

# Practicing Preschool - Updegraff

are the ones who approach the more frightened or somewhat lost children. Child feels much more secure if teacher takes his arm and lead him to the rug or to the play materials.

3. As child become acquainted with or with teacher. he does not feel so strange.

## D The Physical Environment

### 1. Amount & Kind of Equipment

#### a. Before school begins

① make room ready to encourage activity

② Arrange for group play

#### c. Becoming familiar with the equipment

## Intellectual Development

1. Books: The problem for the teacher  
Pictures in using books for this purpose  
is:

① to clarifying her own ideas concerning methods of giving information

② of maintaining standards for <sup>authenticity</sup> authenticity and appropriateness of information which standards she may apply as well to literature, photographs, as her drawings as to any other experience

A. 1st step: Teacher must be accurately informed, and she uses reference material so that she may be sure of the info & find out what she does not know.

B. Selecting books & pictures as informational aids

① main purpose of the pic is emphasize & much detail left out.

② Younger children, one picture on a page.

- ③ Colors authentic
- ④ Sizes of object proportional
- ⑤ Pictures large & clear

C. Use

- ① Place where easily seen
- ② Illustrate with real object if possible
- ③ in relation to some subject which may occur in discussion.
- ④ As an introduction to study
- ⑤ Seasonal activities.

Note: Collect pictures & file them according to their nature.

## Types of Work

### Illustration, Creative Expression:

Children are encouraged to draw their experiences and illustrate stories. Questions and discussions should stimulate those who have nothing to express. They should be free to make their own expressions joyously unhampered by many instructions and criticism from the teacher. When their drawings are completed, these should be discussed in a helpful, encouraging manner so that they may be led to observe forms and use reason and judgement in arranging forms in order to tell the story better. These illustrations should be made the basis for lessons in observing and representing forms they wish to see.

### Observation Lessons:

A few lessons in observation without materials will help to form a habit of looking at objects. Children are inclined to become absorbed in the use of materials if their interest is not directed toward observation. Large objects of interest to the child may be shown and a question asked regarding important proportions, directions, of line, color, etc. Children may indicate in the air with their hands the size & shape of simple objects or the directions of lines in certain objects.

### Line Stories

To encourage.

3/6/43

1. initial
2. remedial
3. final

I Following English vowel do not appear in Japanese

at      above  
better    but  
fur      law

vowels in Japanese (Continental sounds)

a - ʌ

e - I

i

o

u     $\rightarrow$

II There are no ~~Diff~~ ~~Phi~~ ~~Diphthong~~ <sup>diphthong</sup>  
ice                  way  
our  
oil

III Intermediate sound occurs in Japanese English  
eat - it  
chaotic - bet  
poor - pull

IV Following consonants voiced do not appear in Japanese

voiceless thin  $\ominus$  viewer  
voice - then  $\otimes$  why



Poston = postən  
 Arizona = əˈrɪzənə  
 Block = blak  
 Barrack = beərɪks  
 Four = foʊ  
 Apartment = əpɑːtment  
 D = di  
 N = ɛn  
 Z = zi  
 Nakai = nɑːkɑɪ  
 Florence = flɒrəns  
 Laura = lɔːə  
 Oysters = ɔɪstəz  
 Own = oʊn  
 Nobody = nʊbɑːdi  
 Careless = keərləs  
 go = goʊ  
 Paris = pæərɪs  
 Arrow = ɛərəʊ  
 air = ɛə  
 lie = laɪ  
 ice = aɪs

Child Development  
3-4 years old

Aug. 12, 1943

Dr. Pledge

Fact

1. Definitions

1. Child development means Child & his world
2. Development is a gradual continuous growth of a child
3. Prenatal - first period  
1st year - 2nd "  
2nd " - 3rd "  
pre-school age - 4th "  
primary period 4th "  
intermediate per. 5th "

(represent a level growth)

2. Every moment is a developing stage
3. A child grows continuously mentally & physically and not in spurts & in bursts.
4. Behavior suitable to a child determines age & years

5. Questions:

- a - know his age
  - b. " " behavior changes
  - c. " " speech development
6. Three things a student of a Child Development should know:
- a - What to expect of a child at a given age
  - b. methods of studying children
  - c. How a child get a certain type of behavior and how it can be modified

August 13, 1943

Dr. Pledge

F. Three Years Old

1. The coming of age (Dr. Hazel's theory)
2. High degree of motor control - conforms to what others want done.

3. Takes praise + friendly humor = ~~corrective~~ <sup>positive</sup> ~~response~~

4. Listens attentively at words (e.g. to learn

B. Motor Development new words)

1. Sure on feet

2. Likes to hurry up & down stairs, etc.

3. Also likes quite

4. Has notion of form

5. Unbuttons + buttons

6. Can repeat 3 digits, 3 objects, 3 forms (circle, square, triangle but can't name them), sentences consist of three parts.

