



Survey of preschool facilities in Montana
by Jean Stephens Baringer

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
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Abstract:

This study was to obtain information concerning the preschool facilities in Montana to determine how they met the Children'S needs in terms of location, staffing, program and equipment by means of a questionnaire.

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Children of disadvantaged families in the large and the small towns and on the Indian reservations had the greatest preschool opportunities, The middle-class children and those in the medium-sized communities had very little opportunities for care or education at the preschool level. More facilities are needed in Montana to meet these needs.

There was an average of 8.03 persons on the staff which included teaching and non-teaching personnel, Of the 211 teachers, only 7 had a master's degree and 55 had a bachelors degree. There is a need for more qualified, trained teaching personnel in the state preschool program.

These programs were directed towards education for these 3-6 year old children and in meeting their basic needs. Care was a secondary matter. The government played a part in the establishment and operation of a large portion of these preschool facilities, A variety of equipment was in good supply at most of the facilities — long on dolls, housekeeping items and blocks, shortest on large climbing apparatus and vehicles.

Less than half of the facilities were licensed by the state welfare office. The state suggests, but doesn't enforce strict requirements that all facilities be licensed to operate.

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Date August 5, 1970

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by

JEAN STEPHENS BARINGER

A thesis submitted to the Graduate Faculty in partial
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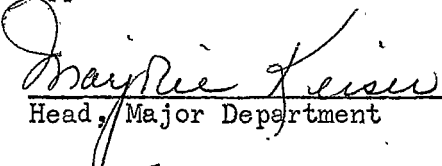
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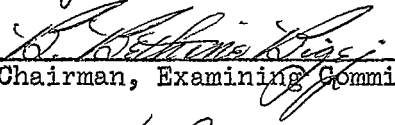
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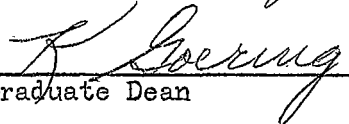
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ABSTRACT

This study was to obtain information concerning the preschool facilities in Montana to determine how they met the children's needs in terms of location, staffing, program and equipment by means of a questionnaire.

The sample included 61 Head Start, day care centers, nursery school and child development centers upon which the results are based.

Children of disadvantaged families in the large and the small towns and on the Indian reservations had the greatest preschool opportunities. The middle-class children and those in the medium-sized communities had very little opportunities for care or education at the preschool level. More facilities are needed in Montana to meet these needs.

There was an average of 8.03 persons on the staff which included teaching and non-teaching personnel. Of the 211 teachers, only 7 had a master's degree and 55 had a bachelors degree. There is a need for more qualified, trained teaching personnel in the state preschool program.

These programs were directed towards education for these 3-6 year old children and in meeting their basic needs. Care was a secondary matter. The government played a part in the establishment and operation of a large portion of these preschool facilities.

A variety of equipment was in good supply at most of the facilities -- long on dolls, housekeeping items and blocks, shortest on large climbing apparatus and vehicles.

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CHAPTER I

INTRODUCTION

Importance of the Study

"Nothing we can do to move our society forward is more important than our efforts to improve the well-being of American children. In their small hands is held the destiny of this nation."¹ These words characterize the feelings of the nation. In today's world many mothers are working; there is concern for children getting proper care and direction in meeting their individual needs; there is emphasis on developing skills and attitudes for education; and many new child care and education services are being established. With this situation at hand and much needing to be done to help these children, it is hard to know where to start.

Adequate day care services are urgently needed. In 1958 it was discovered that of the children under twelve years of age whose mothers worked full time only 2% or 121,000 children were cared for by group care such as day care centers, nursery schools and the like.² In 1960 there were 20,318,000 children under five years of age in the United

¹Anthony J. Celebrezze, "Our Responsibilities to Children," The Journal of Nursery Education, XVIX (April, 1964), p. 170.

²Elizabeth Herzog, Children of Working Mothers, Children's Bureau Publication No. 382-1960, (Washington, D.C.: U.S. Government Printing Office), p. 15.

States, there were 83,037 children in Montana;³ predicted for 1970 there should be 21,317,000 children under five in the United States with 69,000 in Montana and by 1975 to be 27,210,000 children under five in the United States with 77,700 in Montana.⁴

The signing of the Economic Opportunity Act in 1964 introduced the Head Start programs providing disadvantaged children with opportunities for gaining readiness for school. In 1966 there were 906,000 three to four-year old children in preschool, 1,145,000 in 1967 and an estimated 3,000,000 children to be in preschool by 1972, with similar increases for five-year old children.⁵ National concern for the care of children has bombarded the congressional transactions; allocations of federal funds have been made available to meet some of these growing needs.

Of the 758 public school systems in Montana (fall of 1968) only 17 of the 99 systems with 300 or more pupils had kindergartens. (Baker, Bozeman, Browning, Conrad, Cut Bank, Deer Lodge, Dillon, East Helena,

³Sarah Hammond Leeper, and others, Good Schools for Young Children (2nd ed.; New York: Macmillan Company, 1968), p. 8. Montana State University, The Montana Almanac: 62-63 Statistical Supplement, (Missoula: Montana, 1963), p. 22.

⁴U.S. Department of Commerce, Population Estimates, Series P-25, No. 381 (Washington, D.C.; U.S. Government Printing Office, Dec. 18, 1967), p. 6. U.S. Department of Commerce, Population Estimates, Series P-25, No. 375 (Washington, D.C.: U.S. Government Printing Office, Oct. 3, 1967), pp. 32, 40, 48, 56.

⁵Milton Akers, "The Executive Director's Testimony Before the House Education and Labor Committee," Young Children, XXV (March, 1970), p. 237.

Forsyth, Great Falls, Havre, Lewistown, Livingston, Plentywood, Poplar, Red Lodge and Shelby).⁶ The enrollment of Montana's public kindergarten children in the fall of 1968 was 3,546, with first grade enrollment of 15,622 children.⁷ This means that about 23% of Montana's five-year old children were able to attend public kindergarten. The question is, "Were the other 77% five-year old children able to participate in comparable programs to be ready for school?"

In the Biennial Report by Harriet Miller, State Superintendent of Schools, she recommended that

Educational opportunities not traditionally available to all people in all Montana communities need expansion and improvement. For example: 1) The education of children younger than six years must be recognized not only as a worthwhile expenditure of public funds but fundamentally as important as the education of children of age ten or fifteen. Early childhood education is at least as essential as high school education today.⁸

Montana laws do not require all preschool facilities to be licensed.⁹

⁶Public School Systems, Elementary and Secondary Education Directory, Part 2 (Washington, D.C.: U.S. Government Printing Office, 1968), pp. 7-8.

⁷Richard H. Barr and Betty J. Foster, Fall 1968 Statistics of Public Elementary and Secondary Schools (Washington, D.C.: U.S. Government Printing Office, March, 1969), p. 16.

⁸Harriet Miller, 1968 State of Montana Superintendent of Public Instruction - Biennial Report (Helena: Montana, Dec. 1, 1968), p. 2.

⁹By definition in Standards Relating to Licensing of Day Care Centers for Children by the State of Montana's Department of Public Welfare, State Board of Health, and Fire Marshal, revised June, 1968, just facilities with seven or more children for care for five or more hours of the day for five or more consecutive weeks are required to be licensed.

