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Freida L. Brown

Kansas State Teachers College

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DEVELOPMENTAL BEHAVIOR OF
PRIMARY GRADE SCHOOL CHILDREN

A Problem Submitted to the Department of Education in
Partial Fulfillment of the Requirements for
the Course in Research Problems 390b

By

Freida L. Brown

KANSAS STATE TEACHERS COLLEGE

Pittsburg, Kansas

July, 1956

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PART I

HOW PHYSICAL DEVELOPMENT INFLUENCES
SOCIAL AND EMOTIONAL BEHAVIOR OF CHILDREN
IN THE PRIMARY CLASSROOM

INTRODUCTION

Statement of Problem

This investigation was designed to secure information concerning the relationship of physical development to the social and emotional behavior of children in the primary classroom. It was written to utilize research already done by experts in this field.

It was attempted to compare various situations in the writer's own third grade classroom and to ascertain which situations are favorable or unfavorable for the best development. It was also attempted to investigate various stages of physical growth and how they are related to social and emotional behavior.

The writer has described the behavior of childhood during the critical stages of lower elementary grades. She feels that the most neglected area of children's growth and development is in the first three years of school life.

This study is chiefly concerned with normal physical growth and the typical behavior that accompanies ages six, seven, and eight. There is, however, some emphasis on individual differences and variance from typical patterns of behavior.

Purpose of Study

The writer believes that there is a need for application of knowledge of human development in methods of teaching rather than in materials taught. This is particularly true concerning children in the primary grades.

Design of Study

Methods of research. The case study method of research consists of an investigation of circumstances relative to some particular educational condition. A case study includes a detailed analysis of one human being or an episode in his life, or a nation, a race of people, or an epoch in history. "In educational research, cases are most commonly individual persons, communities, and institutions."¹

Traxler² defines a case study as "a detailed study of an individual, conducted for the purpose of bringing about better adjustment of the person who is the subject of the investigation."

A case study will grow out of a desire or need to solve or investigate a problem. A plan should be formulated to

¹Carter V. Good, A. S. Barr, and Douglas E. Scates, The Methodology of Educational Research (New York: D. Appleton-Century Company, 1936), p. 567.

²Arthur E. Traxler, Techniques of Guidance (New York: Harper and Brothers, 1945), p. 285.

guide the investigator in solving the problem. Determining the need for the case study; observing the child; making initial contacts with the school, home, and child; keeping records; securing data from diary observations, time samples, interviews, records kept by others, school marks, and tests; recording the history of his intellectual, physical, and social development; analyzing the data; and finally, the diagnosis--these are the various steps that make up a case study.³

One of the principal advantages of the case study method of research is that the investigator is working directly with the individual and, with the help of other interested persons, can play a part in guiding the development of the child.

One of the main disadvantages of case studies is that the data are incomplete and fragmentary, each report containing, in the main, merely those items which happened to impress the investigator most at the time of the observation. "Data collected under such conditions are ordinarily not very valuable for the development of valid generalizations about educational phenomena."⁴

³Horace B. English and Victor Raimy, Studying the Individual School Child (New York: Henry Holt and Company, 1946), p. 131.

⁴Good, Barr, and Scates, op. cit., pp. 567-568.

Brickman⁵ explains that documentary research consists of a thorough study of textbooks, card catalogues, encyclopedias, magazines, pamphlets, and any current literature that might pertain to the problem being studied. This type of research includes surveys and a critical analysis of available data in printed form.

Brickman⁶ also says that hypotheses may be clarified through primary or secondary sources. Primary sources include first-hand information from individuals. Secondary sources include versions of primary sources.

Documentary research also includes external and internal criticism. External criticism determines the genuineness of the data. Internal criticism analyzes meanings of statements which have already been established as genuine, and to determine their accuracy and trustworthiness.⁷

One of the main disadvantages of documentary research is that the data may not pertain to the instructional problem which the investigator is facing. Availability of the data is another disadvantage--too much or too little.⁸

⁵William Brickman, Guide to Research (New York: University Bookstore, 1949), pp. 92-93.

⁶Ibid.

⁷Ibid.

⁸Ibid.

One of the chief advantages of this type of research is that it gives a validity that is not possible for writings based only on personal convictions or opinions of authors.⁹

Methods of research used in the study. Documentary research and a case study constitute the design for this problem. This study was concerned with developing a more complete understanding of the behavior of children in the primary grades.

Will a child's physical growth influence his classroom behavior? Clarification of this problem was sought through a study of the writer's third grade children who participated in general classroom experiences and an experimental sociogram to determine how emotional and social development might be stimulated. The writer made an attempt to solve the problem through a case study of a child whose physical maturity was far in advance of his social and emotional development. The writer also looked for library material pertaining to child development.

Sources of data. The subjects used for this study consisted of children from the writer's class of third grade boys and girls. She had direct contact with these children and was interested in their development.

The writer looked for information that would contribute to the development of children. She looked for

⁹Ibid.

sources of material that would give beneficial information to teachers in helping to guide development into the best channels for well adjusted, happy, healthy boys and girls. She hoped that this study would lead to a better understanding of why children behave as they do during various stages of development.

The techniques used in gathering data for the case study were: (1) interviews with parents, teachers, and other children, (2) observations on the part of the writer, and (3) study of school records. The aim of this study was to give an account of a child in an unusual situation in the third grade.

Limitations

This study of child development is a broad field. Many books have been written; many studies have been made; and much research is being done by teachers, counselors, psychiatrists, and others who are interested in the welfare of children.

The writer did not attempt to exhaust all the data concerning this problem. Only a practical knowledge and understanding was attempted.

The writer's observations and studies were limited closely to her own classroom and she realized that these experiences may be dissimilar to other classrooms. These

observations were based on a teacher's judgment, and an adult's evaluation of a child is often not truly objective.

This study was concerned only with the primary grade school child. This sampling would not be representative of the total population of school children.

The writer feels that one summer was not sufficient time to secure much reliable information pertaining to the study.

The investigation was largely anecdotal, and anecdotes do not constitute final proof.

The subject for the case study moved to another area so no further follow-up study or treatment could be made.

Validity of the case study was decreased because it was not possible to administer as many tests as should be given.

ANALYSIS OF DATA

A child of today is no longer subjected to stares, sarcasm, or fear of the hickory stick from a dictatorial teacher. A teacher of primary grade school children seeks to understand their behavior. She has a more thorough knowledge of child growth and behavior, and is interested in the development of boys and girls.

Geography tells us that at least nine-tenths of an iceberg lies below the surface of the water; all of it can not be seen. An adult can not see all of a child. He sees only the surface. Most of the child's life is hidden from the eyes of his teacher, and it is only through careful observation and study that she can partially understand what is underneath the surface.¹⁰

A teacher has many opportunities for first-hand observation of behavior of children. She has a daily contact with these boys and girls in the classroom, on the playground, and in out-of-school activities.

Observation is the principal method to be used in the study of children's behavior. After first-hand observation of their behavior the material may be analyzed in sundry ways. The analysis is of value only to the extent that the observation on which it is based is accurate and unbiased. The teacher has within her grasp the opportunity to make far-reaching contributions to the field of child study. She has a daily contact with many in-

¹⁰ English and Rainy, op. cit., p. 4.

dividuals living together in a group and grappling with varied situations. If she can learn to observe accurately the human drama before her, no other person is in a position to contribute more to the understanding of children's behavior.¹¹

Dineen and Garry¹² believe that children have a tendency to exclude children from poorer homes from their activities. The children from well-to-do homes are sometimes thoughtlessly unkind to the others. It is the obligation of the teacher, if he can possibly do so, to establish democratic attitudes in children. In the lower elementary grades the children have their first opportunity for organized group experiences outside the family life. It is necessary for the classroom to become a setting for social equality.

