THE IMPORTANCE OF ESTABLISHING ROUTINES IN EARLY CHILDHOOD EDUCATION

By
Lyda Winslow

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Approved:

Professor Directing Paper

Major Professor

Minor Professor

Representative, Graduate Council

Dean of the Graduate School

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Although the teacher must keep the welfare of the group in mind, she should give each child help according to his own needs and level of development. "In offering help the teacher may need to estimate which experience will not be most profitable to a particular child." The individual differences of the children must be considered in the establishing of routines the same as it is in other phases of school life. Faegre and Anderson state: "There are wide differences between individuals. --- Since this is true, we should regulate our program for the child by the state of his development." 

Teachers need to know what the age group they are working with can do and then to recognize that each individual child is different. Gesell and Ilg say, "the skilled teacher comes to understand what the two year old is like and she interprets the individual differences in relation to maturity traits."

To further quote Gesell and Ilg: "The experienced guidance-teacher realizes that there is considerable variation not only from child to child, but also within a single

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child from day to day. These differences must be met by the teacher in order that the child may remain secure in the school situation. Therefore, although routines are being established they should be based on a flexible program, allowing for these variations of the individual.

Pryor believes developmental levels are of importance in establishing routines as shown in the following statement: "For best results, habit training should not be started too early nor should it be delayed too long." The development of the child is to be considered before beginning to establish any routine. She continues by saying that: "The formation of good habits early has an important influence on normal growth and development." In speaking of the importance of establishing desirable habits or routines while the child is young Gesell says: "The patterns and complexes which are first formed have a remarkable tendency to persist, particularly those which are highly colored emotionally and closely knit to instinctive tendencies." The following quotation comes from The Creative Nursery Center: "Each phase of socialization or 'training' has meaning to the individual

6Ibid., p. 279.
8Ibid.
child which must be understood. In general the child's states of development gives the clue to his readiness to progress. "10 The child must be emotionally and socially, as well as physically, mature enough to meet the situation with which he is confronted. This is very important in establishing routines. The child needs to be happy, secure, and feel equal to the standards set for him.

The need to understand and accept the child's readiness for an experience is as important with everyday experience as with new experiences. Experiences which occur daily may pile up feelings and set patterns in a way that influences growth even more significantly than do unusual or new experiences. Teaching which includes an awareness of the child's level of readiness is needed here, too. If we are to achieve the goal of developing secure, adequate people, free to make use of all their capacities, we will do this kind of teaching wherever children are having experiences, either new or everyday ones.11

Teachers need to have some insight into the child's emotional life in order to help him adjust to routine situations. They should understand the child's emotional life at home. Information of this sort may be obtained from conferences with parents, records, home visits, and observations of the child.

Emotions also help to determine the time at which different accomplishments appear. In learning to walk, all the muscle and nerve connections may be ready for stepping out, but actual walking cannot take place


until courage and confidence have been established.¹²

All phases of routines should be as pleasant and enjoyable as possible. The happy, secure child will make much more satisfactory progress in establishing routines than the one who is emotionally upset. "While pleasant emotions of moderate intensity aid the fixation of habits of behavior, strong emotion of any kind is apt to be detrimental rather than helpful."¹³

Developmental levels are to be considered at all times during the pre-school child's education and are especially important in establishing routines.

Incidence of feeding, sleeping, and eliminating problems in young children indicates that this learning does not always proceed smoothly. Individual children in nursery school are therefore likely to represent widely different levels of accomplishment. It becomes then very desirable for the nursery school teacher to have some knowledge of each child's level of accomplishment at the time of school entry.¹⁴

B. Facilities

Adequate facilities play an important part in establishing routines. In a full-day nursery school or kindergarten there must be adequate space and equipment for the


¹⁴Landreth and Read, op. cit., p. 77.
preparing and serving of food, a place for rest and afternoon naps, and an adequate number of toilets and washbowls.

All equipment should be of a convenient size for the group or groups that are to use it. This encourages independence and gives the child a feeling of self satisfaction by being able to accomplish tasks easily. Read states: "Independence in the children is promoted by such things as low shelves where material is easily available, low hooks for wraps, low toilets and washbasins."15 According to Isaacs: "If children's pleasure in doing things for themselves is to be made use of, they need tables and chairs of the right size,--sponge and wash bowl,--hooks for their clothes, all at the right height."16

A school where the equipment is of the proper size, might be called a child's own world. Here the facilities are solely for the child, and many things can be handled without aid from adults. The routines are simple and soon expected and looked forward to by the child. There is a sense of security in the fact that all others in the group are doing the same thing at the same time. Knowing that there is a certain time that routines will take place and that time is allowed for their completion, will help keep the child from becoming frustrated. Landreth and Read say:

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15 Read, op. cit., p. 33.

All that the child uses in the school—the lockers, wash-basins, storage shelves, and workbenches—are at a height convenient for him. Buildings, furniture, and equipment are planned to make him feel adequate and secure, the master of his physical environment.  

There is a difference of opinion as to whether all activities should be carried on in one room or whether there should be separate rooms for sleeping, eating, and playing. Foster and Mattson agree with the later but say that a playroom may be turned into a dining-room easily, although it is much more difficult to change it into a sleeping room. Forest says the advantages in using one room for most of the activities decrease with increasing age of the children. He also states: "A special sleeping room more readily suggests relaxation than a converted playroom; usually it is easier for the staff to arrange such a room so that it is orderly and well ventilated when the children enter it than it is to convert a play-and-dining room quickly into a resting room."  

There seems to be a difference of opinion also as to how many children should be seated at a table at meal time. The number varies from four to ten but the average seems to be six children at one table. The dining-room tables and chairs are usually the same ones used in the playroom. As

to the type Foster and Mattson say: "The most satisfactory shapes of table seem to be the round top, about thirty-six inches in diameter and the rectangular top measuring approximately thirty inches square." Small tables with about six children at each reduces the noise and distraction in the dining room.

The tables and chairs should be of proper height for the different size children in the group. The table heights should be correct in relation to chairs, which will vary according to the child. Kellogg states: "Comfortable chairs and tables are worth their weight in gold, not only at lunch time, but at all times when children work at the tables."  

In selecting the proper chair for a child, his feet should be flat on the floor and the lower part of his back against the back of the chair. The chair should be strong enough to stand on and light enough for the child to carry. Kellogg suggests that the different height tables and chairs be identified by colors. In this way the child will learn to pick out his own chair easily. 

Spoons and forks are ordinarily the only utensils that will be needed. These should be the same style as an adult's but small and light enough for the child to manipulate them. The use of cups or glasses will vary with the

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20Foster and Mattson, op. cit., p. 238.
21Kellogg, op. cit., p. 21.
22Ibid., p. 24.
development level of the group. If cups are used they should have handles that may be gripped with the entire hand. Glasses need to be of squatty shape and thick enough not to tip over or break easily.

