Development through community effort of an early training program for culturally disadvantaged children

Rita Williams Emery

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DEVELOPMENT THROUGH COMMUNITY EFFORT
OF AN EARLY TRAINING PROGRAM
FOR CULTURALLY DISADVANTAGED CHILDREN

A Thesis
Presented to
the Faculty of the Department of Home Economics
University of the Pacific

In Partial Fulfillment
of the Requirements for the Degree
Master of Science

by
Rita Williams Emery
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CHAPTER I

THE PROBLEM AND DEFINITION OF TERMS USED

Each year children of seasonal workers who reside in the labor camps of the Patterson-Westley area enter kindergarten unable to learn. They are disadvantaged by comparison with children from the middle-class homes in the community. The organization and development of Del Puerto School for Pre-Kindergarten Children was a community effort to alleviate some of the cultural deprivation experienced by the children.

I. THE PROBLEM

Statement of the problem. The project with which this report is concerned is the organization and development of an early training program for culturally different children in an indigent area, through community effort, and concerns the children of seasonal workers living in the labor camps in the Patterson-Westley area. The program was developed to improve the intellectual functioning and personal adjustment of the children prior to entrance into kindergarten, through special experiences provided for them.

Justification of the problem. When any individual
or group has been deprived of the opportunity to acquire basic learning and skills necessary to the development of mental and emotional stability through the pursuit of meaningful activities, education must seek to shoulder the responsibility of providing this opportunity. The real minimum essential of any school is the provision of conditions by which the young are enabled to complete acts of responsible thought. If conduct is to be related to intellectual capacity, the educational system must stand the test of the consequences produced in the lives of those involved.\footnote{William Heard Kilpatrick, "America in the Educational Thought of Dr. Kilpatrick," \textit{Progressive Education}, Volume 34, Number 2, pp. 33-34, March, 1937.}

Preview of the organization of the remainder of the thesis. In the remainder of the thesis, the foundation will be laid, showing some of the underlying causes of cultural deprivation and its effect on the early years of the child's life and how these findings are evidenced in the lives of children in the labor camps.

Recognition of the existence of a problem by citizens of the community and their attempt to solve the problem will be discussed. Steps in the development and organization of the Del Puerto School will be described and influence of
the school upon those who participated will be noted.

II. DEFINITIONS OF TERMS USED

Del Puerto School for Pre-Kindergarten Children.
Del Puerto is a well-known and much used name in the area and possibly had some effect upon the selection of a name for the school; however, when the name was chosen it carried a deeper meaning than mere local popularity. To those involved the name implied the purpose of the project. The door was being opened for the cultural enrichment of young children who had suffered deprivation. In addition, the door of understanding between residents of the labor camps and middle class residents of the community began to open.

Early Training Program. Much is heard and read currently about the so-called culturally deprived people of the nation as well as suggestions as to what can and should be done to help them. The term seems to be inaccurate, inadequate, and ambiguous. To label any individual or group as deprived or different may cause erection of additional barriers between those people and others from the middle class community. In an effort to select a more appropriate title for the work that was done in the Patterson-Westley area the term "Early Training Program" was chosen. The
term carries a positive connotation and will be used interchangeably with Del Puerto School in referring to the project.

Patterson-Westley Area. The two small communities of Patterson and Westley lie six miles apart in the heart of a rich farming area where many seasonal workers are employed. Each community has a large labor camp that provides living accommodations for the workers and their families. Undesirable conditions in both camps stimulated the desire to improve conditions for the young children in both camps through an organized pre-kindergarten school.

Migrant Ministry Team. The California Council of Churches, a Protestant organization, each summer sends a team of college youth to work among the people living in the labor camps. The first team of six young men and women arrived in the Patterson-Westley area in the summer of 1962. Each year thereafter the team has consisted of four to six youth. They are known as Migrant Ministers or the Migrant Ministry Team.
CHAPTER II

RESUME OF HISTORY AND PRESENT STATUS

With the realization of the existence of a problem, the next step was to determine ways to ameliorate the problem. That one existed in the lack of opportunity for young children in the labor camps was evident to interested persons when they saw how the children responded to members of the Migrant Ministry Team.

The organizing group, for the most part, had made no formal study of the effect of deprivation upon the child; however, a select core from the group obtained certain information showing how the deprived child may be at a disadvantage for life if conditions during the early years of his life remain poor and unrelieved. The facts were later given to the remainder of the group in the brief training sessions prior to the opening of the Early Training Program.

Once plans were definite to proceed with the development of the project it was necessary to form an organization as a basis for further actions. After the first meetings of the organizing group several public meetings were held and were attended by local townspeople and parents of the children for whom the program was to be developed.

At one of the public meetings, a nominating committee
was appointed to select suitable members of a Board of Directors. The committee later submitted the names of fifteen people from both the town and the camps. A director of the school was also selected.

Once the group was officially organized, actual work began in order to comply with certain regulations set forth by the State Department of Social Welfare. Before a license could be obtained, the location of the school, as well as available facilities, had to meet the approval of representatives of the Department. Changes and improvements were made in compliance with their recommendations.

Meanwhile, recruitment of volunteer workers was proceeding and a number of townspeople and mothers of the children volunteered their help. They, too, had to meet with standards set by the Welfare Department but no complications arose in relation to compliance with established standards. Each person was required to have a physical examination and chest X-ray. All were approved on the basis of health.

Now that the physical plant and workers had met specifications the next step was to begin with physical examinations of the children. This was accomplished without incident and parents of the children were most cooperative in seeing that each child was present for examination.
As work progressed and activities increased some of the developments were occurring simultaneously. By the time the organization had progressed to the point of approval for a license community interest had grown and the project received much favorable newspaper publicity. As a result financial support from civic organizations, high school student groups, churches and individuals was forthcoming.

A date was set for opening the program and work progressed steadily as interested persons shouldered responsibilities to accomplish all necessary tasks in order to meet the opening date. As the day approached, enthusiasm mounted. Teachers and workers cheerfully accepted limitations of the physical plant and facilities.

Toys and equipment were provided by individual donations and from the local high school. One student organization collected acceptable toys and equipment, rejuvenated and refinshed nursery type furniture, and sponsored fund raising activities to finance their work.

When the doors opened on the first day, fifty children were present in the two locations of the school. There were teachers and workers in sufficient number to provide one adult for every ten children. During the initial twelve
week period of the program enrollment remained fairly constant.

At the end of the spring term of elementary and high schools in the district the Early Training Program was closed. Plans to continue during the summer months were cancelled when announcement was made by officials of the local school district that funds had been received to begin Operation Headstart.

At the present time the future of the program is indefinite and its continuance is dependent upon what is done through Operation Headstart. If the federally supported project continues, there will be no need at this time for the Early Training Program on a volunteer basis; however, in the event that Headstart is withdrawn the volunteer workers will again conduct classes for children in the camps.
CHAPTER III

SOURCES OF DATA, METHOD OF PROCEDURE, AND TREATMENT OF FINDINGS

Statement of the sources of data. Background information was gathered from the writings of numerous authors in the field of education and more particularly in the area of child education. Books and papers dealing with the problems of the disadvantaged or culturally deprived child were also studied. Reports of similar projects in other cities and states were used as a basis for comparison of influences of the training program on the child.

Frequent sessions with the teachers, mothers and other assistants in the Del Puerto School provided data during the initial session of the project. Attendance at meetings of the Board of Directors also provided insight into feelings and reactions of the community.

Method of procedure. After the need for the school was established in the minds of interested persons, the next steps were to organize a governing body, select a director for the school, secure volunteer teachers and workers, and make application for license to operate a nursery type day school. The latter was obtained through the California
State Department of Social Welfare. Rules and regulations covered site and location, size of the rooms, toilet facilities, physical examinations for children and workers, and qualifications of the director. Brief orientation sessions were held prior to opening the program in order to instruct adult workers who had no experience or background in pre-kindergarten teaching.

When the program opened, frequent visits to the school, interviews with teachers and mothers, and observations of the reactions of the children provided information as to the apparent benefits of the project. At the close of the first session, recorded observations were compared with reports of other pre-kindergarten schools in various sections of the nation.

Treatment of the findings. As stated above, a comparison of reactions of the children to those in other similar programs provided a basis for evaluation of the contribution made in the cultural development of those who attended the Del Puerto School.

Due to lack of availability of qualified personnel, no standardized tests were given to measure the progress of the children. The stated objectives were closely followed, however, and reports of teachers and assistants indicated improvement in the majority of children.
At the close of the program several follow-up meetings of the Board of Directors were held to evaluate the reports of parents as to the continuing influence of the school. Teachers in the summer Operation Headstart program also presented comparisons of children who attended Del Puerto School with those who had no previous school experiences. Final evaluations indicated definite progress and improvement in the majority of children.
CHAPTER IV

EFFECTS OF CULTURAL DEPRIVATION UPON CHILDREN

Much has been written about the effects of cultural deprivation upon children. Teachers who work with the deprived child should be aware of the effects of such an environment upon the child and allow for the lack of experiential education. Some of the underlying psychological reasons for conduct of the culturally different child are discussed in this chapter.

