A survey of trends and practices in child development centers among land grant and state universities
by Mary Stewart Brown

A thesis submitted to the Graduate Faculty in partial fulfillment of the requirements for the degree of
MASTER OF SCIENCE in Home Economics
Montana State University

Abstract:
Historically, beliefs regarding children have fluctuated.

During the 1960's, increased emphasis was placed on the preschool child, his care in facilities outside the home and preparation for his years of formal education. The need for trained personnel grew with the opening of each new preschool facility. As the demand for preschool teachers increased, universities, charged with the training of those teachers, faced an ever growing challenge. By the end of the decade, the shortage of qualified preschool personnel in Montana was nearing the critical point.

This study evaluated the Montana State University Child Development Center in the light of trends and practices in institutions with comparable goals across the country. A survey questionnaire mailed to the ninety-one member institutions of the National Association of Land Grant and State Universities throughout the United States produced a 90.1% response. Eighty-two institutions in forty-nine states were represented.

The findings revealed that: 1. A need for training child development personnel exists throughout the United States.

2. The type of organization which meets these needs will require expansion if its goals are to be accomplished.

3. The costs of such organization will require funding sources to supplement fees charged to parents.

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Date January 15, 1971

A SURVEY OF TRENDS AND PRACTICES IN CHILD DEVELOPMENT CENTERS AMONG LAND GRANT AND STATE UNIVERSITIES

by

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A thesis submitted to the Graduate Faculty in partial fulfillment of the requirements for the degree

of

MASTER OF SCIENCE

in

Home Economics

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ABSTRACT

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CHAPTER I

INTRODUCTION

Teachers, administrators and researchers in the field of early childhood education have witnessed a concerted effort to develop programs designed to tackle the urgent problems faced by education. The trend has moved steadily downward from the adolescent to the preschool child. Three kinds of forces have aided the "rediscovery" of and the "new look" at infancy and early childhood: a political change which rediscovered the poor; the psychologist who rediscovered infancy and the young child; and the sociologist who rediscovered that language learning begins in the home.[1] Frost points out that this has paralleled recent development arising from massive federal support to the nation's schools.[2]

Many people from diverse areas of the country have become aware of and involved in preschool education. "Change," the central focus in our lives today, is one reason for the sudden interest in the preschool child.[3] Historically, beliefs regarding children have fluctuated. In

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[1]Ira Gordon, "The Young Child: A New Look" Early Childhood Education Rediscovered: Readings, ed. by Joe L. Frost (New York: Holt, Rinehart and Winston, Inc., 1968), p. 11.

[2]Joe L. Frost, ed., Early Childhood Education Rediscovered: Readings (New York: Holt, Rinehart and Winston, Inc., 1968), p. vii.

[3]Katherine H. Read, The Nursery School, A Human Relations Laboratory (Philadelphia: W. B. Saunders Company, 1966), p. v.

the United States alone during this century, that which was considered relevant to the preschool child's nature and education has varied greatly. Consider, for example, the "seen and not heard" training of early twentieth century as it was challenged by the followers of Mme. Montessori, and almost simultaneously by the 'progressive education' and the 'child centered approach' of Dewey and Kilpatrick. The Montessori approach then disappeared from the American scene for almost 40 years, only to be reintroduced in 1959 to experience a new level of popularity.[4]

Child care outside of the home, which started in the twentieth century, has continued to increase. Increasing numbers of women are involved in responsibilities outside of the home, many are working,[5] others are involved in community and volunteer services, still others have chosen to further their education.[6] It was "Project Head Start," however, that is credited with having given preschool education its sudden prominence.[7]

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[4]Margaret Lay, "Nursery Education Today," Keeping Up With Elementary Education: E/K/N/E-NEA., Vol. 15, No. 1, Fall, 1969, p. 10.

[5]Mary B. Kievit, "Woman in Gainful and Useful Employment," Journal of Home Economics, Vol. 60, No. 9 (November, 1969), p. 698.

[6]Wilma Baker Casper, "Consider the Higher Educational Limbs of Married Home Economists," Journal of Home Economics, Vol. 60, No. 9 (November, 1968), p. 721.

[7]Sarah Hammond Leeper; Ruth J. Dales; Dora Sikes Skipper; Ralph L. Witherspoon, Good Schools for Young Children (New York: The MacMillan Company), p. 2.

Importance of the Study

In 1966, it was observed that child care facilities were needed in almost every community in the nation.[8] By 1968, almost one-third of the nation's twelve million three to five year olds were enrolled in preprimary programs. Of these children, 816,000 were enrolled in pre-kindergarten or nursery school programs.[9] Many of the day care centers have been established by persons who lacked the experience and training to develop adequate facilities.[10] Because of this, many nursery school teachers have learned "on the job."[11] To fill the vacuum, many former grade school teachers and people from related fields were employed. Working with them were teaching assistants and aides who were without training.[12]

In 1970, additional trained personnel were in demand because business and banking firms, labor unions, utilities and industrial

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[8]Hortense M. Glenn and James Walters, "Feminine Stress in the Twentieth Century," Journal of Home Economics, Vol. 58, No. 9 (November, 1966), p. 706.

[9]"Increased Number of Preschool Enrollees," Todays Child, Vol. 17, No. 7, September, 1969.

[10]Glenn and Walters, "Feminine Stress," p. 706.

[11]Marjorie M. Green and Elizabeth L. Woods, A Nursery School Handbook for Teachers and Parents, Sierre Madre Community Nursery School Association, Sierre Madre, California (1967), p. 1.

[12]Virginia B. Hatch, "Creative Supervision of Head Start Centers," Young Children, Journal of the National Association for the Education of Young Children, Vol. XXV, No. 2 (December, 1969), p. 97.

companies have become interested in establishing and operating day care programs for the children of their employees. Private day care centers, operating on a franchise basis and springing up in a number of states have added yet another need for trained personnel.[13] Ideally, if a quality preschool program is to be attained and maintained, the opening of each new preschool facility represents an additional challenge to the nation's training programs. Most of the training for preschool programs occurs in home economics curricula.

In a study of preschool facilities in Montana, Baringer found that of 211 full and part-time teachers in 61 preschools throughout the state, 55 had earned a bachelor degree and 7, masters degrees. Thirty-three of the 62 degrees were in Education, 8 in Home Economics, and 5 in Sociology. Based on national recommendations for certification, Montana has very few qualified teachers in the preschool program.[14]

Selected enrollment data shows that 6,318 bachelors degrees of Home Economics were awarded in 1967-68. Of these, 766 carried a major in the combined field of Child Development and Family Relations as did

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[13]Joseph Reid, "Day Care Services: Our Best Investment for the Future," Parents Magazine, Vol. XLV, No. 4, April, 1970, p. 26.

[14]Jean S. Baringer, A Survey of Nursery School Facilities in Montana, (Unpublished Thesis), Montana State University, 1970, p. 56

169 of the 963 master's degrees and 18 of the 118 doctor's degrees.[15] It does not seem, therefore, at the present pace enough preschool teachers can be trained to meet the nation's rapidly expanding needs.

Purpose of the Study

The first laboratory nursery school in the Montana State College Department of Home Economics was established in 1929. It lasted only one quarter due to lack of funds and equipment.[16] In 1932, the laboratory nursery school was re-established in Herrick Hall, the home economics building. Four years later, this facility was moved to the home management house where it was housed for twelve years.[17]

The present Child Development Center facility at Montana State University has been in continuous use as a child care facility since the mid 1940's. With the influx of veterans' families following the second world war, a portion of World War I barracks building was remodeled for the day care facility, known as the Veteran's Nursery School. It was financed by the College, by Community Chest funds, by donations and by minimal fees charged to parents. The facility was

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[15]"Selected Home Economics Enrollment Data from Member Institutions of the National Association of State Universities and Land Grant Colleges," Dean's Office, School of Home Economics, Texas Technological College, Lubbock, Texas, 1968.

[16]History of the Department, edited by Gladys Roehm (unpublished paper) School of Home Economics, Montana State University, p. 14.

[17]<u>Ibid</u>., p. 15.

operated nine and one-half hours daily and had an enrollment limit of 50 children for any one session.[18]

In 1948, the Veteran's Nursery School, in search of a sponsor, became the sole responsibility of the Department of Home Economics. It was then that the laboratory nursery school was combined with the day care facility and was housed "temporarily" in the remodeled barracks facility on the campus.[19]

It is important at this time to explore the trends in Child Development Centers in institutions with comparable goals throughout the United States. The purpose of this study, therefore, is to survey those trends.

It is hypothesized that:

1. A need for training child development personnel exists throughout the United States.

2. The type of organization which meets these needs will require expansion if its goals are to be accomplished.

3. The cost of such organization will require funding sources to supplement parent tuition and fees.

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[18]Information from files of the Director of the Child Development Center, Montana State University.

[19]History of the Department, Montana State University.

Definition of Terms

Many types of children's centers are in operation. They vary in purpose and program. Generally, the schools for children of ages 2-5 years are concerned primarily with the total growth and educational development of the young child. For definition, see Appendix A.

CHAPTER II

REVIEW OF LITERATURE

As early as the sixteenth century, St. Ignatius claimed that if he could control the teaching of a child during the first six years of his life, nothing could undo those teachings.[1] The importance of the child's early formative years has been re-emphasized by the unprecedented focus of the past five years on the young child through intensive research, experimentation, and observation. The continued search for those means which could foster the young child's total development most effectively becomes a major concern of each institution.

University Child Development Centers

The first child care facilities in the United States were concerned primarily with the physical care of young children. Nursery schools, which served the twofold purpose of observation study as well as thoughtful care, were first introduced at Teachers' College, Columbia University and Merrill Palmer School of Motherhood and Home Training, Detroit. The emphasis on educational guidance of parents and children was in contrast to that of custodial care. Soon after the end of the First World War, grants from the Laura Spelman Rockerfeller Memorial were used for the establishment and/or expansion of child study centers

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[1]Elizabeth B. Hurlock, Child Development, fourth edition, (New York: McGraw Hill Book Company, 1964), p. 717.

at various universities.[2] It was these college and university laboratory schools that pioneered in the field of preschool education and research. At the same time, facilities for the observation of well children were provided for nurses and pediatric interns.[3]

Philosophy

The primary purpose of the Child Development Center is the training of students by providing laboratory facilities for observations, demonstrations, and participation. Within this broad context, the goals of preschool education must also be respected. In preschool, the focus is on recognition of differences, growth, and development.[4] "The means of reaching these goals have gone far beyond keeping children safe, busy, and happy,"[5] that without workbooks, or primers, without emphasis on specific grade school skills, three, four, and five year-olds could gain an understanding of the world around them and the culture in which

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[2]Sarah Hammond Leeper; Ruth J. Dales; Dora Sikes Skipper; Ralph L. Witherspoon, Good Schools for Young Children (New York: The MacMillan Company), p. 77.

[3]Marjorie Maynard and Anne Dondero, "Nurses Gain from Field Work with Young Children" Young Children: Journal of the National Association for the Education of Young Children, XXIV, No. 5 (May, 1969), p. 298.

[4]Vivian E. Todd and Helen Hefferman, The Years Before School: Guiding Preschool Children (New York: The MacMillan Company, 1964), p. 52.

[5]Edith G. Neisser, "Preschools Are Not Just for Play," Parents Magazine, Vol. 39, No. 2, February, 1964, p. 130.

they live.

Preschool children should be stimulated, not pressured, to ask questions, to think for themselves, and to try new ideas, thereby giving them the opportunity to think, explore and learn. This philosophy has come to be known as the "traditional" approach to preschool education.

During the late 1960's, when the Head Start Program began, the door of the preschool facility was opened to the research psychologist.[6] The typical psychologist, of whom Bereiter and Englemann are among the most publicized, came to the preschool with the "learning theory" as his background. The basic assumptions of this theory differ from those of the "traditional" preschool educator.[7] Basically, the "traditional" approach emphasizes the provision for spontaneous questioning through play activities. The "experimental" or "academic" preschool promoted by the research psychologist emphasizes teacher-planned activities, and the use of praise, approval and rewards to encourage school related behavior in children.[8]

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[6]E. Robert LaCrosse, Jr., "Psychologist and Teacher Cooperation or Conflict?" Young Children: The Journal of the National Association for the Education of Young Children, Vol. XXV, No. 4 (March, 1970), p. 224.

[7]Ibid., p. 225.

[8]Lillian G. Katz, "Children and Teachers in Two Types of Head Start Classes," Young Children: Journal of the National Association for the Education of Young Children, Vol. XXIV, No. 6 (September, 1969) p. 342.

In the academic approach, the young child may be regarded as a mind to be fed rather than an individual to be developed.[9] To date, there is no research available to show one method superior to the other.

There is evidence, however, that the traditional preschool does much more than the advocates of the academic preschool credit since the traditional preschool already embodies ideas which are beginning to appear at higher education levels. These include individual instruction, discovery learning, peer group stimulation and use of intrinsic motivation.[10]

It is an obligation of the University Child Development Center to maintain and promote the philosophy which best serves the preschool child.

Program

College Students.--Many curricula require an understanding of child development. These include home economics, sociology, nursing, education, and physical education (for men and women), psychology, physiology, anthropology, architecture, art, and speech.[11] In addition

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[9]"Preschool: Child's Domain or Theses Hatchery," Todays Child, Vol. 17, No. 8, October, 1969, p. 5.

[10]David Elkind, "The Case for the Academic Preschool: Fact or Fiction?" Young Children: A Journal of the National Association for the Education of Young Children, Vol. 25, No. 3 (January, 1970), p. 132.

[11]Montana State University Bulletin, 1968-70, Vol. XXIII, No. 2, February, 1968.

to providing the basic preparation of many curricula in the university, a second goal is to train preschool teachers. Those who teach young children need to study childhood, recognize the uniqueness of each child, provide wholesome experiences, de-emphasize the skills, stress the content of cultural heritage, and help the child to build self-confidence.[12] There is an ever increasing demand for trained nursery school teachers caused by the increasing number of public and private nursery schools, day care centers,[13] preschool teacher certification,[14] the development of vocational preschool child care occupations in high school classes, and preparation for marriage.[15]

Research.--There is in the nursery school environment a persistent effort to view the child in process and in relation to the world outside the nursery school walls. The laboratory nursery school, therefore, provides a setting in which some of the prime concerns of the

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[12]H. Hefferman, "What is Good Education in Nursery Schools and Kindergarten," (Abstract), Childhood Education, Vol. 44, No. 1, September, 1964, p. 25.

[13]Susan Lytle Boswell, A Study of Day Care Provisions and Need in Nebraska. (Unpublished thesis), University of Nebraska, Lincoln, August, 1965.

[14]Norma Law, What are Nursery Schools For? Association for Childhood Education International, National Association for the Education of Young Children, 1629 21st St. N.W., Washington D.C., Bulletin G, 1964, p. 4.

[15]"Laboratory Nurseries in Schools Would Educate Future Parents," Todays Child, Vol. 17, No. 4, April, 1969, p. 2.

home economics profession can be investigated and answers to a wide variety of questions may be obtained. Nutrition, suitability and durability of clothing, the choices and uses of play materials and equipment as well as questions on the development of social behavior are examples of the kinds of research which make this facility a unique resource for the studies with children.[16]

Parents.--A third focus of the Child Development Center is toward meeting the needs of the parents through conferences, meetings, and parent education classes.[17] Authorities see parent education as one of the great untapped potentials in providing for the education of young children. They advocate techniques for helping parents see the home as a learning center from birth throughout childhood.[18, 19] Akers suggests further that active parent participation in the nursery school program aid both parents and teachers in their skills and understandings of the

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[16]Bruce D. Gardiner, "Child Development Research," Journal of Home Economics, Vol. 51, No. 5 (May, 1959), p. 355.

