

Wednesday 14, 1942
Miss Heitzway

Nursery Schools

A. Why we have Nursery Schools

1. Ability to solve his own problems
 - a) wearing his own sweaters, etc.

Problems:

1. Orange juice on his face. Ask him what's on his face.
2. Give them something to think about while waiting
2. Learn to take care of himself
3. Social adjustment
4. Emotional satisfaction
5. Develop strong bodies.
6. Assurance
7. Physical development

Avoid: a. eye strain
b. tiny pictures

Notice his appearance
a. listlessness
b. flushed face
c. Clean face, hands

Making Plans

1. Make daily lesson plans
2. Material going to use
3. Procedure of story-telling
 - a. Get the aim of your story
 - b. Introduce it beforehand
4. Song period same as story telling
 - a. Sing several songs of level tones
 - b. Rhythmic period
 - c. Sing in nice soft tones and keep the childrens from shouting
 - d. Children's voices are naturally high
 - e. Make your voice as comfortably high as possible.

f. Insist they be quiet

5. Work Period

a. Aim = 3 yrs. practice holding things in own hand

Material = block

b. Drawing = 4 yrs old - teach them to distinguish colors

Material = Crayons and papers

Procedure = Draw with certain colors.

Say the colors in many ways

6. Rest Period

a. Teach them to relax

b. Don't punish them for not resting

Notes:

During

Phy. Exam. = Have stories to tell them while waiting
Play sitting down games
Help unbutton clothing

Fire Drill

Practice going out as a group. Much faster if you do not insist on a straight line.

Eyes:

If child cannot see well, give him more light and seat him toward the front. Also hard on hearing do the same. Watch for undernourished child

1. Never shout at children. Speak to them in low voices.
2. Let the children learn to walk softly
3. Let them run down the road outside but be sure to insist quietness indoors
4. Let them call you by your name

Book = "Teacher's Guide Child's Development"
(First 12 pages)

I. What Nursery Schools is supposed to do in teaching reading

A. Things to do in teaching them to read. (the teacher)

1. Know what dog is before he can read
2. Contact with articles
3. Help by talking to them about it
4. Help him to clarify certain things - far away ^{across}
5. Broaden his vocabulary. Connect them with another word. Let him use it
6. Teachers should say her words clearly & correctly
7. Don't correct a child but repeat it several times and also play games with that word

B. Foundation laid in Nursery

1. They begin to connect the pictures with the words
2. Chance to hear difference between pen & bean
3. Learn words are symbols
4. Let them use large crayons to adjust muscular movement
5. Squeeze stage - finger control

~~C. Foundation~~

C. Foundation to Arithmetic is laid by learning to count 1-10

1. Teacher use numbers often so as to let the child get the feeling that 3 people is 3 only.
2. Give them certain amount of article & use the number
3. Teach them more and less
4. " " little and more
5. Don't force any child to learn unless he is

ready for it

Examples when naughty:

Don't say he is a bad boy but say "you're acting like a little boy. Make him feel like a grown person."

The Teacher

A. The Challenge to Teachers

1. Teacher's role is one of sympathetic friend - ship, of wise guidance and of constructive counsel.
2. The typical teacher
 - a. never drives unwilling pupils to the accomplishment of disagreeable tasks
 - b. He stimulates, guides, suggests, cautions and encourages them

B. Errors & Misconceptions should be avoided

1. Freedom in education does not mean "letting children do as they please"
2. It implies many opportunities for choosing & making decisions, in situations of significance to the pupils, & with kindly counsel at hand.
3. Should seize upon children's vital interest, guide them to set up ever more inclusive and challenging purpose & give such assistance as they may require in attaining their objectives

C. The Child's Interest are Neither Final or Sacred

1. The teacher is one of the most important factors in the environment of her pupils
2. Errorous to feel that there is anything sacred about the child's interest because they are forever changing

A Guide to Child Development

1. Children should learn to express themselves satisfyingly

(a) Teacher should provide varied opportunities for the child to express himself but she must furnish skillful guidance so that the child can express himself in ways that are socially desirable.

(b) Avoid

1. That develop results from self-expression
2. Insistence upon unquestioning, to sometimes unthinking, conformity to adult standards without regards to the present unthinking life of the child.

2. Children's Present Tendencies as the Bases For All Education

F. Start off with present characteristics of the children

1. This is the starting point of all attempt to develop other ones.
2. Curiosity, a favorite form of mental activity
3. Children like to immitate, to dramatize, to construct, to create, to be the cause of things.
4. Our duties to guide these characteristics to better channels.

3. How learning comes about

A. Motive force of learning is purpose - Steps as:

1. implies a desire to do something - purpose
2. develops a plan for action - plan
3. The actual experience - do
4. Shows with satisfaction - evaluation

Note

1. Learn to express themselves to friends groups
2. Childrens aren't born perfect - We have to work with them as they are and we have to help them to express themselves to be socially accepted
3. Adjust themselves to this world and to the children & to the teacher

Music for Young Children - Thorne

1. Children like rhythmic music
2. Singing has social value
 - a. promotes happier feeling + unity within groups
 - b. self-expression
3. Child develops skills in singing
 - a. recognizes tones
 - b. be able to criticize
4. Teaching songs
 - a. teacher be able to pitch voice
 - b. range & pitch should not be too low or high
 - c. present song with train if train song is to be taught
5. Motions done correctly
6. Music is a gradual procedure of development
7. Have music hours whenever the child feels like it. ^{not} made of a set period
8. Avoid singing after active periods or at middle of the day is considered best.

