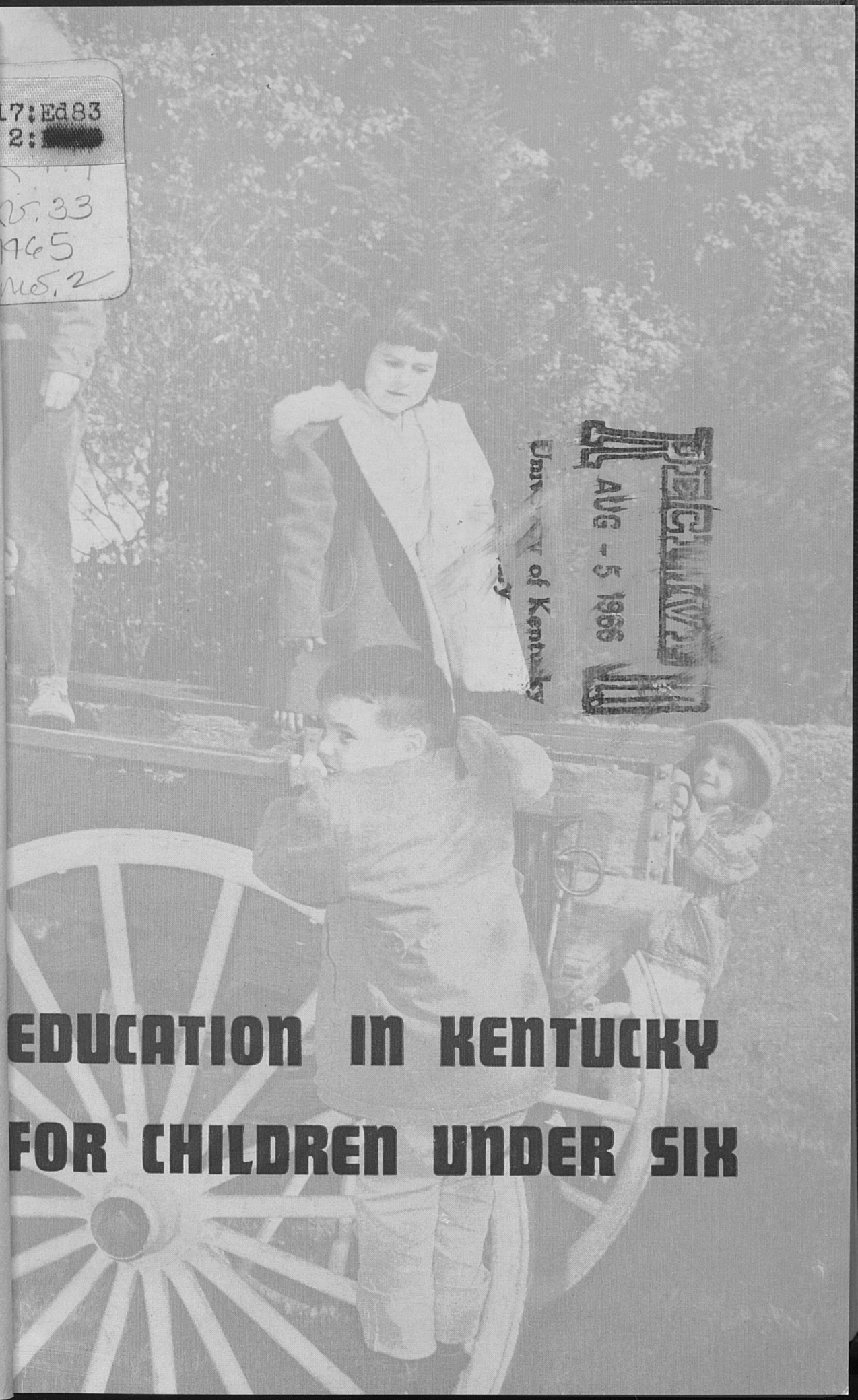

EDUCATION IN KENTUCKY FOR CHILDREN UNDER SIX

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Commonwealth of Kentucky

EDUCATIONAL BULLETIN

EDUCATION IN KENTUCKY FOR CHILDREN UNDER SIX

Published by

DEPARTMENT OF EDUCATION

DR. HARRY M. SPARKS
Superintendent of Public Instruction

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FOREWORD

The purpose of this bulletin prepared by a committee in cooperation with the staff of the Division of Instructional Services is to present guidelines and other valuable information relating to kindergarten—nursery school education. Since 1956, increased emphasis on kindergarten education has brought about many improvements in the program for children under six. It is quite evident that parents and educators throughout the Commonwealth have become aware of the value of educational experiences for these children. The great need for these experiences cannot be overemphasized since they will contribute to an enriched year of living and readiness for formal school life. We are proud of the success of the program and anticipate great expansion under the Economic Opportunity and Elementary-Secondary Education Acts. I greatly appreciate the efforts that have been made in making the materials in this bulletin available for publication. I trust that the members of the profession and parents will find the information useful.

Harry M. Sparks
Superintendent of Public Instruction

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ACKNOWLEDGEMENT

Educational experiences for children under six require a carefully planned program of activities centered around the needs of young children. The purpose of this Bulletin is to assist teachers in kindergartens and nursery schools by providing broad guidelines for scheduling and for program content.

The Staff of the State Department of Education expresses appreciation and grateful acknowledgement to all who have contributed materials. Miss Vivian Burke and Mrs. Clarke Cornell have given many hours in compiling and organizing the information. Mrs. Barbara Miller prepared the Book List for children and Mrs. John Newman did the art work.

The persons responsible for the program content have had many years of experience in teaching children under six and understand the needs and the potential of young children. We are grateful to the following persons:

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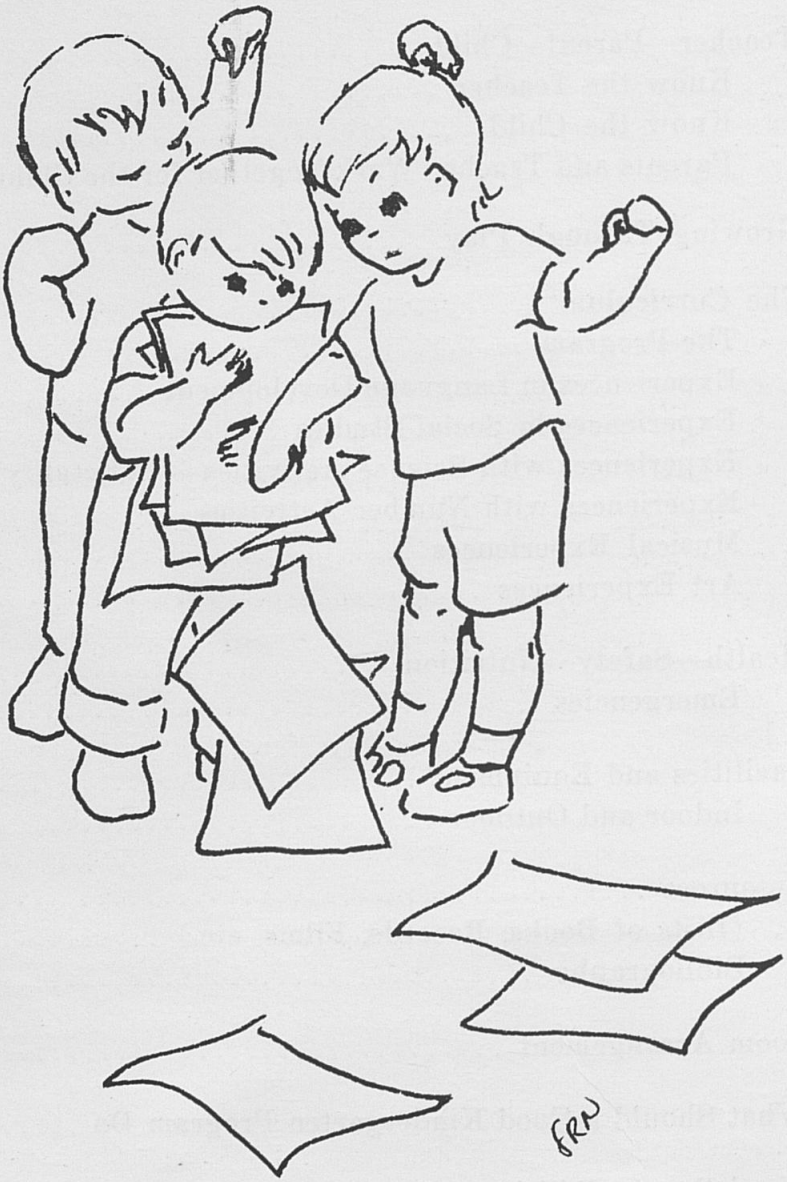
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I. INTRODUCTION

Kindergarten-nursery schools are designed to help children learn by experience the skills of group living, through a planned program centered around the needs of the children. Discussions, games, stories, trips, rhythms, songs, work and play help develop traits of character such as fair play, confidence, courage and respect for the rights of others. Every endeavor is made to help little children grow physically strong and emotionally stable so as to gain control that comes from within themselves. Both indoors and outdoors the children are free to plan and execute their own ideas with a variety of materials and needed guidance that lend themselves readily to the imagination of a little child.

Since traits of character established in childhood persist throughout life, the importance of kindergarten-nursery school years cannot be overstressed. The habits, values and attitudes essential to successful living find their beginnings in these early school experiences. A good kindergarten-nursery school is not simply a play group with nursemaid care but a school with teachers who are prepared to work with little children with understanding and insight.

Kentucky has made progress in the area of early childhood education in providing supervision for private kindergarten-nursery schools through legislative action.

The 1956 Legislature enacted a law authorizing the State Superintendent of Public Instruction to issue Permits to private child care centers according to standards and regulations adopted by the State Board of Education. Annual Permits are issued to kindergartens, nursery schools and day care centers making application.

In 1962 by legislative action the State Department of Child Welfare was authorized to license day care centers thus leaving the responsibility for supervision and the issuance of Permits to kindergarten - nursery schools with the Department of Education. The law enacted in 1956 was revised during the 1964 Legislature in order to update the terminology and to make mandatory that all private centers caring for four or more children be under the supervision of a state agency.

Part time supervision was provided by the State Department of Education until November 1962 when the position of Supervisor of Kindergarten - Nursery School Education was given full time status.

Two other state agencies, the Department of Public Health and the Department of Safety and Fire Prevention, work in co-operation with the Department of Education in providing for the health, safety and education of children under six.

A BRIEF HISTORY OF KINDERGARTEN - NURSERY SCHOOLS

KINDERGARTEN

Frederick Froebel, 1782-1852, known as the Father of Kindergarten, was the first educator to practice his theory. He established the first kindergarten in Blankenburg, Germany in 1837. He made use of games, plays and songs to illustrate his belief that a child should learn by doing rather than by reading. He believed the creative rather than the imaginative powers of the child should be developed. Play should be used to foster the educational development of the child.

Louisville, Kentucky had one of the earliest kindergartens. This kindergarten was opened around 1900 by Miss Patty Smith Hill and Miss Anna Bryan. Kindergartens were a part of the public schools in Louisville for approximately fifty years. In the 1880's there were kindergartens in many of the larger cities of the United States. They were originally started as private kindergartens but soon became part of the public schools. St. Louis, Missouri had the earliest public kindergarten in 1873.

NURSERY SCHOOL

Nursery schools are a comparatively recent development in pre-primary education. In the years between 1915-20 interest developed in many universities, Merrill-Palmer Foundation in Detroit and Bureau of Educational Experiments in New York. These provide training centers for teachers of preschool age children.

Until 1933, nursery schools were relatively few. However, in 1933-34, federal appropriations under the Works Progress Administration were made to states for establishment of nursery play schools for underprivileged children. Again, during World War II federal funds under the Lanham Act were made available for nursery schools so mothers could be released for war work. These funds were withdrawn in 1947 and many schools were closed.

II. TEACHER–PARENT–CHILD

KNOW THE TEACHER

A good teacher has an awareness and understanding of children and their needs. The way in which the teacher utilizes various qualities of her own personality in directing the learning experiences of children is determined by her own understanding of the learner. The alert kindergarten-nursery school teacher, then, is a serious student of child development and learning. Teaching is knowing the individual child and being skillful in selecting and directing experiences which will foster the child's total development. Teaching is making it possible for a child to learn those things which he is socially, emotionally, physically and mentally capable of learning.

To be effective in teaching young children the teacher must build a mutual trust and understanding. This trust grows out of the teacher's sincere acceptance of every child—accepting strengths and weaknesses as basic elements which go to make for the uniqueness for each individual. Without this acceptance of the child on the part of the teacher and of the teacher on the part of the child day living brings. As the teacher plans to meet the day by day the conditions for effective learning cannot exist. The good kindergarten - nursery school teacher, then, consistently demonstrates patience and understanding of children, parents, her associates and herself.

A good kindergarten - nursery school teacher builds an environment which is characterized by calmness, gentleness, consistency, and firmness. Achieving this end demands skill and insight of the young child on the part of the teacher. **It does not just happen.** This challenge must be met in a learning situation which is characterized by activity as the child seeks to learn about things through exploring, handling, hearing, smelling and manipulating. The program must focus on an active experimental kind of learning that strives to build understandings as well as intangible skills.

Ability to plan and coordinate is an essential quality for the kindergarten - nursery school teacher. Planning must be done to meet long range purposes as well as to meet the changes day by day living bring. As the teacher plans to meet the day by day

I am ready for you. Are you ready for me?

living, she will help each child reach his potential by creating a social climate conducive to wholesome living and learning by continuous daily guidance. Flexibility comes not through lack of planning but through being able to adjust to demands of the moment in such a way that the ultimate purposes may be attained.

THE TEACHER KNOWS THAT

1. She must like little children and make a genuine response to each one, if she is to help them.
2. She is caring for children in their most important years.
3. She cannot push growth. It develops slowly, influenced by everything and everybody around the child.
4. She must keep her sense of humor — laughing with the children — never at them.
5. The safety of her children is paramount.
6. She lends a helping hand only after the child has tried for himself.
7. The young child is not ready for close work requiring the use of the eye muscles. Eye muscles are not fully developed.
8. Attitudes of goodwill can be built by living together in goodwill.
9. She must demonstrate patience and understanding of children, parents, her associates, and herself.
10. When excitement mounts, it is her turn to be self-possessed.
11. A smile, or simple word of praise, is an essential technique in creating self confidence.
12. A balance in the day's routine between strenuous work and play and quiet rest periods helps behavior.
13. Participation is encouraged but perfection is not expected.

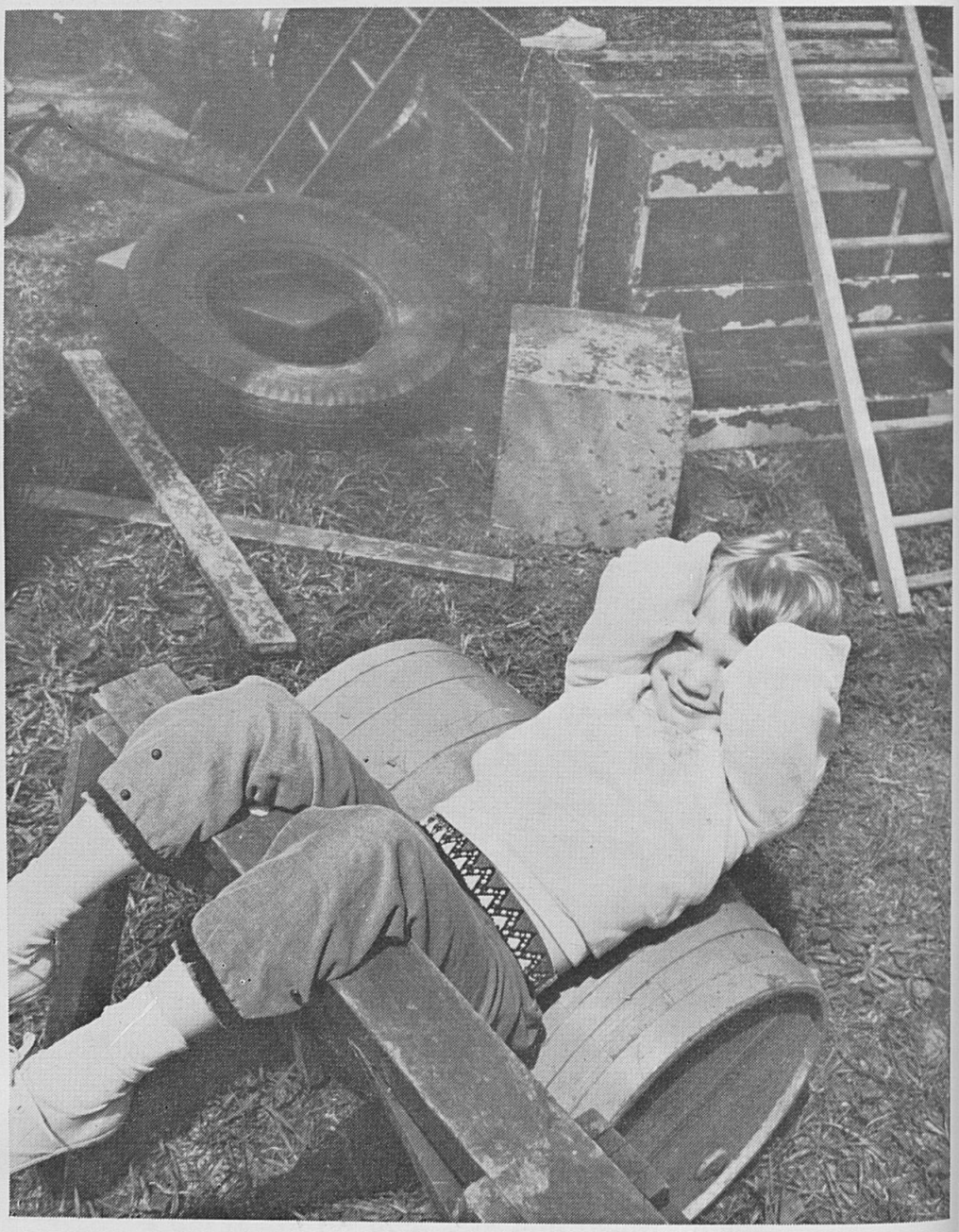
THE TEACHER WATCHES

1. The health of each child closely — his sight and hearing ability, his muscle coordination, both large and small.
2. The lonely disinterested child to show that she is his friend. She must earn his love, confidence, and respect.
3. The over-stimulated child and helps to channel his activity before he "blows up".

