

童兒西華

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Promising Field of Child Welfare Work in West China

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Though the importance of child welfare service has been recognized by the Chinese government in recent years, to-day hundreds of thousands of children in China are living under conditions that deprive them of the opportunities and privileges contributing to good citizenship. This is particularly true in interior West China. This vast agricultural area covering both provinces of Szechwan and Sikong, like California of the United States of America, has a mild climate and is rich in agricultural products. The majority of the population are farmers, estimated at over eighty percent and labourers about ten percent. As West China has been tilled for thousands of years and the population has gradually become denser and denser, each farming home to-day occupies only a small piece of land. They work extremely hard year after year simply to meet their hunger. Though sometimes they may be indifferent to the feeding and nutrition of their babies, the care and education of their children, the health and sanitation of their homes, they certainly do not desire to neglect these responsibilities; in actual fact, however, they are seriously handicapped in their efforts to meet them.

During the past few years some public and private nursery schools were established in the large cities, such as: Chengtu, capital of Szechwan, and Chungking, the important commercial port of West China, but they are far from adequate to meet the present urgent needs of the vast number of children, not only in the urban but also in the rural areas. No doubt, the responsibility is great, work is heavy, and a large number of well trained personnel is required. But, these services are so important and urgent, that they must not be delayed. A definite policy should be formulated and well planned steps should be taken immediately. Ways and means must be found through child welfare services to

meet the problems of these children, who need attention beyond that given by their parents. Problems relating to infant care, maternal and child health, mental hygiene, child development, behavior study, child recreation and child education have become acute enough to demand immediate action.

Fortunately there are well equipped modern hospitals and medical colleges in Chengtu and Chungking. The West China Union University Hospital offers such services as public health, gynaecology, obstetrics, pediatrics, nutritional aid etc. which are closely connected with the problems of infant care and maternal and child health. In addition, there are the dental hospital, the psychiatry hospital and the tuberculosis sanitarium under the supervision of the University College of Medicine and Dentistry. Through these are provided the services of mental hygiene, care of children's teeth, and of general health. Now, the problem is how to link up these medical services and extension work with the child welfare services in order to speed up the work and to facilitate the program. Furthermore, these medical services for children should be provided in urban and rural areas as well. Problems of child development, child nutrition, child behavior, child recreation and child education should be taken up and studied carefully by various specialists in a research institution such as the Institute of Child Welfare newly established in the West China Union University. The guidance work and extension service of the child welfare program should be operated by a public agency, such as the Szechwan Provincial Institute of Child Welfare. These services, of course, can also be assisted by private agencies. The training of the personnel for child welfare services is another urgent matter. Courses in child development, child psychology, child nutrition, child health and disease, child music, child



recreation, nursery school education, case work and group work, and child welfare problems have been offered by the University Departments of Home Economics, Sociology and Education. With this basic knowledge and practical training, students should be able to undertake child welfare services in nursery schools, orphanages, schools for underprivileged children, public institutions, and child welfare centers in urban and rural areas.

In conclusion, I should claim that: (1) A research institution of child welfare must be adequately financed in order to facilitate studies on various child problems and to

discover ways and means to meet the needs of the children; (2) that there should be close cooperation between medical and child welfare services; (3) a definite curriculum for training child welfare personnel should be formulated in the university; (4) services must be provided for both urban and rural areas; (5) emphasis should be placed upon services for underprivileged children and the children of labourers and of working mothers. We should bear in mind that the children of to-day are the future citizens of the nation. If we want to safeguard the welfare of our citizens we should first of all assure the necessary care and protection for all our children.

華西兒童福利工作之展望

何 文 俊

兒童福利事業雖於近年被吾國政府所重視，可是成千累萬之兒童目前尚無機會使其成為優良公民，此種現象，以內地之華西區域為甚。按華西本為富庶農業地帶，農民佔全人口百分之八十強；惟以人煙稠密，大都窮困，復以種種困難，因而對於兒童之營養，撫護及教育，頗為淡漠，此亦勢所必然者。

近數年來，公立及私立托兒所已逐漸於成都及重慶等地設立；惟以為數過少，遠不足供目前大多數兒童之急切需要。誠然，兒童福利工作之職責龐大，事工繁重，所需人員至夥，應立即採一確定政策及適當步驟，以促進其發展。所幸者，關於保嬰，兒童健康，疾病，齒病，營養，心理衛生等項，於成都及重慶兩地，皆有設備完全之醫院及醫學院推動，尤以華西大學醫院及牙症醫院，對於推動上項工作，最為完備而適宜。關於兒童發育，兒童營養，兒童健康，兒童行為，兒童娛樂，兒童教育等問題，最好由一如華西大學最近創設之兒童福利研究所類似之機構負責，延聘專家，

詳為研討。至指導，示範及推廣兒童福利工作，則應由一政府機構，如四川省立兒童福利指導所主持。兒童福利工作人員之訓練，亦為當前一重要問題，但可由各大學設有家政學系，社會學系及教育學系者共同擔負。學生具有關於兒童福利問題之各項基本知識及實際經驗。對於托兒所，孤兒院，貧兒院，兒童福利機關及城市與村鄉兒童福利實驗站等工作，當能勝任。

茲復建議如次：（一）應加強兒童福利研究機關，令其經費充足，延攬專家，研討關於兒童之各種問題，並力求適當之解決；（二）兒童福利工作應與各醫院之服務及推廣工作切實聯繫；（三）應於大學中開設關於訓練兒童福利工作人員之固定課程；（四）兒童福利工作之推行，應將城市與鄉村並重；（五）特別注意工人，貧民及職業婦女之兒童福利事業。吾人須知，當今之兒童，即來日國家之公民，吾人欲維護公民之福利，則首先應由愛護及保障所有之兒童着手。

