

STATE OF NEW JERSEY  
DEPARTMENT OF EDUCATION  
TRENTON

THE CHILD  
FROM TWO TO FIVE



STANDARDS FOR APPROVAL  
OF  
CHILD CARE CENTERS

1952

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### Reasons for Revision of Standards for Child Care Centers

The original standards were drawn up five years ago to meet a pressing need for regulations to use in licensing nursery schools and other child care centers as required by Chapter 303, P. L. 1946. These standards were considered tentative, to be tried out in the field and then revised in more permanent form.

These tentative standards have now been rearranged and rewritten after a careful study of our experience in applying them. The committee which prepared the proposed new standards has found out what conditions child care centers could be expected to meet and has moderated some standards while raising other standards. Suggestions from people operating and working in the centers have been taken into account.

I believe the proposed new standards are a decided improvement over the original tentative standards. There has been time for the committee to write the standards more carefully and to arrange them in more logical order. The standards are more definite and clear. Several suggestions for carrying on child care programs have been removed from the tentative standards because they were advice rather than standards; they will be incorporated later in a handbook for the guidance of people operating child care centers.

JOHN H. BOSSHART  
Commissioner of Education

### *Standards for Approval—*

Definitions .....  
Purpose of Standards .....  
Procedure for Operati .....  
Applying the Standar .....

### *Personnel* .....

Qualification of Staff .....  
Director .....  
Head Teacher .....  
Head Teacher—without .....  
Teacher .....  
Assistant Teacher .....  
Volunteers .....  
Cooks .....  
Janitor .....  
Special Personnel .....  
    The nurse .....  
    The physician .....  
    The case worker .....  
    The psychologist .....  
    The nutritionist .....

### *The Program* .....

Play Activities .....  
Health Care .....  
Records and Reports .....  
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Housing .....  
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## STANDARDS FOR PRIVATE KINDERGARTENS, DAY NURSERIES, PLAY GROUPS, CAMPS, AND AGES OF CHILDREN

*Approved by the State Board of Education*

In the spring of 1945, the State Board of Education expressed concern over the rapidly expanding nursery school movement. Many of these privately operated centers, some of which had high standards, were, however, a large number of which focused their attention on the physical environment for the best interests of the children.

Realizing that the period of rapid expansion since this is the time when the attitudes that affect all aspects of the State Department of Education are for setting up standards to guide the children attending these centers.

The State Department of Education, through its Department of Institutions and Social Work, has taken action to safeguard children in child care centers. With the enactment of P. L. 1946 was enacted to provide for the care of "certain private child care centers."

It is the feeling of many who are concerned that New Jersey took action in that it coordinates the work of the State in child care centers. When the State Department has been placed within the State Department works closely with the State Board of Education and Agencies and the State Department of Institutions and Social Work.

These standards have been developed by representatives of the State Board of Education, the State Department of Institutions and Social Work, Teachers Colleges, the New Jersey State Teachers' Association, nursery schools, day nurseries, and other agencies, thinking of the committee as representing all children regardless of race, religion, or social service.

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**STANDARDS FOR APPROVAL OF  
PRIVATE KINDERGARTENS, NURSERY SCHOOLS,  
DAY NURSERIES, CHILD CARE CENTERS, PLAY  
GROUPS, CAMPS, FOR CHILDREN BETWEEN THE  
AGES OF TWO AND FIVE YEARS**

*Approved by the State Board of Education on October 5, 1952*

**Introduction**

In the spring of 1945, the New Jersey Association for Nursery Education expressed concern over the child care problem arising out of the rapidly expanding nursery centers in the State. They realized that many of these privately operated programs for children under the age of five had high standards, excellent facilities and programs. There were, however, a large number of privately operated facilities which focused their attention on the money-making aspect, with little regard for the best interests of the child.

Realizing that the period from two to five years is of special significance since this is the time when the basis is laid for the habits and attitudes that affect all aspects of a child's life, the Association felt that the State Department of Education should assume the responsibility for setting up standards to guarantee a good educational program to children attending these centers.

