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RECORDS FOR USE WITH NURSERY SCHOOL CHILDREN
October 23, 1942

These records are selected on the basis of experience in the Children's School at Mills College, and are arranged according to age preference, that is, all children enjoyed Number 1 --only the oldest enjoyed Number 12.

- | | | | |
|---|----------------|-------------------|---------|
| 1. Pascola | | General Records | 5012 |
| Yaqui Indian Music | | | |
| 2. A Program of Mexican Music | | Yaqui Music | |
| Chavez | | Columbia | 70335-D |
| 3. Kleine Kammermusik | 1. Lustig | | |
| | 2. Walzer | | |
| Hindermith | | Columbia | 17169-D |
| 4. Harmonious Blacksmith (harpsichord solo) | | Victor | 14930-B |
| Handel | | | |
| 5. Eighteenth Century Dance | | Victor | 7256-B |
| Haydn | | | |
| 6. Symphony #13 in G. Major, 4th Movement, Allegro con spirito | | Victor | 14930-B |
| Haydn | | | |
| 7. Jesu, Joy of Man's Desiring (chorale from Church canatata 147) | | Columbia | |
| Bach | | DB-507 (WA-11081) | |
| 8. Two Old French Songs (harp solo) | | Victor | 2095-A |
| 9. Water Music Suite, Part 4, Allegro decise | | | |
| Handel | | Columbia | 68147-D |
| 10. Romance in A for Oboe, Op, 94, No. 2 | | | |
| Schumann | | Columbia | 69816-D |
| 11. Nutcracker Suite | Dance Chineise | | |
| Tschaikowsky | | Victor | 8863-B |
| 12. Petrouchka Suite, Part 7, Dance of the Gypsies | | | |
| Stravinski | | Victor | 15470-A |

MUSIC BOOKS

- Coleman, Satis N. and Thorn, Alice "Singing Time" N.Y., John Day, 1929.
Coleman, Satis N. and Thorn, Alice "Another Singing Time" N.Y., John Day, 1937.
Coit, Lottie Ellsworth and Bampton, Rose "Tone Matching Tunes" N.Y. Harold Flammer, 1940.
MacCarteney, Laura Pendleton "Songs for the Nursery School" Cincinnati, Willis Music Company, 1937.

.....BOOKS FOR NURSERY SCHOOL USE.....

This list has grown out of experience with the children enrolled in the Children's School at Mills College.
The books are listed in order of age interest.

Two to Three Year Olds

Weisgard, Leonard	Cloth Book No. 1, Holiday House, 1939.	\$1.00
Weisgard, Leonard	Cloth Book No. 3, Holiday House, 1939.	1.00
	Good pictures for the Youngest children.	
Martin, Mary Steichen	<u>The First and Second Picture Book</u> Harcourt, Brace and Company, 1930.	1.50
	Beautiful photographs.	
Becker, Charlotte	<u>Helle Judy</u> , Scribners, 1941.	.75
Rose, Richard	<u>Saturday Walk</u> , W. R. Scott, 1941	1.00
Lenski, Lois	<u>The Little Family</u> , Doubleday, Doran, 1932.	.50
Brown, Margaret Wise	<u>Baby Animals</u> , Random House, 1941 Illustrated by M. Cameron. Good pictures for two and three year olds.	.50
Brown, Margaret Wise	<u>The City Noisy Book</u> , W. R. Scott, 1939.	1.00
Brown, Margaret Wise	<u>The Country Noisy Book</u> , W. R. Scott, 1940.	1.00
	Both illustrated by L. Weisgard.	
Brann, Esther	<u>Bobbie and Donnie Were Twins</u> , Macmillan, 1933.	1.00
Hurd, Clement	<u>Country</u> , W. R. Scott	1.25
	Opens into one long page. Best used for story telling or as a panorama picture on the wall.	
Hurd, Clement	W. R. Scott	
	Opens into one long page. Best used for story telling or as a panorama picture on wall.	

THREE AND FOUR OLDS.....

