

HELPING CHILDREN GROW

..... *Ages*
one through six

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FEDERAL COOPERATIVE EXTENSION SERVICE

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To 4-H Members

Interesting experiences are in store for you in the Child Care Project. Working with children and learning more about them will help you to understand them better and to understand yourself better, too.

Mr. Poffenberger has written "Helping Children Grow" to help you with your project. Other booklets for other divisions of the project are planned for the future. This phase of the Child Care Project is planned for club members 12 years of age and older.

PROJECT REQUIREMENTS

1. Take care of a child 1- to 6-years-old at least 25 working hours.
2. Take part in a group activity for small children, such as a story hour, a party, or several children playing together.
3. Make one or more simple toys, arrange a play corner, make a picture scrapbook or a garment for a child.
4. Help with each of the following jobs:
 - a. Give a child a bath and clean up afterwards.
 - b. Dress a child or help him dress himself.
 - c. Prepare food and help him during his meal.
 - d. Assist a child in undressing and going to bed.
5. Keep a record of your project and activities.

Helping Children Grow

. *Ages one through six*

THOMAS POFFENBERGER
Human Relations Specialist

THIS BOOKLET IS a discussion guide for 4-H Clubs and child study classes in schools. The best way to get the most out of it will be to talk over together the things you read. There are questions at the end of each section to help you get a group discussion going. You will probably find that you and your friends do not always agree with the booklet and with each other on some of the topics. As a result you may have some pretty *good* "talks." And that is important because we learn a lot by hearing the opinions of others and sharing our reading and experiences.

Of course, a discussion guide like this cannot go into detail on any one subject and so other readings have been suggested. There are also many more good books and pamphlets which are not listed which would be interesting for you to read. Your school and community librarians will help you find additional readings.

Here are two very good readings that don't cost much and they will help you get more out of your study of young children:

The Pocket Book of Baby and Child Care by Benjamin Spock, M.D.

Your Child From One to Six. U. S. Children's Bureau. Children's Bureau Publication 30, rev. ed. Washington. U. S. Government Printing Office, 1945, 147 pp. This manual is available from the Superintendent of Documents, Washington, D. C.

To guide your reading, suggested sections in these books will be recommended following each section of this booklet.

Following each section there will be a number of questions. These may be used to get discussion started if you meet with a group for the purpose of child study. Some questions may have many right answers, and you will find it interesting to see how others answer the same questions.

To Begin With

It is lots of fun to watch children grow. They always seem to be doing something that is unexpected to make you laugh at them—or make you mad. The 18-month-old is quietly eating his cereal when all of a sudden he puts the bowl upside down on top of his head and it goes all over him. This is very funny to everybody except you if you have to clean him up. You may try to have the 2-year-old go to the toilet with no results at all. Then just 5 minutes after you have put his clothes back on, he has an “accident.” If you have to change him, maybe you don’t think that is so funny either.



The 4-year-old is really a lot of fun to play with but may want everything his own way. And if you refuse to grant all the many wishes he comes up with, he may say, “I don’t like you!”

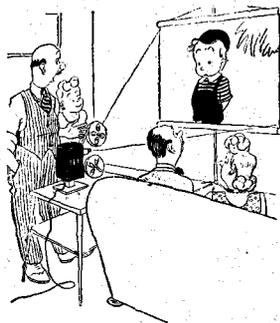
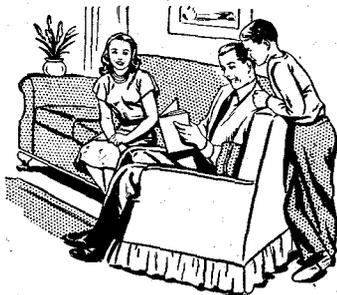
Such remarks may even make you think you have a “bad” child on your hands and cause you to get pretty mad about it! That’s all right because we all get mad at children sometimes. Kids can be so much fun, though, that we want to enjoy them as much as we can, and getting mad interferes. Besides that, when you have fun with them they are having fun too, and that’s the best way you can help them grow up to be healthy adults.

One thing that helps a good bit in getting along better with children is to understand them and, believe it or not, they aren’t as puzzling as you might think. We know pretty well what to expect of them now that doctors and nursery school teachers have kept records of their growth and behavior at different ages. We have found out that all healthy children go through the same stages. This doesn’t mean that they all grow at the same rate of speed or that they all do exactly the same things at each age. What it does mean is that children seem to do certain things at *about* the same age and that to grow into another stage of development they have to get these things out of their systems. It means that there’s not much you can do to change them—especially not to speed them up like improving their manners or “house-breaking” them before they are ready. Of course you have heard of the old saying, “A child should be seen and not heard.” Well, we now know that a child who never does or says anything he shouldn’t is not as healthy mentally as one who gets into a little “trouble” now and then. So, before we get mad

at them for doing something we think they shouldn't be doing, let's look and see if it's not something they really *need* to do to grow and to learn.