The dishes must also be small since small portions are put on the child's plate. Forest recommends that:

Dishes should be attractive also and not too indestructible. Children enjoy light, pretty china and soon learn to take care of it. A little breakage should be included in estimating the per capita cost of pre-school education.\(^3\)

Either napkins or bibs should be used. With younger children bibs seem better because food is spilled often. The bibs should be cleaned after each meal. With older children paper napkins are good since they may be thrown away as soon as the child has finished with them.

The cloths or mats used on the table should also be cleaned after each meal. If oilcloth or plastic mats are used they may be wiped off thoroughly after the meal.

The kitchen should be as close as possible to the dining room. Food may be brought in on rolling carts. It should be prepared by an experienced cook under the supervision of a dietitian. "Every effort should be made to have the food attractive to look at as well as satisfactory from the dietary standpoint."\(^2\)

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\(^{24}\) Ibid.
When using the playroom as a sleeping room also, cots should be used. They may be cleaned easily, folded up, and stored in a small space. Foster and Mattson recommend that: "Cots should be low, about ten inches from the floor, so that the children can help with the bed-making and can get in and out of bed without assistance."25 It is suggested in Essentials of Nursery Education that: "There should be two feet of space between beds on all sides except that side in contact with the wall."26

Screens may be used in the sleeping room. These should be light enough to move readily but not so light that they will fall easily. They may also be used for other activities during the day.

The bedding needed will depend upon the weather and season. There should be some padding-blanket, sheet, or pad under the child to provide warmth and a sheet or blanket to put over him. All cover must be cleaned frequently and if it is to be used more than once it should be individually marked and kept separate. Storage space for the cots and covers should be provided in the sleeping room or adjacent to it.

Provisions should be made for sufficient fresh air without a draft. A cool, dark room is conducive to sleep.

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For short rest periods, mats may be placed on the floor. "Probably the most satisfactory kind is the individual rag rug which can be folded up after the rest period and returned to the child's locker." The end of the rug on which the child rests his head should be marked with his name or a picture. The child needs to learn to fold the rug so that the side he sleeps on is on the inside. These rugs are easily cleaned and require only a small storage space.

Bathrooms should be adjacent to the playroom, well ventilated and as attractive as possible. There should be one toilet and one lavatory to each eight or ten children. Both the toilets and lavatories should be of proper height and size so that they can be easily reached by the child. "It is important to have a toilet so constructed that the child's feet can rest on the floor while he is having a movement." If different age groups use the same bathroom, the fixtures should vary in size. There should be no partitions between the toilets for nursery and kindergarten children.

The toilets should be easy to flush and make a minimum of noise. Those that are flushed by raising the seat should not be used. They are not only hard to flush but may


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frighten the child.

Paper, linen, or cloth towels may be used. According to Foster and Mattson: "There seems to be no perfectly satisfactory type of towel for the nursery school." Paper towels are sanitary, in that, they may be thrown away after using, but they do not dry hands completely. If cloth towels or wash cloths are used they must be laundered often and each child needs a hook for his own towel. The hooks should be marked with the child's own name or a picture so that he can recognize his own hook. These need to be spaced far enough apart so that one child's belongings do not touch those of another child. Soap dispensers or individual cakes of soap may be used. Forest believes that: "Individual small cakes of soap are both more fun and better educationally since they are what the child generally uses at home." 

Showers or a small tub are an asset to the school. Out-of-doors showers are very convenient for hot weather when the child gets hot, tired and dirty from playing.

C. Home

For the child to receive the greatest benefit from all phases of his school life the home and school must work together. In order to establish routines there must be cooperation and agreement on policies between parents and

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29 Foster and Mattson, op. cit., p. 241.
30 Forest, op. cit., p. 98.
the teacher. If there is a difference of opinion, it should be discussed by the adults and an agreement reached. Gesell and Ilg agree that: "It is desirable for the parent and guidance-teacher to see eye to eye." There should constantly be an exchange of information between the two. Both the home and school are guiding the child in routine formation as well as social behavior. Therefore each should be kept informed of what takes place in the other, so that each may carry on where the other leaves off. From Essentials of Nursery Education comes the following quotation: "Unless the attitudes and habits of nursery school and home are related, little can be accomplished by the school."

The teacher should be as fully informed as possible in regard to the child's development and home experiences. This knowledge will be very valuable in adopting routines to the child's particular needs. Allen and Campbell say:

Establishing acceptable habits and attitudes is another part of becoming "socialized." This process begins in the home before the child is old enough to enter a group but it also is a continuing process. In the nursery center, the staff assumes an active role in helping the child establish habits of socially acceptable behavior, and participation in a group also acts as a stimulus to necessary conformity. Nursery staff members can also be of help to parents in discussing ways to help the particular child accept and master the various procedures involved in eating, dressing, going to the toilet, and so on.

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31 Gesell and Ilg, op. cit., p. 281.
32 Alschuler, op. cit., p. 17.
33 Allen and Campbell, op. cit., p. 40.
Both parents and teachers are interested in showing their methods for meeting various situations that arise. It is a necessary part of the school's program to obtain information about the child's life, experiences, and habits in his home and also, to keep the parents informed of the child's activities and progress in school. Sometimes a certain kind of behavior may be more intense at home than at school (or vice versa) and this sharing of knowledge may be helpful in understanding the cause and in clearing up the difficulty. For example, a child whose eating habits at home are poor may show no evidences of this at school.

Foster and Headley believe that: "The first aim then in making reports to the home should be to give the parents a better understanding of their child." The teacher can observe the child's behavior when confronted with different routine situations and report what she has observed to the parents. These observations that are made to the parents should point up satisfactory behavior as well as suggestions for improvement. Suggestions should come from the parents and the teacher working together.

Landreth and Read suggest that bulletin board records or individual notes be used to acquaint "parents with the weekly menu, the food eaten by their child at school, his hours of nap, toilet accidents or bowel movements, scratches

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34Foster and Headley, op. cit., p. 421.
or bruises, and their treatment."\(^{35}\)

In talking to the parent the teacher should obtain some idea of the foods the child is accustomed to, those he dislikes, and if he is allergic to certain foods. Often a child will not eat certain food because of the attitude toward this food in the home.

The teacher also needs to know the time of the child's meals at home, the amount he eats and his attitude at meal time. The school should plan with the home so that the proper foods are provided at home, as well as at school. "It is essential that home and school plan together so that children receive food that is adequate in amount and kind."\(^{36}\)

When a child has difficulty in settling down for his nap or rest the teacher may find the reason for this behavior in his home experiences. He may carry over from home a prejudice against naps or a fear of being left alone. When ever it is advisable for the teacher to have further information about a child she should contact the parents.