Need for the Study

There has been an expressed interest in knowing the availability of preschool education and care in Montana. The most recent known listing of any sort is A Directory of Nursery Schools and Day Care Centers in the United States, compiled in 1951 by Clark Moustakas and Minnie Berson.

In a survey study on youth opportunities in Montana it was recommended that

A university center should help youth organizations and workers by providing current news and information such as news about what other organizations and agencies are doing current lists of organizations and agencies serving youth, the state administrator, if there is one, and regional or local contact persons.¹⁰

In addition, recent requests have been made for location of facilities so applicants may apply for work; parents moving to other communities will know what is available for their children in their future location; and, so that workshops can be planned to involve staff members of Montana's preschool facilities.

Purpose of the Study

Early childhood education cannot afford to be lax in its teachings, supervision and environment. Our challenge is to upgrade preschool facilities and make it possible for young children to develop their potential.

¹⁰Dorothy Eck, Youth Opportunities in Montana (Bozeman: Montana, Department of Sociology, Feb., 1969), pp. 21, 24.

The purpose of this study is to obtain information concerning preschool facilities (namely nursery schools, day care centers, child development centers and Head Start programs) in Montana, their location, and how they are meeting the children's needs. In doing so, staffing, programming and equipment can also be determined.

Definition of Terms

The terms used throughout this study are hereby listed.

- 1) Preschool - the years between two and five years of age, when a child is not attending a public or private school, including kindergarten.
- 2) Preschool facility - to include the building, program and/or staff (depending on the context in which it is used) of public and private day care centers, child development centers, Head Start programs and nursery schools.
- 3) Day care centers - a substitute for maternal care to serve the emotional, physical, social and intellectual needs of the children whose parents are not at home or are unable to care for them.¹¹
- 4) Nursery schools - a supplement to home experiences with emphasis on selective educational experiences where children can learn as they play and share, adults can learn as they have

¹¹Often referred to as day nursery. Katherine H. Read, The Nursery School: A Human Relationships Laboratory (4th ed.; Philadelphia: W. B. Saunders Company, 1966), p. 47.

opportunity to observe and participate.

- 5) Child development center - is the same as nursery schools, plus it provides "guidance, health services and makes available social services as needed by the child and family."¹²
- 6) Head Start programs - (Operation Head Start - original name, Project Head Start - formal name) a child development center with comprehensive health and medical services, financed by the federal government and operated under the Office of Economic Opportunity (OEO).

¹²The National Committee for Day Care of Children prefers to call them day care centers. Ibid.

CHAPTER II

REVIEW OF LITERATURE

This study is limited to the concerns and opportunities for children attending preschool facilities. Major areas of concern for this study are 1) children, 2) parents of these children, 3) teachers and personnel involved in the programs, 4) programs for preschool-aged children including the background as well as the trends in early childhood education and care, and 5) the building or facility.

Children

Early childhood years are a

period of time when the child lays a foundation for later growth and development. A foundation of trust and security in the child's immediate environment is important - as the child feels 'trusting' in his immediate surroundings, he makes preparations to move out and meet new challenges.¹

After a child learns the environment can be trusted he develops his senses by touching, tasting, handling, and smelling what's within reach. Then comes learning about himself - what he can do, what he can have, what impulse control can be expected. Around five years of age a child begins to think of and consider others.²

¹D. Keith Osborn, "Meeting the Needs of the Preschooler", Nursery School Portfolio, No. 4 (Washington, D.C.: ACEI, 1961), p. 2.

²Ibid.

The child's preschool years, therefore, are important. It has been said that

In the years before school the child develops his basic orientation to life and learns the fundamental lessons in living in our society and in our culture, always as interpreted and translated to him by his family and as he individually understands and feels what he experiences.³

Or as Caroline A. Chandler contends:

The early years are the important years because on them rests the entire span from childhood to old age. During early childhood development comes about through two processes - maturation and learning. Although, learning can be accelerated by people and things in the child's environment, the steps in maturation can be neither telescoped nor skipped. All children go through the same pattern of development among individual children. This holds true for physical and emotional development.⁴

"Children are the product . . . of the environment we create for them", whether it be by people, actions or emotions.⁵ Attention and affection are important to a child's environment. Studies show that children who have had a lack of mothering, bare walls, few or no toys, long confinement to cots and a minimum of handling by adults receive very little stimulation from the immediate environment.⁶ It is,

³Lawrence K. Frank, "A Good Beginning Has No End", Early Childhood Crucial Years for Learning - Reprints from Childhood Education, (Washington, D.C.: ACEI, 1966), p. 1.

⁴Caroline A. Chandler, "The Importance of Early Years", Early Childhood Crucial Years for Learning - Reprints from Childhood Education, (Washington, D.C.: ACEI, 1966), p. 3.

⁵William Menninger, Self Understanding, (Chicago, Illinois: Science Research Association, 1951), p. 4.

⁶J. W. B. Douglas, and others, "Family Interaction and the Activities of Young Children", Journal of Child Psychology and Psychiatry and Applied Discipline, IX (Dec., 1968), p. 157.

Consequently, in these early years that deprivation pays its largest toll and when the harm is most lasting.

Children from culturally disadvantaged homes, for example, are handicapped greatly because of their language disabilities. Read contends it is because the parents in these homes use few words themselves.⁶ They have other problems, too, as stated in a Project Head Start bulletin.

People working with disadvantaged children would do well to remember the following generalizations for which there is growing evidence:

- they tend to do poorly in language; they have small vocabularies and often seem unable to speak up and out;
- they sometimes don't know the names of things, or even that things have names;
- they may not have experienced any environment other than their own house or apartment;
- they may appear to feel uncertain of who they are, what they look like, how they fit into their world;
- they often seem to be lacking in curiosity;
- they often have never before seen or worked with pencils, paper, crayons, scissors, puzzles, blocks, or books; and frequently they do not know how to use them in play;
- they often have difficulty with authority figures, so that having to do what the teacher expects, and class discipline requires, seems at first incomprehensible to them;
- they then do not respond to the teacher until she proves herself trustworthy and sympathetic, and becomes the focal point for their school activities.⁷

⁶Katherine H. Read, The Nursery School: A Human Relationships Laboratory, (4th ed.; Philadelphia: W. B. Saunders Co., 1966), p.66.

⁷Office of Economic Opportunity, Project Head Start - Daily Program I #4, (Washington, D.C.: U.S. Government Printing Office, 1967), p. 9.

