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NURSERY SCHOOL _____ DATE _____

NAME _____ BIRTHDATE _____

FAMILY NO. _____ ADDRESS _____

Whom should your child be left with in case of emergency if you are not home? _____

PLEDGE: "I will try to attend regularly the Mother's meetings and participate in the Nursery School program as I am needed, for I realize that only as the teacher and I work together will we be able to accomplish what is best for my child."

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Communicable Diseases:

Immunizations-Kind and Date:

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OFFICE MEMORANDUM 6/30/42

TO: Mr. Harkness, Superintendent of Schools
FROM: Supervisor of Nursery Schools (Miss Robinson)
SUBJECT: Second Report on Nursery School Progress

General:

To date there have been opened three full-day Nursery Schools in wards one, two, and three of the Project. Each Nursery School is located in the middle block of the ward. As other wards are filled, new schools will be opened in the succeeding four wards of the project. Schools are divided into Junior and Senior groups, with the two and three-year-olds meeting in a separate room from the four and five-year-olds.

Enrollment:

In the first school there is an enrollment of 52 children with an average daily attendance of 40. The second school has an enrollment of 103 with an average daily attendance of 60. The third school enrollment is 80 with an average daily attendance of 50 children.

The school hours are from 9:00-11:30 o'clock in the mornings and 1:00-3:30 o'clock in the afternoons. Morning attendance as might be expected is much greater than afternoon, since many children take long naps at home.

Program:

An informal program has been worked out as follows

	<u>MORNING</u>
9:00	Inspection
9:00-9:45	Free Play out-doors or in-doors depending upon the weather
9:45-10:00	Toilet and wash
10:00-10:15	Milk and crackers
10:15-10:30	Stories or some form of quiet games
10:30-11:00	Out-door play
11:30	Dismissal
	<u>AFTERNOON</u>
1:00-2:00	Rest-hour with singing or stories for those who do not sleep
2:00	Toilet if necessary
2:00-2:30	Out-door play
2:30-2:45	Toilet and wash
2:45	Milk and crackers followed by quiet play

Staff:

At the present time each school has a staff of six to eight teachers who are incharge full-time. These will probably be reduced in part to half-day workers. There is also one full-time secretary for all of the schools. The work of the staff includes not only actual teaching, but also making necessary home visits, maintaining and constructing equipment, and undertaking all cleaning. The supervisor meets with the staff of each school at least once during the day and there are also meetings planned for all the teachers with the supervisor on Saturday mornings.

Noxx formal teacher-training has been started yet. Brief, general instructions have been given out in typed form to the teachers, and they in turn have been learning through informal discussion. Wxxx When all the schools are under way and a full staff employed (about 50 teachers in all) the supervisor intends to udder-take elementary courses in Nursery School Procedure and Child Care in general. These, however, will probably not be under way before the middle of the summer.

Housing and Equipment:

The schools are housed in a regular fourfaamily barrack with separate exits from the four rooms. When the contractors have finished working on the project, connecting doors will be cut to facilitate communication. It is also hoped that windows can be cut at a height suitable for Nursery School aged children since their present position is one to two feet above the head of the average child. Thus conditions of ventilation and lighting will eventually be improved. The heating system for the buildings is satisfactory at the present time, with the exception of the fire hazard which would be involved in any similar temporary construction, and the fact that all stoves are located in the middle of each room and thus dangerously situated for a group of young children. Protective screens have finally been constructed for five of the school buildings. The end room at the front of each building is used as central room for the two and three-year-olds. The second room is used for isolation, storage, and space for active play in cold or rainy weather. The third room is used as room for the four and five-year-olds, and the larger end room at the back of each building as a rest-room.

Due to the present shortage of lumber, nails, and wood-working tools, there has been less equipment made than one would expect with the available supply of experienced carpenters. The first school opened has been supplied with chairs, tables, shelves, a slide and a wheelbarrow. The 2nd and 3rd schools however have had to use, and are still using, whatever boards and boxes available for furniture. A slide and seesaw have been made for one of the schools, and wagon and kiddy-car for loan to all of the schools. Other playground apparatus has been constructed simply from available waste materials. With adequate supplies much more could be done in the way of equipment at a very low cost.

Such toys as there are have been obtained from two sources: namely, waste materials and gifts. These have been helpful, but will not suffice as a permanent source. Plans are available for home-made toys as soon as sewing and wood-work projects are under-way, but we hope also that other toys can be purchased: such as dolls, balls, toy cars, of both metal and rubber, etc.

Problems:

There are a few problems which have not yet been solved, the most serious of which seems to be transportation facilities. With only 2 taxis available for the whole project, and only one car for the whole Community Service division, it is impossible to cover in a limited time the necessary territory which is involved in the work of the supervisor. With the communication system as inadequate as it is and telephones at present so unevenly distributed, and with the schools located more than a half mile apart and a mile away from the Administration Building, it is often necessary to cover several miles in a rather short space of time.

The second problem lies in the difference in the training and background of the nursery school teachers. The average worker has gone no farther than high school. A few of the teachers have had one or two years in Junior College. Of all these so far selected, only one has a Kindergarten-Primary Credential. This discrepancy will probably make the training-program much more detailed and drawn out than would ordinarily be necessary.

The third problem is one which has already been brought out, namely lack of materials for construction. The nursery school supervisor hopes that with the "growing up" of the project as a whole such problems as these will soon be smoothed out.

52111

WAR RELOCATION AUTHORITY
TULE LAKE PROJECT

OFFICE MEMORANDUM 7/29/42

TO: MR. HARKNESS
FROM: MISS ROBINSON
SUBJECT: NURSERY SCHOOL PROGRESS

Since the Report on Nursery School of June 30, four new Nursery Schools have been opened in Wards IV, V, and VI of the Project and in the area on the other side of the irrigation ditch. This make a total of seven, with the last school expected to open in Ward VII within the next week. The total enrollment in the schools is approximately 520 and about 80 expected in the last school. Inasmuch as this is considered "vacation time," the enrollment is considerably less than it will be in September. Also, the fact that many more mothers will be working when the factories open will probably cause an increase in attendance.

Of the three problems mentioned in the last report, one has been solved satisfactorily by the assignment of a car to Nursery Schools and Adult Education. This has been even more necessary than before since the mess halls have been unable to handle the milk locally, and deliveries to all the schools have to be made twice daily. The second problem is alleviated slightly by scheduled visits and observations of the teachers in the other schools. Then too, the brief weekly staff meetings have been extended to two-hour conferences, in which a great deal of theoretical training can be done. The third problem is as yet untouched.

X A current problem, much more serious than any yet mentioned is the care and training of handicapped children. Until a special building can be allotted, there is only the regular Nursery School class to look after them. Two of the teachers, have indicated a special interest in dealing with these children, and thus, we expect a small group to start soon-not to give any kind of professional service, naturally, but merely to give these children more individual attention than they are getting in the classrooms of 20 or 30 children. To mention a few of the more obvious types of handicap, the supervisor has noted: hydrocephaly, spastic paralysis (3 or 4 cases at least), mental retardation of various degrees, inability to speak at the age of 4 or 5 (several cases-perhaps hard of hearing) and some serious examples of compulsive behavior. There are, no doubt, many children with less obvious handicaps who could also profit from more individual attention.

Marianne:

Will you see me.

DR

War Relocation Area
Nowell, California

Time Schedule

Nursery Schools

Teachers: 8:15-11:45 ($3\frac{1}{2}$ hrs.)
 12:45- 3:45 ($3\frac{1}{2}$ hrs.)
Total hrs. required on 6 $\frac{1}{2}$ hrs.

Project Site

Allowing $1\frac{1}{2}$ hours daily (Monday through Friday) for preparation time which must be accounted for in terms of work directly related to the Nursery School Program.

Total work Hours Required Weekly
(44 hours)

For Children

A. M. 8:45 to 11:30 (2 $\frac{3}{4}$ hrs.)
P. M. 12:45 to 3:30 (2 $\frac{3}{4}$ hrs.)

Kindergarten

Teachers: 8:00-11:30 (Summer)
 8:15-11:45 ($3\frac{1}{2}$ hrs.)
 12:45- 3:45 ($3\frac{1}{2}$ hrs.)

Total hrs. required on 6 $\frac{1}{2}$ hrs.

Project Site

Allowing $1\frac{1}{2}$ hours daily (Monday through Friday) for preparation time which must be accounted for in terms of work directly related to the Kindergarten School Program.

Total Work Hours Required Weekly
(44 hours)

For Children

A. M. 8:30 - 11:00 (Summer)
 9:00 - 11:30 ($2\frac{1}{2}$ hrs.)
P. M. 1:00 to 3:30 ($2\frac{1}{2}$ hrs.)

A PROGRAM OF CONTROL IN ONE'S SCHOOL ROOM

Lois Hosford

It is difficult to say in a short time all that would be involved in control in a classroom. It involves so many school routines, so many human relationships that to relate how each might be effectively handled would take more time than we have to listen. There are some basic principles however which may guide us in settling up a satisfying group life in our classrooms.

I should like to forget the word, "Discipline," and think of Social Control. Perhaps that may seem like useless quibbling over words yet in my thinking it is the difference between the negative and positive method of handling individuals. It is comparable in this consideration to the difference between the formal and the progressive approach to education.

The first implies domination and dictation; the latter the understanding of child nature, and the fulfillment of modern society's demands on Education. The first type of education is the easy type in terms of preparation and dissemination, with little regard for individual differences and personalities; the second requires deep thinking, intelligent planning, careful preparation in terms of mental and social age levels of the children, as well as consideration of its usefulness to society.

Likewise with discipline and social control: Discipline implies teacher dominance; social control implies guidance. The first requires little consideration for personalities and training of the individual to live with others; the latter requires understanding child psychology in a social group. Therefore the first is dispensed with quickly and ruthlessly; the latter requires thought and consideration for the situation and the individuals involved.

To achieve Social Control then one must have these understandings of what it is.

Another aspect of social control besides understandings is attitudes. Two major aims of Education are 1. Training individuals for making a living and 2. Assisting in the training of individuals to live with others. The second of these aims sets up the need to teach and require social control.

In order to live satisfactorily with others we must have consideration for others---we must share---we must have respect for orderliness.

School is just another phase of community life. Traits which are essential to satisfactory living in the Community as a whole are essential to living in a classroom. For example, consideration for others includes courtesy, fairness, and tolerance. Sharing includes not only the sharing of materials but time, ideas, accomplishment and achievement. Orderliness includes more than good housekeeping. It can be extended to punctuality, logical thinking, a sense of proportion.

Each one of these traits could still be broken down into its fine points in clude all the virtues of a thoroughly social individual.

The attitudes we develop in children in regard to these traits are dependent on our own attitudes toward them, and what our understanding is of their necessity and their functioning in a democratic order. It is essential for us to be fully cognizant of these needs--then, to hold standards which are sensible but elevating for ourselves and members of the classroom. We need to remember that our mission is Teaching and that teaching may be both direct and indirect.

There is no other socializing agency which has the child for as long a time or under as many different conditions as the schools. No other individual in those agencies is as close to the child as the teacher. She holds the key place in this socializing process. Hers is a great responsibility.

Having mentioned then the need for a full understanding of the child, the aims of education, what Social Control is and what should be the attitude of the schools toward control we perhaps are ready to apply these understandings to the immediate management of the classroom situation.

There are many little techniques and devices employed by good teachers in creating an educative and socializing atmosphere in the classroom. They always are controlled and directed however by these understandings. They make the positive approach to control possible.

First we might consider the teacher who achieves social control in her group. She is vital and alert--two characteristics which may be possessed only by individuals with good health and sufficient rest. These characteristics enable her to meet with poise and patience the many situations created by forty personalities.

Secondly she must possess high standards of conduct within and without the classroom in order to be worthy of the respect of her pupils.

She must be a person emotionally fitted to meet the many exacting different personalities and school days require, and to react objectively and tolerantly toward individual behavior and expressions of personal opinions. Children appreciate fairness, objectivity, and of her qualities of behavior in teachers that teachers require them to exhibit.

Teachers should be human beings not symbols or paragons of perfection, but, without sentimentalizing, I believe that children (and the public in general) require that we be a little above the average as individuals--somewhat akin to their concept of mothers-in deportment, selflessness, high ideals and culture. The illusion is not given by preaching it, but rather in living it--through correct speech, a pleasant cultured speaking voice, fairness, courtesy and impartial dealings with her students.

We hear arguments for and against firmness. Firmness has a definite place. It is demonstrated best by voice and consistency.

The voice is one of the teacher's most effective instruments for control. By the right use of her voice,--the pitch, her inflection, the way she asks for attention, the amount of firmness and sincerity in her voice--she can sway her room to good or poor performance more easily than by an amount of old-fashioned punishment.

An effective device to employ when the room becomes disorderly is to just stop and wait, get the attention of the room, and by proper use of firmness and tone of voice say, "I am waiting" or "I am not going on until all have a chance to hear," etc. It will bring a room to order faster, and build more respect for the teacher than any amount of shouting, scolding, or loss of poise. Reducing one's self to anger only aids in increasing future trouble, for the child soon recognizes our weaknesses, and a certain few will use them to advantage.

The good teacher will anticipate possible child behavior and will set up conditions in her classroom which will minimize chances for breaches of conduct. By careful preparation and planning, the day is made full of interesting and satisfying experiences. An atmosphere of kindly consideration is the only approved one. Through guidance--that is telling the children what they did that was wrong and what would be acceptable behavior--instead of using sarcasm and disrespect for personal feelings--and, through the sharing of pleasures together--an attitude of friendliness and loyalty will be built up.

Then, children feel secure in a room where there is consistency in routine duties and consistency in the teacher's behavior and requirements. A confused child and all its attendant evils can only result from an inconsistent teacher. Well planned routines soon become established and accepted by consistent adherence to them.

I do not think that passing materials a certain way, lining up and waiting for one's turn, raising one's hand or rising to request the teacher's and class's time is old-fashioned, rigid form. It is just learning the best way to do things. It is showing consideration for others, and learning self-control for future years. Many a social failure in life is due to improper training during childhood in unselfishness and respect for others. By consistency, then, we help to establish in the child many valuable traits and attitudes.

Speaking of the development of definite traits calls to mind one that I would want to place high in the list, and that is Realism. We must assist and insist on the child facing his behavior realistically--with no alibies. To permit him to cover his bad habits or behavior with rationalization is to do him a great injustice. If he learns to put his finger on his own shortcomings which prevented his achieving a desired goal he will soon make correction of them. Realism is a great self-help.

Then the child should be realistic about the purpose of good behavior. We cannot allow children to continue to behave solely because they like us or wish to please us, or because it will bring them some individual advantage, but rather they must be aware that the purpose of right behavior is for the welfare of the group, and because it makes for successful group relationships.

I have added punctuality--although it is another instance of consistency--because it is so essential to smooth school operation, and again, enables the child to know what to expect.

Another technique which a good teacher employs besides the afore mentioned tolerance, courtesy, impartiality, objectivity, etc., is Praise-honest praise. There always is some reason for praise and it does wonders in unfolding personalities and other abilities. It gives the child the assurance of belonging, and a sense of security with the teacher.

In summary then we might say that social control is the positive approach to the training of children to live successfully in groups. It has its basis in an understanding of child nature, and the school's sense of responsibility in preparing him for living happily with others. There are certain techniques and devices which we use but they all have their roots in these understandings and purposes. It is one of the major responsibilities of a teacher, and some would rate it as the major responsibility. At any rate it merits thorough consideration and constant study.

To further one's understandings I would recommend reading on various aspects of control such as:

- anger
- fear
- sense of quiet
- rationalization
- objectivity
- emotionalism
- threatening
- reward, etc. or other phases

of behavior which determine personal reactions.

National Association for Nursery Education

THE NURSERY SCHOOL'S CONTRIBUTION

TO THE HEALTH OF THE CHILD

A Fifteen Minute Radio Dialogue

Oscar Reiss, M. D.

Chief of Pediatrics, Los Angeles General Hospital

QUESTION

Doctor, just what is a nursery school?

ANSWER

The nursery school is a school for young children and their parents. Children from two to five go there. They don't sit at desks, they play; and their play is guided that they may develop strong bodies and healthy minds. Here, too, parents are afforded the opportunity of learning a lot about bringing up children.

QUESTION

How, what do you mean by health?

ANSWER

Health means a state of well-being, mental as well as physical. Physically the child should be in a state of optimal nutrition, his organs functioning perfectly, his posture correct, and he should be without important defects. Mentally he should be alert and emotionally free and happy.

QUESTION

How does the nursery school help to get children that way?

ANSWER

Because the nursery school aims to do just that in its health program.

QUESTION

What is the nature of this health program?

ANSWER

It is two-fold: education of the parents in child care, and training of the child in ways of life that make for health.

QUESTION

How is this brought about?

ANSWER

The parents are instructed in the rules of hygiene, physical and mental.

The need of an adequate diet for the child is stressed. Such diet consists of $1\frac{1}{2}$ to 2 pints of milk, fresh fruit, cereals, meat and eggs, green and starch vegetables, bread and butter, and simple desserts.

However, that the above constitutes a balanced diet is now well recognized and few children need suffer because sufficient food of proper nutritive value is not known. However, successful feeding implies much more than the

supplying of proper food in desirable quantities. We have learned that the emotional state of the child at the time of feeding is almost as important as the food itself.

The child who is under strain, who is rendered nervous by the anxious pressures of parents is very likely to result in loss of appetite, and thus become a feeding problem.

Appetite as an indication of the need for food is a primitive response, and coaxing, coddling, and the numerous other procedures that many parents practice in the hope of getting more food into their children often succeeds only in defeating the object they are endeavoring to attain.

The young child requires a daily rest period, and the least 12 hours sleep in a bed by himself and in a well ventilated room. His clothing should be light in weight, non-irritation in texture, and the amount he wears should be suited to the varying conditions of our climate.

He should have a room to himself if possible, and the room should be furnished simply but with a view of developing his aesthetic sense.

The mother is advised by the nursery school in the recognition of the early signs of illness, both for the protection of her own child as well as the rest of the nursery school group. Any young child who is not behaving in his customary manner should be kept from school for observation.

Parents are advised by the nursery school concerning the accepted procedures of immunization against Small-pox, Diphtheria, and Whooping cough. No child should be without this protection.

Parents may discuss with the nursery school the various behaviour problems with which they happen to be confronted. They may together map out effective ways of discipline. They may also discuss the danger of mistaking indulgence for indliness. They may talk about the fact that the young child is imaginative and inquisitive, that these qualities should be allowed to develop, and not be hampered even though they may frequently be quite annoying.

From their contact with the nursery school, parents may further gather other important truths about child development. For example:

That basic fundamental learnings have their foundations laid at an extremely early age, and learning begins long before formal education starts.

That no experience is lost. Therefore, training the child to learn effectively by affording beneficent experiences from birth on, is a most thoughtful procedure.

Parents must never deceive children. They should at all times have in mind a program of handling the child that will make for the development of a well adjusted individual of sterling character. This can only be arrived at if the parents are in harmony.

