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ADMINISTRATIVE STAFF

The Reverend A. Stratton Lawrence, Jr.
Rector of Trinity Church

The Reverend W. Todd Ferneyhough
Assistant Rector of Trinity Church

Mrs. David Henry Fergusson
Administrator

John Ray Powers, M. D.
Medical Advisor

SPECIALIZED STAFF

Registered Nurse

Lunch Room Manager

Director of Music

DEPARTMENTALIZED SECTIONSELEMENTARY

Miss Genie Watson - Supervisor of Curriculum

THE KINDERGARTENTHE NURSERY SCHOOL

Nursery I and II

TO THE PARENTS AND PROSPECTIVE PARENTS
OF CHILDREN IN TRINITY SCHOOL:

A thorough examination of this booklet will help you to understand why we are proud of the record of our Parochial School. During the twelve years that our School has been in existence, we have been privileged to have excellent leadership, experienced and qualified teachers, who have made the record and established the fine reputation of Trinity Parochial School.

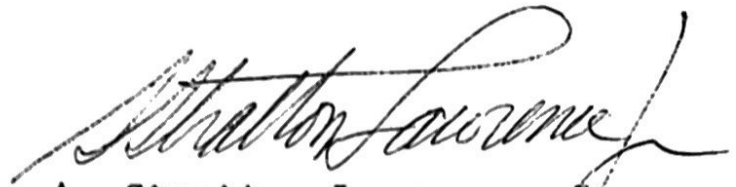
The Nursery Department is not a "baby-sitting service" but a qualified program of activity designed to meet the needs of the three and four year old child. The Kindergarten is a Kindergarten, not a play school, and is designed to fill the experience needs of the five year old as he prepares for the learning experiences of the First Grade. Our Elementary Department has met the highest standards possible, has established its own fine record. In the years that follow, we expect to continue to add a grade each year until all Elementary Grades through the Sixth Grade are in the curriculum.

The operation of this School by Trinity Church is a service to members of the Church and to others in the community. The financial budget of the School is included in the structure of the Church budget, and is barely self-supporting. No extra-curricular financial demands have ever been made upon the patrons of the School, and we hope that we will not have to make such requests in the future. It should be clearly understood that the School does not operate for financial gain, and is not designed for monetary profit.

We feel that well-rounded Education includes not only the three "R's" but the fourth "R" of religion, for no education at any age level is complete unless there is a wholesome and happy relationship to God, found through a constant relationship to His Church.

It is thus that we seek to help our children to "grow in wisdom and in stature and in favor with God and man". This, above all reasons, is the reason for a Church School, and we hope and pray that Trinity Parochial School will always maintain this right balance in education through every age and stage of growth in the life of our children.

Yours faithfully,

A handwritten signature in cursive script, reading "A. Stratton Lawrence, Jr.", written in dark ink.

A. Stratton Lawrence, Jr.

TO THE PARENTS

OUR PURPOSE:

The purpose of Trinity Parochial School is to offer your child the experience of belonging to a social group outside the family unit. We attempt to give the child an education which is appropriate to his stage of development, which will be satisfying to him in the present and which will prepare him for the years immediately following. By such an education, we mean the development of all his powers - spiritual, emotional and social, as well as mental. We seek not to give him all the information which he may need now or in the future, but rather to equip him with the power to meet new situations. We try to give him practice and skill in thinking, rather than tell him what he should think. We are interested in discovering the abilities and possibilities of each child and we plan our school in accordance.

OUR AIM:

If, on any day, our teachers have succeeded in being a true friend to the children; if they have been able to strike a fitting balance between freedom and authority; if they have been wise leaders, thought-provoking guides, just critics, fair judges, and enthusiastic participants, then, on that day, they may feel that they have functioned as ideal teachers.

