

A SURVEY OF SELECTED PROGRAMS IN EARLY
CHILDHOOD EDUCATION AND A TEACHING
GUIDE FOR ADAPTATION TO
PAKISTANI PROGRAMS

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To My

Dear Parents, Brother, and Sisters

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CHAPTER I

INTRODUCTION

The purpose of this investigation is to review the literature concerning early childhood education and to adapt the identified principles and practices to the development of objectives for Pakistan programs and a teaching guide to be used in Family Relationships and Child Development courses in the College of Home Economics at Dacca, East Pakistan.

Importance of the Study

Children all over the world are much the same. Therefore, the significances of early childhood education on children is universal for all the children in the world, and no doubt this is also true for Pakistani children.

In addition to other changes in Pakistan, more importance has been given to education. According to the Education Commission of Pakistan (16):

Education is not merely desirable, but absolutely necessary to the security, stability, and prosperity of the nation, that everyone should be literate and that as many persons as possible should have the opportunity of advanced education.
(p. 7)

So much importance has been placed on education because of the fact that there is a strong relationship between education and the character formation of the nation.

The significance of education in Pakistan on the character formation of the nation has been emphasized by the Commission on National Education. According to the Commission (21):

The basic element in the personality of the individual is his character in the broad sense; i.e., truthfulness, honesty, and integrity, sense of duty, sincerity of purpose, justice and fair play, disciplined behavior, and above all fellow-feeling and the spirit of service above self. The upbringing and education of a child should aim at developing these traits in him. So that thinking and acting according to these percepts may become spontaneous and natural to him. (p. 230)

However, it is true that in Pakistan there has not been great emphasis placed on early childhood education. It is a matter of concern that the educators and the parents of Pakistan have not become aware of the significance of early childhood education, and that is one reason why the number of early childhood education programs is limited. In Pakistan, there has not been any study to determine the extent of early childhood education programs and the way they are being operated by the adults. Actually there are very few centers, and these are for the most part in large cities and for upper middle class children. From this, the writer's own experience while working in a children's center in East Pakistan, it appeared that more attention could be given to identify the main objectives of establishing more effective programs. Principles, goals, and practices of this level of education need to be clarified. Though the government of the country has much to do in this respect, still the adults and the teachers need to recognize the importance of experiences in these programs on the children's lives -- who are the future hope of the country.

The teachers should be able to help the children develop in all aspects as much as possible. It is also essential for Pakistani

educators and even the parents to recognize the importance of providing rich experiences for the children through more early childhood education programs.

The purpose of this writer's education is to understand early childhood education in order to be able to encourage and help initiate effective programs for children in Pakistan and to help parents and teachers become informed as much as possible. In order to accomplish the objective, the writer studied the principles and practices that are followed by the well-organized early childhood education programs so that they may be available to the educators in Pakistan who can adapt appropriate practices to their own programs according to their culture, customs, and community.

Purposes of the Study

Specifically, the purposes of this study are as follows:

1. To discover through reviewing literature and observing in laboratories in the United States, basic principles, goals, and practices of administering an early childhood education program.
2. To develop a study guide in early childhood education which can be adapted for students in the College of Home Economics in Dacca, East Pakistan.

The remainder of this thesis will be organized to achieve the stated purposes.

CHAPTER II

PROCEDURE

As stated before, the writer's primary purpose in this study is to develop a teaching guide concerning early childhood education which can be adapted for students in family relationships and child development courses based on the principles and practices used in established early childhood education programs.

With this purpose in mind, the author reviewed the literature and all other available sources to identify the philosophies, principles, and practices in early childhood education programs.

The reason for studying the Western literature was to have a basis for developing a teaching guide for home economics students in Pakistan. The writer feels that the philosophies, principles, and practices used in established programs in early childhood education programs are adaptable to education in the Pakistan culture. Children all over the world are the same in that they will develop in all aspects if the right condition and proper guidance are provided for them regardless of the culture.

The writer felt a presentation of early childhood education in Pakistan as it is today would be helpful to the reader. The purpose behind this would be to provide a basis to evaluate the Pakistani programs so that it could become evident in what respects the Pakistani programs need change. The writer reviewed available publications which

in what respects the Pakistani programs need change. The writer reviewed available publications which dealt with problems of early childhood education in Pakistan. The only reference pertaining to education of young children available was Growing Up in Pakistan by Smittar and Dar (61) and a few articles that had been published in some Pakistani magazines. From these sources and from the author's own experiences while working in a children's center in Pakistan, the author presented a brief description of early childhood education in Pakistan. The description will be found in Chapter III.

In order to determine the applicability of the practices and principles concerning early childhood education programs to Pakistani programs, the writer studied the literature concerning characteristic needs of children in general which indicated that the needs of children are basically the same all over the world. Only culture and custom bring differences, and this problem could be overcome by modifying established programs to suit the Pakistani culture. A review of selected programs are presented in Chapter IV.

Finally, the author developed a teaching guide based on the findings from a review of philosophy, principles and practices established early childhood education programs. This guide is developed specifically for classes in the College of Home Economics at Dacca, Pakistan, and is presented in Chapter V.

In summary, the following steps were followed to achieve the purposes of this study:

1. A review of the literature concerning Pakistani programs in early childhood education.

2. A review of the literature to identify the philosophies, principles, and practices in early childhood education programs.

3. Scheduled observations and student teaching by the writer to provide first hand experiences with children in a university program.

4. Recommendation for adaptation of objectives and a guide for the study of early childhood education in a program in Pakistan.

CHAPTER III

CHILDHOOD EDUCATION IN PAKISTAN

The Government of Pakistan has continually emphasized the importance of education for the overall development of the country. The Commission on National Education has considered education to be a service vital to the building of the wealth and the unity of the nation. For this reason, effective measures are being adapted by the government to accelerate the pace of educational development throughout the country. The government's drive to eradicate illiteracy and to raise the standard of education is continually increasing. The marked increase in the number of educational institutions is a result of the concentrated efforts to provide greater facilities for education. The chief objectives of the educational policy in Pakistan is to increase emphasis on education at all levels and to consolidate the expansion of educational facilities and improvements of the curriculum and teaching methods in the schools, colleges, and universities.

Though the National Education Commission has stressed the importance of well-balanced and integrated development of education at all levels, practically no special attention has been focused on early childhood education in Pakistan.

According to the 1961 census (16), overall advancement in literacy and in elementary forms of education is negligible. The reasons behind

this are threefold:

1. There are not enough schools in relation to the number of children.

2. There is much economic insecurity. Most of the families, particularly in rural areas, are not capable of bearing the school expenditure of the children.

3. There is a lack of qualified personnel.

Since little attention has been given to early childhood education there are very few programs for children in Pakistan, and most of these that do exist are private. Many private schools are run by the Christian missionaries, and most of them are restricted to the children of upper and middle classes because of the cost. In most primary schools, emphasis is upon the school subjects. As Smittar and Dar (61) stated:

Heavy demands are made on children. At five most children who can attend school are expected to learn reading, writing, and numbers. From five onwards children must take an examination each year and are promoted to the next class on the basis of academic achievement. (p. 95)

It was further stated that many children at age five are not ready to meet these academic requirements of school but every child is forced to try to learn as quickly as others of his age.

Many teachers have little training, and even those who have received certificates for teaching have had little help in understanding the psychological needs and problems of children. Many of the teachers understand little about the individual differences of the children, so few attempts are made to use different methods of teaching which will fit the children of varying abilities and varying rates of growth. Often the classes are so large that the teacher has little opportunity

to give individual attention to the children.

Children's play is not valued highly in the school system; play is not recognized as a good medium through which children learn. Therefore no play equipment is provided for the children in the schools. The teachers tend to expect the child to study all the time.

Often parents cooperate with the teachers by spanking and threatening the child if he does not do the homework that is assigned for him. School for many children becomes an unpleasant and discouraging place. Smittar and Dar (61) stated: "Unreasonable demands on children for academic achievement curb children's spontaneity and initiative." (p. 97) This may be one of the reasons that the children in the lower socio-economic class drop out of school by the age of eight or ten. The teachers unknowingly often tend to destroy the children's initiative and pleasure in learning by completely directing their work and not allowing the child to use his own ideas and imagination. Most of the children have problems in adjusting to schools. The children are no longer free to move about and play as they wish but must sit quietly for long periods and accomplish assigned tasks. They no longer receive the personal attention which they had in their homes but are just members of a group.

Smittar and Dar (61) in their book Growing Up in Pakistan, have discussed several reasons that are responsible for early school adjustment problems:

1. The school curriculum is too demanding and too academic for most young children. Examinations make some children feel unhappy as those who do not get the required grades are retained in the same grade. This makes them feel that they do not belong to the group.

2. Unhealthy pupil-teacher relationship is another cause of poor school adjustment.

3. Teachers have little knowledge of how children differ from one another and consequently treat all children the same without regard for individual needs.

4. Severe discipline which is common in most schools keeps all the children in a state of anxiety and tension.

5. Long school hours and the absence of a proper lunch prevent many children from concentrating on their school tasks and make them restless and irritable.

6. Parents give little attention to the symptoms of emotional stress in children. Shyness, aggressiveness, stuttering and other behavior problems are usually punished rather than recognized as indications of deeper problems.

In school, children do not get the opportunity to play because of lack of play equipment. Teachers are not informed about the fact that play is children's best medium for learning. Lack of encouragement from the adults to play may be a cause of why the Pakistan children do not involve themselves in play activities.

In short, it can be said that the educational system of children in Pakistan needs further study. The teachers are generally not well-trained or well informed about children and they tend not to consider the individual needs and interests of the child. The teaching technique is traditional and inconsistent with what is known about the development and the personality growth of the children.

CHAPTER IV

A SURVEY OF LITERATURE RELATED TO EARLY CHILDHOOD EDUCATION

Importance of the Early Years

A review of the history of child-rearing patterns over the world indicates that the early years of a child's life have been considered relatively unimportant. However, as more research was done with children, it was revealed that the early years of childhood are in many respects the most important years, especially concerning the child's personality development. Authors in the field of psychology and education stress the early childhood years as a period when the child lays a foundation for later growth and development. Numerous aspects of personality have their roots in the very early years of life.

Children are capable of learning anything if the right atmosphere and proper guidance are provided. According to the educators, any subject can be taught effectively in some intellectually honest form to any child at any stage of development. Research conducted during the late 1950's and the early 1960's has indicated that at a very early age a child can master such complex learnings as the abilities to read and to master complex mathematical concepts (44, p. 5) because at this time they are motivated to learn. So if the children get appropriate opportunities at this time of their life, they have a greater chance to develop to their fullest potential.

Happy, pleasant experiences early in life are essential to later success in life. Lack of positive experiences in early life may result in later incompetence and lack of self-esteem which is difficult to overcome in later life. Therefore, situations need to be provided where children can get happy life experiences. Through playing with friends of their age, and through various activities youngsters can have wide varieties of pleasant experiences which will help them develop self-confidence toward themselves as well as toward the world.

Frost (18) reported in Early Childhood Education: Rediscovered that the essential learning differences have their basis in early childhood experiences. It is during this period that the child literally learns to learn, acquiring the tools for school tasks. Failure to do so results in learning discontinuity. Frost (18) further reported that Rose Mukerji believes that the early childhood years are particularly fruitful for several reasons. These are the root years for learning about self in relation to others, for concept formation, for language development, and for the development of creativity.

Hymes (33) states that "the fours and fives are the springtime of the child's life. These years have tremendous value in themselves and with their part play a great role in the total life of a child." (p. 68) The job of the early childhood education programs is to help fours and fives flourish so that they can enrich their own lives and can contribute to the improvement of society through the acquisition of useful information, skills, and attitudes.

Contributions of Early Childhood
Programs to Children

Early childhood education programs help children to prepare the way, or set the stage for growth to proceed. All these programs attempt to give children an education which is appropriate to their stage of development which will be immediately satisfying to them, and which will help them build good foundations for the years ahead. Goodykoontz and others (20) report that children who had school experiences at an early age were more advanced in motor coordination, social responsibility, and health habits, and demonstrated greater adaptability to new situations than children whose school experience began with the first grade. The findings of Van Alstyne and Hattwick (64) are in substantial agreement with those of Goodykoontz (20). They found that the nursery school makes for social adaptability, independence, self-assertiveness, self-reliance, and interest in environment.

Jersild (37) reports that nursery schools tend to accomplish the objective of promoting the child's sociability and at the same time fosters his individuality and independence. Starkweather and Roberts (59) found evidence that children attending nursery school gain in I.Q. and percentile rank as measured by Stanford-Binet and Merrill-Palmer retests. Strang (62) states that attending kindergarten gives children an advantage in reading readiness and in first grade reading achievement. English (15) puts the point more strongly. He states: "There seems to be no doubt that attendance in a preschool helps the child off to a good start in the primary grades." (p. 344) The studies of Peterson (53), Wellman (67), and others indicate that children

become more facile with language in a nursery school situation.

Another writer Widmer (69) states:

Greater achievements are expected by the kindergarten trained children in the later grades of the school. This greater achievement is in the area of reading, arithmetic, personality development, social adjustment, and adjustment in general.
(p. 297)

In summary, according to the literature, the specific contributions of the early childhood programs to children are the following:

1. Promote health and physical development.
2. Broaden social contacts.
3. Provide a rich environment for living, thinking, and learning.
4. Foundation for reading, writing, and arithmetic are cultivated through these programs.
5. Expansion of language as a means of communication and expression.
6. Understanding of the scientific world is broadened.
7. Development of the sense of responsibility for himself and others.
8. Provide satisfying esthetic experience and thus develop creativity.

Need for Early Childhood Education in the United States

Recognition of the growing needs of young children has brought a tremendous increase in early childhood education programs in the United States in recent years. Early childhood education programs occur under many names: nursery schools, kindergartens, day care centers, Head Start, play schools, and parent cooperatives. All these programs have

one characteristic in common, that is, they are dealing with young children under the age of six. A tremendous amount of effort has been extended to develop these centers in the United States, and to change the attitudes of people toward the child's life at this early age.

History indicates that even in the United States, the most developed country in the world, recognition of children's needs came slowly. Children were long considered as miniature adults. Education was not keeping pace with their needs and with the changing social scene. The people did not recognize the value of early childhood experiences on the personality development of the children.

Leeper (44) stated that: "Recognition of educational programs of young children as an essential part of continuous education has developed gradually in the United States." (p. 77)

However, today, a large group of both parents, and educators know the significance of the child's early experiences for his overall development. They have recognized the fact that every single experience in a child's life is important and that each experience will be a resource for the future.

The early years of a person's life have their own significant characteristics and needs, and satisfaction of these needs contribute positively to the child's personality development. The educators in the United States have recognized that early childhood education programs can provide happy, rich experiences for children by offering a variety of activities designed to contribute to the child's emotional, social, physical and intellectual development.

Current research findings indicate that a child's education begins at birth, and he learns more during the first five years of life

than during any other five year period. His education during these years is basic, because attitudes toward oneself, toward others, toward achievement and learning, toward changes and new ideas, and toward many other basic values are learned during these early years (50, pp. 342-343).

Research conducted during the late 1950's and the early 1960's had clearly demonstrated that at a very early age a child can master such complex learnings as the ability to read and to master complex mathematical concepts (44).

Research has confirmed that early childhood experiences leave lasting effects on a child's later life (1, p. 69). Studies have shown a clear relationship between early childhood experiences and formal learning (57). Education in the early years affects the character of the child and all his future life more deeply than his education at any later period (14, p. 6).

With the increasing recognition of the importance of early life experiences, educators in the United States have emphasized early childhood education programs.

Purposes of Early Childhood Education

Programs

Hymes (32) states that the early childhood education centers are for the development of the whole child. They help children to develop their intellectual, social, emotional and physical capacities. Hymes (33) further states that:

It is an obvious gain for the children who have got the chance to attend a good kindergarten. Fives who go to a kindergarten live the fifth year of their lives with more

vigor. They see more. They do more. They get more from life, and they give more of themselves. Without pre-primary education, children are idle. They are unemployed. They are isolated from the world of their friends. (p. 63)

According to Robinson and Spode (56), early childhood education programs assist children in better understanding the world in which they live. These programs build a foundation for successful achievement in the primary grades.

Frost (18) reported that:

The good kindergarten program broadens social contact with others, cultivates the foundation for literacy through the expansion of language as a communicative form and broadens the child's understanding of the social and scientific world. Such important factors as aesthetic taste, sense of responsibility, and thinking behavior are not innate; they have to be learned, and early childhood is an optimum period for learning. A well organized child's program provides ample opportunity to learn these things. (p. 2)

Early childhood education programs attempt to give the children an education which is appropriate to their stage of development, which will be immediately satisfying to them, and which will help them build good foundations for the years ahead.

Children in the early childhood education programs have the opportunity to make fruitful beginnings for their entire life-long learning process. Hymes (33) states that:

Children do not learn to cooperate or learn self confidence in kindergarten -- these are life's tasks, not grade's tasks. But they do make a beginning. They make a beginning -- a four and five year old beginning -- in science, in arithmetic, in social studies, in health, in art, in music, in industrial art, in philosophy, in reading -- in reading and writing too! (p. 67)

Not only the children but the parents also benefit from early childhood education programs. These programs offer an unusual opportunity for parent education. Good school programs provide unique

opportunities to help parents understand their children, how they grow and how they learn and why they behave as they do. Hymes (33) states that "a good program for children is a good program for parents, too." Hymes, also, states that "good programs can help the whole school system and the whole of the communities." (p. 68) Good programs in these years are the best devices for spotting children who need special help. "Early childhood education can be a school's and a community's first line of defense in the battle for mental health" (33, p. 69).

It can be said that the purpose of early childhood education programs is to supplement and extend early home experiences in an environment planned to further each child's emotional, social, intellectual and physical development. These programs are designed and supervised to meet the day-to-day and longer term needs and interests of young children. Surrounded by well-trained teachers, good equipment and material, indoor and outdoor space geared to their needs, the children get the opportunities to promote their development to the fullest potential.

The purposes of early childhood education programs can be summarized as follows:

1. To help children develop physically, socially, emotionally and intellectually.
2. To help children understand about the world in which they live.
3. To help children develop such important factors as aesthetic taste, sense of responsibility, and thinking behavior.
4. To help children build good foundations for the years ahead.
5. To offer opportunity for parent education.