THE TEACHER MAINTAINS A STEADY ATMOSPHERE

1. Her quiet voice reassures the group.
2. When she speaks to a child, she comes near to him, then gets his attention.

3. When she needs to speak to the whole group, she has a quiet signal—maybe a chord on the piano—or a hand signal.
4. She handles mishaps as calmly as possible. "This is an accident. We can help fix it."
5. She explains the unusual, truthfully and casually.
6. She sympathizes, when sympathy is necessary.



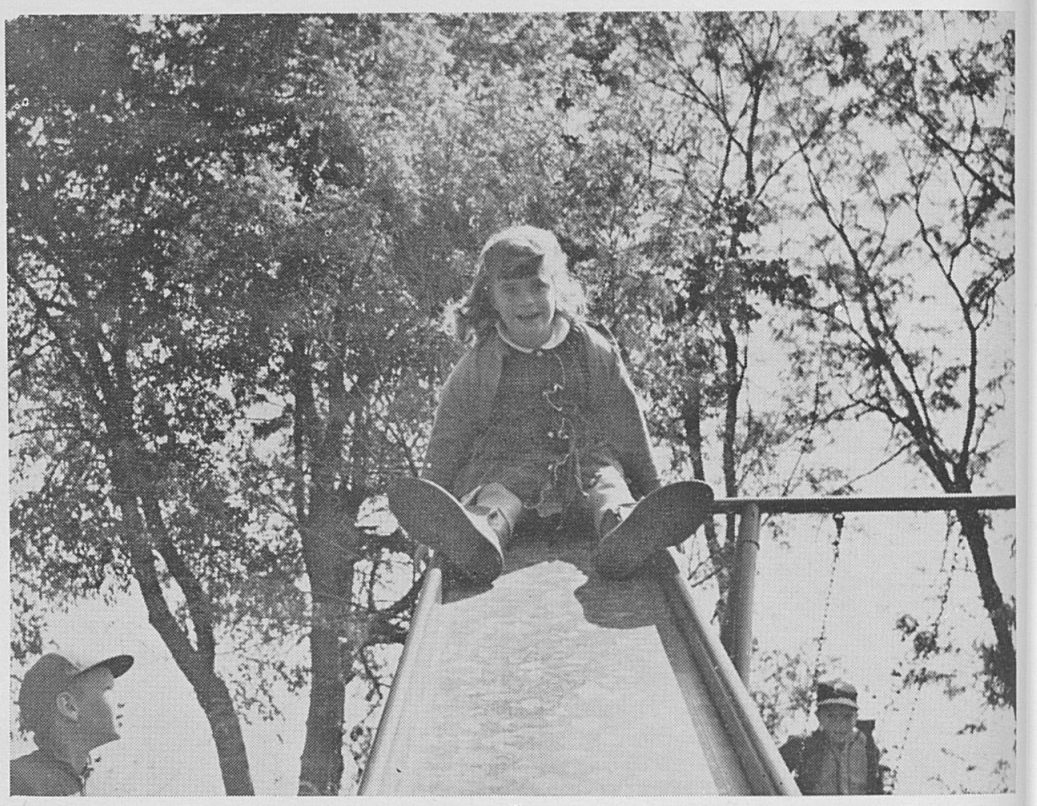
I like to take life easy.

THE TEACHER SETS A GOOD EXAMPLE

1. By dressing neatly but always gaily to please the children.
2. By using good manners at all times. "John, would you be kind enough to close the door for us?" "Thank you, Mary, for helping Sue tie her shoe lace."
3. By not talking down to children. She respects them.
4. By not hurrying them.
5. By not making them feel guilty. Not, "How did you happen to do such a thing?" Rather, "That hurt your friend; how can you help him to feel better."
6. By not frightening them in any way.
7. By not using threats or bribes to force behavior.
8. By not prodding them to be "GOOD." This implies they are really bad.

THE TEACHER REMEMBERS TO

1. Be her best self. Children learn through imitation and observation.
2. Be interested and helpful in the child's play.
3. Keep her promises even if the child has forgotten. It reassures him to have her remember.
4. Praise the desirable and ignore the undesirable as much as possible.
5. Use the clock to help in routine discipline—
   "The clock says it's about time to pick up blocks."
   "I know you don't want to go home from our trip, but my watch says it's time to go."
6. Use confidence in her relations with children—
   "You can all lie quietly a few more minutes."
   "Every day you are getting to be more cooperative."
7. Explain and talk about disciplinary action—
   "You can't push into Ruth's house. People knock on the door, to be invited in."
   "This is your place to play now. If the others bother you too much move over there."
8. Give attention to positive values such as—
   "You have been such good helpers today."
   "The rain makes friendly noises on our roof."
9. Give every child in her group individual attention at sometime during the day.
10. Be gentle, but firm, and consistent.



Watch me!

THIS IS BETTER — — — — — — — — — — — — — — THAN THIS

I.	**She uses positive suggestions — instead of negative directions**	
	1. "John, you can ride around Carol."	"Don't bump into Carol, John."
	2. "John, leave the sand in the box, please."	"Don't throw the sand."
II.	**She gives the child a choice whenever she can but only when he can have a choice.**	**She does not state suggestions in the form of a question when no choice can be given.**
	1. "Do you want to play with the blocks or the clay?"	"Do you want to go home now?"
III.	**She respects the child's individuality.**	**Rather than making comparisons and encouraging competition between children.**
	1. "The colors Mary used in her picture are pretty."	"Mary paints so well. I like her picture."

To one who is needing encouragement.

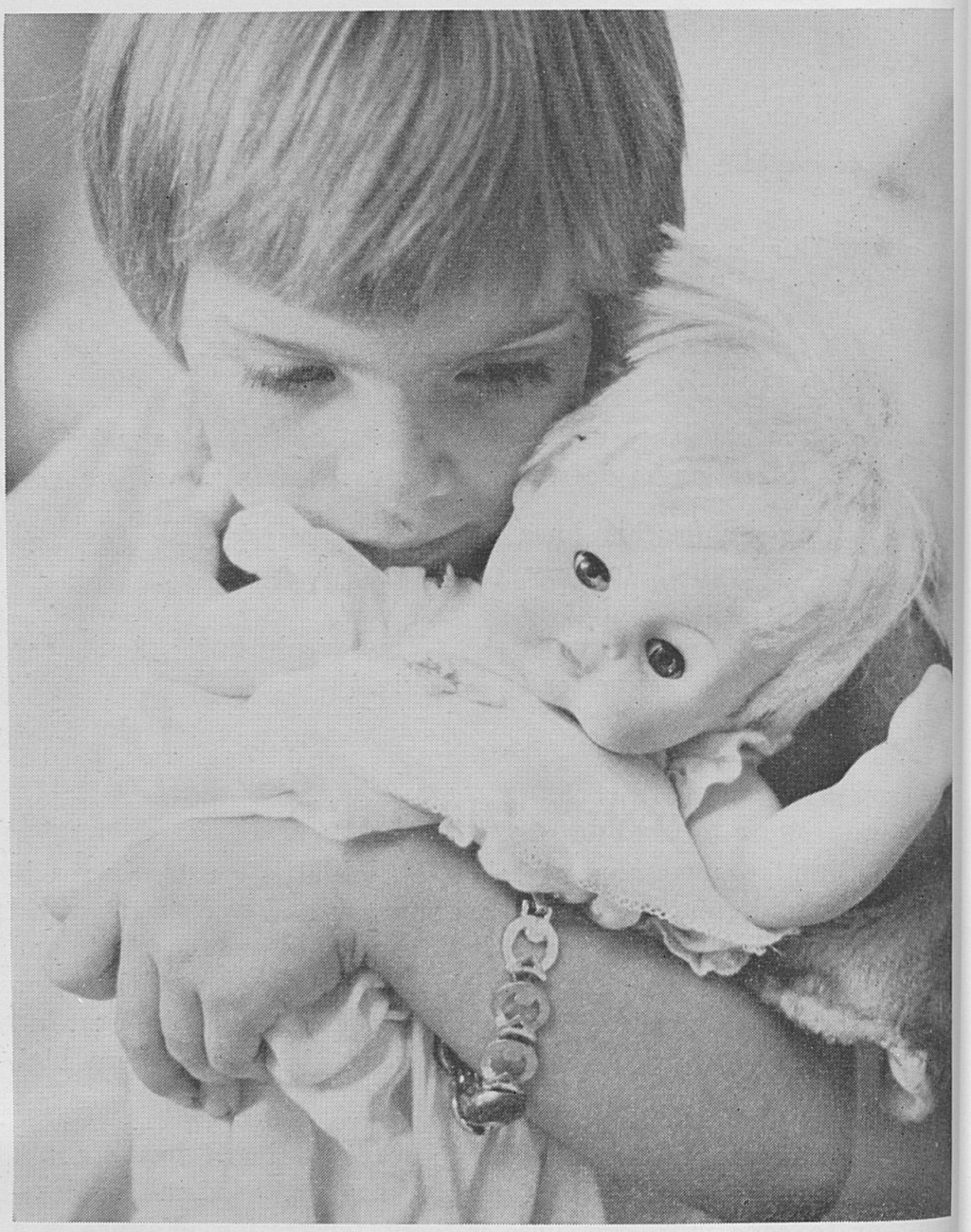
1. "Did you notice John spoke so we could hear him.	"John always speaks so we can hear him."
IV. **She gives the child minimum suggestions to enable him to feel satisfaction of achievement.**	**Rather than doing it for him as making models in art work, woodwork, etc.**
1. "Let's see, what does a car have? — where will you put the engine?"	"Here is a picture. You may copy it."
2. "This is nice, tell me about it."	"What are you making? What is it?"
3. "Could you see better if you sat here?"	"Move over here."
V. **She accepts the child's right to feel as he does.**	**Instead of trying to make him think there is something very wrong in feeling the way he does.**
1. Billy bumps his knee and begins to cry. "That hurt, didn't it Billy? We will rub it to make it feel better."	"You aren't hurt; don't cry, Billy."

KNOW THE CHILD

The kindergarten-nursery school age child is constantly reaching out for understanding. He is ever curious and alert to the world about him. His desire to learn, however, takes sudden shifts and his expressed interests change quickly. A good program then provides experiences which encourage curiosity and build interest but never attempts to force the child beyond the point where high interest can be maintained.

Children within this age range want to learn but are not equipped to meet the strain of set standards of academic achievement or to cope with pressures without frustration. Failure is a frequent experience at this age and the child may quickly loose

confidence in himself if he is forced with day-to-day formalized instruction. Learning experiences should focus on providing opportunities for children to observe at first hand those things which are vital to their daily living and which build meanings. Learning and growth proceeds from the simple to the complex, from concrete to the abstract in an orderly sequence. Conflicts can be expected to appear which is normal and desirable.



Do you know me?

Children need warmth and friendliness at all times. The child's outlook upon life, his feelings about adults, his confidence in himself, and security with others, will depend to a large extent upon the kind of contacts he is making now. He needs sympathy and understanding, but should not be "over protected". He may have greater need for this type of understanding, when he first leaves home and enters school, when he is finding a task especially difficult, or when hurt physically or emotionally.

A child must feel adequate, and he must feel that he "measures up" — that is, he must have a healthy self-concept if he is to be adaptable to his social, emotional, physical and intellectual challenges.

"The waves are high today."

SOME GENERAL CHARACTERISTICS OF YOUNG CHILD (3 to 6 YEARS):

SOCIALLY

The child:

Is ready to work and play in small groups.

Can share ideas and materials—however, he finds sharing difficult—feels very strongly about his rights—his concepts of ownership may be immature.

Frequently forms intense—short lived friendships.

Craves attention from adults and children.

Is largely self centered.

Likes to imitate the world about him.

EMOTIONALLY

The child:

Is fresh and honest in the expression of his emotions.

Rapidly changing moods.

Intense, but short lived emotions.

May be fearful of new experiences.

Is growing in self control.

INTELLECTUALLY

The Child:

Has a short interest span.
Needs to change activities frequently.
Has a vivid imagination.
Is curious about the world around him.
Learns by seeing and doing.
Gains understanding through play activities.

PHYSICALLY

The child:
Has high energy level.
Needs physical activity. He climbs, jumps, runs, and hops (one of the hardest tasks at this age is for a child to sit still).
Needs passive activity.
Tires easily, but does not realize it—(rest is essential).
Is susceptible to colds and infectious diseases.
Needs time to develop hand-eye coordination (eyes are still in period of growth—danger of eye strain).

A LITTLE CHILD LEARNS

THROUGH PLAY:

He dramatizes his imaginations.
He likes to role dramatize.

He constructs out of blocks.
He paints in his individual way.
He learns to share.
He learns through concrete experiences.
A child learns through play.
A child learns **more** through play.
A child learns **most** through play.

AS HE GROWS:

Some grow quickly; some grow like most grow; some grow slowly—and they learn in about the same ways.

We do not teach anything too early—too soon—too fast—this often retards growth.

HE SHOWS HOW HE GROWS:

By being happy.
By learning to listen to others.
By increasing independent behavior.
By following simple directions.
By learning to share time with others.
By learning to manage disappointment.
By increasing his control over emotional responses.

THE YOUNG CHILD IS:

Active	Noisy
Curious	Imitative
Undependable	Happy
Unreasonable (at times)	Aware of his surroundings

HE LIKES TO:

Climb	Make choices	Build with blocks
Jump	Pound clay,	Paint
Pull	Make things	Use colored chalk
Push	Listen to stories	Work puzzles
Wiggle	Look at books	Play dolls
Crawl	Play with water	Dress up
Talk	Hammer—Saw	Please adults
Listen to records	Dig	Be recognized
Sing	Feel objects	Be praised
Create	Collect things	Be appreciated

GENERAL NEEDS

A child's early experiences are important. Subsequent ones may greatly change or re-inforce the earlier ones. If a child is to

find inner happiness, to feel comfortable, and to be able to face the difficult stages in the development of a healthy personality; he will need the help of understanding adults. The teacher must share the responsibility of providing good growing conditions in the first school year.

THE CHILD NEEDS:

To associate with healthy adults who are consistent, dependable, and friendly.
To have teachers who can be comfortable with the ups and downs of young personalities and capable to make wise, quick decisions whenever the occasion may arise.
To have opportunities for an increased amount of self direction.
To develop respect and appreciation for authority.
To have a few rules which are clear and enforced.
To see a purpose for rules—and help set them up.
Attractive rooms with suitable, accessible materials.
To have his work exhibited on eye level bulletin boards, etc.

SOCIAL AND EMOTIONAL NEEDS:

To accept and be accepted.
To feel the security of belonging to his group.
To know that he is wanted, needed, and loved.
To accept and assume responsibilities on his level.
To try out social techniques acceptable to the group.
To understand and appreciate the meaning of courtesy.
To have opportunities to learn to respect the rights and possessions of others.
To accept the consequences of his own behavior if the consequences are not too severe.

PHYSICAL NEEDS:

To have his biological needs met.
To learn the basic rules of health and safety.
To have large and small play equipment and materials.

INTELLECTUAL NEEDS:

To have opportunities to explore, experiment, and investigate.
To extend his experiences and knowledge.
To receive recognition for his best efforts.
To have opportunities to achieve.
To have opportunities to solve his immediate problems.
To make decisions.

EVIDENCES OF MATURITY

MATURE BEHAVIOR	IMMATURE BEHAVIOR
Remembers where to get and put materials.	Does not get materials without help. Does not assume responsibility in putting materials away.
Often initiates activities.	Watches others; seldom initiates activities.
Works in spite of distraction.	Easily distracted.
Moves about purposefully.	Moves about aimlessly.
Persists until task is finished.	Seldom finishes task.
Uses materials constructively.	Only manipulates; does not utilize materials; destructive of materials.
Contributes own experiences to discussions.	Makes no contributions. Makes irrelevant contribution.
Participates willingly in group activities.	Reluctant to participate.
Interprets own pictures and constructed objects.	Drawing or constructed objects have little meaning.
Has accurate information about many common things.	General information is meager, vague or confused.
Speaks clearly.	Speech poorly developed; babyish or incorrect.
Expresses himself well in words; adequate vocabulary.	Verbal expression poor; monosyllabic response.
Understands and follows directions easily.	Forgets directions given; easily confused.
Good muscular co-ordination to play.	Poor co-ordination; clumsy, stumbling.
Enters into play activities.	Stands and watches group unless urged.
Plays co-operatively with others.	Interferes with the play of others.
Active and vigorous in movement.	Fatigues easily.
Works toward definite ends.	Impulsive; seldom plans.
Uses play equipment competently.	Timid and clumsy on see-saws, swings.

Initiates ideas in play.	Likes unorganized activities, such as aimless running, hitting, throwing; cries easily when hurt or frustrated; becomes angry without real cause; unresponsive to teachers' suggestions; tends to play with younger children.
Eager for story time.	Passive or reluctant in joining story group.
Listens to stories, enjoying familiar parts; retells favorite parts; selects favorite story.	Fidgets, easily distracted, bothers others.
Attention sustained during stories.	Attention flags rapidly; responds to any distraction.
Interprets stories from pictures.	Looks at pictures indifferently.
Some ability to detect likenesses and differences.	Shows little interest in or realization of symbols.

PARENTS AND TEACHERS WORK TOGETHER FOR THE CHILD

Good rapport between the teacher and parents of young children is of greatest importance. Both are interested in the child's growth and development. Parents and teachers by working together and communicating what they know, both can reach a more satisfactory understanding of the child. Parents will be learning and understanding more about good education.

WHAT THE PARENTS KNOW

The parents have known this child since birth and have knowledge of his development, his interests when he talked, when he first walked, how he gets along with siblings, what fears he has, how he behaves outside of school, and some of his needs. They also know how he relates to members of the family, to grandparents, significant in developing a knowledge of the child's growth and development.

WHAT THE TEACHER KNOWS

The teacher knows the child in relation to what the kindergarten-nursery child is like. She knows how the child gets along with his peers, how he accepts authority, how he moves from activity to activity.