OBJECTIVES

- I. To provide a stimulating environment which will be conducive to a wholesome mental and emotional state.
- II. To develop the habit of cheerfulness at work and play; to win without triumph, and to lose with a smile.
- III. To enable the child to acquire self-control in childhood experiences.
- IV. To celebrate the success of the child so that he will have an attitude of wholesome interest in his companions.
- V. To develop a friendliness of spirit in the child that manifests itself in eager interest in his companions.
- VI. To develop joy in the finer phases of life, literature, art and nature.

SUPPLIES REQUESTED

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A. Nursery I - Three Year Group:

- 1 Washable rug (the length of your child)
- 1 Change of clothing which may be left at school
- 1 Plastic apron
- 1 Cigar box (8½ x 5)

B. Nursery II - Four Year Group:

- 1 Plastic apron
- 1 Washable rug
- 1 Cigar box (8½ x 5)

C. Kindergarten - Five Year Group:

- 1 Plastic apron
- 1 Cigar box (8½ x 5)

D. Elementary:

All books, paper and pencils are furnished by the School. You will receive a statement for and will purchase work books needed at specific grade level.

It is mandatory that each child have a raincoat and rainboots.

Please see that all clothing, including rugs, aprons, sweaters, etc., are clearly marked with child's name to avoid loss.

CANCELLATIONS

Since we know by experience our waiting list is large, we seek your cooperation in cancellation of enrollments. Please notify the Administrator of your intention as far in advance as possible.

All enrollments must be cancelled at least one week prior to the first day of the ensuing month.

In the event that a child is withdrawn from school after the beginning of the session tuition fees will continue to be charged until parents give formal notification of withdrawal to the office of the Administrator.

TUITION

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Tuition is payable on the first of each month in advance. You will receive your monthly statement by mail. We urge that Tuition checks be mailed to the Church office to avoid errors.

- A. Kindergarten and Nursery: \$180.00 per year, payable in monthly installments of \$20.00 for one child or \$32.00 for two children in the same family.
- B. Elementary: \$225.00 per year, payable in monthly installments of \$25.00.
- C. Lunch Room Fee: \$4.00 per month. Any child who is absent five consecutive days will be granted a refund upon request.
- D. Registration Fee of \$5.00 must accompany each application. This fee is non-refundable and non-deductible. If your application is not accepted, the Registration Fee will, of course, be refunded. You will be notified immediately if for any reason we cannot accept your application.

ATTENDANCE

The importance of regular attendance cannot be overstressed; however, there are certain exceptions as listed under Health.

MESSAGES

Verbal messages brought by the child cannot be accepted. Please send a note or call the School Office, DI 2-0625.

FOOD

- A. A midmorning snack will be served to all pre-school sections and we ask the cooperation of parents in not sending food except in quantities which may be shared by all the children of a section.

- B. Lunch will be served to Elementary children in the Cafeteria. We invite the parents to have lunch with the children after proper arrangements through the office of the Administrator.

THE CALENDAR

Opening Coffee: Always the first Tuesday following Labor Day.

Opening Date of School: Always the first Wednesday following Labor Day.

Closing Date: To coincide with Public Schools of East Baton Rouge Parish.

The School Day operates Monday through Friday on the following schedule:

Nursery and Kindergarten Sections: 9:00 A.M. to 12:00 Noon.

Elementary Sections: 9:00 A.M. to 2:30 P.M.

HOLIDAYS

Thanksgiving: Thursday and Friday.

Christmas: Holidays will correspond to those observed by the Public School System.

Mardi Gras: Holidays will correspond to those observed by the Public School System.

Easter: Maundy Thursday, Good Friday, Easter Monday.

Other: Other holidays will correspond with the Liturgical Church Calendar.

Note: We urge parents not to leave children at school before 8:45 A.M. since the Staff is not at school until that time.

We would appreciate your cooperation in calling for the children on time.

CLOTHING AND CHILDREN'S BELONGINGS

Clothing should be plainly marked with the child's name to avoid loss. There should be a loop on the neck of the sweaters, coats, and raincoats.

- A. Parents are asked not to allow children to bring toy guns or ropes to school.
- B. Parents are asked not to send children to school without shoes.
- C. Parents of Nursery School children are asked to bring a change of clothing which may be left at school. We expect all children to be toilet-trained, however, we occasionally have an accident.