6. To provide special help to the children who really need assistance with certain problems.

7. To contribute to the health and development of communities.

CHAPTER V

A CURRICULUM IN EARLY CHILDHOOD EDUCATION

Changes in the structure of society always calls for broad changes and new concepts in the system of education. Economical, cultural and social changes have made an impact on the educational system in the United States. Recently, early childhood education has been scrutinized and revisions are evolving related to changes in knowledge and social demands. Professional educators are calling for a re-examination of the purposes of the early childhood education programs and for a re-shaping of programs in the light of new conditions of living.

Early childhood education programs in the past placed more emphasis on the child's physical, social and emotional development in planning the curriculum. However, constant research and experimentation in this field of education has shown that intellectual development is equal or perhaps even more important in helping the child to develop in the present complex culture. Leeper (44) states, "that without the proper mental growth, the child is greatly at a disadvantage in the complex technological society." (p. 3)

Almy (3) implies the need for programs to plan for intellectual development when she states:

It seems doubtful that early childhood education programs that narrowly focused or are designed primarily for acceleration in a particular area will have much beneficial effect on later intellectual development. (p. 24)

Today, continuous research is being done and constant effort has continued to improve the curriculum practices of early childhood education in the area of intellectual development. At present, research studies are being conducted to study the purposes and identify new solutions to the problems of curriculum practices in the United States in this area. Goodlad (19) describes the current curriculum reform movement as an updating of content, a reorganization of subject matter, and some fresh approaches to methodology. He states:

It is not simply a return to the Three R's And many of the central concerns of progressive education -- emphasis on principles rather than facts, on learning through problem solving rather than by concept, and on individual differences, for example -- are stressed and extended by some of today's curriculum builders. (p. 15)

Ragan (54) states that:

. . . Generation after generation of Americans has sought its own answers to the problems of providing an education for children suited to existing needs, resources, and desires. The present generation is no exception Not only must the school provide competent teachers, adequate buildings, and modern equipment for a tidal wave of children, but it must at the same time reshape its program in the light of new conditions of living. (p. 3)

Today, early childhood education programs in the United States are undergoing changes in their goals, principles, and practices. Whatever changes the educators like to bring in these programs, the needs of the children are the chief determining factors in designing the school and curriculum.

Basic Need for Curriculum Development

The term curriculum includes all the experiences of children for which the school accepts responsibility. Leeper (44) stated:

The school curriculum may be described as streams of experiences beginning early in the child's school experience

and continuing throughout his school life. (p. 118)

The streams of experiences that are provided for the child are the language arts, mathematics, literature, social studies, creative arts including music rhythms and art, physical education and play activities, science, good health and safety. Leeper (44) reports that "each of these streams of experiences lays the foundations for future learning." (p. 118) Ragan (54) states that "through these experiences children achieve self-realization and simultaneously learn to contribute to the building of better communities." (p. 3)

Ragan (54) further states that:

The curriculum for early childhood programs should represent a special environment that should be systematized, edited, and simplified for a special purpose. This arranged environment directs the interests and abilities of children toward effective participation in the life of the community and the nation. It is concerned with helping children to enrich their own lives and to contribute to the improvement of society through the acquisition of useful information, skills, and attitudes. (p. 4)

A well-organized curriculum provides opportunity for the development of the children in all aspects through satisfying their needs and providing opportunities to explore and to experiment through first-hand experiences. Leavitt (42) states that "first-hand experiences render a significant contribution to the children's life." (p. 1)

Read (55) states that:

Attendance at nursery school has an effect on the intelligence level of children and may be a reflection of advantages of the larger number of first-hand experiences that are offered at school. (p. 36)

Wide variety of experiences help the youngsters of a well-organized child-centered program develop physically, socially, emotionally and intellectually and thus contribute to the welfare of the family, community and the nation.

Principles for Curriculum Planning in
Early Childhood Education

Planning a curriculum is a continuous process rather than a single act of setting up a finished structure. A well-planned child-centered curriculum is essential for the effective learning of the children.

Leeper (44) states:

There is no one formula or method that can be used by the teacher to plan an effective program. This task calls for intelligence and understanding imaginativeness and flexibility rather than formulas. (p. 120)

Therefore careful attention should be given to making the curriculum fit the children instead of having children fit the curriculum. A better understanding of the child's growth and development, information about the realities and ideals of the culture, understanding of the learning process of the children are the basic factors to be considered in planning a curriculum. Considerations of these factors will provide opportunity for the children to develop physically, socially, emotionally and intellectually.

One of the principles on which program planning should be based is understanding of the child's growth and needs. The young child is intellectually curious about the world in which he lives and this point should be capitalized on in curriculum planning. There should not be any rigid organized schedule for teaching different subject matters and neither should there be any rigid period for teaching something. The efficient teacher makes use of those situations when learning opportunities arrive and he is ready to help the child learn something when he is ready physically, emotionally, and psychologically.

Leeper (44) states:

There are no required subjects in the child development center, nursery school, and kindergarten and the program is never rigidly prescribed. (p. 118)

For this reason Leeper emphasizes the importance of curriculum principles to develop a well-organized program. In developing curriculum principles a planning committee should be organized composed of teachers, parents and school authorities.

The learning experiences provided by the early childhood education program should be selected and organized in such a way that each experience fits into a larger whole and contributes to the development of those behavior traits which are essential for the child and thus for the society and the nation.

Following is a summary of the principles which Leeper (44) and other educators feel should be the basis for curriculum planning.

1. A good program should provide an environment conducive to the physical development and health of the child. This implies provisions for much physical activity of the large muscle type. This principle precludes long periods of quiet and listening or emphasis upon activities requiring small muscle coordination, because they prevent the child from developing the basic skills which are the rightful business of this age level. A good program allows a child to use his whole body and to develop wholesome attitudes toward it. They should be able to use their voices and to dance. The school day should help establish the rhythm of bodily functions in the taking of good food, in resting, sleeping, eliminating, and in the establishing of acceptable health habits.

2. A good program provides opportunities to promote the social growth of the child through play and work. The program must have clearly established goals toward which the social growth of the children can be guided. The school program must be planned to help the child learn conformity to necessary routines, desirable attitudes toward authority and respect for the rights and needs of others. A good program provides opportunities for children to play by themselves or in small groups for play is of most importance in the growth and development of children.

3. A program should allow sufficient time for children to achieve at their own rate of growth without feeling pushed. Long, uninterrupted time should be provided for each activity of the children. Children have individual differences. Therefore, one child can finish an activity within a given time, but another may not. Children often feel insecure and ashamed if they do not finish their activities within the time allotted. When they complete their work they are satisfied. Therefore, for any type of activity, whether it is an indoor or outdoor activity, enough time should be provided so that they can be involved in their selected activities fully without having a sense of hurry or of being pushed.

4. A program should provide opportunities to promote the child's emotional development. Adequate time and materials should be provided to express themselves freely through many media. Many frustrations and tensions in the child hinders his optimum development. Teachers should set the environment in such a way that fears, tensions and emotional outbursts are minimized. An attractive classroom and an understanding teacher tend to reduce tensions and fears. Rhythmic activities for

free response to music, songs created by the child, manipulative materials used to express inner thoughts, and dramatization of home and story experiences can all serve the purpose of emotional release. The teacher should help children feel stable and secure by providing acceptance, love, appreciation, and approval.

5. A good program should provide opportunities for the development of independent, creative thinking. A wide variety of materials and activities in which each child can react according to his individual interests and background should be provided. These experiences should provide situations in which the child will gain new understanding, learn how to meet social conflicts, and earn recognition from others. Activities planned for the child must be varied and must permit him to explore all aspects of his environment. Since play is one major way the child thinks and understands, many opportunities should be provided for the young child to play out and relive the activities which he experiences each day.

6. A good program should utilize the experience of children, especially in a readiness program which meets their needs, and at the same time build firmly for later experiences. The good program provides experiences which build foundations for formal subject matter. A good program prepares the child for the future. It is true that an early childhood education program should not teach children how to read and write in a formal manner. It should not teach subject content directly. An early childhood education program should build a foundation for children's later formal learning through providing a wide variety of experiences. Through story-telling, bulletin boards, exhibits and picture books, children are getting acquainted with written

materials and thus develop a capacity to think and react to the present opportunities for learning.

7. A good program considers the interests and needs of parents as well as children. The teacher should make every effort to discuss the policies and plans of the school with the parents. Parent-teacher cooperation is essential in order to help the child develop to the utmost. Activities in which the child is engaged at school must be consistent and interrelated with those of his out-of-school life. This implies that teachers must be actively concerned with parent relationships.

Needs of Children As a Basis for Program Planning

According to Beck, Cook, and Kearney (4) "a need is the lack of something that, if present, would further the welfare of the individual." (p. 53) These writers have further stated that:

All behavior is in response to some need. A boy's need for security and status in a group or for the love of his parents may be the real cause for his bullying behavior in class or on the playground. Another boy's domineering attitudes may represent an attempt to compensate for his small physical status. (pp. 53-54)

The development of a pleasing, challenging and wholesome personality of a child depends upon the satisfaction of his basic needs. Basic needs of children refer to sound achievement, purposeful goals, and skills that give status and self-respect. Therefore it should be a major responsibility of every parent and teacher to help children satisfy their needs through specifically planned programs in order to help them develop a wholesome personality.

A good program is based upon the needs of the children regardless of whether it is a kindergarten, nursery school or day-care center. Caswell and Foshay (7) state that, "it has become increasingly clear that if children are to develop along desirable educational lines, their surroundings must meet certain basic needs." (p. 103) The most striking characteristic of a good early childhood education program is as its program reveals concern for the fulfillment of the needs of the children.

It is not possible to fulfill all the needs of the children; but the school can make a significant contribution toward the provision of an environment that meets important basic needs. One of the major responsibilities of a school is to motivate children so that they strive intelligently to satisfy their real needs in ethically and socially acceptable ways.

In planning a curriculum in early childhood education, attention should be given to promotion of four major areas: physical, social, emotional, and intellectual growth of the child.

Meeting Physical Needs

The first consideration in building a program for children is provision for their physical needs. Headley (27) states "No place is fit to be called a nursery school unless it offers an environment and a program planned to further the physical well-being of the child." (p. 49)

Physical needs continue to be important throughout life, but physiological needs of youngsters are particularly noticeable because they so dominate and are imperative at this period. A good program can

promote the development of a sound body and mind.

Food is an important physical need and an adequate amount and quality should be provided for the children. The well-nourished, properly rested child is more likely to be free from infection and to have tremendous energy and vitality. Ideally, the eating habits, likes, and dislikes of children should be known to the teacher. Cooperation between the school and the home is needed in order to provide adequate and balanced nutrition for the child. It is most likely the school that can improve the diets and eating habits of children and their parents. Opportunities for vigorous activities with adequate and varied playground equipment should be provided to develop skills in the use of large muscles. Different games and rhythmic activities which involve the use of the whole body contribute to muscular development and coordination.

Provision should also be made for small muscle development. To afford experience and practice in the use of smaller muscles, such activities as claywork, painting, finger painting, playing rhythmic instruments, drawing with chalk and crayons, and working jigsaw puzzles can be provided.

Although activity is important for children, too much activity may lead to fatigue and over stimulation. Therefore a balance should be maintained in activities with rest and relaxation. Rest periods for children can be provided in various ways. Sitting down or stretching out on the floor for a brief time after vigorous activities is desirable. Also, scheduled periods for going to cots or lying on mats gives the children an opportunity to rest. Listening to a quiet story after outside play is another form of rest. Each of these quiet or relaxing

activities will be appropriate at different times during the program. The teacher should watch all the children very carefully because some children need rest more often than others. A desirable balance of activity and rest can be best provided by offering much opportunity for activity and by not urging the child to do things that he is reluctant to attempt or in which he is apparently disinterested.

The program must provide for children's bodily rhythms of elimination, thirst and hunger, and the physical facilities should encourage independent participation by the children. Children need protection from overexposure to cold, wind, dust, rain, and sun. Children with symptoms of illness such as communicable diseases should be isolated from the other children.

Teachers should help children to become independent in caring for physical needs. The children should learn to manage their zippers and buttons, and to take care of themselves in toileting. Parents should be encouraged to provide "self-help" clothing. Teachers, parents, and doctor must coordinate in watching the health and development of the child. In order to share the children's progress with parents and in order to assist teachers in evaluating that progress the following practices are essential in a good program: (a) keeping data on gains in height, weight, and physical coordination, (b) keeping up-to-date health records, and (c) keeping samples of the children's work. Safety factors should also be given special consideration in the educational programs for youngsters at all times.

Meeting Social Needs

Children need to establish harmonious relationships with others,

they need to learn to react in the socially approved manner in the varying situations to be met in work, life, and home living. Children should learn to cooperate with others. They also need to learn to share with others as well as take turns. In school, opportunities should be provided for individual play as well as group play for both promote social competence. Certain rules are necessary in a good program to help children recognize acceptable limitations; thus they gradually develop the capacity to make their own rules.

Learning to be courteous to classmates and adults, to avoid hurting others, and self-control in the group situation all are part of the child's social development in the early childhood education programs. Leadership and initiative should be encouraged. The school should help the children to develop approved behavior patterns which will increase the individual's social acceptance, prestige and status.

Meeting Emotional Needs

Headley (27) states "perhaps the most striking characteristic of the good nursery school is its concern for the mental well-being of children." (p. 72) For optimum development, the child must have a feeling of security and affection both at home and at school. Behavior problems and personality maladjustments are often due to the absence of conditions which meet these needs. The teachers in the school should help children to feel secure, to feel that the world is a good place and to feel that they have the ability to live successfully in the world. The teacher should recognize and approve the individual's special aptitudes, abilities, and accomplishments so that the child may feel good about himself.

Children need to develop the feeling of confidence. This includes both confidence in one's self and confidence in others. Children must have the feeling that they are worthy people, worthy of the respect and liking of others. This gives them confidence in themselves. Children need to feel that they are loved, respected, and they need to receive praise and approval for their accomplishments. Self-confidence increases as children have more and more successful experiences. Therefore situations should be structured in the nursery school so that children can often be successful.

Whether the children will develop feelings of self-confidence and security depends to a large extent upon the teacher. Children need to feel that the teachers are interested in their welfare and happiness rather than to hurt them. If the teacher is kind, helpful, considerate, patient, just, understanding, and consistent, the children will feel secure in school (4).

Another emotional need of great importance is a sense of belongingness. Beck and others (4) have mentioned that:

Merely being with others of his own age does not satisfy the child's need to belong. There must be mutual acceptance, a feeling of mutual concern and affection, a commonness of purposes, goals and activities. There must be a feeling of being a part of something bigger than self, of being wanted, respected, and liked. (p. 63)

Lack of a feeling of belongingness may make the child hostile, or he may develop a sense of inferiority about himself.

Beck and others (4) state:

The school curriculum should ensure that every child has a satisfactory role to play in achieving the purposes of the group. Solidarity is achieved when the class has common goals and common understandings, makes common efforts, and experiences common difficulties and common achievements. (p. 64)

Frustrations and tensions retard a child's development. An attractive, friendly atmosphere in the school can reduce a child's tension. Opportunities for activities should be provided through which they can handle their negative feelings in a socially acceptable manner. Rhythmic activities for free response to music, songs created by the child, manipulative materials used to express inner thoughts, dramatization of home, and story experience can all serve the purpose of release.

Meeting Intellectual Needs

Young children are curious, and eager to learn. They are interested in simple answers to questions about nature and things they observe. Adults should provide many and varied sources of reliable information to satisfy their curiosity. A wide variety of learning experiences should be provided which not only answer their questions, but also will stimulate further curiosity and interest.

Children are curious about everything around them. Therefore, experiences should be provided that will help them understand the forces operating in their world.

Children need opportunities to achieve satisfaction and success. They need to experience occasional failure sometimes too so that they can cope with this type of situation with strength and thus can build inner strengths to meet disappointments. Therefore, problem solving techniques should be introduced at school. Children's problems may seem minor to the adult, but they are of major concern to the child. The teacher should help children to find out their own answers through the use of thought provoking questions.

Teachers should provide opportunities for children to make their own choices. Adults can help children lengthen their interest spans by providing interesting activities. A child's interest span lengthens as he grows and matures, but teachers should realize that careful planning and guidance of the activities in terms of the child's needs and interests can contribute to this development.

Children need opportunities to express themselves. An important requisite for creative expression is the need to have ideas to express. A wide range of first hand and vicarious experiences can contribute richly to the child's background, and can furnish him with something to express. Experiences should be provided so that children may have ideas and express them through various media. Trips, nature walks, exhibits in the rooms, visitors, and demonstrations are some of the ways through which a teacher can provide children first hand, enriching experiences. The child expresses himself through manipulative arts, music, creative physical activity, conversation, dramatization, as well as in other ways. Therefore, the teacher should provide these opportunities and facilities for children in an early childhood education program.

Values of Play in Program Planning

Children in early childhood education centers may seem to be playing most of the time, for they are not rooted to a chair or an activity for any length of time. They may sit sometimes during story time, while listening to music, drawing or working with clay, puzzles, scissors and paste, and construction paper. But even when they sit, they sit actively. Sitting is not the youngster's natural, comfortable

position. They have real difficulties to stay in one spot for long.

Widmer (68) reported "In Kindergarten":

The youngsters are wriggles. Energy is popping inside these boys and girls. They are active children, seldom still, seldom on a chair. They satisfy their urge for activity by their bodily movements and by pushing objects around. They feel increasing power over their movements as they move objects from one place to another. (pp. 20-27)

Teachers cannot make children learn by only allowing them to sit, listen, and see. Children learn best if they have the opportunities for moving about.

Children's urge for physical activity finds its fullest satisfaction in play, and that is why children in well organized childhood education programs get ample opportunity to be involved in wide varieties of play activities (indoors and outdoors) such as block building, painting, dramatic play, playing in the sandbox, climbing on the jungle gym, swinging and woodworking. Children also play with boxes, boards, wagons, tricycles, kegs, wheelbarrows, the seesaw, and sliding board. The restless energy of the youngsters is one reason for providing them with all these materials for bustling activities. Young children's attention span is very short. They move quickly from one activity to another, and that is why varieties of activities with varieties of play equipment are provided for children.