The writer followed an experimental procedure similar to that of Dineen and Garry.¹³ Figure 1 shows that although Negro children were tolerated within the group, they were not included as choices.

It is necessary for the teacher to help the children

¹¹Mary Ann Dineen and Ralph Garry, "Effect of Sociometric Seating on a Classroom Cleavage", The Elementary School Journal (Chicago: University of Chicago Press, April, 1956), pp. 358-362.

¹²Mary Ann Dineen and Ralph Garry, "Effect of Sociometric Seating on a Classroom Cleavage", The Elementary School Journal (Chicago: University of Chicago Press, April, 1956), pp. 358-362.

¹³Mary Ann Dineen and Ralph Garry, "Effect of Sociometric Seating on a Classroom Cleavage", The Elementary School Journal (Chicago: University of Chicago Press, April, 1956), pp. 358-362.

in her class to establish happy and healthy friendship patterns. When a child is accepted, his contributions are more worth while.

Sociometry is a fascinating study, and it must be remembered, in constructing a sociogram, that boys and girls are not guinea pigs to be used for experimentation but are individuals and should be treated as such.

Figure 1 shows a sociogram of the writer's third grade boys and girls. Each child confidentially told the teacher two of the children in the room with whom he liked best to work or play. Sociometry helps to point out facts concerning a group. Some of these facts may already be known, but oftentimes some opinions may be proved wrong. For instance, the teacher was greatly surprised that boy E had so many friends. After constructing the sociogram, she learned that he was a very democratic child and interested in helping others. The writer was also surprised to learn that the Negro children were not accepted as a part of the group.

Girls 8, 1, and 4 had no one choose them, confirming the teacher's belief that these three were rejectees. Girl 1 was a Negro of low mentality and from a lower-class home. Girl 8 was a new member of the group. Girl 4 was a tomboy; she was boisterous, and labeled herself as "mean". She was the only member of the group who selected a member of the opposite sex. She was of average mentality and was from

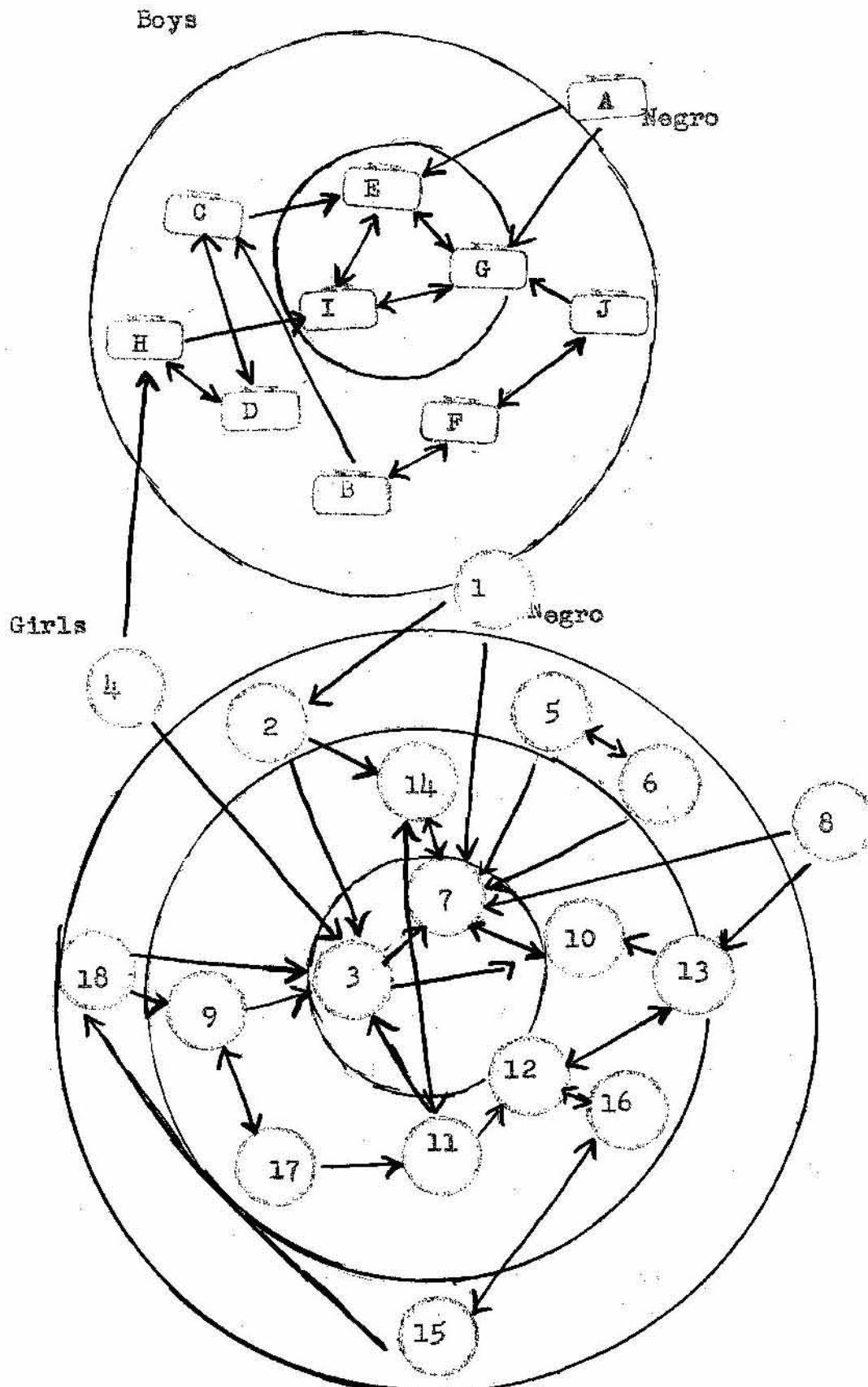


Figure 1. Inter-group Sociogram

a middle-class home. Her father was an alcoholic; her mother was not living; and she lived with an aunt. All three girls were anxious to "belong". Their rejection seemingly centered from maladjustments resulting from home life, in the cases of girl 8 and girl 4.

Boy A was the only male rejectee. He was a Negro who entered the class from the Atchison, Kansas Orphan's Home. He was a polio victim and had very little control over his right arm and right leg. He was ten years old and had been in an ungraded classroom until the present year when he was placed in a third grade room because a recent IQ test showed ninety, which is considered normal or near normal intelligence. He was larger than the other children, but he could not do many of the things that they could do. Boy A felt that the others were "picking on him" and he soon developed a persecution complex. His age and size were far in advance of his mentality, but by the end of the year he was doing average third grade work. Figure 2 shows that he was seated by a very democratic child, boy E, who was chosen as the best liked. Boy A was happier to have a popular child sit by him and work with him; he began to enter into activities and was generally accepted by the group.

Cleavages and rejections usually limit the opportunity to develop group skills.