QUESTION

Doctor, you have given us a pretty good idea of the scope of parent education fostered by nursery schools in their health program. What are you teaching the children that makes for health?

ANSWER

First, of all, the nursery school sees that each child has a complete physical examination to determine his health status. This examination is repeated at regular intervals. In this way, many remediable defects are discovered.

Each day as the child arrives at school, he is checked over to make sure that he is perfectly well. Such procedure is not only valuable in detecting impending illness, but also serves to condition the child so that he is not fearful of medical examination.

The physical set-up of the nursery school is such that it affords a very simple but aesthetic environment with most of the equipment outdoors, so that only during our few inclement days (Chamber of Commerce, please note) need the children be kept indoors.

QUESTION

What is this physical set-up of which you speak?

ANSWER

The play-grounds are well graded and drained to prevent dampness, well located to permit plenty of sunshine, with a proportionate amount of shade, and large enough to permit different age groups to continue undisturbed in their activities.

There is set up special apparatus, the use of which makes for the development of good body-mechanics, such as ladders, balancing boards, packing boxes, swings, carts, tricycles, sand-boxes. Then there are raw materials, such as clay, paints, crayons, etc. Thus, opportunity is afforded for lifting, climbing, stretching, pulling, hanging, jumping, and balancing, all of which develop good muscle tone and co-ordination.

QUESTION Is health taught only through play?

ANSWER No. There is an established daily health routine as follows:

1. Morning inspection by doctor or nurse. This affords opportunity to detect impending illness.

2. Washing.

Hands are washed after out-door play, after toileting, and before lunch. Individual washcloths, towels and combs are used. Children quickly learn the sanitary purpose of these measures.

3. Toileting.

Toilets are near the playground and easily accessible. The children are taken regularly, and quickly learn bladder and bowel control.

4. Rest Period.

A mid-morning rest period is part of the routine. This affords a needed break in activities, and is also of great value in teaching the children to relax.

A second rest period of 15 minutes precedes the noon meal. Appetite is always much better under such circumstances.

5. Sleep periods.

Undernourished or nervous children are encouraged to take a short rest at 10 A. M.

All the children take a two-hour nap in the afternoon.

Each child has a cot covered with his individual bedding and not used by other children.

Every young child requires an afternoon sleep of from one to three hours, and it is indeed rare to encounter a nursery school child who does not quickly fall into this routine.

6. Playtime.

Apparatus and materials carefully selected because of their proven value as aids in the development of strong bodies are at the disposal of the children, and their proper use is at all times tactfully guided by the nursery school teachers.

7. Nourishment.

Necessary fluids, water and fruit juices, are given at regular intervals.

A properly balanced and appetizingly prepared lunch is served at noon. Milk is served in mid-afternoon. Children rapidly learn to eat with relish whatever is placed before them. Proper eating habits are learned in an amazingly short time. Parents, too, learn to maintain the same meal-time serenity in their own homes.

8. Clothing.

The kind and amount of clothing permitted is determined by the temperature indoors, and the temperature and state of the weather outdoors. The tendency is for parents to over-clothe their children.

QUESTION

Doctor, in your discussion you have covered a great many important points. Would you mind closing with a brief summary?

ANSWER

The nursery school is a school for young children and their parents. The children are taught the ways of life that make for health, and parents are educated to an understanding of a better way of bringing up their children.

Tule Lake Kindergarten
War Relocation Area
Newell, California

From Miss M. A. Schauland

POEMS FOR YOUNG CHILDREN

The Shoemaker

Shoemaker, Shoemaker, mend my shoe
They say you can make it as good as new,
My foot is coming thru, what ever shall I do.
Shoemaker, Shoemaker, mend my shoe.

"Wouldn't It Be Funny?"

Wouldn't it be funny,
Wouldn't it now?
If the dog said "moooo"
And the Cow said "Bow-wow-wow,"
Wouldn't it be funny,
Wouldn't it now?

I have a little pussy,
Her coat is silvery gray;
She lives in a great wide meadow
And she never runs away.
She'll always be a pussy
She'll never be a cat
Because-she's a pussy-willow!
Now what do you think of that?

A friendly cow all red and white.
I love with all my heart,
She gives me cream with all her might,
To eat with apple tart.

Rabbit

Once there was a bunny
And a great, green cabbage head,
"I think I'll have some breakfast"
This little bunny said.
So he nibbled and he nibbled
Then cocked his ears to say
"I think this is the time
I should be hopping on my way."

If I had a donkey and he wouldn't go.
 I wouldn't whip him, oh no, no,
 I'd feed him some hay and give him some straw
 Then my little donkey would say he-haw.

Here's a little bunny
 On a shelf in a shop
 Wind him up, wind him up,
 He'll hop, hop, hop, hop.

WASH YOUR FACE

Wash your hands, wash your face.
 Keep them nice and clean
 Never leave a dirty trace
 Where neck and ears are seen.

"The Squirrel's Nut"

"Squirrel, Squirrel, Stop and see"
 "What I've brought along
 Something that is brown and sweet
 Something that you like to eat
 Something don't you understand;
 Here's a peanut in my hand."

Squirrels

Red squirrels, brown squirrels
 Happy and gay,
 What are you doing, this bright sunny day?
 "Gathering acorns, chestnuts and leaves".
 Carrying them all to our house in the trees."

Milk-Weed Seed

As white as milk,
 As soft as silk,
 And hundreds close together;
 They sail away
 On an autumn day,
 When windy is the weather.

I'll tell you how the leaves came down
 The great tree to her children said
 You're getting sleepy, yellow and Brown,
 Yes, very sleepy, little Red
 It is quite time to go to bed.

Leaves

See the leaves come fluttering down
 Some are red and some are brown
 And some are yellow as sunshine fair
 Scattering brightness everywhere.

Robins in the tree tops
 Blossoms in the grass
 Green things are growing
 Everywhere you pass.

My bunny

I like my little bunny
 Because he has long ears
 That flip and flop so funny
 And when I call he hears.

He spends his time in hopping
 And jumping all around
 He seldom thinks of stopping
 Unless he digs the ground.

He likes to nibble clover
 And grass when fresh and green
 He plays till day is over
 Then hides away unseen.

A birdie with a yellow bill
 Hopped upon the window sill
 Cocked his shiny eyes and said,
 "Aint you shamed you sleepy head."

The Rain

Pitter, Patter, pitter, patter,
 Cheer up, says the rain,
 Don't you know that very soon,
 The sun will shine again.

The World

The world's a very happy place
 Where every child should laugh and sing
 And always have a smiling face
 And never sulk for anything.

Dandelions

Our yard is full of dandelions,
 In green and yellow dressed.
 I wonder why folks cut them down
 And call them such a pest..

When I grow up I'll have a farm
 With lots and lots of room
 I'll plant it all to dandelions,
 And let them bloom and bloom.

Tooth Brush Song

A tooth-brush is a useful thin,
 We always have our handy,
 It makes our teeth so white and clean
 And keeps us spick and spandy.

The little kitty says "Me-O-ow"
 The little dog says "bow-wow-wow"
 If together they should sing,
 Wouldn't that be a funny thing!
 Mee-ee-ow, bow-wow-wow.
 Such a funny, funny thing.

REPORT OF TEACHER PLANNING COMMITTEE
SUGGESTED TOPICS FOR FACULTY STUDY GROUPS

I. School Philosophy

A. A unified policy to meet this individual situation designed cooperatively by the faculty and administration with the realization that Tule Lake is not a normal teaching situation and cannot be treated as one.

1. What are to be the objectives of the educational system at Tule Lake?

2. What are to be our schools' general social procedures and methods of control?

a. Democratic: teacher-student control.

b. Autocratic: teacher or administration control.

c. No control.

B. The relation of the arrived-at philosophy to the W. R. A. philosophy of education.

(Depending upon an established school philosophy, point of view, or policy, the following six topics are suggested for your discussion and approval.)

II. Problems peculiar to the Japanese at Tule Lake.

A. Cultural characteristics of the Japanese, e. g. silent, bashful girls, girls not playing with boys.

B. Conflicts between groups, e.g. Issei, Nisei; Issei parents in high school and Nisei parents in elementary school.

C. Prevalent attitudes arising from this situation (evacuation and confinement) that may be reflected thru the students.

D. Problem of relocation.

E. Language problem. (A general classroom emphasis on speech correction.)

III. Curriculum

A. To meet the needs at Tule Lake and after Tule Lake with relocation, vocational training, and post-war possibilities reviewed.

B. To be developed cooperatively by each department and level based upon the educational philosophy of the schools.

1. Subject matter fields: social studies, science, mathematics, industrial arts and vocational training, physical education, home economics, art and music.

(What subject matter should be included in these departments?)

2. Grade levels. (Nursery, elementary, Jr. High, High, and adult, with possible correlation between all.)
(What subject matter to be included?)

C. An adequate counselling program.

IV. Extra-curricular activities

- A. What activities are needed?
- B. How must they be set up and controlled to be in line with the schools' educational philosophy?

V. Disciplinary problems

- A. What are the real causes of these problems? (Study hall, home study, teacherless classes, teaching devices, student, teacher, and administrative attitudes, lack of equipment and material, etc.)

VI. School rules, regulations and procedures

- A. Unified classroom procedure
- B. Classroom pass procedure. (Monitor suggestion)
- C. Grading procedure
- D. Absent and tardy procedure
- E. Detention system
- F. Relationship of school and police department
- G. Dissemination of information to students and teachers from school administration, project administration, Washington, club information. Suggested bulletin regularly or when needed.
- H. School handbook for students and teachers.
- I. Standard requisition procedure.

VII. Teaching improvement for regular and student teachers

- A. Teaching devices
- B. Control skills
- C. Place of the student teacher
- D. Professional reading and growth

VIII. Mental hygiene, public relations and ethics of teachers

- A. Teacher relationship to other project departments and the general public.
- B. Relation of teachers to the P. T. A.

IX. Planning committee's suggested procedure to the teaching staff in regard to the above topics

- A. Prepare a system by which all teachers, regular and student, can voluntarily sign up for study groups in which they are interested.
- B. That there be a division of some topics into elementary, Jr. High, High, and possibly adult staff.
- C. That each study group appoint its own leader or leaders.
- D. That each study group present a written report of its research and findings to the entire teaching staff.
- E. That there be a majority approval by the teachers of the above or other suggested study topics.
- F. Presentation of this entire outline for administration approval by the entire teaching staff or its planning committee.

2

Tule Lake Nursery Schools
War Relocation Area
Newell, California

NURSERY SCHOOL SAFETY PRECAUTIONS

NOTE: Each nursery school must formulate its own precautions in terms of its situation.

1. The gate is to be closed at all times. If there is no gate--block entrance except when children pass in and out.
2. The School is responsible for each child until he is formally dismissed.
3. Formal dismissal involves:
 - a. Identification of individual calling for child.
 - b. Signature.
 - c. Report of any unusual occurrence.
 - d. Collection by child of wraps.
4. Adults on duty are responsible for every child present.
5. Any accident, no matter how slight, is to be reported to the teacher in charge. She in turn will report it to the Supervisor.
6. Outside screen doors are to be latched while school is in session.
7. Since the outside stairs are dangerous, children walk up and down, never wait on stairs.
8. Equipment:
 - a. Sticks are taboo: 1) possible injury, 2) sticks as guns.
 - b. Fence. Neither ladder nor boards are to be used with fence. Children are to stay off fence.
 - c. Sandbox. Cans, sand spoons and sand toys are to be used in sandbos.
 - d. Slide. One child is to slide at a time; each waits at top of slide until preceding one has reached the bottom. Each child moves away from slide as soon as he has gone down. The child climbs to the top via the steps, holds on to the railing and slides promptly. No play materials are to be sent down slide.
 - e. Swing. Children sit, not stand, in the swing. No twisting. Children are to swing under their own power.
 - f. Climbing apparatus (jungle gym, slide, ladders). Be near enough to catch anyone who might fall. Help them to see the safe way of climbing down. Do not lift him off. Direct attention of child to the way down.
 - g. Wagons. Children are not to ride on boxes or ladders piled in the wagons. Wagons and wheelbarrows to be used on ground not on boards. Children are not to ride in wagons with one leg in and one out.
 - h. Tables and benches are not for building and climbing.
 - i. Platforms and walking boards. These are for balancing activities. No play materials are to be used on walking platforms and board.

Tule Lake Nursery Schools
War Relocation Area
Newell, California

Finger Play

Five little Chickadees
(Right hand up)

Five little chickadees hopping by a door
One flew away. Then there were four. (one finger down)-Chorus
Four little chickadees sitting in a tree
One flew away and then there were three--chorus--
Three little chickadees singing just for you
One flew away--two--chorus--
Two little chickadees sitting in the sun
One flew away, then there was one--chorus--
One little chickadee left all alone
He flew away -- then there were none--chorus

Chorus

Music	Chickadee, chickadee happy and gay)	
	(do ra me do ra me te do ra te do ra)	SING BETWEEN
Melody	Chickadee, chickadee fly away)	EACH FINGER
	(do ra me do ra me ra do do)	

Open, shut them (repeat)
Give a little clap
Open shut them (repeat)
Then lay them in your lap
Then creep them, creep them and pinch your rosy cheeks
Open wide your shiny eyes and thro' your fingers peek.
Open, shut them (repeat)
Then slowly, slowly to your shoulders fly
Then fly the birdies away up in the sky.

Then down, down, down, nearly to the ground
Shake your fingers, twirl them round and round
Open, shut them (repeat)
Give a little clap
Open, shut them
Lay them in your lap.

Here's a bill for baby
Big and soft and round
Here's a baby's hammer
Oh! how he can pound
Here's a baby's trumpet
Toot a toot too too
Here's baby's fingers, playing peek a boo.
Here's a big umbrella
To keep the baby dry
And here is baby's cradle
Singing rock a bye. (rock a bye baby song)

(To be filed last day of each Month)

EDUCATION
CONSUMER ENTERPRISES

PART II (CM)

Month Ending _____ 194

PROJECT _____

SCHOOL ENROLLMENT:

Total at last Report _____ Total this month _____ Boys _____ Girls _____

Elementary: Total Enrollment _____ Average daily attendance _____

High School: Total Enrollment _____ Average daily attendance _____

Number High School Students in vocational training courses: Boys _____ Girls _____

Account for any major increase or decrease in school enrollment or attendance this month, giving figures: _____

ADMINISTRATION:

Number of teachers employed: (Elementary _____ Caucasian _____ Evacuee _____
(and _____
(High School _____ Caucasian _____ Evacuee _____

Staff additions or resignations this month (positions involved) _____

ADULT EDUCATION:

Total enrollment in adult education classes: Men _____ Women _____

Number of adults taking vocational training courses: Men _____ Women _____

Number of adults taking English courses: Men _____ Women _____

Types of re-training courses and enrollment in each _____

STUDENT RELOCATION:

Number of students who left center this month for college _____

Total number attending college on permit: _____ Men _____ Women _____

GENERAL COMMENT: (Give brief report on anything of unusual or significant nature which has arisen in the field of education this month, programs under way, any problems current or anticipated, suggestions and recommendations:)

(Turn Up and Over)

NURSERY SCHOOLS:

Number of schools _____ Average daily attendance _____
Total enrollment _____ Number of boys _____ Number of girls _____
Number of staff members _____ Caucasian _____ Evacuees _____

LIBRARIES:

Number of volumes in libraries _____ Number in previous report _____
Total circulation this month _____ Last month _____

CONSUMER ENTERPRISES:

BUSINESS VOLUME: Figures on gross business volume for each department of Consumer Enterprises.

<u>Departments</u>	<u>No. of Stores</u>	<u>No. of Employees (Evacuee)</u>	<u>GROSS BUSINESS This Month</u>	<u>Last Month</u>
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____

Total membership in Consumer Enterprises Association: _____

Total paid-in share capital _____

DIVIDENDS:

Amount declared by merchandise departments this month _____

For period from _____ to _____

Dividends declared by service departments this month (name departments, dividend amount, and period covered.)

Total of community enterprise dividends paid this year _____

GENERAL COMMENT: (Discuss briefly (1) major activity and developments in community enterprise field this month, and (2) plans, problems, expected developments in the near future with suggestions and recommendations.)

QUARTERLY PROGRESS REPORT

To be issued quarterly to the parents of every child enrolled.

PARENTS:

The items underlined and blanks filled in apply to your child.

We hope that you will realize that these represent the opinions of a group of teachers, who like yourselves are still learning to understand children, and therefore are not always accurate in their judgments. We do hope, however, that they will be useful to you in suggesting ways that your child may be helped, and that they will show progress wherein the Nurseries have helped in the development of your child.

Won't you sign here to show that you have looked this over, and then return it to the Nursery School?

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Tule Lake Nursery Schools
War Relocation Area
Newell, California
Bulletin No. 1A

QUALIFICATIONS OF STAFF MEMBERS

A competent staff member needs to possess these characteristics:

She must be young and strong enough to enjoy a full day's work with children.

She must ^{be} well, clean as to person, neatly dressed.

She must be sensible, warm-hearted, well-adjusted, cheerful. She needs to be perceptive, quiet in manner, yet alert.

Her attitude toward the children should be matter-of-fact, natural, friendly, and sympathetic.

Her success or failure with her own children must not dictate her methods of management of all other children.

To work acceptably with little children she must be poised in spirit and rested in body for little children are skillful in reading signs of strain and weariness.

She needs to understand how to make desirable behavior easy. She must know the capacities of each child and keep clearly in mind his next steps in learning.

Knowledge of the ways of child development are essential, but knowledge alone is not enough. She must understand how to use this knowledge in helping each child.

She must know how to secure the child's cooperation.

She must be able to refrain from unnecessary talking.

She must understand and master nursery school procedures.

The techniques for working with a group of children about the same ages are different in some respects from those used in the family group.

Therefore, even though a staff member had good techniques as a parent, she may need to change her methods in working with a group of children. This requires flexibility and a willingness to avail herself of opportunities for training.

Tule Lake Nursery Schools
War Relocation Area
Newell, California
Bulletin No. 1

THE QUALIFICATIONS OF A GOOD NURSERY SCHOOL TEACHER

I. Education

1. A broad cultural education.
2. Knowledge of Child Psychology.
 - a. Laws of learning.
 - b. Laws of habit formation.
 - c. Knowledge of abilities at different levels.
 - d. Understanding of child interests and needs.
3. Special Education.
 - a. Nursery School techniques and routines.
 - b. Nursery School materials and resources.
 - c. Knowledge of physical growth and health maintenance of the child.
 - (1) Standards of growth.
 - (2) Nutritional needs.
 - (3) Signs of illness or fatigue.
 - (4) First Aid.
4. Arts and Crafts.

(More important than a talent in an art or craft is an understanding of the underlying principles of initiating the child's experiences in the field.)

