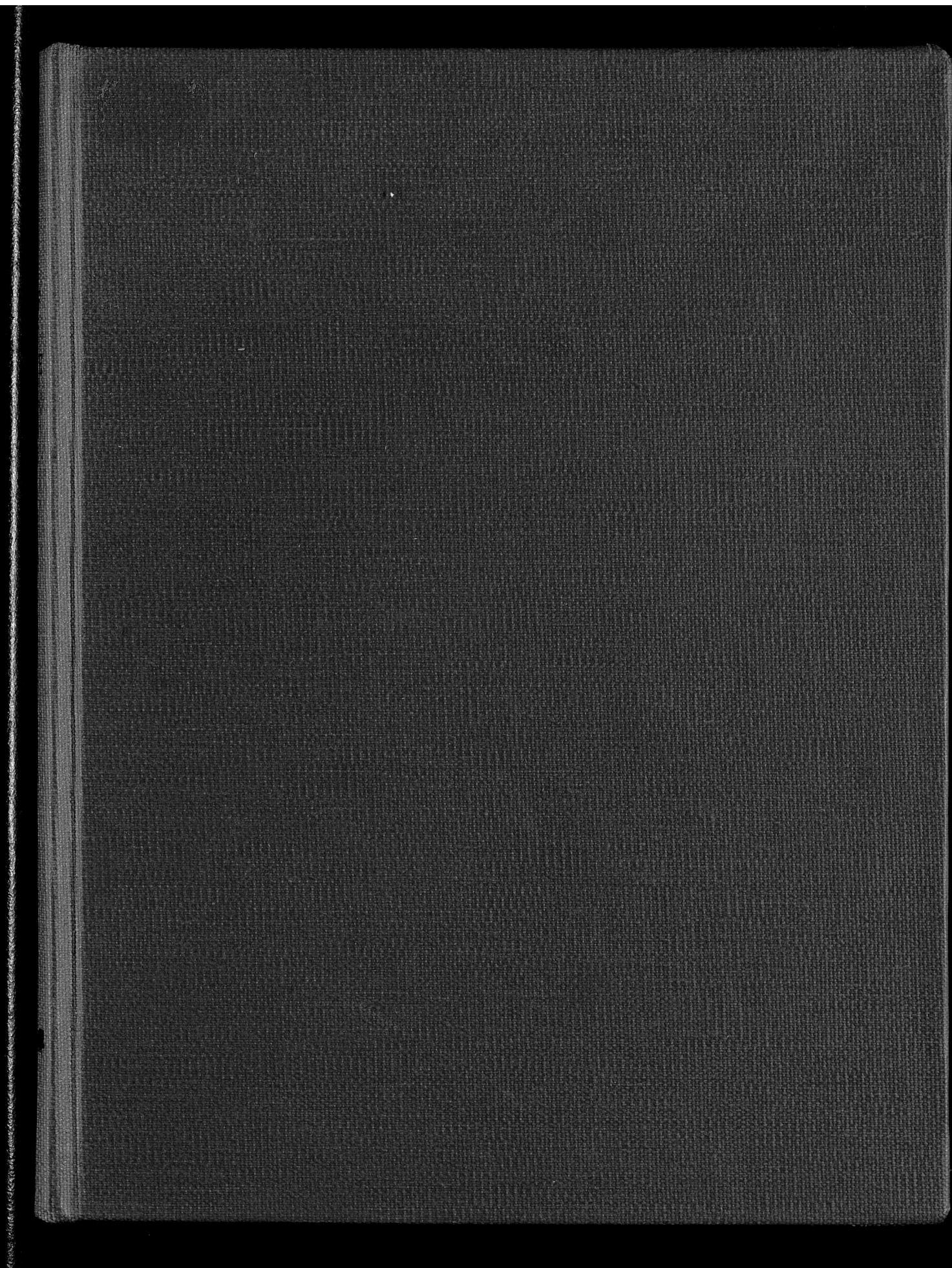


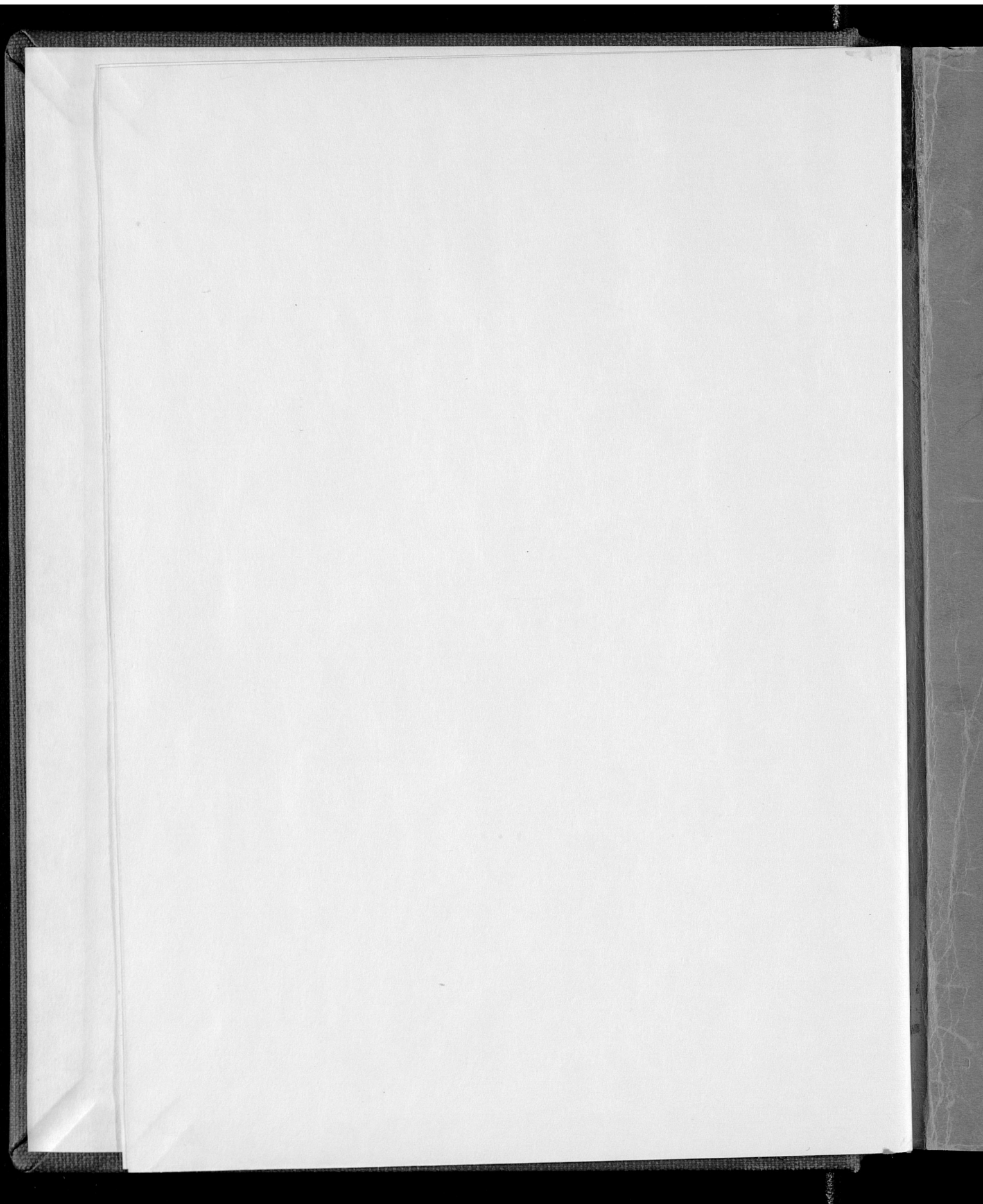


LIBRARY
UNIVERSITY OF KENTUCKY









REPORT OF WORKERS CONFERENCE FOR WPA NURSERY TEACHERS

UNIVERSITY OF KENTUCKY

October 12 - 30, 1936.



issued by

WORKS PROGRESS ADMINISTRATION

and

STATE DEPARTMENT OF EDUCATION

LIBRARY
UNIVERSITY OF KENTUCKY

THREE WEEKS CONFERENCE FOR NURSERY SCHOOL TEACHERS

under the auspices of

WORKS PROGRESS ADMINISTRATION

George H. Goodman, State Administrator
Elizabeth Fullerton, Director Women's & Professional Projects
O. J. Jones, Director Educational Projects of Kentucky
State Department of Education.

STATE DEPARTMENT OF EDUCATION

Harry W. Peters, State Superintendent of Public Instruction
Homer W. Nichols, Director Special Education
Jane R. Shelby, State Nursery School Supervisor, WPA
Nell Whaley, Assistant State Nursery School Supervisor, WPA

UNIVERSITY OF KENTUCKY

Dr. Frank L. McVey, President
W. S. Taylor, Dean of College

Teaching Staff:

Mary Mumford, Director University Nursery School
Mrs. William K. Evans, Nursery School Specialist

LIBRARY
UNIVERSITY OF KENTUCKY

Ky. University. Workers conference for WPA nursery
Teachers.
Report

130516

kg 372.2412 K419

Workers' conference for WPA n
Report of Workers' conference
LB1140 .W65 1936

FOREWORD

Authorization for a working conference for nursery school teachers was received from the Education Division of the Works Progress Administration, Washington, D. C. under date of September 2, 1936. Following this authorization arrangements were made with the University of Kentucky, by the Sponsoring Agent, the State Department of Education, for a three weeks' work conference, the purpose of which was to train teachers not yet qualified in the special field of nursery education.

Specific objectives were to give the teachers knowledge of the history of the Nursery School Movement, of organization and management of nursery schools, of the needs of the young child, and a working understanding of approved methods of techniques for child care and guidance.

It is our hope that the training given will not only qualify the teachers to do more effective work and will stimulate a desire to progress in this field, but also, will through its application in the local communities, further interest in and understanding of nursery school education throughout the State.

Jane R. Shelby

Nell Whaley

CONTENTS

- I. Organization of Course
- II. History of Nursery School Education
- III. Organization and Management of the Nursery School
 - The Physical Environment
 - Planning the Day's Program
 - Management in the Nursery School
 - The Teacher and Her Relationships
 - To Children
 - To Parents
 - To Community Agencies
 - The Teacher - Her Personality Adjustment
 - Self Rating Sheets
- IV. Child Management
 - Needs of the Child
 - Age Level Behavior and Needs of Children
 - General Principles
- V. Curriculum Content and Guidance
 - Procedures in the Nursery School
 - The Child's First Day at School
 - Health Care in the Nursery School
 - Food and Nutrition
 - Nurse's Duties
 - Morning Inspection
 - Art and Play Activities
 - Suggestions for Teacher Guidance
 - Play and Play Equipment
 - Books About Toys
 - Drawings and Specifications for Play Equipment
 - Pre-School Music
 - Stories, Poems, and Pictures
 - Nature Study
- VI. Sample Forms for Record Keeping
- VII. Key to Examination Questions

FACTORS THAT MAKE A GOOD NURSERY SCHOOL

A good nursery school is a place where each child daily is being given an opportunity to learn how to take care of himself, how to get along with other children and how to enjoy the world around him. It is a place where he has the opportunity to grow physically, where he is kept well and healthy, where he can be serene and content and where he has an opportunity for many different experiences with guidance in all of these experiences.

Physical care is an important part of a good nursery school. Children should be protected from traffic hazards, fire hazards and general accident hazards. They should be given the care which makes the early detection of physical difficulties possible, with provision for the correction of those difficulties either through the child's own family physician or through school service or such service as the school can secure. The everyday health needs of the child are taken into account in a good nursery school, e.g., sanitary toilet arrangements, provision for regular elimination, well planned meals, provision for rest, etc.

The physical set-up is a factor in making a good nursery school. There should be space for eating, sleeping and playing, provision for storage of beds and bedding, toys and clothing, provision for furniture adjusted to the child's size, equipment necessary for eating, sleeping, toileting, playing, health care and protection.

Good management of the environment is an important factor to be considered. This should include consideration of the use of time, of the arrangements for staffing, the movement of the children from place to place, arrangements for parents and visitors, the keeping of records and the securing of services needed.

The relationships within the nursery school are another factor in making the school a good one. These relationships include consideration of the relationships of the staff to each other, to others in the building, to school authorities, to the authorities of the organization with which the nursery school

is housed, to the head teacher, to the children, to the parents, and to the supervisor. Relationships should be considered of the head teacher to the staff, to her administrative authorities, to outside agencies, to the children and to the parents. Practical suggestions for points to consider in building up these harmonious relationships should be discussed in detail by staff members.

The guidance of the children is a highly important factor to consider. This includes consideration of the activities possible for the children, of the general use of the environment providing for activity and of the actual techniques which the teacher uses. All of these factors need to be considered in planning a good nursery school. Some way of studying the children is important. This may be a system of records which the teacher finds useful and on which she keeps running notes of progress. Other records are essential, such as attendance, health and the recording of any tests given.

I. ORGANIZATION OF COURSE

I. ORGANIZATION OF WORK CONFERENCE.

- A. Purpose: To train teachers not yet qualified in the special field of nursery education.
- B. Objectives: To give teachers a knowledge of
- (1) history of the nursery school movement.
 - (2) organization and management of nursery schools.
 - (3) needs of the young child, and a
 - (4) working understanding of approved methods and techniques for child care and guidance.
- C. Duration of Conference: Three weeks (six days per week).
1. Division of Work
 - Class Work - including lectures, discussion periods, examination and meeting of the Central Kentucky Educational Conference.
 - Observation - of Nursery Schools, Kindergarten and Parent Meetings.
 - Practice Teaching-
 - Individual Conferences
 - Library Work
 2. Credit --- 3 Hours in Education Course 195a.
 3. Tuition --- \$14.00 for three hours credit.
- D. Instructors
1. Mary Mumford, Director of University Nursery School.
 2. Mrs. William K. Evans, Nursery School Specialist.

LIBRARY
U OF KY

E. Class Personnel.

Fifty-one (51) teachers who had been certified for WPA employment and had been assigned to the Nursery Project were admitted to the Education Course 195a.

The educational background of these students ranged from thirty-two to one hundred and fifty-nine college hours, with majors in Kindergarten, Primary Education, Elementary Education, Romance Languages, Mathematics, English, Physical Education, History, Science and Home Economics. Ten of these students have A. B. degrees, two of them have B. S. degrees and one has an M. A. degree. Forty-five of those attending the conference have had some teaching experience.

F. Observation and Practice Teaching.

The students were divided into two groups for class work--- one group to be under the direction of Miss Mumford and the other under the direction of Mrs. Evans.

The thirty hours of observation were divided into two and one half hour visits to each of the six schools cooperating. The schedule was arranged so that each student observed the first part of the day at one visit while the last part of the day's program was observed on another day. In this way each student observed an entire day's program in six different "set-ups". Three hours' observation of parent meetings in three different schools was required.

The fifteen hours practice teaching were divided into five hours at each of the two white emergency nursery schools and five hours at the University Nursery School. This was also arranged so that each student had practice in teaching during the entire day's program in each of the three schools. In order to conserve the student's time, energy, and carfare, they were scheduled to spend an entire day at one school - part of which was used for observation and part of which was used for practice teaching.

Each of the two classes was divided into six groups for observation and practice teaching. In order to make supervision by the instructors easier, the six groups of one class were assigned to three schools and the six groups of the other class were assigned to the remaining three schools. This arrangement facilitated schedule making for any student enrolling late in the class.

Observation and Practice Teaching were scheduled in the two white Emergency Nursery Schools, and the University Nursery School. Only observation was scheduled in the two colored Emergency Nursery Schools and in the University Kindergarten. Observation in the Kindergarten was arranged in order for the students to observe the differences between the nursery school and the kindergarten and also to see the splendid teaching personality of the teacher in charge.

G. Observation and Practice Teaching Centers.

1. University Nursery School, 149 Washington Ave., Lexington, Ky.

Staff Members: Teachers - Dr. Ruth Melcher
Eva Mae Nunnolley (substitute
for Miss Mumford)
Minnie Wilkinson
Stenographer - Georgie Hooks
cook -

2. University Kindergarten, University Training School, Lexington, Ky.

Staff Members: Teacher - Margaret King

3. Lincoln Nursery School, 997 W. High St., Lexington, Ky.

Staff Members: Head Teacher - Katherine Caldwell
Asst. Teacher - Ruby Watson
Nurse - Margaret Arnett, R. N.
Cook - Althea Lowry
NYA Help

4. Kenwick Cavalry Club Nursery School, Lexington, Ky.

Staff Members: Head Teacher - Virginia Pitzer
Asst. Teacher - Bess Turley Kriegel
Nurse - Margaret Arnett, R. N.
Cook - Cordie Corman
NYA Help

5. George W. Carver Nursery School, Patterson St., Lexington, Ky.

Staff Members: Head Teacher - Mary Ellen Long
(colored) Asst. Teacher - Augusta Moore
Nurse - Margaret Arnett, R. N.
Cook - Lonella Oldham
NYA Help

6. Constitution Nursery School, 514 E. 2nd St. Lexington, Ky.

Staff Members: Head Teacher - Rosie Jackson
(colored) Asst. Teacher - Ester Bell Johnson
Nurse - Margaret Arnett, R. N.
Cook - Leona Irvine
NYA Help

H. Course Requirements.

1. Attendance at
Lectures
Conferences
Discussion periods
Observation periods
Practice teaching periods
Parent meetings:
(1) Kenwick School-Oct. 22 -3:30 P.M.
(2) Lincoln School-Oct. 27 -3:30 P.M.
(3) University Sc.-Oct. 20 -7:30 P.M.
2. Lecture Notes - - - - due Oct. 30th
3. Reading Notes - - - - due Oct. 17th, 24th, and 30th.
Use 4"x6" cards
Include subject, title of book, author, and pages read.
4. Term Paper - - - - - due Oct. 28th.

Write a detailed description of your plans for your school for the coming year. Be sure that you include answers to the following questions:

What type children will be in your school? How many?
Will there be other teachers in the same nursery school?
How will the work be divided?
What space will be available for outdoor play? What equipment do you now have? List any additional equipment and tell how plan to provide for it. Will other groups be using the same equipment?
What space will be available for indoor play? What play materials will you provide? Draw a diagram of your nursery school room or rooms and show the location of all furnishings and equipment.
Describe toilet and wash room facilities and your plans for bathroom routine. What equipment and supplies will you have to provide?
Where will the children eat? Who will plan the meals, do the marketing, prepare the food, serve the food, and wash the dishes?
Where will the children sleep? What equipment and supplies will you have to provide?
Who will keep the rooms clean?
Make a tentative schedule of your day's activities.
How do you plan to provide for daily health inspection, weighing, measuring, and physical examinations?
What records do you plan to keep and what use do you plan to make of them?
What are your plans for enlisting parent cooperation?

5. Examination

UNIVERSITY OF KENTUCKY

Outline of Lectures for Emergency Nursery School Training Course

October 12 - October 30, 1936

- I. Emergency Nursery Schools.
 1. Why has the Government set up Emergency Nursery Schools?
 2. Value of nursery school to the community.
 3. " " " " " " parents.
 4. " " " " " " child.
 5. Personnel of the nursery school.
- II. Physical needs of the young child.
 1. Fresh air and sunshine.
 2. Adequate play space and activity.
 3. Good food.
 4. Adequate sleep and rest.
 5. Good toilet habits.
 6. Physical protection.
 7. Adequate clothing.
- III. Educational needs of the young child - outdoors.
- IV. Educational needs of the young child - indoors.
- V. Educational needs of the young child - music, pictures and stories
 1. Equipment and materials needed and where available.
 2. How age levels differ in use of equipment and materials.
 3. Techniques of guidance in use of materials.
- VI. Training the child through the daily routine.
 1. Rest and sleep procedure.
- VII. Training the child through the daily routine.
 1. Mealtime procedure.
- VIII. Training the child through the daily routine.
 1. Bathroom procedure
 - (1) Toilet training.
 - (2) Dressing and undressing.
 - (3) Washing.
- IX. Planning the daily program.
- X. Behavior in the nursery school: What is a good child?
- XI. Methods of discipline.

XII. Behavior problems.

Temper tantrums
Lying
Enuresis
Masturbation

Timidity
Thumb sucking
Anger and fighting
Noisiness

XIII. Parent education and cooperation with the home.
Demonstration Parent Conference in addition to lecture.

XIV. Professional outlook of the nursery school teacher.

Relation to the nursery school movement.
Relation to fellow workers.
Relation to community.

Contacts that will strengthen health program, educational
program and will aid in securing material.

READING ASSIGNMENTS

Emergency Nursery School Training Courses Fall 1936

- I. Emergency Nursery Schools - October 12th.
 1. U. S. Office of Education Bulletin of Information for Emergency Nursery Schools, Bulletin No. 1. Administration and Housing, pp. 7 -17.
 2. Foster and Mattson - "Nursery School Procedure", pp. 198 - 201.
- II. Physical Needs of the Young Child - October 13th.
 1. Fresh Air and Sunshine.

Sunlight for Babies - Folder No. 5 Children's Bureau
Read the entire pamphlet.

Blatz, Millichamp & Fletcher - "Nursery Education" - pp. 344 - 345.
 2. Adequate Play Space and Activity.

Blatz, Millichamp & Fletcher - "Nursery Education" -pp. 343, 344, pp. 137 - 167.
 3. Good Food.

Kentucky Relief Administration - Home Economics Bulletin # 11.
Lowenberg - "Food for the Young Child" - pp. 1 - 26.
Rand, Sweeny & Vincent - "Growth and Development of the Young Child" - Chpt. 8, pp. 311 - 313.
Sweeny and Buck (The Merrill - Palmer School) - "How to Feed Children in Nursery Schools" - pp. 9 - 31.
U. S. Dept. of agr. Circular No. 2-3 - "Mid Day Meals for Preschool Children in Day Nurseries and Nursery Schools" - pp. 1 - 23.
U. S. Dept. of Labor, Bureau Publication No. 30 - "The Child from One to Six" - pp. 45 - 64
Foster & Mattson - "Nursery School Procedure" - pp. 137 - 139.
 4. Adequate Sleep and Rest.

Foster & Mattson - "Nursery School Procedure" - pp. 147 - 153.
Blatz, Millichamp & Fletcher - "Nursery Education" - pp. 117 - 123.
L. C. Wagoner - "The Development of Learning in Young Children" Ch. 14, pp. 217.
U. S. Office of Education Bulletin No. 1 - "Administration and Program" - pp. 19 - 20
 5. Good Toilet Habits.

Faegre and Anderson - "Child Care & Training" - Ch. 10, pp. 136 - 144.
Waring - "The Behavior of Young Children" - Vol. II, pp. 61 - 103.
Blatz, Millichamp & Fletcher - "Nursery Education" - pp. 69 - 81.
Foster & Mattson - "Nursery School Procedure" - pp. 125 - 130.
Iowa Child Welfare Research Station - "Manual of Nursery School Practice" - pp. 72 - 73.
L. C. Wagoner - "Development of Learning in Young Children" - Ch. 15, pp. 224 - 234.
Rand, Sweeny & Vincent - "Growth and Development of the Young Child" pp. 326 - 327.
U. S. Dept. Labor Publication No. 30 - "The Child from One to Six" - pp. 33 - 37.
 6. Physical Protection

Iowa Child Welfare Research Station - "Manual of Nursery School Practice" - pp. 27 - 43.
Blatz, Millichamp & Fletcher - "Nursery Education" - pp. 349 - 358.
U. S. Dept. of Labor Publication No. 30 - "The Child from One to Six"- pp. 37 - 44.
U. S. Office of Education - "Emergency Nursery School Bulletin No. 1, pp. 14 - 17.
 7. Adequate Clothing

Blatz, Millichamp & Fletcher - pp. 314 - 316 and pp. 345 - 346.
U. S. Dept. of Labor Publ. No. 30 - "The Child from One to Six" - pp. 74 - 83.

Reading assignments cont'd

- U. S. Office of Education - Bulletin No. 1 for Emergency Nursery Schools - pp. 20 - 21.
Foster & Mattson - "Nursery School Procedure" - pp. 119; pp. 172 - 183.
Waring - "Behavior of Young Children" - Vol. 3, pp. 1 - 44.
- III. Training the Child Through the Daily Routine - October 14.
1. Rest and Sleep Procedure
Blatz, Millichamp & Fletcher - pp. 106 - 117, pp. 129 - 131.
Iowa Child Welfare Research Station - "Manual of Nursery School Practice" - pp. 39 - 43.
L. C. Wagoner - "Development of Learning in Young Children" - pp. 215 - 223.
Foster and Mattson - "Nursery School Procedure" - pp. 147 - 154.
- IV. Training the Child Through the Daily Routine - October 15.
1. Mealtime Procedure
L. C. Wagoner - "Development of Learning in Young Children" - pp. 198 - 214.
Foster & Mattson - "Nursery School Procedure" - pp. 139 - 145.
Institute for Juvenile Research - "The Preschool Child - The Habit of a Normal Appetite" - pp. 1 - 8.
Haxton & Wilcox - "Step by Step in the Nursery School" - pp. 89 - 127.
Blatz, Millichamp & Fletcher - "Nursery Education" - pp. 82-105.
- V. Training the Child Through the Daily Routine - October 16.
1. Bathroom Procedure
H. Johnson - "Children in the Nursery School" - pp. 22 - 42.
(1) Toilet training - Haxton & Wilcox - "Step by Step in the Nursery School" - pp. 128 - 146.
Also all of the reading references listed under II, 5 of this outline.
(2) Dressing and undressing.
(3) Washing.
Blatz, Millichamp & Fletcher - "Nursery Education" - pp. 56 - 68 and pp. 314 - 315.
Foster & Mattson - "Nursery School Procedure" - pp. 173 - 176.
- VI. Educational Needs of the Young Child - Outdoors - October 19.
Foster & Mattson - "Nursery School Procedure" - pp. 46 - 52; 72 - 82.
Blatz, Millichamp & Fletcher - "Nursery Education, Theory and Practice" - pp. 137 - 183.
International Kindergarten Union - "Equipment & Supplies" (pamphlet)
Hunt - "Catalog of Play Equipment" - (pamphlet)
H. Johnson - "Children in the Nursery School" - pp. 65 - 77; pp. 168 - 230.
- VII. Educational Needs - Indoors - October 20.
L. Wagoner - "Development of Learning in Young Children" - pp. 255 - 267.
Blatz, Millichamp & Fletcher - "Nursery Education" - pp. 183 - 193.
Hunt - "Catalogue of Play Equipment" - pamphlet with pictures and diagrams.
H. Johnson - "Children in the Nursery School" - pp. 77 - 81; pp. 77 - 81; pp. 168 - 230.
Foster & Mattson - "Nursery School Procedure" - pp. 52 - 62.
U. S. Office of Education - Bulletin on Emergency Nursery School, Bulletin # 1, pp. 21 - 23.
Iowa Child Welfare Research Station - "Manual of Nursery School Practice" - pp. 75 - 98.
- VIII. Educational Needs of the Young Child - Through Music, Pictures, Stories - October 21.
Foster & Mattson - "Nursery School Procedure" - pp. 62 - 64; pp. 93 - 105.

Reading assignments cont'd.

