CALIFORNIA STATE UNIVERSITY, NORTHridge

A PERSONAL EXPERIENCE IN DEVELOPING A
PILOT PRE-SCHOOL PROGRAM

A graduate project submitted in partial satisfaction of
the requirements for the degree of Master of Arts in
Education

by

Joyce Carol Carson

December, 1973
The graduate project of Joyce Carol Carson is approved:

CALIFORNIA STATE UNIVERSITY, NORTHridge

December, 1973
To my loving husband, Gary,

whose patience, understanding and encouragement permitted me to plan and carry out this graduate project.
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ABSTRACT

A PERSONAL EXPERIENCE IN DEVELOPING A
PILOT PRE-SCHOOL PROGRAM

by
Joyce Carol Carson
Master of Arts in Education

December, 1973

This paper discusses a pilot pre-school program in a public school which was organized for 15 children during the summer of 1973. The program was conducted in Saugus, California, for children aged 3 1/2 to 4 1/2. The program was discovery and activity oriented and aimed primarily at fostering positive self-concepts in the participating children.

Parent participation played a large part in the success of this summer project. Each parent was required to help in the program once a week and participate in parent discussion and evaluation groups.

Daily activities for the pre-school were planned with a discovery approach in mind. The children were exposed to a variety of individual and group indoor and out-
door activities. Freedom of choice and expression were encouraged throughout the program.

The paper concludes with suggestions for implementing the pre-school program in the school district, where the pilot program took place. It is hoped that the guidelines included will be beneficial in organizing pre-schools in many other school districts.
CHAPTER I
INTRODUCTION

For my final project toward my Master's Degree, I have chosen to plan, organize, and carry out a pre-school pilot program for my school district. I teach in a small district in Saugus, California, where there are only five elementary schools. None of the schools have a pre-school program in progress.

The present paper will set forth the process of setting up the program, its goals, the actual organization of the program, my rationale for the program, and the part the parents of the children played in setting up and maintaining the pre-school. I have also included a section on the evaluation of the program -- both from my point of view and from that of the parents of the children in the pre-school class.

Most important, after an extensive meeting with my district superintendent, I have included suggestions as to how we could actually set up a pre-school class on a permanent basis in our school program. Naturally, some of my "idealistic" ideas will have to be changed to meet the views of my school board members.

I have also included a list of books in my bibliography which I hope will be read by the people who even-
tually become involved in setting up, establishing goals and running our first district approved pre-schools.

In its final form, I hope to present this report and proposal to my school board members. Hopefully, with the help of supportive community members, my pilot project will become a permanent reality.
CHAPTER II

PHILOSOPHY FOR THE PROGRAM

An important aspect of my philosophy was to accept "each child for exactly who he or she was. I wanted a program that would meet the individual needs of each child. Most important I wanted a program that would create a happy learning environment for all the children.

I did not want my program to be academic in nature. I was more concerned with social relationships and building positive feelings in the children. George Dennison, author of The Lives of Children, has a rationale which fits my philosophy. He says "The business of school is not, or should not be, mere instruction, but the life of the child." I agree strongly. I think it is necessary for a teacher to know something of the background of each of her children if she is to really understand them and meet their needs. Dennison also says "we might cease thinking of school as a place, and learn to believe that it is basically relationships: between children and adults, adults and adults, children and other children." I hoped that my program would be a breeding ground for many such positive relationships.

I also wanted my program to have the informal
atmosphere that I read about in Lillian Weber's *The English Infant School and Informal Education*. She mentioned that there was no forced or pressured sense about anything at this school. I love the concept of children learning and experiencing at their own pace.

In planning my program I tried to follow some of the basic principles which Virginia Axline set in her book, *Play Therapy*. Her philosophy for dealing with children in these instances agrees strongly with my beliefs for relating with children. She talks of the importance of developing a warm, friendly relationship with the child, in which good rapport is established as soon as possible. She believes in accepting the child exactly as he is and establishing a feeling of permissiveness in the relationship so that the child feels free to express his feelings completely. I also like her belief of maintaining a deep respect for the child's ability to solve his own problems if given the opportunity to do so. She relates that we should not attempt to direct the child's actions or conversation in any manner or try to set too many limitations on him. I like to feel that I followed these ideas in my pre-school because I believe in them so strongly.

A very important part of my program was play because I believe, like Virginia Axline, that play is the child's natural medium of self expression. I really believe
that young children learn best through play. It seems to be the one time that the child is certain to be happy. My whole program is based on the desire to help develop happy children who feel good about themselves. If it takes play to make children feel good about themselves, then that's what we should have more of in our schools.

Barbara Biber, in an article called "The Role of Play" (found in a book of readings called As the Twig is Bent) discusses the rationale for play which I chose to accept. She says "if a child can have a really full wholesome experience with play, he will be having the most wholesome kind of fun that a child can have. For a child to have fun is basic to his future happiness. His early childhood play may become the basic substance out of which he lays down one of his life patterns, namely, not only that one can have fun but that one can create fun."

In summary, as I will mention again and again in my paper, I care about the feelings of the children in the program. Every activity and project we undertook during the summer was centered around the children; their needs and their feelings. Hopefully, that will be evident after reading this paper.
CHAPTER III
GOALS FOR THE PRE-SCHOOL

Every program needs goals and objectives if it is to be carefully organized, carried out and evaluated. In organizing the pre-school, I had some very definite goals in mind. I have listed my goals below and tried to explain my rationale for each. They are not listed in order of importance. Each is important in its own way and for different reasons.

I hope that the goals show my desire to help children, a desire to improve my own teaching techniques and a desire to help my school district organize a pre-school program of its own. My goals for myself were:

1. To have a successful 'pilot' pre-school in order to encourage my school district to budget funds for such a pre-school and incorporate it in their regular programming. This was the goal that was constantly in the back of my mind as I planned and organized the pre-school. To me, the greatest satisfaction I can possibly derive from this graduate project, is the ultimate incorporation of a pre-school program into my district's educational program resulting from the success of my pilot program.
and recommendations. Naturally, I wanted the project to be successful -- especially from the parent's point of view. Although the ultimate purpose of the class is oriented to the children, I knew how important parent support is. I knew the school board members will be much more willing to support my proposals if I have community parents available to support the program.

2. **To carry out an enjoyable learning experience for 15 children.** I hoped to give these young children an opportunity to try some of the fun, harmless activities that many of their parents have failed to provide or allow for one reason or another. I included cooking, playing in the sand and mud, dressing up in old clothes, using glitter and glue, finger-painting and cutting and pasting. We also had plenty of stories and singing experiences.

