

A STUDY OF BEHAVIOR
IN A GROUP OF INSTITUTIONALIZED CHILDREN

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been omitted from page numbering.)*

by

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INTRODUCTION

In the literature reporting studies of problems of institutionalized children, there has been amassed a large body of evidence indicating that, by the lack of opportunity for close attachment to a mother-figure, personality development is seriously hampered in the case of preschool children. It is recognized that foster-home placement is to be preferred for these children, as more nearly matching the environment of natural family life. There remains, however, a large number for whom such placement is not available. It therefore seems important to continue the study and analysis of the various aspects of institutional environment in an effort to determine more exactly those points at which some change can be effected which will render it a more adequate milieu for the personality development of the young child. It is hoped that this study will make a contribution toward this end.

REVIEW OF LITERATURE

A census taken in 1933 revealed that 242,929 dependent and neglected children were being cared for in institutions and foster homes in this country, (Hopkirk, 28). A later census, intended to bring these figures up-to-date, was never carried out due to the war, but it stands to reason that with the normal increase in population, as reflected in recent national census figures, this number has undoubtedly increased.

Consequently, the problems of caring for children in institutions must still be dealt with.

This is not to imply that eventually institutional living for all children under all circumstances should be abolished, for a number of studies (6), (9), (22), (32), (41), have revealed that for many children there are definite values in group living. It has been recommended (22), (28), that both foster-home care and institutional placement should be considered in plans for a child, and the choice made with careful preliminary study of the individual child's problems, needs and capacities.

Burlingham and Freud (8), however, have wisely pointed out that social and economic factors will probably determine whether these children are reared in groups or in families. It is an often demonstrated truth that adequate foster-homes are not available in enough numbers to provide such a solution to the placement of every child who needs substitute care. Also, Clothier (9) points out that "Children in foster family care continue, in alarming numbers, to present problems and to grow up to be poor citizens and inadequate personalities."¹ Nevertheless, the arguments are well documented in favor of the foster home for the majority of children (8), (10), (38), and especially for the child under six years of age, while the institution is being increasingly looked to for therapeutic group

¹Florence Clothier, "Institutional needs in the field of child welfare," *Nerv. Child* 1948, 7:154.

work where problem behavior indicates the need for such treatment, (6), (9), (22), (32), (36), (41). Therefore, in view of these various aspects of the problem, we must recognize that institutional living will continue to be the status quo for many.

Traumatic Effects of Institutional Living

Among child welfare specialists, there has been notable concern over the large number of institutionally reared children who reach adulthood without having developed those traits of personality and character which are necessary for responsible adult living.¹ Why do such a high percentage exhibit unsocial behavior? Why are so many unable to give and receive affection? Why are they unable to understand and accept limitations? Why are they so insecure, so helpless in the face of the necessity to adjust to living in the world outside of the institution?

In a study of 38 young people, 16 to 25 years of age, (Beres, 5) with an early history of institutional living between the age of two weeks and four and a half years, there were four who were psychotic, seven suffering from character

¹William Goldfarb, "Rorschach test differences between family-reared, institution-reared and schizophrenic children," Am. Jour. Orthopsychiat. 1949, 19:632. "It has been found that institution and schizophrenic groups of children are similar in a number of Rorschach trends. The Rorschach Test confirms that both groups are deficient in rational control, regard for reality, consistent drive for intellectual and social attainment, and emotional maturity. Both schizophrenic and institution children show an essential and primary disturbance in all aspects of personality."

disorder due to psychic immaturity, twelve with neurotic character disorders, two with character disorders of a schizoid nature, four classed as mentally retarded, two with the diagnosis of psychoneurosis and only seven who were considered to be satisfactorily adjusted.

Emotional Developmental Needs

It is now known that the emotional developmental sequence, comparable to the more widely recognized physical developmental sequence of young children, operates in much the same manner as the latter. That is, any interruption, interference or basic deprivation in the normal development of emotional and personality structure has a permanent stunting effect upon the total personality and cannot be compensated fully at any later period (Dule, 11).

The innate drives to love and be loved, to feel secure, and to achieve must be nourished from earliest infancy by a continuous warm and satisfying relationship with an adult "parent person" if emotional development is to take place normally.¹ Part and parcel of this basic and essential child-adult relationship is the process of "identification", wherein the child adopts for himself specific attitudes and qualities of

¹Kate Friedlander, "The significance of the home for the child's emotional development during the first six years," Jour. Ment. Sci. 1948, 94:305-313. Transformation of primitive instinctive drives economically and in such a way as to assure a good character formation and prevent laying down of future neurotic patterns, early object relationships in ego development, and strong super-ego formation require a constant contact of mother and child.

personality and character from the loved person, a process which is essential to the formation of an adequate ego structure.

Children need someone with whom to identify because they need patterns of goodness, of kindness, of warmth, of friendliness, of happiness. They need to see and feel those things in context as exhibited by another human being's make-up, actions, and emotional tone, as part of the way they meet life and greet other people. Children need to identify with adults who like the work they are doing.¹ Children need to see a feminine role and a masculine one.¹

Friedlander says, "The development of an ethical code that will be strong enough to govern the individual's future actions is dependent on the existence of family life."²

Supplying Needed Emotional Experiences - The Parent Substitute

For obvious practical reasons, no group home exists where a full-time set of parent substitutes can be provided for each child. No staff person can be bound to a "life-tenure" contract to protect the child from the breaking of emotional ties which he may have formed with that person. He may even experience several such traumatic breaks in the first few years of life. The avoidance of any experience of privation is impossible, yet much can be done toward providing these children with more satisfactory emotional experiences. More and more institutions

¹Lawrence K. and Mary H. Frank, "One way to personality," Childh. Ed. 1949, 25:389.

²Friedlander, op. cit., p. 305.

are concerning themselves with meeting this need.

Freud and Burlingham (15) have reported experiences with the formation of "artificial families" within residential nurseries in wartime England. Four or five children were put under the guidance of one young nurse or teacher, with another to substitute during "off-hours" and days off duty.

In all these instances, the group reactions of the children quickly changed to the emotional reactions of children in a natural family setting. They formed a strong and possessive attachment to their nurse and were at the same time more exacting, but also more willing to make sacrifices for her, than they had been before. Certain steps in development which had been difficult or impossible in the group setting, as for instance habit training, were under these changed conditions easier to accomplish. The other children of the same "family" were then treated with the mixture of jealousy and toleration which is one of the characteristics of the brother-sister relationship; but this tolerance was not extended outside the family. The children quickly developed an understanding of the other families and respected each other's rights to the possession of a particular grown-up.¹

Such a solution may leave much to be desired; yet one must not lose sight of the fact that few children living within the shelter of their own homes reach adulthood without some emotionally damaging experience. Few of the most conscientious parents are so emotionally mature that they are fully able to satisfy every such need in their own children. So, while the desirability of the more favorable climate of the parental home for optimum personality development is acknowledged, some encouragement is given to attempts to fill the void that exists

¹Anna Freud and Dorothy T. Burlingham, "Infants without families," International University Press, New York 1944, pp. 53-54.

for those who cannot have that advantage.

The process of identification continues throughout childhood and adolescence.

Every situation into which the child enters wholeheartedly is an experience in identification which contributes to his acculturation. He develops the capacity to take a role and play a part in life by observing and playing roles and by assuming real responsibilities suited to the level of his developing capacities and powers of identification.¹

Every staff member in the children's institution should be made aware of this process of identification, and to recognize his own responsibility to carry out his function, within the bounds of reality, for any child who may relate to him in this way (Hallowitz, 25). The caseworker is often the logical person to assume such a role, since he is more adequately trained, is the first staff person the child knows, and is the one who carried the child through his first and often frightening day in the new environment. The caseworker is frequently the link with the parent and because of freedom from routine duties in connection with the care of the children, is most available for private conversations when the child needs a confidante or guide. An excellent example of the value of the caseworker in this role is related by Hallowitz (25) in the case study of the child of an unwed mother. The boy was unattractive, uncooperative, stubborn and demanding. He was neither liked nor accepted by the other children. In his cottage he was destructive

¹Editorial, Childh. Ed., May 1949, page 387.

and reacted to the requests of his housemother with temper tantrums. School efforts were erratic and he was failing in his class. The caseworker arranged to see the boy twice a week and over a period of 15 months a warm relationship was developed. The child soon began to call the worker "Pop" and to ask to be embraced at the beginning and close of each interview. The child began to imitate the caseworker's walk and expressions. As the identification process developed, the boy's behavior problems began to disappear; he made friends with other children and his relationships with other members of the staff became warm and friendly. Eventually it became necessary to work through with him the reality fact that the caseworker could not really be his father. When the child was able to accept this, he went on to work out with the caseworker a plan to go to live with his mother. The boy's strengthened ego-structure was accredited with the success of this plan and his eventual willingness to terminate the supportive relationship of the caseworker. Such skillful handling cannot be expected of most cottage-parents, nor of the maintenance staff, any one of whom might be chosen by the child as his "ego-ideal". Yet, if such people are in themselves warm and understanding personalities, emotionally satisfying relationships with them will enable the child to develop more normally. Even though these ties may be broken by staff changes, the child is better off than if he had never formed them.

For these reasons, the institution staff should include a

wide variety in personality types; "warm, almost overly maternal women, warm but rather reserved women, fatherly men, less fatherly men, but most of all those who provide satisfactory ego ideals and desirable criteria for acceptable people of the opposite sex." And they must "fundamentally like children and enjoy working with them regardless of the child's manners and conflicts."

Finally, there should be sufficient staff and a flexible enough program so that the child is free to choose the meaningful staff person rather than that the staff person be imposed upon the child. This requires flexibility in the grouping of the children, and it implies that at no time is the program of the institution more important than the child himself.¹

Intellectual Retardation in Institutionalized Children

Returning to the problems of the very young child in the institution, many studies have been carried out to determine the areas and degree of developmental retardation which can be observed in the average "institution child". Freud and Burlingham (15) reported decided speech retardation among their subjects of nine months to two years of age. Yet, when children were home on visits, "They sometimes gain in speech in one or two weeks what they would have taken three months to gain in the nursery."² The authors attribute the sudden improvement not only to the closer emotional relationship with the mother

¹Ibid., p. 409

²Freud and Burlingham, op. cit., p. 19.

but to increased opportunity to imitate.

Another study, by Moore (34) of the speech content of selected groups of orphanage and non-orphanage preschool children, revealed an environmentally deprived situation among the former group, whose speech centered mostly around the play materials available at the preschool which they attended with non-orphanage children, around parts of the body, buildings, and furnishings whereas the latter group exhibited a much wider experience, and much more imagination.

Armac (3) studied a group of 100 children born in an institution, half of whom were placed in adoptive homes within three months of birth, and half of whom remained in the institution until their second birthday. Using the Gesell Developmental Schedule before the 28th week, and the Cattell Infant Intelligence Scale between the first and second birthday, she found a significant difference in the test scores of the two groups. In the adopted group, up to the child's 24th month, there was no significant difference of the I. Q.'s with that of the mothers. However, she found no relationship between the I. Q.'s of the mothers and those children who remained in the institution. In both tests, the mean I. Q. of the institution children was below that of the adopted group.

Crissey (10), in a detailed and painstaking study of the mental development and educational achievement of children living in institutions, found a general trend of loss in mental ability, with continued institutional residence.

Social Retardation in the Institutionalized Child

Bodman, et al. (7) undertook a study of children in institutions in Somerset County, England, which revealed a marked social retardation in comparison with children from "normal" homes. As a result they were found to be seriously hampered in adjustment when they became old enough to leave the home.

Enriched Environment a Stimulus to Intellectual and Social Growth

Each of the studies of the intelligence and social adjustment of children in group homes made strong recommendations toward the enrichment of the environment of the institution, in the provision of more and different kinds of experience and materials, more opportunities for experiences outside the institution, including participation in community groups and activities. Attendance at a variety of Sunday Schools and churches, opportunities for belonging to Boy Scout and Girl Scout groups, attendance at public schools and frequent excursions, all in small groups, are suggested ways of making the children feel more a part of the community and the life of children outside the institution.

A study by Skeels, et al. (38) at the University of Iowa, in which a group of three year old orphanage children were given regular nursery school experience, showed very positive results in improvement of intelligence, language development, motor achievement and social competence as compared to a

matched group of children who shared the orphanage environment with them, but were not given the additional stimulating experience in the nursery school.

Edmiston and Baird (13) demonstrated convincingly, in a study involving 1058 children, the value of attendance at public schools for those living in children's homes. These children scored significantly higher on the California Test of Personality in items of self-reliance, a feeling of personal worth and in freedom from nervous tendencies than did those who attended school within the institution. The latter group, however, were superior in a sense of personal freedom and a feeling of belonging. The authors felt special efforts could be made to improve these areas of adjustment for those attending public schools.

Physical Retardation in Institutionalized Children

An investigation by Fried and Mayer (16) revealed "growth failures" for 75-90 per cent of the children at the time of their admission to the institution. In four case studies, subsequent growth failures were closely correlated with socio-emotional disturbance and in some instances the emotional problem was a formidable barrier to physical recovery.

Treatment of Emotional Problems of Institutionalized Children

This leads to the consideration of the possibilities for psychiatric treatment for emotional disturbances in the

institution child.¹ The psychiatric social worker may be the most practical solution for this need, but it is generally felt that institutions can profit by using outpatient assistance for their children, particularly for the more severely disturbed.

Play therapy, in the hands of an adequately trained person, is particularly worthwhile for younger children. This has been demonstrated by Miller (33) in her work with children at Moosehart. In her discussion of the emotional problems of these children, Miller reported that most of the children were passive and unresponsive, mentally and physically, in infancy; that preschool children demanded attentions more appropriate to the care of infants and that they reacted with temper to normal frustrations. "The older he is or becomes, the more aware he is of the significance of the rejection implied in his institutionalization." By demonstrating that someone is willing and able to meet the demands and needs of the child, "play therapy may prove helpful to a child in an environment deprived in crucial areas of those elements regarded as essential to the normal development of a child in our culture."²

¹David Beres and Samuel J. Obers, "The effects of extreme deprivation in infancy on psycho structure in adolescence; a study in ego development," R. S. Bissler, *The Psychoanalytic Study of the Child*, Vol. 5, p. 231. "The therapeutic nihilism which has characterized the approach to these cases is not warranted if we limit the aim of therapy to increasing of ego functioning at the level of social adjustment." It has been pointed out that the potentialities for the formation of personality throughout latency and adolescence has for some time been underlined in psychoanalytic writings.

²Helen E. Miller, "Play therapy for the institution child", *Nerv. Child* 1948, 7:311.

The value of group living as a therapeutic tool has been demonstrated repeatedly. Bettelheim and Sylvester (6) have enumerated the values of naturally formed groups within a children's institution as follows:

1. The group's example demonstrates the safety of permissiveness and indulgence to the child.....fantastic fears abate, reality testing becomes possible.
2. The group permits the consolidation of the child's status.....success or failure does not become a matter of fate, but a result of spontaneous experimentation.
3. The group permits integration of disparate tendencies in the child. The individual uses group members as representatives for his discordant tendencies. Their isolation facilitates their mastery and inner unification becomes possible.
4. The group allows the individual to acknowledge hostile impulses which may then be integrated.
5. The group permits the child to face the traumatic past by providing strength in the present.
6. The group permits the child to gain status as an equal, which gives him strength through belonging.¹

Guidance by a skilled group worker is essential for full realization of the therapeutic potentialities in such an arrangement, however. "The skillful intervention of the group worker is often needed to assist a child to utilize constructively the demand the group makes upon him to stop or to alter an undesirable form of behavior."²

In the last analysis, it appears that the effectiveness with which any program meets the emotional and developmental problems of the institutionalized child depends upon the

¹Bruno Bettelheim, and Emmy Sylvester, "Therapeutic influence of the group on the individual", Am. Jour. Orthopsychiat. 1947, 17:685

²J. Franklin Robinson, "Therapeutic values of group experiences in a children's institution", Ment. Hyg. 1951, 35:443.

superintendent and those whom he chooses to direct the child care program. Training and insight into the nature of the child's problems are essential for such persons, but it is also their responsibility to gain the cooperation of housemothers, cottage parents and other staff members in order for the program, as they visualize it, to be implemented.

Proper use of conference and staff meetings, and handling cottage parents as teams which are in frequent and sympathetic communication with the supervisor regarding all problems, in a give-and-take professional relationship¹

is the best insurance for an effective program.

STATEMENT OF THE PROBLEM

Probably the most obvious single characteristic common to institutional living, as opposed to life in a private family, is a certain amount of regimentation with regard to the physical care of the children. This regimentation seems most likely to manifest itself in the common routines of dressing, washing, toileting and eating, areas of living in which the most frequent mother-child contacts might be expected to take place in normal family life.

The purpose of this study was fourfold: (1) to examine the behavior of the institution child during certain of the daily physical routines; (2) to observe the conformity or non-conformity he exhibits to adult established procedures for

¹Hallowitz, David. "Experiment in the supervision of cottage parents." Jewish Soc. Serv. Quart. 1948, 25:193-202.

carrying through the routines; (3) to investigate the possibility of a relationship between conforming or non-conforming behavior in routine situations and the child's general adjustment, as it may be reflected in his characteristic behavior in the total life situation; and (4) to offer suggestions for the modification of routine procedures as followed in the institution where the study took place, with the purpose of using more fully the opportunities within the situation for the child's emotional development and satisfaction.

PROCEDURE

Subjects

The ten children participating in the study were chosen from a group of eighteen preschool children living in Good Shepherd Home, Fort Defiance, Arizona. The children were all of Navaho parentage and had been placed in the home by the Navaho Welfare Service because of the death or disability of one or both parents or because of neglect. The placement agency also makes use of as many foster homes as are available to it, but uses the institution in order to keep siblings together, for special cases and when no other care is available.

Since there was but a small number of children from which to choose the experimental group, it was not possible to match for age, sex, length of residence or background. An attempt was made to keep a balance within the group with these points in mind, however. Table I gives the relevant data, showing that

Table 1. Background data concerning children studied.

| Child's Name | Sex | Age | Length of residence | Cultural Background |
|--------------|-----|---------|---------------------|----------------------|
| Banny | M | 71 mos. | 28 mos. | Navaho |
| Jasn | F | 70 mos. | 15 mos. | English ¹ |
| Jerry | M | 69 mos. | 28 mos. | Navaho |
| Jackia | M | 66 mos. | 31 mos. | English |
| Herbert | M | 66 mos. | 22 mos. | Navaho |
| Pearl | F | 63 mos. | 11 mos. | English |
| Kennath | M | 53 mos. | 5 mos. | Navaho |
| Julia | F | 48 mos. | 28 mos. | Navaho |
| Eddie | M | 47 mos. | 28 mos. | English |
| Ray | M | 46 mos. | 6 mos. | English |

¹The term "English" is used here to indicate a knowledge of spoken English in the home from which the child comes, and some familiarity with the white-American culture.

half the children had entirely Navaho cultural backgrounds and the other half had some evidences of assimilation into the white-American culture evidenced by at least some knowledge of spoken English. It will be noticed that the Navaho-white cultural influences were fairly well distributed among the various ages of the children in the group and among those having had longer and shorter periods of residence in the institution. The ages of the children studied ranged from 46 to 71 months. Length of residence varied from five to 31 months. Two of the older and two of the younger children had lived in the institution less than 18 months. There was a fairly good distribution of age versus length of residence represented by the rest of the group. The group of children living in the institution at the time of the study included only five girls. Two of these girls were not appropriate for the study, since one gave indication of mental retardation and the other was under three

years of age. All the remaining children not included in the study were under three. It was felt that for the purpose of this study it was necessary to restrict the participants to those who were able to carry out the routine procedures independently. It was also believed that attitudes and skills in a wider age range would vary so much, due to the age factor, as to unduly affect the results of the study. Intelligence Quotients or facilities for obtaining such ratings were not available.

The children studied were from two dormitory groups, housed across the hall from each other. Their housemothers worked together through some parts of the day, and interchangeably when circumstances required it, so that whatever obligation there was felt to heed the authority of one was felt to much the same degree for the other. The two other housemothers working chiefly with the younger group also worked in this cooperative fashion and the children had much the same attitude toward them as toward the housemothers specifically assigned to them. The children showed some evidence of awareness of who was responsible for them but not to a degree which manifested itself in possessiveness or exclusiveness. This somewhat parallels the Navaho cultural pattern of diffuse relationships between the child and its mother, aunts and older sisters, (Laird and Kluckhohn, 31). All the housemothers were Navaho with not more than eighth grade education. For this particular group, the use of Navaho housemothers undoubtedly had some real values in maintaining ties with the native culture which might not be

possible if white housemothers with superior educational background were employed. This situation has not always existed, however, and those children showing a residence of more than 15 months had had experience with one or two former white housemothers.

All the children spent five and a half hours per day, seven days a week, in the nursery-school provided for them on the grounds, but in a building separate from their dormitory. Here they were under the care and supervision of a trained, white nursery-school teacher. The assistant nursery-school teacher who was in charge of the younger group and substituted with the older group on the head teacher's day off was a young Navaho woman with a grade-school education, trained for her work by the head nursery-school teacher. All the children in the study were in the older nursery school group. The nursery-school hours were from nine in the morning until twelve noon, and from three in the afternoon until five-thirty.

Meals were served in a large dining room where all staff members and older children eat. The preschool children sat at their own tables, with six or seven children at each table which was supervised and served by a housemother or nursery school teacher.

The customary daily routine for all the children was as follows:

- 6:45 - Dress, toileting, brush teeth and wash. Children gather in living room after dressing to play until breakfast. Hair is combed and hand-lotion dispensed during this time.

- 7:45 - Breakfast
 8:15 - First housemother finished with her table taking those children who have finished eating back to the dormitory, (second floor, same building).
 Toileting and bedmaking, then play in living room until time to go to nursery school.
- (9:00 - Outdoor play
 (10:00 - Stories and songs indoors
 Nursery (10:30 - Snack
 School (11:00 - Rest for younger children
 (Creative activities
 (11:30 - Toileting and washing for lunch (in rotation, by twos).
 12:00 - Lunch
 12:30 - Naptime
 2:30 - Toileting, dress after nap, play in living room until time for nursery school.
- (3:00 - Both groups go for a walk or ride away from grounds in good weather.
 Nursery (4:00 - Records, free play, group games
 School (5:00 - Washing and toileting before supper
 5:30 - Supper
 6:00 - Undressing, baths, toileting. Play in living room in pajamas and robes.
 7:00 - Prayers. Bed.

Because of the small number of children living in this institution, the culturally determined permissiveness of the Navaho housemothers, (Leighton and Kluckhohn, 31), and the progressive policies of those responsible for planning and administering the program for the children, it is the opinion of the writer that less regimentation was to be found in the routine procedures here than might be true in some other institutions caring for preschool children. However, it is also the writer's belief that the problems of caring for the physical needs of eighteen children would necessitate, in any case, a certain amount of regimentation, not found in individual families. She also believes that a child's feelings of security or of anxiety about his individual status could well be reflected

in the conformity or non-conformity of his behavior during these routines.

Methods and Materials

Characteristic Behavior Scale. It was not possible to include in this study any standardized personality or behavior tests or the results of such tests. However, since some method of evaluating the general adjustment of individual children included in the study was needed in order to facilitate the analysis of behavior during routines, a rating scale for characteristic behavior was constructed.

The scale was made up of two parts intended to show the degree of positive or negative response to the environment which seemed characteristic of each child. The items in the two parts of the scale were not intended to present opposite aspects of the same behavior, but to supplement each other in covering a wide variety of responses to life situations.

Part I, which was intended to rate positive response to the environment, included items relating to cooperativeness, initiative, creative use of materials and equipment, interest in group activities, friendliness, social self-reliance, physical independence, eating and sleeping. Part II, intended to rate negative response to the environment, included items related to frequency of crying, temper displays, conflicts, aggressiveness, attention-getting behavior, fearfulness, passivity, nervous habits and social isolation.

Numerical values were assigned to each of six terms used to describe the characteristic response of the child to the situations itemized in the scale as shown by the rating key at the beginning of the scale. A 100 per cent positive response to the environment would result in a score of 100; whereas a 100 per cent negative response would render a score of 0.

After the scale was constructed, it was sent to two persons of professional status in the field of child guidance for their critical evaluations. The scale was then revised on the basis of their criticisms.

Each child was rated independently by the head nursery-school teacher and the child-care director of the institution, both of whom had academic training and a number of years' experience in the field of child guidance, as well as a thorough knowledge of the children whom they were rating. Preliminary to making the ratings, these two persons discussed, in detail, each item included in the scale in order to arrive at, as nearly as possible, a common understanding of definition and interpretation on each item.

No attempt was made to set a definite score above which point a child would be considered well-adjusted, and below which he would be considered poorly adjusted. For the purposes of this study, the higher the score the child received, the better his adjustment was considered to be. However, before beginning the rating, those who participated were asked to check a three-point "adjustment" evaluation regarding her opinion of the adjustment of the subject. These opinions were

later checked against the scores of the Characteristic Behavior Scale.

Rating Scale of Characteristic Behavior

The rating key is as follows:

| | Part I | Part II |
|-------------------|--------|---------|
| Always..... | 5 | 0 |
| Very frequent.... | 4 | 1 |
| Often..... | 3 | 2 |
| Sometimes..... | 2 | 3 |
| Seldom..... | 1 | 4 |
| Never..... | 0 | 5 |

All types of behavior indicated in the description of the phrase may not always be a part of the child's response to the situation, but are examples of what to consider in interpreting his behavior; a child who does most of the things listed under any item, most of the time, will receive a rating of 5 under Part I, 0 under Part II.

Child's Name:

Date:

(Check this "adjustment" evaluation before rating on Characteristic Behavior Scale.)

Do you consider this child very well adjusted? _____

moderately well adjusted? _____

poorly adjusted? _____

Part I.

Rating

- Cooperates in routine procedures..... _____
(Comes within a few minutes of being called for the routine; waits turn without pushing ahead of others, but without hanging back; does as much as he can for himself but accepts needed assistance readily.)
- Complies with requests..... _____
(Does not resist direct requests from an adult by pouting, crying, temper outbursts or passive non-compliance, but tries to do what is asked.)

3. Finds things to do or to play with, without help.... _____
 (Is interested in surroundings and play equipment and keeps occupied without having to be urged; does not spend time just sitting or standing, or in provocative behavior towards others.)
4. Takes part in group activities with pleasure..... _____
 (Listens to stories, records, participates in songs and other activities of whole group without coaxing from teacher or creating distractions.)
5. Friendly relationships with other children..... _____
 (Does not initiate conflicts with other children. Shares toys, plays often with one or more cooperatively, shows sympathy and helpfulness when appropriate.)
6. Friendly with adults..... _____
 (Responds to friendly overtures by adults, feels free to approach adult for affection, to share an interest, ask for help, etc.)
7. Maintains his rights with other children..... _____
 (Does not allow others to take a toy he is using, mark or cut on his paper aggressively, or enter his play activity destructively, without trying to defend himself.)
8. Eats well..... _____
 (Accepts food served, finishes meal in average length of time for group, has few dislikes, does not gulp food nor eat excessive amounts.)
9. Falls asleep easily..... _____
 (Is usually asleep within half hour after being put to bed, accepts bed routine and is willing to stay in bed.)
10. Sleeps soundly..... _____
 (Does not waken unless disturbed by outside conditions, does not cry out or moan in sleep.)

Total score _____
 (Part I)

Add total score, Part II _____

Final score _____

Part II

Rating

1. Frequency of crying..... _____
(Responds to thwarting or interference with tears, cries easily when hurt, cries for no apparent reason or when others are crying.)
2. Frequency of conflicts with other children..... _____
(Quarrels frequently while playing with another child; cannot enter play of one or more others in a friendly manner.)
3. Unprovoked attacks on other children..... _____
(Attacks other children by hitting, etc., without overt provocation, tries to take toys or usurp equipment another child is using, enters other children's play aggressively and destructively.)
4. Special bids for attention from adults..... _____
(Tries to gain attention by uncooperative or provocative behavior, whining; cannot allow another child to receive special attention without trying to crowd in or push other child away; asks frequently to be held or carried; asks for help with something he is capable of doing for or by himself.)
5. Frequency of temper displays..... _____
(Responds to thwarting of wishes, either intentionally or accidentally by adult or other children, with hitting, kicking, screaming, throwing self on floor or similar display of violent anger.)
6. Frequency of resistant behavior..... _____
(Responds to directions or requests by pouting, defiance, refusal to cooperate.)
7. Frequency of bed-wetting or day-time accidents..... _____
8. Frequency of nail-biting, thumb-sucking, masturbation, or other self-comforting or nervous activities..... _____
(Resorts to one or more of such activities.)
9. Allows other children to dominate or bully him..... _____
(Does not defend himself against aggressiveness, consistently allows another child to tell him what to do without trying to follow his own wishes or interests.)

10. Plays by himself greater part of the time..... _____

Total score _____
(Part II)

Anecdotal Records.¹ The collection of a series of anecdotal records on each child was chosen as the most appropriate method of gathering data for the study of behavior during routines. A schedule was set up to include the taking of records on a single child throughout four different routines in one day. Another set of records was taken on the same child, for the same routines, one week later and a third set still a week later. Thus, at the end of the recording schedule, there were twelve records for each of the ten children.

The rising routine in the morning, nursery school toileting and washing before lunch, lunchtime and bedtime were selected as representing the greatest variety of routine activities during a single day.

In accordance with a technique developed by Goodenough (21) only the first three minutes of every five minutes of the duration of the routine were recorded. Shorthand was used in order to facilitate recording all that the child said or did and all that was said or done to him. It is recognized that a certain amount of what actually happened would escape observation, but the two minute lapses between recorded anecdotes were, in the opinion of the observer, an assistance to her in being

¹All anecdotal records upon which the study is based are included in the appendix.

fully aware of the total situation, and therefore an aid to accurate observation.

In order to ascertain any problems which might arise attendant to the recording of the children's behavior, and to accustom herself to the timing procedure, and the staff and children to her presence and note-taking activity, the observer spent five days observing and recording during the chosen routine periods before the taking of notes for the actual study began. Originally it had been planned to use dressing after naptime as one routine for study, but during the practice period this routine was found to be too brief to be of value and the rising period in the morning was substituted.

Although well known to all the children, the observer made every effort to make herself inconspicuous during the recording periods. Her efforts met with indifferent success but she has been careful to include in the record any conversation or other activity in which she was either actively or passively involved. It was very often necessary for the housemother or teacher to be in another room tending to other children or to other duties, with only an occasional visit to the room where any one child was proceeding with the routine, to see that all was going well. As a consequence, the observer was often the only adult present. A large number of the overtures made to her by the child being observed were a result of this circumstance. In few cases did the child seem to be aware that his words or actions were being specifically observed or written down, and in those instances

the observer moved away or in some other way tried to disguise the purpose of her writing.

Check-Sheet for Episodes of Conforming and Non-Conforming Behavior. In order to study the anecdotal records with regard to the conforming or non-conforming behavior exhibited, a check-sheet was prepared for tallying the instances of such behavior as shown in the anecdotal records. This check-sheet was also evaluated by the two professional persons who were asked to criticize the Characteristic Behavior Scale. Changes were then made on the basis of their criticism.

Part I is intended to provide for recording those occasions upon which the child did what was expected of him in the routine situation observed. The function of Part II is to record every instance when the child deviated from strict conformity within the routine observed. These deviations may take the form of thoughts, such as day-dreaming, speech--conversations or remarks not related to nor necessary to the routine, or action such as stopping to play or introducing unnecessary activities into the pattern of the routine. (See appendix for definitions and interpretation of items.)

The same persons who made the ratings on the Characteristic Behavior Scale then undertook a trial use of the check-sheet to ascertain its adequacy for tallying episodes of conforming and non-conforming behavior. Preliminary to the checking, they discussed items together in order to arrive at a common understanding of definition and interpretation. Following this

first experimental check, further revisions were made to improve the efficacy of the check-sheet and to clarify the items. A third person, outside the experimental situation was then asked to do a second experimental check on the revised check-sheet. Since she was unfamiliar with the routine procedures involved, she was provided with a resumé of the usual steps included in carrying out each routine observed. An analysis of the scoring on separate items after the two experimental checks revealed the fact that there was still a wide discrepancy between the scorers, in their understanding and interpretation of the various items on the sheet.

A list of written definitions was then carefully prepared and distributed to five persons, who discussed them point by point. The definitions and interpretations were consequently refined until the group felt that its members had reached a high degree of agreement. This discussion included methods of tallying on each item.¹

Following the discussion, each person independently tallied a sample anecdotal record on the revised check-sheet. The tallying on each item was then compared and differences discussed to clear up any remaining misunderstandings or disagreements as to definition and interpretation, without trying to influence differences of opinion as to whether or not any specific instances of behavior indicated conformity or non-conformity. With this clarification, and the revisions included in the

¹See appendix.

