

1979

Day by Day Care Newsletter: October 1979 - June 1980

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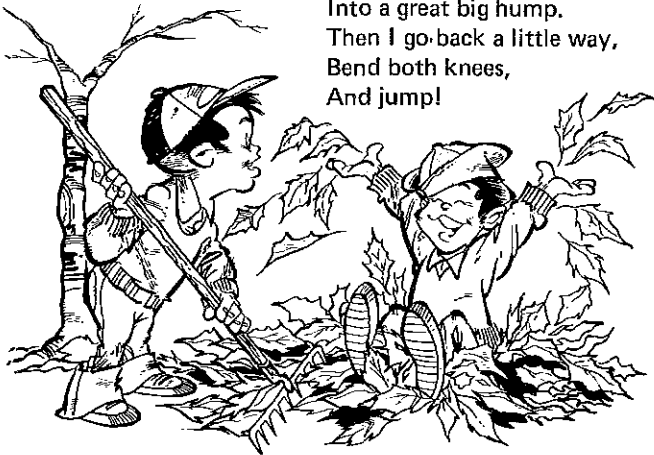
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DAY BY DAY CARE

LEAVES

I like to rake the leaves
 Into a great big hump.
 Then I go back a little way,
 Bend both knees,
 And jump!



Dear Caregiver:

Welcome to the first issue of DAY BY DAY CARE. We chose this name because we know that day care is a day by day profession, and the help we give you must be useful in your day to day work.

I'd like to introduce the new day care training and service team from both Omaha and points west. First, Marian Meier is the editor of the newsletter. She is a journalist, a former school teacher, and an avid bird watcher. She welcomes your comments about the newsletter both positive and negative. We want to make it useful for you.

Carole Davis is our administrative and research assistant. Carole is both a trained social worker and researcher. When we let her have some time off, she likes to disco dance and travel. Carole will take care of mailing lists and will be the person who puts your responses to the questionnaire in the computer so we can come up with the training topics and times that you have asked for. Carole says "Please ask them to send the questionnaires back soon." If you forget, Carole knows she will have to send another copy to you and may even have to telephone. She would surely like to save that time.

Sharon Davis, (no relation to Carole) is our child development consultant. She is especially expert in play and the physical development of pre-school children. Sharon will be helping develop our independent home study materials so you can receive some of your training at home or with a small group of other day care givers. You will also see Sharon at some of the workshops.

Let me introduce Jim Bowman who runs our Scottsbluff branch office. Actually, it is his Scottsbluff office, but it will be our home for several days each month. Jim is the coordinator of the Scottsbluff Learning Center in the Panhandle Station in Scottsbluff. This is part of the

Division of Continuing Education for Western Nebraska, part of the University of Nebraska system.

I don't have to introduce Marcia Nance and Jean Mellor to you because you know the good work that they have been doing. Marcia and Jean have agreed to continue on the team so you will see them at some of the workshops. They will be working with us through Kearney State which will represent us in the mid-state area.

I'm Ginger Burch, coordinator of the Day Care Training and Service Program. We are really excited about the program this year. We will continue to provide the kinds of workshops you have liked, - at least 10 in each region - and we hope to try some new, exciting ideas.

You'll be hearing more about provision for on-the-job training for day care center staff during nap-time; our mini-training sessions where we will provide training programs if you provide all other resources such as space, refreshments, and publicity; and our budding consultation service where we provide quick emergency training and information for individual care givers.

We suggest you get a three-ring notebook with dividers so that both the newsletter and all materials provided at workshops can be placed in it.

I hope to see many of you soon. I will be in Norfolk on September 28; Grand Island, October 2; Dakota City, October 12; Scottsbluff, October 22-23 with a trip to Chadron included; Sidney, October 24; North Platte, October 25. After that, I hope to see you at a workshop - so get those questionnaires in so we can plan our November sessions. Dates and places will be listed in the November newsletter.

See you soon,



Ginger Burch

Ginger Burch
 Day Care Training/Service Coordinator

WHAT'S INSIDE THIS MONTH

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To Train Up a Child...



A SPECIAL, EXCITING TIME for children—Hallowe'en—comes this month, but care should be taken not to make it too frightening for the young child.

Hallowe'en can be fun without making the children afraid of bats, spiders, owls, black cats or other live, common animals they might meet up with any day. Instead, emphasis can be placed on all kinds of imaginary "spooks" that children can enjoy because they are "pretend."

Talk about witches, scarecrows, and ghosts with the children so that they can express their feelings. Stress that witches and goblins and ghosts are "pretend" creatures, and explain to them that farmers made scarecrows and set them out in their cornfields or gardens to scare away hungry crows. Children will then enjoy spooky and exciting Halloween decorations and stories without feeling threatened by them.

BLACK AND GOLD

Everything is black and gold,
Black and gold, tonight:
Golden pumpkins, golden moon
Golden candlelight;

Jet-black cat with golden eyes,
Shadows black as ink,
Firelight blinking in the dark,
With a golden blink.

Black and gold, black and gold,
Nothing in between—
When the world turns black and gold,
Then it's Hallowe'en!

(Adapted from Nancy Byrd Turner)

Young children may not understand all of the words in a poem, but they like the sound and rhythm. Read the poem to them often. The more familiar it becomes, the better they like it.

MOST PEOPLE who work with young children today feel that play is very important to the growing child. It is the way children learn things that no one can really teach them. Play is the way they explore their world and become accustomed to it.

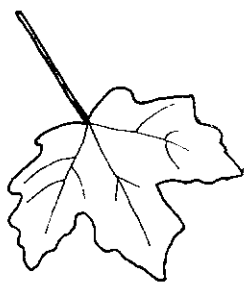
Child psychologists have said that most play activities should be chosen by the child. These activities should be supervised, but the day care provider should be careful to avoid being over-protective. Outdoor activities will often involve an element of risk when a child seeks to climb, build, or come down a slide, but the adult should be careful not to instill a fear of the unknown through over-protection or lessen the chances of a child acquiring new skills.

Through play children learn to develop social relationships: to take turns, to lead and follow; to ask for what they want or need; to learn the roles of mother, father, doctor, policeman, and other occupations. Contact with other children and the need to communicate with them helps to stimulate language growth. Active play promotes large and small muscle development and strength. It serves as an acceptable outlet for the extra energy children always seem to have.

Educators of young children have always regarded play as the right of the child. They recognize two forms of play: activity that is initiated by the child, and adult-prescribed activity that is more structured.

In most day care centers and nursery schools, the greater amount of time has been given over to the completely spontaneous type, that initiated by the child, and this is good.

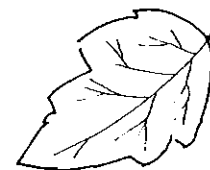
Adult arranged play does have a contribution to make to child development, but it is not enough by itself.



Recipe of the Month

PUMPKIN BREAD

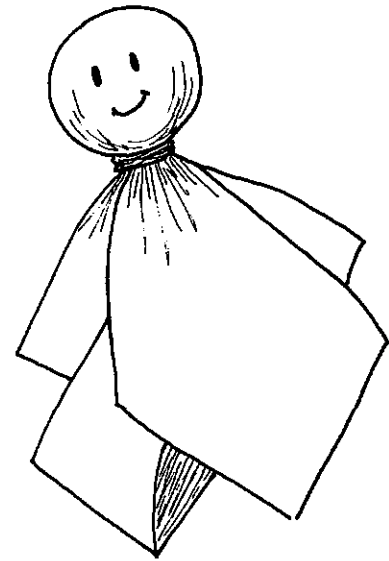
3 1/3 cups flour
2 teaspoons soda
1 1/2 teaspoons salt
2 teaspoons cinnamon
1/2 teaspoon nut meg
3 cups sugar
1 cup shortening
4 eggs
2 cups pumpkin — 1 small can
Sift dry ingredients. Melt shortening. Mix shortening with eggs and pumpkin. Add dry ingredients and mix well. Pour into 3 greased and floured loaf pans. Bake about 1 hour at 350 degrees.



HALLOWE'EN

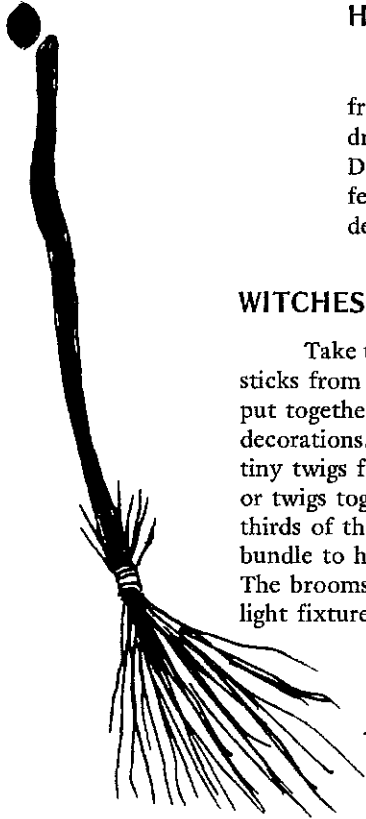
HALLOWE'EN GHOSTS

Children can make a very simple and easy ghost from two pieces of Kleenex. Wad one piece into a ball and drape the other piece over it. Secure with a rubber band. Draw eyes and mouth on the ghost with a ball point or felt-tip pen. A round sucker could be used for the head if desired.



WITCHES' BROOMS

Take the children for a walk and let them find little sticks from which to make witches' brooms. These can be put together in a variety of sizes and make nice Halloween decorations. Use a bundle of stiff dry grass, straw, or very tiny twigs for the broom part. Gather the bundle of straw or twigs together and insert the sticks leaving about two-thirds of the handle showing. Wrap string tightly around the bundle to hold it in place. You may need to tie the knots. The brooms may be hung from the ceiling, curtain rods, or light fixtures.



MY PUMPKIN

See my pumpkin round and fat;
See my pumpkin yellow;
Watch him smile on Hallowe'en
He's a very funny fellow.

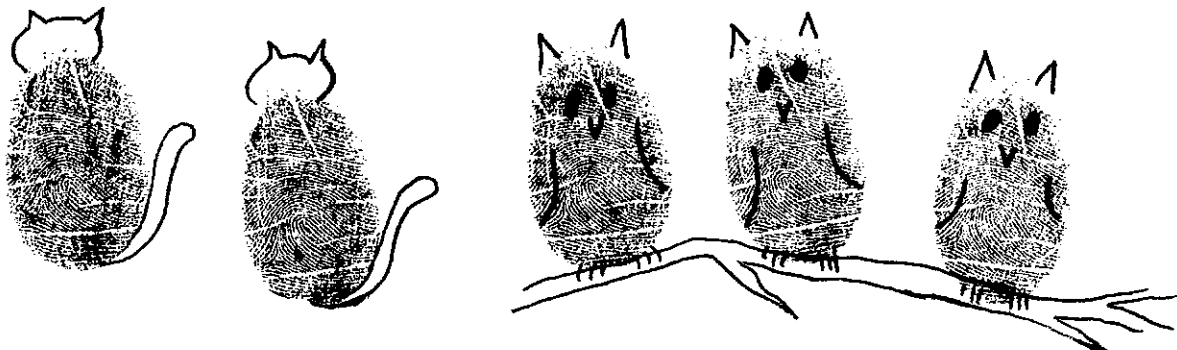
(make large circle with arms)
(make small circle by putting tips of forefingers and thumbs together)
(push corners of mouth up into smile)

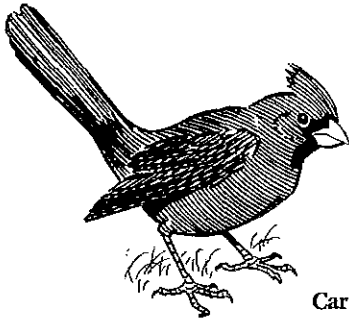


HALLOWE'EN OWLS AND CATS

Materials: stamp pad, clean white half-sheets of paper

Procedure: Put each child's name on the bottom of the paper. Press each child's thumb on the stamp pad, and make a row of thumb prints. Talk about how each print is different and can be used to identify the person who made it. Tell them each print is special, and no one else has one just like yours. Draw owl faces or cat tails on the prints and use them for decorations.





Cardinal

FEEDING the BIRDS

A CONTINUING ACTIVITY FOR BOTH PRE-SCHOOL AND SCHOOL-AGE CHILDREN

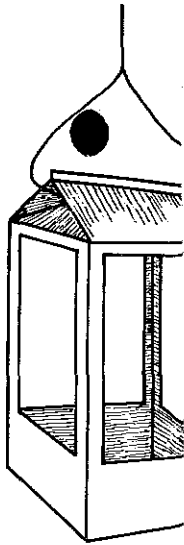
By Marian Meier

OCTOBER IS THE MONTH to start feeding birds. The children will enjoy making pine cone feeders, bird "cookies," and filling home made feeders. They can learn the names of some of the more common birds as they observe them through the window and will be delighted to see the birds eating what they have put out for them.

Once feeding is begun, it should be continued throughout the winter. Birds become dependent upon the source of supply and may starve if feeding is discontinued.

Some species which may be expected to come to feeders in Nebraska in the winter are cardinals, chickadees, juncos, tree sparrows, Harris' sparrows, white-breasted and perhaps red-breasted nuthatches, downy and maybe hairy woodpeckers, red-bellied woodpeckers, flickers, tufted titmice, purple finches, goldfinches, blue jays, and pine siskins. If you don't know a flicker from a finch, consult a field guide such as *Birds of North America* by Robbins, Bruun, and Zim. It is available in paper back at any book store or may be borrowed from the library. The children will enjoy the colorful drawings and comparing what they see outdoors with the picture in the book.

You will also get plenty of the ever-present starlings and English sparrows. These pest birds may be discouraged from eating the "goodies" in the feeders if you put out stale bread crumbs in a far corner of the yard and place your feeders close to the house.



Milk Carton Feeder



Chickadee on a Pine Cone Feeder

BIRD COOKIES

Materials: 1 cup sugar, 2 cups cornmeal, 2 cups ground suet, 1 cup flour, food grinder, heavy pan or double boiler, paper towels, newspapers.

Procedure: The children may be able to help grind the suet, use the coarse blade. Place ground suet in heavy pan over low heat or in double boiler until melted. Stir in other ingredients. Chopped peanuts, peanut butter, or raisins may be added if desired. Allow to cool and harden somewhat. Have the children shape into small balls about one and one-half inches in diameter, working over newspapers. These cookies can be served to your feathered friends in a regular feeder, placed in a mesh bag (such as the kind grapes come in), or placed in a feeder made from a small pie pan. Don't be surprised if the children want to eat the cookies too!

PINE CONE FEEDER

Materials: Large pine cones, strong string or wire, and any combination of the following: chopped suet, bacon grease, used cooking fat will solidify, or meat trimmings (use at least one of these), plus peanut butter, cornmeal, and stale cereal or bread crumbs; paper towels for wiping greasy little fingers, and some old newspapers.

Procedure: If pine cones are not sufficiently open to permit filling place in warm oven. Tie string or wire on cones for hangers. Put etc., in heavy pan over low heat or in oven. When it is melted, in other ingredients. Allow to cool and solidify to a consistency where it can be readily handled. Have the children pack the mixture firmly into cone while working over newspapers. Hang from the tip of a slender branch or from a wire or clothes line.

Bird Drawings by William Ferguson of the Audubon Society of Omaha
Other Drawings by Jason Chen of UNO

HOME MADE FEEDERS

The more feeders you have out, the more birds you are apt to attract.

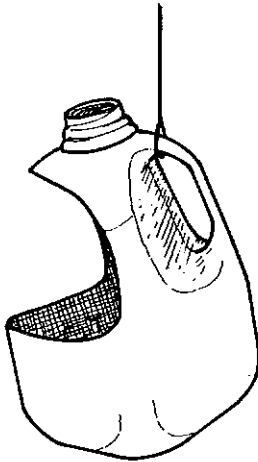
Take a half-gallon milk carton and cut out holes on all four sides beginning about two inches from the bottom. Suspend by running a string or wire through the top.

Cut out a hole in a gallon plastic milk jug or other plastic jug and suspend with string or wire from the handle. It will tip a little, but this doesn't matter. Just don't fill it too full.

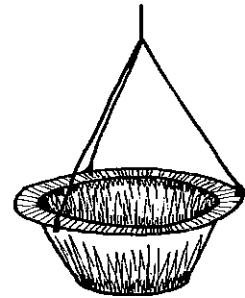
Punch three equally spaced holes in the rim of a small foil pie pan. Tie pieces of string through the holes and bring the ends of the string together and knot. The three-point suspension will help to keep the feeder from tipping.

Punch a small hole or two in the bottom of these feeders for drainage.

Turn a plastic pot scrubber inside out and tie one end shut. Put a large chunk of suet in the bag and tie the other end shut. Most butchers are glad to give you the suet.



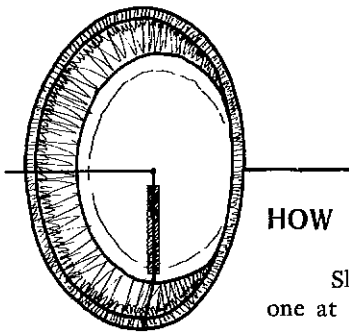
Plastic Jug Feeder



Foil Pan Feeder

WHAT TO PUT IN THE FEEDERS

Get some "chicken scratch" from the feed store. It's fairly cheap and makes good food for chickadees as well as chickens. Millet or commercial wild bird seed may also be put into the feeders or mixed with the chicken scratch. Although it is quite expensive, sunflower seed is what most birds, especially cardinals, love best. Let the children use plastic scoops or an old plastic cup to fill the feeders with seed.



Squirrel Baffle

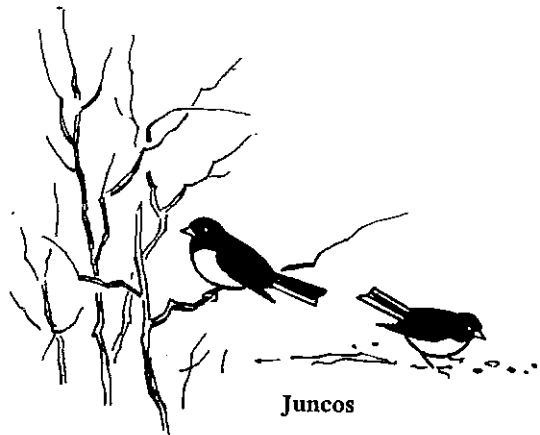
HOW TO "FOIL" THE SQUIRRELS

Slit two large aluminum foil pie pans from the edge to the middle. Put one at each end of the wire, heavy string, or clothesline from which your feeders are suspended about three feet away from the support. Tape the slits shut. If you have trouble keeping the pie pan upright, bend a paper clip so it forms a 90 degree angle and tape one side to the pan and the other to the wire. These pie pans form baffles which squirrels will have difficulty getting around.

Another suggestion is to put a number of spools on each end of the line or wire from which your feeders are suspended. The spools will turn and tip the squirrels off when they try to get across them.

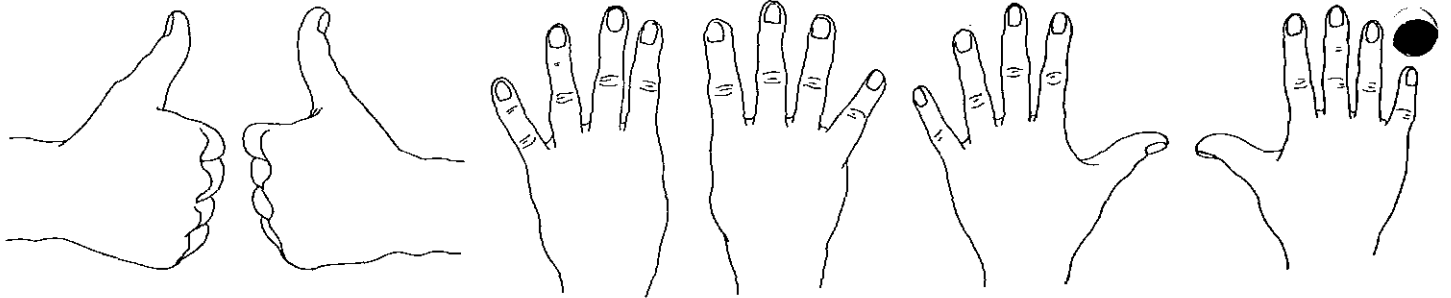
DON'T FORGET THE WATER

Birds do get thirsty in the winter, and water is almost better than seed for attracting them to your yard. Use any flat, shallow pan and have the children take out a teakettle full of warm water to pour in it when they first arrive in the morning. Later it will be necessary to knock the ice out before filling the water pan. A heater for chicken waterers, sold in most farm catalogs, works fine for keeping the water from freezing.



Juncos

Finger Plays

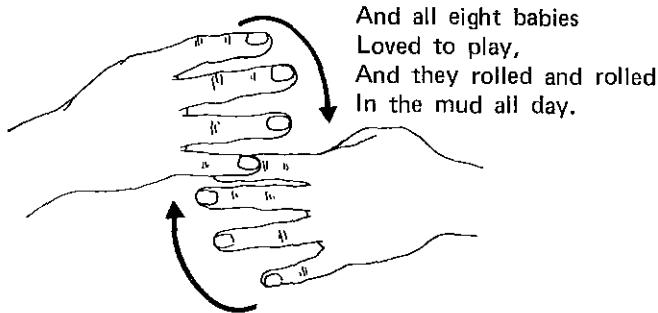


TWO MOTHER PIGS

Two mother pigs
Lived in a pen.

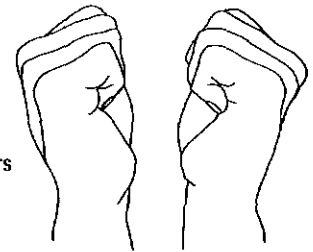
Each had four babies,

And that made ten.



And all eight babies
Loved to play,
And they rolled and rolled
In the mud all day.

At night with their mothers
They curled in a heap
And squealed and squealed
'Til they went to sleep.



FLYING BIRDS

Up, up in the sky, the little birds fly.
Down, down in the nest, the little birds rest.
With a wing on the left and a wing on the right.
Let the little birds rest all the long night.

(fingers flying like birds)
(hands form nest)
(hand on left hip, then right)
(head on one side resting on arm like tucking under wing)

THE APPLE TREE

'Way up in the apple tree,
Two little apples smiled at me.
I shook that tree as hard as I could,
Down fell the apples
M-m-m-m, were they good!

(point up)
(touch tips of thumbs and forefingers together)
(grab imaginary tree and shake it)
(raise hands and arms high, then let fall)
(rub tummy, satisfied smile on face)

HANDS

Open them, shut them, open them, shut them,
Give a little clap.
Open them, shut them, open them, shut them,
Lay them in your lap.
Creep them, creep them, creep them, creep them,
Right up to your chin.
Open wide your little mouth,
But—do not let them in!
Then like the birdies let them fly away;
They'll come back again some day.
Let them fall like leaves down upon the ground,
Now pick them up and turn them round and round.

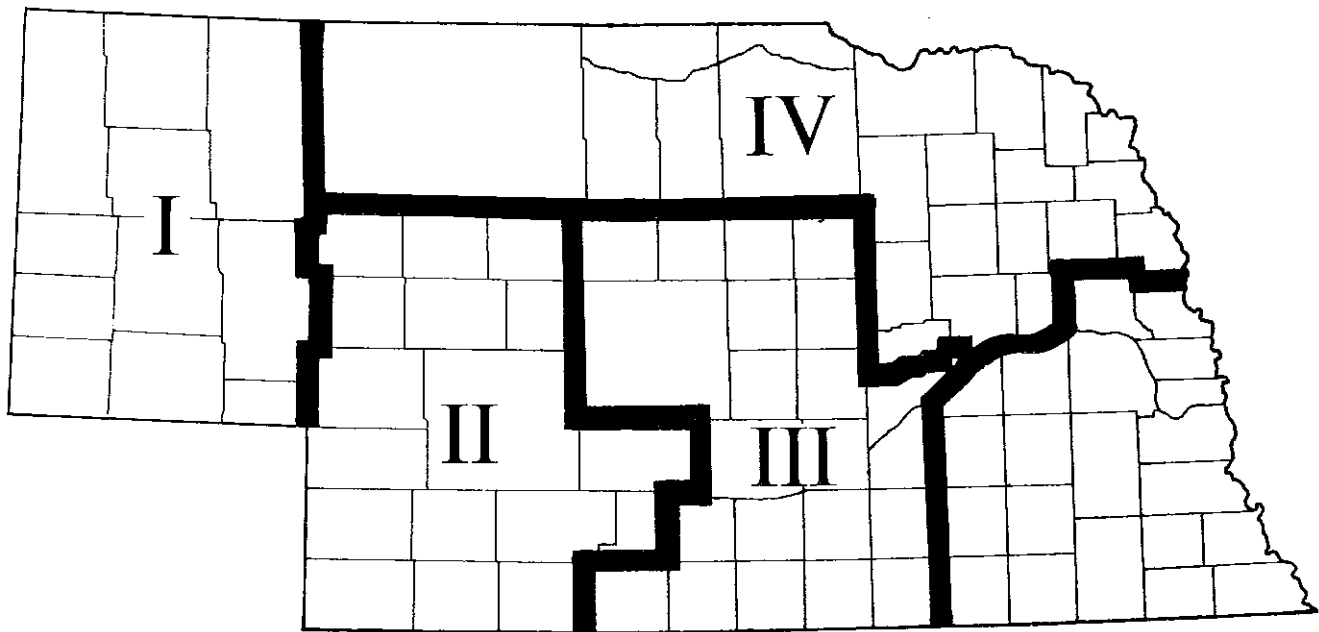
(creep left fingers up right arm and right fingers
up left arm)

(make fluttering, flying motions with arms extended)

(flutter down to the floor)

(make circular motion with hands)

REGIONAL ROUND ROBIN



REGION I

Sioux, Scotts Bluff, Banner, Kimball, Dawes, Box Butte, Morrill, Cheyenne, Sheridan, Garden, Deuel

REGION II

Grant, Arthur, Keith, Perkins, Chase, Dundy, Hooker, McPherson, Lincoln, Hayes, Hitchcock, Thomas, Logan, Dawson, Frontier, Gosper, Red Willow

REGION III

Blaine, Custer, Buffalo, Phelps, Furnas, Loup, Garfield, Valley, Sherman, Kearney, Harlan, Franklin, Wheeler, Greeley, Howard, Hall, Adams, Webster, Merrick, Hamilton, Clay, Nuckolls

REGION IV

Cherry, Keya Paha, Brown, Rock, Boyd, Holt, Knox, Antelope, Boone, Nance, Cedar, Pierce, Wayne, Madison, Platte, Dixon, Stanton, Colfax, Dakota, Thurston, Cuming, Burt

NEBRASKA is divided into six regions by the Nebraska Department of Public Welfare for purposes of organizing training and help for day care providers. Regions I, II, III, and IV are shown on the above map.

DAY BY DAY CARE is a newsletter for these four areas. The Omaha and Lincoln regions each have their own newsletters.

On this page each month a different region will be featured. We plan to come to visit some care givers in each region. Their plans for crafts, activities, recipes, and other useful ideas will be shared on this page. Since we can't visit everyone, you are all urged to send in ideas which you would like to share. As many as possible will be used. This is your newsletter, your chance to help each other, to get acquainted through its pages. If you have them, send black and white pictures or simple drawings. Clear, close-up photographs of children performing specific activities are best. Be sure to include names and addresses.

Send your contributions to DAY BY DAY CARE, Annex 15, UNO, Omaha, Nebraska 68182. If you have done something that works well for you and your children, please share it with other care givers in Nebraska.

If you are fresh out of ideas or would like some help with a problem, write to us anyway. We may be able to help, or we'll find someone who can. A letter telling about what you need in the way of help or ideas will help us to plan the workshops and home study courses you'll be hearing more about. We'd like to hear what you like or dislike about this newsletter, or maybe you just have an interesting or funny experience you'd like to tell other care givers about. Let us hear from you.

Yours for the children,

Dinger Carole

Marian Sparrow

What's What and When



In this space each month will be found information about workshops and conferences being held in all six regions of the state. Anyone anywhere may attend anything anytime.

REGIONS I, II, III, AND IV

Marcia Nance and Jean Foth Mellor have just concluded their excellent series on helping children cope with death and divorce. We are waiting for you to return the questionnaires to use that information for planning future workshops and training.

REGION V

WORKSHOPS

Three workshops titled "Families in New Environments: Understanding Parents and Children of Divorce" will be held in October and November. Contact Rose Dymacek, Southeast Community College, 8800 "O" Street, Lincoln, Nebraska 68520 for information. (402-471-3333)

Tuesday, October 23 - 7:00-9:30 p. m. - Falls City

Falls City High School Library, 14th and Fulton

Tuesday, November 6 - 7:00-9:30 p. m. - Seward

Seward Senior High School Library, Northern Heights Drive

Tuesday, November 13 - 7:00-9:30 p. m. - Beatrice

Southeast Community College, Administration Building, Room 7, Highway 136

A "Share Shop" for day care homes only will be held November 5 and/or 8 (dates are optional and depend upon registration) in Lincoln. The subject will be "Planning Meals and Snacks for Ten or Fewer Children." Contact Rose Dymacek for information.

CONFERENCES

(Locations to be announced)

Nutrition (for day care center cooks and directors) -

Mid-November

Children's Literature - December 8

REGION VI

Dates had not yet been confirmed when DAY BY CAY CARE went to press. Contact Nancy White Blecha, College of Home Economics, University of Nebraska at Omaha, Omaha, Nebraska 68182. (402-554-2795) Workshops are being planned on Emergency First Aid in October and on Nutrition in November.

OTHER MEETINGS OF INTEREST

The Council for Exceptional Children will hold its state convention in Lincoln October 25-26. For information contact Stan Vasa, Barkley Memorial Center, UN-L East Campus, Lincoln, NE 68583.

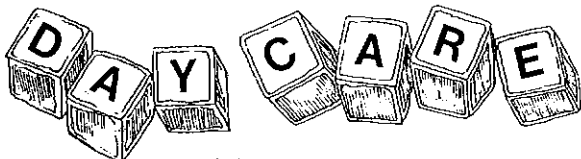
Books

All sorts of gremlins and ghosts and witches cavort across the pages of *The Hallowe'en Party* by Lonzo Anderson. The charming illustrations are by Adrienne Adams, and the book was published by Charles Scribner's Sons in 1974. This is suitable for older pre-schoolers or young school-age children.

A Woggle of Witches is also illustrated as well as written by Adrienne Adams. The dark colors are appropriate to the subject. The simple story would be good for pre-schoolers.

Old Witch Rescues Hallowe'en was written and illustrated by Wende and Harry Devlin and published by Parents Magazine Press in 1972. It would be good to read to children who are four to seven years old.

For older pre-schoolers or young school-ages, *How Spider Saved Hallowe'en* was written by Robert Kraus and published by Parents Magazine Press in 1973. Children will like the colorful crayoned illustrations.