The State Department of Education consulted with the State Departments of Institutions and Agencies and Health to initiate a plan of action to safeguard children attending nursery centers. After many conferences, and with the help of the Nursery Association, Chapter 303, P. L. 1946 was enacted to provide for the registration and regulation of "certain private child care centers."

It is the feeling of many people in the field of early childhood education that New Jersey took a big step forward with the licensing law in that it coordinates the services of Education, Health and Welfare in child care centers. While the responsibility for approval of nursery groups has been placed with the State Department of Education, this Department works closely with the State Department of Institutions and Agencies and the State Department of Health.

These standards have been prepared by a committee consisting of representatives of the State Department of Education, State Department of Institutions and Agencies, State Department of Health, State Teachers Colleges, the New Jersey Association for Nursery Education, nursery schools, day nurseries and public school administrators. The thinking of the committee has been in terms of a good program for all children regardless of the framework or structure operating the service.

### Definitions

Over the years many terms have been used to indicate programs for children below the age of six. Due to a greater understanding of conditions conducive to the best growth and development of young children, the tendency now is to use the term, early childhood education, to cover this period. The principles of Child Development apply equally to the whole area. Within the framework each teacher plans the kinds of experiences which best meet the needs and interests of the individual child and of the group. The term, child care center, used in Chapter 303, P. L. 1946, applies to all private, nonsectarian care facilities in the State for groups of six or more children between two and five years of age with four exceptions. (See Chapter 303, appended)

By whatever name the group is called, e.g., private kindergarten, nursery school, day nursery, cooperative group, play group, camp, the program should provide for all phases of a child's physical, social, emotional, and mental development. Parents should be included as an integral part of the program and they should be assured that a professionally prepared teacher directs the program.

### Purpose of Standards

1. To insure safe and adequate standards for physical facilities, and to provide a program for the care and guidance of children in the two to five year age group.
2. To set forth standards for evaluating "child care centers."
3. To consult with operators of "child care centers" and to inform them regarding the requirements necessary for obtaining a certificate of approval from the State Department of Education.
4. To provide a source of information whereby the public may be informed of those groups that offer an environment and program of high professional standards.
5. To protect the standing of reputable nursery schools.

### Procedure for Operating Centers

1. A person or persons planning to open a center for a group of six or more children from the age of two and under the age of five years, in which any tuition, fee, board, or other form of compensation for the care of the children is charged, shall apply to the State Department of Education for an Application for Certificate of Approval.
2. Every private group, coming under the intent of Chapter 303, P. L. 1946, shall have applied for and obtained from the Commissioner of Education, a Certificate of Approval before opening.
3. The housing shall meet local building, sanitation, and fire codes.
4. The local health and fire departments shall be consulted to approve or certify that there is no hazard to the health and safety of the children. Such things as stairs, furnace, hot water heater, bathroom, kitchen, exits, fire extinguishers, plumbing and the electrical facilities are checked.

5. The application and filed with the C by a money order or made payable to "Com P. L. 1954). In the fee will be returned

5a. Current approval be filed with the ap

6. A visit shall be made of Education and a report

7. A Certificate of Approval under the standards. This for a period of three years,

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9. The Certificate of Approval subject always to the approval

10. Any changes in the ment, or staff after a Certificate to the State Department of

### Applying the Standards

1. The standards herein or optimum; they should be

2. Approval of groups in each and every standard, provided for the children; the relationship of adults to

3. The policy of the State private initiative and experience standardization.

5. The application form shall be completely filled in and filed with the Commissioner of Education, accompanied by a money order or a certified check for fifteen dollars made payable to "Commissioner of Education" (Chapter 116, P. L. 1954). In the event the certificate is denied this fee will be returned.

5a. Current approval of the local fire department shall be filed with the application.

6. A visit shall be made by a representative of the State Department of Education and a report made to the Commissioner of Education.

7. A Certificate of Approval will be issued to any group that qualifies under the standards. This Certificate of Approval shall be in force for a period of three years, unless revoked for good cause.

8. The Certificate of Approval shall state the maximum number of children for which approval is granted.

9. The Certificate of Approval shall be renewed every three years, subject always to the approval standards.

10. Any changes in the location of the nursery, the building, enrollment, or staff after a Certificate of Approval is issued, shall be reported to the State Department of Education within thirty days.

