

SENSE TRAINING
for
CHILDREN'S DEVELOPMENT

Hilda A. Wrightson



Class LB1137

Book W72

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SENSE TRAINING
for
CHILDREN'S DEVELOPMENT



Simplest Methods Are Used to Develop Sense of Hearing

SENSE TRAINING
for
CHILDREN'S DEVELOPMENT

IN THE FORM OF SIMPLIFIED
GAMES AND EXERCISES

BY
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"GAMES FOR CHILDREN'S DEVELOPMENT"

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PREFACE

As these lessons are a continuation of my book, "Games for Children's Development" I cannot do better than explain its aims by quoting from Dr. Henry H. Goddard's words in the introduction to that book: "It should not be forgotten that these games not only develop co-ordination and attention, manners, morals, self-control, altruism, patience and many more desirable qualities are involved. What more can education do than develop to the limit of the individual's capacity these qualities which, possessed even in a small degree, will help to make him a social rather than an anti-social being!"

While many mothers find it quite impossible to give their children such a training as the dictates of science and experience call for, it is unreasonable to think that with the helps at hand nowadays there is an excuse for allowing our children to grow up in the neglected state of development that is so apparent all around, especially in the big cities.

Life comes easy only to those who have received proper mental and physical training

PREFACE

as a "starter" in life. Where is a more pitiful sight than a man twenty years of age possessing a brain of a normal child of ten? Such are the modern devices for camouflaging our deficiencies that we do not realize the great number of this class, but were it possible to weigh the brains of all our young men and women what a number we should find wanting!

While most of the games and exercises in the following pages would seem from the wording to be written primarily for teachers of classes, this was not the author's sole intention. The book is published in the interest of mothers and governesses as well as teachers, and equally applies to the "one and only" as to the institution. Where one or two children are concerned the majority of the lessons can be easily changed to suit the circumstances.

Parents who are inexperienced in scientific training of children should adapt themselves to thinking with the child's mind. Because a lesson appears absurdly simple, do not cast it away as being not worth wasting time on. A baby creeps before it walks, so we should take our child up the steps grad-

PREFACE

ually, never overtaxing or confusing his little mind until the time when he is "beyond the pale" of the present volume.

Mothers performing this work themselves must not allow their wishes to bias their true judgment of the child's mental age. He must start training at whatever age his mind is developed to, irrespective of his age in years.

One of the most important points in the successful performance of these games and exercises is the environment in which they take place. For most of the lessons an air of peace and tranquillity must be maintained, tension in the slightest degree being disastrous to the training. Great care must be taken to hold the child's undivided attention on the subject in hand. The principal weakness in most children is their inability to concentrate, and it is only by fixed methods of simple work, elimination of all confusion, and the conviction of the teacher that good results must emanate from her training, that she can develop and strengthen concentration in the child.

When exercises are given from day to day no variation should be made in any detail.

PREFACE

Diagrams must be drawn to the same dimensions, material of the same color used and all articles placed in the same way as in previous lessons, excepting, of course, where advanced stages of the exercise are contemplated. The smallest alteration in the details will produce a confusion of ideas in the child's mind and successful training will not result. For the same reason all questions and answers should be made brief and to the point, avoiding superfluous detail and abstract ideas.

Observe the child for signs of reaction and should he show fatigue or loss of interest the lesson must be immediately changed. It is not advisable to keep a child for longer than one hour at a session. In a longer session it will be noticed the child becomes depressed or restless and power of concentration weakens. During the session a child should not be kept too long at one exercise, from four to fifteen minutes is sufficient. A game played too many consecutive times in an effort to perfect it, loses its object. Two inactive exercises should not follow each other.

PREFACE

The material called for in these lessons is of a very simple nature, articles of every day use being used in most cases. Bean bags should be made five inches square, of bright-colored cloth of heavy texture, and filled with small, hard beans. The wooden blocks should be eight inches in length, and one and a half inches on each side; the corners being sharp so that they may be stood on end without difficulty. Rubber balls, medicine balls, and baseballs are regulation size. Some of the material, such as the different kinds of paper and cloth used in the Touch Series, may appear hard to obtain, but it should be remembered that this same material is used in a number of lessons. For this reason care should be taken to place all articles in a safe place when they are secured.

HILDA A. WRIGHTSON

SENSE TRAINING

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SENSE TRAINING
for
CHILDREN'S DEVELOPMENT

SENSE OF TOUCH
SERIES I

The object of the lessons in Series I is to develop and strengthen:

Sense of touch.

Sense of direction.

Concentration.

Discrimination in temperature of liquids by means of touch.

Discrimination between rough and smooth surfaces.

Association of ideas.

Memory.

Observation.

Co-ordination.

Handwork.

Useful activity.

LESSON I

MATERIAL

Comb	Ball	Toothbrush
Cup	Doll	Hair Brush
Spoon	Book	Pebble

Have the children seated quietly. Pass the comb around the class, allowing each child in turn to handle it. Then tell the children it is a comb. Have them repeat the word "comb" several times in unison. Continue the exercise in this way, taking each article in turn.

Six articles at one period will be sufficient.

LESSON II

MATERIAL

Comb	Ball	Toothbrush
Cup	Doll	Hair Brush
Spoon	Book	Pebble

The teacher should place the articles on a table in a straight row, and then call upon a child to pick up the toothbrush and hand it to her. Give the command slowly and distinctly, that the child may readily understand.

When the child has handed her the toothbrush, teacher should ask for each other article in turn.

If the child is unable to concentrate for a sufficient length of time to pick up the desired article, do not by any means try to force his attention. Send him to his seat with a word of encouragement, and try the exercise on succeeding days until, slowly but surely, the child's attention will concentrate sufficiently to master the exercise.

LESSON III

MATERIAL

Comb	Ball	Toothbrush
Cup	Doll	Hair Brush
Spoon	Book	Pebble

Have the children seated quietly. Place the above articles on a table in front of class.

Call a child from class, blindfold him, and have him pick up the articles one by one, telling the name of each as he does so.

If the child is unable to talk, teacher should blindfold him and then say: "Give me the cup." The child will feel for the cup and hand it to teacher. She should then say: "Give me the spoon," and so continue until the child has handed each article to teacher in the order in which it was asked.

LESSON IV

MATERIAL

Brush	Pencil	Thimble	Spool
Bottle	Soap	Cork	Key
Book	Cup	Nail	Pebble
Comb	Button	Tumbler	Mirror

Place the above articles on a table; have the children stand around the table.

Teacher will pick up the articles, one at a time, and hand them around the class, at the same time telling the children the name and simple use of each article.

For example: "This is a pencil, we use it for writing."

"This is a thimble, we use it for sewing."

Have the children repeat the name of each article several times in unison, such as "pencil," "thimble," etc.

Continue the exercise in this way. Do not give the children the name and use of more than six articles at one lesson, unless it be to review previous lessons.

' LESSON V

MATERIAL

Brush	Pencil	Thimble	Spool
Bottle	Soap	Cork	Key
Book	Cup	Nail	Pebble
Comb	Button	Tumbler	Mirror

Have the children seated. Place the material on a table in front of the class.

Call upon a child to perform, blindfold him, and have him pick up the articles one at a time, telling the name and simple use of each as he does so.

Do not have one child tell the name and use of more than eight articles.

Encourage the children to think for themselves in finding uses for the different articles.

Call upon children in turn to perform.

LESSON VI

MATERIAL

Cup	Fork	Tumbler
Spoon	Saucer	Dinner Plate
Knife	Tea Plate	Water Pitcher

Have the class seated quietly. Place the articles in a row on a table in front of the class.

Teacher should pick up the articles one at a time, hand them around the class, at the same time telling the children the name of each one.

After an article has been handed to each child, have the children repeat together the name of that article several times.

LESSON VII

MATERIAL

Cup	Fork	Tumbler
Spoon	Saucer	Dinner Plate
Knife	Tea Plate	Water Pitcher

Have children seated quietly. Place the articles in a row on a table in front of the class.

Call upon a child to perform. Have him pick up the articles one at a time, telling class the name of each article as he does so.

If a child is unable to talk, ask him for the different articles one at a time; for example: Teacher will say, "Give me the cup." The child, in response, will hand the cup to teacher. Continue in this way.

LESSON VIII

MATERIAL

Cup	Fork	Tumbler
Spoon	Saucer	Dinner Plate
Knife	Tea Plate	Water Pitcher

Place the articles in a row on the table in front of the class.

Pass the spoon to each child in class, afterwards asking the children to name it.

Children should answer in unison "spoon." Then tell the children a common use to which the spoon is put.

The above articles should then be taken in turn, and the children taught to know the common use of each.

The children should be encouraged to think for themselves and asked to find three or more uses for these articles after teacher has supplied one.

LESSON IX

MATERIAL

Cup	Fork	Tumbler
Spoon	Saucer	Dinner Plate
Knife	Tea Plate	Water Pitcher

Have children seated. Place the articles on a table in front of class.

Call upon a child, blindfold him, and have him pick up the articles, one at a time, and tell the name and simple use of the article as he does so. For example: "This is a spoon; we use it at breakfast to eat our cereal; we also use it to stir our coffee and tea." "This is a knife; we use it at dinner-time for cutting our meat." Continue in this way with each different article, calling upon children in turn to perform.

LESSON X

MATERIAL

Cup	Fork	Tumbler
Spoon	Saucer	Dinner Plate
Knife	Tea Plate	Water Pitcher
Small Table Cloth		Table Napkin

Children stand in a half circle. Place a small table in front of the class. Call upon a child to set the table as though for dinner. He should first spread the cloth and then place each article in correct position for a meal.

Call upon another child to remove the things from the table and fold the cloth neatly.

Now have a third child re-set the table.

The children standing in the half-circle should be cautioned to watch for mistakes on the part of the child who is performing.

LESSON XI

MATERIAL

Cup	Saucer	Tumbler
Knife	Fork	Dinner Plate
Spoon	Tea Plate	Water Pitcher
Small Table Cloth	Table Napkin	

When children are seated place a small table in front of the class. Now call upon a child and having bound a cloth over his eyes, command him to spread the cloth on the table. This done, he is told to place the different articles on the cloth in correct position for a meal.

Should the child make errors do not correct him; when he has finished the task, take the binder from his eyes and let him correct his own errors, aided by sense of sight.

Blindfold a second child and have him take the articles from the table, afterwards folding the cloth.

A third child is then called upon to re-set the table.

Continue exercise in this way.

LESSON XII

MATERIAL

Tennis Ball	Woolen Ball	Wooden Ball
Golf Ball	Glass Ball	Stone Ball
Baseball	Small Rubber Ball	

Place the balls on a table, and have the children stand in a half-circle in front of the table.

Hand the balls, one at a time, around the class. When the tennis ball has been handled by every child in the class, teacher should hold it up and say, "This is a tennis ball."

The children should repeat the words "tennis ball" several times in unison.

Continue the exercise in this way teacher telling the name of each ball in turn.

LESSON XIII

MATERIAL

Tennis Ball	Woolen Ball	Wooden Ball
Golf Ball	Glass Ball	Stone Ball
Baseball	Small Rubber Ball	

Place the balls upon a table, while children stand in a half-circle.

Call upon one child to pick up each ball, holding it up so that all may readily see it. While holding the ball in the air he should call its name.

Children will take turns to handle the balls in this way.

Should a child make an error, for example, pick up the tennis ball and say, "This is a baseball," call upon the children in the circle to tell him the correct name.

LESSON XIV

MATERIAL

Tennis Ball	Woolen Ball	Wooden Ball
Golf Ball	Glass Ball	Stone Ball
Baseball	Small Rubber Ball	

Children should be seated. Place the balls on a table in front of the class. Call upon a child to perform. Blindfold him, hand him one ball at a time, and ask him to tell the class the name of each ball as it is given to him.

Should the child be unable to talk, teacher should say, "Give me the tennis ball"; the child should then feel among the balls until he can locate the tennis ball, which he should hand to teacher. Continue asking for the balls by name until the child has handed all of the balls to teacher.

Have the children perform in turn.

LESSON XV

Blindfold a child and lead him around the room. Have the child feel each piece of furniture with which he comes in contact, and tell the teacher the name and use of that article as he does so.

For example: Should he come to the table he will say, "This is a table; we use it for meals." Should there be a book on the table, he will say, "This is a book; it has bright colored pictures; it lays on the table."

Exercise should be continued in this way. Six articles will be sufficient for each child to touch. Call upon children in turn to perform.

LESSON XVI

MATERIAL

Sandpaper Glass Cardboard Tin Velvet
Tissue Paper Carpet Oilcloth Wool Rubber
Writing Paper Cotton Leather Silk Wood

Have the children seated quietly in class. Place the above material on a table in front of the class.

