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Emotional Behavior as Aroused by Initial Experience in School

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EMOTIONAL BEHAVIOR
AS AROUSED BY INITIAL EXPERIENCE IN SCHOOL.

FRANCES F. EDWARDS.

No.

March, 23, 1937.

TITLE

EMOTIONAL BEHAVIOR AS AROUSED
BY INITIAL EXPERIENCE IN SCHOOL.

by

Frances H. Edwards

A Thesis presented to the Faculty
of the Municipal University of Omaha
in partial fulfillment of the require-
ments for the degree of Master of Arts.
Department of Psychology.

Omaha, Nebraska.

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Preface.

Kindergarten children, on their first day in school, give one who has the opportunity to observe them an interesting experience. Each child reacts to this new situation in an individual manner. Some show their own particular idiosyncrasies, while others appear to accept this new contingency as though they were well experienced in school activities. The outstanding mannerisms and reactions of each child can give a watchful teacher some insight into the emotional characteristics of the particular child who shows marked variations from the ordinary.

The problems of the children who showed emotional disturbances, in this new situation, have aroused interest and sympathy on the part of the author. Because of these interests, this study was undertaken.

Sincere thanks are here extended to the many mothers who gave generously of their time and effort in answering the questionnaire which made this study possible. Had it not been for their help in conversing with the children, and recording their responses, this material could not have been collected.

Thanks are also due to the principals and kindergarten teachers of the schools included in this study, who took care of the distribution of the questionnaires.

The writer feels deeply indebted to Dr. T. Earl Sullenger, Head of the Sociology Department of the Municipal University of Omaha, and to Mr. George A. Bloomer, Head of the Attendance Department of the Omaha Public Schools, for the time, knowledge, and effort they put forth in making the classification of the schools included in this study.

Dr. Sullenger and Mr. Bloomer, through their years of work, have a wide knowledge of the social situation in Omaha, and a real understanding of the home conditions in the school districts included in this research. Dr. Sullenger has made many studies on the various phases of social conditions here, is a well known speaker in his field, and has published extensively on the character of the population of the city of Omaha. Mr. Bloomer, Chief Attendance Officer for the Omaha Public Schools, is well known for his work in problem cases and with children from under-privileged homes.

Without the help of these friends of children, this study could not have been accomplished.

I.

INTRODUCTION.

Each year thousands upon thousands of children enter the doors of the school house for the first time. Adults of today take school as a familiar experience, because of their years of knowledge, and association with educational institutions. But, what is in the minds of these inexperienced children who are thrust into school life without any definite preparation for the adventure?

The large majority of the children entering kindergarten each year meet this new social situation without any apparent emotional reaction. Some few children, at the opening of each term, are unable to make adjustment without a marked emotional disturbance. This is usually shown by crying. These particular children have aroused the author's interest.

Every effort was made to try to find some study, or publication on the subject of children's reactions to school entrance. Only a few sentences could be found. These were included in publications on various phases of child life, or brief magazine articles. Correspondence with Katherine E. Lenoir, Chief of the Children's Bureau of the U.S. Department of Labor, with Mary Dabney Davis, Specialist of the Nursery-Kindergarten-Primary Department of the Office of Education of the Department of the Interior at Washington, D.C., and with the

II.

Education Departments of several of our foremost Universities, where studies of this type are made, revealed no such publications.

Failing to find material that would be helpful to a teacher in aiding a child to adjust himself on his first day in school, an effort was made to study the problem as encountered by the author.

According to Elinor Lee Deebie, "The child entering Kindergarten is an outstanding example of an individual plunged into an acute problem of orientation in an untried world of which he understands very little. The adjustments necessitated include the following complex factors:

1. Complete change of place for a good portion of the day.
2. Complete change of adult authority for that part of the day.
3. Ability to find a place in a large group.
4. Ability to make himself understood--language facility.
5. Opportunity for the use of many new materials.
6. A more nearly ordered and controlled routine involving frequently considerable curtailment as to type of activity and as to space for activity.

Several of these factors affect fundamentally the child's sense of security."

-
1. Deebie--Entering Kindergarten and What It Means to the Child. Childhood Education. 10-1935. 12:1:23.

III.

By way of an introduction to kindergarten and its activities, parents could help their children by taking them to visit school a few months previous to their entrance. This would give the child an introduction to school.

What causes emotional disturbances on the first day in school? Lack of knowledge, lack of experience and childish minds that have been perhaps unwittingly worried by teasing, unanswered questions, or even lack of an understanding of explanations given are common causes.

The first day in school should be one of the happiest in a child's whole life, ---for, is he not entering a new home, the home where he is to spend many hours each day? We hope our child will grow physically and mentally, in school, but above all we hope he will learn to live with his companions as a helpful and an agreeable member of his class. From his happy hours in school, may he learn to go out into the world of adult life as a more helpful and worthy citizen of his community.

Chapter I.

THE PROBLEM.

The reaction of kindergarten children in adjusting themselves to school and its many changes from home life, at times, brings forth many an emotional display that is very disturbing to some few members of practically every large kindergarten class on the opening day of the new semester. The acute disturbance is usually shown by crying, refusal to leave the parent who has accompanied the child to school, or other indications of the inability of the individual child to join in this new situation without a decided struggle.

This study of emotional ^{def.} reactions, in a set situation, has been made with an effort to discover some of the factors in the emotional display, and, where possible, the causal relationships.

Chapter II.

MATERIAL and METHOD.

QUESTIONNAIRE.

In order to help us with a study of the reactions of kindergarten children in adjusting themselves to school and its many changes from home life, will you kindly fill out this questionnaire and return it to the kindergarten teacher tomorrow?

- (1) Your child's age Years.....Months.....
- (2) He was.....months old when he began to walk. (3)..... months old when he began to talk.
- (4) Has he had any very severe illness?.....
- (5) Does he bite his finger nails? Check answers below.
Constantly. Often. Sometimes. Seldom. Never.
- (6) Does he suck his thumb?
Constantly. Often. Sometimes. Seldom. Never.
- (7) Does he ever have temper tantrums?
Constantly. Often. Sometimes. Seldom. Never.
- (8) Has he ever had any imaginary playmates?
What was his age when this began?.....Discontinued?.....
- (9) Does he have any now?.....
- (10) What were they called?.....
- (11) Does he like Mother Goose Rhymes?.....
- (12) Name the two he likes best.....
- (13) Has he ever attended Sunday School?.....years?.....
- (14) Has he ever visited kindergarten?.....
- (15) Give the approximate number of times he has visited any school.....
- (16) Did the child talk to his parents about beginning school?
Constantly. Often. Sometimes. Seldom. Never.
- (17) Was he told he had to mind the teacher?.....
- (18) Was he told he would be punished by the teacher?.....
- (19) Was he told the teacher would be cross?.....
- (20) Was he teased about beginning school?.....
Often. Sometimes. Seldom. Never.
- (21) Did he go to school alone the first day?.....
- (22) Was he taken to school by his parents?.....By an older child?.....
- (23) How long did the parents remain in the kindergarten room?.....
- (24) When in the kindergarten room did he sit in a child's chair, or did he stay close to his parents?.....

- (25) Did he cry the first day of school? Much.....Some.....
 Little.....
 Before school?.....During school?.....After school?.....

Please answer the following questions in full on the back of this sheet:

- (26) What caused him to cry?
- (27) How was he quieted?
- (28) What did he tell about the other children? About the teacher? About what he did?
- (29) What at school impressed him most?
- (30) Was he willing to return to school the second day? If not, why not?

If you are willing, please sign your child's name here.

.....

MATERIAL and METHOD.

In approaching this study, a questionnaire was the only available instrument that would yield a sufficient amount of data for any adequate treatment of the problem. Questions covering certain points that seemed particularly indicative of the physical, mental and emotional make-up of each child were formulated. Information was sought on experiences similar to school, the conditioning of the child in regard to school, and the individual's reactions on the first day in attendance.

The author realizes the inadequacy of the questionnaire as a scientific instrument; however, without its use these data could not have been obtained.

Mothers were asked to answer the questionnaire after conversing with their children, because they are particularly interested in, and familiar with these experiences concerning their children's first day in school.

The questionnaires were distributed to all beginning kindergarten children in seventeen of the public schools in Omaha, Nebraska. They were taken home by the children either September thirteenth or fourteenth, the first two days of the Fall term of the year 1933, and were returned to the teacher during the first week of the semester.

The schools were chosen with the aim of including every type of child possible, from the poorest, least ex-

perienced, to the well-to-do child who has had every advantage.

Four hundred and fifty questionnaires were distributed through the seventeen schools, and three hundred and fifty-three were returned. This return of seventy-eight and four-tenths per cent was particularly gratifying, and showed the kindly cooperation of the parents and teachers.

The number of questionnaires varied from six in the smallest school, to forty-four in the largest, making an average of twenty and eight-tenths per cent per school. Because of the wide range in the size of the classes, the results are computed in percentages, so that the figures may be more easily compared. Throughout this study, many parents failed to answer all questions, making the data fragmentary in certain spots.

Seven and eight-tenths per cent of the questions were unanswered on the questionnaires of the children who cried, while six and nine-tenths per cent of the questions were unanswered on the questionnaires of the children who did not cry. In all a total of seven and three-tenths per cent of the questions were unanswered.

Considering the fact that these questionnaires went into every type of home, from well informed parents to parents who had little or no command of the English

language, which required them to have friends or older children act as interpreters, the large percentage of responses was particularly gratifying.

From each question included, definite information was sought. The group of questions, including one, through four was aimed to give some picture of the physical history of each child. Adjustment of the child to school depends somewhat upon the health of the child, therefore these four questions were included to give a quick survey of the probable state of health of the group.

Max and Crete Seham² in "The Tired Child", give health as essential to good school work. "One of the fundamental, if not the most fundamental prerequisite for good scholarship is the state of health of the pupil. As many as two thousand years ago, Aristotle preached that in order to make a pupil reasonable and wise, he must be robust and healthy. Today all teachers are agreed that mental accomplishments and psychic reactions are strictly affected by the child's physical condition. ----- Children handicapped physically will abandon their work before it is finished. Not laziness, but self-protection is the reason."

From question one, the age of each child was

2. Seham. The Tired Child. 220-221

learned the mean age of the entire group, the mean age of those who cried and also those who did not cry. The ages of the oldest and the youngest child in each group, and the ranges for both groups were also learned. The influence of entrance age was noted.

The following lines from "The New Leaven", by Stanwood Cobb³ are statements in regard to this question of age for school entrance. "How young should a child go to school? A generation or two ago the age was six. Then the Kindergarten came along and took the children at the age of five, at first only scatteredly, but finally as a universal institution almost universally patronized. Private kindergartens took the next step, of accepting children as young as four. And now comes the latest enterprized child training, the pre-kindergarten, or nursery school which accepts children from eighteen months of age up to kindergarten age."

Doctors Max and Grete Seham conclude: "If the school system is disadvantageous to the child, the age qualification for entrance still more obstructs his progress. It is customary with us to send a child to school when he reaches his sixth year. Then, so parents

3. Cobb. The New Leaven. page 256.
4. Seham. The Tired Child. page 49.

assume, every child is ready to begin the journey through the grade school. Admission based on the number of years the child has lived would be justified if all children developed uniformly. But, as a matter of fact, the chronological age, determined by the number of years, is not necessarily an all-sufficient indication of his fitness for school."

Willy and McClelland⁵ say: "If we are to think of childhood education as a continuous growth process beginning before birth and continuing indefinitely, then old labels and classifications must be expanded or discarded. For example, when an infant reaches his second birthday, this does not always mean that he has become two-years-old except chronologically. He may still behave like a one-year-old. When a child comes from kindergarten to first grade, he does not automatically stop being a 'kindergartener' nor does he automatically become a 'first-grader', even though an antiquated system of marks and promotions says that he has. Something more fundamental than promotion should have taken place."

And something more fundamental than just entering school, because you are now five years old, does take place when children enter kindergarten. They spend several hours each day away from home and mother, which is a great

5. Willy and McClelland. Editorial Comment. Childhood Education. October 1935. Vol. 12. No. 1. Page 3.

change for most children, and, for a few, an ordeal never before experienced. They have to become acquainted with strange adults, and learn to depend upon these strangers for help when needed. They have to adjust themselves from the quiet of home to the association with many children, and the unavoidable noise caused by their talking and moving about the class room. They have to learn to be a member of the group and not live only as the individual desires. They have to adjust themselves to the school building, its different rooms, furniture, class-room equipment and signal bells. Activities of school are varied and numerous and demand adjustment. In many ways, life in school is very different from the child's life in the home.