Children's needs during the preschool years are varied. Authorities list the following as the needs of young children:

- A. Physical
 - 1. muscular growth and coordination
 - 2. psychomotor development (skills in balance, skipping, etc.)
 - 3. healthy body and attitudes
- B. Mental (Intellectual)
 - 1. language skills (communication)
 - 2. concepts of world (understanding, categorization)
 - 3. sensory perceptual development (differentiate, interpret)
 - 4. memory and logic development
- C. Social
 - 1. understanding of sex attitudes and roles
 - 2. peer relationships
 - 3. feelings of belonging, approval
 - 4. knowledge of manners, self control
 - 5. independence, freedom, responsibilities
- D. Emotional
 - 1. experience success, failure, new experiences
 - 2. help in overcoming fear, anger, jealousy, shyness
 - 3. feelings of security, adequacy, love, affection, happiness
 - 4. recognition, self esteem, curiosity
- E. Spiritual and character
 - 1. religious attitudes
 - 2. moral development (conscience)⁸

Parents

Parents are the most important factors in the child's world - what they think, feel and do. Parents remain a primary source of guidance,

⁸Paul Henry Mussen, John Janeway Conger and Jerome Kagan, Child Development and Personality, (2nd ed.; New York: Harper & Row, 1963), pp. 233-291, Evelyn Millis Duvall, Family Development, (3rd ed.; Philadelphia: J.B. Lippincott Company, 1967), pp. 229-236, Read, The Nursery School.

protection and primary model for behavior.

"Studies indicate that the length of time parents and children spend together is not as important as the quality of their relationships during whatever time they are together."⁹ Parents may find it easier to accept their own child as he is when they learn the meaning of his behavior in relation to his needs.

The fact is that most people still enter parenthood unprepared by systematic study for the most important role they will ever play. This is particularly true among those groups which have the greatest number of children . . . and those who are barely out of childhood themselves. It is fortunate that many people have a healthy intuition concerning child-rearing. The assumption that parental behavior during a child's early years is more influential on his growth and development than during his later years has resulted in more parent education programs and mass media being aimed at the parents of preschool children than at those of any other age range. The parent who understands himself and the effects of his behavior on his children will be a more adequate parent.¹⁰

A mother may have mixed feelings about wanting to wean the child from her (she's tired of changing pants, never going anywhere) and at the same time resents having someone else take over, she may feel guilty and inadequate as a mother, dreads being displaced by others, and can be frightened of other people's opinion of her as a mother.¹¹

⁹Office of Economic Opportunity, Project Head Start - Parents #6, (Washington, D.C.: U.S. Government Printing Office, 1967), p. 8.

¹⁰Alicerose S. Barman, "Parent Education", A Creative Guide for Preschool Teachers, ed. by Joanne Wylie, (Produced in U.S.A.: Western Publishing Company, Inc., 1966), pp. 31-33.

¹¹Joanne Hendrick, "What Mothers Need", Young Children, XXV, (Dec., 1969), p. 109.

Personnel

It has often been said that "anyone can teach children", but this is far from the truth. The most challenging of all ages of children are the pre-primary years. Teaching the youngest children is a highly skilled job as it demands people with special human qualities. The young children are then beginning to form their personalities, starting to develop basic attitudes toward life, people, discipline, and learning.¹²

The teacher's personality, attitudes, and behavior determine the atmosphere and environment which in turn effects the children she works with in her job. It is very important for her to be friendly, patient, understanding, cheerful, fair and consistent. A good teacher is well adjusted, realizes that feelings are important, gives the children a feeling of adequacy, stability and belonging, shows warmth and affection without favoritism, shows firmness as well as gentleness.¹³

One of the most important traits in a teacher of young children is sensitivity to each child's needs and how these needs relate to the group as a whole. Knowing the developmental characteristics of children at each age level will assist the teacher in becoming aware of these needs.¹⁴

¹²Office of Economic Opportunity, Project Head Start - The Staff # 1, (Washington, D.C.: U.S. Government Printing Office, 1967), p. 3.

¹³National Association for the Education of Young Children, Some Ways of Distinguishing a Good School or Center for Young Children, (New York, N.Y.: NAEYC Publications Office), Sarah Hammond Leeper, and others, Good Schools for Young Children, (New York, N.Y.: Macmillan Co., 1968), pp. 104-105, "Daytime Programs for Children", Young Children, XXII (Sept., 1967), p. 346.

¹⁴Leeper and others, Good Schools, p. 70.

The teacher should be qualified to work with groups of young children with preparation in an approved, accredited, 4-year teacher education institution, supervised experience with and observation of groups of young children, a training in theoretical and practical work in early childhood education, child psychology, growth and development, nutrition, curriculum planning, mental hygiene, parent education and family and community relationships.¹⁵

Project Head Start programs suggest that the supervisor is someone college-trained in liberal arts with many aspects of human living and relations. "Education is important and should be one aspect, but a Master's degree in early childhood would prepare him for this very special field."¹⁶

One of the means of legislative control of schools for young children has been special certification requirements for teachers in early childhood education in public schools. Many independent and church-related schools, as well as some other sponsored schools, require their teachers to meet these standards. The quality of education at any level depends on the competence of the teacher. Insuring qualified teachers in schools for young children is one of the greatest problems in the program. Certificates generally cover kindergarten and primary grades; nursery schools need some plan to insure adequate preparation of teachers for this group. . . . However, regardless of the requirements, certification cannot assure that the teacher will have those personal qualities required of a good teacher.¹⁷

¹⁵NAEYC, Some Ways of Distinguishing a Good School, Leeper and others, Good Schools, pp. 104-105, "Daytime Programs", Young Children, pp. 346-347.

¹⁶Virginia B. Hatch, "Creative Supervision of Head Start Centers", Young Children, XXV (Dec., 1969), p. 100.

¹⁷Leeper and others, Good Schools, pp. 103, 105.

A nationwide program for Project Head Start was launched during the summer of 1967 to enhance the skills and knowledge of employees in Head Start Centers by providing them with opportunities for higher education. Called the Head Start Supplementary Training (HSST) it was designed for those who never finished high school or finished high school and had some college work. Those recruited for HSST were persons who have been employed by Head Start at least six months, and are encouraged to work one year after the training. The program is offered through 297 institutions of higher education across the nation. The recruits may earn a high school diploma or a General Equivalency Diploma (G.E.D.), take courses for academic credit that count towards a two-year Associate of Arts (AA) degree or transfer to a bachelors degree program.¹⁸

Montana licensing laws state the following requirements:

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.

¹⁸John Flynn, "College Training for Head Start Workers", Children, XVII (March-April, 1970), pp. 49-52.

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.¹⁹

Preschool Programs

Establishment

During the Twentieth Century, emphasis on the care and teaching of children under six years of age has gained increasing attention in the United States from educators and welfare workers, and indeed from all persons concerned with the growth and development of young children Educators have become interested in the early years of childhood as a means of enhancing the development of potentialities and preventing problems such as delinquency and drop-outs. Persons concerned with the development have recognized the importance of enriched experiences in the social, intellectual, physical and emotional maturation of the child in his early years.²⁰

¹⁹Montana, Standards Relating to Licensing of Day Care Centers for Children, (Helena, Montana: Department of Public Welfare, State Board of Health, Fire Marshal, 1968), Part 1, pp. 2-3.

²⁰Elizabeth Tucker Wagoner, A Survey of Weekday Programs for Preschool Children in Southern Baptist Churches in North Carolina, Thesis, (Greensboro, North Carolina: University of North Carolina, May, 1966), p. 1.