Oh, by the way, in this story we tell about a little fellow by the name of "Hobart" but don't let that mislead you into thinking that what you read is true only of boys. In these early years girls do and think pretty much the same as boys. We also tell about how you can help him grow. Most of the topics we will discuss will relate more to emotional development than to physical growth, proper foods, toys and games, and other such things. That's not to say they are not important. They certainly are important and they are also related to emotional growth, but because this booklet is so small—many things must be left out.

Another thing to remember is that there are lots of ways to raise children so that they will become healthy adults. So, if you find some people who are doing a few things that do not agree with what is said here or in other books, don't get too worried about it. Besides, all children are different and what works for one may not work for another. Everyone must decide for himself what is best for children, but like other things, it is wise to base your decision on as much of the best information as you can get.



**This is my favorite nephew:
doesn't sing, dance, or recite.
Just a nice quiet kid.**

EXTRA READING

Your Child From One to Six. U. S. Children's Bureau Publication. "Introduction and Physical Growth," pp. 1-3.

QUESTIONS

1. What is the funniest thing you ever saw a little boy or girl do?
2. What do children do that make you maddest?
3. Why do you think this makes you mad?
4. What can we do to keep from getting mad?

5. Why is it so important to have fun with children?
6. Why is it that children shouldn't be as puzzling to us today as they might have been to some of our parents and grandparents?
7. What does the psychologist mean when he says a child must go through one "stage" of his development before he is ready for the next? Can you give an example?

It's Fun to be One

You know how helpless a little baby is. You can give him a bottle or something to play with and he is happy to stay put. Most of the time he is willing to let you be the boss. When he gets to be about a year old it's not so easy. He seems to realize he's not supposed to be a baby the rest of his life, but a human being with ideas of his own! So sometime between one and two years, when he begins saying a few words, he may begin saying "No" whenever you suggest something that he doesn't like.

In fact, he may say "No" even about things he likes to do. During this period he is trying to stand on his own two feet both physically in learning to walk and psychologically when he shows you he has a mind of his own. Both are good signs because we know such things show that he is growing up.



Everything is so interesting

Did you ever watch a little fellow giving a house the once-over? He loves to get into everything. He pokes into every nook and cranny, shakes the lamp until the shade falls off, pulls at the toaster on the kitchen table until it falls on the floor, and then takes every single book out of the bookcase. It keeps you jumping to keep him from tearing the house apart!

If you are looking after the child, you can get pretty tired of this in a hurry and may find yourself saying "No, No" a lot. It's really better to get everything up out of reach that the baby might break and then let him examine the rest of the room to his heart's content. A baby has to find out about the things in his world just as you do. When you see something new, you want to examine it also and you probably would not like it if someone said "No, No, get away from that!" So we must be careful not to keep babies from learning the only way they can.

Some limits are necessary

This does not mean that we should let little Hobart do anything he wants. Of course, some regulation of his behavior is necessary. The house would look pretty funny if everything were up out of his reach, and anyway it couldn't be done if we wanted to. You do have to say "No" about playing with electric light plugs and running into the street or doing other things that might harm him. But after saying "No," remove him from the situation. For example, if there is a lamp on the table, we can't let him pull it off by the cord. So just pick him up, say "No, we don't pull lamps off the table," and get him interested in something else. He may go back to it again, and if he does, just repeat the process. If he keeps up, you can be sure he thinks he can get your goat, so it's best to give up for the time and move the lamp. You will be able to put it back later without having him touch it. The important thing is not to get mad and make a big issue out of the affair.

He finds mother is important

At this age you may find that Hobart cries his eyes out whenever his mother leaves him. If you happen to be the baby sitter, you may feel that he doesn't like you. It's not that at all! It's really because he is growing up and sees how important his mother is to him. He just doesn't want to take any chances on losing her. After mother is out of sight, it isn't long before he becomes interested in you and the things you give him to play with.



Developing independence

Some people think the easiest way to take care of a little child is just to put him in a playpen or a fenced-in yard. Sometimes it is necessary to do this to get any work done at all around the house, and a few hours a day cooped up won't hurt a baby provided he has plenty to play with and seems happy there. When he starts crying or gets fussy, however, it's better to let him out for a while. If he cries and no one pays any attention, he will begin to feel no one wants him and will become more demanding of attention than ever! Remember that we want to develop independence in children and that comes from security and freedom. It doesn't come by keeping him by himself in his playpen or yard. When you coop him up for a while, be sure to let him out when he has had enough.

When he cries

Many falls and bumps are to be expected in the course of any small child's day, and with each bump you can expect tears. But remember that crying is very normal for a little child and he should be allowed to cry. He will be helped by having you put your arms around him and hearing you say that everything is all right. It also helps to get him interested in a new game or toy. Of course, we would never want to shame a child for crying by calling him a "cry baby."

He has just learned to drop things



It is a wonderful discovery to find one day that you can open your hand and if something is in it, it will fall out. Hobart finds that this is a good way to drive you crazy at mealtime. Toys or food go over the side with gay abandon. Then he leans over, sees them, and cries to have them back. The chances are that he won't throw food out until he is full, so when the bombardment begins, it's a good time to put him down to play.