Health

What is Health?

1. Teacher is the vital factor in teaching the child health education
2. Teacher's health is important
3. " " attitude should be "all our health habits are based on scientific method on fact"
4. Sleep
 - a. 11½ hrs. sleep - nursery school children
 - b. Encourage sleep for the teacher and for the children
5. Keep fingers out of mouth
 - a. Reason
 - (1) 92% to 96% of contagious diseases are entered thru the nose and mouth
 - b. How to avoid:
 - (1) To encourage by means of reward
 - (2) Talk about children who do not do it
6. Don't talk to them about diseases
7. Handwashing for children important
 - a. After toilet
 - b. before food
 - c. After bodily contact
 - d. To wipe hands encourage hand shaking to dry
8. Dental Examination
 - a. Purpose = of keeping of right of human being
 - b. Contact children by playing doctor & nurse to get them acquainted with ↑ & ↑
 - c. First step = weigh & measure eye exam with large E

Go to doctor & undress to waist

Listen to heart & lungs & spine

First Aid =

Check see child every morning for nose, throat, eye & hands. Notice red (scarlet throat) If sick send them home & advise going to the doctor. Never take a child to clinic without the consent of the mother.

Three Year Old

I Motor Development of Three year-old

1. More certain of his movement
2. Less liable to fall, stumble, drop or spill.
3. More venturesome
4. Can climb higher & explore further
5. Can assist in setting the table with fair accuracy.
6. Can hang his own wraps, put his clothing and toys in their accustomed place
7. Can place a set of blocks neatly in a box
8. " manage fastenings on his clothes
9. Interested in telling care of his own body ^{with}
10. Correct personal habit should show signs of becoming automatic
11. Should require less attention
12. Can cross streets alone & watch for vehicles.
13. Keen to being led or helped up steps, etc.
14. Should be reasonably skilful with tools.
15. Can build complicated block structures
16. Attempt new & difficult projects
17. Will work with desperate intensity

II Language & thought

1. Average 3.3 words per sentence
2. " " 1 hr. conversation he uses 2.23 words
2 yr uses 78 words.
3. Can exchange ideas more fluently, ask more & more complex questions.
4. Wonders about relationships as well as names and qualities of objects.
5. Still thinks about out loud
6. Carries on a running comment about whatever he is doing

7. Uses 68 per cent of complex sentences as compared with 37 per cent a year ago
8. Uses more verbs, pronouns, and qualifying words and relatively fewer nouns. Uses also plurals & nouns
9. Average of vocabulary is 896 words - at two is 272 words
10. Can repeat familiar stories
11. Describe recent experience
12. Memory span is lengthening
13. Learns to discriminate colors; vague sense of number, distinguish two sometimes three or more

III Adaptive Behavior

1. Can draw a circle from copy, open doors, put on apron before using paint, drag chairs to table when meal is ready, notice habitual order of things in the home.
2. Two year old will wrap the doll in a cloth & be satisfied but a 3 yr old will ask an adult to dress it or attempt it herself.
3. Should know his full name, street, town ~~and~~ whereabouts of his home

IV Personal - Social Behavior

1. Increasingly fond of animals & small children
 - a. notices their behavior
 - b. may want to feed or care for them therefore never leave them with toddlers because they may try to lift them or carry them with disastrous effect.

The Child by Sherbon - Three Year Old

2. Shows occasional interest in the comfort of others
3. Vaguely and briefly distressed by the suggestion that the doll or the cat or his mother may be "hungry".
4. Wants to participate in all familiar activities.
 - (a) pleased when elders express approval of his efforts
5. Operating himself in social activity.
 - (1) interested in what is done with these hard, soft, round, light, heavy, articles which he has discovered in his environment.
6. At 2, was absorbed in discovering that the cat had fur, claws, teeth, & tail. At 3 he discovers that the cat eats, drinks, and chases a ball when he throws it. He will now want to feed the cat & put her to sleep in his bed.
7. At 2, was interested in feeding himself, at 3 he will want to prepare the food & wash his own dishes.
 - (a) at 2 - discovered peas was interesting round green object -
 - (b) at 3 - he will want to help shell and cook the peas and carry the soil to the table.
8. "What" has changed to "Why"

F. Management

1. The mental and physical development of the child and his increasing

activity, however, being problems of adjustment which are difficult to meet.

- a. Securing space & material for free activity
- b. Helping the child to acquire independence of character without arousing negativisms and tantrums
- c. Prevention of running away
- d. The establishment of good emotional reactions, especially the prevention of fears.

B. Space and Material for Activity

1. Needs more space and greater variety of things to do as the years go by.
2. Modern mothers equipping their homes to supply these activity needs and still preserve order & system in the home
3. Child must have outlets
 - ① He will seek for it through the grownup possessions if not give possessions of his own.
4. A confused environment prevents a child from forming ~~clear~~ clear fixations of thought and reasoning.

C. Running away

(a) Every opportunity should be utilized, for training & testing the child's cooperativeness and dependability.