Authorities in the field of child development and care agree that the first five years of life are important and significant years for the intellectual and emotional development of all children. Nursery schools are one of the big educational adventures of this century. Their rapid spread and the fact that the federal government has become interested in providing them for the underprivileged as well as the privileged, speak well for their success.²¹ Jean Piaget, one of the world's foremost child psychologists for fifty years has said that

A child cannot be forced to develop understanding any faster than the rate at which his powers mature to their full potential, and there is a limit to what over-eager parents and teachers can achieve. At the same time, a child who does not get the chance to apply his developing abilities and test their limitations may never reach his full intellectual capacity. Thus, programs aimed at the disadvantaged, like Operation Head Start, may greatly increase a child's chance of attaining that potential.²²

One of the best preparations for school is to make available all the opportunities a preschooler needs to live and learn so he can have a wide and intense experience in what is relevant and appropriate to that stage.²³ To achieve this a preschool program is usually suggested. To this Joe Frost says

Preschools are nice for all children but essential for the disadvantaged. Although evidence supporting preschools for all children is largely speculative and controversial in nature, most

²¹Louise Bates Ames, Child Care and Development, (Philadelphia: J. B. Lippencott Company, 1970), p. 298.

²²"Jean Piaget: Mapping the Grownning Mind", Time, (Dec., 1969), p. 61.

²³Frank, Early Childhood Crucial Years, pp. 1-2.

educators and child development specialists tend to agree that three -, four -, and five-year olds gain the essential ingredients for optimum development from the home environment alone. The cumulative evidence supporting preschools for the disadvantaged is largely unequivocal. Examination of such evidence suggests programming elements for all children.²⁴

On the other hand Louise B. Ames says that by no means should all children attend. Most normal children will benefit from a nursery school experience, but there are many exceptions in which she includes the extremely immature and dependent children, those usually susceptible physically and pick up illness, ones who get on extremely well at home or who get a full life at home.²⁵

Concern for the first six years of life was first mentioned in 1657 when "Mother Schools" were simple lessons in objects (knowing of plants, stones, animals, body parts, colors) were taught.²⁶ The first kindergarten was established in 1842 in Blackenberg, Germany.²⁷ The first in the United States was established in Wisconsin in 1855.²⁸ The first nursery schools were established in London in 1908 to improve the physical health and general welfare of young children in the slum areas.²⁹

²⁴Joe L. Frost, Early Childhood Education Rediscovered - Readings, (New York: Holt, Rinehart and Winston, Inc., 1968), p. viii.

²⁵Ames, Child Care and Development, pp. 302-303.

²⁶Leeper and others, Good Schools, pp. 5-6.

²⁷Ibid, p. 6.

²⁸Ibid.

²⁹Read, The Nursery School, p. 41.

About the same time (1907) Maria Montessori began working with the slum children both in Rome, Italy and India, developing methods and materials which are still being used today.³⁰

During depression of the thirties many nursery schools and child care centers were opened to help minimize the destructive effects of the depression and provide employment for teachers. More were established during the war crisis of the forties to enable women to work outside the home. As the importance of early childhood experiences and the need for more information became apparent, laboratories for observation and experimentation were designed.³¹

The success of Russia's Sputnik in 1957 made money available from foundations, businesses, and government for improvement of our educational programs, of which preschool programs got a small share.³²

Noting the needs of young children in today's world, delegates to the 1960 White House Conference on Children and Youth stressed that nursery schools, kindergartens, day care centers and other children's groups be open to children of all socioeconomic levels, creeds, and national origins. They further recommended that every organized group of young children away from home be under the supervision of at least one person qualified in the field of early childhood education.³³

Federal funds for day care centers were made available to expand

³⁰Leeper and others, Good Schools, p. 7.

³¹Read, The Nursery School, p. 42.

³²Tbid.

³³Leeper and others, Good Schools, p. 9.

and improve facilities and programs so that working mothers could have their children well cared for outside their homes for a part of the day without worry or guilt when separated from them.³⁴ Guides were given to state welfare agencies, outlining the recommendations. It was Public Welfare agencies, then, that were challenged to move forward and provide leadership in the development of day care services.³⁵ Mrs. Keyserling, director of the Women's Bureau at that time, commented at a meeting on day care needs that this act "marked the beginning of significant Federal funding for day care. These amendments have served to stimulate the States to improve standards for day care facilities and to develop more ambitious day care plans."³⁶

In 1963 the President's Commission on the Status of Women noted that there were three million mothers working outside their homes with a shortage of day care facilities for their children. It seemed apparent that many women would continue working outside their homes because some women didn't find the housewife roles satisfying, either personally or

³⁴Marjorie B. Tourville, "A Home Economics Faculty Works with Day Care Center Personnel", Journal of Home Economics, LXII (October, 1965), p. 661.

³⁵U.S. Department of Health, Education and Welfare, Guides to State Welfare Agencies for the Development of Day Care Services, (Welfare Administration Children's Bureau, June, 1963), p. 2.

³⁶U.S. Department of Labor, Report of A Consultation on Working Women and Day Care Needs, held in Washington, D.C., June 1, 1967, p. 5.

economically.³⁷ The efficient appliances, growth of job opportunities and economic stress are other factors, This, then, creates a problem for the supervision of children.³⁸

Malnutrition, health neglect, behavioral difficulties and intellectual impairment brought light to the children who were disadvantaged. With the signing of the Economic Opportunity Act in November, 1964 a new phase of preschool education began.³⁹ The first summer program of "Operation Headstart" in 1965 was designed to assist communities in financing Child Development Centers for children of limited opportunity to try giving some children a chance to make up the deficiencies of earlier experiences.⁴⁰ Head Start programs are financed up to 90% of cost by OEO, with sponsoring agencies providing health, social services and educational activities.⁴¹ The first summer program (in the earlier stages called Kiddie Corp) was carried out in every state and territory in the United States, involving 536,000 children in 2500 centers,⁴²

³⁷Read, The Nursery School, pp. 42-43.

³⁸Jeanette Hanford, "New Pressures on Family Life", Social Casework, L (Jan. 1969), pp. 3-4.

³⁹Minnie Perrin Berson, "Early Childhood Education", American Education, IV (Oct. 1968), p. 7.

⁴⁰Read, The Nursery School, p. 43.

⁴¹Frost, Early Childhood Education Rediscovered, p. 277.

⁴²13,344 Child Development Centers in 2,398 communities, Erwin Knoll, "Will Public Schools Control Head Start?", Early Childhood Education Rediscovered - Readings, ed. by Joe Frost, (New York: Holt, Rinehart and Winston, Inc., 1968), p. 314.

41,000 teachers, 46,000 non-professional aides drawn from the poor, and 256,000 volunteers, which represented the government's largest non-wartime mobilization.⁴³

Objectives

In a good nursery school there should be no distinction between learning and play time, because playing is learning and learning is fun.⁴⁴ Learning should be presented in terms of making resources available to the child. It is the teacher's task then to promote these natural tendencies of the individual to learn, to develop, to explore and to create.⁴⁵ This can be done by providing enriching experiences and helping children explore their environment, pursue their special interests and develop their potential abilities, be it singing, art or reading.