After the sociometric test was given, the seats of these

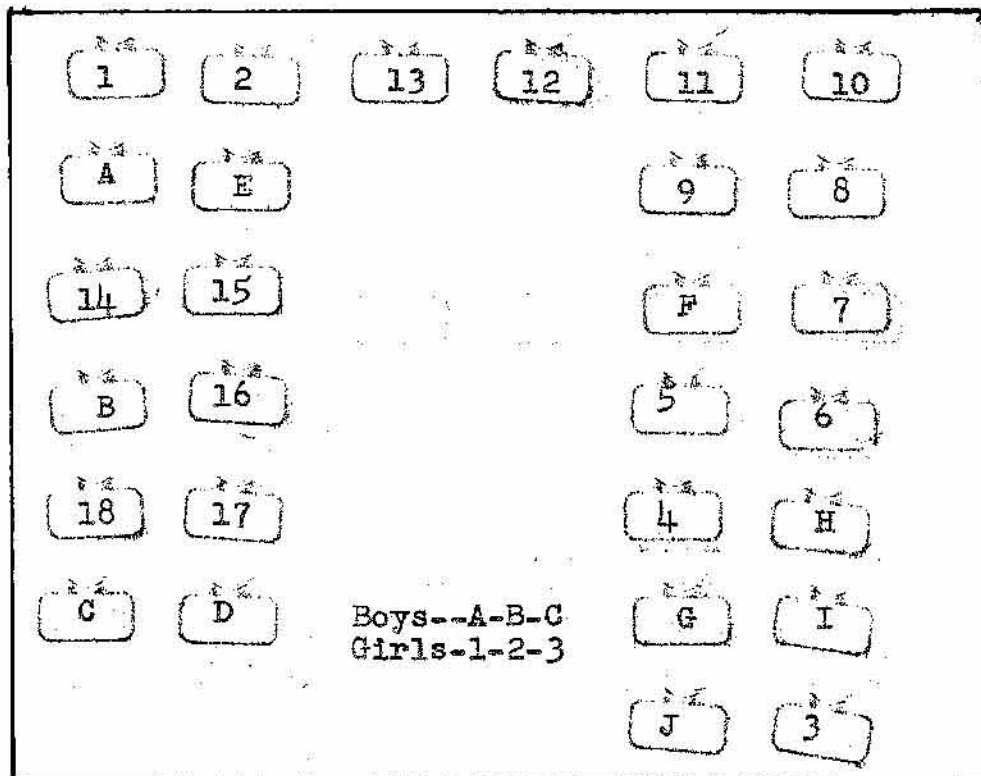


Figure 2. Seating arrangement of the class room

third grade boys and girls were rearranged as shown in figure 2, from five formal rows of seats to less formal grouping. Care was taken to avoid cliques. The writer made a deliberate attempt to seat the children on the basis of their choices and to intermix children from different socioeconomic levels. Their choices were shown by arrows, as indicated in figure 1.

In order to obtain validity extending beyond the classroom, the teacher observed the play groups. The less popular children were appointed, with agreement from the others, to

be leaders or captains of some games.

The only factor which was working to overcome the cleavage created by the upper class in-group choices was not the rearrangement of the seating. Athletic ability was influential. Nevertheless, proximate seating of children from different socioeconomic groups did seem to help create a happy atmosphere within the classroom.

The mere rearrangement of seating, while having a stimulating effect, was not sufficient to change inter-personal attitudes without additional means being utilized.

It is a reasonable conclusion that the success of the school in the area of child development should be evidenced in the observed behavior of the children. If the children used in this study are typical, attendance of children from economically different levels will not overcome intergroup prejudices. It was found that seating based on personal choice following sociometric tests will not eliminate the barriers but it does weaken them.

Throughout the primary years interest in other persons is directed toward self-satisfaction. There are always some children who will participate in the group activity only so long as they can have their own way. There are usually some who are the centers of the activity while others tend to be on the fringe and "look on". Timidity

or self-consciousness may result from the latter.¹⁴

There is a tendency in the first three grades for children to segregate themselves with their own sex. Figure 1 shows how children selected others of their own sex as the ones with whom they liked best to work or play.

The writer agrees with Kearney¹⁵ that the primary grade school child begins to realize that freedoms and privileges involve responsibility. He is discovering his personality value to others. He is beginning to develop abilities and attitudes to use toward people. He is developing constructive relationships with those about him and he accepts the differences and likenesses found among his classmates.

Driscoll¹⁶ believes that children of today are exposed to so many conglomerate ideas and bits of knowledge that they need help in order to put such widely scattered experiences together so that they can understand the meaning of life.

The fast pace at which we move, in addition to the use of mechanized inventions, and our overwhelming range of opportunities, tends to cause numerous tensions.

It is our aim to live with children in such a way that

¹⁴Gertrude Driscoll, How to Study the Behavior of Children (New York: Columbia University, 1950), p. 40.

¹⁵Nolan C. Kearney, Elementary School Objectives (New York: Russell Sage Foundation, 1953), pp. 73-86.

¹⁶Driscoll, op. cit. p. 43.

they will develop relaxed control. This takes time, but it will be time well spent. It will take careful planning. Class schedules may need to be revised in order to eliminate the rush and hurry of a school day.

Dependence on the opinion of others, either adults or peers is characteristic of young children. After the first weaning from home when children enter kindergarten or first grade, dependence on adults should decrease rapidly. However, there are many children who feel little security in their own abilities and require a great deal of reassurance from adults in order to gain independence from them. It is not possible to demand independence in the children. The only solution is to create in them confidence in their own ability. One would think that capable children sometimes are very critical and highly sensitive. Under these circumstances, confidence develops more slowly and reassurance from the adult is a necessity.¹⁷

It is a teacher's task to help children realize that quiet kindness and calm courage is appreciated more than the spectacular kind.

It is also her task to deal with angry words and unkind thoughts and acts. This was true in the case of Diana, a quiet, conscientious child in the writer's third grade. It was quite a shock to have this note found:

Dear Beverly,

You think you are too smart for your own good. If you don't change you'll be sorry. I hate you.

Diana.

This resentment toward another classmate was developing into hatred. Beverly had been having more privileges than Diana, although she was no more capable. Deal-

¹⁸Ibid.

ing with a problem of this kind takes much time and effort, but the results are usually gratifying.

According to Olson¹⁹ experiences for growing need to be as broad as all aspects of growth in the child. It is unnatural for a child to sit still for a very long time and modern schools have arranged for alternate periods of rest and activity. A restrictive program has the effect of decreasing energy output. A lack of balance in the traditional school day causes rebellion in healthy, vigorous children. The social and emotional climate should free a child from anxiety and fear.

Emotions are natural in a primary child and should not be smothered. He is learning to control his emotions, but an outburst may occasionally pop up like a "jack-in-the-box". The chief advantage of a child's expressing his feelings, rather than keeping them "bottled up", may ease tensions and give the teacher a clue as to what may be bothering him. These explosions do not often occur, however; a child of this age is more likely to express annoyance or irritability rather than violent anger.

Children would rather giggle than quarrel. An adult who works with these small human beings will find it necessary to develop a sense of humor. Children will appreciate a teacher who will occasionally laugh at their

¹⁹Willard C. Olson, Child Development (Boston: D. C. Heath and Co., 1949), p. 325.

little jokes.

Hurley²⁰ believes that boys and girls in the primary grades need fun and nonsense to balance the overserious tendency of today's living. Laughter will counter-balance the problems of everyday living.