I am serious about my play.

She accepts him as an individual, and helps him to develop desirable skills and attitudes.

WAYS TO WORK TOGETHER

There are many ways of building a program for parent and teacher relations. But, there is no one pattern. The following are ideas and suggestions that will encourage teachers and parents to discover good methods of communications.

A. MEETINGS PRIOR TO ENTRANCE DAY AT SCHOOL

VISITING THE HOME

A prearranged visit will help the teacher, the child and the parents to become acquainted. Through such contact the teacher and the parents learn to know each other and to communicate.

During the visit the teacher may ask the parent questions as to the child's age, interests, illnesses, and experiences he has had with the family. Some schools mail an entrance form which can be returned by mail, requesting this information.

ORIENTATION DAYS

Orientation days at the beginning of the school year serve as valuable times for the child and parent to become acquainted with the school environment. Some schools schedule a time for each child and his parents to have a half hour in the school with his teacher. At this time the child is shown where his possessions are kept and permitted to explore and investigate equipment and interesting things in the room. This time is valuable to the teacher, for she begins to observe the child, his interests and needs. If leave taking has been difficult for the child. The teacher can arrange for an immediate conference.

STAGGERED ENTRANCE DAYS

Some policies have staggered days or staggered hours in the beginning of the school year. This plan enables the child to become adjusted to a small group before entering the larger group.

OPEN HOUSE

Some schools have found this means of bringing the child and his parents into the school. The parent brings the child to look at the equipment, materials, facilities, and to meet the teacher.

At this time any brochures, health records, personality records, and school calendars are presented to the parent. This is a get acquainted period, and a time to make friends.

Some schools provide this opportunity for parents (only) for the purpose of visiting the rooms, meeting the teacher, viewing equipment, and seeing appropriate films. Others plan to discuss "What will be Happening in Our Kindergarten-Nursery School." Guest speakers often are obtained to acquaint parents with the needs and good education for the young child.

B. TYPES OF PARENT-TEACHER RELATION THROUGH THE YEAR

CONFERENCES

A conference with the parent is more rewarding than written reports. The teacher must be well prepared for the conference. She will have kept written observations and records on each child. These observations will include the child's physical, social, emotional, intellectual developments, and abilities, attitudes and habits. She will have recorded his needs and accomplishments. She will feel a keen sense of responsibility in attempting to help the parent "see" her child as he relates to the school environment and his peers.

"Don't short change me."

This is not a time to compare, but to learn more about the child as an individual.

Occasionally the teacher will have a child that requires more understanding than she can give. These problems require the assistance of a specialist. It is the teacher's responsibility to skillfully help the parent become aware of the problem and to realize that competent assistance is needed.

CONFERENCE REQUESTED BY THE PARENT OR THE TEACHER

Usually this conference is requested when the child's behavior at home or school presents a problem. The teacher encourages the parent in thinking about her course of action. She helps the parent understand that the first step in solving a problem is to understand it. A conference of this nature helps to clarify the problem.

It is equally important that the teacher request a conference when there are no problems involved. Parents want to know when their child may have desirable traits, abilities, or potentials. This conference, as others, should be a two-way and a two-fold conference.

Aspects of a good conference,

DO:

Be prepared—make careful plans before the conference.
Base the conference on observations and records.
Respect the parent's feelings.
Begin the conference with a favorable remark about the child.
Be truthful and tactful.
Interpret together the child's growth.
Discover together the child's needs.
Be genuinely interested.
Listen to the parent.
Avoid destructive criticism.
Keep the information confidential.
Invite the parent to visit the school.
End the conference on a pleasant note.

DON'T:

Sit behind a desk.
Lecture.
Put the parent on the defensive.
Have the conference in the presence of the child.
Compare the child with other children.
Be the authority.
Jump to conclusions too quickly.
Make diagnoses.

PLANNED MEETINGS (Discussion, Speakers, Films)

The need for discussion meetings becomes clear as the parent and teacher communicate about the needs of children. It is desir-

able to arrange meetings and to provide opportunities for parents to see films and hear talks. Services can be obtained from the Kentucky Mental Health Department, Pediatricians, The State Education Supervisor, The Kentucky Association on Children Under Six, or Universities and Colleges. Together, the teacher and speaker can plan the meeting to meet the needs of the group.

THE PARENT VISITS THE CLASSROOM

Observations can be a means of helping parents understand their child and his needs.

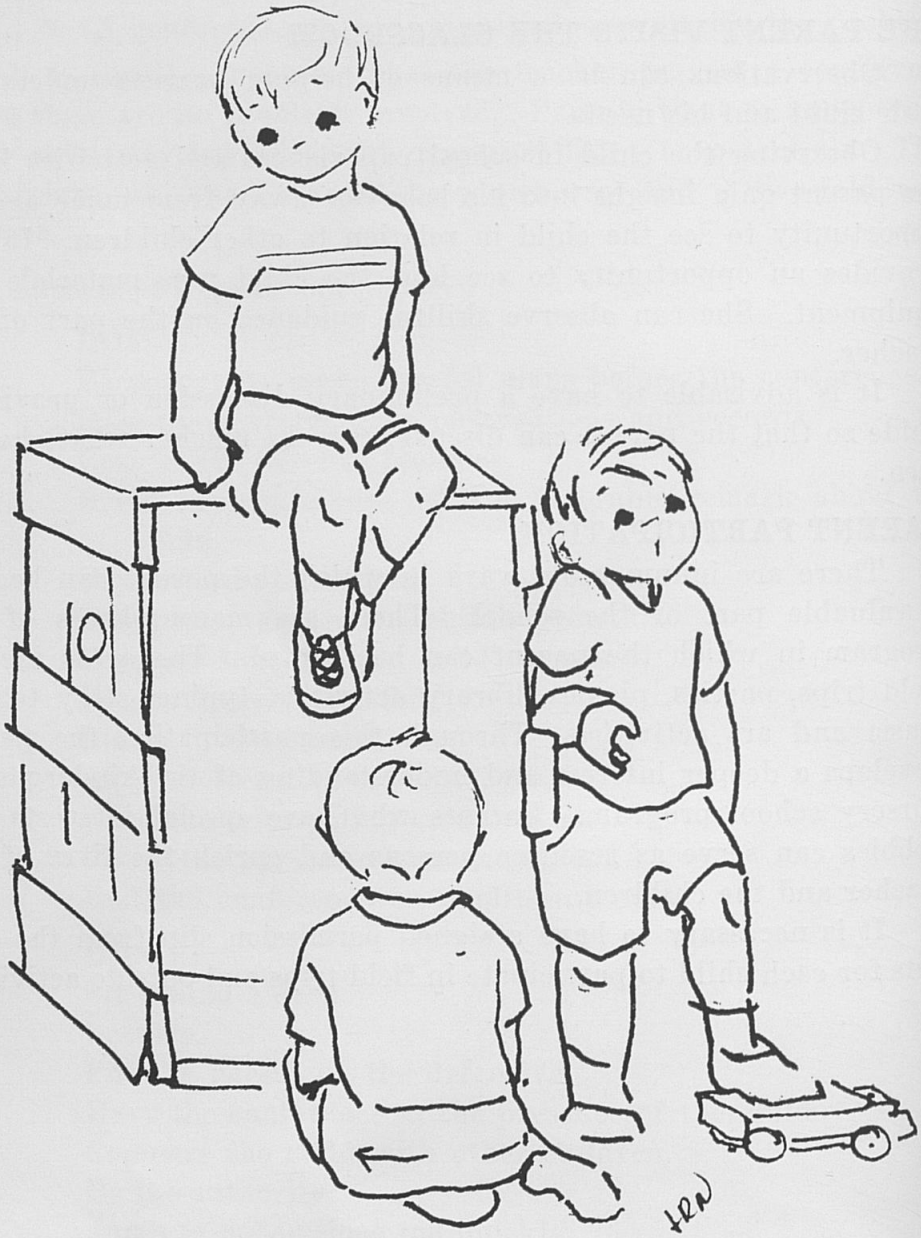
Observing the child in school experiences and activities helps the parent gain insight into his behavior away from home and an opportunity to see the child in relation to other children. It also provides an opportunity to see how the child uses materials and equipment. She can observe skillful guidance on the part of the teacher.

It is advisable to have a preliminary discussion or provide a guide so that the parent can discuss with the teacher what she has seen.

PARENT PARTICIPATION

There are innumerable ways in which the parent can become a valuable part of the school. There are many phases of the program in which the parent can be helpful. The areas include field trips, parties, picnics, library activities, typing, story telling, music and art activities. Through this participation the parent develops a deeper interest and understanding of the kindergarten-nursery school program. Parents who have special interests and hobbies can serve as resource persons and enrich the lives of the teacher and the children.

It is necessary to have a signed permission slip from the parents for each child to participate in field trips and outside activities.



III. GROWING THROUGH PLAY

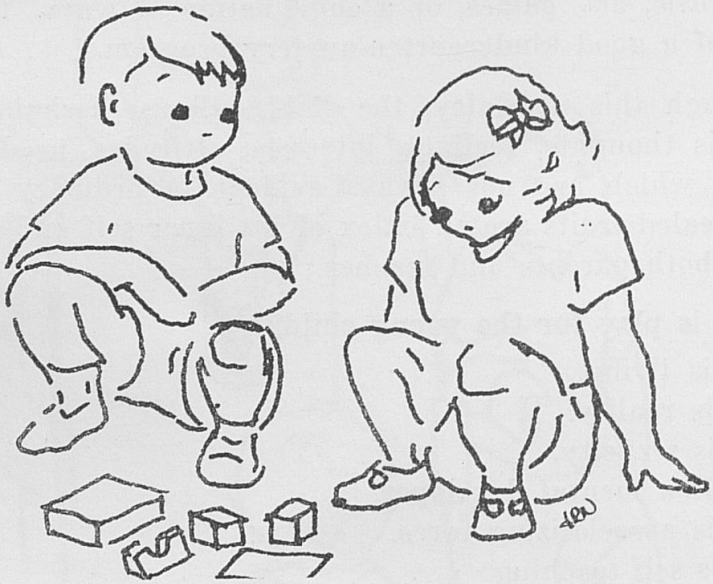
Play is the child's occupation. It is an essential factor in growing up. It is nature's plan for growth, development, and learning. To deny the child play is depriving him of his childhood and his educational birth right.

Play activities not only help to free the young child's capacity to learn, but is learning; to learn about himself, his friends, and his small world. Through play the child gathers information. Through play feelings of fear, anger and inadequacies are minimized. The expression of play may come through language, poetry, stories, music, art, games, or a combination of ways. Play is the essences of a good kindergarten-nursery program.

Through this normalcy, the child will use techniques which project his thoughts, feelings, interests, attitudes, needs, and experiences, which are not always evident in ordinary situations. These revealed traits are an index of his inner self and significant clues for both parents and teacher.

What is play for the young child?

Play is living.
Play is reality.
Play is security.
Play is a mental developer.
Play is a socializing force.
Play is self-teaching.
Play is practice and drill.
Play is a skill builder.
Play is a physical builder.
Play is an introduction to self and group discipline.
Play is power.
Play releases tension.
Play reflects experiences.
Play develops leadership and followers.
Play is interpretating his world.
Play is a collection of valuable experiences.



IV. THE CURRICULUM

THE PROGRAM

The well developed program will be flexible, informal and allow for interruptions of children's momentary interests. The understanding teacher will plan far in advance for the needs of her children. She will provide for individual differences in young personalities. In school, she is his source of knowledge and information.

After teacher's plans have been well made, she and the group will plan together each morning for the day's activities. Kindergarten-nursery can be an exciting adventure for the child if he and his teacher do things together, learn together, and grow together.

The flexible daily schedule can offer many rich and varied opportunities for growth and development.

SUGGESTED DAILY PLANS

8:30 - 9:00 Arrival
Disposal of wraps
Greetings from teacher
Conversation with teacher and other children or look at books or move around room to various centers, and free activities.

9:00 - 9:45 Assembly in a group with teacher
Pledge of allegiance to flag (if used)
Count of boys - girls - discussion of health
Weather - community happenings
(Bible Story - non-denominational, in many church sponsoring kindergartens)
Music of some type - rhythms, songs, acting out music, etc.

9:45 - 11:30 Art activity
Free work - play period
Materials available for finger painting - easels, blocks
Woodworking - crayons, scissors, clay
Paste - toys, library, housekeeping
Signal for clean-up and put away

A definite time for bathroom and wash hands (children have been perfectly free to use bathrooms at any time during the day)
Outdoor play time
Refreshments
Rest period - with quiet music - records, etc.
Story time - dramatization
Sharing
Evaluate day - plan for next day

11:30 - 12:00 Get coats, ready for dismissal when parents arrive.

8:30 Morning greetings
Sharing possessions and experiences
Planning together
Work-play time
Clean up
Toileting
Snack time
Preparing for rest time
Music and rhythms
Stories, poems, dramatizations
Creative work
Free conversations with friends
Informal teacher-child talks
Walks
Field trips
Evaluations

11:30 Farewell greetings

HELPING YOUNG CHILDREN REACH THEIR LANGUAGE POTENTIAL

The language of young children is interesting and intriguing. It reveals the cultural patterns in the home and community, extensive or limited vocabulary, degrees of aggressiveness or shyness, and the ability or lack of ability to think and reason. The way children talk gives an insight into young personalities. Young children use their language power:

To interpret their world

To increase and strengthen their knowledge

To make their desires known

To justify their behavior

To gain attention

To make friends

To solve their immediate problems, and

To relate experiences.

The teacher must accept temporarily the language behavior as she first accepts other phases of developmental growth. She will take advantage of every opportunity to improve and strengthen their communicative skills. The developmental stages of language are: crying, cooing, babbling and gurgling, grunting, and pointing, single words, phrases, short sentences, descriptive and longer sentences. Nursery and kindergarten children are usually in one of the last four stages of language development. Each stage presents its own problems and achievements.

Televisions, jets, space missiles, planets, push buttons, traveling advertisements and representative toys have introduced many new exciting words and concepts into the vocabulary of "Under Sixes". These words and concepts are part of the children of today. They must become a part of the teacher. It is of vital importance that she keep her ideas and teaching techniques in harmony with the times in which the children are currently living.

LANGUAGE BEHAVIOR

Four and five year olds are passing through a spontaneous, uninhibited stage. Their language reflects this stage. The wise teacher will suggest and correct their language informally, incidentally, and without embarrassment.

They are beginning to feel the need of a more expressive vocabulary. As—"I eated the cookie."—the teacher will repeat, "You

ate the cookie." They may mispronounce words as "What a pretty reckless!"—Teacher: "It is a pretty necklace, isn't it?"

They can not always identify words with the multiplicity or shade of meanings, as; fall, run, saw, left, would, wood, seen, scene, right, write. The sea is blue. I see Daddy. They may leave off or substitute initial sounds, as ed—wed for red. They may substitute "stuff," "it," or "you know" because of their limited vocabulary. They may use reversals in meaning as no for yes, sad for glad. They may use single words for a complete sentence, leaving the meaning to be interpreted by facial expressions or voice tones; as "Kitty" may mean "I want Kitty," "I don't like Kitty" or "Will Kitty hurt me?"

OBJECTIVES OF A GOOD LANGUAGE PROGRAM

"Children learn to talk by talking

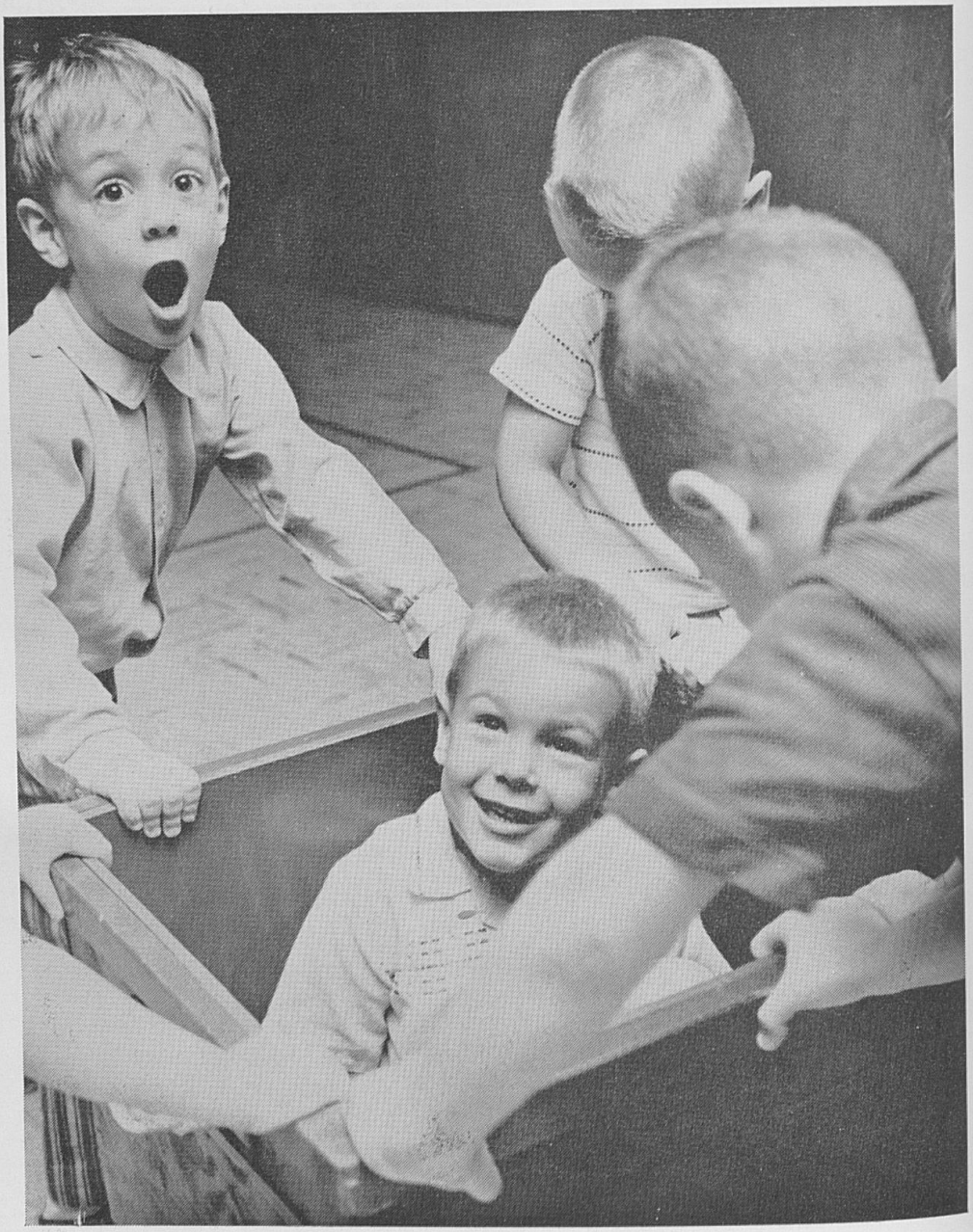
Children learn to talk by listening

Children learn to talk by having something to talk about."