3. **To have an opportunity to try some new and positive teaching techniques.** This is my fourth year of teaching kindergarten. Although I love working with this age group, I felt I was getting in a bit of a rut in handling some of the behavior problems that arise in a normal class situation. I thought a small pre-school
program would be an excellent opportunity for me to try new and improved ways of handling children. The program proved beneficial in this regard. I committed myself to avoid using the word 'no'. I also tried to tolerate louder and freer activities by the children as long as they were not damaging. By allowing more freedom of activities I avoided conflicts which often arise when the children want to choose activities that the teacher does not allow. I tried to avoid planning activities which I knew the children could not handle. I avoided situations that might cause conflict or frustrations among children. I tried to give the children activities in which they could not fail.

My goals for the children were:

1. To give young children an opportunity to interact with their peers. Many children between the ages of 3 1/2 and 4 1/2 have not had opportunities to play with children other than their family members. One of my goals was to help these children begin getting ready socially for their upcoming experiences in kindergarten and life. I was particularly interested to
watch the children learn to share, play with others, and work in group situations.

2. **To give young children an opportunity to explore various art and manipulative media on their developmental level in a planned setting.**

   From my experience as a kindergarten teacher in this school district, I have found that young children in this community have a very limited range of discovery experiences. It was my desire to give these children a 'head start' in exploring such activities as clay, fingerpainting, block play, cutting and pasting, coloring, playing in the playhouse (dramatic play), and sand building. I felt it was a good idea to give these children an opportunity to experiment with these new media before they were put into a structured school setting where they would have to do things a set way. I wanted the children to learn on their own terms, when possible.

3. **To help build positive self-concepts for these pre-schoolers.** This goal has a high priority. Learning, teaching and exploring are meaningless if the children do not feel good about what they are doing. Every child must be helped to feel
good about himself if we are really to succeed as educators. I believe children are more likely to 'feel good' if we give them opportunities to explore what they want at their own pace. I tried to provide such an environment during the summer project. My proof was the smiling happy children whom took part in the program. In my opinion, smiling children usually have good feelings about life and themselves.

My goals for the parents were:

1. To give parents an opportunity to observe their children in a school situation and discuss their observations with other parents and a teacher. I have discovered, through my parent conferences at regular school, that many parents have never looked at their children objectively. Many parents are not aware how their children act when they are away from home. By requiring parents of the pre-school children to spend a day a week helping in the program, I felt I would be offering them a rare opportunity to observe and learn about their child in a social situation. It also gave them an opportunity to see their child as the classroom teacher sees him. The parent discussion groups held after class could then
serve to clarify the parent's and teacher's reactions to the child's behavior.

2. To give parents an opportunity to learn positive alternative approaches to handling their children. Parents often use the word "no" when they don't like what their child is doing. I wanted to help the parents develop more effective ways of handling their child's behavior. I hoped that they could get new ideas by observing me handling their child in a positive way. I also hoped that we could discuss different techniques after class each day when the parents had just had a fresh opportunity to observe a specific incident. This method would give each parent an opportunity to give their suggestions and hopefully we could learn from each other.

3. To involve parents in the education of their children so that they can become familiar with the school setting and begin to realize that they need to be part of the teaching 'team' that educates their child. I am always amazed when parents come to me and say "gee, I didn't know you did that in school" or "we didn't do it that way when I went to school." Parents, in many cases, do not realize how much schools
have changed. They expect everything to
be just like when they went to school. It
was my goal to make the pre-school parents
aware of what I was doing with their children
and utilize some of the ideas they saw in the
classroom with regard to dealing with their
children. I wanted the parents to realize
how important it is for parents and teachers
to sit down together and plan and discuss
their common goals for each child. It must
be team work. We have to reinforce each
other. It is my belief that children often
behave one way at home and another way at
school. Unfortunately, that's how it often
works when parents don't care enough to get
involved with the school scene, or when
teachers don't make enough of an effort to
get the parents involved.
CHAPTER IV
PROCEDURES FOR STARTING THE PRE-SCHOOL

The idea of getting a pre-school program started in my school district is something I have been contemplating for some time. My graduate project was a perfect opportunity for me to put my ideas to work.

Early in 1973, I went to my school principal with my general ideas for the summer program. Fortunately, he was very supportive of my ideas. My first concern was whether or not I would be allowed to use my regular kindergarten classroom for the pilot project. The principal was very receptive to the idea. As I had previously discovered, the school was scheduled to conduct a regular one-month summer school that year. Therefore, the school would be open and the utilities turned on. There would also be a custodian and secretary on duty during this time.

The major problem involved, according to the principal, was the one of insurance and liability. Apparently, there were legal reasons for which the school could not insure the children in the pre-school under their normal policy. It was suggested that I approach the PTA and see if they would be interested in sponsoring my summer program. They are allowed to use the school classrooms.
and facilities rent free, if they are sponsoring a non-profit activity. I knew that would be a good course for me to follow since I did not have the funds for an expensive insurance policy.

As far as supplies and equipment were concerned, the principal saw no reason why I could not use leftover miscellaneous craft supplies from my kindergarten program. He also felt it would be okay to use the games and other kindergarten equipment as long as I took good care of them.

Shortly after my meeting with the school principal, I contacted our PTA president. I asked her if she could put my pre-school program on the agenda for the next PTA board meeting. She did so. The principal accompanied me to that board meeting. Together we explained the program I was planning. I told how I needed their support for insurance reasons. I assured them that they would not have any extra work to do in regard to the program. I would handle everything. They were really quite excited about the program. They voted total support for me and the program. They promised to fill out the forms so that we would be insured. They also gave me a small check to cover miscellaneous expenses I might have.

I now had a tentative place to hold my pre-school. My next step was to go to the school superintendent for
his support and advice. I went over my entire proposal with him. I told him how I felt this pilot program could eventually benefit the entire school district. He, too, was very receptive. He told me that I would have to take my proposal to the school board members for their support. He suggested I emphasize to the board members that there would be no additional costs to the school district. I would be donating my teaching services and a very minimal number of craft supplies would be needed for the 15 children.

The Board, happily, voted to support my pilot preschool program. The members did have some concerns about my program however. They were primarily concerned whether I would be meeting all health and safety requirements. They questioned the fact that we would be cooking and eating food in the classroom. They said there were not enough funds in the school budget for me to get much custodial help with my program.

I assured the Board members that I would take care of sweeping up after all our food lessons. I would also clean up after all the arts and crafts projects. I said I would like to have the custodian come in the room every day for a few minutes just to clean the toilets and empty the wastebaskets. They agreed.