(b) Running away causes

1. usually bored
2. seeing nothing interesting - start out to find something to do.
3. feels the need of companionship
4. Merely a spirit of venture

The Child by Sherbon - Three Year Old

- C. How to manage their situation
- (1) Determine the reason for running away
 - (2) Talk quietly with child
 - (3) Mother should get point of view before giving him her own
 - (4) Have him returned & give him a clear simple explanation as to say "Mother must always know where you are, you must always ask mother when you want to go away."
 - (5) Same method should be followed no matter what the cause of the excursion

IV Emotions of the Three-Year-Old

1. The earliest feelings and emotions of the child are simple. Appears to have only a sense of comfort and of discomfort.
2. Fear
 - a. produced by sense of inadequacy to meet situations
 - b. produces two protective reactions
 - (1) withdrawal
 - (2) attack
3. Association with hidden near his own age
4. Discontentment
 - a. jealousy
 - b. resentment
 - c. sympathy
 - d. possessiveness
 - e. selfishness
5. Mother should protect him from injury to his personality through establishment of distorted or unbalanced emotional trends.

6. Avoid establishing

a. dislikes or likes for persons

7. All the child's experience & learning should be as impersonal as possible

a. He is not a "bad boy" because he pulled a cat's tail

b. Child made to view his own behavior as if it were the behavior of another

VI Building, Modeling, & Drawing

1. Imitations and imagination must have outlets and expressions

2. Child's mechanism of coordination is maturing rapidly

3. Give materials for constructive effort

a. building materials - saw, hammer, etc.

b. modeling " - wet sand, mud, clay

c. "creative junk"

4. Simple constructive material have great educational value

a. load of mill ends

b. Grocery boxes

c. nails, saw, box of small junk

VII Drawing & Painting

1. Child expected to draw before he writes

2. Opportunity for child to use pencils, crayons, paint with large free movements

3. Wall blackboard for satisfying means of scribbling

4. No effort should be made to train or direct the child's use of graphic equipment & he will use it as he feels the need of coordinating eye & hand & as an expression of his developing concepts of form and color.

Four Year Olds

I Development of behavior

1. a. 1 yr. old - manipulation & locomotion dominate growth
- b. 2 yr. old - language
- c. 3 " - mechanical - social integration becomes the forces of developmental growth. He is acquiring the tools of thought.
- d. 4 yr. old - Ready to begin to take his place as a responsible member of society. This period called the rise and dominance of the associative gradient, producing reasoning & imagination.

II Ability to transfer and project his own feelings to others become possible

Examples

- a. Child is vaccinated, will come back with her doll & have her vaccinated to be kept from getting sick, too.
 - b. Illness in the home a child will play nurse & have her doll "her patient"
3. Child begins to ask "where did Mrs. Brown's new baby come from"
 4. Four year old child runs to associations
 5. Fairy story begins to have appeal
 6. May hear stories and repeat it several times insisting it is the truth
- 3 a. Nothing is gained by confusing the child with emphatic correction which implies that he should not have said what he was impelled to say, "Was it your coat or was it Mrs Brown's coat? There should be no rebuke of the tone if the child should insist it was his. Let the matter slide.

7. Four year olds begin to want to share their thought life

- a. becomes aware of an inner world which is not clearly defined from the fascinating outer world.

II Motor Development

1. Manipulates with greater deftness & sureness and can negotiate more difficult situations
 - a. Can climb high in a tree & run around & come down
 - b. Hippiety hops, leap on one foot, turn corner - sault
 - c. Glories in motor adventures such as
 1. climbing underside of a ladder
 2. Working the ridge pole of the garage
 - d. Better command of his clothing
 - e. Bunches his teeth, lace his shoes, but still uncertain of his knot.
 - f. Puts articles back in place much more speedily. Apt to restore things to proper places without suggestions
 - g. Things which were new & experimental at 3 become automatic at four

III Language & Thought.

A. Vocabulary

1. increases rapidly with the rise of associative thinking
2. increases 52 per cent during her 4th yr. starting with 2,282 words at 4 & 3,915 words at five
3. At 40 months, child used an average of 950 words per hr & asked an average of 376 questions per day

B. Time

1. Becoming oriented in time as well as in space & in social relationships.
 - a. Knows breakfast, lunch, & dinner succeeds each other; knows yesterday today & tomorrow.
 - b. Holidays stand out longer in his memory.
 - c. Becomes interested in the progress of hands around the face of the clock. Learns that when the hands are at certain marks he is expected to go to bed.

C. Distance

1. Understands the meaning of near & far
2. May not name them but is able to indicate which of the two of objects is nearer to him.
3. Able to tell difference in size, length & weight

D. Number

1. May count verbally in sequence as far as six to ten
2. May count with marbles as far as nine

E. Colors

1. Should be able to name eight colors
2. Color preference seems to show an early preference for yellow, changing to red & later to blue

III Adaptive Behavior

1. Can make his behavior conform to more complex pattern
2. Announce he is getting to draw a

man or a horse & produce recognizable likeness with the most essential features present.

3. Will complete a picture in which the head or arm is missing
4. Try to wrap up objects in paper
5. Can be trusted to carry out small errands but interesting diversions may delay his returns which he is not responsible

IV Personal-social Behavior & Training

1. Achievements

- a. Achieved personality orientation - discovered himself
- b. Achieved spatial orientation - making acquaintance of his environment & its management
- c. Now achieving definite mental & emotional orientation - brushing with with his class

★

2. Adults need constant challenge to make correct values appear to me made; to help him become able to meet the issues of life fairly & impersonally and independently
3. Masterly restraint is necessary to avoid thinking for him
4. Always let the child do his own work
5. Physical hygiene should be established so as to be automatic
6. Should be guided so as to be independent
7. Need for companionship is needed at this stage
 - a. Should have full & satisfying contact of other children

The Child by Sheldon

Four year Old

- b- Of his own age & of varying ages
- c- Be able to adapt himself with younger or older children
- 8. Keep hands off child and let him make his own adjustments & fight his own battles
 - a- In nursery school, a child learns to train himself unconsciously & happily to cooperate, to think, to adapt & to create.