Teacher will take the square of sandpaper and pass it to each child in turn. Have the children use the finger tips and touch lightly when feeling the material. Each square of material is passed around the class in turn.

Do not use more than six different squares at one session.

Ask no questions concerning the names of the materials.

LESSON XVII

MATERIAL

Sandpaper	Glass	Cardboard	Tin	Velvet
Tissue paper	Carpet	Oilcloth	Wool	Rubber
Writing Paper	Wood	Leather	Silk	Cotton

5 inch squares of each.

Have the children stand in a half-circle. Place the material on a table in front of the class.

Teacher will hand the piece of sandpaper to the first child and have him repeat while feeling the substance, "This is sandpaper." Hand the sandpaper to each child in class and have him repeat the words in the same way. Teacher then holds up the sandpaper that all may readily see and have children repeat the word "sandpaper" in unison.

Continue exercise in this way, taking each piece of material in turn.

Do not use more than six squares at one session, unless it be to review those already studied.

LESSON XVIII

MATERIAL

Sandpaper	Glass	Cardboard	Tin	Velvet
Tissue Paper	Carpet	Oilcloth	Wool	Rubber
Writing Paper	Cotton	Leather	Silk	Wood

5 inch squares of each.

Have the children stand in a semi-circle. Place the material on a table in front of class.

Pass the squares to each child in class, one piece at a time, telling the children the name and simple use to which the material is put. For example: Pass the leather square around the class and say, "This is a piece of leather, we use it for making shoes." Next pass the piece of glass around the class, and say, "This is a piece of glass; we use it for windows."

Continue in this way, taking each square in turn.

Eight pieces of material will be sufficient for one session, unless it be to review those already studied.

LESSON XIX

MATERIAL

Sandpaper	Glass	Cardboard	Tin	Velvet
Tissue Paper	Carpet	Oilcloth	Wool	Rubber
Writing Paper	Wood	Leather	Silk	Cotton

5 inch squares of each.

Have the children quietly seated. Place the material on a table in front of the class.

Call upon a child and blindfold him; have him pick up the different squares one at a time, and tell the class the name and simple use of that material as he does so.

Eight squares of material will be sufficient for each child to tell the names and uses of.

LESSON XX

Children form a circle with hands clasped. Blindfold one child and have him stand in centre. The circle players then skip around to quick time, the centre player catching one of the circle players as they dance around. The moment he has done so the circle players come to a standstill. The centre player then tries to give the name of the captured player by means of feeling arms, head and clothing. Circle players call out in chorus "Yes, yes" if the correct name is given, and "No, no" if the name is not correct. Three guesses are allowed, and if the centre player is still unable to give right name, the circle again skips around.

Centre player changes places with captured player when correct name is given.

This makes an attractive game when accompanied by piano. Loud, quick music should be played during the skipping around, coming to a dead stop when the player is captured. Play very soft, slow music while the centre player is deciding the name of the captured player by means of touch.

LESSON XXI

MATERIAL

6 Peg Boards
6 Busy Work Boxes
Assorted Colored Pegs

Call upon six children. Have them seated at a table. Give each child one board, two dozen pegs, and a "busy" work-box. The pegs should be put into the box to avoid the confusion resulting from pegs scattering around the table.

Blindfold each child, and have them take the pegs from the boxes and place them upright in the holes in the boards.

When one of these children complete the task, the blinders should be removed from their eyes, and six others should be chosen to perform.

LESSON XXII

MATERIAL

Six Button Strips

Button Strips should be made of bright blue and bright red material, eighteen inches in length and two inches wide. Have six buttons on one strip and six buttonholes on another strip of corresponding size.

Have six children stand in a row. Give to each child an unfastened button strip.

Blindfold each child, and have them re-fasten button strips, guided only by their sense of touch.

The rest of class should watch to see which child is successful in fastening his button strip first.

Repeat exercise, calling upon six others to perform.

LESSON XXIII

MATERIAL

Bowl Hot Water Bowl Cold Water
Towels

Have children seated on small chairs in a semi-circle. Place a table in front of the class. On the table put the two bowls of water.

Teacher should take the bowl of cold water around the class and let each child place his fingers in the bowl. Then take the bowl of hot water and let the children dip their fingers in that also.

Do not ask any questions regarding the temperature of the water at this stage of the training.

This exercise applies to sub-normal children only.

LESSON XXIV

MATERIAL

Bowl Hot Water

Bowl Cold Water

Towels

Have the children stand in a semi-circle. Take the bowl containing cold water and let every child in turn put his fingers in the water. Then tell the children the water is cold. Have the children repeat the word "cold" several times together.

Take the bowl containing the hot water, and have each child in turn place his fingers in the water, then tell the children that the water is hot, and have them repeat the word "hot" several times in unison.

LESSON XXV

MATERIAL

Bowl Hot Water

Bowl Cold Water

Towels

Have the children seated in a semi-circle on small chairs. Place on the table in front of the class the two bowls of water.

Call upon a child, have him place his fingers first in the hot water and then in the cold. He should tell at the same time which is the hot water and which is the cold.

Exercise should be continued in this way, calling upon each child in turn.

LESSON XXVI

Children stand in a circle with hands joined; a centre player is blindfolded.

The circle players skip around three times, then come to a standstill. All players extend their arms at full length with palms of hands upwards.

The centre player then feels players' hands, thereby guessing the name of the owner. The blindfolded player may feel from the hand to the elbow but must not touch any other part of the player's body.

Loud, quick music should be played during the skipping; soft, slow music while the blindfold player is feeling the hands. Should the player guess wrong, the piano plays loudly for a couple of bars, then resumes its soft tone. Should the player guess right, the children clap their hands.

After guessing the right name the centre player joins the circle, while the one whose name was guessed becomes centre player, and game is repeated.

LESSON XXVII

MATERIAL

Book
Doll

Toothbrush
Hair Brush

Tin Cup
Bean Bag

Have the children quietly seated. Place two small tables before the class, ten feet distance between the tables. Put the above articles in a row on one table.

Call upon a child and blindfold him; lead him to the table on which the articles are laid. He should pick up one article, telling the name of it as he does so. He should then carry it over and place it upon the second table after which he should return to the first table, pick up a second article, and repeat exercise.

When one child has carried the above articles from one table to the other, call upon another child to perform.

LESSON XXVIII

MATERIAL

Six-inch Squares

Emery Paper

Smooth Paper

Glass

Sandpaper

Have the children stand in a half-circle. Hand the sandpaper around the class, letting each child handle it in turn; then the smooth-finished paper, give this also to each child in the class.

Then take the square of glass and the square of emery, and with these materials repeat the exercise in the same manner.

This exercise should be continued until the child shows that it perceives the difference in the surface of the materials. When this stage is reached the teacher should give the next exercise in the series.

LESSON XXIX

MATERIAL

6 inch squares of each	
Emery Paper	Smooth Paper
Glass	Sandpaper

Have the children stand in a half-circle. Hand the piece of sandpaper to the first child, and remark, while rubbing child's fingers on the rough surface, "rough." Have the child repeat the word after you.

Repeat the exercise in this way going to each child in turn and having them say the word "rough."

Teacher should then hold the piece of sandpaper so that it may be seen by each child, and have them repeat altogether the word "rough."

Continue the exercise with the smooth-finished paper, having the children repeat the word "smooth" each time they feel the paper.

The squares of glass and emery should then be treated in the same way.

LESSON XXX

MATERIAL

6 inch squares of each

Smooth Paper

Emery Paper

Glass

Sandpaper

Have the children stand in a half-circle. Call upon a child and put a blinder on his eyes; hand him the above squares one at a time. He should feel the surface and tell the class the nature of it. For example: On receiving the square of glass he should say, "This is a piece of glass, it is smooth" and on receiving the emery, "This is a piece of emery, it is rough."

Continue the exercise in this way calling upon children in turn to perform.

LESSON XXXI

MATERIAL

Book	Tooth Brush	Bean Bags
	Tin Cup	Hair Brush

Children are quietly seated.

Two small tables are placed ten feet apart before the class.

Above articles are arranged on table.

Call upon a child and blindfold him, lead him to table on which articles are laid. He picks up one article, telling the name of it as he does so. He then carries it to second table; after depositing it there, he returns to the first table, picks up a second article, and repeats the exercise.

When one child has carried all of the articles from one table to the other, call upon another child to perform.

SENSE OF HEARING
SERIES II

The object of the lessons in Series II is to develop and strengthen:

Sense of hearing.

Sense of touch.

Rhythm.

Sense of direction.

Concentration.

Imaginative Thought.

Memory.

Association of ideas.

Discrimination between musical sound
and noise.

Independent thought.

LESSON I

MATERIAL

Clear Bell

Sleigh Bell

Cow Bell

Children should be seated quietly. The three bells are placed on a table in front of class.

Teacher will take the clear-sounding bell and hand it to the class, letting each child ring it in turn. Then have the children ring the sleigh-bell and the cow-bell in the same way.

Do not ask any questions concerning the names and uses of the different bells, for that would serve to confuse the mind of the child at this period of training.

In this way we are impressing different sounds upon the child's mind by means of three senses: Sight, touch and hearing.

LESSON II

MATERIAL

Clear Sounding Bell

Call upon two children to perform. Have A stand at one end of the room and ring bell. Blindfold B and take him to the opposite side of the room and let him find his way to A guided by his sense of hearing.

A must not move and should keep the bell ringing continuously.

Call upon children in turn to perform.

LESSON III

MATERIAL

Clear Bell

Sleigh Bell

Cow Bell

Children should be seated quietly. The three bells placed on a table in front of class.

Hand the cow-bell to each child in the class, letting the children ring it in turn. When this is done, the teacher, holding out the bell, should say, "This is a cow-bell," and have the children repeat the words "cow-bell" several times in unison.

Continue in this way with the other bells, telling the children the name of each in turn.

LESSON IV

MATERIAL

Clear Bell

Sleigh Bell

Cow Bell

We have taught the children in Lesson III of this Series to recognize different sounds with the aid of sense of sight; we now teach them to know the same sounds by means of hearing alone.

Have the class seated quietly. Place the three bells on a table in front of class.

Call upon a child and blindfold him. Teacher should ring the cow-bell, asking the child at the same time what he hears. The child should answer, "I hear the cow-bell ringing." Teacher should then ring the other bells in turn, having the child tell each time the name of the bell he hears.

Continue exercise in this way, calling upon the different children in turn.

LESSON V

MATERIAL

Clear Bell

Sleigh Bell

Have the class sit quietly in their seats. Teacher should designate three children to take part in exercise.

Blindfold A; give B the sleigh-bell, and C the clear-sounding bell.

Have B and C go to opposite corners of the room and there ring their bells. Teacher should lead A to the centre of the room and tell him to find who has the sleigh-bell. A guided by his sense of hearing should go to B who is ringing the sleigh-bell.

Should a child be much confused by the sound of two instruments ringing at the same time, and seem unable to distinguish between the sounds, teacher should continue with previous exercises in the series.

LESSON VI

MATERIAL

Sleigh Bell	Bicycle Bell	Musical Box
Cow Bell	Clappers	Motor Horn
Clear Bell	Tambourine	Triangle
	Drum	

Place the above instruments in a row on a table. Have the children stand in a half-circle in front of the table.

Teacher will take the above instruments, one at a time, and hand them round the class, letting each child sound the instrument in turn. Do not have more than one instrument playing at one time, or the children will confuse the sounds.

Ask no questions regarding the names of the instruments at this stage of the training.

LESSON VII

MATERIAL

Bicycle Bell

Clear Sounding Bell

Three children are designated to take part in this exercise.

A is blindfolded, while B and C, each receiving a bell, go to opposite corners of the room and ring their instruments.

A is led to center of room and told to find out who has the bicycle bell, and guided by his sense of hearing, he should go to the child who is ringing that bell.

LESSON VIII

MATERIAL

Sleigh Bell	Bicycle Bell	Musical Box
Cow Bell	Clappers	Motor Horn
Clear Bell	Tambourine	Triangle
	Drum	

Place the above instruments in a row on a table and have the children stand in a semi-circle in front of them.

Take the instruments, one at a time, pass them around the class, having each child sound them in turn.

When the children have sounded one instrument, for example, the tambourine, teacher should take it, hold it out at arm's length, and say, "This is a tambourine"; have all the children repeat the word "tambourine" several times in unison.

Then take the next instrument, pass it around the class and teach the name of it in the above manner.

Continue the exercise in this way.