A primary teacher will need to share her children's delight at a corny moron or knock-knock joke. If she wishes her children to keep happy, she may occasionally need to be the one at whom the joke is aimed.

It is good to laugh. Enjoyment of humorous situations provides a release from miserable little tensions which all too frequently beset folks of all ages. It is unwise for adults to frown upon the phenomenon of children throwing their heads back and laughing lustily. The gulf between childhood and adulthood is broad. Once in a while the child and his teacher can laugh together. It is good when this happens. It makes things nicer all around.²¹

A primary classroom teacher will find that a child with whom she is dealing will laugh heartily at a joke or nonsense poem even though he may have heard it dozens of times. Having this pleasant atmosphere is a necessity in the lower elementary grades, but a teacher may need to curb the hilarity before it has a priority over other important aspects of learning.

²⁰Beatrice Davis Hurley, "What Children Find Humorous", Childhood Education (Washington D. C.: Association for Childhood Education International, May, 1956), p. 427.

²¹Ibid.

One can not just say "hokus pokus" and make each school day run smoothly. Children are unpredictable, and there is no magic potion that a teacher can use to turn a topsy-turvy day into a well ordered one. This can be done only through the use of ingenuity, firmness, and varied classroom experiences.

Children are endowed with certain inalienable rights. They want certain things for themselves. They want to be loved, to be accepted, to succeed, and to be noticed. They have the right to experience a rich, full, satisfying life.

Boys and girls need to be provided with opportunities that are varied and challenging, with emphasis upon participation and social experience in a stimulating environment. Expectations of achievement should be in harmony with each child's ability and growth. The basic philosophy of child growth is the complete development of the whole child.

Although children in the primary grades are pliable and will usually do as they think an adult wishes, they are individuals with ideas and wishes of their own. They are not mechanical robots that can be operated only when someone wishes for them to do so.

Each child is a different personality. A child's behavior is not a function of the characteristics of the child alone; it is the result of many factors in the child's

life and in the child's own body and personality.

His home, family, environment, health, pre-school history, out-of-school activities, economic and social status in the community, church affiliation, past record in school, data from other teachers, best friends, classroom relationships, contacts through various experiences such as radio, reading, movies, and newspapers--all of these and many more make up the child's whole personality. Just so far as we, as teachers, can find time to look into these things, just so far will we progress in the thorough understanding of these youthful individuals committed to our care.²²

A child who is sick or tired is slower in his social and emotional behavior than he would otherwise be. A child who is emotionally disturbed is also less efficient physically. A child in the primary grades who does not feel loved at home is not sure of himself and may not even try to work at a simple task. An angry child usually makes a less intelligent attempt to learn than a child who is not angry. There is much evidence that a child who feels a lack of love will not perform at his intellectual peak.

Physical development plays a large part in the behavior patterns of children. Fast growing children who do not grow socially, intellectually, and emotionally at the same rate as their physical development may often develop undesirable traits to compensate for being more mature physically than their friends. This was true in the case of Paul, a boy in the writer's third grade

²²Staff of the Division of Child Development and Teacher Personnel, Helping Teachers Understand Children (Washington D. C., 1945), pp. 375-376.

TABLE I²³

HEIGHT OF CHILDREN TESTED

Approx. average age	Grade	Number of children	Average inches	Absolute annual increase	Percentage annual increase
Boys:					
6½	1	3925	43.9	2.2	5.3
7½	2	5379	46.0	2.1	4.8
8½	3	5633	48.8	2.8	6.1
Girls:					
6½	1	3618	43.3	2.0	4.8
7½	2	4913	45.7	2.4	5.5
8½	3	5289	47.7	2.0	4.4

classroom. Paul was fifty-eight inches tall and weighed eighty-eight pounds. Tables I and II show that Paul was much larger than an average American third grade boy should be. A case study was made of Paul.²⁴

On the other hand, there are some who seem to develop more slowly physically than mentally. This discrepancy often produces superior attitudes or other emotional and social disturbances.

There are still other children who may appear bright in the primary classroom but remain retarded in academic

²³Stuart H. Rowe, The Physical Nature of the Child (New York: Macmillan Company, 1903), p. 124.

²⁴Infra, pp. 34-35.

TABLE II²⁵

WEIGHT OF CHILDREN TESTED

	Age	Average pounds	Absolute annual increase	Percentage annual increase
Boys:				
	6 $\frac{1}{2}$	45.2
	7 $\frac{1}{2}$	49.5	4.3	9.5
	8 $\frac{1}{2}$	54.5	5.0	10.1
Girls:				
	6 $\frac{1}{2}$	43.4
	7 $\frac{1}{2}$	47.7	4.3	9.9
	8 $\frac{1}{2}$	52.5	4.8	10.0

achievement. This may be due to inability to coordinate hand, eye, and attention because of poor physical development.

A comparison of Tables I, II, and III shows that the boys and girls in the writer's third grade classroom were taller and heavier than the average height and weight. This would not make them any more mature in their social and emotional behavior than the average child. No two people and no two groups are identical. An individual or groups often vary from the average.

A child knows his physical capabilities and handicaps. The motor coordination of a child in the lower elementary

²⁵Rowe, op. cit., p. 125.

grades is gradually becoming more efficient. Even though many coordinations are not developed, growth is proceeding at a relatively even rate and means good coordination at the level of the child's physical maturity.

TABLE III

HEIGHT AND WEIGHT MEDIANS OF THE WRITER'S THIRD GRADE CHILDREN

	number	September		May	
		height (in.)	weight (lbs.)	height (in.)	weight (lbs.)
Boys	9	50.0	58.0	50.0	66.0
Girls	17	50.5	58.0	52.5	60.0
Boys' range		48.0-59.5	54.0-76.0	48.0-59.5	57.5-83.0
Girls' range		47.0-54.0	43.0-86.0	47.5-56.0	45.5-97.0

In the primary grades, it is not uncommon for a child to use his tongue, his facial muscles, or his toes to paint, draw, or write, especially when making the transition from manuscript to cursive writing. A child who does this may indicate to the teacher that he may be attempting a skill that is too difficult for his physical development.

Growth of a child in the lower elementary grades is relatively slow as compared to the earlier pre-school period. An annual growth of two or three inches and a weight gain of from three to six pounds is expected but

there are wide variations, each with its own significance; some change should be discernable within each three-month period. At six years of age the legs are lengthening rapidly and the spine has adult curves. The six-year-old girl is as mature skeletally as the seven-year-old boy.

The large muscles of the arms and legs are more developed than the small muscles of the hands and fingers. Muscular development is uneven and incomplete but motor skills are developing. Some postural defects may have been established and should not be changed. Ninety per cent are right-handed. Hand-eye coordinations are incomplete.

A healthy six, seven, or eight year old child has bright eyes, color in his face, straight legs, and great vitality. Upon entering school there may be a resumption of certain tensional behavior; thumb sucking, nail biting, or knee knocking. Occasional toilet lapses may occur. The child stands straight and sits well at his work table without leaning or slumping. While at work he may react by changing from sitting to standing. He has an urge to action and is still for only a short time. He is interested in activity. He has a sense of equilibrium and can stand on one foot, hop and skip, keep time to music, and bounce and catch a ball. He likes to climb and jump from heights. He is susceptible to fatigue and may withdraw from play when he becomes tired. A child of this age is becoming

self-dependent. He can brush his teeth, comb his hair, dress himself, and tie his shoe laces. He can perform simple household tasks: empty baskets, sweep, clear the table, wipe dishes, put out milk bottles, and "mind" the baby. The child's questioning attitude extends to problems about sex differences. Knowledge is derived in the home. Nutritional problems may arise when breakfast is hurried or there are frequent purchases of between-meal snacks. The child is aware of safety precautions; he can cross streets on signals, keep toys from underfoot, avoid hot radiators, stoves, and cooking food. He can understand the necessity for remaining away from those who have contagious diseases.

