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NURSERY SCHOOLS

Hunt, Idaho

Minidoka Project



N U R S E R Y T E A C H E R S ' H A N D B O O K

Minidoka Project Schools

The Handbook Committee

Mrs. Ritsuko Hamamura - Chairman

Mrs. Mieko Mori
Yoneko Tanaka
Emiko Kobayashi
Haruye Ikeya
Rose Niguma

Katherine Dirksen -- Supervisor

WAR RELOCATION CENTER

Hunt, Idaho

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PHILOSOPHY OF NURSERY SCHOOLS

1. To give the parents ways of understanding the child better. Ex. Through parent and teacher conference.
2. For formulate good health habits.
 - a. Washing hands
 - b. Brushing teeth
 - c. Drinking milk
 - d. Eating foods that are healthful
3. To build up socialized habits such as sharing and taking turns, playing with others, etc.
4. To facilitate vocabulary building through songs, picture reading, stories, etc.
5. To teach use of simple sentences and develop the child's speech.
6. To develop a sense of individual responsibility in care of books, toys, and other equipments.
7. To learn self control, self-reliance, and more independence.
8. To learn to follow directions.
9. To learn the use of large and small muscles.
Ex. Large muscles---riding on swings, slides, and seesaws.
Small muscles---drawing, cutting and other similar handwork.
10. To learn the use of certain tools, and equipments.
11. To encourage a child's creative expressions and imagination.
12. To learn to sing, in rhythm, to carry a tune.
13. Respect for authority.

SOME FACTORS TO CONSIDER IN SELECTING MATERIALS TO BE READ OR TOLD TO CHILDREN OF PRESCHOOL AND KINDERGARTEN

Literary materials may be classified into five general types:

First, we have the stories and articles which are true to life and tell about that which has actually occurred. This is the best type of literature for children of any age, but especially important to children of pre-school and kindergarten who have not yet received sufficient information about the world to be able to distinguish between fact and fancy. No child can be expected to think clearly unless he has acquired information with which to think. Parents and teachers should give thought to this statement when selecting story materials for children.

The second type of literature is that which deals with items which could be true but which may not actually have occurred. This materials is also desirable for children and is second in merit only to the first type mentioned.

The third type of literature involves animal characters which are natural and real in all respects except that they are given the power of speech. Since this type makes up a great deal of the available story material for children, one may need to use some of it. However, care should always be taken to make clear to small children that of course animals cannot really talk and that we only pretend that they say what it seems to us they might say.

The fourth type of materials is that which pretends to be true but which is not true, probably due to either the author's inadequate knowledge of the things about which he writes or his deliberate attempt to be sensational regardless of established fact. This is often found in the comics which litter magazine shelves and news stands. Parents should carefully avoid exposing children to such misleading types of literature.

The fifth type of reading material is that which is purely fanciful and does not pretend to be anything else. This includes such items as fairies, elves, goblins, Santa Claus, Easter bunnies, and the presentation of animals as humans. A small amount of this type of literature is recommended provided children clearly understand that the story is not true and could not be true and that we read it only because it is fun.

Children's education can be greatly furthered by the reading and telling of stories or other literature by parents and teachers. However, poorly selected materials may be as damaging as helpful. All people working with children are therefore urged to discriminate carefully in selecting materials to be presented to children.

-----Enoch Dumas

CHARACTERISTICS OF BOOKS SUITABLE FOR NURSERY SCHOOL CHILDREN

Books desirable for the nursery school child should be selected on the basis of:

1. Artistic merit
Books should have pleasing decorative pictures with simple color and detail.
2. Simplicity
Pictures of animals, balls, toys, flowers, trains, and other children should be clear cut and simple with a rather plain background and should emphasize the center of interest. They should be placed so that the page has balance and unity.
3. Action
Pictures of animals, balls, toys, flowers, trains, and other children are things that have shape afford activity within the young child's experience.
4. Music and rhythm
The young child loves the sound of rhymes and jingles long before he really comprehends the meaning of the words. He delights in repetition of sounds and words.
5. Fun
Nonsense, animals endowed with human characteristics, and exaggeration appeal to a child's sense of humor.
6. Familiar characters
Animals, particularly pets - dogs, cats, chickens, and rabbits appeal to the small child. Children, parents, and grandparents are figures which he recognizes and enjoys. Children over four can have more detailed stories involving trains, automobiles, things with much action and movement.
7. Suitable format
Books should be sturdy and easy to hold. Pages should be of heavy paper so they are easy to turn. Large clear pictures and few words in large print make the ideal picture book. If possible, books should be washable.