A good language program not only increases the ability to talk better, but, it also allows time to release thoughts and ideas.

A good language program will include experiences for each child:

To increase their speaking vocabulary.
To increase their listening vocabulary.
To speak in complete sentences.
To talk in group situations with poise.
To make association of verbal symbols with the visual symbols.
To identify words with various shades of meaning.
To develop the art of listening.



To follow a sequence of ideas.
To follow directions.
To develop the skill of thinking and reasoning.
To make decisions.
To organize thoughts and ideas before oral expressions.

TYPICAL CENTERS OF INTERESTS

Language is a learned behavior and children learn the skill by using it.

Planned language experiences should be centered around the children; their interests and needs.

For a more fluent conversational interaction the following suggestions may be used:

A housekeeping center
Science centers
A library center
Media for art and woodwork
Blocks, toys, dolls
A dress-up box

LANGUAGE ACTIVITIES IN THE DAILY SCHEDULE

Language is a part of daily living, even momentary living for young children. It is functional in every phase of their daily activities. The language program cannot be separated from other phases of the program. There is no definite set time for its growth, but the alert teacher does have a definite plan for developing the communicative skills for each child.

IMPLICATIONS FOR THE TEACHER

Outside of the home, the teacher is the key person in helping children attain their language potential. Therefore, it is important for her:

To have knowledge of the developmental stages.
To have insight into young personalities.
To recognize teachable moments.
To accept children's best contributions.
To know when and when not to interfer in children's conversations.
To listen with undivided interest.
To keep communicative channels open.
To encourage children to talk by a warm smile or friendly pat.
To possess an animated voice.
To possess a well-modulated voice.

To speak clearly and distinctly.
To supply conversational materials.
To gear the program to the age in which the children live.
To use the language courtesies as she expects of the children.
To allow plenty of time for talk.

SOCIAL STUDIES

Social Studies for the young child is concerned with people and their way of life.

The kindergarten-nursery school child will come to school with certain concepts which he has learned in his home and community. Living part time in the kindergarten or nursery school is a new adventure in the individual's life long job to be functional in his world. All education will have a socializing effect on him. As he lives with his schoolmates and teacher he will have many experiences which will further develop his social understandings, including those his teacher will plan as learning situations.

The culture, resources, and responsiveness of the neighborhood and community are important factors in planning an effective Social Studies program. This culture is one which the child can understand. The last two factors are significant because the program consists partly of interaction with the surrounding community.

CHILDREN LEARN WHEN:

Experiences are planned which will facilitate growth and provide an opportunity for them to clarify their concepts, beliefs and values, and help to develop empathy.

The school environment is a place where the child meets realities through interaction with other children and adults.

The teacher can use methods and techniques most effective for her group.

They have experiences which relate to prior experiences in and out of school.

There is variety and vitality in the experiences, provided with certain salient points.

Problems can be solved as they spontaneously arise individually or in group situations.

VALUES

The democratic values of the society will determine the direction for socialization. The following list may serve as a guide for the teacher:

The ability and desire to seek truth through facts on the level of understanding for the group.
Acknowledgment of a supreme being.
The ability to understand, to respect, and to appreciate the customs and values of others.
To be considerate and helpful to others.

SOCIAL NEEDS

A broad curriculum is needed for kindergarten-nursery school children acquainting them, on their level with daily living in and out of school. It should be based on a wide range of abilities, blending subjects into real life situations.

The following suggestions may serve as a guide.

ATTITUDES

Curiosity to find out with a questioning attitude.
Developing a sense of responsibility toward self and others.
Allegiance to Country.
Analyzing and solving his social problems.

STRUCTURE OF CONTENT

The structure of content depends upon the concepts to be learned. The following are some Social Studies concepts:

All people differ, but can be happy together through mutual respect.
All human beings have value and a potential which may be developed or undeveloped.
People are dependent on others for vital services.
All kinds of work are worthy.
Workers are human beings not part of a process.
Transportation and communication have been dynamic forces in man's world.
Sharing experiences and working in friendly cooperation benefits the people involved.
Children can cope more intelligently with change when they understand basic problem solving.
Knowledge and understanding of people promotes better human relationships.

Building concepts, skills, abilities, attitudes, and knowledge through everyday experiences is accomplished in the kindergarten-nursery by the use of activities and play in a somewhat informal but not unplanned situation.

Some additional tools of learning for social growth

Resource people and interviews
Demonstrations
Experience trips
Map making
Children construct and make things
Dramatic representation
Expression through bodily movement

EXPERIENCES WHICH ENCOURAGE LANGUAGE EXPRESSION

Planning Periods

Planning is most often necessary before construction or dramatic play, but appropriately precedes many other activities. The children's own ideas, rather than the teacher's should be solicited. Teachers should be concerned with stimulating child participation, helping children select the most feasible of all plans suggested, helping them think not only of what is to be done but how, raising questions which will clarify concepts or introduce new ideas.

Evaluation Periods

A time for evaluation should be planned when children need help; when children have something to share with the group, or when one child or more should receive the satisfaction of group commendation. Children should participate freely as a group, not as individuals talking only to the teacher. Group attention and contribution should be cultivated. The teacher should be alert to possibilities in the evaluation period that will clarify children's concepts, stimulate questions that lead to further growth, establish higher standards of work and play.

Problem-Solving Situations

These may include problems of getting along with one another, problems arising from a lack of information or from incorrect concepts, and problems arising when children experiment with materials. They should be encouraged to solve their problems whenever the solution is within the limits of their experience. The teacher may solicit solutions from the children and talk about the suggestions to see if they will work.

Dramatic Play Periods

Children should be given many opportunities for dramatic play because here they have opportunity for natural language expression in meaningful situations. They also have opportunity for social

growth and for acquiring increased knowledge of the world in which they live. The teacher's role during the play period is largely one of an observer, in order that she may become aware of meager or erroneous concepts, of children's social adjustment, and of their need for additional materials or information.

Experiences with Literature

Children should be shown **picture books** and encouraged to talk about the pictures and to respond to questions about them as they enjoy the story with the teacher. A child may then be asked to show the pictures and tell the story.

Storytelling by the teacher is an experience which children should have. This may be followed-up by letting the children name the characters in the story, or tell the sequence of events such as what happened first, second, last?

Poetry stirs the imagination and makes an emotional appeal. It is a joyous experience and children will relish jingle, humor, and rhyme.

SOCIAL STUDIES ACTIVITIES

The wise teacher will develop Social Studies activities based on interests of her group. She will utilize the resources of the community, all materials available, and her own fund of knowledge to provide the necessary learning situations. Integration of experiences from the language arts, numbers area, music, art, social studies and science will be possible at the pre-primary level through activities. The activities will vary in length of duration and accord- to background of experiences and interest of the children.

Interests Which May Be Developed into Social Studies Activities

Living Together at School

Living Together at Home

Workers Who Serve the Home—baker, plumber, postman, electrician, telephone repair man, garbage collector, delivery man, meter reader, paper hanger, painter, TV repair man, etc.

Life in the Neighborhood

Where People They Know Work—home, apartment house, church, hotel, auditorium, bank, library, post office, restaurant, swimming pool, theater, etc.

Stores and Markets in Town Where People Work—bakery, grocery store, meat market, pet shop, garage, furniture store, cleaning establishment, drug store, beauty shop, barber shop, dress shop, lumberyard, service station, shoe store, toy store, dime store, etc.

Farming—include activities in which people are engaged—dairy, creamery, bottling plant, poultry farm, truck farm, stock farm, orchards, groves, tobacco and grain farms, etc.

Public Service Institutions—and activities of people in them—fire department, police department, hospitals, parks, beach, etc.

Industrial Life—including workers—aircraft plants, shipyards, factories, packing plants, warehouses, gas and electric plants, oil refineries, etc.

Transportation—related to all community activities, the work of the people concerned, all things related to each—automobiles, trucks, boats, trains, airplanes, etc.

Communication—

Telephone—receiver, dial operator, etc.

Radio—programs, air planes, boats, etc.

Televisions—programs, etc.

Health and Safety

Special Occasions

Holidays—emphasis on social value, patriotic—emphasis on great men, and Special Days—Valentine, May Day, Religious Holidays, etc.

Birthdays

Circus

Seasons

Special People—other than great men of our country—Cowboys, Astronauts, Servicemen, and Children of Other Lands.

Space, Construction, Harvest, Gardening, Pets, Zoo.

Trips may be taken to most of the places if properly planned in advance. Planning includes arrangement with the establishment, written permission from each child's parents, planning with the children as to purpose of the trip, questions they would like answered, and rules which they formulate concerning their behavior enroute to and from the establishment.

Discussions follow up the experience trips, eventuating in some expressional activity—painting, drawing, clay modeling, building or dramatic play—concerned with some phase of the experience.

Remember to write "Thank You" notes with the dictating them to the teacher.

"WHYTALITY"

Science Is Here and There

Science is here! Science is there! Science is now! Stop! Look! Listen! This motto is the key which unlocks science for preschoolers! Science for the young child is part of his daily living.

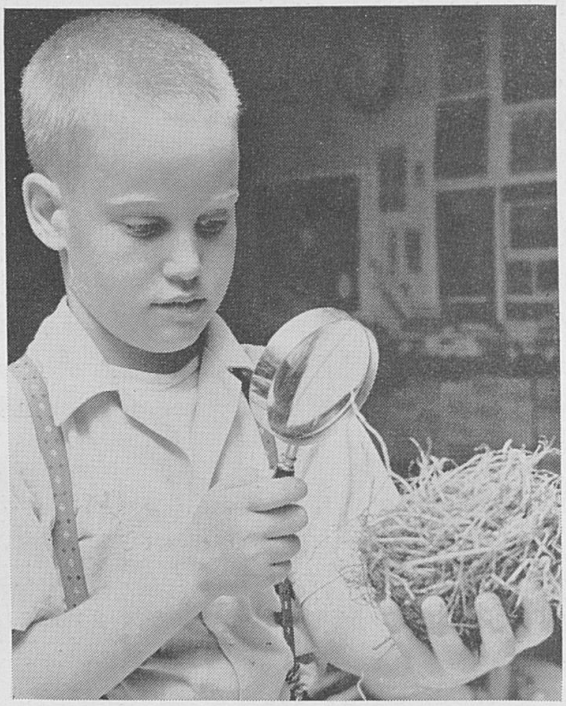
A scientist has said, "Children above all others have the true spirit of scientific investigation. They are open-minded and nothing is too trivial for them to investigate".

Science, for this age level, is his spontaneous interest in daily experiences of his world, which adults consider commonplace. Stop, look, and listen open many avenues for scientific interest and activities. The child is not aware of science as the adult thinks of it as being complicated and involved. His interest and desire for learning can be recognized by the numerous whys, whats, wheres, whens, whos and hows. During this "Whytality" age, every adult in which the child comes in contact is his primary source of scientific information. His natural curiosity makes science an obvious part of the curriculum.

Scientific learning for the young child is in the form of what adults have labelled "play". Exploring, investigating, experimenting with the materials and everything "nearby" as sand, toys, grasshoppers, water, etc., provide many busy play hours for this embryonic scientist.

Many science opportunities are overlooked, considered unimportant, or taken for granted by adults, but not by the child. There are no limitations to interest and curiosity for the young inquiring mind. The expressive eyes of the most timid child will portray his

inquisitive curiosity, when his voice fails to make a sound. He is eager to learn. He wants to know "what makes everything tick". This curiosity during his "Whytality age" is part of his growth. He is busy taking on new and varied aspects in his small world. Simple answers and explanations are more satisfying to this inexperienced child. He can understand only what his past experience and knowledge can comprehend. Too much information, before he is ready or has a need, can cause frustration as much as too little or wrong information.



It is the responsibility of the teacher to make available science materials "close-by". The most important features of a good science kit for the young scientist are eyes, ears, and hands, supplemented with time and patience. The teacher must share his interest and enthusiasm. She must be ready to supply simple, truthful information, also to clarify knowledge already gained. It is so easy to say, "Oh, this is a maple leaf or a praying mantis", rather than "Let's find a picture like it", and read the name. Finding out is more stimulating and exciting than just being told. An alert teacher will be ever ready to take advantage of the children's interest to provide learning experiences. The overheard chance remarks, questions, and statements made by young children have been the initial motivation for valuable and successful activities.

The following conversations of children have been the initial motivation for valuable and successful science activities from a child's statement such as "The sky is dirty, it's going to rain." Many channels can be explored:

"Why does it rain?"

"Who needs rain?"

"What needs rain?"

"How do plants get a drink?"

"What happens to the plants, sand, dirt, when it doesn't rain for a long time?"

"Why are some clouds white and some are gray or black?"

Jim: "Why is the sun white?"

Pete: "Maybe fairies or rock dust."

Charles: "Can't be fairies. They'd burn their wings off."

During a group planning period for a flower garden, Jenny said she wanted some red hot biscuits in the garden. She meant Red Hybiscus.

Jimmy, working independently, making a bridge out of blocks, was asked by a child how he made such a long bridge. Jimmy said, "Oh, it was simply a matter of 'librium'. (Equilibrium)

The following overheard statements from children have been used for valuable learning experiences:

"When it is hot, the breeze is a little bit of wind going by."

"Ice doesn't exactly make snow, but snow can make ice."

"Rain turns into snow by freezing when it's cold."

"My turtle will win."

"Moon is a round thing that lights up at night."

"Air is the breeze that makes the wind blow."

"Air is some kind of stuff that you breathe."

"Air is like glass, you can feel it, and you can see through it, but you can't touch it."

"Daylight saving time is when they let daylight stay on a little longer."

"Sponges are made out of sponge cakes."

"When I play I make a noise, but when my shadow plays she is quiet."

Pat, resting quietly on a cot, was entertaining himself by playing with a piece of scotch tape and a small cube block with a hole in it. When asked what he was doing, he said he was making

'bibrations' (vibrations). An interesting activity on sound derived from this busy play.

Typical interests of young children can lead to much experimenting, observing, investigating and just "doing". The following suggested activities require little or no equipment:

Bird's nest
Squirrels running and jumping
Dry sand
Effect of water on sand
Shadows.

Toys provide numerous opportunities for children finding out facts on their level of understanding.

Friction and wind-up toys
Friction makes sounds.
Friction makes heat.

Watch the child start a friction toy on the floor, then hold it up to his ears or watch the wheels go around, or feel the wheels, or try running it over different types of materials—rugs, smooth flooring, or up and down a block incline. The toy will run fast down the incline alone, but goes up slowly, often requiring a push.

Air Toys.
Air fills space.
Air has weight.
People need air.
Animals need air.
Plants need air.
Air pressure is strong.
Commercial and paper-made airplanes, gliders, kites, balloons are air toys.
"Why does my airplane go up and then come down?"
"How can the kite fly? It has no wings."

Inflate a balloon with air from a gas station and one with air from a person's breath. Let them go up. The balloon with the air from the gas station stays up, the other one floats around and comes down.

Magnetic Toys
Magnetic fishing lines holding metal fish, nails, pins, etc. A small magnet tied on the end of a string.

Outside Play Equipment:

The seesaw provided an immediate interest in balancing and weight. Charles is larger than Jenny. Complaints arise from the two children such as Jenny isn't seesawing right. Clarification is needed. A small seesaw made from blocks and a board with small rocks, wood, etc., will help the children to understand balancing, also playing with lever toys.

Testing Soils

Three paper Dixie cups, small holes punched in the bottom; pack sand, loam and clay in each. Pour the same amount of water in each cup. Place a sponge in a jar of water, put large seeds on the sponge, observe sprouts. Sprouts get food from soil, rain and sun. Examine ground after a rain. Water softens the earth. Wilted leaves, grass, etc., stand up and look fresh and green when watered.

"Oh, look at the sand crawl; it is running away fast." This remark may be heard as a child pours water on a hill of sand.

Such a remark can be the beginning of a study of soils for planting.

Seeds Are Travelers

Feathery seeds travel by wind.

Sticky seeds ride on animals and people's clothing.

Some seeds are planted.

Scotch tape seeds on a cardboard.

Plant carrot tops or potatoes in water. Keep a plant in the sun and one in a dark place.

Plants need sun and light.

Water one plant, do not water one.

Plants need water.

Bring early spring blooming branches in the room. Put them in water. Watch buds blossom out.

A pan of water provides opportunities to "find out", as well as fun.

Why do some things go to the bottom and some things stay on top? Experiment with marbles, pebbles, paper, corks, closed and open bottles, etc. Heavy objects push the water aside. Light-weight objects do not.

Pour water on different materials as wood, cotton, rocks, soils, etc. Some materials absorb water—others do not.

Dissolving things in liquids as salt, sand, etc., in ink and water. Place celery in colored liquids, observe liquid in the porous veins.

Stop, look, listen, can open avenues of scientific possibilities in this "Whytality" age. When a walk is taken around the yard or block, look for signs of the season. Listen for the seasonal sounds.

Sounds and vibrations are exciting for young scientists.

Small nails or pins on a board with either rubber bands or tight strings tied to them. A small tight rope between two tin cans. Both produce vibrations and sounds.

Glass bottles filled with different amounts of water.

Make a list of quiet noises, loud noises, spring noises. Close eyes, guess the name of the object or person making a sound.

Feel larynx on neck when talking.