#### *Applying the Standards*

1. The standards herein set forth are not to be considered as final or optimum; they should be raised gradually and constantly.

2. Approval of groups is not contingent upon strict compliance with each and every standard, but rather on the kind of environment provided for the children; the use they are able to make of such facilities; the relationship of adults to children, and of children to each other.

3. The policy of the State Department of Education is to encourage private initiative and experimentation as opposed to conformity and standardization.

## Personnel

The number of adults to children shall be such as to insure safety and guidance adequate for the growth and development of the children in the group.

There shall be a minimum of two adults for any total school group.

The children shall not be left unattended at any time.

The following ratio of adults to groups, based on enrollment, is recommended:

Two and three year olds together	10-15 children two teachers
Four and five year olds together	15-25 children two teachers
Two year olds	6-8 children one teacher
Three year olds	8-10 children one teacher
Four year olds	10-12 children one teacher
Five year olds	12-15 children one teacher

### Qualification of Staff

The person responsible for setting the educational policies and program shall be a qualified nursery school teacher.

The teachers already engaged in nursery school work and who do not at present meet the qualifications, shall begin further training at once in an accredited teacher training institution, with a view to completing the necessary qualifications.

All adult personnel connected with a child care center shall present to the center an annual written statement from a qualified physician certifying their physical health, including freedom from tuberculosis ascertained by physical and chest X-ray examinations.

The teacher is the key to a good program. She should be a secure, flexible person with a sense of humor. She is a person who creates a warm, friendly atmosphere. She has patience, self-control and a clear, well modulated voice and presents an attractive appearance.

### Director

The director shall be qualified by professional knowledge, training and experience in the fields of education, child psychology, social group work or social case work and should be sympathetic to all.

If she teaches, she shall meet the qualifications set below for the head teacher and in addition should have administrative ability and be able to work effectively with people.

### Head Teacher

She is the person responsible for the program for the school.

She shall have graduated from a four year established college or teacher training institution.

She shall have had fifteen hours of credit in courses in Early Child-

hood Education in college or must be in child psychology school curriculum.

She shall have had at least a year of approved nursery school as a teacher.

She should hold a certificate from the state.

Teachers should apply for certification to C. Preston, Secretary, State Department of Education, 175 West State Street.

Those schools approved by the State shall continue to be approved, even though the teacher provided she is taking courses.

To encourage those who are taking courses, the following schedule shall be set up.

### Head Teacher—without a college degree

She shall have five years of approved nursery school.

She shall take courses in child psychology, child development, and child health in accredited schools, and one hour credit is given for each hour of course.

### Teacher

A teacher may take charge of a class without the present standards.

She shall have graduated from a four year college or school.

She shall have had one year of approved nursery school as a student teacher in an approved school.

She shall have had fifteen hours of credit in child development.

She may be a person qualified to teach in a field other than that of her background.

### Assistant Teacher

She may not take charge of a class but may take care of one and a half hours of teaching alone.

She shall be a high school graduate. Of prime importance is the ability to get along with children.

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-8 children one teacher  
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hood Education in college or in addition to college work. These credits must be in child psychology, growth and development, and nursery school curriculum.

She shall have had at least two years teaching experience in an approved nursery school as a teacher.

She should hold a certificate of eligibility as a nursery school teacher from the state.

Teachers should apply for a certificate of eligibility to Dr. Everett C. Preston, Secretary, State Board of Examiners, State Department of Education, 175 West State Street, Trenton 8, New Jersey.

Those schools approved by 1950 by the State Department will continue to be approved, even though the head teacher does not yet qualify, provided she is taking courses toward that end.

To encourage those who have not had college education to keep taking courses, the following way to become a head teacher has been set up.

#### *Head Teacher—without a college degree*

She shall have five years experience as a teacher in an approved nursery school.

She shall take courses in Early Childhood Education and related fields in accredited schools, amounting to thirty credit hours, if three hours credit is given for each course, or twenty credit hours if two hours credit is given for each course.

#### *Teacher*

A teacher may take charge of a group of the size recommended in the present standards.