英國的兒童教育

蔣 良 玉

去年春天，我爲了考察各國兒童教育的近況，曾再度赴英，美，加三國，從事實地調查與研究。首先到的是英國，英國這幾年兒童教育方面，確已有了不少的改變與進步。

先就兒童教育的目的來說：英國兒童教育的目的，乃在於促進兒童的快樂，幸福及優美的人生，並且他們希望全國每一個兒童，對於這種教育都能享有均等的機會，爲了實現這種理想，英國政府在一九四四年曾先後公佈了不少重要的法令，首先他們將強迫教育的年限延長了，英國原來強迫教育的年齡，是由五歲到十二歲，現在規定凡在師資足夠的城市，得將強迫教育的年齡，延長五歲至十六歲。此外更規定小學及中學不徵收任何費用，且須免費供給牛乳，菓汁，魚肝油精等營養品及午膳。現在做到的，在小學方面已達百分七十六在以上，在中學方面已達百分之六十以上，這種成績，實在是相當驚人的。因爲他們認爲這樣兒童教育才易容普及。至於偏僻的縣市和鄉村，如果教育經費不足，概由政府補助，因此各縣市及各鄉村的教育機關，均須受中央教育行政機關的節制。

在兒童教育方面，除了注意量的擴充以外，更注意於質的改進，以力求各個學校內容的充實，其方策有二：第一是加強宗教教育的實施，以達成兒童德育，美育，羣育的全部發展。第二是提高兒童教師的水準，英國兒童的教師，大都是由師範生擔任，而一般師範生是高中畢業，再受兩年的專業訓練。換句話說：相當於大學二年級的成度。不過他們教師的待遇，也確實是相當的優厚。現在英國在規模較大的小學服務，一個男性的正教師，每年可得七

百五十個金鎊，一個女性的正教師，每年可得六百二十個金鎊，就是規模較小的小學裏服務，一個男性的正教師，每年也可以得到五百七十個金鎊，一個女性到正教師，也可以得到四百六十個金鎊。至於助理教師，因學校的規模大小，男性的可以得到四百五十個金鎊到五百五十個金鎊，女性的可以得到三百二十四個金鎊到四百二十四個金鎊，就拿最低的待遇三百二十四個金鎊來說，每個金鎊合四個美元，假若再將美元合成我國的法幣，其數目也實在可觀了。因爲教師待遇這樣優厚，所以教師中途改業的也比較少了，爲什麼英國教師有這樣好的待遇呢？一方面固然是由於英國政府及社會人士的重視教育，一方面也是由於英國教師有組織，在英國各地教師教組有教師會，而教師待遇便是由教師會與地方教育行政機關共同決定的，然後再呈報中央教育行政機關審核即使中央教育行政機關不表贊同，但亦不能進行核減，而祇能發回再議；因爲他們教師這樣的有權參預教師薪給標準的確定，所以他們教師的待遇，是有保障的，英國教師非但待遇優厚，並且英國政府對於教師的福利事業，也是非常的注意，每個教師開始服務時，政府即按月將其薪金抽提百分之五，政府再補助其金額，一併存入銀行，作爲儲蓄，服務至年達六十歲到六十五歲時，便可申請退休，政府即付與歷年積蓄的項款，作爲退休金。

此外英國近年來在教育上還有一個重大的改變。就是已往英國的私立學校，無論在量的方面與質的方面，都還優於公立學校，而近年來因爲英國政府對公立學校盡量擴充與改進，此種局勢已完全改觀了，而英國政府更公佈了

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一條極饒興味的法令，就是所有公立學校學生的獎學金，一概由各私立大學及中學負擔，這個或者也是英國政府想促進公立學校發展的一種手段。總之，英國的政府，也漸漸有統制教育的趨勢了。

其次，我再就英國學前兒童教育機關的內部業務，作簡單的報告，英國學前兒童教育機關，計分托兒所，嬰兒園，幼稚園三種，托兒所由衛生局主辦，收受初生到五歲的兒童，辦理的主旨，在於使受保育的兒童，獲得充分的營養與休息，以促進兒童身心的健康。至於每日的活動，則特別注重戶外自由活動，因為這樣，所以各個托兒所的主任，都由護士擔任，下面再聘用教師及職員，分別擔任各組教學及各項事務，托兒所內收容的兒童，按照年齡年分爲三組，由初生到一歲爲乳兒組，一歲到二歲爲嬰兒組，二歲至五歲爲幼兒組，兒童每日留所的時間，有父母的以十二時爲限，無父母的則可長期的日夜留所，直至有人領養爲止，不過來所領養無父母的孤兒，必須經過兒法院的認可，這樣被領養的兒童，從此可以獲得法律的保障，養父母不得加以虐待，這些托兒所如果是公立的，則完全免費，即是私立的，每週只收一先令至一金磅的費用，爲數甚微。所以英國的托兒所，非但爲孤兒造了很大的幸福，同時也給予職業婦女以不少的幫助。

英國的嬰兒園和幼稚園則由教育行政機關主辦，嬰兒園內收受二歲至五歲的兒童，幼稚園內收受五歲至七歲的兒童，因為所收的年齡不同，因此訓練的目的和方法也有別，在嬰兒園內特別注重兒童的個性發展，因此每日除團體教學外，多作個別指導，在幼稚園內，則特

別注重兒童及助人之修養，並且漸漸注重「讀」，「寫」，「算」的基本訓練，以作爲進小學的準備，不過在教學的時候，並不注重書本知識的誦記與吸收，而特別注重兒童自己實驗，使兒童從活動中獲得實際經驗，而養成自立，自助，能力，在嬰兒園及幼稚園，因為偏重於教，所以園內的主任，教師及助理教師，大都由師範生或在大學內專修幼稚教育的畢業生擔任，分組的方法，也是按照年齡，在嬰兒園內分爲三組，即二歲至三歲一組，三歲至四歲一組，四歲至五歲一組，在幼稚園內則分爲二組，即五歲至六歲一組，六歲至七歲一組，不過也並非十分的刻板，有時也要根據兒童生理和心理的發展狀況以及環境需要的差異，斟酌變更。至於每日活動的時間，大半都是由早晨八時起至午后三時或四時止。他們對於有父母的兒童，是不主張日夜全托的，他爲他們深深感到家庭的溫暖撫愛，對於促進兒童的品格和情緒的正常發展，有種大的影響，是不主張兒童遭受損失的。這也可以說是英國近年來兒童教育的一種新的趨勢。

我此次在英國共計停留了兩月之久，參觀的學校計有十五所，舉如 Curzon Crescent Nursery School; Child Welfare Center; Chelsea Open Air Nursery School; 以及嬰兒園創始人麥氏姊妹所辦的 Raachel and Margaret McMillan Nursery School 都曾前往觀光，他們的一切設施，確有不少可供我們參考的地方。可惜因爲篇幅的限制，不能一一評述。同時在兩個月的參觀中，更使我深深的感到，西方古老而保守的英國，又在躍進了，我們這東方老的大中國，該如何的效法和努力啊。

Child Education in England To-day

Liang-Yue Chiang

The trend of child education in England can be best summarized as follows.