Naps for some children may have to be shorter, in cases where they interfere with night sleep. When a parent reports this problem, she and the teacher should determine whether the school nap is too long or whether some factor at home is the cause of less sleep at night. The child may be

\(^{35}\)Landreth and Read, \textit{op. cit.}, p. 226.

put to bed too early at home, may want to stay up later with older children in the family, or may listen to exciting stories or radio programs just before going to bed. After the cause is determined jointly by the parent and teacher a solution may be worked out.

At school the teacher may see the results of previous toilet training in the home exhibited in the behavior of the child. If the training was a struggle and a conflict between the parent and the child, the child may be emotionally upset although he has acquired self-control. To quote Foster and Mattson: "The child whose home has overemphasized the seriousness of an occasional accident may reach a state where staying dry is so important that he can never really relax and throw himself whole-heartedly into play activities."37 In situations of this sort there should be cooperation between the home and the school in order to establish a regular routine that is unemotional and attempts to build up the child's own confidence. Read says: "Toileting is sometimes complicated for the child by parental anxieties."38 This is conveyed to the child and he becomes disturbed and loses confidence in himself.

The teacher must use her judgement in reporting to parents toilet accidents that happen at school. If it will cause tension or undue concern it may be best to first try

37 Foster and Mattson, op. cit., p. 127.
38 Read, op. cit., p. 97.
working out a solution at school. Often accidents are associated with the beginnings of colds and in this case should be reported to the parents that day.

From the first interview with the parents the teacher should obtain information not only about the toilet procedure and schedule of the child, but the terms with which he is familiar. At first the teacher uses these terms, then the correct term that will be used at school. She may have the child repeat the correct words after her.

The school should know the time at which the child usually has a bowel movement. If the child is in school at this hour the teacher should be sure that the child goes to the toilet. If a child who usually has a bowel movement at home, should have one at school the parents should be notified.

It is wise for the school to offer certain clothing suggestions for the parents to follow with their children. The child should be dressed in clothing that will facilitate the dressing and toilet routines of the school. Some schools give these suggestions along with others that might be of help, in a booklet of school policies.

Although numerous factors influence the pre-school program, growth and developmental levels, facilities and home life seem to play the most important part in establishing routines. All of these are to be considered in terms of the individual child as well as the group. They are interdependent factors and no one of them can be considered alone in
CHAPTER III

ROUTINES IN THE PRE-SCHOOL

The routines to be discussed are those of eating, sleeping, and toileting. A large part of the child's day consists of forming and carrying out these routines. Each one of them plays an important part in the future life of the child, as well as his present life. The school helps the child in these beginning years to establish a good, strong foundation on which to continue building for the rest of his life.

A. Eating

The length of the school day will determine the extent of the child's eating at school. Mid-morning lunch is served in most schools regardless of the length of the session. Full-day schools serve a hot meal at noon and often a mid-afternoon lunch, as well as the mid-morning lunch. The importance of the school in establishing desirable eating routines is shown by Seham's statement: "The strategic place to begin the campaign for better food habits is the school. There is nothing that will more effectively teach a child what and how to eat than a good example."\(^1\)

Mid-Morning Lunch

The mid-morning lunch and afternoon lunch are supplementary meals. The morning lunch is usually a glass of orange juice or tomatoe juice and crackers. In some schools cod-liver oil is also given at this time. In the afternoon milk and a cookie may be served. These lunches not only give the child the added nourishment needed but offer an excellent opportunity for improving eating habits and for social development. Foster and Mattson say: "Having the children all sit down together gives an opportunity for the beginnings of social training and group conversation." This situation also affords an opportunity for the child to experience and practice proper service, tidiness and cleanliness, and the proper social atmosphere for mealtime. A discussion regarding eating routines follows under noon lunch.

Noon Lunch

The noon lunch should be pleasing to the eye, well prepared, and well balanced. To be enjoyed by the child these things must be considered as well as the nutritional value of the food. If the meal is to be a pleasant affair the food and the atmosphere must be attractive.

The child should be in a calm and cheerful state of mind at meal time. To help insure this, there should be a

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period of rest after the toilet routine preceding lunch. This rest may take the form of a story, music, or lying down on rest mats for ten or fifteen minutes. If this rest period is to accomplish the purpose for which it is established it must be pleasant to the child rather than distasteful. The sense of calm that is established should also be maintained in going to the lunch tables.

Beyond the basic purpose of feeding the child, the object of the lunch period is to teach him to eat a reasonable variety of foods in optimum amounts, and to enjoy eating. It is much more important for the child to eat happily and adequately than to have him learn to accept certain foods in spite of his aversion for them. Unless a child has had unpleasant experiences in connection with eating he will probably enjoy food. In setting up goals for the meal situation Read states:

The most important goal is that of ensuring a positive, accepting attitude toward eating. If the child enjoys his food, he has the prerequisite for building other learnings about eating. No other learning must be allowed to interfere with the development of this positive feeling.3

It is also important to help the child enjoy a variety of commonly served food that are nutritionally desirable. A child usually refuses food because he is unfamiliar with it and will not risk eating it, or because of the attitude

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towards this food of some member of his family. The teacher
should encourage the child to taste all of the food but not
insist if the child objects. "The purpose of these succes-
sive tastes is to accustom the child to the flavor of the
food and to its presence upon the table." Soon the tastes
should increase and before long the child will be eating and
enjoying the food. New foods should always be introduced in
very small amounts and at spaced intervals. Often if an
older child is allowed to help himself to a food he dislikes,
he learns to eat it more readily.

The school works toward arousing and improving appe-
tites by its program of exercise and rest, the attractive
appearance of the dining room and food, and by the pleasing,
unemotional attitude of the teachers. Seeing other children
happily eating and to be free of all pressures has a great
influence towards stimulating and improving a child's appe-
tite. The size of the serving is also important. From Your
Child from One to Six comes the following statement: "Even
children with good appetites often lose interest when they
face a plate piled with food." Small servings should be
given and an opportunity for a second helping offered.

The child should never be forced to eat food. Al-
though this means that the idea of cleaning your plate is

4Foster and Mattson, op. cit., p. 145.

5Your Child from One to Six, p. 40. Federal Security
Agency, Social Security Administration, U. S. Children's
CHAPTER I

INTRODUCTION

A. Purpose of the Paper

The purpose of this paper is to show the importance of establishing routines in nursery schools and kindergartens. It will discuss the factors to be considered, procedures to be followed, and examples of establishing routines. This paper will not attempt to discuss in detail the establishing of routines in the home, but will show the relationship of the home and the school.

