

T H E S I S

on

THE USE OF THE NURSERY SCHOOL IN THE TEACHING OF
CHILD DEVELOPMENT AT THE COLLEGE
LEVEL

With practical applications to the courses in Child
Development offered in the School of Home Economics
at Oregon State College

Submitted to the

OREGON STATE AGRICULTURAL COLLEGE

In partial fulfillment of
the requirements for the
Degree of


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by

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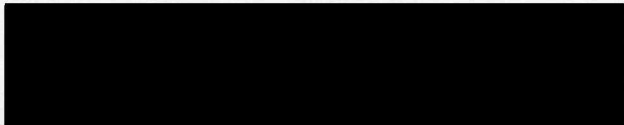
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THE PURPOSE OF THE THESIS

The Oregon State College Nursery School has been used as a laboratory for child development courses since it was established in the summer of 1926. It furnishes excellent opportunities for solution or for attempted solution of problems in child behavior. Here, students may observe or participate in the care of children of the preschool age. The physical as well as the intellectual development may be noted. There are on file, histories of each child prepared by the parents to aid in the understanding of the child.

Questions and suggestions have been prepared to assist the students in making observations while in the Nursery School. In their present form, these have served for three years. With the changes which have been made in the courses offered, these suggestions for observations now seem to be not entirely adequate for the inexperienced observer. More definite records, tabulating sheets, and score cards are needed to give objective results to parallel the improved courses in theory. The problem of this thesis is to consider the courses in child development now offered in relation to the needs of the students as expressed in the questionnaires which they have filled out; and to work out concrete guides to observations and objective methods of tabulating the results of observations made. It has been the aim of the writer to make these observations and records of observations parallel the courses offered

so that they will be of maximum help in the understanding of those phases of child development considered in the courses.

An attempt has been made also to suggest methods of observing young children in colleges and universities where Child Development is taught but where there is no nursery school, using as an example the University of Oregon.

Written material, ideas, and suggestions from other institutions where the same problem or similar problems are met and coped with, have been used by the writer in this attempt to devise a workable plan of child observations in which the students may have the opportunity of making practical application of theory offered in courses.

Plans for the future anticipate that a two term course in child development will be required of students registered in general home economics at Oregon State College. For this course, the observations which are suggested in this study for Child Development, HAd 320, and for the Nursery School, HAd 425, will be combined. If and when this occurs, there will be a definite need for more complicated studies and experiments to be used for an Advanced Nursery School course. This problem has been considered and some suggestions have been offered.

THE HISTORY OF THE NURSERY SCHOOL

The newest developments in the educational world are undoubtedly schools for infants and a constructive program of education for parents. Interest in the young child and his parents has spread so rapidly in the past ten years, as to appear to be an altogether new movement of sudden origin. During this decade the number of nursery schools reported to the United States Office of Education increased from 3 to 262.¹ This last number does not comprise the total number of nursery schools in the United States but it does indicate their rapid increase.

However, preschool education is not a new movement. Several hundred years before Christ the importance of early childhood and the need of family cooperation was stressed. The nursery school likewise is not a new institution. It was known to the Jews of ancient times. The Romans, before they were influenced by Hellenic culture, provided a 'ludus', a play place for young children. Commonius', 'School of the Mothers' Knee', though without outward resemblance to the modern nursery school, bears a significant relationship in spirit and purpose.

Foreshadowings of the nursery school, as outlined in the 28th Year Book of the National Society for the Study of Education, start

¹Davis, Mary Dabney, "The Nursery School," U.S. Dept. of Int., Bull. 9, 1932. p. 1.

about 400 B.C., when Plato described a community nursery as a proper part of an ideal state. He said, "Education and admonition commence in the first year of childhood and last to the very end of life.....". After the spread of the Christian religion, preachers, moralists, and teachers were concerned with admonishing parents to give religious training to their children. James Janeway, a Puritan minister of the Eighteenth century said, "Your child is never too little to go to Hell."

The reaction against these Puritanical teachings was led by Pestalozzi who expressed firm belief in the mothers' ability to educate their children, urging at the same time 'thinking love'. He places affection and firmness against an excess of severity and indulgence, saying 'fear can never act as a moral restraint'. Abate Apoti, a Catholic priest, said, "Parents ought to abstain in the presence of their children from speaking ill of other people as this is apt to engender contempt and anti-social feelings. Squabbles between father and mother tend to destroy filial respect."

In the last 100 years projects in preschool education have been definitely launched. Infant schools were first established to substitute for home care rather than to supplement the education of the normal home. They were philanthropic in purpose; they worked for the improvement of the existing social conditions. John Amos Comenius (1592-1670), called by some the 'Father of the Modern Kindergarten', advocated a mother school in every home to care

especially for the soul. Later in the 'School of Infancy' he outlined a curriculum including food, sleep, fresh air, and exercise. He argued for regularity of habits; he carried his educational program into the home. A century later than Comenius, Jean Frederick Oberlin (1740-1862), a Lutheran minister, established an Infant School at Walback, France. Its purpose was philanthropic; its objectives were religious and moral training. He perceived the connection between physical misery and moral degradation, and planned schools to care for the children of the poor. At this time Oberlin was not well supported, but 50 years later Infant Schools were systematized and adopted as a part of the French educational system. In Switzerland, a contemporary of Oberlin, Pestalozzi (1734-1805), planned to improve the conditions of the poor through education. His work was received more eagerly. Found in Pestalozzi's educational methods are Rousseau's belief of freedom of the child in school and Locke's interest in psychological methods of teaching. Pestalozzi's early experiments contributed to Froebel's kindergarten later.

During the Industrial Revolution in England, Robert Owen, a mill owner of Scotland, realizing the suffering of the laboring classes due to the Revolution, planned to care for the children left at home when the mothers and fathers were at work. He opened an Infant School at New Lanark in 1816, in which he reacted against moral and religious training and stressed habit formation--similar

to the modern preschool teachers in this respect. Owen took suggestions from John Locke's habit formation, from the freedom of Rousseau, and from the methods of Pestalozzi. His work had great influence in Belgium, France, Germany, and the United States.

The English nursery school was officially started in 1908 when the Board of Education sent out a circular proposing the care of the preschool child. The first Nursery School was organized by Margaret MacMillan in 1909 for neglected children of poor homes. In 1918 the Fisher Education Act provided for the nursery school as a part of the public system of education.

Early developments of the nursery school in the United States began when Robert Owens appeared in Washington, in 1825, before a distinguished audience consisting of both houses of Congress, the judges of the Supreme Court, and the President and his Cabinet. In connection with this address he exhibited a model of the large hollow square of buildings which he intended to erect in New Harmony, Indiana. He explained his plans for the redemption of the human race, which included an Infant School. This community life experiment including nursery education was established in 1826. Twenty years later the wife of Josef Neef, an associate of Pestalozzi, organized a German-American kindergarten. The pioneer American school was started by Miss Elizabeth Peabody in Boston, in 1860, using Froebel's principles. In 1872, Miss Clara Boelte gave the first demonstration of a true Froebelian kindergarten in this

country. Susan Blow, a well-known pioneer trained in this kindergarten and became the outstanding expositor of the philosophical kindergarten. It took forty years to change the philosophical viewpoint in preschool education to the objective method in vogue since 1900. The present movement owes its greatest impetus to the child study interests of G. Stanley Hall and John Dewey. About 1919 or 1920, teachers who had worked with Miss Macmillan and Miss Owen in England were invited to this country to demonstrate the English idea of nursery education. Nursery Schools were started at Teachers College, Columbia University, and at the Merrill-Palmer School of Motherhood and Home Training in Detroit. The New York Bureau of Educational Experiments and the Yale Psycho-Clinic had also accepted small groups of infants and young children for studies of behavior.

Interest in preschool education as an aspect of a broader educational program is general in this country, though it has not received the degree of official recognition which has been granted it in England. Unlike the Infant Schools of England, the American schools for children of three years and younger developed for educational experiment, for demonstration of educational methods, and for the purpose of research; not for the relief of poor and working mothers. Progress is due to the early educational experiments in Europe and to the social forces at work here since 1890. Contributing factors in the development of the nursery schools and parent

education are:¹

1. The educational theory of the present is the outcome of the thought of the leaders in education for many years;
2. Common origin of the nursery school and the kindergarten is found in the Infant School of England and the Continent;
3. The English Nursery School, the Froebelian Kindergarten, the Montessori School, and the Progressive Kindergarten all interact in the development of the modern nursery school;
4. Typical social developments which are merged in the nursery school and parental education program are the movement for improving child health, the growth of interest in child study, closer cooperation between home and school, the mental hygiene movement, and the widening program of home economics education in state institutions;
5. Distinct phases of the movement are the child study groups, child study conferences, fellowships in child development, and child welfare research institutes;
6. Nursery schools as developed have many common objectives but still somewhat varied purposes. Very few are philanthropic in purpose; practically all aim to serve as a supplement to rather than as a substitute for the home.

The total number of nursery schools has increased so rapidly that it is difficult to find accurate data on this point. In 1924 there was a total of 28 nursery schools in eleven states. In 1928-1929 there was a total of 117 nursery schools in the United States. In 1929-1930 there was a total of 157 nursery schools in the United States - a 34% gain over the preceding year.² There is, of course

¹28th Year Book, Nat'l. Soc. for the Study of Ed., 1929, p. 42-43.

²Davis, Mary Dabney, "The Nursery Schools in the U.S."

U.S. Dept. of Int., Office of Education, Circ. No. 1, Jan. 1930, p. 1

a wide variation in purpose and scope, in basic educational principles, in ideals and standards, and in working technique. Ideas differ as to how the program can best be administered, and this suspended judgment is one of the safeguards for the future unfolding of the most adequate plan. The ultimate aim of all is to contribute to the development of children and society.

Though there is a wide variation of purposes, nursery schools as developed have many common objectives. Typical among objectives of modern nursery schools are the following:

1. To provide opportunities for controlled research;
2. To establish experimental laboratories for the study of educational methods;
3. To furnish facilities for the training of preschool teachers;
4. To train teachers of home economics;
5. To provide for the cultural and general training of college women;
6. To demonstrate best methods of child care;
7. To train parents through permitting them to participate in the group care of little children;
8. To train junior and senior high school students;
9. To furnish children opportunities to adjust to children of their own age, and to 'learn through living'.

HOME ECONOMICS AND THE NURSERY SCHOOL

The trend in Home Economics has been toward greater interest in the child and in family relationships. Within the last decade educational leaders have become, through psychological and physiological research, more and more aware of the importance and value of training in the early years of a child's life. The period between infancy and the kindergarten age, which has been neglected in the past by science and organized education, is at last to come into its own. By 1920, the curriculum in Home Economics had greatly expanded, and courses in Child Care and Development were included in it.

Dr. Barnard said in an address made in Minneapolis, "We still too often think of the education of children starting in kindergarten or the primary grade, when, of course, the education actually begins in earliest infancy; and the habits and traits acquired long before the child leaves home for school, largely determine his adaptability and his attitude toward life. Parental education becomes, therefore, an essential part of our program; and home economics, in its broad field of home management with relation to child care and training, education of parents, and environment and living conditions, will be given a new interpretation."¹

¹"The White House Conference on Child Health and Protection." Editorial. Journ. of H.Ec., Vol. 21, No. 12, Dec. (1929), 915-917.

"Anna E. Richardson, who filled the position of field worker in child development and parental education for the American Home Economics Association in 1926, in a paper on child development, 'The School's Share in a Program of Child Development and Parent Education',¹ said, 'A skillfully directed course in child development offers the opportunity to help young people to understand themselves and their relationship to others as probably no other course is able to do. The study of the child quickly becomes the study of the 'human', and the instruction thus helps solve immediate personal problems as well as lays the foundation for later understanding parenthood."²

For years laboratories have been used for the practical application of the theory taught in courses in food preparation and clothing construction. As the importance of child development and family relationships became more and more evident, and since child development and family relationships are just as important a part of successful homemaking as are cooking and sewing, the need was felt for a laboratory in which developing children could be observed and methods of child care and training could be demonstrated. A well-rounded conception of the child as developing toward adulthood can not be based on theoretical study only, but must depend on

¹Hospital Social Service, Vol. 19 (1929), 161-164.

²Frank, L.K. "As Interpreter of Home Economics in Child Development and Parent Education." Journ. of H.Ec., June (1931) 525-528.

actual knowledge gained from observation. The nursery school fills this need for a child development laboratory. The nursery school is now accepted, in many colleges and universities, as a normal and necessary part of the courses in Child Development. "The inclusion of courses in Child Care and Training in connection with the Home Economics department has a three-fold purpose: To give pre-parental training for students majoring in Home Economics; to offer an opportunity for parents to observe scientific methods of guiding young children; and to provide a research laboratory in child development and behavior."¹ This three-fold purpose which Arthur Klein points out presupposes and could not be accomplished without a laboratory. Several children in a normal home make up the ideal laboratory in which to observe child behavior; but for students in college, this is very seldom available, hence the necessity for a place for observation--a need which is filled by the nursery school. The nursery school attempts to furnish an environment suited for the best development of the child from eighteen months to five years of age. It is not intended to take the place of the home, but to help parents in their guidance of the child in the home. "It endeavors to furnish the things which a good home should provide but which few homes are able to provide, such as physical and medical care; opportunities for mental, moral, physical, and social growth; training

¹Klein, Arthur. Survey of Land Grant Colleges and Universities. U.S. Dept. of Int., Bull. 9, Vol. 1, 1930, p. 392.

in the most desirable habits of thought and conduct; an atmosphere of industry, happiness, freedom, and contentment with the careful supervision of adults who are trained to understand those needs and who have time and desire to give to their accomplishments.

Interest in the education and training of young children is not new, but there is a growing realization that the activities in the preschool field of child welfare have arisen out of fundamental necessities. Society is searching for more basic methods of protecting the development of the preschool child. There are many reasons why intelligent study of the preschool child is becoming more and more necessary.

First, the preschool age, eighteen months to five years, is the most critical in the whole period of life. More deaths, injuries, and defects occur in the first five years of life than in any other period.

Second, 'the birth rate in civilized countries has been on a steady decline. This must be partially compensated for by better care of the children that are born.'¹

Third, adult physical fitness is determined to a great extent by healthy development in infancy and early childhood.

Fourth, elementary education in the public schools has not provided the means for insuring the child's health, development, or education during this period.

¹Gesell, A. Experimental Education and the Nursery School, p. 370.

Fifth, the modern home needs more social recognition and help. Parents need more training and guidance in the problems of the child.

Sixth, 'the mental growth during the first few years of a child's life is rapid. By the end of the second year the mind has acquired most of its principal faculties; progress will consist in perfecting the existing functions.'¹

Seventh, the physical growth is correspondingly great; e.g., 'The height is increased four inches from the age of one to two, and the weight is increased five to six pounds.'¹ The muscles and bones are growing rapidly, so that it is necessary to supply the proper kind of exercise for the carrying on of these functions.

Eighth, the increasing complexity of modern life in general has influenced the nursery school movement, especially life in the cities, where adequate provision is not made for normal healthy physical and mental development of children.²

In an analysis of the curricula of Land-Grant Colleges, made by Mildred Barbur in her thesis, 'The Nursery School' written at Louisiana State University in 1932, thirty-seven of these Colleges offer some course in Child Care and Development. Seventeen of them either have a nursery school of their own or cooperate with a local nursery school. The nursery schools furnish opportunities for stu-

¹Lucas, W.P. The Health of the Runabout Child. p. 170.

²Barber, Mildred. The Nursery School. p. 18.

dents and parents to observe the interests and responses of the children; for experience in dealing with problems in child care and management; for practical study of techniques for guiding young children; for personality study, study of individual as well as group behavior, mental and physical development; and, in general, the nursery school provides contact with children. Hence one of the most important uses of the nursery school is to act as a demonstration and training center for students in home economics taking courses in child development.

THE OREGON STATE COLLEGE NURSERY SCHOOL

In the summer of 1926 a nursery school was opened at Oregon State College to be used as a laboratory for students taking Child Care. A large house adjacent to the campus was rented and temporarily equipped as a nursery school. After a successful summer session, it was decided to move the nursery school to Covell House, which had been purchased to be used as a Home Management House in the fall of 1926. The lower floor of the house was fairly well adapted for the arrangement of a nursery school, and with a few changes and additions it was ready for occupancy. At that time Covell House Served a double purpose, that of a Nursery School and Home Management House. Each morning the living room was rearranged for the nursery school, and after the children left at one o'clock the room was cleaned and the furniture replaced for the students who used it as a home management house. This arrangement served the

needs of the students for several terms. Since 1930 the entire lower floor of Covell House has been devoted to the nursery school work. Part of the upstairs is used for testing the children and as experiment rooms. These changes are a great improvement over the original housing plan and the nursery school children and staff, as well as the students, have benefited by the change.

The enrollment in the nursery school varies from thirteen to sixteen children for each term of the year, the ages of the children ranging from twenty months to four and a half to five years. Approximately half of the children are girls and half boys. The children are selected from families living in Corvallis. A fee of one dollar a week per child is charged when lunches are not served. When lunches were served, the charge was twenty cents a meal.

For several terms the classes from the Foods and Nutrition department in Child Feeding, planned, prepared, and served the noon meal twice a week during the regular college year. This year, 1932-1933, due to budget reductions, no meals have been served at the nursery school. This has definitely handicapped the students in making observations through which to clarify their understanding of the eating behavior of preschool children. The ideal situation would be to have meals served every day so that the students might observe young children eating with other children, adjusting more easily through imitation, their likes and dislikes to the normal range of foods which are met in the meals served them.

From year to year as the budget warranted it and as the benefit derived by the students from this practical application in the field of child development was realized, changes have been made and additional equipment has been purchased to meet the growing needs and demands.

While the school is used primarily as a demonstration and training center for the students in courses in child development, the children also benefit. A nursery school offers the children on its roll and opportunity to 'learn through living', an expressive term used by Winifred Rand of Merrill-Palmer School of Detroit. The children are helped to establish regular habits of work and play. They learn to help themselves, to plan by themselves, and to meet emergencies. They learn to adjust to a group of their own age level and of other age levels. They establish habits of orderliness and cleanliness. All of these things the students may observe. The students watch the growth and development of the children; they see behavior problems arise and note how these are met by the teacher. With prepared forms as a guide, the students observe various phases of the child's development and record what they observe. Since most of the students are untrained and inexperienced observers there is a definite need for specific, detailed, and definite guides to observations for objective methods of tabulating the results of observations and for some simple studies which may be carried out in the laboratory to give direct contact with the children--all of these to parallel the theory part of the course as closely as possible.

FORM LETTER WHICH WAS SENT TO OTHER INSTITUTIONS

To obtain written materials, ideas, and suggestions from other institutions where the same or similar problems exist, copies of the following letter were sent to deans of the schools of home economics at eight institutions where there are nursery schools used by the students as laboratories in child development courses. Interesting and helpful material was received from the following six institutions:

Stout Institute, Menomonie, Wisconsin
Purdue University, Lafayette, Indiana
Cornell University, Ithaca, New York
University of California at Los Angeles, California
University of Minnesota, Minneapolis, Minnesota
University of Iowa, Iowa City, Iowa

The form letter reads as follows:

My dear Dean _____

One of our graduate students in Household Administration is working on a problem, the use of the nursery school as a laboratory in the teaching of Child Development in colleges and universities.

Do you have in connection with your nursery school: mimeographed or printed forms, questionnaires, or records used for student observations, parental cooperation, histories of the children enrolled, or treating some other phase not mentioned, which might be helpful to her in analyzing this problem?

If so, will it be possible for you to send to me the information you have regarding this subject at your earliest convenience?

Very truly yours,

Dean of Home Economics.

OBSERVATIONS USED IN THE NURSERY SCHOOL NOW¹Observation No. 1. A TWENTY MINUTE DIARY RECORD.

For four consecutive five minute intervals, record all the activities of one child, including his contacts with other children, his conversation given verbatim, etc.

Observation No. 2. THE PHYSICAL SET-UP OF THE NURSERY SCHOOL.

1. When you enter the nursery school do you get the immediate impression that you are in a school for little children?
2. The chairs provided are the "Mosher" kindergarten chair (designed by Doctor Mosher). How do they differ from chairs for adults?
3. Compare the child's position when sitting on a small chair with his position when sitting on a full-sized chair.
4. How much of the period of observation does the child spend on the floor?
5. What is the temperature of the room at the height at which the thermometer is placed? Do you think the temperature is right at floor level?
6. What is gained, by the child and by the adults, by providing low tables and chairs?
7. Make suggestions for making the nursery school more attractive.
8. Make suggestions for changes which would make it more usable.
9. What provision has been made for protecting the children from danger? Suggest other provisions if you can.
10. What is provided to encourage cleanliness? Tidiness?
11. What classes of toys and play material have been provided?
(Include everything you have seen.)
12. Why is it necessary to provide a considerable variety of toys?

¹ Adapted from observations for students, Institute of Child Welfare, University of Minnesota.

13. What types of materials are used more by the older children?
By the younger?
14. Other comments, criticisms, and suggestions.

Observation 3. THE PHYSICAL MAKE-UP OF THE CHILD.

Consult the Nursery School roll and find which are the two oldest and the two youngest children.

1. Would you have judged from appearances that these two were the oldest? The youngest?
2. How do the two older children differ from each other?
3. How do the two younger children differ from each other?
4. How does the oldest child differ from the youngest child?
5. How do the older ones differ in physique from adults?
6. Observe differences between oldest and youngest children in the way they walk, climb stairs, carry trays, preserve equilibrium.
7. How do the older children differ from adults in these same activities?
8. Which three children appear to be the most vigorous? Do you lay this to their age? Their size? Their apparent health?
9. Using your own judgment, which child do you think is the heaviest? The lightest? The tallest? The shortest?
10. Which child do you think is most overweight in proportion to his height and age? Which is most underweight?
11. You have observed these children now more than many prospective foster-parents have observed the child they adopt. If you were in such a situation, which one would you choose and why?

Observation 4. THE MOTOR DEVELOPMENT OF THE CHILD

1. Does "handedness" seem to be more marked in the older than in the younger group, or vice versa, or are there no differences which appear on casual observation?

2. Is there any child in the group whom you would designate as left-handed? (If doubtful, observe child at different times for several consecutive minutes while he is active, keeping record of the number of times each hand is used. Report as 6 L - 2 R, etc.)
3. Report every incidence you observe of help given to a child? Did he need this help or do you think he could have managed to accomplish the task for himself?
4. Report in detail the method used by a child in trying to accomplish a task; e.g., putting on his wraps or helping himself in the toilet room.
5. Can all of the children use the toilet without help? If not, how do you account for the difference? Is it due to differences in motor development? to the clothing of the child? to training?
6. Which (judging from observation) is learned earlier, buttoning or unbuttoning?
7. Are these children being helped to learn orderliness? Record observations on opportunities utilized or neglected.
8. Is there any relation between motor development and personal tidiness? What have you observed?
9. Does the motor development of any older child appear to be less advanced than that of some of the younger ones?
10. Record any observations you can make regarding the motor development of these children.

Observation 5. THE INTELLECTUAL DEVELOPMENT OF THE CHILD

1. Select two of the older and two of the younger children and compare them as to:
 - a. Types of play engaged in.
 - b. Types of activities not play engaged in.
 - c. Kinds of product they make out of: sand, blocks, clay, boxes, beads, painting, etc.
 - d. Response in a situation controlled by the teacher (stories, conversation, music).
 - e. Persistence with which they keep at one task or one play.
 - f. Degree of distractibility.

g. The variety they introduce into their play.

2. What differences in sentence structure do you observe in comparing the older with the younger children? Quote verbatim as made remarks as you can.
3. Find an example to illustrate this statement: "the reasoning of children is likely to be inadequate."
4. Find an example of logical thinking on the part of some child.