Scolding a baby for dropping things won't help any more than telling him he shouldn't wet his diapers. One thing you can do is to tie toys on strings to his crib, high chair, or playpen so he can get them back. If you have time, it's fun to play a game of picking things up and giving them back to him to throw.

At the table

It takes a baby a long time to learn how to eat the way we do, so we just can't expect the 1- to 2-year-old to have very good table manners. He plays with his food a lot because that's the way he learns about things. So we just have to expect him to be a little messy. He will learn manners, though, and will learn them just as fast from *watching* you eat as he would from having you spank his hand for doing what you think is the wrong thing. *At his age it really isn't the wrong thing, so it's best to let him have his fun and clean up the mess afterwards.*



After about the first year of age, you may get a little worried about just when he will starve himself out of the picture! He used to eat so well and now he hardly touches things. Well, in the first place, he just doesn't need quite as much food now because he isn't growing quite as fast as he was. But if you will keep track of what

he does eat for a week, you will find he manages to put away quite a few groceries after all! That's because you probably don't pay too much attention when he eats a big meal but you begin to worry if he doesn't eat much of anything now and then. All we have to do is think about our own appetites and we won't expect him to eat so much every meal. You don't *always* feel like eating a big meal yourself, but you don't get very worried about it. When we fuss at children, it doesn't add to the pleasure of the meal for anyone and they will probably eat less than they would otherwise.

Remember, that at one meal Hobart might eat nothing but green beans and turn down everything else. In fact, this could go on for a number of meals, then, before long he might refuse beans and want nothing but potatoes. The important thing to remember is that as long as he is *offered* a well-balanced diet over a period of time you rarely have to worry about his getting enough of the foods he needs.

EXTRA READING

The Pocket Book of Baby and Child Care by Benjamin Spock.

"The negative stage," p. 194

"Exploring everything," pp. 194-195

"Growing independence," pp. 195-198

"How to handle the one-year-old," pp. 198-206

"Eating," pp. 206-215

Your Child From One to Six. U. S. Children's Bureau Publication.

"At one year." pp. 3-4

"Learning to eat," pp. 39-44

"Learning to talk and walk," pp. 607

QUESTIONS

1. Why do you think babies of 1 or 2 years of age say "No, no" so often?
2. Why do babies seem to "get into everything"? Why is it a good idea not to say "No" to all children's explorations?
3. Why do 1- and 2-year-old children sometimes cry when their mothers leave them with someone else for a while?
4. Give some reasons for keeping small children in playpens.
5. Give some reasons for not keeping children cooped up anywhere for too long a period.
6. Why do 1-year-olds seem to love throwing and dropping things?
7. Do you think it is wrong for a small child to mess and play with his food? Why?
8. Should all children eat the same amount of food? Why?
9. Should a child eat the same amount at each meal? Why?

What Did You Do When You Were Two?

As Hobart reaches his second birthday and goes on toward his third, he will most likely reach the height of the "No, no" stage we mentioned before. He will more than likely be very bossy, telling you where to sit and what to do next. He will take toys from another child and resort to biting, pulling, and hitting. He may be as happy as can be one minute and be fussy the next! It's all a part of learning and he will get over it all by himself.



You will find that he needs lots of security right now. He may follow his mother around and hang on to her and seem like more of a mama's boy than he did

between one and two years of age, but he will be over it by three.

It's fun to watch others

He will play by himself for a time and then begin to watch others. At this age it's fun just to watch or play alongside other children. He learns a lot that way, and before long he will be ready for group play with others.

Let the child get to know you

Suppose you are to baby sit with a child who does not know you. It's a good idea to arrive early enough for the child to get somewhat used to you before mother leaves. Tell the child mother will be back soon—after dinner, after the child is asleep, or whatever the case may be. He will be a little fearful at first, but after you've stayed with him a few times he will feel better about mother leaving because he finds she always comes back as she said she would.

He may get worried

Very often, between the ages of two and three, he may do a little stuttering. You would, too, if you had so much to say and were not very good yet at saying it. Even three- and four-year-olds may get mixed up in their words and fumble at finding the right one. If you are trying to learn French or German, you know it takes a long time to learn a new language, and that is just what he is doing. So don't rush him or put words in his mouth. At any rate, it will only make matters worse to tell him not to stutter. *It is best for you to ignore it.*

You may find that he gets mad at you now and then when you won't let him have his own way. So mad, in fact, that he screams and stamps his feet. When such tantrums occur, it is best to let

him alone until he has calmed down somewhat. Then, put your arm around him and talk about something else.

It's no fun to go to bed

You can probably remember the time when you didn't want to go to bed at night. Perhaps you still don't! Some people never out-grow this and won't give up for the night until they are ready to drop in a heap. There are just so many things to do that sometimes we feel it's a shame to spend so much time in bed. Little tots feel the same way. It is much more fun to stay up and play with daddy or you—or anyone else for that matter. And too, because they are so little and don't know any better, they are often afraid of going to a lonely dark room.