BOOKS SUITABLE FOR NURSERY SCHOOL CHILDREN AVAILABLE
IN OUR ELEMENTARY SCHOOL LIBRARIES

LIBRARIES 10 & 31

Anderson, C.W.	Billy and Blaze	MacMillan
Bannerman, Helen	Little Black Sambo	MacMillan
Beskow, Elsa	Pelle's New Suit	Harper
Brooke, L. Leslie	Johnny Crow's Garden	Warne
Bryan, D. & M.	There was Tammie!	Dodd, Mead
Bryant, S.C.	Epaminondas and His Auntie	Houghton
Carroll, Ruth	What Whiskers Did	MacMillan
Carroll, Ruth	Chicken Little and Little Half Chick	MacMillan
Dalgliesh, Alice	Choosing Book	Macmillan
Evers, H.&A.	Copy Kitten	Rand
Falls, C.B.	A B C Book	Doubleday
Flack, Marjorie	Angus and the Cat	Doubleday
Flack, Marjorie	Angus and the Ducks	Boubleday
Flack, Marjorie	Story about Ping	Viking
Flack, Marjorie	Tim Tadpole and the Great Bullfrog	Doubleday
Flack, Marjorie	Wait for William	Houghton
Gag, Wanda	A B C Bunny	Coward-McCann
Gay, Romney	Bonn's Wish	Grosset
Gay, Romney	Cinder	Grosset
Hader, B. & E.	Cock-a-doodle-doo	Macmillan
Leaf, Munro	Story of Ferdinand	Viking
MacCarteney, Laura	Songs for the Nursery School	
Martin, Dahris	Mary had a Little Lamb	McLaughlin
Mother Goose	Real Mother Goose	
Rey, H.A.	Curious George	Houghton
Rossetti, C.G.	Sing-song; a nursery rhyme for children	Macmillan
Sipprell, Helen	If I had all the Money in all the Worl ^f	Macmillan
Stevenson, R.L.	Child's Garden of Verses	Rand
Williamson, Hamilton	A Monkey Take	Harper
Williamson, Hamilton	Little Elephant	Doubleday
Williamson, Hamilton	Lion Cub	Doubleday
Williamson, Hamilton	Baby Bear	Doubleday

LIBRARY 31

Carroll, Ruth	Bounce and the Bunnies	Hale
Hader, B.&E.	Farmer in the Dell	Macmillan
Martin, Dahris	Little Lamb	Harper
Potter, Beatrix	Tale of Peter Rabbit	Donohue
Tippett, J.S.	I Go a Traveling	Harper
Wilson, C.O.	Wiggles, a funny little dog	Rand

LIBRARY 7

Evers, H.&A.	PLump Pig.	Rand
Gay, Romney	Goldilocks and the Three Bears	Macmillan
Hader, B.&E.	Whiffy McMann	Oxford University
Hader, B.&E.	House that Jack Built	Rand

Marks, S.B. Extended school services for young children.

Elem Sch. Jour. April. 1943

Read, K.H. Evaluating children's group experiences. Child-
hood Education, May 1943

LIBRARY10

Bain, W.E. Mother tongue or other tongue, Parents mag.
Mar. 1942

Dixon, C.M. Democracy before five. Parents mag. Aug. 1942

Peabody, M.E. Study course # on the pre-school child. Parents
Mag. Feb. Mar. May, June 1942, Feb. 1943

Rowe, M.K. What should a mother do, Definite answers to mis-
behavior in small children. Parents, Feb. 1943

BOOKS SUITABLE FOR NURSERY SCHOOL CHILDREN - NOT IN OUR LIBRARIES

Bannerman, Helen	Little Black Sambo Junior classics ed. .65
Barrows, Marjorie	Fraidy Cat Rand .50
Beskow, Elsa	Tale of the Weelittle Old Woman Harper 1.25
Book of Indians	Samuel Gabriel & Sons .35
Book of Trains	Samuel Gabriel & Sons .35
Brice, Tony	Tony Brice picture books; a collection of nursery favorites Rand 1.00
Donaldson, Lois	In the Mouse's House Junior press 1.00
Donaldson, Lois	Darl's Wooden Horse Junior press 1.00
Diehl, E.G.	Barnyard Village Junior classic .65
Diehl, E.G.	Little Black Hen Junior classics 1.00
Evers, H.&A.	Frakie Rand .50
Evers, H.&A.	Pokey Bear Rand .50
Evers, H.&A.	Crybaby Calf Rand .50
Francoise	Gay A B C Scribner 1.00
Jackson, E.F.	Jolly Jingle Picture Book Rand 1.00
Jackson, Linda	Pety Harcourt 1.75
Johnson, MS. & H.S.	Runaway Puppy Harcourt 1.50
King, D.N.	Count the Kittens Harcourt 1.50
Kunhardt, Dorothy	Now Open the Box Harcourt 1.25
Gramarky, H.	Little Toot Putnam 1.50
Little Red Hen	Samuel Gabriel & Sons .65
Gingerbread Man	Illus. by V.M. Higgins Junior classics .65
My Book of Wild Animals	Samuel Gabirel & Sons .35
My Farmyard Friends	Samuel Gabriel & Sons .35
My Toys	Samuel Gabriel & Sons .35
Parade of Pets	Samuel Gabriel & Sons .65
Sewell, Helen	Blue Barns Macmillan 1.75
Potter, Beatrix	Peter Rabbit Junior classics ed. .65
Potter, Beatrix	Benjamin Bunny Junior classics ed. .65
Sumner, F.G.	Let's Play with Fingers Junior press 1.50
Three Bears	Samuel Gabriel & Sons .65
Three Little Pigs	Samuel Gabriel & Sons .65
Wadsworth, Wallace	Choo-choo the Little Switch Engine Rand .50

