Title of Article: Nursery Education.

b) The Humanistic Position in Nursery Education, pp.27-29,
c) Growth and Development of the Pre-School Child, pp.40-42

Authors: Onibokun, O.M., Okoye, N. N., Alao, A.A., and Onwuchekwa, J. N.

Outlet: Ibadan, Heinemann. Contributed the following chapters

Date of Publication: 1981

Abstract:

In the Piaget's Theory of Intellectual development, the sensorimotor period, the pre-operational period and the formal operation periods were discussed. The curriculum implication of the Paget's' theory for the pre-school child and how the teachers can apply his theory in the classroom were highlighted.

The section on the Humanistic Position and Nursery Education highlighted the concept of humanism and how the teacher can provide a humanistic classroom atmosphere where the teacher attempts to achieve a climate of personal trust and affective growth of the child in unity with cognitive development.

The section on Growth and Development of the Pre-school Child, classified the pre-school child into the newborn (neonate), early infancy and infancy and the characteristics of each stage of development were discussed.

The section on Methods of Child Study, focused on two principal methods used in the investigation of children's development, namely, the cross-sectional method and the longitudinal method. The need for collecting accurate record by the pre-school teacher and ensuring the confidentiality of records were discussed.