Preface

The posture plays given here are planned for the use of nursery school teachers with their groups, and for mothers and nurses with children in the home.

The plays are adapted for use with, or without, a piano, since the verse accompanying each play may be sung or chanted to aid in showing the tempo and keeping the rhythm.

Particular attention is given to the possibilities of ~~dramatic~~ dramatic play in the rolling, crawling, and squatting activities and dramatic play. These activities may well be termed of a postural nature since they are particularly favorable to the good postural development of ~~the body~~ the child's body; and for this reason they should be given a greater place than heretofore in ~~the body~~ ; ~~and~~ [illegible] be given a greater place than heretofore in both directed and undirected play.

Where

Correct positions for rest are described before the play that follows as an illustrating example

Directions for correct coordination in all the physical movements described have been placed at the end of the book. They will guide the adult in perfecting his own movement in the play action. They will also help to form a standard by which the children's postural habits may be judged.

The book is arranged in five parts, each of which giving an explanation of a fundamental body action. The physical movements are described explained to give the adult some idea of the action needed by the childs body to bring about good body development and well coordinated habits of movement.

The squatting action and circle sitting positions are described and explained with their accompanying plays.

Less familiar upright activities that are especially helpful in good postural development are placed under the standing action plays.

Directions to guide the adult in correct coordination in these physical movements have been placed ~~in the sixth publication~~ last since it is not intended that they be given to the child.

18
12
36
18
216

chart. showing what each play is especially beneficial for or place at end of each directions for adult.

circus animals or wild animal actions have not been used. Tenseness associated with them which ~~interfere~~ bring in an emotional state and thus interfere with the best action of all the muscles especially intercostals and diaphragm.

were ... [illegible] action brought about emotional state and thus interfere with the best action of all the muscles especially intercostals and diaphragm.

[illegible] action brought about

where rapid progress will be made, in the development of the weaker muscles, and in coordinating all the muscles; if the child's interest is kept on the dramatic side of the play. Repetition will stimulate the use of these weaker muscles, slowly bringing about their development — and there bringing about their development — and there will follow as a result better coordination and endurance for all positions and movements the body makes.

Any?

gen directions

Do not give ~~the~~ directions for the physical movement in the play to the child. If his attention is centered on the imaginative idea of each play he will best develop his rhythm. Allow repetition of the play and his observation of others to gradually improve his form. others children or the teacher or mother

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Before presenting a play to a child or children

1. ~~Glance through~~ Study the entire description of an activity, to get the general

must be exercised in this however as it is the love of balance and motion (kinesthetic sense) that we are cultivating to give us a desire for and habit of good balance and coordination. The child has this sense to a greater degree than the adult and

In the undirected play of the average child the joy in the activity itself (kinesthetic sense) needs very little external dress. They will repeat over and over the actions of simple daily animal habits, a kitten going to sleep, etc. The simpler the story, the more realistic to something the child understands, the greater the joy of expression and the intelligence of kinesthetic action (good balance and coordination).

coordination)

1. Best physical response of body is during singing time when a child falls over on his back and makes himself comfortable, by changing to an easier position for a short period.

(Generally an unconscious act and not an exhibition)

2. Why freer in his movement at this time?

Rhythmical vocal expression aids body rhythm.

Happy emotional attitude.

3. Rest period a prolongation of a (of some desire) comfortable rearrangement of body. Frequent rests.

Positions given for rest are over most easily sustained, how to teach them in a group I do not know.

a. rest treated as casually as other activities wrongly associated with illness. Set apart in mind. Animals rests much more frequently than child.

b. provide places for rest in the group

wrongly [illegible]

rests much more frequently than child.

b. provide places for rest in the group

tunnel toy - padded box

c. slow somersault before a rest period

The standing Action.

The childs posture would be helped by more diversified action in the standing position. With the attention centred so much of the time upon carrying the body in a forward direction the abdomen tends to lead, thus increasing the depth of the lumbar curve. This makes the other curves of the spine overpronounced and the result is a less erect spine, shoulders held out of balance poor head carriage, and restriction of motion at the thigh and ankle joints.

There is need of play that will easily bring into use the opposing muscles of the forward walking movement. In a walking backward movement that part of the back opposite the abdomen tends to lead thus straightening the lumbar curve. This in turn

going up and down stairs means balancing the body on one leg while the other guides the stair. This is quite a trick, but the adult is so accustomed to the habit that he does not realize how much of a physical accomplishment it is. If stairs were built for ~~child's~~ size, steps one-two inches in height, it would be a splendid game for him but since they are not made this way, it would be a help to ~~small~~ child's body if he were encouraged to go up on hands and feet, and to sit down and slide down from one stair to another as he comes down. In the picture, the child's weight can be partly supported by the adult, as he places one foot after the other on the stairs.

2 things to do: child dev. Babys development

To help the child put his stomach or legs or head on the right side of the line is a matter that calls for thought and ingenuity. An exercise for the adult, who can think of the benefit to be derived from it and therefore accepts it gladly is one thing; but to the child without this future vision, it is most likely to come as an imposition on his good nature and helplessness.

For the average child rest time becomes a negative phase. His associations with it are restrictions of environment, confinement indoors, less freedom of movement, and mental boredom.

The average mother or nurse insists upon a rest period, knowing, that a child without one will become so fatigued toward the end of the day, that he will be easily irritated, and show less willingness to cooperate with companions in play, or with those who help care for him. His consumption of food at mealtime will be below the usual, and even if he falls asleep immediately on getting into bed, his nights rest is apt to be spent with more restless movement, and talking in his sleep, than if he had not been so exhausted, at the end of his day.

The question of the need of a rest period
been so exhausted, at the end of

The question of the need of a rest period is not the factor uppermost in the minds of parents and educators, but how the rest period should be spent, for the best advantage of the growing body, and how to gain the children's cooperation in it.