LESSON IX

MATERIAL

Sleigh Bell	Bicycle Bell	Musical Box
Cow Bell	Clappers	Motor Horn
Clear Bell	Tambourine	Triangle
	Drum	

Have the children seated quietly. Place the instruments on a table in front of class.

Call upon a child to perform. He should pick up the first instrument, ring it, and tell the name of that instrument to the children in class.

Continue the exercise until all instruments have been sounded, calling upon each child in turn to perform.

Do not have one child sound more than six instruments.

Should a child be unable to speak, teacher should ask for the instruments one at a time. The child will then take up each one called for, sound it, and hand it to the teacher.

LESSON X

MATERIAL

Sleigh Bell	Bicycle Bell	Musical Box
Cow Bell	Clappers	Motor Horn
Clear Bell	Tambourine	Triangle
	Drum	

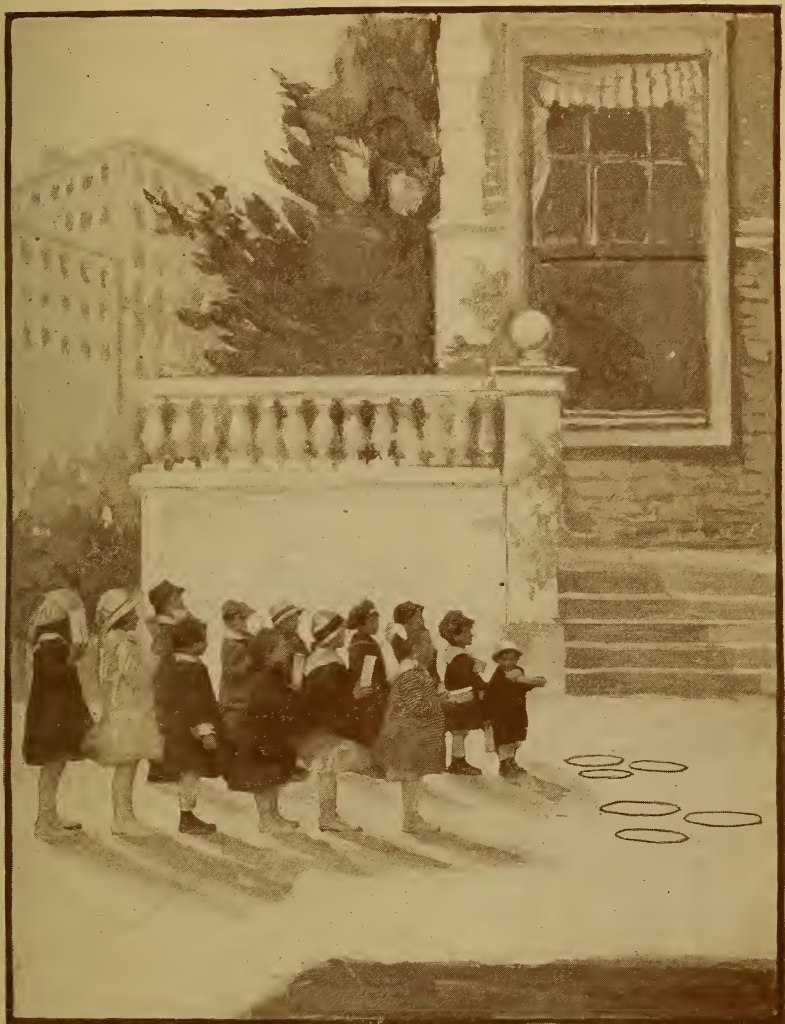
Place the instruments on a table in front of class.

Call upon a child, blindfold him, and have him take up each instrument in turn, sound it, and tell the name of the instrument to the children in the class.

Should a child be unable to talk, teacher will ask for the different instruments, one at a time, and the child should feel among them until he has the desired one, which he should sound, afterward handing it to the teacher.

Do not ask a child to sound more than six of the instruments.

The children having become familiar with the names and sounds of the above instruments, teacher may increase her stock of hearing material.



Appealing to the Child's Spirit of Play and at the Same Time
Developing Sense of Sight

LESSON XI

Have the children seated quietly.

Call upon a child, blindfold him, being careful not to cover his ears. Hold a watch about three feet from the child's right ear and ask him what sound he hears. If he is unable to distinguish the sound at that distance it should be gradually brought closer until he hears the sound of the ticking. Teacher then asks the child to designate the direction from which the sound comes.

Continue the exercise by holding the watch to the left ear of the child, then above his head, at the back of his head, and in front of him.

LESSON XII

MATERIAL

Small Clock

Blindfold a child.

Place clock anywhere in room, but some distance from blindfolded child. Order child to find the clock. The child should listen for the ticking of the clock, and guided by his sense of hearing go to the place where it is.

Repeat exercise by placing clock in different parts of room and calling upon children to perform in turn.

SENSE TRAINING

LESSON XIII

MATERIAL

3 Triangles

3 Cow bells

3 Tin Cans

The tin cans should be operated with wooden sticks.

Call upon nine children. Have three stand to the right of the class, each holding a triangle. Three stand to the left of the class, each with a cow-bell. Three stand at front of the class, each having a tin can and a wooden stick.

Teacher calls upon the children holding triangles to sound them; then those holding cow-bells to ring them; then those holding cans to rattle them with the sticks.

Teacher now calls upon a child in class to state which was the most pleasant sound. A second child should be called upon to tell which made the most noise; a third child which was the most musical; a fourth child which trio he would like to have repeated—the cans, triangles or cow-bells?

In this way we develop the faculty of discrimination.

LESSON XIV

Have the children quiet in class. Call upon one child, blindfold him, and have him stand in front of class.

It is well to have the teacher's assistant make the different sounds at one end of the room, while the teacher puts the questions to the children.

The assistant should sing a short snatch of a song: teacher asks question: "A, what do you hear?" he should answer: "I hear Miss L singing." The assistant should then whistle; teacher repeats the question; and the child should answer: "I hear Miss L whistling."

The assistant should talk very loudly, afterward very softly, then imitate crying, then laughing. Each time the question and answer should be as above according to the sound heard by the child.

The exercise should be continued in this way, calling upon different children to perform in their turn.

LESSON XV

Should there be a victrola in the school-room the following is a useful study in discrimination of sound.

One of each of the following records should be secured: talking, singing, violin solo, cornet solo, pianoforte solo and band.

Children sit quiet while the records are being played. After each record is rendered children attempt to tell the nature of the record.

For example: Teacher says, "James, what do you hear?" He should answer, "I hear a violin playing" or "I hear a man talking," as the case may be.

Children should be called upon in this way after each record is played.

LESSON XVI

MATERIAL

Four Rubber Balls

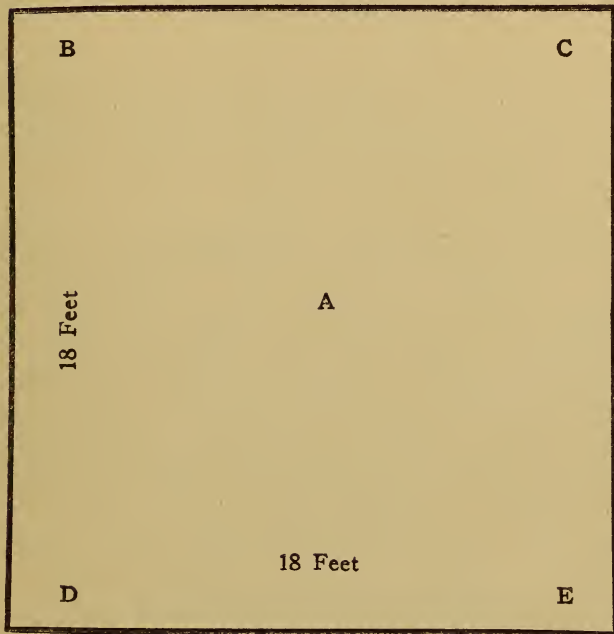
Call upon five children to perform.

Blindfold A and have him take his place in the centre of the room. Give B, C, D and E a rubber ball each and have them stand as shown in diagram.

Teacher should use the language of gesture. Motion to B to bounce his ball, this should be repeated three times. Teacher then asks A what he heard. If he answers "I heard the bouncing of a ball," teacher should then ask him to point in the direction from which the sound came. A should point in the direction of B, saying, "The ball was bounced in that direction." Teacher should then have C, D and E bounce their balls in turn, asking A the above questions each time as to what sound he hears and the direction from which it came.

This exercise should be continued by calling upon five other children, the former five taking their seats.

SENSE TRAINING



LESSON XVII

The exercises in Lesson XV may be varied and made a little more difficult in the following manner.

When class is seated, call upon a child and put a blinder on his eyes. Teacher now plays short snatches of the six different records used in the previous exercise. As each piece is played the child should state the nature of the sound. When one child has attempted to distinguish the six different sounds, a second child is called upon to perform. Continue exercise in this manner.

LESSON XVIII

MATERIAL

Tambourine
Cow Bell

Sleigh Bell
Clear Bell

Children should be seated quietly. Call upon five boys to perform.

Blindfold A and have him stand in the centre of the room. Give B, C, D, and E a bell each and place them one in each corner of room.

Teacher should motion to B to ring his cow-bell. Ask A what he hears. He should answer, "I hear the cow-bell ringing."

Teacher will then ask, "From which direction does the sound come?" A should point in the direction of B and say, "The sound came from there."

Continue exercise in this way, the instruments of C, D and E being sounded in turn, A being questioned each time as to the nature of the sound and the direction from whence it came.

LESSON XIX

Have the children sing one verse of a familiar air, meanwhile clapping their hands rhythmically in time to the music. Children then hum the tune, clapping the hands softly. Children should then stop humming and clap their hands rhythmically, carrying the tune in their minds as they do so. Teacher then calls upon a child to sing a familiar song, while the rest of the class clap their hands softly in time to the music.

This is an excellent exercise for the development of rhythm.

LESSON XX

Take the children out into a playground or field. Have them stand in a listening attitude for two minutes.

Teacher then asks each child in turn to tell the different sounds and noises he hears.

Encourage the children to listen intently and think for themselves, since they are apt to imitate each other.

LESSON XXI

MATERIAL

Marbles Bell Tin Cup
Wand Rubber Ball

Call upon five children to perform.

Blindfold A and have him stand in the centre of the room. Give B the rubber ball, and have him stand in one corner. Give C the tin cup with the marbles in it (pebbles can take the place of marbles). Give to D the wand, and to E the bell, having each stand in their corner of the room.

Teacher should give commands to B, C, D and E by gesture.

Motion to D to rap the floor with the wand. Ask A what he heard. He should answer, "I hear someone rapping the floor with a stick." Then ask A to point in the direction from which the sound came. A should point in the direction of D. Motion to C, B and E to make their different noises in turn, asking A questions each time as to the nature of the sound and the direction from whence it came.

When these children have performed, send them to their seats and call upon five others to take their places.

LESSON XXII

Choose a song with brisk march time.

Children march around the room singing the song, clapping their hands rhythmically in time to the music and keeping time with their feet.

Teacher now chooses another song, also in march time. At the change of song children form a straight line. In this position they should mark time with their feet, clap softly with their hands, and hum the tune.

This exercise trains the ear to rhythmic sound.

LESSON XXIII

Teacher chooses a familiar air and claps her hands in time and rhythm to the music. The accent must be marked and the time correct.

After one verse has been rendered request child to tell the name of the piece.

Short simple tunes with time and accent strongly marked must be chosen.

SENSE OF TASTE
SERIES III

SENSE TRAINING

The object of the lessons in Series III is to develop and strengthen:

Sense of taste.

Sense of sight.

Memory.

Increase vocabulary.

Idea association.

Attention.

Discrimination in temperature of liquids
by means of taste.

Discrimination between bitter and sweet.

LESSON I

MATERIAL

Saucer Powd. Alum Saucer Powd. Sugar

Have the children seated quietly in class. Put the two saucers with their contents on a table in front of class.

Call upon a child and give him a taste from each saucer. Repeat the exercise, giving each child in turn a taste of the two powders.

Should a child refuse the alum after having tasted it once, do not urge him to take it again, because that child is now ready for an advanced step in tasting.

Ask the child no questions regarding the name of the powders.

This exercise should be continued until, by its action, the child shows that it perceives a difference between the taste of the two powders. At this stage teacher should give the next exercise in the series.

This exercise applies only to sub-normal children.

LESSON II

MATERIAL

Small Jar Powd. Sugar Small Jar Powd. Salt

Have the children seated in a half-circle. Teacher should go to each child and give him a little of the salt to taste; afterward give to each child a taste of the sugar.