Check-Sheet for Behavior in Routine Activities

Child's name:

Date of observation:

Routine observed:

Part I - Conforming Behavior

1. Responds immediately by beginning or resuming the routine when the adult calls....._____
2. Does not inter-change steps in sequence of routine..._____
3. Omits no step in the routine....._____
4. Does not join in by-play initiated by other persons during any time of the routine recorded....._____
5. Does not join in conversation initiated by other persons, unnecessary to carrying through the routine during any of the recorded time....._____

Total, Part I

Part II - Non-Conforming Behavior

1. Prolongs or delays one or more parts of the routine.._____
2. Repeats one or more parts of the routine....._____
3. Initiates or participates in by-play during the routine....._____
4. Initiates or participates in conversation unnecessary to carrying through the routine....._____
5. Leaves place of routine at some time during the routine....._____

Total, Part II

scale which had been agreed upon, it was believed feasible to proceed with checking all the anecdotal records by the revised check-sheet. Each of three persons, including the observer, the person who had made the second experimental check and one other, who participated in the discussion of definition and method were asked to cooperate. Thus a check-sheet was filled out for each routine recorded for each child, by each of three checkers. Each checker's group of twelve sheets for each child was totalled for the score, then averaged to obtain the mean score for each child.

ANALYSIS OF DATA

Characteristic Behavior Scores

The two sets of scores and the arithmetical average on the Characteristic Behavior Scale are shown in Table 2. It will be noted that the two scorers agreed very closely in their ratings, the largest difference being that of eight points on the scores for Jackie. It will also be noted, however, that both persons rated him at the bottom of the list, and that the order of the other scores is very similar, only three children being placed in a slightly different order. The scores of these children range from 60 to 65 for Rater No. 1 and from 64 to 66 for Rater No. 2, hence the slight difference in relative placement seems of small importance.

Table 3 shows the results of the three-point adjustment evaluation in relation to the mean Characteristic Behavior

Table 2. Tabulation of Characteristic Behavior scores.

| Code : No. #: | Name : | Score by Rater : No. 1 : | Score by Rater : No. 2 : | Mean : Score |
|------------------|---------|-----------------------------|-----------------------------|-----------------|
| 1. | Jerry | 90 | 89 | 89.5 |
| 2. | Pearl | 87 | 83 | 85 |
| 3. | Herbert | 86 | 82 | 84 |
| 4. | Jaan | 78 | 76 | 77 |
| 5. | Ray | 68 | 75 | 71.5 |
| 6. | Julie | 65 | 64 | 64.5 |
| 7. | Eddie | 60 | 66 | 63 |
| 8. | Kenneth | 60 | 65 | 62.5 |
| 9. | Benny | 59 | 60 | 59.5 |
| 10. | Jeckie | 48 | 56 | 52 |

*The code number will be used in all graphs to indicate date referring to individual children.

scores. Here again, there is close agreement between the scorer's opinions of the children's general adjustment and the placement of their scores within the range of the whole group. That is, those children who were considered by the scorer to be

Table 3. Tabulation of Characteristic Behavior scores with adjustment evaluations.*

| Code : No. #: | Name : | Mean scores : Characteristic : Behavior : | Adjustment : evaluation : by Rater No. 1: | Adjustment : evaluation : by rater No. 2 |
|------------------|---------|---|---|--|
| 1. | Jerry | 89.5 | 1 | 1 |
| 2. | Pearl | 85 | 1 | 1 |
| 3. | Herbert | 84 | 1 | 2 |
| 4. | Jaan | 77 | 2 | 2 |
| 5. | Ray | 71.5 | 2 | 2 |
| 6. | Julie | 64.5 | 2 | 3 |
| 7. | Eddie | 63 | 3 | 2 |
| 8. | Kenneth | 62.5 | 2 | 2 |
| 9. | Benny | 59.5 | 3 | 3 |
| 10. | Jeckie | 52 | 3 | 3 |

*Key to adjustment evaluation: 1 - very well adjusted
2 - moderately well adjusted
3 - poorly adjusted

very well adjusted, were also those who earned the highest scores on the Characteristic Behavior Scale; those considered to be moderately well adjusted had scores in the middle range; and those considered to be poorly adjusted had scores in the lower range. Since those scores, which are less consistent with relation to the adjustment evaluations have a variance of only two points, this difference, also, seems to be of slight importance.

Table 4. Comparison of adjustment evaluations with characteristic behavior score range.

| | Adjustment evaluation | Characteristic Be- havior Score Range | Number of Children |
|--------------|--------------------------|--|-----------------------|
| Scorer No. 1 | 1 | 86 - 90 (4 points) | 3 |
| Scorer No. 2 | 1 | 83 - 89 (6 points) | 2 |
| Scorer No. 1 | 2 | 60 - 78 (18 points) | 4 |
| Scorer No. 2 | 2 | 65 - 82 (17 points) | 5 |
| Scorer No. 1 | 3 | 48 - 60 (12 points) | 3 |
| Scorer No. 2 | 3 | 56 - 64 (8 points) | 3 |

Table 4 shows the relation of the adjustment evaluations to the Characteristic Behavior scores for each scorer. Scorer No. 1 rated three children as "very well adjusted" and they showed a range of 86 to 90 points on the scale; she rated four children "moderately well adjusted" and they showed a range of 60 to 78 points on the scale; and she rated three children as poorly adjusted, and they had a range of 48 to 60 points. Scorer No. 2 rated two children as "very well adjusted" and they showed a range from 83 to 89 points; five children as "moderately well adjusted" who had 65 to 82 points; and, three children

as "poorly adjusted" who had 56 to 64 points on the scale. The table shows that in no case was the range of scores on the Characteristic Behavior Scale at variance, in the order of the scores, with the opinion of the scorer as to the general adjustment of the children, nor was there overlapping of the total scores in the three groups.

A very good range of scores was obtained from the scale, but because of the limited number of cases and the fact that only two people used it, no definite statement can be made regarding its value. However, considering the good range of scores obtained in this instance, and the closeness with which they agreed with the range of adjustment evaluation, it would appear that the Characteristic Behavior Scale was a useful device for indicating differences in general adjustment of the children studied.¹

It is the opinion of the writer that the close agreement between the adjustment evaluations and the Characteristic Behavior scores may be attributed to the very close acquaintance² the scorers had with the children whose adjustment they were

¹The value of the scale could be more clearly determined if a more detailed study were made, using a large number of children, in which the scoring was done through a process of checking behavior incidents directly from diary record samples of the children's behavior in a wide variety of activities. The resulting score could then be correlated with the results of a standardized personality test.

²Page 22

judging. Therefore, one could not assume that in other instances the judgement of the scorers alone would be sufficient basis for an adequate adjustment evaluation.

In comparing the results of the Characteristic Behavior Scale with the age of the child (Fig. 1) there appeared to be no well-defined relationship between the two. Although the four youngest children earned lower scores than four of the oldest, the two lowest scores were received by older children.

On the other hand, there was some indication that length of residence affected the child's adjustment as it was reflected in the Characteristic Behavior Scores (Fig. 2). Although the highest score was earned by Jerry (Code No. 1), who had lived in the institution 28 months, the four children other than Jerry, who had longest terms of residence had the lowest scores. One other low score, received by Kenneth (No. 8), who had been in residence only five months, might be an indication that he was still in the process of making his initial adjustment. These, of course, are but tentative conclusions, due to the small number of cases studied.

The range of scores was distributed evenly between those having only Navaho cultural influences prior to coming to the institution, and those who had already been exposed to some white-American acculturation. These scores, listed separately, show an average of within 2.3 points of each other.

| Code | Navaho | Code | English |
|------|--------------------|------|--------------------|
| 1. | Jerry 89.5 | 2. | Pearl 85 |
| 3. | Herbert 84 | 4. | Jean 77 |
| 6. | Julia 64.5 | 5. | Ray 71.5 |
| 8. | Kenneth 62.5 | 7. | Eddie 63 |
| 9. | Benny <u>59.5</u> | 10. | Jackie <u>52</u> |
| | 5) <u>370.0</u> | | 5) <u>358.5</u> |
| | Average score 74.0 | | Average score 71.7 |

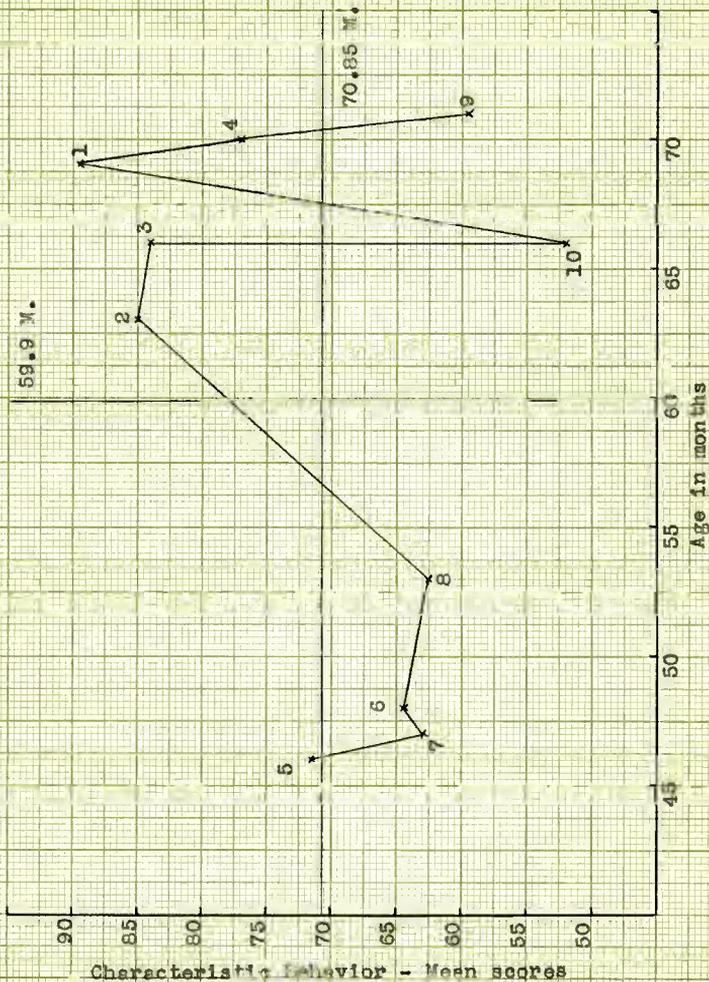
Conforming and Non-conforming Behavior Scores

The results of the check-sheet tallying of incidents of conforming and non-conforming behavior, as it was exhibited in the anecdotal records, are recorded in Table 5. The scores submitted by each of the three checkers are tabulated and the mean score determined.

Table 5. Tabulation of check-sheet scores.

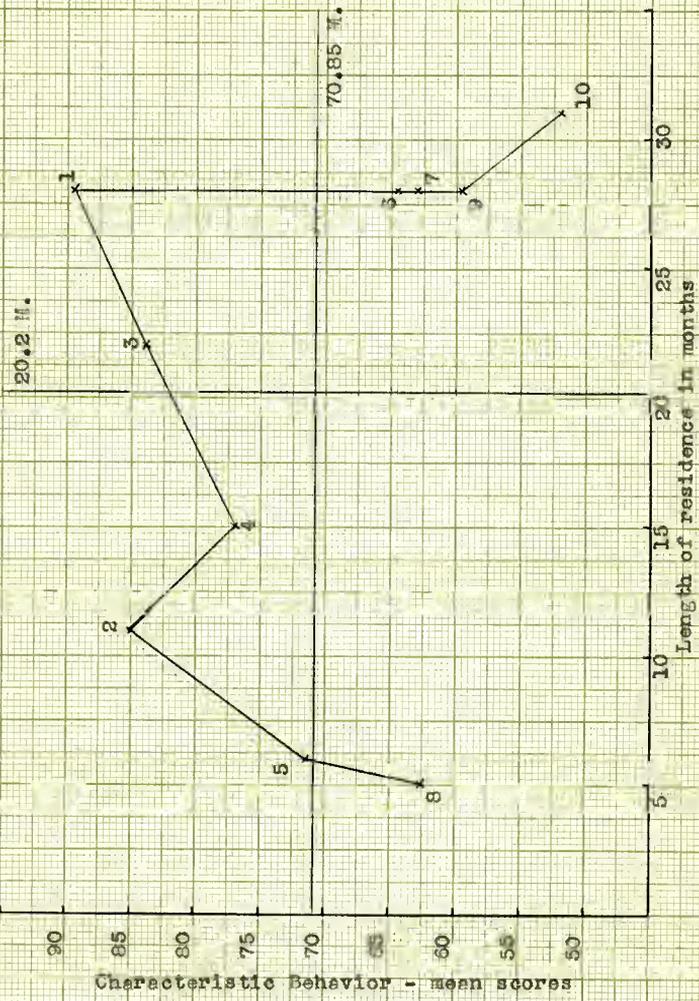
| C o d e | : | : | : Conforming : | | | : Non-conforming : | | | | |
|------------------|---------|---|----------------|---------------|----------|--------------------|----------|------|-----|-------|
| | | | : Child's | : Behavior | : Mean | : Behavior | : Mean | | | |
| e | : | : | : Scores : | | | : Scores : | | | | |
| | | | : Name | : Checker No. | : Scores | : Checker No. | : Scores | | | |
| | | | : 1. | : 2. | : 3. | : 1. | : 2. | : 3. | | |
| 1. | Jerry | | 38 | 43 | 30 | 37.0 | 73 | 60 | 53 | 62.0 |
| 2. | Pearl | | 40 | 46 | 36 | 40.6 | 83 | 80 | 67 | 76.6 |
| 3. | Herbert | | 38 | 41 | 40 | 39.6 | 65 | 58 | 60 | 61.0 |
| 4. | Jean | | 36 | 44 | 39 | 39.6 | 56 | 59 | 40 | 51.6 |
| 5. | Ray | | 48 | 58 | 46 | 50.6 | 115 | 101 | 99 | 105.0 |
| 6. | Julia | | 44 | 58 | 50 | 50.6 | 104 | 91 | 86 | 93.6 |
| 7. | Eddie | | 39 | 41 | 35 | 38.3 | 98 | 88 | 67 | 84.3 |
| 8. | Kenneth | | 36 | 39 | 34 | 36.3 | 104 | 90 | 108 | 100.6 |
| 9. | Benny | | 39 | 40 | 26 | 35.0 | 78 | 65 | 53 | 65.3 |
| 10. | Jackie | | 40 | 44 | 38 | 40.6 | 74 | 77 | 75 | 75.3 |

Table 6 lists all the relevant data for the main body of the analysis, including the background, age, length of residence and total mean scores for conforming and non-conforming



(Numbers on graph line are code numbers of children; see Table 3, p.32)

Fig. 1. Characteristic behavior scores in relation to age.



(Numbers on Graph line are code numbers of children; see Table 3, p.32)

FIG. 2. Characteristic Behavior scores in relation to residence.

Table 6. Mean scores for conforming, non-conforming and Characteristic Behavior.

| Child's Name | Background | Age in mos. | Term of residence in mos. | Conforming Behavior Scores | Non-Conforming Behavior Scores | Characteristic Behavior Scores |
|--------------|------------|-------------|---------------------------|----------------------------|--------------------------------|--------------------------------|
| 1. Jerry | Nav. | 69 | 28 | 37.0 | 62.0 | 89.5 |
| 2. Pearl | Eng. | 63 | 11 | 40.6 | 76.6 | 85.0 |
| 3. Herbert | Nav. | 66 | 22 | 39.6 | 61.0 | 84.0 |
| 4. Jean | Eng. | 70 | 15 | 39.6 | 51.6 | 77.0 |
| 5. Ray | Eng. | 46 | 6 | 50.6 | 105.0 | 71.5 |
| 6. Julia | Nav. | 48 | 28 | 50.6 | 93.6 | 64.5 |
| 7. Eddie | Eng. | 47 | 28 | 38.3 | 84.3 | 63.0 |
| 8. Kenneth | Nav. | 53 | 5 | 36.3 | 100.6 | 62.5 |
| 9. Benny | Nav. | 71 | 28 | 35.0 | 65.3 | 59.5 |
| 10. Jackie | Eng. | 66 | 31 | 40.6 | 75.3 | 52.0 |

behavior and Characteristic Behavior ratings for each child.

Tables 7 through 10 give the check-sheet scores from each checker for individual children in the four routines, together with the calculated mean scores for those routines.

Table 7. Check-sheet scores for the rising routine.

| Child's Name | Conforming Behavior Scores | | | Mean Score | Non-conforming Behavior Scores | | | Mean Score |
|--------------|----------------------------|----------------|----------------|------------|--------------------------------|----------------|----------------|------------|
| | Checker No. 1. | Checker No. 2. | Checker No. 3. | | Checker No. 1. | Checker No. 2. | Checker No. 3. | |
| 1. Jerry | 8 | 11 | 5 | 8.0 | 31 | 25 | 22 | 26.0 |
| 2. Pearl | 10 | 10 | 11 | 10.3 | 49 | 48 | 29 | 42.0 |
| 3. Herbert | 5 | 7 | 7 | 6.3 | 24 | 22 | 21 | 22.3 |
| 4. Jean | 9 | 10 | 7 | 8.6 | 18 | 18 | 16 | 17.3 |
| 5. Ray | 12 | 15 | 14 | 13.6 | 30 | 27 | 26 | 27.6 |
| 6. Julia | 13 | 13 | 11 | 12.3 | 18 | 18 | 13 | 16.3 |
| 7. Eddie | 9 | 10 | 10 | 9.6 | 54 | 39 | 36 | 43.0 |
| 8. Kenneth | 9 | 9 | 10 | 9.3 | 35 | 27 | 34 | 32.0 |
| 9. Benny | 7 | 10 | 5 | 7.3 | 29 | 28 | 21 | 26.0 |
| 10. Jackie | 8 | 10 | 7 | 8.3 | 36 | 43 | 39 | 39.3 |

Table 8. Check-sheet scores for nursery-school routine.

| C : | Conforming : | | | Non-conforming : | | | Mean | Mean | |
|-----|--------------|-------------------|----|------------------|-------------------|-------------|------|------|------|
| | o : Child's | Behavior Scores : | | o : Child's | Behavior Scores : | | | | |
| d : | Name | Checker No. | | d : | Name | Checker No. | | d : | |
| e : | | 1. | 2. | 3. | e : | 1. | 2. | 3. | |
| 1. | Jerry | 9 | 8 | 5 | 7.3 | 8 | 6 | 6 | 6.6 |
| 2. | Pearl | 11 | 12 | 10 | 11.0 | 7 | 8 | 8 | 7.6 |
| 3. | Herbert | 13 | 13 | 13 | 13.0 | 2 | 1 | 3 | 2.0 |
| 4. | Jean | 13 | 12 | 12 | 12.3 | 7 | 5 | 4 | 5.3 |
| 5. | Ray | 12 | 17 | 11 | 13.3 | 25 | 13 | 16 | 18.0 |
| 6. | Julia | 12 | 15 | 13 | 13.3 | 17 | 9 | 9 | 11.6 |
| 7. | Eddie | 12 | 9 | 9 | 10.0 | 6 | 8 | 5 | 6.3 |
| 8. | Kenneth | 10 | 12 | 6 | 9.3 | 15 | 13 | 11 | 13.0 |
| 9. | Benny | 11 | 11 | 8 | 10.0 | 11 | 10 | 7 | 9.3 |
| 10. | Jackie | 9 | 9 | 9 | 9.0 | 13 | 11 | 12 | 12.0 |

Table 9. Check-sheet scores for lunch routine.

| C : | Conforming : | | | Non-conforming : | | | Mean | Mean | |
|-----|--------------|-------------------|----|------------------|-------------------|-------------|------|------|------|
| | o : Child's | Behavior Scores : | | o : Child's | Behavior Scores : | | | | |
| d : | Name | Checker No. | | d : | Name | Checker No. | | d : | |
| e : | | 1. | 2. | 3. | e : | 1. | 2. | 3. | |
| 1. | Jerry | 10 | 12 | 9 | 10.3 | 19 | 18 | 15 | 17.3 |
| 2. | Pearl | 9 | 13 | 9 | 10.3 | 13 | 11 | 9 | 11.0 |
| 3. | Herbert | 12 | 11 | 9 | 10.6 | 30 | 23 | 26 | 26.3 |
| 4. | Jean | 7 | 12 | 10 | 9.6 | 15 | 17 | 6 | 12.6 |
| 5. | Ray | 13 | 15 | 12 | 13.3 | 41 | 47 | 39 | 42.3 |
| 6. | Julia | 7 | 14 | 10 | 10.3 | 51 | 47 | 46 | 48.0 |
| 7. | Eddie | 10 | 12 | 9 | 10.3 | 16 | 20 | 13 | 16.3 |
| 8. | Kenneth | 10 | 9 | 7 | 8.6 | 25 | 23 | 20 | 22.6 |
| 9. | Benny | 9 | 8 | 6 | 7.6 | 21 | 14 | 12 | 15.6 |
| 10. | Jackie | 14 | 13 | 11 | 12.6 | 10 | 11 | 9 | 10.0 |

Table 10. Check-sheet scores for bedtime routine.

| C o d e | : | : Conforming : | | | | : Non-conforming : | | | |
|------------------|---------|-----------------------------------|--------|--------|------|---------------------------|--------|--------|--------|
| | | : Child's Behavior Scores: Mean : | | | | : Behavior Scores: Mean : | | | |
| | | : Name : Checker No. : Score : | | | | : Checker No. : Score : | | | |
| | | : 1. : | : 2. : | : 3. : | | | : 1. : | : 2. : | : 3. : |
| 1. | Jerry | 11 | 12 | 11 | 11.3 | 10 | 11 | 10 | 10.3 |
| 2. | Pearl | 10 | 11 | 8 | 9.6 | 14 | 13 | 11 | 12.6 |
| 3. | Herbert | 8 | 10 | 11 | 9.6 | 9 | 12 | 10 | 10.3 |
| 4. | Jean | 7 | 10 | 10 | 9.0 | 16 | 19 | 14 | 16.3 |
| 5. | Ray | 11 | 11 | 9 | 10.3 | 19 | 14 | 18 | 17.0 |
| 6. | Julia | 12 | 16 | 16 | 14.6 | 18 | 17 | 16 | 17.0 |
| 7. | Eddie | 8 | 10 | 7 | 8.3 | 22 | 17 | 13 | 17.3 |
| 8. | Kenneth | 7 | 9 | 11 | 9.0 | 29 | 27 | 22 | 26.0 |
| 9. | Benny | 12 | 11 | 7 | 10.0 | 17 | 13 | 13 | 14.3 |
| 10. | Jackie | 9 | 12 | 11 | 10.6 | 15 | 12 | 15 | 14.0 |

A graphic representation of the relative number of times each child behaved conformingly or non-conformingly in the four routines, together with the average for all routines has been made in Figs. 3 and 4, prepared from the data in Table 11.

Table 11. Conforming and non-conforming mean scores for four routines.

| C o d e | : | : Conforming Behavior : | | | | | : Non-Conforming Behavior : | | | | | | | |
|------------------|---------|---|------|------|---|-------|----------------------------------|---|------|------|---|--|--|---|
| | | : Child's Mean Scores : | | | | | : Mean Scores : | | | | | | | |
| | | : Name : Nur-: : : : Nur-: : : : | | | | | : Name : Nur-: : : : Nur-: : : : | | | | | | | |
| | | : Ris-: : : : : : : : Ris-: : : : : : : : | | | : sery: : : : : : : : sery: : : : : : : : | | | : Lunch: : : : : : : : Lunch: : : : : : : : | | | : Bed-: : : : : : : : Bed-: : : : : : : : | | | : Aver-: : : : : : : : Aver-: : : : : : : : |
| | | : ing : : : : : : : : ing : : : : : : : : | | | : Sch.: : : : : : : : Sch.: : : : : : : : | | | : time: : : : : : : : time: : : : : : : : | | | : age : : : : : : : : age : : : : : : : : | | | : : : : : : : : : : : : : : |
| 1. | Jerry | 8.0 | 7.3 | 10.3 | 11.3 | 9.27 | 26.0 | 6.6 | 17.3 | 10.3 | 15.05 | | | |
| 2. | Pearl | 10.3 | 11.0 | 10.3 | 9.6 | 10.40 | 42.0 | 7.6 | 11.0 | 12.6 | 14.40 | | | |
| 3. | Herbert | 6.3 | 13.0 | 10.6 | 9.6 | 9.87 | 22.3 | 2.0 | 26.3 | 10.3 | 15.20 | | | |
| 4. | Jean | 8.6 | 12.3 | 9.6 | 9.0 | 9.87 | 17.3 | 5.3 | 12.6 | 16.3 | 12.87 | | | |
| 5. | Ray | 13.6 | 13.3 | 13.3 | 10.3 | 12.62 | 27.6 | 18.0 | 42.3 | 17.0 | 26.22 | | | |
| 6. | Julia | 12.3 | 13.3 | 10.3 | 14.6 | 12.62 | 16.3 | 11.6 | 48.0 | 17.0 | 23.20 | | | |
| 7. | Eddie | 9.6 | 10.0 | 10.3 | 8.3 | 9.55 | 43.0 | 6.3 | 16.3 | 17.3 | 20.72 | | | |
| 8. | Kenneth | 9.3 | 9.3 | 8.6 | 9.0 | 9.05 | 32.0 | 13.0 | 22.6 | 26.0 | 24.40 | | | |
| 9. | Benny | 7.3 | 10.0 | 7.6 | 10.0 | 8.75 | 26.0 | 9.3 | 15.6 | 14.3 | 16.30 | | | |
| 10. | Jackie | 8.3 | 9.0 | 12.6 | 10.6 | 10.12 | 39.3 | 12.0 | 10.0 | 14.0 | 18.82 | | | |

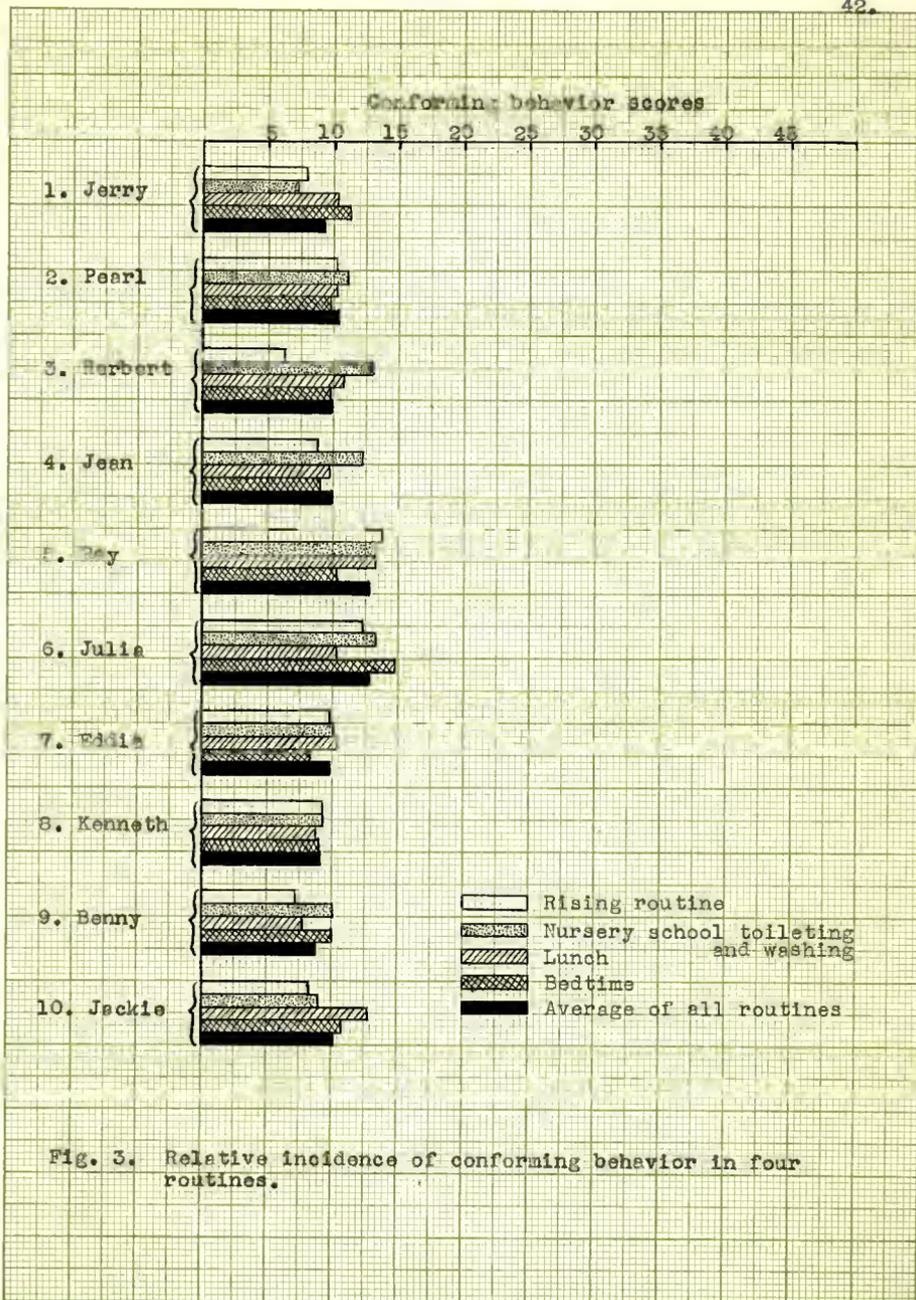


Fig. 3. Relative incidence of conforming behavior in four routines.

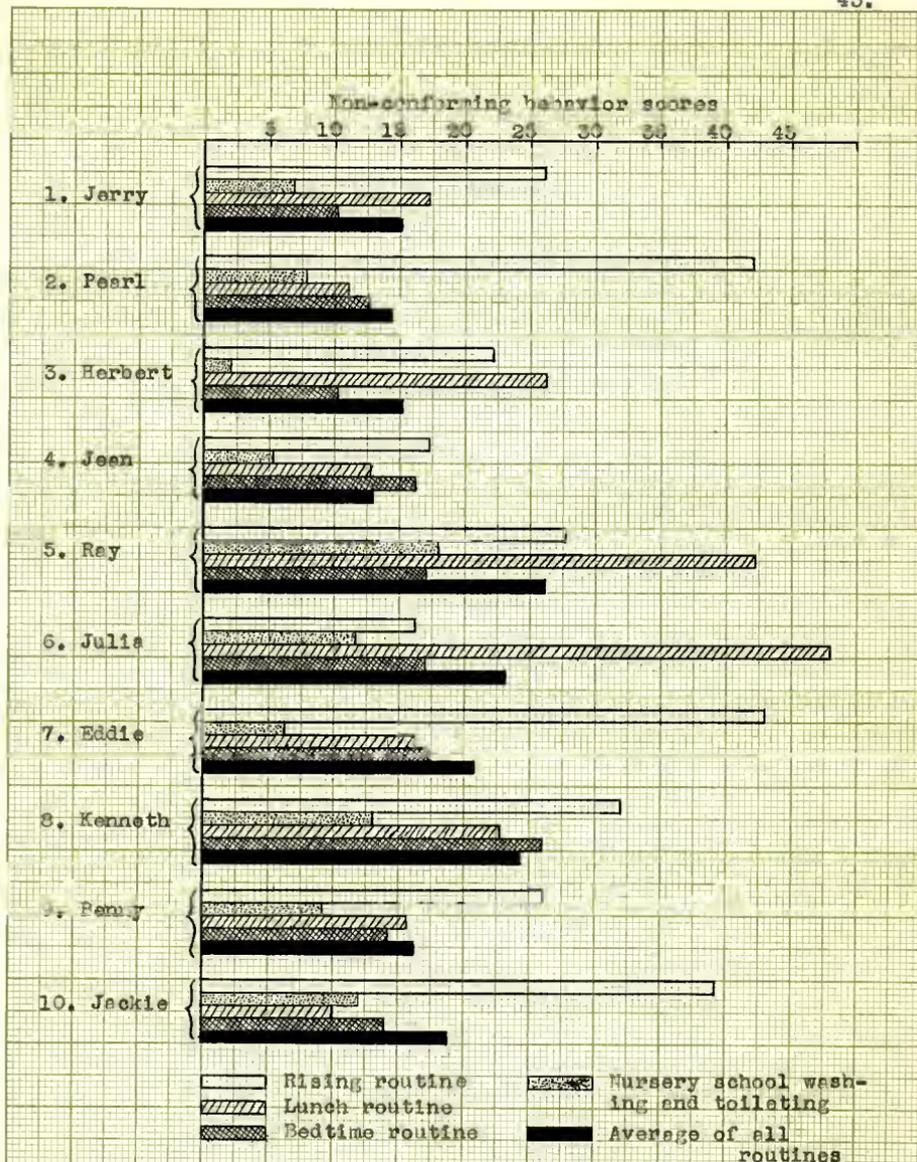


Fig. 4. Relative incidence of non-conforming behavior in four routines.

It will be noted that the range between high and low incidence of conforming behavior was very narrow for the whole group. This would seem to indicate that all the children in the group were rather uniformly willing to do what was expected of them in routine situations. The small number of incidents of conforming behavior as compared to those of non-conforming behavior may be attributed to the limited number of possibilities for behaving in a conforming way, as opposed to the almost limitless number of possibilities for non-conforming acts. In other words, each routine had a limited number of steps to follow; a child could respond to being called or recalled to the routine only as often as the adult made that call; and although the child may have ignored or resisted the temptation to engage in by-play or unnecessary conversation any number of times, the anecdotal record only reports those times when he actually did those things, hence we can only credit him with one tally, if at no time during the routine did he succumb to such a temptation.¹ On the other hand, the child may stop the business of the routine every other minute to do something else and consequently run up a very high score for non-conformity.

In making a comparison of the incidence of conforming behavior between the various routines, it will be noted that children showed an equal or greater degree of conformity during

¹See check-sheet, p. 30; appendix, p.