Observation No. 6. THE EMOTIONAL BEHAVIOR OF THE CHILD

1. List the names of the children and state whether in your opinion each one is well-poised, stable, flighty, nervous, unstable, changeable, sluggish, friendly, antagonistic, etc.
2. Have you observed any child who over-reacts to stimulation? One who under-reacts? One who never seems to over or under react?
3. Describe particular instances of emotional behavior giving, if possible, one case where the emotion was shown toward (a) an adult, (b) another child, (c) an inanimate object. In each case, state what the emotion probably was; what gave rise to it; what pattern of response the child exhibited; how the emotion was dissipated; how long it lasted; whether or not it was transferred to the other children.
4. What differences have you noticed between the emotional reactions of the younger and the older children? between the children and adults?

Observation No. 7. THE SOCIAL BEHAVIOR OF THE CHILD

1. Can you find two or three children who seem to you to be definitely leaders in the Nursery School?
2. By what method does each of these children attain control of the others?
3. Does the "sphere of influence" of each of these leaders include the whole school or just a few particular children? If the latter, what ones?

4. What children seem to be definitely followers? Do they meekly copy the leader or does the leader keep having to re-direct them?
5. What children seem most nearly anti-social (i.e., deliberately avoiding groups and resenting interference by other children or by adults?)
6. What children seem merely non-social (i.e., no interest in groups?)
7. Describe a group play in which one leader dominated the others throughout the play.
8. Describe a group play which was largely a cooperative affair, with each member (or most of them) contributing to the activity, and with no clearly defined leader?
9. Contrast a group of the older children at play with a group of the younger ones at some fairly similar play.
10. List all the ways in which you have seen one child manifest interest in another.
11. Have you seen any evidence that the sexes tend to separate in play?
12. Have you seen any evidence of strong friendships between particular children?
13. What kinds of behavior have you noticed when a child comes up to join a group which has been playing together for some time?
14. Describe different kinds of behavior you have seen when one child is interested in a toy with which another is playing at the moment.
15. What are the most striking differences between the behavior of a child group and that of an adult group?
16. Try to find examples of each of the following social attitudes as listed by Arlitt.
 - a. Treating animate objects as if they were inanimate.
 - b. Treating inanimate objects as if they had life.

- c. Showing off and desiring to be the center of attention.
- d. Taking care of younger children and otherwise assuming an adult attitude.

Observation No. 8. METHODS USED IN HANDLING CHILDREN

1. Describe particular situations in which it was necessary for the teacher to take control.
How did the situation arise?
What method was used in meeting it?
If it was a controversy, how was the controversy settled?
What was done for the aggressor and what was done for the defendant?
2. If the child showed resistance at a particular time to a suggestion or command on the part of the teacher, describe the child's reaction, both what he did and what he said.
How was the resistance overcome?
Was the incident dropped or lost in the shuffle?
3. To change the activity of a group, how did the teacher proceed to secure the interest and attention of the children in the new activity?
What specific statement did she make; what reaction did you note on the part of the individual children.
4. Describe as completely as possible any devices utilized by the teacher which were particularly effective in handling the child, giving not only the words used but the tone of voice and general bearing of the teacher in the situation.
5. Describe as completely as you can an incident in which a situation was not handled by the teacher as well as you thought possible.
State in what respect the method used seemed unwise and how it might have been improved.

Observation No. 9. NOON MEAL OBSERVATION

Menu:

1. Which children find their places at the tables independently?
2. Which children, if any, volunteer to act as waiters?

3. Do the children chosen as waiters respond willingly?
4. Do all of the children join in the singing of the grace?
5. Observe and discuss the character and extent of conversation of the teacher with the children at her table.
6. Same with conversation between the children.
7. Which children seem to you to be good eaters? Poor eaters?
8. Which children are urged to eat? Results of being urged?
Which children are helped with their feeding?
9. List any remarks which you think indicate that the children notice color or consistency of the food.
10. What remarks are made about the flavor or taste of the food, or the name of any dish?
11. Observe how the children chew their food - one side, both sides, swallowed with almost no chewing? Is food stored in cheeks?
Do children wash down food with milk?
12. What devices do you observe which may be delay devices?
13. Are any dishes or silver spilled? Milk? Other foods?
14. In general is the atmosphere simple and cheerful or does it seem tense and confused?

QUESTIONNAIRES REGARDING NURSERY SCHOOL OBSERVATIONS

The following questionnaires were sent to students and to graduates who have taken child development courses requiring observations in the Nursery School.

I. For STUDENTS:

Check in brackets to the left of the number, the correct answer.

1. Were you interested in the nursery school observations?
☐ 1. Yes ☐ 2. No
2. Was the nursery school laboratory helpful to you?
☐ 1. Yes ☐ 2. No
3. If it was helpful, was it because:
☐ 1. Of your interest in children
☐ 2. Of the help it gave in the lecture work
☐ 3. Other reasons _____
4. If it was not helpful, was it because of:
☐ 1. A lack of interest in children
☐ 2. Not a close enough tie-up with lecture work
☐ 3. Too much time required for value received
☐ 4. Too little time spent in the nursery school
☐ 5. Lack of clearness in suggestions for observations.
5. Did the nursery school observations enhance your interest in:
☐ 1. Children
☐ 2. The course you were taking
☐ 3. The Nursery School course as a possible course to be taken.
6. Which of the observations were most interesting and helpful to you?
Check three or more.
☐ 1. Diary record
☐ 2. Physical set-up of the nursery school
☐ 3. Physical make-up of the child. (Compare 2 oldest - 2 youngest)
☐ 4. Motor development of child. (Handedness, self-help, orderliness)
☐ 5. Intellectual development of child. (Types of play, language development, reasoning)
☐ 6. Emotional behavior of child. (Characteristics of children, instances of emotional behavior)

- () 7. Social behavior of child. (Leaders, followers, co-operative play, influence of sex on play)
- () 8. Methods used by teachers in handling children.
7. Do you account for this because of:
- () 1. Greater interest in that particular subject
- () 2. Greater knowledge of that particular subject
- () 3. The form to be followed in writing up that observation
- () 4. Help given with the lecture work.
8. Which of the observations were least helpful and interesting to you?
- See question 6. Check three or more.
- () 1. () 2. () 3. () 4. () 5. () 6. () 7. () 8.
9. Do you account for this because of:
- () 1. Lack of interest in the entire course
- () 2. Lack of interest in subject matter included in observation found least interesting
- () 3. Lack of knowledge of subject matter included in observation
- () 4. Not a close enough tie-up with lecture work
- () 5. The form to be followed in writing up that particular observation.
10. Do you consider the nursery school observation forms you followed:
- | | |
|------------------------|-----------------------|
| () 1. Satisfactory | () 5. Unsatisfactory |
| () 2. Practical | () 6. Impractical |
| () 3. Detailed enough | () 7. Too brief |
| () 4. Too general | () 8. Too specific |
11. If you could choose would you prefer to observe:
- () 1. The group as a whole
- () 2. An individual child, only
- () 3. One child for special study besides group observations
- () 4. The group as a whole for one specific subject, only; e.g., intellectual development, emotional behavior, etc.
- () 5. One child from each age level represented; e.g., one 2 year old, one 3 year old, and one 4 year old.
12. Do you think that a two-term course in Child Development, including one 3-hour laboratory period per week, would be an improvement over the present course?
- () 1. Yes () 2. No

13. Will you make suggestions as to ways in which observations in the Nursery School could be made more interesting and helpful to the students?

II. For GRADUATES:

Check in brackets to the left of the number, the correct answer.

1. Do you find that your experience in observing in the nursery school is helpful in rearing your own children?
☐ 1. Yes ☐ 2. No

2. What particular phases of the nursery school observations listed below do you think would be most helpful? Check three or more.
☐ 1. Diary record (a twenty minute diary of one child's actions)
☐ 2. Physical set-up of the nursery school
☐ 3. Physical make-up of child. (Compare 2 oldest and 2 youngest)
☐ 4. Motor development of child. (Handedness, self-help, orderliness)
☐ 5. Intellectual development of child. (Types of play, language development, reasoning)
☐ 6. Emotional behavior of child. (Characteristics of children, instances of emotional behavior)
☐ 7. Social behavior of child. (Leaders, followers, cooperative play, influence of sex on play)
☐ 8. Methods used by teachers in handling children.

3. Which of the phases listed above would you consider least helpful?
Check three or more.
☐ 1. ☐ 2. ☐ 3. ☐ 4. ☐ 5. ☐ 6. ☐ 7. ☐ 8.

4. Do you think the nursery school laboratory in connection with Child Development courses would be more helpful if students:
☐ 1. Could participate in the care of the children
☐ 2. Concentrated their observations on only one phase-- see question 6
☐ 3. Observed just one child rather than whole group
☐ 4. Made special studies of one child besides group observations
☐ 5. Could go **into** the child's home and understand the 'why' of some problems in certain children.

5. Will you make suggestions for improving the nursery school observations as you remember them?

SUMMARY OF QUESTIONNAIRES SENT TO STUDENTS

78 questionnaires were mailed to students.

54 questionnaires were returned.

54 students reporting were interested in nursery school observations.

49 students considered the laboratory work helpful. (91%)

5 students did not consider the work helpful. (9%)

43 students considered it helpful, because of their interest in children.

19 because of the help laboratory work gave in the lecture work.

The two most outstanding reasons why it was not considered helpful by the 5 students are:

Not a close enough tie-up with the lecture;

Too little time spent in the nursery school.

Other reasons are:

Lack of clearness in suggestions for observations;

Too much time required for value received;

A lack of interest in children.

40 students felt that observing in the nursery school enhanced their interest in children.

30 students felt that the observations made the course they were taking more interesting.

20 students became more interested in the Nursery School course as a possible course to be taken in future.

The observations considered most interesting and helpful in the order of their frequency are:

(1) Emotional behavior of the child. (83%)

(2) Intellectual development of the child. (76%)

(3) Methods used by teachers in handling. (72%)

(4) Social behavior of child. (65%)

(5) Motor development of the child. (57%)

(6) Physical make-up of the child. (24%)

(7) Diary record. (22%)

(8) Physical set-up in the nursery school. (20%)

42 students gave as their reason for this decision, a greater interest in the particular subject.

12 gave as a reason, the help given by observation with lecture work.

8 gave as a reason, a greater knowledge of the particular subject.

6 liked the form to be followed in writing up the observation.

The observations considered least interesting and helpful in the order of their frequency are:

- | | |
|--|-------|
| (1) The physical set-up of the nursery school. | (70%) |
| (2) The physical make-up of the child. | (65%) |
| (3) The diary record. | (59%) |
| (4) The social behavior of the child. | (30%) |
| (5) Motor development of the child. | (21%) |
| (6) Methods used by the teachers in handling. | (18%) |
| (7) Emotional behavior of the child. | (9%) |
| (8) Intellectual development of the child. | (6%) |

The reasons for these choices in the order of their frequency are:

Lack of interest in the subject matter included in that observation.

Not a close enough tie-up with the lecture.

Lack of knowledge of subject matter included in the observation.

The form to be followed in writing up the observation.

Nursery school observation forms as they are considered by:

- | | |
|----------------------|--------------------|
| 28 - satisfactory | 11 - too specific |
| 20 - practical | 5 - too general |
| 12 - detailed enough | 3 - too brief |
| | 1 - unsatisfactory |
| | 1 - impractical |

If given a choice of observations the students would prefer to study in the order of their frequency:

- | | |
|---|------|
| (1) One child for special study besides group observations. | (27) |
| (2) One child from each age level represented, e.g., one 2 year old, one 3 year old, and one 4 year old. | (17) |
| (3) The group as a whole. | (9) |
| (4) The group as a whole for one specific subject only, e.g., intellectual development or social behavior, etc. | (7) |
| (5) An individual child only. | (5) |

42 of the students feel that a two term course in Child Development, including one 3-hour laboratory period a week, would be an improvement over the present course.

Suggestions as to ways in which observations in the Nursery School might be made more interesting and helpful to the students are listed below in order of their frequency.

- (1) Need of longer observation period.
- (2) Need more class discussion of observations before and after writing.
- (3) Need of a copy of nursery school daily program and suggestions for conduct while in nursery school.
- (4) Definite time scheduled for each observer to limit number of observers at any one time and lessen confusion.
- (5) Opportunity to consult and ask questions of the regular teachers in the nursery school.
- (6) Recall observations at the end of the term to decrease amount of copying from term to term.
- (7) A laboratory manual (detailed) to be followed specifically.

SUMMARY OF QUESTIONNAIRES SENT TO GRADUATES

36 questionnaires mailed.

17 questionnaires returned.

15 graduates who are now married and have children of their own and who took nursery school laboratory while in college, have found the nursery school observation helpful in rearing their own children.

2 did not share the same opinion.

Graduates considered the phases of the nursery school observations which would be most helpful in the order of their frequency to be:

- | | |
|--|-------|
| (1) Social behavior of the child. | (88%) |
| (2) Emotional behavior of the child. | (76%) |
| (3) Intellectual development of the child. | (76%) |
| (4) Motor development of the child. | (71%) |
| (5) Methods of handling the children. | (71%) |
| (6) Physical make-up of the child. | (24%) |
| (7) Physical set-up in the nursery school. | (24%) |
| (8) The diary record. | (0%) |

The phases listed as least helpful in the order of their frequency are:

- | | |
|--|-------|
| (1) The diary record. | (94%) |
| (2) The physical set-up of the nursery school. | (71%) |
| (3) The physical make-up of the child. | (65%) |
| (4) Methods in handling the children. | (18%) |
| (5) Intellectual development of the child. | (12%) |
| (6) Physical make-up of the child. | (6%) |

- (7) Emotional behavior of the child. (6%)
- (8) Social behavior of the child. (0%)

Improvement in the nursery school laboratory work might be effected by:

- (1) Making it possible for students to go into the homes and understand some of the reasons for certain behavior. (15)
- (2) Allowing the students to participate in the care of the children. (14)
- (3) Allowing the students to make special studies of one child besides the group observations. (11)

Suggestions for improving the nursery school observations:

- (1) Need longer observation hours.
- (2) Need for evaluating and interpreting to students the results of their own observations.
- (3) Need to prepare students for what they should see.
- (4) Need to limit number of observers at one time.
- (5) Need someone to assist observers.
- (6) Need contact with children's homes.

AN ANALYSIS OF THE QUESTIONNAIRES

The revision of the observations which are now used in the nursery school as laboratory work for child development students depends on three things; one, an analysis of the revised courses offered in child development at the present time so that observations may parallel theory study; second, the writer's experience and conclusions derived from four terms of correcting these observations, noting wherein the students seemed to have trouble in interpreting and writing up the observations; and third, an analysis of the questionnaires filled out by students and graduates, pointing out the weaknesses as they saw them and suggesting means of improving them.

I. The likenesses in the answers given by students and graduates are listed as follows:

- A. 71 questionnaires in all were returned.
49 students (91%) considered observations helpful.
15 graduates (88%) considered observations helpful.
- B. 9% of the students did not consider them helpful.
12% of the graduates did not consider them helpful.

- C. The three observations ranked as most helpful and interesting by both groups are:

Emotional behavior of the child; 83% - 76%
 Intellectual development of the child; 76% - 76%
 Social behavior of the child; 88% - 65%

- D. The three observations ranked as least helpful and interesting by both groups are:

The diary record; 94% - 59%
 The physical set-up of the nursery school; 70% - 71%
 The physical make-up of the child; 65% - 65%

(This may be due to an uninteresting form in which to write up the material, to a lack of interest or knowledge in the material included in these observations, or to a feeling of uncertainty as to how to proceed since these are the first three observations in the original set.)

- E. Improvement suggested by both groups might be made by allowing the students to make an individual study of one child as well as the group observations; 50% of students and 65% of graduates.

- F. Personal suggestions ranking high in both groups are:

1. A need for longer periods of observation.
2. A need for more class discussion before and after making observations.
3. A need to limit the number of observers at any one time, enforcing the scheduling of hours.

II. The differences in the answers given by students and graduates are listed as follows:

- A. Of the observations considered most interesting and helpful; least helpful and interesting:

1. The students rated 'Emotional behavior of the child,' first - 83%.
2. The graduates rated 'Social behavior of the child,' first - 88%. This was rated fourth by the students.

3. The students showed a greater interest in the 'Methods used by the Teachers in Handling the Children.'
4. The graduates listed 'Methods' as the fourth least helpful of the set.
5. The students listed the 'Social behavior' of the child' as the fourth least helpful of the set.

B. Differences in personal suggestions are:

1. The graduates stressed the importance of students having contact with the homes of the children.
2. The students stressed the need of more direct contact with the children in the nursery school.

III. Limitations of the questionnaires may be considered as:

1. Too few answers from graduates.
2. A normal difference in opinion of graduates and students since the answers of graduates are colored by their present needs as mothers of preschool children.
3. Questionnaires sent to graduates could not be identical to those of students, so that direct comparisons could be made, because of the changes made in the courses of child development and in the observations since their graduation.
4. A realization that grades received in courses by students affects their opinion of the course in general.
5. Many of the graduates who reported had not used the type of observations suggested in the questionnaire. Their responses express only their reactions to the value of the subjects suggested.

IV. Conclusion:

Answers and suggestions made by both the students and the graduates are of value and are considered in the revision of the observations.

REVISED OBSERVATIONS AND SIMPLE STUDIES

In so far as is possible, these observations have been planned to parallel the topics as they are studied in the courses offered in theory.

OUTLINE OF OBSERVATIONS FOR CHILD CARE AND TRAINING, HAd 225

GENERAL INFORMATION.

- A. General directions for making observations in the nursery school.
 - B. A few facts about the nursery school.
 - C. Tentative daily program in the nursery school.
 - D. Statements descriptive of nursery school children.
1. PHYSICAL MAKE-UP OF THE NURSERY SCHOOL.
 2. PHYSICAL GROWTH AND DEVELOPMENT.
 - Motor development
 - Nutrition and nutritional condition
 - Clothing
 3. MENTAL DEVELOPMENT.
 - Language
 - Reasoning
 4. HABIT FORMATION.
 - Nursery school routine in establishing habits
 - Habits of cleanliness
 - elimination
 - rest and sleep (sleep records)
 - Nervous habits
 - Sex
 - Clothing
 5. PLAY.
 - Play material in relation to age, sex, general physical

condition of child

Types of toys in the nursery school

6. EMOTIONAL DEVELOPMENT.

Personality characteristics of children

Reaction to stimulation

Evidences of fear, anger, affection

7. SOCIAL DEVELOPMENT.

Leaders and followers

Grouping of children - cooperative play

Play and its influence on language

Circle

Examples of social attitudes as listed by Arlitt

8. METHODS USED BY THE TEACHERS IN HANDLING THE CHILDREN.

Examples of methods used by the teachers

Reaction of the children to various methods

Description of a situation which was handled effectively
by the teacher - words, tone of voice, general bearing.

Description of a situation which was not handled as well by
the teacher as possible. Statement as to how the
method seemed to observer to be unwise and how it
might have been improved

9. NOON MEAL OBSERVATION - in the HOME, - in the NURSERY SCHOOL.

10. HOME VISIT RECORD.

11. CONSTRUCTIVE CRITICISMS AND SUGGESTIONS.

Form A

GENERAL DIRECTIONS FOR MAKING OBSERVATIONS IN THE
NURSERY SCHOOL

1. Before your first observation read this entire outline so that you will have a general idea of what kinds of things you will be expected to observe.
2. Note particularly the questions you are to answer in your next paper.
3. Bring a small notebook to nursery school and make notes on as much of the activity of the children as you can. Divide the notebook into as many parts as there are headings on the Nursery School Observations and record behavior as you observe it under these headings.
4. Try to learn the names of the children as soon as possible and then use the correct name when reporting any incident.
5. In describing any incident, record what you saw the child do, not what you think he tried to do or how you think he felt. Read Andrus, "An Inventory of Habits of Children from 2-5 Years of Age," pages 6-9, 12.
6. Each observation should be based on all of the observation periods which you have had up to that time.
7. It is important when there are so many students making observations, that each student keep herself in the background, in no way interfering with the nursery school procedure. Try to be as inconspicuous as you would be if there were an invisible or one-way screen for you to stand behind. Read Gesell, "Infancy and Human Growth," Chapter II.
8. Do not enter into active care of the children unless you see a child in danger when the supervisor or student teachers are busy elsewhere or unless you are requested to do so.
9. Enter the nursery school by the front door, leaving wraps and all books except your nursery school notebook, in the entrance hall. Not more than four or five students should be observing at one time. When at the nursery school, do not stand about in one large group but scatter out so that your presence is less noticeable to the children.

10. Keep a record in your notebook of any or all incidents, conversation, or behavior that you may be able to use in later observations as well as the immediate observation on which you are working.
11. You may consult with the director or her assistant if there are questions that you need help in answering.
12. Read through the tentative nursery school program carefully so that if one of your observations calls for active behavior, you may know at which part of the morning the children will be at play, etc.
13. For your own help, it will be well to make a list of the names of the children enrolled, their ages, sex, and a brief description until you are able to recognize them on sight.
14. Start your observations the first week of school and hand them in complete on the date specified by your instructor.
15. Each observation will be due approximately a week after the subject is covered in class, and will be returned to you for discussion and for the clearing up of any misunderstandings. All of the observations will be turned into the instructor at the end of the term to be filed for future use.

Form B

A FEW FACTS ABOUT THE NURSERY SCHOOL

1. There are from 12-16 children enrolled.
2. The ages of the children are from twenty months to four and a half years.
3. A height-weight chart is kept for each child, from which is computed the per cent under or over weight. These may be found on the wall in the locker room.
4. The bulletin board in the locker room contains such information as the names of the children enrolled, their ages, their parents' names and addresses, the per cent under and over weight of each child. A range of ages in the nursery school may also be found here.

5. The histories of the children are found in the filing cabinet and may be obtained for reference when necessary from the supervisor.
6. Other records of the children which have been filled out by the parents are kept on file in Mrs. Prentiss' office or in the main office of the School of Home Economics and may be obtained from there.

Form C

TENTATIVE DAILY PROGRAM IN THE NURSERY SCHOOL

- | | |
|-------------|---|
| 8:40- 9:00 | Arrival of the children. Health inspection. Hanging up wraps in individual lockers. Drink of water. Toilet. |
| 9:15-10:00 | Play. (Out of doors when weather permits) |
| 10:00-10:15 | Tomato juice and codliver oil. Toilet. |
| 10:15-10:30 | Circle. (News, songs, dramatic play, finger play) |
| 10:30-11:15 | Play. (Out of doors, in yard or on porch) |
| 11:15-11:30 | Come into house. Remove and hang up wraps. Drink of water. Story. Toilet. Wash hands and face. |
| 11:30-11:45 | Rest period. |
| 11:45-11:55 | Preparation for going home. |
| 11:55-12:00 | Children stay on porch or in yard until called for by parents. |

Form D

STATEMENTS DESCRIPTIVE OF NURSERY SCHOOL CHILDREN¹

(Form to be used)

Gerald Thompson (Gerry)

Birth date: May 27, 1929.

Medium size sturdy boy. Short straight medium brown hair, blue eyes. Indoors wears a shirt and long cords. Outdoors wears a brown leatherette coat, brown mittens, galoshes, brown beret or rain hat.

Locker # ____.

Emblem: _____

Has been in the nursery school a year and a half.

Note: Space will be left after the descriptive statement of each child, for recording by the student of any unusual or abnormal items of family or child history which the instructor may give in the classroom and which may be used as a help in understanding the child's behavior.

¹Parents will be asked to prepare these descriptions of the children in advance, so these sheets may be ready the first day of nursery school.