1. Extension of the length of compulsory education for children from five to sixteen. The school emphasizes not only intellectual, but also physical development. 75% of the primary schools and 69% of the middle schools supply nourishing food for children during school hours.

2. School teachers are well paid, so there are very few instances of resignation.

Teachers have organizations for their own welfare. 5% of their monthly income is saved, so at their retirement they can receive an adequate pension.

3. The government is beginning to improve council schools so that all the children may be better educated.

4. Nursery school and kindergarten education is widely developed in England. Most of the teachers are well trained so that best foundation for child education is insured.

托兒所幼稚園的新教育使命

劉 永 和

在目前，因為受了戰時各國兒童福利工作推廣實施的影響，社會人士漸漸感到托兒所幼稚園的重要性，許多公私立機關主辦的托兒所或幼稚園都應時興起，即以成都市而言，已有公私立大小托兒所幼稚園不下廿餘個。因為應付家庭的需要，新的托兒所與幼稚園也都在滋長中。當托兒所幼稚園事業正蓬勃日上時，我們對於它的教育價值不得不重新予以估計與檢討，使它更能應付兒童的需要。

一，我們要為那一種兒童們辦托兒所幼稚園？一般人都以為托兒所應名符其實地以貧苦大眾或職業婦女的兒童為對象，為服務慈善性的兒童寄托所在。至於幼稚園則僅為中上層家庭而設，為兒童升入小學的準備。但是當我參觀了成都所有的托兒所與幼稚園後，發現其間並沒有什麼顯著的差異。托兒所與幼稚園有來自不同家庭經驗的兒童，托兒所有已年滿六歲的兒童編為幼稚組，幼稚園有未滿三年的小兒名之為保育組，有半日制的托兒所，有全日制的

托兒所，兒童早來晚歸宛若一般幼稚園，有的幼稚園却又有日夜全托的兒童，其行政設施又與托兒所無異，所以，按我的意見托兒所與幼稚園並沒有什麼不同，不過幼稚園是舊名稱，托兒所是新名詞而已，他們的對象都是二歲至六歲未入小學的兒童。

因為如果幼稚園是為入小學的準備，沒有能力入小學的，就不需要進附近的幼稚園嗎？如果托兒所是為貧苦勞働大眾的子女所設，我們就不需要為家庭裕有的子女辦托兒所嗎？是的，孤苦無依的孩子們需要托兒所，他們四壁不至於流離失所；貧苦家庭的子女需要托兒所，他們心身才能健康的發展；職業的婦女們需要托兒所，她們才不受子女的牽累致力工作。但是我們應當鼓勵有錢的人家把小孩子交給僕傭看顧嗎？我們應當讓心身正在發展的孩子們整天纏在母親身旁，以為母親既不在社會工作就應當而且能夠負責應付小孩子的一切需要嗎？不，我們不曉得傭婦不曉得如何合理的指導

孩子，一個萬能的母親也不能滿足幼兒所有的需要，所有的幼兒，無論是家境優良的，貧苦的，有機會入學的，沒有能力入學的，都需要托兒所幼稚園的經驗，促進心身的發展，對於有錢的家庭兒女，我們可以收費來使家庭維持托兒所的一切經濟開支，沒有錢的家庭我們應當請政府機關資助，私人善捐以應付孤苦兒童的需要。譬如幼兒生長期間極需牛乳營養，有錢的我們要使他知道牛乳的重要，每天要小孩喝牛乳，不要將錢消費在無益的零食上；沒有錢的，我們就要捐募牛乳或豆漿代替使兒童不致於缺乏助使身體生長最重要的蛋白質。

二，托兒所幼稚園的建築設備的着重點在那裏？無疑地大家都知道要以兒童的需要為中心，但是一般的看來，托兒所與幼稚園的建築設備常常都忽略了兒童的需要，第一兒童需要的是大肌肉的活動，我們應當有空曠的場地讓他任意的跑跳，有寬大的遊戲室讓他可以自己走動，美國關於托兒所建築有一個標準。“Build a garden in which there is a house, not a house in which there is a garden”就是這個意思，多數的托兒所多未能了解這一層，建築時光想到行政單位，再想到生活室，剩下的空地才劃歸遊戲場，有一個平民托兒所，共有兩組，每組入數四十人左右，房間不過丈餘平方，除了放桌椅外幾無隙地，但是却有辦公室，衛生檢查室，主任室各一間，為什麼二間不歸在一間呢？兒童每早來到辦公室檢查，主任也可以移到大辦公室辦公，可以多留些地方給孩子們活動，又有一個托兒所除了安置秋千，攀架一塊空地外，另有一坪地，坪場修飾得頗整潔可愛，不過那草場却是為觀瞻用，除了開會表演外，孩子們是不許走到草地上去的，這樣的建築設備都未能應付孩子們的活動需要。