Gay, Romney	<u>Cinder</u> , Grosset and Dunlap, 1934	.50
	Children two years to five years enjoy stories and picture by R. Gay. Illustrated by the author.	
Gay, Romney	<u>Ten Little Playmates</u> , Grosset and Dunlap 1934	.50
	A book on finger-plays in rhyme. Good to use as verse.	
Gay, Romney	<u>The Funny Noise</u> , Grosset and Dunlap, 1935.	.50
Gay, Romney	<u>Romney's Gay's Box of Books</u> , Grosset and Dunlap, 1941	.50
	Six paper covered books of rhymes and stories.	
Gay, Romney	<u>Toby and Sue</u> , Grosset and Dunlap, 1937	.50
Flack, Marjorie	<u>Angus and the Ducks</u> , Doubleday Doran, 1931	1.00
	<u>Angus and the Cats</u> , Doubleday Doran 1940	1.00
	<u>Tim Tadpole and the Great Bullfrog</u> , Doubleday and Doran, 1934.	1.00
	<u>The Story About Ping</u> , Viking Press, 1933.	1.00

Dalgliesh, Alice	<u>The Choosng Book</u> , Macmilan, 1932	1.25
Martin, Dahrts	<u>Little Lamb</u> , Harper, 1938	1.50
	Illustrated by L. Somppl	
Ga'g, Wanda	<u>Millions of Cats</u> , CowardMcMann, 1938	1.50

FOUR AND FIVE YEAR OLDS

Clark, Margery	<u>Poppy Seed Cakes</u> , Doubleday Doran, 1932	
	Illustrated by M. and M. Petersham. Children enjoy story and pictures.	\$2.00
Lathrop, Dorothy	<u>Boucng Betsy</u> , Macmillan 1936	1.50
	Beautiful illustrations for older children.	
Leaf, Munroe	<u>Story of Ferdinand</u> , Viking, 1936	1.00
	The Children enjoy this story if the adult reading it enjoys it too.	
	Illustrated by Robert Lawson.	
Kirk, C.	<u>The Postman</u> , <u>The Engineer</u> each..	.35
Happy Hour Books	<u>The Deliveryman</u> , etc. Macmillan	
	Illustrated by Earle Winslow.	
Lenski, Lois	<u>The Little Auto</u> , Oxford, 1934.	.75
	Illustrated by the author. Driving an automobile.	
Lenski, Lois	<u>Little Train</u> , Oxford, 1940	.75
	Good train book.	
Petersham, Maud and Miska.....	<u>The Story Book of Earth's Treasures</u> , illustrated by authors	
	Interesting and authentic information. Winston, N. D., 1935.	2.50
	Needs to be adapted for younger children. See catalogue for other books by Maud and Miska Petersham, under Social Studies.	
Petersham, Maud and Miska.....	<u>The Story Book of Things We use</u> , illustrated by authors. It is interesting and authentic information. Winston, N.D., 1933.	2.50
	Needs to be adapted for younger children. See catalogue for other books by Maud and Miska Petersham, under Stocial Studies.	
D'Aulaire, Ingri and Edgar Parin.....	<u>Animals Everywhere</u> , Doubleday, 1940	1.25
	Illustrated by authors. Excellent pictures of animals, best used on walls as book unfolds in single sheet.	
D'Aulaire, Fngri and Edgar Parin.....	<u>Ola dn Blackan</u> , Doubleday, 1940	1.75
	Illustrated by authors. Beautiful illustrations which children enjoy. Fanciful tales.	