IV Storytelling & Literature

1. Child learns to turn pages and recognize pictures of familiar objects before he is a year of age
 - a- Talk to him about the pictures
 - b- This is beginning of story-telling
2. Pictures & stories are the pre-school child's textbooks
 - c- Should be carefully selected as to character
 - b- Mother should give great deal of attention to the art of story-telling
 - e- Do more than entertain the year
 - d- Help him to notice his environment
 - 1. Shaping his attitudes
 - 2. Emotional sets or configuration
 - c- Pictures should
 - (a) relate to the familiar experiences of child
 - (b) make him familiar with the more remote & causally experienced parts of his environment
3. Story (types)
 - (a) Here & Now stories by Mitchell

4. Child Needs Make Believe Stories

- a. Should never be told as true stories
- b. Should recognize when to start telling these fairy tales
- c. Fairy stories should not replace true + now stories
- d. Nothing but true stories should be told until child can make-believe

5. No child should ever be told an untruth that there are giants, ogres, and witches who eat up little boys.

6. Should know how often and what particular child can be told hair-raising stories even the child realizes they are unreal

7. Fairy tales should be carefully selected

8. Children enjoys jingling, alliterations, sing-song rhythmic sequences of words which may not make sense at all

- a. Have some value in training the voice & ear
- b. Appeal to the child's primitive sense of humor

9. Pictures & stories should be good art + good literature

10. Story-telling

a) Use correct + forceful language adapted to the maturation of the child

b) Told to hold the interest of the "

c) picture & stories should produce happiness & satisfaction in the child

d) Effect should be wholesome & nervous to imagination

e) It is inartistic & unreflective to draw morals

f) If children does not see the point, don't

The Child by Sherbon

Four Year Old

call his attention to it

- 3) Don't emphasize undesirable social conduct because it is education of the wrong sort & present to him definite actions patterns for trickiness, violence, & crime. Eventually bring him into contact with reality.
- 3) Should have vigorous, live, dramatic actions, primitive & raw at heart in keeping with his primitive stage of development.
- 4) This should remain true to life values we wish to have him accept

Book: "The School for the Child from two to Eight"

Author: Forest

Chapter III - The Nursery School

I Beginning of Nursery School

A. Established

1. Italy in third decade of the century
2. Germany and Belgium
 - (a) called *Klein-kinderbewahrschulen*
 - (b) Belgium - *ecoles gardiennes*
3. Nineteenth-century infant schools began in England 1908
 - (a) under Miss Rachel McMillan
 - " Margaret "

II Work of Miss McMillan

A. Determined to do

- (1) Organize nursery school for working mothers
 - (2) Train babies & mothers in good hygienic habit
 - (3) Create mental adjustment in children
- B. 1918 Fisher Act permitted Nursery as part of the British National school system
- C. English nursery school was concerned with helping the children of the under-privileged groups
- D. Requirements then -
- (1) Hospital experience
 - (2) knew how to provide suitable occupations and play materials

III History of United States Nursery School

A. Types, Purposes + Organization

1. The research - center nursery school
2. " co-operative " "

3. The private-school nursery group
4. " philanthropic " school
5. " nursery school conducted as a part of a teacher-training program
6. The Federal Emergency Relief nursery school

B. Research-center Nursery Schools

1. Organized at certain of the large universities where research workers in certain fields needed the opportunity to observe childrens
 - a- observing normal child development
 - b- Study of small children to solve problems of adolescent and adult adjustments.

(1) many nervous & mental difficulties start in early childhood

(2) children more naive, & reactions may be readily observed

(3) corrective measures introduced to study the beginning of emotional maladjustment

2. Capable person was needed to manage the children while observation was being carried on.

(a) skilled leadership was required

b. building construction carefully planned

c. Caregiving rest period carefully planned

3. The schools were elaborately equipped

C. The Cooperative Nursery

1. Organized by groups of parents who wished to provide co-operative nursery schools for children

One example organized in Berkeley, California

a. Received a good deal of impetus during World War

Book: "The School for the Child from 2-8"
Author: Forent
Chapter III The Nursery School

2. Origin

- a. Mothers wanted their children left in good care while doing defense work
- b. groups of mothers volunteered to take turns
- c. This was failure
 - (1) Resolved in hiring a experienced person to take in charge

D. Director of such schools & questions

1. Is the capable

2.