B. Definition of Routines

According to a number of authorities the school day is divided into two periods, routine and activity or free play. Kellogg makes this statement: "At all other times of the day [when not participating in activities or free play] the children's situation is highly directed and organized toward sleeping, eating, resting, or toileting, which we call 'routines' as contrasted with 'activities.'"¹ According to Blatz et al.: "Routine periods are those in which the child is learning personal care, how to wash and dress himself and how to satisfy adequately the bodily needs of eating, sleeping

not emphasized the child is encouraged to eat everything by being given small servings. Our best guide as to the amount of food needed is the child's natural response to the food.

Read states:

On the basis of what we know about people as well as nutrition, it is safe to say that our responsibility for a child's eating consists in serving the proper food to the child and leaving the rest up to him. Experiments have shown that when left alone, children balance their diet if a balanced diet is offered them, and that they even select food that meets their individual requirements.6

Children have marked differences in attitudes toward food they need. All of these must be taken into consideration in establishing the child's eating routine. It is more important for the teacher to know the child and put him first than to know the methods. She must handle the child in the eating situation according to his individual needs and stages of development. A child who has a small appetite may be just as healthy and grow just as well as one who eats a great deal more.

The lunch period offers an opportunity for building social conversation. Since the meal is to be enjoyable, conversation plays an important part, although too much emphasis should not be placed upon it. The teacher must guide the flow of conversation along pleasant lines. Conversation about food, especially food dislikes, should be discouraged.

Very little emphasis should be put on customs.

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6Read, op. cit., p. 112.
conventions and manners for the young child. These things should be developed gradually as the child matures. He will gain much from hearing and seeing the proper procedures used by adults and older children. The teacher has an excellent opportunity to set the right example for children. The child will learn much by imitation.

B. Sleeping

Rest and sleep are two of the most important factors influencing the health and well-being of a child. Because of this they are given a prominent place in the school. They have a significant bearing on everything the child does or attempts to do.

The amount of time spent in sleep and rest at school depends on the length of time the child spends in school. All schools will have a rest or relaxation period during the morning and full day schools have a nap period following lunch. Rest and relaxation at school is not confined entirely to scheduled periods. The following discussion will however, deal only with the scheduled periods of rest and sleep. "The establishment of regular hours for sleep and rest contributes greatly to a child's well-being, for sleep is one of the natural physiological functions that tends to be rhythmic."  

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7Your Child from One to Six, op. cit., p. 49.
Rest Periods

The scheduled rest periods will differ according to the school program. Some schools find it profitable to have a mid-morning rest of about ten minutes. In an afternoon kindergarten the rest period usually comes midway the session and is fifteen to twenty minutes long. Most schools have a fifteen to thirty minute rest period before lunch. The length of the period will vary according to group and individual needs. The purpose of the rest period is to reduce physical fatigue and mental strain. The child is encouraged to relax by lying flat on a mat or cot. The teacher helps the child learn to relax and enjoy the rest period by providing a setting which suggests rest and quiet. A darkened room is conducive to rest and relaxation. Occasionally no attempt should be made to darken the room so that the children will not feel that darkness is essential to rest. The teachers manner and voice should also suggest peace and quiet. Children are discouraged from talking, singing, and moving about but the standards for quiet are lower than they are during the nap period.

Music is sometimes played but it should not be continued for the whole period. It may be played at the beginning to help the children become calm and quiet or after the group has settled down they will enjoy soft music while they rest. The teacher must be careful that the child does not become dependent on music for rest and relaxation.
In order to grow and develop well, children need a great deal of sleep and rest. It is important to safeguard the child's sleep from interruptions and necessary to insure regular periods for sleep. For young children some sleep during the day is preferable to having all the sleep come at night.

Since children tend to be sleepiest after a meal, the nap period should follow lunch. The child should go from the table to the toilet and then directly to his nap. This needs to be an orderly procedure and the child should not feel hurried or excited. Since the children finish lunch at different times they will be entering the sleeping room a few at a time. This gives the teacher in charge of the room an opportunity to settle each child individually. The room should be made ready beforehand so that quietness can be maintained from the start. The following quotation comes from Your Child From One to Six: "Since cutting down the things that stimulate a child has much to do with his being in the mood for sleep, the relaxation that follows eating will help in getting him to sleep."\footnote{Ibid.}

There is a difference of opinion as to whether the child should undress for his nap or only remove his shoes. Kellogg does not recommend undressing: "Since undressing is
tedious, causes friction, and delays children from getting onto their beds—"9 The opposite viewpoint is taken by Faegre and Anderson, because the child is accustomed to being undressed for his nap at home. "The associations with being undressed are conducive to sleep, since our sleep is, in fact, largely conditional by our attitude and by surroundings to which we are accustomed."10 Foster and Mattson agree with the latter statement that the child should be undressed and add that he will be more comfortable if undressed.11 If a child leaves his clothes on the teacher must be sure they are loose enough to be comfortable and he has plenty of room for free movement.

When the child enters the room he should not only find the cots and covering in place but the room should be suggestive to sleep. The surroundings should be as free from noise and movement as possible, the room darkened and well ventilated, and voices low. The atmosphere of the room must be as uniform as possible from day to day and the children should be familiar with the teachers in the room. Strangers in the room often cause difficulty because children need to feel emotionally comfortable in order to sleep.


11Foster and Mattson, op. cit., p. 167.
Blatz says: "A comfortable, recumbent position, relative quiet, darkness, warmth and fresh air, and the feeling of safety and security - under these conditions the child will go to sleep when the need exists."\textsuperscript{12}

The child not only needs to be comfortable at nap time but should also be relaxed. This relaxation, as already mentioned, is begun at lunch and should increase as the child prepares for bed. To relax, the child needs to cut as many of the surrounding influences as possible. Tensions of course must be eliminated. If a child displays emotional tension the teacher needs to discover the cause and try to relieve the tension. The teacher may help the child relax by touching him, arranging the cover, sitting beside him for a few minutes, or changing his position. It seems advisable that these reassurances should be physical rather than verbal because the child may reply and be stimulated rather than quiited. Each day the child should be given the opportunity to rest quietly by himself and thus build independence and self-direction.