TRANSPORTATION

Transportation for all children must be arranged privately by the parents. Lists of names and addresses of children enrolled in school will be furnished by August 15th. The Staff is most anxious to assist you in this matter. This list is arranged geographically to assist you in completing carpools.

A. The School cannot accept the responsibility for sending the child home with a stranger, so parents are urged to notify the Administrator if an unfamiliar person is to call for the child, or if he is to go home with another child.

B. Each carpool will be given a number the first week of school. You will use this number in calling for the children in your carpool.

As a safety precaution we ask that you not get out of your car when calling for the children. Each car will be personally loaded by the Staff.

THE SCHOOL PROGRAM

At nine-fifteen each day there will be a Worship Service, conducted by the Rev. A. Stratton Lawrence, Jr., Rector of Trinity Church. This service is scaled to the proper level and is both instructive and beautiful.

The children learn the Lord's Prayer, Hymns, have special Birthday Prayers offered and learn "The Children's Creed":

"I believe in God above,
I believe in Jesus' love,
I believe His Spirit true
Comes to teach me what to do.
I believe that I can be
True and loving, Lord, like Thee".

We cordially invite you to join the children in this service any time you find it convenient.

The curriculum includes Discussion or Evaluation, Music, Singing, Folk Dancing, Art, Poetry, Story-telling, Games, Handwork, Educational Films, Excursions, and Dramatizations.

The following information on each of the above facets of our program will give you an insight into our goals. We ask that you read the following information with care, for we feel that it is only by understanding our aims and working with us, that we can fully accomplish these ends.

DISCUSSION OR EVALUATION:

We know that poise is a cultivated trait which grows with maturity, but we feel that by providing opportunities for using literature and news events, by giving contrast in the realistic and fantastic that we may draw even the most reticent child into helpful situations which foster the social poise so necessary to him. We attempt to provide the child with a situation which will allow freedom from self-consciousness by directing attention of the group to some article, i.e., renderings done in crayola, tempera, or

clay, rather than to the child himself. From the news or evaluation periods the children learn not only poise but also develop a healthy respect for the rights and opinions of others; that only one person may speak at a time and that each member of the group has something of value to contribute.

MUSIC AND FOLK DANCING:

These activities have a two-fold value; we feel that children should hear and learn to understand good music and that they are a means of self-expression. Our Record Library provides a wealth of "listening" music, activity records and story albums to better meet the needs of the children.

Boys and girls will naturally use music as a means of self-expression unless adults block their use by offering patterns or defining limits.

We attempt to correlate all phases of our program, thereby lending continuity. There are various songs and dances that dovetail perfectly and interestingly with handcraft. Illustrative of this is the Indian unit which assumed giant proportions. The children were learning about Indians - what they called their houses, where they lived, what they ate, what they wore, etc. They made teepees or wigwams, headdresses, rattlers, and long strings of beads (dyed macaroni). The music teacher taught them several Indian songs and "war dances". This unit was so successful and well liked by the children that we created a playlet which was presented for the parents at one of the conferences. As an outgrowth of a simple discussion many learning experiences were possible.

ART:

Art is also valuable because it is a means of self-expression; a language to express feelings. The young child needs this avenue greatly since his feelings are strong and his vocabulary limited. He must feel free to daub paint to his heart's content without being hampered by adult symbols which he knows

from the onset, he cannot hope to copy. Art supplies a unique, efficient, and indispensable method of learning. Through art activities a child may exercise his senses, his emotions, his intellect, and his perceptive powers to great advantage. The art program is also rewarding for the teacher, since it affords her an opportunity of gaining a greater insight into the personalities of the children under her care, and because it reveals clearly to her the effectiveness of her teaching methods. A teacher who will study and attempt to understand the forms which children produce in two and three dimensions will find a communication which may not only indicate what the child is thinking, but also include statements about his fears, his sorrows, his joys, his hopes, and his frustrations. Of course, we must not dignify every mark made by a child with paint or crayola by calling it "a communication of thought or feeling", since before making marks or forms with the significance of communication, the child must go through the four basic periods of development.

