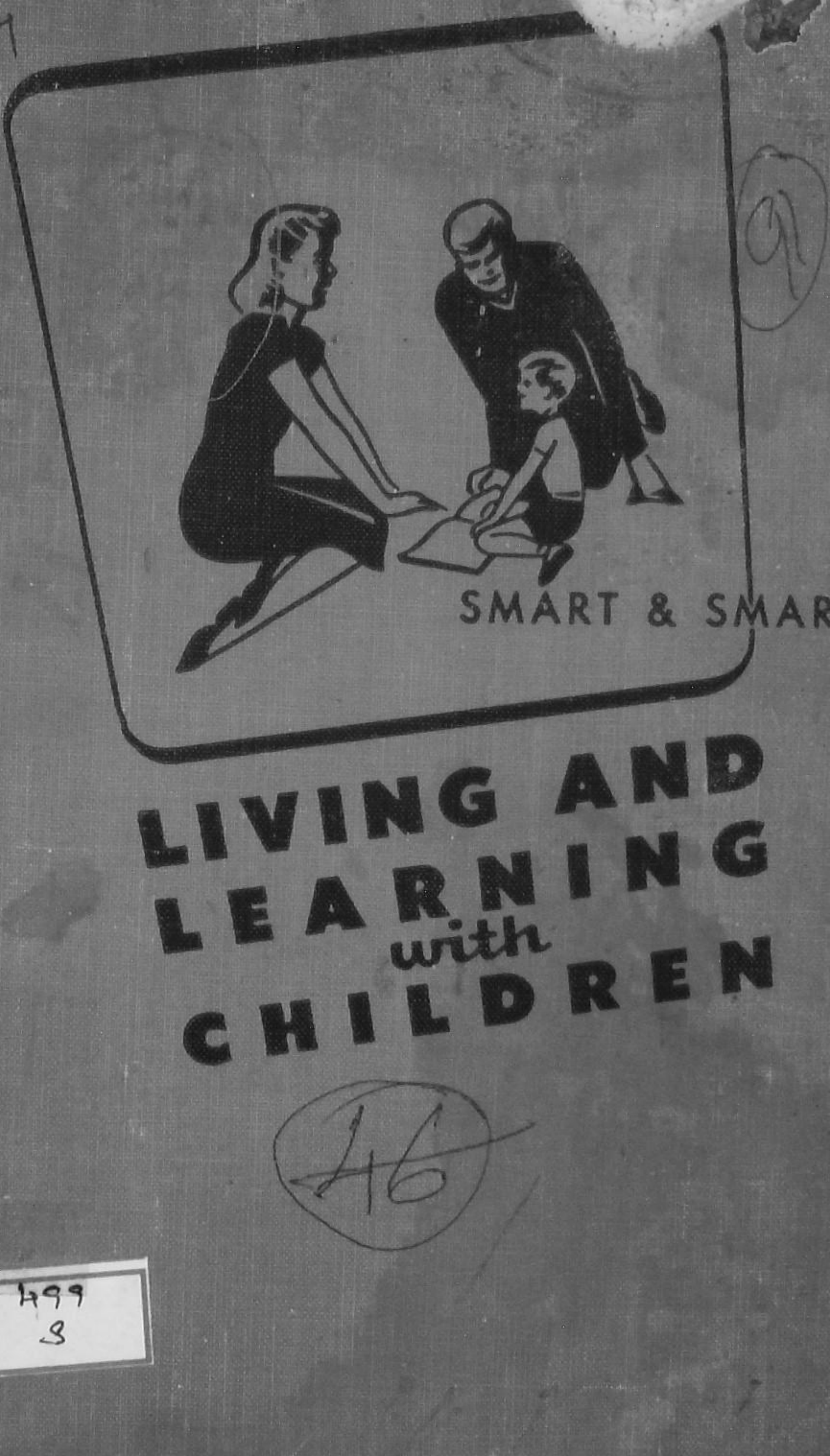
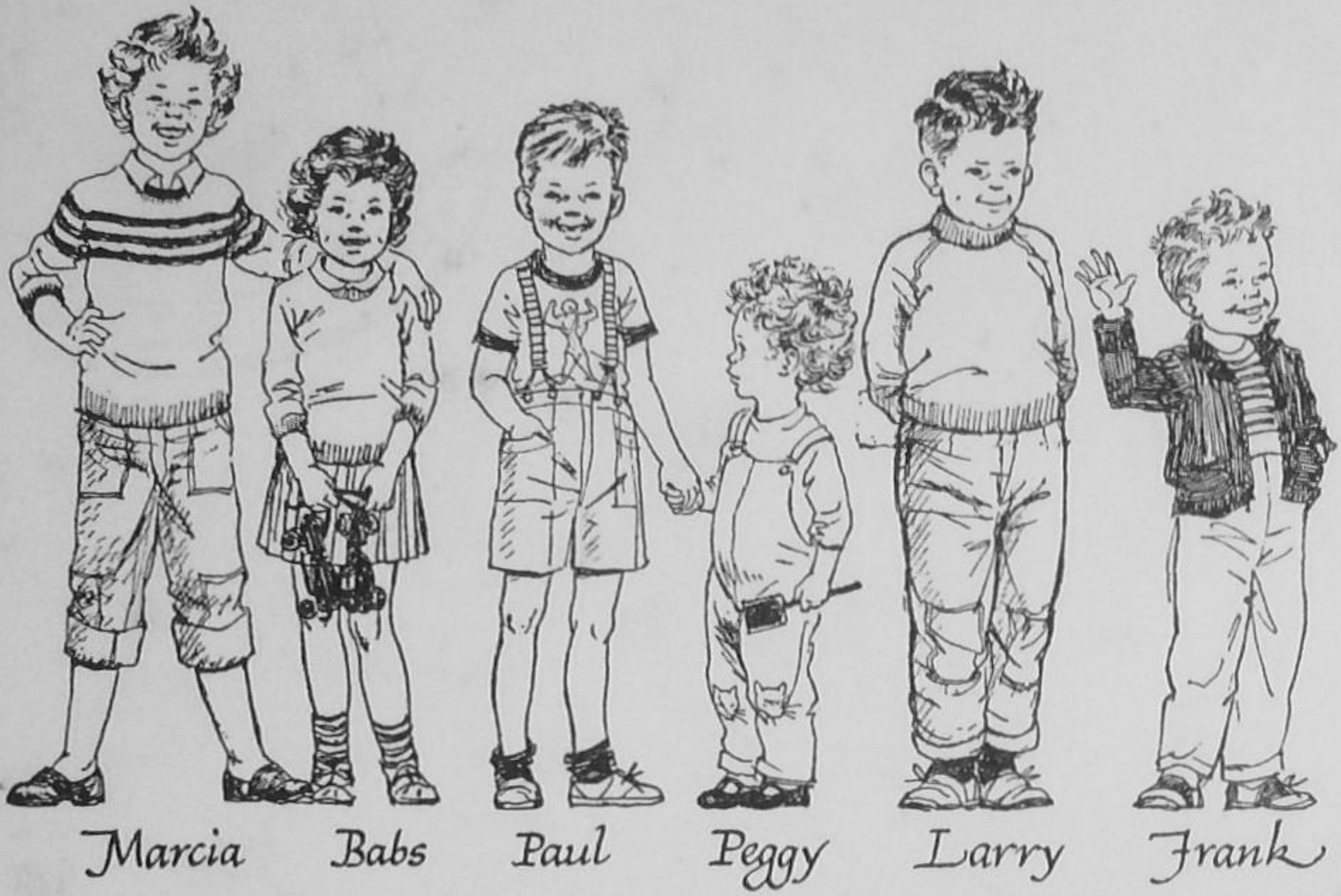


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LIVING AND LEARNING with CHILDREN

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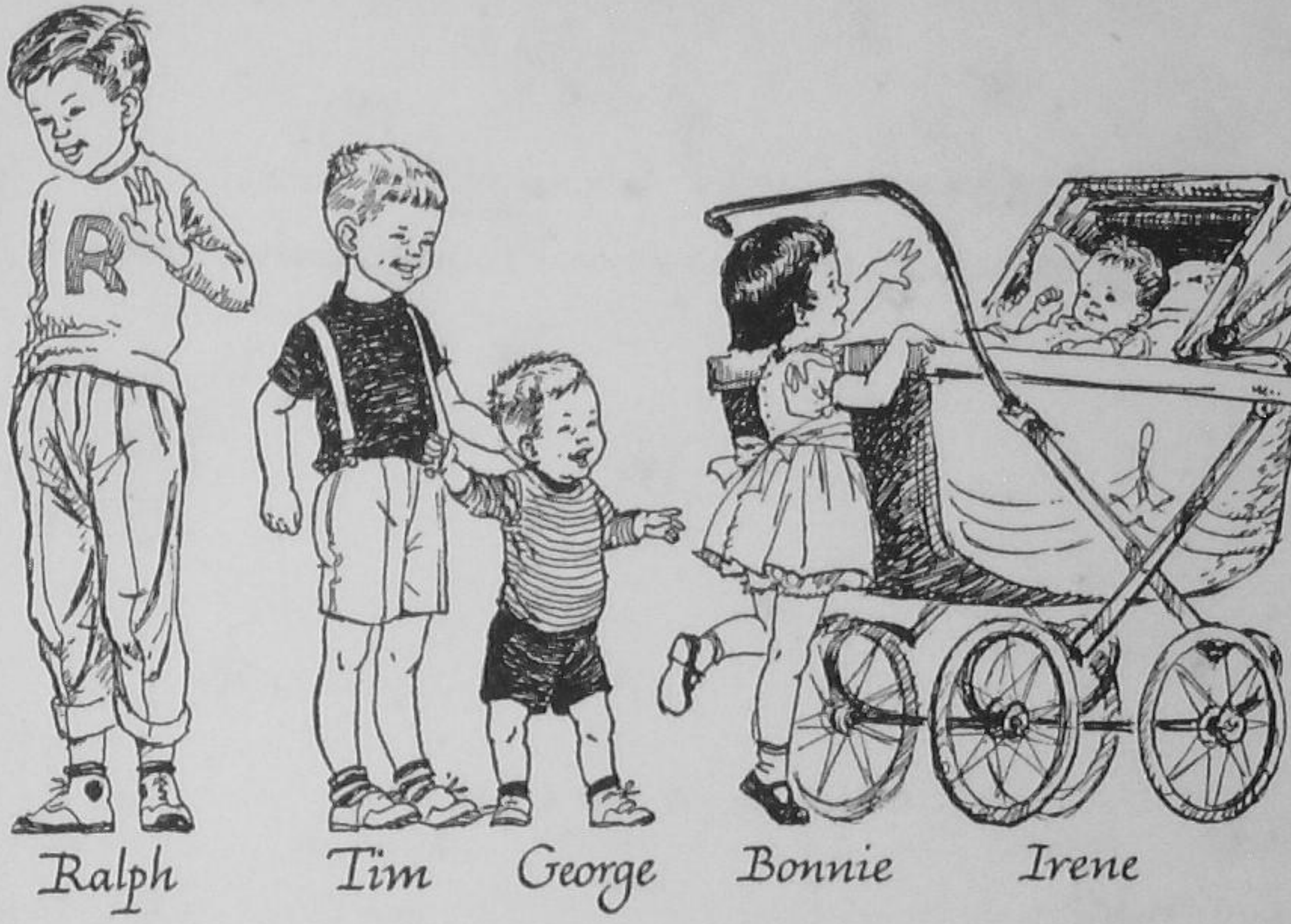
LIVING AND



MOLLIE STEVENS SMART

Homemaker. Formerly Staff Member, Merrill-Palmer School

LEARNING WITH CHILDREN



Ralph *Tim* *George* *Bonnie* *Irene*

and RUSSELL COOK SMART

Associate Professor, Department of Child Development and Family Relationships, Cornell University. Director, Merrill-Palmer Camp

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Under the Editorship of **IVOL SPAFFORD**

FORMERLY SUPERVISOR, HOME ECONOMICS EDUCATION, STATE OF ALABAMA

To

WINIFRED RAND

and

ESTHER McGINNIS

Who first introduced us to the study of family living

By Way of Explanation

THIS BOOK is our attempt to explain children to young people. We hope to help young people understand children as they come into contact with them from day to day. The children may be brothers and sisters, neighbor children, or children for whom the young people baby-sit. Such children may be nuisances or puzzles or fun to the boys and girls who have something to do with them. If the children are understood, they may become less of a nuisance, less puzzling, and more enjoyable.

We have a second reason for trying to help boys and girls to understand young children. This second reason is not here and now, but in the future. We hope that this book will help adolescents in their preparation for being parents. Although some of the details about how children grow will be forgotten by our readers by the time they are fathers and mothers, some of the important learning will surely remain. Understanding means *feeling*, as well as knowing. We believe that the right feelings about children are of paramount importance. May our readers have feelings, as well as details.

We hope that the boys and girls who try to understand young children will gain something for themselves. A person who learns something new about others learns more about himself. We all need to understand ourselves, but boys and girls of high-school age are in especially great need of knowing themselves better. And though it may seem strange, when they study children, they study themselves, often without realizing it.

Since this book is about everyday children, we have tried to tell our story in a life-like manner. Children live in families, and families live in neighborhoods. A child's family has a great deal to do with the way he feels and the way he grows. His neighbors influence him, too, but not so much as his family does. His parents are affected by the neighbors, by the things the neighbors approve and the things they disapprove. So we made up a neighborhood for our imaginary families to live in. Because the children, families, and neighborhood are imaginary, we have been able to dream up chil-

dren spaced rather evenly in age from four months to eight years, as well as young people from fourteen to seventeen years old.

Our neighborhood is Elm Street. It is a dead-end street that could be on the map of any one of many towns or cities in the United States. There are eight families on Elm Street. Seven of them have children. Among them, these seven families have sixteen children. You will meet these sixteen children, their parents, and a few other adults.

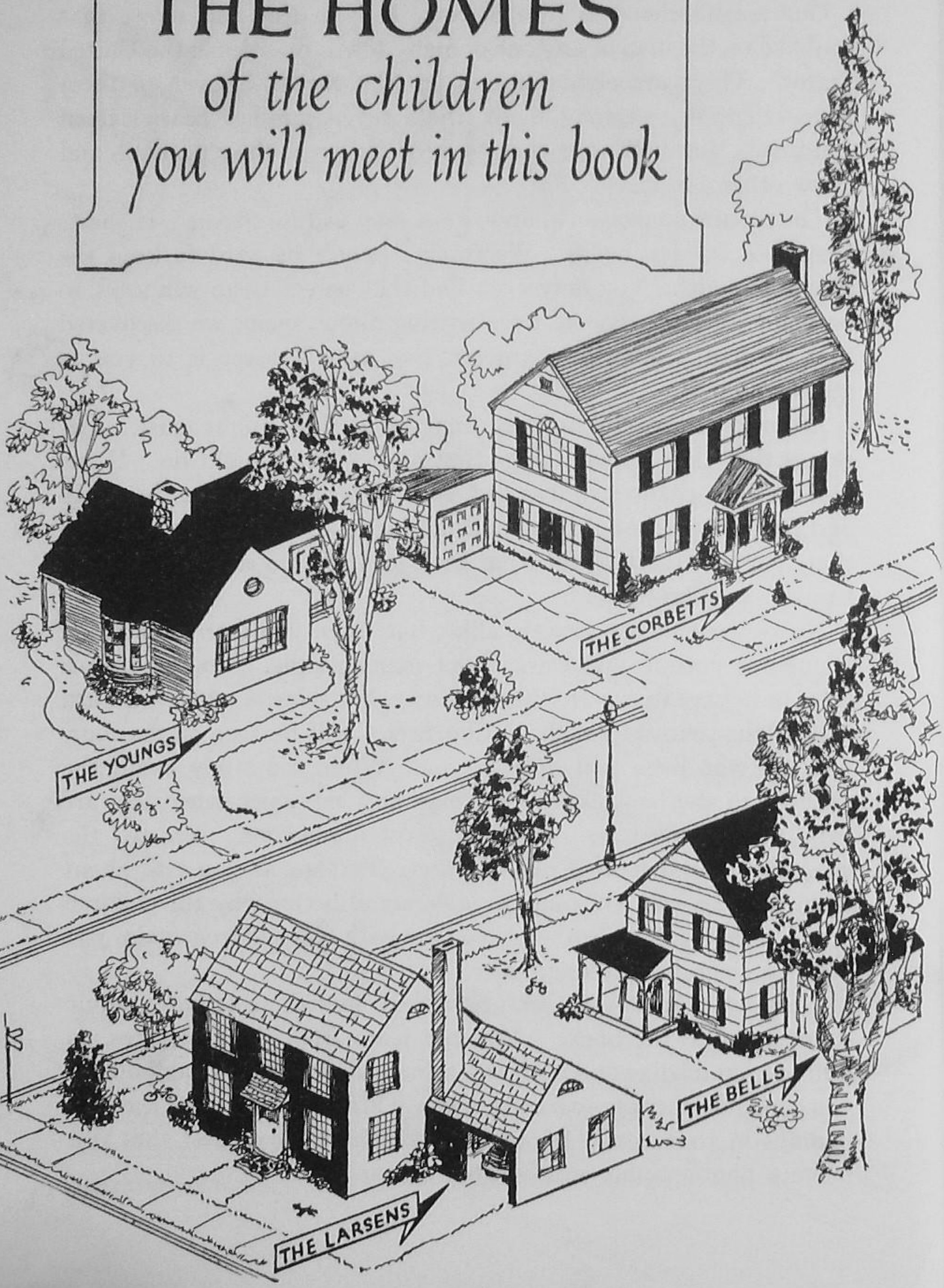
The picture on pages viii and ix is a map of Elm Street. It shows who lives in each house. We think it won't be hard to keep the people straight. You may even find that one of them will grow to be your favorite. As we were writing about them, we discovered that we had a favorite character, but we will leave it to you to guess who it is.

Although these children are imaginary, they might exist. The things that they do are things that real children might do. If our readers have chances to live and work with real children, they may find the youngsters behaving and talking in similar ways. We hope that they will think about what they see and compare it with what happens on Elm Street.

No two people are exactly alike, but when you learn something about one person, you learn about many people. No two people grow or behave in exactly the same way, but some of what you learn about four-year-old Frank of Elm Street will be true of the four-year-old who lives next door to you. While you study about the children in the book, keep your eyes and ears open when you are with real youngsters. Then in class discussions, compare the imaginary children with real children. Perhaps as you talk about them in class, you will come to understand better why the children acted as they did. Then when you are with real children again, you may see them in a different way.

We have included some pictures of real children as a photographic supplement to the book. You can learn from these pictures, as well as from reading and from observing real children. Undoubtedly you can find other photographs that will illustrate what you learn — perhaps in your family photograph album. We suggest that you make a photographic supplement of your own.

THE HOMES
of the children you will meet in this book




THE JACOBSES
THE MacINTYRES
THE SCHULTZES
THE TAYLORS
steven

Note to the Teacher

LIVING AND LEARNING WITH CHILDREN has been written specifically for the high-school girl and boy. Its main purpose is to help young people acquire a better understanding of human growth, development, and relationships. To implement this purpose the book presents the techniques necessary for working with young children — for observing them, caring for them, playing with them, and guiding them. Thus the adolescents for whom the book has been written are prepared for their own future parenthood. At the same time they are given an insight into their own past and present.

LIVING AND LEARNING WITH CHILDREN is concerned with family relationships as well as child development. It teaches young people to understand themselves and to develop more satisfying relationships with family and friends. Its emphasis throughout is on *feelings and attitudes*, not merely techniques. The book compares the feelings of children with those of young people, and it also points up the important fact that parents (and their feelings) are human, too.

The plan of the book is to present situations that are fictional, but based on real life. The situations described are examined by the authors to illustrate and emphasize principles of child development and family living. These principles are consistently tied in with methods of handling the situations. The student is encouraged to apply what he is learning now in his own relations with children; for example, as a baby-sitter. He is shown how his learning will apply in his future relations with children as a parent.

There has been no attempt to make the discussions include all the questions that might be raised by the imaginary situations. Some of the books on the reading lists may well be used in conjunction with the imaginary situations. So may the pictures in the photographic supplement that follows the index. These photographs, although grouped so as not to interfere with the general plan of the book, should be referred to as study of it proceeds.

The authors wish to thank Margaret Hutchins and Emma Rose Elliott for discussing plans for the book with them.

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LIVING AND LEARNING

WITH CHILDREN

Physical Habits



UNIT 1

and Attitudes

HUMAN BABIES are the most helpless of all the babies we know. They have many, many things to learn about taking care of themselves. From the time a child is born, he is continually learning how to take care of himself.

In the first place, a baby must learn to breathe and even to suck and swallow. He doesn't need to be taught these things. But after a few months, he must learn many more lessons about eating, sleeping, balancing himself, eliminating, and keeping himself safe. Everyone who has anything to do with children can be a help when these lessons are going on. You can help children to learn the right things if you understand how they grow and learn.

While the youngster is learning ways of eating, sleeping, and so on, he has feelings about what he is doing. These feelings matter a great deal. For instance, a baby can feel that it is nice to go to sleep when he is tired, or he can feel that bed is a horrid place. He can feel that eating is fun or that mealtime is a time when people nag at him. The way he feels about such things are called *attitudes*. If he is cared for in the right ways, his attitudes will be good.

1 Taking Care of a Young Baby



THIS CHAPTER is mainly about a four-month-old baby. In it you will learn some of the things such a baby does, when, and why. You will learn the right ways to care for a young baby, and why.

CHARACTERS: IRENE, *four months old*
BONNIE, *her three-year-old sister*
MRS. JACOBS, *mother of Irene and Bonnie*
RUTH MACINTYRE, *fourteen, baby-expert of the neighborhood*

SCENE 1: *The Jacobs' living room, shortly after school*

MRS. JACOBS: It's wonderful to have you, Ruth. I don't feel comfortable leaving the two of them to an inexperienced person.

RUTH: Two at once are the regular thing to me. Where are they now?

MRS. JACOBS: Bonnie is napping, but she should be waking soon. Irene just finished her bottle and is asleep. She may sleep for an hour or two.

RUTH: I guess I know Bonnie's routine pretty well.

MRS. JACOBS: Give her juice and two cookies when she wakes up. Supper at 5:30. You and Bonnie are having scalloped eggs, baked potatoes, green beans, and fruit cup.

RUTH: That sounds fine. What shall I give Irene?

MRS. JACOBS: Give her a drink of water when she wakes up. The sterile water is in the bottle with the nipple covered by the glass top. It's such a warm day that the water will be all right at room temperature. Of course you'll test her milk and cereal on your wrist until they feel neither hot nor cold.

RUTH: How much does Irene get for supper?

MRS. JACOBS: All she wants. She takes two kinds of cereal now. I think we'll give her strained oatmeal tonight. Mix a couple of tablespoons of the dry oatmeal with formula. She won't eat that much, but she may eat most of it. Her formula is measured out in covered bottles in the refrigerator. There are eight ounces in each bottle. Let her take as much as she wants after her cereal.

RUTH: What time shall I feed her?

MRS. JACOBS: It depends on when she wakens. If she is awake at four she may be too hungry to wait until you and Bonnie are through. So feed her at five. If it is nearer five than four when she wakens, let her wait until after you and Bonnie have eaten.

RUTH: Then Irene isn't on a schedule?

MRS. JACOBS: We have a sort of schedule. We started out trying to let her make her own, the way they say to do nowadays, but it was too hard on Bonnie to let Irene do exactly as she pleased. Bonnie has her own routines, and she can't stand having meals or bed-time very late. And after all, I'm only one person.

RUTH: Mother put George on a four-hour schedule right away. She said it was the only way she could keep the six of us out of each other's hair. George seemed to get along all right.

MRS. JACOBS: I don't think Irene could have waited four hours for her meals. She weighed only six pounds when she came home and I didn't have a great deal of milk for her. We got along pretty well

feeding her every three hours. But if she was asleep at a feeding time and I could see my way clear to waiting until she wakened, I'd wait. If I knew it would soon be time to do something for Bonnie, I'd waken Irene and feed her.

RUTH: Do you still feed her every three hours?

MRS. JACOBS: No. She eats just about four meals a day. When I could see that she wasn't usually hungry for one special meal, I'd give it to her an hour later, or at a time when it would still fit into our other family affairs.

RUTH: Irene isn't crying half as much as she used to. Sometimes I wondered if you were starving her.

MRS. JACOBS: I sometimes cried myself when she kept it up for an hour or two. She seemed to have colic pains so often and the doctor never did say just what was the matter. I don't think anyone really knew. He said that many babies have colic that clears up after three months. It isn't serious, they say, but it certainly is tough on the family and I guess on the neighbors, too.

RUTH: Did you pick her up, or did she have to cry it out?

MRS. JACOBS: We always did our best to comfort her by walking her or rocking her. But when nothing soothed her in our arms, we'd put her down.

RUTH: We must have been lucky. My little brothers used to sleep all the time and only cried before meals.

MRS. JACOBS: Bonnie's awake. I'll get her, and then I have to go.

RUTH: Oh, I nearly forgot. I know you often bathe Irene in the afternoon. Shall I do her?

MRS. JACOBS: Fine, if you can manage it. I was going to skip it today.

SCENE 2: *The bathroom at the Jacobs', 4:45 that afternoon*

Irene is lying in her little crib, which has been wheeled into the bathroom. Bonnie holds the bottle of water for Irene to drink. Ruth puts water in the bathinette, tests it with her elbow to make sure that it is comfortable but not too hot, and places a clean shirt and diaper for Irene on the table beside the bathinette. Ruth takes off Irene's shirt and wet diaper.

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RUTH: Will you rinse the diaper and put it in the pail, Bonnie?

BONNIE: I'll wash it.

RUTH: Fine. You can climb up on your steps and wash the diaper and shirt in the basin.

Bonnie is busy washing the diaper and shirt for the rest of the bath time. Ruth cleans Irene's nose and ears with a piece of cotton twisted on a toothpick. She uses a new piece for each nostril and ear. Then Ruth puts Irene on the sling in the bathinette and keeps a hand on her, too. She slicks her up with the hand of an expert, washing her face first, with clear water. She soaps her hand and gently scrubs Irene's scalp with the palm of her hand, then rinses it with the washcloth, letting the water run down the back of Irene's head. Then Ruth soaps and rinses the rest of Irene, paying special attention to all her folds and creases.

Irene splashes her hands and kicks her legs gently. She smiles and coos. Ruth removes Irene from the water and wraps her in a towel. She pats her dry. Then she puts a little baby powder on her own hands and gently smooths it on Irene. Irene cries briefly as the shirt goes over her head.

SCENE 3: *The Jacobs' kitchen at six o'clock*

RUTH: You have eaten a fine supper, Bonnie. Now it's Irene's turn. Doesn't she sound hungry?

BONNIE: Hurry up and feed her. I'll help.

RUTH: You can hold her bottle after she has eaten her cereal. Now you can watch or look at your books.

Ruth ties a large terry-cloth bib around Irene and sits at the kitchen table. Her left arm holds Irene in a half-sitting, half-lying-down position. She uses a small spoon. Irene opens her mouth when the spoon is almost to her lips. Ruth puts the spoon as far in as it will easily go. Even so, some of the cereal dribbles out. Ruth catches the dribbles on the spoon and puts them in again. After about eight bites, Irene keeps her mouth closed.

RUTH: She's through, Bonnie. Now you can hold the bottle.

Ruth holds Irene in her arms and Bonnie stands beside her, giving

the bottle. After two or three minutes Bonnie begins to wriggle.

BONNIE: She's had enough.

RUTH: Thanks for your help, Bonnie. I'll hold the bottle now.

When the bottle is half empty, Irene falls asleep. Ruth holds her up to her shoulder and pats her. Irene belches mightily. She wakens and sucks eagerly on the bottle until it is nearly empty Then she falls asleep again. Ruth carries her to her bedroom, holding her on her shoulder, and patting her as she goes. Irene belches again. Ruth puts Irene in her crib and covers her with a light blanket, held in place by blanket clips. Irene is settled for the evening at least.

★ ★ ★

A YOUNG BABY'S EATING HABITS

Habits are ways of acting that do not require much thought. You have heard that children should be started out in the right direction, so that they will learn the proper habits early and well. Let us see what habits Irene is learning.

What Is Irene Learning About Eating?

Here is Irene, eating one day at five o'clock, another day at six. Sometimes her mother wakens her to nurse her; sometimes she lets her wake up by herself. What kind of habits will such treatment lead to?

The truth is that a baby knows only hungry-time and sleepy-time. Two, six, and ten o'clock mean nothing to a baby. Doctors and child-care experts are pretty well agreed that a baby should eat at hungry-time. The trouble is, how do we know hungry-time, and how can we be sure that it comes around at the same times every day? We don't and we can't.

When a new baby has colic and cries a lot, as Irene did, it is especially hard for the mother to know just when hungry-time comes. There are a lot of things to be considered besides crying in figuring out whether the baby is eating at the times he should. The new mother needs a doctor's help in getting her started. She needs help

in managing herself so that she can nurse the baby, since that's the way of feeding which is best for most babies and most mothers. If a mother can't nurse her baby, she needs all the more help in working out a formula and deciding when to offer it.

It is probably easiest on the baby and the family to start out on a schedule. If the baby is like Ruth's brothers George and Tim, sleeping peacefully except just before every four-hour feeding, or perhaps having to be wakened for some feedings, then the schedule suits him pretty well. The family is lucky to have such an accommodating new member.

There is no point at all in letting a baby cry for half an hour or so before every meal. You may keep the mealtimes regular that way, but just the same, the baby is learning the wrong things about eating. Irene is fed regularly, within limits. She is learning that mealtime comes at hungry-time. Since food is about the most important thing in her world, the world is a pretty nice place to her. She can depend on getting what she wants and needs without having a lot of unpleasantness come first. She is learning that eating is fun.

When Should Irene Learn to Eat at the Same Times Every Day?

Some babies who make their own schedules are eating very regularly by Irene's age. Some babies of four months are satisfied with only three main meals a day, but many want four. Some need five. This is a time when babies are becoming satisfied with fewer meals. Even a baby who ate his four meals on the dot must go through a period of change when he gets used to three. He may go for a day or so with three meals, and then have a day when he wants four. Some time between four and six months, he learns to be satisfied with three meals a day and he can usually wait until a definite hour for them to be served.

So, by the time she is six months old, Irene will probably have three meals a day, at definite times. If Mrs. Jacobs finds that Irene is too hungry before dinner, she can either move up the dinner hour or give her a larger mid-morning feeding. Most young children need between-meal snacks. If these snacks are planned wisely and given regularly, the main meals go more smoothly.

Should Irene Be Allowed to Eat All She Wants?

Would you expect a tiny baby to have sense enough not to stuff herself? You should. Since Irene has always been given as much as she wants, she stops when she is full. There may be a few infants who will overeat, but they *are* few. Of course a baby who has not been getting enough might eat too much when first given a chance to fill up.

Why Did Irene Dribble?

Did it mean that Irene didn't like her cereal when it dribbled out? Not at all. She just didn't know how to keep it all in and swallow it neatly. When a baby gets his first solid food, his mother may think he is spitting the food out because he doesn't like it. Instead he is just moving his tongue and lips the way he always has when he sucks. It takes him a few weeks to find out what to do with something he can't suck.

It helps to make the first solids very runny, so that they seem much like liquids. Some mothers start giving nearly-liquid cereal from a bottle, but that isn't necessary. A baby will learn how to eat from a spoon quite easily if it is a small spoon and the food is



Ruth holds Irene so that the cereal will go down her throat easily.

placed well back on his tongue, so that he doesn't push it out when he tries to suck.

Irene just kept her mouth closed when she had had enough. Ruth knew that the closed mouth was the signal that Irene was through with cereal. Having fed babies often, Ruth was wise enough to stop at this point. A less understanding person might have tried to poke in a few more bites, or to get the baby to finish the plate. That's one way poor eaters get started, by being urged to eat when they don't want to.

Do Babies Always Have to Bubble After Eating?

It's pretty important to let the baby belch (bubble, burp) after a meal. Some infants, especially those under three months, may need to stop for a bubble while they are taking a bottle. They swallow air with their food, and the air in their stomachs makes them feel full when they really aren't. When the air stays down after a meal, it may make the baby uncomfortable a while after he has gone to sleep. If the air comes up some time later, the baby is likely to bring up some of his meal with it. Then he may wake up and cry and you'll have to comfort him and clean up his bed and change his nightgown.

There are various ways of bubbling a baby. The most popular is to hold him up to your shoulder, as Ruth did Irene, and pat him gently on the back. It is wise to drape a diaper or cleansing tissue over your shoulder, in case any supper comes up along with the air. Another way is to lay him face down across your lap, with his stomach on your legs. Another is to sit him on your lap, well supported.

Should Babies "Spit Up?"

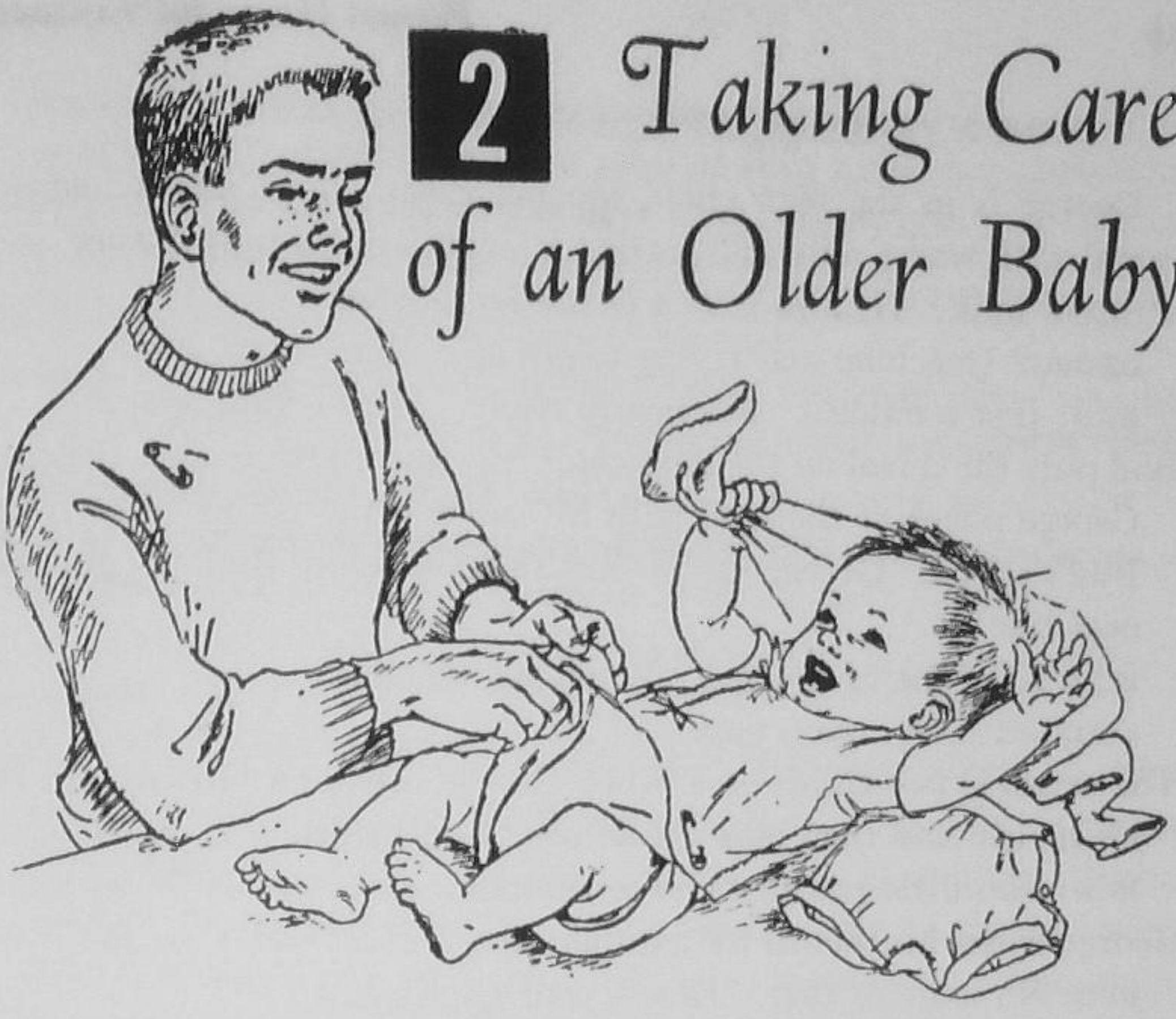
Even a well-bubbled baby may lose a mouthful or two of his meal. Infant stomachs are a different shape from ours, and they are upright instead of bent over. So they spill over very easily. It's a nuisance, but nothing to worry about if a baby spits up soon after a meal. If he often spits up two or three hours after meals, you should tell the doctor the next time you take the baby to see him.

3. Why was Irene allowed to eat all she wanted?
4. How do you help a baby to learn to eat solid food?
5. Ruth gave Bonnie a job to do while she was busy bathing Irene. What did this job do for Bonnie besides keeping her out of Ruth's way?
6. What must a helper be able to do before she is left with a baby Irene's age?

Things to Do

1. Watch a young infant having his bath. Look at the arrangements and judge how efficient they are. For instance, does the mother sit to save her strength? Does she have to get up or reach far to get what she needs?
2. Find out the feeding schedule (when the baby is fed) of a baby you know. Find out what he is fed and how much. How did the family work out these plans?
3. Figure out how and where a new baby would fit into your household. Where could you store his equipment? How could you set up the bath arrangement? How could you fit his schedule into your family's schedule?
4. Find out why breast feeding is considered such a good thing for babies. For mothers. (You will have to look this up in some of the books or bulletins listed at the end of the unit.)
5. Compare the daily schedules of two babies under six months of age. How do they differ? Why do they differ?

2 Taking Care of an Older Baby



IN THIS CHAPTER an eleven-months-old baby has his supper and bath and goes to bed. You will see how and what he eats, how he acts in the bath and bed. There are many good things and some mistakes in the way the baby is cared for. Try to remember the first chapter, and see the differences in a young baby and an older baby.

CHARACTERS: GEORGE, *eleven months old*
BUD, *his brother, sixteen years old*
MRS. MACINTYRE, *their mother*

SCENE 1: *The MacIntyres' living room at 4:30* P.M.

MRS. MACINTYRE: Bud, be a darling and take care of George tonight. Daddy just called and asked me to meet him downtown for dinner.

BUD: All right, but why can't Ruth, and what about Tim?

MRS. MACINTYRE: Ruth has a Scout supper, and I'll ask Mrs. Young to have Tim for supper with Paul.

BUD: It's all right as long as he doesn't blow that guck all over me.

GEORGE: Guh, guh.

SCENE 2: *The MacIntyres' kitchen, an hour later*

George is in the high chair, looking eager. Bud mixes instant cereal with warm milk and warms a jar of strained applesauce and a cup of milk. He also fixes a bottle for George.

GEORGE (reaching and trying to get up): Num, num, num.

BUD: Just a minute. It's nearly ready. Here's your spoon.

Bud puts the cereal on the high-chair tray and starts to feed George. George pokes at the food with his spoon while taking bites from Bud's spoon. George has his mouth open before Bud can get the next bite in.

BUD: Easy there, Georgie. You'll get enough.

GEORGE: Num, num, num.

The cereal is two-thirds gone when George swishes a bite around in his mouth and then blows it all over Bud's shirt.

BUD: You little rascal. You're through.

George opens his mouth for another bite.

BUD: No more of that. Here's your applesauce.

George gobbles up the applesauce and looks around for more.

BUD: Here. Take a nice long drink of milk.

George puts two hands on the cup and holds it firmly while Bud keeps his hand on it. He tries to get it away from Bud. George drinks noisily, dribbling down his chin.

BUD: Little one, you *are* a mess. I'll mop you in the bath. Hold on while I grab a Dagwood.

Bud concocts a tremendous sandwich and eats it with a quart of milk while George drinks his bottle, lying on the sofa.

SCENE 3: *The MacIntyres' bathroom, 6:30* P.M.

BUD: Take off your socks. I loosened them.

George yanks off a sock, beaming. He forgets the other one while he plays with his toes, gurgling at them. Bud takes off the rest of George's clothes and puts him on the toilet.

BUD: Go ahead. Do something. Wee-wee.

George struggles to get off the seat and finally howls.

BUD: All right. Into the bath tub you go.

George stands in the tub, hanging on to a convenient towel rack.

He urinates, watching the stream in fascination.

BUD: Little rascal. Why didn't you do that on the toilet?

George plays with his boats and tries to suck his wash cloth.

BUD: Take that out of your mouth. Here. I'll put some soap on the cloth and you can wash your stomach.

George makes a slight pass at his bulging abdomen, then returns the wash cloth to his mouth. Bud takes it and washes him.

BUD: Now it's time to get out.

Bud lifts George onto the towel on the bath table. George roars his loudest.

BUD: You can't stay in the bath tub all night. Do you want some powder?

George pauses to enjoy the powder and then Bud starts to sing. He pretends to be a crooner and sings his favorite song. George listens quietly. Bud finishes dressing him in double diaper, rubber pants, and sleepers. He carries George to the bedroom that George shares with Mr. and Mrs. MacIntyre. Bud sings two more songs. When he stops, George lets loose another roar. Bud leaves the room all the same. George cries for half an hour but Bud does not go to him. George goes to sleep.

★ ★ ★

AN OLDER BABY'S EATING HABITS

What Do You Think of George's Supper Menu?

George seems like a bright, vigorous baby. He didn't get very much to eat. Why do you suppose he blew a mouthful of cereal and then wanted more? The cereal looked like pretty dull stuff to Bud, but it didn't occur to him or to his mother that George might be bored with it too. Some babies will go on eating cereal for supper for months and months, but George isn't that kind of child. He felt starved at the beginning of the meal, just like most children at around a year of age. Anything to go into his stomach would do at first. But then, after he was slightly filled up, it was more fun to blow it than to eat it. He might have licked the platter clean if he had had an egg and a vegetable.

George is learning to chew and should have something to practice on. He is probably teething and anything hard on his gums would feel wonderful to him. A piece of crisp toast or a bone would have added a lot to his supper. A chopped fruit would have been better than a strained one.

What About George's Manners?

George did just what you would expect at about a year. Bud understood that George wanted to make a try at helping himself and so gave him a spoon, too. It would have been simpler for Bud to hold the dish himself and spoon the food into George, but then George wouldn't have been getting a start on feeding himself. Babies care a lot about doing as much as they can for themselves. George wanted to hold his milk, too. Bud could have put a little milk in the bottom of the cup and let George try it himself, but of course there would have been a little mess to clean up.

It is important to let babies do for themselves when they are interested in doing it. It usually makes a lot more trouble to let them "help," but if you don't let them try when they have the urge, they may lose interest in the job. You sometimes see three-year-olds who won't feed themselves because their mothers waited until their children were old enough to do it well before they let them try.

Blowing a mouthful of food is bad manners to most of us, but children George's age are naturally messy. They have to find out everything about food and toys and things in the house — anything they can lay their hands on. You know that food is to go into your mouth and down your throat, but a long time ago, you blew it, too, just to get the feel of it. And you poked and squeezed things and made just as big messes as your mother would stand for.

Some mothers won't stand for any messing. A few let their darlings wallow as they please, but these mothers have to spend hours cleaning up. An understanding mother lets her baby use his fingers as much as possible in picking up small pieces of vegetables and meat and lets him touch the other things to see what they are like. Then she calls a halt, feeds him soft things, and lets him do what he can with a spoon.

Was Bud Right in Taking the Cereal Away After George Blew It?

Maybe Bud was a little tough when he took the cereal away from his brother. George seemed to be still hungry. Bud could have given him one more chance. But even if Bud had given him another mouthful, George probably would have blown it too. Bud knew that when babies get started on a trick like that, they get all wound up and go on and on.

Bud was smart not to try to poke the rest of the cereal down George. That's about the worst thing you can do in feeding a child of any age. You know how you resent having to eat more than you want. It takes your appetite away. Young children know how much they want to eat, even though they can't tell why. High school boys and girls haven't much sense about hot fudge sundaes, and some adults have even less sense about how much to eat. But you can depend on a youngster not to eat too much or too little as long as you give him meals of the right kinds of foods. If you try to push or pour the food down him, he may forget that eating is fun and think that he is doing someone a favor when he eats.

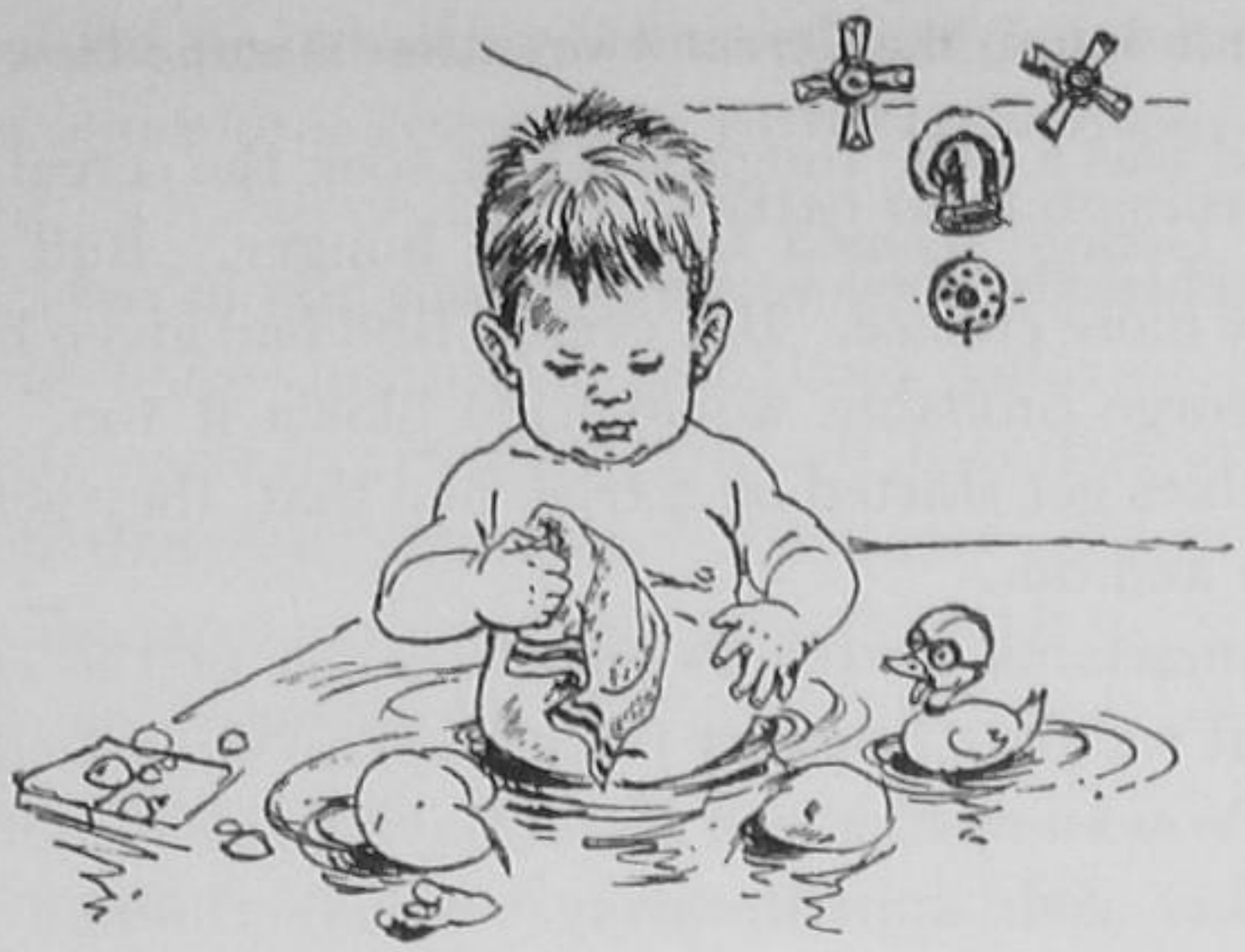
THE BATHROOM SCENE — TOILET TRAINING AND BATH

Did Bud Keep the Upper Hand?

George was bent on having a good time, and Bud had to get him washed and ready for bed. But Bud wasn't too stuffy to let George enjoy himself as he went along. The bath is one of the highlights of the day to anyone under two.

Bud showed again that he understood how much babies want to do for themselves. Instead of peeling off George's clothes as fast as he could, he fixed it so that George could take off his own socks. George showed that he was feeling, "I am a man. I am big enough to take my socks off. Isn't it wonderful?"

Bud played as they went along, but he didn't play long enough for George to get too tired before bed. It wasn't particularly healthful for George to drink bath water, but babies are often determined to drink it. Some mothers leave the faucet dripping and teach the babies to fill their boats and wash cloths from it. Bud tried to distract George from drinking the bath water. It is easy to distract



George cannot really wash himself, but he enjoys trying. He is learning to do things for himself.

babies for a moment, but when they want to do something very much, they go right back to it.

Was George a Little Rascal to Use the Bath for a Toilet?

Toilet training is a very hit-and-miss affair at George's age, especially with boys. (Young boys have smaller bladders than young girls.) Many parents don't even start toilet training until well after one year. Then they get quicker results from the same amount of energy spent in teaching. But George had started to learn to use the toilet. Bud got nowhere with putting him on and wisely gave up the struggle before it became too big a rumpus. He knew that you can lead a child to the toilet but you cannot make him go. Perhaps Bud's mother got results often enough to keep her encouraged, but nobody else in the family could win.

George didn't urinate on the toilet perhaps because he couldn't and perhaps because he wouldn't. Can't and won't are all mixed up at this age. A baby hasn't much control of the muscles that let him eliminate. He has to learn to relax them at the right times and keep them from relaxing at the wrong times. So, when the right time comes along, he must be relaxed and in a good mood himself before he can relax those muscles. If it makes him mad to be put on the toilet, you cannot expect any results.

George didn't plan to urinate in the bath. It just happened

because he had a full bladder and because he got his feet into the water at that moment. Putting a youngster into water is a sure-fire method of making him urinate.

George watched the stream coming from him in fascination. He certainly was learning something important when he did that. Babies have to learn that the urine comes from them and how they feel before, during, and after urinating. By watching himself urinate, George is straightening out his ideas even more than by going on the toilet and far more than by having a wet diaper. He is doing some learning that has to come before toilet training will really mean anything to him.

Is It Silly to Use Baby Words?

Most of us feel a little silly using any bathroom words. But youngsters don't learn from hints. You have to come right out and make it definite. Some parents always use the "correct" words with children — urinate, bowel movement, and so on. But some parents find it easier to make up words or to use the baby words they used when they were young.

The choice of bathroom words is a family matter and the important thing is to use *something*. If you are taking care of someone else's child, it is a good idea to find out what the bathroom words are that he uses.

LEARNING ABOUT SLEEP

Was Bud a Good Sandman?

Bud made George clean and comfortable and ready to be left alone for the night, or at least until his parents went to bed. Two diapers are essential at George's age, and some babies wear three. Babies of this age are very, very wet in the morning, but if the dampness is mostly in the diapers, they don't seem to mind. (Some babies are changed when their parents go to bed. Others cry and won't go back to sleep if they are wakened to be changed. They have to be left in wet diapers until morning.)

Most mothers thank their lucky stars for babies' rubber pants. Perhaps you have heard that rubber pants are a bad thing. They *are* very likely to be bad for a young infant, say under four or six

months. After that age, most children have tough enough skins to stand them and are wet enough at night to be more comfortable with rubber pants to keep the moisture from evaporating.

George wore sleepers (pajamas with feet) because he usually got uncovered, no matter how well the blankets were tucked in. Sleepers should be big enough so as not to bind either the feet or crotch. Since it is not unusual for babies about a year old to grow an inch in height and a pound in weight during one month, you have to watch for tight sleepers. Then, too, sleepers may shrink when they are washed. It is just as bad for a baby's feet to stay all night in too small sleepers as it is for them to stay all day in too small socks or shoes.

Singing is a nice way to close the day for a baby or for anybody. Sing something sweet and low. It doesn't have to be a nursery rhyme. Babies don't understand the words, but they get the feeling.

Why Wasn't George in the Mood for Sleep?

Apparently Bud had done his part. Why wouldn't George go to sleep happily? If we could answer that, we'd be the answer to the parent's prayer, to say nothing of the baby-sitter's. We can only make some guesses.

Can you go to sleep when you're hungry? Not right away, but you won't stay awake all night. George didn't get enough supper for a big, bouncing boy of eleven months. Another dish full of something interesting, like vegetable soup, might have made him ready to drop off to sleep in a few minutes.

Maybe George just didn't like bed. If you hate to go to bed, you'll know how he felt. It is so much fun to stay up and do things. It is hard to say how babies get the idea that they don't want to go to bed. If there are older children having noisy fun after Baby's bed-hour, he may decide he is missing something.

Perhaps George just wasn't sleepy. Babies won't like bed if they are usually put down before they are tired and sleepy. They won't like it if they are put in after they are so tired and excited that they can't calm down. Mothers have to figure out just the right times to schedule naps and bed so that their youngsters will be tired but not too tired. Of course there are those infants who will

go to bed when put and never make a nasty remark, but they seem to be few and far between.

Suppose a baby gets the idea that he hates to go to bed. He cries whenever he is put in. Or he may cry just at nap-time or just at night. Should you take him up until he is willing to go to sleep? Should you ignore him, as Bud did, after doing your best to make him comfortable and happy? If you are his parent, you adjust his schedule until you think you have the best arrangement. But what then? Probably he will continue to cry a certain amount. Half an hour seems like quite a long time for a baby to cry, but it's not too alarming and really won't hurt him. Fifteen to twenty minutes is perhaps a better length of time to be strong-minded. If the child is not your own, you may not care very much how long he cries, but if you are his mother or his father, you feel just as sad as he sounds. If you think you must stick it out to any length, it is very hard on you. A simple idea that often works is to go in every fifteen or twenty minutes, comfort the wailer, see that his diaper is still dry and his sheet not wound around his neck, then bid him good-night. Repeat this process until he is asleep. It rarely takes more than two or three twenty-minute periods.

If babies go on and on crying every night, something is wrong. Their parents should talk it over with the doctor.

A GOOD KIND OF HELPER

In spite of making a few mistakes, Bud stacks up as a very fine baby-minder. He was pretty cheerful about taking care of George because he thinks George is a swell baby and he likes babies anyway. We don't have to guess very hard to know that George thinks Bud is simply super. So Bud is at first base before he gets started. Babies want to be liked. Don't you? You get along best with people you like, including children.

SUMMARY

At around one year, babies are very hungry. They are also interested in food as a plaything. Since they have a great urge to do for themselves, they try to be independent in their eating. All these facts must be considered when you supervise mealtime.

Food requirements change rapidly during the first year. Not only is it important to give the necessary food substances, but the baby needs food in a form suited to his stage of growth. The form of the food (texture, color, temperature, and so on) is important in his enjoyment of meals and hence in his learning good food habits.

Baths are lots of fun. At this age a bath should include time for play and time for the baby to do a few things for himself.

Toilet training is not very practical at this age. A beginning can be made by teaching definite words or sounds for the acts of elimination.

Cleanliness, comfort, and proper clothing are important if a baby is to go to sleep promptly. The baby should be made to feel happy and secure before he is put to bed. If parents have done all they can to help their baby sleep well, and he still is wakeful, they should ask an expert to help them find out what is wrong.

Questions to Discuss

1. If you have ever seen a baby have a meal, try to recall the menu. Was it suitable as to food elements, attractive appearance, texture, and so on?
2. Why are babies messy when they eat?
3. Why is it unwise to try to toilet train babies under one year of age?
4. In the light of your own experience, do you think children should be taught family words or scientific terms for the parts of the body and their functions?
5. Why is a bath so much fun for a baby of George's age?
6. What more could Bud have done to help George go to sleep? Explain your answer.

Things to Do

1. Ask if you may watch a baby having a meal and being put to bed. Compare what you see with the scenes at the MacIntyres'.
2. If you feel confident enough, offer to help another time or to take over. Compare your success with Bud's.
3. Find out whether George's supper would suit a six-month-old baby. Would it satisfy an eighteen-month-old? If not, what would be suitable food for babies of these ages?

3 Taking Care of Young Children



WE HAVE BEEN DISCUSSING the physical habits of infants — their eating, sleeping, bathing, toileting, and dressing. This chapter is about the same things with children two and six years old. The scenes in the first two chapters showed mainly the right ways of doing things. The scene in this chapter shows some wrong ways. Of course there are some right things in it, too.

You will see that the needs of one child or one person cannot always come first in a family's planning. Even though a mother thinks that her child's physical needs are important, she may not be able to put them first every moment.

This chapter shows how eating and sleeping influence each other. It shows how feelings affect eating, sleeping, and doing for oneself.

Try to remember Irene and George as you go along. See what

Peggy can do that they cannot, and what Paul can do that Irene, George, and Peggy cannot do.

CHARACTERS: PEGGY, *two years and four months*
PAUL, *her six-year-old brother*
MR. and MRS. YOUNG, *their parents*

SCENE 1: *The Youngs' kitchen, Saturday noon*

Mrs. Young is hurrying around cooking dinner. Peggy wanders into the kitchen.

MRS. YOUNG: Move over, Peggy. Mother's busy getting dinner.

PEGGY: I want my dinner.

MRS. YOUNG: I know you do, dear, but Daddy isn't home yet and dinner isn't ready. Out of the way, dear.

PEGGY: I want a cracker.

MRS. YOUNG: Not just before dinner.

Peggy cries.

MRS. YOUNG: Well, all right. Just one.

Peggy is quiet eating the cracker.

PEGGY: Another cracker.

MRS. YOUNG: No, not another. Dinner will be ready soon. You can play with the pots and pans.

Peggy hauls out the pots and pans from the cupboard where she is allowed to play. She uses two covers for cymbals and makes a terrific din. Mrs. Young looks more frazzled but says nothing.

PEGGY: May I look in the oven?

MRS. YOUNG: All right. Don't get too close. Careful. Back up. Let me close it.

PEGGY: I want to see again.

MRS. YOUNG: You go in the dining room, Peggy. I've *got* to get the dinner ready.

Peggy cries. Her mother picks her up and puts her down beside her blocks in the dining room. Mr. Young comes in.

MRS. YOUNG: Thank heaven you're home. Can you mind Peggy while I get things on the table? And please call Paul.

Mr. Young tosses Peggy onto his shoulder and goes out to get Paul.