BOOK AND ARTICLES OF INTEREST TO NURSERY SCHOOL TEACHERS
AVAILABLE IN OUR PROJECT LIBRARIES

Library call numbers are indicated, and the number of the library where each book and magazine may be found

BOOKS

LIBRARY 24

- 136.7 Arlitt, A.H. Child from one to twelve. McGraw Hill, 1931
372.2 Bryant, S.C. How to tell stories to children. Houghton, 190
372.2 Baruch, D.W. Parents and children go to school; adventuring in nursery school & kindergarten. Scott, 1939
136.7 Blatz, W.E. Management of young children. Morrow, 1930
136.7 Child study assoc. Guidance of childhood and youth. MacMillan, 1928
136.7 Faegre, M.L. Child care and training. U. of Minn. 1937
136.7 Hohman, L.B. As the twig is bent. Macmillan, 1940
136.7 O'Shea, M.O. Child, his nature and his needs. Children's foundation, 1931
136.7 Post, Emily. Children are people. Funk, 1940

LIBRARY 23

- 370.9 Clapp, E.R. Community schools in action. Viking, 1940
136.7 Manwell, E.M. Consider the children how they grow. Beacon, 1941
136.7 Meek, L.H. Your child's development and guidance told in pictures. Lippincott, 1940
370 Monroe, W.S. Encyclopedia of educational research. Macmillan, 1941
136.7 Reynolds, M.M. Children from seed to saplings. McGraw-Hill, 1939

LIBRARY 31

- 136.7 Leonard, E.M. Child at home and school. Amer. bk1942

LIBRARY 10

- 136.7 Leonard, E.M. Child at home and school. Amer. bk1942

ARTICLES

LIBRARY 23

- Langdon, G. Uncle Sam takes care of his youngest. Parents, Jan. 1943
Ross, A. What seven mothers did; first cooperative nursery school to receive official rating. Parent, May 1943

LIBRARY 31

- Henry, M.B. Extended school services Elem. Sch. Journal Feb. 1943
Keister, M.E. What shall we do with the children, Amer. Home Jul. '43
Leigh, R. How to start a nursery school. Good Housekeeping, Dec. 1942
Mackenzie, C. Nursery school. N.Y. Times mag. Mar. 14, 1943

BULLETINS & PAMPHLETS

Available in Nursery School Supervisor's Office

1. The Problem of Records for the Kindergarten Teacher. Childhood Education. Journal of the Association for Childhood Education. 1201-16th St. N.W. Washington, DC
2. Suggestions for Record Keeping in Nursery Schools. Bulletin No. 4-Published by the National Advisory Committee on WPA Nursery Schools, 1936 Child Development Institute, Teachers' College, Columbia University, New York City
3. From the Records: An Adventure in Teacher Training. By Clara Lambert-Play School Association Summer Play Schools Association. 1841 Broadway New York, New York
4. Nursery School-Curricular Aids-Idaho Educational Program of the State Dept. of Education-Works Progress Administration.
5. Healthy Attitudes Toward Health-Practices and Procedures in an Integrated Play School Program-Pamphlet No. 3. 1841 Broadway New York, N. Y.
6. When Parents Meet at School. Pamphlet No. 1. Parent Education in Summer Play Schools. Play Schools Association. 1841 Broadway, New York, N.Y.
7. Letters from Mothers in Wartime. By Jean Schick Grossman, Director of Parent Education. Play Schools Association. 1841 Broadway, New York, N. Y.
8. Play Schools-What They Are, How They Function, How They Meet Children's Needs. A Key to Community Resources. Play Schools Association, Inc. 1841 Broadway New York, N.Y.
9. Community Programs for Summer. Play Schools Association 1841 Broadway, New York, N. Y.
10. A Handbook on Play Schools for Group Leaders and Teachers Play Schools Association-1841 Broadway N.Y.
11. What Parents Are Saying in Wartime. A Digest of Group Discussions. Play Schools Association 1841 Brdy.
12. Play: A Yardstick of Growth. By Clara Lambert Play Schools Association Inc. 1841 Broadway, N.Y.
13. Play Materials Made from Waste. by Clara Lambert. Play Schools Association Inc. 1841 Broadway, N.Y.
14. Mills College, Calif. Dept. of Child Development. Prepared for War Relocation Authority Nursery Schools
15. Organization and Management of Day Care Centers by Supervisor of WPA Nursery Schools of Alameda and Marianne Robinson, Assistance to Chief of Community Services. War Relocation Project, Tule Lake, Calif.
16. Home Play and Play Equipt. for the Preschool Child. Childrens Bureau Pub. No. 238. U.S. Dept. of Labor.
17. Story telling. Bulletin of the Association for Childhood Education. Washington, D. C.
18. Pamphlet. Points to Think About While Watching Your Child with Other Children. Parent Education and Pre-

BULLETINS & PAMPHLETS (cont)