Grown-ups sometimes do not realize the importance of such a day in the experience of a child. According to Deebee^G: "The child's entrance into school is one of his major changes and hence often the occasion of one of his major adjustments to life."

From question two the age of walking was learned, and from question three, the age of talking. It is impossible to make a definite statement regarding the mental age of a group of children from a questionnaire, but some notion can be obtained from the age when talking and walking began.

G. Deebee. Entering Kindergarten and What It Means to the Child. Childhood Education. 10-'35. 12:1-23.

These may be used as indices of the general intelligence of the group as a whole.

The following statement from Morgan⁷ in his "Child Psychology", strengthens my aim in the preceding judgment. "The correlation between the age at which the child learns to walk and achievement in other lines is not very high, but an unusual delay in learning to walk is indicative of mental retardation."

Two other authorities who hold age of walking and talking as a reliable means of judging intelligence are Hollingworth⁸ and Terman. Hollingworth says: "The data suggested that gifted children walk and talk earlier than unselected children do, as a group. Among the very gifted there is often a record of walking and talking at nine months of age, or even earlier." Terman's⁹ extensive data show that earlier development of speech is a more significant symptom of intellectual superiority in infants than is early development in locomotion. Comparison of our means shows that our gifted children walked about one month earlier and talked about three and a half months earlier than Mead's normal children.

7. Morgan. Child Psychology. page 127

8. Hollingworth. Gifted Children. page 150.

9. Terman. Quoted from Hollingworth's Gifted Children. page 151.

This finding becomes even more highly significant when we recall that the infants whom Lead supposed to be 'normal' were chiefly the offspring of graduate students in a large university, ~~—————~~ children who are now known to test well above the average as a group. In the comparison with Lead's data, walking means 'to take a step unassisted', and talking means 'to use a word intelligently, i.e., to associate the idea with the object'."

Questions five, through ten, were included in order to learn something of the nervous and emotional tendencies of each child. Information was sought on nail-biting, thumb-sucking, temper tantrums and imaginary playmates.

In "Behaviorism" by J. B. Watson¹⁰ may be found: "During the past eight years the behaviorist has approached the problems of emotions from a new angle. Many studies of very young children have been made. One of the sad things we find by such tests is that even at three years of age many (but not all) of the children are shot through with all kinds of useless and actually harmful reactions which go under the general name of emotional." These reactions or habits are held as criteria of neurotic tendencies by many writers in the field. Thom¹¹ reports: "Nail-biting is more apt to be found as part of the picture in the neurot-

10. Watson. Behaviorism. page 116.

11. Thom. Everyday Problems of the Everyday Child. page 113.

ic child than is thumb-sucking. Many of the thumb-suckers are calm, placid, unemotional children, while the nail-biters are apt to be hyperactive, quick, fidgety, energetic individuals with whom everything seems to register on the nervous system in an exaggerated manner."

Horsworthy¹² says: "Observation of specific problems which beset the youngest children reveal clearly their emotional origin. Nervous habits, negativism, temper tantrums, fears, much crying are manifestly emotional difficulties; but thumb-sucking, enuresis, masturbation, feeding problems, are generally traceable to some emotional maladjustment also, and are not cured till the root difficulty is discovered."

In regard to imaginary companions, Horsworthy and Whitley¹³ say: "In general the tendency to indulge in these play fellows is harmless; however, if it is carried to an extreme by young children or if it is continued up into adolescence, harm may result. Children who play continually with imaginary companions lose all the give and take that comes with living children; they get no training in considering the rights of others, nor in cooperation, and it is very

12. Horsworthy and Whitley. The Psychology of Childhood. page 330.

13. Horsworthy and Whitley. The Psychology of Childhood. page 232.

easy to form the habit of shifting the blame whenever anything goes wrong to the shoulders of the imaginary companion. All of this hinders the best social and moral development. If the play is continued into adolescence, there is danger of becoming reserved and morbid, and in losing the perspective as to real values."

The following paragraph from Mary Theodora Whitley's¹⁴ "A Study of the Little Child", gives the results of a study on social and emotional problems: "Through one agency interested chiefly in younger children, an intensive study of one hundred and eighteen cases between two and seven years old revealed the following frequency of social and emotional problems. (The rough percentages do not add up to one hundred since more than one type of problem was usually presented by the same child.)

Chart 1.

| Emotional Problems. | | |
|---------------------------------|------------|-------|
| Kind of Problem | Percentage | Total |
| Fears | 25 | |
| Temper tantrums | 15 | 75 |
| Other emotional difficulties | 37 | |
| Nervous habits | 20 | |
| Poor attitudes toward authority | 30 | 75 |
| Poor attitudes toward playmates | 16 | |

14. Whitley. A Study of the Little Child. page 196.

The six listed are obviously matters of emotions,--- It is in the emotional life of the little child that we find the most fertile ground for maladjustments, and where we are most greatly in need of hygienic treatment. If the physical health is all-important in the first year of life, the emotional health is the great consideration in the next four years. It is then that the disposition is made or marred into patterns that in later years it is exceedingly difficult to change."

Inskeep¹⁵ reports: "If hands are examined one by one, it will be noticed that habitual nail biters have no protection for the tips of their fingers, and the tactile sense is often so dulled that they do fine work in a very clumsy and bungling way. The thumb-sucker, even if cured, has often, because of a malformed nail, lost some of the efficiency of one of the most useful of his fingers. With children of school age, an appeal to pride, or to the ability to do fine work with the hands is about all that will break the habit."

Terman¹⁶ states: "A good many gifted children have had imaginary playmates or imaginary countries, but comparative data on this point are not available for unselected children.

15. Inskeep. Child Adjustment in Relation to Growth and Development. page 108.

16. Terman. Genetic Studies of Genius. Vol. 1.

There is some indication that they occur more frequently in cases where the child has no real playmates."

Kirkpatrick¹⁷ found: "These imaginary companions frequently appear in the third year when the child is getting acquainted with his own variable personality, which is sometimes 'nice' and sometimes 'naughty', or in connection with early experiences with a playmate who is not present all the time, or after hearing of a little boy or girl of a certain character. Sometimes the imaginary companion is an ideal self, sometimes a naughty scapegrace, and at other times not self at all, but a distinct personality."

Johnson¹⁸ says: "Day-dreaming with and without resultant production is probably a universal trait. Individuals differ in amount and frequency of such ideational reactions and in the direction of such activities, in relation to activities essential for the routine of life and creative achievements. The development of the day-dreaming habit that supersedes other forms of response is influenced by withdrawal from companionship of others. The child who has no companions of his age creates imaginary playmates and dramatizes adult activities. He takes the part of all the actors. Sometimes he impersonates animals and inanimate objects. When playmates become frequent in his life and he is young enough to adapt to their activities his imaginary acts decrease. If he is retarded in motor skills

17. Kirkpatrick. Fundamentals of Child Study. page 168.

18. Johnson, Buford J. Child Psychology. pages 323-4.

already established in other children, or has been too protected from difficulties and from meeting denials, he may withdraw from the playing activities of others even in the group. Under proper conditions he will slowly acquire the necessary abilities. If allowed to develop too long without the give and take of life with those of his own age, it is difficult to overcome the withdrawal from the group and the excessive activity in the realm of imagination."

Questions eleven through twenty, were asked in order to learn of the child's experiences before entering school, touching on, or similar to school life. If the child is reported as liking, or disliking 'Mother Goose', one can know he has had some time spent in entertaining him with, or teaching him these rhymes. It is really surprising, when children are first in school, to learn how many appear never to have enjoyed an introduction to this literature of childhood. When children do know these verses, they are a point of contact between the children and the teacher. To the child, each familiar verse, song, picture, in fact anything he has encountered before may be supposed to give him a feeling of acquaintanceship, and help him to feel that school is not so far distant from home.

Sunday School attendance, and visits to school, give a child an introduction to school buildings, furniture and conduct which are often very different from home. Children, on such visits to school, and on attending Sunday School are us-

usually accompanied by their parents, which probably gives them a feeling of security. These experiences should lead a child, little by little, into new fields and help make the transition from home to school easier. Children who are kept only with their families may become so dependent upon them that to be left with strangers and in an unfamiliar place makes them panicky.

Just what influence visits to school may have upon a child cannot be exactly judged, but the experience of having become acquainted with a school building and of having watched a room full of children at their work should give a child a picture upon which he could build his own anticipations for his entrance into kindergarten.

Children usually go more willingly to participate in activities of which they have some knowledge. Acquaintance with the teachers in the neighborhood school, and the fact that his mother knows the teachers, may tend to give a child a feeling of friendliness and security in the school.

Questions sixteen through twenty give a picture of the conditioning of each child in regard to school. These questions aimed to determine the amount of conversation carried on with the child about school; if he was told he had to mind, if he was told he would be punished by the teacher, or that the teacher would be cross.

Through conversation previous to school entrance children may be conditioned for, or against school. Many

childish fears aroused by some chance remark of an adult, or unanswered question of the child, may bring about a real misunderstanding in the mind of a child. Undue amount of conversation in regard to school may show one of two things, either a marked interest and desire for school, or that the child is worried about starting school. Joyful anticipation of school can easily be aroused, and helps many children over this great change in their lives.

Question twenty aimed to bring out information about teasing in regard to school entrance. Questions twenty-one through twenty-four attempt to produce some notion of the child's personal independence, or dependence, upon his parents. For a five-year-old to go and take his place in the kindergarten group of his neighborhood school alone, on the first day, is not too much to ask of him, if he has been encouraged and permitted to take part in ordinary childish activities.

Question twenty-three attempts to discover what per cent of the parents accompanied children to school upon their first day and stayed through the session. Parents who bestow an excessive amount of attention upon their children are often over affectionate with them also. Newell¹⁹ has stated: "All children need a certain amount of affection for proper emotional development, that is, to enable them to make an adequate social and educational adjustment. Most problem child-

19. Newell. "The Methods of Child Guidance Adapted to a Public School Program." *Mental Hygiene*. Vol. 18, 363. 7/'34.

ren, that is those whose emotional development has been hindered, suffer from too much, or too little affection."

Question twenty-four aims to gain information on the child's attitude in joining the children's group, or remaining with his parents. According to Johnson:²⁰ "Flexibility in emotional reactions to other persons is as important as flexibility in movements and in thoughts. Fixed attachments which cause the child to be unhappy when away from the one who is always attending him make adjustments to other persons difficult. ----- Children who cry whenever the mother leaves them are in need of care by different persons."

Blatz and Bott²¹ say: "The young child entering the nursery school is apt to be overawed at first by the novelty of his surroundings. Very often his behavior at first shows few social adaptations toward other children. ---- Other children, like himself, are an unknown quantity, and, as a rule, he approaches them with extreme caution."

Questions twenty-five through twenty-seven tell whether the child was emotionally enough disturbed to cause crying. Information as to when he cried, how much, and how he was quieted was sought. It must be realized that many children may be greatly stirred emotionally and yet not cry,

20. Johnson, Buford. Child Psychology. page 362.

21. Blatz and Bott. The Management of Young Children. page 233.

but such manifestations are too difficult to check, unless observed by one who thoroughly understands children. Crying, an objective manifestation of an emotional upset, gives definite proof of the emotional disturbance being suffered. According to Morgan:²² "When crying is unduly frequent and prolonged beyond the third year, the causes may be traced to the influence of adults who are over solicitous, who take themselves too seriously, or who only respond to children when they show grief."

Questions twenty-eight and twenty-nine were included to give some insight into what impressed the children in regard to the other children, the teacher, what he did, and school and its activities. From the impressions named here by these children something of their fears can be understood. Charters,²³ speech published in the proceedings of the Mid-West Conference on Parent Education states: "Unfortunately, or fortunately, most of the nervous troubles and worries of adults can be traced back to childhood. Incidents and series of events which happened when they were two, three, four, or even ten years of age are often the causes of later mal-adjustments. The home can perform no more valuable service for little

 22. Morgan. Child Psychology. page 164.

23. Charters. Intelligent Parenthood. Proceedings of the Mid-West Conference on Parenthood. March 4, 5 and 6, 1926.

children than to teach them how to overcome and control their worries and anxieties."