I now had the major school support behind my program.
My next step was getting children for the program. As I will mention in my section about the children, I initially began recruiting children by sending home an information notice to all the parents of my kindergarten children. With the help of PTA Board members and word of mouth, I quickly filled my program with 15 children.

After confirming to each parent that their child had been accepted in my summer program, I began thinking about the actual activities I would want to plan for the children. In order to get to know the children and their needs better, I sent a letter-questionnaire by mail to each parent of the children registered. I asked such questions as the child's nick name, his birthday, position in the family and whether he had attended pre-school before. I also asked about any food allergies or special problems I should be aware of. A copy of this questionnaire can be found in the appendix.

After planning the initial activities for the program, I checked to see if there were a few supplies I needed to buy to get the program started. I bought a couple of rubber balls, some play dough and a new telephone for the playhouse. Luckily, most of the other supplies I would need were already available in the kindergarten room. All the supplies for snacks and cooking lessons would be bought on a weekly basis as they were
needed. I had each parent pay me a nominal fee of $4.00 to cover the food and miscellaneous expenses that I would need for their child during the four week summer program.

The final step before getting the program started was to hold an in-service and informational meeting for the parents who would be involved in my program. I sent out a note about a month before the meeting asking parents to keep a certain date open for the meeting. Then I sent another note about a week before the meeting as a reminder notice. All but one parent was able to come to the meeting. The actual details of the meeting will be discussed later in the paper.

I was lucky as I ventured on my journey to collect support for my program. I really did not run into any major roadblocks. Everywhere I went I seemed to meet receptive people. (I realize everyone would not necessarily have the support I received in my school district. I wonder if I will be as lucky when I try to get a pre-school going on a permanent basis.)
CHAPTER V

THE CHILDREN

There were 15 children in my summer program, six girls and nine boys. They ranged in age from three years, six months to four years, six months. All the children are scheduled to begin kindergarten during the Fall of 1974.

The children all live around the location in Saugus where the summer school was held. Of the 15 children, only two had ever taken part in any kind of pre-school setting before. One boy had attended a once-a-week religious pre-school for a year. One of the girls had been enrolled in a five-day-a-week pre-school for at least one year. Most of the children were from fairly large families. Only two children were an 'only child'.

The first 15 children that applied were accepted. I sent an information sheet home via the kindergarten children in my regular classes. I told the parents to pass the information along to their neighbors if they did not have children who qualified for the program. The only criteria I set for the pre-school children was that they must be starting kindergarten in the Fall of 1974 and that their parents must agree to work and
observe in the classroom one day a week. It was not difficult getting applicants.

I tried to look at the special needs of these children when I began setting up the program. Because the children were young and had not developed all their motor skills, I knew I would need to plan many activities which involved plenty of physical activity. I certainly could not plan to keep nine active boys locked inside a classroom for two hours. My program would have to be flexible enough to allow for free flowing indoor and outdoor activity.

Since most of the children had never attended a preschool or been away from their parents for any length of time, I knew I would have to take things very slowly. I did not want to overwhelm the children or give them a poor 'first view' of school. I knew I should be prepared for some of the children to cry or be afraid of leaving their mothers during the entire program.

I also wanted the program to include a wide variety of activities since these children would be coming to me with a very limited exposure to arts and crafts and language arts experiences.

As it turned out, most of the girls in the class were anxious to try all the new arts and crafts activities each day, while many of the boys had a favorite activity which they tended to stick with most of the
time. It was almost as if the boys still needed a type of security blanket, whereas the girls generally seemed to have already developed more independence.

There was one boy who built with blocks for almost one hour every day. He built some very elaborate structures and was perfectly content to stay outside by himself every day. Two other boys enjoyed riding the tricycles around and around the outdoor track. Two of the boys, whom I found more shy than others, enjoyed spending much of their time in the playhouse.

Because the children in the program were quite young, I certainly had to take their typically short attention span into consideration when planning a program for them. Aside from including plenty of opportunities for variety I had to plan a short quiet time such as story time, a snack time to meet their hunger needs, and unlimited access to the bathrooms.

Another area of concern when planning for these children was the level of their coordination and the developmental stage of their small and large muscles. Knowing that the children of this age group are generally immature in these areas, I tried to plan many activities which would help in their physical development. Cutting and pasting old magazines turned out to be one of the more popular activities I planned and I was fully aware...
how much this activity helps to develop fine motor skills.

Knowing that children this age are very 'me' oriented, I tried to plan some activities for them which would begin to teach them how to share, take turns, and work in a group situation. Of course, I was also very interested in individual growth and I spent a great deal of time working on building positive feeling individuals.
CHAPTER VI
THE PRE-SCHOOL PROGRAM

The following is a discussion of the actual pre-school program as it was organized and carried out. I have included a summary of the daily schedule, a sample of the activities and a narration dealing with teacher techniques and attitudes.

My experimental pre-school was held in the summer of 1973. It lasted for one month, July 2 through July 27. The children came every day from 8:30 to 10:30 a.m. and I stayed after class until about 11:00 a.m. for parent discussion groups.

I arrived at school at 8:00 a.m. each morning. This gave me enough time to set the tables for any special activities and to be ready for any of the children that might arrive a few minutes early.

I began each day by greeting each child personally as he arrived. Some of the children walked into the room by themselves right from the very first day. Other children needed their mothers to walk in the door with them each morning. One or two children still were reluctant to leave their mothers when they arrived, even up to the last few days of class.

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I made nametags out of felt which the children were to wear in class each day. They attached to the child with a safety pin. The reason for the nametags was that the parents worked with the children only once a week. I knew they would not be able to learn all the children's names. I wanted the parents to be able to call the children by names for discussion purposes as well as friendship reasons.

As the children arrived each morning, I greeted them with a friendly 'hi', and pinned their nametags on. I tried to ask a personal question or make a statement which would make the child realize how much I cared about him and how important he was to me and the class. When a child was absent I always made a point of letting him know how much I missed him when he returned.

I believe the teacher's greeting to a child when he arrives is one of the most important parts of the day. I really believe my attitude toward each child played an important role in determining what kind of day that child had each day. It was so nice just letting the children trickle in as they arrived at school. During the regular school year, I always have the children line up outside the classroom. When the bell rings each morning, they all come in together and sit down on the rug. Sure, I greet them each day, but it is not done personally. I
just don't have time to talk to each child when 30 of them come in the door at the same time. Personal greeting of children is certainly a good reason to argue against having children line up in the morning outside class.

After the children were greeted and given their nametags, they were free to choose any of several activities available for the. Some activities were available every day while others were presented only once in a while for variety. The children were given a time period of 55 minutes for this free choice activity. It ran from approximately 8:30 to 9:35 a.m. During this time, the children were free to play inside or outside. I tried to rotate between areas so I could interact with all the children some of the time. Mothers were stationed inside and outside the room to interact with the children and offer assistance when necessary.

