

sizes the training of teachers. These are the two aspects with which I have been closely connected.

Our teams each had a male intern, and a male teacher in kindergarten is an unusual thing. These men have adjusted beautifully to the kindergarten program and have made a real contribution. We have a carpenter shop in one school. In another school a young man has constructed a puppet stage and is working in the field of language arts and we have found this very effective in getting the shy child to talk.

In another school audiovisual equipment is being used plus other materials supplied by one of the book companies to work in the field of language development where these children are often seriously lacking.

I mention the work of the male interns in particular because it is unusual to have a male in the kindergarten. The children of course are delighted, often call them daddy and they have been especially beneficial to those who do not have a father image in the home.

Have you ever heard a 5-year-old boy say to you, "I can talk." Recently while being given a language test one small boy said this to one of our experienced teachers as he spoke in sentences for the first time in the fall.

Have you ever seen a little girl 5 years old afraid to walk uphill because she never had before? Have you ever watched the happy smile on her face when she discovered that her feet would take her uphill so she could gather nuts and leaves like the other children?

Trips of interest to the community are commonplace to your children and mine and a part of the hidden curriculum with which they enter school. Thus enabling them to understand school language and learn to read in contrast, it is not uncommon for children in urban slums to grow up without having been more than a dozen blocks from their homes.

Although one teacher with a class of 30 or 40 kindergarten children twice a day, cannot take trips, the interns in our classes have enabled the regular teachers to make many trips with the children.

The preparation for these trips and the classroom activities which follow insure that proper learning takes place.

In this way they become a part of the rich experience and background essential to a good kindergarten program and provide the children with some of the understanding that they must bring to the printed page if they are to learn to read well.

Children who enter kindergarten after having been in Headstart classes need to continue their education in classes with a low teacher-pupil ratio if the benefits of that program are not to be lost.

In such classes physical defects and serious emotional problems can be spotted and treated early. A year of internship for teachers allows time for them to become acquainted with the many services and highly trained experts who are available in the school system and the community to help them do a better job for children.

There is also time to learn how to operate and use effectively the many audiovisual aids now available to our schools. Every good program can be improved and to this end we offer the following recommendations: