

II. EVERY PRE-SCHOOL CHILD IS ENTITLED TO:

- A. THE OPPORTUNITY FOR PHYSICAL EXAMINATIONS, IMMUNIZATIONS, AND TREATMENT OF DISORDERS OR DISABILITIES TO THE END THAT HE MAY BE BETTER ABLE TO BEGIN HIS FORMAL EDUCATION WITHOUT HANDICAP.
- B. NURSERY SCHOOLS AND KINDERGARTENS SHOULD BE ESTABLISHED AND MADE AVAILABLE. THESE SCHOOLS SHOULD PROVIDE:
 - 1. SPECIAL FACILITIES AND EQUIPMENT FOR THE PRE-SCHOOL CHILD.
 - 2. TEACHERS, SPECIALLY QUALIFIED BY EDUCATION, TRAINING AND TEMPERAMENT.
 - 3. A PROGRAM ADAPTED TO THE ABILITIES AND NEEDS OF THE INDIVIDUAL CHILD.
 - A. THIS PROGRAM SHOULD PREPARE THE CHILD FOR MORE EFFECTIVE ELEMENTARY SCHOOL WORK THROUGH THE SOCIAL ACTIVITIES OF PLAY, WORK AND PLANNING, THROUGH THE EXPRESSION ACTIVITIES OF MUSIC, ART, SPEECH AND RHYTHMS, THROUGH THE APPRECIATION OF LITERATURE THROUGH STORIES, THROUGH THE DEVELOPMENT OF THE ABILITY TO WORK AND PLAY TOGETHER UNDER GUIDANCE.

III. EVERY ELEMENTARY SCHOOL PUPIL IS ENTITLED TO:

- A. ATTEND A SCHOOL WITH SUFFICIENT ENROLLMENT AND FINANCIAL SUPPORT TO PROVIDE THE CONSTANTS.
- B. THE OPPORTUNITY TO ACQUIRE AND/OR DEVELOP, THROUGH THE CURRICULUM AND FORMAL WORK OF THE SCHOOL:
 - 1. AN INQUIRING MIND.
 - 2. THE ABILITY TO READ, SPEAK AND WRITE THE ENGLISH LANGUAGE EFFECTIVELY.
 - 3. THE USE OF NUMBERS TO SOLVE ACCURATELY PROBLEMS INVOLVING COUNTING AND CALCULATING.
 - 4. A KNOWLEDGE OF THE FACTS AND PRACTICE OF THE RULES UNDERLYING INDIVIDUAL SAFETY AND HEALTH.
 - 5. AN UNDERSTANDING OF HIS RELATION TO HIS IMMEDIATE SOCIAL ENVIRONMENT AND TO THE WORLD IN WHICH HE LIVES.
 - 6. SELF-EXPRESSION AND SELF-REALIZATION THROUGH CRAFTS, INDUSTRIAL ARTS, HOMEMAKING, SPEECH-ARTS, MUSIC, ART AND PHYSICAL EDUCATION.
 - 7. THE ABILITY AND DESIRE TO PARTICIPATE IN GAMES AND WHOLESOME RECREATIONAL ACTIVITIES
 - 8. DESIRABLE WAYS OF USING LEISURE TIME.
 - 9. ATTITUDES OF FRIENDSHIP, TOLERANCE, COOPERATION AND COURTESY.
 - 10. APPRECIATION OF THE BEAUTIFUL IN MUSIC, ART, LITERATURE AND THE WORLD ABOUT.
 - 11. APPRECIATIONS OF HOME, SOCIAL INSTITUTIONS AND COUNTRY, WITH EDUCATION PROVIDED FOR WORTHY HOME MEMBERSHIP AND PARTICIPATING CITIZENSHIP.
 - 12. CONSCIOUS DIRECTION TOWARD EFFECTIVE EDUCATION AND LIVING THROUGH COUNSELING AND GUIDANCE, PARTICIPATIVE EXPLORATORY, FINDING AND TRY-OUT COURSES TO THE END THAT HIS TALENTS AND ABILITIES MAY BE DISCOVERED AND DEVELOPED.
 - 13. CHARACTER IN WHICH SELF-DIRECTION POINTS TOWARD HIGH STANDARDS OF PERSONAL CONDUCT.