

● Commonwealth of Kentucky ●

# EDUCATIONAL BULLETIN

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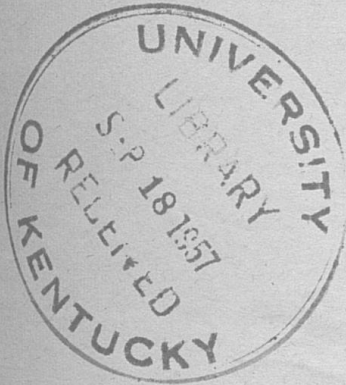
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## PRESCHOOL EDUCATION IN KENTUCKY



Published by  
DEPARTMENT OF EDUCATION

ROBERT R. MARTIN  
Superintendent of Public Instruction  
Frankfort, Kentucky

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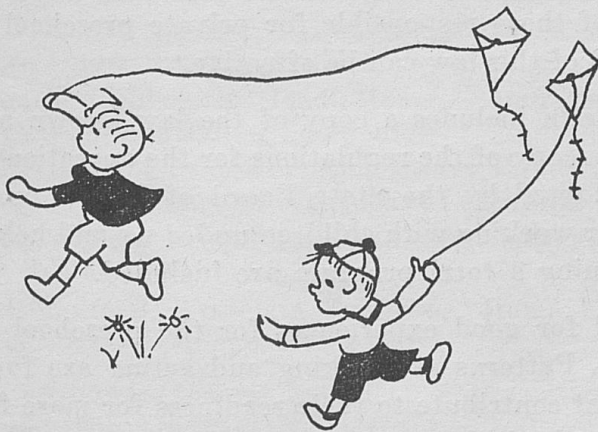
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## PRESCHOOL EDUCATION IN KENTUCKY



## FOREWORD

The 1956 Kentucky General Assembly passed the first law in the State regulating private preschool centers. This law provides for rules and regulations governing the operation of child care centers and places the responsibility for their supervision upon the State Department of Education. The purpose of this law, which was initiated by the American Association of University Women, and through whose efforts the law was passed, is to provide a more adequate program for preschool children. It is only through the cooperation of those responsible for private preschool centers that the provisions of this law can be effective.

This bulletin includes a copy of the law known as House Bill No. 464, and a copy of the regulations for the operation of child care centers as adopted by the State Board of Education. A practical philosophy for working with children under six and helpful information for planning a total program are included.

The need for good experiences for the preschool child cannot be minimized. Patterns of thinking and acting are formed at preschool age that contribute to their readiness for more formal school life and academic skills.

ROBERT R. MARTIN  
*Superintendent of Public Instruction*

## ACKNOWLEDGEMENT

The State Department of Education recognizes the need for this bulletin as a guide for teachers of pre-school children. This need has been emphasized by the passage of House Bill No. 464 which provides for the adoption of rules and regulations for the operation of approved child care centers in Kentucky.

Recognizing this need a committee was appointed to compile the material. We wish to express our appreciation to the committee and to the directors of local child care centers for their contribution. The committee members are:

- Mrs. A. B. Sawyer, Jr., Chairman of the Committee  
Country Nursery School, 1930-1956, Louisville  
Adult Education, University of Louisville, Louisville
- Miss Martha Jane Brunson, Kentucky Division of the American Association of University Women, Louisville
- Miss Vivian Burke, Teacher, Kindergarten University School, College of Education, University of Kentucky, Lexington
- Mrs. S. Franklin Chance, President, Southern Association of Children Under Six, Louisville
- Mrs. Frances Goldsmith, Head, Home Economics Department, University of Louisville, Louisville
- Dr. Fred E. Harris, Professor, Elementary Education, College of Education, University of Kentucky, Lexington
- Miss Betty Jane Tuttle, First Grade Teacher, Fayette County School System, Lexington
- Dr. Opal Wolford, Associate Professor, Home Economics Department, Berea College, Berea

Grateful acknowledgement and deep appreciation is extended to Miss Dorothy Harrell, Teacher in the Louisville School System, Louisville for the art work throughout the bulletin.

(MRS.) VA. RUTH CHAPMAN, SUPERVISOR  
*Attendance and Pupil Personnel*  
*State Department of Education*

## TABLE OF CONTENTS

Brief History of Preschool Education .....	369
The Nursery-Kindergarten School .....	372
The Day Care Center .....	375
How a Little Child Learns .....	378
Three Year Olds in Nursery School .....	380
Four Year Olds in Nursery School .....	381
Five Year Olds in Kindergarten .....	383
Play Equipment for Three-Four-Five Year Olds .....	387
Housing-Housekeeping .....	390
The Teacher of Preschool Children .....	394
Parent-Teacher Relationship .....	403
Science—Stories—Music .....	405
Health—Nutrition .....	408
When is a Child Ready for First Grade .....	412
Games—Finger Plays .....	415
Suggested Equipment .....	417
Bibliography {	421
Films .....	421
Bulletins .....	422
Story Books .....	422
Music Books .....	422
Records .....	422
Books for Parents and Teachers .....	423
Suggested Entrance Questionnaire .....	423
Suggested Plan for Preschool Playroom .....	425
Training Courses Available in Kentucky .....	426
Kentucky Law Concerning Child Care Centers .....	428
Kentucky Standards for Preschool Care .....	431

## BRIEF HISTORY OF PRESCHOOL EDUCATION

369 Plato was among the first to advocate the importance of training young children and urged a community nursery in setting up his "ideal state".

372  
375  
378 Educators in the sixteenth and seventeenth century wrote of their theories relating to the values of early education for the young child.

381  
383 **Frederick Froebel, 1782-1852, known as the Father of Kindergarten,** was the first educator to practice his theory. He established the first kindergarten in Blankenburgh, Germany, in 1837. Mrs. Carl Schrug, a student of Froebel, introduced the preschool to America in 1865, when she opened a kindergarten in Watertown, Wisconsin.

387  
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394  
403 The pioneers in America were Elizabeth Peabody, Patty Smith Hill, and many others. Through the efforts and contributions of these early preschool educators the kindergarten gained widespread recognition in the United States within the short period of twenty-five years. By 1890, most of the larger cities had established free kindergartens.

405  
408  
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415  
417 Well known educators such as John Dewey and G. Stanley Hall not only took an active interest in this early phase of education, but encouraged the activity program. They recognized that the basic fundamentals of the preschool theory would have impact on public school education.

421  
421  
422  
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422  
423 The earliest progressive kindergarten training school in Kentucky was opened in Louisville around 1900 by Patty Smith Hill and Anna Bryan. Miss Hill later became the Director of the Kindergarten Department of Teacher's College, Columbia University, in 1910.

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428  
431 Louisville was the center of preschools in Kentucky, where in 1900, the kindergarten became a part of the Louisville public school system.

**THE FIRST NURSERY SCHOOL founded in the United States was in New Harmony, Indiana, in 1826.**

In the years between 1915-1920, interest developed in many universities, Merrill-Palmer Foundation in Detroit, 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 1933-1934, 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.

However, the impetus received during the war years helped arouse favorable public opinion, and led to many permanent nursery schools.

**DAY CARE CENTERS** also resulted in many geographic areas to meet the demands of local working mothers.

The preschool centers in Kentucky made great progress when the 1956 general session of the legislature passed House Bill 464. All private preschool centers are now supervised by the State Department of Education.



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"It's fun to work"

## THE NURSERY-KINDERGARTEN SCHOOL

The nursery school and kindergarten are organized communities of preschoolers designed to help children learn, by experience, to live together happily. Discussion groups, games, stories, trips, rhythms, songs, work and play, help to develop traits of character such as fair play, 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.

Experiences are enlarged by trips to other places of connecting interest. Both outdoors and indoors, the children are free to plan and execute their own ideas with creative materials such as blocks, paints, clay and woodworking. These lend themselves readily to the imagination of a little child.

Authorities have long stressed the importance of the preschool years for establishing habits and attitudes essential to successful living. Traits of character established in childhood persist throughout life. We spend our lives in dealing with other people. A good preschool is not simply a play group with nurse maid care, but a school with teachers, trained to deal with the emotional problems of little children, with understanding and insight. Cooperation and friendliness, established at an early age, are a strong foundation for the problems of adult life.

Rest periods alternate with periods of activity through hours of the day. Mid-morning tomato juice is provided. A well-balanced dinner, suitable for little children, is served at noon, if children stay for afternoon.

Parents should always be welcome at the school, either to observe, or for conference planned to help meet problems that arise in every normal family.

### TECHNIQUES FOR GUIDANCE

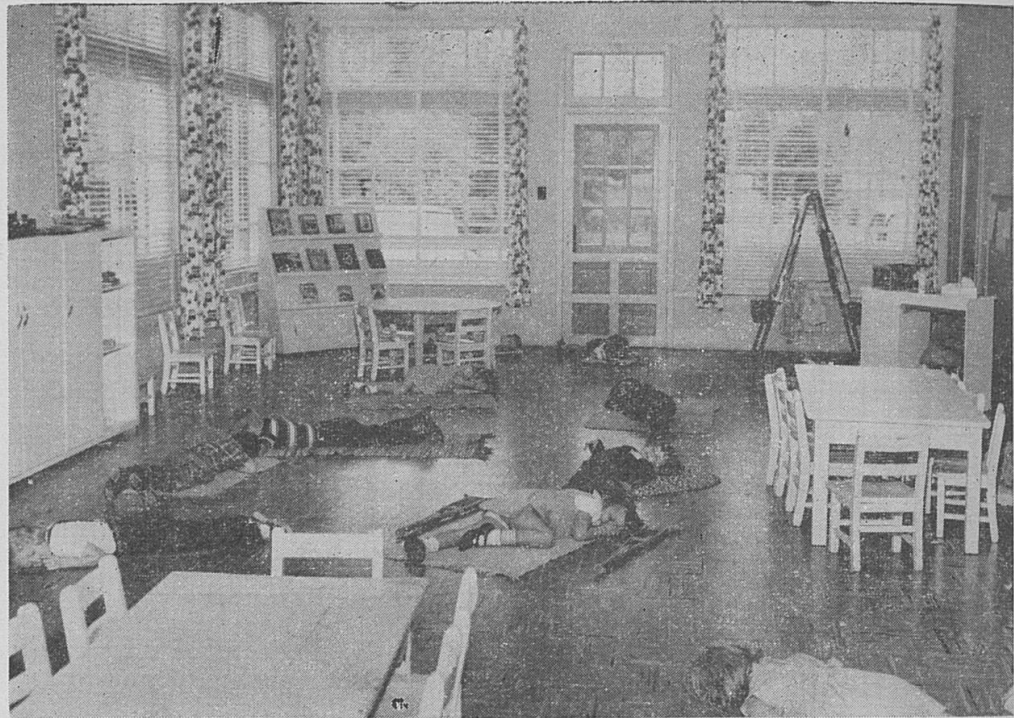
Young children of nursery school age are developing fast. Lifetime emotional attitudes or feelings are being formed at this age level. Adults need to be alert to the effect of their guidance upon these basic attitudes. In general, we say that the adult's role in the nursery school is one of remaining in the background, interfering as little as possible, but always being present to offer guidance at the right time. She should lend a helping hand to safeguard the child from some physical object, or from other children. The child's sense of security depends in part upon this—a feeling that the adult

will safeguard him. The adult's tone of voice, facial expressions and actual words are important, not only to convey confidence to the child, but also in helping him carry out expectations.

Children need warmth and friendliness at all times but should not be "smothered." 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. They need sympathy and understanding at all times, but should not be "over protected". They may have greater need for this type of understanding, when they first leave home and enter school, when they are finding a task especially difficult, or when hurt physically.

Security for young children comes from knowing what is expected of them and being able to carry out these expectations. To achieve this security, children need guidance—even correction. They need to know what they can and cannot do. In general, children should usually be told what to do, rather than be told what not to do. Adults need to realize that children, too, have feelings. Correcting small children across the room, or from a distance in front of others, is as wrong as it is to do it to adults. The adult should move near the child, speak quietly and calmly, but firmly, to him.

Children should be allowed to make as many choices as possible, but they should never be given a choice if they are not to be allowed to carry it out. Allowing many choices makes it easier for children to carry out the other many daily demands which they are called upon to meet.