Also conducive to sleep is seeing others fall asleep. It is an advantage having all the children sleep in one room. It is helpful to surround a poor sleeper by good sleepers. With older children it may be helpful for the teacher to call their attention to a few children who are relaxed. The

attitude and manner of the teacher is also important. Forest believes: "If the adult is quietly certain that the children will relax, they usually do; if she wonders whether they will or not, they very generally don't."\(^{13}\)

The school must consider the individual variations in the needs from child to child, from age to age, and in the same child from time to time. The teacher needs to be well acquainted with each child's usual habits of sleep so that she may be of the most help to him. One child may go to sleep after a few minutes of turning and twisting but another may need the quieting influence of the teacher's touch to encourage sleep. The following quotation comes from *Practice in Pre-school Education*: "It is, therefore, the teacher's function not only to provide rest opportunities but to make sure that she has taken into account individual differences in fatigability, rest needs at school, and the child's ability to relax in different situations."\(^{14}\) There are individual differences in the time needed for going to sleep, in the need for sleep, in the amount of sleep, in the soundness of sleep, and in the habits of sleep.

As children grow older they need less sleep and their need for a long afternoon nap varies. A child who is out-growing his nap may be told that he need not go to sleep but


may rest. He may fall asleep after being told this. Often an older child may sleep only one or two days out of the week. He may become restless and should not be required to lie still for long periods of time with nothing to do.

It is important that a child's attitude toward sleep and rest be a pleasant one. He should have only pleasant, satisfying associations with them if he is to build up a desirable routine of sleep. He needs to feel content and comfortable when going to bed. Faegre and Anderson say: "He should be accustomed to think of sleep and rest as conditions of relaxation and enjoyment, not penalizations at the end of play."15

C. Toileting

The child's experiences with toileting are important in the development of his feelings and behavior. It is the school's task to help the child develop desirable feelings and attitudes concerning this behavior. At the entrance to nursery school most children have had some kind of home training. From these already partly established routines the school must carry the child forward in his development. To quote Foster and Mattson: "The task of the nursery school is to continue and complete the good training which one child has had at home and supplement or correct the less adequate training which another child has received."16

15Faegre and Anderson, op. cit., p. 150.
16Foster and Mattson, op. cit., p. 120.
Many children suffer greatly from home toilet training in their struggle to achieve standards imposed on them by parents. The mother's attitude is very important in the training process. Because of her anxiety to see her child respond quickly his toilet habits may assume an unduly important role in the lives of the family. These anxieties are communicated to the child, he also becomes disturbed and this interferes with his toilet behavior. If not too much emphasis is placed on a child's learning, if he does not get the feeling that his mother is too anxious for him to control himself, he is more likely to establish satisfactory bowel and bladder control.

Kellogg in referring to the school states: "The carry-over from home training may be only partial, for the settings of home and school are completely different both physically and emotionally." But regardless of the amount of carry-over each child must be considered individually. There are always one or two children who need more guidance than the others. Within the group there will be a number of different stages of development and each child must be met and carried forward from his own level.

Besides differences in development there will be differences in the individual's basic needs. Some children will need to go to the toilet more often than the regular scheduled times and for others these scheduled times may be

17Kellogg, op. cit., p. 209.
too frequent. If the teacher knows the child's habits she will be able to help him adjust to a schedule of his own. To quote Kellogg: "All we ask is that the over-all trend of a child's behavior be toward better control and ability, while the tempo of development is left to the individual child."18

Regularity of time, place, and conditions seem to be the most important principle in establishing toilet routines. The toilet schedule should meet the needs of all the children in the school and should interrupt the other activities as little as possible. The daily schedule should be planned according to the average span of control for the age groups to use it. Certain children will have to go to the toilet more often and will need an individual schedule to fit their own rhythm. It is the teacher's job to discover this rhythm and take the child to the toilet when he needs to go. Gradually she may lengthen the time between trips, and soon the child will be able to follow the regular routine or be able to go to the toilet himself when necessary.

The school's aim or goal for toilet training is to have the child become an independent, self-sufficient individual, responsible for his own toilet needs. Some children will be quick to accept this responsibility and others will be slow. No child should be forced beyond his physical

18Ibid., p. 205.
and elimination." This paper will discuss the routines of eating, sleeping, and toileting.

C. Objectives of Routines

Routine "connotes a matter-of-fact, unemotionalized way of getting essential tasks done with a minimum of friction or frustration for the child himself." These routines are not to be established for the convenience of the parents and teacher but for the child's own security and comfort. Forest also states:

There is nothing mechanical about establishing routines in the lower school, if by mechanical is meant an unfeeling attitude, unmindful of the child's integrity as a person in his own right. In modern education a routine is never to be considered an end in itself; it is merely a means to an end, and that end is the child's growth as a self-directing individual.

There must be a gradual assuming of the responsibilities of routines if the child is to become an independent, self-directing person. Experimentation should be allowed and not too great an emphasis placed on details.

The child should feel equal to meet the situation. When a situation becomes too difficult, the teacher needs to help the child in order that he will not become tired or frustrated. Although help is given, the child should assume as

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4Ibid., p. 70.
ability, but should be encouraged to display the greatest amount of independence of which he is capable at his own stage of development. Kellogg states: "It is evident that lasting independence comes sooner when it is not forced at too early an age---."19

The teacher's attitude plays an important part in the child's toilet training. She must accept the fact that toilet training in school is teaching and not the correction of a behavior problem. She must keep the toilet routine unemotional and have a calm confidence in the child. Her attitude must be one of cheerful and friendly helpfulness.

If there are toilet accidents, the teacher must treat them in a casual matter-of-fact manner. This casual handling of accidents helps to restore confidence to the child who is unsure of himself. The child must never be made to feel ashamed or more emotionally upset than he is at the time.

"Any punishment or shaming of a child who wets is like putting dirt into an open sore."20

Summary

The establishment of the routines of eating, sleeping and toileting are very important not only to the child's

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health but to his emotional and social well-being. Each of these routines is begun at home but the school can help in seeing that they are continued in the most profitable ways possible for each child.
CHAPTER IV

EXAMPLES OF CHECK LISTS OF CERTAIN ROUTINES IN THE NURSERY SCHOOL

The purposes of the check lists used in this chapter were to survey the development of various routines in nursery school children; to note routines well established at the time of the child's entrance into the nursery school and into each age group; and to note progress made during the year. The lists were developed by the writer and given to the teachers of each age group at the Florida State University Nursery School. The teachers were requested to use their own judgement and observations of their particular group in checking the lists. Five children were selected at random from their group. It so happened that none of the children chosen in Group II remain for a nap. Letters instead of names are used to designate each child. The ages of the groups are as follows:

Group I - Two years and six months to three years and three months
Group II - Three years and three months to four years
Group III - Four years to four years and nine months

These lists do not show how the groups as a whole or the entire Nursery School react. They do show individual reaction and growth. Some differences between age groups is shown among those fifteen children selected. The lists contain only samples of routine habits.
<table>
<thead>
<tr>
<th>Routines</th>
<th>Child A</th>
<th>Child B</th>
<th>Child C</th>
<th>Child D</th>
<th>Child E</th>
<th>Totals</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>E</td>
<td>E</td>
<td>E</td>
<td>E</td>
<td>E</td>
<td>B</td>
</tr>
<tr>
<td>Tastes everything on plate</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Eats everything on plate</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>0 0</td>
</tr>
<tr>
<td>Asks for seconds</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Refused to eat certain foods</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Drinks milk</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Eats with spoon</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Eats with fork</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Holds silver correctly</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Holds cup correctly</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Fingers food</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Spills food or drink often</td>
<td></td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Slow finishing meal</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Desirable behavior at table</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
</tbody>
</table>

\(^{a}\)Material for this table gathered from a list checked by Mary Reese, teacher of Group I.