At no time, at this age level, does the child's work normally resemble that of the adult. This is reasonable since the child's mind is reflected in the creation; again, his powers of coordination are not sufficiently developed to produce adult-like perfection.

POETRY:

All children love the sound of rhymes - they are beginning to play with words and often pick up such strange phrases as "batty-watty", which they say over and over in a sing-song way. They simply like the sound. Specific sound games are designed to fill this need adequately. Poetry is a perfect outlet for this desire, and since children possess an innate ability to memorize rhymes, and delight in reciting them, we use all types of jingles. Edward Lear's "Nonsense Book" is most appealing.

STORYTELLING:

Even though the Nursery and Kindergarten child has not yet acquired the ability to read, he is vitally interested in stories in all forms. He loves to "read pictures". We encourage him to use his eager imagination to make up stories around a particular set of pictures. Children love familiar stories and like to hear the same story over and over again. Stories, kept in the proper perspective, help children to learn to distinguish between fact and fancy.

In order that a child's first contact with the printed word may be meaningful, the stories that are used should be about people and activities with which he is familiar in his every day life, for example, a boy and girl like his own friends with a home, family, pets and activities that he understands.

The children should learn the proper care of books and begin to make an association with the printed word.

GAMES:

We attempt to teach the children to play in a group without hurting or offending others; to play without continually fussing or tattling; to enjoy success in learning to play; to substitute verbal methods for fighting methods of settling disputes; to observe the simple rules of the game; to take turns with equipment; to find a place within a play group and to experience the joy of spontaneous play. We offer both free and organized play indoors and out.

HANDWORK:

The handwork period should never be underestimated. We cannot stress too strongly the value of such activities, for it is through this facet of our program that we develop the manual skills so necessary to a satisfactory transition into reading.

Often times the handwork is an outgrowth of the "News Period" or stories told to the group. A child finds the opportunity to develop many and varied interests, to complete tasks once they are begun, to discriminate in the use of color, to experiment with many kinds of materials, to handle and investigate varied objects, to use simple tools, to learn the safe way of using tools and equipment, to engage in and enjoy creative activities, to increase their vocabulary to adequately express and clarify experiences and to develop initiative. To all this we add the joy of the finished product of his own hand to take home to Mother.

Handcraft is interest-provoking, and, if skillfully directed, offers the child a learning process which is invaluable, for it is in the actual doing that the young child learns best.

EDUCATIONAL FILMS:

Every Friday the children see a film on some phase of learning - safety, health, or courtesy. These pictures are often in color and sound. The film is supplied by the Louisiana Film Service, and is properly graded to the correct level.

EXCURSIONS:

Excursions provide a constantly changing set of new experiences that interest and attract young children. Along with the nature interest, the child may learn to develop the habit of observing quietly while on walks, will learn safe methods of crossing streets, the observance of stop signs, etc. The excursions will also foster a love of beautiful colors and the changes of Nature. The child may gather nature materials, i.e., shells, pine cones, flowers, or pebbles. He learns that flowers should be cut rather than pulled, that some should be left for seed for the next year, and he learns something of property rights.

THREE AND FOUR YEAR OLD CHILDREN

Often we are asked the question, "Should I send my child to Nursery School?" The answer is "Yes", provided the following conditions exist:

- (1) If the initial adjustment does not prove too great.
- (2) If the child is an only child.
- (3) If the program does not prove too stimulating or fatiguing to the child.
- (4) If health standards are set up and controlled to insure a minimum of infectious diseases.
- (5) If you wish to supplement home-life with social experiences.
- (6) If the child's general health is good.
- (7) If there is a marked improvement in the behavior pattern in the home after six weeks of Nursery School.