D. Questions:

1. Is the director capable?
2. Does being a member of such a group really promote the child's physical well-being?
3. Is he making desirable social adjustment?
4. Is there provision for intellectual development for vigorous outdoor play? for music & the beginnings of fine & industrial art?
5. Director must possess
 - (a) personality requirements
 - (b) intelligence & teaching skill

E. Philanthropic Nursery school

1. Nursery school worker on duty all day.
2. Educational work with children carried on during their waking period

4. Development of America Nursery-School movement

1. Became evident that persons needed to carry on nursery-school work

Easter - Joyce Kilmer

The air is like a butterfly
With frail blue wings.
The happy earth looks at the sky
and ~~it~~ sings

Rabbits - Dorothy W. Baruch

My two white rabbit
Chase each other
With bumping, bumping backs.
They go hopping, hopping,
And their long ears
Go flopping, flopping.
And they
Make faces
With their noses
Up and down
Today
I went inside their fence
To play rabbit with them
And in one corner
Under a loose bush
I saw something shivering the
leaves.
And I pushed
and I looked
and I found - There is a hole
In the ground -
Three baby rabbit
Hidden away. And they make
Faces with their noses
Up and down.

Shirley Temple
Favorite Poems

In Glad - Unknown

In glad the sky is painted blue,
And the earth is painted green,
With such a lot of nice fresh air
All sandwiched in between

Unit for Xmas

I Poems Shirley Temple's favorite poems

Cradle Hymn - Martin Luther

1. Away in a manger, no crib for a bed,
The little Lord Jesus lay down his
sweet head.
The stars in the bright sky looked
down where He lay -
The little Lord Jesus asleep on the
lay.
2. The cattle are lowing, the Baby awakes
But little Lord Jesus, no crying
He makes
I love thee, Lord Jesus! Look
down from the sky,
and stay by my cradle till morning
is nigh.

II a. Long, Long Ago Xmas Book -
Winds thru the olive trees
Softly did blow,
Round little Bethlehem
Long, Long ago

b. Sheep on the hillside lay
Whiter than snow.
Shepherds were watching them,
Long, Long ago

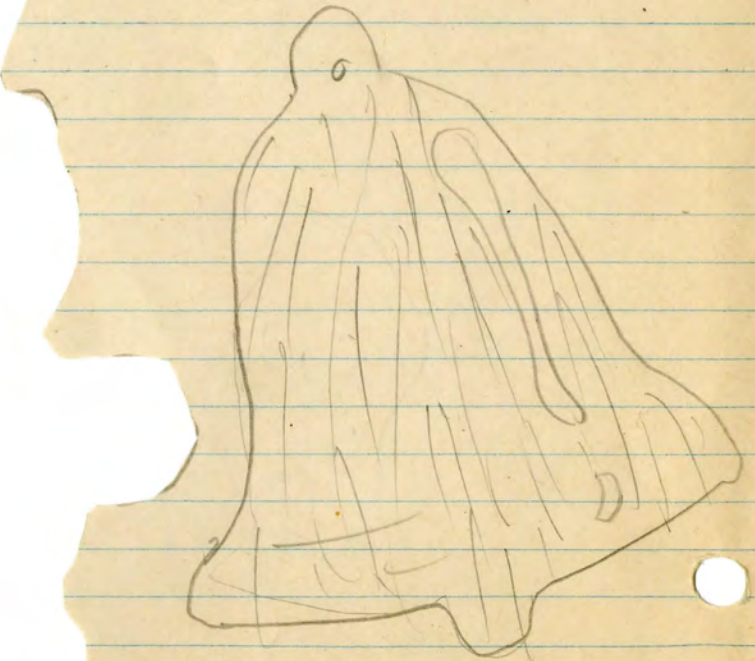
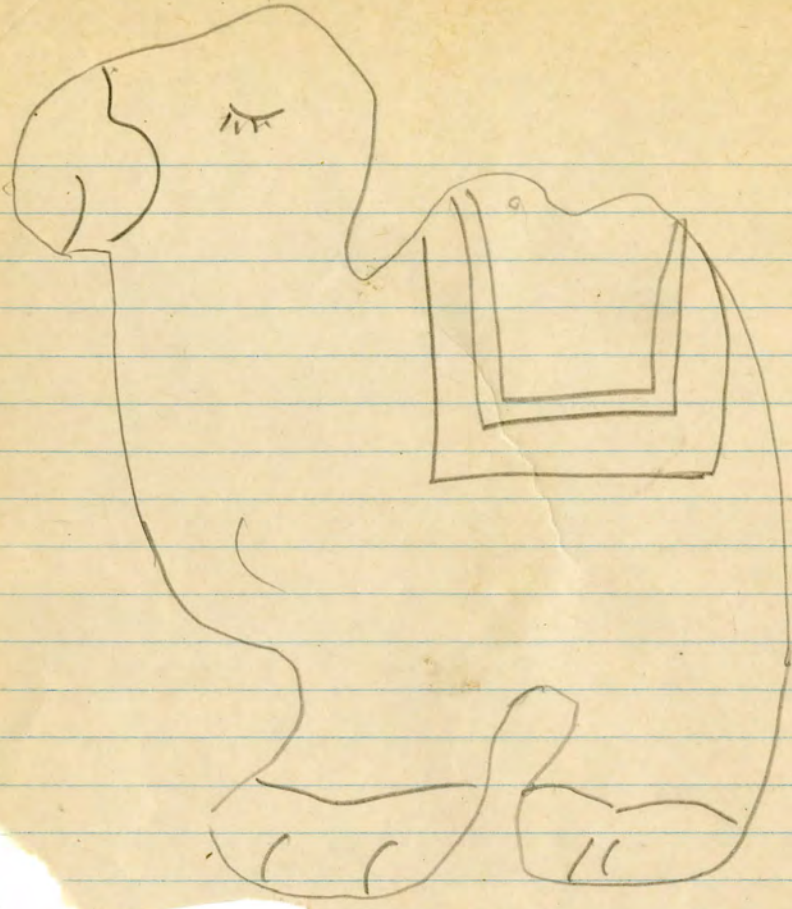
c. Then from the happy sky,
Angels bent low
Singing their songs of joy
Long, long ago

d. From a manger bed,
Cuddled we know
Christ came to Bethlehem, Long, long ago

III

Bundle - John Ferrar

A bundle is a funny thing.
It always sets me wondering
For whether it is thin or wide
You never know just what's inside
Especially on Xmas week
Temptation is so great to peek;
Now wouldn't it be much more fun
If shoppers carried things undone