In order to maintain the contrasts that make for variety and interest among people of all nationalities and backgrounds, it is wise to foster and nurture the development and preservation of ethnic cultures. No individual can be measured, culturally speaking, by the same yardstick as another. When one has been deprived of certain opportunities that provide for a more enriched cultural background, it is the responsibility of a concerned society to offer assistance in overcoming the deprivation. Rather than assume that the deprived one could have improved his station in life, had he so desired, society should recognize some of the conditions that cause or lead to cultural deprivation.

According to Hunt, intelligence is developed through continuous interactions with environment. The early sensori-
Motor organizations of the infant are modified and transformed as the child continually learns to cope with his environment and internalizes these learnings together with generalizations to new situations. These changes are continual and progressive and occur in a fixed order from the sensori-motor period of infancy to the state of formal operations in adolescence. Since the fixed order is of utmost importance to the intellectual development of the child, any markedly incongruent stimulation can interrupt the phase sequences into which cell assemblies are integrated. If the incongruities are mild, the reaction of the individual may be attractive and interesting; however, fear and disruption may result from more marked incongruence. Hunt states:

"... a neural analog to the 'servomechanism' . . . feeds back to a sensing mechanism in a machine the results of the action of the machine. . . . The essential idea here is that the role of the sensing mechanism in the human nervous system is to test for incongruities, while that of the effecting mechanism is to operate on other units (or the environment) to decrease the incongruity in the sensing mechanism."

From these approaches arises the problem of the "match" or congruence between input and that which is already

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assimilated. If the input and that which is in storage are entirely congruous, one finds boredom or even cultural deprivation. When there is extreme incongruity the result may be emotional disturbance or withdrawal. On the other hand, mild incongruity leads to interest and gratification. These general approaches to the origins of cultural deprivation lead to several suggestions for its prevention or amelioration.

One means of prevention of cultural deprivation is a rich and varied sensory input. If the child's environment lacks varied stimuli, or imposes restrictions upon him, he will become an individual with inadequate intellectual functioning. The most severe effects of the absence of intellectual stimulus occur in the early months and years of the child's life. The severity of the deficit will to some extent be determined by the duration of such deprivation.

On the other hand, if the child is not restricted and continues to seek sensory input, he will be motivated to seek further stimulation. The more he sees or hears, the more he wants to see or hear. Thus motivation becomes important in intellectual development. The culturally deprived child is at a disadvantage because of insufficient input and lack of motivation to seek potential stimuli that may be available to him in his own environment.  

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2Ibid.
In line with such approaches, early intervention of attempts to relieve the deprivation would appear to be most effective. Early training should begin, ideally speaking, when the availability of stimuli in the impoverished environment has been exhausted to the child. Until recently, before the culturally deprived child had access to early training, the gap between input and what is in storage was too great, thus causing disruption or negative motivation.

Another important factor may be found in the patterns of social interaction which are established in the early years. Middle-class children have been found to be less aggressive than lower-class children in their relationships with peers; however, attitudes toward authority figures do not follow the same pattern. There is some evidence that the lower-class child may be more passive toward authority than the middle-class child. If this passive attitude causes the child to interact less with his peers or his environment in the presence of authority (in this instance the teacher), this may well be another reason for lack of learning among the culturally different.3

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In view of the foregoing facts, the first essential for the teacher of the culturally deprived child is to determine where he is experientially and from that point plan any new experiences. There should be sufficient newness to promote interest and at the same time enough familiarity to enable the child to cope with his new experiences successfully.

Although the culturally different child does not possess the same experiential education as the middle-class child he does have a background that includes some special strengths that are not to be disregarded. The teacher should recognize these differences and learn from them. The success of the teacher of the disadvantaged or deprived student depends upon an understanding of himself as well as the student, and recognition of the child's individual strengths will be an important factor in establishing a learning situation that is satisfactory to both the teacher and the child. Each learns from the other. Mattil states:

Life cannot absorb everything indiscriminately, for ultimately life takes on direction and focus. Such a challenge requires teachers who care deeply and teachers who regard teaching as a great adventure of the human spirit. . . . what is "right" is an elusive something that each teacher must seek and find for himself. This search requires a grasp of fundamental concepts plus the teacher's own intuition. . . . it simply suggests a richer environment in which creative growth can take place through greater
awareness and greater sensitivity.  

Development of intelligence is a continuous process, beginning with the very young child and progressing in a fixed order into the adolescent years. Any interruptions or deprivations in cultural experiences can interrupt the learning process and damage may be irreparable. Early intervention to relieve deprivation appears to be most effective. With the advent of training programs for the child under four years of age, cultural differences can be minimized. Teachers who work with young children should recognize the importance of determining where the child is experientially, and progressing from that point. The culturally different child may possess special talents or strengths that should be recognized and understood. Success of the teacher depends upon an understanding of himself as well as the child.

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CHAPTER V

BEGINNING STAGES IN DEVELOPMENT OF THE PROGRAM

Recognition of some of the results of cultural deprivation among children of the labor camps in the Patterson-Westley area prompted action by a group of interested persons from the California Council of Churches. Known as the Migrant Ministry Team, they went into the labor camps during the summer months and set up programs to assist seasonal workers and their families. As a result of their work citizens of the middle-class community began to recognize their own responsibilities toward improving conditions in the camps, especially those affecting the children. Beginning stages of awareness and initial action on the problem are discussed in this chapter.

Impoverishment in the early years has an adverse effect on the intellectual development of children, and retardation may become evident as early as the second year.¹ During the first four years of the child's life, his intelligence may be affected by as much as 2.5 IQ points each year.²


If for any reason children are deprived of opportunities for developmental skills at the early moments of readiness, the loss can never be fully regained. Although emotional and personality growth are thwarted by lack of early experiences, such deprivation is even more damaging to perceptual, cognitive, and intellectual development. If there is to be adequate intellectual development there must be a rich and variegated input of perceptual experience during the period from one to four years of age. The child who lacks such varied stimuli, or is restricted for any reason, will be a child with inadequate intellectual functioning. The duration of deprivation will determine to some extent the severity of the deficit.

Kindergarten and first-grade teachers in the Patterson-Westley area reported that children from the labor camps came to school devoid of experiential education. The majority were without ability to speak or understand the English language, unable to listen, follow instructions, or concentrate, and unfamiliar with normal class routine. They were suspicious


4Hunt, op. cit.

of the teachers and other staff members, and generally uneasy in the classroom situation. The children had no group experiences outside the immediate family and were severely handicapped in their attempt to become an integral part of a learning situation.

The home life of the children appeared to be typical of most deprived or disadvantaged areas. Housing for the majority was unsatisfactory, often unsanitary, and overcrowded. In some instances, family relationships were strained and as many as four generations shared living quarters. Family income was far below average and was not used to advantage. Education had not seemed important to parents and other adults in these environments, hence they placed no importance upon experiences and training that would be a springboard to improved education for the children. Extreme poverty, poor nutrition, experiential deprivation, unhappy home life, and crowded living conditions all appeared to be an important factor in the educational retardation of children. With imposition of such restrictions, whether voluntarily or involuntarily, it was difficult for non-specific, though important, learning to take place.

Based on the knowledge that environmental circumstances, rather than inborn deficiencies, are largely responsible for academic retardation at an early age, research
showed that mental development during the first four years of life may well determine how far the child can go in school as well as in life. According to Fusco:

"Early school success has an effect on later school success. School success has a definite bearing on the drop-out problem."

Although a small group of local citizens were aware of the deprivations that existed in the labor camps little had been done to relieve or improve conditions. When token attempts had been made in the past, results were unsuccessful and short-lived. Those interested persons who wanted to alleviate the undesirable conditions seemed to be at a loss as to how to approach and improve the situation effectively.

In the summer of 1962, the first Migrant Ministry Team from the California Council of Churches was assigned to the Patterson-Westley area and consisted of six college youth from across the nation. With optimism and forwardness of vision, typical of many Christian youth, they set in motion the mechanisms needed for development of a program directed toward cultural enrichment of all children residing in the camps. Their dedicated efforts during the summer

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6Committee Report, Recommendations, Subcommittee on McAteer Act Legislation, September 17, 1964, p. 3.

7Fusco, op. cit.
months in the ensuing years proved to be the stimuli needed to awaken residents of the community and the camps to the possibility of organization and development of the Early Training Program. Parents in the labor camps soon realized that the purpose of the school was to provide opportunity for enriching experiences not previously within the grasp of children for whom the program was begun, and not the imposition of standards of one segment of the community upon another segment.

Initial steps toward making the Early Training Program a continuation of summer work begun by the Migrant Ministry Team were taken by a very small group of persons genuinely interested in cultural enrichment of children from socially and economically disadvantaged homes. The group consisted primarily of young matrons, some of whom had preschool age children of their own.