Rest time

### SUGGESTED MORNING SCHEDULE FOR FOUR OR FIVE YEAR OLDS

- 8:45 Welcome individually, and decide if child is well.  
Children go to coat room and remove wraps—receive help where necessary
- 9:00 Children choose and start work in orderly room arranged for block play, easel painting—workbench
- 9:45 Pick-up time—children clean room with teacher's help
- 10:00 Toilet time followed by juice—tomato or orange
- 10:15 Rest on cots or rugs—stories told by children
- 10:30 Music period—singing, dancing, jumping, partner game, etc.
- 10:45 Put on wraps
- 11:00 Outdoor play
- 11:45 Toilet, drink of water  
Stories, poems, finger games by teacher
- 12:00 Children go home

Children play out each day the weather is suitable. When it rains or snows too hard, the teacher may plan quiet, indoor work for the 11 o'clock period—allowing choice of finger painting, puzzles, games, clay modelling, etc. She listens, too, for ideas from the children—dress up, cut outs, pasting, etc.

She should always feel free to adjust her schedule to suit the day, the children and herself.

## DAY CARE CENTER FOR PRESCHOOL CHILDREN

When a mother applies for day care services for her child, or children, the two concerns she usually mentions are safety and dependability. Often her feelings are based on an experience with a sitter, whom she could not feel sure of, either that she could be depended on for regularity, or for the kind of watchfulness that enables a mother to be at her job without a feeling of worry always in the background. When she learns that the day care center has definite health standards and requirements, she is usually very approving. She begins to feel that her child will be well cared for. Occasionally, a mother will speak of the kind of experience her child will have in growing up and developing, and learning to get along with other people, but these are not usually of first importance, as they are discussed at the time of registration.

Besides safety and dependability, the day care center must provide many other things, because the day care experience is, practically, a substitute for the home. The waking hours of the children are spent, almost entirely, at the center, except for a few hours at either end of the day. Almost all of a child's play experience and his relationship, with both children and adults, are centered here. Whereas the nursery-kindergarten school strengthens the child's values derived in the home, the day care center has to play a large part in setting values, as well. All of the nursery school goals of growth and development are present, with additional factors to be considered.

The child of working parents lives under greater stress than other children. There is the rush of getting to work on time, the rush of getting home to get an evening meal, and catch up on tasks in the home. A child's relationship with his parents comes at the hurried, stressful part of the day. For this reason, it is important that the atmosphere of the day care center be freed, as far as possible, from anxiety, pressure and hurry. The atmosphere needs to be one of warmth, calmness, and interest in the child and in the group. Sometimes the greatest need of a child is that someone take time to listen, or to share an experience with him. A child may feel that no one wants him, or is interested in him, bewildered at having his mother go off every day leaving him in this other place.

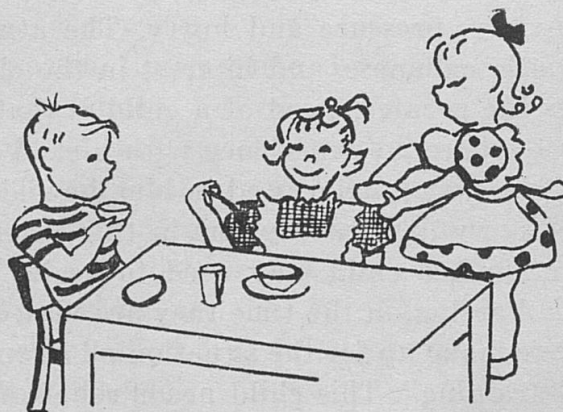
On the other hand, a child may need to be let alone, without direction at times. Parents, in the time they are with them, realizing the gaps, may try to make up for the situation all at once, and overdo in direction and "training". This child needs relief of another kind.

In other words, children in a day care center may need distance, or closeness, or both.

Thought needs to be given to the alternating of activity and relaxation, as evidenced in the following typical schedule. There must also be consistency, along with flexibility, sensitivity to particular needs. This begins to sound like requirements for wise and good parents. What day care center teachers hope to do is to provide the good experiences of a nursery school, along with additional considerations that are a part of substituting for a home, during the hours the children are in the center.

### **SUGGESTED DAY CARE CENTER SCHEDULE**

- 7:00 A.M. OPENING  
Inspection  
Rest on cots
- 8:00 A.M. Stories and records while children are still on cots
- 8:30 A.M. Juice  
Division into age groups for activities such as painting, music, block play, doll play, rhythms and crayons
- 10:00 A.M. Outdoor play  
Big muscle activity—in gym if weather is inclement
- 11:00 A.M. Rest on cots  
Quiet games, finger plays, singing, etc. during this rest  
Toileting and wash up
- 11:45 A.M. Hot meal
- 12:15 P.M. to 1:00 P.M. Quiet play and books until nap  
Small numbers going to nap rooms as they show readiness. Stories during time children are falling to sleep
- 1:00 P.M. to 3:00 P.M. NAP
- 3:15 P.M. Milk and snack  
Division of children into age groups for free play either indoors or outdoors until departure
- 5:45 P.M. CLOSING



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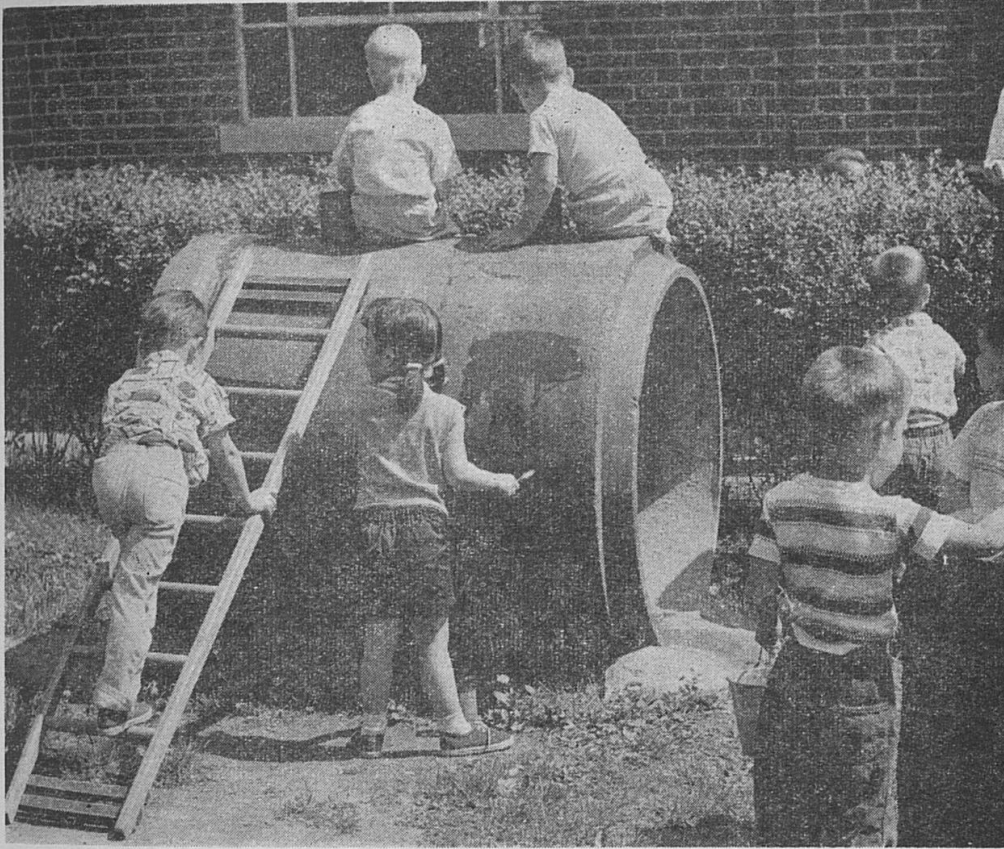
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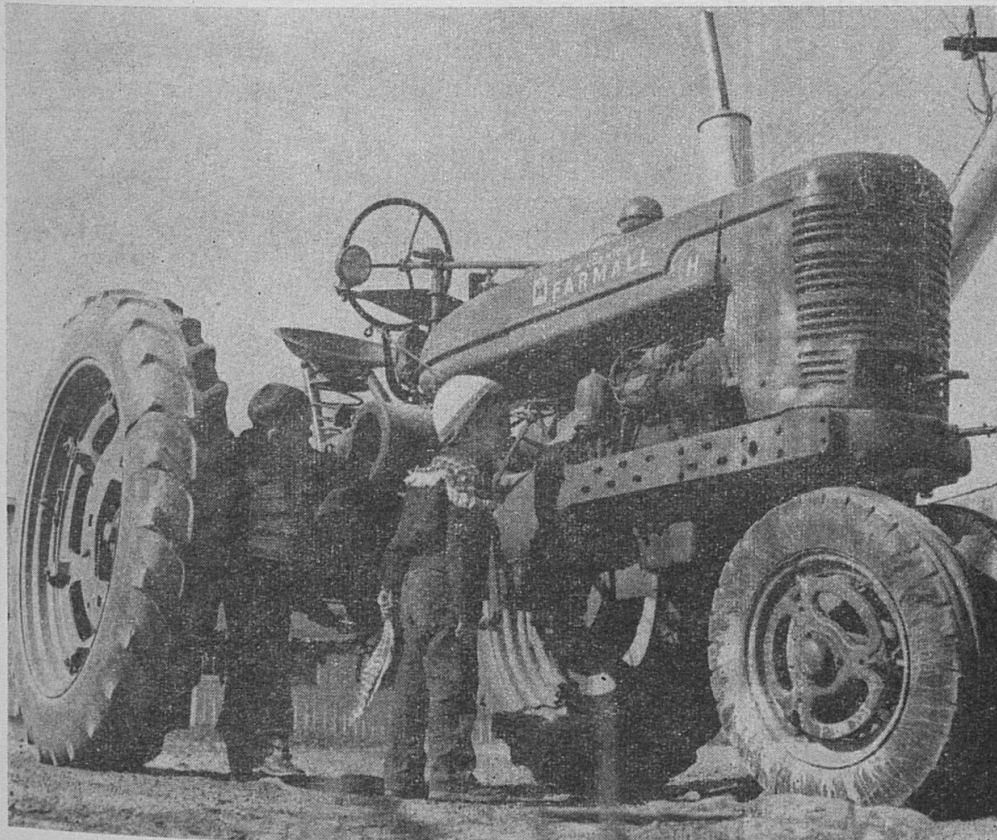
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"This house needs to be painted"



"What makes it run?"

## HOW A LITTLE CHILD LEARNS

### I A child learns through play

- He imagines stories and tells them.
- She makes plans and carries them out.
- He plays vigorously with a stationary painted barrel.
- She constructs a kitchen out of blocks.
- He paints his home with an angling TV antennae and an angling chimney.
- She shares; he learns to share.
- She runs until she is tired; he climbs until he catches the escaper.
- A child learns through play.
- A child learns more through play.
- A child learns most through play.

### II A child learns only as he grows

- Some grow quickly; some grow like most grow; some grow slowly—and they learn in about the same ways.
- We are only human; we cannot hurry growth. When we are wise, we respect it, nurture it, appreciate it.
- We do not teach anything too early—too soon. Too early training often really retards growth.
- We do not force walking, talking, reading, writing, skipping, coloring, sitting, whistling, laughing, teething, running, eating, playing.

### III A child shows how he grows

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

**But he learns not one of these things just by being told—he learns through direct experience**

- By asking increasingly complex questions.
- By increasing his vocabulary.
- By using longer sentences.
- By increasing mastery of rhymes and rhythms.



—By manipulating colors on paper, without teacher direction.

—By handling toys in his play.

—By managing books and things.

—By increasing his span of attention.

—By relating stories in sequence.

—By being more and more curious about things and people and places.

—By increasing self-management.

**But he learns not one of these things just by being told—he learns through direct experience.**

## THREE YEAR OLDS IN NURSERY SCHOOL

In a child's development no year stands alone or can be chartered exactly. Each year is the result of all that has gone before in his life.

THE VERY COMING TOGETHER OF THREE YEAR OLDS is a large experience. Having a person take care of them who is not their mother, using a strange toilet, listening to stories with others, seeing other mothers and fathers, observing the way the teacher helps and disciplines, watching other children play, laugh, cry, fall down, recover and resume work—all these enlarge his small world. They use the same kind of creative material as fours and fives, but in a different, more solitary way. There is no planning between two or more people. Two children, building together, may have entirely different ideas as to what they are doing. To one the structure may be a boat, to the other, a train. Attention shifts suddenly. The train becomes a house or store with the greatest of ease. At three, it is hard to get both feet off the floor at the same time. Painting or crayon work is messy and purely experimental, but greatly enjoyed.