Expression through movement and noise is necessary for child growth and development. Vigorous exercise will increase the heart beat and respiration, thus helping to build endurance. Active, boisterous games with unrestrained running and jumping are needed. There must be opportunity to organize simple group play, to skip and dance in small groups. The withdrawn child must be encouraged to gradually find his place in the group. Since the attention span is short the study periods should be short, and the child encouraged to sleep about eleven hours. A child in the lower elementary grades needs training in habits of personal hygiene; covering coughs and sneezes, using the handkerchief, and keeping fingers

away from the mouth and nose.

The two preceding pages contain a general discussion of the physical development of children in the primary grades, their characteristics and needs. This was set up by production and chart committees of Washington D. C.²⁶

Jenkins²⁷ has a list of specific characteristics for ages six, seven, and eight:

Sixes. Growth is proceeding slowly, and there is a lengthening out of arms and legs. The large muscles are better developed than small muscles. Eyes are not yet mature, and there is a tendency toward far-sightedness. Permanent teeth are putting in an appearance. A child's heart at this age is in a stage of rapid growth.

The child is eager to learn; he is exuberant, restless, over-active, and is easily fatigued. He is self assertive, aggressive, and wants to be first. A six year old child is not very cooperative. His whole body is involved in whatever he does. He learns best through active participation, is inconsistent in his level of maturity--regresses when tired, and is often less mature at home than at school. Being inept at games or activities using

²⁶Production and Chart Committees, Child Growth and Development, Characteristics and Needs (Washington: Public Schools of the District of Columbia, 1946), 3 pp.

²⁷Gladys Jenkins, et. al., These are Your Children (New York: Scott, Foresman, and Company, 1949), inside front and back covers.

small muscles, and having short periods of interest are characteristic of the six year old child. Group activities are popular, and boys and girls interests are beginning to differ.

A child of this age needs special encouragement, ample praise, warmth, and great patience from adults. He needs opportunities for many kinds of activity, especially for use of the large muscles. He also needs wise supervision with a minimum amount of interference, concrete learning situations, and active direct participation. Some non-pressure responsibilities without his being required to make decisions and choices or achieve rigidly set standards are necessary for healthy development.

Sevens. The physical development of a seven year old child is slow and steady. He is losing his teeth; he has better hand-eye coordination and better use of his small muscles; but his eyes are not yet ready for much near work.

Sensitive feelings and attitudes are characteristic of a child of this age. He is especially dependant upon the approval of adults; he is segregating himself with his own sex; he is full of energy; but he is easily tired, restless, and fidgety. He does very little abstract thinking yet; he learns best in concrete terms. He is cautious and self critical, likes to use hands, is talkative and exaggerates; he fights with words instead of blows, and is highly competitive. He enjoys songs, rhythms, fairy tales,

myths, nature stories, comics, radio, television, and movies. He is able to assume some responsibility, is concerned about right and wrong, but is often prone to take things that belong to others. He has a rudimentary understanding of time and money values.

A seven year old child needs the right kind of independence and encouraging support. He needs opportunities for active participation in learning situations with concrete objects. He must make adjustments to rougher ways of play, and needs adult help to do this without becoming too crude or rough. He especially needs encouraging and friendly relationships with adults.

Eights. The physical growth and development of an eight year old child is still slow and steady; his arms are lengthening and his hands are growing larger. His eyes are ready for both near and far vision, but near-sightedness may develop. Permanent teeth will continue to appear. The large muscles are still developing, but the smaller muscles are also better developed. A child of this age may have poor posture.

A third grader may become careless, noisy, and argumentative. He is alert, friendly, and interested in people. He is more dependent on Mother again, and less on teacher. He is becoming sensitive to criticism, and a new awareness of individual differences develops. He is more eager, enthusiastic, and has more accidents. Gangs begin, close friendships develop with the same sex, and

there is a greater capacity for self-evaluation. He enjoys classroom dramatics and there is much spontaneous dramatization. He is comprehending the use of time and money; is responsive to group activities, both spontaneous and adult supervised. He is fond of team games, comics, radio, adventure stories, television, and collections of all kinds.

A child of eight needs much praise and encouragement from adults. He still needs to be reminded of responsibilities. He needs wise guidance and counseling of his interests and enthusiasms, rather than domination or over-critical standards. A best friend is very important to a child of this age. He needs the experience of belonging to peer groups; opportunities to identify with others of the same age and sex; and he needs plenty of exercise of both large and small muscles. Adult supervision and planned after-school activities are important to an eight year old child.

Figure 2 shows a comparison of the handwriting of three third grade boys. Their physical maturity was seemingly equal, but there was much variation in their muscular coordination. James was left-handed. His writing usually consisted of a combination of printing and writing. His written work looked interesting but was difficult to decipher. Donnie was adept at motor skills requiring large muscles. He loved to play ball and did it well, but skills requiring small hand muscles were difficult for him. He

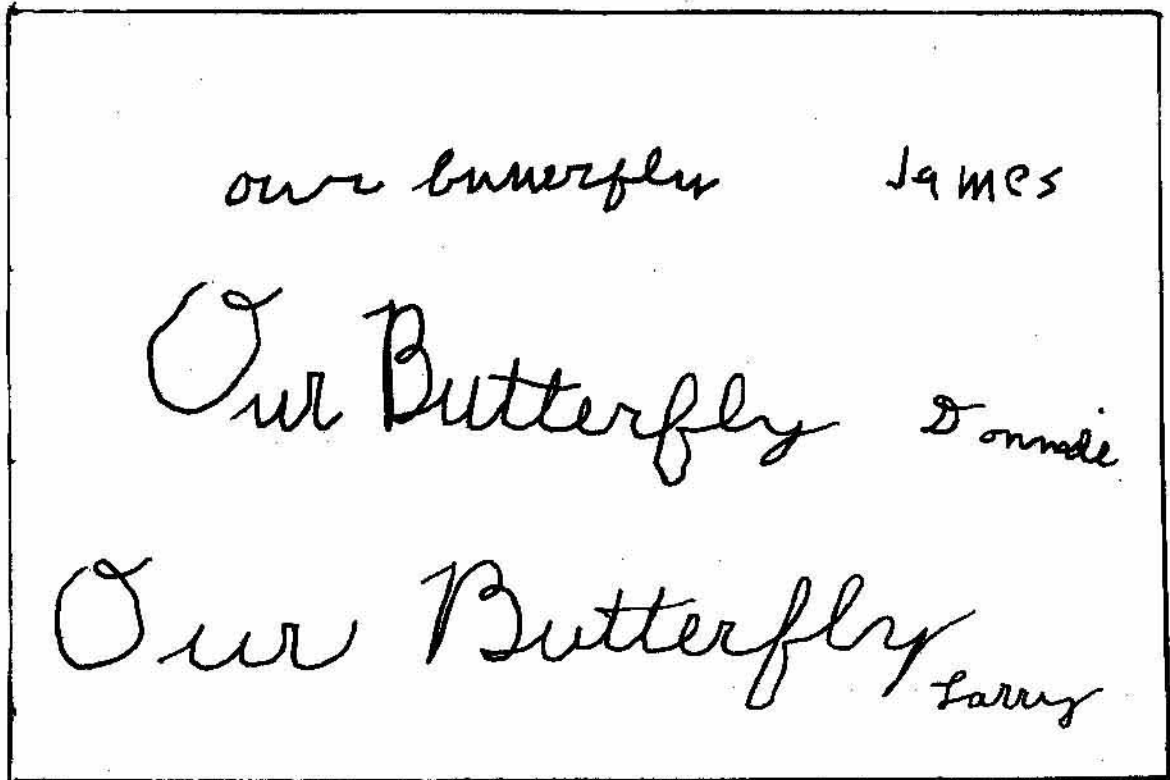


Figure 2. Handwriting of three third grade boys.

was unsure of himself when it came to writing, but he worked hard at it. He made many errors, was conscious of this, and would consequently trace over words or letters. Larry was well developed in all ways. Most of his writing was unusually neat and the letters well formed.