The process of contacting parents in the labor camps was slow and tedious since each contact required a visit to the home. The majority of parents read or spoke no English and notes could not be sent to them explaining the purposes of the Early Training Program; however, after several key people living in the camps were informed of plans for the program, and were made to realize this was not to be interpreted as a tool of dominance, it was relatively simple to
pass the word among the parents. One point was made especially clear—there was to be no wall of division between helpers from the middle-class community and those from the camps who were willing to work in the establishment of the program. This was accomplished by stressing that all who would devote time and effort to the organization and operation of the program were welcome to attend training sessions and to assist in the area where they would be most helpful and effective.

Because of their impoverished living conditions many mothers were reluctant to consent to a visit from a member of the organizing group; however, once the initial contact was made and the mother realized the visit was in the interest of her child, and not to investigate or condemn living conditions, she was most cooperative and agreeable to allowing the child to attend classes. Parents were contacted two or three times in order to establish relationships and to make clear the purpose of the program was enrichment of the children. Enthusiastic cooperation of the majority was the result. This response substantiated the findings of Strodtbeck which showed that when parents are involved in the enrichment program for their children, and are made to feel they are an integral part of the project, the gains and benefits of the program will be reinforced and maintained.
with a greater degree of success. Similar experiences in other states showed that home-school relationships and child-rearing skills are greatly improved in low-income families when the help is offered in a continuous, patient, positive and flexible manner. Parents of the culturally different children in the Patterson-Westley area proved to be no exception to these findings.

The adverse effect of early cultural impoverishment is a detriment to emotional growth and personality development and also damages cognitive, intellectual and perceptual awareness. Culturally different children from the labor camps were no exception and encountered difficulty upon entrance into kindergarten in public school. Home life of the majority was not conducive to motivation to learn. When, through efforts of the Migrant Ministry Team, the middle-class community recognized the possibility of a program of early training, work to establish such a project began. Interested persons worked patiently to contact parents in the labor camps to acquaint them with advantages the program held for their children. In most instances, parents responded cooperatively to efforts of the organizing group.

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9Susan W. Gray and Rupert A. Klaus, Early Training Project, Interim Report, November, 1963. (Mimeographed.)
CHAPTER VI

ORGANIZATION OF THE DEL PUERTO SCHOOL

Organizational meetings of interested persons required planning and forethought by the core of workers instrumental in the development of the school. Methods of involving not only the middle-class community, but also labor camp residents included recruitment from both areas for teachers and assistants. Formal organization included selection of a director for the school, a Board of Directors, and the choice of a name for the program.

In 1962, when the first Migrant Ministry Team was assigned to the Patterson-Westley area to begin work with the seasonal workers and their families, the initial foundations were laid for a continuous program of training and self-improvement for the residents of the labor camps in the two communities. The majority of townspeople appeared to be apathetic and indifferent toward the team and the work they attempted to do. Perhaps a community-wide orientation of the goals established, through news-media publicity, would have prepared the way and made their first efforts less difficult and would have also enlarged enlistments of assisting personnel.

The families with whom the team worked were at first
hesitant and suspicious but upon learning there were no ulterior motives soon accepted and responded to activities planned for them. People from this strata of life have a tendency to let others do for them rather than to become an integral part of planned activities; however, the Migrant Ministers continued in a positive, patient, and flexible manner. Response to their efforts steadily improved and by the end of the first summer children and parents had an understanding of the work and recognized its value to themselves.

During the following summers when the team returned they were met with warmth and eagerness from labor camp residents and an increasing interest in their work from the townspeople. Recruitment of assistants was less difficult as many high school students and adults offered to help with the summer program.

The invisible barriers that had long separated the seasonal workers and middle-class people of the community were gradually relaxed and a new understanding began to grow between the two groups. By the end of the 1964 summer program the feeling was general among the local workers that a summer schedule of activities was not enough. In addition there should be a continuous training program that would provide experiences of enrichment and assistance in the
preparation of the children for entrance into the public schools.

A small core of women who had worked with the Migrant Ministry Team met and discussed possibilities for a continuing program. The first problem was to enlist volunteer workers who could give two hours each morning. Twelve women agreed to devote as much as ten hours per week to teaching or assisting in whatever capacity they were needed. This was a sufficient number to justify further steps toward organization.

Community leaders were contacted and found to be interested in assisting with further organizational meetings. Among those who took an active lead in the development of the program were business and civic leaders, farmers, teachers, and homemakers.

A public meeting planned and directed by the sponsoring group was attended by nursery school and kindergarten teachers, parents and representatives of the public schools, the county health department and representatives of the Migrant Ministry. Those present approved of going ahead with the proposed Early Training Program and of making application for a license from the State Department of Social Welfare. Since there were to be two locations used for the project, it would be necessary to secure two separate licenses. Such licenses are required for the operation of
Legal Barrier Fails To Halt Camp School Plan

PATTERSON — The sponsoring group will continue with plans to establish preschool nursery schools at the Walnut Avenue and Westley Farm Labor Camps. The decision was reached at a recent public meeting attended by nursery school teachers, parents and representatives of public schools, the county health department and the Migrant Ministry.

The meeting had been called by Mrs. Donald Quesenberg, organizer of the project, after she learned a license from the state department of social welfare is required to operate such schools. The schools, which were planned to start early this month to boost culturally deprived children to a par with more privileged children when they enter school.

Those present approved going ahead with the process of obtaining a license while exploring all possibilities of securing the funds necessary to establish the schools on a full-time basis.

Committee Named

Appointed to serve on a nominating committee were Mrs. Virginia Granillo, Mrs. Fred Stone, Mrs. Quesenberry, Sam Gallinger, Mrs. Terry Cantu and Mrs. Mary Martinez.

The group will meet again February 1st when a constitution will be presented for ratification and a board of directors elected.

FIGURE I

NEWS ACCOUNT OF ORGANIZATIONAL MEETING

The Modesto (California) Bee, January 20, 1965
schools of this type.\(^1\) In addition, the group agreed to the formation of a Board of Directors and a nominating committee of six persons was appointed to select members of the Board.

In a later meeting, the nominating committee submitted the names of fifteen people to serve on the Board of Directors. The group included six mothers from the labor camps and nine business men, teachers, and parents from among the townspeople. A business man was elected to serve as president of the Board and two mothers from the camps were elected as vice-presidents. At the same meeting a director for the school was selected. One of the originators of the project, a young homemaker and mother, was chosen. She had been active in recruitment of the team of volunteer teachers and assistants to help with the training program and was a college graduate.

Because of lack of available transportation to take the children to one central location the decision was reached to operate the school at two different sites. A community hall is located in each of the labor camps and permission

was obtained to use a large room in each of the halls. This arrangement facilitated enrollment of more children in each location.

"Del Puerto" is a well-known and much used name in the area and possibly had some effect upon the selection of a name for the school; however, when the name, Del Puerto School for Pre-Kindergarten Children, was chosen it carried a deeper meaning than mere local popularity. To those involved the name implied the purpose of the project. The door was being opened for the culturally different that would strengthen their use and understanding of the English language, develop an interest in group learning situations, and enrich the cultural experiences of the children before the advent of their formal education in public schools. In addition, the door of understanding between residents of the labor camps and the middle-class community began to open. On its threshold stood opportunities for cultural and educational enrichment for those to whom it had never before been offered.

With initial work in the organization of the Del Puerto School completed the next step was development of guidelines to govern the expectations of the children, their parents and teachers. The constitution, formulated by members of the Board of Directors and teaching staff, was based on recommendations of the State Department of Social Welfare
and included articles governing policy, membership, enrollment, finances, Board of Directors, duties of officers, and qualifications of a director. A copy of the constitution is found in the appendix.

A majority of the twelve volunteer teachers possessed little or no college education. This necessitated a brief series of training sessions directed by two of the volunteer workers who were college graduates and former elementary teachers. In order to facilitate ease of instruction and at the same time provide printed information to serve as a guide for the teachers, a manual was compiled for them. A copy is included in the appendix. In addition to brief instructions concerning schedule, discipline, learning, activities, and general rules, the manual also contains rules regarding fire precautions, first aid instructions, and accident report forms.

In order to provide for stimulation and challenge of the total child and his total area of experience—his intellect, muscles, imagination, and perceptual awareness—the overall goals for the Early Training Program were divided into three categories with specific goals in each classification. The three general divisions were concerned with

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2Department of Social Welfare, op. cit.
NURSERY SCHOOLS SELECT
NAME AND ELECT OFFICERS

The Del Puerto School for Pre-Kindergarten Children hopes to be able to receive its first pupils by March 1.

This is the name and target date set by a group of interested citizens at a meeting Monday evening to establish preschool nurseries at Walnut Avenue and Westley Labor Camps.

Charles Lewis, manager of the First Western Bank in Patterson, was elected president of the board of directors. Vice-presidents elected were Mrs. Salvador Matral of Westley and Mrs. Tony Granillo of Patterson. Secretary will be Mrs. Manuel Roza and Earl Sutherland will be treasurer.

Other members of the five-person board of directors are Mrs. Anton Cunl, Mrs. John Delphi, Mrs. Calvin Swan, Mrs. Ivan Stewart, Mrs. Juan Molina, Mrs. Domingo Martinez, Mrs. Betty Lindors, John Grisich, Marcus Hilden, and John Revis.

The board will hold open meetings monthly.