THE TEACHER NEVER TRIES TO MAKE THREE YEAR OLDS KEEP WITHIN A PATTERN LINE.

In order to teach wisely and well, the teacher should know about the general characteristics of children.

### A three year old is—

- |                           |   |  |
|---------------------------|---|--|
| — active                  | — imitative                             | — not capable of playing at long intervals |
| — curious                 | — happy                                 |  |
| — undependable            | — beginning to be aware of surroundings | — or listening at long intervals           |
| — unreasonable (at times) |   |  |

### He likes to —

- |                  |                    |                               |
|------------------|--------------------|-------------------------------|
| — climb          | — play with blocks | — pat and pound               |
| — ride           | — play with clay   | — scribble                    |
| — pull           | — dress up         | — cut gashes in paper         |
| — push           | — look at books    | — paste paper on top of paper |
| — wiggle         | — feel objects     | — dig                         |
| — crawl          | — finger them      | — listen to records           |
| — talk           | — lick them        |                               |
| — play in water  | — pat them         |                               |
| — play with sand | — handle objects   |                               |

## FOUR YEAR OLDS IN NURSERY SCHOOL

Four year olds are more confident. They manage their arms and legs better. They ask more questions, use more blocks, often plan and build together. They need more materials, cover whole sheets with paints of various colors, even show signs of patterns in some pictures. They run a little faster, jump and think more quickly, remember better and make contact with all the children in their group.

To know the characteristics of the age level helps the teacher to guide the children effectively.

### A four year old is —

- |                     |                              |                                     |
|---------------------|------------------------------|-------------------------------------|
| — active            | — assertive                  | — responsible for own toileting     |
| — noisy             | — imitative                  | — plays at longer intervals of time |
| — curious           | — speaks in longer sentences | — unable to “stop himself”          |
| — full of questions | — capable of dressing self   |                                     |
| — bossy             |                              |                                     |
| — silly             |                              |                                     |
| — making excuses    |                              |                                     |

### He likes to —

- |                     |                              |                     |
|---------------------|------------------------------|---------------------|
| — climb             | — make things he has created | — dig               |
| — jump              | — make choices               | — feel objects      |
| — pull              | — pound clay, make things    | — collect things    |
| — push              | — use crayons                | — build blocks      |
| — wiggle            | — listen to stories          | — paint             |
| — crawl             | — look at books              | — use colored chalk |
| — talk              | — play with water            | — work puzzles      |
| — listen to records | — cook                       | — dolls             |
| — sing              |                              | — dress up          |



"Painting is fun"

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## FIVE YEAR OLDS IN KINDERGARTEN

Five year olds make great use of organization in their play. The wagons, ropes, blocks, books, clay, paints, stories and music still surround them. But now, their pictures take forms in definite patterns, or simple familiar objects or people. What kindergarten teacher has not had her picture painted? They love to play together in groups, 'my side and your side'. Dramatic scenes develop quickly. They are filled with enthusiasm and a zest for life. Their curiosity has no bounds. Their talk and bragging is endless. Their physical activity and ability seem limitless. They are equipped to 'live joyously'.

### GENERAL NEEDS

1. To learn, live, work, and play in attractive rooms which hold many interests.
2. To know that he is wanted and loved and accepted.
3. To have opportunities to respond to authority.
4. To receive encouragement, recognition and praise for his best efforts and behavior.
5. To understand and appreciate the importance of courtesy.
6. To have opportunities to learn to respect the rights and property of others.
7. To have suitable materials to use for work and play.
8. To have a teacher who can be comfortable with the ups and downs of five year old personalities, alert to all that is going on, and able to make quick decisions whenever the need arises.

### PHYSICAL NEEDS

1. To enjoy active and passive work and play.
2. To develop small and large muscles.
3. To learn basic rules of health and safety.
4. To develop the delicate eye muscles before formal reading.

### SOCIAL NEEDS

1. To feel that he belongs to his group.
2. To have an opportunity to solve his immediate problems.
3. To try out social techniques which will be acceptable to his group.
4. To receive recognition for his best efforts and behavior.
5. To develop ability to get along with friends.
6. To assume responsibility suitable for him.

### **EMOTIONAL NEEDS**

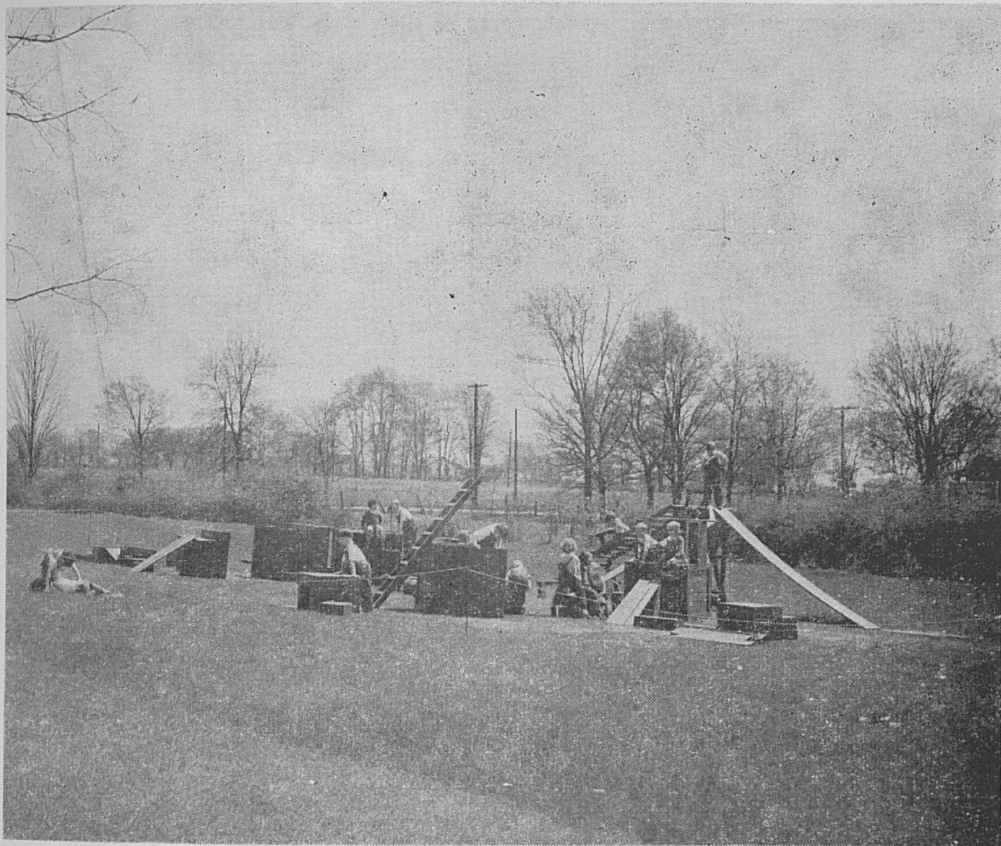
1. To express his feelings.
2. To overcome nervous habits and fears.
3. To be more aggressive if timidity is present.
4. To be less aggressive if over aggressiveness is present.
5. To have his thoughts and mixed up ideas clarified by the teacher.
6. To gain self confidence and assurance.
7. To develop attitudes of cooperation.
8. To develop a sense of humor.
9. To develop a feeling of trust in the teacher and his friends.

### **SIMPLE LEARNING NEEDS**

1. To acquire knowledge of the world around him, on his level of understanding.
2. To broaden his range of interest in the fields of literature, language, art, music, science, numbers and people.
3. To explore, examine, experiment and investigate.
4. To think, reason, and make decisions for himself.
5. To have simple and direct answers to his questions.
6. To contribute ideas and tell of his experiences to his group.

### **SKILL NEEDS**

1. To increase his vocabulary and conversation ability.
2. To distinguish between similarities and differences in sounds, shapes and objects.
3. To organize his thoughts before oral expression.
4. To learn that books contain information and stories.
5. To lengthen his memory, attention, and interest span.
6. To use numbers when the need arises.
7. To learn to hold crayons, pencils, scissors, etc.
8. To sing or listen to music for fun.
9. To participate in rhythms and music interpretations.
10. To recognize colors.
11. To experiment with art materials.



**"We are building a house"**



**"Where is he hiding?"**

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sounds,



"Our house is tall"



"The horses are off"

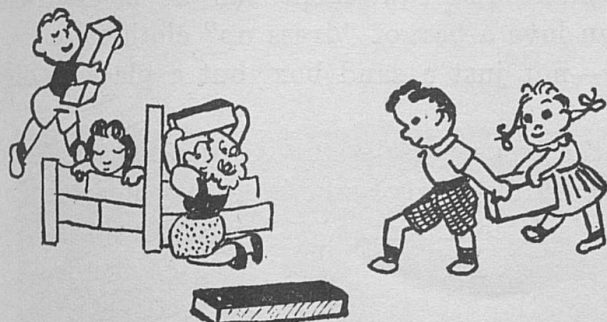


"This is our fire station"

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## PLAY EQUIPMENT FOR THREE-FOUR-FIVE YEAR OLDS



Come, let's play.  
How often have you  
heard that?

Is there any place  
in the world where  
play is valued so  
highly as it is in  
America? It is such a  
natural part of the  
young child's life,

that all of us are inclined to take it too much for granted. Often, an adult will say "he is just playing", and then proceed to interrupt the child's play, giving little thought to how occupied or interested he may be.

Play is the child's life. It is his work—his world. It is as important to the child's growth and development as the food he eats and the clothing he wears.

Worthwhile play — "free play" — does not just happen. It is planned for and guided by the teacher. Her exact role will depend on many things, such as, what type of play is being carried on, how many children are present, and their ages, etc. Children are curious and eager to learn but they need opportunities. They need:

1. Space—Sufficient for active energetic play, as well as for the more quiet play.
2. Material and Equipment—simple and varied to stimulate play. Blocks, clay and paint are basic raw materials.
3. Playmates—relatively small groups for the safety and good fun of the children.
4. Time—enough for each child to enjoy the activity thoroughly.
5. Understanding guidance of a teacher to promote the best growing environment for each child.

Blocks represent a considerable sum of money but if chosen carefully and properly cared for they will last for years. Cardboard boxes and cartons can be used, but must be replaced frequently.

Water play offers many possibilities. It may be used for pouring, measuring, outdoor "painting," and for washing dishes, dolls and their clothing. It provides fun for blowing bubbles, floating objects and learning about water currents.

All children love some form of dramatic play. Children enjoy a bed large enough to curl up in, a rocking chair, a doll carriage, storage chests and cupboards, as well as dolls, dishes, and working equipment. Satisfactory makeshift equipment can be made from boxes and crates. Children love a box of "dress up" clothes.

Children love to dig—not just a sand box, but a place to dig in real dirt.

The pre-schooler is in the large muscle stage. Equipment to help him in his motor skills is essential. Only as he becomes competent in these skills will he become self confident.