Among the outside activities were swings, a jungle gym, a monkey bar, a sandbox and wooden cars and trucks, blocks, balls, old tires, a wagon and two tricycles.

Inside was a playhouse (stocked with old clothes, food cans and dishes), paint easels, a cut-and-paste table full of old magazines, a table full of puzzles, a table with clay and rolling pins, a table just for coloring with plenty of crayons, paper and felt pens,
and shelves with manipulative toys such as Lego, Lincoln Logs, colored beads to string, Tinker toys, Trytasks and felt puppets.

I also had one table which I used for a special discovery art activity each day. I stationed at least one parent at this table and tried to encourage all the children to try this new activity each day. Naturally, they did not all want to and my philosophy was not to push them. There were some children who came to this special table every day, no matter what the activity was. Other children came only when the activity was something that really interested them. A couple of children tended to avoid this special table completely.

Among the activities I organized for the special art table were fingerpainting, tissue and starch, gray water clay, pastel chalks, tracing circles, cutting and pasting circles, sponge painting, mosaic pictures, paper mache, glitter pictures, stringing paper rolls, water color painting and paper chains.

The activity which the children seemed to like best at the special table was the glitter pictures. I set this activity out on two different days and each time the children seemed to thoroughly enjoy it. Every child in the class took a turn and they each wanted to do several pictures. I had the children draw a picture
first with crayon. Then they could take a squeeze bottle of white glue and go over the crayon lines of the picture. When they were finished, they could sprinkle glitter all over the glue. I think the children were especially attracted to the shininess and sparkle of the glitter. I'm sure this was an activity that most of them had never had an opportunity to explore before. They certainly enjoyed it.

About five minutes before free time was over each day (about 9:30), I gave the children a warning that they had only about five minutes to play until cleanup time. I did this so they would know to hurry and finish whatever they were doing. Many teachers would not think of giving children this young a cleanup warning. I learned this approach while working at the pre-school lab on campus about five years ago. I learned to value certain rights of children just as if they were adults. After all, we like time to finish up what we're doing, so why shouldn't children?

At about 9:35 each day, we all started to clean up. I tried not to make this a big ordeal. I usually went around to each child personally and helped him get started cleaning up. The parent aides helped in this activity. Then I would go over to the rug and sit down with some of the children and start singing and finger
play activities. I left the bulk of the cleaning up process of children areas to my mother helpers. As each child finished his cleanup, he would come and join me on the rug with the other children. I did not feel I should waste my precious two hours with the children on cleanup. Also, I did not want to keep the children waiting that were all finished. So cleanup time was really more of a singing time for me and the children as they completed their jobs.

At 9:45, when everything was all cleaned up, we had a variety of group language arts or rhythmic activities. I tried to vary the program every day. This was my one so-called 'structured' lesson for each day. My main purposes for this lesson time were to teach the children to work together in a group activity, to take turns sharing ideas and thoughts and to be exposed to new experiences.

The first activity we tried was frosting cupcakes. It was one of the children's birthday the first day, so I made cupcakes at home to share with the children. Then, at school, we made the frosting together and the children each frosted their own cupcake. The reason we didn't make the cupcakes in school is that the activity would have taken too long. I tried to keep these group activities to a maximum of 15 minutes.
Young children have a short attention span and I did not want to lose their interest. It was a messy but fun-learning experience.

Another day I introduced the rhythm instruments as our structured activity. I gave each child an instrument, calling it by its proper name as I handed it to the child. Then I had the children take turns playing their instruments so we could all hear how they sounded. I said "everyone who has a drum beat it for a few seconds." Then I did the same for the bells, triangles and other instruments. After that we tried combining instruments to get different sounds. I think it was a good listening activity for the children and I think they learned the names and sounds for some instruments they had never heard before. We also marched to some rhythm records with our instruments.

One day I brought one of the mystery boxes from the Piaget kit I had made. Inside the box were all sizes of cans with various food labels. After I had the children guess what was in the box, I got them involved in some sorting and grouping activities. It was interesting to see that children this young could find the biggest and smallest cans. The parents in the classroom were amazed how long this activity held the attention of these young children.
One of the most popular of my 'structured' lessons was to take shoelaces and make necklaces by stringing fruit loop cereal on the laces. It was a wonderful activity for strengthening the eye-hand coordination of these young children. They really seemed to enjoy munching and stringing the sugared cereal. The end product was something they could all be proud of as they walked out of the room that day.

We had some especially good food and cooking lessons. The children loved all activities that involved eating. We made chocolate pudding, frosting for graham crackers, popcorn, and peanut butter fudge. On other days I brought watermelon, coconut, and pineapple for us to cut up and sample. Most of the children had never tried coconut and coconut milk right from the shell. It was fun to watch their facial expressions as they sampled new food.

One of the favorite food experiences was peanut butter, jelly and crackers. I gave each child his own plastic knife and he proceeded to make all the 'sandwiches' he could eat. It was a messy but enjoyable experience.

Another learning activity involved the use of large people puppets of Goldilocks and the Three Bears. I chose some of the children to wear the puppets and then
proceeded to tell the story, letting the children act out and speak each part as I told the story. The children were really involved with the story, even those who were not wearing a puppet.

After the group activity time each day, we had snack time. Often snack time involved eating whatever we had made during our group time. Other times we had such things as canned jello, Fritos, Cracker Jacks, orange slices, Zingers, donuts and ice cream bars. Everyday we had some soda or fruit punch to go with our snack.

Punch pouring was a big ordeal each day. The children, through daily experience, learned to pour their own punch. The parents helped out at snack time by pouring punch into a small rubber two-cup measuring pitcher. The children lined up each day and one-at-a-time poured their own drink. They were always free to come back for seconds when everyone else had finished his turn. The children were really proud of their pouring feat. They were insulted whenever anyone else tried to pour their punch. After all, it is not often that children this young get to take on such a daring responsibility.

The last fifteen minutes of each day was spent in story reading and passing out papers and projects that
the children had finished each day. I decided to choose a book from the Bowmar awareness series to use for reading time. The series has been adopted as an official state series for social studies, but I had never really used many of the books in my kindergarten. I decided this pre-school program would be a good time to try out the books since I would be reading to a small group of children and could have some good discussions.

After story time, we spent the last few minutes unpinning nametags and passing out belongings. The children eagerly ran out to their waiting parents after class. They were generally bursting with experiences to tell.