Observation 1.
PHYSICAL MAKE-UP OF THE NURSERY SCHOOL

Student's name Date

1. As you entered the Nursery School in what ways did it impress you as a school for little children?

Furniture:

Pictures:

Safety measures:

Locker room:

Bathroom:

Play equipment:

Other features:

2. In what respects does the Nursery School yard seem to meet the needs of the children:

Space:

Planting:

Outdoors equipment:

Safety measures:

3. List the house furnishings (not play material) which appeal to you as being helpful to the child in developing self-help and his independence:

4. List the provisions in equipment and routine which encourage:

Cleanliness:

Orderliness:

5. What provisions might be made in the average home so that the child could early learn to assume responsibility for his own possessions and certain of his own activities?

Observation 2.
PHYSICAL GROWTH AND DEVELOPMENT

Student's name Date

1. Make a list of the children enrolled in the N.S. giving names, approximate age in years and months, sex, per cent over or under weight.

2. Would you have judged from appearance that the two oldest were the oldest or are there some who are younger who seem older than these two? If so, give their names and tell why they seem older to you.

3. List the ways in which the older pair of children differ from the younger in physical development.

4. List the ways in which the older pair of children differ from any two adults in the room in physical development.

5. What main differences do two-year-olds, four-year-olds, adults show in:

Walking

Climbing stairs (hanging on to rail)

Handling large objects

Handling small objects

Preserving equilibrium

6. Which two children seem:

The most vigorous _____.

The least robust _____.

7. Using your own judgment, which child do you think is the tallest _____ shortest _____.

8. Do the older or the younger children seem to show a definite preference for the right or left hand? _____.

9. Observe children who you think are either left-handed or right-handed for ten minute intervals, scoring 1 each time the child uses either hand. Repeat this checking at least once, to see if your results do check, then fill in the space with the name of the child who seems to be definitely left and right handed.

Left-handed _____ Right-handed _____.

(Suggested form for tabulating)

		First 10 min.	Second 10 min.	Total
Name of child	Left	_____	L _____	L _____
	Right	_____	R _____	R _____
Name of child	Left	_____	L _____	L _____
	Right	_____	R _____	R _____

10. Observe in the bathroom at 9 or 10 a.m. List the children who:
Use the toilet without help _____

Require help _____

11. What do you think may be the reason or reasons why each of the children listed above required help in the bathroom? (motor development, training, clothing, etc.)
12. Look at the children's eyes and lips. Which children have mucous membranes that are a good rosy red and which pinkish red? What may this indicate?
13. Make a check of the teeth of at least six children. In which of these are the teeth spaced far apart, allowing room for second teeth?
In which children do you think there may not be room enough?
14. Are there any children whose shoes are not long enough for them?
15. Watch the children's breathing. Can you tell which, if any, of the children seem to have obstructions in the nasal passages? Are there any mouth breathers?
16. Choose two under weight and two over weight children and examine the Food Habits Questionnaire which parents have filled out and which are on file. List for each any reason you can see from their questionnaires which might account in part for the under or over weight condition.

Observation 3.
MENTAL DEVELOPMENT

Student's name Date

1. Choose from the group the three children you think seem the most advanced mentally and tell why you think so.

2. Make a running diary of one two-year old, one three-year old, and one four-year old listing the exact words, sounds, or sentences of each. Observe each of them for three five-minute periods. Attach the records to this observation sheet. What differences do you find in the language of the two-three-four-year-olds?
3. Give the names of the children you have noticed stuttering or stammering, if any. _____
4. Watch children at play for at least 30 minutes, then classify the apparent reasons for the frequent changing of their activities. Give illustrations.
5. Contrast briefly the use of some one play material (blocks, sand, clay) by two-three-and four-year olds as to imagination, construction, persistence, distractibility:
TWO THREE FOUR
6. Give one instance of one child's direct imitation of another's play:
7. Give an instance of a child's initiation of an apparently new feature into the play.

TWO

THREE

FOUR

8. Give an example illustrating logical thinking on the part of a child.
9. Give an example illustrating illogical thinking on the part of a child.

LANGUAGE CONTROL

- | | |
|---|---|
| 1. Give an incident in which one child tried to explain something to another--state what he said. | 1a. What did the other child do or say that made you think he understood or did not understand? |
| 2. Give an incident in which one child told another child what to do. | 2a. What did the other child do in response to the first child's directions? |

Observation 4.
HABIT FORMATION

Student's name Date

1. What is being done in the nursery school to help establish habits? List habits that the nursery school is trying to establish in the children.
2. Which children have not learned the habit of control of elimination (wet clothes)? Is this because of age, lack of training, or inadequacy of speech development?
3. Consult the sleep records of the children, noting hours at which they go to bed for their naps and at night, number of hours which they sleep, conditions under which they sleep. Are there any children who show (by their general physical condition) an apparent lack of good sleeping habits? Which children seem to have established good sleeping habits?
4. What nervous habits have you noticed in the nursery school among the children?

Is any attempt made to correct these habits?

5. Have you noticed any unusual display of interest in the opposite sex on the part of any of the children? Is there any child in

the nursery school whom you have observed handling the genitals? If so, what did you observe the teacher doing about the situation?

6. Watch the children remove their wraps or in the bathroom. Which children are so clothed as to make easier for them the habit of self-help? Which are hindered by their clothing? Illustrate with at least one example of each.

Observation 5.
PLAY

Student's name Date

1. Find and record as much material as you can under as many of the points listed below as possible.

Things in general to observe about play:

1. Age level uses of play material.
2. Sex differences in use of play materials.
3. Differences which may be related to intelligence.
4. Play materials which tend to be associated with the greatest amount of social interaction.
5. Effect of frequency of play with materials at home upon the choice at school.
6. What are the trends at different age levels in regard to diversity of interests in play materials.

2. Into what main groups can you classify the play equipment of the school. Give two or three illustrations in each group. (Manipulative, imaginative, etc.)

3. Which toys foster gregarious type of play?
-

4. Which toys emphasize conversation between children at play?
-

5. More active cooperative play results from use of which toys?
-

6. Compare two older children and two younger children as to:
Persistence with which they keep at one play:

Degree of distractibility?

The variety they introduce into their play:

7. Cite examples illustrating each of the parts of question 6 using the back of the page or attaching a sheet of paper to this.
8. At which age level, two or four, would you say a wider variety of play materials is needed?

9. What play materials do you see in the nursery school which are seldom found in the average home?
-
10. During one observation, list all the toys or play materials which one child uses. Compare this list with the list of play equipment which he uses at home--which can be found on the General Questionnaire which is on file with Mrs. Prentiss. What is your deduction from what you find?

STUDIES TO BE MADE ON PLAY

The instructor may decide how these studies will be assigned to the students, depending on the size of the class, the length of the term, and the interests of the students. Some suggestions for the apportioning of the studies are:

1. Studies may be assigned by the instructor.
2. A choice of studies may be allowed the students.
3. The students may work in pairs.
4. The students may work individually.
5. Several students may choose the same study and after each has collected the data, they may be summarized and conclusions drawn, each student contributing, with the names of all the students included on the one report.

Study 1.

METHODS OF RECORDING TIME OBSERVATIONS OF PLAY MATERIAL

1. Prepare a list of symbols to stand for the various toys which the children are using. Observe 3 children at a time in one room (the dining room).
2. Follow each child in succession covering them all in one minute, marking the name of the material in symbol form over the line when he is first seen to touch it. Draw a line if he plays with that material for at least one minute. If less than a minute, leave the name of the material but draw no line.
3. If a child plays with two or more materials at once draw a line for each material separately.
4. If a child is already playing with a material when you start the observation period, draw two vertical lines in front of the line to indicate the period of play.
5. If a child has not come into the room when you start, indicate by a vertical line the time he enters the room.
6. If a child leaves the room for any reason, draw two vertical lines when he leaves it and two when he returns.
7. When a play interest is definitely directed by the teacher, draw two vertical lines with a curved line inside of them, in front of the play interest line.
8. Keep going constantly from one child to the next, so that you complete observations on all the children you are observing in one minute, extending the line a minute's length at a time.
9. Use the criterion for 'playing with' a material whether or not the child is actually touching the object, other than casually or accidentally resting a hand or foot against it.
10. Do not count as a break in the line any distraction of one minute or less.

Conclusions from study:

Average length of time spent with a toy, for each age.

Note difference, if any, of attention span by sexes.

Form to be used for recording observations in Study 1.

1. Use squared paper, each square representing one minute.
2. Observe over a forty-five minute period.

FORM 1.

	10:10	10:15	10:20	10:25	10:30 to 10:55 etc.
Pete	B.L. Wag.	An.		B.L.	Wag. etc.
Ross	Paint				Carr. Doll etc.
Mary	Pl An.	Wag.		B.L. Tel.	etc.
Ann	Pl Cra.	Bl	Cn Left room	An Ta	Teacher Directed Bk etc.
Arda	Pl	Sc.		An	Doll Dl etc.
Bob	Not in room	Paint			etc.

Recorder's name _____ Date _____

Study 2.
RECORDS OF USAGE AND SOCIAL VALUE OF PLAY MATERIALS

One person collects all the data. Observation of each child's activity is made during 30 second intervals, according to the stop watch.

Conclusions from the study:

The use made of various materials

The amount of conversation induced through play with certain play materials.

Form to be used for recording observations in Study 2.

FORM 2.

Material	Child's name	Actual use	Inter-pretation of use	Conversation --child		Cooperation		How
				Talks to	Is talked to	Pas-sive	Ac-tive	
Clay	M.G.	Flat-tens cake by pound-ing hand	Making bottom of bowl	L.K.	....	L.K.	....	Also using clay at table

Study 3.
THE INFLUENCE OF AGE ON THE CHILD'S CHOICE OF PLAY MATERIALS

Gather together as many completed forms #1 as you can find in the class. List from these the toys which the two-year-olds, three-year-olds, etc., played with. Accumulate as many data as possible, then summarize and draw conclusions as to:

What types of toys the 2 and 3 year olds played with?
 What types of toys the 4 and 5 year olds played with?
 What types of toys were used by both?

Form to be used for recording observations or material.

FORM 3.

Play Materials	Ages	2	3	4	5
Clay		1	1	1	111
Paint			1	1	111 1
Dolls		111	11		
Blocks		1111			
Beads		111 1			1

Study 4.

THE APPEAL VALUE OF TOYS

Follow each of the children in succession as he starts to play, scoring 1 for his first choice of play materials. When he leaves one toy for another, score 1 under second choice, and then score 1 for his third choice. It will be necessary to make this observation the first half hour of the morning - during the arrival of the children. If you are unable to follow through all of the children in one day, observe half of the children one morning and half the next.

Summarize, listing under first, second, and third choices, the toys used in the order of their frequency.

If you are interested in carrying the study farther, some interesting material might be gathered as to the length of time which passes between a child's choice of the first play material and the choice of the third toy. As the observer records the first choice, write the name of the child and the time; when the third choice is recorded for this child note the time again. There may be some difference according to age or sex in relation to persistence or distractibility.

The form to be used in recording observations in Study 4.

FORM 4.

List of toys	First choice	Second choice	Third choice
Clay	lll l		
Dolls		lll	1
Sand	1		1

etc.

Note: There is a possibility that these choices might be due to appeal value of other children already engaged with the material rather than the material itself.

Study 5.

SUGGESTIVE OUTLINE FOR THE ANALYSIS OF ONE PLAY MATERIAL

Observe a group of children at play with one material and score 1 by age, each time a child uses the material as indicated. Draw conclusions as to the different uses of one play material made by children of the ages of two, three, four, and five. If the observation is made of paint or sand the words denoting the action or use made of the materials will have to be changed.

Form to be used in making the observation for Study 5.¹

FORM 5

AGES	TWO	THREE	FOUR	FIVE
Holds				
Pounds				
Squeezes				
Pats				
Rolls				
Smooths				
Flattens				
Twists				
Pokes				
Digs				
Uses constructively				
Constructs or makes designs				

¹Van Alstyne, Dorothy. "Play Behavior and Choice of Play Materials of Pre-school Children." Page 61.

Study 6.

EFFECT OF EXPERIENCE WITH MATERIALS AT HOME ON THE CHOICE AND
TIME SPENT WITH MATERIALS
AT SCHOOL

Obtain the information for Form 6 from the General Questionnaire filled out by the parents and filed in the Home Economics office.

Form to be used to record material for Study 6.¹

FORM 6

	Clay	Blocks	Dishes	Colored beads	Painting
Children who play with materials at home (frequently or occasionally)					
Children who had not played with materials at home (never or rarely)					

Compare records in Form 6 with the findings in Study 1, for each child. Consult with other students who have filled out Form 1, and after choosing any 6 children, take from these records on Form 1, the time spent with various toys by each of these 6 children. Average for each child, the amount of time spent with each toy or play material and compare the resulting information with the record in Form 6, checking to see whether the play materials which a child has and uses at home influence the time spent with those play materials at Nursery School. Does the child choose for his play materials, any which he does not have at home; how does the time spent with these compare with the time spent with materials which he uses frequently at home?

¹Adapted from Van Alstyne, Page 83.

Observation 6.
EMOTIONAL DEVELOPMENT

Student's name Date

1. Observe for two 15 minute periods (not consecutive) and score 1 each time you observe the following emotions displayed by children in the nursery school:

	FIRST PERIOD	SECOND PERIOD	TOTAL
a. Admiration			
b. Affection			
c. Anger			
d. Excitement			
e. Fear			
f. Gratitude			
g. Hate			
h. Jealousy			
i. Revenge			
j. Reverence			

2. List the above emotions in the order of their frequency according to your tabulations. (For example: c,b,i,f,h,e, etc.)
-

3. List two children who seem to you to be predominately:

- a. Happy _____
 b. Timid _____
 c. Aggressive _____
 d. Irritable _____

4. List four children whom you have frequently seen display strong emotions in the nursery school. State emotions observed. In order to do this objectively, on the day of your observation carry with you a record form similar to this:

Name of the children present in N.S.	No. of times emotion has been displayed		
	LOVE	ANGER	FEAR
M.L.	1		111
A.B.	1	111	
etc.			

Conclusions:

	NAMES OF CHILDREN	EMOTIONS OBSERVED
(1)
(2)
(3)
(4)

5. During your observations which child seems to you usually to:

Over-react to stimulation _____

Under-react to stimulation _____

Neither to over or under-react _____

6. Describe particular instances of emotional behavior:

a. WHERE THE EMOTION WAS SHOWN TOWARD AN ADULT:

(1) Name of child _____

(2) Underline: was the adult the supervisor, assistant, student, teacher, parent, observer.

(3) What was the emotion (fear, anger, affection)? _____

(4) What gave rise to it? _____

(5) What pattern of response did the child exhibit? _____

(6) How was the emotion dissipated? _____

(7) How long did it appear to last? _____

(8) Was it transferred to other children? _____

b. WHERE THE EMOTION WAS TOWARD ANOTHER CHILD:

(1) Name of the child _____

(2) Name of child toward whom emotion was displayed _____

(3) What was the emotion? _____

(4) What gave rise to it? _____

(5) What was the pattern of response? _____

(6) How long did it appear to last? _____

(7) How was the emotion dissipated? _____

(8) Was it transferred to other children? _____

c. WHERE THE EMOTION WAS SHOWN TOWARD AN INANIMATE OBJECT
(doll, blocks)

(1) Name of child _____

(2) Name of object _____

(3) What was the emotion? _____

(4) What gave rise to it? _____

(5) What was the pattern of response? _____

(6) How was the emotion dissipated? _____

(7) How long did it appear to last? _____

(8) Was it transferred to other children? _____

7. Compare and contrast the emotional response when the stimulus is:

a. An adult -

b. Another child -

c. An inanimate object -

8. What differences have you noticed between the emotional reactions of the three age levels signified, as to:

	YOUNG CHILD	OLDER CHILD	ADULT
a. Speed of arousal			
b. Frequency of occurrence			
c. Pattern of response			
d. Degree of control			
e. Duration of response			

Observation 7.
SOCIAL DEVELOPMENT

Student's name Date

1. Give the names of two children who appeal to you as being especially attractive. Give reasons why they appeal to you in terms of appearance and personality traits:

(1) Name _____
 Appearance: _____ Personality traits: _____

(2) Name _____
 Appearance: _____ Personality traits: _____

2. Compare two groups of children, one group of two-year-olds all of whom are playing with one play material and one group of four-year-olds all of whom are playing with one material. For example, observe a group of two-year-olds playing in the sand, and compare their behavior with that of a group of four-year-olds playing with clay, stating:

	Among the 2-year-olds	Among the 4-year-olds
a. Whether or not the children were working together for a definite end.		
b. Whether or not there seemed to be a leader in the group.		
c. Whether or not the group held together as a unit for some time.		
d. Whether or not the children wandered into and out of the group at will.		
e. How many children composed the group?		
f. How much conversation was there?		

3. Name the two children who seem to you to be definitely leaders in the nursery school: _____
4. By what methods does each of these children attain control of the other children?

5. List three children who seem to be:
Most interested in group activities _____
Least interested in the group _____
Suggest a reason or reasons for apparent lack of interest in the group _____
6. Describe group play incidents as to size of group, ages, activity in which:
- | | |
|---|---|
| a. One leader dominated the others throughout the play. | b. The affair was largely a cooperative one, with each member contributing to the activity. |
|---|---|
7. Describe the behavior of a child who seems to you, well-poised. Which child in the nursery school would you judge to have the best poise? _____
8. Through observation, which children would you judge to be only children? What is the basis for your judgment?

9. Choose one two-year-old child and one four-year-old child and compare them as to:

	Names of children	
	Two-year-old	Four-year-old
a. Type of response shown to authority		
b. Over- or under-resistance to suggestion from other children		
c. Seeking or avoiding companionship		
d. Standing up for own rights		
e. The measure to which he seems to be influenced by behavior of other children		
f. Development of a sense of property rights		
g. Extent of cooperation with group		
h. Undue seeking of attention		
i. Shyness		
j. Standing up for the rights of other children		

Observation 8.
METHODS USED BY THE TEACHERS IN HANDLING CHILDREN

Student's name Date

1. List two examples in which the teacher was justified in interfering with the disputes of the children or in helping them with a task a little too difficult to accomplish alone. Describe the reaction of the child; the method used.

<u>BEHAVIOR</u>	<u>METHOD USED</u>	<u>REACTION OF CHILD</u>
(For example) John persisted in slapping Mary be- cause he saw it annoyed her.	Teacher, "John we do not slap the children." Teacher isolated John from group and had him sit on a chair on the porch several minutes.	John cried and whined for a while, then quieted down until at last the teacher said he might get up.

(1)

(2)

2. List five methods used by the teachers to direct activities of the children, giving illustrations of each, and the reaction of the children in each case.

METHODS

REACTION

3. Which method listed in question 2 seemed to you to be the
most effective _____,
the least effective _____.
4. What personality traits do you think are most essential in a
nursery school teacher or an adult who is working with
preschool children?

Observation 9.
NOON MEAL OBSERVATIONS

Student's name Date

IN THE NURSERY SCHOOL:

1. Which children find their places at the table independently?

2. Do the children seem to enjoy being waiters and respond willingly _____
3. Observe the conversation at the table (as to character and extent): of teacher with children _____
between children _____
4. Which children appear to be good eaters? _____
5. Which children appear to be poor eaters? _____
6. Which children are urged to eat? _____
7. Which children are helped to eat? _____
8. Which children did not have dessert? _____
9. List any remarks you hear the children make about the food:
(color, consistency, flavor or taste of food, or name of dish)

10. Do you observe any delay devices? _____
11. Are any dishes or silver dropped? Milk spilled? _____
other foods? _____
12. In general is the atmosphere:
simple and cheerful? _____
or
tense and confused? _____
13. Menu:

Observation 9.
MEAL OBSERVATION

Student's name Date
Child's name Age

IN THE HOME:

Observe the child and draw conclusions as to the child's:

APPLICATION - Does the child require any urging in order that he may finish all the food placed before him as a first helping?

Are the helpings of each food small enough so that the child may be expected to finish all the food?

MOTOR INHIBITION - Does the child stay in his place throughout the meal?

Does he get up? _____ Assume an awkward position? _____
Tilt his chair? _____ Fall off? _____

CHOICE OF TOOLS - Does the child use the proper utensils? By proper is meant a fork for solid food, and a spoon for liquid food _____

Does he use his fingers unduly? _____

TECHNIQUE OF EATING - Does he take moderate sized portions on his fork or spoon? _____ Does he bolt his food? _____
Does he nibble at his food? _____
Does he appear to chew well? _____

MOTOR COORDINATION - Has he spilled food on his napkin? _____
Is it clean at the end of the meal? _____

TIDINESS - How does he leave his place at the table and the floor about his place after the meal, as regards, food spilled, food discarded, or food secreted? _____

1. What is the general family atmosphere at the dinner table?
2. How much of the conversation did the child contribute?
3. Was the child independent or dependent upon his parents for help during the meal?

4. Have you any suggestions to offer for improving any part of the situation?

Adapted from Blatz's study, "Six Objective Aspects of the Eating Process."

Observation 10.
HOME VISIT RECORD¹

- Student's name Date
1. Child's name Age
2. Members of family present at time of visit _____

3. Others present _____
4. What were the topics of conversation? _____
5. Quality of English used? _____ Articulation (clear, confused, fast, slow)?
6. Tone of Mother's voice? (soft, loud, sweet, harsh)
7. Pitch of Mother's voice? (high or low)
8. Was the atmosphere natural, tense, pleasant, unpleasant?

9. Who was the center of attention? _____
How was this shown? _____
10. Was there talk of the child in his presence? _____
By whom? _____

11. Describe the behavior of the child during the visit _____

12. Was the home comfortably heated? _____
 Adequately lighted? _____
 Adequately furnished? _____
 Suitable for the needs of the family? _____
 Was the kitchen convenient? _____
 Condition of the home as to cleanliness? _____
13. Type of play space and equipment:
 Indoors? _____
 Outdoors? _____
 Are play materials simple, durable, challenging, of the
 'do with' type, of good variety, attractive? _____

 Is storage space for his materials adequate? _____
 Where? _____
14. Companionship:
 Number of girls in family? _____ Ages _____
 Number of boys in family? _____ Ages _____
 Number of girl playmates outside family? _____ Ages _____
 Number of boy playmates outside family? _____ Ages _____
15. Arrangements for eating: High chair, table of his own, or
 with family at big table? _____
16. Arrangements for sleeping: A room of his own? _____
 A bed of his own? _____ Others in same room? _____
17. What special arrangements are made to meet the needs of the
 child in the bathroom? _____
18. Where are child's clothes kept? _____
19. General information and suggestions as a result of the visit:

¹Adapted from (1) Record 6, "A Study of Records for Children in Home Mgt. House and Nursery Schools," Jessie May Irvine, p. 86, 1931, Oregon State College, and (2) Questionnaire on Home Observation, Cornell Univ., Ithaca, New York, No. 9263.

Observation 11.

CONSTRUCTIVE CRITICISMS AND SUGGESTIONS FOR N.S. OBSERVATIONS

To be handed in at the time you take your final examination, without name. This has no influence on your final grade, unless you neglect to turn it in at the end of the term. Your name will be checked as it is handed in.

1. Of the forms used for writing up the observations?
2. Did they tie-up with the lecture work?
3. Which did you enjoy most?
4. Which were the most helpful?
5. Other suggestions and criticisms:

OUTLINE OF OBSERVATIONS FOR CHILD DEVELOPMENT, HAD 320

GENERAL INFORMATION

- A. General directions for making observations in the nursery school.
 - B. A few facts about the nursery school.
 - C. Tentative daily program in the nursery school.
 - D. Statements descriptive of nursery school children.
-
- 1. THE PHYSICAL MAKE-UP OF THE NURSERY SCHOOL.
 - 2. THE DIARY RECORD.
 - 3. PHYSICAL GROWTH AND DEVELOPMENT.
 - 4. MOTOR DEVELOPMENT.
 - 5. INTELLECTUAL DEVELOPMENT.
 - 6. EMOTIONAL DEVELOPMENT.
 - 7. SOCIAL DEVELOPMENT.
 - 8. HABIT FORMATION.
 - 9. METHODS USED BY THE TEACHERS IN HANDLING CHILDREN.
 - 10. NOON MEAL OBSERVATION, in the Home, in the Nursery School.
 - 11. HOME VISIT RECORD.
 - 12. CONSTRUCTIVE CRITICISMS AND SUGGESTIONS.