SCENE 2: *The Youngs' dining room*

Just as Mrs. Young gets the last dish on the table, Paul comes rushing in, his hands and face very dirty. He goes into the bathroom for a few seconds and emerges only slightly less dirty.

MR. YOUNG: Try again, young man. See if you can take another layer off.

Peggy is seated in her high chair and Mr. and Mrs. Young are at the table when Paul returns. Paul sits on an ordinary chair, his feet dangling. The dinner consists of ham, mashed potatoes, corn, cabbage and peanut salad, ice cream, and milk for the children. Peggy is given all but the salad. Paul has some of everything. Peggy's dinner is in a soup plate and she uses a spoon with an overhand grasp. Paul eats from an adult plate. He uses an adult-size fork rather awkwardly and pushes occasionally with his left thumb. Mr. Young cuts the meat for both children before he serves it to them. Mrs. Young settles down to her plate with the air of one who must make the most of her time.

MR. YOUNG: You look pretty hungry, Paul. You must have had a busy morning.

PAUL: Tim and I had a swell time. His mother was housecleaning the basement and she let us have all the stuff she didn't want.

PEGGY: All through.

MRS. YOUNG: Why you've scarcely eaten a thing. And you were so hungry.

PEGGY: You feed me.

MRS. YOUNG: Oh, Peggy. You know how to feed yourself. Go ahead and take another bite.

Peggy sits and squirms. Then she starts to stir her food.

MRS. YOUNG: I suppose I might as well feed you, first as last.

Mrs. Young offers Peggy large bites and Peggy accepts three. There is still food in the plate.

MRS. YOUNG: Come on. Let's have a nice clean plate.

PEGGY: I don't want any more.

MRS. YOUNG: Well, you can get down until dessert time, Peggy.

Peggy wanders around, then sits on the floor beside her toys, sucking her thumb.

MRS. YOUNG: She's too tired.

Paul eats all the food on his plate and has seconds of corn and ham. Mrs. Young starts to clear the table while he is finishing. She brings in the ice cream.

MRS. YOUNG: Come, Peggy. Dessert's here.

Mrs. Young puts Peggy in her chair and feeds her all the ice cream. She eats her own as fast as she can.

MRS. YOUNG: Will you start Paul for his rest, dear? I want to get Peggy upstairs now.

SCENE 3: *Peggy's bedroom, after dinner*

MRS. YOUNG: You can take your shoes off.

PEGGY: No.

MRS. YOUNG: I'll untie them.

Peggy lies down.

MRS. YOUNG: All right. I'll undress you, but you know you can do some of it.

Mrs. Young undresses Peggy, puts on her pajamas, takes her to the bathroom. Peggy can put her little seat on the toilet, climb her steps, and sit down, but she is too tired today. Her mother puts her on the toilet and then puts her in her crib. Peggy puts her thumb in her mouth and closes her eyes. Mrs. Young pulls the shades and closes the door.

Peggy sleeps until 4:30. When she wakes, her mother goes to her, dresses her, and takes her outdoors.

SCENE 4: *Paul's bedroom, after dinner*

MR. YOUNG: I'll wait here while you go to the bathroom.

PAUL (returning): I don't see why I have to rest like a baby. The other kids are going to the MacIntyres' basement right after dinner.

MR. YOUNG: You'll get there for most of the afternoon. It just takes an hour for a boy your age to get a good rest.

PAUL: Why do I have to rest?

MR. YOUNG: You get up pretty early in the morning, and you are

very busy all morning long. Your body has to have some time to get ready to play in the afternoon.

PAUL: Why don't the others need to rest?

MR. YOUNG: I think they do, but I guess all the parents don't think the way Mother and I do. We think that even grownups need afternoon rests. I'm going to have a nap myself today.

PAUL: Are you going to go to sleep?

MR. YOUNG: I hope so.

PAUL: All right, I guess I have to do it.

Paul takes off his shoes and lies down. After an hour, his mother comes in. Paul is off for the afternoon.

SCENE 5: *The Youngs' living room, 8:15 that evening*

MR. YOUNG: I hope Peggy's settled now. That makes three times I've been in to her.

MRS. YOUNG: And twice for me.

MR. YOUNG: She seems awfully restless tonight. When did she go to bed?

MRS. YOUNG: Seven o'clock. I let her stay up an extra half hour because she had such a good nap this afternoon.

MR. YOUNG: She's probably hungry. She didn't eat much supper.

MRS. YOUNG: She didn't eat much dinner, either, but she had a good afternoon snack. She loves those cookies I made this afternoon. I think she had three, and a whole glass of milk.

MR. YOUNG: How would it be if I take her a cooky now and a small glass of milk? The poor baby can't go to sleep on an empty stomach.

Mr. Young goes out of the room, returning a few minutes later.

MR. YOUNG: All quiet now. She's settled down. She really was hungry.

MRS. YOUNG: Oh, Paul, are you ready for bed?

PAUL: Yes, mother, can I have a cooky first?

Paul has several cookies and a glass of milk. His mother goes and tucks him in bed. They hear no more of Paul.

★ ★ ★

EATING HABITS

Why Didn't Peggy Eat Her Dinner?

Peggy kept complaining about being hungry and then ate very little. Did the cracker spoil her appetite? Probably not. In fact, it may have helped her. Certainly you don't want it to be necessary to give a cracker just before a meal since, if it is possible, a meal should be ready when a child is at the peak of his hunger. But when the meal is not ready and the youngster is so hungry he can't think of anything but food, something to chew on may help him to stay happy and hungry enough to wait for the meal. A bone or a cabbage leaf would have been a good substitute for the cracker.

Peggy's trouble was that she was too tired. Nobody can eat a good meal when he is very tired, or if he does eat a lot, he probably won't digest it well.

Why Didn't Mrs. Young Feed Peggy Earlier?

Mrs. Young knew that Peggy should eat at 11:45 or thereabouts, since that is her dinner time on week-days. Can you understand how a mother might let her child get into such a state of fatigue when she could have prevented it?

Saturday and Sunday are the only days that Mr. Young is home for the noon meal. He works until twelve o'clock on Saturdays and gets home just before 12:30. Sometimes Peggy gets along nicely at these week-end dinners, and other times are like today. Mr. and Mrs. Young like to have the whole family eat together and besides, if Peggy ate early, there would be two dinners to cook. Saturday is likely to be an extra busy day, and so it is much easier to have everyone eat together.

Was the Dinner Suitable for Peggy?

Ham is less desirable than other meats for two-year-olds. It is too highly seasoned and likely to be too fat. Beef and lamb are most suitable. Corn is a very rough vegetable for a young child's stomach and intestines. Mashed potatoes were a good vegetable to serve as far as texture is concerned, although of course both corn and potatoes are starchy. Ice cream has quite a lot of fat in it,

and would be better in a meal where the first course contained little fat. Children Peggy's age can stand less fat than many people think. It dulls their appetites because it is digested so slowly. Then they don't have room for some of the other foods that they need.

There was salad for the rest of the family, but none for Peggy. Of course she wouldn't have salad dressing, but she is now old enough to have one raw vegetable a day. Not only are raw vegetables good from a dietary standpoint, but children love them and they get good practice in chewing when they eat them. Peggy could have had a small cabbage leaf or a lettuce leaf. Her mother may have omitted it because of the roughage in the corn, but she would have done better to give the raw vegetable instead of the corn.

Did Peggy Eat a Small Dinner Because the Food Wasn't Suitable?

Although the food was not the most suitable for Peggy, it would probably appeal to any child. Peggy was too tired to be hungry. She was too tired to chew. She was much too tired to feed herself. Even four-year-olds need help in eating when they are tired, and



Peggy was too tired to eat; so she played with her food instead.

two-year-olds can often use a little help at the end of a meal, whether they are tired or not. At two, feeding yourself takes a lot of concentration and effort. It is fun as long as you are feeling fine and full of energy. Instead of calling attention to the small amount Peggy had eaten and talking about how Peggy could feed herself, Mrs. Young might better have quietly fed her. If her mother had offered small bites, Peggy probably would have eaten more.

Was the Dinner Suitable for Paul?

Children Paul's age can usually manage ham or corn nicely. But Paul had peanuts, ham, corn, and ice cream, with seconds of ham and corn. He had a dinner with a very high fat content, which isn't helpful to anybody's digestion or appetite. It was much better for Paul to have this menu at noon than at night. This way, his night sleep is not disturbed by food that is hard to digest.

Did Peggy Have Good Table Manners?

Peggy ate with an overhand grip on a spoon, just as most children her age do. She will probably learn the adult way of holding the spoon at around four years. Most of us wouldn't want to watch Peggy stirring her food, but if you ever sat at a meal with a tired two-year-old, you have probably seen stirring and worse.

Did Paul Have Good Table Manners?

Paul was in no position to do his best in the way of manners. He needed a support for his feet, but then, so do most youngsters. It is very hard to seat them comfortably at an adult table after they graduate from high chairs and before their legs reach the floor. Some furniture stores have "junior chairs" which can be used in the in-between stage. They have longer legs than ordinary chairs and a foot rest fastened to the front legs.

It is possible to build a foot rest on regular chairs, but then they are spoiled for future use. A box under the chair is sometimes suggested, but most families find it just doesn't work. And most families simply live through the wriggling-at-the-table stage.

Paul handled a fork awkwardly, as do many children his age. It is possible to have a child eating pleasantly with a knife and fork

at six years of age, but few parents consider it worth the trouble of teaching it then. A junior size knife and fork make it easier for a six-year-old to eat gracefully.

SLEEP AND REST

How Tired Was Peggy?

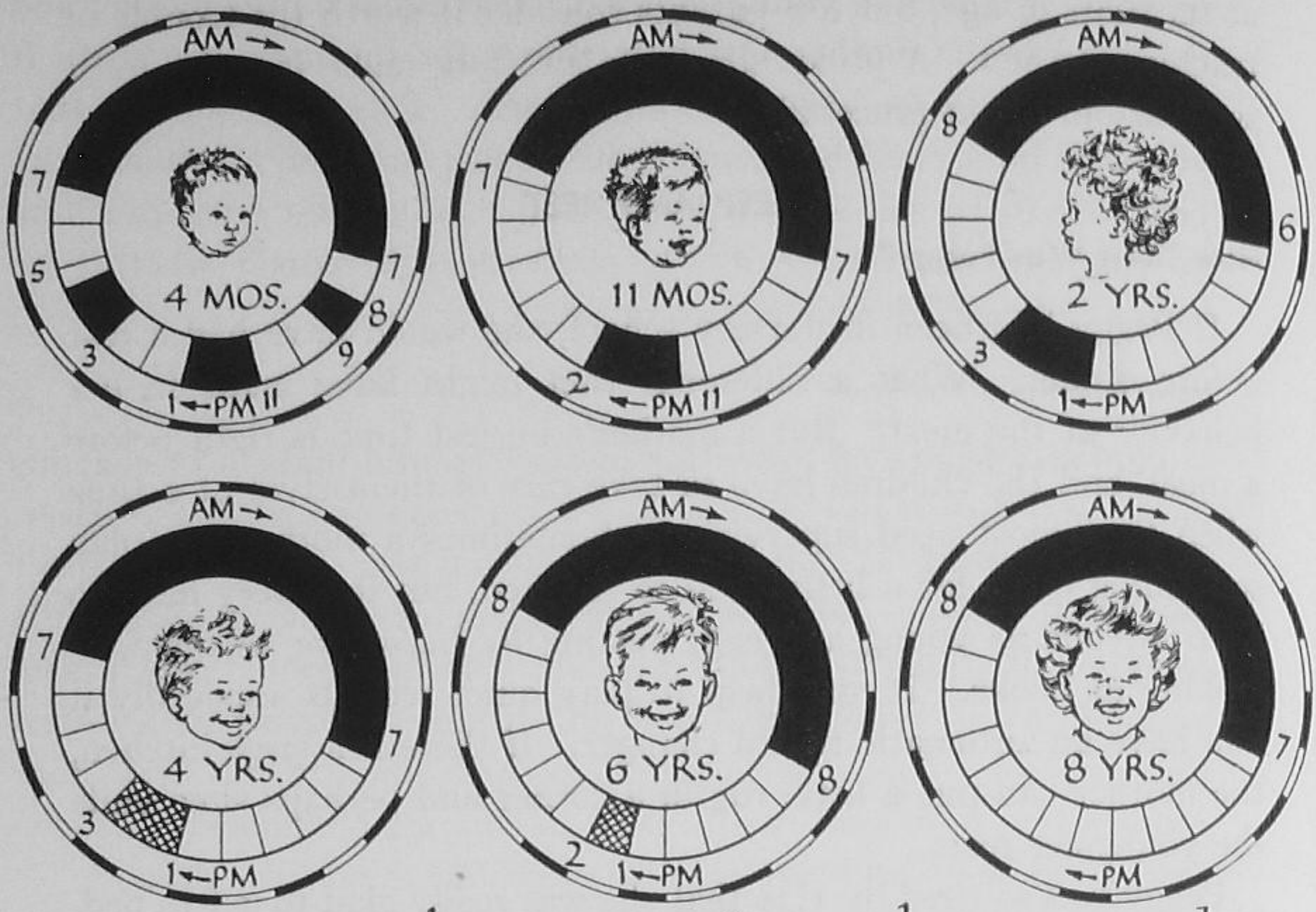
If Peggy had been in nursery school, she would have had a rest before dinner. What a difference that might have made in her behavior at the meal! But a mother's busiest time is right before a meal, and the children have to take care of themselves at a time when they most need supervision. Sometimes a mother can plan something quiet for a little child to do then, but it is very hard to keep anyone as young as Peggy resting by herself or relaxing by looking at books. It may help to play quiet records, especially if you have an automatic record changer. If there is a large kitchen, the mother can put a little rug in a corner and perhaps sing while the youngster rests.

Peggy was so tired by 1:30 that she was really glad to get to bed. She was so tired that she slept for three hours. Then when bedtime came along, two hours later, she was not ready to sleep again. Her mother did keep her up for half an hour longer than usual, but she still was not ready. Children Peggy's age usually get along best when they are kept on a fairly strict schedule of eating and sleeping. Due to her very long nap, Peggy's afternoon snack was late and large. Then her appetite was spoiled for supper. When she couldn't go to sleep at the regular time, she got hungry, and had something to eat at a time when she was not used to eating.

How Much Rest Did Paul Need?

Boys of Paul's age, and girls too, usually consider naps very sissy, but in countries where everyone has an afternoon nap, they accept it as a matter of course. Paul goes to school and therefore has no nap during the week. His parents are wise in seeing that he has a rest on Saturday, since it is a very active day for him. Mr. Young's example of resting made it much easier for Paul to accept his rest.

Paul was ready for bed when he came in. A bedtime snack is usual for him, since bed comes several hours after supper.



These 24-hour clocks show the time usually spent asleep and awake by children of different ages.

SELF–HELP

How Much Can Peggy Do for Herself?

Mrs. Young knew how much Peggy could do for herself. On occasion, Peggy feeds herself a whole meal and takes off all her clothes except for doing the hard parts, like buttons in the back. She would like Peggy to do these things all the time. You know how to make yourself look shining and handsome, and you can make your room spotless, but do you do these things every day? Nobody is on his best behavior all the time. And no young child is going to do his utmost every day, especially when he is tired.

It used to be thought important to teach children to take care of themselves at a very tender age. Toddlers were given tooth brushes and combs and expected to use them. We have relaxed a good bit

in what we expect of young children. It is easier on the mother and the child if the mother just does things for the little one when it seems too hard for him to do for himself. This doesn't mean that you wait on a child hand and foot. You teach him as much independence as he will learn willingly and then let him do as much as he can, but don't force it. It really doesn't matter whether he learns to brush his hair at two or four.

How Self-Reliant Is Paul?

Paul still has to be called for meals. He did make a pass at his hands and face before dinner, but not a good enough pass. He is perfectly capable of getting his hands and face clean, but it isn't important to him, and he does only as much washing as his parents require. Washing is a bore to Paul. To someone Peggy's age, washing is fun, because it is new and it means playing with water. Can you remember when washing became important to you once more? It is pretty much of a bore all through childhood, until you start to grow up and care about dances and things like that.

Paul could undress himself and get ready for bed without help. A boy his age can, of course, do all the dressing and undressing that has to be done. Some six-year-olds have trouble tying their shoes. Six-year-old girls with long hair have to have it done for them.

SUMMARY

Children over two years old can usually eat with the family. Slight changes in most family menus make them suitable for little children. It isn't always possible to have the family eat at the best time for the youngest members, however. It may be possible to take care of that trouble by well-planned snacks and rests.

Fatigue spoils appetite and the will to do for oneself. A fatigued child is likely to spoil the family's pleasure in a meal.

Appetite is affected also by the type of food and the way it is offered.

Children's attitudes toward sleep and rest depend largely on how the parents really think about such matters. By four or five years, however, a youngster's attitudes are affected also by those of

his playmates. The parents' example is important here, as in all kinds of learning.

Self-help in eating, dressing, washing, and such grows as the child grows. There is more danger of forcing it than of not insisting upon the child doing enough. When children are very tired or upset, they should not be made to do as much as they ordinarily do for themselves.

During a minor family upset, such as this scene showed, a father's support and help can tide the mother over. When you see parents working together, as the Youngs did, you see one of the finest things in family living.

Questions to Discuss

1. How do you think Mrs. Young should have arranged the Saturday schedule?
2. Taking the day as it is, what would you have given Peggy for an afternoon snack, if you had given her anything?
3. What sort of behavior would you expect from Peggy on Sunday after a day like Saturday?
4. Did the plan of the day suit Paul? Why?
5. Work out what you think would be an excellent schedule for Peggy. Would it suit Paul?
6. What special furniture and equipment did Peggy use? How do these things encourage good development?
7. Should Paul have had any special furniture or other articles? If so, name them and explain how he would use them.

Things to Do

1. If the mealtimes in your family do not suit all its members, try to work out a plan by which they can be changed so that everyone will be satisfied.
2. Plan a menu that would be suitable for the whole Young family.
3. If there are young children in your home, compare a Saturday to the one at the Youngs'. If there are no young children in your home, try to arrange to spend a Saturday with friends or relatives who have small children. Observe the situations that arise.
4. If you know a family with little children, make a study of the furniture and special arrangements that they have for the children.

4 Learning About Health



LITTLE CHILDREN ARE LEARNING to take care of themselves when they are building habits of eating, sleeping, going to the toilet, and getting dressed. Even when these lessons are pretty well finished, there is more to learn about taking care of themselves. There are many attitudes and habits (ways of thinking and doing) that concern their own health.

Families, schools, doctors, and dentists teach children about health. They teach what should be done. They also give children feelings about what should be done. Those feelings are as important as knowledge of the right thing to do. For instance, there is no point in knowing that colds and other illnesses are caught from other people unless you also have the feeling that you should stay away from people with colds and that you should keep yourself apart from others when you have a cold.

We are all interested in our own bodies. Little children are even

more interested than older people, because they are more self-centered. Growth and health are fascinating subjects to them, and they can understand and enjoy many stories about their bodies if we tell them in simple words. We don't want to worry children about illness, but we do want to teach them facts about health. And we want them to think that keeping healthy is worth doing well.

The scenes in this chapter show children learning attitudes and habits that have to do with their own health.

LEARNING ABOUT NUTRITION

CHARACTERS: RALPH LARSEN, *eight years old*
JUDY, *his sister, seventeen*

SCENE: *The Larsens' kitchen, 5:15* P.M.

Judy is making chocolate-chip cookies for dessert. Ralph hangs over the table, snitching chocolate chips when he thinks Judy's back is turned.

JUDY: Stop it or get out of the kitchen. You've eaten a big handful of chocolate chips already.

RALPH: Aw, Judy, just another little handful.

JUDY: Who says there's anything little about your hands? No. It'll spoil your supper.

RALPH: People are always saying eating will spoil your meals. What does "spoil" mean?

JUDY: If you really want to know, I'll tell you about it.

RALPH: Sure.

JUDY: We've been learning about nutrition at school. I guess you're old enough to understand some of it.

RALPH: Of course I am.

JUDY: When Mother says something's good for you, what she really means is that it's a food that helps you grow.

RALPH: I'm growing all right. I grew two inches last birthday.

JUDY: You grow all the time. And you need the right things to make you grow right. Milk is the best food because it has most of the things we need for growing. Children need a quart a day.

RALPH: What else has things for growing?

JUDY: Eggs are about next to milk. And we need fruits, vegetables, meat, and cereals, and butter or margarine.

RALPH: I eat all those things. Isn't chocolate any good?

JUDY: Chocolate is all right in its place, but it's sweets.

RALPH: What's the matter with sweets?

JUDY: Nothing, so long as you eat as much of the growing foods as you need. If you eat sweets right before a meal, they take up a lot of room. Then you aren't so hungry for the growing foods and you don't eat as much of them as you might have.

RALPH: I can understand that. Is that all you learn at school?

JUDY: There's lots more to it. Do you want me to save some chocolate chips for you to eat after supper?

RALPH: That'll be fine. Thanks, Judy. I think I'll listen to the radio.

★ ★ ★

Ralph was old enough to understand why candy before a meal is not healthy. You could probably tell the story so that a five-year-old could grasp it. But you can't rely on the story alone to keep children from eating candy. From the days when a toddler or young child first meets candy, there should be strict rules as to how much candy he can have and when he can have it. A youngster should be started with a rule that says something like this: One candy a day after a good meal.

When children go to school, Mother can't watch all the time to see what they eat. So it is important for them to know why they have rules about food. When they feel that the rules are just and good, they are more willing to keep them. And when they keep rules away from home, they have taken a step toward managing their own affairs wisely.

Just as we can teach children not to eat the wrong thing, we can also interest them in eating the right things. Teachers do a lot here, but they can't do even half the job. A child gets most of his feelings about food at home. The first step is to feed him the right foods for growth and health. He will like and want the kinds of food that his family eats. He will feel that those foods are right.

At four or five years of age, he can learn a little of what foods do for him. By eight, he should have a real interest in and quite a lot of knowledge of how his body uses food.

If you are taking care of children, you are responsible for their eating. You should feed them *only what and when* their parents tell you. If you are getting meals for them, you will find that they love to "help" and that when mealtime comes they are usually very much interested in eating the spinach they have washed and the bananas they have peeled. You can delight them with stories of where the foods came from and how they grew and were marketed.

Questions to Discuss

1. Can little children be trained not to eat candy between meals?
2. What are some ways of interesting children in the growing foods?
3. Why is it all right to eat sweets after meals?
4. Could you go farther in explaining Judy's phrase "they take up a lot of room"?

LEARNING ABOUT GERMS

CHARACTERS: PAUL YOUNG, *six years old*
TIM MACINTYRE, *five years old*
MRS. CORBETT, *a childless older woman*
BUD MACINTYRE, *Tim's sixteen-year-old brother*

SCENE: *Elm street, in front of the Corbetts' house*

Paul and Tim are poking in the gutter. Mrs. Corbett watches from her front porch. They poke with sticks, pick up things, and put them in their bulging pockets. Mrs. Corbett strolls out to see what is going on.

MRS. CORBETT: What are you little boys messing in the gutter for?

PAUL: We're exploring.

TIM: We're finding treasures.

Paul picks up a piece of orange peeling and puts it in his pocket.

MRS. CORBETT: What was that?

PAUL: Gold.

Mrs. Corbett watches Tim chewing a large mouthful of something.

MRS. CORBETT: What is in your mouth, Tim?

TIM: Gum. Paul lent it to me.

MRS. CORBETT: How disgusting! It looks like more than gum. Have you got something else with it?

TIM: Just a grasshopper.

Mrs. Corbett turns with a look of horror and goes into the MacIntyres'. The boys continue down the street.

PAUL: Oh boy, here's a strap that will make a swell whip.

TIM: Here's a little piece of mirror.

Mrs. Corbett looms into sight with Bud in tow.

MRS. CORBETT: See what these dirty little boys are doing. Grubbing in the gutter. In my day, little children were dressed up and clean in the afternoon and they behaved themselves. You'll have to see for yourself what your brother has in his mouth. It's too awful to mention.

BUD: What is it, Tim?

TIM: It's gum . . . and . . . a grasshopper. Paul dared me.

BUD: You certainly showed you weren't afraid of anything. But isn't it pretty silly to eat grasshoppers?

TIM: I guess so. It didn't taste very good. I'll spit it out.

Mrs. Corbett sails off with the air of one who has done her duty.

BUD: Kids your age are supposed to know what's good to eat and what isn't. George goes around trying to eat everything because he hasn't learned yet what's food and what isn't.

PAUL: We know grasshoppers aren't good to eat. We were just daring each other to do hard things.

BUD: Why don't you dare each other to jump a long way or turn somersaults? It isn't safe to put strange things in your mouth.

TIM: Would a grasshopper poison me?

BUD: I don't think so, but there are some bugs that might. It's dumb to put things in your mouth when you don't know whether they'll make you sick or not. Where did you get the gum?

TIM: Paul gave it to me.

PAUL: I'd chewed it long enough.

BUD: That's another dumb thing to do. You just don't chew gum that someone else has chewed.

TIM: Paul's as clean as I am, and he's my best friend.

BUD: Paul has germs in his mouth. Everybody has germs in his

mouth. And there's no sense in putting someone else's germs in your mouth. What if Paul were just getting measles?

TIM: O.K. I won't do it any more. Do you want to see some of our treasures?

BUD: Sure.

Paul and Tim empty their pockets and Bud admires their junk.

★ ★ ★

Children of any age love to explore. Gutters are happy hunting grounds for five- to eight-year-olds. All kinds of dirt are fun. Scraps and bits of junk can be imagined into treasures. Germs are neither very real nor very important at this age unless a youngster gets some good explanations. Scolding him to keep clean has little effect on him. In fact, there is no good reason why he should *keep* clean. The important thing is to *get* clean at the right time. It is also important to keep the dirt from going into the body through the mouth or nose.

As Bud told Paul, he and Tim were old enough to know what is food and what isn't. But it was fun for them to chew grasshoppers on a dare. A few years ago college students swallowed live goldfish for the same reason. Bud was very helpful in his remarks to Paul and Tim. Because they think so much of Bud anyway, they were willing to listen and believe what he said. Bud didn't simply tell them how dumb it was to chew grasshoppers and other people's gum. He told them why it was foolish and he suggested other things to do that were fun. When a person criticizes children sharply and crossly as Mrs. Corbett did, they are all the more anxious to do what they shouldn't do.

Questions to Discuss

1. Was it dangerous for Paul and Tim to collect junk out of the gutter?
2. Was this kind of play doing them any good?
3. Why do children do things that seem very dirty to adults?
4. What might Mrs. Corbett have done if she had liked and understood children?
5. Are there better places than gutters for the explorations of little boys? Where would you suggest that they play?

LEARNING TO DECIDE WHAT TO WEAR

CHARACTERS: LARRY BELL, *seven years old*
FRANK, *his four-year-old brother*
MRS. BELL, *their mother*
MR. BELL, *their father*

SCENE 1: *The Bells' breakfast nook, Wednesday morning*

MR. BELL: Shall I call the boys, Loretta?

MRS. BELL: Yes, please, Harvey. Isn't it a joy to have the two of them dress themselves so that we just have to call them?

Larry and Frank arrive, looking pleased with themselves.

MR. BELL: What are you doing in your Sunday clothes? Surely, Larry, you aren't intending to wear that shirt to school.

LARRY: The teacher is giving us marks in being clean. I thought I'd get all fixed up extra nice.

MRS. BELL: And I see Frank has copied you, as usual. Well, you do look very nice, but I don't think the teacher wants you to come to school in your best clothes. She couldn't let you use paints or clay, or run around and have fun at recess. She wants you to have clean hands and a clean face, and have your hair brushed, and your school clothes neat. Isn't that right?

LARRY: I guess so.

MRS. BELL: You can keep your good clothes on for breakfast and then change them. Be careful you don't spill anything.

SCENE 2: *Frank's and Larry's bedroom, after breakfast*

MRS. BELL: Larry, here's a clean jersey you can put on, and we'll brush your school pants and put blacking on your school shoes. Then you'll look very nice. Frank, you put on overalls, just like every day. Hang the shirts in the closet and they'll do for Sunday. And both of you put on your sweaters.

LARRY: I don't want to wear a sweater.

MRS. BELL: You need the warmth. You know how that cough comes back when you get a bit chilled.

LARRY: The other kids won't be wearing sweaters today.

MRS. BELL: Well, I don't have to mind them when they cough at night. And just look at this mess. What's this underwear doing? You both had clean underwear yesterday, and it's supposed to do two days. Whose is this?

LARRY: We didn't know which was mine and which was Frank's today, so we both had to have clean underwear.

They finish dressing, while Mrs. Bell supervises.

MRS. BELL: You'd better get started for school. Put your rubbers on.

LARRY: It isn't raining.

MRS. BELL: I know it isn't, but the sidewalks are cold and the grass is damp.

LARRY: Oh, why do I have to be a sissy?

★ ★ ★

Most children in grade school need some supervision as to what they wear. Dressing is a bore to them, and they like to have to put on as little as possible. If you are caring for children, you are responsible for seeing that they are neither too hot nor too cold. A preschool child may not know whether he is too hot or too cold, even when you ask him. You can check by touching his arms or hands, if you cannot tell from a flushed face or a shiver. He should feel pleasantly warm to the touch. It is just as bad for children to be too hot as too cold. More people in charge of young children are likely to overdress them than underdress them.

Many families have trouble with keeping clothes in the right places so that children can dress themselves in the proper things. The best time to organize clothes for a school child is likely to be just before he goes to bed at night. When he takes off his clothes, he may need to be reminded to put soiled things in the laundry or to lay out clothes that will do for another day. He may need help in choosing the clean articles to be worn in the morning. He has a better chance of being neat and orderly if he has a place to put each thing, especially low hooks or a little clothes tree where he can hang his clothes. He should be able to reach and open most of the drawers that are for his clothes.

mcc15

Questions to Discuss

1. Should a boy Larry's age be able to choose the proper clothes to wear? Should one Frank's age?
2. Since Frank and Larry did not choose their clothes as their mother wanted, how could she have helped them to choose, without making all the decisions herself?
3. Is Larry right in thinking he'll be called a sissy? Was Mrs. Bell making too much fuss about Larry's health at the sacrifice of his reputation with the boys?
4. Do children like Larry and Frank know when they are too hot or too cold?

LEARNING ABOUT THE DOCTOR

CHARACTERS: TIM MACINTYRE, *five years old*
GEORGE MACINTYRE, *eleven months old*
MRS. MACINTYRE, *their mother*
DR. JOHNSON

SCENE 1: *Dr. Johnson's waiting room*

George is sitting on Mrs. MacIntyre's lap, playing with a toy. Tim wanders around, looking out the window and glancing at the magazines.

MRS. MACINTYRE: What good boys I have. It isn't any fun to wait, but you are both waiting so nicely. It will be our turn very soon.

TIM: Tell me about it again, Mother.

MRS. MACINTRYE: The doctor will scratch George's arm a little bit and put a drop on it. He won't feel it any more than you feel the scratches you get when you climb a tree.

TIM: Tell me the rest. Why does George have to get vassinated?

MRS. MACINTYRE: Vaccinated. We all have to get vaccinated so that we won't get smallpox. Smallpox makes you very, very sick, but you won't get smallpox if you've been vaccinated.

TIM: Have I been vass — vaccinated?

MRS. MACINTYRE: Yes. You were younger than George. We've put off having George done because we were so busy this summer.

TIM: Did you put off the shot I'm going to get from Dr. Johnson, too?

MRS. MACINTYRE: Oh, no. You're going to get what's called a "booster shot" for diphtheria. You had some shots for diphtheria when you were a baby, just like the ones George had last spring. But the doctors think that maybe the ones they give to babies wear off by the time the babies are five years old. So they give them another, littler dose when they are ready for school, just to make sure.

TIM: Will mine be just a little scratch?

MRS. MACINTYRE: No. It will be like being stuck with a pin. Dr. Johnson will put a needle in your arm and it will hurt when he sticks it in. But it won't last long.

TIM: Will there be surprises for George and me after the doctor hurts us?

MRS. MACINTYRE: I'll let you guess.

SCENE 2: *The treatment room*

DR. JOHNSON: What's the matter here? You look like two fine boys.

MRS. MACINTYRE: Nothing's the matter, thank you. George hasn't been vaccinated yet and Tim hasn't had a shot for diphtheria since he was a baby. Tim is getting ready to go to kindergarten. Shouldn't he have a physical examination before he goes to school?

DR. JOHNSON: We'll do the little man first. I suppose he'll cry, but I'm sure a big boy like Tim won't mind. Well, well, big enough for kindergarten, eh? No need for an examination. He looks fine. They'll examine him at school, anyway.

While Dr. Johnson prepares, Mrs. MacIntyre interests George in his growling teddy bear.

MRS. MACINTYRE (giving a rattling ball to Tim): This is George's surprise. You give it to him as soon as he's finished.

Dr. Johnson vaccinates George. George howls lustily but briefly. Tim rattles the ball, tosses and catches it, and gives it to George. George smiles, accepts the ball, and rattles it. Tim turns to the doctor with the look of a martyr. Mrs. MacIntyre squeezes Tim's hand.

DR. JOHNSON: Now this won't hurt much.

The doctor gives Tim his shot. Tim grits his teeth but says nothing.

MRS. MACINTYRE: All through. What a fine brave boy. Now here's a surprise for you.

Tim's surprise is wrapped in red tissue paper and stuck with seals.

He unwraps the present happily.

TIM: Oh, Mother, just what I wanted. The magic bubbles! Thanks a lot.

MRS. MACINTYRE: Let's go outside where you can blow them.

★ ★ ★

Mrs. MacIntyre deserves a bouquet for the way she managed her children's visit to the doctor. We know that she had talked to Tim earlier about what was going to happen, for Tim asked to hear it again. She explained just how much and how little the shot would hurt, by comparing it with being stuck with a pin. Tim could understand that. She did not urge him to be a big boy or not to cry. She said nothing about how he was to behave, but spoke only of how he would think and feel.

Mrs. MacIntyre told Tim why he must have an injection, as well as how it would feel. She did not urge him to let the doctor do it, since it was something that had to be done.

At the moment when it was hardest for Tim to wait, during George's vaccination, his mother took his mind off his troubles by letting him hold a surprise for George. Then he could forget himself while giving the ball to George and seeing his pleasure. By that time it was Tim's turn and it was soon over. Then his own surprise made a happy ending to the visit.

There was no point in explaining to George that the doctor was going to hurt him. The best that anyone could do for him was just what his mother did. She kept him happy while waiting by giving him toys and holding him on her lap. She held him while he was being hurt. She saw that he was given something nice and new to play with when the unpleasant part was finished. She did not show fright herself, nor did she show a great deal of concern and

sympathy. She helped George to forget it and start on something that was fun.

Some parents use presents as bribes to get their children into the doctor's office, or they promise them something if they behave well for the doctor. Mrs. MacIntyre used surprises in a very different way. The surprises would be given no matter how badly the child acted. They were to make a happy ending to the experience, not to make the children act brave.

Does Dr. Johnson look like a poor sort of doctor to you? He wasn't very helpful to Tim when he said, "I suppose he'll cry, but I'm sure a big boy like Tim won't mind." Mrs. MacIntyre knew that feelings are more important than how the child behaves at the doctor's, but Dr. Johnson paid little attention to Tim's feelings. Instead, he planted the idea of crying in Tim's mind.

Dr. Johnson's first thought was "What's the matter?" There are many doctors today who think, "What's right?" when they see children coming into their office. Modern doctors, especially doctors trained in working with children, expect to make regular examinations of well children. They want to make sure that their patients keep on being well and that they stay in the *best* of health. Dr. Johnson was apparently not interested in regular examinations. If he had been, he would have examined George and he would have mentioned that the children should come back for future examinations. He left Tim's examination to the school round-up, which may be a thorough examination or a hasty one.

You may wonder why such a wise person as Mrs. MacIntyre would take her children to a doctor who had little interest in children and who did not follow modern health practices such as regular examinations. The answer may be that there was not a better doctor available. It may be that the MacIntyres felt that they could not afford the services of a child specialist for their four children, since specialists often charge considerably more than general physicians. Whatever the reason, Mrs. MacIntyre made the best of it. She asked the doctor when she should bring the children for immunization, and she brought them. She arranged the visit to be as pleasant and understandable as she could. She helped her boys accept the situation in a matter-of-fact way.

Questions to Discuss

1. Do you think Tim understood his mother's explanation of vaccination, since he asked to have it repeated?
2. What was Mrs. MacIntyre's purpose in explaining to Tim about George's vaccination?
3. What was Mrs. MacIntyre's purpose in explaining about diphtheria injections to Tim? Was it to make him behave, as he did, in a manly fashion?
4. Do you think Mrs. MacIntyre was wise to give surprises?
5. Was Dr. Johnson skillful with children?
6. How could you go about choosing a doctor for children?

LEARNING ABOUT THE DENTIST

CHARACTERS: PAUL YOUNG, *six years old*
MR. YOUNG, *his father*
DR. GREEN, *a dentist*

SCENE 1: *Dr. Green's waiting room*

PAUL: Do you go to the dentist, too, Daddy?

MR. YOUNG: Yes, Mother and I both have to go now and then.

PAUL: Why haven't I gone before?

MR. YOUNG: You never had any holes in your teeth before. They sent this report home from school saying that you needed three fillings.

PAUL: How do they fill teeth?

MR. YOUNG: First the dentist will clean out the holes. Then he'll fill them.

PAUL: I wonder how he does it.

MR. YOUNG: You'll soon see. Now I know you'll be brave, Paul, and not make any fuss. Mother and I don't make any fuss.

SCENE 2: *Dr. Green's office*

DR. GREEN: Hello, Paul. I don't think we've met before.

PAUL (faintly): Hello.

MR. YOUNG: Now, up you hop in the chair and open your mouth.

DR. GREEN: No hurry. Do you want to look out the window and

see how far you can look? Maybe you can see your house from here.

PAUL: Yes, I can.

DR. GREEN: Here's how my chair goes up and down. I'll give you a ride up high. Up you go. . . . Now I'm going to put this little mirror in your mouth, so I can see all your teeth.

PAUL: This doesn't hurt.

DR. GREEN: Mr. Young, you should have brought Paul for regular inspections before this. I like to see children first when they're about two years old. There is too much work to do in one day.

MR. YOUNG: I'm sorry. I thought baby teeth didn't matter.

DR. GREEN: They'll be all right, but baby teeth *do* matter. It's very important to keep them healthy until the permanent teeth are ready to come in, and Paul already has a set of permanent molars. Paul, so you like candy pretty well?

PAUL: Oh, yes.

DR. GREEN: I thought you did. Candy isn't good for your teeth. See if you can save your candy until just after a meal, and then brush your teeth when you are through eating it.

PAUL: All right.

DR. GREEN: This is called a drill. I'll use it to clean out the holes in your teeth. It will make a lot of noise. The holes aren't very big and it may hurt a little, but I don't think it will hurt too much. If it hurts too much, you put your hand up and I'll stop.

Paul lets the dentist drill until he is finished.

DR. GREEN: That was just fine, but don't forget to tell me if you want me to stop. Now you can watch me mix the filling. . . . Putting the filling in is the easy part. It doesn't hurt at all.

Dr. Green fills Paul's tooth and then holds a large mirror so Paul can see the finished product.

PAUL: That looks swell. Just wait 'til I show Tim.

DR. GREEN: Can I do another today? Then you'll only have to come back once more.

Paul lets the dentist fill another tooth, stopping him only once.

MR. YOUNG (on the way out of the office): I was proud of you, son.

PAUL: Daddy, you didn't tell me how much it would hurt.

★ ★ ★

Mr. and Mrs. Young thought that they were taking proper care of their children, but they neglected the health of Paul's teeth. No serious harm was done, but neglect in the early years sometimes leads to the loss of a permanent tooth, which *is* serious. Neglect of regular trips to the dentist also makes it harder for a youngster to start when he has work to be done. A dentist's office can look frightening, and what a dentist must do often hurts. It is easier for the child to have treatment if he has already made friends with the dentist.

Mr. Young did little to prepare Paul for being hurt and perhaps frightened. He hinted that it might hurt when he asked Paul to be brave, but it would have been easier for Paul to know that it would hurt. It is easier to bear something that you expect and understand. Mr. Young tried to be a comfort to Paul by praising him afterwards, but he should have helped him sooner.

It was lucky that Dr. Green understood children and knew how to make things easy for them. He did not rush Paul and he did not try to fool him. He made Paul feel that he liked him and was trying to help him. And by letting Paul tell him to stop drilling when it hurt too much, he showed that he was not expecting Paul to be braver than he could be.

Dr. Green was pleasant in the way he criticized Mr. Young. He told him that he had neglected Paul's teeth and told him what to do about it.

It is not always possible to find a dentist like Dr. Green. Parents have the job of taking their children for regular inspections from two years on, whether their dentists mention it or not.

Questions to Discuss

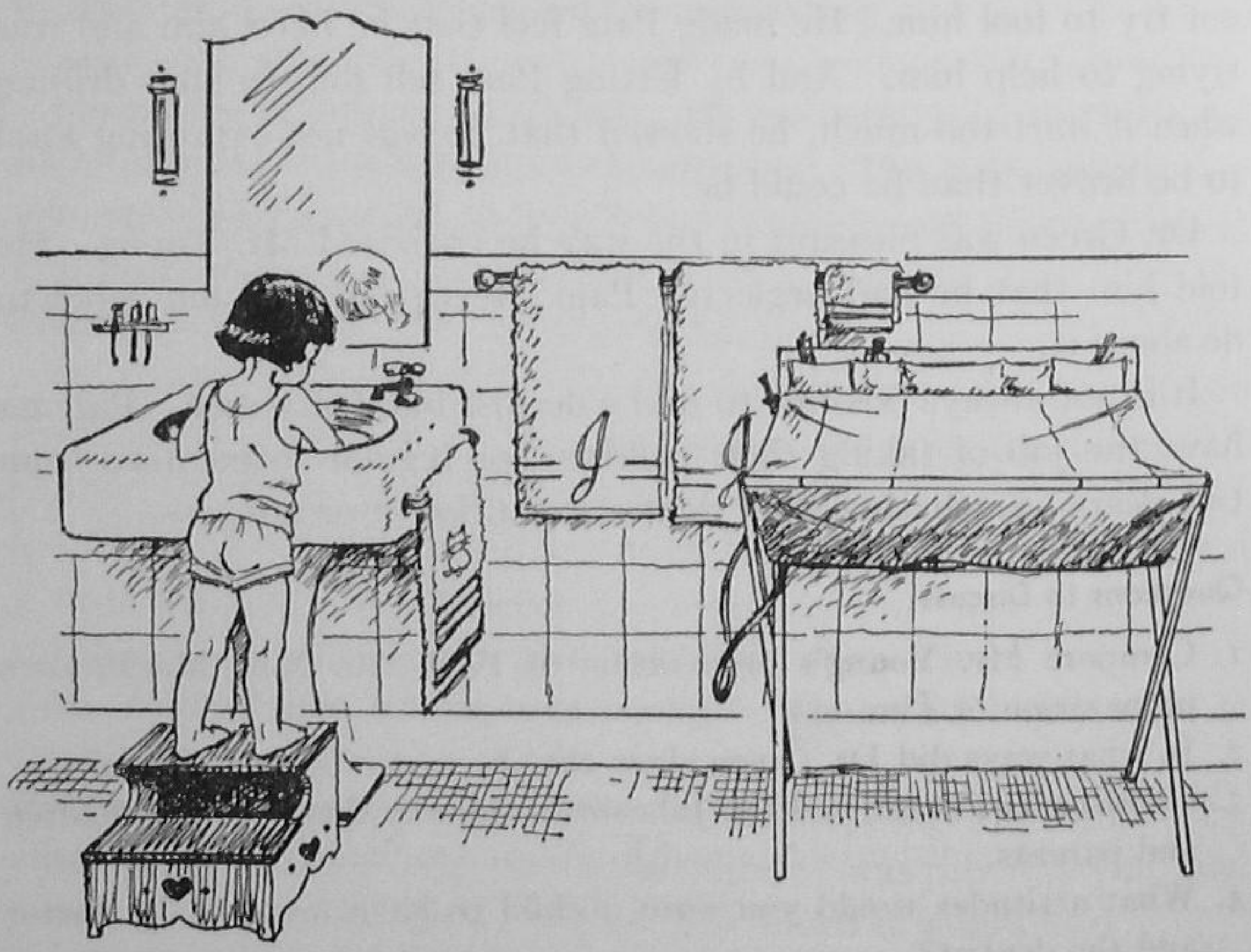
1. Compare Mr. Young's preparation of Paul with Mrs. MacIntyre's preparation of Tim.
2. In what ways did Dr. Green show that he understands children?
3. Compare Dr. Green and Dr. Johnson in the way they handled children and parents.
4. What attitudes would you want a child to have towards the doctor and the dentist?

SUMMARY

The children we have been discussing will go on learning about health for several years to come. Even people your age have some things to learn. On the whole, the health matters that are important to you are the ones that are important to your families. Some of the things you learn in school become a real part of you, too. Grownups change some of their ideas as medical science goes ahead. We should all be open-minded about new ideas, but we should use enough common sense to figure out what is a fad and what is something worth doing.

Children learn most of their eating habits and attitudes at home. They usually like the foods that the family likes. Families have to work at the job of teaching children what and when they may and may not eat.

Children are naturally dirty. They have to learn to get clean at the right times. They must be taught how germs are caught from others and how to avoid them.



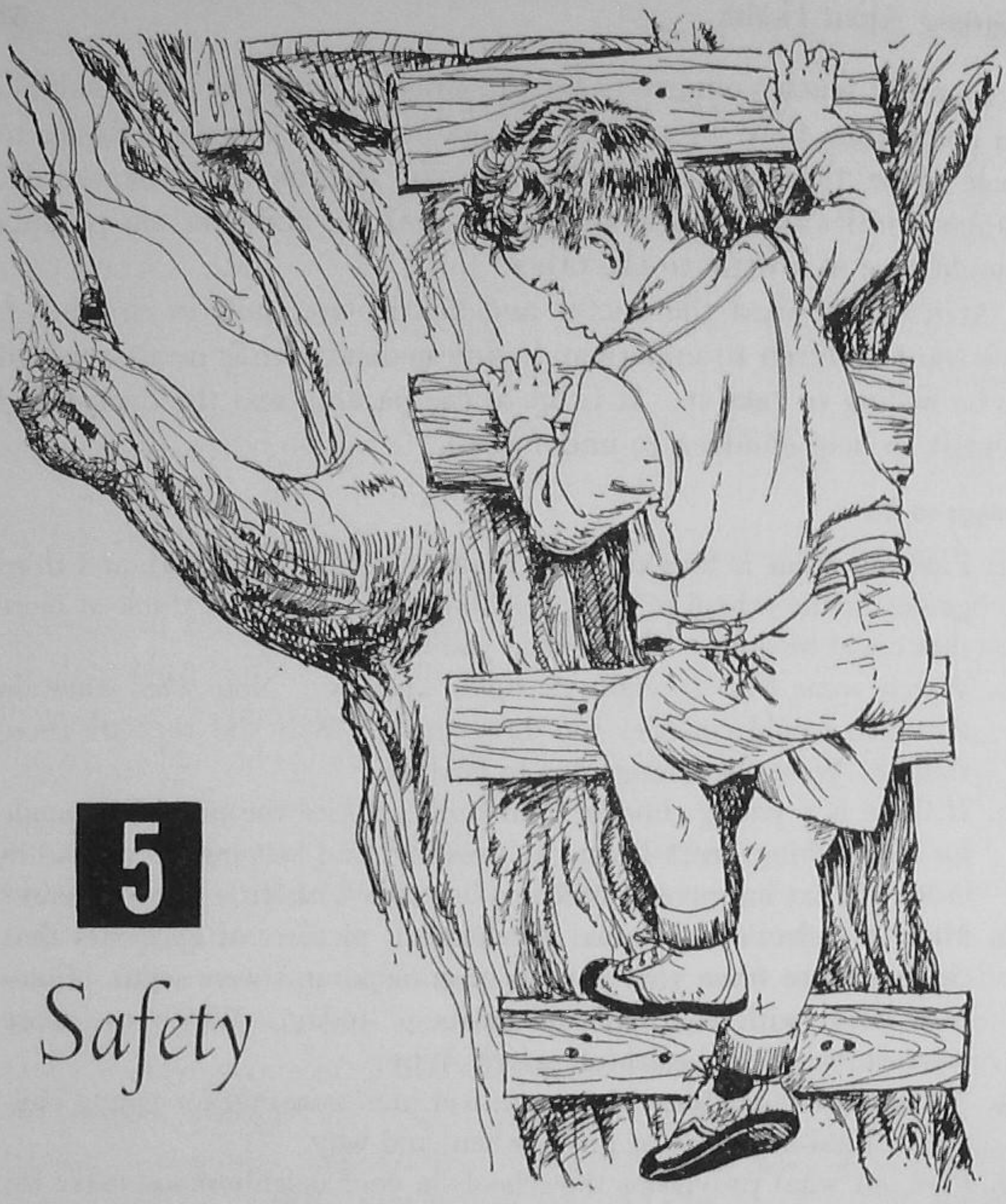
Three-year-old Bonnie can wash herself and reach her own towel and toothbrush, because things have been arranged to help her.

Families teach youngsters how to dress in order to stay healthy. In doing this, they often come up against the youngster's desire to look as he thinks he should and as his friends think he should. When families and friends don't agree, both the child and the parents should give in a little to the other.

Attitudes toward the doctor and dentist are built in childhood. We want children to understand why medical care is necessary and to be willing to take it. It is up to the parents and the doctor and dentist to help children to understand.

Things to Do

1. Find out what is taught about health to the first, second, and third grades in the school in your neighborhood. Can you think of more that could be done? How would you do it?
2. Watch some five- to eight-year-olds at play. Note what they do that you would consider too dirty to do. Why did they do these things? Were they dangerous to health?
3. If there is a young child in your house, notice the provisions made for his washing, teeth-brushing, dressing, and keeping his clothes in order. What improvements could be made with little or no expense?
4. Make a collection of actual garments or pictures of garments that children wore when your parents or grandparents were small. Compare them with children's garments of today. Which are more comfortable, more healthful, safer? Why?
5. Ask your doctor about his program of immunization for young children. Find out what he gives, when, and why.
6. Find out what provisions the schools in your neighborhood make for physical examinations and dental examinations. Are these provisions enough without regular visits to the family doctor and dentist?
7. Analyze your own feelings about going to the doctor and dentist. Do you go only when you need treatment or for check-ups? Do you dislike going? Do you go as soon as you should? What made you feel the way you do?
8. Think of a person who is overly concerned about health and one who is not concerned enough about it. What are the advantages and disadvantages of being like each of these two people?
9. Make a list of the ways in which people your age encourage good or bad health in children.



5

Safety

PART OF THE JOB of bringing up children is to keep them safe from physical dangers. There are two main parts to this job: making safe the places where they live and go, and teaching them to take care of themselves.

Little children spend more time at home than anywhere else; so parents have to think especially about making homes safe. The older a child grows, the more easily he can climb and get into forbidden places. Therefore he must learn to stay out of the places that aren't for him, and not to touch things that he shouldn't. He has to learn to manage his affairs wisely away from home, too: to use common sense and caution and to be courageous in the right places.

MAKING HOMES SAFE FOR CHILDREN

If you are taking care of children, you are responsible for safety in the place where they are. Creepers and toddlers are safe in playpens, but they cannot stay in them all the time. When they have the run of the house, they need protection from stairs. A gate at the head of a stairway is a help in preventing falls, but at one stage, a youngster will climb stairs for the fun of climbing and then he won't be able to climb down. He has to be watched unless there is a gate at the bottom as well as at the top.

A house where there are young children must be arranged so that dangerous things are kept where children cannot reach them. Pails of hot water and dishes of hot food must never be left unguarded. Sharp instruments must be out of reach. Things that can be swallowed should be put away. Even after a toddler has learned fairly well not to put strange things in his mouth, he is likely to put little things like beans or buttons up his nose and in his ears.

Everyone trips over things that are out of place; so it is a good safety measure to keep a house in fairly good order. Wheeled toys are especially bad for causing accidents. Roller skates, tricycles, and such should have their places and be kept there. The places where children play will get out of order, and we can't be picking up every minute. It is easier to be fairly tidy, however, if there are good places for keeping toys. Open shelves are easiest for children to manage and for us, too. Shelves can be made of planks resting on bricks or blocks if they won't tip over.

Although children old enough for school know what can be eaten and what cannot, they may not be trustworthy with a medicine cabinet. We can't say at just what age a child is capable of taking medicine by himself, but it is probably beyond eight. Medicines should be kept out of reach of children, and if the children insist on climbing and getting them, the cabinet should be locked. The same holds true for places where cleaning materials, paints, and such are kept. Some foods are dangerous too. Spices, for instance, should be where children cannot reach them. Nobody wants a youngster to play in a can of molasses, but if there isn't room up high for everything, it is better to risk the molasses than the mustard.



George can play safely behind this stair gate. Such safety precautions are a necessity in families with small children.

EARLY LESSONS IN SAFETY

Safety in Babyhood

Someone has to watch eleven-month-old George pretty carefully all the time that he is out of his playpen. With three other children in the house, Mrs. MacIntyre cannot always depend on the house's being in ideal condition for a creeper's explorations. George plays with anything that takes his fancy. A carving knife or ant poison would look like fair game to him, since he hasn't lived long enough to recognize danger when he sees it. Since he can pull himself to his feet, he is likely to pull up near the table and reach for dishes. He loves to pull cigarettes to pieces and taste them.

When George grabs something dangerous, like the cord of a lamp, Mrs. MacIntyre says, "No, George," and takes it away from him. She tries to give him something else to do. She may have to carry him to another place to get him started doing something safe. She knows that this stage of getting into everything will last for at least a year and that she needs patience to live through it. George knows that *No* means "stop what you are doing," but he doesn't always stop.

Safety in Early Childhood

Two-year-old Peggy Young knows a lot about what she is supposed to do and what is forbidden, but she is weak in yielding to temptation. Her mother cannot let Peggy wander far from her eagle eye. The house is pretty well arranged, so that Peggy is safe. Some things in the house have to be kept safe, too. Peggy knows that lipstick is taboo, but just give her a chance and she is decorated like a wild Indian. Mrs. Young has learned from sad experience to keep her bedroom door closed and the lipstick in a high place.

Peggy usually does what she should when someone is watching her. George would creep into the road right in front of his mother if she didn't stop him, but Peggy is far wiser than that. She wouldn't go into the road if someone were watching. She might not do it anyway, unless her ball rolled out or she saw a dog across the street. But Mrs. Young can't bank on the behavior of balls and the absence of dogs; so she doesn't let Peggy play on the front lawn alone.

LEARNING TO CROSS STREETS SAFELY

CHARACTERS: BONNIE JACOBS, *three years old*
MRS. JACOBS, *her mother*
LARRY BELL, *seven years old*
FRANK BELL, *his four-year-old brother*
TIM MACINTYRE, *five years old*
MRS. MACINTYRE, *his mother*

SCENE: *The Jacobs' front lawn; a summer afternoon*

Bonnie and her mother are on the front lawn. Bonnie asks to go to the MacIntyres' and play with Tim.

MRS. JACOBS: Yes, Bonnie. You'd better ask Tim if you can play. Some of the other boys are there. If they say you can, you stay, but come home if they go somewhere else.

BONNIE: Yes. I will.

Bonnie disappears into the MacIntyres' back yard. In about ten minutes she is back.

BONNIE: Oh, mother, Tim got a lot of money from his uncle, and he's going to take us all to the corner for ice cream cones. Can I have one?

MRS. JACOBS: Yes, you may have some ice cream, but I don't know about your going to the corner. You have to cross a street to get to the store.

BONNIE: Oh, please let me go, Mother. Tim knows how to cross streets.

MRS. JACOBS: Maybe he does, but does he know how to take a little girl across?

Larry, Frank, and Tim appear.

TIM: May Bonnie come, Mrs. Jacobs?

MRS. JACOBS: I'm afraid Bonnie doesn't know enough about crossing streets carefully.

LARRY (proudly): I'll take care of her. I know all about it.

MRS. JACOBS: When do you cross? What color is the light?

LARRY: Green.

MRS. JACOBS: Do you cross any time you see a green light?

LARRY: *I* do, but when there are little kids along, I wait until it has just turned green. Then they have lots of time. That's what we learned in school.

MRS. JACOBS: You know your lesson pretty well. It sounds as though you'd be a good person to trust. Please hold Bonnie's hand all the way across the street. Bonnie, you'll do just what Larry says, won't you?

The four set off. Mrs. Jacobs looks across the lawn and sees Mrs. MacIntyre.

MRS. MACINTYRE: You're brave, Betty, letting her go off like that.

MRS. JACOBS: I've never let her do such a thing before, and I feel a little shaky. But you know Bonnie isn't like most three-year-olds about the street. She's been playing out in front since she was two and has never run away or gone into the street.

MRS. MACINTYRE: Bonnie *is* a dependable child.

MRS. JACOBS: Does Tim cross the street by himself?

MRS. MACINTYRE: I wouldn't let him loose downtown, but he's all right on the way to the store. When he was four, I always went with him, or had him go with Bud or Ruth. We had a game of

street light. Tim would watch until the light had just turned green, and then he would tell us when to go. After we had seen him do it several dozen times, we decided he knew that lesson. And you should see him look in both directions, even when the light *is* right. He won't let me cross the street when anything is coming.

MRS. JACOBS: I guess it's time I started teaching Bonnie how to cross streets.

MRS. MACINTYRE: I think Bonnie could cross the street right here after a few lessons in looking both ways. There's no traffic on Elm Street anyway, except our own cars going in and out.

MRS. JACOBS: Yes, that's the place to start.

★ ★ ★

Mrs. Jacobs gives Bonnie responsibility when she shows that she is able to take it. There is no exact age at which we can say that a child is able to cross the street by himself or even with others. It depends on the child himself. Mrs. Jacobs knew both Bonnie and Larry well enough to be fairly sure what they could do. If you are in charge of a child, you shouldn't be the one to let him try something for the first time. You should be *more* cautious than his parents.

Children should learn to cross all but very busy streets before they go to school. If a youngster has to go across a street where there is heavy traffic, however, he needs supervision at least throughout his first year at school and perhaps for several years.