大多數托兒所幼稚園的建築都未能應付兒

童排洩的需要，我國人以往的舊習慣便以為廁所是骯髒污穢的地方，應當遠離生活起居的所在，於是托兒所幼稚園的廁所也多遠隔一方，但是如果我們知道幼兒的生理與心理特徵，我們就要為他設法了。每天小便的排洩次數是按年齡的增加而遞減的。嬰兒每天十餘次，學步小兒每天七八次。兩歲以後幼兒約每一小時至一時半一次，四五歲時每兩三小時一次，兒童的小便控制能力却又是因年齡增加而增強的，嬰兒一有小便感便當排洩，兩三歲幼兒可以暫時控制，四五歲幼兒控制時間或能長些，排洩時衣褲的脫穿能力也還在學習中，這種種都告訴我們廁所應建設在兒童活動生活室的近旁，使他來往方便，時間經濟，又有大人照拂才是合理，但事實上却多反是，一個容納有百餘個兒童的托兒所除了最小的保育組有另一廁所靠近生活室外，只有公共廁所在廣場的一角，每早升旗後，兒童按組排隊入廁，從頭一組至最後一組共需時十餘分鐘，兒童鴛立場中疲倦不耐煩等心情且勿論外，如果一個小孩已有小便感，需等待十五分鐘對於他不正是一個酷刑嗎？又廁所與生活室往返數十步，經過露天草場，下雨時道路泥滑，小孩子要覺得怎樣困難不舒服，所以每一個生活室要另有它自己的盥洗室，內有便盆，有洗手處，在教師監護下兒童才學習到排洩清潔的好習慣。

許多托兒所的設備並未曾應付兒童睡眠的需要，我們參觀成都所有托兒所幼稚園的結果，大多數都未曾應托兒童睡眠的需要，半日制的托兒所幼稚園姑勿論外，有些全日制的托兒所雖然寄食中餐，却没有睡的設備可供小朋友午睡休息，有些全日制不寄午餐，小朋友回家吃中飯，吃過午飯一時半再來，按古氏 Good-enough 的兒童睡眠研究則六歲以前的兒童夜睡，午睡時間如後：

各年齡兒童每日睡眠時間表

(古氏 Goodenough)

年齡	睡眠較少者	普通兒童	睡眠較多者
	時 分	時 分	時 分
1—6	13 00	10 3	16 40
6—1yr.	12 12	14 9	15 40
1—1½	11 50	13 23	14 33
1½—2	11 47	13 6	14 00
2—3	11 22	12 42	13 30
3—4	10 53	12 7	12 59
4—5	10 31	11 43	12 28
5—6	10 14	11 19	11 56
6—7	10 3	11 4	11 34
7—8	9 53	10 58	11 39

可見幼兒需要睡眠休息，以恢復其肌肉活動的疲勞，以促進身體的生長。研究兒童怒的結果曾告訴吾人兒童疲倦時多愛哭，發脾氣，不聽話，所以不睡午覺的兒童午後的精神不會太好的，尤其在夏天，因為日長，晚上入睡較遲，縮短了兒童夜間睡眠的時間，也更要在日間補償，許多家庭父母既不了解睡眠對於兒童的重要，托兒所與幼稚園應當負起這責任，以補充家庭之不足。

兒童飲食營養雖然已一般地被共認其重要性，但是許多托兒所幼稚園對於廚房食具的清潔，兒童營養的需要與兒童食物的適切烹調都未予特殊注意，英國托兒所專家蘇氏 (Susan Josacs) 以為凡辦托兒所者都必需有飲食的設備，為貧苦家庭則可以利用托兒所膳食補救他們的缺乏，為中上家庭可以藉托兒所膳食補充家庭中所常忽略的維他命與無機鹽等的缺乏。

三，托兒所幼稚園教師的首要責任在那裏？一般地看起來，托兒所幼稚園教師都以為她們最重要的責任就是教導兒童唱遊，舞蹈，手工，兒歌，講故事，因為上述一切是開懇親會

時可以拿出來表演的成績，我們承認這些足以刺激啓發兒童語言，藝術，智慧能力的活動的重要性，但是我們反對以『表演』為目的一切活動。如果兒童不懂得兒歌歌曲詞的意義，如果兒童在律動中，不感到『音』與『動』的快樂，如果手工是先生所畫的藍本，僅允許他必恭必敬的塗兩筆，貼一貼，如果講一些不能引起他趣味的故事而僅是請小朋友們罰坐十五分鐘，這些活動又有什麼價值。一個四歲的孩子入托兒所兩年了，會唱又會表演一首歌，就是：『一枝「紅花」一枝「桃」，有支小鳥「停留」，「引着」「歌喉」高唱，是在找牠的朋友，我「獨」在樹林散步，真是「寂寞」難受，忽聽小鳥歌唱，真是「樂滿心頭」。你給我「精神愉快」，我願和你做朋友。』但是凡括弧中的字，他都不懂是唱什麼，這首歌對他的好處在那裏呢？

關於教學上應討論的甚多。但是我却以為一些音樂兒歌的教學並不是教師的首要責任，教師的首要責任是在領導幼兒心身的健康發展，沒有護士的托兒所，教師應當負責小朋友早晨的健康檢查，所謂健康檢查是除了看小朋友指甲剪了未，手絹帶了未外，最要緊要看小朋友有沒有疾病象徵，傷風咳嗽可能是許多重要傳染病如麻疹，天花等的先兆，眼紅流涕也許又是另種疾病的象徵，曾經一個托兒所因為一個小孩子患了腮腺炎未予隔離，結果不到一週，百分之八十小朋友都患腮腺炎，在一個民托兒所裏我看見許多患疥瘡的小朋友，這樣托兒所豈不成了疾病傳播的大本營？我有一個辦托兒所的朋友，因為一個小孩患了白喉症，將托兒所放假兩星期並請學生戴上口罩用藥水將所有玩具傢具消毒過，大家也許以為她太小题大做了，事實上她才是真正懂得托兒所負的健康責任者。又一個托兒所小朋友的妹妹患腦膜炎死了，姊姊既未打過防疫針，學校仍允准她來校上課，腦膜炎竟未傳播也許可以證明聽

天由命者的厚福吧！還有那生齙齒的兒童，有時，教師才算盡了他對兒童社會發展指導的責軟骨病傾向的兒童，都需要教師請醫生檢查後任。

在家庭訪問時間與父母會商有何補救治療，許多平民托兒所的兒童從不洗澡，長滿虱子，爲情，兒童心理學家已再申明愛是兒童心身正常什麼他每週不取消一兩天的唱遊工作而代替以的最主要因素，小小的乞丐兒在母親愛的懷中可以苟活，失掉了愛的孤貧兒雖然有機關保育