Many activities go on in children's programs. The reason is that learning is not a passive process. It is an active process. Children learn through their five senses. Their learning and experience are at the sensory-perceptual level, a level not amenable to instruction. This is one reason why in a good childhood education program no formal learning situation or instruction is provided. Sensory experiences are

the foundation of all their learning. Youngsters learn by touching, feeling, pounding, pulling, hammering, building, hauling, lifting, moving about, and by listening. They learn by sensory experiences as well as by motor experiences.

Early childhood education programs should provide the children with ample opportunities to be involved in play activities in order to provide sensory and motor experiences. Because learning is closely related to play and activity, children learn through a variety of experiences. If the child's physical movement is limited then it limits his learning opportunities about the world and about himself. Through play the child learns all the academic subjects, language arts, science, geography, history, social studies, economics, music, art, and mathematics.

Frank (25) states in the introduction to The Complete Book of Children's Play:

Play is the way the child learns what no one can teach him. It is the way he explores and orients himself to the actual world of space and time, of things, of animals, structures and people. (viii)

Scarfe (58) considers play to be an education process;

A child's play is his way of exploring and experimenting while he builds up relations with the world and with himself. In play the child is learning to learn. He is discovering how to come to terms with the world, to cope with life's tasks, to master skills. He is learning how to gain confidence. (p. 357)

Scarfe (58) further mentions that play is a learning activity. It serves the function of a non-verbal mode of communication or a figurative language which satisfies a felt need of young children. Play is a means of solving problems. It has therapeutic value. Children can drain off their negative feelings through various types of play in a

socially acceptable manner. Play serves as a means of self-assertion through which a child can declare his needs. Children learn social relationships and skills through play. They learn to take turns, to lead, to follow and to share.

Play helps children develop emotionally. It serves as an emotional outlet. Playing with groups or alone successfully brings emotional satisfaction and this in turn develops self-concept. Children can work out their negative feelings through play.

Contact with other children in play and the need to communicate with them helps to stimulate language growth. Play develops imagination, initiative and intense interest. Through play young children develop beginning skills in the processes of thinking and problem solving at their level of maturity because it is the child's natural way of learning and working.

As a whole, play is important and necessary for development of healthy bodies and healthy personalities. For this reason, in all childhood education programs wide varieties of opportunities are provided for the children to play and that is why children of nursery schools or kindergartens may seem to be playing most of the time.

Providing Adequate Conditions for Playing

To maintain the children's interest in play the responsibility of the teacher is great. The tremendous activity which is characteristic of young children means that schools must provide adequate space, materials, long uninterrupted time according to the need and age of the children. A program in which children are free to choose what they want to do, move about, work in small and large groups or independently

takes skill, sensitivity, thoughtful planning, and careful guidance on the part of the teacher. Children get tired very easily. Therefore balance of vigorous and quiet activities should be maintained. A program which allows abundant use of facilities provided by the school is the best program for children.

A good program arranges conditions so that children naturally want to learn and want to play, so that nature can have an effect on education. The teacher should make every effort not to interfere with the spontaneity, the search, the intellectual curiosity, the creativity or the freedom of the child. Instead she should encourage dramatic self expression and artistic growth in a moral atmosphere created by her own example and personality.

Dinkmeyer (13) states that "the most significant factors in environment appear to be those which provide an atmosphere of security, of basic trust." (p. 81)

The teacher should arrange the play condition in such a way that should invite the child to participate in activities and to have experiences through which he may "learn the joy of discovering, of exploring, of creating, of experimenting, and of observing." (44, p. 404)

Selection of Equipment for Play

The teacher should not only provide adequate intervals and space for using the facilities, but she should be careful that timing for use should not be such that they overpower the child. Leeper (44) states:

The skillful teacher retains some materials and draws upon them throughout the year in order to provide new, richer, and more challenging experiences. She continues the use of many materials over an extended period and adds other as situations and timing make it advisable. (p. 404)

It has been stated before that there is a strong relationship between facilities provided by the school and learning. It is true that satisfactory facilities greatly assist in developing a challenging and satisfactory learning situation. Absence of adequate facilities and appropriate materials curtail the effectiveness of the learning process. Therefore proper consideration should be given in selecting the equipment with which children will play.

CHAPTER VI

PHYSICAL ENVIRONMENT OF THE PROGRAM

Contributions of the Physical Environment to the Programs

To help children develop to their utmost should be the desire of all teachers. To fulfill this objective calls for the responsibility of the teachers to contribute to the achievement of this objective by creating an environment that will help children reach their highest potential. An adequate physical environment is not only essential for physical development but also for mental, social, and emotional development. Moore and Richards (49) state that "the physical conditions under which young children work and play markedly influence their health and behavior." (p. 4)

There is a strong relationship between children's learning and the total environment of the program. Children need to feel comfortable in order to learn anything. Lee and Lee (43) state that "the responsibility of school authorities is to provide a place where the children may live and learn healthfully. If this objective is fulfilled, it is much easier to fulfill others." (p. 448)

Leeper (44) states that:

A healthful environment provides opportunities for children to practice and acquire desirable information, habits, attitudes, and participate in activities which contribute to healthful living. (p. 296)

Serious thought and planning are necessary in order to provide an adequate physical environment for children. Headley (27) mentions that:

Teachers and school authorities have the responsibility of making every possible provision for the child's well-being by maintaining a safe, hygienic, and wholesome school environment for all enrolled children. (p. 77)

It is true that an adequate environment will not be effective unless the teacher is aware of its proper utilization. Leeper (44) states that "it is essential that attention be given not alone to the adequacy of the environment but to the effective use of it in developing physical, mental and social health." (p. 297) Moore and Richards (49) added that:

One goal of every good teacher is to be aware of the importance of maintaining healthy physical conditions at all times, so that they act as a positive educative force for young children. (p. 5)

Therefore, the effective teacher must turn his energies toward making the program functional, comfortable, and attractive.

Surroundings

Schoolrooms should be esthetically pleasing as well as functional. Moore and Richards (49) emphasize the importance of having attractive surroundings for children when they state: "One of the most important considerations in the physical environment for a teacher to include in her planning is that of providing attractive surroundings." (p. 15)

Teacher and children will enjoy living and working if the atmosphere is cheerful. It helps children develop aesthetic appreciations. The room should be pleasant, but as well, it should give a "homey" atmosphere.

Colors for the room, furniture, and pictures are essential in achieving an attractive room. Colors should be used harmoniously. Pictures should be hung on children's eye-level.

Cleanliness

Everything in the building should not only be clean, but should look clean. A clean, tidy, and orderly room makes an attractive room and one that is comfortable in which to work and live. An unattractive room, has a depressing effect upon both children and adults. Providing a clean and orderly play space is one of the effective ways by which teachers help children in relation to the development of healthy emotional reactions and social interactions.

Children have a low resistance to infection. Therefore a consistent housekeeping routine of dusting, waxing, and mopping is especially important.

Safe Building

Haan (22) states: "The way a school is built is an expression of someone's ideas about how children learn and what they have to learn." (p. 322)

The building should give others the idea that children are learning a lot from it. The most important consideration in making the building is safety. It should be fire-proof construction. Hall and stairway should always be kept open and free. Doors should not be so heavy that they cannot be operated easily by the youngest children. Stairs should be wide enough to preclude crowding. The location and design of shelves and counter space used for the storage of materials

is also an important factor in providing for a maximum of safety.

Temperature, Ventilation

Inadequate temperature and lighting makes the atmosphere uncomfortable and children's health and behavior are affected by this inadequacy. Uncomfortable atmosphere makes the children restless and often becomes the underlying reason for their destructive behavior. It is desirable to have enough windows and doors for ventilation and they should be utilized in a tactful manner according to the weather of the day.

Lighting

In arranging the room the best possible use of natural light is to be made. The arrangement of artificial lighting should also be made. It is desirable to reserve the better lighted areas for the activities which demand more of the child's eye-hand coordination. The room should be well-lighted without too much glare or without the sun's rays falling directly on the children's eyes. To achieve this effective lighting, the teacher may need to adjust window shades, blinds, or draperies several times during the day.

Children's Lockers

Each child should be provided with a place of his own to store his personal possessions. Lockers should be easily usable by the children. Leeper (44) mentions that:

The lockers of 10 to 15 inches is adequate for depth and 10 to 12 inches for width. The height may total 35 inches with rod or hooks for clothing and include a shelf 7 inches from top and a rack for shoes 10 inches from the floor. (p. 411)

The lockers should be in such a place so that children can hang up their clothes or put on their clothes easily. Todd and Heffernan (63) state that "having the lockers near the entrance to the street and to the play area help the children to learn to hang up their outer clothing as they come indoors and to put it on as they go outdoors." (p. 113)

Storage

Storage areas enable the teacher to plan to make the best possible use of the available space. An orderly organization of the teaching materials is essential for effective teaching. All the materials should be readily accessible and clearly labeled so that teachers know the location of specific items. Also, good organization of the materials saves much time.

Storage of the materials for children's use should be readily accessible to the children. Shelves should be according to their height. Everything should be placed in such a way that children can see and reach and use independently. Children learn to take care of the materials when teachers organize and place their equipment so that self-help is encouraged. Moore and Richards (49) state that:

Disorder, lack of organization, and keeping toys and working materials above the child's reach and available only when an adult can help him, leads to destructive behavior, encourages carelessness on the part of children, causes them to lose interest and stifles their spontaneity and creativity. (p. 14)

Sanitary Facilities

Sanitary facilities should be adjacent to and easily accessible to the outdoor and indoor space. Running water and sinks of a child's

size are essential. There should be enough toilet facilities. Leeper (44) says "one lavatory and one toilet for every ten children is essential and a ratio of one toilet for five children is preferred." (p. 410) Toilet fixtures and lavatories should be according to the children's size.

Classrooms

The classroom environment should be planned to facilitate maximum learning by all children. Classrooms should be attractive as well as functional. The classroom should be arranged in such a way that children can work and play productively without excessive dependence on the adult.

Arrangement of Classroom

Classroom and its equipment should be arranged in a manner which will encourage individual as well as group play. A balance of individual activity and social contact types of activity may be essential for the individual to establish identity in a field of cognitive learning.

The physical nature of the classroom affects children's learning. Therefore every effort should be made to make the classroom attractive. Color is important from both an esthetic and an optical health point of view. Windows should be low enough so that small children can look out. Bulletin board space should be available so that the children's work or seasonal pictures or any informative matter related to children's interest and level of understanding can be placed sufficiently low to allow children to enjoy the pictures. Every room should contain sturdy, moveable, hardwood furniture that harmonizes with the general

design of the room. Tables, chairs, and shelves, should be suited to the size of the children.

The classroom should be arranged so that there will be various challenging centers of interest. Providing opportunities for the children to be involved in a variety of opportunities according to their interest and ability makes the classroom inviting and facilitates learning.

Classroom Size (Floor Space)

The physical, social, and emotional climate of the classroom is related to the amount and type of space available to each child.

Moore (49) states that:

Inadequate or poorly arranged space may retard the child's social development by large doses of conformity which would be unnecessary if there were fewer children in the group and more adequate space. (p. 66)

Sufficient amount of space should be provided for children so that children can move about freely and use their large muscles. Leeper (44) recommended that approximately 40 to 60 square feet per child should be provided for indoor activities and 75 to 200 square feet per child for outdoor play activities. (pp. 407, 411).

Class Size and Composition

There is a strong relationship between children's learning and the size of the class. The teacher-pupil relationship is affected by the number of children in a group. The size of the group should be small in order to facilitate children's learning and to satisfy their needs. When the group is small the teacher is able to pay more attention to

each of them and can better fulfill their needs. In a large group of children the harrassed teacher cannot respond to each child. The children then experience much frustration in trying to get legitimate attention from the teacher. The effect of group size on the behavior of children is significant. McConkie and Hughes (48) in their study found that larger groups in a certain amount of space area had less opportunity to work at their own problems and received less individual guidance. More aggressive behavior was also observed in the larger group. The smaller group with the same amount of space area utilized space and materials better and played more cooperatively. (pp. 428-432)

The size of the group is an important factor to be considered in order to make the programs functional and beneficial for the children. Leeper (44) states:

The size of the group, then, should be considered in relation to the realization of the goals desired. If children are to grow in self-direction, wise use of materials, and cooperative behavior, provision needs to be made for a group situation small enough in number to make such behavior possible. (p. 62)

There are a number of factors to consider in determining how large a group should be and how wide its age-range. Such factors include the number, the strength, and the experience of teachers and teaching adults and the number of children with special difficulties.

Teacher-Pupil Ratio

The teacher-child relationship in the kindergarten is inevitably affected by the teacher-pupil ratio. When the teacher-pupil ratio is too large, children may not get adequate attention from the teacher.

This affects the social living of the children. They may be frustrated and behave negatively toward each other. Crowding reduces parent-teacher contacts, eliminates creative contacts with children, and increases fatigue.

The number of children supervised by one teacher should be small. When the group is small the teacher can pay attention to each of them. Todd and Heffernan (63) state:

That when the group is small the teacher can keep each child reminded of her love and appreciation for him as an individual. She can give him a security that makes him feel his self-importance, keep him in sympathy with her suggestions for his safety, and help him to keep himself safe. (p. 200)

Therefore the teacher-pupil ratio needs to be small so that each teacher has the time to make each child feel her love and his own importance. A teacher can better help children become involved in a new activity when the group is sufficiently small. The children are more likely to learn the proper way of carrying out the activity and have less poor habits to correct later.

How large a group will be for one teacher depends upon the teacher. Some teachers have more ability to keep the group satisfied more easily and are able to achieve a happy relationship with the children within a shorter amount of time. Therefore the ability of the teacher is an important factor to be considered in deciding the teacher-pupil ratio.

Todd and Heffernan (63) state:

When the pupil-teacher ratio is maintained in terms of the teacher's preference, the teacher and the pupils as well -- have greater satisfaction and better mental hygiene and are safer. (p. 201)

In general, there should be a minimum of ten children to one teacher, and more desirable, one teacher to four or five children.

Equipment and Materials

A well-organized early childhood education program provides ample opportunity for the children to be involved in a wide variety of play activities with a wide variety of play equipment. Young children have a great drive to play and to exercise. Large muscles are developing and children delight in learning to use and control them and that is why a wide variety of play equipment should be provided. A variety of equipment insures a rich environment which stimulates the intellectual, physical, social, and emotional development of children.

Selection of Equipment

There is a relationship between the equipment provided and curriculum objectives of the school. The objectives of the program determine the selection of equipment.

Berson (5) reported that before determining the kind of equipment, first outline the characteristics, aims, objectives, and purposes of the program and then determine exactly how many pupils, teachers, aides, parents and others to be accommodated. (pp. 7-11)

Leeper (44) states:

In planning for selecting the physical facilities, equipment and materials for any age group, consideration must be given to group, what the child is like, his nature and needs, and how he learns. (p. 401)

According to Leeper (44) the criteria for selecting equipment are the following:

1. The age and maturity of the children.
2. The size of the group.
3. The available budget.
4. The type of housing -- size architecture, space for equipment and its storage.

5. Suitability of equipment to program planned specially to the suitability of the children.
6. The provision for balance of types and varieties for each curriculum area.
7. The adaptability and suitability to local situations in terms of climate, economic conditions, and child needs. (p. 419)

From the Leeper's criteria for selecting equipment it is suggested that the most important criterion that need to be considered in selecting equipment is that the equipment fit the needs of the particular group of children. The size and amount of equipment that needs to be bought depends upon the particular group of children. The equipment must be child-sized so that children can control their environment and not be handicapped by size when they are in school.

Equipment for young children should be functional for the development of children and should allow for a wide range of abilities and growth patterns. Leeper (44) states:

For equipment to make its contribution to child development, it must be educationally sound. For example, the tone quality of the piano must be good, the books suitably illustrated, and the tools useable. (p. 418)

In determining the amounts of equipment the number and the ages of children should be kept in mind. The teacher should realize that it is neither necessary nor desirable to have enough of each kind of material to supply every number of the group. It is extremely desirable to have a variety of material, even though the number of pieces in many instances is limited.

The alert teacher is constantly searching for new equipment and materials that are challenging to children. The teacher must make decisions about adding to the equipment in order to enrich the program according to the budget of the school.

Supplies and Equipment to Encourage Play

Leeper (44) suggests a list of supplies and materials that are needed in an early childhood education program. (pp. 414-418)

Leeper (44) mentions that his list is a general list and no item should be included unless it is functional to the program. The amounts and quality will vary with the size and type of group and with teachers (Appendix D).

Arrangement of Equipment and Materials

Children's activities and personal interactions are influenced by the arrangement of equipment and materials. Moore and Richards (49) state that, "both the type of equipment that are offered for the children and the way they are available to them determine the types of experiences that children have in a school." (p. 25) Moore and Richards (49) further state that, "an adequate presentation of the equipment insures a rich environment which stimulates the intellectual, physical, social and emotional development of children." (p. 25) Adequate arrangement of equipment means more satisfying individual and group play. Therefore careful consideration must be given in planning the arrangement of the equipment. It requires considerable skill on the part of the teacher to carry out the day's program successfully and without accidents.

Different centers of interest should be established so that children can play freely. There should be enough space for each center of interest. Too close arrangement can cause the children to get physically hurt and it also affects their social and emotional conditions.

Moore and Richards (49) state:

Open areas and some degree of order allows for free movement and space to accomplish goals without making the children frustrated by being in too close contact with others. Crowding and clutter often create feelings of restriction that cause confusion and conflicts. (p. 26)

Adequate arrangement stimulates acceptable exploration by the children and at the same time reduce undesirable behavior. Moore and Richards (49) state:

A good arrangement is in part responsible for achieving a happy, relaxed, and creative atmosphere and is an important determinant in whether the children will have an opportunity for optimum growth. (p. 27)

Hochman (31) states that:

A room efficiently organized in terms of space, orderliness, comfort, and convenience gives the children better opportunity for working effectively and creatively. (p. 7)

The teacher should take every effort to make the arrangement of equipment functional and educational as much as possible. There is no specific guide that can be followed in arranging the materials. The guides differ according to construction of the school, the number of teachers, the needs of the children, and the equipment and materials available. The guide which Moore and Richards (49) have developed for arrangement of equipment may assist the teachers of the early childhood education programs to make their own guides. The writer of this thesis feels that the guides for arranging room and equipment developed by Moore and Richards (49) really will help the teachers in planning their arrangement according to the objectives of their particular programs. The guides developed by Moore and Richards (49) are the following:

1. Achieve easy supervision.
2. Achieve safety.
3. Allow adequate space for freedom of movement.
4. Provide for all centers of interest.
5. Satisfy the needs of the group.