The teacher should help create wholesome attitudes as respect for self and others and a feeling of achievement for a role in society.⁴⁶

One should not overlook the theory of Jean Piaget. His theory and research have contributed strong evidence to support the idea that experience influences intelligence. Piaget sees experience as one of four

⁴³D. Keith Osborn, Head Start - Past, Present, and Future, (Bevier Lecture Series, 1966), pp. 5-6.

⁴⁴Sonia Levitin, "Why Children are Crazy About Nursery School", Parents Magazine and Better Family Living, XLII (August, 1967), p. 54.

⁴⁵Don C. Dinkmeyer, Child Development - The Emerging Self, (Englewood Cliffs, N.J.; Prentice-Hall, Inc., 1965), p. 119.

⁴⁶Flemmie P. Kittrell, "Enriching the Preschool Experience of Children from Age 3", Children, XV, (July-August, 1968), p. 135.

factors affecting intellectual growth; the others being maturation (neural and physical growth), social transmission (communicating) and equilibration (a balance between what is previously understood and what is yet to be understood).⁴⁷

Piaget sees the self-teaching of the child as essential to the learning process. The teacher can help the child play an active part in his own learning by furnishing him materials he can handle, such as blocks for counting and size comparisons, transparent color cards for mixing colors and Montessori materials which are self-correcting. She can allow him to make mistakes. Trial and error learning is part of the self-teaching process.

Emphasis is also placed, in Piaget's theory, on interaction of child with child and child with teacher. Learning takes place when people stimulate each other. Perhaps the teacher can incorporate some small-group work with concrete objects. In this informal atmosphere, free discussion can take place, questions can be answered, and individuals can be recognized.⁴⁸

A good, enriched program should have these common elements: 1) a balance between strenuous motor activity and more passive interests, 2) a balance between individual and small group work and total group activity, 3) equal stress or emphasis upon social, emotional, esthetic, physical and intellectual development, and 4) adequate equipment, materials and space for children's use indoors and outdoors.⁴⁹

Activities - - A wide variety of experiences to meet young

⁴⁷Carole Honstead, "The Developmental Theory of Jean Piaget", Early Childhood Education Rediscovered - Readings, ed. by Joe L. Frost, (New York: Holt, Rinehart and Winston, Inc., 1968), pp. 134-135.

⁴⁸Ibid, pp. 142-143.

⁴⁹Norma Law, and others, Basic Propositions for Early Childhood Education, (Washington, D.C.: ACEI, 1965-1966), p. 10.

children's needs should include 1) materials to encourage self-expression in art, music, and dancing, 2) many opportunities to deal with information on a first-hand experience level, 3) informal experiences with numbers and quantity, 4) a chance to use media to reconstruct his perceptions of what he has seen or done, 5) experiences to develop understandings and investigating skills, many occasions for speaking and hearing language spoken in functional discussion and 7) opportunities for building empathy for people.⁵⁰ The challenge, then, which confronts us is to provide children with more effective ways of thinking, solving problems, and meeting changing conditions.⁵¹

Health and safety - - Midmorning snacks, "juice time" or "snack time" differ in each program. No matter how it varies, so should the menu from day to day.⁵² Head Start children are frequently undernourished. Hungry children cannot learn. The nutrition program in these centers usually provides at least one hot meal and a snack each day.

Such a feeding program enhances the child's opportunity to learn, participate happily in the center's activities, and helps him to derive full benefits from all aspects of the total program.⁵³

⁵⁰Ibid, p. 11.

⁵¹Association for Childhood Education, International, Social Studies for Children, Bulletin No. 97, (Washington, D.C.: ACEI, 1966).

⁵²Office of Economic Opportunity, Project Head Start - Daily Program III, #11, (Washington, D.C.: U.S. Government Printing Office, 1967), p. 29.

⁵³Office of Economic Opportunity, Head Start: A Community Action Program, (Washington, D.C.: U.S. Government Printing Office, 1968), p. 2.

Alternated active and quiet activities are a needed change in the daily program. Hosley, who studied the fatigue factors in children, stated that a child doesn't tire as easily when the program includes a variety of quiet and active activities, variety of equipment and materials.⁵⁴ Some preschoolers need rest in bed. Cots and blankets are sometimes provided in facilities operating on an all-day basis. Montana licensing standards included a section for napping and nutrition.⁵⁵

The children's needs, ages, attention span, available equipment, staff and facility dictate the daily, weekly and yearly plan. By establishing a routine a child can feel secure by knowing what is next and what is expected of him. Routines for resting, eating, toileting, and washing develop a sense of healthful habits.⁵⁶

Conceptual understanding - - "Good teaching invariably concerns itself with conceptual understanding, for concepts are the ingredients for thinking. The stimulation of thought is a widely accepted goal of teaching." Concepts might be called abstractions or awarenesses from an experience through exposure to things.⁵⁷

An important part in a child's learning is first-hand experiences.

⁵⁴Eleanor M. Hosley, "The Long Day", Young Children, XX (Jan., 1965), p. 137.

⁵⁵Refer to Montana, Standards Relating to Licensing, 1968.

⁵⁶Leeper and others, Good Schools, pp. 67-68.

⁵⁷Helen F. Darrow, Research: Children's Concepts, Leaflet E, (Washington, D.C.: ACEI, 1963-64), p. 63.

Outdoor science experiences such as nature-treasure hunts, gardening, visits to the zoo or a nearby farm, school visitors, having nursery pets such as fish, turtles or rats provide these experiences, giving them an opportunity to feel, touch, smell and ask questions to their heart's content. Concepts of body image, space, numbers, time, categories or classifying by use, color, size, games, puzzles, blocks, records, and books can help a child understand the world around him.⁵⁸

Experience in space, height, depths, materials to reach up or down, back and forth, areas to crawl and squeeze through, and variations in lighting aid in the child's discovery of his environment.⁵⁹

Language development - - Language is an important part of the Head Start programs because disadvantaged children are limited in their perceptual linguistic experiences.⁶⁰ The deprived child's verbal weakness is due to the lack of a symbolic system for thinking and needs to be developed for effective language.⁶¹

⁵⁸Leeper and others, Good Schools, p. 64, OEO, Project Head Start #11, pp. 36-27., Read, The Nursery School, pp. 74-78., Genevive Painter, "The Effect of a Structured Tutorial Program on the Cognitive and Language Development of Culturally Disadvantaged Infants.", Merrill-Palmer Quarterly, XV (July, 1969), pp. 282-284.

⁵⁹Dorothy Weisman Gross, "Equipping a Classroom for Young Children", Young Children, XXIV (Dec., 1968), p. 101.

⁶⁰Robert J. Havinghurst, "Curriculum for the Disadvantaged", Phi Delta Kappan, LI (March, 1970), p. 373.

⁶¹Marion Blank and Frances Solomon, "How Shall the Disadvantaged Child be Taught?", Child Development, XL (March, 1969), p. 50.