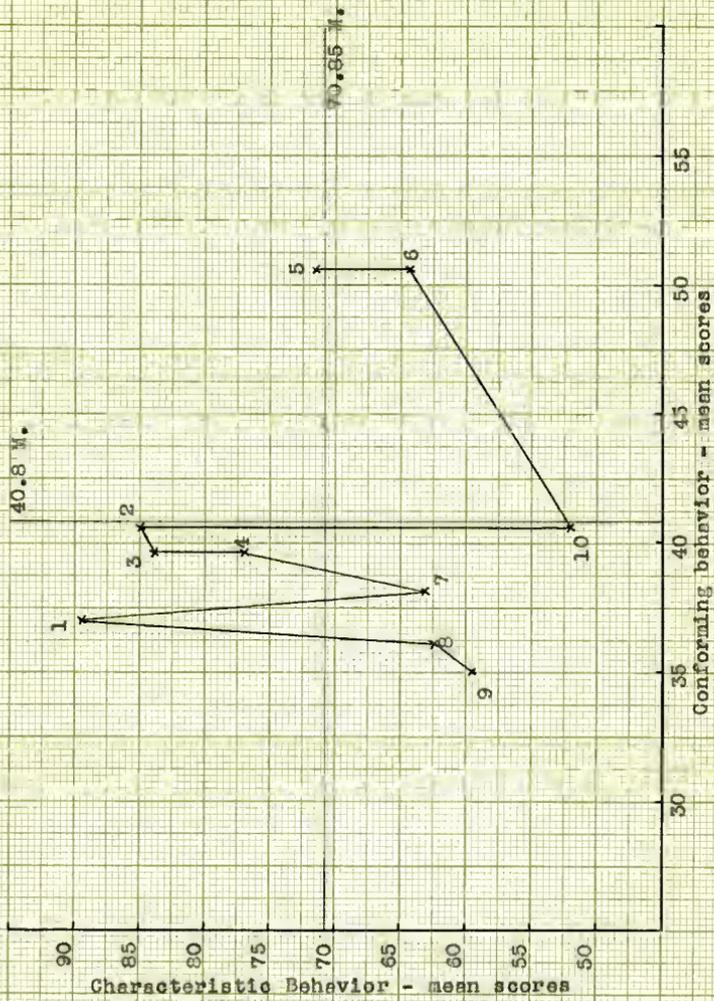
the nursery school toileting and washing routine than during any other, and three children showed the second highest degree of conformity during this routine. One might conclude that there may have been more pressure put upon the child to conform in this situation, but the writer believes the fallacy lies in the fact that, although there were almost as many steps to be taken in order to fulfill the requirements as there were in routines of much longer duration, the limited space and number of children, (only two went through the routine processes on any given time), reduced the possibilities for by-play and conversation so that higher scores for conformity tended to result. The writer also believes, however, that the interesting activities going on in the other room, in which all the other children were taking part, may have constituted a special motivation to get through the necessary business of the routine quickly so as to return to those activities. Since the teacher was mainly occupied with supervising the whole group rather than those in the washroom, there did not appear to be more pressure to conform in this particular situation than in other routines.

It is interesting to observe that seven children had a higher number of non-conforming behavior incidents during the rising routine than during any other. This may be attributed in part to the length of time allowed for this routine. The longest of the four routines in most instances, it allowed opportunity to talk, play or day-dream to a much greater extent. The leisurely pace had been set to take into consideration the

drowsiness of newly-awakened children and very little pressure was applied to hurry them along.

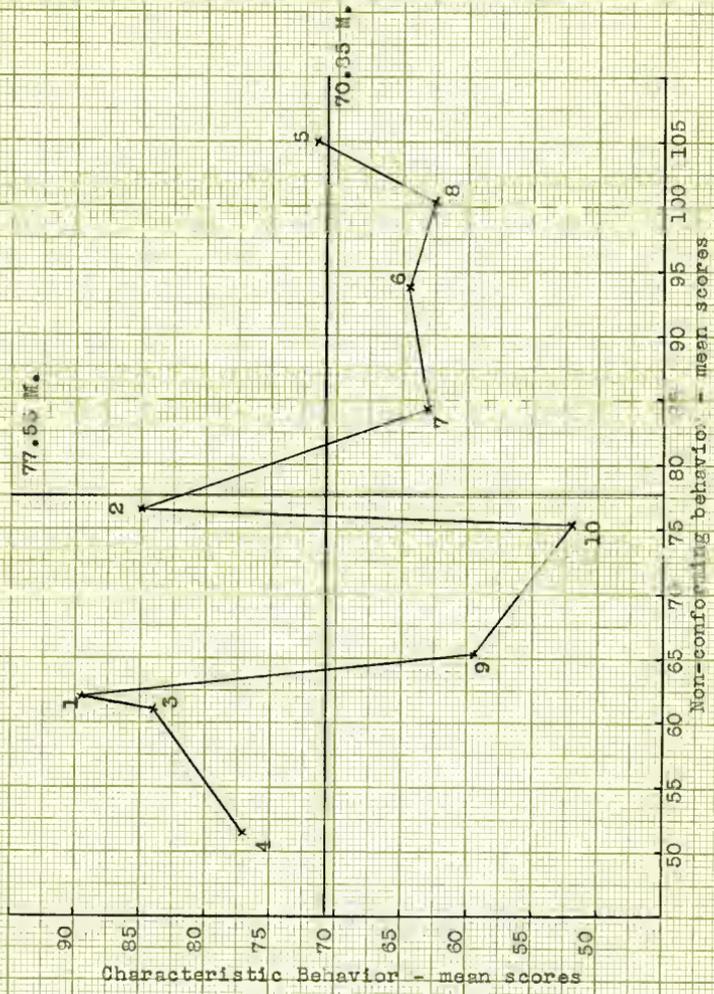
In Fig. 5, the relationship of the total incidents of conforming behavior for each child to his score on the Characteristic Behavior Scale is shown. In both Fig. 5 and Fig. 6, attention should be called to the fact that Ray, (Code No. 5), and Julia, (No. 6), had high scores for both conformity and non-conformity. To a lesser degree, a similar relationship is to be found between the conforming and non-conforming scores of several other children. This may indicate a personality factor of a generally active or passive response to the environment whether it shows itself in conformity or non-conformity. The most notable exception to this is Kenneth, (No. 8), who had a low incidence of conforming behavior and a high incidence of non-conforming behavior. It will be recalled that Kenneth had only been in the institution five months and also spoke no English nor had any known familiarity with the white culture upon admission, hence his scores may have been greatly influenced by his having an incomplete comprehension of what was expected of him.

A study of Fig. 6 will reveal that of the seven children having the highest non-conforming behavior scores, only one had a high score on the Characteristic Behavior Scale, and five had scores below the mean for the group. Thus it is seen that there is a definite trend within this group of children to a greater degree of non-conformity among those who were



(Numbers on graph line are code numbers of children; see Table 6, p.39)

FIG. 5. Conforming behavior in relation to Characteristic Behavior scores.

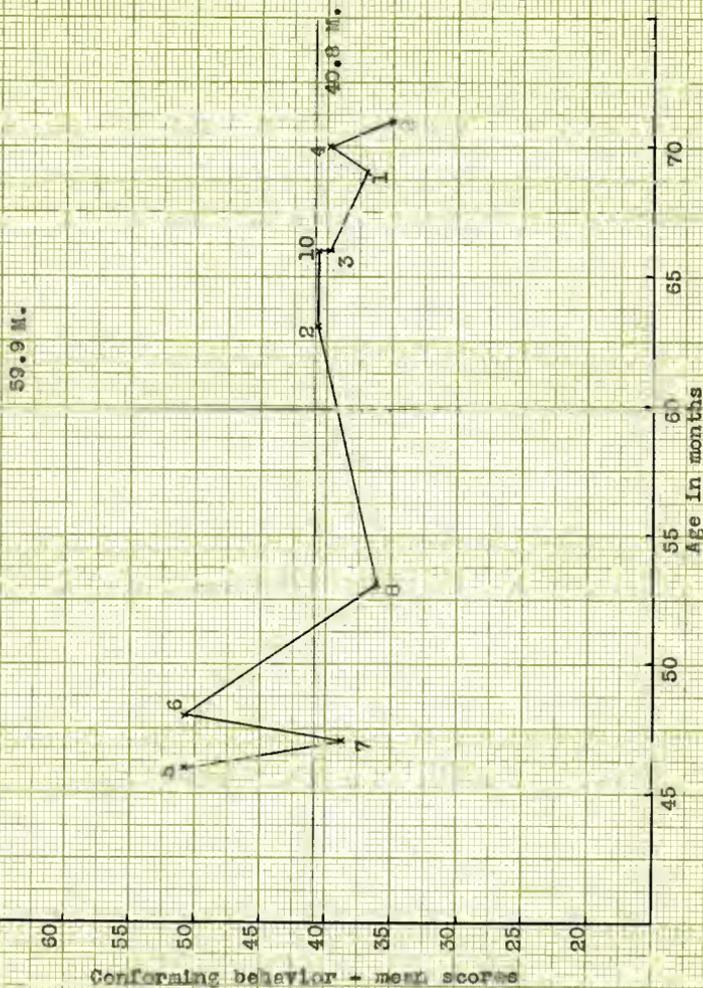


(Numbers on graph line are code numbers of children; see Table 16, p.39)
 Fig. 6. Non-conforming behavior in relation to Characteristic Behavior scores.

considered less well adjusted. It would be interesting to see if this trend would hold true with larger groups of children, and whether this is also true of children not living within institutions.

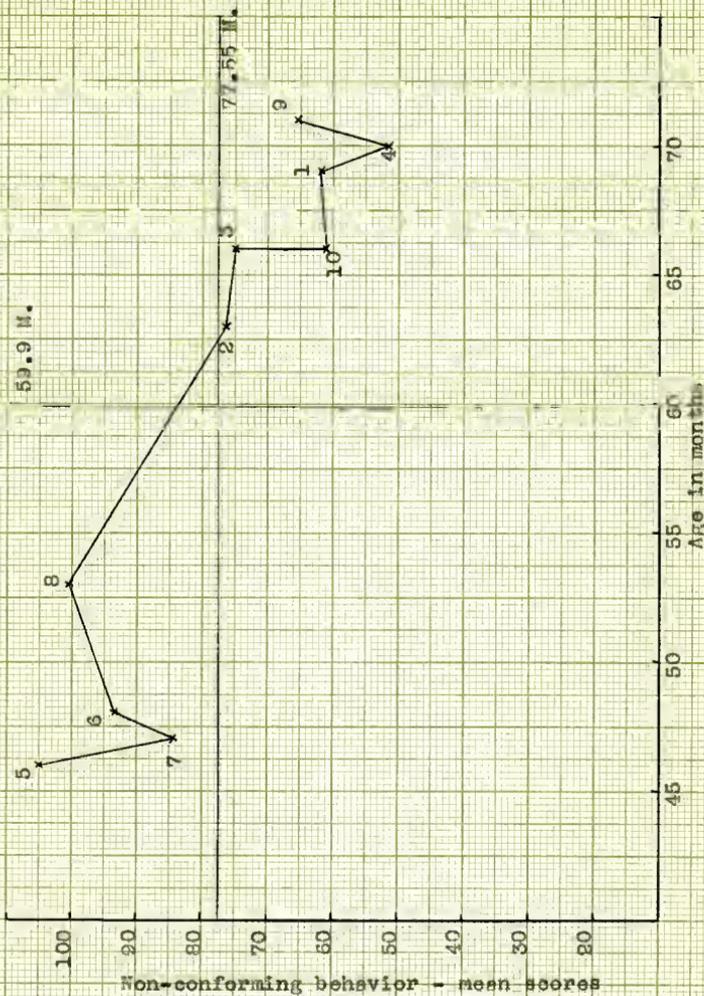
Conforming and non-conforming behavior are plotted against age in Fig. 7 and Fig. 8. The six oldest children are shown here to be among the least conforming, but at the same time were the least non-conforming.¹ What is the significance of age in this regard, or are there other factors entering into the picture? It may be that in the case of older children, increase in self-control which may have been gained by experience, a greater adaptiveness in doing for themselves, and less fascination with exploring the possibilities of everyday things such as food, soap and water, words, etc., puts them in the category of the least non-conformity when it is manifested in by-play and conversation during routine processes. At the same time their low scores in conformity might be traced to a tendency to slight the routine itself by skipping or not completing some of the steps, so that they can go on to other things which hold greater interest for them. This could only be ascertained by more complete analysis of routine behavior in relation to age than can be included in the present study,

¹The apparent ambiguity of being both conforming and non-conforming, and vice versa, can be explained by referring back to the check-sheet (p. 30) and observing that a child could rate high in conformity by doing all that is expected of him, and high in non-conformity by adding much activity of his own invention.



(Numbers on Graph line refer to code; see Table 6, page 39.)

Fig. 7. Conforming behavior in relation to age.



(Numbers on graph line refer to code; see Table 6, page 39.)

Fig. 5. Non-conforming behavior in relation to age.

It may be well to note that the four children with the highest non-conforming scores were within the developmental stage of asserting their independence (Gesell and Ilg, 18), which may account for the high incidence of behavior which takes liberties with the routine situation by introducing much by-play and unnecessary conversation.

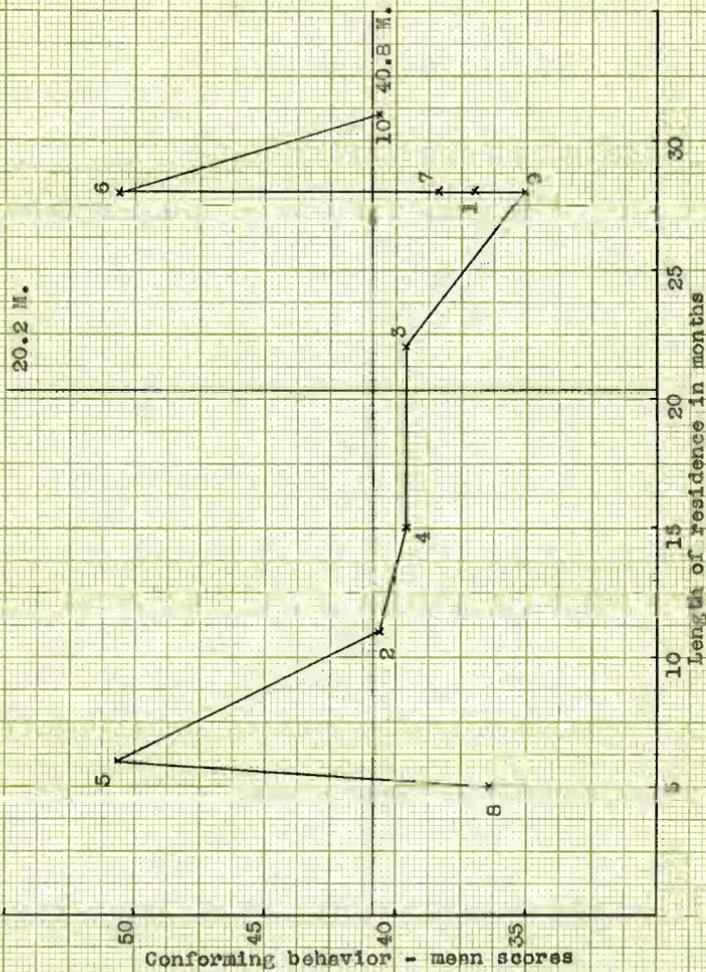
One must not fail to point out, however, another interesting fact which has not been so apparent before. Four of the children below the median in both conformity and non-conformity were also those who received the highest scores in the Characteristic Behavior Scale, (Code Nos. 1 to 4). The other four low scorers, (Code Nos. 6 to 10), in conformity and the other two low scorers, (Nos. 9 and 10), in non-conformity were in the lower bracket in Characteristic Behavior scores. Although, with the few cases being studied, one cannot draw definite conclusions, the question comes immediately to mind: are there two distinct types of motivation which cause the best adjusted and the most poorly adjusted to be among the least conforming and also the least non-conforming? Perhaps those children who are best adjusted feel secure enough to adhere less strictly to the "rules" and thus appear less conforming and at the same time have less need to express hostility or resistance in other forms of non-conformity as might come under the heading of by-play and unnecessary conversation. Conversely, it may be that the poorly adjusted child expresses his resistance and hostility in failure to follow the established procedures strictly, but still lacks the security which would permit him to behave

spontaneously in the presence of stimuli for action not related to the routine in process.

These are only conjectures in view of the limited number of children observed. Statistical studies of other groups of children and more detailed analysis of data would need to be undertaken to establish the truth of the investigator's impression that, particularly in the case of Benny and Jackie, (Nos. 9 and 10), who received the lowest Characteristic Behavior scores, much of their behavior appeared to be motivated by hostility and in other instances, inhibited by fear. On the other hand, Jerry, Pearl, Herbert and Jean, (Nos. 1 to 4), whose Characteristic Behavior scores were highest, had an attitude of happy freedom throughout.

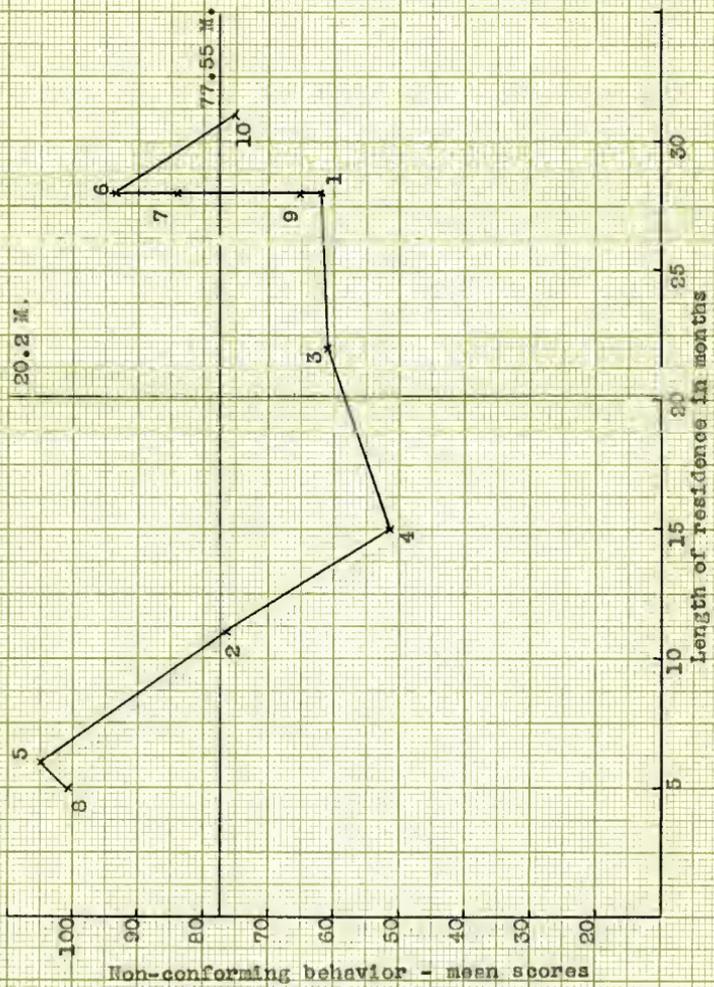
In Fig. 9, in which conforming behavior scores are shown in relation to length of residence, there appears to be a gradual dropping off of conformity with greater length of stay in the institution. As has been previously noted, Kenneth, (No. 8), who had the shortest term of residence also had a low conforming behavior score, and although Ray, (No. 5), had only a slightly longer term, his markedly higher conformity score could well be related to the fact that he, unlike Kenneth, spoke English before he was admitted and was accustomed to some white-American ways of living. Therefore, he could more quickly comprehend what he was expected to do.

There is a notable similarity in the pattern between Figs. 9 and 10 which may be due to the previously mentioned tendency for individual children's scores to run in a parallel



(Numbers on graph line refer to code; see Table 6, page 39.)

Fig. 9. Conforming behavior in relation to length of residence.



(Numbers on graph line refer to code; see Table 6, page 39.)

Fig. 10. Non-conforming behavior in relation to length of residence.

fashion between conformity and non-conformity.

Tabulated below are the conforming and non-conforming behavior scores in relation to the cultural backgrounds of the children before entering the home. It will be noted that the average scores for those with some Anglicizing influences in their early experience are slightly higher, although the difference amounts to only 2.2 points in the average conforming behavior scores. This data is set forth in graphic form in Fig. 11.

Conforming Behavior Scores

| Navaho | | | English | | |
|--------|--------------|------|---------|--------------|------|
| 1 | Jerry | 37.0 | 2 | Pearl | 40.6 |
| 3 | Herbert | 39.6 | 4 | Jean | 39.6 |
| 6 | Julia | 50.6 | 5 | Ray | 50.6 |
| 8 | Kenneth | 36.3 | 7 | Eddie | 38.3 |
| 9 | Benny | 35.0 | 10 | Jackie | 40.6 |
| | 5) 198.5 | | | 5) 209.7 | |
| | 39.7 Average | | | 41.9 Average | |

Non-Conforming Behavior Scores

| Navaho | | | English | | |
|--------|--------------|-------|---------|-----------|-------|
| 1 | Jerry | 62.0 | 2 | Pearl | 76.6 |
| 3 | Herbert | 61.0 | 4 | Jean | 51.6 |
| 6 | Julia | 93.6 | 5 | Ray | 105.0 |
| 8 | Kenneth | 100.6 | 7 | Eddie | 84.3 |
| 9 | Benny | 65.3 | 10 | Jackie | 75.3 |
| | 5) 372.5 | | | 5) 392.8 | |
| | 74.5 Average | | | 78.56 Av. | |

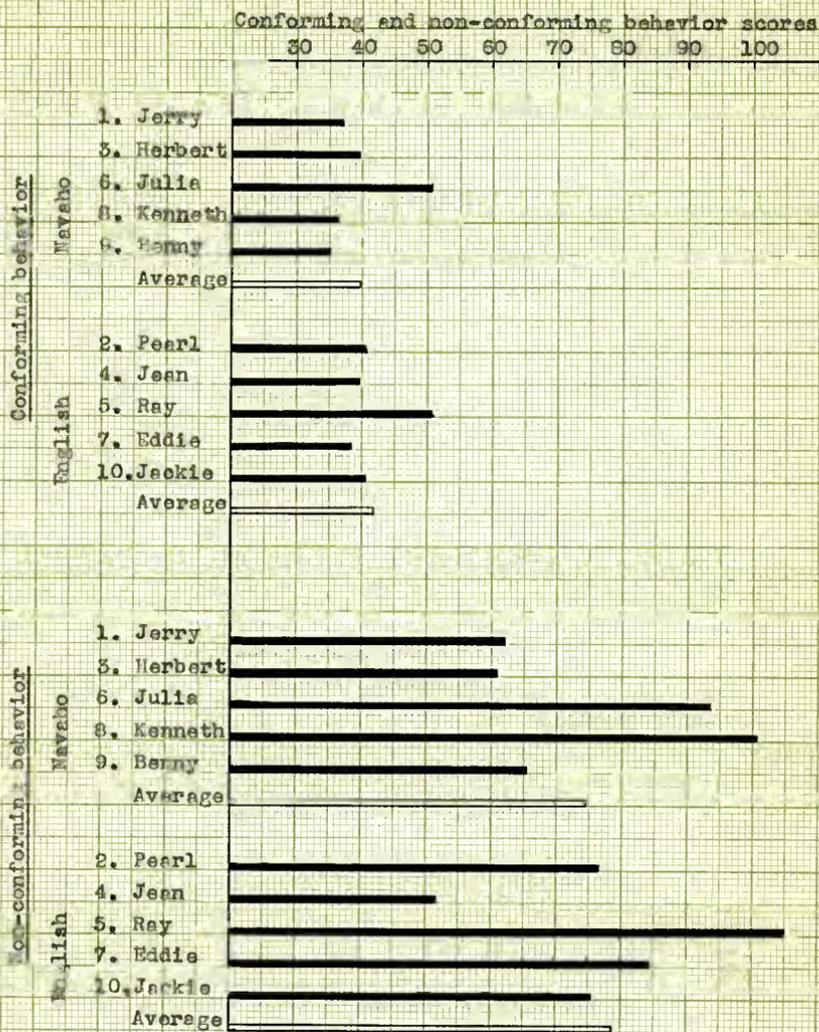


Fig. 11. Cultural backgrounds related to conforming and non-conforming behavior scores.

SUMMARY

Ten children, between the ages of 46 and 71 months, living in Good Shepherd Home at Fort Defiance, Arizona, were studied for conforming and non-conforming behavior during daily routines in the institution. All of the children were of Navaho parentage, half having had entirely Navaho cultural backgrounds, and half having had some knowledge of spoken English and some acquaintance with white-American ways of living before admission. Length of residence within the institution varied for the individual children from five to 31 months.

Since it was not possible to use standardized means for measuring emotional adjustment, a Characteristic Behavior Scale was constructed to provide an estimate of this factor. The scale was evaluated by professional persons in the field of child development and revised to make use of their suggestions before it was used by two staff persons in the institution to rate the adjustment of the ten children being studied. The raters were each asked to make an independent evaluation of the child's adjustment before rating each child on the scale.

A series of anecdotal records was taken of the behavior of each of the children in four routines, three records being made for each child for each routine. The rising routine, washing and toileting at nursery school, lunchtime and bedtime were chosen as representative of all types of routine activities in this situation.

A check-sheet was prepared to facilitate the analysis of

the anecdotal records for incidents of conforming and non-conforming behavior. This check-sheet was also evaluated by professional persons and subsequently revised. It was then tested by several persons in a practice situation and again revised before being put to use in analyzing the actual records to be used in the study. Three persons then used the check-sheet to score the anecdotal records for incidents of conforming and non-conforming behavior.

The Characteristic Behavior Scale produced a range of mean scores from 52 to 89.5. Those children receiving high scores were the same ones considered well-adjusted by the staff members in their preliminary evaluations, those receiving the middle scores were those considered moderately well-adjusted, and those receiving the low scores were those considered to be poorly adjusted. The close agreement was attributed to the fact that those making the evaluations had an excellent background of training and experience for objective evaluation of children's behavior, and also to their close acquaintance, through daily association, with the children whom they were evaluating.

There appeared to be no relation between the Characteristic Behavior Scores and the age of the children, but four of the five children having the longest terms of residence in the institution had the lowest scores on the scale. There was an even distribution between those earning high and low scores among those with Nsvaho or English-language backgrounds.

The check-sheets revealed a narrow range of conforming

behavior incidents, the lowest mean score being 35 and the highest 50.6. These scores were low in comparison with the non-conforming scores, which ranged from 51 to 105. The difference was attributed to the limited number of opportunities to behave conformingly in any given situation, as opposed to the almost limitless number of possibilities for non-conforming acts. The scores revealed that it was possible for a child to accumulate a high score in both conformity and non-conformity, by doing nearly everything expected of him during the routine, but at the same time adding many innovations of his own which increased his non-conformity score.

The nursery school routine was found to produce the highest conformity and the lowest non-conformity scores. This was believed to be due to the fact that, although there were nearly as many steps to follow in this routine as in others, the length of time involved was much shorter, the washroom was small, and there were only two persons taking part at any given time. Also the author felt that the children were eager to return to the interesting activities taking place in the nursery school playroom.

A high degree of non-conformity was found to occur during the rising routine and this seemed to be a result of the leisurely pace, more noticeable in that routine than in any other, providing many opportunities for conversation, play and day-dreaming.

There appeared to be a trend toward high scores in non-conformity if a child had a high score in conformity and vice

versa, leading the investigator to look for a personality factor which would cause a child to be more (or less) active, both in conforming to routine requirements and in introducing variations of his own.

The six oldest children were found to be both the least conforming and the least non-conforming. Developmental factors involving increased skills and more sophisticated interests seemed the most likely explanation for this phenomenon.

The most interesting observation to come out of the investigation was that the four children ranking highest in the Characteristic Behavior Scale and the four ranking lowest were all below the median in conformity; the four ranking highest and the two lowest in the Characteristic Behavior Scale were below the median in non-conformity.

There appeared to be a tendency for conforming behavior scores to drop off with longer periods of residence, although the non-conforming scores did not follow this trend so clearly. Again the range of scores seemed evenly divided between the children having entirely Navaho cultural backgrounds and those with some Anglicizing influences.

CONCLUSIONS

From the results of this investigation, it appears that there may be a definite relationship between conforming and non-conforming behavior and good adjustment, but that there may also be two distinct types of motivation for this behavior since both the best adjusted and the most poorly adjusted

children received the lower scores in both conformity and non-conformity. It is the author's conjecture that well-adjusted children do not feel bound to follow "rules" in order to feel secure, hence may omit or modify steps in routine processes and on the other hand do not have the need to express resistance or hostility in excessive innovations during routines; moderately well-adjusted children still find security in conforming to "the way things are done" yet introduce many variations as a natural expression of resistance or hostility to adult pressures; poorly adjusted children, too unhappy to respond freely to incidental stimuli to do something other than the routine requires, still find means of expressing their resistance and hostility to the circumstances in which they find themselves in omitting or slighting the definite steps in the routines.

The implication of this study that there is a relationship between conforming and non-conforming behavior and good adjustment needs to be confirmed by statistical studies in a number of institutions, particularly with a view to ruling out age as a variable factor.

The Characteristic Behavior Scale should be used in conjunction with standardized personality tests to determine its validity, before too much confidence is placed in scores derived from it. The investigator suggests that it would give more generally dependable results if ratings were made from a series of diary records of the child's behavior in the situations it describes.

The check-sheet for conforming and non-conforming behavior

seemed partially inadequate in giving full credit for all behavior coming under the two categories it was intended to check, and might benefit from further revision.

It appeared to the investigator that, on the whole, the routines studied were conducted in as permissive and casual manner as would be possible within the institutional framework. This permissive atmosphere seemed an important contribution toward emotional health for the children. However, it also appeared that the housemothers, particularly, missed many opportunities for warm and companionable relationships with the children during these periods and that they were too occupied with the material requirements of the situation. They were often busy with duties that could have been postponed to times when the children were playing with their toys or in nursery school. It is suggested that an effort be made to educate the housemothers into a keener awareness of their responsibilities for the happiness of the children under their care. Assistance could be given them to plan their work so that they might be free to give their attention and interest to individual children as it is needed within the routine procedure, thus more nearly approximating a mother-child relationship as it is seen in normal family life.

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APPENDIX

(omitted from page numbering)

ANECDOTAL RECORDS

Pearl

Rising Routine, Jan. 27, 1954

Housemother #2

1. Pearl gets out of bed and runs to turn on light when house-mother calls.
Stands blinking, in doorway.
Sits down on bed.
Calls, "Get dressed, Benny."
Jeanie is showing "sore place" on finger. Pearl says, scornfully, "It's not hurt!"
Housemother comes in. Pearl looks at her, then says, "Julia, get dressed."
Takes night gown half-way off.
To housemother, "Julia won't get dressed," then to Julia, "Julia, go on, I'm getting dressed."
2. Pearl is putting on jeans. Gets them part way on and says to herself, "They're twisted." Turns them and stands up to pull them up. They are still twisted so she takes them off and starts again, saying, "Whoops!"
Announces to no one in particular, "Erma Jean got no sox."
Ray comes to me and says, "Do this," (asking for help with overall straps.)
"You can do it," Pearl tells him.
To Kenny, at next bed, "See I got nice shirt, it's purple, purple, purple."
3. Pearl is tucking shirt into tops of jeans.
Grunts and says, "Oh dear!"
Stands up, "Oh, it's too tight."
Pulls at jeans and sighs.
Starts to put on second sock.
Child across room says something, and she asks, "What?"
Picks up shoe and examines it.
To observer, "I laced this."
Unties shoe and puts her foot in and reties shoe.
Housemother is talking to another child, and Pearl says, "I think it's under the bed."
Sings softly to herself.
4. Starts to the bathroom, but goes on by the door and into the two-year bedroom.
To housemother #3, "M----, this is too big."
Housemother answers, "We haven't any others."
Leans for a moment on Darrell's bed.
Gets up and goes to bathroom.
Gets toothbrush and begins to brush her teeth at same bowl with two other children.

There is a silent contest, all watching each other, as to who can shake her head the hardest while brushing.

5. Housemother comes and fills bowl with water for Pearl, saying, "Now wash."
 Pearl puts cloth in water, pressing it down with both hands slowly.
 Housemother, "Oh, no soap." Goes and gets a bar of soap and gives it to Pearl.
 Pearl puts soap on cloth and begins to blow through it, making bubbles. Says, "Jennie, look, look!"
 Jennie comes and puts her washcloth in the same bowl, and the two girls stand blowing bubbles through their washcloths.
6. Pearl is hanging up towel.
 Says, "I want to wet my hair."
 Gets a little water on her hands and smooths it on her hair.
 Leaves the bathroom.

Pearl

Nursery school toileting and washing routine, Jan. 27, 1954

Nursery school teacher #1

1. Teacher says, "Pearl, you could go and get washed."
 Pearl comes at once and puts in stopper.
 Turns on both faucets and gets washcloth.
 Turns off water, wrings out cloth and starts to wash her face.
 Says to Erma Jean, "Erma Jean, this side," indicating other washbowl.
 Hangs up cloth and gets a paper towel.
 Dries quickly and tosses towel into basket. Goes out.
 Teacher says, "Are you through already? Where did you wash? Did you use soap?"
 Pearl nods her head to all the questions, although she did not use soap.

Pearl

Lunch routine, Jan. 27, 1954.

