



RESOURCES

For Great American Places

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Group #2

American parents are getting more involved in their children's education like never before. The success of charter schools, the expansion of public preschool and the growing need for daycare facilities all make for growing business opportunities.

- Educational play
- Informal Classroom
- The Safety Village
- The building construction area
- R&D
- Water play systems
- Colorful shade canopies
- Audio visual learning deck
- Disposable play clothing

Major Market Groups

#1

Architects
Landscape Architects

#2

States
Counties
Towns
Cities

#3

Colleges
Universities
Private Schools
Public Schools

#4

Restaurants

#5

Chamber of Commerce

#6

Corporations

Legend

#1 - Specifying

#2 - Government Agencies

#3 - Institutions

#4 - Mass Markets

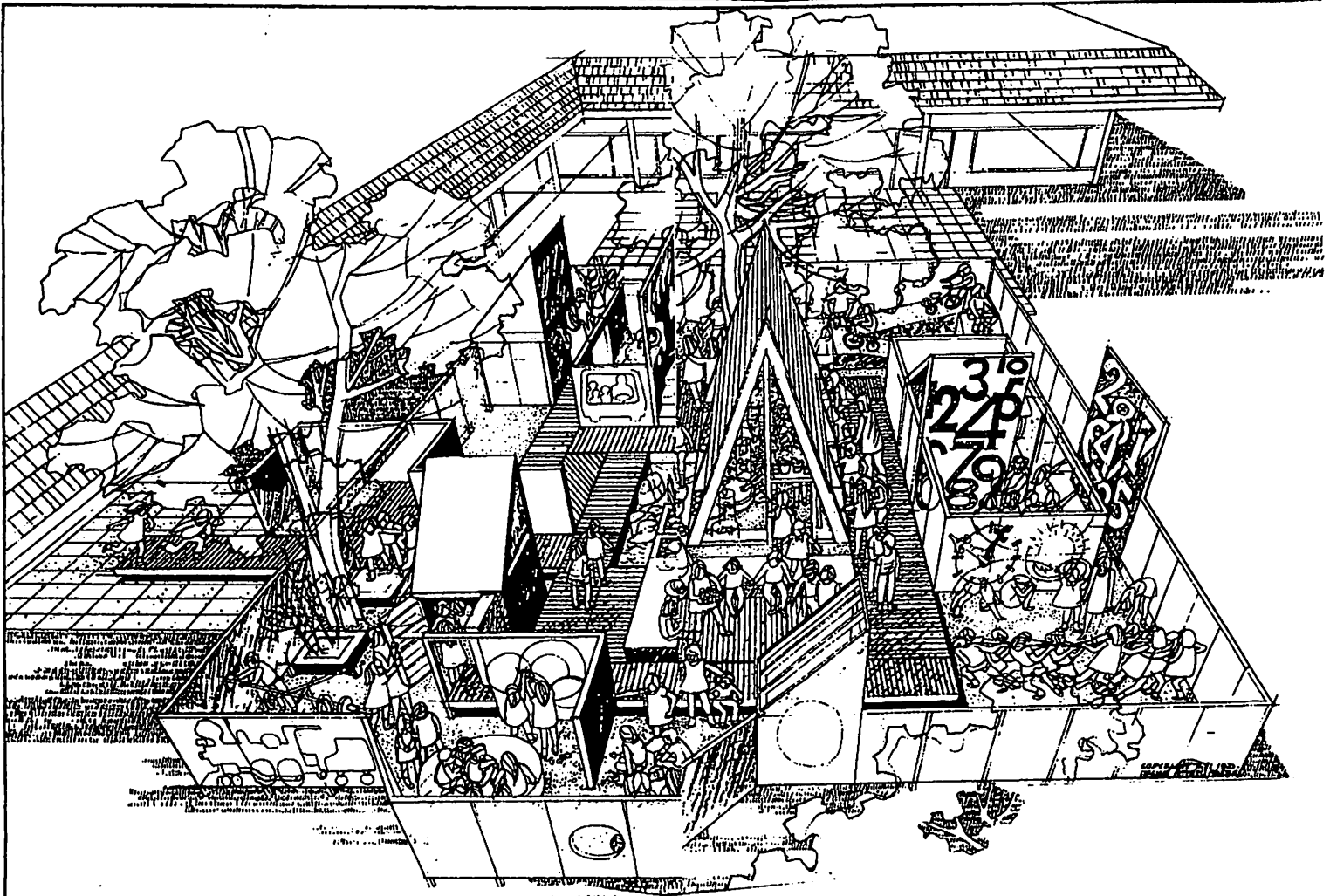
#5 - Organizations

#6 - Misc. Other



INFORMAL CLASSROOM CATALOG

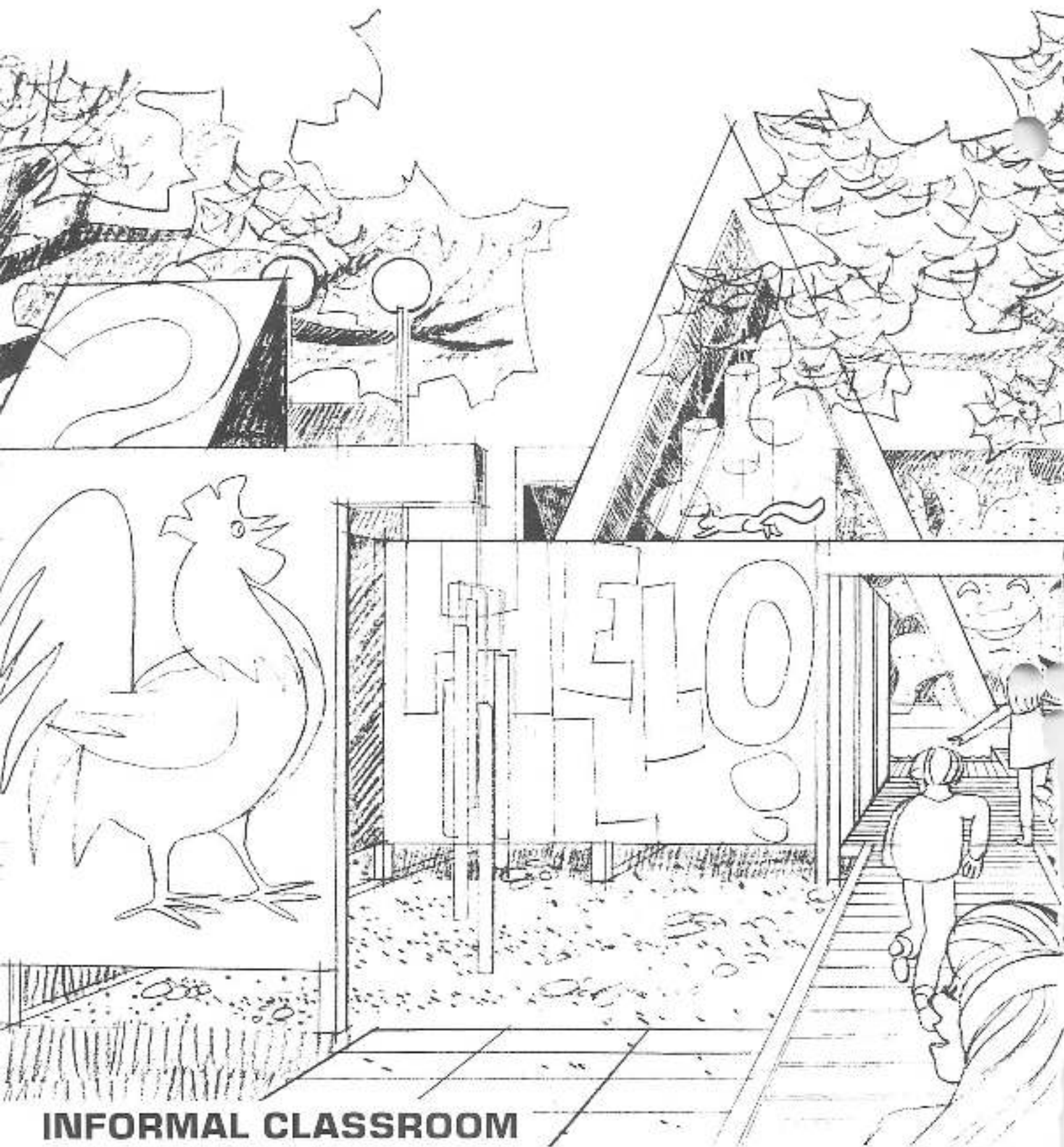




INFORMAL CLASSROOM



Educational Play

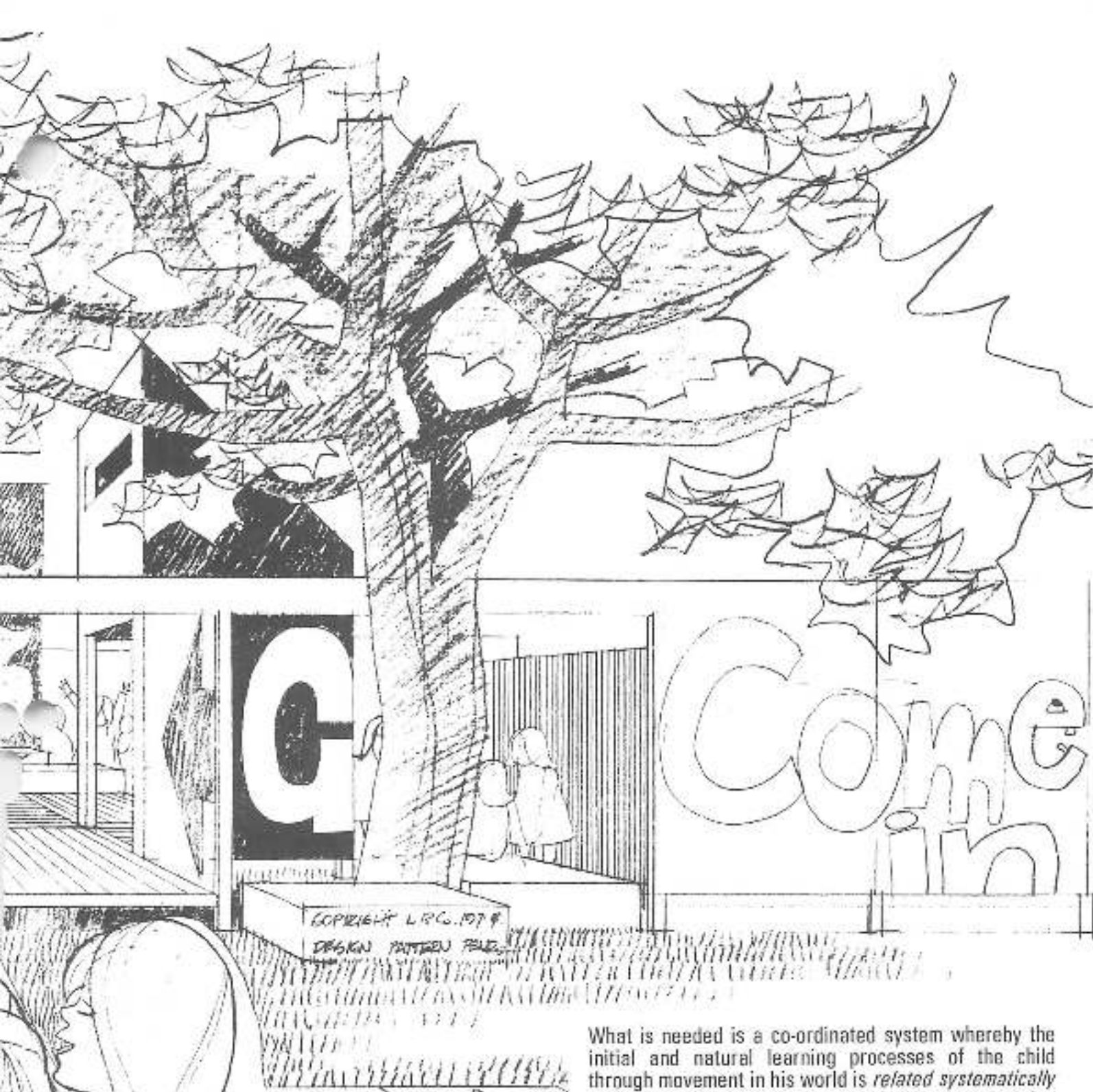


INFORMAL CLASSROOM

The major difference between the Informal Classroom and the existing Indoor Classrooms lies in two main elements:

1. The Informal Classroom stresses movement and freedom in a natural environment which stimulates the child.
2. The Informal Classroom stresses the emotive and the social development of the child over and above any cognitive element or gain.

If now we turn and consider how the child learns, it becomes quite clear that by far the bulk of child learning comes through *movement*. Movement which he initiates; in search and exploration; movement which he observes; movement suggested to him by the world around him; and the objects, animate and inanimate, which people that world.



In his sensory movements, his understanding means, his grasp of space, the objects he meets and deals with, and the power he exercises, the child is continually on the move.