Form A

GENERAL DIRECTIONS FOR MAKING OBSERVATIONS IN THE
NURSERY SCHOOL

1. Before your first observation read this entire outline so that you will have a general idea of what kinds of things you will be expected to observe.
2. Note particularly the questions you are to answer in your next paper.
3. Bring a small notebook to nursery school and make notes on as much of the activity of the children as you can. Divide the notebook into as many parts as there are headings on the Nursery School Observations and record behavior as you observe it under these headings.
4. Try to learn the names of the children as soon as possible and then use the correct name when reporting any incident.
5. In describing any incident, record what you saw the child do, not what you think he tried to do or how you think he felt. Read Andrus, "An Inventory of Habits of Children from 2-5 Years of Age," pages 6-9, 12.
6. Each observation should be based on all of the observation periods which you have had up to that time.
7. It is important when there are so many students making observations, that each student keep herself in the background, in no way interfering with the nursery school procedure. Try to be as inconspicuous as you would be if there were an invisible or one-way screen for you to stand behind. Read Gesell, "Infancy and Human Growth," Chapter II.
8. Do not enter into active care of the children unless you see a child in danger when the supervisor or student teachers are busy elsewhere or unless you are requested to do so.
9. Enter the nursery school by the front door, leaving wraps and all books except your nursery school notebook, in the entrance hall. Not more than four or five students should be observing at one time. When at the nursery school, do not stand about in one large group but scatter out so that your presence is less noticeable to the children.

10. Keep a record in your notebook of any or all incidents, conversation, or behavior that you may be able to use in later observations as well as the immediate observation on which you are working.
11. You may consult with the director or her assistant if there are questions that you need help in answering.
12. Read through the tentative nursery school program carefully so that if one of your observations calls for active behavior, you may know at which part of the morning the children will be at play, etc.
13. For your own help, it will be well to make a list of the names of the children enrolled, their ages, sex, and a brief description until you are able to recognize them on sight.
14. Start your observations the first week of school and hand them in complete on the date specified by your instructor.
15. Each observation will be due approximately a week after the subject is covered in class, and will be returned to you for discussion and for the clearing up of any misunderstandings. All of the observations will be turned into the instructor at the end of the term to be filed for future use.

Form B

A FEW FACTS ABOUT THE NURSERY SCHOOL

1. There are from 12-16 children enrolled.
2. The ages of the children are from twenty months to four and a half years.
3. A height-weight chart is kept for each child, from which is computed the per cent under or over weight. These may be found on the wall in the locker room.
4. The bulletin board in the locker room contains such information as the names of the children enrolled, their ages, their parents' names and addresses, the per cent under and over weight of each child. A range of ages in the nursery school may also be found here.

5. The histories of the children are found in the filing cabinet and may be obtained for reference when necessary from the supervisor.
6. Other records of the children which have been filled out by the parents are kept on file in Mrs. Prentiss' office or in the main office of the School of Home Economics and may be obtained from there.

Form C

TENTATIVE DAILY PROGRAM IN THE NURSERY SCHOOL

- 8:40 - 9:00 Arrival of the children. Health inspection. Hanging up wraps in individual lockers. Drink of water. Toilet.
- 9:15 -10:00 Play. (Out of doors when weather permits)
- 10:00 -10:15 Tomato juice and codliver oil. Toilet.
- 10:15 -10:30 Circle. (News, songs, dramatic play, finger play)
- 10:30 -11:15 Play. (Out of doors, in yard or on porch)
- 11:15 -11:30 Come into house. Remove and hang up wraps. Drink of water. Story. Toilet. Wash hands and face.
- 11:30 -11:45 Rest period.
- 11:45 -11:55 Preparation for going home.
- 11:55 -12:00 Children stay on porch or in yard until called for by parents.

Form D

STATEMENTS DESCRIPTIVE OF NURSERY SCHOOL CHILDREN¹

(Form to be used)

Gerald Thompson (Gerry

Birth date: May 27, 1929.

Medium size sturdy boy. Short straight medium brown hair, blue eyes. Indoors wears a shirt and long cords. Outdoors wears a brown leatherette coat, brown mittens, galoshes, brown beret or rain hat.

Locker # ____.

Emblem: _____

Has been in the nursery school a year and a half.

Note: Space will be left after the descriptive statement of each child, for recording by the student of any unusual or abnormal items of family or child history which the instructor may give in the classroom and which may be used as a help in understanding the child's behavior.

¹Parents will be asked to prepare these descriptions of the children in advance, so these sheets may be ready the first day of nursery school.

Observation 1.
PHYSICAL MAKE-UP OF THE NURSERY SCHOOL

Student's name Date

1. As you entered the Nursery School in what ways did it impress you as a school for little children?

Furniture:

Pictures:

Safety measures:

Locker room:

Bathroom:

Play equipment:

Other features:

2. In what respects does the Nursery School yard seem to meet the needs of the children:

Space:

Planting:

Outdoors equipment:

Safety measures:

3. List the house furnishings (not play material) which appeal to you as being helpful to the child in developing self-help and his independence:

4. List the provisions in equipment and routine which encourage:
Cleanliness:

Orderliness:

5. What provisions might be made in the average home so that the child could early learn to assume responsibility for his own possessions and certain of his own activities.

Observation 2.
THE DIARY RECORD

Student's name Date

Before making this diary record, read Andrus, "An Inventory of Habits of Children from 2-5 Years of Age," Pages 6-9, 12.

DIRECTIONS: Observe one child for at least twenty minutes at five minute intervals. Record what the child does, one specific act after another in continuous sequence, record how he performs the act. Record what you see, not what you interpret. Record only enough of what you see to give the reader a picture of the activity recorded. Record the exact words or sounds involved in the situation. Omit all unnecessary words in the write-up. Record activity; do not interpret or evaluate. Use past tense. Attract no attention to yourself while recording or observing and stay as far away from the child as is possible, to keep the child unaware of your observation of him.

HEADING:

Child's name Age
Length of time of observation _____
Time of observation; from _____ to _____
Date of observation _____

Analysis of the diary record

1. List the number of types of activities which occurred.
2. What activities or behavior which you observed seemed to be unlearned?
3. What activities or behavior seemed to be learned?
4. Classify the activities observed in regard to the innate tendencies to response which seem to be represented.
For example:
The behavior of the child in overcoming obstacles.
The child's attempt to become the center of attention.
5. In physical make-up, is the child attractive or unattractive to you? List your reasons.

Observation 3.
PHYSICAL GROWTH AND DEVELOPMENT

Student's name Date

1. Make a list of the children in the nursery school, giving names, approximate ages, sex, per cent under and over weight.

2. Observe closely the mucous membranes of the lips and eyes of the children. Are they rosy-red or pinkish-red? What does this indicate? Cite at least two cases in which the membranes are red; two, pink.

3. Make a check of at least six children's teeth. Are there any children whose teeth are so close together that there may not be room enough for the second set? Give their names.

4. Are there any children whose shoes are not long enough or wide enough for them? How can you tell?

Are there any children in which the inner and outer sides of the ankles are not equally prominent? Which ones?

5. Watch closely and see if you can tell by their breathing which children seem to have obstructions in the nasal passages. Give their names. Which are mouth breathers?

6. Would you have judged from appearance that the two oldest children were the oldest? _____ Are there some who are younger than those two chronologically, but who seem older? _____ If so, give their names and tell why you think they seem older.

7. Choose two "underweight" and two "overweight" children and examine the General Questionnaire for each, which you will find in the Home Economics office. List for each any reason or reasons you can see from the questionnaire which might account in part for the condition.

OVERWEIGHT

UNDERWEIGHT

8. List ways in which the oldest pair of children differ from the youngest pair in physical development.

OLDEST

YOUNGEST

9. List ways in which the oldest pair of children differ from any two adults in the room, in physical development.

CHILDREN

ADULTS

10. Which two children seem:

a. The most vigorous _____
Do you account for this because of: age, apparent
physical health, size, or _____

b. The least vigorous _____
Give reason: age, apparent poor health, size, or _____

11. Using your own judgment, which child is the
tallest _____ shortest _____

Observation 4.
MOTOR DEVELOPMENT

Student's name Date

1. What differences do the three ages (2, 4, adult) show in:

	TWO	FOUR	ADULTS
Walking			
Climbing stairs			
Handling large objects (pitchers, trays)			
Handling small objects (cups, pegs)			
Preserving equilibrium			

2. Do the two older children or the two younger children seem to
show a more definite preference for one hand or the other?

3. Observe a child whom you think is left-handed. During two ten-minute intervals score one each time he uses his left hand and one each time he uses his right hand. After twenty minutes observation total your results. Repeat the procedure for a child who seems to be definitely right-handed.

Name of child	Left	First 10 min.	Second 10 min.	Total
	Right			

Conclusions:

4. Observe in the bathroom at 9 or 10 a.m. and list the children who

a. Use the toilet without help:

b. Require some help:

c. Require much help:

5. Why do you think each of the children listed under question 4 c needed to be helped. (Motor development, training, clothes, etc.)

CHILD'S NAME

REASONS

STUDIES TO BE MADE ON PLAY

The instructor may decide how these studies will be assigned to the students, depending on the size of the class, the length of the term, and the interests of the students. Some suggestions for the apportioning of the studies are:

1. Studies may be assigned by the instructor.
2. A choice of studies may be allowed the students.
3. The students may work in pairs.
4. The students may work individually.
5. Several students may choose the same study and after each has collected the data, they may be summarized and conclusions drawn, each student contributing, with the names of all the students included on the one report.

Study 1.

METHODS OF RECORDING TIME OBSERVATIONS OF PLAY MATERIAL

1. Prepare a list of symbols to stand for the various toys which the children are using. Observe 3 children at a time in one room (the dining room).
2. Follow each child in succession covering them all in one minute, marking the name of the material in symbol form over the line when he is first seen to touch it. Draw a line if he plays with that material for at least one minute. If less than a minute, leave the name of the material but draw no line.
3. If a child plays with two or more materials at once draw a line for each material separately.
4. If a child is already playing with a material when you start the observation period, draw two vertical lines in front of the line to indicate the period of play.
5. If a child has not come into the room when you start, indicate by a vertical line the time he enters the room.
6. If a child leaves the room for any reason, draw two vertical lines when he leaves it and two when he returns.
7. When a play interest is definitely directed by the teacher, draw two vertical lines with a curved line inside of them, in front of the play interest line.
8. Keep going constantly from one child to the next, so that you complete observations on all the children you are observing in one minute, extending the line a minute's length at a time.
9. Use the criterion for 'playing with' a material whether or not the child is actually touching the object, other than casually or accidentally resting a hand or foot against it.
10. Do not count as a break in the line any distraction of one minute or less.

Conclusions from study:

Average length of time spent with a toy, for each age.

Note difference, if any, of attention span by sexes.

Form to be used for recording observations in Study 1.

1. Use squared paper, each square representing one minute.
2. Observe over a forty-five minute period.

FORM 1.

	10:10	10:15	10:20	10:25	10:30	to 10:55 etc.
Pete	B.L. Wag.	An.		B.L.	Wag	etc.
Ross	Paint				Carr. Doll	etc.
Mary	Pl An.	Wag.		B.L. Tel.		etc.
Ann	Pl Cra.	Bl	Cr Left room	An	Ta	Teacher Directed Bk etc.
Arda	Pl	Sc.		An		Doll Dl etc.
Bob	Not in room	Paint				etc.

Recorder's name _____ Date _____

Study 2.

RECORDS OF USAGE AND SOCIAL VALUE OF PLAY MATERIALS

One person collects all the data. Observation of each child's activity is made during 30 second intervals, according to the stop watch.

Conclusions from the study:

The use made of various materials

The amount of conversation induced through play with certain play materials.

Form to be used for recording observations in Study 2.

FORM 2.

Material	Child's name	Actual use	Inter-pretation of use	Conversation --child		Cooperation		How
				Talks to	Is talked to	Pas-sive	Ac-tive	
Clay	M.G.	Flat-tens cake by pound-ing hand	Making bottom of bowl	L.K.	....	L.K.	....	Also using clay at table

Study 3.

THE INFLUENCE OF AGE ON THE CHILD'S CHOICE OF PLAY MATERIALS

Gather together as many completed forms #1 as you can find in the class. List from these the toys which the two-year-olds, three-year-olds, etc., played with. Accumulate as many data as possible, then summarize and draw conclusions as to:

What types of toys the 2 and 3 year olds played with?
 What types of toys the 4 and 5 year olds played with?
 What types of toys were used by both?

Form to be used for recording observations or material.

FORM 3.

Play Materials	Ages	2	3	4	5
Clay		1	1	1	111 1
Paint			1	1	111 1
Dolls		111	11		
Blocks		1111			
Beads		111 1			1

Study 4.

THE APPEAL VALUE OF TOYS

Follow each of the children in succession as he starts to play, scoring 1 for his first choice of play materials. When he leaves one toy for another, score 1 under second choice, and then score 1 for his third choice. It will be necessary to make this observation the first half hour of the morning - during the arrival of the children. If you are unable to follow through all of the children in one day, observe half of the children one morning and half the next.

Summarize, listing under first, second, and third choices, the toys used in the order of their frequency.

If you are interested in carrying the study farther, some interesting material might be gathered as to the length of time which passes between a child's choice of the first play material and the choice of the third toy. As the observer records the first choice, write the name of the child and the time; when the third choice is recorded for this child note the time again. There may be some difference according to age or sex in relation to persistence or distractibility.

The form to be used in recording observations in Study 4.

FORM 4.

List of toys	First choice	Second choice	Third choice
Clay	llll		
Dolls		lll	1
Sand	1		1

etc.

Note: There is a possibility that these choices might be due to appeal value of other children already engaged with the material rather than the material itself.

Study 5.

SUGGESTIVE OUTLINE FOR THE ANALYSIS OF ONE PLAY MATERIAL

Observe a group of children at play with one material and score 1 by age, each time a child uses the material as indicated. Draw conclusions as to the different uses of one play material made by children of the ages of two, three, four, and five. If the observation is made of paint or sand the words denoting the action or use made of the materials will have to be changed.

Form to be used in making the observation for Study 5.¹

FORM 5

AGES	TWO	THREE	FOUR	FIVE
Holds				
Pounds				
Squeezes				
Pats				
Rolls				
Smooths				
Flattens				
Twists				
Pokes				
Digs				
Uses constructively				
Constructs or makes designs				

¹Van Alstyne, Dorothy. "Play Behavior and Choice of Play Materials of Pre-school Children." Page 61.

Study 6.

EFFECT OF EXPERIENCE WITH MATERIALS AT HOME ON THE CHOICE AND
TIME SPENT WITH MATERIALS
AT SCHOOL

Obtain the information for Form 6 from the General Questionnaire filled out by the parents and filed in the Home Economics office.

Form to be used to record material for Study 6.¹

FORM 6

	Clay	Blocks	Dishes	Colored beads	Painting
Children who play with materials at home (frequently or occasionally)					
Children who had not played with materials at home (never or rarely)					

Compare records in Form 6 with the findings in Study 1, for each child. Consult with other students who have filled out Form 1, and after choosing any 6 children, take from these records on Form 1, the time spent with various toys by each of these 6 children. Average for each child, the amount of time spent with each toy or play material and compare the resulting information with the record in Form 6, checking to see whether the play materials which a child has and uses at home influence the time spent with those play materials at Nursery School. Does the child choose for his play materials, any which he does not have at home; how does the time spent with these compare with the time spent with materials which he uses frequently at home?

¹Adapted from Van Alstyne, Page 83.

Observation 5.
INTELLECTUAL DEVELOPMENT

Student's name Date

1. Make a running diary of one two-year-old, one three-year-old, and one four-year-old, observing one child at a time. List the exact sounds, words, sentences each child uses during two five-minute periods of recording. Attach the record for each child to this observation sheet. What differences do you find in the language of the 2, 3, 4 year old children?

TWO

THREE

FOUR

2. Which children do not seem to comprehend simple questions or statements as well as other children of the same age?

3. Which children express themselves verbally very seldom or not at all? Is this because of age, too little association with other children, training, slowness in development?
4. Give the names, if any, of the children whom you have heard stuttering or stammering. _____
5. Are there children in whom gesture takes the place of words?

6. Give two instances of direct imitation of another child's behavior.

<u>BEHAVIOR AND WORDS OF ONE CHILD</u>	<u>IMITATION BY ANOTHER</u>
a. _____	_____
b. _____	_____

7. Give an instance of a child's initiating an apparently new feature into a game.
8. Name the three children who seem to you to be the most advanced and tell what makes you think they are?
9. Give an example illustrating logical thinking on the part of the child.
10. Give an example illustrating illogical thinking on the part of the child.
11. Contrast briefly the use of some one play material (blocks, trains, clay) by two-year-olds, three-year-olds, and four-year-olds. Note especially use of imagination, constructive play, persistence, variety of conversation (amount and kind).
Name of material _____

TWOTHREEFOUR

12. Into what main groups may the play equipment of the nursery school be classified. Give three illustrations in each group. (Constructive, imaginative, etc.)

13. Which toys seem to foster gregarious type of play?
-

14. Which toys or play materials emphasize conversation between children at play?
-

15. More actively cooperative play results from the use of which toys?
-

16. During one observation list all the toys or play material which one child uses. You may do this while you are observing other behavior. Compare this list with the list of play equipment which the child uses at home. (You will find this information on the General Questionnaire on file in the Home Economics office.) What influence on the choice and use of the play equipment of the Nursery School by a child, does his play equipment at home seem to have?

17. Compare the three age levels in circle as to:

Active part
taken

Interest in circle
as whole

In music

In dramatic
play

2 yrs.

3 yrs.

4 yrs.

Observation 6.
EMOTIONAL DEVELOPMENT

Student's name Date

1. Observe for two 15 minute periods (not consecutive) and score 1 in space below, each time you observe the following emotions displayed by the children in the nursery school:

	FIRST PERIOD	SECOND PERIOD	TOTAL
a. Admiration			
b. Affection			
c. Anger			
d. Excitement			
e. Fear			
f. Gratitude			
g. Hate			
h. Jealousy			
i. Revenge			
j. Reverence			

2. List the above emotions in the order of their frequency according to your tabulations. (For example: c,b,i,f,h,e, etc.)
-

3. List two children who seem to you to be predominately:

- a. Happy _____
 b. Timid _____
 c. Aggressive _____
 d. Irritable _____

4. List four children whom you have frequently seen display strong emotions in the nursery school. State emotions observed. In order to do this objectively, on the day of your observation carry with you a form like this:

Name of the children present in N.S.	Times emotion has been displayed		
	LOVE	ANGER	FEAR

Conclusions:

	NAMES OF CHILDREN	EMOTIONS OBSERVED
(1)
(2)
(3)
(4)

5. During your observations which child seems to you to:

Over-react to stimulation? _____

Under-react to stimulation? _____

Does not over or under react? _____

6. Describe particular instance of emotional behavior:

a. WHERE THE EMOTION WAS SHOWN TOWARD AN ADULT:

(1) Name of child _____

(2) Underline: was the adult the supervisor, assistant, student, teacher, parent observer.

(3) What was the emotion (fear, anger, affection, etc.)? _____

(4) What gave rise to it? _____

(5) What pattern of response did the child exhibit? _____

(6) How was the emotion dissipated? _____

(7) How long did it appear to last? _____

(8) Was it transferred to other children? _____

b. WHERE THE EMOTION WAS TOWARD ANOTHER CHILD:

(1) Name of child _____

(2) Name of child toward whom emotion was displayed _____

(3) What was the emotion? _____

(4) What gave rise to it? _____

(5) What was the pattern of response? _____

(6) How long did it appear to last? _____

(7) How was the emotion dissipated? _____

(8) Was it transferred to other children? _____

c. WHERE THE EMOTION WAS SHOWN TOWARD AN INANIMATE OBJECT
(doll, blocks, etc.)

(1) Name of child _____

(2) Name of object _____

(3) What was the emotion? _____

(4) What gave rise to it? _____

(5) What pattern of response? _____

(6) How emotion was dissipated? _____

(7) How long did it appear to last? _____

(8) Was it transferred to other children? _____

7. Compare the emotional response when the stimulus is:

a. An adult -

b. Another child -

c. An inanimate object -

8. What differences have you noticed between the emotional reactions of the three age levels signified, as to:

	YOUNG CHILD	OLDER CHILD	ADULT
a. Speed of arousal			
b. Frequency of occurrence			
c. Pattern of response			
d. Degree of control			
e. Duration of response			

Observation 7.
SOCIAL DEVELOPMENT

Student's name Date

1. Name two children who seem to you to be definitely the leaders in the n.s. _____
2. By what methods do they attain control of the other children?
3. List three children who seem to be:
 - a. Very interested in group activities _____
 - b. Little interested in the group _____
 - c. Suggest a reason or reasons for apparent lack of interest in the group _____
4. Choose one two-year-old child and one four-year-old child and compare as to:

	Names of children	
	Two-year-old	Four-year-old
a. Type of response shown to authority		
b. Over- or under-resistance to suggestion from other children		
c. Seeking or avoiding companionship		
d. Standing up for own rights		
e. The measure to which he seems to be influenced by behavior of other children		
f. Development of a sense of property rights		
g. Extent of cooperation with group		
h. Undue seeking of attention		
i. Shyness		
j. Standing up for the rights of other children		

5. Describe the behavior of a child who seems 'well-poised'.

Observation 8.
HABIT FORMATION

Student's name Date

1. What is being done in the nursery school to help establish habits? List habits that the nursery school is trying to establish in the children.
2. Which children have not learned the habit of control of elimination (wet clothes)? Is this because of age, lack of training, or inadequacy of speech development?
3. Consult the sleep records of the children, noting hours at which they go to bed for their naps and at night, number of hours which they sleep, conditions under which they sleep. Are there any children who show (by their general physical condition) an apparent lack of good sleeping habits? Which children seem to have established good sleeping habits?
4. What nervous habits have you noticed in the nursery school among the children?

Is any attempt made to correct these habits?
5. Have you noticed any unusual display of interest in the opposite sex on the part of any of the children? Is there any child in the nursery school whom you have observed handling the

genitals? If so, what did you observe the teacher doing about the situation?

6. Watch the children remove their wraps or in the bathroom. Which children are so clothed as to make easier for them the habit of self-help? Which are hindered by their clothing? Illustrate with at least one example of each.

Observation 9.
METHODS USED BY TEACHERS IN HANDLING CHILDREN

Student's name Date

1. Describe two situations in which you think the teacher was justified in interfering with children's disputes or in helping children with a task a little too difficult for them, using three headings:

<u>BEHAVIOR OR SITUATION</u>	<u>METHOD USED</u>	<u>REACTION OF CHILD</u>
For example, John persisted in slapping the children.	Teacher said, "John, we do not slap the children. I think you had better go up on the porch and sit on a chair and think about this for awhile.	John cried, and whined for awhile then quieted down when he saw it was doing him no good. He got up once, but was told to sit down until the teacher told him he could get up.

(1)

(2)

2. List five methods used by teachers to direct activities of children, giving illustrations of each and reaction of children:

<u>METHOD</u>	<u>ILLUSTRATION</u>	<u>REACTION</u>
---------------	---------------------	-----------------

3. Which method in question 2 seemed to be the most effective
the least effective _____,
4. What personality traits do you think are most essential in a
nursery school teacher or any adult working with preschool
children?