[17]Katherine H. Read, The Nursery School, A Human Relations Laboratory (Philadelphia: W. B. Saunders Company, 1966), p. 50.

[18]Polly Greenberg, "Low Cost State Strategies with a New Look," Compact, Vol. 3, No. 6, Educational Commission of the States, December, 1969, p. 26.

[19]Ira J. Gordon, "Self Help Approach: Parents as Teachers," Compact, Vol. 3, No. 6, December, 1969, p. 32.

child rearing processes, in development of trust and in communication.[20]

Preparental Education.--Another of the real values of the laboratory nursery school is the education which is made available to the future parent. Despite the wealth of public information available, the fact remains that most people enter parenthood unprepared for the most important role of their lives. This is particularly true among those groups which have the greatest need for help, among them the young parents-to-be who are barely out of childhood themselves.[21] Murphy feels that every child care facility should consider making itself a "center for good foundations"[22] by helping parents and future parents in an understanding of family planning, parental care, good care at delivery, and with helping the mother with baby's earliest development. In addition to laboratory nursery schools at the college level, another specialist advocated laboratory nursery schools to provide pre-parental education for the vast majority of future parents who will never go

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[20]Milton A. Akers, "The Executive Director's Testimony Before the House Education and Labor Committee," Young Children: The Journal of the National Association for the Education of Young Children, Vol. XXV, No. 4 (March, 1970), p. 244.

[21]Alicerose S. Barman, "Parent Education," Creative Guide for Preschool Teachers, ed by Joanne Wylie (Western Publishing Company, Inc.), p. 31.

[22]Lois Barclay Murphy, "Foundations for Good Beginnings," Young Children: Journal of the National Education for the Education of Young Children, Vol. XXV, No. 1 (October, 1969), p. 8.

to college.[23]

Child.--As a human relations laboratory, the child development center is a place in which young children learn as they play with materials and share experiences with other children and with teachers in an environment enriched by a variety of opportunities which promote the growth and development of the "whole or total child."[24] It is especially valuable to the only child, to one whose family has wide-spread age differences, and to the child who lives in an apartment or mobile home.[25] Generally, laboratory nursery schools are designed for children ranging in age from three to five years. Sperry and Freedman noted in 1959 that "there are practically no programs with toddlers" in the child development laboratories.[26]

Unlike the usual nursery school, the university child development center involves a pre-selection method for enrolling children. The criteria for pre-selection is determined to a great extent by the philosophy, purpose, and goals of the center. Even though each of the

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[23]"Laboratory Nurseries in Schools Would Educate Future Parents," Todays Child, Vol. 17, No. 4 (April, 1969), p. 2.

[24]Read, The Nursery School, p. 3.

[25]Holly E. Brisbane, The Developing Child (Charles A. Bennett, Company, Inc., Peoria, Illinois, 1965), p. 322.

[26]Irvin V. Sperry and Rose Freedman, "Toddlers in the Child Development Laboratory Program," Journal of Home Economics, Vol. 51, No. 8 (October, 1959), p. 698.

following categories may not be represented in every group at the center, the factors most often considered in the pre-selection process include:

1. A balance, in number of children according to age, sex, race, and national origin.
2. A variety of family backgrounds--children of parents who are: employed on campus, off campus, students, rural, urban, culturally deprived, and the parent without a partner.
3. The inclusion of handicapped children--physical, mental, emotional, speech, sight or hearing. The generally accepted ratio of handicapped children to nonhandicapped children is 2:11.
4. The child's position in the family--the youngest, the first born, the middle child, an only child, one of twins, adopted.
5. The child who is referred to the center by a professional in another discipline.[27]

The inclusion of children from a cross section of all children in the community provides the college student, parent, and preparent with a wide range of learning opportunities through observation, research and teaching participation.

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[27] Nursery School Management Class Notes, Home Economics 409, Montana State University, Winter, 1969.

Facilities

The physical plants which house child care facilities are controlled to some extent by state requirement for licensing.

Unusual or special features can add interest and versatility to the usual child care center. At one, an observation gallery was devised to open onto the two play rooms but raised three steps above the floor; thus, eliminating the need for one-way vision screen or glass.[28] At another, not only the playroom but parts of the outdoor play area are also visible from the observation room.[29]

Still another unique feature is the "doll house upstairs" at the National College of Education in Evansville, Illinois. It permits an illusion of privacy for the children as well as an area for storage.[30]

Staff Qualifications

Any preschool facility requires the services of many people; some must have professional skills, while others will need more general training. In addition, each staff member must possess an interest in

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[28]"University of Rhode Island Adds a New Child Development Center," Journal of Home Economics, Vol. 51, No. 5 (May, 1959), p. 381.

[29]Lucy McCormack, "Child Development Observation in a Secondary School Program," Journal of Home Economics, Vol. 51, No. 2 (February, 1969), p. 100.

[30]Albertine Noecker, "A Doll House Upstairs," Young Children: Journal of the National Association for the Education of Young Children, Vol. XXV, No. 2 (December, 1969), p. 102.

young children and an ability to work with them.[31] Since each member of the staff has a direct or indirect influence on each child, it is vitally important that all staff members work together for the well-being of each child.[32] Professionally, teachers should be graduates of a four-year college program with a major in Child Development, or comparable options. The personal qualities of the teacher, however, are fully as important as her training.[33]

Certification

In 1969, only 16 of the 50 states required a certificate to teach in a preschool education program. Vitally concerned associations, however, noted a trend among the states toward reviewing existing regulations and standards with consideration of more defensible bases for certification.[34] The Association for Childhood Education International, holds that the qualified teacher in nursery school, kindergarten and primary grades should be a graduate of an accredited four-year college

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[31]Office of Economic Opportunity, Project Head Start - The Staff #1 (Washington, D.C.: U.S. Government Printing Office, 1967), p. 2.

[32]National Association for the Education of Young Children, Some Ways of Distinguishing a Good School or Center for Young Children (2700 Massachusetts Ave., N.W., Washington, D.C. 20016).

[33]Office of Economic Opportunity, The Staff #1, p. 2.

[34]Helen H. Hartle, "Early Childhood Programs in the States," Compact, Vol. 3, No. 6, December, 1969, p. 19.

with a major in early childhood education.[35]

Funding

Because of the multifaceted approach, parent fees cannot be expected to support the majority of child development centers. The Johnstone Study recommended charges that fees for a child development laboratory should be related to the purposes of the program but could not cover all costs because few parents could pay them. Instead, the impact of the fee on parental attitude should be considered.[36] The fees charged parents, therefore, are usually considered supplementary and are not necessarily related to laboratory costs.

Federal Aid.--There is no direct aid from the federal government to university child development centers. Other programs have had a direct relationship with them or been incorporated in their organization. These include the 1933 children's centers which were part of the Federal Emergency Relief Administration designed to relieve unemployment by providing jobs for unemployed teachers and to supplement existing educational programs;[37] emergency schools to provide care for the children

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[35]Law, Nursery Schools, p. 4.

[36]Betty Jane Johnston, "Financial Arrangements for the Child Development Laboratories," Journal of Home Economics, Vol. 58, No. 2 (February, 1966), p. 141.

[37]Leeper, et al., Good Schools, p. 78.

of working mothers in the war effort of 1942; and the Economic Opportunity Act of 1964 which provided the Head Start Child Development Proframs designed to prepare the children of the deprived for public school.[38]

Continued federal concern for early childhood education was shown by the establishment of an Office of Child Development in the Department of Health, Education, and Welfare in 1969,[39] and the 1970 White House Conference on Children.

Private Aid: Foundations.--Over the years, foundations have made grants to support preschool projects in various areas. One quarter of the funds of the Rockefeller Foundation is committed to its Equal Opportunity Program, and for years the Carnegie Corporation has been involved in a preschool education.[40] The Ford Foundation, a latecomer to prekindergarten programs, gives support to the Preschool and Primary Education Project connected with the Pennsylvania Department of Public Instruction.[41] The William H. Donner Foundation and the Department of Health, Education, and Welfare were named in 1970 as the funding sources

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[38]Ibid., p. 79.

[39]Wm. H. Marshall, "Washington News," Journal of Home Economics, Vol. 61, No. 6, June 1969, p. 402.

[40]"How Local Projects Can Get Grants and Foundations," Good Housekeeping, Vol. 170, No. 1, January, 1970, p. 134.

[41]Allan S. Hartman, "How to Start a Preschool Program Without Waiting," Nation's Schools, Vol. 75, No. 4, April, 1965, p. 52.

for a major three-year, day care project for preschool and school age children in eight southeastern states.[42]

Montana State University

Philosophy

The primary purpose of the Montana State University Child Development Center is to serve as an academic classroom and laboratory facility for:

1. The training of preschool teachers.
2. A laboratory observation center for students enrolled in curricula requiring a knowledge of child growth and preschool education.
3. Pre-parental education.
4. Parent education.
5. Research.
6. Nursery school management and operation practicum.[43]

The nursery school which is a vital part of the academic laboratory-classroom is operated on the child centered "traditional" philosophy of preschool education as interpreted by Katherine Read and altered

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[42]"Day Care Project Announced," Keeping Up With Elementary Education: E/K/N/E-NEA., Vol. 15, No. 3, Spring, 1970.

[43]Information for Parents of Nursery School Children (leaflet), Montana State University Laboratory Nursery School.

to meet specific local needs.[44]

Program

College Students.--In keeping with the philosophy of the facility, the Montana State University Child Development Center provides a laboratory for the use of students enrolled in curricula which require an understanding of child development. During the past fifteen years, the enrollment in Child Development (Home Economics 105) has increased from 80 students during the 1955-56 school year to 672 students for 1969-70.[45] In addition to the lecture sections, the Child Development course requires one small group discussion session of 25 to 30 students, and one laboratory observation per student per week. The observation area in the Child Development Center observation area has limited space for 16 observers at any one time; classroom space is limited and staffing unavailable for so many students. Therefore, in 1969-70, it became necessary to limit the quarterly class enrollment to 110 students in each of two lecture sessions. This basic course draws students from nursing, elementary education, physical education, and home economics. Students from other disciplines such as art, secondary education, sociology, psychology, and commerce choose this course as a suggested

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[44] Nursery School Teaching Class Notes, Home Economics 422, Montana State University, Spring, 1969.

[45] Enrollment Trends in Child Development (leaflet), School of Home Economics, Montana State University.

elective.

A class in Nursery School Practicum designed to prepare future home economics instructors to operate play schools in connection with high school home economics classes was added to the university program in 1969. Students enrolled in the course use the Child Development Center as a laboratory to strengthen knowledge and teaching skills that can be adapted to a play school situation. Students enrolled in Nursery School Management (Home Economics 409) use the Child Development Center as a laboratory to study management procedures and administrative practices unique to conducting and operating a facility for preschool children.

Students enrolled in Nursery School Teaching (Home Economics 422) use the Child Development Center as a laboratory for supervised teaching experiences of toddlers, three year olds and four year olds.[46]

Observation.--Based on the theory that one of the most effective methods of learning about children and their development is to observe them at work and play,[47] the Montana State University School of Home Economics includes nursery school observations as an important teaching technique in a number of courses. Departments which do not require child development courses often recommend nursery school observations

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[46]Enrollment-School of Home Economics: Child Development and Family Life (leaflet), School of Home Economics, Montana State University.

[47]Read, Nursery School, p. 176-180.

to students for specific projects. Special observation arrangements also enable students to observe a group of three year olds during lunch time.

Research.--The application blank which must be completed by parents seeking a child's admission to the MSU's Child Development Center states that the nursery school is a laboratory for students enrolled in child development courses, and that children who attend are observed by students and are included in various research studies. The parent is then asked if he is willing to have his child observed and/or included in research studies.[48] The answers thus become a factor in child selection for a research study. The majority of parents consent to having their children included in research studies.

Space and facilities in the present Child Development Center limit the type of research which can be conducted to "moving research." These are short term research projects which can be carried out as the children move about in their normal play patterns. Occasionally, parental assistance is requested in research projects. One important goal of each project is to introduce the student to research techniques.[49]

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[48]Nursery School Application Blank (leaflet), School of Home Economics, Montana State University.

[49]Information from Bethine Bigej, Director, Child Development Center, Montana State University.

Pre-Parental Education.--If not already a parent, the vast majority of students enrolled in any of the child development and family life oriented courses are potential parents. For these students, the Child Development Center provides many opportunities to develop a better understanding of the preschool child through resource materials, observations, and participation. Parent education classes further reinforce the learning opportunities for pre-parents and parents.

Parent Education.--Each parent of a preschool child enrolled in the Montana State University Child Development Center is encouraged to observe the nursery school sessions and to confer with nursery staff members on matters involving his or her child. Informative lectures and demonstrations are also presented to parent groups from time to time, thus providing an additional resource for learning experiences for students enrolled in Parent Education (Home Economics 442).[50] One special honor afforded the fathers of three-four year old class members is an invitation for one or possibly two fathers at a time to have lunch with his son or daughter.

Child.--Basically, the following criteria are used in selecting children to attend the Montana State University Child Development Center:

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[50] Parent Education Class Notes, Home Economics 442, Montana State University, Spring, 1970.

1. A balance in number of children of university staff parents (1/3), off-campus parents (1/3), and student parents (1/3).
2. A balance in number of girls and boys.
3. An age mate for each child.
4. Consideration is given to race and nationality.
5. Consideration is given to the handicapped child.
6. Consideration is given to referrals from professionals in other disciplines.[51]

The major goal in preselection of nursery school children is to provide as many observation and learning opportunities as possible for the college student who is enrolled in a course requiring nursery school observation or teaching participation. In keeping with this policy, a toddler's group of one and one-half to two and one-half year olds was added in 1964. The upper age range of the group was later extended to age three.[52]

The 60 children enrolled in the Center are divided into four groups:

1. Thirteen toddlers who attend two mornings per week for two hours.

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[51] Nursery School Teaching Class Notes, Home Economics 422, Montana State University, Spring, 1969.

[52] Enrollment Trends in Child Development (leaflet), School of Home Economics, Montana State University.

2. Twenty three-four year olds attend three hours per day, three mornings per week, lunch included.
3. Twelve four-five year olds attend three hours per day, three afternoons per week.
4. Fifteen four-five year olds attend three hours per day, two afternoons per week.

Speech Therapy.--During the 1968-70 school years, grant funds obtained by the Department of Speech at Montana State University were used to employ a part-time speech therapist for the Child Development Center. The therapist tested the children for speech and hearing problems and assisted in the reduction of such problems. In addition to providing an additional observation experience for the students enrolled in Child Development, the nursery school speech therapy sessions were observed by students from the speech department who were enrolled in remedial speech and audiology courses. Funding cutbacks forced the curtailment of this program at the end of the second year.

Facilities

Licensing.--In Montana, the State Department of Public Welfare is charged with the responsibility of licensing child care facilities. Since the regulations are directed toward ..."any...facility that receives seven or more children for care for five or more hours per

day,"[53] many facilities for preschool children are not licensed.[54] Many, however, operated within the rules and regulations even though no license is required by law.

Housing.--As described earlier, the Montana State University Child Development Center is housed in a portion of a remodeled World War I barracks building. In addition to the large play room (approximately 40 x 60 feet), the facility includes a kitchen, two toilet-lavatory rooms, with a total of four lavatories and six toilets immediately off of the play room, a combination classroom and office, and alcove used for special activities with individual children, an observation area which extends across one end of the play room and which is separated from the play room by counters and tall stools. An outside door provides easy access for observers.