LEARNING ABOUT WATER SAFETY

CHARACTERS: RALPH LARSEN, *eight years old*
SPUD LARSEN, *his fifteen-year-old brother*
TIM MACINTYRE, *five years old*
BUD MACINTYRE, *his sixteen-year-old brother*

SCENE: *A swimming hole on a summer afternoon*

Bud MacIntyre and Spud Larsen have taken their younger brothers swimming. The swimming hole has one shallow place,

but it drops off sharply. Bud has his Red Cross Junior Life Saving Certificate. Spud is working on his. Eight-year-old Ralph Larsen swims a good dog paddle. Five-year-old Tim MacIntyre does not yet know how to swim.

SPUD: I will now demonstrate the perfect swan dive.

He rushes out on the board and stumbles into a frog dive. The audience shouts and claps. Spud swims around in the deep.

BUD: Let's see your stroke, Ralph. I'll stand right here, and this is how far you can go without getting too deep.

RALPH: Don't worry about me. I know how to swim.

BUD: I know, but this is how far you can go. You'll have to practice more before you'll be ready for going over your head.

TIM: I'm going to learn to swim today.

BUD: O.K. I'll help you. Let's see if you can put your face right in the water. Ralph, come back to here. That's too deep for you.

RALPH: Here's how to put your face under, Timid.

Spud swims toward them with a nice crawl. He breaks into the dog paddle, goes under the water, comes up and shouts "Help, help."

BUD: I'm coming.

Bud swims toward Spud, who pops up and does the crawl in good style.

BUD: What's the matter with you? Haven't you got any sense about swimming? Nobody with half a brain yells for help if he doesn't mean it. You'll never pass your Red Cross test if they hear about your doing such a fool of a thing.

SPUD: Take it easy. I was just being funny. Come on out, Bud.

BUD: I will when you take a turn with the kids. They're too near the drop to leave alone.

SPUD: Eight years old and five. Can't they mind themselves?

BUD: You keep an eye on them while I go out, will you?

SPUD: All right.

Bud dives and swims in the deep. Spud stays with the boys.

SPUD: I'll give you kids rides on my shoulders. Now Ralph, hang on, but don't grab. Kick your feet. . . . Now you stay here while I take Tim. Your turn, Tim.

Spud takes Tim in the deep water. Ralph dog-paddles after them. Tim looks afraid but thrilled.

SPUD: Want to swim back from here, Tim?

TIM: No! No! *No!*

SPUD: I could save you if you got in trouble, but never mind. I'll take you in.

Tim, frightened, clutches Spud's neck, making it hard for him to swim. Just as they reach the shallow place, Ralph calls for help.

SPUD (puffing): Stop fooling.

RALPH: *Help!*

SPUD (still puffing): He means it. *Bud, help!*

Bud swims swiftly to Ralph, grasps him behind, and tows him to shore. Spud swims to shore with a very sad side stroke and lies down on the bank.

★ ★ ★

When we talk about safety in the water, there are many "ifs" and "buts." We'd all agree that you shouldn't let anyone in deep water unless he is a strong swimmer, but then what do you mean by "strong swimmer"? And wouldn't you let a fair swimmer in the deep if an excellent life guard stood by and watched him?

There are safe and dangerous places to swim. The swimming hole where the Elm Street boys swam was a dangerous place, compared to a sandy beach that slopes off gently. On such a beach, Ralph and Tim would have been safe while their big brothers swam in the deep.

Children are different in the way they meet danger. One little dog-paddler might become too frightened to swim in deep water, while another, who dog-paddled no better, might plod to shore because he knew he had to do it.

It is hard to give rules for teaching children water safety, since each swimming place is a little different and so is each child and each adult in charge. One rule to which there can be no exception is the one of never fooling about needing help. Another is that you should never try to tease or frighten children in the water, even in fun. The other rules have to be made on the spot, as Bud did in showing the boys how far out they could go. These safety rules

depend largely upon the judgment of the person in charge. It takes a mature person to supervise young children in the water.

LEARNING ABOUT SAFE CLIMBING

CHARACTERS: LARRY BELL, *seven years old*
FRANK BELL, *his four-year-old brother*
MR. and MRS. BELL, *their parents*
MR. LARSEN, *the Bells' next-door neighbor*

SCENE 1: *Outside the Bells' house one summer Saturday morning*

Mr. Bell is working in his garden. It seems unusually quiet for quite a while. Then he hears a faint "Daddy."

MR. BELL: I'm in the garden. Come here if you want me.

LARRY: I can't.

MR. BELL: Why not?

LARRY: Quick, Daddy! Help.

MR. BELL: Where are you?

LARRY: On the roof of the porch.

Mr. Bell dashes around the house, looking up. At the other side, he sees Larry on the sloping porch roof, holding Frank by one arm. Frank is face down on the roof, his legs hanging over the edge.

MR. BELL: Hang on. Hang on. I'll get a ladder.

He starts to run, then stops and surveys the scene again.

MR. BELL: Don't try to move, boys. Larry, just hold on. Don't pull. You'll be all right. I'll have to borrow a ladder from the Larsens.

Mr. Bell is gone several minutes. He and Mr. Larsen have to pull the ladder down from the garage rafters. Mr. Bell and Mr. Larsen appear, carrying the ladder. Mr. Bell climbs up and takes Frank in his arms. He carries Frank to the ground, then goes up after Larry.

LARRY: I'm all right, Dad. I can go in the window. I've done it lots of times.

MR. BELL: You come down this ladder and no fooling.

Larry comes down the ladder above his father. Mr. Bell and Mr. Larsen remove the ladder.

MR. BELL: I'll bring it back after a while, Bob. You saved our lives. Now I've got a little business to attend to.

Mr. Bell spanks Larry and Frank. Larry is quiet. Frank howls.

MR. BELL: You're the worse, Larry, because you are the older. It's bad enough to do such things yourself, but to let Frank go on the roof, too, is terrible.

LARRY: I didn't let him, Dad. He came out after I did, and I didn't see him until it was almost too late.

FRANK: I can do everything Larry does. I'm not afraid.

MR. BELL: Then it's time you learned to be afraid. Both of you. There's nothing brave about falling off the roof.

LARRY: But we didn't fall.

MR. BELL: You would have if you hadn't been lucky.

LARRY: It was just like in the comic books. They always get saved at the last minute.

MR. BELL: It doesn't always turn out that way. Don't you remember last summer when Spud broke his arm?

LARRY: Yes, Dad. I'm sorry.

MR. BELL: Then you won't climb on the roof again?

LARRY: All right, but it's such fun, and I never had any trouble until that pest sneaked along behind me. Where *can* I climb?

MR. BELL: Climb a tree.

LARRY: We only have one big tree, and it's no good for climbing. I can't get up to the first branch.

MR. BELL: Maybe we could fix that. Isn't it lucky this is Saturday? Did you ever hear of a tree house?

FRANK: Oh boy.

LARRY: I've never seen one. Could we have one?

MR. BELL: Shall we see if we can build one?

LARRY: I still don't see how we can get up to it.

MR. BELL: The first thing is to nail boards on the trunk for steps. Then maybe we can lay the floor today.

SCENE 2· *The Bells' back yard, late the same day*

MRS. BELL: What a wonderful job you three have done. Can Frank climb up there, too? How do you know he won't fall?

MR. BELL: As long as he sticks to the rules, it's as safe a climb as he can find. Frank, tell Mother your rules.

FRANK: I hang on with both hands all the way up. I go down backwards. I can't go any farther than the tree house.

MR. BELL: What happens if you break your rules?

FRANK: Daddy won't let me play in the tree for two days.

MR. BELL: I know Frank will keep his rules and Larry, his. Larry, tell mother your rules.

LARRY: They're the same as Frank's except that I can go to the third branch above the tree house.

MRS. BELL: And if you break your rules?

LARRY: I'll be grounded for two days.

MRS. BELL: I hope it won't be dangerous for the other children.

LARRY: They'll keep their rules or they'll be grounded, too.

★ ★ ★

Many families have at least one fright from a child's climbing in the wrong place. Children of all ages love to climb, and they need to climb. It is fine exercise for nearly all their muscles, and it is exciting. Our job is to give children safe places to climb and to teach them rules that make climbing safe.

The boys needed punishment to impress on them that they must not climb on the roof. Perhaps spanking was right, and perhaps it wasn't. Mr. Bell handled things well, though. He rescued them from danger first, then punished them, and then showed them something to do that was safe and just as much fun, if not more fun. And he worked with them to make the fun possible.

PLAYING WITH FIRE

CHARACTERS: LAURA SCHULTZ, *fifteen*
MR. and MRS. LARSEN, *parents of eight-year-old Ralph*

SCENE: *The Larsens' living room*

Laura has just come in and is talking with Mr. and Mrs. Larsen.

LAURA: Mother felt that one of us should come. I hate to be a tattletale, but we do think you should know about Ralph.

MRS. LARSEN: Has he been bothering your mother?

LAURA: In a way, yes. You know the vacant lot behind our house?

MR. LARSEN: Yes. Just what has Ralph done?

LAURA: He's done it about five times. He goes there and lights matches and makes a fire. Sometimes he brings papers from home and collects twigs from the brush pile. One day he burned some garbage.

MR. LARSEN: That's bad. Are any other boys with him?

LAURA: Once he brought Tim, but he seems to like to do it by himself.

MRS. LARSEN: Thanks for telling us, Laura. I only wish you had come sooner. It's not being a tattletale to warn someone of danger.

LAURA: I have to go now. Good-bye.

MR. LARSEN: Thanks, and tell us right away if you see such things again.

Laura goes home.

MRS. LARSEN: What a mess! What are we going to do?

MR. LARSEN: I thought the last spanking fixed him, when he was lighting matches in our yard, but I guess it just made him more careful about getting caught.

MRS. LARSEN: We can't go on spanking him, and it doesn't do any good anyway. We'll have to think of something else.

MR. LARSEN: I'll keep him lighting fires until he's had enough of it. I'll see that he lights a match for every cigarette I smoke in this house.

MRS. LARSEN: I'll call him to light the stove and heater every time.

MR. LARSEN: And we'd better have as many picnics as you can manage. He could do all the building, lighting, and tending of fires there.

MRS. LARSEN: It sounds pretty good. One thing more. We've bawled him out so often for lighting fires in the backyard. Let's not say anything about the Schultzes until we see how this works. We can watch him and keep him extra busy for the next week.

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The Larsens' problem is a more difficult one than the others mentioned in this chapter. Ralph *knows* he is not supposed to play with fire, and he does it deliberately and in secret. Talking and spankings have not stopped him. The Larsens hope that the reason is simply that Ralph is fascinated by fire. If that is true, their plan for giving him many chances to light fires will probably work.

There may be reasons for Ralph's bad behavior with fire that do not seem connected with fire at all. Ralph does not like school, and there are many times when he is unhappy at home. Sometimes unhappy children get some comfort out of lighting fires and doing other bad things. If Mr. and Mrs. Larsen do not get results with their plan of letting him light fires at home and on picnics, then they should ask for help with Ralph. The teacher, principal, or school counselor might be able to help or to tell them where to find a person who could.

Laura did the right thing in telling the Larsens that Ralph was lighting fires. Nobody likes to be a tattletale, but it is hardly tattling to warn people of serious danger. And in fire-lighting, there is danger to the neighborhood or even to the town, as well as to the child himself.

SUMMARY

Children of all ages meet danger. A baby must be completely protected by other people. By eight years of age, children can and should develop caution and courage. But even at eight, there are many places where children cannot be trusted to look after themselves. This chapter has given examples of danger at different ages.

In each example, someone taught a child something about handling danger. Sometimes he learned caution, or what not to do. Other times, he learned courage, or how to face danger and do something about it.

We want children to learn both caution and courage. They learn these lessons from their families, friends, and teachers. They learn by example, by being guided through danger, and by explanation along with praise and punishment.

Questions to Discuss

1. Bonnie asked whether she might go next door. Should children of all ages either tell their parents where they are going or ask if they may go? How can children be taught to tell or ask?
2. Was Mrs. Jacobs right in entrusting Bonnie's care to Larry?
3. What do the schools do to care for children in traffic? What do they do to teach children to care for themselves in traffic?
4. How did Mr. Bell reassure the frightened boys on the roof?
5. Do you think the boys would have stayed off the roof if Mr. Bell had simply talked to them and had neither spanked them nor helped them to build a tree house?
6. Why don't children pay more attention to their parents when they warn them of danger?
7. Think of the swimming place where you go. What safety rules would you make there for Tim? For Ralph? For Spud? For Bud?
8. What would you do if Tim or Ralph refused to obey your safety rules?
9. What was bad and what was good about the things that Spud did with the children?
10. Was Bud stuffy about safety?
11. Are there any children Ralph's age who can handle fire safely alone?
12. Compare the Larsens' two methods of dealing with Ralph — spanking and giving practice in handling fire.
13. What were the children pictured in this chapter learning about courage?

Things to Do

1. Watch some children at play and judge whether they are safe or not. Have you any suggestions for making their play place safer and for teaching them to play more safely?
2. Check your own home to see how safe it is for children.
3. Examine the toys of some children you know. How safe are they for the children who use them?
4. What provisions do schools make for safe play?
5. What provisions does your town make for safe play? Can you suggest improvements?
6. Think of some accidents you had as a child. How might they have been prevented?

Unit Conclusions

In this unit we have seen children learning ways of acting, such as eating, dressing, eliminating. It is obvious to anyone that children *learn* these kinds of activities. A newborn baby either doesn't do them at all or does them very differently from the way in which an older child or an adult does them. We have pointed out ways in which children can be helped to learn these activities with as little difficulty as possible.

The time at which they learn these things differs from one child to the next, and the way in which they learn them also differs from one child to another. There are two main reasons why children are different. One reason is that every child differs from every other child in his abilities to learn particular activities. Every child does things in his own way. The other reason is that every family differs from every other family in what it expects the child to do. Every family sets up its own standards in its own way. When the family's standards fit the child's abilities, the learning of activities takes place most easily for everyone.

Not only do children learn ways of acting. They also learn at the same time ways of feeling, or attitudes. They learn attitudes toward the activities, attitudes toward themselves, attitudes toward the people who teach them. These attitudes are at least as important as the activities. We want children not only to sleep the right amount for their best health but we want them to feel right about going to sleep. We want children to like to take care of themselves, to wash their hands willingly and to dress themselves cheerfully. We want them to enjoy wholesome foods and to think of mealtime as a happy part of the day. We want children to feel that medical care is important even though it may not be pleasant.

The differences between children affect the way they learn attitudes as well as the way they learn activities. The differences between families are important in the learning of attitudes, too. When the family's standards fit the child's abilities, not only will the learning of activities take place most easily, but the child's attitudes will be good.

REFERENCES FOR UNIT 1

Infant Care. Publication No. 8. U.S. Children's Bureau. U.S. Government Printing Office, 1945.

You should send for this bulletin as well as the others mentioned. *Infant Care* will round out your understanding of physical care. For instance, it tells you just how to bathe and feed a baby.

Senn, Milton J. E., and Newill, P. K. *All About Feeding Children.* Doubleday, 1946.

A thorough treatment of nutrition and food habits from birth through childhood. Recipes are included.

Smart, Mollie S., and Bull, Helen D. *Living with Baby.* Cornell Bulletin for Homemakers No. 715. Ithaca, New York, 1947.

This short bulletin tells what it's like to have a baby in the family and how to fit him in. Read it for more information on habits.

Spock, Benjamin. *The Pocket Book of Baby and Child Care.* Pocket Books, 1946. This is an inexpensive edition of *The Common Sense Book of Baby and Child Care.* Duell, Sloan and Pearce, 1946.

Here is a book for parents written by a very understanding specialist. You can find answers to your questions on habits and physical care by looking in the table of contents. You may be especially interested in Sections 77 through 94 and 185 through 195. For information on nutrition, see Sections 218 through 249.

Strain, Frances B. *Your Child: His Family and Friends.* Appleton-Century, 1943.

Chapter 2 deals with the doctor, the dentist, and the barber.

Stuart, Harold C. *Healthy Childhood.* Appleton-Century, 1933.

This is an outstanding text on physical growth and health.

Your Child from One to Six. Publication No. 30. U.S. Children's Bureau. U.S. Government Printing Office, 1945.

For further information on this unit, read the sections on health, food, clothing, the home, habits, prevention of accidents, and prevention of disease.

Discipline



UNIT 2

and Work

GROWNUPS have to work for their living and they have to live and work with other people. This unit is about how children learn to work and to get on with others. If a child could do just what he wanted when he wanted, there would be no such thing as discipline. But life isn't like that, and parents have to teach children what is right and what is wrong. Before they are grown up, children have to learn to do right without being told what is right and that they must do it.

Children must learn to work at home and at school. Work is done to help a group of people to live together. You get a feeling of *belonging* to a group when you give as well as get. Therefore, when a child does work that helps his family, he does something for himself as well as for the others.

Some school work is done in groups. But in school there is a lot of work that the youngster must do by himself and for himself. He learns, we hope, to figure things out for himself, to stick at a problem, and so on. And he learns the skills for learning more, such as reading, writing, and arithmetic.

To have the best chance for happiness as an adult, a child needs good discipline and wise management of his work at home and at school. And he needs these things if he is to grow into the kind of adult who adds to the well-being of others.

6 *Discipline*



WE ARE going to try to answer two questions about discipline: What is it? What does it do to a child? All parents discipline their children, but no two families agree exactly as to how to do it and why. Many adults simply use the kind of discipline that they had in their homes as children, without asking whether it is good or bad. Others try to think it out so that their plan fits their children.

WHAT IS DISCIPLINE?

Discipline is the kind of teaching that shows you right from wrong and makes you do the right thing. Discipline makes your conscience develop. One sign of being grown-up is that your own conscience tells you the right thing to do and you do it.

Discipline at Different Ages

The first kind of discipline is not letting the baby do something that he wants to do, like climbing on the coffee table. It is almost impossible to make a baby do something he doesn't want to do, but since he is small and weak, it is easy to prevent him from doing what we think wrong. The mother or father or sitter is the baby's conscience. He has none of his own. He can't feel guilty because he knows nothing about right and wrong. But you have your conscience. You know when you are right and wrong. Between babyhood and now, a conscience grew within you.

Think of the difference between you and two-year-old Peggy. You probably never even think of hitting someone over the head or of taking his money. In contrast, Peggy has only a faint notion that it's wrong to hit her playmates and take their toys if she can get them. Why are you different from Peggy? Because she has been disciplined for about a year and a half, but you have been disciplined for sixteen or seventeen years. One of the biggest jobs your parents did was to teach you what is right and what is wrong and that you must do right of your own accord. Your playmates and teachers disciplined you, too. Now you discipline yourself, with only a little help from other people.

WHAT DOES DISCIPLINE DO TO A CHILD?

There are three main things that discipline does. We might call these three things the purposes of discipline, or the reasons why parents discipline their children. The purposes of discipline are:

1. *To help children to grow up.* A grown-up person has to have a grown-up conscience, which is inside him. By means of discipline, a conscience comes to be part of a child. Discipline makes a child independent. When parents think of this purpose of discipline, they are thinking of the child's future.

2. *To make children feel secure.* Youngsters may think they want their own way entirely, but they really don't. A child feels happy when he knows he can depend on his parents to keep him from being bad. Children, like the rest of us, don't always have the strength to do what they know is right. They feel guilty when they know

that they are very much in the wrong. It is very uncomfortable to feel guilty. There are two ways that parents can help: first, by preventing the child from doing the bad thing, and second, by punishing him when he has done something bad. A guilty child feels better after one of his parents has given him a fair punishment.

When parents think of this purpose of discipline, making the child feel secure, they are thinking about the present.

3. To help children to get along with other people. In practice, most of this purpose of discipline is to make things run smoothly in the family. Have you ever seen families where one or two members did just what they pleased? It's pretty tough on the rest of the family, isn't it? In happy families, each person gives in somewhat to the others. Since children are born selfish, they have to learn to give up for others. And they learn through discipline.

This purpose of discipline is concerned with the present. Of course it is preparing children for the future, too, but when we see parents using discipline to make peace in the family, they are usually trying to settle something that is here and now.

Straightening Out the Three Purposes of Discipline

Sometimes the purposes of discipline get mixed up. That's why it is often hard to be sure you are doing the right thing in disciplining a child. A mother and father may find it hard to agree because one is thinking about the future and the other about the present.

The second purpose, security for the child, is not generally known or understood. Most adults are concerned with the first and third reasons, helping children to grow up in conscience and making them pleasant to live with.

The parents who are mainly interested in making children pleasant to live with are those who want a perfect little lady or gentleman at ages two, three, four, and every age after that. But they think of just one age at a time, the present. They don't think about the future results of their discipline, but only of how to get the child to behave properly *now*.

The opposite kind of parents, who think mainly about preparing their children for the future, may take quite a beating from the

young ones in the meantime. They are willing to have children who are hard to live with now, if they feel that the children are learning the right things for making them strong adults.

SOME EXAMPLES OF DISCIPLINE

Here are three examples of discipline. As you read them, keep the purposes of discipline in mind. See whether you can figure out the reasons behind the discipline that each family carried out.

Case I: The Youngs

CHARACTERS: PEGGY YOUNG, *two years and four months*
PAUL YOUNG, *her six-year-old brother*
MR. and MRS. YOUNG, *their parents*
MR. and MRS. TAYLOR, *neighbors of the Youngs*

SCENE 1: *The Youngs' living room, 8:30* P.M.

The Youngs and Taylors are playing bridge.

MRS. YOUNG: Two hearts. Oh, there's Peggy again. Excuse me.

Mrs. Young leaves the room and returns in five minutes.

MR. YOUNG: What was it this time, dear?

MRS. YOUNG: She wanted another drink. I said no, she'd had enough, and explained to her that she couldn't have more than one drink.

They play two hands. Then Peggy calls.

MR. YOUNG: My turn. I'm sorry.

He goes out and comes back in ten minutes.

MRS. TAYLOR: She has you on the run. What did she think of?

MR. YOUNG: She can't go to sleep. She wanted me to sing a few songs.

MR. TAYLOR: What happens if you don't go?

MR. YOUNG: She tries to climb out of her crib and falls, or she cries for a long time.

MRS. YOUNG: It's hectic now, but we don't want her to be unhappy in bed and we know that she'll pass through this stage.

MR. YOUNG: You see, she doesn't get what she really wants, which is to be here with us. We are firm about keeping her in bed.

MRS. YOUNG: We had the same trouble with Paul when he was two, but he's very good now about going to sleep.

MR. TAYLOR: How long did it take him to get through the stage?

MR. YOUNG: About two years, as I remember it.

MRS. TAYLOR: You must both be saints to stand the strain.

SCENE 2: *The Youngs' driveway, Sunday afternoon*

Mr. and Mrs. Young carry baskets out and put them in the car. Peggy plays around. Mrs. Young and Peggy settle themselves in the car.

MR. YOUNG: I guess we are all ready for the picnic. Where's Paul?

MRS. YOUNG: He went to the MacIntyres' to borrow Tim's water ball. He said he'd be right back.

MR. YOUNG: I'll give him a call.

Mr. Young goes toward the MacIntyres' and calls to Paul to come right away. Then he gets in the car. They wait ten minutes.

MR. YOUNG: I've a good mind to go off and leave him.

MRS. YOUNG: You know we can't do that. Someone has to look after him, and we can't wish him on the neighbors now.

Paul appears, shouting and red in the face.

PAUL: Tim's a mean old thing. He won't lend me his ball.

MRS. YOUNG: We have lots of toys for swimming. Let's go.

PAUL: Mother, you go and ask Tim for his ball.

MRS. YOUNG: We can't do that. Tim doesn't have to lend it. Come, Paul. We won't have much time to swim.

PAUL: I don't want to go if I can't have the ball.

MR. YOUNG: You stop all this talk about the ball and get in the car, or there won't be any picnic.

PAUL: I hate Tim. He's selfish and mean. I hate picnics.

MR. YOUNG: All right. No picnic. We'll just stay home. Mother and Peggy can go on.

MRS. YOUNG: It's no fun without you. We'll all stay home.

Peggy cries.

MRS. YOUNG: I'll take you for a little drive, Peggy, and then we'll have our picnic at home.

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Are the Youngs Preparing Their Children for Self-Discipline?

Maybe the Youngs look wishy-washy to you, but they aren't really. They know what they believe in the way of discipline, and they carry it through. Are they preparing Peggy and Paul to discipline themselves? Yes, indeed. Peggy is learning that she has to stay in bed, no matter what excuses she thinks up. As Paul did before her, Peggy will learn in due time that calling her parents will not get her downstairs. She knows that her parents are gentle and considerate but that she has to do what they say so far as staying in bed is concerned. Under the same treatment Paul came to the conclusion that he might as well give up and go to sleep. But it took a long time and hundreds of trips upstairs for his parents.

In the picnic episode, Paul learned that his parents would carry out a logical punishment when once they had warned him. He was learning that he could make a choice between being pleasant and having his fun, and being unpleasant and missing things.

Are the Youngs Making Peggy and Paul Secure Through Their Discipline?

Peggy and Paul know that they have parents who won't let them go too far in being naughty. The Youngs called a halt when Peggy got to the point of getting out of bed or Paul refused to stop making nasty remarks about his friend. They are giving their children a sense of security through their discipline.

Would You Like to Live with Peggy and Paul?

We wouldn't like to live in the Young house. Mr. and Mrs. Young are so concerned with having Peggy and Paul develop into happy but self-disciplined people that they forget themselves. Parents have every right to a bridge game at night. Evening is their time for fun, and they need it. And why should a father, mother, and one child have to give up the fun of a picnic because one little boy has been naughty? It is ridiculous to sacrifice a whole family in order to discipline one child. In fact, it isn't even good discipline for a child to see others made to give up their good times because of his actions.

The Youngs are not using our third reason for discipline in working out their scheme of discipline. They would have a lot more fun and a lot more peace if they realized that parents have rights and that parents don't need to be perfect.

Case II: The Schultzes

CHARACTERS: LAURA SCHULTZ, *fifteen years old*
MR. SCHULTZ, *her father*
MRS. SCHULTZ, *her mother*

SCENE: *The Schultzes' dinner table*

Mr. and Mrs. Schultz and Laura have just finished dessert. Laura pours her father a second cup of coffee and takes a deep breath.

LAURA: Papa, Bud has asked me to go to the Spring Dance his class is having. May I *please* go?

MR. SCHULTZ: Is the dance on a school night?

LAURA: Oh, no. Saturday.

MR. SCHULTZ: What time will it be over?

LAURA: Twelve o'clock.

MR. SCHULTZ: That's much too late. If I let you go, you'll have to be home by eleven.

LAURA: Oh, Papa, none of the others go home before it's over.

MR. SCHULTZ: Don't question your father, Laura, or you'll go to no dances. Will there be chaperones there?

LAURA: Yes, Papa. Two of the teachers will be there.

MR. SCHULTZ: Has Laura a proper dress, Mother?

MRS. SCHULTZ: Yes, Papa. One I made for her.

MR. SCHULTZ: You'd better try it on, Laura. I won't have you out in one of those low necks.

LAURA: If you like the dress, may I go to the dance?

MR. SCHULTZ: Yes, you may. But if you don't behave properly, you won't go to another this term.

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Are the Schultzes Preparing Laura for Self-Discipline?

Maybe Mr. Schultz looks very fierce to you, but he is doing what he thinks right. He is carrying out the type of discipline that he considers his duty. There are many fathers like him.

Mr. Schultz inquires into every detail of Laura's comings and goings and supervises her very closely. Her conscience does not have to bring her home at the right hour. Her father takes care of that. She does not have to consider whether the party is well run or whether her dress is as it should be. Laura is getting no practice in self-discipline.

Does Laura Have the Kind of Discipline That Gives Security?

Laura knows very well that she won't be allowed to do anything bad. She never has been. If she did manage to do wrong, she would be punished promptly and would not have to feel guilty. This strict type of discipline gives security to a little child, but the picture changes as the child grows older. After all, Laura is fifteen. How would you feel if you were Laura? When you saw your friends staying out later than you and buying their own party clothes with perhaps just a suggestion from their mothers, wouldn't you begin to wonder why you had to be supervised like a young child? You might wonder whether your father was right after all. And if you resented his discipline you might no longer feel secure.

Would Laura Be Easy to Live With?

It would be very convenient for parents to have a child like Laura around the house. A child who never talked back, who always did what she was told, who was always quiet and polite — such a young one would be no trouble at all. In this family one parent's wishes are more important than the child's growth and the child's feelings.

The Schultzes stress the third purpose of discipline so strongly that the first is left out. Laura will soon be grown-up, and she will be an adult with no practice in self-discipline. Either of two things may happen. She may go on doing just what Papa has told her, or she may take the bit in her teeth when she is turned loose. She may have a fling at doing everything that would shock her father.

Case III: The Bells

CHARACTERS: FRANK BELL, *four years old*
LARRY BELL, *seven, his brother*
MR. BELL, *their father*
MRS. BELL, *their mother*

SCENE: *Mr. Bell's basement workshop*

MR. BELL: Now boys, I've taught you to use most of the tools we have. I'm going to let you work down here by yourselves.

FRANK: Can I do anything I like?

MR. BELL: That depends. You'd better use the hammer for hammering and the saw for sawing, and you'd better not use the chisel for a screw driver. You can't argue with tools. You have to use them right or get hurt.

FRANK: May I use the jig saw?

MR. BELL: You mustn't touch the power tools except when I'm here. You know that.

Mr. Bell goes upstairs. Larry saws pieces of wood for a boat. Frank pounds nails into a piece of wood.

LARRY: I'm not going to use the jig saw. I just want to see it run.

Larry turns on the saw. Both stand and watch it. Then Larry turns it off.

LARRY: It would be a lot easier than a hand saw.

FRANK: Go on and use the jig saw. I won't tell.

LARRY: No, I'm scared to. Dad wouldn't care if I did a good job, but he might spank me if I broke it. Anyway, it might cut my finger off.

FRANK: Mother wouldn't spank you.

LARRY: I know. But how could I tell that she'd come and not Dad?

FRANK: Look at that great big spider on the window sill!

LARRY: Let's kill him.

FRANK: I'll do it.

Frank grabs a long file and whacks at the spider. The file goes through the window. Both boys look frightened. Mr. and Mrs. Bell rush downstairs.

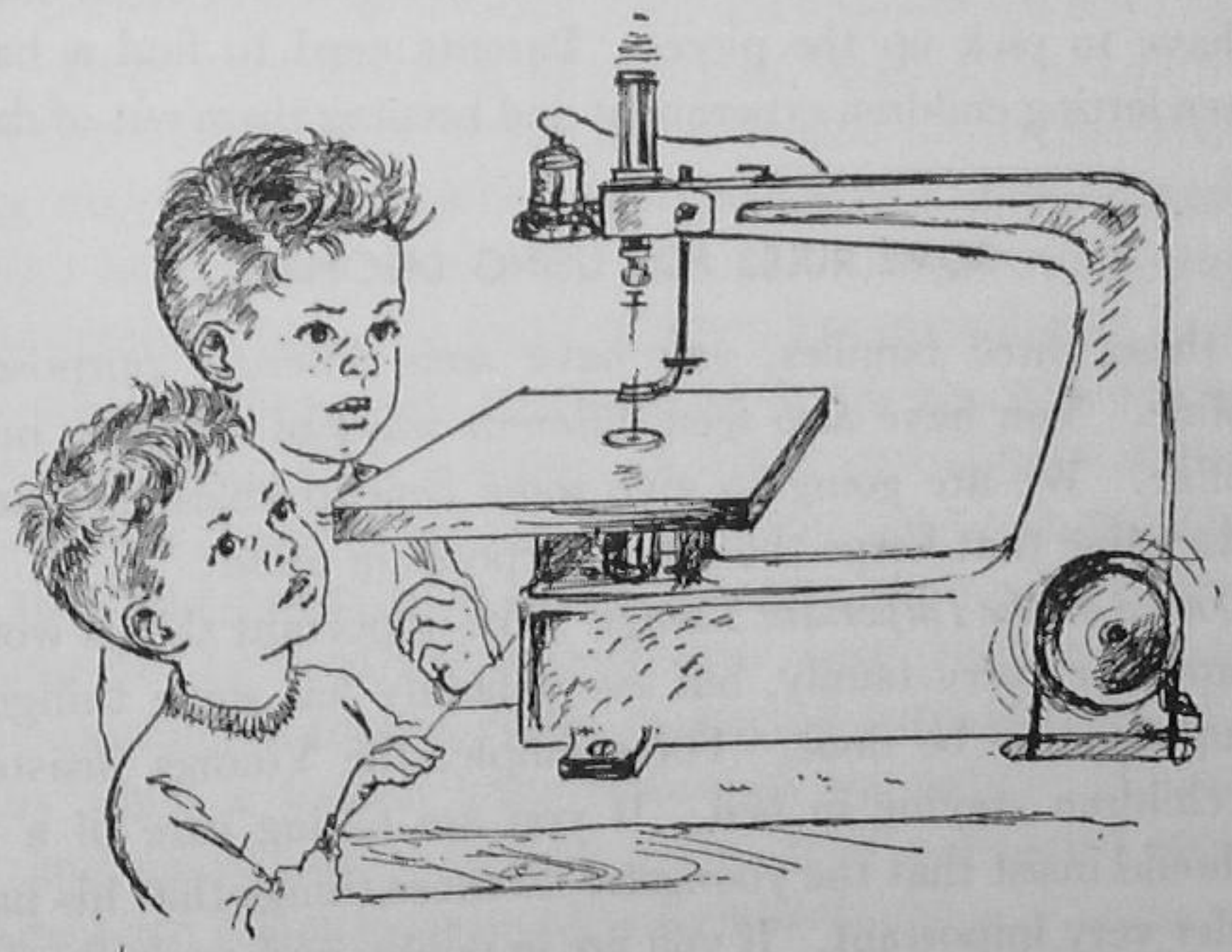
MRS. BELL: What's happened? Are you both all right? Thank goodness you aren't hurt.

MR. BELL: Anyone hurt? Who broke this window? . . . Frank, you are not to come into the workshop again until you are five years old.

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Are the Bells Preparing Their Boys for Self-Discipline?

Mr. Bell is letting the boys learn by experience. Frank learned that a file should not be used for a fly swatter. He learned it the hard way, but then, he didn't learn when his father told him to use tools right. You can see that Mr. Bell's methods had worked with Larry, because he resisted the temptation to use the jig saw, and he knew why he shouldn't use it. He yielded only so far as to turn it on, but then his conscience took over and he said *no* to himself. In this case, Larry was able to depend on himself, but Frank wasn't. Tools are too dangerous to entrust to a four-year-old, or even to a seven-year-old.



Larry and Frank couldn't keep from turning on the jig saw. Youngsters need help in resisting temptation.

Does the Bells' Type of Discipline Give Security?

Frank and Larry can't depend on their parents to keep them from doing bad things. In this case, their father almost invited them to do dangerous things. Mr. Bell hoped that the boys would learn through minor mistakes, such as a pounded finger, but he counted too much on consciences that were just budding.

Frank and Larry haven't the security of being kept from naughtiness, nor have they the security of knowing they'll be punished. They may be spanked or kissed, depending on who finds out. Or they may get a more severe punishment than spanking, like being kept out of the workshop for six months. Children feel secure when they know what discipline they can count on — even when it is a spanking.

Would Larry and Frank Be Easy to Live With?

It is hectic to live with children who are always getting into trouble, even though they do learn from their scrapes. Children need some bumps to learn from, but they don't have to learn everything the hard way. It's hard on the children, as well as on the ones who have to pick up the pieces. Parents need to find a balance between letting children experiment and keeping them out of danger.

SOME RULES FOR USING DISCIPLINE

In these three families, you have seen different purposes for discipline. You have also seen different ways of carrying out the discipline. We are going to give some general rules for carrying out discipline that keeps the three purposes in mind:

1. *Insist on the Important Things.* The important things won't be the same for every family, but every family has some things that are supposed to be done. For example, the Youngs insisted on their children staying in bed. If you are taking care of a child, you should insist that the youngster do those things that his parents consider very important. If you are in doubt, and can't check with the parents, you should insist on the young one's doing what *you* consider very important.

Insisting on the important things gives the little one security. It also makes him easy to live with.

2. *Be Consistent.* A child needs to know what he can do and what he can't. He needs to know what punishment to expect when he is naughty. He should have the same kind of discipline from both parents, although of course you can't expect two human beings to behave exactly alike. Neither can *you* expect to be exactly like a child's parents. So we had better say that the child learns best if all the people taking care of him get together on their discipline and do about the same things. Frank and Larry had inconsistent discipline. Paul and Peggy had consistent discipline.

Consistent discipline makes children feel *secure.* It also makes them learn faster what is right and what is wrong. And so consistent discipline helps children to learn *self-discipline.*

3. *Let the Punishment Fit the Crime.* And let the reward fit the good deed, too. Mr. Bell had the right idea when he said that Frank must stay out of the workshop because he didn't use the tools in the right way. (His mistake was in making the punishment last too long.) Mr. Schultz had the right idea when he said that Laura couldn't go to another dance if she didn't come home on time. Those punishments fit because they were connected with the bad deed. They were better than spanking because spanking has no connection with using a file the wrong way or staying out too late.

You may wonder whether spanking should ever be used. It *shouldn't* be used by *you* unless you have the parents' permission and understanding. We think it wiser for *parents only* to spank. Most children can take spanking from people who love them deeply — as deeply as parents. However, spanking is a personal affair. Some parents believe in it; some don't. Some children learn the right things from spanking; some don't. We think that spanking can be used successfully with some children when there is no punishment that is really connected with the misbehavior, such as when a toddler pulls dishes off the table. Spanking is quick and sharp and it is soon over. It is sometimes easier on everyone than a long-drawn-out punishment.

If punishments and rewards fit what the child has done, he understands them better and therefore feels more *secure.*

4. Let Children See for Themselves. Children should learn things at first hand whenever they can do so with safety and without causing too much trouble. Mr. Bell let his boys learn for themselves, but not with safety and not without too much trouble. Nature is a fine teacher, as long as she isn't too rough.

Suppose you were canoeing in shallow water with an eight-year-old who could swim pretty well. Suppose he wanted to change his seat in the canoe, even though you had warned him not to. If you were both in swimming suits, you might as well let him try. He would learn more that way than in ten minutes' talk by you.

When children see for themselves the results of what they do, they are on the way to *self-discipline.*

5. Explain What Is Happening. You can't go wrong in giving reasons unless you forget to insist on the important things (Rule One). But you read so many jokes about parents reasoning with ornery children that you may think reasoning is just a silly new-fashioned method. The parents who overdo reasoning are the ones who try to reason about everything before it is done.

Every child should learn to obey. A three-year-old should come when his father calls him. It does no harm and it may do some good if his father then tells him why he wanted him to come. But the youngster must come first. That is insisting on the important things. If you are really giving a child a choice as to whether he is going to do something or not, it is fine to tell him the reasons for and against.

There is another kind of reasoning you can use to help a child towards self-discipline. You can explain why something happened when he doesn't see the reasons for it. Suppose you are taking care of two children, two and three years old. The younger child takes a toy that the other is using. The other youngster hits him. The two-year-old probably can't figure out why he got hit, even though he is suffering the natural result of his own behavior. It will help him if you explain that he made the other child cross by taking his toy and that that is the reason why the three-year-old hit him.

Reasoning is a fine way of teaching discipline, because it helps the child towards self-discipline.

SUMMARY

Discipline is a kind of teaching that helps children to know right from wrong and to do the right thing. The conscience grows as the child grows up. A well-developed conscience is a sign of being adult.

There are three main purposes to discipline: to help children to grow up, to make them secure, and to help them to get along with other people. Different families are more interested in one purpose than another, and so they give different types of discipline. Some parents get the three purposes mixed up, so that they don't know what they are doing and why.

These are some rules for giving discipline: Insist on the important things, be consistent, let the punishment be an appropriate one, let children see for themselves, and explain what is happening.

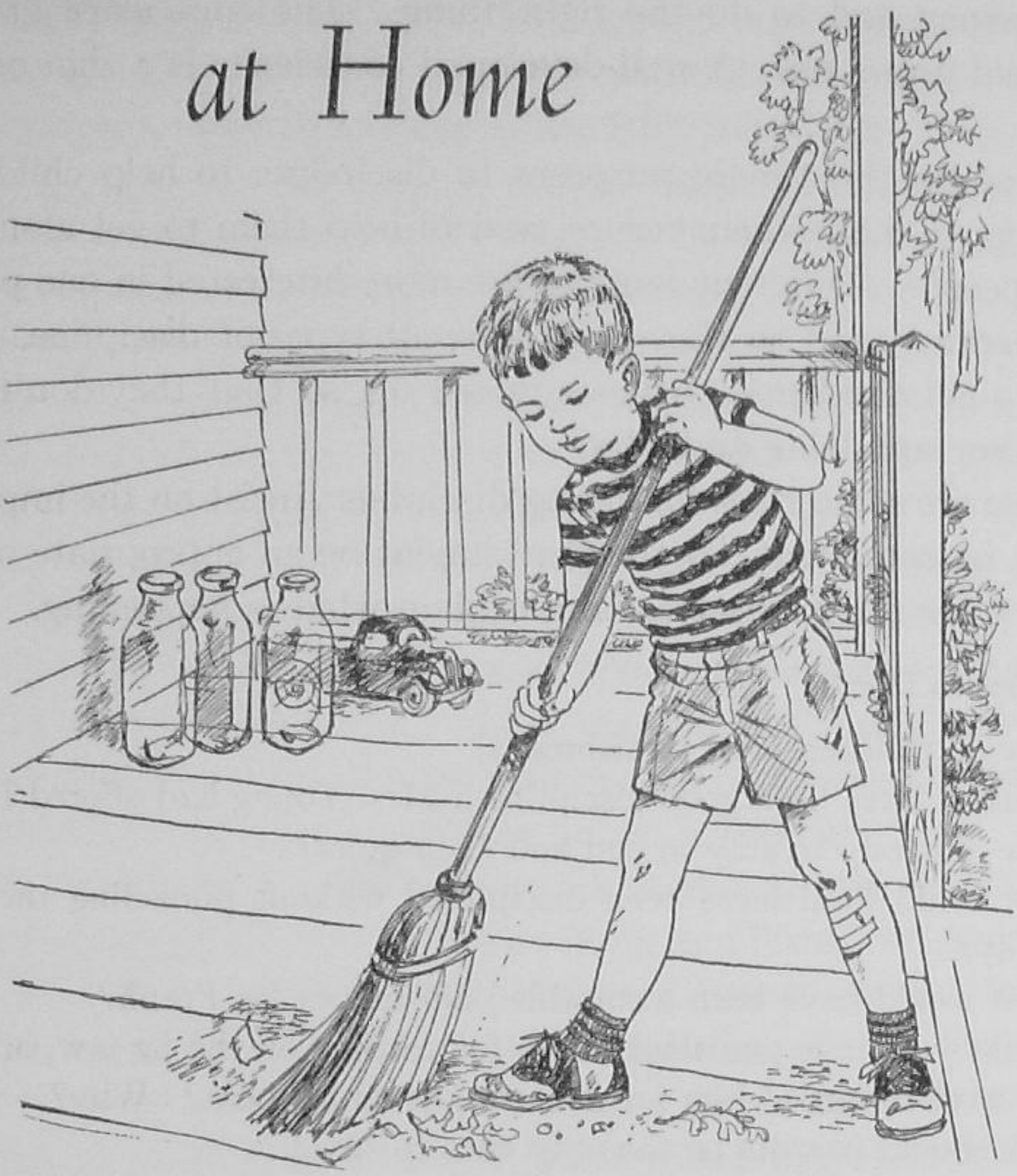
Questions to Discuss

1. Why do children need punishment?
2. Would it have been good discipline if Mrs. Young had offered Peggy a piece of candy to stay in bed and keep quiet?
3. How could Paul have been disciplined without punishing the whole family?
4. What would have been a suitable punishment for Frank?
5. Would you have punished Larry for turning on the jig saw, or would you have rewarded him for not using it on his boat? Why?
6. Why should parents be the only ones to spank?

Things to Do

1. Try to find out what purposes of discipline were important to your parents when you were a child. Did your parents use some of the rules that we have given? What were some other rules that they used?
2. Recall times when you were rewarded and punished as a child. Were the rewards and punishments connected with your good and bad deeds? Did you resent punishment as a child? Why?
3. Study yourself in relation to self-discipline. How dependable is your conscience?
4. Observe the young children in your neighborhood. Which ones are well on the way to self-discipline? Which seem to feel secure? Which seem easy to live with?

7 Learning to Work at Home



IN THE FOLLOWING SCENE, the MacIntyre family will show you how work can be divided fairly among parents and children. Notice how the children are learning to carry through on their jobs and to take responsibility. Can you see the relation between working for the family and loving and being loved?

CHARACTERS: MRS. MACINTYRE
MR. MACINTYRE
BUD, *their son, sixteen years old*
RUTH, *their daughter, fourteen years old*

SCENE: *The MacIntyres' living room, after supper*

MRS. MACINTYRE: I've been asked to give a talk to the P. T. A. Now why do you suppose they ever chose me?

MR. MACINTYRE: They probably think experience counts. What's the topic?

MRS. MACINTYRE: Sharing responsibilities at home.

MR. MACINTYRE: That's a stuffy title, but why shouldn't they choose you? I don't know any two kids who are nicer around the house than Bud and Ruth.

BUD and RUTH: Thank you, kind sir.

MRS. MACINTYRE: We *are* lucky. You are nice youngsters.

MR. MACINTYRE: I don't think it's all luck. Can't we give ourselves a little pat on the back for bringing them up like this?

MRS. MACINTYRE: If I knew how they got the way they are, I'd have my speech all ready. Ruth, how is it that you can get supper when I'm not home? You can even think it up and buy it when I neglect you completely.

RUTH: I guess I just like to putter around the kitchen. I like it best when you're out — I mean I like to do it all myself.

BUD: You mean you like to be your own boss. So do I.

MR. MACINTYRE: Why do you take such good care of the car, Bud? I never have to check the tires or water or have it washed or anything, except pay the bills. You haven't forgotten anything since I gave you the job.

BUD: For one thing, it's a new job. And you know how I love engines. Besides, it's just like Ruth in the kitchen. I can go ahead all by myself and I'm my own boss.

MRS. MACINTYRE: You'd almost think we had bossy children.

MR. MACINTYRE: They're just the executive type.

MRS. MACINTYRE: How about being your own bosses on your homework?

Bud and Ruth laugh and go up to their rooms, Bud with an apple and a glass of milk.

MRS. MACINTYRE: Maybe I can remember the secret of our success if I think about what we're going to do with George and Tim.

MR. MACINTYRE: Is George a help to you, dear?

MRS. MACINTYRE: Only when he keeps quiet and plays in his playpen or goes to sleep.

MR. MACINTYRE: Is Tim a help? I hadn't noticed. In fact, I'd say he is almost as big a nuisance as George. Maybe Tim and George are going to grow up the opposite from Bud and Ruth.

MRS. MACINTYRE: Let me see, what can Tim do that helps? It was a help when he learned to feed himself. He did pretty well at eighteen months. Then it helped when he gave up diapers and went to the toilet. He must have been two then. And he was over three before he could take himself to the toilet. That was a big help.

MR. MACINTYRE: He dresses himself all but tying his shoes. Remember, I used to dress him while you were getting breakfast, the way I dress George now. And he can wash everywhere except his back, but he doesn't do a very good job in the bathtub.

MRS. MACINTYRE: Tim can take care of himself pretty well. And he does play without much minding from me. The things he does are really for himself, though. He doesn't help us around the house.

MR. MACINTYRE: Whatever happened to that job of emptying wastebaskets?

MRS. MACINTYRE: He was supposed to do that every Saturday and sweep the back porch, too. He'll do it when I remind him, but he never thinks of it himself.

MR. MACINTYRE: It seems to me Bud could remember his jobs at Tim's age.

MRS. MACINTYRE: Maybe so. I know Ruth used to do things with me in the kitchen when she was five, but she didn't remember jobs without reminding. The thing she liked best was making cakes. Remember, she used to stand on a chair and reach up to the counter and put the things in while I stirred? She used to make level measurements and count what went in.

MR. MACINTYRE: I remember the first muffins she made by herself. I don't think she was over six. She nearly burst, she was so proud.

MRS. MACINTYRE: Do you suppose Tim would like to make things in the kitchen if I could ever find time to let him hinder me? You know, I had more time when Ruth was little.

MR. MACINTYRE: Shouldn't I find him some jobs that would be more interesting than cooking? We could build something.

MRS. MACINTYRE: If cooking was and still is interesting to Ruth, why shouldn't it be just as interesting to Tim?

MR. MACINTYRE: I just meant that because he's a boy. . . .

MRS. MACINTYRE: I know Bud never cooked, but I've learned a lot since then. I know that little girls and little boys aren't so different in the things they like to do. I sometimes wonder if we haven't made a mistake in making Bud just your helper and Ruth just mine.

MR. MACINTYRE: Maybe so, but at the rate Tim's going, he's not going to be anybody's helper.

MRS. MACINTYRE: I'm not so sure that Bud and Ruth were any *help* when they were five. I think they just did more things with us. It seems to me now that Ruth never took over a job that really helped until she was past kindergarten. Did Bud?

MR. MACINTYRE: I guess he didn't. He used to hang around a lot and do what I asked, but he didn't take on any jobs for his own until he was six or seven. The first job that I can remember him doing regularly was hosing out the garage.

MRS. MACINTYRE: Ruth's first job by herself was setting the table for supper. She used to help with the dishes then, too, but she wouldn't go ahead and do them if I weren't there.

MR. MACINTYRE: I don't blame her.

MRS. MACINTYRE: Neither do I. Dishes are a bore, and I never tried to pretend to Ruth that they aren't. We've always done them together. Now there's a place where the boys ought to take a turn. I think I'll work things out so Tim will do dishes in a year or two. Bud never did, but I don't see why Tim and George shouldn't. I don't suppose I could change Bud now.

MR. MACINTYRE: I hope you aren't going to change me now.

MRS. MACINTYRE: No danger. I wouldn't if I could. Well, I think I've got some ideas for the talk. I'd better put them down.

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The Good Things About Work at the MacIntyres

Things run pretty smoothly in the MacIntyre household. A mother with four children has to organize them to help unless she is willing to be a slave, and a worn-out slave at that. The MacIntyre children are really lucky to live in a family where everyone has jobs

that he can do and is expected to do. Ruth and Bud are growing up to be efficient and independent in their work, and it looks as though Tim and George would follow along in the same path. Mr. and Mrs. MacIntyre understand that children must learn to help themselves before they can help others.

WHAT CAN YOUNG CHILDREN DO TO HELP THEMSELVES?

We don't expect babies to help, any more than the MacIntyres expected George to help. At first, it is more trouble to let children do for themselves than to do for them. But beginnings are important. Babies *want* to do for themselves. You may remember from Chapter 2 how Bud let George poke in his dish with a spoon and how he let him try to take his socks off.

In the first two years, the main job is to let babies do what they can and to let them enjoy doing it. At three and four a youngster begins to take some of the load off his mother's shoulders by doing things for himself and doing them so well that he needs little help.

1. *Learning to feed himself.* About the first helpful thing a little child does is to feed himself. When he learns to hold his own bottle, at around nine months, he frees his mother for ten or fifteen minutes several times a day. That ten minutes is likely to be just before a family meal, and it is a great help. Then when the youngster does a fair job with a spoon, his mother can pay more attention to her own meal or to the meal she is preparing. Most children can eat pretty well with a spoon by eighteen months, provided they have had chances to learn. By two they can eat well enough to need help only at the end, when they are tired.

2. *Learning to go to the toilet.* This learning goes along with learning to eat independently. It is a great help to have no diapers to wash, but many mothers spend more time taking their toddlers to the toilet than they would have spent in washing diapers. You may hear mothers say that the toileting is worth the trouble in the end, but we feel sure that it is no saving in actual time and trouble to start training a child before he is old enough to take any of the responsibility himself. A child has to understand what he is doing and be willing to do it before he can be any help here. Most babies are well over a year old before they can co-operate with toilet train-

ing. The babies who are allowed to take on the job of going to the toilet when they are ready are likely to be the ones whose training is finished first. When a young one can decide that he needs to go to the toilet and go, then he is a real help to his mother. And he will probably reach this stage sooner if he is not pushed and hurried in the first place.

3. Learning to dress. A child begins to learn to dress himself in infancy. It is a matter of several years' learning before a child is so good at dressing and washing that he needs no supervision.

It is much easier to dress the two-year-old than to let him help, or, more accurately, let him hinder, as Mrs. MacIntyre put it. At two, dressing is a very exciting thing to do, and the youngster is willing to try very hard. If you insist on doing it all for him until you think he is old enough to do a good job, he probably won't want to do any job at all. The time to teach is when the child wants to learn. This doesn't mean that you have to set aside half an hour every time the young one must get dressed or undressed, but neither does it mean that you try to whip through it in three minutes. Just let him do part of the job. You put on one shoe and lace it while he laces the other. Or you lace all but the last two holes and let him finish it. Be tactful and don't let him try the impossible.

4. Learning to wash. Washing is great sport to a two-year-old. Water is one of his favorite playthings, and he'd just as soon wash for half an hour. If left to his own devices, he'll fill the basin very full of cold water and slop the water all down his front. He'll dangle a dripping wash cloth and probably suck it. You can see that all this is far from helpful to his mother. You may have to be a little tough about ending the washing and seeing that dirt actually comes off, but let him have a little chance at washing himself. Toddlers love bathroom steps, so that they can take themselves up to the toilet and wash basin. A little chair does almost as well as steps, but steps are not hard to make. There is no need to keep the fun of standing on the steps at the basin just for hand-washing in earnest. This is a fine set-up for playing in water. It's not as good in winter as in summer, but by using a waterproof apron and rolling up the little one's sleeves, you can keep him dry most of the time.

A three-year-old still likes to puddle in water, but he can remember

that he is supposed to wash his hands and go on to something else. His hands won't be spotless when he gets through. In fact, most people under ten or twelve look cleaner when washed by their mothers than by themselves. But for ordinary purposes, it is a help to have children of three and four wash themselves. They can comb their hair so that you'd be pretty sure someone had tried to comb it. By five years a youngster can and should do a business-like job of dressing and washing.

5. *Putting things away.* What can you expect from young children in the way of tidiness? In the first place, you can expect them to be very much like the rest of the family. In some families, disorder simply isn't tolerated. The children are expected to put away one toy before they get another out. In other families, a mess is the accepted state of affairs and is cleaned up only on special occasions. Children from the first kind of family learn to be tidy at a tender age; children from the second type of family may never learn to be tidy. And so we can't give ages when tidiness can be expected in every child. No matter how important it is to a family to have the children learn to put things away, however, we can't expect a child to remember much about it until he is three or four. Then, if he has had practice in hanging up his pajamas every morning, he will probably do it without being reminded very often.

Persistence counts in teaching anything, but especially in teaching tidiness. If hanging up pajamas is important, you have to see that it gets done every morning for weeks and months. If putting away toys matters, you have to see that it gets carried through every time. You'll have to help with long jobs like putting a play room in order, because a young child can't and won't stick at something like that. You can work together and give him a feeling of having finished. Praise helps a lot here. Scolding doesn't help much, because you have to keep the youngster feeling pleasant about the job in order for him to learn to take it over for himself.

Some families pay children for keeping their rooms and belongings in order. If paying gets the desired result and everybody is happy about it, there isn't much objection. We feel, however, that children should grow up accepting certain parts of the work around the house as their duties and doing the work because it has to be

done, not because they get paid. We would rather pay allowances, and pay extra for extra jobs.

HOW CAN YOUNG CHILDREN LEARN TO HELP THE WHOLE FAMILY?

So far we have talked about those things that children do for themselves. They are a help because when the child takes over, it means that mother or father or brother is free to do something else at that time. There is another kind of helping, the kind we usually think of when we talk about working around the house. Such jobs as cleaning house, washing dishes, and taking care of the yard and the car help the whole family, rather than just one person. We want every child to do things for the family, both for the help that he is and so that he will know that he is an essential member of the family.

How Helping Others Begins

As in self-help, helping others has early beginnings. Toddlers can get ideas and feelings about helping. A two-year-old loves to imitate the person taking care of him. Cleaning house is one of his favorite things to do. A little mop and carpet sweeper delight him, but he'd rather have his mother's big ones, even though he can hardly push them. He will use his little mop while his mother mops with the big one. He will make a swipe at table legs with his cloth while she does the dusting. If his mother says something like, "You are helping. It is so nice to have a little boy who helps," he gets the dawning of a notion that helping is nice and helping is fun. His mother needn't fool herself that the young one's helping will lighten her work. It may take longer, since he gets in the way and wants things, like drops of furniture polish on his cloth. But at least he isn't off somewhere getting into trouble.

What a Five-Year-Old Can Do

All through the first five or six years, helping the family is likely to be a casual business that doesn't provide help that anyone can count on. Of course a five-year-old is capable of setting the table and drying the non-breakable dishes. He can dust, run the carpet



A five-year-old can be a real help at home and gets pleasure from doing simple tasks.

sweeper, wipe the bathroom floor, make salads and toast and junket, sweep out the car, and run errands to the store. And he will do all of these things on occasion. It is the rare five-year-old who will take on one or more of these jobs and do them regularly without frequent reminding.

Why won't a youngster do what he can? Probably because there is a major upheaval in his life. He is starting to school. Suddenly, he steps out into the world. He meets many new people and has to get along with them under his own power. He has new jobs at school. He has to learn to control himself in many ways. No wonder he doesn't take on new responsibilities at home. The family doesn't have to handle a kindergartener with gloves, but only with some understanding of what is happening to him. He shouldn't be excused from household duties, but neither should he be expected to take on new ones unless he is obviously willing and able. He should be reminded in a pleasant way and not be expected to remember from day to day to do his jobs.

Regular Jobs

After the youngster has settled down to school life, he can take on new responsibilities. Some children need a year to get thor-

oughly used to school. Others need more time, others less. The family can tell by watching. At six or seven, most children can take on jobs and do them regularly without much reminding. Everybody has to do some things he doesn't like, and there are not enough interesting jobs around the house to change them as soon as somebody gets bored. We find it easiest, just like Mrs. MacIntyre, to admit that it is a bore to wash and dry dishes and then to go ahead and do them. With good company the job seems not bad. Without company you can dream or listen to the radio.