C. Language Development

1. Listens to adult's words

2. Likes sounds of new words

3. May still talk baby talk

4. Talks to himself & make up words

D. Social + Personal Relationships

1. Interested in people

a - watches adult's expressions on face

b - distinguishes personal + physical attacks in his way

2. Sympathetic

a - growing up emotional as well as mentally

3. Sense of time

a. understand a little bit

b. Reasoning or bargaining with him by saying "when it is time to do so + so" nice work.

E. Must not expect too much because  
then we will get less responses. Children may slip back into old habit but come back higher than before.



Child Development  
3 yr old

Aug. 13, 1943

Dr. Ledger

## 7. Activities

### 1. Stories

- listens to stories but much better in small groups or by himself
- Insist on stories retold
- The high point of a story should be pictured (story)

### 2. Books

- likes to look at book
- leads to other people by looking at the pictures

### 3. Music

- bellows sings in right pitch
- can sing whole song thru
- gallop & skips to tune

### 4. Painting

- whole sheet one color
- divide into blocks & colors
- Paint pic & name it afterwards
- no resemblance or form of object named
- Never say "what are you drawing" say "tell me about it"
- Has pride in what he paints

### 5. Clay

- Roll & squeeze for long period of time
- make long strips, coils, balls
- Concerned with manipulation
- Sometimes make for somebody else but forget about it

### 6. Blocks

- Sufficient different sizes & shapes as what he likes
- Enjoy the making than playing with blocks



Aug. 14, 1943

Child Development

Dr. Pledge

4 years old

- e. likes to play with sound
- f. Endlessly questions (why & what)
  - ① just asks
  - ② experimenting with own language

**B. Motor Development**

1. High (motor drive is high & fast. Peers)
2. Performs physical stunts & talks
3. Talk & eat faster
4. Motor skills
  - a) throw ball over head
  - b) sew
  - c) lace shoes but not tie
  - d) cut
  - e) stands on one foot

C. Enjoys moving around but will sit quietly during quiet periods

**D. Quite Versatile**

- |                |                |                      |
|----------------|----------------|----------------------|
| 1) certain     | 6) suggestible | 11) cooperative      |
| 2) social      | 7) enjoys      | 12) very indifferent |
| 3) calm        | 8) dogmatic    |                      |
| 4) independent | 9) inquisitive |                      |
| 5) artistic    | 10) fanciful   |                      |

**E. Social Pattern**

1. Sometimes have anti-social conduct
2. Call people names (sissy)
3. Defiant (threatens)
4. Try new power (in motor, language, feeling out himself)

**F. Males faces**

**7. Activities**

**1. Books**

- a. listens longer than 3 yr olds
- b. " in a larger group
- c. likes nonsense rhymes

- d. exaggerates
- e. funny stories
- f. Stories of use of things - steam shovels, etc.  
" " how things grow - chicks, etc.
- g. Likes books - answers his why's & what's
- h. - beginning interested in religion
- i. - reads out loud to children

## 2. Music

- a. may get right pitch
- b. sing alone
- c. creates songs during play

## 3. Sense of Time

- a. far from correct
- b. experiments with numbers because he cannot tell how many is in a room, etc. therefore accused of exaggerating

## 4. Painting

- a. Works longer time on one picture
- b. picture changes as he paints
- c. size does not bother him
- d. Draws head the largest (important part to him)
- e. draws people ~~falling~~ lying down.

## 5. Clay.

- a. large piece of clay
- b. paints the things made
- c. this good piece of clay

## 6. Blocks

- a. Cooperates working in a small group
- b. more complicated buildings. Adds furniture
- c. structures want to be left

4 years old

Child Development

August 14, '43

### 7. Possessions

- a. brags about new possessions
  - b. Shares with special friends
  - c. trade things
  - d. some sense of money values
  - e. does care for pets but not dependable
  - f. likes to go to Sunday School
8. Asks questions like who made the sun, etc
9. Excursions
- a. Runs out ahead
  - b. Enjoys nature trips but care less for details

5 year old

August 14, 1943

Much more brief in speech, clearer in answers

### 1. Drawing

- a. knows what he is going to draw before he begins
- b. capable of finishing his work