- school Children. Parent Education and Preschool
Denver Public Schools, Colorado.
19. Some Homemade Toys for Preschool Children. Parent Educa-
tion and Preschool, Denver Public Schools, Colorado.
20. Food Time - A Good Time at School. Leaflet No. 4
21. Report of Training School for Nursery School Teachers and
Parent Education Leaders. Aug. 1935 by Mrs. J. R. Parkes-
State Supervisor Emergency. Nursery Schools and Parent
Education.
22. Nursery School Observations. Calif. State Dept of Ed.
311 Calif. State Bldg.
23. Stories Children Like. Bulletin of the Association for
Childhood Education. 1201 16th St. N.W. Wash. D.C.
24. Songs Children Like.--Bulletin fo the Association for
Childhood Education. 1201 16th St. N.W. Wash. D.C.
25. Social Habits We May Expect. From Two to Six. Copy 1933
by Wm. Morrow & Co. Inc. Parent Education & Preschool
Denver Public Schools.
26. A Child's Toys are His Tools. Parent Education & Preschool
Denver Public Schools.
27. Making or Marring the Child's Personality Through Emotional
E Experience. By Margaret Wylie. Bulletin 335 N.Y.
State Co lege of Home Economics. At Cornell University
Ithaca, N. Y.
28. Out of Babyhood Into Childhood-U.S. Dept. of Labor-
Children Bureau-Katharine F. Lenratt, Cheif C. B.
Folder 10, 1943.
29. The Child from One to Six-His Care and Training-Children
Bureau Pub. No. 30 U. S. Dept of Labor-Washington D.C.
30. Habit Clinics for Child Guidance Children Bureau Publ
No. 135 Wash. D.C.
31. Nutrition Work for Preschool Children. Children Bureau
Pub. No. 138 Wash. D. C.
32. Your Young Child's Health (1 to 6 years) Children
Bureau. Folder 21 Wash. D.C.
33. Children Bear the Promise of a Better World-Children
Bureau-Defense of Children Series, 7,8,9,10,11.
34. No. 11. Protect them from Harmful Community Influences.
35. No. 8. Through Play they Learn What Freedom Means.
36. No. 10. Are We Helping Those with Special Needs.
37. No. 9. Our Nation Does Not Heed Their Toil.
38. No. 7 Their Education is Democracy's Strength.
39. Relation of Physical Defects to the Physical Growth of
Children of 21 States. Physical Measurement Studies.
No. 3. Reprint No. 1757 from the Public Health Reports.
40. The Healthy Well - Nourished Child. 1 to 6 years. U. S.
Dept. of Labor. Children Bureau Folder 17 Washington, C.C.
41. Eyesight of the School Child As Determined by the
Snellen Test. By Selwyn D. Collings. Reprint No. 975.
From the Public Health Reports.
42. Care of Children Coming to the U.S. for Safety Under
the Attorney General's Order of July 13, 1940.

BULLETINS & PAMPHLETS (cont)

- Standards Prescribed by the Childrens Bureau. Bureau Pub. no. 268. U.S. Dept of Labor - Children's Bureau.
43. Nursery Schools. Their Development and Current Practices in the U.S. by Mary Dabney Davis and Pawns Hansen. Bulletin, 1932. No. 9 U.S. Dept of the Interior Office of Education.
44. Children In a Democracy. General Report. Adopted by the White House Conference on Children in a Democracy Jan. 19, 1940. Wash. D.C.
45. The Home Medicine Cabinet Consumers' Project-Under Supervisor of U.S. Dept of Labor-Wash. D.C.
46. Games Children Like. Bulletin for the Association of Childhood Education.
47. School Children and the War Series Leaflet No. 1 School Services for Children of Working Mothers. Why? What? How? Where? When? Federal Security Agency U.S. Office of Education.
48. School Children and the War Series Leaflet. No. 2 All Day School Programs for Children of Working Mothers. Federal Security Agency. U.S. Office of Education.
50. School Children and the War Series Leaflet No. 3. Nursery Schools Vital to America's War Effort. Federal Security Agency. U.S. Office of Education.
51. School Children and the War Series Leaflet No. 6. Meeting Children's Emotional Disorders at School. Federal Security Agency U.S. Office of Education.
52. Applying Nursery School Methods of Child Guidance in the Home. Manhattan, Kansas. Pub. by the College. Division of Home Economics. Bulletin No. 2.
53. Standards of Day Care of Children of Working Mothers. Children of Wartime No. 3 Bureau Pub. 284. Children's Bureau-U.S. Dept. of Labor.
54. To Parents in Wartime. Children in Wartime. No. 1 Bureau Publ. 282.

Following are Published by the National Association for Nursery Education. W. 509 East Hall. Iowa City, Iowa.

54. Essentials of Nursery Education.
55. Nursery Education in Housing Projects.
56. Cultivating the Roots of Democracy.
57. Nursery School--Before and After.
58. How to Start Publicity for Nursery School Education in your Community.
59. Our Cooperative Nursery School.
60. Our Ways of Distinguishing a Good Nursery School.
61. A Bibliography of Nursery School Education.
62. Conserving Human Resources in the Field of Early Childhood. By L.K. Frank.
63. Shackling Concepts in Nursery Education. By George D. Stoddard.
64. The Nursery School Contributes to Emotional Development by Lois B. Murphy.