After the children left each day, I held a short discussion group with the parents who had helped in class that day. Their children played on the playground while we talked. I tried to get the parents to evaluate and discuss what they had seen that day. Often I would bring up a specific incident that we had had to handle that day. I would encourage them to comment on their approach or my approach. We tried to discuss alternative ways of handling the situation. I tried to be positive and understanding with the parents. I never purposely came out and said they were wrong. My main purpose was just to get them to think about their reactions
and evaluate their responses to the children. I wanted them to realize that there is usually more than one way to handle a situation.
CHAPTER VII
PARENT PARTICIPATION

Parent participation was one of the main goals of my summer pre-school and it was certainly one of the keys to the success of my pilot project. It is a concept that would be very hard to ignore in California since the State Board of Education recently adopted the "Riles Bill" which sets forth new policies for early childhood education and calls for strong parent involvement.

I think I would be foolish if I were to ignore the strong new policies suggested by this bill. Any new program, if it is to be approved by a local school board, must, in my opinion, follow these policies and suggestions quite carefully.

The Riles Bill calls for direct parental involvement in the classroom program and program evaluation, programs for comprehensive parent education, and staff development and in-service training. I tried to include all three of these ideas in my pilot program.

Each parent who signed up her child in the pre-school agreed to work as an aide once a week in the four-week program. There were a few parents who failed to meet their obligations all four times. They gave
various reasons and/or excuses for their lack of participation.

The parents were asked to volunteer 2 1/2 hours of time each week. Two hours of their time was spent working directly with the children and 1/2 hour after class was spent in parent discussion and evaluation. The mothers were a great help in the classroom in meeting individual needs of the 15 children.

Not only did the parents work directly with the children but they helped complete many miscellaneous tasks such as snack preparation and clean up, which would have taken away my time with the children. They enabled me to give my attention almost 100% of the time to the children directly.

There were many different ways the parents helped the children. I'll mention a few. Every morning the mothers helped greet the children and put on name tags if they came in two or three at a time. I really wanted each child greeted specially and individually.

A few of the mothers especially enjoyed playing with the children. They would 'come to tea' in the playhouse with the children or help build towers with them on the rug using blocks and Tinker Toys.

Outside the yard, the mothers were actively involved giving pushes on the swings and playing catch
with a big rubber ball. They were also helpful in general supervision for those children that were playing in the sandbox, riding tricycles and playing with blocks.

Arts and crafts activities were especially demanding of mother helpers. The children needed a little instruction in each new art technique. They also needed someone to write their names on their papers. With cutting and pasting the children needed someone to show them how to hold the scissors and someone to tear the large pages out of magazines to make their cutting easier.

Bringing in the snack supplies and helping with the set up for cooking was also an important daily activity of the parents.

The most important role I felt the parents played in the program was helping with encouragement and building of positive self-concepts. With at least a one to five ratio of adults to children in the classroom, we could really be with each child as he needed our attention. We tried to take a teamwork approach in trying to meet the needs for security and concept learning of each child. I think the children felt secure just knowing there would always be someone available to tie their shoes or button their pants after they went to the bathroom.

The parent discussion and evaluation sessions which
were held after class each day were also a very important part of my parent participation program. As I mentioned previously, this gave us an opportunity to discuss alternate ways of handling child situations. It also gave the parents a forum to discuss how they felt the program was going and an opportunity to offer suggestions and constructive criticism. The parents had an opportunity to evaluate the program in writing at the end of the pre-school program.

An in-service session was held for the parents before the program actually started in June. At this meeting, I discussed my philosophy for the program and then gave the parents an opportunity to comment on and discuss the new ideas I had presented. We discussed different positive ways we could handle situations which were sure to come up. I went over the daily schedule I had planned for the children and then we set up a volunteer work schedule for the mothers. It turned out to be a very enlightening two hours as parents related different situations that had come up with their children in the home situation. The parents seemed to enjoy discussing how they handled different situations with their children.
CHAPTER VIII
PARENT REACTIONS

The last week of the pre-school I handed out a two page evaluation form to all the parents of the children. The evaluation consisted of 25 questions dealing with reactions of the parents and their children to the program activities, scheduling and general philosophy. A sample copy of this form can be found in the appendix.

In general, I found the evaluations to be very positive. Many of the parents who were critical of one aspect of the program, were able to offer very helpful and constructive suggestions in other areas.

In the next few pages I have summarized the responses I received from the parents on each question. It is interesting to note that while the parents completely agreed on some responses, there were others on which they had very opposite viewpoints. I hope that these evaluation forms will serve as evidence of the value of such a program in my campaign to initiate a pre-school program in our school district.

The very first question I asked the parents was, "Was pre-school a happy experience for your child?" I am pleased to say I received 15 very positive responses.
I then asked the parents which activities they felt their child liked best. The responses included almost every activity I offered. Among items listed by the parents were drawing pictures, story time, clay, finger painting, snack time, painting, felt pens, glitter, songs, playhouse and cutting and pasting. Snack time and story time were mentioned the most.

When I asked the parents which activity they felt their child liked least, I got very few responses that were definite. One parent said her child didn't like sitting for the story. Another parent said her child did not like putting away toys, one other said her child did not like easel painting. I noticed that parents said their child did not like an activity whenever their child did not participate in that activity. I wonder if that's the real reason for their lack of participation? Could it be that the child was just too shy to try a new activity? Most parents felt their children were quite positive about most of the activities.

I asked the parents what new things their children had learned at the pre-school. Some parents listed activities such as cooking, painting and clay. One parent said her child had learned to have a good feeling about school. Other parents said their children had learned to do things independently, had learned to
share and take turns, learned to play with other children and care about their peers, and had learned to clean up after himself.

I then asked each parent what she felt was the single most important item her child got from attending pre-school. One parent felt her child had developed a very comfortable feeling about things and people. Another parent felt her child had learned to experience enjoyment in learning. Other parents felt their children had learned to share, participate in a group situation, had learned to play with new materials and friends, had learned to cooperate and had learned to cope with new situations.

The parents were asked if they liked the hours of the pre-school which were 8:30 to 10:30 a.m. Everyone said "yes." They also felt that their children could handle coming to school five days a week at such a young age.

The parents were also very favorable when asked about the class size. Many mothers felt the size was ideal for meeting the individual needs of their children. A few parents questioned the need for three parents in the room along with the teacher. They seemed to feel two would have been enough. Other parents felt it was good to have three parents when dealing with such young children.
Four of the questions related to the parent discussion groups held after class each day. Generally, the parents felt these discussions were very informative and beneficial. They also seemed to agree that it was convenient to hold the parent classes right after school each day. Some of the reasons the mothers gave for liking the discussion time were: it gave them an opportunity to discuss their children frankly; it made them aware of some of the things they do without thinking at home; it gave them a chance to note changes in the children; it gave them a chance to discuss how we can help children; it created opportunity to discuss their child's problems; it helped them look at their children from a different viewpoint; and it gave them new insights on dealing with pre-school children.