In addition to the usual nursery school activity centers, the play room provides a wood working area made up of two work benches, "real" hammers, saws, nails, etc. The area which is used for the development of eye-hand coordination and for directing the release of feelings of hostility and aggression[55] will accommodate four children at one time.

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[53]State of Montana, Standards Relating to Licensing of Day Care Centers for Children, Department of Public Welfare, State Board of Health, Helena, Montana, (1968), Part 2, p. 5.

[54]Jean S. Baringer, A Survey of Nursery School Facilities in Montana (unpublished thesis), Montana State University, 1970, p. 69.

[55]Read, Nursery School, p. 210.

Another feature of the Center is a raised platform play area located in the center of the housekeeping area, and which provides an overview of the entire play room. The ladder by which the platform is approached can be easily removed to close the area to the toddler group. The open area below the platform serves as the doll's bedroom.

Outdoor Play.--The out-door fenced play yard with covered sandbox, and climbing equipment is located on the north side of the two-story building. Icicles which form on the eaves above the play yard present a hazard which prevents the use of the play yard during the winter and spring months. The front porch of the building serves as a covered play area on rainy days, and a grassed slope in front of the building serves as the winter play area. The absence of fencing on the slope area necessitates the enforcement of guidelines to determine the extent of that play area.

Each area of the Center provides the observer and the student teacher with opportunities to see 'theory in action,' decision making, individual differences, and the many facets of a child at work and play.

Staff Qualifications

Montana does not have certification requirements for teachers of preschool children; therefore, the State Department of Public Welfare is also charged with the responsibility of listing staff qualifications. This licensing agency recognizes personal qualifications to be of

"primary importance" in the selection of teachers and other staff members and lists ten such qualifications[56] (See Appendix A). Professional qualifications are not listed.

The Montana State University Child Development Center staff includes:

1 Director - Master of Science degree
1 Head teacher - Master of Science degree
1 Assistant teacher - Bachelor of Science degree
1 Graduate assistant per term
3-4 Student employees
1 Cook
1 Custodian (shared with entire building)
10-20 Student teachers and students enrolled in Child Development Practicum

Each employee is provided with a job description of each area of employment in keeping with good business practices to insure a smoothly running operation[57] (A copy is included in Appendix A).

Funding

The Child Development Center as an academic classroom for the university receives funds from two sources: The state and parent fees.

State.--The state provides the building which houses the facility, utilities, and the custodian's salary. The director, the head teacher, and graduate teaching assistant hold university staff status in the

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[56]Montana, Standards, Part 1, p. 2-3.

[57]Responsibilities of Personnel of Child Development Centers (leaflet), School of Home Economics, Montana State University.

School of Home Economics.[58]

Parent Fees.--All other costs are charged to parent fees. These include the salaries of the assistant teacher and the cook, equipment, supplies, repairs, laundry, food, etc. Parents are charged fees at the following monthly rates:

Toddlers - $12/month
Three-four year olds - $18/month (lunch included)
Four-five year olds - $18/month - two days per week
Four-five year olds - $27/month - three days per week[59]

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[58] Nursery School Management Class Notes, Home Economics 409, Montana State University, Winter, 1969.

[59] Ibid.

CHAPTER III

METHODS AND PROCEDURES

In order to determine those factors which merit consideration in the establishment of a new child development center facility at Montana State University, the purpose of this study was to explore the practices and trends in laboratory nursery schools operated by institutions with comparable goals throughout the United States.

Sampling Procedure

Montana State University, located in the sparsely populated area of the northwestern United States, is a land grant state institution. Other land grant institutions and state universities were selected for the sample to be surveyed. In order to view Montana's needs in relation to nationwide needs, a comparison of the trends and practices in schools over a wide range of regions of the United States also seemed important. Therefore, the sample was expanded to include all ninety-one member institutions of the National Association of State Universities and Land Grant Colleges,[1] more recently known as the National Association of Land Grant and State Universities.

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[1]"Selected Home Economics Enrollment Data from Member Institutions of the National Association of State Universities and Land Grant Colleges," Dean's Office, School of Home Economics, Texas Technological College, Lubbock, Texas, 1968.

Sampling Instrument

Because of the scope and composition of the sample to be surveyed in this study, a written questionnaire seemed to be the instrument which could collect the necessary information efficiently and effectively, with a minimum of infringement upon the respondents' time. The first portion of the questionnaire requested information concerning (1) early childhood education at the institution and the department responsible for the facility, (2) the presence of a nursery school at the institution, and (3) the departments using the nursery school and the purposes for use was directed to the chairman of the home economics department at each institution. The remainder of the questionnaire requested information from the director of the nursery school.

Pretest

A preliminary questionnaire was given to staff members in the Montana State University Child Development Center, to local nursery school personnel, and to graduate students in Child Development for a 'pretest'. The purpose of the 'pretest' was to check the instrument for understandable, familiar wording and accuracy. It also provided an opportunity for deletions, inclusions, and suggestions for improvement.

Information obtained from the pretest was incorporated into the finalized twenty-nine item questionnaire (Appendix A.).

Data Collection

The survey packet composed of the questionnaire, two self-addressed stamped envelopes to facilitate returning the questionnaire and a cover letter, (see Appendix), was mailed to the chairman or head of the home economics program in each of ninety-one member institutions of the National Association of State Universities and Land Grant Colleges.[2]

Five weeks after the initial contact, 'follow-up' packets containing the same materials were mailed to the schools from which no response had been received and partial packets to those institutions from which only partial returns had been received. New cover letters were included in each packet (Appendix A.).

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[2] Ibid.

CHAPTER IV

Results

The purpose of this study was to explore the trends and practices in child development centers operated by institutions with comparable goals throughout the United States. This might help determine factors which merit consideration in the evaluation of the child development center facility at Montana State University.

Sample

Two-part questionnaires were mailed to 91 member institutions of the National Association of State Universities and Land Grant Colleges located in each of the 50 states and Puerto Rico. Responses were received from 82 (90.1%) of the institutions located in 49 states. Only one state, Pennsylvania, and Puerto Rico were not represented by the responding institutions. Figure No. 1 shows the locations of the institutions and responses received.

The high rate of response (90.1%) representing 98.0% of the states is construed to give a high level of credibility to the study in portraying the situation in comparable institutions throughout the United States.

Seventy-seven (93.9%) of the reporting schools indicated the presence of a child study laboratory connected with that college or university. Nine (10.9%) indicated that no child development center was

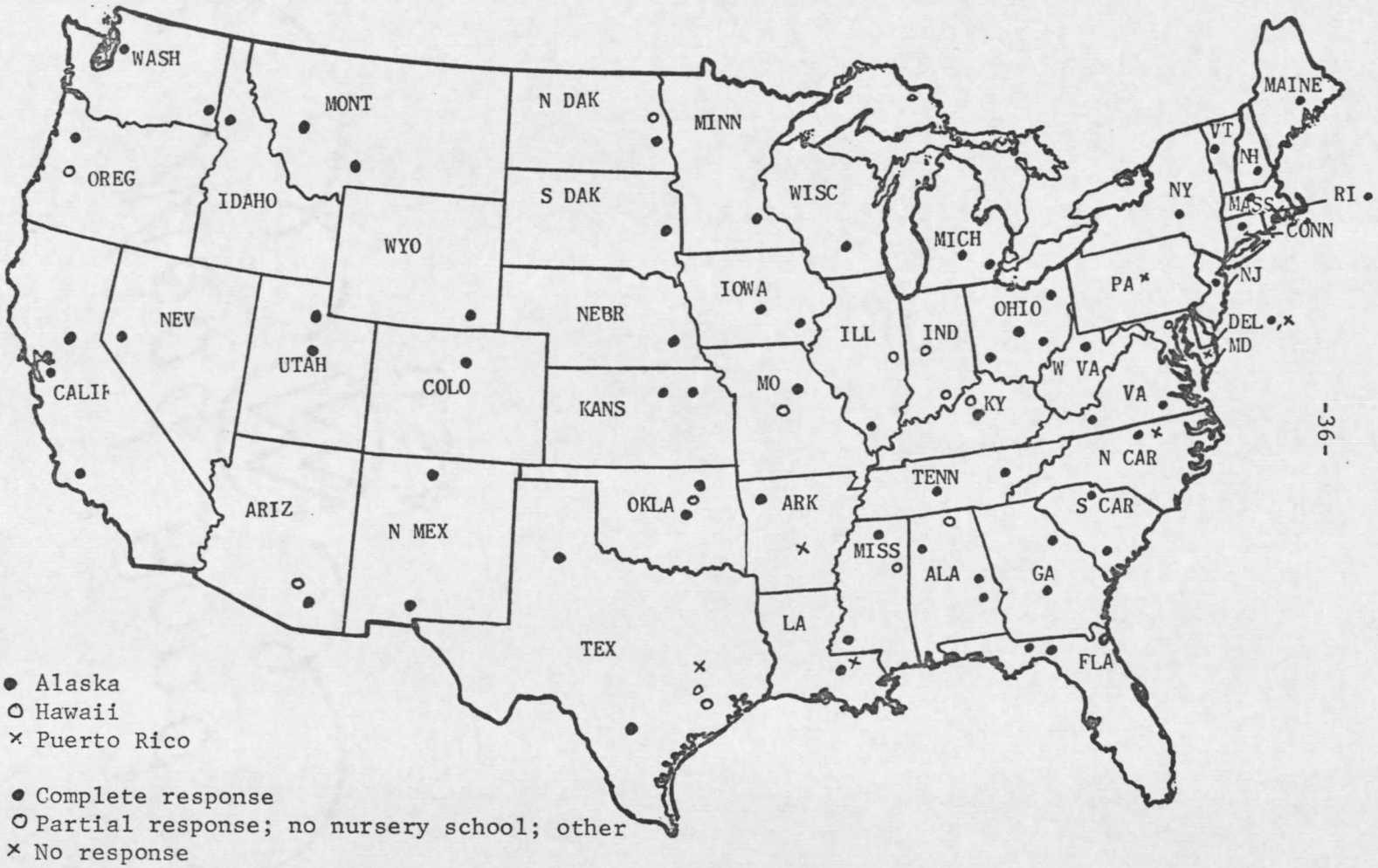

Figure 1. Locations of institutions included in survey and responses received

associated with the school of home economics at that institution. Four of these nine schools did note that laboratory nursery schools were operated by other disciplines of the institutions. Only five schools (6.1%), therefore, indicated the non-existence of a nursery school in connection with the college or university (Figure 2).

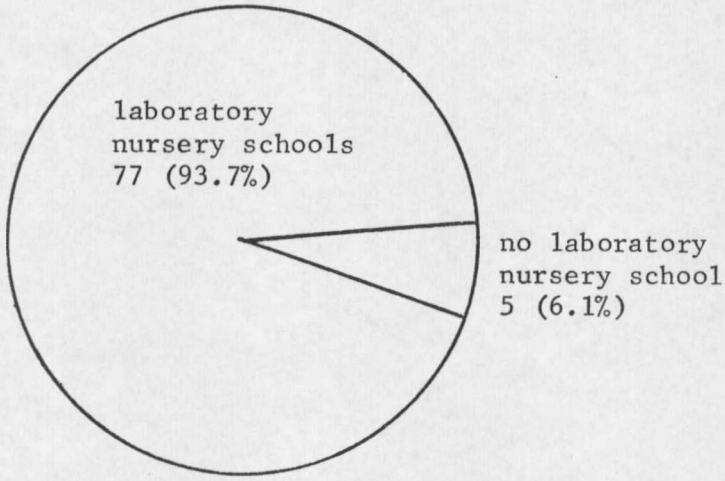

Figure 2. Existence of laboratory nursery schools at eighty-two responding institutions

Complete information concerning the child development program was reported by 68 colleges and universities. This is 74.7% of the total sample and 82.9% of the responding schools. Fourteen (15.4%) of the total samples provided only partial information. These included: (1) institutions with no nursery school, (2) nursery school operated by other disciplines, (3) institution with nursery schools from which only first section of the questionnaire was received. Whenever possible,

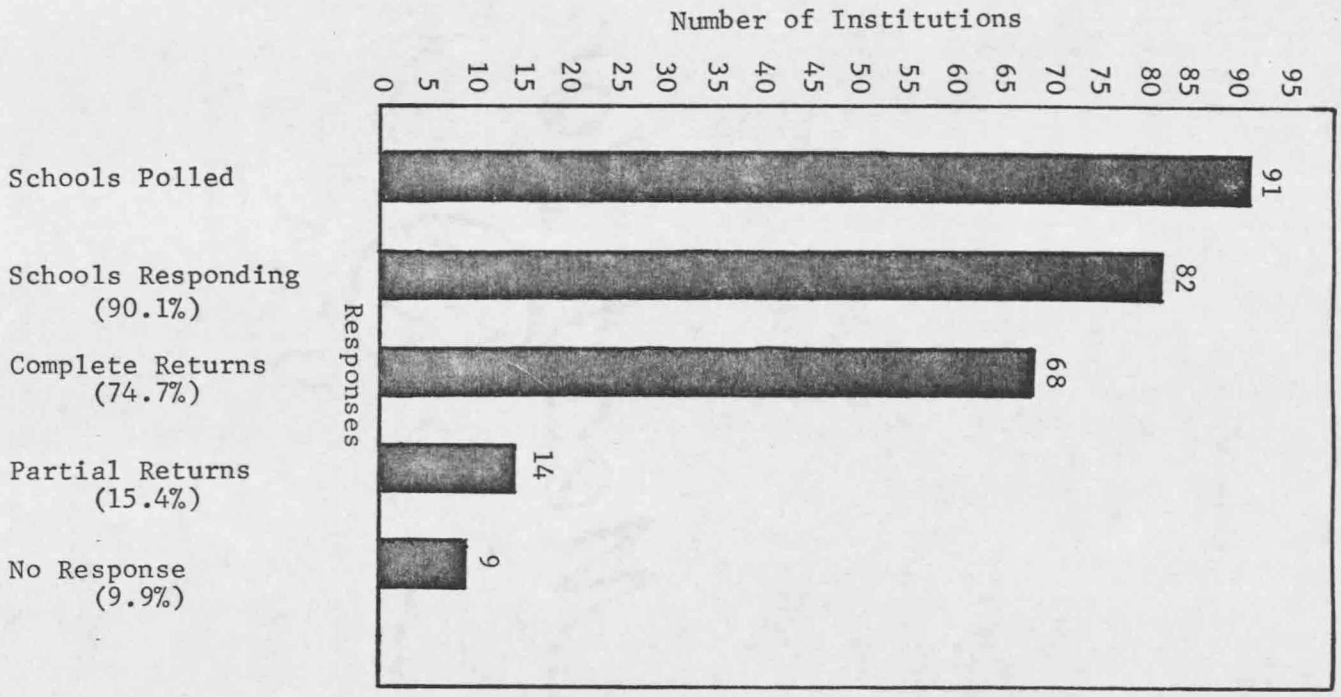

Figure 3. Distribution of the sample

applicable information from the partial returns was included in the data analysis (Figure 3).

Early Childhood Education

As a preschool child grows and develops, he needs an environment which provides opportunities for the establishment and enrichment of those factors which tend to provide a "good" foundation on which the child may build his future. When his own home, for any one of many reasons, is unable to meet this need, some form of outside facility (nursery school, day care center, educational preschool) may be expected to supplement that home life.