She shall have graduated from four year high school or secondary school.

She shall have had one years teaching experience as an assistant or as a student teacher in an approved nursery school.

She shall have had fifteen hours in nursery school curriculum and child development.

or

She may be a person qualified to teach in a public elementary school, provided some courses in early childhood education have been a part of her background.

#### *Assistant Teacher*

She may *not* take charge of a group, but with her help, one teacher may take care of one and a half times the number of children she could teach alone.

She shall be a high school or secondary school graduate, or a parent. Of prime importance is the fact that she have a natural aptitude for getting along with children.

### *Volunteers*

Volunteers in the nursery should always work with a trained teacher who knows the children. They should be selected on the basis of natural aptitudes as well as training. They should be able to give a definite amount of time at regular periods. Volunteers can be very helpful in enriching the program.

### *Cooks*

Cooks should be dependable and adaptable, and understand the preparation of meals for young children.

Cooks should plan and prepare food under the supervision of the director.

They should be responsible for serving the meal, for washing the dishes, and keeping the kitchen clean, sanitary and orderly.

### *Janitor*

Care should be taken to select a person who is suitable to be around children. It is desirable that the janitor be a general handy man. Duties should be assigned by the person in charge.

### *Special Personnel*

#### (1) *The nurse*

It is helpful for a registered nurse to be available to assist the teachers in the health program.

She should be fitted by experience, training, and personality to work with young children.

#### (2) *The physician*

A physician should visit the unit on a regular schedule. He should be available for consultation and for emergencies.

#### (3) *The case worker*

It is desirable that the services of a regular case worker be available for counseling with the staff and with the families. Case workers should have specific orientation in nursery programs.

#### (4) *The psychologist*

It is desirable that the services of a psychologist be available for counseling with the staff.

#### (5) *The nutritionist*

A trained nutritionist should be available. Such services may be planned on a consulting basis, locally or regionally.

The program should provide first hand experience. It should be directed toward children or cooperating groups along with others and helped to organize and extend sympathetic guidance from the child development and

### *Play Activities*

The importance of suitable use, can not be overestimated. Needs of young children is. Certain equipment invites are best fitted for use by

Children should be free most of the day. Provision interests by allowing various same time. Permit overlap

Equipment and material to choose and can be responsive

There should be opportunity a group. The younger the

The pupil-teacher ratio should and guide all of the children

There should be provision activities.

There should be adequate balanced and challenging

The daily schedule should rest, and sleep, toileting, in routines furthers a sense child a sense of direction.

Activities should be planned differences based upon development skills. Schedules should, adjustment to individual needs occasions or crises.

Young children need freedom should be a regular rest period additional rest as needed.

The children should rest children under five will sleep

Adequate time should be meals, and for rest and care help will depend upon age

Meals should be nutritious

## The Program

The program should provide an environment where children are offered first hand experiences based on their interests and readiness. It should be directed toward purposeful creative activities of individual children or cooperating groups of children where they can learn to get along with others and to take responsibility; where they can be helped to organize and extend their experiences; where they can receive sympathetic guidance from adults who understand the fundamentals of child development and mental hygiene.

### *Play Activities*

The importance of suitable play equipment, its organization and its use, can not be overestimated. An understanding of the interests and needs of young children is necessary for a wise choice of equipment. Certain equipment invites social and group play, while other materials are best fitted for use by individual children.

Children should be free to choose their own play activities during most of the day. Provision should be made for individual needs and interests by allowing various types of activities to be carried on at the same time. Permit overlapping of activities wherever desirable.

Equipment and materials should be so placed that children are free to choose and can be responsible for putting it away.

There should be opportunity for children to play alone as well as in a group. The younger the children, the smaller should be the group.

The pupil-teacher ratio should be such that each teacher can observe and guide all of the children in her group.

There should be provision for alternate periods of quiet and vigorous activities.

There should be adequate equipment, indoors and out, to insure balanced and challenging opportunities for each child.

The daily schedule should provide for reasonable regularity in eating, rest, and sleep, toileting, dressing, and outdoor activities. Regularity in routines furthers a sense of security, lessens resistance and gives the child a sense of direction.