Much is written about the spoken language of disadvantaged children. It is true that some of their families do not encourage lengthy conversation. Hearing correct language is important for young children - but it is even more important that they have many opportunities to speak at school. When adults listen with respect and interest, spoken language grows more fluent. When children, in turn, hear good adult models, better speech follows. This, however, cannot be done with a "crash" approach. It takes time.⁶²

Language is sometimes considered the key to all thought, communication and learning. The use of language is a primary factor in all intellectual and social development.⁶³ The language arts, including speaking, listening, reading, and writing are important for the beginning foundations of communicative skills. By participating in various activities such as storytelling, hearing stories, child's use of books, sharing time, dramatic play, a child has opportunity to develop skills in the language arts. These activities can reveal emotional feelings, misunderstandings and be useful in evaluating a child's level of understanding.⁶⁴

Creativity - - When a child seeks to find out about his world, discovers, explores, makes something new, invents, shapes and communicates it can be labeled creativity. Occasionally teachers, peers and parents exert undue pressures on children, insisting for perfection and conformity in their music, art or dance rather than seeing them as avenues of self-

⁶²OEO, Project Head Start #11, p. 20.

⁶³Freeman McConnell and Kathryn B. Horton, "Effects of Early Language Training for Culturally Disadvantaged Preschool Children", Journal of School Health, XXXIX (November, 1969), p. 661.

⁶⁴Leeper and others, Good Schools, pp. 189, 192-201.

expression and creativity. Attitudes like "don't ask me why" or "just because" may discourage a child from being inquisitive and making discoveries. Creativity can be stifled by providing patterns to trace, displaying teacher-made art products rather than the children's, insistence on coloring within lines, and emphasizing patterned folk dances and highly organized rhythm bands.⁶⁵

Color books tend to keep children quiet and happy while the adults do something else but are not a result of the child's own thinking, inhibit expressiveness and imagination. Their own creations give emotional insight, promote self confidence and independent thinking.

Creativity cannot be fostered by imposing adult standards on a child, criticizing or making fun of his work. But, accepting and appreciating his serious attempts and encouraging without pressure or prodding, being attentive to questions, respecting unusual ideas, giving credit for self-initiated learning and providing occasions and materials for learning and discovery do foster creativity. Activities could include playing or working with clay, finger painting, easel painting, building blocks, providing opportunities for impromptu bands, dancing and singing, making cookies or ice cream, churning butter, playing in the sand, mud or water, carpentry, science experiences, using dress-up clothes and

⁶⁵Leeper and others, Good Schools, p. 48.

having dramatic play.⁶⁶ Stark says:

True dramatic play is creative, original and impromptu. Through this play, children give voice to and enact their feelings, their wishes, their understandings. Through this re-enactment children learn and gain security and confidence in their world. Sometimes the play indicates a child's confusion or misinterpretation of facts. Sometimes it allows a constructive release of physical energy or emotional tension.⁶⁷

Muscle coordination - - It is important for the preschools to concentrate on eye-hand coordination, concepts of right and left, visual and auditory discrimination, concept and language development for the child to be ready to read, before thinking about teaching reading.⁶⁸ The children arrive at school at various stages of ability, and they continue to develop at their own pace throughout the year. More practice in jumping, climbing, running, pushing, pulling, and swinging, however, can be helpful for all children.⁶⁹

⁶⁶Blanche Jefferson, The Color Book Craze, Bulletin F, (Washington, D.C.: ACEI, 1963-64); "Daytime Programs", Young Children, p. 346, and Leeper, Good Schools, pp. 336-368.

⁶⁷Esther B. Starks, "Dramatic Play", Early Childhood Crucial Years for Learning - Reprints from Childhood Education, (Washington, D.C.: ACEI, 1966), p. 59.

⁶⁸Nancy White, "Teaching Reading in the Preschool Curriculum", Journal of Home Economics, LX (November, 1969), pp. 703-705., Raymond Prendergast, "Pre-Reading Skills Developed in Montessori and Conventional Schools", The Elementary School Journal, LXX (December, 1969), p. 136, Nila Banton Smith, "Early Reading Viewpoints", Early Childhood Crucial Years for Learning: Reprints from Childhood Education, (Washington, D.C.; ACEI, 1966), p. 63., and Nila Banton Smith, Shall We Teach Formal Reading in the Kindergarten? Bulletin H. (Washington, D.C.; ACEI, n.d.), p. 1.

⁶⁹Lindsay Humpal, "The Playground", A Creative Guide for Preschool Teachers, ed. by Joanne Wylie, (Produced in U.S.A.: Western Publishing Company, Inc., 1966), p. 41.

Trends

Organized labor is becoming directly involved with the education of preschool children in several ways.

Labor has taken the position that day care should be part of our educational system. Naturally, the development of adequate day-care facilities will give more mothers the choice of gainful employment, thereby reducing the welfare rolls.⁷⁰

Franchised or directly owned day care and preschool education centers are being opened. In Virginia, the Amalgamated Clothing Workers of America have established centers for children of employees which provide medical care, meals and educational materials. Mr. Apparel Clothing Company and Whirlpool Company, also have expressed concern for the tax-free dollars by financially helping day care centers.⁷¹

Approximately 2,000 privately-operated profit-making nurseries and centers are being augmented by operations of more than 20 franchised companies to become day care chains. The first franchised day care operation to open was in 1967 - the Mary Moppets Day Care Schools, Inc. There are now eleven operating schools in Phoenix, Arizona with ten additional schools to have been opened in the fall of 1969. Emphasis is on quality custodial care but instruction is offered in reading readiness, language arts, mathematics, arts and crafts and nature study.

⁷⁰Esther Peterson, "Labor and Education", Childhood Education, (Sept. - Oct., 1969), pp. 22-23.

⁷¹"New Opportunities in Day Care: An Interview with Gertrude Hoffman", Young Children, XXIV (May, 1969), p. 278.

Romper Room Enterprises and Little Shavers, International are aimed at the middle class families who are charged an average fee of \$20 - 25 weekly per child. Provisions are made for children of disadvantaged families who could not afford to pay the proscribed fee. American Child Centers opened last fall, 1969. American Institutional Developers, Inc., (AID) of Pennsylvania now operate seven directly owned Playcare centers and have plans for 25 more on a franchise basis. Universal Educational Corporation of New York plans to open 500 directly owned preschool education centers which sell newly developed toys, games and materials. These centers will offer evaluation services (four hour tests conducted by professionals) of each preschooler's developmental skills in various areas.⁷²

Unlike other day care centers under public and voluntary services the franchise day care centers are strictly commercial operations with profit as their primary objective. With the proliferation of day care franchise companies, better licensing laws are needed as well as more funds for the administration of these laws, so that parents can be assured that the center they choose for their child is measuring up to good standards.⁷³

⁷²"Business Starts to Fill Preschool's Void", Nation's Schools, LXXXIV (Nov., 1969), pp. 24-25.

⁷³Joseph H. Reid, "Day Care Services: Our Best Investment for the Future"; Parents Magazine and Better Family Living, XLV (April, 1970), p. 26.