The teachers who provide, promote, and direct the supplemental learning experiences during early childhood (preschool) years must be trained in order to meet the needs of the child at that level of his development.

Early childhood education programs, at the university level, which provide opportunities for the college student to learn about the preschool child, his growth and development through course work, laboratory observations, participation and research are given department status in 34 (41.5%) of the 82 reporting schools. In 56 (68.3%) of the schools, early childhood education is included as an option or one phase of specialization within a related department (Figure 4).

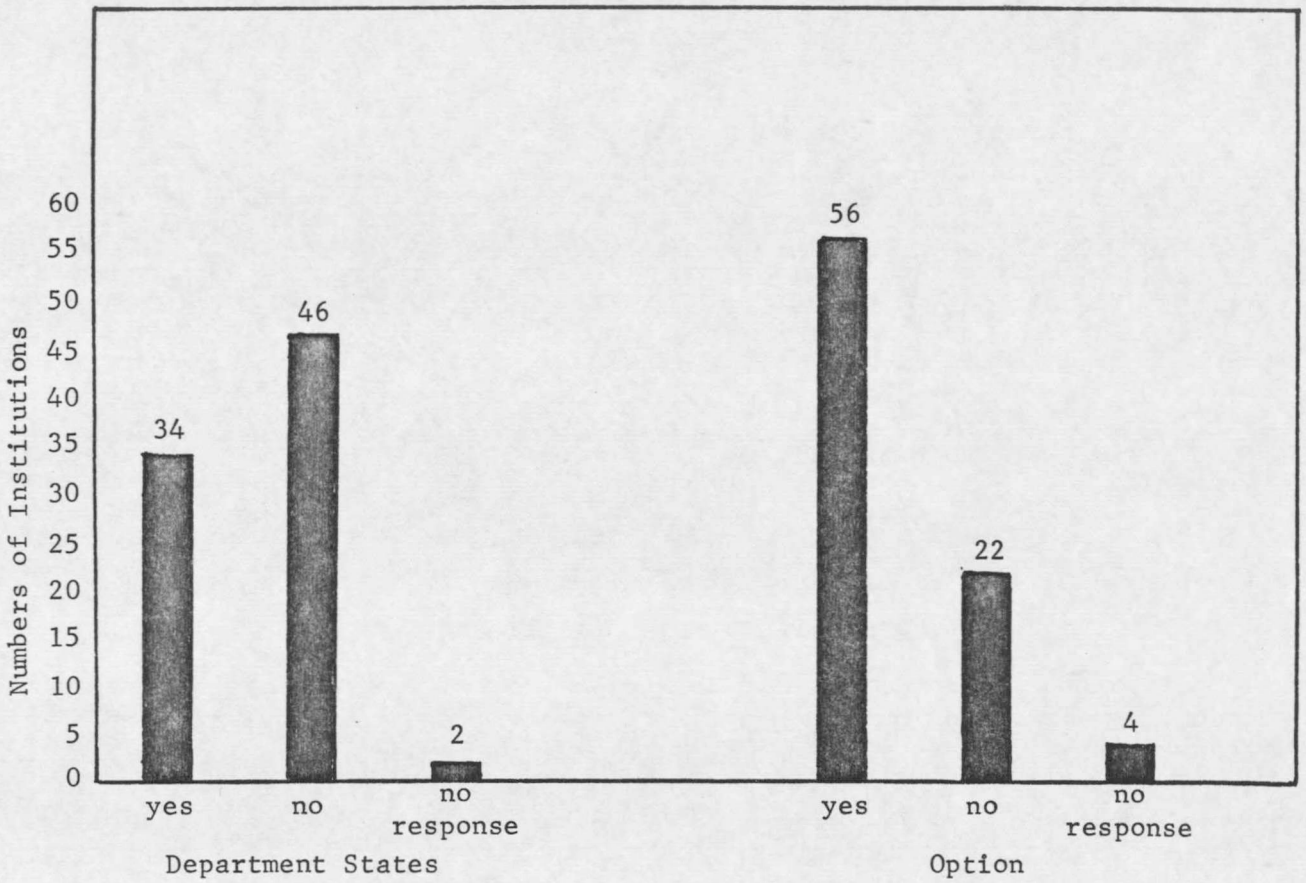

Figure 4. Numbers of schools offering early childhood education through department status and by option

General Structure

The home economics department was solely responsible for the early childhood education program in 25 (30.5%) of the 82 schools. This was followed by education in 15 (19.3%). Other departments listed included humanities, department of human development, department of human development and family studies in the college of human ecology and applied behavioral science. (Human ecology and human development are among the new names by which home economics is designated in some institutions). It is interesting to note that psychology and sociology were never listed as having this responsibility.

Twenty-nine institutions indicated that the responsibility for early childhood education was shared by two or more departments. In twenty-four cases, it was home economics and education that shared this responsibility. In three other schools, the psychology department joined home economics and education. There were two institutions in which education joined human development and child development (Figure 5).

At Montana State University, child development and the early childhood education program are included in the Family Life Sciences option of the School of Home Economics.

Child Development Center

The child development center, formerly known as the laboratory nursery school, is the laboratory facility maintained by the institution as one facet of the early childhood education program. It provides

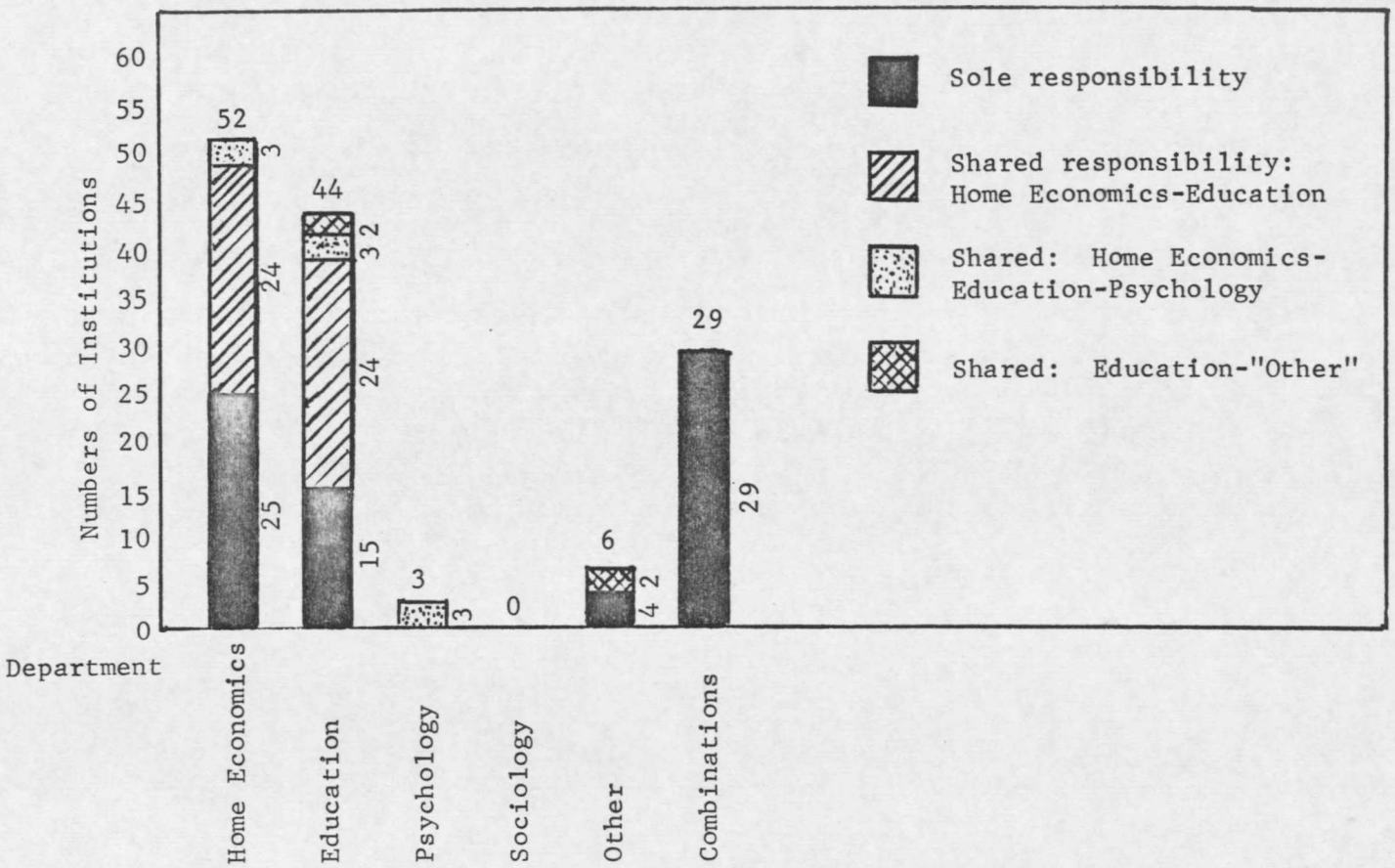

Figure 5. Department responsibility for early childhood education

students enrolled in child development, early childhood education, and other curricula requiring a knowledge of the preschool child, an opportunity to become familiar with the young child in action. The center becomes a laboratory for observation, research, participation, and study.

Seventy-seven (93.9%) of the 82 responding schools reported the inclusion or presence of a child development center or nursery school as a laboratory facility at each institution. In 57 (74%) of the 77 institutions, the home economics department assumed the primary responsibility for the laboratory nursery school. The education department was charged with the responsibility in 8 (19.4%) of the 77 institutions. The psychology department, although not responsible for the early childhood education program in any of the institutions, was responsible for the preschool laboratory in one (1.3%) university. 'Other' departments included the disciplines of Child Development (as a separate department), Humanities, Human Development, Applied Behavorial Sciences, Institute of Child Behavior and Development. Four schools, which reported laboratory preschool facilities in conjunction with home economics, noted the presence of additional laboratory preschools operated in other disciplines: two were a part of the phychology department, two were the responsibility of the education department, and one school had a third facility operated as a speech and hearing clinic (Figure 6). One school reported operating a cooperative day care facility in addition to the laboratory nursery school.

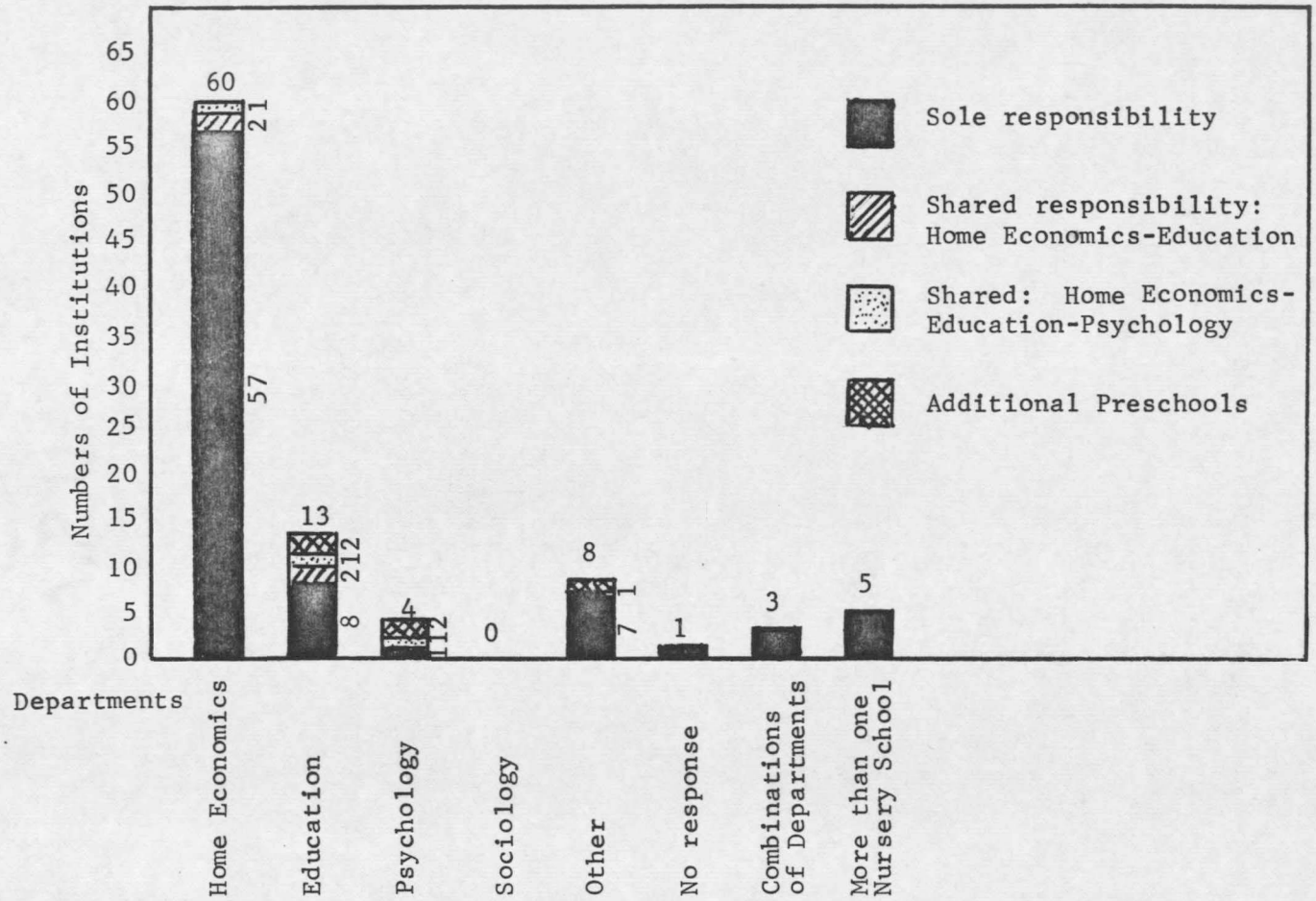

Figure 6. Department responsibility for laboratory nursery schools

Participating Departments.--Although the laboratory nursery school is generally the responsibility of a specific department, the facility is used by other departments on each campus. The term "use" is hereby defined as the act or practice of making the child development center available to disciplines in curricula which require a knowledge of the young child as a portion of the course of study. Of the 77 institutions providing a laboratory preschool as an additional aspect to a complex educational system, the use of the facility by participating departments ranged from 70 (90%) responses for one department to 9 (10.4%). It was used most often by the home economics department and least often by the art department. Twelve schools reported that the facility was also used by medicine, pediatrics, psychiatry, educational psychology, social welfare, Head Start, child development, human development.

The university child development center provides a variety of laboratory experiences for college students studying in a number of curricula. Collectively, the purpose for which the facility was used ranged from 73 (94.8%) of the institutions which used the facility as an observation center to 47 (61.0%) which use the center as a testing laboratory. Fifty (64.9%) institutions use the facility for instruction parent education classes and as research centers. Fifty-eight (75.3%) use the child development center as a teaching participation laboratory for student teachers. Twenty institutions listed other uses of the

child development center. Among those specified were: design (architecture), design of play equipment, methods and curriculum, demonstration for private operators, project planning, practicum and participation (Table 1).

At Montana State University, the School of Home Economics uses the Child Development Center for observation, student teaching, research and parent education. The Speech Department uses it for testing and students from psychology use it for observations. Students from other curricula also use the facility by enrolling in child development courses which are granted that privilege.

Child Development Centers

The primary purpose of the university child development center or laboratory nursery school is that of providing laboratory facilities for the training of student teachers while respecting the rights of the preschool child and the goals of preschool education. Observation, participation and research are three of the techniques employed in fulfilling that purpose.