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petent in



“We will have cookies for lunch”

## HOUSING — HOUSEKEEPING

THE INDOOR AREA needs to be planned as carefully as that for outdoors. It is important to provide:

1. Airy, sunny, clean rooms
2. Warm floors for much contact with young legs
3. Pleasing colors to surround children
4. Enough room to wander about, to look, to satisfy curiosity
5. Uncluttered surroundings
6. Simple furnishings and simple decorations
7. Large work and play areas indoors—space is basic to good program
8. First floor rooms are best—basement quarters are not recommended unless especially light, warm and well ventilated, and dry
9. Open, low shelves, holding blocks and toys that children reach for themselves. (Some open shelves may be put on rollers and used as room dividers.)
10. Closed storage space for equipment not in daily use
11. Cloakroom with hooks, or bar, low enough to let children hang up their own wraps
12. Bulletin boards low enough for children to see their own paintings
13. A separate room for sleeping is excellent
14. Small tables and chairs should be of a size suitable for the children
15. All furnishings and equipment should be durable and safe



REMINDER TO DIRECTOR — SEE KENTUCKY STANDARDS  
—APPENDIX

SEE LEGAL FIRE PREVENTION AND SANITATION REQUIRE-  
MENTS—APPENDIX



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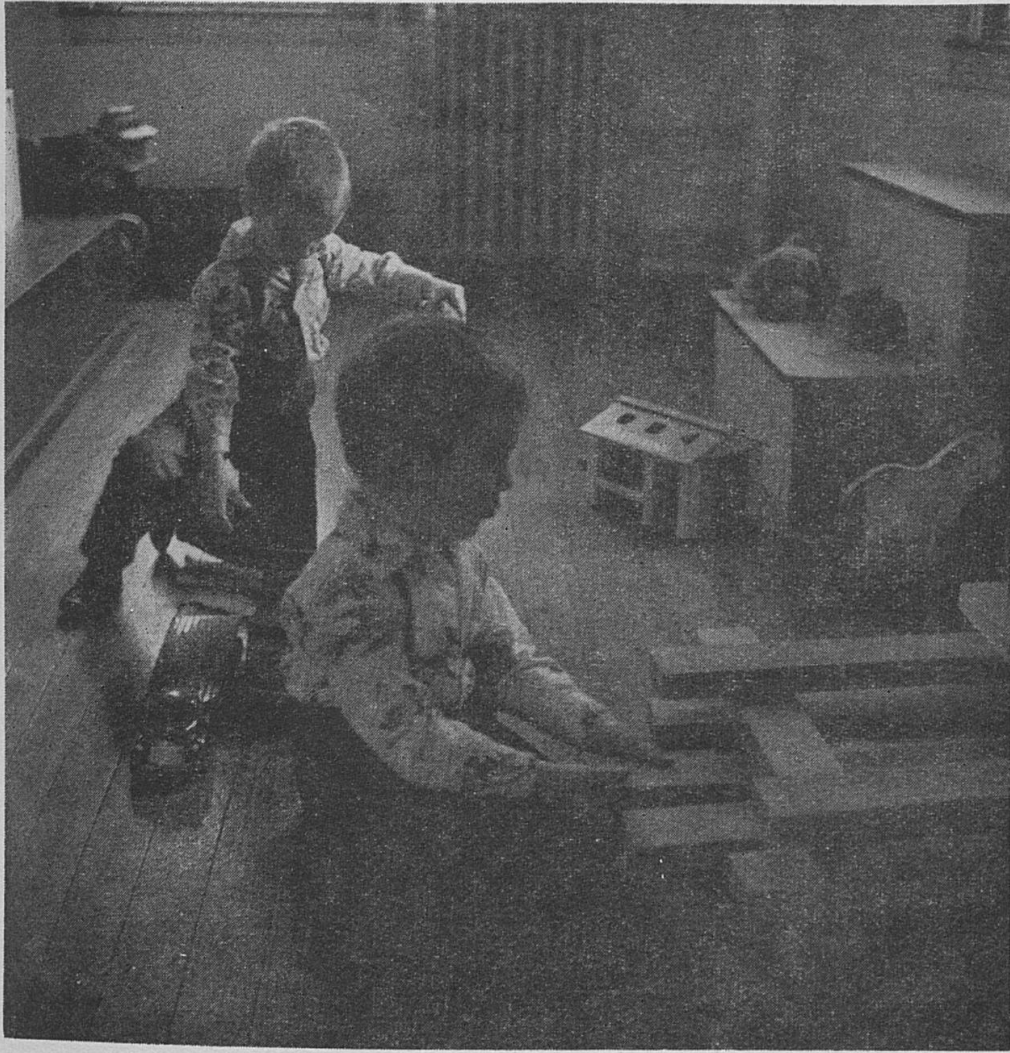
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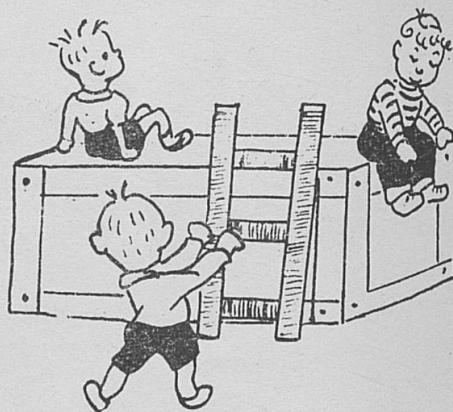


**"Let's build a garage"**

## INDOOR EQUIPMENT

- |  |  |
|--|--|
| <p>Climbing apparatus<br/>         Work bench, hammer, nails,<br/>         soft wood<br/>         Aquarium<br/>         Blocks of various sizes<br/>         Clay<br/>         Paints, brushes, paper, large<br/>         crayons<br/>         Books<br/>         Puzzles, large beads<br/>         Water play equipment — cans,<br/>         sponges, boats<br/>         Dress up clothes</p> | <p>Plants<br/>         Table, chairs, cots<br/>         Wooden trucks<br/>         Boats, people, animals to be<br/>         used in block play<br/>         Easel<br/>         Scissors, paste<br/>         Piano, if possible<br/>         Rhythm instruments—music<br/>         Record player<br/>         Housekeeping furniture, dolls,<br/>         clothing, dishes</p> |
|--|--|

THE OUTDOOR AREA should be large enough to allow much freedom. Cramped quarters outside, as well as in, encourage fighting and create nervous tensions. The space should be fenced in for safety, well drained, and part of it grass, and part hard surface.



**OUTDOOR EQUIPMENT** — Safe and free from rough edges

### Minimum

- Ladders, walking boards, jumping planks, sliding boards, swing, see-saw  
 Packing boxes  
 Rolling toys — barrel, kegs, tires, hoops, balls, cans, shovels, dump trucks, cars  
 Garden tools

### Desirable

- Slide  
 Jungle gym or climbing net or other apparatus  
 Large hollow blocks  
 Wheeling toys — wheelbarrow, wagons, tricycles

<p><b>A good preschool can help the child by providing proper equipment—</b>  <b>to grow physically by</b>          learning to use large muscles          having many opportunities for          free body activities</p>	<p><b>to grow socially by</b>          learning to share          taking turns          communicating</p>
--	---

to grow emotionally by  
learning to make choices  
solving problems  
standing up for own rights  
being responsible for own be-  
longings

being considerate  
talking to each other  
listening to stories  
working puzzles  
making decisions

### **LEARNING TO KEEP HOUSE IS A BASIC EXPERIENCE**

Some of the simple things a little child can learn from your good housekeeping are :

A.—Care of their belongings. This means :

1. Hooks or lockers for their coats, hats and rubbers.
2. An individual box or cubby for treasures he may bring from home, or make at school.
3. A cot or rug of his own, and a regular place to keep it.  
(The child's own name should be printed on all individual things.)

B.—Care of materials.

Books, toys, even blocks nick and break with rough use.  
Furniture, walls and floors make the school comfortable.  
They all cost money.

"We need them so we can have a happy place to work and play together."

C.—Order

A little child learns to be orderly as he learns about everything else—by seeing and experiencing it. This means open shelves where unit blocks are neatly assorted.

## **THE TEACHER OF PRESCHOOL CHILDREN**

### **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.
5. The safety of her children is paramount.
6. Little children learn by seeing, imitation and play.
7. She lends a helping hand only after the child has tried for himself.
8. The preschool child is not ready for close work requiring the use of the eye muscles. Intricate eye muscles are not fully developed.
9. **ATTITUDES OF GOODWILL CAN BE BUILT BY LIVING TOGETHER IN GOODWILL.**
10. She must demonstrate patience and understanding of children, parents, her associates and herself.
11. When excitement mounts, it is her turn to be self-possessed.
12. A smile, or simple word of praise, is an essential technique in creating self confidence.
13. A balance in the day's routine between strenuous work and play and quiet rest periods helps behavior.

### **THE TEACHER WATCHES**

1. The health of each child closely — his sight and hearing ability, his muscle coordination, his ability to think, the way he uses his hands.
2. The lonely disinterested child to show that she is his friend. He must learn to trust her before he can make friends with the others.
3. The over-stimulated child and helps to change his work before he "blows up". "Here's a better place for you to play, Bill", or "Come with me, Bill; I need you to help mix some paint."

### **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, 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.

#### **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; let's take care of all our friends."
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, but not to enter the play, by sliding down the slide, or crawling in his playhouse.
3. Keep her promises even if the child has forgotten. It reassures him to have her remember.
4. Praise the good and ignore the bad 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—  
 "I know you can all lie quietly a few more minutes."  
 "Every day you are all getting more understanding."
7. Explain disciplinary action—  
 "I can't let you push into Ruth's house. People knock on the door, to be invited in."  
 "This is your place to play now. The others bother you too much 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 her individual attention at sometime during the day.

**THE TEACHER WILL HAVE BETTER CHILD BEHAVIOR WHEN**

1. She plans the environment, then permits the children to use it while she keeps in the background as much as possible.
2. Her major concern is to help them manage themselves, acceptably, in relation to others. She wants them to feel better, helping, rather than hurting, sharing, rather than destroying.
3. SHE SETS LIMITS ON BEHAVIOR BECAUSE OF DANGER OR EXTREME ANTISOCIAL ACTS.
4. SHE WORKS TOWARD PARTICIPATION, NOT PERFECTION. The preschooler is **beginning** to learn responsibility.
5. She finds gentleness and firmness are a wonderful combination to help a child learn to control himself. Neither works well without the other.

**THIS IS BETTER ————— THAN THIS**

- |  |  |
|--|--|
| <p>I. <b>She uses positive suggestions — instead of negative directions</b></p> <ol style="list-style-type: none"> <li>1. “Ride around Carol, John.”</li> <li>2. “Play with the sand here.<br/>Leave it in the box.”</li> </ol>  | <p>“Don’t bump into Carol, John.”</p> <p>“Don’t throw the sand.”</p>   |
| <p>II. <b>She gives the child a choice whenever she can but only when he can have a choice.</b></p> <ol style="list-style-type: none"> <li>1. “It’s time to go home now.”<br/>“Everybody is getting ready to leave now.”</li> <li>2. “It’s time to get ready for dinner. Your turn to go in now.”</li> </ol> | <p><b>She does not state suggestions in the form of a question when no choice can be given.</b></p> <p>“Do you want to go home now?”</p> <p>“Do you want to get ready for dinner?”</p> |

III. **She respects the child's individuality**

1. "How nice it is. You have lovely colors."

Rather than making comparisons and encouraging competition between children.

"Mary paints so well. See how nice her picture is."

**To one who is needing encouragement at dinner**

2. "Let's try your beans, Sue. You are nearly through."

"Let's see who can eat their vegetable first. Hurry, Sue, or the others will beat you."

IV. **She gives the child minimum suggestions to enable him to feel satisfaction of achievement.**

1. "Let's see, what does a car have?—where shall we put the engine?"
2. "That's pretty; how nice it is to paint."

Rather than doing it for him as making models in art work, woodwork, etc.

"Here is a picture. You may copy it."

"What are you making? What is it?"

V. **She requests or suggests**

1. "Could you see better if you sat here? There is a chair for you."

Rather than commands or orders

"Move over there."

**As John is climbing on the shelves**

2. "Let's climb on the blocks, John."

"Get down."

VI. **She accepts the child's right to feel as he does.**

1. Billy falls off the jumping board bumping his knee and begins to cry. "That hurt, didn't it, Billy? We will rub it to make it feel better."

Instead of trying to make him think there is something very wrong in feeling the way he does.

"You aren't hurt; don't cry, Billy."

**SOME OF THESE IDEAS MAY HELP IN YOUR DISCIPLINE  
THIS IS BETTER — — — — — THAN THIS**

"You hit your friend because you were angry."

"We can hear the story better if we all sit quietly."

"Bob will share his tricycle after one more ride around the circle."

"It's better to climb on this side so that you can see."

"We need to find another pair of scissors."

"We need to speak softly so the farmer's animals will know we are friendly."

"How did you happen to hit him?"

"SIT STILL—I mean it!"

"Get off that tricycle right now."

"Look out or you will fall."

"Someone has stolen a pair of scissors."

"Don't shout and scare the animals, and make the farmer angry."

**TO RELIEVE TENSION**

**Child**

"I'm not coming to this old school any more."

"I hate you."

"Mary's pictures aren't pretty."

"I'll tell my mother on you."

"Shut your mouth."

**Teacher**

"We will miss you in our group."

"I still like you. I need you for a friend."

"Mary likes the way she paints. You like the way you paint."

"Do that. Your mother is very understanding."

"What you mean is 'speak more quietly.'"