We, here at Trinity, believe that the weaning process necessary for both mother and child should be happy and comfortable and that a good rule to follow is that if a child shows a marked and genuine resistance to joining a Nursery Group, do not force the issue. Of course, we ask that you offer us a reasonable amount of time to help your child adjust to the new conditions, and for our staff to draw conclusions. We often advise parents to withdraw a child until a later date. We consider it good technique to insist that small children are not subjected to drastic initiation such as "crying it out" and encourage mothers to visit quietly in the classroom until the child feels at home with his teacher and surroundings.

A good Nursery School curriculum is the result of very careful planning. The child should be offered a choice of many media of expression, that he may feel the freedom of choosing and yet begin the mental discipline we know as Education.

We cannot overstress the value of group and parallel play, for we learn much about the children left in our care by watching these activities.

We allow the child to meet his problems, and find a happy solution, based on proper Christian principles and guided, subtly, by example and suggestion.

We watch the naturally gregarious child draw his more reticent friend into a fine relationship with such skill that the teacher has to guide the procedure only on rare occasions.

Education, even at Nursery level, is becoming more synonymous with living; we are planning for it on a sound basis rather than leaving it to chance.

The associations formed in Nursery School provide the foundation for future concepts; we want these concepts to be strong and true - to this end we dedicate the efforts of our Nursery School.

BEHAVIOR PROFILE OF A FIVE-YEAR-OLD

The five-year-old has come a long way on the upward winding pathway of development. Although he is by no means a finished product, he already gives token of the man he is to be. His capacities, talents, temperamental qualities, and his distinctive modes of meeting the demands of development have all declared themselves to a significant degree. He is already stamped with individuality.

He also embodies general traits and trends of behavior which are characteristic of his stage of development and of the culture to which he belongs. These underlying pervasive traits constitute his chronological age. Five is a golden age for both parent and child. For a brief time the tides of development flow smoothly. In contrast to the fourth year of development, in which a harum-scarum manner is the keynote, the five-year-old takes time to consolidate his gains: before he makes deeper incursions into the unknown. At the age of about five and a half, a new form of developmental restlessness makes itself apparent. He has a healthy intolerance for too much magic and too many fairy tales. He has just barely discovered his own actual world and this has enough novelty and reality on its own merit. He likes responsibilities and privileges to which he can do full justice. He is best managed on that basis rather than challenge to efforts still beyond him. He likes to be instructed, not so much to please his elders, as to feel the satisfactions of achievement and social acceptance. Five is an age of conformity which sums itself up in the question, "How do you do it?"

Therefore, it is the responsibility of the Kindergarten to further open the avenue of skills and reality to the five-year-old. He feels a budding longing to be able to do certain things. First of all he wants to read; it is, of course, not the function of any Kindergarten program to teach these children reading, but to stimulate and keep this desire vitally alive; to feed the child enough picture-reading to satisfy his growing appetite.

READING READINESS:

I am often asked what effect a strong Reading Readiness Program will have on a child's interest and abilities in First Grade work. My answer is based not only on my personal experience, but on the general concensus of experts in the field of education, that the child who has a fair knowledge of what is expected of him and some understanding of how to accomplish it, is supplied with a sense of security and self-confidence which is invaluable to him. We, as adults, enjoy doing those things which we do well and effortlessly. We believe it is our responsibility to offer a child a firm grasp of the fundamentals of learning.

I would like to add a phrase to Frobel's intent when he chose the term "Kindergarten" for his revolutionary ideas. Of course, the literal translation is "Child's Garden", but today we add "of learning" for it is in the Kindergarten that we begin the concepts on which the child will build all future knowledge.

There is reasonable evidence to support the belief that often a child's vocal reproduction of sound is not necessarily synonymous with his auditory perception of that sound - for instance, a child may say "write" for "light", but he will hear "light". The difference in the vocal reproduction of it is highly significant in the reading process. Thus we work with sounds of words. There are many games designed to give children practice in pronunciation and enunciation.