BULLETINS & PAMPHLETS (cont)

65. List of Motion Pictures Illustrating Nursery School Procedures.
66. Introducing the Nursery School.
67. Widening Horizons.
68. Marvin Joins the Crowd.
69. I Won't Take a Nap.
70. Observing a Child.
71. Is Your Child a Sissy?
72. A Two Year Plan.
73. Bickering Babies.
74. "Bad Dark".
75. For the Good of the State.
76. The Nursery School, A Sojnd Investment.
77. Twenty Sleepy People.
78. The "Helping Hand" of the Nursery School.
79. An Experiment in Early Childhood Education.
80. Toys to Grow On.
81. Diana is a Big Girls Now.
82. Baby Do It.
83. The Nursery School's Place in Education.
84. The Nursery School Age.
85. Science Experiences in the Preschool.
86. Visiting a Nursery Schools.
87. What Is a Nursery School?
88. Danny Won't Eat.
89. Introducing the Nursery School.
90. The Nursery School's Contribution.
91. The Need for Nursery Schools in the United States.
92. The Nursery School Movement.
93. Nursery Schools as Habit Trainers.
94. How Does a Nursery School Contribute to the Child's Growth.
95. "Facts and Figures on Nursery Education"
96. These Nursery Schools People Talk About. What are They?

CATALOGS

97. A. Flanagan Co. Teachers' Aids. Catalog K-7
920 N. Franklin St. Chicago, Ill.
98. Gabriel-Toys-Games. Children's Books-Kindergarten
Pastimes. 1943-1944
Samuel, Gabriel & Sons. 200-5th Ave. New York, N.Y.
99. Better Schools. Encyclopedia of School Supplies.
Catalog No. 181
John W. Graham & Co. 707-711 Sprague Ave. Spokane, Wash.
100. Holgate Toys. Catalog No. 18
Holdgate Brothers & Co. Kane, Pa.

MAGAZINES

LIBRAIRES

Rec. 10
 Rec. 24
 Rec. 31
 Block 23-Barrack 9

No. of copies

1	Atlantic Monthly
2	American Girl
1	American magazine
1	Art and Industry
1	Asia and the Americas
1	Better Homes and Gardens
1	Book list
2	Boy's Life
1	Bulletin of Pan American Union
1	Business Education World
1	Capper's Farmer
2	Child Life
2	Childhood Education
2	Children's Activities
1	Consumer's Research Bulletin
1	Debater's Digest
1	Education Digest
1	Elementary School Journal
1	English Journal
1	Far Eastern Survey
1	Fore cast
1	Good Housekeeping
3	Grade Teacher
1	Gregg Writer
1	Harper's Bazaar
1	Harper's magazine
3	Home Craftsman
1	Hygeia
1	Idaho Farmer
1	Industrial Arts & Vocational Education
3	Instructor
2	Jack & Jill
2	Junior Scholastic
1	Life
1	Mademoiselle
1	McCall Fashion Book (quarterly)
2	National Geographic
1	Natural History
1	Nature
1	News Week
1	Outdoor Life
1	Pacific Affairs
1	Parents Magazine
1	Popular Mechanics
3	Popular Science Monthly
1	Practical Home Economics

MAGAZINES
(cont)

No. of Copies

1	Reader's Digest
1	Recreation
1	Safety Education
1	Saturday Evening Post
1	School Science and Math.
1	Scholastic Coach
1	Science News Letter
1	Scientific American
1	Social Education
1	Survey Graphic
1	Theatre Arts Monthly
1	Town Meeting (Bulletin Town Meeting of the Air)
1	Vital Speeches
1	Weekly News Review

NEWSPAPER

1	New York Times (Sunday Edition)
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I. Record and Reports

A. Attendance

1. Five days a week. Monday through Friday.
2. Child is dropped from the roll if absent more than five days.
3. When child transfers to kindergarten, duplicate observational summary reports are to be sent on to kindergarten teacher.
4. If transferred to another nursery school in the Project, all reports are to be sent in to the next nursery school.
5. If a child leaves the Project send duplicate records to the school he will attend.
6. On the records that the teacher keeps give the date the child relocation or transferred.

B. New Pupil

1. Must at least be two years old before entering and not more than four years old before Jan. 1st.
2. Make out enrollment sheet.
3. Give copy to supervisor.

C. Growth Report

1. Keep card index file.
2. Transfer information to teacher's observational report (every nine weeks)
3. Pupil--growth report for parents to see.
4. Summary report (annual). Make out at the end of the year. Duplicate copy kept. Original sent to kindergarten teacher.