Facility

The goal for a preschool facility is to provide safe, sanitary, comfortable and attractive facilities which permit growth and learning, both indoors and outdoors.⁷⁴ This includes sunshine and fresh air, nutritious food, plenty of water, correct temperature and humidity, a chance to rest, comfortable and suitable clothing, protection from contagious diseases and treatment for minor injuries.⁷⁵ One means of protecting children is through the licensing of facilities. As Couvillion wrote in Young Children:

A license indicates that the minimum standards for the safe care of children have been set. These standards not only set forth the standards for the safe care of children but are related to current practice and philosophy in the field of child development. These standards offer elements of safety whereby parents and communities are assured that only those agencies that meet minimum standards are licensed.⁷⁶

In most states, as in Montana, the State Public Welfare agency is the licensing authority. It has the responsibility for approving or disapproving a facility and its program. Regardless of whether the sponsoring agency is public, private, church, school or a fraternal organization the public welfare agency is responsible for assuring

⁷⁴(Milton Akers), "The Executive Director's Testimony Before the House Education and Labor Committee", Young Children, XXV (March, 1970), p. 244.

⁷⁵Josephine C. Foster, Nursery School Procedure, (New York: D. Appleton & Company, 1929), p. 1.

⁷⁶Martha Couvillion "Working with the Untrained Teacher", Young Children, XXIV (Oct., 1968), p. 37.

parents that adequate health, educational and social services are available.⁷⁷

Licensing regulations for Montana state that an application for a license is made on forms provided by the State Board of Public Welfare through the county office in which the applicant lives. No fee is charged. The applicant shall contact the State Board of Health and the State Fire Marshal's office for inspection.⁷⁸ Licensing alone, however, cannot guarantee good care, protection, and supervision for children.⁷⁹

Standards recommend and include at least 35 square feet of free space per child indoors and at least 75 square feet of space per child outdoors to allow for active and quiet play simultaneously. Others would increase space recommendations to approximately 40-60 square feet per child indoors and for outdoors between 75 and 200 square feet per child. The outdoors space should be located adjacent to the building if possible.⁸⁰

The building itself should provide suitable lighting, sanitary dining and toilet facilities, suitable flooring and ventilation. Heating facilities should be protected or not offer any chance of danger to the

⁷⁷U.S. Dept. HEW, Guides to State Welfare Agencies, pp. 11, 12, 18.

⁷⁸Montana, Standards Relating to Licensing, Part 1, p. 4.

⁷⁹U.S. Department of Health, Education and Welfare, Day Care Services, (Welfare Administration, Children's Bureau Publication Number 420 - 1964), pp. 10-11.

⁸⁰NAEYC, Some Ways of Distinguishing A Good School, Leeper, Good Schools, pp. 407, 411.

children.⁸¹ It is preferred to have toilets, washing facilities and tables and chairs in relation to the children's size and stature.⁸²

Liability insurance should be carried by all centers where the lives of others are in their care. Montana laws state "Public liability insurance and fire insurance shall currently be in force for the protection of the operator, staff, and the day care facility."⁸³

The child's health should be protected and promoted by means of medical examinations and records kept of such. Section 5 of Chapter 247 (an act relating to licensing day care facilities in Montana) states:

Health protection - certificate required by state board of health. The state board of health shall adopt rules and regulations for the protection of children in day care centers from the health hazards of over-crowding, food preparation and communicable diseases and arrange for such inspections and investigations as it deems necessary. Each applicant for a license to operate a day care center shall submit to the board of public welfare a certificate of approval that state board of health rules and regulations have been met before a license can be issued.⁸⁴

Fire protection and safety is another important goal to consider. Stairs, radiators, extension cords and outlets are threats to child safety. Section 4 of Chapter 247 states:

Fire safety - certification required by state fire marshal. The state fire marshal shall adopt, promulgate, and enforce rules

⁸¹Ibid, pp. 406-410.

⁸²Mary M. Rogers, "Housing the Nursery School", Nursery School Portfolio, No. 10, (Washington, D.C.: ACEI, 1961), p. 2.

⁸³Montana, Standards Relating to Licensing, Part 1, p. 4.

⁸⁴Ibid, Appendix A, p. 2.

and regulations for the protection of children in care facilities from fire hazards and arrange for such inspections and investigations as he deems necessary. Each applicant for a license to operate a day care center shall submit to the department of public welfare a certificate of approval indicating that fire safety rules and regulations have been met before a license can be issued, provided that in all non-fire resistant homes two stories or more in height with ten or more children, automatic sprinkler systems acceptable to the State Fire Marshal shall be installed, with said State Fire Marshal to issue for the information and use of the Board, certificates of compliance with fire regulations and standards applicable to the facilities.⁸⁵

⁸⁵Ibid, p. 1-2.

CHAPTER III

PROCEDURES

Purpose

The purpose of this study was to evaluate the preschool facilities now operating in Montana. The results of the study should answer the question, "How are the preschool facilities in Montana staffed, programmed, and equipped to meet the needs of young children in the state?"

Determining the Sample

The study was limited to Montana's nursery schools, day care centers, child development centers and Head Start programs. A letter was sent to the Division of Family Services of the State Department of Health, Education and Welfare requesting a list of preschool facilities in Montana. Thirty licensed day care centers were listed. (Appendix A) Unlicensed facilities and Head Start programs were located by contacting area directors for Head Start. Each director was requested to send a list of all the Head Start programs in their area. (Appendix A) Letters of inquiry were sent to the County Extension Agents, who should be familiar with opportunities available in their county, requesting a list of names and addresses of public and private preschool facilities. (Appendix A) Follow-up telephone calls were made to the few County Agents and Head Start directors who did not respond.

After compiling the list, a copy was sent to the Regional Training Officer of Head Start, asking for any names that might have been omitted.

(Appendix A) A follow-up telephone call was made to validate the list of Head Start programs, and a letter received which listed several additional facilities. (Appendix A)

Method of Collecting Data

A statewide survey of preschool facilities was conducted. Numbers of facilities and distances involved made a questionnaire the best method of obtaining information. This was given to personnel of three local facilities and reviewed by several professionals in the field. Their comments and suggestions helped to revise the questionnaire. Consistency lies in the fact that all facilities were asked the same questions. Several personal visits to preschool facilities were made throughout the state.

The questionnaire, (Appendix A), was sent to the 109 facilities on the list. A cover letter, (Appendix A), explaining the undertaking and soliciting their cooperation, and a self-addressed, stamped envelope accompanied the questionnaire. A follow-up letter was sent to personnel of facilities whose response had not been received. (Appendix A)

CHAPTER IV

RESULTS

The purpose of this study was to obtain information concerning preschool facilities - nursery schools, day care centers, child development centers and Head Start programs in Montana, their location, and how they are meeting the children's needs.

Questionnaires were sent to 109 facilities from a listing compiled as discussed previously. Response was received from 91 or 83.5%, no response from 18 or 16.5%. Of these 91, there were 24 respondents who explained their facility did not qualify (kindergarten only, non-existent), another six questionnaires were eliminated because they did not meet specifications. The remaining 61 (56.0% of the original 109) were used in the study.

General

Location

The 61 facilities were widely scattered throughout the state. About 75% of these were located in the western or southern part of the state. (See diagram 1) Neither the central area, nor the outlying areas, around Dillon, Sidney, Plentywood, Shelby and Libby, had any reporting of preschool facilities. In the urban areas of Montana (Billings, Bozeman, Great Falls, Helena and Missoula) there were at least 5 facilities each. The Crow, Northern Cheyenne and Fort Belknap Indian Reservations also had good representation. Fourteen facilities were



Diagram 1. Location of the 61 preschool facilities in Montana used for analysis.

located on five of the seven Indian reservations in Montana. This may indicate great concern by the tribal councils to secure for their children an improvement in growth and developmental processes. Appendix B gives a complete listing of the participating preschool facilities in Montana.