Bannerman, Helen	<u>Little Black Sambo</u> , Stokes, 1925	.50
Potter, Beatrix	<u>Tales of Peter Rabbit</u> , Frederick Warne London, 1902	.75
	Illustrated by author.	
Lilienthal, Sophie	<u>Sails, Wheels and Wings</u> , Grosset and Dunlap, 1937	.50
	Illustrated with photographs.	
Pryor, W. Clayton and Helen S.....	<u>The Train Book</u> , Harcourt, Brace, 1933	1.00
	Illustrated with photographs. Good but dated.	
Pryor, W. Clayton and Helen S.....	<u>The Airplane Book</u> , Harcourt, B race Co., 1935	1.00
	Illustrated with photographs. Good but dated.	
Follett	<u>The Follett Picture-Story of Trains</u> Follett, 1936	.60
	Illustrated with photographs.	
Beskow, elsa	<u>Pelle's New Suit</u> , Platt and Munk, 1930	1.50
	Illustrated by Eulalie	
Lincoln School Staff	<u>The Tug Boat</u> , E. M. Hale Co., 1935	.25
	Picture scripts.	
Lincoln School Staff	<u>Boats</u> , E. M. Hale Co., 1935	.25
	Picture scripts.	
Lincoln School Staff	<u>Trains, What They Do and How They Do It</u> , Grosset and Dunlap Co., 1936	.25
	Picture scripts.	

STORY COLLECTIONS

- Association for Childhood Education
Told Under the Blue Umbrella, Macmillan \$2.00
 This collection has more stories for the younger children than has the Magic Umbrella, and also many for the older ones.
- Association For Childhood Education
Told Under the Magic Umbrella, Macmillan 2.00
- Mitchell, Lucy Sprague, Here and Now Story Book, Dutton, 1921
 Some stories dated or too limited in content but good for adaptation. 1.00
- Mitchell, Lucy Sprague, Another Here and Now Story Book, Dutton, 1921. 2.00
 Collection of stories arranged for different age levels. Brief sketch of characteristics and growth at each age level.

POETRY

- Association For Childhood Education
Sung Under the Silver Umbrella, Macmillan, 1935 2.00
- Gay, Romney The Romney Gay Mother Goose, Grosset, and Dunlap, 1936 .50
 Illustrated by the author.
- Gay, Romney Romney Gay's Picture Book of Poems, Grosset and Dunlap, 19 .50
- Stevenson, Robert Louis
A Child's Garden of Verse, Scribners, 1931 1.00
 Illustrated by Florence Stover. Selected poems, good illustrations.

TEACHER TRAINING

- Biber, Barbara Drawings: from lines to pictures. New York,
Bureau Educational Experiments, 1934.
- Faegre, Marion and Anderson, John E.
Child care and training, 5th edition revised.
Minneapolis, Univ. of Minn. Press, 1940.
- Fester, Josephine C. and Martin, Marion L.
Nursery school Education.
New York, Appleton-Century, 1939.
- Goodspeed, Helen C. and Johnson, Emma
Care and Guidance of children.
New York, Lippincott, 1935.
- Johnson, Harriet M.
Children in the Nursery School.
John Day - New York, 1928.
- Strang, Ruth An Introduction to child study. Rev. Edition
New York, Macmillan, 1938.
- Diehl, H. S. Textbook of Healthful Living.
New York, McGraw-Hill, 1939.
- Rand, Winifred, Sweeney, Mary E. and Vincent, E. L.
Growth and Development of the Young Child, 3rd Edition.
Philadelphia, Philadelphia, Saunders, 1940.
- Sherburn, Florence B.
The Child, his origin, development and care,
2nd edition. New York, McGraw-Hill, 1941.
- Sherman, H. C. Essentials of Nutrition.
New York, Macmillan, 1940.
- Hurlock, Elizabeth--Child Development. New York, McGraw-Hill, 1942.
- Teagarden, Florence M. --Child Psychology for Professional workers.
New York, Prentice-Hall, 1940.
- Wagener, Levisa G.
The development of learning in young children.
New York, McGraw-Hill, 1933.
- Jersild, Arthur T.
Child Psychology, revised edition.
New York, Prentice-Hall, 1941.
- Wagener, Levisa C.
Observation of Young Children.
New York, McGraw-Hill, 1935.
- Woodcock, Louise P.
Life and Way of the Two Year Old. A teacher's study.
New York, Dutton, 1941 \$2.00

BOOK LISTS

Bechtel, Louise Seaman

Books Before Five

A selected list. The Ham Book (Sept.)
1941, 17, 383-396.