I asked the parents to give their opinions on snack time. They were all very positive. The parents all felt that their children loved snack time and the preparation for it. Some said they liked it because the children could learn and have fun at the same time. The general feeling was that it was a genuine self-educating experience. One very perceptive parent said she liked snack time because it "gave the children the 'if my tummy's full, I'm happy feeling'."
An important question that I asked the parents was, "What would you do differently if you could start the pre-school over?" Only about half the parents had a suggestion for this question. Their responses seem to deal with free time and my philosophy of discipline. Several of the parents felt I gave the children a little too much free time. They felt the children should have had more structured activities. Going along with this idea, a few parents felt I should have forced children to participate in certain activities, not given them a choice. One parent suggested that free time could be divided up so that the whole 55 minutes would not be continuous. One very supportive parent said she would have made the pre-school longer if she could do it over again. Her reason, she said, was selfish. Her child loved coming to school.

I received a variety of responses to my question on story time. A few parents felt it might have been wise to have the stories before snack time. (I had them at the end of each day.) Some of the parents thought story time was 'great' or 'excellent'. Another parent felt it was only effective at times. One parent felt that story time could have been longer. Another mother felt the stories could have been more involved. Other parents seem to think it was a great learning time for their children.
I had a separate question dealing with free time, although some parents had commented on it in a previous question. Generally, the response to free time was favorable, although a small minority felt the time allotment for it should have been a little shorter. One mother felt there were times when some of the children wandered aimlessly during free time.

All of the parents felt their children had made new friends while attending pre-school. Some of the parents mentioned that their children discussed their new friends at home often.

"How did you feel about working in the same class with your child?", was another of the questions on the evaluation form. Most of the parents were very positive; however, one mother said she didn't like being in her child's class because the child tended to cling to her. Another parent felt it was distracting to the child to have his mother there. One mother felt it was good as long as it was only once a week. One mother who said she liked coming in the room herself, admitted that her daughter did not like her mother to come to school with her. (This happened to be a very mature child.) Mothers who liked visiting and helping in the classroom seemed to have similar reasons for their responses. Some felt that it was a good opportunity to learn about their
children, compare them to other children of similar age groups, and a good opportunity to see how their children react to other children and authority figures.

Although it seemed obvious to me that some definite learning had taken place, I asked the parents if they felt they had learned anything new about children while helping in our pre-school and discussion after class. One or two parents left this question blank. A few said "no" because they babysit or work with small children all the time. Other parents, and certainly a majority, had some very perceptive responses. One mother felt she had learned that pre-schoolers are really miniature people who can take on very definite responsibility, just like everyone else. Many of the parents had an opportunity to discover how different each child really is. They learned how to handle different personalities and needs. Other parents commented about the similarities between children of this age.

Since all of the parents paid $4.00 to buy cooking supplies and other necessities, I asked them if they felt the money was spent wisely? The responses were quite favorable. Most agreed it was a small price to pay for the benefits received.

The last few questions had to do with getting a pre-
school started in the district. I asked the parents if they would like to see a permanent pre-school in the district, if they had any suggestions how we could get it started and if they would be willing to come to a school board meeting to help evaluate and discuss our pre-school pilot program. The parents were all eager to see a pre-school in the district. They also seemed very willing to help support me at a school board meeting. Not many parents could offer suggestions for starting the program. A few mentioned getting community support by telling other parents and teachers about our summer program. One mother suggested we should write a letter to the school board from all 15 parents. Another parent suggested we should try to get a park or church to help support the program.
CHAPTER IX
MY EVALUATION

In the following evaluation, I will present evidence to show how many of the goals I set forth to accomplish were achieved during this pilot pre-school project. I have divided this section into areas dealing with child, parent, and teacher related goals. I also present a section covering changes I would make in the program based on my experiences and a final section which discusses and summarizes my personal reactions to the program.

Child-related Goals

1. To give young children an opportunity to interact with their peers. This goal was initially accomplished by the very existence of the pre-school setting. Some of the aspects of the program which kindled this interaction were the large activity tables which allowed groups of children to work together on individual art projects, the singing and story times, which called for the children to sit in a total group situation, and the cooking lessons which offered opportunities for everyone to do his part. Other free time activities such as playing on the swings, block play and the play-
house also offered unlimited opportunities for the children to interact with their peers.

2. To give young children an opportunity to explore various art and manipulative media on their developmental level in a planned setting. I achieved this goal by providing the children with a wide variety of activities for them to choose from at free time. I included blocks, puzzles, bead stringing, Tinker Toys, Lego, cutting and pasting, fingerpainting, clay, crayons and felt pens with paper along with many other varying activities from day to day.

3. To build positive self-concepts for these pre-schoolers. I tried to meet this goal by giving the children opportunities to succeed in whatever they did. They were helped to feel good about themselves. Activities were planned which would be challenging, yet possible. Failure was not possible. They were greeted happily each morning and missed when they were absent. They were allowed to choose activities which interested them. They could color and paint what they wanted, not what the teacher wanted. If they needed help or encouragement, someone was almost always available due to the ratio of adults to children.
Parent-related Goals

1. **To give parents an opportunity to observe their children in a school situation and discuss their observations with other parents and a teacher.**

   This goal was met by requiring all parents to work and observe in the program one day a week. The parents worked with the children for two hours during each visitation and then stayed after class for a parent discussion group. During the discussion groups, I met with the three parents who had helped in the classroom that day. We discussed and evaluated the different activities that had taken place in terms of each of our viewpoints.

2. **To give parents an opportunity to learn positive alternative approaches to handling their children.**

   This goal was accomplished in two ways. First, I tried to set new examples that the parents could observe. If two children were fighting over a toy, I might try to channel one child into another activity or I might try to give suggestions as to how they could share the toy. If they were playing with a truck, I might suggest that one child drive the truck and another run a gasoline station for the truck and his driver. Mainly, I would avoid punishing the children or otherwise responding
negatively to them. The second way the goal was achieved was during our after school parent discussion groups. I tried to get the parents to evaluate any incidents that took place during the day and then to try and think of other ways the situation could have been handled. Whenever possible, I offered my own suggestions, although I allowed the parents plenty of opportunities for their own ideas to flow.