So, if a child of any age seems fearful, leave the door open a little or have a night light on and don't worry about spoiling him. If he continues to cry and seems really afraid, it is best to sit by his bed until he goes to sleep. He will most likely want to take a dolly, teddy bear, or blanket to bed with him to keep him company. It will make him feel less lonely.

Don't worry about him hurting himself on hard objects he may want in bed with him. They won't bother him a bit.

Just before bed is not a good time for tag or other active games. This is a good time to tell or read a story, but not one about wild animals, witches, or giants. Anything scary won't help him sleep a bit.

Doing what comes naturally

This section is on toilet training and it will come "naturally" if we who are older don't interfere too much. Experience shows us that *the more we fuss with children about toilet training, the more difficult the process becomes for everyone.*

It's best not to do much but change diapers in the first year since the baby has little or no control over his bowel and bladder functions and besides doesn't know what it is all about. During the second year he begins to gain more muscular control and also begins to take some interest in what he does.

As a matter of fact, he feels rather proud of what he has created and may want to play with it. You may not care for such games, but it is best not to scold him or turn up your nose in disgust. He will lose interest in it sooner if he is not made to feel there is something wrong about the whole process.



Offer the small child an interesting toy or book for the few minutes he is on the potty chair, and it's a good idea to stay beside him so that you'll know when he has finished. If you take him off as soon as he is finished, he will not become uncomfortable and it will speed the time when he cooperates with the toileting process.

If small children are pleasantly encouraged but not forced to toilet, they will be more likely to cooperate with your suggestion as they get used to the idea of stopping their play every several hours.

Hobart learns best from watching others and he will get the idea of what a toilet is for in the same way. About the end of the second year, he will begin to indicate to you when he has to go to the toilet. If he has a little potty chair of his own, it won't be long before he will be using it all by himself.

You can expect a child to wet his bed at night from time to time until he is 3 or 4 years old. Some well-adjusted children still wet at 5 years. Remember, it takes time to grow and gain self-control, whether it be of our bowels, bladder, or of our emotions.

EXTRA READING

The Pocket Book of Baby and Child Care by Benjamin Spock.

"What He's Like," pp. 268-269

"Worries Around Two," pp. 269-272

"Contrariness," pp. 272-273

"Stuttering," pp. 273-274

"Nail-biting," p. 275

"Toilet Training," pp. 184-193

"Going to Bed," pp. 246-249

Your Child From One to Six. U. S. Children's Bureau Publication

"At Two Years," p. 4

"Bowel and Bladder Control," pp. 89-90

"Thumb-sucking," pp. 91-92

"Nail-biting," pp. 91-92

"Stuttering," pp. 93-94

QUESTIONS

1. What are some of the things you have seen 2-year-olds do?
Do other 2-year-olds do the same thing?
2. Why do children sometimes stutter or get their words mixed up when they are trying to tell you something?
3. What would you do if a child had a temper tantrum?
4. Give some reason why you think small children sometimes don't want to go to bed at night.
5. How can you help a child go to sleep?

6. How would you toilet-train a child?
7. Normal children sometimes wet their beds after the age of three or four. Why does this happen?

It's Nice to be Three

It's lots of fun to take care of a child at any age, but three is a particularly nice age. Remember how uncooperative and negativistic Hobart was at two! Well, you can bet he has changed a lot in the last year.

He has more self-control now in everything and he is ready to accept suggestions. That's because he is beginning to feel that his mother and daddy are wonderful people and he wants to be like them and wants to please them, too.

He is beginning to have a sense of humor and that helps anybody! He can talk a lot better now and understands what you say to him better, too. That makes it a lot easier for him to do what you want him to do. When he plays with other children, he is more willing to share his toys and is just beginning to want to play with others. When you start to dress or undress him, he will probably try to help and can often do a good bit of it by himself. He is still a little awkward at unbuttoning and may tear a button off now and then, but when you see how delighted he is to be able to dress himself, it's well worth the trouble of sewing on an occasional button. Besides, it's like learning anything; he can't learn if he doesn't try. He is also awkward in other things because his muscular coordination is not too well developed. So you can still expect a lot of "spilling and dropping" at meals.



"It's no lie"

Did he say there is an alligator under the bed? He might and he isn't saying it to fool you. He really doesn't know what is real and what's not real. A three-year-old has a wonderful imagination and the things he imagines are pretty real to him!

He may talk about his make-believe friend, "Birdie," down the street and even take you for a walk to find him. When "Birdie" is nowhere to be found, he won't be at all concerned and will presently begin talking of something else.

It's best just to play along with such stories and, of course, *never confuse* him by saying he is telling a lie.

"Who's afraid of the big bad wolf?"

A child around the ages of three and four is usually afraid of all kinds of things besides wolves. The reason is that he now worries about what might happen to himself. If you tell him a scary story about a monster with two heads that eats little boys, he may be very much concerned about whether or not the monster will eat him!