6. Satisfy the needs of the individual.
 7. Place activities which need special supplies convenient to the source.
 8. Arrange similar activities near one another.
 9. Avoid crowding and clutter.
 10. Shelves or furniture dividing activities need to be low enough for teachers to see over easily.
- (p. 31)

However, the teacher arranges the room she should keep in mind the two most important factors: the arrangement should meet the needs of the particular group of children, and the arrangement should encourage dynamic interaction and growth of the children.

The arrangement of equipment and material should appear beautiful and comfortable from the child's point of view, and challenge the child to develop emotionally and socially as well as mentally and physically.

According to Coble (10) the ratio between adults and students determine the room arrangement and choice of activities. She points out that the planning for, and arrangement of facilities should take into account interrelated activities and housekeeping responsibilities so as to make for smooth operation of the child's day of play and work time, transition times, and eating and resting periods. Some simple reminders listed by Leeper (44) were:

1. Equipment and materials requiring close eye work should be in the best light;
2. Creative work, block building, and so on, need protection from traffic;
3. Space for quiet activities should be provided together and arrangement for space for noisy activities should be together and removed from space for quiet activities; and
4. All equipment material should be appropriate and in good condition. (p. 403)

Hochman (31) says that the arrangement of the room with its equipment should be reorganized in light of the newer program concepts.

The environment should be functional for the development of the children, should be beautiful as well as comfortable for the children and should challenge the child to develop emotionally and socially as well as mentally and physically.

Dinkmeyer (13) states that:

The most significant factors in environment appears to be those which promote an atmosphere of security, of basic trust, whether it be between parent and child or teacher and child. (p. 81)

Activities Included in the Program

A wide variety of activities are included in early childhood education centers. Children are different from each other, and their attention span is very short, they like to move from one activity to another. Through getting involved in various types of activities children have the opportunities to acquire different kinds of experiences which help them develop adequately. So for the children's benefit a variety of activities should be planned for the school. The type of experiences that children will have in a school are related to the type of equipment and facilities the school offers, and the way in which the teacher makes them available to the children. A variety of activities with various types of equipment should be planned which will stimulate the intellectual, physical, social, and emotional development. Generally in a good program, the following activities are scheduled in various orders and for varying amounts of time: free play (outdoor and indoor), group discussion, stories, music (dancing, singing and listening), art, science, social studies, math, toileting, rest, snack, health inspection, and guidance for arrival and departure. Some of

these activities are led by the teacher and some of the activities are carried out by the children according to their interests.

Following are some of the broad areas which are generally included in the programs and within these broad areas different activities are usually expanded.

Health Inspection

Health inspection is done when the child first arrives at school for the day. It includes a check of throat for inflammation, the nose for congestion, and hands, face, and chest for rash. If parents bring the child to school, they are asked about his health. If the child is sick or becomes sick after arriving at school he should be sent home or should be kept in a separate room and proper care should be given to him. The teacher who makes the inspection should be adequately trained in the detection of symptoms of childhood diseases.

The Work or Activity Period

Headley (27) has outlined the purposes of work period in the programs and they are the following:

- a. The work period offers opportunities for the child to meet concrete problem-solving situations.
- b. It helps children to develop the ability to plan and carry out individual or group projects.
- c. It encourages the child to finish a task once begun.
- d. It offers opportunities to express themselves.
- e. It helps them develop socially.
- f. It helps them develop physically. (p. 187)

A variety of activities should be planned daily for the group in order to help children formulate plans for the work period. Ideas grow

out of experience and are usually shared and discussed in the period directly preceding the work period. The teacher must guide the planning so that not all the children will want to use limited materials or space simultaneously. The teacher need not dictate what each child is to do; but through her suggestions she can guide the choice of activities into different channels.

Space and room arrangement has much to do with the type of work done in the work period. The room and the arrangement of the equipment should be such that the child can use it freely and creatively. Generally the work period includes working at the workbench with tools, nails, wood; painting (easel, finger); drawing with crayons, chalks; working large wooden jigsaw puzzles, modeling with clay; reading the picture books in the library corner; building with blocks and different boxes; caring for pets; playing on large muscle equipment; playing in the housekeeping corner or doll corner. This list, of course, does not include every activity. Ideas about what type of work they will be involved in depends upon the children's experiences. Experiences may come from home, school, community, interests, trips, holidays, stories, and songs.

The teacher should approve the efforts and work with the children. She must encourage them to become involved in activities. She should help them only when needed. She must stimulate the sharing of both materials and ideas in children. The children should be encouraged to learn when and how to get help when help is needed, and they should be encouraged to know when and how to give help when help is needed.

Children should be encouraged to clean up the materials after their work. The teacher should help them to keep the materials in the

right places. Children can wash their own paint brushes, replace the carpentry tools and perform many cleanup activities. This helps the child develop a sense of responsibility from the beginning of their lives.

Rest Period

Children become fatigued very often. Therefore, a plan should be made for a rest period. This period should be a period of complete relaxation, free from tensions and pressures. Rest periods can be provided in various ways. Sitting or stretching out on the floor for a brief time after vigorous activities is a rest time for the children. Schedule periods for going to cots or lying on mats is also a rest time. Listening to a quiet story after outdoor play is another form of rest. Each of these quiet or relaxing activities will be appropriate at different times during the program. The teacher should watch all the children very carefully because some need rest more often than others. The teacher should relax with the children if at all possible.

Group Experiences

Usually one activity is scheduled at a time for this period, and all of the children participate as a group. Activities include group discussion of everyday activities, short excursions, nature walks, songs, rhythmic expression through body movement and other musical instruments, listening to music, science experiments, and listening to a story. These activities will not be included every day, or every week. A balance of several kinds should be planned for each day. An excursion can be scheduled for one day which may be followed by discussion

for several days thereafter.

Literature and Story Time

The story time period, according to Headley (27), gives children:

- a. An opportunity to share pleasure of the highest type.
- b. Frequent opportunities for role playing in the group as leader, director, listener, observer or contributor.
- c. An opportunity to learn to appreciate good literature.
- d. A respect for books and a technique for handling books.
- e. A fund of general information. (p. 224)

Wills and Stegemen (70) have mentioned that the story time is the high point of the day for the child. Story time includes not only the telling and reading of a story, but also activities growing out of the story. Children may interpret the characters through rhythms, or there may be a discussion of the story to help children distinguish fact from fantasy. Participation, and enjoyment through listening, are basic to story time.

The stories for children should be selected carefully. Appropriate story content and illustrations help them learn many facts, and stimulate their interest in literature. Appropriate ways of telling or reading a story to the children by the teacher help them develop their vocabularies.

Toileting and Washing

There should be enough toilets in the school according to the size and number of the children. Scheduled periods are not necessary with this arrangement but the teacher should remind the children to use the

toilets. Children should be encouraged to wash hands and flush the toilets after using.

Snacks, Lunch

Snack and lunch periods need a certain amount of conformity. Eating should be in a pleasant, sociable and leisurely atmosphere. During these periods, children can be encouraged to learn table manners. Nutritional guidance can be given through selection of food during this period. Procedures for table setting, hand washing, distribution of food, guidance in table conduct, and for cleaning up after the meal will need to be planned.

Self Selected Activities Period

There are no fixed rules and formal proceedings in free-play periods, but there are certain regulations and agreements made for the common good. The activities should not interfere with the good of the group and they should be guided by the interests and the needs of the individuals of the group. The arrangement of various types of equipment will encourage the children to become involved in activities during this period. Leavitt (42) states that:

Procedures in the free-play periods are based on the theory that young children profit and learn from self-chosen and self-initiated play with dynamic and provocative play materials. (p. 78)

A stable inviting, child-centered environment should be created by the teacher so that children are stimulated to have free play experiences.

Different activity centers with different equipment should be arranged attractively and orderly. These activity centers should be

away from traffic lines. These activity centers may be arranged both in outdoor and indoor areas of the school.

The teacher should always be alert to the children's activities. She will have to encourage children in certain activities and discourage them for others. Children should be encouraged to engage in a variety of activities. The child, for example, who always plays with the doll should be encouraged to do other things, not only for his own sake, but for the sake of the other children who want a turn playing with the doll.

The free-time activities period gives the child the opportunity he needs to exchange ideas, to cooperate in a group, to investigate and to explore the materials, and to become acquainted with new materials. This period provides opportunities for dramatic play. Therefore the teacher should recognize the importance of this period for the children and must include this period in her plan of activities. A wide variety of activities should be arranged every day for this period and sufficient length of time should be allocated for this period.

Science

The child of today lives in a world of science. The child is curious about the world around him. The child wonders why it rains, why the bell rings, why the moon shines at night and so on. Science is essential in a early childhood education program to satisfy the children's curiosities and to guide them to a better understanding of the world in which they live. The three overall purposes of science in early childhood education programs are:

1. To meet and arouse children's interest in science,

2. To acquaint children with living things, materials, forces and phenomena that interest and make the world in which they live.
3. To develop wholesome attitudes and appreciations that will enable them to live a more enriched life.

A well balanced science program will provide opportunities for children to find many answers through their own investigation. They seem to learn best through sensory experiences, simple experiments, enriched materials, and exciting discussions. The test of a good science experience for children is not their ability to describe it after it is over, but rather their ability to use the information they have learned in some related situation.

A simple experiment to answer the question "Do plants need water?" involves the comparison of an adequately watered plant with one left unwatered will answer the specific question, and will also give the child knowledge that applies to many other living things in the environment.

The problems and questions that arise in connection with everyday living make excellent beginnings for science learnings. These learnings will not be confined within a science period of fifteen minutes a day, or once or twice a week, but the teacher might see to it that this aspect of children's growth is not overlooked. Because of the contributions of science to other subject areas, there will be many opportunities to integrate science in the school program.

A science center can do much to aid in the growth and development of the children. Children can be encouraged to bring objects or collect objects to display in the group so that they can see, touch,

handle, and talk about them. Simple experiments can be carried out with the children. Library books pertaining to science should be in the center. The teacher should encourage the children to find answers to their questions concerning why, how, and where.

Social Studies

The social studies program helps children learn to live effectively at home, at school, and in the community; it helps them learn to work and play in group situations; to develop standards and values for social behavior, forming desirable attitudes, and to have sympathetic feelings for other people.

A good social studies program helps children learn how to live in groups. They are encouraged to share and to take turns. They are helped to learn about people, transportation and other happenings around them.

Children learn to respect others when adults respect them and this is an important part of the social studies program. Initiative, leadership, cooperation, group action, thoughtfulness, should be fostered in young children. Having a sense of belonging, being good citizens, understanding acceptable rules and conventions, and appreciating other people's ways are developed through planned and impromptu experiences in social studies.

Searching for information, one of the important, more profitable activities should include the use of a variety of resources -- trips, people, books, films, filmstrips, newspapers, and magazines.

The following areas are to be included in a social studies

program:

1. Learning about transportation.
2. Investigating means of communication.
3. Practicing good habits of health and safety.
4. Enjoying holidays and special occasions.
5. Using maps and globe to learn about the different places in the world.
6. Learning about different kinds of people in the community and in the world.

The success of the social studies program is evident when children display the following characteristics in their behavior:

1. Feel a sense of security and belonging in a group.
2. Work and play with other children.
3. Participate in group activities.
4. Carry out responsibilities.
5. Take pride in caring for personal belongings and property that belongs to others.
6. Follow rules and regulations.
7. Recognize that their personal actions may affect the group.
8. Become more self-directing.

Mathematics

Young children learn certain concepts of numbers from daily living experiences, careful planning enrich and enlarge these concepts and also develop new concepts in children.

Mathematics becomes functional to the child only as it is applied to experiences of everyday living and in terms of its immediate use.

Teachers should utilize those moments when mathematical problems arise during any time of the day to help the children learn number concepts. Though much of the initial informal work of mathematics in the early years should be integrated with daily activities, there is a need for a definite period within the school day devoted to the development of mathematical concepts.

In this area, the teacher can greatly help the child begin to develop his powers of reason, as well as to do independent thinking. Children should be encouraged to experiment and discover the different sets and patterns and then find the relationships among these sets and patterns. Children may be asked to watch objects, to count with meaning (visualizing an object with the number) and to recognize shape. They should learn to see and recognize sets. Children will be encouraged to watch objects with fingers when responding to their own age.

Some of the fundamental concepts in mathematics are the following:

1. Idea of many and few.
2. Matching or one-to-one correspondence to determine equivalence -- greater than, less than, equal to.
3. Ordering.
4. The use of symbols.
5. Counting in relation to daily activities.
6. Relationship between addition and subtraction.
7. Time.
8. Days of week.

Opportunities and encouragement should be offered so that children

develop concepts of numbers, space, shape, time, and weight to enrich their mathematical concepts.

CHAPTER VII

THE TEACHER IN EARLY CHILDHOOD EDUCATION

The Importance of the Teacher in Children's Lives

The teacher is the most important factor in determining the quality of an educational program. Leavitt (42) states, "the teacher is the axis around which the child-centered program evolves." (p. 59) In addition to an adequate building and a curriculum to meet his needs, every young child has a right to have a good teacher. A number of educators have stressed the importance of teachers in children's lives. Several studies have shown that the influences resulting from the teacher's behavior in the classroom have the greatest possibilities for good and evil. The teacher's behavior affects children's sense of security, trust, and freedom from tension. In general, the teacher's behavior molds the classroom atmosphere and in turn, the classroom atmosphere modifies the child's attitude toward himself and others in his classroom group. Teachers are the symbols of the world and the people beyond their home.

The importance of teachers in children's lives has been thoroughly discussed by Kyte (38).

During the time the child spends in school, the teacher takes the place of the parents. The teacher serves not only as the representative of the parents, but also as the educational representative of the state and the nation. (p. 491)

On the basis of the foregoing statements, it becomes the teachers' responsibility to devote their energy toward promoting the well-being of the children during the hours they are in school. Kyte (38) says "it is the teacher who is responsible for educating children to become competent members of a democratic society." (p. 491)

There is no doubt that parents are the most important persons in children's lives, but studies indicate that the teacher can do a lot for the total development of children. They are the persons who are influencing children to build up their attitudes, values, knowledge and development in other aspects. Regarding the influence of teachers on children's behavior and attitudes, Haan (22) states:

In his relationship to acquiring knowledge a child expresses directly or indirectly the quality of his relationship to other human beings, and of these relationships the teacher-pupil one is the most vital outside of the home itself. (p. 292)

Haan (22) further writes:

Children absorb the characteristics of the teacher throughout the time they are in the classroom. His attitudes, his anxieties, his seeming omnipotence are all taken in by children. Many of the things children learn from the teacher are not consciously learned. What the teacher is, educates children. (p. 293)

A teacher may not be aware of her many feelings, attitudes, and ways of relating to people, but indirectly she teaches these things to children. Children learn many things which may not have been verbalized by the teacher, specifically the teacher's attitude toward children. Haan (22) also reported that children just by feeling and sensing learn the attitudes of the teacher toward them and develop attitudes toward themselves and the people around them.

Qualities of a Good Teacher

Because of the wide variety of influences on the children, the teacher in early childhood education programs must possess certain qualifications which will be helpful for the overall development of the children.

A very important quality that a teacher must have is a broad and rich educational background of usable information. Kyte (38) emphasizes the importance of liberal education for the teachers. He reported that general or liberal education gives the teachers an understanding of the physical world, the social world, and the work of the world. A teacher must have deep knowledge about the culture where she is dealing with the children. (p. 494)

Kyte (38) further reported that a teacher must have a special training for dealing with youngsters. Because working with children needs some special methods to guide them properly by recognizing their behaviors and needs. Some degree of specialization to work in this field is not only helpful for the children but it gives the teacher a special status in the community. (pp. 494-496)

A teacher must be educated to understand children's growth, behavior and development, principles of early childhood education and general and special methods to help children learn. Every teacher should be enthusiastic to learn more about children so that their services can be most beneficial for the children.

In order to become successful a teacher should continue to develop her knowledge from a wide variety of sources, such as attending meetings, reading current books, magazines, and articles related to their profession.

The teacher should have opportunities to become involved in various extracurricular activities which will provide valuable experiences for working with children. Various experiences will help them in leadership, meeting responsibilities, cooperation, developing resourcefulness and working with other people.

Teacher's Personality

Beck (4) states, "the teacher's personality is a part of the curriculum because it is a part of the learning situation. In fact, it has been said that the teacher is the curriculum." (p. 151)

Regarding the type of personality a teacher should possess, Kyte (38) states:

No one personality type can be identified as that of a teacher. The teacher resembles other healthy human beings and should live substantially the same kind of life they do. While he need not be a model of perfection, he should be classifiable among the superior types of personalities and citizens. He should evidence, in addition, a sense of high social purpose and social responsibility. With something akin to a missionary spirit, he should exhibit a genuine desire to contribute to the welfare and betterment of humanity. His optimism, enthusiasm, and democratic social mindedness should however, be governed by a sense of reality. (p. 497)

A teacher must be mature physically, socially, and emotionally. As far as physical factors are concerned, it does not mean that a teacher should be beautiful to look at, actually, it means that a teacher should be physically active. Kyte (38) also reported that it takes good health to be a good teacher. Teachers must possess abundant vitality and sound mental health in order to work effectively with children. A teacher should maintain his physical health by giving attention to food, rest, recreation, and exercise. The chronically ill

or highly nervous person should avoid teaching, not only for his own good but also because of his effect on children. (pp. 499-500)

Cleanliness and attractiveness on the part of the teacher is essential because it influences the children and actually they learn to be clean and attractive from their teachers. A teacher should try to keep pleasant appearance. Appropriateness and neatness of dress are essential because personal appearance influences the attitudes of children and adults toward the profession of teaching.