This discrepancy in the development of children of the same age group is typical of normal boys and girls. In every group there will be some children who are ahead of others in their development.

No amount of research would be necessary to prove that

children grow larger as they grow older. As children grow larger they are also maturing in their social and emotional behavior. Predictability is a striking feature of human development. There are some differences as to the rate of development, but there is very little variance in the order of appearance of different stages of development.

According to Hymes,²⁸ we obey the laws of nature, so far as physical development is concerned. We do not need to be told that six years of growing must take place before a child loses his front teeth. We do not always need to consult a growth chart to determine if a child is physically normal. The laws of growth not only apply to physical change but they also govern almost everything a child can or can not do.

Hymes²⁹ also says that parents and teachers often find that it is difficult to give children credit for the growing they have done. Adults are so close to the children that growth creeps up on them, and they can only see that growth when they realize the child's clothing is becoming too small, or they see that the mark on the bathroom wall is climbing higher indicating the child's height.

²⁸James L. Hymes, A Child Development Point of View (New Jersey: Prentice Hall, Inc., 1955), pp. 52-53.

²⁹Ibid. p. 115.

No matter what age we teach our children will seem big to us, and Hymes³⁰ recommends a good periodical look at a baby to get some perspective as to size. We will then talk with them as "person-to-person" and not as "teacher-to-child" with them looking up and the adult looking down.

Children of the same age and grade regularly differ among themselves by as much as four or five years in their maturation. It is necessary to provide them with materials that encompass a corresponding range of interests. All may then find something with which they can succeed, and which will maintain their interest and zest in school experiences.³¹

The investigator agrees with Olson³² that interest in the generalizations of child development will result in a philosophy of growth in a teacher's practices toward children. Being aware of wide individual differences, of individual variations with time, and being aware of the importance of growth and its influence on behavior is a part of classroom philosophy.

³⁰Ibid., p. 116.

³¹Olson, op. cit., p. 326.

³²Ibid., p. 327.

REPORT OF CASE STUDY

Diagnostic Study. Paul moved from another school in the city system the third day of January and enrolled in the writer's third grade room. His mother came with him to see if he had all the books and materials needed. She explained that Paul had trouble with reading and that he sucked his thumb.

Paul had above average intelligence but his reading and spelling did not measure up to his mentality. He showed a poor mastery of phonics, a reversal tendency--who for how, and was for saw, and he hesitated to attack new or unfamiliar words. He would become quite tense while reading, and seemed to be exhausted after reading orally.

Several times during the first four weeks in the room, he became quite ill, complaining of severe headaches and nausea. He would be very pale and seem feverish, so he would be sent home. The sick feeling always occurred during the morning reading class.

General impressions. Paul was an attractive boy, large for his age, clean and courteous. He was usually quiet but often volunteered to give oral reports to the class which he did exceptionally well. He used very good expression and good language in oral reports and conversation.

Physical development. For a year before entering first grade, Paul had malnutrition and was under a doctor's

care.

At the time of the study, his general health was good and his hearing and eyesight normal according to records from the school nurse. On May 18, Paul was fifty-eight inches tall and weighed eighty-eight pounds which, according to Tables I and II, was much larger than the average third grader would be.

No diseases were recorded in his health history excepting tonsillitis, which he had every winter.

Educational background. Because Paul was large for his age, his parents enrolled him in the first grade before he was five. They felt that he would be better adjusted to children who were nearer to his own size instead of attending kindergarten with children of his own age.

Paul's first grade teacher said that she thought they were making a mistake in starting him to school at that early age. She said that Paul did not play well with the other children; he tried to play, but was larger than the others and would be rough, often hurting them unintentionally. He sucked his thumb constantly. He was one of the slowest pupils in her middle reading group. She also said, "I felt that it was punishment for him to be in the first grade."

During the second grade, he did some fighting on the way home from school. He had poor coordination and his written work was hardly readable. The teacher had him

wear a finger guard over his thumb, but when it was taken off, he would still suck his thumb. He was one of the slowest students in her middle reading group.

During the first half of the third year in school, his teacher had him chew gum to try to keep his mind off sucking his thumb, but he still did it. He was also in her middle reading group.

After he enrolled in the writer's third grade room in January and his mother said that Paul had trouble with reading, he was placed in the slow reading group where he was one of the best. He made a perfect score in spelling every week for six weeks.

Paul's ratings on the Stanford Achievement test given April 14 were:

Paragraph meaning-----	3.1
Word meaning-----	2.9
Average reading-----	3.0
Spelling-----	3.6
Language-----	2.9
Arithmetic reasoning-----	4.2
Arithmetic computation-----	3.7
Average arithmetic-----	4.0
Battery median-----	3.3

Intelligence tests were not given in the school until the fourth grade, so there was no record of Paul's I.Q. In September, before Paul entered the first grade, his father administered the Stanford-Binet Intelligence test to the boy. Mr. Murry, Paul's father, said that the test showed one-hundred thirty-five, but the school could not verify this.

Paul did not read very well. He did not recognize all of his sight words. He did not like to try to "figure out" new words. If he read slowly, he could read with understanding from an easy second grade reader. He often tried to read as rapidly as the better readers and "stumbled" over many of the words. By doing this, he did not get much meaning from the printed page.

The sick feeling would always occur during the reading period. The last two months of school, however, he did not complain of feeling ill.

He rarely sucked his thumb during arithmetic which he did as well as any in the group. He seemed happiest in the classroom when he was working on arithmetic or sharing his experiences with the group. Whenever there was a situation requiring reading ability, he did suck his thumb. He liked to sing and had good rhythm.

Although in many ways Paul was very immature, in other ways he was more mature than boys older than he. He brought many good records to school to play for the other boys and girls. He also brought books which he was anxious to share. Among these was Black Beauty. He brought three large model airplanes made of heavy rubberized plastic one day. They were exact replicas of bombers used during the war. One airplane was broken at school. When the teacher apologized to him, he said, "Oh, that's all right. I'm just glad that it wasn't one of the others."

He told the class about two books that his mother helped him read. They were How the Milky Way Began, and A Trip to Mars.

Home background. Mr. and Mrs. Murry both worked until after Paul was in the second grade and he stayed with relatives. His teachers and relatives all agreed that this was hard on the child. His mother was not working at the time of the study, however.