Activities should be planned to give consideration to individual differences based upon developmental needs, interests, readiness, and skills. Schedules should, therefore, be flexible in order to permit adjustment to individual needs and capacities and to allow for special occasions or crises.

Young children need frequent periods of rest and relaxation. There should be a regular rest period midmorning, before the noon meal and additional rest as needed.

The children should rest on their cots after the noon meal. Most children under five will sleep.

Adequate time should be allowed for toileting and washing before meals, and for rest and outdoor play periods. The amount of adult help will depend upon age, ability, and tempo of the individual child.

Meals should be nutritionally adequate and attractively served.

A hot luncheon should be served if the program runs through the noon meal.

In addition to the main meal, a midmorning and midafternoon snack of fruit, fruit or tomato juice, and wholewheat crackers or a sandwich are usually provided.

### *Health Care*

Each child shall be inspected before he enters the group and before the mother or attendant leaves. The inspection may be done by a nurse or a teacher who has been instructed in the inspection procedures by a physician or nurse.

Each child shall have a complete physical examination by a physician before admission. Re-examination should be made at least every six months thereafter. If a child is under the regular care of a pediatrician, the physical examination should have been made within the last four or five months before admission.

The school shall provide a form upon which the physician can submit a record of the child's health history, immunization data, and the findings of the last medical examination.

It is strongly recommended that only children who have had a tuberculin test and who have been inoculated against diphtheria, smallpox, whooping cough, and tetanus be admitted to the group.

A child having a physical or mental handicap which requires special care or continued close supervision shall be enrolled only with the approval of the physician.

Simple first aid equipment shall be readily accessible and a person trained to give first aid available. A doctor shall be readily available at all times.

Any child who has been absent because of illness shall be readmitted only with a certificate from the family physician, the school physician, or the local Department of Health.

### *Records and Reports*

Records and reports should be kept for evaluation and for use in planning. They should include:

- Health records
- Family background and personal habits and interests
- Progress records and reports
- Conference reports

### *Parent Participation and Education*

Provision should be made for active relationship between parents and the program of group care and guidance through:

- Casual contacts
- Specific appointments
- Home visits by the teacher and by other members of the staff
- School visits by parents for observation of children's activities

- Encouragement of through music,
- Group discussions—development
- Question and answer
- Definite parent participation of the newly enrolled child.
- Initial conference with group
- Home visits by teacher
- Parent and child visit adjustment
- Parent's remaining adjustment
- School-parent cooperation out with regard to satisfaction
- A bulletin board and staff and parents.

A program of a half or full day program eliminates the need for lockers, storage space, lavatories, and include outdoor space.

### *Housing*

The nursery school unit, if possible, should have a south or well ventilated, dry, warm, and sunny location.

For rooms located above ground, precautions as guards on windows and doors shall have more than one exit door.

Basement rooms shall not be used when used during short periods of weather. Ventilation and windows shall be free from dust and dirt.

Rooms used as family living areas shall be specially approved.

Two unobstructed exits shall be easily accessible to all areas used by the children. Exit doors shall open outward.

Walls and floors shall be cleaned frequently.

Fireplaces, open-face hearths, and hazardous windows, in the case of fire, protected by screens or guards.

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Encouragement of parent participation in the nursery school,  
through music, stories, children's parties, toy repairing, etc.  
Group discussions—talks, lectures, films which interpret child  
development

Question and answer period between parents and teachers

Definite parent participation is essential to a satisfactory orientation  
of the newly enrolled child. This may require techniques such as:

Initial conference with the parent before the child enters the  
group

Home visits by teacher

Parent and child visits to school to consider further individual  
adjustment

Parent's remaining at school for a time with the child as individ-  
ual adjustment may require

School-parent cooperation should be carefully planned and carried  
out with regard to satisfactory transportation of children.

A bulletin board and a circulating library should be provided for  
staff and parents.

### Physical Facilities

A program of a half or full day affects the facilities needed. A half-  
day program eliminates the necessity of a kitchen and sleeping facilities.  
All programs shall include play rooms, isolation room, coat room or  
lockers, storage space, lavatories, and toilets. Any preschool unit shall  
include outdoor space.