D. Lesson Plan

1. Each teacher makes her own.
 - a. made out in advance. (one week.)
 - b. carbon copy sent in to supervisor.

E. Teachers' Reports

1. Weekly attendance
2. Snack
3. Time sheet
4. Monthly attendance
5. New Enrollment
6. Re-enrollment
7. First aid assistance

II. Health

1. You are responsible for the health and safety of each child as long as he is in your care.
2. Watch for any possible signs of illness, such as unusual fatigue, irritability, running nose, cough, or unusually pale or flushed face and report them to the head teacher.
3. Children need to alternate periods of quiet activity with vigorous play. The nursery school program provides for this. See that individual children get more rest or more activity as they need it.
4. See that the child is dressed according to the temperature. He cannot adjust so easily to changes as an adult.

II. Health (cont)

5. Each morning every child should be carefully inspected for indications of good health as well as signs of cold or incipient, illness.
6. Each teacher must be alert to note changes in mood or any other sign of onset illness.
7. Public Health Nurser--call up the Public Health Nurse department at the hospital.

For emergency call motor pool or ambulance at nearest fire box.

III. Safety

1. Keep all doors unlatched (in case of fire)
2. All exits to doors clutter-free.
3. In case of accidents, call police department nearest phone--accompany child to hospital--another teacher must notify the parents.
4. In the case of a fire--teachers must know beforehand, number of children and then each teacher brings the child out safely at nearest exits--Teachers last. If fire is severe leave wraps behind.
5. Use extra vigilance in winter due to heated stoves--prevent the child from playing near the stove.

IV. General Discipline

1. If child is tired, then be careful not to reprimand him. (restlessness, yawning, etc.)
2. If child is intentionally disruptive, isolate him from rest or take away privileges.
3. Teachers must not, under any circumstances, slap, shake, or spank a child.
4. Teacher must be sure that the child is at fault not she, herself.
5. If teacher does punish child, be sure he understands what the punishment is for.

V. Services to Aid Teachers

A. Social Workers

1. Medical social workers will take care of children who are handicapped or deformed, and need medical care.
2. Public health nurser will take care of epidemics.
3. Contact welfare counselor if child needs clothing.

B. Use of Duplicating machines

1. Memiograph and hectographs in both Huntville and Stafford Schools.

C. Janitorial Services

1. Sweeps and dusts daily.
2. Builds school room fires daily.
3. Mops twice a week.

VI. Calendar for School Year

A. School hours

1. 8:30 to 11:30 for younger children.
2. 1:15 to 3:00 p.m. for older children.
3. Five days a week throughout the year.

B. School sessions

1. Will be in session five days a week for the fifty-two weeks of the year, from Sept. to Sept.
2. Children ready for elementary school will have 2 weeks vacation, prior to the opening of school.

C. Working hours for teachers

1. 8:00 to 12:00 a.m.
2. 1:00 to 5:00 p.m.
3. Saturdays from 8:00 to 12:00 a.m.
4. Sick Leave--absence over 3 days must be accompanied by Doctor's Certificate in order to receive regular pay.
5. Dentist appointments must be made weeks ahead and notify head teacher and supervisor of the same.
6. Holiday--Christmas day is the only holiday in the year.

VII. School Room Equipments and Supplies

1. Chairs and tables.
2. Toys
3. Blocks
4. Nursery song books and singing games
5. Art materials
6. Lavatory supplies

VIII. Libraries

A. Juvenile libraries

1. Block 10 & 31--hours 8:00 to 12:00 a.m.
1:00 to 5:00 p.m.

B. High School Library

1. Block 23, Barrack 9--hours 8:00 to 12:00 a.m.
1:00 to 5:00 p.m.

C. Main Library

1. Block 24--hours 8:00 to 12:00 and 1:00 to 5:00
and 7:00 to 9:00 p.m.

IX. Meetings

A. Weekly Nursery School staff meeting each Friday at 3:00 p.m.

1. Discussion of Nursery School problems, plans and procedures.

B. P. T. A. meeting once a month in Huntville and Stafford Elementary Schools.

X. Daily Schedule

1. Removal of wraps
2. Daily inspection of each child for any symptoms of disease.
3. Free play.
4. Circle period (songs and games)
5. Toilet period (toilet and washing of hands)
6. Rest period
7. Snack time
8. Extras: Supplementary activity
 - Story telling
 - Walk-visual and observational experience for children.

XI. Things to Remember Throughout the Day

A. Before Children's Arrival

1. Dust the furniture and place enough chairs under each table.
2. Check the room temperature.
3. Check to see if there is any lumber or boxes around where it may be dangerous.
4. Check all equipment for loose nails, splinters, or broken boards.
5. Put the music book and circle period program out on the piano.
6. Change water in the flower vase.
7. Bring out the necessary equipments needed for circle play, free play.

B. Reception

1. One of the teachers should always be near the door to greet every child as he comes in.
2. Encourage the child to say "Good morning, Miss--"
3. Help with the clothing, only when necessary.
4. Should try to show the children how to take their wraps off and if they have rubbers, show them how to use the boot jack--also where to put their rubbers after they take them off.

C. Free Play

1. Know where each child is and what he is doing.
2. Stand near the slide to prevent accidents.
3. See that only one child rides the slide at a time and that they are sliding correctly.
4. See that each child puts away the toy before playing with another.
5. See that no child is playing near the stove, hot or cold.
6. Show child how to use equipment to prevent destruction.
7. Whenever a teacher wants to speak to a child, always go to the child--never speak across the room or from any distance.
8. Whenever talking to a child, always use simple words so that he will understand you.
9. See that every child is doing something.
10. See that a new child is never left alone--try to get him interested in something.