When the requirements of the State Department of Social Welfare are met and a license for operation issued, the schools will begin a daily two-hour program at both camps. The program will aim primarily toward strengthening the understanding and use of the English language. It also aims to develop an interest in group learning situations and to enrich the cultural experience of the children before formal education begins.

Mrs. Donald Quevenberry was named the first director of the school. She had previously announced the names of teachers available for the school. The expenses of the school will be underwritten by the Patterson Rotary Club and donations.

Mrs. James Enoch, chairman of the constitution committee, said the organization is open to any interested person residing in the county.

There will be no tuition charge for eligible children, however enrollment will be limited by the conditions of the license. All children must be residents of the camp in which they enroll.

Children three to six but not yet enrolled in kindergarten will be eligible with preference given to children four years old and older.

Mrs. Quevenberry stated there is still a need for donations of toys to be used at the schools. Specifically needed are dolls, cars and trucks, and dishes. Anyone having toys to donate may call Mrs. Quevenberry or take them to her home.

FIGURE 2
NEWS STORY ON SELECTION OF NAME AND ELECTION OF OFFICERS

The Patterson (California) Irrigator, February 18, 1965
physical growth, social-emotional growth, and intellectual growth. The stated goals are found in the appendix.

Ground work for a continuing program of cultural enrichment for labor camp children was laid by the work of the Migrant Ministers during the summer months. The laborers and their families responded to efforts of the team, and middle-class citizens of the community became interested to the point of planning and developing the Early Training Program for pre-school age children. Officials of the school were selected, locations established, and licenses obtained. The name chosen for the school, Del Puerto School for Pre-Kindergarten Children, implied the purposes of the program—to open new doors of opportunity for the culturally different children it would serve. A constitution was formulated, a handbook for teachers compiled, and goals established to govern teachings and activities of the project.
Nursery Aims For Better English

PATTERSON — An official title, a constitution, and a board of directors have been approved by an enthusiastic group of people interested in a new community project.

The name, Del Puerto School for Pre-Kindergarten Children, almost tells the story. But the rather unique purpose of this new organization goes deeper.

When the requirements of the state department of social welfare are met and a license for operation is issued, the school will begin a daily two-hour program at the Stanislaus County Housing Authority in both Westley and Patterson.

The program will aim primarily toward strengthening understanding and use of the English language. It also aims to develop an interest in group learning situations and to enrich the cultural experience of the children before formal education begins.

Constitution

Mrs. James Enoes, chairman of the constitution committee, says the organization's membership will be open to any interested person residing in Stanislaus County.

There will be no tuition charge for eligible children, but enrollment will be limited by the conditions of the license. Children aged 3 to 6 but not yet enrolled in kindergarten will be eligible, with preference given children 4 years old and older. All children must be residents of the camp at which they enroll.

Expenses of the organization will be underwritten as a project of the Rotary Club of Patterson and by donation.

Board Of Directors

Charles Lewis, manager of the Patterson First Western Bank, was elected president of the 15 member board of directors. He will be aided by Mrs. Salvador Mayoral of Westley and Mrs. Tony Granillo of Patterson, vice presidents; Mrs. Manuel Reza, secretary and Earl Sutherland, treasurer.

Members at large Betty Lindfors, John Grishott, Marcus Hilden, John Revis and Mmes. Anton Cantu, John Delphi, Calvin Swan, Ivan Stewart, Juan Molina and Domingo Martinez.

The board will meet monthly to conduct business matters. All meetings, with the exception of any necessary personnel meetings, will be open to the public and announced to the press.

Mrs. Donald Quesenberry, originator of the project, has been selected to be the first director of the school. She has recruited a team of volunteer teachers and mothers to help with the project.

Activity prior to the initial opening of the school has shown full cooperation from residents of both camps. Mrs. Quesenberry reported.

Pending completion of the requirements of the state department of school welfare and the office of the state fire marshal, the target opening date is set for March 1st. The school calendar will run concurrently with that of the Patterson Unified School District.

FIGURE 3

NEWSPAPER ACCOUNT OF NURSERY AIMS

The Modesto (California) Bee, February 19, 1965
CHAPTER VII

ACQUISITION AND PREPARATION OF TOYS AND EQUIPMENT

The work of organizing the Early Training Program was near completion and the next area of concern was that of obtaining equipment and supplies to be used. Community response to appeals for donations was good but few people realized the importance of obtaining toys and furniture suited to the needs of the two-to-four-year-old child. The high school home economics classes made a study of the pre-kindergarten child to determine some of the recommendations for providing a creative atmosphere. Following the study a drive to collect used furniture and toys received a good response that resulted in the collection of a sufficient number of items. In order to finance repair and refinishing nursery-type furniture, the students promoted and presented a hootenanny as a fund-raising project. This chapter deals with study and activity that followed as students endeavored to provide equipment for the project.

The Early Training Program is one that involved planning in many areas. Not the least of these was the acquisition of suitable toys and equipment needed to provide a creative and inviting environment. Students in the industrial arts and home economics departments of the local
high school indicated a definite interest in the program; however, conflict of their own class schedules with that of the Del Puerto School prevented participation in the daily activities. The decision was made that their contribution would be to plan and provide some of the toys and equipment.

The students began with a study of the child from ages two to four, their needs and expected behavior. Some of the conclusions reached included:

1. The young child encounters more new experiences, more meeting and solving problems, grows faster, and develops mentally at a faster pace than at any other time in life.

2. He is constantly struggling to develop and master his muscles, mind, and emotions, and must continually reconcile his changing self to an ever-widening environment.

3. A child discovers his world through play. He learns to master and understand himself, to relate to others, to solve his problems, to communicate, and to understand.

Reactions of the students as research and lectures brought to light many of the facts that led to the development of the above statements indicated their eagerness and enthusiasm in having an active part in the Early Training Program.

To equip an empty room on a very limited budget, so that it was transformed into an inviting, creative atmosphere for young children, would challenge the thinking of some adults,
to say nothing of a group of teen-age students whose chief
interests had been, for the most part, in themselves and
their peers. The local chapter of Future Homemakers of
America took the lead in determining what would be needed,
how the funds would be secured, and toys and equipment to
be provided. The first step was an appeal to the community
for any unwanted small furniture or toys that were repair-
able. Many of the items donated were given directly to the
Del Puerto School in order to begin classes at the earliest
possible time. Other donations were taken to the high
school for repairs and refinishing. The Future Homemakers
enlisted the help of students in industrial arts classes to
mend broken chairs, table and desk legs, and other similar
repairs. In addition, the boys built many large sized
blocks and small chairs that would serve the additional
purpose of step stools at wash basins and toilets. Instru-
ments for rhythm band were made from findings. Large coffee
cans with both ends removed and covered with rounds cut from
inner tubes became satisfactory drums. Tambourines were
fashioned by lacing two small aluminum pie plates together
with colored yarn after placing a few grains of rice inside.
Wooden blocks with sand paper glued to one side provided
additional rhythm instruments.

As the work progressed funds diminished, and the next
step was to plan a fund-raising activity that would require a minimum of preparation time and investment on the part of club members. The answer was a currently popular hootenanny. Singing groups were invited from other schools and colleges to present a program that proved to be the most popular project of the school year. Profits from the benefit performance supplied the needed additional funds for purchase of lumber, refinishing supplies, and equipment.

Because time was growing short, and the Early Training Program teachers were awaiting the arrival of more toys and equipment to accommodate the enrollment, the girls decided to purchase a minimum of new toys. Before making the purchases they carefully considered the toys for their durability, safety, size, variety, play value, construction, and design.

Personal satisfaction was apparent as the students experienced doing something for others. As the presentation of toys and furniture was made to the staff and the children in Del Puerto School, it was evident the students recognized that this was not only the door to a new beginning for many of the children, but also to the beginning of a new interest for them.

 Provision of toys and equipment for the Del Puerto School was a project of the Future Homemakers of America
Used Toy Will Be Ticket To Patterson Hootenanny

PATTERSON — Members of the Future Homemakers of America at Patterson High School will sponsor a hootenanny tomorrow at 8 PM in the school auditorium.

Those attending are asked to take a new or used toy if possible. These will be repaired and painted by members of the boys' shop class and the FHA and then given to the Del Puerto School for Pre-Kindergarten Children, which is scheduled to open soon at the Westley and Patterson Farm Labor Camps.

Four hootenanny groups will be featured. They are the Wildmen of Modesto, members of which are Warren Hauleck, Alan Arnpole, and Bruce Edwards; The Group from Merced; The Mudville Fantastic Duet from Stagg High School in Stockton, who are Earl R. Washburn and Victor Gill; and The Monzas of Patterson, who are John Cox, Gary Cottrell, Mike Stone and Brooks Ohlson. The local group will be accompanied on the guitar by Tim Corral.

In addition, Joe Medeiros, a PHS junior student, will present a comedy routine.

Tickets may be obtained from FHA members or at the door at 50 cents for elementary school students, 75 cents for high school students with student body cards and $1 for adults.