Sound goes in the direction to which it is sent.

Wind and breeze.

Make a paper fan. The fan moves the air back and forth making little breezes.

Sun

Stand in sun, then in the shade. What happens?

Measure shadows during the day. Use chalk to draw around shadows.

Put a pan of wet dirt in the sun and one in the shade.

Put a thermometer in the sun, one in the shade.

Winter Activities

Make frost by blowing on the window pane.

Put a pan of water outside. Watch the ice form. Bring the pan of ice inside. Watch it melt. Heat melts ice.

Does ice or water take up more space?

What is snow?

Catch snowflakes on dark objects or even in the hands. Notice the many different shapes and sizes. Where does the snowflake go when you come inside.

Make a snowman in a large pan. Bring it inside. What happens?

Should we eat snow?

Animals

Small animals and pets can be enjoyed and studied in the school room or play yard.

Setting hen on eggs is an exciting activity around Easter time.

Observe hen while she is setting on eggs—later how the mother hen takes care of her baby chicks.

Watch tadpoles grow into frogs.

Observing and finding out about common insects as grasshoppers, crickets, ants, praying mantis.

Thermometers

Put a thermometer up high and one down low.

Put a thermometer outside on a cold day—when mercury reaches zero, bring it inside.

Children will furnish a science table by the numerous plants, rocks, materials, and knick knacks they bring to school.

Rocks, woods, cocoons, milkweed pods, cotton, silk, wool, nylon, dracon, nests and gourds.

EXPERIENCES WITH NUMBER ACTIVITIES

Teaching number concepts is a very important part of the kindergarten curriculum. It is necessary for the child to have a good understanding of number concepts in order to be ready and able to do the more complex forms of mathematics later. Backed by research we know that children should have experience with numbers that meet their needs in daily living.

As in all sciences, vocabulary and terms used must be understood to be meaningful. Arithmetic is the study of numbers and geometry, the study of space. We use the word number as meaning the concrete number such as *three* boys. The symbol used to represent the number three is a numeral—3. Kindergarten and nursery school children have many questions about number and numerals. "How many?" "How much?" "How far?" "How long?" "'How much? bigger, taller, smaller, farther away, etc.?"

Counting for young children is rote and rational counting. Some children learn to write the numbers, but it is not advisable in most cases to have formal teaching of arithmetic in kindergarten and nursery school.

Number work for children under six is informal and makes use of number concepts that are familiar to the child. New concepts, terms and uses are introduced through games, stories, songs, work and play time, and when needed. The objective is to form a meaningful basis for the present and later learning of arithmetic skills. As in all phases of learning some children will learn and understand number concepts much more readily than others. It is the teachers responsibility to go along with the child who is ready for more learning. They teach the child what he is ready for.

The following arithmetical experiences are among those used for kindergarten.

1. Ability to use numbers with objects, experiences and quantities.

a. Counting for necessary information—children, chairs, milk bottles, windows, crayons, scissors, blocks, etc. Play, with counting in orderly sequence: steps, bounce of a ball, strokes of a hammer, etc. Measuring wood for work, number of blocks needed. These are some 'number opportunities''. There will be many more. Look for them and be ready to make use of them. When reading stories that have numbers—as 4 Little Ducks. There were 1, 2, 3, 4 little ducks. Using rulers and yardsticks. Songs with numbers—''Ten Little Indians''. Games with numbers, finger games. Nursery rhymes. 1, 2 Buckle my Shoe.

2. Concepts of words having to do with

a. size—large, small (The Three Bears)

b. shapes—circle (games), square (paper), triangle (rhythm band), cube (block).

c. spatial relationships—under, over, far, near, high, low, in, out. These can be taught through field trips and discussions.

d. fractional parts—more, less, a little, all, some, half, become familiar in work and play.

e. simple arithmetic terms—take away the ball, divide the cookies, how many can play this game.

f. knowing the clock measures time, the calendar tells dates (each day can be marked off in crayon)

g. money values—penny, nickel, dime, quarter can be taught through ''store'' and ''post office'' sales.

h. weight and measures—observing own measurements, measuring for wood work, paper, etc.

It is necessary to develop a meaningful vocabulary of comparisons.

Comparisons of:

shapes, sizes, locations, times, weights, textures, temperatures, money values, part-whole relationships and numbers.

In our English language there are many words that sound alike but have different meanings:

eight—ate
four—for
one—won

match—match used
to start fire
two—too
fourth—forth
12″ in a foot—one of your feet—a foot
week—weak
hands of clock—child's hands
ordinal second—second in time

These words must be clarified or they will not be meaningful to the child. In fact, if not understood, they will be very confusing.

The teacher's role is to observe children and their knowledge of numbers. Take advantage of any situation relating to numbers. Use the situation to help children understand numbers. Watch children to see how they decide answers: 1. matching 2. counting 3. differences in patterns 4. grouping.

Watch how they count. 1. Touching objects, 2. Moving objects, 3. Following objects with eyes, 4. Seeing and recognizing numbers in a group.

Creative teachers can provide many number games using familiar games or creating new games as:

Cut out circles, Valentines, pumpkins, Easter eggs, Christmas trees to fit the season or activity. Number the "cut outs" and place on the floor.

Let children march. When the music stops, the child may keep the "cut out" he is standing on.

Place large numbers on the floor. Hide the same number of flat objects (as pennies) under the selected number as 3 pennies under the number 3. Let a child look or guess the number the objects are hidden under.

Place large numbers on the floor in sequence. A child hides his eyes—as another child changes the numbers from 1, 2, 3, 4, 5 to 5, 2, 3, 4, 1. Or take one of the numbers away. The first child either replaces the number in correct sequences or call the missing number.

MUSICAL EXPERIENCES

The kindergarten-nursery school music program should provide many joyful and pleasant experiences which will contribute to the development of the child into a happy individual.

High standards for singing should be encouraged even though the joy that music brings should be emphasized rather than the attainment of perfection of performance.

The development of a child's singing voice and his participation in a variety of music activities will enable him to enjoy a more complete life.

PURPOSES

1. To help every child love music.
2. To help every child participate eagerly in many ways.
3. To help every child sing easily.
4. To acquaint the child with many songs he will always cherish.
5. To help every child discover the rhythms of music and to express them with his own movement.
6. To help the child develop his best singing tone, possible for him.
7. While attaining these goals, the child can also learn to discover and appreciate the beauty of them.

ACTIVITIES

1. Rhythm Band.
2. Singing games.
3. Singing holiday songs.
4. Listening to records.
5. Dramatization of songs and rhymes.
6. Creative music (adding verses to familiar songs).

MATERIALS

1. Rhythm Band Instruments.
2. Record Player.
3. Records.
4. Piano.
5. Bells.
6. Community Songs.

EVALUATION

1. Is the program enjoyed by the children and the teacher?
2. Does the program provide basic activities in:
   a. Expressive singing?
   b. Moving in response to rhythm of music?
   c. Listening to music for personal pleasure?

3. Is it creative?
4. Does it promote growth?
5. Is the musical experience evaluated in terms of musical quality and musical meaning?
6. Do all children participate spontaneously in some type of music activity? Are they ready to participate?
7. Directed properly, the natural self-expression of children through musical activities contribute to emotional stability and to a wholesome personality.

AREAS TO CONSIDER

In order for the children to grow in fundamental concepts of music, it is important that they have a large area in which to move, good music to hear, musical instruments to play, songs to sing, rhythmic experiences, and opportunities to express themselves creatively.

The following areas should be used for proper development in kindergarten-nursery school music: Singing, listening, rhythmic activities, music appreciation, and creative activities.

SINGING

1. Choose songs which are of interest to entire group, with "catchy" melodies, and range within the child's natural voice.
2. Examples of Areas of Interest.
   Special days and celebrations.
   Health and safety.
   Mother Goose and other tales.
   Music of American Indians.
   Folklore for children.
   Games, rhythms and plays.
   Repetitious songs and catchy tunes.
   Selected popular songs.

LISTENING

Listening experiences of many different kinds should be provided.

These experiences should help children to feel differences in mood, to hear high and low tones, tones that sound alike, fast and slow parts of a melody.

Listening to various sounds as quiet, noisy, spring, winter—squishy, and squashy.

RHYTHMIC ACTIVITIES

Children respond readily to rhythms through clapping, running, walking, marching, skipping, etc.

Build a rhythm band which will provide pleasant experience for the children and at the same time, an excellent means of creative expression, attentive listening and real discrimination. Gone is the rhythm band of yore which was characterized by everyone "beating" all the time. The band as used today becomes one of our best means of developing music appreciation and self expression.

Some child may produce series of sounds suggestive of bells, clicking of horses' hoofs, or suggestion of running, skipping, or marching rhythm. The teacher may fit piano accompaniment to child's creative expression.

MUSIC APPRECIATION

Children should have opportunities to listen to good music played by adults who are proficient instrumentalists or opportunities to listen to good recordings.

CREATIVE ACTIVITIES

Creative activity can occur in all phases of the music program. The following types of creative activities are valuable in planning a varied music program:

Creative interpretation of songs—putting new words to a familiar song.

Creative rhythmic experiences—making different responses to the same music.

Creative singing—making up original tunes for a favorite poem.

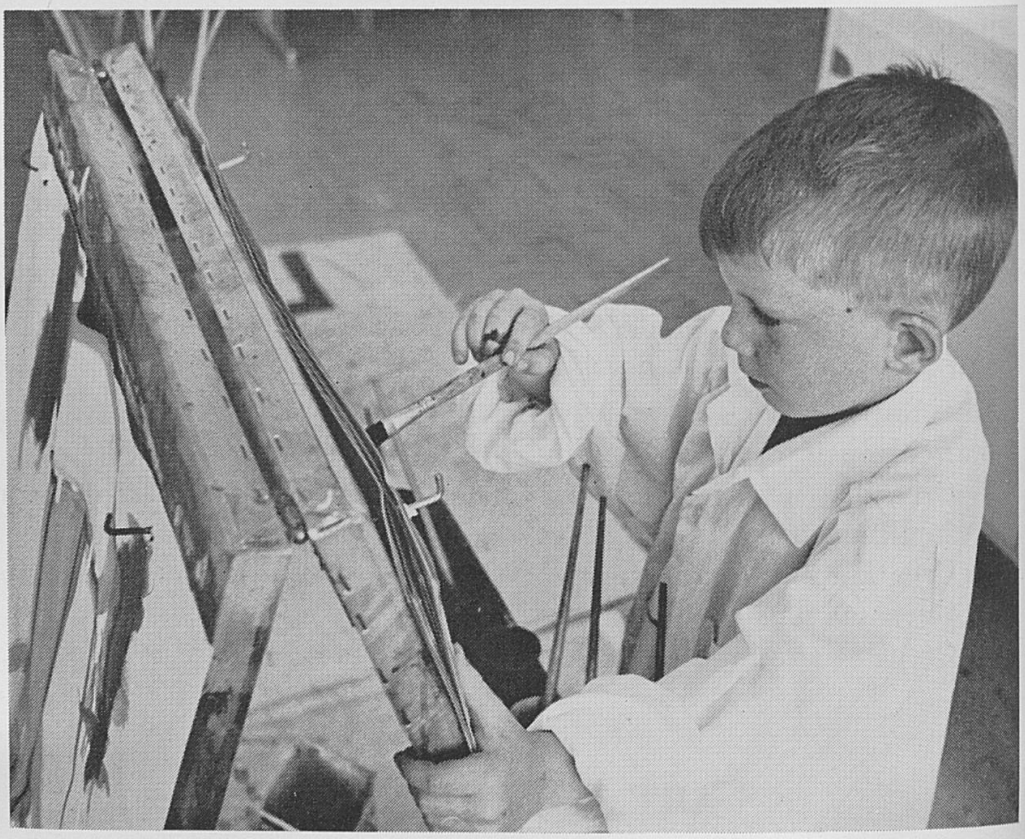
ART EXPERIENCES

Art expressions for the young child pass through various stages of development. As other phases of growth cannot be forced or hurried, neither can the stages of art. Some children may pass through one stage sooner than others. Do not consider the child a failure or superior, but do accept and appreciate his best efforts. It is not important if relationships are attained at different chronological ages, but it is most important that the child must not be frustrated.

The developmental stages of art expressions

Scribbling, which is the beginning of art—just as babbling is the beginning of speech. The very young child experiments with simple materials. He is fascinated by marks on paper, etc. Labeling or naming which is also, identified as the line and circle stage. Squares, blots, and gobs may even creep into the picture. The young artist gives a name to his objects as he draws or paints even though the object has no resemblance to the given name.

Chance resembling or chance similarity. The above forms remind the child of something which he names as he colors. Blots, gobs, etc., have as many different interpretations as the numerous pictures he makes.



"I don't know what I am making, yet."

Beginning forms. Objects in the drawing begin to take on some form which can be recognized by others.

The beginning of personal individuality. Children add their individual style. The artist's name can often be known without a name on the picture, after the adult has worked with the child for awhile.

ART IN THE KINDERGARTEN HAS MANY VALUES IN THIS PREPRIMARY PROGRAM.

Art activities:

Develops good eye and hand coordination.

Provides opportunities for practice in thinking, reasoning, and decision making.

Provides opportunities for desirable tensional outlets through creative expressions.

Provides means for vocabulary building and language development.

Prepares for writing.

Develops small muscles in the hands.

Can give insight to the child's personality.

Art is not only a picture for the child, it is his way of expressing his thinking in a concrete and a visible manner. It has a meaning for him. Adults must try to see the picture through his eyes. The understanding teacher will say, "Tell me about your picture". Not, "What is that?"

SUGGESTIONS TO HELP DEVELOP GROWTH IN ART.

All materials must be accessible to the child.

Constructive criticism. Example: "What pretty colors." "What else do you need to paint to make the house look nicer?"

Gooie, gooie, gooie!

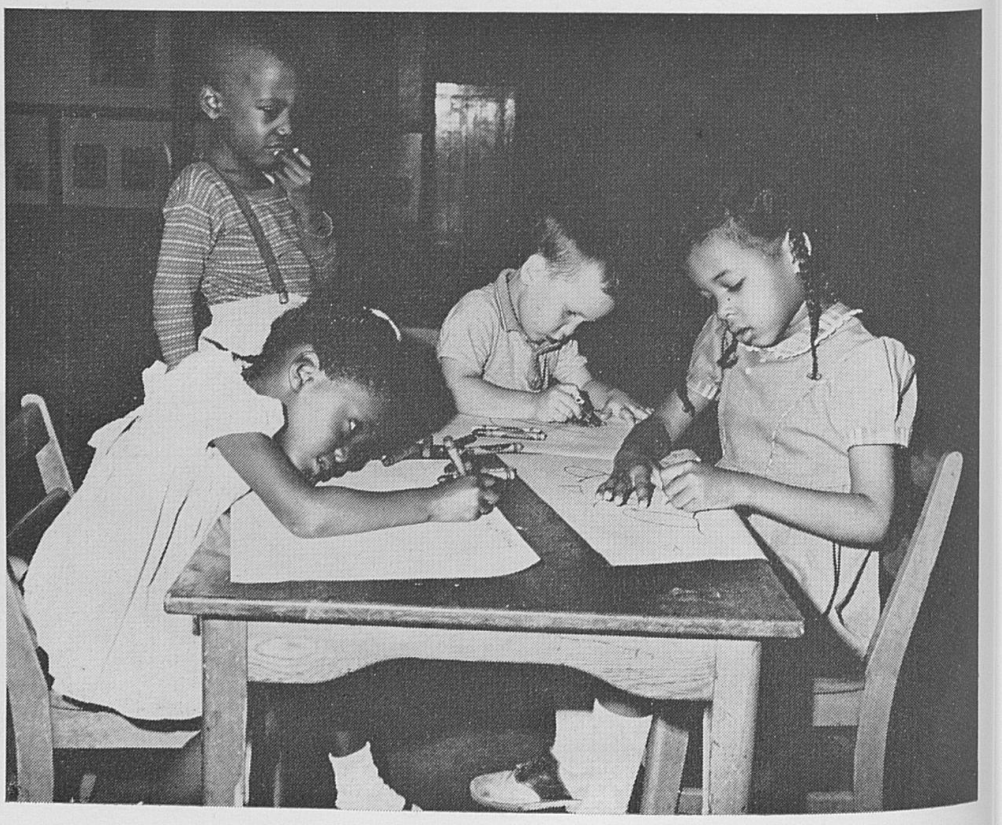
Interest, appreciation, and praise from his peers and teacher.
Help the child overcome inhibitions instilled at an earlier age.
Give encouragement to the immature artist.
Put the immature artist's picture on the bulletin board as that of the matured artist.

THE CHILD WILL BE INTRODUCED TO MANY ART MATERIALS.

He will experiment.
He will begin to paint, draw, or model; naming the objects as he works.
He weaves a story as he works.
When he starts to work, he has no idea or purpose of what he is going to make. Later, he will announce what he is going to draw. He may not have definite plans.

STEPS IN ORAL LANGUAGE DEVELOPMENT PERTAINING TO THE CHILD'S ART.

He tells about his picture in words and phrases.
He uses complete sentences.
He weaves a story.



V. HEALTH–SAFETY–NUTRITION

The physical well being of a little child is essential to his growth and development along every line.

If he is hungry, tired, thirsty, too hot, cold, or coming down with illness, he causes trouble. The teacher must always be responsible for his well being in school. The following suggestions should be kept in mind:

Does he hear well? Does he see well?

Each school should:

Employ teachers and attendants who have blood tests and chest x-ray, who understand the physical and emotional care of children.

Send immediate notice to parents of any prevalent communicable disease.

Provide adequate clean wash basins and toilets.

In case of an accident—

Telephone the home or the child's doctor.
Send a written form home with particulars.
Inform insurance company.

It's always puzzling to both parent and teacher when the child should miss school. It is best to keep him home, whether he has allergies or not, if he has running nose or eyes, coughing, or sneezing.

Sore throat	Swelling about neck	Running ears
Fever	Diarrhea	Attack of vomiting

When there are signs of—

Listlessness	Headache	Unusual behavior
Irritability	Paleness	

EMERGENCIES

Vomiting—Nervous, tense children frequently vomit, or can vomit easily if upset emotionally. Sometimes this means something is wrong with the child's school adjustment. The same is true of headache, dizziness and stomach ache.