- J. Johnson - "Children in the Nursery School" - pp. 253 - 311.
Blatz, Millichamp & Fletcher - "Nursery Education" - pp. 196 - 213.
Iowa Child Welfare Research Station - "Manual of Nursery School Practice" - pp. 123 - 127; 100 - 107.
- IX. Planning the Daily Program - October 22.
Iowa Child Welfare Research Station - "Manual of Nursery School Practice" - pp. 167 - 170.
Blatz, Millichamp & Fletcher - "Nursery Education" - pp. 17 - 28.
Foster & Mattson - "Nursery School Procedure" - pp. 68 - 91.
Haxton and Wilcox - "Step by Step in the Nursery School" - Editor's preface.
U. S. Office of Education - "Emergency Nursery School Bulletin No. 1, pp. 24 - 28.
- X. Behavior in the Nursery School; What is a Good Child? - October 23.
Foster & Mattson - "Nursery School Procedure" - pp. 155 - 164.
U. S. Office of Education - Bulletin for Emergency Nursery School Bulletin No. 1, pp. 23 - 24.
Blatz, Millichamp & Fletcher - "Nursery Education" - pp. 217 - 227.
Iowa Child Welfare Research Station - "Manual of Nursery School Practice" - pp. 170 - 176.
- XI. Methods of Discipline - (Teacher Guidance) - October 26.
Univ. of Iowa Extension Bulletin No. 261 - "Toward Understanding Children" - pp. 19 - 31.
Iowa Child Welfare Research Station - "Manual of Nursery School Practice" - pp. 45 - 74.
Rand, Sweeny & Vincent - "Growth and Development" - pp. 62 - 79.
Foster and Mattson - "Nursery School Procedure" - pp. 155 - 164.
Blatz, Millichamp & Fletcher - "Nursery Education" pp. 217 - 244.
H. Johnson - "Children in the Nursery School" - pp. 22 - 61.
Haxton and Wilcox - "Step by Step in the Nursery School" - pp. 45 - 88.
L. Wagoner - "Development of Learning in the Young Children" - pp. 140 - 144; pp. 234 - 254; pp. 287 - 298.
- XII. Behavior Problems - October 27.
Foster & Mattson - "Nursery School Procedure" - pp. 164 - 172.
Blatz, Millichamp & Fletcher - "Nursery Education" - pp. 251 - 283.
Thom - "Everyday Problems of the Everyday Child".
Haxton & Wilcox - "Step by Step in the Nursery School" - pp. 1 - 88; pp. 128 - 146; pp. 165 - 212.
L. Wagoner - "Development of Learning in Young Children" - pp. 145 - 158.
U. S. Dept. of Labor - Children's Bureau Publication No. 143 - "Child Management"
- XIII. Parent Education and Cooperation with the Home - October 28.
Iowa Child Welfare Research Station - "Manual of Nursery School Practice" - pp. 21 - 23; pp. 135 - 139; pp. 145 - 147.
Haxton and Wilcox - "Step by Step in the Nursery School" - pp. 212-224.
Blatz, Millichamp & Fletcher - "Nursery Education" - pp. 307 - 317.
Foster and Mattson - "Nursery School Procedure" - pp. 201 - 206.
U. S. Office of Education - "Emergency Nursery School Bulletin - No. 1, pp. 29 - 33.
Iowa Univ. Extension Bulletin No. 261 - "Toward Understanding Children" - pp. 5 - 14.
- XIV. Professional Outlook of the Nursery School Teacher - October 29.
Foster and Mattson - "Nursery School Procedure" - pp. 1 - 22.
Iowa Child Welfare Research Station - "Manual of Nursery School Practice" - pp. 154 - 158.
- XV. Final Exam. - October 30, 9 A.M. Place of meeting to be announced later.

RESERVE BOOK LIST

H. E. 115 (Child Care) and H. E. 127 (Nursery School Management)

(1 copy)

- | | |
|--------------|---|
| 136.7 Ar52c | Arlitt - The Child from One to Six |
| 136.7 Ar52a | Arlitt - Psychology of Infancy and Early Childhood |
| 372:B16p | Bain - Parents Look at Modern Education |
| 614 B177 | Baker - Child Hygiene |
| 136.7 B611 | Blanton - Child Guidance |
| 612.78 | Blanton - Speech Training for Children |
| 136.7 B613 | Blatz & Botts - Parents and the Preschool Child |
| | Blatz, Millichamp & Fletcher - Nursery School Education,
Theory and Practice |
| 612.6 C115 | Cady - The Way Life Begins |
| 649.1 C145a | Cameron - The Nervous Child |
| 372: C74 | Child Study Association - Parents' Questions |
| 612.6: D454 | de Schweinitz - Growing Up |
| 57 1.1 D75 | Downing - The Third and Fourth Generation |
| 136.7 566 | Faegre & Anderson - Child Care and Training |
| 136.7 F814 | Foster - The Young Child and His Parents |
| 649.5 F814 | Foster - Busy Childhood |
| 372 F814 | Foster & Mattson - Nursery School Procedure |
| 136.7 G33 | Gesell - Mental Growth of the Preschool Child |
| 136.7 G332 | Gesell - Infant and Child |
| 649.1 G629 | Goodspeed - Care and Training of Children |
| 173 G919 | Groves - Wholesome Parenthood |
| 575.6 G991a | Guyer - Being Well Born |
| | Haxton & Wilcox - Step by Step in the Nursery School |
| 372:J632c | Johnson - Children in the Nursery School |
| | Lowenberg - Food for the Young Child |
| 362.7 M313pa | Mangold - Problems of Child Welfare |
| 136.7 M414 | Mateer - First Normal Children |
| 028.5:M7811 | Moore - Literature Old and New for Children |
| 136.7 P274g | Patri - The Questioning Child |
| 575.6 P8 | Popenoe & Johnson - Applied Eugenics |
| 136.71 R158 | Rand, Sweeney, Vincent - Growth and Development of the
Young Child |
| 612.39 R542 | Roberts - Nutrition Work with Children |
| 618.2 SL26 | Slemons - The Prospective Mother |
| 136.7 Se41 | Seham - The Tired Child |
| 612.6 Sh51 | Sherbon - The Child; Origin and Development |
| 136.7 St81 | Strong - Introduction to Child Study |
| 136.7 T36 | Thom - Everyday Problems of the Everyday Child |
| 136.7 T469 | Tilson - Problems of Preschool Children |
| 375 C639 | University of Tennessee - Study in Child Training |
| 618.2 V322 | Van Blarcom - Getting Ready to be a Mother |
| | Wagoner - Development of Learning in Young Children |
| 136.7 W125 | Wagoner - Observation of Young Children |
| 136.7 W233b | Waring - The Behavior of Young Children
Three Problem Children |
| 649.1 W587 | White House Conference on Child Management |
| 618.6: Z11 | Zabriskie - Mother and Baby Care in Pictures |

Bibliography on Nursery Schools and Preschool Education

Emergency Training Course

October 1936

University of Kentucky Nursery School
Home Economics Department
Lexington, Kentucky

Arlitt, "The Child from One to Six"

Bain, "Parents Look at Modern Education" - Chapter 2

Biber, Barbara, "School Begins at Two"

Blatz, Millichamp & Fletcher, "Nursery Education" - Chapters 1, 2, 8

Foster & Mattson, "Nursery School Procedure" - Chapters 1, 3, 4, 11,
12, and 13

Haxton & Wilcox "Step by Step in the Nursery School"

Johnson, "Children in the Nursery School"

Rand, Sweeney & Vincent, "Growth and Development of the Young Child"

Wagoner, "Development of Learning in Young Children"

Lowenberg, "Food for the Young Child"

Sweeny & Buch, "How to Feed Children in the Nursery School"

National Advisory Committee on Emergency Nursery Schools,

Bulletin No. 1 - "Emergency Nursery Schools, Administration
and Program."

Bulletin No. 2 - "Emergency Nursery Schools, Housing and
Equipment."

OBSERVATION ASSIGNMENTS

The following outlines are to guide you in your observations, but do not limit yourself to the items mentioned. You may not be able to answer all the questions from one observation. For that reason look ahead at future assignments and keep those questions in mind during your observation periods. In reporting the observations be as specific as you can. Describe actual happenings. Give the name of the school and give the names of the persons in the incident recorded if you can. However, please refrain from asking the nursery school teachers for names and ages of children or for other information during school hours. You may save your questions for class time or conference periods. Observation papers are due October 17th, October 24th and October 30th.

Observation I

1. What evidence do you see that nursery schools are of value to the community? to the parent? to the child?
2. How many adults are in the situation? At three times during the observation period record what each is doing.

Observation II

1. Observe in what ways the nursery school you visit is providing for:
 - a. Fresh air and sunshine.
 - b. Space for play and activity indoors and out.
 - c. Good food and drinking water.
 - d. Adequate sleep and rest.
 - e. Good toilet habits.
 - f. Physical protection
 - Morning inspection
 - Protection against injury
 - Sanitary conditions
 - Providing for toilet, washing hands and face, towels, combs, tooth brushes, etc.
 - Adequate heat and ventilation
 - Provision for cleaning floors, wash basins, toilets, etc.
2. Morning inspection.
 - a. Who examines the children upon arrival?
 - b. Describe the examination
 - c. Where is it held?
 - d. Do the children submit readily to examination?
 - e. Do they exhibit any indication of fear?
 - f. In case of exclusions, how do the children behave?
 - g. Is there any record kept of the daily inspection?

Observation III

1. Rest periods.
 - a. When are rest periods provided?
 - b. How long are they?
 - c. Where do the children rest?
 - d. What equipment is used?
 - e. What is the attitude of the children toward rest?
 - f. What is the teacher's part during the rest period?
2. Sleep
 - a. Describe the room arrangement and equipment.
 - b. Does each child have his own cot? sheets? blankets?
 - c. Where is the equipment kept when not in use?
 - d. What is the attitude of the children toward sleep?
 - e. What is the teacher's part during the sleep period?
 - f. How long does it take the children to go to sleep?
 - g. How long do they sleep?
 - h. What methods are used to secure good sleep habits?
 - i. Do the children undress for the sleep period?
 - j. What records are kept of the sleep period?

Observation assignments cont'd

Observation IV

1. Mid morning lunch.
 - a. Describe the mid-morning lunch period.
 - b. What was served?
 - c. What is the attitude of the children toward it?
 - d. Is there a rest period preceding it? Following it?
2. Lunch period.
 - a. Describe the equipment and service.
 - b. What is the attitude of the children toward it?
 - c. Do the children have specific food likes and dislikes?
 - d. What is the general length of duration of the lunch?
 - e. Do the children dawdle? Causes? Are the same children slow in other activities?
 - f. What part do the children have in serving the meal? Cleaning away? Do they enjoy this? How is it of education value to them?
 - g. What is the adult's part at the table?
 - h. Is the atmosphere at mealtime calm, happy and cheerful or is there haste and confusion?
 - i. What methods are used to secure good food habits?
 - j. How skillful are the children in their use of the fork or spoon? Contrast the ability of the two-year-old with that of the four-year-old.
 - k. What records are kept of the lunch period?

Observation V

1. Toilet Routine
 - a. Describe the room arrangement and equipment.
 - b. How much can the children do to take care of themselves at the toilet? What factors determine this? Give examples.
 - c. How reliable are they for the toilet? Is this the responsibility of the children or an adult?
 - d. What is the attitude of the children toward toilet routine? What determines this attitude?
 - e. How many times do the children go to the toilet? How long do they stay?
 - f. Do other activities accompany the toilet activity?
 - g. What is the teacher's part in the toilet routine?
 - h. What methods are used to secure good toilet habits?
 - i. What records are kept?
2. Dressing and undressing
 - a. Where do the children keep their wraps?
 - b. Does each child have his own hook or locker? How does he identify it?
 - c. How largely are the children responsible for removing their own wraps? Putting them on? How independent are they in other dressing processes? What part does the teacher take?
 - d. Upon what factors does skill in hanging up wraps depend?
 - e. What methods are used to develop skill in dressing and undressing?
 - f. Observe the clothing of the children in relation to attractiveness, serviceability and suitability.
 - g. Are the children interested in their own and other peoples' clothing? Note any comments made. Can you detect the beginning of desirable or undesirable attitudes toward clothing?
3. Washing.
 - a. Describe the bathroom routine step by step.
 - b. Where are the wash cloths, towels, combs and tooth brushes kept?
 - c. Are there definite times in the daily schedule for washing?
 - d. How independent are the children in washing, combing hair and brushing teeth?
 - e. What is the teacher's part in this routine?

Observation assignments cont'd.

Observation VI

1. Describe size, arrangement and equipment of the playground.
2. What pieces of equipment are used most often?
3. Contrast the two-year-old and four-year-old with respect to the way in which they use the play equipment.
4. Give an instance when each of the following seemed to determine the child's choice of activity:
 - age or size
 - motor coordination
 - sex
 - individual interest
5. List the various activities going on during one outdoor play period.
6. What part does the teacher play on the playground?
7. What is the attitude of the children in leaving the playground and going inside?
8. What part do the children take in putting away equipment?
9. Is the equipment left on the playground?

Observation VII

1. Describe the size, arrangement and equipment of the play rooms in one of the nursery schools.
2. How do indoor activities differ from outdoor activities? How does the equipment differ in purposes?
3. Do the children occupy themselves readily?
4. Do they choose materials by themselves or must suggestions be made? By whom?
5. Do children play alone or in groups? At what ages?
6. How long do they occupy themselves with one activity? Upon what factors is their concentration dependent?
7. Give an instance when each of the following seemed to determine the child's choice of activity:
 - age or size
 - Motor coordination
 - sex
 - individual interest
8. List the various activities going on during one indoor play period.
9. What do the teachers do during the work period?
10. Do the children feel responsibility for the care of equipment? Do they replace it on their own initiative?
11. What part do the children take in caring for the school? Do they enjoy this? Of what benefit is it to them?

Observation VIII

1. Music
 - a. What is the attitude of the children toward music?
 - b. Do the children differ in their response to it?
 - c. What is the teacher's part in the music group?
 - d. How many children are in the music group? Is attendance compulsory?
 - e. List the musical equipment. What use is made of it?
 - f. Is there a definite time set aside for music each day? Is it used at any other time?
2. Stories
 - a. What is the attitude of the children toward stories?
 - b. To what factors are differences in response due?
 - c. What is the teacher's part in the story group?
 - d. How many children are in the story group? Is attendance compulsory?
 - e. Do the children bring books to the group? What use is made of them?
 - f. Where are the books kept? Do the children enjoy looking at them?

Observation assignments Cont'd.

3. Pictures

- a. What kinds of pictures are in the room?
- b. Are they hung where the children can enjoy them to the best advantage?
- c. Note any comments the children make about the pictures or other evidence that they notice them.

4. Language development.

- a. Quote two or three typical remarks which you have heard two-year-old children and four-year-old children make, indicating what apparently instigated the remark, to whom it was made and whether or not it led another individual to make either a verbal or a motor response.
- b. Analyze these quotations with regard to:
 - sentence structure
 - vocabulary
 - grammatical form
 - adequacy in expressing child's meaning
- c. Quote a conversation between a teacher and a two-year-old child; between a teacher and a four-year-old child. Point out the main differences between the two conversations.

Observation IX

1. Give instances of how the time-schedule of activities is influenced by the:
 - a. Ages of the children
 - b. Time of year
 - c. Amount and kind of space available
 - d. Location of the school
2. Compare the length of the outdoor play period at the various schools; the indoor play period in which a child is permitted to select his own activities; the organized group periods; the time allowed for bathroom routine; for putting away toys; for meal time; for nap time.
3. Give an example of how one activity is dovetailed into another.
4. Give an example of how periods of active play and quiet play are alternated?

Observation X

1. How much understanding of property rights do the children have? Give examples.
2. Do the children show interest in other children? In adults?
3. List an instance showing:
 - a. Happiness or a feeling of well-being.
 - b. Cooperation with other children.
 - c. Cooperation with the teacher.
 - d. Sharing materials.
 - e. Leadership.

Observation XI

In your observations try to find examples of the use of the following techniques of guidance:

1. Keep social grouping small.
2. Make successful attainment possible. Low boards for 2 yr. old. Boxes or board to climb up - Do not lift.
3. Commend attainment.
4. Expect child to be independent or cooperative - Man-to-man relationship.
5. Use explanation.
6. Use humor to lessen seriousness of situations. Laugh with children.
7. Make use of play spirit.
8. Suggest speech to make wants known. At table - "What would you like?"
9. Appeal to group standards.

Observation assignments cont'd.

10. Make self-correction possible. If he has thrown down book or knocked blocks over - let him pick them up.
11. Help child interfered with maintain rights.
12. Suggest being friendly, kind, fair.
13. Be an example of friendliness.
14. Suggest alternative possibility of a cooperative project.
15. Deprive child of privileges - taking Jimmy off the plank.
16. Change rhythm.
17. Give warning.
18. Cooperate with the child.
19. Use counter suggestion - Albert, can you find a ball?
20. Approach with a question - Can you find something to do?
21. Allow child to suffer consequences - Too long to wash, no rest - no dinner
22. Use dual choice.
23. Disapprove.
24. Use indirect suggestion.
25. Ignore.
26. Isolate.
27. Stimulate special interests.
28. Suggest self-control by words such as "Tuck cry away".
29. Give opportunities for legitimate attention.
30. See that child gets honest gauge of self by some failures.
31. See that a child experiences success at least once each day.

Observation XII

1. What instances of the following behavior problems have you observed in the nursery schools?
 - a. Temper tantrums
 - b. Lying
 - c. Enuresis
 - d. Masturbation
 - e. Timidity or fears
 - f. Thumb sucking
 - g. Anger and fighting
 - h. Noisiness
2. How was the situation handled and with what results?
3. Cite examples of the following and any other situations which seem to call for wise teacher guidance:
 - a. Over dominance
 - b. Interfering with others
 - c. Bidding for attention
 - d. Dawdling
 - e. Misuse of materials

Observation XIII

1. Who brings the child to school?
2. Does he walk or is he carried?
3. Is he joyous when entering, or does he dread school?
4. Is he glad to leave at night?
5. How much of his attitude is a reflection of the attitude of the parent?
6. How much is due to greetings he receives upon arrival at school?
7. Are the children who are babyish with their parents still babyish after the parents leave school?
8. How much independence do the parents permit in removing and putting on wraps?
9. Record a few typical remarks showing the parent-teacher relationship.
10. From your observation of the parent conferences, answer the following questions about each:
 - a. How many parents came?
 - b. Describe their attitude?
 - c. Did they ask questions? What kind?
 - d. How did the teachers try to make the parents feel at ease?
 - e. What was the purpose of the meeting

Observation assignments cont'd.

- f. How well do you think the purpose was realized?
- g. What suggestions would you have for improving the parent conference?

Observation XIV

1. From your observation of the teachers in the six schools, list the personality traits you consider most essential for the nursery school teacher to have.
2. What differences have you observed between the kindergarten and the nursery schools?
3. What differences have you observed between the University Nursery School and the Emergency Nursery schools?

T O V I S I T O R S !

PLEASE READ

BEFORE GOING INTO THE NURSERY SCHOOL

We are glad to welcome observers in this school but we must ask that you recognize these principles throughout your stay.

On the bulletin boards are posted copies of the general program of the day's activities. It is planned and frequently changed to make adequate provision for the need of individuals as well as for the needs of the group. A variety of activities, separated by rest periods, help to establish and maintain the desirable atmosphere of serenity and stability which the child needs.

1. Visitors with colds will not be admitted.
2. Be Quiet. This means that you must not talk to any child, to any teacher or other adult. If the children have gone outside and there is evident opportunity for any member of the staff to answer your question, then take advantage of that specific time.
3. Stay in one place unless you are asked to move. It attracts the attention of the children when you wander or approach them. If you especially want to see some particular activity, mention the fact to some member of the staff beforehand and you will be given the opportunity.
4. Ignore the children. We know that you have come to see them but we don't want them to become aware of it because it affects their behavior, choice of activities, etc. When a child comes near you purposely and plays near your chair, obviously watch children who are playing across the room until he see you are not interested in him and goes away. **REFRAIN FROM LAUGHING AT THE CHILDREN.**
5. Notice for parents of nursery school children. The most desirable attitude that a visiting parent can foster on the part of his child is indifference such as he would show any other visitor. As far as possible, observe your own child without permitting him to see you. Discourage your child playing near you either alone or with others. We realize that he may wish to greet you affectionately and we suggest that you return the greeting but that the child go back immediately to his work.

II. HISTORY OF NURSERY SCHOOL EDUCATION

HISTORY OF NURSERY SCHOOL EDUCATION

Emergency Nursery Schools are a part of the emergency educational program authorized in October 1933 by Mr. Harry L. Hopkins, Director of the Federal Emergency Relief Administration and Works Progress Administration, sponsored by the United States Office of Education and recommended by the United States Commissioner of Education to state and local public school authorities.

Realizing that the newness and highly specialized nature of nursery school education places an unusual responsibility upon public school officials, Mr. Hopkins in his announcement of October 23, 1933, extended an offer of assistance to public school authorities from the following professional organization: National Association for Nursery Education, Association for Childhood Education, and the National Council of Parent Education. These organizations have formed a National Advisory Committee on Emergency Nursery Schools working with the United States Office of Education, and on down through the states and localities, on matters of policy, organization and administration.

The objectives of this program are:

- A. To restore unemployed teachers and allied workers to socially useful work;
- B. To develop the physical and mental well-being of preschool children from needy and under privileged families;
- C. To assist parents in recognizing and meeting the nutritional, physical, educational, and social needs of their preschool children.

The Nursery School has as its primary purpose the physical welfare and wholesome mental development of the young children entrusted to its care. It carries out this purpose by providing physical examinations and health care, by providing nutritious and well balanced meals and by setting up an environment favorable to growth and a schedule of activities suited to the needs of the young child. As a secondary purpose the nursery school reaches into the homes of the children it serves by assuming some of the responsibility for child care and supervision, by demonstrating effective methods of child guidance to parents by informal contacts, home visits, meetings at which problems are discussed, and also by information and attitudes which the child carries from the school into the home.

This constant cooperation between teachers and parents keeps the school from being an "institution", and the partnership brings about opportunity for real working together, so that the carry-over of learning from school to home is made more easy than would be possible without such partnership.

* * *

The idea of nursery education is by no means new. Indeed it may be said to have had its origin four hundred years before Christ, when Plato said in his writings "Education and admonition commence in the first year of childhood and last to the very end of life". Comenius in his "School of Infancy" outlined a home curriculum, as he believed that social conditions could be improved by broadened education. During the eighteenth century Pestalozzi in Switzerland and Oberlin in France showed the social principles upon which education for very young children was based.

Oberlin's infant schools in France were forerunners of the Kindergarten and of the Nursery School, the latter frequently termed "the infant of education". Robert Owen who was an English mill owner and philanthropist, built a school for factory workers' children, hired a teacher, saw to it that the children were fed and clothed, and tried to provide guidance in social habit training. His granddaughter established in 1909 a Nursery School in the slum area of London. This movement continued into the World War when it received strong impetus from the need of children whose mothers were employed in munitions factories. By the end of the war the British Government in its Education Act of 1918 incorporated nursery schools in the National educational system.

Froebel's contribution to early childhood was through the establishment of the Kindergarten, and his emphasis on parent education.

Nursery Schools in the United States have been the outcome of many different forces - health educators, physicians, psychiatrists, social workers - who came to realize that the physical, mental, social and emotional habits and patterns governing one's whole life are laid in these early years. In fact, it may be said that this latter discovery was made largely by eminent psychiatrists who have traced the origin of mental and emotional upheavals in adults, to some influence which entered the lives of these persons between the ages of two and six.

Between 1913 and 1933 around 300 private nursery schools were established in the United States. Some of these were experimental, and connected with Universities. It is of course due to the sound foundation of these schools that the public education movement in this field could be started. Beginning in 1933, assistance to those communities where the public school authorities were interested has been given through Federal funds, until by 1936 the movement has spread into every one of the 48 states, with 76,000 children enrolled. When it is realized that there are today five million children under five in our country, the greatness of opportunity in this field becomes apparent.

Kentucky's participation in this movement started in 1933, when Federal assistance was first offered, and our State Department of Education has been the sponsor in the State.

Progressive school superintendents have been eager to sponsor the Nursery School locally, until the number of units reached 93 in 1935, with 5000 children under six enrolled. Of these units eleven were for Colored children.

Many clubs and organizations in the different localities have given of their funds and their interest to make the Nursery School a success - such as provision of location, heat, light, fuel and some equipment. Clothing, toys, and extra food have been given by families. Staff, food and some equipment for children have been furnished by Federal funds, and supervision and training furnished the teachers through the cooperation of our colleges, our State Department of Education and the Works Progress Administration in Kentucky.

The cooperation of local school boards and superintendents has been splendid. There is a great deal of interest growing in the general need for Nursery Schools in our educational system.

III. ORGANIZATION AND MANAGEMENT OF THE NURSERY SCHOOL

copy 1
III. ORGANIZATION AND MANAGEMENT OF THE NURSERY SCHOOL

The Physical Environment:

The physical set up has a close relationship to good habit formation. The right kind of equipment helps a child to learn independence. For example, there should be equipment he can reach, clothing he can manage, play materials he can use by himself, eating utensils he can handle, sleeping equipment he can manage. Orderliness can be gradually learned by having a place to put things, by having plenty of room for his things, etc.

The building and plant factors to be considered include space, ventilation, lighting and general location of rooms with reference to each other.

Equipment should provide for everyday activities. For example, if the nursery school is to serve a noon meal there must be equipment for doing so, if children are to sleep at the nursery school there must be sleeping equipment, if children are to play and learn how to get along with each other there must be play equipment provided.

Outdoor play space should be considered. The location of this space with relationship to the other space may be taken into account and the arrangements necessary for protection may be made.

Planning the Day's Program:

A wide age range requires some program adjustments. Younger and older children in the group are not interested in the same things or, if they use the same materials, they use them in different ways and often interfere with each other. It seems desirable to divide the group into at least two age groups with the younger group probably two to three and a half and the older group three and a half to five. The entire group may meet for eating and sleeping but for play both indoors and out, for stories and music, they are better divided. Even though there are only two staff members it will be found easier to have one teacher with each group than have all of the children in one group. Suggestions for such a schedule follow:

Planning to include all necessary activities is a part of good management. Plan a flexible schedule so that everything does not have to occur on the exact moment. This is particularly important with young children, since their sense of time is inaccurate, their movements are slow, and they need to be unhurried and serene.

Planning opportunity for a variety of experience to meet the growing needs and interests of the children is important, as is also setting the stage to meet individual needs of children who present special problems.

Daily Programs for Emergency Nursery Schools
in Lexington, Fall - 1936

Lincoln Nursery School

Age range - 18mo. - 3 yr. 6 mo. Younger Group		Age range - 3 yr. 6 mo. - 6 yr. Older Group	
8:00 - 8:30	Medical inspection	8:00 - 8:30	Medical inspection
8:30 - 9:00	Indoor play	8:15 - 9:25	Outdoor play
9:00 - 9:15	Music period	9:25 - 9:55	Free play in room Block building featured
9:15 - 9:50	Outdoor play	9:55 - 10:05	Bathroom preparation for mid-morning lunch
9:50 - 10:05	Story	10:05 - 10:10	Fruit juice, cod liver oil
10:05 - 10:15	Bathroom preparation for mid-morning lunch	10:10 - 10:25	Rest period
10:15 - 10:20	Fruit Juice, cod liver oil	10:25 - 10:40	Singing, rhythms or dramatization
10:20 - 10:35	Rest periods	10:40 --	Outdoor play
10:35 - 10:40	Rhythms	10:50 - 11:10	Bathroom preparation for lunch
10:40 - 11:10	Outdoor play	11:10 - 11:30	Story period
11:10 - 11:30	Bathroom preparation for dinner	11:30 - 12:00	Dinner
11:30 - 12:00	Dinner	12:00	Bathroom preparation, Nap
12:00	Nap	2:00 - 2:30	Bathroom, dressing Milk, Free play
2:00 - 2:30	Bathroom, dressing Milk, Free play		

Kenwick School at Cavalry Club

Age range - 2 yr. 10 mo. - 6 yrs. Majority of children, 4 - 6 yrs.	
8:30	Inspection
8:30 - 9:30	Indoor play
9:30 - 9:40	Clean up, toilet, and wash hands
9:40 - 9:50	Midmorning lunch
9:50 - 10:50	Rest, sleep
10:50 - 10:55	Toilet
10:55 - 11:50	Outdoor play
11:50 - 12:00	Toilet, wash hands
12:00 - 12:30	Lunch
12:30 - 1:00	Rest, story
1:00	Dismissal

George Carver School (colored)

Age range - 2 yr. - 6 yrs.	
8:00 - 9:00	Inspection and bathroom period
9:00 - 10:30	Free play
10:30 - 11:00	Pineapple juice
11:00 - 11:15	Music and conversation
11:15 - 11:45	Bathroom
11:45 - 12:00	Rest period
12:00 - 12:30	Dinner
12:30 - 12:45	Bathroom
12:45 - 2:30	Sleep
2:30 - 3:00	Dismissal

Constitution School (Colored)

Age range - 2 yrs. - 6 yrs.	
8:30 - 9:00	Arrival, inspection, drink of water, bathroom
9:00 - 10:00	Free playtime
10:00 - 10:15	Clean up time
10:15 - 10:30	Fruit juice, C.L.O.
10:30 - 10:50	Story, Music time
10:50 - 11:00	Preparation for outdoor play
11:00 - 11:40	Outdoor play
11:40 - 12:15	Preparation for dinner, rest
12:15 - 12:40	Dinner
12:40 - 1:00	Bathroom
1:00 - 2:30	Rest
2:30 - 3:00	Dismissal

University of Kentucky Nursery School

Daily Program

Fall 1936

Younger Group

8:10 - 8:45 - Medical inspection
 Drink of water
8:45 - 9:10 - Indoor play
9:10 - 9:20 - Toilet period
9:20 - 9:25 - Fruit juice
9:25 - 11:00 - Outdoor play if weather is
 suitable, otherwise free
 play indoors
11:00 - 11:10 - Drink of water
 Bathroom preparation for dinner
11:10 - 11:25 - Music period
 Songs, rhythms
11:25 - 11:45 - Rest period
11:45 -- Dinner
12:15 -- Bathroom preparation for
 nap
12:45 -- All in bed
2:30 - 3:30 Toilet and dressing
 Free play
3:30 -- Home

Older Group

8:10 - 8:45 - Medical inspection
 Drink of water
8:20 - 9:20 - Outdoor play if weather
 is suitable, otherwise
 block building indoors
9:20 - 9:30 - Toilet period
9:30 - 9:35 - Fruit juice
9:35 - 9:55 - Music period
 Songs and rhythms
10:00 - 11:20 - Outdoor play if weather
 is suitable, otherwise
 free play indoors --
 beads, crayons, painting,
 housekeeping, play, etc.
11:20 - 11:40 - Drink of water, Toilet
 preparation for dinner.
11:40 - 12:00 - Rest period, Conversation-
 al group, Stories--
12:00 -- Dinner
12:30 - 1:00 - Toilet preparation for
 bed
1:00 -- In bed
2:45 - 3:30 - Toilet and dressing
 Free play
3:30 -- Go home

Management in the Nursery School:

The function of management is to provide that things one hopes to accomplish may be done efficiently and effectively. Efficiency means so planning as to assure adequate results for expenditures of energy.