\(^{b}\)Beginning of school, September, 1950.

\(^{c}\)End of school, June, 1951.
Eating

Table 1, Eating Routines of Group I, may be found on page 41. From this it may be seen that at the beginning of school only one child tasted everything on his plate and by the end of school all five were tasting everything. The number of children who asked for second servings increased from three to five. These two facts show an increase in the variety of foods eaten and an improvement of appetite. The one child who was not using a fork at the beginning of school had reached this stage of development by the close of school.

From Table 2, Eating Routines of Group II, it may be noted that the number of children who tested everything on their plates increased from two to five. At the beginning of the year two children ate everything on their plates and at the end another child was also doing this. The number asking for second servings increased from two to five and two children learned to drink milk. The three children who were eating with spoons at the beginning of the year were, at the close of school, using forks. By the end of the year the number holding silver correctly had increased from one to five, and those holding cups correctly had increased from one to four. One child no longer spilled food and four had developed desirable behavior at the table.

There was an improvement in appetite among these children as well as an increase in ability to handle utensils and an improvement in behavior.
### TABLE 2

**EATING ROUTINES IN GROUP II**

<table>
<thead>
<tr>
<th>Routines</th>
<th>Child A</th>
<th>Child B</th>
<th>Child C</th>
<th>Child D</th>
<th>Child E</th>
<th>Totals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tastes everything on plate</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>2 5</td>
</tr>
<tr>
<td>Eats everything on plate</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>2 3</td>
</tr>
<tr>
<td>Asks for seconds</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>2 5</td>
</tr>
<tr>
<td>Refuses to eat certain foods</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>3 3</td>
</tr>
<tr>
<td>Drinks milk</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>3 5</td>
</tr>
<tr>
<td>Eats with spoon</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>3 0</td>
</tr>
<tr>
<td>Eats with fork</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>2 5</td>
</tr>
<tr>
<td>Holds silver correctly</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>1 5</td>
</tr>
<tr>
<td>Holds cup correctly</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>1 4</td>
</tr>
<tr>
<td>Fingers food</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>4 2</td>
</tr>
<tr>
<td>Spills food or drink often</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>2 1</td>
</tr>
<tr>
<td>Slow finishing meal</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>3 2</td>
</tr>
<tr>
<td>Desirable behavior at table</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>0 4</td>
</tr>
</tbody>
</table>

---

a. Material for this table gathered from a list checked by June Holloway, teacher of group II.


c. End of school, June, 1951.
TABLE 3

EATING ROUTINES IN GROUP III

<table>
<thead>
<tr>
<th>Routines</th>
<th>Child A</th>
<th>Child B</th>
<th>Child C</th>
<th>Child D</th>
<th>Child E</th>
<th>Totals</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>B⁡</td>
<td>E⁡</td>
<td>B</td>
<td>E</td>
<td>B</td>
<td>E</td>
</tr>
<tr>
<td>Tastes everything on plate</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Eats everything on plate</td>
<td>X</td>
<td>X</td>
<td>2</td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Asks for seconds</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Refuses to eat certain foods</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Drinks milk</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Eats with spoon</td>
<td>0</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Eats with fork</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Holds silver correctly</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Holds cup correctly</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Fingers food</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Spills food or drink often</td>
<td>0</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Slow finishing meal</td>
<td>0</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Desirable behavior at table</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
</tbody>
</table>

Material for this table gathered from a list checked by Ann Laliberte, teacher of Group III.

Beginning of school, September, 1950.

End of school, June, 1951.
Table 3 shows that four children in Group III were tasting all of the food and asking for second servings at the beginning of the year and the fifth one was by the end of school.

All five in this group used forks and held their cups correctly at the beginning of school. The two who did not hold their silver correctly had learned to do so by the end of school. These three tables show an increase from the youngest group to the oldest of the number of children who were tasting all of the food at the beginning of the year. This may be due to advancement in development, or age or to previous home or school training. It is to be noted that children, like adults, have definite food likes and dislikes. Children like to handle food and there were some in each group who did this.

Sleeping and Resting

Of the five children in Group I, Table 4 shows that two stayed at school for a nap. At the beginning of school one of these was restless and did not relax quickly and neither one slept for long, but by the close of school, both children were sleeping during the entire rest period. The one who disturbed others and wet the bed had conquered both of these problems by the end of school.

In Group I two children relaxed quickly during rest period and by the end of the year two more had accomplished this feat. The two who disturbed others were controlling
their behavior much better by the close of school. These findings are shown in Table 5.

TABLE 4

NAP ROUTINES IN GROUP I

<table>
<thead>
<tr>
<th>Routines</th>
<th>Child A</th>
<th>Child B</th>
<th>Child C</th>
<th>Child D</th>
<th>Child E</th>
<th>Totals</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>B</td>
<td>E</td>
<td>B</td>
<td>E</td>
<td>B</td>
<td>E</td>
</tr>
<tr>
<td>Relaxes Quickly</td>
<td>X</td>
<td></td>
<td>X</td>
<td>X</td>
<td></td>
<td>12</td>
</tr>
<tr>
<td>Sleeps Entire Time</td>
<td>X</td>
<td></td>
<td></td>
<td>X</td>
<td></td>
<td>02</td>
</tr>
<tr>
<td>Sleeps Little</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td></td>
<td>20</td>
</tr>
<tr>
<td>Restless, No Sleep</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>00</td>
</tr>
<tr>
<td>Disturbs Others</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>10</td>
</tr>
<tr>
<td>Wets Bed</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>10</td>
</tr>
<tr>
<td>Does not stay for nap</td>
<td></td>
<td></td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>33</td>
</tr>
</tbody>
</table>

a Material for this table gathered from a list checked by Mary Reese, teacher of Group I.

b Beginning of school, September, 1950.

c End of school, June, 1951.

None of the children selected from Group II stayed for a nap. Table 6 shows that there were no changes in the rest routine of the five children in Group II.

Tables 7 and 8 show some of the nap and resting
routines of Group III. Three children who were restless and got no sleep at the beginning of school learned to relax and rest although they often did not sleep. The two who disturbed others had stopped by the end of the year. Of the five children in this group four stayed for naps.