II. Personality

1. Physical traits.
 - a. General good health and endurance.
 - b. Neat and attractive personal appearance.
 - c. Quiet manner.
 - d. Soft voice.
 - e. Unhurried manner.
2. Qualities
 - a. Happy disposition.
 - b. Even temper, self-control.
 - c. Sincerity, genuineness, straight forwardness.
 - d. Sense of humor.
 - e. Openmindedness.
 - f. Spontaneity and enthusiasm (bouyance).
 - g. Self-confidence.
 - h. A sense of balance.
 - i. Innate refinement.
 - j. Imagination.
 - k. Initiative.
 - l. Poise (adjustment to life).
 - m. Appreciation of simple beauties around us.
 - n. A wholesome moral outlook.
 - o. The ability to evaluate oneself.
 - p. Tolerance.
 - q. A willingness to learn.

Page 2 -- The Qualifications of a Good Nursery School Teacher

III. Attitude

1. Ability to reach the child's level.
2. A willingness to wait for growth to take place.
3. A love and sympathy for children (not sentimental).
4. An impersonal though not cold or unresponsive attitude.
5. An attitude of fairness.
6. Of tactfulness and courtesy (towards parents as well).
7. An interest in children and their development.
8. A belief in the capacity of the individual for growth and development (to live significantly).

IV. The Teacher and Her Job

1. A friendly attitude toward parents.
2. A spirit of loyalty and of co-operation with her co-workers.
 - a. A willingness to do the job for the sake of the job (regardless of whose "duty" it is).
 - b. Willingness to co-operate in work under the leadership of a superior.
 - c. Willingness to work for group unity.
3. The ability to make wise decisions.
4. The ability to use imagination and ingenuity in working out problems.
5. The ability to be a good housekeeper.

2

Tule Lake Nursery School
War Relocation Area
Newell, California

Bulletin No. 22

PLAY MATERIAL THAT ENCOURAGES CREATIVE EXPRESSION IN THE
YOUNG CHILD

EXCURSIONS

Value to Child

Social

A feeling of belonging to the group is developed by doing things and going places together, thus, shyness and self-consciousness are forgotten.

Mental

Visits to stores, post office, fire house, farm, zoo, airport, parks, buildings in construction, street work, etc., widens the child's world and greatly increases his vocabulary.

Physical

Healthful exercise of walking in fresh air with stimulated interests makes for strong, happy children.

Age Range

Three years up.

Material Needed and Cost

Occasionally transportation; otherwise, no expense.

NATURE STUDY

Value to Child

Social

Walks for nature study stimulate conversation for the very young child. The parent or teacher need not force conversation but answer all questions simply and entertainingly about the things in nature which have aroused his interest.

Mental

The average child will not travel extensively when he reaches adulthood, so unless he is given some appreciation of the world about him at an early age, his life is bound to be somewhat monotonous. A child who is early taught the wonders of the night sky, the marvels of the flowers, trees, birds, insects and rocks will realize that the common place things are wonderful and he will have a constant source of enjoyment.

Physical

There is no more healthful, wholesome exercise than an interesting walk with one's friends.

Age Range

Three years up.

Material Needed and Cost

Much of the materials used in Nature Study may be collected from walks and have no cost attached. Cocoons, butterflies, spiders, worms, turtles, tadpoles, ants, seeds, flowers, grasses, nuts and fruits are easily obtained and placed in boxes or glass jars. This will hold the attention of a child for many days.

CRAYON WORK

Value to Child

Social

Encourages child to notice familiar objects more closely. In the conversation or remarks that inevitably arise over drawings. Child enters in expressing himself and enlarging his vocabulary.

Mental

- a. Starts training of memory.
- b. Affords satisfaction as his creative idea materializes at once.
- c. Training in sense of color.

Physical

Contributes towards finer coordination development without strain. Often is expressive of rhythm in rotary movements or freely described vertical strokes.

Age Range

Twenty months to ten years.

Material Needed

Handy Junior Crayons, large size, 10¢ to 25¢
Cream colored paper, 25¢ a pad.

PAINTING

Value to Child

Social

- a. Making something for others to enjoy. The child often makes a picture expressly "for Daddy", "for Mother", or even for another child.
- b. The child expresses his social concepts.

Mental

- a. First-hand experience of color.
- b. Exploration of possibilities in combination of color and form.
- c. Mental freedom accompanying self-expression.

Physical

- a. Freedom of arm and shoulder movement.
- b. Coordination of eye - hand muscles.
- c. Development of muscles of hand and arm.

Age Range

Two - until child is ready to paint in more durable materials.

Material Needed and Cost

Paint aprons 15¢
 $\frac{1}{2}$ yd. oilcloth, 15¢
 $\frac{1}{2}$ bolt tape, 5¢
Paint jars
Mayonnaise and jelly jars
Paint
Fuller's "Dekorato"
An easel (if possible)

Poster & Fresco Colors:

Red - 60¢ lb.
Blue - 40¢ lb.
Yellow - 35¢ lb.
Black - 30¢ lb.
Brushes 5¢ each at Five
& Ten Cent Stores

HOUSEKEEPING CORNER AND DRESS-UP BOX

Value to Child

Social

- a. Experience in "group living" on child's level; i.e., opportunity to re-live or create actual family situation on their own level of understanding.
- b. Develops inter-dependent play.
- c. Gains awareness of the family unit--mother, father, and children as a complete unit.
- d. Gains awareness of certain family relationships; i.e., father usually earns family income; mother has certain authority, etc.

Mental

- a. Develops a concept of orderliness.
- b. Develops imaginative play.

Physical

- a. Limited amount of manual skill through ironing, sweeping, dressing dolls, and moving furniture.

Age Range

Two years, six months up

Material Needed and Cost

Wood - some orange boxes and some planks for screens (2 or 3 are useful); dining-room table and chairs, doll bed, child size bed, dress-up box, shelf for dishes.
Iron, 10¢ - Cooking utensils, 25¢ up
Set of doll dishes (for teas), 25¢ up
Telephone, 25¢ - Cottons and wools for blankets, doll dresses, table cloths. Paint, 1 qt. \$1.43.
Mounted pictures to go on the walls. Dolls 25¢ up
Doll buggy and small piano, nice but unnecessary.

MUSIC AND MUSICAL INSTRUMENTS

Value to Child

Social

In this activity the whole child enters into the feeling of the music that it is hard to state just where the social ends and the mental or physical begins.

- a. Develops friendly attitude - leadership - cooperation.
- b. Behavior difficulties lessened.

Mental

- a. Develops awareness of melody, rhythm.
- b. Stimulates child to spontaneous effort, indirectly, by introducing instruments into his play environment. A language development encourages self-expression.

Physical

- a. Coordination of muscles in rhythm.
- b. There is a wholesome physical outlet for emotions

Age Range

Beginning with two years old who simply enjoys listening on through life.

Material Needed and Cost

Cylindrical cereal boxes. Gallon tomato cans; inner tubing; kitchen utensils such as: pancake turners, wooden spoons, pot lids, tin baking pans with dish mops; shoe trees, toy wash boards, clothes pins, funnels, sandpaper, blocks, baby rattles, tamborine, bell. (Cost, nominal)

PAPER CUTTING

Value to Child

Social

- a. If he is working in a group he learns to share materials.
- b. Enjoys seeing what other child makes.

Mental

- a. Provides a channel for the growth of creative ability.
- b. Recognition of size, shape and color.
- c. Outlet for creative expression on part of the child.

Physical

- a. Development of eye - hand coordination.
- b. Development of coordination of finger muscles.
- c. Acquisition of skill in manipulation of scissors.

Age Range

Three years up.

Material Needed and Cost

- a. Blunt pointed scissors, 10¢ up
- b. White and colored paper, 10¢ package
- c. Paste (flour and water)
Smooth wrapping paper and bits of colored paper from envelope linings may be used.

Undesirable for Children Under Four Years Old

- a. Paper doll cut-outs.
- b. Cutting pictures from magazines.
Because they are too difficult for this age.
They give no opportunity for creative expression.

CLAY

Value to Child

Social

- a. Gives opportunity for free creative expression.
- b. Provides a chance for social conversation amid pleasant busy atmosphere.

Mental

- a. Stimulates thinking and inventiveness.
- b. Provides scope for experimental play.
- c. Widens imagination.

Physical

- a. Small muscle development.
- b. Finger manipulation.
- c. Sensory development of touch.

Age Range

Two years - through entire school period.

Material Needed and Cost

Potters grey clay flour, 1¢ to 8¢ lb.
Covered earthen crock, 50¢
Oilcloth or linoleum covered board.
Apron (oilcloth preferred).
Tools - wooden spoon, toothpicks, meat skewer.
When the clay hardens, it may be painted or
shalacked if desired.

CARPENTRY

Value to Child

Social

- a. Patience
- b. Give and take
- c. Cooperation
- d. Diplomacy
- e. Does not cause over-stimulation

Mental

- a. Exactness
- b. Learns to plan and carry out an idea.
- c. Learns to control the danger element in hammering.
- d. Increases information which arouses further questioning on his part.

Physical

- a. Develops muscles of arms, fingers, hands, and trains in eye and hand coordination.

Age Range

Three years - on through life

Material Needed and Cost

Sack of mill ends, 25¢
Sandpaper, 10¢
Nails, 10¢
Hammers, 25¢ each
Vise, \$1.25
Saw, 75¢

HOLLOW BLOCKS

Value to Child

Social

- a. Opportunity provided for all stages of social development.
 - 1. For solitary play
 - 2. For complex cooperative play
- b. Social traits developed
 - 1. Recognition
 - 2. Cooperation
 - 3. Leadership

Mental

- a. Stimulates greater mental activity and imagination
- b. Affords continual variety in play and therefore sustains interest.
- c. Furnishes increasing opportunity for constructive and more prolonged effort.
- d. Affords opportunity for self-expression.
- e. Develops recognition and sensory appreciation of colors, size, shape, weight, design.

Physical

Develops general bodily control and muscular coordination through practice in handling, pushing, lifting, carrying, piling and knocking down.

Age Range

Two to seven years.

Materials Used.

Lumber, nails, paint (non-poisonous)

GARDENING

Value to Child

Social

- a. Learns to share tools and garden spot.
- b. Learns to work with others.
- c. Learns to use tools in the proper way without harm to others or to the garden.

Mental

- a. Gains the personal satisfaction of accomplishing something.
- b. Gains a knowledge of the wonders of nature.
- c. Develops a love of all growing things.

Physical

- a. Develops shoulder and arm muscles.
- b. Develops balance and physical poise.

Age Range

Two years - on through life.

Material Needed and Cost

Rake, hoe, shovel, sprinkling can, rubber apron, wheelbarrow, seeds. All garden tools must be small but sturdy so that they may stand hard wear and do real work. The cheap garden tools break so easily that they develop destructiveness and discouragement in the child.

Garden tools	_____	\$.50 on up
Sprinkling can	_____	.50
Oilcloth and tape	_____	.30
Wheelbarrow	_____	1.50
Seeds and plants	_____	.50

CARE OF CONVALESCENT CHILD

Value to Child

Social

Happiness
Independence

Pleasant Atmosphere

Self-reliance
Initiativeness

Mental

- a. Occupied
- b. Interested
- c. Mind off disability
- d. Discovery of new possibilities of materials.
- e. Creates a normal attitude toward his associates
- f. Skill
- g. Achievement

Physical

- a. Small muscle coordination
- b. Minimum of exertion in the majority of activities.
- c. Quiet
- d. Normal routine of life:
Eating - better appetite
Sleeping - relaxes

Age Range

Two years until ten years.

Material Needed and Cost

Colored spools, magnifying glass, kaleidoscope, paper dolls, scissors, magazines and paper, clothes pins, plastic magazines and paper, clothes pins, plastic clay, squares of materials and safety pins, mirror, buttons, string, ribbons and trinkets, hooks, sand hour glass, small blocks boxes, crayons, crap book and puzzles. (Nothing over ten cents.)

Child's Achievement on Leaving Nursery School.....2

3. Ability to dress and undress, hang up clothes, lace and unlace shoes. (pre-supposing wise choice of clothing by mother)
4. Ability to relax and sleep peacefully without undue dependence on "props"
5. Bad habits, such as thumb-sucking, bed-wetting, regurgitation, masturbation, etc., eliminated. Other things being equal.

III. MOTOR ABILITY

1. Good sense of equilibrium, climbing, balancing, etc.
2. Ability to skip with both feet.
3. Ability to turn somersaults.
4. Accurate rhythmic response to music.
5. Capable use of horizontal bars of various heights.
6. Ability to ride a tricycle.
7. Ability to eat without spilling food and to use table utensils capably.
8. Ability to tie bows, button and snap clothing.
9. Ability to carry filled pitchers and plates without spilling.
10. Ability to use hammer and nails.
11. Ability to use scissors with reasonable success in cutting out pictures.
12. Ability to throw, bounce, and catch a ball.

IV. INTELLIGENCE

1. Vocabulary
 - a. Should pass Kuhlmann revision of Standford-Binet test at five year level.
 - b. Should not use baby talk,
2. Should know own name, family name, and address.
3. Should be able to tell recent experiences.
4. Should be able to tell simple familiar stories and repeat simple verses.
5. Should use complete sentences and should use pronouns correctly.

2

CHILD'S ACHIEVEMENT ON LEAVING NURSERY SCHOOL

I. PHYSICAL CONDITION

1. Height and weight approximately normal, dependent on individual type.
2. Teeth
 - a. normal number for age
 - b. freedom from decay, or with cavities filled
 - c. no signs of decalcification
3. Nose and throat
 - a. adenoids and enlarged tonsils removed
 - b. enlarged glands checked on and cared for
4. Ears
 - a. signs of defective hearing observed and cared for (wax, and throat conditions, etc.)
 - b. no running ears or indications of inner-ear infection
5. Eyes
 - a. if sight is not normal, child must be under doctor's observation and care
 - b. healthy condition of eyelids
6. Posture
 - a. weak arches corrected by exercise and proper shoes
 - b. decalcification and rickets correct by diet.
7. Skin and Hair
 - a. clean and healthy
 - b. eruption, if any, corrected by diet and medical care
8. Communicable diseases checked
 - a. immunization and vaccination done
9. Blood count and urinalysis satisfactory, also Wasserman
10. Heart and Lungs in good condition, or under observation

II. PHYSICAL HABITS ACQUIRED

1. Toilet training completed
2. Independence in bathroom procedure:
 - a. washing, cleaning nails, brushing teeth, combing hair

6. Should count a little. (Kuhlmann?)
7. Should be able to follow simple directions.
8. Should show reasonable continuity of interest in a piece of work.
9. Should know five or six common colors.
10. Should be able to repeat simple sentences.
11. Should be able to devise and carry out own play for a reasonable length of time.
12. Should be able to draw a few fairly recognizable objects.
13. Should be able to answer telephone, turn lights off and on.
14. Should show reasonable amount of ingenuity in solving problems with play equipment, objects in daily use, and in social situations.
15. Should understand the rudiments of sex education.
16. Should be able to use play equipment suitable to age level.
17. Should be interested without any great effort in new experiences: sights, sounds, objects, etc.

V. EMOTIONAL DEVELOPMENT

1. Personal

- a. no tantrums or unreasonable crying
- b. no unreasonable fears (darkness, height, etc.)
- c. no emotional attitude towards eating or other feeding problems, such as, unreasonable food dislikes, etc.
- d. cheerful attitude of mind
- e. no emotional attitude toward sex and bathroom functions.
- f. no undue degree of emotional dependence on mother or other close relative (requiring cooperation of mother)

2. Social

- a. should meet strangers without undue shyness
- b. should play contentedly with other children, no fighting
- c. should not be selfish about toys, etc. (ability to share)
- d. should know the rudiments of good manners and the essentials of a courteous attitude toward others
- e. should not be easily made the under-dog
- f. should not be habitually fault-finding, tale-bearing, or sorry for himself
- g. should not try to get his own way by crying
- h. should understand fully the difference between "mine" and "thine".

Child's Achievement on Leaving Nursery School.....4

- i. should respect the rights of others.
- j. should know the rudiments of good sportsmanship.
- k. no unwholesome degree of personal modesty nor exhibition of self.
- l. should be able and willing to help with simple household tasks.
- m. should be cooperative generally.

War Relocation Area
Nowell, California

Time Schedule

Nursery Schools

Teachers: 8:15-11:45 ($3\frac{1}{2}$ hrs.)
 12:45- 3:45 ($3\frac{1}{2}$ hrs.)
Total hrs. required on 6 $\frac{1}{2}$ hrs.

Project Site

Allowing $1\frac{1}{2}$ hours daily (Monday through Friday) for preparation time which must be accounted for in terms of work directly related to the Nursery School Program.

Total work Hours Required Weekly
(44 hours)

For Children

A. M. 8:45 to 11:30 (2 $\frac{3}{4}$ hrs.)
P. M. 12:45 to 3:30 (2 $\frac{3}{4}$ hrs.)

Kindergarten

Teachers: 8:00-11:30 (Summer)
 8:15-11:45 ($3\frac{1}{2}$ hrs.)
 12:45- 3:45 ($3\frac{1}{2}$ hrs.)

Total hrs. required on 6 $\frac{1}{2}$ hrs.
Project Site

Allowing $1\frac{1}{2}$ hours daily (Monday through Friday) for preparation time which must be accounted for in terms of work directly related to the Kindergarten School Program.

Total Work Hours Required Weekly
(44 hours)

For Children

A. M. 8:30 - 11:00 (Summer)
 9:00 - 11:30 (2 $\frac{1}{2}$ hrs.)
P. M. 1:00 to 3:30 (2 $\frac{1}{2}$ hrs.)

A PROGRAM OF CONTROL IN ONE'S SCHOOL ROOM

Lois Hosford

It is difficult to say in a short time all that would be involved in control in a classroom. It involves so many school routines, so many human relationships that to relate how each might be effectively handled would take more time than we have to listen. There are some basic principles however which may guide us in settling up a satisfying group life in our classrooms.

I should like to forget the word, "Discipline," and think of Social Control. Perhaps that may seem like useless quibbling over words yet in my thinking it is the difference between the negative and positive method of handling individuals. It is comparable in this consideration to the difference between the formal and the progressive approach to education.

The first implies domination and dictation; the latter the understanding of child nature, and the fulfillment of modern society's demands on Education. The first type of education is the easy type in terms of preparation and dissemination, with little regard for individual differences and personalities; the second requires deep thinking, intelligent planning, careful preparation in terms of mental and social age levels of the children, as well as consideration of its usefulness to society.

Likewise with discipline and social control: Discipline implies teacher dominance; social control implies guidance. The first requires little consideration for personalities and training of the individual to live with others; the latter requires understanding child psychology in a social group. Therefore the first is dispensed with quickly and ruthlessly; the latter requires thought and consideration for the situation and the individuals involved.

To achieve Social Control then one must have these understandings of what it is.

Another aspect of social control besides understandings is attitudes. Two major aims of Education are 1. Training individuals for making a living and 2. Assisting in the training of individuals to live with others. The second of these aims sets up the need to teach and require social control.

In order to live satisfactorily with others we must have consideration for others---we must share---we must have respect for orderliness.