That's because he knows what happens to things that are eaten but doesn't realize that there really aren't such things as monsters. Since he doesn't know that there really aren't such things, you can see how he could figure that there might be one under his bed at night.

You know how a child gets out of bed and comes peeping around the corner to see the grown-ups! Well, he often does it because he is afraid and wants to be comforted. That is why it is a good idea to leave a night-light on or the door open when he goes to bed. Then he can see there is nothing to be afraid of. Anyway, *whenever you read or tell stories, remember not to tell one that might frighten him.*

Of course, never scare him by saying a "boogeyman" or someone else will get him if he is not good. He is scared enough of the things he has thought of all by himself. Just remember he has a pretty wild imagination at this age!

All parts of the body are interesting

When you watch a little baby, you see that he is always reaching out to touch things. One day he makes the remarkable discovery that he has fingers. Then he finds his toes, ears, nose, and so on. Eventually, children find their sex organs and these body parts are explored the same way. And that's all it means to them—no more than play with their fingers or toes.

That is, unless we who are older think it is bad for some reason and slap their hands saying "No, No." Then, they begin to wonder why they can play with other body parts and not these. What it does is to make the sex organs look like something special. When a child starts to touch his sex organs, it is best to say nothing. He will soon get interested in something else.

At this age or a little later, a boy will notice that he is different from his sister and may ask about it. Just make a simple explanation that all boys are like he is and all girls are like his sister. That will reassure him that he is not different from other people.

This is a very important part of giving the child a healthy attitude toward sex. Lots of questions will come up along this line and they should all be answered in an easy way that the child can understand. For example, when he asks where babies come from, just say they grow in a special place inside mother. That will satisfy him. Of course, telling about "the stork" just confuses a child when he tries to understand how a baby is born.



EXTRA READING

The Pocket Book of Baby and Child Care by Benjamin Spock.

"(Three) It's a Nice Age," pp. 280-281

"A Little Imagination is a Good Thing," pp. 281-282

"Fears of Childhood," pp. 282-286

"The Facts of Life," pp. 286-296

Your Child From One to Six. U. S. Children's Bureau Publication

"At Three Years," pp. 4-5

"Children's Questions," pp. 96-99

"Imagination and Honesty," pp. 100-103

QUESTIONS

1. What are some of the things you have seen a three-year-old do? How are they different from 2-year-olds that you know?
2. Why is it a good idea to let children try to do things for themselves even though they are not too good at it?
3. Why isn't a three-year-old telling a "lie" when he says he just saw a lion in a tree? What is the best thing to do when he tells you such things?
4. What kind of stories are best for children? Why?
5. What would you do if the child you were taking care of began playing with his sex organs? Why?
6. What questions have you heard little children ask about sex? How were they answered? How would you answer such questions?

At Four, He Wants to Know More

You remember how Hobart was when he was three. He could do a lot of things—run and jump and build with blocks. Well, at four he can do these things even better, but something new has

been added. He wants to find out "why" about everything. You remember some of the questions that he started to ask at three? They come in a flood at four, and some of the questions may come over and over until it sounds like a broken record. It may be partly because he wants attention, but it is also because he wants to be sure of the answer. If you ignore a particular question, he will probably keep asking it to get attention. And—if he is told to keep his big mouth shut, he may stop asking questions all right; but we really don't want that either because that's the way he learns. *So, answer questions the best you can*, and in case he does begin driving you crazy with them, get him interested in something else.

He may want to fight, too

When he is playing with other children, he is more aggressive than he was at three and may get into quite a few fights. Fighting, for him, is just one of the ways he learns how to get along with others. It will only last a minute and he and the person he was fighting with will forget all about it, so it is best for you to stay in the background and not interfere unless it seems that one or the other of the battlers is in some danger of getting hurt. If that's the case, put your arm around the one who is doing the damage and tell him that you can't let him hurt other people. That will usually work, but if it doesn't, you may have to make him play by himself for a while. That will be more effective than anything else you can do.

He has "big" ideas

At four he is trying hard to grow up. And growing up to him means acting like mommy and daddy. He likes to dress up in adults' clothes and act like the adults he knows. He will probably want you to enter into these games and be anything from the mother or father to the little baby. In his desire to grow up he may insist that he is "six years old" and demand that his mother tell the local teacher he is old enough to go to school. He doesn't really understand numbers yet and so may insist that he saw "millions and billions" of birds flying by.



Sometimes you take a firm stand

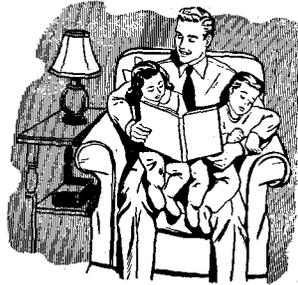
You can expect him to be bossy at times, not only in demanding things of you, but also of his playmates. This is because he is beginning to think of himself as a pretty important person. As a result he throws his weight around by directing things. As long as his

requests aren't too unreasonable, it is best to go along with the game because it is important that he keeps some of this feeling of importance. However, if he is allowed to direct things too much, that's not good for him either. Because then he gets a false idea of his importance. So there should be times when you let him know in no uncertain terms that he cannot have his own way—and explain why. That will help him understand that you are not doing it just to keep him from having fun. Explaining why you say "No" is also the best way for him to learn *why* there are some things that he can do and some things that he can't do.