Association for Childhood Education

1201 16th Street, N. W., Washington, D. C.

A Bibliography of Books for Young Children

Revised by M.H. Arbutnot, 1942.

.50

Anotated and classified list. Also included, list
of publishers with addresses.

Association for Childhood Education

1201 16th Street, N. W. Washington, D. C.

Selected List of Ten-Cent books

Prepared by Mary Lincoln Merse, 1941.

Anotated guide, Supply of Books available in Five and
Ten-Cent stores varies. Best time to find a selection
is before Christmas.

Berest, Vera E.

Five Hundred Best Books, Office of Education,
1939 th 11 , Washington D. C.

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Book Publishers' Catalogues --Write Direct.....

MILLS COLLEGE, CALIFORNIA
DEPARTMENT OF CHILD DEVELOPMENT

BOOKS FOR PARENTS AND TEACHERS
October, 1942

1. Aldrich, C. A. and Aldrich, M. M. Babies are Human Beings, an interpretation of growth. New York, Macmillan, 1938.
2. Aldrich, C. A. and Aldrich, M. M. Feeding our old fashioned children. New York, Macmillan, 1941.
3. Anderson, Harold H. Children in the Family. New York, Appleton-Century, 1935.
4. Bacmeister, Rhoda W. Caring for the Runabout Child. New York, Dutton, 1937.
5. Dalglish, Alice Patty Smith Hill. First Experiences in Literature. New York, Scribners.
6. Gilbert, M. S. Biography of the Unborn. Baltimore, Williams and Wilkins, 1938.
7. Haxton, J. N. and Wilcox, Edith. Step by Step in the Nursery School. New York, Doubleday, 1936.
8. Hohman, L. B. As the Twig is Bent. New York, Macmillan, 1940.
9. Jacobson, Edmund, You Can Sleep well; the A B C's of Restful Sleep for the Average Person. New York, MacGraw-Hill, 1938.
10. Jersild, Arthur T. Child Psychology, Revised Edition. New York Prentice Hall, 1940 \$3.00.
11. Kelliher, Alice V. Life and Growth, New York, D. Appleton & Century, 1938.
12. Lowneberg, Miriam. Your Child's Food. New York, McGraw-Hill, 1940.
13. McCollum, E. V. and Becher, J. E. Food, Nutrition and Health, Fifth Edition Baltimore, the authors, 1940.
14. Preston, G. H. Psychiatry for the Curious. New York, Farrar & Rinehart, 1940.
15. Ryah, W. Carson. Mental Health through Education. New York. The Commonwealth Fund, 1938.
16. Schulz, Lois R. and Smart, M. S. Understanding your baby; how he grows up and what he needs. New York, Sun Dial Press. \$1.00
17. Sherman, H. C. Essentials of Nutrition. New York, Macmillan, 1940.
18. Strain, Frances E. New patterns in sex teaching. Appleton-Century '40
19. Vaughn, W. T. Strange Malady. The story of allergy. Doubleday, '41
20. Washburn, Ruth W. Children have their Reasons. New York, Appleton Century 1942. \$2.00

Book List for Parents and Teachers, October, 1942

21. Wolf, Anna. Parent Manual. New York, Simon and Schuster, 1942.
22. Zabriskie, Louise. Mother and Baby Care in Pictures. New York, Lippincott, 1937.

Mills College, California
Department of Child Development
October, 1942.....

REFERENCE BOOKS

Dalgleish, Alice First Experiences in Literature, Scribners, 1939.

Includes: Discussion of standards for judging books, illustrations, stories and poetry for children; poets, authors, and illustrators evaluated.

Mitchell, Lucy Sprague

Another Here and Now Story Book, Dutton, 1939.

(Listed also under Collections of stories.)
Brief description of characteristics and growth at each age level precedes each group of stories recommended for that age.