There is no reason why the same person should have to do dishes or any other boring job day after day, week after week. He may have to go on after he gets bored, but there should be occasional relief by the other children or by Mother. Brother may be just as tired of sweeping the porches as Sister is of washing dishes. Any sensible brother and sister would swap jobs for a while.

What Can You Do When Young Children Dawdle and Forget Their Jobs?

It helps to know why the youngster isn't doing a good job. If you are your mother's right hand man or woman and can do all kinds of things well and easily, the young ones may feel that they aren't really needed as helpers. You, too, may think that their efforts don't make much difference. If this is how things are in your family, you can plan a campaign to make the youngsters feel worth while. Don't supervise their jobs too much. Praise them for what they do well or even half-well. Try to think up jobs that they can finish without help. Let them help you with things that are especially fun, like making desserts.

Do the little ones in your family dawdle because everyone else dawdles? We know a family where the mother is very relaxed about getting her dishes washed. She may do the supper dishes at seven o'clock, or she may visit at the neighbors until nine and then go home to the dishes. She has great trouble getting her two children to help with dishes, and when they do start, they play around and are likely to walk off in the middle of the job. Nobody knows whose turn it is. Whichever child is near by when the mother starts to work is expected to help. You can guess that they take care not to be near by.

One of the easiest ways to get housework done quietly and effi-

ciently is for the person in charge to set that kind of example. When little children can see that efficiency gets them out to play sooner, they are more willing to go ahead and get finished. You mustn't think, though, that the only way to do housework is to do it efficiently and quickly. Some families just don't work that way, and who are we to say that they should? If one family would rather relax and visit for a long time after supper, and then have a shorter free evening, it is up to them.

If there is a lot of dawdling in your house, ask these questions: Are the jobs ones that the children can do without much supervision? Are the children getting bored with the jobs? Do the children feel that their work is worth while? Are the children mature enough to remember what they are supposed to do? Are the heads of the house firm about seeing that each person does what he can? Are there too many supervisors for the small children?

Should Boys Do Women's Work and Vice Versa?

We realize that there is a lot of disagreement on this topic, but we feel very strongly that both boys and girls should grow up knowing how to do the home-making tasks of both men and women. There are two main reasons why we think this way.

In the first place, there is a time in every boy's life when he needs to know how to cook a simple meal and tidy the house. It may be when he is living by himself, or if not then, when he is married and his wife is sick or goes away on a visit. It is often handy or even necessary for a woman to know how to make simple repairs around the house and how to change a tire on a car. And what's more, it can be fun for a man to cook and fun for a woman to saw and hammer.

The second reason for men and women to be able to pinch-hit for each other is that they understand each other better that way. You can never appreciate exactly what another person does, but you come close to it if you are a husband who has been minding the children and doing the housework for a few days. You have a much clearer idea of why your wife is likely to be tired out at supper time.

So we think it wise to give both boys and girls a chance to do all kinds of work at home. It will probably work out so that the girls prefer the usual women's jobs and the boys, the men's jobs.

SUMMARY

When family members all work for the whole family, it makes them feel close to each other. It also gets the work done without too great a burden being placed on the mother. And work at home prepares children to work later on in life.

Before children can be of real help at home, they must learn a lot about taking care of themselves. Doing for oneself begins in babyhood. Young children learn to feed themselves, dress, wash, go to the toilet, and keep their belongings in order. By helping himself, a child helps his family in a way, since he saves the time of the person who would have had to do things for him.

Children must be taught to be helpful around the house. They get feelings about helping long before they can be really useful. Jobs should be suited to the child's abilities and age. He should be made to feel that his best is appreciated. Supervision should be enough to keep him on the job but not so much that it annoys him. Children need to be helped to accept boring work.

The example of the family is important in teaching children how to work. There are advantages and disadvantages in different ways of working.

There should be chances for all children to learn both men's work and women's work. A girl usually prefers women's work, and a boy, men's work.

Questions to Discuss

1. Is it true kindness to let a child grow up without working at home? Why?
2. It takes a toddler longer to do a job than for you to do it for him. Why, then, should you let him try to help himself and others?
3. Do you approve of the way Mrs. MacIntyre attacked a boring job? What other ways are there that you could use to teach children to accept boring work?
4. What jobs did you do at home when you were a child? Were they suited to your age and maturity? If you enjoyed the work, why? If not, why?
5. What are your jobs at home now? Are they suitable? Do you enjoy them? Why? Is there a connection between your early childhood and your present liking or disliking of jobs at home?

6. How do you feel about doing work that is usually thought of as belonging to the opposite sex? How did you get that way?
7. Would you punish an eight-year-old who didn't do his work at home? If so, what kind of punishment would you use?

Things to Do

1. If you have little brothers or sisters, rate yourself as a supervisor. Do you help them to feel worth while in their work? Do you boss them too much, or do you ignore them when you are supposed to see that they are working? Are you helping them to become independent in their work, or do you just let them help you? If you have no young ones in your family, observe a friend who has, and answer these questions for her.
2. Think of suitable jobs for three young children whom you know.
3. Find three children the same age, living in different homes. Make a list of the jobs each child does. Compare the jobs as to suitability. Compare the children as to efficiency in work.
4. Study a family where there are several children. List their jobs. Compare the children as to efficiency, helpfulness, and enjoyment of work.
5. Select two or three people of any age and observe their attitudes toward work and habits of working. Notice their independence, or lack of it, and their willingness or unwillingness to take responsibility, to co-operate with others, and to do their share of difficult or unpleasant tasks.

8 Work and School



EVERY CHILD has to go to school. Some people say that school is preparation for life, but really, school is life. Work at school is as truly work as is a paying job to a grownup. People work best when they like their jobs and when they feel that the jobs are worth while. We want children to feel the right way about school so that they can learn and do good work. We want them to have good *attitudes* toward school.

The school, the family, and the neighborhood all have something to do with how the youngster gets along in school. In this chapter, we are going to see how attitudes toward school are formed, how parents and teachers can work together, and what families can do to help or hinder children in school.

ATTITUDES TOWARD SCHOOL

CHARACTERS: TIM MACINTYRE, *five years*
RALPH LARSEN, *eight years*
MRS. LARSEN

SCENE: *Elm Street, a sunny morning in September*

Tim is sitting on his front steps, closely watching the Larsens' doorway. He has been waiting for several minutes when the Larsens' door opens. He races across the street and down the sidewalk.

TIM: Hullo, Ralph. Hullo, Mrs. Larsen.

MRS. LARSEN: Good morning, Tim. How are you this morning?

TIM: Fine, thank you.

MRS. LARSEN: All right, you two. Off you go. You've got plenty of time to get to school if you don't play along the way.

TIM: Oh no, Mrs. Larsen. We'll go right to school.

RALPH (mimicking): We'll go right to school. Phooey.

Tim and Ralph start off, Ralph reluctantly, Tim trying hard not to skip along.

RALPH: What makes you like school so much anyway?

TIM: We look at books and Miss Albright reads us stories and we sing songs and we play outdoors. Didn't you do those things when you were in kindergarten?

RALPH (shaking his head vigorously): Uh-huh.

TIM: Didn't you have fun? *We* do.

RALPH: We had Miss Robinson. She was always saying "sh" and clapping her hands to make us keep quiet.

TIM: Miss Albright is nice. I think she is the nicest teacher in the whole school.

RALPH: I didn't like Miss Robinson. Mrs. Brown wasn't so bad. But I don't like Miss Sims and I don't like Miss Allen. I don't like school. Spud doesn't like school either!

TIM (shocked): Ralph!

RALPH: Well, I don't. You have to sit still and learn things and read and write. And you can't make things.

TIM: We have clay. And sometimes we crayon. Don't you crayon? Ruthie says she used to crayon in school when she went to Jefferson.

RALPH: Oh, sure, we have art twice a week. We have to draw leaves and stuff. Miss Allen always makes us draw leaves and won't let us draw airplanes and interesting things.

TIM: We can draw anything we like.

RALPH: Wait 'til you have Miss Allen.

Tim is quiet, thinking of the awful Miss Allen. The two boys walk along silently until they are joined by two other boys. A game of tag starts which continues on the school playground.

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Children Usually Start School with Good Attitudes

Most boys and girls are like Tim. They look forward to going to school as something grown-up. They have heard older boys and girls talk about the things that happen in school, and everything sounds exciting and wonderful to five-year-olds.



In kindergarten, Tim and his classmates have great fun and also learn valuable lessons about getting along with others.

When they enter school, some children seem to get off on the wrong foot and begin to dislike school. Ralph was one of these children. There may be one reason or a combination of reasons why Ralph doesn't like school. From what he says, we can pick up some things which may have made him dislike it.

Some Reasons Why Children May Dislike School

Miss Robinson sounds like the kind of teacher who could discourage even the most enthusiastic of kindergarteners. Evidently, she didn't realize that five-year-olds are naturally full of energy, unmindful of the noise they make while they play. She may not have been always trying to keep them quiet, as Ralph remembers now, but she must have done it often for this to be the one thing he remembers about her.

A well-organized kindergarten provides times for quiet concentration and times for activity, either singing games indoors or more vigorous games outdoors. As a matter of fact, kindergarteners are not alone in needing some chance for physical exercise during school hours. Children in all the primary grades find it physically impossible to sit still for very long without getting fidgety and restless. The older children grow, the longer they are able to sit still in school.

Ralph's first teacher may have been the reason for part of his present difficulty in school, but there were probably other reasons, too. He said that Spud does not like school. If a boy's big brother doesn't like a thing, the chances are that he won't like it either. We don't know how Tim's older brother feels about school, but Tim and his big sister Ruth have evidently talked about school, for Tim tells us what she did when she was in the lower grades. Children are quick to pick up attitudes expressed by older people. So if you work with children, you have some responsibility for their attitudes.

It may seem that Tim "just naturally" likes school, while Ralph and Spud do not. Actually, though, attitudes toward school, like all attitudes, don't "just naturally" happen. There are always reasons for attitudes, even though the reasons may be hard to find. Perhaps Tim's parents have done more to help their children like school than have Ralph's parents. If parents themselves feel that school is important and worthwhile, their children will be likely to

feel the same way. Parents can do a great deal to help their children get along successfully in school besides helping them with their homework.

Probably Ralph is copying Spud's feelings about school. Let's see what might have made Spud dislike school. Of course, Spud may have been one of those children who find the necessary regulations hard to take. (And it *is* necessary to have regulations in running a school.) But there may have been another factor, too. Spud was preceded in school by his older sister Judy. It is a well-established fact that more girls than boys get along well in school and like it. Two reasons for this fact are that girls accept the regulations more easily than boys do, and that many girls learn reading and writing more easily than boys. Judy did well in school and made a good reputation for herself as a student. Her teachers might, unwisely, have expected Spud to follow in her footsteps. If he did not live up to their expectations, they might have criticized him for doing poorly. Of course, they should have let him make his own reputation in his own way. When Spud found he was not doing as well as his teachers expected, he might have decided that it was not worth while to try at all.

And so we see that attitudes of liking or disliking school depend on both the school and the family, and to a lesser extent on the neighborhood.

PARENTS AND TEACHERS ARE TEAMMATES

CHARACTERS: MISS ALBRIGHT, *the kindergarten teacher*
MRS. MACINTYRE, *Tim's mother*

SCENE: *The teachers' room in Jefferson School, 2:00* P.M.
on an October day

One day Miss Albright telephoned Mrs. MacIntyre to ask her if she would be free to talk to her about how Tim was getting along in school. They arranged for Mrs. MacIntyre to come the next Tuesday afternoon during George's nap time, when Mrs. Brown, the laundress, was at the MacIntyres'.

MRS. MACINTYRE: I'm awfully glad to have a chance to talk with you about Tim and also to get to know you. I'm a little disappointed, though.

MISS ALBRIGHT: Disappointed? What do you mean?

MRS. MACINTYRE: Judging from what Tim has said about you, I expected to see a halo and wings. Tim says you are the nicest teacher in the school.

MISS ALBRIGHT: That's very nice of Tim. But then, we kindergarten teachers are lucky because we come first. Kindergarteners are so crazy about school that we have to be only half-way decent to them to make them think we are wonderful.

MRS. MACINTYRE: I'm glad Tim is so enthusiastic. After all, school is going to be his job for the next twelve years at least. It helps to have the beginning of a long job so pleasant. I suppose he won't always be so crazy about school, but his attitude now is fine.

MISS ALBRIGHT: He'll have his ups and downs, but I don't think he'll find school too hard for him.

MRS. MACINTYRE: Yes, he's been printing his name off and on for the last couple of months. The other day, he counted three T's and four M's on a billboard we passed in the car.

MISS ALBRIGHT: He could learn to read pretty soon, but I'm not going to press it with him. I'll answer his questions and give him help when he seems to want it, but there is plenty of time for reading later on this year. Right now, I'm trying to help him get along with the other children.

MRS. MACINTYRE: Get along with the other children?

MISS ALBRIGHT: Yes. I wondered if you could help me. He has very good ideas about things for the group to do, but he tends to be pretty bossy. He's likely to hit other children when things don't go his way. I've tried to figure out why he was so insistent on having his own way. He has an older brother and sister, doesn't he?

MRS. MACINTYRE: Yes. Ruth is fourteen and Bud is sixteen.

MISS ALBRIGHT: Do they "run" him pretty much? I mean, do they give him a lot of directions?

MRS. MACINTYRE: Well, Ruth helps me a lot. She usually sees that he gets ready for supper while I'm putting it on the table. And she sometimes puts him to bed. But why do you ask?

MISS ALBRIGHT: Sometimes when children get into a group their own age, they are pretty dictatorial if they have had to take a lot of directions from other people. I thought that with four grownups or almost grownups in the house, Tim might be like that. What about Bud and Tim?

MRS. MACINTYRE: Bud really doesn't do a great deal with Tim. He specializes more on George, who is almost a year old. But Bud and Tim get along famously. I hadn't really thought about Tim's having too many bosses at home. Actually, I don't think Tim does get bossed very much. He's never needed to be bossed.

MISS ALBRIGHT: No, he takes suggestions from me very well.

MRS. MACINTYRE: I wonder . . .

MISS ALBRIGHT: Yes?

MRS. MACINTYRE: I think maybe this has something to do with it. In our neighborhood there are two sets of youngsters. There's a group of preschool youngsters who are two, three, and four. Then there is a group of boys and girls from five to eight, with Tim the youngest. The older children run him a lot.

MISS ALBRIGHT: That sounds as though it might be what I'm looking for, the reason why Tim acts as he does in my class. I'm glad to know it. I think I can do a better job of helping Tim to get along with others, now that I know how he gets that way.

MRS. MACINTYRE: I'll watch the four of us at home and see if maybe we are being too bossy. It could be! I've always been grateful to Miss Winston, Bud's first-grade teacher, for helping us to see how Bud and Ruth could be happier together. She really opened our eyes.

MISS ALBRIGHT: Well, you've opened my eyes this time. Or rather, you've told me something I couldn't find out any other way. I wasn't really worried about Tim, but I wanted to polish off his one rough spot if I could.

MRS. MACINTYRE: Thank you so much for being interested in Tim. If there's anything I can do to help, let me know.

MISS ALBRIGHT: I've enjoyed talking with you. I'll see you at the P. T. A. meeting next week. Good-bye.

MRS. MACINTYRE: Good-bye, and thank you again.

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The Old Point of View

It used to be that teachers asked the parents of their pupils to come to school only when there was a grave disciplinary problem at hand or when the youngster was about to fail. Both teachers and parents considered that the child who sat in a seat in the classroom was the teacher's task and the child who sat at the supper table was the parents' task. The teacher worked with the children from eight-thirty to three-thirty (with time out for lunch) while the parents took up their job when the children came home from school.

The New Point of View

Miss Albright is one of the growing number of teachers who realize that the things that happen to children at home often have an effect on how they act at school. They know that in order to understand a human being, you have to know more about him than you can see at first glance. Because they want to know more about the children they teach, they have come to see themselves as teammates with their pupils' parents. They share the information they get from seeing the children in a different place; they ask for information they need in order to understand each child better. An important part of a teacher's job is getting the parents to see that they are teammates, that each can help the other. Too many parents still think of teachers only as disciplinarians, as fierce frowning people who always have a ruler ready to rap the knuckles of anybody who doesn't jump to do as they say.

The Difference Between Parents and Teachers

Actually, teachers are people who have had specialized training in working with children. They have had far more experience with a large number of children, even teachers who are beginning their careers, than most parents can ever have. They have met lots of first-graders or second-graders or what not, and so have a knowledge of what kind of children first-graders or second-graders are. Besides this experience, they have had courses in college which teach them the kinds of things to look for in children, what things are important and what things are not.

Teachers have *generalized* knowledge, since they know a lot about a lot of children; parents have *specialized* knowledge, since they know their own children very well. By the time their children get into kindergarten, they have been living with them for at least five years. They know in what ways the youngsters are adventuresome and in what ways timid, in what kinds of things they excel and where they aren't so good, what kind of comment makes the children do their best and what kind of comment makes them stop trying. It helps the children when their parents are willing to share this specialized knowledge with their teachers.

How Parents and Teachers Help Each Other to Understand Children

If Miss Albright had not told her, Mrs. MacIntyre would have had no way of knowing that Tim was being more bossy than necessary in school. If she had found out about it by chance from the mother of one of Tim's classmates, Mrs. MacIntyre would probably have been at a loss to know how to account for it. Because of Miss Albright's training and experience, she was able to do two things: first, she saw that Tim's behavior needed changing *before* it got too bad, and second, she knew some of the usual reasons for Tim's kind of behavior. After talking to Mrs. MacIntyre, she had a good idea what the reasons were in Tim's case. Now she would be better able to turn Tim's bossiness into desirable leadership of his group.

In her conferences with other mothers, Miss Albright would talk about many other things she had noticed in her pupils. Some of these things might be: too much shyness, either with children or adults or both; too much or too little activity; difficulties with speech; always being tired; and so on. First of all, Miss Albright might find out if the parents thought the behavior a problem. If they did not, she might explain why such behavior was not desirable. If the parents did not want to help their child change, the only thing left for Miss Albright to do would be to explain what she was trying to do. If the parents did want help with their child, Miss Albright would try to help. She might also suggest where the parents could go to get another kind of help. Perhaps they should talk with their own doctor or the school health department; perhaps they should ask the school principal or counselor for advice.

A FAMILY CAN HELP OR HINDER

CHARACTERS: RALPH LARSEN, *eight years old*
SPUD, *his brother, fifteen*
JUDY, *his sister, seventeen*
MR. LARSEN
MRS. LARSEN

SCENE: *The Larsens' living-dining room, seven o'clock on an October evening*

The Larsens' dinner dishes are done, and Judy is getting into her coat. Mr. Larsen becomes aware of this and puts down the paper.

MR. LARSEN: Going out, Judy?

JUDY: I'm going over on Maple Street to study for our math exam with Martha. I told Mother.

MR. LARSEN: All right, dear, don't stay too late. You want your mind fresh for the exam.

Judy gathers up her notebook and textbook and goes out the front door.

MR. LARSEN: Spud, don't you have any homework?

SPUD (from behind a comic book): Yeah. Some social studies. About ten pages, I think.

MR. LARSEN: Why aren't you doing it now, instead of reading that trash?

SPUD: I'm going to do it during the Variety Hour from eight to nine.

MRS. LARSEN (coming in from the kitchen): Has Judy gone already? She's sure she's going to flunk that exam tomorrow. She probably won't, but she's always sure she will.

SPUD: Oh, that's just a lot of talk so everybody will think she's smart when she passes. She ought to pass with all the time she spends studying.

MR. LARSEN: You might do well to follow her example.

SPUD: Aw, I've got more to do than study all my life.

MRS. LARSEN: Ralph, how about that spelling you wanted me to help you with?

Ralph gets his spelling book and sits beside Mrs. Larsen on the sofa. He does the first two words correctly but hesitatingly, but completely messes up the next three.

MRS. LARSEN: Ralph, have you studied these at all?

RALPH: At school today.

MRS. LARSEN: It certainly doesn't look that way. You'd better go sit down at the table and study them for fifteen minutes. It will soon be a quarter of eight and time for bed.

Ralph sits at the dining-room table and fixes his eyes on the spelling book with a fierce determination. Mr. and Mrs. Larsen go down in the cellar, she to sprinkle the clothes for the next day's ironing and he to tinker at the workbench. In three or four minutes, Spud finishes the comic book. He notices Barker, the Larsens' dog, asleep in his favorite corner. Spud gets Barker's ball from under a chair and bounces it on the floor. Barker wakes up, stretches, and comes over to have a game. Spud continues to bounce the ball in front of Barker until Barker gets frantic and yelps for it. Ralph has stopped his studying.

RALPH: Throw it here, Spud.

SPUD: Study your spelling. Barker and I are playing.

RALPH: Just once, Spud.

SPUD: Study your spelling, little boy. Little boys have to finish their spelling so they can go to bed at a quarter of eight. Study, little boy.

Ralph doesn't answer the teasing, but looks at his book again. Spud throws the ball into the hall. Barker scrambles after it and brings it back triumphantly. Spud gets it after a tussle and throws it back again. When he gets it the next time, he bounces it so that it lands on the dining room table and hits Ralph. Ralph throws it back to Spud. The two boys play catch, with Barker racing back and forth, yipping loudly.

MRS. LARSEN (from the cellar): Ralph. *Ralph.* RALPH.

RALPH: Yes, Mother.

MRS. LARSEN: Are you studying?

RALPH: No, Mother. I was playing with Spud and Barker.

MRS. LARSEN: Well, stop it and go back to your spelling.

RALPH: Yes, Mother.

Barker asks to be let out, so Spud opens the front door for him. Spud comes back, looks at his pile of comic books and discovers that he has read all of them. He turns on the radio and twists the dial experimentally. Finally he gets a great burst of applause and laughter. He continues to listen to that program, laughing uproariously at the jokes. Ralph listens, too, until, at a quarter of eight, Mrs. Larsen comes upstairs.

MRS. LARSEN: Now, Ralphie, let's hear those words. Spud, for heaven's sake, turn that radio down.

This time Ralph gets the first word right, the second wrong, the third one right, and all the rest wrong.

MRS. LARSEN: That's not very good, Ralph. Maybe you'll have time to study some in the morning. Now, upstairs with you. Call me when you are ready to get into bed. And don't get started playing some game upstairs.

★ ★ ★

A Family Can Be a Hindrance

If this scene is a fair sample of how Ralph does his studying at home, there is small wonder that he doesn't like school. He is never prepared for his classes and so makes mistakes which a few minutes' real studying would have made unnecessary. It is not really Ralph's fault, though, that he didn't do any studying. He didn't get much help from his family.

A Family Can Be a Help

Of course, Mrs. Larsen helped him by listening to him spell. Mr. Larsen helped, in a way, by not making any noise. But Spud was far from a help.

The family might have helped by giving Ralph a room where he could study in quiet by himself. But few families have enough rooms for each child to have one to himself, or enough furniture for each child to have a desk. The dining room table is a good place to study if it is well lighted and if the rest of the family helps to make downstairs a quiet place to study.

It would have been better for both boys if Spud had done his

studying at the same time as Ralph. It is always easier to do a job if you know someone else is doing the same kind of thing at the same time. Spud would have got more out of his social studies reading if he had done it earlier in the evening before he got sleepy. And he certainly would have done a better job of studying without the radio on. Some people say that they study better with the radio on, but they are fooling themselves. It isn't possible to listen and read at the same time, particularly when the listening is interesting and the reading isn't too much so.

There is still another way that Spud could have helped Ralph. Spud should have realized that studying spelling is as important for Ralph, an eight-year-old, as social studies is for Spud or mathematics is for Judy. If teachers give their pupils homework, it is usually because they feel it is important that they do it. Teachers almost always give assignments that the students can do in a reasonable length of time. We know, of course, that Spud doesn't like school and therefore doesn't study. But he would be a better sport if he helped Ralph in his studying, instead of making it as hard for him as he can.

SUMMARY

Children are usually happy about starting school. They usually like kindergarten. Bad attitudes (dislike) toward school may be caused by a teacher who is too demanding, older brothers and sisters who dislike school, friends who dislike school, a family or school that expects better work than the child is able to do. Bad attitudes are most likely to come from a combination of causes.

Parents and teachers should work together. Each knows things about the child that the other does not know, and so they can help each other by sharing their knowledge. Teachers have generalized knowledge about children; parents have specialized knowledge about their own children.

Parents should make it easy for children to study at home. It is very important to give them a quiet, peaceful place to study. Older brothers and sisters can be a help and inspiration to the young ones, or they can make it almost impossible for them to study at home.

Questions to Discuss

1. Do most eight-year-olds like to make things? What kinds of things could a third-grade teacher have her pupils make in school?
2. What are some of the things that may influence Tim to like school less as he goes up through the grades? Can Mr. and Mrs. MacIntyre help him to continue to be enthusiastic about school?
3. What can Ruth and Bud do to help Tim?
4. What did Mrs. MacIntyre mean when she said that school is going to be Tim's job "for the next twelve years at least"? Is it a good idea to look on school as a youngster's job? Why?
5. In what ways is it easier for a teacher to discipline a child than it is for a parent?
6. What arrangements does your family have for getting homework done? How could these arrangements be improved?
7. Do you like school? Looking back, can you see how some things that happened during your first three years in school have affected the way you feel about school today?
8. How would you go about trying to change Ralph's attitude toward school?

Things to Do

1. Find out what arrangements your school has for helping parents and teachers work together.
2. Rate yourself on the kind of example you set for the younger children in your family. Do you help them to like school or to dislike it? If you have no young brothers or sisters, answer the question in terms of a friend who has.
3. Visit a kindergarten. Compare what you see with what you remember of your own kindergarten days.
4. Visit a second- or third-grade class. How are the activities there like and unlike what goes on in a high-school classroom? Account for the likenesses and differences.
5. Find out the attitudes toward school of three or four children in the early grades. Try to account for these attitudes.

Unit Conclusions

In this unit, you have been learning about the growth of conscience and of work habits and attitudes. You have been discussing kinds of self-control that are built after the groundwork of the physical habits is well begun.

Children need discipline from their parents as much as they need love and food. They cannot grow to full maturity without all these things. Discipline builds conscience, makes children secure, and makes them easy to live with. Work resembles discipline. Both are essential if the child is to grow up. Both help him to fit into the family in the present. Both keep the child from doing just what he pleases. Both are unpleasant at times.

Work teaches a child to fit in with other people, both at home and outside the home. It also is the way in which a child learns the skills he needs for earning a living. A youngster needs to *feel* successful in his work in order to have the confidence necessary for doing a good job now and later. He needs to *be* successful in his work in order to build a firm foundation for future skills.

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Learning



UNIT 3

through Play

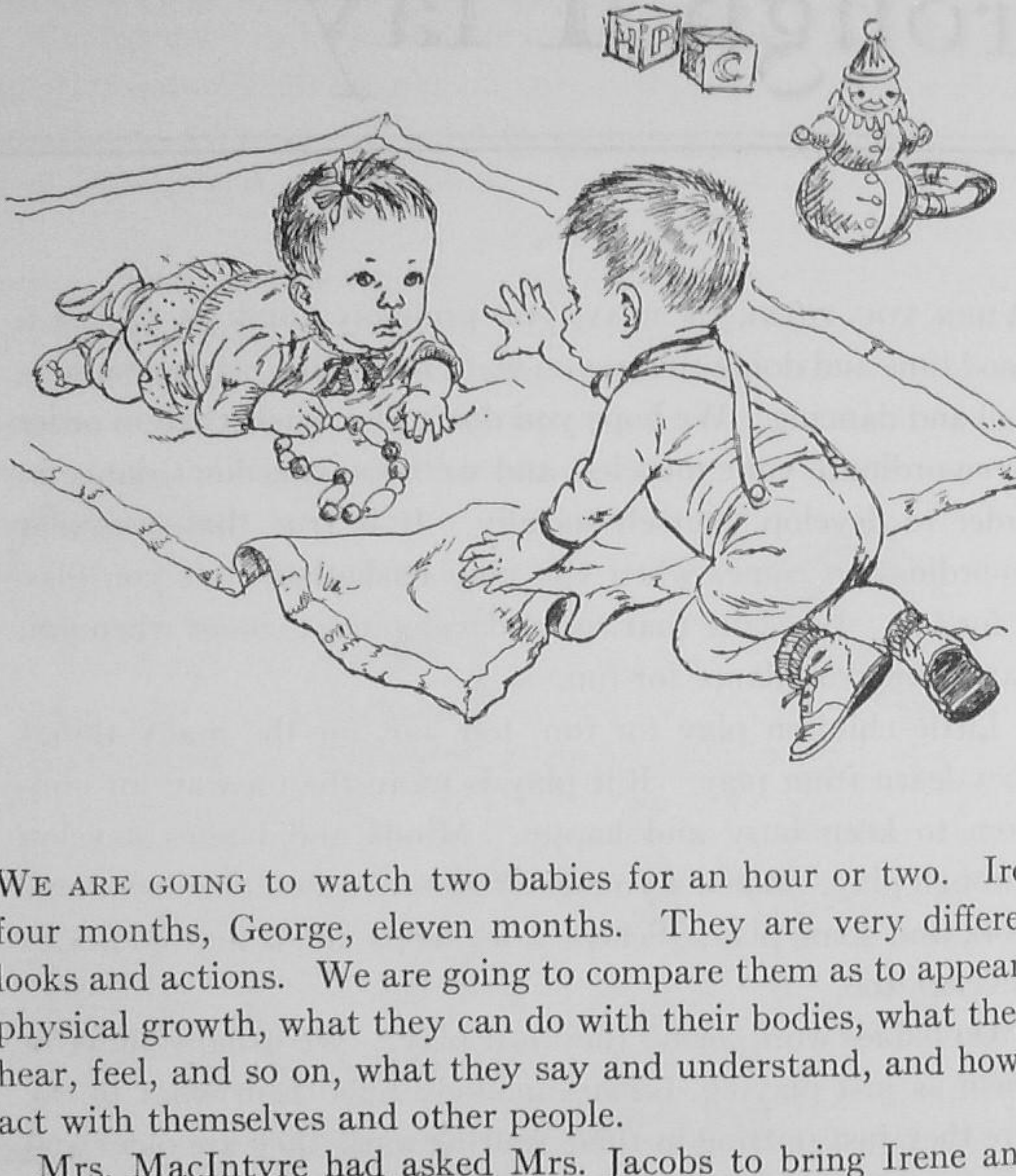
When you think of play, you probably think of having a good time and doing things you want to do, like playing basketball and dancing. We hope you don't play basketball in order to co-ordinate your muscles, and we hope you don't dance in order to develop yourself socially. It is true that muscular co-ordination comes when you play basketball, but you play it for fun. It is true that social development comes when you dance, but you dance for fun.

Little children play for fun, too, not for the many things they learn from play. But play is more than a way for children to keep busy and happy. Minds and bodies develop through play. When a youngster goes to school, he does some work and some play. School work helps minds and bodies to develop, too.

Do babies work, or do they just play? We usually think of them as just playing, because nobody tells them what to do. Are they just putting in time, waiting until they are older and can learn by working? No, indeed. They are learning all the time, and they are learning important things.

In this unit, we are going to discuss how children play at different ages. We can't possibly tell about all the kinds of play children do. You will have to watch real children to learn more about them.

9 *Babies at Play*



WE ARE GOING to watch two babies for an hour or two. Irene is four months, George, eleven months. They are very different in looks and actions. We are going to compare them as to appearance, physical growth, what they can do with their bodies, what they see, hear, feel, and so on, what they say and understand, and how they act with themselves and other people.

Mrs. MacIntyre had asked Mrs. Jacobs to bring Irene and her knitting for an afternoon visit. She let George have the run of the house while she made the tea and fixed the tea tray, in the hope that George would spend the rest of the afternoon in the playpen. George had been a menace at a tea party ever since he learned to creep, at nine months of age. A stern *no* or a light slap on his hand stopped his exploring the tea tray for a minute or two, but Mrs. MacIntyre knew she would have to keep at him all the time to protect both the tea pot and George.

George crept very fast on his hands and knees, following his mother several times from the kitchen to the living room and back again. He stopped beside the sofa, pulled himself to standing, and played with the fringe on a pillow. He picked at the strands with his thumb and forefinger. He sat down rather hard and was off on another creeping tour. He stopped at the ring of the doorbell.

Mrs. MacIntyre went to the door and greeted the visitors. "Hello, Betty. Hello, Irene, you tiny little mite. What wonderful big eyes."

"Hello, Marian. I see why you think Irene is tiny when I look at this young hefty. Hello, George."

George had crept along to the door, but when Mrs. Jacobs spoke, he clutched his mother around the legs and hid his face. Mrs. Jacobs paid no attention after that, and George peeked around shyly. Mrs. Jacobs spread a cotton blanket on the floor and put Irene on it, lying face down. George hurried over and looked at Irene solemnly. Irene paid no attention to George. George reached a poking finger towards Irene's eyes, and his mother caught him just in time.

"See the tiny baby, George. You can touch her soft hair," explained Mrs. MacIntyre, rubbing George's hand gently over Irene's head. "Now it's time to get into your playpen. Do you want a cooky?"

WHAT IRENE DID

When Mrs. Jacobs put Irene on the blanket on the floor, Irene propped herself up on her arms with her legs extended out in back. She moved her head from side to side, apparently looking at the room and the things in it. She leaned far over to one side.

"She's going to roll over," said Mrs. MacIntyre.

"No. She gets that far, but no farther," said Mrs. Jacobs. "She's trying hard to roll from her back to her stomach, but she can't quite make that, either. Don't her legs look funny and tiny? They're no use at all. She just uses her arms and shoulders when she tries to roll."

After about ten minutes in this position, Irene started to cry. Her mother put her on her back. Irene clasped and unclasped her hands. She caught her mother's eye, smiled, and cooed. Mrs.

Jacobs talked back and Irene laughed aloud. Irene made cooing and squealing sounds and seemed content for fifteen or twenty minutes. She pulled her dress up over her face several times.

"Would she like some of George's toys?" asked Mrs. MacIntyre. "I'll wash them, or do you still sterilize her toys?"

"I brought some things for her in my knitting bag, thanks just the same," said Mrs. Jacobs. "Yes, I boil her toys every day when I do her formula things, but I don't worry about them in between times when they fall on the floor or when Bonnie touches them. It's so little trouble to stick them in the sterilizer, and it may save a cold or an upset tummy."

Mrs. Jacobs dangled a string of beads over Irene. Irene's eyes followed them, and her two hands went toward them. Mrs. Jacobs placed the string of beads in Irene's hand. She held it briefly, then dropped it. Then her mother put a light rattle in her hand. She moved it enough to rattle it, but it didn't really look like shaking. Then she got it to her mouth and held it there.

After Irene tired of lying on her back, Mrs. MacIntyre asked if she might pick her up. She pulled Irene up by her hands slowly, making sure that Irene's head didn't drop back. Irene smiled a toothless smile at Mrs. MacIntyre and sat on her lap happily. Irene held her head steadily, but her back was rounded and needed support.

For the last ten minutes of their visit, Mrs. Jacobs propped Irene with pillows in the corner of the sofa. Irene gazed around the room, cooed and squealed at the ladies and at George, scratched on the pillows with her fingers, and then held a light rubber toy not very skillfully.

DISCUSSION OF IRENE'S DEVELOPMENT

Physical Development

From the mothers' discussion, we get a picture of Irene as a tiny little girl with big eyes, no teeth, and very short, thin legs. They might have added that her head is very large in relation to the rest of her body, compared to the proportions of an adult.

Irene isn't really a tiny little mite if we compare her with babies

her own age, instead of with George. She is 24 inches long and weighs 13 pounds. Her length and weight are both close to average for an infant of four months. The fact that she looked tiny beside George shows us how great is the growth that takes place normally during the first year. Not only does the baby make great gains in length and weight, but he also changes in his proportions. Of all the parts of the body, the head is closest to the size that it will be eventually. That's why babies seem to have large eyes. Their eye sockets and rest of the skull don't have to grow as much as do their trunks and legs.

If Irene could stand up, her legs would look ridiculously short. George's legs are short, compared to his five-year-old brother's, but they look at least long enough to be stood upon.

The baby's internal organs are as different from the adult's as are the proportions you can see. The internal organs grow not only in size and at different rates, but they change in what they can do. For instance, Irene's digestive system can manage only milk, strained cereals, and a little strained vegetable. George's can take all of those things plus fruits, meats, eggs, and simple desserts.



When supported by pillows, Irene is comfortable in a half-sitting position. She grasps her rattle and watches it intently, but she doesn't shake it.

Co-ordination, or Muscular Control

Irene has learned to control her head and neck muscles. Her eyes co-ordinate and follow moving objects. She can focus on faces and toys. She can hold her head steadily while lying on her abdomen or sitting. These muscles are the first to come under control. Now Irene is working on her arm and shoulder muscles. Some of her chest and trunk muscles are used when she lies and sits. She has very little control of her lower trunk and legs. In another month she will roll over, lift her legs high in the air, and sit supported with her trunk erect.

Irene can't do much with her hands, as compared to George. Irene can hardly grasp something held in front of her, but she does hang on and she does bring a toy to her mouth. She does not use her fingers to play with toys, but she scratches with them and thus is beginning to use them like fingers.

Sensory Development

By "sensory development" we mean the way the senses are used. We include not only seeing, hearing, smelling, touching, and tasting, but also such things as feelings inside the body.

Irene was using her senses in playing, but she did not get the wide variety of sensations that George did through the afternoon, because there is less she can do. She did a great deal of looking around. A strange room, or even a familiar room, holds much of interest to a baby Irene's age. We think that color means something to a baby even this young, and that the string of bright beads would give Irene interesting color sensations. She explored the pillows with her hands and put the rattle in her mouth, but she did not explore as minutely as did George. Irene heard the rattle and the voices of her mother, Mrs. MacIntyre, and George.

Internal sensations are very important to Irene, and to George, too. To somebody four months old, a hunger pang cannot be ignored for more than a few minutes. By a year, a hunger pang can be forgotten for even twenty minutes if something interesting is going on in the world outside.

Language

You may think that babies Irene's age have no language. Actually they aren't able to tell us things, but they do have ways of making sounds that can tell us things about them. Most children this age squeal, coo, and laugh aloud, just as Irene did. They make sounds back to the person who talks to them — not the same sounds, but just little cooing noises. If a baby of four months does none of these things, it is far more unusual than if a baby of one year does not say real words. Tiny babies like Irene need to be talked to just as much as older babies like George. Talking to babies makes them want to talk and it gives them a foundation for the sounds and rhythms in our language.

You might say that *crying* is part of Irene's language. By her age, a baby has several cries that mean something to her mother or anyone who takes care of her often. You can tell when she is hungry, bored, or in pain. Some people think that they can tell what a newborn baby means by his cries, but most mothers have to get used to their babies, and most babies develop different cries that mean different things.

Social Development

Irene had no objection to Mrs. MacIntyre's picking her up, but George hid behind his mother when Mrs. Jacobs first spoke to him. The difference is not that Irene is more friendly than George, but that Irene hasn't grown up enough to know a stranger when she sees one. In a few weeks, she will stare hard at a person she doesn't know, but it will be an even longer time before she refuses to go to someone outside the family. She likes to be with people, to have them talk to her, and smile and pick her up.

A baby of Irene's age likes to be moved around and especially enjoys being wheeled in a baby carriage. A change of scene is good for a baby's social development.

Irene is still finding out what is Irene and what is not. Her fingering her own hands is part of her learning what is her body. Soon she will hold her foot and begin to learn that legs and feet are part of her, too. She is exploring her clothes now, and finding out that her dress is not Irene.

WHAT GEORGE DID

George sat and ate his cooky. When it was gone, he looked down at the crumbs in the playpen and tried to pick them up with his thumb and forefinger. He was very quiet and serious, and you could see that it was a hard thing for him to do.

George pulled himself to his feet and stood watching his mother for a few minutes. He moved around the rail of the playpen by putting one foot out to the side and bringing the other up to it.

"Aren't you the big boy?" Mrs. Jacobs said. "Getting ready to walk."

George looked at her briefly, then down at his feet. He squealed, tried to hurry, and fell down.

"How long has he been doing that?" Mrs. Jacobs asked.

"He's just begun. He's very proud of himself even though he falls down often. I'm always surprised it takes them so long to learn to walk after they start this."

"Yes. We thought Bonnie was never going to let go of the railing, though really it took her only about four months to walk by herself after she first pulled herself up. Walking must be a very complicated thing for babies."

"I was looking at Ruth's and Bud's baby books the other day when George first began to cruise around the playpen," said Mrs. MacIntyre. "They took about two months between pulling themselves up and cruising, and two more to stand up without holding on. Then another month passed before they really walked."

"Gee, gee, gee, gee," remarked George to nobody in particular.

"He's talking already," said Mrs. Jacobs. "What's he saying?"

"Nothing, unless it's that he's feeling fine," his mother interpreted. "He does say 'dada' with some notion of connecting it with the right person, and we think he makes a noise like the dog. He talks a lot of gibberish, and he likes to have us say some of it back to him. You should hear the nonsense that goes on in this house."

"I remember Bonnie talking like that. She said several real words before she was a year old, though."

"Ruth and Bud said several words by a year, too, but Tim said nothing you could understand until he was nearly two. I think George is going to be more like Ruth and Bud."

Mrs. MacIntyre gave George a cardboard box with a ball in it. George pounced on the ball and rolled it. It was big enough not to go through the bars of the playpen; so he crept after it, and then put it back in the box. He took it out, rolled it, crept after it, and so on, going through the whole process four times. He sat and watched the adults for a minute. Then he picked up a stuffed cat by the tail. His fingers slid up and down the tail. He squeezed the cat and touched the fur. He poked its eyes and pulled the whiskers. A red ribbon and bell around the cat's neck came in for a share of fingering and pulling. George dropped the cat and pulled himself up.

George sat down and picked a string of brightly colored beads out of his toy basket. He looked at several of the beads and poked at them with his finger. He shook the string and put it around his neck. Then he tried to get it off by pulling down. The beads worked down over his arm. George roared until his mother pulled them off. He put them on again immediately, but this time forgot about them and went on to play with a squeaky rubber rabbit. The rabbit had nice long ears that fitted into George's mouth. He sucked and chewed between squeaks. That rabbit had helped George during the cutting of all his six teeth, and now that his seventh and eighth were coming, the rabbit was again comforting George's tender gums.

Mrs. MacIntyre handed George a toy from time to time, and removed one from the playpen as she did so. Long experience had taught Mrs. MacIntyre how to keep a baby quiet while she enjoyed a guest. Toward the end of the afternoon, she handed him a big spoon and a saucepan with a lid. She apologized to Mrs. Jacobs.

"I hope you don't mind the racket. These are his favorites and he'll be happy with them for another ten minutes. He's pretty restless with these teeth and needs quite a lot of entertainment."

George beat on the saucepan and lid with the spoon, gnawed the spoon, put the lid on the saucepan with a bang, removed the lid. He thumped the pan on the lid and the lid on the pan, put the spoon in the pan and the lid on his head. He put the ball in the saucepan.

True to his mother's prediction, George played for some time before he insisted on coming out of the playpen. Then he stood up, reached toward his mother, and cried. She carried the tea tray out

and then put George on the floor. He hung on to her hands and refused to sit down.

"You little monkey," his mother laughed. "Do you think I have nothing to do but walk you?" She held both his hands while he walked around the room. Then he was satisfied to get down and creep. Sometimes he pulled himself up on a chair and took a few steps holding on, but furniture was not so good to hold as the rail of the playpen.

DISCUSSION OF GEORGE'S DEVELOPMENT

Physical Development

George looks very big in contrast to Irene. Actually, George is 30 inches tall, which is just what you would expect at around one year of age. He weighs 25 pounds, a little above average for his age and height, but not an unusual weight. He is a chubby, sturdy baby.

George has six teeth, and the seventh and eighth are just about through the gums. Although the *average* baby has eight teeth by nine months, George can hardly be called slow in teething. As you probably know, there is no such person as the average person and no such baby as the average baby. The average is found by studying a large number of babies. No single one is expected to be exactly like the result for the group. George, like every baby, can be expected to be above and below the average for the group in different things. As for teething, it is not too unusual for one baby to have no teeth at nine months or even for another to have twelve teeth at one year.

You will remember that Irene has no teeth. George, in contrast, has what it takes to bite a cooky and do a little chewing on it. He can't chew crisp or tough things yet, and so meats and vegetables have to be chopped fine. George practices chewing on anything handy, such as the rubber rabbit. Irene has no notion of chewing.

George's stomach is bigger than Irene's, and so he can take more food at a time. He doesn't need to eat as often. He can eat foods that are more filling and satisfying because his whole digestive system is mature enough to take care of such foods. George's bladder is bigger than Irene's. A one-year-old's diapers are not wet so often as a tiny baby's, but when they *are* wet, they are soaked.

Co-ordination

George has come a long way in learning to control his body. He sat alone steadily by nine months. When he learned to sit up, he could do many things with his hands that he couldn't do before, and he could see much better than when he had to lie down most of the time. The next exciting step was creeping. It took George a long time to learn to creep. He spent hours practicing before he could whiz around as he did at eleven months. When he learned to creep, he could get things for himself instead of having to depend on someone else to help him. It meant that George could go and investigate all sorts of interesting things that he had never seen before. It also meant that he made a nuisance of himself, and someone had to keep an eye on him unless he was in the playpen or crib.

Even though George could go where he wanted, he was not content with all fours. Like all human babies, he felt an urge to walk on his two feet instead of on his hands and feet. And so he worked until he could pull himself up and then worked to make his feet go one after another. He got his mother and the rest of his family to help him walk whenever he could wheedle them into it. Since George has been doing new things at the usual ages or perhaps a



George sits steadily and bangs away merrily. His co-ordination has developed considerably since he was Irene's age.

little before, we can expect him to walk at the usual age or perhaps a little before. (Most babies walk sometime between thirteen and fourteen months.) We can't be sure, though. George may decide not to step out for himself until he is steady on his feet. If he does that, he'll wait another few weeks before walking alone.

In the use of his hands, George shows the interests of babies of one year or less. He is busy learning how to use his fingers. He has gone through the stage of using his whole hand to pick up things, and now he can use his fingers on small things like crumbs and fringe. From nine months on, babies do a good deal of poking with their forefingers. They should have tiny things to play with, but you have to make sure that the tiny things are attached to something else unless it is all right to eat them. Remember how George used his fingers in examining the cat. Think of how much George can do in contrast to Irene, who can't even pick up a toy. She can only hold a toy that is put into her hand.

Sensory Development

Did you notice George using his senses in playing? He was probably looking at the colors when he played with the beads on a string. It will be two or three years before George can name colors, but he likes bright ones now. Think of the different sensations he got from his toys — the soft squishiness of the rubber rabbit, the silkiness of the cat's fur, the hardness of the saucepan and spoon. He explored roundness, lumpiness, and stringiness. He heard the clang and bang of the pan and spoon, the rattle of the beads, the squeak of the rabbit. The pain in his gums increased and decreased while he chewed the rabbit's ear. The rabbit's ears were almost as warm as his gums. The spoon was chilly in his mouth.

Language

George is talking like most youngsters his age. The "gibberish" that Mrs. MacIntyre referred to is a real stage in learning to talk. It may sound to you as though a baby is wasting his time talking nonsense, but actually, he is practicing the sounds and rhythms of our speech. He keeps on with that kind of language from one year

to two. At the same time, he learns to say real words and to understand a great deal of talk. Children of a year are likely to say "mama," "dada," and one or two other words. These other words may be ones that are understood by the family only, but if he repeatedly uses the same sound for the same thing, we call it a word.

Children vary a great deal in when and how they learn to talk. As Mrs. MacIntyre pointed out, Tim was much slower in saying words than her other children. This doesn't mean that Tim was or is stupid. He may have been a very bright little boy, yet slower than average in learning to talk. The number of words a baby says is not the only way we have of knowing how well he is learning language. The way he understands the speech of others tells us something important about him, since language means understanding as well as talking. The kinds of sounds and rhythms he uses mean something, too.

Every family does a lot of teaching when a baby is learning to talk. The MacIntyres make George's sounds back to him, and everybody laughs. George therefore thinks that talking is fun and that what he says matters to others. We hope that they talk sensibly to George, too, because that's how he learns to say real words. But even if nobody talks a great deal *to* George, we know that he is in the midst of plenty of real talking and that he has a chance to hear how it's done. Babies who are left by themselves a great deal and whose parents take care of them in silence are the ones who don't have a fair chance to learn to talk. When you take care of babies, you can think of yourself as a teacher. When you talk to your young charge, you are giving him real lessons in language. Don't try to make him talk, though. He'll say what he wants when he feels like it. Urging him to say "bow-wow" just because you know he can say it may make him decide that it's fun to *refuse*, and so easy.

Social Development

George is learning about himself and others. He is still more interested in himself than in anybody else, because there is still a lot to find out about himself. He isn't ready to be anybody's playmate until he learns more about playing with George. But he is very much interested in other people, even though he doesn't know

what to do about them. He wanted to find out more about Irene. His mother wisely gave him something to do, in stroking Irene's hair when he wanted to poke her eyes. He was pleased when Mrs. Jacobs spoke to him, but was shy because he didn't know how to greet Mrs. Jacobs, play with her, or talk to her.

The main person in George's world is his mother, but his father, sister, and brothers are already important to him. He is a lucky baby to live in such an interesting household, where so many things are going on. He has learned already that his mother is not the only person who can take care of him, and he is not unhappy when she leaves him. George plays contentedly by himself for as long as an hour at a time, but he wants to feel that he can call his mother when he wants her and that she will come. He wouldn't really want someone to play with him all the time. George, like all children his age, is so busy learning about himself and about the world that he doesn't have time to play with people all day long.

SUMMARY

Babies differ from adults in *proportions*, as well as in size. During the first year, a baby changes in proportions so that he becomes very different from what he was at birth. Babies' internal organs differ from those of adults in size, shape, position, proportion, and what they can do. The appearance of teeth is an important physical change that happens in the first year.

A baby is very busy learning to make his muscles work together. In other words, he is learning to balance, sit, creep, stand, walk, use his hands, and talk. Even his talking is a way of making muscles work together. Babies don't need anybody to tell them what to do. They *know* that these things are to be learned. They want to try different ways until they find the ones that work. And then they practice doing things over and over again until they do them well.

Learning goes on through the use of the different senses. Infants can see, hear, smell, taste, and can feel pain, hunger, cold, heat, touch, and pressure. They have to learn the *meanings* of these sensations. Toys help them to learn the meanings of sensations.

Other people are important in babies' play, although they need to play alone part of the time, too. They like to have someone nearby

or within call even when they are playing alone. People teach babies to talk and to play in social ways. Babies need love at playtime as well as during baths, feeding, and such.

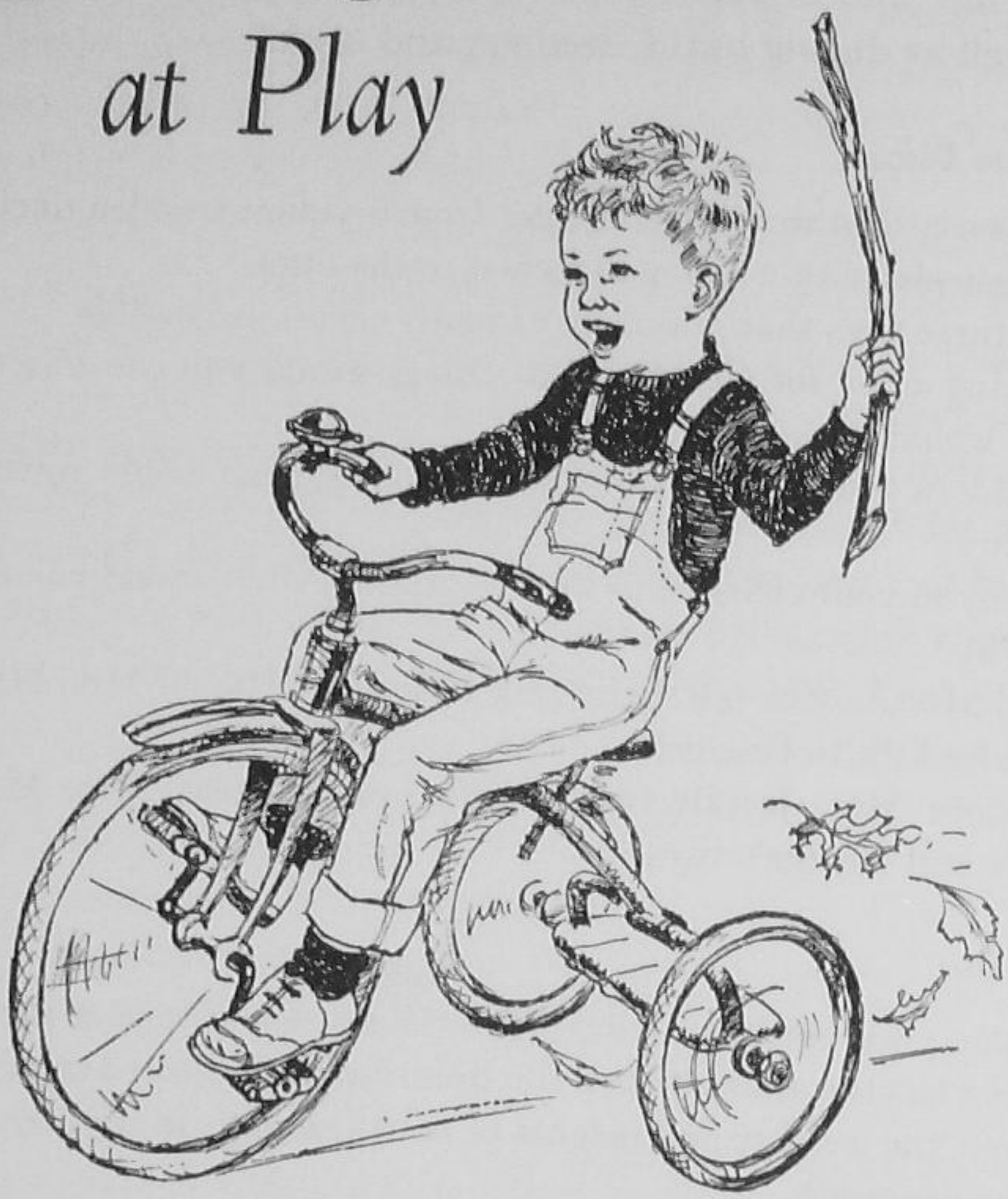
Questions to Discuss

1. What sensations would George get from a yellow wooden duck on red metal wheels, with a string attached to the duck?
2. Name three toys that appeal to as many senses as possible.
3. In buying a toy for George, what things would you consider to make sure it would be safe?
4. If a baby in your charge was slow in walking, what would you do about it? Why?
5. If a baby in your charge was slow in talking, what would you do about it? Why?
6. Should Mrs. Jacobs talk baby talk to Irene? Should Mrs. MacIntyre talk baby talk to George?
7. Why does Mrs. Jacobs boil Irene's toys whereas Mrs. MacIntyre doesn't boil George's toys?

Things to Do

1. Compare your height and weight to the averages for your age. What meaning has the amount that you differ from the exact average?
2. Find out the weights and heights of your friends. Is anybody exactly like the average?
3. Think of a co-ordination that you learned recently, such as playing tennis, driving a car, or a new dance step. In what ways were you like George who is learning to walk?
4. Watch a baby for half an hour. Write down everything he does. Later, classify these things into different kinds of learning. Use the headings that have been used in this chapter — co-ordination, sensory development, and so on.
5. Make a chart of Irene's and George's development (what each can do now) and show what happens to a baby between four and eleven months of age.
6. If you know a real baby well, keep a record of his development while you are taking this course. Chart what he can do each week. Compare it with last week's. This is a lot of work, but you'll learn a great deal.

10 Young Children at Play



CHILDREN UNDER FIVE YEARS are pretty much like babies in the way they learn through play. They need more things to play with, but they are like babies in having their own ideas of what's to be learned and practiced. They learn to use their muscles in more complicated ways — climbing, riding tricycles, jumping, skipping, drawing, block building, and so on. They finish learning to make their muscles of speech work properly, since baby talk is nearly ended by five. A big part of their learning is in getting along with other people. This learning is called social development. And along with social development goes emotional development, which is learning to use the feelings and emotions.

In this chapter, you will see Peggy, Bonnie, and Frank for a morning. Peggy is two years and four months, Bonnie is three years, and Frank is four years. You will see ways in which the

three are the same and ways in which they are different. You will see that they are different from Irene and George.

This chapter also shows Laura Schultz, age fifteen, learning how to supervise children's play. Perhaps you can learn something from her struggles. You will also catch a glimpse of neighborhood co-operation. Some of the little pleasures and problems of the mothers are shown in the next few paragraphs.

NEIGHBORHOOD CO–OPERATION

Mrs. Young and Mrs. Jacobs were having morning coffee with Mrs. Bell, celebrating the fact that their washings were blowing on the lines. Irene napped in her carriage, and Peggy, Bonnie, and Frank played in the yard. The three mothers met in the middle of nearly every morning. Then the hostess of the day kept the three children until lunch time.

There was some discussion as to who should keep the children on Saturday. It was really Mrs. Young's turn, but she found it difficult when Paul was home from school to have three younger ones around. Mrs. Bell pointed out that Larry would be around, too. It was Mrs. Jacobs' turn for shopping since that was the only day she could have the car. Mrs. Bell had a bright idea.

"Why don't we give ourselves a break and have some help on Saturdays? Surely Laura Schultz or Ruth MacIntyre would like to earn some money. We could pay them more than for sitting in the evenings."

"Ruth would be wonderful," said Mrs. Young, "but I know her mother needs her more than we do on Saturdays. Let's try Laura. She hasn't had much experience with children, but she's smart and she'll learn."

So Laura was offered the job of caring for Peggy, Frank, and Bonnie every Saturday morning. The mothers decided to use the Jacobs' yard, because there would be no older children to get in the way. Laura said that she would be glad to try, but that she didn't feel sure of how to manage three children together. She had done some sitting in the evenings, but this was different. Mrs. Jacobs offered to be around the first time in case Laura needed advice or support.

A MORNING WITH PRESCHOOL CHILDREN

Laura arrived at 8:30 Saturday morning. The Jacobs' yard was about twenty feet by forty, and was fenced. It contained a sand box and a small table with chairs. Toys in the yard included sand toys, a wagon, some wooden animals on wheels, and some little cars.