Socially a teacher should be well-adjusted. She needs to have good manners, needs to be honest, fair, sincere, sympathetic, patient, polite, tactful and gracious. She should have a sense of humor. She should be cooperative. A teacher needs to be a good conversationalist and therefore she needs to have a pleasing voice. A teacher's voice can do much to give children a sense of security in and respect for her as their leader. Her voice should invite listening. The teacher's enunciation must be clear so that every word is audible and she should be able to speak without effort or strain. It must be remembered that a raised voice is frequently a sign of feared defeat.

A teacher must be mentally secure and stable. She should have a deep-seated belief in her work and should be enthusiastic. It is important that a teacher have unbounded patience. She should not be impatient if something goes wrong in the program or with the children. She needs to be able to adjust to the rhythm of children's living.

Headley (27) mentions that a teacher needs to be alert physically as well as mentally. She needs to be quick to change as her group changes, or as studies in the field of research and the experiences of others suggest change.

Teacher-Children Relationship

The teacher-children relationship should be characterized by mental affection, trust, acceptance and a sympathetic understanding. A teacher should be a sympathetic guide for the children, not a dictator. Her association with the children should be friendly, honest, and just. As a result of her association with the children, children develop an attitude toward school, the people and the world. Wills and Stegeman (70) state that:

Dependent on her sympathetic guidance or lack of it, they can move on in their school like as well adjusted, enthusiastic youngsters, or as 'crushed,' frustrated children who are handicapped by their state. (p. 57)

The teacher should accept children as they are. She should have respect and love for the children. She should recognize their individuality and should try to satisfy their needs and interests as much as possible. She must have the capacity to stimulate an interest in children to learn.

The teacher should not show partiality and she should be fair in dealing with the whole group. "Unfairness on the part of the adult will encourage insecurity, dishonesty, and even open hostility on the part of the children." (Headley, 27, p. 56)

Good behavior of the children should be recognized before the group; misbehavior should be handled unobtrusively as a matter between teacher and child or children involved in the episode. A teacher should never give a child the feeling that he is not loved or wanted. Children should be satisfied emotionally and supported by the adults, this way they develop trust for teachers and accept them. Teachers should provide opportunities for children to drain off their negative

feelings in an acceptable manner. Children should be helped to cope with others, to give and take, and to become a cooperative member of the group.

The teacher should help children as much as possible to become motivated, achieving, and self-fulfilling individuals. She should help children gradually to solve their problems by themselves. The teacher should have a keen interest in every child and should have the desire to help them.

Among the most important qualities a teacher can possess is a deep interest in the children she teaches and in the teaching profession. Headley (27) stated that a teacher should be thought of as a human being primarily and as a teacher secondarily -- a human being who is greatly interested in teaching. (p. 54) The teacher should try her best not to interfere with the spontaneity, the search, the intellectual curiosity, the creativity or the freedom; instead she should encourage dramatic self-expression and artistic growth in a moral atmosphere created by her own example and personality.

Crosby (11) says that it is a wise teacher who knows: (1) that each child is a person, (2) that each child has his own pace and pattern of growth and development, (3) that knowledge of the growth and development characteristics of children is a foundation of curriculum building, and (4) that the needs of individuals must be met in the context of group life.

Parent-Teacher Cooperation

Educators are increasingly becoming aware of the necessity of close parent-teacher cooperation in the education of the child. There

was a time when it was felt that the teacher's responsibility for the child ended when the child left the playground, and close friendly relationships between parent-teacher was not considered essential to the educational process. However, various research studies indicate that the home, the school, and the community must work as a unit toward the goal of wholesome personality development of the child.

A number of educators have emphasized the importance of parent-teacher cooperation for the development of the child. Jenkins, Shacter, and Bauer (36) state:

In understanding the individual child, his needs, and his problems, the teacher and parent should meet and share their knowledge of the child whenever possible. The parent must help the teacher to see the youngster as he is in his family and neighborhood group; the teacher must bring to the parent her insight into the child's capacity to learn in the classroom and to live and work with others in the school environment. Teacher and parent must work in harmony -- each one has the welfare of the child in mind, and each has a special contribution to make to the child's growth and development. (p. 302)

Heffernan (28) says:

It is indispensable that parent and teacher need to work together. The school needs to know the home, and child's background in order to understand and guide the children properly. (p. 221)

Moore and Richards (49) have written that parent and teachers are the people who have the closest contact with children and have the greatest influence upon them. Therefore to guide children to health, happiness, and the fullest realization of their capabilities, parent and teachers must work together.

Moore and Richards (49) further report that the quality of parent-teacher relationships have a definite influence upon children. The child who suffers most is the child who is caught in the center of

conflicting standards when no understanding or desire to understand is evidenced by either home or school.

Often people have the idea that the child's education starts at school; but actually it begins at home and this is his first surrounding for his education; the school then extends his experiences by working closely with the home to provide opportunities for the child to develop continuously. Both school and home are essential in the education of the child.

Parent-teacher cooperation can be a positive influence upon the child's development. Leeper (44) states:

Both the home and the school have important functions to serve in educating the child. Neither can work effectively without the understanding, support, and assistance of the other. Guiding the development of the child is a cooperative endeavor. The parent and the teacher need to see the whole child, as he reacts in his life at school and at home, in order to provide a complete program for him. The quality of the teacher-parent relationships during this early period will have an influence upon the child throughout his formative years. (p. 373)

Recognition of the necessity of parent-teacher relationships has been pointed out by Hymes (34). He reported that home-school relations has two broad goals: (1) To bring about a better understanding between parents and leaders, of what children are like, and (2) to bring about a better understanding between teachers and parents, of good education. Hymes (34) writes further that:

When these goals are achieved, parents and teachers work together as a united team, and youngsters gain in two ways: They have a richer, fuller, more nourishing life, in school and out, than otherwise would be open to them; and they have more consistent guidance in school and out; they stand a better chance of living up to the peak of their powers. (p. 9)

Parent-teacher cooperation is a two-way process, from home to

school and from school to home. Jenkins, Shacter, and Bauer (36) state:

The keynote of cooperative relationship with parents is not the teacher's professional training nor her understanding of learning process or even of child psychology. Rather, it is her willingness to talk with the parents and to listen to them in order to seek and understand more fully the reasons behind their child's behavior. (p. 303)

Both parents and teachers should take the initiative in establishing friendly home-school relationships. Both should work as partners in the business of educating children. Each of them should offer invaluable assistance to each other in helping the child develop to the utmost. Langdon and Stout (40) have mentioned that: inadequate communication between school and home pertaining to aims or goals may hinder the continuous progress of the child. The most worthwhile aims of education cannot be achieved by the school alone, nor can the school discharge its responsibilities except as parents and teachers work together in the educational process and have a mutual understanding of one another's problems and aspirations. In order for the home and school to work together effectively, it is essential that each comes to know and understand the individual characteristics and qualities of the other. There are various ways and means of achieving a closer relationship of teacher and parent in the educational process. Some of them are the following:

School Visit

The parents need to become acquainted with the facilities and policies of the school before the child enters into the school. Through this visit the parent can encourage the child about coming to school and also can help the teacher in assisting the child to adjust to his

first days at school.

Parents should be encouraged to stay in school as long as they wish without interrupting the activities of the school. Parent's visits should be scheduled so that only one child's parent can observe and visit the school on a given day. This will be more profitable and less disturbing to the children and the activities under the teacher's direction than if several parents visit on the same day. Leeper (44) discusses some of the responsibilities of the teacher in this respect, and they are to:

- a) develop an understanding of the place for and the importance of a planned visit to the school,
- b) plan ahead, setting the actual time and date of the visit,
- c) plan the procedures for the visit with both the child and the parent,
- d) provide for free time to discuss the child's activities as the parent observes the child in relation to the school itself, or at an early time shortly after the visit. (p. 378)

Both the teacher and parent may gain further insight into the child's behavior through a conference held soon after a visit or planned observation.

Home Visit

The home visit by the teacher has advantages. It gives the teacher understanding about the home surroundings of the child. The child becomes better acquainted with the teacher by actually seeing her visit in his home. The parents most likely will feel free in their own home to talk about their problems.

Teachers usually find a home visit will be more profitable if: (a) the visit is arranged at the convenience of the parents, (b) there is adequate time for both teacher and parent to talk uninterruptedly, and (c) the child is playing

nearby where he can be observed yet not always within hearing distance of the adult's discussion. (Leeper, p. 377)

A home visit by the teacher will help to make the child comfortable on the first day at school. The child will feel important in the eyes of the teacher, and he will feel secure at school and with the children.

Parent-Teacher Conferences

The parent-teacher conference is one of the most satisfying means of creating a cooperative relationship between home and school. Through parent-teacher conferences both parent and teacher can work out a suitable program of activities and experiences which will help the child develop in a positive manner.

The true feelings of the parent, teacher, or child, may not be revealed in a casual visit. The teacher may not have much time to discuss various things during a home visit, or during a school visit by the parent. More areas can be discussed in a planned conference. The teacher needs to build an understanding of the need for and the purpose of the regular conference with the parent, whether it be held only once during the school year or more often.

A summary of D'Evelyn (12) indicates that there are some principles that should be followed for any parent-teacher conference in order to be successful.

1. Each parent and teacher should have respect for each other.
2. The teacher must have the responsibility to plan and prepare for the conference by organizing thoughts and materials prior to the conference.
3. The teacher should arrange to have no interruptions during a conference.

4. The teacher should not be seated behind a desk.
5. The teacher should accept warmly what the parent has to contribute. The teacher should encourage the parents to talk.
6. The teacher should avoid criticism and arguing with the parents.
7. The teacher should find out the parental attitude toward the child in order to better understand the child's behavior.
8. The teacher should try to be aware of sensitive spots, and should avoid embarrassing the parent by noting facial expressions, gestures, and voice.
9. The teacher should encourage the parents to work out possible ways of meeting problems.
10. The conference should be kept strictly confidential.
11. The teacher should try to close the conference on a constructive, a pleasant, or a forward going note, such as plan for further consultation, a definite date for the next conference, a statement of encouragement or reassurance, or a statement of a plan for cooperative action.

A successful conference depends on the relationship between teacher and parent. It must be a relationship that permits the parents to express his thoughts and his feelings with the knowledge that he will be listened to and understood by a sympathetic and accepting person who in understanding and accepting helps him in turn to understand and accept both himself and his child.

Telephone Conversations

Telephone conversations between parents and teachers may be somewhat limited, but nevertheless valuable in maintaining a close relationship between home and school. They will be able through these conversations to take care of most of the things they wish to share or discuss with each other. It takes only a few minutes to make a call and relate some choice bit of information about the child, or to ask for help concerning some behavior of the child. Minor routine situation or unexpected developments such as illness or a visit to the doctor are examples of situations which may best be discussed over the telephone.

Casual Visits

Parents communicate much information to the teacher and to other parents as they bring children to school or call for them later. The teacher can get valuable information about a child and about parents through these casual visits.

Study Groups

A group of parents and teachers may meet weekly or monthly usually in a series of planned meetings which consists of discussion groups in which various aspects of child development and behavior are studied and discussed.

Parent Participation

Parents can learn much about what goes on in school by observing as well as by participating in the school program. Participations

increase in scope in relation to parent's helpfulness for the school. Parents can participate in some of the school's work such as going on trips with children, they can evaluate the books, obtain the price of equipment, can do some of the teacher's routine work, so that the trained person is relieved to give special individual attention to the children. Other areas in which parent participation is particularly helpful include story telling, music and art activities, group parties and picnics, library activities and as a resource person in a specialized area or activity. As the parents work and talk together with the teacher and the children, they develop a greater interest in and a deeper understanding of the program. When parents participate and help the teachers, the program for the children becomes a richer fuller one. Through participation, the parent is continuously interpreting his experiences in terms of his family and his own child. Opportunities should be provided for all interested parents to contribute something to the program. The teacher should try to make the parents feel at ease at all times.

Newsletters

Newsletters are an excellent means of keeping parents informed of some of the school activities, and many learnings may be shared through this means of communication. Newsletters can be sent to the parents weekly, monthly, or semiannually. They may be a single sheet, several sheets, or in pamphlet form.

Bulletin Boards

Attractive bulletin boards, used by teachers and parents add to

the pleasant atmosphere of the school. The location must be convenient and easy to read. The information used on the bulletin boards must be up-to-date, reliable, and appealing to parents.

Books and Pamphlets

These are a helpful source to parents and teachers as they continuously learn about children. Recent publications in a variety of areas should be kept.

Guiding the youngsters is a mutual affair between school and home. Neither the home nor the school can do the job alone, for the roles they play supplement each other.

When they work together in an atmosphere of cooperation and understanding, a two-way process exists, with both giving receiving the particular values inherent in each. (Moore and Richards, 49, p. 298)

Leonard, Miles and Van der Kar (45) have stressed the importance of cooperative work between home and school in order to provide perfect techniques and guidance for the child which will be most beneficial for him. They reported that "their wholehearted cooperation is necessary in order to carry over methods of guidance into the home and make the training consistent." (pp. 325-353)

Satisfactory home-school relationship must be established in order to help the child to the utmost.

Hymes (34) states:

That love of children on the one hand and belief in education on the other are two bulwarks to the field of home-school relations. The two go together in mutually supporting each other and creating an immense reservoir of goodwill for education. (p. 35)

Close, friendly, cooperative relationships should be developed

between parent and teachers. Moore and Richards (49) state:

When a close, friendly, and cooperative relationship exists and parents and teachers have come to know each other as unique individuals with particular feelings, roles to play, and knowledge, they will be able harmoniously to learn and work together to understand young children and to effectively guide them in their growth and development. Where there is a friendly working relationship, an atmosphere of trust, approval, support, and agreement will abound in which children, parents, and teachers will all benefit. (p. 334)

In summary, it can be said that when parents and teachers work together as a team, early childhood education and children benefit. Where the child gains, the family gains, and in turn society gains.

CHAPTER VIII

SUMMARY, IMPLICATIONS, AND RECOMMENDATIONS

Summary

The purpose of this study was to review the literature of early childhood education and to develop a teaching guide concerning early childhood education which could be adapted for students who are preparing to work with young children in Pakistan particularly those in the Colleges of Home Economics.

Literature and all other available sources were reviewed in order to identify the philosophies, principles, and practices of established programs. The Western literature was reviewed because the writer felt that the philosophies, principles, and practices were adaptable for Pakistani programs because children are basically the same the world over in regard to their needs and interests.

In Chapter III the nature of early childhood education programs in Pakistan was presented to provide a basis for the adaption to the Pakistani programs.

The principles of curriculum planning are based on the needs of children and the writer felt that these same principles could be as effective if adapted for the Pakistani children regardless of the difference of culture and custom. The values of play for children and the ways to provide opportunities to help children become involved in play

were a basic part of a good early childhood education program.

The environment of the program was found to be of most importance and should be considered for the early childhood education program in Pakistan.

Literature revealed that the teacher was the most important factor in the early childhood education programs upon whom children's development depends.

The proposed study guide (Appendix A) was developed on the basis of the objectives of what is considered to be effective programs and will be reviewed with those concerned in Pakistan. Examples of study plans and teaching units are presented in Appendices B and C. In adapting such plans for Pakistan, books and songs written for Pakistani children will be substituted for those indicated in the plans.

Implications for Use of Findings

The study guide can be adapted by any teacher and students who work with young children. This guide need not be limited to only one country.

The discussion on Pakistani early childhood education will help the Pakistani parents and students become aware of their own practices and perhaps suggest ways to initiate new programs for young children.

Recommendations

The author recommends that Pakistani people be encouraged to develop early childhood education programs. Education is essential on the part of the adults in order to recognize the necessity of these

programs in a child's life. Provision should be made to provide rich life experiences for the development of the children in all aspects. The programs should be designed and supervised to meet the day-to-day and long-term needs and interests of young children. Schools should be funded so children in these programs could have equipment and materials and indoor and outdoor space geared to children's needs. These programs should encompass subject matter areas, such as reading, arithmetic, science, social studies, the language arts, recreation, health, physical education, and music and art. The programs should arrange conditions so that children naturally want to learn and want to play. A good program should help children develop in all aspects -- physically, socially, emotionally, and intellectually. To attain the objectives for a good school, well trained teachers are essential. The teachers must be broadly educated persons in terms of knowledge and appreciation of culture but they must have sympathetic understanding of children.

Teachers should be trained to recognize the individual differences and meet individual needs of children and to minimize the tension and strain which inevitably accompany learning. The writer strongly recommends that Pakistani educators write books specially designed for young children and texts for students preparing to work with young children.

Preparation in parent-teacher relations should be an essential part of a teacher training program in early childhood education. Literature revealed that when parents and teachers work together as a team, early childhood education can add breadth of understanding to

children and adults alike and that when the child gains, the family gains, and in turn, society gains.

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APPENDIX A

RECOMMENDATIONS FOR A TEACHING GUIDE
IN EARLY CHILDHOOD EDUCATION

Objectives for Developing the Teaching Guide

1. To help the teachers, as well as the students, realize the purposes of different types of early childhood education programs for children.
2. To help the students understand how to plan the curriculum and what factors to be considered in planning the curriculum.
3. To help the students realize the different curriculum areas and activities that should be included in a program.
4. To provide opportunities for students so that they can be practically involved in a program and thus can become familiar with the program totally.
5. To help the students develop the ability to make resource units, teaching plans, and a daily program for the children.
6. To help the students develop certain qualities that are needed to work with the children and with the parents.