Planning the time schedule is one of the important functions of the teacher. For example, it is necessary for the teacher to plan so that she can be around when parents come, so that pets, etc., can be taken care of, so that periods of activity and quiet alternate, so that adults on the job can relieve each other, so that there is leeway for emergencies, so that there is time for rest before lunch, so that lunch does not get cold while children are finishing toileting, so that the day is unhurried, so that children will be out of the way of other groups who may use the same playground, so that necessary nourishment is taken at proper intervals, so that provision is made for some legitimate activity for those periods when a few children must wait for other children to finish various routines or until an adult is free to initiate the next routine, i.e., between washing and rest or after lunch in situations where it is impractical or unsafe for the children to direct themselves. It is necessary for the teacher in planning her time schedule to consider the convenience of all of the people involved- the children, the parents, the staff and the other people in the building.

Arranging the environment for convenience is a part of good management. The teacher needs to consider a multitude of details, such as providing bulletin boards for parents where they can see them easily, putting linen, bedding, etc., near the place where they are to be used, arranging eating equipment near the place where meals will be served, placing records and other information about the children in such a place that they can be used, arranging space for observers so that they do not get in the way of the children, arranging play equipment so that children can play without getting in each other's way, providing storage space for play equipment near the place where it will be used, arranging the room so that physical activities will not interfere with quiet activities, bringing together the materials that suggest social play, bringing out materials needed for what the child is doing, placing things where the child can reach them, etc.

Management of specific situations should be considered. For example, in a sleeping situation have the group divided according to control; e.g., those who must be physically near the teacher in order to relax to be placed where she is likely to be, those who can be controlled by a low voiced comment may be a little farther away, those who can be controlled by her eye still farther away, those who can control themselves in the far corners. Have the child who is likely to have to

go to the toilet near the door, separate children likely to distract each other, bring the child who is slow in going to sleep in first and let him get started before the others come in, have the child likely to wake first come in last, etc.

The Teacher and Her Relationships:

To Children:

A friendly relationship between teacher and children is very important. The same qualities that make for friendship in any other relationship also make for friendship here, e.g., looking for the best that is in a person, trying to understand his behavior, participation in common activities, etc. With a friendly relationship set up, children are usually ready to cooperate, to comply with suggestions and to respond in a natural manner.

As a person of wider experience a teacher can often suggest how a child may do something he is trying to do, or suggest a material he might like to use, or often to suggest some activity. Teachers should be helped to see that even though they leave a child to follow his own interests, yet many times it is advisable to suggest activities that one knows will be of interest. Out of her wider experience, too, it is the part of a teacher's function to let a child know what kind of behavior is most acceptable.

Giving help where needed is an important part of the teacher's relationship to the children. Through observation and discussion the teacher should be helped to see what behavior indicates that a child needs help, e. g., a child going up the slide and turning back fearfully at the top again and again may indicate that he needs a word of encouragement. Sometimes children need help when they have reached the limit of their skill and still are anxious to accomplish something they have undertaken.

Setting up the environment is an important factor in the teacher's relationship to children because the environment is the setting for their learning. The teacher needs to keep in mind many details, such as the placing of hooks to make learning to hang up clothes easy, or the setting of table so that a child can easily wait upon himself, or the placing of play equipment so that activities do not interfere with each other, etc.

The children's responses are in large part a result of the teacher's approach and attitude toward them. If she is friendly with them, they are likely to respond to her in a friendly manner. On the other hand, if she expects resistance, she is very likely to get resistance. The children very quickly reflect her general attitude and feeling.

To Parents:

The relationship between teacher and parents should be thought of as a cooperative one. Family problems react directly on the welfare of the children. This makes them of immediate concern to the nursery school teacher just as the problems of the nursery school should be of concern to the parents. This makes the relationship of teacher and parents a cooperative one, the welfare of the child being the central point of interest.

Both teacher and parents have something unique to offer to this relationship. The parents bring a knowledge of the child in all of his developments as well as a knowledge of his illnesses and their effect upon him. They bring their own interpretation of his behavior and personality characteristics. They bring a knowledge of conditions under which he has lived. They can tell the problems they meet with him, their hopes and ideals for him. The teacher brings her knowledge of a particular child as she sees him with other children, together with her understanding of his problems and his way of behavior at school. She brings further whatever knowledge she has of children in general and her skill in guiding children. She brings her knowledge of community agencies, and she is the one who can interpret best the nursery school program to the parents. Her position gives her a place of leadership.

The teacher's attitude toward the parents is of great importance and the discussions will be valuable if they can help her to feel how this attitude influences not only the parents' feeling toward her suggestions but also their way of handling the child. An air of superiority defeats the very relationship which results in the best good for the child. If the teacher understands the parents' problems she is more likely to feel a genuine respect for their efforts and they very soon recognize her confidence in them. The teacher needs to understand, too, her own reactions to the parents and why she behaves as she does toward them. It is helpful for her to get the viewpoint of a cooperative relationship and of the ways in which this can be maintained or brought about.

To Community Agencies:

Communities differ in the public or private agencies which have been set up. These may include any combination of the following; family welfare and relief organizations, visiting nurses association, clinics- health, dental and mental hygiene-maternity and infant welfare centers, day nurseries, public playgrounds and recreation centers, public library, parent teacher associations, study groups, Y.M.C.A. and Y.W.C.A., recreational organizations, etc. These offer a variety of different services, some public, others of a semi-private nature.

It seems desirable that the nursery school supplement rather than replace any of the services offered by other agencies. It seems further desirable that the nursery school should make use of and should help the parents to make use of such agencies as

are needed for the welfare of the children and for the welfare of the parents.

The function of the nursery school teacher in building up and maintaining these relationships is a varied one. She is the head of an institution interested in all phases of welfare of young children. Because of the confidence which parents have in her they come to her for help on all types of needs. Often she is the one who can best make the contact for them with the agency which can give the help they want. In order to do this she must know the community agencies existing in her locality together with the type of service each offers. She should be able too to make contacts with the persons administering these agencies and to be able to work with them harmoniously. It seems important that she should see the nursery school as a supplement and be ready to maintain a give-and-take relationship.

The relationship of the emergency nursery school to the community agencies is especially emphasised since the emergency nursery school is a welfare and educational institution and should supplement others giving similar service.

The relationship to the school or other organization of which the nursery school is a part is important. The nursery school should fit in with whatever organization it is working with. Sometimes the teacher can be an active member of the faculty, attending regular meetings and participating in the organization's activities. Always she can inform herself of the organization's program and make the administrative officers feel that she is ready and willing to conform to any regulations necessary for the good of all concerned. Sometimes the teacher can arrange to have the nursery school used for demonstration, observation or practice work. Often by keeping records and making these available to the organization, she can help toward a better understanding.

The Teacher-Her Personality Adjustment:

The teacher's personality adjustment is important because she serves as more or less of an example to the children. They reflect many of her personality traits and much of their behavior is influenced by her reaction to them. Further, her chances of success in counseling parents depends a great deal upon her own adjustment. The atmosphere she radiates sets the tone for the nursery school and is dependent upon her adjustment.

The characteristics that make for good nursery school teaching may be somewhat difficult to define, but the nursery school teacher should be one who likes people, both children and adults, a person who enjoys life herself, one who has the poise to accept upsets and difficulties with equanimity, and a person who has good health.

The teacher's own knowledge of her personality characteristics is important. Many times if she understands why some people

irritate her it is easier for her to make her adjustment to them than otherwise. Likewise if she understands why she is attracted to some people while she is repelled from others, again it may help her to adjust more easily. Fundamental principles of good personality adjustment together with emotional maturity and its evidences are of great importance.

MISSOURI EMERGENCY NURSERY SCHOOL INSTITUTE
KANSAS CITY TEACHERS COLLEGE -- SUMMER 1936

TWO AND TWENTY POINTS FOR TEACHERS

- Be a good example.
- Be consistent in your attitudes.
- Be honest and sincere with the child.
- Be calm, thoughtful, poised and patient.
- Be firm, consistent and understanding in your discipline.
- Be conscious of your child's mental and social emotional needs.
- Give the child courage and confidence through belief in him.
- Give the child a true and lovely idea of sex.
- Give the child a democratic social outlook on life.
- Give satisfaction for success.
- Give the child a child's responsibilities.
- Help the child to meet disappointments.
- Help the child to respect the rights of others.
- Help the child to see and appreciate moral and religious value
- Help the child to appreciate nature.
- Think of the child as a person, not as a possession.
- Make the growing up process appealing.
- Compare the child's progress with his individual capacity.
- Let the child feel he is needed and loved.
- Let the child understand that he must give and take.
- Surround the child with beauty.
- Surround the child with a happy, wholesome environment.

Compiled by Students in Behavior Problems
National College of Education.

MISSOURI EMERGENCY NURSERY SCHOOL INSTITUTE
KANSAS CITY TEACHERS COLLEGE -- SUMMER 1935

Self Checking Score Card for Nursery School Teachers

I. Personal Cleanliness and Hygiene

A. Appearance

1. Are my nails clean?
2. Is my hair well combed and becoming?
3. Do I wear appropriate shoes?
4. Am I dressed simply?
5. Are my clothes clean?

B. Posture

1. Do I stand erectly?
2. Do I sit erectly?
3. Do I walk with ease?

C. Health

1. Am I physically able to participate in all teaching activities?
2. Am I free from physical defects?
3. Do I appear well physically?
4. Do I appear well mentally?
5. Do I have a clear, clean skin?

D. Speech

1. Do I have a calm voice?
2. Do I speak plainly?
3. Do I use simple language with the children?
4. Do I speak slowly?
5. Do I have a pleasant voice?
6. Do I speak firmly but kindly?

II. Personality Traits

- A. Do I cooperate with other members of the staff?
- B. Do I cooperate with others outside of the school?
- C. Am I enthusiastic about my work?
- D. Am I ready and wishing to sell nursery school to those outside of my nursery school?
- E. Am I firm but just in dividing her duties?
- F. Am I sincere and honest at all times?
- G. Am I satisfied with nothing but my best?
- H. Do I have to be reminded of my duties?
- I. Do I give my co-workers credit for their work?
- J. Do I treat each child fairly?
- K. Can I take criticism without offense?
- L. Do I accept advice willingly?
- M. Can I see the humor of things that are humorous?
- N. Do I laugh with the child, not at him?
- O. Do I wear a smile?
- P. Am I able to place myself in a child's world if necessary?
- Q. Can I be sympathetic rather than sentimental with the child?

III. Teaching Abilities and Qualifications

- A. Am I alert at all times?
- B. Do I find tasks to be done?
- C. Do I accept responsibility?
- D. Do I show resourcefulness?
- E. Can I make the most out of materials at hand?

- F. Can I use a saw and hammer?
- G. Can I repair broken materials?
- H. Do I show initiative in gathering material?
- I. Do I have many home-made toys?
- J. Are the nursery walls well decorated?
- K. Is the room kept orderly?
- L. Are the toys and equipment attractive?

IV. Professional Qualifications

- A. Am I prepared and trained for my profession?
- B. Do I read nursery school books so that I shall be always learning?

MISSOURI EMERGENCY NURSERY SCHOOL INSTITUTE
KANSAS CITY TEACHERS COLLEGE -- SUMMER 1935

Tentative Score Card for Nurses

I. Personal Qualifications

A. Appearance

1. Is she in full uniform?
2. Does she dress simply?
3. Is her uniform clean?

B. Posture

1. Does she stand erectly?
2. Does she sit erectly?
3. Does she walk with a good stride?

C. Health

1. Is she physically able to attend to all of her duties?
2. Is she free from all physical defects?
3. Does she appear well, physically?
4. Does she have a clear, clean skin?

D. Speech

1. Does she have a calm voice?
2. Does she speak plainly?
3. Does she use good English?
4. Does she use a simplified vocabulary when talking with the children?
5. Does she speak slowly?

II. Personality Traits

A. Cooperation

1. Does she cooperate with the head teacher?
2. Does she cooperate with the nursery school staff?
3. Does she cooperate with the sponsor or principal?
4. Does she cooperate with the County or City Health Board?

B. Enthusiasm

1. Is she interested in the Nursery school?
2. Does she show enough enthusiasm to strive for the betterment of the Nursery School?

C. Executive Ability

1. Does she inspire confidence in the children?

D. Initiative

1. Does she see her duties without being told?

E. Justice and Impartiality

1. Does she treat all children alike?

F. Loyalty

1. Is she loyal to her profession?
2. Is she loyal to her nursery school?

G. Response to Criticism

1. Does she accept criticism without offense?

H. Resourcefulness

1. Can she get cooperation from parents?
2. Can she get cooperation from Health Authorities?
3. Can she collect and arrange First Aid equipment?

I. Humor

1. Does she have a good sense of humor?

J. Sincerity

1. Is she sincere in carrying out her duties?

K. Calmness

1. Can she meet emergencies calmly?
2. Does she meet routine changes calmly?

MISSOURI EMERGENCY NURSERY SCHOOL INSTITUTE
KANSAS CITY TEACHERS COLLEGE -- SUMMER 1935

Tentative Score Card for Nursery School Cook

- I. Personal Cleanliness and Hygiene
 - A. Does she wear clean, tidy uniforms?
 - B. Does she wear protective apron over uniform?
 - C. Does she wear comfortable and appropriate shoes?
 - D. Is she free from body odor?
 - E. Does she remove surplus hair?
 - F. Does she keep finger nails clean?
 - G. Does she wash hands when working with different foods?
 - H. Does she keep hands away from body?
 - I. Is she careful in use of handkerchief, and does she wash her hands after using it?
 - J. Does she wear a hair net, and keep the ends of her hair confined?
- II. Personal Qualifications
 - A. Is she prompt and on time?
 - B. Is she a good manager?
 - C. Does she accept responsibility?
 - D. Is her work well planned?
 - E. Does she perform her tasks in quiet orderly manner?
 - F. Is her voice well modulated?
 - G. Does she take accidents or emergencies in a casual manner?
 - H. Does she wash dishes as she dirties them?
- III. Cleanliness of Kitchen and Equipment
 - A. Are the dishes well scraped?
 - B. Are they rinsed before being placed in dish water?
 - C. Does she use plenty of hot sudsy dish water?
 - D. Are the dishes well scalded?
 - E. Are the dishes drained and dried?
 - F. Are dishes and utensils returned to proper shelves and drawers?
 - G. Does she launder dish and tea towels after each use?
 - H. Are tables and stoves kept clean?
- IV. Cleanliness of Ice Box
 - A. Does she clean her ice box every day?
 - B. Does she keep left-over food in covered materials?
 - C. Does she use soda water to sweeten ice box?
 - D. Does she keep sufficient ice to maintain even cold temperature?
- V. Care of Food
 - A. Does she know good food and how long to cook it?
 - B. Is the food well seasoned?
 - C. Does she study her children and try to serve the food in an appetizing manner?
 - D. Does she serve in proper amounts?
 - E. Does she keep the food well covered?
 - F. Does she serve her food warm?
 - G. Is all fresh fruit thoroughly cleaned before using?

IV. CHILD MANAGEMENT

NEEDS OF THE CHILD THAT ARE ESSENTIAL TO MEET

Nursery education, like all good education is essentially a friendly enterprise. It is the providing for an individual whatever he needs each day to reach his own best possible life for that day.

Many of a child's needs are interdependent. Fully meeting one need frequently has the fortunate effect of facilitating the meeting of another need. Adequate nursery education will meet all of the needs of a child stated below.

Each education of a young child, for instance a parent or a nursery school teacher, building on the needs common to all children which it is essential to meet for every child will grow to recognize additional specific needs of the particular child who is being guided. Such additional needs call for appropriate attention from time to time for as long as they exist.*

It is an essential that:

1. A child be provided with an environment in which he can find enjoyment.
2. A child be provided with an environment which at all times takes into account his total twenty-four hour a day experience.
3. A child be provided with an environment planned with developmental characteristics and needs in mind; an environment which can be and is adjusted to his changing development.
4. Children be in an environment that is planned to meet individual differences within the group.
5. A child be given physical safety.
6. A child be provided with an environment which shall maintain and promote physical health and vigor (including protection from inroads on health.)
7. Effective opportunity be provided for learning habits of healthful living (for instance good food habits, regular sleep habits, regular habits of elimination.)
8. A child be provided opportunity for acquiring increasing power in the use of his body.

* The committee has striven to find the manner of stating universal needs which might be both most clear and most useable. The form adopted calls for much vigorous thinking on the part of the reader to recognize the concrete applications of what is listed. On the other hand it permits of use of the list as a check list of criteria for the constant evaluation of how well children are being cared for in a nursery school or elsewhere.

9. A child have opportunity for progression in the use of materials.
10. A child be provided with materials and experience that permit exercising his sense perceptions (visual, tactile, kinaesthetic, gustatory, olfactory, auditory) and enriching his acquisition of meanings.
11. A child have language experiences; that he be given an environment in which he can hear language, play with language, comprehend language and use language.
12. A child be provided with an environment in which he can develop a feeling for beauty (for instance in music, in the appearances of things, in stories, in the actions of people.)
13. A child be provided an atmosphere so planned as gradually to develop a feeling for the orderly sequence of events.
14. A child have an opportunity to be with, to know, to adjust to, and to interact with other children, particularly of his own level of development.
15. A child have opportunity for drawing accurate conclusions from his experiences with things and people.
16. A child be provided an environment conducive to seeing relationships between cause and effect.
17. A child be provided with an environment encouraging him to put his ideas into action.
18. A child be provided an environment conducive to intellectual honesty.
By intellectual honesty is meant:
 - (1) Seeing a situation as it is.
 - (2) Admitting it is that way.
 - (3) Seeing himself in his true relation to it.
 - (4) Acting straightforwardly concerning it.
19. A child have opportunity to develop willingness and power to face difficulties and disappointments with confidence that a solution in which he has an active part can be worked out.
20. A child have provision daily for experiencing success.
21. A child have a totality of experiences that result in his gradually increasing constructive independence.
22. A child be provided with an atmosphere in which he can develop poise, both covert and overt.

23. A child be in an environment where behavior likely to lead to later maladjustments is recognized and the child given help to develop away from the maladjustments into constructive, balanced behavior.
24. There be some element in the child's environment in which he can place implicit confidence.
25. A child be provided with an environment in which sympathy, love, comradeship, and kindness are felt and manifested.

BASIC ASSUMPTIONS

1. The development of the individual child should be the ultimate goal of an educational program.
2. Individuals differ and their needs differ accordingly.
3. The best possible development of individual children is interlocked with the best development of the society of which they are members.
4. Education is the modification of a child through his experiences; an educational program should provide for the desirable modification of the child through his experiences.
5. Development is progress toward the realization of one's best possibilities.
6. Development implies a constant rise in achievement level.
7. Development implies adjustment to and interaction with others.
8. An educational program to be complete must take into account and contribute to all phases of a child's interaction with things and people.
9. A child learns meanings and develops understandings through concrete experiences.
10. Independence of thought and action based upon careful weighing of evidence is a desideratum.
11. A feeling of some adequate degree of stability is essential to mental health.
12. Attitudes of the child are relatively more important than perfection in skills.
13. Education should be directed towards finding joy in living.

Committee on Essentials of Nursery Education
National Association of Nursery Education.

AGE LEVEL BEHAVIOR AND NEEDS OF CHILDREN FROM ONE THROUGH SIX
YEARS OF AGE

While only children two to four years old are considered nursery school age, it is important that teachers understand the age level behavior and needs of children from one to six years of age.

The following material is quoted from "Child Development and Parental Education", the University of the State of New York:

This statement of age level needs and behavior is not intended to include all possible behavior and needs. It is merely intended to indicate certain expected aspects of behavior which are of interest to parents and teachers who wish to plan an environment to serve the child's best development.

In general the items follow the outline given below:
Physical growth and habits: motor development.
Experimentation, organization of thinking and language development
Egocentricism and the development of independence
Relationships with adults and peers

ONE YEAR OLD CHILD

1. Physical habits, eating, sleeping, elimination regularized by adult controlled routine. Child has no responsibility but response is reliable due to physiological rhythm which results from careful regime. Needs 14-18 hours sleep.
2. Pulls himself to his feet, stands alone and may take a few steps alone although average child does not walk until fifteen months. Creeps with facility. Lowers himself from standing to sitting position.
3. Can appose thumb and forefinger.
4. Holds crayon and imitates scribble. Holds cup to drink from.
5. Can put lid on jar or cork in bottle.
6. Needs opportunity to become acquainted with environment outside of play.
7. Needs space to walk in; opportunity to climb stairs under supervision.
8. Interested in manipulation of materials; puts blocks in and out of basket; throws toys outside of play pen in spirit of manipulation.

9. Interested in exploring environment within range of locomotion.
10. Gets touch sensation and therefore crude image of materials with tongue as well as hands.
11. Crude perception of space because he does not try to reach for the moon. Through locomotion within house and yard lays foundation for more accurate perception of space and distance.
12. Needs different kinds of surfaces and textiles to touch to develop different sensations.
13. Speaks two words and babbles continually. In babbling many syllables are practiced which are later used in words. Babbles sentences with intonations like adult sentences.
14. Time is matter of physiological rhythm. If routine is carefully, not slavishly, followed the basis for later more accurate perception of time is established.
15. Has built up many associations with people and things in his environment and so recognizes people and toys.
16. Entirely dependent on adults, in most cases mother. Frequently timid and clinging in presence of strange adults.
17. Interested in other children. Shows this by watching babies and young children.
18. Needs place and time to play by himself without adult attention or interference.
19. Experiments with adults to learn his power over them. Needs matter-of-fact treatment and careful routine to gain feeling of security in environment and personal relationships so necessary to emotional and social stability. Personal relations conditioned by voice and muscle tension.
20. Repeats performance to be laughed at.
21. Inhibits simple acts on command.

TWO YEAR OLD CHILD

1. Day time control of elimination is probably established by this time without difficulty.
2. Child is interested to feed himself and may do so with marked skill if too much emphasis is not laid on tidiness.
3. Sleeps 13-15 hours out of the twenty-four. Afternoon nap of one to two hours.
4. Greater differentiation and definiteness of motor control; climbs and runs, enjoys slide and rhythm of swinging and rhythmic movement to music.
5. Likes to push and pull carts, wagons, etc.
6. Piles tower of six blocks. Lays blocks end to end for train.
7. Imitates vertical and horizontal stroke with pencil or crayon.
8. Can manage simpler processes of dressing, such as pulling off shoes and stockings, holding arms out for sleeves.
9. Throws a ball and catches a ball rolled to him.
10. Can perceive qualities of things as words, "big" and "little" in his vocabulary indicate.
11. Can recall events which took place a year before if situation recalls previous experience. Mass perception of time, space and number.
12. Begins to be interested in color.
13. Can name various objects and talk in sentences although sentences may not be complete in structure. Tells his experiences; explains pictures.
14. Interested in details of home environment.
15. Identifies himself with objects and animals in beginning of dramatization, such as "I am a fire-engine." "I am a bear."

16. His actions are center of everything and his rapidly growing independence brings him into conflict with adults. Resistance, negativism and temper tantrums appear.
17. Constantly growing desire for independence unless "babied" through too much adult attention.
18. Differences in relationship - father, mother, brother, grandmother, etc., are becoming apparent.
19. Interested to play near other children and often works with same material, but does not take part in same activity.
20. Needs feeling of adult affection and understanding but not adult indulgence.

THREE YEAR OLD CHILD

1. Day and night control of elimination as a rule established.
2. Feeds himself entirely and can do a great deal in dressing himself if adult puts on finishing touches, such as buttons in back.
3. Needs space for velocipede, kiddie car, etc.
4. Jungle gym (or similar equipment) gives opportunity for climbing and general gross bodily development.
5. Big packing boxes and outdoor blocks offer resistance to pushing and lifting.
6. Should have opportunity to become well acquainted with environment within range of his locomotion.
7. Should have materials to feel for manipulating and constructing; such as,
 - Blocks
 - Dolls
 - Pieces of silk, velvet and colored cloth
 - Carts
 - Crayons, paper
8. Can recall past events from verbal mention as well as situation repetition.
9. Knows his own name.
10. Shape of objects interests him more than color.
11. Space and time very subjective but greater differentiation in space appears in use of words, "here," "there."

12. His thinking and talking are synonymous. Many "why" questions are asked. Needs experience with different senses, touch, auditory and visual, to give words meaning.
13. Interested in home, and very near home environment, such as yard, neighbor's house or nearby store where he shops with his mother.
14. Curiosity in regard to his body and bodies of other children should be satisfied.
15. Needs security, freedom to experiment, encouragement to achieve.
16. Can distinguish difference between fact and fiction within range of his experience. No longer says, "I am a bear" but "pretends to be a bear."
17. Attempts to free himself in relationships to adults in family or assumes docile role.
18. Tends to manipulate other children as materials in discovering social relationships.
19. Tends to manipulate adults if too few materials or too much attention to physical habit formation.
20. Needs environment which permits vital relationships among children not alone with adults.
21. Interested in children his age, works near or watches but no group work appears.
22. Active, happy in working alone or near other children, eager for new things and places - boys and girls same interests.

FOUR YEAR OLD CHILD

1. Physical habits are formed and somewhat automatic. Limited care of clothing and work materials. Free for expression through work.
2. Has simple images of relationships in home, transportation expressed by use of such materials as blocks, boxes, dolls, carts, paints, paper and work bench.

3. Narrates experiences to adults with fair degree of accuracy but inaccurate in answering questions because understanding of order of events and time very vague.
4. Crude perception of time and space relationships is developing. Interested in recounting separate objects.
5. Tendency to romance should be attached to real experience..
6. Dramatic play with materials to express simple domestic relationships appears. Same materials serve many different purposes.
7. Talks at other children and tells about himself and his possessions as other children talk to him, but no exchange of information or ideas.
8. Curiosity as to God and where babies come from should be satisfied.
9. Begins to feel himself as individual separate from environment but is subjective in interpretation of events and relationships.
10. Is independent within family and house, if permitted.
11. Comparison of himself with other children should be avoided.
12. Environment should afford opportunity for formation of vital relationships on own age level, not alone with adults, to develop mutual respect and confidence with children and adults; to develop direction and control of conduct.
13. Works with same materials with other children, but not often to make same thing.