We must not draw unwarranted conclusions from the above facts, however, and say that classroom learning is alien and not to be imposed on the child. There is no question of an imposition. And classroom learning is vital for the child. It would be unwarranted on our part, however, if we made all classroom learning a series of free and independent periods in which the child did what he liked and felt inclined to do. This has been tried and has proven deficient. The child needs formal training.

What is needed is a co-ordinated system whereby the initial and natural learning processes of the child through movement in his world is *related systematically and dynamically* to the necessary classroom learning processes through which the child must inevitably pass.

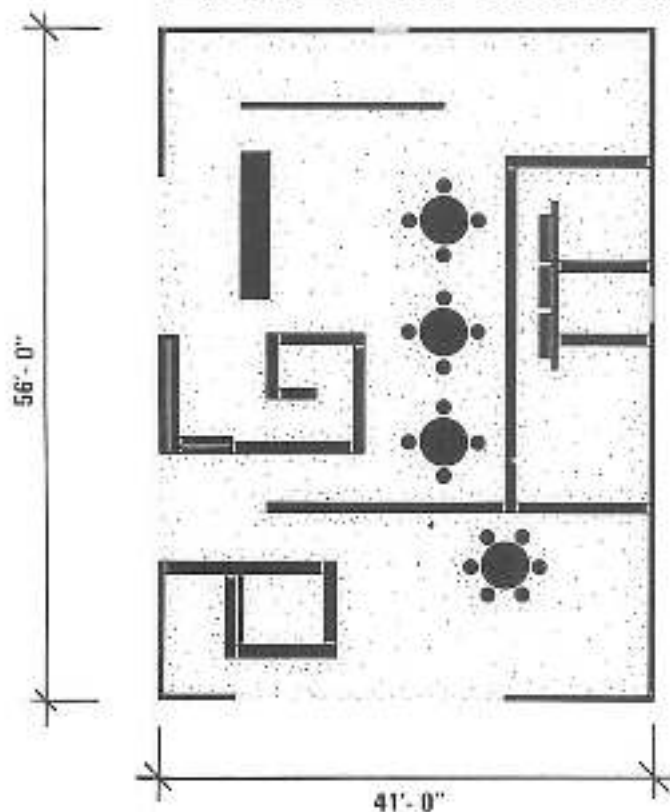
We must now consider the Outdoor Classroom in all its ramifications, and that is impossible in the limited space this catalog provides. Complete information is available to you by writing to us directly.



P.O. Box 66
Essex Street Station
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Dial: (617) 436-3080