Some children will take the salt as readily as they take the sugar; others refuse the salt when they find it is unpalatable.

Do not urge a child to take salt, if he shows a distaste for it.

This exercise should be continued until, by its action the child shows that it perceives there is a difference between the taste of salt and sugar. It is then time to give the next exercise in the series.

LESSON III

MATERIAL

Small Jar Powd. Sugar

Small Jar Powd. Salt

Have the children seated in a half-circle. Teacher should go to each child in class, and give him a little of the sugar to taste, then tell the children the name of that which they have tasted is sugar. Have the class repeat the word "sugar" several times.

Then let each child in turn taste the salt, afterward telling them the name is salt and having the class repeat the word "salt" in unison.

LESSON IV

MATERIAL

Dry Cocoa	Salt	Dry Coffee
Sugar	Pepper	Dry Tea
	In small jars	

Have the children seated. Place the jars on a table in front of class.

In a previous exercise, the children have had training to familiarize them with the taste of salt and sugar. We now take coffee, cocoa, pepper and tea and endeavor to teach the child to know them by sight and by taste.

Take the jars separately and give each child a small taste of the contents.

Ask no questions concerning the names and uses of the articles.

LESSON V

MATERIAL

Dry Cocòa
Sugar

Salt
Pepper
In small jars

Dry Coffee
Dry Tea

Have the children stand in a half-circle in front of the table. Place the jars in a row on the table.

Teacher takes the jar containing tea; gives to each child a little of the contents to taste; then tells the class that which they have tasted is tea. Have the children repeat the word "tea" several times in unison.

The other jars may be taken in their order, and the name of the contents of each taught to the children in the above manner.

LESSON VI

MATERIAL

Dry Cocoa	Salt	Dry Coffee
Sugar	Pepper	Dry Tea

Give to each child a little of the cocoa to taste, afterward asking the children the name of that which they are tasting. They should answer "cocoa." Teacher should then tell a common use to which cocoa is put. For example, "This is cocoa; mother makes it for children to drink." Then take the sugar, and let each child taste it, afterwards telling the name of that which they are tasting. Teacher will then explain a common use for sugar. For example, "This is sugar; we use it on our cereal at breakfast."

Continue exercise in this way, taking each jar in its turn, and teaching the child the common use of its contents.

Encourage the child to think for himself of different uses to which contents of the jars may be put. This will strengthen the power of association of ideas in the mind of child.

LESSON VII

MATERIAL

Dry Cocoa
Sugar

Dry Coffee
Pepper

Dry Tea
Salt

Have the children stand in a half-circle in front of a table. Place the jars in a row on the table.

Call upon a child to perform. Teacher will give her a little of the tea to taste. After tasting, the child should tell the class the name and the common use of tea. Then give her the cocoa to taste; the child should tell the name and common use of that also. Continue the exercise in this way, having the children come in their turn and tell the name and common use of the contents of each jar.

This exercise should not be continued for a longer time than ten minutes.

SENSE TRAINING

LESSON VIII

MATERIAL

III
Dry Cocoa
Sugar

Salt
Pepper

Dry Coffee
Dry Tea

IV
Have the children stand in a half-circle in front of a table. Place the jars in a row on the table.

Suppose
Call upon a child to perform. Blindfold the child, and give him some tea to taste. He should then tell the class the name of the substance and its common use. The child should taste from each jar in turn, afterward telling the class the name and simple use of its contents. *V*

Call upon the children in turn to perform, blindfolding each beforehand.

The above exercise should be continued for not longer than ten minutes.

LESSON IX

MATERIAL

Raw Potato Cheese Raw Apple
Cut in Small Cubes

Color of articles used should be as much alike as possible. Children should be seated. Place the plates on a table in front of class.

Call out a child. Have him take one of the cubes and eat it. He may choose a cube from any plate he wishes. Child then tries to tell the name of that which he is eating.

Should the child answer correctly, he may take a cube from another plate. Should he be correct the second time, he may then try the third plate.

When one child has given three correct answers, plates should be changed in position to prevent the next child from being helped by the preceding one's experience.

When the children have become acquainted with these, other fruits and vegetables should be substituted.

LESSON XI

MATERIAL

Cup Cold Water Cup Hot Water

Spoons

Children should be seated in class.

Call upon a child and blindfold him. Give him first a little of the cold water to taste and have him tell the class that it is cold water. Next give him the hot water to taste and have him tell the class it is hot water.

Continue exercise in this way, calling upon children in turn to perform.

LESSON XII

MATERIAL

- ½ Cup of Water with Lemon Juice—1 Teaspoonful
- ½ Cup of Water with Salt—½ Teaspoonful
- ½ Cup of Water with Vinegar—1 Teaspoonful
- ½ Cup of Water with Sugar—1 Teaspoonful
- 4 Teaspoons

Children stand in a semi-circle.

Place the cups with their contents on the table. Have basin of hot water in readiness with which to wash the spoons that are used in this exercise.

Give a child the quantities mentioned above of liquid from each cup and request him to state the name of each as he tastes it.

For example: Teacher gives child spoonful of lemon and water, saying, "What do you taste?" The child should answer, "I taste lemon and water."

It is good policy to give the sugar and water last, as that mixture leaves a pleasant taste in the child's mouth.

Fresh dilutions of the liquids should be made each time the exercise is given.

LESSON XIII

MATERIAL

$\frac{1}{2}$ Cup Tea	$\frac{1}{2}$ Cup Coffee
$\frac{1}{2}$ Cup Cocoa	$\frac{1}{2}$ Cup Milk
4 Teaspoons	

The tea, coffee and cocoa must not be made strong and should have neither milk or sugar in it.

Class stands in a half-circle.

Give a half-teaspoonful of liquid from each cup to a child and have him attempt to state the name of the contents, after each one is tasted.

For example: Teacher gives the child half a teaspoonful of tea and says, "What do you taste?" The child should answer, "I taste tea."

Continue exercise in this way, calling upon each child in turn.

Use a separate spoon for each liquid.

LESSON XIV

MATERIAL

½ Cup Tea	½ Cup Water and Lemon Juice
½ Cup Coffee	½ Cup Water and Salt
½ Cup Cocoa	½ Cup Water and Vinegar
½ Cup Milk	½ Cup Water and Sugar
	8 Teaspoons

All the above liquids should be cold.

Blindfold a child and give him a half-teaspoonful of each liquid to taste. As he tastes each one he should inform the class of the flavor he detects.

Use a separate spoon for each liquid. Have a bowl of hot water prepared for rinsing spoons.

Continue exercise in this manner, calling upon children in turn to perform.

SENSE OF SMELL
SERIES IV

SENSE TRAINING

The object of the lessons in Series IV is to develop and strengthen:

Sense of smell.

Sense of sight.

Memory.

Observation.

Increase vocabulary.

Concentration.

Association of ideas.

LESSON I

MATERIAL

Vinegar

Ess. Peppermint
In small jars

Cologne

Have the children seated in a semi-circle. Place the jars on a table in front of the class.

Teacher should take the jar containing vinegar, go to each child in the class and let him smell its contents. Then take the cologne, letting each child smell in turn, and finally, the peppermint.

This exercise should be continued until, by reaction, the child shows that it perceives the difference in the smell of the liquids. When this stage is reached teacher should give the next exercise in the series.

The sharp acrid smells should be reserved until last in all smelling exercises, as these have a tendency to weaken the power of discrimination.

LESSON II

MATERIAL

Vinegar

Ess. Peppermint

Cologne

In small jars

Have the children seated quietly. Place the jars on a table in front of the class.

Take the jar of vinegar and let each child in the class smell it, then tell the children the name of the liquid is "vinegar." Have them repeat the word "vinegar" several times in unison.

The cologne and peppermint should be taken in the same way, teacher telling the name of the liquid and children repeating it several times in unison.

LESSON III

MATERIAL

Powd. Cinnamon Ginger Powd. Cloves
In small jars

Have class seated quietly. Place the jars on a table in front of class.

Take the jar containing cinnamon, go to each child in class and let her smell its contents. Next take the ginger, letting each child smell in turn, and finally the cloves.

Ask no questions regarding the names and uses of the above powders.

This exercise should be continued until the child shows by reaction that it perceives the difference in the smell of the powders. When this stage is reached the teacher should give the next exercise in the series.

LESSON IV

MATERIAL

Powd. Cinnamon Ginger Powd. Cloves
In small jars

Have the children stand in a semi-circle. Place the jars on a table in front of class.

Take the jar of cinnamon and let each child in turn smell it; then tell the class the name of the powder is "cinnamon." Have the children repeat the word "cinnamon" several times in unison.

The other powders should be taken in the same way, teacher telling the name of the powder and children then repeating the name several times in unison.

LESSON V

MATERIAL

Vinegar	Ginger	Ess. Peppermint
Cologne	Cloves	Cinnamon
In small jars		

Have the children quietly seated. Place the jars on a table in front of class.

In previous exercises in the series children have learned to know the above-mentioned liquids and powders by smell.

We now endeavor to teach them the common uses to which these may be put, thereby strengthening the association of ideas in the mind of the child.

The jars should be taken around the class one at a time, the teacher telling the name and simple use of the liquid or powder as she does so. For example, "This is vinegar. We use it on pickles, tomatoes, cucumbers. We see it on the dinner table." The exercise should be continued in this way.

Do not go into confusing details in telling the uses of these liquids and powders.

LESSON VI

MATERIAL

Molasses	Ess. Lemon	Wintergreen
Vanilla	Camphor	Turpentine
	In small jars	

Have the children stand in a semi-circle. Place the jars on a table in front of the class.

Take the jar containing molasses, let each child in turn smell it; then tell the class the name is "molasses." Have the children repeat the word "molasses" several times in unison.

The other liquids should be taken in turn and the name of each taught in the above manner.

LESSON VII

MATERIAL

Molasses	Ess. Lemon	Wintergreen
Vanilla	Camphor	Turpentine
	In small jars	

Place the jars in a row on a table. Have the children stand in a half-circle in front of table.

After each child in the class is allowed to smell from the jar containing molasses, ask the children to tell you the name of the liquid. When the children have told the name, teacher should tell a simple use to which molasses may be put; for example, "We spread it on our bread"; or, "We use it on griddle cakes."

In this way take each jar in turn; first allowing the children to smell, then telling them the name, and, finally, informing them of the simple uses to which the contents may be put.

LESSON VIII

MATERIAL

Vinegar	Ginger	Ess. Lemon
Cologne	Cloves	Turpentine
Peppermint	Molasses	Camphor
Cinnamon	Vanilla	Wintergreen
	In small jars	

Have the children seated in class. Place the jars in a row on a table in front of the class.

Call upon a child to perform. Have him smell from the first jar, telling the class the name and simple use of its contents. He should continue in this way until he has smelled the contents of four bottles, telling the name and simple use of each one as he does so. Then call upon a second child to perform in like manner.

LESSON IX

MATERIAL

Vinegar	Ginger	Ess. Lemon
Cologne	Cloves	Turpentine
Peppermint	Molasses	Camphor
Cinnamon	Vanilla	Wintergreen
In small jars		

Have the children seated quietly. Place the jars in a row on a table in front of the class.

Call upon a child and blindfold him. Hold the bottles for him to smell one at a time. He should tell the class the name and use of the contents as he smells them. For example, the teacher will hand him the vinegar to smell and he will say, "This is vinegar. We use it to put on the cucumbers, beets, or tomatoes at dinner-time."

Do not hand more than six jars to each child.

LESSON X

MATERIAL

Piece Cloth

Ess: Peppermint

Place a small quantity of essence of peppermint on cloth. ^{IV} Hide the cloth in such a place that the smell of the peppermint is allowed to escape.

Call upon three children ^V to find the hidden cloth, guided only by the smell of the peppermint.

The three children should leave the room while the cloth is being hidden.

Repeat the exercise in this way.

To vary this exercise other pungent smells may be used in the above manner.

LESSON XI

MATERIAL

Freshly Cut Onion

Jar of Cologne

Class stands in a half-circle, while a freshly cut onion is passed to each one to smell its pungent odor. Now ask the name of that which the children have just smelled, followed by the questions: "To what use do we put the onion?" and "Where have you detected that smell before?"

Now allow each child to smell from the jar of cologne. Ask the questions: "Where have you smelled that before?" and "To what use do we put cologne?"

Finally ask, "Which smell do you like best?" and "Which is the most pleasant smell?"

LESSON XII

MATERIAL

Freshly Picked Hyacinth Freshly Picked Rose

Place the hyacinth and rose in separate jars of water.

Children stand in a half-circle.

Take the jar containing the rose and allow each child to smell the flower, afterwards telling them that the name of the flower is rose.