Annex 15 - UNO
60th & Dodge St.
Omaha, Nebraska 68182

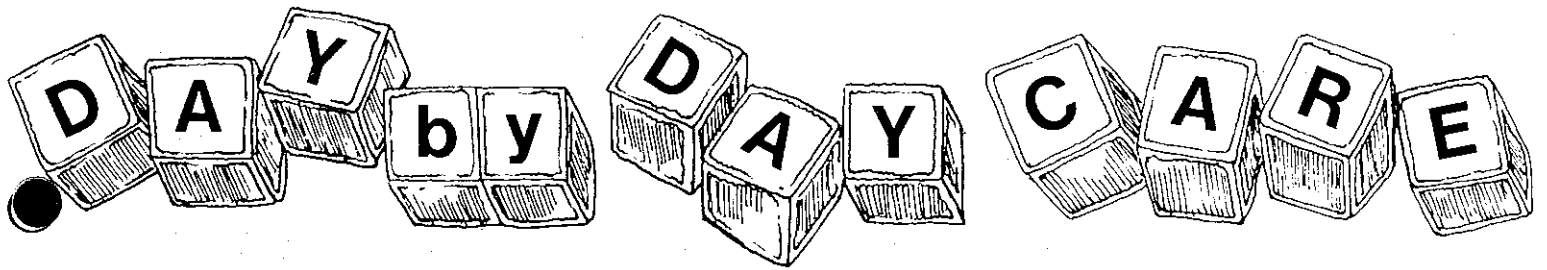
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Are You A Baby Sitter Or A Child Care Professional ?

Dear Caregiver,

If someone asks you what you do for a living, what do you say? Do you say, "I am a baby sitter," or do you say, "I am a day care provider," or "I am a day care professional." You might well ask, "What difference does it make what I say?" Actually, it may make little difference what you say, but there is a major difference between being a baby sitter and being a child care professional in how you do your job. Let's look at some of the differences and you rate yourself.

The way you look at your job (philosophy)

- With baby sitting, children are kept from physical harm until the parents can resume care of them.
- In professional child care, a positive benefit occurs to the child from being in the setting as they develop emotionally, physically, and socially to reach their fullest potential as human beings.

Day to day activities (practice of the profession)

- For baby sitting, the day's activities are arranged to suit the convenience and schedule of the care giver.
- For professional child care, activities are arranged to benefit the children and to add to their development.

Training

- Baby sitters say they don't need training since they don't need to plan activities for the children.
- Child care professionals want and seek training so that they can plan activities and schedules that are appropriate for each age group and that will benefit the children in some way.

Certification/License

- Baby sitters do not need to be licensed or registered. It is a nuisance. After all, any one can be a baby sitter.
- Child care professionals want to be licensed, certified, or registered. They consider the job a professional job, and they want the state to have rules that will recognize them as professionals. They feel that professionals who practice with human beings should follow the best rules of practice such as doctors, lawyers, clergymen, psychologists, certified public accountants, etc., are required to do.

Job Rewards

- Baby sitters are doing the job primarily for money.
- Child care professionals need money too, but they also receive job satisfaction from helping children develop to their full potential.

Professional Associations

- Baby sitters are individual people who do a job with few relationships with each other.
- Child care professionals want to know what others are doing, share successes, and to develop relationships with other child care professionals.

Child care as a professional career

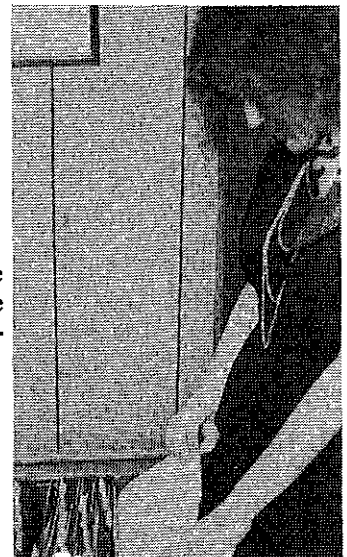
Child care can be a long term, rewarding, needed profession over time. It provides a service to society as well as an occupational focus.

Child care professionals can be found in day care homes and in day care centers all over the state of Nebraska. In the coming weeks we will provide training workshops in all regions of the state. You will receive a mailing about exact dates, places, and times in the next week. We will also help

(Continued on Page 2)

VISIT TO A CARE CENTER

Gloria Bruggeman looks over records, a necessary and important part of the day care center which she and her husband Ed operate in South Sioux City. For more about the Bruggemans and Mrs. Eva Lukken's day care home in the same town, see page 7.



The sticker for your notebook is stapled in with this issue of DAY BY DAY CARE. (Remember last month we suggested you buy a three-ring notebook and dividers to keep copies of this newsletter and materials provided at workshops?) Topics to put on the dividers include Child Management, Games and Activities, Food and Recipes, First Aid, and Record Keeping. Each issue of the newsletter and all materials given at the workshops will fall under one of these categories.

WHAT'S INSIDE THIS MONTH

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To Train Up a Child ...

THE LITTLE BOY

Once a little boy went to day care.
One morning the teacher said,
"We are going to draw pictures."
"Good!" thought the little boy.
He liked to make pictures.
He could make all kinds:
Lions and tigers, chickens and cows, trains and boats.
And he took out his box of crayons and began to draw.

But the teacher said, "Wait. It is not time to begin."
And she waited until every one looked ready.
"Now," said the teacher, "we are going to make flowers."

"Good!" thought the little boy.
He liked to make flowers,
And he began to make beautiful ones
With his pink and orange and purple crayons.

But the teacher said, "Wait, and I will show you how."
And she drew a flower on the blackboard.
It was red with a green stem.
"There," said the teacher. "Now you may begin."

The little boy looked at the teacher's flower.
Then he looked at his own flower.
He liked his flower better than the teacher's.
But he did not say this.

Soon the little boy learned to wait and to watch
And to make things just like the teacher's.
And pretty soon he didn't make things of his own any more.

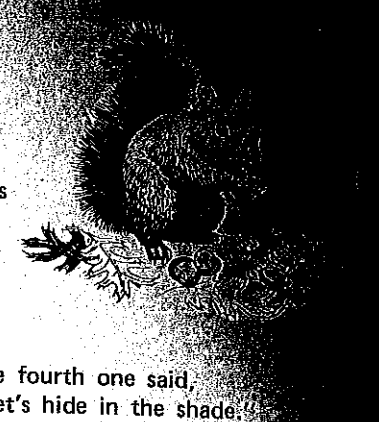
Then it happened that the little boy
Moved to another house in another city,
And the little boy had to go to another day care.

The very first day he was there
The teacher said, "Today we are going to make a picture."
"Good!" thought the little boy,
And he waited for the teacher to tell him what to do,
But the teacher didn't say anything.
She just walked around the room.
When she came to the little boy
She said, "Don't you want to make a picture?"
"Yes," said the little boy,
"What are we going to make?"
"I don't know until you make it," said the teacher.
"How shall I make it?" asked the little boy.
"Why, any way you like," said the teacher.
"If everyone made the same picture and used the same colors,
How would I know who made what and which was which?"
"I don't know," said the little boy.
And he began to make pink and orange and blue flowers.
He liked his new day care.

(Adapted from *School Arts* by Helen E. Buckley, associate professor of English at the State University of New York College of Education.)

THE FIVE SQUIRRELS

There were five little squirrels
Sitting in a tree.
The first one said,
"What do I see?"
The second one said,
"I see a gun!"
The third one said,
"We'd better run."



The fourth one said,
"Let's hide in the shade."
The fifth one said,
"I'm not afraid."
Then along came a man
With a great big gun!
Whoooo! Did you see
Those little squirrels run?

ARE YOU A PROFESSIONAL?

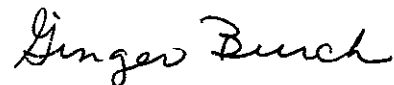
(Continued from Page 1)

meet some of the other professional needs through the newsletters, the workshops, and special mailings. You can help too. We are asking that you share with other providers some of your methods. Our first question, posed for us by Tim Knapp, licensing agent in O'Neill is:

How do you lock up your cleaning supplies and still have ready access to them for daily use? Can you do this without ruining new cabinets? (those with no handles).

If you have an innovative way to do this, please share with us.

Have a stress-free fall and Thanksgiving season.



Ginger Burch
Day Care Training/Service Coordinator



Recipe of the Month

CORNBREAD

1 cup yellow cornmeal
1 cup all purpose flour
2 tablespoons sugar
4 teaspoons baking powder
½ teaspoon salt
1 cup milk
½ cup shortening
1 egg

Heat oven to 425°. Grease square pan. Mix all ingredients. Beat vigorously for one minute. Pour into pan. Bake 20-25 minutes or until golden brown. Serve with butter and honey.

THANKSGIVING

PILGRIMS were some of the first people who came to this country. The first winter was hard, and the Pilgrims nearly starved. The Indians taught the Pilgrims how to plant seeds, prepare foods, and where to fish and hunt for food. They decided to have a feast to give thanks for the plentiful harvest.

On this first Thanksgiving the Indians and the Pilgrims feasted for three days. They ate corn, barley, pumpkins, beans, squash, sweet potatoes, apples, maple syrup, wild fruit and berries. These were things that they grew or picked. Hunters brought wild turkey, geese, and ducks. Fishermen brought cod and bass. Indian hunters brought deer.

Today Thanksgiving is celebrated on the fourth Thursday in November. This American holiday is a time for family and friends to have a big dinner together and to give thanks.

Concepts to be taught about Thanksgiving include these:

1. Thanksgiving is a time for giving thanks. Discuss with the children the things they have that they are thankful for.
2. This holiday is celebrated by having a special dinner with family or friends.
3. Turkeys are usually served for Thanksgiving dinner.
4. Indians and Pilgrims who had worked together celebrated the first Thanksgiving many years ago.



SONG FOR THANKSGIVING

(Tune - If You're Happy and You Know It)

If you're thankful and you know it, clap your hands.
If you're thankful and you know it, clap your hands.
If you're thankful and you know it, then your face will surely show it.
If you're thankful and you know it, clap your hands.

(Second verse)

Stomp your feet.

(third verse)

Turn around.

(Fourth verse)

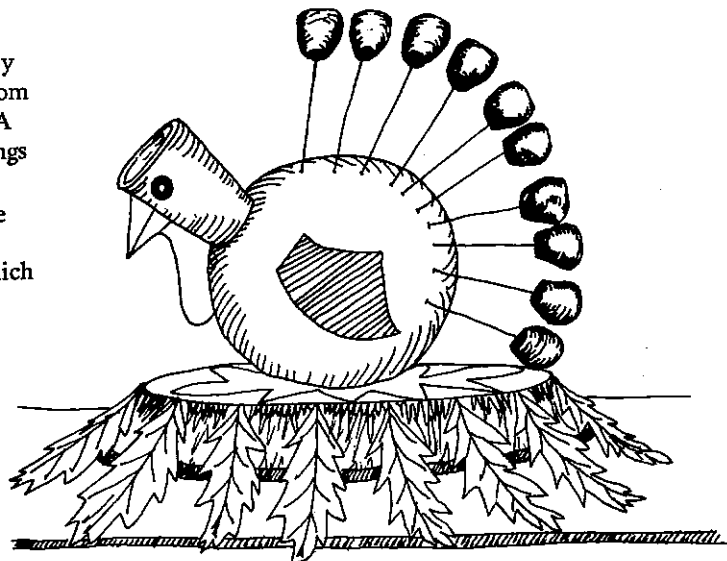
Shout hooray.

(Perhaps you can improvise other verses, or the children can.)

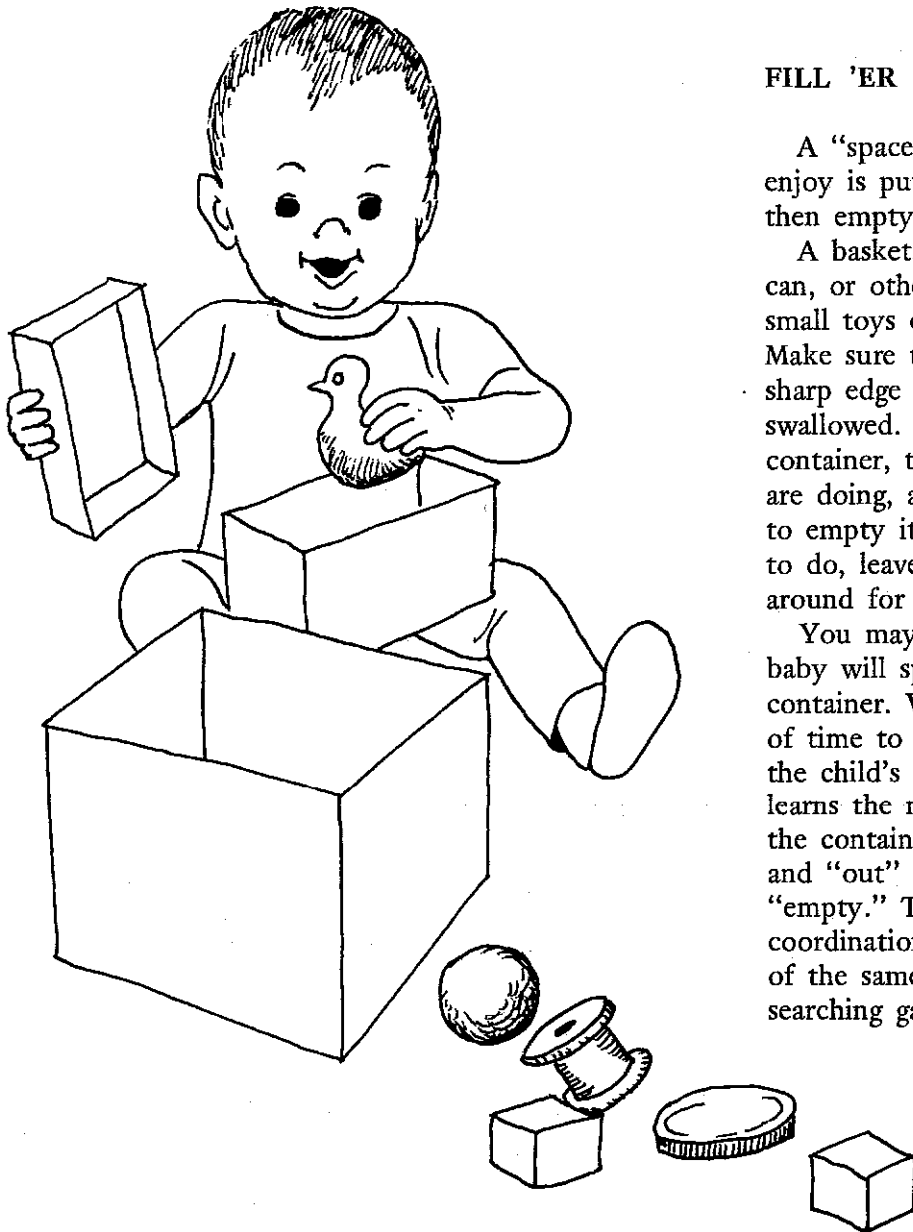


TURKEY CENTERPIECE

The body is a styrofoam ball. A cork held in place by a toothpick is the head. The beak and wattle are cut from construction paper and inserted into a slit in the cork. A sequin or small bead is pinned to the cork for eyes. Wings are cut from construction paper and glued to the sides. Toothpicks are inserted into gumdrops and then into the styrofoam ball to form the tailfeathers. The turkey is anchored with toothpicks to an inverted foil pie pan which is then decorated with natural leaves or leaves cut from colored paper.



INFANTS *and* TODDLERS



FILL 'ER UP

A "space" game that infants and toddlers enjoy is putting things into a container and then emptying them out again.

A basket, box, empty three-pound coffee can, or other container, and a variety of small toys can be put in front of the baby. Make sure that none of the objects has a sharp edge or is small enough to be easily swallowed. Show him how to fill the container, talking to him about what you are doing, and then turning it up-side-down to empty it. Once he has been shown what to do, leave the container and objects around for free play.

You may be surprised how long the baby will spend filling and emptying the container. Very young children need lots of time to repeat. This activity will help the child's language development as he learns the names of the objects he puts in the container, and he will learn what "in" and "out" mean and also "full" and "empty." This activity will also help in coordination and muscle development. Some of the same equipment may be used in the searching games.

SEARCHING GAMES

Searching games are great fun for a small child and can have a great deal of variety from the simple peek-a-boo type to more complicated games.

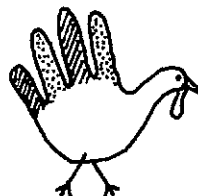
One of the more complicated calls for setting up two barriers to find the hidden object. Use a shoe box with a lid, for example, placing the object to be found in the box, and then covering with a blanket or towel. Or you can use a smaller box inside of a larger box or any system that calls on the baby to do two things to find the missing toy. First let him see what you are doing, placing the toy inside the containers while he watches. Show him how to find it. Then hide the object and let him find it on his own. Later on he may be able to do the hiding and you do the finding. Remember to talk with the baby about what you are doing.

PRE-SCHOOL POINTERS

FINGER PLAYS are simple poems children recite while acting out motions. Finger plays are quite short, easy to learn, and are the first poems committed to memory by preschool children.

The small muscles of the hands and fingers are less well developed than other larger muscles of the body such as the arms and legs. Practice in finger plays aids in increasing ability to use fingers and handle things. Finger plays also allow the opportunity for children to identify the thumb and fingers, to listen, to respond to words, and to combine rhythm and movement.

Good times to use finger plays might be during a quiet period before lunch or snacks or while waiting for some children to finish putting toys away.

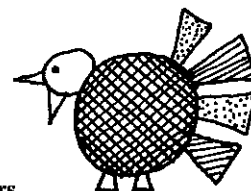


HAND TURKEY

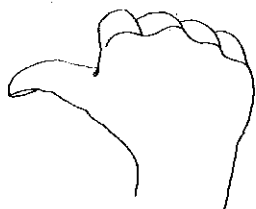
Have the children place their hands on a sheet of paper and trace around the outline. Add the eye, beak, and wattle to the thumb as shown. Color the fingers with bright colors for tail feathers. Draw legs in as shown.

GEOMETRIC SHAPES TURKEY

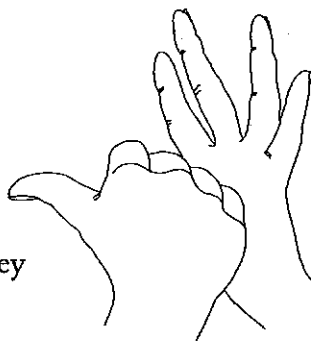
Glue a large brown circle on paper. Add a small brown circle for the head. Small orange triangles are used for the beak and feet. Long, narrow triangles in bright colors make the tail feathers.



HERE IS A TURKEY



Here is a turkey

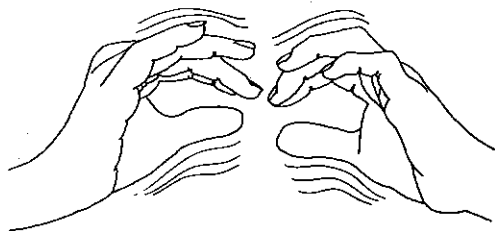


With his tail spread wide.

He sees a farmer coming
So he's trying to hide.
He runs across the barnyard,
Wobble, wobble, wobble.

(Put both hands behind back.)

(Place hands at shoulders and move elbows up and down.)



Talking turkey talk,
Gobble, gobble, gobble.

OUR TURKEY

Our turkey is a big fat bird,
Who gobbles when he talks.
His red chin's always drooping down,
He waddles when he walks.
His tail is like a spreading fan
And on Thanksgiving Day
He sticks his tail high in the air
And swoosh he flies away.

(Make large circle with arms.)

(Dangle both hands under chin touching wrists.)

(Hands on hips and waddle.)

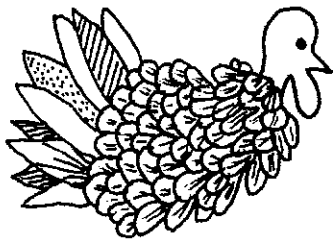
(Hook thumbs together and spread fingers.)

(Hold same position.)

(Hold same position and raise arms.)

(Unlock thumbs and bring arms in wide fast arc to sides.)

SCHOOL-AGE STRATEGY

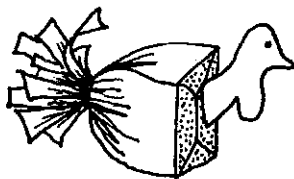
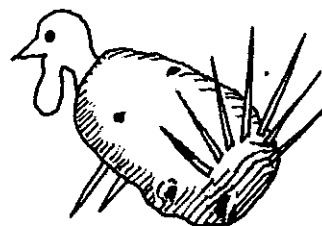


PINE CONE TURKEY

Cut out about a dozen or so "feathers" for the turkey's tail from bright colored paper. Put a spot of glue on one end and insert into one of the open spaces on the large end of the pine cone. Split one of the "leaves" of the cone, add a drop of glue, and insert the head which has been cut from construction paper. Colored pipe cleaners or real feathers, if they are available, may be used for the tail.

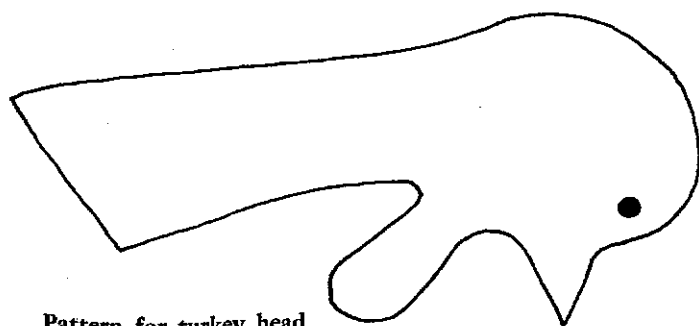
POTATO TURKEY

Insert colored toothpicks in a fan shape in one end of the potato for the tail. Make a slit in the other end to insert the head which has been cut from construction paper. Fasten head in place by sticking a toothpick completely through the potato and the head. Break a toothpick in half and insert into the bottom for legs as shown.

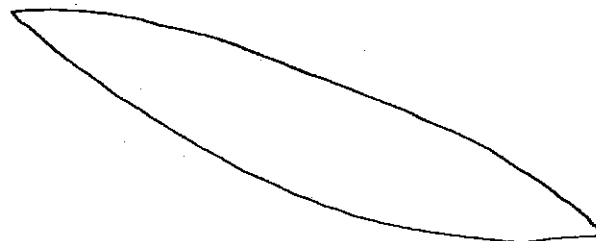


PAPER BAG TURKEY

Stuff a small brown paper bag with newspapers. Secure open end of bag with a rubber band or string. Cut slits in end for tail feathers. Slit closed end of bag and insert head which has been cut from construction paper. Use scotch tape to keep the head in place.



Pattern for turkey head



Pattern for turkey feathers

THANKSGIVING GAME

This is an outdoor activity similar to the old game of "Fox and Geese." Divide players into turkeys and hunters. The hunters go out into the "woods" (a designated area). They hunt for the turkeys but finally fall asleep. The turkeys, who have been hiding in the "trees" (a designated place on the other side of the play area) creep from their hiding place. As they approach, the hunters wake up and chase the turkeys back to their trees. Turkeys that are caught then become hunters until all the turkeys are captured. Start the game over again with the original turkeys being the hunters and vice-versa.

REGIONAL ROUND ROBIN

By Marian Meier

This month DAY BY DAY CARE features a day care center and a day care home in South Sioux City, which is in Region IV.

Ed and Gloria Bruggeman operate the center in their home at 612 Stagecoach Road. What is unique about these care providers is that they work together full time as a team, beginning at 5:30 a. m. when the first children arrive until 5:30 at night when the last one goes home. Their love and concern for the children in their care is evident in their hard work and careful preparation and record keeping.

Gloria does the record keeping, and Ed is the cook, but otherwise they share in caring for the children and keeping them happy and busy.

Ed and Gloria have five children of their own, two of them adopted, and have also cared for two foster children on a temporary basis. They are licensed for 12 day care children, and these range from a few months to five years of age.

When weather permits, the children are taken on field trips—to the park for a picnic, swimming, or maybe a little further afield to the zoo in a nearby town. The Bruggemans have a mini-home, so all the children can be transported at once.

One of the lunches Ed fixes is home made noodles with chicken. For this he stews one chicken and then carefully bones it, returning the meat to the broth. He adds about a tablespoonful of chicken bouillon and about half a finely chopped onion for flavor and then adds the home made noodles which are cooked in the broth until done. Here is his recipe for the noodles.

2 eggs

1 tsp. salt

2 tsp. milk or water

2 cups flour

Mix ingredients well. Let stand for 15 minutes.

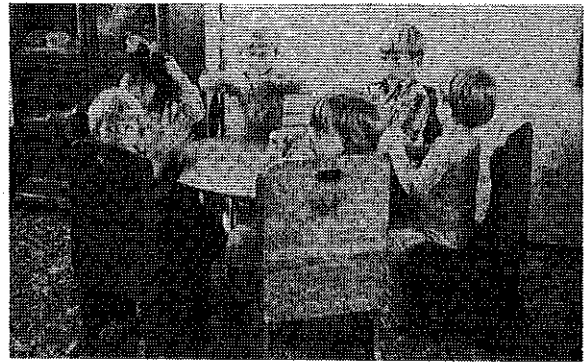
Roll out as thin as possible. Cut in narrow strips. Allow to dry.

This recipe will serve about a dozen children, Ed says.

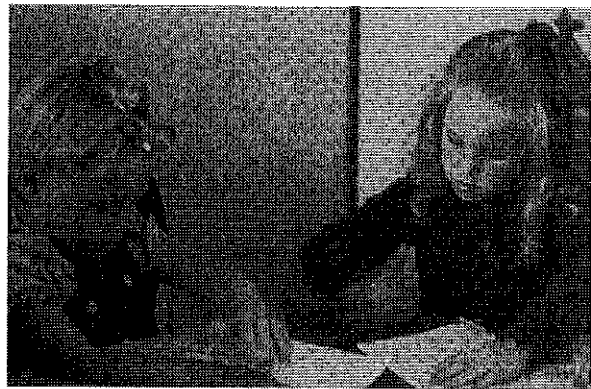
* * *

Mrs. Eva Lukken, a pleasant grandmotherly woman, cares for four children in her home at 417 East 30th Street. She is licensed for eight so would like to take some more.

Mrs. Lukken shares her recipe for soft sugar cookies which she lets the children help make. Cream 2 cups sugar and 1 cup shortening. Beat



Children in Bruggeman's Day Care Center take part in a musical activity. They are seated at furniture which was specially made for the center.



Two girls finish an art activity.

in 2 eggs and mix well. Add 1½ tsp. vanilla, 1½ tsp. soda, 2 tsp. baking power, 2 tsp. cream of tartar, and a scant tsp. salt. Add 3 cups flour alternately with 1 cup milk. Beat well. Add another 2 cups flour. Roll dough into small balls and roll in sugar. Place on greased cookie sheet and flatten with fork or bottom of glass. Bake at 350° until delicately brown. These cookies may also be rolled ¼ inch thick and cut into shapes with a cookie cutter or dropped from a teaspoon if desired.

* * *

Do you have an idea or a recipe which you would like to share with other care givers? Send it to DAY BY DAY CARE, Annex 15, UNO, Omaha Omaha, Nebraska 68182. What have your children done in the way of art work? What have they made in the way of crafts? Do you have an activity or a finger play that they enjoy? Perhaps you have a helpful hint about the way you've handled a certain situation. Let us hear from you. Have the children in your care said or done something funny? Write and tell us about it. We'll print as many letters as possible on this page.

What's What and When



REGION I

Child Management (Guidance and Discipline)

November 26 - 7:00-9:30 p. m. - Chadron
December 1 - 9:30 a. m.-Noon - Scottsbluff
December 3 - 7:00-9:30 p. m. - Sydney

First Aid

November 27 - 7:00-9:30 p. m. - Gordon
December 10 - 7:00-9:30 p. m. - Scottsbluff

REGION II

Child Management (Guidance and Discipline)

November 27 - 7:00-9:30 p. m. - Lexington
December 1 - 10:00 a. m.-12:30 p. m. - North Platte

First Aid

December 4 - 7:00-9:30 p. m. - McCook
Home Made Play Materials
December 8 - 10:00 a. m.-12:30 p. m. - North Platte

REGION III

Child Management (Guidance and Discipline)

November 26 - 7:00-9:30 p. m. - Grand Island
December 8 - 9:30 a. m.-Noon - Kearney

First Aid

December 1 - 9:30 a.m.-Noon - Kearney
Home Made Play Materials
December 11 - 7:00-9:30 p. m. - Hastings

REGION IV

Child Management (Guidance and Discipline)

November 20 - 7:00-9:30 p. m. - Dakota City
December 3 - 7:00-9:30 p. m. - O'Neill
December 10 - 7:00-9:30 p. m. - Columbus

First Aid

December 3 - 7:00-9:30 p. m. - Norfolk
Home Made Play Materials
December 1 - 9:30 a. m.-Noon - Norfolk
December 10 - 7:00-9:30 p. m. - Dakota City

REGION V

WORKSHOPS

Families in New Environments: Understanding Parents and Children of Divorce

November 13 - 7:30-9:30 p. m. - Beatrice
Southeast Community College, Administration Building,
Room 7

Snappy Snacks and Lively Lunches

(For day care center cooks and directors)
November 14 - 1:30-4:30 p. m. - Lincoln
Sheridan Lutheran Church (ALC), 37th and
Sheridan Blvd.
November 19 - same as above

CONFERENCE

Literature for Children - Region V Day Care Conference

December 8 - 9:00 a. m. - 2:30 p. m. - Lincoln
Southeast Community College, 8800 O Street,
Room B-7

REGION VI

WORKSHOPS

The Nutrition Game - Jan Vickstrom, Speaker (For Day Care Home Providers)

November 14 - 7:30 p. m. - Omaha
Howard Johnson Motel, 72nd and I-80

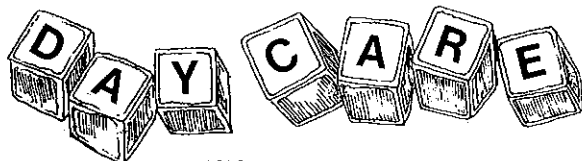
Snappy Snacks and Lively Lunches - Susan Howe, Speaker

November 13 and 20 - 1:30-4:00 p. m. - Omaha
Kountze Memorial Lutheran Church, 2650 Farnam

CONFERENCE

Techniques of Child Guidance Regional Conference

December 1 - 9:00 a. m.-Noon - Omaha
Eppley Conference Center, UNO, 60th and Dodge



Annex 15 - UNO
60th & Dodge St.
Omaha, Nebraska 68182

DAY BY DAY CARE is published in the interest of children and their care providers in Regions I, II, III, and IV through a grant from the Nebraska Department of Public Welfare.

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Training Available from a Wide Variety of Sources

Dear Caregiver,

Last month we discussed some of the differences between baby sitters and child care professionals. One of these differences is that child care professionals seek training so that they can plan the activities that will help children grow. This month, I suggest some ways that child care professionals can seek training in every stage of their careers.

WORKSHOPS

1. Attend workshops provided by the Department of Public Welfare Title XX at no cost to the caregiver. This month we have presented workshops that many of you attended in first aid, child development, and coping with problem behavior. We hope that they were helpful to you and that you will attend other workshops that we are planning for after Christmas.
2. Attend workshops provided by your church, P.T.A., other child care groups, your local community college, etc. We will notify you of ones that we know about.

If you are a day care center and are planning some training, will you let us invite other child care professionals to participate with you? Pooh Corners in Hastings has generously invited other caregivers in the Hastings area to share their training in the future.

For certification - You can receive a certificate of completion, continuing education units, and, sometimes, college credit for workshops.

COLLEGE COURSES (On Campus)

For college credit - You can take courses at a number of colleges around the state in subjects that will increase your competence as a child care professional.

For continuing education units - Many colleges, especially the community colleges, offer continuing education courses over a period of time for continuing education units. Many of these courses are given at your local high school and have

no entrance requirements except an interest. Some have modest fees.

INDEPENDENT STUDY

For college credit - The Division of Continuing Studies of the University of Nebraska offers a number of college courses in the area of child development in independent study. You do the reading and work at home, from materials and reading lists supplied. You are under the supervision of a faculty member in good standing.

For certification - Our independent study material is directed to persons interested in child development at the level of direct practice. This material will be especially helpful to home day care providers. You will be receiving notice of the material in late January.