XII. Things to Remember Throughout the Day (cont)

C. Free Play (cont)

11. Let a child try out his own powers and ideas.
12. See that each child puts his own toy away after the bell rings.
13. Do not start circle play until all toys and equipment have been put in order.

D. Circle Period

1. See that the noisy and restless ones aren't sitting together.
2. Get all the children's attention before attempting to start a game or song.
3. See that children who are unable to listen, leave the group.
4. Teacher sitting with the children.
 - a. Quiet the noisy one without distracting others.
 - b. Sit beside the noisier ones.
 - c. Quietly go to greet any child who may come in last. (late)

E. Toilet

1. Always one teacher at the head and end of the line.
2. Encourage child to do as much as he can for himself, but give help when really needed.
3. Help cleanse the child after bowel movement.
4. See that the stool is by the seat before the child attempts to sit on the toilet (also for boys).
5. Try to have every child come to the toilet.
6. When the children come to wash their hands, have the water ready for them and then have all of them come to the basin.
7. Have the water comfortably warm.
8. See that no child turns on water themselves, hot or cold.
9. Give the child enough soap to get his hands clean.
10. Leave a hand towel for each child right by their basin so that as soon as they are finished washing, they may be able to dry their hands.
11. Have the child line up in order as they finish.
12. Encourage them to say "Thank You", after receiving soap and towel.
13. Whenever a child has to go to toilet during class, have it understood that they should go quietly to any teacher and ask to be excused to prevent accidents. If child cannot go alone, one of the teachers should accompany him.
14. Without distracting the others, give the necessary paper to the child.

XI. Things to Remember Throughout the Day (cont)

F. Rest Period

1. See that they are all resting quietly.
2. Help children who are restless or noisy become quiet.
3. Speak to children in a whisper.
4. Walk quietly.

G. Snack Period

1. Have everybody fold their hands and wait quietly until told to start eating.
2. Encourage good table manners; to eat quietly.
3. Have them raise their hands whenever they want more of anything.
4. When finished, have them wait quietly until
5. Whenever there is need for paper towels to wipe their hands and mouth, have it out and ready for them so they won't soil their clothing.

H. Handwork

1. Let children do as much of their work by themselves, with little help as possible.
2. Never ask them to do anything beyond their ability.
3. When giving instructions, be sure to have all their attentions of all pupils and see that they understand what you mean.
4. Give simple and clear commands or suggestions.
5. In free drawing or clay have them make anything they wish--refrain from making them make any particular object.
6. Make generous praises and compliments in regard to the child's work.
7. Let the child do as he wishes with the material as long as he is not misusing it.
8. Treat child's work with interest and respect.
9. If child is misusing any material, first get his attention, then say "Billy, please paint on the paper". Not--"Don't do this or that".

I. Going Home

1. Before they are excused and go to line up, see that they are sitting nicely, folding their hands, and quiet.
2. Do not let them go until they are all in a nice line.
3. Look around to see that the children do not forget to take their wraps home.
4. See that every child has someone to go home with.
5. For those waiting for someone, see that they do not go out in the road--better to have them wait on the porch or inside.
6. Have them go straight home first before they go out to play again.
7. When a child is going home alone, show him the safest road to take--most likely to be through the blocks.

XI. Things to Remember Throughout the Day (cont)

J. After School.

1. Put the chairs up on the table.
2. Clear the piano of music book, circle play program, etc.
3. Take attendance
4. Put the slide against the wall.
5. Have handwork, circle play etc. ready for the next day.
6. Change window scenes, pictures or children's work on the wall, etc. Whenever necessary.
7. Endeavor to discuss different ways by which we can improve the schoolroom.
8. Try to think of different and interesting things for children to make or do. (for handwork, circle play)
9. Make out reports, whenever necessary.
10. Fill in card index whenever necessary.
11. Fill in observation cards whenever necessary.

K. Story Telling

1. Select small group of children if possible of same maturity.
2. Select story which children will enjoy.
3. For 2 and 3 year olds, picture stories are enjoyed most.
4. Select story which teacher knows well.
5. Select a place somewhat withdrawn either indoors or out.
6. Different groups should be separated, away from each other so that no one will be distracted by the story of another group.
7. Children should be comfortably seated so that each child can see the teacher's face and any book or picture use.
8. Be careful and stop before the children get restless.
9. Whenever possible, have the children raise their hands when they have something to say--otherwise they'll all be talking together and the group will be hard to control.

L. Going for Walks

1. Line the children in pairs--a noisy, restless one with some quiet.
2. Tell the children about the possible dangers and so to mind the teachers, before starting out on the walk.
3. Always have a teacher at the head and end of the line for safety.
4. Teachers always take the children's hands and walk on the outside of the road.
5. Whenever they come to a crossing, show them that they should look both ways before they go across.
6. Take children only over routes which she knows to be within walking range of the youngest of the group.
7. Plan walks, if possible, with a definite goal, of interest to the children.