FIVE YEAR OLD CHILD

1. Physical habits are extended to include responsibility for clothes and work materials.
2. Increasingly complex images of home relationships and the immediate neighborhood are expressed through varied and more organized use of materials; such as, blocks, paints, large paper, crayons, wire dolls, things made at the bench, and incidental materials as needed to further dramatic play. Tools are used chiefly for experimentation and for making simple things as needed for play.

130516

3. Same materials are used with satisfaction for variety of purposes: trains, boats, tracks, wagons.
4. Begins to respond and follow group directions.
5. Environment should afford opportunity for discovering information about everyday things and events.
6. Questions and interests in babies and life and death should be honestly met with facts and not with myths or traditional evasions.
7. Time and space and number come to have real significance. Counting actual objects is of great interest. Space and size have an increasing meaning and are interpreted subjectively.
8. The order of events is still very vague.
9. Language is not yet developed as a means of expression or exchange of ideas. It consists mostly in very simple statements and questions accompanied by expressive bodily movements.
10. Environment should be organized about cooperative and not about competitive effort.
11. Should have opportunity for making his own social adjustment with his own group.
12. Can plan his own work and carry it through. Works independently though often on same thing with one or two children. Is interested in activities of members of family and of other children.
13. Has achieved independence within his family. Can establish himself independently in a school environment.

SIX YEAR OLD CHILD

1. Physical habits should be automatic.
2. Clear cut and detailed images with complicated relationships develop. World comes to include workers in near environment, buildings, stores, transportation of people and foods.
3. Materials have specific uses.

4. Can follow complicated directions individually and as group.
5. Interested in counting and number combinations, in judging quantities, measurements, special relationships, liquid and dry measures, comparisons of size, shape. Color assumes significance.
6. Language begins to be a means of exchanging and telling experiences. Manipulation of words is of interest (rhyming and new words) as manipulation of materials is at earlier age levels.
7. Dramatic play includes group, often has a leader, sometimes a real leader and sometimes a self-appointed leader trying to establish himself. There is play between groups as well as within groups. Dramatic play around same interest goes on for several days.
8. Begins to be objective in his social relationships and in his attitude toward his own works. Standards for work become important. Tools are used for a definite purpose and there is interest in developing skill in their use. Begins to see a group scheme as a whole and participate in it.
9. Environment should offer children opportunities to work and talk and plan together and to make their social adjustments to their own group rather than to adults.

MISSOURI EMERGENCY NURSERY SCHOOL INSTITUTE
KANSAS CITY TEACHERS COLLEGE -- SUMMER 1935

General Principles of Child Management

1. Seek underlying cause of behavior
 - a. If physical, give heed to the child's health and bodily habits
 - b. If emotionally insecure
 - (1) Give wholesome amount of love
 - (2) When possible afford legitimate opportunities for securing the desired attention
 - (3) Give recognition for unique abilities
 - c. If mental, evaluate child's capacity and gauge expectations accordingly.
2. Be consistent
 - a. At home - school - day to day with community's best standards
3. Use minimum of intervention
 - a. Routinize the day's activities. Suspend judgment until all facts are known.
 - b. Plan the environment
 - c. Positive simple instruction in the use of new material
4. Treat children individually
 - a. Capacity of individual
 - b. Maturation of individual
 - c. Special abilities and disabilities
5. Cooperate with child
 - a. Meet child's needs
 - b. Compromise when by so doing a desirable attitude is gained
 - c. Offer a valid alternative
6. Be honest with child
7. Act rather than talk. Set example of desirable conduct
8. Avoid punishment or use discreetly.

Some Suggestions for Treatment of Fears - adapted from "The Guidance of Mental Growth" -- Gesell

Fear has a hygiene just as nutrition has a hygiene. Fear is a natural function which needs regulation and control.

Build up the morale of your child - - - - He must meet pain, error, injustice, evil, all along the path to maturity, and his main business when an adult, will be to meet them as a man.

Since specific fears originate through a psychological process of association, it follows that they must be prevented and treated when necessary through conditioning and unconditioning - - - - Fortitude can be conditioned too.

Prevention:

1. Do not plant seeds of unwholesome fear.
2. Keep the child, whenever possible, away from unnecessary and artificial fears.
3. Keep the child's body fit.
4. Nourish the child's trustfulness in life.

Every fear has its own peculiar history and its own treatment. - - - -

a few general directions which apply to nearly all cases.

1. Respect child's fear.
2. Do not try to laugh it out of court by derision or shame.
3. Do not try to scare him out of his fear by scolding or by false threat.
4. Do not try to cajole it out by an equally false bribe or absurd reward.
5. Get at the basis of the fear through questioning and conversation.

MISCELLANEOUS ADVICE GIVEN DURING CLASS DISCUSSIONS

1. Make the nursery school a model for protection of health through exclusion of sick children. Exclude colds.
2. Do not use a common drinking cup.
3. Do not allow children to wash hands in the same water.
4. It is better to drink milk along with the meal, instead of saving it until last.
5. It is better not to mention dessert, nor to use it as a reward.
6. Do not talk before the children about a "crying room". Such labels may damage somebody.
7. Do not use bed as a punishment.
8. If N.Y.A. help is used, do not merely exploit young people for work. Many like to read and study Nursery School Methods.
9. It is better to go to the store to do your marketing.
10. Keep records on a few children, not on all. You need records on those below par in activity and routine.
11. Assist very young children to dress, but in order to help him be independent, let him be conscious that he is helping too. Willingness is what counts.
12. Homesickness may occur after the first few days have been spent happily. Watch, and give the child motherly, affectionate attention.
13. Timidity - Do not force. Ignore at first. Watch and see that the child gets satisfaction. Recognize his ability to do, and praise a bit in front of the group.
14. Tattling - tell the child you are there and will take care of that. Watch to see if he is annoyed. See that he is busy.
15. Crying and wanting attention - Give attention and responsibility at other times during the day, when he deserves attention and will not have to strive for it.
16. Sleep - "sooner asleep, sooner up". Keep cots of disturbing ones near you.
17. Inactivity at play - give plenty of rest, food. Perhaps the child needs a thorough physical examination.
18. Thumb-sucking - Ignore as much as possible. Give something to do with, to use hands on.

V. CURRICULUM CONTENT AND GUIDANCE

MISSOURI EMERGENCY NURSERY SCHOOL INSTITUTE
KANSAS CITY TEACHERS COLLEGE -- SUMMER 1935

Procedures in the Nursery School

General - The Nursery School attempts to provide an environment which shall be physically and mentally healthful. We try to encourage self-help, initiative, individual development, and respect for the rights of others.

1. Situations should be child-developed. Teacher should guide child toward desirable activities when needed.
2. Use a positive suggestion. (We wash now.)
3. Use few concise commands and be prepared to carry them out.
4. Keep your voice low in pitch and go to the child to speak to him.
5. Be calm, make deliberate movements.
6. See where you are needed.
7. See that materials are used properly.
8. Do not interfere with each other in working with a child. One person at a time.

Inspection Time

1. Nurse and head teacher are responsible for child.
2. Preparation of room.

Play - Let child initiate his own activity. Teachers are on hand to see that material is properly used, encourage fair play, taking turns, prevent danger or unwise risks, give help or suggestions where needed, see that children are constructively occupied.

1. On slide we go down feet first, sitting down. Reasonable adherence to taking turns. Assist only when necessary.
2. On Jungle gym - there must be a teacher at the jungle if one or more children are on it. Child must have hands free to climb. Be concerned about child highest up. We do not throw things down.
3. Sand is to be used only in the sand box. No carrying around or throwing of sand.
4. Small materials - child must put one away before he can get another toy out.

Toilet

1. Let child care for himself in unbuttoning, seating themselves and buttoning. Help should be given where necessary. Watch out for underwear so that it does not get wet. After B. M. see that child is thoroughly clean after he has had a chance to use the paper.
2. Use words void for urination, B. M. for bowel movement.
3. After toilet child should flush toilet and go and wash his hands.
4. To speed up dawdlers give definite positive suggestion and direct the traffic.
5. Keep records.

Rest - (before lunch)

1. All teachers sit down.
2. Quiet story, music or poem possible.

Luncheon

1. Teacher is to eat all on her plate.
2. Cooperate with the child.
3. Dessert after all food is finished.
4. Give as little assistance as possible.
5. Suggest small bites of food, we talk when our mouth is empty, we keep our feet under the table.
6. Child takes care of his own dishes.
7. No ice water can be served at luncheon.

Sleep Period

1. Children are expected to lie quietly on their beds and go to sleep by themselves. Do not handle children. Give assistance only where needed.
2. Be quiet, calm, sit down.
3. Fan flies if needed.
4. Fill out record.
5. Getting up from nap. Let child help himself go to toilet, wash his hands, wipe them and return for milk.

THE CHILD'S FIRST DAY AT SCHOOL taken from
"Childhood Interests", September, 1934, by Abigail A. Eliot.

That first day at school may make or mar the child's future. The skillful teacher will see that every child gets a successful start and a happy start.

He may be two, or four, or six years old. Whether he is entering nursery school, kindergarten, or first grade, if he is going to school for the first time, it is an important occasion. A child's reaction to school throughout life will depend to some extent on what happens the first day. Just because it does happen first, the associations of the beginning day will color later feelings about school and will affect the learning process in school.

We want children to like school. Why? Because we know by experience as well as by scientific investigation that a child learns more quickly and retains more completely what he has learned in an atmosphere of satisfaction, interest, pleasure. He "gets more out of school" if he likes it because he "puts more into it". "Liking" school goes back in some degree to the very first day.

What kind of a day should it be if it is to leave the right impression? A happy day of course. Yet we know that many children seem far from happy their first day at school. There are a number of things which we, as parents and teachers, can do to increase the possibility of its being a happy day or at least a not too unhappy day for every child.

Picture to yourself the child coming to school for the first time. From whatever sort of home he comes, it is into a strange unknown environment that he enters. What a change to any child to find himself for the first time in school! No matter how homelike we make the small private school, it is different from home, for here are new rooms, new things, new adults, and new children. If the child goes to a large school building how very different is the experience from the security of home.

SENSE OF SECURITY ESSENTIAL

In security lies the key to the possibility of happiness for the child on his first day in school. If he is to be happy, he must feel secure. Security where everything is new, everything is unknown, is impossible. Some aspects of the situation must seem familiar to the child if he is to feel secure. How can we make the nursery school, kindergarten, or first grade seem familiar to the child the first day?

WHAT THE PARENT CAN DO

In the first place, the idea of "going to school" as a pleasant thing to do can be fostered in the child for days and weeks. The parents can give the child the feeling that when he is big enough he can go to school and that this is a thing to look forward to. This helps to familiarize the child with the idea.

Another thing we can do to make school seem familiar is to arrange for the child to visit the school before entering. If the child is to enter kindergarten or first grade in September, the visit could be made in June. If he is going to nursery school, the visit should be made within a few days of entrance, for the younger the child, the shorter his memory. Even for many kindergarten children, it would be well to allow a visiting day in September before the child is expected to stay through the session.

The Child's First Day At School cont'd.

A "visit" is short (one-half hour or an hour); mother is there; the child is not expected to take part in what goes on. During the visit he looks about, becomes familiar with the place and the general situation while still feeling secure in his mother's presence. He is introduced to the teacher and he becomes aware of many children his own size having a good time. He sees them doing things he would like to do and he is told that when he "comes to school" he can do them. Perhaps he is allowed to enter into some one activity which interests him. The next time he comes, school will seem a bit familiar. His chances of feeling secure are increased.

The day arrives. Peter's mother tells him that today he is going to school. From the time he wakes up everything should be especially happy and serene. The excitement may make him do things out of the ordinary but these should be made little of. Peter cannot eat his breakfast -- all right, he does not have to. There will be a time for lunch in school. Mary wants to wear a favorite old play dress. If it is clean, let her wear it -- with a word of explanation to the teacher. Karl is irritable about something -- just ignore it. This is a big day, exciting, uncertain, disturbing, so let us smooth the road as far as possible. If Jack has not always been well behaved, today is no day to start teaching him to be so. Let him go to school happy. Nagging or punishment will make him unhappy. Disputes or quarrels between other members of the family will also make him unhappy. The whole home atmosphere must be serene.

Mother takes Peter to school. They are both greeted warmly by the teacher. Mother stays long enough to see Peter put his coat and hat away and to see him become interested in some activity. She then goes to him, tells him she is going home and that she will come back by and by to get him. He looks a little downcast, perhaps he even cries, but she makes sure the teacher knows she is going, kisses him good-bye and goes. Some children do not cry but turn right back to what they are doing. A little later in the day they will feel homesick.

WHAT THE TEACHER CAN DO

So far we have talked about the mother's part. What can the teacher do? Here are some suggestions:

1. Make every effort never to let a mother (or father, or sister, or brother) go without saying good-bye to the child.
2. Make the first day a shorter day; ask the mother to come a little early to get him.
3. Help the child find toys, and things to do, which seem familiar to him; let the activities be informal.
4. Let the child be near you much of the time if he wishes to, don't push him away. Let him touch you and take your hand from time to time. Be very gentle with him.
5. Don't make much of his crying but help him to become interested in something.
6. Explain his behavior to the children and get their cooperation.

The Child's First Day at School cont'd.

7. Answer patiently and confidently the questions, "Where is my mother?" and, "Is my mother coming back?" a thousand times if necessary.

8. If the mother calls up on the telephone to know how things are going, answer her truthfully and confidently and courteously. Remember that how you react to her will affect her reaction to the child in relation to his coming to school.

THE CHILD WHO CRIES

Doing these things will help to make a child feel secure, but sometimes there remains one who cries and storms regardless of all the teacher's efforts. When this is so we should remember that "homesickness" may consist of two rather different emotions, fear and anger. The wisest treatment for fear is very different from the wisest treatment for anger. If a child persists in screaming the first day in school, we must try to decide whether it is fear or anger that makes him scream. The cry for one is different from the other, yet one can change into the other very quickly.

The way to overcome fear is to make the situation familiar to the child. The ways suggested above will help. Sometimes a more unusual treatment is necessary. I remember once seeing one of the wisest nursery school teachers I know going about all morning with a tiny child on her arm. She kept him there, or on her lap, as she did her work, putting him down only for very short intervals. It was the only way to keep him from screaming with fear. On the floor among small people and small furniture were confusion, uncertainty; on the arm of a motherly woman were familiarity, security. However, persistent screaming of a child on the first day is more apt to be in anger -- anger at being left by his mother. This will usually quiet down after a while if the teacher is persistently calm and friendly without giving much attention to the screaming. Sometimes such a child has to be just left alone to scream it out.

PROBLEMS OF THE SECOND DAY

When the first day is over, problems of the child's adjustment to school are not over. In fact they are often worse the second day. It seems best that children should be brought to school again the very next day, no matter how they react. If, as may happen in very rare instances, the child shows evidences of terror at the idea of going the second day, I would suggest that it be made another visiting day with mother staying for half an hour and then taking him home. As a general rule, however, it is better for the mother to leave in the same way she did the first day.

Very often the child who did not cry or show any evidence of insecurity the first day will do so the second. The child who cries the first day is often the one who adjusts to school more quickly. Perhaps by crying he expresses his insecurity immediately and "gets it out of his system" while the other child controls and represses it only to have it break out in one way or another.

CHILDREN FIND SECURITY IN DIFFERENT WAYS

In our attempts to make the child feel secure, we must always remember that children are different. One child may find security in the comfort of hugging a rag doll, another in the fascination of blocks, of clay, or of other material,

The Child's First Day at School cont'd.

another in the near presence of an adult, another in watching the other children from a distance, another in lunch. Whatever the background or individual make-up which brings about these differences, our task as teachers and parents is to find the point at which the child feels secure and lead him on from that until school becomes almost as familiar as home. Different from home it will and should always be, but a place in which to be equally happy it may and should become.

For further reading:

The Management of Young Children, Blatz & Bott

The Child from One to Twelve, Ada Hart Arlitt

Development of Learning in Young Children, Louisa Wagoner

Nurse's Duties:

1. To be assigned and administratively supervised by the Head Teacher.
2. The nurse is the chief guardian of physical health.
3. Daily morning inspection, accepting or excluding, as each child enters school.
4. Assist with meal at lunch hour.
5. Ventilation
6. Check on sanitary procedures and disposal of waste.
7. Keep health records of children.
8. Attend to minor injuries, nosebleed, etc.
9. Arrange for correction of physical defects, -of vision, hearing, teeth, tonsils, skin, pediculi, malnutrition, - with local agencies, clinics, etc.
10. Arrange for examination of all Nursery School children.
11. Assist with inoculation and immunization.
12. Assist teachers when not engaged in duties incident to physical care of children.
13. Home visits.

(See Bulletin No. I, pp.11-17, for full discussion)

Food and Nutrition:

Appetizing wholesome food is a highly important factor in the child's health. Many of the child's eating habits are directly conditioned by the way the food is prepared and served, or by combinations of foods that are offered. A new food is better received if served with one ordinarily eaten with liking. A child often dislikes food because it is served too hot or too cold. The amount served is highly important. It is well to begin with small amounts, and give more as desired. This point cannot be over-emphasized, especially with children who have poor appetite. Learning of good food habits is a gradual process. An effort to force a child to learn such habits too quickly often results in resistant attitudes toward the whole matter of eating. Attractive tables, color, neat service, well cooked simple wholesome food, a quiet, pleasant, friendly atmosphere at meal time - all will help develop proper eating habits.

A knowledge of the situation in the home is important and when it is found that the food budget is not adequate the proper steps should be taken, through social agencies, to see that adequate food is secured.

The Nursery School child's food through the day should include:

1. Milk - one quart if possible
2. Cereals - part whole grain
3. Orange juice or tomato juice
4. Fruit in addition to orange and tomato juice
5. Vegetables - two daily, one root and one green
(serve raw vegetables frequently)
6. Potatoes
7. Eggs, especially the yolk, or liver, lean beef, or fish
8. Butter
9. Cod liver oil (which is a food, not a medicine)

For the noon meal at the Nursery School use the following as a guide for selection:

Milk - 3 cups	Fruit -2 or 3- citrus (Vit. C)
Meat - liver, sea foods	Butter - 1 oz
one whole egg	Cereal - 1 course whole grain
vegetables - one raw, one green	Bread
Cod liver oil (Vitamin A)	

Food should be varied, attractive looking, have color, (yellow and green things especially), have variety of texture (chewy, crisp, and soft), flavor, and ease of manipulation.

After a good morning of activity and rest, appetite should be good. Make meal time one of pleasant associations. Do not nag. Encourage. Do not offer rewards. Do not praise one child too much. Start younger children earlier. Use enough time -30 to 45 minutes. Encourage dawdlers. Remove plates at the end of the time, and do not mention "dessert", except perhaps to say, "If you are too full for potato, you are too full for dessert." (Remember small servings!) To noisy ones we may say, "We eat now, we do not play."

Suggested Helps:

1. Books Recommended:

"Food for the Young Child" (menus and recipes for a year) by Miriam E. Lowenberg, University of Iowa, Ames, Iowa. \$1.50

"A Six Weeks' Plan For Nursery School Lunches" - Oneta Liter
(This mimeographed book was sent to all Nursery Schools.)

2. Menu Planning:

In menu planning, the use of a general outline designed to furnish the necessary food constituents is helpful. The following outline is therefore suggested:

A main dish of egg, meat, or other protein-rich food.
A vegetable rich in minerals and vitamins.
A starchy food in some form.
Whole wheat bread in a sandwich or a toast.
Milk as a beverage, and used in cooking.
Fruit or other dessert, usually fruit flavored.

A mid-day meal planned according to this outline, and supplemented by the mid-morning and mid-afternoon lunches will usually supply about half of the child's daily food allowance.

3. General Rules for Preparation.

Green Vegetables, such as spinach, green beans, cabbage, etc.

Drop into rapidly boiling water and cook uncovered for the shortest possible time. There should be considerably more water used than that absolutely necessary to cook them unless like spinach they can be cooked

in a very short time, say 4-8 minutes. Do not steam or cook in a pressure cooker.

Yellow Vegetables, such as carrots, squash, sweet potatoes, etc.

Cook in a small amount of water, steamer or pressure cooker until tender.

Red Vegetables, such as beets, red cabbage, etc.

Beets may be cooked, if not peeled or cut up, in any kind of water, otherwise both for beets or red cabbage, the addition of a little vinegar favors color retention.

White Vegetables, such as Irish potatoes, white onions, etc.

These vegetables do not darken unless overcooked. Therefore cook only until tender.

Cook all vegetables only until tender, regardless of the method used. Salt is added to cooking water in the proportion of 1-1/2 teaspoons per quart of water.

A. Buttered vegetables: add two level tablespoons of butter or bacon fat for every quart of vegetable cooked. Add while vegetable is hot and serve immediately.

B. Creamed vegetables: add two cups of medium white sauce to four cups of cooked vegetable. Serve at once.

B. Scalloped vegetables: may be prepared in either of the following ways. (1) Place alternate layers of raw vegetable such as corn, tomatoes, or sliced carrots, and bread crumbs in a baking dish. Season with salt and butter. Cover all vegetables with milk except tomatoes which do not need additional moisture. Bake in hot oven until vegetables are tender. (2) Pour creamed vegetables into a buttered baking dish. Cover with buttered crumbs. Bake in a hot oven until crumbs are brown.

Eggs

To hard cook eggs, place them in boiling water, cover with a lid which fits tightly; take off flame and let stand from 30 to 45 minutes without removing lid. High temperature makes eggs tough and indigestible.

Use sugar in children's desserts sparingly, to accent other flavors, never to mask them. Most fruits need only a small amount of sugar when served to children.

Remove any large amounts of fat from meat which is to be cooked for children. Bacon should be cooked until crisp and dry and entirely free from excess fat.

Avoid stringy, lumpy, sticky, very dry, or gummy foods. Never add pepper or sharp flavored seasonings to foods for children.

Taste all food before serving. Be sure that it is not too salty, but also that it does not taste flat.

Use standard utensils for measuring and be sure all measurements are level.

When fluid milk is not available or is too expensive, use evaporated milk or dried milk. (Equivalent to 1 quart fluid whole milk: 17 ounces evaporated milk supplemented with 3 T. of butter). Dried milk can be mixed with dry ingredients in the making of baked goods, cornstarch pudding, etc. Water is then added for the liquid in the recipes. In some cooking it is more satisfactory to mix the dried milk with water first, using $3\frac{3}{4}$ cups water to $3\frac{1}{2}$ ounces of dried skim milk to make a quart of fluid milk.

<u>Abbreviations</u>	<u>Weights</u>	<u>Contents of cans</u>
c-cup	16 T.-1 cup	#2 can- $2\frac{1}{2}$ cups
T.-Tablespoon	32 T.-1 lb.	#2- $\frac{1}{2}$ can - 3 cups
t.-teaspoon	$\frac{1}{4}$ lb.- $\frac{1}{2}$ cup	#3 can- $4\frac{1}{2}$ cups
pt.-pint	16 slices-1 lb. loaf bread	#10 can - 13 cups

HEALTH CARE IN THE NURSERY SCHOOL

The whole child goes to school, and therefore his health needs are not merely physical or bodily. The Nursery School has a real opportunity to affect the growth and development of the children for whom it cares. The first six years of the child's life are now regarded of great importance in laying the foundations for good health and development.

Remembering that growth and development are also mental, moral, social -- not merely added "poundage" or gain in weight, - it is easy to see how the daily life at Nursery School affects the total make-up of the child. His physical well-being depends upon properly balanced meals, rest, sleep, physical activity, fresh air, and sunshine - also on a very sanitary environment. His mind will grow as he has new experiences, provided through a carefully planned program. His moral and social side will develop desirably as he learns to be fair, to take turns, to get along with other children. The total Nursery School program is for health protection, in every sense.

For the physical care of children and for sanitary environment, it is desirable that there shall be provided physical examination, vaccination and immunization, and daily health inspection such as would be recognized by a reputable physician as being adequate. Local schools or public health agencies (such as the County Health Unit) should be asked to assist, and local unofficial cooperating groups should be asked to help. Local child specialists and dentists are usually glad to assist in the Nursery school corrective and preventive program.

Plenty of space and plenty of fresh air are needed, and all the sunshine possible. Equipment should be safe, hygienic, and sanitary. Linens, rooms, kitchen and its equipment, floors, toilets, toys, - should be kept clean at all times. It is the duty of the staff to see that this is done.

Specific Health Provisions Desirable

1. Each child examined by a physician before entering school.
2. Recommendations to the mother and teacher for health care of the child.
3. Free clinic care of remedial defects sought through a social agency, if necessary.
4. A registered nurse on the staff.

ART AND PLAY ACTIVITIES

DIRECTIONS FOR MORNING INSPECTION - NURSERY SCHOOLS

Prepared by

Cecilia Eyolfson, State Director

Works Progress Administration Nursing Service

North Dakota

NOTE: In many areas it has been difficult and often impossible to provide adequate nursing service at all times for the daily inspection of the children in all of the emergency nursery schools because of the scarcity of registered nurses. In meeting this problem the director of nursing service in North Dakota prepared the following directions to guide the teachers in giving inspection.

Study carefully "Prevention of Contagion", page 6, Emergency Nursery Schools, Bulletin Number 1.

"Every child should be carefully inspected every morning before he is admitted to the school to determine whether he has any symptoms of a communicable disease."

Where Nursery School children are gathered in a bus, it is necessary to instruct the mother to inspect the child thoroughly before or while he is dressing and to keep him at home where symptoms of a rash, a cold, or sore throat, etc. appear.

Important Principles:

1. Each child must be inspected before he mingles with the group.
2. Sick children must be taken home as soon as illness appears.
3. No child with a nasal discharge may remain at school. (Colds are most communicable at the onset--the early sneezing, running nose, watery eye stage--they may also be the forerunner of other communicable diseases).
4. No child who appears to have any communicable skin condition or other physical condition may remain in school.

ROUTINE RAPID INSPECTION FOR CONTAGION

Points of Inspection	Directions for Children	Points for Notation by the Nurse
1. Hands & Arms	Roll up your sleeves. Spread your fingers like a fan. Turn your arms and hands to show the upper and under surface.	Eruption or redness of skin, signs of irritation between fingers, general cleanliness.

2. Forehead	Raise the hair from your forehead using the first fingers of both hands.	Eruption along hair line signs of pediculosis, cleanliness of scalp.
3. Eyes	Pull down your lower lids with the first finger of both hands.	Redness, inflammation discharge, watery eye.
4. Ears and Neck	Spread your fingers like a fan, and raise the hair from your ears. Turn completely around once.	Eruption, swelling of ear, odor, pediculosis general cleanliness.
5. Throat	Open your mouth wide, take a big breath so that cold air strikes the throat.	redness, patches unusual odor, general condition of mouth lining, teeth and tendency to cough.
6. Upper Chest	Pull down the front of your blouse with the first fingers of both hands showing the neck and upper part of your chest.	Eruption or redness of skin, enlargement of front of neck, and general cleanliness.

Upon a child's entrance to the nursery school for the first time following an absence, and at other times as indicated, it may be well to inspect the child's skin more thoroughly. At such times it may be necessary for the nurse or teacher to touch the child. Whenever the nurse or teacher does touch a child, care must be taken to wash the hands, with a soap or disinfectant, before touching the next child or any articles in the school.

The Nursery School teacher should be taught how to take rectal temperatures. She should report unfavorable conditions to the local WPA nurse, who will call at the home if possible.

WHAT THE PARENTS MAY DO TO HELP CONTROL COMMUNICABLE DISEASES IN SCHOOL

A sample bulletin which might be given out at the close of a parent's meeting follows:

1. Inspect your child every morning before he leaves for school and be sure that he is well.
2. If your child has a headache, sore throat, or skin eruption or if he does show signs of a beginning cold, he should be kept at home. A sick child should be put to bed, and other children should be kept away. If the illness seems serious, a doctor should be consulted.
3. Teach your child to tell you promptly when he is not feeling well. This is especially important if the child has felt sick at school.
4. Your child should be protected against such diseases as diphtheria and smallpox.
5. Provide your child with a clean piece of cloth which he may use to cover his mouth and nose when coughing and sneezing, as a protection to other children.