#### *Housing*

The nursery school unit should be located on the first floor and, if  
possible, should have a south and east exposure. The rooms shall be  
well ventilated, dry, warm, pleasant, and sunny.

For rooms located above the first floor, there shall be such safety  
precautions as guards on windows and handrails for stairways. Such  
rooms shall have more than one functioning exit.

Basement rooms shall not be used unless specially approved, except  
when used during short periods as necessary play space in inclement  
weather. Ventilation and lighting shall be adequate. The floor and  
walls shall be free from dampness and odors.

Rooms used as family living quarters shall not be included, unless  
specially approved.

Two unobstructed exits shall be provided from all floors and base-  
ment areas used by the children, as a safety precaution. These exits  
shall be easily accessible to the rooms and to the out of doors. Outside  
exit doors shall open outward.

Walls and floors shall be finished in such a manner that they may be  
cleaned frequently.

Fireplaces, open-face heaters, stoves, hot radiators, electrical outlets,  
and hazardous windows, in rooms used by children, shall be adequately  
protected by screens or guards.



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### *Coat Room; Lockers*

Open-face lockers with separate compartments in which to hang children's outer garments and store extra clothing are desirable. Hooks may be used if they are low enough for the children to reach.

### *Toilet Facilities*

Toilets and washbowls should be on the same floor used by children and easily accessible. There need be no separate facilities for boys and girls. Low partitions without doors separating the toilets may be provided.

Toilet and washbowl should be child size. If not so built, standard fixtures can be adapted to the use of the small child by constructing a low platform four or five inches from the floor to encourage self help and independence.

At least one toilet and washbowl with low mirror for every ten children is recommended. These facilities must be kept in a sanitary condition. A supply of hot and cold water must be provided. Location of these facilities shall, at least in part, be on the same floor as the main play room.

If towels, washcloths, and combs are used, they shall be individually marked and hung up. Paper towels have proved quite satisfactory and are sanitary.

### *Isolation Room*

Suitable arrangements shall be made for the isolation of a child in the event of illness until such time as he can be taken home.

The isolation room shall be furnished with articles that can be thoroughly cleaned and with bedding that can be boiled or aired in the sunshine.

### *Kitchen*

When children remain for lunch, a separate unit shall be provided for the kitchen. This shall be equipped with stove, refrigerator, sink, dishes and cooking utensils, adequate to prepare and serve the noon meal as well as midmorning and afternoon snacks.

Closed cupboards shall be provided for the storage of dishes and cooking equipment.

All dishes and utensils used for serving or preparing food shall be washed with hot, soapy water, and thereafter immersed in clear, scalding water and allowed to drain dry, or treated in some equally effective manner. Towels shall be boiled daily if used.

No common drinking utensil shall be permitted except it be thoroughly cleansed before being used by another person.

Kitchens shall be screened from May 1st to November 1st and effective methods used as a protection against insects and rodents.

Garbage shall be kept in closed containers, removed from the building daily, and garbage cans washed frequently.

### Outdoor Space

A minimum of 100 square feet per child of outdoor space should be provided and shall be adequately fenced or otherwise protected from hazards from traffic, driveways, etc.

The play area should have sun and shade, good drainage, grass, some paved surface and a place to dig. The area should be readily accessible from the playroom and toilet facilities.

An outdoor storage shed is recommended for outdoor toys and movable equipment.

An outlet for running water is recommended for water play.

### Equipment and Materials

Before purchasing equipment it is advisable to check for durability and quality of the materials.

The different kinds of equipment shall be safe, with no sharp edges, points or splinters, easily cared for and suitable. ~~It should provide for different types of activities and serve particular needs and interests of the age groups.~~

Following is a list of suggested materials for activities both indoor and outdoor. It is intended as a guide and should be varied to meet the needs of the group and reflect the resources of the environment and initiative of the teachers.