FIGURE 5
NEWS STORY OF HOOTENANNY

The Modesto (California) Bee, April 8, 1955
BENEFIT HOOTENANY
SET FOR FRIDAY EVENING

The "Wildmen" from Modesto, the "Midville Fantastic Duet" from Stockton, a four-member group from Merced, the "Monzas" from Patterson, and a "Bill Cosby" type comedy routine will all be part of the Hootenanny this Friday evening.

The entertainment begins at 8 p.m. in the High School auditorium according to Chairman Caryn Cripe. Tickets are on sale from members of the Future Homemakers of America and will also be sold at the door.

Proceeds of the Hootenanny will be used in the repair of toys for the nursery schools being established at Walnut and Westley labor camps. New and repairable toys will also be accepted at the door.

The "Wildmen" from Modesto have been playing as a group about two years. They started as a result of a YMCA Easter Vacation Caravan. From that time they have appeared at dances, hootenannies, political conventions, coffeehouses, etc. They have also traveled to Carmel, Sausalito, Santa Barbara, Death Valley, Mexico, Arizona, Nevada, and Southern California for appearances. They have performed on radio and television and under the direction of Jack Linkletter. They also have a recording. Members of the group are Warren Haack, Alan Arriagada, and Bruce Edwards.

The "Midville Fantastic Duet" is from Stegg High School in Stockton. Members are Earl R. Washburn and Victor Gill. Washburn has written several of their songs.

The group from Merced, two boys and two girls, is without a name at present because of a membership change. They performed at Merced Junior College last weekend.

The tall, slim "Monzas" are from Patterson High School and have performed at local school dances. They are John Cox, Gary Cottrell, Mike Stone, and Brooks Oblin. Tim Corral is their accompanist.

Joe Modetos, a junior at Patterson High, will present the "Bill Cosby" comedy routine.

The public is invited to attend the benefit Hootenanny this Friday, April 9, starting at 8 p.m. in the PHS auditorium.

FIGURE 6

NEWS RELEASE OF BENEFIT HOOTENANNY

The Patterson (California) Irrigator, April 8, 1965
FIGURE 7

STUDENTS WITH FINISHED PRODUCTS BOARD THE BUS
FOR TRIP TO LABOR CAMP
FIGURE 8
CHILDREN EXAMINE TOYS AND FURNITURE
FIGURE 9

STUDENTS AND CHILDREN AWAIT TURN TO MOVE IN
FIGURE 10
PUTTING NEW EQUIPMENT TO USE
in the Patterson High School. They were assisted by students from the industrial arts department. With combined efforts of the two groups toys and furniture were made ready for use. A study of child behavior preceded work on the project and revealed some of the needs of the pre-school age child. Fund raising activities provided needed finances to complete the work. Donated toys and equipment were supplemented with purchases of additional new toys.
CHAPTER VIII

ACTIVITIES AND OBSERVATIONS

As the Del Puerto School progressed teachers and assistants found that the children responded much like children in other similar early training programs. Work with each child centered around the previously stated goals, and activities were directed toward improvement of attitudes and aptitudes for achievement. Some of the work was of necessity an experiment in stimulus and reinforcement variables and was a further revelation that reaction of the majority of children was not unlike their peers in other pre-kindergarten schools.

In the primary attempts of the staff to become acquainted with the children and to gain some knowledge of where they were, experientially speaking, the manipulation of experimental variables was of utmost importance. The three goal classifications for the Early Training Program—physical, social-emotional, and intellectual growth—were closely related to attitudes toward achievement as well as aptitude for achievement. Efforts to develop and improve attitudes toward achievement included attempts to increase the child's achievement motivation, persistence toward a goal, ability to delay gratification, and introduction to
school type activities.

To the casual observer, or to one looking at the many photographs taken at the school, it may have appeared that activities were not unlike the usual pre-school kindergartens. Many of the materials and toys were typical for children under four years of age; however, the significance lay not so much in the available equipment but the uses made of it.

In terms of achievement motivation the most effective areas proved to be those involving motor skills. The children displayed a more active interest in wheel toys, building blocks, and toy furniture in the play house than they did in more sedentary intellectual pursuits. The probable reason for more skill and interest in motor activities could be related to attitudes toward achievement that are established in the majority of homes where cultural deprivation is present. Little value is placed upon academic performance, hence few opportunities are provided for the development of school related activities. On the other hand, the encouragement that may be offered to the child by the parent or other adult places emphasis on physical activity.

The least amount of time was spent in organized group activity. The overall attention span of the children, together with shyness, indicated the advisability of allowing
FIGURE 11

ACTIVITIES IN THE PLAY HOUSE CORNER
FIGURE 12

WHEEL TOYS OF ALL SIZES WERE POPULAR
the child to progress at his own pace rather than force group activity prematurely. When organized group games were played only those children who participated voluntarily were included. As others indicated a desire to become a part of the group they were included. Some of the children were content to observe such activities throughout the entire session of the program but by observation became aware of the pleasure of playing in a group and at a later date attempted to organize and play group games at home with siblings and peers.

Finger painting and working with clay held more interest to the greater number of children and was second to activity centering around wheel toys. All of the enrollees were in the two to four age group and had just begun to discover their ability to scribble. Because muscle coordination is not fully developed at this age the scribbling and finger painting were not recognizable to the adult observer; however, when the older child began to name the scribbling it was an indication of growth and change and he was encouraged to tell about his scribbling. Although color means little to the child in the scribbling stage, paints were available in a variety of colors as were play dough and clay.

Attitudes toward achievement are markedly different in a culturally deprived environment and in the middle-class
FIGURE 13

CHILDREN EXPERIMENT WITH PLAY DOUGH AND CLAY
Kneading clay and putting it into a muffin tin is serious business for this young lady.

FIGURE 14

USE OF CLAY
FIGURE 15

USE OF BUILDING BLOCKS

Little James Dishler happily builds a house around himself as Miss Dale Feno, the teacher of the farm-labor preschoolers, looks on at right.
FIGURE 16
BUILDING BLOCKS STIMULATE FURTHER INTEREST
culture. When children from a deprived culture enter school there is little evidence of a drive to achieve in school or to forego present pleasure for possible greater pleasure in the future.\(^1\) Attempts to instill and develop ability to delay gratification required the teachers' patience, as well as various approaches. Concrete reinforcement in the form of small candies or an additional graham cracker appeared to be more effective with the younger children, while social reward, such as praise from an adult, seemed to mean much to the older children. The teachers recognized the importance of ability to delay gratification as a condition for school achievement but found less success in this area of growth than in development of motor skills.

Strodtbeck's studies revealed that middle-class parents attempt to urge their children up the inclined plane of culture; therefore, the children arrive at kindergarten with experiential education not available to the child of deprivation.\(^2\) The middle-class child has stories and books available to him about a way of life that is familiar; however, poverty's child does not find stories dealing with his culture or realm of experience. This fact seems to account


\(^{2}\) Strodtbeck, *op. cit.*
for the lack of interest evidenced in reactions of culturally different children when attempts were made to introduce school-type activities. Lack of motivation toward academic achievement may also be based on restricted concept formation and language barrier.3 Stories read and told became familiar to the children, but only through repetition. When a child indicated willingness to participate in story telling or express opinions about it, he was given some form of social reinforcement as encouragement for future participation.

Children living in a culturally deprived environment not only suffer from lack of development of attitudes toward achievement, but also appear to have underdeveloped aptitudes for achievement. With each added year of age the aptitude may be less if corrective measures are not taken. In attempting to activate whatever aptitudes were possessed by the children the work centered around development of concepts necessary for satisfactory school work, perceptual and creative development, and strengthening use and understanding of the English language. Concept formation and perceptual awareness are closely related to language development.

Studies reveal that language development is often severely handicapped when there is cultural deprivation. Without a vocabulary of English, the child as well as his teacher is at a disadvantage to progress perceptually and creatively. In the Del Puerto School the mothers of the children who assisted were asked to explain briefly in Spanish when there was evidence that the child did not understand the attempts of the teacher. Such explanations were immediately followed with the same instruction in English. The practice of using Spanish in the classroom was discouraged whenever possible and was used only when it appeared to be the only effective way to bridge any gap of misconception that might prove harmful to the child's future understanding. Concepts stressed were those most familiar to the child and concerned classes of objects or position words to which he would be introduced further upon his entrance into kindergarten.

Finger painting and playing with clay not only were important in aiding the development of attitudes toward achievement, but also were of notable significance in revelation of the degree of perceptual and creative achievement

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Tbid.
of the child. As noted previously, the majority of efforts with the media of paint and clay revealed that the children were in the scribbling stage of perceptual development which is the expected degree of ability for the age level of two to four.\(^5\) The paintings were "take home" material. No extreme variables were noted in the work of any of the children.

Efforts to encourage use of English included attempts to encourage the child to identify sounds familiar or common to his environment, such as the sound of animals, vehicular traffic, or voices of family and playmates. Each child heard and repeated his own name in English, and no Spanish pronunciation was used in the classroom or on the playground.

Rhythm instruments designed and made for the children by the high school students were not used as much as had been anticipated. Lack of musical instruments and the teachers' limited knowledge of music contributed to minimum usage of rhythm instruments.