School is just another phase of community life. Traits which are essential to satisfactory living in the Community as a whole are essential to living in a classroom. For example, consideration for others includes courtesy, fairness, and tolerance. Sharing includes not only the sharing of materials but time, ideas, accomplishment and achievement. Orderliness includes more than good housekeeping. It can be extended to punctuality, logical thinking, a sense of proportion.

Each one of these traits could still be broken down into its fine points in clude all the virtues of a thoroughly social individual.

The attitudes we develop in children in regard to these traits are dependent on our own attitudes toward them, and what our understanding is of their necessity and their functioning in a democratic order. It is essential for us to be fully cognizant of these needs--then, to hold standards which are sensible but elevating for ourselves and members of the classroom. We need to remember that our mission is Teaching and that teaching may be both direct and indirect.

There is no other socializing agency which has the child for as long a time or under as many different conditions as the schools. No other individual in those agencies is as close to the child as the teacher. She holds the key place in this socializing process. Hers is a great responsibility.

Having mentioned then the need for a full understanding of the child, the aims of education, what Social Control is and what should be the attitude of the schools toward control we perhaps are ready to apply these understandings to the immediate management of the classroom situation.

There are many little techniques and devices employed by good teachers in creating an educative and socializing atmosphere in the classroom. They always are controlled and directed however by these understandings. They make the positive approach to control possible.

First we might consider the teacher who achieves social control in her group. She is vital and alert--two characteristics which may be possessed only by individuals with good health and sufficient rest. These characteristics enable her to meet with poise and patience the many situations created by forty personalities.

Secondly she must possess high standards of conduct within and without the classroom in order to be worthy of the respect of her pupils.

She must be a person emotionally fitted to meet the many exacting different personalities and school days require, and to react objectively and tolerantly toward individual behavior and expressions of personal opinions. Children appreciate fairness, objectivity, and of her qualities of behavior in teachers that teachers require them to exhibit.

Teachers should be human beings not symbols or paragons of perfection, but, without sentimentalizing, I believe that children (and the public in general) require that we be a little above the average as individuals--somewhat akin to their concept of mothers-in deportment, selflessness, high ideals and culture. The illusion is not given by preaching it, but rather in living it--through correct speech, a pleasant cultured speaking voice, fairness, courtesy and impartial dealings with her students.

We hear arguments for and against firmness. Firmness has a definite place. It is demonstrated best by voice and consistency.

The voice is one of the teacher's most effective instruments for control. By the right use of her voice,--the pitch, her inflection, the way she asks for attention, the amount of firmness and sincerity in her voice--she can sway her room to good or poor performance more easily than by an amount of old-fashioned punishment.

An effective device to employ when the room becomes disorderly is to just stop and wait, get the attention of the room, and by proper use of firmness and tone of voice say, "I am waiting" or "I am not going on until all have a chance to hear," etc. It will bring a room to order faster, and build more respect for the teacher than any amount of shouting, scolding, or loss of poise. Reducing one's self to anger only aids in increasing future trouble, for the child soon recognizes our weaknesses, and a certain few will use them to advantage.

The good teacher will anticipate possible child behavior and will set up conditions in her classroom which will minimize chances for breaches of conduct. By careful preparation and planning, the day is made full of interesting and satisfying experiences. An atmosphere of kindly consideration is the only approved one. Through guidance--that is telling the children what they did that was wrong and what would be acceptable behavior--instead of using sarcasm and disrespect for personal feelings--and, through the sharing of pleasures together--an attitude of friendliness and loyalty will be built up.

Then, children feel secure in a room where there is consistency in routine duties and consistency in the teacher's behavior and requirements. A confused child and all its attendant evils can only result from an inconsistent teacher. Well planned routines soon become established and accepted by consistent adherence to them.

I do not think that passing materials a certain way, lining up and waiting for one's turn, raising one's hand or rising to request the teacher's and class's time is old-fashioned, rigid form. It is just learning the best way to do things. It is showing consideration for others, and learning self-control for future years. Many a social failure in life is due to improper training during childhood in unselfishness and respect for others. By consistency, then, we help to establish in the child many valuable traits and attitudes.

Speaking of the development of definite traits calls to mind one that I would want to place high in the list, and that is Realism. We must assist and insist on the child facing his behavior realistically--with no alibies. To permit him to cover his bad habits or behavior with rationalization is to do him a great injustice. If he learns to put his finger on his own shortcomings which prevented his achieving a desired goal he will soon make correction of them. Realism is a great self-help.

Then the child should be realistic about the purpose of good behavior. We cannot allow children to continue to **behave** solely because they like us or wish to please us, or because it will bring them some individual advantage, but rather they must be aware that the purpose of right behavior is for the welfare of the group, and because it makes for successful group relationships.

I have added punctuality--although it is another instance of consistency--because it is so essential to smooth school operation, and again, enables the child to know what to expect.

Another technique which a good teacher employs besides the afore mentioned tolerance, courtesy, impartiality, objectivity, etc., is **Praise-honest** praise. There always is some reason for praise and it does wonders in unfolding personalities and other abilities. It gives the child the assurance of belonging, and a sense of security with the teacher.

In summary then we might say that social control is the positive approach to the training of children to live successfully in groups. It has its basis in an understanding of child nature, and the school's sense of responsibility in preparing him for living happily with others. There are certain techniques and devices which we use but they all have their roots in these understandings and purposes. It is one of the major responsibilities of a teacher, and some would rate it as the major responsibility. At any rate it merits thorough **consideration** and constant study.

To further one's understandings I would recommend reading on various aspects of control such as:

- anger
- fear
- sense of quiet
- rationalization
- objectivity
- emotionalism
- threatening
- reward, etc. or other phases

of behavior which determine personal reactions.

National Association for Nursery Education

THE NURSERY SCHOOL'S CONTRIBUTION

TO THE HEALTH OF THE CHILD

A Fifteen Minute Radio Dialogue

Oscar Reiss, M. D.

Chief of Pediatrics, Los Angeles General Hospital

QUESTION

Doctor, just what is a nursery school?

ANSWER

The nursery school is a school for young children and their parents. Children from two to five go there. They don't sit at desks, they play; and their play is guided that they may develop strong bodies and healthy minds. Here, too, parents are afforded the opportunity of learning a lot about bringing up children.

QUESTION

How, what do you mean by health?

ANSWER

Health means a state of well-being, mental as well as physical. Physically the child should be in a state of optimal nutrition, his organs functioning perfectly, his posture correct, and he should be without important defects. Mentally he should be alert and emotionally free and happy.

QUESTION

How does the nursery school help to get children that way?

ANSWER

Because the nursery school aims to do just that in its health program.

QUESTION

What is the nature of this health program?

ANSWER

It is two-fold: education of the parents in child care, and training of the child in ways of life that make for health.

QUESTION

How is this brought about?

ANSWER

The parents are instructed in the rules of hygiene, physical and mental.

The need of an adequate diet for the child is stressed. Such diet consists of $1\frac{1}{2}$ to 2 pints of milk, fresh fruit, cereals, meat and eggs, green and starch vegetables, bread and butter, and simple desserts.

However, that the above constitutes a balanced diet is now well recognized and few children need suffer because sufficient food of proper nutritive value is not known. However, successful feeding implies much more than the

supplying of proper food in desirable quantities. We have learned that the emotional state of the child at the time of feeding is almost as important as the food itself.

The child who is under strain, who is rendered nervous by the anxious pressures of parents is very likely to result in loss of appetite, and thus become a feeding problem.

Appetite as an indication of the need for food is a primitive response, and coaxing, coddling, and the numerous other procedures that many parents practice in the hope of getting more food into their children often succeeds only in defeating the object they are endeavoring to attain.

The young child requires a daily rest period, and the least 12 hours sleep in a bed by himself and in a well ventilated room. His clothing should be light in weight, non-irritation in texture, and the amount he wears should be suited to the varying conditions of our climate.

He should have a room to himself is possible, and the room should be furnished simply but with a view of developing his aesthetic sense.

The mother is advised by the nursery school in the recognition of the early signs of illness, both for the protection of her own child as well as the rest of the nursery school group. Any young child who is not behaving in his customary manner should be kept from school for observation.

Parents are advised by the nursery school concerning the accepted procedures of immunization against Small-pox, Diphtheria, and Whooping cough. No child should be without this protection.

Parents may discuss with the nursery school the various behaviour problems with which they happen to be confronted. They may together map out effective ways of discipline. They may also discuss the danger of mistaking indulgence for indliness. They may talk about the fact that the young child is imaginative and inquisitive, that these qualities should be allowed to develop, and not be hampered even though they may frequently be quite annoying.

From their contact with the nursery school, parents may further gather other important truths about child development. For example:

That basic fundamental learnings have their foundations laid at an extremely early age, and learning begins long before formal education starts.

That no experience is lost. Therefore, training the child to learn effectively by affording beneficent experiences from birth on, is a most thoughtful procedure.

Parents must never deceive children. They should at all times have in mind a program of handling the child that will make for the development of a well adjusted individual of sterling character. This can only be arrived at if the parents are in harmony.

QUESTION

Doctor, you have given us a pretty good idea of the scope of parent education fostered by nursery schools in their health program. What are you teaching the children that makes for health?

ANSWER

First, of all, the nursery school sees that each child has a complete physical examination to determine his health status. This examination is repeated at regular intervals. In this way, many remediable defects are discovered.

Each day as the child arrives at school, he is checked over to make sure that he is perfectly well. Such procedure is not only valuable in detecting impending illness, but also serves to condition the child so that he is not fearful of medical examination.

The physical set-up of the nursery school is such that it affords a very simple but aesthetic environment with most of the equipment outdoors, so that only during our few inclement days (Chamber of Commerce, please note) need the children be kept indoors.

QUESTION

What is this physical set-up of which you speak?

ANSWER

The play-grounds are well graded and drained to prevent dampness, well located to permit plenty of sunshine, with a proportionate amount of shade, and large enough to permit different age groups to continue undisturbed in their activities.

There is set up special apparatus, the use of which makes for the development of good body-mechanics, such as ladders, balancing boards, packing boxes, swings, carts, tricycles, sand-boxes. Then there are raw materials, such as clay, paints, crayons, etc. Thus, opportunity is afforded for lifting, climbing, stretching, pulling, hanging, jumping, and balancing, all of which develop good muscle tone and co-ordination.

QUESTION Is health taught only through play?

ANSWER No. There is an established daily health routine as follows:

1. Morning inspection by doctor or nurse. This affords opportunity to detect impending illness.

2. Washing.

Hands are washed after out-door play, after toileting, and before lunch. Individual washcloths, towels and combs are used. Children quickly learn the sanitary purpose of these measures.

3. Toileting.

Toilets are near the playground and easily accessible. The children are taken regularly, and quickly learn bladder and bowel control.

4. Rest Period.

A mid-morning rest period is part of the routine. This affords a needed break in activities, and is also of great value in teaching the children to relax.

A second rest period of 15 minutes precedes the noon meal. Appetite is always much better under such circumstances.

5. Sleep periods.

Undernourished or nervous children are encouraged to take a short rest at 10 A. M.

All the children take a two-hour nap in the afternoon.

Each child has a cot covered with his individual bedding and not used by other children.

Every young child requires an afternoon sleep of from one to three hours, and it is indeed rare to encounter a nursery school child who does not quickly fall into this routine.

6. Playtime.

Apparatus and materials carefully selected because of their proven value as aids in the development of strong bodies are at the disposal of the children, and their proper use is at all times tactfully guided by the nursery school teachers.

7. Nourishment.

Necessary fluids, water and fruit juices, are given at regular intervals.

A properly balanced and appetizingly prepared lunch is served at noon. Milk is served in mid-afternoon. Children rapidly learn to eat with relish whatever is placed before them. Proper eating habits are learned in an amazingly short time. Parents, too, learn to maintain the same meal-time serenity in their own homes.

8. Clothing.

The kind and amount of clothing permitted is determined by the temperature indoors, and the temperature and state of the weather outdoors. The tendency is for parents to over-clothe their children.

QUESTION Doctor, in your discussion you have covered a great many important points. Would you mind closing with a brief summary?

ANSWER The nursery school is a school for young children and their parents. The children are taught the ways of life that make for health, and parents are educated to an understanding of a better way of bringing up their children.

Tule Lake Kindergarten
War Relocation Area
Newell, California

From Miss M. A. Schauland

POEMS FOR YOUNG CHILDREN

The Shoemaker

Shoemaker, Shoemaker, mend my shoe
They say you can make it as good as new,
My foot is coming thru, what ever shall I do.
Shoemaker, Shoemaker, mend my shoe.

"Wouldn't It Be Funny?"

Wouldn't it be funny,
Wouldn't it now?
If the dog said "moooo"
And the Cow said "Bow-wow-wow,"
Wouldn't it be funny,
Wouldn't it now?

I have a little pussy,
Her coat is silvery gray;
She lives in a great wide meadow
And she never runs away.
She'll always be a pussy
She'll never be a cat
Because-she's a pussy-willow!
Now what do you think of that?

A friendly cow all red and white.
I love with all my heart,
She gives me cream with all her might,
To eat with apple tart.

Rabbit

Once there was a bunny
And a great, green cabbage head,
"I think I'll have some breakfast"
This little bunny said.
So he nibbled and he nibbled
Then cocked his ears to say
"I think this is the time
I should be hopping on my way."

If I had a donkey and he wouldn't go.
 I wouldn't whip him, oh no, no,
 I'd feed him some hay and give him some straw
 Then my little donkey would say he-haw.

Here's a little bunny
 On a shelf in a shop
 Wind him up, wind him up,
 He'll hop, hop, hop, hop.

WASH YOUR FACE

Wash your hands, wash your face.
 Keep them nice and clean
 Never leave a dirty trace
 Where neck and ears are seen.

"The Squirrel's Nut"

"Squirrel, Squirrel, Stop and see"
 "What I've brought along
 Something that is brown and sweet
 Something that you like to eat
 Something don't you understand;
 Here's a peanut in my hand."

Squirrels

Red squirrels; brown squirrels
 Happy and gay,
 What are you doing, this bright sunny day?
 "Gathering acorns, chestnuts and leaves".
 Carrying them all to our house in the trees."

Milk-Weed Seed

As white as milk,
 As soft as silk,
 And hundreds close together;
 They sail away
 On an autumn day,
 When windy is the weather.

I'll tell you how the leaves came down
 The great tree to her children said
 You're getting sleepy, yellow and Brown,
 Yes, very sleepy, little Red
 It is quite time to go to bed.

Leaves

See the leaves come fluttering down
 Some are red and some are brown
 And some are yellow as sunshine fair
 Scattering brightness everywhere.

Robins in the tree tops
 Blossoms in the grass
 Green things are growing
 Everywhere you pass.

My bunny

I like my little bunny
 Because he has long ears
 That flip and flop so funny
 And when I call he hears.

He spends his time in hopping
 And jumping all around
 He seldom thinks of stopping
 Unless he digs the ground.

He likes to nibble clover
 And grass when fresh and green
 He plays till day is over
 Then hides away unseen.

A birdie with a yellow bill
 Hopped upon the window sill
 Cocked his shiny eyes and said,
 "Aint you shamed you sleepy head."

The Rain

Pitter, Patter, pitter, patter,
 Cheer up, says the rain,
 Don't you know that very soon,
 The sun will shine again.

The World

The world's a very happy place
 Where every child should laugh and sing
 And always have a smiling face
 And never sulk for anything.

Dandelions

Our yard is full of dandelions,
 In green and yellow dressed.
 I wonder why folks cut them down
 And call them such a pest.

When I grow up I'll have a farm
 With lots and lots of room
 I'll plant it all to dandelions,
 And let them bloom and bloom.

Tooth Brush Song

A tooth-brush is a useful thin,
 We always have our handy,
 It makes our teeth so white and clean
 And keeps us spick and spandy.

The little kitty says "Me-O-ow"
 The little dog says "bow-wow-wow"
 If together they should sing,
 Wouldn't that be a funny thing!
 Mee-ee-ow, bow-wow-wow.
 Such a funny, funny thing.

Tule Lake Kindergarten Schools
War Relocation Area
Newell, California

LEVELS OF ABILITY

2-3 yr. olds	3-4 yr. olds	4-6 yr. olds
<u>Physical Measurements</u>		
Ht. 30-37 inches Wt. 21-32 pounds	Ht. 32-40 inches Wt. 25-36 pounds	Ht. 35-43 inches Wt. 29-41 pounds
<u>Motor Control</u>		
Moves freely from place to place but is easily tipped over.	Markedly better than 2 yr. old's. Climbs with ease, runs, jumps from low steps or boxes.	Runs, climbs, or jumps quite well.
Climbs stairs with help of railing, but puts both feet on each step.	Goes up and down stairs without holding on to rail, often using alternate steps.	Can manipulate wagon, sled, sometimes a velocipede.
Holds himself safely in low, steady swing.	Can walk a straight line and walk backwards.	Can hop on toes with both feet off the ground at the same time.
Is active but seldom boisterous or very vigorous.	Can catch a large ball with arms extended and throw without losing balance.	Can throw large ball easily.
Can: Scribble with crayons, copy vertical stroke, cut gashes, in paper, pile 4-5 blocks on top of each other, insert pegs in board, string large beads.	Handles crayons and pencils fairly well and can copy a rough circle or simple cross. Can build high block tower or simple block house. Can carry a breakable object safely and wipe up what he has spilled.	Can cut along a straight line with scissors, if he has opportunity for practice. Piles blocks into complex structure. Can copy a square. Has considerable skill in drawing.

Personal Habits

Dressing and Toilet

Can remove shoes if laces are untied.

Can button and unbutton fairly large buttons which he can see.

Can dress and undress save for fastenings which are out of reach and bow-knots.

2-3 yr. olds	3-4 yr. olds	4-6 yr. olds
Helps in getting dressed. Finds large armholes and thrusts his arms into them.	Can put on panties, leggings; coat, snow-suit, dress, or sweater with a little help.	
Helps pull up or push down panties.	Can unlace shes (except for hard knots); can lace them with a little help.	
Is learning to button and unbutton.	Can tie a single knot but not a bow-knot.	
With a little help at the heels he can remove rubbers and galoshes.	Can take care of himself at toilet if his clothes are not too complicated.	
Can wash hands and dry them but does neither well.	Can wash and wipe hands and comb hair with supervision.	Can care for himself in toilet room though his standards of cleanliness may fall short of adults.
Help needed at toilet seat depends on his clothes.		

Toilet

Has to be taken to toilet at regular intervals.	Rarely has accidents but sometimes becomes so absorbed in play that he does not start to the toilet until too late.	Can usually take responsibility for going by himself.
Rare accidents.	It is still the teacher's responsibility to see that he goes regularly to the toilet.	Adult responsibility to schedule toilet periods which reminds child that he may need to go.