PROPOSED GUIDE FOR AN EARLY CHILDHOOD EDUCATION

COURSE FOR TEACHERS AND COMMUNITY WORKERS

1. Early Childhood Education Programs
 - A. Purposes of early childhood education programs
 - B. Different types of programs for children and their characteristics
 - . Nursery Schools
 - . Kindergarten Schools
 - . Day Care Centers
 - . Parent Cooperatives
 - . Head Start
2. Curriculum Planning in Early Childhood Education Programs
 - A. Principles of curriculum planning
 - B. Understanding the children and their needs for developing curriculum
 - c. Curriculum areas
 - . Language arts
 - . Science
 - . Social science
 - . Mathematics
 - . Music
 - . Play
3. Activities to be carried out in the programs
 - . Health inspection
 - . Work period, free-time, activities period
 - . Rest period
 - . Group experiences
 - . Story time
 - . Toileting and washing
 - . Snack, Lunch
4. Values of play and creative activities for children
 - A. Providing opportunities to play
 - B. Providing opportunities to become involved in creative activities

- . Painting
- . Wood working
- . Clay, water, sand, mud
- . Block building
- . Cutting, pasting, collage, construction

5. Physical environment of the programs

- . Building
- . Outdoor and indoor areas
- . Equipment and material
- . Selection and arrangement of equipment and materials

6. Teacher in Early Childhood Education Programs

- A. Qualifications and characteristics
- B. Relations among teachers

7. Public Relations

- A. Identification of needs in a community
- B. Involving key people

8. Working with parents

- A. Different ways to develop good relationship with parents

SUGGESTED READINGS FOR A COURSE IN

EARLY CHILDHOOD EDUCATION

I. Purposes and Types of Programs

A. Purposes of Early Childhood Education Programs

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B. Different Types of Early Childhood Education Programs and Their Characteristics

Nursery School:

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Kindergarten:

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Day Care:

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Parent Cooperatives:

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Head Start:

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2. Kidd, Aline H. and R. M. Kidd. "The Head Start Classroom as a Therapeutic Environment." Young Children (Journal), Vol. 23, No. 3, January, 1968, pp. 170-175.
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4. Leeper, S. H., et al. Good Schools for Young Children. New York: The MacMillan Co., 1968, Ch. 7, pp. 115-119.

III. Activities Carried Out in the Programs

1. Headley, Neith E. Foster and Headley's Education in the Kindergarten, 4th ed. New York: American Book Co., 1966.
2. Leavitt, Jerome E. Nursery-Kindergarten Education. New York: McGraw-Hill Book Co., Inc., 1958, pp. 151, 174-184, 218-219, 203-207, 191.
3. Wills, C. D. and W. H. Stegeman. Living in the Kindergarten. Chicago: Follett Publishing Co., 1956, Ch. 4, pp. 42-57; Ch. 7, pp. 84-109.

IV. Play:

1. Hartley, Ruth E. and Robert Goldenson, The Complete Book of Children's Play. New York: Thomas Y. Crowell Co., 1957.
2. Heatley, Ruth E., L. K. Frank, and R. M. Goldenson, Understanding Children's Play. New York: Columbia University Press, 1952.
3. Osborne, D. Keith and Dorothy Haupt, Creative Activities for Young Children. Detroit: Merrill-Palmer Institute of Human Development and Family Life, 1964, Ch. 5, pp. 41-48.

V. Music:

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2. Landeck, Beatrice. Children and Music. New York: William Sloane Associates, Inc., 1952, pp. 50-70.

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APPENDIX B

SCIENCE RESOURCE UNIT
(Example)

A Resource Unit has been developed on science under the heading "Living Things."

This resource unit can be used for children of three, four, and five year olds. The number of teachers who will initiate the unit depends upon the number of children. For every group which will be consisted of not more than six children, one teacher should be responsible.

Living Things

I. Purpose

- A. To help children develop understanding about living things.
- B. To provide opportunities for children to observe, investigate, explore, experiment about the living things.
- C. To help children understand that our environment contains living and nonliving things.
- D. To help children understand the difference between living and nonliving things.
- E. To develop an interest in and an attitude of kindness toward animals.
- F. To develop a sense of responsibility in caring for plants and animals.
- G. To help children develop understanding of the interrelations of living things.

II. Concepts

- A. Living things are all around us.
- B. All living things are either plant or animal.

- C. Some things are not living.
- D. Love is needed by both human being and animals.
- E. Living things need air, water, food, and sunshine.
- F. Plants need room, soil, light, and water to grow.
- G. We need fresh air, clean, and safe food.
- H. Food is different for different kinds of living things.
- I. Food is different for human beings in different cultures.
- J. Way of eating is different in different cultures.
- K. All animals do not need the same food.
- L. Living things are interdependent.

III. Experiences through which children will better understand concepts.

Concept A. Living things are all around us.

1. Discussion. Questions: "Are all things living?"
Then ask "Let's name some things that are living."
Discussion will include: (a) People are living things. (b) Plants are living things (trees, flowers, grass). (c) Animals are living things (farm, types, pets, zoo).
2. Take a walk around school or the neighborhood to observe living things.
3. Visiting a zoo and a botanical garden.
4. Have a pet show in school or encourage children to bring their pets in school.
5. Make an aquarium in classroom and keep some fish, insects in that aquarium so that children can observe them.

6. Display pictures on two bulletin boards under the heading "living and non-living things."
7. Have a dish garden in school.
8. Have pupils cut pictures from magazines or draw pictures of living and nonliving things.
9. Story: Pets Are Fun by Dorthea Park; Animal Families by Ann Weil; A Tree is Nice by Udry; and Fall Is Here by Parker. During story time these stories will be read by the teacher in order to give them understanding about different kinds of living things that are around us.
10. Music: "The Gardener," "Let's Plant a Tree," and "Five Little White Mice." Playing the records at music time. Teacher will sing along with the record. Provide instruments like bells, drums, sticks so that children can use them to improve interest in music.
11. Film: "Living and Non-living Things." Prepare the children ahead of time what will be shown in the film. After viewing have a discussion on it.

Concept B. All living things are either plant or animal.

1. Have children bring pictures of either plant or animal life.
2. Two bulletin boards with pictures of different kinds of plants and different animals to show classification of living things.

3. Encourage children to make a scrapbook with pasted pictures of living things, grouping according to plant and animal life.
4. Take them on a trip to the zoo and a botanical garden.
5. Have a pet show in school or encourage children to bring their pets.
6. Take a walk around the school to see different kinds of plants.
7. Have a cage in the school for guinea pigs or puppies or chickens.
8. Story: Friendly Farm Animals by Ester; Flicka, Ricka, Dicka, and the Big Red Hen by Lindman.
9. Poems: (a) Children and Ducks, (b) Baby Chick, (c) Seeds. Recite the poems in an interesting, clear voice to the children.
10. Invite a speaker who will tell something on different kinds of animals.

Concept C. Some things are not living.

1. Show pictures and encourage them in telling which one is living and which is nonliving.
2. Discussion on the characteristics of nonliving things: They do not move, grow or need certain temperature, food, air, or water. They do not reproduce their own kind.
3. Encourage children to collect some nonliving things and living things, for example -- rocks,

- buttons, marbles, nuts, flowers, goldfish, shells.
4. Prepare a bulletin board on nonliving things.
 5. Let them pair up different kinds of living and nonliving things.
 6. Encourage children to make a scrapbook on nonliving things.
 7. Children can look at the pictures in the books, objects in the classroom, object that can be seen from the window to see the different kinds of living and nonliving things.

Concept D. Love is needed by both human beings and animals.

1. Questions: "What does a crying baby do when his mother holds him in her lap?"
2. Observe and care for pets in the classroom.
3. Encourage them to tell how they take care of their pets.
4. Display pictures of mother-child affectionate relationship both of human beings and animals.
5. Take them on a trip to zoo to see how different baby animals get along with their mothers.
6. Provide opportunities for dramatic play -- mother-child roles.
7. Story: The True Book of Farm Animals, Little Chicken, and Katie's Chicken. These stories are on what different animals need. They need food, care, love like human beings. These books have large, warm, interesting pictures to create

children's interest.

8. Songs: "My Pretty Butterfly," and "Pussy Willows." Teacher will sing these songs and will encourage the children to sing with her.

Concept E. Living things need air, water, food, and sunshine.

1. Make them understand that animals (especially chicks -- and other small pets) could not survive without the help of people.
2. Questions: "Why could not these chicks live without the help of people?" "What are the needs of a chick?"
3. Discussion: What are the needs of living things? (air, water, food, and sunshine)
4. Have children bring their pets in school and describe how they take care of them. What do their pets eat?
5. Take excursion to zoo -- to see what different animals eat.
6. Arrange pictures on bulletin board of the foods that living things take. Make separate bulletin boards of foods of human beings and animals.
7. Help pupils to make dish garden. Use beets, carrots, and turnips.
8. In a box collect immature insects and provide them with air and proper food and observe their growth.

9. Experiment with a living animal (insect) to show that animals need air to live. Keep an insect in a completely closed jar for hours. Naturally it will die. Children will learn more if they see the result with their own eyes.
10. Experiment with a living plant to show that plants need water, light, and room to grow. Do not water it for a couple of days, observe how it wilts; then watch how it revives after watering. Similar experiments may be done with plants to show how they depend on all factors. Plants need: good prepared soil to grow (include fertilizer); protection from insects and light to grow.
11. Have pupils either cut pictures from magazines or draw pictures of the following:
 - A good breakfast for you.
 - A good lunch for you.
12. Help them realize the importance of air, food, and water in our life from such comments as the following: "Please open one window, at least. I need to breathe." "I cannot stay for such a long time in such a closed room." "I am thirsty. Will you please give me a glass of water?" Asking leading question. What will happen if we remain in a room where every door and window is closed? What will we do when we feel thirsty and hungry?

13. Play game: Show pictures of human beings and animals and the foods they eat. Then ask children to match what foods are for human beings and what foods are for animals. For example: Cow eats plants, foxes eat animals, and human baby drinks milk.
14. Stories: Everybody Eats by Green. Birds Eat and Eat by Thomas. Tell the stories in an inviting voice. These books are about the fact that every living thing needs to eat what different things they eat.
15. Filmstrips: "Farm Animals and Pets." "The Big Farm."
16. Poems: My Dog, I Had a Little Pony, Bow Wow Says the Dog. Recite the poems and encourage them to recite and move their body to make the time more interesting.

Concept F. Plants need room and soil to grow.

Concept G. We need fresh air, clean, and safe food.

1. Restrict the growth of a plant by putting it under a cardboard box and see what happens. Question: "Why does the plant bend when it is covered with a box?"
2. Get a plant that needs to be transferred to a larger pot. Point out that the roots need room to expand.

3. When the plants in the garden start to grow, thin them out. Questions: "Why do we need to take out some of the plants?"
4. Help them realize that we need fresh air, clean, and safe food. Asking leading questions. How does food become poisonous? Why does poisonous food make us sick? What should we do to keep food safe and clean? What should we do before and after eating to keep us clean? Teacher should provide enough time to wash up themselves before going to take snack or lunch.

Concept H. Food is different for different kinds of living things.

1. Have children bring their pets in school and describe what their pets eat.
2. Take excursion to zoo to see what different animals eat.
3. Arrange pictures on bulletin board of the foods that living things take. Make separate bulletin boards of foods of human beings and animals.
4. In an aquarium keep some goldfish and provide some food for them. See what they are eating.
5. Keep some little animals in school and observe what they eat.
6. Show pictures of foods and then ask which one we take and which animals take. For example: Foxes eat animals. Fishes eat fishes.

Concept I. Food is different for human beings in different cultures.

Concept J. Way of eating food is different in different cultures.

1. Display pictures of food that different countries eat. Make a separate display of pictures of the foods that the children (in their country) take.
2. Show them practically how people from other countries eat. Some eat by spoon, fork, knife. Some eat by hands (Pakistan, India). Some eat by sticks (China).
3. Show pictures and different books from different countries about how the people are eating and what they are eating.
4. Make them understand that some foods are not taken by some religions, like Muslims do not take pork.

Concept K. All animals do not need the same food.

1. Display pictures of what human beings eat and what animals eat.
2. Provide opportunity for dramatic play: cooking, eating.
3. Discussion on animals like different kinds of foods. Some eat plants. Some other animals. Some eat both.
4. Let the children suggest a list of the foods they eat. Visit a grocery store, a general market to discover the many other foods.
5. Show pictures of different food and let each

child show which foods he has eaten.

6. Visit farms, dairies and wholesale houses to observe the production and handling of foods.

7. Story: Everybody Eats by Green; Birds Eat and Eat by Thomas; and Chicken Little by Palazzo.

These books are about what human beings and birds and other animals eat. They focus on the fact that every human being and animal eat to live.

After reading the stories, ask questions: What do you eat? What a bird eats? What a horse eats?

8. Films: "Let's Look at Animals," "Animal Houses."

These films are on different kinds of animals and what they eat.

9. Songs: "Mary Had a Little Lamb," and "The Little Girl and the Robin." Play these records on a record player and encourage children to sing along with the record. Teacher will sing along with them. Children will be encouraged to move their bodies as they like. Provide instruments like bells, sticks, drums to play.

Concept L. Living things are interdependent.

1. Discussions: We eat different animals like pork, beef, fish, plants. We keep flowers to make our room beautiful. Dogs are friends to us. They help when we need. We get milk from cows, goats. Animals depend on us to get foods. Plants need

us to give them water.

2. Display pictures on bulletin board like:
 - A man milking a cow.
 - A girl giving food to a chick or horse.
 - A man giving grass to a cow.
3. Ask questions. Why couldn't chicks, cows live without the help of people?

Evaluation

Listen to comments children make in dramatic play and after visiting zoo, farm, and botanical garden. Note children who are not participating during discussions and who are unable to answer the questions.

Do the children recognize that there are two classifications of living things (plant and animal)?

Do the children speak more freely of what is "living" and "non-living?"

Has there been growth in awareness and responsibility for proper care of animals?

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APPENDIX C

DAILY PLANS

Concept: Living things need air, water,
warmth and food.

MONDAY

Periods	Activities	Purposes	Materials and Preparation
8:00	Greet children Health Inspection	To make them feel that they are wanted and loved by the school; to create warm satisfying relationship between parents and teachers; to insure health of group.	Warm, loving, friendly teacher; flashlight, roll.
8:00- 9:10	Art Area- Finger Painting	Self-discovery of color and design with a highly changeable, tactile medium. Use of both hands gives this art medium a unique value. Coordination of eye, arm, wrist, hand, finger. Emotional satisfaction. Social development -- learn to take turns and share. Vocabulary development.	Large manila paper (18x24"), low table, with spacious top, 40 by 54 in. (for four children), paints, aprons, folding clothes dryer rack for drying finished paintings.
Indoor Workplay Period	Manipulative Area- Lotto sets Various-sized nuts and bolts.	Coordination of eye-hand. Fine-muscle exercise. Intellectual development -- develop concepts about size, shape, color. Emotional satisfaction. Social development -- learn to take, give, and share turns.	Place lotto sets and various-sized nuts and bolts on two tables.
	Book Area- <u>Animals Everywhere</u> by D'Anlaire. <u>Nappy Chooses a Pet</u> by Hogan. <u>Animals That Help Us</u> by Fenton.	Develop interest and appreciation in literature, vocabulary development, learn to correct use and care of books. To become acquainted with the printed letters. Awareness that printing progresses from left to right. It is a restful activity while seated.	Place the books on a table. Rug on floor for those who like to look at books on the floor. Good light.

Periods	Activities	Purposes	Materials and Preparation
	<p>Science Area- Guinea pigs or puppies in a cage. Experiment with a living animal (insect) to grow. Keep an insect in a completely closed jar for hours. Naturally it will die. Show the result during afternoon.</p>	<p>To know what they eat and how they eat. To know that living things need air to stay alive. Children will learn more if they see the condition with their own eyes.</p>	<p>A cage, guinea pigs or puppies, some food for them. Some insects in a closed jar.</p>
Indoor Workplay Period	<p>Housekeeping Area- Dolls, dishes, dress-up clothes.</p>	<p>Child-initiated dramatic play of adult, child, and fantasy roles. Development of imagination. They express their feelings toward the world around themselves and the people. Awareness of factors related to subjects (home, family).</p>	<p>Arrange the equipment invitingly. Place some accessories, like purses, hats, cosmetics.</p>
	<p>Block Area- Hollow blocks, Unit and red blocks, set of wooden people, plastic animals, trees.</p>	<p>Development of muscular coordination; construction experience involving number, size, weight, balance, and design; emotional outlet, learn how to take turns and share. Develop their sense of creativity, language development.</p>	<p>Place a few hollow, unit, and red blocks, animals, wooden people on the floor.</p>
9:10-9:20	Pick-up	<p>Help them accept responsibility; individual worth; promote feelings of belonging to group.</p>	<p>Prepare children ahead of time; need attentive teacher to encourage, support and guide. Teacher will also pick up the things along with the children to make them encouraged.</p>
9:20-9:35	Toileting; wash-up	<p>Increasing good health habits, increase feeling of security when physical needs are met; promotes sense of trust in self and adult when accidents are avoided.</p>	<p>Teacher attention; be sure that there is toilet paper, soap, and towels.</p>

Periods	Activities	Purposes	Materials and Preparation
9:35- 9:50	Snack	Health; energy pick-up; quiet time to settle down; time to encourage verbalization; learn table manners, learn to wait until all are through. Learn to keep used napkins, plates, glasses in proper places -- it develops their sense of responsibility.	Food, napkins, juice, glasses, water, and sponge.
9:50- 10:00	Music "The Pet Bird," "My Pony," "Mary Had a Little Lamb."	Develop love for music, aesthetic sense; social development, language development. Learn to follow directions; belongingness to group.	Teacher must know the songs. Teacher will encourage them to sing with her. Teacher can keep the songs written in a paper with her. Provide instrument like drums, sticks, bells for the children so that they can play with them along with singing songs.
10:00- 11:10	Sand box- Sand buckets Shovels Plastic animals, wooden farm house.	Develop eye-hand coordination, sensory experience, emotional satisfaction, reproduction of real-life situations and landscapes on a small scale. Social development.	Place buckets, shovels, plastic animals, wooden farm house on the sand box in an inviting way.
Outdoor Workplay Period	Water-play- Dishwashing, washing dolls, doll clothes.	Eye-hand coordination, sensory experience, emotional satisfaction, social development.	A tub of water, detergent, dolls, dishes, sponge, doll clothes.
	Make house with wooden boxes and blankets.	Encourage dramatic play to sort out different family roles, develop imagination, develop vocabulary, social development.	Blankets, wooden boxes, place some dishes, dresses, dolls inside the house.
	Jungle Gym- Arranged in an attractive way with balance, boxes to make bridge.	Develop large and small muscles, emotional satisfaction, social development, vocabulary development.	Arrange the jungle gym in an interesting way with balances, wooden boxes, ladders.