READING/RESOURCE LISTS

We are developing reading and resource lists so you can find information and materials in areas of your need. This idea was suggested to us by Nancy Smith at Pooh Corners in Hastings.

Group study - Some providers would like to meet with other providers in small groups either to study or to exchange ideas. If you are interested, contact your local social service department, and they will know who in your area is interested. We can provide materials for you to use.

WHOLE-CAREER PLANNING

If you are planning for the future and day care is a possible area of focus, you might want to base your training around a career plan.

(Continued on Page 2)

The University of Nebraska system will be closed from December 21 to January 7, so this issue of DAY BY DAY CARE is for both December and January.

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School-age Strategy Page 6

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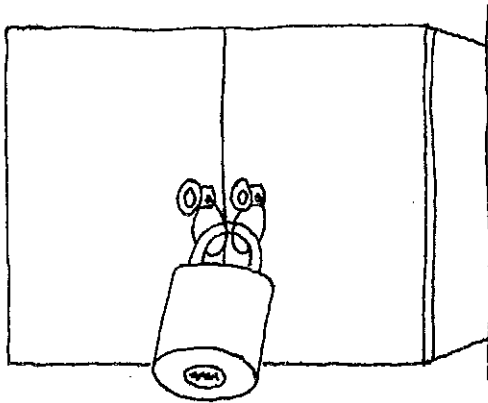


Ideas

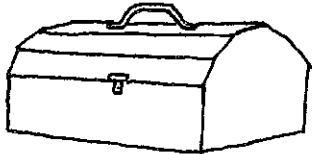
LOCKING UP CLEANING AND MEDICAL SUPPLIES

Last month we asked for your ideas on locking up cleaning and medical supplies without ruining cabinets. These supplies need to be securely away from children but must also be easily accessible for emergency medical supplies and for the thousand and one daily cleaning chores. Several ideas emerged as I visited caregivers and social service professionals. I'll mention some here. . . . you send in your ideas!

1. Buy a small hasp and a lock. Glue a part of the hasp on each door of your lower cabinet (or on the door and door sill if a single cabinet) and attach the lock. . . . Thanks to Jim Marston, Social Service Department, MCSU No. 122, McCook.
2. With knobs too skinny to hold a chain or with solid handles, drill a small hole through the knob on each door. Then buy one of those very slim wire bicycle cables and put through the holes. The bicycle cables usually come with a loop at each end and a lock. Again, thanks to Jim Marston.



3. Purchase an old metal or wooden bread box at a garage sale - the kind with fold down doors. Remove the interior shelf. Cover with "Contac" paper or wall paper, or paint to match your kitchen. Drill small holes in top of box and in door large enough for a lock. You now have a convenient on-the-counter or refrigerator storage, and you have added under-the-counter storage space for large items.
4. Put all medical supplies in a small tackle or tool box with a lock. You can paint it to match your bathroom or keep in your linen closet. Thanks to Tim Knapp, Social Service Department, MCSU No. 142, O'Neill.



For Convenience:

- a) If you use a chain or rope around knobs on under-the-sink cabinets, use two pieces of rope or chain. Then only the lock needs to be removed at each use.
- b) Combination locks will avoid the step of looking for a key. Post the combination in a high place where it is accessible to you and other adults.



PLAYING WITH BLOCKS is always a favorite activity during free play time at Pooh Corners. A variety of shapes and sizes enables children to exercise their imaginations, even to mooring a boat on top of a castle. (See Page 7.)

AVAILABLE TRAINING

(Continued from Page 1)

College degree - If you have finished high school or have a GED or would like to pursue a high school diploma so that you can attend college, you should check with the counseling department in your nearest college and make an appointment. Areas that would be appropriate to a child care professional would be early childhood development, guidance and counseling, psychology, social work, etc.

Child development associate - One career plan is sponsored by the Administration for Children, Youth, and Families/ Office of Human Development of the U.S. Department of Health, Education, and Welfare. It has been established to train, assess, and provide professional credentials to primary caregivers presently working with, or who wish to work with, young children in a child care program or setting. Training for CDA may be on either the college level or the pre-college level.

If you are interested in any of these training ideas, we can provide information to you on where to find more information, how to get started, how to get into the system, what to expect, etc. Contact your social service department, the licensing agent, or licensing specialist for more information, or contact us directly.

We all know that the more information and knowledge we have on a subject, the easier the job of giving professional care. So here's to more professional care.

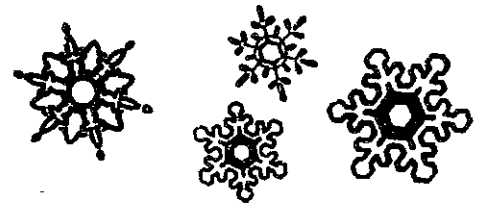
This month's question is from Kathie Sklenar, Gordon— How can day care providers get a better reputation in the community?

Ginger Burch

Ginger Burch

Day Care Training/Service Coordinator

Happy Holidays



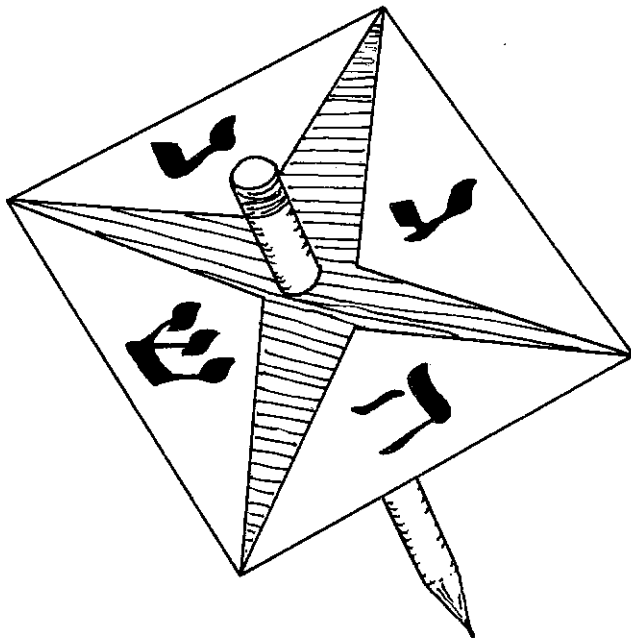
Other countries and other religions have different celebrations at this time of year. Even very young children will enjoy these different customs.

IN MEXICO AT CHRISTMAS TIME, a brightly decorated clay jar or papier mache figure called a pinata is filled with candy and small gifts. Children are blindfolded and take turns trying to break the pinata with a big stick. When the pinata is broken, everyone scrambles for the candy.

To make a pinata, blow up a balloon and tie it. Soak strips of newspaper in wallpaper paste and layer over the balloon until it is covered, leaving a hole at the end. Allow to dry. When the paper is dry, deflate the balloon and remove it. Decorate the pinata with tempera paint or strips of colored crepe or tissue paper. Poke two holes in the top so that the pinata can be suspended. Put wrapped candy or small toys in through the hole left at the end of the balloon. Toilet paper rolls or paper towel rolls may be taped on for legs. Construction paper may be used to make beaks, feet, ears, etc., so that the pinata resembles an animal.

Be sure to have the other children stand well away from the pinata when the blindfolded child is attempting to hit and break it.

JEWISH CHILDREN celebrate Hanukah the same month as Christmas. This year the eight-day celebration begins December 15. Every evening the family gathers to light candles in a special holder called a menorah. One candle is lighted each night for eight nights. They do this to recall how long ago the Jews lost their Temple in a battle. When they won it back, they built a new altar and lighted a new fire. They only had enough oil for the fire to last one day, but the oil burned for eight days. Celebrating Hanukah is a way of remembering the victory. Children get presents during Hanukah.



They play with a four-sided top called a dreidel (pronounced draydel). To make a dreidel, take a pencil or dowel sharpened to a point. Make a dot in the center of a four-inch square of heavy

construction paper. Fold each corner toward the dot. Draw the Hebrew letters nun, ג gimel, ה hay, ש shin on each one of the flaps. Push the pencil or dowel through the center, and the top is ready to spin. After usage the paper may need to be secured to the pencil with tape. An equal number of candies, raisins, nuts, play money, or counters of some sort is given to each player who puts one of these in the "kitty." He does this each time the top is spun.

If the top falls on nun, the player does nothing but passes the dreidel to the next player. If it falls on gimel, he gets all of what's in the kitty. If a player spins hay, he gets half the kitty. If he spins shin, he must put one of his counters into the kitty. The game ends when one player has won everything or when the players agree to stop. In this case the winner is the one who has the most.



THE SHEEP GOES OUT, and the monkey comes in. That's how the Chinese new year will begin. The years are named for twelve different animals. This is the year of the sheep, and next comes the year of the monkey, followed by the year of the rooster, the dog, and the pig. Then the years start all over again with the year of the rat, then the ox, the tiger, the rabbit, the dragon, the snake, and the horse, and back to the year of the sheep again. The Chinese New Year usually comes in February.

IN ENGLAND Father Christmas slips into the house and fills your stocking with treats. In the Netherlands you fill your shoes with hay and sugar on the night before St. Nicholas Day which is about three weeks before Christmas. The hay and sugar are for the horse which St. Nicholas rides. After the horse eats, then St. Nicholas fills your shoes with candy. In Spain you put straw in your shoes for the camels of the Three Kings who come by twelve nights after Christmas. In France you put your empty shoes on your doorstep or by the fireplace on Christmas eve. The Christ Child comes by to put gifts in them. If you lived in Italy, you would put out a large jar for a fairy queen to put gifts in twelve nights after Christmas. In Germany a girl called Christkind goes around with a basket of gifts for children.

BOXING DAY in England comes on the first week day after Christmas. Usually this is December 26 which is also known as St. Stephen's Day. Boxing Day is not a day for boxing matches but a day when garbage collectors and other workers call at houses on their routes for gifts of money. This custom is gradually dying out, and Boxing Day has become a national holiday when people enjoy outdoor activities such as soccer games. The name of this holiday may have originated when church poor boxes were opened the day after Christmas, or it may have come from the custom of boys who were learning a trade who went around to their masters' customers on the day after Christmas carrying boxes in which to collect gifts.

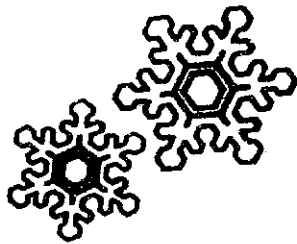
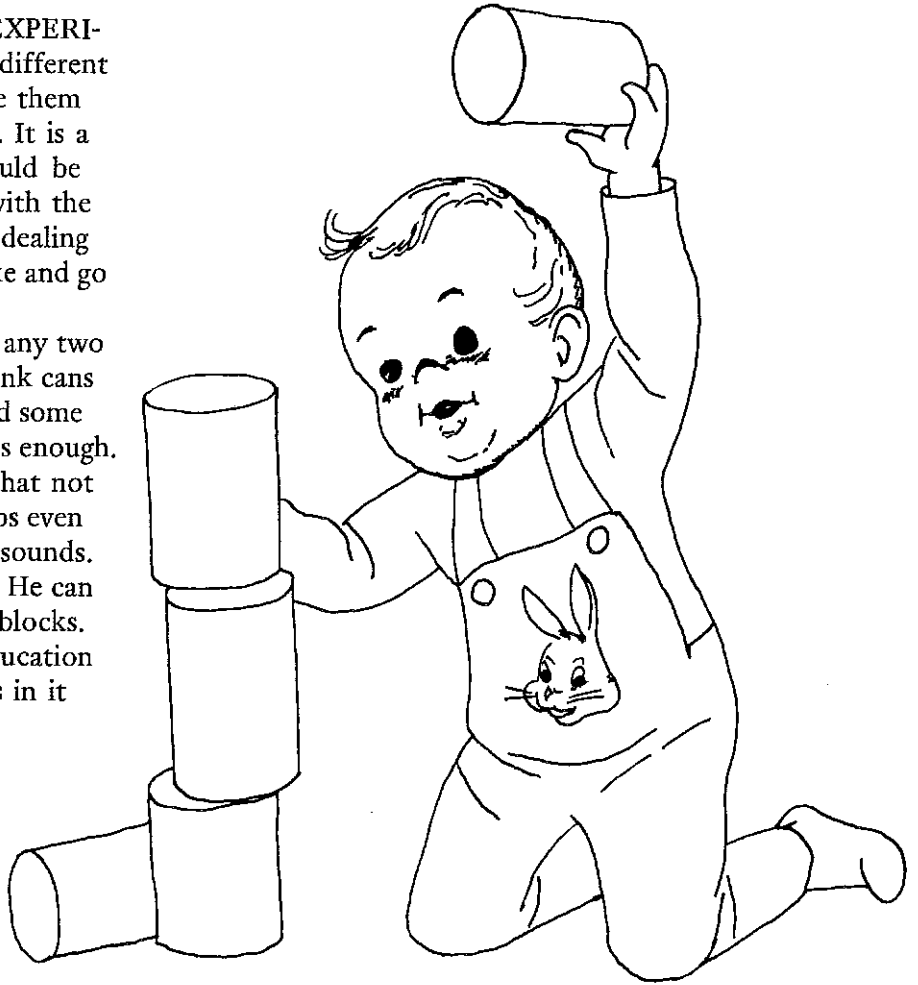
INFANTS *and* TODDLERS

TODDLERS MAY HAVE HAD EXPERIENCE in dealing with objects of different sizes and shapes. This game will give them more experience in simple grouping. It is a free-play activity. The children should be allowed to do whatever they wish with the materials and to discover, through dealing with them, that some objects are alike and go together.

Look around the house and select any two sets of objects such as empty soft drink cans (be sure there are no sharp edges) and some wooden blocks. About four of each is enough.

Toddlers will be apt to discover that not only can both be stacked, and perhaps even mixed, but that they make different sounds. The cans will roll but not the blocks. He can put things in the cans but not in the blocks.

It's all part of their expanding education about how the world and the things in it work.



RHYTHMIC ACTIVITIES FOR TODDLERS



Twinkle, Twinkle Little Star

Twinkle, twinkle little star, how I wonder what you are.

Up above the world so high, like a diamond in the sky.

Twinkle, twinkle little star, how I wonder what you are.

Lie on floor and stretch arms and legs out to represent the points of the star.

Stand up and encourage movement through blinking of the eyes, swaying back and forth, or wiggling fingers as this familiar verse is sung.

Ring Around The Christmas Tree (Tune - Ring Around the Rosie)

Ring around the Christmas tree,

Pocket full of stars.

Stardust, stardust,

Fall where you are.

Circle game. Hold hands and circle clockwise. Fall down while saying last line.

Christmas Log Roll

Lie on floor with arms to the sides. Attempt to roll body a certain distance without moving arms.

PRE-SCHOOL POINTERS

RHYTHMIC ACTIVITIES FOR PRESCHOOLERS



Merry Christmas To You (Tune - Happy Birthday)

Merry Christmas to you, Merry Christmas to you,
Merry Christmas, everybody. Merry Christmas to you.

Down The Chimney Santa Came (Tune: "London Bridge")

Verse 1: Guess whose beard is long and white? long and white? long and white?

Guess whose beard is long and white? Dear old San-ta!

Verse 2: Guess whose suit is red and white? . . . Dear old San-ta!

Verse 3: Guess who comes on Christ-mas Eve? . . . Dear old San-ta!

Verse 4: Down the chim-ney, San-ta came, . . . Dear old San-ta!

Verse 5: With a doll that says "Ma-ma," . . . Dear old San-ta!

Verse 6: With a train that goes "Choo-choo," . . . Dear old San-ta!

Verse 7: With a truck that goes "Beep-beep," . . . Dear old San-ta!

CHRISTMAS is giving and sharing. Take the children to an old people's home to share cookies they have decorated by painting them. Any sugar cookie recipe, baked in fancy shapes will do. Make the "paint" by mixing an egg yolk with $\frac{1}{4}$ teaspoon of water. Divide into three or four small cups. Add three drops of different food colorings to each and stir well. Paint the cookies with a paint brush. If the paint begins to dry, add a little water. Wrap the cookies individually with clear plastic wrap.

ARTS AND CRAFTS

Macaroni Wreath: Cut hole in center of paper plate. Glue different shapes of macaroni onto remaining trim. Spray with gold or green spray paint.

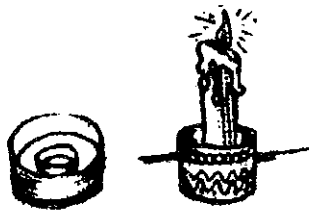
Paper Chain Patterns: When making paper chains begin a pattern. For example: two red loops followed by one green loop. Complete the chain with the same pattern. Progress to more difficult patterns.

Construction Paper Ornament: Cut out Christmas shape, such as a tree, stocking, or wreath, from construction paper or old Christmas card. Punch hole in top and attach hanger. Decorate with glitter.

GIFT IDEA NO. 1

Candle Holder: Use lid from hair spray or another spray can that has a smaller circular rim inside large enough for a candle. Lid can be decorated by gluing rickrack, braid, or other trimmings on the outside.

Variation: Several lids can be glued together.



GIFT IDEA NO. 2

Holiday Collage: Cut bright color scraps and objects from old Christmas cards. Paste a favorite message on the picture. Mount on bright construction paper.

MEMORY AND LANGUAGE DEVELOPMENT

Santa's Bag: Use pillowcase, large plastic trash bag, or paper sack for Santa's bag. Children are Santa's helpers. Each helper finds one item in the room to put in Santa's bag. After items are selected, helpers return to the circle with items. Each helper describes the item he has selected and then places it in the bag. Remove the items as they are named. Items that are not mentioned can be described by an adult. Helpers then guess item that is described.

Hopstars: Place 8" paper stars on floor to form a straight line, square, star, or constellation. Indicate starting star and path to be followed to the finishing star. This may be done by letters, numbers, or verbal instructions. Hop from one star to another until path is completed.

Variation: Walk, jump with two feet, skip, or gallop through path.

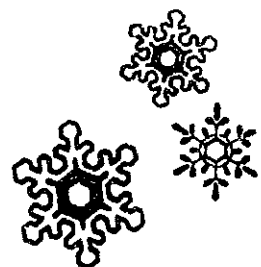
Jack Be Nimble (Circle Game)

Jack be nimble, Jack be quick,

Jack jump over the candlestick.

Place a cardboard roll or wooden block for the candlestick in center of circle. One child is chosen to be Jack who jumps over the candlestick while verse is recited. Choose new Jack and repeat.

Variation: Form line and take turns jumping over a wooden block. After all have had a turn, increase height by adding additional blocks. Repeat.



SCHOOL-AGE STRATEGY

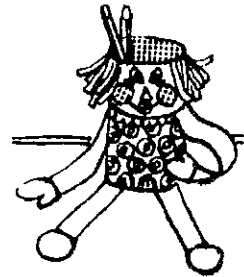
CHRISTMAS IS A TIME FOR GIVING and doing things for others. Discuss:

- A. What can be given at Christmas? Presents do not have to be purchased but can be made.
- B. Doing things for others is also an act of giving. Give examples.
- C. How does it feel when someone opens a present you've given them?
- D. The reason for giving is to show family and friends love and affection.
- E. The most important aspect of giving is the thought and not the present.

GIFT IDEA NO. 1

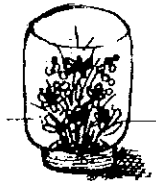
Pencil Holder: Glue sample wallpaper pieces, rickrack, yarn, and cloth scraps onto empty juice or soup can.

Variation: Decorate as a person by attaching felt or cloth strips for arms and legs. Make face on top part of can. Yarn can be used as hair.



GIFT IDEA NO. 2

Dried Flower Terrarium: Place small amount of play dough or clay in lid of baby food jar. Arrange dried flowers and weeds with stems approximately one inch long in clay. Place baby food jar over dried arrangement and secure lid. Glue red ribbon around edge of lid.



MEMORY AND SEQUENCE GAME

Some of the children may be traveling to a relative or a friend's house for the holidays. Here is a game called "Going on a Trip." The children sit in a circle.

1. The first child says, "I am going on a trip, and I am taking an (____) (anything the child chooses which begins with the letter "A")"
2. The next child says, "I am going on a trip and I am taking an (____) (First repeats what the first child said that begin with the letter "A" and adds his own object which must begin with the letter "B")"
3. Third child must repeat the "A" object, the "B" object, and add his own "C" object.
4. When a child forgets an object, the next child takes his turn for that time only.

RHYTHMIC ACTIVITY AND CRAFT

Jingle Bells: Ring bells to the beat of "Jingle Bells" while singing the song.

Variations:

- A. Instead of singing, play the record, "Jingle Bells."
- B. In place of bells, use shakers. To make one kind of shaker, place macaroni, dry beans, rice, or coins in L'eggs egg or can with lid.

LARGE MUSCLE ACTIVITY

Stocking Fun: Put on and remove a pair of old socks. This can be played as a relay race. Each child on the team must put on socks, remove, and give socks to next team member.

CRAFTS - SMALL MUSCLE DEVELOPMENT

Clay Ornaments: For following ornaments use uncolored play dough (2 cups flour, 1 cup salt, water to desired consistency). Roll dough to 1/8" thickness. Cut out shape with cookie cutter. Poke hole in top before baking so that string can be threaded through hole. Place ornaments on shallow baking sheet and bake at 300 degrees for 20-30 minutes until dry. When dry decorate with glitter or paint.



Pine Cone Ornament: Place small amount of white tempera in shallow container. Roll pine cone in paint to cover tips of cone. When dry wrap pipe cleaner around cone and make hook with other end of pipe cleaner.

Hangers for Ornaments:

1. Use metal ornament hook.
2. Open paper clip into S-shape.
3. Thread yarn, ribbon, or string through hole in ornament. Tie ends together to make loop.
4. Bend pipe cleaner into S-shaped hook.

REGIONAL ROUND ROBIN

By Marian Meier

Three different types of day care settings in Region III share ideas this month. If you have an idea or a recipe which you would like to share with other caregivers, please send it to DAY BY DAY CARE, Annex 15, UNO, Omaha, Nebraska 68182. Let us hear from you—tell us about a craft or activity idea, an interesting or funny experience. We'll publish as many as possible of your letters.

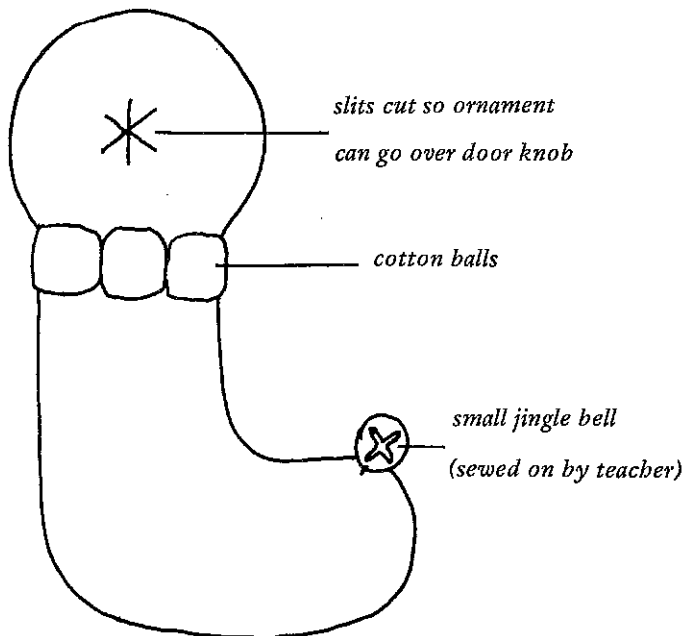
POOH CORNERS at 7th and Lincoln is one of four day care centers with this name in Hastings. Housed in three big, well-lighted rooms in the Presbyterian Church, this center cares for 62 children and is open from 6:30 a.m. to 6:00 p.m.

Three teachers, seven aides, and seven foster grandparents, plus a food service director, cook, director, and assistant director comprise the staff. The latter four also are on the staffs of the other Pooh Corners centers.

December activities at this large, well-run center, will focus on Christmas for the entire four weeks preceding the 25th.

Children will act out the nativity story, improvising and taking turns playing the various roles.

One of the Christmas gifts they will make for their parents is a felt "stocking" door knob ornament. A stocking shape is cut from red felt by the teacher with a circular hanger, slit to go over the knob, attached at the top. The children will glue cotton balls across the top of the stocking part and add glitter and sequins.



Paper plates are used extensively in craft work. For a Santa face, the teacher will draw eyes, nose, and mouth on a paper plate. The children will glue on cotton balls for Santa's beard. They will make Santa's red hat from construction paper, either cutting or tearing the paper to the shape they choose.

Another paper plate will make a Christmas wreath. For this craft activity the center is removed from the plate leaving about a two-inch rim. Green crepe paper strips are wound around this rim until it is covered. A red bow cut from construction paper is then glued onto the wreath.



CECIL ALLINGTON, one of the seven foster grandparents who help out at the Pooh Corners Center, reads a story to three rapt young listeners.

Mrs. Shirley Borrell cares for seven children in her roomy home surrounded by a large lawn at 217 Briggs in Hastings.

Mrs. Borrell has four grown children of her own plus four grandchildren and says she would rather stay home and babysit preschool age children than work outside.

Ceramics is one of her hobbies, and she will have older children in her care make ceramic ornaments this month, using a water-base glaze. She teaches them how to handle the fragile greenware carefully in cleaning it up for bisque firing and then painting on the glaze before the ornaments are fired again. The children may give the ornaments as gifts or take them home to hang on their own trees.

Mrs. Borrell also has a cake decorating business and always makes fancy birthday cakes for the children in her care to take home on their birthdays. When she makes decorated Christmas cookies, the children help, the smaller ones watching from high chairs, occasionally licking off the frosting stars she puts on their finger tips with the decorating tube.

Mrs. Borrell has a movie camera and frequently takes pictures of her children who delight in seeing themselves on the screen.



CHILDREN AT MRS. BORRELL'S day care home in Hastings play with plastic, interlocking rings which can be stacked into tall towers or used in a variety of ways.

Having a husband who works at Great Plains Container, Mrs. Borrell is able to obtain a quantity of big sheets of white cardboard about 36 inches square. The older children paint on these, and the younger ones express their creativity in crayoned pictures.

"Never ask what their pictures are," Mrs. Borrell says. "They think you should know. Ask the young artists to explain their pictures to the other children," Mrs. Borrell advocates, "if you want to know what they have in mind."

For her school-age children, Mrs. Borrell always contacts the teachers to find out what the pupils need in the way of help, and then she works on that with her charges when they are with her.

At Kathy Cleveland's day care center southwest of Grand Island at 2707 South North Road, children decorated their own snack of frosted bran muffins and then ate them on the spot. They made faces on the muffins using butterscotch chips for the eyes and mouths and adding a piece of walnut for the noses. Number concepts were reinforced as Mrs. Cleveland asked the children how many chips they needed for each facial feature.

Her recipe for the refrigerator bran muffin "cup cakes" is:

- 3 cups sugar
- 1 cup shortening
- 5 tsp. soda
- ¼ large box All-bran (about 3½ cups)
- 2 cups Nabisco 100% bran
- 2 cups boiling water
- 1 quart buttermilk
- 5 cups flour
- 4 eggs
- 1 tsp. salt

Cream sugar and shortening. Soak brans in water. Add buttermilk and beaten eggs to sugar and shortening mix and beat well. Stir in soaked bran. Cover with wax paper and store in refrigerator up to three weeks. Bake 12 to 15 minutes at 450 degrees. Makes 8 dozen. Frost with butter and powdered sugar.

To help in learning squares and circles, large white pieces of paper are cut in these shapes and then folded in half. The halves are opened up by the children, two colors of tempera paint in plastic mustard and ketchup dispensers are passed around, and the children put a few drops of each color in the

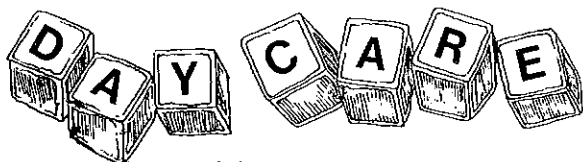
center fold. They then refold the papers and rub over the drops with the flats of their hands. When they again open the papers, an unusual and wonderful blend of the two colors of paint is the result. Children are delighted with the "blot paintings" they have created in a very simple way.

A plastic milk jug with the top opposite the handle cut away was filled with soapy water to assist in cleaning up at the site of this activity. Paper towels were dipped in the soapy water to wipe small hands and faces or the work surface. This saved having to marshal all the children to the lavatory and back.

Mrs. Cleveland has a variety of activity boxes from which the children may choose. One contains a muffin tin, or it could be an egg carton, into which the child may sort a variety of small colored pieces of cardboard, putting them into the container sections according to color or shape. Another box may contain scissors and colored paper for cutting into whatever shapes the children fancy. Still another contains National Wildlife Federation stamps or pictures cut from Ranger Rick magazine, pasted on rectangles or squares of cardboard, labeled, and covered with clear "Contac" paper. Another box might contain beads or buttons to string. Possibilities are numerous. These activity boxes are made from envelope-type boxes with lids and bottoms covered with various colors and patterns of "Contac" paper.



CHILDREN AT MRS' CLEVELAND'S day care center in Grand Island enjoy a snack which they have decorated themselves.



Annex 15 - UNO
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Can Anything Be Done About Staff Burn-out ?

Dear Caregiver,

Happy New Year! I hope that the holiday season provided some pleasant activities and some needed rest for you. With the cold weather, you might need extra effort to keep a sense of perspective.

In the next few issues, I want to discuss some of the problems that you have mentioned that are particularly troublesome for day care homes and small day care centers and some solutions that others of you have shared with me. These issues will include staff (or self) burn-out, staff turnover, and the finding and training of good staff, finding substitutes, activities for children of mixed ages, and the problem of doing all of the work—both direct child care and all support services such as cooking, cleaning, shopping, record keeping—and trying to provide some creative and developmental activities.

STAFF BURN-OUT

Staff burn-out occurs in both large and small centers as well as in day care homes. CHILD CARE IS A VERY DEMANDING OCCUPATION. In child care programs, staff members spend nearly all of their time working directly with children. In small programs there are few opportunities for even 15 minutes of relief. In some day care homes, the professional may care for the children 12 or more hours a day.

CHILD CARE PROFESSIONALS FREQUENTLY RECEIVE LOW REWARDS. They receive low pay, have poor working conditions, are surrounded by bureaucratic hassles, and seldom experience the feelings of success necessary to continue. Even the most idealistic professionals will experience burn-out with such a demanding job combined with low rewards.

Some SYMPTOMS of staff burn-out are increasing lateness, absenteeism, decrease in energy level, boredom, irritability, and an increasingly negative attitude toward the children. If

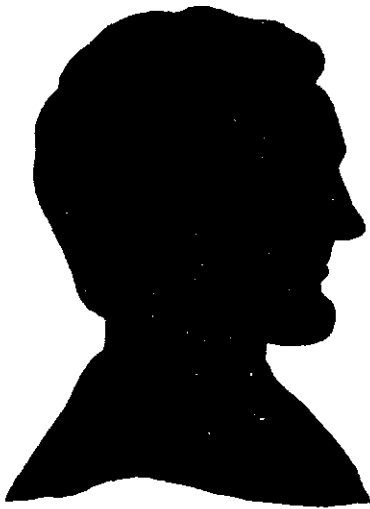
you begin to think of the children as mean, nasty, mentally disturbed, or sinful, and their behavior has not changed, WATCH OUT! In larger centers, burn-out often leads to complaining against the administration and a staff revolt. In small centers, staff may quit; day care home professionals just get out of the business.

How can burn-out be lessened or avoided? There are no easy answers that will work well for all situations. However, there are some steps that you can follow.