### 2. Conversation

- a. knows when to stop - does not ramble on as the 4 yr. old
- b. sentence longer & better expressed
- c. self-efficient

### 3. Needs Community Experiences

- a. want to go to school
- b. " " get there on time
- c. Pride in things made & want to take them home
- d. begins to know what is true & the unreal

### 4. Qualities of a 5 year old

- |                   |                      |                   |
|-------------------|----------------------|-------------------|
| a. self-efficient | d. can be serious    | g. self-contained |
| b. sociable       | e. careful           |                   |
| c. serene         | f. polite & friendly |                   |

Child Development - Mr. Pledge  
August 14, 1943

## I. Opportunities of Studying Children in the pre-school age

### A. Methods of studying children

#### 1. In school

a. Responses when working with others

- ① degrees of cooperation required
- ② social relationships
- ③ response to leadership
- ④ self-confidence

B. Out of school best responses gotten

1. does he take leadership in free play
2. is he bossy or cooperative
3. what types of play indulges

#### C. On playground

1. free physical responses
2. development of skills - ball throwing, etc.
3. observe self assurance

#### D. Parent teacher contacts

1. early developments of child
2. health - habits of child - sleep problems
3. behavior problems " eating "

## II Ways of Studying Children

- ✓ 1. Incidental Observation
- ✓ 2. Systematic Observation
2. Planned " " " " " "
- ✓ 3. Contact " " " " " "
- ✓ 4. Questionnaires

#### 6. Case Histories

✓ 7. Tests (mental, personality, aptitude)

✓ 8. Ratings (preceded by observation)

9. Experiments

✓ 10. Method of studying children's products, as

✓ 11. Physical Examination drawing, painting

## III Cautions on Ratings, Questionnaires, Tests

1. Observed behavior is just an example
2. The child changes his behavior



# Child Development

Aug. 20, 1943

## B. Studies of large numbers of children =

1. In which way the directions are given influenced responses.
  - a. encouragement
  - b. criticism
2. Children gain more by ~~doing~~ <sup>being</sup> shown than by being told
3. No gain in teaching child before he is ready for it.
4. Attitude of the people in his environment influences the child in his learning
5. Opportunity that is given the child to think for themselves.

## C. Decisions what the parent should give to children

1. Choosing his clothes
2. Choosing 2 kinds of food
3. Choosing his activities
4. Helping decide group activities
5. Helping put pins on wall

## D. 4 factors due to learning

Most important environment is "you"

1. Past experience
2. The way he responds is always due to past experience
3. One fear learned by other actions
4. Bodily Conditions (Fatigue, Emotional disturbances)

## E. Emotional disturbances caused various conditions (vocal cords)

August 21

# Child Development

## F. Field in which he learns

1. Learning about the physical world
2. " " " ways of man
3. " " " use of word



Child Development  
Aug. 21, 1943

A. Pledge

## II. Way of man

- a - lives in a family group (different people  
(lives in different ways))
- b. Certain institutions with which his  
family has connections
- c. Teaching his ways about the man's world
- d. Plays out some activities of man

## 2. Uses of Words

- a. sound means object
- b. quality connected with objects (hot-cup)
- c. one sound may be more than one thing
- d. talk to acquire knowledge
  1. expressing name
  2. thought

## 3. Contact with guidance about the physical world

- a - places to explore
- b. animal contacts help child to feel  
flat " " " " } not  
tone

August 25, 1943

Child Development

## A. Social Development

### I. Guide each child individually

1. Principal is what teacher does in <sup>class</sup> things
  - a - "It's John's turn"
  - b. "you are disturbing too much as you must  
not <sup>go</sup> inside"
2. When a child always want what other  
child has continuously & feel insecure:
  - a - go see parents
  - b. what can I do to make child feel secure:
    - ① extra time given child
    - ② chance to do some hard

## Social Development

### II. Child Playing alone & playing together

the child who never plays with others

can be helped by:

- a. giving him a friendly child who will help him
- b. do not use pressure to make a child join a group
- c. have conference with parent why he so withdrawn

### III. Child learning to handle own difficulties

1. Words of encouragement

2. Privilege to hit back if hit by another

3. Hitting & Kicking

a- boy: "I say you like to box,  
let's go outside where there's  
room - give rules, etc.

4. Top taken from another child have that child take it back by himself

5. Don't let one child bully another

Let bullies gain satisfaction without bullying

b. when to stop in a net to stop in a bully child depends whether he is trying to cover up by bullying & therefore not a real bully.