Housemother #3

1. Pearl gets chair and brings it to table.
 Joins in blessing and sits down.
 Nods head as housemother asks her what she wants of food which she is serving. Pearl refuses peas.
 Accepts her plate and begins to eat potatoes, elbow on table and spoon in air between bites.
2. Pearl is eating steadily.
 Makes a remark about "Kenny" but is not heard by observer.

- Looks around with interest, as she eats, at various people in the room. There are several visitors and she watches them curiously.
Cuts meat ball with spoon, pushing down on it with fingers of left hand.
3. Pearl takes plate after housemother has served her more potatoes and meat.
Takes whole meat ball in spoon and bites a piece off.
Eats steadily.
 4. Pearl is eating chocolate pudding.
Leys bowl of spoon down hard on pudding, then licks off the pudding sticking to it. Does this several times.
Finishes pudding in normal fashion, scraping dish carefully.
Reaches for milk, looking at housemother who looks back at her.
Drinks her milk.
Smiles shyly at adult who is watching her from another table.
Continues to drink and finishes all her milk.
Looks quickly at housemother and starts to hand her spoon to her.
Housemother indicates that she wants Pearl's plate, and Pearl hands it to her, then her dessert dish.

Pearl
Bedtime routine, Jan. 27, 1954
Housemother #2

1. Pearl says, "Jerry, go bath." (Children have begun to get ready for bed, although nothing has been said to them.)
Sits down on her bed and kicks off her shoes.
Dorothy sits by her and takes off tie which holds Pearl's hair. (Dorothy is five-year old child of housemother #1.)
Dorothy braids Pearl's hair.
Housemother comes in and asks, "Where's Rey?"
Pearl answers, "He's in the boy's. He's got to wash."
Holds braid until Dorothy is ready to tie it. No words are spoken.
Other children come in to report that Rey had an accident. (Rey is Pearl's younger brother.) She says, "No!" indignantly.
2. Pearl is removing her shirt.
Has some difficulty because it is rather tight and has long sleeves.
Jerry comes in and points to observer's notebook, standing close.
Pearl says, "Go in the living room, Jerry."
Derrell comes in and leans on observer's knee.
Pearl says to him, "Go in the living room."

Flicks et him with the tie from her heir.
 Eddie climbs on her bed and she hits at him with her night-
 gown.
 Climbs into gown feet first.

Pearl

Rising Routine, Feb. 3, 1954

Housemother #2

1. Pearl gets up and turns on the light, wandere into the hall then back. Sits on her bed.
 Starts to unbutton nightgown.
 "Eddie you go to the toilet," she inetructs, "You go to the toilet."
 Then, to housemother, "Eddie got no more clothes."
 Pearl takes off her nightgown and begins to put her socke on, sitting on the edge of her bed.
 "He got two pants, Eddie got two pants," she laughs es Eddie holds up the clothes the housemother has brought, "Eddie got two pants to put on!"
 She concentrates on turning the cuffs of her socke down before putting them on.
2. Pearl goes over end helps Jeanie etraighten out her overalls and seys, "There's no more button," es she see that one strap has no button. She eddis, "There's no more this side, init?" when they discover both side buttons ere gone too.
 Sits down and begins to button her undershirt.
 Eddie sings in a high squeeky voice, "Harris, Herris," and Pearl imitetes.
 Jeanie comes to show observer that the buttons ere off.
 She tells her to show it to the housemother end Pearl goee and calls her to tell her.
3. Pearl sits pulling on overalls.
 Leughs et e song M----is singing in the other room.
 Then remerks, "Julis, Eddie always puts his shoes the wrong wey."
 Kenny comes in and tries to ehov Pearl that the button is off the side of his overalls, but she turns away and will not look.
 Kenny lingers by observer s minute then goes out and she calls after him, "Kenny, go on, cloee the door."
 She sits singing to herself, "Twinkle, twinkle, little star."
 Puts her erms into the sleeves of her shirt.
4. Stands by observer fastening her overall strape and watching her write. "You making this thing down?" she asks end ob-server node her head.
 Pearl goes back to her bed and picks up her shoes, then un-ties them. She carries on e quiet conversation with Julie,

who is sitting near her on the floor. Observer sneezes and blows her nose and Pearl looks at her with amusement and says, "He blow his nose!" She ties her shoas and resumes her conversation with Julia.

5. Stands by Ray in the hall, brushing her teeth. Goes back to the door of the bathroom and the housemother says, "Go to the other side" (other washbowl) and Pearl obeys, standing there brushing her teeth, unmoved when Julia comes and joins her. Then Pearl admonishes, "Julia, you mustn't do it so hard!" Hangs up her toothbrush and gets her washcloth, then comes out in the hall and stands watching the observer. Housemother #1 asks, "Pearl are you through washing? Go on and get washed." Pearl goes back into the bathroom and turns the water on. Housemother tests the water for warmth and turns the tap off.
6. Pearl stands wiping soap off her face. She says, "Clean the sink!" and runs her washcloth around the bowl, but Julia is still washing there and objects, "No!" Pearl stops then, squeezes out her cloth again and wipes her face. Then, leaning over the bowl and using the cloth, puts water on her face again. Squeezes out the cloth and hangs it up. Gets her towel and dries her face.

Pearl

Nursery school toileting and washing routine, Feb. 3, 1954
Nursery School Teacher #1

1. Teacher says, "How about you two washing first," indicating Pearl and another child. "They've just come back from a lovely party." Pearl says, "We had popcorn and kool-aid and cake!" (Sha means popsicle.) Goes over and sits down on toilet. Jerry says obscurely, "Is it that?" Pearl answers, "The girls have pink and the boys have green." (Sha's referring to washcloths.) Stands fastening her overalls and says to Jerry, "Hurry up." Gets her washcloth and begins to pull up her sleeves.
2. Stands soaping and rinsing her cloth. Then wrings it out and hangs it up. Gets a paper towel and dries thoroughly. As she throws the towel away, she says, "Jerry, go wash." She pulls down her sleeves and comes over to observer. "Jerry messed this didn't he?" pointing to observer's notebook where Jerry has dripped some water. She chants, "He messed it, he messed it."

Pearl
Lunch Routine, Feb. 3, 1954
Housemother #3

1. Pearl takes part in blessing and then sits down, leaning her head on her hands.
Participates in idle conversation with other children while waiting to be served.
Pesses Benny's dish.
Sits studying her spoon end fork, holding them in front of her, compering them.
Says, "This, one just e little one."
Housemother seke her what she wants end she chooses bread and celery.
Begins to eat the celery end finishes the whole piece before starting on the bread.
2. She is finishing her breed.
Tekes her dessert, then efter teking one bite passes her plate for more lunch.
She gets stew this time and a piece of celery.
Again she eets the celery first.
3. Pearl is nearly finished with the stew.
Pesses her plate back and gets e second serving of stew.
She eets leaning on one elbow.
She sits discussing teddy bears with Jeanie es she eets.
Gets e second piece of breed and butter from the housemother and folds it like e sandwich.
She uses her bread to push some stew onto her fork.
4. Finishes her stew, screping her plate carefully with her spoon.
Housemother esks, "You don't want your pudding?"
Pearl shakes her heed and gets up to carry her chair from the table.

Peerl
Bedtime routine, Feb. 3, 1954
Housemother #2

1. Pearl comes in and kicks off one shoe, then site down on the bed before taking off the other.
Begins to unfasten overalls.
"I'm sick, lookit Dorothy, right here," she seys, feeling her forehead."
Housemother comes in and Pearl goes over to her and seys, "I'm hot right here."
Housemother feels her foreheed but seys nothing.
Pearl goes into the weshroom end gets a drink, then comes out and opens bathroom door and seys to housemother, "No bath tonight, init, no beth?"

2. Sits on bed with overalls off.
Begins to pull T-shirt over her head.
"Look, Miss H---, Dorothy's stove broke," and she points with her lips at Dorothy's stove sitting on the other side of the room.
Observer nods her head.
Pearl chatters aimlessly with other children while unbuttoning her shirt.
Takes off her undershirt.
A man passes in the hall and Pearl says, "Oh, Eddie, that man saw you!" (Eddie has no shirt on.)
Peels off her underpants and puts on her night gown, buttoning it as she goes out into the hall.

Pearl

Rising routine, Feb. 10, 1954

Housemother #2

1. Pearl shouts "Get up, everybody!" and turns on the light.
Sits for a moment on her bed, then begins to take off her nightgown.
Jeanie says, "It's a fat one!" pointing to her overalls, but Pearl answers, "No!"
She sits drawing on her underwear slowly, staring dreamily into space.
Jeanie tells Julia her shirt is too long and Pearl says, "Sure!"
Housemother comes over and turns back Julia's cuffs, while Julia glares at Pearl.
2. She picks up her shirt and spreads it on her lap.
She pulls it on over her head slowly.
Julia comes over and says "You got my shoe!" and grabs it from under Pearl's bed.
Pearl watches silently.
Jeanie, finished with her dressing, starts out and Pearl says, scornfully, "Cornie beat you!"
3. Sits putting on her socks:
Has her jeans on already.
Puts her shoes on.
Moves slowly, with frequent long pauses.
4. Pearl stands brushing her teeth at the washbowl.
There's new pink toothpaste this morning and when she spits into the bowl, she watches it doubtfully, then turns to the housemother questioningly.
The housemother rinses the bowl for her and asks, "Are you through?"
Goes to the bathroom to get her washcloth.
Puts her cloth into the bowl with Erma Jean's.
Erma Jean pays no attention;

Pearl soaps the cloth and washes her face and arms. She has pulled her sleeves up but splashes them carelessly in washing her arms.

5. "Got nice name, Miss H---." She shows observer the tag on her towel, then goes and watches Jeanie and Ray as they point to and discuss the picture over his hook.

Pearl

Nursery School toileting and washing routine, Feb. 10, 1954
Teacher #1

1. Pearl comes into the washroom and begins to pull up her sleeves.
Puts stopper in and turns on both faucets.
She says, "Gonna get clean, Miss B---. Miss B---, I'm gonna get clean."
Teacher answers, "Well, that's fine. Be sure to clean your nails."
Housemother #3, substituting for Teacher #2, comes in and Pearl tells her, "M---, I'm gonna get clean."
She picks up the soap and begins to rub it on her hands. Washes her arms thoroughly.
Rinses, then looks for the soap, which has disappeared under her washcloth.
Talks to herself about finding the soap.
Finally locates it and soaps her face without using the washcloth.
2. Takes down a paper towel.
She has difficulty because her hands are so wet that it tears and she looks at the observer uncertainly, but finally gets it by herself.
Teacher comes in and Pearl tells her, "Jeanie forgot," referring to the other washbowl, still full of water.
Pearl throws her towel in the basket and goes out.

Pearl

Lunch routine, Feb. 10, 1954
Housemother #3

1. Pearl sits down after grace and waits for her plate to be served, meanwhile chewing her fingers.
She tries to tell what she wants but it is not her turn yet and she is ignored.
When her turn comes, she chooses stew.
Begins to eat at once.
2. Sits eating in a very business-like manner, using her fork and tipping back on her chair.
Converses quietly with housemother.

Finishes her first serving of stew and gets a second helping from the housemother.

3. Pearl takes her napkin and wipes her shirt where she has spilled some stew.
Sits dreaming.
Runs a piece of carrot around and around in her dish with her fork before eating it.
4. Sits stirring her milk with spoon.
Takes a spoonful to sip, then several more.
Folds her bread sandwich fashion, then tears pieces from it and puts them in her mouth.
Sits drinking her milk idly while she watches the other children at the table.

Pearl
Bedtime routine, Feb. 10, 1954
Housemother #2

1. Pearl comes in and begins to unfasten overalls. Pulls T-shirt off over her head. Then removes her undershirt. Takes off her shoes and socks last.
2. Has just finished buttoning her nightgown.
Comes over to observer and says, "You got little pencil."
Goes out of room to bathroom and uses the toilet.

Julia
Rising routine, Jan. 26, 1954
Housemother #1

1. Housemother calls, "Time to get up" and turns on light.
Julia sits up in bed.
After a minute she takes off nightgown.
Smiles at observer when she sits near Julia but goes forward methodically with dressing.
Puts on underwear and shirt before getting off bed.
Stands pulling on coveralls and watching other children.
2. Julia is sitting on bed.
She has just finished tying her shoes.
Gets off bed and wanders idly to foot of bed; stands holding foot of bed.
Gets toothbrush, but paste has not been put on for her yet, so she shows it to observer. (No housemother present.)
Stands flicking dry bristles with her fingers and says, "Got no more."

Observer replies, "Go ask N---." (No housemother present.)
 Julia runs and does this and housemother returns with her
 and puts paste on brush for her.
 Julia begins to brush her teeth, standing at the wsshbowl.

3. Brings brush to observer to show. (No housemother present.)
 "Bleed, Miss H---!" Observer examines lower gums briefly and
 nods her head.
 Julia stands gazing out window.
 "See the moon?" she says, pointing to moon which is still
 shining a little in esrly morning sky.
 Observer replies, "M-hm."
 Julia goes and hangs up brush and gets washcloth.
 Puts in stopper and gets water from both faucets.
4. She is soaping cloth industriously.
 Washes hands and wrists.
 Squeezes out cloth and wipes off soap.
 Rinses cloth again and washes face without soap. Repeats
 this action several times.
 Squeezee out cloth and gets some water on her hand and
 smooths it on her hair, smiling at Jeanie who is getting
 her wsshcloth.
 Picks up soap again and soaps hands, opening palms to exa-
 mine suds.

Julia

Washing and toileting routine, nursery school, Jan. 26, 1954
 Nursery school teacher #1

1. Teacher says, "Now Julie and Pearl, go to the toilet and
 get washed."
 They go at once into wsshroom.
 Ray follows them in.
 Julia says, "You not going to get washed!" indignantly to
 Ray, who leaves.
 Julia begins to pull up coverall sleeves, turning them back
 carefully and methodically.
 Reaches down and picks up washcloth which has fallen on
 floor, but when she sees that her own is still on her hook,
 she drops the other in the corner.
 Housekeeper has left wastebasket in front of block which
 children stand on to reach washbowls. Julia climbs over
 this to get to block.
 Pearl says, "Don't be efraid, Julie, it isn't hot."
 Julia answers, "Oh."
 Pearl comes over, "Do like this, see?" showing her how to
 squeeze out cloth.
 Julia looks, but says nothing.
 Puts in plug and turns on hot water.
 Climbs down and goes to other side of bowl and turns on
 the cold water.
 Pearl says, "Don't be ecared Julie, touch it. Don't make
 it cold, make it really hot."

Julia says, "I'm going to put it in now, lookit."

Julia

Lunch routine, Jan. 26, 1954

Housemother #2

1. Julia brings chair to table and stands during blessing, then picks up chair and takes it back, returning with a different one. Sits down and pulls self up to table. Picks up cup and begins to drink. Eddie says, "Miss H---, come sit by me." Julia says, "No!" and pulls her chair over very close to observer. Julia begins to eat soup. Sits picking at her chair seat, looking intently down at it. Housemother says, "Julia, you eat."
2. Julia is sitting sideways on chair, leaning back on the back legs and turning her foot in and out of her shoe which is untied. She is not eating. Pulls her chair over closer to observer's again. "Sit here, Julia," and the housemother points to Julia's original position. Julia pulls her plate and her chair back to their normal positions. Turns in her chair to watch children at next table who are making a noise. Speaks to Eddie, (words not understood), leaning spoon heavily on edge of plate. Plate finally tips and her milk is tipped over and spilled.
3. She is still sniffly and pouting from housemother's mild rebuke over spilling of milk. Sits rubbing edge of table. Pulls her cup slowly towards her, but does not drink. Housemother says, "Don't you want to eat, Julie?" Julia makes no reply, but sits pouting down at her finger. Begins to pull dish towards her. Turns sidewise in chair again and sits dreamily looking around room.
4. She has begun to eat soup, but spends more time running tip of spoon handle around in circles on table, between bites. Sits turning foot in and out of shoe idly. Takes another bite. Gazes at table of adults nearby.
5. Julia is eating bread and butter which housemother has given her. Reaches out for dessert but is only pointing out which is

to be hers.

Other children do the same.

She says "No!" several times.

Runs bread along table like a car then takes a bite.

To Eddie, across table, "See, make two, Eddie, make two," referring to windows which are being clocked up by workmen.
"That one's still open. It's cold!"

6. Milk is finished but very little of soup has been eaten. She is eating apple pie and says, "Dorothy got lots." Lifts top of pie and begins spooning out and eating contents. To observer, "Are you going to go to sleep?" She smiles as a reply.
Julia says, "Then you going to go outside?"
Picks up Kenny's unfinished milk; drains the cup. (He has left table and housemother is busy clearing away dishes of those who are through.)
Julia returns to eating dessert, helping spoon with her fingers.
She is eating quickly now.
7. She has taken time out to talk with children who are passing table.
To observer, "Miss H---, gonna eat?"
Mrs. H--- nods her head and says, "M-hm."
Julia says, "lookit that, lookit that," pointing spoon at indefinite object.
She begins to eat pie crust.
A two-year old comes and leans on observer.
"Miss H--- by me, init?" says Julia.
Helps spoon with fingers.
Observer moves away, since there is no one else at table now and she does not wish, by her continued presence, to encourage Julia to talk to her.
One child is left in dining room. She is carefully lining up chairs and Julia watches her.
Julia stands up with remainder of piecrust in fingers, picks up plate in other hand. Gazes out of window while she walks toward window where dishes are received. Puts her dish on ledge.
Leaves dining room, still chewing piecrust.

Julia

Bedtime routine, Jan. 26, 1954

Housemother #2

1. Housemother calls to whole group, "Come get your clothes off now."
Julia comes to her bedside and begins to remove her covers. Sits on edge of bed.
Goes over to watch Dorothy and makes comment not heard by observer.

Returns to sitting on her own bed, kicking off her coveralls.
 Her shoes fall off and she says, "My shoes, Ray, my shoes."
 (Ray is sitting floor near her.)
 Julia runs along floor a little way finally kicking coveralls completely off.
 Sits on bed again and removes socks.

2. She is just leaving bathroom after using toilet.
 Picks up a marble from the floor and shows it to observer, saying, "See, a marble."
 Runs out after Dorothy.
 Dorothy turns, "Julia go to bath."
 Julia starts back but after Dorothy turns away, starts after her again.
 Dorothy says, "Julia!" and Julia runs to bathroom.
 She plays at edge of tub while housemother washes child in the tub.
 Housemother says, "Get in, Julia."
 Julia climbs in tub and hangs over edge while housemother washes child in the tub.
3. Housemother is soaping Julia's hair, and says, "Now sit still."
 Julia answers, but is not heard.
 She squirms some but otherwise cooperates.
 Holds washcloth over eyes while head is sudsed, and rinsed.
 Grins while face is being wiped off.
 Stands up while housemother soaps her body, one hand holding to wall.
 Puts foot on edge of tub at housemother's request.
 Housemother says, "Next one," and Julia puts other foot up.
 Sits down to be rinsed.
 Housemother says, "Now get out."
 Julia climbs out of tub and stands to be dried.
4. She is finishing buttoning nightgown.
 Runs out of bedroom without putting on her robe, (no housemother present.)

Julia

Rising routine, Feb. 2, 1954

Housemother #1

1. Julia stands by bed blinking.
 A child in the hall starts to cry and Julia says, "Pearl did it, Pearl did it."
 Starts to smooth the bottom sheet on her bed, squinting her eyes against the light.
 Pearl is crying, and Julia accuses her again, "You did it, Pearl!"
 Pearl retorts, "No!", but Julia says again, "You did it, Pearl, you made him cry."

Pearl kicks at her and says, "Gee, that's messy," referring to Julia's bed which Julie has been smoothing up.

2. Julia is still smoothing her bed.
She has pulled the covers back and loosened the bottom sheet and made it smooth, but has not tucked it in.
She comes to observer to have her nightgown unbuttoned.
Pearl says, "You can do it, Julie!"
Julia goes back to her bed and pulls the covers back over it in order to get at her clothing which is lying on the foot.
She picks up her underwear.
Pearl chants, "You didn't know, you didn't know, you didn't know," and points to Julia's robe at the foot of the bed.
Julia stops after getting into underwear and before buttoning, to help Erma Jean with her overalls.
3. She pulls her overalls on and squats down to look for her socks.
Walks around to other side of the bed and looks there.
Fastens overalls and then stops to watch the other children.
Pulls quilt off her bed and drops it on the floor.
Sits down on the floor and puts on one shoe without having found her socks. (housemother out of room during this time.)
4. She is on her knees, smoothing the sheet on her bed again.
Pulls off the bedspread.
Comes around the bed and sits down on the floor to put her other shoe on, but lays it aside.
Begins to tuck the sheet in, making a mitred corner.
Smooths and retucks the sheet several times.
5. She is still making her bed.
Housemother says, "Julie, here, get your shoe on and go get washed. You can leave your bed."
Julia goes back around and starts to put the shoe on.
She comes back without socks after going to ask for some, and is now pouting.
She sits down again and finishes putting on the other shoe.
6. She is standing at the washbowl brushing her teeth.
She gets a drink and then hangs up her toothbrush.
Gets her washcloth and puts it in the water which the housemother has fixed for her.
Wrings out the cloth and soaps it.
Washes her face and while she is doing this, the housemother pets her lightly on the head as she goes by.
Julia washes her arms with the soapy cloth.
Rinses the cloth and wipes her arms then rinses it again and hangs it up.

Julia

Nursery school washing and toileting routine, Feb. 2, 1954
Nursery school teacher #1

1. Teacher says, "Julie, go to the toilet and get washed."
Julia comes at once and takes down her overalls and goes to the toilet.
Comes over to observer and says, "Miss H---, all ready!"
Fastens overalls and remarks, "You got two pencils."
Peeks through the crack in the door and calls, "Herbie, Herbie!"
Then goes to washbowl and takes out stopper.
Teacher looks in and says, "Where's your washcloth, Julie?"
Teacher adds, "Now come on, give Erme Jean her washcloth so she won't have to climb over you."
Julie gets Erme's washcloth and gives it to her.
2. She has soaped her washcloth thoroughly and is washing her arms.
She rinses out the cloth, squeezes it and wipes arms on the top side only.
Rinses the cloth again and wipes her eyes.
Soaps the cloth again and washes her face.
Teacher looks in again and says, "Did you use some soap?"
Julie nods her head and rinses her face, leaning over the bowl.
She turns on more water, talking softly to herself.
Squeezes out the cloth again and wipes her face.
Rinses arms and squeezes out the cloth.
Takes her hands and splashes water on her face.
Lets the water out of the bowl and wipes the bowl with the cleaning cloth, then with her washcloth.

Julia

Bedtime routine, Feb. 2, 1954
Housemother #1

1. All other children have started getting ready for bed before Julie comes up from the dining room. She is still chewing. She starts into bathroom, then comes back and goes into the bedroom.
She begins to take down her overalls.
Dorothy is flopping back and forth across Julie's bed and Julia wetches her.
Dorothy says, "See, you can't do this." Julie makes no reply.
Takes one leg out of her overalls, then takes off her shoes, then her overalls the rest of the way.
Takes off the rest of her clothes, throwing them one by one into the pile in the middle of the floor to be put in the laundry.

2. Sits in the tub with three other children, playing with her washcloth.
 Says, "Ray wash his hair. His hair stickin' up!"
 Washes et his beek with her cloth.
 Splashes water on Pearl.
 Leughs et Pearl who is pretending she is going to drop some soepsuds on Julie.
 Pearl says, "Julie, scrub my beek, don't put soep on my hair, wey down to the bottom."
 Julie follows instructions and does e pretty good job of washing Pearl's beek.

3. Julia is kneeling in tub, soaping her cloth.
 Eddie puts weter on the beek of her heed.
 Pearl, "Don't wet his hair!"
 Housemother says, "Now, Julie."
 Julie stands up to be soaped.
 When she is rinsed, the housemother tells her, "Now, come here Julie," and Julia climbs out.
 Housemother dries her.
 Julia stends wetching the children still in the tub.
 At housemother's indication, she puts her feet up, one at e time to be dried.
 Housemother hendes her the towel and says, "Here, dry your fece."

4. Julia stands in nightgown.
 Housemother says, "Julie, go on, you're all through."
 Julie goes out into hellwey and stands.
 Housemother #1 says, "Julia, did you get your beth?"
 Julie says, "Yes."
 "Then come in the living room," says the housemother.
 Instead, Julia goes into the bedroom and begins to play with the children there.
 She comes to observer and tries to meke conversetion.
 Her nightgown is on wrong side out, but not buttoned.
 She esks observer if she is going to teke a bath, wash her hair and take off her clothes. Observer essures her that she will do all these things.

Julie

Lunch routine, Feb. 2, 1954

Housemother #2

1. Julie stands during blessing, then sits down and begins to wetch observer writing.
 "You sit by me, init, Miss H----?"
 Leens over and helps Erma Jaen, unnecessarily, to take a drink of milk.
 Then shows observer how she can snap her fingers, seying,
 "Miss H----, click!"

She is served her plate but sits running her fingers up and down observer's notebook.

Smiles up at observer, then turns and picks up her spoon. The other children are discussing how to pronounce "Madeleine", one of the housemother's names, but get no nearer than Mockilee. Julia takes part in this discussion.

2. Sits talking with the other children and picks up a piece of carrot and says, "This carrot is good."
Puts it on table and plays with it, but does not eat it. Sings to herself, tipping chair back and forth.
Picks up the plate with bread on it and hands it to the housemother, who puts it down on the table again.
Julia leans way over observer's notebook pointing at the characters.
Observer tells her that she needs to eat and observer needs to write.
Housemother says, "Julia, turn around."
Julia picks up her cup and begins to drink.

3. Julia has eaten nothing so far.
She picks up her cup again and sips from it.
Stirs her milk with her spoon.
Makes a noise drinking and the housemother says, "Julia, don't do that."
Eddie says, "I got two pieces."
Julia answers, "Me too."
Sips some more milk, holds it in her mouth and pokes gently at both cheeks with her fingers.
Takes another drink and swallows it.
Julia turns around and looks up at observer, obviously trying to get her attention but observer goes on writing.
Housemother says, "Julia, eat your bread."
Julia picks up her bread and begins to eat, but scoots nearly off her chair getting close to observer.

4. Julia sits talking softly to herself and eating her bread.
Says, "Is it the skin, Eddie, init?"
Eddie has put some pieces of green bean on the edge of his plate.
In reply, he gives them to Julia who puts them in her mouth and eats them.
He says, "Oh, you bite?"
Housemother comes around table, straightens Julia's chair and pulls her dishes back in front of her.
Julia acts as if she were going to begin eating but turns instead to observer and says, "EEEE, you write?"
When housemother brings the tray of desserts, Julia begins to eat her carrots rapidly.

Julia

Rising routine, Feb. 9, 1954

Housemother #1

1. Julia comes over to observer and says, "Miss H----, hurt," showing a scratch observer had put merthiolate on the night before.
She stands by her bed for a moment, then comes over again and says, "Do this," fumbling with the buttons on her night-gown.
Observer answers, "You can do it," and Julia returns to her bedside and takes off the gown.
She puts on her socks and underwear, then stands watching Pearl put on her new shoes.
2. Julia is buttoning her shirt.
When she has finished, she stands for a moment watching the other children.
Erma Jean holds out a sock to her, but Julia says, "Not mine."
She straightens her overalls and puts them on.
Again she stands watching Pearl lacing up her new shoes.
3. Julia goes down the hall scuffling her feet, then goes into the bathroom and climbs up on the steps.
Gets her toothbrush and begins to brush her teeth.
Hangs up her brush and gets washcloth.
She washes her face and hands but does not use soap.
She gets her towel and dries herself, then hangs it up again, standing for a few moments straightening the towel and washcloth.

Julia

Nursery school toileting and washing routine, Feb. 9, 1954

Nursery school teacher #1

1. Teacher says, "Alright, Eddie and Julia can wash first."
They come in and Julia climbs up on the block and begins to talk idly about the soap.
"Here, Eddie, soap," and she hands him a piece.
Gets her washcloth and turns on the water.
"That's enough water," the teacher comments as she looks into the bathroom.
Julie turns the water off, then on again when the teacher leaves.
Julia and Eddie chatter back and forth while she washes her face, arms and hands with the washcloth and water.
She leaves the washcloth in the water and picks up the soap and puts soap on her hands and arms.
Shouts, "EE-hee! Blows nose, blows nose!" when observer blows her nose rather vigorously.
Julia pretends she is going to drop water on Eddie when he comes to hang up his cloth.

2. "No! Go on that side," Julie tells Erma Jean who has come in to wash and starts to put her cloth in Julie's bowl. Teacher comes and moves Erma Jean and Julie says, "He wash on this side!" Hangs up her cloth and gets a paper towel. Dries herself very thoroughly and puts towel in basket.

Julia

Housemother #2

Lunch routine, Feb. 9, 1954

1. Stands by chair after grace, pouting, refusing to sit down. Her place has been moved over one and Ray is in her accustomed place. She lets out a whine when he starts to pick up his cup and tries to keep him from getting it. Housemother says, "Here, pass this plate to Erma Jean, this one is yours." Julie ignores this. Housemother adds, "Sit down, Julia." Julia responds by pouting more noticeably. Then housemother says, "Julie, do you want to go upstairs?" Julia sits down, but turns sideways on her chair, muttering under breath, very near tears.
2. She is playing with her carrot stick, running it along the table. It breaks and she puts it together and shows it to Ray. Then she picks up green pepper strip to nibble at it. "I don't like you," she tells Ray. "I don't like you," he replies. She makes an angry noise and he imitates her. She continues to complain about him in a low voice and to tries to get Dorothy to agree with her. He ignores much of this, but occasionally answers her back.
3. Julia sits eating bread, not having touched the rest of her lunch. Folds her bread over and holds it for Ray to see. She seems friendly now, but he is still resentful. She tries to stand her carrot up in her plate. Sits rocking back and forth sideways as she eats. There is still some fussing between her and Ray, but begins to be funny and finally they laugh. She drinks her milk while discussing the butter with him, then strokes the butter with her fingers.
4. Sits eating her carrot stick. Balances her cup on one piece, sets them up for Erma Jean to see, then makes a bridge with two pieces and runs the other underneath.

She drops all three pieces on the floor and crawls under the table to get them.
 Housemother comes and says, "What are you doing? You are just playing. Now eat your dinner."
 Julia whimpers and sits up pouting.

5. She is sitting so far over on one side that she is nearly off her chair and in Ray's lap.
 She is finishing the carrots which she dropped on the floor.
 She points to the dessert and discusses it with other children.
 Sits her last piece of carrot on top of her head.
6. Julia sits eating rice pudding.
 Talks with other children but is eating steadily now.
 Picks up a piece of rice and shows it to Dorothy.
 Points with her spoon at Carol Ann, "She's putting that chair, lookit that."
 Finishes her dessert and says, with mouth full, "Dorothy, you must take this down," as she puts her dessert dish in the middle of the table.
 She carries her chair away.

Julia

Bedtime routine, Feb. 9, 1954

Housemother #2

1. Julia kicks off her shoe and then climbs onto her bed and takes off the other without unlacing it.
 Removes her socks and begins to examine her toes very carefully, picking at one place with her fingers.
 Pearl reminds her to throw her socks on the pile of dirty clothes.
2. Julia sits on her bed listening to the other children.
 She has taken off her coveralls, shirt and undershirt.
 Takes off underpants and throws them on the pile.
 Grabs her nightgown and starts for the washroom without putting it on.
 Goes to the toilet and then comes out carrying her nightgown.
 Puts it on top of her head and goes into the bathroom.
 Climbs into the tub and leans on the edge while housemother soaps her.
 Pearl tells her, "Wash your face, Julia, first."
3. Julia stands having her face dried.
 Housemother says, "Now go on," and adds, "Do you have your pajamas?"
 Julia picks up her nightgown from the floor in silent reply and puts it on.

Stands buttoning it and watching the other children.
Comes out of the bathroom and makes a funny face at observer.
Observer asks her about her slippers when she starts for the living room and she gets them and puts them on.

Ray
Rising routine, Jan. 29, 1954
Housemother #2

1. Benny runs in shouting, "Up, up, up, up!"
Ray climbs out of bed and runs to bathroom.
Uses toilet and on way out stops and leans against observer.
Returns to bedroom and stands with other children watching observer write.
Pearl says, "You kids get dressed. I'll tell B----(house-mother.)"
Pearl starts out of room and Ray and other children start to their own beds, to begin dressing.
Ray lays across bed.
2. Housemother comes into bedroom. Ray, with other children, has come to stand by observer again, and housemother says, "Go on, get dressed," giving some of them a gentle push, including Ray. Adds, "Go on, get your clothes on, Ray."
Ray goes back to his bed and climbs up on it.
Takes off his pajamas, then sits dressing.
Examines his knee closely.
Crawls to end of the bed and gets his T-shirt. Calls out to Jean, "You not say "dress" that's a T-shirt."
Spreads his own T-shirt out.
3. Ray sits putting on undershirt.
Housemother says, "Hurry up, Ray."
He begins to put on underpants but stops to watch Eddie.
Climbs off bed to pull underpants up, then climbs back on to put on his T-shirt.
Grunts comically while putting hands in armpits.
Calls to observer, "Miss H----, Eddie's socks!" (very pretty)
Pulls on his socks.
Stops to listen to the conversation between two other children.
4. Ray comes over to observer and says, "Do this Miss H---," wanting her to fasten his overall straps. (Housemother not in room.)
"You can do it yourself, Ray," she answers.
He then turns to Cornell, (not yet three-years old), and Corny fastens his overalls for him.
Housemother comes in again and says to Ray, "Put your shoes

on."