Eating

Holds glass with two hands.	Pours well from pitcher.	Can handle all utensils well except knives.
Inserts spoon in mouth without turning.	Little spilling of food.	Sets table well.
Moderate spilling.	Rarely needs help to complete meal.	Likes to serve self.
May dawdle or play.	Either talks or eats.	Can eat and be sociable too.

2-3 yr. olds	3-4 yr. olds	4-6 yr. olds
<p>... need some help because he tires quickly.</p> <p>Very little conversation with meals.</p>	<p>Interested in setting table.</p>	
<p style="text-align: center;"><u>Mental Development</u></p>		
<p style="text-align: center;"><u>Language</u></p>		
<p>Understands almost all of the simple things said to him.</p> <p>Vocabulary: about 242 words at 3 years.</p> <p>Can answer simple questions.</p> <p>Sentences: "Papa gone." 3-4 words.</p> <p>Speech largely monologue, asking names of things.</p>	<p>Sentences longer and more complex.</p> <p>Vocabulary: 900 words.</p> <p>Delight in new words.</p> <p>Infantile articulation disappearing.</p>	<p>By five years the child uses all the common language patterns of the adults.</p> <p>Vocabulary: 1,500 words.</p> <p>Delight in using nonsense sounds--name calling etc.</p>
<p style="text-align: center;"><u>Ideas</u></p>		
<p>Can fit simple blocks into form board.</p> <p>Can name pictures of familiar animals and objects.</p> <p>Is constantly investigating the feel of things.</p> <p>Can name most of the common colors.</p>	<p>Knows his last name, sex, frequently his home address.</p> <p>Can name most of common objects in pictures.</p> <p>Beginning to give titles to his own pictures.</p>	<p>Can recite numbers up to ten and count 4 objects accurately.</p> <p>Beginning to think things through for himself and can sometimes generalize.</p> <p>Can hold his attention for a longer time on one activity.</p> <p>Can carry out simple series of commands.</p>
<p style="text-align: center;"><u>Play Activities</u></p>		
<p>Dolls; beads, blocks, slide; wagons, clay, paint, sand.</p>	<p>Slide; wagon, wheelbarrow; steps, jungle gym, blocks, tinker toys, house-keeping play.</p>	<p>All kinds of climbing apparatus and wheel toys.</p>

2-3 yr. olds	3-4 yr. olds	4-6 yr. olds
Play is very simple.	Play is much more imaginative.	Much imaginative and dramatic play.
Likes to handle, manipulate, feel, pat, pound.		Carpentry.

Social Skills

Has discovered frequently how to manage adults.	Show obvious interest in other children.	Much increase in group play and size of children's groups.
With children--plays near, but not with them. Watches, hugs, pushes them as if they were physical objects.	Social groups are formed with real conversation, real quarrels.	Solitary play has almost dropped out.
In groups of two year old there is little social give and take but much physical snatch and grab.	With a little guidance recognizes rights of others and waits for his turn.	Play groups have more definite organization with distinct leaders and followers.
Sometimes a two year old will defend his rights by kicking and pulling hair, but often he offers no resistance.	Beginnings of leadership are noticeable.	The 4 yr. olds know the rules of fair play but cannot always be depended upon to abide by them when their personal interests are at stake.
		Can be expected to put away toys if supervised.

Emotional Control

Investigates many things which turn out to be forbidden, hence is more often frustrated. Hence he may have temper tantrum, may cry out, strike, kick, or bite.	Quarrels are frequent but are usually settled by the children.	Strong desire for group approval. Tendency to exclude certain children from play.
May be upset at leaving home.	Fears are becoming more common.	Quarrels less frequent and, except in cases of physical violence, usually settled without adult interference.
	Resistance to adults accompanies new feeling of independence.	
	Difficulties with sleeping and eating may appear.	
	May play beyond his strength.	

2-3 yr. olds	3-4 year. olds	4-6 yr. olds
<u>Aesthetic Development</u>		
<p>Music:</p> <p>Awareness of sounds as train, airplane, bird, drum.</p> <p>Enjoys watching others take part in rhythmic activity.</p> <p>Enjoys playing drum.</p> <p>Will listen for a short while to phonograph record.</p> <p>Painging: Scribbling.</p> <p>Starts experimenting with vertical and horizontal lines, dots, and circular movements.</p> <p>Stories:</p> <p>Enjoys pictures of familiar objects, simple in outline, clear in color.</p> <p>Simple very brief accounts of familiar, every-day experiences.</p> <p>Repetition.</p>	<p>Takes part in rhythms.</p> <p>May sing a simple song, often not on pitch.</p> <p>Can recognize several melodies.</p> <p>Enjoys experimenting with instruments.</p> <p>Enjoys listening to records.</p> <p>Beginning of design.</p> <p>Often covers whole page with blocks of color or with one color.</p> <p>Enjoys a story with some plot and phantasy.</p> <p>Can listen for a longer time.</p> <p>Continue to enjoy picture books, here and now stories, repetition.</p>	<p>Can play simple singing games.</p> <p>Often creates songs in play.</p> <p>Design</p> <p>Framing of pictures. Shows imagination. Begin drawing of man. Explains painting.</p> <p>Enjoys longer and more complex stories.</p> <p>Likes to tell a story to a group.</p>

Tule Lake Kindergarten
War Relocation Area
Newell, California

Part V "Curriculum"

Source of Material "The Horace Mann Kindergarten for Five Year Old Children
By: Garrison, Shelby, and Dalglish
Bureau of Publications, Teachers College, Columbia
University N. Y. 1937.

"Curriculum"

A. Social Science (Phases of:)

1. Social Science Defined: Opportunities for social contact for the development of social responsibility, plus knowledge and understanding of the world in which we live, constitute what is called Social Science.
 - a. Much of the kindergarten curriculum is made up of social experiences and out of these grow other phases of subject matter.
 - b. Perhaps the most important thing that the child learns in Kdg. is: to live happily, comfortably, and constructively with other people.

2. Children also have an active interest in the activities going around them and a desire for information about the world in general.

- a. Children should be shown how to get information for themselves.
- b. Fact and fancy are strangely interwoven at this age. Actual experiences, conversation, pictures, and stories, can be used to disentangle confused ideas and to clarify thinking.

3. Experiences in social relationships.

- a. Personal Social Relationships: (An example situation)

1. The children at the indoor sand table had been careless and sand had been spilled on the floor. At music time when the children were skipping David came to the teacher and said "there is sand on the floor and it made me slip". The teacher stopped the music activity long enough for a group discussion of the situation.

Teacher: David says the children who were playing at the sand box were careless and spilled sand on the floor. We have talked about this before, haven't we? Can you think of anything we can do to help us to be more careful?

Bobby: Ask them to sit down if they are spilling sand.

Teacher: We might do that, but if we saw a child spilling sand might it not be better to go over and ask him to be careful?

Children: Yes, lets try it.

Teacher: Alright; Jean do you want to go over to the sand box and begin to play? Sally may go over and remind you to be careful. (Jean and Sally go to the sandbox)

Sally: Jean, you are spilling sand; can you be more careful? We slip on it.

Jean: Yes, I'll try. (Several children repeat this play)

- a. The above is a simple situation concerned entirely with social relationships and consideration of the rights and comforts of others. Emphasis was placed on help-

ing children to do better without punishment and on making a suggestion in a constructive way, which is often difficult procedure for children.

4. General Social Relationship Involving Subject Matter. (An example situation)

- a. A picture showing ships and a lighthouse was put up in the room. The children noticed it. The following discussion took place.

Billy: I know what this is (Pointing to the lighthouse) It's a light house.

Teacher: What are lighthouse for?

Alice: To warn ships of rocks. I saw one once.

Teacher: Tell us about it, will you? (And Alice told of her visit to a lighthouse.)

Billy: Why do we have to be sure to light it?

Teacher: Who can tell Bobby?

Alice: To guard the ship from rocks, I said.

- b. This brief experience included some information about lighthouses, some understanding of their importance, and the responsibility of the people in charge of them. It gave opportunity for the exchange of ideas which is language and included a story by one child which was literature.

5. A Social Adjustment Involving Subject Matter. (An example situation)

- a. David and Bobby were playing with a freight boat and a passenger boat. Difficulties arose. Snatching, followed by a fight, made it advisable for the teachers to enter the discussion.

Teacher: Let's sit down and talk this over. What is the trouble?

Bobby: David wants to carry mail on his boat. Liners don't carry mail.

David: They do.

Teacher: Are you sure about it Bobby?

Bobby: Yes.

Teacher: (To other children) What do you think?

The children are divided in their opinions.

Teacher: How are we going to find out? Here is a book that tells about mail: perhaps that will help us.

Teacher: Bobby does this picture help you to decide?

Bobby: Yes, it does.

Teacher: The next time you play with the boats, could David's Liner carry your mail? That would be fair, wouldn't it?

Bobby and David: Yes.

- b. In this experience information was of value chiefly because it helped in social adjustment.

6. Using Information to raise the standard of Play(an example situation)

- a. Children were playing airplane, "flying" around the room in a somewhat disorganized way.

- b. A group meeting was called to discuss the way in which an airplane starts and stops, the way of heating up the engine, rising slowly, and landing carefully, and the necessity of care in flying. The children contributed much information to the discussion which had a very definite influence on their play.

7. Experience in Social Living Involving Subject Matter (an example situation).

a. The San Francisco Bridge:

For several days the interest in the S. F. bridge showed itself in conversation and in bringing pictures from home before it actually crystalized into play. Toward the end of the year 2 children built a bridge with the Project Play Blocks and wood using string for cables.

b. Some of the more formal phases of subject matter that came out of the experience.

1. Arithmetic: Planning the proportion of the bridges, measuring, counting nails etc.
2. Language: Much discussion about bridges and conversation involved the use of many new words.
3. Literature: Teacher read a story about a bridge (showed pictures of bridges)
4. Industrial Arts: Children built bridges of blocks and wood and made boats.
5. Fine Arts: Children painted pictures of bridges and easels; drew pictures with large crayolas.
6. History and Geography: A discussion of ways of crossing rivers, what early bridges were like etc.
7. Science: An awareness of the possibility of spanning space by bridges was developed.
8. This was in no way a closely integrated activity. Many small group and individual activities were carried on with the entire group occasionally taking part in discussions and all the children participating in the excursion to the bridge. These interests were spread over a considerable period of time and illustrate the way in which the children's social service interests are considered and developed.

8. Social Experiences Utilizing Simple Forms of Subject Matter. (An example situation).

- a. We may see in one activity the simplest beginning of history and geography. "I live in Tule Lake". This begins the understanding of place relationships essential to geography.
- b. History: The beginnings of the understanding of time relationship that is essential to an understanding of history:
Example: "When I was a little baby, a long time ago"-----
My grandmother didn't ride in an automobile, she rode in a carriage driven by horses.
- c. Children are interested in places where people go "My Daddy is going on relocation--to Idaho. The children enjoy tracing the journey on the map. A railroad map is of especial interest. A few children make simple maps of their play room, road to school, or other familiar subjects.
- d. Children are interested in the general points of a compass and sometimes play a game of walking North, East, West, and South.
- e. They begin to know certain geographical facts about their environment. (Example situation) "The mountains are West of Tule Lake."
- f. The subject matter of the different phases of social sciences arises in various ways.

1. Having an actual experience: (A visit to a farm)
 2. Recalling an experience: (Children who have traveled on a bus or train or boat may tell about it thus starting a discussion).
 3. Vicarious experiences from Books. (A picture or a story often leads to much discussion and may suggest an activity).
 4. Dramatic play: (Children dramatizes experiences in which they have participated or about which they have heard such as going to the farm, delivering milk, buying groceries, traveling).
9. Interests that have Education Possibilities and are apt to recur with successive groups of children.
- a. House Relationships: The activities relating to house and home relationships include all phases of family life: sleeping, eating, cooking, cleaning, going for walks, "dressing up", playing sick, child and doctor, telephoning, buying food, building a house, building furniture, moving in furniture. Many of these activities are dramatized for example:
 1. Cooking: children play cooking and serve many an imaginary meal.
 2. Housekeeping dramatized: Leads to children assuming some of the actual care of the room, putting away materials, picking up scraps, washing furniture (must have materials for these activities.)
 - b. Community Relationships:
 1. Store: It may be a grocery store, dairy or toy store made with the help of children.
Activities in connection with a store include:
Making the store--buying and selling--telephoning orders--delivering goods--making signs and articles to sell.
 2. Hospital:
 3. Fire Engine House: Many valuable learnings, come out of this play such as knowledge of fire prevention, fire protection, place of the fire department and the way to take care of oneself in a fire.
 4. Post Office: Interested mainly in collecting and developing letters. Sometimes children make a postbox.
 5. Farm: Probably the most outstanding interest is the dairy farm and the farm animals. The smaller building blocks and the sandbox are usually the centers of this activity.
 6. Theater: (Occasionally). Kdg. tables and chairs used as stage properties.
 7. Transportation: Interest in various forms of transportation.
 - a. Trains: Activities vary from playing train with pacing boxes in the play ground to building trains with blocks and make trains and signals with wood.
 - b. Boats: Making boats and using boats in water.
 - c. Airplanes: Types of airplanes, hangars, landing fields, lights etc.
 - d. Automobiles: Various makes of cars; trips to various places, obeying traffic signals; service stations for gas and coal; streets are laid out with blocks

- c. Discussion of Current Events:
 - 1. Things children hear over radio or hear discussed at home as likely to start a discussion at school.
 - 2. Pictures from newspapers are often brought to school.
 - 3. Children are interested in special events.
 - 4. Children make newspapers (picture paper--ads.)
These newspapers were very simple, usually a single sheet of paper with a few words written by the teacher at the child's dictation to supplement his picture.
- d. Discussion of Social Issues:
 - 1. If they are playing Indians cowboy or soldiers the need arises for a discussion of this activity.
 - a. Danger of playing with guns.
 - b. Unwise to point guns at people or pretend to shoot.
 - c. War--frank discussion when it comes up.
 - 2. Hunting Wild Animals
 - a. Undesirability of shooting animals "just for fun"
 - b. Dangers that might be involved.
 - 3. Responsibility for helping other people when they are in trouble.
- e. Desired Outcomes: Through their experiences in living together the children have many opportunities to make individual and group adjustments.
 - 1. They begin to learn their responsibilities as members of a group and to realize that certain definite rules are necessary; a beginning in the development of certain social attitudes; an understanding of wide human relationships, relationships of time and place, specific information with each activity in which they participate.
- f. Excursions. Excursions enrich and clarify the experiences in which the children are participating.
 - 1. Every excursion taken is in connection with a specific experience.
 - 2. Before going teacher and children talk about; how to get there, how to take care of themselves on the excursion; responsibilities of keeping together; keeping quiet in public places.
 - 3. No formal discussion on return.
 - 4. Excursions may be taken to stores, post office, church, picnic ground, zoo, flower garden, exhibits.
- g. Holidays and Festivals: Their celebration is part of social living. Simple fun--avoid overstimulation--
 - 1. Thanksgiving: Make a real Jack O'Lantern.
 - 2. Lincoln and Washington birthdays (Show pictures)
 - 3. Christmas (Story of) Trim several small trees; children make decorations. Play Christmas.
 - 4. Children's Own birthdays--Simple serving of cookies, with perhaps a fruit juice.
 - 5. Valentine's Day. Make simple valentines--Teacher print wording. The greatest pleasure is in the preparation. Only a simple knowledge of why these festival are celebrated is necessary.

h. Health and Hygiene.

1. Health habits are established such as: keeping hands and objects out of mouths and nose and away from face.
2. Washing hands after toileting and whenever dirty.
3. Covering cough and sneeze.
4. Keeping hands off of food, out of drinking cups.
5. Refraining from unnecessary handling of food or from eating food fallen to floor.
6. Eating and drinking slowly.
7. Discuss reasons for eating certain foods.
8. Discuss reasons for needing fruit.
9. Discuss how to fold mats--lengthwise; avoid putting head and feet together.
10. Emphasis on quiet during rest time and indoors.
11. Well aired room--avoid drafts.
12. Teachers sit quietly near by to give help where needed.
13. A rest period sign.
14. Care of eyes.
15. Need for outdoor play.

THE RELATION OF ADMINISTRATION TO DISCIPLINE

The immediate responsibility for discipline or classroom control rests upon the classroom teacher. The particular type of control and the way it is administered is indirectly set-up by the administration of the school through its philosophy of education and curriculum. In order to clarify these statements it would be wise to first consider the methods used by classroom teachers throughout the country in meeting the control problem.

(1) No Control (2) Absolute teacher control (3) Group control
(4) Unselfish self control.

Miss Seeds of U. C. L. A. says there are four major types of classroom control.

(1) No control--where the children do as they please. This type of control is sometimes found in the schools of today where the untrained, inexperienced teacher has a poor understanding of the term "freedom." The teacher might as well not be there at all. The result of no control is chaos where the children are denied the right to feel happiness in real achievements. True freedom is something which should be earned and bestowed only upon those who can use it wisely. Real freedom leads toward right and toward true happiness; while allowing children to do as they please leads toward wrong and toward future sorrow. There is never any excuse for a teacher to future sorrow. There is never any excuse for a teacher to smilingly assure the visitor of a classroom that she believes in "freedom" when a recitation has failed because of an uproar.

(2) Absolute teacher control--where rules are made and enforced by the teacher. This method is preferable to no control and should be used at times, especially the the inexperienced teacher, until she can determine the type best suited to her class of children. Under this system the children usually do the right things, not because they know it is right or why it is right, but because they are trained to obey blindly.

No teacher should be content to use this type continually because "following blindly" does not develop leadership or initiation. As soon as possible each group of children should be given a share of responsibility for its own mental and moral achievements. The teacher should gradually take the position or guide and advisor rather than one of policeman.

In most schools, before the 20th century, absolute teacher control was the only type of control used. The teacher served as a dictator who made the rules, enforced them and judged all results. Rousseau indicated his views on this type of control with the following statement. "What is to be thought of that cruel education which sacrifices the present to an uncertain future, that burdens the child with all sorts of restrictions, and begins by making him miserable in order to prepare him for some far-off happiness which he may never enjoy."

(3) Group Control--Wherein rules are made and enforced by the children working together for a common purpose. Under this type of control the boys and girls of the classroom enforce the regulations which are often made by themselves without aid from the teacher. For example: If a child should deliberately spoil a group project it is quite possible that he would be dealt with severely by the children at recess. This type of control is quite dangerous if the teacher is not very alert, because many children lack good judgement when dealing out punishment. Children seldom understand the underlying reasons why a pupil might be interfering with the group wishes. They usually consider it as meanness.

(4) Unselfish self-control--where each person considers the good of the whole. This is the highest type of control and shows that the urge towards right is from within--that character has been built in the child. This end is reached by building up in the child right habits, ideals and attitudes through the discussion of problems which grow out of their immediate experiences. Then the class as whole sets up its own standard of work and behavior and each child lives up to the, sharing responsibility and making decisions for the good of the whole, we have unselfish self-control.