Now take the jar containing the hyacinth and have the children smell that flower, instructing them that the name of the flower is hyacinth.

LESSON XIII

MATERIAL

Freshly Picked Hyacinth Freshly Picked Rose

When children are seated and quiet, call upon one of them and blindfold his eyes. Now give him a rose to smell and ask, "What do you smell—what is the name of the flower?" Then let him smell a hyacinth and ask the same question.

Continue exercise in this way, calling upon the children in turn.

LESSON XIV

MATERIAL

Freshly Picked Hyacinth Freshly Picked Rose
Picture of a Growing Hyacinth
Picture of a Rose Bush

When children are seated place the two pictures where all may readily see them.

Give one of the children the rose to smell and ask, "Which is the picture of the rose?" "Where have you seen roses growing?" "Tell me some different colors of roses you have seen."

Allow the child to smell the hyacinth and then state which is the picture of that flower. Ask the above questions regarding the hyacinth.

If it is possible take the children into a garden or park where they may see the rose and hyacinth growing, thereby making the association more complete.

SENSE OF SIGHT
SERIES V

The object of the lessons in Series V is to develop and strengthen:

Sense of sight.

Discrimination in size.

Steadiness of gaze.

Color discrimination.

Power to associate ideas.

Observation.

Discrimination in length.

Sense of proportion.

Co-ordination.

Concentration.

Memory.

Increase vocabulary.

Independent thought.

Command.

LESSON I

MATERIAL

Ball
Cup

Doll
Spoon

Book
Brush

Call upon a child and have him repeat the name of each article as he sees it on the table. Teacher should then cover the articles with a cloth, and have the child repeat the names of as many as he can remember.

Repeat the exercise in this way, calling upon children in their turn to perform.

SENSE TRAINING

LESSON II

MATERIAL

Ball	Doll	Book
Cup	Spoon	Brush

Teacher should place a number of articles on the table. Use only those articles the child is apt to come in contact with in everyday life, such as spoon, cup, soap, brush, ball, etc.

When the exercise is started use six articles. As the children progress, gradually increase number.

Call a child from the class. Take a pointer and point out different articles on the table. Have the child give the names of the articles with as much rapidity as possible.

Should the child be unable to talk, the teacher should call the names of the different articles on the table, and the child should touch them with the pointer as they are called.

LESSON III

MATERIAL

Medicine Ball Baseball Pointer

The class should be seated in a semi-circle.

Place the two balls on the floor in front of the children. Call upon a child, give him the pointer and tell him to indicate the larger of the two balls. Then call another child and have him point to the smaller of the two balls.

Continue the exercise in this way, calling upon children in turn to perform.

LESSON IV

Draw a number of large and small circles on the blackboard. Do not place them in straight lines, but mix indiscriminately.

Call upon a child, and handing him a pointer, tell him to indicate the large circles on the blackboard. Now call upon a second child and have him point to the small circles.

Exercise may be continued in this way with the whole class.

LESSON V

MATERIAL

Marbles of four different sizes and one color
Small Cardboard Boxes with Four Compartments

Have the children stand around a table.

Give to each child one box and a handful of marbles.

The children should assort the marbles, putting the correct sizes together in the compartments of the box.

From ten to fifteen minutes is sufficient length of time for this exercise.

LESSON VI

MATERIAL

Red Blocks Blue Blocks Yellow Blocks

Seat children in a half-circle and give to each child one block.

With a piece of chalk draw three circles in a row on the floor in front of class. In the first circle place a red block, in the second a blue and in the third a yellow block.

Children are called upon in turn to place their blocks in circles with corresponding colors.

Do not allow second child to play until first child has returned to his seat, thereby avoiding confusion. Do not call the colors by name at this period of training; children will match them more successfully by sense of sight alone.

LESSON VII

MATERIAL

2-inch Sticks of Wood (Bright Red)

5-inch Sticks of Wood (Bright Red)

Mix the different lengths together. Have the children stand around a table.

Give each child a handful of sticks, and have him assort the different lengths.

As he matches the lengths he should put them side by side, in two neat rows, on the table.

Ten minutes is sufficient length of time for this exercise.

LESSON VIII

MATERIAL

Sticks of Wood (Bright Red)
4, 3, 2 and 1-inch lengths

Have the children stand around a table. Mix the different lengths of wood together.

Give each child a handful of the sticks and have him assort the different lengths.

As he matches the lengths, he should place them in neat rows of the same length side by side on the table.

Watch carefully for signs of fatigue or loss of interest for these are infallible signs that a change of lesson is needed.

LESSON IX

Draw a number of straight lines on the blackboard six inches and two inches in length.

Call upon a child, and giving him a pointer, tell him to indicate the long lines. Next call upon another child and have him point to the short lines.

Another child should be called upon to pick out first the short lines and then the long ones. Vary the exercise in this manner.

The long and short lines should be mixed indiscriminately.

LESSON X

MATERIAL

Red Block	Blue Block	Yellow Block
Green Block	Purple Block	Orange Block

Seat children in half-circle and give each a block.

Draw six circles upon the floor, placing a block of different color lengthwise in each one.

Call upon first child to place his block in circle of corresponding color. The block must be placed crosswise on the block already there.

As each child plays, the structures of different colored blocks are made, each block being placed crosswise.

When the exercise is finished there are six structures of blocks, each of a different color.

Should a child upset the structure while placing his block he must rebuild it before returning to his seat.



The Spirit of Play Is Utilized to Secure Concentration

LESSON XI

MATERIAL

Spinning Top
Ball

Wooden Block
Bean Bag

The above articles are laid in a row on the table, a child is called from class and given commands in the following order, slowly and distinctly:

Pick up top.

Pick up ball.

Put down top and pick up bean bag.

Pick up block and top and put down the ball.

Put down block and top and pick up the ball.

Put down ball and pick up block and top.

Put down block, bean bag and top, and go to your seat.

SENSE TRAINING

LESSON XII

MATERIAL

Red Blocks

Blue Blocks

Yellow blocks

Mark floor according to diagram; place one block in each circle of color called for.

Line up children in order, one behind the other, with leader on starting line.

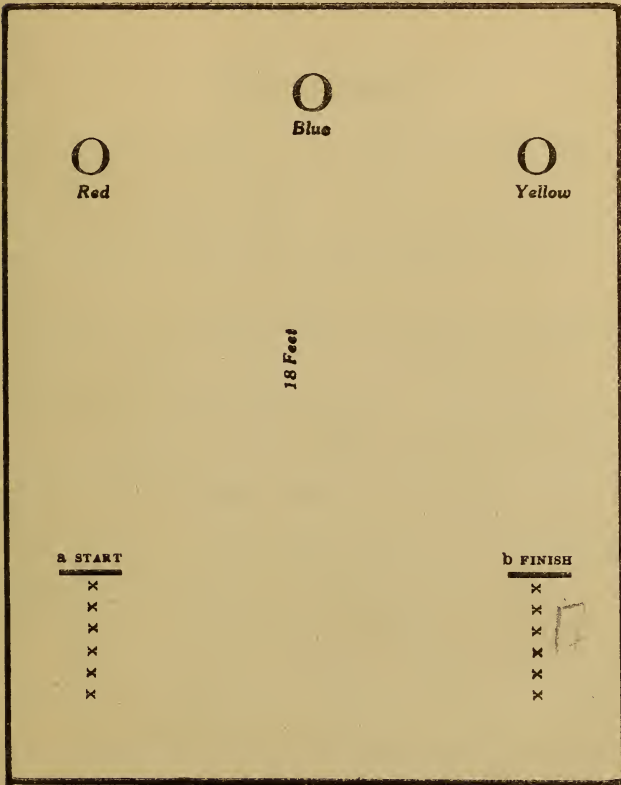
Give each child one block; avoid giving two blocks of same color to children standing together.

At given signal A runs and places his block in circle having a like color.

After having placed block he should not return to line a, but should go back to line b and therefore avoid distracting attention of B, who is now running. When B has placed his block, he takes his place immediately behind A, and other players follow in order.

When game is finished, players will be lined up on line b. If game is to be repeated players must go back to line a. No effort should be put forth by the teacher to gain speed in this game; its object being to develop color sense and attention.

SENSE TRAINING



LESSON XIII

MATERIAL

Red Blocks

Blue Blocks

Yellow blocks

Green Blocks

Draw five chalk circles in front of class.

In the middle circle build a simple structure of blocks. In the other four circles put one block of each color.

The children, in turn, place their blocks in circle of corresponding color.

As each child places his block he will help to form the different structures, imitating that made by the teacher in the centre.

The structure made by teacher should not consist of more than six blocks.

LESSON XIV

MATERIAL

Two Blue Blocks

Two Yellow Blocks

One Green Block

One Red Block

Blocks are placed side by side on the table and child is called to perform.

Commands are given in the following order:

Pick up red and green.

Put down red and pick up two yellows.

Put down one yellow and pick up red and blue.

Put down red and pick up yellow and blue.

Put down two yellows and green and pick up red.

Put down two blues and one red, and go to your seat.

Note.—Do not attempt the exercise until color sense is well developed.

SENSE TRAINING

LESSON XV

MATERIAL

- Two Blue Wooden Blocks
- Two Red Wooden Blocks
- Two Yellow Wooden Blocks
- Two Green Wooden Blocks

Child is called from class and given the following commands slowly and distinctly.

Pick up one red, one green and one blue block.

Put down one red and pick up two yellow blocks.

Put down one yellow and pick up two red blocks.

Put down one red, one yellow and one green, and pick up one blue.

Put down one red and one blue and pick up two greens and one yellow.

Put down two greens, one yellow and one blue and go to your seat.

Absolute quiet should be maintained in the schoolroom during this exercise.

Note.—Color sense training must be given the child before any attempt may be made at this exercise.

LESSON XVI

Children are lined up in single file, according to height.

Chalk a 12 foot square on the floor. Place children in position and order them to take short, quick, marching steps, keeping directly on the lines of square.

When they have marched around square twice, space them so that the last child and the leader are the same distance apart as the rest of the children. One child stands directly on each corner of the square.

Draw the children's attention to the fact that they have formed a shape much like the picture or book, or anything in the room that may be square.

For variation the teacher should draw a circle, oval, triangle, etc., and in this manner the children will become more familiar with form.

LESSON XVII

MATERIAL

Red Bean Bag Blue Bean Bag
Yellow Bean Bag

Form a circle, children standing a considerable distance apart.

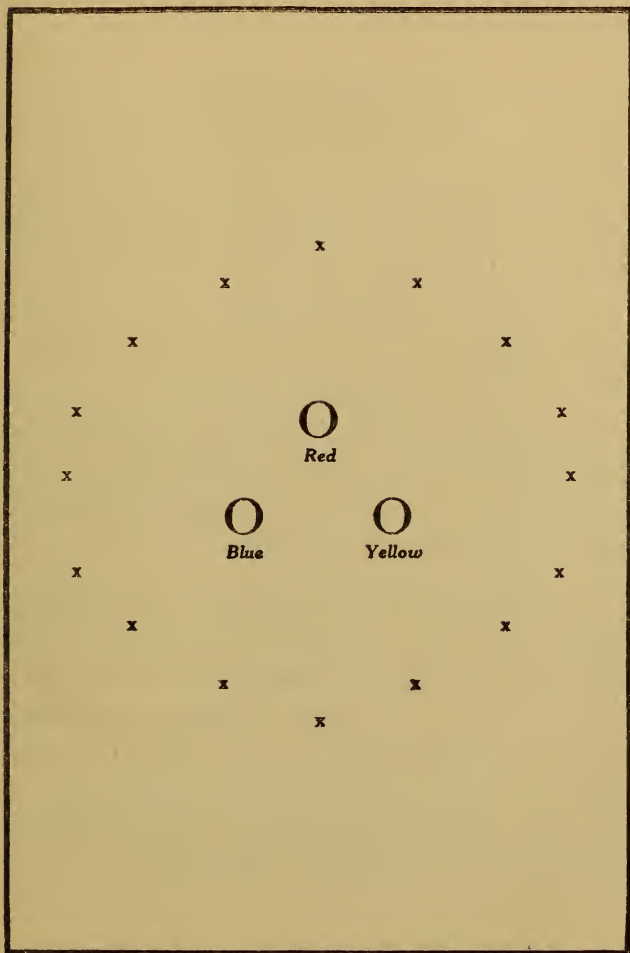
Draw three circles as in diagram; put one bean bag in each circle of color called for.

Give each child a bean bag, alternating red, blue and yellow.