**A SMILE AND PAT OF UNDERSTANDING OFTEN HELPS  
MORE THAN WORDS**

## THE TEACHER OF PRESCHOOL CHILDREN EXPLORES HER NEIGHBORHOOD FOR

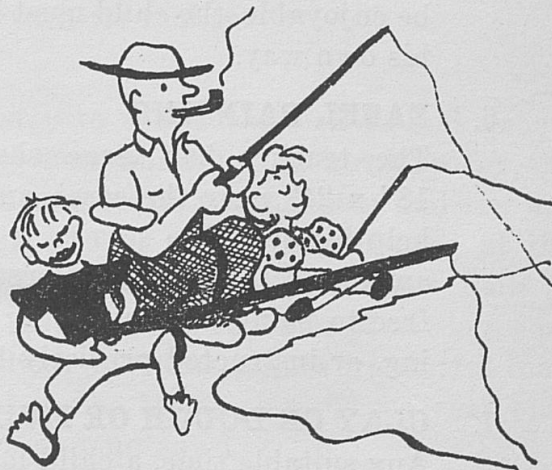
1. Places of interest to extend the children's learning. Places such as small stores, post office, fire station, library, railway station, duck pond, laundry, carpenter shop, new homes being built.

2. Places where animals live

Small dairy or chicken farm, horse farm

3. Workers of all kinds

Ditch diggers, telephone linemen, engineers, carpenters, nurses, etc. Such experiences help the children to understand the workers necessary in a good community.



## THE TEACHER OF PRESCHOOL CHILDREN ENCOURAGES FREEDOM IN

### 1. DISCUSSION

She gives opportunity every day for stories or news given by the children to their friends.

### 2. MUSIC

She encourages spontaneous singing which accompanies work and play. Her music period with instrument or victrola is an active one with free use of arms and legs. She permits jumping, rolling, tumbling, running, and encourages listening to the music, to hear what it tells to do.

### 3. CRAYON WORK

She expects the child to scribble or color the way it suits him so he will enjoy it more. She **does not use color books**, for she seeks to release a child's tensions, not increase them by insisting he color inside the pattern.

### 4. DOLL CORNER PLAY

Here is a real opportunity for pretending 'big', showing off with equals and reliving home life.

5. **FINGER PAINT**

Children love to smear this brightly colored messy mixture on large pieces of slick shelf paper. Here again, if it is to be enjoyable, the child must be free to make his own picture, his own way.

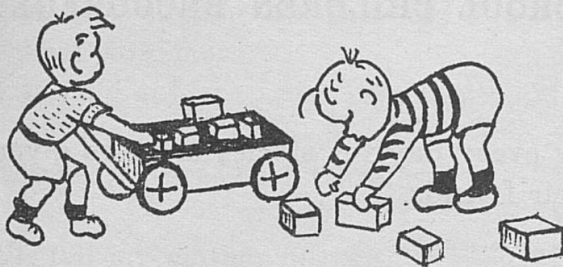
6. **EASEL PAINTING**

The teacher has large sheets of unprinted newspapers 18" x 24" near the easel, and low enough so the child can help himself. She sees to it that the paint jars have small amounts of **brightly colored** paint. She lets the child be free to paint, without being asked to tell what he is painting, or instructed precisely how to proceed.

7. **CLAY OR DOUGH OR MUD OUTDOORS**

Any suitable time, a child loves to push and pound and roll a plastic material. That is about all three and four year olds do with it. Five year old children fashion crude animals, people and objects.

8. **BLOCK BUILDING**



Blocks have an important place in a child's play. The child becomes a craftsman if he has some unit blocks with curves and pillars that he can use to dramatize his experiences. In the use of blocks, all the chil-

dren are drawn into a cooperative venture, recreating houses, boats, railways, bridges, farms, churches — nothing they have seen and experienced escapes them.

They live together actively learning the rules of community life—

- Keeping off each other's property
- Sharing the many available blocks
- Not destroying another's building
- Stepping carefully around another's yard
- Shipping by train and boat

Buying cows, chickens and milk from the farmer

Disputes arise over community lines, where the train track should be, etc.

The teacher is the court of appeals.

The thinking and emotions of each child is thoroughly stimulated.

The teacher sees a working community on the floor around her, that startles her with its reality.

#### 9. **WORKBENCH**

Five year olds often step to the workbench to make some needed decoration for their building, an airplane for the landing field, boat, caboose, etc. A real hammer and saw are used. Never more than two at a time are allowed at the bench. Four year olds are satisfied just to hammer nails in a piece of wood. They also love the rhythms of sawing, just to be sawing. The sawdust, of course, makes wonderful food for cows and chickens in the block play. Three year olds need wooden hammers and no saws.

#### **THE TEACHER OF PRESCHOOL CHILDREN KEEPS RECORDS**

Child registration questionnaire

Attendance records

Financial records

Spot records of each child's behavior for discussion with parents

Samples of paintings, clay modeling, woodworking for discussion with parents.

#### **THE TEACHER HAS THE RESPONSIBILITY FOR —**

Securing the best possible training for her job. This includes study of —

Child development

Basic psychology

Child psychology

Human relations

Family relations

Current trends in methods and materials

Health, growth and development of the preschool child

#### **THE TEACHER HELPS CHILDREN DEVELOP READINESS FOR LATER LEARNINGS**

Some parents and some teachers worry about the 'reading readiness' problem. The best preparation for learning to read is the kind of work and play and fun prescribed in this bulletin. Children who have had many opportunities to explore, talk together, go on

trips, play out their experiences, listen to stories, and enlarge their vocabularies are laying the foundation for learning to read.

Wordbooks and formal teaching of reading, writing and arithmetic are not suitable for this age child and may even be harmful, retarding elementary school progress.

Letters and numbers may be used in games, rhymes, music, block play signs.

If there be one, just one, who loves him and helps  
him and believes in him,  
Then he, too, can love and learn and believe.  
He is a newcomer here, and eager to learn.  
He needs to feel secure and at home.  
A child is a creation more wonderful than any work of art.  
(Adapted.)



## TEACHER-PARENT RELATIONSHIP

THE TEACHER-PARENT RELATIONSHIP is equally as important as the teacher-child relationship. The teacher is an indispensable link between child and home, and should carry on a consistent program of parent education, including observation, group meetings and individual conferences. Just as the child is reaching out to understand life, the parent is reaching out to understand the child. Parents are learning and growing, too, in their ability to handle their own problems. They need to be accepted, as are the children. The teacher expects help from the parents and they, in turn, expect help from her.

An occasional outside speaker is used at parent meetings, but mostly the parents enjoy discussion groups led by the teacher. Suggested subjects might be:

A book review (see paragraph in appendix for desirable books)

Why we do what we do at school

Discipline—what kind is best

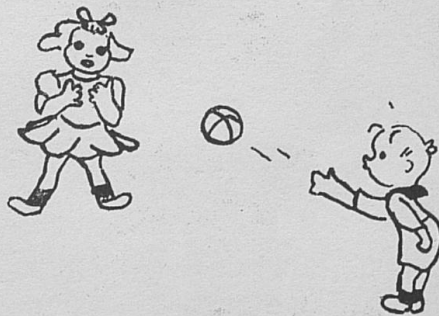
Behavior problems

Health of the preschooler

Habits—routine, conventional and emotional

Play—the child's business

Individual conferences are never to be shared in general conversation. They are professional interviews where the teacher listens more than she talks, where she encourages belief in the child and gives reassurance to the mother. When necessary she helps the parent face reality regarding problems of the child.





**"Our animal friend"**

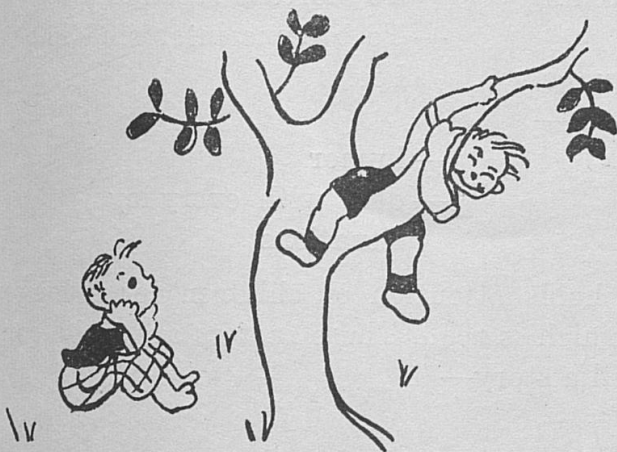


**"The baby bird's home"**

## SCIENCE — STORIES — MUSIC

### SCIENCE

The young child has a deep and widening curiosity about the world. He is interested in —



- the wonders of the world about him
- leaves, bugs,
- feathers, rocks
- rain, snow, clouds,
- shadows, reflections, wind, seed
- animals and how they live
- birds and how they live
- seed plants and

how they grow

- machines, cars, trucks and what makes them go

### TO HELP CHILD SATISFY HIS CURIOSITY

- Encourage him to explore
- Find pictures to find answers
- Find books to find answers
- Let him ask questions, discuss and help find answers when no one else knows

The following science experiences for little children may suggest other good ones to you —

- Playing in pile of dried autumn leaves
- Observing insects of all kinds
- Watching animals that swim—fish, duck, turtle
- Seeing wild animals at zoo, circus, park
- Noting domestic cow, horse, pig, sheep—structure, hoof, teeth
- Feeding various animals—how they eat—what kind of feet, etc.
- Watching smoke blow in different directions
- Enjoying rain and snow patterns
- Placing one plant in the light, another in a dark place. The one in the light is green, the other is pale.
- Placing a blotter on a full glass of water. Put seeds on the blotter. The roots will grow through the blotter.

- Examining seeds of trees, weeds, etc.
- Picking up things with magnets stimulates curiosity.

### STORIES

Stories offer many opportunities —

- To have happy listening times
- To hear good language
- To increase vocabulary
- To become interested in books

Select stories that have —

- action
- repetition
- simple plot
- humor
- deal with everyday situations

**A story that is told** holds attention of children for a longer period of time than one which is read. These factors are to be considered in preparing to tell a story—

- a story **you** like
- know names of all characters and what they say
- let children have opportunity to enjoy illustrations at time story is being told
- use natural tone of voice and pronounce words clearly
- pause before any change of idea or action
- refrain from questioning or moralizing about the facts after story has been told

### MUSIC

To make possible opportunities for children to grow in appreciation of music, the teacher will —

1. Have a music center in the room
2. Make available musical instruments that little children can feel and touch
3. Provide singing experience
4. Provide rhythmic experiences
5. Use rhythm instruments to keep time



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"The Doctor is our friend"

## HEALTH – NUTRITION

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

If he is hungry, or tired, or thirsty, or too hot, or 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, in addition to those listed under standards in Appendix.

Does he hear well?

Does he see well?

Each preschool center should

1. Employ teachers and attendants who have blood tests and chest x-rays, who understand the physical and emotional care of children.
2. Send immediate notice to parents of any communicable disease making rounds at school.
3. Provide adequate clean wash basins and toilets, height easily used by children.
4. In case of an accident —  
Telephone the home  
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 child out when he has running nose or eyes is coughing or sneezing

Whether he has allergies or not, keep him home if he has —

Sore throat	Swelling about neck	Running ears
Fever	Diarrhea	Attack of vomiting
When there are signs of —		
Listlessness	Headach	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**

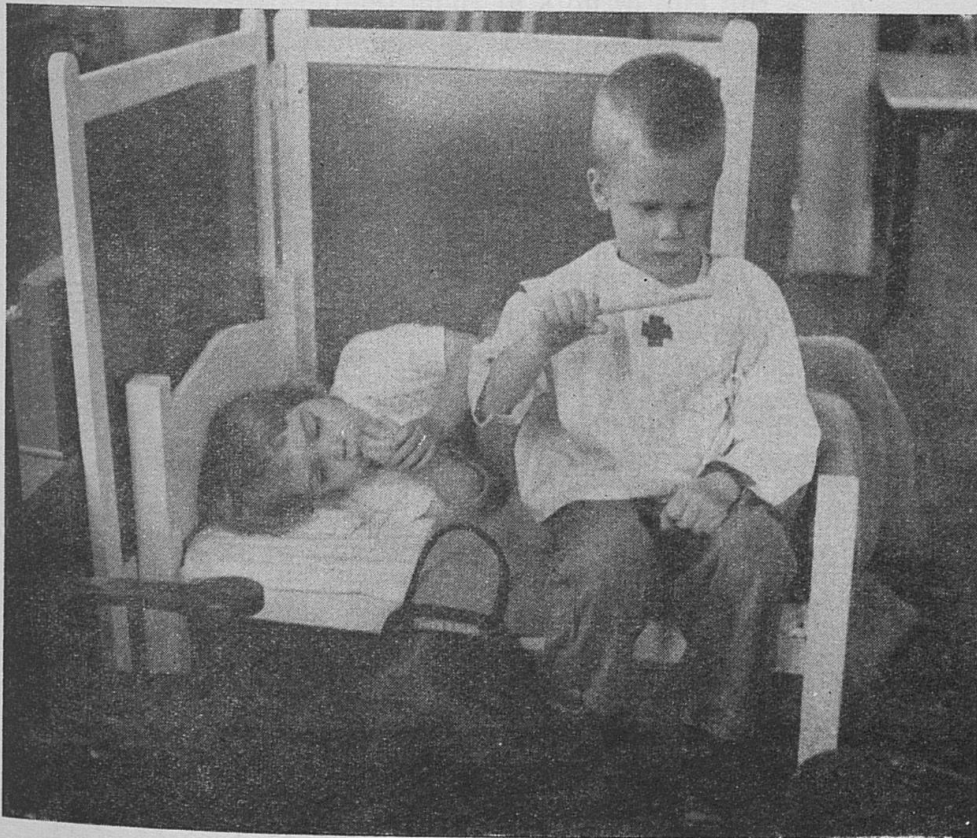
**DO:** Apply cold, wet cloths over nose and back of neck  
Lay child face down or on side

**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.



"You're better today"

## DAILY NUTRITIONAL NEEDS OF THE PRESCHOOL CHILD

(It is assumed the child will arrive at school having had a good breakfast.)