Ray runs to his bedside and sits on floor. Begins to put on his shoes.

When he starts to put a shoe on the wrong foot, housemother says, "Other foot."

He changes the shoe and then sits dreaming.

Housemother says, "Ray, put it on."

5. Sits lacing shoes.

"Oh, oh, broke, broke, broke!"

Picks up tip which has come off shoestring and brings it to show observer. (Housemother is out of room again.)

Kenneth says, "You broke it, Ray."

Ray goes back and climbs on bed and goes back to lacing his shoes.

Gets back off bed and comes over to Kenny's bed, picks up toy dog which children are discussing and carries it over to Eddie's bed.

6. Chases Kenneth around bed and jumps on him when he falls down on it.

Goes back to his own bed.

Housemother says, "Ray, go and get washed."

Goes to the bathroom and gets his toothbrush.

Leans over washbowl and drinks from the faucet.

Fixes steps to climb up to bowl and brushes his teeth.

Hangs up brush and gets washcloth.

Housemother fills bowl with water, and says to Ray, "You wash in this one."

Ray goes over and puts cloth in water.

Housemother leaves room and Ray returns to other bowl and drinks again from the faucet.

Ray

Nursery school toileting and washing routine, Jan. 29, 1954

Teacher #1

1. Teacher, "Ray, I think you'd better go to the toilet and get washed. Now get nice and clean, because there's soap and hot water."

Ray goes to washroom and uses toilet.

To observer, he says, "Go to toilet, init, Miss H----?"

Pulls up sleeves and says, "You bring the nice chair down, Miss H----?" referring to a chair which has just been returned after being repaired.

She answers, "No, Ray, Mr. M---- did it."

He repeats, "Mr. M----?"

Then says, "Going to get hot water and cold water."

Gets washcloth, climbs on block and turns on faucet.

Teacher, looking in, says, "Get some soap and clean under that nose of yours, it gets so dirty."

Ray goes and gets a bar of soap from the other washbowl and comes back.

2. "Miss H----, no soap?" (Ray is asking if his face is properly rinsed.)
 She nods her head.
 Ray squeezes cloth out.
 Teacher comes in again and says, "You had a good wash, didn't you? Now come on and get through."
 He hangs cloth up and squats under the other washbowl.
 He hangs on drain pipe with both hands and says, "The water leaking down from this little here."
 Stands up and turns on faucet.
 Crawls under again and says to Kenneth who is examining the pipe with him, "It's leaking down?"
 (The pipe is not leaking, but has done so intermittently in the past.)
 Ray stands up and puts his thumb under the faucet to squirt the water.

Ray

Lunch routine, Jan. 29, 1954

Nursery school teacher #2

1. Ray brings chair to table and stands during blessing.
 Takes his chair back and gets different one, saying, "Got nice chair, nice chair."
 Picks up cup but it tips and he spills some.
 Kenneth chants, "Ray, spill it, Ray spill it, Ray spill it!"
 Housemother goes to get cloth and Ray gets up, takes a plate she has just served and gives it to child at another table (sitting with mother at adult table).
 This causes much laughter among other children.
2. Ray sits with spoon in mouth.
 His plate has been served, but he has not started to eat.
 Puts spoon in plate and shoves his chair back.
 Lifts his foot and puts his shoe back on.
 Picks up baked potato in his hand and holds it in front of Kenneth, saying, "Teddy bear, teddy bear, teddy bear!"
 Ray pretends he is going to put it in Kenneth's plate, then takes it back and begins to eat it still holding it in his hand.
 Kenneth pokes at him with his spoon. Ray looks interested but makes no response.
3. Pushes spoon around in his plate with his finger and then picks up bean with fingers and blows through it.
 Teacher says, "Ray, stop playing with your food."
 Ray then puts it in his mouth and begins to chew.
 Picks up potato and begins eating it again.

- With a full mouth, he imitates something other children are saying.
 Leans farther and farther down on table until he is nearly lying on it.
 Slides as far off chair as he can without falling.
 Says something more with a full mouth, which observer cannot understand, to Kenny, shaking his head and making a funny face.
 Teacher says, "Ray!"
 Ray continues eating steadily, using fingers almost exclusively.
 Teacher again says, "Ray," when he begins tossing potato skin up and down in his hand.
 He then puts the potato skin in his spoon and puts it in his mouth.
4. He is playing with a triangle of bread and butter.
 "Some of it broke off," he says to himself.
 Writes with fingers on table, leaning way over, "Like this? Like this?"
 His mouth is very full of bread and he takes it out into his hand, then puts it back again.
 Leans back on his chair and pushes his plate toward the teacher, then pulls it back and begins to eat bits still left in it, with his fingers.
 Picks up his cup and drinks a little, pushing his plate toward the teacher again.
 This time it is passed to her and she refills it.
 He spills some of his milk.
 Puts spoon in his cup and then brushes milk off table.
 It falls in his lap and he says, "I messed up my clothes."
5. He is eating his beans, one hand on his knee.
 Puts his mouth to the edge of the dish and scoops in a spoonful.
 Teacher says, "Ray, use your spoon."
 His milk is sitting so close to his plate and the edge of the table that he has to reach over or around it to get to his plate.
 He is using both hands, now, to eat, having abandoned his spoon.
 Turns and looks behind him, then shakes his head as far as it will go to both sides.
 Both shoes are untied, and he keeps slipping his feet in and out of them, while he eats.
 Pushes his hands against the table and leans back on his chair, while he watches Housemother #3, who is passing.
 Children at the table are making funny noises and he laughs.
6. Ray drinks some milk.
 Then sets his empty plate up on edge, pretending to balance his cup on top, saying, "Shobo!"

Puts plate down and drinks more milk.
 Runs spoon around on table, making noises like a car.
 Drains his cup of milk, turns it on its side and runs spoon through the handle.
 Puts dessert dish in his plate and picks up the square of cake pudding in his hand.
 Takes a bite and replaces it.
 Takes another spoonful and puts it in his hand to eat it.
 Turns and says, "Hello," to the breadman who is passing.

7. Is still eating pudding, using fingers.
 Then takes a spoonful, adds some more to it with other hand and puts it in his mouth, finishing it.
 Gets up and carries his chair away from table.

Ray
 Bedtime routine, Jan. 29, 1954
 Housemother #2

1. Ray comes upstairs and goes to toilet.
 Herbie says, "Ray, get ~~me~~ the paper." (No housemother present).
 Ray climbs on seat of toilet and gets the paper, overalls still around ankles.
 Takes a paper cup sitting on the washbowl edge and gets himself a drink.
 "Eddie sit on chair," he says, commenting on Eddie's sitting on the steps used for reaching the washbowl, which are now sitting against the wall.
 Ray squeezes behind the automatic washer and tries to turn on the faucet which is connected to it.
2. Climbs up on steps, holding overalls with one hand.
 Reaches up toward ceiling, chanting, "Oh, boogey man, oh, boogey man."
 Climbs down and comes to lean against observer.
 Goes back and climbs steps again.
 Turns around and Jeanie takes him by both hands and pulls him off saying, "Come down, boogey man."
 Housemother comes in and calls children to come to bedroom.
 All go out.
 Eddie has moved observer's stool to stand by his bed and she tells him she needs it "over there". When he clings to it, she asks him to carry it for her, but Ray pounces on it to carry it himself. Eddie gets it away from him.
 Ray then takes off his overalls and throws them at observer. Then he removes his underpants and throws them at her too, but he is smiling now.
3. Ray comes over and puts his foot up on observer's lap.
 He has all his clothes off except his shoes and socks.

Housemother is busy with someone else and he asks observer to untie his shoe. The bow is so tiny and tight that it is really hard. Observer continues writing, so he holds his foot up for Julia to work on. She picks at the bow but is unsuccessful. Ray next holds his foot up for Cornell to work on. He picks at the bow too, but to no avail. All this without words. Pearl says, "Ray, you can do it," very loudly. Then Ray manages to get it unfastened himself and goes to his bed, climbs up and finishes removing shoes and socks. Housemother straightens his pajamas for him and holds the tops while he puts his arms in.

Ray
 Rising routine, Feb. 5, 1954
 Housemother #2

1. Ray has his underwear on and his socks, by the time the housemother calls and the lights are turned on. He goes right ahead dressing, putting on his coveralls. He sits down on the floor to put on his shoes. His quilt has fallen on the floor, so he sits on that, then wraps his pajama pants around his leg like a bandage. He pounds his shoe on the floor in an effort to remove some dried mud from the sole, then picks at it with his fingers.
2. He is hopping around the floor with his "pretend" bandage around his leg, obviously trying to attract observer's attention. He trips himself and falls down, exclaiming, "Oh, what's the matter!" Wraps his leg again and comes over to watch observer. Benny comes in and says, "Ray get dressed," and pushes him over to his bed. Ray whimpers a little, then stands looking at Benny and Jerry who have begun to make their beds. Ray comes over to observer and asks, "Here, Miss H---, do this," holding out his shoe, the strings of which are tied in a knot. She says, "You can do it." Robert says, "I'll do it," and unties it easily for him.
3. Ray sits on floor putting on shoes. All other children are dressed. He has one shoe on, but is struggling with the other. The shoes are high topped and he has not loosened the laces enough to slip his foot in easily. He finally gets it in and begins to tighten the laces. Gets up and housemother comes in and says, "Ray, go wash." He goes with her to the bathroom across the hall. She fills the bowl, while he washes his teeth at the other one.

He pulls himself up and drinks from the faucet.
Then hangs up his brush and gets his washcloth.

4. Has washcloth in his mouth, soaping his hands.
Kenneth is splashing water on him, saying, "Gonna wet your clothes."
Ray takes this as a joke, but whimpers when Kenneth goes on to rub water aggressively on his face.
Lets the water out of the bowl and comes to observer and holds his face up for inspection. "Miss H----, me wash good."
She tells him to wash a little more under his nose and he goes and does it, then stands wiping his arms and face with his washcloth.

Ray

Nursery school toileting and washing routine, Feb. 5, 1954
Nursery school teacher, #1

1. Teacher asks, "Ray, would you like to come now and get washed?" Then adds, "Now be sure to use some soap."
Ray comes into the washroom, gets his washcloth, puts the plug in and turns on first the cold, then the hot water.
"You want more water than that," his teacher says.
Ray gives no indication of hearing and the instructions are repeated, and she adds, "Get some hot water."
Ray washes his hands, which are painty, with the washcloth but without soap.
He says, "Gonna wash it off."
The teacher says again, "Use some soap."
He picks up the soap and begins to put some on his washcloth.
"Clean under your noses," the teacher tells both children.
Ray continues to wash his hands and arms, this time with soap.
He shows them to observer and says, "Got it all soap, Miss H----."
2. Ray is putting soap all over his face, then comes to observer and says, "Look at me, Miss H----, I not close my eyes!"
Goes back and squeezes cloth out and washes the soap off his face.
Comea and says, "Some more soap, Miss H----."
He climbs on the radiator rack and hangs up his cloth, then puts his knee on the washbowl as if to climb clear on top of it, but the teacher comes in and he climbs down again.
He gets a paper towel and dries his face sketchily, leaving the towel on the back of the washbowl when the teacher says, "You left a ring around the bowl, Ray. Wash it out."
Ray gets his washcloth again and washes the bowl thoroughly, then tosses his cloth at his hook. It misses and falls on the floor but he appears not to notice.
He picks up the paper towel again, dries his hands, and tosses it into the basket.

Ray
Lunch routine, Feb. 5, 1954
Housemother #2

1. Ray stands during grace, but pays no attention.
Sits down and after a minute, housemother brings his milk and spoon, (no place was set for him).
He sits playing with his spoon, then threatens Kenneth with it.
2. Ray is eating his potato, leaning way back on his chair.
Helps load his spoon with the other hand, but gets so much that he loses some of it before he gets it to his mouth.
Stands up and pulls his chair back toward the table, and at the same time closer to observer's.
"Gonna put milk in my dinner," he says, tipping cup toward his plate.
Kenneth says, "No! No! No!"
Ray spills just a little into his plate, then stops.
Continues eating.
Picks up a piece of potato in his spoon and in his creamed fish, then eats it.
Spills a little more milk in his dish and says to Kenneth, "I put some more in."
3. Ray drinks some milk.
Has finished potatoes, eaten part of fish and begins on peas, scooping them into his mouth from the edge of the plate.
Cleans his plate off quickly and pushes it towards the housemother, choking slightly on the bite he has in his mouth.
His plate is not noticed at first and he pushes it again with his spoon.
The housemother takes it and refills it with very small servings.
He accepts the plate, then takes a drink of milk and gargles with it.
Housemother ignores him.
He takes another drink and gargles again.
Begins to eat bread.
Tips his dish up almost vertically, just missing spilling all the contents out.
4. Ray asks observer, "Your dinner over there?"
She nods her head and smiles.
He picks up his spoon and stuffs his mouth with more food, although he is choking slightly already.
He lifts his spoon in the air with both hands and the potato on the spoon nearly falls, but he stops just in time and crams it into his mouth.
The bite is so large he cannot put it all in at once so

takes bites from it, until it is all gone.
 He turns around in his chair and stares at children who have finished and are looking at books.
 Housemother comes and straightens his chair and says, "Ray, turn around and eat. Don't put so much on your spoon."
 He shows observer a bite, "Miss H----, like this, a little bit?"
 Pushes his dish back for another serving and housemother gives him his dessert instead.

5. Turns to observer (his plate is clean) and starts to sing, "Happy Birthday to you."
 She looks in his cup to see if it is empty and he picks it up and drains it, then shows it to her.
 Picks up his chair and carries it away.

Ray
 Bedtime routine, Feb. 5, 1954
 Housemother #4

1. Ray runs out of room when housemother #3 calls to come get clean pajamas.
 Comes back with his pajamas in his hands.
 Robert throws a piece of soap which he found on the floor and Ray picks it up.
 He pretends he is going to throw it but doesn't and eventually puts it in his mouth.
 Then comes and writes with it, first on observer's skirt, then on her shoe.
 Then he throws it.
 Picks it up and takes it to the bathroom then comes and tells observer, "I put it in the sink."
 She says, "You are a good boy."
 He begins to take off his coveralls, but does not finish.
 Housemother comes in and says, "Is this a clean one?" looking at his pajama shirt.
 She goes out and Ray begins to take his shoes off.
 Kenny throws his coveralls at him and Ray makes a yell of protest.
 Throws Kenneth's coveralls back and gets up on his bed.
2. Housemother sits on bed, helping Ray untie his shoes.
 Takes off Ray's shoes and looks for him and says something to him which is not heard.
 Ray pulls off his coveralls, then undershirt, and throws them on the floor.
 Gets out of underpants then climbs into pajamas.
 Comes to observer and asks for help with the top button.
 It is a hard one so she does it for him.
 He wants help with the next one too, but she tells him he

can do it himself.

He demands her admiration as he does each successive button.

Ray
Rising routine, Feb. 12, 1954
Housemother #1

1. Ray climbs out of bed when the light is turned on and begins to unbutton his pajamas.
Comes over to see what observer is doing.
Stands beside her quite awhile trying to get her attention.
Dances across the floor then goes over to his bedside again and begins to remove his pajamas which are around his ankles.
Comes over to observer to watch, then goes back to his bed.
2. Ray has his socks on and is looking for his underpants among the clothes at the foot of his bed.
Jackie comes in and throws some dirty socks at him.
Ray pulls his underpants on, then takes the dirty socks back and throws them at Jackie.
Pulls his bedspread off and spreads it on the floor.
Crawls across the bed and begins to straighten out his blankets.
Turns the blankets back one at a time, apparently looking for his undershirt.
Whimpers briefly.
Finally starts to pull on T-shirt, but stops and begins looking among the bedclothes again.
3. Has his T-shirt part way on and is peeking out through the sleeve.
He says, "See, Miss H----, little hole!"
She smiles and says, "Can you see me?" and he nods his head.
He pulls the T-shirt on slowly.
Then comes over and plays with observer's pencil for a moment, then goes back and puts on coveralls.
Straightens his collar out, then starts to button the coveralls.
4. Ray is finishing buttoning his coveralls.
Sits down on the floor and puts on his shoes, not watching what he is doing, leaning his head back on the bed.
One shoe has not been unlaced enough for his foot to slip in easily, so he stands up and pushes--struggling quite a while before his foot goes in.
5. There are four children in the bathroom, but Ray crowds in too and gets his toothbrush.
Starts to brush his teeth at the nearest washbowl.
Hits Kenneth when he gets in his way.

6. Stands sucking his dripping washcloth.
Kenneth leaves the washbowl and Ray then goes over to the one where Erma Jean is being washed.
Stands until Erma Jean is finished then allows housemother to wash his face and hands for him.
He goes and dries himself very sketchily, not taking the towel down from the hook.
Hangs up his washcloth and on the way out stops to give Denny a hug.

Ray
Nursery school toileting and washing routine, Feb. 12, 1954
Teacher #1

1. "Ray, you've been so nice and helpful, you can be the first to wash," his teacher tells him.
He climbs up and gets his washcloth then comes over to the other washbowl.
Turns on the water.
"Got lost, see, Miss N----?" and he points to his washcloth in the water, then adds, "See, my finger got cut," showing it to her.
"Gonna wash it," he comments after she has given it a brief inspection.
Picks up his washcloth out of the water and sucks it.
Runs over to the other washbowl and gets the aluminum cup sitting there.
2. Gets up from the toilet where he has been sitting.
Teacher comes in and says, "Flush the toilet, Ray, like a nice clean boy."
He flushes the toilet and the teacher adds, "Now button up your coveralls and come on out."

Ray
Lunch routine, Feb. 12, 1954
Teacher #2

1. After the blessing, Ray sits down and tries to make conversation with observer. She answers briefly.
He takes a sip of milk.
When he reaches out to take his plate his arm hits the cup and some of his milk is spilled.
He tastes the sauce on his salmon loaf, then spits it out and takes a drink of milk, which he gargles.
Picks his spinach up in his fingers, then turns to observer and tries to talk to her again. She pretends to be busy writing.
2. Sits eating creamed potato, nearly shoving it into his mouth

from the edge of his plate.

Sets his cup on top of his food in imitation of Julia.

Lies over on the table, talking to himself.

Spoons potato into his mouth.

Picks up cup and announces, "Kenny, gonna drink my milk."

Takes a piece of bread from the plate which is passed to him, and starts to eat it.

3. Ray sits finishing bread, talking through his full mouth to Kenneth.
Plays with crust of bread and tells Dorothy to put hers by her cup.
He eats it, tearing rather than biting pieces off it.
Pastes a chewed-up bite on his chin and looks at observer to see what the effect is.
Housemother says, "Ray, don't do that." He puts it back in mouth.
He is sitting, running his finger around his cup in unison with Kenneth and they make silly talk about it.
Puts his hand in his cup and say, "Horsey jumps out," and runs his hand around the table in front of his plate.
Lifts a very large spoonful of spinach and holds it up and eats off it.
4. Drops a spoonful of spinach on the floor by accident, then picks it up and puts it in his mouth.
Gets another spoonful, holds it in the air, carelessly, while looking around. This spills too, and he again picks it up and puts it in his mouth.
Leans, eating, on his hand.
5. Ray sits playing.
He has eaten none of his salmon loaf.
Watches Kenneth playing with his pudding.
Says, "Kenny, eat it."
Several children imitate him, so he repeats his remark.
"I said, eat it, Kenny, init, Kenny, I said eat it."
Sits pulling legs of his coveralls up to his knees.
Turns to observer and says, "Miss H----, write right here," and points to a blank space on the page.
Teacher says, "Ray, eat your dinner."
He turns around and begins to eat very lazily.
6. Sits eating his dessert but not with enthusiasm.
He says, "Lookit, Miss H----, Lookit down here," pointing a blob of pudding on his chin.
She looks but makes no comment.
He turns back to his eating, and begins to stir his pudding with his spoon, then takes a bite.
7. Housemother says, "Don't you want it?"
He pays no attention.

She persists, "It seems that you don't want it, do you want it?"

He shakes his head and she takes it away.

He gets up and carries his chair from the table.

Ray

Bedtime Routine, Feb. 12, 1954

Housemother #1

1. Ray goes in and sits on the toilet.
He asks for toilet paper after Kenny has done so, but hits it away because he wanted to tear it off himself.
Eddie hits him, but just before this happens another child is in the way and I'm not sure whether it was unprovoked.
Ray begins to cry but isn't really hurt so stops very quickly.
Then he begins to chant, "Miss H----, want drink. Miss H----, want drink. Miss H----, want drink."
 2. Is folding up the paper cup and gives it to me to throw away.
Gets off the toilet, asks for the paper he refused earlier.
Uses it, then runs out of the room, his coveralls around his ankles.
Stands for a minute watching other children, then comes over to me.
"Miss Harris, got no underwear."
His pants are around his ankles and he has pulled his shirt up as far as it will go to show me.
"Can't walk, see?" and he demonstrates, then adds, "Can't run in it?"
 3. Robert comes by Ray's bed and pokes at his genitals.
Ray giggles.
After Robert leaves he squeals at the top of his voice.
Repeats this several times.
Robert comes back and pokes at him again, this time Ray whimpers.
Then he follows Robert into the other room and hits at him.
Goes back to his bed and crawls under it, then calls to Robert.
Robert comes and looks under the bed.
Ray crawls out and comes over to look at the watch.
He starts to turn the stem and I ask him not to do it and he leaves. All his clothes are off now.
-

Kenneth
 Rising routine, Jan. 30, 1954
 Housemother #2

1. Housemother comes into bedroom and turns on the light. Observer follows her in and Kenneth pats her stool and says, "Here."
 He goes out and across into the next bedroom and stands looking.
 Then goes to bathroom and uses the toilet.
 Goes back to bedroom and sits on his bed.
 "Miss N----, this is too dark," pointing to stool leg.
 Holds his foot up to inspect the bottom of it and says, "This is got hurt."
 Gets up and goes around to the other side of his bed.
 Starts to straighten out his clothes.
2. Sits putting on his underpants.
 Adds a comment to the conversation of some children across the room.
 Pulls undershirt over his head.
 Jerry comes in and looks around and Kenneth runs after him when he goes out.
 Pearl says, "Konny get dressed."
 Kenneth comes back and stops to point at observer's short-hand characters.
 Housemother says, "Kenny and Ray, put your clothes on."
 Pearl says, "You not got big sleeves, Kenny got big sleeves."
 Kenneth is putting on T-shirt with long sleeves and says, "We got big sleeves." Holds arms up for all to see.
3. Sits putting on overalls.
 Gets off his bed and pulls them up.
 Ray says, "Not you did it by yourself."
 Kenneth retorts, "Not you!"
 He stands up and tucks his shirt into overalls.
 Housemother says to Kenneth, "Hurry up, put your shoes on."
 Kenneth continues to fasten overalls.
 Calls to Julia, "Julia, tie your shoes." (Imitating Pearl).
 Puts one shoe on and sits down to tie it. "It's a tie it."
 Watches Pearl demonstrating how to tie a shoe.
 She says, "You can't do this, lookit, Kenneth. You can't do this, lookit; you can't, lookit."
 When she begins to speak, Kenneth looks away and won't look.
 She goes over and grabs his shoelace out of his hand and pulls it tight so he can't tie it.
 There is a brief struggle and she keeps saying, "Let me do it, let me do it for you."
4. Goes into bathroom and climbs on steps which are standing in the middle of the floor.

From this vantage point he looks across and out of the window.

Gets down and gets his toothbrush.

Brings brush over and lays it on the automatic washer.

Housemother comes in and Jeanie says, "Kenny, eat it, referring to his tasting the tooth paste with the tip of his tongue.

Housemother says, "Brush your teeth with it, Kenny."

He goes to washbowl, turns on water and begins to brush.

5. Housemother has brought Kenneth to the other washbowl and he is washing, stopping to rub more soap on his cloth at intervals.
Squeezes out the washcloth and hangs it up.
Gets his towel and dries himself.
Hangs up the towel and goes out.

Kenneth

Nursery school, toileting and washing routine, Jan. 30, 1954

Teacher #2

1. Teacher, "Kenny, go wash."
Kenneth pushes chair, which he has been using for a train, a little further along the floor then goes into washroom. Runs to where observer is sitting on a stool and says, "You going to write at us table?" She nods her head. Kenneth squats down, gazing back into playroom. Teacher calls, "Go to the toilet, Kenny."
He goes and stands by toilet but does not urinate. Teacher repeats, "Go to the toilet."
Instead, he leaves and goes to the washbowl. Pulls up sleeves and wanders back into playroom as he does it.
Stands looking a moment, then comes back, puts stopper in bowl and gets cold water from the faucet.
2. Stands blowing bubbles through his washcloth. Looks guilty but smiles when teacher returns to the room. Teacher, "Wash your face."
He washes his face, rinses it, wrings out the cloth and hangs it up.
Gets a paper towel and wipes his face hastily.
Throws the towel in the basket and runs out of the room.

Kenneth

Lunch routine, Jan. 30, 1954

Nursery school teacher #2

1. Children are already seated and served when observer comes in.

Kenneth begins to eat his potato salad.
 He and Ray carry on a brief conversation about the lights,
 heads tipped back, gazing up at the ceiling.
 Speaks to Eddie, pointing to salad, "Good Eddie, this good,
 this good."

Points to one of the cooks sitting at another table and
 makes a remark, but he is turned away and is not heard.
 Finishes potato salad and starts on cabbage.
 He has draped his piece of lunch meat over the edge of his
 dish.

Eats steadily.

Still chewing, looks intently at the figures in observer's
 notebook.

2. Kenneth is eating last of meat.
 Housemother passes plate of bread and butter.
 "Lookit, Ray," He takes piece from plate and begins to eat
 it.
 Starts to pass plate on, but several children reach for it
 and there is a brief tussle as to who is going to pass it.
 Housemother says, "Just leave it there."
 An adult leaves the dining room and Kenneth says, "W----
 eats fast doesn't she, Ray?"
 Wipes up plate with last of bread, very thoroughly.
3. Is eating apple, studying it closely between bites and turn-
 ing it.
 Talks softly to himself.
 Puts his apple down, pulls his chair closer and resumes
 eating apple.
 Says something to Ray which is not heard.
 Discussion is about cookies on the plate. They think they
 will take them upstairs with them. (This is not allowed.)
4. Kenneth is nearly through with apple, eating very carefully
 down to the core.
 Lays core down on the table beside plate and picks up his
 cooky.
 Says to no one in particular, "I got big one."
 Begins to eat it, looking at Ray, then at the cooky.
 There is some quiet talk between Ray and Kenny.
 Then Kenneth says, "Not me, Ray, you eat right there all the
 time, init?"
5. Is still eating cooky.
 Sits blinking eyes exaggeratedly.
 Picks at observer's foot absently, eating cooky and gazing
 across room.
 Watches Ray, who has finished and is carrying chair away
 from the table.
 Looks at observer's notebook, "You going to write all there?"
 running his finger along a line. She says, "Yes."

Turns and watches an adult while he finishes last bite of his cookie.
 Picks up cup and drinks with concentration---all the milk at one draught.
 Picks up his chair and carries it away.

Kenneth
 Bedtime routine, Jan. 30, 1954
 Housemother #2

1. Kenneth goes to toilet, then runs into bedroom.
 His bed has been moved to a different room during the day. When observer comes in he pats her stool and says, "Write here, write here, write here."
 He sits down and takes off his shoes.
 Housemother helps him off with his shirt and tells him to finish the rest himself.
 He takes off the rest of his clothing and begins to run around the room with Benny, both hitting at each other and laughing.
2. Kenny is in bathtub with two other boys.
 Housemother comes in, "Now let me see, where's your washcloth?"
 She gets his washcloth off the hook and begins to soap Kenneth's head.
 He sits in the tub cooperatively while his head is washed and rinsed.
 Stands up to be soaped, putting up first one foot then the other on the edge of the tub for washing.
 Housemother rinses him and says, "Now."
 He climbs out.
3. Kenneth stands hanging on bathroom door.
 Suddenly slams it and runs down the hall.
 Goes into the wrong bedroom, then remembers and goes on to the room where his bed is now.
 Jackie comes in and climbs onto Kenneth's bed and under his covers.
 Kenneth begins to beat at him with his pajamas, but in fun. He climbs on top of the bed and runs up and down it.
 Ray joins the group and there is a scramble and Ray climbs under the covers with Jackie.
4. Kenneth is sitting on Ray's bed and putting on his pajamas. Climbs off and begins to laugh hilariously at the other children's antics.
 Jackie comes and grabs hold of the back of Kenny's pajamas and they run around the room, horse and driver fashion.
 Jackie says, "Kenneth step in my shoe."
 Kenneth says "No."

They run off again.
Jackie crawls into Kenneth's bed again and Kenneth hits at him--again playfully.

Kenneth
Rising routine, Feb. 6, 1954
Housemother #2

1. Kenneth stays in bed a minute after lights are turned on, then gets up and stumbles blindly into the bathroom. Uses the toilet then goes back to the bedroom. Stands watching other children, then climbs on his bed and sits dreaming.
2. Takes a T-shirt which is not his, but is lying on his bed, in to Bobby and throws it at him. Bobby brings it back and puts it on Kenneth's bed. Kenneth takes the shirt back again and hits Bobby with it and leaves it. This skirmish is repeated two more times. He climbs back on his bed and sits dreaming. Bobby brings the shirt back again and throws it at Kenneth. Kenneth lets out a yell, but only tosses it on the floor. Ray comes and takes it and throws it at Bobby, who brings it back again. This time Kenneth says, "It don't belong here, Bobby!"
3. Stands jumping around the bed. He still hasn't started to dress. (No housemother has come in.) Finally starts to unbutton his pajamas. He climbs on his bed. Jackie comes to me and says, "I got hurt, Miss H----." Kenny says, "That not hurt, Jackie." Gets his pajamas off, then sits dreaming.
4. Sits on bed. Has his underpants on after one reminder by the housemother. He crawls over to end of the bed and plays there. Puts on his undershirt wrong side out and buttons it that way. Then starts hopping around on one foot.
5. Kenneth is running back and forth from his bed to the door. Dances across the floor with his socks in his hand. Comes over to watch observer. Pretends he is going to put his socks on his head. Lies back on his bed and Benny comes and lies beside him. Ray throws a shoe and Kenneth whines. He picks up the shoe and throws it back.

Ray chants, "You miss, you miss, you miss."
 Kenneth sits down on the floor.
 Ray throws the shoe again, and Kenneth says, "Ah, you didn't hit me."
 Goes over to Ray's bed and pretends he is going to fight him.

6. Is putting on coveralls.
 Julia, lying on Bobby's bed, asks about the beds, "Who sleeps right here?"
 Kenneth answers for each bed in the room.
 He sits down and puts on one shoe.
7. Kenneth and Jerry are running from the wall of one room to the wall of the next, back and forth.
 Kenneth throws his other shoe at Jerry.
 Stops by observer finally and watches her write.
 She asks him when he is going to get dressed (all other children have finished long since.)
 He sits down and begins to put his shoe on.
8. Kenneth gets his washcloth.
 Turns on the water in bowl and begins to wash.
 Does not use soap, but otherwise is very thorough.
 After thoroughly washing his face and hands, he gets the soap and puts it on cloth and washes his face and hands again.
 Rinses the cloth, wipes his face again, and hangs the cloth up.

Kenneth
 Nursery School, Feb. 6, 1954
 Teacher #2

1. Kenneth comes into the bathroom, giving Ray a push.
 Gets his washcloth and comes over to Ray, bringing him his cloth.
 Turns on the water very hard.
 It splashes and both look alarmed and look at observer, then turn it off.
 Kenneth goes over and puts plug in the other bowl, leaving Ray to the first one. Turns on water.
 Puts some water on the front of his hair then adds some water to that already in the bowl.
 Ray runs over and says, "Sleepy, sleepy, sleepy." Kenneth imitates him.
2. Kenneth finishes drying himself, but very sketchily, then throws the towel into the wastebasket. Goes out.

Kenneth
Lunch routine, Feb. 6, 1954
Nursery School Teacher #2

1. Sits down after grace and begins to run his spoon through the handle of his cup.
Spins his spoon on the table.
"Lookit, Ray, see," he says.
Passes Ray's plate to him, then gets his own and picks up a piece of meat with his fingers and begins to eat it.
2. He is still eating the meat, sometimes picking pieces off if with his fingers.
"Not there!" he admonishes Ray who is putting his cup of milk on the floor.
"Not on the floor!" he says again.
3. Kenneth is eating his beets now, very energetically, but takes more on his spoon than he can get in his mouth at one time and takes bites off the spoon.
Picks up his baked potato in his hands and begins to eat it.
Eats continuously, but shows interest in what is going on about him.
Pushes his dish toward housemother, even though he still has half his potato in his hand.
4. His plate has been refilled. Beets, meat, bread and butter.
He is still eating his potato.
"No more in there," he points to the meat platter.
Turns and watches Dorothy eat her meat, but continues to eat himself.
"It's biggest, in it Ray?" he asks.
Watches Jackie carry his chair away from the next table.
Picks up meat and begins to eat it.
"Ray, you drink too much up," he says pointed to his own forehead.
Then points to his stomach and says, "Down here your stomach, in it?"
after Ray objects to his indicating that milk goes to one's head.
5. Sits still eating meat and looking around the table with interest.
The meat is rather tough and full of gristle and takes a lot of chewing, but he is eating gristle and all.
6. Sits eating bread. Housemother has told him to put his meat down and eat something else.
He finishes bread, then picks the meat up again.
Housemother gives him his dessert.