3. To involve parents in the education of their children so that they can become familiar with the school setting and begin to realize that they need to be part of the teaching 'team' that educates their child. I met this goal by encouraging and allowing the parents to get physically involved with the children in the pre-school. Parents worked with children in small groups helping them learn to cut and paste, fingerpaint, roll balls of clay and pour their own punch. In this way, the parents were able to see and understand the satisfactions and frustrations of the children as they were learning and experiencing new activities. In this way, also, parents were able to take home some of these ideas and techniques and follow through with them in a home setting, thus creating more of a bond between home and school.
Teacher-related Goals

1. **To have a successful pilot pre-school in order to encourage my school district to budget funds for such a pre-school and incorporate it in their regular programming.** Based on my observations of the parents and their reactions in the parent evaluation forms, I do feel that I accomplished this goal in terms of having a successful program. I felt that the children enjoyed what they did and that the activities planned were appropriate for them. The fact that I accomplished my previous goals relating to the children and the parents also is reason enough to call this program successful. Unfortunately, not enough time has passed for me to judge whether the district will regularly budget funds. I cannot know, at this time, if this program will be incorporated into the district program. I did go to see the superintendent in regards to the future of this project. He was quite receptive and urged me to bring my proposals to the school board members as soon as I completed by graduate project.

2. **To carry out an enjoyable learning experience for 15 children.** Based on my observations of the children, their involvement and attendance, and based also on the reactions of parents in the
parent evaluation forms, I believe I offered the children an enjoyable learning experience. I gave the children an opportunity to try successfully activities which they do not often get to do at home. The cooking lessons and the projects dealing with glitter, fingerpaint and cutting and pasting proved to be an enjoyable novelty for these children, in my opinion.

3. To give myself an opportunity to try some more positive teaching techniques. I accomplished this goal by planning daily activities which lent themselves to positive outcomes. For example, I made a point of greeting each child personally each morning as he came to school. I allowed myself to have more tolerance to loud, harmless noises in the classroom. If children did not want to try a new activity, I did not force them. I'd be positive and say "perhaps you'd like to try this tomorrow."

I always tried to praise the children's work; I was able to find something good in everything they did. During group activity time, I tried to allow plenty of time for the children to share their ideas. I tried not to do all the talking. Most important, I attempted to evaluate each situation as it happened and make a decision in terms of what would be best for the child emotionally and physically.
Possible Program Changes

One of the changes I would like to make would be lengthening the duration of the pre-school program. One month was a little too short. Some of the children were really just beginning to assert some independence when the program ended. The two hour daily time schedule worked out well with these young children. I would want to keep that the same.

I would like to make reading time a little more spontaneous by involving parents in this part of the program. In my pilot project, I read a story each day at a set time. I would like to have parents and books available for the children any time they feel like hearing a story. In this way, the parents could read a story in a one to one situation with the child.

I would also like to change my selection of books for story time. As I mentioned previously, I used the Bowmar awareness books for reading stories to the children. These books have some advantages. The stories are short, the pictures are bright photographs done in realistic color, and the subjects deal with school, family, and pets. The children liked most of these books but some of them were too simple. I am sorry I limited my choices to only these books. I think I could have provoked the imagination and thinking
processes of these children if I had exposed them to some of the better and well-accepted children's books on the market.

**Personal Reactions**

Generally speaking, I am very pleased at the results of my pilot pre-school. Most important for myself, I sincerely enjoyed going to class each day. It was exciting and challenging working with these young children. In many ways, it was unpredictable. I felt that the children were given many new and exciting experiences. They had opportunities to be independent as well as chances to work and share in a group situation.

Decisions I made before the program started seemed to work out well. The $4.00 fee charged to each parent covered my expenses for the good lessons. The felt nametags I made lasted until the end and served their purpose well. The class size of 15 was ideal and so was the help I received daily from the three parents. The after class parent discussion groups seemed to go well, although I think I would like to bring some guest speakers in to talk to the parents occasionally during this time.

Some of the parents had negative comments about free time activities. They felt the 55 minute time block was too long. I have to disagree. With children
this young, I believe most of the time spent in a preschool should be free choice unstructured activities. Some of the parents felt I should make everyone try each activity at least once. I disagree again. If you make the children do activities when they are so young, they are going to have very negative feelings about school before they even start their formal education. Also, these children have a very short attention span. Some of the parents did not seem to realize this. They were bothered when some children hastily switched activities during free time. Some parents felt this was boredom. I expected this kind of behavior from the young preschoolers. That was one of my reasons for offering such a variety of activities. I hoped to have something for everyone. I sincerely believe that the 55 minutes spent each day for free time activities was beneficial to the children. It certainly helped the children begin learning to be independent in choosing activities for themselves.

The activities I liked doing best with the children were singing, cooking lessons and stringing fruit loops. The reason, naturally, is that I could feel that the children sincerely enjoyed these activities. We were all having fun at the same time.

Now if I can only convince my school district about
the success of this program, I will have happily reached my goals. Even if I never do see a pre-school in our district, I can still feel good about what I did. I feel positive that the 15 children involved in the program had some very valuable learning experiences which can only be an asset to their lives. For myself, I know I have grown, if only in bettering my understanding of young children.
CHAPTER X
SUGGESTIONS FOR DISTRICT IMPLEMENTATION
OF THE PROGRAM

Ideally, if I could decide how funds were to be spent in my school district, I would like to conduct a pre-school program at each of the five district schools in conjunction with the regular school program. The programs would be very similar to my pilot project, except that they would last for the duration of the school year, from September to June.

Of course there are many problems involved with meeting these objectives. First, there is the problem of space. We already need more rooms in most of the schools. There just is no room now. Another problem would be paying a teacher to coordinate and run the program at each school. Could the district afford this?

I think it will be necessary to begin this pre-school program on a small scale. Hopefully, someday we will meet my ideals. I am going to make some recommendations to my school board in hopes that we may get the program started in 1974.

I will suggest that we try the program this summer at each of the schools in the district that is holding a normal summer school session. This usually involves
two or three of our five district schools. This would be certain to keep down some of the operating expenses for utilities and supplies. The only major expense would be the salaries for one teacher at each school. This would be approximately $600 a teacher. Any other help needed would be volunteer since each parent would be required to work at least one day a week in the program.

In order to maximize the use of the paid teachers, I will recommend that each school have two two-hour preschool sessions. This way we could accommodate 30 children at each school, yet still keep the class sizes down to 15 children. I will feel very badly if we try the program with large classes. The intimacy of the pre-school is a necessity.

It would still be beneficial to conduct parent discussion groups after class. Each teacher involved would have to decide whether they would want to have these parent-education groups once a week for all their parents or daily for those that worked in the room each day.