Mrs. Jacobs and Bonnie came out, hand in hand. Bonnie galloped along beside her mother. When Bonnie stood still, she looked knock-kneed, and her tummy stuck out. She didn't look fat, though.

"Hello, Laura," called Mrs. Jacobs. "It's going to be so nice to have your help. Bonnie knows that you'll be in charge."

"I want my Mummy to take care of me," Bonnie pouted. "She always takes care of us when we play at our house."

"I'll be in the kitchen, Bonnie. I have to wash the dishes and give Irene a bath. I'll come out after a while."

A loud "Brrrrr" announced Frank's arrival. He raced up on his tricycle, brandishing a stick. Mrs. Bell panted along behind and stopped to catch her breath with Mrs. Jacobs and Laura while Frank whizzed off to the end of the yard.

Laura gazed after Frank with a dismayed expression. Mrs. Bell tried to reassure her. "He's a handful, Laura, but let him know you mean business and he'll do what you say. Right now he's a policeman on horseback."

"I hope I can manage him," murmured Laura, wondering what to do to let Frank know she meant business. She didn't ask, because her third charge arrived at that point.

Mrs. Young held Peggy's hand, and in her other hand was a basket containing a teddy bear, sand pail and shovel, and a paper bag. Peggy waddled slightly when she walked. Her legs were shorter than Bonnie's and looked straighter. Her feet were apart when she stood and walked. Peggy stared at Laura with round, solemn eyes. Laura smiled and bent down to speak to her. Peggy made no comment.

"The extra panties are in the bag," said Mrs. Young. "Peggy will be happy enough, but you'll probably have a little trouble with her going to the toilet. Take her at ten and eleven, but she'll

probably wet her panties anyway. I can tell that look on her face, and she'll go for me, but usually not for other people."

"Bonnie had better go to the toilet at ten," added Mrs. Jacobs. "Part of the time she tells when she needs to go, but often she gets so interested in her play that she doesn't remember until it is too late."

"What about Frank?" Laura asked Mrs. Bell.

"Oh, he'll go when he needs to. He knows where the toilet is."

Mrs. Young put Peggy in the sand box, gave her the shovel and pail, and kissed her good-bye. Peggy said "Bye-bye, Mama," and waved. Peggy squatted to play. Mrs. Bell waved to Frank, who glanced at her and rode on, waving his stick. Mrs. Jacobs walked toward the house. Bonnie followed. Mrs. Jacobs took her over to the sand box and said, "Here is a muffin tin. You can make some muffins for Laura and Peggy. Maybe the policeman would like some when he is through riding."

Laura sat down, too. "Would these stones do for raisins?"

Bonnie squatted down, and began to stir the "raisins" into a mixture of sand and water. She didn't notice when her mother went into the house. Then Bonnie spooned out the mixture into the muffin tin and put the muffins in a box to cook. Peggy shoveled sand into her pail and stirred it, glancing at Bonnie every minute or two. Bonnie sat on a corner of the sand box, but Peggy stayed squatting.

Bonnie removed the muffins from the "oven." "Will you turn them out, Laura? I always spill them when I try." Laura did a nice job on the muffins, and Bonnie eyed them proudly.

"Come on, Peggy. Breakfast's ready. Come on, Frank. Come on, Laura."

Peggy looked a little puzzled and did not move, so Laura picked her up and put her down beside the muffins. Bonnie and Laura pretended to eat. Peggy accepted a spoon and pretended, saying "Umm, good muffim." She took a small lick of sand in an experimental way.

Frank left his tricycle and walked toward the sand box. His legs were straight and he placed his feet straight and close together. His abdomen was gently rounded.

Frank came and sat down. "Who made these silly old pies with flies, pies with flies, pies with flies?"

"They aren't pies. They're muffins," Bonnie said earnestly. "Won't you try a bite?"

Frank pretended to take a bite, then pretended to put two muffins into his mouth at once. "Not bad. Give me some more. I'll be the father. You're the mother."

Peggy wandered off by herself and played with the wheels on the wagon, spinning them and watching them spin. Bonnie and Frank sat for over half an hour, making cakes, more muffins, pouring coffee, and pretending to eat and drink. Frank brought blades of grass, leaves, and twigs to serve as decorations on the cakes. Peggy came back several times and stood watching, saying nothing but laughing when Bonnie and Frank laughed.

Mrs. Jacobs called Laura to come and get tomato juice for the children and herself. They sat at the little table. Frank downed his juice in about three gulps. Bonnie drank steadily and daintily. Peggy played with hers, dribbled a bit, and had to be helped to finish. While Laura was helping Peggy, Bonnie put her glass down and remarked in a final tone, "Now I'm going in to stay with my mother."

Laura started after Bonnie. "No, Bonnie. You are supposed to stay out here."

Bonnie kicked at the back door, shouting, "Let me in. Let me in. I want to stay with my Mummy."

Laura begged, "Please, Bonnie. Come and play in the sand. Your mother's busy. Please be a good girl."

"I like Mummy better than you," said Bonnie, standing firm on the back porch.

Laura couldn't think what to do next, so walked back to Peggy and Frank. Peggy was trying to get on Frank's tricycle. Frank was trying to push his head through a hole in the fence. He turned around, caught sight of Peggy, and rushed at her with his stick. Frank switched her slightly on the legs, and Peggy cried. Laura ran to pick Peggy up and comfort her. After a few minutes in Laura's arms, Peggy was willing to pull an animal on a string. Laura turned to Frank.

"Frank, you are a bad, bad boy. I'm going to throw your stick over the fence."

Frank roared. "Give me my stick. I'm going to shoot you and kill you and put you in jail."

"No, you're not."

"I am so. Give me my stick."

"All right. But if you're ever so bad again, I'll throw it over the fence."

Mrs. Jacobs came out at this point. Laura could have kissed her or cried, but she just said, "I don't know what to do with them. I'm just no good."

"Let's take them to the toilet first," said Mrs. Jacobs, "and then we'll talk about your troubles."

Laura caught sight of a large puddle at Peggy's feet, looked at her watch, and saw that it was after ten. She started for Peggy's paper bag. Mrs. Jacobs took Bonnie to the toilet and invited Frank to go. She returned with the two children, a box of crayons, and some large paper. Laura helped her settle the three children with their drawing, and then she sat down with Mrs. Jacobs.

"Don't be discouraged, Laura. When I took a peek from the window, I thought you were doing beautifully. You have to learn about children just the way you have to learn French and geography, but you have to work harder with children."

"I do like them, but I don't see how I'll ever understand them and know just what to say."

Mrs. Jacobs was comforting. "These three for a morning are a full-time job for any of the mothers on the street. And think how much experience we've had. You haven't even had brothers or sisters; so you have to learn from scratch on our youngsters."

Peggy finished two papers and left them on the table. Bonnie finished one and brought it to her mother. "Mine's a cow standing in a barn." Frank continued to labor over his. "I'm making an airplane."

Mrs. Jacobs waited until Frank had finished and then said, "Now we're going into the house and have some songs. Bonnie has a new record, and maybe Laura will play the piano for us. Then pretty soon it will be dinner time."

PHYSICAL DEVELOPMENT

At Two Years

You will remember that a tiny baby's legs are very, very small in proportion to the rest of him. And an older baby's legs seem short for the rest of him. A two-year-old's legs seem short, too, but not so short as a baby's. Peggy, like all two-year-olds, has a waddling walk because her legs are short in proportion to the rest of her body and because she is still learning how to balance and control her body. Squatting is an easy position for her to hold because her proportions are as they are, but she stoops rather than squats when she picks up something from the ground.

Peggy's abdomen seems large for the rest of her and it sticks out a long way. That's not due to excess fat. It's the result of the way a little child is put together. Peggy has no waistline. There is no place to put some of her internal organs unless she sticks out in front, and that's exactly what she does. When you stick out in front, it's not easy to walk or run gracefully, even if your legs aren't short for the rest of your body.

We didn't get a look at Peggy's teeth. If we had, we might have seen some new molars coming through. These are the four two-year molars, the last of the twenty-four baby teeth to come through. They appear a little after two years of age, and it may be several months between the appearance of the first and the fourth molar. Sometimes youngsters are fretful and uncomfortable when these teeth are coming.

At Three Years

Bonnie seems to run and hop along more than she walks. She moves with much more ease and grace than Peggy. She does so because her body and legs have lengthened in the past year and because she has had another year of practice in controlling her body. Bonnie is knock-kneed, as are many children her age. Both the slightly bulging abdomen and the knock-knees are normal for her age.

Squatting is comfortable for Bonnie, but she does not squat as long or as often as does Peggy.

At Four Years

Frank's proportions look very adult compared to Peggy's. Bonnie's, of course, are in between Peggy's and Frank's. Frank's legs are straight. He places his feet close together. He moves swiftly and easily, without a trace of a waddle. His abdomen is gently rounded, but not bulging. He can use his body in swift, vigorous play.

When we compare Frank's proportions with those of a grown man, we see that his legs are still short and his head large. The upper part of his head is larger in proportion than the lower part. He has only baby teeth as yet. His internal organs are still childish in size, shape, position, proportion, and in what they do. Even so, Frank's physical development seems more like a man's than it does like a baby's.

WHAT PEGGY DID

Social Play

Does it seem strange that Peggy didn't play more with Frank and Bonnie? Peggy isn't antisocial. She just hasn't learned to play with other children. Youngsters of two are interested more in themselves than others, but they have a great deal more regard for others than do one-year-olds. (Haven't you heard a very self-centered person called "infantile"? That's because his interest in himself is like a little baby's.)

Whenever she wasn't busy with her own affairs, Peggy was very much interested in what Frank and Bonnie were doing. She came over to watch them several times and joined in their laughter. But she didn't know how to join in their play except when Laura put her down beside the muffins and helped her to pretend to eat them. Laura did a nice job here. She helped Peggy to join in with something she could understand, and encouraged her to imitate the other children. But she did not try to make Peggy play with the others all the time. Laura may not have known that two-year-olds play most of the time by themselves, but she felt that that was the way Peggy wanted it. She could see that Peggy was happy and busy, and that was enough.

Language

Peggy said very little. You might wonder if she could talk, but remember that she put words together the few times she spoke. She did say "good muffim," showing that she understood some of that game. Many two-year-olds are silent with people they don't know very well and when a lot is going on to watch. Frank's and Bonnie's play was so fascinating that Peggy didn't feel like saying anything. So we really can't tell from this morning whether Peggy can say many words, but we can tell that she understands much of what is said to her. And language is half understanding and half speaking. If you go back to Chapter 3, you can see that Peggy talks in short sentences, as do most two-year-olds.

Peggy's Play with Things

Peggy filled her pail and stirred just like most two-year-olds. When invited to pretend to eat muffins, she got the idea, but she was too realistic and licked a little of the sand.

Peggy played with the wheels on the wagon. Wheels fascinate children her age. They'd rather play with the wheels than pull the wagon. Of course, they pull and push, too. Laura was too busy to interfere in Peggy's play with the wagon, or she might have made the mistake of urging Peggy to push, pull, or ride in it before she was through finding out about wheels.

Peggy had no notion that the tricycle was Frank's chief pride and joy. Even if she had, she would have gone right ahead trying to get on it, because it looked like fun. People Peggy's age have only the vaguest ideas about things belonging to others. Two years and four months is a little young to learn to ride a tricycle, but some children can do it if they have tiny tricycles.

Peggy's drawing would probably look just like scribbling to you, and really that's what it was. She has yet to learn what can be done with crayons and paper, and she is having fun finding out. She doesn't try to make anything, but she is learning some things that have to come before making pictures that look like the real thing. She is still learning to make her hands do what she wants. She is learning hand co-ordination.

Peggy flitted from one kind of play to another more than Frank and Bonnie did. Does this mean that her concentration is poorer? It's natural for young children to flit. The younger they are, the more they flit. Peggy doesn't concentrate as long as Bonnie and Frank but only because she is younger. If you compare Peggy's play with George's (Chapter 9), you will see that she sticks at one thing longer than he does.

WHAT BONNIE DID

Social Play

Bonnie is able to play with another child and really give and take ideas. Peggy wants to be near others, but doesn't yet know much about "playing together." She is watching and learning from what the other children do. Bonnie is co-operating.

Language

In talking, Bonnie certainly does seem very far ahead of Peggy. Bonnie seems to be able to say whatever she is thinking, and she does not use "baby talk." You must remember, though, that every youngster learns a great deal about talking between two and three years. He grows very fast at this age in wanting to talk to people and to play *with* them instead of just near them. And so there is more difference in talking between two and three than there is between three and five.

Play with Things

Bonnie's pretending is very different from Peggy's, too. Peggy shoveled and stirred just for the sake of shoveling and stirring. Bonnie was making something. Peggy pretended to eat, but that was about as far as a two-year-old could go with the breakfast game. Bonnie went through the motions of a meal. Between two and three, children's imagination grows a great deal.

Bonnie's drawing did not look very much like a cow standing in a barn, but neither did it look like mere scribbling. It took her longer to make one picture than it did for Peggy to make two. When she draws, she has ideas about what she is putting on paper.

Bonnie concentrated longer than Peggy. She stayed with the sand play for half an hour. She might stay with some kinds of play only a couple of minutes, but she is able to concentrate occasionally for a fairly long time.

WHAT FRANK DID

Social Play

Frank enjoyed the pretending with Bonnie, and played along with her for over half an hour. He made the sand box game more complicated than Bonnie would have done. His antics as a policeman on horseback, however, showed that he was ready for a more exciting kind of pretending. Bonnie isn't old enough to join in the kind of play that Frank likes best.

If Frank had had several four-year-olds to play with, he might have carried on with a policeman game for an hour, or all morning, or even for days. They might have built a police station and rigged up costumes, with some help. Costumes and extras like ticket-books add a lot to the game at this age.

As his mother pointed out, Frank is a handful. He is all for speed and noise. He was dangerous with the stick. If you have taken care of a four-year-old boy, you may have seen someone very much like Frank. Children, especially boys, are feeling their oats at this age. They are likely to be very full of energy and looking for something exciting to do with it. They do a lot of talking about killing or hurting people, just for the fun of talking. They don't really mean it. They don't even know what it does mean.

Between three and four years, a child learns to play with more children at one time, to stick to a game longer, and to imagine more complicated things. It is harder to supervise a group of four-year-olds than a group of three-year-olds.

Language

Frank expresses himself with ease. Children his age can usually say pretty well what they have to say. Baby talk has disappeared, or if there is any left it is just in a few words. By five, children form sentences just as adults do. People keep on learning new words, though, even after your age.



Bonnie, Peggy, and Frank are at different stages of growth. The differences can be observed when they play together, as in this sandbox scene.

Children Frank's age are likely to start picking up bad language. They use bathroom talk or swearing to annoy their parents, to amuse themselves, and to show off to one another. They also like to make rhymes, say things over and over, and talk nonsense.

Play with Things

Play with things and play with people often go together at this age. We have seen how Frank played in the sand box, and we have guessed how he might have played policeman.

Co-ordination is still coming along at age four, and we can watch it grow as a child grows all the way to adulthood. Frank shows us that a four-year-old is an expert on a tricycle and loves riding it. If Bonnie had had a chance, you'd have seen that a three-year-old can ride a tricycle too, but not so expertly as a four-year-old.

Frank's drawing looked like the real thing. He can make his hands do what he wants better than Peggy and Bonnie can. He has just reached the stage where he can decide what he is going to draw and then come out with something we might recognize.

WHAT LAURA DID

Three children at once were too much for Laura's first day. She felt a failure because she lost control. Luckily, Mrs. Jacobs helped her to feel better about it and to learn from the adventure.

Laura and Peggy

Peggy was used to being left at the Jacobs'. She knew Laura from seeing her on the street; so Laura was off to a good start with Peggy. Laura was imaginative and sensitive with Peggy. She thought of ways to interest Peggy in what was going on and made suggestions easy enough for such a little child to follow. She was sensitive to Peggy's feelings and did not urge her to do what she did not want to do. She was warm and comforting when Peggy got hurt.

Laura and Bonnie

Bonnie was not used to having a helper take care of her when her mother was within shouting distance. Like most children, she tried to get her mother's attention, for she knew that her mother was near by and thought that she would probably come out if there was enough fuss. Thus Laura was put in a hard position.

Mrs. Jacobs was helpful in getting Bonnie busy before she left. Laura did pretty well to keep Bonnie happy and interested through most of the morning. Laura made some good suggestions for Bonnie's game and drew the other children into it.

When Bonnie wanted to go to her mother, Laura begged her to stay outside. She might have had more success if she had thought of something new to do. Urging Bonnie to stay only made her more determined to get into the house.

Laura and Frank

Frank baffled Laura. She didn't know how to be friendly with him, nor did she know how to be firm with him. She left him pretty much to his own devices until he got into trouble. Then she knew even less what to do. So far as Frank was concerned, Laura was no authority, and Laura didn't know how to change Frank's mind.

Frank's mother made things hard in the beginning. She let Frank have a stick, which she might have known would cause trouble. She told Laura to let Frank know that she meant business, but didn't tell Laura how to do it. Laura didn't know how.

Laura's biggest mistakes with Frank were these: She argued with him, and she backed down when he argued back. Frank would have got along better with someone who did firmly what she said she was going to do.

Maybe Frank was a bad boy with his stick, but calling him a bad boy wouldn't improve him. At four years of age, Frank should know that hitting with a stick hurts. You might need to explain that to someone who was two. Even so, it works better to say something like, "It was very bad to hit with the stick. Since you can't use it right, I'm taking it away." Someone who understood children like Frank might have taken the stick away in the first place, saying, perhaps, "Policemen don't carry sticks in the daytime. You leave it here in the police station and take it when you go home at night." Another person might have suggested something good for Frank to do with the stick early in the game. It could have been a fishing pole or something for drawing with in the mud.

SUMMARY

Young children show rapid physical development. By watching youngsters of different ages, you can see differences in proportion and differences in the way they use their bodies. What they can do with their bodies is closely related to their proportions.

Between two and five, children make a great deal of progress in social play, language, and play with things. The two-year-old is rather solitary, but interested in what others are doing. The three-year-old can co-operate. He likes to play with one or two others. The four-year-old is eager for companionship and can give and take in very imaginative games.

During these three years, children learn to talk like adults instead of like babies. They learn all the sounds, adult sentence structure, and several hundred words.

Toys help youngsters to develop in co-ordination, social play, use of the senses, and language. Although a four-year-old needs some

toys that are not suitable at two, he can use many toys from his younger days and simply use them in new ways.

An inexperienced helper is likely to have some troubles if she takes care of several children at the same time. However, if she honestly likes children she can learn to do a pretty good job of taking care of them.

Questions to Discuss

1. What connection is there between physical growth and learning to run and climb?
2. Were the children good for each other? Would it have been better for each to play alone? Would other companions have been better for any one of them?
3. What would you have done when Bonnie kicked the door and said, "Let me in"?
4. Did Mrs. Jacobs give enough help and support for Laura's first day in her new job?
5. Try to remember from your own childhood a time when you did a very bad thing which might have been prevented if an adult had given you something right to do in the first place.

Things to Do

1. Look at some children's drawings and see whether they most resemble the descriptions of Peggy's, of Bonnie's, or of Frank's. You might take crayons and paper to some of the children you know and ask them to draw for you.
2. Watch some preschool children playing and compare them in talking and pretending with Peggy, Bonnie, and Frank.
3. After you have taken care of several children, compare yourself with Laura. Where are your strengths and weaknesses the same and where are they different?
4. If the Jacobses could afford it, what play equipment should they add to their yard? Make out your list under these headings: *Equipment encouraging social play*, *Co-ordination*, *Sensory development* (see Chapter 9 if you have forgotten what this means).

11 Five- to Eight-Year-Olds at Play



YOUNGSTERS BETWEEN FIVE AND EIGHT are still able to learn when they play by themselves, but we are likely to forget it. First, they are learning to do new and harder things with their muscles, like roller skating, riding bicycles, playing ball, and running fast. Second, they use and practice much of their school work in their play. You'll see them counting and doing arithmetic, spelling, learning new words, matching forms and colors, drawing and making things, and discovering nature. Third, they learn more about getting along with other children. At school, they learn this from a *group* of children, under the teacher's influence. In play, they learn it from children acting on their own.

We don't need to do much about supervising five-to-eights at play. If they have a safe place and some things to play with, they can look after themselves. They appreciate help now and then with playing ball or learning new games, and they like older boys and

girls to play with them sometimes. But they also need freedom to do what they please by themselves.

In this chapter, we will see children on their own — children doing what they want to do for fun. We'll discuss their physical growth and contrast it with the physical growth of babies and younger children.

CHARACTERS: MARCIA TAYLOR, *eight years old*
BABS TAYLOR, *six*
TIM MACINTYRE, *five*
PAUL YOUNG, *six*
RALPH LARSEN, *eight*
LARRY BELL, *seven*
BUD MACINTYRE, *sixteen*

SCENE: *Elm Street, about 6:30 on an evening late in August*

Tim, Paul, Ralph, and Larry are playing together in front of their houses. Bud MacIntyre is tinkering with his father's car. The screen door of the Taylors' house slams, and Marcia and Babs Taylor run out.

MARCIA: Hey, kids, let's play kick-the-can. Not it!

RALPH: No, let's play tappy-on-the-icebox. Not it!

LARRY: Why don't we play just plain hide-and-seek, and we can count out who's going to be it.

MARCIA: We can count out, but I want to play kick-the-can.

RALPH: We're going to play tappy-on-the-icebox.

MARCIA: I'm the tallest, so I'll decide.

RALPH: Well, I'm the oldest, so I'm the one to decide.

LARRY: At camp this summer we voted to decide things.

TIM: What's "voted"?

LARRY: I'll ask who wants to play tappy-on-the-icebox and those who want to, raise their hands. Then I ask who wants to play kick-the-can and those kids raise their hands. Are you ready? Who wants to play tappy-on-the-icebox?

Ralph and Tim raise their hands.

LARRY: Who wants to play kick-the-can?

Marcia, Paul, and Larry raise their hands.

LARRY: It's kick-the-can.

MARCIA (to Ralph): Yah, yah, yah.

RALPH: Keep quiet. It doesn't matter anyway. I'll count out. Line up, everybody.

The children line up with their clenched fists in front of them. Ralph touches each fist in turn with his own fist as he chants.

RALPH: Ibbity, bibbity, sibbity, sab;
Ibbity, bibbity, canalboat.
Dictionary down the ferry,
Out goes you.

The child whose fist Ralph touches on "you" puts that fist behind him, and Ralph begins over again on the next fist in line. Paul is the last one to have a fist in front of him, and so he is "it."

PAUL: I'll get a can from our garage.

The others move down the street. Ralph picks up a large flat stone which is propped on the fire hydrant in front of the Taylor's house, and puts the stone in the middle of the street. Paul puts the can on the stone and leans on the hydrant, covering his eyes and counting to one hundred. Tim hides on the far side of the MacIntyres' car. The others disappear behind various houses on the block. When Paul finishes counting, he sees Tim's legs, runs far enough to see the rest of him, calls, "One, two, three on Tim." He reaches the stone long before Tim does. He never gets very far from the stone until Bud MacIntyre comes around to the back of the car.

BUD: Don't be a goal-sticker, Paul. It's not much fun if the person who's "it" doesn't give the others a chance.

Paul ventures a little farther afield, catches Babs hiding behind the Bells' house and gets to the stone before she does. Paul goes back to the Bells' and sees Larry and Marcia. He yells, "One, two, three on Larry and Marcia." Although he is closer to the stone when they start running, Marcia beats him to it. Larry is left behind. She kicks the can off the stone. While Paul retrieves the can and puts it back on the stone, he shouts, "All-e-all-e-*in*-free." Ralph comes in, and the game starts anew.

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PHYSICAL DEVELOPMENT

Size

Although Marcia is three months younger than Ralph, she is the tallest of the six children. She is 51½ inches tall and weighs 59 pounds. Ralph is 50 inches tall and weighs 57 pounds. Both children are normal eight-year-olds as to height and weight.

Why is Marcia bigger than Ralph? We can only guess. Perhaps Marcia's parents and grandparents are tall and heavy, whereas Ralph comes from a line of people who tend to be short and light. Or it may be that Ralph has had a series of illnesses and hasn't grown as much as he would have otherwise, whereas Marcia has had a healthy childhood and has grown as much as she could.

Does Size Matter?

Size does not matter as far as health is concerned. Neither Ralph's nor Marcia's size gives any reason for concern about physical health. But size may be important for other reasons. Ralph may *feel* badly about being smaller than a girl who is younger than he is. Marcia doesn't mind *now* that she is tall and heavy, but if she is still big for her age when she gets into her teens, she may feel very sad about her size. Athletics are so important to eight-year-old girls that size is usually an asset.

Marcia's co-ordination has kept pace with her size; so she is able to win very often with both boys and girls. You saw that she beat Paul in running. Because of her size and skill, and probably also because she has a younger sister whom she can order around, Marcia was rather bossy in choosing the game to be played.

Seven-year-old Larry is a chubby youngster, heavy for his height. He is normal in height and weight, and nobody needs to worry about Larry any more than about Ralph or Marcia. He is simply a different type of body-build. He could not run even as fast as six-year-old Paul, and in general he is poor at athletics. Larry makes up for his lack of athletic skill by being skillful with other people. He tried to settle the argument between Ralph and Marcia. Since they agreed to his plan, they are probably used to having him be a peacemaker.

Teeth

If you had been watching the children play, you might have noticed their teeth, or lack of them. Like many six-year-olds, Babs and Paul have lost their two upper front teeth, the upper central incisors. When children lose these two teeth, they sometimes have trouble in biting and talking, but the feeling of growing up that children have when they lose their first baby teeth makes up for any slight inconvenience they may have. Larry's two permanent upper central incisors are partly in, while Ralph's and Marcia's are completely in. When eight-year-olds laugh or smile, you get the impression that their mouths are all teeth, because the permanent teeth are so much bigger than the baby teeth.

Actually, all of the children but five-year-old Tim have four permanent teeth, the six-year molars. These teeth come in behind the second-year-molars and therefore aren't noticeable unless you look inside the child's mouth. Many people do not realize that these teeth are permanent teeth and that they need to be taken care of like all permanent teeth. It is important for the baby teeth to have careful brushing and a regular check-up by the dentist, but it is even more important for the permanent teeth.

Girls, on the average, are ahead of boys in losing their baby teeth and cutting their permanent ones. The difference is not very great, just a matter of a few months. By the time both boys and girls are twelve or thirteen, they have twenty-eight of their permanent teeth, all of them except the four "wisdom" teeth. It is difficult to say when wisdom teeth will erupt. They usually come into place between the ages of seventeen and twenty-one. Sometimes there is not room enough in a person's jaw for these last teeth and they become "impacted." When this happens, a dentist has to remove them.

Posture

If you notice posture when you are watching a group of children this age, you will see mostly good posture. For instance, we would expect Marcia's head, neck, and shoulders to be in good balance. Her abdomen sticks out a little, but not as much as it did a few

years ago. There is more curve in her lower back than there will be when she is grown up, but not as much as there used to be. Marcia is very active and busy. All the things she does with her body help her to learn control and balance.

How Does a Younger Child's Posture Differ from Marcia's?

When a baby like George MacIntyre stands up, you see a huge, bulging abdomen, feet far apart, toes out, and knees slightly bent. The legs are bowed. (See Chapter 9.) By Peggy Young's age — two years, four months — the abdomen is still big, but not quite so big. The feet are apart, but closer than at George's age. There is little or no toeing out, and the knees are not bent. The legs are straight. Children of three are likely to have knock-knees and pronation. (See Chapter 10.) *Pronation* means walking on the inside of the feet. (A child walks more on the inside of his feet than you do. Or more than you *should.* Older boys and girls and adults sometimes have pronated feet.) Pronation is a normal stage that most children go through. By six years, knock-knees are usually straight and pronation gone or nearly gone.

What Is Good Posture?

This rule is a help in judging posture: A straight line should pass through the ear, the tip of the shoulder, the hip joint, and just in front of the ankle. The line goes through the body's center of gravity.

What Does Posture Tell Us?

When you see good posture in a child of any age, you can guess that the child has all or most of these things: enough of the right kind of food, enough sleep and rest, enough exercise. He is probably a happy child, too, since unhappy people show their troubles in the way they hold their bodies.

When you see poor posture, you will know that something is wrong. You would have to make a careful study to know *just what* is wrong. There are probably several things the matter. These things may be diet, sleep, badly fitting shoes and clothes, a bed

that doesn't support the child properly. The reasons may lie in the child's unhappiness about something. Or it may be that his posture is poor because of a physical defect, such as a bone or muscle deformity, or poor hearing or poor eyesight.

MENTAL AND SOCIAL DEVELOPMENT

When children play together, they learn many kinds of things all at once. A great deal of what they learn is about other people, about their equals. They also learn and practice the sorts of things taught in school, such as the three R's, concentration and alertness, bodily co-ordination, and more.

Mental Development

The game of kick-the-can called for little mental effort on Marcia's and Ralph's parts, but Tim had to concentrate on it. His mind was developed enough for him to understand the rules of the game. Anybody younger than Tim probably would not have understood what it was all about. It took some effort on Tim's part to keep it straight, but he managed. Although some five-year-olds can count to one hundred, it is too hard for many to do. When the game called for counting by Tim, Tim would feel more of an urge to do it right than if a teacher or a parent had asked him to count. It is to be hoped that if Tim could not count to one hundred he would not mind asking for help from Bud.

Tim found out what "voted" meant. Not only did he have it explained, but he put it into practice right away. He had an ideal chance to learn. He learned while having fun with other children, and he learned because he needed to. Things learned in this way may "stick" better than things learned from parents and teachers.

If the Elm Street youngsters had been playing indoors, you would probably have seen games calling for more mental activity than kick-the-can does. *Arithmetic* is used in games like dominoes and games with dice and cards. It may be just recognizing numbers and adding single numbers, but it is the beginning of arithmetic. *Reading* comes into many games, such as anagrams and board games where directions have to be read. Picture lottoes require

the child to match shape and form. Although he doesn't know it, practice in matching shape and form gets the child ready to learn to read. Some games can be played if only one or two of the children can read and the younger ones are content to let the others do the reading for them. Such games would make a youngster like Tim *want* to learn to read, which of course is an important first step in learning to read or to do anything.

Games with words are another kind of game that is related to reading. Such games as crossword puzzles and making small words out of a big one are more for older children. But guessing games and riddles can be played by even younger children. "Button, button, who's got the button?" and "blindman's buff" are simple guessing games.

Games of observation, memory, and recall are all games that make children use their minds. A simple game of observation is played by putting several objects on a table, giving each child a turn at looking at them, and seeing who can write down all the things that were there. "I packed my trunk" is a memory game that anyone over four can enjoy.

Quick thinking is the main thing in such games as "bird, beast, or fish?" Of course the thinking has to be accurate as well as quick.

Children enjoy using their minds just as they enjoy using their bodies. Some of the lessons they learn from these kinds of games are as helpful in training and developing their minds as are the lessons they have in school. Some educators think that games are a very good way to start children on school subjects.

Social Development

Children spend a lot of time and energy learning about other people. (Don't we all?) They learn different things in different places, and most of these things matter. In school, they learn how to get along with the teacher and with other school children in a supervised group. At home, they have parents, brothers, and sisters. In the neighborhood, they are much more *on their own* than they are anywhere else. Of course, children need to learn under supervision, but eventually they must stand on their own feet.

On Elm Street, children have a chance to stand on their own feet in a group just about as soon as they have sense enough not to wander away from home or run in front of a car. What Babs and Paul learn from Ralph and Tim, and so on, are things that their parents, their teachers, and their brothers and sisters cannot teach them. They learn to give and take, to lose and win, to do new things and old, and to have a good time *with their equals*. Their equals do not have to love them or be responsible for them or do anything with them. A child has to win the friendship of an equal. And in return, he has to be won, since in the beginning he owes nothing.

At this age, we see boys and girls playing together fairly often. They have many of the same interests, largely group games. They are enough alike in the way they do things to get along pretty well together. Of course boys are better at some games and girls at others. For instance, from before four years of age, boys throw balls faster and straighter than girls; so, when they begin to play ball in groups, boys are ahead there. Girls are better at talking and reading; so they are likely to shine in many of the indoor games.

In three or four years, the picture on Elm Street will change. Paul, Ralph, and Larry won't want to have girls in their games, and Marcia and Babs will be spending nearly all their play time with girls. From nine to thirteen is sometimes called the "gang age." Children stick to members of their own sex for play. Boys usually stay in the gang stage longer than girls. The boys do not grow up so fast as the girls do; so at this age, boys and girls do not get along well together. They often think that they hate the other sex. The boys are likely to be smaller in size and less mature both physically and in personality.

SUMMARY

Growth is slower during the elementary school years than it is in infancy and early childhood. The older children have good bodily co-ordination, and they get a great deal of joy out of muscular activity. Physical skills help them to get along with other children. Differences in body build make for differences in athletic ability. Athletic ability and posture are affected by many other factors,

such as general health, nutrition, fatigue, clothing, physical defects, and happiness.

Group play encourages mental and social development as well as physical development. In play, children practice such school subjects as arithmetic, spelling, and reading. They also train themselves in memory, observation, and quick thinking. They may try harder to do things in group play than they do in school.

Children have a lot to learn about other people. In free play, they learn what they cannot learn at home and at school. They give and take *with their equals*. Here, a child has to win friendship and be won as a friend.

Questions to Discuss

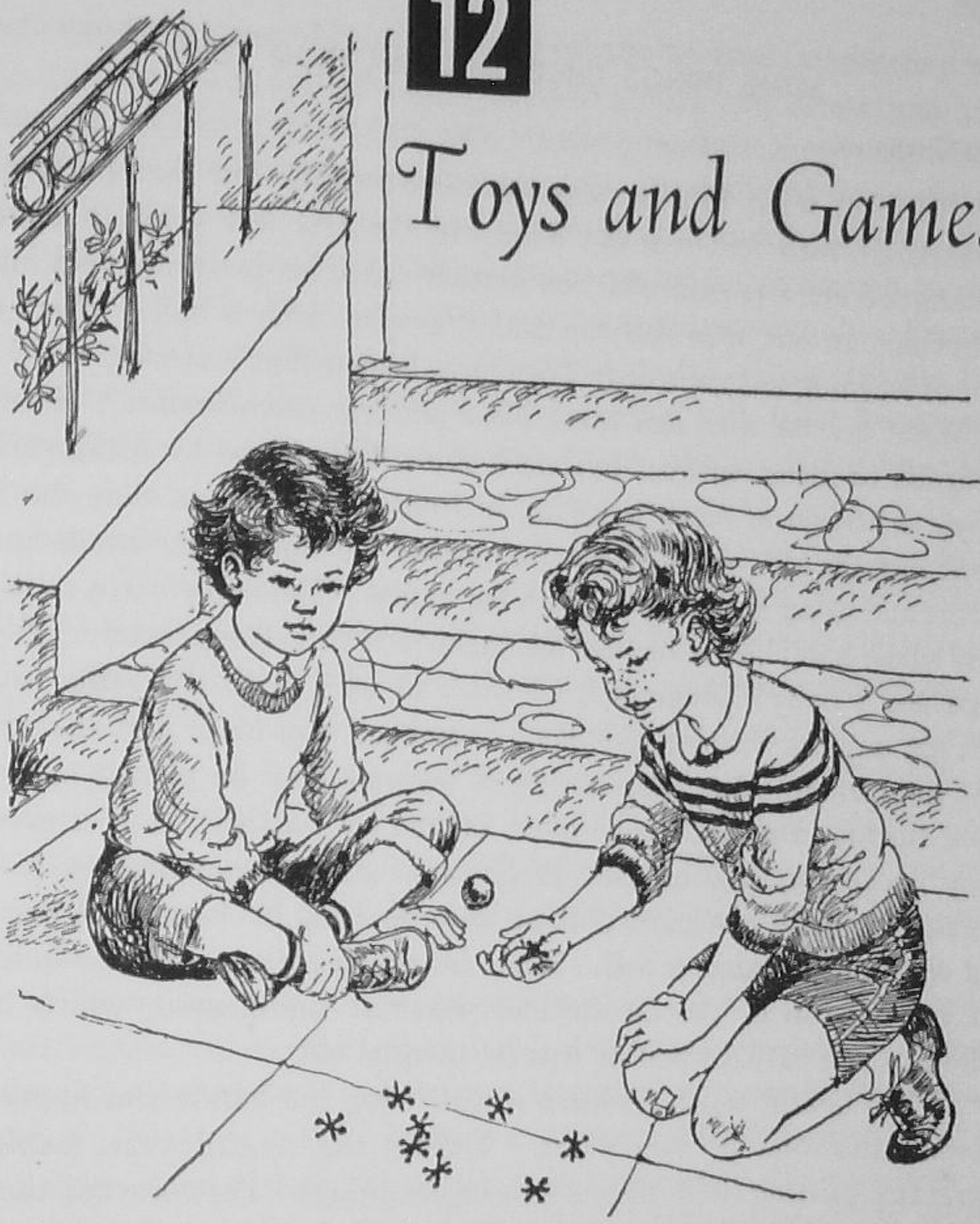
1. What do children learn or practice when playing the following games: hop scotch, cops and robbers, drop the handkerchief, checkers, charades?
2. Why is it easy for children to learn when they are playing freely with their friends?
3. How is free play different from play in the school yard under a teacher's supervision?
4. Were you satisfied with your size when you were a child? Are you now? Why were (are) you satisfied or dissatisfied?
5. What do boys and girls your age learn in groups?
6. Do boys and girls your age enjoy games that require mental activity? Do you enjoy them more or less than mental activity in school? Why?
7. What were your favorite games when you were between five and eight? What did you learn from them?

Things to Do

1. Watch a group of children between five and eight. How many different things can you see them learning?
2. Choose a person, a child if possible, with either very good or very bad posture. It should be a person whom you know well. What are the main reasons for his type of posture?
3. Select a child between five and eight for observation. Watch him for a week in as many situations as possible. Describe how he acts when he is with others of his age. Describe his actions when he is with younger children and when he is with older children and grownups.
4. Take a child between five and eight on a pleasure trip or shopping expedition. Report your experiences.

12

Toys and Games



WHEN YOU ARE TAKING CARE OF CHILDREN, it is important to know that play is more than a way of keeping them busy and happy. Children need to learn many things, and you need to know what these things are. If you know what is important to learn at each age and stage, you are on the way to being a good teacher. Anyone who takes care of a child is a teacher, because children are always learning. You can be a good teacher, a mediocre one, or a poor one.

In this chapter you will find out how children learn from their toys and games, and how you can use these things as a good teacher.

SOME THINGS CHILDREN LEARN FROM TOYS

Co-Ordination

Think of what four-months-old Irene can do with her body as compared with five-year-old Tim. In the first five years, a child changes from a person who can neither move his body nor pick up anything to one who can run and skip and catch a ball. What a lot of learning has gone on! Toys have helped that learning.

What are the toys that teach hand and eye co-ordination? Irene learned to focus her eyes by just looking around and by using such toys as *strings of beads* dangling in front of her. Now that she is four months old, *rattles* give her a purpose for moving her hands and arms and using her eyes to watch her hands. The baby learns to use his whole hand before he uses his fingers and thumb separately. You can see a baby's progress from week to week with the same toy. At six months a *string of buttons* is grabbed any place and shaken. At nine months the same string of buttons may be picked up by one button, and then gone over, button by button. It is a good toy because it can be used in different ways, depending on how much the baby has learned about co-ordinating his hands. A baby of six months bangs a bell. When he reaches ten months he holds it by the top of the handle and pokes at the clapper, which he didn't even notice when he was six months old.

There is still much to learn about using the hands and fingers, even after one or two years. During the second year, babies practice putting little things into bigger things. Part of what they are learning is how to let go. A year-old finds it much easier to pick up a marble than to put it down where he wants to. (A marble isn't a good toy at this age. We think you can guess why.) He likes to put big things in big things, like blocks into a basket. By eighteen months, a youngster is ready for a toy that you can make any time — a box with a hole in it, and things to drop in, like clothes pins or milk bottle tops.

Toy makers advertise certain toys as "educational." These toys are usually ones that teach co-ordination, along with other kinds of learning, such as learning the colors. There are *pounding boards*, *spindles* with rings to be fitted on, *peg boards*, and *slot toys*. These

are excellent toys. Of course, they should be given when they are neither too hard nor too easy. A child around two needs large peg boards, because his co-ordination hasn't reached the point where he can make delicate finger movements. Pegs should be about an inch in diameter. Rings should not fit too tightly around the spindle. Slot toys should be simple, with holes big enough to put the little toys through without having to fit them carefully. Pounding boards should be steady and have big pegs. If the toys are too hard to manage, the child will be dissatisfied with what he can do. He may get angry at them, or just ignore them. If they are too easy, he'll soon get bored.

You can watch children of all ages learning to use their hands in play. Three-year-olds work hard learning to cut with *scissors* (blunt-nosed ones at this age). For children between three and five, *smaller peg boards*, *puzzles*, *nail-and-hammer sets*, and *blocks that fit together* are all toys that encourage the use of the fingers. You can see the co-ordination of children like Larry and Ralph in a game of jackstraws. *Building toys* and *construction sets* are toys in which older children learn co-ordination of their fingers or use the co-ordination they have learned before to build things for other games.

What are toys that help co-ordination of the whole body? We know that infants will try to creep and walk without any toys to encourage them, but we know, too, that an interesting toy out of reach may give a young one a little push to try harder. The playpen itself is a help to a baby like George, who is in a stage of pulling himself up to a standing position. The bars and rail of the playpen are about the easiest place in the house for pulling up and letting down, and the pad provides a good cushion for sitting down hard. The playpen isn't a help for creeping and walking. It is a real hindrance if the baby is kept in it all the time. He has to be allowed some freedom to move in a larger place if he is to have the chance he needs to creep and walk. Every baby needs a balance between being free and being cooped up.

A baby needs little but freedom to learn to creep, walk, and run. After that, he begins to concentrate on climbing. Climbing uses all the child's big muscles — the muscles of his arms, trunk, and legs.



Frank and Tim have just discovered this new equipment in the Jacobs' yard. At their ages, they will not be satisfied long with just climbing, but will soon use the equipment for dramatic play.

Children have to climb to learn good co-ordination, and they *will* climb, whether there is any good place for it or not. The toddler climbs on chairs, sofas, and stairs. That is all he needs. By two or two and a half he is ready for something more exciting, and he'll find it if he isn't given it. Nursery schools have *jungle gyms*, arrangements of wooden bars, for the children to climb. A jungle gym is very safe if the beginners are well supervised in their climbing. In the stores there are different kinds of climbing equipment for home use, but they are fairly expensive for one family to buy. You can make a nice place for climbing by fastening a piece of ladder to the back porch or to a big, solid packing box or to a spot on the garage. It can be as elaborate or as simple as you like, depending on how many pieces of ladder you have. Nursery schools use *packing boxes*, *saw horses*, and *planks* for climbing. These things are within the reach of most families. *Swings* and *teeter-totters* are fun to have if you can manage it, but they are really not as important as climbing

toys. Children don't learn so much from them in the way of co-ordination, nor are there so many different ways of using them. Packing boxes, planks, and ladders are enjoyed by children of all ages if they are high enough from the ground so that the children's feet don't drag on the ground. *Trees* and *tree houses* are fun to play in, as long as grownups make sure they are safe and that the necessary rules are understood by everybody.

Other toys that teach co-ordination are *kiddie cars*, *wagons* and *tricycles*, *scooters*, *bicycles*, and *skates*. These "transportation toys" are all fine for children. It is to be hoped that every youngster gets a chance to use all of them at some time, whether he is lucky enough to own them all or whether he shares them at nursery school or in a neighborhood play group.

What about transportation toys for the baby? If they are so good for children, shouldn't every baby have at least a walker and a jumper? We doubt whether walkers and jumpers teach babies the kind of co-ordination they have to learn. Babies are fitted to take the exercise they need with very little interference from any of us. Creeping is an ideal kind of exercise, and some people have wished that babies would keep on doing some creeping for years, in order to keep their muscles so strong and flexible. Then why should we take a baby away from this splendid exercise, put him upright and let him use just his legs to get around, instead of all the muscles of his legs, arms, back, and chest? For most babies, there is no point in it. For a few, there is. If you have a restless, demanding baby who needs a lot of attention and change to keep him happy, it may help everybody in the family to let him spend small parts of his day in either a walker or a swing or both. Half an hour should be the limit for one period in either of these.

Using the Senses

Young babies can see, hear, smell, taste, and feel. Why then do we say they have to learn to use their senses? They have to learn the *meaning* of things they see, hear, smell, taste, and feel. And, we hope, they learn to enjoy their senses.

Learning about color. Color is important to most of us. It is important to young children. Long before they can name colors,

they have special likes. Toddlers are particularly fond of yellow and red. Most young children prefer *bright primary colors* to pastels; yet stores keep on offering pale pink and blue toys for babies. Nowadays you *can* get bright red rattles and beads in primary colors if you insist. Strings of buttons, spindles, slot toys, and peg boards — the same toys that teach co-ordination — can and should be in attractive colors. A peg board may also be a color-matching toy, and it will be used for color matching after the first pleasure in fitting pegs into holes is over. Children learn a great deal about color from the creative materials, such as *crayons*, *chalk*, and *paints*. They enjoy bright-colored flowers, as you may have noticed. When they play with flowers, they are learning not only about color, but also about smell and texture. Flowers are wonderful playthings for children who have passed the mouthing stage. You have to see that they use only the flowers of weeds or shrubs if you have a garden to protect, but anyway, dandelions are their favorites.

What toys teach about texture, shape, and size? Young children, especially babies, are interested in the texture of things. They rub their fingers over slick, soft, and rough surfaces, and they mouth these surfaces, too. When youngsters first play with sand, clay, paint, and paste, they spend some time just feeling with their fingers and hands. What a pity, then, for a baby to have only soft, stuffed toys for his playthings.

Watch a baby fingering a *ball* or a *toy animal* and you will watch him learning to see with his hands and his eyes, and very likely with his mouth, too. By handling, mouthing, and looking at many different shapes and sizes, the youngster learns the meaning of things he looks at later with his eyes alone. So don't think that a baby shouldn't put things in his mouth. He should, because that is one way he learns through his senses. Hands and eyes are not enough for a baby's seeing. He must learn with his mouth, too. Our job is to give him things that can go into his mouth safely. That means that toys have to be large enough not to be swallowed, or that you watch him when you let him play with small toys, or that small things be on a string. The paint on his toys should be non-poisonous. There should be no small parts that can be chewed off, nor rough and sharp parts.

Dramatic Play

Children pretend the things they know about. Under three, the main kinds of pretending are eating and child care. When they get out into the world a little more, they pretend things like store, policeman, doctor, and train. Still later they play cowboys and Indians, hunting, and so on. The toys that children need to help them pretend and play together are quite simple. *Dolls* and *household toys* head the list for preschool children, since house play is probably the most popular with them. *Animals* are used, but not so much as dolls. Dolls are just as educational as the "educational toys," if not more so. There are so many, many things you can do with dolls.

Many of the toys that teach co-ordination and the use of the senses also teach children to use their imagination and to play together. A packing box can be a house. A jungle gym can be a forest. A wagon can be a train or boat or streetcar. *Simple building materials*, like blocks, can be made into anything. *Blankets* and *chairs* are standard equipment for indoor building. *Costumes* are fun at four and after. Cast-off clothes, old hats, shoes, and purses are very popular. Pieces of cloth can be made into almost any kind of costume with the help of safety pins. There should be *paper* or *cards* for tickets and money. Empty cereal *boxes* are fine for playing store.

THE TEACHER'S JOB WITH TOYS

Let the Child Use a Toy in His Own Way Unless It Is Harmful

A child of two is as interested in the wheels on toys as he is in riding them or pushing them. Remember how Peggy played with the wagon (Chapter 10). You wouldn't urge Peggy to push a doll buggy or let you pull her in a wagon right away. First you would let her examine the buggy or wagon as much as she wished. We don't mean that you shouldn't make suggestions or play with children. You can often make play more interesting by a suggestion like, "Let's use the dry sand for sugar on the cereal."

Show the Right Way

Remember you are a teacher when you take care of children. Suppose you have a good supply of toys that teach. Your main jobs are to let the children learn from the toys and help them have a good time doing it. You also have to keep the children and the toys safe. That often means that you must see that the toys are not used for the wrong purpose. The hammer of the pounding board is not intended for pounding a piece of a picture puzzle into place, nor is it meant for the head of somebody who won't play fireman the way the others want to play. Blocks and sand are not for throwing. Balls are. After you firmly state that sand isn't to be thrown and remove the offender from the sand pile if he insists, you can give him a ball and get him started throwing it. Help a youngster to do something *right* after you have stopped him doing something wrong.

Help Children Get Started

You may need to suggest using a certain toy to get a child started playing. And when he tires of one thing and doesn't seem to know what to do next, you can get out something different and perhaps help him start playing with it.

Keep Away from Games That Are Too Hard

A good teacher sees that children don't try too long to do things that are too hard for them. Better yet, she tries to keep them from starting very hard things, such as when a four-year-old wants to work on an adult jig-saw puzzle.

Insist on Fair Play

Little children are bound to have some conflicts over toys, especially over such things as tricycles and swings. You will have to see that the children take turns. A slide is one of the easiest places to learn to take turns, because there is no question of when one turn is over. You can show the distance for a turn on a tricycle and count the swings on a swing. Even though a child can't count to ten himself, he realizes that the process is the same for each and

can see the fairness of it. Sometimes you can turn a conflict into co-operation by showing how two children can play together with the desired toy. It would be easy with a ball. With a doll, you could suggest that one child be the mother and the other the father or doctor.

It isn't often necessary for adults to tell older children to take turns. Usually they have played enough games in their lives to see that everybody has a better time when turns are taken, as in turning the rope in jump-rope. In games like tag and hide-and-seek, the turns are decided on by the skill of the players, or the lack of it. Turns are automatically taken care of in games like baseball and all its variations.

Use Your Imagination

You may find yourself taking care of youngsters where you have no store-made toys. You know that it is possible to make toys, and very fine ones, but home-made toys take a long time. You can also use what you have on the spot — dirt instead of sand, sticks and twigs for tools and dolls, dry leaves for houses or beds or jumping piles, flowers for cake decorations or to adorn the grave of some small creature, and so on and so on. The good teacher, you see, has imagination, loads of it, for thinking up things that are fun to do and for putting herself or himself in the place of the children and picturing how they feel.

SUMMARY

Toys and games promote co-ordination, use of the senses, imagination, and co-operation. Most toys promote several of these kinds of learning. You can judge a toy by asking these questions: What kind of learning does it encourage? Is it safe? Is it durable? What age child is it suited to?

Anyone who takes care of children is a teacher. You teach through toys as well as in other ways. It is always wise to let a child use a toy in his own way unless it is harmful. Show the right ways to use toys if a child starts to use wrong ones. Help children to begin playing and to change play at the right times, and keep them from starting things that are too hard for them. Help children

to learn to play fairly together, and insist on fair play. Above all, use your imagination. Put yourself in the children's place.

Questions to Discuss

1. What were your favorite toys as a child? What did you learn from them?
2. What do you look for in choosing a safe toy for a baby?
3. What do you look for in choosing a durable toy for a five-year-old?
4. What do children learn from these games: bingo, volley ball, jacks, hide-and-seek, hockey?
5. What kinds of play would you suggest for five- to eight-year-olds on a hot summer afternoon?
6. What kinds of play would you start with three- to five-year-olds in the snow?
7. What would you do with a group of children who were tired and excited from running and shouting?

Things to Do

1. Make a toy out of scraps and odds and ends. Perhaps you can find a stick that *could* be dressed as a doll with pieces of cloth. Or make a dog out of toothpicks or matches and old corks. It is fun for a class to make a collection of junk of all kinds for the members to use to make playthings. Let the class vote to choose the most original, best constructed, and the like.
2. If you have a workshop available, you can start with new lumber and make really sturdy toys. Look at some toy catalogs for suggestions as to what to make.
3. A toy shop in your neighborhood might be willing to let a group of students look at its wares. As you talk about the toys, ask these questions: Is this safe, sturdy, artistic? How many ways can it be used? What age child can use it? What kinds of learning will it encourage? Is it worth the price? Then list the three best and three poorest toys in the store.
4. Choose presents for three children you know. Give their ages and explain what each can learn from the toy or game you choose.
5. Study the toys and games of a child you know. Find out which are his favorites, and try to decide why. If you were trying to improve his collection, what would you add and what would you take away?

13 Art Materials, Stories, and Music



YOU MAY HAVE NOTICED that we have already talked a bit about creative materials — things out of which you can make a lot of other things, by using your imagination. We have suggested that children like music. Bud sang his favorite songs to his baby brother, and Mrs. Jacobs took the preschool youngsters indoors to listen to a record. So far we have not discussed books and stories. This chapter is about art materials, stories and books, and music, and how to use them with children.

CREATIVE MATERIALS

The main thing to keep in mind when supervising children in painting, woodworking, using clay, and such is the pleasure and learning *in doing*, not the end result. After people get past early childhood, they are often most interested in *what* they make. The

main thing to children is the fun of making. Two-year-old Peggy scribbles for the sake of scribbling and leaves her paper on the table when she is through. Three-year-old Bonnie is interested enough in her results to name them, but she neither wants nor expects praise and discussion of what she has done. Four-year-old Frank may like to have his painting hung on the wall and his clay work kept for a while, but it isn't necessary to his pleasure in making them. Six-year-old Paul and eight-year-old Marcia like to make things to use, but the thing that is important to them about any piece of work is that *they* made it, not how artistic it is.

Most of us aren't artists. Don't let that stop you from giving children creative materials to use. There are a few basic rules that anyone can learn.

Paint

What you get ready. Young children need large brushes and large sheets of paper. Newsprint is good. Wrapping paper will do nicely. They like to make large strokes because they can't very well make small ones. Their arms and even their trunks should be free to move. Hence they should stand when painting. They don't have to have a real easel. Paper can be thumbtacked on the wall outdoors or in the basement. Or a large piece of plywood can be hinged to a wall and propped out, for an easel. Paints should be liquid but thick. You can buy poster paints or powder paints. Baby food cans make good containers. Paper cups are all right, but they tip over more easily than cans. There should be a brush for each color. You'll have to find a secure place for the paints. They can be put on a sturdy box the right height for the child. The young painter should wear an apron or smock. You can make an excellent smock by ripping the sleeves out of a man's shirt that has been discarded.

Children under eight rarely paint what they see before them. They like to paint things they think of. You shouldn't supply objects for them to copy.

What you do. Your main job is to teach the young one to keep the paint on the paper and to return the brush to its proper can. Show him how to wipe the brush on the side of the paint container

so that it doesn't drip. Young children need someone around all the time they are painting. Otherwise they are likely to forget the paper and paint their shoes or the wall.

You should be quiet while the youngster is painting, except when you need to say something. Some teachers think that you should stop the child when his picture reaches a point that looks finished and nice to you, but others think that he should be allowed to go on until it feels finished to him. It seems to us that the child's feelings on the matter are what count. Above all, don't ask, "What are you making?" or "What is it?" He may not have been making anything in particular. If you ask, he feels he must give a good answer and that when he paints, he must make something. With some children, it may be all right to ask, "Is there anything you want to tell me about your picture?" But you must be careful not to let this question become just as much of a demand as "What is this?" If you are really interested and are listening, you won't need to ask questions; you will hear comments about the picture when the child wants to make them.

Crayons

What you get ready. Children under four or five need the largest-sized crayons you can buy. They need large sheets of paper, too, just as in painting. Crayoning is best done on an easel, but can be done on a table. Notice how much more freedom of movement a child has when he stands, however.

What you do. The rules for you are about the same as with painting. Of course crayoning is much less messy than painting and needs less supervision.

We used to think that painting and crayoning books had no place in a child's life, but we have changed our minds. Outlines to color certainly don't allow for much originality, but there are times when children aren't able to be very creative and don't want to be. When a youngster is sick or tired, he doesn't feel like making an effort in his play. An outline to fill in may keep him happy and busy, whereas a blank paper would demand too much. Even better than a picture in a crayoning book is one which you draw for him. It can be part of a story that you are telling. You don't have to

be able to draw well. Anyone can manage an apple or a house, but don't be afraid to tackle anything. The youngster won't be as critical of the drawing as you are.

The trouble with giving pictures of any kind to color is that the child may come to want them all the time and be unwilling to do for himself. So we think that coloring books should be kept for special occasions.

Clay

What you get ready. Clay is standard nursery-school equipment, but, like painting, clay work takes a lot of time to manage at home. Clay has to be kept moist. It will last weeks or even months in a tin can covered with a damp cloth. Children should sit at a table to play with clay. If the table top might be marred by clay, you should have an oilcloth cover that fits well. Older children can use a good-sized bread board and keep the clay on it, but oilcloth is still a good idea. You can buy clay in a store, or you may be lucky enough to live near a claybank where you can get clay that can be modeled.

What you do. Two- and three-year-olds should be shown how to roll clay into balls and long rolls and how to stick pieces together. You can also show them how to use their fingers to draw out arms and legs from the lump of clay. Usually you put pieces back when the children are through playing. If someone has made something that he likes very much and wants to keep, let it dry for a couple of days before it is handled. It won't last long unless it is fired in a kiln and this is an expensive process. It is fun to paint the dry clay with poster paints. When children reach the stage of wanting to make something in clay, they can make and paint ash trays, candle holders, paper weights, and other "useless" objects that Grandpa and Grandma will love for Christmas.