**TABLE 5**

**RESTING ROUTINES IN GROUP I**

<table>
<thead>
<tr>
<th>Routines</th>
<th>Child A</th>
<th>Child B</th>
<th>Child C</th>
<th>Child D</th>
<th>Child E</th>
<th>Totals</th>
</tr>
</thead>
<tbody>
<tr>
<td>B^b E^c</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>2 4</td>
</tr>
<tr>
<td>Seldom relaxes nor rests</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td>1 1</td>
</tr>
<tr>
<td>Disturbs Others</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>2 0</td>
</tr>
</tbody>
</table>

aMaterial for this table gathered from a list checked by Mary Reese, teacher of Group I.

bBeginning of school, September, 1950.

cEnd of school, June, 1951.

At approximately four or five years of age, many children stop sleeping in the afternoon. This seems to be true of three of the four children checked in Group III. In Group I two out of two children slept most of the period while in Group III this was done by only one out of four.

**Toileting**

Table 9 shows that the two children in Group I who
much responsibility as possible so that he will have the satisfaction of achievement and not have a feeling of defeat the next time he is confronted with the same situation. In some instances encouragement from the teacher will offer the necessary boost for the child and in other instances actual assistance must be given. "The purpose of these routines always is to make the child himself a more effective person."\(^5\)

In agreement with this Blatz et al. say that the teacher needs "to plan and supervise his [the child's] routine in such a way that he is constantly learning and thus becoming more and more independent of adult supervision through the acquisition of efficient habits of caring for his own needs and a sense of responsibility in carrying them out."\(^6\)

The teacher needs to know the standard of achievement of which the child is capable and to hold him to this standard. These standards will vary not only according to age levels, but according to the individual child and the different routines. Therefore standards and expectations will be as numerous as there are children in the group.

Kellogg makes the following statement:

Children thrive on routine and regularity of the right kind, and the school which has good organization and benign discipline gives the child a stable environment which helps him, on his part to organize his naturally chaotic impulses. By helping him to integrate some of his random

\(^5\)Ibid., p. 67.

\(^6\)Blatz et al., op. cit., p. 31.
needed help in the toilet were able to take care of themselves by the end of the year. The child who showed signs of emotional upset and refused to go to the toilet at school, had overcome these by the end of school but still had not developed self-control.

**TABLE 6**

**RESTING ROUTINES IN GROUP II**

<table>
<thead>
<tr>
<th>Routines</th>
<th>Child A</th>
<th>Child B</th>
<th>Child C</th>
<th>Child D</th>
<th>Child E</th>
<th>Totals</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>B</td>
<td>E</td>
<td>B</td>
<td>E</td>
<td>B</td>
<td>E</td>
</tr>
<tr>
<td>Relaxes quickly</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Seldom relaxes nor rests</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Disturbs others</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>3</td>
<td>3</td>
</tr>
</tbody>
</table>

*Material for this table gathered from a list checked by June Hollaway, teacher of Group II.*

*Beginning of school, September, 1950.*

*End of school, June, 1951.*

The toilet routines for Group II are found in Table 10. The one child who needed help in the toilet and wet his clothes had obtained self-control by the end of the year.

Table 11 shows that the one child in Group III who wet his clothes at the beginning of school had developed self-control by the end of the year.
<table>
<thead>
<tr>
<th>Routines</th>
<th>Child A</th>
<th>Child B</th>
<th>Child C</th>
<th>Child D</th>
<th>Child E</th>
<th>Totals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Relaxes Quickly</td>
<td>B</td>
<td>E</td>
<td>B</td>
<td>E</td>
<td>B</td>
<td>E</td>
</tr>
<tr>
<td>Sleeps entire Time</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td>1 1</td>
</tr>
<tr>
<td>Sleeps Little</td>
<td></td>
<td></td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>0 3</td>
</tr>
<tr>
<td>Restless, No Sleep</td>
<td></td>
<td></td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>3 0</td>
</tr>
<tr>
<td>Disturbs Others</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td>X</td>
<td>2 0</td>
</tr>
<tr>
<td>Wets Bed</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>0 0</td>
</tr>
<tr>
<td>Does not stay for nap</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X X 1 1</td>
</tr>
</tbody>
</table>

*a Material for this table gathered from a list checked by Ann Laliberte, teacher of Group III.

*b Beginning of school, September, 1950.

*c End of school, June, 1951.

From tables 9, 10, and 11, it appears that the older the groups of children, the less help they need in toilet routines.

Summary

An analysis of the information submitted by the teachers of the Florida State University Nursery School.
revealed the following findings:

1. One would expect to find among the children entering nursery school in Group I, that routines are not so well developed as among children in Group II and III. This does not appear to be true to a marked degree among children checked in this survey. This is shown, for example, in the handling of silver correctly. All five children selected in Group I did this correctly while only one child in Group II and three in Group III had achieved this control. This was also true of desirable behavior at the table. In Group I however, all of the children refused to eat certain foods.

**TABLE 8**

***RESTING ROUTINES IN GROUP III***

<table>
<thead>
<tr>
<th>Routines</th>
<th>Child A</th>
<th>Child B</th>
<th>Child C</th>
<th>Child D</th>
<th>Child E</th>
<th>Totals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Relaxes Quickly</td>
<td>B</td>
<td>E</td>
<td>B</td>
<td>E</td>
<td>B</td>
<td>E</td>
</tr>
<tr>
<td>Seldom relaxes nor rests</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Disturbs Others</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

---

*Material for this table gathered from a list checked by Ann Laliberte, teacher of Group III.*

*Beginning of school, September, 1950*

*End of school, June, 1951.*
TABLE 9
TOILETING ROUTINES IN GROUP I

<table>
<thead>
<tr>
<th>Routines</th>
<th>Child A</th>
<th>Child B</th>
<th>Child C</th>
<th>Child D</th>
<th>Child E</th>
<th>Totals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Needs help in Toilet</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td>2 0</td>
</tr>
<tr>
<td>Shows fears or emotional upset</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1 0</td>
</tr>
<tr>
<td>Wets Clothes</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td>1 1</td>
</tr>
<tr>
<td>Refused to go at school</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1 0</td>
</tr>
<tr>
<td>Has self-control</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>4 4</td>
</tr>
<tr>
<td>Flushes Toilet</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>3 3</td>
</tr>
</tbody>
</table>

Material for this table gathered from a list checked by Mary Reese, teacher of Group I.

Beginning of school, September, 1950.

End of school, June, 1951.

2. Upon entering nursery school at the various group levels, of the fifteen children surveyed in eating routines, not one child had firmly established all of the eating routines listed. This indicates the need at the nursery school level for assisting the child in developing desirable routines.