1. A drink of water in the morning
2. Three or four ounces of orange or tomato juice in mid-morning, or milk with graham cracker, if breakfast included sufficient Vitamin C foods.
3. Two or three teaspoons of cod liver oil, or suitable multiple-vitamin preparation in cloudy, winter weather, best given at end of meal.
4. A good meal will include:
  - a. baked or mashed potato
  - b. cooked, chopped or mashed vegetables, rich in minerals and vitamins, such as carrots, spinach, peas
  - c. one egg, liver which may be steamed and put through a food chopper, creamed or made into a loaf fish, or a little chopped lean beef, chicken
  - d. a full cup of milk at room temperature
  - e. a small amount of fresh, uncooked vegetables such as carrots, lettuce, or a raw apple. These may be chopped and served as a sandwich filling.
5. The evening meal should consist of cereal, milk, stewed fruit

Cooperation between school and home in planning the small child's diet is important. A pattern for his meals helps the child to learn which foods are served together and he forms good eating habits as a result.

Precautions as implied above include:

1. Guard against too much fat
2. Guard against too much roughage
3. Guard against soft breads
4. Serve milk and bread at same time as rest of meal or at close of meal, so these foods are not eaten to the exclusion of others
5. Desserts when included should consist of puddings, stewed fruit
6. Extra sugars and jellies should be avoided

The preschool

1. reasonable
2. attractive food
3. amounts can come (approximated tables)
4. second of standard
5. a happy eating
6. to have shown the procedure
7. to hear "thank you" appropriately
8. equipment his maturity
9. an under to eat when needed example handling
10. comfortable table height
11. to be allowed food served planned



## NUTRITION, EATING SITUATIONS AND THE PRESCHOOL CHILD

The preschool child **needs**:

1. reasonable variety in food
2. attractive, well prepared food
3. amounts of food which he can comfortably consume (approximately one rounded tablespoon)
4. second and third servings of standard foods, if desired
5. a happy atmosphere when eating
6. to have explained and be shown the accepted eating procedure in school situation
7. to hear "please" and "thank you" used appropriately by teacher
8. equipment he can handle at his maturity level
9. an understanding teacher to eat with him, help him when necessary, set a good example for his way of handling food and equipment
10. comfortable chairs at right table height
11. to be allowed to help with food serving tasks and planned within his ability

His eating situation should **not** include:

1. stereotyped menus
2. adult-size portions of food
3. extremes of hot or cold food
4. extremes of highly-flavored food
5. many unfamiliar foods at one meal
6. seconds of desserts
7. stress about manner of eating
8. scolding about his language
9. discussion of food likes and dislikes
10. dunking
11. drinking from dessert dishes
12. licking plates
13. pressure about amounts of food eaten

## WHEN IS A CHILD READY FOR FIRST GRADE?

### EMOTIONAL GROWTH

- Is the child learning to express his emotions in an acceptable manner?
- Does the child adjust to strange places and people?
- Does he pretend to read and write?
- Does he try to solve his own problems or immediately seek help?
- Is he interested and receptive to new ideas and experiences?
- Will he try new tasks readily?
- Is he responsible in executing small duties?
- Does he enter group play voluntarily and play with minimum difficulty?
- Is he able to share adult attention with others his age?
- Does he accept authority easily?
- Does he prefer children to adults?
- Is he usually happy and cheerful?
- Does he leave his parents willingly to come to school?

### PHYSICAL GROWTH

- Can the child distinguish sounds, loud and soft, high and low, rhyming words?
- Is he reasonably healthy? Sees well? Hears well?
- Is he able to dress, undress and attend to his toilet independently?
- Can he throw a ball, skip, run and jump, handle crayon, scissors, etc.?

### INTELLECTUAL GROWTH

- Has the child developed a longer attention span each year?
- Does the child have the ability to complete a task suitable to his age?
- Can the child carry out simple directions?
- Can the child group related objects such as foods, animals, clothing?
- Does the child interpret pictures?
- Does he ask questions about letters, numbers, words?
- Does he express himself with an increasing use of words?
- Does he know his full name, parent's name, address?

**APPENDIX**



"Let's ride in the wagon"



"Let's play"

## Games

### LITTLE CHILDREN LOSE INTEREST IN ORGANIZED GAMES.

Here are some simple ones that always seem to interest them:

Teacher: "Riddledy, riddledy, ree,  
I see something you don't see — and its  
Children all guess. First one correct gets to say: { blue  
"Riddledy, riddledy, ree, { green."  
I see something you don't see." { red  
They all guess again.

**ROCK SCHOOL** can be played on steps, children seated on middle step. Teacher uses pebble or other small object, shows it to children first in one hand, then the other, then puts hands behind her. Child who guesses hand correctly moves up a step. Child who misses moves down a step.

### WHO'S GONE

Children are seated on floor or chairs in circle. One child hides his eyes. Another is chosen to leave group. The child hiding his eyes tries to guess who is gone. (Hints are given if needed. "He had on a green shirt." etc.)

### SKIP IN AND OUT THE WINDOWS

Girls form circle while teacher plays or sings:

"Skip round and round the village  
As fast as you can go." Repeat.

As circle is formed, boys:

"Skip in and out the windows,  
Skip in and out the windows,  
Skip in and out the windows,  
As fast as you can go."

Teacher:

"Now choose yourself a partner,  
Choose yourself a partner,  
Choose yourself a partner,  
And curtsy very low.  
Now skip away to London,  
Skip away to London,  
Skip away to London,  
As fast as you can go."

## Finger Plays

A few suggested finger plays—(You can make up more and better ones)

1. "Here are the beehives;                   (doubled fists are the hives,  
      where are the bees?                   fingers are the bees)  
They're down inside where nobody sees;  
Soon they'll come buzzing out,  
One, two, three, four, five, bzzzzz.

Here are the beehives, but there are the bees,  
They're all flying 'round where everyone sees,  
Soon they'll come buzzing back to the hive,  
One, two, three, four, five, bzzzzz."

2. "Open, shut them,                   (Open and close fist—both hands)  
Open, shut them,  
Give a little clap,  
Open, shut them,  
Open, shut them,  
Lay them in your lap."

3. "Two little hands so soft and white,  
This is the left and this is the right,  
Five little fingers you see on each,  
To hold a plum or a great big peach,  
And when I get as big as you,  
Lots of things will these little hands do."

4. "Here's a ball for baby,           (matching fingers on both hands  
Big and soft and round;           together forming ball)  
Here's the baby's hammer,       (fist)  
See how he can pound.           (one fist pounds the other)  
Here's the big umbrella       (pointer finger of one hand makes  
To keep the baby dry           umbrella handle, supporting ex-  
Here's the baby's cradle,       tending palm of other hand)  
Rock a baby bye."               (hands cupped together, little  
  fingers parallel)

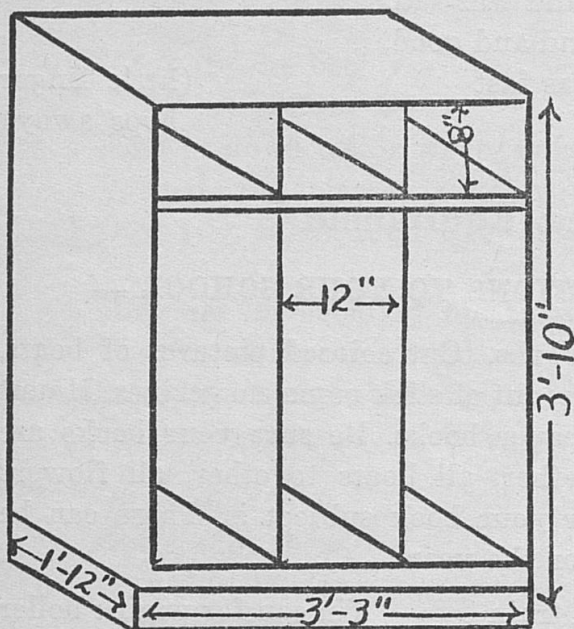
5. "Here is a train, going choo, choo, choo (right fist)  
It runs on a track saying choo, choo (fist runs up left arm)  
Toot, toot, it says, and then runs back."

6. "This little froggie broke his toe—  
 This little froggie cried "Oh, oh, oh." (with much expression)  
 This little froggie laughed and was glad,  
 This little froggie cried and was sad.  
 But this little froggie, kind and good,  
 Hopped after the doctor as fast (little finger  
 as he could." hops away)

## Suggested Equipment

### SOME INEXPENSIVE ADDITIONS TO YOUR SCHOOL —

1. Home made picture books. Cut colored pictures of boats, airplanes, trains, autos, out of slick paper magazines. Mount on heavy wrapping paper books. Be sure your books are units—all trains together, all boats together, all flowers together, or whatever your book subject is. These can be shellacked and last for the year.
2. Home made cigar box train      Tin can for engine boiler
3. Nested cans, gaily painted
4. Finger paint—powdered show card paint stirred in wall-paper paste
5. Natural things found in the country—gourds for rattles, buckeyes for coal on trains, leaves for salad dishes in play outdoors, catalpa seedpods for knives and forks in play outdoors.
6. Old auto tire for swing
7. Steady old table, repainted, with long board for slide
8. Old farm wagon, repainted, is always a favorite
9. Small tins pans for rhythm cymbals, sandpaper on hand sized blocks of wood for keeping time to music
10. Drums from oatmeal boxes, rattles made with beans in coffee cans
11. Smooth oak barrels, with one or both ends open, make play more fun outdoors.
12. Colored wallpaper cleaner is fun to use as clay.
13. Cheesecloth, dyed lovely colors, makes wonderful scarves for rhythmic play.

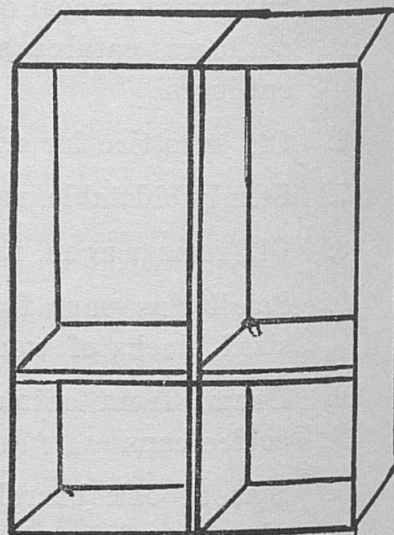


Locker units for wraps  
 These lockers may be built  
 in units. If rollers are  
 used, they can be moved  
 around.

Coat hooks need to be attached by screws inside these lockers.  
 Child's name should be on each locker. One method is to print name  
 on  $\frac{1}{2}$ " adhesive tape with crayon.

### Locker Units

Two apple boxes standing upright on  
 top of orange crate may serve as  
 lockers.