August 26, 1943

## Emotional Development

### I. Emotional means feeling (Security)

1. Kinds of feeling depend on 2 things

- a- situation - circumstances of the moment
- b- past experience

2. Some feelings <sup>we</sup> might have toward people

August 26, 1943

Dr. Pledge

## Emotional Development

or anything or situation

- |               |               |                |
|---------------|---------------|----------------|
| a. kindness   | h. amused     | s. superiority |
| b. fear       | i. pleasant   | p. happiness   |
| c. anger      | j. hatred     | g. sorrow      |
| d. jealousy   | k. respect    | r. grateful    |
| e. shame      | l. love       | s. inferiority |
| f. insecurity | m. resentment | t. doubt       |
| g. inaccuracy | n. friendly   | u. gloom       |

### 3. Child needs pride

- All behaviors are caused
- Security in oneself needed
- Feeling of insecurity (know child can't keep promises)
- Don't set standards too high
- Don't risk asking a child to do anything till child is ready

## II Standing in group

- Make child feel important in some activity (to feel part of group by)
  - show friendliness toward child
  - become a member of own group by taking a timid child into a friendly group
  - Important member of that group by finding what he is good in
  - pride in membership

## III Success in something worthwhile

- There should be more success than defeat
- Help when needed if defeat is in sight
- Independence (deciding for himself)

## IV \* Self-realization (learning to be one's own best self)

- Recognize child's point of reason for doing such things
- Each child has own standards & growth pattern

Children's Problems  
August 28

Child Development  
Dr. Pledge

out on materials that contain it

- 1- newspapers tearing
- 2- clay pounding
- 3- hammer away
4. Saw wood
5. flake outside
6. rubber dolls

② Aggressive behavior toward each child in group =

- a) begin with less aggressive side
- b. may be just another front for timidity

3. Timid Child

- a. shuts himself up to escape from somebody
- b. hits at someone
- c. things to help a timid child
  - ① few friendly contacts with other children

② Then parents

- d. Overcoming timidity is long.
- e. Help him to learn & not be afraid of anything
- f. Child will swing from one extreme to another within a year.

## I Negativism or Disobedience

### \* Causes

- a) sees no reason for doing it. Be sure we have a reason for asking it
  - b) getting attention by not doing it
  - c) not developed ~~for~~ <sup>no</sup> slowness interpreted for <sup>negativism</sup> motor coordination
  - d) short spans in interest (varies in children)
  - e) pushed at
  - f) ones arguments in the family
  - g) may come in direct protest or might come in indirectly as in home. It may also be due to being interrupting the child. It may also be due to too much mothering
  - h) Too many directions (give as few as possible or little bit at a time)
  - i) Probably playing with the word "no" to see what will happen. Sort of experimenting which is that can be will not be a negative child.
2. ~~g)~~ Negative stage is part of growing stage which varies with different children which they eventually get over it
3. What is Negativism
- a. a child fails to fall in line which we ask

### 4. \* Pointers

- a) don't hurry them
- b) help them gradually help themselves
- c) not too many directions
- d) use prohibitions (don'ts) carefully.

## II Temper Tantrums

1. Find out the cause
2. Hands off, if need handling go from back

3. Don't pay no attention + don't argue
4. Remove from room because temper tantrums are like accidents
5. After quite down go ask the child in a firm voice
6. Caused by picking at clothes asking too much habit from home
7. Hysterical type approach gently
8. Children who haven't a tantrum that particular day go out of the way to thank him

### III Tattling (group + individual)

1. Tattling on another individual
  - a- "Johnny can take care of himself"
2. +

Aug Sept. 1, 1943

Miss Best  
Child Development

## Children's Charter

1. moral & spiritual training
2. guarding his personality & his rights
3. every child home for every child
4. full preparation for child-birth
5. Protection ~~that~~ ~~to~~ ~~from~~ health from birth to adolescence
6. Health - mental care & physical care
7. Every child a dwelling place.
8. " " " school which is safe from <sup>sanitary</sup> hazard, etc and for every pre-school child a place to supplement the home.
9. For every child in community a place to play (recreation) (to ~~have~~ have a place in the community) laws protecting children
10. For every child an education to prepare for a living
11. For every child a parent supplementary training for parenthood
12. for every child safety education to protect him
13. For every child who is deaf or other mental defect an opportunity <sup>blind</sup> to develop to become an asset <sup>not</sup> ~~to~~ liability to community
14. Conflict with society to be dealt with carefully (delinquency)
15. Every child a possibility to insure sufficient want of things
16. protection against labor
17. Schooling for rural children
18. Stimulation & Encouragement should be given children

18. Minimum protection of health - Trained  
Public health officer

19. Organizations for children

20.