Program

In developing a preschool program for the child development center, great thought is given to the composition of each class as an individual unit and as it relates to the goals of the total program.

TABLE 1.--Departments using the child development centers and the purposes for which the facilities were used

Department	Observation Schools		Student Teaching Schools		Testing Schools		Research Schools		Parent Education Schools		Other (Specify) Schools	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Home Economics	66	85.7	50	65.0	28	36.4	37	48.1	45	58.4	13	16.9
Psychology	43	55.8	3	3.9	24	31.2	26	33.8	2	2.6	4	5.3
Education	51	66.2	20	25.0	7	9.1	14	18.2	8	10.4	9	11.7
Sociology	17	22.1	3	3.9	3	3.9	5	6.5	1	1.3	1	1.3
Architecture	10	13.0	0	0	1	1.3	0	0	0	0	5	6.5
Physical Education	18	23.4	4	5.2	4	5.2	5	6.5	0	0	3	3.9
Music	8	10.4	1	1.3	1	1.3	1	1.3	0	0	3	3.9
Art	9	11.7	1	1.3	0	0	0	0	0	0	2	2.6
Nursing	21	27.3	3	3.9	2	2.6	1	1.3	1	1.3	3	3.9
Speech	23	29.9	3	3.9	9	11.7	7	9.1	1	1.3	4	5.2
Other (Specify)	12	15.6	5	6.5	3	3.9	8	10.4	4	5.3	0	0

Enrollment.--The total number of children enrolled in the 68 reporting institutions varied from 11 to 15 children in one section to 170 children in 17 sections. The average enrollment was 44 children in 3.0 sections (Table 2).

TABLE 2.--Total enrollments of 68 child development centers

Number of Children	Institutions	
	No.	%
fewer than 10 children	0	0
11 to 15	2	2.9
16 to 20	10	14.7
21 to 25	4	5.9
26 to 30	8	11.8
31 to 35	8	11.8
36 to 40	3	4.4
41 to 45	7	10.3
46 or more	26	38.2

In each institution, the total enrollment was divided into groups, sections, or classes to satisfy the teaching techniques, the purposes of the program and the needs of the children. The number of sections varied from one group per child development center to 17. More schools, 24 (35.3%), had two sections. The average number of separate groups of children was three (even) (Figures 7 and 8).

Montana State University has a total Child Development Center enrollment of 50 children divided into 4 sections.

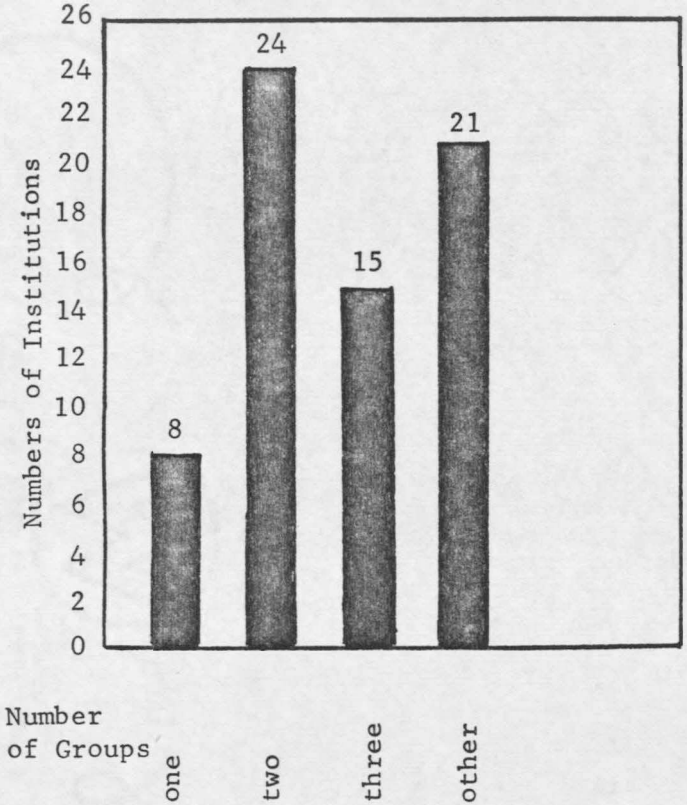

Figure 7. Number of separate groups of children enrolled in each of sixty-eight child development centers

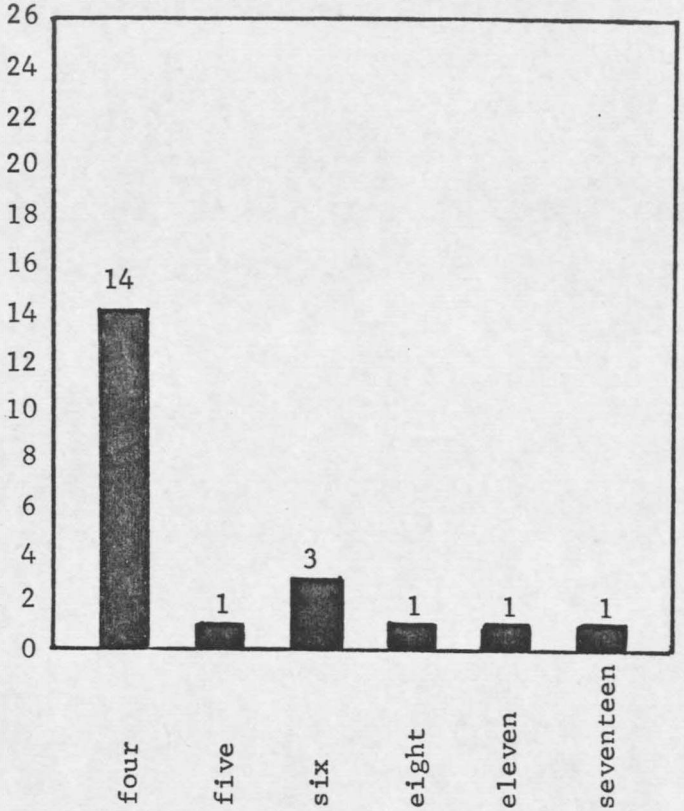

Figure 8. Breakdown of 'other' column in Figure 7

Child

Individual characteristics of children enrolled in any child development center are very important factors if that program and facility is to meet the needs of the college student enrolled in curricula which require a knowledge of child growth and development. The children in laboratory nursery schools are pre-selected to provide a wide range of observation opportunities.

Age.--The age of the child is one of the criteria for pre-selection of children for the child development center in order to provide a range of ages and levels of development for the observers, the student teachers, and the researchers. Ages of the enrollees ranged from infants to age five years. Three-three and one-half and four year olds were reported most frequently as attending the child development center. Only three (4.4%) schools included the age grouping of one and one-half to two year olds and 28 institutions included sessions for the two and one-half to three year old child. These two groups are often referred to as "toddlers." Twenty (29.4%) included in the preschool program the child who was over five years of age (Figure 9).

Attendance.--Three to four hours per day spent in a group situation is the generally accepted standard for the preschool child. This schedule, however, may be lengthened or shortened to meet the

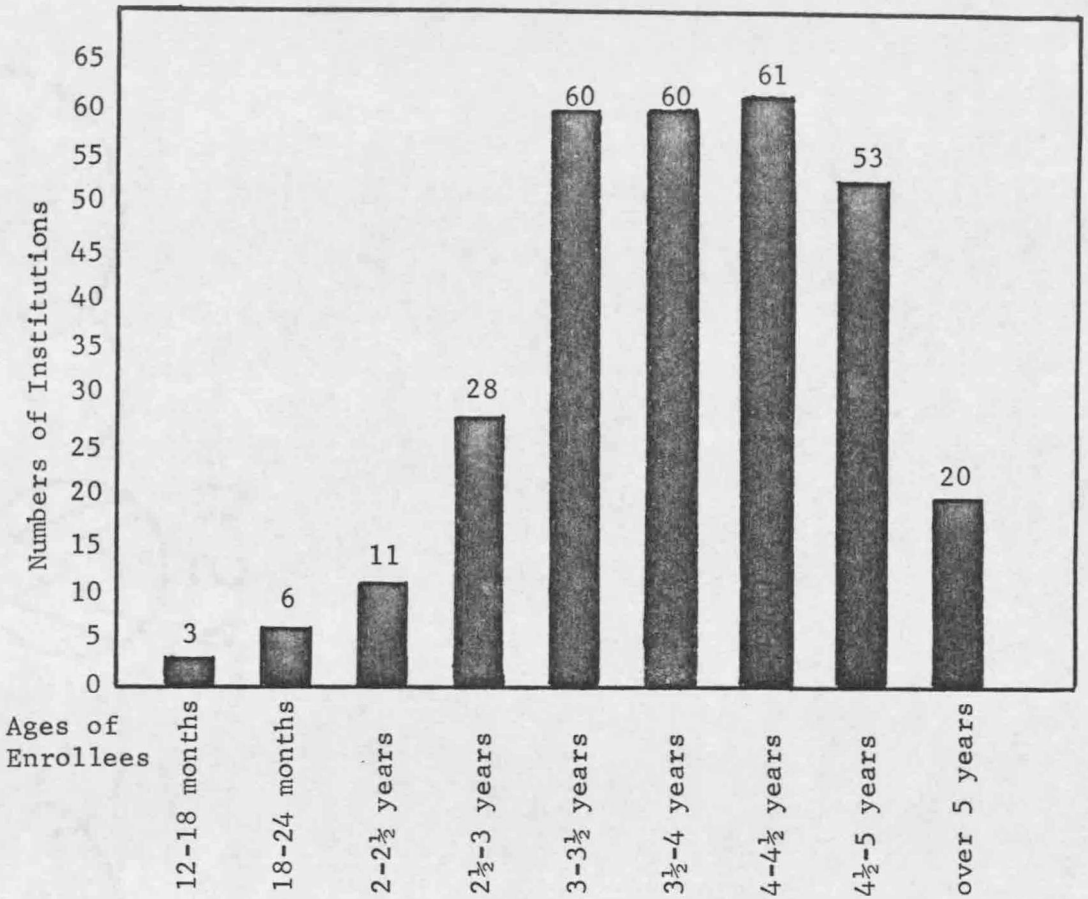

Figure 9. Range of ages found in the child development centers

requirements of the program and the needs of the children. In this study, the length of attendance varied from the all day session five days per week to one day per week for one and one-half hours. A minority, 11 schools (16.0%), reported all day sessions. The most popular length of school day for the preschool child was a half day, five days per week, either with or without lunch. One of the interesting programs was scheduled four days a week for one-half day. This sometimes included lunch. When this situation existed, the extra day was used for staff meetings, parent conferences, special groupings and "growing" (Table 3).

TABLE 3.--Attendance schedule

Days/Week		Institutions[1/] No.	%
Five days/week	All day	11	16.0
Five days/week	One-half day	34	50.0
Five days/week	One-half day (lunch)	16	23.5
Three days/week	All day	0	0
Three days/week	One-half day	7	10.3
Three days/week	One-half day (lunch)	3	4.4
Two days/week	All day	0	0
Two days/week	One-half day	7	10.3
Two days/week	One-half day (lunch)	4	5.9
One day/week	All day	0	0
One day/week	One-half day	0	0
One day/week	One-half day (lunch)	0	0
Other		26	38.2

[1/]Institutions generally checked more than one category since the child development center program is composed of a variety of sessions or sections.

At Montana State University, the toddlers, one and one-half to three year olds, attend the Child Development Center two mornings per week for two hours, and the three-four year olds attend three mornings per week one-half days with lunch. The four-five year olds are divided into two sections: one group attending three afternoons per week and the other, two afternoons per week. Each afternoon session is three hours in length.

Pre-Selection.--In order to provide wide range of children for observation, student teaching and research, the practice of pre-selection of child development center enrollees becomes an important phase of the program.

A balance, in number, of boys and girls was the most often mentioned factor influencing the composition of 63 (92.6%) of the child development centers. Race and nationality, 37 (54.4%), type of parental employment, 22 (32.4%), and an age mate for each boy and girl, 18 (26.5%), were also given consideration. Other factors included the date of registration, need, professional referral, foreign born children, religion, order of application, child's ordinal position, adopted children, cross-section of socio-economic groups, children who are "different," research needs, children who meet laboratory school qualifications (not specified), children of low income families, and parent families, children of multiple birth, and "children who have no problems (normal)" (Figure 10).

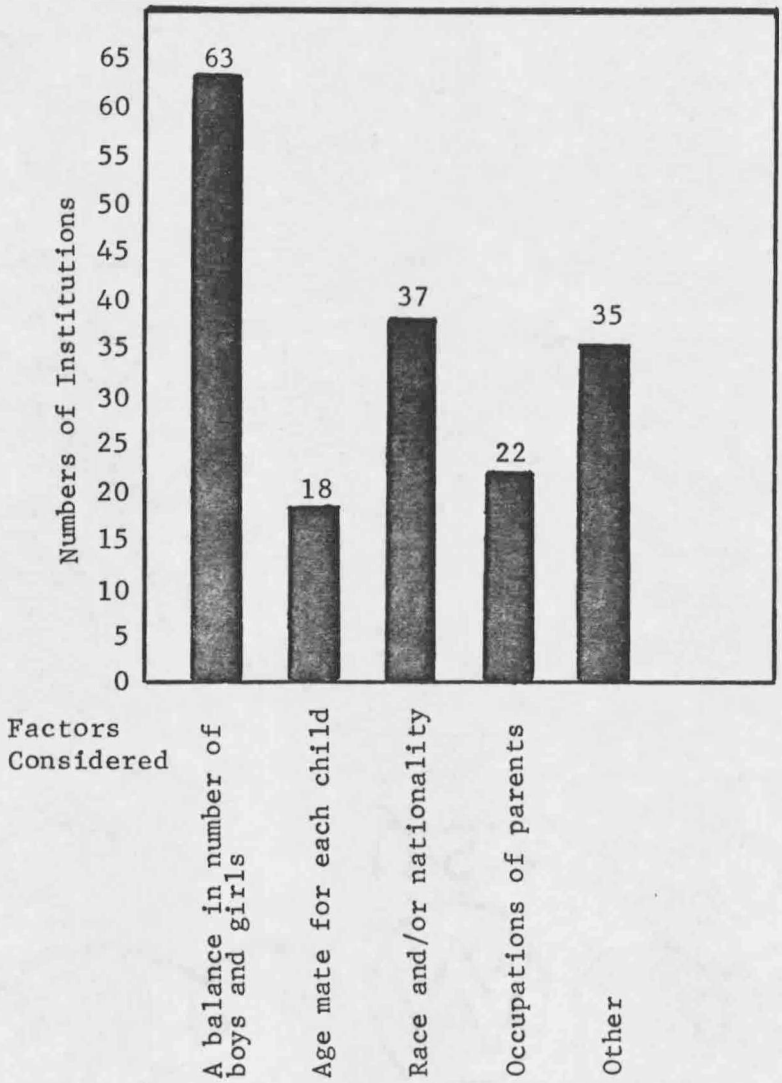

Figure 10. Factors influencing the composition of child development center enrollment

At the Montana State University Child Development Center, the staff endeavors to: (1) maintain a balance, in number, of boys and girls, (2) provide an age mate for each boy and girl, (3) give consideration to and include children of other races and nationalities, and (4) maintain a balance in type of parental employment (staff, off-campus students).

The inclusion of handicapped children in a classroom with 'normal' children is considered beneficial for both if adequately trained teachers are available. In addition, the inclusion of the handicapped child opens new avenues of learning for the observer, student teacher, and researcher.