Observation 10.
NOON MEAL OBSERVATIONS

Student's name Date

IN THE NURSERY SCHOOL:

1. Which children find their places at the table independently?

2. Do the children seem to enjoy being waiters and respond willingly _____
3. Observe the conversation at the table (as to character and extent): of teacher with children _____
between children _____
4. Which children appear to be good eaters? _____
5. Which children appear to be poor eaters? _____
6. Which children are urged to eat? _____
7. Which children are helped to eat? _____
8. Which children did not have dessert? _____
9. List any remarks you hear the children make about the food:
(color, consistency, flavor or taste of food, or name of dish)

10. Do you observe any delay devices? _____
11. Are any dishes or silver dropped? Milk spilled? _____
other foods? _____
12. In general is the atmosphere:
simple and cheerful? _____
or
tense and confused? _____
13. Menu:

Observation 10.
MEAL OBSERVATION

Student's name Date
Child's name Age

IN THE HOME:

Observe the child and draw conclusions as to the child's:

APPLICATION - Does the child require any urging in order that he may finish all the food placed before him as a first helping?

Are the helpings of each food small enough so that the child may be expected to finish all the food?

MOTOR INHIBITION - Does the child stay in his place throughout the meal?

Does he get up? _____ Assume an awkward position? _____
Tilt his chair? _____ Fall off? _____

CHOICE OF TOOLS - Does the child use the proper utensils? By proper is meant a fork for solid food, and a spoon for liquid food _____

Does he use his fingers unduly? _____

TECHNIQUE OF EATING - Does he take moderate sized portions on his fork or spoon? _____ Does he bolt his food?

Does he nibble at his food? _____
Does he appear to chew well? _____

MOTOR COORDINATION - Has he spilled food on his napkin? _____
Is it clean at the end of the meal? _____

TIDINESS - How does he leave his place at the table and the floor about his place after the meal, as regards, food spilled, food discarded, or food secreted? _____

1. What is the general family atmosphere at the dinner table?
2. How much of the conversation did the child contribute?
3. Was the child independent or dependent upon his parents for help during the meal?

4. Have you any suggestions to offer for improving any part of the situation?

Adapted from Blatz's study, "Six Objective Aspects of the Eating Process."

Observation 11
HOME VISIT RECORD¹

- Student's name Date
1. Child's name Age
2. Members of family present at time of visit _____

3. Others present _____
4. What were the topics of conversation? _____
5. Quality of English used? _____ Articulation (clear, confused, fast, slow)?
6. Tone of Mother's voice? (soft, loud, sweet, harsh)
7. Pitch of Mother's voice? (high or low)
8. Was the atmosphere natural, tense, pleasant, unpleasant?

9. Who was the center of attention? _____
How was this shown? _____
10. Was there talk of the child in his presence? _____
By whom? _____

11. Describe the behavior of the child during the visit _____

12. Was the home comfortably heated? _____
 Adequately lighted? _____
 Adequately furnished? _____
 Suitable for the needs of the family? _____
 Was the kitchen convenient? _____
 Condition of the home as to cleanliness? _____
13. Type of play space and equipment:
 Indoors? _____
 Outdoors? _____
 Are play materials simple, durable, challenging, of the
 'do with' type, of good variety, attractive? _____

 Is storage space for his materials adequate? _____
 Where? _____
14. Companionship:
 Number of girls in family? _____ Ages _____
 Number of boys in family? _____ Ages _____
 Number of girl playmates outside family? _____ Ages _____
 Number of boy playmates outside family? _____ Ages _____
15. Arrangements for eating: High chair, table of his own, or
 with family at big table? _____
16. Arrangements for sleeping: A room of his own? _____
 A bed of his own? _____ Others in same room? _____
17. What special arrangements are made to meet the needs of the
 child in the bathroom? _____
18. Where are child's clothes kept? _____
19. General information and suggestions as a result of the visit:

¹Adapted from (1) Record 6, "A Study of Records for Children in Home Mgt. House and Nursery School," Jessie May Irvine, p. 86, 1931, Oregon State College, and (2) Questionnaire on Home Observation, Cornell Univ., Ithaca, New York, No. 9263.

Observation 12.

CONSTRUCTIVE CRITICISMS AND SUGGESTIONS FOR N.S. OBSERVATIONS

To be handed in at the time you take your final examination, without name. This has no influence on your final grade, unless you neglect to turn it in at the end of the term. Your name will be checked as it is handed in.

1. Of the forms used for writing up the observations?
2. Did they tie-up with the lecture work?
3. Which did you enjoy most?
4. Which were the most helpful?
5. Other suggestions and criticisms:

OUTLINE OF OBSERVATIONS FOR BEHAVIOR PROBLEMS, Had 421

GENERAL INFORMATION

D. Statements descriptive of nursery school children.

1. BEHAVIOR RATINGS.
2. INFLUENCE OF HEREDITY ON CHILD BEHAVIOR.
3. PARENT-CHILD AND CHILD-CHILD RELATIONSHIPS.
4. FEEDING PROBLEMS.
5. SLEEP PROBLEMS AND ELIMINATION.
6. PROBLEMS HAVING TO DO WITH SEX.
7. DAWDLING.
8. NERVOUS HABITS.
9. A STUDY OF PROBLEMS ARISING AMONG CHILDREN AND THEIR ASSOCIATES.
10. DISCIPLINARY DEVICES.
11. ATTITUDES TOWARD REALITY.
12. EMOTIONAL PROBLEMS.
13. CONSTRUCTIVE CRITICISMS AND SUGGESTIONS.

Note: The Behavior Rating is placed as the first observation, so that it may be given at the first of the term and then repeated later in order that the students may compare their results and note their ability to judge more wisely after becoming better acquainted with the children.

Form D
STATEMENTS DESCRIPTIVE OF NURSERY SCHOOL CHILDREN¹

(Form to be used)

Gerald Thompson (Gerry)

Birth date: May 27, 1929.

Medium size sturdy boy. Short straight medium brown hair, blue eyes. Indoors wears a shirt and long cords. Outdoors wears a brown leatherette coat, brown mittens, galoshes, brown beret or rain hat.

Locker # ____.

Emblem: _____

Has been in the nursery school a year and a half.

Note: Space will be left after the descriptive statement of each child, for recording by the student of any unusual or abnormal items of family or child history which the instructor may give in the classroom and which may be used as a help in understanding the child's behavior.

¹Parents will be asked to prepare these descriptions of the children in advance, so these sheets may be ready the first day of nursery school.

Observation 1.
BEHAVIOR RATINGS

Student's name Date

1. Rate at least two children of each age level (2, 3, 4), by the University of California rating of Behavior. Total the score in each case.
2. Compare two children of the same age in each age level.
3. List them in the order of their rating by name, age, sex. Include the rating you gave each child.
4. Attach sheets for ratings to this observation sheet.

5. Compare your results with the results of other observers for the same children. Does this give you some idea of the reliability of subjective scoring?

DIRECTIONS: For each of the 20 traits which are capitalized on the left hand side of the paper, draw a circle around:

- 5 if the child displays the trait to a very high degree.
- 4 if the child definitely displays trait-but not to extreme.
- 3 if the child displays trait to average degree.
- 2 if the child definitely tends toward opposite of trait.
- 1 if the child displays opposite of trait to a very high degree.
- 0 if you have insufficient data to make rating.

EXAMPLE: A child who is extremely and rather uniformly good-natured and agreeable would be rated 5; a child who is characteristically cross and ill-humored would be rated 1.

TOTAL THE RATINGS and compare them with those of other children of the same age group and of other age groups to see how each individual child ranks with the group as to behavior rating.

BEHAVIOR RATINGS¹

Name of child Date

Situation Observer

- | | | |
|--|-------------|---|
| 1. AGREEABLE, good natured | 5 4 3 2 1 0 | Cross, quarrelsome, ill-humored |
| 2. ENTHUSIASTIC | 5 4 3 2 1 0 | Calm, bored, inhibited, lazy |
| 3. EMOTIONS READILY EXPRESSED. Child easily moved to show sympathy, delight, anger, etc. | 5 4 3 2 1 0 | Emotions not freely expressed |
| 4. COMPETITIVE, strongly stimulated by competition | 5 4 3 2 1 0 | Competition fails to bring forth greater effort |
| 5. INITIATES WORK OR PLAY selects own method of overcoming obstacle | 5 4 3 2 1 0 | Requires continued outside suggestion to keep going |

- | | | |
|--|-------------|--|
| 6. TEASES, enjoys calling another names, etc. | 5 4 3 2 1 0 | Does not tease |
| 7. NEGATIVISTIC, persistently resists suggestions | 5 4 3 2 1 0 | Extremely suggestible, submissive |
| 8. BIDS FOR ATTENTION, through needless questions, showing off, etc. | 5 4 3 2 1 0 | Does not bid for attention, unconcerned about impressions he makes |
| 9. SELF-RELIANT, rarely asks for help | 5 4 3 2 1 0 | Dependent, always asking for aid |
| 10. SYMPATHETIC, considerate | 5 4 3 2 1 0 | Unsympathetic |
| 11. RESPECTFUL OF OTHER'S RIGHTS | 5 4 3 2 1 0 | Shows little respect for others, acts as he likes |
| 12. FRIENDLY, shows an open cordiality to everyone | 5 4 3 2 1 0 | Reserved, lacks interest in others, or is suspicious or antagonistic |
| 13. SOCIAL, prefers to play with the group | 5 4 3 2 1 0 | Plays or works alone, tends to avoid group activities |
| 14. POISED, self-composed, rarely embarrassed | 5 4 3 2 1 0 | Shy, self-conscious, timid, bashful |
| 15. LEADS OTHERS | 5 4 3 2 1 0 | Not a leader |
| 16. BUSY, keeps working | 5 4 3 2 1 0 | Idle, inactive |
| 17. CONCENTRATES, does not stop main activity to gaze about | 5 4 3 2 1 0 | Distractible, shifts attention frequently |
| 18. SHOWS ORIGINALITY in work and play, does things differently | 5 4 3 2 1 0 | Conventional in play, unoriginal |
| 19. AN ONLOOKER; usually watches without participating | 5 4 3 2 1 0 | Rarely a spectator, either joins in group or plays alone |

20. RESTLESS, fidgets, 5 4 3 2 1 0 Free from all signs of
 bites nails, or shows nervous habits
 other nervous habits

GRAND TOTAL - SCORE -

Highest possible score - 100

Lowest score - 1-20

¹University of California, Institute of Child Welfare.

Observation 2.

INFLUENCE OF HEREDITY ON BEHAVIOR

Student's name Date

1. Consult the histories of the children and make note of any-
 think regarding their inheritance which might influence
 their behavior. Observe these children and see if they
 show any unusual behavior which might be due to heredity.
 Record such cases as you see them. (Do not include ma-
 terial which belongs under question 2.)

2. Observe the children for physical defects which might be due
 to heredity and which might influence behavior. List the
 children's names, the defects, and any unusual or abnormal
 behavior that might be due to these defects for which the
 children may be compensating.

NAME

DEFECTS

BEHAVIOR

3. Make observations when parents bring their children in the morning or call for them at noon, and note whether or not the children resemble their parents in physical make-up.

Observation 3.
PARENT-CHILD AND CHILD-CHILD RELATIONSHIPS

Student's name Date

1. a. Observe in the nursery school during the hours when parents or adults bring their children or when they call for them. Which children seem to be perfectly willing to have their parents leave?
- b. Which children hang on to their parents and cry?
- c. Are there any cases of extreme mother-fixation?
- d. How do the parents whose children seem willing to have them go, differ in their actions toward leaving, and toward their children, from those whose children hang on to them and cry when they start to leave?
- e. How long do the children cry after their parents leave? What methods are used to help them adjust to the nursery school?

2. a. Note any cases in the nursery school of strong attachments amongst siblings. Examine histories of the cases, if any, and try to explain the situations.
- b. Do you notice any strong friendships or attachments between nursery school children (not siblings)? Do they persist from day to day or are they passing fancies? What seems to hold children together in any child-child attachments you have noticed in the nursery school? Does sex have any influence here?
3. Observe the home-going time if possible, and note the difference in the children's attitudes toward going home.
 - a. Which children seem well-adjusted to both school and home, as judged by their playing happily until the parents come and then going willingly?
 - b. Which children stand close to the porch rail and watch continuously for the parent who is to come for them? How do the parents of these children greet them. Compare with 3a.
 - c. Which of these children are "only" children? Obtain data as to size of family from history sheets.
 - d. Did you notice any children who appeared not to want to go home when their parents came? How do you account for this? Describe the children's actions.

Observation 4.
FEEDING PROBLEMS

Student's name Date

1. Since there is no lunch served at the nursery school during which to observe feeding habits, a slight indication of some of the complications involved in feeding may be obtained by observing during the tomato juice and codliver oil period.

a. Which children drink their juice without hesitancy?

- b. Which children drink their juice but take an unusually long time doing it? How do you account for this?
(Is it dawdling, a dislike for the juice, a dislike for codliver oil, is it slow motor reaction, negativism or obstinacy, etc.?)

NAME

REASON AS YOU SEE IT

- c. Which children are careful and orderly in their manner during this period? Do you think this is due to good training, stage of motor development, or what?

NAME

REASON

- d. Which children spill their juice, wipe their mouths carelessly, are untidy about the whole process?
State reason as you see it.

NAME

REASON

e. Are the children who are slow in drinking their juice also slow in drinking their water?

f. Are these same children slow with other parts of the daily routine?

Observation 5.
SLEEP PROBLEMS AND ELIMINATION

Student's name Date

1. During your series of observations look for examples of loss of bladder control. Give names of children, if any, and state what reason you think might apply to the situation: (lack of adequate training, age, some emotional condition, etc.)

NAME

REASON

2. Observe during rest period:
 - a. Which children rest quietly during the entire rest period?
 - b. Which children rest quietly for a short time and then begin to make a disturbance or become restless?
 - c. Which children seem restless all the time?
 - d. Does age seem to be a factor? _____ Are there reasons which might account for the restlessness of some of the children?

3. Observe the Sleep Records of all the children and compare the amount of sleep the child gets with his disposition and general physical condition. Does there seem to be any correlation?

Observation 6.

PROBLEMS HAVING TO DO WITH SEX

Student's name Date

1. Have you noticed any evidences of curiosity on the part of a child of one sex towards the opposite sex. Cite incidents.

2. Have you noticed any evidences of habitual handling of the genitals? Give names, ages, and situations in which this occurs. (During rest period, circle, standing around, etc.)

<u>NAME</u>	<u>AGE</u>	<u>TIME</u>

3. Record any conversation you may have heard that has to do with sex differences, reproduction, etc.

Observation 8.
NERVOUS HABITS

Student's name Date

1. List each kind of nervous habit you observe in the nursery school. Observe for several periods of 15 minutes each, scoring 1 each time a nervous habit is in evidence. Total the scores and list the nervous habits in the order of their frequency.

NERVOUS HABITS	15 min.	15 min.	15 min.	Total
(1)				
(2)				
(3)				
(4)				
(5)				

In the order of their frequency they are by number _____

2. Make a short study of each child in whom you have previously noted nervous habits, recording the time nervous habit is practiced, length of time it is practiced, frequency over a given period, age of child, and sex. Use the method below for recording. Work out abbreviations for nervous habits.

OBSERVATION OVER A 45 MINUTE PERIOD

Name-age of children	10:00	10:15	10:20	10:25	10:30 to 10:55
Arthur Age -	F.S.			Active Play	F.S.
Mary Louise Age -		Standing Around	N.P.		N.P.
Jean L. Age -		T.S. T.H.			
Cornel- ius Age -	T.S.			T.S.	
Rodney Age -					H.G.

Observe and record the child's behavior at times when he is not sucking his thumb and write it in; that is, active play, standing around, etc.

Make a summary and draw conclusions:

Number of children-_____

Number of boys _____

Number of girls _____

Average age _____

Number of kinds observed _____

List kinds according to frequency _____

List according to persistence of nervous habit _____

Note time when practice occurs. Does there seem to be any time of the morning at which nervous habits are most apt to be practiced? _____

Observation 9.
A STUDY OF PROBLEMS ARISING AMONG CHILDREN
AND THEIR ASSOCIATES.

Student's name Date

Observe for two periods (on different days) of 30 minutes each, the behavior of the children for evidences of:

Check every two minutes on the following behavior:

CHILDREN'S BEHAVIOR	MINUTES															Total
	2	4	6	8	10	12	14	16	18	20	22	24	26	28	30	
Quarreling			x							.	.	.				3
Teasing	.	.	x													2
Domineering	.	.					.	.	.	.	.	.				8
Curiosity		.	x													2
Destructiveness		.	x	.												2
Interrupting others play							.	.	.	.			.	.	.	7
Slapping or pinching, etc.		.	x							.			.			2
Sulking		.	x											.	.	2
Temper tantrum	.	.													.	1
Etc.	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	

Number of times

DIRECTIONS: Place a dot in the column for each behavior observed during the given two minute period. Use a different color pencil for the second observation. After observations are made, construct a graph by checking the number of times behavior occurred. Compare the graph with others made of children of the same age.

Each student may take one child, make the graph of his behavior, and after placing the graphs of all the children on one sheet, the children may be compared according to sex, age, and as a whole.

Observation 10.
DISCIPLINARY DEVICES

Student's name Date

1. Cite cases in the nursery school in which different disciplinary devices have been used and state the reaction of the child.

BEHAVIOR

DISCIPLINE

REACTION

2. List the disciplinary devices used in the nursery school as to their value with preschool children; which methods accomplished the purpose with the least negative reaction from the children?

3. List other disciplinary devices which you have observed being used elsewhere.

1. List and describe the use of escape or defense mechanisms which you have observed in the nursery school children. Read reference attached to this sheet.

MECHANISM

- [illegible]

THE CHILD WHO RETREATS¹

1. Causes:

a. Feeling of inadequacy in social relations

Due to past failure
 Lack of knowledge of what expected
 Inferior feeling - dress, face, carriage, speech
 Extremely high standards held before child by adult
 Teasing, bullying, domineering

b. Fear of the unfamiliar

Undue demonstration and fondling
 Mistreated by unfamiliar
 Insecurity with familiar
 Physical or social inability to cope with new situations
 Lack of experience with novel or unfamiliar things

c. Desire to maintain infantile comfort and security - protect from rebuffs, etc.

Over indulgence by parent
 Harsh or neglectful parent

2. How desire to retreat is shown:

Clinging to adult, seeking caresses, lean on adult to guide
 Negativistic behavior--refusal to cooperate
 Pseudo-aggressive behavior--open disobedience, readiness to blame others
 Day-dreaming

Note: The above may be used by the student as a guide in answering question 2 on 'escape mechanisms'.

¹ Manwell, Elizabeth Moore. "The Social Development of the Child," p. 50.

1. a. List and describe situations which produced anger in the children. In what form of behavior was the emotion expressed? Note the time of the occurrence.

b. What methods appear to be successful in dealing with anger states?

Observation 13.

CONSTRUCTIVE CRITICISMS AND SUGGESTIONS FOR N.S. OBSERVATIONS

To be handed in at the time you take your final examination, without name. This has no influence on your final grade, unless you neglect to turn it in at the end of the term. Your name will be checked as it is handed in.

1. Of the forms used for writing up the observations?
2. Did they tie-up with the lecture work?
3. Which did you enjoy most?
4. Which were the most helpful?
5. Other suggestions and criticisms:

OUTLINE OF SPECIAL STUDIES FOR NURSERY SCHOOL, HAD 425.

GENERAL INFORMATION

D. Statements descriptive of nursery school children.

1. OUTLINE OF OBSERVATION OF SPECIAL CHILD.
2. BEHAVIOR PROBLEMS IN GENERAL.
3. SOCIAL ADJUSTMENTS.
4. A METHOD OF STUDYING SPONTANEOUS GROUP FORMATIONS.
5. LANGUAGE DEVELOPMENT OF ONE CHILD.
6. STUDIES OF ASSOCIATION AND LANGUAGE:
 - (1) Picture Vocabulary
 - (2) Van Alstyne Picture Vocabulary Test
 - (3) Picture-Vocabulary Test
 - (4) Speech Test
7. EMOTIONAL BEHAVIOR.
8. STUDIES OF EMOTIONAL REACTIONS IN SOCIAL SITUATIONS:
 - (1) Reactions to a stranger
 - (2) Compliance
 - (3) Self-assertion
 - (4) Aggressiveness
 - (5) Dependence upon adults
9. INTROVERSION-EXTROVERSION RATING SCALE.
10. LAUGHTER SITUATIONS.
11. LAUGHTER AND CRYING.
12. STUDIES OF MENTAL DEVELOPMENT:
 - (1) Estimating weight
 - (2) Concepts of number
 - (3) Concepts of time
13. REASONING IN YOUNG CHILDREN.
14. IMAGINATION.
15. AN EXPERIMENT ON LEARNING.
16. MEMORY IN CHILDREN.
17. VISUAL MEMORY.
18. SENSATION AND PERCEPTION.
19. PERCEPTION OF SIZE.
20. PERCEPTION OF COLOR.
21. MOTOR CONTROL.
22. MOTOR COORDINATION.

Form D

STATEMENTS DESCRIPTIVE OF NURSERY SCHOOL CHILDREN¹

(Form to be used)

Gerald Thompson (Gerry)

Birth date: May 27, 1929.

Medium size sturdy boy. Short straight medium brown hair, blue eyes. Indoors wears a shirt and long cords. Outdoors wears a brown leatherette coat, brown mittens, galoshes, brown beret or rain hat.

Locker # ____.

Emblem: _____

Has been in the nursery school a year and a half.

Note: Space will be left after the descriptive statement of each child, for recording by the student of any unusual or abnormal items of family or child history which the instructor may give in the classroom and which may be used as a help in understanding the child's behavior.

¹Parents will be asked to prepare these descriptions of the children in advance, so these sheets may be ready the first day of nursery school.

Study 1.
OUTLINE OF OBSERVATION OF SPECIAL CHILD¹

Observer's name Date
Name of child Age

Introduction

1. This outline is suggestive not exhaustive. Its purpose is to guide the students in their study of the behavior of young children.
2. The outline asks for observations, not judgments or interpretations. For instance, to say that a child understands and interprets stories well is not convincing, but to say that a child made such a comment on a story at a given date is a valuable record of fact. In brief, what the outline calls for is description of acts and verbatim reports of conversation.
3. No day should pass without making some entries in your notebook as to the actions or words of the special child you are studying.
4. Try to obtain from others accounts of what the child you are studying does or says when you are not observing him. Make notes of interesting events you see for the benefit of other students.
5. Students should remember that they need to set down in their notebooks not only the amusing and unusual performance of the children, but their every day and commonplace doings.

Outline

- I. General Impressions and Personal Description.
 - A. Disposition and personality (adjectives expressing pre-dominant traits)
 - B. Voice
 - C. Peculiar or marked characteristics

¹Adapted from "Outline of Observation of Children Under Nursery School Conditions," The Stout Institute, Menomonie, Wisconsin.

II. Physical Characteristics.

- A. Appearance
- B. Physical defects or assets
- C. General vigor, color, appetite, etc.

III. Motor Capacities.

A. General:

- 1. Walking
- 2. Sitting
- 3. Rising
- 4. Handling
- 5. Eating--use of utensils, etc.

B. Care of person:

- 1. Wraps
- 2. Toilet
- 3. Washing, use of comb.