Nature Study

Junior Magazine, (Year Subscription)
Museum of Natural History

\$1.00

Daleish, Eric Fitch, J. M. Bent, London each
2.16

How to see Beasts
How to see Birds (1933)
How to see flowers
How to see insects
How to see plants
How to see Pond Life

Illustrated by the author.

MILLS COLLEGE, CALIFORNIA
DEPARTMENT OF CHILD DEVELOPMENT

Nursery Schools at Relocation Project

1. Daily Program and Requirements:

A. Meals

1. staff member in charge of nutrition
2. Equipment for eating
3. Planning, preparation, and serving

B. Rest

1. Hammocks
 Made by parents (netted)
2. Coverlets and blankets

2. Morning inspection, emergency medical care, medical supplies for first aid.

4. Toilet facilities

1. Could four toilet stools be reserved during day for nursery school children?
2. Steps for each basins and toilets
3. Racks for towels.

5. Furniture

- A. Tables, chairs, cots or hammocks, bookshelves, cupboards.

6. Equipment

- A. Teacher training - books, studio materials, etc.

B. Parent Education

1. Books
2. Visual aids - illustrative material
 - a. Motion pictures
 - b. Pictures
3. Materials to make equipment for school
 - a. Blocks
 - b. toys
 - c. doll clothes
 - d. coverlets
 - e. hammocks for resting
 - f. etc.

C. School

Books for children (Including music books and illustrated books like Bobby and Denny in particular.)

MILLS COLLEGE, CALIFORNIA
DEPARTMENT OF CHILD DEVELOPMENT

Nursery Schools at Relocation Project -- 2

C. School (continued)

2. Materials

- a. lumber
- b. paint
- c. nails
- d. cloth for doll clothes
- e. glue
- f. sandpaper
- g. poster paint and Japanese ink blocks
- h. large brushes for poster paint
- i. scissors
- j. crayolas
- k. crayons
- l. paste
- m. Glue

3. Tools

- a. carpenter (to use also by children)
- b. shears
- c. saws
- d. hammers
- e. vises
- f. needles and thread, various sizes, inc. large and coarse
- g. brushes

4. Tissues ("Celluwipes")

5. Washroom supplies

- a. towels and washcloths
- b. extra soft toilet paper
- c. paper napkins
- d. soap for children
- e. combs
- f. mirrors

6. Dolls

7. Blocks - large and small

8. Paper

- a. Manilla drawing paper 18x24
- b. Newsprint

9. Victrola and records or other musical instruments

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THE QUALIFICATION 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 (buoyancy).
 - 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.

The Qualifications of a Good Nursery School Teacher....

(continued)

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 ~~avoidable~~ 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 an executive.
 - 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.

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MANZANAR NURSERY SCHOOLS
WAR RELOCATION AREA
Manzanar, California

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 throughout 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 one 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 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 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." The 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 to 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. From 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.

SELECTED REFERENCES

SLEEPING ROUTINE:

1. Blatz, E. E. and Bloot, H.
"Parents and the Pre-School Child." Wm. Morrow
Co., New York, 1928. Chapter 4.
A method is outlined for training the infant and child
in good sleeping habits.
2. Blatz, W. E., "A study of Sleeping Habits of Children."
Journal of Genetic Psychology Monograph,
Vol. 4. No. 1, July, 1928.
An analysis of records made on the sleeping habits
of children in the nursery school and in the home.
3. Blatz, Millichamp and Fletcher
"Nursery School Theory and Practice."
4. Foster, J. C., and Mattson, M. L.
"Nursery School Procedure." D. Appleton
Co., New York, 1929, Chapter 8.
A discussion of sleeping arrangements and of the
treatment of sleeping difficulties in the nursery school
5. Wagoner, L. C.
"The Development of Learning in the Young Child."
McGraw-Hill Book Co., Inc., New York,
1935, Chapter 14.
Teaching the child how to relax and to sleep.
6. Woolley, H. T.
"Rating, Sleeping and Elimination. Handbook
of Child Psychology." Ed. by Carl Murchison,
Clark University Press, Worcester, Mass.,
1931, pp. 40-52.
Training the child with respect to habits of sleep.