The influence of the pre-school years upon the character of the child has thus been set forth by Edna²⁴ Heidbreder: "By observing infants, the student may see behavior in the making; he may note the repertoire of reactions a human being has at birth and discover the ways in which they are modified. But infancy is also important from the standpoint of practical control of behavior, for, in infancy, the very foundations of behavior are established. In his earliest years, certainly before he is six years old, a person is made or marred. It is during these years that he learns to meet the world with fear or confidence, with hostility or friendliness, to succumb to difficulties or to master them, to expect success or defeat; these years, in short, are the period during which he acquires the attitudes and habits, largely visceral and largely un verbalized, which will always constitute the core of his personality, and which form the foundations of the powerful 'un verbalized' part of his being."

²⁵
Fowler has said: "Another thing that we are quite sure

24. Heidbreder. Seven Psychologies. page 258.

25. Fowler. The Child as Affected by the Family. Mental Hygiene. Vol. 18; 431-441. July 1934.

children bring from home is security. Somehow or other when a child feels secure at home, secure in the affections of his family, we do not have impossible standards. Some children fidget and play monkey shins, and make faces and act very ill at ease, and parents become embarrassed. Impossible standards of conduct, in my judgment, set up for the child at home frequently explain such behavior. The child is made fearful and insecure, and it is sort of a compensation to fall into unpleasant physical and mental habits. This sort of thing is prevalent in kindergarten children, among whom we find many afraid of nearly everything.

When a child comes to school, he has often developed techniques for getting his own way; if he is noisy enough, unpleasant enough, if he teases, he will get what he wants. He comes into the kindergarten group and finds that the teacher is not used to that technique."

²⁶ Cabot has stated: "In overcoming fear in little children there must necessarily be many different methods, but if fear---lonely, unrevealed, dreaded---is as common in the lives of little children as the confessions of adults seem to show it to be, surely it is worth seeking many ways of minimizing it."

Question thirty was included in an attempt to learn if the child was really willing to return to school the second day, and if a dislike for school had been aroused how violent

this dislike might be.

This statement from Stanwood Cobb²⁷ reveals his opinion of the attitude of today toward school. "And the progressive school, far from being a forbidding place for children, has become a place of freedom, of happiness, of enticement; so that what the young child regrets, is not being made go to school, but being kept home from school."

27. Cobb. The New Leaven. page 256.

Chapter III.

SELECTION AND CLASSIFICATION OF SCHOOLS.

The following explains the selection of the school districts included in this study. The selection of the schools was made by the author, who through years of teaching in this city has had some personal contact with thirteen of the seventeen schools included in the experiment. In making this selection, the homes, the financial, cultural and social advantages of each district were considered and not the school and its work.

The rating was made on the five point scale in order to give a convenient and comprehensive picture of the schools included in the study. Had the range of the scale of the study been less it would have been too limiting, and, on the other hand, a judgment scale based on more than five points would have been too great in its scope.

This rating of the status of these schools is the result of the thoughtful study and years of experience of Dr. T. Earl Sullenger and Mr. George A. Bloomer. Dr. Sullenger and Mr. Bloomer, through their work with the social situation in Omaha, know the home conditions throughout the city.

Chart 2.

Status of Schools.

| Key number of schools | Rating given | Enrolled | Cried | % |
|-----------------------|---------------|----------|-------|----|
| 1 | Superior | 29 | 5 | 17 |
| 2 | " | 17 | 0 | 0 |
| 3 | Above average | 12 | 1 | 8 |
| 4 | " " | 6 | 1 | 16 |
| 5 | " " | 29 | 5 | 16 |
| 6 | Average | 44 | 4 | 8 |
| 7 | " | 25 | 1 | 4 |
| 8 | " | 13 | 1 | 8 |
| 9 | " | 14 | 1 | 7 |
| 10 | " | 28 | 9 | 32 |
| 11 | " | 21 | 3 | 15 |
| 12 | " | 6 | 0 | 0 |
| 13 | Below average | 21 | 6 | 28 |
| 14 | " " | 22 | 4 | 18 |
| 15 | " " | 36 | 5 | 13 |
| 16 | Poor | 17 | 2 | 11 |
| 17 | " | 13 | 4 | 30 |

VARIATIONS IN SCHOOLS OF THE SAME TYPE.

School number one was rated superior. Seventeen per cent of this group cried. Twenty-nine children entered in this class. This is an old established residential district with many well-to-do families. It may be suggested that the crying here was probably caused by the large number of children in the room. There were twenty-nine beginning kindergarten children and about twenty advanced kindergarten children in this class room. The confusion caused by forty-nine children could emotionally disturb many five-year-olds in this new situation.

School number two was rated as superior. This is a well established district of educated and financially successful families. In this small school many of the children were acquainted with the teacher. She lives in the district, is very friendly and well known in many of the homes. Seventeen children entered in this class. The advanced kindergarten group also attend school in this class room and these children are often known to the new-comers. The advanced group of about fifteen children lead the younger children into many activities without much direction from the teacher. In this way school becomes more of a children's activity than in a larger school where a large portion of the group are unaccustomed to school life. Where the group

is very large, confusion results, and the teacher is forced to lead the activities on the first day of school. The size of the group appears to have marked influence on the emotional reactions of many of the children.

School sixteen was rated as poor. Children of this school all come from homes of the foreign laboring people who work in the packing houses. Seventeen children enrolled and two cried. Eleven per cent of this group cried. Crying was probably caused in this school by reasons similar to those given in the discussion of school seventeen, which follows.

School seventeen was rated poor. Thirteen entered in this class and there were thirty advanced kindergarten children also in this room. This school cares for the children of the poorest packing house laborers. Crying may be explained as follows:

The room is extremely large and probably overawed those children, for they live far from the downtown district, and have little opportunity to enter buildings of any size. A teacher, unacquainted in the district, and new to the school, had the room. Even the mothers showed some timidity because the former teacher was not present.

CHARTS.

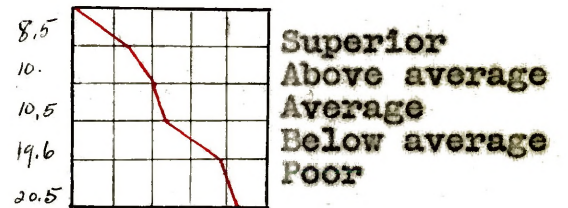
Variations in Schools of the Same Type.

This chart shows the average per cent of crying in each group of schools.

Chart 3.

| | Cried |
|------------------|-------|
| Superior schools | 8.5% |
| Above average | 10.0% |
| Average | 10.5% |
| Below average | 19.6% |
| Poor | 20.5% |

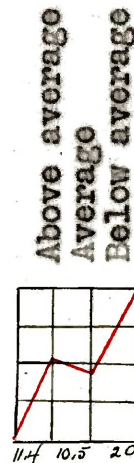
Graph 1.



Graph 2.

This chart shows the per cent of crying in schools rated as above average, average and below average.

Schools rated above average had 11.4% of the children cry. Schools rated as below average had 20% of the group cry.



**Crying as Compared to the Financial and Social Status
of each School District Studied.**

This chart aims to show the relationship of the amount of crying to the financial and cultural status of the homes in each district.

The schools chosen for this experiment were picked in order that a well balanced sampling of children, from homes of the poorest type to those of the highest, might be compared. They were grouped into the following divisions.

Chart 4.

| Division of Schools. | | | | |
|----------------------|--------------------|---------|---------------|------|
| Superior | Above average | Average | Below average | Poor |
| 1 | 3 | 6 | 13 | 16 |
| 2 | 4 | 7 | 14 | 17 |
| | 5 | 8 | 15 | |
| | | 9 | | |
| | | 10 | | |
| | | 11 | | |
| | | 12 | | |
| Number | of schools in each | | | |
| 2 | 3 | 7 | 3 | 2 |

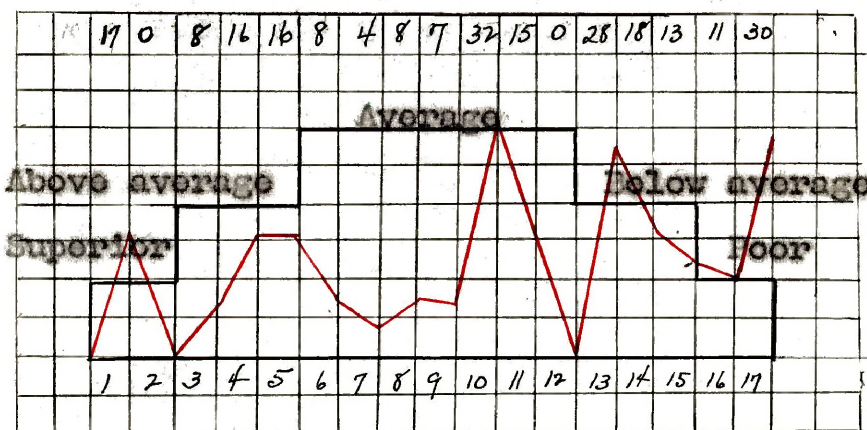
Graph 3.

Numerals across the bottom of the chart identify the schools.
 Numerals across the top give the per cent who cried in each school.

— Estimated financial and cultural status of each school.

— Per cent who cried in each school.

Each perpendicular unit represents five children.



Chapter IV.
ANALYSIS OF THE CONTENT OF THE
QUESTIONNAIRE.

In order to help us with a study on the reactions of kindergarten children in adjusting themselves to school and its many changes from home life, will you kindly fill out this questionnaire and return it to the kindergarten teacher tomorrow?

1. Your child's age Years..... Months.....

The mean age for the children who cried was five years and one month.

The mean age for those who did not cry was five years and two months.

The youngest child who did cry was four years and nine months.

The youngest child who did not cry was four years and eight months.

The oldest child who did cry was six years and five months.

The oldest child who did not cry was six years and eleven months.

The range of the ages of the children who did cry was from four years nine months to six years five months.

The range of those who did not cry was from four years eight months to six years eleven months.

Four years and nine months is the minimum age for entrance in the Omaha Public Schools. To enter the Omaha Schools under this age it is necessary for the child to pass an individual mental test. Two per cent of the whole group, or seven children, of the age of four years and eight months were included in this experiment. None of these seven children cried during their first day in school. This appears to show that they were ready for school entrance and more mature emotionally than many of the group who were chronologically older.

2. He was.....months when he began to walk.

The mean age found was twelve months with a standard deviation of 2.41 and a probable error of 2.08.

The standard deviation for the group who cried was 2.78 and a probable error 1.87.

The standard deviation for the group who did not cry was 2.05 with a probable error of 2.3.

Between the mean and either plus or minus one standard deviation, there are 34.13 per cent or slightly more than one-third of the total cases in a normal distribution. Therefore it may be estimated that about sixty-eight per cent of this group of children walked between the age of ten and fourteen months.

By comparing this data with that in the following

paragraph from Morgan²⁸'s "Child Psychology", one may assume that the normal proportion of this group walked at a normal age. "By the age of ten months the normal child can usually pull himself up to a standing position and sixty to seventy per cent of all children learn to walk between the ages of eleven and fourteen months."

Norms as given by Gesell on walking are as follows: "Twelve month level walks with some help. Fifteen month level walks alone."

The range for those who cried was from eight months to twenty-two months.

The range for those who did not cry was from seven to twenty-two months.

The range in the two groups shows no marked difference between the two.

In regard to general intelligence, Dr. Gesell³⁰ in his book, "Mental Growth and the Pre-School Child", makes the following statement. "As early as nine months this ability (to walk) may be tested, because a small proportion of advanced children walk with help at this time. ---- Although the age of walking bears some broad correlation with the

28. Morgan. Child Psychology. page 126.

29. Gesell. Infancy and Human Growth. page 126.

30. Gesell. Mental Growth and the Pre-School Child. page 75.

development of intelligence, the examiner must be ready to make clinical discounts for individual cases at all times, largely because the very common disease of rickets inflicts delay."

From this paragraph one may assume that both groups of children in this experiment may be judged as normal mentally, as the mean age found for walking was twelve months.