After considering the different types of control it seems obvious that the teacher must be well acquainted with several factors before she will know the type that will work in her particular classroom. She must know the philosophy of education, the curriculum and the methods adhered to by the administration of her school system. She must also know the types of people in her community and their attitude toward school in general and discipline in particular. Last but not least she must understand child psychology and be able to apply her knowledge to a given situation.

The teacher must understand that the control problem in her room is her responsibility. She alone has continual contact with the pupils, and understands their individual and group reactions to different situations. She is the only person in the school system who has the opportunity to know the parents of the children in her room well enough to determine their attitudes toward school and toward the children's future.

The problem of control which the teacher must meet is a miniture of the greater problem which confronts the democracy. It isn't easy for the teacher to know how to manage the forty children who differ more or less in native and acquired characteristics, so that they live richly and cooperatively together in their school. Like the democracy she should strive for the highest type of control. However, she should not be despondent or discouraged, if at times she has to resort to coercion in order to promote the greatest good for the greatest number. She must know hoe to reach each child--for one method will not suffice for all. Some will respond to reasoning, but with others it may even be necessary to inflict physical pain. Each child should be reached by the highest and best method possible to make him see and will to do right.

It is the teachers' duty to see that the child feels satisfaction when he responds to the right way and that wrong responses cause dissatisfaction.

In this discussion it should be quite obvious that the administrations of any school can set the stage for the type of control by the type of curriculum and methods they propose for the school system. If the curriculum and methods employed come from the 19th century philosophy of education it is necessary to have the traditional absolute teacher control. In the 19th century schools, little effort was made to hold the child's interest or to enlist his services in planning the day's work. Assignments were given, (a certain number of pages each day) recitations heard and judgements made exclusively by the teacher who served as dictator.

In the present day progressive schools where the entire program is child centered the higher types of control are much easier to establish. Today we make every effort to utilize the cooperation of the pupils in planning the day's work and seeing that it is carried through with a satisfactory feeling of accomplishment for all.

Today in our progressive schools the administrators have **very** little to do in handling the control or discipline problem. The principal, supervisor, or superintendent is consulted on only exceptional disciplinary problems dealing with abnormal children, willful disobedience, stealing, etc. It should be emphasized, however, that when unusually troublesome individual cases arise the teacher should not hesitate to consult some member of the administrative staff. It may be necessary to enlist the aid of some trained specialist or consult the parents. Such contacts are often more easily made by the principal or supervisor than by the teacher.

It is also the responsibility of the administrative staff of the school to see that adequate housing facilities, equipment and supplies are available at all times. Small classrooms with poor equipment usually cause control problems for which a teacher is not responsible.

Many more or less scientific studies have been made to try to determine just what are the most serious problems of control that teachers are meeting almost constantly and how solutions were found. An interesting study of this problem was undertaken at Teachers College, Columbia University, under the direction Professor Milo B. Hillegas. For a period of eighteen weeks careful note was made of all teaching problems which were brought to the attention of a training school supervisor by twelve student teachers. These problems were then classified and formed the basis of a questionnaire which was sent to 100 teachers who had less than two years teaching experience. The teachers were asked to indicate which problems gave them the most trouble. They were also asked to state with whose help they solved the problem.

The result showed that control problems such as difficulties in discipline and difficulties in building habits of good citizenship were felt more keenly than difficulties in teaching the various subjects. Twenty different difficulties in discipline were given and listed here in order of most frequent occurrence.

(1) Cheating in school work (2) Tale-bearing (2) Discourtesy-rudeness (3) Abnormal children (3) Keeping all busy (4) General disturbance (5) Stealing (5) Lying (6) "Smartness" (6) Talking too much (at wrong time) (6) Obstinacy (7) Impertinence (8) Sullenness (9) Disorderly conduct in halls (9) Disregard of yard rules (10) Willful disobedience (11) Bossiness (11) Note writing (12) Spoiled children (13) Immoral conduct (14) Refusal to abide by decisions of majority (14) Speaking desrespectfully to teachers.

The teachers received help in solving the above difficulties from the following sources. The average of help received from each source is also indicated.

Unsolved	8%
Solved through common sense	32%
Solved by means of theory courses	3%
Solved through practice teaching	7%
Solved with help of other teachers	4%
Solved with help of the principal	10%
Solved with help of supervisor	1%
Solved with help from books	$\frac{1}{2}\%$

This study indicates that the problems of discipline are many and varied in nature. It also indicates that even with beginning teachers the solutions to the problems are reached primarily by using good common sense. The administrative staff was utilized in only a small percentage of cases and were helpful in solving only certain types of problems as: Abnormal conduct, stealing, conduct in the halls and on the playground and immoral conducts. In most instances the administrative staff wasn't even consulted.

Conclusions:

1. Discipline or classroom control is primarily a teachers' problem.
 - a. She must be well trained in good educational practices and child psychology.
 - b. She must understand types of control and how to use them to advantage in a given situation.
 - c. She must be practical and know when to seek administrative help.
2. The administration of a school sets the stage for the type of discipline through its philosophy of education.
3. The administrative staff helps with discipline problems by advising teachers and in exceptional cases by taking the responsibility for solving individual problems.
4. The administration is responsible for adequate housing, equipment and supplies.
 - a. Lack of housing facilities creates control problems.
 - b. It is essential for pupils to have pride in their school in order to have proper attitude towards learning.

Tule Lake Kindergarten
War Relocation Area
Newell, California

Part I The Child and the Environment

I. Factors to be Considered in Making a Plan for Teaching (A Fundamental Plan)

Source of Material "The Horace Mann Kindergarten for Five Year Old Children"

By: Garrison, Shelby, and Dalglish.
Bureau of Publications, Teachers College,
Columbia University, N. Y. 1937.

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1. In making any plan for teaching we must consider the facts of child development, the interests of children of given age, the individual interests of each child in the group, the educational possibilities of the environment, accepted social values and the relation of the child to the present social order.
 - a. This implies that first we must know the child himself, his interests and his developmental needs and how to meet them:
 - b. We must know how to relate these interests and needs to the child's environment and how to arrange and use the environment so that it will provide for the best possible growth.
 - c. We must know what educational procedures and what subject matter have been generally accepted by society as valuable. Present day curriculum must consider the child not only as an individual but as a member of a group, a part of closely integrated society.
 2. The Teacher in a Functional Plan

In a functional plan for teaching the teacher herself should have

 - a. An understanding of social conditions as they are.
 - b. Some ability to plan constructively for the future.
 - c. A wide range of interests.
 - d. Knowledge of how to get needed information.
 - e. A sense of values for the teacher must constantly discriminate between experiences that have rich possibilities for child development and those with fewer opportunities for growth.
 3. The Teaching Plan and What It Includes
 - a. The teaching plan is made up of experiences valuable for children
 - b. These experiences are determined by the teacher's knowledge and understanding of the fundamental factors in the child's development together with her awareness of the significant and valuable possibilities in the immediate environment.
 - c. Accepted Division of Subject Matter.

Check the content of an activity in terms of accepted divisions of subject matters. art, music, social and natural sciences, languages, and literature.
 - d. Potential Subject Matter.

Teacher should be aware of potential subject matter.
Example--Special Holidays; special events related to environment.
 - e. No such division exist however in the actual working out of activities. They exist only in the consciousness of the teacher and in her written records.

- f. The teacher is primarily concerned with the development of the children's right social relationships and attitudes.
4. The Plan--How Flexible Is It?
 - a. Any plan for teaching must be merely suggestive and should be changed or modified at any time to fit developing interests and conditions.
 - b. There should be no fixed rule as to which activities are most valuable or which are to take place at a given time.
 - c. We know that certain typical interests are likely to occur each year because of the social and natural environment in which we live but other interests of equal value may unexpectedly arise and should be considered.
5. How Interests Originate.
 - a. Many interests are originated by the children themselves.
 - b. These interests are stimulated by the environmental set-up of the kindergarten and by experiences the children have had and are having.
 - c. If activities initiated by the children are too limited the teacher does not hesitate to suggest activities that she believes to be valuable.
 - d. The teacher's plan is of value only in so far as the children make it their own purpose.
6. How are Interests Selected For Further Development?
 - a. Out of the many interests that arise the teacher must help the children select those which are most valuable both for the individual and for the group.
7. How Far Is Balance Kept Between Individual and Group Activities?
 - a. With young children maintaining this balance is most important for they are still largely individual.
 - b. They should be encouraged to take part in group activities but not forced into them.
 - c. Avoid the term "unit of work" which seems to imply as generally used a group interest too complete and too closely integrated for kindergarten childrens.
 - d. Quite often a brief fragmentary group interest holds more possibilities for social development than a larger and more closely integrated one.
8. How Do We Check On The Growth Of The Children?
 - a. Records of Individual progress: Reports of _____
 1. The teacher's impressions gained from constant observation and study of the child.
 2. The understanding gained by consultation with other members of the teaching staff.
 3. Information gained through frequent conferences with parents.
 4. Help gained from conferences with specialists (speech difficulties, physical handicaps, emotional difficulties.)
 5. Records of child's development in different phases of subject matter.
 - b. Records of Group Progress (Experiences of the Kindergarten as a whole used in evaluating the general program)

9. Summary:

- a. It is important that the teacher know as much as possible about the facts of child development and about each individual child with whom she is working.
- b. It is important that the teacher
 1. Contribute to the situation through her own cultural background and personality
 2. Select materials conducive to the children's growth
 3. Introduce new materials when fresh stimulus is needed.
 4. Arrange the environment so that it will supply the best conditions for growth.
 5. Supply wise guidance of activities.
 6. Evaluate Activities.

Tule Lake Kindergarten
War Relocation Area
Newell, California

Part II "Characteristics of the Five-Year Old Child"

Source of Material: "The Horace Mann Kindergarten For five year old Children.
By: Carrison, Shelby, and Dalglish.
Bureau of Publications, Teachers College, Columbia University, N. Y. 1937.

1. The teaching plan should develop out of the special characteristics and needs of children of this age.
2. The plan throughout is adapted to their physical, mental, social and emotional make up.
3. Characteristics of this Age level: (5 yr. olds)
 - a. The 5 yr. old is outstandingly active.
The kindergarten should provide opportunity for free bodily activity.
There should be apparatus for vigorous play such as the climb-around and jungle-gym.
 - b. At this age some parts of the body are more developed than others
 1. Abdomen is prominent; spinal column weak, a tendency to promote in walking (use of the walking board helps to correct a tendency to promote.
 2. Certain activities and materials are planned for these special developmental needs: For example: Playing animals--walking on all fours strengthens muscles of back and abdomen.
 - c. Large fundamental muscles are fairly developed but muscular ability to make fine co-ordinations is still lacking.
 1. Materials are provided and activities planned which give opportunity for using the large muscles. Example: Woodwork is an excellent example for an activity which promoted muscular development.
 - d. Children of this age tire easily and have need for protection against fatigue.
 1. Short periods of quiet activity following short periods of more active activities.
 2. One of the most important periods is the rest period--on the floor.
 - e. The rapid growth of the body at this age makes the child's diet of great importance (Emphasize this fact with Parents).
 - f. Emotional immaturity calls for a simple wholesome environment which will not unduly stimulate them or make too heavy demands upon their self-control. The curriculum is rich in content but activities should be kept simple.
(Home experience also should be kept as simple as possible)
 - g. It is difficult for the 5 year old to exercise restraint.
 1. In the Kindergarten an effort is made to control situations in such a way that the children will not be expected to exercise restraint beyond their capability.

For example: Groups playing certain games or using any one piece of equipment are purposely kept small so that no child will need to wait too long for his turn.

- h. Five-Year Olds are still largely individual although becoming interested in informal social organizations.
 - 1. There is a strong feeling of personal possession and most of the social problems which arise center around sharing playthings and showing consideration for the rights of others.
 - a. Provide many materials which give opportunity for individual play as well as those which encourage group play.
- i. Five-Year Olds tend to reproduce in play the activities of life about them. For Example:
 - 1. In playing house the children enjoy ~~dr~~ taking ~~part~~ of the activities they have observed carried on in their homes.
- j. Interest Span is still short though steadily lengthening.
 - 1. Activities therefore, are of carefully graded duration. Any activity is carried on only so long as the child's interest is sustained.
 - 2. Children like to repeat an activity and interests often recur at intervals.
- h. Children are both destructive and constructive in their play
 - 1. These are 2 aspects of the same impulse. Both satisfy the will to power but construction is more difficult as a rule and therefore gives more satisfaction to achieve. Destruction being easier the child's play usually begins with it and only passes on to constructive at a later stage.
 - a. With 5 yr. old children who have had the right kind of home and school experience the period of physical destruction should largely have passed.
 - b. Teachers should encourage the tendency to build up and produce rather than to destroy--purposeful construction.
- i. Children of this age are curious and they like to investigate and experiment
 - 1. Offer materials for investigating and experimenting; excursions, conversations, books are all used for this purpose.
- j. Children are most eager for information but
 - 1. Teacher must provide information within the limits of a child's interests.
 - 2. Children differ widely in their ability to absorb and use information and opportunity is given for each child to progress at his own rate of speed.
- k. Amount of Reasoning Done by a Five-Year Old.
 - 1. Authorities differ in this
 - 2. Consensus of opinion is that the reasoning of children is the same as that of adults with the exception that the child has less experience to guide him in forming conclusions.
 - 3. We often nip their reasoning in the bud by neglecting their questions.
 - 4. In their use of materials children show a growing ability to plan, to carry their purpose through and to judge results.

Tule Lake Kindergarten
War Relocation Area
Newell, California

Part IV "General Organization of the Kindergarten"

Source of Material: The Horace Mann Kindergarten for Five Year Old Children
By: Garrison, Shelby, and Dalgleish
Bureau of Publications, Teachers College, Columbia
University N. Y. 1937.

- A. As the child of 5 to 6 years is both individual and social the school situation must provide for both of these characteristics.
1. It must give opportunity for individual expression.
 2. It must give opportunity for experience in group activities.
 3. It must provide opportunity for growth in group feeling and the gradual development of organization in which the children play an intelligent cooperative part.
- B. "Is there any definite organization or are the children doing as they please?" "This question is often asked because the children are moving about freely; working, individually or in informal groups; talking to one another or planning their own activities."
- C. Definite Responsibilities: Both teacher and children have definite responsibilities.
1. Teacher's Responsibilities.
 - a. To plan the environment carefully so that it will be filled with suggestions as to worthwhile activities.
 - b. To watch the reactions of children in this environment and to decide when to give suggestions, guidance, help, and information, when to stimulate interest and when to introduce new material.
 - c. The teacher must be able to do all this without taking away a child's feeling of independence or his desire to experiment.
 - d. One of the teacher's most subtle responsibilities is deciding when it's wise for her to participate in the children's activity by giving advice and assistance and when it is her responsibility to let the children work things out by themselves.
 - e. To be responsible for the growth of organization.
 1. The rules are not ready made or teacher imposed. They grow out of experiences and needs and are made up by the children with the help of the teacher.
 2. Problems of organization are met as they arise. The need of a rule arises when gaining information through experience would be costly (as in the case of health and safety). Always talk over with children the reasons for health and safety rules. Organizations that is worked out by the children themselves (assisted by the teachers) is appreciated by them.
 2. Children's Responsibilities
 - a. In using materials children must learn to show respect for the materials themselves.

Tule Lake Kindergarten
War Relocation Area
Newell, California

Part X "Woodwork Activities"

Source of Materials: "The Horace Mann Kindergarten For Five-Year Old Children:"

By: Garrison, Shelby, and Dalglish
Bureau of Publications, Teachers College, Columbia
University, New York, 1937.

"Woodwork Activities"

- I. Wood is an invaluable material; not only can children make most satisfying products with it but they get good muscular exercise through the use of the saw and the hammer.
- II. The first interest in woodwork lies largely in hammering pieces of wood together and in sawing for the sake of the activity.
 - a. Next use wood to carry out some special purpose.
 - b. Gradually as ideas become more definite, the children's products may include:
 1. airplanes (at first these may be merely crossed pieces of wood--later there is an effort to make wings, propellers, etc.)
 2. Furniture, trains, autos, boats, wagons, bridges, tunnels, garages, houses, bird houses, signs, animals, people.
- III. Materials For Woodwork.
 - a. A small work bench (desirable but not essential as wood can be fastened to a table with large iron clamps or an iron vise.
 - b. Tools: The tools should be real one; boy tools are most unsatisfactory.
 1. Hammer (well balanced, adj eye #3 is good)
 2. Saw (a 12" cross-cut saw may be used generally but a rip saw is sometimes useful)
 3. Nails: (flat headed wire nails) The most useful are: (1" x 15") (1½" x 15") (1" x 16") (1½" x 16") (1½" x 17"). These are the sizes used most generally. Keep on hand also a supply of large-headed tacks and upholstery nails.
 4. Sandpaper: medium (fastened around a small block---easier to handle and lasts longer.
 5. Brace and bits. (useful for boring holes) bits (1") (¾") (½").
 6. Small plane
 7. Wood: Soft pine is the most satisfactory wood. Have wood cut in 36" lengths in the following proportions: (½" x 1" x 36") (1½" x 2" x 36") (1½" x 4" x 36") (1½" x 6" x 36") (1½" x 12" x 36") (1" x 1" x 36") (2" x 2" x 36"). With wood cut in the above sizes children can plan their own work. It is suggestive to some extent but does not condition them to sizes and shapes.
 8. Cylinders: (½") (1") (2")
 9. Button-Molds (for wheels etc.)
 10. Wooden Wheels (4" in diameter)
 - c. Products are and should be simple and crude.
 - d. Help is given when needed in developing necessary skills such as:

How to hold a hammer

How to start sawing

How to saw

How to start nailing.

- e. Skill in woodwork is useful to both boys and girls.
- f. Economical use of materials is a problem with which many children need help.
- g. Painting their woodwork.
Poster paints followed by a coat of shellac give a satisfactory finish.
- h. Cleaning up after the work period (Child's responsibility-directed by teacher)
- i. A special place for tools, work aprons, materials.

- b. Children must learn to show respect for the rights and satisfactions of other children.
 - c. As working members of a group the children should be doing something constructive.
 - d. A child may at one time be playing individually, at another time in a group; at one time he may be a leader, at another time a contributing member of a group.
 - e. Children need to respect themselves, respect others, and recognize the teacher's place in the organization.
 - f. Each child should grow in the realization that there are certain habits of social living which make him a more valuable and desirable member of a group. These include
 - 1. Habits of order such As:
 - a. taking care of his own belongings.
 - b. being responsible for putting away materials.
 - c. using materials without waste;
 - d. walking indoors
 - 2. Health Habits such as:
 - a. Covering a cough and sneeze.
 - b. Keeping hands out of mouth.
 - c. keeping hands off food.
 - d. proper use of toilet tissue after toileting.
 - e. washing hands after toileting.
 - f. following through daily with health inspection by teacher.
 - g. keeping nose clean.
 - 3. Desirable habits in regard to his relationship with other children and with adults.
 - g. All these habits and attitudes are built up informally and lead to organization. The teacher at all times decides as to the amount of responsibility the children should carry realizing that there are times when she must assume the entire responsibility.
3. Questions: What happens if the child does not conform to this natural, logical, informal and childlike organization?
- a. Negative behavior is often taken care of by other children who express disapproval or temporarily outlaw him.
 - b. Sometimes the teacher is called on by the children to help them work out the situation.
 - c. Teacher may have to, on her own initiative, take the matter into her own hands.
 - d. In almost every case of negative behavior temporary removal from the group and return to the group for another trial is all that is necessary.
 - e. The most important part of constructive discipline is seeing that a child who has to be punished for some misdemeanor receives definite approval when, confronted with the same situation, refrains from similar action. (Children are individual and impersonal at this age and emphasis must be laid on a friendly and constructive attitude toward others.) The average child responds to what is expected of him. This places great responsibility on the teacher to expect the right conduct and attitude but not to expect more than is possible for children of this age to do.