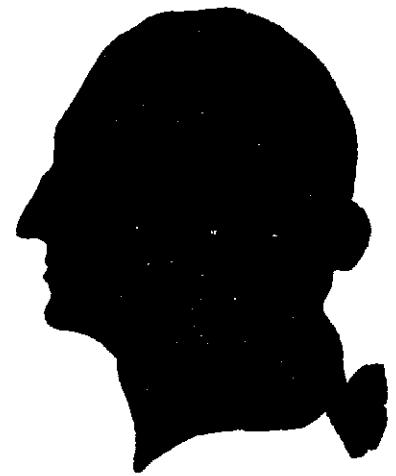
- Recognize the symptoms in yourself or staff.
- Involve those around you in problem solving to help the situation. In small centers this would involve the cook, your board of directors, maybe the social service person, and any staff in discussion a) decrease the demands of the job or b) increase the staff satisfactions or rewards. For day care homes, this may involve discussion with your family, the social service worker, if applicable, and maybe some of your parents. You may be surprised at the good ideas that some one else can come up with.
- Give the solutions an honest try. I've encountered several solutions around the state. One might work for you or might start you thinking creatively of your own solutions.
 1. Take a look at your non-child-related activities—cleaning, shopping for and preparing food, record keeping, putting out and taking up toys and other materials. You may be spending too much time and effort because you lack a good system or because you are a perfectionist.
 2. Give the older children—four and over—some specific tasks that will help you (it helps them feel better too). Try to live with the imperfections that may occur in their performance. Hold the children to these tasks. Tasks such as setting the table, putting out and picking up toys, washing the sink (what fun), setting out the craft materials, helping younger children with hand washing, and putting on boots are appropriate tasks for help.
 3. Vary your schedule with the children from time to time. Be spontaneous; do something completely different with

(Continued on Page 8)

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The Presidents' Birthday Party



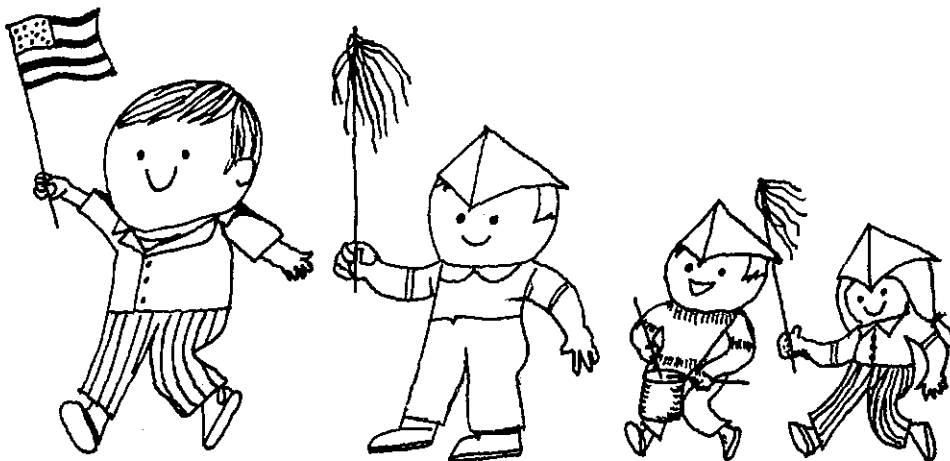
TO CELEBRATE the birthdays of George Washington and Abraham Lincoln, have a patriotic parade. Make paper hats for the children to wear from 12 x 18 inch sheets of construction paper or from sheets of newspaper. Paste gold stars on them.

Discuss the significance of the red, white, and blue colors and talk about their use in the flag of our country. Red means courage—we try to be brave. White means purity—we try to be good. Blue means justice—we try to play fair.

Drums for the parade can be made from empty coffee cans with the metal tops and bottoms replaced with plastic lids, and a variety of other rhythm instruments can be used. Glue red, white, and blue

tissue paper streamers to a dowel or to an empty cardboard roll such as is used for paper towels for the children to carry and wave. Use "Stars and Stripes Forever" or "Yankee Doodle" for music for them to march to. If you have a small flag, let the first child in line carry it. Let others take turns leading the parade.

The parade could be held on February 12 (Lincoln's birthday), February 22 (the date formerly celebrated as George Washington's birthday), or on February 18, the third Monday, which is now celebrated in the nation's capitol as George Washington's birthday or as President's Day, or maybe all three!

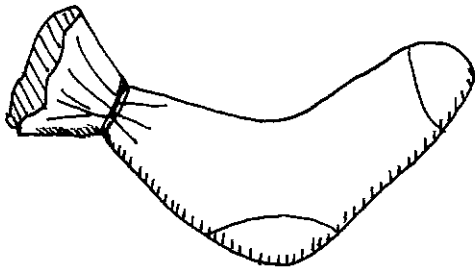


INFANTS and TODDLERS

SAFETY AND TOYS

While babies from birth to 2 need all sorts of materials to handle, to hear, and to look at, the wise caregiver keeps in mind the safety of the baby at all times. A safety checklist should include such questions as:

1. Is the object large enough so baby cannot swallow it?
2. Is it soft enough so baby cannot get hurt as he or she waves it around, often getting hit in the face while manipulating it?
3. Does the object have sharp edges, or buttons or hooks that could come off?



SOFT TOYS FOR GRASPING

Stuff an old, bright-colored sock. If you want to decorate it, embroider it with yarn.

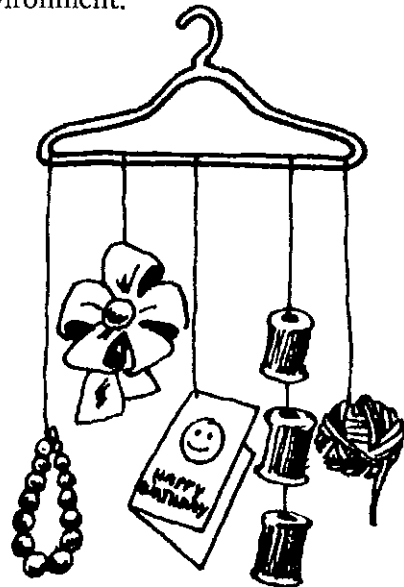
Stuff baby's outgrown booties and hang them with string to a high chair or crib.

TOYS TO WATCH

Coat hanger mobiles can be used to suspend a variety of materials for looking at or, at times, for making noises. Things to string and suspend include ribbons, stuffed pieces of cloth, bright beads, bottle caps, painted spools, yarn balls, greeting cards, small toys. Be sure to hang the mobile out of reach if it is made of things baby could swallow.

CHANGE THE TOYS, TOO!

Just as adults respond to changes in furniture or table arrangements, changes in the baby's environment cause new responses. Rotate crib toys, carriage toys, playpen toys. Babies get bored with the same offerings each day. Keep them interested by changing the sizes, shapes, and color of things in their environment.



An appropriate winter activity for toddlers who are learning the names of the parts of their bodies is "Jack Frost."

JACK FROST

Teacher: "I saw Jack Frost today."

Children: "What did he do?"

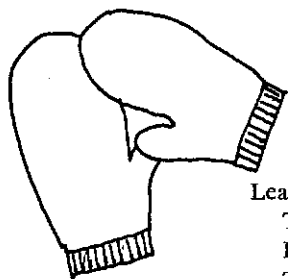
Teacher: "He bit my nose."

Children: "Ooo, ooo, ooo."

While saying last line, children rub their noses. Repeat using different parts of the body—ears, eyes, toes, knees, elbows, chin, etc.



PRE-SCHOOL POINTERS.



Indoor Activities

Learn to put mittens on using this verse:
Thumbs in the thumb place,
Fingers all together.
This is the song
We sing in mitten weather.

RHYTHMS FOR VALENTINE'S DAY

(Tune: Skip to my Lou)
Love somebody, yes I do;
Love somebody, yes I do;
Love somebody, but I won't tell who.
And we'll be Valenti-ines.

Love somebody, yes I do;
Love somebody, yes I do;
Love somebody, and they love me too.
And we are Valenti-ines.



(Tune: Merrily We Roll Along)
Will you be a friend of mine,
Friend of mine, friend of mine?
Will you be a friend of mine
And send a Valentine?

Yes, I'll be a friend of yours,
Friend of yours, friend of yours.
Yes, I'll be a friend of yours
And send a Valentine.

A VALENTINE'S DAY GAME

This is a variation of the old game, "Hide the Thimble." Make a small red paper heart. Have the children hide their eyes or leave the room while you "hide" the heart in an inconspicuous place. The one who finds it gets to hide it next time. When a child comes close to the hiding place, you can tell him he's getting "warmer" and when he goes farther away, he's "colder."

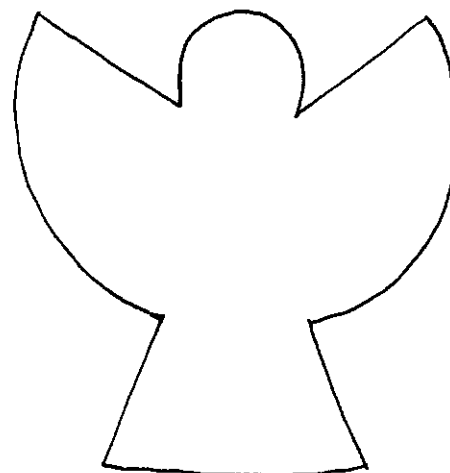
Outdoor Activities

SNOW ANGEL

Have the children lie on their backs in fresh snow. Place arms at sides and legs together. Keeping arms straight and on the ground, move them up to a position high over the head and back down to the sides. Keeping knees straight and legs on the ground, open and close legs in the snow. Have the children get up carefully so they do not destroy the angel print that they have created in the snow—at least, not until they have looked at it.

SNOWMAN FOLLOW THE LEADER

Play follow the leader in the snow. When new snow has fallen, adult can go outside first and make footprints in the snow. Children follow the footprints when they come outside.

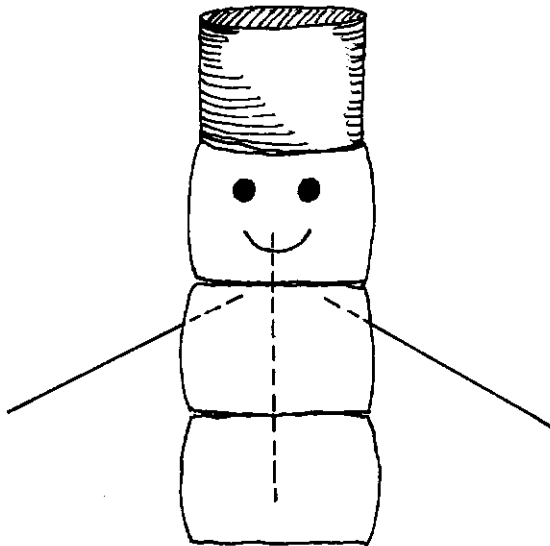


February Crafts



COIN RUBBINGS

Look at Lincoln's picture on the \$5.00 bill and the penny. Look at Washington on the \$1.00 bill and the quarter. Use the penny and the quarter to make rubbings of the presidents' likenesses. Place the coins under a white sheet of paper and let the children rub over them with a soft lead pencil or crayon. They will be delighted to see the pictures appear as if by magic.



COTTON BALL SNOWMAN

Create a snowman by gluing cotton balls, bits of scrap fabric, and yarn on a piece of construction paper. Spatter paint picture with white tempera to create snow.

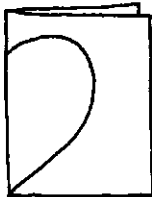
HONEYCOMB SNOWFLAKES

Glue honeycomb cereal on blue construction paper to make a snowflake design.

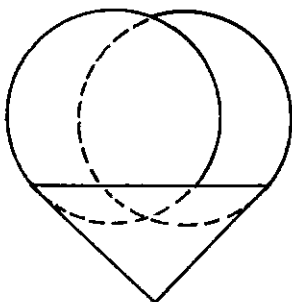
Variation: Glue edges of honeycomb cereal together to make a large snowflake.

MARSHMALLOW SNOWMEN

Stack three large marshmallows and secure with toothpicks. Use toothpicks for arms. Glue small hat cut from construction paper to head. Features can be drawn with felt-tipped pens.



VALENTINE'S DAY CROWNS



Make heart crowns to wear at your Valentine's Day Party. Hearts may be glued to a strip of red or white construction paper. Staple the strip into a circle, and it's ready to be worn. Children may cut hearts from a folded strip of paper as shown in the illustration. Another method of making a heart is to use two circles and a triangle placed on top of each other as shown. Children can use small circular objects to trace around to make the circles, or they can use a pattern made from cardboard for both the triangles and the circles. School-age children at the day care center may enjoy making crowns for the younger ones.

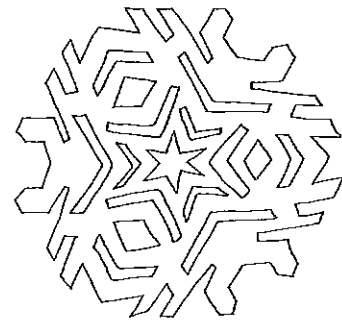


SCHOOL-AGE STRATEGY

Indoor Activities

WHO HAS THE ICE CUBE?

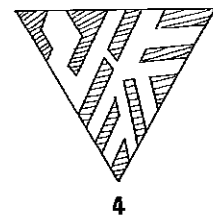
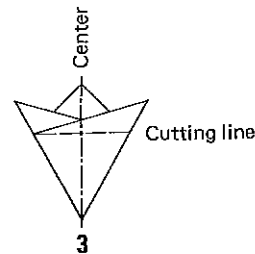
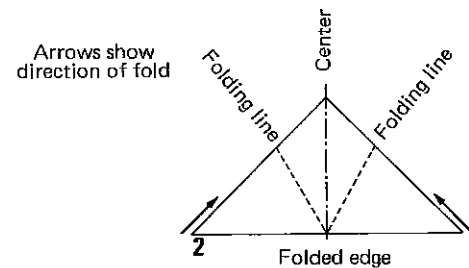
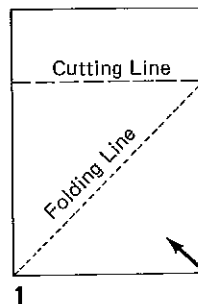
This is a circle game. Put an ice cube in a small plastic bag. One child is chosen to be it. It hides his eyes in the center of the circle. The remaining players pass the bag around the circle behind their backs while music is playing. When the music stops, the player who has the ice cube keeps it. It tries to guess who has the ice cube. The child with the ice becomes It, and the game is repeated.



February Crafts

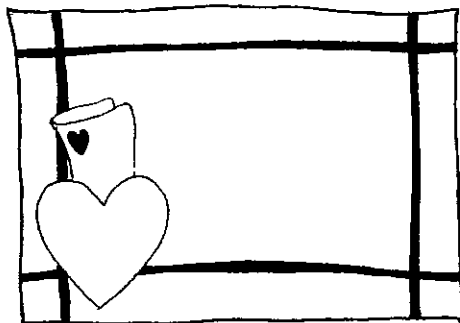
MAKE A SNOWFLAKE

1. Make a square from a sheet of construction paper by folding the right corner over to the left side as shown. See Diagram 1.
2. Cut away the top part which can be saved to make hearts for a Valentine activity or for another purpose. See Diagram 1.
3. Fold the triangle formed from the square into thirds. Again cut away the top part as shown in the diagram. See Diagrams 2 and 3.
4. Cut away shaded parts as shown in the drawing, or make your own design, cutting through all thicknesses. See Diagram 4.
5. Unfold, and you will have a hexagon or six-sided snowflake which is the true pattern of real snowflakes. These snowflakes may be cut from plain white writing paper or from newspapers.



WINTER SCENE

1. Put a small mirror, which will represent a frozen pond, into a box lid.
2. Cover the entire bottom of the box lid, except for the mirror, with cotton.
3. Stick small twigs and evergreen branches into bits of clay for trees.
4. Place a marshmallow snowman (see Preschool Pointers) in the scene.



VALENTINE PLACE MATS AND NAPKINS

Materials: 12 x 18 red or white construction paper, 6 inch hearts cut from red or white construction paper, white paper napkins, red or white crayons, glue, paints, yarn or rick-rack, etc.

Let each child make a border design on the sheet of construction paper using crayons or paints or by gluing rick-rack or yarn along the edge. Glue the bottom and sides of the hearts to the lower left corner for a napkin holder. Decorate the corner of each napkin with red crayon and fold so that the decoration will show when it is tucked into the heart shaped holder.

REGIONAL ROUND ROBIN

By Carole Davis and Marian Meier

Two day care settings in Region II are featured this month.

PAT GREENE has been director of the Buttons and Bows Community Day Care Center in Ogallala since it opened in August of 1976. Pat graciously consented to host one of the many workshops UNO has been providing around the state for day care givers. We hope you've had a chance to attend some of these. At that time Pat also gave me a guided tour of Buttons and Bows which is located in the Berean Fundamental Church. The day care center uses six modern, brightly decorated and spacious rooms within the church. The center cares for between 50-60 children at one time, but as many as 80 come and go throughout the day since it is open from 6:00 a.m. to 6:00 p.m.

Pat maintains a 16 member staff which consists of eight teachers, seven aides, and one chef who is the only male on staff and makes great lasagna. (I know, I was invited for lunch!)

The center cares for children from age 6 weeks through 12 years. Other services include a pre-school which operates from 8:30 a.m. to 11:00 a.m. daily, transportation to and from school, and piano lessons twice a week for those who want them.

Staff participation is an important aspect of this day care operation, and every staff member is encouraged to contribute their ideas. An "Activity Resource Center" has developed as a result. All new activities, games, or projects are kept in the Activity Resource Center where everyone has access to them. One of the most popular activities at this day care center is the puppet show which is held every week. The script is written by the staff.

Here is a recipe and an activity tried and tested by the Buttons and Bows staff:

Rice Krispy Snowmen

- 5 cups rice krispies
- 1 10 oz. package marshmallows
- ¼ cup margarine

Winter fun continues at Buttons and Bows as all the children converge on the kitchen to participate in making these edible snowmen. Begin by first melting the margarine in an electric skillet on low. The children love to watch as the margarine changes form. Next the children mix in the marshmallows and allow them to melt and then stir in the rice krispies. After the ingredients are thoroughly blended the fun begins. A helpful hint to remember before rolling the ingredients into balls for snowmen is to dip the children's hands in cold water to keep them from sticking to the food. Next supply each child with some of the mixture on a piece of waxed paper, and let them roll it into "snowmen." Dip balls in coconut and decorate them with chocolate chips, raisins, red hots, or anything else you can think of. The children enjoyed sampling the snowmen while making them, but each one succeeded in coming up with a finished snowman.



Anna Johnson of Lexington feeds one of the infants in her care.

A NNA JOHNSON OF LEXINGTON cares for six children part time in her home. Just now she has mostly infants and pre-schoolers, but from time to time she also has older children.

Anna and her husband have two children of their own, a boy in fourth grade and a girl in eighth. Her daughter helps out some of the time and has made play materials for the children in her mother's care. Anna and her husband are both active in their church and as leaders in Boy Scouts and Girl Scouts, so they lead busy lives.

A good, easy, nutritious recipe for no-bake oatmeal-peanut butter cookies is one that Anna makes frequently. Her little charges love them.

- ¼ cup milk
- ½ stick margarine
- 1 cup sugar
- 1½ tbs. cocoa

Put above ingredients into sauce pan and boil one minute.

Then add:

- ¼ cup smooth peanut butter
- ½ tsp. vanilla
- 1½ cups quick-cooking oatmeal

Mix well and drop by spoonfuls onto wax paper.

Anna is a former pre-school teacher, and she also taught art classes in a children's home. Two techniques she uses with tempera paints produce interesting and satisfying art work. In one she puts blobs of several different colors of tempera on a sheet of construction paper, gives the children straws, and lets them blow the paint into abstract designs. In another she has the children dip the entire brush in one color of paint, halfway up the brush in a different color, and just the tip into a third. The brush is then twisted and swirled on the paper.

At a garage sale Anna bought 200 meat trays for 50 cents. She uses these in art projects, having the children smear glue on the tray and then sprinkling rice or corn meal on the glue. Anna colors the rice or corn meal with various shades of food coloring. It's amazing the designs and pictures the children create in this medium. Yarn may be glued around the border and attached for a hanger.

STAFF BURN-OUT

(Continued from Page 1)

the children; ask them what they want to do one day and then do it.

4. Arrange for regular relief once or twice a week even if you must be present. Have husbands and sons arrange to supervise an activity for an hour; see if local senior scouts would like to do some badge work; i.e., prepare and serve a meal, arrange a party, teach a new game; contact older persons in the community who might like to direct a period of activity; hire one of your children or a neighbor child to clean the house or pick up for you.
5. Pamper yourself weekly with a portion of your earnings. Get your hair done; put aside money for a new coat or those expensive boots you've been eyeing.
6. Plan more realistically for the future. If you begin to feel burned out, plan to take fewer children next year or for less time.
7. Try talking with each child as an equal for one day. Listen to that child; really respond to what he/she is saying instead of how you are feeling.
8. Start a file card on each child and list his/her problem areas, how he/she plays with the other children, what that child is able to do physically. Every three months up-date the record and put a star next to those areas of improvement to which you have definitely contributed. This will help you understand how very important you are and how successful you are with the children.

Start with these ideas, and let your own situations and feelings create solutions. Let us know how it works out.

Ginger Burch

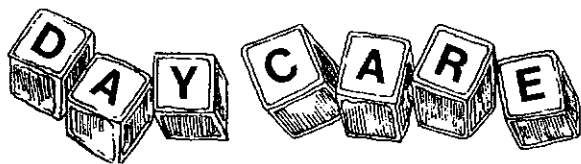
Ginger Burch
Day Care Training/Service Coordinator

Ideas

Last month's question was how to improve the reputation of day care in the community. Barbara Lynch, director of Multi-service Unit 143, is responsible for most of these ideas.

1. List the day care homes and centers in your local social service referral booklet. This will help day care be perceived as the legitimate service agency that it is.
2. Keep local clergy informed of the available day care services so that they can refer persons who need child care.
3. Send news releases to local newspapers about the day care homes and centers. When you have new staff, send a release with a picture and the person's background. If you are having a particularly good program, take pictures and send a release.
4. If you are a center, plan an occasional evening coffee to which you invite other day care providers and the public. The exchange of ideas is not only beneficial to the providers but indicates to the public the professional nature of the child care providers.
5. Offer to speak to clubs and other groups on day care and what it means to the community. If you need help, contact your licensing specialist or licensing agent. We have a number of slides and pictures which could be used in such a presentation.
6. Finally, think of yourself (and staff) as child care professionals. This attitude will communicate itself to the community and increase the community's respect for Day Care.

Next month I will list a number of first-aid and safety hints picked up around the state.



Annex 15 - UNO
60th & Dodge St.
Omaha, Nebraska 68182

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MAKE SPRING COME SOONER

Are you tired of waiting for spring? Make it happen sooner. This time of year you can bring in a seemingly dead pussy willow or forsythia branch, put it in water, and force it into bloom. This will work with branches of almost any shrub or small tree too. It's a treat just to see small green leaves, even if the shrub is something that doesn't flower, and the children will be amazed.

What Can You Do When You Need a Sub?

Dear Caregiver,

Last month we promised to discuss some problems that day care homes and small centers have and suggest some solutions. This month we deal with the question of substitutes. What happens if you are ill, or need to visit the dentist or your regular aide calls in sick or your school age child needs you at school one day or you need an afternoon off to fight burnout? There are a number of ways you can find substitutes, but a tentative long term plan should be part of your caregiver packet. Most of the ideas listed here are from caregivers that I have visited. Some require more advanced planning than others.

If you plan for a regular weekly substitute be sure to do the following:

1. TAKE HIM/HER WITH YOU TO TRAINING.
2. Be certain to clear the arrangement with your registration agent or licensing specialist.
3. Keep an updated file or packet of materials with the children's medical records, emergency telephone numbers, a list of supplies, toys, and other equipment that you use and where it is located.

Whom can you use as a substitute?

There are a number of sources for periodic or regular substitutes. Some of these suggestions are true for finding new staff for day care centers. I'll list some and you can probably add others.

1. Make a standing arrangement with a friend or neighbor to substitute when necessary. In return you can keep her school age children some weekend or evening, provide an evening meal for her family, have your children or husband mow her lawn, shovel her walks, or do her grocery

shopping. You could, instead, arrange to pay her so much per hour.

2. Have your husband stay with the children in an emergency or regularly if he is retired or gets home before the children leave.

3. Have a high school student, your own or a neighbor's, substitute for you in the afternoons or on school holidays.

4. Find a young wife with no children or small children, if they won't put you over the limit, to substitute. A childless wife can test out motherhood. A mother could get a day off while you keep her children in exchange for a day of substitution.

5. Get a nearby older relative to substitute either to break the loneliness of retirement or to earn some extra money.

If these are not available, where can you find other substitutes?

1. Get in touch with the nearest Senior Scouting program (Boy Scout or Girl Scout) and see if the leader knows of anyone wishing to earn a badge appropriate to child care, cooking, creative arts, etc.

2. Call local clergymen and ask if they know of older lonely persons who might like to get out some.

(Continued on Page 2)

WHAT'S INSIDE THIS MONTH

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SUBSTITUTES

(Continued from Page 1)

3. Contact newcomers in the community. This will give them something to do in addition to getting them acquainted with other people. This will also give them knowledge of the kind of service you can provide for their children.

4. Put an ad in the paper, on a church or community bulletin board, in the lobby of a retirement facility, in the local high school.

5. Contact the local high school counselors to see if there are students who want part-time work or if there are students in some sort of alternative program which leaves them more spare time.

6. Contact the local high school home economics teacher and any nearby college departments of social work, sociology, child development, sex education, etc. and offer an interesting field work placement for their students.

7. See if local organizations such as churches, Y.M. or Y.W.'s have family life classes and offer a 6 week field placement.

Will I have to pay these substitutes?

Some of the ideas listed above will probably not require you to pay but will require careful supervision on your part. Some other sources of assistance might be available which do not require you to pay. For instance, your nearest large town might offer a branch of foster grandparents, VISTA, or CETA. Give them a call. Marcia Frye in Alliance has a foster grandparent who lives in Alliance but is in the Scottsbluff program.

What else do I need to do besides pay?

A substitute is an employee of yours whether paid or not. It is up to you to structure the job so that the sub's work is satisfying. Some things that you can do are:

1. Train the sub at least one day while you are on the job. Show where all records, toys, medicines, foods, etc., are kept. Not only will this make the sub happier, but it will give the children a chance to get acquainted with the sub.

2. If you have a regular daily plan — and I hope that you do — write it out for the sub.

3. Have a simple activity planned for the children on days that you have a sub.

4. Write out the basic rules which you enforce: i.e., the children must wash hands after the toilet, all children must try a bit of all foods but we don't force them to eat, or give Jimmy a very small portion of everything.

5. Explain carefully during the training the mechanics of each activity especially mealtimes and naptimes.

6. Have instructions and explanations written in advance and take time to answer questions about the work. You might try your instructions on a friend and see if she then knows how you do things.

7. If you will be at home while the sub is around, or if you have a sub for an aide, give the sub a specific job or two which she is to handle. This gives the sub satisfaction and lets you relax a bit.

8. Let the sub plan an activity, a food, or a game.

9. If a sub does something wrong, discuss it with her/him at the first opportunity that you are alone — not in front of the children — and discuss ways to change it.

10. If the sub does a satisfactory job, praise him/her for it.

Having a trained substitute available should relieve some of your worries and make your time with the children more satisfying to you. Remember the musts:

- Take the potential subs to a workshop.
- Clear the substitute arrangements with your registration clerk or licensing specialist.
- Have medical and other supplies and emergency arrangements readily available.

Yours for better child care

Ginger Burch

Ginger Burch
Day Care Training/Service Coordinator

TRAINING SESSIONS BEING PLANNED

On page 8, you will find a number of workshops listed for March, April, and May. Save the dates. We'll get the details to you later. Some of them are the same ones we ran in the fall, so if you missed one, you can still get it someplace. Those workshops were:

- Coping With Problem Behavior in Children
- Emergency First Aid
- Child Development Using Homemade Play Materials.

We are adding several new sessions this spring. They are:

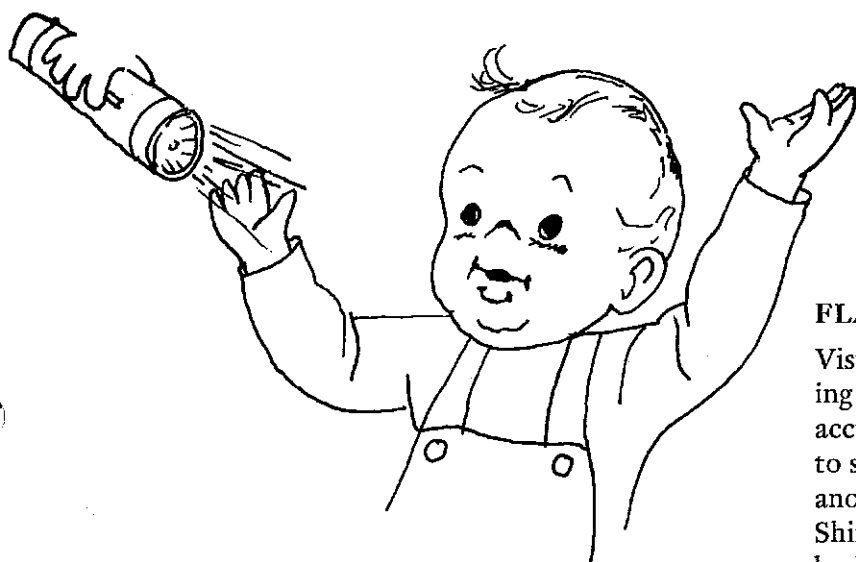
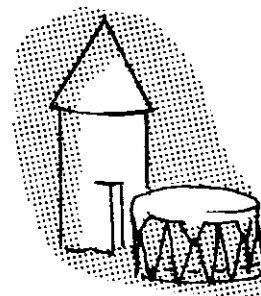
- Planning N. I. C. E. N (nutritious) I Inexpensive) C (creative) and E (easy) Meals and Snacks for Children. One of these will be held near you on a Saturday. Workshops will be four hours in length. The last hour and a half will concentrate on the Day Care Center food planning and preparation.
- Activities and Equipment for Toddlers 18-36 months will help to plan activities and equipment appropriate for your younger children.
- Techniques for Child Guidance — advanced help in working with children.
- Parental Involvement — will help you know how to get parents involved with their children's activities and generally help you to deal with parents about their children.

We are able to offer you a new system for gaining credit at one of the area's Community Colleges. Central Technical Community College will register all participants in Region III and Columbus. By paying for the credit, you can earn half of a quarter-hour of college credit for every 6-8 hours of workshops attended. That means three of our regular workshops or the longer nutrition session plus one other will earn you half of the quarter-hour of credit. You can put this credit toward a one-year Certificate Program in Child Care that Central is currently developing. We are trying to work out similar arrangements for other regions.

INFANTS and TODDLERS

DRUMS

Round ice cream cartons and oatmeal boxes may be turned into drums. A tall fiberboard drum makes a fine crawling tunnel if the bottom is removed, or a rocket to the moon if a cone of posterboard is added.



FLASHLIGHT FUN

Visual tracking is involved in following a moving object. Smooth and accurate eye movements are needed to shift the gaze from one place to another and across a line of print. Shine a flashlight on a part of a child's body. Have him touch and name the body part.

Small muscle activities:

1. Make handprints in play dough.
2. Fingerpaint with:

Soapflakes and water (2 parts water to one part soapflakes)

Egg Carton Peg Board - Turn an egg carton upside down. Cut holes in centers of egg cups large enough for clothespin. Let child insert clothespins in holes.