Teaching Poems

1. Repeat after line by line
2. Refer back
3. Cut it short

Types of Poems

1. What they Do
2. Nonsense of Animal
3. Nonsense - Humpty Dumpty
4. Machines - Children's Activity

How to choose Poems

1. Simple words
2. Rhyme or Rhythm
3. Repetition - sound words
4. Short
5. Subject of poem
6. Appeals to the teller

Tap Dancing

One little shoe,

Two little shoes —

Tap, tippy, tap-tap-tap —

Heel and Toe,
Here they go,

Tap, tippy, tap-tap-tap.

All little girls.

Just love to dance

Tap, tippy, tap-tap-tap —

Heel and toe,
Here they go,

Tap, tippy, tap-tap-tap.

Elizabeth Daniel

My New Swing
See the lovely new swing
That my Daddy made me,
In our shady back yard,
Underneath the big tree!

Will you give me a push,
Send me swinging real high,
Over bushes and fence,
So I'll fly toward the sky?

Elizabeth Daniel

Our Puppy

We have a little puppy dog
Who's naughty as can be;
He barks and barks at everything -
He even barks at me.

We love our little puppy dog,
But sometimes when he's bad,
We really ~~not~~ have to scold him -
That's why he looks so sad.

Elizabeth Daniel

Hair Ribbons

I'm three years old and like to
wear
A bow of ribbon on my hair

Sometimes it's pink, sometimes it's
blue;

I think it's pretty, then,

don't you?

Elizabeth Daniel

Book: Through Children's Eyes by
Blanche C. Weill, Ed. D.

Psychological Summaries

1. They thought they were not loved.

Mark: (complaints) quarreling, defiance, laziness, sudden school failure, jealousy. Mistaken belief he was not loved, consequently not fairly treated. What he believes to be true for him, and he acts accordingly. With misunderstanding cleared, annoying behavior disappears. Mother finds she has been spoiling the two babies, and changes, finding no child touch one of the family without touching all. Mark's need of protection against the marauding babies who spoil his things. Mark, recognizing value of help given, brings playfellows for help, too. His feeling for justice and his social feeling.

Sally Ann: jealousy & tantrums

The nipping in the bud of the first signs of jealousy of the new baby in the two year old, in contrast to Mark, where it had been ingrained several years. Need to get past utter dependence on love.

Timothy: wetting, attacking of baby, chyness, aimless running, masturbation, refusal to speak. Feeling, uncooperative parents, dominating husband & father, compensating for small stature & minor position in business world; weak, accusing mother. A teasing parent causes a teasing child. Child believe parents no longer love him, since the arrival of the new baby. Masturbation a sign of his need to seek comfort within, since he found none outside. With lack of cooperation at home, only hope lies in under-

standing at school. Improvement comes with that.

Elijah: Tantrums, jealousy, shyness, arithmetic weakness, pulling out own hair. Another delinquent baby, indignant at parents & punishing them. The tantrums as a technique of meeting the. Rage as helplessness. An only child for seven years, spoiled because of delicacy as infant, Tantrum the strongest weapon of the spoiled child, who uses it to get what it wants & to avoid obstacles. When child meets, in the new baby, an obstacle she cannot evade, Tantrums become wilder because of her helpless rage against the parents she thinks repudiated her. The child recognizes & dislikes her own attitude. The parents are more & more cooperative as they gain understanding of the child.

II When they Couldn't Get What They Wanted

Gemma: destructiveness, disobedience, jealousy, defiance.

One more incident of the destructiveness dealt involving the fascination of the forbidden knife & a small boy. The matter successfully handled by the father through obtaining the child's cooperation in sacrificing to pay for damage he had done. Also learned the value of money as the cost he had to pay for the screen he had torn in.

Norma: vomiting, food fads, jealousy, fears, sauciness, worrying, refusal to sleep alone. She gets attention by vomiting, fussing about food, refusing to sleep alone & fearing anything sad. Thus she keeps her mother tied to her, & keeps herself from assuming responsibility. Her neurotic mother offers an example of invalidism. "Nice to be a Baby": With no evaporation from

Book: Through Children's Eyes by Weiss

Psychological Summary

mother, outcome likely to depend more on this highly intelligent child than on the mother.