August Sept. 2, 1943

Miss Best  
Child Development

## Moral Development of Children

### A. Definition

1. conform to rules and regulations in that society

### B. To determine what is right & what is wrong

### C. How children learn right from wrong

1. Natural consequence from his own act
2. unwelcome member of a group (learn from group reaction)
3. disapproval

August 19, 1944

Miss Good

### A. Morning Inspection

1. 2-4-5 are the most susceptible to diseases
2. Preventive measures
  - a - early immunization
  - b - preventive methods for mother
  - c - early care by doctor
  - d. Daily waterfulness for children in school
    - ① - beginning signs
    - ② - red nose horns

### B. Beginning Stages of Diseases

Skin flushed (lip fever) eruptions	eyes fornicels (red, watery eyes) Pus in corners	nose runny stuffed	throat red Diphtheria - red patches Scarlet fever - unusually red mumps - red croup	General upset Tummy (scalded skin) Fever drab throat
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August 23, 1943

Child Development

## A. Social Development

1. Learning to live with other people
  - a. balance between submissiveness  
aggressiveness
2. Adjustment hard to make
  - a. learn to adjust himself at school
  - b. beginning of a coine group
3. Experiences which a child should learn
  - a. ... of equality
  - b. Authority does not change his personality
  - c. Experiences of sharing, & taking turns
  - d. Have in school responsibility
  - e. Talking together  
teacher encouraging the child talk  
but never forces. Takes time out  
to talk to them & in groups
  - f. Considering the right of other children
    - ① group's right
    - ② individual's right
  - g. Experiences of giving & taking help from others
  - h. Experiences of leading & following
  - i. ... playing alone & together
  - j. Settling own differences

August 27, 1943

Nature Study

## I. Plants

1. Sweet potato in water
2. beets
3. Corn bean (earth in glass jars)
4. Caster bean
5. Sun Flower
6. Mesquite Tree
7. Cloud
8. moon
9. Rainbow

Aug. 24, 1943

Dr. Pledge  
Method

## Nature Study

### II Seasonal Changes

#### 1. Fall

- a. fallen leaves
- b. shorter days
- c. cooler
- d. different types of clothes
- e. annual plants die

#### 2. Spring

- a. warmer
- b. leaves are green
- c. grass gets green
- d. days longer
- e. more insects

### III Activities for Science

1. Twigs in water for buds to come out
2. Soak beans overnight & break open
3. Plant some beans in jar in dark & sunny corner
4. Acorn to watch the bug come out
5. Ant & sprinkles to keep <sup>jar</sup> moist
6. Magnifying glass
7. Thermometer - (demonstrate weather)
8. Interesting leaf - contributed by pupils
9. In case of

(a) caterpillars = small glass jar open top  
fed from plant it was found

(b) crickets - jar in dark corner - lettuce &  
moist bread

(c) ants - jar = sugar, syrup, apple

(d) grasshopper - small box with cloth on  
top. tender leaf

e. bats - chopped fire in shallow tin  
collage cheese - hard boiled beef  
cooked vegetable

f. fuzzy frogs - ~~add~~ water - insects  
raw liver meat

g) Earth on bottom & plant

caw, saw, charcoal, plant a plant &

water in & set it out of sun

August 25, 1943  
Method

Dr. Pledger

## I Ways of Man

1. In home
  - a. that people live in groups (family)
2. Institutions connected with family
  - a. church
  - b. school
  - c. store
  - d. post office
  - e. fire Dept.
  - f. mess hall
  - g. library
3. How people travel
  - a. buses
  - b. cars
  - c. walking
  - d. bicycles
  - e. tri-cycles
  - f. trucks
4. Means of communication
  - a. letters
5. Nature has its own rules
6. Rules man have set up to wise men against  
(to go to mess hall - school, etc  
all children rest  
wash hand after latrine  
come to school certain time, etc
7. Community Workers
  - a. cement mixer
  - b. carpenters
  - c. cooks
  - d. fire men
  - e. caterer workers
  - f. nursery
  - g. Hatcher
  - h. etc.
8. Man need shelter & clothes
  - a. buildings = machinery } electricians  
brick layers } plumbers  
plumbers }  
sew machine }  
brush " }  
oil machine }  
brick makers }
9. Between excursions encourage dramatic play
10. Guiding activities
  - a) provide histories learn on excursions
  - b) straighten out confusion
  - c) always be careful to give true information
  - d) have important activities