WHAT THE TEACHER MAY DO TO HELP CONTROL COMMUNICABLE DISEASES

It has been found that the teacher can give practical help on the following points:

1. Inspect all children upon their arrival at school each morning and make sure every child is well.
2. Exclude any child who shows beginning signs of a cold, since at this stage colds are considered most infectious to others.
3. If a child shows definite signs of illness, such as sore throat, upset stomach, skin eruption, or other inflammation, make arrangements for him to be taken home at once. Until such time, make him comfortable at least six feet from other children.
4. Report at once to the public health nurse any case of illness among the pupils. If there is no public health nurse, report to the local health officer.
5. Inspect carefully any child who re-enters a school after illness and make sure that the child appears well. If the child has been in quarantine he should bring a statement from the health department that all danger is past, and that he may re-enter.
6. Encourage the children in the school to take immunity treatments which are approved by the board of health.
7. See that drinking water is dispensed in a sanitary way and that each child has his own towel.

SUGGESTIONS FOR TEACHER GUIDANCE

IN NURSERY SCHOOLS

I. Dramatic Play.

A. With materials in room.

1. Child learns by doing.
2. First plays
 - a. Imitation.
 - b. Differ at different ages.
 - c. Child plays alone.
 - d. Children play near one another, yet alone.
3. Children's interest manifest themselves.
4. Imagination.
 - a. To child, is not make-believe, but reality.
 - b. Toys need not be perfectly finished.

B. Stories and poems.

1. Much action.
2. Conversation.
3. All children are same character at first.
4. Stop play before interest lags.
5. "Man With Little Red Caps" a good story.
6. Nursery Rhymes offer opportunity to dramatize.

C. Rhythms.

1. Have music fit character or animal.
2. Very pronounced rhythmic beat.
 - a. Children walk rapidly but skip slowly.

D. Games.

1. Do not use games with Nursery School children.
 - a. Too much organization.
2. With kindergarten start with simple games.
 - a. All take part and do same thing.
(Did you Ever See a Lassie)

E. Teacher's Part.

1. A teacher should enter a play situation not to direct, but to stimulate creative thought on the part of the child, taking care never to go beyond his understanding.
2. Even though not entering the play herself, the teacher should always be conscious of the type play going on.
3. Through her efforts valuable play experiences of a small group may be carried over to the larger group in a play way.
4. She must recognize the child's slight need of costumes and not thrust on him the more elaborate and detailed costumes so much more satisfying to the adult which stresses costume at the expense of thought.
5. She may lift a play interest and taste to a higher level by relating it to race experience through use of song, story, poem, picture, and excursions if possible to the source of the play interest.
6. She should recognize the child's love of pomp and ceremony and allow him to satisfy this need through his own crude efforts

- resulting in very simple forms of festival and pageant.
7. She should recognize and respond to the individual child's or the group's simple appreciation of the beautiful which through her guidance may climax in some sort of art expression.
 8. She must be aware of the reaction of a child or children to an audience, often most dangerous to wholesome growth, and guard against it.
 9. She must realize the extreme importance of parent's meetings for the purpose of gaining their cooperation regarding right understanding of Dramatic Play for children.
 10. Do not force the play to continue until interest begins to lag.

II. Handwork.

A. Stages in the Development.

1. Manipulative.
 - a. Handling of material to find its possibilities.
 - b. Length of time in this stage differs with the material and the individual.
 - c. Older children and adults pass through it just as little children do.
2. Symbolic stage.
 - a. Anything may symbolize an object or living thing.
 - (1) Crumpled paper - a lion.
 - b. Use material to satisfy their immediate needs.
 - c. Form is merely a sign to the child.
 - d. This period.
 - e. Do not impose technique.
3. Realistic period.
 - a. Wants resemblance to the actuality.
 - b. Beginning of return to original form.
 - c. Child needs help in technique but let the child take his time - do not hurry him.

B. Sand.

1. Child likes earth naturally - always goes to it.
2. Is plastic - takes forms.
 - a. No need for perspective.
3. Anything can be represented in a sand table.
 - a. Farm life, park, zoo, circus, etc.
 - b. Use pictures and stories to aid in gaining suggestions.
4. Need plenty of play materials in the sand.
 - a. Pails, shovels, dishes, spoons, sieves, etc.
 - b. Question use of tin village, stencils, and raised letters.
5. Dramatization.
 - a. Store (weigh, measure, money, counting, etc.)
 - b. Make incline for marbles (must be built properly so that marbles do not roll off)
6. Cleansing sand.
 - a. Frequent exposure to sun for an inside box.
 - b. Outside box needs both sun and shade.
7. Construction of sand box.
 - a. Large
 - b. Ledge around top for sitting on in damp weather and for materials, etc. while playing.
 - c. White sand is best.

8. Sand piles lead to gardening.

C. Clay.

1. Materials.

a. Modelling clay of a good quality.

(1) Can be purchased both in powder form and already mixed (powder best).

b. Large earthen jars with covers.

c. Wooden boards on which to mold.

d. Plenty of newspapers.

e. Oil cloth for tops of tables.

2. Teacher's part.

a. Care of clay.

(1) When putting away, mold in good sized balls. make hole in it with the finger, fill with water and place in air-tight jar.

(2) See that clay is always ready (not too wet nor too dry).

b. It is not necessary to wash hands when through playing; clay will dry and rub off.

c. At first let child manipulate freely.

(1) Pounding is characteristic - explain that pressing is just as satisfactory.

d. As soon as you think an article is completed, take it - the child will only destroy it again.

e. Sit down with the children and model with them.

(1) Comment on their ideas.

f. When child arrives at realistic stage suggest improvements by pointing out the good characteristics of others work.

g. Always find some good points so as not to discourage the child.

h. If child does not develop in technique as he should,

(1) Interest him in something he can make.

(2) Show him what others have done.

(3) Give him some purpose for making the article (gift).

i. Encourage child to model from the mass.

(1) Handles - put on extra sand, dampen around joining, and rub down.

3. Clay is the perfect plastic material.

a. One of the best mediums for the art expression of little children.

4. Painting clay.

a. Let clay harden first.

b. Use show card colors, oil paint or fresco paint.

5. Objectives or social habits to be formed.

a. Responsibility for care of material.

b. Keep clay off the floor.

c. Pleasure in manipulation and in producing accidental products.

d. Learning to sweep clay off floor and to wash tables and oil cloth.

e. Knowing that clay should dry thoroughly before painting.

f. Learning to paint and shellac clay.

g. Learning to use small objects to imprint a design.

h. Appreciation of the work done both by himself and by others.

i. Learning to smooth clay and to fasten pieces together firmly.

j. Improvement in technique.

- k. Getting ideas from the other children's work.
- i. Taking only as much clay as is needed.
- m. Sharing with others when there is only a small amount of clay.

D. Paint.

1. Materials.

- a. Easel.
 - (1) Strongly built.
 - (2) Only one child on each side - double easel.
 - (3) Metal paint tray with form to fit around jars, to keep them from sliding and tipping easily.
 - (4) Careful of height - children stand while painting.
- b. Paper.
 - (1) Large sheets 24 x 18.
 - (a) Unprinted news best - comes in sheets 24 x 36 and can be cut in two.
- c. Brushes.
 - (1) Large, camels hair brushes best.
 - (2) Have handle color of paint it is to be used in (red handled brush for red paint).
- d. Paint jars.
 - (1) Plenty of good sized jars with covers.
- e. Paint.
 - (1) Either show card color or fresco paints which can be purchased from:
- f. Oil cloth.
 - (1) Large enough to cover floor well.
- g. Aprons for children.
- h. When outside and if you have a board fence, the children may use it for the easel and many can paint at one time.

2. Child's Work.

- a. Manipulative stage.
 - (1) Daubs.
 - (2) One color over the other.
- b. Symbolic.
 - (1) Each daub represents something.
 - (a) Work out action story.
 - (2) Encourage children to paint more.
 - (a) Do not impose technique.
 - (3) Have group discussions to encourage children.
 - (a) Have them explain their paintings.
 - (b) Helps them find more new things to paint.
 - (4) Do not have children plan their pictures.
- c. Realistic Stage.
 - (1) Do not rush the child into this period.
 - (2) May paint house - see windows, outside, and also some of the furniture.
 - (3) Technique now encourages expression.
 - (a) Do not want paint running down paper.
 - (4) Perspective
 - (a) If necessary suggest through the work of other children.
 - (b) Skyline - let children observe how earth and sky meet at the horizon.

(5) Color

- (a) Do not work for correct colors.
- (b) In time child will observe color of grass, trees, etc., and paint them as they are.

3. Teacher's Part.

- a. Do not ask child what he is drawing or painting.
 - (1) Rather say, "What is this?"
 - (2) Child does not paint a picture - to him it is the actual thing - a train is a real train, not a picture of a train.
- b. Let him manipulate freely.
- c. Supervise all painting but interfere only when absolutely necessary.
 - (1) Help child to learn to keep himself clean; also the floor.
- d. When child has finished, put the picture away.
 - (1) Child will forget about it.
 - (2) Destroy after children have left.
 - (a) If they see it destroyed or laying around they get the idea that their work is of little value so why bother to do much.
- e. Scrubbing.
 - (1) Some children scrub the paint on.
 - (a) Spoils brushes as well as the work.
 - (b) Explain that we use the brush in another way.
 - (c) Very bad habit to get started.

4. Objectives.

- a. Respect the rights of others.
- b. Give and take criticism.
- c. Use initiative.
- d. How to handle brush.
 - (1) Wiping off on side of paint jar.
 - (2) Keeping right brush in the paint jar.
- e. Keeping floor and easel clean; also their own clothes.
- f. Cleaning brushes.
- g. Learning not to scrub with the brush.
- h. Stirring paint carefully.

Article in "Twenty Eighth Year Book" of the National Society for the Study of Education - Crayoning and Painting. Page 715.

5. Painting clay and wood articles.

- a. Oil paints best.
 - (1) Use shellac over show card colors or fresco paint.
- b. Brushes.
 - (1) Several sizes (large and small)
- c. Oil cloth for floor or table.
- d. Aprons.
- e. Turpentine for cleaning brushes and hands when using oil paint.
- f. Supervise carefully.
 - (1) See that child paints all parts.
 - (2) Keep hands as clean as possible.
 - (3) Cleaning paint off with turpentine.
- g. Let the child choose the color he wishes to use.
 - (1) Keep many colors on hand.

E. Crayons.

1. Large size - have primary colors and plenty of each color.
2. Use large size sheets of paper.
3. Children waiting to paint may sit down and crayon.
 - a. Give each child coloring his own crayons, thereby avoiding quarrels over a box or certain color.
4. Chalk.
 - a. Use seldom if ever with Nursery School children.
 - b. Use on dark sheets of paper.
 - c. Blackboard best for chalk.
 - (1) Be sure it is low enough.
 - (2) Large enough for plenty of room for many children.

F. Paste.

1. Seldom use with Nursery School children.
2. Buy large jars and keep covered tightly.
3. Paste sticks - large packages.
 - a. Tongue blades for removing paste from jar.
4. When using paste, put into small individual jars with screw tops or on small slips of paper.
5. When introducing paste, give it only to the occasional child.
 - a. Have some purpose for pasting.

G. Scissors and cutting.

1. Blunt scissors do not have nearly the possibilities of sharp pointed scissors, so have sharp pointed ones.
 - a. Keep them put away so that no accidents happen.
 - b. Use only when children can be carefully supervised.
2. Give children large sheets of paper and let them cut anything.
 - a. Teacher with them can cut also and perhaps cut something.
 - b. Be sure children do not run around with scissors.
3. Different view points.
 - a. Some say children should have scissors at any time, whether supervised or not.

H. Wood.

1. Through wood, child gains concept of his own powers and limitations in relation to his environment.
 - a. Wood offers resistance.
 - b. Wholesome channel for activity.
 - c. Gains concepts of size and weight.
2. Tools.
 - a. Good size.
 - (1) Adults always prefer small ones.
 - (2) Strong and unbreakable.
 - (3) Only simple ones are necessary.
 - b. Hammer.
 - (1) First tool to be used and only one in Nursery School.
 - (2) Fairly large, flat head.
 - (3) Not too heavy - $\frac{3}{4}$ pound to 1 pound.
 - c. Saw (for kindergarten use)
 - (1) Small size
 - (2) Type that cuts quickly and easily.
 - (3) Scroll saw.
 - (a) Used for making animals, etc., of beaver board.

- d. Brace and bit.
 - (1) Bits of various sizes.
 - (2) Use only when needed.
- e. Nails.
 - (1) Flat headed wire nails,
 - (2) Do not use beads.
 - (3) Large size for Nursery School but various sizes for Kindergarten.
- f. No knives, chisels, or planes.
 - (1) Child is satisfied with a crude product. These make a more finished product.
- g. Sand paper.
 - (1) Have it fastened on to blocks with thumb tacks.
- h. Work bench.
 - (1) Not too high - 24" good height.
 - (2) Small size O.?, - two vices.
 - (3) Always have child use vice when he is sawing.
- i. Wood.
 - (1) Use only soft wood (pine, base, poplar)
 - (a) Hard wood is too hard to use.
 - (2) Round rod for wheels.
 - (a) Saw piece off.
 - (3) Beaver board for animals, etc.
 - (4) Have wood in pieces of various sizes but all small enough so that they can be easily handled, yet large enough to meet any requirement.
- 3. Teacher's Part.
 - a. Supervise closely but make suggestions only when necessary.
 - b. Be careful of experimentation.
 - (1) Use tools in right way only.
 - c. Be sure children put all tools away as soon as they are through using them.
 - d. Use tools only on the work bench.
 - e. Children not working must stay away from the bench.
 - f. See that the wood is tightly clenched in the vice before sawing.
- 4. Various stages.
 - a. Manipulative stage.
 - (1) Pounds nails into board.
 - (2) Later nails two boards together.
 - (3) With a saw, he merely saws for the enjoyment of it.
 - b. Symbolic stage.
 - (1) Names products.
 - (2) With wood this period is very short - he is soon ready to return to the true form.
 - c. Realistic stage.
 - (1) Begins to learn technique.
 - (a) Marks wood before sawing so that it is the right length.
 - (b) Wheels on cart must turn.
 - (c) Suggests improvements on the basis of utility.
 - (d) Let child solve his own problems whenever possible. He can make the article his own way.

5. Social Habits.

- a. Only a few work at a time.
 - (1) Respect the rights of others.
- b. Gain initiative.
- c. Learn to give and take criticism.

6. Projects.

- a. Very often make things that will move.
- b. Can make furniture for the school room.
 - (1) Book shelves.
- c. Make furniture for the doll house.
- d. Make bird houses, boats, etc. in connection with such projects.
- e. The article does not have to be perfectly finished.
 - (1) Remember that the child's span of attention is short.

I. Cloth.

- 1. Children have early experience with cloth so they do not need to manipulate it.
 - a. Very often he knows different kinds of material by their uses, "This is for a coat, this is for curtains, etc."
- 2. Child does not have to sew the first cloth he uses.
 - a. Doll dress does not need sewing - wraps material around doll.
 - b. Always have materials at hand.
 - c. When finds wrapping doll is not satisfactory he will attempt to sew.
- 3. Materials.
 - a. Cloth
 - (1) Substantial so that it can be easily sewed.
(gingham, unbleached muslin)
 - (2) Not too heavy material like blue denim, hard to sew.
 - b. Needles.
 - (1) Large eyes.
 - (2) Large needles (coarse)
 - c. Thread (coarse)
- 4. Different stages.
 - a. Symbolic stage is very short.
 - (1) They use the materials and see their weaknesses.
 - b. Realistic stage.
 - (1) Base all criticisms on utility. (Will the material hold together? not - is the seam straight?)
 - (2) Child tries to correct his errors and so finally makes seams more straight.
- 5. Techniques.
 - a. Thread needle for the child if he has any difficulties.
 - b. Knot the thread for him also.
 - c. Teach children how to end thread by sewing over and over.
 - d. Patterns.
 - (1) Use patterns only when the child makes his own.
 - (2) Otherwise, child becomes dependent on help.
 - e. Decorate with coarse yarn.
- 6. Things to be made
 - a. Aprons for painting.
 - b. Doll clothing.
 - c. Bedding and doilies for doll houses.
 - d. Luncheon set for doll.
 - e. Do not have children do any intricate work.

7. There is a great difference between the joy in sewing years ago and now.

a. Years ago it was a strenuous process.

(1) Demanded too much of the children.

J. Weaving.

1. Paper.

a. Advisability greatly questioned.

b. Great eye strain.

2. Cloth (smaller yarn hard to use)

a. Few opportunities for expression.

b. Rope making-braid.

(1) Jump ropes and horse reins.

c. Have many colors available.

d. Weaving.

(1) This is an activity for older children.

(2) Loom large enough for child take too long to fill in because of the child's short span of attention.

(a) Allow several children to work on one loom.

(3) Looms.

(a) Make from wood - box is good.

(b) Nails should not be too close together.

(c) Woof - roving, cloth, string.

PLAY AND PLAY EQUIPMENT

I. Theory:

Play has been defined in several ways, as spontaneous self-expression; the child's method of experimenting with his environment; the spirit of "wanting to do".

Dr. Ernest Groves has said, "Children do not play because they are young; they are young so they can play." Charlotte Garrison of Columbia University says, "The young child begins early his study and mastery of the objects around him, and the value of this experience depends largely upon our wisdom in providing him with materials which stimulated desirable habits of thought, feeling and action. Even the tiny baby's energy should be expended upon an environment which brings the largest interest upon investment."

During play the little child is experimenting; attempting to reproduce a world he can control; one he can conquer. We have all come to realize that experimenting is the soul of education; that much sound knowledge is gained by the trial and error method; that the child will continue to learn by the same process by which he learned to walk - by falling down. Adults too often think of a child's play as "a waste of time". We hear it said, "He has nothing to do but play." To the child, play is a serious business.

II. What does the child gain through play?

1. Development of muscular co-ordination.
2. Opportunity to express self.
3. Social adjustment: leadership, co-operation, sportsmanship, consideration for others, self control.
4. Ability to solve problems.
5. Aesthetic development.
6. Good mental habits - concentration, reasoning, memory, imagination.
7. Self-reliance, resourcefulness, independence.
8. Habits of care of materials.
9. Self-respect, happiness, joy.
10. Develop habit of being wholesomely busy. Lack of playthings may lead to idleness, mischief, day dreaming. The idle child is usually peevish and irritable. Mechanical toys may develop laziness and love of being entertained.
11. Develop sense of ownership.
12. Correct concepts of things.
13. Opportunity for recognition in a legitimate way.
14. Neatness and orderliness.

III. Toys as tools of play.

A. Theory.

Life presents two great stimuli to thought, feeling and action. These are the stimulus of people and the stimulus of nature and "things". A certain poise, sanity of mind comes from working with silent, unrelenting "things" which teach us "There is no use in kicking against pricks". Growth in technique implies growth in control of own muscles. Young children make a legitimate conquest of self as well as materials when they announce, "I did it all by myself."

Toys are the tools of play. Adults cannot practice the highest type of work without right materials - tools. In a like manner, the child needs appropriate play materials for productive play. One author stresses this point when he says, "Choose your child's playthings as carefully as you do his food".

B. Groups of playthings - according to educational value.

1. Miniature reproduction of adult life:

Housekeeping things, cars, etc., when child attempts to "get the feel" - "to try on" life.

2. Toys of skill:

Co-ordinating senses and muscles. Hoops, swings, slides, balls, see-saw.

3. Creative:

Raw materials out of which the child may "make things" - reconstruct the world about him - "express self." Blocks, clay, paints, crayolas, pencils, paper, scissors, wood for sawing.

4. Aesthetic, artistic, literary.

Books, music, pictures.

C. Groups of playthings - according to age of child.

First Year:

Appeal to sense of touch or hearing - Spools, clothes pins, soft rubber ball, ivory or bone ring, large wooden spoon, string of wooden beads, aluminum cup or pan, celluloid rattles, rubber doll.

1 - 2 years:

Quarter sheet of bond paper to crumple or tear, kiddie kar - wooden animals, blocks, basket for filling with small objects, pail and shovel for sand pile, boxes for pushing or dragging, smooth edged kitchen utensils, horn, drum, picture books.

2 - 3 years:

Odds and ends of blocks from carpenter shop, color cubes, nested cubes, boxes and pans, pans with covers that fit, blocks with boxes into which they fit exactly, kindergarten beads and shoe strings for stringing, large peg board and pegs, large button molds, large crayolas, pencil, brushes, water colors, paper, clay sand with smooth edged utensil, small wagon, sled.

3 - 4 years:

Large blocks (e. g. Patty Hill) bean bags, large wagon, blunt scissors, water colors, hammer, nails, blocks of wood, garden tools, doll, doll dishes, laundry equipment, tricycle.

4 - 5 years:

Blackboard, catalogs and magazines to cut, typewriter, football, costumes or clothes for dressing up.

Apparatus - for all ages:

Small table, chairs, low shelves, horizontal bar, sand table, slide climbing rope, swing, ladder, saw horse, large and small empty boxes.

IV. Standards for choice of toys or playthings: (Patty Hill).

- A. The material must stimulate self-activity, leading the child to invention, originality, ingenuity and industry. Toys are not to amuse; they are to develop the creator, the participator, and not the spectator.
- B. The materials must reach the child on his own level of maturity. They must be adapted to his ability to handle and manipulate with success, to his level of interest and powers of organization.
- C. While all materials cannot be beautiful in and of themselves they must not violate any principles of aesthetics or art.
- D. Toys and materials should represent good workmanship, if they are to stand the normal wear and tear of unskilled little hands. Economy requires durability.
- E. It goes without saying that the toys must be hygienic and sanitary. They should be easily cleaned and disinfected. Toys should be sufficiently large to call into play the larger muscles.
- F. Some material must be selected because it makes it possible for the child to play alone with little or no guidance from adults or co-operation of play-fellows. Others must be selected because they stimulate co-operation.

V. What to avoid.

- A. Anything grotesque - dolls with queer expression.
- B. Over-elaborate or expensive toys.
- C. War-like toys - "Why play at killing?"
- D. A toy that requires "nothing" of a child.

VI. Economy in toys.

A. Number.

One should give a child a few toys at a time. You can overwhelm him with too many. Christmas toys should be limited to five. Altruistic idea of giving away toys may be of solution. Too many toys encourage carelessness, destructiveness and extravagance.

B. Home Material.

Packing boxes, spools, pasteboard boxes, corks, beaver board, oil cloth, left over lumber for blocks, lids of cans (like Crisco) for wheels, string.

C. Buy durable toys. They cost more at the time, but prevent future expenditures.

D. Buy only parts of sets of tools or blocks, and add to them as child grows older.

VII. Play space - storage space.

Where shall the child play so mother will not feel as one mother expressed herself, "He clutters up the whole house with rubbish." Where should he play, in a room alone, or in his mother's company?

With these principles in mind, each mother may decide the best location of play space.

1. A place in which to play without interfering with or being interrupted by adults. A corner of his very own for his toys.
2. A guide, an adult who will intelligently suggest and help without interfering.
3. Time in which to work out his own plans to develop his own initiative.
4. Playmates of his own age, to develop the right sense of social give and take.

Play Chest.

Toys grouped according to activities.

1. Top drawer - clay, pencils, picture puzzles, scissors.
2. Pictures to cut from magazines.
3. Outdoor toy drawer.
Ball, shovel, pail, old spoons, marbles, jumping rope.
4. Lower drawer for wee tot who cannot "reach".

VIII. Bibliography.

Play materials - Charlotte Garrison - Scribner's.
Article on Play - Dalgeleish - Children's Magazines.
Best Toys for Children - Minnelta Soninus Leonard.
Play things - Bureau of Experiment.
Toys for Children - Bulletin - Iowa State College.
Extension Department.
Toys and play Equipment for Little Children - Iowa Child Welfare Research
Station.

IX. Suggestions for Play Equipment:

A. Indoor Play Equipment.

1. Books - reading corner
pictures
2. Blocks
3. Paint - powder form
4. Blank news-paper (for painting)
5. Housekeeping corner
Scrap book
Telephones
Durable dolls
6. Sand box
7. Tricycle
8. Peg boards
9. Lockers - orange crates
10. Clay
11. Sand toys
12. Crayons
13. Large beads
14. Blunt scissors
15. Work bench
16. Store
Play money.

B. Outdoor Play Equipment.

1. Ladders - movable and stationary
2. Slides
3. Trapeze Bars
4. Walking boards - (narrow, 6 in., on small pedestals.)
5. Balancing boards - 18 in. wide.
6. Saw horses
7. See Saw - (18 in. high - 8 in. wide, for 2 yr. olds.)
8. Parking boxes
9. Swings - low
10. Motor things - wagons, tricycle, wagon, kiddie kar, wheelbarrow
11. Blocks - large, hollow
12. Jungle Gym - expensive
13. Tub of water, hose and spray (for warm weather.)
14. Wading pool

15. Tables outdoors - stories
16. Brooms and dust pan - teach use
17. Garden tools - rake, hoe, spade, sprinkling can.
18. Brush and bucket of water for "painting."
19. Snow men, snow ball
(Get children moving, have enough clothing)
20. Wall tent for shade - if there are not trees
21. Horizontal bars
22. Teeter-totter

PLAY EQUIPMENT SUITABLE FOR YOUNG CHILDREN

Compiled by

Lovisa C. Wagoner and Mary Mumford

The following outline is intended to suggest playthings which will be suitable for young children. Many playthings will be outgrown slowly and will continue to be used but in new and more complicated ways. It is wiser to have a few well-made durable toys than to give the child many toys or fragile ones.

First year:

Spools, clothes pins, soft rubber balls, ivory or bone ring, large wooden spoon, wooden potato masher, strings of glazed wooden beads, button molds, or Tinker Toys; aluminum cup or pan.

1 - 2 years:

Quarter sheets of bond paper to crumple or tear; Wooden animals, blocks with rounded corners--not too small (e.g. 2"x2"x2" 1"x2"x3"); basket for filling with small objects; smooth edged kitchen utensils; box with stones, to fill and empty; pail, shovel for sand pile; box or pan with string for dragging or pushing over the floor; oatmeal or other firm boxes; kraft cheese boxes to be painted.

2 - 3 years:

Odds and ends from planning mill or carpenter shop; color cubes; nested blocks, boxes and pans; pans with covers that fit in tightly; blocks with boxes that exactly hold them when they are properly fitted in; kindergarten beads with shoestrings for stringing; large peg board and pegs; large button molds; large crayons, pencils, brushes, water colors; manilla drawing paper; sand with smooth edged kitchen utensils; small wagon, sled, wheelbarrow, oilcloth aprons, linoleum squares for chalk drawing, powered modeling clay, cloth bags to be stuffed with crumpled newspaper.

3 - 4 years:

Large blocks, bean bags and board, large wagon, blunt scissors, water color paints, showcard colors with large brushes; hammer and wooden mallets, nails, block of wood; garden tools, trench shovels, spade, rake, hoe, (garden plot); dolls, doll-dishes; laundry equipment, tricycle, wheelbarrow, small broom, dustpan, small stove, colored textiles, rubber sponge balls, wooden animals, oilcloth aprons.

4 - 5 years:

Blackboard, catalogues and magazines to cut up; football, medicine ball, steamer quoits, punching bag, typewriter, rubber sponge balls, moveable ladders, steps, and stools,

Apparatus: Play-room and Play-yard: -Small table, chairs--straight and easy, low shelves for toys, horizontal bar on which children can hang, skin the cat, etc., Sand table, slide, walking board, climbing rope, swing, ladders, sawhorse with strips nailed across to make a double ladder, empty boxes of all sorts and sizes, short ladders, moveable steps, low stools, planks, large hollow blocks, Jungle gym, work bench with vice, easels for painting.

Catalogues, giving current prices may be obtained from the following firms;

Wooden animals, blocks, etc., - A. Schoenhut Co.,
Philadelphia, Pa.