BUILDING CONSTRUCTION AREA



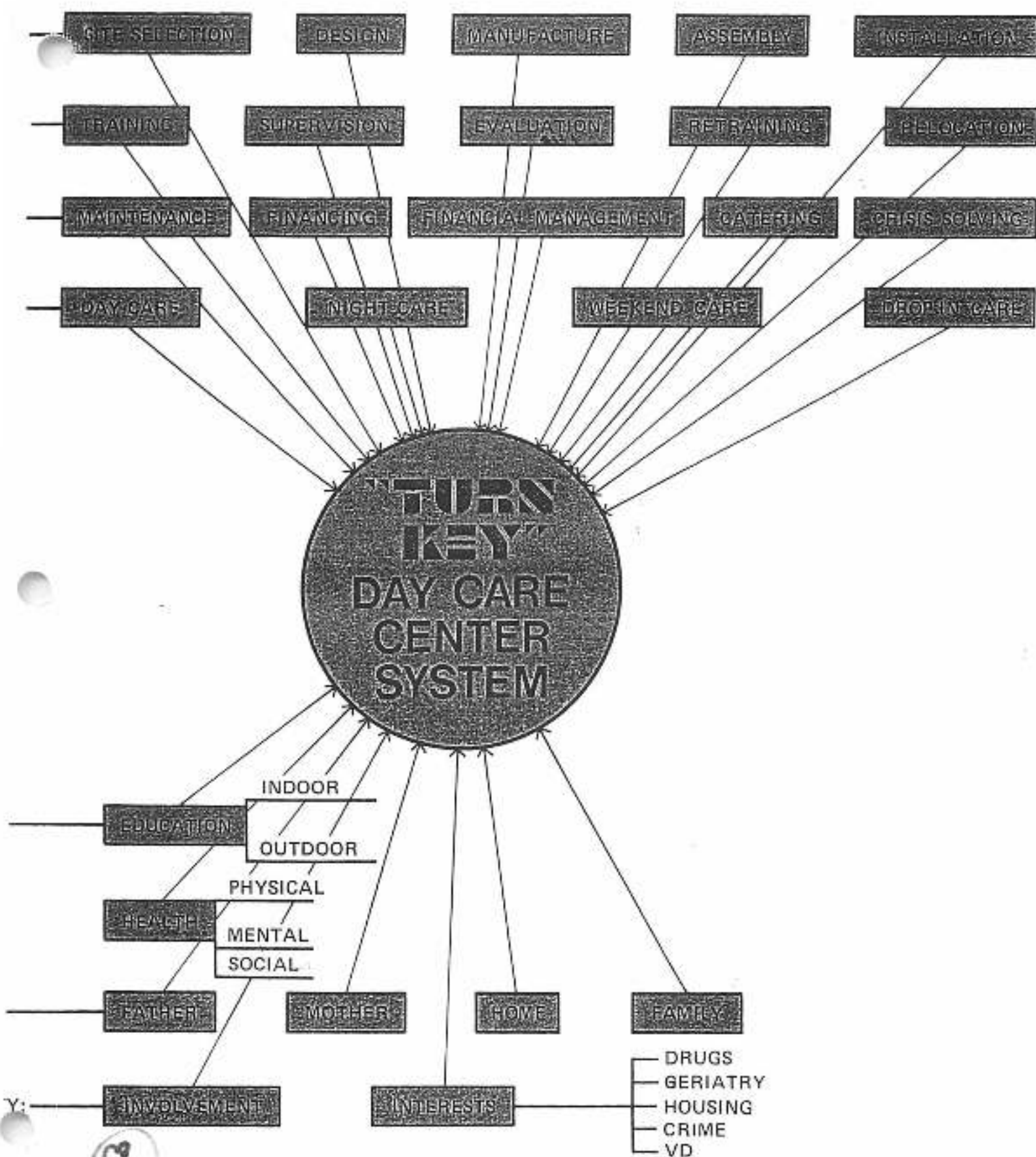
The Facilities provide the child with a total playing-learning environment. The playing-learning of the child is a dual process, as seen by educational play science. It is, on the one hand, input: all around the child there are ranged components which easily and connaturally lead his curiosity and his interest, informing him, enlarging his concepts, providing him with new ideas and fresh stimulation. The input is effected by graphics, by Movement Dynamics, and by formal instruction. On the other hand, there is the child's output. Essentially, this output is achieved when the child reacts by creating, by changing, by putting together, by concretising his ideas and fresh impulses in forms which he can handle and contemplate.

The Facilities cater to this output process chiefly by providing the Building Area. Surrounded by murals and graphics, imaginatively divided and still uninhibited by any opaque obstacle, provided with materials for doing, creating, for plastic modelling and for mobile modelling, the Building Area is a theater of the child's energetic and imaginative output. EPI considers such a theater of concrete achieving as important to its Facilities as its Outdoor Theater, its indoor and formal classrooms, and its dance, movement, and calisthenic courses.



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SERVICES OF OUR "TURN KEY" DAY CARE CENTER SYSTEM:

1. Assist, and/or Direct Governments, Individuals, Industry, and Local or Neighborhood Individual Groups in running our "Turn Key" Day Care Center Systems.
2. Land Selection and Evaluation.
3. Professional Design Services.
4. Provide a complete Day Care Center System based on the number of children to be enrolled, including: Buildings; Outdoor Classrooms and Related Materials; Furniture, and Learning Materials.
5. Financial Guidelines.
6. Current Operational Standards and Guidelines.
7. Maintenance Cost, Procedures and Programs.
8. Continuing Management Services.
9. Internal Organization of a Day Care Center.
10. Research and Evaluation Services of Installation and Facilities.



MANUALS OF OUR "TURN KEY" DAY CARE CENTER SYSTEM:

1. Manual for Establishment of a Day Care Center.
2. Technical Manuals for Moveable Equipment.
3. Equipment Catalogs.
4. Management Instruction Booklets.
5. Manual of Day Care Center Schedules for Children from 6 months to 7 years of age.
6. Manuals for Evaluation and Assessment of Health Programs.
7. Manual of Educational Play Principles.
8. Manual of Application of Educational Play.
9. Manual of Child Development and the Function of Play.
10. Manual of Indoor Classroom Instruction.
11. Manual of Outdoor Classroom Instruction.
12. Manual of Educational Play Quotient.
13. Manual of EPQ Evaluation and Assessment.
14. Manual of Child Instruction.



