

**THE BOSTON WAY: PLANS
FOR THE DEVELOPMENT
OF THE INDIVIDUAL CHILD**

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The Boston Way: Plans for the Development of the Individual Child by Special Class Teachers of Boston

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SPECIAL CLASS TEACHERS OF BOSTON

**THE BOSTON WAY: PLANS
FOR THE DEVELOPMENT
OF THE INDIVIDUAL CHILD**

THE BOSTON WAY

PLANS *for the* DEVELOPMENT
of the INDIVIDUAL CHILD

Compiled by the
Boston SPECIAL CLASS TEACHERS
of Boston

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FOREWORD.

The supreme need of one who would teach or train a little child is the power to put oneself in his place—to go as far as the actual point of meeting with his actual need. What avails it that the teacher is strong, learned, skilled, if she cannot link her strength to her pupil's weakness, her knowledge to his ignorance, her skill to his lack of skill?

This book is the united work of the Special Class teachers of Boston, an outline of their united experience, and is sent out in the hope that it may aid teachers and mothers everywhere, when facing a child's need, to "come where he is."

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SENSE TRAINING.

"The senses are the avenues to the brain," therefore we must arouse the brain through the senses. A child should be given sensations sufficiently large and intense to arouse him to attention and interest. These must be more and more striking in proportion to his dulness or backwardness. If very undeveloped, flash a large red cloth in front of him, let him hear a loud noise suddenly, let him touch something very rough or sharp, have him smell a very strong odor, taste a strong flavor. It is not necessary at first for him to name the sensation. Lead the child gradually through simple to more difficult discriminations; thus each child's faculties may be brought through special sense training to their greatest ability.

1. SIGHT TRAINING.

a. *Color Discrimination.*

Let the child sort large pieces of red and yellow cloth or other materials, gradually add other colors and diminish size of materials until he can sort all six colors of small squares, pegs, pieces of cloth or worsted; then add tints and shades.

Have boxes divided into eight compartments, each painted a different color, using the six standard colors and black and white. Have small squares of corresponding colors and let the children place them in right compartments.

"The Embossing Company's Color Cubes" (faces colored different colors). Let the child turn all the blocks so that the yellow or any given color will be on top. Teacher forms a design using two colors; later more than two. Child copies. Child copies designs shown on cover of the box.

Show a large piece of cloth or paper of a given color. Tell the child to run lightly about the room and see if he can touch five objects of that same color.

Have three children stand in front of the class and place on the head of each a cap of colored paper. The other children observe for a moment, then cover their eyes. Teacher calls upon some one to name each child and the color of his cap.

Place a row of pupils in front of the room. Give each one a colored worsted kindergarten ball. Children at seats look long and carefully. Room should be perfectly quiet. At a signal from the teacher, the balls should be concealed while the pupils change places in line. Select a pupil to name the color belonging to each child.

Color boards in a row on the blackboard ledge. Give the order, "Touch some red, white, blue and yellow." The child who has been chosen by the teacher runs and touches the indicated colors in order as he finds them on the color boards.

b. *Form Discriminations.*

Let the child sort large solid forms, using two contrasting forms first, as cube and ball. Later add other solid forms: cylinder, cone, pyramid. Have two of each form and let him put them in pairs. Increase the difficulty by adding color. Do the same with plane forms: circle, square, oblong, triangle, diamond, oval, egg-shape, pentagon and hexagon.

Draw forms on board and let the child match cardboard forms to them. Increase the difficulty by having forms of different sizes.

Have a series of cubes graduating from one to ten inches. Let the child arrange consecutively. Use plane forms in the same way. (Use Seguin's inset boards.)

Have boxes divided into twenty-seven compartments. Have letters pasted on the bottom of each, give the child a box of letters printed on cardboard and let him place each in its own compartment. These letters can also be used in building words. Use picture puzzles.

c. *Correct Observations.*

Have several objects on a table. Let the child look at them while you count three, turn away, and tell you what he saw.