He puts down the meat and drains his cup of milk, then returns to the meat.

7. Sits finishing his dessert.
Picks up his dish and drinks the juice, then puts his chair away.

Kenneth
Bedtime routine, Feb. 6, 1954
Housemother #2

1. Kenneth comes and sits on toilet for quite a while.
Amuses himself by patting his mouth and making wild-Indian yells.
2. Stands trying to straighten out his coveralls he has just taken off.
3. Jackie comes at him with his Sunday shoes on his hands.
They fall over on the bed and Jackie pounds him with the shoes.
Kenneth's not sure whether he should cry or not but doesn't.
4. Stands trying to throw his underpants into the next room so that they will land on the pile of clothes for the laundry.
They fly off in the wrong direction and Jerry and Kenneth both laugh.
He stands watching Jerry try to throw his too. He tries to catch them when Jerry throws them but misses.
This is quite a game and goes on for all the rest of their clothing.
He sits down and begins to remove his shoes.
5. Stands in bathroom waiting his turn to get in the tub.
Repeats, "Indian boy, Indian boy," after Benny and looks at the paper Benny is showing.
Then says, "Choo-choo train can't go, init?"
Housemother #2 comes and calls him to come to the other bathroom.
6. Housemother is soaping Kenny.
He stands holding onto the faucet and watching the other children, remarking, "Julia, wash good!"
Pearl says, "Julia sing, 'Rock-a-bye-baby!'" and he repeats this.
He follows housemother's directions, as he is washed, without taking eyes off other children.
She washes his head last and he keeps his eyes shut tight until she gives him a washcloth to hold over them just before rinsing.

"Now, that's all right" she says and he climbs out of the tub.

"Get your towel," she tells him.

He gets the towel and she begins to dry his head.

7. Goes back to the first bathroom and asks for his pajamas which he left there.
 "I didn't know you had your pajamas in here," housemother #3 says and gives them to him.
 He has just had some merthiolate put on a scratch and keeps looking at it, saying, "It's really hurt, it's really hurt."
 He puts on his pajamas, murmuring, "I got airplane in my colorbook."
 He stops by observer to watch and Benny tells him, "You go in the living room!" Kenny ignores him and finishes buttoning his PJ's.

Kenneth

Rising routine, Feb. 13, 1954

Housemother #4

1. Kenneth gets up when the light is put on and takes off his pajamas.
 Pulls on his underpants.
 Stands for a moment watching other children.
 Climbs on his bed and picks up his T-shirt.
 Pulls it on over his head.
2. Has his coveralls on and is straightening his collar.
 Buttons his coveralls.
 Comes over to observer with Ray and they discuss characters she is making, together.
 Kenneth puts on his socks.
 He and Ray discuss the darns in their socks.
 He looks under his bed for his shoes and standing up, puts his foot into one, then sits on bed to tie it.
3. Puts on second shoe and jumps off bed.
 Runs into washroom and gets his toothbrush.
 Stands at the sink with Eddie and begins to brush his teeth.
4. Stands washing his face and hands with a soapy cloth.
 He is obviously enjoying this for he is oblivious to everything going on around him.
 Housemother tells him, "Here, get on this side."
 The washbowl has become quite crowded with several standing around.
 Squeezes out the cloth and wipes his face, then hangs it

up, and dries his face on his towel, still hanging on its hook.

Then gets a drink.

Kenneth

Nursery school, toileting and washing routine, Feb. 13, 1954

Teacher #2

1. Kenneth comes into the bathroom, comes over by observer and says, "Gonna wash nice."
Goes over and turns on the cold water, poking his fingers up the faucet.
Then turns on warm water.
He says to Ray, "Not you gonna wash nice."
Pokes his washcloth into the water, and adds, "Not Ray gonna wash nice."
Squeezes out his cloth then comes over to see how Ray is doing.
Goes back and washes his face with the wet cloth.
Puts soap on the cloth.
Goes over to Ray's bowl and Ray pushes him. Kenneth yells.
2. Kenneth stands by observer putting soap on the washcloth, then returns to the bowl and begins to wash his wrists.
Hangs his cloth up without rinsing it or his hands and dries them.

Kenneth

Lunch routine, Feb. 13, 1954

Housemother #2

1. Kenneth takes part in the grace but looks all around the room.
Sits down and watches Ray take his chair away and change it for a different one.
Accepts his plate and begins to eat.
2. Has eaten all of his meat and is beginning to eat green beans.
Finishes beans and starts on the baked potato.
Eats with his spoon and his fingers.
Comments, "All the babies!" to no one in particular, but looking at the baby table.
Sings to himself, tapping his feet.
Says, "Lookit, I make big hole," dipping his spoon into his potato.
Dorothy says, "Kenny be quiet."
3. Shakes pepper on his food then passes pepper to Ray.
This is a fad--all the children are having some.

Picks up last half of potato and eats it in his hand.
Chants, "It's ee-ee, it's ee-ee, it's ee-ee," pointing to his potato.

4. Is cleaning up his dessert dish, scraping all the apple sauce out very rapidly.
Wipes his spoon off with his napkin, imitating Ray.
They lay their spoons together to see whose is cleanest.
Then there is a contest to see which is bigger.
Since they are really the same size, they hold them high in the air trying to make one bigger than the other.
Gets a piece of bread and begins to eat it.
Lays the bread down and takes napkin and wipes out his dessert dish, again imitating Ray.
Continues to eat his bread, watching Ray carry his chair away.

Kenneth

Bedtime routine, Feb. 13, 1954

Housemother #4

1. Kenneth kicks off shoe.
Comes over to discuss with Ray the color of his medicine (macurochrome.)
Goes back to bedside and kicks off other shoe.
Ray comes and climbs on his bed and opens the window.
There is talk about the "boogie man" and Kenneth comes and closes the window.
Ray opens it again and Kenneth in nervous haste, says "Ray, put it down!"
Says to me, "Miss H----, here," and hands her a piece of metal he has found on the floor.
2. He is dancing around on the floor, his overalls off.
Runs into other room to look as housemother #3 gets out the Sunday clothes for one of the children.
Throws overalls into the middle of the floor in the next room from his bedside.
Goes to the door and peeks out, then slams it.
Housemother comes and reprimands him.
He runs back to his bed and takes off his underwear and takes it into the other room, putting it on the pile of dirty clothes.
3. Goes into the bathroom and gets into tub with Eddie and Pearl.
"Hey, Miss H----, this make it hurt," he says pointing to the sole of his foot.
Housemother comes and brings cold water in a bucket and pours it in.
He shouts, "Hey, I splash in, I splash in, I splash in!"

Five children are in the tub.
Housemother comes and begins to soap his head.

4. Stands being soaped, his eyes still shut tight although he had a cloth over his eyes when his head was being rinsed.
Housemother shows me a sore place on the sole of his foot but he keeps his eyes shut until she dries his head.
He climbs out and she finishes drying him.
She wraps towel around him and tells him, "Now you go over there."
He comes out of bathroom and says to me, "Hey, lookit."
Then goes into bedroom and gets his pajamas.
-

Herbert
Rising routine, Feb. 1, 1954
Housemother #1

- Herbert sits on his bed and removes his pajamas.
Sits for a few moments then begins to put on underpants.
Gets off his bed and runs over and hits Ray with his undershirt, but with a grin on his face.
He then pulls his undershirt on over his head.
- Herbert is over on Kenneth's bed and is climbing under the covers laughing.
He climbs out again when observer looks at him.
He runs back to his own bed, then comes over to observer and demonstrates how he can snap his fingers, saying "Miss H---, click, init?"
Starts to button his coveralls.
Helen comes in and he says, "No Helen, this is boys."
Helen comes to observer and wants her overalls fastened.
Herbert comes over and does them for her.
- He is sitting on the floor at the end of his bed, shaking out one sock.
Examines the cuff on his sock carefully, comparing it with the one already on, to see which way to turn it.
Turns it carefully the other side out.
The socks are three-quarter length and after putting on the second one, he pushes both down so that they look like ankle socks.
Scoots along the floor to where his shoes are lying under his bed.
Begins to put on his shoes.
- Stands at washbowl, turning on the water, preparatory to brushing his teeth.

Stops several times, with the toothbrush in his mouth, to regulate the flow of water.

Hange up his brush and gets his washcloth.

Goes back to the bowl and puts stopper in, turns on water again and begins to put soap on the washcloth, dipping the soap into the water instead of the cloth.

Scrubs his face vigorously, rinses it and drains the bowl. Hangs up his washcloth.

Herbert

Nursery school toileting and washing routine, Feb. 1, 1954

Nursery school teacher #1

1. Teacher says to Herbert (referring to cutting he has been doing), "Herby, that's very nice, very nice. I think you can go and wash now and you can finish this when you get back."

The water has been turned off because of work being done on the water-line and she adds, "You won't be able to flush the toilet, and you will have to wash in the bucket because there is no water."

"Herby, you use this one," teacher hands him a washcloth. Herbert uses the toilet.

Herbert kneels by the bucket and washes his face, using soap on the cloth.

He rinses the cloth and squeezes it out, wiping his face carefully.

He stands up then and hangs up his cloth.

Herbert

Lunch routine, Feb. 1, 1954

Housemother #4

1. Herbert stands during blessing, participates half-heartedly.

Sits down and sings softly to himself, playing with his silverware.

Benny chants, "Hot doggie, hot doggie!" as his dish with weiner is served.

Herbie imitates him and laughs.

Benny pokes at him and he laughs again.

Herbert takes his plate, talking and laughing at Benny.

Takes up his weiner and takes a bite.

Runs his weiner along edge of plate in between bites.

Sticks the weiner on the prongs of his fork and begins to bite pieces off it.

2. Herbert now has his baked potato on the end of his fork eating from it.

Lays the potato down in his plate again and picks up his

- spoon poking it into the potato skin.
 Gets a bite off and picks it up in his fingers.
 Holds it up to his eyes and pretends to look through it.
 Picks up some sauerkraut with his fingers and eats it, then
 gets some on his spoon and eats that.
 Takes some more with his fingers.
 Returns to the potato and eats some of it holding it in his
 hand.
 He is eating now, first with one hand, then with the other.
 Benny makes a nonsense statement about the dessert and
 Herbert laughs.
3. Herbert pulls some sauerkraut apart with his fingers and
 eats it.
 Benny continues his nonsense talk, and Herbert makes some
 himself.
 He continues to eat steadily but listens with amusement to
 Benny.
 Benny pokes at him, but Herbert's interest has been caught
 by the sound of the door opening and he says, (without
 seeing anyone), "Hello, Mr. R----!" (Staff member who
 frequently comes in late, to meals.)
 To Benny, "You got this? Go like this," sawing at his
 sauerkraut with his spoon.
 Continues to talk and laugh with Benny while he eats.
4. Herbert points to observer's book and says, "You got all of
 it, init?
 You take the pictures out?" (He's used to picture books.)
 He is finishing the last of the food on his plate.
 "It's a mama, a mama," to Benny.
 "Chickie got hop," making hands hop across the table,
 "See the squirrel hop."
 Turns around and looks at the children at the next table,
 saying,
 "It's a ashkii!" (Navaho for "little boy".)
 He is still being silly with Benny.
 Passes plate to housemother and sits playing with his
 silver.
 Benny says, "You, Herbie, look at mine," holding his silver
 up.
 Herbie accepts plate with bread and butter and begins to
 eat a piece.
 Benny reaches for Herbert's spoon, "Let me see your spoon."
 Herbert continues to eat, but laughs at Benny.
5. Herbert is still eating bread, both elbows on the table,
 turning the bread and looking at it as he eats.
 He laughs intermittently at Benny's silliness.
 Points to notebook and says, "See that little one?"
 He lays his bread down between his plate and the edge of
 the table.

He leans over and nibbles at it without using his hands. Housemother looks at him and he chuckles, but picks up the bread to eat holding it in his hand. Begins to tear the bread to pieces, stuffing them into his mouth.

Turns and grins at Benny as Benny carries his chair away from the table.

He drops a piece of bread on the floor, pushes his chair back and picks it up. Puts it in his mouth.

Pearl says, "Here's your dessert," and hands it to him. Herby says, "It's a momo, its a momo, that is momo!"

6. He is eating his dessert rapidly, but taking tiny bites putting them into his mouth faster than he can chew and swallow. Finishes his dessert and drinks his milk all in one draught. Puts his cup down and stands up all in one movement and carries his chair away from the table.

Herbert

Bedtime routine, Feb. 1, 1954

Housemother #1

1. Herbert stands crying in the middle of the floor. Goes in to the bathroom and the housemother gives him a Kleenex, and tells him to go and get some clean pajamas. He is still sniffing when he brings the pajamas back. He sits on the bed dejectedly. Begins to take off shoes. Stands up and takes off coveralls.
2. Goes to the bathroom across the hall and uses the toilet. He is offered a drink and accepts it, still obviously tearful although not shedding tears at the moment. Stands drinking, then gets himself some more water. Then he and Ray get more water out of the hot water faucet. It comes out a pale orange color and they look startled and show it to observer. (Pipes have been worked on this day.) She tells them to use the water from the cold water faucet. They do this and then go back to the other faucet and fill their cups again. They fill their mouths with water then squirt it out into the bowl, laughing and saying, "Orange juice! Orange juice!"

Herbert
 Rising routine, Feb. 8, 1954
 Housemother #1

1. Herbert climbs out of bed as soon as the light is put on and begins to take off his pajamas. Puts on his underpants and gets undershirt, but sits watching some of the other boys trying to open the door, before putting it on. Starts to put on coveralls, then gets down on floor and seems to be looking for something. Benny says, "Is it under the bed?" He sits fooling around aimlessly for a minute then gets up and finishes putting on coveralls.
2. Stands by Ray's bed and Ray is looking at him whimpering. He has his socks in his hand. He comes back and sits on floor by his bed and puts on his socks, pushing them down like ankle socks. He puts on one shoe. Benny comes by and Herbert looks at him. Benny kicks him and Herbert begins to cry, then throws the other shoe at him with a good deal of force. Jackie passes some gas and Herbert laughs, then gets the shoe he threw and begins to put it on.
3. Gets his washcloth and says "Here Miss K----," showing her how it looks like an airplane, with a shy smile. Goes into bathroom and to washbowl, where Jackie is. He sticks the point of his washcloth in the water and they laugh. When Jackie leaves Jerry comes. They watch the water running and laugh and talk quietly. Jerry scrubs the bowl and Herbert watches. Herbert squeezes out his cloth and wipes his face with it and hangs it up. He dabs at his face with the towel, but does not take it from the hook. Gets his toothbrush and goes back to the bathroom.
4. Stands in bedroom by his hook, brushing his teeth. Starts to hang up the brush then goes back to the bathroom and rinses it. On his way back he stops to see what Benny is doing. Laughs at Benny then goes to hang up his brush. Benny says, "You look like a old fat boy. You look like Miss T----'s wife." They laugh. Herbert gets his washcloth again and goes back to the washbowl. He plays with it for a minute and dabs at his face then

goes back and hangs it up.
Dries his face again--towel still on hook.

Herbert
Nursery school toileting and washing, Feb. 8, 1954
Teacher #1

1. "Herbert you can go wash now, and I think you'd better get a piece of toilet paper and wipe your nose," the teacher says.
He comes in and wipes his nose as directed then climbs on radiator rack to reach soap-bubble cups sitting on window sill.
Blows a few bubbles but gets down again when teacher comes in.
"Now did Herbie get his?" asks the teacher referring to clean washcloths, and adds, "Oh, my, what's all this?"
Jerry has dumped his armload of clean cloths into one of the washbowls.
She lifts them out and gives Herbert one.
"Did you go to the toilet?" she asks him.
He says, "Yes." (He hasn't.)
He gets a washcloth and turns on the water, dampening the cloth.

Herbert
Lunch routine, Feb. 8, 1954
Teacher #2

1. Herbert takes part in grace and then sits down, leaning his chin on his hands.
Other children are discussing observer's notes so he stands up to look.
Benny notices and says, "Hey, sit down," and hits him.
Herbert sits down suddenly when hit, but doesn't seem to be bothered.
Gets his plate and begins to eat his celery.
Says, "I saw a airplane," and demonstrates with the celery.
He and Benny carry on a conversation about airplanes while he is munching his celery.
2. Sits still eating celery.
He has it in two pieces now and stands them up on the table between bites.
Sits swinging a piece of the celery by a string which he has partly peeled from it, chatting with other children about birthdays.
Teacher says, "Herbert!"
He stops swinging piece of celery and resumes eating it.
After a bit, absently begins to swing it again.

Children are now discussing Santa Claus.

3. Picks up bread and begins to eat it.
 "That's too slippery," he says, when Jackie drops the sugar jar in his plate while passing it to the teacher. Folds his bread sandwich style. Takes a bite of peas, then a bite of bread, and alternates thus several times. Picks his cup and drinks some milk, rather sidewise out of it.
 "Won't spill it, lookit, go like this, Benny."
 Finishes peas then starts on hash, alternating bites with bread and eating very rapidly.
4. He is still eating hash and bread.
 Makes a circular motion in the air with his spoon, murmuring to himself.
 Laughs at Benny, who is finished and is making silly remarks about a book he's looking at.
 Finishes cleaning his plate, leaning on one arm.
 Drinks milk.
 Pauses long enough to listen to something Jeanie is saying, and answers her.
 Starts on dessert.
 Eats quickly and scrapes dish clean.
 Gets up and carries chair away.

Herbert

Bedtime routine, Feb. 8, 1954

Housemother #1

1. Herbert sits on bed imitating Dale's wail.
 Then goes to where Dale is lying on the floor and rolls him over, lying down beside him.
 They both laugh, but Dale comes to observer acting as if he is afraid Herbert will hurt him.
 Herbert comes over and climbs up on the mop-board and looks out of the window.
 Sits down on the bed and begins to untie his shoe.
 When he takes his shoes off he drops them noisily on the floor.
 Walks over to the door dragging his coveralls (they are still around his ankles).
 Goes back to his bed, kicks them off and removes the rest of his clothes quickly.
2. He has gone into the living room with just one button on his pajamas fastened.
 Stands by observer caressing her.
 When she moves away he finishes buttoning his pajamas.

Herbert
 Rising routine, Feb. 15, 1954
 Housemother #1

1. Herbert gets up and takes his pajamas off at once when the lights are turned on. Puts on undershirt then stands watching Jerry for a minute. Puts on underpants and stops to joke with other children, saying "He got funny pants!" Housemother comes in and tells group, "Hurry up and get dressed."
 The children seem to ignore this and boys gather around Herbert's bed, holding his pants up to him and laughing.
2. Stands fastening straps on overalls and saying softly to himself what sounds like, "Teleboys pants!" (Other children have been chanting this.) Jerry shows him his tooth brush and makes some silly talk about it.
 He looks interested but says nothing. Goes over and watches Jackie pointing at pictures over the hooks and talking about them. Wanders around a minute then goes and gets socks and puts them on, sitting on the floor. Puts on one shoe.
3. Stands in washroom examining his toothbrush and talking quietly to Jerry.
 Begins to brush.
 Hangs up brush and gets washcloth.
 Puts it in the same bowl with Jerry's.
 They have the water running and he gets the cloth wet then sucks it.
 Washes his face with the damp cloth but uses no soap.

Herbert
 Nursery school toileting and washing, Feb. 15, 1954
 Teacher #1

1. Teacher says, "Herbie would you like to go get washed now?"
 Herbert comes in and climbs on radiator rack to get his washcloth.
 Tries to turn on the water from this position but cannot reach the faucet, so gets down.
 Turns on the water, wrings out the cloth under the stream of water and wipes off his face.
 Hangs up the cloth.
 Fishes the soap out of the water and rubs it on his face and hands.
 Rinses his face quickly with his hands and lets water out

of the bowl.

Wipes hastily on a paper towel and goes out.

Herbert

Lunch routine, Feb. 15, 1954

Nursery school teacher #2

1. Herbert joins in sung grace lustily but looks idly around while doing so.
Sings to himself after he sits down.
Takes packet of crackers and begins to unwrap it.
Tries to pull them out the end and breaks the cracker.
Tells Jerry, "I got two."
Jerry says, "Herbert, not got this!"
Housemother calls, "Herbert. Herbie. Herbie," and motions him to help himself to salt.
2. Sits eating stew, his crackers crumbled in it.
Eats in business-like fashion and silently.
Benny passes green pepper strips and he takes one and passes them to Jerry.
Holds up red celophane strip for Jerry to see.
"Gots a little one."
Speaks to teacher, "M----, not Benny got on his plate," motions with spoon to show that Benny laid his green pepper strip on the table.
Sees Fr. G---- getting more fried bread and says, "A---- make it."
3. Benny passes fried bread to him and Herbert takes one and passes it on.
Begins to eat bread alternately with stew.
Then puts down his spoon and begins to concentrate on the bread.
4. "Us color some today," he points with his spoon to the plate of fresh pears.
Chews at the meat on his spoon, then picks it up with his fingers and eats it.
Finishes the stew and begins to drink his milk.
When he catches teacher's eye he says, "M----, already," and shows her his plate.
She answers, "Drink your milk."
He picks up his cup again and drinks all of the milk.
5. Is eating pear, holding it in his napkin.
"Going to take it out," he says, taking the pear out of the napkin.
He eats the skin off the pear.
Says to Benny, "Benny, this not spilling on you." (The pear is very juicy.)

Herbert
 Bedtime, Feb. 15, 1954
 Housemother #3

1. Housemother calls Herbert, but he apparently does not hear.
 Observer tells him housemother is calling and he goes to the closet where she is getting clean pajamas for him. Someone suddenly discovers the new toys in the living room and the children all run to see.
 Housemother sends them back to get undressed and they return in a very excited state.
 Undressing proceeds at a rapid pace.
 2. There is much excited chatter about the toys, in which Herbert participates.
 He runs after other children into the living room with his pajamas only half on.
 The pajamas are on by the time he reaches the living room. He fastens one button and begins, with the others, to examine the new things.
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Eddie
 Rising routine, Feb. 22, 1954
 Housemother #1

1. Eddie sits blinking, leaning against the head of the bed. He has been smoothing up his bed before the light was turned on, so that it looks made.
 Pearl says, "Eddie's bed looks messy."
 He ignores this.
 Begins to make noises of pain, holding his toe.
 Finally says, "M---, hurt, lookit," and shows her where his toenail has been turned back.
 She looks, and he continues to moan and says several times, "Ouch!"
 Gets off his bed and comes to stand by observer.
2. Begins to take off his pajama tops.
 Stands on his bed and announces, "Not me have shorts now. Not everybody went to toilet."
 Takes off pajama pants then sits down on bed and says, "Ow!"
 Looks at his toe again.
 "M--- cut my hair, M---."
 Grabs his clothes from foot of bed, crawls around on top of bed, then sits down and puts on underpants.
 Says to observer, "You gonna go out now? You going out? You going out?"

She says, "No."
 And he asks, "You going to get finished with your writing, then go out?"
 She says "Yes,"

3. Has his undershirt on.
 He says, "Miss H----, you going to sleep? Tomorrow go up to your room? Gonna finish your writing?" Gets off bed and comes over to her. "You make a lot right here init?" Looking at her writing, he says, "Boogie man." He coughs and she draws back, so he covers his mouth with his hand and coughs again, looking to her for approval. She smiles, so he pretends to cough again, still covering mouth.
 "You coughing?" he asks, and adds obscurely, "Be quick." Picks up his T-shirt and puts it on.
4. Stands with T-shirt half off.
 He has put it on wrong side out and is very gloomy about having to change it. She has moved her stool further away, so as to not be so much the center of his attention, but he comes over and says, "Miss H---- sit by me." Gets down on knees and pokes around between mattress and head of bed for an inner sole he has lost. He says to Charlie who has just come in, "Charlie get in line, Miss H---- has some lotion!" (A joke)
 Charlie grins at him.
5. Has T-shirt in his hand.
 "Miss H---- gonna beat you." (Means be faster!) Pulls his T-shirt over his head and asks, "Is it wrong, Miss H----, "Lookit."
 She says, "No," so he pulls it on the rest of the way. Climbs on the bed and gets socks and overalls. Pulls overalls on one leg, and sits. Housemother comes in and says "Hurry, Eddie. "Put your clothes on"
 He pulls overalls on the rest of the way, still holding his socks in his hand. Housemother says, "Hurry, Eddie," again and stops and helps him fasten the sides of his overalls. "Now put your shoes on."
 He complains, "It's too tight."
 She says, "Well, we'll change it, but put your shoes on now."
6. Is sitting on the edge of the bed putting on his socks. Ray has come in and remarks, "Eddie's a slow poke." Eddie retorts, "You not get washed." Ray answers, "Choo!" and Eddie imitates. Says to observer, "Miss H----, got eat?"

Ray says, "Gonna push this right over here," starting to shove on Eddie's bed.

Eddie says loudly, "No!"

Then to me, "Miss M----, you going outside?"

Pulls on sock and says, "Not hurt!" talking to himself.

Kenneth and Ray together begin to tease him verbally, and he whimpers.

7. Housemother #3 is sitting on his bed putting on his shoes for him.

He says, "M----, fix my bed."

She says, "You're supposed to fix your own bed, I'll help you with your shoes."

When his shoes are on she says, "Come on."

He follows her out to the bathroom, gets his toothbrush and brushes his teeth, then begins to drink out of a paper cup.

Housemother comes in and he hangs up brush.

She tells him, "Here, wash with this."

He accepts a clean washcloth and puts in the stopper.

Housemother asks him a question, but he does not answer, just looks at her. He has filled his mouth with water and is holding it there, so he nods his head.

Eddie

Nursery school toileting and washing routine, Feb. 22, 1954

Teacher #1

1. "Eddie, you go into the bathroom and get a nice clean wash," says the teacher.
Eddie comes in with a very pained expression and shows observer has a hangnail. She looks, but makes no comment. Goes to the bowl and takes a drink from the faucet. Takes the stopper, turns it upside down and fills that, which he drinks.
He does this several times, then gets some more and tries to pour it in his nose. It runs down his chin, but he does it again.
Teacher comes in and says, "What's this? What are you doing? How about putting the stopper in and getting some hot water, and some cold water too?"
2. Eddie hangs up his dripping cloth.
Rubs his wet face with his hands, as he goes to get a towel.
Pulls one down from the rack and dries quickly.
Tosses the towel at the wastebasket, but misses. He takes no notice, but goes back to the playroom.

Eddie

Lunch routine, Feb. 22, 1954

Housemother #3

1. Sits eating beef and spaghetti and crackers industriously, not talking, but watching other children.
Holds up his celery and says, "Settin."
Housemother tells him, "It's celery."
"Oh," says Eddie and runs it around the table beside his plate.
Folds a piece of the celery over so that it nearly breaks off and shows it to Dorothy.
The top part flops back and forth and he laughs.
Housemother says, "Now eat. Don't play with your food."
He tears the piece off and begins to eat it.
2. Watches Dorothy, who has brought some little wooden disks to the table and is playing with them.
Talks with her about them.
He is chewing the last bite he took while he talks but rather lazily.
Picks up cup and drinks some milk.
3. Sits rocking back and forth on his chair, watching other children.
Picks up a slice of carrot in his fingers to eat it.
His spoon is in his other hand.
Lays down the spoon and continues to eat carrots with fingers.
He says, "See, M----?" and he shows housemother how he has finished his carrots.
Picks up his crackers and begins to eat them.
Housemother brings dessert and he eats it along with the crackers.
Carries on casual conversation with other children.
4. Has finished dessert and is eating the last cracker.
Housemother says, "Eddie ate all his dinner today," as she takes the dishes away."
He finishes his cracker and drinks up his milk.
Wipes the table with his napkin, where he has spilled a little milk.

Eddie

Bedtime routine, Feb. 22, 1954

Housemother #1

1. Eddie sits on the floor in hall to take off his shoes and socks.
There is much excitement among a few children who are

pulling some wheel toys up and down very fast and he is watching them.

He is just outside bedroom door.

He unfastens overalls and starts to take them off, but gets up, his overalls around his ankles, and begins to run after the other children.

One shoe and one sock are left on the floor, the other shoe is in his hand and he has not yet removed the other sock.

Comes back and picks up the shoe and sock and puts them on his bed, when the housemother appears.

Sits down on his bed and shows observer his sore toe. Takes the other sock off then goes and lays on his bed, playing with a rubber ring he has found on the floor.

2. He is looking under the quilt at the foot of his bed, for his pajamas. He finds them and begins to put them on singing to himself. Puts the pants on, then goes out to the living room, carrying the tops in his hand.

Eddie

Rising routine, March 1, 1954

Housemother #1

1. Gets right out of bed when light is turned on, then stands dreaming. Comes over and leans against observer. Pearl tells him, "Eddie don't bother Miss H----." He pays no attention. Goes out and opens the door to the bathroom and says something to the housemother. She tells him to go get dressed. He goes and uses the toilet, flushes it, then comes over to watch observer.
2. Stands by his bed, pajamas off, playing with a piece of paper he found on the floor. "Eddie's gonna be the slow," Pearl says. He replies, "No! I make panties," and picks them up to put them on. Pearl says again, "Eddie's gonna be the slow, Eddie." He pulls his underpants on then his undershirt. Goes over to Erma Jean and she gives him a little rock. He goes back, runs it along the foot of his bed, then sits down on the edge of the bed. Pearl chants over and over, "Eddie's boy-friend, Eddie's boy-friend." (Confused on sex.) He does not seem to notice. He runs the rock up and down his leg and says,

"I scratch my leg."

Pearl comments, "You did it yourself."

3. Stands with one sock and shoe in his hand.
He has lost his other sock and is complaining in a listless way about it.
Lays down on the bed.
Sits up and plays with the rock some more.
Housemother goss by in the hall.
He calls "N----!"
She stops and comes in and he says, "N----, my other sock gone. Erma Jean shook it."
She goes out to get some socks for him.
While he waits he comes and stands by observer and runs his rock up and down the page.
 4. Lies on the bed, one sock on. Begins to put the other sock on.
"Got no sock, no sock," he says.
He begins to put on a shoe but it does not go on easily so he lays it aside.
He sits scratching his knee with the rock.
 5. He is trying half-heartedly to put his shoe on again.
Ray goes over to his bed and they talk casually, then Ray begins to tease him and Eddie whines.
Eddie gets up and chases Ray away.
Ray comes over and stands by observer.
Eddie comes over and kicks him.
Eddie goes back to his bed and puts his shoe on and begins to lace it.
Calls defiance to Ray intermittently. Ray is crying as a result of the kick.
All other children have left the room.
 6. Housemother #3 is helping Eddie finish dressing.
She pulls his coveralls on for him.
Eddie's lost sock is found and she gives it to Julia to put in the laundry.
He goes to the bathroom and gets his toothbrush and begins to brush his teeth.
Hangs up the brush when finished, goes to other washbowl and washes with his cloth and water but no soap.
He dries his face on his towel.
Eddie goss out saying, "Beat Kenny, Ha! Ha! Beat Kenny."
Nursery school toileting and washing routine, March 1, 1954
Substitute teacher
1. "Eddie get washed," the teacher tells him.

"Put that right here, M----," he tells her (with regard to the disposal of the material he has been using.)
He comes into the bathroom, but stops and stands in the doorway.

Comes over to observer and asks, "Dale Jim stay over to the hospital?"

She answers, "No."

Stands a moment watching her, then goes back and stands in door.

Teacher says, "Eddie, go to the toilet and wash your hands."
He starts to the washbowl and she says, "Go to the toilet first."

He turns on the water, puts hands under the faucet and washes his face with them, saying, "Already, M----."

He reaches for a towel as she answers from the other room, "OK."

He finishes drying and goes out.

Eddie

Lunch routine, March 1, 1954

Housemother #3

1. Eddie leans his head on his arms while the plates are being served.
Housemother says, "Sit up, are you sick?"
He sits up, passes plates to Kenneth and Dorothy.
Sits talking quietly to Dorothy.
Gets his own plate and begins to eat his carrots.
2. Sits eating spanish rice and roll alternately.
Then finishes his carrots.
3. Sits drinking milk very slowly.
Sets his cup down still holding milk in his mouth.
Finally swallows it.
Housemother says, "You better eat lots before you get sick."
He makes no comment and does not look at her.
Begins very lazily to eat his spanish rice again.
Plays with a green bean, laying it on his spoon then replacing it when it falls off.
4. Sits eating the last of his green beans with his fingers.
Turns and watches one of the adults' tables.
Pushes his plate away, still containing some spanish rice, and finishes his biscuit.
5. Still finishing his biscuit and milk.
Smiles very exaggeratedly at observer when she glances at him.
Housemother brings dessert.
She takes the biscuit from him, saying "Don't you want it?"

He shakes his head and starts on dessert, finishing it quickly.
He drains his cup of milk and carries his chair away.

Eddie

Bedtime routine, March 1, 1954

Housemother #1

1. Housemother comes and tells children it is time to get their clothes off and adds, "You too, Eddie."
Other children go out of room, but Eddie stands watching observer.
Ray comes in and laughs at him (he has been sulking) and he breaks down and laughs too.
Julia comes in and jumps at him and they both fall on the bed.
He climbs on the end of the bed and jumps off on the floor, then crawls up on Julia's bed.
2. Dorothy comes in and joins a scramble of Julia and Eddie on the floor.
Julia leaves and Eddie and Dorothy roll around on the floor together, then get up and run around the room.
Eddie climbs on his bed, then gets off again and goes around the room imitating a blind spastic.
Housemother #2 stops in the doorway and he says, "Look at the light, B----."
He sits down on the floor and takes off shoes, then goes out in the hall.
3. Has his shirt over his head and walks towards other children in a playfully threatening manner.
They scream and run.
He takes off the shirt when the other children are sent in the living room.
He is the only child left in the bedroom.
He asks observer, "Close the door?"
She says, "No."
He suggests, "It's cold?"
She says, "No."
Then he says "Miss H----, you going out?" and adds, "I'm going out. Nobody in here."