³¹ Mead has published the following table on walking and talking:

Chart 5.

| Mead's Chart on Walking and Talking. | | | | |
|--------------------------------------|-------------|-----------|--------------|-----------|
| Age, Months | | | | |
| Activity | Normal Boys | | Normal Girls | |
| | Walking | 13.875 | P.E.±0.97 | 13.21 |
| Talking | 16.5 | P.E.±2.75 | 15.5 | P.E.±2.68 |

Apparently there is no difference in the walking age of the two groups of children included in this study. The fact that the walking age in this study agrees so closely with the data of these authorities of child study, leads one to believe that there is reliability in the data obtained from this questionnaire.

3. He was.....months when he began to talk.

The mean age found for both groups was twelve months

 31. Mead, C.D. The Age of Walking and Talking in Relation to General Intelligence. Ped. Sem., 1913-20, 460-484.

with a standard deviation of ± 4.66 and a probable error of ± 3.14 . Therefore it may be estimated that about sixty-eight per cent of this group of children talked between the age of eight and sixteen months.

Dr. Whitley³² states: "When a twelve to fourteen-months-old baby begins to use sounds as words he has taken an immense stride forward in capacity to image. A word is a symbol; and it is one thing to use in place of another; it is a meaning for an object attached to what has been just a pleasant noise. No imaginative play is seen before the acquisition of some language."

From the following paragraph quoted from Arnold³³ Gesell in his study, "The Mental Life of the Pre-School Child" one may assume again that the group of children studied were normal mentally, and that the data given by the parents was consistently reliable, for the age of talking also agrees with the data of these writers.

Gesell says: "Although there are inevitable variations in regard to the amount of stimulation, there are few babies who are without the opportunity of assimilating a few simple words relating to their personal or physical environ-

32. Whitley. A Study of the Little Child. page 136.

33. Gesell. The Mental Life of the Pre-School Child. page 90.

ment. Inasmuch as it is possible to ascertain these words at the age interval from twelve to eighteen months, it becomes an objective measure of development which may have considerable significance."

The standard deviation for the group who cried was ± 4.39 with a probable error of ± 2.96 .

The standard deviation for the group who did not cry was ± 4.94 with a probable error of ± 3.33 . These figures show no marked difference between the two groups.

The range of the age of talking for the group who cried was from six months to twenty-four months. The range of the age of talking for the group who did not cry was from four months to thirty months. These figures, too, are not significant as they are not large enough to show any real variation between the two groups.

In the giving of the age when children began to talk there is much possibility of discrepancies. The babbling sounds of some babies become meaningful to their mothers, more through the mother's ability to interpret the sounds, than the babies' ability to babble definite sounds.

In regard to this vocalization, Morgan⁵⁴ states: "This babbling begins in the second or third month and gradually merges into the saying of words at about fifteen months."

In the group of children who cried, thirteen per cent both walked and talked before twelve months, the mean age found for both walking and talking, while in the group who did not cry, ten per cent walked and talked before twelve months, or the mean age found.

The returns on this questionnaire seem consistent with the data of these several authorities quoted above. This leads one to feel that the other data throughout the questionnaire may also be approximately reliable. This consistency adds strength to the assumption of the reliability.

4. Has he had any very severe illness?

Table 1.

| Severe Illnesses | | | |
|------------------|-------------|-------------|---------------|
| | Cried | Did not cry | Total. |
| Yes | 21% | 18% | 19.5% |
| No | 79% | 81% | 80.0% |
| No record | 0% | 1% | .5% |
| | <u>100%</u> | <u>100%</u> | <u>100.0%</u> |

From these figures, severe illnesses may show some relation to the emotional instability of the children who have suffered such illnesses. Twenty-one per cent of the children who cried had had severe illnesses as compared to eighteen per cent of the group who did not cry. This increase of three per cent in the group who cried may show only a slight physical weakness in this group, if any. Nineteen per cent of the whole group had had severe illnesses.

In the group who did not cry, nine children were reported as afflicted by two serious illnesses before school age, and two children were reported as having had three serious illnesses before this time. In the group who cried, only one child was reported as having suffered more than one serious illness before school age. She had had five.

From these figures, eighty per cent of these children came to school without having been handicapped by

severe illnesses. Thirteen and five-tenths per cent more disease incidence was reported among children who cried, which may indicate disease experience may be directly related to emotional instability.

In the group who did not cry, about one child out of every five suffered a severe illness before school entrance. In the group who cried, one child out of every three suffered a severe illness during his pre-school period.

Table 2.

| Diseases Reported. | | |
|----------------------------|----------------------|-----------------|
| | Did not cry N.301 | Cried N.52 |
| Bronchitis | 1 | 1 |
| Chicken Pox | 3 | 0 |
| Congestion of the lungs | 0 | 1 |
| Convulsions | 1 | 0 |
| Diphtheria | 0 | 2 |
| Ear Abcess | 2 | 1 |
| Flu | 1 | 0 |
| Heart Ailment | 1 | 0 |
| Internal disorder | 2 | 0 |
| Kidney disorder | 1 | 0 |
| Mastoid | 3 | 1 |
| Measles | 6 | 2 |
| Meningitis | 1 | 0 |
| Mumps | 2 | 1 |
| Pneumonia | 12 | 1 |
| Operation | 1 | 0 |
| Rickets (serious) | 0 | 1 |
| Small Pox | 0 | 1 |
| Scarlet Fever | 4 | 0 |
| Throat trouble | 2 | 0 |
| Whooping cough | 13 | 4 |
| | <u>56</u> | <u>16</u> |
| Not named but reported | 10 | 2 |
| | <u>66 cases</u> | <u>18 cases</u> |
| | 21.9% | 34.6% |

Therefore disease incidence of those who cried was greater by thirteen and five-tenths per cent over those who did not cry. There were forty-two cases of contagion reported. Fifty-eight per cent of the diseases reported were contagions. There were thirty cases of non-contagious diseases before school entrance reported. Forty-one per cent of the diseases reported were non-contagious. The type of illness in twelve cases was not mentioned.

Contagions are usually thought to be the most prevalent diseases of childhood, and in this study, forty-two cases of contagions were reported as compared to thirty cases of non-contagions suffered before school entrance. Pneumonia, whooping cough, bronchitis, and congestion of the lungs, all diseases of the respiratory tract, appear to be most prevalent, being named thirty-three times out of seventy-two cases of illness.

Eighty per cent of the children in this study entered school without experiencing a serious illness. This great majority of the children leads one to feel that the general health of the children entering this school system should be considered good.

5. Does he bite his finger nails?

Table 3.

| Amount of Nail Biting. | | | | | | | |
|------------------------|------------|-------|-----------|--------|-------|-----------|-------|
| | Constantly | Often | Sometimes | Seldom | Never | No report | Total |
| Cried | 0% | 0% | 17% | 21% | 56% | 6% | 100% |
| Did not | 1% | 1% | 14% | 13% | 70% | 2% | 100% |
| Total | .5% | .5% | 15.5% | 16.5% | 63% | 4% | 100% |

Table 4.

| Nail Biting Reported | | | | |
|----------------------|-----------|---------|-----------|--------|
| | Bit nails | Did not | No record | Total. |
| Cried | 38% | 56% | 6% | 100% |
| Did not | 28% | 70% | 2% | 100% |
| Total | 33% | 63% | 4% | 100% |

Nail biting, which often accompanies emotional disturbances, was practiced by thirty-eight per cent of the children who cried, as compared to twenty-eight per cent of the children who did not cry. This shows that ten per cent more of the children who cried had this habit. Sixty-three per cent of the whole group were recorded as not practicing this habit, which indicates that constant nail biting is not as common as one is led to suspect, at this age. Thirty-three per cent of the whole group bit their nails. Fourteen per cent more of the group who did

not cry were recorded as never indulging in this habit. These results, too, are consistent with the findings of other investigators and therefore add to the reliability of this study.

³⁵
Wechsler made a statistical study of nail-biting among children of different age levels. He found no biting below the age of two years. Beginning at two, the percentage rises until about six years, where it remains constant until about twelve years for girls and fourteen for boys.

³⁶
Morgan states: "It is at these two age levels, namely from two to six and early adolescence, that mistakes in discipline are most likely to have a pernicious effect on the child, and nail-biting is merely a symptom of such mistakes. It usually indicates a nagging, negative type of treatment which makes a child self-conscious, irritable and uncertain of himself. He tries to do one thing and is thwarted and tries to do another, is thwarted again, and so on. This leads to the condition of super-sensitiveness which the physician is so likely to call neurotic, and nail biting is merely one symptom of this instability."

35. Wechsler. The Incidence and Significance of Fingernail Biting in Children. Psychoanal. Review. 1931. 18, 201-209.

36. Morgan. Child Psychology. page 135.

G. Does he suck his thumb?

Table 5.

| Amount of Thumb Sucking. | | | | | | | |
|--------------------------|------------|-------|-----------|--------|-------|-----------|-------|
| | Constantly | Often | Sometimes | Seldom | Never | No report | Total |
| Cried | 0% | 3% | 7% | 7% | 76% | 7% | 100% |
| Did not | 1% | 2% | 7% | 4% | 82% | 4% | 100% |
| Total | .5% | 2.5% | 7% | 5.5% | 79% | 5.5% | 100% |

Table 6.

| Thumb Sucking Reported. | | | | |
|-------------------------|---------------|---------|-----------|-------|
| | Sucked thumbs | Did not | No report | Total |
| Cried | 17% | 76% | 7% | 100% |
| Did not | 14% | 82% | 4% | 100% |
| Total | 15.5% | 79% | 5.5% | 100% |

Seventeen per cent of the group who cried sucked their thumbs. Eighty-two per cent of the group who did not cry did not suck their thumbs. Three per cent more of the children who sucked their thumbs cried than those who did not. Six per cent more of the children who did not cry were reported to never suck their thumbs than those who did cry. Seventy-nine per cent of the whole group never sucked their thumbs.

In "Child Psychology", by Morgan, may be found the following statement: "The reason why some thumb-suckers are calm and placid is that, although the parents may not like the habit, they have been able to contain themselves and not 'pick on' the child. Left to himself, he may induce relaxation by means of this practice. A child bites his nails almost invariably as the result of nagging."

Thumb sucking may calm these children at times, but from the findings of this experiment, it appears that three per cent more of the children with this habit cried, than those who did not practice it. Also six per cent more of the children who never practiced thumb sucking were able to meet this new situation without being emotionally disturbed to any great extent.

The following paragraph from Watson³⁸ may be indicative of the causes of increased illnesses among the children who do suck their thumbs or fingers. "Why should we fight against it? From the standpoint of the child, the matter is serious. Physicians tell us that ninety per cent of disease due to germs find their way into the body through the mouth. The child with its mobile hands, gathers germs everywhere.

37. Morgan. "Child Psychology." page 155.

38. Watson. "Psychology and Care of Infant and Child." page 133.

Next it puts the hands into the warm, moist mouth. The germs are thus given an ideal breeding place."

In comparing the habits of nail-biting and thumb-sucking, the latter was practiced by fewer children in this study. Nail-biting has been proven by many authorities to be the more common practice of the two. This consistency with other data adds strength to the assumption of the reliability of this study.

Twenty-one per cent more of the children who cried bit their nails than sucked their thumbs. Fourteen per cent more of the children who did not cry bit their nails than sucked their thumbs. Seventeen and five-tenths per cent more of all the children bit their nails than sucked their thumbs. Sixteen per cent more of all the children never sucked their thumbs as compared to those who never bit their nails. Two per cent more of the whole group sucked their thumbs often than bit their nails often.

7. Does he ever have temper tantrums?

Table 7.

| Amount of Temper Tantrums. | | | | | | | |
|----------------------------|------------|-------|-----------|--------|-------|-----------|-------|
| | Constantly | Often | Sometimes | Seldom | Never | No report | Total |
| Cried | 0% | 5% | 17% | 32% | 38% | 8% | 100% |
| Did not | 0% | 1.5% | 23% | 22% | 45% | 10.5% | 100% |
| Total | 0% | 3.25% | 20% | 27% | 40.5% | 9.25 | 100% |

Table 8.

| Temper Tantrums Reported. | | | | |
|---------------------------|---------------------|---------|-----------|-------|
| | Had Temper Tantrums | Did not | No Report | Total |
| Cried | 54% | 38% | 8% | 100% |
| Did not | 46.5% | 43% | 10.5% | 100% |
| Total | 50.25% | 40.5% | 9.25% | 100% |

Forty and five-tenths per cent of the whole group never had this habit. Seven and five-tenths per cent more of the children who cried had temper tantrums than those who did not cry. Five per cent more of the group who did not cry never had temper tantrums than the group who did cry.