教師還要負責小朋友的安全，許多教師們，其死亡數大得驚人，所以無論半日制，全日以爲教唱遊工作時她們的責任，室內外的自由制，全托制，最主要者是教師應當有母親的愛活動都苦於經驗更不如她的保姊姊，或保師，心，像母親一樣，她俯首彎身去爲孩子緊緊已即使她們也在室或在場，也並不在預防意外，脫落的鞋帶，爲孩子紮好已經散亂的頭髮，回答她的小小問題。一些些並不太難的小動作可以孕育孩子們的心身，這才是托兒所幼稚園教師最重要的責任。

教師要負責兒童生活起居習慣的指導，大小便前教他脫衣褲，大小便後叫他們洗手，吃飯時叫他們如何拿筷子，如何吃得乾淨，午睡如何保持安靜，午睡後起來時應當如何悄悄的說話走路不打擾別人。這些才是兒童應當學的生活好習慣。所以那些不能負責兒童自由活動教導的，不願照顧兒童大小便問題的，不注意小朋友吃飯習慣優劣的，不指導兒童睡眠行爲的教師們都忽視兒童生活教育的最重要問題了，因爲幼兒教育的中心並不是唱遊等技術的獲得，而是優良生活習慣能力的養成。

教師要負責兒童羣的能力發展的指導，除了兒童智慧，藝術，語言，活動，社會，情緒等行爲發展的啓導多能補充父母教育之不足。最理想的母親也不能將全付精神來應付兒童的需要，職業父母日間多不在家，姑不論外，即整日在家的好母親又那裏能時時刻刻陪着孩子玩，和他講話說故事呢？一個家庭的主婦除了孩子外還要計劃家庭的膳食，僕婦工作的指導，接待親戚朋友做社會的應酬，添縫衣服等等零星小事情，當小孩子不斷地纏在身旁，

問東說西，要長要短時她會心煩得發脾氣不理孩子，托兒所的教師就不然了，在托兒所裏她們的工作對象除了孩子還是孩子，沒有其他鎖碎的事分心，於是她們的興趣，注意都能放在孩子的身上，她們指導孩子活動遊戲，回答許多小問題，聽小朋友告狀，細心處理小朋友間的糾紛，使兒童感覺愉快，這也是托兒所補充父母教育之一。

此外，托兒所有空曠的平地專為兒童活動用，小小的桌椅設備專為兒童方便用，許多玩具專為兒童遊戲用，許多小朋友專為兒童社會能力發展用，這些都不是一般家庭父母所能設法供給的，這是托兒所補充家庭的地方。

托兒所不但要補充家庭的不足，而且還要襄助父母教育使他們與托兒所合作，使兒童的問題需要更能美滿地解決。譬如素來吃飯很乖的四歲半的默容忽然間不吃飯了，而且快到吃飯時必定要哭哭啼啼地要回家，拒絕吃飯，說媽媽要罵，經過教師委婉地勸了後才吃了小半碗，但是他平日要吃一碗半或兩碗飯的，經過家庭訪問後我們才曉得有一天默容在托兒所裏吃了兩碗飯，回家後又吃了些東西，便壞了肚子，弄髒了褲子，媽媽生氣罵他說：「那個叫你在學校裏吃了那麼多的飯呀，下次不許你再吃那麼多了」。孩子在羞懼的心情下以為母親不許他在托兒所裏吃飯了，於是發生了拒絕吃飯的問題，教師和他媽媽詳細討論過後，媽媽承認了自己的錯處，默容又重新是一個吃飯很乖的孩子了。所以教師發現孩子吃飯太慢時，不吃的東西太多時，尿濕褲子時，吃指頭時，睡眠不安時，永遠不敢爬上攀架滑梯時，從不愛開口講話時，愛哭時，總歡喜打人時，教師的責任就是和父母會商如何協助共同指導孩子糾正孩子的不良習慣，托兒所教師的對象不但是兒童，還要包括兒童的父母。

有一個辦托兒所的主持人告訴我說，他主張不辦半日制，或全日制的托兒所，所有托兒所應當都是全托的。兒童在托兒所監護下與父母隔絕，不但週末不准父母帶兒童回家，就是寒暑假也由托兒所完全負責，她希望辦托兒所，小學，中學，大學，把幼兒到青年都禁錮在她以為理想的環境裏，與父母，與社會完全隔絕，直到孩子德，智，體，羣都為完善後才讓他走進社會，多可讚美的理想，也是多麼荒誕不近人情世故的理想，她想把托兒所代替了家庭，把她一手創造的人為環境代替一切社會自然環境，這不但不可能，不合理，而且也不合乎需要，社會中所需要的是有父母親朋的愛，能面對社會困難而不失掉主見的兒童青年，佛說：「我不入地獄，誰入地獄」。不與社會接觸的兒童，將來怎能適應改造社會，托兒所的責任是使親子間的關係愈為合理化，托兒所絕不需要破滅親子間的關係，心理學告訴我們親子之愛是一切偉大的愛的基礎與出發點，沒有親愛的兒童絕不會發展為健康，快樂，勇敢的人。

總括以上，我們可以簡單的列出托兒所幼稚園內新教育使命：

一，我們要廣設托兒所幼稚園，使凡是兩歲到六歲的兒童都有機會來享受幼兒所應享受的生活。

二，托兒所幼稚園的建築應當以兒童為中心，以能促進兒童心身健康為主旨。

三，托兒所教師的責任是在於兒童生活優良習慣的指導，不僅限於唱遊工作教學。

四，托兒所不能代替父母教育只能補充和襄助父母教育，他的對象不但是兒童，還有兒童的父母，不能與家庭父母發生連繫的托兒所只算做了一半的工作。

The Mission of Newer Nursery School and Kindergarten Education

Yung-ho Liu, Professor of Child Development

Division H. Ec.