GOOD ENOUGH TO EAT

Bead Stringing — Let the toddlers string necklaces of Cheerios or Fruit Loops. Use a piece of yarn or string. Dip the end in glue so that it will be stiff, or use a new, clean shoestring. Tie a Cheerio on the other end so that the ones being strung will not slip off. They can wear them or eat them or both.

PRE-SCHOOL POINTERS

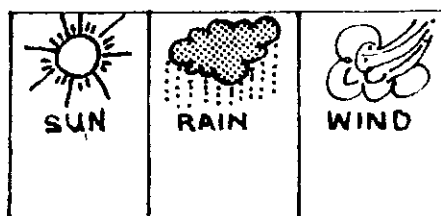
WIND

When air moves it is wind. Wind is common in many parts of the country in the spring.

- A. Can you hear the wind? What does it sound like?
- B. Can you see the wind? No. How do you know it is blowing? Can you see what direction the wind is blowing?
- C. How is the wind useful? Examples are: drying clothes hung outside, moving sailboats, turning wind-mills, carrying seeds, flying kites.
- D. Create a small wind by moving your hand. What other ways can you make air move?

CLOTHING

Man adapts to his environment by wearing appropriate clothing for weather conditions. The weather determines the clothing people wear. Divide poster into three sections. Draw picture of rain, wind, and sun at the top of each section. Cut pictures from magazines of different kinds of clothing. Glue to appropriate section.



GOOD ENOUGH TO

Preschoolers will enjoy
1 jar of smooth pea
½ box Rice Krispies
½ box dry powdered
honey as needed for
M & M's or raisins for
Mix together in a large



WHO HAS SEEN THE WIND?

Who has seen the wind?
Neither you nor I.
But when the trees bow down their heads
The wind is passing by.
Who has seen the wind?
Neither I nor you.
But when the leaves hang trembling,
The wind is passing through.

—Christina Rossetti

KITE

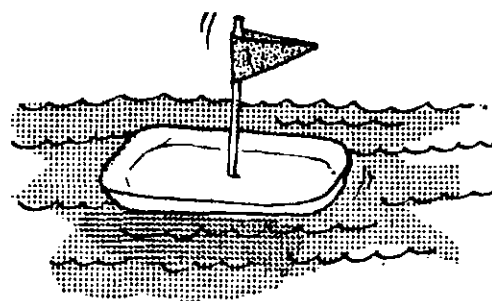
Draw diamond-shaped kite on piece of paper. Cut along lines to make kite. Attach short piece of yarn to kite. Tear pieces of paper and tape to yarn to make tail. Attach longer piece of yarn for kite string.

KITE MOBILE

Suspend kites from wire hanger. Hang mobile near window so it will fly in the wind. Observe how the wind moves the kites.

SAILBOAT

Color styrofoam meat tray. Stick pipe cleaner in center of tray and secure by bending end on under side. Fold diamond-shaped paper in half for sail. Place pipe cleaner in fold of sail. Glue sail together or staple at fold.



PARACHUTE

Cut 12" x 12" square from a plastic bag. Punch a small hole in each corner of the square. Thread a piece of string through each hole and tie. Thread ends of strings through center of a round Tinkertoy. Knot ends of strings together to secure Tinkertoy. Hold Tinkertoy and run with chute. Variation: Use bottom half of plastic bread bag for parachute.



Every day care center should have a tree.

Get a small tree or a large branch from one--perhaps five or six feet tall. "Plant" it in a crock or a large coffee can filled with plaster of paris. Young hands can then decorate the tree with seasonal art work.

This month tie kites or shamrocks to the branches. Next month we'll suggest another decoration for the tree.

EAT

making their own dough, rolling it, patting it, and eating it too.
nut butter

s
d milk
r consistency
or decoration

e bowl using hands. Roll into balls or pat into shapes as desired.

(Cup hands around mouth and blow.)

(Point to others, then to self.)

(Bow head.)

(Make sweeping motions with arms.)

(Cup hands around mouth and blow.)

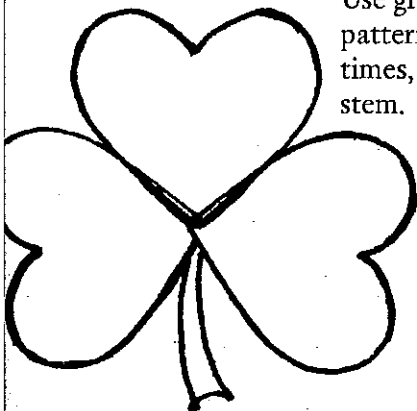
(Point to self, then others.)

(Let hands hang limply from wrist and flutter.)

(Make sweeping motions with arms.)

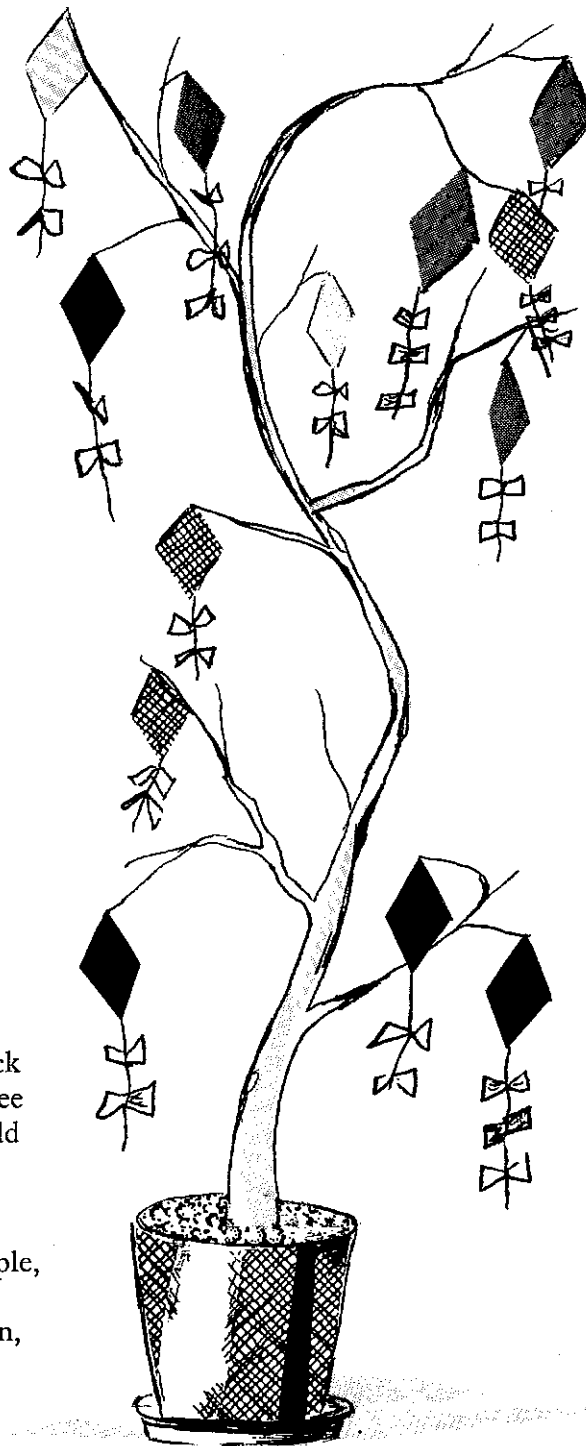
EASY SHAMROCKS

Use green construction paper. Make shamrock pattern by drawing around a heart shape three times, overlapping the bottoms of hearts. Add stem.



Saint Patrick's Day Mural

Cut out things by color, for example, all the things that are green. This helps a child learn colors and is fun, too.



ST. PATRICK'S DAY GAME

Plan a Green Game. Have the children form a circle. Touch one child and he must name something green or point to something in the room that is green. Then that child touches another and says "Green." The second child must name something green. The game continues until all children have had a turn.

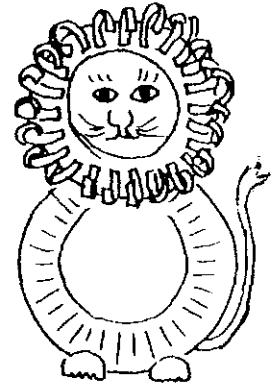
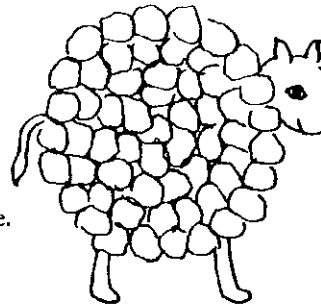
SCHOOL-AGE STRATEGY

MARCH PETS

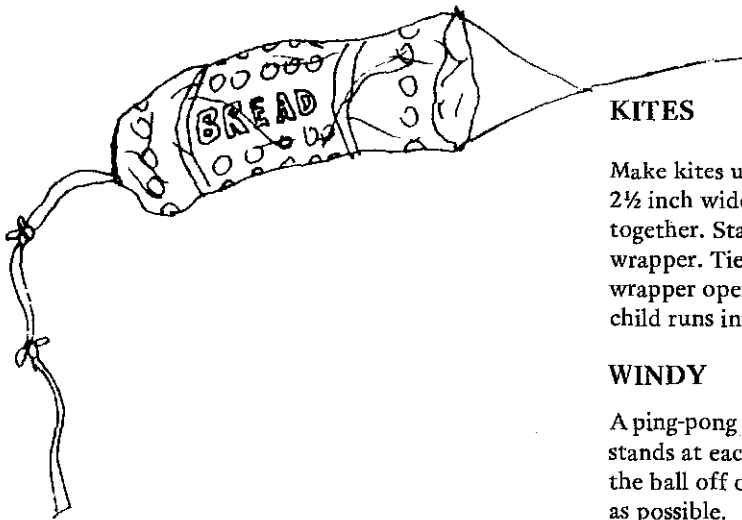
Discuss the kind of weather we are having on the first day of March and the idea of March coming in like a lion and going out like a lamb. Explain that we think of a lamb as a gentle animal and a lion as a wild animal. Let the children make a lion and a lamb from paper plates.

Lambs — Glue white cotton balls on a paper plate for the lamb's woolly body. Cut a head from white construction paper and a tail. Cut legs from black construction paper and glue to lamb's body. Use black crayon to draw on an eye.

Lions — Paint a small and large paper plate with yellow tempera. When dry, paint or use crayon to make eyes, nose, and mouth on the small plate. Cut strips of brown construction paper $\frac{1}{2}$ inch wide and 3 inches long. Roll on pencil so strips curl slightly. Glue all around lion's face to make a mane. Glue head to body (large plate). Then glue on a construction paper tail and use a brown crayon to draw the feet.



Encourage the children to wear green on St. Patrick's Day and put up green and white streamers to lend a note of festivity to your home or center.



KITES

Make kites using 2 plastic bread wrappers per child. For the tail cut three $2\frac{1}{2}$ inch wide strips from one bread wrapper. Tie the ends of the strips together. Staple or tape the tail to the closed end of the other bread wrapper. Tie a piece of string to the open end of the kite. Hold the wrapper open so the wind can blow into it. The kite will inflate when the child runs into the wind.

WINDY

A ping-pong ball is placed at the center of a table. A player stands at each end of table. Each player attempts to blow the ball off opponent's end of the table by being as windy as possible.

Indoor Activities For Large Muscles

ROPE OBSTACLE COURSE: Use ropes to make obstacle course. Players can go through course in own creative way or follow directions given by adult. Encourage players not to move ropes as they complete the course.

- A. Place ropes parallel to each other and one foot apart. This can be a path for walking, jumping, hopping, or straddling. Path can also be jumped across.
- B. Lay rope in a zigzag line that is to be followed.
- C. Lay rope in a straight line that is to be followed or straddled.
- D. Tie rope between two chairs that are approximately two feet apart. Jump over rope or crawl under rope.
Variation: Make a series of six ropes which player alternately goes under and over.
- E. Make a circle with the rope. Jump in and out of circle, walk around circle, or jump in and out while going around circle.
Variation: Make three circles with three different ropes. Jump from one circle to the next.
- F. Two people hold ends of rope that is approximately five feet long. Holders move rope back and forth like a snake. Participants jump over rope.
- G. Two people hold ends of rope and make waves by moving rope up and down approximately 3" from the ground. Participants jump over rope.

REGIONAL ROUND ROBIN

By Ginger Burch

JOHN SWEENEY is the director of the Panhandle Day Care Centers, a non-profit corporation with two units, one in Scottsbluff and one in Gering. The two centers serve a total of 90 children.

The day I visited the Gering center, John was subbing for the head teacher although he regularly spends one day a week in Gering. One group of children was in a room with athletic equipment and learning centers. Another group was in an activity room. The picture shows the activity room.



A group was working at the table with Cindy Hoagland. They were making stuffed valentines for their moms. The group in the background were playing at a sandtable. After a while the two groups switched rooms.

In the second room Pearl Russell, a staff aide, explained the schedule. It is posted on the snowflakes surrounding the snowman in the picture. Each snowflake has an item on the schedule with the time it occurs such as lunch, nap-time, quiet time, creative activity. The schedule is changed about every two months or with the seasons, and other appropriate artwork takes the place of the snowflakes.



The staff takes turns planning, preparing for, and supervising the creative activities. A weekly activity chart, usually planned several weeks in advance, is posted.

A number of special activities and trips are included in the weekly schedule of the centers. For instance, every Thursday, the Gering Center children go to the library for story time. During dental week they took a trip to the dentist's office.



A DELICIOUS SMELL of chicken greeted me along with Mrs. Gertrude Pedersen at her home in Gering. Mrs. Pedersen, whose two daughters are grown and away, cares for six children, all of whom call her "Gramma." When Mr. Pedersen arrives home from work about 4:00, the children greet "Poppa."

When I arrived, I watched the children following the pictures in a book that corresponded to the story they had on the record player. After posing for some other pictures including the group seen here, they proceeded to show the activities they like to do such as reading, coloring, and playing with their dolls and stuffed animals.

As we moved into her spacious kitchen, the children brought their magic slates and drew, also printing their names and numbers which Mrs. Pedersen had taught them.

Mrs. Pedersen perceives her current profession as the latest in a long career of child care, starting with her own children. Before her day care career, she regularly cared for foster children. Her house shows her attention to children and their needs. One room is furnished with a child-sized table and chairs plus shelves to hold games, toys, and books.

Mrs. Pedersen keeps a "loose" schedule but is always willing to be flexible. The children regularly help and told me about the jobs they do. These include getting the aprons for mealtime and putting the silverware and napkins on the table. "It helps them learn to count because they have to count how many napkins and spoons are needed," she says.

Mrs. Pedersen shares the recipe for nutritious, fruity salad she served for lunch.

Fruit Salad

- 1 pt. strawberries
- 3 red apples
- 3 green apples
- 2 or 3 bananas
- Pineapple tidbits
- Orange
- Muskmelon
- Cover with
- 2 c. pineapple juice
- 2 c. 7-Up
- (sugar if desired)

Orange, bananas, strawberries, and melon are added just before serving. The other fruit should be chopped, covered with juice, and set overnight.

SPRING WORKSHOPS

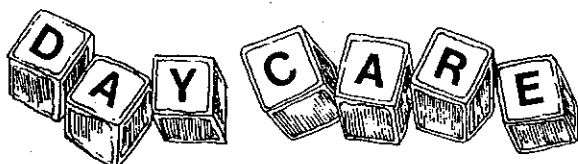


Mark these dates on your calendar now. Flyers will be sent by first class mail giving further details as soon as they are available.

	DATE	LOCATION	TOPIC	PHONE CONTACT
I	March 15	Scottsbluff	Nutrition	Jim Bowman - 632-6811
	March 17	Sidney	Nutrition	Suzi Sharp - 254-3222
	April 10	Alliance	Coping	Marcia Frye - 762-3775
	April 11	Alliance	Toddlers	Marcia Frye - 762-3775
	April 14	Chadron	First Aid	Doralie Mosher - 432-4451
	May 13	Gordon	Coping	Kathy Sklenar - 282-0831
II	April 12	North Platte	Nutrition	Maxine Pace - 532-5150
	April 21	Ogallala	Guidance	Pat Green - 284-3900
	April 22	Ogallala	Parent Involvement	Pat Green - 284-3900
	April 22	McCook	Coping	Jim Marsten - 345-5750
III	March 18	Hastings	Coping	Nancy Smith - 463-2666
	March 24	Grand Island	First Aid	Diane Muhlback - 384-5220
	March 27	Kearney	Role Playing AEYC	Tongay Epp - 234-5127
	April 17	Kearney	Parent Involvement	Tongay Epp - 234-5127
	April 27	Kearney	*Music AEYC	Artie Hobbs - 234-3916
	May 3	Grand Island	Nutrition	Diane Muhlback - 384-5220
	May 19	Grand Island	Parent Involvement	Diane Muhlback - 384-5220
IV	March 22	Norfolk	Nutrition	Lydia Drda - 371-2020
	April 28	Columbus	Toddlers	Barbara Lynch - 564-2791
	May 5	South Sioux City	Guidance	Charlene Webber - 987-3445
	May 15	Norfolk, Valentine, or Bassett	Coping	To be announced

AEYC = Association for Education of Young Children

*All day conference with a professional television performer - \$10 fee includes lunch.



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DAY BY DAY CARE is published in the interest of children and their care providers in Regions I, II, III, and IV through a grant from the Nebraska Department of Public Welfare by the Center for Applied Urban Research, a unit of the College of Public Affairs and Community Service, at the University of Nebraska at Omaha.



Keeping Good Records Calls for a System

Dear Caregiver,

By the time you receive this, you have probably struggled with your income tax and have sworn to keep better records this year. Those of you with larger centers probably have some accounting help. The smaller centers and day care homes may need help to develop a system so that tax time is not so painful.

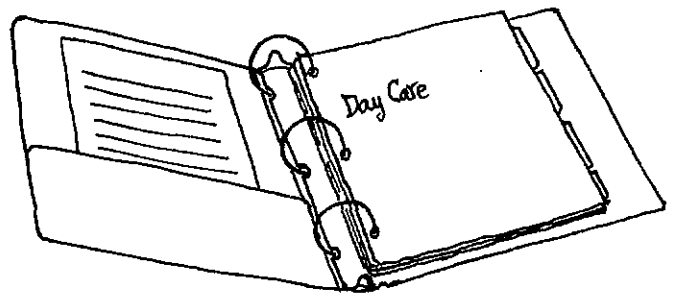
Income tax is based on a simple formula:

$$\text{Gross Profits} - \text{Expenses} = \text{Taxable Income}$$

The IRS requires careful documentation of both gross profit and expenses. Many caregivers are a little sloppy about these items. In this issue we will discuss two simple systems 1) to document gross profits and 2) to document expenses.

GROSS PROFITS. With four items you can set up a handy system to document gross profits.

- separate checking account (My bank charges \$2 per month and 15 cents per check unless you keep \$500 on deposit in which case it is free.)
- roll book
- receipt book with a stub or carbon copy system.
- a looseleaf note book with tabs, or a ledger to which you attach tabs or a card file with tabs. (See illustration)



Each child has a section easily accessible with the tabs. The total cost of these items is under \$10.00 plus the cost of the account.

The system is based on the following steps:

1. Record all children's daily attendance in a roll book.
2. Each week transfer each child's attendance into his/her section of the notebook, card file, or ledger along with the total amount due for the week.
3. When parents pay, give them a receipt (you keep a duplicate), and credit the payment against the total in the child's file.
4. Deposit in the account the total amount collected for the week, even if it means writing a check on the account later for groceries.

GROSS EXPENSES. It is difficult to document daily day care expenses because many of them are confused with family expenses. However, one system that you could use involves these three items:

March	Child <i>Jimmy Jones</i>	Weekly Charge	Payment	Balance
2	—			
3	8 hrs.			
4	8 hrs.			
5	6 1/2 hrs. (full day)			
6	(ill)			
7	8 hrs.			
8	4 days @ \$6.00	24.00		24.00
9	—		3/9 24.00	0
10	—			

- an accordion file or its equivalent
- a calendar-type diary
- stapler

The accordion file should have the following sections, each of which is a business expense: food, wages (taxes/FDIC), curriculum/office supplies, repair and maintenance, insurance, utilities, education and travel, depreciation, home business expense deduction, and tax credit.

Your diary should record your daily expenditures and how they are paid. (They should be paid by check.) A receipt should be put into the accordion file under the proper item. When checks return, they should be stapled to the receipt and returned to the file.

In the next issue we will discuss what can be considered expenses for each of the items, and how to plan and shop so that records can be kept. For instance, here are some ideas about food.

Keep a separate cabinet shelf for day care food. Make a weekly plan for meals and snacks you plan to serve in the following week. Gear your grocery list to the specific plan. Pay for these foods with a check drawn on your day care account. Don't mix your family foods and day care foods. Staple the meal plan to the shopping list and put it and the returned checks into the file. If you have store receipts add them.

Yours for better child care

Ginger Burch

Ginger Burch
Day Care Training/Service Coordinator

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Infants and Toddlers	Page 3
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School Age Strategy.	Page 6
Regional Round Robin.	Page 7
Workshops.	Page 8

About Two Caregivers -

A LETTER

Dear Ginger,

I really enjoy the clever ideas for activities and good advice columns in the Day By Day Care booklet. I've cared for children many years, first brothers and sister, babysitting as a teen-ager, reared two sons, the proud grandmother of three lovely little ones and find myself missing the little ones. Have cared for one family many times and finally became registered as my demands were getting to be more than I knew the law allowed. In my experience, I've had a wide variation of personalities, each needing different attention. I'm very interested in a psychology course and Child Care course so was glad to read about the offer for Region III in the March issue, am anxious for more details. I plan to attend "Coping" in Hastings the 18th weather permitting. It's quite a drive and Nebraska weather as temperamental as children it's difficult to make definite plans. Wish we could have smaller groups closer to home.

Thank you, Ginger, so much for all the clever, inexpensive ideas, I really appreciate them as we caregivers do have to watch expenses.

Hope to hear more about credit hours soon.

Sincerely,
Donna Hansen
Box 14
Ruskin, Ne. 68974

We'd like to hear from more of you. Won't you write and tell us of your experiences in caring for children—tell about a craft or art project that has been satisfying for you and the children, give us a good recipe, share something funny that has happened. Let us know about your problems or your plans.

SHOW AND TELL

At the Wee Care Child Center in Columbus, the nursery school division teacher was asking what the children had brought for show and tell that day.

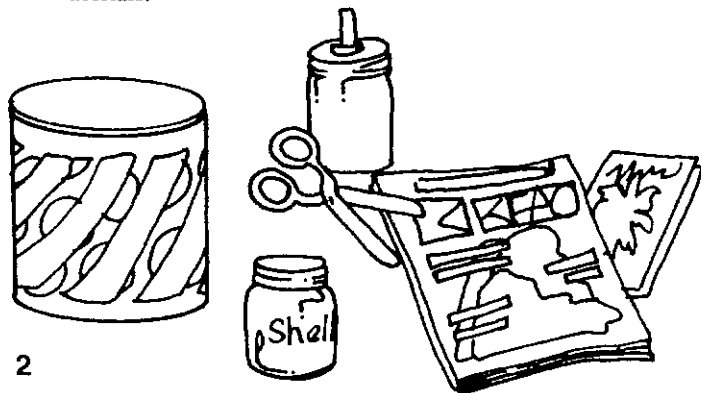
"I brought the chicken pox," said one little boy and pulled up his shirt to show his well-speckled tummy.

INDEPENDENT STUDY COURSE WILL SOON BE READY

A home study course for day care givers who cannot attend workshops is almost ready.

This independent study program on home-made play materials will count toward required training for licensing.

Announcements will be sent soon on how to obtain and use the materials.



AN ARTICLE

March 5 was a special day to the children at the Alliance Day Care Center and to a special lady who has spent a lot of her time there over the last eight years.

The children and staff took time out from the daily routine Wednesday to celebrate "Velma Palmer Day," honoring the Day Care Center's former head teacher and assistant director.

Palmer, 47, who holds an associate degree in Early Childhood from Chadron State College, has worked almost eight years at the center.

"It all started when I heard about an opening at the center for head teacher," she remarked. "I applied for the position and was later hired. There were only 18 children then and it was for those families with low-incomes."

The center was funded through the county and state when it first started. Now located in the basement of the Presbyterian Church, the center has 51 children on a regular basis.

"I love every aspect of the center—from scrubbing the floors to talking with the children," she said. "I get more love and affection in return that I can possibly give."

The center will be moving in early April to a new building just north of Box Butte General Hospital and a special plaque will be hanging there to commemorate Palmer's achievements with the center. Jo Wlaschin, president of the Alliance Day Care Center Board of Directors, presented Velma with a plaque for her contributions to the center. The plaque will recognize those people and/or businesses that have shown dedication to the children at the center as Velma has over the years.

An illness has restricted her involvement in the center the past year, but the children showered her with cards and a special cake on her day Wednesday, thanking her for all that she has done over the years.

"I'm so happy," she said. "I guess today is my lucky day."

Actually Velma, the children at the center have been the lucky ones for almost eight years now.

—Reprinted from the *Alliance Times Herald* 3/8/80.



Dr. Michael O'Neill of Grand Island, a well-known psychologist and consultant, talks to a group of caregivers at a workshop on "Coping with Problem Behavior." Dr. O'Neill will be conducting several more workshops this spring. See the list of places and dates on page 8.

● INFANTS and TODDLERS

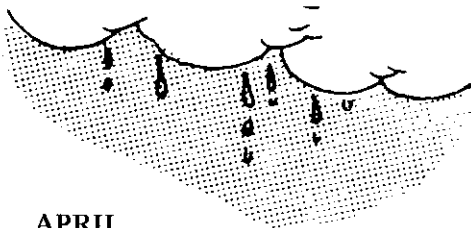
EGG ROLL: Place "L'eggs" egg (for panty hose) on floor. Blow egg across room or a designated distance.

Variation: Roll egg with part of body. Examples are: nose, elbow, foot, head.



EASTER EGG SORTING: Group and sort plastic eggs by colors and put them in an Easter basket. You could also precut Easter eggs from a variety of brightly colored construction paper. These could be large in size or small in size. Sort all the "large" eggs or all the "small" eggs.

Two empty coffee cans could serve as baskets. As the toddler drops the plastic eggs into the coffee cans, they will make a noise.



APRIL



April smiled,



April winked,



April rained,



April fooled,

HA HA HA!

April showered



I think!

April frowned,



April glowered,



PRE-SCHOOL POINTERS.

SPROUTING SEEDS FOR FUN AND FOOD

Growing things to eat is a science project that fascinates children. Watching a hard brown seed grow into a plant that tastes good for lunch is a never-ending wonder. Sprouting seeds is the easiest, fastest way to demonstrate this seed-to-sandwich evolution.

You might tell the children how explorers carry seeds to sprout so they can have fresh, green food no matter where they travel. Dry seeds are a good source of vitamins A and E, while sprouting produces vitamins A and C.

Be sure to use seeds meant for food. Garden seeds are often treated with chemicals, and are not intended for human consumption. Health food stores probably will have the largest variety of seeds to sprout.

The following seeds are easy to sprout, taste good and may be eaten raw.

Seed	Hours To Soak	Time Needed To Sprout	Serving Suggestions
Alfalfa	1-3	3-5 days	A taste everyone likes. Serve in green salads, good in sandwiches. Try a thick layer over cream cheese.
Mung	8	3-6 days	Use in Chinese dishes. Good chopped and added to bread dough.
Lentils	3-4	3-4 days	Sweet flavor. Serve in salads. Add chopped sprouts to stew, etc., last few minutes; do not overcook.
Wheat	3-4	3-4 days	Looks different from other sprouts—fine and fuzzy. Good in salads or sandwiches.
Rye	3-4	3-4 days	Unusual taste, nice for variety. Grind with wheat sprouts and serve with cream as a cereal. (Needs no sugar, very sweet.)
Sunflower Seeds (hulled)	3-4	36 hours	Very flavorful, good in salads.
Mustard, Parsley, Radish	1-3	3-5 days	Use to flavor salads.

Reprinted from *Texas Child Care Quarterly/February, 1979.*

“HEN AND CHICKS” GAME: Mother hen (chosen child) leaves the room. One or more children are chosen to be chickens. When mother hen returns, they peep softly until she finds them by the sound.



SWINGING BIRDS

Two tall telephone poles,
Between them a wire is strung.
Two little birds hopped on the wire
And swung and swung and swung.

RAINY DAY
packing to tie
lightning. D;a
pens or crayo

DID YOU EVER SEE A
Did you ever see a bunny
Did you ever see a bunny
Hop this way a that w
Did you ever see a bunny
Variations: Instead of “bu
scratch.

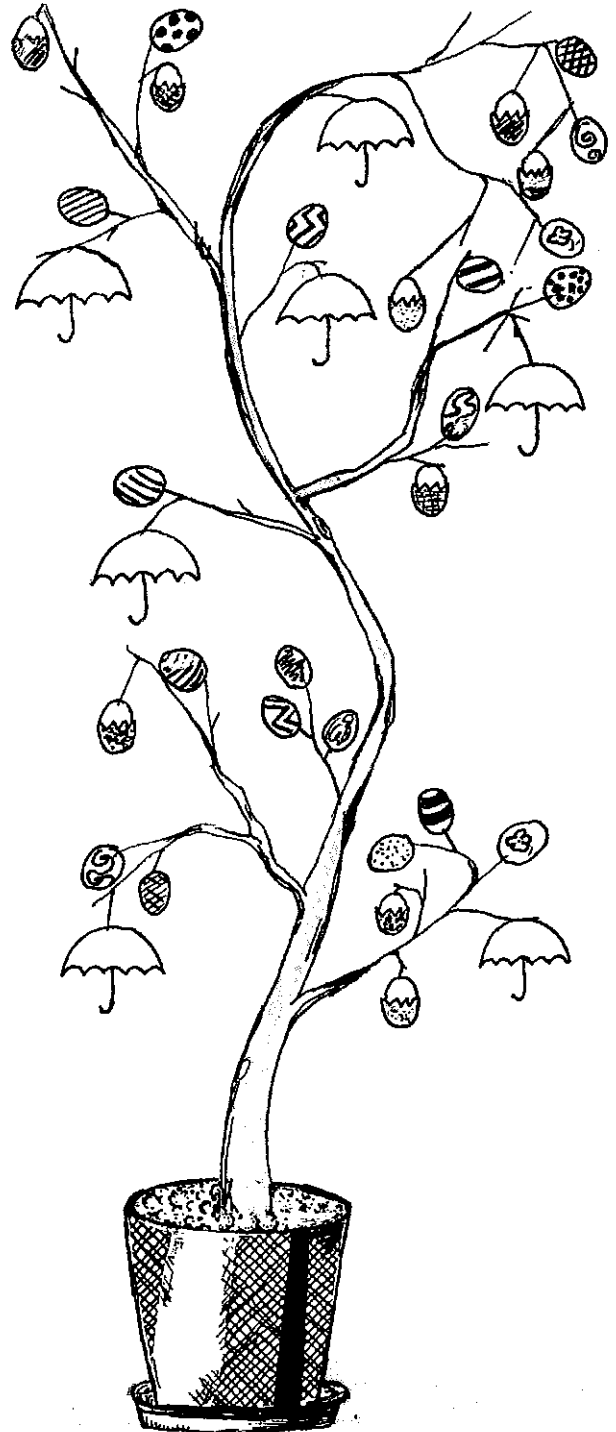
THE APRIL TREE

Last month's DAY BY DAY CARE suggested a tree which can be decorated with children's art work or items appropriate to the season. Two types of decorations are suggested for April.

Blow eggs and color them with water colors (older children) or soak crepe paper in hot water and put in the blown eggs—or use Easter egg dyes. Tape to branches on the tree or put the tip of a branch through the hole used for blowing. Halves of broken eggs can be made into miniature Easter or May baskets by coloring them as above, taping on a pipe cleaner or bit of ribbon for a handle, and adding a bit of Easter grass plus any miniature ornaments or flowers that are handy.