Color Cubes - Embossing Co., Albany, New York

Kindergarten beads, pegs, pegboards, manilla drawing paper, powered modeling clay, crayolas, large pennies, water colors - Milton Bradley Co.,
New York City

Playground Apparatus - Playground Equipment Company
342 Madison Ave., New York

Tables and Chairs - Earl Thompson Posture Seating Co. New York

Blocks - Pendleton and Townsend, Patterson, New York

Blocks and wooden toys - Take Apart Toy Laboratory, 1776 Inglehart Ave.,
St. Paul, Minn.

Wooden train and toys - Playthings Manufacturing Co.
Quakertown, Pa.

Educational Play Equipment - Educational Playthings Inc., 20 E. 69th St.
(miscellaneous) N. Y. City.

Canvas Cots - Goss - Clinical Cots, Detroit, Mich.
(canvas removable
and laces on)

Books About Toys.

Batchelor, W. C.

Home Play Bull. No. 205
Playground and Recreation Association of America
315 Fourth Avenue, New York City.

Gives directions for construction of equipment.

Price 15¢

Boyd, Neva L.

Play Equipment for the Nursery
Chicago Association of Day Nurseries
308 N. Michigan Ave.,
Chicago, Illinois

Price 10¢

Leonard, Minnetta S.

Best Toys for Children and Their Selection
Wisconsin Kindergarten Association
Madison, Wisconsin

Price 35¢

Playthings. Bull. No. 1. Bureau of Educ. Experiments.
144 W. 13th Street, New York City.

Price 20¢

Hunt, Jean Lee

A Catalogue of Play Equipment Bull. No. 8.
Bureau of Educational Experiments
144 W. 13th Street
New York City

Price 35¢

Garrison, Charlotte G.

Permanent Play Materials for Young Children
Scribners'
1926

Price \$1.10

Backyard Playgrounds Folder No. 2
Children's Bureau
U. S. Department of Labor
1923

Price 5¢

Equipment and Supplies. Nursery, Kindergarten, Primary.
International Kindergarten Union, Washington, D. C.

Price 50¢

MISSOURI EMERGENCY NURSERY SCHOOL INSTITUTE
KANSAS CITY TEACHERS COLLEGE -- SUMMER 1935

Pre-School Music

One of the ultimate aims of the nursery school is to provide an environment in which the child finds enjoyment and one that offers a wealth of aesthetic experience. One important feature is the development of music consciousness. In the nursery school this is accomplished by exposing the child to various forms of music of good quality. The child's response is seen in his interested attention to songs sung by the teacher, in his own singing with or without the teacher, in his quiet and interested listening to short instrumental compositions, and in rhythmic activity of his body in response to the music played.

In choosing songs and rhythms the following standards should be observed:

1. The average child's range is from F - E (above middle C). Songs should be within this range. Exceptions should be noted.
2. Songs should be very short. The majority should not have more than four phrases.
3. The music itself should express the thoughts expressed in the words.
4. The thought expressed in the song should be within the field of the child's interest, and the vocabulary should be on the child's level.
5. Accompaniment must be simple, not distracting.
6. Rhythm should be marked.
7. Intervals should be easy.
8. Repetition is desirable.
9. No more than one note may be used with one syllable.

Individual differences are observable in a child of the pre-school level. The following achievement chart for the average normal child prepared by the University of Iowa will aid the teacher in selecting material.

2 1/4 30 months - child imitates short musical phrases vocally.

He performs simple rhythmic activities (not accurately).

He plays little spontaneous rhythmic games such as tapping the heels or beating on the floor or box. He has little sing songs of his own.

3 1/2 42 months - child begins to sense the swing of the selection.

He can distinguish fast and slow and control loud and soft.

He plays the simplest musical games and makes up things to do with music.

4 1/2 54 months - The child at this age sings short melodies independently and accurately. He begins to control a wide variety of rhythms and tempos.

He can play more complicated games and enjoys dramatic interpretation of various rhythms. There is a more socialized attitude and the child enjoys doing musical things with other children. The following musical games stimulate group cooperation. "Ring Around a Rosie," "This is the Way to London Town," "Mulberry Bush," and "Farmer in the Dell."

Music is not confined to a set period but may be incidental at any time. Sometimes it accompanies activities of a rhythmic nature on the play yard. For example, some songs with a melodic sway all very appropriate to accompany the up and down movement of the see-saw and the forward and backward motion of the swing. When music is given a special period it cannot be treated differ-

ently from other periods. The child is a curious investigator at music time just as at any other time. To tell him to sit still means nothing. He may still be at the individualistic stage and if so he cannot suddenly become social minded. If he isn't yet ready for the music group, he won't come. The period should be made attractive enough so that the child will want to sing. If he does not, he should not be forced to join the group. It is legitimate for the teacher to require children who do not join the music group to choose quiet activities so that the music group may be undisturbed.

The teacher should have a repertoire which is comprehensive and flexible. She should know from 4-6 composition for each type of musical activity. From the bibliography following sufficient material may be gathered for an adequate musical background.

If the teacher is not sure of the worth of a selection, she should stick to traditional music - folk songs and music of the masters that have stood the test of time.

References for preparatory readings for nursery school music.

1. Child in the nursery school Harriet M. Johnson
First hand observations of the reactions of children to the music program. Description of range limitation, etc. of the young child's musical equipment and abilities.
2. Music for Young Children Alice Thorn
Musical experiences related to the child's environment as observed in the schools connected with Columbia University, New York.
3. Experimental Studies in Pre-School Education Detroit Teachers College
Music used as background for free interpretation.
4. The Making of Musicians Dr. York Tratter
Publisher Charles Hommeyer
5. Iowa State Bulletin on Nursery School Procedure
A very practical handbook for everyday reference and use. No nursery school teacher should fail to have a thorough acquaintance with the material of this booklet. It may be obtained for \$1.00 from State University of Iowa, Iowa City, Iowa.

MUSIC FOR NURSERY SCHOOL USE

Song Books

1. "Singing Time" - Satis Coleman and Alice Thorn" -
John Day Co., N. Y. 1929
2. "Songs for the Little Child" - Kohlsaas and Baker,
Abingdon Press, N. Y. 1921
3. "The Sing Song Picture Book" - H & J Gruger, Lippincott,
Philadelphia, 1927
4. "Old Dutch Nursery Rhymes" - Le Mair, McKay (Publ.)
Philadelphia, 1917

Victrola Records (Unless otherwise noted, the numbers below refer to Victor records)

1. Rhythmic Play. (Marches, dances, etc.)

- 20448 "Come Let Us Be Joyful"
- 22171 "Norwegian Dance"
"Shepherd's Dance"
- 22169 "With Castanets"
- 20169 "Amaryllis" - Gavotte
- 22168 "Soldier's March" - Schumann
- 22765 "Les Pifferari"

2. Music Suggesting Repose (Listening, quiet - repose).

- 1386 "Rondino"
- A3157 "Andante" Orpheus
"Romanzi" Columbia record
- A3121 "Silent Night"
"Away in a Manger" Columbia record
- A3119 Col. "All Through the Night" Columbia record

(Victrola records continued)

20174 "Rockabye Baby"
"Sweet and Low"
"Adeste Fideles"
22160 "Brahm's Lullaby" (violin)

3. Bell Records

20174 "Adeste Fideles"
20164 "Legend of the Bells"
20993 "Christmas Bells"
20079 "Evening Bells" (Kullak)
20440 "Minuet" (Mozart) played on xylophone

4. Dramatic Experiences

19882 - "Fairies"
20161 - "Waltzing Doll"
22167 - "Music Box"
20215 - "Toy Symphony" - Haydn
19730 - "March of the Little Dead Soldiers"

Stories for Children

I. Why tell stories to children?

- A. Tell stories for the joy given the children, contentment sunny disposition.
- B. It means an enrichment of the child's life by giving him the best of world's gifts.
 - 1. Foundation of a healthy mental life.
 - 2. Child learns to like the best literature.
 - 3. Gives an understanding of people of other lands.
 - 4. Makes way for later reading.
 - 5. Gives broader conception of experience of others.
 - 6. Mental pictures from stories direct life.
 - 7. Creates a greater appreciation of nature.
 - 8. Teaches sources of customs.
 - 9. Increases general understanding and knowledge; pencils, atlas, paper.
 - 10. Book friends become companions--Aesop--Dickens.
 - 11. Gives gift of imagination, escape from prosaic, work-a-day world.
- C. It means acquiring a wider vocabulary. - words, sounds
- D. Stimulates power for moral discrimination.
 - 1. Suggestions from stories mature into judgment.
 - 2. Morals should not be drawn by the story teller, but should be worked out by the child himself. Instead of "do or don't", illustrate with a story.
- E. Gives an opportunity to form ideals.
 - 1. Learn to despise flattery and evil, etc.
 - 2. Learn to admire bravery, honesty.
 - 3. Learn to set standards for self.

F. Opportunity for story teller to establish bond between child and self.

II. What is good story telling for each age of childhood?

A. Requirements of good stories.

- 1. Something should be happening all the time.
- 2. Each event should be distinct and each picture should be simple.
- 3. There should be a certain amount of repetition.
- 4. The story begins and ends promptly.
- 5. There is a compound of familiar and immediate details with new and unusual.
- 6. For small folks there should be strong sense appeal, touch, taste, hearing.

B. Period in story telling.

1. Rhythmic period

- a. Age 1 - 5 years.
- b. Marked by divided activity and restlessness.
- c. New co-ordinations taking place--new bones.
Must, therefore, go slowly in telling stories.

1 - 3 years

Lullabies please the child--sing-song pieces.
Love of repetition--repetition close together.
Simple pattern.

d. Age near 6.

Child likes jingles, culminative stories, such as
"Fire Won't Burn Stick, Stick Won't Hit Dog."

2. Imaginative period 6 - 9 years.

- a. Love of folk lore--fables, legends, myths, nature.
- b. Real people should be gradually introduced.
- c. Keep same thread of narration running throughout.

III. How shall I tell the story?

- A. Talk to--don't look up or down--but to.
- B. Do not talk too fast.
- C. Tell the story dramatically--by use of pauses.
- D. Do not talk stories over after telling them.
- E. Do not break into story to correct a child. His attention may be recalled by addressing a part of the story to him.
- F. Do not moralize or preach.
- G. Cultivate a pleasing voice.
- H. Have no introduction or preamble.
- I. Do not drag the story out.
- J. Seat the children in a semi-circle, be on their level.

IV. Ideas for story tellers.

- A. Rich personality.
- B. Sincerity, tact, enthusiasm.
- C. Rich in vocabulary.
- D. Young in spirit.
- E. Learned in story lore.

V. How do children react to stories which delight them?

- A. Tell it again.
- B. Tell another one.
- C. Let me tell one.

STORIES TO TELL AND WHERE TO FIND THEM

- I. "How to Tell Stories to Children" - Sara Cane Bryant-
Houghton Mifflin Company.

The Cat and the Parrot
Old Woman and Her Pig
The Pig Brother
Rogglug
The Three Bears
The Three Little Pigs

- II. "My Bookhouse - In the Nursery" Vol. I - The Bookhouse of Children
Publishers, Chicago, Ill.

The Little Red Hen
Henny Penny
The Gingerbread Man
Precocious Piggy
Mrs. Tabby Gray
The Little Engine that Could
Goldilocks and the Three Bears
Little Half Chick
Tenny Tiny
Johnny and the Three Goats
The Little Rabbit Who Wanted Red Wings

- III. "Old, Old Tales Retold" - P. F. Volland Company, Chicago, Ill.

The Three Bears
The Little Red Hen
The House on the Hill
The Three Little Pigs
Chicken-Licken
The Old Woman and Her Pig
Little Tuppens
The Gingerbread Boy

- IV. "The Teacher Story Teller's Book" - Alice O'Grady - France Throop,
Rand-McNally Co., Chicago, Ill.

The Cat and the Mouse
The Three Billy Goat's Gruff
The Little Red Hen
The Old Woman and Her Pig
Johnny and the Three Goats
Golden Hair and the Three Bears
The Story of the Three Little Pigs
The Half Chick

- V. "Mother Goose" - Jessie Wilcox Smith - Dodd Mead & Company,
New York City, N. Y. - \$5.00

Nursery Rhymes, with very good pictures.

- VI. "For the Children's Home" - Caroline S. Bailey -
Wilton, Bradley & Co., New York.

Stories are grouped under various headings - Home - Nature - Spring.

The Gingerbread Boy
The Little Half Chick
The Legend of the Woodpecker
The Old Woman and her Pig
The Cat and the Mouse
The Little Red Hen
Chicken Little
The Three Bears (adapted from the original)
The Three Little Pigs

- VII. "Children's Stories" - Essenwein and Stockard - The Home Correspondence
School,
Springfield, Mass.

The Goats in the Ryefield
The Billy Goat's Gruff
Little Half Chick
The Sheep and Pig Who Set up Housekeeping

Reference books for the story teller -

1. "How to Tell Stories to Children" - Sara Cone Bryant.
2. "For the Story Teller" - Caroline Bailey.
3. "Children's Stories" - Essenwein and Stockard.
4. "Here and Now Story Book" - Lucy Sprague Mitchell.

(The above books all have an introduction, giving the value of story telling and how to do it.)

5. "Good Citizenship Through Story Telling" - Mildred Forbes
6. "The Just So Stories" - Rudyard Kipling.

CHILDREN'S BOOKS

Note: The following is a list of suggested books published during 1935.

<u>TITLE</u>	<u>AUTHOR</u>	<u>PUBLISHER</u>
<u>AGES TWO TO FIVE</u>		
<u>Bear Twins</u>	Inez Hogan	E. P. Dutton & Co. N. Y.
<u>Johnny Crow's New Garden</u>	L. Leslie Brooke	Warne & Co.
<u>Babar the King</u>	Jean de Brunhoff	Smith and Haas
<u>Across the Cotton Patch</u>	Ellis Credle	Nelson, N. Y.
<u>There was Tammy</u>	Dorothy and Marguerite Bryan	Dodd Mead, N. Y.
<u>Topsy</u>	Marjorie Flack	Doubleday Doran, N. Y.
<u>Araminta</u>	Eva Knox Evans	Minton Balch Co. N. Y.
<u>Sugar Plum House</u>	Lois Lonski	Harpers, N. Y.
<u>Christopher</u>	Marjorie Flack	Scribner's, N. Y.
<u>We go to Nursery School</u>	Marjorie Poppleton & Wm. Blatz	Morrow, N. Y.
<u>A Little Lamb</u>	Helen and Alf Evers	Farrar & Rhinehart, N. Y.
<u>Wait for William</u>	Marjorie Flack	Houghton Mifflin Co., N. Y.
<u>Sung Under the Silver Umbrella, Poems for young children selected by the Literature Committee of the Association for Childhood Education, Macmillan Co. N. Y. 1935.</u>		
<u>The June Norton</u>		
<u>Sing it Again Book</u>	June Norton	June Norton Pub. N. Y.
<u>Gone is Gone</u>	Wanda Gag	Howard McCann
<u>Who Goes There</u>	Dorothy P. Lathrop	Macmillan Co., N. Y.
<u>The Lost Leopard</u>	Eleanor F. Lattimore	Harcourt, N. Y.
<u>Jamaica Johnny</u>	Berta and Elmer Hader	Macmillan, N. Y.
<u>Little Baby Ann</u>	Lois Lonski	Oxford, N. Y.
<u>Snipp, Snapp, Snurr and the Buttered Bread</u>	Maj. Lindman	Whitman, N. Y.
<u>Mr. Tidy Paws</u>	Frances Clark Sayers	Viking Press, N. Y.
<u>I Know a Surprise</u>	Dorothy W. Baruch	Lothrop, Lee, Shephard, N. Y.

<u>TITLE</u>	<u>AUTHOR</u>	<u>PUBLISHER</u>
<u>Little Ones</u>	Dorothy Kunhardt	Viking Press, N. Y.
<u>Fun at Happy Acres</u>	Ruth C. Barlow	Crowell
<u>Every day Children</u>	Hildegard Woodward	Oxford, N. Y.
<u>Turkey Tale</u>	Frances A. Bacon	Oxford, N. Y.
<u>Three for an Acorn</u>	Margaret and Mary Baker	Dodd, N. Y.
<u>Up in the Air</u>	Marjorie Flack	Macmillan, N. Y.
<u>Ann Frances</u>	Eliza Orne White	Houghton Mifflin Co., N. Y.
<u>The Three Little Warrens</u>	Sarah Wheelock	Stokes, N. Y.
<u>Honk the Moose</u>	Phil Stong	Dodd, N. Y.

PICTURE BOOKS AND OTHER BOOKS FOR CHILDREN 2 to 5

- Mother Goose. (Warne) \$1.00
A tiny book which children of three will love. Babies, however, like larger figures than the fascinating creatures pictured here.
- Our Old Nursery Rhymes: the original tunes harmonized by \$3.00
Alfred Moffat. Illus. by DeMair, (McKay)
De Mair's pictures are lovely in coloring and grace and range of beautiful subjects. Of the three books listed here, "Little Songs of Long Ago" and "Our Old Nursery Rhymes" are best.
- The Chicken World (Putnam) \$2.50
Picture-story of an anxious mother hen and her brood in their barnyard home. For children two to six and older.
- The Farm Book. Story and pictures by E. Boyd Smith. (Houghton) \$3.00
About the farmer's plowing, sowing, reaping, milking, making butter, cutting wood, etc. For children 3 to 8 to 9.
- The Seashore Book: Story and pictures by E. Boyd Smith. (Houghton) \$3.00
Bob and Betty have fun digging clams, watching men build ships, make sails, etc. They go to a "launching" and they have stories of the sea. Excellent story-telling pictures.
- The Golden Goose and the Three Bears. (Warne) \$2.00
Each of the two stories included in this vol. may be obtained separately in paper covers for \$0.75.
- Three Little Pigs and Tom Thumb. (Warne) \$2.00
Each of the stories included in this vol. may be obtained separately in paper covers. \$.75. The 3 Bears" and "The 3 Little Pigs" represent the most perfect style of making pictures.
- Johnny Crow's Garden. (Warne) \$1.75
Perfect example of an ideal "funny book" for children.

Suggestions for the Children's Book Table

(These books may be obtained at the Kresge and Woolworth Ten Cent Stores)

Following is a list of picture books from the Ten Cent Stores which are suitable for use on the book tables in kindergarten and primary classrooms.

I. Books published by the Saalfeld Publishing Company, Akron, Ohio.

1. A. B. C. Book
2. A. B. C. Book of Animals
3. Stevenson, A Child's Garden of Verses
4. Birds
5. Children Across the Sea
6. Friendly Animals
7. Mother Goose Rhymes
8. Pets
9. Rags
10. The Happy Day Begins
11. The Night Before Christmas
12. Three Little Kittens (cloth)
13. Trains and Ships
14. Wynken, Blynken, and Nod
15. Field, Child Verses
16. Mulock, Adventures of a Brownie
17. Baby's Animal Book
18. Babies
19. Baunerman, Little Black Sambo
20. Forest Friends
21. Baby's First Book (linen)
22. Andersen, Ugly Duckling
23. Beaty, To the City
24. The Circus

II. Books published by the Whitman Publishing Company, Racine, Wisconsin

- | | |
|---|---|
| 1. A. B. C. Book | 24. Little Pickaninnies |
| 2. A Book of Airplanes | 25. Mother Goose Picture Book |
| 3. A Day with Robin Redbreast | 26. My Animal Book |
| 4. A Picture Book of Fairy Tales | 27. My Rhyme and Picture Book |
| 5. Birds | 28. Our Animal Friends |
| 6. A Book of Poems for Every Mood | 29. Playtime |
| 7. One Hundred Best Poems | 30. School Days |
| 8. Poems for the Very Young Child | 31. Ships of All Times |
| 9. Donkey, Donkey | 32. Stories of the Stars |
| 10. The Little Pig | 33. The Flowers in the Garden |
| 11. Peter Rabbit | 34. The Animal Alphabet |
| 12. Cavanah, Children of Many Lands | 35. The House that Jack Built |
| 13. Peter Rabbit | 36. The Three Bears |
| 14. Friendly Animals (linette) | 37. The Three Little Pigs |
| 15. Moore, The Night Before Christmas | 38. The Story of the Little Red Hen |
| 16. Diddle Daddle Duckling | 39. Simple Objects Picture Book |
| 17. The Real Boy and What He Does | 40. Fifty Favorite Songs for Girls and Boys |
| 18. The Legend of the Tulip (ill. Pegany) | 41. My First Animal Book |
| 19. Birds We Know | 42. My First Book |
| 20. Busy Bunnies | 43. Our Own Mother Goose |
| 21. Children of Holland | |
| 22. Furry Friends | |
| 23. Gabby Goose and Her Friends | |

Children's Book Table cont'd.

III. Books published by the Platt and Munk Company, New York City

1. Domestic Animals
2. Our Animal Friends
3. Our Farm Friends
4. Little Black Sambo (linette)

IV. Books published by the Harter Publishing Company, Cleveland Ohio

1. The Tale of Peter Rabbit
2. Cinderella
3. The Tale of Corally Crothers
4. Famous Fables
5. Baby Animals and Their Mothers
6. Hansel and Gretel

V. Books published by the Rand McNally Company, Chicago, Illinois

1. Aesop's Fables for Children (ill. by Mile Winter)
2. The Three Little Pigs
3. The Runaway Toys
4. What Am I?
5. Adventures of Sonny Bear
6. Little Bear and His Friends
7. The Three Bears
8. Happy Hours
9. Four Little Kittens
10. Stevenson, A Child's Garden of Verses
11. Peter Rabbit
12. Little Black Sambo
13. Jackson, Rocking Horse Rhymes
14. Favorites From Mother Goose
15. Playtime Rhymes
16. Bible Pictures (ill. by Mile Winter)
17. Poppy, or Adventures of a Fairy (15¢)
18. Stevenson, Child's Garden of Verses (15¢)
19. Grover, Sunbonnet Babies A. B. C. Book (15¢)
20. Topsy Turvy and the Clown (15¢)

VI. Books published by the Merrill Publishing Company, Chicago, Illinois.

1. Barnyard Babies in the Alphabet
2. The Story of Buttons

Bibliography for Poems

- ✓ Aldis, Dorothy
 - "Everything and Anything"
 - A Good Thing
 - Clouds
 - The Goldfish
 - Hiding
 - Naughty Soap Song
 - The Reason
 - Sand Pile
 - "Here, There, and Everywhere."
 - Somersault

- Allen, Mary Louise
 - Five Years Old -- Childhood Education, V. 8, Pages, 120 - 122.
 - Foot Note " " " " "
 - The Mitten Song " " " " "
 - My Zipper Suit " " " " "

- Brown, Beatrice
 - My Kite -- Hubbard and Babbitt, "The Golden Flute."

- Coplen, Grace Wilson
 - My Swinging Shadow " " " "

- Glaubitz, Grace
 - Walking " " " "

- Jackson, LeRoy
 - Hippity Hop to Bed " " " "

- ✓ Lindsay, Vachel
 - The Little Turtle " " " "
 - Also in "Johnny Apple seed and other Poems" by Vachel Lindsay.

- Medary, Anna
 - Hallowe'en -- Hubbard and Babbitt - The Golden Flute

- ✓ Milnes - When We Were Very Young

- ✓ Mother Goose
 - Robin Redbreast

- ✓ Oglevee, Louise M.
 - The Postman " " " " " "

PICTURES FOR YOUNG CHILDREN

I. Pictures for Children - Educational Value.

That there has been increasing interest for attractive and appropriate pictures for the young child in the last few years is manifested by the number and variety of delightful pictures in art store windows.

The purpose of living with good pictures is to create an interest in them--learn to love a picture, Florence Beechel, the artist says, "That by helping the child to enjoy a picture we do not hope to develop painters or critics. We wish to enable the child to see a part of what the artist saw and reflect that beauty back into life again". We wish to create an interest in pictures, to cultivate ability to observe and so appreciate and enjoy the beauty in life.

II. Types of pictures suitable for young child.

A. Characteristics.

The picture should be simple. It should have little detail, large masses and simple lines. The color, size and art values not to be considered. The colors should be bright enough to appeal and yet be artistic. However, pictures in black and white and sepia do have a place in the child's collection. Some of our pictures are uncolored. The size should be large enough for child to see clearly.

B. Subject Matter.

1. Children enjoy looking at pictures both of grown people and children doing interesting things. The activity will interest them.
2. Pictures of animals, especially if the animals are in an interesting setting, appeal to children.
3. Pictures representing social situations within the home or street, also pictures representing processes of things being done.
4. Pictures illustrating a particular event; holidays as Halloween - Christmas.
5. Pictures of gardens, flowers, country, farm. The child likes these most when they are the setting for some life situation. They enjoy pointing out the familiar things in a picture.
6. At a certain stage in development, no pictures are so attractive to children as those which appeal to the imagination; pictures of fairies, dwarfs, giants.

Miss Boechel suggests that the young child is first interested in animals, next in men in action and finally in the representation of nature in the abstract and impersonal aspects. Just when the abstract will appeal depends largely on the individual.

III. What pictures may be chosen.

As there is so large a field of subject matter in pictures from which to select, and as there is no definite line to designate what children do or do not like, it is interesting to experiment by putting up a picture and waiting for the child's response.

There are a few fine pictures, such as Raphael's "Sistine Madonna" and "Millet's "Feeding Her Birds", which may be of permanent interest and so warrant hanging for months. The majority of pictures should be changed from week to week. Children learn to look for the picture. One that is up all the time is not apt to hold attention.

A. List of Pictures.

1. Swiss pictures - fairy tales, fanciful pictures.
2. Rhine prints - quaint foreign pictures of children and animals in home activities. Attractive colors.
3. Polish prints - posters painted in gay colors of the country. They depict activities and customs.
4. Japanese prints - most artistic and interesting. Good subject matter and color. Simple.
5. Pictures of fairy tales. Some of the pictures of fairy tales which the Wilson Company is reproducing are very good. Post card size.

6. National Child Welfare.

Pictures - A series of large, artistically colored pictures. They are childlike in the interpretation of some favorite fairy tale.

7. Pictures of Old Artists:

- a. Albrecht Durer - It is remarkable that pictures of a great master dated 1502-1512 have subject matter of interest to children. His "Squirrels" and "Rabbit" are some pictures children enjoy most.
- b. Elizabeth Nourse - "Mother and Child".
- c. Franz Soubach - "The Shepherd Boy".
- d. Corregio - "Holy Night".
- e. Millet - "Feeding Her Birds".
- f. Murrilo - "Children of the Shells".
- g. Raphael - "The Sistine Madonna".
- h. Sully - "Boy with Torn Hat".

8. Modern Artists -

- a. Jessie Wilcox Smith.
- b. Willabeck le Mair.
Both are painting pictures which are very interesting to children. Magazine covers are often reproductions of their work.
- c. Vernon Thomas - present illustrator of
Good Housekeeping Magazine covers.
- d. Fern Bisel Peat -
Illustrates many simple picture books for children - some of them available at the dime stores. "Little Housekeepers" - especially recommended.

ADDRESSES OF STEAMSHIP LINES FOR POSTERS AND PICTURES.

- *Miss L. Zwergel, 2049 Strauss Bldg., Chicago, Ill.
- Mr. J. G. Delaplaine, 547 W. Jackson Blvd., Chicago, Ill.
- *In-tourist, Inc., 304 N. Mich. Blvd., Chicago
- Alaska Steamship Co., Pier 2, Seattle, Washington
- *Chicago, Duluth & Georgian Bay Transit Co., 110 West Adams St., Chicago
- Cunard Steamship Co., 25 Broadway, New York City
- Dollar Steamship Line, 110 S. Dearborn St., Chicago (Att: Mr. L. A. Mathews)
- *Great Lakes Transit Co., 203 S. Dearborn St., Chicago (B. J. Kennedy)
- *American Express Travel Dept., 70 E. Randolph St., Chicago
- German Tourist Inform. Office, 665 - 5th Ave., New York City
- *Canada Steamship Lines Limited, 8 S. Mich. Blvd., Chicago, Ill.
- *Detroit & Cleveland Navigation Co., Detroit, Mich. (E. H. McCracken)
- Goodrich Transit Co., Navy Pier, Chicago, Ill. (Mr. Park Robbins)
- *Hamburg American Lines, 117 N. Michigan Ave., Chicago.
- *Los Angeles Steamship Co., 140 S. Dearborn, Chicago (Mr. J. B. Hurd)
- *Nippon Y. K. Line, 40 N. Dearborn, Chicago (W. C. Erickson)
- United Fruit Co. S. S., 111 W Washington St., Chicago, Ill. (J. H. O'Dowd)

MISSOURI EMERGENCY NURSERY SCHOOL INSTITUTE
KANSAS CITY TEACHERS COLLEGE -- SUMMER 1935

Nature Study Outline

"To the Nursery School child the Natural Sciences are only a series of experiences which are interpreted by the adult - Watching, Wondering, and Being Thrilled."