A wide range in ratios of children with handicaps to normal children were reported in the composition of the child development center enrollments. Only 8 (11.8%) institutions observed the 2:11 ratio advocated by Dr. Koch of handicapped children to normal children. Other ratios reported ranged from no handicapped children accepted in three (4.4%) child development centers to a ratio of 1:4. One handicapped child per group and a ratio of approximately 1:10 were specified most frequently among the 34 (50.0%) "other" responses. Poverty, lukemia, and non-English speaking problems were specified among the other handicaps represented in child development centers (Table 4).

TABLE 4.--Types of handicaps

Handicap	Institutions No.	Institutions %	MSU No.
Deaf or hard of hearing	19	27.9	1
Sightless or impaired vision	12	17.6	2
Mentally retarded	19	27.9	1
Emotionally disturbed	22	32.4	2
Physically handicapped	18	26.5	1
Speech	26	38.2	12[1/]
Other	11	16.2	0

[1/]The speech handicapped children at Montana State University included problems of articulation, from minor to severe, and two children with cleft palates.

Facilities

The type of facility which the child development center occupies can either be an asset to the overall program or can severely hamper it. Safety factors or lack of them for example, determine the amount of time and energy a teacher must expend in maintaining a constant alert to possible disasters. The child's freedom of movement and activity can also be reduced under such conditions. A carefully planned, well-constructed facility provides teaching and learning opportunities which are otherwise impossible in inadequate facilities. It is also desirable for the student to be aware of quality construction for a preschool facility as an additional phase of his education.

Type of Building.--The types of space occupied by the 68 child development centers ranged from 32 (47.1%) which were provided space within another building to 4 (5.9%) which were housed in temporary facilities. Seventeen (25.0%) occupied separate, specially designed buildings while another 13 (19.1%) occupied space remodeled specifically for a separate child development center. One additional school indicated that a new separate facility was nearing completion. Others were in the planning stage. Five (7.4%) universities noted the operation of multiple units often housed separately. Most frequently, the center occupied a separate part of another building specifically designed or remodeled for the child development center (Figure 11). The Montana State University child development center occupies a portion of another building remodeled to house the facility.

Age of Structure.--Well-built, solidly constructed buildings may provide many years of service. Often, however, buildings less well constructed and in continuous use for many years depreciate and deteriorate until repair becomes a major cost factor. The age of a structure often gives a clue concerning the status given a department or curriculum on a specific campus.

Fifteen (22.0%) of the 68 institutions have provided new housing for their child development centers within the past four years. The child development center at one midwestern university, after 42 years in a facility built specifically for that purpose in 1938, was moved into

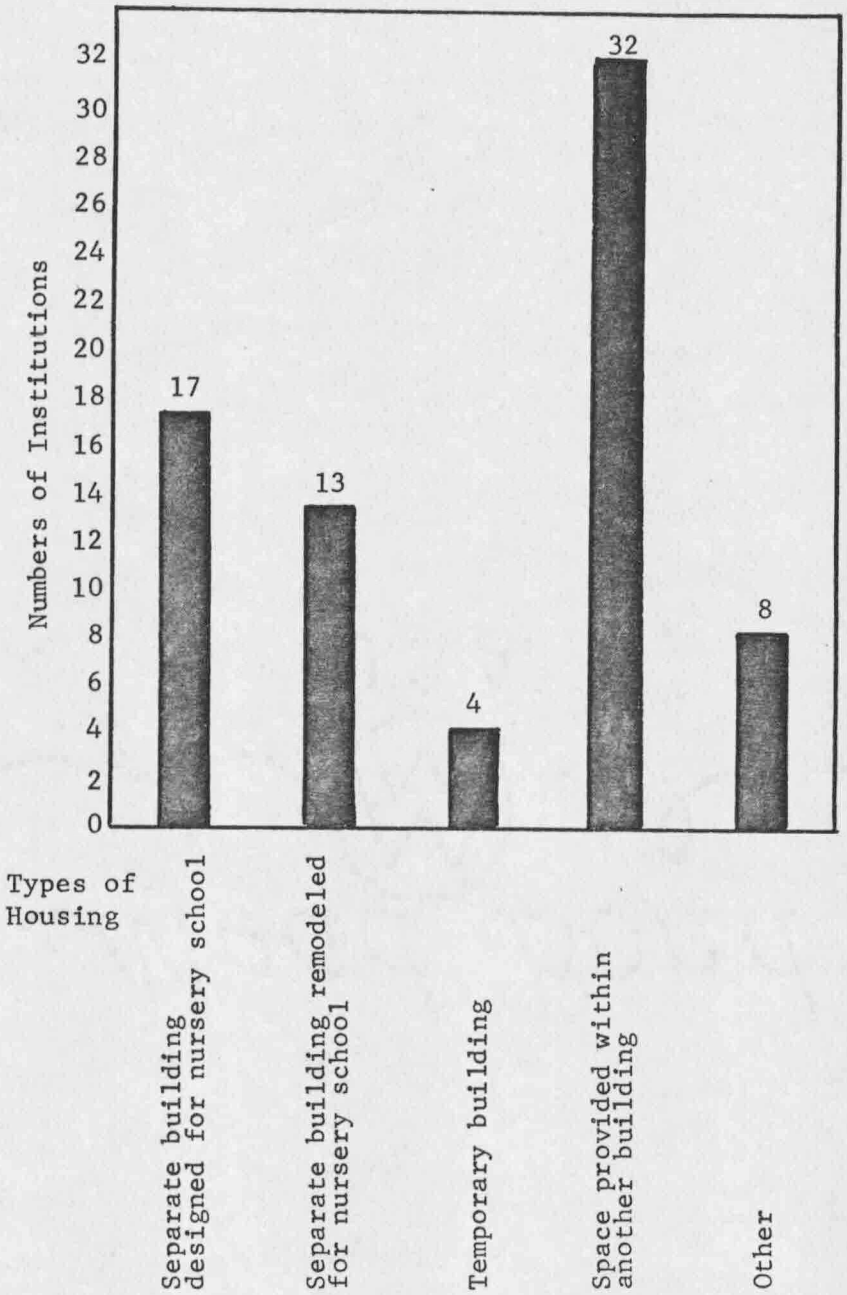

Figure 11. Buildings housing child development centers

a new facility in February 1970. Other institutions reported new buildings under construction or in the planning stage. Nine (13.2%) child development centers have been housed in the present building for 5 to 9 years; 16 (23.5%) - 10 to 14 years; 6 (8.8%) - 20 to 24 years; and 21 (30.9%) have been in the same building for more than 25 years. There was no response from one school and five institutions included multiple units (Table 5).

TABLE 5.--Years in present facility

Years	Institutions		MSU
	No.	%	
0-4 years	15	22.0	
5-9	9	13.2	
10-14	16	23.5	
15-19	6	8.8	
20-24	6	8.8	
25 years or over	21	30.9	
No response	1		

Note: Five schools operated multiple units; therefore, reported on more than one facility.

Rooms.--The rooms which constituted the physical plant of the child development centers varied according to the type of building, the specific program, and the number of preschool units involved. Some of the schools enclosed floor plans, diagrams, and brochures of the child development center to further clarify the facilities provided at that particular institution. Fourteen different rooms or areas which serve

these purposes were included in each of the child development centers. These are listed in Table 6.

TABLE 6.--Rooms and areas

Rooms or Areas	Institutions No.	Institutions %	MSU
Play rooms	62	91.2	1
Resting and/or quiet activity rooms	23	33.8	
Observation rooms	53	77.9	1
Isolation rooms	27	39.7	
Testing and research room	30	44.1	1
Class room	23	33.8	1
Coat and locker rooms	39	57.4	1
Offices	52	76.5	1
Kitchen	60	82.2	1
Toilet - Lavatory facilities	62	91.2	2
Indoor storage rooms	44	64.7	
Outdoor storage rooms	43	63.2	1
Protected play area	33	48.5	
Play yard	57	83.8	1
Other	10	14.7	
No response	6	8.8	

It was further noted that in many of the child development centers, the areas served multiple purposes. For example, the play room also served alternately for play as well as the resting area, and the quiet activity area. More complex laboratory schools included space for dining room, lockers for college students, basement storage and resource room, library, conference room, statistical laboratory, laundry room, utility or work rooms, reception room, television receiving room.

The section of the country in which the school was located also

helped determine the size and the location of specific activities. For example, a school in a warm climate has a woodworking yard instead of an indoor woodworking area. Thirty (44.0%) of the 68 institutions reported special features or innovations connected with the child development center. The most innovative and unique were:

> A built-in sand area and an indoor wading pool.
>
> Observation room space for 200 observers at any one time.
>
> An observation booth which extends the length of the play room, toilet-lavatory and dining rooms, faced by one-way vision glass. The opposite glass wall provides view of one-half of the play ground. The booth is sound equipped for indoor areas.
>
> A child-sized kitchen within the adult kitchen with real sink, stove, low counters.
>
> A "U"-shaped play room with observation booth and toilet facilities dividing the two play areas, one for active and one for quiet play.

The remainder of the special features are included in Appendix A.

Staff

The child development center staff is composed of professional personnel, service personnel, and student personnel. Since the personality and training of staff members determine, to a great extent, the quality of the program which will be maintained for the student studying the young child, the selection of that staff is vital to the institution. Each staff member must fulfill the responsibilities of his position if the staff is to work efficiently and effectively. Job descriptions for each position are included in Appendix A.

The director serves a dual role at six (8.8%) of the institutions in which the director is also the head teacher. In other schools, a head teacher is employed for each of the sections or age groups. Four of five were not unusual; however, at one institution, 17 were employed. Graduate assistants served as assistant teachers in a number of instances.

The positions most often included in a child development center staff are shown in Table 7.

TABLE 7.--Child development center staff

Position	Institutions No.	Institutions %	MSU No.
Director	61	89.7	1
Head teacher	54	79.4	1
Assistant teachers	29	42.6	1
Graduate assistants	42	61.8	1
Student employees	43	63.2	3-4
Cook	34	50.0	1
Nurse	21	30.9	
Janitor	50	73.5	1
Other (Secretaries, Student teachers)	27	39.7	10-20 1/

1/Students enrolled in nursery school practicum and student teaching.

Standards

If the increasing numbers of preschool facilities are to meet optimum standards, certification and licensing requirements are indicated. Certification and licensing are of value to the academic community by determining the guide lines for the teacher training program.

Certification.--Twenty (29.4%) of the schools representing 15 (30.0%) of the states resported certification standard for preschool teachers in their respective state. Two schools indicated that the matter was under consideration. Certification requirements for preschool teachers have not been passed by the State of Montana. A copy of the section of the Montana Standards for Licensing which apply to the preschool teacher is included in Appendix A.

Licensing.--Licensing standards regulate the types of buildings, fire and safety hazards, and factors which have a direct bearing upon the welfare of a preschool child in public or private care facilities. Fifty schools (73.5%) representing 33 (66.0%) of the states indicated that their states maintained licensing standards for preschool facilities. The State of Montana is among this group (Table 8).

TABLE 8.--Certification and licensing

Response	Certification				Licensing			
	Institutions		States		Institutions		States	
	No.	%	No.	%	No.	%	No.	%
Yes	20	29.4	15	30.0	50	73.5	33	66.0
No	44	64.7	29	58.0	14	20.6	10	20.0
Don't Know	2	2.9	1	2.0	2	2.9	2	4.0
No response	2	2.9	5	10.0	2	2.9	5	10.0
Totals	68	99.9	50	100.0	68	99.9	50	100.0

Funding

The child development center, not unlike any other facet of the academic community, requires funding and financing in order to operate. The primary concern of the center is to serve as an academic laboratory and classroom for the university student. As such, parents are permitting their children to become instruments or tools for instruction. Fees charged to parents cannot carry the entire financial burden of the center without becoming prohibitive. A number of reporting institutions recognized this fact. The fees charged parents ranged from zero to $250 per year. Even so, 53 (77.9%) schools indicated that parent fees and tuition was the most common source of revenue, closely followed by support from the college or university named by 49 (72.1%) of the schools. Thirty-three (48.5%) noted that the home economics department budget absorbed a portion of the costs and nine (13.2%) indicated that funding was received from the budgets of other departments within the institution. Seven (10.3%) recognized other sources of funds which included federal grants and public funding (Figure 12).

Fees charged parents are determined by each institution in relation to the program and to other sources of funding. A number of respondents volunteered the information that parent fees served to provide funding for snacks, meals, supplies, some equipment, a few salaries (cook, student help). Housing, utilities, professional salaries, and major equipment was funded from other sources. Fees also vary within a

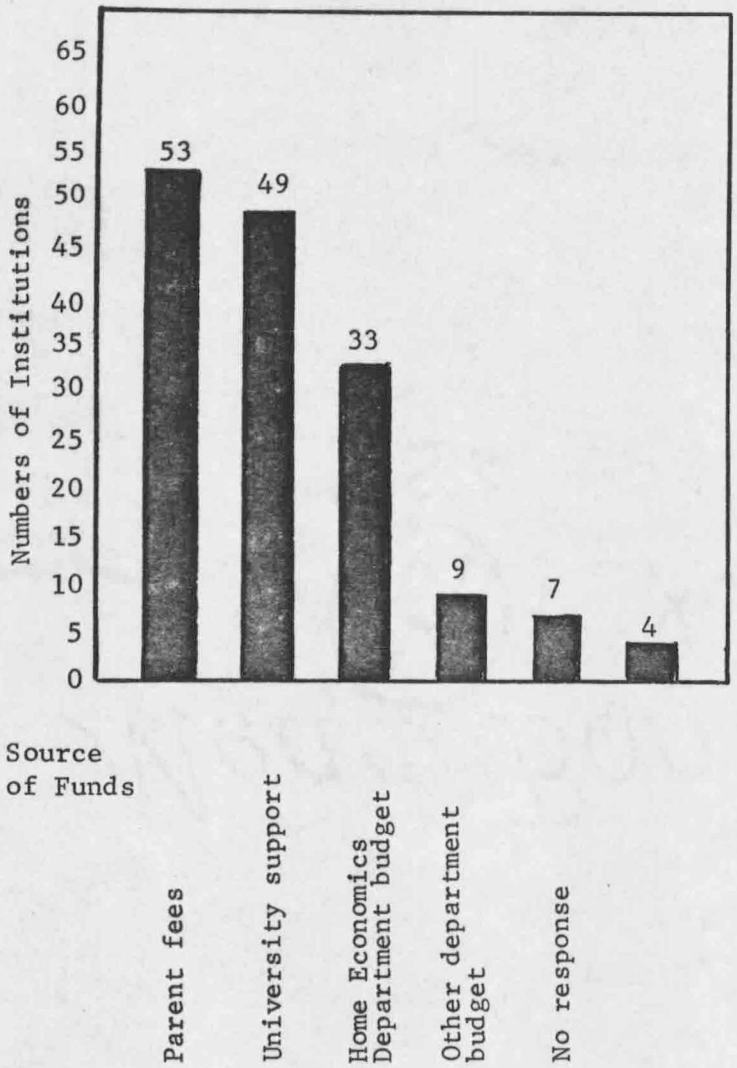

Figure 12. Sources of funds used to finance the child development center

given program according to services provided and days per week of attendance (Table 9).