## III Discovering The Use of Words

### 1. Development - first cry - birth

- 1st month - differentiate sounds
- 6 month - vocal clusters syllables - da da
- 8 " - vocal experiments & recognition
- 10 " - imitate sounds
- 12 " - 2 words
- 15th " - 4 "
- 18 " - 8 "
- 21 " - join two words in speech
- 22 " - point of object
- 24 " - name object

### 2. How teacher can help develop language

#### a - Give varied experience by

- ① excursions
- ② bring in things for children to see
- ③ opportunities to listen + to talk
- ④ sharing + turn in talking
- ⑤ meaningful
  - a - new words must be understandable
- ⑥ increasing his vocabulary by using new words
- ⑦ encourage him by believing he can talk
- ⑧ Don't put pressure on
- ⑨ Keep child happy no matter what language the child uses. Don't expect the child to learn too fast.

August 28  
Method

Dr. Pledger

## Story Time

1. What effects have on children
    - a. ~~Event~~ Event of animal & people make tone of voice realistic by
      - ① tone of voice
      - ② facial expression
      - ③ pauses
- } especially when reading
2. What a good story should have:
    - a. a good beginning (plot & swift)
    - b. simple plot
    - c. not too many events
    - d. surprise ending
      1. happy
      2. satisfying
      3. relief

Elements of a Good Nursery School

(Diff. between Kgtg. & Nursery is age)

1. Good Teacher

- a. Understanding & knowledge of children
- b. Studies children
- c. Tries to learn how they grow & guide the child
- d. Works well with others
- e. Appreciates parents as people
- f. Gives parent feeling of confidence
- g. Is not afraid to give affection & warmth
- h. Seeks cooperation of home
- i. " available info on methods of guidance of child
- j. Study family cultural background
- k. Treats children with same respect given or equal
- l. Firm & consistent - ① basic belief of children by which she teaches  
② make clear to children that something is always done & something that we never do.
- m. Knows what to find
  - ① cherishes inquiring mind
  - ② Encourages experimenting
  - ③ Provide for creative expression
  - ④ Appreciate & give them heritage to act, mind & literature
- n. Sense of humor

2. Plenty of space indoors & outdoors for rest & play  
and a place to isolate a child

3. Safe & Healthful Conditions

- a. Clean & in order
- b. Place for things
- c. morning inspection
- d. observation of phys. condition



## Elements of a Good Nursery School

4. protection of fatigue & over stimulation
4. Equipment & Playing Material for which it provides for all physical development
  - a. Stretching & Climbing materials for muscular dev.
  - b. Materials for skills - ball, climbing boards
  - c. Materials for individuality
  - d. musical instruments
  - e. Furniture that fits the children
5. Flexible Program
  - a. Fits the program to the needs of the children
  - b. See program to let children grow
  - c. Changeable
6. Welcoming atmosphere with busy children engaged in work and play

August 14, 1943

### Child's Introduction to Nursery School

1. Answers to: Is it good to send a child to school?

1. "Yes" if
  - only child & has few play mates
  - Lives where there's lack of space or equipment
  - He is 3 years or more or if the school make special provisions for younger children
  - The child's individuality is respected & not molded
  - Takes care of health
2. "No" if
  - Under three & no provisions made for 2 yr old
  - If adjustments are too great & too difficult for to become adjusted to groups
  - General health is bad
  - Over stimulated or too fatigued by groups
  - If school insists on same participation of all children
  - If school asks too much cooperation of child

3. If child cannot get accustomed to school don't

Aug 24, 1943

Dr. Pledge  
Method

### Child's Introduction to Nursery School

visit on coming every day

4. Child weaning from home must be done gradually

a. - speak with mother before child enters school & let child know your name

b. - Have mother mention your name

c. - Make child feel at home

d. - Mother may come if child wants it

5. Adjustment too hard to make, may postpone the rest period for few days

b. Introduce a child to a small group to get to play with a few children. Don't put timid child with aggressive type

7. Mother may play (situations)

a. - leave something of mother's possession

b. - have neighbor bring child

8. Withdrawing & resistance type - resist nursery (Child who accept nursery school usually does not make noise)

9. Be kind & patient

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### A Child's Day in Nursery

#### I Types of Activities

1. Free Play

2. Outdoor play & indoor play

3. Quiet Play

4. Rest

5. Activities

6. Mid-morning lunch

7. Lullaby

8. Story-time

9. Music

10. Creative Play

11. Art

12. Instructive act.

13. Walk, talk, hike

& Cook (sensory experiences gotten from excursions)