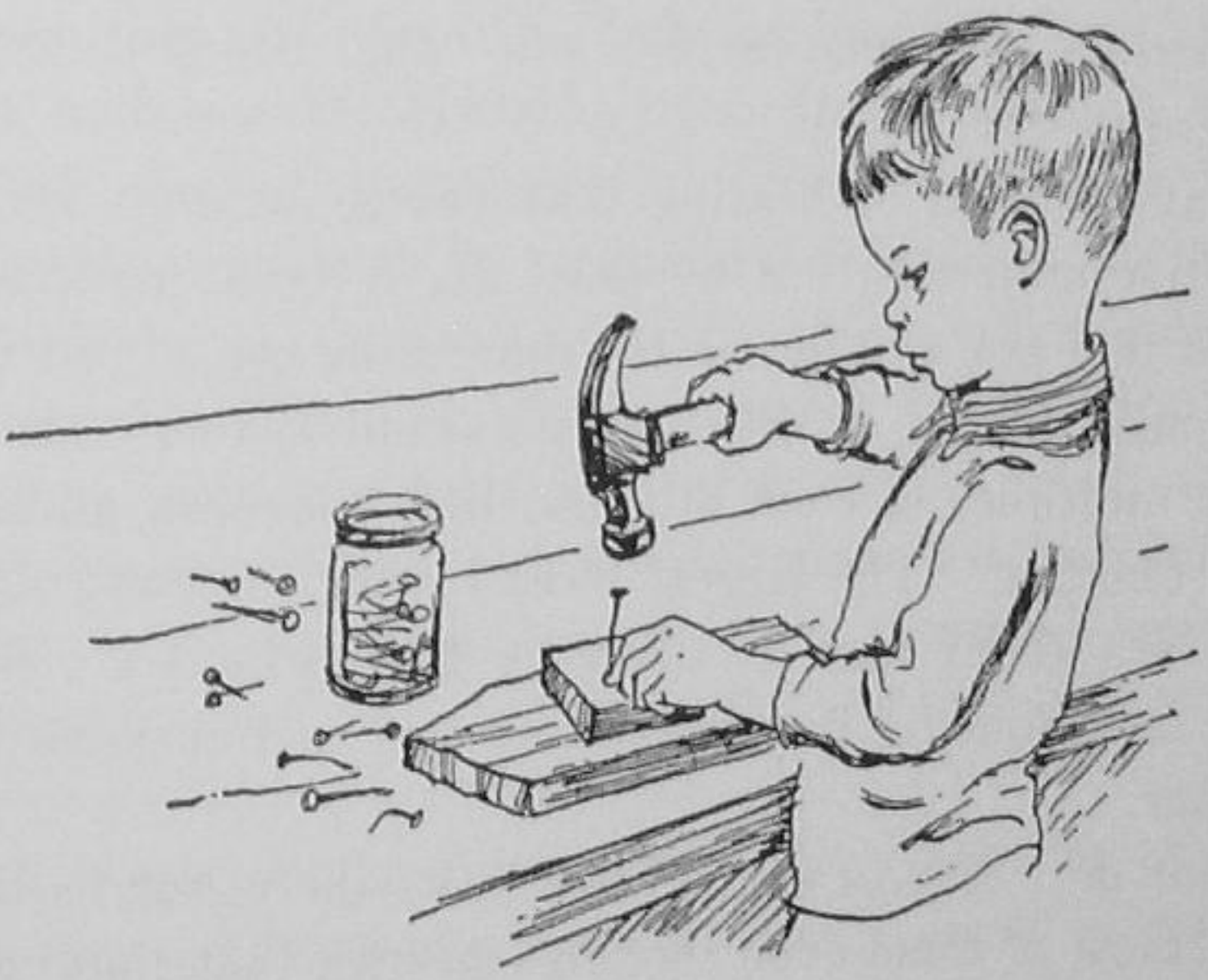
Wood

What you get ready. For woodworking there has to be a place which is easily cleaned, because sawing and drilling and smoothing put chips on the floor and sawdust in the air. Many people think that children should learn from the beginning that cleaning up is

a part of woodworking. It is also necessary to have tools that are the right size for children to use. Preschool children can use hammers first, then saws. Later on come drills, screw drivers, files, and planes. Soft wood, free of knots, is the easiest to work with, but things made of it may not last very long. However, the fact that boats and airplanes made of soft wood may not hold up well isn't very important to young children. They usually are more interested in making things than in using them. Also young children don't have the skill necessary to put things together so that they will be permanent.

For preschool children, pieces of wood one inch thick and six inches wide are usually large enough to make the things the children want to build. Children don't get tired sawing through wood this size. Older children may want to use bigger pieces in order to make the things they're interested in. Plywood is very good material for school-age children, although they may need help in sawing the big sheets that come from the lumber yard.

What you do. Children as young as three can pound nails into cork or a soft fiberboard. By four, they can pound nails into soft wood. With expert help they may use a saw with some effect. The wood to be sawed has to be held firmly: so a low workbench



Tim might find it easier to make a boat if he had a smaller hammer, but he is doing pretty well anyway.

with clamps or a vise is almost a necessity. You might let a youngster stand on a steady chair to work at a high bench. At this age, he'll be interested in nailing together pieces of wood that he has sawed or has found and will probably call his products airplanes or cars. If you give him spools or pieces of doweling, he can add realistic details to his creations. By seven or eight, a youngster can do a good job on simple toys. But probably he will be more interested in making a big thing, like a shack to play in, than a beautifully finished small toy.

Young children have little interest in finishing things properly with files and sandpaper, and they shouldn't be expected to do so. In fact, when you are helping children of any age make things of wood, you should remember that the important thing is not how perfect a piece of craftmanship they turn out. The important thing is what the youngster gets out of the process — the skill in using his arms and hands, the planning ahead of what he is going to do, the feeling of having accomplished something.

Blocks

What you get ready. One of the advantages of nursery school is that a child is able to play with large and complete sets of blocks. Few families can afford enough blocks to keep a child interested for long periods, and even families who could afford them wouldn't know where to store them.

You may be tired of hearing that young children should have *large* creative materials, but we must say it again for blocks. The inch cubes that you can buy in the dime store are almost worthless. Children need blocks of different sizes and shapes, but the sizes should be multiples of each other so that they can all be used in the same building. The largest blocks, which nursery schools use outdoors, are about four by eight by twelve inches. The indoor sets vary from four by four by twenty-four inches down to two by two by four.

What you do. Almost every baby has some blocks, and you can make the most of them even though you wish that they were larger and more numerous. Let him use them as he wants. *Don't* build a tower for him to knock down. Knocking down is not the point of

play with blocks — building is. He may knock his own down, but if he does, he still spends most of his time building.

Toddlers like to haul blocks from one spot to another almost better than they like to build. Their building consists largely of piling or of lining up. Three-year-olds make more intricate patterns, and children of four and older make stores and houses that may be strong enough to play in for several days. Five- to eight-year-olds like construction toys that they can use to build toy bridges, automobiles, and windmills.

Safety is one thing you must always have in mind. Throwing blocks cannot be permitted. Put them all away rather than allow it. Outside of throwing or hitting, there isn't much wrong a child can do with blocks. You can help a child to be creative by handing him a block when he seems stuck, or by questions like, "Shall we find one to go here? What kind do you want?" When a railroad station or hangar is finished, you can help by suggesting ways of playing with it and perhaps finding tickets or costumes. Grocery store is a popular game using a block structure. You can always find some empty food containers to help the game along.

Other Creative Materials

You need skill with some of the other creative materials if you are going to help children with them. For instance, if you know how to do it yourself, you can direct children of seven or eight in weaving, sewing, metal work, soap carving, or block printing. You can read directions on how to do these things, but you had better make sure you yourself are able to do them well before you try to teach them. It is fun to teach your own hobbies.

If you do teach one of your hobbies or some other skill, remember the general rule about the child's feelings about making things. You may be able to make a beautiful and professional-looking block print. Your young pupil won't. His product will look very crude to you, but it should look pretty nice to him. *Never* try to fix up what he does to make it look better to you. Show him the techniques that he is able to learn. Then let him go ahead and make something. Most of the joy is in the making, even at eight years.

The results count for something, though, and it won't be any fun if you act as though it is no good.

If you want to do creative work with children, you might discuss it with your art teacher. There are books and pamphlets on creativity at the end of this unit.

STORIES AND BOOKS

For children under two. Even babies under eighteen months are not too young for books. There are several good books for babies. A few years ago animal books were the only picture books you could find for little children, but now children's tastes and interests are better understood. Animal books are fine for farm youngsters, because they know animals, but city children need books about things they know, too. The pictures that babies can recognize and enjoy are those of things they see and use every day, such as toys, cups, dishes, a bath tub, clothes, and a hair brush. And, of course, they like pictures of babies.

A good book for a young child is sturdy so that he won't tear it. Heavy cardboard is good for the first book, because it is strong and because the pages are easiest to turn. Linen is good after the youngster can manage the pages. One picture on each page is best at first. A child should be allowed to handle his own books. He can enjoy them alone or with someone "reading." The reading consists of naming the pictures or asking him what they are. Toddlers like to make appropriate noises for the pictures. Some little ones love books and enjoy them for ten or fifteen minutes. Others have had enough in three minutes, even though they enjoy those three minutes.

For two-year-olds. Two-year-olds like books and stories about themselves. They can turn pages, but are very rough with books. Teach them not to tear or write on books. Take away a torn book and mend it before giving it back. A torn page is very inviting to more tearing. There are books about a child's day, starting with getting up in the morning and going through breakfast, play, dinner, and so on up to bed time. You can put the child's own name in place of the one in the story. You can also tell a child the story of his day or part of it without a book.

Pictures for young children should be clear and in bright colors. You can cut out pictures, mount them, and tell stories or sing songs about them.

For three-year-olds. At three, children like a little plot, although they are still very much interested in themselves and in stories about children like themselves. A typical plot is one about a kitten getting lost and then being found, or a child wanting a toy or animal very much and finally getting it for his birthday.

Nursery rhymes are fun by three years, or perhaps younger. You can choose the most suitable ones in the early years. *Mary Had a Little Lamb* is pleasant and easy to understand, but *Three Blind Mice* and *I Had a Little Pony* should be skipped as long as you can get away with it. Sooner or later, the youngster will demand to have all the stories in his Mother Goose book. Unfortunately, most Mother Goose books contain some rhymes that are not very well suited to young children.

For four-year-olds. By four, plots can be more complicated, and the story doesn't have to be about something that could happen to the child. He enjoys animals acting like humans, although at three he wanted animals to be themselves. At four, children are ready for some of the classic stories like *Chicken Licken* and *The Little Red Hen.* They love the repetition in these. Of course all young children love repetition in stories.

For five-year-olds. Highly imaginative stories, like *Millions of Cats,* are good from five on. Fairy tales should be part of every youngster's literature, but not too early. There is so much of the real world to be understood that there is no point in rushing the imaginative. The thing that begins to be important at five is the plot. Somebody or something wants to do something. There is one obstacle to be overcome. The hero works out a solution. The story ends happily. More than this in one story is likely to be too complicated for a five-year-old.

For six-, seven-, and eight-year-olds. Many children six and seven years old have learned how to read. This doesn't mean that they are no longer interested in having stories read or told to them. In fact, you like to listen to a good story well told, don't you? When bedtime comes, a youngster likes the personal attention of a story

that is spoken to him, even though he may have spent an hour or two reading to himself during the afternoon and evening.

When a child gets into first grade, his interest in the world has widened enough so that he likes to have stories about how bread is made, how the postman does his work, and so on. Stories shouldn't be just a lot of information strung together. Encyclopedias do that. Stories should have some action, and should give a sense of adventure. Things should happen to the people or animals in the stories. Secrets, surprises, and touches of mystery in stories are liked very much by children. Children can also profit from and enjoy stories that tell how people feel, and why they are happy or sad or jealous or what not.

Telling and Reading Stories

You will probably be called upon to tell or read stories at bedtime more often than at any other time. Remember that you want the little one to be relaxed and happy for bed; so choose your tales with an eye to calmness and avoid things that are exciting and frightening.

You may think that you couldn't possibly make up stories for children, but you'll be surprised at how easy it is. They love to hear things that happened when you were a child — what you did with your dog, what you did in kindergarten, a camping trip that your family took, things you played with your brothers and sisters. From there you may find yourself branching out into pure fiction.

Take your time with stories. Let your listener discuss and tell what he wants. Get the most out of words that sound like actions. Puff when it says "puff"; don't just read it. Make your voice small for tiny things and big for big things. Show action with your hands. You must be an actor to be a really good story teller.

MUSIC AND DANCING

Music is best kept simple. You don't need to be able to play the piano to give children music. You don't even need to be musical. If you can carry a tune, more or less, you have all you need for fun with music. If you can play a musical instrument, so much the better, but don't let it stop you if you can't. All you need to do is forget any self-consciousness you may have about singing.

Rhythm

It is easy to sing to a baby if nobody is listening. Bud enjoyed singing to Baby George, and George liked it, too (Chapter 2). A baby's first response to music, other than listening, is dancing, not singing. He waves his arms and kicks even before he can stand up. A toddler will dance by turning around, holding his arms up, or perhaps just standing and bouncing. Some babies hang on to a piece of furniture and bounce before they can stand alone. It's a lot of fun to see them dance.

It's also fun to dance *with* young children. When a youngster is four or six months old, you can take him for a slight round in your arms. Why not practice that new step with a partner whose feet won't get in your way? Don't try too much twirling, though, or keep it up after the baby seems restless. You can hold hands and dance with a toddler and anyone older, but you can't practice new steps. You can play *ring-around-a-rosy*, though, and they'll love it. Older children like the traditional circle and singing games like *Farmer in the Dell* and *London Bridge*.

Singing

Children of three and upward like to sing with you. They are fond of song books with pictures. Don't try to teach them songs line by line, but let them catch onto the whole thing by hearing it several times. They'll join in when they want to and shouldn't be urged. Of course, you won't try to teach long songs. There are some two-line songs for tiny children and there are plenty of four-line songs. Probably you remember some from your own childhood.

Doing Things to Music

Children are very fond of the kind of music that tells them to do things. *Rhythms* is the name given to a combination of dancing to and acting out music. When you sing or play "Hop, little bunny, hop, hop, hop: Hop, little bunny, hop, then stop," a three-year-old can act it out. You can sing about many animals and also things like airplanes and trains. *Finger plays* are a quiet way of acting out songs. You probably know *Here's the church and here's the steeple*

and *Knock at the door*. You can find more in books on finger plays. You can use your imagination and make up others.

Children like to beat time to music on percussion instruments like drums and cymbals. If you play an instrument yourself, you can give a youngster a lot of pleasure by letting him play with you. You can also let him play and sing to music from records, and perhaps play a drum yourself. You can sing to records, too, or act out the story, or just listen. When you have music and dancing with children, try to alternate strenuous and quiet things, except just before bed, when it should be all quiet.

No Radio, Please

And now comes a *don't*. Don't put the radio on when you are taking care of children, unless you find a program suitable for young children. You have no right to listen to *your* favorite programs when you are taking care of other people's children, unless they are asleep. Most radio programs are not the things for small youngsters. Little children should not have noise and commotion that have no meaning for them. (Also, they are supposed to have your attention, which may wander with the radio on.) If there is a program that you think suitable, you might check with the parents to see what they think of it. Even programs called nursery rhymes and advertised for the young ones are likely to be horror stories, or at any rate too exciting and too hard to understand.

SUMMARY

Every child, if given a chance, enjoys making things, listening to stories, looking at books, listening to music, making music, and dancing. Every child should do these things. You can provide them for the children in your care, even though you have little or no talent for art, story-telling, and music.

With creative materials, the main thing is to let the child make what he wants and enjoy himself. The doing is important, not the end result. There are simple rules for you to follow in order to prevent harm and waste.

Stories should be suited to the age of the child. Books should

be well constructed and artistic. You can learn to be a good story-teller.

You should sing and dance with children. It's fine if you can play an instrument, but you can be a musical success with children even if you can't play a note. You can teach and play rhythms and circle games.

The radio is not for children except on those rare occasions when there is a really good children's program.

Questions to Discuss

1. Why should *all* young children be given a chance to work with some art materials?
2. Criticize this statement: The best materials for girls are paint and wool for sewing on cards; boys should have woodwork and blocks.
3. Give several reasons why nursery school teachers do not make models for their pupils to copy.
4. What books and stories were your favorites when you were little? What qualities made you like them?
5. What songs can you remember learning as a little child? Did you like them? Did you enjoy singing? Why or why not?
6. Do you enjoy music and dancing? Can you trace your feelings about them back to your childhood?

Things to Do

1. Visit a nursery school, kindergarten, or first-grade class to observe how creative materials, stories, and music are used with the children.
2. Make a chart of art materials and what you teach about each material when first giving it to children.
3. Find a story book suitable for each of the following: Peggy, Bonnie, Frank, Tim, Paul, Larry, and Ralph.
4. Find a book of nursery rhymes. Divide the first ten rhymes into those suitable for children under four, those for children over four, and those that are worthless for children.
5. Make up a story for one of the children on Elm Street.
6. Teach a rhyme to a child.
7. Watch children of various ages (say three, five, and eight) using paints, paste and scissors, pencils, and wood. Compare the way the children use these things. Compare the end results.

Unit Conclusions

In this unit, you studied scenes of play at different ages. Children at play tell many things about themselves to people who know how to watch.

You saw physical development at different ages and in different children of similar ages. You studied their size, proportions, build, strength, teeth, and posture. You even learned some things about their internal organs, which of course you can't see, but which you need to know about in order to understand children.

Physical development is very important because it affects all kinds of learning and feelings. It is especially easy to see the connection between physical growth and muscular co-ordination.

When you studied about the play that went on in the scenes, you found that several kinds of learning took place. The learning included co-ordination, use of the senses, mental development, and social development. By studying what the different children did in each of these scenes, you learned normal development at the different ages.

The person who supervises play is a teacher. A good teacher helps children to grow as fully as they can in all these different ways. The good teacher knows what to expect at different ages, how to select the right things to play with, and how to manage the play.

It is easy to learn the uses of toys, creative materials, books, and music, easier than it is to understand the growth of children. But if you like children and want to learn how to work with them, the rest will come with practice and study.

REFERENCES FOR UNIT 3

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Emotions and



UNIT 4

Personality

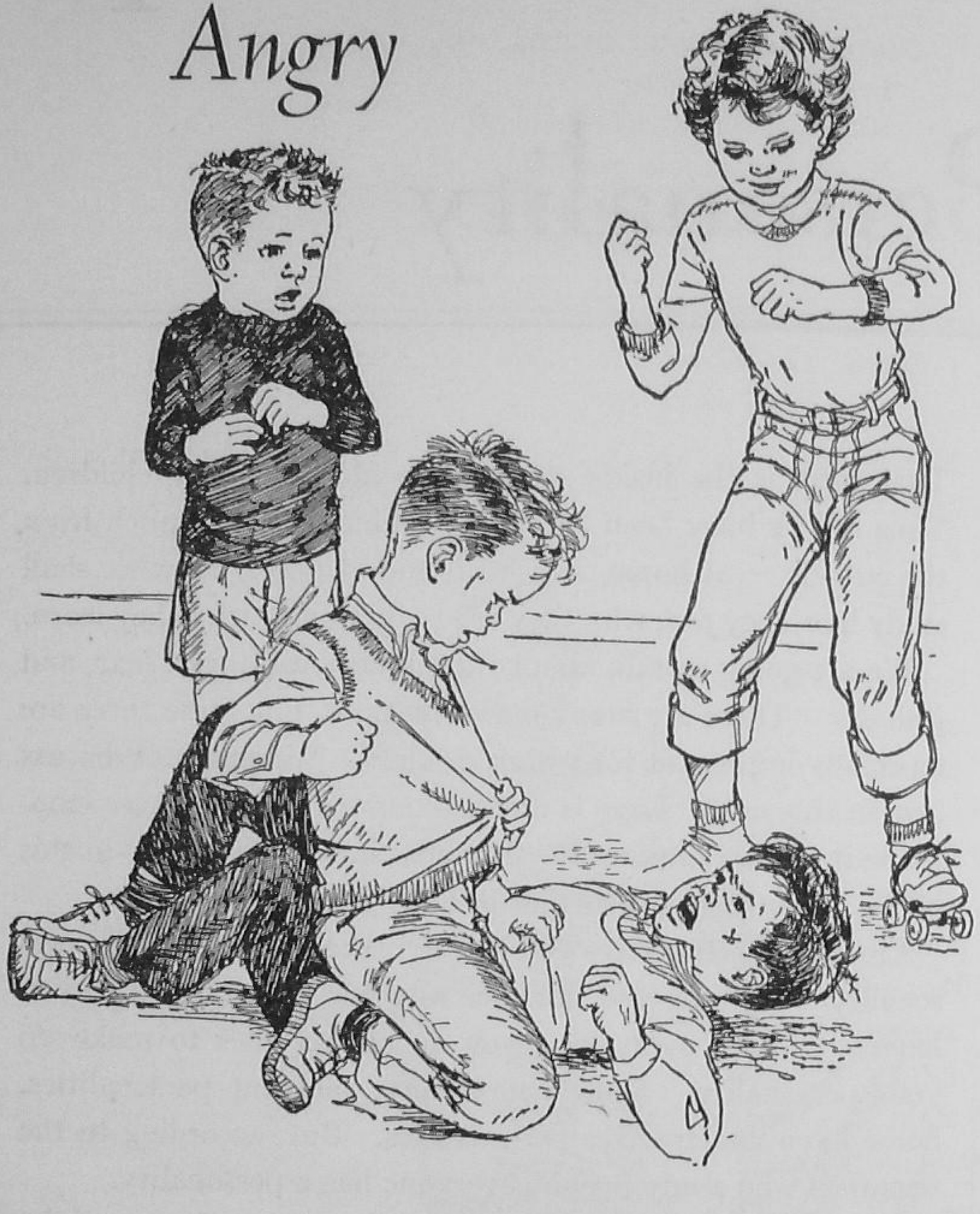
THIS UNIT is the inside story of people, especially children. Thus far we have been looking at children pretty much from the outside — at home, at school, and at play. Now we shall study how they *feel*, why they try to do things, why they learn.

We are going to talk about three emotions: anger, fear, and jealousy. There are many more emotions, but these three are especially important for young children. We shall not discuss love in this unit. Love is not less important than other emotions; it is *more* important. It comes into many places in this book. It is discussed further in Unit 5.

Emotions — the ways you feel — make up part of your personality. The way you talk, the way you move, the ideas you have — in fact, everything you do or feel goes to make up your personality. Some people have pleasant personalities. Some have unattractive personalities. But, according to the scientists who study people, everyone has a personality.

Some of the parts of personality are learned, and some of the parts are inherited. A hasty or an even temper, honesty or dishonesty, and a pleasant or unpleasant manner of speaking are learned. Eye color, type of hair, and the tendency to be big or small are inherited.

14 It's Human to Get Angry



In this chapter you'll see teasing, quarreling, and fighting when some of the Elm Street youngsters get angry. People of all ages get angry sometimes, but they show it in different ways.

There are childish ways of showing anger, and grown-up ways. These children are in different stages of learning to control and use anger. You will see some things that parents can do to help children grow up in their use of anger.

ANGER AND HOW IT WORKS

CHARACTERS: MARCIA TAYLOR, *eight years old*
BABS, *six, her sister*
RALPH LARSEN, *eight years old*
FRANK BELL, *four years old*
LARRY, *his seven-year-old brother*
MRS. BELL, *their mother*

SCENE: *The sidewalk on Elm Street, Saturday morning, just before lunch*

Marcia and Babs are rollerskating. Frank is riding his tricycle. Ralph is riding his bicycle.

RALPH: See how fast I can go. Look, I can ride with no hands.

FRANK: I can ride with no hands, too.

RALPH: Of course, anyone can ride a trike with no hands. It's a baby bicycle. Look out, Frank. You're blocking the way. Get over on the grass.

FRANK: No. I can ride on my sidewalk if I want to. You get on the road.

Ralph sideswipes Frank and nearly knocks him off the tricycle.

FRANK: I'll tell my father if you do that again.

RALPH: My father can beat up your father any old day. My father's twice as big as yours.

FRANK: He is not.

RALPH: He is so.

MARCIA: Come on and give me a tow on your bike, Ralph. I'll hang on behind.

RALPH: All right, but you'll have to be careful. We'll go pretty fast.

Ralph rides down the street pulling Marcia.

FRANK: I'll give you a tow, Babs.

BABS: You couldn't pull me. You're too little.

FRANK: Sure I can.

Frank tries to tow Babs, but she skates off and goes ahead of him.

She stops.

BABS: See, you couldn't do it. Let me ride the trike and you can try my roller skates. I'll tow you.

FRANK: Well . . . For just a minute.

Babs helps Frank put the skates on. She gets on the tricycle.

RALPH: Oh, look at the baby riding the tricycle.

Frank manages to stand up, but falls down right away.

FRANK: Give me back my bike. I don't like roller skating.

Babs rides off down the street, paying no attention to Frank. Frank starts to cry. Babs turns the corner and is out of sight. Frank throws her roller skates into the street, lies down on the lawn, and kicks and screams. A little group gathers around him.

LARRY (rushing out of the house): Who hurt my little brother? I'll sock him one. Did you do it, Ralph?

RALPH: No, I didn't, but Frank needs a swift kick.

MARCIA: You need a swift kick yourself.

RALPH: Shut up, or I'll give you one.

Larry hits Ralph. Ralph hits back, and they scuffle on the ground. The group shifts to watch the fight, and Frank is left alone screaming. He stops, gets up, and joins the group around the fight. Mrs. Bell comes out of the house and grabs Larry. Ralph backs away.

MRS. BELL: Your nose is bleeding, Larry. You're a bad boy, Ralph. I'm going to talk to your mother.

RALPH: Larry started it.

MRS. BELL: Larry's father will talk to him. Come, Frank and Larry.

FRANK: I want my bicycle.

Babs is coming back from her ride.

FRANK: You stole my bike. You're a thief.

BABS: I only borrowed it.

MRS. BELL: I'll have to talk to Mrs. Taylor, too. Come, boys.

* * *

Why Do People Get Angry?

We get angry when we cannot do something we want to do or when we are prevented from doing something we do want to do. That is, we get angry when we are *frustrated.*

What Happens to You When You Get Angry?

See if you can recall your feelings the last time you were in a real temper. You felt restless, ready to do something active. You may have felt hot or cold. You probably perspired. You may have been so angry you couldn't speak. You may have paled or blushed. You may have felt sick. All these changes take place because anger affects the whole body, not just the mind. The body becomes geared for action.

Here are some of the things that happen to the body in anger: The muscles are tensed and ready to work; the heart beats faster; breathing is faster. Something happens mentally, too. If you are just angry, you concentrate very hard on what is frustrating you; so you are better able to do something about it. If you become so angry that you are in a rage, you can't think straight.

What Happened to Frank?

Frank became so angry that he lost control of both his body and his mind. Instead of doing something to help himself out of a frustrating situation, he lay down, kicked, and screamed. This behavior is called a *temper tantrum*. Let's look at what led up to the temper tantrum.

Ralph teased Frank first, by belittling his tricycle riding. Frank felt mild anger when Ralph said that anyone could ride a trike with no hands. Then Ralph nearly knocked him off the sidewalk, trying to prevent him from riding there. Frank controlled his anger and did something about it — threatening to tell his father. Ralph added fuel to the fire by belittling Frank's father. Frank continued to control himself and tried to use his energy pleasantly in another direction, by offering to give Babs a tow. He didn't succeed when he tried to tow her, and when he tried to skate, he fell down. Then Babs added the final blow by taking Frank's beloved tricycle.

Control and Use of Anger

Frank showed excellent emotional control for a child of his age, or even for an older child. Many adults lose control when frustrated as many times as Frank was. There was nothing left for

Frank to do, since he was too small to fight Ralph and could not run fast enough to catch Babs on the tricycle. He lost all control, kicked and screamed, and did nothing to improve his position.

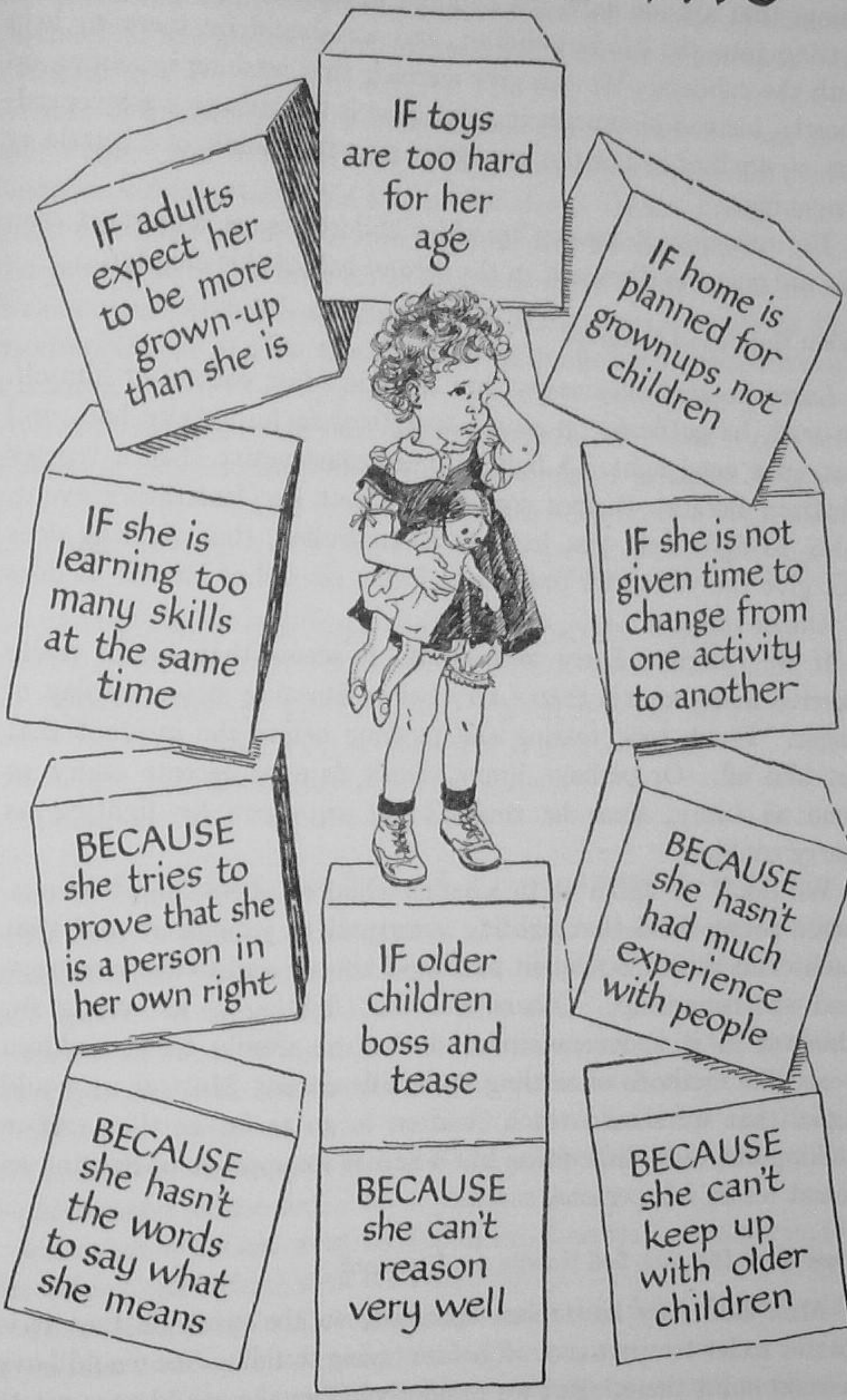
It was not good for Frank to become so angry and not be able to do anything constructive about it. It isn't good for any of us. The raging kind of anger is exhausting and leaves an unpleasant aftermath. And that is what is likely to happen when older children tease young ones often. Such anger is habit-forming. The youngster who is teased a great deal is likely to resort to frequent temper tantrums simply because there is nothing else he can do. We expect temper tantrums from children between one and three as a matter of course, because so many things frustrate them and they have so few good ways of fighting back. But by four, temper tantrums should be few and far between.

Treating a Temper Tantrum

You saw how to end a temper tantrum. When the group stopped watching Frank and moved on to another interesting scene, Frank soon stopped and watched too. After the first flurry of rage, a temper tantrum is not worth while to a youngster unless someone is watching or within earshot. It is useful to know this, especially when you are dealing with children under three. You will doubtless see some temper tantrums. When one is in progress, the best you can do is to pay no attention to it, except from the corner of your eye. If the tantrum takes place on the street, or in a room with other children, you'll have to remove the howling youngster to a quiet place where he can rage without an audience. When the storm is nearly over, you can lend a friendly hand by offering something quiet to do. Try to give the youngster a graceful way out of the situation.

Stopping a temper tantrum is like giving cough medicine. It doesn't cure the trouble. The job of anyone who takes care of young children is to see that they are not frustrated unnecessarily. There are many frustrations they have to learn to take — rubbers that are too hard to put on, having to stop playing and wash for dinner, a baby that gets into their block building and wrecks it. We should never add teasing. We should never urge children to do

IT'S TOUGH TO BE TWO



things that are too hard. We should watch to keep the baby from getting into the block building, and we should be there to help with the rubbers. We can give warning that washing is coming up shortly, instead of announcing that now is the time to wash regardless of whether or not the youngster is in the middle of a puzzle or crayoning.

The question of teasing by older children is an important one. We are going to discuss it in the second half of this chapter.

What Happened to Larry?

Larry became very angry, but he didn't lose control of himself. Instead, he gathered up more strength than he usually had, and put up a good fight. A fight is more constructive than a temper tantrum because it does something about the frustrating event. Also, to fight well, you have to be controlled; thus fighting does not give the youngster practice in losing control of himself as does a temper tantrum.

If we compare Larry and Frank, it seems that Frank really exerted more control than Larry before bursting into a display of anger. Frank took teasing and pushing before the incident that set him off. Or perhaps Frank didn't dare to become angry as soon as Larry, since he couldn't get anywhere by fighting as Larry could.

We don't all agree as to whether children should fight or not. Some people hold that fighting is natural to youngsters and that each child should be taught to defend himself and to show courage and sportsmanship. Others feel that fighting is as wrong for children as it is for nations and that we should teach children peaceable methods of settling their differences. Most of us would agree that we should teach children to go as far as they can in talking out their difficulties, but whether we approve of fighting as a last resort is a personal matter.

How Well Did Mrs. Bell Handle the Situation?

Mrs. Bell may have been operating on the principle that it is better to let tempers cool off before trying to talk. She would have a good point there. But we wonder whether she would ever get to

the bottom of each child's story after she had left them. If she had planned to meet all the youngsters after supper, she might have had a helpful talk.

Mrs. Bell immediately assumed that Ralph was at fault and called him "you bad boy." By doing this, she blocked the possibility of Ralph's telling his side of the story. When Frank called Babs a "thief," Mrs. Bell let the word pass and planned to refer the matter to Babs' mother. Parents do need to get together to discuss their children's difficulties, but it is always wise to get the children's point of view first. Mrs. Bell condemned them without a hearing.

It is never helpful to call children names, like "bad boy" and "thief." The trouble is that when a youngster is called a name, especially if he is called it often, he comes to believe it. It is wiser to talk about what a child did and how he can do better next time.

PARENTS CAN HELP CHILDREN CONTROL ANGER

CHARACTERS: MR. and MRS. BELL, *parents of Frank and Larry*
MR. and MRS. TAYLOR, *parents of Marcia and Babs*
MR. and MRS. LARSEN, *Ralph's parents*

SCENE: *The Bells' yard and porch, 8:30 on a summer evening*

Mr. Bell is working in his garden. Mr. Larsen stands at the edge of the garden chatting. Mr. and Mrs. Taylor stroll over. Mrs. Bell appears at the door.

MRS. BELL: It's getting dark. You've done enough in the garden, Harvey. Bob, call Miriam and come over to our house.

Mr. Larsen disappears and returns with Mrs. Larsen. The Bells, Taylors, and Larsens sit on the Bells' porch, and Mrs. Bell serves cookies and ginger ale.

MRS. TAYLOR: What went on this noon, Loretta? I saw you in the thick of something with the kids.

MR. TAYLOR: Babs and Marcia reported a big fight. They said it was the best one of the year.

MRS. BELL: What I saw this noon was everybody's worst, not best.

MRS. LARSEN: Ralph has a black eye, and he says your Larry did it.

MRS. BELL: And Larry says your Ralph gave him a bloody nose.

MR. LARSEN: Just what did happen?

MRS. BELL: I was getting lunch and heard a terrible commotion out in front. I recognized Frank's voice, so I went to the door and there he was, lying on the lawn kicking and screaming. He got up just as I went out and stood with the rest of the neighborhood, watching Ralph and Larry. They were sailing into each other. The language from the sidelines was something terrific. It all happened in such a rush that I'm not sure who said what, but I think I heard Marcia say something that I couldn't repeat.

MRS. LARSEN: What were they fighting about? Ralph says Larry started it.

MRS. BELL: Larry said he hit Ralph because Ralph hurt his little brother.

MR. BELL: I guess Ralph hurt Frank's feelings, anyway. When I was putting Frank to bed, he told me that Ralph pushed him off the sidewalk and laughed at him. He said all the kids were mean to him and that Babs took his tricycle. That tricycle is sacred to him, you know.

MRS. TAYLOR: I'm sorry about Babs' doing that. I'm sure she only borrowed it. She said she let Frank have her skates while she borrowed the trike.

MR. LARSEN: Isn't Frank pretty young to be playing with the rest of our children?

MRS. BELL: He probably is, but how am I going to see what children he's with every minute? Besides, he's bound to play with Larry, and then he's with Larry's friends.

MR. BELL: Frank's a pretty tough youngster. I'm surprised that he cried so easily.

MR. TAYLOR: I don't think he did cry easily. It sounds as if everyone had been picking on him. I think Larry was pretty swell to get in there and fight for his kid brother.

MRS. LARSEN: I'm sorry Ralph was mean. I'm afraid he isn't very nice to the little ones on the block. He gets picked on so much at home because he's the youngest. He does like to tease the smaller ones. I guess you'll have to spank him for today, Bob.

MRS. TAYLOR: Of course it's your business if you want to spank Ralph, but it seems to me there are other things to be done. You say Ralph gets picked on at home. · Naturally he's going to tease when he gets a chance. Couldn't Spud and Judy help out here? If they knew that what they do affects the whole neighborhood, they might be interested in changing.

MRS. LARSEN: You've got something there. We need to go at this thing so that there'll be less teasing and fighting on the street. I'll explain it to Spud and Judy.

MRS. TAYLOR: Marcia and Babs are old enough to understand more than they do about teasing. I'm going to talk to them. Marcia has already learned to go off by herself when she's really furious, instead of taking it out on Babs. We made her do it by sending her to another room when she was in a temper. Lately she has taken to riding her bike very fast when she is mad.

MR. BELL: Maybe you think we should do something about Larry's fighting. I suppose it was wrong, but in a way, I'm pleased. Larry has never been very good at fighting or baseball or running fast. I think it took a lot of courage for him to punch Ralph. I'm sorry Ralph got hurt, but I think it helped Larry to find out that he had the courage and that he didn't get completely beaten up.

MRS. BELL: How about some more ginger ale? And let's talk about something more pleasant.

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A Good Example Is Important

Here is a group of neighbors co-operating in solving a problem. They may not realize it, but they have taken the first step, and a very important step, in teaching their children co-operation. If adults can get together and work things out in a peaceable fashion, then there is hope for their children.

Co-operation Works Wonders

These parents, *together*, thought of things that they did not think of alone. When they started to talk, each had his own child's version of the tale and his own ideas about what happened. Because

they were able to give and take ideas calmly and pleasantly, instead of bickering with each other, they arrived at a new point of view, a fuller understanding of their children and of the neighbors' children. They have a good chance of working out neighborhood problems.

Children Can and Should Be Taught Control of Their Anger

Children are learning to use anger as truly as they are learning to use their hands. But learning the use of anger is often a hit-or-miss affair, whereas learning to use one's hands is going on every day of a child's life at home and at school. Anger is likely to come to people's attention only when it causes an unpleasant commotion.

Marcia Taylor has learned excellent control for her age. When she is angry, she neither fights nor has a tantrum. She goes off by herself. She prefers to go for a fast bike ride, which uses up the bodily energy she might have spent in punching someone on the nose.

Mrs. Bell mentioned that Marcia said a shocking word or two. We are not sure that Marcia said it in anger, or even that she knew what she was saying. We do know that she was letting off steam. Talking may not be an ideal way of managing anger, but it is usually better than fighting.

Mrs. Taylor did not appear much concerned about Marcia's bad language. She knew that children often pick up bad words and are equally likely to forget all about them in a short time, if no one makes a fuss about them.

The Parents' Plan for Controlling Anger

The best thing that came out of the parents' discussion was a plan to explain things to their children. The Larsens and the Taylors planned to explain to their children why teasing is bad. Perhaps Spud, Judy, Marcia, and Babs will learn why Ralph teases and why Frank became so angry that he lost his temper. If they learn those things, they will know more about all children and more about themselves. When a person understands why other people act as they do, he nearly always gets along better with them. Have you ever come to understand a person whom you disliked very much? We feel sure that you disliked him less as you began to see what made him tick. Maybe you ended by liking him.

GOOD AND BAD ANGER

Anger is indeed bad for you if you blow up. It is good for you if you do something sensible about it.

Frank's temper tantrum only made him feel worse. Larry's fight probably made him feel better, in spite of his bloody nose. From his point of view, he did something sensible and right in protecting his younger brother.

As children grow up, they should learn to use their anger, not to squelch it. They should learn to get angry about things that matter and then to do something about it. Would you feel angry if you saw someone stuffing the ballot box when your school was electing officers? If you wouldn't, you should. Would you go on about your business as though nothing had happened, or would you see that the balloting was straightened out? If you ignored the cheating, you would be lacking in the kind of anger that a mature person has. Suppose you became angry at a friend because he was quicker than you to ask the girl you both liked to go to a dance with him. You'd be getting angry in a childish way. There would be no point in it because there would be nothing accomplished by your anger.

SUMMARY

Anger is a physical and mental state. Both the body and mind are ready for vigorous action. In rage, when anger is very intense, the body and mind are so stirred up that they cannot act efficiently. We want controlled anger. We don't want rage.

Anger happens when a person is frustrated, when he can't do what he wants to do. If he controls his anger, he is in a state where he can learn.

Children have to learn to control their anger. Young children have temper tantrums or rages. Older children and adults sometimes get so angry that they have to "let off steam" or else lose control of themselves. Children have to learn ways of "letting off steam."

We should try to keep children from getting frustrated. Teasing is never good. Play and work that are too hard are also bad.

Children learn anger-control from example, just as they learn other things. When parents co-operate and talk things out, they find better solutions than one parent alone could find. They also show their children how to get along with others.

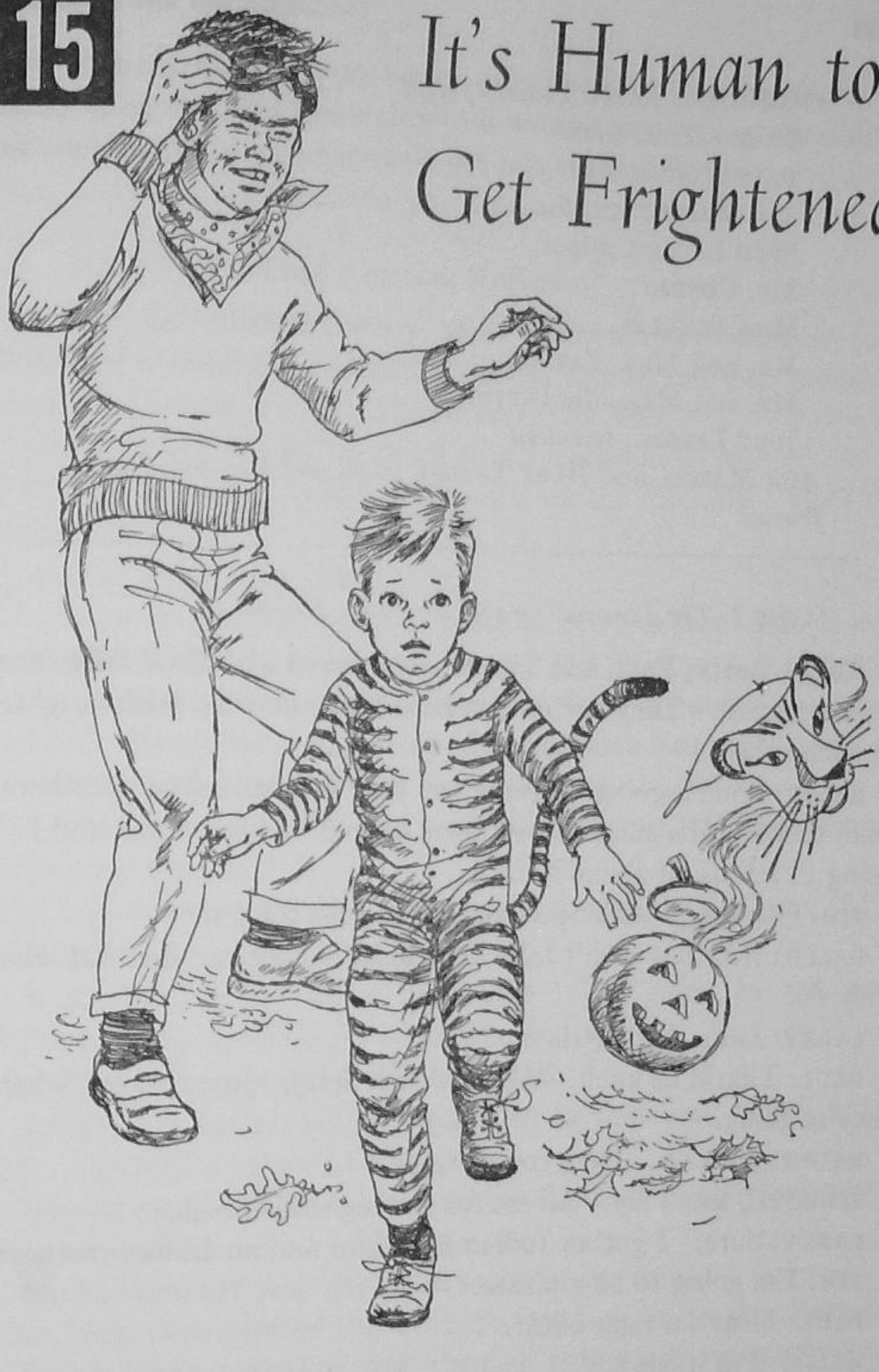
Questions to Discuss

1. Don't most neighborhoods have quarrels, fights, teasing, and such? If so, was there any point in the parents of Elm Street getting together and trying to change their children?
2. How would you explain sportsmanship to these children?
3. What might happen in a neighborhood where the parents of one child do not believe in fighting under any circumstances, but all the other parents permit fighting?
4. How could a state of controlled anger help a person on an examination? In a game of basketball? In a discussion on politics?
5. You have seen the Elm Street parents co-operate on controlling anger. Name some other situations where they might help themselves and their children by co-operating.
6. Suppose that Frank plays with Bonnie and Peggy (aged 3 and 2) the next morning. How might he behave with them?

Things to Do

1. Watch yourself for three days. Write down everything that makes you angry and what you do about it. How many times were you grown-up, and how many times were you childish? (Remember, we are all childish sometimes.)
2. Read letters written to the editor in your newspaper. Pick out the ones from people who are angry about something. How do they stack up, as grown-up or childish?
3. Watch some young children. Write down what makes them angry and what they do then. Ask some grownups what makes them angry and what they do about it. Explain how the children and adults differ.
4. Watch some adults when they are with children. What do they do that arouses anger in children? How do they handle angry children?

15 It's Human to Get Frightened



In this chapter we show little boys getting frightened in ways that are both good for them and bad for them. Their fears are treated in different ways by their families. There are several ways in which fears get started. There are several ways of helping children who are afraid.

CHARACTERS: RALPH LARSEN, *eight*
LARRY BELL, *seven*
PAUL YOUNG, *six*
TIM MACINTYRE, *five*
SPUD LARSEN, *fifteen*
MR. CORBETT
MRS. SCHULTZ
MR. and MRS. TAYLOR
MR. and MRS. MACINTYRE
JUDY LARSEN, *seventeen*
Also MARCIA and BABS TAYLOR (*eight and six*) *and Spud's friends*

SCENE 1: *The Larsens' garage, 4:00* P.M., *Halloween*

Ralph, Larry, Paul, and Tim have gathered with their false faces and costumes. They try on the false faces, howling with laughter at each other.

RALPH: Spud's going to come out here as soon as he gets home from school. His gang does all sorts of stuff on Halloween, and he's going to tell us all about it.

TIM: Can we go with Spud and those guys tonight?

RALPH: No, they won't take little kids, but we can find out what they do.

LARRY: Let's shadow them.

PAUL: That'd be swell. We won't tell Spud. Just find out where they're going.

RALPH: Shut up. Here comes Spud.

SPUD: Hi, small fry. All set for the big stuff tonight?

LARRY: Sure. I got an Indian false face and an Indian costume.

TIM: I'm going to be a pirate.

PAUL: Mine's a tiger outfit.

RALPH: I'm a cowboy.

SPUD: Uh-huh. What are you going to do?

RALPH: Oh, I guess we'll see if people can guess who we are.

PAUL: And how much candy we can get.

SPUD: That's small time. Why don't you do some tricks? I'll show you how to make tick-tack-toes and soap windows. You can

hide door mats, and anyone who is very brave can let the air out of tires. You can take down clothes lines and tie peoples' doorknobs to trees so that the people can't get out of their houses.

SCENE 2: *Elm Street, 7:00* P.M., *Halloween*

A tiger, an Indian, a cowboy, and a pirate are in conference, each clutching a small bag containing candy, apples, and nuts collected from the Larsens, Youngs, MacIntyres, and Bells.

RALPH: Now let's do the purse trick. Someone's coming.

LARRY: It's Mr. Corbett. I'll put it on the sidewalk. Hold the string, Paul.

RALPH: Everybody hide.

The boys lie panting with excitement. Mr. Corbett walks slowly toward the purse. He stops, bends, and Paul yanks the purse. Mr. Corbett makes a lunge, then straightens up and goes toward Paul. Everyone dashes away, shouting with laughter.

TIM: He looked awful cross.

PAUL: That was swell. Let's get our soap out. How about the Schultzes' windows?

The boys race to the Schultzes' and start to soap the windows. Mrs. Schultz opens the door.

MRS. SCHULTZ: Get away from here. I'm going to tell your fathers. You bad boys. I know who you are.

The boys run again and then stop to talk.

LARRY: My father will be mad when he finds out. He'll spank me. I guess I'd better go home.

RALPH: Sissy. Come on, let's do the Corbetts'. They're so cross they deserve it.

PAUL: We'll get their door mat and garbage cans.

The boys take care of the Corbetts' and go on to the Taylors'. Ralph soaps a window, and then all four play tick-tack-toe on different windows.

MR. TAYLOR (appearing at the door): Oh, Mr. Cowboy, won't you and your friends come in and take care of my two little girls, my wife, and me? We're so scared. There was an awful noise at the window.

The boys start to run, then stop.

RALPH: O.K.

The boys troop in. Marcia and Babs are in pajamas and house coats. They are very giggly as they and their parents guess for a long time and finally decide who is who.

MRS. TAYLOR: Is anyone ready for some fudge cake? Marcia and Babs, will you help me get it ready while the boys take off their masks?

The boys settle down happily and polish off the large pieces of cake. Ralph and Larry have seconds. As he finishes his second piece, Ralph looks rather sheepish.

RALPH: Gosh, I'm sorry I soaped your window.

MRS. TAYLOR: We'll forget about it if you'll take it off in the morning.

RALPH: You bet I will.

MR. TAYLOR: Our girls have to go to bed. And it must be past your bedtimes, boys. Good night, everybody.

The boys walk past the Taylors' hedge. As they get out on the front walk, a gang of gunmen rushes out. A gunman grabs each little boy and ties a handkerchief across his face. Then the children are carried to the vacant lot in back of the Schultzes' house.

GUNMAN: Now tie the captives to trees, and we'll decide what to do.

ANOTHER GUNMAN: Let's shoot them.

GUNMAN: Oh, not so fast. We'll just torture them a bit first.

Ralph's handkerchief comes loose, and he screams wildly. A gunman takes off his mask, and there is Spud.

SPUD: You see, kids. This is a real Halloween trick.

The little boys are set free, and they run home.

SCENE 3: *The MacIntyres' living room at nine o'clock*

MR. MACINTYRE: This is too late to be out.

TIM (crying): Some men had guns, and they had handkerchiefs tied over their faces. . . . They picked us up . . . They were going to kill us and torture us.

Tim clings to his father.

MRS. MACINTYRE: They weren't real gunmen, dear. Just pretend ones. Don't you know who they were?

TIM: Well, I guess one was Spud.

MR. MACINTYRE: Spud and his friends are such big boys. They were pretending, just as you were pretending to be a pirate. But they seemed real to you.

MRS. MACINTYRE: The big boys' pretending was hard for the little boys to understand, but they were really boys and not gunmen. Do you understand, Tim?

TIM: Yes, but they are bad boys, and they scared me.

MR. MACINTYRE: You sit on Daddy's lap for a while, and then you'll feel better.

MRS. MACINTYRE: Here is a glass of milk and a cooky. They will help you to go to sleep.

Later Tim goes to bed and goes to sleep. He wakens at twelve o'clock.

TIM: Mother, Mother. I'm going to be sick.

Tim vomits and then goes back to bed and to sleep.

SCENE 4: *The Bells' at nine o'clock*

Judy is in charge at the Bells' while Mr. and Mrs. Bell are at a Halloween party. Frank is asleep, and Judy is wondering if she should go out and look for Larry. Larry comes in shouting.

LARRY: Mother, Dad, help. Don't let them catch me.

JUDY: What's the matter? Did you have a good time?

LARRY: They tried to shoot us. I want my mother.

JUDY: Your mother's out, remember? Nobody's trying to shoot you.

Larry cries.

JUDY: You're just too tired. Nobody's doing any shooting.

LARRY: And Mr. Corbett's mad at us, and Mrs. Schultz is mad at us, and they're going to tell Dad.

JUDY: Oh, go on. You can't be that bad. I always thought you were a nice little boy. Come on to bed. We can't talk all night.

Larry goes to bed, and Judy hears him crying softly. He stops after a few minutes, so Judy returns to her magazine.

Mr. and Mrs. Bell come in from the party at 1:30. Mr. Bell takes a sleepy Judy home with a mere goodnight. Mrs. Bell sees that

the children are tucked in. When she opens Larry's door, he screams and covers his head with the blankets.

MRS. BELL: You must be having a dream, dear. Mother's here. It's all right.

Larry sobs in her arms and mutters something about shooting. She holds him until he drops off to sleep.

At three o'clock Larry calls again. His mother goes after several minutes.

MRS. BELL: Did you have another dream, Larry?

LARRY: I'm so scared. Don't leave me.

MRS. BELL: I'll take you back to bed with me.

Mrs. Bell takes Larry to her bed, and he sleeps there the rest of the night, with much tossing and turning.

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HOW CHILDREN GET FRIGHTENED

When Do People Get Frightened?

You are afraid when you don't know what to do about the situation you find yourself in. You don't know how to meet what has come up. Larry, Ralph, Paul, and Tim were afraid when the older boys grabbed them and carried them away. They didn't know what to do. As in all fear, they wanted to run away, but they were prevented from running.

People can be frightened because they don't know how to meet a threat of bodily harm, or they can be frightened because they don't know what to do in a social way. All of us feel afraid at times, because we all get into spots where we don't understand what is going on and we don't know what to do.

What Happens When People Are Frightened?

Fear, like anger, causes changes in our bodies and minds. Both the body and mind are geared for action, the action of running away. There is more physical and mental energy ready for use than there is ordinarily. Digestion slows down or stops. The muscles and lungs are given extra blood carrying oxygen and sugar. You may recall a time when you were very much afraid. You

may remember trembling, perspiring, feeling hot or cold, your skin prickling, and your stomach feeling heavy or upset. These are signs of the changes taking place within your body. Your mind was concentrated on the frightening thing and how to get away from it.

When mild fear is making changes in your body and mind, you are working efficiently. You are in a state where you are more able than usual to get away from what is bothering you. If, however, you are so frightened that you are in terror, your body and mind may become useless to you. You've heard of being paralyzed with fright. It can happen. A person can be so frightened that neither his body nor his mind can work well enough to help him get out of a bad spot. Terror is like rage in that it does nobody any good. Controlled fear, like controlled anger, has uses. We couldn't live without either of them. But terror and rage are emotions that we don't want. They are the extremes of fear and anger. In both these extremes, the body and mind are useless. After terror and rage, the body and mind are very tired.

GOOD FEARS AND BAD FEARS

We usually think of bad fears only, so we'll discuss good ones first. It's sensible to fear something that really might hurt us. It's a good fear if we are controlled enough to get away from the threatening thing. Caution is really a good fear. If you can't swim, you should be cautious about going into deep water. You should be cautious when crossing a street, because you are enough afraid of cars coming toward you. Do you remember how we discussed teaching caution to children in the chapter on safety? We might have said that children have to learn controlled fear of many things that might harm them.

Mild Fears

We like to be mildly afraid. Children, especially, crave the excitement of mild fear. They like to be a little bit afraid, knowing that everything will come out all right in the end. The Elm Street boys were enjoying mild fear on Halloween when they pulled the purse away from Mr. Corbett. They had the thrill of knowing

that Mr. Corbett would be cross with them if he caught them, but they were pretty sure that he couldn't catch them. They were mildly but pleasantly afraid when they played tricks on the Schultzes and the Taylors. Masquerading on Halloween gives them the same kind of thrill.

Children need the excitement from mild fear. Maybe that's why Halloween tricks go on year after year. Each generation of children learns this kind of naughtiness from the children a little older. It may not make sense to grownups, but it goes on and on because children want it.

Children enjoy mild fear in their imaginative play and in stories. But you have to be careful about even mild fears when you read or tell stories to children. What seems like a mild fear to you may be too great a fear for a youngster. Sometimes they play games about things that have really frightened them, like operations. By playing it out, knowing that everything will turn out right in the end, the real thing becomes less frightening.

Fears That Are Too Great

Bad fears, as you can guess, are fears that are too great and fears that don't lead to safety and relaxation. It is caution, a good fear, when a little child won't go into deep water by himself. It is a bad fear when he won't go into the water at all when an older person is taking care of him. His fear of the water is too great. Fear of dogs is another example. It is caution not to rush up to a strange dog and pet him. It is too great a fear if a person is afraid to go near any dog.

How Fears Get Started

We learn to be afraid of things that hurt us, if we don't learn to do something else about them. A child who had a bad fall from a bicycle on his first attempt to ride might be afraid of riding bicycles. His fear would vanish as he learned to ride well.

Another way we learn to be afraid is to connect in our minds one event or happening with another that *has* frightened us. For instance, after the fright with Spud and his friends, it would be easy for Larry, Tim, Paul, or Ralph to be afraid to go out in the dark.