Umbrellas are another suggestion for this month's tree decorations. Cut this pattern from various colors of paper. To the back tape a pipe cleaner which has been bent to form a handle. These may be taped to the tree branches with scotch tape.

Children may cut out and paste spring pictures on pages, to be assembled into a book about spring or to put up on the bulletin board. Use pictures from seed and flower catalogs.



(clench fists and raise forefingers on each hand)
 (extend thumbs of both hands and place tips together)
 (bend second finger of each hand and place the tips on thumbs)
 (with fingers in position swing hands back and forth)

Y PICTURE: Glue cotton or styrofoam
 piece of paper for clouds. Use rickrack for
 aw picture and raindrops with felt-tip
 pens.

A BUNNY?: Tune - Did you Ever See a Lassie?
 ny hop this way and that way?
 ny hop this way and that?
 way hop this way and that way.
 ny hop this way and that?
 unny hop" use: duck waddle, lamb frolic, chick

SCHOOL-AGE STRATEGY.

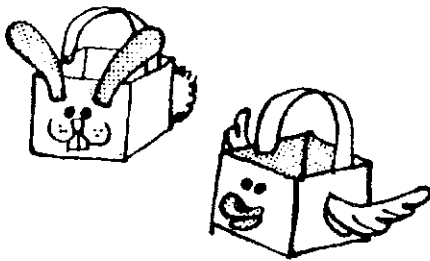
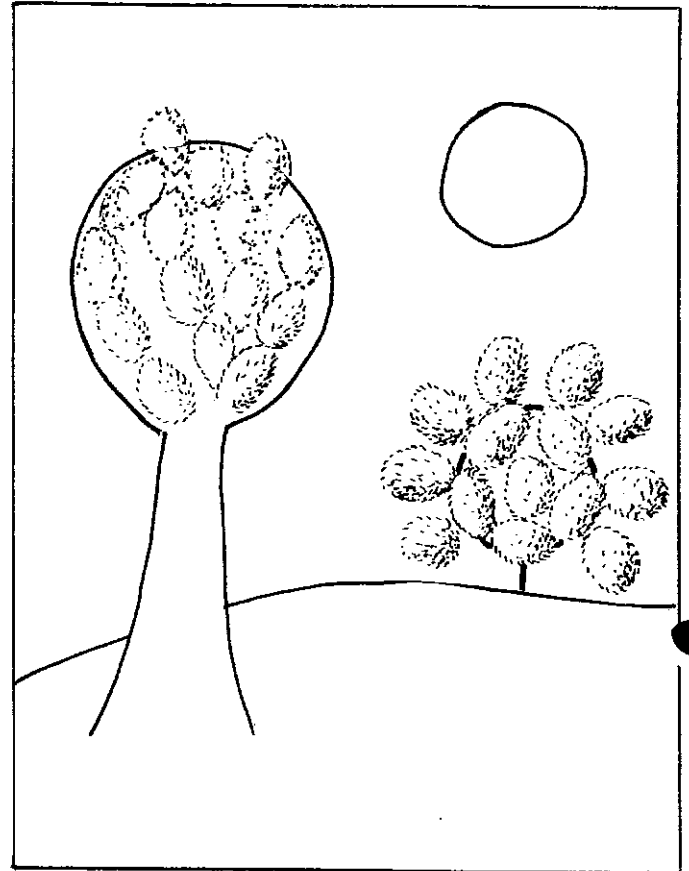
You know it's spring when you see pussy willows around. You probably think that they are only meant for putting in vases, but a beautiful form of painting can be done with the catkins from pussy willow branches.

Things You Need

white drawing paper
pencil
colored felt-tipped markers or crayons
pussy willow buds
liquid white glue
paper cup
paintbrush

Let's Begin

1. Draw a very simple design on a piece of drawing paper with a pencil, see the illustration for an example.
2. Color the drawing with felt-tipped markers or crayons. You can also make a drawing with pieces of colored construction paper cut into various shapes and pasted to the drawing paper.
3. Remove pussy willow buds from their branches.
4. Pour liquid white glue into a paper cup.
5. Paint an area on your picture with white glue.
6. Place pussy willow buds on the glued area.
7. Continue gluing pussy willow buds, wherever you want them on your picture.
8. Allow the pussy willow buds to dry.
9. The pussy willow buds can be tinted using colored felt-tipped markers.



MILK CARTON BASKET. This could be an Easter basket or a May basket. Cover bottom half of milk carton with construction paper. Staple cardboard handle to carton. Decorate.

Variations:

- A. **BUNNY:** Cover carton with pink or white paper. Add ears, facial features, and cotton tail.
- B. **DUCK:** Cover carton with yellow paper. Glue paper wings, bill, and eyes to basket.
- C. **FLOWER BASKET:** Glue paper scraps or tissue flowers to basket.

AFTER EASTER:

Make crushed egg shell collages. Children like to crush their own egg shells by rolling with rolling pin. Place in jar with tempera paint and shake and spread out on paper towels to dry. Paint Elmer's glue on a sheet of paper with cotton swab or paste brush. Sprinkle on each color of egg shell bits, which may be dyed with crepe paper in hot water or painted with a brush before crushing.

REGIONAL ROUND ROBIN

By Marian Meier

This month, DAY BY DAY CARE visits a large day care center and two day care homes in Columbus which is in Region IV.

AT THE WEE CARE CHILD CENTER, Marilyn Robak and her staff of 23 (15 of these full-time) care for an average of 94 children each day in a 24-hour operation.

Because she has so many children of different ages coming and going at different times and because she, her staff, and the parents want the children to have plenty of time for free play, only two half-hour periods are used for group activities. These usually take the form of singing action songs or dancing disco-style to lively music.

Nursery school groups meet with a special teacher for an hour and a half two or three days a week, but an extra charge is made for this.

The Wee Care Center shares its recipe for "Monster Cookies," one of the children's favorites.

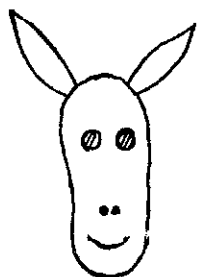
- 1 dozen eggs
- 2 lbs. brown sugar
- 4 cups white sugar
- 1 tbs. vanilla
- 1 tsp. white corn syrup
- 8 tsp. soda
- 1 lb. butter
- 3 lbs. peanut butter (6 cups)

1 large box quick Quaker Oats

Mix together in order given. Use ice cream scoop to form into balls and place on ungreased cookie sheet. Bake at 350° for 12 to 15 minutes.

MRS. COLLEEN GREER, a former elementary school art teacher with a degree in early childhood education, cares for three children, her own child, and a foster child at her home in Columbus.

Children in her care have enjoyed making donkey faces by first tracing around their own shoes on gray or brown construction paper. Ears are cut from the same color of paper and pasted on. The eyes are circles of black paper, the nose is two dots made with a magic marker, and a smiling mouth is cut from red construction paper.



Another art technique Mrs. Greer has found successful is letting the children color their own designs on squares of fine sandpaper. These are then "baked" in a 300° oven for a few minutes, just enough to melt the crayon so that it will cover the sand grains. The melting technique produces an interesting and attractive texture to the drawing.

Her children also like to use colored chalk to draw on construction paper that has been prepared by covering it with a film of liquid starch. The chalk drawing must be done while the starch is still wet, and when the drawing is completed, the entire creation is set aside to dry.

Still another suggestion from Mrs. Greer involves applying magic markers in various colors to white tissue paper to make very beautiful artistic designs. When the design is finished, it is mounted on sturdier paper.

With all these techniques, children are allowed to draw what-

ever they please, whether it is totally abstract in design or in some form that is pleasing to them.

Mrs. Greer subscribes to Sesame Street magazine for her children and to two children's book clubs, so she has plenty of stories to read to them.

ASOON-TO-BE GRANDMOTHER, Mrs. Darold Olson, with help from her husband, cares for seven children at their home. Some families have been leaving their children with her for 11 or 12 years, and she recently attended the wedding of one of her former charges.

In the Olson basement is an incubator with five eggs, scheduled to hatch in time for Easter. The children are anxiously awaiting the big event, and Mrs. Olson is keeping her fingers crossed that it doesn't happen over the weekend. She plans to take the chickens to the farm of a friend after they are a week or so old.

Mrs. Olson has made quilts about four feet by four feet in size for her children to use at nap time by covering old blankets with flannel and tying with yarn. Small pillows are covered with a removable cover made from old bedspreads. She also makes play pen pads this way, so they are washable too. She doesn't like to put a child on plastic.

Birthdays are always celebrated with the traditional ice cream and cake which Mrs. Olson makes "from scratch" for the birthday child. Mrs. Olson makes scrapbooks for her charges by pasting pictures cut from magazines onto construction paper and tying the sheets together with yarn.

* * *

The following two paragraphs got crowded out of previous issues. The first is from Pooh Corners in Hastings, the second from Anna Johnson of Lexington.

* * *

Mrs. Shirley Goebel, the Pooh Corners cook, shares her recipe for chicken and dressing, one of the children's favorite lunches. Amounts would have to be adjusted for a smaller number of children.

6½ boxes poultry dressing (Mrs. Wright's or Pepperidge Farm)

5 restaurant size (gallon) cans cream of chicken soup

½ gallon milk

broth from cooking chicken

12 chickens

Stew chicken and carefully bone. Layer on the bottom of flat baking pan. Spread dressing over chicken. Pour soup, milk, and broth over dressing. Bake at 350 degrees for 45 minutes to an hour. Serve with peas on the side.

* * *

Sometimes Anna has a child who will not stop crying and disrupts the other children's activities. When talking and tender loving care don't seem to help, the child is gently told to sit on the "cry seat" in an isolated area until he or she can stop crying. Then the child may come and join the others. One small girl cried every day for two weeks when she was left at the day care home. Before the end of the second week, she went to sit on the cry seat herself until she had finished and was ready to join the group.

In the matter of discipline—"We all like to know what is expected of us," Anna says. "Children don't always know their boundaries when they're with mom. I treat them like my own, but I am more diligent. Once the boundaries are established, all you have to do is be there. The children discipline themselves."

SPRING WORKSHOPS

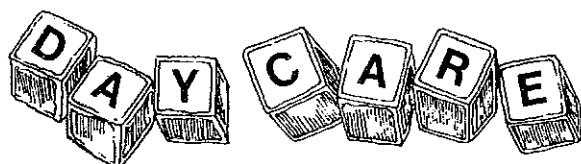
Mark these dates on your calendar now. Flyers will be sent by first class mail giving further details.

	DATE	LOCATION	TOPIC	PHONE CONTACT
I	April 10	Alliance	Coping	Marcia Frye - 762-3775
	* April 11	Alliance	Toddlers	Marcia Frye - 762-3775
	April 14	Chadron	First Aid	Doralie Mosher - 432-4451
	May 13	Gordon	Coping	Kathy Sklenar - 282-0831
II	April 12	North Platte	Nutrition	Maxine Pace - 532-5150
	April 21	Ogallala	Guidance	Pat Green - 284-3900
	* April 22	Ogallala	Parent Involvement	Pat Green - 284-3900
	April 22	McCook	Coping	Jim Marsten - 345-5750
III	April 17	Kearney	Parent Involvement	Tongay Epp - 234-5127
	April 27	Kearney	*Music AEYC	Artie Hobbs - 234-3916
	May 3	Grand Island	Nutrition	Diane Muhlbach - 384-5220
	May 19	Grand Island	Parent Involvement	Diane Muhlbach - 384-5220
IV	April 28	Columbus	Toddlers	Barbara Lynch - 564-2791
	May 5	South Sioux City	Guidance	Charlene Webber - 987-3445
	May 15	Norfolk, Valentine, or Bassett	Coping	To be announced

AEYC = Association for Education of Young Children

*All day conference with a professional television performer - \$10 fee includes lunch.

* For Day Care Center Directors



Annex 15 - UNO
60th & Dodge St.
Omaha, Nebraska 68182

DAY BY DAY CARE STAFF

Ginger Burch - Program Coordinator
Marian Meier - Editor
Sharon Davis - Consultant
Jason Chen - Art Work
Joyce Carson - Clerical

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Managing Your Menus Means Organization

Dear Caregiver,

Last month we mentioned the elements of the basic income tax formula, and I hope you were able to document your expenses. This month we will discuss some ways to keep your records. You should save these two articles and the ones to come in your notebook for use next year. This month we will help you develop a system to plan and document your food expenditures since this is probably your biggest cost of business.

There are three basic rules for documenting food purchases:

1. Keep the day care foods separate from the family food.
2. Plan menus and food purchases at least one week in advance and preferably two weeks in advance and make a grocery list to correspond to the foods on the menu.
3. Keep records to show that grocery purchases correspond to menus.

How can you keep the foods separate?

It may take a while to get used to, but it is possible to keep your day care food purchases separate from your family food purchases without building a new kitchen. You need a simple system for separate food storage in the freezer, refrigerator, cupboards, pantry, and bins. I'll suggest two ways that may help you. You may be able to think of other ways. If you do, I hope you will share it with us. Whatever system you use, be sure to inform your family about it.

There are two simple ways to keep foods separate: either keep the day care foods in a separate area or label the day care foods clearly and put them and the family's food together in one area. For instance, if your freezer is large enough, put the day care foods in a separate bin and label as such. If your freezer is too small, develop a simple labeling system such as putting different colored twisties on foods transferred into freezer bags, or keep a roll of wide red tape handy and put a three inch strip on day care purchases, or use a freezer marking pen to label day care purchases. If you use the tape, you can use it on all of your foods.

The same principles are true of cupboards, pantry, and refrigerator. Keep one shelf for day care foods or use the red tape or marker for labels, cans, packages, or bottles. If you empty crackers, sugar, flour, etc., into different containers, have two sets, one labeled for day care. If you put fruit and potatoes, etc., into bins, have two bins, one labeled for day care.

If you borrow from one supply when running low on the other, make a practice of returning the item at the very next grocery shopping.

How can I plan menus so far in advance?

Many of you have attended our nutrition workshops this spring and know the value of planning. The materials given out at the workshop show you how to plan ahead using the best nutrition and using foods that children like. Basically, the planning requires three steps: 1) set up the menus; 2) determine the amounts of each food item needed; 3) transfer the amounts to a grocery list.

Set up the menus. Figure 1 shows the kind of work sheets that the nutrition workshop helps to develop. If you follow the pattern of types of food needed at snacks and meals, you can do this for a two week period.

Figure 1

U.S.D:A. FOOD PATTERN	1st Day	2nd Day	3rd Day
Morning snack (2 food groups)			
milk, fruit or juice bread or cereal	milk cinnamon toast	tomato juice cheese toast	milk raisin toast
Lunch			
milk meat or alternative vegetable or fruit bread other food	milk meat loaf green beans pineapple cubes bread and butter	chocolate pudding fish sticks orange juice cornbread squares carrot sticks	milk macaroni/cheese battered spinach bread and butter apple wedge
Afternoon snack			
milk, fruit, juice bread or cereal	apple juice whole wheat muffins	milk oatmeal cookies	fruit cup saltine crackers

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Regional Round Robin	Page 7
Workshops	Page 8
Home Study	Page 8

Determine the amount needed. Don't forget you need different amounts for different aged children. Figure 2 will help you figure this out.

Figure 2

Food components	Children 1 up to 3 years	Children 3 up to 6 years
BREAKFAST		
Milk, fluid	1/2 cup	3/4 cup
Juice or fruit	1/4 cup	1/2 cup
Bread and/or cereal, enriched or whole grain		
Bread	1/2 slice	1/2 slice
Cereal	1/4 cup	1/3 cup
MID-MORNING OR MID-AFTERNOON SUPPLEMENT (SNACK)		
Milk, fluid, or juice or fruit or vegetable	1/2 cup	3/4 cup
Bread or cereal, enriched or whole grain		
Bread	1/2 slice	1/2 slice
Cereal	1/4 cup	1/3 cup
LUNCH OR SUPPER		
Milk, fluid	1/2 cup	3/4 cup
Meat and/or alternate (One of the following or combi- nation to give equivalent quantities)		
Cooked meat, poultry, or fish	1 ounce	1 1/2 ounces
Cheese	1 ounce	1 1/2 ounces
Egg	1	1
Cooked dry beans or peas	1/8 cup	1/4 cup
Peanut butter	1 tablespoon	2 tablespoons
Vegetable and/or fruit	1/4 cup	1/2 cup
Bread, enriched or whole grain	1/2 slice	1/2 slice

For instance, if you have four children ages 3 - 5, you will be serving the following amounts of milk:

3 snacks at 1/2 cup for 4 children = 6 cups

3 lunches at 3/4 cup for 4 children = 9 cups

This leaves a total of 15 cups or 3.75 quarts or 1 gallon. Figure 3 shows a chart that you can develop to help you or use a regular accountant's notebook. If your children are mixed ages, you'll need a page for each.

Figure 3

Food Component	No. of Times on Menu	Serving Size	Amount Per Child	No. of Children	Total	Purchase Size
Snacks						
Milk	3	.5	1.5	4	6 cups	1 1/2 qts.
Bread, cereal	2	1/2 slice	1	4	4 slices	1/4 loaf
Lunch						
Milk	3					
Bread						
Pineapple cubes						

Transfer the amounts to a grocery list. From Figure 2, so far, we have: 1 gal milk
1 loaf bread
1 can pineapple cubes

How can I keep the records?

This is the easy part with four simple steps.

2 1. Take your grocery list to the store.

2. Pay for the food by check on a day care account if you have one. If you use your personal check, note that the check was for day care groceries on the check. **DO NOT PAY FOR YOUR OWN GROCERIES WITH THE SAME CHECK.** (If you have to pay 10 cents per check, remember, it's deductible.)
3. Keep the grocery receipt.
4. Staple receipt onto grocery list and put into your accordion file. When the check returns, add it to the list.

While this system may seem complicated at first, you will soon be a whiz at it. Obviously, every two weeks is better because you can repeat some of the items so that it is worthwhile purchasing larger quantities. One thing to watch is **running out** for little extras several times a week. These are much more difficult to verify should you ever have an audit.

Next month we will talk about how to keep records for deducting operating expenses in your home, maintenance, utilities, mortgage or rent, depreciation, etc. Until then, keep going to those workshops.

Yours for the children,

Ginger Burch

Ginger Burch

Day Care Training/Service Coordinator

Freedom of Choice Needed by Children

By Marian Meier

LIKE THEY NEED LOVE, food, and a warm place to sleep, children need freedom of choice. They need freedom to create, to explore and handle, even to make what an adult may think is a mess.

Giving children pictures to color, handing them crayons, and telling them to stay in the lines gives them no choice at all. Very little children cannot and will not stay within the lines. They are creating when they "scribble." When children of three or four manage to stay within the lines and are praised for doing so, their creativity is being destroyed. Children must learn to make their own decisions—what color, how big, what shape, for example.

Children need to realize the delight and excitement of drawing, painting, or putting together something of their very own. They grow and develop through exercising their creativity.

The care giver need only present the materials and let the children draw, paint, cut, or glue whatever pleases them. The most important thing is an exposure to the art materials in a very simple way—one that will provide for the repetition children need. Learning to handle scissors, staplers, hole punchers is done by doing, over and over again. Crayons, paper, and scissors should always

(Continued on Page 7)

INFANTS and TODDLERS

Mother's Day Gift

HAND PRINT: Place opened hand into tempera paint. Press opened hand onto outside of piece of construction paper which has been folded in half. Attach the following poem:

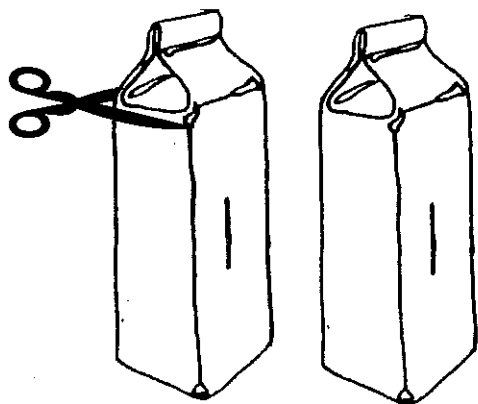
My dirty little fingerprints I've left on every wall,
And on the drawers and table tops. I've really marked
them all.
But here is one that won't rub off. I'm giving it to you.
Because I'm thankful for a mother just like you!

Author Unknown



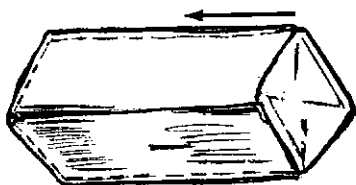
TOYS FOR BABIES AND TODDLERS

Shaker bottles — Put small, colored, edible (in case the bottle is opened accidentally) pieces of dry cereal, for example, inside any clear, thoroughly washed plastic bottle. Empty, clean, plastic shampoo or dishwashing detergent bottles make great toys for younger and older babies. Be sure the lid is on tight.



Blocks — Use milk cartons of different sizes (half-pint, quart, half-gallon). Each block takes two cartons. Cut the tops off and put one bottom inside the other so the bottoms of the cartons make the ends of the block. Put a small edible object inside some blocks so that they will make a noise when shaken. Cover blocks with self-adhesive paper.

Hidden Objects — With the baby watching, put something in a paper bag or box or under a diaper. See if he or she will try to find it.



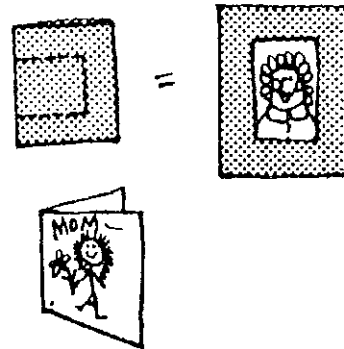
Boxes — all shapes and sizes — for walking or crawling into (refrigerator box), sitting in, stacking, nesting, putting things in and dumping them out. A shoe box with a string attached makes a good pull toy for a toddler.

IF A TOY IS SAFE, IS FUN FOR THE BABY,
AND ENCOURAGES THE USE OF THE BABY'S SKILLS,
THEN IT'S A GOOD TOY.

PRE-SCHOOL POINTERS.

PORTRAIT OF MOM: Draw a portrait of Mom. Make frame by folding another piece of paper that is the same size in half. Cut a rectangle from the folded edge leaving a frame 1-1/2" in width. Open. Glue frame over portrait.

Variation: Instead of a frame, draw portrait on front of folded piece of construction paper for card. Adult can write as child dictates message for inside a card.



MOTHER'S DAY CARNATION: Curl strips of tissue paper by wrapping around a pencil. Glue end of each curled strip to center of doily. Attach pin to back of doily.

BUTTERFLIES

Materials: Wooden clothespin
Rainbow tissue paper
Pipe cleaner

Have the children insert several layers of 8" square rainbow tissue paper into a clothespin. Add pipe cleaner feelers and two magic marker eyes to the head of the clothespin. These butterflies are fragile looking and beautiful.

FLOWER COLLAGE: Cut or tear pictures of flowers from seed or flower catalogs. Arrange on construction paper. Make one flower or a garden of flowers. Variation: Cut or tear scraps of brightly colored construction paper. Glue onto paper to make flowers.

SEED COLLAGE: Create picture by gluing different seeds onto construction paper. Use seeds that are large in size. Examples are: pinto beans, dried peas, navy beans, lima beans, popcorn kernels.

PUSSYWILLOW: For stem draw straight line on piece of construction paper. Glue cotton or puffed rice on sides of stem.

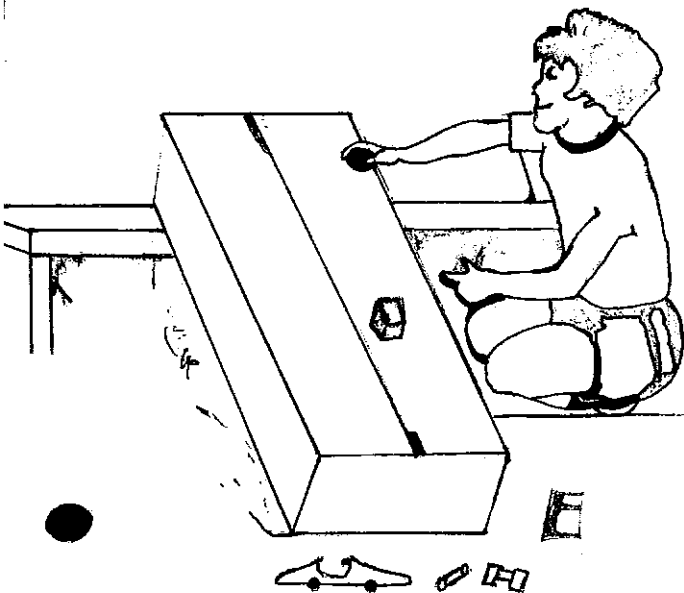
BIRD NEST: Collect string, twigs, and grass. With collected items, form nest in margarine tub or bottom half of milk carton. Add eggs shaped from colored clay.

FRONT STEP CHUTE

Materials:

A large cardboard carton
Steps, stool or low wall
Variety of items: balls, paper cups, toys, plastic curlers, blocks, spools, rocks, marbles, soap, coins, paper clips.
Marker

1. Make a long cardboard slide at steps, a wall, stool, etc.
2. Now try sliding various objects.
3. Which ones roll? Which slide? slowest? Which won't move at all? "over-heels"? What happens when you race a spool against a friend's?



and prop it up against something:

Slide down your "chute."
Which go the fastest? the
all? Which tumble "head-
down you make your slide steeper?
lanes and a starting line; then
smooth rock or small car.



THE MAY TREE

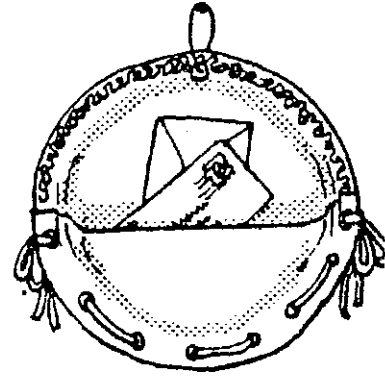
The butterflies suggested on the previous page may be used as decorations for your tree this month.

Another suggestion is to make blossoms out of small squares of pink or yellow tissue paper or crepe paper. These are simply crumpled and glued or taped to the tree. Green leaf shapes may also be used.

Popcorn will color beautifully if it is first cooked without salt or oil and then shaken in a paper bag with powdered tempera. Then it can be glued to the tree for another type of spring blossom.

SCHOOL-AGE STRATEGY

PAPER PLATE LETTER HOLDER: Decorate with crayons or felt-tip pens a paper plate and half of another paper plate. Place two together with rounded edges matching. Punch holes in bottom edge. Lace two plates together with yarn. Punch hole in top of whole paper plate. Thread another piece of yarn through hole and tie to form loop for hanging holder. Variation: Staple two plates together, instead of lacing with yarn.



MINIATURE GOLF

Older children will enjoy making an elaborate course to follow all around the room. Younger children can use one or two obstacles through which to roll the ball.

Before play begins:

Decide the order of play by drawing straws or numbered cards.

Place a tape "starting line" on the floor so players all begin at the same place.

Each player has one turn. If a player hits the ball through the next obstacle in line, he gets an extra turn.

Older children may want to incorporate some regulation golf rules into their game, such as establishing a par for each hole and special credit for a "hole in one."

Materials needed:

sponge, 2" x 3" x 4" or larger

1/2" dowel, 18" long

soft rubber or foam ball, about 2" in diameter

cardboard cartons in a variety of shapes and sizes

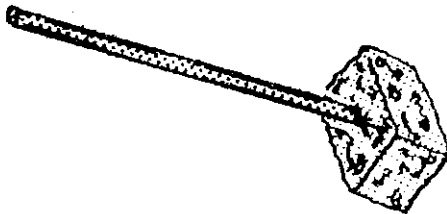
wide masking tape

decorating materials, colored paper, paint, cardboard

cutouts, yarn, glue, etc.

To Make Golf Club:

Cut slit in center of sponge and glue end of dowel into into place, as shown.

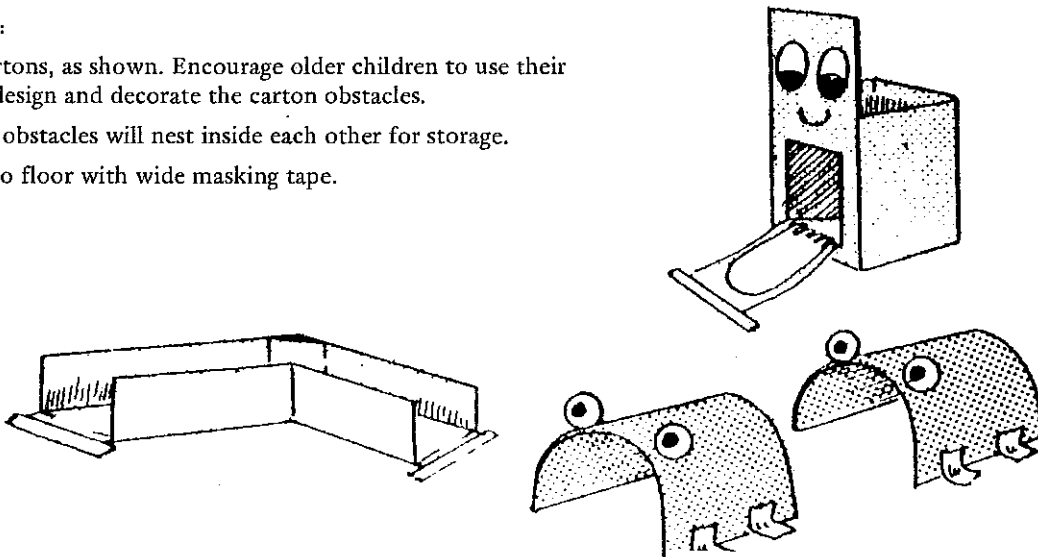


To Make Obstacles:

Cut and fold cartons, as shown. Encourage older children to use their imagination to design and decorate the carton obstacles.

Plan so that the obstacles will nest inside each other for storage.

Tape obstacles to floor with wide masking tape.

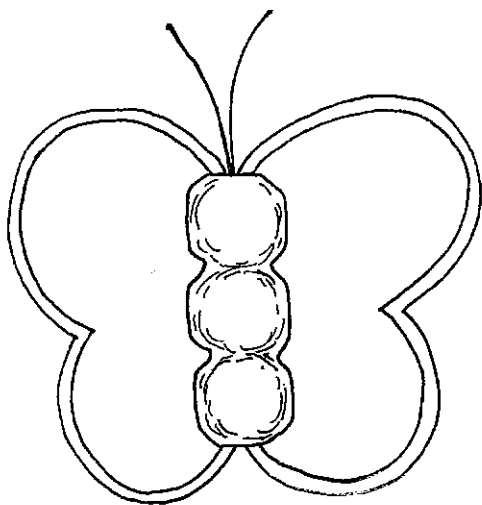


REGIONAL ROUND ROBIN

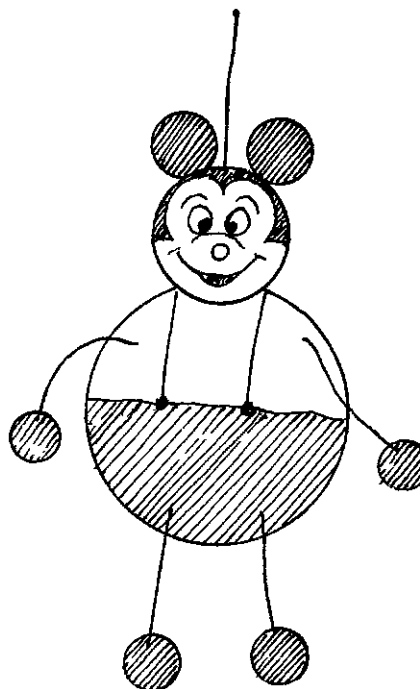
THIS MONTH we'd like to share a letter from Bobby Kangas of Nelson. We'd be very happy if more of you would write in with good ideas to share like she has done. Or write about problems you have or share a funny incident. Someone else may have an idea that will help you or could use a little day-brightener. We'd like to have this page full of letters from all of the four regions.

