   5. Young people of opposite sexes should not be given much time alone together at this period. Emotions are too violent and the sex instinct too untrained to make it safe. Concerts and theaters should play a part in recreation. They should be provided in programs of school and community recreation.

E. Work.
   1. The spirit and habit of work should be established at this time.
   2. The school should establish the habit of work.
   3. The child of this age should have some definite responsibility about the home.
   4. For some adolescents part-time wage earning is desirable, provided it does not interfere with school and physical development.

F. Sex training.
   1. Further sex instruction is imperative. It can often be accomplished in courses in biology.
   2. The physiology of sex and the existence of venereal diseases should be explained (15 to 18 years).
   3. The best safeguard against bad sex practices is plenty of outdoor exercise and a busy, interesting life.
   4. Sex ideals of the highest type should be inculcated through literature, the drama, and personal heroes.
   5. Early love affairs are sure to occur. They rarely prove permanent, but they should be taken seriously. They may do great good or great harm (flippancy is resented by the child).

G. Religious training.
   1. Religious training demands complete religious freedom and a sympathetic discussion of religious experiences and difficulties.
   2. Any attempts to mold religious beliefs by authority will be keenly resented and are unwise.
OUTLINE 7. THE ABNORMAL CHILD.

Though actual insanity is almost unknown among children, certain pathologic conditions of the nervous system occur which entail mental disorders, and abnormalities of behavior appear which are suggestive of the possibility of future insane states. Feeble-mindedness and epilepsy are the conditions most closely related to mental abnormalities. Feeble-mindedness is an inherited and incurable state of mental inferiority. Epilepsy, while it usually is associated with mental inferiority, is sometimes found in children of normal ability. Some types of epilepsy yield to treatment. Epileptics and the feeble-minded should, as far as possible, be cared for in suitable institutions. Those who later become insane usually display as children abnormalities of behavior and types of social reaction which reveal an unstable nervous system. They are recognized as queer and somewhat unaccountable children.

Aside from these serious and hereditary types of abnormality some normal children become abnormal because of unwise educational or social treatment. Children who become stubborn, depressed, unruly, deceitful, truant, or dishonest are frequently normal children who have been spoiled by unwise management at home or at school. These children are the hopeful type of abnormal child who can often be set right by wise corrective treatment.

I. ABNORMALITIES IN MENTAL LEVEL.

A. Degree of mental ability.

Every degree of mental ability from idiocy to genius occurs in children. The curve of distribution is such as to indicate that there is a large group of children with levels below and
A. Degree of mental ability—Continued.

above normal. A rough estimate gives the distribution as follows:
1. Defective (including moron types), 3 per cent.
2. Below average, 22 per cent.
3. Average, 50 per cent.
4. Above average, 22 per cent.
5. Very superior, 3 per cent.

B. Training and management.

This should be suited to the degree of ability of the child. If it is not, abnormalities of behavior are likely to occur.

1. The defective child.
   (a) The defective child becomes delinquent not because of an inherent tendency, but because he is easily influenced and often lives in a bad social environment. It is as easy to teach him good habits as bad.
   (b) If of low grade, he should be cared for in an institution.
   (c) If of high grade, he should be educated in a special class in which he is expected to learn very slowly the rudiments of reading, writing, and arithmetic, and also a variety of simple, useful arts (using simple tools, cooking, sewing, laundry work, house cleaning, etc.).
   (d) When he is sent out to earn a living, he should be kept under the supervision of an intelligent adult (after-care committees). (See Bloomfield, pp. 27, 33–34, 54; also, Fernald.)

2. The inferior child.
   (a) The inferior child who is pushed beyond his capacities realizes vaguely that he can not meet the demands made on him. He responds by stubbornness, by apathy, by truancy, or by unruly behavior.
   (b) Adjustment of his academic work to his capacities and provision for concrete handwork more suited to his type of thinking often solve the problem.
   (c) Membership in a social group in which he can play a part is important.

3. The superior child.
   (a) The superior child who needs to make no effort to do what is demanded of him has no proper outlet for his energies and abilities. He may
B. Training and management—Continued.

3. The superior child—Continued.

become mischievous and impudent and the leader of a gang.