Of course, if he doesn't have his way about something he may run around in circles and jump up and down, stamping his feet. The only nice part about this is that he usually gets over it in a hurry—if you ignore him. But remember, if you give in and do what he wants when he acts this way, he is bound to pull the same trick the next time he doesn't get something he wants.

Bookworms

At four, Hobart loves to be read to and may bring big stacks of books demanding that you "read me a story." He likes stories best that are about things he sees everyday. He still has that "good" imagination that we talked of at three so is a little concerned about the wolf chewing up grandmother in such stories. It's best to stick to ones that are happy and tell of things he knows about. Make up some stories to tell him. He will love them! These stories can be about things



that he does everyday or about things that he is going to do, like a trip to town, a coming picnic, or a visit from relatives or friends.

Money mad

He is just beginning to find out what money is for and whenever he thinks about it will probably ask for some. If you give him a penny he may say, "No, I mean the white kind." If you happen to have a spare nickel, or if his mother or father has given him one, it is a lot of fun to watch him spend it. Let him go up to the counter and order his own ice cream cone, including the "color" he wants. He will also like to play store and use play money for buying and selling things.

Paper and clay work

Around the age of four you may find Hobart very fond of cutting up magazines or paper doll books. He will like to cut, fold, and paste paper, put it in an envelope and send it off as a "letter" to grandmother, grandfather, or his cousins. Crayoning is also a good activity for him. It is fun to play with clay, also, and you can make it very easily by adding a cup of salt to a cup of flour and enough water to make it easy to mold. A few drops of salad oil in it will keep it from sticking to his hands. Let him decide what color he wants it to be and then give him a few drops of food coloring to put in.

Man-about-town

Don't be too surprised if you look around sometime and find he has disappeared. Look down the road and you will probably find him playing with another 4-year-old, riding tricycles, or playing house. Children of all ages need to play with other children because that's how they learn to get along with others. It's also good to remember that in most cases, they will learn faster if we keep out of the picture as much as possible. Sometimes we are afraid that they will get hurt if we aren't watching them every minute, but you may be surprised how many falls and tumbles they can take and bounce right back. Make sure there is nothing around that can do serious harm and then let them run, play, and explore as much as they want.



EXTRA READING

The Pocket Book of Baby and Child Care by Benjamin Spock.

"Toys and Play," pp. 235-246

"Discipline," pp. 253-260

"Nursery School," pp. 275-280

Your Child from One to Six—U. S. Children's Bureau Publication

"Learning to Keep Clean," p. 55

"Learning to Dress," pp. 56-58

"Learning Emotional Control," pp. 59-66

QUESTIONS

1. Why do children ask so many questions?
2. What would you do if two 4-year-olds started fighting but no one seemed to be getting hurt? What would you do if one of them was getting hurt?
3. Why do children want to dress and act like adults? Do you think this is a good thing?
4. When you have to say "No" to something a child wants, why shouldn't you give in and let him have it if he makes a fuss?
5. When you say "No" for some reason, why should you bother to explain the reason for saying "No"?
6. How can you help a 4-year-old learn the value of money?
7. Why is it important that a child have a chance to play with other children?
8. Do you believe that adults can protect children too much for their own good? Why?

Five Has Arrived

Hobart has arrived! "Arrived where?" you ask. Well what we mean is that he is much more of a little man now than he was at four. He can go to kindergarten by himself. He can cross the street by himself if there is not too much traffic, and he may want to "take care" of smaller children. He can do a lot more things for himself. He goes to the toilet alone and dresses himself with little or no help. He can also help you wipe the dishes. When you tell him to do something, you can be pretty sure he will do it. In fact, when he wants to do something special, he may even ask your permission.



Bad dreams

Although the 5-year-old seems pretty sure of himself in the daytime, he may cry out at night sometimes because of nightmares. He's especially likely to have these if he's had an exciting day or has just had an illness. If you comfort him and talk to him for a few minutes, he'll get over his fears and go back to sleep. Remember that even at five he still may think there can be an alligator under his bed or a wolf in the closet that might eat him up. So you can

see it's still not a good idea to tell him a wild story just at bedtime. And it's still comforting to him to have the door open a little or a night-light on.

Boys and girls like different things

You'll notice that children play about every kind of game when they're almost six, but boys are beginning to be more interested in tools and mechanical things while girls are getting more interested in playing house and cooking. Building things with a hammer and nails appeals to boys, so maybe you can get him started on something that takes a lot of pounding and not too much skill. Girls can help sift flour or add milk if you want to have some fun making cookies with them. Of course, this does not mean that boys are not interested in playing house or that girls aren't interested in tools. They are interested and should *not* be made to feel they are sissies or tomboys for such play.