Let the child look at a picture, put it away and have him tell what he saw.

Have a child describe, draw, and model objects seen.

Paste on cards 8 x 9, 2" parquetry squares, circles, oblongs and triangles of different colors. Have different numbers of them and in different positions on each card. Hold one up before the child an instant, then take it away and have him tell what color he saw, what form, or how many.

Select several different children who stand in a row at the front of the room. Take one child at a time and show two objects in consecutive order. After the objects have been displayed and taken away, the child makes a statement as to the size of the things shown to him. This may be done in the form of a complete sentence, as: "the first object was smaller than the second"—or by the use of two words, "larger," "smaller." In the last case both articles are described.

Have one child touch some object and then another child touch the same object and another one, and so on until nine or ten objects are touched in order by nine or ten children.

Two or three children stand at the front of the room. The other children look at them and then close their eyes. Send those in front to their seats; the others open their eyes; and some child puts those who stood in front again in the same places.

Have three or four children hold mounted cards of animals; the others look at them and close their eyes. Have the children at the front of the class turn the cards around, then some child must tell the names of the animals from left to right. Also tell where a certain animal was—between what two animals. Mounted pictures of trees, flowers and fruit can be used in the same manner.

Hold up a color board containing two or three colors. Children look closely while teacher counts five. Remove the card from sight. A chosen pupil names the colors in order from top to bottom, from bottom to top, etc.

Place three pupils in a row at the front of the room. Give a colored worsted kindergarten ball to each. Children at seats look closely while

teacher counts to three or five. The pupils in the row place the balls behind them. A chosen child rises and goes up to them, speaking to each one as follows: "Good morning, Mary Red"—"Good morning, John Green"—etc. If the color is correct, the child who is addressed answers the salutation. Carry the game still farther by adding more children to the line.

Place several colored balls, such as the kindergarten worsted balls, in a row. While the child blinds his eyes take one away, have him open his eyes and tell which one is gone. Take away two or more and have him tell how many are gone.

Let one child leave the room and have the children guess who is gone.

Children leave the room; place colored ball where it can be seen from the center of the room. Let the children in and have each one take seat when he has seen the ball.

2. AUDITORY TRAINING.

Have a box of different instruments such as a whistle, bell, horn, clappers, sleigh bells, automobile horn, rattle and cow bell. Begin with two sounds. Blindfold the child and let him hear first one sound and then another. Gradually add other sounds and have him name them; also point in the direction from which the sound comes.

Blow two blasts on a whistle, tap a bell twice and sing four tones of the scale. At the close, select one of the children to imitate, being careful that number, sound and order are accurately reproduced.

Play or sing a succession of tones. After each one have a child or the class describe it by saying, "loud," "soft," or "high," "low," etc.

Choose several pupils to play. Give one a bell, another a whistle and let the third one walk across the floor. Children at seats should close eyes and listen to the simultaneous sounds. Select a child to tell how many and what sounds were heard.

Four chosen pupils stand in a group in front. The other children lay their heads down upon the desks, close their eyes and listen carefully. The ones in front walk (one at a time) in a direction indicated by the teacher. As soon as the footsteps cease, the listening pupils are allowed to tell the direction in which each child went. At first have some child tell the direction as soon as each pupil takes his turn. After it becomes easy to tell direction through sound, begin with three children; have them walk one after another, and then call upon some pupil to tell the three directions in correct order.

The children close their eyes and the teacher rolls a hard rubber ball, a soft rubber ball or a sphere. The children guess which one was rolled.

Send three children into the dressing room and have them sing in turn and have the class guess who is singing.

Children at seats close eyes. Choose one pupil who runs about the room and stops in a desired place and asks, "Where am I?" One child is chosen to answer the question.

Use kindergarten game of "Bell Ringer" in the Reed Book. One child is blindfolded and another child rings a bell. The blindfolded child points in the direction of sound and then chases the child, who continues to ring the bell until caught.