If you have a black and white picture of yourself or the children doing the activity you are suggesting, include that too.

I use the craft ideas and would like to share one. Draw a butterfly shape on a sheet of paper. Proportion the size to the length of three bumps from a styrofoam egg carton. Tape the bumps on top. Let the children color designs on the wings. Draw a face on the front of the top egg bump. Add a wire bag twister to the top for the feelers. Outline the outer edge to be colored as a frame.



Another cute craft is to draw a Mickey Mouse out of circles and fasten together with rubber bands. The body and head are drawn around a glass, the ears a little smaller. The hands and feet are about a 25 cent piece size. Make the face out of crayons. The arms and legs are rubber bands that are cut and taped to the body. Put a rubber band on the head between the ears, and he gets to be a puppet to bounce.



I attended a session in Hastings on how to cope with behavior problems, and I would like to see another session in our area on the advanced coping. Kearney and Grand Island are almost too far for us to travel from this area.

I'm interested in the home study. I find that I have a group of children from infants to four years, and my craft activities have been harder to organize.

Thanks to Colleen Greer for the donkey face. The children enjoyed that simple project that required a short attention span.

FREEDOM OF CHOICE

(Continued from Page 2)

be available together with tape of several varieties, small amounts of paint, and a variety of painting implements.

Children need to please only themselves. Does this mean the children can throw the paint or smear themselves with glue? Of course it doesn't. But once you've presented the materials, forget how you intended them to be used. You may have something definite in mind, but the children may have their own ideas. There is nothing right or wrong about art. The idea is to create.

The children need not all be doing the same thing either. During the art time, some may wish to paint at an easel, others may be drawing at

another table, and still others cutting and pasting in another location. Some care givers do not allow this kind of a situation because of fear of a mess, but the art period need not be a messy experience.

Children are naturally creative. Give them a choice and let them exercise this important aspect of their personalities. If you, the care giver, are asking, "What would you like to draw (or paint or make out of these) today?" instead of saying, "Here's a picture to color," you are on the right track.

A very helpful guide to developing children's creativity is *Don't Move the Muffin Tins* by Bev Bos published by the Burton Gallery whose address is 5919 D Palm Drive, Carmichael, California 95608.

SPRING WORKSHOPS



By the time this issue of DAY BY DAY CARE reaches you, most of the spring workshops will be over. These three, however, remain on the schedule. Flyers regarding these workshops have been sent by first class mail to everyone in the region in which the workshop occurs. However, you do not have to be in a region in order to attend a workshop there. Anyone may attend anywhere anytime.

Date	Time	Place	Title	Contact Person
May 13	7 - 9:30	Gordon	Coping with Problem Behavior	Kathy Sklenar 282-0831
May 15	7 - 9:30	Norfolk	Coping with Problem Behavior	Lydia Drda 371-2020
May 19	7 - 9:30	Grand Island	Parental Involvement	Diane Muhlback 384-5220

STUDY COURSE ON PLAY MATERIALS READY FOR HOME CARE GIVERS

The home study course, Child Development Through Home-Made Play Materials, has been sent to the printer and should be ready for distribution about the middle of May.

Primarily for persons who operate day care homes, the course will be a way of earning two and a half hours of the required training for licensing.

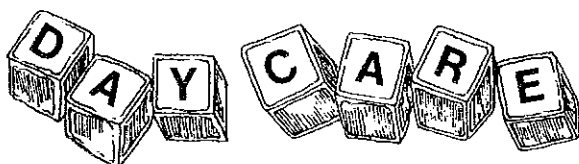
A home study course on nutrition is also being written and should be ready in June. A third home study unit on child guidance is being prepared.

Flyers will be sent soon to home day care givers outlining details of how they may order the materials which will be sent free of charge.

The home study course will be packaged in an attractive three-ring notebook which has room for the other home study courses also. A set of dividers for the notebook will be included.

The course on home-made play materials includes six sections. The first is aimed at large muscle development, the second on small muscle development and toys to develop the five senses. A section on toys to develop a feel for music makes up the third. Sections 4 and 5 have to do with play materials and centers for play acting, and the sixth section describes materials to encourage creativity.

An evaluation form and quiz will be in a separate section. This part is to be mailed back on completion of the course so that a certificate of participation can be issued.

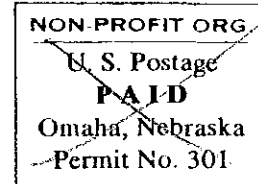


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DAY BY DAY CARE

VOLUME 1, Number 8

June, 1980

Spare the Rod ... OR Spoil the Children

Should you spank—or shouldn't you?

Harsh punishment of the young is rarely effective and may even teach violence to the children being punished, says Brian G. Gilmartin, a sociologist and counselor writing in *Human Behavior*, February, 1979.

How many American parents use corporal punishment?

About 81 percent of them do, according to a recent study of parents. More than 60 percent of them spanked or beat their children about once a week. Perhaps even more surprising is the finding that 46 percent of all college students had been beaten or physically assaulted by a parent some time during their senior year in high school.

If spanking isn't effective, why do so many parents use it as a form of discipline?

Dr. Gilmartin says that parents spank or even become violent when their children's behavior makes them feel severely frustrated and exasperated. These feelings are an understandable result of being unable to influence how their children behave.

Parents and others who care for children often confuse discipline and punishment. Discipline means education. It is a form of guidance that helps children to develop self-control. Discipline works best when parents and children respect and trust each other. With discipline a parent or caregiver tries to guide a respected child to correct behavior both in day-to-day living and when the child misbehaves. This is done best by showing the child correct behavior especially by being a good role model and by rewarding correct behavior with praise.

Punishment, on the other hand, is external control over a child by force, often in the form of spanking. Parents who punish seldom trust or respect the one being punished. They feel the child is not trustworthy or good.

They hope that physical punishment will help their children become better children. Usually such strictness has just the opposite effect. Children will obey or "be good" while the adult is nearby but have no internal control when the adult is out of sight.

What are the effects of spanking?

- Children who are frequently spanked tend to become highly resentful and distrustful of authority.
- Almost every study ever made into the backgrounds of violent criminals has shown that they are far more likely than law-abiding citizens to have been subjected to a great many beatings and other forms of physical punishment.
- Children who are often spanked tend to be much quieter, less able to express themselves, and more sullen than those who grow up under milder, more democratic forms of discipline.

(Continued on Page 8)



Spring into Summer

We've had a long, cool, and lovely spring in Nebraska. All the flowering trees, redbud and crab apple, wild plum and chokecherry, the golden forsythia and the showy bridal wreath, have been particularly beautiful. From the time the willows herald the approach of the season by turning chartreuse to the time of the drifting down of the snow from the tall old cottonwoods, spring in Nebraska is a very special season.

We hope you've taken time to take the children out to look for signs of spring and to enjoy their delight in the discovery of each new indication.

Now summer will soon be here, and this issue of DAY BY DAY CARE is packed with ideas for summer fun. We hope you enjoy this new season and that you have a very good summer.

The newsletter will not be published during July and August. We hope to see you again in the fall.

Ginger, Marian, and Sharon

INTEREST INDICATOR

Enclosed with this issue of DAY BY DAY CARE is a form which we hope you'll take a few minutes to fill out. No postage is required for its return.

This interest inventory will help us to give you what you want and need in the way of training.

Thank you very much for taking the time to help us help you.

FIX A FRUITY ZOO

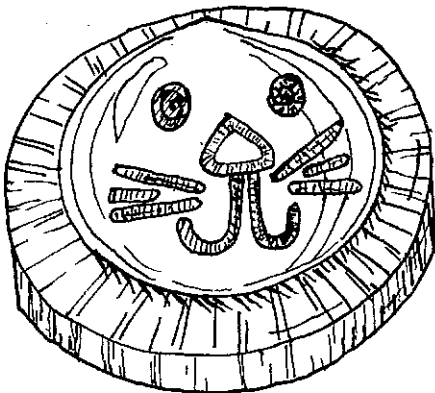
Things You Need

spoon and spatula
canned pineapple slices, peach halves, apricots,
and pears
paper towels
small paper plates
cake decorating gel in a tube

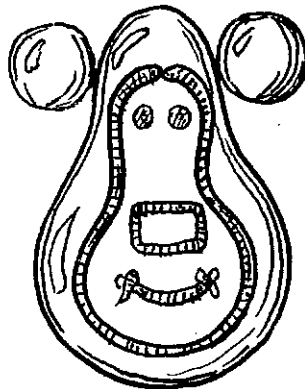
Let's Begin

1. Spoon out the canned fruit onto paper towels. Blot the fruit until it is dry.
2. Use a spatula to lift the fruit onto a small paper plate.
3. Make the animals as described below:

LION: Place a peach half on top of a pineapple slice. Use cake decorating gel to draw a lion face on the peach half.



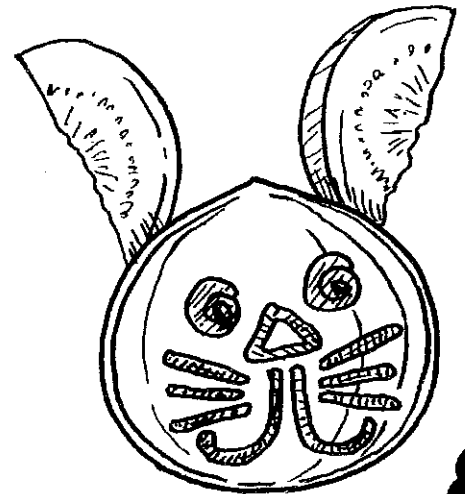
BEAR: Use a peach half for the face and add apricot halves for the ears. Draw on a face with cake decorating gel.



MONKEY: Use a pear half and add apricot halves for ears. Draw a monkey face on the pear with cake decorating gel.

If you like what's inside a can of fruit, then you'll love what you can do with the contents once the can is open. You can make your favorite animals from canned fruit, and you get to eat them for a fabulous dessert.

RABBIT: Use a peach half for the face. The ears are made from peach slices. Draw on a face and ear design with cake decorating gel.

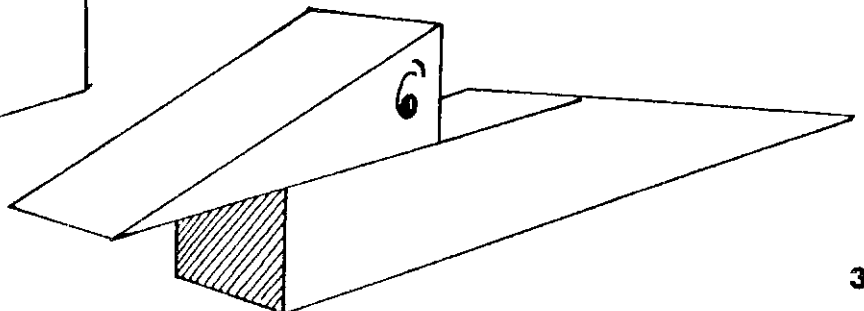
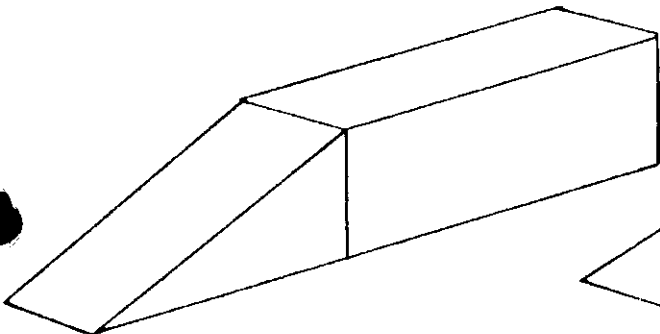
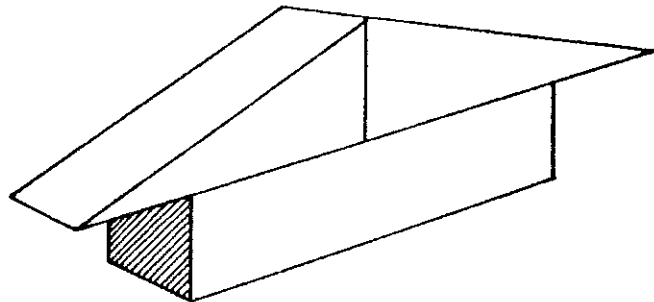
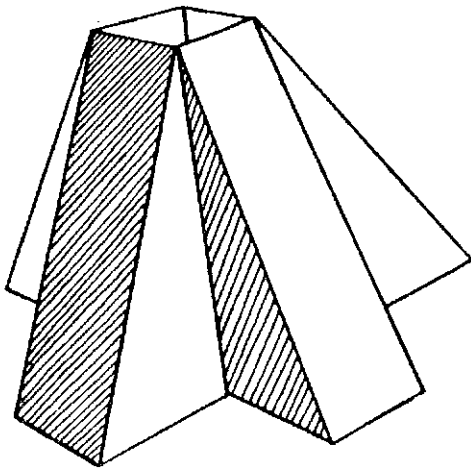
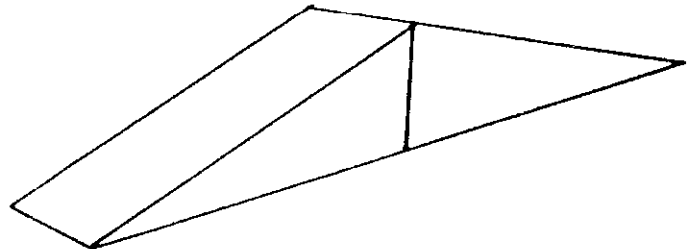
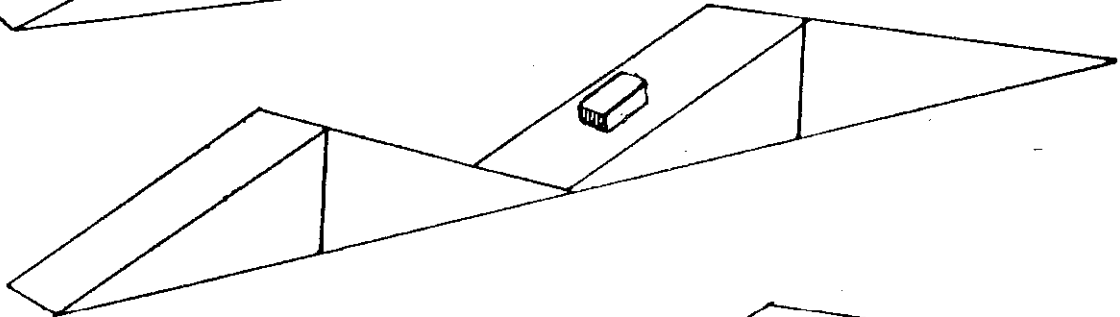
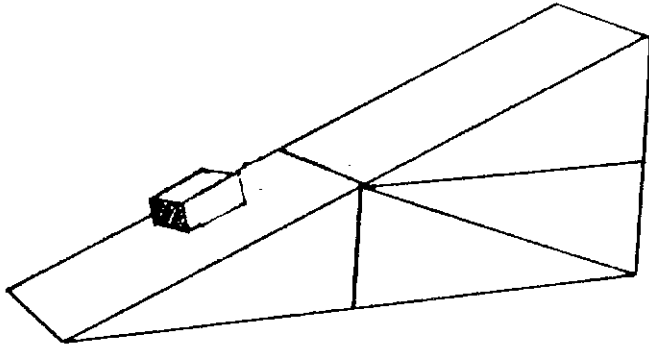


For serving, animals can also be placed on a slice of pound cake or a dish of jello.

INFANTS *and* TODDLERS

WEDGE BLOCKS

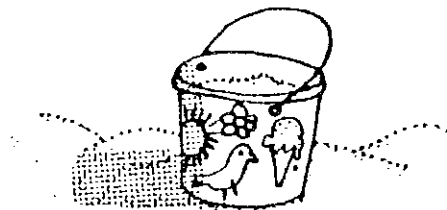
All kinds of blocks are excellent for imaginative and creative play. Here are some ways we found wedge blocks to be useful tools for stimulating these types of play. Use clothespins or empty boxes to slide down the block.



PRE-SCHOOL POINTERS

SAND PAIL

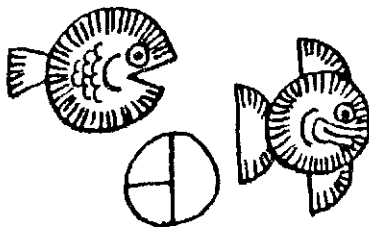
Tie rope to top edge of gallon cardboard ice cream container on opposite sides to form handle. Decorate sides using SUMMER COLLAGE. Cover finished collage with thin coat of glue.



SAND PLAY

Provide water and tools for digging, molding, sifting, pouring, and filling. Encourage experimentation with water and sand in following ways:

- A. Play with wet, dry, damp, or very wet sand.
- B. Dig rivers, streams, and lakes which can be filled with water from hose or bucket. Use these for sailing boats.
- C. Make things to "eat" such as mud pies and molded cakes.
- D. Build sand castles, houses, cities, and other structures.
- E. Make roads and tunnels for cars and trucks. Ramps from ground to sandbox can also facilitate this play.

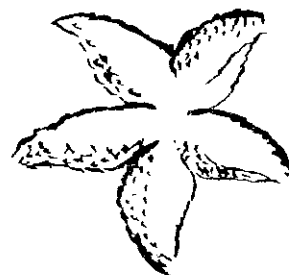


PAPER PLATE FISH

Cut a triangular piece from paper plate for mouth of fish. Attach triangular section to plate for tail fin. Draw scales and eye on fish. Variation: Use two small paper plates. Cut first plate according to diagram. For tail, attach half of plate to back of second plate. Attach fourths to sides of plate for fins. Draw scales and eye.

STARFISH

Cut starfish from large piece of heavy paper. Cover with glue. Sprinkle sand over entire starfish. Shake off excess sand.



OUTDOOR OBSTACLE COURSE

Arrange the following obstacle course outdoors:

TUNNEL: Crawl through a tunnel made with a large box.

STEPPING STONES: Place inner tubes or bicycle tires in a row. Jump or step from the center of one tube to the center of the next tube.

CROSS THE MISSISSIPPI: Place a ladder flat on the ground. Step on each rung of the ladder to cross the river.

SWING ACROSS RAVINE: Tie a strong rope to a tree branch. Hold rope and swing across rug placed on path.

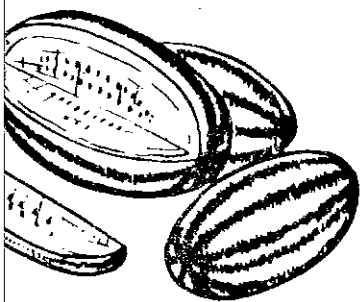
WINDING PATH: Place garden hose or one foot high garden fence in a spiral. Walk into center and then out again.

CLIMB ROCKY MOUNTAINS: Climb over several sawhorses.

WATERFALLS: Drape a garden hose with a fine mist sprinkler over tree. Go under falls.

SUN AND FUN BOX

Prepare a box with items often used at the beach or when sunbathing. Examples are: sun hat, sunglasses, sun visors, beach towels, beach ball, fins, goggles, camera. Allow time for creative play.



WATERMELON FUN

Bring a watermelon to the day care center. Let the children thump it, feel how heavy it is, and talk about the texture and color of the skin. Then let them watch you slice it for a memorable eating experience.

Cut a wedge of pink paper for each child. Have them paste the pink wedge on white construction paper and color a dark green rind around the pink wedge. Glue on real watermelon seeds.



SIDEWALK MURAL

This is a group project. Make a mural on the sidewalk with colored chalk. Wet the sidewalk so it is damp before drawing or instead of chalk, create a mural using mud.

THE JUNE TREE

Decorate your tree for June with birds. Draw several life size patterns of bird outlines, and let each child select the bird he wants to make. He will need two identical outlines for each bird to color and cut out. Show the children how to reverse the pattern so that heads and tails can be matched and the opposite sides colored. Have the children glue the cutouts to each side of a clothespin so they can be put on the tree.

SCHOOL-AGE STRATEGY

PEBBLE PICTURE

Collect small pebbles. Glue pebbles to a piece of cardboard or driftwood to create a picture or decoration.

Variation: Glue stones together to form fish, people or animals. Allow glue to dry. Add facial features with a felt-tip pen.

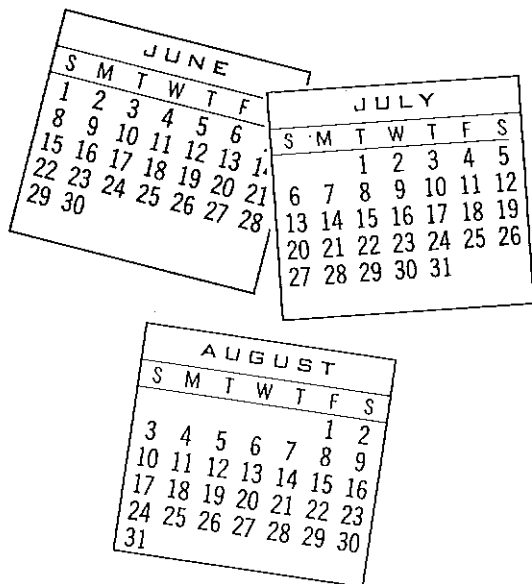


SUMMER COLLAGE

Cut pictures from magazines, travel brochures, and posters. Glue pictures onto paper to make collage. Use the following as topics: vacation, summer sports, picnic, water fun, or camping.

CALL BALL

Use beach ball or other large ball. Players form line facing the leader. The leader calls the name of a player and tosses, rolls, or bounces the ball to named person. The player catches the ball and then returns it to the leader in the same manner.



JUNE

A long time ago in a very old country away across the ocean people believed in a goddess named Juno. She was a very important goddess—the queen of all the other gods and goddesses. So these people, the Romans, decided to honor her by naming a month after her. In English we call it June.

JULY

These people, the Romans, had a great leader named Julius Caesar. The month of his birth was named after him. Julius became July in English.

AUGUST

After Julius Caesar died, his nephew Augustus became the leader of the Romans. He wanted to be just as famous as his uncle, so he named the next month after July for himself. Now we call it August.

TRACK AND FIELD MEET

Set up a track and field meet with each activity in a different area of the playground so participants can go from one activity to another.

DISCUS THROW: Use frisbee for discus. Throw discus for distance or at a target for accuracy.

SHOT PUT: Throw a softball.

BROAD JUMP: Stand on a marker at the edge of the sandbox. Jump towards center of box.

HIGH JUMP: Place broomstick or yardstick about 3" from ground between two blocks. Jump over stick.

440 INCH DASH, 880 INCH DASH: Mark a distance 440" and 880". Use a stopwatch or second hand on a watch to record the time it takes each participant to run or hop each distance.

HURDLES: Tie a ribbon between two blocks. Make several hurdles. Hurlers hop over hurdles and run a designated distance.

LONG DISTANCE RUN: Run from one spot to designated place and return. Each participant receives a blue ribbon or medal for participating in meet. To make medal, cover cardboard circle with aluminum foil. Punch hole in circle. Thread with 24" piece of yarn and tie.

REGIONAL ROUND ROBIN



A walk into the nursery-toddler room at Buttons and Bows Day Care Center in Ogallala gives you a good feeling. The room is light and airy with light colors on the walls and ceilings and bright carpet on the floor. The children are usually found playing on the floor or with the developmental toys such as the plastic construction in the left picture above, or in a rocking chair with one of the staff members.

Buttons and Bows



Buttons and Bows has hosted several of the Day Care training sessions put on this year. The director, Pat Green, always welcomes other day care center directors as well as home caregivers from the area. She and the chief cook and bottle washer, Art Beatham, provide yummy nutritious snacks whenever we meet there. On April 12 they included raw fruits and vegetables served with a dip, peanut butter stuffed celery, and "Goodie Balls." The Goodie Balls came from page 49 of our own Connie Caregiver's Cook Book which those of you who have attended nutrition workshops around the state now have as your own. It will also be in our independent home study material about which all of the day care homes will be receiving flyers soon.

Ogallala is the middle of a large area which includes both Regions I and II. At the April training session on Child Guidance, caregivers were present from very far distances. The new director of the North Platte Community Center day care, Becky Buntmeyer, drove 50 miles with two of her staff people. Clarabell Garwood came 95 miles from Whitman to attend this session, Arlene Beschoff was from Imperial, 50 miles away, and Linda Roberts came 108 miles from Kimball. If we add Dr. O'Neill's 195 mile drive from Grand Island and Ginger Burch's 331 mile drive from Omaha, the session really covered the state.

The next day, day care center directors from this large area met to talk with Dr. O'Neill about parental involvement. At the close of the session, they decided to organize a permanent group to meet every other month. Maybe in the fall the center directors from Regions III and IV can do the same thing.

SPANKING

(Continued from Page 1)

- Harshly disciplined children tend to be more negative toward people and toward life.
- Such traits as negativity and sullenness are more common among boys than girls because boys are more frequently spanked. This factor may contribute to the girls doing better in school and to the lesser ability of males to express their feelings when they grow older.
- Children who are frequently spanked often grow up to be nervous or extremely shy adults.
- When children and adults are nervous and tense, they do not learn as well as they do when they are relaxed but alert. Chronic nervousness interferes with a healthy adjustment to life.
- One of the strongest arguments against the use of harsh physical punishment is that it leads to cutting off communication between family members, and the parent can no longer influence the child constructively. Children who are frequently spanked tend to cut themselves off from their parents as they become teenagers. The potential for love, mutual respect, and constructive influence becomes lost.

Parents often complain that their children don't talk to them about anything important, but few of them realize that this might be due to their own approach to discipline. People must first interact before they can influence one another, and when this interaction is cut off as a consequence of the use of physical pain, influence is no longer possible.

- Frequent use of physical punishment is strongly associated with the development of a low self-image in children. A positive self-image is necessary for true happiness. Some children receive much more punishment than their brothers and sisters, and this is why some children in the same family develop strong, healthy self-images while some in the same household grow up thinking poorly of themselves.

- Physical punishment teaches youngsters that the best way to deal with undesirable behavior in their peers is through violence and the inflicting of physical pain. Children subjected to a lot of spanking are more prone to fighting and destructive behavior away from home.

What can we as caregivers do?

Banning the use of physical punishment in the day care setting or in the schools is not going to end its use in the home, but we can and should set a positive example for parents to follow.

When parents complain that their children constantly misbehave in spite of spankings, we can point out that chronic misbehavior is a means of communicating unfulfilled and unrecognized needs. Urge them to try to find out what these needs are and try to work out ways of meeting them.

Once this has been done, parents, caregivers, and teachers will be greatly amazed by the improvement in the little person's every day behavior.

NEW TRAINING PROGRAM

AVAILABLE THIS FALL

The Center for Applied Urban Research at UNO has received a higher education grant under Title I from the Nebraska State Department of Education to develop a training program in business and financial management, personnel, and administration for day care center and nursery or pre-school directors.

The program to be developed will consist of 28 hours of instruction and will count toward licensing requirements. College credit for the course will be possible. More details will be available in the fall.

Persons who are considering opening a day care center should contact Ginger Burch, Center for Applied Urban Research, University of Nebraska at Omaha, Omaha, Nebraska 68182 so that their names can be placed on the mailing list to receive information about the training.



Annex 15 - UNO
60th & Dodge St.
Omaha, Nebraska 68182

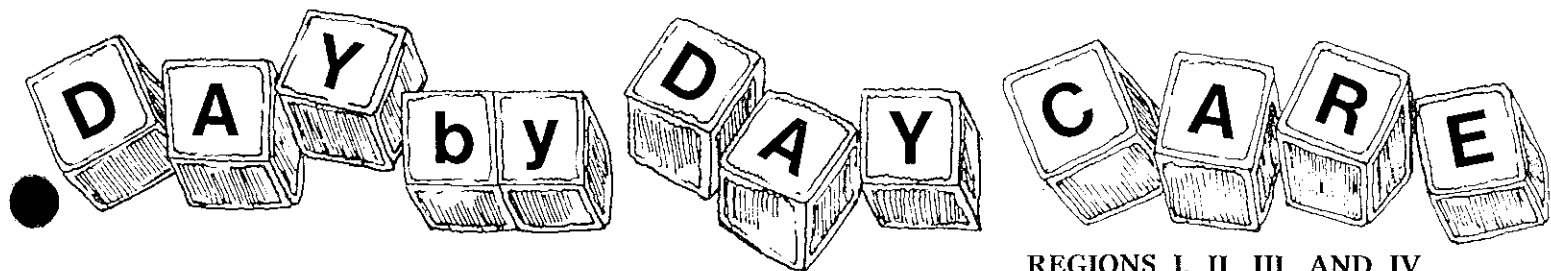
DAY BY DAY CARE STAFF

Ginger Burch - Program Coordinator
Marian Meier - Editor
Sharon Davis - Consultant
Jason Chen - Art Work
Joyce Carson - Clerical

DAY BY DAY CARE is published in the interest of children and their care providers in Regions I, II, III, and IV through a grant from the Nebraska Department of Public Welfare by the Center for Applied Urban Research, a unit of the College of Public Affairs and Community Service, at the University of Nebraska at Omaha.

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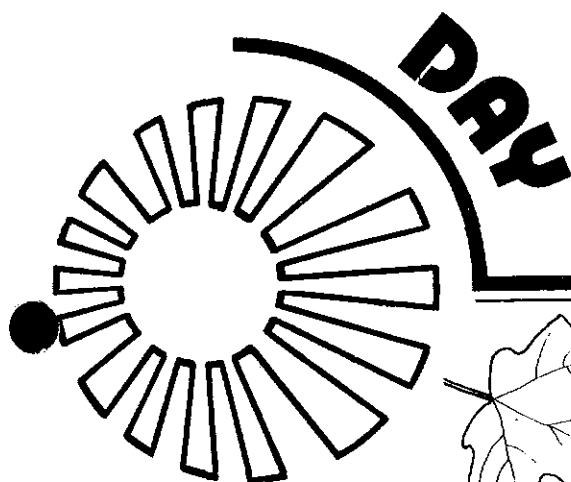


REGIONS I, II, III, AND IV



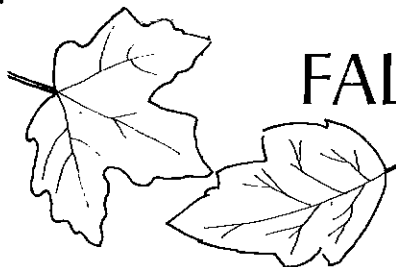
Day Care Dialog

REGION V



CARE FARE

REGION VI



FALL, 1980



Dear Caregiver,

This month all Day Care Providers in the state are receiving one newsletter. The new state fiscal year began September 1 without yet planning any funds for day care training or the newsletters. We feel certain that the money will be allocated eventually but probably not in time for fall training sessions. Since Day by Day Care had some money through the end of August, we volunteered to publish this final newsletter on this year's budget to keep you informed.

We all hope that not too much time will elapse before regular publication can resume.

It's nearly fall again and time to organize for a new beginning. The children have new clothes; they are going into a new class; college and continuing education classes are starting. I always think that fall, rather than New Year's Day, is a time to reassess ourselves, discard some old toys and practices, try some new activities, a new schedule, a new room arrangement.

This month we're going to provide you with a tool to evaluate your performance so that you can see the areas in which you could use some change. Further in this issue will be some ideas for new activities, some resources for new training or career development, some new recipes, and other ideas and activities to provide a new beginning.