TABLE 9.--Fees paid by parents

Monthly Fees	Institution	
	No.	%
$ 0 - 9	8	11.8
10 - 14	9	13.2
15 - 19	17	25.0
20 - 24	6	8.8
25 - 29	4	5.9
30 - 34	2	2.9
35 - 39	3	4.4
$40 per month or more	0	0
Other	15	22.0
No response	4	5.9

Generally, tuition and parent fees are the same for all parents (50 schools, 73.5%). Seven (10.3%) institutions, however, prorated the fees according to ability of the parents to pay and five (7.4%) reduced the fees for student parents. Twenty (29.4%) schools indicated that fees were covered or supplemented by scholarships and eight (11.8%) listed "other" means of fee payment. Private gifts or contributions, university funds, organization gifts, and federal moneys were most often listed as sources of scholarship funds. Other criteria for child development center fees were: reduced rates for second child of same family, reduced rates for professional referrals, no fees charged ghetto children who attend in the summer, and fees supplemented by school

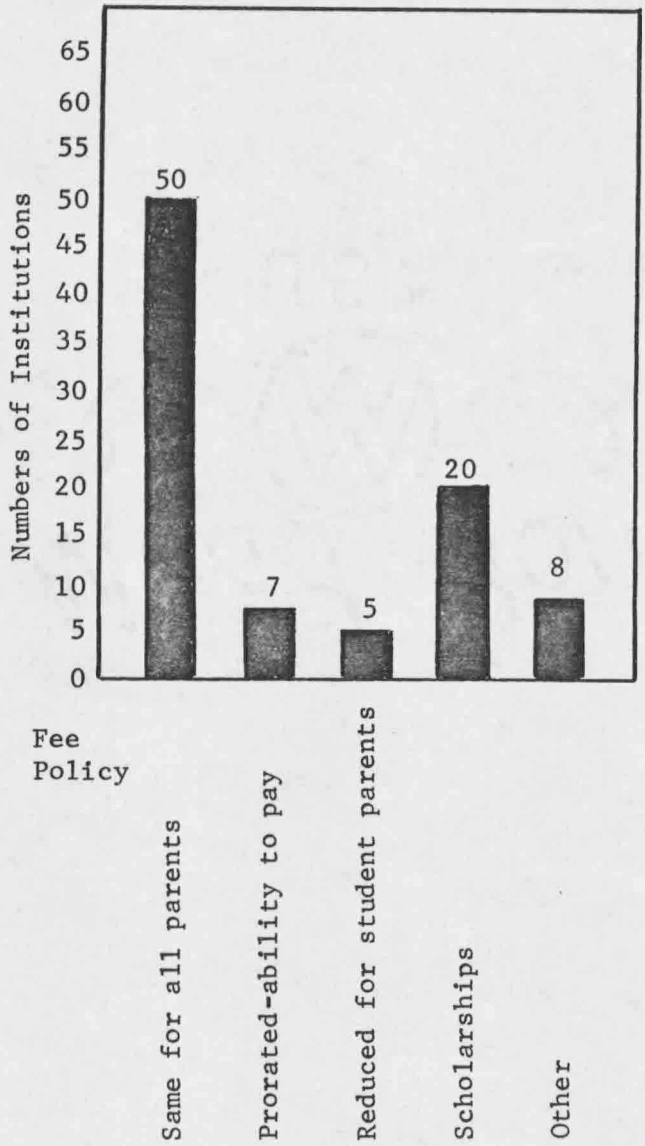

Figure 13. Fee policies followed by institutions

districts (Figure 13).

The child development center also reflects the effects of inflation. Three schools explained new fee schedules which would become effective with the new school year.

At Montana State University, the Child Development Center is financed by a combination of parent fees, University support, Home Economics Department budget, and the Speech Department which paid the salary of the speech therapist. The monthly fees charged parents vary according to the number of days per week the child attends, but all fees are charged at the base rate of seventy-five cents per hour. No extra charge is made for those attending the one-half session with lunch. The fees are the same for all parents.

CHAPTER V

SUMMARY, CONCLUSIONS, RECOMMENDATIONS

Summary

Historically, beliefs regarding children have fluctuated and the decade of the 1960's proved no exception. During that time, increased interest and emphasis was placed on the preschool child, his care in facilities outside the home, and his preparation for the demanding years of formal education approaching him. The Montessori Methods of preschool education were experiencing a new level of popularity. Nursery schools, day care centers, and educational preschools were increasing more rapidly than qualified persons could be obtained to staff the facilities. Then came Project Head Start, and the big rush was on. Many newcomers entered the field of early childhood education to staff the newly-opened facilities, charged with preparing underprivileged children for public school. The need for trained personnel grew with the opening of each new preschool facility. The need was not confined to any one area of the country but was nationwide. As the demand for preschool teachers increased, universities expanded their teacher training programs for preschool teachers. However, with the arrival of 1970, the shortage continued to be critical.

Montana's needs for qualified preschool teachers paralleled the national trend. It seemed necessary, therefore, to evaluate the child development center facility at Montana State University in the light of

trends and practices in institutions with comparable goals throughout the country. To facilitate such an evaluation, a two-part questionnaire was prepared and mailed to ninety-one member institutions of the National Association of State Universities and Land Grant Colleges throughout the United States. The first portion of the questionnaire, directed to the chairman of the home economics program, sought answers concerning the early childhood education program at the institution. The second part of the instrument requested information from the director of the child development center concerning the organization and operation of the center. Five weeks after the initial contact, follow-up procedures were initiated.

Responses were received from 82 (90.1%) of the institutions representing 49 (98.0%) states. Laboratory nursery schools or child development centers were operated in connection with the academic program in 77 (93.9%) of the responding schools. The responsibility of the center was most frequently charged to the school of home economics. However, there was a general trend for the child development center to serve a multidisciplinary role on an increasing number of campuses. Students from any department enrolled in courses which require the knowledge of the preschool child may schedule observations and projects in the child development center. The facility was used for observation, teaching participation, research, parent education classes, and testing in that order by students from home economics, education, speech, nursing,

physical education, sociology, architecture, music, art, medicine, and pediatrics, also in descending order. The preschoolers, in the center, were pre-selected to provide a greater number of learning experiences for university students. Most frequently, the children were in the three-four year age range, attending five days per week, one-half days. However, there was a marked increase in the inclusion of classes for toddlers in child development centers. Whereas only three such programs were listed in 1959, this study revealed a total of 29 classes for the one and one-half to three year old child, commonly referred to as the 'toddler.'

There was a definite trend toward new housing facilities for child development centers. Although 21 centers have been housed in the same building for 25 years or more, a number of these respondents indicated that new facilities were being planned, designed, or constructed. Another 15 centers have occupied new facilities during the past four years. State certification standards for the preschool teacher continued to be of major concern in many states with fewer than one-third of the states currently having such standards. Two-thirds of the states have licensing standards for preschool facilities. Parent fees were the most frequently mentioned source of income for the center and ranged from zero to $250 per year. Other sources were department and university support, scholarships, federal grants, public funding and private gifts.

Conclusions

The high rate of response (90.1%) to this survey, combined with a specific request for a copy of the findings of the study from 62.2% of the responding schools denoted a widespread interest in the problems facing child development centers throughout the country. The quality of the responses exhibited a willingness to share information in an effort to implement improvements wherever possible. The widespread distribution of the responses was interpreted to give weight to the findings as representative of the entire nation.

This study hypothesized that:

1. A need for training child development personnel exists throughout the United States.

2. The type of organization which meets these needs will require expansion if its goals are to be accomplished.

3. The cost of such organization will require funding sources to supplement fees charged to parents.

Needs

The review of literature revealed an awesome expansion of facilities designated to meet the needs of preschool children throughout the entire United States. Teacher training facilities were charged with an almost unsurmountable task of preparing personnel to staff those facilities. One major source of trained teachers is the child development center at institutions of higher learning.

The University Child Development Center is charged with the

obligation to maintain and promote a philosophy of preschool education which best serves the preschool child. Simultaneously, the Center is charged with an obligation to the academic community, of which it is a part. It must provide teacher training, research and parent education programs which will equip university students to meet the challenge represented by the rapid expansion of nursery school facilities throughout the state and nation.

Students must also be prepared to evaluate the diverse current philosophies of preschool education, and to determine the values and weaknesses of each philosophy. To do this intelligently and effectively, the student must first become familiar with the preschool child and his needs through study observation, participation, and research. Montana does not face this responsibility alone. The need is nationwide.

Expansion

The physical plant which houses the child development center is an important factor in determining the extent to which an institution can meet its obligations to the college student and to the preschool child. The space available for observation, research, teaching activities, and projects controls the number of students who can be served and the quality of training which can be achieved.

Fifteen institutions have provided new and expanded facilities for their child development centers within the past four years, an increase of six over the preceeding five year period. This fact leads

one to the conclusion that an expansion of organization and facilities may be required in an effort to accomplish the goals of that organization.

Financial Support

Although parent fees have long been regarded as the chief source of support for the child development center, all of the needs of the center cannot be financed from that source of revenue alone. In addition to parent fees and support from the home economics department budget, 49% of the universities provided additional support for the child development center.

This fact leads to the conclusion that the child development center as a part of the university academic program, warrants consideration in the financial budget of that institution. Public funding and federal grants also merit exploration as potential sources of financial support.

Hypotheses

The information gathered from this study, therefore, supports all three hypotheses outlined to be tested by the study.

Recommendations

Although this study did establish teacher training to be one of the major goals of the child development center, it did not consider the numbers of teachers trained in relation to the demand for those teachers. Such a study would seem to examine the extent to which a center fulfills

one of its goals.

Certification standards for preschool teachers and other levels of staffing appear to warrant prime consideration in the majority of these United States including Montana. The preparation of such standards require the cooperative effort of representatives of all facets of the field. Recommendation for such standards could be prepared in a study of the standards of other states.

Two-thirds of the states maintain licensing standards for preschool facilities. Effort is needed to encourage and promote the adoption of such standards by the remainder of the states. Also, previously established standards may no longer be applicable and may be in need of revision and updating.

In an effort to accomplish adequate staffing for rapidly expanding preschool facilities, the services of para professionals, aides and volunteers may be required to supplement the professionally trained individual. A study of the extent to which this need is being accomplished could prove valuable. For example, at Montana State University, future home economics teachers may elect a course in nursery school practicum which prepares them to conduct play schools for preschool children in high school home economics classes. Could this not be an important means for training nursery school aides among the high school students? The role of the vocational school seems to present another approach to alleviating the preschool staffing problem. With the ever

increasing problem of financing, perhaps the parent cooperative type of facility merits consideration in an effort to involve one of our great resources, the parents. One university reported the operation of such a unit in conjunction with its child development center.

APPENDIX

A

Definition of Terms

Preschool Child: The generally accepted definition of the preschool child is one whose age is in the three to five year range.[1] Since the kindergarten program, which is rapidly becoming a part of the public school system, provides for the older five year old children, the writer will refer to the preschooler as a prekindergarten child of the three, four, and five year age range.

Nursery School - Preschool - Prekindergarten (Synonymous terms): Law defines a good nursery school as educational facility under the supervision of a trained teacher where young children engage in their first group experiences away from their own home before entering elementary school.[2] These facilities ideally provide a favorable environment for the growth and development of young children. The schools serve to supplement the home and family life.[3]

Day Care Center - Day Nursery - Child Care Center: The purpose of these facilities is to serve the needs of children whose mothers are employed outside of the home or who are unable to care for their children because of illness or for other reasons. Day care centers began

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[1]Leeper, et. al., Good Schools, p. 101.

[2]Law, Nursery Schools, p. 1.

[3]Green and Woods, Nursery School Handbook, p. 7.

primarily to provide custodial care. At present, however, many are using programs to meet the child's social, emotional and intellectual needs in addition to his physical needs.[4] Day care centers usually offer day-long services for the entire year. For this service, they must be equipped for meal service with nap facilities and with a flexible schedule for arrival and departures.[5]

Laboratory Nursery School - Child Development Center: The primary focus of the laboratory type preschool and/or research center usually operated in conjunction with a university or college to date has been teacher training. Meeting the needs of the children who serve as laboratory participants is the very closely related secondary focus. Serving the needs of the parents and serving as an observation and research center are closely related areas of concern.[6] The center is organized around a classroom and play area and provides a program for early diagnosis of problems. This type of a program is both a concept and a community facility. The skills of professional workers in the fields of education, health, welfare, and related areas are utilized in

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[4]Read, The Nursery School, p. 47.

[5]State of Iowa, Department of Public Instruction, A First Step in Education: Nursery School, ed. by Mary Ann Smith (Des Moines, 1968), p. 4.

[6]Nursery School Management Class Notes, Home Economics 409, Montana State University, Winter, 1969.

building a program for each child. The concept of the child development center was used as a model for Head Start Centers for disadvantaged children.[7]

Head Start Center: With the signing of the Economic Opportunity Act in 1964, "Operation Headstart" was initiated during the summer of 1965 to try to correct some of the deficiencies in the early backgrounds of many of the nation's poor and disadvantaged children. Using the child development center concept, "Project Headstart" was designed to help children from culturally deprived families fulfill their greatest growth potentials.[8]

Play School: The play school is a group of children brought together in a wholesome environment for social contact with other children of similar age levels. The play school, set up in a high school, provides an observation center for students in homemaking or child development courses.[9] Other play schools may be operated under the sponsorship of a church, an organized group of parents, or a civic club to provide play experiences for children.[10]

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[7]Leeper, et. al., Good Schools, p. 92.

[8]Read, Nursery School, p. 43.

[9]Evelyn S. Roth, ed., About Play Schools, State Division of Vocational Education, State of Oregon, 1955, p. 2.

[10]Leeper, et. al., Good Schools, p. 94.

Parent Cooperatives: Parents may organize to provide all of the furnishings, equipment, housing, and financing for a center. Parents employ the teachers to supervise the children. In most cooperatives, mothers participate in the actual care and teaching of the children. Cooperative Centers' expenses are kept at a minimum since much of the work is done by the parents. The type of program of the center - day care, nursery, preschool, play school - will be dependent upon the needs and wishes of the organizing parents.[11]

Drop In Center: As the name implies, this facility provides good care for the young child whose mother must leave him for an hour or two while she is at a clinic or shopping.[12]

Combination Schools: In the case of the New York City School of the Deaf, children who are deaf and those who can hear, learn from each other in an atmosphere which is characteristic of any good nursery school. Each year the waiting list has increased as pediatricians, impressed by the excellent program, have recommended the school to parents of hearing children.[13]

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[11]Green and Woods, Nursery School Handbook, p. 6.

[12]Lois Barclay Murphy, "Foundations for Good Beginnings," Young Children: Journal for the National Association for the Education of Young Children, Vol. XXV, No. 2 (October, 1969), p. 9.

[13]Grace W. Weinstein, "Nursery School with a Difference," Parents Magazine, Vol. XLIII, No. 11, November, 1968, p. 68.

The Mobile Preschool: A camper type bus equipped with a sink, faucet, bubbler, and an assortment of equipment can turn a park, a migrant worker camp, a patch of grass, a dead-end street or a rural area into an instant preschool center.[14]

The Multidisciplinary Child Study Center: The study of normal child growth and development draws from the disciplines of anthropology, phychology, physiology, pediatrics, sociology, nutrition, and education, and each of these disciplines draws from the discipline of child growth and development. A multidisciplinary approach facilitates communication among the disciplines. As a result, the child's need, which might have been isolated, is explored as it relates to other needs and to the total needs of the child.[15]

Puckett concludes:

> "A study of the extent to which multidisciplinary child study centers utilize the skills and knowledge of specialists in child growth and development could indicate the need for curriculum change at the college level to broaden the scope of the child development major. Such a change...would acquaint the student with specific problems...how to recognize them and referral to proper specialists for help."[16]

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[14]Rosella Lipson, "A Mobile Preschool," Young Children: The Journal of the National Association for the Education of Young Children, Vol. 24, No. 3 (January, 1969), p. 155.