There was one other child, a brother who was ten and in the sixth grade. Jimmy was a leader in his group and did exceptionally well in his class work. Jimmy also began his schooling when he was only five.

The mother and father were both intelligent and they had good reading material available for their boys. The father had a B. A. Degree, an M. A. Degree, and thirty hours towards a Ph. D. He was a psychologist. The mother had a B. A. Degree and was a housewife at the time of the study.

Paul had a library card, and he borrowed books and phonograph records from the library.

He and his brother helped with drying the dishes, emptying the garbage, and mowing the lawn. They both received an allowance of fifty cents a week.

Social life. Paul was a member of the Cub Scouts and enjoyed the activities. He attended Sunday School fairly

regularly.

He played best with children of his own age, but since he was larger than they, he was often rough and hurt them unintentionally. He usually played with older children, and they surpassed him in sports because they had better coordination.

Diagnostic summary. There seemed to be one main factor in Paul's reading and emotional problems--immaturity, not so much for his age, but for his grade placement and physical development. His mother was not working at the time of the study, and that fact was of course contributing to his adjusting. His coordination was poor, but improving. His writing was poor, but readable. The smaller muscles were developing and he was having some successes on the playground as well as in the classroom.

Treatment. The teacher worked with Paul individually at her desk and drilled him on phonic analysis. She made an especial attempt to encourage him, to praise him for his successes, to have a casual attitude concerning his size and his thumb sucking, and to help him feel that she was his friend.

Recommendations. It is recommended that Paul be encouraged to read, but that not too much pressure be placed on his reading problems. As he matures and discovers for

himself that he can learn to read, it is possible that his thumb sucking will discontinue.

With no comparison to others, whether in the family or out; with not too much attention being called to his thumb sucking; and ample praise for his accomplishments; it is possible that Paul will grow up to be a well adjusted person, and one who can read well.

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

A recognition of the continuity and interrelations of the child's growth patterns and a realization of likenesses and differences of behavior within an individual child and between children is a result of studying children as they are and learning how they grow and develop. This knowledge is important in helping an adult become more aware of children's potentialities for development.

According to Bailey, Eaton, and Bishop,³³ whether teachers realize what they are doing or not, they carry a heavy responsibility for child development. No matter how crude and inadequate the practice in child study may be, it is useful in helping to plan for their immediate environment more intelligently. It enables the adult to safeguard boys and girls against avoidable handicaps of body and spirit. This knowledge helps the adult to be fair and just with the children entrusted to her care, and to think of them neither harshly nor sentimentally, but as normal human beings.

The data of this investigation warranted the following conclusions:

1. Teachers have some responsibilities in child development.

³³Edna W. Bailey, et. al., Studying Children in Schools (New York: McGraw-Hill Book Company, 1939), pp. 1-6.

2. Sociometric studies are useful devices in the study of socioeconomic status.

3. Varied experiences in the classroom greatly aid in child development.

4. A child who is more mature physically than his classmates often needs wise guidance from an adult.

It is recommended that all teachers of primary children make a thorough study of child development to increase their understanding of child behavior.

It is recommended that a careful study be made of these third grade boys and girls, including their past school history, and a follow-up study of their development through all six grades.

It is further recommended that a case study be made of the children that the sociometric study revealed to be rejectees or isolates.

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PART II

RESEARCH PLANS FOR FURTHER INVESTIGATION
OF THE DEVELOPMENT OF PRIMARY
GRADE SCHOOL CHILDREN

A PROPOSED EXPERIMENTAL DESIGN TO DETERMINE THE EFFECT OF SOCIOMETRIC SEATING ON CLASSROOM CLEAVAGE

Statement of Problem

Does sociometric seating of third grade children, lessen the tendency to classroom cleavage?

Purpose of Study

Since classroom cleavage is a tendency of children in the third grade, the writer has designed an experiment to be carried out to determine the effect of sociometric seating on classroom cleavage.

This problem might be solved through a comparison of children having their desks and chairs rearranged and children not being moved.

Research Design

The experimental method of research consists of observations in which the investigator has control of the situations. It is an unbiased comparison of two or more planned experiences. It is a critical observation of actual situations and an analytical interpretation of the results.¹

¹Arvil S. Barr, Robert A. Davis, and Palmer O. Johnson, Educational Research and Appraisal (New York: J. B. Lippincott Company, 1953), pp. 224-256.

An experimental problem may be investigated when several variables are passing through a process of gradual change. An experiment may be conducted to indicate variability of two or more subjects.

Possible results should be anticipated while planning the experiment.

According to Barr, Davis, and Johnson,² experimentation grows out of a need or desire to solve or investigate a problem. Reasonable hypotheses should be formulated to guide the investigator in his plan for solving the problem.

"The fundamental rule of the experimental method is to vary only one condition at a time and to maintain all other conditions rigidly constant. There are two good reasons for this procedure: In the first place, if two conditions are varied at one time and an effect is produced, it is not possible to tell which condition is responsible, or whether both have acted jointly; in the second place, when no effect ensues, how can we tell which condition is responsible, or whether one has neutralized the other?"³

The proposed experiment. The experimental group of ten (?) children would be selected to have seating rearranged, the results to be compared with a matched group of ten (?) boys

²Ibid.

³F. Stuart Chapin, Experimental Designs in Sociological Research (New York: Harper and Brothers, 1947), p. 1.

and girls not having their desks and chairs moved. The later would serve as the control group. The two groups would consist of third grade children ranging from ages seven years, six months to eight years, six months. The groups would be matched according to social status, age, and race. Social status would be determined by Chapin's⁴ social status scale, which is "a social status scale containing twenty-one entrees filled in as observations made by the visitor, with perhaps one or two inquisitorial questions. It can be completed in five minutes observation."⁵ In order to fill in the social status scales, a series of visits to the homes of the boys and girls would be necessary.

The writer is estimating that only ten pairs of children from a single classroom could be matched. If the experiment would compare children of other third grade classrooms, or the investigator conduct a series of experiments with children from grades one, two, and three, more pairs of children could probably be matched.

The proposed experiment would include a period of just one month.

The various steps to make up the experiment would be:

1. Determining the problem: What is the effect of sociometric seating on classroom cleavage?

⁴F. S. Chapin, "The Social Status Scale", as given in George A. Lundberg, Social Research (New York: Longmans, Green, and Co., 1951), pp. 290-291.

⁵Chapin, op. cit., p. 65.

TABLE IV

A COMPARISON OF CHILDREN HAVING SEATING
CHANGED (A) AND CHILDREN NOT HAVING
SEATING CHANGED (B)

	Group A N-10	Group B N-10
Status		
Lower { upper
lower
Middle { upper
lower
Upper { upper
lower
Age		
7-6
....
....
....
8-6
....
Race		
White
Negro

2. Constructing an intergroup sociogram.⁶
3. Matching pairs of boys and girls:
 - a. social status
 - b. age
 - c. race
4. Administering a sociometric test and constructing a sociogram of each group.
5. Rearranging seating of experimental group A so that lower and middle class students are seated near a well liked

⁶Supra, p. 12.

upper class student.

6. Comparing each group as shown in the proposed Table IV.

7. Administering the same sociometric test one month later.

8. Analyzing and tabulating results.

TABLE V

A PROPOSED TABLE FOR THE
RESULTS OF THE EXPERIMENT

	Groups compared		Differences
	Experimental Group A	Control Group B	
First Sociometric test			
Number of:			
In-group choices
Out-group choices
Second Sociometric test			
Number of:			
In-group choices
Out-group choices

The writer believes that the dependent variable, the effect ^{how much?} of seating rearrangements, will prove to be that sociometric seating lessens the tendency to cleavage.