The emphasise of Newer Nursery-Kindergarten education should be laid on the following principles:

1. All children from 2 to 6 years old should have the opportunity of a Nursery-School and Kindergarten experience which will enrich their physical and mental development.

2. Buildings and equipment should be constructed according to the needs of the children.

3. The duties of the nursery school or kindergarten teachers consist not only in the teaching of songs, rhymes, and stories, but also in the protection of health and guidance of behavior.

4. Nursery-school and kindergarten education cannot take the place of parentes education. It can only be supplementary to the latter. The school should not only aim at the children, but should also reach out to their parents.

The University Guidance Nursery

The Aims—

To most Chinese child welfare workers, "guidance" and "nursery" are fundamentally two different things. The functions of the nursery school are almost the same as those of an ordinary kindergarten where the teachers are responsible only for the teaching of songs, rhymes, stories and craftwork. In other words, the classroom programs are so emphasized that they fail to realize the importance of free activities and proper supervision. Sometimes, young girls of barely primary school training are employed to look after the children in order to prevent falls and quarrels during free play periods though they could see no educational significance and psychological value in the guidance of children's physical development and the training of daily routine. Children's needs of sleeping and elimination are met inadequately by untrained persons. Accepting our suggestion, a nursery principal once asked her assistant teachers to take care of the children's toilet behavior. "We never heard of it before" they indignantly refused. They resented it so much that they almost went down for a strike. Last winter we happened

to visit an experimental nursery, one of the best in Chengtu, during the children's afternoon nap. Since all children should take a nap each day, and since there was so much trouble in undressing and dressing the youngsters and in making up tiny comfortable beds, the principal of the school had ordered them to recline on this bed with their clothes on for a nap. To keep still and close their eyes for an hour or so must be a trial to those young children. Therefore as a whole, the nursery school didn't devote enough attention to the promotion of children's physical and mental well being.

On the other hands, the child guidance clinic is rather new to most Chinese people. Although there are few such clinics, they are more or less stereotyped. The case or guidance workers may have had one or two courses in child psychology and general psychiatry, but they rarely have intensive insight into children's everyday behavior for they haven't enough training and knowledge in the field of child care and development, child developmental psychology, child mental hygiene, child education, and child guidance. They work on some maladjusted children referred

to them by social workers, school teachers, parents and hospital pediatricians. Besides family visiting and history taking, they usually bring the children to the hospital for physical examinations and to the clinic office for intelligence tests which are not frequently taken. Then they proceed to have a talk with the children and also their parents with suggestions of behavior remedy. Since the guidance worker hasn't a chance to observe the child's spontaneous activities, I doubt if any diagnosis based only on family report is reliable.

Yale's Guidance Nursery is well known to us and we want to adopt its program in trying out a guidance nursery in China, but due to our financial difficulties and personnel limitations, we are not yet able to have one. With Nursery schools so few, and the demand so great, the Chinese society could never understand why we should provide a guidance nursery only for a few problem children without adequately meeting its urgent need. Therefore we have decided to combine our university nursery and guidance clinic to serve our purpose. While the university nursery may have its regular enrollment as usual, the problem children may come on Saturday afternoons when the nursery school is off, or on week days during the children's free play periods or some other time depending upon their problems. The environment is certainly not so convenient for observation and study; however it is more ideal than to have a child in a complete adult environment, the guidance clinic office.

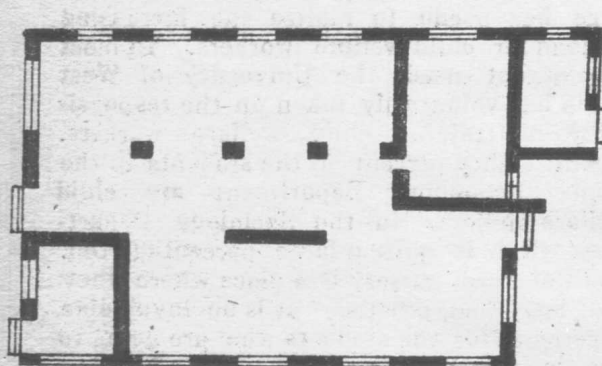
The building

The Department of Home Economics of West China Union University has already sponsored a day nursery. In many ways the nursery school served as laboratory for those students who takes courses in child psychology and nursery school education. So we have decided to devote the fund granted by United China Aid for the guidance clinic to this particular day nursery so that it may serve the purpose of training in the technique of child guidance. The old nursery building has only two playrooms for an enrollment of

sixty children, ranging from two to six. Of course, it is over crowded and could not meet the requirements of experimental studies. Greatly impressed by our appeal, the University Council assigned to us an old brick building, formerly a leather manufacturing experimental laboratory for our university guidance nursery. The original building is sketched as Fig. 1.

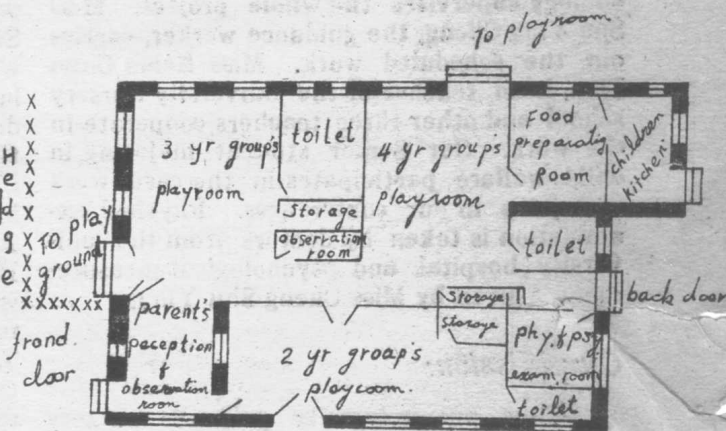
The floor plan, After remodeling is shown as Fig. 2.

Figure 1.



(图 I)

Figure 2.