C. Work and play:

- 1. Care of nursery school
 - a. Picking up toys
 - b. Serving tomato juice
 - c. Helping with the bird and the fish
 - d. Washing dishes
- 2. Occupational materials
 - a. Indoor
 - 1. Blocks
 - 2. Use of tools (hammer, saw)
 - 3. Beads, crayons, clay, paint
 - 4. Skill in handling dolls, toys, etc.
 - b. Outdoor
 - 1. Walking plank
 - 2. See-saw
 - 3. Sand play
 - 4. Sprinkling flowers
 - 5. Riding (tricycle, wagons, kiddie cars)
 - 6. Slide
 - 7. Jumping
 - 8. Swings
 - 9. Use of boxes and boards
 - 10. Jungle gym
 - 11. Stairs and platform
 - 12. Digging

D. Rhythm:

1. Beating time
2. Adaptation to time
 - a. Marching, skipping, hopping
 - b. Finger plays and dramatization of songs

IV. Sensory Development and Keeness of Observations.

A. General Observations:

1. Names of people and things, clothes, etc.
2. Keeness to new words used
3. New things in room, exchanged position of objects
4. On way to and from school
5. Recognition of music
6. As observed during home visit
7. Recognition of parts of rhymes and stories

V. Mental Development.

A. Vocabulary:

1. Types of words
2. Use of language (phrases, full sentences, verbatim record)

B. Understanding and interpretation:

1. Of literature
2. Of pictures
3. Of music

C. Memory:

1. Ease of memorizing (poems, stories, etc.)
2. Ability to reproduce melodies

D. Ability to report experiences (things seen on the way to school, home experiences, etc.)

E. Imagination:

1. Building blocks, drawing, modelling, etc.
2. Interpretation of pictures and music

F. Reasoning:

1. Interpretation of situations
2. Drawing conclusions

G. Concentration (length of time of maintaining independently any activity such as listening to stories, building with blocks, stringing beads, drawing, or playing a game)

VI. Emotions and Instincts.

A. Type of reaction:

1. Unstable
2. Phlegmatic

B. Primary emotions; stimuli arousing occasions:

1. Fear
2. Rage
3. Love

C. Complex emotions:

1. Sympathy
2. Jealousy (evidenced when someone child likes particularly is paying attention to someone else)
3. Suspiciousness
4. Others

VII. Aesthetic Reactions.

A. Primary likes and dislikes:

1. Food, people, stories, pictures, music, etc.
2. Repulsion or disgust displayed

B. Complex reactions (actual pleasure that child feels in):

1. Works of art
2. Natural beauties
3. Pieces of literature
4. Music
5. People

VIII. Social Reactions.

- A. Altruism - egoism (attitude toward people he loves and toward the world in general, extent to which he is centered in self or broadened to other people)

B. Types of response to suggestions:

1. Negative (due to training)
2. Positive

C. Types of response (to commands).

- D. Property rights (realization of difference between mine-thine)

E. Truthfulness and honesty (respect rights of others, confession as to infringements upon rights of others.)

F. Courtesy.

G. Inclined to be solitary or to seek companionship.

H. Leadership and initiative (does child manifestly desire to dominate? Does he start and direct games?)

I. Is he either unduly confident of himself or unduly distrustful?

J. Does he display any interest in sex and what sex concepts has he?

K. Try to record in full some incidents which illustrate the social attitudes of the child.

IX. Standard of Behavior.

A. Concepts of rightness and wrongness.

B. Extent to which he controls conduct.

C. Workmanship (has he a critical attitude?)

D. Others.

X. Religious Ideas.

A. Origin and type of concepts (through conversation).

B. Extent of influence.

C. Has the child any fears of religious origin?

XI. Have you been able to infer anything about the home background or home atmosphere from your observation of this child? Give evidence.

XII. Did your visit to the home confirm your opinions or give you an entirely different interpretation of the child's responses. Show by report of incident.

XIII. General Summary

GIVE EXAMPLES TO ILLUSTRATE POINTS¹FIRST DAYSECOND DAY

1. a. Give a brief description of the physical appearance and voice of the child.

-
- b. Describe briefly his clothing, as to its general appearance and suitability to his needs

-
-
2. Attitudes toward school regime:

-
-
-
- a. Daily inspection?
Resistant
Fearful
Cooperative

-
-
-
-
- b. Water drinking?

¹Adapted from "Outline of Observation of Children Under Nursery School Conditions" The Stout Institute, Menomonie, Wisconsin.

- | | <u>FIRST DAY</u> | <u>SECOND DAY</u> |
|--|------------------|-------------------|
| c. Morning toilet? | | |
| d. Tomato juice? | | |
| e. Circle? | | |
| f. Rest period? | | |
| 3. Habits of dressing and undressing (Independent or with help, how much?) | | |
| a. Remove wraps? | | |
| b. Manage clothes in toilet? | | |
| c. Putting on clothes | | |
| d. Suggestions for improvement of child's clothing. | | |
| 4. Habits of play. | | |

FIRST DAYSECOND DAY

- a. Materials chosen
and time spent.

- b. Use made.

- c. Attitude-enthusiastic,
listless, easily dis-
tracted, etc.?

5. Habits of work.

- a. Activities

- b. Time engaged in

- c. Attitude toward

6. Mental traits.

- a. Sensory development

- b. Speech and language
development

c. Imagination

d. Reasoning

7. Emotional reactions
and moods.

a. Adjustment to new
situations

b. Mood

c. Affection

d. Temper

e. Fear

f. Pleasure

g. Jealousy

h. Humor

8. Social and moral
traits and attitudes.

a. Toward adults

b. Toward children

c. Toward self

9. Undesirable habits.

Study 2.
BEHAVIOR PROBLEMS IN GENERAL

Using the HAGGERTY-OLSON-WICKMAN RATING SCHEDULES; list all of the behavior problems which you have observed in the nursery school and rate them according to FREQUENCY OF OCCURRENCE.

BEHAVIOR PROBLEMS	FREQUENCY OF OCCURRENCE			
	Has never occurred	Has occurred once or twice but no more	Occasional occurrence	Frequent occurrence
1. Defiance to discipline				
2. Temper outbursts				
3. Lying				
4.				
5.				
6.				
7.				
8.				
9.				

List these behavior problems in the order of their frequency.

Study 3.
SOCIAL ADJUSTMENTS
DIFFERENCES IN THE BEHAVIOR OF PRESCHOOL CHILDREN

Observe any one child and note his behavior when in a group of children.

1. What is his attitude toward other children? Note particularly evidences of:

Courtesy

Leadership

Initiative

Overaggressiveness

Oversuggestibility

2. What type of response does he show to authority?
3. Does he seem over-resistant to suggestions from other children?
4. Does he seek companionship? _____ Does he appear to avoid it? _____
5. How far does he appear to stand up for his own rights?

For those of other children?

6. How far does he appear to be influenced by the behavior of other children?
7. Has he developed a sense of property rights?

of fair play?

8. To what extent will he cooperate with the group?
9. Does he seek attention unduly? _____
10. Is he shy? _____
11. Draw conclusions as to the degree of maturity which he has reached in his social adjustments.

Study 4.

A METHOD FOR STUDYING SPONTANEOUS GROUP FORMATIONS¹

Use the blank suggested below:

Activity	Initiator	Children	Time	Function	Classi- fication function	Teacher

Activity - the equipment used which is the center of the activity
(the sandbox, swing, board for gun, talking to teacher,
pounding)

Initiator - name of the child who initiated activity

Children - list of names of the children as they come into each
play group.

Time - opposite the name of each child as he enters and leaves
the group.

Function - qualitative differences in the reaction of the children to social groupings. The actual role of the child in the group; i.e., Dora is swinging, Eve is offering her a toy, Henry is playing with pans of water and chases the other children away from 'his house', Dorothy is watching.

Classification of function - leading, cooperating, watching, objecting.

Teacher - show whether there is a teacher in the group and state what her function is.

Draw conclusions:

1. What sorts of social behavior occur in nursery school children? Frequency? (at different ages, sexes)
2. Relative time spent in different types of social situations, number of children participating in each activity.
3. Tendency of any one type of activity to call out either active or passive participation.
4. Factors underlying the selection of the members of groups.

¹Adapted from "Some New Techniques for Studying Social Behavior," by Dorothy S. Thomas, page 76.

Study 5. LANGUAGE DEVELOPMENT of one child

1. What stage has your subject reached in the development of language? (Sounds, words, phrases, sentences, gestures.)
2. Discuss fully the types of words he uses, after making verbatim reports from observations.
3. How far does gesture take the place of words? (Give concrete examples).

4. If possible, give several illustrations as to the way in which new words have been acquired; illustrations, also of the changes in the meanings of words.
5. Does your subject use nonsense words? Give instances, if any have been observed, of the use of nonsense words in sentences.
6. If your subject has not left the one word stage, trace his development over as long a period as possible, making note of addition of words and use of phrases and of the time each is added.
7. Measure the child's language development using the scale, in part, worked out by McCarthy, Gesell, Van Alstyne, as follows:

SCALE TO BE USED THROUGHOUT THE TERM (as long a period as possible)

WEEKS	1st	2nd	3rd	4th	5th	6th	7th	8th	9th
Uses baby talk or mannerisms									
Talks very little to anyone									
Becomes more silent when directly addressed									
Shows embarrassment before visitors									
Speaks very little at home, except when with one person alone									
Responds readily when addressed, seldom takes initiative									
Talks freely before family									
Welcomes visitors in home easily									
Poise in circle									

Conclusion: Discuss the possibility of a connection between the following signs of social maladjustment and language difficulties:

Shyness
Aggressiveness

Social immaturity
Lack of interest in
nursery school

Study 6.
ASSOCIATION AND LANGUAGE

(1) Picture Vocabulary.¹

Picture material suitable for use with children may be found in mail order catalog. Find fifty pictures of fairly uniform size in black and white, and paste on index cards 3 by 5 inches. The objects represented should be similar to this list:

- | | |
|--------------------------------|----------------------------|
| 1. Gun | 26. Oil stove |
| 2. Spectacles | 27. Steamer trunk |
| 3. Wagon | 28. Man's hat |
| 4. Hammock or swing | 29. Man's shirt |
| 5. Boat | 30. Man's collar |
| 6. Roller skates | 31. Man's tie |
| 7. Slide | 32. Trousers |
| 8. Woman's sweater | 33. Cap |
| 9. Window awning | 34. Sewing machine |
| 10. Scissors | 35. Blankets |
| 11. Knife | 36. Safety pins |
| 12. Electric coffee percolator | 37. Spool of thread |
| 13. Electric iron | 38. Fountain pen |
| 14. Sideboard | 39. Woman's collar |
| 15. Bureau | 40. Violin |
| 16. Table | 41. Woman's hat |
| 17. Typewriter | 42. Kitchen range |
| 18. Gloves | 43. Child's shoe |
| 19. Flag | 44. Bathtub |
| 20. Child's underwaist | 45. Wheel |
| 21. Garden tools | 46. Thimble |
| 22. Bedroom slipper | 47. Sock |
| 23. Automobile | 48. Umbrella |
| 24. Rubber shoe | 49. Electric fan or heater |
| 25. Suitcase | 50. Telephone |

The experimenter says, "See these cards? Of what is this a picture?" showing one card at a time and recording the response. The children are allowed as much time as they like. This time varies from five to fifteen minutes for fifty cards. The answers are liberally scored in accordance with the correct answers.

¹ Taken from Baldwin and Stecher, Psychology of the Preschool Child, p. 132.

(2) Van Alstyne Picture-Vocabulary Test.

The materials are available to students using this test.

For procedure and norms already established read Dorothy Van Alstyne's, "The Environment of Three Year Old Children," p. 15

(3) Picture-Vocabulary Test.

A list of words in the order in which they were recognized by young children in the Van Alstyne Vocabulary Comprehension Test¹.

- | | |
|---------------|----------------|
| 1. Automobile | 24. Clothespin |
| 2. Broom | 25. Standing |
| 3. Scissors | 26. Eating |
| 4. Bicycle | 27. Fighting |
| 5. Flower | 28. Thimble |
| 6. Telephone | 29. Package |
| 7. Hammer | 30. Peach |
| 8. Horn | 31. Steaming |
| 9. Box | 32. Bureau |
| 10. Socks | 33. Kangaroo |
| 11. Kissing | 34. Trousers |
| 12. Sitting | 35. Studying |
| 13. Running | 36. Drawing |
| 14. Match | 37. Bandage |
| 15. Drinking | 38. Pointing |
| 16. Barrel | 39. Chipmunk |
| 17. Pig | 40. Trowel |
| 18. Teakettle | 41. Oyster |
| 19. Bread | 42. Cucumber |
| 20. Owl | 43. Jewelry |
| 21. Climbing | 44. Ostrich |
| 22. Picking | 45. Dictionary |
| 23. Barking | |

In the above test pictures (four) were presented to the child on a card. One of the pictures represented the noun or verb in the list above. The child made no verbal reply; he pointed in answer to the question of the experimenter. It would be interesting to collect pictures representing the above words, present them in the above order and ask the child to name them, comparing the results

of actual vocabulary with recognition of words in pictures.

¹Adapted from Van Alstyne, "The Environment of Three Year Old Children." Bureau of Publications, Teachers College, Columbia University, New York City, 1929, Page 15.

(4) Speech Test¹.

An object test, developed by Sarah T. Barrows, may be applied to preschool children.

The child is presented with a box containing toys wrapped in paper. The child is allowed to unwrap them one at a time and the experimenter records words, sounds, and actions. A suggestive list is: train, rabbit, stove, jumping jack, table, utensils, turkey, lamb, pig, bus, duck, tea set, Christmas tree, dog, cat, bear, hen, rooster, umbrella.

The results recorded may be compared with a list of the sounds and words which these objects have provoked in a number of cases to whom the test has been given. See page 139 in reference given below.

¹Taken from Baldwin and Stecher, Psychology of the Preschool Child. Page 138.

Study 7.

EMOTIONAL BEHAVIOR

Look for an example of some strong emotion displayed on the part of one child. Trace the origin, (history) development, result. Is there frequent or infrequent repetition of the same emotional display.

1. Do the same suggestions and situations always call out the same emotional reaction.

Observe a group of children of the same age as the child studied.

2. How many times did emotional disturbances occur? What were the apparent causes of these disturbances? What methods appeared to be adequate in dealing with them?

If the study can be carried over a longer period of time note:

3. Any change in the stimuli which produce emotional states:
4. The number of times emotional disturbances occur?

Carry out an experiment on the reconditioning of fear in some child. For example, if there is a child in the nursery school who is afraid of the slide or of the teeter-totter, try to find out the cause from an adult under whose supervision the child plays either at home or at school. Work out a plan for the reconditioning. Describe carefully all the procedures used and the results obtained.

5. List all of the children in the nursery school and rate Emotional Response of each, using this scale:

Little emotional re- sponse: apathetic; stuporous (4)	Emotions are slowly aroused (2)	Responds quite normally (1)	Is easily aroused (3)	Extreme reac- tions: hyster- ical, high- strung (5)
--	--	--------------------------------------	-----------------------------	--

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Study 8.
EMOTIONAL REACTIONS IN SOCIAL SITUATIONS

(1) Reactions to a Stranger.¹

Procedure: The observer brings the child to the laboratory and interests him in a nursery school picture displayed on the wall. Behind a screen is a person, relatively unknown to the child, who moves about sufficiently to indicate his presence.

The observer arranges the screen so that the stranger is brought into full view, and then leaves the room to enter the adjoining observation chamber. A standard time sequence should be followed:

Seconds

- | | | |
|---|---------|--|
| A | 0 | Observer leaves room |
| B | 0-60 | The stranger manipulates an interesting toy, and turns occasionally to his notes. He pays no attention to the child, unless the child approaches and speaks to him. The screen is arranged in such a manner that the child can hide behind it if so inclined, but can be seen by the first observer through a one-way vision window. |
| C | 60 | The stranger looks up at the child, but does not smile nor make other overtures of friendliness. |
| D | 60-90 | Again busy with notes. |
| E | 90 | Looks up and smiles at the child. |
| F | 90-120 | Again busy with notes. |
| G | 120 | "Do you like to play with toys?" |
| H | 120-150 | Again busy with notes. |
| I | 150 | "Would you like to play with this toy?" If necessary, the stranger adds, "You may; come over and play with it." Continued urging, if the child still refuses. |

Records:

The observer will note the child's behavior for each of the situations A through I.

The usual notes should be taken on the child's cooperativeness in coming, and his attitude upon entering the room.

Marston classifies 6 reaction types:

- Type 1: Child refuses unyieldingly to play with the toy, or runs from the room. Score 0
- Type 2: Child refuses at first, but plays with the toy after considerable urging. Score 1
- Type 3: Child plays with the toy after some hesitation, or after requiring the assurance, "You may." Score 2
- Type 4: Child promptly accepts the offer to play with the toy, without assurance or urging. Score 3
- Type 5: Child makes advances to the stranger. Score 4
- Type 6: Child promptly approaches and plays with the toy, without waiting for recognition. Score 5

¹Adapted from Marston, "The Emotions of Young Children," page 50, by Harold E. Jones, University of California.

(2) Compliance¹

Procedure: The observer brings the child to the laboratory and shows him a box (Corona typewriter case). The instructions are given: "Do you want to play with some toys? There are some new toys in this box. You may open it and play with them." After shaking the box slightly so that the child will hear the toys rattling inside, the observer begins working with his notes, and appears to pay no further direct attention to the child. The box is closed with complicated fastenings, which the children cannot as a rule open without assistance, or without being shown the method. If the child stops working, the observer says, "Try again to open it; you would like to play with those toys, wouldn't you?" If the child demands assistance he is told, "Try again; see if you can open it yourself."

The child's behavior during a three minute period may be classified in one of the following reaction types. (A type is a convenient abstraction for purposes of classifying, but it should be understood that the term implies quantitative rather than qualitative distinctions.)

- Type 1: The child works quietly with the box during the entire three minute period; he makes no appeal for help, no complaints, and requires no urging. Score 1

- Type 2: The child complains of the difficulty of the task, or asks how it is done. However, he continues working and makes no attempt to give up the task. Score 2
- Type 3: The child abandons the task, but returns to it later either spontaneously, or when urged by the experimenter. As in (2), he may ask how it is done, but he does not ask the observer to do it. Score 3
- Type 4: The same as 3, except that the child makes a direct demand for help. "I can't do it; you do it," etc. Score 4
- Type 5: The child gives up the task, and does not return, even under continued urging. Score 5

Record the following data:

The child's attitude in coming to the laboratory.

The initial reaction to the problem: interested or indifferent.

Devices employed in problem-solving: random pulling, manipulation under visual control, manipulation under verbal control.

Reaction to frustration: anger, disappointment, embarrassment, increased effort, decreased effort, etc.

The length of time the child continues working.

¹Adapted from Marston, "The Emotions of Young Children," page 57, by Harold E. Jones, University of California.

(3) Self-Assertion¹

This experiment will be given immediately after the preceding experiment on "Compliance," the experimenter opening the problem-box (at the end of the allotted three minutes) and placing three toys upon the table. The following time sequence will be used:

Seconds

- A 0 The child is asked, "Which of these toys would you like to play with?" After a selection has been made, E proffers one of the toys not chosen, saying, "Let's play with this one first."
- B 0-90 If the child stops playing, or if he asks for another toy, E urges him to continue, promising that he may have another toy soon.
- C 90 The second non-preferred toy is now moved forward, and the child is allowed to play with it. "You may have this now, if you wish."
- D 90-180 The preferred toy is kept in sight, but out of the child's reach.
- E 180 The preferred toy is now offered to the child.
- F 180-300 All three of the toys are now available, and the child is permitted to play with any one that he wishes. At 180, however, his attention has been called specifically to the preferred toy.

The subject's behavior in this situation may be classified in one of the following reaction types:

- Type 1: The child plays quietly in each period. He talks very little or not at all, and shows persistence in playing with each toy through its allotted period. Score 1
- Type 2: The child shows a slight degree of self-assertion by some simple sign, such as the following:
Talks a little, changes the position of the toy from that assigned it by E; turns from one toy to another previously given; indicates a readiness for a new toy without direct request. Score 2
- Type 3: Self-assertion is shown in more marked form, as by a more energetic manipulation of the toys, or by approaching the desired toy. Score 3
- Type 4: Specific verbal requests are employed: "Now I want the other one; I'm through playing with this; why don't you give me that one, etc." Or the proffered toy is abandoned in both periods B and D, and all three toys are abandoned during period F. Score 4

Type 5: The non-preferred toys are played with very briefly during B and D, and a vigorous attempt is made, in each of these periods, to obtain the preferred toy. Score 5.

¹Adapted from Marston, "The Emotions of Young Children," page 72, by Harold E. Jones, University of California.

(4) Aggressiveness¹

Equipment: A small doll in a basket; a mechanical toy; a ball; a marble-rolling device. A child's table, with two chairs at opposite sides of the table.

Procedure: A child is seated at the table, and encouraged to play with one of the toys. As soon as intent playing has begun, another child is brought in and left standing near the table. No other toys are in view. A new toy is substituted at the end of three minutes, or earlier if the children show boredom or too violent competition. During the play periods, the observer should remain some distance in the background, or should retire to an adjoining room.

This experiment may be repeated with children of the same and of opposite sex, with younger pairs and older pairs, and with pairs of children separated by ten or twelve months in age. For purposes of comparison, it is desirable to try three-year-old children both with two-year and four-year old partners.

Methods of expressing dominance: Snatching a toy, hitting, shoving, triumphant laughing, banter, excessive display of sympathy or conciliation, showing off, heightened language activity.

Methods of expressing submission: "Shy" behavior, putting fingers in mouth, retreating, passive watching, crying.

Methods of expressing sociality: Including the other child as a play-object, offering to share a toy, planning games in partnership.

With each of the toys, each child's behavior should be classified in one of the following reaction types:

- Type 1: The child makes no attempt to play, even when invited, but remains passively watching, or retires to another part of the room. Score 1
- Type 2: The child makes hesitating approaches, and is obviously ready to accept an invitation if given. Score 2
- Type 3: An attempt is made to touch a toy while the other child is playing with it, or a mild request is made, "Let me have a turn." If cooperation is invited, the child responds promptly and shows some initiative in methods of play. Score 3
- Type 4: The child does not wait to be asked, but aggressively reaches for a toy. If the other child is also aggressive, he guards his possessions vigorously. He may tolerate social play, but takes the lead in this and insists on his own ways of playing. Score 4
- Type 5: Similar to 4, except that the child is even more aggressive in protecting himself, and more determined in capturing a toy for his own use. Score 5

Full observational notes should be taken, divided into 15" or 30" intervals.

¹Jones, H. E. University of California, 1929

(5) Dependence upon adults¹

Procedure:

Observe a nursery school teacher for a period of one hour, making a record of all teacher-child relations in which the child takes the initiative in soliciting attention, companionship, help, sympathy or adult services of whatever kind. At each contact, record the time, the name (or initials) of the child, the child's behavior and the teacher's response. By inference from the preceding and ensuing situations, attempt to classify the child's motives, and give as fully as possible the basis for your classification.

The following outline will prove useful, and may be enlarged as needed:

- A. Autistic motives
 - 1. Desire for active sympathy, after a physical injury or after a social defeat or frustration.
 - 2. Desire for attention or applause.
 - 3. Desire to be dependent.
- C. Social contact with adult on basis of equality
 - 1. Social play with adult.
 - 2. Conversation in the course of a casual encounter.
 - 3. Desire for matter of fact information.
- O. Need for help in handling objects
 - 1. Adjustment of clothing.
 - 2. Procuring or "fixing" a plaything.
 - 3. Movement of heavy play equipment, etc.
- S. Need for help in handling a social situation
 - 1. Guidance of a cooperative undertaking.
 - 2. Solution of a conflict problem (e.g., possession of a toy).
 - 3. Protection.

Illustrative record:

9:10	John asked for help in taking off his sweater. Peter fell down and lay on the ground, kicking, and crying with his face turned toward the teacher.	O 1
		A 1
9:14	Agnes, wanting Dorothy's doll, runs to the teacher when Dorothy refuses to give it up. Dorothy says (to teacher) "It's my doll."	A 1 - S 2 S 2
9:15	Charles has trouble in pulling his wagon over a block; "you pull it."	O 3 - A 3
9:18	Billy asks, "Is that a fire-engine out there?"	E 3

It will be noted that the O and S classifications may involve an autistic element if the child solicits help in minor situations, without attempting direct objective control. Thus, if a child is in difficulty with an object or with another child, he may appeal to the teacher partly for help and partly for sympathy or for attention. An attempt should be made to list the major motive first, although of course this determination is subject to considerable error.