First, though, a little exercise on page 4 will help you think about yourself as a day care mother or center staff person. Rate yourself on the scale from 1 to 5. Then go to page 9 to find out how to make some new beginnings in areas where you are weak. I hope this is helpful to you in your fall planning.

Sincerely,

Ginger Burch
 Program Coordinator
 Regions I, II, III, and IV

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Administrative Training Offered

THINK ABOUT AN UPWARD CAREER MOVE

Have you thought about becoming a

- CENTER DIRECTOR?
- ASSISTANT DIRECTOR?
- OPENING OR ENLARGING A PRE-SCHOOL?
- DOING YOUR PRESENT JOB OF BUSINESS MANAGEMENT OR SUPERVISION MORE EFFICIENTLY?

If so YOU'RE IN LUCK!!

This year we will be offering training in ADMINISTRATION, BUSINESS MANAGEMENT, and SUPERVISION to persons working in the field of early childhood education.

- no cost to you
- two two-day sessions in
- four places around the state
- available for college credit or CEU's
- you can attend either one or both

GENERAL ADMINISTRATION POLICIES

- Getting started in child care/development services
- Difference between profit and non-profit programs
- Drawing up constitution and bylaws
- Setting up policies and procedures for operating center
- Personnel policies

PERSONNEL MANAGEMENT/SUPERVISION

- Job descriptions for child care positions
- Number and kinds of staff needed for different programs
- Scheduling staff in order to have complete coverage
- Helping staff grow on the job
- Dealing with problem staff and staff problems
- Evaluating staff

BUSINESS MANAGEMENT/ADMINISTRATION

- Laws, regulations, and rules which apply to child care operation
- Source for fire, sanitation, zoning, and building code regulations
- State licensing standards and where to get help
- Insurance coverage necessary for day care programs
- Tax obligations
- Record keeping
 - Financial records
 - Personnel records
 - Children's records
- Developing a budget and keeping to it
- Day-to-day money management
- Methods of advertising
- Dealing with persons in community

While at the sessions you will work with your own budget, set up some record keeping systems, practice supervision, write job descriptions, develop policy, etc. The emphasis will be on the practical application of good administration

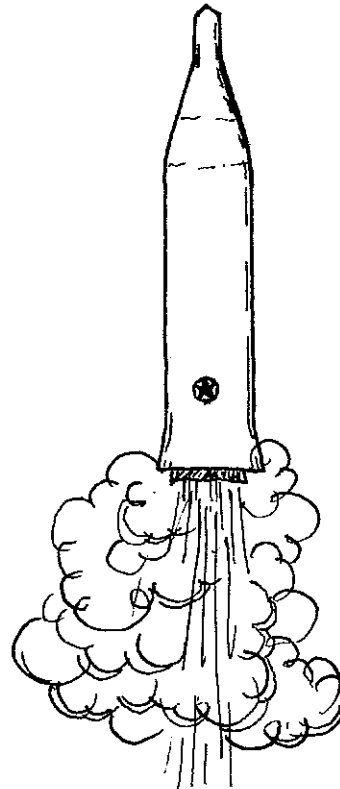
A Note From Nancy

Dear Caregiver:

The times ahead promise change and challenge. Our economy is commanding all members of the day care community to be more innovative and resourceful.

The mission of the Day Care Training Program remains the same, but this year's launch date is yet to be set. The launch pad is ready, and you'll be the first to know when the countdown to blast-off begins.

New heights and horizons await us.



Nancy White Blecha
Program Coordinator
Region V

Although we tried, we could not reach Karen Strand, Program Coordinator for Region V, so that we could also bring you her message. We are sure she would echo what Ginger, Nancy, and Debbie have said in their letters to you.

—M.M.

and management in YOUR facility.

Location - The training will be held in four locations listed below. We have some tentative dates.

	General Administration Supervision	Business Management Fiscal
Grand Island	Oct. 10-11	Dec. 5-6
Scottsbluff	Oct. 30-31	Nov. 20-21
Omaha	Nov. 14-15	Jan. 23-24
Lincoln	Dec. 11-12	Feb. 5-6

If you are interested or think you might be interested send the blank on the last page of this newsletter, and we will send the notice of the meetings to you. Only 50 at each location will be able to attend. Registration materials will go out soon to those who express interest.

FIRST COME — FIRST SERVED.



Charles Thone
Governor

State of Nebraska
DEPARTMENT OF PUBLIC WELFARE

John E. Knight
Director

August 20, 1980

Dear Caregivers:

As many of you know, over the last several years the Department of Welfare has sponsored day care provider training through educational institutions across the State. This past year the Department had contracted with the Center for Applied Urban Research - UNO (Ginger Burch, Project Coordinator), UNL (Nancy Blecha, Project Coordinator), and Southeast Community College (Karen Strand, Project Coordinator). I regret to inform you that the Department of Welfare's sponsorship of day care provider training programs will end August 31, 1980; hopefully, this will only be a temporary situation.

Congress did place a ceiling on training funds available for the Federal financial year ending in September, 1980 (thereby decreasing Nebraska's allotted funds) and has yet to appropriate monies for Fiscal Year 1981. Consequently, the Department does not yet know the amount of money available for continued provider training. If and when sufficient funds are available, the Department will again contract for day care training.

I personally feel that ongoing training is one of the keys to quality day care, and from your participation and enthusiasm for the program, it is obvious that many of you agree. The number of center staff and home providers who have attended more workshops than have been required is certainly reflective of a commitment to provide "good" day care.

I realize that many centers and homes have come to depend on Department-sponsored inservice to meet the Federal Day Care Requirements, and consequently, County staff across the State have been notified that many providers will need assistance in locating alternative training resources. In addition, changes in State Licensing Requirements for day care center staff inservice are being written (Center Directors will receive individual notice on the proposed changes at a later date).

Again, I hope this is only a temporary situation. Please feel free to contact me if you have any questions regarding these changes.

Sincerely,

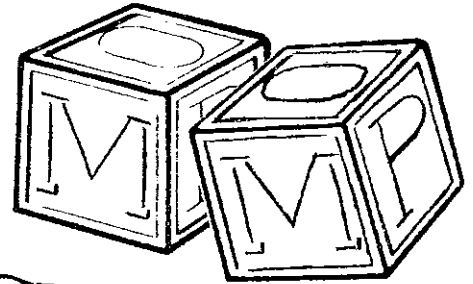
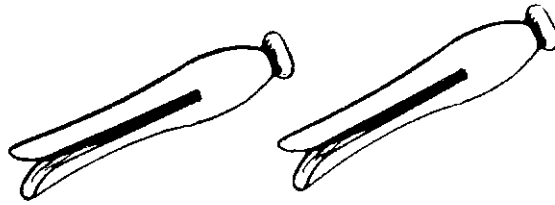
Debbie Dawson
Day Care Licensing Consultant
Division of Social Services

c2/8

RATE YOURSELF

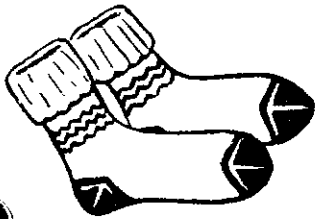
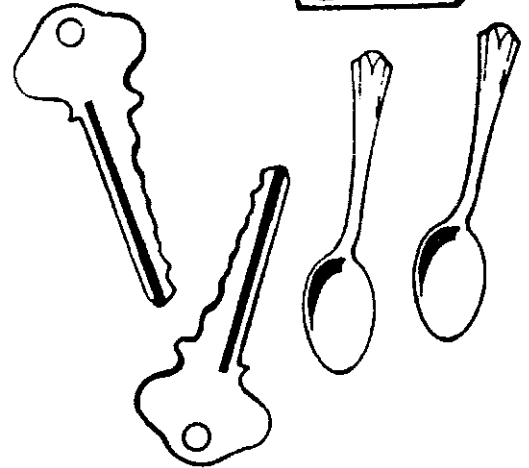
	1 I'm really weak in this area	2 I'm not so good in this area	3 I'm okay in this area	4 I'm pretty good in this area	5 I'm really strong in this area			
Being patient with children				1	2	3	4	5
Settling arguments and fights among children				1	2	3	4	5
Listening to what children say				1	2	3	4	5
Toilet training				1	2	3	4	5
Loving children				1	2	3	4	5
Getting children to talk about what's bothering them				1	2	3	4	5
Rewarding and praising children when they do something good				1	2	3	4	5
Allowing children to do what they can on their own				1	2	3	4	5
Making each child feel important to me				1	2	3	4	5
Teaching children to behave correctly				1	2	3	4	5
Thinking of ways to discipline a child other than spanking or yelling				1	2	3	4	5
Enjoying the children				1	2	3	4	5
Keeping a sense of humor				1	2	3	4	5
Making my children feel proud of themselves				1	2	3	4	5
Being sensitive to individual child's needs				1	2	3	4	5
Letting children learn by experience, exploration				1	2	3	4	5
Trying to answer children's questions				1	2	3	4	5
Encouraging make-believe, play-acting in children				1	2	3	4	5
Organizing my day				1	2	3	4	5
Taking the children places				1	2	3	4	5
Expecting my own children and day care children to follow same rules				1	2	3	4	5
Planning art activities				1	2	3	4	5
Playing games with children				1	2	3	4	5
Getting children to clean up after themselves				1	2	3	4	5
Planning music activities				1	2	3	4	5
Trying out new things and ideas				1	2	3	4	5
Providing enough toys, games, and equipment for activities				1	2	3	4	5
Having a place where toys and games go				1	2	3	4	5
Making things with children				1	2	3	4	5
Finding inexpensive toys and games for children				1	2	3	4	5
Communicating with parents about what their child's been doing, any problems, etc.				1	2	3	4	5
Communicating with other day care mothers				1	2	3	4	5
Asking for and following parents' suggestions about handling their children				1	2	3	4	5
Teaching children their names, colors, numbers, letters, etc.				1	2	3	4	5
Knowing lots of different things to do for different ages and interests				1	2	3	4	5
Using children's play to teach them things				1	2	3	4	5
Providing variety in meals				1	2	3	4	5
Taking care of children when they're sick, or injured				1	2	3	4	5
Recognizing when a child is getting sick				1	2	3	4	5

INFANTS and TODDLERS



MATCHING PAIRS

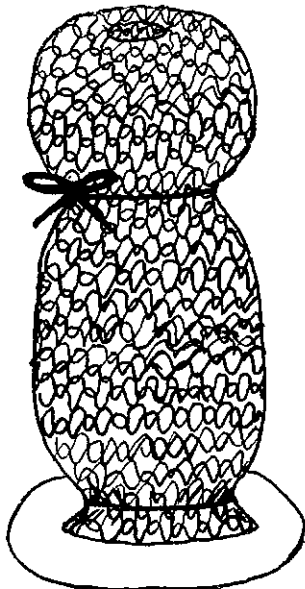
Take several pairs of everyday objects such as two spoons, two spoons, two keys, two combs, two socks, two washcloths, etc. Put one of each pair into a paper sack and put the other of each pair into another paper sack. Give one sack to the toddler, and you take the other one. Take one of the items out, and say, "Here is my spoon. Where is your spoon?" Encourage the child to find the object and take it out of his/her sack. Perhaps he/she will be able to say the word and name the object. This is an excellent game for language development and eye-hand coordination. Older children might like to play it with the toddler.



TWO LITTLE

Teach the toddler the parts of the body by using this verse.

Two little eyes that open and close,
Two little ears and one little nose,
Two little lips and one little chin,
Two little cheeks with the roses shut in,
Two little elbows so dimpled and sweet,
Two little shoes on two little feet,
Two little shoulders so mighty and strong,
Two little legs, running all day long.



SCOURING PAD "DOLL"

Get a new plastic scouring pad and open it out into a tube. If the end is not fastened shut, gather it together and secure with a rubber band and then turn it inside out. Stuff with cellophane or old nylon stockings. Tie shut at the bottom with a piece of yarn. Tie another piece of yarn tightly around doll about one-third of the way from the top to form head. Sew a butter carton lid to the bottom for feet so the doll will stand up. Use yarn and a heavy needle to do this. The baby will enjoy the very different texture of this simple "doll."

PRE-SCHOOL POINTERS

A SURPRISE STORY

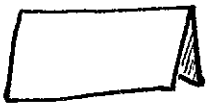
ONCE UPON A TIME, a little boy named Peter liked pumpkins so much he even looked like one. He was round and fat and had bright orange skin that was shiny and smooth. Everybody called him Peter Pumpkin-eater.

Peter liked everything about pumpkins. He liked to eat them baked and mashed with butter, and did he ever love pumpkin pie! He even liked the pumpkin seeds. Sometimes he made pictures with them.

Peter had a black cat named Kitty. She was his best friend. She was smooth and silky, and she had a soft, contented purr-r-r. She and Peter went everywhere together. They played together all summer and fall.

They slept out in the pumpkin field at night, but when the days grew cold and Hallowe'en was coming, Peter wanted a snug, warm house of his own, and so did Kitty.

One crisp morning they set out to look for a house. They found a large piece of orange paper.



"My favorite color," said Peter. "Meow," said Kitty.

Peter took the large piece of orange paper and folded it in half. With a pair of scissors, he rounded off the corners, like this.

"Meow," said Kitty. "That looks nice but it doesn't look much like a house."

Then Peter remembered that he would need a door. He cut a tall one like this.



Peter liked what he had done. "I think I'll add a window," he said. And he did—like this.

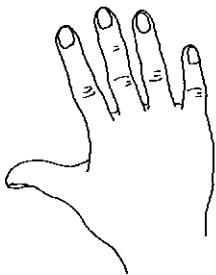


But where would Kitty come in? Peter added another little door, just the right size for Kitty.

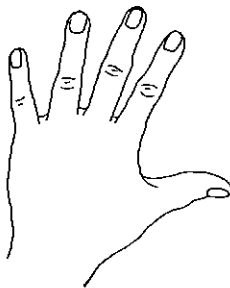


And when they opened up their new house for their friends, everyone was surprised and happy. This is what they saw:

A NICE ROUND JACK-O-LANTERN!



Finger plays are multi-purpose. They help the children establish better listening habits, teach them to follow directions, hear rhyming words, provide opportunity for imitation of movement practice, help build concepts of size, shape, place and help develop fine motor skills.



Pumpkins.

The children raise a finger at each number word and at the end of the finger play make a fist with thumbs tucked inside.

Five little pumpkins

Sitting on a gate.

The first one said,

"Oh, my, it's getting late."

The second one said,

"There are witches in the air."

The third one said,

"But we don't care."

The fourth one said.

"Let's run and run and run."

The fifth one said,

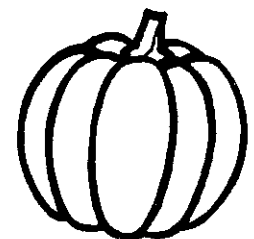
"I'm ready for some fun."

"Ooooooh," went the wind

And out went the light,

And five little pumpkins

Rolled out of sight.





Scarecrows.

Make a scarecrow for your day care home or center. Have the children bring in some of Dad's old clothes. They can stuff a brown bag with newspapers for a head, put a broom in each pant leg, pad out the shirt and prop up in a corner. Tell the children that scarecrows are used to keep birds from eating gardens.

Then use this action poem.

Scarecrow, Scarecrow, turn around
Scarecrow, Scarecrow, jump up and down.
Scarecrow, Scarecrow, arms up high.
Scarecrow, Scarecrow, wink one eye.
Scarecrow, Scarecrow, bend your knees.
Scarecrow, Scarecrow, flap in the breeze.
Scarecrow, Scarecrow, climb into bed.
Scarecrow, Scarecrow, rest your head.



APPLES AND APPLESAUCE

Let the children see applesauce being made. They can add the sugar and spices or perhaps some red food coloring to make the applesauce pink. Let them taste a raw apple slice and then the applesauce to compare how cooking has changed the apple.

Put some apple seeds, an apple, a picture of an apple tree, and a dish of applesauce on the table. Ask the children, "Which came first?" Give each child a chance to express an opinion and tell why he thinks that way.

Ask the children to name other things that can be made from apples. (pies, jelly, vinegar, salad, baked apples) What other things are red besides apples? (fire trucks, a red dress, a red crayon, a caboose, a tomato, perhaps a ball) What other things are yellow?

Serve red and yellow apples, quartered, for snacks. They're good with small cubes of cheese.

THE SEPTEMBER TREE

Last year we suggested getting a large tree branch or a small tree about six feet tall and "planting" it in a crock or large coffee can filled with plaster of paris. For September decorations for your tree, have the children cut apples from red or yellow construction paper. Cut the apples free-hand or draw around a circular object. Paste or staple on a green stem and perhaps a leaf which they have also cut out free hand. Tape the apples to the branches. Count the apples as they are added to the tree.

For October make pumpkins from orange construction paper. See "A Surprise Story" elsewhere in the newsletter for an easy way to make pumpkins into jack-o-lanterns.

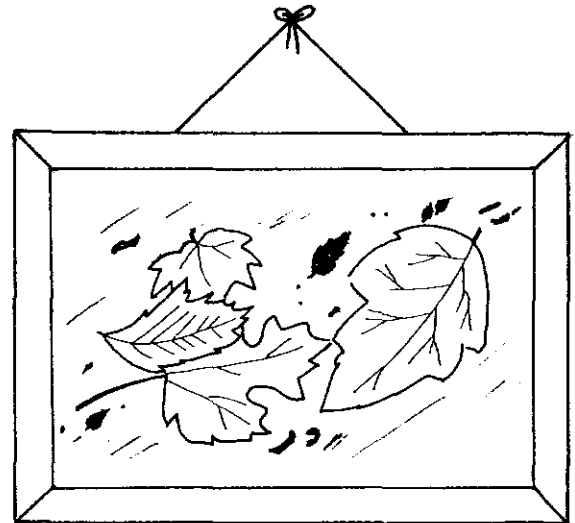
SCHOOL-AGE STRATEGY

PRESSED LEAF DESIGNS

Take a walk and gather some pretty leaves. If you can't iron them right away, press them between the pages of a magazine weighted down by a heavy book.

In addition to the leaves you will need crayons, a potato peeler, waxed paper, newspapers, cardboard or construction paper, yarn or string, tape, a warm iron, and an ironing board.

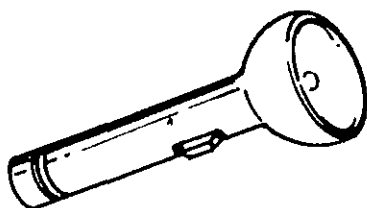
Fold the piece of wax paper in half and place it on a newspaper on an ironing board. Arrange several leaves on the bottom half of the waxed paper. Make some crayon shavings with a paper gently down over your design. Put another sheet of newspaper over the whole thing. Gently iron over it several times. Make a frame by cutting a window (slightly smaller than your leaf picture) in the center of the cardboard or construction paper. Tape the leaf picture onto the back of the frame. Punch two holes at the top and tie on some yarn or ribbon. Hang your picture in the window and let the sunlight shine through!



FLYING WITCH

You will need an oatmeal box or a coffee can, some Saran wrap, a rubber band, a flashlight, black construction paper, and scissors.

Remove both ends of the oatmeal box or coffee can. Cover one end with Saran wrap and secure with the rubber band. Cut out a silhouette of a witch riding on a broomstick or perhaps a bat. Paste on the Saran wrap. Darken the room. Hold the lighted flashlight inside the box and make scary shadows fly across the wall.



CIRCLE GAME

Play this game to the tune of "The Farmer in the Dell."

The goblins in the dark, the goblins in the dark.

Hi-ho on Hallowe'en, the goblins in the dark.

The goblin takes a witch, the goblin takes a witch.

Hi-ho on Hallowe'en, the goblin takes a witch.

The witch takes a bat. . .

The bat takes a cat. . .

The cat takes an owl. . .

The owl takes a ghost. . .

The ghost takes a jack-o-lantern. . .

The goblin runs away, the goblin runs away.

Hi-ho on Hallowe'en, the goblin runs away.

The witch runs away. . .etc.

The jack-o-lantern stands alone, the jack-o-lantern stands alone.

Hi-ho on Hallowe'en, the jack-o-lantern stands alone.

To start the game the children form a circle with one child, the goblin, in the center. He chooses the witch, who in turn chooses the bat, etc., to come into the center, while the children walk around in a circle holding hands singing the song. After the jack-o-lantern is chosen, the goblin runs away (goes out of the center back into the circle) as do the others in turn, leaving the jack-o-lantern alone in the center. This child then becomes the goblin and the game repeats.

NEW OPPORTUNITIES

JOIN THE ASSOCIATION FOR THE EDUCATION OF YOUNG CHILDREN

This is a national professional organization with an active Nebraska chapter and several local chapters. Local chapter dues range from \$11-\$15 and entitle you to

- 6 issues of YOUNG CHILDREN magazine
- monthly newsletter
- opportunities to meet others in your area
- stimulating monthly meetings which combine training with socializing

Omaha - Naomi Lugsch - 8009 Q St., Ralston 68127, 331-4054 (11:30 - 1:00) or 331-6290 (evenings)

Lincoln - Julie Ashburn, 825 S. 48th, Lincoln 68510, 483-4343

Kearney - Tongay Epp - 2300 33rd St., Kearney 68847, 234-5127

Scottsbluff - Mary Ann Hessler - 770 L St., Gering 68341, 436-2005 or 436-5656

Superior - Everett Larew, South Ward School, Superior 68978

ENJOY A LOCAL AEYC MEETING

Omaha has planned a progressive dinner on September 22 to visit several Day Care Centers with a bus to take you from place to place.

Omaha meets regularly every other 4th Monday

Lincoln meets every 3rd Thursday

Kearney meets every 4th Thursday

Western Nebraska meets every 2nd Thursday

GO TO A CONFERENCE OR WORKSHOP

The Nebraska State AEYC Fall Conference is October 24-25 in Lincoln at the Nebraska Center for Continuing Education. Call your local chapter for details.

Head Start Six-hour One-to-One Supervision

Conferences are planned for eight different places: October 13 - Fairbury; October 27 - Omaha; November 6-7 - Chadron; to be decided - Fremont; to be decided - Panhandle; to be decided - South Sioux/Walthill. Call Head Start in Omaha at 554-2764 or Lyla Tuttle in Scottsbluff 436-5076 or 632-3958.

TAKE A COURSE FOR IMPROVEMENT

You can get credits or C.E.U.'s (Continuing Education Unit) for some of these. We've found a lot of things planned by just telephoning around. You can telephone too.

Northeast Technical Community College at Norfolk has a course on Sudden Infant Death Syndrome that will help you deal with grief and death with children and parents. The course will be offered from 7 to 10:00 p.m. on several dates at several locations: Valentine, Sept. 22, Cherry County Hospital; O'Neill, Sept. 23, St. Anthony's Hospital; West Point, Sept. 25, St. Francis Memorial Hospital; Columbus, Sept. 29, Columbus Community Hospital; Wakefield, Sept. 30, Wakefield Fire Hall. Another course, Treatment of Burns, will be offered at NTCC in Norfolk on

Dec. 4, from 7 to 10:00 p.m. and another, Professional Burnout, will be given at the Norfolk Villa Inn on Nov. 6 from 9:00 a.m. to 4:00 p.m. Call Lydia Drda, 371-2020, for information.

Central Technical Community College offers Human Services Technology beginning Sept. 8 at the Grand Island High School from 7 to 9:30 p.m.; First Aid/CPR beginning Sept. 8 and continuing for six weeks from 7 to 10:00 p.m., also at Grand Island High School; Parenting beginning mid-September at Kearney through the High School Adult Education Program; and courses in Nutrition and Child Psychology are frequently offered. College credit may be obtained. Call Les Webber, 384-5220, ext. 261.

Kearney State College has a course in Elementary Art Methods in North Platte on Tuesday evenings; one on Behavior Modification, also in North Platte, on Mondays; Physical Arrangements and Equipment, North Platte, Thursdays; Children's Literature, Kearney, Thursdays; General Psychology, Kearney, Wednesdays. College credit is offered. Call the Department of Early Childhood Education, 236-4085.



OTHER OPPORTUNITIES

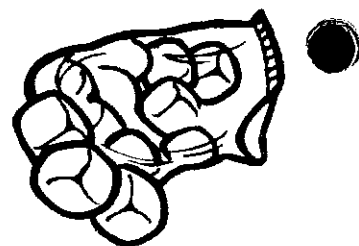
Do you feel you need some help in areas not mentioned here? There are lots of training opportunities if you keep your eyes open.

- Call the Learning Line which keeps tabs on training around the state - 1-800-742-7511, Naomi Hull.
- Do you have handicapped children? Call Delphean Schneider at the Nebraska Diagnostic Resource Center in Cozad 308-784-4525
- Call your local YMCA-YWCA and ask what classes they are offering.
- Call the hospital or fire department and ask if they are offering first aid/CPR.
- Call the county extension service for nutrition.
- Call the local high school for adult education.

Check with your county licensing agent regarding receiving credit toward federal requirements for remaining licensed by participating in any of the above.

REGIONAL ROUND ROBIN

Caregivers in Nebraska who have completed the home study course, Nutrition for Children in Day Care, share some of their favorite recipes. The nutrition course includes a copy of "Connie Caregiver's Cook Book," with all sorts of ideas for nutritious, easy recipes and snacks.



Marshmallow Fruit Salad

1 can fruit cocktail	1 banana
1 can mandarin oranges	¼ cup walnuts
1 diced apple	½ cup mayonnaise
1 diced pear	1 cup marshmallow creme
1 cup miniature marshmallows	

Drain fruit and put in bowl. Add diced fruit and marshmallows. Combine mayonnaise and marshmallow creme. Add to salad and stir.

—Ila Wood, Chadron



Muffin Batter

Mix: 2 cups boiling water, 4 cups All Bran, and 2 cups Shredded Wheat.

Beat until creamy: 1 cup shortening and 3 cups sugar.

Add 4 eggs to above and beat again.

Sift: 3 cups flour, 1 tsp salt, 5 tsp. soda.

Add: 1 qt. buttermilk.

Mix all together well.

Store in refrigerator indefinitely. Bake at 400°. Vary with dates, raisins, or nuts. Makes 84 muffins.

—Ila Wood, Chadron



Mexican Meat Balls

Mix together 1 lb. hamburger ¼ cup finely chopped onion, ¼ cup cornmeal, salt and pepper to taste. Form into balls and drop into pan of simmering enchilada sauce. Simmer about 30-45 minutes. Skim off grease, put in serving bowl, and top with shredded cheddar cheese.

—Audrey Grisham, Chadron



Strawberry-Banana Dessert

Dissolve two 3-ounce packages strawberry flavored gelatin in 2 cups boiling water. Add one 10-ounce package frozen strawberries and 1 cup cold water. Stir until the strawberries are thawed. Add two large ripe bananas, diced. Pour into a 9 x 13" pan. Chill until almost firm. Then take one 8-ounce package cool whip and mix into the gelatin. Then return to the refrigerator and chill for one hour.

—Linda Moles, Bloomfield

Salad on a Stick

(Serves 8 to 10)

1 lb. 14 oz. can fruit cocktail	2/3 cup chopped nuts
1 lb. miniature marshmallows	1/2 cup shredded coconut
1/4 cup fruit cocktail syrup	1/2 cup salad dressing
1 cup ginger ale	2/3 cup undiluted evaporated milk
1 Tbsp. lemon juice	

Drain fruit cocktail; save 1/4 cup syrup. Cook syrup and marshmallows over low heat until marshmallows melt; stir constantly. Cool 5-10 minutes. Mix fruit, nuts, coconut, and salad dressing. Stir into marshmallow mixture. Add ginger ale. Chill until mixture mounds from spoon. Chill evaporated milk in refrigerator tray until soft ice crystals form around edges. Whip until stiff; add lemon juice. Whip until very stiff. Fold into marshmallow-fruit mixture. Spoon into 5 or 7 oz. paper cups. Insert popsicle stick in each. Freeze until firm, about 6 hours or overnight. Loosen edges. Peel paper away. Serve.

—Linda Hinman, Scottsbluff

Home Study Courses Are Well Received

SEVERAL HUNDRED CAREGIVERS in Nebraska have taken advantage of the opportunity to get required training by ordering the new home study courses this summer.

Developed by the day care training team at the Center for Applied Urban Research, these courses are something unique in day care training.

The first course, Child Development Through Home-Made Play Materials, was made available in May. The second, Nutrition for Children in Day Care, was offered a month or so later. The third, Child Guidance in Day Care Homes, should be ready by the time this newsletter is out.

Almost without exception the courses have been very well received. Caregivers have found them to be very helpful and are grateful for the opportunity to complete training at their leisure in their own homes.

The courses are designed primarily for day care home providers who cannot attend workshops to complete Title XX requirements for remaining certified.



Some of the comments received on the evaluation/questionnaire form which caregivers fill out and send in to obtain a certificate of participation include the following:

"I surely do like the Independent Study Program—especially this one. [Home-Made Play Materials] My kids got very involved reading and helping with projects. Parents and their children became more aware that a day care home provider has training sessions to do."

"I really enjoyed doing the study on home-made play materials. The children were quite amazed as to what you could do with things just lying around. I had several comments from mothers about how much the children enjoyed them. It was economical entertainment for the children."

"I think this study is great and really appreciate all the work that has gone into this. Please send the next Independent Study Program."

"I really enjoyed this. I felt it was really worth the time plus I got a lot of ideas. Would like to see more of this kind of thing. I couldn't wait to get

started on it. Really takes a lot of time if done right."

"I never realized there were so many toys that could be made from 'junk' around the house. It is a very good notebook that I will be able to use for many years!"

"I think this was an excellent course. I got a lot of ideas from it and enjoyed going through them at my own pace. I'm anxious to put the rest of the ideas to work now. Thank you for all your hard work."



"I am enjoying all the training programs. I can't wait to see the child guidance and health and safety."

"Of all the day care activities I hated to cook for my children. This course helped me to plan ahead the meals, shopping, and it is one of my favorite duties now. The course even helped me on my diet."

"Very good information and the cook book will come in handy. Keep up the great job."

Very few of the attractive three-ring notebooks designed to contain all the home study courses are now left, and most of the copies of the course on home-made play materials have been distributed. A better supply of the nutrition course is available, since it was the second one published, and distribution of the child guidance course is just beginning.

Post cards telling how to order to the first two courses were sent to caregivers this summer. The ordering procedure for the third course will be somewhat different.

To order the child guidance course, contact your county social service office. Although the special notebooks and dividers will no longer be available, the course will fit in any standard three ring notebook.

Some persons ordering the courses failed to fill in their names and addresses. If you have not received courses ordered earlier, please write to the Center for Applied Urban Research, Annex 15, UNO, Omaha, Nebraska 68182.



CLIP AND MAIL TO DAY CARE, ANNEX 15, UNO, 60th & DODGE ST., OMAHA, NE. 68182

Yes – please put me on your mailing list to receive information about the administrative/business management training. I am definitely interested in attending one of these sessions:

Grand Island Lincoln

Scottsbluff Omaha

I might be interested in attending one of these sessions:

Grand Island Lincoln

Scottsbluff Omaha

Name _____

Address _____

Street and Number or Box Number

City

Zip

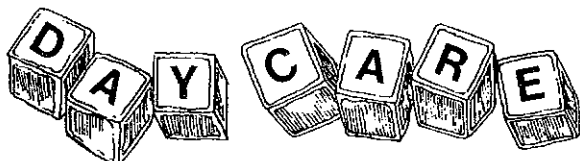
I am a day care center director assistant director center staff member

pre-school director pre-school teacher day care home provider

other (specify) _____

Why would you like to take this training? _____

If you have received a copy of our questionnaire about the administrative/business management training, please return it immediately. We need it to know what you want in the sessions.



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