Tell him how good it is!

Making things helps all of us feel good and that goes for a little child too. Just don't give him too much help because it is important for him to feel he is doing it himself. And when he finishes it and shows it to you, be sure to tell him what a good job he did! That's very important—because it makes him feel that he is a worth while person. You know how it would be if people kept telling you that you never did anything right. Pretty soon, you would believe it yourself. That's the reason so many adults have feelings of inferiority—because when they were growing up, some people made them think they couldn't do anything right.

Where's that clean boy?

You'll probably notice that at five Hobart doesn't seem to be as neat as he was at four. You send him out to play with clothes all clean and crisp and in half-an-hour he looks as if he'd rolled in the mud! Well, maybe he did. Anyway, it's better if he doesn't have to worry about staying *too clean* all the time. It will be easier if you send him out in old clothes and then don't fuss at him to keep tidy. Believe it or not, playing in mud and dirt is good for children because it seems to give them a chance to be creative—imitating mother with mudpies and cakes. Of course, kids younger than five should get to play with dirt now and then, too.

Everyone gets mad sometimes

Do you know any grown-ups who get mad? Silly question, isn't it? It's hard to find a person who doesn't get mad once in awhile, but most of us learn to control our emotions more and more as we grow older. The thing to remember is that it takes a long time, and even so, no one ever learns complete control over himself. So, the younger children are, the less control we should expect them to have. They will cry very loudly. When they get mad, they get mad all over; they jump up and down and scream and holler! The funny thing is that when they are very happy and having lots of fun, they may jump up and down and scream and holler too, and make just as much noise. But when kids are happy and making noise, it doesn't bother us nearly as much, so we usually let them have their fun. As they grow older, they learn to control their happiness pretty much by themselves. After all, you don't see many adults jumping up and down when they are happy do you? So when little Hobart gets mad, it is best to let him get mad and ignore it as much as possible. If he doesn't get any attention for acting that way or doesn't get what he wants, he will probably decide rather quickly that it is a waste of time.



Sometimes when he gets mad, he may take it out on his toys by breaking them. When something like this happens, it gives us a good chance to help him learn to control his emotions and by this time he is ready to begin learning a little control. Tell him that you understand how he feels and that we all get mad sometimes but that it doesn't help to break things. Also, you could say that he might not get another one if he breaks that toy. Then, show him something he can do when he gets mad that won't hurt anything, like kicking a ball or hitting a "Punch-me" clown doll. Pounding nails in an old board is good, too, and you might even get him interested in building something.

EXTRA READING

Your Child From One to Six—U. S. Children's Bureau Publication

"At Five to Six Years," pp. 5-6

"Learning Emotional Control," pp. 59-66

"Learning Affection and Love," pp. 67-68

"Growth of the Child's Personality," pp. 69-71

"Helps to Good Behavior," pp. 72-73

QUESTIONS

1. In what ways is a 5-year-old getting pretty grown-up?
In what ways would you say he isn't so grown-up?
2. Why do you think children sometimes get scared at night?
What can you do if this happens?
3. Why do most of us feel good when we make things with our own hands?
4. When we help children make things, why shouldn't we give them too much help?
5. A 5-year-old may make something, but we know we could make it better. Why should we tell him that what he did is very good?
6. Why do you think people get feelings of inferiority?
What can you do to keep children from feeling that way?
7. Should we expect little children to lose their temper quite often? Why?
8. How can you best help children to control their emotions?
9. If a 5-year-old gets mad at his toy and begins to break it, what would you do?

At Six—Something New Has Been Added

A lot of things have happened to Hobart since we started talking about him when he was a one-year-old. And, when we stop to think about it, almost everything that happened took place pretty close to home. But now he is six and a rather important change takes place. He is going to school! This means that he has to meet a lot of new people like teachers and children and get used to some new situations. If you ever moved from one city to another and had to start in a new school, you know a little bit how he feels. He is a little concerned with the change in his life and also by the feeling that now he has to grow up pretty fast.



School can be hard at six

Remember that school is probably harder for him than you may think. Imagine starting in school when you aren't very sure of yourself, can't sit still very long, and don't know what school is all about. He may want to tell you about his teacher or things he did at school, and he will like it if you listen and ask him questions about it. Tell him how you felt when you first went to school. He will be very interested.

It's hard to keep up

He will try to do things that older children do and may feel pretty upset and confused when he finds he just isn't big and strong enough yet to play such games. Get him interested in things he can do. It is better for him to play with kids about his own age because he can do the things they do. But, of course, this is not so important that he shouldn't be allowed to play with older children.

**Another negative stage**

You may find that he isn't as cooperative as he was last year. In fact, he may refuse little jobs that he liked to do at five. If you ask him about it, he may say "So what?" or "You can't make me!" You may feel like blowing your top but it's better to keep your temper. It helps if you know that Hobart is saying "Nuts to you" now in much the same way as he was negative when he was 2 years old. Remember when he said "No" to everything and made you sit up and take notice that he was growing up? Well, he is growing some more and wants you to know it!