At a given signal the game starts, each player throwing his bean bag in turn and endeavoring to get it into the circle of corresponding color. When all bean bags have been played, teacher counts the bags in the circle.

The players who have thrown the greatest number of bags of same color as circle, win the game.

SENSE TRAINING



LESSON XVIII

When walking with children in the open the following exercise can be used to develop power of observation.

Designate a child to tell all he can see around him.

His attention should not be forced to observe details of the landscape until he has thoroughly awakened to those things that are apparent to the eye with little thought on the part of the observer.

The second child called upon will possibly imitate the first. Encourage children to find those things which others have overlooked.

Color sense may also be introduced in this exercise. The child may say, "I see a tree." Teacher should ask: "What color are the leaves?" The same question may be applied to the sky; a house; a field, etc.

LESSON XIX

After blindfolding a child request him to point in the direction of different objects in the room and mention name of each.

For example: Pointing to the table, he should say, "The table is here," or, "The window is over there"; "A picture of a lion is hanging on this wall"; "The cupboard containing books is in that direction"; "The door leading to the hall is over there"; "Our chairs are placed there"; "Teacher's chair is there." Each object is pointed out by the child as mentioned.

Children must not be allowed to touch anything indicated, as the object of this exercise is to develop visualization and memory.

LESSON XX

MATERIAL

Soap

Cup

Spoon

Comb

Class is seated in semi-circle.

Place four different articles in a row on the table; these articles must be objects with which the child is familiar. A child is called upon to look at the articles on the table. His eyes are then covered. Remove the cup from the table; take bandage from child's eyes, and ask him to name the missing article.

If child is unable to visualize as many as four articles, use three to start the exercise. When children can readily visualize four, slowly increase number, using only simple articles of every day use.

LESSON XXI

MATERIAL

Yellow Bean Bag

Blue Bean Bag

Red Bean Bag

With a piece of chalk draw on the floor a circle three feet in diameter, also a starting line twelve feet from circle.

One child at a time stands on line and throws each bean bag, endeavoring to get them into the circle.

This game may be made competitive by having two circles and calling upon two children to play at the same time; in such cases red bean bags should be used in one circle and blue bean bags in the other.

LESSON XXII

MATERIAL

Cup
Spoon

Ball
Book

Brush
Comb

A small table is placed at one end of the room, on which is placed the above six articles.

Child stands at the other end of the room, and names one by one the different articles on the table. The child must first be made familiar with the name and use of any article used.

Some variation must be made in the articles each time the exercise is used; also the number may be increased, as the children show improvement.

LESSON XXIII

MATERIAL

Blocks of one color

With a piece of chalk draw on the floor a three foot square.

Each child is given a block and told to place it on lines of square.

Children perform in turn.

Teach children to put their blocks equal distances apart to keep as far as possible the symmetry of the square. When the form is complete, point to things in the room that are square, and ask children if the shape is not like that which they have just completed.

Draw a chalk circle on the floor of similar size to square, and have children in turn place their blocks on lines. When finished hold up ball or anything in the room that may be round, and ask if each shape is not the same.

When children have become familiar with circle and square, other forms may be used in the same way.

Do not use same color blocks on two consecutive forms. For example, triangle in red blocks; square in blue blocks; oval in yellow blocks.

LESSON XXIV

MATERIAL

Red bean bags

Blue bean bags

Form children into a circle with three feet distance between each child.

Make a chalk circle about four feet in diameter in the centre of children.

Each child is given a bean bag, alternating red and blue.

At given signal one child throws, endeavoring to get his bean bag into chalk circle. And each child follows in order.

When all the bean bags have been thrown, teacher counts those inside of chalk circle, separating the reds from blues and the color having the greater number in centre wins.

LESSON XXV

MATERIAL

Two Similar Colored Blocks.

Call six children out of class and have them cover their eyes.

A bright colored block is hidden in a place where it will be found with little difficulty.

Hold up a block, an exact duplicate of hidden block, and tell the six children to go and find a block just like the one teacher is holding.

The children should scatter to different parts of the room and hunt for the block; the one finding it brings it back to teacher.

Keep the duplicate block in view that the children may not forget the object for which they are searching.

LESSON XXVI

Class is seated in a semi-circle.

A is blindfolded. B leaves the class quietly and hides. The blinder is then taken from A's eyes and he looks around the class, endeavoring to name the missing one.

Should he make a guess that is not correct, the children in class all shake their heads; but if he guesses correctly they clap their hands.

The game continues in this way, children performing in their turn.

LESSON XXVII

MATERIAL

18-inch Squares of
Bright Blue Cloth Bright Red Cloth
Bright Yellow Cloth
Equal Numbers of
Red Blocks Blue Blocks Yellow Blocks

Children sit in semi-circle on small chairs.
Give each child one block.

Place the squares of colored cloth in a row on the floor in front of the class. Call upon children in turn to come and place their blocks on square of cloth of like color.

In order to prevent confusion, do not let the second child play until the first child has returned to his seat.

LESSON XXVIII

Children stand in a semi-circle.

Place a sheet of white paper on a black-board about six feet from the ground and directly in front of the class.

Have the children gaze steadily at the paper for fifteen seconds, they may then rest for a short time by looking away from the paper.

The exercise should be repeated three times with two periods of rest between. Endeavor to have the children gaze naturally and not assume a fixed stare during this exercise.

As the children improve, the time during which they gaze at the paper may be very gradually lengthened.

LESSON XXIX

MATERIAL

Two Bright Red Baseballs
Two Bright Yellow Baseballs
Two Bright Blue Baseballs

Have children seated quietly in class. Place three balls upon a table in front of class; red, blue and yellow in color. Teacher should hold the duplicates to these balls.

Hold up red ball that all may see it; call upon A to pick out ball of the same color on the table.

When A has picked up red ball, teacher should hold up blue ball, and call upon B to find duplicate.

Continue exercise in this way.

At this early stage of training, do not call the balls by color name.

LESSON XXX

MATERIAL

Bright Blue Cloth Bright Red Cloth
Bright Yellow Cloth
One of each color 18 inches square
Twelve of each color 3 inches square

Have children seated in semi-circle. Place the large squares of cloth on the floor in a straight row in front of class.

Teacher should take the small squares and give one piece to each child. Do not give the same color to children sitting next each other.

Children should come one at a time in response to command from teacher, and place their small pieces of cloth on the large pieces of cloth of corresponding color.

Should a child fail to place his piece of cloth on the right color, do not correct him, for to do so may cause mental confusion. Observation and practise will in time bring about the desired result.

LESSON XXXI

MATERIAL

Glass
Iron

Wood
Tin

Paper
Cloth

The piece of glass and a pointer are given to a child and he is told to point out anything in the room that is made of glass, the substance which he holds in his hand.

Another child is given the piece of wood and told to point out anything he can find in the room made of that material.

Exercise is continued in this manner.

LESSON XXXII

MATERIAL

Paper of Different Colors in Bright Shades;
Small Boxes.

Cut paper into pieces and scatter them within a small space on the floor.

Choose twelve children, and give each one a piece of paper and a box. Have them pick up pieces of paper on the floor corresponding to the color of the piece given them. When all the pieces are picked up each child should show his box. The one having gathered the most pieces of correct color wins the game.

Note.—Do not attempt this exercise until training in color sense development has been given the child.

LESSON XXXIII

MATERIAL

18-inch Squares of
Bright Blue Cloth Bright Yellow Cloth
Bright Red Cloth Bright Green Cloth
Also 12 3-inch Squares of each color

Have class seated in semi-circle. Place the large colored squares upon the floor in a straight row. Give each child one small piece of cloth.

Children should come in turn and place their color on corresponding color in large square.

When the child has developed color sense sufficiently to know how to match red, blue and yellow, the other colors will be found much less difficult to teach.

LESSON XXXIV

MATERIAL

- 3-inch Squares Bright Red Cotton Material
- 3-inch Squares Bright Blue Cotton Material
- 3-inch Squares Bright Yellow Cotton Material
- 3-inch Squares Bright Green Cotton Material

Mix all the pieces of cloth together and put them on a table.

Have children stand around the table; give each child one piece of cotton. They should then pick out pieces of corresponding color from the pile on the table and place them neatly one on top of the other.

Teacher should go from one child to the next, assisting them. Do not spend too much time with one child in an effort to have him match correctly. Color sense cannot be forced; it can only be developed by slow, gradual means.

LESSON XXXV

MATERIAL

Two 18-inch Squares and Twelve 3-inch Squares

Cotton Material

Red Blue Yellow Green Purple Orange

Have children seated in semi-circle on small chairs. Place the large squares of cloth in a straight row on the floor in front of class. Give the children one piece each of the smaller squares. Do not give pieces of the same color to children sitting next each other.

In response to command from teacher, children come in turn and place their pieces of cloth on larger squares of corresponding color.

LESSON XXXVI

MATERIAL

Two 18-inch Squares and Twelve 3-inch Squares
Cotton Material

Red Blue Yellow Green Purple Orange
 Black White

Have children seated in semi-circle. Place the large squares of cloth in a straight row on the floor in front of class.

Give each of the children one piece of the smaller squares. Do not give pieces of the same color to children sitting next each other.

In response to teacher's command, have children come in turn and place their pieces of cloth on larger squares.

REMARKS

We have reached the stage of training where the child has learned to recognize colors by sense of sight, and can readily match two pieces of the same color together. It is now time to teach the child the names of the different colors. We do this by means of the power of association of ideas.

The children should be seated in a half-circle on kindergarten chairs. Place three 18-inch squares of colored cloth in a row on the floor in front of the class, one piece of bright red, one piece of bright blue and the other of yellow.

Teacher should use her discretion and judgment in calling attention to an article of corresponding color with which to make an association. It must be something with which the child is quite familiar, the name of which the child knows. There may be a

bright red banner in the schoolroom. It has hung there long and is familiar to every child. We therefore use the banner as an associate for the square of red cloth.

Teacher should take the piece of red cloth, place it next to the red banner and have the children repeat after her: "This color is red, like the banner on the wall."

We then look for a suitable associate for the color yellow. Secure a picture of a buttercup and, placing the square of yellow cloth next to it call upon the children to repeat, "This color is yellow like the buttercups in the field." Unless the child is familiar with the buttercup, it is useless to use this picture as an associate for the color yellow.

As an associate for blue, on a bright day, we cannot do better than use the clear blue of the sky.

The children should look at the blue sky, and then at the square of blue cloth repeat-

ing after teacher, "This color is blue, like the sky on a sunny day."

For the first lessons in color association, it is not wise to take more than three colors, lest we cause mental confusion. Green, purple and orange may be added later, each one allied to a simple, appropriate associate, and, finally we may give black and white.

It is necessary for the teacher only to give the child two or three associations because he will then in most cases start spontaneously forming them for himself.

LESSON XXXVII

MATERIAL

Red Wooden Block Blue Wooden Block
Yellow Wooden Block

Children should sit in semi-circle on kindergarten chairs. Place one red, one blue and one yellow block before the class.

Call upon A to perform. Teacher tells A to give red block to B, blue block to C and yellow block to D.

Teacher should talk slowly and distinctly while giving commands and have perfect quiet in the room that A may concentrate his mind more fully.

When the command is given, A should take each block in turn, and give it to the child designated by the teacher.

LESSON XXXVIII

MATERIAL

Four Yellow Baseballs

Four Red Baseballs Four Blue Baseballs

One Shallow Box

Throw the balls into the air, allowing them to fall where they will.

Call upon three children, telling A to bring back the red balls, B to bring back the yellow balls and C to bring the blue balls. When these children have picked up the balls of correct color and placed them in the box, call upon three other children and repeat the exercise.

LESSON XXXIX

MATERIAL

3-inch Squares Cloth
Varied Colors and Shades

Have the children seated in a semi-circle. Place the colored cloth in a heap on a table in front of the class.

Give to each child one piece of cloth; do not give to children sitting next each other cloth of the same shade.

Call upon A to come and match his cloth. The child should go to the table and find a piece of cloth of color corresponding with that which he has in his hand. He should hold the two pieces at arm's length, one in each hand, that all may see if he has matched them correctly.

The exercise should be continued in this way, each child in class taking turn.

LESSON XL

MATERIAL

- One Yellow Wooden Block
- One Red Wooden Block
- One Blue Wooden Block
- One Green Wooden Block

Place the blocks in a row on the table. Call upon a child to perform and give the commands in the following order:

- 1—"Pick up red."
- 2—"Pick up blue."
- 3—"Put down red, and pick up green."
- 4—"Put down green, and pick up yellow and red."
- 5—"Put down blue, red and yellow, and pick up green."
- 6—"Put down green and go to your seat."