Periods	Activities	Purposes	Materials and Preparation
11:10- 11:20	Pick up	Developing sense of responsibility, ability to follow directions, social development -- help the total group and the teacher in picking up the things.	Teacher will guide and help them in picking up the things.
11:20- 11:30	Toileting; wash up	Develop good health habits, social development.	Soap, towels, toilet paper.
11:30- 11:45	Story time <u>Animal Tails</u> by Mason. <u>What is a Plant?</u> by Darky.	Develop interest in literature, develop their listening ability, develop vocabulary. The books are on different animals -- it will develop their interest to know about animals. Develop understanding about a plant, how it grows, what it needs to grow.	Teacher will sit in a chair close to the children. Children will sit in a semi-circle position in front of the teacher. Teacher will face the book toward the children. Teacher should know the story well.
11:45- 12:15	Lunch	Develop good attitudes toward food; for health reasons; social development -- learn to wait until others are through, learn table manners, learn to keep the used napkins, glasses, plates in proper places. It develops their sense of responsibility.	Food, napkins, glasses, table mats are placed on the table. Environment should be calm; quiet and relaxed. Little conversation will be carried out. Teacher will set an example of a good eater, good behavior so that children can learn from this.
12:15- 2:00	Nap	Health; energy pick-up; to learn that it is necessary to remain quiet when others are taking naps.	Record player -- soft music, cots, blankets, one teacher should always be there.
2:00- 2:20	Toileting Wash hands and faces.	Health reasons, social development.	Soap, towels, toilet papers.

Periods	Activities	Purposes	Materials and Preparation
2:20- 2:35 Group Time	Discussion: Reports from children about their experiences with pets -- what type of animals they have, what they eat, how they eat.	Belongingness to group, develop vocab- ulary, develop understanding about different ways of caring for pets.	Teacher and children should sit in a semi-circle position. Group should be small for one teacher. Ask opened questions to encourage them to talk.
2:35- 3:10 Indoor Workplay Period	Creative Activities. Paper cutting and pasting. Have pupils cut pictures from mag- azines of the animals, trees, babies. Have pupils cut pictures of the following: A good breakfast. A good lunch. Play with dough --rolling pins --tongue depressors for cutting --small cake tins --pans	Develop eye-hand coordination, de- velop concept about what is a good breakfast and a good lunch for human being. Social development, vocabu- lary development, emotional satis- faction. Coordination of hand muscles in using small tools and objects. Dramatic re- production of adult activity. Relaxing play in a social scene.	Place scissors, magazines, paste, construction paper on the table. Teacher can paste a picture ahead of time and place it on the table. Place the equipment and dough on a table. Teacher can make a cookie ahead of time.

Periods	Activities	Purposes	Materials and Preparation
3:10-3:25	Wash up	Physical, social development.	Towels, toilet paper, soap.
3:25-3:45	Snack	Health; social learnings.	Food, juice, napkins.
3:45-5:00	Swimming	Physical and social development; emotional satisfaction.	Swimming pool, slide, stair, plastic bottles. Teacher should wear the swimming dress along with the children.
Outdoor Workplay Period	Wheel toys-- Tricycles and wagons	Physical, social and emotional development.	Place wagons, tricycles out.
	Clay Modeling on a table.	Development of hand muscles. Exploration of dimensional form with changeable medium. Emotional satisfaction. Social development -- learn to get along with others.	Place several pieces of clay balls on a table. Clay should have modeling consistency suited to the pressure of a child's hand, clay boards.
	Books on blanket. <u>I Love Little Pussy</u> , <u>Funny Little Bunny</u> , <u>This Is My Family</u> by Fehr. <u>Our New Home in the City</u> by Lee.	Individual attention -- Language arts.	Place the books on a blanket on porch area. <u>How a Seed Grows</u> by Jordan. <u>A Tree Is a Plant</u> by Bulla. <u>Plants and Animals</u> by Watson.
5:00-5:15	Children will be encouraged to play outside in the above activity areas until the parents come to take them.	To make them to be happy. Not to make them feel bad if some children leave with their parents.	Help them to become involved in activities. Special encouragement, appreciation from the teacher are needed during this time. Encourage them to say "good-bye" when some children are leaving. Teacher and children will say good-bye to the children who are leaving.

TUESDAY

Periods	Activities	Purposes	Materials and Preparation
8:00	Greet children Health Inspection	To make them feel that they are wanted, loved; to create warm, satisfying relationship between parents and teachers; to inquire health of group.	Warm, friendly, loving teacher, with good health; flashlight, roll.
8:00- 9:10	Art Area Collage -- fabric, macaroni.	Develop eye-hand coordination, emotional outlet, develop sense of creativity. Development of concept about color, size, shape. Social development -- learn to take turns and share.	Construction paper, macaroni, fabric glue, brushes.
	Manipulative Area Bolt and screw construction set Beads and string.	Muscle development -- both large and small. Emotional satisfaction. Develop sense of creativity, language development.	Place bolt-screw construction set on a table. To attract children's attention, the teacher can do something to show them what to do with these things.
	Book Area <u>Christmas Trees and How They Grow</u> by Blough. <u>How Does a Garden Grow</u> by Bronen. <u>Let's Go for a Nature Walk</u> by Rosez.	Develop interest in literature, vocabulary development, learn to take care of books. To become acquainted with the printed letters. To develop awareness that bring progresses from left to right.	Place books on a table. Rug on floor for those who like to look at books on the floor. If they want to listen story about the book then teacher will tell it.
	Block Area Hollow blocks. Use wooden people with blocks.	Development of large and small muscles, emotional outlet, develop imagination and creativity. Learn to take turns and share.	Hollow blocks on the floor, and some wooden people.
	Science Area Animals to watch -- insects and fishes in an aquarium.	To observe how the insects and fishes move, how they eat, what they eat. Develop understanding about animals.	Two aquariums, insects, and fishes in it on a table.

Indoor Workplay Period

Periods	Activities	Purposes	Materials and Preparation
	Housekeeping Area Washing dolls, doll clothes.	Develop eye-hand coordination, learn to take care of clothes. Social and vocabulary development -- learn to get along with others, learn to take turns and share.	A tub with water, soap, dolls, doll clothes.
9:10- 9:20	Pick up	Develop sense of responsibility, follow directions.	Teacher should guide them in picking up the things.
9:20- 9:35	Toileting; wash up	Develop good health habits for physical reason. Social development -- learn to wait, learn to give opportunity to use toilet and tap to others.	Towels, toilet paper, soap.
9:35- 9:50	Snack	Physical and social development. Learn table manners, learn to wait until all are through. Learn to keep the used napkins, plates, glasses in proper place -- it develops their sense of responsibility.	Teacher should set an example of a good eater, good behavior so that children can follow her. Food, napkins, glasses. Environment should be calm and relaxed.
9:50- 10:00	Music "Little Duck Duddle," "Mrs. Hen and Little Duck," "Three Little Kittens."	Develop love for music, develop aesthetic sense, social development, language development, learn to follow directions.	Teacher should know the songs, record player. Different types of music instrument like -- drum, sticks, bells. Teacher will sing and encourage children to sing.

Periods	Activities	Purposes	Materials and Preparation
10:00-11:10	Climbing structure barrels and planks	Large muscle development, emotional outlet and satisfaction, learn to take turns and share, language development.	Arrange barrels and planks in interesting pattern.
Outdoor Workplay Period	Water play Blowing bubbles with bottle caps	Eye-hand coordination, social, emotional development, emotional satisfaction, learn to take turns and share. Scientific understanding about how to make bubbles.	Three cups with soap water, three bottle caps, aprons.
	Woodworking To make house or anything as children wish.	Eye-hand coordination, exercise of both large and small muscle, emotional outlet, and get emotional satisfaction, develop sense of achievement, learn to take turns and to share, language development. Science and safety learnings, concept about houses. They will learn that wood is used in making houses.	Work bench, hammers, nails, wood (soft cut in small pieces).
	Swimming	Large muscle development, emotional satisfaction, learn to take turns and share.	Swimming pool, slide, stairs to go inside the pool, plastic bottles. Teacher should wear swimming dress along with the children.
11:10-11:20	Pick up	Develop the sense of responsibility, to follow directions.	Teacher will help them in picking up the things.
11:20-11:30	Toileting; wash up	Physical, social development.	Soap, towels, toilet paper.

Periods	Activities	Purposes	Materials and Preparation
11:30- 11:45	Story Time Baby Sister	Develop appreciation in literature, develop vocabulary, to help become acquainted with printed letters, develop love for little sisters -- or for a new member in the family. Social development -- how to listen in a group.	Teacher will sit in a chair and the children will sit close to her. Children will sit in a semi-circle position in front of the teacher. Teacher will know the story well and she will face the book toward the children.
11:45- 12:15	Lunch	Physical and social development. Learn table manners, learn to wait until all are through. Learn to keep the used napkins, plates, glasses, in proper place -- it develops their sense of responsibility and also better attitude toward themselves. They develop sense of accomplishment.	Food, napkins, glasses, plates, silvers, mats. Environment should be calm and relaxed.
12:15- 2:00	Nap	Physical and social development. Learn that it is necessary to be calm and quiet when others are taking rest or sleeping.	Record player -- soft music, cots, blankets, one teacher should be in the nap room.
2:00- 2:20	Toileting Wash hands and face	Develop good health habits. Learn to wait, learn to give opportunity to wash their faces or to use toilets.	Soaps, towels, toilet papers.
2:20- 2:35	Science Activity Experiment with a living plant to show that plants need water, light, and room to grow. Do not water a plant for a couple of days, observe how it wilts; then watch how it revives after watering. (It will take a few days).	To develop understanding that plants need water, light, and room to grow. It will develop understanding about science. It will develop their intellectual capacity to think, to reason.	Plants on two tubs. Water one and do not water the other one to show the differences. Similar type of experiment can be done to show that plants need room and light to grow.

Group Time

Periods	Activities	Purposes	Materials and Preparation
2:35- 3:10	Creative Activities Roller painting (spools on wire holders)	Eye-hand coordination, develop concepts about color. Emotional outlet, social learning -- learn to take turns and how to get along with others, language development.	Paints -- blue and yellow, rollers, spools on wire holders.
	Pasting of colored egg shells on construction paper.	Eye-hand coordination, emotional satisfaction, social learnings. Develop concepts about color, size, shape.	Paste egg shells, paints, brushes, construction paper.
	Using paper plates and crayons to make faces.	Eye-hand coordination, emotional satisfaction, learn to take turns and share, develop concept about color, size, and shape.	Place paper plates, crayons on a table.
3:10- 3:25	Wash up	Physical and social development. Develop good health habits.	Towels, toilet paper, soap.
3:25- 3:45	Snack	Health and social learning.	Food, juice, napkins.
3:45- 5:00	Greenhouse Cooking -- flour, rice, salt, water.	Eye-hand coordination, develop better attitude about cooking, social development, encourage dramatic play, emotional satisfaction.	Pots and pans, flour, rice, salt, spoons, cooker.
	Kiting	Develop eye-hand coordination, emotional satisfaction, develop concept of high and low, language development, social adjustment.	Kites, strings.

Periods	Activities	Purposes	Materials and Preparation
	Sand box Some cookie cutters, water, spoons to make cookies.	Eye-hand coordination, sensory experience, language and social development.	Water in pans, cookie cutters, wood board, soaps.
Group Activity	Take a walk around the play yard to see the different plants which are growing.	Develop understanding about nature, different plants. To see what happens if one plant is covered with something to protect it from getting sunlight. (It will take a few days to see the changes.)	Teacher's guidance, a pan to cover a small plant.
5:00- 5:15	Tire Swing Children will be encouraged to play outside on the above activity areas until they are picked up by their parents.	Physical and social development. Not to make them feel badly if some children leave for home.	Help them to become involved in activities so that they do not become emotional to go home seeing the other children who have left for home. Encourage them to say "good-bye."

WEDNESDAY

Periods	Activities	Purposes	Materials and Preparation
8:00	Greet children Health Inspection	Health; individual worth and importance.	Friendly teacher; flashlight; roll.
8:00- 9:10	Art Area	Eye-hand coordination, experiences with color, emotional outlet, social learnings.	Potato with some design cut on those with help of knife or blade by the teacher, paper, brushes, paints of red and green color, aprons.
Indoor Workplay Period	Science Area Goldfish in aquarium	Nature observation. To observe what happens to a fish if nothing is given in that aquarium for eating.	Place aquarium on table.
	Manipulative Area Snap blocks, plastic filled blocks	Fine muscle development, social development, emotional satisfaction.	Place snap blocks and several filled blocks on table.
	Book Area <u>Nappy Chooses a Pet</u> by Hogan. <u>All Kinds of Neighbors</u> by Wellsley.	Develop interest in literature, vocabulary and social development, learn to take care of books and how to use them.	Place books on table. Place rugs on floor.
	Block Area Unit blocks, miniature doll house and furniture.	Physical and social development. Emotional outlet.	Set out a few unit blocks, doll house, people and furniture.
9:10- 9:20	Pick up	Developing sense of responsibility, learn to follow directions.	Teacher should help them in picking up the things.
9:20- 9:35	Toileting; wash up	Develop health habits.	Soap, towels, toilet paper.

Periods	Activities	Purposes	Materials and Preparation
9:35- 9:50	Snack	Physical and social development.	Food, juice, napkins, glasses.
9:50- 10:00	Music "Bumble Bee," "Chase Your Tail Kitty," and "Fishing Song."	Develop aesthetic sense, social and language development, learn to follow directions.	Teacher should know the songs, record player, instruments to use by the children.
10:00- 11:10	Plant garden Encourage them to plant some plants. Help them in digging soil, planting, watering the plants.	Nature observation. To develop understanding about plants needs, such as soil and water to grow.	Some plants, digger, water in one corner of the play yard.
Outdoor Workplay Period	Fishing with magnets	Eye-hand coordination, develop sense of achievement, social development, emotional satisfaction.	Sticks with attached magnets on strings, a tub of water, few flannels cut like fish and a paper clip attached with the fishes.
	Playing with clay -- making mud pies.	Sensory experience. Eye-hand coordination, social and emotional development.	Clay, pans, water, roller, cookie cutter.
	Putting the furniture of the greenhouse in the outdoor area for a change.	To encourage dramatic play, to develop imagination, social and emotional development.	Putting the furniture in outdoor area, keeping some of the accessories -- like dolls, dress-up clothes that will go with the dramatic play.
	Swing	Emotional satisfaction, social development.	Colored paper can be tied up in the swing to make the children interested to swing.
	Slide	Physical, social development.	Put the slide in an area -- which is safe for children.

Periods	Activities	Purposes	Materials and Preparation
11:10- 11:20	Pick up	Develop sense of responsibility, ability to follow directions, social development.	Teacher will help them in picking up the things.
11:20- 11:30	Toileting; wash up	Physical and social development.	Soap, towels, toilet paper.
11:30- 11:45	Story Time <u>At the Zoo</u> by Robinson.	Develop interest and appreciation in language arts, develop vocabulary, social development. To know about different animals at the zoo. Physical and social development.	Teacher should be careful about the sitting arrangement of the children.
11:45- 12:15	Lunch	Physical and social development.	Food, napkins, glasses, plates, table mats.
12:15- 2:00	Nap	To take rest for physical development.	Record player -- soft music; cots, blankets, one teacher should be in the room.
2:00- 2:20	Toileting; wash up	Physical and social development.	Soap, towels, toilet paper.
2:20- 2:35	View film: Care of Pets . . . Encyclopedia Britannica.	Social learning. To help them learn how to take care of pets, and what different pets are to be fed.	Film, projector, screen.
2:35- 3:10	Creative Activities. Object painting	Eye-hand coordination. Emotional and social development. Language development.	Paper, paints, bits of sponge, spoons, buttons.
	Manipulative Area. Small plastic building set.	Eye-hand coordination, social and emotional development, develop imagination, develop sense of creativity.	A set of small plastic building set should be placed on a table.

Periods	Activities	Purposes	Materials and Preparation
	Housekeeping Area Dolls, clothes, iron, ironing board.	Social development, role playing.	Set up dolls, doll clothes; iron, ironing board.
3:10- 3:25	Wash up	Physical, social development.	Towels, soap, toilet paper.
3:25- 3:45	Snack	Health; social learning.	Food, juice, napkins.
3:45- 5:00	Dolls and buggy, long skirts, hats, suitcase.	Social development.	Place dolls, buggy, dresses outside.
Outdoor Workplay Period	Soapy water with egg beater.	Encourage vocabulary, sensory expe- rience, social development.	Fill pots with soap water, spoon, egg beater, aprons.
	Manipulative Activity -- puzzles, wooden clowns on a blanket.	Space relationships; balance, member and color concepts, social and vo- cabulary development.	Place puzzles and clown on a blanket in porch.
	Wheel toys -- Tricycles Wagons Wheelbarrow	Physical and social development; emo- tional satisfaction, language develop- ment.	Place wagons, trikes and wheelbarrows out.
	Tire Swing	Physical, social development.	Keep the other play materials away from the swing.
5:00- 5:15	Children will be en- couraged to play out- side with the above activity until the parents come to take them.	Let them feel good until the parents come to take them.	Help them to be involved in the activities.

THURSDAY

Periods	Activities	Purposes	Materials and Preparation
8:00	Greet children Health Inspection	To make them feel that they are wanted, loved; to create warm, satisfying relationship between parents and teachers; to insure health of group.	Warm, friendly, loving teacher, with good health; flashlight, roll.
8:00-9:10	Art Area Paper cutting, pasting. Painting with string.	Emotional outlet; coordination of eye-hand. Fine-muscle exercise. Development of concept about size, shape, color. Exercise of skill in handling a tool to achieve constructive efforts. Sensory experience. Social development -- learn how to get along with others, how to take turn and share.	Pair of scissors; glue, magazines with interesting pictures, paint -- of red and yellow and some string and construction paper.
Indoor Workplay Period	Manipulative Area Leggo Peg boards	Coordination of eye-hand. Fine-muscle exercise. Emotional satisfaction, development of creativity. Social development. Concept about size, shape, color.	A set of leggo blocks and a set of peg boards, hammer.
	Book Area <u>Birds of the Forests and Fields</u> by Gunter. <u>Finding Out How Animals Live.</u>	Develop interest in literature, vocabulary development, learn to correct use and care of books. To become acquainted with the printed letters. Awareness that printing progresses from left to right.	Place books on a table. Rug on floor for those who like to look at books on the floor.
	Block Area Unit blocks, small animals, sets of trees.	Development of muscular coordination. Emotional outlet. Social development -- how to get along with others, how to take turns. To develop their sense of creativity, language development. Understanding about space relationship.	Place unit blocks, animals on the floor.