What will he do next?

His table manners certainly have improved since he put the cereal bowl on top of his head when he was a year old. Now that he is six, you figure his manners should be about perfect. Well, here's a surprise for you. They may not be so hot! He may go back to eating with his fingers, knock over his glass of milk, teeter on his chair, and even wipe his mouth with the back of his sleeve. Sad, isn't it? But give him time. His manners will improve before long.

You may also have trouble when it's time for him to take a bath or wash his hands. When you can't see any reason for doing something, you figure it is strictly a waste of time, and that is exactly the way he feels about washing. Six-year-old Hobart is not very neat with his clothes when he takes them off either. He leaves them wherever they land when he kicks them off. Probably nothing you can do will make him much neater either. It is a good idea to let him know you disapprove of his behavior, however, even if you don't expect any immediate results.

"You old * !! ** ! ** ! ?"

By six he can swear like a trooper! It's about this age that kids use lots of "toilet talk," too and it can upset you if you aren't prepared for it. If no one pays any attention, it's no fun for him so he will be likely to stop talking this way in a little while.

A last word on discipline

Has it sounded to you as if all we have to do is just "let 'em grow" and that children will turn out O.K.? Before leaving, then, let's make it clear that letting them grow is only part of it. If we want to develop well adjusted individuals, it is important that we give children plenty of freedom to develop their personalities, but it is equally important that we help them learn how to control themselves. If we let 6-year-old Hobart throw a rock through a window and don't say anything, we can expect 21-year-old Hobart to throw dishes at his wife whenever he gets mad at her! Why? Because if children are allowed to do anything they want while they are growing up, they will keep trying to do anything they want as adults. Such people are hard for everyone to get along with, and sometimes they end up in jail because they refuse to obey our laws.

So, when a child does something that you think he shouldn't, remember what you've learned about children and try to decide whether it's just something *you* think is "bad" or whether it's something he has to do to learn and grow. If you still think he shouldn't be doing it, tell him so and explain why. If he keeps on, be a little more firm, but try not to get mad. If he is angry and breaking something say, "I guess we should put this away until you feel better because we can't break it." If he cries after you take it away, you can put your arm around him, showing him that you still love him but also staying firm, repeating, "I'm sorry, but I can't let you break things." If he is getting too rough with other children you could say, "I guess you will have to play by yourself until you feel better." You'll have to direct him firmly upstairs or toward another room, telling him to, "come back when you feel like playing nicely." Chances are he'll slip back into the room several minutes later—feeling cheerful and ready to play with the others again. Of course, it's best to drop the subject of his naughtiness and welcome him back into the group. He really just needed a rest for a minute—not punishment!



EXTRA READING

By now you probably have given the two extra reading books a good thumbing through. Did you come across any topic that looked interesting which wasn't suggested at the end of any of the sections? You probably did, so why don't you go back now and read about a few things which weren't discussed in this manual. Here are some suggestions:

The Pocket Book of Baby and Child Care by Benjamin Spock

"Elements in the Diet," pp. 216-222

"Foods and Meals," pp. 222-235

"Illness," pp. 347-425

"First Aid," pp. 425-443

"Nursery School," pp. 275-280

Your Child From One to Six—U. S. Children's Bureau Publication

"Food," pp. 21-30

"How Children Learn," pp. 36-38

"The Value of Play," pp. 75-88

"Prevention of Accidents," pp. 112-113

QUESTIONS

1. Tell about a 6-year-old you know and some of the things he does.
2. Why is going to school for the first time such a big event in a child's life?
3. In what ways do you think a child might act differently as a result of going to school for the first time?
4. Do you think children should ever disagree with their parents? Why?
5. Why is it a good idea for children to have an opportunity to play with those their own age?
6. Why do you think children swear?
What would you do if a child swore at you?
Why?
7. Why do children need discipline?
How do you think children should be disciplined?
Give some reasons for your answers.
8. Make up your own list of good principles to follow in disciplining children.

Suggested Additional Reading

- Your Child and Other People* by R. W. Bacmeister
New Ways in Discipline by D. Baruch
Your Best Friends are Your Children by A. E. Benedict and A. Franklin
Off to a Good Start by I. S. Block
Don't be Afraid of Your Child by H. Bruche
Your Child Makes Sense by E. Buxbaum
Our Children Today ed. by Staff, Child Study Association
Better Home Discipline by N. E. Cutts and N. Moseley
Fathers are Parents, Too by O. S. English, M.D. and C. J. Foster
Child Care and Training by M. L. Laegre and J. E. Anderson
The First Five Years of Life by A. Gesell
Understanding Children's Play by R. E. Hartley, L. K. Frand, and R. M. Goldenson
Understanding Your Child by J. L. Hymes
Parent and Child by C. Mackenzie
Consider the Children—How They Grow by E. M. Manwell and S. L. Fahs
It's a Wise Parent by M. S. Smart and R. C. Smart
The Nursery School by K. H. Read
The Parents Manual by A. W. M. Wolf