Aug. 16, 1943  
Method

Plaque

- |                       |   |
|-----------------------|---|
| II Routine Activities | Non Routine Activities                    |
| 1. Rest               | 1. In which the child may have his choice |
| 2. Lunch              |   |
| 3. Latrine            |   |

- III Planning Day's Program (General Outline)
- |  |             |
|--|-------------|
| 1. Greeting warm & friendly (don't push customs) | 6. Rest     |
| 2. Inspection                                    | 7. Story    |
| 3. Free Play                                     | 8. Playtime |
| 4. Latrine                                       | 9. Music    |
| 5. Milk  |             |

Reference = Physical Development  
Center: Rand

Book = Growth & Development of the Young  
Child

Pages - 243 - 266  
266 - 284  
284 - 308

Aug. 17, 1943

Equipment

I. Material which could be used for each of the activities

1. Active Play

- |                            |                               |
|----------------------------|-------------------------------|
| a. balls                   | l. plain boards on boxes      |
| b. blocks - hollow & solid | m. hobby horses               |
| c. bean-bags               | n. pulling toys               |
| d. swing                   | o. tricycles                  |
| e. saw                     | p. wheelbarrow                |
| f. climbing bars           | q. Big ranking blocks & child |
| g. slide                   | r. acting bars                |
| h. saw beds                | s. jumping ropes              |
| i. hoops & barrels         | t.                            |
| j. rocking boards          | u.                            |
| k. carpenter materials     |                               |

Method  
Aug 17, 1943

Mr. Pledge

### Equipment

#### References:

- |  | Page        |
|--|-------------|
| 1. Ruth Anderson - Cur. Guide Ages 2-6   | 261         |
| " Record of Child                        | 33          |
| 2. Wright - First Grade of Work          | Chapter 2+3 |
| 3. Bullitt - 100 in Writing              |             |
| 4. Alchem - Child Center -               | 113 - 149   |
| 5. Horae-Mann - Kindergarten             | 105 - 115   |
| 6. Ed. in Kindergarten - Factors & Study | 61 - 99     |
| 7. Zee Claim - Weekly to School          |             |