IN CASE OF BUMP ON HEAD

Do: Keep child quiet

Watch child's responses—

Is he wobbly?

Are pupils of eyes dilated?

Does he talk intelligently or unintelligently?

IN CASE OF NOSE BLEED

Do: Apply cold wet clothes over nose and back of neck.

Lay child face down or on side.

DON'T: Put child's head in position so blood runs down throat.

IN CASE OF CUTS

DO: If small, wash out well with soap and water and apply sterile bandages, or clean freshly ironed piece of cloth.

If large, cover with sterile gauze, press gauze firmly over wound to control bleeding, and hold in place until doctor comes.

DON'T: If small, don't use strong antiseptics. Alcohol may be used. Soap and water is an excellent antiseptic. If large, don't do anything except cover with sterile gauze, control bleeding, and let the doctor do the rest.

VI. FACILITIES AND EQUIPMENT

Indoor Space

Classrooms should be well-ventilated, dry, warm and easily kept clean. They should be conducive to good living and reflect a homelike atmosphere and an appreciation of beauty and harmony. There should be adequate classroom floor space (a minimum of 30 square feet per child) suitable for young children to move about freely and for different activities at one time.

Adequate equipment is necessary in order to stimulate learning experiences for young children through creative play activities. Careful consideration should be given in selecting equipment suitable for both small and large muscle coordination and development.

For young children playing is work and is the means whereby children learn and interpret their world as they see it. Through play children inform teachers about what interest them, what confuses them, what frightens them and what pleases them. Play can be a clue to children's emotions, can help them to grow and develop through thinking, reasoning and making decisions. Play is as important to growth and development of young children as the food they eat and the clothing they wear.

No matter how expert the teacher is, she cannot do justice to the children or herself unless there is indoor and outdoor equipment sufficient in amount and variety to insure balanced and challenging educational opportunity for every child. It is important that equipment be sturdy, safe, washable, attractive and usable in many ways. Adequate and convenient storage space (open and closed shelving) is important to insure use of equipment and organization of activity areas, indoor and outdoor.

INDOOR EQUIPMENT

Block Building Area

Low and open shelves should be so divided that the units of blocks will fit in easily. Shelves for blocks should be placed where there is a large space for block building. Shelves should be provided for supplementary materials.

Unit building blocks—200-500 blocks of various shapes

Large hollow blocks—ramps

Accessory toys—small wooden animals and people, trucks, trains, boats, cars, airplanes and other items

BLOCKS

The use of blocks helps children grow physically and mentally and to develop socially as they work together in a cooperative way.

There are various types of blocks to meet the needs of the children. Many blocks provide exercise for the body and arms as children lift, pile, push, shove, and move about.

The shy child prefers simple small blocks, the more mature children may plan together a bridge, boat, hanger, road-way, or other structures. They enjoy using small dolls, cars and a variety of toys in block play.

There should be a special place for storing blocks, large enough to prevent toppling.

Teach the children a safe way to carry blocks.

The children should work out some organization for putting the blocks on shelves.

Manipulative Toys

Puzzles, take apart toys, nested boxes, colored cubes, etc.

Small toys and games.

Housekeeping Area

Wooden child-size furniture—stove, sink, cabinet, washing machine, etc.

Small table and chairs

Dolls, dishes, cooking utensils

Broom, dustpan and mop

Ironing board and iron

Mirror (full length preferred)

Gardening tools

Library

Round table and chairs

Low shelves and/or bookrack for picture and story books

Adequate supply of books suitable to varied interests of age group

Science

Tables or shelves for collections of rocks, leaves, etc.

Terrariums, aquariums, window box, plants, seeds, etc.

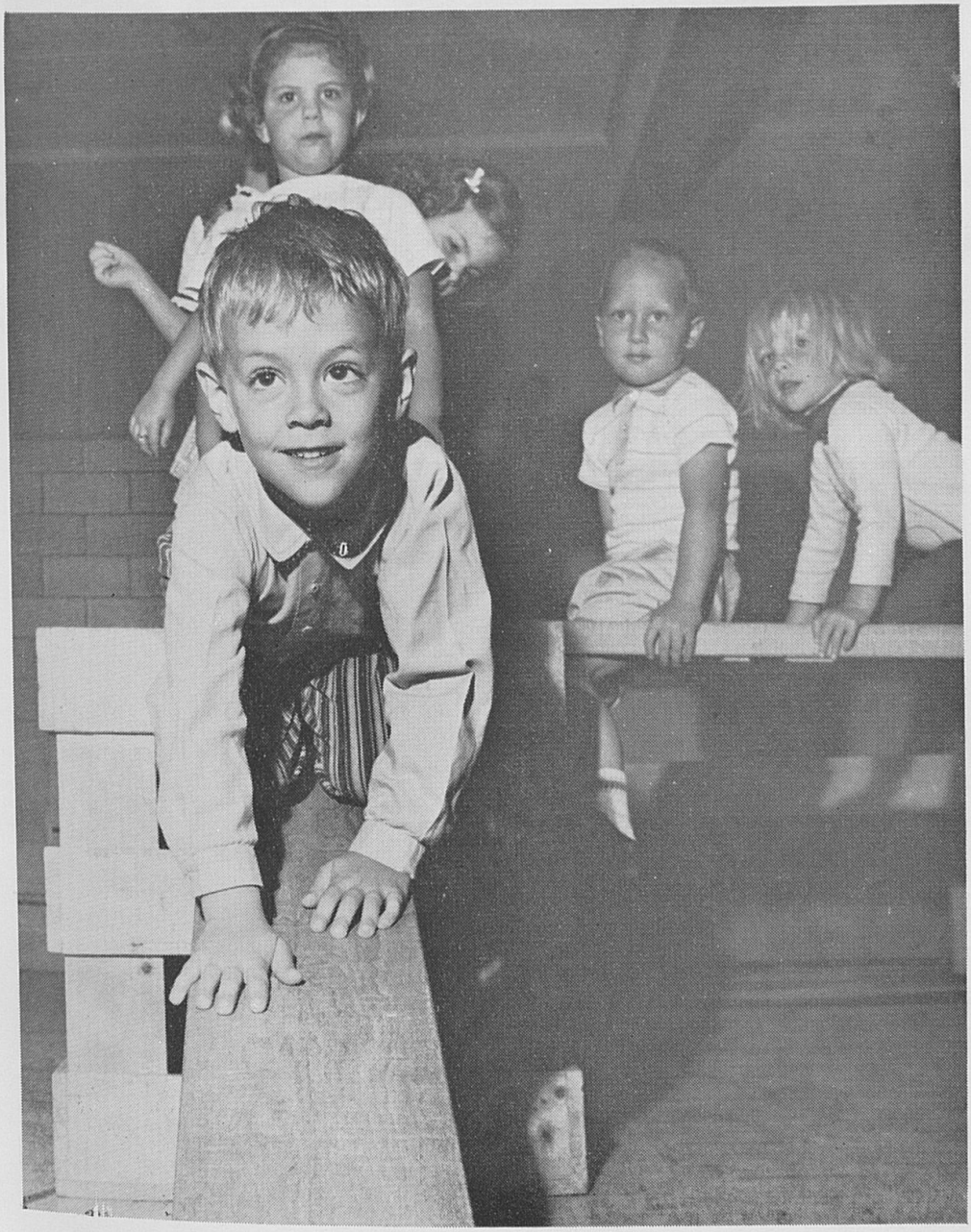
Magnets, large thermometers, old clocks, locks, magnifying glasses, rulers and scales

Music

Piano and/or phonograph and records
A few good musical instruments

Art

Clay and crock for storage and clay boards
Low sink with mixing faucets
Easels or easel substitutes
Paints—brushes (¾″ x 1″ wide) jars or cans
Finger paint



Crayons
Scissors—paste or small plastic bottle of glue
Newsprint, 24″ x 36″
Construction paper, assorted colors
Flannel Boards

A good stapler
Materials for collages and mobiles, as bits of bright paper, cloth and things of different texture along with toothpicks, buttons, wire, string, etc., should be kept on hand in an organized array (treasure box).

Woodworking

Work bench and woodworking tools, tree stump
Nails, screws and sandpaper
Soft pine wood in convenient sizes
Bits of soft wood of odd shapes

TOOLS AND WOODWORK

Most children work more safely with well made sturdy tools. When sufficient motor control and coordination of hands and eyes have been developed, then results are achieved with ease and accuracy.

Some responsibility for the safe use of tools must be assumed by the children. Tools must be carried in a way that will not harm the child using them or other children around. Stress the fact that tools help us do our work and are not made for play.

Tools are merely a means to an end. They are the means by which children express their ideas in wood. They must not become more important than the interest and natural creativeness. A fear of sharp tools will lessen the child's opportunity to have a satisfying experience.

Tools may be small but sturdy, or junior size with some larger ones for the more experienced children.

LARGE MUSCLE DEVELOPMENT
(Indoor and Outdoor)

Triangles and walking boards
Steps
Rocking boat with step combination (dual use)
Wooden boxes—wheels—ladders
Large hollow blocks

OUTDOOR EQUIPMENT

The outdoor play area should be easily accessible, spacious (minimum - 60 square feet per child) and safe for active play. Outdoor play should be a part of every day's activities. A play house or room accessible to the play area solves the problem of storing creative and manipulative outdoor play equipment.

Jungle gym

Climbing and horizontal bars

Sewer pipe 4′

Large hollow blocks 5½″ x 11″—5½″ x 11″ x 22″

Saw horses 2′ x 12″ high—2′ x 16″ high—2′ x 20″ high

Large and small packing boxes—nail kegs—ladders

Play boards 5½″ x 3′ x ¾″—5½″ x 4′ ¾″

Walking boards—lengths 8′, 10′ and 12′

Automobile tires and inner tubes

Locomotive equipment such as wagons, tricycles, sleds, wheelbarrows

Ropes, buckets, wash tubs, balls

Garden tools for digging in dirt

Small manipulative toys and games

Large pieces are recommended as an old farm wagon, boat, car, airplane. These pieces would need to be stripped of doors and gadgets for safety.

A tree trunk with large limbs makes excellent climbing apparatus when stripped of small branches.

A tree house with banister around walking area

Oil drums

Covered sand box or large tractor tires for sand

VII. RESOURCES

COLLECTIONS OF STORIES — POEMS — MUSIC MUSIC

The Magic of Music—Kindergarten
Watters and Others—Ginn and Company
Songs for Early Childhood at Church and Home
The Westminister Press
Philadelphia, Pa.
The First Book of Creative Rhythms
Seffram, Rosanna B.
Holt Rinehart and Winston, Inc.
The Song and Play Book—Crowninshield, Ethel
The Boston Music Company
Boston, Mass.
Singing Fun—Wood and Scott
McGraw Hill Company
Webster Division
Sing A Song
Prentice Hall, Inc.
Sing 'n Do Songs
Sing 'n Do Company
Richwood, N. J.
Why Mommy?
Columbia Record Company

VICTROLO RECORDS

Singing Games for Primary—Volume I
Rhythmic Activities
R.C.A. Victor
Lets Listen
Auditory Training for Speech Development and Reading Readiness
Bresnahan Pronovost—Ginn and Company
Poetry Time—Arbuthnot, Mary H.
Scott Foresman and Company
Songs from New Music Horizons—Volume I
Columbia Records
Peter and the Wolf—Mercury Childcraft Records

Nothing to Do—1012
Skittery Skattery—1005
Children's Record Guild
27 Thompson Street
New York 13, N.Y.

Rhythm Records Company
1825 Viking Drive
Houston, Texas

Educational Record Sales
153 Chambers Street
New York, N.Y.

STORIES — POEMS

Good Times Together—Beust and Others
E. M. Hale and Company
Time for Poetry—Arbuthnot, Mary Hill
Scott, Foresman and Company

FILMS

"A Long Time to Grow"—Vassar
"When Should Grown Ups Stop Fights"
"When Should Grown Ups Help"
"The Time of Their Lives"
"Things—Teacher Sees"
"Why Won't Tommy Eat?"
"A Chance at the Beginning"
"He Who Dares To Teach"
"The Purple Turtle"
Films are available for renting from The Film Library of the University of Kentucky, Lexington and the Public Library, Louisville.

OTHER FILMS

"A Child Went Forth". New York: Brandon Films, Inc., 1600 Broadway. 16mm., 20 min., sound. $72, rent $4.
"A Day in the Life of A Five-Year-Old". New York: Bureau of Publications, Teachers College, Columbia University. 16mm., 20 min., sound, two reels. $75.
"What Has the Nursery to Offer?" Prepared by Rose H. Alschuler, Washington, D. C.: The Association for Childhood Education International.

"Pre-School Adventures" (thirty minutes) (silent). Available from Audio-Visual Center, Indiana University, Bloomington, Indiana.
"And Then Ice Cream" (ten minutes) (sound). Available from New York University Film Library.
"Helping the Child to Accept the Do's" (ten minutes) (sound). Available from Encyclopedia Britannica Films, Inc., 1948.
"Helping the Child to Face the Don't's" (ten minutes) (sound). Available from Eyclyclopedia Britannica Films, Inc., 1948.

FILMSTRIPS

"Group Life for the Pre-School Child". Available from the New York University Film Library, 26 Washington Place, New York 3, New York.
"Kindergarten and Your Child". Available from Audio-Visual Materials Consultation Bureau, Wayne University, Detroit, Michigan.
"What Has the Nursery School to Offer?" Available from the Association for Childhood Education International, 1200 15th St., N.W., Washington, D. C.
"David's Bad Day". Available from Young America Films, Inc., 18 East 41st St., New York City 17, New York.

MAGAZINES

Young Children—$3.50 per year
The Journal of the National Association for the Education of Young Children, 104 East 25th St., New York, N.Y. 10010. Membership (includes Journal) $5.50 per year.
Parents Magazine
The Parents Institute, Inc.
52 Vanderbilt Avenue
New York, N. Y.
Childhood Education
Association for Childhood Education International
1200 Fifteenth Street, N.W.
Washington, D. C.

ADDITIONAL SOURCES OF MATERIALS

American Association of University Women
1634 Eye Street, N.W.
Washington, D. C.
Association for Childhood Education International
1200 Fifteenth Street, N.W.
Washington, D. C.

Elementary—Kindergarten—Nursery Education
National Education Association
1201 16th Street, N.W.
Washington, D. C.
Merrill Palmer School
Detroit, Michigan
National Association for Mental Health
1790 Broadway
New York, N. Y.
Bank Street College Publications
69 Bank Street
New York, N. Y.

A LIST OF BOOKS FOR CHILDREN UNDER SIX

Most people carry as their chief literary asset the fond remembrance of "What mother read aloud to us when we were kids." With this in mind, the sharing of worthwhile books with children who have not begun to read assumes far greater importance as the beginning of the teaching of literature. A "book-time," properly presented, whether it be read aloud or a story telling period, is one which forms memorable and happy associations for children. During these sessions,

children have the opportunity to know many books, wide in their appeals to varied interests. They may encounter books which provide vicarious or 'second-hand' experiences which they may draw upon in learning to express themselves; books that acquaint them with their environment and interpret to them the world in which they live; books which relate to every day occurrences; oftimes with repetitive or pleasing rhytmic text; or books, beautiful with vibrant color, which awaken an awareness of the beauty around them. And as they explore, look, and listen, they come to the realization about the written work can afford them genuine enjoyment, the primary propose of the nursery school's literature program.

The books included on this list are among those beloved by children who attended the Pre-school Story Hours of the Children's Department, Louisville Public Library. They are recommended to all persons who would bring the world of good books and the world of little children together with utmost confidence that all who engage in this pursuit will find joy.

THE ABC BUNNY.

By Wanda Gag. Coward-McCann. $3.00.

The story of a little rabbit's adventures related in verse and pictures.

ANATOLE.

By Eve Titus. Whittlesey House. $2.50.

An original, witty story of a French mouse and his job in a cheese factory.

AND TO THINK THAT I SAW IT ON MULBERRY STREET.

By Dr. Seuss. Vaguard. $2.95.

In a small boy's mind a plain horse and cart, seen on Mulberry Street, gradually grow into a circus bandwakon drawn by an elephant and two spirited giraffes. Fresh and imaginative.

ANGUS AND THE CAT.

ANGUS AND THE DUCKS.

ASK MR. BEAR.

By Marporie Flack. Doubleday. $1.50 each.

Simple little stories, each describing an amusing incident, enlivened by gay illustrations of familiar animals.

BEDTIME FOR FRANCES.

By Russell Hoban. Harper. $2.95.

Frances, a little badger, tries to put off bedtime by inventing many plausible excuses, just as children do.

BLUEBERRIES FOR SAL.

By Robert McCloskey. Viking. $3.00.

A little girl and a baby bear have an exciting adventure while hunting for blueberries with their mothers. Enchanting pictures.

BROWN COW FARM.

By Dahlov Ipcar. Doubleday. $2.50.

Not only a delightful counting book but also an introduction to the cycle of life on a farm.

BRUNO MUNARI'S ABC.

Illus. by Bruno Munari. World. $3.50.

An imaginative ABC with brilliant full-color illustrations.

BRUNO MUNARI'S ZOO.

Illus. by Bruno Munari. World. $3.50.

Old and new animal friends pictured amid a brilliant display of color. Imaginative, original and beautiful.

THE CHRIST CHILD: as told by Matthew and Luke.

By Maud and Muska Petersham. Doubleday. $3.50.

A reverent picture book of the best-loved story in the world.

COUNTRY BUNNY AND THE LITTLE GOLD SHOES.

By Du Bose Heyward. Houghton. $3.25.

An imaginative and well-written Easter story for young children.

CURIOUS GEORGE.

By H. A. Rey. Houghton. $3.25.

George's adventures and misadventures are related here in a story which is lively and humorous. Followed by: CURIOUS GEORGE TAKES A JOB: CURIOUS GEORGE RIDES A BIKE: AND CURIOUS GEORGE LEARNS THE ALPHABET.

DANCING IN THE MOON.

By Fritz Eichenberg. Harcourt. $2.25.

Irresistible rhyming lines introduce numbers up to twenty. Three-color humorous drawings depict gay and serious animals and birds.