4. Plan of the Kindergarten Room During Work Period.
 - a. A possible distribution of children during a work period in which there is no specially centralized interest: (A few in the playhouse, some at the work bench, a few at tables with table equipment, an occasional child playing alone etc.)
 - b. Some of the materials in use may hold the children's interest through the entire period.
 - c. In other cases the children may change about from one activity to another.
 - d. A possible distribution of children during a highly centralized interest for example--the building of a playhouse (by a mature group).
5. At the beginning of the year there is usually no central interest the work being almost entirely individual with a few children working in groups.
By the end of the year there is considerable more group organization though seldom an interest which includes all the children.
6. Suggestive Time Schedule: (See bulletin already submitted.)

BULLETIN ON FINGER - PAINTING

(compiled from the booklet "Shaw Finger Paint" published by Binney and Smith Co., New York.)

- I Shaw Finger Paint is the child's perfect medium for free artistic self-expression. Production is spontaneous and original, creative in a true sense.

II Questions and Answers Regarding Finger-Painting.

1. What is Shaw Finger-Paint?

A primitive, mudlike colored material with water.

2. Are the colors permanent?

Yes. They do not fade or rub off the paper when they are dry.

3. Does the paint stain your skin or clothing?

No. It washes off the skin with clear water. Dried paint on wool clothing is often removed by merely brushing the garment. It is advisable when laundering cottons to soak in clear cold water before immersing in warm soap suds.

4. Is the Paint harmless?

Yes. As children are invited to use this paint we have made it harmless for their delicate skins.

5. What paper is used?

Paper with a special glaze on one side, a plain surface on the other. The size is 16"x22", large enough to allow for large free movement of the hands and arms; a smaller paper would seem cramping.

6. Does Finger-Paint take the place of other art materials?

No. It is primarily for the beginner, and has its place to give the child unrestrained and free muscular movements; and for recreation and relaxation.

7. Why is Finger-Painting taught?

It is the A B C of art as reading is to literature; it gives the child a chance to develop his own technique in rhythm and composition with a flux color.

8. What are the various types of movements?

The paper is first rubbed smooth with the flat of the hand; the paper is strong and enough pressure should be used to bring the whole body into the rhythm of the motion. For a smooth background one may cover the paper with even vertical or horizontal strokes. Free sweeps of the fleshy parts of the palm and the little finger produce forms resembling foliage. For different effects pat the paint with the finger tips, draw wriggling lines, move the entire hand with a wavy motion, use the thumb for wiping out broad lines. Try using the forefinger joint as a base of pressure, and draw the finger around in a semi-circular motion; the palm of the hand and the little finger will make similar vibrate forms resembling shells. You will find an illusion of depth and distance. The work should be done from the top down, the far-away things first.

9. What are the results to be worked for?

To give the child knowledge through experience; technique and a coordination through practice; and a chance to work out unpleasant experiences and eliminate fears. The child has no fear of defeat. He can follow his fantasies—making anything he wants (often a symbol) and equally easily rub it out by moving his hands over the sheet of paint and paper.

10. What equipment is necessary?

A smooth washable table, such as enameled wood, linoleum, porcelain, or a board of shellacked Masonite (size 24" x 30") for each child. Also a pail of water; a pan over 16" in width and not less than two inches deep; cardboard (cheap, porous) size 20" x 24", for drying; a drying rack, if it is convenient, and a set of SHAW FINGER-PAINTS. Each child should have a small pan for water and a paint rag for the individual use.

11. How does the teacher learn to teach finger-painting?

She should first practice and experiment for herself observing what her hands and arms will do, her reaction to color, her resentment to interference and interruption. Ruth Faison Shaw has recounted her experiences with children in the book, "Finger-Painting," published by Little, Brown and Company, Boston.

12. How is the painting done?

With his wet hands he smears the entire sheet, feeling no limitations but sweeping all over and even off the paper with big muscular movements. He rubs the paint smooth,

and he sees what his hands will do. Some children use both hands. If the paint feels dry he will sprinkle from his own pan of water.

13. What is the process of painting?

The child takes the narrow way of the paper by the two corners, and pulls it UNDER the water. He tilts the wet paper so as to allow excess water to run off the lower corner into the pan--and not on the floor. He lays the wet paper on the board, carefully smoothing out all the air bubbles. On some surfaces, wetting the board first simplifies this process. He selects his color from opened cans of the SHAW FINGER-PAINT Set. He carries the can to his table and with the spatula dips out as much as "he would take ice cream on a spoon." He returns the can to its place before he begins to paint.

14. How many children should work at one time?

From six to eight. The teacher should work out in her own way a satisfactory rotation.

15. How often should a child finger-paint?

If possible, twice a week. Results come only by a continuous use of a material.

16. Should the teacher assign a subject?

No. The teacher gives no suggestions as to subjects; the child may or may not make a picture. Having worked herself, the teacher will realize that interference blocks creation, and he will work over and over till he decides that he is satisfied and wants to keep a finished picture. To the teacher's surprise, he will often create a beautiful painting; remember, the human being never works on a regular level.

17. Should the child choose his own colors?

Yes. Each individual has a definite reaction to color.

18. Should the child be asked to name his picture?

No. He will often give it a name and tell a revealing story while he is working, or immediately after. If he does not give a name voluntarily, do not question him about it.

19. How does the teacher make a record of this?

She should have a confidential notebook and write down what he says, copying it later on the back of the dry painting. These notes make up the story of the child's development. Pictures should be filed according to date, and in their own portfolio if possible.

20. How is the finished painting handled?

The child lifts it by two corners and lays it carefully on a cardboard to dry. After drying it is pressed on the reverse side with a hot iron.

21. Does the child clean up for himself?

Yes. This is important. The child learns responsibility, pride in accomplishment. It is the end of the finger-painting "cycle". With his cloth he washes up every iota of paint, washes his rag and hangs it up to dry, and washes his hands in the pail "where he can get a deep dip." He is then ready to stop work or to begin on a new picture.

22. How long does this process take?

It has taken thirty minutes or less, or more, according to the child and the limitations of the schedule.

23. How long does it take to dry?

Upwards of an hour, or maybe longer depending on the thickness of the paint and the atmosphere of the room.

24. Can you mix colors?

Yes. Work while the painting is wet. Colors may be blended by adding one on top of the other. Pure color may be obtained by wiping out the background with the fingers or the cloth.

25. How is the work graded?

The grading is left to the teacher.

26. How should the pictures be prepared for exhibits?

The teacher may use a dark heavy cardboard for the back and a lighter tone for the mat. The name of the picture and the child's name should be written below the painting. Mounting the best pictures stimulates the child's interest and pride, and brings out the beauty of the picture to advantage.

III Shaw Finger-Paint Colors

Red, blue, yellow, green, brown, and black.

No. 2 Set--Contains six $\frac{1}{2}$ pint cans of SHAW FINGER-PAINT in the following color assortment: 1 can each, red, blue, yellow, green, brown and black. Twenty-four sheets of paper, and a can opener, six spatulas and instructions for use are also included in this set.

Per set \$3.60

No. 3 Set--Contains six $\frac{1}{4}$ pint cans of SHAW FINGER-PAINT in the following color assortment: 1 can each, red, blue, yellow, green, brown and black. Twelve sheet of paper, a can opener, six spatulas and instructions for use are also included in this set.

Per set \$2.20

IV Cans in Bulk

1 pint can, all colors	\$.90
$\frac{1}{2}$ pint can, all colors50
$\frac{1}{4}$ pint can, all colors30
1 quart can, all colors	1.60
1 gallon can, all colors	5.50

V. Shaw Finger -Paint Paper (16" x 22")

No. 2 Roll--(24 sheets, as in No. 2 Set) per roll.	\$.50
No. 3 Roll--(12 sheets, as in No. 3 Set) per roll.	.30
100 sheets	1.80

2

SOME SAYS OF DISTINGUISHING A GOOD NURSERY SCHOOL
A Publication of the National Association for Nursery Education
1938

(From Miss M. A. Schauland)

We hear much talk these days about nursery schools. Too often the name of "nursery school" is given to any place where little children may stay and play together. This has confused people. Many are asking: "What really is a nursery school?" or "How can we tell a 'good' nursery school from a 'poor' one?" It is to help answer these that the following "pointers" have been outlined.

HERE ARE SOME
THINGS THAT
"GOOD" NURSERY
SCHOOL DOES.

IF YOU ARE THINKING IN TERMS OF A "GOOD" NURSERY SCHOOL,
YOU SHOULD BE ABLE TO ANSWER "YES" TO THESE QUESTIONS.

Is there space for running about freely and for use of wheeled toys, and still other space where quiet play may go on undisturbed?

I. A GOOD
NURSERY
SCHOOL HAS
AMPLE INDOOR
AND OUTDOOR
SPACE.

Is there sufficient space for a cot for each child during nap periods?

Is there a place where children may be isolated if needed. For instance, in case of a sudden "runny noise?"

Are adequate heating facilities used?

Is there sufficient ventilation?

Is there protection against drafts, burns, dampness, unbroken flights of stairs, and any other possible dangers to children?

2. A GOOD
NURSERY
SCHOOL
MAINTAINS
SAFE, SANI-
TARY AND
HYGIENIC
HOUSING
CONDITIONS.

Is there fire protection and does the staff understand what to do in a fire emergency?

Are the rooms well-lighted without being glaring?

Are cleanliness and orderliness maintained?

Are toilets and washbasins sanitary?

Is there a daily inspection when the children arrive at school by a qualified person for the prevention of the spread of communicable diseases common among young children?

3. A GOOD
NURSERY
SCHOOL
PROTECTS AND
CONSERVES
THE CHILD'S
HEALTH.

Is there provision for isolation of children having "suspicious symptoms" of contagion?

Is the program so planned that the children have the benefits of daily sunshine, outdoor exercise, and fresh air?

Are provisions made for periodic medical examinations and is the school given full information about the results if done by a private physician, health clinic, or other community agency? Is nutritional help available?

Are the teachers careful in regulating room temperature and wraps, and in safeguarding children against discomfort, overstimulation, and fatigue?

Does the nursery school foster healthful habits of elimination, eating, and sleeping?

Are there large pieces of apparatus to climb on? Are there balancing boards, packing boxes, ladders, balls, shovels, carts, and so on, to foster physical and motor development and creative play?

4. A GOOD
NURSERY
SCHOOL
PROVIDES
EQUIPMENT
AND PLAY
MATERIALS
THAT HELP
A CHILD'S
WHOLE BODY
AND WHOLE
SELF TO GROW
AND DEVELOP.

Is there a goodly supply of blocks, large and small, to encourage social and dramatic play and more creativeness?

Are there ample raw materials, clay, paints, large crayons etc. that will stimulate inventiveness and joy in creative activity?

Are there simple books of poems, pictures, stories of good literary quality, that the child can understand and which give him both aesthetic and informational experiences?

Are there opportunities for musical experiences through songs, rhythm, simple tone instruments?

5. A GOOD
NURSERY SCH.
HAS ENOUGH
TEACHERS BOTH
TO GUIDE
GROUP LIVING
AND TO TAKE
CARE OF INDIVIDUAL
CHILDREN'S NEEDS

Are there at least two teachers with the children so that if one has to be busy with one particular child the other may be responsible for the group?

Is there approximately one grown-up for each eight or ten children?

6. IN A GOOD
NURSERY SCH.
A CHILD DOES
NOT BECOME
TIRED OF
PAINTS, CLAY,
BLOCKS, OR
OTHER CON*
STRUCTIVE
MATERIALS
THE NOTION
THAT HE NEED
BE BORED BY

Does the nursery school encourages the child to use the materials he chooses creatively and independently?

Does the teacher provide for the children an environment which will encourage expression both through language and constructive materials?

Does the teacher realize that patterns to follow or color, or that models to copy, hamper creative expression?

Does the teacher refrain from asking children to make particular things? Does she keep from suggesting what he is to do, as "Now build a house," or "Paint a horse"?

HE IS SELDOM
SHOWN OR TOLD
WHAT TO MAKE,
BUT HE IS
ENCOURAGED TO
USE MATERIALS
CREATIVELY AS
HE WISHES

Does the teacher realize that the young child may be his own best teacher if only the right materials and opportunities are provided for his abilities?

Does she realize that just putting on "pretty colors" or just piling blocks may mean as much to a two-year as painting a "dog with a green tail" may mean to a child of four?

7. A GOOD
NURSERY SCH.
HELPS CHILD-
REN TO
DEVELOP WHOLE-
SOME ATTIT-
TUDES TOWARD
THEIR OWN
BODIES AND
BODILY
FUNCTIONS.

Do the teachers help the children to know and accept the physical differences between boys and girls in a matter-of-fact way?

Are toileting and undressing handled quietly, openly, and without embarrassment?

Are toilet accidents treated casually and not as cause for shame?

8. A GOOD
NURSERY
SCHOOL
PROVIDES
REAL
OPPORTUNI-
TIES FOR THE
CHILD'S
SOCIAL AD-
JUSTMENT.

Does the teacher help the child learn how to consider others' rights and feelings, take turns, share, yet at the same time to stand up for his own rights and fight his own battles?

Does the teacher help the shy and retiring child to learn skill and techniques that are useful for social contacts?

9. BECAUSE THE
SMALL CHILD
SO CLOSE-
LY LINKED
WITH HIS
FATHER &
MOTHER AND
LEARNS SO
MANY OF HIS
LIFE HABITS
& RESPONSES
FROM THEM,
A NURSERY
SCHOOL
CONSIDERS
PARENTS AS
WELL AS
CHILDREN.

Does the nursery school welcome parents to observe, to discuss policies, make suggestions, talk things over, and sometimes to help in the school?

Does the teacher understand parents as people, not merely as parents of the nursery school children?

Are there parents' meetings in which matters of common interest are discussed?

Is there someone, perhaps the teacher, perhaps the director on the nursery school staff, who knows the children and who also has time to listen to and talk with the parents?

When the children have "difficulties" is there someone who gets together with the parents for the common purposes of studying these problems?

10. THE TEACHER
IN A GOOD
NURSERY SCH.
IS WELL
ADJUSTED.
SHE REALIZES
THAT HUMAN
FEELINGS ARE
IMPORTANT,
SO SHE HER-
SELF EXPRESSES
FEELING AND
ENCOURAGES THE
EXPRESSION OF
FEELING IN
CHILDREN

Does she give children a feeling of stability and belonging?

Does the teacher show warmth and affection without sentimentality or favoritism?

Does she encourage children to express feelings - as joy in the color of a red pebble, triumph in the accomplishment of hammering down a nail, or protectiveness to the baby white rabbits?

Does she show firmness and consistency in handling the children?

11. A GOOD
NURSERY SCH.
HAS TEACHERS
WHO UNDERSTAND
LITTLE CHILD-
REN AND HOW
THEY GROW.

Have the teachers had special preparation for teaching in nursery schools?

Has their training included work in nursery education, child psychology, growth and development, nutrition, mental hygiene, parent education, and family and social relationships?

Are the teachers interested in the children as developing personalities and not as cute, little darlings to exploit or "play with"?

Are they aware of individual abilities and disabilities?

12. THE TEACHER
IN A GOOD
NURSERY SCHOOL
DOES NOT TRY
TO GET CHILD-
REN TO BEYOND
OF BEING IN WHAT
IS HAVE INSTANT
"UNDESIRABLE"
TENDENCY.
BUT CALLED TO
NOTICE AND
LOOK AT HIM,
AND WITH THE
ADVISABLE, TO
REDIRECT THEIR
EXPRESSION.

If the child, for instance, hurts himself, does the teacher instead of saying it hurts that "It does hurt" and then help him redirect his activity and thinking?

CHILD IS NOT
STAYING IN
COURT-YARD
BUT IN
MIDDLE OF
COURT-YARD
STAYS IN
MIDDLE OF
COURT-YARD
STAYS IN
MIDDLE OF
COURT-YARD
STAYS IN
MIDDLE OF
COURT-YARD

13. A NURSERY SCHOOL NOT ONLY PAYS ATTENTION TO WHAT A CHILD DOES, BUT CONSIDERS WHY HE DOES IT
If a child, for instance, wants continuous attention from adults, does the teacher instead of "snubbing" him try, together with his parents, to find out why he wants attention?

Is treatment of the child based on discoveries concerning the "whys" of the child's behavior?

14. IN A GOOD NURSERY SCHOOL THE CHILDREN ARE OBSERVED AND NOTES OR RECORDS ARE MADE ON THEIR PROGRESS AND DEVELOPMENT. THESE ARE USED BY TEACHERS & PARENTS. THEY NOT ONLY HELP BOTH TEACHERS & PARENTS TO CLEARER VISION OF THE CHILDREN AND TO A BETTER EVALUATION OF THEIR NEEDS, BUT ALSO SERVE AS GUIDES TO WISER PROCEDURES.
Are there records of the children's weight and height reports of examinations and psychological tests, notes on the most "pressing" problems or on the most outstanding phases of growth and progress?

As records show special needs of certain children, is the daily program of the nursery school individualized to fit these needs?

15. IN A GOOD NURSERY SCHOOL CHILDREN ARE ENROLLED FOR A CONTINUOUS DAY AFTER DAY ATTENDANCE, NOT FOR AN OCCASIONAL HOUR OR DAY WHILE MOTHER GOES SHOPPING.
Does the teacher know how important the day to day contact is for the child to learn how to live with the group and for her to know the child?

16. IN A GOOD NURSERY SCHOOL THE PROGRAM IS SET UP TO CONSIDER THE VARYING NEEDS OF THE FAMILY.
Does the nursery school recognize that any matters affecting the family directly or indirectly affect the child?

Therefore, does the nursery school welcome discussion (both in a group and individually) of anything that is of concern to a family?

And does the staff take into account that, because of different backgrounds, cultural settings, and so on, different families do have different needs?