The child, who up to this point has concentrated on big muscle development, must begin to develop fine skills, for soon he must learn to read and write. He must learn ~~left-to-right~~ eye movements, learn to understand and follow simple directions, have an understanding of number concepts, and be able to distinguish between likes and differences both as to form and color. Recognizing all these things,

Dr. Charles Nauss devised Match-a-Tach. These Reading Readiness materials have been clinically tested on 10,000 children, ages five through ten, over a period of five years. Of these children tested, statistics prove that reading ability improved 96%. The Match-a-Tach figures are gay and attractive and are appealing to children, and eye-appeal is important; but paramount is the fact that in designing these figures the exact ratio from Match-a-Tach Board (to which the magnetized figures adhere) to the work book, to the printed page, was carefully considered and on these proportions the designs were based.

The Match-a-Tach materials are used beginning early in September, and after the children are thoroughly familiar with the processes involved, we introduce the Ginn Work Books.

Our Reading Readiness Program is designed to offer a maximum of interesting material from which learning experiences can reach a high level.

We know that children have to grow into reading, that the eye-ball of a five year old child has reached but 3% of its final weight, that all figures must be large enough that they will inflict no damage on the eyes. We take into account all these facts, but we also know that the insatiable thirst for true knowledge which these children evidence in their constant "why?" must be met squarely, and fed on the proper formulae.

Adults find that they can read with far greater ease and more speed if the general subject matter and the vocabulary of the text is reasonably familiar. This same situation exists when the child is learning to read. Our teachers recognize this, and attempt to give your children many and varied experiences which will broaden their interests and add to their fund of information, thus building for them a Reading background, for we know that Reading Readiness rather than reading ability is the concern of the Kindergarten.

DRAMATIZATION:

Dramatization provides a worthwhile outlet for the vivid imagination enjoyed by the very young. They love to "be in a play"; often the statement "we are lions", or "I'll be the little white pig" leads to interesting discussions, improvising scenery and costumes. This idea may be the outgrowth of an excursion, a story, or some first-hand experience the children have had. The teacher must be fully aware of this and be ready to make helpful suggestions.

BOOK SHOWS:

It is our policy to devote one Parent Conference to books for young children. At this time, we are supplied with books from local book stores. The selection is personally made by the Administrator in an effort to bring together in one exhibit a number of properly illustrated volumes at a specific age level. You will be able to purchase any of the books at regular price.

Each parent will receive a letter as to the date and time of this exhibit. It is tentatively planned for the last part of November, in time for Christmas.

Remember that the function of books for the very young is not to present new information, but to re-create for him the world he already knows, and by re-creation to strengthen his understanding of it.

Please keep in mind that, limited by space we have not attempted to completely cover the field of our program, but merely have suggested activities as a "point of departure" toward an understanding of what is planned for your child.

The first important step in developing creative growth in children is to provide day-by-day experiences that have a significance to a child.

The child needs first hand successful experiences that the child can manage without strain or tensions, experiences that add to the power of expression, to social adjustment, and to those motor responses which create in children that sense of balance and freedom that leads to self-realization.

BIRTHDAY PARTIES: - PRE-SCHOOL:

We welcome Birthday Parties at school; we ask your cooperation in the following ways:

1. Please notify the child's teacher as to the day you would like to have the party.
2. If you plan a simple party of Birthday cake and ice cream, please try to be at school by 9:30 A.M. since a later hour will interfere with the children's lunch hour.
3. Many parents like to bring a simple lunch for the children, consisting of sandwiches, carrot or celery sticks, ice cream, and cake. If this is your preference, please plan to serve by 11:00 A.M. The children enjoy having lunch together and this procedure has proven quite satisfactory.
4. The children love favors. Please do not bring mouth toys (whistles, horns, etc.). There is always an interchange of these items. This request is for the protection of your child.

ELEMENTARY:

It is impossible for the school to assume the responsibility for Birthday Parties for children enrolled in the Elementary Grades since time is needed for Academic accomplishment. We ask your cooperation in not requesting such parties during school hours.

THE CHRISTMAS PAGEANT:

Each year the children present a Christmas Pageant for parents and guests. After the Pageant, refreshments are served in the Parish Hall and the children give their parents the Christmas gifts they have made.