³⁹
Morgan in writing of temper tantrums says: "In many cases this undue irritability is no more than a habit. A child may try various methods to obtain what he wants and in the process of trial and error finds that his mother yields more readily when he goes into a rage than at any other time.

39. Morgan. "Psychology of Abnormal People. page 241.

Consequently, when he wants something he goes into a tantrum and usually succeeds in gaining his ends. Such tantrums are quite common in children."

Temper tantrums are sometimes displayed in school during the first days of the term, but usually when some one from the child's family is present. The habitual tantrum child, never seeing such behavior in school, may be reserved about being the one to show off in this offensive manner before the group of self-controlled children, or the teachers may be more experienced in warding off an open display of temper, than the mothers who permit them to take place.

According to Horsworthy and Whitley:⁴⁰ "Temper tantrums, though originating as an obvious reaction when any wish has been suddenly frustrated, soon become a means of getting attention. Wholesome neglect of these manifestations, with much friendly notice of the child when he acts in a desirable way, can work a cure in a surprisingly short time. - - - The child's own volition must be challenged to learn the self-control which should normally have been his by at least two years old."

The evidence shows that these results in this study are consistent with the tendencies of the nervous child as

40. Horsworthy and Whitley. "The Psychology of Childhood."
page 415.

found by others, and this trend probably indicates that children who cry easily in new social situations are more inclined to be what is popularly spoken of as, 'nervous children', or, 'problem children'. These results seem to suggest that crying in a new situation should be included with thumb sucking, temper tantrums and nail biting, in considering the problem of maladjustment.

8. Has he ever had any imaginary playmates?

Table 9.

| Imaginary Playmates. | | | |
|----------------------|-------|---------|-------|
| | Cried | Did not | Total |
| Yes | 38% | 26% | 32% |
| No | 53% | 68% | 59.5% |
| No report | 9% | 8% | 8.5% |
| Total | 100% | 100% | 100% |

Twelve per cent more of the children who cried had imaginary playmates than those who did not cry. Thirteen per cent more of the children who did not cry were reported as never having had imaginary playmates. Fifty-nine and five-tenths per cent of the whole group were reported as never having had imaginary companions.

Imaginary playmates, as indulged in by many lonely children, are merely the means of substituting for companionship, but when the imagination develops to the point of being

preferable to real companionship, as often takes place, such imagination becomes an undesirable emotional habit.

Over half the children in this study did not use this escape mechanism to such an extent that the mother knew it. From this study, this habit is not as prevalent as might be expected and therefore may not be as important or serious as other of the emotional habits.

9. Does he have any now?

Table 10.

| Report of Imaginary Companions on School Entrance. | | | |
|---|-------|---------|-------|
| | Cried | Did not | Total |
| Yes | 26% | 19% | 22.5% |
| No | 50% | 47% | 48.5% |
| No report | 24% | 34% | 29% |
| Total | 100% | 100% | 100% |

Forty-eight and five-tenths per cent of the whole group were reported as not having imaginary companions upon school entrance. Seven per cent more of the children who cried had imaginary playmates at the opening of school than those who did not cry. There was no report from twenty-nine per cent of the whole group on this question. There was no report from ten per cent more of the children who did not cry than from those who did cry.

⁴¹
Whitley states: "The world of make-believe may be so satisfying to the child that he lives more within it than is safe. - - - Since an imaginary playmate can be wholly controlled by the child, he misses valuable social lessons of give-and-take in the world of children not so conformable to his own wishes. Thus his social adjustment may be seriously retarded."

⁴²
Svendsen, in writing of the approximate age at which imaginary companions appeared, states: "The fact that the subjects in this study were children rather than adults, thirty-one out of forty children selected being under ten years of age, made possible fairly accurate data in regard to the age of the appearance of this phenomena. In thirty-seven cases, the imaginary companion appeared before the fourth birthday, in thirty-nine before the fifth, and in every case before the sixth. Personality difficulties in some form were reported for thirty-five of the forty selected children, timidity heading the list."

The data from the study by Svendsen is consistent with the data of this study.

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41. Whitley. "A Study of the Little Child." page 146-7.
42. Svendsen. "Children's Imaginary Companions." Arch. Neurol. and Psychiat. 32:985-999 11-'54.

10. What were they called?

Names of imaginary playmates mentioned by children who did not cry were as follows: Twenty-two stated that the names of absent friends or relatives were always used, five 'Bill', three various animals, two 'Baby' and two 'Dolly'.

Names mentioned only once were:

| | | |
|---------------------------|---------------------------|------------|
| Francis | Parents names | Boy |
| Say | Daddy | Betty Mae |
| Bobby and Johnny | Indian and Cowboy | Maxine |
| Donna Jean and Marilyn | | Mister |
| Jim and Joe | Bowser | Betty Mary |
| Gilbert and Bill | Marjory and Dolores | Bud |
| Little Sister | Mary and Ruth | Soldier |
| Rose Marie | Dorothy Mae | Patty |
| Little Boy or Little Girl | | Mr. Jones |
| Movie Stars | Nurses | Doctors |
| Cohen and Awie | Cheet, Role and Hack | Jolla |
| Al Vance and Ole | Father with his small son | |

Of the children who cried, three called their playmates the names of absent friends or relatives. Other names given were:

| | | |
|--------------------|-------------------|--------|
| Sister and Brother | Dolly | Baby |
| Jim and Tom | Boy | Alice |
| My wife Anna | Rose | Mother |
| Animal names | Story characters. | |

One mother reported that her child had come home and told many fabulous statements about his first day in school. He told about the teacher's excessive kindness to him while she ignored all the other children, and that she had treated him, but that they had not shared the treat with the other children.

Svendsen⁴³ says: "The names of imaginary companions may be common place (these predominate), yet they are often highly original, as the following collection reveals:

| | | |
|--------------------------|-------------------|----------------|
| Congera'los | Darn | Katsch |
| Doyda | Himlay and Gargla | |
| Zagar | Berry and Auntie | Lavee |
| Hill and Hell | Borac Seleeto | Ave and Deeve |
| Chopsticks | Jackson Seegar | Sister Lig Man |
| Dodo and Curly Stockings | | |

Original names tend to be simple vowel and consonant combinations in words of two or three syllables, combinations easily articulated and characterized by alliteration, rhythm and rhyme."

The names of the imaginary playmates included in this study appear to be the names of friends, relatives or associates and not original vocal combinations as were found by Svendsen in her study. All of the children in this study were about five years of age. Some of the children included in Svendsen's study were younger, and this may be the cause of the difference in names. Younger children through their mispronunciation of names just being learned, or as Svendsen states, through their experimentation with the sounds of the language they are just acquiring, invent odd names of unknown origin for the names of imaginary playmates, but the evidence here presented does not corroborate her findings.

 43. Svendsen, Margaret,. "Children's Imaginary Companions."
 Arch. Neurol. and Psychiat. 32:985-989. 11-'34.

11. Does he like Mother Goose Rhymes?

Table 11.

| Mother Goose Rhymes. | | | |
|----------------------|-------|---------|--------|
| | Cried | Did not | Total. |
| Yes | 73% | 80% | 80.5% |
| No | 5% | 4% | 4.5% |
| No report | 22% | 8% | 15.0% |
| Total | 100% | 100% | 100.0% |

Mother Goose Rhymes were reported as being liked by fifteen per cent more of the children who did not cry. These rhymes were reported as not being liked by one per cent more of the children who did cry. Eighty and five-tenths per cent of the whole group were reported as liking these rhymes. Four and five-tenths per cent of the whole group were reported as not liking Mother Goose.

Eighty-five per cent of the whole group reported on this question. There was no report on fourteen per cent more of the children who did cry, as compared to those who did not cry. The fact that no report was made may indicate that Mother Goose Rhymes had never been told to these children. As Mother Goose is the usual material of this type first presented to children, this would lead one to suspect that less time had been spent in entertaining or teaching the children who cried, or, one may say, the emotionally balanced children may have had superior mothers, mothers who tried to give them more than the bare necessities of life.

Of the group who did not cry, fourteen per cent named "Humpty Dumpty" as their first choice. This verse is accepted by children as a good joke about their familiar friend, the egg. Of the group who did cry, twenty-nine per cent named "Little Boy Blue", as their first choice.

"Little boy blue, come blow your horn,
The sheep's in the meadow, the cow's in the corn;
Where is the boy who looks after the sheep?
He's under the haycock fast asleep.
Will you wake him? No, not I:
For if I do, he'll be sure to cry."

The morose is suggested by the choice of this sad rhyme.

Favorite stories were not asked for in the questionnaire, but in the group of children who did not cry, fifty-one mothers named the favorite stories of their children. In the group of children who did cry, only three mothers mentioned a favorite story. Does this, too, indicate that the interest in stories had either been neglected, less satisfying, or that less time had been spent with the group who cried?

12. Name the two he likes best.

Table 12.

| Rhymes Named. | | | | |
|---|--------------|-------|-------|-----|
| | N. 301 | N. 52 | | % |
| | Did not cry. | % | Cried | |
| | Times named. | | | |
| 1. "Humpty Dumpty" | 43 | 14 | 8 | 15 |
| 2. "Jack and Jill" | 38 | 12 | 4 | 7.7 |
| 3. "Little Boy Blue" | 29 | 9 | 15 | 29 |
| 4. "Mary Had a Little Lamb" | 21 | 7 | 2 | 3.6 |
| 5. "Little Miss Muffet" | 19 | 6.3 | 1 | 1.9 |
| 6. "Old Mother Hubbard" | 17 | 5.6 | 2 | 3.8 |
| 7. "Hey Diddle Diddle" | 17 | 5.6 | 5 | 9.6 |
| 8. "Hickory Dickory Dock" | 9 | 3 | 0 | 0 |
| 9. "Peter, Peter Pumpkin Eater" | 7 | 2.3 | 0 | 0 |
| 10. "Little Jack Horner" | 7 | 2.3 | 2 | 3.8 |
| 11. "The Old Woman who Lived in a Shoe" | 6 | 2 | 3 | 5.7 |
| 12. "Little Bo-Peep" | 6 | 2 | 3 | 5.7 |
| 13. "Baa, Baa Black Sheep" | 5 | 1.6 | 1 | 1.9 |
| 14. "Old King Cole" | 4 | 1.3 | 0 | 0 |
| 15. "Jack Be Nimble" | 4 | 1.3 | 1 | 1.9 |

Table 13.

| Stories mentioned by mothers as favorites. | | | | |
|--|-------------|-------|---|-----|
| | Did not cry | Cried | | % |
| | | % | | |
| 1. "The Story of the Three Bears" | 28 | 9.3 | 3 | 5.7 |
| 2. "The Story of Red Ridinghood" | 11 | 3.6 | 0 | 0 |
| 3. "Little Black Sambo" | 4 | 1.3 | 0 | 0 |
| 4. "The Three Little Kittens" | 4 | 1.3 | 0 | 0 |
| 5. "The Three Little Pigs" | 4 | 1.3 | 0 | 0 |

Has he ever attended Sunday School?

| Table 14. | | | |
|------------------------------|-------|---------|--------|
| Attendance at Sunday School. | | | |
| | Cried | Did not | Total |
| Yes | 55% | 56% | 55.5% |
| No | 42% | 32% | 37.0% |
| No report | 3% | 12% | 7.5% |
| Total | 100% | 100% | 100.0% |

Table 15.

| Sessions Attended. | | | | | | |
|--------------------|-------|-----------------|--------|-------------|-----------------|--------|
| Sessions attended | Cried | No. of children | % | Did not cry | No. of children | % |
| Never | 22 | | 42.3% | 99 | | 32.5% |
| Few times | | 4 | | | 4 | |
| Several times | | 2 | | | 5 | |
| One month | | 0 | | | 3 | |
| Two months | | 7 | | | 17 | |
| Three months | | 1 | | | 7 | |
| Four months | | 0 | | | 4 | |
| Five months | | 0 | | | 3 | |
| Six months | | 4 | | | 14 | |
| Seven months | | 0 | | | 2 | |
| Eight months | | 0 | | | 1 | |
| Twelve months | | 1 | | | 29 | |
| Eighteen months | | 2 | | | 17 | |
| Twenty-four months | | 1 | | | 25 | |
| Thirty months | | 2 | | | 19 | |
| Three years | | 3 | | | 21 | |
| Four years or more | | 1 | | | 8 | |
| | | <u>28</u> | 53.8% | | <u>179</u> | 50.8% |
| No report | 2 | | 3.9% | 23 | | 16.7% |
| Total | 52 | | 100.0% | 301 | | 100.0% |

One per cent more of the children who did not cry had attended Sunday School. Ten per cent more of the children who had never attended Sunday School cried.