Aug. 18, 1943

Dr. Pledge

#### A. Materials for Creative & Constructive Materials

##### 1. Paints

a. case

b. brush

##### 2. Crayons

##### 3. Chalk

a. colored

b. white

##### 4. Construction papers

##### 5. Finger Painting

##### 6. Scissors

##### 7. Paste

8. old magazine

9. clay

10. Gardening material

E.  $\frac{1}{2}$  milk

a. napkin

3. Cups

##### 7. Story Time

a. books

2. Poems

#### B. Music

1. Pairs - record player

2. drums

3. Songs

4. blocks to beat the wall

#### C. Rest

1. mat

#### D. Latrine

1. soap

2. towel

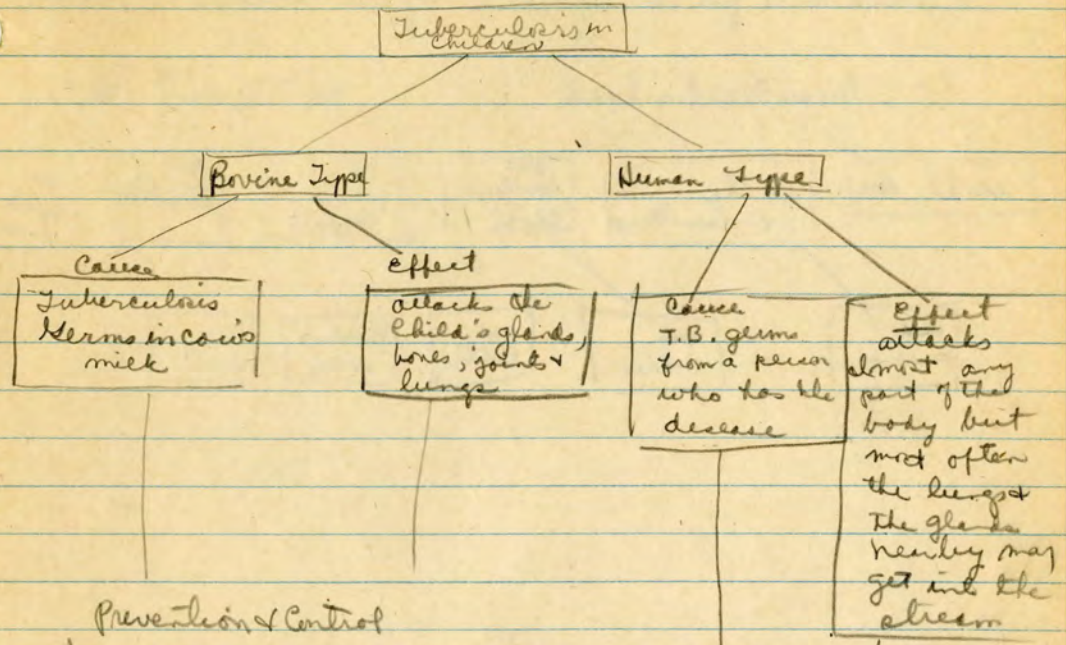
August 30

Method in Mercy

Poems

1. Must be familiar, everyday life

# Tuberculosis



### Prevention & Control

Have all cows tuberculin tested, Boil all the milk 3 min. for a young child. Pasteurize all milk for the family. Consult doctor promptly if a child complains of a stiff neck or soreness in any part of his body

### Prevention & Control

Keep children absolutely away from active T.B. cases or suspects. Have children examined by a competent doctor every year. If a child has been in contact with a case have him examined frequently & follow the doctor's directions faithfully

# Tuberculosis in the Home

Don't let it Spread

Watch out for the Sputum of an Active Case

On patient's hand

On Nurse's Hands

in the air

in the sputum cup

on sputum cloth

in wash Basin

on Towel

in toilet brush

bed frames

on clothes

on bed linen

Books + papers

in dust

Calcified lesion



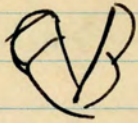
lesion

calcium wall

person recovers until adolescent  
They might have a revival of that  
germs.

Primary Tuberculosis in children  
Later develops in a cavity





## Health Education

3/6/43 - Read an article and find out what you want to study about + report

Whether you can rely on publications

1. The author's name or publication

In determining a value of publication on health consider the source that includes if a book, the author or authors or publisher; if magazine, the author or magazine or newspaper the author or the publication

Determining your value of author

1. initials after names not important
2. Look up the co-workers, also.

References:

Effective Living by Dr. James  
Mc ~~Mc~~ <sup>H</sup> ~~Mc~~

Guidebook of Health Ed. Paul Trout

Tonsils - Oden throat      Enlarged  
Adnoids - / breaths with mouth open  
Characteristic } upper teeth protrude  
adnoids            } face get narrow  
                         } upper roof get curved

# Mental Hygiene

3/20/43

Ovum - egg

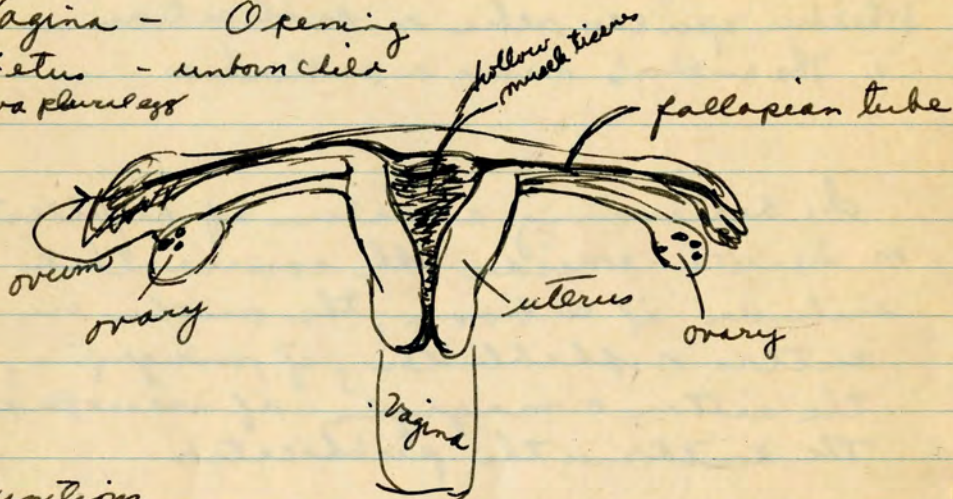
Ovary - produces egg

Fallopian tube - carries the egg from ovary to  
uterus uterus

Vagina - Opening

Fetus - unborn child

Ova plural egg



functions

1. Ovary - Ovulation (ripening of the ovum)  
controls menstruation

Hormones - secretion from ovary

2. Uterus - furnishes <sup>menstrual</sup> menstrual flow  
receives ovum  
expels fetus.

Menstruation through

Puberty to - occurs 11-16 to maturity

MENOPAUSE - 44-50 (stops)

1. Short of breath. Children

signs

a. blue finger tips

b. face bluish

Cure - limited activities

Food with plenty of vitamins

Commerce, Jharkhand  
Dr. Pledge

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