Periods	Activities	Purposes	Materials and Preparation
	Housekeeping Area Play with dress-up clothes and costumes.	Child-initiated dramatic play of adult, child and fantasy roles. Emotional satisfaction. Expression of feelings. Identification with adults. Social development.	Different dresses of big size, and some accessories like purses, jewelry, dolls, hats. Mirror in the room so that they can see themselves.
9:10-9:20	Pick up	Develop responsibility, learn to follow directions.	Teacher should help them in picking up the things.
9:20-9:35	Toileting; wash up	Develop health habits for physical needs.	Paper cups, soap, towels, toilet paper.
9:35-9:50	Snack	Physical and social development. Learn table manners. Learn to wait until all are through. Learn to keep the used napkins, plates, glasses, in the proper places. It develops their sense of responsibility.	Food, juice, napkins, glasses. Environment should be calm, quiet and relaxing. Teacher should set an example of good eater, good behavior so that children can follow her.
9:50-10:00	Music "The Little Girl and the Robin," "Familiar Friends."	Develop love for music, aesthetic sense, social development, language development, learn to follow directions.	Teacher should know the songs, record player, instruments.
10:00-11:00	Sand box Take animals, plastic dolls to sand box, shovels, buckets.	Sensory experience, develop imagination, development of both large and small muscles, learn to get along with others, learn to take turns and share.	Put shovels, buckets, animals, dolls, wooden house on the sand box.
Outdoor Workplay Period	Water play Playing in the tub using boats, plastic bottles and cans.	Sensory experiences, learn to take turns and to share.	A tub with water; plastic boats, bottles, cans in the tub.

Periods	Activities	Purposes	Materials and Preparation
	Making tent with blanket and wooden boxes, to give them opportunity to dramatic play. Keeping some pots and pans inside the tent.	Child-initiated dramatic play of adult, child and fantasy roles. Develop imagination. Emotional expression. Social and vocabulary development.	Blankets, wooden, big, box on the play yard, pots and pans and dolls.
	Wheel toys Tricycles Wagons	Physical development, emotional outlet, social development -- learn to take turns and learn to share. Vocabulary development.	Tricycles, wagons.
11:10- 11:20	Pick up	Developing sense of responsibility to follow directions, social development -- to help the total group and the teacher in picking up the things.	Teacher will help them in picking up the things.
11:20- 11:30	Toileting; wash up	Physical, social development.	Soaps, towels, toilet paper.
11:30- 11:45	Story Time <u>Three Books for Pets</u> by Podenroff.	To develop interest and appreciation in language and develop vocabulary. To help them become acquainted with letters, to know about pets, what are different kinds of pets, and how to take care of them.	Teacher will sit in a chair and the children will sit in a semi-circle arrangement in front of the teacher. Teacher will know the story well. She will face the book toward the children.
11:45- 12:15	Lunch	Develop good attitudes toward food. Physical and social development. Learn to wait as long as it takes others to finish, learn to keep the used napkins, glasses, plates in proper place. It develops their sense of responsibility.	Food, napkins, glasses, table mats for children. Environment should be clean, quiet and pleasant. Little conversation in low voices can be carried out. Teacher will set an example of a good eater, good behavior so that children can learn from her.

Periods	Activities	Purposes	Materials and Preparation
12:15- 2:00	Nap	To take rest for physical need, learn that it is necessary to remain quiet when others are taking naps.	Record player -- soft music; cots, blankets.
2:00- 2:20	Toileting Wash hands and face	Physical development. Develop good health habits. Social development: learn to wait, learn to take responsibility to clean up themselves.	Soap, toilet paper, towels.
2:20- 2:35	Discussion: On what living things -- human beings, plants, and animals eat to survive. How they take food. (Use flannel board.)	To develop understanding about what different living things need to survive and how they take food.	Flannel board with pictures of living things and goods they need. Some books with big pictures of living things and the way they are eating.
Group Time	2:35- 3:10	Creative Activities Crayoning	Develop eye-hand coordination; emotional outlet, develop sense of creativity. Social learnings.
		Dominoes	Develop the visual discrimination skill, develop the ability of counting and numbers.
3:10- 3:25	Wash up	Physical, social development.	Towels, toilet paper, soap.
3:25- 3:45	Snack	Health; social learning.	Food, juice, napkins.
3:45- 5:00	Barrels	Develop muscular coordination. Social learning.	Barrels.
	Doll carriages; some dolls.	Encourage dramatic play, develop imagination, express feelings, social and language development.	Doll carriages, dolls, dresses of dolls.

Periods	Activities	Purposes	Materials and Preparation
Outdoor Workplay Period	Jungle Gym Balance and some wooden box.	Large and small muscle development. Emotional outlet, learn to take turns and share. Develop concepts of high, low, up and down.	Make a bridge with the help of a balance between the jungle gym and wooden box.
	Easel painting	Emotional outlet, coordination of hand, arm, eye and torso muscles. Exercise of skill in handling a tool to achieve -- constructive effects. Self-discovery and exploration of color. Sensory experience.	Large manila paper of 18"x24", brushes, smocks, blue and yellow paints.
5:00- 5:15	Children will be en- couraged to play out- side with the above activity areas until the parent comes to take them.	Physical and emotional and social de- velopment. Wide variety of activi- ties in outside will not make them feel badly when one child leaves for home. They will get opportunity to become interested in play activities.	Help them to become involved in activi- ties so that they do not become anxious to go home or feel badly when some children leave with their parents. Special encouragement from the teacher is needed during these times. En- courage them to say "good-bye" when some children are leaving. Teacher and children will say "good-bye" to the children who are leaving.

FRIDAY

Periods	Activities	Purposes	Materials and Preparation
8:00	Greet children Health Inspection	To make them feel that they are wanted, loved. To create warm satisfying relationship both with the parents and the teacher. To insure health of the group.	Warm, loving friendly teacher; flashlight; roll.
8:00-9:10	Art Area Painting with sand in paint.	Emotional outlet. Coordination of hand, arm, eye, and torso muscles. Exercise of skill in handling a tool to achieve constructive efforts. Self discovery and exploration of color. Sensory experience.	Large manila paper 18x24 inches, brushes, smocks, blue and yellow paint with sand.
Indoor Workplay Period	Manipulative Area Puzzles, Playing with 1-inch cubes with farm sets, cars, boats, and animals.	Coordination of eye-hand. Fine-muscle exercise. Emotional satisfaction. Social development. Understanding of space relationships.	Puzzles and colored cubes are presented on blankets and on table.
	Book Area <u>Animal Families</u> by Ann Weil. <u>Our Largest Animals</u> by Malter.	Interest in books. Correct use and care of books. To become acquainted with the printed letters. Awareness that printing progresses from left to right.	Low, wide, upright book rack so covers can be seen. Rug on floor for those who like to look at books on the floor. Place books on table.
	Block Area Blocks of various shapes and sizes. Sets of small animals, trucks, trees.	Development of muscular coordination, emotional outlet. Social development -- how to get along with others, how to take turns. To develop their imagination.	Blocks of different shapes and sizes. Teacher should build something little with blocks on the floor to attract their attention. Sets of animals, trucks, trees.
	Housekeeping Area Play with dress-up clothes and costumes.	Child-initiated dramatic play of adult, child and fantasy roles. Emotional satisfaction. Identification with adult. Social development.	Different dresses and some accessories like purses, jewelry, hats. Mirror so that they can see themselves.

Periods	Activities	Purposes	Materials and Preparation
9:10- 9:20	Pick up	Accept responsibility; follow directions.	Guidance.
9:20- 9:35	Toileting; wash up	To develop health habits for physical needs.	Guidance, paper cups, soap, towels, toilet paper.
9:35- 9:50	Snack	Physical and social development.	Food, juice, napkins, glasses.
9:50- 10:00	Music "Bow Wow-Wow!", "The Pet Bird."	To develop aesthetic sense, social development, language development, learn to follow directions.	Know songs, record player, instruments.
10:00- 11:10	Wheel toys	Physical and social and emotional development.	Let children help get trikes out.
Outdoor Workplay Period	Sand box Plastic animals, shovels, buckets.	Sensory experience, develop imagination.	Put shovels, buckets, animals in the sand box.
	Water play	Sensory experience. Coordination of muscles, explore colors.	Water in large bowl, some paints to mix with.
	Greenhouse Dramatic play	To play different roles (mother-child role), for emotional satisfaction, social development, vocabulary development.	Doll, animals, bed, milk-bottle, blanket, dresses for children.
11:10- 11:20	Pick up	To help the total group and the teacher, to follow directions, to develop a sense of responsibility.	Teacher will help them in picking up things.
11:20- 11:30	Toileting; wash up.	Physical, social development.	Soap, towels, toilet paper.

Periods	Activities	Purposes	Materials and Preparation
11:30- 11:45	Story Time <u>Three Books for Pets</u> by Podenroff.	To develop interest about language arts, develop vocabulary, to help to become acquainted with letters, to know about pets, and how to take care of them.	One chair for teacher. Children will sit in a semi-circle arrangement. Teacher will face the book toward the children. She will know the story well enough before reading or telling to them.
11:45- 12:15	Lunch	Physical and social development.	Calm and quiet, friendly atmosphere.
12:15- 2:00	Nap	To take a rest. Children need enough rest for physical development. To help them learn that it is necessary to remain quiet when others are resting.	Record player -- soft music.
2:00- 2:20	Toileting Wash hands and face.	Physical and social development.	Soap, napkins, toilet paper.
2:20- 3:10	Creative Activities Tinker toys	Small muscle development, develop imagination, learn about color, size, shape, emotional satisfaction. Social development.	Place the tinker toys in a box on a table. Teacher can build something to attract their attention.
	Finger Painting	Eye-hand coordination, self-expression emotional outlet, social development -- learn to wait for turn, learn to get along with others.	Place paper, paint, brushes on the table. Aprons to protect their dress from getting dirty.
	Block Area Blocking building	Muscle development, vocabulary, social, emotional and intellectual development.	Hollow blocks, animals, dolls.
	Housekeeping Area Dishwashing	Dramatic play -- Social development.	Place soapy water in area; put dishes, cloth, and dish towel where they can be seen.

Periods	Activities	Purposes	Materials and Preparation
3:10- 3:25	Wash up	Physical and social development.	Soap, napkins, toilet paper.
3:25- 3:45	Snack	Health; Social development.	Food, juice, napkins.
3:45- 4:20	Jungle Gym Make hide using boxes and blankets.	Large muscle development. Emotional outlet, learn to take turns and share. They learn concepts about high, low, up and down.	Setting the Jungle Gym in an attrac- tive way or rearrangement of it from the previous arrangement to attract their attention. Blankets, boxes.
4:20- 4:50	View film. "Let's Look at Animals."	Social learnings. To know different kinds of animals. How they look alike, what they eat, and how they eat. Increase attention span.	Film, projector, screen.
4:50- 5:15	Children will continue to play either in block room, or house- keeping area until the parent comes to take them home.	To keep them from feeling badly when other children leave with their parents.	Help them to become involved in activities so that when one child leaves they will not feel badly or become emotional for their parents. Encourage them to say "good-bye" to the children who are leaving.

Group Time

APPENDIX D

SUPPLIES AND EQUIPMENT

Some of the equipment and materials usually found in schools for young children are included in the following listing. This is a general list which has been taken from Leeper's book (pp. 414-418). The amount and quality of the supplies and equipment is not similar for all programs; it depends upon the objective of the program, the number and age of children.

Furniture

The furniture should be movable, durable, comfortable, attractive, child-sized, storable, and easily cleaned.

Tables should be 15 to 22 inches high to fit the child, chairs should be light enough for the child to handle, backs about 22 inches high, display racks and bookshelves should be easily accessible to the child, clock should be large, and easels child's size.

Art Materials and Supplies

Brushes varying in size and length of handles, easels, clay, crayons, powder paint, finger paint, paper for finger painting, paper for crayons, newsprint, paste and brushes, blunt scissors and yarn.

Woodworking

Hammers, nails of assorted sizes, scraps of soft wood, saws, screwdrivers, screws of assorted sizes, and workbench.

Musical Instruments

Drums, rhythmic sticks, songbells, tom-toms, xylophone, piano and

bench, recorders, radio, television for special occasions.

Toys

Playhouse toys, water play equipment, puzzles of varying types and difficulty, games, transportation toys of all types, building blocks.

Wheel Toys

Wagons, tricycles, and trucks.

Stationary Play Equipment

Jungle gym, climbers, swings, bridges, ladders, boards, mazes, gangplanks, pools, sandbox.

Numbers

Dominoes, calendar, measuring cups, containers, measuring spoons, play money, scales, rulers, yardstick, tape measure, peg boards, games, collection of articles for counting such as beads, buttons, and sticks.

Audio-visual Facilities

National flag, record player, globe, maps, pictures, picture books, costumes, magazines, puppets, tape recorder.

Housekeeping Equipment and Supplies

Stove, refrigerator, equipment for cleaning up, towels.

First Aid and Safety

Large first aid kit for emergency and smaller kit for daily use.

Miscellaneous Supplies

Forms for admission of the children, for recording progress, scotch tape, chalk, erasers, stationery and envelopes, stamps, construction paper, large crayons, stapler and staples, and paper clips.

TABLE ACTIVITY
(Non Messy)

1. Leggo
2. Puzzles
3. Peg boards
4. Crayoning
5. Large pencils and paper
6. Sticky paper on plain paper
7. Tinker toys
8. Hammering (small hammers, soft white boards)
9. Paste or color using paper sacks rather than paper.
10. Use old play dough and macaroni on paper plates
11. Magic markers
12. Cutting from wallpaper sample book
13. Puppets at table
14. Snap blocks
15. Make jewelry by cutting pictures out of catalogue and pasting on strips of paper
16. Carbon paper and pencils
17. Use paper plates and crayons to make faces
18. Easter hats with small paper plates and ribbon, lace, and fabric
19. Paste pictures in "books" (paper stapled together)
20. Indian head bands

ART ACTIVITIES
(Messy Art)

1. Collage-fabric, macaroni, straws, paper, feathers, seeds, rocks, string, cotton, toothpicks, magazines, newspaper, and tissue paper
2. Cut and paste catalogue pages
3. Roller painting (spools on wire holders)
4. Potato printing
5. Sponge painting
6. Whipped soap flakes on trays
7. Play dough-rollers, cutters, dishes, paper plates and macaroni, flour sifters, shake on flour or powder paint
8. Chalk with wet paper
9. Easel painting
10. Chalk at board
11. Finger painting on paper or trays, add rice for texture or sponge pieces
12. Tub of soap (or clear) water with plastic bottles, boats, cans, dishes and funnels
13. Paint paper tubes
14. Blowing bubbles with straws in cut-off milk cartons
15. Paste with flour and water paste (color)
16. Natural clay
17. Object painting -- use spools, bits of sponge, various objects
18. Large sheets of paper, short handled brushes and easel paint
19. Blot painting -- blob of paint on paper, fold, press, open, dry
20. Screen painting -- various shapes, leaves, or objects
21. String painting

22. Egg tree -- paint egg shells, hang on branch
23. Pasting with colored egg shells on construction paper
24. Make hand prints on large sheets of paper using tempera
25. Paint with Q tips
26. Paint with whipped soap flakes and paste brushes
27. Make hats with paper plates

DRAMATIC PLAY

BLOCK AREA

1. Unit blocks with animals
2. Red or unit blocks with trucks
3. Small wooden train
4. Large wooden train
5. Flannel board with felt
6. Doll house
7. Puppets
8. Use wooden people with blocks
9. Bowling (red blocks and volley ball)

HOUSEKEEPING

1. Dishes with macaroni, noodles, spaghetti, potatoes, cereal, and
oats
2. Combs, brushes, clips, rollers, mirror -- beauty shop
3. Razor (no blade) whipped soap, mirror -- shaving
4. Various dress-up clothes, hats, purses, shoes
5. Wash dolls or doll clothes or dishes
6. Flour, rice, salt, oatmeal or coffee dry on trays or can use with
water for messy activity
7. Set table with cloth, flowers, dishes
8. Whip soap flakes with egg beater
9. Grocery store
10. Wash cars and trucks
11. Dr. play-nurses' hats, stethoscope, white coats
12. Store -- clothing, shoes and hats

SCIENCE

1. Magnifying glass
2. Magnets
3. Camera
4. Make kool-ade, cookies, cupcakes, jello, pudding, dip for chips, and pop corn
5. Make play dough
6. Feel and identify objects in bag
7. Experiment with objects of different weights
8. Stethoscopes
9. Animals to watch, eggs hatching, chicks, pups, kittens, ducks, rabbits, turtles, frogs, insects, and hamster
10. Fishing with magnets
11. Wash shells
12. Look at leaves (autumn and spring)
13. Clock
14. Plant garden
15. Dye Easter eggs
16. Use tape recorder to hear difference in voices
17. Whip cream
18. Compare fruits and forms of fruits (fresh, frozen, or canned)
19. Freeze water in a container making line where water is. Check later to see expansion
20. Make snow ice cream
21. Put beans in jar between paper and side. Watch sprout and growth

OUTDOOR ACTIVITY

1. Sand and water in sandbox or at table
2. Paint with water
3. Blowing bubbles with bottle caps
4. Take trains, cars, trucks, or dishes to sandbox
5. Make mud pies
6. Punching bag
7. Water play in tub (use boats, plastic bottles or cans)
8. Tricycles (add keys and maps)
9. Wagons
10. Barrels
11. Make hideout using boxes and blankets
12. Woodworking, saws, hammers, nails
13. Doll carriages
14. Tents made with blankets
15. Mural (magic markers, crayons, paint, or chalk)
16. Dress-up clothes
17. Move easel outside
18. Move chalk board outside
19. Put HKC furniture in green house or in group outdoor
20. Car wash, wagons, trikes, cars, trucks, trains
21. Paper airplanes
22. Kites
23. Sleds or use boxes (cardboard)
24. Take magnifying glass outdoors
25. Line boxes up like a train

26. Screens for sifting sand
27. Flood an area for sailing boats
28. Have tent on playground for camping, circus
29. Swimming

BIBLIOGRAPHY FOR TEACHING GUIDE

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