(图 II)

Here the new university guidance nursery has three large bright, well-ventilated

playrooms to accommodate respectively two-year old, three-year old, and four-year old groups of children. In each playroom we have a toilet and a storage adjoined to it so that the teachers can easily supervise children's various behavior and free activities. Between the playroom of three-year and four-year groups is a dark room which looks out to each playroom in order that the parents, the guidance workers and the students may observe the children's spontaneous activities without disturbing their environmental factors. There is also a parent reception room which is fitted with a glass window looking over the two-year group and can easily be transformed into a dark room by drawing down the drapes of the side windows. Between the four-year group's playroom and the children's kitchen, there is a food preparing and serving room where the nutritional worker looks after the noon meals, the teachers take the noon meal with the children, while they can have their breakfast and supper in the morning and evening by utilizing the serving room when the children's kitchen is closed. The teacher's meals are prepared in another kitchen. There is one conference room comfortably arranged to meet the requirements of physical and mental measurement.

Our Staff:

Professor Yung Huo Liu of child psychology supervises the whole project. Miss Shu Ying Cheng, the guidance worker, carries out the scheduled work. Miss Hsiao Chun Tien, head teacher of the university nursery school and other three teachers cooperate in the work. Our Senior student majoring in child welfare participates in the case work and joins in our conferences. Physical examination is taken by doctors from the university hospital and psychological measurement is given by Miss Cheng Shu Ying.

Our Mission:

Thus our university guidance nursery serves three purposes:

1. A model day nursery which illustrates recent progressive emphasis on the

training of living habits, such as eating, sleeping, eliminating and the children's abilities in dressing and undressing. Most nursery schools have toilets built away from the children's playroom where the teachers couldn't possibly supervise, but this guidance nursery has a toilet adjacent to each playroom so the teachers can easily look after them. In the toilet the children have small wash basins for them to learn keeping clean. Mirrors, combs, and rags are put out in order that the youngsters may keep themselves tidy. Though we don't have flush toilets or running water the children just love to pour water into and out of the basin. Formerly several children often refused to go to the toilet, eventually they either retained their bowels until they went home or they soiled their panties. Now every child is willing to go to the toilet because it is clean and he (or she) is properly helped. As the playroom is used also for the afternoon nap, heavy organdie drapes are put down during noon nap to make the children feel the environment different so as to be ready for sleep. Low hooks on the wall encourage the children to look after themselves when dressing. Food, nutritional as well as esthetical, is planned to attract their appetite. Cupboards are just high enough to be within their reach. Toys made of waste materials are supplied in abundance.

2. An experimental nursery serves the purpose of training the child welfare workers. Since China opened the path to child welfare work several years ago, society in Szechuan at large has begun to realize the increasing demand for child welfare workers. To meet the urgent need, the University of West China has voluntarily taken up the responsibility of training child welfare workers. About eighty percent of the students in the Home Economics Department are child welfare majors. In the Sociology Department there is quite a large percentage too. The Guidance nursery is a place where they can learn and practise. It is an invaluable experience for the students who are going to join in the child welfare work, because, without actual contact with the children, one is not qualified to manage a nursery school, a play school, a play center or any another

institution for children. Last year the Home Economics child welfare students made a comparison between this university guidance nursery and other nursery schools in Chengtu, in the minimum requirements of the building, apparatus, play equipment, songs, stories, and art, and teacher-child relationship. It is our hope that the thoroughly trained students learn to utilize in their future work the best of that has been offered to them.

3. A guidance clinic which teaches the students the technique of child behavior guidance, such as family visiting, observation of children's spontaneous activities, taking the child to the hospital for a medical examination, mental testing, case conference, planning a special program for a particular child, and personal guidance etc. For orientation and practice of the technique of child guidance, the students are requested to have a complete picture of our nursery school children, keeping a file including the above items. Our duty is not only to help these children who have profound behavior difficulties, but also to discover any mild behavior symptoms which would lead to personality maladjustment. We have found a few children occasionally exhibiting the habit of enuresis. One little girl of five years was reported twice recently of enuresis during the afternoon nap. Ten per cent of our children have food prejudices of one kind or another. Among them, two children dislike nine kinds of food. In point of sleeping behavior, most of the children are normal, except some who suck their thumbs before going to sleep. These mild behavior problems were not specifically realized by parents or teachers until we brought them into light so we will find a way to improve the situation. There

is one boy of nearly five years, who can never concentrate his attention when others are listening to a story, learning a new song, or engaging in any quiet play. He is always the one to be pointed out by the teachers or little children as naughty. He is not sensitive to any social disapproval and ignores and unfriendly reproach. His only pleasure seems to be vigorous motor movement such as jumping, hammering, running and climbing. He just enjoys irritating and annoying others. Then, there is another undersized boy, who is characterized by special attachment to his family, which caused his detachment from the play group, he never voluntarily joins the children; he doesn't particularly like any one and he seldom talks aloud or laughs heartily. He is so timid and shy that even a girl a little younger than he could bully him. When all the children are playing outdoors, he would solitarily look at a picture book. Teachers ignore him and his mother claims that he is a weakling. His older brother who is only two years his senior would baby him and dominate over him. These and many other behavior problems have been discovered one by one and the nursery school teachers and child welfare students are taught how to handle them.

Therefore, our university guidance clinic is rather like a kettle of boiling water providing a drink which satisfies the physical and psychological needs of the ordinary child; by sterilizing it helps to prevent and cure any mild behavior case; and it can be used for a good cup of tea which enriches the culture flavor of Szechuan.

Prepared by
Guidance Nursery of Child Welfare
Training Program, W.C.U.U.