It wasn't the dark that frightened the boys, but it was something that happened in the dark.

Children learn many fears because other people teach them to be afraid. For instance, babies are not afraid of snakes, but most children of four or five show either caution or fear that is more than caution when they see snakes. Since snake bites are very rare in our country, we can be sure that practically none of the children who fear snakes have learned to fear them by being bitten. They have learned to fear snakes by seeing older people afraid of snakes.

The movies, radio, and comic books have a lot to do with teaching fears to school-age children. Scenes of horror and violence can be very harmful. A school child can do little to overcome fears from these sources, since he cannot meet the frightening situation and deal with it. Even fairy tales can teach fear of giants and witches, but these are less dangerous than poor movies, radio shows, and comic books. The school child can be sure that the fairy tales are imaginary. He may come to think of the other horrors as real.

HELPING CHILDREN OVERCOME FEARS

Children the Same Age Sometimes Help

It's hard to say whether playmates do more good than harm in the matter of fears, but we think they do more good. It is easy to "catch" fears by seeing someone else frightened or by having him tell about his frightening experience. A fear of bees, for instance, might spread through Elm Street if Larry got stung and showed a strong fear of bees afterward. It is also easy to be less frightened of something when all your friends aren't a bit afraid of it. A child with a fear of high places might begin to overcome it when he watched all the other children playing in the Bells' tree house.

A child can play out his fears with his friends. Just as a youngster can play a game about something frightening that really did happen, he can also play out imaginary fears. Children the age of Tim, Larry, Paul, and Ralph are likely to be afraid of ghosts, kidnappers, and other creatures whom they have never met. The kind of play that they have on Halloween, when left to their own ideas, helps them to be less afraid of imaginary creatures.



Playing hospital may help Frank and Bonnie overcome some fears of doctors and nurses.

One of the best ways of overcoming a fear is to learn to do something about what frightens you. Then you don't have to run away. You simply aren't afraid any more. Children can teach each other things to do that help. To go back to the Bells' tree house, a child who was afraid of high places could learn how to climb from the other children. By watching, being helped, and being told, he might learn how to climb and balance. Then he needn't be afraid.

Teen-Agers Can Help

Little children usually think older ones are wonderful. They imitate them whenever they can. A boy wants to be like his older brother, who is "not afraid of anything." You have seen how fears can be caught from other people and how they can be conquered by seeing others who are not afraid. An admired older child has even more influence as an example than a child the same age has.

It's a lucky child whose older brothers and sisters help him to overcome his fears. Unfortunately, some older ones enjoy scaring the young ones, as Spud did in the scene in this chapter. Spud

and his friends were very unkind to terrorize the little boys. It's possible, though, that Spud didn't realize how very frightening his imaginary game would be to younger children. Many of the frightening tales that big boys and girls tell to little ones are told thoughtlessly rather than cruelly. Older people can stand more fright in these stories and games than children can. They should be careful not to make their ghost stories too fearsome for young children.

The children you know will surely have some fears. If they are bad fears, you may be able to help. Never try to force a frightened child toward what is worrying him. Don't try to reason with him when he is afraid. He won't be able to reason then. Don't ignore his fear, either, as Judy did Larry's. When a child is frightened, the first thing is to find out what is bothering him (Judy didn't do this). Then reassure him. Take him away from what is frightening him, or take it away from him, or just stay by him and comfort him if you can't figure out what's wrong. When he feels safe, you can use one or several of various ways of helping. Sometimes you can explain what happened, as the MacIntyres did. You may be able to show a child that you aren't afraid, by picking up the snake or going down into the dark cellar. He may be reassured enough by having you beside him so that he'll stand some distance from what he fears, and will look at it. Then you could go a little closer the next day and the next.

Your best chance for helping a frightened child is to teach him to understand his fear and to do something about it. Suppose the child is afraid of snakes and you are not. You can tell him which snakes are harmful and why, how an ordinary harmless snake bites, how to pick up snakes, hold them, and care for them. You'll need tact and patience, but you can teach a child to overcome his fear, so that instead of running away from snakes he may actually want to handle them.

It is not so simple to help a child who is afraid of something imaginary. Your example is some help, of course. It may help, too, to have the child tell stories about his fears and act them out, or to draw pictures of them. By bringing his fears out in the open, he may see that they really are not so bad as he thought them.

A fear of failing is one of the worst kinds of fear. Everybody has some fear of failing in school, but it's bad when it becomes intense. Children may be afraid of failing anything they try. The job of helping such a child belongs chiefly to parents and teachers, but you may do your bit. Help him to succeed. Choose things to do in which you think the youngster will get along all right. Help him find new ways of doing hard things. Show him that you fail some times and that it doesn't bother you too much.

Parents

What we have said about you and children's fears is also true of parents and children's fears. Parents are the chief comforters of frightened children, because they are closest to them. Parents also make children afraid sometimes.

Parents who want everything done perfectly are likely to make their children afraid of failing. These children usually *do* fail in the eyes of their parents. Parents who threaten a lot or who give prolonged punishment may make their children afraid most of the time. Parents may frighten children by using the bogey man for discipline or by saying they won't love their children if they are bad.

A child needs to know that he can count on his parents to protect him and reassure him. Not only must parents protect and reassure their children, but they must teach them to face their fears and conquer them through understanding and doing.

SUMMARY

Fear, like anger, is both a physical and a mental state. The body and mind are changed from their usual condition and are ready for action. Physical and mental efficiency are increased during mild, controlled fear, but decreased during terror or uncontrolled fear.

A person is afraid when he doesn't know what to do about the situation he is in and wants to run away. His fear may be mild or intense.

There are good fears and bad fears. Good fears help us to get along in life. Caution is a good fear, a mild, controlled fear of

something that might harm us. There is another kind of mild fear that gives excitement with relaxation afterward. Children enjoy this kind of fear in games, stories, and activities where there is danger but also assurance that all will end well.

Fears are bad when they are too intense and uncontrolled. Such fears are no help to a person. They are unpleasant and exhausting, and make a person inefficient.

Most fears are learned. Fears can be learned through real hurts, but are more often learned through imitation, teaching, and stories. A fear can grow because it becomes connected with something else that is feared.

Other people cause fears in children. They can also help children overcome fears. Children are helped by watching others who are not afraid, by playing out their fears in games, words, and art materials, and by learning to do something about the things which frighten them.

Questions to Discuss

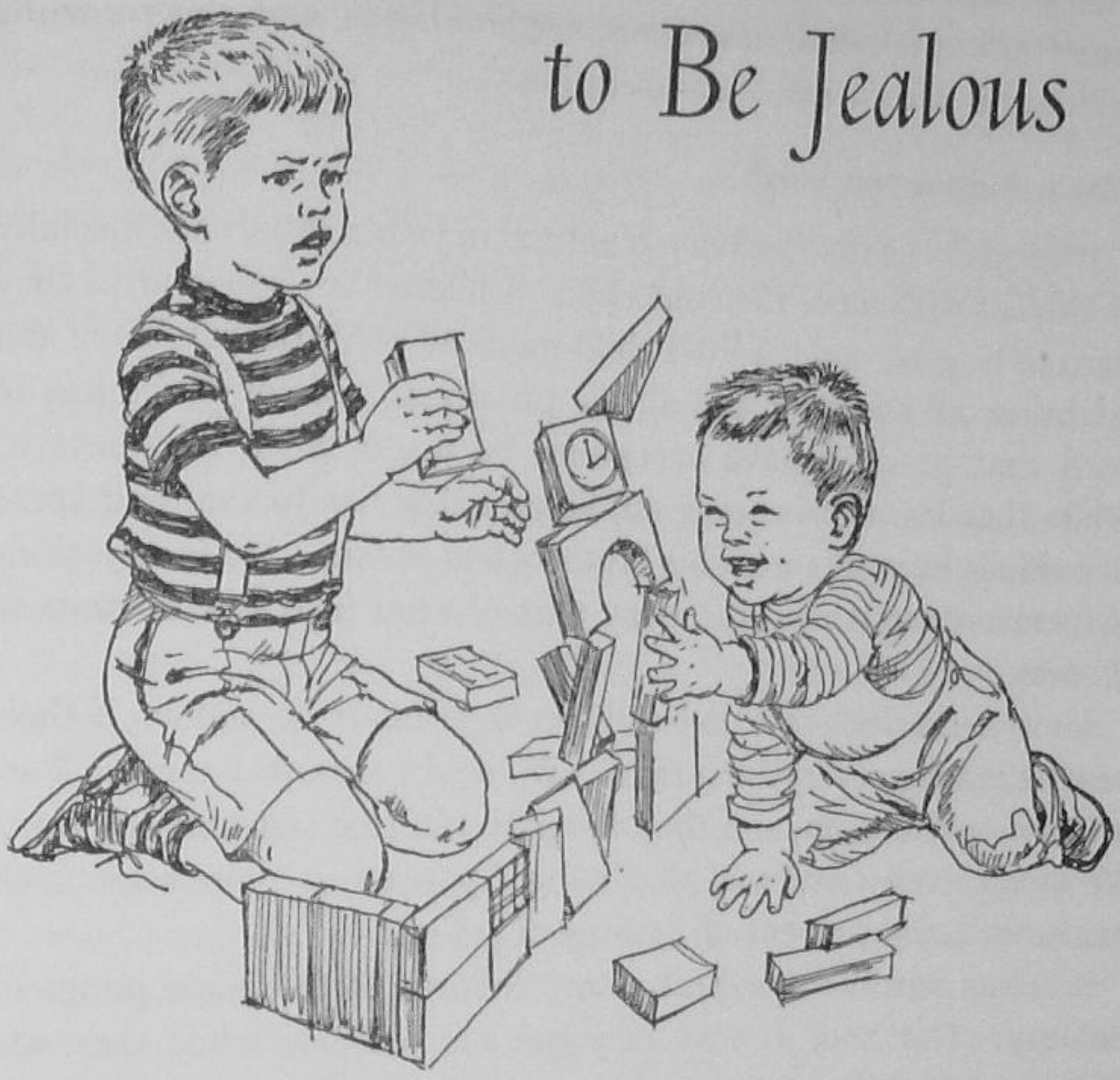
1. In what ways are fear and anger alike? How are they different?
2. What happens to the body and mind during mild fear? During intense fear?
3. What does fear do for human beings that they couldn't get along without?
4. When is fear bad?
5. Explain the fun that the boys got out of the Halloween tricks that they did.
6. Compare the Taylors and Mr. Corbett and Mrs. Schultz in their understanding of the boys' play.
7. Why did Spud's kind of play terrify the little boys?
8. Compare the way the MacIntyres handled Tim's fright with the way Judy and Mrs. Bell handled Larry's. Review the things you should do to help a frightened child and list what each family did for its frightened child. Then tell why one did a better job than the other.
9. Review the section on what happens to the body during a fright; then tell why Tim vomited after he had gone to bed.
10. Recall all the fears you can from your childhood. At what ages were the fears of real things, and at what ages were they of imaginary things? How did you get over these childish fears?

11. Recall some Halloween when you were a child. Why did you do some of the naughty things you did? Did you feel you were doing wrong? Did you ever get too badly frightened on Halloween?

Things to Do

1. Try to find a young child who is afraid of something you can see and touch, like an animal or insect. See whether you can use the principles in this chapter to teach the child not to be afraid. If you have such a fear yourself, try the same methods to try to conquer your fear.
2. Ask three school-age children what things frighten them. Ask three of your friends what their fears are. Ask three grownups the same. Compare the lists. Which lists have more things you can see or touch? Which lists seem more reasonable to you?
3. Write or tell a story of what happened at either Paul's or Ralph's house when the boys came home.

16 It's Child-Like to Be Jealous



JEALOUSY is what a young child feels when he sees somebody else getting what he considers his own special property. The jealousy the child feels is a sort of anger against the person who is getting what the child thinks is his own.

WHAT IS JEALOUSY?

Jealousy, like anger and fear, is an emotion. A stirred-up state of the mind and body is part of jealousy. While a child is feeling jealous, he is thinking only of the person of whom he is jealous. You can't reason with him, just as you can't reason with a person who is very angry or very much afraid.

We talked about good anger and good fear, but there is no good jealousy. Some of our most important lessons in life are how to get along with people and how to *co-operate* with or help each other.

Groups whose members co-operate are happier and get more done than groups whose members can't work together. Co-operation is important in families, classrooms, neighborhoods, and governments. Jealousy is the enemy of co-operation.

Who Is Jealous and Why?

It seems to us that jealousy is natural in young children, especially in families with more than one child. Children are selfish until they learn to be generous. A little child wants all of his parents' love and attention, all the toys, and all the privileges. Of course he has to learn that he can't have everything he wants when he wants it. While that learning is going on, he probably has to share all these nice things he wants with his brothers and sisters. He feels jealous of them because they take away part of what he'd like to have as his own.

Some authorities say that children need never be jealous if their parents manage everything right. We doubt that statement. Parents are only human, and they certainly can't be right all the time. We aren't even convinced that perfect parents, if there were such creatures, could prevent all feelings of jealousy.

It seems sensible to expect young children to feel some pangs of jealousy. Our hope is that they conquer jealousy while they are still young and that they won't feel jealous at all by the time they are grown.

There are people of all ages who feel jealous. The jealous adult is a person who has not grown up emotionally. The roots of his jealousy go back to his childhood. That's why we are going to talk about helping *children* to grow beyond jealousy.

A child can be jealous of anybody, but he is most likely to be jealous of his brothers and sisters. They are the ones who most often take what he would like to have as his alone. Jealousy is usually encouraged or conquered within the family. Therefore we are going to spend most of this chapter on brothers and sisters and their feelings about one another.

A child can be jealous of a playmate or even of a parent. A relative, such as a cousin, is sometimes the cause of jealousy. We'll talk briefly about such jealousies.

WHAT TO DO ABOUT JEALOUSY

Although we do not think that all jealousy can be prevented, we are sure that *much* of it can be. We think you will agree after you have read the two stories that follow. *Case I* shows how two wise parents arranged things so that a new baby would give her sister very little reason to be jealous. *Case II* shows two children learning to be jealous and another child in the same family growing up without being jealous.

Case I: Bonnie and Irene Jacobs

Bonnie was almost three when Irene was born. Bonnie is a very talkative little girl and understands more of what people tell her than many children her age. She and her mother and father have always talked a great deal together. The Jacobs show affection easily, and Bonnie has always felt secure in their love for her.

When Bonnie was two, the stories she liked best were about herself, just as all children that age love to hear about themselves. Her bedtime story was a tale of Bonnie's day — what she played, what she ate, how she went to the store with Mother, and so on. By the time she was two and a half, Bonnie was interested in what she did as a baby. Mrs. Jacobs had kept a photograph album of Bonnie, and Bonnie liked it best of all her books. She looked at it only with her mother and father. As they turned the pages, Bonnie heard the story behind each picture. In this way she learned what babies are like and what they can and cannot do. She knew that when she first came home from the hospital, she could only lie in her basket or in someone's arms and that she was nursed by her mother. Then when she got older, she drank from a bottle and learned to sit up. She saw pictures of her mother and father smiling and playing with her. She saw herself taking her first steps. She saw how she looked and how big she was when she first talked. Bonnie understood her own babyhood very well before she was three. And through this understanding, she learned to love babies.

About a month before Irene was born, Mrs. Jacobs told Bonnie that they were going to have a baby. She did not tell her earlier, although Bonnie wanted a baby, because she knew that even a

month is a long time for a two-year-old to wait. But she did not wait for Bonnie to ask questions, because she knew that Bonnie would have no reason to ask questions about the new baby. Bonnie would not notice her mother's increased size, nor would she notice any but the most obvious preparations for the baby.

Mrs. Jacobs said, "In quite a long time we are going to have a little baby."

Bonnie asked, "What's that baby's name?"

Mrs. Jacobs answered, "We don't know, because we don't know whether the baby will be a boy or a girl."

Bonnie said, "I think that baby's name will be Jesus."

Bonnie talked occasionally about the baby who was coming, but it never occurred to her to ask where the baby was, how they knew it was coming, or anything else. So in a few days Mr. Jacobs said, "Mother will have to go to the hospital when it is time for our baby to be born. You and I will keep house, and Grannie will come to help us."

Bonnie asked, "Why will Mother have to go to the hospital?"

Mr. Jacobs answered, "The baby is inside Mother now, and the doctor will help the baby to come out. That is being born."

Bonnie thought a minute and then recalled, "My book tells how Mother and I came home from the hospital."

Mrs. Jacobs said, "You and I stayed in the hospital until you were big and strong enough to come home and until I had a good rest and could take care of you at home."

One day Mrs. Jacobs unpacked Bonnie's baby clothes, and Bonnie was delighted with them. She tried to put on the little sweater and sat the bonnets on top of her head. "See how big I've grown, Mother," she kept saying.

Mrs. Jacobs said, "I put these away when they got too small for you, because I hoped that some day we'd have another little baby to wear them. And now we'll get them ready. Of course we'll have some new things for the baby, too."

Bonnie loved to wash doll clothes, and her mother let her wash some of the tiny shirts and dresses and hang them on her own low clothes line. Bonnie played with the baby's basket and put her doll in it to see how the baby would look. She saw the oil, swabs,

and other things for the baby's bath. Her mother told her all Bonnie wanted to hear about how they would take care of the new baby. Mrs. Jacobs pretended that the doll was the baby and gave her a pretend bath.

Bonnie's grandmother came before Irene was born and learned Bonnie's routines and took over most of the running of the house. When Mrs. Jacobs started in labor, she said good-bye to Bonnie and promised to telephone her from the hospital. Bonnie missed her mother, of course, but was quite happy at home.

Bonnie knew as much about what to expect as anyone her age could, but there was a lot to learn when her mother came home. It was strange to have Mother so tired and unable to pick her up and do things for her. Even though Mrs. Jacobs made sure that she told Bonnie a story and spent some time alone with her each day, she had to spend most of her time with the baby. Bonnie was used to having her mother pretty much to herself, and this was a change indeed. When Grannie left, it was even more of a change. Although they had hired help of one kind or another, help was hard to get, and Mrs. Jacobs had too much work to do and too little time and strength for Bonnie. Baby Irene had colic for her first three months and did a great deal of crying. When she slept, the household shushed and hoped that she would stay asleep.

Bonnie felt a little confused and disappointed in the turn of events, but she loved Irene. In fact, it looked as though Bonnie didn't know that Irene's arrival was the reason for the change in her own affairs. Whatever crossness Bonnie felt, she took out on her mother and father. Mr. Jacobs took over most of Bonnie's care when he was home. As time went on, Bonnie longed more and more for her mother to do things for her. Bonnie cried more easily. Her temper grew shorter. She was balky with her father. She kept begging for her mother to put her to bed, but at Bonnie's bed time, Mrs. Jacobs was nursing Irene.

Mr. and Mrs. Jacobs talked over Bonnie's troubles and decided to share the children more equally. Irene got her one bottle of the day at Bonnie's bed time, and Mr. Jacobs took care of Irene at that time. It was three or four weeks before they noticed any improvement in Bonnie, but gradually the tears and temper dwindled.

Bonnie's troubles with Irene are not over. They have hardly begun. When Irene starts to creep she will be a trial to Bonnie, and for nearly two years she will get into Bonnie's play and toys and make a nuisance of herself. Bonnie will probably feel jealous now and then when she has to give up toys and share attention with Irene.

Bonnie and Irene have a wonderful start on companionship with each other. Their parents love them both and understand that each child has her rights and her own needs. They have done a fine job of introducing a new baby to a three-year-old. They didn't expect their children to love one another simply because they happened to be born in the same family. Instead, they made it possible for Bonnie to love Irene by making Bonnie sure of her own place and by helping her to understand where and how Irene fitted into the family.

The Jacobs love their children in a wholesome way, and they use common sense in handling them. Because of what we see now, we feel sure they will continue to help Bonnie and Irene build on the good start they have. Their love and wisdom will help Bonnie and Irene to grow up loving each other.

Case II: Judy, Spud, and Ralph Larsen

Mrs. Larsen believed, she said, in waiting until her children asked questions about where babies come from, and the like. Her children never asked, so she never had to tell. It didn't occur to her that her children didn't ask because they felt that their mother wouldn't want to talk about these matters.

Judy was two when Spud was born. She missed her mother badly when she went to the hospital. When Mrs. Larsen and the baby came home, Judy was quite lost. Her routines were upset, and she tried in every way she could to get the attention that she used to have. She disliked the baby and had as little to do with him as possible. When Spud got old enough to spoil her block building and doll play, she hit him and got scolded for it.

By the time Judy was five and Spud three, they played together pleasantly on occasion, but they did a lot of fighting. Spud remained a pest of a younger brother, and to this day Judy regards

him as a nuisance. He is a nuisance. He teases Judy and upsets her plans whenever he can.

Spud was a little afraid of Judy when he was a small boy. She was bigger and stronger, and when their mother was not looking, Judy would bully him into doing what she wanted. Judy and her friends made him run errands and do the dirty work if they allowed him to play with them at all. When Spud got to school, he made his own friends and had little to do with Judy and her gang except to bother them when he saw a chance.

Spud got some pleasure out of being the baby at home. He got around his mother and father by acting like a little boy. He found that he could get them to take his part in quarrels with Judy if he cried and pretended to be the weaker one who got picked on.

Spud had an inkling that a new baby was coming, but Ralph still was an unpleasant surprise to him. Here was a real baby whose crying got much more attention than Spud's. Even at six Spud couldn't hope to get ahead of Judy in many things, and now he was no longer the baby. He was hurt when his mother gave her time to the baby. Mrs. Larsen pointed out that soon Spud would have a brother to play with and that a brother would be so much more fun than a sister. Spud brightened at this, and waited patiently for several months. But Ralph seemed to stay a baby for a long time, and Spud decided that there was no point in hoping for Ralph to play with him. With an older child and a younger child to compete with, Spud felt jealous very often.

When Ralph got to the stages of creeping and toddling, Spud had none of the problems that Judy used to have with Spud. Spud was old enough to be out on his own and to keep his possessions in his own room. Ralph didn't bother him at play. Spud was fond of his gang from school, and he came more and more to have his pleasures away from home. Because of his indifference to the baby, Mrs. Larsen rarely asked him to do anything for Ralph. Spud and Ralph grew up having little to do with each other.

Ralph had the pleasures of being the baby in the house. He didn't have to grow up until he was ready. He always had more of his mother's attention than did Spud or Judy. He grew up feeling sure that he was a nice person and that people liked him. Judy and Spud

were too much older than Ralph for Ralph to have any notion of competing with them. He did get a little tired of having Judy and Spud, as well as his mother and father, tell him what to do. Judy enjoyed Ralph as a baby. She was fond of playing with dolls and was thrilled to have a real doll to play with. She didn't care so much for Ralph as a toddler, but did a fair job of helping her mother with him. Ralph accepted Judy and loved her in a mild way, but he adored Spud. Spud was everything wonderful. Spud could do what big boys did. Ralph did wish that Spud would play with him and talk to him sometimes.

Ralph was the only one of the Larsen children who did not feel jealous. He was also the only one who felt secure in his parents' love from the very beginning and all through childhood. He did not have to compete with Judy and Spud for toys or for babying because he was so much younger than they were.

If the Larsens had thought about it at all, they probably would have said that Ralph was born with a nice disposition and Judy and Spud weren't. Or they might have thought that Judy and Spud "took after" Aunt Maisie, who was very jealous, whereas Ralph "took after" Mrs. Larsen's grandpa, who was always kind and loving. The truth is, as you know, that Judy and Spud learned to be jealous because of what happened to them as young children. Ralph did not learn to be jealous because he had no reason to learn it.

Preventing Jealousy

The best time to treat jealousy in anyone is, of course, before it really happens. We know of several cases where a child was very jealous of his cousin. This one is typical. The jealous girl was of ordinary looks and talents. Her cousin the same age was pretty and very clever. The pretty child was repeatedly held up to her cousin as close to perfect until the plain child was violently jealous of her. The two children had many interests in common and, if they had been left alone, probably would have been good friends. Even now that they are grown up, the jealous one dislikes her cousin heartily. It need never have happened if her parents had not made her feel that she had lost their love because her cousin was prettier and brighter.

Helping Jealous Children

First of all, you must ask what made the child jealous in the beginning. Then ask whether there are reasons now for the jealousy to continue, or whether it is a habit.

Did the child feel cheated of affection, and does he still? You can't actually give back to him the love he wanted as a baby or toddler, but he can use extra love now. He needs to feel accepted as he is. Only then can you hope to change him. Don't think we are suggesting something simple. It's not easy for parents to turn on an extra dose of affection if they decide that their children need it. Parents who have coped with a jealous, unpleasant child for several years may find it hard to show much affection no matter how badly the child needs it. They can try, though, to have some extra time for fun with the jealous child. Maybe they'll have more picnics or trips, or perhaps they'll plan extra time for reading and playing games together. By doing such things, parents sometimes learn to enjoy their children more, and the children then feel more loved.

The jealous child needs to feel that he has a place in his family, neighborhood, and school. All children need to feel this way, but the jealous child needs special assurance that he has his own place where he belongs. He wants to know that people, especially his family, care about him because he is himself, not just because he can do something well or because he is good looking. A middle child, like Spud, is most likely to feel that he has no particular place that is his, because he is neither the oldest nor the youngest. He was used to being the youngest for a while, for a long time in Spud's case, and then he got pushed out of that place by the new baby and there seemed to be no other place for him. He was used to having the fun and privileges of a baby and didn't know how to get happiness out of being a growing boy.

From Spud's case, you can see how important it is for parents to help children to grow up, and to help them to understand their own growth. Even though the Larsens allowed Spud to be a baby until Ralph came, they might have helped him to grow up at that point. Spud needed big-boy rewards for acting like a big boy. He needed to learn that it is more fun to be an older child than a baby, because

older children can do more of what they want to do. This was the time for Mr. Larsen to take Spud on masculine expeditions like fishing, ball games, and camping. Spud could have learned to make fires and handle knives and such. Thus he would feel grown-up and responsible and have little need to cry and act like a baby in order to get attention away from the real baby, Ralph.

Besides love and a position in the family, a child needs things of his own and a place to keep them. Few families can provide a room for each child. Most families like the Larsens can give each child a bed. He also needs a place that is his very own, where nobody will disturb his pet possessions.

Families do have to hand down clothes from one child to the next, but it can be done tactfully. Sometimes the elder child feels jealous when his things are taken away and given to the younger. Or the younger may feel jealous that the elder gets new things and he gets old ones. If possible, a hand-me-down should be kept out of sight until both people forget it. Or it can be remade or dyed to change it. Toys are handed down, too, but this should be done only if the first owner is willing.

SUMMARY

Jealousy is normal in young children, but jealousy is always undesirable. Children must be helped to outgrow jealousy. If they are not helped while young, they may grow into jealous adults, who will probably stay jealous. People who are jealous cannot co-operate. Co-operation is one of our goals.

The most common jealousy in childhood is jealousy of brothers and sisters. A child can, however, be jealous of anyone who seems to be taking away what he considers his own. Jealousy usually happens when a child feels that someone else is taking away all or part of his parents' love. He may be jealous if his toys or other possessions are threatened or taken away.

It is easier to prevent jealousy than to cure it. Jealousy between brothers and sisters is prevented by good sex education, including teaching of growth; giving each child his own special place in the family; giving each child plenty of love; providing a place for every-

one to keep his own possessions; using tact in handing down clothes and toys.

Jealousy may be lessened by doing all the things mentioned above and by giving extra love. It may be lessened by making growing up attractive. Jealousy that is very deep-seated may need expert help from someone trained to deal with such problems.

Questions to Discuss

1. Why do brothers and sisters often feel jealous of each other? Is it normal? What can parents do to make for less jealousy between their children?
2. What does a child need to know before a new baby is born into the family, if the child is two, four, six?
3. What are some of the joys and sorrows of the eldest child, the middle child, the youngest child, the only child?
4. Were you prepared for the birth of younger ones in your family? Were you well prepared?

Things to Do

1. Analyze your own relations with your brothers and sisters. Is one of them your favorite? If so, why? Do you quarrel with one more than with another? Again, why?
2. Try to decide what there is about you that is due to your position in the family. For example: Are you bossy because you bossed a lot of younger children or perhaps because you were bossed by a lot of older ones? Are you babyish because you got your own way by crying?

17 *Personality*



HAVE YOU EVER SAID, "I wish *I* had personality"? If you have, you probably think of personality as something that only glamorous or famous people have. Advertisements in the magazines and commercials on the radio sometimes make you feel that ordinary people don't have personality, but that they could, if only they bought and used the product being advertised.

Scientists who study people don't agree with such advertisements and commercials. A psychologist would say, "Of course you have personality. Every human being has." He might go on to explain: "You may have a pleasant personality, or an unpleasant one,

but you wouldn't be you if you had *no* personality. Your personality is everything that is you. It is all the ways that you act and feel and are."

What are these things that have made you what you are? You have probably heard of heredity and environment. These include everything that goes into us. A person's heredity can't be changed, but his environment can. Many scientists are trying to find out what in us is the result of heredity and what is the result of environment. They have found out a great deal, but they have made only a beginning in solving these mysteries.

HEREDITY

How Do We Inherit?

Each person begins as one cell. This cell is made when a cell from his father joins with a cell from his mother. Each of these two cells contains *genes*, and the new cell has the genes from both. The genes control the growth of the newly-made cell as it develops into a baby. They also direct the growth of the body after the baby is born. This much is known. But no one yet knows just *how* the genes direct growth.

Your genes are what you inherit. Exactly half of them come from your father and half from your mother. "But," you say, "why do I inherit some things from my mother's side of the family and others from my father's? Is there any rhyme or reason to which I get from which parent?"

To answer this question, let's take an example. The example of blue and brown eyes is an easy one to understand. If you have two genes for blue eyes, your eyes will be blue. If you have two genes for brown eyes, your eyes will be brown. If you have one gene for brown and one gene for blue eyes, your eyes will be brown. The genes for blue are *recessive*. The genes for brown are *dominant*.

There are some genes that are recessive in women and dominant in men. These are called *sex-linked*. For instance, if a man has one gene for color blindness, he will be color-blind. But a woman with one gene for color blindness will have normal vision. She must have two genes for color blindness in order to be color-blind.

What Do We Inherit?

We inherit human bodies, and our bodies are like those of the other people in our race. Chinese parents have babies with yellowish skin and straight black hair, never babies with dark brown skin and kinky hair. You know these things. They are so ordinary to you that you probably never thought about them before. But they are the results of genes.

Most likely you are interested in knowing just what characteristics you inherit and what you can pass on. Some of the ways in which your body acts are probably hereditary, such as your ways of sleeping and the way your teeth decay. Many parts of your appearance are probably hereditary, also: the color of your eyes and the curliness (or straightness) of your hair, your complexion, and your features.

An expert may be able to tell you which side of the family gave you certain ways of looking if he studies enough members of your family. But he can't tell you just what your children will look like. Even if he should trace back some of these ways of looking in your family and in the family of the person you marry, the best he could do would be to tell you how many chances you have of getting children with such things as eyes of this shade and complexion of that shade.

As everybody knows, there are some defects which can be inherited. These are such things as dwarfism and deformed hands. People who are about to marry want to know whether their children are likely to inherit a defect from either side of the family. They are very wise if they try to find out the truth about their chances. They can speak to a physician or write to the biology department of their state university to learn where to get such information.

You inherit such things as resistance to disease. Likewise, you probably inherit your hunger drive and the ability of your nervous system to respond quickly and well. At the present time, these things can't be described and explained in terms of genes. They are too complicated. Some day they will be better understood.

You may inherit a tendency to get tuberculosis. Whether you get it or not depends on your environment. If you are poorly fed and housed and are exposed to tuberculosis, you'll be pretty sure to

get it. If you have the best of care, including medical check-ups, you probably won't get it.

What you do with your hunger drive depends on your environment, or on what you learn. You may learn to eat with your hands whenever you are hungry, or you may learn to wait for formal meals with sterling silver. What you do with your good nervous system will depend on such things as the number of years you are allowed to go to school and the chances you have for learning at home.

The part of you that you begin with is inherited. Heredity continues to be important in making you what you are all the way through life. But it is very hard for us to see heredity or environment working alone.

ENVIRONMENT

What Is Environment?

The things that happen to a baby, or to anyone, change him — not just the big things, but what happens every day and every minute. These things are the environment. Even an unborn baby lives in an environment. Before a baby is born, he is affected by his mother's state of health and by the shape of her body. He is also affected by what happens while he is being born. Even identical twins have had different experiences by the time they are born.

Your environment can't change your heredity, but it can let you make the most of what you inherited or it can keep you from using what you inherited. For instance, you may have inherited ability to hear true pitch, a feeling for rhythm, and good muscle control in your fingers. If your environment includes a piano and a teacher, you have an opportunity to make the most of your heredity. If your environment includes no music and no money for buying instruments, lessons, or tickets to concerts, you probably cannot make the most of your heredity.

Environment and Learning

Many of the ways of acting that are part of your personality are ways of acting that have been *learned*. A nasty temper, a liking for people, a belief that the world is against you — these things are not

inherited through genes. They are *learned*. They are learned because the environment is what it is.

"Everybody in our family is crazy about dogs. Dad's family were all like that; so I guess it's in our blood." You often hear such remarks. But love of dogs is not in anybody's blood or in their genes either. True, a father might have acquired a love of dogs from his family and passed it on to his children. He *learned* it. He didn't get it through genes. His children *learned* it. They didn't get it through genes. A particular love or hate is never inherited through genes. It is learned. If it is learned in imitation of someone in the same family, it may look like inheritance, but it really isn't.

Now you begin to see why heredity and environment are so hard to untangle. Most children "take after" their parents and other family members. They resemble each other in looks, actions, and attitudes. Which are due to heredity, which to learning from living together? The answer in most cases is that both heredity and environment have had some effect. Marcia Taylor is big for her age, she is strong, and she eats a great deal of the foods that help growth. Mr. and Mrs. Taylor are both above average height and weight. They have good appetites, too, and enjoy eating the foods that Marcia likes. So, you see, Marcia resembles her parents not only in size but also in food habits. Did she get the resemblance through genes or through living with her parents and imitating them? In the matter of size, we can say that she inherited genes which make her grow tall and heavy as long as her environment gives her enough of the right foods to grow on. Her liking for certain foods is probably entirely learned. Her good appetite is probably both inherited and learned.

Can You Learn Any Personality You Want?

You cannot develop any personality you happen to want or admire. You have to start with the genes you received. They will set the limits on how big, how intelligent, how well co-ordinated, and how healthy you can be. (There are many other limits. These are just examples.) What happens to you along the way will help or hinder you in reaching the limits set by your heredity. By the time you are old enough to read this book and have serious thoughts

about your own personality, you are too old to change your own self that is deep down, the part that you *know* to be you.

Big, important changes in personality do happen, but not often. People with sick personalities go to trained helpers, such as psychiatrists. A psychiatrist may help a person to change his personality, not so that you wouldn't recognize him, but so that he seems like a different person in many ways.

What about you? Can you change your personality in some ways? Yes. You can change many of your habits and attitudes, and they are parts of your personality. You can change the part of you that is prejudiced against certain other people. You can change your habit of eating hot dogs and sundaes instead of the lunch you need for good looks and health. You can make these changes in yourself if you want to very much, or your environment may do most of the job for you. You may find that you have to live or work with one of the people against whom you are prejudiced. When you get to know that person well and understand him, your prejudice will probably begin to evaporate.

Families and Personality

Environment does its biggest job on personality in the early years. Ways of thinking and feeling get set in infancy and early childhood. They are very hard to change later. The environment of the infant and young child is his home and family. You can see that a child gets his personality mostly from his family, through the genes he inherits and the ways of living he learns at home.

A family gives its children food, shelter, and rest, all of which the body must have. It gives love, another kind of food that children must have for proper growth. It teaches children the ways of doing, feeling, and acting that other people have. A child's personality depends largely on how all these things are given to him.

TIM MACINTYRE'S PERSONALITY

We are going to give a picture of Tim MacIntyre's personality. Then we'll discuss some of the things that happened to Tim in his family which made him as he is today at five and a half years.

Physical Description

Tim is 43 inches tall and weighs 41 pounds. He has straight, light brown hair, hazel eyes, and a clear skin. His muscles are firm and his posture good. The expression on his face is usually serious, but he is animated when he smiles and laughs.

How Tim Acts with Routines

Tim takes care of himself at the table, except for cutting meat. He goes to the bathroom without reminding. He dresses himself entirely and washes his hands and face before meals. He needs some help with a bath. He does not keep his room tidy, even with frequent reminding. He tends to leave dirty clothes around his room and to wear them again and again. Mrs. MacIntyre has discovered that the way to get around this problem is to remind Tim to put soiled clothes in the laundry hamper when he takes them off and to help him to lay out clean clothes. Tim does his best on routine jobs if he is allowed to do as much for himself as possible. When given too many suggestions and directions, he gets cross and out of sorts, and will follow none of them.

How Tim Acts with His Family

Tim gets along well with his family. He enjoys going on picnics and outings with them, and he feels happy and secure when all the MacIntyres are together. He takes little interest in helping with the household jobs. He never volunteers to help with such things as clearing the table, raking leaves, or shoveling snow from the walks. When he is asked to help with such jobs, he usually will work at them for as long as he thinks he has to. He rarely if ever finishes a piece of work unless someone else is working with him. If he is given too many directions, he will wander away and come back only if forced to do so. He seems to have no idea at all that jobs have to be done and that if they are done quickly by more than one person, everybody will have more free time.

Tim is closer to his fourteen-year-old sister Ruth than he is to his big brother Bud or his little brother George. Ruth helped with his care as a baby and still does many things for him. He usually lets

Ruth put him to bed, but sometimes he insists on having his mother do it. If he has a choice between the two, he is likely to choose to be with his mother. Even so, he confides some things in Ruth alone, since Ruth seems to be able to remember her own childhood well enough to understand Tim's joys and troubles very clearly.

Until George was six months old, Tim often showed jealousy of him. He disliked having his mother spend so much time with the baby. Mrs. MacIntyre realized what was bothering Tim, and she took special care to see that Tim got more attention. She arranged for Mr. MacIntyre, Bud, and Ruth to do more for George, so that she was free to be with Tim. Tim liked George better and better, and now there are very few signs of jealousy. Tim is glad to get toys for George, and he likes to talk with him. Tim repeats the sounds that George makes until the two of them shout with laughter.

How Tim Acts Outside the Family

Tim plays mostly with the six- to eight-year-olds who live on Elm Street. Even though he is the youngest of the gang, he gets along with them most of the time. Tim may take their dramatic play a little too seriously. When the play is very strenuous, Tim may get tired. When his mother notices that he is becoming tired, she tries to interest him in doing something by himself. If she tells him that he can't play with the gang, he whines and gets cross; so she tries to give him something quiet to do without mentioning the gang. When once he starts to play by himself, he is happy and willing to play alone for some time. He then thinks of new things to do without asking, "What shall I do now, Mother?"

(At this point, reread Chapters 8 and 15 to get a better understanding of Tim's personality.)

Tim's Emotions

Tim is more fearful than most children his age. He is worried by such sounds as the vacuum cleaner next door and the siren of a fire engine, even at some distance. He dislikes the sight of strange-looking people. He is tense when Mr. and Mrs. MacIntyre go out in the evening, even when he knows that Bud or Ruth is home. He usually insists on having the door of his room open, or a light in the

room, until Bud comes to bed. He often wakes up in the middle of the night and calls to Bud to make sure that he is in the room with him. He is fearful of animals, especially of strange ones.

Tim occasionally gets angry when he cannot have his own way. This may happen when he is trying to do something too difficult for him, or when he is told he may not do what he wants. His outbursts of anger do not happen as often as they used to. When he does get mad, he stamps his feet or slams the door. He seldom cries when he is angry. In fact, he cries only when he has a real physical injury, like a fall, or a terrible fright, such as he had on Halloween.

Tim is affectionate with his family and friendly with the people he knows. He expects people to like him, and they usually do. He talks well and has a nice sense of humor. He wants to be a leader with children his own age and is inclined to "boss" his classmates.

These are some of the adjectives that might be used to describe Tim at the present time: friendly, affectionate, active, resourceful, fearful, graceful, humorous, talkative, healthy, agile.

HOW TIM'S PERSONALITY DEVELOPED

Tim Is Normal

Tim is a pretty normal five-year-old. There is no reason for his mother or father or anyone else to be disturbed about him. His personality, the way he does things, is about what you would expect of a boy his age. Like everybody else, Tim has some places where he could improve.

Tim's Early Years

Tim got a good start in life because he was welcome. His mother and father had wanted another baby for several years. So Tim was loved from the very beginning.

Ruth, who was nine years old at the time, was very much thrilled to have a baby brother. She helped a great deal in taking care of him. Bud, who was eleven, was pleased and proud, but he was more interested in doing other things than in looking after Tim.

Tim grew steadily and well. He was put on a four-hour feeding schedule and made no fuss about it. When it was time for him to

have new foods added to his meals, he got used to them quickly and easily. His good physical condition is due largely to the good nutrition and care he has had.

Mrs. MacIntyre was busy taking care of her family; so she was not able to spend as much time playing with Tim as she would have liked. She always managed to leave a little time each day for Tim alone, but the rest of the time Tim spent in his playpen amusing himself. Perhaps this explains why Tim has always been willing to play by himself instead of demanding that someone play with him. He knew he was loved. He had his mother's undivided attention for part of each day. Then he had to be on his own, and he learned how to get along with himself.

Two months before George's arrival, Tim was told that the MacIntyres were going to have a new baby. He seemed pleased and said that he would like a little brother to play with. After George was born, however, he became jealous because Mrs. MacIntyre had to spend so much time with the baby. Tim found that tiny George was no fun as a playmate. Tim was often whiny and cross. He began to be afraid of things that had never worried him before.

Tim's Present Fears

Tim's present fearfulness is the one thing about him that is not typical of five-year-olds. From two years on, most children are afraid of strange sights or sounds or both. These fears continue during the fourth year and then gradually disappear, so that most five-year-olds have fewer fears than they had when they were younger. After five, children pick up new and different fears.

Because Tim was not especially fearful before George was born, it is likely that his fears are connected with George's arrival. If George had not been born when he was, Tim's fears would probably have been like those of most five-year-olds. Fear of falling and fear of bodily harm are their main fears. Tim's fears have continued because Mrs. MacIntyre and the rest of the family are concerned about them. In this way, Tim has taken some of the spotlight from George. Another reason his fears have continued is that Mrs. MacIntyre did not have enough time to help Tim to understand his fears and to feel better about the fearful things he met.

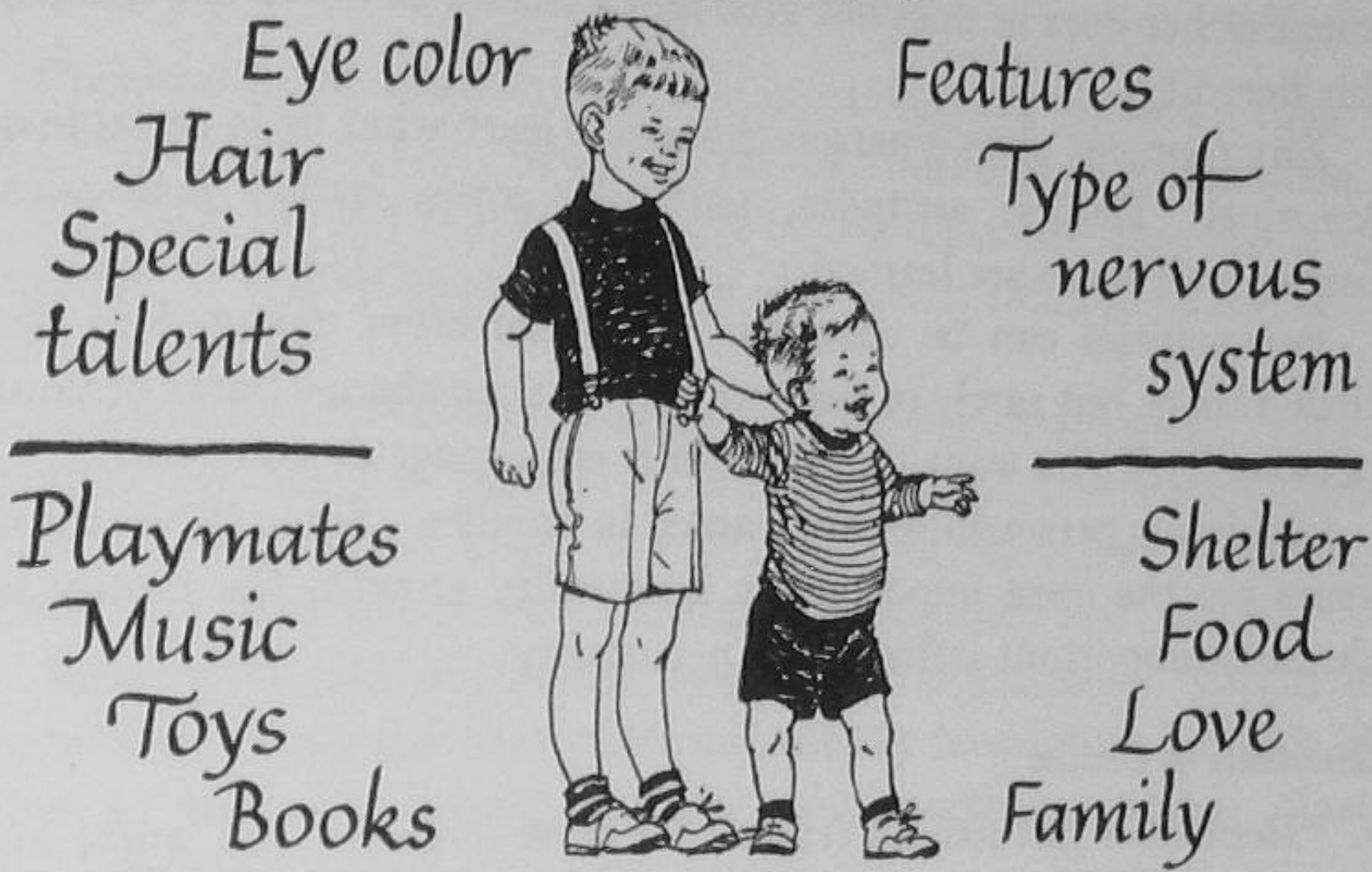
What Will Happen to Tim?

Let's take a look into the future and guess what Tim will be like when he is ten years old. He will be bigger all around, but someone meeting him for the first time would be able to recognize him in a group picture of his kindergarten taken this year. Children don't change a great deal in looks from five to ten, nor do their personalities change a great deal.

Tim will still be a friendly youngster. He won't be quite so sure that his parents, brothers, and sister are as wonderful as he now thinks they are, but he will still be very fond of them. He will spend more time with a gang of boys and less time at home with his mother. But he will still be content to do things by himself, perhaps with a chemistry set or stamp album rather than with building blocks and toy airplanes. He will be better at sports because he will practice sports a great deal in the next five years, and he will be bigger and stronger, too. He will probably be friendly with George and happy to play with him. He will envy Bud for being through school or in college, and he will think that Bud is almost always right in what he does. We'll expect him to get mad at his brothers and sister sometimes, too, but he won't show it in the same ways at ten years that he does at five.

The words that described Tim at five will probably fit him at ten, too, except *affectionate* and *fearful*. He will probably be embarrassed by giving or receiving signs of affection, even though he will still have strong likes for people. His only fear is likely to be a fear of failing at school. Of course he won't be afraid of failing all the time, but most children of ten worry about it now and then. On the whole, he will probably like school, and will accept responsibility for doing school work.

Tim's personality at ten will be Tim's personality at five, but more grown-up. He will learn new things between five and ten, but those things won't entirely cover over the things he learned in his first five years. As a matter of fact, his personality at ten will give people who know him then an indication of what he will be like at fifteen. For personality develops mostly in childhood.



Heredity and enviroment are different even for children in the same family.

SUMMARY

Everybody has a personality. Personality is everything you are. Personality is the result of heredity and environment. Both heredity and environment influence us all the time. It is hard to untangle them and to decide which causes what in us.

We inherit through genes, which are real but tiny things in all the cells of the body. Each person gets half of his genes from his mother and half from his father. The genes control the way the body grows.

Scientists know how only a few of our genes work. They don't know how most of them work. They know that some things are inherited, although they haven't learned all there is to know about the genes in these cases.

Environment begins to work on every living creature the moment its first cell is formed. A lot happens to a human baby before birth. He is born with his personality already begun.

Heredity sets the limits of what each person can do. Environment either does or does not give him a chance to make the most of his heredity.

Environment gives a person chances to learn what he is capable of learning. Habits, attitudes, particular loves, hates, jealousies, fears — all these are learned.

Personalities can be changed. They are often changed in the little things, but rarely in large ways. You can change parts of your personality if you want to. Parts of it will change as you grow.

Children's personalities are learned in families. Since the earliest years are the most important in personality growth, the family is the most important influence on personality.

Questions to Discuss

1. "Herman is just like his father. He never forgives. Bill is like his mother. He'll give you another chance." Are Herman and Bill like their father and mother, respectively, because of heredity or environment? Why?
2. In what ways did George MacIntyre's environment at birth differ from Tim's environment at birth?

Things to Do

1. Study yourself to find out how you resemble your mother and your father in looks, talents, habits, attitudes, and emotions. Put these resemblances in three classes: those largely due to heredity, those due to both heredity and environment, and those due largely to environment. Do the same for a brother or sister, and compare him to yourself.
2. Consider your own personality. Have you ever changed a part of it? What made you want to change? How did you change yourself? What changes have been made in your personality by chance? What things about you do you feel could never be changed?
3. Think of a person you like very much and one you dislike. Describe their personalities. How do they differ?
4. Describe the personality of a young child you know. What do you think he will be like in four or five years?

Unit Conclusions

Children must learn to use their emotions, not to waste them. We want them to enjoy emotions, not to be afraid to express them.

Children imitate family members in the emotions they feel and express. Families have many ways of teaching children to use and control emotion.

Controlled *anger* leads to learning and getting things done. Controlled *fear* leads to necessary caution. It is part of imaginative play. Uncontrolled anger is rage. Uncontrolled fear is terror. Both rage and terror are unpleasant, exhausting, and useless.

Jealousy is also unpleasant, exhausting, and useless. But it is *natural* in young children. Children usually have some jealousy of their brothers and sisters. Jealousy can be partly prevented. Most children must be helped to grow beyond it.

Love is as essential as food. Young children need lots of holding and cuddling as well as loving words and loving tones in voices. The ways that parents care for children, teach them, and discipline them — all these should express love. When you are in charge of children, your manner should show that you like them.

The family is the place where the child's personality begins and grows. From the family, he gets his genes, which determine his growth. In the family, he learns the important parts of his personality by building on what the genes have begun.

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Unit II is about emotions in people your age.

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See the sections on jealousy, fears, and other emotional disturbances.

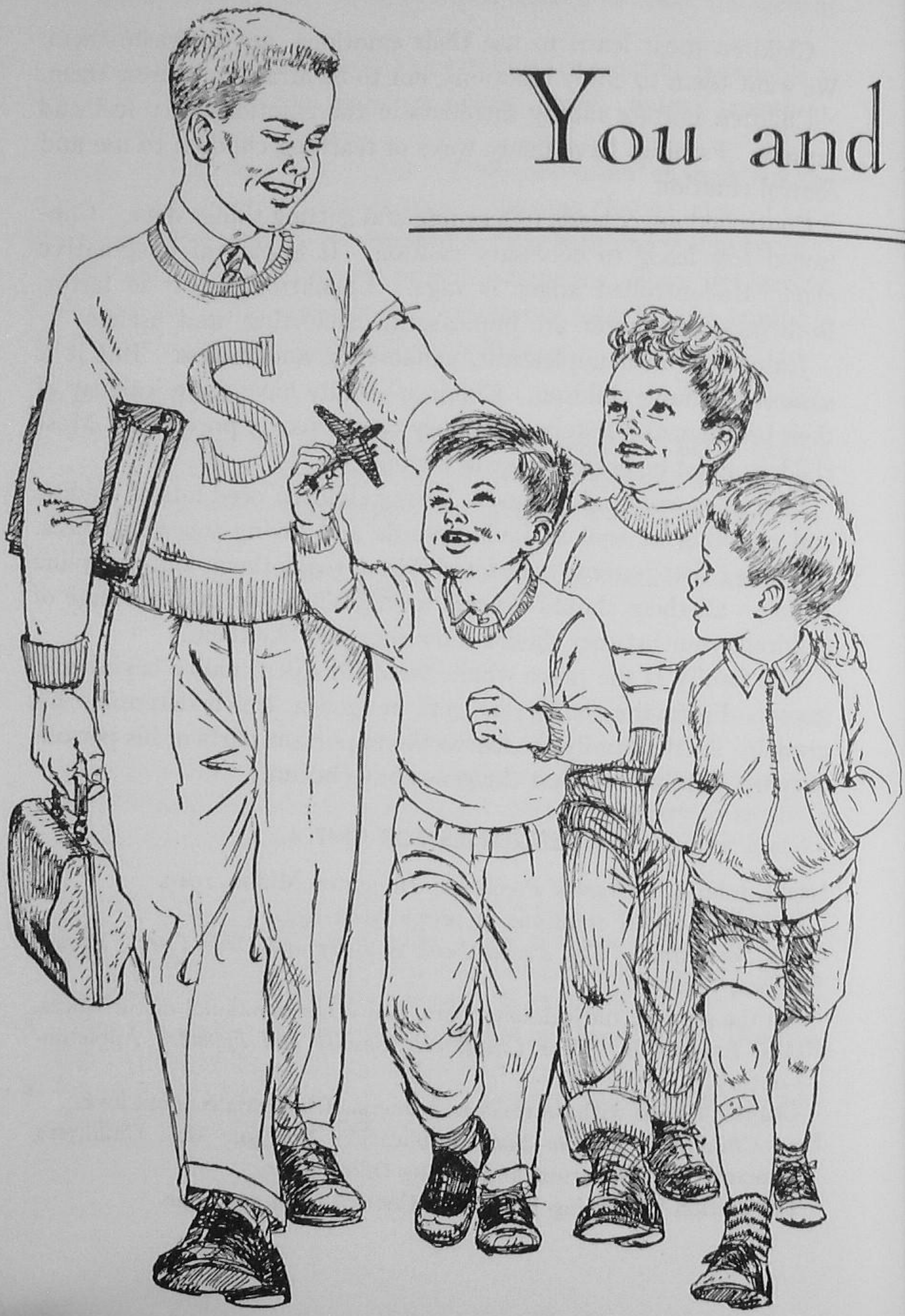
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The section "Learning Emotional Control" is a good one.

You and



UNIT 5

Children

THIS UNIT is about you. In the first four units, we talked mostly about children as you can see them. Now it is time to think about your relations with children: what you can do, what you want to do, how you fit into the picture.

Most of the contacts you have with children are as helpers. You may be helping the neighbors for a fee or you may be helping in your family. Or it is possible that you live with young brothers and sisters without helping! You probably look forward to having children of your own.

Taking care of children is a dignified job for both boys and girls. There is an endless amount to learn about children. Many scientists and educators, both men and women, spend their lives learning about children, but they never know all the answers. This book can teach you no more than the beginnings of understanding children.

If you are making a job of child care, you should treat it with as much respect as any job. Your employers, too, should deal with you on a business-like basis. This unit has some suggestions for both the helpers and the parents who employ them.

As you look forward to being a parent yourself, you also think of yourself as a husband or a wife. Our last words to you touch on the subject of marriage and parenthood.

18 What Parents Want in Helpers



IT'S A RARE PARENT who doesn't want to go out sometimes and leave the children at home. Some parents are afraid to leave the children unless their helper is almost perfect. Others go gaily off leaving the children in charge of someone they have never seen before. Most parents are in between these two extremes. They want somebody for their children like you at your best.

You can be a very satisfactory sitter (or helper, as we prefer to say) if you like children, use common sense, and do what you are told. This chapter will give you some details on being a good helper to parents.

CHARACTERS: MRS. YOUNG, *mother of Paul, 6, and Peggy, 2*
MRS. JACOBS, *mother of Bonnie, 3, and Irene, 4 months*
MRS. TAYLOR, *mother of Marcia, 8, and Babs, 6*
MRS. BELL, *mother of Larry, 7, and Frank, 4*

SCENE: *The Taylors' living room, 8:30* P.M.

Mrs. Young, Mrs. Jacobs, and Mrs. Bell have brought their sewing to Mrs. Taylor's for the evening. They have been talking about this and that, and the conversation turns to the problem of getting help with the children.

MRS. YOUNG: It's getting harder and harder to get a sitter when you need one. We had to refuse a dinner invitation last week, and I don't know what I'm going to do for next Saturday.

MRS. JACOBS: It shouldn't be too bad, with three girls on the block. I always try for Ruth first, but I have had Laura and Judy.

MRS. BELL: There are lots of times when none of them can come. I know some other girls, too. I'll give you their names.

MRS. YOUNG: I hate to get someone the children don't know.

MRS. TAYLOR: I think you should get to know a girl before you leave her with your children. With Marcia and Babs, it doesn't matter so much; but at Peggy's age, a youngster needs to know the person taking care of her.

MRS. YOUNG: Even Paul makes a fuss when a stranger comes in.

MRS. BELL: I'd like to get an older person. Larry and Frank raise the dickens unless a sitter is very firm with them.

MRS. TAYLOR: I don't think age has much to do with it, Loretta. Some young people like children and understand them. Some don't.

MRS. JACOBS: They can like them without understanding them, too. Ruth likes kids and understands them. Laura likes them, but I don't think she understands them. She hasn't been with little ones enough. I don't think Judy even likes them. I'm sure she doesn't understand them.

MRS. YOUNG: Well, I try to steer clear of Judy.

MRS. TAYLOR: Don't you think Judy could learn? After all, here we are complaining about having to hunt for help, and then you say you won't use someone who is right here.

MRS. YOUNG: I want only the best type of person to look after my children.

MRS. JACOBS: So do I, Gwen, but I'm not going to sit home forever just because I can't have a perfect person to take care of Bonnie and Irene. I'll get the best I can and then go out and forget them.

MRS. YOUNG: What if it did permanent harm to the children?

MRS. JACOBS: It wouldn't harm them as much as a crabby old mother who snapped at them just because she didn't have any fun. Let's see. Just what is the perfect baby sitter like? The only thing we have said is that she should like children and understand them.