Absolute quiet must be maintained in the schoolroom during this exercise.

LESSON XLI

MATERIAL

Green Bean Bag	Yellow Bean Bag
Orange Bean Bag	Red Bean Bag
Purple Bean Bag	Blue Bean Bag

Children sit in semi-circle on small chairs. Teacher should throw one bean bag each to children in different parts of the class.

Call upon red to throw his bean bag to teacher, then call upon yellow to throw his bean bag, then call upon green, and so continue until all the bean bags have been returned in the order in which they were called.

The bean bags should then be thrown to six other children and exercise continued as before.

LESSON XLII

MATERIAL

Blue Wooden Block	Yellow Wooden Block
Red Wooden Block	Green Wooden Block

Place the blocks on a table in a row. Call upon a child and ask him to look carefully at the blocks, noticing the color and the order in which they are laid. Then blindfold him and remove the blue block from the table. Unbind the child's eyes and ask him which block has been taken away.

As children progress in the above exercise, two more blocks may be added, purple and orange in color, thus taxing the child's powers of concentration and visualization more keenly.

LESSON XLIII

MATERIAL

12-inch Squares Colored Cloth

Red Blue Yellow Green Purple Orange
 Black White

Call upon eight children and have them stand in a straight line, holding one color each. Colors should be held by the children in full view of the class during the whole of the exercise. Children should repeat in turn the following words:

First child: "I am blue, the color of the sky on a sunny day."

Second child: "I am red, the color of the ripe tomato we have for dinner."

Third child: "I am yellow, the color of the golden-rod that grows in the fields."

Fourth child: "I am green, the color of the leaves on the tree."

Fifth child: "I am purple, the color of the little violet."

Sixth child: "I am orange, the color of the squash we have for dinner."

Seventh child: "I am white, the color of the snow in winter."

Eighth child: "I am black, the color of the sky at night."

The children should be taught to say the above words slowly and as distinctly as possible.

It is necessary that the child should be quite familiar with the association for memorizing the different parts. Should the association be found to be strange it should be altered.

LESSON XLIV

MATERIAL

6-inch Thin Wood Geometrical Forms
Square Circle Oval Triangle
One side white, reverse side black
18-inch Geometrical Forms
One large form for every six small ones

Children should be seated on low chairs in a semi-circle.

Place large forms on the floor in a straight line, with the white side up. Give each child a small form. First child should come out of class and place his small form on large form of corresponding shape, white side up. He will then take his seat, and the next child will perform.

When this exercise is next used, the large form may be placed on the floor with the black side up, and children should place their forms accordingly.

This exercise may also be varied by placing the large forms on the floor, alternating black and white, thereby making the exercise more difficult.

LESSON XLV

Children stand in a semi-circle with feet together, hands on hips, heads held erect.

Give the command for children to look up. In doing this the head must not be moved, the eyes only should be raised and look as near the ceiling as possible. Children gaze thus for five seconds.

The order is then given for children to look down, all eyes being lowered to look as near the floor as possible. This also must be done with the head perfectly still. They remain thus for five seconds.

Having repeated the exercise twice the children should be allowed a short period of rest.

The exercise may be repeated six times at one session.

LESSON XLVI

MATERIAL

12 Inch Pieces of Thin Wood

Painted Red, Blue and Yellow

These should be cut into squares, oblongs and circles, and each divided irregularly into two sections.

Seat children at a low table for this exercise.



Each child receives four pieces; for example, two pieces of red, which, when correctly placed together, form a red circle, and two pieces of blue, comprising a blue square. The next child may have two yellow pieces forming a yellow circle, and two red pieces forming a red oblong.

WEIGHT SERIES

VI

The object of the lessons in Series VI is to develop and strengthen:

Discrimination in weight.

Discrimination in size.

Memory.

Concentration.

Sense of touch.

LESSON I

MATERIAL

Two Boxes of Exact Size, Shape and Color
Weighing 16 and 4 Ounces respectively
Convenient Size to Handle

Teacher should take the boxes and give both of them to each child in class in turn. The child should hold the heavy box in one hand and the light box in the other hand.

By holding the two boxes, one in each hand, the child will be enabled to make comparison in weight.

This exercise should be continued for several sessions, the teacher asking no questions as to difference in weight.

LESSON II

MATERIAL

Two Boxes of Exact Size, Shape and Color
Weighing 16 and 4 Ounces respectively
Convenient Size to Handle

Children stand in a half-circle.

Teacher passes the sixteen-ounce box to each child in class, afterward telling them that the box is heavy. Have the children repeat the word "heavy" several times in unison.

Then take the four-ounce box, pass that also around the class and tell the children the box is light. Have them repeat the word "light" several times in unison.



Articles of Everyday Use Are Best for Sense Training

LESSON III

MATERIAL

Two Boxes of Exact Size, Shape and Color
Weighing 16 and 4 Ounces respectively
Convenient Size to Handle

Teacher should take the two boxes to the first child in class, giving him one in each hand.

The child should hold the boxes for a few seconds, that he may have time to make comparison in weight. Teacher then asks for the heavy box, and the child should hand her the sixteen-ounce box. Then pass to the next child and ask him for the light box.

Continue the exercise in this way, asking one child to give the heavier box, and one the lighter.

LESSON IV

MATERIAL

Four Boxes of Exact Shape, Color and Size
Weighing 16, 8, 4 and 2 Ounces respectively
Convenient Size to Handle

Have the children seated quietly. Place the boxes on a table in front of the class. Mark four chalk squares on the floor where all the children may readily see them. Call upon a child, have him pick up the boxes, and, according to weight, place them in the squares, the heaviest in the first square and the others in their order, according to size.

LESSON V

MATERIAL

Four Boxes of Exact Shape, Color and Size
Weighing 16, 8, 4 and 2 Ounces respectively
Convenient Size to Handle

Have the children seated in class. Place the boxes in a row on table in front of the class.

Call upon a child to perform. After blindfolding him, have him pick up the boxes and place them in a row on the table according to their weight, the heaviest one first, the lighter one next, and so on.

Continue exercise in this way calling upon the children in turn to perform.

LESSON VI

MATERIAL

Three Boxes of Exact Shape, Size and Color
Weighing 16, 8 and 4 Ounces respectively
Convenient Size to Handle

Mark three chalk squares on the floor directly in front of the class. The squares should be made in three sizes, the first ten inches on each side, the second twenty-four inches on each side and the third thirty-inches on each side.

Have the children seated. Place the boxes on a table in front of class and call upon a child to perform.

He should place the four-ounce box in the ten-inch square, the eight-ounce box in the twenty-four-inch square and the sixteen-ounce box in the thirty-inch square.

Do not correct a child should he place the boxes in the wrong squares. Continual practise may in time develop this latent sense, while correction will be apt to create confusion in the mind of the child.

HANDWORK—OCCUPATION
SERIES VII

The object of the lessons in Series VII is to develop and strengthen:

Sense of sight.

Concentration.

Application.

Co-ordination.

Handwork.

Color.

Sense of touch.

Idea association.

Useful activity.

Form.

Command.

LESSON I

Newspapers

Waste Basket

Children are seated in a semi-circle on small chairs.

Tear or cut a newspaper into pieces not less than two inches in length. After placing a waste basket at hand, scatter the paper on the floor in front of the class.

On command the children should leave their seats, pick up the paper, and put it into the basket.

When all the paper is picked up, give the command for children to return to their seats.

LESSON II

MATERIAL

Peg Boards (10-inch square)
Wooden Pegs of Assorted Colors

Have children seated at a table. Give each child a board and twenty pegs of one color.

Children should put their pegs into the holes on the boards. When a child has put twenty pegs into the board, give him another twenty pegs of a different color.

This exercise should not be continued for longer than eight minutes.

LESSON III

MATERIAL

Wooden Button Moulds (about $1\frac{1}{4}$ in. in diam.)
Bright Red, Blue and Yellow
Bright Colored Cords with Long Metal Tags

Have children seated at a low table. Give each child one string and twelve moulds of one color.

When children have finished stringing these moulds give them twelve moulds of another color.

This exercise should not be continued any longer than eight minutes.

LESSON IV

MATERIAL

Newspapers or magazines cut into long strips two inches in width; waste basket.

Children are placed in a circle with two feet of space between each child.

Place the basket in the center of the circle, and give each child several strips of paper.

On command the children tear their paper into small pieces and throw it inside the circle. When all of the paper is torn up, children stand in position, waiting for the second command.

Children pick up the paper from the floor, and place it in the waste basket. When this command is obeyed the children again stand in position.

Children then quietly take their seats.

To gain the desired results it is essential that the above commands should be given and carried out with order and precision.

LESSON V

MATERIAL

Bright Colored Wooden Beads of Various Shapes
Bright Colored Strings with Metal Tips

Have children seated at a low table. Give each child one string and two dozen beads of assorted colors. Each child should thread the beads on the string.

When one child has finished stringing beads, give him more immediately. To have a child sit idle invariably creates trouble.

This exercise should not be continued any longer than eight minutes.

LESSON VI

MATERIAL

8-inch Squares of Firm White Paper

Have the children stand around a table that all may be able to follow just what the teacher is doing.

Teacher should take one square of paper and fold it in half; each child folds his square of paper in exactly the same way. Then teacher should fold the paper diagonally from one corner to the opposite corner, and children do likewise with their paper.

Two folds will be quite sufficient to start this exercise. As the children improve, more folds may be attempted.

LESSON VII

MATERIAL

Cardboard Sewing Cards ($6\frac{3}{4}$ x $8\frac{3}{4}$ inches)
Various Colored Laces with Strong Metal Tags

Have the children seated in a half-circle. Give each child one card and one lacing.

Instruct the children in the simple outline stitch. Do not urge the child to follow the design, the hand training involved in threading the lacing in and out the card is all that is required in this exercise.

The above exercise should not be continued for a longer period than ten minutes.

LESSON VIII

For this exercise a straight line is drawn upon the floor.

Children stand with feet together on the line.

It is advisable for the teacher to unfasten the bow on each child's shoe before the exercise begins, as they are apt to pull their laces into innumerable knots, thereby causing much confusion.

At command, children should sit on floor and take off one shoe. When this is done, teacher tells them all to put shoes on again and see who can get them laced first.

LESSON IX

MATERIAL

Small Scissors Colored Paper

Have the children seated at a table. Give each child a pair of scissors.

Teacher should cut the paper into oblong pieces, and give one piece to each child.

Instruct children the way to hold scissors.

Do not be particular as to the way in which paper is cut. Aim to have the children hold the scissors correctly in this first cutting exercise.

LESSON X

MATERIAL

Small Scissors Stiff White Paper

Have the children seated at a table. Give each child a pair of scissors.

Draw parallel lines in blue or red crayon on the paper. Give one piece of the paper to each child and have her cut on the parallel lines.

Ten minutes is sufficient length of time for this exercise.

LESSON XI

When children are quietly seated, place three chairs in front of class and call upon three children to perform.

The hat and coat belonging to each child is placed upon one of the chairs. Each child picks out the chair containing his own hat and coat. Children then put them on and fasten them; the object being to see who can first accomplish the task successfully. They should then take off the hat and coat, place them on the chairs and return to their seats.

These coats and hats are removed and three others put in their places, the children owning these clothes being called upon to repeat exercise.

When the children have learned to put on hats and coats, gloves, rubbers and other articles of wearing apparel may be added.

LESSON XII

MATERIAL

Small Scissors Stiff White Paper

Have the children seated at a table. Give each child a pair of scissors.

Teacher should cut the paper into ten-inch squares and draw across it several curved parallel lines.

Give one piece of paper to each of the children and have them cut directly on the curved lines.

LESSON XIII

MATERIAL

Small Scissors Stiff White Paper

Have the children seated at a table. Give each child a pair of scissors.

Teacher should draw simple geometrical forms. The size of the paper being twelve inches by six inches; three forms will be sufficient on each piece of paper. For example, a square, oval and a triangle.

Give one piece of paper to each of the children and have them cut out the forms.

LESSON XIV

Place six chairs in front of class. Call upon six children to sit in these chairs.

Call upon six other children to kneel in front of those who are seated and have them unlace one shoe of each child; they should then lace it up again.

Do not attempt to teach children to tie the laces into bows until they can accomplish the lacing successfully.

LESSON XV

MATERIAL

Small Cardboard Tablets of Assorted
Forms and Colors

Children should stand around the table. Give each child two dozen tablets of assorted color and form.

Teacher will pick out one tablet and give to each child. Do not give tablets of similar color to children standing next each other.

Children should pick out duplicates of the tablet given them, and place them in a neat row side by side on the table.