III The Only Boy & His Sister

Raymond: quarrelling, jealousy, night-terrors, nervousness, face face, fussiness, restless sleep, teasing

Louise quarrelling, jealousy, rages, impudence, laziness, selfishness, violent language

The boy, the younger, feels he must ^{be} revenge on his sister who has the place he, as the boy, should have, of being the eldest. Also she is told for her age while he is told for his. He knew her parents wanted a boy instead of a girl, and, resenting this, she punishes parent & brother by her irritating behavior. Picture complicated by birth of third baby, & consequently night-terrors of Raymond. These stopped, but further help blocked by lack of cooperation of parents.

case: Mother never asked Raymond to do anything and if she did, she always praised him while Louise was told to do everything and was scolded if she didn't do it just right. In order to help her see her view, the author tried to get her to see some of Raymond's difficulties. In order to stop Raymond's night terrors, the author suggested that the parents be off on a visit about the time the night-terrors come, and have some unknown person to sit up. When Raymond began to walk in his sleep, he saw that it was someone else and he just ran out of the room. This made proof that the

night terrors were all faked.

Making Reports of Children

1. Make it objective as possible
- 2.

Parent Education

Parents interested in school by way of showing them what the children are doing. Have each child have something to show. In form of an exhibit.

Nursey School Angle for Story-Telling

1. Story-telling - helps develop child in self-expression
- " " language
- " " reading foundation
- good relaxation

2. To achieve above good stories are needed

3. Small groups - 6-10 - same ages

4. Reading stories - read with expression
- read quite slowly
- read clearly
- change voices

5. Group Attention

- a. be able to tell whether group is restless
- b. If restless, trouble might be story
have a quick conclusion & start on another
- c. Know your story
- d. Let group ask for story they want

6. Rules

2-3 yr old

1. Short stories best for small children
2. Sentence structure simple
3. Plenty of action & plot
4. Element of suspense
5. Different sounds, repetition
6. Picture with stories
2-3 sentences with stories
7. 4-5 yrs old more story content
 - a. Stories about their own surroundings
 - b. Variety of books
 - c. Plain stories - nonsense rhymes, etc.

1. How to get ~~the~~ children's to like books have them available all time

2. Teacher's should respect books to set the example for the children

3. Let children's express their own experience but not drag them out do to bore the other children

4. Stories about outside

Kindergarten Angle of Story - Telling

1. More children - group - 10-40 -

2. Give old & new stories.

3. " them time what to choose

4. Beginning use familiar stories

5. Make exciting stories - New & Now Story - Mitchell
Adventure & little bit of excitement

6. Use clear pictures & make up own stories

7. Form & content should fit in together

8. Use repetition

9. Be simple as possible - don't be dramatic

10. Books with pictures - use smaller groups

11. Preparing stories

a. Reading - read 2-3 times before

12. Apologize for interruptions

12. Why we tell stories

a. wider vocabulary

b. enjoyment

c. To keep their attention

3/20/43

Method of Teaching - Montessori way

I

A. Free Period - when they're all doing what they like

B. Directed Period - when everyone is doing the same thing

C. Semi-Directed Period - be sure what each child can accomplish

D. Creative work - find what they are
" out what he's going to do
1. Difficultly - must have plenty of things to work with

- Learn to use these
- 1. paints finger-paint
 - 2. clay sands
 - 3. blocks toys for dramatic plays
 - 4. toys

E. Before Children Arrive Have:

1. Materials in useable condition
2. Set the tone - stimulate them to it
3. Help establish basic habits
4. Learn to work neatly
 - a - talk over with each child when situation occurs.

F. Skills

1. Drawing - Can't differentiate the difference of near & far. Watch kids
2. Dramatic play - give certain information by showing real or pictures when they need it.

G. Consider the other people by establishing rules

H. Provide more than one chance for a child to use certain things by recognition, praise, etc.
Let child do his own analyzing

Social Studies

3/27/43

~~General term to designate a~~
~~give the child~~

Social Study for a child:

1. Learn to become a member of a group

Aim - to use the child's daily interest

to guide his social attitudes

utilize to broaden his interest & knowledge

| | | |
|---|---|---|
| Interest = Home building house washing dishes playing house entertaining guests | , Community, fire department post office shoe-repair hospital Canteen alcohol factory water tank poultry farm Cement mixer Mess Hall barber shop | Transportation trucks airplanes cars trains |
|---|---|---|

3 yrs old interests:

Stimulating his interest:

1. actual experience

2. observation

3. picture books - stories

4. objects

5. construction materials

Social Studies for Spenser Children

Miss Pevey ~~comp~~ E

1943

Excursions: Make arrangements before-hand
Help children get ready by
discussing

Drawings should be spontaneous

Let parents know about the trip

- Make rules: nobody runs ahead
: nobody lags behind
: wait for everyone to
get together before
crossing.

Guidance: dramatic plays - ~~but~~ ^{to} ~~share~~ ^{share} ~~comp~~ ^{experiences}
expressed
their
Construction - encouraged to ^{relive these} ~~share~~ ^{experiences}
art materials
music or song

Results: should enable to adjust
himself to the community and
: better habit
: more knowledge
: social attitude: appreciation
the feeling of belonging to the
community

Reference

- Book: First Years in School: Chapter 5
Tobin & Kelly Education in the Kindergarten: Chapter 18
Practice in Pre-school ed. Chapter 7
Chapter 9 ¹⁹¹ 237

Development of Language of a Small Child

I Normal Development of a child

- a. Very young child = Understands but can't say it
= Speaks with accent
= Sounds come to meaning
connects with an article
like boo boo for water.

II. First words learned are the nouns

III. Fit words to situations = water gone.

IV. No point in teaching long words

- a. don't drive or please & thank you but use them often your self.
- b. Use words which can fit into the child's vocabulary
- c. Don't pay attention to slay because paying attention encourages them further on

I 2 years old = repetition of sounds
talks to themselves = collective monologue
in groups

VI Socialized Speech

- a. Why and what questions because the child knows he will expect more adequate answers.