Language use and development were major concerns of the school and efforts in all areas centered around encouragement to respond to questions that could be answered in English.

Often language was necessary for the reinforcement they sought. Each child was urged to ask by name for the desired toys or help from the teachers and controlled conditions made it necessary for the child to ask before receiving the object. As soon as the child had made a verbal request, a teacher or assistant made certain that reinforcement or reward followed.

The refreshment period each day appeared to be the highlight of the morning's activities for all the children. During the early days of the school, some of the very shy children were hesitant to sit at the tables with the group. Reinforcement efforts were simple and effective—when the child was ready to sit with the group, his refreshments were readily offered. Only one or two children in each class chose to stand back through the refreshment period the first day. Thereafter all eagerly found their places and waited to be served. In the beginning all of the children were covered with bibs or other means of protection for their clothing. As it became evident that some of the older children were able to handle a cup without spilling the drink on themselves the bibs were removed as a social reward. The greater number of children showed steady improvement in their ability to hold the cup properly, as well as to eat graham crackers slowly without scattering crumbs over themselves or
In general the children are big-eyed and intensely interested in what is happening in the room or upon their current play project.

FIGURE 17

INTERESTS OF CHILDREN ARE VARIED
the table. Some of the children were more interested in
social reward than others and were eager to be allowed to
help place napkins and paper cups on the table. Encourage-
ment and praise were always given when a child performed the
task well. When refreshments were finished several of the
older children helped clear the tables and received an
additional cracker as a concrete reinforcement or praise
for a job well done. A carry-over of learnings was evidenced
in activities and manners displayed in the play house area
of the school room. Mothers reported similar activity when
the children played at home.

At the end of the initial twelve-week period of Del
Puerto School a positive growth and change in the children
was noted by teachers, assistants, and parents. No tests
were administered to measure any change or development
because of unavailability of qualified personnel. According
to Gray, the culturally deprived child poses some major
problems in testing; therefore, to test children in the Early
Training Program would have been difficult if not inaccurate.
Lack of knowledge of testing on the part of teachers and
assistants, use of appropriate language, including pronun-
ciation, and sufficient time for the child to respond appears
to contribute to difficulty in testing.\textsuperscript{6} The Del Puerto

\textsuperscript{6} Gray, \textit{op. cit.}
FIGURE 18

REFRESHMENT TIME ACTIVITIES CARRY OVER

INTO PLAY HOUSE

Dishes and dolls and make-believe tea parties take place in this corner of the room.
School was organized with no plans for a measurable change in the individual child. The fundamental purpose was to aid the child to become better oriented for kindergarten. From observations of interested adults, the program appeared to be successful in that respect.

Teachers in the 1965 Operation Headstart Program reported that children who had attended the Del Puerto School entered the Headstart Program better adjusted than those who had not attended any type of pre-kindergarten school. In some instances the children who had received early training were helpful in the adjustment of those who had never attended a school of any kind.

It was also interesting to note that a number of Headstart student assistants from the summer Youth Corps were members of the Future Homemakers of America group who were active in preparation of toys and equipment for the Early Training Program. Their request for placement in Operation Headstart indicated the interest in pre-school children which began during the study and subsequent project of preparing toys for Del Puerto School.

Children in the Early Training Program responded in much the same manner as those in similar schools. Goals were followed and emphasis placed on attitudes and aptitudes for achievement. Use and understanding of the English
language was stressed at all times. Areas of activity in which the children displayed more interest appeared to be those involving motor skills. Use of art media such as finger paints and play dough also appealed to the children. The least amount of interest was evident in group activities, probably because of lack of emphasis on group interests in the home. Response to concrete reinforcement and social reward was good in most instances. Younger children reacted to rewards of small candies or crackers while older children enjoyed social reinforcement in the form of praise from an adult. Refreshment time allowed opportunity for older children to assist and learn from the experience. At the close of the school growth and development were evident in a majority of those who attended. Parents reported a carry-over of learnings acquired into activities of the children in their conduct and usage of English at home. Teachers in Operation Headstart reported that students who had opportunity to attend Del Puerto School were able to adjust more satisfactorily to the summer Headstart schedule.
CHAPTER IX

SUMMARY

The Del Puerto School for Pre-Kindergarten Children was organized, through community effort, as a continuation of work started by the Migrant Ministry Team from the California Council of Churches. The purpose of the school was to provide experiences for children of seasonal workers that would improve their personal adjustment and intellectual functioning prior to entrance into kindergarten.

Studies reveal that when the child has been deprived of opportunity for developmental skills emotional and personality growth as well as intellectual, perceptual, and cognitive growth may be damaged. If conditions are not improved the child not only lacks experiential education common to the middle-class child, but may also decline in mental ability each year he is in school. He becomes the future high school dropout.

When the need for the Early Training Program became apparent to citizens of the middle class community of the Patterson-Westley area, a group of interested persons set about to organize and develop a project whereby the children from the culturally devoid labor camps would have access to a program of early training that would better equip them for
entering kindergarten on a level more nearly equal to middle-class children. Public meetings were held to determine the amount of community interest in such a project. As outgrowths of the meetings a Board of Directors was selected by a nominating committee and a director for the school was appointed. Locations were obtained for a school in each labor camp and applications made to the Department of Social Welfare for licenses to operate a nursery-type school in each location. A constitution was written, handbooks for teachers developed, and goals set forth as guidelines for purposes of the school.

A total of twelve volunteer teachers and helpers were secured who worked closely with parents of the children in order to clarify the purposes of the program. Once the parents understood that the project was for the benefit of their children the majority were willing to cooperate and in some instances volunteered their own services to the school.

Equipment and toys were provided through local civic groups, individual donations, and student organizations from the local high school. Students in woodworking shop made small chairs and wooden blocks that could serve as toys or stools. Future Homemakers of America from the home economics department conducted a campaign to collect discarded toys and nursery type furniture as a class project. A study was
made of appropriate equipment for use by children two to
four years of age, as well as recommended educational toys.
In order to purchase needed repair materials, the students
organized and presented a hootenanny as a fund raising pro-
ject. Proceeds were used to pay expenses of restoring
tables, chairs, and small desks to acceptable condition.
Additional new toys were selected on a basis of studies
indicating their educational value to the pre-kindergarten
age child.

The school opened with fifty children between the
ages of two and four. Enrollment was approximately equal
in each location. The two hour sessions were held five
mornings each week with one adult to supervise every ten
children. Activities included play with wheel toys, play
houses, story telling, finger painting, access to play
dough and clay, and a minimum of organized group activities.
The latter met with less response than had been anticipated;
hence, it was not stressed. When the children indicated
readiness to participate, they were organized into group
games or singing.

Duration of the initial Early Training Program was
twelve weeks. When public schools in the area closed for
the summer Del Puerto School also closed. During the time
the school was in session a considerable amount of progress
was noted in a majority of the children. Those who were shy and reticent became more aggressive and showed a desire to relate to the group. Mothers reported that children spoke more English at home and often attempted to organize small groups of siblings and peers into play schools.

The majority of children who attended Del Puerto School enrolled in the 1965 summer program of Operation Headstart. Teachers and their assistants noted that the children responded more readily than those with no previous experience in a program of early training. Their understanding of English facilitated partial erasure of the language barrier that is common to the children who have not been in school. In addition to increased communicative skills the response to normal class routine was helpful in orienting children whose first school experience was Operation Headstart.

Evaluation of the progress made in achieving the goals formulated for the Early Training Program indicated satisfactory attainment of objectives in the areas of growth with which the project was concerned--physical, social-emotional, and intellectual growth. Attitudes and conduct of all children improved visibly. Enthusiasm remained at a high level as evidenced by regular attendance of the fifty children who entered the program at its beginning.
Recommendations for changes in the program or procedure for the school would include few or no suggestions in regard to the physical plant and available facilities. Although the physical plants are not of utmost desirability, their proximity to homes of the children are conducive to higher enrollment and sustained attendance.

Attitudes and interest remained good among the teachers, assistants, and parents of the children. Mothers have been consistently enthusiastic in their expression of gratitude for the opportunity afforded their children.

If suggestions for changes or improvement were to be made, they would be directed toward facilities for testing the children prior to entrance into school and at the close of the session. On the other hand, the original motivation of the entire project was not to establish a formal training program with the stated purpose of measuring the child's mental, emotional, social and physical growth, but rather to provide opportunity for improvement in these areas. That each child definitely improved was evident even to the academically untrained eye of parents and other adults residing in the labor camps. Adequate testing of children who have been culturally deprived is often difficult, due to problems that center in rapport with those administering the tests, and differences in terminology and pronunciation as
learned from the teachers and assistants.

Future sessions of an early training project would benefit from an increased accumulation of materials that were collected during the initial twelve-week period. Lack of existence of stories and printed material specifically appropriate to the culture or environment familiar to any minority group would suggest the preparation and acquisition of such materials for future use. One means of accomplishment in this area could be through use of color slides taken near the camps and other regions familiar to the child. The slides could be projected on a screen for the development of simple stories.

An increased awareness of the world about him might be effected through the use of field trips to local businesses, parks, zoos, and public schools.