3. After experience in the nursery school nine of
the fifteen children had made progress in the various eating routine situations.

\textbf{TABLE 10}

\textbf{TOILETING ROUTINES IN GROUP II}\textsuperscript{a}

<table>
<thead>
<tr>
<th>Routines</th>
<th>Child A</th>
<th>Child B</th>
<th>Child C</th>
<th>Child D</th>
<th>Child E</th>
<th>Totals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Needs help in Toilet</td>
<td>B\textsuperscript{b}</td>
<td>E\textsuperscript{c}</td>
<td>B \ E</td>
<td>B \ E</td>
<td>B \ E</td>
<td>B \ E</td>
</tr>
<tr>
<td>Shows fears or</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Emotional upset</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wets Clothes</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Refused to go at School</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Has Self-Control</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Flushes Toilet</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
</tbody>
</table>

\textsuperscript{a}Material for this table gathered from a list checked by June Holloway, teacher for Group II.

\textsuperscript{b}Beginning of school, September, 1950.

\textsuperscript{c}End of school, June, 1951.
<table>
<thead>
<tr>
<th>Routines</th>
<th>Child A</th>
<th>Child B</th>
<th>Child C</th>
<th>Child D</th>
<th>Child E</th>
<th>Totals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Needs help in toilet</td>
<td>E</td>
<td>E</td>
<td>E</td>
<td>E</td>
<td>E</td>
<td>0</td>
</tr>
<tr>
<td>Shows fears or emotional upset</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Wets clothes</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Refuses to go at school</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Has self-control</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>5</td>
</tr>
<tr>
<td>Flushes toilet</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

\(^a\)Material for this table gathered from a list checked by Ann Laliberte, teacher of Group III.

\(^b\)Beginning of school, September, 1950.

\(^c\)End of School, June, 1951.
CHAPTER V

SUMMARY

The establishment of routines in early childhood education is very important. Routines not only offer the best way to get essential tasks done but they give the child many opportunities to increase his own independence. A child needs the feeling of security and comfort that accomplishment in routine situations offers to him. In school the child sees other children who are experiencing the same routines at approximately the same level as he himself is, because of this his feeling of adequacy should be greater than it would be in an adult world. His growing independence increases his feeling of security and adequacy.

Routine establishment is also important from a standpoint of health. Regularity in the routines of eating, sleeping and toileting are prerequisites for good health. To quote Alschuler: "Children appear to thrive better and to be happier on an orderly regime than on one less well organized."¹ The school is able to plan its program so that regularity of routines is a continuous process from

day to day. Scham makes the following statement: "For the conservation of health the value of good daily habits cannot be overestimated."²

In school individual differences are of prime importance in establishing routines. Each child should be held to his standard of achievement and the teacher must discover where this standard is. The child's level of accomplishment will be influenced by many factors. His physical, mental, emotional and social developmental levels must be considered as well as his age and his home background.

At school the child is gradually learning socially expected habits and attitudes. He is not expected to live up to adult standards but is developing at his own rate habits that society will expect of him as he matures. The foundation is being laid for a happy, successful life.

The school strives to maintain an atmosphere that is happy, friendly, secure and understanding. This is the type of environment that the child needs to develop into a wholesome, worthwhile individual.

Learning to adapt to the social standards of our culture in matters related to feeding, elimination, and sexual expression is certainly of major importance to every child. It is now recognized, however, that the way in which this socialization takes place plays a major part in personality development not only in determining basic attitudes in childhood but in affecting the future adjustments of the adult.³


BIBLIOGRAPHY

Books


responses into purposeful actions, we make it possible for him to develop the kind of behavior which society expects of him. But we must guard carefully against demanding a level of achievement or behavior of which he is not yet capable.  

In establishing all of the routines the child is living as he learns. Through experiencing such things as having lunch and taking a nap the child becomes more proficient in doing these things. To quote Landreth:

Routine in the nursery school is simple. Whatever rules the nursery school develops are common sense ones for the welfare, safety, and comfort of the group. The Teacher helps children to accept the routine of rest period, tomato juice, toileting, washing,—by keeping these routines simple; by verbalizing them, and giving new children a chance to become acquainted with them before complying with them. The teacher is concerned with the child's progress in accepting the simple rules necessary for group living rather than in his immediate performance.  

According to the Florida, State Department of Education, Bulletin No. 53: "Regularity of these routine activities in the schedule gives the child a feeling of security."  

The routines to be discussed in this paper, eating, sleeping, and toileting, are important to all children. They influence the child's behavior in the other phase of school, as well as home life. The successful establishment

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7Kellogg, op. cit., p. 71.


Articles


Marks, Marjorie F. "Schools for Preschoolers," Hygeia XXVII (September, 1949), 600-1 /.


of eating, sleeping, and toileting habits will help to insure the child of greater happiness and security in the other activities of the school day.
CHAPTER II

FACTORS TO BE CONSIDERED IN ESTABLISHING ROUTINES

A number of factors must be taken into consideration in the establishing of routines. The growth and developmental levels of each child, as well as the standards for the group, must be recognized and competently met. The facilities of the school should be not only adequate but should be appropriate for the age group or groups which are to use them. Previous home training and attitudes of the parents as well as the child, influence the establishment and continuation of routines at school. A cooperative attitude between the home and school should be maintained at all times.

A. Growth and Developmental Levels

The developmental levels of each individual child are of prime importance in establishing routines. No one phase of growth can be considered alone. The child must not only be physically mature enough to care for himself in the bathroom, but must have reached satisfactory levels of mental, emotional and social development.

Since the days of Rousseau, and later Froebel, the developmental stages of the child have been considered important in planning his education.
Froebel has this to say: "Those who educate must therefore inevitably not only know, but act in conformity with and be faithful to these laws of development of the one who is to be formed by education."¹

Harm may be done to the child if he is forced to complete tasks that are too difficult for him. Forcing the child before he is ready may cause him to resist and this makes a poor foundation for establishing routines. Also injurious to good habit formation is the delaying of them until the child is no longer interested in doing things for himself. Teachers must understand the sequence in which things happen in order to judge the proper time to introduce new or more advanced phases of routines. They must continually watch the child for signs of readiness for beginning new experiences. According to Kellogg:

Growth and development during the first five years are more rapid than at any other time of life. Yet parents and teachers are impatient, tend to push the child, and resent his inability to accelerate certain processes. The only cue we have for proper timing in providing new experiences for the child is his own response. It is true, certain growth manifestations can be accelerated by pressure but only at the expense of others. However, there is no question that a child's development can be slowed down by frustrations and inhibitions, and that it can be diverted and prevented.²