17. THE NURSERY SCHOOL DOES NOT IGNORE DISCIPLINE. Are there certain things which must be done, as having health inspection, resting, washing, etc. etc. Are there certain other things which may not be done, as destroying property, endangering health, or safety? Is there at times a very definite, "No, you may not do that." as well as at other times some "Yes's" or "choices"? Is the teacher skillful and expert enough never to have to fall back on spanking or other such "last resorts"?
18. BECAUSE THE ENTIRE NURSERY SCHOOL STAFF HAS A DIRECT OR INDIRECT INFLUENCE ON EACH CHILD, EACH MEMBER OF THE STAFF TRIES TO WORK IN ACCORDANCE & IN SYMPATHY WITH ONE ANOTHER. Does each member of the staff consider the children's welfare of paramount importance? Does each member of the staff respect the contributions of each other member and at the same time take responsibility for performing her own function and helping others perform theirs?
19. THE GOOD NURSERY SCHOOL WORKS WITH OTHER GROUPS IN THE COMMUNITY IN ORDER TO USE ALL AVAILABLE RESOURCES. Is the nursery school, for instance, cognizant of community services so it can refer family members to these works as need for them arises? Is there an interchange of thought between the nursery school and various community agencies, organizations, professional groups, etc., so that broadened knowledge and concerted effort toward the well-being of children may result?

A good nursery school is not a "parking place" that takes little two- and three- and four-year-olds away from their parents.

By allowing a busy mother part of her day to get chores done or to relish leisure or relaxation, the nursery school helps her to enjoy her child more and to be enjoyed by him when they are together.

The nursery school gives the child a chance to live with people of his own age.

It does also help the mother to know her child better because of being able to study and "talk him over" with the school people, who have an interest in his welfare and a special understanding of his needs.

FOR CHILDREN AND PARENTS, A GOOD NURSERY SCHOOL PROVIDES EDUCATIONAL OPPORTUNITIES THAT CAN HELP BOTH TO HAPPIER LIVING.

2

To try to avoid some of the errors that were made last semester, teachers were asked to follow the following directions:

There will be regular classes on Monday, July 17th and the periods will be the regular 40-minute periods.

Each student when he comes to class on Monday will have a schedule. If they do not have one, do not admit them to the class, but if they do have one, teachers will sign their name across their respective period and class. The last teacher signing the schedule will retain it and bring it to the attendance office.

On Monday, each teacher will receive their class list, and all the pupils listed will be in your class. If a student's name is on this class list, but does not report to class on Monday, report him absent.

This semester, a report on attendance will be given once a day. Attendance will be taken in each class and at the end of the day when the teachers come in to sign out, hand it in at the attendance office. If there are no absence or tardy, hand in a statement saying that there were no absence or tardiness for that day.

If a student reports to your class without a schedule send him to the office to register and this student will start class the next day.

Sometime during the last part of the next week, you will find in your boxes, the duties of the administrative staff. The teachers are asked to go to the respective person for their problems.

The front office will be made into a book room and teachers will continue to sign in and out as in the past. The issuing of books and supplies will be made on a weekly basis to avoid undue use of the room. The attendance office will be moved to the former bookroom and the students should be informed of this change.

The first and the fifth periods will continue as being the home room periods. This means that announcements should be read during this time and also posted later.

Report cards should be collected on Monday.

If a pupil is tardy for class, do not send him back to the office, but ask him to get a tardy slip and present it the next day.

If a pupil wishes to change classes, do not send him in during the period, but it will be up to the students to come in to see Mr. Gunderson during his vacant periods.

Activities of the Kindergarten

Probably in no other place is there such an emphasis on the development of the whole child than there is in the kindergarten. We tried to plan our work in the seven kindergartens in Manzanar in accordance with certain basic aims and principles for children of any kindergarten age and too keeping in mind our particular social situation and the needs peculiar to it. Beside the learning of certain basic skills, attitudes, and habits of children working and playing together, we have tried to offer varied opportunities and to set situations leading toward individual experimentation, creative self-expression and help in understanding and seeing new possibilities and relationships in the materials at hand. Trying out this way with new toys, with interesting handcraft mediums, such as clay, paper, paper mache, finger painting, cutting and pasting, all of these have been a great aid in growth of English for the children.

Each of the seven kindergartens have a daily schedule, and the length of time devoted to each activity varied with the group. The time allotted to conversation, and other phases of the program such as dramatization, singing, reciting finger plays, creating original stories, has been proportionately great in all of the groups. In one class, interest seemed greater on stories, rather than singing, and another group enjoyed music so that the interest as well as the social growth and past experience of the group was taken into consideration.

Like any other children, physical activity is needed considerably, so we have tried to provide it through group games, walking board and steps, ladders, rhythmic games and free outdoor games. Rest, too, has been an integral part of the program, and the children have alternate quiet and active periods.

Throughout the program we've tried to further self-expression in all its forms, whether in singing, handwork, story-telling or even devising new ways of giving out the milk or even to carrying a chair properly. There is nothing more satisfying to the children than to know they were recognized for an idea originating with them. There is probably not time during the day when talking does not go on, except for the rest period. It takes place between the teacher and the children, but for the most part between the children.

There has been some dramatization too of stories read in class. One group started with pantomime of animals and the class had to guess which one it was. Rhythm too is part of their everyday experience. Because of the lack of ability to play the piano, the teachers used records and singing games for the most part in rhythm work, also nursery rhymes and rhythmic games which included fundamental movements of walking, skipping, running and hopping.

All of the classes had a library and a story period. It's been quite a distinctive part of each room. Not only are there picture books for the younger children, but books with pictures following action of the story. The children often make up their own as they go along. One class even has a song book on the library table and because of the

pictures and repetition of group singing, though the children don't read, they recognize that it's a song book and sing the proper song with the picture. A definite library time was scheduled for each class, but the children feel free to look at the books any time. While sitting around reading together, much conversation results, often a little group or individual have started to sing a song they know, which illustrates a story or picture at which they are looking.

The children too enjoy originating stories, and they usually beam with pleasure if one of their group has told one.

Finger plays have been a wonderful device here for many reasons. In some classes it helped to oil group machinery because it amused them and it was something everyone could do. Some of the children who spoke practically no English, but who enjoy the finger dramatization so much have acquired new vocabulary through it. It's also been a good attention holder. Each group has also learned a repertoire of songs, have had listening and participating experiences with records and also creative singing.

One class had a high school student bring her violin and play it for them. Not only did they appreciate beautiful sound but they learned that nature gave us the violin itself.

Most of the science information in the kindergarten comes through actual experience and some through the spoken word. About once a week a child brings either a butterfly, or some flowers or something else he is curious about. The classes too have taken excursions and have been alert to new findings and observations at that time.

Several of the kindergartens have small gardens outside of their rooms and correlated that with some study on farm life, making friezes on farm animals, learning importance of farmer and the contribution he makes toward our daily living. The other classes have centered their attention on home life, trying to help the children adjust in their present type of living and too for a different type outside.

The following have been some of the more specific activities of the kindergarten classes:

- Art Finger painting (a small amount)
- Cut out friezes
 - Crayon friezes
 - Painting
 - Clay
 - Crayon coloring
 - Cutting and pasting
- Construction paper work, diaramas
- Sewing (sewing dolls)
 - Sand-play

Arithmetic

- Learning nursery rhymes with numbers
- Recognizing numbers on nursery rhymes
- Using numerical terms in stories and songs, such as near, far, back, front, parge, small, down up, few, many, etc.
- Counting children for milk, for games, for rhythm, and to carry out activities
- Playing number games
- Counting beads on a string, counting peg boards, boys and girls.

Music

- Repertoire of songs
- Children's own songs
- Listening to records
- Rhythmic response to records
- Appreciation of songs
- Rhythmic singing games

Language and Reading

- Social manners
- Conversation, formal and informal
- Fingerplays
- Original composition
- Singing songs
- Singing games
- Reading words under pictures around room
- Seeing the alphabet on the wall
- Dramatization

TULE LAKE NURSERY SCHOOLS

War Relocation Area
Newell, California

I. Morning Inspection (after wraps are removed)

1. Inspection is to be made with the child facing the light.
2. Child's sleeves rolled up.
3. Neck of clothes loosened.
4. Leader is to get down to the same level as the child.
5. Non-inspected children are to wait to be inspected before they can go to their play.
6. Mother or the person responsible for child is to wait until child is inspected.
7. Always wash hands after handling child with rash or anything of suspicion.
8. Get mother's story, if necessary, of previous night as to sleeping and eating.

A. Procedure to use. Teach child to:

1. Hold out hands, backs up.
2. Hands out, palms up.
3. Hands up so arms and elbows show.
4. Look at neck and face.
5. Open mouth--see throat and teeth (tongue depressor needed only when other symptoms lead you to suspect a sore throat).

B. Symptoms of illness watched for:

1. Fever
2. Pain or distress
3. Rash or bodily change.
 - a. If any two of the above are present, it may be a contagious disease.
 - b. Be sure to inspect legs, arms, and chest for rash.

C. Watch for impetigo.

1. Starts much like a cold sore.
2. Indentation and pus under a scab.
3. Usually on face, spreads rapidly.
4. Difficult to cure if child is on sugar and starch diet; sunlight is helpful.

D. Watch for itch.

1. On fingers first, abdomen next; seldom on face.
2. In form of small water blisters.

E. Watch for ringworm.

1. Often on neck or hair first.
2. Heals in center and works out.

F. Note Glands

- a. German measles cause lumps back of ears.
- b. Tonsillitis causes lumps beneath angle of jaw.

G. Note General Conditions of Child.

1. Skin - for rash, sores, infected splinters.
 - (1) Normal
 - a. Warm, moist
 - b. Free from eruptions
 - (2) Abnormal
 - a. Hot and dry
2. Eyes - pin, pus, swollen, bloodshot.
3. Nose - fresh col, pus from sinus, sneezing, nostril inflamed.
4. Throat - inflamed or spotted (yellow or white patches) mucus.
 - (1) Normal throat
 - a. not a bright red.
 - (2) Abnormal
 - a. Red line around tonsil.
5. Tongue - coated
6. Hair - lice
7. General appearance - alert or dull

H. Exclude:

1. All sore throats
2. All fresh colds
3. Any temperature
4. Bad cough
5. Impetigo, itch, ring worm excluded with advice to mother to contact her doctor or clinic for method of treatment.

I. General Ideas:

1. Better for same person to handle inspection over a period of time; then any change will be more quickly noticed.
2. Have inspection before any play is allowed or child is signed in.
3. Go through same procedure each day so child knows just what to do.
4. Explain procedure and reasons to a new child, thereby making inspection a learning situation for him.
5. Avoid handling child during inspection. Wash your hands if necessary to touch him before inspecting the next child. Older children know the procedure, making it unnecessary for you to hardly touch them at all.
6. Make suggestions as to child's cleanliness during inspection; this encourages cleanliness.
7. Avoid blowing a child's nose--drives infection into sinus and ears.
8. Picking nose may be either habit or food allergy causing itching.

Compiled by

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TULSA LOW NURSERY SCHOOLS
WAR RELOCATION AREA

Manzanar, California
Bulletin No. 10

RELAXATION ROUTINE
(From Blatz, Millichamp and Fletcher)

The objective of this routine is that of teaching the child to relax after a period of strenuous activity. The conformity expected of the child is that he lie reasonably quiet for the required time.

A habit of relaxing completely, both physically and mentally, at intervals through the day, insures for the child a maximum output of energy during periods of activity. This habit is established through the development of voluntary control and the regulation of the two fundamental phases of behavior, activity and quiescence. We are therefore concerned herewith a basic habit. In the relaxation routine the child is being taught how to relax deliberately; in other words, relaxation is here considered as an active form of behavior and therefore on which must be learned.

By using the rest period as an interlude in a long play period it checks the growing emotional tension and excitement so commonly observed in the group play of the pre-school child. It may, on the other hand, be inserted between a play and routine period and so prevent a carry over of the play attitude to the more "businesslike" routine procedure. Held immediately before lunch it prepares the child for the quieter and more leisurely atmosphere of the meal-period and hence aids in establishing good eating habits.

There are various ways of conducting the relaxation period. Small rag rugs may be provided and a regular procedure outlined in which the children get these from cupboards, spread them out, lie down for the required time and then replace them. Soft music played during the period will be found to have a quieting effect. It holds their attention just sufficiently to check physical playing but does not stimulate activity on its own account as a story or conversation may do. A successful relaxation period, particularly with a younger group of children, requires a nicety of balance between environmental stimuli, deliberate effort, and physical and mental set, which it is difficult to attain and to retain. If the child becomes interested in other things he begins to play and talk, if he concentrates upon himself he may become restless. Music provides a setting to which the child learns to respond by lying quietly in same manner as he responds to the darkened sleeping room. It becomes a signal. Directing a restless child to listen to the music will be found an effective means of quieting him. In the older group, where the children have already learned to relax a story may be introduced without interfering with the rest.

The adult's role in the relaxation period is that of teaching the child how to lie quietly. She must be quiet, calm and leisurely as she

moves about the room and her method of giving instruction must be of similar character. Physical instruction, touching, turning over, etc., will be found more effective than verbal reminders which, if too frequent, have a stimulating effect upon the group. This instruction to the child will range from "holding him still," "sitting near him," and touching him lightly, to verbal reminders that he "hold his hands quietly" or "put his head upon the rug." This adult will find the usual incentives for efficiency applicable to this routine, namely, lying quietly and independent of adult help, remaining in the group, and joining the older children.

As in all routines, if the child is uncooperative he should wait upon his rug until he has conformed to the requirements. When a child is apparently being deliberately uncooperative during the relaxation period it will often be found effective simply to ignore his behavior, and later, when he wishes to join the other children, to insist that he lie quietly before doing so. The child's restlessness is frequently a bid for adult attention, a game which he plays in lieu of other amusement. When the child is disturbing the remainder of the group he should, of course, be removed immediately, otherwise the whole group will be disrupted.

It must be remembered that it is difficult for the pre-school child to restrain himself from physical activity. Learning will therefore progress slowly in the relaxation period. The standard of efficiency must be low during the first stages of learning, and it will be found that it is necessary to adjust it to each child's individual capacity. Marked differences are shown in the degree of physical quiet which individual children can achieve.

The new child frequently finds his adjustment so the relaxation routine a difficult process. A child may accept all other routines and yet refuse this particular one. Fear and unhappiness are often manifested and resistance may continue for some time. The introduction should, therefore, be a gradual one and the child allowed to progress for the first few days at his own rate. It is advisable to allow him to watch for the first period. Later he may be urged to sit on his rug with the adult near by and still later to lie down for a minute or two. At this stage the length of the period may be increased and the standard of quietness raised until he is expected to conform to the routine requirements.

2

Suggested AREAS - OF - EXPERIENCE Appropriate for
Use in the Grades of the Elementary School
(Acceptable for S131-B)

.....Corinne A. Seeds, Instructor

1. Kindergarten

The Home (the playhouse) 1st semester

Transportation Facilities:

Busses

Trains

Airplanes

Boats

Trucks

Phases of Community Life

The gasoline station

The post office

The grocery store

The market

The Farm 2nd semester

2. First Grade (Emphasis upon transportation as it affects general living in a community.)

The Home (A large one-built by the children.)

Development of General Community Life study-beginning with:

Trains

Trucks

Boats

Airplanes

Busses

Phases of Community life which will develop along with and following the means of transportation made first:

The Grocery Store (Furniture store, etc., etc.,)

The Post - office

The market

The cinema (Motion Picture theater)

The Park (playground)

The taxi-stand

The Fire station

The emergency hospital

The police station

The farm

3. Second Grade (Emphasis upon intensive development of certain important phases of Community Living.)

The Market

How we obtain our fruits and vegetables - with some reference to how other people obtain theirs - also how people who lived long ago secured theirs.

The Bakery

How we obtain our bread - how people living in other countries today obtain theirs and how those living in other times secured theirs.

The Fire - Station

How we protect ourselves from fire - how people in other countries do this - how people in other times did this.

The Post - Office

How we get our mail how other people get theirs - how people in other times carried theirs.

The Creamery

How we obtain our milk, butter, and cream - how people in other countries obtain theirs - how those living in the past did this.

The Community

The building and furnishing of interesting houses in which families may live - the building of garages - landscaping the community and the yards - the building of necessary stores, etc. for community living. Consideration of towns in other places and in other times.

4. Third grade (Emphasis may continue to be placed upon phases of living in the child's own environment - or, upon intensive life-studies centered in the lives of people whose adaptations to their environments were quite simple.)
 - a. Studies which extend knowledge of the relationships of present-day living.
 - (1) Building boats that will float - building a harbor and carrying on harbor activities - making cargo, studying intensively exports and imports. Find out about boats of long ago.
 - (2) Building trains and a railroad center - carrying on activities in the railroad center - making products carried - studying intensively these products.
 - (3) Same for transport - trucks (where there are no trains or boats.)
 - b. Intensive life studies of people whose lives are simple:
 - (1) Indian life - Pueblo Indians
Navajo Indians
Costeocan Indians of California
Eastern Wood-Indians
Plains-Indians

Note: Any one of these could be followed by a comparative study of Indians through out the Western Hemisphere.

 - (2) Mexican Life
 - (3) Japanese Life (In the interior)
 - (4) Life in the Congo
 - (5) Life in the Sahara Desert
 - (6) Life of the Early Hebrews
 - (7) Primitive Life (The Later Caveman)

5. Fourth Grade (Emphasis still upon people whose lives were relatively simple)
 - (1) Early trade by boat (carry-over from Third Grade.)
 - (2) South America Through a life study of the Indians of the Amazon.
 - (3) Mexican Life Study
 - (4) California Life Study centered in the Ranches of the Spanish Dons.
 - (5) Chinese Life Study
6. Fifth Grade (Emphasis upon the living of people whose lives were growing more complex - who were more and more reconstructing their environment to meet their needs.
 - (1) Viking Life
 - (2) Colonial Life in Eastern United States (Comparison with the West.)
 - (3) Colonial Life in California (comparison with the East.)
 - (4) Westward Movement: Life on the Oregon Trail (etc.) and on the Pioneer Fronts - (Boonesborough) - gold Camp in California, etc.)
 - (5) American Industry Life Today: Study of American Industry beginning with common-carriers and marking live studies of major industries.
7. Sixth Grade: (Emphasis may continue to be - (a) upon the lives of people whose adaptations were increasingly more complex - or, more than likely, if real interests of eleven and 12 year old children are considered the emphasis will be (b) upon the serious consideration of the forces which are to work bringing together all of the people of the world into one great society.)
 - a. Studies centered in the lives of the people who lived in the past whose adaptations were relatively complex.
 - (1) Egyptian Life
 - (2) Life in the Middle Ages centered in:
 - (a) Life in the Castle
 - (b) Life in the Monastery
 - (c) Life in the Town with Guilds emphasized
 - (3) Studies centered in the forces which are making the whole world of people and things:
 - (1) Aeronautics - followed by cross-section of history of aeronautics.
 - (2) The Modern Press-cross-section of History of Records.
 - (3) Communication through Radio, Telephone, Cable, and Telegraph - cross-section of History of Sound Communication.

Note: Teachers may apply these areas to different grades in order to meet the needs of the children they teach and to fulfill the requirements of their own courses of study. Other areas may be selected after consultation with the instructor.