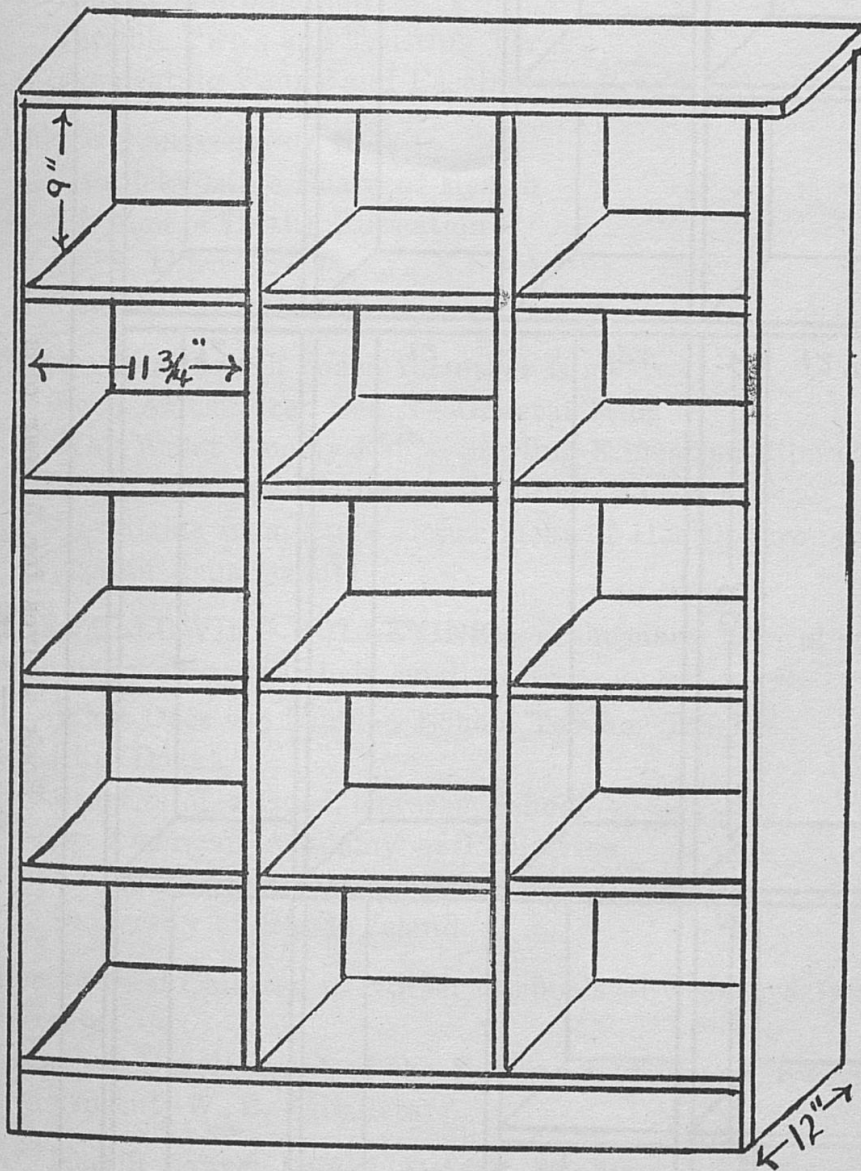




Individual shelving for 12 children

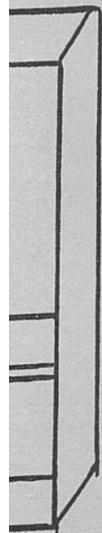
Scale: 1 in. = 1 ft.

Lumber:  $\frac{3}{4}$ " thick

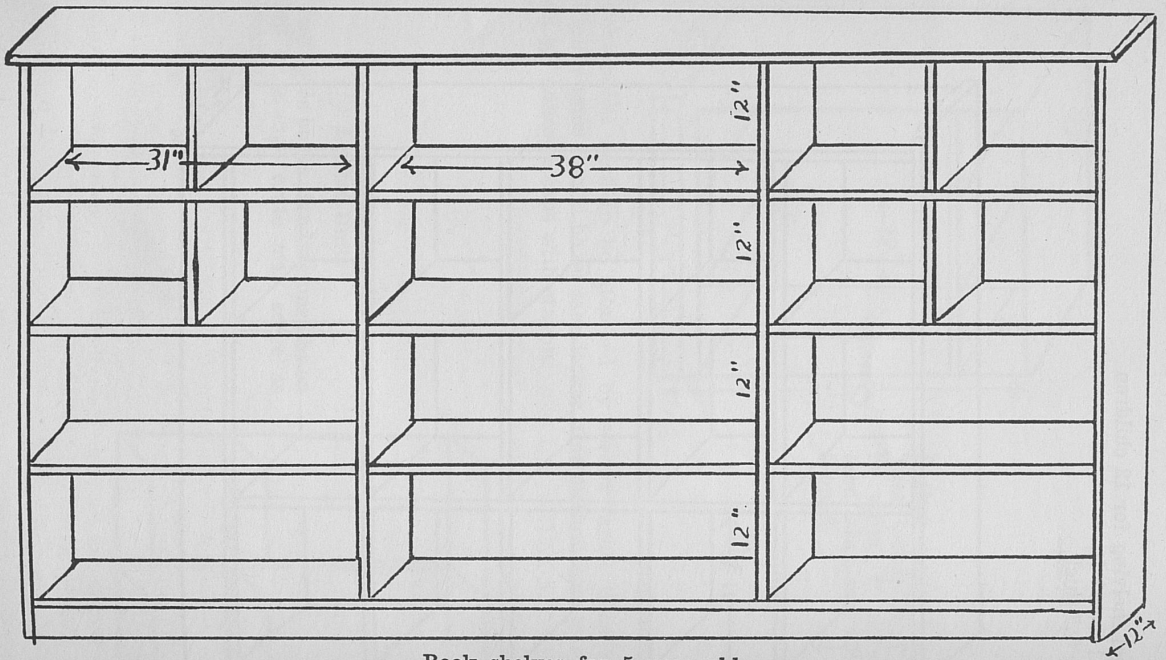


wraps  
be built  
ers are  
e moved

lockers.  
nt name



420



Book shelves for 5 year olds  
 $\frac{3}{4}$ " = 1 ft.  
Lumber:  $\frac{3}{4}$  inch thick

## BIBLIOGRAPHY

**THE FOLLOWING FILMS** are available for loan to responsible groups working with parents and children:

Meeting Emotional Needs of Children  
Children's Emotions  
Human Reproduction  
Terrible Two's and Trusting Three's  
Frustrating Four's and Fascinating Five's

Address your requests to—

Kentucky State Board of Health  
Division of Health Education  
620 S. Third Street  
Louisville, Kentucky

Contact local health board for other films.

Food As Children See It—General Mills  
Why Won't Tommy Eat?—Sterling Education Film Co.  
For Health and Happiness—United World Films  
(Available from State Department of Health through local health department)

**THE FOLLOWING BULLETINS** contain many helpful suggestions and are well worth their small cost:

What Does the Nursery School Teacher Teach?—  
Eliz. Doaks  
Benefits of a Good Nursery School—  
By American Academy of Pediatrics  
National Assn. Nursery Education—  
University of Rhode Island

How to Feed Children in Nursery Schools—Sweeney & Breckinridge

Growth & Development of the Young Child—Rand, Sweeney & Vincent, W. B. Saunders

**Merrill Palmer School, Detroit, Mich.**

Special Problems of Children, 2 to 5 years—Nina Ridenour

**National Assn. for Mental Health, 1790 Broadway, New  
New 19, N. Y.**

Play of Four Year Olds—Jessie Stanton

Nursery School The Beginning of Education—Barbara Biber

Book shelves for 5 year olds  
3/4" = 1 ft.  
Lumber: 3/4 inch thick

**Bank Street Publications, 69 Bank St., New York 14, N. Y.**  
Practical Guide Food Service—By Edna Mohr

**McCormick Foundation, Chicago, Ill.**

Nursery School Portfolio

More and Better Schools for Children Under Six

**Assn. for Childhood Education International, 1200 Fifteenth  
St., N. W. Washington 25, D. C.**

Your Child From One to Six

**Children's Bureau, Washington 25, D. C. 20c**

**THE FOLLOWING STORY BOOKS** are loved by child and teacher—

The Two Bobbies, Dorothy Baruch—

Grosset & Dunlap, N. Y.

Here and Now Stories—Lucy Sprague Mitchell —

Dutton & Co., N. Y.

Another Here and Now Stories—Lucy Sprague Mitchell—

Dodd, Mead & Co., N. Y.

The Golden Flute—Hubbard & Babbitt

(poetry for young children)

Little Golden Books—at any drug store

The Wonder Books—at any drug store

Stories To Begin On—Rhoda Bacmeister

**THE FOLLOWING MUSIC BOOKS** are suitable for preschool use—

The Sing and Play Book—Ethel Cronnshield,

Boston, Mass.

Singing Time—Satis Coleman, John Day Co., N. Y.

Another Singing Time—Satis Coleman, John Day Co., N. Y.

Martin & Judy Songs—Edith L. Thomas, Beacon Press,

Boston

Songs To Grow On—Beatrice Laudeck, E. B. Marks Music

Co., N. Y.

**RECORDS**—These companies will send you interesting folders about children's records:

Children's Record Guild, 27 Thompson St., New York 13,  
N. Y.

Young People's Records, Inc., 920 Broadway, New York 10,  
N. Y.

Graystone Corporation, 100 Sixth Ave., New York 13, N. Y.  
Records for Creative Play

## BOOKS PARENTS AND TEACHERS WILL ENJOY

- Better Ways In Discipline—Dorothy Baruch—  
Whittlesey House—New York
- The Education of Children—Alfred Adler—Greensburg—  
New York
- The Substance of Mental Health—Dr. Geo. Preston—  
Farrar & Rinehart, Inc.—New York
- How To Help Your Child In School—Mary & Lawrence  
Frank—Viking Press—New York
- Effective Home and School Relations—James L. Hymes—  
Prentice Hall, Inc., New York, N. Y.

## Suggested Entrance Questionnaire

Name of father :

Name of mother :

Home address and telephone number :

Business address and telephone number :

Name of child :                      Nickname :                      Birthday :

Child's name for father :                      Child's name for mother :

Name and ages of brothers and sisters :

Name of other adults in family who take charge of child :

Who is responsible for control of child ?

How many others assist in supervision ?

Describe any difficulties on reverse page

### Experiences

Has the child had any previous type of school experience ?

What is his adjustment to groups of children ?

Where has he spent the summer (home, seashore, mountains) ?

What is the child most interested in doing ?

Indoors

Outdoors

Is child accustomed to playing alone or with other children ?

(Ages of children)

Is he accustomed to dress and undress himself ?

Does he rest or sleep in middle of day ?

### Health

Name of family physician :                      Telephone number :

Has child been under doctor's care the past year ?

Is he taking medicine at present ?

Has child any diet requirement ?

What contagious diseases has he had ?

Has child had smallpox vaccination?

Whooping Cough serum

Polio Shots?

Diphtheria immunization?

Anti-Tetanus?

**Elimination**

What is child's terminology for bowel movement and urination?