There are many ways that students could be selected for the pre-school classes. Although I liked working with the children 3 1/2 to 4 1/2 years old, I will recommend that the new programs be for children who are only one year away from kindergarten, rather than two. I
think the district teachers and school board would be more willing to support a program if they knew it would affect children who were about to enter regular school. In this way, the pre-school would become a kind of preparation for those children about to enter school.

Every May our district kindergarten teachers administer a screening test to the children who are scheduled to start kindergarten the following September. Possibly this test, with a few additions, could be used to help decide who most needed a pre-school program. Teachers from each school in the district could select a certain number of children whom they felt could most benefit from the pre-school.

My biggest concern with making our pre-school a 'Head Start' type program for pre-kindergarteners is that it will become too academic. I do not want to see the alphabet, phonics, and name writing taught in the school. I feel the program will be most beneficial if it remains a self-concept building and discovery-type program.

Some money would be needed for supplies such as paper, paint and crayons. The maximum amount would be $3.00 a child, which is the same amount allowed for each child during the normal summer school program. I doubt that this much would actually be needed. This money
could come out of Title I funds or possibly from leftover ADA funding (average daily attendance) for the summer program. There is also the possibility that we could get PTA or another community group to help sponsor and support the pre-school project.

It seemed that I spent the most money on my cooking and snack supplies. I bought these supplies from the $4.00 each parent paid me for their child. I will suggest that we continue this nominal fee for the pre-school program in the summer. According to the school superintendent, it would be legal to charge a nominal fee since the pre-school is not a mandatory program that all children must attend. I would not want to leave these food lessons out of the program because of a lack of funds.

The most important concepts which I will emphasize to the school board when I make my proposals public will be keeping class size to a maximum of 15 children, retaining the informal discovery learning environment, the involvement of every parent in the program at least one day a week, a ratio of at least one adult to every five children, and the need for parent education-discussion classes along with the program.

I hope to go to the school board with the support of community parents, school principals, and the school superintendent.
REFERENCES
BIBLIOGRAPHY

Books


Bulletins and Pamphlets


APPENDIX A

ANNOUNCEMENT

Announcing........ A

SUMMER PRE-SCHOOL PROGRAM for

children who will start kindergarten in September, 1974

WHO -- 15 children *

WHERE -- Leona Cox Kindergarten room

WHEN -- Daily July 2-27th, 8:30 to 10:30 a.m.

COST -- $4.00 a child to cover cost of snacks and cooking lessons

Each parent will be required to work one day a week in the program.

-----------------------------------------------
Please tear off and return

I would like to enroll my child in the summer pre-school July 2-27th. I will be able to work in the program one day a week.

_________________________  __________________________
Mother's Name               Child's Name

_________________________
phone

* Children will be selected on a first come-first serve basis.
APPENDIX B
PRE-SCHOOL INFORMATION

A parent information meeting for those mothers whose children will be enrolled in my pre-school will be held Thursday morning, June 28. The meeting will be at 10:00 a.m. in the kindergarten room (#101).

At this time, we will discuss the daily schedule as well as the schedule for you to aide in the room. I would also like to discuss my philosophy for the program with you.

So that I can understand your child and better prepare for him or her, I would like you to fill out the enclosed questionnaire and return it to me by this Friday, June 15.

I look forward to seeing you at the meeting June 28.

Joyce Carson
APPENDIX C

PRE-SCHOOL QUESTIONNAIRE

Child’s Legal Name __________________________ Name Child Goes By __________________________

Date of Birth __________________________ Years ______ Months ______

Age as of July 1

1. Has your child attended another pre-school?
   Yes _____ No _____ If yes, how often and which one? __________________________

2. How many children in your family? ____________

3. What position is your child in the family? ____________

4. Who does your child usually play with? Family?
   Neighbors? __________________________

5. Has your child spent much time away from you? Does he usually stay near your side? ____________

6. Do you feel your child is pretty dependent on you? __________________________

7. Does your child go to the bathroom without being reminded? __________________________

8. Is your child allergic to any food or drinks? __________________________

9. Does your child have any health problems I should be aware of? __________________________
10. What does your child like to do best in his free time? 

11. Do you have a preference for which day you help in the pre-school?

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APPENDIX D

PRE-SCHOOL REMINDER

Pre-School Reminder!!!

Don't forget: Thursday, June 28 is the parent information meeting for our summer pre-school class.

I'll see you this Thursday at 10:00 a.m.

Joyce Carson

P. S.

Bring your children. They can play out on the playground during the meeting. I'll be anxious to meet them after the meeting.
APPENDIX E

FINAL LETTER

Dear Parents,

I would very much appreciate if you could fill out the enclosed evaluation of our pre-school and return it to me on Friday. I need your responses for myself, so I can improve my teaching techniques, for my Master's Degree project, and for the School Board.

I would really appreciate it if you took your time and really thought out your responses. Everything you say will serve as suggestions when we begin organizing and planning a pre-school for the total district.

I want to take this opportunity to thank you all for helping in our pre-school class. I only hope that you had as much fun as I did and learned as many new things as I did. There are always new things to learn about children if you keep your eyes open and keep a positive attitude.

I really enjoyed working with all of your children. I look forward to seeing them again when they start kindergarten. I hope all of you will continue to help out in the schools as much as possible. Everything you do for our children is really appreciated.

Thanks so much for everything,

Joyce Carson
APPENDIX F
PRE-SCHOOL EVALUATION

1. Was pre-school a happy experience for your child? 

2. What activities do you feel your child liked best? 

3. What activities did your child like least? 

4. What new things, if any, do you feel your child learned to do at pre-school? 

5. What was the single most important item you think your child got from attending pre-school? 

6. Did you like the hours 8:30 to 10:30? 

7. Did you feel five days a week was too many days for your child? 

8. What did you think of the class size? (15) 

9. Did you think three parents a day was too many parents to help in the classroom? 

10. What did you think of the parent discussion groups held after class? 

11. What did you like best about the discussion groups? 

12. What did you like least about the discussion groups?
13. Did you feel it was convenient to stay after class for discussion? ____________________________

14. What did you think of snack time? __________________

15. If you could start the pre-school over, what would you do differently? ______________________

16. What did you think of story time?________________________

17. Did you feel the one hour free time was too much independent time for your child? ___________

18. Did you feel your child made any new friends? __________

19. How did you feel about working in the same class with your child? _______________________

20. While working in our class, did you learn anything new about children? What? __________________

21. Did you feel the $4.00 you spent was used wisely? ______

22. Would you be willing to come to a school board meeting to help evaluate and discuss our pre-school program? __________________________

23. Would you like to see a full-time pre-school in our district? ____________________________

24. Do you have any suggestions as to how we could get a pre-school going in our district? ______________

25. Any further comments? ____________________________

Your name ____________________________ Child ____________________________