¹
Jones, H. E. University of California, 1929

Study 9.
INTROVERSION-EXTROVERSION
RATING SCALE¹

Name of rater Age Sex

How long have you known subject? _____

What opportunities for observation of subject? _____

Name of child _____ Age _____ Sex _____

INSTRUCTIONS:

1. A thorough acquaintanceship with the child is necessary.
2. Consult no one in forming your judgments; what is desired is your estimate of the subject uninfluenced by what others may think of him.
3. Keep the subject in complete ignorance of the fact that he is being rated.
4. In rating the subject on a particular trait, disregard every other trait but that one. Many ratings are worthless because the rater has been influenced by a general impression he has formed of the subject, favorable or unfavorable.
5. In the following list of paired contrasting traits, mark with TWO PLUSSES that characteristic of each pair which correctly describes the person you are judging. If neither statement of the pair correctly describes him, mark with ONE PLUS the trait toward which he inclines. If you can not decide that either statement of the pair is more applicable than the other, mark each with a MINUS.

Although the rater thinks of the traits largely in qualitative terms, his judgments are readily scored quantitatively as points of extroversion, as follows:

- | | | |
|---|-------|---------------------------------|
| 1 | = + + | introvert trait |
| 2 | = + | introvert trait |
| 3 | = - | introvert and - extrovert trait |
| 4 | = + | extrovert trait |
| 5 | = + + | extrovert trait |

¹Adapted from Marston, "The Emotions of Young Children," p. 21.

TRAITS¹

- 1--
- () Is self-conscious; easily embarrassed; timid or bashful. () *Is self-composed; seldom shows signs of embarrassment; perhaps is forward or bold.
- 2--
- () Avoids talking before a group; when obliged to talk before a group, finds difficult. () *Eager to express himself before a group.
- 3--
- () *Prefers group activities, work or play; not easily satisfied with individual projects. () Prefers to work and play alone; tends to avoid group activities.
- 4--
- () *Insistent upon the acceptance of his ideas and plans; argumentative; persuasive. () Not insistent upon the acceptance of his ideas and plans; agrees readily with others' wishes; compliant; yielding.
- 5--
- () Inclines toward activities requiring care; good in details; careful. () *Prefers activities demanding pep and energy, but not exacting care; perhaps is neglectful of details.
- 6--
- () Deliberative; slow in making decisions; perhaps even on minor matters, overly cautious. () *Impetuous and impulsive; may plunge into situations where forethought would have deterred him.
- 7--
- () *Keenly alive to environment physical and social; live curiosity. () Rather indifferent to external events; tends to detachment from environment.
- 8--
- () *Self-confident and self-reliant; tends to take success for granted; strong initiative; prefers to lead. () Lacking in self-confidence and initiative; a follower.
- 9--
- () Reserved and distant except to intimate friends; does not form acquaintanceships readily. () *Hearty and cordial; even to strangers; forms acquaintanceships very easily.

- 10--
- () Tends to depression; frequently gloomy or moody.
- () *Tends to elation of spirits; seldom gloomy or moody.
- 11--
- () *Rather insensitive and indifferent to others' opinion; independent.
- () Very sensitive and easily hurt; reacts strongly to praise or blame.
- 12--
- () *Not given to worry or anxiety; carefree.
- () Worries over possible misfortunes; 'crosses bridges before coming to them.'
- 13--
- () Shows preference for a narrow range of intimate friends; tends to exclude others from his association.
- () *Seeks broad range of friendships; not selective or exclusive in games, etc.
- 14--
- () Slow in movement; deliberative or perhaps indecisive; energy output moderate or deficient.
- () *Quick and decisive in movements; pronounced or excessive energy output.
- 15--
- () Shrinks from making new adjustments; prefers the habitual to the stress of reorganization required by the new.
- () *Adaptable to new situations; makes adjustments readily; welcomes change.
- 16--
- () *Turns from one activity to another in rapid succession; slight perseveration tendency.
- () Marked perseveration tendency; does not abandon an activity readily regardless of success.
- 17--
- () Emotions not freely or spontaneously expressed.
- () *Emotions such as sympathy, delight, sorrow, anger, jealousy, etc. readily expressed.
- 18--
- () Secretive; seclusive and shut-in; not inclined to talk unless spoken to.
- () *Frank; talkative and sociable; does not stand on ceremony.
- 19--
- () *Makes the best appearance possible; inclined to 'bluff' or show off; conceited.
- () Often represents self at disadvantage; modest and unassuming; underestimates own ability.

--20--

() Does not pass quickly from elation to depression; constancy of mood.

() *Frequent fluctuations of mood; tends to frequent alternations from elation to depression.

¹Taken from Marston, "Studies of the Emotions of Young Children," pages 22-23.

Study 10.
LAUGHTER SITUATIONS

Laughter record¹

Period of observation _____ Date _____

---CHILDREN---

TIME	PLACE	SITUATION	EXPOSED	LAUGHING	SMILING	COMMENTS
------	-------	-----------	---------	----------	---------	----------

Explanation:

1. 'Exposure' is determined by the laughter of at least one child in group.
2. If the children are within earshot and are attracted sufficiently to stop their play and either laugh or smile, they are counted as part of the group.
3. A situation which produces only smiling in one or several of the children is not counted as a laughter-inducing situation. At least one child must laugh for the situation to be recorded.

Example: If three children are in a group by the slide, and one child laughs three times in succession; and another child laughs once and smiles twice; and a third child smiled once, the third child would be credited with one smile and two 'no response' to the three laughter provoking situations.

¹Taken from Thomas, "Some New Techniques for Studying Social Behavior." Page 88.

Study 11.
LAUGHTER AND CRYING

Observe over a period of time the frequency of laughter and crying, and the stimuli.

Time--	LAUGHTER		Stimulus	CRYING		Stimulus
	30 min.	30 min.		30 min.	30 min.	
<u>AGES</u>						
2						
Totals						
3						
Totals						
4						
Totals						

GRAND TOTAL

1. At which age was there most crying? _____
2. At which age was there most laughing? _____
3. What stimuli to laughter predominated at each age?

TWOTHREEFOUR

4. What stimuli to crying predominated at each age?

TWOTHREEFOUR

5. Conclusions:

- a. At what age was there more crying? _____
- b. At what age was there more laughter? _____
- c. Are there any marked differences in the stimuli for the different ages?
Of laughter? _____
Of crying? _____
- d. Any other interesting facts you may have observed?
- e. Have you enough cases and enough observations so that your conclusions are significant?

Reference: "Laughter in the Preschool Child," M. Kenderdine.
Child Development, 1931, 2, 228-230.

Study 12.
MENTAL DEVELOPMENT

(1) Estimating Weight.¹

Material consists of: small balance, eight pasteboard boxes (pill boxes), and a quantity of shot.

Two of the boxes are empty. The others are filled with cotton and shot to weigh 3 gms., 6, 9, 12, 15, and 24 gms. respectively. The two empty boxes are shown to the child, and one is placed in each of the child's hands. The experimenter says, "You feel them? They feel just alike. Now let's open one and put something in it. (Pours in shot). You feel them now. They feel differently, don't they? This one (filled) makes your hand go down. It's heavy, heavier than this one. This one makes your hand go up. It's lighter than the other one. Here's something like your hands. (Shows the scales.) If you put the heavy box on this pan, and the light one on this, the heavy one goes down and the light one goes up. Now we'll mix up the boxes and you tell me which is the heavier and then we'll put them on the pans and see if it is really the heavier."

The experimenter puts one box in either hand of the child and says, "Give me the heavier." When the child has indicated the heavier one the experimenter takes the weights and places them on the scales directly in front of the child's hands, or sometimes the child wishes to place the weights. Three trials are given and the heavy weight is placed alternately in the right and left hand. If the child does not judge the heavier weight heavier on all three trials the directions and practice are repeated. When the child seems to understand what is meant by heavy and what is meant by light, the test boxes are given the following combinations, three trials on each with a check by the scales afterwards: (1) 3 and 24 gms. (2) 3 and 15 gms. (3) 3 and 12 gms. (4) 3 and 9 gms. (5) 3 and 6 gms. The test is scored by giving one point credit for each correct discrimination.

Read the reference for revisions suggested before carrying out experiment. Make what changes seem necessary. Compare results with those found on page 154 in the reference below.

¹

Taken from Baldwin and Stecher, "Psychology of the Preschool Child." Page 153-154.

(2) Concepts of Number: Counting marbles.¹

One box containing 20 marbles and another empty box comprise the necessary testing material. The child is told: "Take these marbles out of this box, one at a time, and put them in here and count them as you put them in." Record is kept of what is said by the child and notes made of the number of marbles actually put in at each count.

¹Taken from Baldwin and Stecher, page 158.

(3) Concepts of Time: Time Intervals.¹

Ask the children in succession, recording child's name, age, sex, the following questions:

1. What day is today?
2. Is it morning or afternoon?
3. When will it be afternoon?
4. What meal do you have after you get up in the morning?
5. What meal do you have after you go home from school?
6. What meal do you have before you go to bed at night?
7. Do we have rest period before or after you drink your tomato juice?

¹Adapted from Baldwin and Stecher, page 165.

Study 13.
REASONING IN YOUNG CHILDREN

Choose one child and observe for illustrations of reasoning.

1. Analyze these illustrations with a view to finding out which instances of reasoning were adequate and which were inadequate. In case of adequate reasoning, was a correct solution reached because of chance, a background of experience, or building up through thought?

2. Give at least five illustrations of reasoning which brought the child to an incorrect conclusion. Show where the reasoning was at fault and give definitely the causes which you think may have produced this faulty reasoning.
3. Compare the reasoning of your subject with that of others of the same age. Observe other children of same age, checking adequate and inadequate reasoning for each as observed.
4. Draw conclusions as to the reasoning ability of children of this age.

Study 14.
IMAGINATION

Observe a particular child during at least three play periods.

1. List the type of play in which he engages.
2. Classify the dramatic plays present as to the main object or main activity represented; e.g., house play, transportation play, etc.
3. Describe the relation between the type of toy used and the type of imaginative play.
4. Describe imagination as shown in the use of building blocks, drawing materials, modelling clay, etc.
5. Describe the role of imagination in the interpretation of music, in stories, and songs which the child invents himself. You may need to show him an imagination-provoking picture, and read a story to him.
6. Give verbatim any illustrations that you can of stories the child has told, for which the imagination was drawn upon.
7. Draw conclusions as to the present status of development of the imagination in this child.

Do same as above with at least two other children of the same age level. Compare results of study of their imagination with that of original subject.

Study 15.
AN EXPERIMENT ON LEARNING

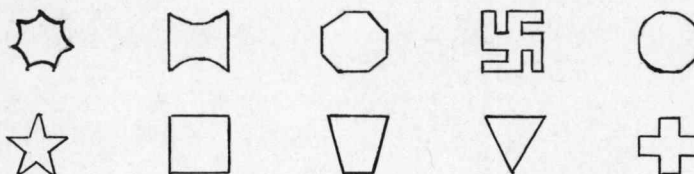
Card Sorting¹

Cut fifty cards, five by seven cm., from fairly stiff cardboard with the outline designs of ten geometrical figures. Use a shallow pasteboard tray with ten compartments into which these cards will fit.

In each compartment of the tray is placed a sample card. The pack of cards is then shuffled and a convenient number given to the child, with these directions: "You see all of these cards. We want to put these cards into these boxes, each card into its own box. See this card (the circle); there's one like it. See this card (the square); there's one like it. Now you put all of the other cards into the boxes where they belong. Pick up just one card at a time."

A stop watch is started when the child begins the test. When the child places the wrong card in the box, the card is removed (in order that the sample may not be covered up) and the error is recorded. At the end of two minutes the child is asked to stop. Each day the procedure is used until it is no longer necessary for the experimenter to show where the first two cards belong, as the child places them immediately. The score is always the number of cards placed independently by the child.

The designs are:



Children should be encouraged to keep at the task and recognition may be given by a nod. The children may be encouraged by asking them to look into the boxes and see how many they have done.

The score of the test is in terms of the number of cards placed correctly and incorrectly. By simple subtraction a composite score is obtained which is positive when the correct placings predominate and negative if the child makes more errors than correct placings.

Age averages may be found for comparison on pages 68-69, Baldwin and Stecher, "Psychology of the Preschool Child."

¹Taken from Baldwin and Stecher, "Psychology of the Preschool Child." Pages 64-73.

Study 16.
MEMORY OF CHILDREN

Choose three children of the same age. Take each child through the following procedure and then compare the results with those from three children of another age level.

1. Observe the behavior of each child in situations requiring memory (circle). What materials does each child appear to memorize best?
2. Ask the child questions concerning events that you know have taken place and that you know the child knew had taken place, today (earlier in the day), yesterday, last week, last month. How much can he recall? Use the same questions for each child.
3. What verses, songs, or other material does each child have at his command?
4. Does he appear to have difficulty in finding words with which to relate remembered experiences?

What conclusions would you draw as to memory in early childhood? In the six children studied did you find any marked differences in the amount of material that could be recalled? Can you account for any of the differences found?

- - - - -

Test the children, individually, on the number of times a short rhyme or story must be read before it can be repeated.

Study 17.
VISUAL MEMORY

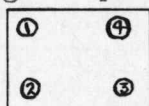
Adaptation Board.¹

Use a board with four holes, three of them the same size, and the fourth larger, and a wooden block which exactly fits the larger hole.

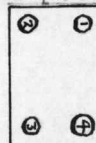
The child sits beside the examiner at a low table on which the board is placed, the largest hole in the upper right hand corner. The experimenter says, "Do you see this round block? It doesn't go in here, does it? (hole 1) And it doesn't go in here, does it? (hole 2) Or here (hole 3), but it just fits in here. Now you put it in the hole it really goes into." The caution, "Don't try the others but just put it into the hole it belongs in," is necessary in some cases where the children seem to be trying all the holes just for the fun of putting the block in. When the child has put the block in, the examiner says, "That's right; now watch carefully and see what I'm going to do with the board." The examiner turns the board over so that hole 4 occupies the position formerly held by hole 3, the lower right hand corner. "Now you put the block where it really belongs." A score of 1 is given only if the child at once correctly places the block. Then the examiner says, "That's right; now watch carefully." The board is turned so that hole 4 occupies the position originally held by hole 2, the lower left hand corner. Score 1 again if the child at once correctly places the block. If the placing is not correct the child is allowed to work by trial and error until the right hole is found. The experimenter then turns the board so that hole 4 occupies the position originally held by hole 1. The final move consists in turning the board upside down and turning it 45 degrees so that hole 4 occupies the lower right hand corner. Illustrated below.

One point is given for correct placing at each move. If the experiment seems too difficult, the board may be turned back with hole 4 in the original position after each move to make it easier to remember or visualize the position of the large hole.

Original position:



Final position:



¹Taken from Baldwin and Stecher, "Psychology of the Preschool Child." Page 110.

Study 18.
SENSATION AND PERCEPTION

1. In a room away from the other children, present to each child in turn a new toy.
 - a. List the reactions of each child to the new toy, writing down verbatim spontaneous expressions. Draw conclusions as to the number of sensory experiences which each child received. List them.
 - b. From this experiment:
How much of a part do you think sensory play has in the childrens' games and occupations?
What interest do the children show in gaining new sensations?
2. Show an ink blot to each child in turn and ask him to name it. Record exactly what each child says and does.
3. Show each child a picture containing common objects and ask him to tell you about it. To what extent does he name the objects correctly?
4. At four or five different intervals, ask each child, "Is it morning or afternoon?" Note each response.
5. Show each child under four years of age a number of objects and ask him to count them. Note his responses.
6. Show to each child in turn a card containing simple forms such as a circle, a square, and a Maltese cross. Ask him to copy these.
7. On the basis of these observations, draw conclusions as to:
 - a. The interest of the child in sensory experiences.
 - b. The use of toys and play material in developing perception.
 - c. The child's perception of number.
 - d. The child's perception of time.
 - e. The child's perception of shape and size.

Study 19.
PERCEPTION OF SIZE

'The Montessori Tower'¹

For this experiment ten blocks are needed varying in size from a 10 cm. cube to a 1 cm. cube. The tower is properly built on the floor, exhibited to the subject, the examiner saying, "Look at this pretty tower. Do you see how it is built with the biggest block at the bottom and the next biggest, and so on up to this little baby block on the top? Do you think if I knock the tower down, that you could build it again just the same way, with the big block on the bottom and the little block on the top?" Whatever the response, the tower is then knocked down, care being taken to have the blocks together in easy reach, and thoroughly mixed. The child is then told, "Now, go ahead," and allowed to build the tower without assistance. The time is recorded after the child has finished. Success or failure and the time in seconds is recorded. A three minute time limit is allowed and only a perfect performance counted as success. The blocks are numbered in order of size from 1 to 10, and the order in which they are placed is recorded.

If the blocks are incorrectly placed when the child has finished, the question is asked, "Does that look right to you?" For small children, a method of scoring partial success may be advisable--the number of blocks which are placed correctly may be recorded, and if the child notes his mistake when the above question is asked, and corrects the mistake, the number of blocks then correct should be recorded. The experimenter will have to be the judge as to whether this is necessary.

The results may be compared with those found on page 88, Baldwin and Stecher, Psychology of the Preschool Child. If the ten block tower seems too difficult for most of the preschool children it may be advisable to work out a five block tower.

¹Adapted from Baldwin and Stecher, Psychology of the Preschool Child. Page 86-88.

Study 20.
PERCEPTION OF COLOR

Color Discrimination¹

The material consists of 44 colors, four sample colors: a vivid red, green, yellow, and blue; and ten shades and tints of

each sample color. Each of the sample colors is pinned on the lid of a gray pasteboard box. In each lid is cut an opening $1\frac{1}{2}$ inches by $\frac{1}{2}$ inch to permit the worsteds in being dropped out of sight into the box. Boxes arranged in a row with the colors running red, green, yellow blue - left to right. Between the child and the boxes is a tray containing the 40 tints and shades to be sorted.

The directions are given: "See the boxes? What is the name of this color? This _____? This _____? This _____? (Pointing to each sample). See these lovely colors (showing colors in tray)? You must put each one in the box where there is one most nearly like it. (Experimenter picks up a green.) Where is the one that looks like this? (Experimenter helps place this one, if necessary.) Go ahead and put the others in their right boxes. Take the easy ones first." If after much urging the child still maintains there is nothing like a certain color, the child is allowed to place it in discard. No time limit is given.

Be sure the child is sitting at a table which is a comfortable height for him and one at which he can easily see the colors pinned to the paste board boxes clearly.

Score according to the correct placings.

Note: Colored paper discs might be used instead of materials.

¹Taken from Baldwin and Stecher, Psychology of the Preschool Child. Page 124.

Study 21. MOTOR CONTROL

The Walking Board.¹

The apparatus consists of a board 2.5 m. long by 6 cm. wide. This is set up on edge and supported by braces resting on the floor. The top surface of the rail is 10 cm. from the floor. On the surface along one side of the rail is a series of marks to permit reading of the distance the child has walked. These marks are 10 cm., 5 cm., and 2.5 cm. divisions, with the numerals from 1 to 25 to permit easy reading. The child is placed before the end of the board and the experimenter says, "See this board. See if you can walk on top of it, way up to the end. If you step off step right on again at the same place and keep on

walking until you get to the end." No support or help is given except that the child is encouraged to step back on to the board when he falls off. This is only done after the first two step-offs. The stop watch is started when the child puts one foot on the board and is stopped when the child steps off at the other end. At each step-off the experimenter records the distance covered, the reading being taken at the toe of the shoe.

Note the time, the child's manner of walking, the number of step-offs--in scoring.

Score 0 - for the child who refuses to try. The experimenter may demonstrate, and still the child may refuse. Allow the child to observe another child make a successful attempt.

Score 1 - for the child who gets one foot on, but can not keep the other foot on long enough to take real step and therefore continues walking up to the end of the board in this manner.

Score 2 - for the child who stays on the board, but only by turning sidewise and sliding along with feet at right angles to the board.

Score 3 - for the child who walks the board as a young child skips, one foot always before the other never alternating.

Score 4 - for the child who alternates the feet, but walks very slowly with many step-offs, with little space between the steps and with toes turned far out.

Score 5 - for the child who walks rapidly and confidently with few step-offs.

¹Taken from Baldwin and Stecher, Psychology of the Preschool Child. Page 98.

Study 22. MOTOR COORDINATION

Porteus Maze.¹

Using three blanks designed by Porteus; a diamond, a Maltese cross, and a four pointed star, illustrated below, the experimenter sits at a low table with the child, and, showing the cross, says, "See, here is a game." The experimenter then begins to draw slowly between the double lines, saying to the child while drawing, "This is the way we play it. You start here and draw a line between these two printed lines. You try to make it nice and straight and try not to touch the sides or the corners."

After completing the drawing, the experimenter takes a fresh sheet of paper, again using the cross, and lays the pencil before the child saying, "Now you do this one just as carefully as you can."

Note the time and the manner in which the child grasps the pencil and his general reaction.

After the child has drawn the cross, give him the diamond and the star without further illustration, merely repeating the instructions. Give only one trial on each design.

An objective method of scoring has been worked out by Baldwin and Stecher; the space enclosed within each of the figures is divided into a number of equal zones. In the cross there are 60; in the diamond, 44; in the star, 36. For each design a compartment is scored plus when the child's line enters within the bounds between the printed black lines, and remains so throughout the compartment or zone. When the child's line leaves the bounds, that compartment is marked minus. The composite score is the algebraic difference.

(If the scores are + 20 and - 40, the composite would be -20)

¹ Taken from Baldwin and Stecher, "Psychology of the Preschool Child." Page 90.

SUGGESTED STUDIES FOR ADVANCED NURSERY SCHOOL STUDENTS

Taken from EXPERIMENTAL CHILD STUDY by Goodenough and Anderson:

1. A study of sleep in nursery school children. p. 104.
2. A study of food preferences. p. 117.
3. General bodily coordination in walking. p. 141.
4. Color matching. p. 152.
5. Relative potency of color and form perception at different ages. p. 169.
6. Sustained attention in waiting for delayed stimulus. p. 176.
7. Delayed recall of logical prose material. p. 180.
8. Immediate recall of visually presented material. p. 182.
9. The solving of problem situations by nursery school children. p. 190.
10. Language behavior of children in a controlled situation. p. 212.

Taken from other sources:

11. The learning process in young children--an experimental study in association. Univ. Iowa Study, Stud. Child Welfare, 1926, 3 no. 6, Pp 107.
12. An investigation of the development of the sentence and the extent of the vocabulary in young children. M. E. Smith, Univ. Iowa Stud., Stud. Child Welfare, 1926, 3, no. 5 Pp 92.
13. The relation between early language habits and habits of conduct control. Volume 11, Pp 525, Child Development Abstracts and Biblio.
14. The language development of the preschool child. McCarthy, Dorothea. The Univ. Minn. Press, 1930.
15. The development of motor coordination in young children: an experimental study in the control of hand and arm movements. B. Wellman, Univ. Iowa Stud.: Stud. Child Welfare, 1926, 3, no. 4, Pp 93.