DON'T COUNT YOUR CHICKS.

By Ingri & Edgar Parin d'Aulaire. Doubleday. $3.00.

All the fun of living in the country with lots of farm animals is pictured in this story.

A FRIEND IS SOMEONE WHO LIKES YOU.

By Dorothy Walsh Anglund. Harcourt. $1.95.

An enchanting little book which, with beguiling simplicity of text

and diminutive pictures, demonstrates for small children some of the happy surprises to be discovered in the world around them.

GEORGIE.

By Robert Bright. Doubleday. $2.00.

A humorous tale of a friendly ghost.

GREEN EYES.

By A. Birnbaum. Capitol. $2.95.

The high spots in the first year of a cat,—told in first person.

JEANNE-MARIE COUNTS HER SHEEP.

By Francois. Scribner. $2.95.

A gay, colorful book designed to help the child in learning his numbers.

KATY NO-POCKET.

By Emmy Payne. Houghton. $3.00.

Katy, sad because she has no pocket, enlists the help of her friends to find a good way of carrying Freddie, her son.

LITTLE BEAR.

By Else Holmelund Minarik. Harper. $1.95.

Although this story with easy text and big type would appeal to a first grader, any small child will be enchanted by the many adventures of lovable Little Bear.

THE LITTLE ENGINE THAT COULD.

By Watty Piper. Plat & Munk. $1.25.

Repetitive text, conveying the impression of a train in motion, makes this a good story for reading aloud.

A LITTLE HOUSE OF YOUR OWN.

By Beatrice Schenk de Regniers. Harcourt. $2.25.

A house of one 's own can be almost anywhere—a cardboard carton or a blanket cave. First impressions of privacy imaginatively portrayed.

LITTLE TOOT.

By Hardie Gramatky. Putnam. $3.00.

A saucy little tugboat learns he must earn the right to be respected by the other boats in the harbor. Humorous drawings.

MAKE WAY FOR DUCKLINGS.

By Robert McCloskey. Viking. $3.00.

Mother Duck, with some help from a friendly policeman, guides her family safely through the Boston traffic to a pond in the Public Garden.

MILLIONS OF CATS.

By Wanda Gag. Coward-McCann. $2.50.

A perennial favorite among children. The text has a folk tale quality.

PLAY WITH ME

By Marie Hall Ets. Viking. $2.75.

Simplicity of text and freshness of drawing make this an ideal picture story for the youngest. Pictures accurately reflect the little girl's changing moods of eagerness, bafflement and final happiness.

THE REAL MOTHER GOOSE.

Illus. by Blanche Fisher Wright. Rand. $2.00.

Familiar rhymes adorned with traditional, colorful illustrations.

RING O' ROSES; a Nursery Rhyme Picture Book.

By L. Leslie Brooke. Warne. $3.00.

A most desirable collection of nursery rhymes for little children. Attractively illustrated.

THE RUNAWAY BUNNY.

By Margaret Wise Brown. Harper. $2.00.

A brightly colored picture book about a bunny who finally gave up all thought of running away because mother rabbit was too clever for him.

SNOWY DAY.

By Ezra Jack Keats. Viking. $3.00.

A mood book in which a few lines of simple text describe a small boy's day as he plays alone in the snow, his return to home, and his pleasure when he wakes the next day to a fresh fall of snow. Only the illustrations show that Peter is a Negro child.

STORY ABOUT PING.

By Marjorie Flack. Viking. $1.75.

An irresistible story of a Chinese duck who lived on a houseboat.

STORY OF BABAR.

By Jean de Brunhoff. Random. $1.95.

Gay, sophisticated, yet childlike account of the little elephant who ran away from the jungle and went to live in the city.

SUNG UNDER THE SILVER UMBRELLA.

Selected by Literature Committee of the Ass'n for Childhood Education. Macmillan. $2.75.

Poems about animals, children, out-of-doors, day and night, weather and seasons, Christmas, etc.

TALES OF PETER RABBIT.

By Beatrice Potter. Warne. $1.25.

The story of the famous rabbit family, Flopsy, Mopsy, Cottontail, and Peter Rabbit, illustrated with exquisite miniature water colors.

TIMID TIMOTHY.

By Gweneira Williams. W. R. Scott. $2.50.

Appealing picture storybook about a kitten who learned to be brave.

TIMOTHY TURTLE.

By Alice Voight Davis. Harcourt. $2.50.

The comic predicament of a turtle who falls on his back and can't turn over is ingeniously solved by his animal friends.

VERY YOUNG VERSES.

Comp. by Barbara P. Geismer and A. B. Suter. Harcourt. $2.50.

Poems to celebrate everyday occurrences and special events; —poems to be enjoyed and remembered by small children.

WHITE SNOW, BRIGHT SNOW.

By Roger Duvoisin. Lothrap. $2.75.

Full page illustrations in soft blue with touches of red and yellow and a poetic text describe the beauty of the first snow fall.

THE WING ON A FLEA.

By Ed Emberley. Little. $2.95.

Rhymes about shapes of all kinds of everyday objects.

Amusing and colorful.

Let's-Read-and-Find-Out Books

FIND OUT BY TOUCHING.

By Paul Showers. Crowell. $2.50.

IN THE NIGHT.

By Paul Showers. Crowell. $2.50.

SEEDS BY WIND AND WATER.

By Paul Showers. Crowell. $2.50.

Distributed by
State Department of Education
Frankfort

(Mrs.) Va. Ruth Chapman, Supervisor
Kindergarten—Nursery—Educational Services
March 6, 1964

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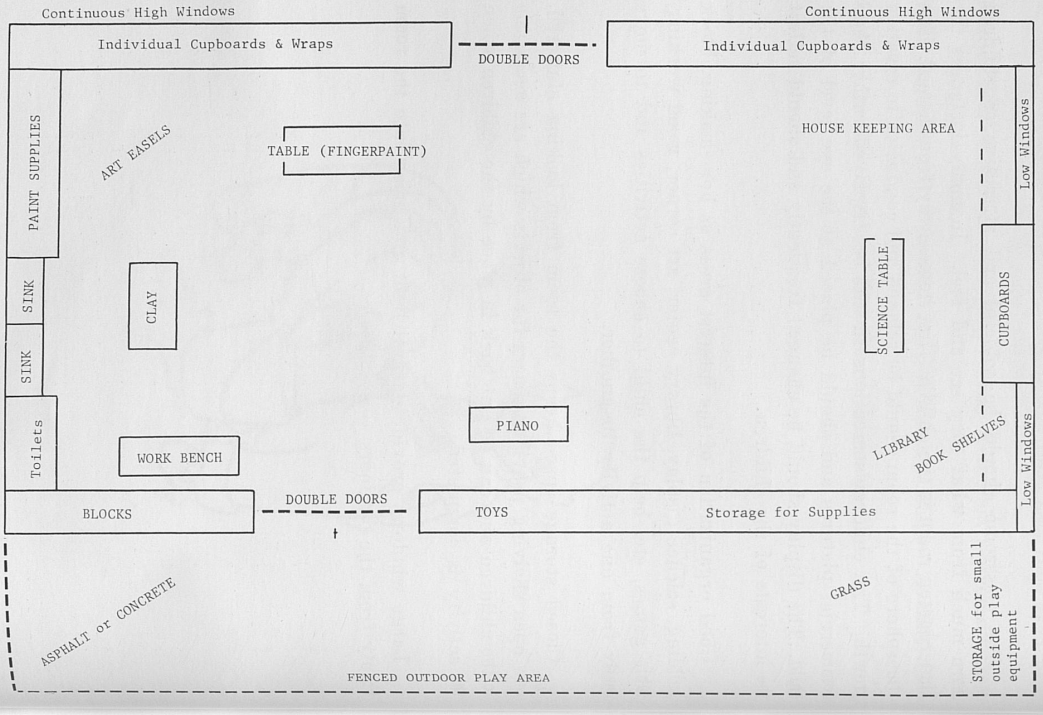
VIII. ROOM ARRANGEMENT

The classroom should be colorful and attractive as children learn much from what they see and feel. In many instances the kindergarten room is the child's "first home away from home". The atmosphere of the room should be relaxed and conducive to creative growth. The children's creations should be displayed rather than commercial pictures and should be placed at the eye level of the child. The display should be changed frequently and should reflect the interests of the children.

Good organization of the interest areas as homemaking, block building, science display, library center, art corner, wood working, table games, etc. help the child to choose activities and to move easily from one activity to another.

Closed storage space keeps the room from looking cluttered. Low open shelving provides spaces for objects which are accessible to the children and can be put back in place by the children when the activity is completed.

Large windows provide natural light and bring into the room beauty from the outdoors.

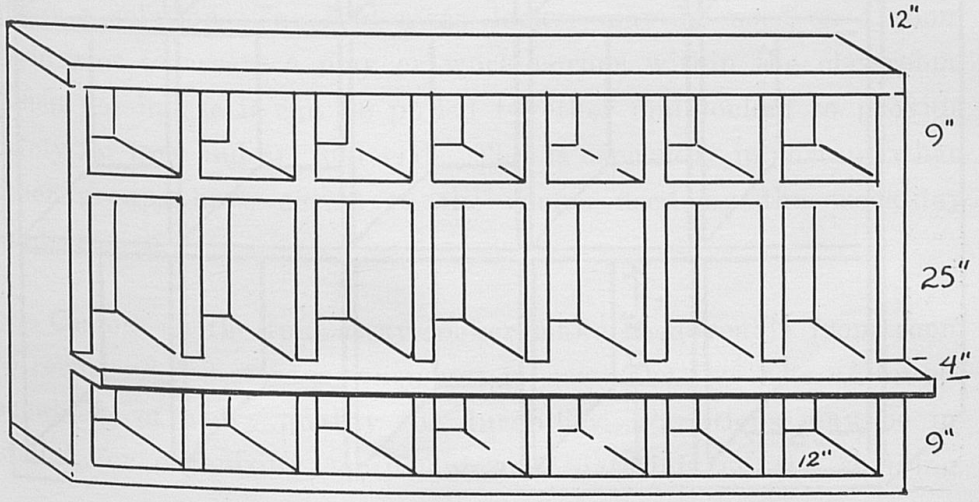

Continuous High Windows
Individual Cupboards & Wraps
DOUBLE DOORS
Continuous High Windows
Individual Cupboards & Wraps
PAINT SUPPLIES
ART EASELS
TABLE (FINGERPAINT)
HOUSE KEEPING AREA
Low Windows
SINK
CLAY
SCIENCE TABLE
CUPBOARDS
SINK
Toilets
PIANO
LIBRARY
BOOK SHELVES
WORK BENCH
Low Windows
BLOCKS
DOUBLE DOORS
TOYS
Storage for Supplies
ASPHALT or CONCRETE
GRASS
STORAGE for small outside play equipment
FENCED OUTDOOR PLAY AREA

Cork may be used on all cupboard doors for children's pictures. Bulletin boards shall be at eye level of children.

A cork rug is recommended for the block building area to alleviate the noise. Formica tops for tables and counter space are easily kept clean.

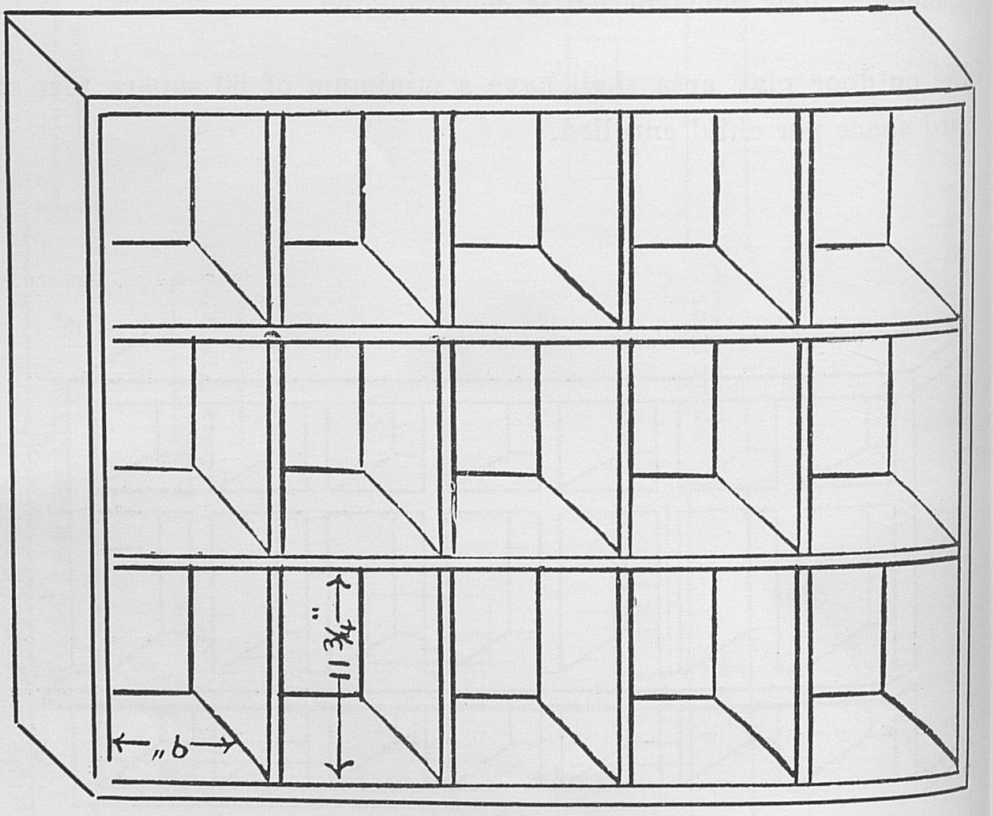
The classroom shall be large, attractive, well heated and ventilated, with adequate lighting. It should be located on the first floor to provide safety for young children. While State Board Regulations stipulate the requirement of 35 square feet per child enrolled, it is highly desirable that the floor space be 900 square feet for one teacher and not less than 1225 square feet for two teachers if new construction is contemplated.

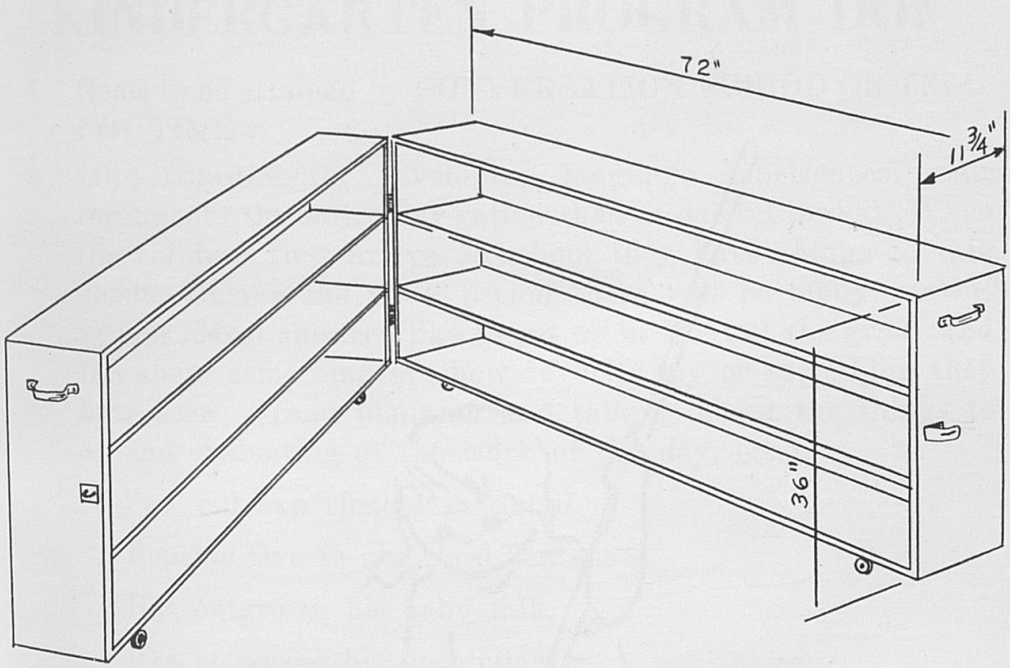
The outdoor play area shall have a minimum of 60 square feet of yard space per child enrolled.



Each child needs to have a cubby hole of "his very own" in which to keep his personal belongings and his objects for sharing.

The child's name placed above the locker space helps the child to begin to recognize his name in manuscript writing early in the school term. It gives opportunity to teach the value of taking care of one's possessions, good arrangement and organization. These values carry over from kindergarten to the home in stressing neatness and the need to have a special place for his things.





When shelving and storage is a problem, the fold away locker offers a solution. The fold away locker may be used as a room divider or to create a play or work corner within the classroom. When not in use it can be pulled together and locked to provide safety for toys and art materials. This is especially important when other groups have access to the rooms used by the week-day kindergarten.

Castors on the fold away locker make it moveable from room to room and for storage when not in use. The two sets of hinges should be of heavy quality for durability. Partitions may be installed for organizing equipment and materials on the shelving.

IX. WHAT SHOULD A GOOD KINDERGARTEN PROGRAM DO?

I. Goals to be attained by CONVERSATION PERIOD OR TELLING TIME

(Opportunities for developing language experiences occur throughout the entire day rather than in one set period. When the children first arrive at school they have things to talk about. During the work period there will be many conversations. Most children like to get up in front of the group and tell about something or show favorite toy or something they have seen. Group planning and talking about the things to do and evaluating of the work of the day, etc.)

Can tell experiences in detail.

Repeats five to six word sentences.

Has outgrown his baby talk.

Has increased his vocabulary.

Enjoys listening while others take a turn.

Is willing to take his turn and has overcome his shyness.

Is becoming conscious of good organization of ideas when re-telling his experiences.

Speaks distinctly, plainly, and correctly.

Does not interrupt others.

II. Goals to be achieved through ACTIVITY PERIOD-WORK TIME

(This period includes planning, carrying out the plans, criticism of the work and clean-up. At this time children engage in such activities as painting, drawing, paper tearing, clay modeling and construction activities.)

Knows the location of materials and is able to get them.

Is persistent in finishing a task.

Is neat in his work.

Can work well independently.