Objectives

- A. To become acquainted with those phases of Nature Study that will give the teachers in the nursery school a background of facts and experiences in order that they may:
 - 1. Have a better appreciation and enjoyment of nature.
 - 2. Have a better and broader influence over the children in the nursery school. (A. E. Shirling)

Seasonal Suggestions

I. Autumn

A. Plants

- 1. Dandelions
 - a. Found along roadsides and on ill-kept lawns and vacant lots.
 - b. Composite flower made up of many small flowers - yellow in color.
 - c. Child may pick flower after it has gone to seed and blow seedlings, thus planting indirectly.
- 2. Garden plants - Pumpkin
 - a. Large yellow vertically sectioned vegetable with large white seeds inside.
 - b. Can be hollowed out for Jack-O'-lantern. Eyes, nose, and mouth can be cut by teacher with large knife.
- 3. Bulbs - Tulip
 - a. May be purchased at 5 and 10¢ store.
 - b. Children may plant bulbs. Should be planted in a hole 6 inches from surface. Imbed with the pointed end toward the sky.
- 4. Tree leaves
 - a. May be gathered on way to school by teacher.
 - b. Leaf may be stuck on window with water so that child may trace veins and shape with finger. Veins are the bones of leaves.

B. Insects

- 1. Wasp's nest
 - a. May be found in corners of old attics, barns, etc.
 - b. Children may examine holes and fibre of nest.
- 2. Crawlers
 - a. Caterpillar
 - (1) Long worm - hairs on body - usually brown, black, yellow, or green.
 - (2) Found almost any place
 - (3) Caterpillar is hairy so most birds won't eat him.
- 3. Firefly
 - a. Identified by the light which it gives at night which also gives it the name of firefly.
 - b. Found at night flying around yards, in the daytime hiding in bushes or shrubbery.
 - c. Common name for firefly is lightning bug
- 4. Butterfly
 - a. Bright colored wings
 - b. Slender body

Nature Study Outline cont'd.

- c. Knobbed antennae
 - d. Comes from chrysalis which is in a hard sheath or case.
- 5. Moth
 - a. Furry wings
 - b. Fat body
 - c. Feathered antennae
 - d. Comes from cocoon which is an envelope or case spun of silky threads.
- 6. Jumpers - Grasshopper
 - a. Large green or brown insect with very long legs called hoppers and long thin wings
 - b. Found in tall grass and woods.
 - c. Travel in large herds, sometimes destroying gardens.
- 7. Dragon fly - Water insect
 - a. Large flying insect which looks like an airplane when flying.
 - b. Found around creeks, ponds, brooks, etc.
- C. Birds
 - 1. Robin - ten inches long with black head and brick red chest. Very friendly and fond of ripe, red cherries. He repays us for our cherries by eating worms and bugs that destroy our food. His song is "cheer-up", "cheer-up".
 - 2. Wren - five inches long, barred wings and tail, brownish body with dull grey underparts. Will build nest in a wren house or any convenient place such as a tin can, hollow stump, old hat or box.

II. Winter

- A. Evergreens - pine, spruce, fir, etc.
- B. Weathers
 - 1. Snow
 - a. Activities making snow men, snow balls, rolling in snow if dry clothing can be supplied.
 - 2. Ice
 - a. Activities - Sliding on icy pavement, etc.
 - 3. Hail
 - a. Activities - Picking up stones and watching them melt.
 - 4. Sleet
 - a. Activities - Watching from window.
 - 5. Wind
 - a. Activities - Noticing movement of trees, flying kites, making paper windmills.
 - 6. Frost
 - a. Activity - Finding frost pictures on window.
 - 7. Clouds and lightning - Watch from window.
 - 8. Thunder - Comes after lightning. Length of time elapsing between flash of lightning and sound of thunder determines distance of lightning from earth.
- C. Birds
 - 1. Sparrow, cardinal, blue jay, etc.
 - a. Have a feeding tray on window, and let children feed birds and watch them eat.

III. Spring

- A. Birds - Same as in autumn
- B. Plants - Pussy willow
 - 1. Found along streams.

Nature Study Outline cont'd.

- 2. Lilac
 - a. Sprays may be used for decorating rooms.
- 3. Grass and bean plants
 - a. May be bought at 10¢ store and planted by children. Plant close to surface. Grass grows quickly and children may see results of their planting before their interest lags.
- C. Baby animals and fowls
 - 1. Dog and puppies, hen and chicks, baby birds, etc.
 - a. If children cannot make visit to farmyard, borrow pets from pet stores, neighbors, etc.
- D. Weather
 - 1. Rain
 - a. Children should get the experience of being out in rain if suitable clothing is available, or dry clothing can be supplied.

IV. Summer

- A. Insects
 - 1. Moth - See autumn
 - 2. Butterfly - See autumn
 - 3. Firefly - see Autumn
- B. Plants
 - 1. Clover
 - a. Found in fields and lanes
 - b. Children may make chains of clover
 - 2. Sunflower
 - a. Seeds may be planted by children. The seeds are better planted in fall than in spring.

V. Items of continuous interests

- A. Aquaria - See page marked Water Life
- B. Indoor plants
 - 1. Cactus
 - a. Exterior covered with needles.
 - b. Need very little water and should be planted in sand.
 - c. Children should be shown cactus, but warned as to needles.
 - 2. Geranium
 - a. Common house plant
 - b. Soft, fragrant leaves
 - c. Flower grows in cluster, on long stem.
 - d. Color white, red, pink.
 - 3. Fern
 - a. Long leaf composed of fronds which grow alternately on stem.
 - b. Asparagus is a very fine and fairy-like fern.
 - 4. Plants may be secured from neighbors, nursery men, and 10¢ stores.
- C. Pets
 - 1. Any kind - secure from pet store.
- D. Rocks
 - 1. Any smooth, pretty pebble appeals to child.

Water Life

I. Fish

A. Kinds

1. Gold fish
 - a. Common variety
 - b. Fan tail
 - (1) Can be distinguished by large fan like tail
2. Tropical
 - a. Guppie
 - (1) Small - usually not longer than 1 inch
 - (2) Dark in color
 - b. Zebra
 - (1) About size of guppie
 - (2) Are striped lengthwise of body

B. Care of

1. Feeding - goldfish
 - a. Oatmeal - only little fed at time
Pinch into fine bits between fingers.
2. Acavaria
 - a. Balanced
 - (1) Place layer of clean sand in bottom.
 - (2) Place flat limestone rocks over sand.
 - (3) Plant life should be fastened to bottom in sand by rocks.
 - (4) Water
 - b. If plant life and animal life balance, water need not be changed during year.
 - c. Cleaning.
 - (1) If dirt collects at bottom it may be syphoned out.
 - d. Snails help to purify water.

C. Reproduction

1. Goldfish
 - a. Lay eggs - should be plant life provided with lots of roots for eggs to be deposited on.
 - b. Young should be separated from old.
2. Tropical fish
 - a. Give birth to young.

A few hours before young is born a dark spot can be seen in body of fish. As soon as the little fish is born it should be removed from older fish.

II. Turtles

A. Kinds

1. Common
2. Japanese

B. Characteristics of.

Tapon beek - will draw head under shell

C. Feed

1. Worms, beefsteak, raw meats.
2. Do not eat in lake
If you have a stream turtle it would be best to turn it back into stream.

III. Frogs

A. Kinds

1. Tree

Water Life cont'd.

2. Bull
3. Yelping
 - a. Most common
 - b. Found around lakes, streams, or swamps.
 - (1) Got egg in spring from stream. They can be found on top of water usually attached to leaf or stick.
 - (2) Take some of stream water and mud home with you too.
 - (3) Keep in warm place. (Sunshine)
 - c. Sometimes it takes more than 1 season for a frog to develop.

IV. Snails

- A. Kinds
 1. Wild - Small in size
 2. Pool - large in size
 3. Red - medium in size
- B. Foods
 1. Lettuce
 2. Ecretion - fish
- C. Characteristics
 1. Carry home on back.
 2. Can withdraw body into shell.

NATIONAL ASSOCIATION FOR NURSERY EDUCATION
NATURE STUDY FOR NURSERY SCHOOL TEACHERS AND ADMINISTRATORS

Compiled by

Bernice E. Stormes
Iowa Child Welfare Research Station
Iowa City, Iowa
1935

Bibliography

Animals

- *Book of Dogs: The National Geographic Society, Wash., D. C.
Arnold, Augusta Foote: Sea-Beach at Ebb-Tide. Century Co.
Dickerson, Mary: The Frog Book. Doubleday, Doran
*Ditmars, Raymond: Snakes of the World. Macmillan
Hornaday, W. T.: American Natural History. Charles Scribner's Sons
Morgan, Ann Haven: Field Book of Palms and Streams. Putnam Pub. Co.
Seton, Ernest Thompson: Lives of Game Animals. Doubleday, Doran
Stone and Cram: American Animals. Doubleday, Doran
*Wild Animals of North America: The National Geographic Society, Washington, D. C.
*Book of Fishes: The National Geographic Society, Wash. D. C.
Mellen, Ida: Fishes in the Home. Dodd, Meade and Company
*Rogers, Julia Ellen: The Shell Book. Doubleday, Doran
Russell, S. S., and Yong, C. M.: The Seas. Frederick-Warne and Co.

Birds

- Bulletins from United States Department of Agriculture, Wash., D. C.
(These bulletins cost about five cents each)
Farmers' Bulletin No. 912 - How to Attract Birds
Farmers' Bulletin No. 1456 - Homes for Birds
Farmers' Bulletin No. 506 - Food of Some Well-Known Birds of Forest, Farm and Garden
Farmers' Bulletin No. 630 - Some Common Birds Useful to the Farmer
Farmers' Bulletin No. 497 - Some Common Game, Aquatic and Rapacious Birds in Relation to Man
Blanchan, Neltje: Bird Neighbors. Doubleday Doran
Blanchan, Neltje: Birds That Hunt and Are Hunted, Grosset and Dunlap
*Book of Birds: The National Geographic Society, Wash., D. C.
National Association of Audubon Societies Educational Leaflets. (Send for list. Each leaflet costs five cents.)
Reed, Chester: The Bird Book. Doubleday, Doran
Pictures of birds in color may be purchased from the Perry Pictures Co., Malden, Massachusetts, for three cents. (Send for catalog.)

The Earth

- Brooks, Charles: Why the Weather. Harcourt, Brace and Company
Loomis, Frederick: Field Book of Common Rocks and Minerals. Putnam Publishing Co.

* Books so marked have excellent pictures for the children.

Flowers - Plants - Trees

- *Book of Wild Flowers: National Geographic Society, Wash. D. C.
House, Homer D.: Wild Flowers. Macmillan Co.
Mathews, F. Schuyler: Field Book of American Wild Flowers. Putnam Pub. Co.
Cornell Rural School Leaflet, No. 2, November 1927: Fungi New York State
College of Agriculture, Cornell University, Ithaca, New York.
Farmers' Bulletin No. 218, L. C. Corbett: The School Garden. U. S. Dept. of
Agriculture, Wash., D. C.
Bode and McDonald: A Handbook of the Trees of Iowa. Extension Service, Iowa
State College, Ames, Iowa.
Gray, Donald: Your Garden, For Amateurs and Garden Club Members. Saalfeld
Publishing Co.
McIlvaine, Charles: One Thousand American Fungi. Bobbs-Merrill
Rogers, Julia: The Tree Book. Doubleday, Doran
Bulletin No. 4: Weed Flora of Iowa. Iowa Geological Survey, Des Moines, Iowa.
(This is excellent, but other states may have similar publications.)
Seed catalogs
Special articles in magazines

Insects

- Farmers' Bulletin No. 1495 - Insect Enemies of the Flower Garden. U. S. Dept.
of Agriculture, Wash., D. C.
Farmers' Bulletin No. 1169 - Insects Injurious to Deciduous Shade Trees and
Their Control. U. S. Dept. of Agriculture, Wash., D. C.
*Holland, W. J.: The Butterfly Book. Doubleday, Doran
*Howard, Leland: The Insect Book. Doubleday, Doran
Lutz, Frank: Field Book of Insects. Putnam Publishing Co.

Sky

- Baker, Robert H.: When the Stars Come Out. The Junior Literary Guild and
Viking Press.
*White, W. B.: Seeing Stars. Harter Publishing Co., Cleveland, Ohio (two cents)

General Information

- The Book of Rural Life: Bellows-Durham Co., Chicago, Illinois (A good school
text on general science)
Compton's Pictured Encyclopedia. Compton Publ. Co., Chicago, Ill.
Comstock, Anna: Handbook of Nature Study. Comstock Publ. Co., Ithaca, N. Y.
Downing: Course Book of Biological Nature Study. Univ. of Chicago Press
Palmer, E. L.: Field Book of Nature Study. Lingerland-Comstock Co. Ithaca,
New York.
Childhood, The First Eight Years (A series of books sponsored by the A.C.E.)
Vol. III, by Bertha Stevens is on Nature Study
Extension Bulletin No. 263. Preschool Equipment. University of Iowa, Iowa
City, Iowa. (Section on cages)

* Books so marked have excellent pictures for the children.

Magazines

*Nature Magazine

National Geographic (occasional numbers)
Occasional articles in standard magazines

Books Suitable for Children

The Picture Book of Animals. Macmillan Company

- Ashbrook, F. G.: Furry Friends. U. S. Dept. of Agriculture, Wash., D. C.
Bailey, Alfred M.: At Home with Birds. Chicago Academy of Science. (10 cents)
Barnyard Babies in the Alphabet. Merrill Publishing Co. (10 cents)
Baruch, Dorothy W.: I Like Animals. Harper Brothers
Beaty, John: The Farmer At His Work. Saalfield Publ. Co. (10 cents)
Beaty, John: Farm Pets. Rand McNally & Co. (10 cents)
Beaty, John: On Our Farm. Saalfield Publ. Co. (10 cents)
Bronson, Wilfred: Polly Wiggles Progress. Macmillan
Burgess, Thornton: Wild Flowers We Know. (Woolworth - 10 cents)
Burgess, Thornton: Wild Flowers We Should Know. (Woolworth - 10 cents)
Encking, Louise F.: The Little Gardeners. Albert Whitman & Co.
Flack, Marjorie: Tim Tadpole and the Great Bullfrog. Doubleday, Doran
Gay, Zhenga and Jan: The Shire Colt. Doubleday, Doran
Hader, Berta and Elmer: The Farmer in the Dell. Macmillan
Hartman and Dooner: Animal Pictures and Rhymes. Edward Stern & Co.
Horsfall, Bruce R.: Book of Bird and Animal Painting. Publ. by Nature Magazine, Wash., D. C.
King, Julius: Birds. Books I, II, III. Harter Publishing Co. (10 cents)
King, Julius: More Birds in Rhyme. Thomas Nelson and Sons
Knecht, Klara E.: Animal Book. Saalfield Publishing Co. (10 cents)
Knecht, Klara E.: The Circus. Saalfield Publishing Co. (10 cents)
Lawson, James Gilchrist: The Book of Dogs. Rand McNally & Co. (10 cents)
Lawson, James Gilchrist: Farm Animals. Rand McNally & Co. (10 cents)
Lawson, James Gilchrist: Wild Animals. Rand McNally & Co. (10 cents)
Queer Birds. Edward Stern and Company. (10 cents)
Read, Helen S.: Social Science Readers. Grandfather's Farm. Charles Scribner's Sons
Sewell, Helen: Blue Barn. Macmillan Co.
Shankland: Forest Friends. Saalfield Publishing Co. (10 cents)
Thorne, Diana: Dogs. Saalfield Publishing Co. (10 cents)

Ortho-Scope Series - Truth in Pictures. Orthovis Company, Chicago. (25 cents each) Colored glasses go with each booklet to look through which give the objects perspective and makes them stand out as they do through a stereoscope.

- Harte, H. B.: The Deer
Harte, H. B.: Wild Sheep and Goats
Harte, H. B.: The Lion
Harte, H. B.: The Bear

More books will follow in this series, which is being prepared under the direction of the Field Museum.

* Books so marked have excellent pictures for the children.

Equipment

Aquarium, rectangular, 6 - 8 gallon capacity
Aquarium, smaller than above
Battery jars
Bottles or jars with wide mouths (salad dressing jars) small enough for
children to hold easily, lids pierced
Fruit jar lids or tiny pans

Bird cage or breeding cage
Cage (large enough to hold good-sized animals) on casters
Cage, small (18 inches square), wooden frame, screen sides, wooden lid with
handle and lock
(Cages with sliding trays or drawers of galvanized metal which may be
removed simplify the care of animals.)

Magnifying glass, large round reading glass with handle.
Mounting cases, about three sizes (Kny-Scheerer Corporation of America, 1014
West 25th Street, New York, New York)
Chloroform

Window box, drain in bottom
Sprinkling can or watering pot
Garden space if possible
Trowels, rakes, spades
Flower pots, various sizes, bowls, etc.
Soil, good black top soil
Sand and pebbles

Rubber tubing (about 5 feet) one-half inch in diameter
Fish food - "natural"
Fish net
Fungus cure or potassium permanganate, salt or mercurochrome

Barometer
Thermometer, outside, large letters and with mercury easy to see
Weather vane
Mosquito netting (white) or cheese cloth

Shelf, table, small cupboard or equivalent, within easy reach of children
where science materials may be kept (a museum)

Care of Specimens and Nature Activities

Insects

Insects may be kept in aquariums, wide-mouthed glass jars or large bottles for observation. Place damp earth (not wet) in the bottom of the jar. Cover the top with mosquito netting. Usually it is best to keep only one kind of an insect in a jar at a time. Try to feed the insect the same kind of food it naturally eats.

In the case of caterpillars, the kind of food they eat may be determined by observing what plants they were found upon. Caterpillars that are crawling around and not feeding are very often ready to enter the pupal stage and will not need any more food. Some caterpillars dig into the earth to pupate. Some spin cocoons among leaves. Some crawl upon twigs and either spin a cocoon or fasten themselves onto a twig and form a chrysalis.

Some insects do not eat in the adult stage. This is especially true of many moths and butterflies. Some butterflies (especially the Monarch) will sip a little sweetened water.

Mosquito wigglers may be kept in a glass jar of water covered with mosquito netting. A drop or two of kerosene dropped on the water will kill them.

Crickets kept in a jar in a quiet, fairly dark corner may sing. Males sing. Feed them lettuce, moist bread and bone meal.

Put the earth containing ants, cocoons (sometimes mistaken for eggs) in a glass jar. Fill the jar about two-thirds full. Wrap the black cloth or paper around the sides of the jar. Cover the mouth of the jar with thin cloth. Feed the ants sugar, bits of meal and slices of raw apple or potato. (For elaborate nests, see Lutz: Field Book of Insects, p. 416.) The black paper or cloth covering the mouth may be removed to watch the ants' activities.

Grasshoppers collected in the fall may be kept in a small cage with about three inches of sand in the bottom. The females will deposit egg masses in the sand. Feed them lettuce, fresh tender grass, clover, etc. If the eggs are to be kept over the winter for hatching, keep them moist, very cold and frozen for a part of the time. Grass seed, oats, or wheat may be planted in flower pots or boxes before the grasshoppers hatch. The young shoots make excellent food for the grasshoppers.

Cocoons may be brought indoors and in the spring the moths will come out. Cocoons to supplement your local supply may be purchased from Ed Weidenhammer, 213 South Calhoun Street, Baltimore, Maryland.

Insects may be killed by pouring a very little gasoline, chloroform or benzine upon them.

For details about collecting and mounting insects, see Lutz: Field Book of Insects.

Animals

No one should attempt to keep fish without information himself on the subject. A very good reference book is Mellen, Ida: Fishes in the Homes. Dodd, Meade and Company.

Raising Guinea Pigs - Farmers' Bulletin 525. U. S. Dept. of Agr. Wash., D.C.
Rabbit Raising - Farmers' Bulletin 1090. U. S. Dept. of Agr. Wash., D.C.
Canaries, Their Care and Management - Farmers' Bulletin 1327. U. S. Dept. of Agriculture, Washington, D. C.

Land turtles, lizards and snakes may be kept in cages with wire mesh sides. There should be sand in the bottom of the cage and a shallow pan of water large enough to allow the animal to get into it. See Comstock: Handbook of Nature Study, p. 210 for food for turtles. Feed the lizards insects. Provide sticks and stones for the snake to crawl over and to help to rub off its skin, providing it is ready to shed.

Toads may be kept in an aquarium. Place pebbles in the bottom of the aquarium and cover with a layer of soft green moss, such as grows in damp places. Provide rocks, leaves or wood in such a way that the toad can hide himself. Keep the moss damp but not wet. Large black ants make excellent food for toads. Keep the toads out of the sunlight and keep the aquarium covered with a wire screen or mosquito.

Frogs may be kept in an aquarium containing water and water plants. Keep the aquarium covered with a wire screen or mosquito netting. There should be a stick or rock placed so the frog can spend part of its time out of the water. Sow or pill bugs and small insects which live in the water and in damp places are food for frogs.

Eggs of toads and frogs may be hatched in aquariums. For complete details, see Comstock: Handbook of Nature Study, p. 185

Salamanders (mud puppies) may be kept in an aquarium or container where shallow water can be provided and also stones and mud in which the "puppies" can bury themselves. Feed them small scraps of raw liver or beef, worms and crickets.

The list of animals that come into the possession of an interested person are too numerous to give the details for their care. A few suggestions may be appropriate.

1. Provide an adequate cage to give the animal plenty of space.
2. Keep the cage scrupulously clean. Absorbent papers torn to bits, clean dry sand, large packing chips or very coarse sawdust may be used in the bottom of the cage. These should be changed often.
3. Keep wild animals out of doors, or provide fresh air as much as possible. There should be shelter from rain, drafts and extreme cold. Usually school rooms are uncomfortably warm for outdoor animals.
4. Provide plenty of fresh drinking water.

5. It is best to keep most animals in a building but a few days. Study them intensively and then give them their liberty.

6. No attempt should be made to keep any animal unless adequate care can be given it.

A Vivarium or Terrarium

An aquarium, battery jar or any container with glass sides is suitable for a terrarium. Put a layer of pebbles in the bottom and cover with good black soil. Small woody plants, such as ferns, violets, polyanthus, sedges, mosses, partridge berry, African Violet, wintergreen, grasses, and other plants may be planted artistically in the soil. Two or three small rocks and a piece of rotted wood might be added. Water and soil as you would a house plant (not wet). Cover the terrarium with glass and keep it out of the direct sun. It will need no further care. One should not expect the terrarium to last more than a few months.

A few insects that do not eat the plants may be kept in the terrarium. Animals too small to injure the plants, may also be kept. A tiny pan of water may be set in the terrarium to supply for the animals.

Plants, Bulbs, Gardens

Seed catalogs from reliable companies usually give excellent advice. Your local florist will also be able to give advice.

Paper white narcissus bulbs are very easy for small children to plant. Some growers suggest placing the bulbs in the dark for a few weeks after they are planted, but the best results are obtained by putting the bulbs in the light (not strong sunlight) as soon as they are potted and let them remain there until the first blossom appears, when they may be placed anywhere as a decoration.

Other experiments may be carried on in the school room, such as planting flax, beans, pumpkin seed, etc., and sprouting sweet potatoes, horse radish and carrots. These last three make interesting and decorative plants.

Excursions

Well planned excursions to see something of interest are very desirable and worth while.

VI. SAMPLE FORMS FOR RECORD KEEPING

NURSERY SCHOOL APPLICATION BLANK.
UNIVERSITY OF KENTUCKY, 149 WASHINGTON AVE., LEXINGTON.

--- (Name of School) --- University Nursery School --- (Location) ---

Name of Child _____ Date of enrollment _____

Date of Birth _____ Age at enrollment _____ Race _____

Name of Parents _____ Address _____
or

Guardians _____ Telephone _____

Who should be notified in
case of emergency _____

Where: Address _____ Telephone _____

Who is authorized to call
for child _____

Reason for desiring entrance _____

[illegible]

DAILY FOOD CHART

Menu

Date

Name	Second Servings	Refusals	Amount of Urging	Remarks
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				
9.				
10.				
11.				

DAILY RECORD

[illegible]

DAILY EXAMINATION REPORT

Dates _____ to _____

Mon.

Tues.

Wed.

Nurse or Doctor

Thurs.

Fri.

[illegible]

RECORD OF NURSERY SCHOOL CHILD
University of Kentucky

Sex _____ Age _____ yrs. _____ mos.; Full name _____
 Birthdate _____ Date of Entrance _____
 Name of School _____ Nursery School, (location) _____
 Information obtained by (name and official position) _____
 Information obtained from (give relation to child) _____

CHILD'S FAMILY AND HOME
(Information to be secured from child's parents)

Father's name _____ Father's age _____
 Mother's maiden name _____ Mother's age _____
 Home address _____ Telephone _____
 Father's usual occupation _____ Present occupation _____
 Is father employed now? _____ Where? _____
 Is child's father living _____ Mother living? _____ Divorced? _____ Separated _____
 Birthplace of father _____ Of mother _____
 What languages other than English are spoken in the home? _____

Education of father (encircle highest grade reached in school) 1 2 3 4 5 6 7 8;
 High School 1 2 3 4; Business School 1 2; Trade School 1 2; College 1 2 3 4 5
 6 7.

Education of mother (encircle highest grade reached in school) 1 2 3 4 5 6 7 8; High
 School 1 2 3 4; Business College 1 2; Normal School 1 2 3 4; College 1 2 3 4 5
 6 7.

How many years has family lived in present home? _____ How many rooms in home _____
 Approximately how many books are in the home; none _____ 1-25 _____ 26-50 _____
 over 50 _____.

Does family have a yard that is used for play? _____ If not, has child access to
 other outdoor play space? _____ Is there a playground within six blocks? _____

List all children in family including this child in order of birth, including dead children.

Name	Age	Sex	Date of birth	Living at home	Cause & age of death if dead	Present school grade or highest grade reached
1.						
2.						
3.						
4.						
5.						

Other members of household (List relatives, boarders, roomers, etc.)

Name	Age	Relationship to child	Comments
1.			
2.			
3.			

CHILD'S DEVELOPMENT AND HABITS
(Information to be secured from child's mother)

Development: At what age did child begin to talk? ____ What was the first word he used meaningfully? _____. At what age did he begin to use sentences? _____. At what age did the child: begin to crawl or creep? ____ take the first step unassisted? ____ to walk freely and easily? ____ to climb stairs? _____

Eliminative habits: Is bowel control established? ____ If so at what age was it established? ____ Is bladder control established? ____ Can you rely on the child to state need for urination? ____ for bowel movement? ____ What time of day does child usually have a bowel movement? ____ Does child usually stay dry at night? _____ Irregularities or problems. _____

Sleeping habits: At what time does child usually go to bed? ____ At what time does child usually get up? ____ Does child usually take a nap? ____ If so, he usually naps from ____ P.M. to ____ P.M. Does child sleep in a bedroom? ____ If not, where? ____ How many others sleep in the same room with him? ____ adults, ____ children. How many others sleep in his bed? ____ adults, ____ children. Problems connected with sleeping. _____

Eating habits: Check the items which the child usually has for breakfast: bread or toast ____; eggs ____; meat ____; coffee or tea ____; fruit ____; cooked cereal ____; dry cereal ____; cocoa ____; other _____. How much milk does child usually drink at breakfast? ____ glasses. Check the items which the child usually has for the noon meal: soup ____ meat or fish ____ eggs ____; bread or toast ____; potatoes ____; other cooked vegetables ____; raw vegetables ____; fruit ____; cooked cereal ____; dry cereal ____; coffee ____; tea ____; cocoa ____; other _____. How much milk does the child usually drink at noon? ____ glasses. Check items which the child usually has for the evening meal: soup ____; meat or fish ____; eggs ____; bread or toast ____; potatoes ____; other cooked vegetables ____; raw vegetables ____; fruit ____; cooked cereal ____; dry cereal ____; coffee ____; tea ____; cocoa ____; other _____. How much milk does the child drink at the evening meal ____ glasses. Does the child eat at any other time (i. e. between meals) ____ if so, what? ____ What does the child especially like? _____ What foods does the child especially dislike? _____ How much cod liver oil is given the child daily? ____ How is it given? ____ Does child usually eat with the rest of the family? ____ Is he usually hungry? _____ Does child feed himself completely? ____ partially ____ not at all _____ Problems connected with eating _____

Dressing habits: Does child dress himself: completely ____; partially ____; not at all _____. Can child fasten: buttons ____; snaps ____; zippers ____; lace shoes ____.