華西協合大學兒童指導所

行為指導與托兒所表面似不相關，但凡從事托兒所工作者不可不有兒童行為指導常識，欲觀察研究幼兒行為問題者。又當以托兒所環境為最理想，是以華西大學兒童福利人才訓練委員會乃與該校家政系實驗托兒所合作，做美

國耶魯大學格氏之設計創一指導所，有問題兒童時可以利用托兒所環境為背景觀察兒童各反應與活動，凡托兒所幼兒發生行為問題時，指導所則可以為之檢查診斷，是以該所之功用有三：

第一：一示範托兒所使一般從事托兒所，幼稚園工作者，了解室內教學並非唯一要務，托兒所與幼稚園之責任，乃在促進幼兒之心身健全發展。

第二：一實驗托兒所使凡主修兒童福利之同學，有一較理想的實習場所。

第三：一兒童指導所使初事工作者及學生學習兒童行為問題之診斷及指導各技能。

吾人創業伊始，力量頗有限，亟望社會人士予以精神的及物質的援助。

華西協合大學兒童福利人才訓練委員會
兒童指導所報告

幼兒語言的調查分析

劉 水 和

鄭 淑 英

人類自初生，經生長而成熟，身體，生理與行為的變化莫不時時刻刻受長生與學習，或遺傳趨向及環境動力所支配影響。四歲的兒童能夠騎三輪車決不是偶然的現象。因為縱使吾人努力試教週歲兒騎車，也絕不會成功，又如果該四歲兒未曾受過騎車訓練，也絕不會騎得很好，由此可以證明生長與學習之重要。以此類推，舉凡寫字，唱歌，講演，舞蹈等能力都受遺傳與環境之影響，缺少一個因素，任何能力都不能正常地發展。

調查分析幼兒的自發語言也可以發現生長與環境的因素，本文係根據四十五兒童自發言語的記錄，其中三十個兒童被記錄三小時。十五個兒童被記錄六小時，三小時係該兒在家，三小時係在所活動時，以每單位三小時計，則有六十單位。以人數計則僅有四十五人，因為限於時間，人力，被觀察兒童之人數仍嫌太少，希望此後再有機會繼續收集補充之。又希望各地從事兒童心理者個別進行，所得結果便可相互參考。

字彙之增加係與時俱增的——史密司 (Smith) 究研各年齡的平均字彙數。發現週歲兒平均三個字，十五個月時十九字，十八個月

，二十二個字，二十一個月時年均一一八字兩歲時平均為二七二字，三歲時年均八九六字，四歲時平均一，五四〇字，五歲時平均二，〇七二字，六歲時平均二，五六二字，至於吾人之語言記錄。一因被記錄兒童之人數有限，二因兒童之自發語言不能夠包括其全部字彙，不能做一結論，不過按吾人分析二歲，三歲，四歲，五歲年齡兒童各二人，計算三小時內所用字彙，仍可發現年齡之差異，譬如兩歲組七十四字，三歲組一二〇字，四歲組一七三字及五歲組二五〇字。

字句之長度也隨年齡而增加——當兒童初能語言時，一個字的句子佔最多數。不過嬰兒雖然只說一個字，這單獨字的功用却與完全的句子相同，譬如「媽」一字，於各種不同的聲調與姿勢中，可能代表：「媽媽給我」，「媽媽看」，和「媽媽在這兒」。

下面係麥氏 (Mecarby) 與菲氏 (Fisher) 的記錄報告，麥氏的報告係根據二十個兒童自十八個月至五十四個月每隔半年的半日語言記錄，菲氏的報告係根據七十二個托兒所幼兒早晨自由活動的三天記錄。

表一： 各年齡組幼兒語言句子之平均字數

年齡(月計)	麥氏報告	菲氏報告
18	1.2	3.7
24	1.8	4.8
30	3.1	4.7
36	3.4	5.6
42	4.3	6.9
48	4.4	7.2
54	4.6	9.3

按吾人分析托兒所各年齡幼兒之語言長短分配情形如下：

表二： 兩歲至五歲兒童語句長短之統計表

字數 年齡	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	平均
二歲以上	81	43	59	62	45	18	12	10	—	1	2	1	—	—	—	—	—	3.96
三歲以上	27	115	101	101	77	43	25	26	16	6	4	—	2	—	1	—	—	4.22
四歲以上	116	269	315	312	292	195	137	80	57	27	20	12	7	1	2	1	—	4.54
五歲以上	18	61	87	61	67	53	45	57	33	21	13	4	1	3	3	1	—	5.62

由上分配情形計算二歲組平均句長三·九六字，三歲組平均句長四·二二，四歲組平均句長四·五四，五歲組平均句長五·六二字。

兒童因年齡之增加，用於語言發音的時間也更多些。格氏(Gesell)觀察兒童語言發展，發現六個月兒童於3%醒醒時間發音。九個月

則百分之三大，卡氏(Jersild)與他的同事曾做一個托兒所兒童語言的記錄，他們觀察記錄幼兒每日入所以迄於離所的所有語言，每個兒童的平均記錄三小時，所記載的語言係包括每一個字及任何字之重複次數，譬如一兒童打秋千時，他說：「搖呀」，一共十遍，就算該字共被說十次，再分析計算共用多少不同的字。

表三： 托兒所年齡兒童三小時內語言用字的總數
及語言不同字彙之總數(Jersild)

年齡(以月計)	語言用字之總數		不同字彙之總數	
	範圍	均數	範圍	均數
24—29	236—729	402	60—142	94
29—35	99—1967	761	32—198	153
36—41	396—1990	1293	111—394	254
42—47	332—3084	1772	117—532	309

至於吾人所得之統計乃可見語言之活動量亦隨年齡之增長而加多示如表四：

表四： 華大托兒所各年齡兒童之語言活動量(三小時)

年齡(以月計)	在家字彙(平均)	在校字彙(平均)
24—36	299	74
36—48	406	120
48—50	625	173
50—62	656	250

於兒童發展中，我們還可以觀察到兒童與他方面的心理歷程，也就是說兒童的社會，情緒等能力能藉語言反映出來，某些心理能力的成熟影響了某些字的應用，譬如兒童對於代名詞的應用正表示了他的人格傾向，當兒童漸漸與其他人接觸更多時，與其他人合作時，意識到個人與團體的分別時，他才多用代名詞，薩氏(Shilly)發現兒童第一字雖出現於生後第六十週時，代名詞的出現却尚遲到生後九十九週時，可是代名詞一旦發生後，它就不斷地被用了，其中尤以「我」字居最多數。

據史密史研究：『我』的常用數為二，五四二，「你」則九五五次而已，不過當幼兒漸長時，其他代名詞如：「我們」，「你」，「他」等也漸次出現，下列係史氏根據幼兒遊戲場中的語言記錄之統計分析。