Forty-two and three-tenths per cent of the group who cried, never attended Sunday School. Fifty-five and five-tenths per cent of the whole group had attended Sunday School. Thirty-seven per cent of the whole group had never attended Sunday School. Fifty sessions attended per child was the average of the group who cried. Seventy-three sessions attended per child was the average attendance of the group who did not cry. Sixty-one and five-tenths sessions per child attended was the average of the whole group.

From the findings of this study, one is led to suspect that there is some connection between social experience and emotional balance.

14. Has he ever visited Kindergarten?

Table 16.

| Kindergarten Visits. | | | |
|----------------------|-------|---------|--------|
| | Cried | Did not | Total |
| Yes | 27% | 34% | 30.5% |
| No | 67% | 65% | 66.0% |
| No report | 6% | 1% | 3.5% |
| Total | 100% | 100% | 100.0% |

Seven per cent more of the children who did not cry had visited kindergarten. Two per cent more of the children who cried had never visited kindergarten. Thirty and five-

tenths per cent of all the children had visited kindergarten. Sixty-six per cent of all the children had never visited kindergarten. Five per cent more of the children who cried made no response as compared to those who did not cry.

15. Give the approximate number of times he has visited any school.

Table 17.

| Contacts with School before entering Kindergarten. | | | | |
|---|----------------------|-------------|--------|-------|
| | Did not cry | | Cried | |
| Visited Kindergarten | Number | % | Number | % |
| Never | 204 | 67.7 | 35 | 67.3 |
| Yes | 84 | 27.9 | 11 | 21.1 |
| No report | 13 | 4.4 | 6 | 11.6 |
| Total | 301 | 100.0 | 52 | 100.0 |
| Other school visits | Times | Did not cry | Cried | |
| | Once | 29 | 3 | |
| | Twice | 25 | 1 | |
| | Three times | 21 | 5 | |
| | Four times | 9 | 2 | |
| | Five times | 5 | 0 | |
| | Six times | 11 | 4 | |
| | Eight times | 3 | 0 | |
| | Ten times | 7 | 2 | |
| | Twelve or more times | 4 | 1 | |
| Total who visited school other than kindergarten. | | 114 | 18 | |
| Total visits to any school other than kindergarten. | | 411 | 84 | |
| Visits per child | | 1.3 | 1.6 | |

Experiences similar to school appear to show no marked effect upon the children.

16. Did the child talk to the parents about beginning school?

Table 18.

| Amount of Conversation about School. | | | | | | | |
|--------------------------------------|------------|-------|-----------|--------|-------|-----------|-------|
| | Constantly | Often | Sometimes | Seldom | Never | No report | Total |
| Cried | 26% | 48% | 21% | 0% | 0% | 5% | 100% |
| Did not | 18% | 54% | 19% | 2% | 1% | 6% | 100% |
| Total | 22% | 51% | 20% | 1% | .5% | 5.5% | 100% |

Eight per cent more of the children who cried talked constantly to their parents of school than those who did not cry. This may show that they were greatly aroused by their approaching entrance to school. Four per cent more of the children who cried showed greater anticipation for school than those who did not cry. Ninety-five per cent of the children who cried were reported as talking of school entrance as compared to zero per cent reported as talking seldom or never of school entrance.

17. Was he told he had to mind the teacher?

Table 19.

| Per cent Warned to Mind. | | | |
|--------------------------|-------|---------|--------|
| | Cried | Did not | Total |
| Yes | 96% | 91% | 93.5% |
| No | 2% | 4% | 3.0% |
| No report | 2% | 5% | 3.5% |
| Total | 100% | 100% | 100.0% |

Five per cent more of the children who cried were told that they had to mind the teacher. Two per cent more of the children who did not cry were not told that they had to mind. Ninety-three and five-tenths per cent of the whole group were told that they had to mind the teacher.

With such a large portion of the group warned about minding, and some even fearing the outcome of not obeying, some feeling of restraint toward the teacher and perhaps even fear was probably aroused by these suggestions.

18. Was he told that he would be punished by the teacher?

Table 20.

| Punishment Predicted. | | | |
|-----------------------|-------------|-------------|---------------|
| | Cried | Did not | Total |
| Yes | 46% | 36% | 41% |
| No | 48% | 61% | 54.5% |
| No report | 6% | 3% | 4.5% |
| | <u>100%</u> | <u>100%</u> | <u>100.0%</u> |

Ten per cent more of the children who cried were told that they would be punished by the teacher than those who did not cry. Forty-six per cent of the children who cried were told that they would be punished by the teacher. Fifty-four per cent of the whole group were not told that they would be punished by the teacher. Forty-one per cent of the whole group were told that they would be punished by the teacher.

For this large percentage of the children to come to

school with the idea that they would be punished by the teacher must arouse in the child some feeling of doubt and fear toward the teacher, which fear she has to overcome before she can gain the confidence of the children.

19. Was he told that the teacher would be cross?

Table 21.

| Crossness of Teacher Predicted. | | | |
|---------------------------------|-------|---------|--------|
| | Cried | Did not | Total |
| Yes | 9% | 12% | 10.5% |
| No | 83% | 88% | 88.0% |
| No report | 3% | 0% | 1.5% |
| | 100% | 100% | 100.0% |

Three per cent more of the children who did not cry were told that the teacher would be cross. Ten and five-tenths per cent of all the children were told that the teacher would be cross. Eighty-eight per cent of the whole group were not told that the teacher would be cross, which permitted them to come to school without fear of the teacher being aroused.

20. Was he teased about beginning school?

Table 22.

| Teased about School. | | | | | | |
|----------------------|-------|-----------|--------|-------|-----------|-------|
| | Often | Sometimes | Seldom | Never | No report | Total |
| Cried | 2% | 2% | 5% | 88% | 3% | 100% |
| Did not | 2% | 4% | 3% | 87% | 4% | 100% |
| Total | 2% | 3% | 4% | 87.5% | 3.5% | 100% |

Two per cent of the whole group were reported as teased often about beginning school. Nine per cent of all the children were teased about entering school. Eighty-seven and five-tenths per cent of all the children were reported as never teased.

This is gratifying. It appears that the detrimental side of teasing, especially upon serious matters, is being recognized by parents, and is not permitted. Little children often do not take teasing as a joke, - - - misunderstand, and from it develop unnecessary, childish fears and worries.

21. Did he go to school alone the first day?

Table 23.

| Accompanied to School. | | | |
|------------------------|-------------|-------------|---------------|
| | Cried | Did not | Total |
| Yes | 100% | 97% | 98.5% |
| No | 0% | 3% | 1.5% |
| | <u>100%</u> | <u>100%</u> | <u>100.0%</u> |

One hundred per cent of the children who cried were accompanied to school the first day. Three per cent of the children who did not cry went to school alone. Ninety-eight and five-tenths per cent of all children were taken to school the first day.

For this large portion of the children in this ex-

periment to be accompanied to school shows the marked dependence of these children on their parents, or the desire, on the part of the parents, to keep these children dependent upon them. Undoubtedly many of these children lived in the immediate vicinity of the school, where there was no risk for them to go to school alone, but they too were accompanied.

22. Was he accompanied to school by his parents? By an older child?

Table 24.

| Who accompanied the child? | | | |
|----------------------------|-------------|-------------|---------------|
| | Cried | Did not | Total |
| Parents | 84% | 73% | 78.5% |
| Child | 16% | 22% | 19.0% |
| No report | 0% | 5% | 2.5% |
| | <u>100%</u> | <u>100%</u> | <u>100.0%</u> |

Eighty-four per cent of the children who cried were taken to school by their parents. Nine per cent more of the group who cried were accompanied by their parents than those who did not cry. Six per cent more of the children who did not cry were taken to school by children rather than by adults. Seventy-eight and five-tenths per cent of all the children were accompanied to school by their parents. The fact that so many parents do take their children to school on the first day, leads one to believe that the parents dread seeing their babies becoming independent and growing up.

⁴⁴
 Preston says: "Certain parents who, because of their own emotional state, need to keep their children dependent, find the teacher teaching independence, weaning their children away, helping them to grow up. Such parents will protect their children at every turn, will insist that their own directions be carried out regardless of school orders, will excuse anything the child does on the basis of minor sickness, or parental inconvenience, and will resent any attempt on the part of the teacher to assert her authority."

⁴⁵
 Beebee says: "Is it necessary to reiterate that the young child needs to find his place in his own way? Slow progress is often the surer progress. Adult standards and adult attention added to adult pressure frequently tend to confuse the four- and five-year-old. He may retaliate by refusing everything and withdrawing within himself. Or he may burst into wild erratic displays of energy in an effort to please and secure approval. He must make his adjustments on his own level of maturity."

44. Preston. "The Teacher Set Her House in Order." Childhood Education. October 1935. Vol. 12. No. 1-15.

45. Beebee. "Entering Kindergarten and What It Means to the Child." Childhood Education 10-'35. 12: 1-25.

23. How long did the parents remain in the kindergarten room?

Table 25.

| Time parents remained. | | | | | |
|------------------------|--------------------|-------------|--------------------|-------------|-------------|
| | Number of children | Per cent | Number of children | Per cent | Total % |
| | Cried | | Did not | | |
| Enrolled the child | 4 | 7.7 | 69 | 22.9 | 15.6 |
| A few minutes | 7 | 13.5 | 23 | 7.6 | 10.6 |
| Ten minutes | 4 | 7.7 | 23 | 7.6 | 7.7 |
| Fifteen minutes | 0 | 0.0 | 22 | 7.3 | 3.7 |
| Twenty minutes | 2 | 3.8 | 7 | 2.3 | 3.1 |
| Thirty minutes | 4 | 7.7 | 23 | 9.3 | 8.1 |
| Forty-five minutes | 1 | 1.9 | 2 | .7 | 1.3 |
| One hour | 8 | 15.4 | 27 | 8.9 | 12.2 |
| One and one-half hours | 5 | 5.7 | 5 | 1.7 | 3.7 |
| Whole session | 8 | 15.4 | 19 | 6.3 | 10.9 |
| | <u>41</u> | <u>78.8</u> | <u>225</u> | <u>74.7</u> | <u>76.6</u> |
| Taken by older child | 11 | 21.1 | 62 | 20.5 | |
| Total accompanied | <u>52</u> | <u>99.9</u> | <u>287</u> | <u>94.2</u> | |
| Went alone | 0 | | 10 | 3.3 | |
| No report | 0 | | 4 | 1.3 | |
| Total children | <u>52</u> | | <u>301</u> | <u>99.8</u> | |

Forty-six and three-tenths per cent of the parents of the children who cried remained one hour or more in the kindergarten room. Twenty-two and six-tenths per cent of the parents of the children who did not cry remained one hour or more. Twenty-three and seven-tenths per cent more of the parents whose children cried remained over one hour in the school room, as compared to the group who did not cry. Thirty-four and four-tenths per cent of all the parents stayed an hour, or more, in the kindergarten room. Sixty per cent of

all the parents stayed less than one hour. Fifteen and seven-tenths per cent of the parents remained only to enroll the child. Thirteen and six-tenths per cent of the parents remained only a few minutes. Thirteen and nine-tenths per cent of all the parents remained the whole session.

⁴⁶
 Lateer has stated: "Then comes the adaptation to that strange place where he learns those essentials to successful living that are not ingrained in his nervous system - - - school. Meanwhile he has had to meet another need. His conduct must constantly adapt itself, so that it achieves first, the approval of the family, later, that of his increasing group of acquaintances, then, the ideals of the school, and finally, he comes to realize that he is subject to the approval of his race as a whole."