#### Indoor

Creative: easels, paints, clay, large crayons, paper (unprinted newspaper, construction, etc.), cardboard, cloth, wood, sand, and water

Physical and Motor: jungle gym or climber if space permits

Dramatic and Social: housekeeping materials (sturdy dolls, doll carriages, chest of drawers, stove, dishes and cooking utensils, sink, dish cabinet, ironing board and iron, clothespins, rope, broom, dustpan, mop, child size washtubs and washboards, telephones, etc.).

Constructive: unit building blocks (200-500 blocks per group) transportation toys and wedgies

Work bench, tools (vise, brace and bit, small plane, sandpaper, iron clamp, screw driver, hammers—7-8 ounces with large head—12" crosscut saw, wire nails in assorted sizes such as #14 x 1, #14 x 2, #15 x 1, #15 x 1½, #16 x 1, roofing caps and washers), and soft wood in convenient sizes

Manipulative: beads, hammer bed, nested blocks, take apart toys, puzzles, and sand toys

Books and Pictures: stories, poems and picture books, a few good paintings as well as magazine pictures

Music: song and rhythm  
tone rhythm instrument

Exploratory: pets, terrariums, siphons, plants, see

Water and Sand Play:  
sandbox

### Outdoor

Permanent and Fixed Equipment  
with slide, steps and  
pipe set in concrete  
ment

Expendable and Movable

hollow blocks  
5½" x 11" x 1"  
5½" x 11" x 2"

play boards  
5½" x 3' x ¾"

kegs and packing boxes

ladders  
44" x 14"  
54" x 14"

saw horses  
2' x 12"  
2' x 16"  
2' x 20"

walking boards  
8', 10', or 12'

locomotor equipment  
(cycles)

garden tools (shovels,  
rope, buckets, wash

Additional opportunities  
natural objects as trees, flowers

Cages should be available

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:16 x 1, roofing caps and  
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blocks, take apart toys,

cture books, a few good

Music: song and rhythm books, victrola records, simple but good  
tone rhythm instruments, and a piano

Exploratory: pets, terrariums, aquarium, magnets, pulleys, gears,  
siphons, plants, seeds, and bulbs

Water and Sand Play: paint brushes, boats, siphon, hose, soap, and  
sandbox

### *Outdoor*

Permanent and Fixed Equipment: jungle gym, climber or platform  
with slide, steps and ladders, digging hole and/or sand pit, sewer  
pipe set in concrete base, and storage shed for movable equip-  
ment

### Expendable and Movable Equipment:

hollow blocks

5 $\frac{1}{2}$ " x 11" x 11"

5 $\frac{1}{2}$ " x 11" x 22"

play boards

5 $\frac{1}{2}$ " x 3' x  $\frac{3}{4}$ "

kegs and packing boxes

ladders

44" x 14"

54" x 14"

saw horses

2' x 12"

2' x 16"

2' x 20"

walking boards

8', 10', or 12' x 10" wide x  $\frac{7}{8}$ " - 1 $\frac{1}{8}$ " thick

locomoter equipment (wagons, wheelbarrows, push trucks, tri-  
cycles)

garden tools (shovels, scoops, trowels, etc.)

rope, buckets, washtubs, and sand tools

Additional opportunities may be provided for climbing by such  
natural objects as trees, fences, and logs.

Cages should be available for pets.



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*Assembly of the State of*

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7. The Commissioner of Education may request the assistance of the Commissioner of Institutions and Agencies and the Director of the State Department of Health in carrying out the purposes of this act.

8. Any person, firm, corporation or association, operating or conducting any child care center except by authority of a valid certificate of approval as required by this act shall be deemed guilty of a misdemeanor.

9. The commissioner, subject to the approval of the State Board, may appoint such officers and employees and fix their compensation and expenses, within the limits of available appropriations, as may be necessary to carry out the purposes of this act.

10. There is hereby appropriated to the State Department of Education the sum of ten thousand dollars (\$10,000.00) or as much thereof as may be necessary to carry out the purposes of this act, when such sum is included in any annual appropriation act.

11. Any act or part of any act, to the extent that it is inconsistent with the provisions of this act, is hereby repealed.

12. This act shall take effect the first day of July, one thousand nine hundred and forty-six, except that any appointment, and any confirmation of any appointment, permitted by this act may be made prior to such date.

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