Limitations

1. The social status scale would be time consuming, since it would be necessary to visit the home of each child.
2. The number of matched pairs of children in one classroom would not be a true sampling of the total third grade population.
3. According to Barr, Davis, and Johnson⁷, one of the commonest defects in experimental design is failure to anticipate and prevent biased results.
4. The analysis would be based primarily on the observations of the investigator, and an adult's observations of children are not always objective.
5. The writer believes that Chapin's social status scale is not fitting to the modern living room since it does not mention television, which is thought to be an essential item in today's home.

PLANS FOR INTERVIEWS TO DETERMINE THE RELATIONSHIP
OF PHYSICAL GROWTH AND BEHAVIOR

Statement of Problem

What are the factors making for growth in social development and emotional growth, and how do they differ at various stages of child growth?

Purpose of Study

The purpose of this investigation would be to discover the likenesses and differences in patterns of social and emotional growth at various developmental stages among six, seven, and eight year old children.

In the field of child development, few books have been found that are primarily concerned with children in the lower elementary grades. It is difficult to select just three years from childhood and make a valid study, because the developmental stages overlap and each growth pattern is dependent on other patterns.

It is a well known fact that each individual is different from other individuals, and a purpose of this study would be to discover the factors that might cause these variations. This is to be done through interviews with parents and pupils.

Research Design

According to Wrightstone, Justman, and Robbins,⁸ "the interview is a method for obtaining data by face-to-face conferences with the individual". There are three general types of interviews--diagnostic, survey, and treatment interviews. The purpose of the first type is to discover detailed and related facts, opinions, attitudes, and personal experiences concerning the individual being interviewed. The second type, the survey interview, is not primarily interested in the interviewee except as he can contribute information concerning the problem. The third type, treatment interview, is used chiefly to help an individual in adjusting to some particular problem or situation.⁹

There are three parts to every interview--a beginning, a middle, and an end. The beginning of the interview is given over to establishing rapport between the interviewer and the interviewee, and clarifying the reason for the interview. The middle part consists of gathering the information pertaining to the problem. The final part includes terminating the interview.¹⁰

An ideal interview would include a tape recorder for re-

⁸J. Wayne Wrightstone, Joseph Justman, and Irving Robbins, Evaluation in Modern Education (New York: American Book Co., 1956), p. 35.

⁹Ibid.

¹⁰Ibid.

ording the responses, or a stenographic method of recording. Most interviewers, however, do not have these devices available, so it is necessary for them to rely on their own notes. Extensive note taking during the interview is not advocated, but most people can not remember exact responses so it is necessary for them to make some notes and record the information immediately following the interview.

The interview technique includes the following:¹¹

1. Selecting the subjects to be interviewed.
2. Enlisting cooperation of subjects. This includes "selling oneself".
3. Making definite appointments for the interview beforehand.
4. Carefully framing the questions to be asked. These should be planned in advance.
5. Deciding on the number of questions to be asked.
6. Interviewing self for practice. This will give the interviewer more confidence and result in helping to put the interviewee at ease.
7. Including the words "how" and "why" in the questions.
8. Varying terms--using synonyms.
9. Keeping on the subject.
10. Keeping in mind that "the person interviewed is always right".

¹¹Claude C. Crawford, The Techniques of Research in Education (Los Angeles: University of Southern California, 1928), pp. 159-173.

11. Revealing the questions beforehand may sometimes improve the results.
12. Assuring the interviewee that the information is confidential.
13. Probing--asking additional questions to gain further evidence.
14. Recording the responses.
 - a. Using abbreviated notes--shorthand or code.
 - b. Using tape recorder.
 - c. Using card system with each idea on a separate card.
15. Organizing the replies.
16. Evaluating the replies.
17. Recording the interviews on a final report.

A proposed form to be used for interviewing parents of the children being studied:

1. Name of child _____
2. Name of interviewee _____
3. Address of interviewee _____
4. Occupation or position _____
5. Place _____
6. Date _____
7. Height and weight of child at birth _____
8. Height and weight of child at the time of the interview _____
9. Physical health of the child--sight, hearing, diseases _____
10. Has the child ever had any tensional habits--thumb

sucking, nail biting, bed wetting, tics of any kind? At what age? _____

11. Were there any difficulties encountered at the time the child first entered school in the kindergarten or first grade? What were they? _____

12. What is his attitude toward siblings? Resentment? Cruelty? Kind? Selfish? Generous? _____

13. At what age did this behavior occur? _____

14. What is his attitude toward peers? _____

15. How do you account for this attitude or behavior? _____

These are only a few suggestions. An investigator will find that the interview will probably be more successful if a formal questionnaire is not used. Informality and flexibility are usually better.

A suggested form for interviewing children from grades one, two, and three:

1. If your mother said you could invite a friend for dinner and the movies on Saturday, who would it be?

2. If this child couldn't come, whom would you ask?

3. Whom would you choose first to be on your team in a relay race? Why?

4. Suppose you needed someone to help you with your arithmetic, who would it be? Why?

5. If you were choosing someone with whom to work on a

science exhibit, who would it be?

6. What is the name of the boy you think gets along best with his classmates?

7. What is the name of the girl you think gets along best with her classmates?

8. What do you like best about school? Why?

9. If you could change anything about school, what would it be? Why?

10. If you could change anything at home, what would it be? Why?

11. What do you want to be when you grow up? Why?

12. Who do you want to be like when you grow up? Why?

13. What is your favorite television program? Why do you like it?

14. What do you like to do when you get home after school?

15. What do you do when you get angry?

Any or all of the first seven questions could be given as a simple friendship or sociometric test.

The writer believes that many responses to the "why" questions may be "I don't know" because many times boys and girls in the early elementary grades truly do not know or can not understand why they do certain things or why they feel as they do. The responses from other children, however, who explain the reasons for their answers, will

greatly aid the investigator in finding the factors that influence social and emotional growth.

The writer agrees with Wrightstone, Justman, and Robbins¹² that interviews give a more meaningful response than a written questionnaire because the examiner can follow up "leads" during an interview. It also permits the investigator not only to collect attitudes, likes, and dislikes, but enables him to find out the reasons for the responses. Another advantage of the interview is that the interviewer deals with the whole personality of the respondent rather than just the aspects manifested by written communication.

The writer feels that these interviews will help in understanding why children behave as they do during various stages of development. Many factors that affect growth should be determined.

Limitations

Wrightstone, Justman, and Robbins¹³ tell us that the interviewer may give suggestions which will condition the reply of the person being interviewed. Then, too, an individual may be influenced not only by the questions, but also by the expression, the gestures, or the tone of the

¹²Wrightstone, Justman, and Robbins, op. cit., p. 348.

¹³Ibid.

the questioner. The interview is time consuming and its results are rarely able to be treated except as informal and supplementary evidence.

According to Festinger and Katz¹⁴ an individual may become so involved in reported data, that there is great likelihood of bias.

The interviewer may suffer from faulty perception or memory.

Interviewers and interviewees may have different values and may not give the same interpretation to social phenomena.

¹⁴Leon Festinger and Daniel Katz, Research Methods in the Behavioral Sciences (New York: The Dryden Press, 1953), p. 330.

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