16. Certain factors underlying the acquisition of motor skill by preschool children. Goodenough. Journ. Exper. Psychol. 12 (2) Apr. 1929: 127-155. Vol. 4, C.D.A. & B.
17. An idea may be taken from 'The Acquisition of Motor Skill in Young Children.' J. A. Hicks. Child Dev. 1930, 1, 90-105.
18. The influence of the environment on the content and structure of spontaneous groups among the preschool children. Consult the n.s. records for occupations of childrens' fathers and then observe play for subjects of imaginary play. Observe the length of group play.
19. The spontaneous grouping of children of the preschool age. Chevaleva. Child Development Abstracts and Bibliography, Volume 11. Observe large number of spontaneous groups, checking number in group, sexes, ages, time group holds together, a leader present (boy or girl).
20. New abstraction. Eljasch, Pp 142, Child Development Abstracts and Bibliography, Vol. 111. Grouping by color, regardless of form and size.
21. Studies in grouping by preschool children. D. Usnadze. Vol. 5, Pp 342, Child Development Abstracts and Bibliography.
22. A perseverative tendency in preschool children; a study in personality differences. H. M. Cushing. Vol. 1111 Pp 1176, Child Development Abstracts and Bibliography.
23. Some new techniques in studying social behavior. D. S. Thomas. Vol. 1111, Pp 1240, Child Development Abstracts and Bibliography.
24. The measurement of nervous habits. W. C. Olson. Minneapolis: Univ. of Minn. Press, 1929.
25. The character of interaction between children of preschool age. Zaluzhi, A.S. Vol. 111, Pp 52, Child Development Abstracts and Bibliography.
26. Observation of play activities. Helen Bott. Genetic Psychol. Monographs, 4, 44-88 (1928). Vol. 111, Pp 52 Or 50.
27. A study of eating habits. W. E. Blatz. Genetic Psychol. Monographs 4, 1928, Pp 89-115

28. Inter-relationships in the behavior of young children. F. L. Goodenough, Child Dev., 1930, 1, 29-48.
29. Collective behavior of children at the preschool age. A. S. Salusky, J. Soc. Psychol., 1930, 1, 367-378.
30. The significance of delayed reactions in young children. M. Skalet. Comp. Psychol. Monog., 1931, 7, Pp 82. Interesting reference for anyone doing an experiment on the above subject.
31. Changes in egocentricity of nursery school children. L. F. Ezekiel. Child Dev. 1931, 2, 74-75.
32. Overt trial and error in the problem solving of preschool children. G. L. Harter. J. Genetic Psychol., 1930, 38, 361-372.

THE NURSERY SCHOOL AND THE HOME

The Committee on the Infant and the Preschool Child at the White House Conference on Child Health and Protection, "recognizes that the nursery school is not a fad, but is an attempt on the part of society to meet the new social conditions characteristic of modern life. Among these social conditions are apartment house living, small families, and the relative isolation of individual children."¹ A glance at the records of enrollment in the nursery schools reveals a large number of only children, children from small families, and children whose families are housed in apartment houses.

The reader may ask, "But why should the nursery school be better able to cope with this situation than the normal home?" This question may be answered in part by citing one purpose of nursery schools and by mention of the equipment provided in these schools for young children. "Realization of the child's fullest potentialities defines the purpose of these schools, which endeavor to develop motor and sensory control, social adjustments, 'interest drives', powers of self-expression and appreciation, as well as physical capacity. The suggested program of activities includes adequate opportunities for spontaneous play, stories, rhythmic activities, routine habits, social responsibilities, experience with

¹Section 111, Com. B., White House Conference, Page 7.

growing things, extensions of environment, and maintenance of health. Carefully selected teachers, adequate equipment, and full cooperation with the home are also considered essential to the successful nursery school."¹ Besides these suggestions, Baldwin and Stecher stress several other important points, such as: "The equipment and arrangement are better suited to the use of little children than are the furnishings of the average home or even the superior home, where the interests of the adults naturally take precedence. The presence of a number of children of about the same age gives the child a most valuable social experience. The environment acts so as to bring out the latent powers that might otherwise lie unawakened until the actual school years, or even longer."²

In the nursery school the parents may find a place where they may go to observe objectively the behavior of their children, not only individually but in the group. The parents may make a comparison of their children with other children of the same age, and of different ages. These observations made away from the home prove most enlightening and may be used to good advantage in correcting erroneous ideas of child guidance.

Most nursery schools have a Parent Group which meets at least once a month to discuss parent problems and nursery school

¹Patri, Angelo, The Editor's Page. Child Study, VIII, Page 93, (Dec. 1930)

²Baldwin and Stecher, "Psychology of the Preschool Child." Page 24.

procedure. A study is made of certain phases in the development of the preschool child which prove helpful in preparing parents to meet with their children, problems for which many are inadequately prepared.

Parental cooperation with the nursery school entails several factors:

1. Responsibility for the prompt arrival and departure of the child.
2. Nursery school home records--brief history, detailed information blank, general information questionnaire, and various other records.
3. Observations in the nursery school.
4. Attendance at parent meetings.
5. Health protection measures.
6. Cooperation with students studying their child.

GENERAL QUESTIONNAIRE ON HABITS OF EATING-SLEEPING-
EXERCISE-ELIMINATION-PLAY

Child's name Age

Filled out by Date

1. EATING HABITS:

(foods, not amounts)

Sample breakfast: _____

Sample dinner: _____

Sample supper: _____

Between meals: _____

Does child have codliver oil? _____ candy _____ meat _____
eggs _____ bread (dark-light) _____

Food likes: which

Food dislikes: which

vegetables _____

cereals _____

fruits _____

Appetite: (excellent, good, fair, poor) Attitude _____

Child eat alone? _____ Feed himself? _____

Who supervises? _____

Child refuse food? _____ Have to be urged? _____

How are refusals met? _____

Child eat slowly? _____ Chew thoroughly? _____

2. SLEEPING HABITS:

Hours sleep at night _____ In day _____

Sleep alone _____ In room by himself _____

Any set way of going to sleep _____

Child's attitude toward going to bed _____

Does he go to sleep quickly _____

Activities preceding sleep (play, story, song) _____

Enuresis _____ day _____ night

3. EXERCISE:

How much out doors daily _____ vigorously _____ alone

4. ELIMINATION:

Elimination (good, fair, poor) _____ Control acquired of: _____

Bowel movements, time _____ Bladder _____

Laxative used _____ Bowel _____

5. OTHER HABITS:

Does child dress self (entirely, partially, not at all) _____

Child's attitude toward bath _____

Does child brush his teeth _____

Does he wash self (entirely, partially, not at all) _____

6. PLAY:

List play equipment: outdoors _____

Indoors _____

Which types of play equipment, toys, does child play with:

frequently _____

rarely _____

OUTLINE OF SUGGESTIONS FOR OBJECTIVE OBSERVATIONS
BY THE PARENTS

The following observations may be kept in the nursery school files. When parents ask for help with their children on any of the subjects treated here, the observation which would be most helpful, may be given to the parents to aid them in getting an objective viewpoint of their particular situation.

1. SPEECH, A FACTOR IN MENTAL HEALTH.
2. MECHANISMS OF SOCIAL CONTROL BY PARENT AND BY CHILD.
3. KINDS OF SOCIAL BEHAVIOR WHICH ANNOY PARENTS.
4. CHILD'S ATTITUDE TOWARD HIS OWN AND OTHERS' PROPERTY.
5. CHILD'S BEHAVIOR AS IT REFLECTS THE SOCIAL ATTITUDE OF THE HOME.
6. SUMMARIES FOR PARENTS TO USE IN CHECKING DEVELOPMENT OF THEIR CHILDREN.

- (1) Child Health and Sanitation.
- (2) Child's Learning of Language and Meanings.
- (3) Child's Progress in Learning Self-control.
- (4) Child's Progress in Self-direction.
- (5) Child's Social Development.
- (6) Development of Child's Attitudes and of Adult Reactions.
- (7) Child's Learning of New Skills: Walking, Dressing, Feeding.
- (8) Child's Food Habits.

Observation 1.
SPEECH, A FACTOR IN MENTAL HEALTH¹

Check your child's speech development. Beside it check your own. Do you see any causal relationship?

	<u>Child</u>	<u>Mother</u>	<u>Father</u>
Pleasant voice			
High thin voice			
Strained voice			
<u>Guttural voice</u>			
Whines			
Drawls			
Lisps			
Uses baby talk			
Stutters			
<u>Stammers</u>			
Good enunciation			
<u>Poor enunciation</u>			
Uses voice easily			
Speaks naturally			
<u>Affected speech</u>			

¹Adapted from Elizabeth Manwell, "The Social Development of the Child." Page 40.

Observation 2.
MECHANISMS OF SOCIAL CONTROL BY PARENT AND BY CHILD¹

Check once, and then six months later with pencil of different color. Note changes in behavior.

MECHANISMS USED	CHILD OVER MOTHER	CHILD OVER FATHER	MOTHER OVER CHILD	FATHER OVER CHILD
Temper display				
Teasing				
Crying				
Whining				
Sulking				
Refusal to eat				
Refusal to sleep				
Refusal to eliminate				
Reasonable requests				
Commendation				
Verbal appeal				
Bribing				
Threats				
Punishment or force				
Isolation				
Feigning illness				
Bidding for sympathy				

¹Adapted from Manwell, Page 46.

Observation 3.
KINDS OF SOCIAL BEHAVIOR WHICH ANNOY PARENTS¹

Check the things which you or your child do which annoy the other.
Underline things which child can learn to do.
Underline items which parent should avoid.

CHILD'S BEHAVIOR

- () Damages clothes of adult
- () Fails to answer when spoken to
- () Damages or mislays adult's property
- () Talks back to adult
- () Slaps or pinches adult
- () Teases or whines
- () Gets into danger
- () Gets his own clothes or person dirty
- () Spills food or water
- () Tracks dirt into house
- () Does not obey quickly
- () Disobeys
- () Dawdles
- () Is tardy at meals

PARENT'S BEHAVIOR

- () Interrupt child to do some errand
- () Care for child in rough manner
- () Destroys some handiwork of child which has been left around the house
- () Talks about the child's failures in front of him
- () Spells in front of child so only an adult may understand
- () Expects to kiss young adolescent boy in public
- () Pretends to hurt either one of parents to arouse child's active attempts at protection
- () Fails to understand child's immature speech
- () Fails to practice his own precepts to child
- () Fails to recognize child's property rights
- () Repeats child's bright sayings in child's presence
- () Gives constant commands or suggestions to child

¹Adapted from Manwell, Page 60.

Observation 4.

CHILD'S ATTITUDE TOWARD HIS OWN AND OTHER'S PROPERTY¹

Check any of the following provisions which you have made or are making to educate your child in the understanding of property rights.

- () A small regular income for the child.
- () A bank or purse for the child in which he can keep his own money.
- () Frequent experience in buying and paying for articles for himself and others.
- () Instruction in planning and budgeting his own expenditures.
- () Instruction as to the importance of the care of money.
- () Opportunity to earn money through the performance of definite, regular tasks.
- () Shelf, drawer, and room space for child in which to keep his own possessions.
- () Help in buying and making gifts for others.
- () Training towards recognition of the fact that not only does the child have his shelf and space for his things with which his parents do not interfere; but that the parents have their shelves, drawers, and such for their things with which the child is not expected to interfere.
- () A garden and flowers of his own for the child to care for and take personal pride in.
- () Opportunity for helping with the care of the car, or the polishing of the furniture so that he may be interested in keeping these things in good condition.
- () Practice in being trusted with the property of others; e.g., setting the table, bringing in the milk or the papers, open-mother's magazines, etc.

¹Adapted from Manwell, Pages 64-66.

Observation 5.
THE CHILD'S BEHAVIOR AS IT REFLECTS THE SOCIAL ATTITUDE
OF THE HOME¹

Check the following. Underline changes you think you could and should make.

Are the parents:

- () Highstrung, emotional, quickly alarmed?
- () So busy over practical matters that there is little time, if any, for leisurely walks or talks with children?
- () Anxious to get quick responses from other members of the family, quick to become irritated when responses are slow?
- () Reluctant to make new social contacts, anxious to enjoy family 'by ourselves'?
- () Eager to learn new ideas and suggestions but slow to put them into practice, if ever?
- () So anxious to maintain a confidential relationship with child that he learns to lean too heavily on them?
- () So eager to have the child look and do as they would have him look and do, that he is entirely dominated and has little opportunity for practicing self-help and for developing self-reliance?
- () So over-anxious to protect the child that he is allowed few outside contacts and little opportunity for making adjustments to children of his own or other age levels?
- () Willing to gradually stand back and watch the child develop to full independent maturity?

¹ Adapted from Manwell, Page 96.

Observation 6.
SUMMARIES FOR PARENTS TO USE IN CHECKING DEVELOPMENT
OF THEIR CHILDREN

- Summary 1 Child Health and Sanitation.
- Summary 2 Child's Learning of Language
and Meanings.
- Summary 3 Child's Progress in Learning
Self-control.
- Summary 4 Child's Progress in Self-
Direction.
- Summary 5 Child's Social Development.
- Summary 6 Development of Child's At-
titudes and of Adult
Reactions.
- Summary 7 Child's Learning of New Skills;
Walking, Dressing, Feeding.
- Summary 8 Child's Food Habits.

Taken from "The Toddler," Kathryn McHale and Elizabeth Manwell.
American Association of University Women, 1634 I St. N.W.,
Washington, D. C., 1931. Pages 51, 64, 71, 78, 84, 90, 58, 36.

Directions for using: Insert date for first checking in
the first column, check according to questions. Decide on inter-
vals at which checking will take place, and insert in the second
column the date or month for the second survey noticing the changes
or development as progress is made and as time elapses.

Summary 1.

ADULT'S PROVISION FOR THE CHILD'S HEALTH AND SANITATION¹

Dates-weeks-months or half year				
Is the child gaining regularly in weight? (Give weight)				
Is his appetite good?				
Is milk raw or pasteurized?				
Does child's regime allow for adequate amount of Vitamin D or codliver oil in diet or exposure to sun?			Spacing and time of checking arranged to suit convenience of parents	
Is diet adequate in minerals (milk, fruit, vegetables?)				
Have you on hand first aid materials?				
Is child getting adequate sleep or rest (13-14 hours)				
Is he being taught to sleep in well-ventilated room?				
Any illnesses (names)				
Did they leave any permanent disability?				
Have any preventive measures been taken (Schick or Dick tests, toxin-anti toxin treatments, etc)?				
Does child have and use own individual wash cloth and towel?				
Does child seem really well?				

¹Check: ✓, Yes; O, No; S, Sometimes; ?, I don't know.

Summary 2.

THE CHILD'S LEARNING OF LANGUAGE AND MEANINGS¹

Do the adults speak to the child simply, clearly, unhurriedly?					
Do the adults keep from their voices, strain, excitement, as well as irritation and restraint?					
Is the child increasingly making effort to speak clearly?			Spacing and time of checking arranged to suit convenience of parents		
Do the adults avoid making conspicuous any experiments of the child in refusing to speak?					
Do the adults try to help the child to feel at ease at home, without fear, repression, or strain?					
Does child have wholesome amount and kind of companionship?					
Do the adults try to help the child to get clear meanings?					
Do the adults talk reasonably and naturally with the child?					

¹Check: ✓, Yes; 0, No; S, Sometimes; ?, I don't know.

Summary 3.

CHILD'S PROGRESS IN LEARNING SELF-CONTROL¹

Does the adult try to help the child to progress in gaining self-control yet without strain?					
Are the child's bowel movements regular, satisfactory and natural?					
Is child gaining in his responsibility toward going to the toilet?					
Is child's attitude co-operative, and cheerful?			Spacing and time of checking arranged to suit convenience of parents		
Is child making reasonable gains in his ability to keep dry?					
What is the average number of times the child wets himself in the day?					
What is average at night?					
Is the adult consistent in her method of training the child at toilet?					
How many hours does the child sleep at night?					
How many hours does the child sleep by day?					
Have there been marked irregularities in sleeping schedule?					
How often does child call for adult after being put to bed?					
Is child learning to be independent of adult at bedtime?					
Is there conflict and unhappiness connected with child's getting to bed?					
Is the child given simple responsibilities helping about the home?					
Is he commended for trying to do these well?					

¹Check: 1/, Yes; 0, No; S, Sometimes; ?, I don't know.

Summary 4.
CHILD'S PROGRESS IN SELF-DIRECTION¹

Does the adult try to enlist the child's interest before teaching him a new habit?					
Does the adult try to find out the child's motive before correcting him for a misdemeanor?					
When the adult's and child's motives clash, are the child's motives (when legitimate) given fair consideration?			Spacing and time of checking arranged to suit convenience of parents		
Is the child learning self-direction without becoming capricious?					
Does the child have any toys at present which could be harmful?					
Does the child have adequate space of his own in which to keep his play-things?					
Does child have adequate and protected outdoor space in which to play?					
Is child's play yard planned to hold his interest, with respect to size, kinds of play materials, and children to play with?					

¹Check: ✓, Yes; O, No; S, Sometimes; ?, I don't know.

Summary 5.
CHILD'S SOCIAL DEVELOPMENT¹

Months					
Have parents been fairly consistent this month in methods of gaining child's obedience?					
Is child learning to adjust without becoming repressed or defiant?					
Have parents taken care to attach satisfaction to any cooperative behavior of child?			Spacing and time of checking arranged to suit convenience of parents		
Are parents striving to avoid talking to the child constantly?					
Have most of parental procedures in correction this month been educative rather than merely authoritative?					
Does child have reasonable amount of time he can count on for play with mother and father?					
Does child have some regular play with a child of about the same age?					
Is this play reasonably supervised, so that the child habitually neither dominates nor is dominated, and so that all obtain a large amount of happiness?					

¹Check: ✓, Yes; 0, No; S, Sometimes; ?, I don't know.

Summary 6.

DEVELOPMENT OF CHILD'S ATTITUDES AND OF ADULT REACTIONS¹

Is the child gradually gaining in self-confidence?					
Are you letting fears of your own affect the child?					
Does your manner in managing the child suggest co-operative or negativistic behavior on his part?			Spacing and time of checking arranged to suit convenience of parents		
Are you firm with the child without being antagonistic?					
Do you try to avoid interrupting or distracting the child unnecessarily?					
Do you let yourself become steadily distracted and hysterical?					
Do you encourage the child to gradually take over more responsibility?					
Do you avoid giving the child more responsibility than he is ready for?					
Does your own manner with the child introduce strain and cause him to whine?					
Are you expecting the child to acquire more stability than his parents have?					
Does the child cry more than do other children of his own age?					

¹Check: ✓, Yes; 0, No; S, Sometimes; ?, I don't know.

Summary 7.

CHILD'S LEARNING OF NEW SKILLS: WALKING, DRESSING, FEEDING¹

<u>WALKING</u>					
Are there in the house such unnecessary hindrances to the child's walking as slippery rugs, fragile bricabrac, highly polished floors, sharp cornered furniture?					
Are child's shoes at present such as your physician would recommend?					
Are the child's bones and muscles sufficiently developed for the standing or walking which you are now encouraging?			Spacing and time of checking arranged to suit convenience of parents		
Are you selecting play materials with reference to the child's stage of motor development?					
<u>DRESSING</u>					
Is the child increasing in skill at self-helping with the dressing process?					
Are you maintaining a wholesome medium in the standards to which you are attempting to hold him?					
Do you think through each new step before attempting to teach him?					
<u>FEEDING</u>					
Is the child increasingly interested in self-feeding?					
Do you expect enough but not too much of him?					
Do you take care to avoid letting fatigue interfere with amount child eats?					
Are the furniture, dishes, utensils, selected with reference to the ease with which child may feed himself?					

¹Check: ✓, Yes; O, No; S, Sometimes; ?, I don't know.

Summary 8.
THE CHILD'S FOOD HABITS¹

Are new foods offered to the child in small amounts?					
Is the meal time so arranged that the child doesn't feel that he is the center of attraction?					
Is urging, scolding, or pleading by the parent avoided?					
Is the child learning that mealtime supplies his only chance for eating?			Spacing and time of checking arranged to suit convenience of parents		
Does the parent avoid catering to the dictates or whimsies of the child, yet show consideration for rightful desires?					
Are the parents' attitudes toward the child's eating consistent from day to day?					
Is the length of the meal consistently limited so that the child is not developing the habit of dawdling?					
Are meals served at regular hours?					
Is the diet consistent with recommendations of the physician?					
Is the meal hour cheerful and does the adult take it for granted that the child will eat hungrily?					
Is the child encouraged to help feed and serve himself?					
Do parents avoid talking about child's food habits in his presence?					

¹Check: ✓, Yes; O, No; S, Sometimes; ?, I don't know.

CHILD OBSERVATION WHERE THERE IS NO NURSERY SCHOOL

There are colleges and universities in which courses in Child Development are offered where there is no nursery school either directly connected with the institution or in the community. In order that students taking these courses may be provided with opportunities for objective observation of children as well as with theory in the development of children, it is advised that some source of children available for observation be located.

Suggestions as to sources for the securing of subjects for observation follow: (Some of these are taken from Goodenough and Anderson.)¹

1. Kindergarten, primary grades, other grades.
2. Individual children in homes known to students or friends.
3. Entrance into homes through the cooperation of members of American Association of University Women, Mothers' Clubs, and similar organizations.
4. Baby shows, state and county fairs.
5. Public schools to which children might bring younger brothers and sisters for play hour.
6. Churches, Sunday schools, and affiliated organizations.
7. Public playgrounds and parks.
8. Social agencies--day nurseries and settlement homes.

¹Goodenough and Anderson, "Experimental Child Study." 1931.

9. Orphanages, boarding homes.
10. Pediatricians, physicians.
11. Maternity hospitals and nursing homes.
12. Neighborhood play group.

For observation of specific behavior, for example, responses to disciplinary measures, students could find interesting examples on the street, in the stores, at public gatherings of various kinds. Though the exact details concerning the child's age and the family background could not be known, usually, the manner and tone of the parents, the methods used, and the reactions of the children might be observed. A small notebook should be carried in which such incidents might be recorded at the time of observation.

SUMMARY

Only through the study and observation of children can a background be laid for adequate guidance of the developing child. Opportunities, such as are offered in the nursery school, for the observation of children are considered to be an essential part of pre-parental training, as evidenced by the increasing number of colleges and universities which are including in their curriculum, laboratory work in child development.

The Oregon State College Nursery School has been used since the summer of 1926 as a laboratory in child development courses. As in any laboratory work, the students need a definite set of instructions to follow. Instructions in the form of observations to be written have been used since the fall of 1926-1927. The present observations, adapted from those used in the Institute of Child Welfare, University of Minnesota, are subjective in form. They lend themselves too easily to the student's interpretation of what he sees, rather than to a record of the behavior of the child. This fact was noted as the writer graded the papers of the students over a period of approximately two years. The students themselves did not feel entirely satisfied with the forms as shown by their reports on the questionnaires.

Using the writer's experience in grading the papers and the suggestions made by the students and graduates as a guide for the

improvement of the original observations, together with ideas gathered from the material sent from other institutions and from books and pamphlets on child study, a new set of observations and studies has been devised. These attempt to make the observations parallel as closely as possible the improved courses in theory, and the forms have been changed so that the students may be more objective in making and recording their observations.

Definite instructions as to what to look for and how to record what is seen and heard, mimeographed forms to be filled in, and simple studies using objective methods of tabulating results are a means of saving the time both of the students and the teachers. They make for uniformity, for convenience, for clear and concise thinking and reporting, and for objectivity of viewpoint.

SUGGESTIONS FOR FUTURE STUDY

The way has been paved by this study for the gathering of material for future study in the improvement of the form and content of the Observations used in the Nursery School. As a final part of each set of Observations a page is devoted to Constructive Criticisms and Suggestions to be offered by the students. These suggestions may be kept from term to term during the school year. Using these as a guide, a detailed questionnaire may be constructed to be sent out toward the end of the year to the students while

the material is still fresh in their minds. During the three terms of the school year a large enough group will have taken the courses in child development to give a worthwhile sampling of ideas from which to make the study.

It is recommended that the reports made by the students on their Observations be kept on file. A study of these reports will show the deficiencies in the forms used.

With the suggestions derived from the questionnaires and from a study of the reports themselves, the Observations may be revised further to more nearly meet the ever changing needs of the students.

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