24. When in the kindergarten room, did he sit in a child's chair, or did he stay close to his parents?

Table 26.

| | Cried | Did not cry | Total |
|------------------|-------------|-------------|---------------|
| Close to parents | 15% | 4% | 9.5% |
| In child's chair | 80% | 88% | 84.0% |
| No report | 5% | 8% | 6.5% |
| | <u>100%</u> | <u>100%</u> | <u>100.0%</u> |

Eleven per cent more of the children who cried stayed near their parents. Only four per cent of the children who did not cry stayed close to their parents. Eighty-four per cent of all the children sat in the kindergarten chairs. Eight per cent more of the children who did not cry sat in kindergarten chairs.

Often it is necessary for parents to come to school with their children because of some particular reason, but when they stay in the kindergarten room for an indefinite period, their children, in particular, are placed in a disadvantageous position. Several parents watching a group of children, on their first day in school, when the children are not sure of themselves, and not sure of what is expected of them, take the spontaneity from the group and cause a spirit of cautious reserve to be built up. So often these parents urge their children, and try to force them to take part in the activities, but very

often such children will not leave their parent's side. They, too, want only to sit and watch the others. When these very ones are alone with the other children and the teacher, they know that they are not being watched, and soon join the activities of the group.

25. Did he cry the first day of school?

Table 27.

| Amount of Crying. | | | |
|-------------------|-------------|---------------|---------------|
| Much 8% | Some 40% | Little 52% | Total 100% |

Eighty-five per cent of the whole group of children included in this study did not cry. Fifteen per cent of the whole group did cry.

Crying of Boys as Compared to that of Girls.

This graph shows the comparison of the number of boys to the number of girls who cried.

Graph 4.

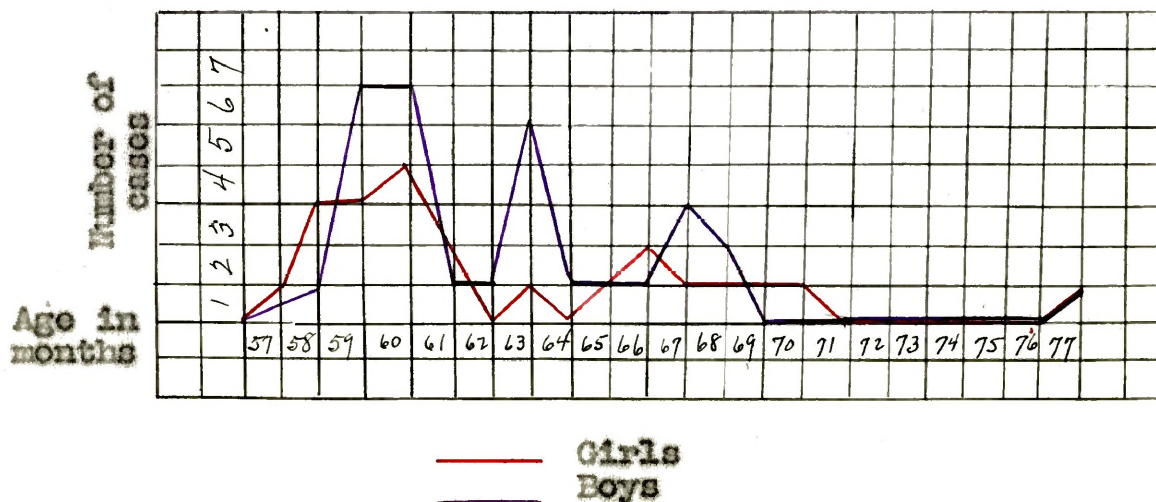


Table 28.

| Crying of Boys and Girls. | | |
|---------------------------|--------|----------|
| | Number | Per cent |
| Boys | 30 | 58 |
| Girls | 22 | 42 |
| Total | 52 | 100 |

Sixteen per cent more boys than girls cried.

Most crying for both boys and girls was at five years of age.

Table 29.

| When they cried. | | |
|----------------------|----------------------|---------------------|
| Before School 11% | During School 70% | After School 19% |

Crying by children on the first day in school, of course, is limited to a very few children. In this study fifteen per cent of the whole group cried. Morgan⁴⁷ says: "A tabulation of the causes of children's crying at the pre-school level gives first importance to the following: frustration, frightful experiences, loneliness, discomfort, and actual pain. Such crying diminishes with the knowledge that there are more effective means of dealing with such situations than crying."

Frustration or defeat is probably the chief cause

47. Morgan. "Child Psychology." page 164.

of these emotional upsets on entering school, for defeat in some small, childish demand usually causes the child to lose his interest in the activities going on in the room, lose his composure, which leads to the emotional disturbance. Crying on the first day of school often starts when the child is not permitted his own way for some reason or other. Seldom do these timid children cry, if permitted to remain close to their parents, and be mere on-lookers in this interesting situation. Children who come to school alone, have come with an independent attitude and so, are willing and ready to join the activities of the children. Only three per cent of the children in this experiment were permitted to go to school alone, and not one of these children cried.

In writing of overly emotional children, Richards⁴⁸ says: "There is the school period to consider. You mothers who complain that teachers in kindergarten and first grade do not spend enough time on your child, and that she should be more patient with him, should pause and consider why it is necessary. Your child is not fitting into school because you have not cultivated in him habits that make school life easy for him, or for his teachers, or for other children.

48. Richards. "Behavior Aspect of Child Conduct." Childhood Education. 10- '35 12: 1-81.

As a result, the child cannot concentrate on the school program, because most of his energy goes into trying to manage his emotions, he has grown up with the belief that everybody must cater to his wishes; now he has to modify his wishes to suit his human environment."

⁴⁹Fowler says: "I want to speak particularly of the conflict that arises when a child goes to school. We people in the school say that the basis of a child's health is already laid when he comes to school. We, more or less, can only preserve it, or, at best, improve it.

The child also brings to school, even at five, very fundamental social habits. Our kindergarten teacher keeps, in a book, personality data regarding her pupils. In every case there is represented some difficult problem involving social habits. Such a situation would be avoidable if we understood better the processes of habit formation in pre-school years.

We know that children also bring to school their basic social attitudes, which are more often prejudices. They have prejudices toward colored people, Japanese, Jews, Catholics, which have been deliberately taught them. They have overheard so many remarks about various religions, or

49. Fowler, "The Child as Affected by the Family." Mental Hygiene. Vol. 18. pages 336-433 7- '34.

national groups that, by the time they go to school, a pretty strong set of notions has been built up in their minds."

School can easily be a 'frightful' experience to a beginning kindergartener. He may fear the strange building, odd halls, and large rooms to which he is unaccustomed. The teacher, a stranger, and the many unknown children increase his anxiety. The lack of knowledge of what is expected of him, how to find his way about the building, how to find his way home, all increase his feeling of insecurity.

Loneliness is aroused amid this mob of strangers, for the many children in the class room must seem innumerable to a frightened child. Loneliness for mother, or other known faces, arouses more worries for this little troubled mind.

Sandiford⁵⁰ says: "This instinct (fear) has largely diminished in importance by the time school-age is reached. Fear is universal in children and is generally out of all proportion to the existing cause. As complete knowledge eliminates fear, the obvious way to meet fear is by education. Fear is the mother of superstition, and excessive fear makes

50. Sandiford. "The Mental and Physical Life of School Children." page 140.

for selfishness and weakness."

Because knowledge does eliminate fear, more visits to school, particularly to kindergarten would, in my estimation prepare children for entering school. Such visits should arouse interest, and make this great change from all day at home, to many hours away from home, (on your own) be met with anticipation and enthusiasm. Little time, spent in explanations of school and its activities, could do much to calm inexperienced and over-sensitive children.

⁵¹ Croves has stated: "The timid child, undirected, becomes the shy, repressed adult, afraid to voice his own opinion, unable to stand up against other people, though he believes them to be in the wrong, and incompetent to force his way through obstacles into success his ability warrants."

The following paragraph from Inskeep's book on child adjustment is stated in reference to experienced school children, but probably many of these thoughts are carried to school, on the very first day by some children. "It is intended (in this volume) to give only such deviations from the normal emotional life of the child as are capable of more or less successful adjustment in the school and the home. Fear is one of these. Patri says education consists in being afraid at the right time. But the trouble with children is

51. Croves. Wholesome Parenthood. page 104.

52. Inskeep. Child Adjustment in Relation to Growth and Development. pages 379-80.

that fear comes at the wrong time. The mechanism of fear is primarily the physical condition of the child. It is the condition of glands, of digestion, etc. Secondly, it is a matter of stimulation, association, and training. ---- Fear in school is rather a general thing. The pupil fears the teachers. --- Fear of failure is the flaming sword that forbids many a child to enter the vale of happiness. ---- In general, the removal of fear depends either on analyzing the source of fear, and so removing it, or on giving some physical or mental stimulus that will inhibit the fear. Closely allied with fears are obsessions and indecisions."

⁵³
Morgan states: "The great portion of children's fears in a modern civilization comes from the influence of adults and not from actual experience."

⁵⁴
According to Grace Langdon: "Strangeness and unfamiliarity often lead to fears. Many fears will never grow up if the child has opportunities to get acquainted with the things about him. --- A child who has met friendly strangers from babyhood up is less likely to have fears of them than one who rarely sees a stranger. A child who has been in many new situations, and who has had new experiences throughout his babyhood is not so likely to react

53. Morgan. Child Psychology. pages 166-7

54. Langdon. Home Guidance for Young Children.
pages 315-16.

with terror in a new situation, as one who has never been called upon to adapt himself to anything new. A child who has often been separated from his mother is not so likely to greet being left with a stranger with fear and terror, as one who has 'never been out of her sight'. --- Knowledge of what can be expected prevents many a fear that comes from the uncertainty of not knowing what is likely to happen. ---

Probably parents would be surprised if they could know all the things a child fears or dreads. Many of one's childhood fears persist in spite of efforts to unlearn them. Some children are afraid of other children, or of children who are bigger than themselves. Some fear strange adults. One child may be afraid of men with glasses, and another of women without them. --- Others are afraid of the dark, or strange places, or small rooms, or when left alone in a room with the door closed. --- Many show fear in any sort of new situation or when called upon to do new things. And so one could multiply the list indefinitely."

The Causes of Crying as Reported in this Study.

Fourteen cried because they feared the strange children, the strange situations and because of general timidity.

Seven cried when the mother tried to leave the room.

Four were influenced by the crying of the other children in the kindergarten.

Three cried because they could not return for the afternoon session of school.

Three were disappointed in not being able to read and write at once.

Three cried for sisters or brothers who were in other rooms in the school.

Two cried because they were lonesome for their mothers who were present.

In two cases the crying was caused by the parents, because they were late in coming for the child at dismissal time.

Two were hurt by other children. One had his toes stepped on.

One child became over-excited and went to sleep without any lunch.

One felt sorry for the dirty, ill cared for children.

One cried because he could find no acquaintance.

One cried to wait for the sister when his mother came to take him home.

One cried when his mother came to take him home. He was so overjoyed to see her.

One child cried because older children teased him.

One cried because he was afraid to go home alone.

One cried because he could not find his hat in the cloak hall.

One boy cried 'a couple of tears' just because he felt like it. But, he told his mother that he was 'sweating so hard' he was sure no one noticed the difference between the tears and the perspiration.

Forty-nine reasons for crying were reported. Three cases gave no cause for the crying.

The following were the only reports given as to how the crying child was quieted.

Nine by the teacher.

Eight were talked to by their mothers.

Three stopped when friends arrived.

Two were talked to by fathers.

Two were scolded.

Two fell asleep.

Two were promised something.

One was criticized for being a baby.

One stopped crying when he was promised that he could return to school the next day.

Thirty mothers answered how the crying child was quieted while twenty-two mothers made no response.

30. Was he willing to return to school the second day? If not, why not?

Table 30.

| Willing to Return the Second Day. | |
|-----------------------------------|-----------|
| Yes | 46 |
| No | 0 |
| No report | 6 |
| Total | <u>52</u> |

Due to the fact that the written statements of the parents, on the children's reactions to the first day in school were so interesting and enlightening, all different

things mentioned as impressive to the children, and not only the most impressive were listed below in the order of their recurrence.