MRS. BELL: And she should be firm with them.

MRS. YOUNG: I certainly wouldn't want her spanking them.

MRS. TAYLOR: Neither would I, but you don't have to spank to be firm. Our two need a firm hand. Someone like Laura can't get them to bed until about nine-thirty, and then they are cross as bears the next day.

MRS. JACOBS: Laura is willing to learn. She doesn't know how to be firm, but she takes suggestions. She doesn't mind when you tell her what's wrong. She seems to want to know what she does wrong. I think Laura knows she can learn a lot from her child-care jobs.

MRS. TAYLOR: It's too bad lots of girls don't realize that they can learn while they are earning money. Most girls will be mothers some day. Minding our children would be a good way for them to get ready to be married and have babies of their own.

MRS. BELL: Some of them seem to be doing it just for the money. The prices they ask nowadays are just dreadful. We can't afford to go out more than once a week, and we really shouldn't do that.

MRS. JACOBS: One trouble is that there aren't any regular rates of pay. I think we should get together and all pay the same. Maybe we should talk about this with all the mothers we know. The same rates of pay would make it easier for everybody.

MRS. YOUNG: Let's do that.

MRS. TAYLOR: Fine.

MRS. BELL: Count me in, Betty.

MRS. JACOBS: While we're thinking up our dream girl, we might as well make her perfect. Another thing I want in a baby sitter is someone who will do what I tell her. I don't like Bonnie to eat be-

tween meals. It makes me so mad to come home at five-thirty and find Bonnie with a piece of bread and jam in her hand.

MRS. YOUNG: Same here. And when I say I want them to play outside, I want them outside and not in where the sitter can listen to the radio.

MRS. BELL: I like somebody with common sense, too. If it turns cold I want her to put sweaters on the boys, and if it turns hot, I want her to take them off. You'd think anyone would figure that out, but most of them don't. They seem to think it's enough to keep the kids from hitting each other over the head.

MRS. TAYLOR: I like a girl who comes on time. It's so embarrassing to be late to a party, especially when it's not your own fault.

MRS. JACOBS: I have another idea. Why don't we use boys as sitters, too?

MRS. TAYLOR: What boy would do it?

MRS. JACOBS: You should see Bud taking care of George, Marge. He's simply marvelous. He and George laugh themselves sick, but George doesn't get away with a thing. Bud certainly knows how to be firm and he has common sense and he enjoys himself. Maybe he's the answer to our prayers.

MRS. TAYLOR: You couldn't get Bud, I'll bet. He may not mind taking care of his young brother, but he surely wouldn't go out to do child care.

MRS. BELL: It's worth a try. Our boys are crazy about Bud, and he seems to like them pretty well. I'm going to ask Bud if he'd do it sometime when he's not busy. I'm sure he would get along better with them than any of the girls do.

MRS. JACOBS: You get him used to the idea. If he takes to it, I'll sound him out on minding our girls. Maybe I could persuade him to come some time when Ruth can't.

MRS. TAYLOR: You'd better be careful that you don't leave the MacIntyres stranded with no sitters at home.

MRS. JACOBS: I will, Marge. I guess the MacIntyres have the answer — have lots of children and your problems will be solved.

MRS. BELL: *If* the neighbors don't plot against you!

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BABY SITTERS ARE IMPORTANT

Your grandparents probably never heard of a baby sitter when your mothers and fathers were children. Of course Grandpa and Grandma went out in the evenings, but they didn't have to hire a special person to come in. Perhaps they took the children with them, but it is more likely that someone else lived in the house and stayed home when they went out. It may have been your great-grandmother or your great-aunt. Or maybe a neighbor came in. Families were bigger in those days, and neighbors were more neighborly.

Young parents need to go out for fun today, just as your grandparents did, but it is much harder for them to go. They are told that they shouldn't take their youngsters out late in the evening. Rarely does another adult live in the family. They may not even know their neighbors. So they have to pay for someone to come in while they go out. Perhaps you are one of those helpers.

If you take care of other people's children, you are doing an important job. As Mrs. Jacobs said, young parents are likely to get restless and crabby if they never go out and have fun. It is tough on children to have crabby parents. Perhaps you help to keep your own parents in good spirits by taking care of your young brothers and sisters, or perhaps you help some parents down the street. It is a dignified job, worth the effort of doing well.

Child-care is also a *job where you learn.* Many professional people spend their lives learning about children. You can learn something new every time you go on a baby-sitting job (unless, of course, the children are asleep the whole time). You will probably be a parent some day. The knowledge you pick up will come in handy.

Does Baby-Sitting Pay Well?

You could probably earn more behind a counter, in an office, or in somebody's kitchen or garden. Rates of pay for child care are lower than for most of the other jobs that high school boys and girls can do. The work is easier, though, most of the time. Since the children are in bed for a large part of the time that you take care of them, you are free to study or amuse yourself in a quiet way.

Parents usually can't afford more than they pay sitters. If they have to pay for a dance or a movie, it makes a very expensive evening. Parents with young children usually have a hard time making ends meet, anyway. The father is not earning as much as he may earn a few years later. They are probably starting to buy a house. Medical expenses are high in a family with young children. There just isn't much left over for recreation.

Should Boys Take Care of Young Children?

Quite a few boys do child care in the evenings, and they don't mind telling you so. Others wouldn't be found dead as a baby sitter. Some boys do it well; some don't. A manly boy is not afraid of looking like a sissy if he takes care of children. After all, the best fathers are manly men. Modern boys and men are coming to realize that children are their job, too, not just women's work and fun. A boy like Spud, who does not feel secure in himself, would not want to take responsibility for children. And none of the Elm Street parents even considered having Spud as a helper. They realized, without discussing it, that he is not mature enough to do such a job.

Mrs. Bell followed her plan of asking Bud to stay with Larry and Frank. She found it a great success. The following scene shows how Bud felt about it.

CHARACTERS: LAURA SCHULTZ, *fifteen years old*
BUD MACINTYRE, *sixteen*

SCENE: *The Schultzes' kitchen.*

Laura and Bud have been to the movies and are now drinking cocoa.

BUD: That movie was like real life. I liked those little kids in it.

LAURA: The baby wasn't as cute as George.

BUD: George is something special.

LAURA: The Bell boys think *you* are something special. I heard them boasting on the street today. They said you were their sitter last night.

BUD: Sure. We got along fine. They were swell and did everything I said.

LAURA: What's your secret? They won't mind me at all. I hate to go there.

BUD: A man's touch. That's all.

LAURA: Maybe more men should be sitters, if it's as simple as that.

BUD: I'll bet more of the fellows would like to do it, but the mothers always ask girls. Sitting in somebody's easy chair is a lot better than shoveling walks or mowing lawns.

LAURA: It doesn't pay so well, and anyway, most boys think it's sissy to take care of children.

BUD: Do you think it's sissy for me to mind the Bells?

LAURA: No, because you never could be a sissy, no matter what you did.

BUD: Thanks, pal. Then you'd agree that a sissy is a sissy, whether he's a baby sitter or not, and a man's a man?

LAURA: I guess that's right.

BUD: One more item. Is it sissy for a father to take care of his children?

LAURA: You win. Child care is *not* a sissy thing to do. Satisfied?

BUD: Very much, thank you. And how are you?

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WHAT KINDS OF HELPERS DO PARENTS WANT WITH THEIR CHILDREN?

Like all parents, the mothers on Elm Street want a helper who is *reliable*. That means a person who can be depended on to do the right thing. It means a person coming at a quarter to seven, if that is the appointed hour, not seven o'clock. It means doing what you are told, and not doing things you are told not to do. One of the commonest mistakes for helpers to make is to feed children the wrong thing or at the wrong time. Wise parents are careful about what and when they feed their children, and they have good reasons for it. They want their helpers to be as careful when they are away. Parents want their children to go to bed at the right time. If you are a helper, it is your job to see to it that the parents' wishes are carried out.



Laura wisely didn't trust her memory but wrote down what Mrs. Jacobs told her. Here she checks her instructions before reading Bonnie a story.

If you take care of children, you should *like children.* It is not fair to the children or to the parents to take the job because it is an easy way of making money, if you really don't like children. It is no disgrace not to like them, but if you don't, you should get another kind of job.

You should *try to understand children.* We do not mean that you must understand them and know a lot about them before you take a job minding them. But you should try to learn on the job, to see what makes them tick, and to figure out the best ways of getting along with them.

Parents want helpers with *common sense* and *initiative.* Nobody can tell you exactly what is going to happen when you are left in charge of children. The parents can leave a phone number and the doctor's number, and they should do this. But you should be able

to handle such things as a scratched finger, a child with a runny nose coming to play with your charges, a request from an older child to take one of yours downtown. It is very helpful if you also have the kind of common sense that tells you when children are getting all wound up playing an exciting game and when you should try to get them to play something different and quiet. Don't be insulted if we tell you not to tell frightening stories or play wild games just before bedtime. We know sitters who do.

You Don't Need to Be Perfect

No parents expect a perfect helper. They are grateful for anyone who has most of the desirable qualities mentioned above. No young person should expect to do as well with a child as the child's own parents. He can only do his best and keep learning.

SUMMARY

Parents *need* help with their young children. You are the people who take most of the sitter jobs. Baby-sitting is becoming an essential profession.

The advantages of baby-sitting are that you learn on the job and that you have time free for studying and such. The disadvantages are discussed in the next chapter, but one mentioned here is a lower rate of pay than for other kinds of work you might do.

Child care is for both boys and girls. Manly boys are not afraid of it.

Parents want the following in their helpers: reliability, liking for children, an attempt to understand children, common sense, and initiative. Nobody expects you to be perfect.

Questions to Discuss

1. In what ways might an older person make a better sitter than someone your age? In what ways might you be better than an older person?
2. Can you learn to like children if you don't now?
3. How do young people come to understand little children?
4. Did Mrs. Young expect too much of a sitter? Did Mrs. Jacobs expect too little? How would you describe the requirements that each of these mothers had in mind?

5. Can you remember being left with a paid helper when you were a child? Did you like that person or persons? What made you like or dislike the person who took care of you?
6. What can a child-care job teach you that will be helpful to you as a parent?
7. Do you agree or disagree with Bud's feeling that baby-sitting is a good job for a boy? Why?
8. From what you know of Judy, do you think she could learn to be a good baby-sitter? Could Laura? Explain your answers.

Things to Do

1. Find out what sitters in your town are paid. Are there various rates of pay, or is there a standard? How were these rates of pay arrived at? Are they fair?
2. Recall times when you have used initiative as a sitter.
3. Recall two or three mistakes that you have made as a sitter. Can you give the reasons why you made them?

19 What Helpers Want in Parents



ANY EMPLOYEE wants to know what to expect from his employer. He wants to be given all important information about his job. He wants to know his duties, privileges, working hours, and rate of pay. Child-care jobs are the first real jobs for many young people. When you do this kind of work, you naturally want it to be on a business-like basis, and you want to make a success of it. The last chapter told many of the things that parents want you to do and be. You have a right to expect certain things of your employers. This chapter is about what you have a right to expect.

CHARACTERS: LAURA SCHULTZ, *fifteen years old*
RUTH MACINTYRE, *fourteen*
JUDY LARSEN, *seventeen*

SCENE: *A booth in the drug store*

The girls have stopped for a soda on the way home from school.

JUDY: The family's going out tonight. Do you kids want to come over and hear my new records?

LAURA: Thanks, but I'm looking after Bonnie and Irene.

RUTH: I have to stay home. Mother and Dad are going out.

JUDY: You two are always baby-sitting. Don't you get tired of it?

LAURA: I don't have to do it if I don't want to, but it's an easy way to earn some extra money.

RUTH: I like the money, too, but of course I don't get any for staying home.

JUDY: Why not? I should think you'd earn it. I get paid if I have to stay with Ralph when I don't want to.

RUTH: I get a pretty big allowance, and I get it whether I look after the kids or not. Dad says we all have a share of what he earns. We all have to work at home, too. I help with the dishes and look after George and Tim, except when I want to go to something special. Bud minds them then if he isn't busy. Sometimes Mother and Dad stay home when they really want to go out. Bud has his jobs, too, and he gets an allowance.

JUDY: I wish I got a big allowance. I have to ask for money to buy anything big. I try to earn enough for Christmas presents and things like that.

LAURA: I can always get money when I ask for it, but I have to tell what it's for. That's why I like to earn my own.

JUDY: You can't depend on anything steady from baby-sitting. You never know how much people are going to pay you.

RUTH: I wish we had a definite rate of pay. I feel embarrassed when people ask me how much they owe me.

LAURA: So do I. Sometimes I say, "Oh, whatever you like," and then *I* don't like it if I don't get enough. I wish we had a fixed rate, too.

JUDY: I like to be paid by the hour. But I do think they ought to stay out at least two hours or pay us for two hours anyway.

LAURA: And I want to know just what kind of work I'm supposed to do before I go. I know one mother who always wants her dishes done. I hate doing dishes; so I won't go there any more.

RUTH: Does she pay extra when you do the dishes?

LAURA: She pays for the whole evening, not by the hour. Then she expects you to work while the children are asleep.

RUTH: I wouldn't mind doing dishes if I got paid for them. I'd be getting paid for two things at the same time.

JUDY: No dishes for me. I get enough of them at home.

RUTH: Mrs. Jacobs is a swell person to work for.

LAURA: Yes. You always know what you're supposed to do, and she always pays by the hour. She writes out where she's going and the phone number. And she tells when she's coming home.

RUTH: My mother always does that, too. She writes down what I'm supposed to do if there's anything special. If one of the boys has a cold and is supposed to get medicine, she writes down when to give it and how much. Usually I remember, but I like her to write it down so I won't make a mistake. Mother keeps our doctor's phone number right by the phone. I'm supposed to call Mrs. Jacobs if I don't know what to do.

LAURA: I can always call my mother if I don't know what to do.

JUDY: I've never called anybody for help. I always manage.

RUTH: Maybe you never got in a jam. What would you do if a baby had a fever?

JUDY: I guess I wouldn't know if he did.

RUTH: The worst mess I ever got into was last Christmas vacation, at the Youngs'. And I couldn't even call Mother. She was out.

JUDY: What happened?

RUTH: Grandma Young was visiting. She's Mr. Young's grandmother, and you can imagine how old she is. She's positively feeble. Mr. and Mrs. Young went to a party, and they didn't want to leave the kids for her to put to bed. First of all she gave each of the kids a big chocolate cream. Mrs. Young is very strict about candy, and she won't let Peggy have any at all. I tried to get it away from Peggy, but she howled, and Grandma was very mad at me.

JUDY: That wasn't so terrible.

RUTH: There's more. While I was putting Peggy to bed, Grandma told Paul some wild tale about witches and goblins, and he wouldn't go to bed. Grandma said she'd rock him to sleep, but I said Mrs. Young would never allow that. So she said I was just a child and didn't know anything about minding children and that I was to go home. I said I wouldn't, but she made me. Then when I got home, I was going to call Mrs. Young, but the phone number was in the Youngs' house and I couldn't get in again.

JUDY: I'll be sure to avoid Grandma Young.

LAURA: Let's go. I've got to get home.

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WHAT YOU CAN EXPECT FROM PARENTS

There is no harm in asking parents to tell you what you need to know. Then you will feel more comfortable doing your job. You and they will understand each other. We don't mean that you will demand a contract from them before you will be left alone with their children. But you can tactfully ask them to do these things for you:

1. *Give definite directions.* You are supposed to do what you are told. Therefore, you must know for certain what you are expected to do. Mrs. MacIntyre is wise to write out *what* she wants Ruth to do and *when*. Few parents are so thoughtful, but you can take a pad and pencil with you and write down what the mother tells you to do if you think that you may not remember. And it will show her that you mean to be businesslike about your job.

2. *Give information for security and safety.* You should know where the parents are going and when they plan to come home. If they can be reached by telephone, they should leave the number for you. Even if they are going to a movie, where they cannot be reached by phone, it is well for you to know the name of the theater. People can be paged if there is a real emergency.

If the parents are going where they cannot be reached, you should have the name of an adult whom you can call. Often your mother can be that person, or the person next door may be willing to be on call.

The doctor's name and phone number should be where you can get them easily. You may need to call him even before you call anyone else, in case of such accidents as choking.

3. Introduce you to the children before you come to take care of them. It is not always possible for sitters and children to meet beforehand, but parents can usually arrange it if they plan ahead. A few children will accept new people on a moment's notice, but most children need a little time to get used to a new person. Children between about nine months and four years are very likely to be frightened if they waken and find their parents away and a stranger taking care of them.

4. Make definite arrangements about pay. Before you start to work for a family, you should agree on rate of pay and what kinds of work will be expected. Such an agreement protects both the helper and the family. You may be the kind of person who is embarrassed by talking about money, but you had better talk about it anyway. You may save yourself a lot of trouble later.

Rates for paying helpers are often rather complicated. It seems reasonable to pay people less for just sitting than for feeding, bathing, and taking children for walks. And, as Ruth and Laura agreed, you should be paid extra for doing other kinds of work when the children are asleep. You may be paid more for staying up very late. You should keep track of the amount of time you are on the job and of the time you spend in different kinds of work.

5. Make definite arrangements about your privileges. We hardly need to tell you that boys and girls your age get hungry just about any time. If you have a habit of eating in the evenings, you may be almost unbearably hungry when you are on a job past your usual snack time. The families you like to work for are probably the ones who leave something for you to eat. The ones who don't feed you are probably thoughtless rather than stingy. A snack is not something that you can very well insist upon, nor can you even suggest it unless you know the family very well. There is no reason, however, why you should not bring an apple or a chocolate bar for yourself. Your employer might even get the idea of providing a snack if she saw you carrying your own. You must not, however, help yourself in the kitchen if you are not invited to do so.

You may want to bring a friend with you while you are sitting. You must make sure that your employers are agreeable. You should ask every time you want to bring a friend, and you should tell them the friend's name. Most families do not approve of a girl bringing a boy or a boy bringing a girl. We think that they are right, although there are exceptions to this rule. If a girl brings a boy with her, her employer is responsible for what they do in her house. She cannot take this responsibility properly if she is out, which of course she is. If an employer makes an exception to this rule, which she may do with a very reliable helper, she should check to see that the girl's parents approve of the plan.

Some parents do not like their helpers to have any kind of company when they are in charge of the children. It is easiest and safest to allow helpers no company, since some young people forget their jobs when they are enjoying their friends. But there are many steady, reliable helpers who can be counted on to put the children first. Employers learn to recognize these fine young people for what they are, and then special privileges are a matter between the helpers and the employers. Your responsibility as a helper is to ask what you may do and then to do only what you are allowed.

You should ask, too, about such matters as playing the radio or record player, using the telephone for personal conversations, and using a typewriter. Noises from these activities may bother light sleepers, or the parents may have reasons for not wanting you to do them.

6. Come home when they say they will. If your employers tell you that they will be home at a certain time, they should be there close to that time. If you tell them you can stay until any hour, of course they can feel free about coming in when they please. You need to go to bed at a reasonable time. You know how much sleep you need, and you shouldn't let a job interfere too much with your health. If you need to be in bed before ten-thirty on week nights (and you probably do), then you should tell your employers before you accept the job that you will have to go home at ten o'clock. Then they can take you or leave you. If they do not keep their word about coming home on time, you might better work for somebody else.

WHEN YOU HELP AT HOME

If you take care of your young brothers and sisters, you probably have some arrangements with your parents about what you must do and what you can do. Perhaps you regard money the way the MacIntyres do, or perhaps your plan is like the Larsens'. The question of getting paid for jobs at home is a complicated one, because it depends on how you and your family think about money. It isn't up to us to say whether you should get an allowance that fits your needs, or whether you should be paid for all the jobs you do. We like the MacIntyres' plan, where everybody in the family expects to work and everybody shares in the money earned by Father. But it may suit *your* family better to pay you for what you do. If you don't like your family's system, we hope you can feel free to discuss it with your parents.

Helpers at Home Have Rights, Too

If you are looking after children at home, you need the same information and directions that you do when you are working for another family. You should know where your parents are, and how to reach them or another adult, how to reach your doctor, and exactly what you should do for the children. Whether you are minding young ones or not, you should know what kind of recreation you are allowed to have when your parents are out.

You Should Give and Take with Your Parents

There will be times when both you and your parents want to go out. You shouldn't always be the one who has to stay home with the children, but you should be willing to give up your pleasures sometimes to take your turn. We can't tell you how to work it out, but in families where the members love and respect each other, each person gives up part of his own freedom for the good of the others.

WHEN YOU HAVE TO COPE WITH MORE THAN CHILDREN

Ruth had a bad time with Grandma Young. You may run into such difficulties in your family or in someone else's. There may be times when you are as helpless as Ruth was. Even though Mr. and

Mrs. Young told Grandma that Ruth was to be in charge, Grandma would not take *no* for an answer. In most cases, however, a relative living in the house will leave the field to the helper *if* the parents make matters clear in the beginning. You can ask whether Grandma or Auntie understands that you are to be in charge.

Tact on your part will help a great deal. Ruth might have got along better with Grandma Young if she had not told her in the beginning that she was wrong. You would not want a two-year-old to have a chocolate cream, but it might have been better to ignore it when the deed was done. The story about witches and goblins might have been prevented if Ruth had thought to ask Grandma to read one of Paul's books to him while she was putting Peggy to bed. It might seem absurd to have Grandma rock a six-year-old to sleep, but it wouldn't hurt him for one or two nights out of the year. It might even be a lovely thing for Paul to have his great-grandmother rock him to sleep. Ruth did only harm by saying that Mrs. Young would never allow it. Her remark was upsetting to both Paul and Grandma. Ruth could see that Grandma was a very determined woman; so she should have let her rock Paul in the first place.

It is to be hoped that Ruth talked over her troubles with Mrs. Young the next day. Mrs. Young probably could have explained why Grandma acted that way and what Ruth could have done. If you should have difficulties with an older person where you are baby-sitting, don't say that you'll never go there again. Talk to the mother and father and try to understand how you could fit into the picture. If you are interested in your job as a way of learning more about people, you'll take great-grandmas and other such people in your stride.

SUMMARY

You should find out what you are supposed to do as a helper. If the parents do not tell you what you need to know, ask. If they do not write down essential information, write it yourself.

You should know what you are supposed to do and when, how to reach the parents or another adult, how to reach the doctor.

Parents have the obligation to introduce you to the children beforehand if possible, make definite arrangements about paying you,

be definite about your privileges, come home on time, escort you home.

If you care for children in your own family, you need definite information, just as though it were a job. Arrangements for paying are a family matter.

You may have to deal with aged or ill relatives in a home, as well as with children. Be a good sport about it, be tactful, and try to understand them.

Questions to Discuss

1. What are some ways of making sure that helpers get paid fairly?
2. Should helpers unite and set up a list of requirements?
3. What is the essential information parents should give you before going out?
4. From your experience, are there some other rights of helpers that should be mentioned?
5. Do you know of any cases in which the helpers did not prove reliable?
6. Contrast the MacIntyres' and Larsens' schemes for handling money.
7. Describe the family where you most enjoy a child-care job. What do they do to make you prefer them?
8. Describe a family for which you dislike to work. Why?
9. Why do you do baby-sitting (if you do) rather than some other type of work?

20 We Can Dream, Can't We?



When boys and girls are growing up, they sometimes take time off to look ahead and make plans. At four, you probably wanted to be a fireman or a policeman. If you are a girl, you have surely wanted at some time to be a nurse or a teacher. Your hopes for yourself change as you grow. The older you become, the more you make plans that might really come true. In other words, you think more realistically as you grow older. But one young person thinks more realistically than another. Some dream dreams that can never come true. Others want the things that will be within reach.

Young people look forward to standing on their own feet. They want to get away from close attachments with their families and to earn their own living. They think about living in families of their own.

In this chapter, we see the ambitions of the teen-agers of Elm Street. Some are dreams that can live; some are not. Some are ambitions that lead to happiness; some are not. Each youngster dreams his particular dreams because of the kind of person he is and because of the kind of family he lives in now.

CHARACTERS: LAURA SCHULTZ, *fifteen years old*
JUDY LARSEN, *seventeen*
SPUD LARSEN, *fifteen*
RUTH MACINTYRE, *fourteen*
BUD MACINTYRE, *sixteen*

SCENE: *Around a picnic fire*

The MacIntyres and Larsens are on a picnic. Laura was invited, also, at Judy's suggestion. The parents linger at the table. Baby George creeps in his playpen. Five-year-old Tim and eight-year-old Ralph are exploring. The teen-agers are watching the embers of the fire.

RUTH (dreamily): I wonder where we'll all be ten years from now.

SPUD: Oh boy, I'll be all grown up then, and I'll be able to do whatever I please.

BUD: Nobody can ever do just what he wants.

LAURA: I know that's true, but I'll do a lot more of what I want when I get away from home. I can hardly wait.

JUDY: Me too. Just one more year under the family's thumb. Then I'm going to college and have a good time.

LAURA: I'm going to be a dress designer and live my own life.

RUTH: Who's going to support you two while you're going to college and taking courses in designing?

LAURA: Our families, of course.

BUD: Well, won't they have something to say about what you do, then?

LAURA: What my father doesn't see won't hurt him.

JUDY: I'll have to earn part of my way through college, but I'll do it my way.

BUD: It may not be just what you like to do.

JUDY: Oh well, independence is the main thing.

SPUD: You said it. No more studying for me when I get through the grind at high school, if I ever get through. I'm going into business on my own. Then I won't have to work if I don't want to.

JUDY: Dad's in his own business, and he never takes any time off.

SPUD: I'll improve on the old man's methods. How about you, Bud? Are you going to keep your nose to the grindstone?

BUD: You bet. I'm going to be a mechanic, and a good one. Maybe I'll build engines some day.

LAURA: What are you going to do, Ruthie?

RUTH: Get married and have a lot of kids.

LAURA: Oh, I'm going to get married, too, and have lots of children. I'd never have just one child and let her be as lonely as I've been. I envy you MacIntyres. You always have such a good time at home.

RUTH: Don't forget, we can't do everything we want at home. If you have a big family, you won't be doing just what you please, either. My mother hardly has a minute to call her own.

JUDY: Why do you want a big family, Ruth, when you've seen what a commotion a lot of kids can kick up?

RUTH: I can't imagine living any other way. It's just right to me.

LAURA: I have it all planned so that my family will live a beautiful, gracious life. In the first place, I'll marry a man with plenty of money. Of course we'll be romantically in love, and we'll never let it fade. With a big house and enough help, there will be no need for the children to fight and get in my way. I'll just love them and play with them. The nursemaids can discipline them and do the messy things like baths and feeding.

The rest break into loud guffaws.

SPUD: Look out, millionaires. Laura's going to make a sucker out of one of you.

BUD: Are you going to find him at the dress-design school, Laura?

LAURA: Go ahead and laugh. The right man will come along some day. If you're still my friends in ten years, I'll take you for a ride in our yacht.

JUDY: Go to it, kid. I hope you catch your dream boy. Now me, I'm a realist. I'm not counting on any millionaires. I'm

counting on Judy. I'm willing to work hard. I work hard at school now, and I like it. I don't know just what I'll do after college, but I'll be a success.

BUD: Are you going to get married?

JUDY: I don't think so. I don't want to spend my life taking care of children.

RUTH: I can't imagine anybody not wanting children. What's the point in growing up and being a woman?

JUDY: Well, what *is* the point in being a woman? I think men have a much better time anyway. Spud and Ralph have always had a better time at home than I have. And Dad has more fun than Mother.

BUD: Have you forgotten that men are parents, too?

JUDY: They don't have to slave at it, like women.

RUTH: Sometimes I think Daddy works harder than Mother. He has an awful lot of worries, and he's more tired than Mother nearly every night.

JUDY: Men's work is so much more interesting. They don't have to do the same old thing every day — cooking, dishes, washing, cooking, dishes, washing, to say nothing of minding children.

BUD: How about the guy that stands on the assembly line and tightens bolts, tightens bolts, tightens bolts?

JUDY: O.K. But I'm still not going to have any kids. Are you, Bud?

BUD: Sure. I'd like to have a lot.

LAURA: I hope your wife agrees with you.

BUD: Well, I haven't thought much about getting married yet. It's too far away. I have to be earning a good living before I start worrying about a wife. You girls don't have to think so much about that, but a fellow knows it's up to him to earn a steady income for fifty years or so.

LAURA: You can dream, can't you? Now tell us, what kind of a girl are you going to marry?

BUD: All right. She'll be medium tall, not too skinny, with reddish hair and green eyes.

RUTH: Why, that's just like Mother.

BUD: Well, not exactly. My girl's a lot younger.

LAURA: What else? What kind of *person* is she?

BUD: I've never really worked this out before, but I can think up a few things. She believes in me. We laugh together. We like to do lots of the same things. She doesn't expect life to be perfect. And of course she wants children and likes to take care of them.

JUDY: Very pretty. What does my kid brother have to say to all this?

SPUD: This marriage stuff leaves me cold. I'll settle for a different date every week, and she'd better be a good dancer.

* * *

WHAT IS INDEPENDENCE?

Judy, Laura, and Spud were very much concerned about becoming independent. Bud talked about it for himself, too, although he didn't use the word. Children of any age want independence, but it is of special importance to teen-agers. We are going to talk of several ways of being independent.

Emotional Independence

Judy spoke of being under the family's thumb. Laura spoke of living her own life. You have had such thoughts often, haven't you? That's as it should be. No matter how much you love your parents, people your age have many wishes to get away from their control. Sometimes you feel completely grown-up, and it is tiresome to have your parents think of you as a child. At other times, you want their help and love very much. Then you may become angry at yourself for leaning on your mother or father or both.

A teen-ager is part child and part adult. He often gets into a stew because he doesn't know which he is or which he wants to be. His adult-self fights his baby-self. His parents are close to his baby-self, and so the adult-self fights his parents, too. But often the young person chooses very babyish ways of fighting his parents. He may be sulky or quarrelsome or simply disagree with everything the parents say or do. Naturally, then, the parents think of this son or daughter as still a child. The parents think that this young-

ster is not ready to decide things for himself; so they may tighten up on their rules. The youngster fights harder than ever.

Laura and Judy expressed their natural desire to get away from their parents' control. Since they were so strong in their desire, we might guess that they have been waging bitter warfare against their parents. Is your imagination strong enough for you to have some pity for the poor parents at this time? Everything they do seems to be wrong. Their children may be annoyed by the merest suggestion. Their children seem to be getting out of hand, and they fear that the young people will get into some kind of serious trouble. So they try to protect them by closer supervision.

Parents and teen-agers can weather this struggle better when they know that it is natural and to be expected. But it isn't easy even in the happiest families. And struggle there must be, if the youngsters in the family are going to become real grownups.

Bud and Ruth had little or nothing to say about getting away from their parents' control. As for Ruth, she is younger than Laura and Judy, and her wishes for independence are naturally not so clearly formed as theirs. There are other reasons why both Bud and Ruth are less concerned about their independence. The MacIntyres understand children and growth better than either the Schultzes or the Larsens. They are probably more willing for their youngsters to take on new responsibilities and to have new privileges as they grow. We saw in an earlier chapter that when Mr. and Mrs. MacIntyre gave jobs to Bud and Ruth, they left them alone to plan the jobs and do them in their own ways. Parents like the MacIntyres *give* a good deal of freedom to their children before the children fight for it. They also keep a close eye on the youngsters in the places where freedom would be too much for them to use wisely.

Don't think from this discussion of the MacIntyres that everything is or will be smooth in their household. Thoughtful as Bud and Ruth are, they do some things that aren't easy for Mr. and Mrs. MacIntyre to take. Wise as Mr. and Mrs. MacIntyre are, they are wrong sometimes. Bud and Ruth, like all boys and girls, must make war on their own baby-selves before they can be truly grown-up. Mr. and Mrs. MacIntyre can expect to be hurt some-

times and puzzled often, but a good deal of the time, they will smile sympathetically at the growing pains.

What is this emotional independence like when the big struggle is over? Simply this: You still love your family, but less intensely. You are more like very dear friends than like a child and parents. You can and do make decisions for yourself, although you may like to have your family's opinions on your affairs. Only after you get pretty close to this kind of independence are you ready to love in a truly grown-up way, to love someone as a husband or wife.

Vocational and Economic Independence

It is pretty hard to be emotionally independent of your family if you depend on them for your daily bread. Judy shows us that she feels she has to make her own living in order to be completely free of her family's control. Bud realized that he must be independent economically (he must have a steady income) before he can marry.

It is not impossible to be emotionally independent of your family before you have a job that supports you. Young people who go into professions that require long training and practice periods may be completely grown-up before they earn their own living. But it takes wisdom and patience from both young people and parents.

There is another kind of young person who does not become economically independent before marriage. That's the girl who does not have a job between school and marriage. Girls used to be expected to stay home until they were married, but now only a few do. It is probably harder for these girls who stay home to gain emotional independence than for those who have jobs. However, they have other advantages over their career-minded sisters. They are likely to know how to keep house.

Can You Be Completely Independent?

Before we finish talking about independence, we want to add our bit to Bud's remark, "Nobody can ever do just what he wants." This was Bud's way of saying that nobody is ever completely independent. We may be able to earn all the money we need, but nobody is ever completely independent emotionally. Nobody would want to be. We have to love and be loved. Otherwise we

can't live like human beings. And it isn't enough for a person to love and be loved by one other person. We need intense loves, as between husbands and wives, and milder loves as between parents and grown children and between friends. Part of loving is depending and being depended upon. So you see that you need to grow emotionally independent in order to be able to love even more deeply.

HOW FAMILIES BEGIN

The picnic wasn't the first time that Bud, Ruth, Laura, Judy, and Spud had thought about getting married and having children. Bud said that he hadn't thought much about it. What he really meant is that he hadn't *said* much about it. Probably he had had more feelings about it than *thoughts* about it.

Most of us feel, like Ruth, that living in families is the only way to live. It seems natural and right to us, because we lived in families from the beginning. Even when girls like Laura dream of a glamorous career, husband, home, and children are usually in the background.

What Young Children Learn About Families

Perhaps you think of the beginning of a new family as the moment when a boy and girl begin to fall in love. If so, you are jumping into the middle of the story. The story begins when the boy and the girl were born. A baby is learning lessons about family life from the time he begins to live in a family. He learns to love first himself, then his mother, then his father, and the rest of the family. He gets ideas of what mothers are like and what fathers are like. Before he goes to school, he has a clear idea of whether he is a boy or a girl and whether he will be a mother or a father when he grows up. He also learns a lot about what children are like, how to get along with them, and how to love them.

What School-Age Children Learn About Family Life

Children of school age enlarge their ideas of what family life is like. They go to other children's homes and learn to know their friends' mothers, fathers, brothers, and sisters. They see that

different families have different ways of doing things. A school-age child usually feels that his own family is right, but he can learn that other families' ways may be right for them. At the same time he becomes more keenly aware of himself as a family member.

Before a child gets to the age at which he struggles for emotional independence, he is busy in an earlier stage of growing up. He is working on the questions of what it means to be *manly* and what it means to be *womanly*. This is the stage when boys and girls say that they hate each other. The truth is that they are very much interested in each other. But before they can be good companions, they must be more sure of themselves as real boys and real girls.

Boys stay in this stage longer than girls, and they go to greater extremes in proving manliness than girls in proving womanliness. Do you know twelve-year-old boys well enough to recall how dirty, loud, and rude they are likely to be? That's how they prove that they aren't a bit girlish.

What Teen-Agers Learn About Family Life

When we are in our teens, most of us fall in love for the first time. A few younger children fall in love. A few people wait until past their teens. But the teen-age is the time when most youngsters get an idea of what grown-up love is like. First love affairs usually happen while boys and girls are in the middle of their struggle for emotional independence at home. For that reason, as well as for other reasons, the first love affair is rarely the one that should lead to marriage.

Love grows on love. A boy is able to love his first girl *because* he learned to love at home when he was a baby, and because he has been loving his family and friends ever since. The kind of love he gives a girl at fifteen will seem like a thin kind of love compared to the kind he feels for his bride, in his twenties or later. But boy-girl love comes before man-woman love.

These nearly-grown people are still learning about family life. It is during the teens that conversation turns to marriage and families, just as it did on the picnic we described. Boys and girls think seriously about what marriage means to them and about how they want to live.

Now they bring out the feelings and thoughts that many years of family living have built in them. Judy thinks that homemaking is a poor job and that women have dull lives, because that's how it seemed to her at home. She doesn't want to get married and have children because she has not learned that children bring happiness. Ruth has been part of a happy family, and she sees herself as carrying on like her mother. That's about as far as she has gone in figuring out what she wants. Within the next few years, she will work out more definite ideas about what she wants to do.

Bud knows that he wants a family, and he knows that it is up to him to get ready to earn a living. Right now, he is more interested in training himself for economic independence than he is in finding a wife.

Laura is up in the clouds, but even so, she feels that living in a family of her own will be the happiest way to live. Laura has not had the chances Bud and Ruth have had to see what it means to live in a family with several children. Because she has had many toys and pretty clothes handed to her without having to work for them, she doesn't realize that life won't be like that when she is a mother. She has had little or no responsibility at home, and so she doesn't know how to take it. She wants freedom, but she doesn't understand that grown-up duties have to go along with grown-up freedom. How little Laura understands children! She thinks that she can be a real mother by just playing with her children. To be really close to a young child and to guide his growth, you have to do the ordinary, every-day things, like bathing, feeding, and toileting.

Even though Spud is fifteen years old, he is not as grown-up as Ruth at fourteen. In the early teens, boys are generally behind girls in their interests and emotions. Spud had little interest in the conversation. He is barely past the stage when boys and girls "hate" each other. He is beginning to enjoy having dates, and likes a girl to be a good dancer. But he can't look far enough ahead to think of himself as a husband and father. He knows he wants independence, but he is very vague as to how he'll get it. He has little notion of what it is like to have a job, much less of what it takes to run a business.

LOOKING AHEAD TOWARD MARRIAGE

We're going to go beyond the stage where the Elm Street youngsters are now, and make some guesses about the future.

Many young people dream, as Laura did, of a romantic love that never fades. Movies and magazine stories make you think that way. You may not see anything very romantic between your mother and your father, but you tell yourself that *you* are going to be different. And so when you find someone who thrills you terrifically, you say to yourself, "This is my true love."

If you rush off and marry this thrilling person as fast as you can, you are almost certainly in for a big disappointment. Love is made of more than thrills, and marriage is made of more than love. Marriages that last and produce happy families have some of those things that sound duller than romance, but last better. Bud recognized this truth. He said, "She believes in me. We laugh together. We like to do lots of the same things. She doesn't expect life to be perfect. And of course she wants children and likes to take care of them." Bud realized that faith and companionship are the backbone of marriage.

Don't think that we are so stuffy we don't believe in romance. We do. Physical attraction is thrilling, and sex is an important part of marriage. You should feel thrilled by the person you choose to marry. We just want you to be sure that there is more than sex to build on.

Does love simply hit you like lightning, or does your common sense have something to say about it? Common sense plays a much bigger part than the movies would lead us to believe. Youngsters who face facts as Bud and Ruth do would be most unlikely to get married without enough income for essentials. Such a young person would think a long time about marrying a person who had no similar interests, who had a very different religion, or whose family seriously opposed the marriage. A girl like Laura would be more likely to rush into marriage with an exciting but poor young man, in spite of her dreams about a fine house with several servants.

Can you be too calculating about choosing a mate? Very few people marry just for money or just for a house to live in. A girl

like Judy might think more about comfort and companionship in choosing a husband than she would about love. But we think Judy has enough good sense to know that love is part of the happiest marriages.

SUMMARY

Teen-age boys and girls look forward to being independent of their parents and to having families of their own. In order to grow up they must gain emotional independence and usually economic independence. The two often go together.

At each stage of life, there is something to be learned about family life and love.

First love affairs usually happen during the struggle for emotional independence and long before economic independence. Early love affairs are preparation for grown-up love.

Common sense and physical attraction are important in choosing a mate. There is more in marriage than romance. Young people make their choices in the light of what has happened in their own families.

Questions to Discuss

1. Why do teen-agers have to struggle against their parents?
2. What kind of family can take this struggle most easily?
3. What is the result of the struggle when it is successful?
4. Why is complete independence impossible?
5. Why is it important for a baby to be loved by his family?
6. What things are important in choosing a mate?
7. What things make you mad at your parents? Are they sensible things?
8. What things make your parents mad at you?
9. Do your parents treat you as a child or a grownup? Why?
10. What are your plans for economic independence? Which do your plans resemble most, Bud's, Spud's, Laura's, or Judy's?
11. What are your plans for marriage?
12. Do you want to marry and have children?

Unit Conclusions

Your present concern with children is either as a helper or as a brother or sister. Child care may be a source of income to you, as well as a chance to learn about children.

There are things to learn about a child-care job, just as there are about any job. Most of this book is about understanding children and helping them to grow as well as they can. You don't need to know everything in this book to be a good baby sitter. You are off to a fine start as a helper if you like children. Do what you are told and use common sense and initiative.

The more you understand children, the better you will be as a helper. You may even find that you want to be a teacher in a real school, or you may look forward more eagerly to being a parent.

You have some growing to do before you are ready to be a parent. You must first finish growing up in the way you feel and act with your parents, brothers, and sisters. You'll achieve *emotional independence*. You'll probably achieve *economic independence*, too, before you are ready to be married.

Your feelings about families began when you were a baby and have grown ever since. You have been learning to love ever since. All these feelings and learnings have a great deal to do with how you choose a mate and how you get along in marriage.

Every new family should be built on a firmly-founded marriage. The happiest husbands and wives make the happiest parents. These parents have the best children, who will in turn build more happy families.

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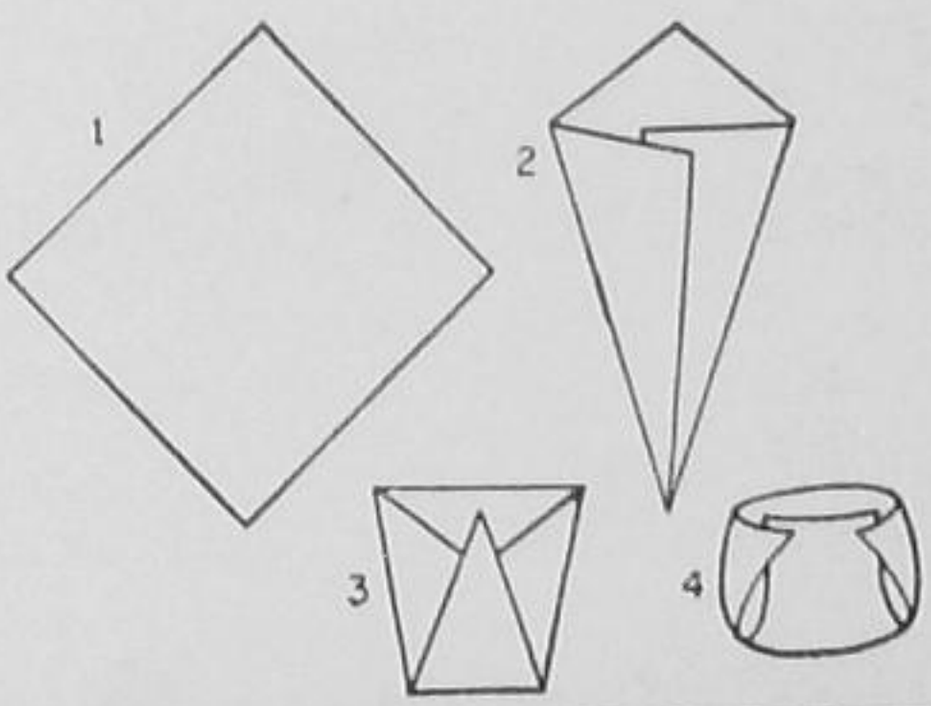


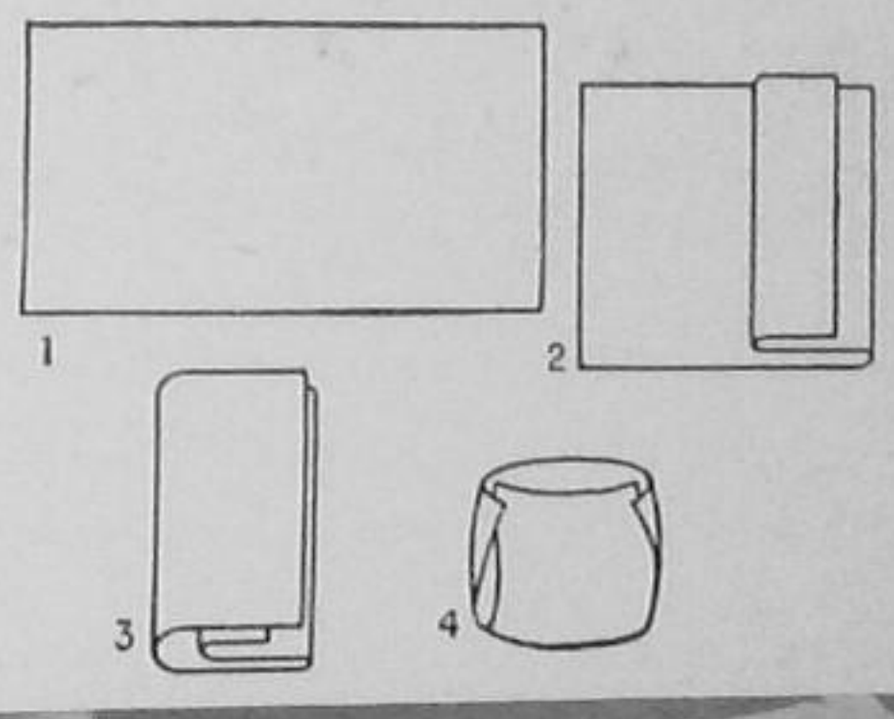
A four-months-old baby has food spooned into him (1). A six-months-old baby experiments with a spoon (2) and learns to drink from a cup (3). At a year or so, a baby gets some food into his mouth when he tries to feed himself (4), and soon he can hold his own cup while drinking (5).

Lower baby into the tub gently (1). Soap the front of his body (2); then soap his back (3). When you lift him from the tub, wrap him in a towel (4) and pat him dry.



After baby has been cleansed gently with cotton, he is placed on his diaper (1), which is usually folded as in one or the other of the drawings below. The front and back of the diaper are pinned together (2), with the pins passing through both diaper and shirt.



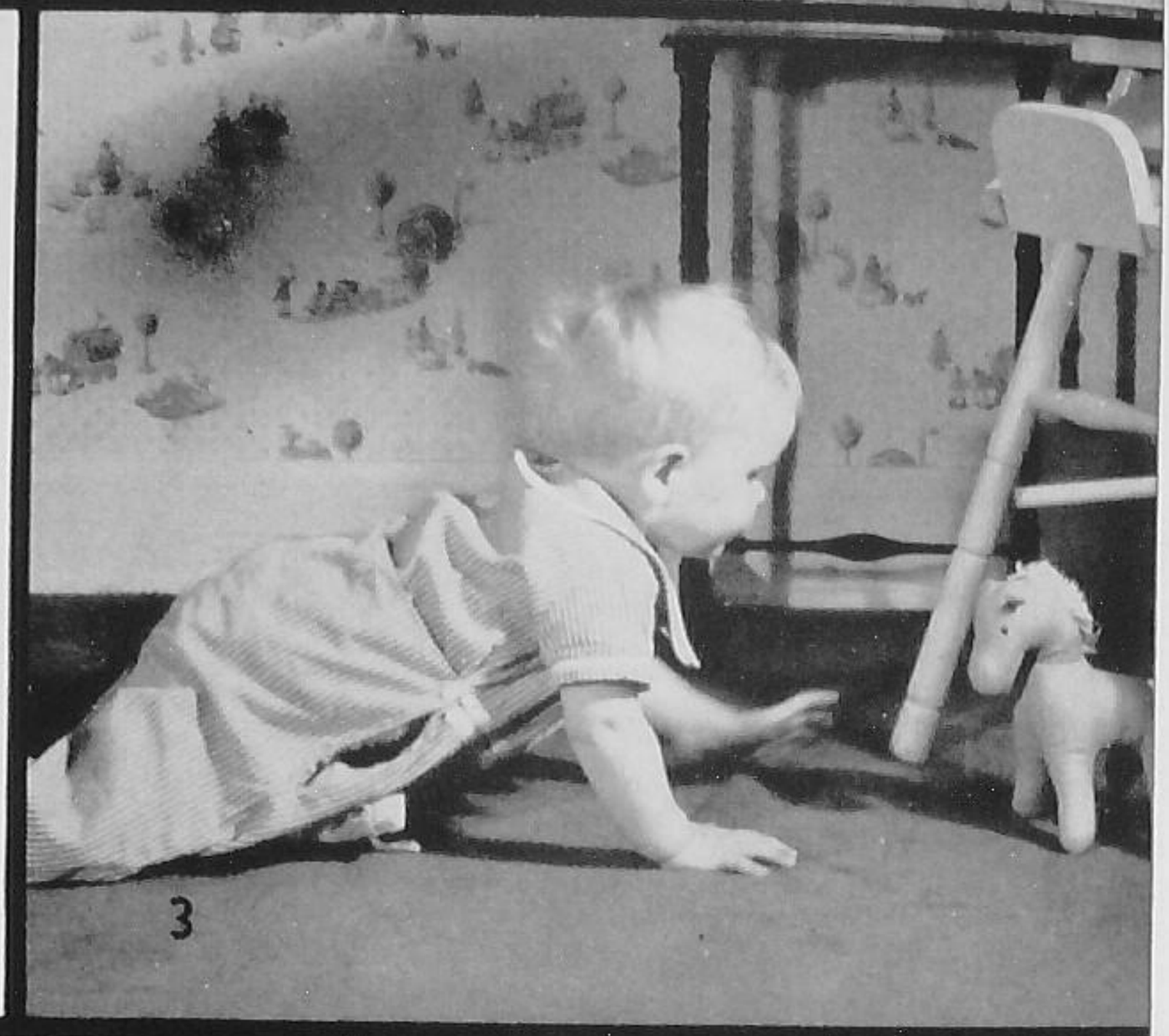






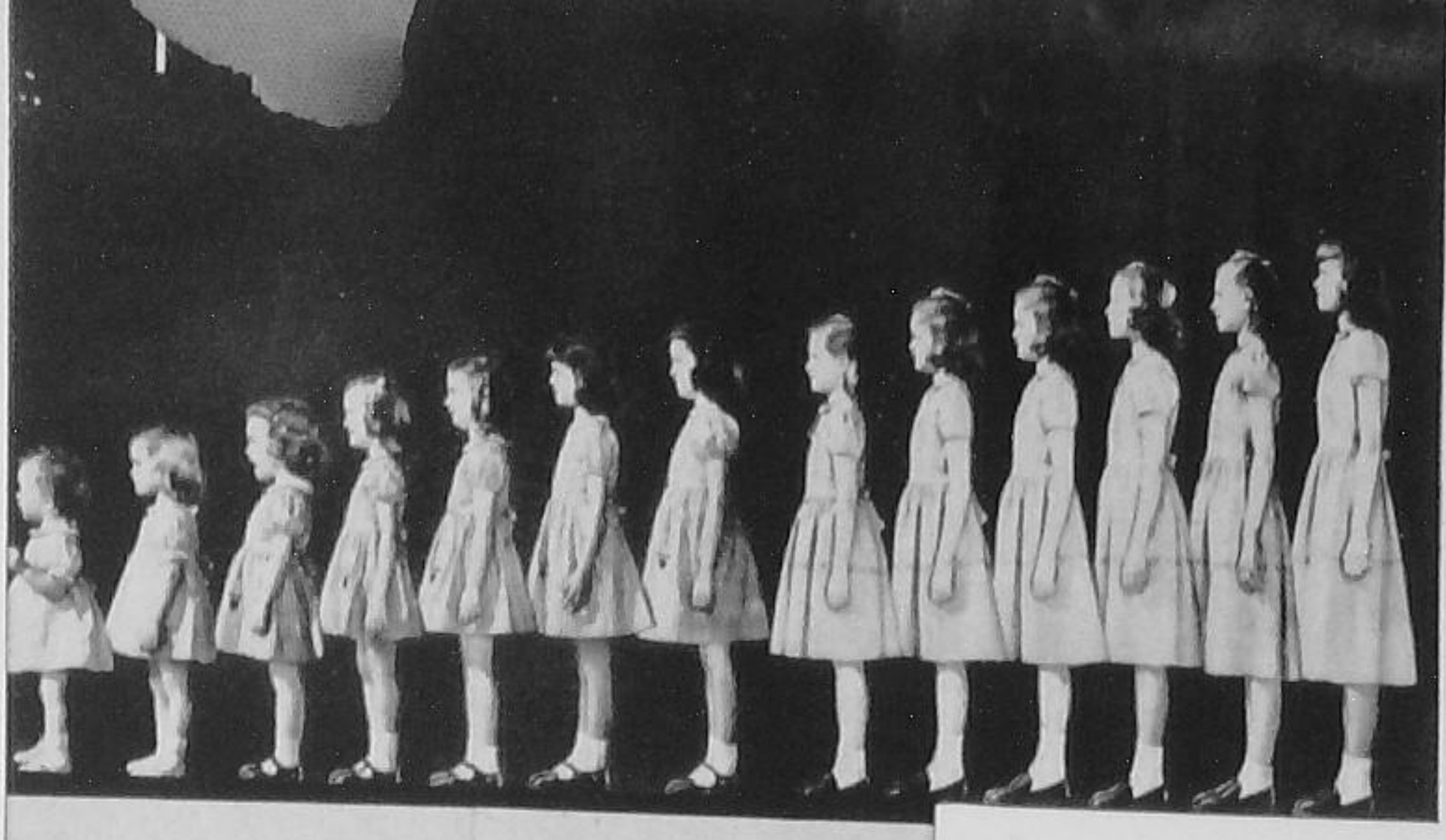


A baby may try to crawl at five months (1) and soon rolls from his back to his stomach to get a toy (2). He can really creep when he is about eleven months old (3), and shortly thereafter he learns to walk (4, 5).













Body proportions change as children grow. The picture above (1) shows the body proportions of girls of different ages and builds. The silhouettes at left and below are of the same boy at two and a half years (2), at three and a half years (3), and at five years eight months (4).

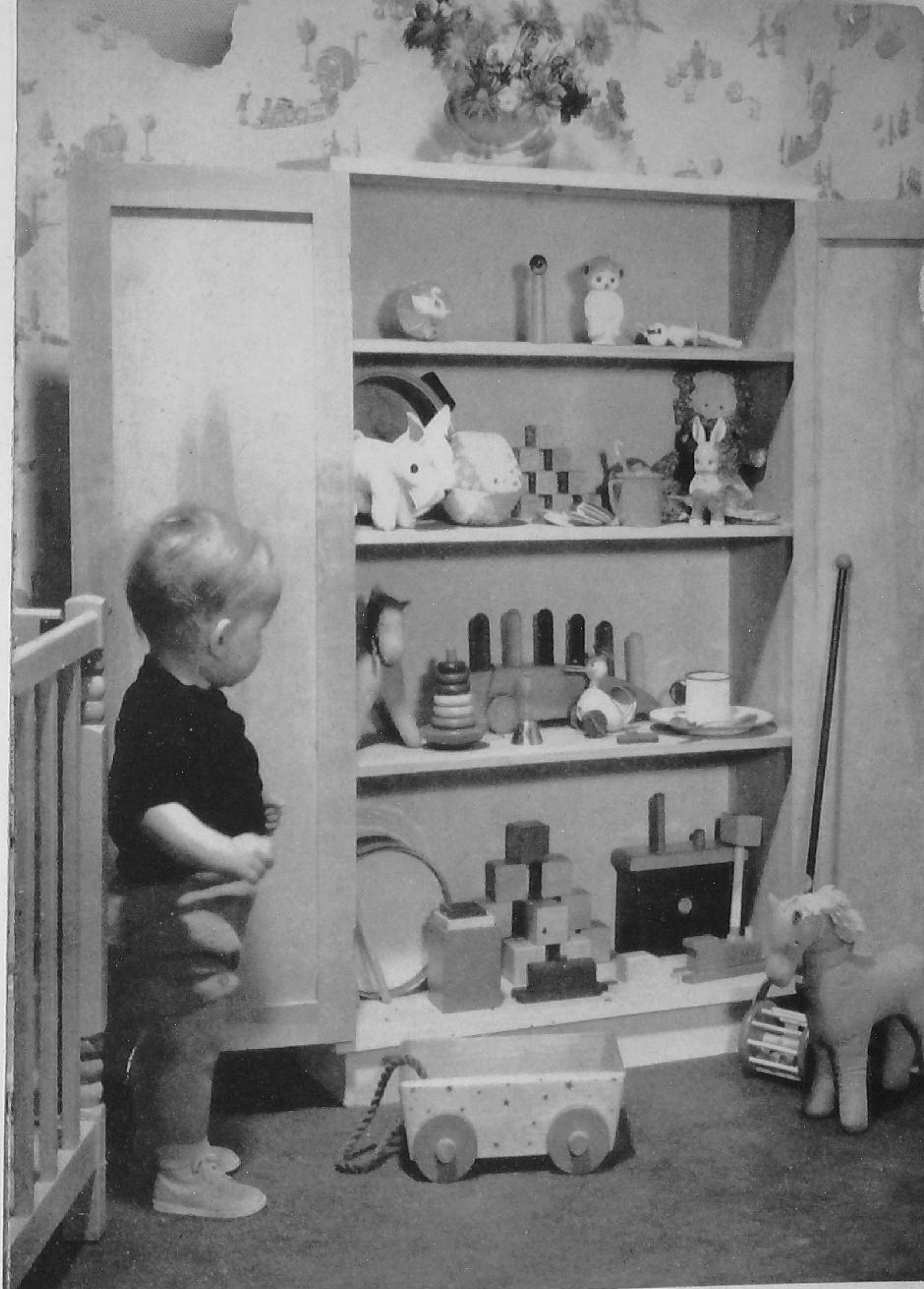








Even very young children need the company of others for their social development: Little ones enjoy playing with older children (1), and toddlers are curious about others of their own age (2). When you are playing with little children, remember that their moods can change quickly (3, 4).



The toys on the upper shelf are valuable for babies from three months to one year; those on the second shelf are good from six months on; and those on the third shelf from about nine months. The rest of the toys are fun for babies of a year or so.

Children love to imitate their parents (1). They like to build (2) and explore (3), and they enjoy music (4) and art (5).