Is able to do creative work.
Can follow directions well.
Shows increasing skill in the use of scissors, paint, and other manipulative materials.
Is able to work well with others as well as alone.
Does not waste materials.
Finds something to do when work is finished.
Makes his hands and eyes work together well in cutting.
Learns to value and find joy in his achievements.
Is happy in his work.

III. Goals to be achieved through MUSIC PERIOD

Enjoys singing with group as well as alone.
Can sing a simple song alone.
Has begun to appreciate good music.
Has built up a selection of songs he can sing.

IV. Goals to be achieved through RHYTHM PERIOD

Has learned to develop a feeling for rhythms.
Is able to interpret and express the moods of the music.
Knows the differences between loud and soft, fast and slow.
Enjoys responding to the music.
Is willing to take his turn and play fairly.
Can control the movements of his body as in skipping, running, jumping, etc.

V. Goals to be achieved during STORY PERIOD

Is interested in books.
Knows how to handle books and to care for them.
Ask the meaning of words.
Can anticipate what may happen in a story or poem.
Has learned to listen to a story and not interrupt.
Can retell a story with enjoyment.
Can dramatize a story with imagination.
Likes to and is able to recite many nursery rhymes.
Participates in choral reading and other poetry.
Can remember and retell the events in a story in proper order.

VI. Goals to be achieved during GAME PERIOD

Has developed habits of fair play and sharing.

Joins in active play.

Is able to control his large muscles.

Waits for his turn and likes to see everyone have a chance.

Is friendly to other children.

Knows how to play several games and can tell the group how to play them.

Is willing to obey the rules of the game.

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X. LEGAL RESPONSIBILITIES

KENTUCKY LAW

Revisions of Laws Regulating Private Kindergartens—Nursery Schools

KRS 158.300-158.350

Enacted by 1964 Legislature

CONDUCT OF SCHOOLS

158.300 DEFINITIONS: As used in KRS 158.300 to 158.350, unless the context requires otherwise:

(1) "Kindergarten-Nursery School" means any private kindergarten or nursery school which provides educational experiences for four or more children, between the ages of three and six years, in return for tuition, fees or other forms of compensation; provided, that the kindergarten or nursery school shall not include any public, private school or college operating under the accreditation program of the State Department of Education;

(2) "Superintendent" means Superintendent of Public Instruction;

(3) "Age" means the age attained at a child's last birthday;

(4) "School Day" means a minimum of two and one-half hours;

(5) "Permit" includes both a "regular" and "provisional" permit. "Regular" permits are those issued by the superintendent upon satisfactory proof of compliance with the provisions of KRS 158.300 to 158.350. "Provisional" permits are those issued by the superintendent, within the discretion of the superintendent, for the purpose of enabling kindergarten-nursery schools to comply with the provisions of KRS 158.300 to 158.350; a "provisional" permit will be issued when the kindergarten-nursery school does not meet the requirements for a "regular" permit provided the kindergarten-nursery school shows evidence of meeting full requirements within a reasonable period of time.

158.310 PERMIT: REQUIREMENTS:

(1) No person, firm, corporation, association or organization shall conduct, operate, maintain or establish a kindergarten-nursery school unless a permit therefor has been issued by the superintendent, and such permits shall not be transferable.

(2) Each kindergarten-nursery school in operation as of the effective date of KRS 158.300 to 158.350 shall, within sixty days thereafter, make application to the superintendent, on a form provided for that purpose, for a permit. Permit application forms shall be as prescribed by the superintendent and shall include the following:

(a) The name and address of the kindergarten-nursery school, its owners, operators, instructors, assistants and personnel engaged in the operation of the kindergarten-nursery school;

(b) Certificates from the local health officer, fire marshal or, in his absence, the chief of the fire department, and such other inspecting personnel as may be designated by the superintendent showing that the applicant has complied with all conditions required by such officials.

(3) A permit shall be issued by the superintendent provided an evaluation of the application form, written reports and/or visits by staff members indicates that the requirements of the law have been met.

(4) Each initial application for a permit hereunder shall be accompanied by the payment of a fee in the amount of thirty-five dollars and shall, be renewable upon expiration and re-application when accompanied by payment of a fee in the amount of ten dollars, subject only to compliance with the provisions hereof. Regular and provisional permits, shall expire one year from their effective date. Each kindergarten-nursery school shall post its permit in a conspicuous place. No change in address may be effected by any kindergarten-nursery school without the approval of the superintendent.

(5) The superintendent shall, pursuant to regulations adopted by the State Board of Education under KRS 158.330, regulate the issuance of permits to established kindergarten-nursery schools not meeting the requirements of KRS 158.300 to 158,350, and may revoke the permit of anly kindergarten-nursery school failing to meet such requirements within a reasonable period of time.

158.320 INSPECTION OF; RECORDS TO BE KEPT; REPORTS TO BE MADE:

Kindergarten-Nursery Schools shall, at all times, be open to inspection by such persons and inspectors as are herein provided for and shall keep such records, furnish such information and re-

ports, and comply with such rules and regulations as may be adopted and published pursuant to the provisions of KRS 158.330.

158.330 BOARD OF EDUCATION TO MAKE RULES AND REGULATIONS:

The State Board of Education shall promulgate reasonable rules and regulations consistent herewith, to properly administer the provisions of KRS 158.300 to 158.350.

158.340 FEES TO BE PAID INTO STATE TREASURY, CREDITED TO THE DEPARTMENT OF EDUCATION:

All fees collected under the provisions of KRS 158.300 to 158.350 shall be paid into the State Treasury, and credited to the Department of Education for the purpose of administering KRS 158.300 to 158.350.

DEPARTMENT OF EDUCATION
DIVISION OF INSTRUCTIONAL SERVICES
SBE-50
REGULATIONS FOR PRIVATE KINDERGARTENS-NURSERY SCHOOLS

Adopted in accordance with the provision of Section 158.300(1) 158.310(2) 158.320(3) 158.330(4) 158.340(5) 158.350(6) (Kentucky Revised Statutes)

50.010 ISSUANCE OF PERMITS

(1) Permits shall be of two kinds, Regular and Provisional.

(a) A Regular Permit will be issued when the School has met all requirements provided for by the Regulations of the State Board of Education and the Law.

(b) A Provisional Permit will be issued when the School does not meet the requirements for a Regular Permit, but does meet those for a Provisional Permit and shows intention of meeting the full requirements within a three-year period.

(c) The Permit shall be posted in a conspicuous place in the School.

(2) A Regular or Provisional Permit will be issued when a completed application, accompanied by a fee of thirty-five dollars, has been approved. Permits will be subject to renewal annually on payment of a ten-dollar fee. When a School holding a Provisional

Permit fails to meet the requirements for a Regular Permit, the Superintendent of Public Instruction, at his discretion, may continue to re-issue Provisional Permits for a reasonable length of time.

50.020 PERSONNEL

(1) Desirable Competencies.

(a) Instructional Staff.

All directors, instructional staff and assistants must be aware of the physical, social, emotional, and intellectual needs of young children; how they grow and develop; how personality development is affected by educative experiences; and how their needs may best be met through guidance adapted to each individual child. Each staff member shall be neat in general appearance. She exhibit a sincere concern for the needs and interests of children and react sympathetically to expressions of their needs.

(b) Other Staff Members.

Other members of the staff, including maids, helpers and janitors, shall indicate patience, love, and understanding of young children. They shall be neat and clean in personal appearance.

(2) Health Qualifications.

(a) All adult personnel shall file annually in September, at the School a certificate from a qualified physician indicating their physical health, including freedom from tuberculosis as ascertained by physical and chest x-ray examinations. This regulation shall apply to all members of a household, if the School is maintained in a private residence. These records shall be open for inspection at all times.

(b) All children should have recommended immunizations required prior to enrollment in First Grade.

(3) Educational Qualifications of Instructional Staff.

(a) Regular Permit.

(a-1) At least one member of the instructional staff shall have two years of college training (60 semester hours) including courses in early childhood education. Recommended courses: Child Development, Methods Course in Pre-Primary

Teaching, Children's Literature, Science, Music, Plays and Games, and Arts and Crafts.

(a-2) All other staff members shall be graduates of an accredited high school and prepared to take in-service training.

(b) Provisional Permit.

(b-1) One or more instructional staff member shall have a minimum of 18 semester hours in elementary education. Recommended courses: Child Development, Methods Course in Pre-Primary Teaching, Children's Literature, Science, Music, Plays and Games, and Arts and Crafts.

(b-2) All other staff members shall be graduates an accredited high school and prepared to take in-service training.

Statement of Policy

It is recommended that teachers hold a Bachelor's Degree from a recognized college or university with major in pre-primary education represents a more desirable educational qualification.

50.030 CHILD-INSTRUCTIONAL STAFF RATIO

(1) The number of instructional staff shall be such as to insure safety and guidance adequate for the growth and development of the children. Children shall never be left without one adult in attendance and the availability of a second person.

Age 3	10 children	1 adult
	11-15 children	1 adult and 1 full time assistant
Age 4	15 children	1 adult
	16-25 children	1 adult and 1 full time assistant
Age 5	20 children	1 adult
	21-35 children	1 adult and 1 full time assistant

50.040 TRANSPORTATION

If the School provides transportation, adequate insurance for the children's protection shall be carried.

50.050 PROGRAM

(1) The program shall provide opportunities and experiences in accordance with each child's level of comprehenstion and rate of growth.

(2) The program shall include desirable experiences in:

(a) Social living
(b) Physical development
(c) Emotional growth and stability
(d) Literature, language, science, music and art
(e) Creative activities

(3) A good program should be informal and flexible with a suitable balance between quiet and active periods. This type of program requires careful daily planning if the individual needs and interests of each child are to be met. A record of each child's needs and interests will be beneficial to the instructor in her daily planning.

50.060 HOUSING

(1) No School shall be operated above the second story. Basement quarters shall be permitted only after authorization of the State Board of Education.

(2) There shall be at least thirty-five square feet of space, in the classroom for each child enrolled.

(3) For each 30 children enrolled, there shall be at least 50 square feet in a separate room or a partitioned-off space for isolating a child who is ill.

(4) There shall be outside windows in playrooms, sleeping rooms, and toilet rooms equal to at least one-fifth of the floor space. Guards shall be placed over all dangerous windows.

(5) There shall be facilities with hooks or a bar at a height to allow children to handle their wraps independently.

(6) All stairs shall have good hand rails at the right height for the age children who will use them. Second floor stairs in School used by three, and four year olds shall be guarded by gates which are kept closed when stairways are not in use.

(7) There shall be open shelving in the playrooms to hold blocks, toys, and other materials children should reach for themselves. All of this shelving shall be low. Space should be left near this shelving for block building and the use of floor toys.

(8) There shall be closed storage space for extra consumable materials and other equipment not in use.

(9) Bulletin boards shall be placed low enough for children to see their work displayed there.

50.070 HEALTH AND SANITATION

(1) Heating shall be of a type adequate to keep floor warm and the room temperatures at 68 to 72 degrees and guarded so that children cannot be burned by hot apparatus.

(2) There shall be an adequate supply of warm water.

(3) A drinking fountain or water from individually dispensed paper cups shall be made easily accessible to classroom, playroom or yard.

(4) Artificial lighting shall be adequate for even the darkest day.

(5) Refrigeration shall be provided where children are served milk or juice as mid-morning and mid-afternoon refreshment.

(6) There shall be an adequate supply of first-aid materials kept beyond the reach of children.

(7) Adequate toilet and wash basin facilities shall be provided. An adequate supply of toilet tissue, soap, and paper towels shall be maintained always.

(8) Sanitation shall meet the regulations established by the State Health Department.

(9) A certificate or statement of approval from the State Health Department shall be kept on file at the School.

50.080 SAFETY

(1) All exits shall open outward and safety locks shall be placed on any doors leading to the street.

(2) Electric wiring shall be in compliance with the National Electric Code.

(3) There shall be two exits, remote from each other, for each floor.

(4) Every School shall be equipped with adequate fire extinguishers with a separate CO_2 extinguisher or its equivalent for each kitchen maintained.

(5) All staff members shall be thoroughly trained in the use of fire extinguishers.

(6) All gas heaters shall be vented.

(7) All fire protection shall be in compliance with the Standards of Safety adopted by the State Fire Marshal's Office.

(8) A certificate or statement of approval from the State Fire Marshal's Office shall be kept on file at the school.

50.090 GROUNDS

(1) There shall be at least 60 square feet of yard space per child enrolled.

(2) The yard surface shall be well drained with grassy and asphalted areas, shady and sunny spaces..

(3) The yard shall be completely fenced or otherwise protected to insure the safety of the children.

50.100 EQUIPMENT AND SUPPLIES

(1) All furniture shall be child size, sturdy and washable.

(2) Clean mats or rugs may be used for rest time in half-day programs.

(3) A piano and/or record player are recommended for each School.

(4) A housekeeping area will include equipment such as: doll bed, dolls, tea table and chairs, dishes, stove, cooking utensils, telephone, broom, dust pan and mop. This type of equipment should be scaled to the size of the children.

(5) Wooden unit blocks of various shapes and sizes with adequate shelving for storage. Large hollow blocks and ramps. Walking boards.

(6) A library area should be provided with a table and chairs, book trolley or shelves and an ample supply of well-selected books.

(7) Manipulative equipment, consisting of such items as blocks, puzzles, clay, scissors, trains, trucks, boats, airplanes, cars, animals, and people is essential.

(8) Consumable materials in ample supply will include such things as newsprint paper, powder paints, brushes, crayons, paste, and construction paper.

(9) Some type of easel is important to all children in the three to five age range.

(10) Outdoor equipment contributing to good physical development will include some of the following or similar items: swing, slide, jungle-gym, or other climbing apparatus, sand pit or box, rail fences or saw horses, walking boards or planks, packing boxes, hollow blocks, balls, and wheel toys such as tricycles, wagons, kiddie cars, or scooters.

Kentucky Laws pertaining to Age Entrance and establishment of Public School Kindergartens.

158.030 AGE OF ENTRANCE

Any child who is six years of age or who may become six years of age by December 31 following the opening of school may enter school provided that he enters within thirty calendar days of the beginning of that school year.

158.090 (4399-50) KINDERGARTENS

The board of education of any school district may establish and maintain kindergartens for children from four to six years of age and, subject to the approval of the Superintendent of Public Instruction.

DEPARTMENT OF EDUCATION
DIVISION OF INSTRUCTIONAL SERVICES
SBE-51
REGULATIONS FOR KINDERGARTEN PROGRAM
PUBLIC SCHOOLS

Adopted in accordance with the provision of Section 158.090 (Kentucky Revised Statutes)

51.010 INSTRUCTIONAL STAFF

(1) Desirable competencies. Teachers must be aware of the physical, social, emotional and intellectual needs of young children; how they grow and develop, how personality development is affected

by educative experiences; and how their neews may best be met through guidance adapted to each individual child.

(2) Educational qualifications. Each teacher of kindergarten shall hold a regular elementary certificate and show evidence of having completed special courses or workshops in the kindergarten program.

51.020 PUPIL-TEACHER RATIO

(1) The pupil-teacher ratio shall be such as to insure safety and guidance adequate for the growth and development of young children. The pupil-teacher ratio shall not exceed twenty children per teacher.

51.030 AGE OF ENTRANCE

(1) A child who is five years of age on or before December 31 following the opening of school may enter kindergarten.

51.040 CLASSROOM FACILITIES

(1) There shall be a minimum of thirty-five (35) square feet of floor space per child within the classroom. The requirements for heating, lighting, and ventilation shall be in accordance with Chapter 22 of the State Board of Education Regulations. The classroom shall be located on the first floor to provide safety for young children and shall have an inspection of approval from the State Fire Marshal and the Sanitarian from the local Health Department.

(2) The room shall provide adequate storage space (open and closed) with individual locker space for each child.

(3) The kindergarten room should contain its own toilet facilities, drinking fountain and a sink of child height with warm and cold water.

51.050 LENGTH OF DAY AND TRANSPORTATION

(1) The length of the school day for kindergarten shall be not less than three hours. The session may be lengthened to include lunch.

(2) Kindergarten children should have a special transportation program provided separately from the regular bus schedule for older children.

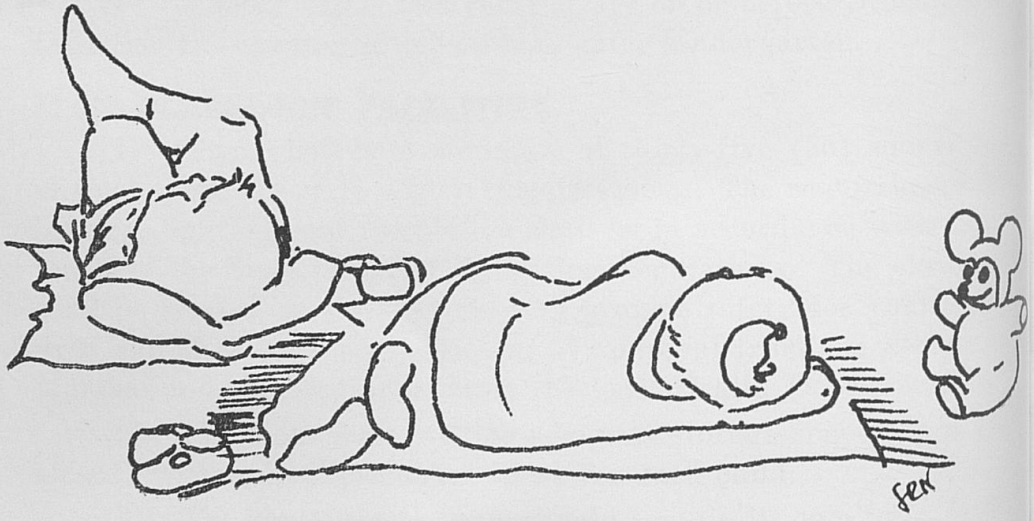
51.060 PROGRAM

(1) The program shall provide opportunities and experiences in accordance with each child's level of comprehension and rate of growth. The program shall include desirable experiences in social

living, physical development, emotional growth and stability, language arts, science, music, art and creative activities.

51.070 EQUIPMENT AND MATERIALS

(1) There shall be an adequate amount of good equipment and consumable materials to provide for a well-balanced activity program for four and five years of age.



The end of a perfect day.