Eddie

Rising routine, March 8, 1954

Housemother #1

1. Eddie gets up and stands in the doorway when the housemother calls that it is time to get up.
Goes to the toilet then comes back to the bedroom.

Slips down his pajama pants very slowly, as he stands watching other children.

Then he climbs on his bed and idly begins to unbutton the tops.

He seems only half-awake.

Takes off the tops, then rolls back the quilt from the end of his bed, looking for his underpants.

2. Has given up the search and is sitting on his bed, watching Pearl get dressed.
Pearl finally says, "Eddie get your clothes on."
He answers, "No underwear," whinily.
She says, "Cause you shucked it." (Meaning he threw it in the dirty clothes barrell.)
Jean affirms this.
3. Eddie is still sitting on his bed, minus his clothes.
4. He is putting on the underclothes the housemother (#3) just brought him. (He did not ask for them.)
Puts on his overalls.
Examines the buckle for the strap and asks, "You put this in this hole?" (Housemother is not present and question is directed at observer) She answers, "Yes."
One buckle is bent and he says, Miss H----, look at the funny one."
He starts to pull overalls up and says, "Oh, my T-shirt."
Then he notices that Corny is standing in the hall crying, and calls observer's attention to it.
Then he goes to look at him.
5. He begins to fasten overalls.
He has real difficulty with the buckle because the strap is frayed and catches on the prongs. He sticks with it without asking for help.
6. He finally has one buckle fastened but after coming to observer and asking for help.
She shows him that he put the strap in the wrong side of the buckle first, so he changes it.
When he tries to do the other one, he discovers it is so badly bent he can't get the strap in.
He asks observer to help and she tells him to show it to the housemother.
He goes at once and she tries to fix it, but cannot and gets him a different pair for him.
7. Stands by observer.
He has announced to her that he has no socks.
Housemother #3 gets socks for him and he goes at once to put them on.

After they are on he sits looking at them and talking to himself.

8. Sits lacing one shoe and watching Julie, who is standing by observer.
Observer suggests to Julia that she go get her hair combed. She starts out, but stops, goes over to Eddie's bed and sits down and laces his other shoe and ties both of them for him.
When she has finished, she tells him, "Now get washed." He goes to the bathroom and Julie goes with him. (All children have finished dressing some time ago.)
He gets his toothbrush, brushes his teeth and hangs the brush up again.
Gets his washcloth and turns the water on in the washbowl.
9. Stands washing his face and still holding water in his mouth from the time he finished brushing his teeth.
Dries his face and goes out.

Eddie

Nursery school toileting and washing routine, March 8, 1954
Teacher #1

1. Eddie comes in and stands by me, leaning on my knee.
"You wash right here, Eddie," the teacher tells him and he answers, "OK."
She asks, "Did you go to the toilet just now?"
He says, "Yeah."
He turns on the water very hard, saying, "Lookit."
He takes the stopper and drinks from it, then puts it clear inside his mouth and gags on it.

Eddie

Lunch routine, March 8, 1954
Housemother #1

1. Sits down and pushes his plate of soup away.
Sits looking a little pouty.
Takes a package of crackers.
Does not succeed in opening the package.
Housemother puts his plate back in front of him and he makes no objection.
Sits holding his package of crackers.
2. Sits, holding open package of crackers in one hand, dipping one cracker into the soup and eating it with the other.
3. Is still eating crackers, first dipping them in the soup.

Dorothy reaches over and pulls up his overall straps which have fallen down over his shoulders.
He looks at her but says nothing.
The straps fall down again and he pulls them up himself.

4. He is eating the last cracker.
He is holding the cellophane in his left hand, even though there are no more crackers in it.
Turns to watch the housemother when she goes to get dessert for two children who have finished.
He has a small plastic "magnifying glass" in his hand and starts to play with it and the cellophane.
The housemother takes the cellophane away from him and he begins to drink his milk.
5. Gets a half-slice of bread from the plate the housemother hands him and begins to eat it.
She talks to him about eating his soup.
He makes no comment, but does not follow her suggestions.
Puts the magnifying glass into his mouth along with the bread.
Takes it out and stuffs his mouth with bread, using the "glass" as a spoon.
6. He is eating his dessert.
Looks around the room at the children who have finished and are playing--he laughs frequently at what they are doing.
Turns his cottage pudding upside down and says, "Got nice one."
Uses his fingers to help cut the dessert.
Stops every once in a while to pull his straps up.
7. He is still eating his dessert.
Dorothy puts her cup of milk over beside his and leaves the table.
Housemother puts the extra cup on the tray.
He makes silly faces at Dorothy who is now sitting in a chair by the bookshelf.
Finishes his dessert.
Drinks up his milk and carries his chair away from the table.

Eddie

Bedtime routine, March 8, 1954

Housemother #1

1. Eddie comes in and says, "Miss H----, gonna be dark!"
(Electricity is off.)
Takes off his shoes and socks and empties them on the floor.
(They are full of sand.)
He runs around with his shoes in his hands, in great excitement, which is shared by all the children because the lights

are off and it is getting dark.

Says "Miss H----, gonna get unressed fast then go in the living room."

Takes off his overalls and underpants and comes over and says again, "Gonna get dark!"

2. Sits on his bed.
Julia climbs on the foot of the bed and he chases her away playfully.
Starts to take off his T-shirt.
Jean comes and gets him, takes him by the hand, saying, "Eddie come here."
They go out in the hall and she takes him to the housemother who gives him clean pajamas, then he comes back.
One of the children pulls the quilt (and his clean pajamas) off on the floor and he begins to cry.
3. He is standing, getting a band-aid on his leg.
The lights come on and creates a new wave of excitement.
Eddie runs back into the bedroom and puts on his pajama pants.
All the children run to the window to see Mr. H---- as he leaves the building.
Eddie climbs on Julie's bed and looks out the window as he puts on the pajama tops.

Jean

Rising routine, Feb. 23, 1954

Housemother #1

1. The light is turned on and Jean sits up, takes off her night gown, puts on her underwear, then comes over to watch observer.
Sits on her bed and begins to tease Eddie by saying, "Eddie shoe, Eddie shoe, Eddie shoe," as she begins to pull on her overalls.
Begins to put on her shirt, but stops and starts to whimper because Benny has come and picked up a treasured rock and goes out with it.
2. Finishes tying shoe, then goes out in the hall.
Eddie follows her and she turns and tries to push him back into the bedroom, saying, "Eddie put your clothes on."
Eddie persists so she says, "H----, Eddie not put his clothes on." H---- is not in sight and has not been in their bedroom.
Eddie ignores the threat.
Jean goes on, stops in the doorway of the boys bedroom and

make a joke with Jerry, then goes on into the bathroom. Turns the water on and plays there for a moment with a rag, holding it over the water which is running. Goes and gets her toothbrush.

3. She is washing her face but without soap (there is none). Does her arms too, then wrings out cloth and hangs it up. Goes back to the washbowl and gets water on her hair and smooths it down. Goes to where her towel is hanging and dries without taking it off the hook, after removing the stopper from the bowl.

Jean

Nursery school toileting and washing routine, Feb. 23, 1954

Teacher #1

1. Teacher says to Jean, "Now you can have a nice little wash, can't you, then you can do something when you come back." Jean comes and gets her washcloth. Turns on the water. Faucet makes a very funny noise and she laughs. Goes over and helps Eddie get water for washing, (he has come in sobbing.) Goes back to her own bowl and wrings out her cloth, then washes face and arms.

Jean

Lunch routine, Feb. 23, 1954

Housemother #3

1. Jean takes part in blessing, then eats and pokes delicately at vegetables in her soup. Picks up her cup and takes a drink. Stands up and reaches for salt and puts some in her soup, then stirs it with her spoon. Picks up bread and begins to eat it. Folds the bread over like a sandwich and continues to eat.
2. Sits eating her soup and drinking her milk. Picks up salt shaker again and puts more in the soup. Makes a face when she tastes it and puts down her spoon. Begins to eat green pepper strip. Finishes the green pepper, then drinks more milk. Begins again on her soup.
3. Jean is still eating soup, seems to be avoiding vegetables and just taking the liquid.
4. Has stopped eating after housemother remarks that she

doesn't think Jean feels like eating.

Sits sucking on her spoon and toying with her dessert dish, looking first at the housemother end then at observer.

Housemother asks her, "You don't want any more?"

Jean shakes her head.

Housemother removes soup dish and Jean begins on her dessert.

Cuts her peaches carefully with her spoon before eating.

Jean

Bedtime routine, Feb. 23, 1954

Housemother #2

1. Jean goes to bedside and steps out of shoes without using her hands.
Comes over to observer and says, "We're going to put the clothes right here," pointing to a spot beside me on the floor.
Observer answers, "I'm almost in the way, aren't I?" and moves her stool a little.
She strips off her clothes methodically, standing by the pile of dirty clothes that is accumulating.
Grabs her robe off her bed and starts for the bathroom, waving and smiling at observer as she goes by.
2. Goes into the bathroom and tells the housemother, "No more toilet paper," then goes and sits on toilet.
Repeats to me, "Miss H----, no toilet paper," then later as if to herself, "No toilet paper."
Stands up and Dorothy brings her some paper.
Flushes toilet and gets washcloth, then goes into the room where children are being bathed.
Housemother asks her if someone brought her the paper and she nods her head.
Climbs into the tub.
3. Stands in tub being soaped.
Housemother examines a place on her knee and asks, "What's this?"
Jean does not answer, but looks at it.
Housemother finishes bathing her and Jean cringes when her ears are washed.
Climbs out of tub and stands shivering until housemother notices she has no towel.
Housemother goes and gets a towel for her and Jean begins to dry herself.
4. Comes into bedroom wearing her robe. Steps out of it and puts on her pajamas.

Jean

Rising routine, March 2, 1954

Housemother #2

1. Light is turned on and observer smiles at Jean as she comes in.
Jean frowns.
She slips her nightgown down off her shoulders then climbs out of it.
She crawls to the foot of her bed and gets her panties and puts them on.
Gets off the bed and walks around to the other side and looks under the bed, then comes back and gets her shoe out from under it.
Begins to put her socks on.
There is a big hole in the heel of one.
She looks startled and glances at observer, but does nothing.
Puts on her other sock.
2. Is climbing into her overalls, standing by the foot of her bed.
Fastens the straps.
Comes to me and says, "Miss H----, right here hurts."
Shows her lip which is cracked.
Observer looks at it and tells her it will get better.
She goes into the bathroom and gets her toothbrush and begins to brush her teeth.
3. Jean is getting water in a paper cup along with Eddie, and they carefully rinse every inch of the washbowl with it.
She slides her washcloth slowly into the bowl and under the running water.
Benny comes in and calls observer's attention to the sheet hanging over the edge of the clothes barrel, and says, "Eddie color his sheet, Miss H----, Eddie color his sheet."
Jean comes out of bathroom to see.
Then she goes back and continues to play with her washcloth in the bowl.
4. Has just finished washing arms with soapy cloth.
Wrings out the cloth and hangs it up.
Dries her face and arms.

Jean

Nursery school toileting and washing routine, March 2, 1954

Substitute Teacher

1. Jean comes in and turns on the water.
Gets her washcloth.

Puts the stopper in.
 Drapes the washcloth around her waist and stands listening to Eddie who is talking to observer.
 Holds her washcloth between thumb and finger and dips it in and out of the water.
 She pulls the stopper, then "squashes" cloth down in the water as it drains away.
 She wrings out the cloth and hangs it up.
 Gets a paper towel and dries her hands, but she did not wash her face.

Jean

Lunch routine, March 2, 1954

Housemother #3

1. Jean joins in the blessing, then sits down.
 Housemother and Jackie make a joke and Jean laughs.
 She has a bit of plastic which she is playing with and the housemother asks her for it.
 She gives it to her cheerfully.
 She says, "Spesed to put this on your lap, Jerry," and shows him her napkin, spread out.
 He says, "Oh," and puts his in his lap, then wads it up and tosses it on the table.
2. Jean sits eating her weiner, holding it in her fingers.
 Begins to peel the skin off.
 Drinks some milk.
 Picks up the weiner again and sits eating on it, gazing into space.
 Peels more skin off and drinks more milk.
 Jerry says, "See the butter's gone," and Jean answers, "You eat it."
 She picks up her potato and says, "The butter's out, "Jerry."
 They continue this conversation for several moments.
3. Jean is drinking her milk.
 Has half of her baked potato and a small piece and the remains of her weiner lying on the table between her and her dish.
 She picks up the piece of potato and sits it in her fingers, alternating with bites from the weiner.
 Drinks more milk.
 Jerry passes plate but she does not see.
 When her attention is called to it she passes it on.
 Picks up the rest of the potato and begins to eat it.
4. She is eating her sauerkraut.
 Picks up her cup and looks in, but sees that it is empty.
 She looks at the housemother but says nothing.

Picks up remaining piece of potato and takes a bite then lays it on her plate.
Sits chewing idly, watching children run across the dining room floor.
Gets a piece of bread from the housemother, spreads the butter a little more with her spoon and folds it over like a sandwich.

5. Sits watching Fr. B---- get more tea.
Turns back and takes a bite of sandwich but turns each time an adult goes by.
Wipes her mouth with her napkin, then sits dreaming.
Housemother takes some of Pearl's milk and puts it in Eddie's cup.
Jean holds out her cup too, but housemother says, "It's all gone."
She begins on her dessert.
She is tearful because she was given no more milk.
She pokes at her dessert with her spoon.
6. Sits eating her dessert.
Watches the children who have already finished as she eats.
Wipes her mouth with her napkin, then leans on her hands and gazes across the room.
Housemother says, "Don't you want it?"
She shakes her head.
"Alright you can go," housemother says.

Jean

Bedtime routin, March 2, 1954

Housemother #2

1. Jean sits down and takes off a shoe.
There is a discussion about some stickers Erma Jean has in her leg.
Jean says, "N---- got some tweezers."
Housemother #2 comes in and she is told about the stickers.
Housemother #1 goes to get the tweezers and Jean goes along.
Comes back and removes her socks, overalls and shirt quickly.
2. Goes and sits on the toilet.
Calls to observer to get the toilet paper (housemother not present) and she hands it to Jean.
Jean tears off the paper she needs.
Gets up and gets a drink in a paper cup Eddie got for her.
Goes into the bathroom.
She hears one of the children being bathed say, "Got no washcloth," so she goes and gets two and brings them to the housemother.
Goes back and sits on the toilet again.

3. Sits in the tub, soaping her cloth.
Stands up and begins to wash her face but the housemother takes the cloth and begins to wash her with it.
Eddie has a washcloth in his mouth and Jean thinks it is hers and says, "Eddie don't bite my washcloth."
She begins to cry.
Housemother asks her, "What's the matter?"
She answers, "Eddie hurt me with his leg."
4. Stands with towel around her just looking.
Housemother says, "Are you ready?"
Jean shakes her head, then takes the towel and hangs it up.
Gets her nightgown and puts it on and goes out.

Jean

Rising routine, March 9, 1954

Housemother #2

1. Housemother #1 goes into the bedroom and finds Eddie crying.
The other children tell her that Jean hit him, throwing a shoe at him.
She sits, looking guilty, on her bed.
Housemother #2 comes in and tells the children to get dressed, mentioning Jean especially.
She crawls to the foot of her bed and puts on her socks.
Housemother finds a blue sock among her clothes and asks Jean, "Who's is this?"
Jean makes no answer, just sits and looks at it.
Then housemother asks, "Is it yours?" and Jean shakes head.
2. Goes over and sits in corner behind her bed to finish putting on her shoes.
She has her back to the room.
Crawls back on her bed and looks for her underwear.
Puts it on.
Puts on her shirt and overalls.
3. She and Jerry stand in the bathroom talking.
Jean has her toothbrush.
Jerry leans against the toothbrushes (already have the paste on in readiness for the children) and gets the paste on his shirt. This is done deliberately----almost in an experimental fashion and Jean examines the results on the back of his shirts.
Jean brushes at her teeth intermittently throughout this activity.
4. Stands sucking her washcloth.
Goes back to the washbowl and helps Pearl get some water.
Stands sucking her washcloth and looking at Benny who is

showing her his dump-truck.
Gets some water on her hands and smooths it on her hair.

Jean

Nursery school washing and toileting routine, March 9, 1954
Teacher #1

1. Jean comes into the bathroom.
She goes over to the toilet but does not use it, then comes over to the washbowl.
The teacher says, "Don't you want to go to the toilet, Jeanie?"
She shakes her head. "You look as if you do. You come over here and go to the toilet."
Jean comes reluctantly--her reluctance seems to have something to do with Pearl's being on the other stool.
Gets up, pulls up her overalls and fastens straps very slowly.
Comes over and gets washcloth, but stands holding on to the hook, listening to the new record being played in the other room.
2. Finishes drying and throws towel into the waste basket.
Comes to observer and says, "Can't hear, init?" (Referring to the words of the song.)

Jean

Lunch routine, March 9, 1954
Housemother #3

1. Jean sits waiting for plate to be served.
Takes off her sweater and lays it in her lap.
Jean says, "Jackie's over there," pointing to where he is standing by the bookshelves.
Housemother answers, "Maybe he's sick and doesn't want to eat."
Jean gets her plate, begins to eat.
She has refused a serving of creamed cabbage.
2. Licks off her spoon, and sits looking at the housemother with a questioning air.
Picks up fork and begins to eat again.
Benny accuses Pearl of breaking Mrs. B----'s puzzle.
Pearl says, "No, Jeannie!"
Jean looks at them without answering.
Drinks more milk.
Wipes her mouth with her hand.
Looks resentfully at Pearl and continues to eat.
3. Puts her sweater back on.

Sits drinking milk very slowly but drains the cup.
 Sits looking over toward the adult tables.
 Housemother gives her a piece of bread which she folds over and begins to eat.

4. Jean has started on her dessert (did not touch any of the main dish, but has eaten some carrot salad.)
 Talks quietly with the children near her.
5. Housemother brings Jean a second cup of milk.
 Jean goes back to eating her dessert.
 Stops and picks up her cup to drink more milk.
 Finishes her dessert.

Jean

Bedtime routine, March 9, 1954

Housemother #2

1. Jean comes in, stands by observer, and takes her sweater off, asking, "You not eat, Miss H----?" Mrs. H---- explains that she will eat later.
 Housemother comes and says, "Hurry up and get your clothes off."
 Jean sits on the bed and takes her overalls off.
 "You already clean the floor, init, Beebe?"
 Housemother laughs and does not answer.
 Takes her shoes off then throws her overalls on the dirty clothes pile.
 Goes over to the doorway and plays with Dannie and his dump-truck.
 Comes back in and as she takes her shirt off says, "Erma Jean's daddy come."
2. Sits on the toilet in the washroom, all by herself.
 Talks to herself occasionally.
 Tears papers off the roll to use when she is finished.
 Peeks around the door once to see if observer is still there.
 Jean wipes herself and flushes the toilet.
3. Sits in the tub waiting for her turn to be washed.
 Housemother pulls her towards her and begins to soap her head.
4. Stand with towel in her hands.
 She has dried herself partly, but has stopped and is chewing on her towel.
 Begins to dry her head and says, "And me," patting her tummy.
 (She is referring to an earlier discussion about who has a

fat tummy.)

Dries her foot, then steps down on it to see if it makes a damp mark on the floor. It does and she says, "Ee-yah!" and dries it some more.

She tries it again, is satisfied and drapes the towel around her shoulders.

She points to the track she made and says, "Lookit, Miss H----."

Jackie

Rising routine, Feb. 25, 1954

Housemother #1

1. Jackie has his pajamas off before housemother comes in to tell them it is time to get up. Gathers all his clothes together from foot of bed and sorts them out. Jackie says, "This one is Robert's," and throws it on Robert's bed. Sits on the edge of his bed and pulls on his underpants. Stands dreaming holding shirt, then throws it on the floor, muttering to himself. Begins to search among covers and under the bed. Pulls out a shoe that does not belong to him and throws it over towards Benny's bed. Picks up stuffed toy and lays it on his bed, then stands daydreaming.
2. Wanders around, looking for his undershirt, then comes over and stands looking at observer's notebook as she writes. Has a piece of red clay and says, "Little Herman, little blacks. I can put my finger in." Stands on my foot, then goes over to his bed and climbs up on baseboard, one foot on it and one on the bed.
3. Pastes wet cloth on his forehead. Kenneth comes over and takes hold of him. They laugh and Kenneth pokes at Jackie. Jackie falls down. He puts the wet cloth in mouth and chews it. Gets up, and he and Kenneth scuffle and end by falling on Ray's bed. Picks up his shirt and begins to straighten it. Begins to put shirt on, but takes it off again. Goes to bathroom door where housemother is. Stands a moment, and housemother says, "Jackie go put your clothes on. Hurry up, put your clothes on." He looks abashed, then goes over to bed and stands.

4. Sits on end of bed dreaming.
He has made no further move to get dressed.
Finally crawls over bed and looks among covers again for his undershirt.
5. Is kneeling on the floor, leaning on the bed with his elbows.
He has his overalls half on but still no shirt.
Housemother comes in and says, "Jackie hurry up, put your clothes on."
He makes no move but looks anxious.
Leans on the bed again.
Housemother #2 comes and says, "Jackie, come on get dressed."
Jackie speaks up for the first time, "Got no undershirt."
She looks among his covers and finds it and helps him put it on.
6. Sits on the floor leaning against the wall.
All other children have left the bedroom.
He dreamily contemplates his toe which is sticking out of a hole in his sock.
He wiggles it idly back and forth, holding a shoe in one hand.
Several children come back into the room and he wakes out of his reverie and begins to put his shoe on.
7. Stands at the washbowl playing with his toothbrush and talking softly to Darrell in the other room.
Finally begins to brush his teeth.
Hangs up the brush, gets his washcloth and stands in doorway talking to Cornie.
Plays with his washcloth, stretching it over the washbowl.
Goes in and stands on end of Darrell's bed.
8. Stands at the other bowl, now running hands around the edge while the water runs.
He picks up his wet cloth and sucks it.
Comes in by observer with the dripping washcloth, rubs it over his face, then hangs it up.
Picks both washcloth and towel off hook and takes them to put in the dirty clothes.

Jackie

Nursery school toileting and washing routine, Feb. 25, 1954
Housemother #4

1. Comes into bathroom and goes to toilet.
Denny comes and asks "Who's turn today?"
Jackie runs over and answers, "Helen, init?"
Jackie returns to the washbowl and turns on the water.
Gets his washcloth down, pulls his sleeves up very carefully

since his hands are already wet.
 Washes his face very sketchily with the wet cloth, lets out the water and gets paper towel.
 Dries hastily and runs out into the hall to go back to playroom.

Jackie
 Lunch routine, Feb. 25, 1954
 Housemother #4

1. Sits gazing around room, waiting for his plate to be served. Takes a sip of milk, then watches closely as housemother serves plates.
 She sets a plate in front of him, but instead of passing it he picks up his spoon, then looks at her uncertainly.
 Jerry says, "No!" and he passes it on.
 His plate is served and he picks up his fork and begins to eat.
2. Sits eating methodically, not talking, but looking around. He has changed the fork for his spoon and helps it with his fingers frequently.
 Finishes the noodles and beef and begins on the squash.
 He picks up fork again and continues to eat, chewing without closing his mouth.
3. Is eating a piece of bread just given him by the housemother.
 Tears bread in half and holds one piece in the other hand as he eats.
 Pokes the bread all in his mouth at once, then begins on other piece without chewing what he already has in his mouth.
 Jerry passes plate to Jackie but Jackie is dreaming and does not see it.
 Jerry says, "Jackie!" and Jackie takes the plate, then begins on his dessert.
4. He is cramming his dessert into his mouth very rapidly. Looks around, as if to see if anyone is beating him. Finishes the dessert and gets up, still chewing, and carries his chair away.

Jackie
 Bedtime routine, Feb. 25, 1954
 Housemother #4

1. Sits on floor, playing with a clay mold, then seeing other children getting clean clothes from the closet, goes

and gets his too.

Lays the pile of clothes on his bed then goes through them, looking at each item.

Kneels by his bed, playing with a doll and the clay mold.

"Miss H----, see it's hold it," has the dolls arm around the clay mold.

She smiles and nods.

Goes into the bathroom and the housemother says, sharply,

"Get your clothes off!"

He comes back and looks at observer with lips quivering.

2. Is finishing removing his clothes.

When completely undressed he goes into the bathroom.

Climbs into the tub and sits in the middle and housemother starts to wash him.

He closes his eyes tightly the whole time.

She says, "Stand up, Jackie," and he stands up.

His eyes are open now and he discusses nursery toys with other children while she finishes bathing him.

She says, "Sit down," but he doesn't hear and she says again, "Sit down."

3. Climbs out of the tub and stands while his head is dried. Housemother says, "Turn around" and he does so as she proceeds to dry his body.

He goes out into the bedroom, gets his pajamas and begins at once to put them on.

The tops are already buttoned in one place, but he does not notice, but slips arms into both sleeves, then goes out into the living room.

The housemother (#1) calls his attention to the buttoned part and he takes it off and puts it on right.

4. Sits on toilet.

Tears off quite a large piece of paper, wads it up and wips himself.

Fastens his pajamas again and tucks his shirt inside the pants.

Jackie

Rising routine, March 4, 1954

Housemother #1

1. Jackie sits on the end of his bed, watching the other children.

He has been making his bed while waiting to "get up".

He comes over to observer and says, "I want to sleep in your bed."

He climbs up on the end of Robert's bed and balances himself there.

Goes over and sits on the floor by Herbert's bed and talks to him.

Comes and climbs up on the radiator by observer and looks out the window.

2. Sits on the end of the bed with his undershirt on his knees. Picks it up and puts it over his head, then goes into the other room to see who's crying. Stands and joins with other children in giving instructions for remedying the situation. Announces that he will tell the housemother, then proceeds to do so. Comes back and puts on his panties. Starts to put on his overalls, then lays them aside.
3. Is standing in his underwear looking around. Puts his T-shirt on, then his overalls. Fastens the straps, standing in the middle of the floor. Dale Jim falls down on the floor, and begins to cry and Jackie puts his arms around him. Picks him up and brings him over to observer. (Housemother not in the room.) Goes back and begins to put his shoes on.
4. Sits finishing his shoes. Gets up and comes to the bathroom tucking in his shirt. Fastens overall straps again. He and Benny discuss things they have played with in my room. He goes into the bathroom and begins to brush his teeth. Stands at the bowl with Jerry. Comes out and hangs up his brush, gets his washcloth and shows it to Jerry.

Jackie

Nursery school toileting and washing routine, March 4, 1954
Substitute Teacher

1. "Jackie and Jerry, put up your blocks," teacher calls in preparation for sending them to the bathroom. They begin to put the blocks away, the teacher helping. Jackie and the teacher finish together. When they are finished, she says, "Go to the toilet, then get washed and come back, OK?"
2. Jackie stands at the toilet. He reaches down and runs his hand over the front part of the bowl--"Toilet got fat tummy."
Goes over to the washbowl where Benny is washing and stands. Starts to put his finger under the faucet to make it squirt,

but looks up at observer and when he sees that she is looking, he stops.

Benny is snapping his fingers in the water, which makes it splash, so Jackie does this too.

Gets his washcloth and puts it in the water with Benny's. They continue to splash the water.

Benny finishes, takes the stopper out and leaves.

Jackie puts the stopper back in and goes on snapping his fingers in the water.

3. Stands at Jerry's washbowl.
Jerry is filling a cup with water from the bowl and pouring it back in from some height.
They keep repeating to each other, "Lot's of bubbles, lot's of bubbles."
Jackie picks up a cup fills it with the water, with the soap floating in it and shows it to observer and says, "Lot's of bubbles, Miss E----."
Jerry tries to his water in Jackie's cup and he wails a complaint.
Fills his cup again and brings it over to show me.
The teacher comes in and says, "Listen, put the cups up now."
Jackie begins to put soap on his cloth, but still in Jerry's bowl.
Soaps his hands then gives soap to the teacher.
Continues to wash with the washcloth in the water.
4. Lets the water out of the bowl.
Finishes drying his hands (but not well) with the paper towel and drops it in the wastebasket.

Jackie
Lunch routine, March 4, 1954
Teacher #2

1. Takes part in the blessing but sings in an exaggeratedly loud voice towards the end.
Teacher says, "Sh!" and he quiets down.
He and Jerry sit acting and talking in a silly fashion while plates are being served.
Benny tells the teacher, "He say nasty word, Jackie."
Jackie gets his plate and begins to eat and says to Jerry, "Good, yum, yum."
Takes another bite and repeats these words.
He and Jerry are still being "funny."
Teacher says, "Jackie!" and he subsides.
2. He has stopped eating for a moment, his spoon in his mouth, and seems to be dreaming.
Says something to Jerry and they laugh softly and talk.

He stops and takes a drink of milk, holding it in his mouth and laughing at Jerry.

Takes a piece of bread when the plate is passed and he passes it on.

Folds the bread over like a sandwich with one hand but it will not stay, so he abandons this and continues to eat from his plate.

3. Sits eating bread, tearing rather than biting off pieces. Leans over and looks playfully at Jerry who does not notice.
Looks at the teacher and she says, "Go ahead and eat your dinner."
Lays his bread down on the table and looks at it while he chews.
Pokes more bread into his mouth at random.
Stands the bread up on the table and plays with it.
His mouth is so full he can hardly chew.

4. He is eating his dessert.
He looks frequently at the teacher.
Sits with his spoon in his mouth, watching Helen cry.
The teacher says, "Jackie," and he comes back to earth and finishes his dessert, then carries his chair away.

Jackie

Bedtime routine, March 4, 1954

Housemother #4

1. Has his clothes off before the housemother comes to call the children to undress.
Goes in and climbs into the tub.
Sits silently till Benny calls his attention to water on the sole of observer's shoes.
They examine them.
Jackie says, "Give me some soap."
Slides down in the tub when Herbert comes and climbs in.
He begins to soap himself.
They are having lots of fun and laughing uproarously at everything that happens.

2. He stands wiping his face with the cloth which he has wrung out.
Goes over his whole body, then starts to climb out.
Housemother holds him back silently, but gently and begins to wash him without commenting on what he has already done himself. (He washed his "front side" only).
He stands patiently and smiles at her when she smiles at him.
He passes some gas and he and Herbie laugh. Teacher makes

no comment.

Stands up while housemother wipes him off with damp cloth.

3. He is talking to housemother #1 to tell her about his torn pajamas.
 "You leave that one on," she says and goes out.
 He begins to help Cornie take his clothes off.
 Housemother calls and he leaves Cornell and goes to get different pajamas which she has for him.
 He sits down, changes them, and goes out, still pulling on the jacket.

Jackie

Rising routine, March 11, 1954

Housemother #2

1. Jackie follows observer into the other room to get her stool.
 He already has one sock and his underpants on.
 He helps carry the stool, then goes and sits on the bed.
 Gets his under shirt and puts it on.
 Talks to Herbert as he does so and says, "Herbie, you sposed to put it on like this."
2. Sits on end of bed and plays with some blocks.
 They fall on the floor and he gets them, runs them along the foot of his bed, making a sound like a car.
 He throws something at Kenneth and Kenneth screams and cries.
 Jackie wanders over to the hall doorway and Kenneth comes and tears the covers off his bed.
 Jackie runs back and pushes Kenneth to the floor.
3. Stands putting on his overalls.
 Sits down and begins to play with blocks again.
 Housemother says, "Jackie, stop playing and put your clothes on."
 He pays no attention but continues to play with the blocks.
 Sits watching Benny and Kenny with amusement.
 Crawls around to the other side of his bed on his hands and knees to get his shoes.
4. Sits playing with a pull-train on the foot of his bed.
 Benny comes over and asks him about his sore chin.
 Jackie picks at it and says, "Its all gone."
 Sits watching Dale and Ray.
 He has his shirt on but overalls are not fastened and he has apparently lost one sock.
 Squats on the floor, leaning back against his bed.

5. Sits on the edge of his bed playing with the blocks.
Teases Darrell, whom he has pushed onto the floor, and who still lies there.
He throws a block down at him and when Darrell reaches for it, he says, "Gimme that!"
Darrell complies.
Housemother #1 comes in and says sharply, "Jackie, get your shoes on."
He looks anxious and begins to straighten the straps of his overalls, but does not tell her he cannot find his sock.
6. Stands tucking his shirt into the tops of his jeans.
Finally makes a real search for his sock and finds it.
Sits down on the floor and puts it on.
Puts his shoes on and stands up to force his feet into them, rather than unlace them.
Stands trying to fasten his overall straps.
7. Stands in the doorway of the bathroom, rubbing his toothbrush across his hands.
Hangs it up and gets his washcloth.
Dampens it under the faucet, wipes his face, then comes into the bedroom and stands by observer, "squishing" water back and forth in his mouth.
Hangs up the cloth, dries his face and runs out into the hall.