This is a thrilling season for all small children and we hope you will join them in this event.

GRADUATION:

The final day of School will coincide with Public Schools. The closing exercises will be held at 7:15 P.M. in the Church. We welcome the attendance of all Nursery School children; however, the graduation belongs solely to the Kindergarten. After the program, all children and their guests are invited to have refreshments in the Parish Hall.

ON PLACEMENT OF CHILDREN:

We are fully aware of the fact that children mature at different rates and that chronological age is not always the answer. It is with this awareness and with deep purpose that we have enlarged our school. We seek your cooperation in allowing us to assign your child to a particular group at our discretion. This will greatly benefit all the children, since we will then be able to meet their special needs by planning specific activities designed for specific levels.

On the Registration Blank there is space for Teacher Preference. It is our intention to grant this preference in so far as is possible; however, we sincerely feel that we will be better able to serve you and your child if we have the proper division on the basis of chronological age. A child who is not yet five years old should not be placed in the unfortunate position of competing with a mature five and a half year old classmate. On the other hand, the mature child should not be hampered by a down-scaled program. We, as teachers, must take each child at his specific level and allow a gradual development at his own rate of speed. Often times special help is needed and each staff member is eager to give as much help as possible. You as parents can make this a worthwhile reality by your understanding and cooperation in this matter.

SCHOOL PICTURES:

Each year, by request of our patrons, we employ the services of a photographer to come to the school and make individual pictures of the children. These pictures are of good quality and are suitable for framing. Toward the end of the school year we have a group picture made of each class with the teacher. This picture is a treasured keep-sake and the boys and girls enjoy looking back at their friends many years later.

At this writing it is impossible to quote prices; however, there will be advance notification as to date and cost of both sets of pictures. The purchase of the pictures is optional, although the school is allowed a percentage based on the total sales and the revenue derived from this source is dedicated to replenishing the Library.

HEALTH

On the Health Card there is a statement to be signed by the parent which gives the Staff permission to call the child's physician in case of accident. This is necessary for the protection of your child. Dr. John Ray Powers is the School Physician, and will be called in cases of extreme emergency.

- A. Daily Inspection: The children are received and inspected by a Registered Nurse. Each child must be examined by the Nurse as a protection to himself as well as a safeguard against contagion. Children with colds, skin eruptions, or any other symptoms of illness, will be sent home.

Every effort is made to protect all the School children against physical mishaps and exposures to disease.

Parents are expected to report any illness or exposures to communicable disease in order that the nurse may become alerted. We depend upon the honesty and good faith of our patrons to cooperate in this request.

- B. Since contagious disease may be evident before the Nurse sees the child, or it might not be convenient for the child to be sent home we ask that the parents keep the child home on any day when the child (1) gives evidence of fresh cold; (2) has a discharge from the eyes; (3) has a rash; (4) has a temperature above 99 degrees.

Please notify the School Nurse at DI 2-0625, immediately if your child has been exposed to any contagious disease. John Ray Powers, M.D., is a member of our School Board and advises us on all matters pertaining to contagion and health.

A few facts covering the more common contagious diseases are here outlined for your information:

MEASLES

Incubation Period: 7-14 days

Contagion Period: beginning with catarrhal stage,
2-7 days

Isolation: None required until first signs of upper respiratory infection. The child should be free of all symptoms including fever for five days before returning to school.

Prevention: Immune Serum Globulin may prevent or modify disease if given early after known exposure.

CHICKEN POX

Incubation Period: 14-21 days

Contagion Period: 1-2 days prior to appearance of vesicles and for about 1 week afterwards.

Isolation: 7-10 days. "Scabs" remaining after this are not contagious.

Prevention: No drugs are of any value.

MUMPS

The incubation period averages 18 days. It has been estimated that 40% of cases of mumps are without any signs of the disease, thus making it difficult to make any definite statements or rules. Isolation should be observed until all swelling has subsided, usually taking approximately one week.