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To return to the developmental analysis, the fourth stage, which begins somewhere around six years of age and extends over five or six years, has as its achievement what Erikson calls the sense of industry. Perhaps "sense of accomplishment" would make the meaning clearer. At any rate, this is the period in which preoccupation with fantasy subsides, and the child wants to be engaged in real tasks that he can carry through to completion. As with other developmental stages, there are foreshadowings of this kind of interest long before six years of age. Moreover, in some societies and in some parts of our own society children are trained very early to perform socially useful tasks. The exact age is not the point at issue. What is to be pointed out is that children, after a period characterized by exuberant imagination, want to settle down to learning exactly how to do things and how to do them well.

In contrast to the preceding stages and to the succeeding ones, this stage does not consist of a swing from a violent inner upheaval to a new mastery. Under reasonably favorable circumstances this is a period of calm, steady growth, especially if the problems of the previous stages have been well worked through. Despite its unspectacular character, this is a very important period, for in it is laid a firm basis for responsible citizenship. It is during this period that children acquire not only knowledge and skills that make for good workmanship but also the ability to cooperate and play fair and otherwise follow the rules of the larger social game.

The chief danger of this period is the presence of conditions that may lead to the development of a sense of inadequacy and inferiority. This may be the outcome if the child has not yet achieved a sense of initiative, or if his experiences at home have not prepared him for entering school hap-

pily, or if he finds school a place where his previous accomplishments are disregarded or his latent abilities are not challenged. Even with a good start the child may later lapse into discouragement and lack of interest if at home or school his individual needs are overlooked—if too much is expected of him, or if he is made to feel that achievement is beyond his ability.

It is most important for health of personality, therefore, that schools be conducted well, that methods and courses of instruction be such as will give every child the feeling of successful accomplishment. Autobiographies of juvenile delinquents show time and again a boy who hated school—hated the fact that he was marked out as stupid or awkward, as one who was not as good as the rest. Some such boys find in jobs the sense of accomplishment they miss at school and consequently give up their delinquent ways. Others, however, are handicapped in job finding and keeping by the very fact that in school they did not develop the sense of industry; hence they have work failure added to their other insecurities. Nor is delinquency the only or the most likely outcome of lack of success in school. Many children respond in a quieter way, by passive acceptance of their inferiority. Psychologically they are perhaps even more harmed.

Our Puritan tradition maintains that children will not work except under the spur of competition, so we tend to fear the suggestion that all should succeed. To help children develop a sense of accomplishment does not mean, however, merely giving all of them good marks and passing them on to the next grade. Children need and want real achievement. How to help them secure it, despite differences in native capacity and differences in emotional development, is one of the school's most serious challenges.

School, of course, is not the only place in which children at this stage of development can secure the sense of industry. In work at home there are many opportunities for a child to get a feeling of mastery and worthwhile endeavor. Rural youth groups and their urban counterparts cater to this need, and many recreation programs