Look blankly at the child who just say "Drink" and he will probably say "Get me a drink". Encourage more talk.

III 4 yr. old.

1. Seeking to associate ideas and now learn to talk about it.
2. Learn to associate time.

3. Get ideas about distances, big & little.

4. Connect the colors

VIII Kindergarten Age

1. Essential words
2. State own meaning
3. Everyday happenings
4. Repeat stories
5. longer sentences
6. Connective language

① Children shout & stamp and etc., for the pleasure of making sounds & hearing them. This helps them develop language

② Don't put emphasis on speech drill

~~Speech~~

1. Hearing stories & Activity Period } ^{for} conversation development
2. Special difficulties in a child } language development is slower.
 - a. by linguistic language }
 - ① mixes their language
 - ② ~~then~~ speak to them slowly & clearly
 - b. Articulation - add different sounds sub. words
 - c. Voice Control - pitch & volume
 - d. Rhythm in voice - Rate of their talk } (mostly emotional child)
 - e. Physical defect
 - ① Pastie Speech
 - Mute
 - Speech incorrectly
 - Cleft Palate

Development of Speech in Young Child

1. Give plenty of time before forcing speech.
2. Adequate stimulation = "Let them hear
lots them speak."
 2. Properly spoken lang.
3. Let them hear proper speech pattern

June 5, 1943

Psychology - Dr. Leamer (Mira Lawrence College)

Books: Social Development in Young Children by
Child Life in School Susan Saxe
Barbara Biber, etc.

1. Motto "Let pupils teach the teacher"
2. Parent Ed. in school: Teach parent to be less
anxious of the child's doing. Let them
act it out themselves
3. All behavior has a purpose either good or bad.
4. We should be concerned about what the
purpose of the good or bad behavior before we
go into action
5. Children bring them to school, love & hate
which is attached to the parent and they
see it on the teacher.
6. In Defense of Parents: John Hopkins School Method
 - a. Since parents are confused & tense
they take it out on the child
 - b. Way of blowing off emotional steam
 - 1 biting, kicking, finger-pointing, running
about, hammering away, singing, block
stair, etc.
 - 2 Emotions of love, fear, hate can easily

be converted by dancing, helping another
child, etc.

Methods tried or actually.

1. Shy withdrawn child

Put in corner with vigorous children and these
children converted the shy child to be one of
them

2. Tough Child - Pulling hair, kicking, biting, etc.
Placed with older children who are quite
but tough which put the tough child
in his place. Adding different types
of tough child within the group.

3. Let the child act out his own emotions

Tingo - Painting Recipe

5-6T of cornstarch
1/2 C cold water

Add little water slowly. Then slowly add hot water (boiling) about 2 cups. Put on stove & stir constantly while it cooks. All must be white & clear. Then add more water till its very thin gravy. Then after mixture add more water till consistence. Strain if lumpy with cloth. Put powder paint, (Mix powder first)

Paint will be lighter when dry than when wet

A. Painting

1. Save brush when mixing. Use flat stick
2. Use tooth brush

B. Splatter Painting

1. tooth brush & screen.

The Child's Introduction to the Preschool

Ruth Updegraff, Ph. D.

I Prior to School Attendance

A. Application for enrollment in the laboratories

1. Application made any time

2. Following info taken

(a) child's full name (e) telephone

(b) date of birth (f) desired time to

(c) father's name enroll child

(d) address, occupation

3. Month before school begins receives the following:

(1) sends letter & parents with these:

(a) (1) procedure of registration

(2) ask parents to see whether or not the application has been withdrawn

(3) Too many to handle, ask informs the parents child cannot be taken as yet.

B. Early Contact with Preschool

1. Children who have come before are well aware of the school routine

2. Parents also acquainted with school by bringing their youngsters

3. During week of registration mothers, children are acquainted with teachers.

4. Mothers express their hopes of what can be done to their child with teachers

C. Teacher-Parent Conference

1. Teacher brings partially filled blanks and is completed by the parent's help

2. Parents encouraged to come the first week of school

3. Parents told not be too apprehensive of the child at school

4. Parents told to leave quickly as possible after

They bring their child to school

II. Subsequent to School Attendance

A. The Child's Adjustment to the School Situation

1. Before school begins all new pupils & all are well acquainted with their teachers in one way or another
2. Becoming acquainted & happily adjusted ^{orientated} in a school group is real adjustment to child
3. Teachers help the child to adjustment by simplifying the school routine and by giving them interesting material to keep them occupied.
4. $\frac{1}{3}$ of enrolled children come first day. Next day little more and more the next day until the whole enrollee comes. Never a child is enrolled on Friday because a day at home after Fri. week & undo what one day had done for him.

B. The Child and his Parent

1. The shy child when coming to school does not want the mother to go home. No mother sits & knit or read while the child plays near her. Since mother is not paying attention to child he will gradually join the group. An attractive material or game is placed near the child so that he will gradually go toward it and later join the group. Then mother gets up & tells her boy that she is leaving on an errand and that she will come back later. On no account does the mother leave without saying so to the child.

C. Child-Teacher-Contacts

1. Teacher slow, sympathy & understanding more than too ^{too} personal & cold manner or sentimental attitude at first.
2. Much familiar teacher among the children