When a child has finished picking out tablets of one color, he should then start a row of another color.

Continue exercise in this manner.

The time for this exercise should not exceed ten minutes.

LESSON XVI

MATERIAL

Wooden Button Moulds ($1\frac{1}{4}$ -inch in diam.)

Bright Red, Blue, Yellow and Green

Strings of Assorted Colors with Long Metal Tags

Have the children stand around the table.

Give each child one string and about four dozen moulds of assorted colors.

Children should string their button moulds, keeping the different colors in order. For example, the red button moulds should all be strung together, the blue together, and so on with the others.

Ten minutes is sufficient length of time for this exercise.

LESSON XVII

MATERIAL

Peg Boards (6-inch square)
Wooden Pegs in Bright Assorted Colors

Place same number of boards on the table as there are children taking part in the exercise. Give five or six dozen pegs to each child.

Teacher should stand at the table and have board and pegs in such a position, that all the children can readily see her board.

Place pegs of one color in a straight line along the top of the board and have children do likewise on their boards.

On the second line place pegs of another color and continue exercise in this manner, keeping the lines of color uniform, until the board is filled.

LESSON XVIII

MATERIAL

Square Peg Boards Assorted Colored Pegs

Seat children at a table and give to each a board and a box of pegs.

Instruct children to peg their boards as follows:

Make a complete square of red pegs, using outside square of holes.

Make a complete square of blue pegs, inside red.

Make a complete square of green pegs.

Make a complete square of yellow pegs.

Make a complete square of purple pegs.

Since each board has ten holes on each side there will be five squares.

The colors may be changed occasionally, introducing orange and purple in turn.

LESSON XIX

MATERIAL

Tissue Paper in Assorted Colors
"Busy" Work Boxes

Have children seated at a table. Give each child about two dozen squares of paper, assorted in color, and one busy work-box.

Teacher should cut the paper into one-inch squares.

Children should then roll each piece of paper separately into a tiny ball between the thumb and forefinger, afterward placing the balls in a box.

Ten minutes is sufficient length of time for the above exercise.

LESSON XX

MATERIAL

10-inch Square Boards
Bright Colored Wooden Pegs

Place the boards around a table. Give each child one board and about three dozen pegs.

Teacher should stand at table with children and make a design for them to imitate.

Pick out pegs of one color and make a square with five pegs on each side.

Allow children to use pegs of any color they wish, providing they do not mix the colors in one design.

Should a child make a square with more or fewer than five pegs on a side, do not correct him; form is of more importance than number at this stage of training.

Teacher should then choose pegs of another color and make a triangle for children to imitate.

Other simple designs may be made in the same way.

LESSON XXI

MATERIAL

Large Peg Boards Pegs of Assorted Colors,

Seat children at either desks or a table and give to each a board and a box of pegs.

Teacher writes the figure 1 plainly upon the blackboard and says:

“Children put one row of red pegs in your board.”

When this is accomplished teacher writes 2 on the blackboard, saying:

“Children put two rows of blue pegs in your board.”

Exercise is continued by teacher writing 3 upon the board and having children put three rows of yellow pegs in their boards; and finally by figure 4, meaning children are to place four rows of green pegs in their boards.

Children should repeat the number in unison each time it is written on board.

LESSON XXII

MATERIAL

Small Cardboard Tablets of Assorted
Colors and Forms

The children should stand around a table. Give each child two dozen tablets of different colors and forms.

Teacher should form the outline of a triangle with green circles and red squares, alternating the colors throughout the design.

The children should imitate the design in any two colors they wish.

Teacher will continue the exercise in this way, making simple designs for the children to imitate.

The designs may be made more difficult as the children improve.

LESSON XXIII

This game is suitable only in woods or groves where there may be small, dry sticks.

Children search for sticks.

When sticks are gathered children sit on the ground in a semi-circle, each child having a dozen or more sticks with which to work.

Teacher sits in front of class and, using sticks somewhat larger than the children have, makes a simple pattern for them to copy.

The pattern should be made slowly allowing the children to work with her. As one stick is laid by the teacher, one stick may be laid by the children. Patterns must be very simple to start with, and may be square, oblong, or alphabetic letters such as A, T, E, V, H, etc.

When children have learned to put their sticks together in following a simple pattern, more difficult patterns may be used.

LESSON XXIV

MATERIAL

Cardboard Sewing Cards ($6\frac{3}{4}$ x $8\frac{3}{4}$ inches)
Laces of Various Colors with Strong Metal Tags

Have the children quietly seated. Give each child one card and one lacing.

The children having learned in a previous exercise the simple outline stitch, teacher should now have the child fill in the design.

This exercise should not be continued for a longer period than ten minutes.

LESSON XXV

MATERIAL

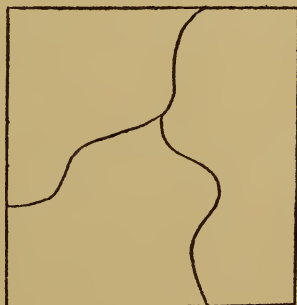
12 Inch Pieces of Thin Wood.
Painted Red, Blue or Yellow.

These should be cut into square, oval, circle, and diamond shape, and each divided irregularly into three sections.

Children stand at a table.

Each child is given six pieces, with which he should make two complete forms.

Example: Three yellow pieces forming an oval, and three green pieces forming a diamond.



LESSON XXVI

MATERIAL

Small Scissors "Busy" Work Boxes
Brightly Colored Tissue Paper

Have the children seated at a table. Give each child a pair of scissors, and several strips of paper, assorted in color.

Cut the paper into strips, one inch in width.

The children should cut the paper into pieces about one inch in length, and afterward roll each piece into a tiny ball between thumb and forefinger. When the balls are made the children should put them into the boxes.

LESSON XXVII

Procure sewing cards stamped with letters in alphabetical order.

Perforations should be made on the letters half an inch apart.

Bright colored strings with long metal tags are to be used for lacing.

In a previous lesson the children learned to use the laces.

Give to each child a letter A card and a lacing string.

Now mark the letter A upon the blackboard in script and in print, duplicating the letter as it is perforated upon the card, only very much larger; next draw an apple close to the letters.

Children now repeat in unison: "A is for apple." They then lace their cards, forming the letter A.

B card is used for the following lesson. Teacher marks the letter on the board and in place of the apple a book is drawn. Children say, "B is for book" and lace their cards. Repeat exercise in this way, using a familiar associate object in connection with each letter as it is taught.

LESSON XXVIII

MATERIAL

Small Tissue Paper Balls
(As made in Lesson XIX)
"Busy" Work Boxes

We taught the children in Lesson XIX to roll tissue paper balls and in Lesson XXVI to cut and roll paper balls. We now instruct them how to use the paper balls which they have cut and rolled.

Have the children seated at a table. Give each child a box and a handful of paper balls of assorted colors.

Have the children pick out balls of one color and place them in their boxes.

This exercise is valuable in training the muscles of the fingers for handwork exercises.

LESSON XXIX

MATERIAL

Oilcloth Weaving Mats (7 x 7 ins.), slits 1 inch wide
Wooden Splints
Both Splints and Mats in Bright, Assorted Colors

Have the children seated at a table. Give each child one mat and twelve splints of one color.

Stand at the table with the children, and instruct them carefully, in the first principles of weaving.

LESSON XXX

MATERIAL

Wooden Peg Boards (6 inches square)
Wooden Pegs of Assorted Colors

Children stand around a table. Each child should have a board and about five dozen pegs of assorted colors.

Teacher should draw a very simple design on the blackboard, such as a maltese cross, outline of a table, a chair, or a picture frame; these, and many other simple designs, will be found suitable and attractive for the child to imitate at this stage of the training.

With the pegs and their boards, children should imitate, to the best of their ability, the design that is drawn by the teacher. Two or three different colors may be used in one design, but only in the order designated by the teacher.

LESSON XXXI

Children sit in a half circle on the ground and each child gathers a small pile of stones.

Teacher takes a pointed stick and draws a triangle in the soft earth in front of each child: the children then place their stones, one at a time, closely together on the lines, forming a triangle of stones.

Children then make a square, oval, circle, or any simple form the teacher chooses.

Note.—If this game is played with children who are learning their letters and numbers, teacher should draw different numbers and letters, and let them fill in the lines with stones.

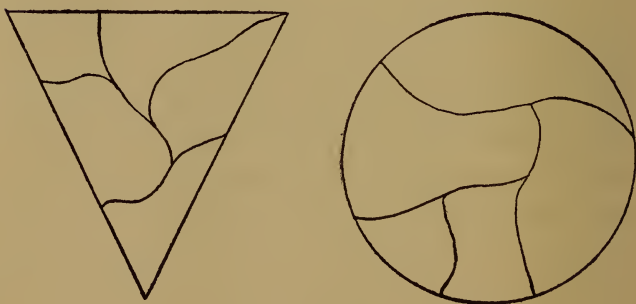
LESSON XXXII

MATERIAL

Twelve-inch pieces of thin wood forming ovals, squares, diamonds, oblongs, circles; and triangles of red, blue, yellow, purple, orange and green color. Each form should be cut into five irregular pieces.

Children stand at a table.

Each child is given fifteen pieces, comprising three complete geometrical designs when correctly put together. Each of the three forms given to one child should differ in color and shape.



LESSON XXXIII

Procure sewing cards stamped with figures, 1, 2, etc., and perforated for lacing.

Bright colored strings with long metal tags are used for lacing.

In the first lesson give to each child the No. 1 card and a lacing string.

Teacher writes the figure 1 on the board and places upon a table near the board one bright colored ball. Children now say in unison "One ball" and lace their cards.

In the next lesson children are given card No. 2. Write the figure 2 on the board and place two bright colored balls on the table. Children count the balls in unison as teacher lifts them from the table: "One, two."

Continue exercise in this way, using higher numbers and adding accordingly the number of balls.

LESSON XXXIV

1. Teacher takes ten-inch squares of paper and draws parallel lines in colored pencil right across paper.

Children cut directly on colored lines.

2. Teacher takes ten-inch squares of paper and draws curved parallel lines in colored pencil right across paper.

Children cut directly on curved lines.

3. Teacher makes very simple geometrical forms on drawing paper. The paper should be about ten by four inches in size. Three forms would be sufficient on each piece of paper; for example, square, oval and triangle.

4. When a child has successfully passed the preceding exercises in paper cutting, he will be ready to take up very simple picture cutting. Choose pictures that are clear in outline and have very little detail.

LESSON XXXV

MATERIAL

Small Scissors

Paper

Each child is given a pair of scissors.

Cut paper into oblong pieces and give each child one piece.

Instruct the children the correct manner of holding scissors.

Do not be particular as to way in which paper is cut; aim to have child hold scissors correctly.

Colored paper is to be preferred in this exercise.

Children should be seated on small chairs around a kindergarten table; if possible, have three feet of space between each child, they will then concentrate more readily than when seated close together.

LESSON XXXVI

MATERIAL

Ten Cardboard Squares (size $2\frac{1}{2}$ inches), containing in bold black type numbers 0, 1, 2, 3,

4, 5, 6, 7, 8, 9, for each child

Pegs of following colors: Red, Blue, Yellow,
Green, Orange, Purple
Large Peg Boards

Children are seated at small table or desks. Each child is given a board, a box of pegs and a series of cardboard numbers.

Children should peg their boards in response to teacher's order:

"Two lines of red pegs."

The two lines of red pegs are placed in the board and the card bearing the figure 2 is laid on the table at the head of the two lines.

At the order: "Five lines of orange pegs," children proceed as above, only placing the orange pegs in five lines and laying the No. 5 card on the table immediately above the board.

Continue exercise in this manner, calling for the placing of different numbers and colors.

LESSON XXXVII

MATERIAL

Ten Cardboard Squares (size $2\frac{1}{2}$ inches), containing in bold black type numbers 0, 1, 2, 3, 4, 5, 6, 7, 8, 9, for each child
Pegs of following colors: Red, Blue, Yellow, Green, Orange, Purple
Large Peg Boards

Each child receives one board, one box of pegs and a series of cards containing numerals.

Instruct children to peg boards and place cards as follows:

Space on board, No. 0 card below.

One red peg, No. 1 card below.

Two blue pegs, No. 2 card below.

Three yellow pegs, No. 3 card below.

Four green pegs, No. 4 card below.

Five orange pegs, No. 5 card below.

Six purple pegs, No. 6 card below.

Seven red pegs, No. 7 card below.

Eight blue pegs, No. 8 card below.

Nine yellow pegs, No. 9 card below.

This will make a complete triangle of pegs on the board and proves an attractive and instructive exercise.



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