Table 31.

| Children's Statements About Teacher. | | | | |
|---|----------------|-------------|-----------|-----------|
| | Did not cry | % | Cried | % |
| A favorable remark about the teacher | 152 | 50 | 28 | 53 |
| The teacher played the piano | 19 | 6 | 9 | 17 |
| The singing of the teacher | 5 | 1.6 | 2 | 3 |
| The clothing of the teacher | 15 | 5 | 3 | 5 |
| The teacher played games with the children | 4 | 1 | | |
| Delighted to be able to help the teacher | 5 | 1.6 | | |
| Pleased because the teacher knew his name | 3 | .9 | | |
| | <u>203</u> | <u>66.1</u> | <u>42</u> | <u>78</u> |

From these remarks made by the children, the assumption may be made that crying is not related to the teacher. No unfavorable remarks were given.

Table 32.

| Children's Statements About the Children. | | | | |
|---|----------------|-----|-------|----|
| | Did not cry | % | Cried | % |
| Things told about the children | | | | |
| The crying of other children was spoken of by | 68 | 22 | 6 | 11 |
| Mention of the large number of children in the room was made by | 60 | 20 | 16 | 28 |
| Former acquaintances were spoken of by | 16 | 5 | 0 | 0 |
| Having no acquaintance present was spoken of by | 2 | .6 | 1 | 2 |
| Clothing of particular children was mentioned by | 20 | 6 | 1 | 2 |
| Particular children were talked of by | 7 | 2 | 5 | 9 |
| The little children were liked because they were of their own size | 9 | 3 | 1 | 2 |
| Naughty children were spoken of by | 9 | 3 | 2 | 4 |
| Noisy children were mentioned by | 5 | 1.6 | | |
| The presence of colored children was noted by | 3 | .9 | | |
| Several were concerned because other children had their names | 2 | .6 | | |
| Two were delighted because the big boys were helpful | 2 | .6 | | |
| Two liked the Traffic Patrol Boys | 2 | .6 | | |

Table 35.

| Activities Named. | | | | |
|-----------------------------|-----------------|-----|-----------------|-----|
| | Did not cry | | Cried | |
| | Number of times | % | Number of times | % |
| Plays and Games | 67 | 22 | 8 | 15 |
| Rhythms | 50 | 16 | 1 | 1.9 |
| Deeds | 50 | 16 | 0 | 17 |
| Drawing or coloring | 43 | 14 | 7 | 13 |
| Blocks | 38 | 12 | 3 | 5.7 |
| Large ball | 30 | 9.9 | 4 | 7.7 |
| Singing of the children | 20 | 0 | 2 | 3.8 |
| Stories | 25 | 8 | 3 | 5.7 |
| Toys | 18 | 6 | 6 | 11 |
| Doll House | 17 | 5.6 | 3 | 5.7 |
| Fun | 16 | 5 | 2 | 3.8 |
| Nested | 15 | 4.9 | 1 | 1.9 |
| Nurses inspection | 7 | 2 | | |
| Recess | 7 | 2 | | |
| Ringling of the school bell | 4 | 1.3 | | |
| Having to sit still | 3 | 1 | | |
| Things about the school. | | | | |
| Small furniture | 24 | 7.9 | 7 | 13 |
| Small toilets and fountains | 12 | 3.9 | 4 | 7.6 |
| Pictures on the wall | 7 | 2.3 | 4 | 7.6 |
| Picture books | 3 | .9 | 3 | 5 |
| Blackboards | 3 | .9 | | |

Chapter V.

Summary of the Data.

1. Throughout this study, marked consistency appears to be shown by the results as compared with those of authorities on child study.
 - a. The age of walking was normal for both groups.
 - b. The age of talking was normal for both groups.
 - c. This consistency adds strength to the assumption of the reliability of the questionnaire.
 - d. These results may lead one to believe that the mentality of the group was average.

2. From these data, disease appears not as prevalent as might be expected in pre-school children.
 - a. Seventeen cases of whooping cough and thirteen cases of pneumonia, both diseases of the respiratory tract, lead in number of cases reported.
 - b. Children under school age appear to have these illnesses to a much greater extent than the numerous, common contagions of childhood.
 - c. Diseases incidence of the children who cried was greater by thirteen and five-tenths per cent than that of the children who did not cry. This may indicate that disease experience may be directly related to emotional instability.

3. Emotional difficulties shown seem to be related to
 - a. Disease.
 - b. Nail-biting.
 - c. Thumb-sucking.
 - d. Temper tantrums.
 - e. Imaginary playmates.
4. Experiences similar to school appear to have some influence on the child's emotional reactions.
 - a. Knowledge of rhymes and stories.
 - b. Attendance at Sunday School.
 - c. Visits to kindergarten or other schools.
5. Conditioning of the child by excessive conversation in regard to school may be influential.
 - a. Some children were told that they had to mind the teacher.
 - b. Some were told that they would be punished by the teacher.
 - c. Some were told that the teacher would be cross.
 - d. Some were teased about beginning school.
6. Most parents accompany their children to school on the first day.
 - a. Parents accompanying their children to school appear to influence their emotional reactions.
 - b. Parents tend to remain over a period of time.

7. Reasons for crying.

a. Fears caused the most crying.

1. Of strange children.

2. Of strange situations.

3. General timidity.

b. Leaving of the mother.

c. Crying of other children.

d. Crying for sisters or brothers in school.

8. More boys than girls were emotionally disturbed.

9. Impressions of the children.

a. Favorable comments made about the teacher.

b. Crying of other children.

c. The large number of children at school.

d. The playing of the piano by the teacher.

e. Clothing of the children or the teacher.

f. Naughty children.

10. Activities.

a. Plays and games

b. Rhythms.

c. Songs.

d. Drawing or coloring.

e. Blocks.

Conclusions.

Chapter VI

Children entering school for the first time, others moving to new schools, children beginning Sunday School, or having other new experiences may often be seen to suffer an emotional upset from these new situations. This study was made in an effort to bring about some understanding of the children who were emotionally disturbed by this new situation on their first day in school.

Emotional maturity does not depend upon chronological age. Two per cent of the children in this study were under four years and nine months of age upon entering school. Not one of these children cried. They were permitted, although under school age, to enter because of their ability as shown by an individual intelligence test. Fifteen per cent of the whole group in this study cried. These children were all chronologically older than the tested group, but emotionally they showed less maturity by their crying.

Physical health appears to have a direct influence upon the emotional stability of the individual. Disease incidence was found to be greater for the group of children who cried.

This may indicate that physical weakness, excessive attention, and habits formed during illnesses, may all be

factors in building up this tendency to cry more than in the cases of children who have not received the many personal attentions demanded during a serious illness.

Nervous and emotional tendencies, indicated in former studies, common to childhood, were included in this study. The habit of nail-biting was found to be practiced more by the group who became emotionally disturbed than by those who were not disturbed. The greater portion of the whole group was recorded as not practicing this habit. This may indicate that nail-biting is not as common at this age as one is lead to suspect.

The greater portion of the group who cried also sucked their thumbs.

Temper tantrums were reported as practiced by more than half the group who cried.

More of the children who cried had imaginary companions than those who did not cry. This habit was not found to be as prevalent in the group of children included in this study as Kirkpatrick's study would lead us to believe. Less than one-third of the whole group were recorded as never having had imaginary companions.

These results seem to suggest that crying in a new situation should be included with thumb-sucking, temper tantrums, and nail-biting in considering the problem of mal-adjustment. The evidence shows that the results in this

questionnaire are consistent with the tendencies of the nervous child, as found by others. This trend gives support to the opinion that children who cry easily in new social situations are more inclined to be what is popularly spoken of as, 'nervous children', or 'problem children'.

Fewer children had imaginary companions at the time of school entrance than earlier in their lives. This is consistent with the findings of Kirkpatrick and Svendsen.

The children in this experiment gave their imaginary companions the names of friends, relatives, or names they had learned, probably through some pleasurable association. Only five names in this study appear to be meaningless combinations of sounds originated by the child himself. This may be explained by the fact that these children, now five years old, are beyond the age of vocalization, or experimentation with the language they are learning.

Mother Goose Rhymes, the ordinary literature of the pre-school child, had come within the experience of, and had been liked by the far greater portion of the children included in this study. In the group who cried, nearly one-fourth of the mothers failed to make any response to the question about Mother Goose. The far greater portion of the mothers, of the group who did not cry, answered the question. This may suggest that the emotionally well-balanced child may have a mother who spends time in instructing her child in

cultural and pleasurable things. A much greater portion of the mothers of the children who did not cry also named the favorite stories of their children.

The children who had attended Sunday School, and visited schools, appeared to have some advantage over the children who had not had these opportunities. This may not mean that these particular activities were what gave this advantage to the group who did not cry, but, one may suspect that the children who attended Sunday School, and were taken to school to visit, were probably taken out more to other places by their parents. This would give these children greater experience in self-adjustment in any new situation. This opens a problem which would yield valuable information, if a study of the influence of social experiences previous to school entrance could be undertaken.

Children warned too seriously of minding the teacher appeared, in this study, to be more upset upon coming to school than those who were not warned.

Nearly eighty per cent of all the children in this study were accompanied to school on the first day by parents. Better emotional adjustment appears to take place more readily, if the parents are not present in the kindergarten room.

Crying on the first day in school is limited to a very small portion of the whole group. The questionnaire indicated that among the children who cried in this exper-

iment, only two cried from physical pain, while all the others cried because of fears, unsatisfied desires, over-excitement and other emotional disturbances.

From the impressions named by the children, crying does not appear to be related to the teacher. Two hundred and fifty-five of the children made some remark about the teacher to the parents. These were mostly of her accomplishments and appearance. All were favorable.

The crying of other children in the room was mentioned by thirty-three per cent of the children included in this study. Some even said that they cried because they saw other children crying, which shows that these emotional disturbances not only affected the children who cried, but also left a marked impression on many of the other children in the room.

The large number of children in the room was of great interest to some, which may show that they have had little opportunity to be with many children of their own age at one time.

Remarks made referred to former acquaintances, clothing, size, names and conduct of the children.

The activities named by a large number of the children, in order of their popularity, were, plays and games, rhythms, bead stringing, drawing and coloring, and playing with blocks.

The children appeared to like, at school, the things they had contacted before, - - - the familiar. The small furniture was of interest to some, and the pictures on the walls were only mentioned a few times; two things one might feel would be impressive to a child.

The conclusions made from the data collected in this study suggest the following recommendations.

Chapter VII.

Suggestions and Recommendations.

1. Immature children appear to be more easily disturbed emotionally. It is doubtful if they should be entered in a public school, where the classes are large, earlier than their fifth birthday.
2. Children who have suffered illnesses during their early childhood appear more unstable than those who had good health. These children should be given every opportunity to develop independence and to overcome their tendencies to desire attention and help from others.
3. Nail-biting, thumb-sucking and temper tantrums, all habits indicative of neurotic tendencies in a child, should be recognized as such, and an effort made to find the cause. By removing the cause of such habits, the child may be helped to overcome them.
4. The evidence suggests that if your child is living in a world of make-believe, rather than in one of reality, he needs companions of his own age. Loneliness and desire for companionship are often compensated for, in childhood, by imaginary playmates.
5. Mother Goose, or other similar memory verses and songs, are quite universally presented to pre-school children and could be even more widely used to advantage.

6. Sunday School attendance and visits to school appear to lead to a more successful emotional adjustment to school, and so should be encouraged for pre-school children.

7. Pleasant conversation, discussing school and building up an idea that school is to be a happy experience, may be helpful in preparing a child for adjustment to school.

8. Excessive warning in regard to minding the teacher appears to make school entrance more difficult for the child.

9. Unpleasant predictions, or teasing about school should be eliminated as much as possible.

10. Kindergarten children, accompanied to school by older children, seem to make the necessary emotional adjustment easier than those accompanied by adults.

11. When parents are forced to take a child to school, because of dangerous crossings, or other such circumstances, it will help the child, if the parent will leave as soon as the child is in the care of the teacher.

12. Children cry when they have to wait after the dismissal time. Parents, returning for their children at the close of the session, could ward off some worry by coming a little early.

13. A child who has the pleasure of association with other children of his own age, before school entrance, appears to make this adjustment easier.

14. Children unaccustomed to seeing colored children were disturbed by their presence in school. If there are apt to be colored children in school, explain to your child so he may be prepared, and not shocked, upon seeing a child so different from himself.

15. Urge your child to go to the teacher, and tell her if there is anything he needs, or would like to have.

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