(b) More rapid progress in school, broadening the curriculum, and the proper provision for organized and supervised group activities (self-government plans, clubs, scout movements, etc.) usually solve the problem.

II. ABNORMALITIES OF BEHAVIOR IN NORMAL CHILDREN.

Abnormalities of behavior in normal children may result from the same causes which bring about abnormalities in exceptional children. In addition, such abnormalities may result from parental mismanagement and bad social surroundings. Children are imitative. They absorb the manners and morals which they see practiced, not the ones which they hear preached. Some of the types frequently met are:

A. The stubborn child.

1. Stubbornness is often the result of domineering behavior and unreasonable demands on the part of parents from infancy on.

B. The depressed child.

1. A sensitive child who has met with constant unsympathetic treatment and repression often becomes depressed (such treatment sometimes results in extreme apathy).

2. Cases of this type can be revolutionized in attitude in a few months by gradually discovering the child's interests and capacities and giving him encouragement and praise as well as suitable instruction.

C. The unruly child.

1. A child who is allowed to have his own way in infancy and young childhood, because it is the easiest thing to do at the moment, usually becomes unruly later.

2. Very inconsistent and erratic treatment, allowing at one time a thing which is punished at another, tends to make an unruly child. He knows no laws, only caprices.

D. The deceitful child.

1. A child who is systematically deceived by adults to attain their own ends is sure to become deceitful, no matter how much he is punished for lying.
D. The Deceitful child—Continued.
2. A neglected child, left to his own devices, is apt to becomes deceitful, because he finds he can attain his ends that way, and no one pays any attention to it. He is not made to feel the social disapproval which should greet the first attempt at deceit.

E. The truant.
1. Aside from school maladjustment (see Topic I B), truancy may be due to unsatisfied love of adventure, to a desire to get away from a bad, uncomfortable home, or to mental conflicts brought about by repressed sex concepts.
2. The first step in dealing with a truant is to find out the real cause of the truancy.

F. The thief.
1. A child may be a thief because his parents are not thoroughly honest; because of poverty and the need of satisfying desires which are legitimate and even imperative; because of a love of adventure and the lure of the streets; because of the undirected activities of the gang; because of the demoralization of bad sex habits; because of mental conflicts caused by the repression of sex knowledge.
2. The real cause of the stealing must be discovered and removed if the child is to be cured.

III. THE PSYCHOPATHIC CHILD.

A. Cause.
1. An unstable nervous system existing from birth. (In most cases the family history shows instances of mental disease, alcoholism, tuberculosis, or venereal disease, or several of these causes.)

B. Results.
1. The development of serious nervous and mental disorders depend on—
   (a) The extent of the instability of the nervous system (some children are born with nervous systems so unstable that mental disease is sure to develop).
   (b) The degree of stress and strain which the circumstances of life placed upon the child. (Where the instability is less, mental disorders may never appear, if the child can be protected from undue social and emotional strain.)
2. Actual insanity rarely develops in young children.
C. Prevention.

1. Infants should be protected from undue nervous excitement. Excessive nervous crying as a reaction from activity and social stimulation is a sign for caution.

2. Violent emotions should be avoided in young children. Fear is the most frequent harmful emotion in young childhood. If fear occurs, great care should be taken to dispel it.

3. The proper attitude toward sex, inculcated by wise sex instruction from young childhood on, is of the utmost importance in preserving mental health (distorted ideas of sex are the most prolific source of psychopathic conditions).

D. Suggestive symptoms.

1. The presence of unaccountable and uncontrollable impulses, such as a sudden impulse to injure another child with no provocation.

2. Violent and unaccountable emotional reactions (depression, fear, anger, or great excitement without cause).

3. Bad failure of the power of voluntary attention.

4. Presence of delusional ideas.

5. Extreme suggestibility.

E. Precautions.

1. A psychiatrist should be consulted.

2. A regular, wholesome kind of existence, free from strain and excitement, should be provided.

3. Some occupation should be found which will prove interesting and not too stimulating, which will keep the mind from dwelling on self.

F. Preventive treatment.

1. Mental hygiene clinics should be established (they should accomplish for mental disease what the tuberculosis clinic does for tuberculosis).

READING REFERENCES.


———. The Intelligence of School Children, Houghton, Mifflin Co., Boston, 1919.