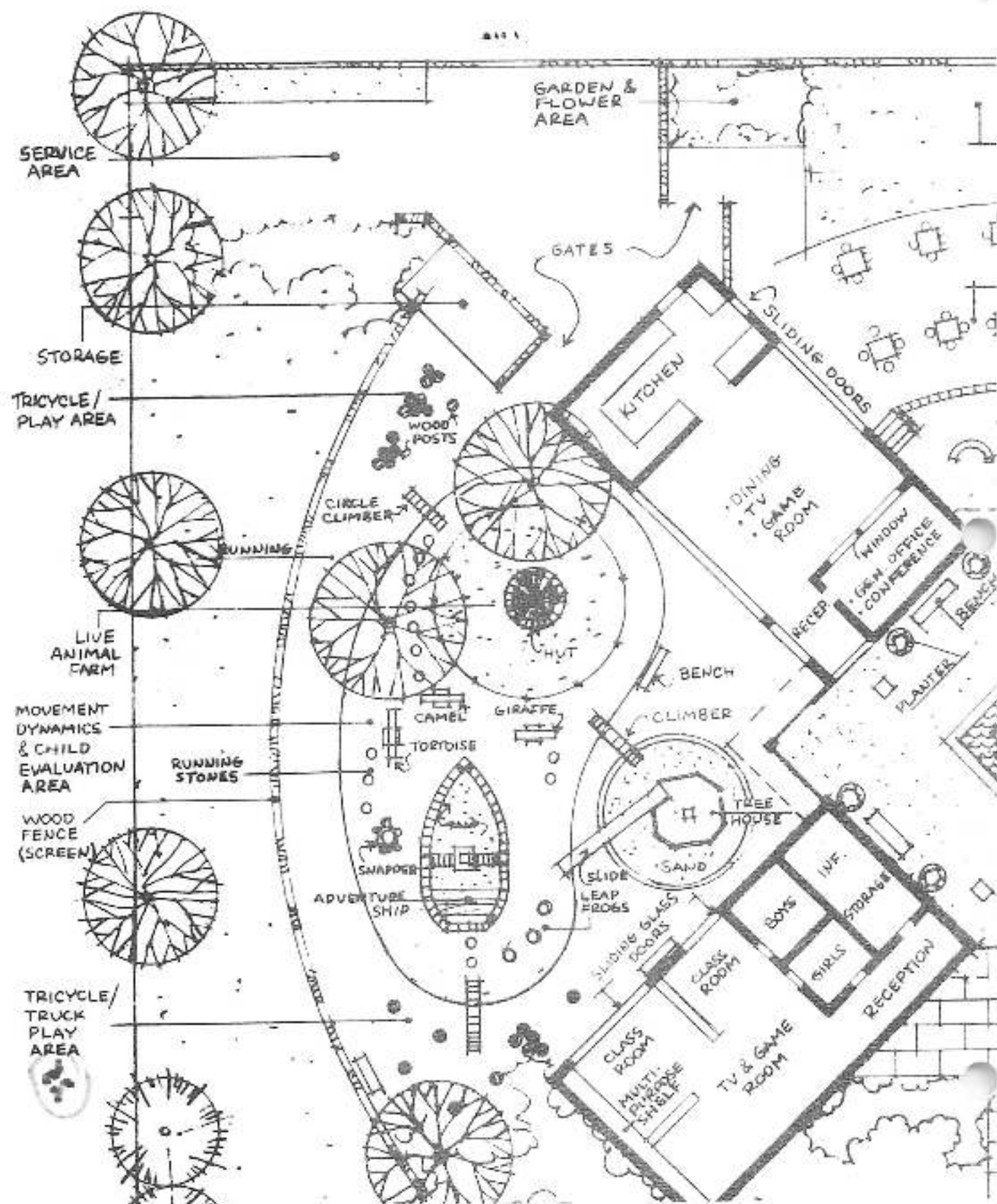
PROGRAMS OF OUR "TURN KEY" DAY CARE CENTER SYSTEM:

1. Program of Yearly Maintenance and Evaluation.
2. Program of Internal Organization of Center.
3. Program of Job Description for the Center.
4. Program of Pediatric, Dental, Psychological/Psychiatric care.
5. Program of Dietetics.
6. Program for Daily Instruction (for different age-groups).
7. Program for Educational Play.
8. Program for Movement Dynamics.
9. Program for Co-ordinating Indoor and Outdoor Classrooms.
10. Program for Community Relations.
11. Program for Environmental Home Science.
12. Training Programs for: Directors; Para-Professionals; Social Workers; Teachers, and, Play Instructors.

"TURN KEY"
DAY CARE CENTERS

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