Where possible the teaching staff should include at least one man in each of the locations in order to provide father figures, particularly for the boys. As in many lower income groups some of the fathers of the children had largely abdicated their parental roles. Children from homes in this category were accustomed to family life that was basically matriarchal with several women sharing the responsibilities of child care. Association of the child at school with a male teacher could aid the development of an appropriate sex
role for the boys and serve to alleviate some of the problems of parental identification.

Future status of the Del Puerto School is indefinite at the present time due to the planned programs of Operation Headstart; however, consensus of opinion indicates that the need for the school will no longer exist. In the event that the Headstart program is discontinued for any reason, the Board of Directors of the Del Puerto School for Pre-Kindergarten Children have agreed that the Early Training Program would again be activated through community effort.
BIBLIOGRAPHY


CONSTITUTION

of the

DEL PUERTO SCHOOL for PRE-KINDERGARTEN CHILDREN

Article I

Name

The name of this organization shall be "Del Puerto School for Pre-Kindergarten Children."

Article II

Purpose

Section 1. Purpose: To strengthen understanding and use of the English Language. To enrich cultural experiences. To develop an interest in learning in a group situation. To develop a normal understanding of social habits and behavior. To train children to respond to discipline outside the home.

Article III

Policy

Section 1. This organization shall be non-profit, non-sectarian, and non-partisan.

Section 2. The Board of Directors shall have supervision of all operational details of the school.

Section 3. This organization shall meet all requirements for operation set by the State Department of Social Welfare.

Article IV

Membership

Section 1. Membership in the organization shall be open to any interested adult residing in Stanislaus County.
Article V

Enrollment

Section 1. Number. The number of pupils shall be determined by the license issued by the State Department of Social Welfare.

Section 2. Registration of children shall be made through the school director.

Section 3. Teachers and mothers assisting in the school must have an annual X-ray showing freedom from Tuberculosis and must present the signed medical examination form as required by the State Department of Social Welfare.

Section 4. Children must present the signed medical examination form required by the State Department of Social Welfare showing they are in general good health. This form shall be kept on file by the organization.

Section 5. Age limit. Children having their second birthday on or before the month of enrollment and children to the age of six years not enrolled in kindergarten may apply.

Section 6. Enrollment preference shall be given to children four years of age and older.

Section 7. All children must be housed in the area administered by the Stanislaus County Housing Authority in Patterson or Westley.

Section 8. Final acceptance will be made by the Board of Directors upon the recommendation of the Director.

Article VI

Finances

Section 1. The school shall be free of charge to all eligible children.

Section 2. Income will consist of expenses underwritten by the Rotary Club of Patterson, California, and donations received.
Article VII
Board of Directors

Section 1. The members of the Board of Directors shall be elected for one year and shall include a President, two Vice-Presidents, Secretary, Treasurer, and from four to ten members at large. The director shall be a member but shall have no vote.

Section 2. The Board shall conduct affairs of the organization and make rules consistent with the constitution.

Section 3. A report of all Board meetings shall be read at the next general meeting of the membership following the Board meeting.

Section 4. Duties. The duties of the Board shall be to guide on matters of policy, transact necessary business between meetings of the membership, fill vacancies, and appoint the nominating committee. It may authorize payment of routine bills.

Section 5. There shall be a quorum of a simple majority of elected members at each Board of Directors meeting to enact business.

Section 6. Vacancies in an office shall be filled by the President, with ratification of other members of the Board, and such officer shall hold office until successors are elected.

Section 7. Nominating Committee. The Board of Directors shall appoint a nominating committee one month prior to the election of the entire board and it shall consist of five members at least one of whom shall be a member of the Board of Directors.

Section 8. Elections. There shall be an election of officers by simple majority held at the annual meeting. Nominations will be accepted from the floor at the election meeting. If there are no nominations from the floor at the time, election shall be by secret ballot with those receiving the majority of votes elected. All participating members are eligible to vote at the election.
Article VIII

Duties of Officers

Section 1. President. The President shall be responsible for the overall supervision of the Board of Directors and shall call and conduct all meetings of the Board, as well as the membership. He or one of the Vice-Presidents shall counter-sign all checks with the Treasurer.

Section 2. Vice-Presidents. One Vice-President shall be from Walnut Camp at Patterson and one from Westley Camp. They shall assist the President and shall assume the duties of the President in his absence. They shall serve as liaison between the Board and the Camp they represent and shall be responsible for dissemination of any information to parents of the pupils of the school. They shall keep a file of registration blanks and medical examination forms for pupils enrolled from their camp. One of the Vice-Presidents or the President shall counter-sign all checks with the Treasurer.

Section 3. Secretary. The Secretary shall keep the minutes of all meetings of the Board and membership. He shall handle all correspondence of a general nature. He shall give notice of all meetings.

Section 4. Treasurer. The Treasurer shall be the custodian of all funds, keep a record of all financial transactions, deposit funds in a commercial account in a bank approved by the Board of Directors, counter-sign all checks with the President or one of the Vice-Presidents, pay all bills and render accounts to the Board of Directors each month.

Section 5. Members at large shall sit on the Board of Directors and take on special duties as required.

Article IX

Meetings

Section 1. Annual Meeting. There shall be one annual stated meeting during the spring for elections, budget report, review of the year's activities, and other necessary activities.

Section 2. General meetings shall be called by the Board of Directors whenever necessary.
Section 3. Board of Directors Meeting. The Board of Directors shall meet at least once a month during the school year to conduct necessary business. The President shall call a meeting of the Board whenever he deems necessary. All meetings shall be open to the public except personnel sessions.

Article X

Director

Section 1. Qualifications. The Director should have nursery school training and successful work experience with both children and adults. Experience and training in teaching children or group work shall also qualify a person for the position in the event that a Director cannot be found who has training in the nursery school field.

Section 2. Duties. The Director is responsible for operating the school under the supervision of the Board of Directors. She shall be free to put into effect the results of her training and experience. The Director shall attend all Board meetings but shall have no vote.

Section 3. The Director shall have a medical examination annually and obtain a statement that she is in good health, have an annual X-ray showing freedom from Tuberculosis and be fingerprinted.

Article XI

Amendments

Section 1. The Constitution may be amended by a two-thirds vote of the membership at any general meeting, provided notice has been given to the membership at least one general meeting prior to the vote.

Section 2. Roberts Rules of Order shall be the parliamentary authority for all matters of procedure not specifically covered by the constitution or by special rules adopted by the Board of Directors.

Article XII

Time of Operation

Section 1. Time of daily operation shall be determined by the organization and the Director.
GOALS for the EARLY TRAINING PROGRAM

Physical growth—the development of locomotor skills, use of large and small muscles, stability of body processes, and establishment of routine health habits.

1. To permit the child to play, to learn, and to discover at his own pace, in whatever directions of interest his imagination and curiosity take him, within the limits of safety.

2. To provide opportunity to build, tear down, explore, experiment, to test or make mistakes without criticism.

3. To encourage the child to play freely and safely, to spill, throw, creep or run, and make noise.

Social-emotional growth—the development of concepts concerning self, others, and the world.

1. To make provisions for the child to play alone or with others.

2. To point the way for the child to use his own intelligence, creativity, and ability to solve problems.

3. To create opportunities for maximum self-realization for children of all cultures.

Intellectual growth—the development of rational thinking and communication skills of listening and self-expression.

1. To provide an environment where the child and his efforts are accepted, appreciated, respected, and encouraged.

2. To offer adult guidance, more by indirection than direction.

3. To strengthen understanding and use of the English language.
4. To become aware of the receptivity of children's minds and hearts to influences of love or hurt.

5. To develop artistic and perceptual awareness.

6. To realize that "to educate" means "to draw forth" and not "to drive in."
Daily Schedule

9:15  Teachers arrive to set up equipment.
9:30  School opens.
10:15 Begin preparation of refreshments, toileting
      and handwashing of children.
10:45 Refreshments over—children return to activities.
11:15 Begin clean-up with children.
11:30 School closes.

Schedule should be flexible, except for opening and
closing times. Teachers should be ready to provide a change
of activity approximately every fifteen minutes for those
children who seem to be getting bored or losing interest.

What Mothers Can Do

Mothers should be used to take care of many of the
mechanical things, such as checking children in and out with
attendance roll and name tags, making refreshments, taking
care of handwashing routine and toileting. They can also
be of assistance in discipline when necessary, and can assist
in certain parts of the program, such as flannel graph stories.
They should not be put in charge of story telling, songs, or
games without orientation or instruction.

Basic Rules to Avoid Conflicts

1. All playthings belong to the group.
2. Toys or other objects may not be taken away
   from children who are using them—taking turns
   allows each child the use of all toys.
3. Play which is dangerous or disturbing to others
   is not to be allowed.
4. Allow children to settle their own differences
   as often as possible.
Discipline

In all discipline preserve the child's self-respect. Be fair and firm but never harsh. Let the child know he is liked although his actions are opposed. Physical punishment of any kind is not to be used. A "quiet chair" may be placed in a corner, to be used when a child must be removed from the group. Tell him why he is being taken away from his play.