XI. Things to Remember Throughout the Day (cont)

L. Going for Walks (cont)

8. Try to keep them in a straight line and see that no child will go out too far into the road
9. Whenever there is anything of interest, stop and let them observe all they can, and maybe talk about it.
10. In an emergency, one teacher goes back to the school with the child or to the hospital, depending on the need.

M. Quiet activities

1. Reading to the children.
2. Free drawing.
3. Clay modeling.
4. Paper cutting.
5. Pasting.
6. Beading.
7. Let the child do as he wishes with the material as long as he is not misusing it.
8. Do not tell the child what to make, show him how to make an object, nor ask him what he has made.
9. Treat a child's products with interest and respect.
10. If the child is misusing material, first get his attention, then say: "Billy, please paint on the paper." "Helen, keep the clay on the board." (Not "Don't drop the clay," etc.)
11. Give needed help with aprons, paint jars and clay.

N. The Teacher

1. Let the child alone as much as possible.
 - a. Do not organize play but help a child learn to play with new materials or to play more connectedly with one type, as needed; suggests new uses of equipment.
 - b. Do not interfere in children's play or quarrels with one another except to teach a child to play without interfering with others; to take turns; to hold his own; to give up upon occasion. To protect a child busy with a certain activity from being interrupted unnecessarily by children or adults. To keep a child from getting physically hurt.
 - c. Show child how to use equipment to prevent destruction.
 - d. Let a child try out his own powers but never hesitate to give help if the child's safety is involved.
2. Teacher must be neat and clean at all times.

O. Toilet Accidents

1. Take child to toilet without comment so as not to disturb or attract the others.
2. Remove wet or soiled clothes.
3. Make him as comfortable as possible.
4. Wash child if necessary.
5. Take him back to the playroom.

QUALIFICATIONS OF STAFF MEMBERS

Provide adequate care for children in their charge which includes shelter, cleanliness, clothing; also give guidance, understanding, desirable affection; opportunity to play with other children (socializing him), and training. The children should progress physically, mentally, and emotionally.

1. Preferably High School graduates, with some musical ability.
2. Must be able to enter into activities enjoyed by children of nursery school age.
3. She must be clean and neat and well in body and mind.
4. She must be able to understand children, be well-adjusted and cheerful.
5. Her voice should be pleasing and yet to be able to command attention.
6. Her attitude toward the children should be matter-of fact, friendly, sympathetic, calm, and natural.
7. She must be deeply interested in little children alert to what is going on in the children's play.
8. Let the child do what he can for himself. Teacher may assist only when the child really needs assistance and guidance.
9. She must allow the child to reason and figure out the answers to problems so far as possible, giving help only so far as is absolutely necessary.
10. She needs to understand how to make desirable behavior simple.
11. She needs to know each child as an individual and handle him accordingly.
12. Understanding a child in order to get the desired cooperation from him.
13. Make directions simple but direct, with as little conversing as possible. However make sure the child knows the directions.
14. Make direct statements rather than negative statements.
15. Her work must be all planned before hand for the following day.
16. Materials that are to be used should be ready before starting the activity.
17. She must have definite aims and procedures in carrying out any activity.
18. She must be well rested and poised in spirit, as little children soon detect whether you are or not. They are more apt to take advantage of you if you aren't up to par physically.
19. She must be interested in the growth and development of every child within her jurisdiction.

INFORMATION CONCERNING NURSERY SCHOOL FOR PARENTS.

Parents and teacher must cooperate in the handling of nursery school children in order to achieve the desired development and growth in the child.

1. Show a matter-of-fact attitude the child's entrance in nursery school. Do not discuss the problem too much, so the child will become resentful in fear the new environment and experience.
2. If your child is willing to come to school, please have leave as promptly as possible. Always inform you child that you are leaving and that you will come for him when school dismisses. Do not cause your child to have any worries.
3. If it seems feasible that you come with your child and remain in the school until he becomes acquainted do so, but stay in the background. Do not make the child conscious of your presence. Let the teacher take charge of him unless of course he is unduly emotional and upset.
4. A new child may not know how to react to school so do not punish him if he does not respond in the beginning of the school. And do as he is asked to do by teacher. Give him to get adjusted. Reason with him so far as possible if he has not behaved the way he should. The best way to punish him is to deprive him of privileges.
5. The school hours are from 8:30 to 11:30 a.m. and from 1:15 to 3:00 p.m. Keep your child at home until 15 minutes before school time.
6. Do not send your child if he is feverish, has running nose or his eyes water. He may be coming down with a communicable disease.
7. The teachers would appreciate the parents cooperation in securing certain information regarding your child, which will be necessary for the child's health and growth, report.
8. Your child's growth report will be recorded every nine weeks. The teacher will give you a notice asking you to come for a conference. She will explain each item on the report.
9. If at any time you have any questions or suggestions deemed worthy of discussion feel free to talk to the teacher about them. Your child will benefit by the cooperation given the teacher in regard to school problems. After your child has become adjusted to school. You are welcome to visit.