Jackie

Nursery school toileting and washing routine, March 11, 1954

Teacher #1

1. Jackie comes in and sees observer looking at a magazine.
Says, "Is that your funny book?"
She tells him it is a magazine.
He goes to the toilet, flushes it, then comes over and gets his washcloth.
Plays a moment with the stopper, but when the teacher comes in he puts it in the bowl.
Turns on the water from both faucets.
When bowl is full, he turns them off and pulls himself up to get a drink from the faucet.

Jackie

Lunch routine, March 11, 1954

Housemother #1

1. Jackie sits gazing across the room while first plate is served.
Hits his head with his fist.

- One of the cooks brings desserts and he watches her put them around.
Gets his plate and begins to eat a raw carrot.
2. Sits eating the last of the carrot.
Takes a drink of milk and then picks up his fork and begins to eat rice and frankfurter mixture which is the main dish.
Housemother tells him to use his spoon.
He misunderstands and hands her an extra spoon lying in the middle of the table.
She smiles and says, "Use your spoon."
 3. Is eating zucchini, holding it in his hands.
Lays it down and picks up his fork.
Changes to the spoon and goes back to eating rice mixture.
Sits gazing around the room dreamily.
Turns to watch A---- as he goes to get another plate of bread.
 4. Is eating dessert, having left one bite of food on his plate.
Gets a piece of bread from the housemother and takes the butter knife and tries to spread the butter more thoroughly.
It is fairly hard and he fails.
Goes back to eating his dessert without tasting the bread.
Lays his spoon down again and begins to eat bread.
 5. Is still eating dessert.
There is a hard crust on the bottom of the cake dessert, which he cannot eat so he picks it up with spoon and fingers, to eat it.
Finishes the dessert.
Opens up his napkin and wipes his face and hands, then gets up and carries his chair away, still chewing.

Jackie

Bedtime routine, March 11, 1954

Housemother #4

1. Sits down by his bed, slips off shoes (they are already untied.)
Takes off overalls and underpants.
Struggles with his slipover sweater, finally gets it off and throws it on the floor.
Takes off his socks and shows Herbert how to roll them together.
Then tosses them in the air.
Picks them up, then throws them in the air repeatedly, trying to catch them but failing.

2. Sits in the tub with three other boys, waiting to be washed.
When one child gets out, he lays down as far as he can without putting his head under the water and says, "I'm going to sleep."
Drinks some of the water. (1)

 3. As each child gets out of the tub, he spreads out more and more.
Chatters with the other children gaily.
When last child gets out he spreads out full length, then stands up as housemother begins to wash him.
Puts his foot up uncertainly as she gets the cloth ready, but she pushes it down without speaking, and begins to wash the top part of his body.
He rubs the suds around on his stomach with his hands.
She rinses him and he stands up and climbs out of the tub.
She begins to dry him.
-

Benny
Rising routine, Feb. 26, 1954
Housemother #1

1. Benny stands beside observer watching her write and slips his pajamas (pants) off.
Sits down on bed and takes off the tops.
Goes to tell Nellie because Jackie is standing by observer instead of getting dressed.
Sits down on the bed again and starts to put on his undershirt but then comes around the bed again (Darrell is standing by observer) and tells Darrell to go in his room.
Sits down again and puts on under shirt, then T-shirt.
Calls to Jackie, "Your shoes are wrong side." Not you lace your shoes. N----, not Jackie Jim put on his shoes."

2. Sits down on the floor to tie the last shoe.
He is sitting beside Herbert and they talk quietly.
Gets up and comes to get his toothbrush.
Begins to brush teeth, then runs out, toothbrush in his mouth, into the living room.
Comes back in a minute with the "lawn-mower" push toy.
Stops to show it to Darrell (who particularly likes it) then when there is no response carries it into the bathroom with him and keeps it with him as he finishes brushing his teeth, then washes his face.
The washing is very sketchy and he hangs the cloth so carelessly that it falls on the floor.

Benny

Nursery school toileting and washing routine, Feb. 26, 1954
Housemother #4 (Substituting)

1. Benny comes into the bathroom and turns on the water.
Gets his washcloth and puts it in the bowl.
Leaves water running while he comes over to watch
observer.
Bowl gets very full but he stops the water just in time
to keep it from running over.
Jackie comes in too and puts his washcloth in the same
bowl.
His cloth catches the stopper and the water begins to run
out.
Benny asks, "You did it?"
He takes wet cloth and washes his face and head, going
behind the partition to do the latter.
Jackie demonstrates, "Not wash the hair!"
Benny grins, gets a paper towel and dries his face and
head.

Benny

Lunch routine, Feb. 26, 1954
Housemother #4

1. Benny does not take part in the blessing.
Sits down almost before the "Amen."
Leans over and says to observer, "Write your name?"
She answers "No."
Benny leans head in hands while waiting for his plate.
Watches with interest when his plate is being served.
Begins to eat at once, starting on the fish-cakes first.
Uses his spoon and fingers together, chews with mouth
open.
Lays a very large piece of fish-cake on the spoon and
takes bites from it, holding it with his fingers.
Housemother comes with tomato sauce and asks, "Want some
Benny?"
He smiles and she gives him a spoonful.
2. Pulls a piece off his baked potato and begins to eat from
it, holding it in his hand.
Eats rapidly, cramming potato into his mouth as he chews.
Picks up his fork and begins to use that, assisted by his
fingers.
Turns to look at the breadman who has just come in and says,
"Cowboy!" (The breadman is wearing cowboy boots.)
Cleans up his spinach rapidly, using spoon and fingers.
Passes his plate back for more food.
Housemother gives him a muffin and butter.

3. Benny is starting on his dessert.
Cuts it with his spoon in several places before taking a bite.
"You make pencil black?" he asks, referring to the one which observer is using, and which is stained on one end. She says, "Yes."
He takes a very big bite and scrapes the dish carefully. Drinks his milk, turning to watch the breadman drive away while drinking.
Stops and says, "The milk man."
Then finishes drinking his milk.

Benny

Bedtime routine, Feb. 26, 1954

Housemother #2

1. Benny sits on his bed and takes off one shoe.
Comes over to side of bed where observer is sitting and takes off the other shoe, then rest of clothing, very quickly.
Comes over to Ray, who is standing by observer and tries to get him to go get his clothes off.
Gets the push toy and plays with it.
Jerry hits him and Benny runs into the bathroom and calls housemother #3, then begins to cry.
Children chant, "Jerry did it, Jerry did it, Jerry did it."
Housemother comes in and children tell her.
Benny stops crying and comes back into the bedroom.
2. Runs back and forth in the hall, pushing "lawn mower" toy.
His pajamas are on, but not buttoned.
Comes into the room where observer is writing.
Ray is standing beside her.
Comes and threatens Ray with the push-toy and tells him to go into the living room.
When Ray makes no response, Benny runs and tells housemother #2.

Benny

Rising routine, March 5, 1954

Housemother #1

1. Benny is already up and has made his bed.
He asks about a toothbrush observer has brought for Helen and she tells him who it's for.
He takes his pajamas off and sits for a minute holding his undershirt.
Then he puts it on over his head and stops to tell her about his sore finger.

Pulls his shirt down then goes to look through the door into the other room where the housemother is.

2. Pulls T-shirt over head, comes again to show observer his finger and tell how it happened.
Asks about Prince's being run over.
Other children take up the conversation and he assures them that Prince will be alright.
Pulls on his overalls and wanders into the other bedroom as he pulls them up.
Asks if observer is going to sit at their table. She says, "Yes."
Benny goes into bedroom and watches Jerry and Helen.

3. Sits on bed and laces shoe.
Observer tells Dale and Charlie to go finish what they are doing (they are interfering with her note-taking.)
Charlie resists this so Bennie picks him up and carries him away.
Goes to tell H---- that Jerry tore his slippers.
Comes back and shows them to observer, then throws slipper into other room.
Goes and gets it then comes back and throws it again.
Sits down on his bed and pulls his other shoe half way on, then gets up and goes to show something to two children in the bathroom.

4. Benny is standing at the washbowl where Darrell is brushing his teeth.
He is washing his face, having dampened his cloth under the running water.
Hangs up the cloth.
Does not stop to dry his face but runs out into the living room.

Benny

Nursery school toileting and washing routine, March 5, 1954
Substitute teacher

1. Benny comes into washroom and shows observer his sore finger.
Uses the toilet, then flushes it.
Says, "Miss H----, the moo-cow in there, the moo-cow in us toilet."
The toilet begins to make a funny noise and he says, "See, the moo-cow! You going to chase the moo-cow out?"
She laughs at his joke and he says, "I wanta give you a kiss."
He leans over and kisses her on the cheek.
She smiles at him.
He puts his hand on her head and says, "I wear your hat up in your room?" (He did.)

Takes her hat off.
 She holds out her hand and he gives it to her.
 He goes and turns the water on in the washbowl.

Benny
 Lunch routine, March 5, 1954
 Housemother #4

1. Benny does not take part in blessing but stands looking around the room.
 Spills some milk but makes no effort to clean it up.
 Chatters with other children while waiting for his plate.
 Then leans his head on his hand.
 He has a rubber band and says "I find the rubber outside."
 He is served his plate and begins to eat creamed fish.
2. It eating rapidly.
 Comments to Herbert, "Eating the little fishie."
 Finishes his plate while he talks to other children casually.
 Lays his fork handle on edge of plate, tines on the table, and plays with it and the rubber band.
 Continues to play with rubber band, running it around the edge of his plate, then putting it on his head.
 He continues talking with other children---mostly nonsense.
3. Sits poking at observer's book, trying to get her attention.
 Passes his plate to the housemother for bread and butter.
 Takes a drink of milk, holding the edge of the cup instead of the handle, and says, "Herbert take drink like this."
 Folds his bread over.
 Continues silly talk with other children.
 Tears off pieces of bread and stuffs them in his mouth.
4. Sits chopping at his dessert with his spoon.
 There is a tough crust on it, and he finally picks it up in his fingers and eats it.
 When he is finished he says, "where's Miss H----'s pencil?"
 Picks up his milk and drains the cup.
 Picks up his spoon again and scrapes dessert dish, although there is nothing left.

Benny
 Bedtime routine, March 5, 1954
 Housemother #2

1. "Miss H----, you going sit in us room?" he asks when he

comes in.

She says, "Yes."

He says, "Please sit right here," and shows her the stool.

Gets Helen's new toothbrush and shows it to her.

"See the teddy-bear's gone." (Little plastic one that had been fastened to the handle.)

He sits down and unfastens his overalls.

Takes off his shoes.

2. Takes off underpants and socks laying back on the bed. Goes over and picks up Robert's plastic slippers. Throws them. Gets his pajamas then goes over and points to sign on the bathroom door and says, "This says splash toilet go." (Means flush) Pulls his pajamas on two feet, then puts arms into sleeves. Fastens buttons.

Benny

Rising routine, March 12, 1954

Housemother #1

1. Benny gets up and takes off his pajamas. Goes over to Robert's bed and flops there. Gets up and puts a toilet paper roll which lies on the floor, on his toe and runs across the room, then kicks it across the room. Goes into the bathroom and teases Darrell.
2. Sits on the bed, putting on his socks. Puts on his T-shirt. Carries on an argument with Robert (irrelevant to dressing) and since Robert will not give in, he threatens to mess up his bed. Goes over and grabs Robert's overalls and carries them away. When Robert starts after them he throws them at him. Goes over and pulls covers off his bed. Returns to own bed and puts on his overalls.
3. Sits on his bed playing with truck and pulltoy. Pulls up overall straps and begins to fasten them. Sits on the floor and plays some more with the truck and pulltoy. Picks up shoe and begins to put it on.
4. Sits tying his shoe. Gets up and gets his toothbrush and goes to the washbowl. Jerry is already there brushing his teeth and Benny joins him. Comes back to his hook, still brushing, then hangs up the

brush.

Gets his washcloth, turns on both faucets at the washbowl and puts in the stopper.

Gets his washcloth wet and begins to wash his face.

Benny

Nursery school, March 12, 1954

Teacher #1

1. Teacher says, "Benny, come and go to the toilet and get washed now."

Benny comes in, uses the toilet.

Kenneth says, "Look, soap stuck, soap stuck."

Benny grabs it from him and tries to break apart the two pieces that have been stuck together.

When he has them separated, he gives Kenneth part of it and keeps the rest.

Gets water in his washbowl and gets his washcloth.

Puts his finger under the faucet to make the water squirt.

Prince comes in and Benny lays his washcloth on his back.

Prince licks his hands so he washes him, wiping at his back with the cloth.

Then he says, "Miss H----, nobody sposed to wash him."

Benny

Lunch routine, March 12, 1954

Housemother #3

1. Gets up from his place and brings a chair for observer when she comes into the room.
He sits waiting for his plate to be served, talking casually with other children.
Passes a spoon from the middle of the table for observer's tea without being asked.
2. Is eating his fish on toast.
Finishes this completely before starting on baked potato.
He picked up his toast in his fingers after the first few bites because he could not cut it.
He eats first half of potato with his spoon, then picks up the rest and eats it with his fingers.
3. Is eating his second serving (bread and butter and green beans). Finishes it and begins on his dessert.
Shows observer a grape seed and says, "Miss H----, lilla baby seed, init?"
4. Is eating second serving of fish on toast.
This time he takes just one bite using his spoon, then

somewhat awkwardly manages to pick up the rest in his two hands.

Eats this completely, then takes a drink of milk.

Benny

Bedtime routine, March 12, 1954

Housemother #1

1. Benny comes in, already taking down his overall straps. Sits down on the bed and finishes taking off the overalls. Takes off his shoes and his T-shirt. Removes underpants, then comes and pushes Jackie away from beside observer.

Jerry

Rising routine, Feb. 27, 1954

Housemother #2

1. Jerry comes into other bedroom when light is turned on then back and takes off pajamas. Puts on undershirt and T-shirt. Benny comes in, picks up an undershirt from the floor and throws it on Jerry's bed. Jerry throws it back with a show of anger. Gets his jeans. Benny comes back and throws the undershirt on his bed again, saying, "E---- says they're yours." Jerry says nothing but throws the undershirt off again and puts on his jeans.
2. Sits with one shoe on, listening to the other children. Benny comes in and the two stand by Jerry's bed, talking softly about the picture on the front of a T-shirt. Jerry keeps pulling his shirt up, exposing his stomach. Benny comes over by observer and stands watching her write but still pulling on his jeans and shirt. Goes back to bedside and finally gets his overall straps fastened.
3. Has just finished taking off his T-shirt and undershirt. Puts on the undershirt Benny found on the floor then puts his T-shirt on again. Goes over by observer as he fastenes his jeans again. Stands very close, almost leaning on her, singing to himself. Goes back to his bed and crawls under to get his other shoe.

4. Gets toothbrush, comes and shows it to observer then goes into the bathroom and begins to brush his teeth. Then comes back and stands beside her and brushes his teeth--standing very close. She tells him the bathroom is the place to brush teeth but he ignores the suggestion. He finally goes back, then comes again and says, "Helen's toothbrush broken." He goes back again, then returns once more and demonstrating with his own brush says, "It's broken like this." Gets his washcloth and comes again to stand by observer.
5. Stnds at the washbowl, wringing out the cloth and then wipes his face with it. Goes in to hang up the cloth, then dries his face without taking his towel off the hook.

Jerry

Nursery school toileting and washing routine, Feb. 27, 1954

Teacher #2

1. Jerry comes in and uses the toilet. Gets down his washcloth which has dried stiff and in a point. Looks at it with interest and wets it very carefully under the faucet, beginning with the pointed end. When cloth is all wet, he turns on the water hard then plays with plug, pulling it out and putting it in. Turns on both faucets very hard, but when he sees it is splashing observer he turns them down. When bowl is quite full, he turns both faucets off and stands for a moment poking his finger up the faucet. Wrings out the cloth then lets the water out of the bowl.
2. Throws his paper towel away after drying his face (which he didn't wash!)

Jerry

Lunch routin, Feb. 27, 1954

Teacher #2

1. Jerry takes part in blessing, then sits down. Picks up milk and sips from the cup. Continues to drink milk until it is all gone. Accepts plate, tastes potatoes then sets the salt and pepper and sprinkles some on it. Begins to eat meat and potatoes alternately.
2. Sits gazing at boy's table. He has finished meat and potatoes and is eating creamed

celery, but very slowly.

Bread is passed to him and he starts to take a piece without butter, then changes and takes one with butter.

Passes the plate on.

Folds bread over like a sandwich.

Finishes celery quickly then begins to eat bread.

3. Housemother is serving him his second plate.
He gets some of everything.
Begins at once to eat it.
He is eating much more slowly this time, taking time out to dream frequently.

4. Still eating but has finished all but celery.
Makes a quiet comment to Herbert. (First words he has spoken during the meal.)
Finishes celery and begins to eat baked apple.
Cuts apples with spoon, holding it with fingers.
Puts a piece of apple in his mouth with his fingers.
Turns to look at a stack of cups on the counter which is leaning perilously and talks to Herbert very quietly about them.
Goes back to eating his dessert.
Finishes, gets up and carries his chair away.

Jerry

Bedtime routine, Feb. 27, 1954

Housemother #4

1. Jerry sits down on the bed and removes clothes quickly.
Then runs into the bathroom.

2. Sits in tub, waiting his turn to be washed.
Splashes water on Herbert, who grins at him, but otherwise sits silently.
Plays in water, splashes Herbert again, this time accidentally.
Looks surprised, then half-smiles.
Herbert a moment later, splashes water on Jerry intentionally.
Slides down when Jackie gets out.
Children in tub begin to discuss trips to my room.

3. Stands in tub, soaped all over, one foot up on edge of tub while it is being washed.
Sits down to be rinsed.
Housemother wipes him off with damp cloth and tells him, "Get out."
She dries him as he stands patiently, then tells him, "Now."

He runs to his bed, straightens his pajama top, which was wrong side out, then puts it on.

Jackie comes to tell about a puppy outside, which is crying.

He asks more about it as he climbs into pajama pants then runs into the living room to look out the window.

Jerry

Rising routine, March 6, 1954

Housemother #3

1. Jerry is partly dressed when housemother tells them it is time to get up.
He is putting on his overalls.
He doesn't fasten them but puts on socks and shoes next.
Runs into bathroom fastening his overalls.
He cries, "Already, M----!"
Gets his toothbrush then says, "No toothpaste!"
Goes and stands in the bathroom.
2. Standing at the washbowl brushing his teeth.
Jackie is standing at the bowl with him.
They experiment with adjusting the flow of water, holding their hands under to feel how warm it is.
Jerry climbs up on the washbowl to turn the faucet off very hard.
They play in the water and talk quietly.
3. Jerry is still playing in the water, but with his washcloth now.
He splashes water on Jackie and Jackie calls to the housemother.
Jerry pulls out the stopper and takes it into the bedroom with him, leaving Jackie without any.
Jackie comes after him whimpering.
Jerry sits on Bonnie's bed and holds the stopper.
Jackie stands beside him but does nothing to retrieve the stopper.
Housemother comes in and he goes quietly back into the bathroom.
This time he goes to the other bowl and washes the top part of his face very briefly.
4. Now stands at the other washbowl again.
There is very little water in the bowl.
He is playing with the water as it runs out of the faucet.
5. Hangs up his washcloth.
Dries his face and hands hastily.

Jerry

Nursery school toileting and washing routine, March 5, 1954
Teacher #2

1. Jerry comes in and shows observer his finger, saying, "Got hurt."
Goes over and turns on water and says "We build nice house." (Referring to block structure--very elaborate--which he has been working on.)
Gets his washcloth and washes arms with water, but no soap.
Wipes at his mouth, hangs cloth up dripping, and gets a paper towel.
Stands drying arms carefully.
Throws towel in basket and goes out.

Jerry

Lunch routine, March 5, 1954
Teacher #2

1. Jerry takes part in the blessing but sits down before the "Amen." is finished.
Sips his milk while waiting to get his plate.
Leans over, pointing to observer's book and talks about her writing.
Jackie puts his plate in front of him and he says, "Oh!"
Begins to eat, then says, "Hey, who put the salad?"
Jackie answers, "M----."
Again he says, "Oh!"
Begins to talk about the big boys at their table as he eats.
2. Is eating very rapidly.
Talks about the oyster crackers, saying "Lilla crackers, init, lilla cracker!"
Stretches to watch observer's writing.
Finishes his milk.
Has finished his chili and begins on lettuce.
Chews smacking his lips.
Finishes lettuce and makes small talk with Jackie and Bennie.
Scrapes the dish again, although there is nothing left.
Talks again about his block building at nursery school.
3. Spreads beans (of second serving) into two piles, 5 in one and six in the other.
Counts them to himself then eats them, making one bite out of each pile.
Scrapes his plate carefully, then leans back in his chair.
Jackie has pulled his chair over very close to Jerry.

Benny says, "Not by Jerry!"
 Jerry does not seem to notice.
 Plate of bread and butter is passed to him and he takes a piece.
 Makes a sandwich and begins to eat.

4. Has finished his bread and is sitting looking at observer's writing.
 Scrapes his plate again and pushes so hard with the spoon that it flies out of his hand and into his lap.
 He licks the place on his arm where it hit and picks it up and scrapes the dish some more.
 Picks up dessert dish and begins to eat very fast and with concentration.
 Scrapes this dish very carefully too.
 Stays on some minutes after finishing, still scraping at his dish.

Jerry
 Bedtime routine, March 6, 1954
 Housemother #3

1. Jerry stands in bathroom, leaning over the washbowl examining something with two other children.
 He leaves when housemother calls that it is time to get ready for bed, and runs into the hall.
 Hides behind the door, even though no one is looking or following him.
 Comes out and plays around the room.
2. He is finishing stripping off his clothes, throwing them one by one on the dirty clothes pile.
 Comes and stands by me a moment then runs to the bathroom and gets in the tub.
 Housemother begins to wash his head.
 Tells him to hold his eyes shut tight so he will not get soap in them.
 Asks him to stand up, and she soaps the upper part of his body.
 Says, "Now," and he sits down and holds up his feet to be washed, one at a time.
3. Jerry comes out of bathroom and begins to straighten out his clean pajamas which have been placed on his bed.
 Sits down and puts them on.
 Comes over, pulling up his pajamas and shows observer his arm. "See, it's red."
 He finishes putting on his pajamas, examines observer's book as he does so.
 Goes over to his bed and picks up his new sneakers and

brings them to show her.
Goes out into the hall, buttoning his pajamas.

Jerry
Rising routine, March 13, 1954
Housemother #2

1. Gets out of bed and goes and sits on Benny's bed.
Asks observer, "Did you eat over there?" (Referring to evening before when she did not eat in the dining room.)
She tells him she ate at Fr. G----'s house.
Goes over and lifts up his quilt, looks underneath and gets a jack which he had evidently put there the night before.
Brings it to show her saying, "See, I still got my jack."
Comes over and pretends he is going to sit on the radiator by Herbert's bed.
He is clowning, but sits down accidently and gives a little scream because it is hot.
Goes back to his bed, taking off his pajamas.
2. Sits straightening out his under shirt, which he put on along with his T-shirt, reaching up under the latter in order to do it.
Puts on his overalls.
Benny comes and messes up Robert's bed and Jerry comes to help Robert put it back together.
3. Puts his shoes and socks on, then stands by me with his jack, spinning it on my book.
Benny goes over and tears covers off Bobby's bed again and Jerry helps pick up again.
4. Gets his toothbrush and wanders into the other room and stands looking at the babies.
Housemother #3 says casually, "Hurry up."
He comes back and begins to brush his teeth.
Brings his toothbrush and shows it to observer, saying, "See, already."
Gets his washcloth and gets it wet under the faucet.
Squeezes it out and leaves it on the washbowl edge.
Benny goes and pulls Jerry's quilt off his bed.
Jerry goes and folds it up again, good-naturedly.

Jerry
Nursery school toileting and washing routine, March 13, 1954
Teacher #2

1. Jerry comes into the bathroom and asks, "Going to eat at

us table?"

Observer nods her head.

He goes to the toilet, but forgets to flush it.

He turns on the water at the washbowl and gets his wash-cloth.

It has dried stiffly and he puts it under the water gradually, watching it collapse as it gets wet.

Turns water on harder.

Stands playing with water as it runs out.

2. Has left the bathroom without washing his face and hands.

Jerry

Lunch routine, March 13, 1954

Housemother #3

1. Joins in the blessing.
Starts the Doxology but sings much too fast.
He is asked to move down one so observer can sit down.
Jean must move in order for him to do this and she resists until housemother comes and moves her.
He makes no aggressive move but just waits.
Opens his package of crackers and begins to eat one.
2. Takes a green pepper, carrot and celery sticks each from the plate the housemother passes.
Says "I take three!"
Begins to eat the green pepper.
Puts his carrot and celery strip in the cellophane package which held his crackers.
3. He is eating soup, into which he has broken all his crackers.
Passes his plate for bread and butter as soon as he finishes the soup.
Sits holding bread with both hands and eating it, watching the visitors at the adult table.
4. Sits chewing on his fingers, gazing across the room.
Watches the big boys at their table. They are laughing and he smiles.
Picks up his milk and drinks.
Accepts another slice of bread which the housemother offers him.
Eats it, holding it in both hands.
Then tears it in two and between bites sits matching the two pieces together.
5. Sits eating his dessert.
Leans his elbow on the table, sits sidewise and assists his spoon with his fingers.
Finishes his dessert, lays his spoon down and sits leaning

his head on his arm.

Sighs.

Takes a drink of milk.

Herbert starts on his dessert and Jerry says, "Herbie, it's funny dessert." (Pineapple upside-down cake.)

Sits talking softly to himself.

Pushes dishes together.

Takes spoon and scrapes his soup plate again.

6. Is eating the last of another piece of bread. Housemother mentions to observer that Jerry is wearing his Sunday pants. He looks down at his corduroy overalls but says nothing. Housemother takes dishes and tells him, "Wipe your mouth." He takes his napkin and wipes his mouth and carries his chair away.

Jerry

Bedtime routine, March 13, 1954

Housemother #3

1. Jerry stands by observer, eating a piece of cheese that he has brought from the dining room. Runs around the room briefly then gets his overalls and underpants off. Slips off his shoes, then takes off his shirt and undershirt together. Goes to the toilet.
2. Stands in the tub being soaped. His eyes are squinted shut because of the soap running down from his hair. When housemother finishes ecaping him she says, "OK now," and he sits down and she rinses him. She dries him and he gets his pajamas from the radiator and stands in the bathroom straightening them. Children complain that it is cold (the door is open). Jerry closes it and then begins to put his pajamas on.

DEFINITION OF ITEMS IN THE CHECK-SHEET

PART I

Item 1. Responds immediately to adult's call to begin or resume routine.

'An immediate response' is intended to indicate that the child begins the routine process at once, if necessary leaving what he is doing, whether or not it is finished, or his interest in it has subsided, in order to comply with the adult's request.

It is not implied that this response also means "no further deviation from the routine".

There will be, therefore, a tally for the initial response to begin the routine, and a tally for each subsequent response, when an adult calls him back to the routine after he has deviated from it.

Item 2. Does not interchange steps in sequence of routine.

This item is intended to indicate that the child follows the sequence of steps in the routine which have been established by custom, whether or not there is immediate adult supervision.

The number of possible steps for each routine will be noted on the scale, and each step taken in conformity to the established sequence will be given one tally.

Item 3. Omits no step in the routine.

Since the anecdotal records are taken during the first three minutes out of every five minutes of the whole routine, omission of a step is to be understood as any omission occurring during the three-minute episodes recorded.

Only one tally will be given for any single routine recorded. That is, if at no time during the recorded routine, is a step obviously omitted, one tally shall be made.

- Item 4. Does not join in by-play initiated by other persons during any time of the routine recorded.

"By-play" is intended to mean any overt activity, however brief, which the child engages in, but which is not essential to carrying through the routine in process.

Since conversation is scored under another item, it will not be included in this definition of "by-play".

As a rule, only those overt activities in which the child does participate will be recorded in the anecdotal record. Therefore one tally will be given, if the child does not engage in by-play unnecessary to carrying through the routine during the recorded time.

- Item 5. Does not join in conversation initiated by other persons, unnecessary to carrying through the routine.

As a rule, only those conversations in which the child does participate will be recorded in the anecdotal record. Therefore, one tally will be given, if the child does not engage in conversation unnecessary to carrying through the routine during the recorded time.

Necessary conversation is to include answering a direct question, even though unrelated to the routine.

PART II

- Item 1. Prolongs or delays one or more parts of the routine.

A tally will be made for each occasion, during the recorded time, that a child perseverates in one step of the routine beyond the time necessary to complete the step, such as continuously washing his hands, or taking much longer over his dessert than is done by the other children.

Delay is to be defined as any non-overt activity between or during steps in the routine, such as periods of inactivity, day-dreaming, or idly watching other children while the routine is in process. A tally is to be made for each instance of this delaying which occurs during the recorded time of the routine.

- Item 2. Repeats one or more parts of the routine.

Repetition of a part of the routine is to be interpreted

as voluntarily returning to a step of the routine, once completed, rather than perseveration in that step.

A tally will be made for each occasion during the recorded time when such a repetition is made.

Item 3. Initiates or participates in by-play during the routine.

See definition of "by-play" under Part I, Item 4. This is to include all overt activity engaged in by the child, unnecessary to the routine, whether begun by him or by some other child.

Day-dreaming, idly watching other children without moving in their direction, or a period of inactivity will not be considered by-play, since they are scored under another item.

A tally will be made for each occasion in which the child engages in by-play. One occasion of by-play will be considered terminated when the child returns to the routine.

Item 4. Initiates or participates in conversation unnecessary to carrying through the routine.

Necessary conversation will include asking help or asking for needed articles, or answering a direct question. Any comments by the child, even though related to the routine in process, will be considered unnecessary.

Each occasion when unnecessary conversation is initiated or participated in will be given one tally.

After a conversation has been initiated or responded to by the child being rated, no further tally will be made until a new topic is introduced, regardless of the number of responses or the length of time the conversation continues.

A change of topic, will be given a tally as indicating a new conversation.

Item 5. Leaves place of routine at some time during the routine.

"Leaving the place of the routine" will be interpreted to mean moving away from the location in the room at which the child needs to be to carry through the routine, as well as leaving the room where it is being carried on.

A STUDY OF BEHAVIOR
IN A GROUP OF INSTITUTIONALIZED CHILDREN

by

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The purpose of the study was: (1) to examine the behavior of the institution child during physical routines; (2) to observe the conformity or non-conformity to established procedures in these routines; (3) to investigate the possibility of a relationship between conforming or non-conforming behavior and characteristic behavior in the total life situation; and (4) to offer suggestions for more fully utilizing the opportunities within the routine situation for the child's emotional development and satisfaction.

Ten children, between 46 and 71 months of age, living in a home for dependent or neglected children, were studied for conforming and non-conforming behavior during daily routines. All were of Navaho parentage, but half had some knowledge of spoken English and white-American ways of living before admission. Length of residence varied from five to 31 months.

Since it was not possible to use standardized means for measuring emotional adjustment, a Characteristic Behavior Scale was constructed to estimate this factor. Two persons rated the adjustment of the children on this scale and their scores were averaged.

Twelve anecdotal records were made of each child's behavior during routines. Episodes of conformity and non-conformity in each record were tallied on a check-sheet by three persons. The totals for each child were averaged to arrive at conforming and non-conforming behavior scores.

The Characteristic Behavior Scale produced a range of

mean scores from 52 to 89.5 (out of a possible 100 points). There appeared to be no relation between the Characteristic Behavior Scores and the age of the children, but four of those having the longest residence had the lowest scores. Range of scores was nearly equal between those having Navaho and English language backgrounds.

There was a narrow range in conforming behavior scores (35-50.6) as compared to non-conforming behavior (51-105), and the conforming behavior scores were much lower. This was attributed to the limited number of opportunities for behaving conformingly as opposed to the many possibilities for non-conforming acts. It was possible for a child to have high scores in both by doing all that was expected of him, but also adding many innovations of his own, and vice versa.

Those children having high scores in conformity also tended to have the higher scores in non-conformity, possibly due to individual tendencies to be more active generally. The six oldest children were the least conforming and also the least non-conforming, possibly due to having developed better skills and more sophisticated interests than those of the younger children.

The four children ranking highest in the Characteristic Behavior Scale and the four lowest were all below the median in conformity; and the four highest and the two lowest in Characteristic Behavior Scores were below the median in non-conformity.

Conforming behavior scores tended to drop off with longer periods of residence, although non-conforming scores did not follow this trend so clearly. The range of scores in conformity and non-conformity were evenly divided between those having all Navaho and those having partially Anglicized backgrounds.

From the scores, it appears that there may be a definite relationship between conforming and non-conforming behavior and emotional adjustment. There may also be two distinct types of motivation for this behavior, since both the best adjusted and the more poorly adjusted received the lower scores in conformity and non-conformity. The writer suggests that well-adjusted children may feel secure enough to omit or modify steps in the routine and still not need to express hostility or resistance by excessive innovations during routines; but that poorly-adjusted children may slight routine steps as an expression of hostility, yet are too unhappy to respond freely to incidental stimuli to other activity during a routine. This implication of a relationship between conformity or non-conformity and emotional adjustment needs to be confirmed by statistical studies.

The attitudes of the staff within the institution seemed commendably permissive, yet it appeared that housemothers missed many opportunities for warm and companionable relationships with individual children during routines by being unnecessarily pre-occupied with the material aspects of the situation. It was recommended that efforts be made to educate them to the children's emotional needs and to the possibilities for meeting those needs.