Learning

Onlooker activity is a very real form of social behavior. Do not feel compelled to make a child "do things". Left to do what he feels safe in doing, his own interests will gradually draw him into group situations when he is ready. The child will learn simple English very readily. Use simple words and phrases and repeat often. Make sure he understands. Have his attention before speaking to him. Give advance warning when it is time to change activity. Do not expect him to leave an absorbing interest immediately.

Limit directions to essentials—release the child from constant heckling. Suggest what to do. Avoid negatives. Be specific. Use a quiet manner and tone of voice. Allow the child to learn by experience. Encourage him to find out for himself. Praise the type of behavior that is desirable. Be consistent.

There is a right way to talk to children. Phrasing a sentence in the positive instead of the negative produces much better results. Examples:

"Please close the door", not "Don't leave the door open".
"Paper is for drawing", not "Don't mark on the table".
"Would you like to tell me about your picture?", not "What is it?".

Art Activities

Scribbling: Through scribbling the child learns necessary muscular control, experiences pleasure in the movement, and becomes familiar with the medium. He is not yet ready to interpret his ideas.

Never give the child the idea that he must make some thing. Allow him to experiment and experience. Never ask, "What is it?". It may be nothing, then he is obligated to give it a name. Ask, "Would you like to tell about it?". Avoid demonstrating or teaching the child "how to do" or make something. If he asks for help, give him constructive encouragement.
Reading

Sit in a low chair so that books may be at eye level for children. Let them browse before actual reading or story-telling begins. When the children are familiar with books or flannel board stories, let them choose the story. Allowing them to help read the story by directing questions to them or allowing them to repeat rhymes or add the end of the sentence in a familiar story are all good participation techniques to hold their interest. Any violence in a story should be eliminated.

Children who are disinterested in the story distract the group. If efforts to interest them fail, the child should be removed from the group by someone other than the teacher who is reading, so that the whole group is not disturbed. Stories should be greatly simplified and dramatized since many of the children will have little facility in the English language.

Music and Games

Games such as Musical Chairs, Farmer in the Dell, Drop the Hanky, and Duck, Duck, Goose are not the best for nursery school children because of the element of competition in them.

Mulberry Bush, Ring around the Rosey, and London Bridge are examples of games of low organization and no competition.

Some good songs are Ten Little Indians, Down by the Station, and Twinkle, Twinkle Little Star. Finger plays are excellent for quiet times.

Rhythm activities are valuable. They help the child to learn to clap in time to music, to clap each syllable of the child's own name, to count up to five by clapping at the same time, to learn to march, stamp, or step softly, to hop, gallop, and to sway.
RULES AND REGULATIONS REGARDING FIRE PRECAUTIONS

Instruction in Fire Prevention

Each class shall devote a reasonable time each month the school is in session to the instruction of the pupils in fire prevention.

Alarms

1. A vocal alarm shall be given to the students, who will leave the building immediately in an orderly fashion for a pre-determined assembly area. The children shall not stop to collect coats, books, or other possessions, but shall go directly outside. An adult will lead them, taking the roll book with her to check attendance once outside. Another adult will check restrooms and adjacent rooms prior to proceeding outside.

2. Fire extinguishers are located in each classroom. Personnel shall be instructed in their use. The safety of the children is the first responsibility and evacuation shall take place immediately. Following evacuation, the fire department shall be notified. An attempt will be made to extinguish the fire if within the scope of the possible.

Civil Defense and Fire Drills

No adult assisting in the Del Puerto School for Pre-Kindergarten Children shall be held personally liable for civil damages on account of personal injury to or death of any person resulting from the participation of the person in a civil disaster, civil defense, or fire drill or test held in the school, unless negligence or the wilful act of the adult is the proximate cause of the injury or death.
EMERGENCY CARE AND FIRST AID

Exclusion for Illness

It will be the responsibility for the teacher to exclude any child who appears ill and to contact the parent. An awareness on the part of the teacher of the early signs and symptoms of disease, together with prompt exclusion, will help to promote optimum health standards for the school. Particular attention should be directed to the child's general appearance. Signs of listlessness, pallor, or fever usually indicate illness. The presence of a rash, sores, or symptoms of the common cold may be highly contagious.

The teacher is a lay observer and bears no responsibility in diagnosis. The responsibility for making the diagnosis rests with the family's own physician, and what is done as a result of the observations reported by the teacher depends primarily upon the parent.

Recording First Aid Given

As a protection to school personnel administering first aid, it is well to keep a log of each case indicating what was done. This may well prove to be helpful later and particularly if it is a serious case, or if complications result from the injury.

It will be important to follow the special instructions given by the parent for providing emergency medical services. This information appears on the child's registration form, and designates the physician or hospital preferred in case of an emergency.

Suggested data for recording first aid in a log might include the date, time, child's name, description of accident, treatment rendered and the signature of teacher. In addition to all circumstances concerning the accident include names of any witnesses.

Report of Accidents

Serious illness or accidents should be reported to the Director of Del Puerto School.
First Aid

According to the American National Red Cross, "First aid is the immediate, temporary care given in case of an accident or sudden illness until the services of a physician can be obtained". Persons not licensed to diagnose and treat may not render more than first aid. The use of aspirin, ear drops, toothache drops or various medicinal ointments and patent medicines is strictly illegal.

Bites, Insect

Remove stinger if present. Apply ice bag or cold clothes if swelling is large. Apply aromatic spirits of ammonia if available.

Bruises

Apply ice bag or cold cloth for twenty five minutes. If skin is broken treat the same as a cut.

Burns and Scalds

Do not apply petroleum jelly or grease of any kind. Immerse in cold water ten to fifteen minutes. Refer to physician for second and third degree burns.

Chemical Burns

Flood area with cold running water. If possible, immerse in bucket of water and take victim to a physician immediately. In case of eye burns, keep washing water into the eyes on the way to the physician.

Cuts, Large

In cases of excessive bleeding, apply pressure until bleeding stops. Refer to physician.

Cuts, Minor

Wash with soap and clean water. Hold under water faucet. Apply sterile gauze dressing.
Dental Injuries

Chipped or fractured tooth--avoid sharp changes in temperature (ice water, hot drinks) and see dentist immediately.

Swelling of the face due to an abscessed tooth--
Apply ice bag only and consult dentist.

Excessive bleeding of tooth socket following extraction--place sterile gauze pack over socket and hold in place under pressure by biting. See dentist at once.

Permanent tooth knocked out--put tooth in compress dampened with saline solution and see dentist immediately.

Electric Shock

Move victim from source of current with a non-conductor, such as broom handle, dead tree limb, or rubber garden hose. If necessary administer artificial respiration. Keep victim warm and covered. Get medical help. If rescuer or bystander knows external cardiac resuscitation, be prepared to administer it.

Epileptic Seizure

At start of attack lower patient to floor away from furniture or other hard objects. Do not try to restrain victim. If possible, place three tongue depressors, taped together, between patient's teeth to prevent biting tongue. Do not try to revive victim with fluids, stimulants, or fresh air. Allow patient to rest quietly after attack.

Fainting and Unconsciousness

Never give anything by mouth. Lie victim down with head slightly to one side. Loosen clothing. Call physician. Observe closely for the need to administer artificial respiration.

Foreign Object in Eye

Remove foreign body by gently touching with point of clean handkerchief or washing out with water. If unsuccessful, refer to physician. Do not allow patient to rub eye.
Fractures

Do not move patient if fracture of leg, back, or neck is suspected. Summon doctor and ambulance at once. Cover victim with coat or blanket. If it is absolutely necessary that a victim be moved, as in the case of fire, splint fracture to immobilize as well as possible before moving.

Nose Bleed

Apply cold or wet compress over the bridge of the nose. Have patient sit with head tilted forward and press bleeding nostril firmly against middle partition for at least five minutes. Do not allow patient to blow nose. If bleeding does not stop, refer to physician.

Puncture Wounds

If puncture is deeper than skin surface, send victim to physician. Apply pressure bandage in the meantime.

Scratches, Minor Abrasions

Wash area with solution of antiseptic and water, removing obvious dirt or gravel, washing from center of wound to outer edge. Apply antiseptic solution, cover wound with dressing or sterile bandage.

Slivers

Wash with soap and water, then "Tease" out with sterilized needle point. (Pass point through flame.) Wash area again.

Caution: This could be considered surgery from a legal standpoint. Do not attempt to remove deep slivers.

Sprains

Elevate the injured part. Immediately after the injury apply ice pack or cold cloths for twenty five minutes. If swelling is unusual, instruct patient to protect injured area until seen by a physician.
ACCIDENT REPORT

Report all accidents of a serious nature on this form, then send report to Director to be filed for future reference.

Name of Child_________________________________Date___________

Name of School (Walnut or Westley Camp)__________________________

Description of Accident________________________________________

First Aid Rendered___________________________________________

Action Taken (Sent home, to doctor, to classroom)___________

Time of Accident______ Were Parents Notified?_____

Were Other Children Involved?______ If so, include names:

List Names of Any Adults Who Witnessed Accident_______________

Other Comments_____________________________________________

Signature of Teacher on Duty_________________________________