Emotional life: Has child shown marked fear? ____ If so list things which elicit fear? _____ Parents' methods of meeting fears _____ Does child show anger easily? ____ Does he have anger outbursts or tantrums? ____ If so, on what occasions? _____ Parents' methods of meeting anger _____ Does child have nervous habits (biting nails, thumb sucking, handling genitals, etc.)? _____ Special emotional problems _____

Discipline: Who is responsible for discipline? Father _____; mother _____; both _____;
 Is child spanked? _____ by mother _____; father _____; Types of control most often used:
 spanking _____; scolding _____; ignoring _____; isolation _____; deprivation of pleasure
 _____; praise _____; bribes _____; unfavorable comparisons _____; others _____.
 What points are most often at issue between parent and child? _____
 Interests and play activities: How many playmates come into the home frequently? _____
 What are their ages? _____. In how many other homes does child play fre-
 quently? _____ Is child's play restricted to home yard? _____ to the block? _____ How does
 react to strange adults? _____
 List the toys the child especially enjoys _____
 List any books the child owns _____
 Does the father tell or read stories to the child? _____ the mother? _____

CHILD IN THE NURSERY SCHOOL

(This section is to be filled in by the nursery school teacher with the assistance of the staff. It should be based upon the first two weeks of the child's school experience.)

1. Height of child at entrance (without shoes or stockings) _____ feet _____ inches.
2. Weight (stripped) of child at entrance to school _____ pounds _____ ounces.
3. Score on intelligence test if one is given. Name of test _____
 Date given _____ Mental age _____ I.Q. _____ Score _____

For each of the following categories, underline the item or description which best fits this child.

- a. Build: slender, medium, heavy.
- b. Health: frail, poor, fair, healthy, robust.
- c. Activity: inactive, very quiet, quiet, active, very active.
- d. Large muscle coordination: very clumsy, clumsy, fair coordination, good coordination, exceptional coordination.
- e. Small muscle coordination: awkward and inept, awkward, fair control, good manipulation, exceptional coordination.
- f. Dressing habits: teacher must do all, needs much help, need some help, needs little help, needs no help.
- g. Eating habits: a. must be fed by teacher, needs much help, needs some help, needs little help, needs no help.
 b. Many refusals, finicky, fair eater, eats well, hearty eater.
- h. Sleeping habits: Much difficulty, needs some help, needs little help, goes to sleep easily.
- i. Bowel movements: a. does not state need, states need.
 b. No control, partial control, complete control.
- j. Bladder: a. does not state need, states need.
 b. No control, partial control, complete control.
- k. Speech: incomprehensible, indistinct, average, clear, very distinct.
- l. Vocabulary: very limited, limited, average, good, exceptional.
- m. Intelligence: very dull, dull, average, bright, very bright.
- n. Anger: never angry, seldom angry, angry under appropriate conditions, often angry, frequent tantrums.
- o. Fear: timid, occasionally shows fear, very fearless.
- p. Group play: solitary, onlooker, parallel play, some participation much participation
- q. Attitude toward teachers: shy, reserved, normal, easy, aggressive.
- r. Attitude toward children: shy, reserved, normal, easy, aggressive.
- s. Attitude, large play apparatus: no interest, interested, very much interested.
 Smaller play materials: no interest, interested, very much interested.
 Stories and conversation: no interest, interested, very much interested.
 Music: no interest, interested, very much interested.
 Rhythms: no interest, interested, very much interested.

TEACHERS' SUMMARY REPORT ON CHILD'S SCHOOL BEHAVIOR
University of Kentucky Nursery School

Name _____ Date _____

1. Attendance. Since _____ has attended _____ days out of possible _____ days.

Reasons for absence _____

Total attendance to date _____ days.

2. Toilet habits. (Underline) Unable to state needs, sometimes states need but unreliable, usually reliable, entirely reliable, needs complete assistance with clothing, needs much help, needs some help, needs little help, needs no help. Bed-wetting (during nap) never, occasionally, usually. Special toilet problems _____

3. Eating habits. Must be fed by teacher, needs much help, needs some help, needs little help, needs no help.

Appetite: Many refusals, fair eater, eats well, a hearty eater.

Commonly refuses (list articles) _____

Dislikes but eats _____

Eats rapidly, with average speed, slowly.

At table, pays much attention to others in room, takes reasonable interest in others, ignores others.

Special eating problems _____

4. Sleeping habits. Usually goes to sleep quickly, after average interval, very slowly, seldom sleeps.

Usual length of nap about _____

Sleep usually restless, slight movements, quiet.

Special nap problems _____

5. Dressing habits. Needs complete help, can take off clothing with help, without help, can put on clothing with help, without help, practically independent. Dressing difficulties chiefly due to unwillingness, inability, lack of training, type of garment.

Notes: _____

6. Speech habits. Incomprehensible, indistinct, average, clear, very distinct. Vocabulary: Very limited, limited, average, good, exceptional.

7. School behavior. Is total amount of time and attention required about the same as, somewhat less than, very much less than that of the average child in the school.

Is child much, somewhat, little interested in other children?

Name particular school friends, if any _____

Is child much, somewhat, little interested in members of the teaching staff?

Is he much, somewhat, little interested in visitors?

Underline the types of activities which he particularly enjoys:

Gymnasium apparatus, sand, blocks, doll play, imitation of adult activities, stories, songs, rhythms, outdoor play, pets, cooperating play, workbench.

drawings and paintings, construction, other special interests (specify) _____

Is he very enthusiastic in his play, does he show usual amount of interest, require special urging or stimulation to play?

Does he usually lead, take his fair turn, follow?

Does he attempt to get his own way in the group through bullying, ingenious ideas, making concessions, bringing things from home, "tattling", other devices (specify)

Mark each of the following behavior problems to indicate the frequency with which it is exhibited by this child as follows:

F - frequently; O - occasionally; N - never

_____ Displays anger

_____ Being teased

_____ Temper tantrums

_____ Thumb sucking

_____ Negativism

_____ Irritability

_____ Hyperactivity

_____ Quarrelsomeness

_____ Hypoactivity

_____ Selfishness

_____ Teasing

_____ Handling genitals

_____ Fears (specify) _____

_____ Mannerisms (specify) _____

_____ Undesirable language (specify profanity, obscenity, etc.)

_____ Speech defects (specify) _____

_____ Sex problems (specify) _____

_____ Unhappiness. Apparent cause _____

_____ Others (specify) _____

VII. KEY TO EXAMINATION QUESTIONS

FINAL EXAMINATION

University of Kentucky Course in Emergency Nursery School Management

- I. On the left is a list of titles. On the blank in front of each, place the number of the author that corresponds to that title:

<u>7</u>	Step by Step in the Nursery School	1. Lowenberg
<u>6</u>	Manual of Nursery School Practice	2. Waring
<u>5</u>	Children in the Nursery School	3. Rand, Sweeney, & Vincent
<u>8</u>	Nursery School Procedure	4. Thom
<u>3</u>	Growth and Development of Young Children	5. Johnson
<u>1</u>	Food for the Young Child	6. Iowa Child Welfare Research Station
<u>9</u>	Nursery Education	7. Haxton and Wilcox
<u>10</u>	Development of Learning in Young Children	8. Foster and Mattson
<u>2</u>	Behavior of Young Children	9. Blatz, Millichamp, & Fletcher
<u>4</u>	Everyday Problems of the Every Day Child	10. Wagoner

- II. Make a plus sign (+) in front of the statements that are true and a minus sign (-) in front of those that are false.

- + 1. Two-year-olds spend a great proportion of their time in the mere handling of objects.
- + 2. Dovetailing one activity into another makes the program run more smoothly.
- 3. Such feelings as remorse, gratitude, shame, reverence, and revenge are common in nursery school children.
- + 4. The preschool child should acquire a matter-of-fact attitude toward the processes of elimination.
- 5. The purposes of outdoor and indoor play differ in that the outdoor play gives more opportunity for the child to play cooperatively.
- 6. Triangles, drums, and horns should be available for use in the rhythm period of the nursery school.
- X 7. The periods in which a child is allowed to select his own activity should not be longer than twenty minutes.
- + 8. Alternation of quiet and active play may help to relieve fatigue.
- 9. Sleeping problems are the most common of all problems presented by the preschool child.
- 10. Slapping, biting and hair pulling indicate an anti-social attitude on the part of the child.
- + 11. The nursery school should help a mother to see her child more objectively.
- 12. Most five-year-olds' chief interest is in sensory and motor experimentation.
- 13. There is no danger of a child being over stimulated by the nursery school environment.
- 14. The nursery school age is the appropriate time to give children instruction in social conventions.
- + 15. The organized story or music group should last not more than ten or fifteen minutes.
- + 16. All children with colds should be isolated from the nursery school group.
- 17. Participation in the activities of the organized group should be compulsory.
- + 18. The home has many contributions to make that are beyond the province of the nursery school.

Final Examination cont'd.

- + 19. Children often ask questions merely for the sake of social contact.
- 20. Pork is a suitable source of protein for preschool children.

III. In each of the following statements select the word or words which make the statement most nearly true. Although in some instances you might not agree that any given alternative is desirable, choose the best of the alternatives mentioned, keeping the general rule rather than the exception in mind.

- B 1. An underweight child should have
(a) More activity; (b) More sleep; (c) More stimulation.
- D 2. A dinner of meat, potatoes, bread and butter and chocolate cornstarch is not a well-balanced meal for a child of 10 years because
(a) It lacks protein content; (b) It lacks fats; (c) It lacks carbohydrates; (d) It lacks vitamins.
- C 3. A baby of 2 years should be outdoors in good weather about
(a) One-half hour a day; (b) 1 hour each day; (c) 2 hours each day; (d) 4 hours each day.
- D 4. Children may be helped to form good social habits
(a) By talking about good actions; (b) By giving them books of fiction to read; (c) By encouraging them to read biographies of great men; (d) By making good actions agreeable.
- C 5. If a child scribbles on a wall
(a) Punish him; (b) Take away his crayons; (c) Give him paper; (d) Do nothing because he may never do it again.
- A 6. The best kind of toys for a 4-year old child are
(a) Toys that he can use in several ways; (b) Mechanical toys; (c) Fragile toys; (d) Toys that parents think are "cute."
- B 7. It is often not wise to put a child to bed as punishment because
(a) He may lie awake; (b) He may learn to dislike his bed; (c) He may feel thwarted; (d) He may cry.
- B 8. If your 3-year-old is afraid of the dark
(a) Pay no attention to it; (b) Play games in the dark; (c) Do not let him go alone into the darkness; (d) Laugh about it.
- D 9. If your child does not like to play with children you should
(a) Read fairy tales to him; (b) Let him spend his time with adults; (c) Tell him that he needs to play with children; (d) Form a small group and direct it.
- D 10. To establish a new habit and break down an old one the best procedure is
(a) Remove all temptations to the old habit; (b) Make the old habit very unpleasant; (c) Make the new habit pleasant; (d) Combine "b" and "c".
- C 11. To make punishment helpful it must be
(a) Painful; (b) Occasional; (c) Logical; (d) Light.
- B 12. If your child has a tendency to excessive day dreaming
(a) Encourage him in imaginative play; (b) Interest him in active pursuits; (c) Keep books away from him; (d) See that he is never left alone.
- A 13. While a child is indulging in a temper tantrum, you can often help him most by
(a) Leaving him alone; (b) Talking to him and trying to reason with him; (c) Holding him firmly; (d) Giving him what he wants.
- D 14. If a 4-year-old child becomes angry when he stumbles over a chair, you should

Final Examination cont'd.

- (a) Divert him by blaming the "bad" chair; (b) Remove obstacles from his path; (c) Try to comfort him; (d) Find out the real cause of his ill temper.
- A 15. Children sometimes act "silly" or "show off" in the presence of strangers because they are
(a) Ill at ease; (b) Self-satisfied; (c) Quarrelsome; (d) Contented.
- D 16. Many parents would be much more successful in child training if they
(a) Would keep the children with them more constantly; (b) Would be tireless in looking for defects in their children; (c) Would talk more about their problems in their children's presence; (d) Would find more enjoyment in the company of their children.
- B 17. The following tendencies may characterize a well-balanced child at one time or another. If you could develop but one of the following you should aim to help him to
(a) Value his own opinions; (b) Meet difficulties squarely; (c) Acknowledge defeat readily; (d) Yield to authority.
- B 18. The minimum amount of sleep necessary for a child of four is
(a) 10 hrs.; (b) 12 hrs.; (c) 13 hrs.; (d) 14 hrs.
- C 19. Our aim for our nursery school children is
(a) Plenty of sleep; (b) Ability to get along with other children; (c) Optimum growth; (d) Emotional control.
- A 20. Scrambled eggs, mashed potatoes, scalloped tomatoes and junket is not a well balanced menu because
(a) It lacks variety in texture; (b) It lacks vitamins; (c) It is not attractive in color; (d) It is difficult to eat.
- B 21. A pleasant atmosphere should surround meal time because
(a) The child eats more; (b) The food is more readily digested; (c) It makes mealtime routine easier for the adult; (d) Child learns good table manners.
- D 22. Ice cream and turnips might be included in the same nursery school menu because they combine
(a) Variety in textures; (b) Variety in color; (c) Variety in food values; (d) a favorite food with a less popular one.
- D 23. If a child refuses to eat
(a) Isolate him; (b) Explain why he should eat; (c) Feed him; (d) Ignore him.
- B 24. Our aim in the routine of dressing and undressing in the Nursery School
(a) Is to lessen the time required for such activities; (b) To develop independence; (c) To develop regularity; (d) To develop muscle coordination.
- C 25. A child should be taught to lace his own shoes
(a) At 2 yrs.; (b) 4 yrs.; (c) When he becomes interested in learning; (d) When he starts to nursery school
- D 26. Tooth brushes in the nursery school should be
(a) Kept within reach of the children; (b) Kept in the lockers; (c) Sterilized each day; (d) Placed where the children cannot reach them.
- A 27. An example of parallel play
(a) Two children playing in the sand side by side; (b) One child handing blocks to another; (c) One child using crayons; and another paints; (d) One child pulling another in a wagon.

Final Examination cont'd.

- A 28. Parallel play is most commonly found among
(a) 2 yr. olds; (b) 4 yr. olds; (c) Only children; (d) Children new in the nursery school situation.
- B 29. Dolls are less desirable than blocks as play equipment because
(a) They have less appeal to the boys; (b) They can be used in fewer ways; (c) They are more easily broken; (d) They are more expensive.
- A 30. A material is said to be misused when
(a) The activity is harmful to the material; (b) When several children want it at the same time; (c) When the adult has to supervise the use of it; (d) It is used for a purpose different from that intended for it.
- A 31. Stories for 2 yr-old children should
(a) Concern familiar things; (b) Should stimulate the imagination; (c) Should contain adequate description of details; (d) stimulate activity.
- D 32. The music period should be
(a) Attended by all the children; (b) At a regular time each day; (c) Give joy to the children; (d) Should stimulate action.
- B 33. Pictures for nursery school children should be
(a) Large; (b) Placed on the child's eye level; (c) Pictures of children; (d) Have many bright colors.
- B 34. The work bench requires close supervision because
(a) Material may be wasted; (b) Children may be injured; (c) Children need help with their work; (d) To keep the children busy.
- A 35. The well-adjusted child is
(a) Responsive to his environment; (b) is content to play by himself; (c) Does not fuss with other children; (d) Causes adults no trouble.
- B 36. Making a child say "he is sorry" is not wise guidance because it
(a) Humiliates the child; (b) May develop insincerity in him; (c) Makes him dislike the adult; (d) May make him cry.
- C 37. The daily record which is most necessary to keep is
(a) Sleep record; (b) Food record; (c) Nurse's health record; (d) Elimination record (Bowel movements.)
- C 38. A child in school who develops a cold during the school day should be
(a) Allowed to play with the other children; (b) Included in a smaller group of children; (c) Sent home if possible or completely isolated from the other children; (d) Offered kleenex or paper handkerchief.
- A 39. When child shows evidence of not feeling well, the nursery school teacher should
(a) Take the temperature; (b) Become excited; (c) Let the other children amuse him; Tell him he is very sick.
- C 40. The teacher should keep a record of
(a) Each child's use of outdoor play equipment; (b) Each child's motor coordination; (c) Each child's height and weight; (d) Each child's conversation with other children.
- A 41. On a cold, cloudy day when it is not raining and the ground is quite damp or muddy
(a) Send the children outdoors with their rubbers on to play for a short time; (b) Keep the children outdoors even if they have no rubbers; (c) Let the children sit in damp sand box to play; (d) Let the children complain that they are cold before you send them inside.

Final Examination cont'd.

- C 42. If child has colds continuously throughout the year
(a) See that he comes to school in spite of the colds; (b) See that he wears suitable clothing indoors and outdoors;
(c) See that he is given more thorough physical examination;
(d) Give him enough food.
- B 43. When planning your daily program
(a) Have music at the same time each day; (b) Have eating and sleeping at the same time each day; (c) Let the children use the work bench any time they wish; (d) let the children use clay or paints any time they ask.
- C 44. When planning a music period
(a) Allow thirty minutes time if some of the children seem that much interested; (b) Insist that all children stay in the music group if they have once joined the group; (c) Limit the time to 10 - 15 minutes; (d) Have the children always sitting quietly in a circle.
- C 45. The dinner hour should be
(a) An hour in length; (b) Fifteen minutes; (c) 30 - 45 minutes;
(d) As long as the child needs to finish his entire dinner and dessert.
- D 46. The toilet periods should be scheduled
(a) At very frequent intervals; (b) Three or four times during the morning program; (c) By letting the children go at the time scheduled if they say they need to go and letting them refuse to go if they say they do not need to go; (d) At approximately the same time every day.
- D 47. You will expect
(a) All of the children to waken at the same time from nap;
(b) All of the children to sleep every day regardless of age;
(c) All of the children to sleep two hours if they finally go to sleep; (d) The children to waken a few at a time.
- B 48. At parent meetings will you have
(a) Always a formal lecture; (b) At least one meeting where the teachers will explain what procedures they are using and the general program; (c) Refreshments for just one parent meeting; (d) The children playing without supervision?
- B 49. Should questions of the parents
(a) Be saved and answered at a parent meeting; (b) Be answered at the time they are asked.
- B 50. When a child continually, day after day, refuses to put on his wraps when he can do it very well without help
(a) Put on his wraps for him; (b) Warn him that he will miss out on the next activity if he is not ready in time and see that he does miss out; (c) Talk to him over and over again about hurrying; (d) Isolate him from the other children and give him his wraps -- telling him he can probably work better by himself.
- A 51. The teacher should try to gain
(a) Cooperation of social agencies and other organizations;
(b) Ask for contributions.
- C 52. When you are conducting a story or music group
(a) It is fair to let other children in the same room play noisily and disturb the organized group; (b) Let the children hold books or toys in their hands while the teacher is showing a book to them; (c) Limit the time to fifteen minutes; (d) Let the children talk as much as they wish to, even if you do not finish the story or music you had planned.

Final Examination cont'd.

- C 53. When conducting a dramatization group
(a) Assign characters to the children; (b) Let the children choose entirely by themselves what parts they wish to take; (c) Help them make their own choices without taking unfair turns; (d) Urge a child to take part in spite of the fact that he would rather watch the others.
- C 54. Nursery School teachers should plan to have an organized parent meeting
(a) Once a year; (b) One at the beginning of the year; (c) Once a month; (d) Once every two weeks.
- A 55. Parents should be urged
(a) To visit the school while the children are in school at least once during the year; (b) To visit during the first week the child is in school; (c) To visit any day without making an appointment first; (d) To sympathize with the child when he does not want to go to school and tell him he does not need to go if he does not want to.
- IV. Outline a 3-minute talk that you would give to a Lion's Club on the values of nursery school to the child.

LIBRARY
OF NY

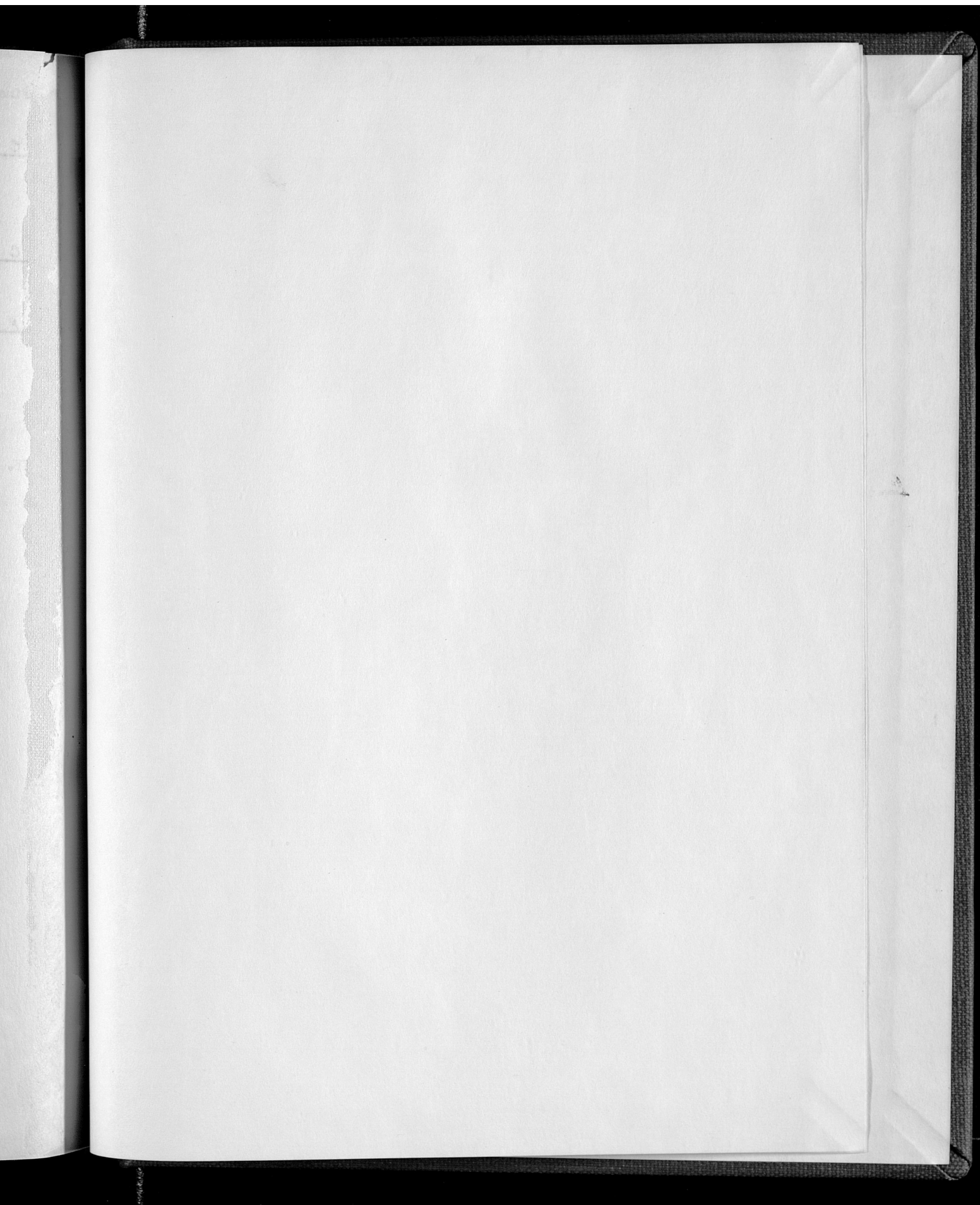
This book may be kept

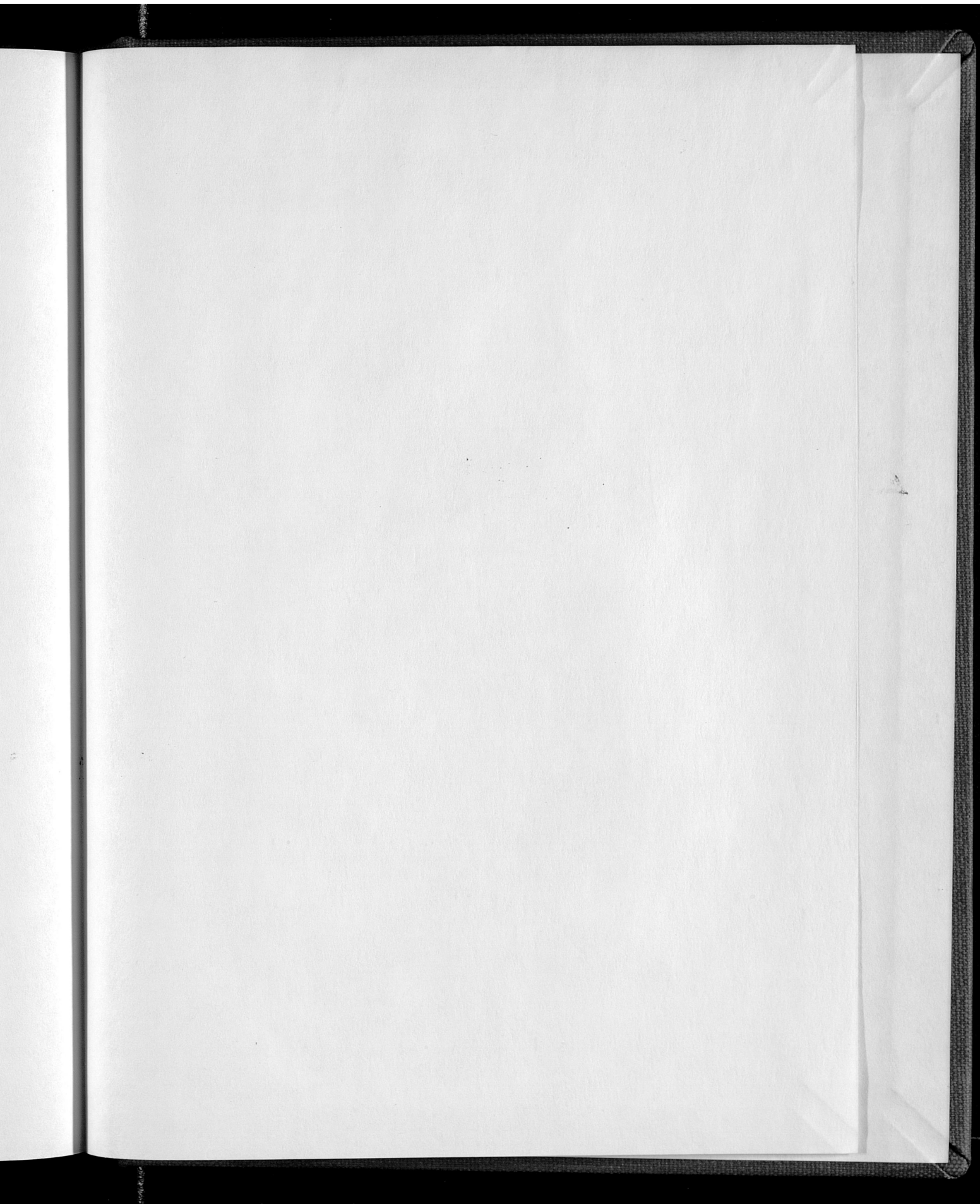
FOURTEEN DAYS

A fine of TWO CENTS will be
for each day the book is kept

LIBRARY
U OF KY

7979







JUN 197

UNIVERSITY OF KENTUCKY



3 0425 1007077 -

372.2412
K419

Acc. No. 130516

LIBRARY
UNIVERSITY OF KENTUCKY



JUN 1972