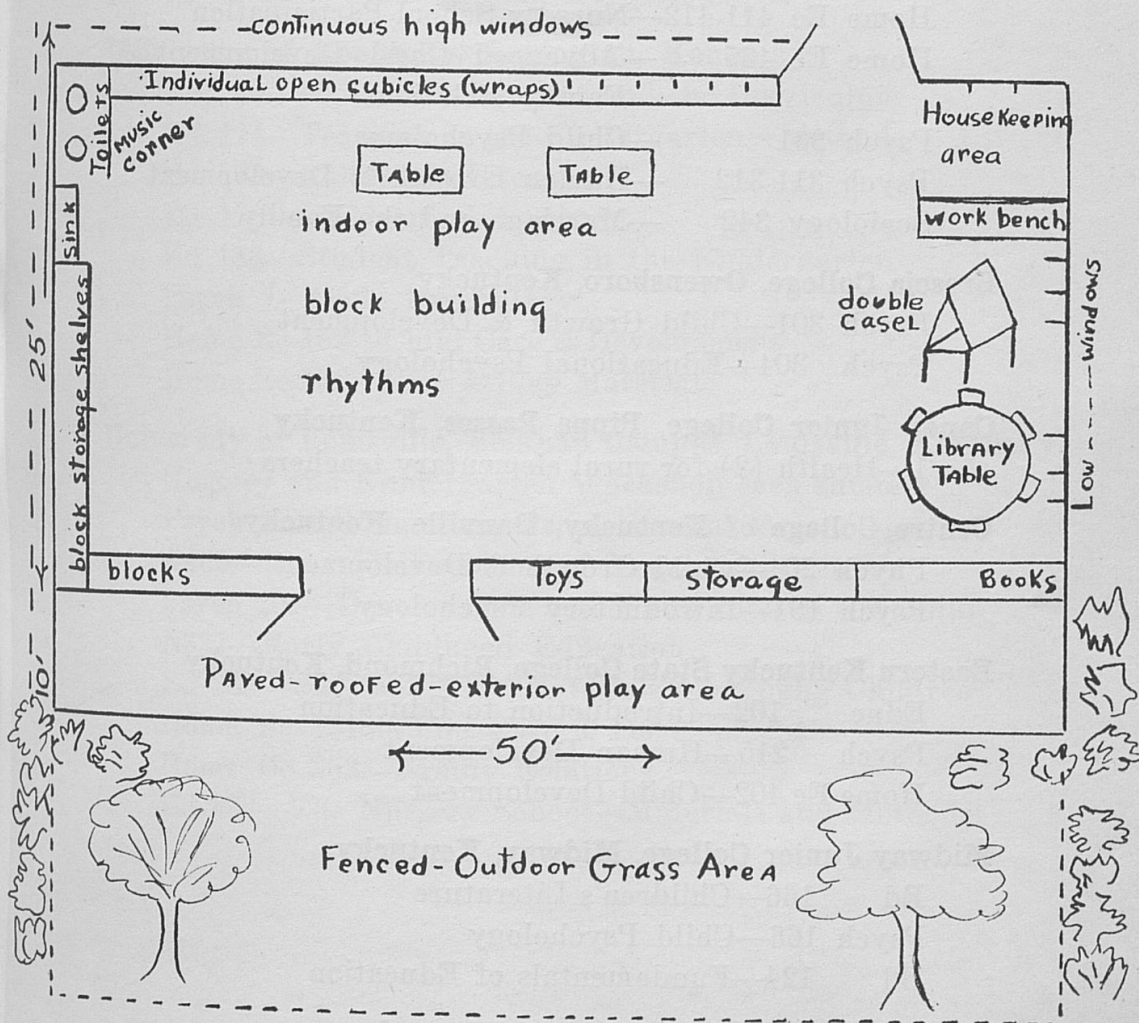
At what hour is daily bowel movement? Is there any bed wetting?

Nailbiting?



nation?  
l wetting?

## Suggested Plan for Preschool Playroom



## Training Courses Available in Kentucky

THE FOLLOWING KENTUCKY COLLEGES OFFER COURSES that should interest teachers and parents of preschool children—

### **Ashland Junior College, Ashland, Kentucky**

Psych 131—General Psychology

Educ 211—Child Growth & Development

### **Berea College, Berea, Kentucky**

Home Ec 331 —Child Development

Home Ec 411-412—Nursery School Participation

Home Ec 435 —Advanced Child Development &  
Family Relations

Psych 331 —Child Psychology

Psych 311-312 —Human Growth & Development

Sociology 342 —Marriage and the Family

### **Brescia College, Owensboro, Kentucky**

Psych 301—Child Growth & Development

Psych 304—Educational Psychology

### **Caney Junior College, Pippa Passes, Kentucky**

1—Health (2) for rural elementary teachers

### **Centre College of Kentucky, Danville, Kentucky**

Psych 204—Child Growth & Development

Psych 101—Introductory Psychology

### **Eastern Kentucky State College, Richmond, Kentucky**

Educ 102—Introduction to Education

Psych 215—Human Development

Home Ec 402—Child Development

### **Midway Junior College, Midway, Kentucky**

Ed 166—Children's Literature

Psych 166—Child Psychology

Ed 124—Fundamentals of Education

### **Murray State College, Murray, Kentucky**

Educ 127—Child Growth & Development

Educ 227—Child Psychology

Home Ec 219—Child Growth & Development

### **Nazareth College, Louisville 3, Kentucky**

Human Growth & Development



**Nazareth Junior College, Nazareth, Kentucky**

Human Growth & Development

**Sue Bennett College, London, Kentucky**

Ed 121A—Human Growth & Development

English 106A—Children's Literature

**Transylvania College, Lexington, Kentucky**

Ed 231—Educational Psychology

**Union College, Barbourville, Kentucky**

Psych 251—Child Growth & Development

**University of Kentucky, Lexington, Kentucky**

Ed 44—Child Development and the Curriculum

Ed 174—Teaching in the Kindergarten—Methods

Ed 173—Children's Literature

Ed 173—Children's Literature

Ed 133—Student Teaching in the Kindergarten

Psych 7—Child Psychology

Home Ec 152—Child Care & Development

Home Ec 156—Play & Play Materials

**University of Louisville, Belknap Campus, Louisville, Kentucky**

Nursery and Kindergarten Workshop each summer

Psych 201—Fundamentals of General Psychology

A465—Behavior Problems of Young Children

Psych 201—Development and Maturation of the Child

A331—Early Childhood Education

Ed 333—Play and Play Materials for Young Children

Home Ec 351—Child Care & Development

Home Ec 352—Family Relations

Ed 332—The Nursery School—Materials and Methods

## Kentucky Law

### CONDUCT OF SCHOOLS

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

(1) "Center" means any child care center, private day nursery, nursery school, boarding school, kindergarten or other like establishment which cares for not less than five children, between the ages of two and six years, in return for tuition, fees or other forms of compensation; provided that "center" shall not include any school or college now operating a center authorized by law, any children's home, orphan asylum, children's aid society, public agency operated by a city or county, school district operating a center, or any other organization incorporated and regulated under the laws of the state;

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

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

(4) "Day" means any twenty-four hour period from twelve o'clock midnight through eleven fifty-nine p.m.

(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 centers to comply with the provisions of KRS 158.300 to 158.350; no such permits shall be issued for a period exceeding three years time from the date of issuance, and shall be subject to such rules and regulations providing for inspection, compliance, suspension or cancellation thereof as the superintendent may prescribe as a condition to the issuance thereof.

#### **PERMIT; REQUIREMENTS:**

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

(2) Each center 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 center, its owners, operators, instructors, assistants and personnel engaged in the operation of the center;

(b) Certificates from the local county health officer, fire marshal or, in his absence, the chief of the fire department, building inspector 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) If a permit is not issued within three months from the date of application the applying center shall cease to operate. No center shall be established, or operate, after the effective date of KRS 158.300 to 158.350 except as herein provided.

(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, excepting provisional permits, 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 permits, and renewals thereof, shall expire one year from their effective date. Each center shall post its permit in a conspicuous place. No change in address may be effected by any center 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 establish centers not meeting the requirements of KRS 158.300 to 158.350, and may revoke the permit of any center failing to meet such requirements within a reasonable period of time.

#### **CENTERS, INSPECTION OF, RECORDS TO BE KEPT; REPORTS TO BE MADE:**

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

#### **BOARD OF EDUCATION TO MAKE RULES AND REGULATIONS:**

The State Board of Education shall promulgate reasonable rules and regulations, not inconsistent herewith, to properly administer the provisions of KRS 158.300 to 158.350.

**FEES TO BE PAID INTO STATE TREASURY, CREDITED TO SPECIAL FUND:**

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

**ADVISORY COMMITTEE, APPOINTMENT OF; DUTIES:**

There shall be an advisory committee, consisting of five members appointed by the superintendent, to advise and consult with the superintendent in the development of rules and regulations, and the ensuring of compliance with the provisions of KRS 158.300 to 158.350.

# Department of Education

## DIVISION OF INSTRUCTIONAL SERVICES

SBE — 73

### REGULATIONS FOR PRE-SCHOOL CHILD CARE CENTERS

Adopted in accordance with the provisions of Sections 158-300(1)  
158-310(2) 158-320(3) 158-330(4) 158-340(5) 158-350(6)  
Kentucky Revised Statutes

#### I. ISSUANCE OF PERMITS

Permits shall be of two kinds, regular and provisional

1. A regular permit will be issued when the Center has met all requirements provided for by the regulations of the State Board of Education and the law.
2. A provisional permit will be issued when the Center 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.

A regular or a 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 Center holding a provisional permit fails to meet the requirements for a regular permit within a three-year period, a new one may not be issued.

#### II. 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 shall 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, cooks, and janitors, shall indicate patience, love, and understanding of young children. They shall be neat and clean in personal appearance. Cooks and/or food handlers shall have a general knowledge of food preparation and sanitation and meet the requirements for food handling and sanitation established by the State Board of Health.

2. **Health Qualifications**

All adult personnel shall file annually, at the Center, 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 Center is maintained in a private residence. These records shall be open for inspection at all times.

3. **Educational Qualifications of Instructional Staff**

(1) **Regular Permit**

(a) At least one member of the instructional staff shall have a minimum of 12 college hours in related fields such as Child Development, Methods Course in Pre-School Teaching, Children's Literature, English, General Science, Music, Plays and Games, Arts and Crafts.

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

(2) **Provisional Permit**

(a) One or more instructional staff members shall have a diploma from an accredited high school.

(b) One or more instructional staff members shall have had experience in handling children's groups.

(3) **Exception**

All Child Care Centers in operation during the year 1955-56 or Play Centers which do not qualify for permits under sections (1) and (2) above may be issued a provisional permit at the discretion of the State Superintendent of Public Instruction if all other regulations are met.

### Statement of Future Policy

These standards shall be revised as progress is made toward improved services for pre-school children. A Bachelor's Degree from a recognized college or university with major in pre-school education represents a more desirable educational qualification.

#### 4. Child — Instructional Staff Ratio

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 2	8 children	1 adult
	9-12 children	1 adult and 1 assistant
Age 3	10 children	1 adult
	11-15 children	1 adult and 1 assistant
Age 4	15 children	1 adult
	16-25 children	1 adult and 1 assistant
Age 5	20 children	1 adult
	21-35 children	1 adult and 1 assistant

#### III. TRANSPORTATION

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

#### IV. PROGRAM

The pre-school 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:

- (1) Social living
- (2) Physical development
- (3) Emotional growth and stability
- (4) Literature, language, science, music, and art
- (5) Creative activities

A good preschool 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.

#### V. HOUSING

No center shall be operated above the second story. Basement quarters shall be permitted only after authorization of the State Board of Education.

There shall be at least thirty square feet of space, per child enrolled, for sleeping, eating, and play.

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.

Where children must have naps, a sleeping space of at least 15 square feet per child enrolled shall be provided.

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.

There shall be cloak room facilities with hooks or a bar at a height to allow children to hang their wraps independently. All stairs shall have good hand rails at the right height for the age children who will use them. Second floor stairs in Centers used by two, three, and four year olds shall be guarded by gates which are kept closed when stairways are not in use.

There shall be open shelving in the play rooms 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.

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

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

#### VI. HEALTH AND SANITATION

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

There shall be an adequate supply of warm water.

A drinking fountain or water from individually dispensed



paper cups shall be made easily accessible to classroom, playroom or yard.

Artificial lighting shall be adequate for even the darkest day.

Centers which care for children all day shall have a kitchen in a separate room, equipped with stove, sink, refrigerator, and work table or counter.

Refrigeration shall be provided where children are served milk or juice as mid-morning or mid-afternoon refreshment. There shall be an adequate supply of first-aid materials kept beyond the reach of children.

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

Sanitation shall meet the regulations established by the State Health Department.

A certificate or statement of approval from the State Health Department shall be kept on file at the school.

## VII. SAFETY

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

Electric wiring shall be passed by a building inspector and/or the Fire Marshal.

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

Every Center shall be equipped with adequate fire extinguishers with a separate CO<sub>2</sub> extinguisher or its equivalent for each kitchen maintained.

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

All gas heaters shall be vented.

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

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

## VIII. GROUNDS

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

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

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

#### IX. EQUIPMENT AND SUPPLIES

All furniture shall be child size, sturdy and washable.

There shall be at least one chair per child enrolled and sufficient tables to seat comfortably all the children enrolled.

In Centers where full-day care is provided, there shall be one cot per child with a sheet or towel required.

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

A piano and/or a record player are recommended for each Center.

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.

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

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

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

Some type of easel is important to all children in the two to five age range.

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.

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boards or  
heel toys

### INFORMATIONAL SURVEY

Has this booklet been helpful to you? .....

List any other helps The State Department of Education  
can send you .....

Would you be interested in helping with a workshop on preschool  
education in your section of the state? .....

Signed .....

Name of School .....

Address .....

Please contact Mrs. Va. Ruth Chapman, Supervisor  
State Department of Education  
Frankfort, Kentucky