[15]Margaret B. Puckett, A Descriptive Report of a Multidisciplinary Child Study Center in Operation (Unpublished thesis) Texas Women's University, Denton, Texas, May, 1966, pp. 1-2.

[16]Ibid., p. 51.

Discovery Center: Based on the philosophy of Piaget's theory that a child learns best what he discovers for himself, the Discovery Center "purports to offer the most stimulating environment that educators, psychologists and child development innovators can devise"[17] using electronic equipment and creatively designed learning materials.

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[17]"New Twist in Preschools: A Discovery Center," Todays Child, Vol. 18, No. 3, March, 1970, p. 11.

Montana State University

Bozeman, Montana 59715 Tel. 406-587-3121

School of Home Economics

April 24, 1970

Many changes are occurring in higher education. As a land-grant state university, your mission is much the same as ours. We are seeking your aid, therefore, as we consider new guidelines for our child development center.

All that is necessary is for you to fill in the blanks of the first page. If you have no child development center, simply return the packet to us. If you have a nursery school, return just the completed first page and give the remainder to your nursery school director to complete and to return. Two self-addressed envelopes are provided for your convenience.

Your help and interest are most appreciated. We shall look for your early reply.

Sincerely,

Mary S. Brown
Graduate Student

B. Bethine Bigej, Director
Child Development Center

Encl.

Montana State University

Bozeman, Montana 59715 Tel. 406-587-3121

School of Home Economics

June 2, 1970

As of mailtime today, we have not received your response to our questionnaire of April 24.

All that is necessary is for you to fill in the blanks of the first page. If you have no Child Development simply return the packet to us. If you have a nursery school, return just the completed first page and give the remainder to your nursery school director to complete and return. Two self-addressed envelopes are provided for your convenience.

Your help and interest are most appreciated. We shall look for your early reply.

Sincerely,

Mary S. Brown

enclosure

Montana State University

School of Home Economics

Bozeman, Montana 59715 Tel. 406-587-3121

June 2, 1970

As of mailtime today, we have received only one portion of your institution's response to our questionnaire of April 24.

Enclosed is a copy of that portion of the questionnaire to be completed and returned by you as director of the nursery school. It should require no more than 20 minutes of your time. A self-addressed envelope is included for your convenience.

Your help and interest are most appreciated. We shall look for your early reply.

Sincerely,

Mary S. Brown

enclosures

Please complete this form by checking the appropriate blanks which apply to your situation and/or by filling in the blanks with requested information.

Name of institution _____

Address _____

Would you like to receive a copy of the findings of this study? ____Yes ____No

For the purpose of this questionnaire only, the terms nursery school and child development center are synonymous.

1. Do you have a department of early childhood education in your school?
____ Yes
____ No

2. Do you have an option in early childhood education in your school?
____ Yes
____ No

3. Which department/s is/are responsible for early childhood education?
____ Home economics
____ Education
____ Psychology
____ Sociology
____ Other, please specify _____

4. Is a nursery school or a child development center used as a laboratory at your institution?
____ Yes
____ No

5. Which department/s assumes primary responsibility for the nursery school?
____ Home economics
____ Education
____ Psychology
____ Sociology
____ Other, please specify _____

6 & 7. What departments use the nursery school and for what purpose is it used?

Observation	Student Teaching	Testing	Research	Parent Education	Other (Specify)	Department
____	____	____	____	____	_____	Home economics
____	____	____	____	____	_____	Psychology
____	____	____	____	____	_____	Education
____	____	____	____	____	_____	Sociology
____	____	____	____	____	_____	Architecture
____	____	____	____	____	_____	Physical Education
____	____	____	____	____	_____	Music
____	____	____	____	____	_____	Art
____	____	____	____	____	_____	Nursing
____	____	____	____	____	_____	Speech
____	____	____	____	____	_____	Other (specify)

Please complete this form by checking the appropriate blanks which apply to your situation and/or by filling the blanks with requested information.

For the purpose of this questionnaire only, the terms nursery school and child development center are synonymous.

8. How many children are enrolled in your nursery school program?

____ Fewer than 10
____ 11-15
____ 16-20
____ 21-25
____ 26-30
____ 31-35
____ 36-40
____ 41-45
____ 46 or more, please specify _____

9. How many separate groups of children are enrolled in nursery school?

____ One
____ Two
____ Three
____ Other, please specify _____

10. What is the age range within each group of children enrolled? (May require several checks per column).

Group 1	Group 2	Group 3	Other	Age
___	___	___	___	12 - 18 months
___	___	___	___	18 - 24 months
___	___	___	___	2 - 2½ years
___	___	___	___	2½ - 3 years
___	___	___	___	3 - 3½ years
___	___	___	___	3½ - 4 years
___	___	___	___	4 - 4½ years
___	___	___	___	4½ - 5 years
___	___	___	___	over 5 years

11. How many days per week do the children attend nursery school?

Group 1	Group 2	Group 3	Other	
___	___	___	___	Five days per week, all day.
___	___	___	___	Five days per week, one half day.
___	___	___	___	Five days per week, one half day with lunch.
___	___	___	___	Three days per week, all day.
___	___	___	___	Three days per week, one half day.
___	___	___	___	Three days per week, one half day with lunch.
___	___	___	___	Two days per week, all day.
___	___	___	___	Two days per week, one half day.
___	___	___	___	Two days per week, one half day with lunch.
___	___	___	___	One day per week, all day.
___	___	___	___	One day per week, one half day.
___	___	___	___	One day per week, one half day with lunch.
___	___	___	___	Other, please specify _____

12. Does the nursery school enrollment include children who are:

Yes	No	If yes, how many?	
___	___	_____	deaf or hard of hearing?
___	___	_____	sightless or have impaired vision?
___	___	_____	mentally retarded?
___	___	_____	emotionally disturbed?
___	___	_____	physically handicapped?
___	___	_____	speech handicapped?
___	___	_____	other, please specify _____

13. If the answer to any part of question No. 12 is "yes", what is the ratio of handicapped children to non-handicapped children?

____ 2:11 ratio
____ Other, please specify _____

14. Do the following factors influence the composition of the nursery school enrollment?

Yes	No	
___	___	A balance in number of boys and girls.
___	___	An age mate for each boy and girl.
___	___	Consideration given to race and nationality.
___	___	A balance, in number, of college or university staff parents, off-campus parents and student parents.
___	___	Other, please specify _____.

15. What is the composition of your nursery school staff?

Number of each	Staff Members
_____	Director
_____	Head teacher
_____	Assistant teacher(s)
_____	Graduate assistants per term
_____	Student employees
_____	Cook
_____	Nurse
_____	Janitor or custodian
_____	Other (combinations etc.), please specify _____

16. Does your state have certification requirements for nursery school teachers?

____ Yes
____ No
____ Don't know

17. If the answer to question No. 16 is "yes", please include the address from which this information may be obtained. _____

_____

18. Does your state maintain standards for licensing nursery schools?

____ Yes
____ No
____ Don't know

19. If answer to question No. 18 is "yes", please include address from which this information may be obtained. _____

_____

20. How many years has your nursery school been housed in its present location or building?

____ 0 - 4 years
____ 5 - 9 years
____ 10 - 14 years
____ 15 - 19 years
____ 20 - 24 years
____ 25 years or more

21. What type of building houses the nursery school?

____ Separate building designed specifically for a nursery school?
____ Separate building remodeled for a nursery school?
____ Temporary building used for a nursery school?
____ Space provided within another building?
____ Other, please specify _____

22. What rooms or space constitute the physical plant of the nursery school?

Number		Approximate size
____	Play room(s)	_____
____	Resting and/or quiet activity room(s)	_____
____	Observation room(s)	_____
____	Isolation room(s)	_____
____	Testing and research room(s)	_____
____	Class room(s)	_____
____	Coat or locker room(s)	_____
____	Office(s)	_____
____	Kitchen	_____
____	Toilet-lavatory facilities	_____
____	Storage room(s)-indoor	_____
____	Storage room(s)-outdoor	_____
____	Protected play area	_____
____	Play yard	_____
____	Other, please specify _____	

23. Does your nursery school have an unique or special feature such as a wood working area, a specially positioned observation room or some other innovation which sets it apart from the average nursery school?

____ Yes
____ No

24. If answer to question No. 23 is "yes", will you please describe that feature?

25. How is your nursery school financed?

____ Parent fees and tuition.
____ College or university supported.
____ Home economics department budget.
____ Other department budgets, please specify _____
____ Other, please specify _____

26. If parent fees or tuition are charged, what is the equivalent monthly rate?

____ $0 $9
____ 10 - 14
____ 15 - 19
____ 20 - 24
____ 25 - 29
____ 30 - 34
____ 35 - 39
____ $40 per month or over
____ Other, please specify

27. Are the fees:

Yes	No	
___	___	The same for all parents?
___	___	Prorated according to ability to pay?
___	___	Reduced for student parents?
___	___	Covered by or supplemented by scholarships?
___	___	Other, please specify _____

28. If scholarships are available in lieu of nursery fees, what is/are the funding source(s)? _____

29. Please feel free to include any additional information or suggestions which you feel will enhance this study.

THANK YOU FOR YOUR TIME AND COOPERATION.

Mary S. Brown
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Bozeman, Montana 59715

Standards for Day Care State Department
of Public Welfare[1]

VI. Personal qualifications of teachers and child care staff

Teachers and others who work directly with children should be selected on the basis of personal qualities, as well as other qualifications.

Personal qualifications are of primary importance, because of the influence on the child of his relationship with the person with whom he spends long hours each day.

The following traits are among the most essential for teacher, group leader or day care mother:

1. Interest in and capacity for enjoying children.

2. Capacity to discern the feelings and needs of a child, and deal with them sympathetically.

3. Ability to deal in a nonpunitive but firm fashion with out-of-bounds behavior.

4. Ability to accept violently expressed feelings - joy or sadness, rage, love, jealousy or grief - without being unduly upset.

5. Dependability and consistency.

6. Flexibility and willingness to learn.

7. Capacity for pleasant and cooperative relationships with other adults.

8. Resourcefulness

9. Respect for differences of children and parents in various cultural groups.

10. Each day care center shall have sufficient staff to prepare food, and to keep the building clean and the premises neat.

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[1]State of Montana, Standards Relating to Licensing of Day Care Centers for Children, Dept. of Public Welfare, State Board of Health, Helena, Montana, 1968.

Responsibilities of Personnel of Child Development
Center at Montana State University

Nursery School Director --

1) Organize the nursery school program with the assistance of the total staff, formulating job definitions and work schedules.
2) Coordinates activities in the nursery school program with courses taught in child development.
3) Assumes responsibility for policy decisions.
4) Manages finances of the nursery school -- all purchases; repairs to the building and equipment; labor payroll.
5) Calls and conducts regular staff meetings.
6) Holds scheduled conferences with parents, and conducts scheduled parent meetings.
7) Assumes responsibility for public relations in interpreting the nursery school program to university departments and to the community.
8) Conducts administrative correspondence.
9) Assumes responsibility for the employment of personnel (teachers, cook, etc.).
10) Attends state and national meetings on Early Childhood Education.

Head Teacher --

1) Guides and directs children's activities.
2) Plans the program to include quiet and active play indoors and outdoors.
3) Provides ample opportunities for physical, emotional, social and intellectual development through the use of equipment, materials, field trips, association with other children, and with other adults.
4) Keeps anecdotal records of each child enrolled.
5) Assumes responsibility for the general maintenance of the physical plant, heat, light, cleanliness, attractiveness, etc.
6) Assumes responsibility for the health and safety of the children while they are at nursery school.
7) Plans well-balanced meals and consults with the cook on the methods of preparation suitable for children.
8) Works closely with students who are using the nursery school as a laboratory for observation and participation in student teaching.
9) Gives council to parents in problems of child care.
10) Holds scheduled conferences with parents; makes home visits.
11) Assists in planning parent meetings.

Assistant Teacher --

1) One who assists in any of the responsibilities delegated to the nursery school head teacher.
2) Assumes the position of head teacher in the absence of the head teacher.
3) Assumes responsibility of the annual inventory records of equipment.
4) Assumes responsibility of sending monthly statements.
5) Assumes responsibility for recording attendance.

Student Assistant --

1) Students who have had at least one quarter of Child Development and are interested in working with preschool-age children.
2) Assists in directing play activities - indoors and outdoors.
3) Assists during routines of resting, toileting.
4) Assists during lunch time routing -- follows special instructions as a lunch time assistant.

Cook --

1) Follow the menu as scheduled or offers suggestions for change to the head teacher.
2) Prepares mid-morning snack; coffee for teachers.
3) Washes the glasses and coffee cups.
4) Prepares lunch.
5) Washes the dishes.
6) Assumes responsibility for keeping the kitchen clean and attractive:
   a. Scrubs and waxes floor.
   b. Keeps cupboards clean and orderly.
   c. Cleans and defrosts refrigerator periodically, as needed.
   d. Keeps range clean.
   e. Keeps counter tops clean and waxed.
   f. Keeps kitchen window clean; curtains fresh and clean.
7) Makes requests to the head teacher for necessary equipment and supplies.

Janitor --

1) Helps to maintain a clean, safe nursery school.
2) Assumes responsibility for replacing lights, paper toweling, soap, toilet tissue.
3) Reports periodically to the director any matters of concern relating to cleanliness and safety of the nursery school.

Student Teachers and Graduate Assistants --

1) Become acquainted with the physical plant (the entire nursery school).
2) Become acquainted with the children, their parents, the nursery school staff.
3) Become acquainted with nursery school policies:
   a. Health standards.
   b. Safety precautions.
   c. Service provided by the school; resources in the community.
   d. School calendar and the community.
   e. Taking children off the premises for a planned field trip.
   f. Visitors at the nursery school.
   g. Parent meetings and conferences.
   h. Staff meetings and conferences.
   i. Nursery school records:
      (1) financial records
      (2) enrollment
      (3) anecdotal records of each child
      (4) resources for equipment and materials designed for children
      (5) inventory records
   j. Curriculum and program planning.
   k. Student observers.
   l. Lunch program.
   m. Housekeeping program.
   n. Buying equipment and materials.
   o. Public relations.

Credit - School of Home Economics, Montana State University

Special Features in Child Development Centers

A closed-circuit television system with direct play-back and taped play-back for later afternoon and evening observations to extend the "laboratory" day.

A physical education program for the preschool child which includes trampoline, skies, and skates.

Repeated field trips to ecological areas.

Woodworking area or yard.

An open lavatory-toilet room between two play rooms enclosed by a four-foot wall which gives a feeling of privacy yet provides easy supervision.

Outdoor play house.

Television cameras mounted for transmission of observation to class rooms.

Individually controlled selective sound system in observation booths.

Connecting play rooms with bathroom, kitchen, and toy storage accessible to both play rooms.

"Open structure" design which provides free flow between play rooms as well as outside.

An improvised play yard utilizing "junk" materials.

Outdoor play yard equipment designed by environmental art class.

Sliding panels between play rooms used to section off rooms or opened for large play area.

A "hiding hole" for children's play in storage area beneath a raised balcony."

A "rainy day" room in an adjoining building.

A large sand pit, also a raised sandbox with water.

A sand room.

Raised platform and screen used to obscure observers.

A bulletin board at child's level to allow child to display his own art work.

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