Classification

Of the 61 facilities surveyed, it was found that 45 (73.8%) were public and 16 (26.2%) were private operations. "Private" generally meant individually owned, financed and operated. "Public" included all the Head Start programs for the disadvantaged. There were 27 (44.3%) Head Start programs, 17 (27.8%) day care centers, 9 (14.8%) nursery schools, 2 (3.3%) child development centers and 6 (9.8%) were combinations of the other four types, and an emergency shelter. There were no parent cooperative nursery schools in Montana. (See Table 1)

TABLE 1

RANK ORDER OF TYPES OF PRESCHOOL FACILITIES SURVEYED IN MONTANA

Type of facility	Public Facilities		Private Facilities		Total Facilities	
	No.	% of Total	No.	%	No.	%
Head Start programs	27	44.3	0	0.0	27	44.3
Day care centers	11	18.0	6	9.8	17	27.8
Nursery schools	2	3.3	7	11.5	9	14.8
Child development centers	2	3.3	0	0.0	2	3.3
Parent cooperatives	0	0.0	0	0.0	0	0.0
Other	3	4.9	3	4.9	6	9.8
Total	45	73.8	16	26.2	61	100.0

Children

Age

Age of the children that attended Montana's preschool facilities varied greatly. According to this survey the youngest child enrolled was 6 months old and the oldest child to enroll was about 6 years old or entering first grade. About half of the facilities had children whose age ranged from two to four years old as the youngest admitted. The mean age for children enrolled in Montana's facilities was 3 years old. (See Table 2)

TABLE 2

AGES OF CHILDREN AT TIME OF ENROLLMENT IN
MONTANA'S PRESCHOOL FACILITIES

Enrollment age	No. of facilities	Total years of age (yrs. x no.)	Percent
Infant (6 months)	2	1	3.3
One year	2	2	3.3
One and a half years	2	3	3.3
Two years	17	34	27.9
Two and a half years	2	5	3.3
Three years	12	36	19.7
Three and a half years	2	7	3.3
Four years	16	64	26.2
Four and a half years	1	4.5	1.6
Five years	4	20	6.5
Entering first grade	1	6	1.6
<u>Total</u>	<u>61</u>	<u>186.5 yrs.</u>	<u>100.0</u>
<u>Average enrollment age</u>		<u>3.0 yrs.</u>	

The oldest child permitted to attend was 12 years old. This occurred in 3 different facilities that had after-school programs incorporated with their preschool program. In almost half the facilities children attended until they were 6 years old. The average age for the oldest child in attendance was 6 years old. (See Table 3)

TABLE 3

AGES OF OLDEST CHILD ALLOWED TO ATTEND MONTANA'S PRESCHOOL FACILITIES

Age limit for Attendance	No. of facilities	Total years of age (yrs. x no.)	Percent
Four and a half years	1	4.5	1.6
Five years	23	115	37.7
Six years	29	174	47.5
Seven years	2	14	3.3
Eight years	1	8	1.6
Ten years (summer)	2	20	3.3
Twelve years	3	36	5.0
Total	61	371.5 yrs.	100.0
Average attendance age		6.1 yrs.	

Criteria for selection

Children who attended more than half of these facilities (33 - 54.0%) were chosen because the family was classed as disadvantaged. Since 27 were Head Start programs in which this requirement is part of the basic philosophy - this was expected. A little less than half (26 - 42.6%) of the respondents stated they were open for all to attend, but enrolled disadvantaged children or others on a first-come, first-serve basis. Other qualifications for selection were church membership, priority given to kindergarten drop-outs, emotionally or physically handicapped, selected equally from faculty, students and townspeople, shelter while parents were indespoused (Table 4).

Although 16 (26.2%) respondents reported they had no restrictions, a number of the programs did report some basis for selection. Most often it was financial standing within the community. This could be interpreted two ways: to much income so the family did not qualify as disadvantaged

or inability to pay bills. Religion usually was not a determining factor. In one case "color of skin" meant Indian children were given preference to white ones. Other basis of selection included speech defects, a maladjusted child who could not relate to the group situation, extreme behavioral characteristics that might jeopardize the group (Table 5).

TABLE 4

RANK ORDER OF SELECTION CRITERIA OF PRESCHOOL FACILITIES IN MONTANA

Criteria for selection	No. of facilities	Percent
Disadvantaged families	33	54.1
Open to all	26	42.6
Working mothers	12	19.7
First-come, first-serve basis	11	18.0
Student mothers	7	11.5
Greatest in need first	2	3.3
Other	5	8.2

TABLE 5

RANK ORDER FOR ENROLLMENT RESTRICTIONS OF MONTANA'S PRESCHOOL FACILITIES

Enrollment restrictions	No. of facilities	Percent
Financial standing	28	45.9
Not toilet trained	12	19.7
Mentally handicapped	7	11.5
Special needs (rest, medication, etc.)	7	11.5
Emotionally handicapped	5	8.2
Age (too old)	5	8.2
Physically handicapped	3	4.9
Other	4	6.6
Religion	0	0.0
None	16	26.2

Schedule

The facilities surveyed operated as long as year-round to a two-month season. Generally speaking, the facilities were open at least 9 months of the year (48 - 78.7%). Half of these (24 - 39.4%) were open all year long. (See Table 6)

TABLE 6

NUMBER OF MONTHS THE MONTANA PRESCHOOL FACILITIES WERE OPEN

Number of months	No. of facilities	Percent
Twelve months	24	39.4
Ten months	8	13.1
Nine months	16	26.2
Eight and a half months	3	4.9
Eight months	6	9.8
Two months	2	3.3
No answer	2	3.3
Total	61	100.0

No Montana facilities surveyed were open on Saturday or Sunday. Generally (56 - 91.7%) the facilities were open Monday through Friday, one (1.6%) was open Monday, Wednesday and Friday and another (1.6%) was open only on Thursdays.

Even though the facilities were open 5 days a week, only 51 (83.6%) had a 5-day week attendance schedule for the children. Eight had either a 3-day and/or a 2-day schedule. For example: one group attended Monday, Wednesday and Friday and another group attended on Tuesday and Thursday. This allowed for more children to participate in the total program. (See Table 7)

NUMBER OF DAYS A WEEK CHILDREN ATTEND MONTANA'S PRESCHOOL FACILITIES

Scheduled attendance/ week	No. of facilities	Percent
One day	7	11.5
Two days	9	14.8
Three days	8	13.1
Four days	5	8.2
Five days	51	83.6
Over five days	0	0.0

Most of the facilities (47 - 77.0%) had a regular schedule. There were 16 (26.2%) which had no set time for attendance. Two facilities had flexible schedules. One day care center, for example, enrolled children whose parents worked regular hours so that they knew when the child was there. At the same time children whose parents had an all-day or part-day meeting or appointment could also attend. In this case the child was there only a few hours.

There was a wide variation of time blocks. Three facilities opened at 6:30 in the morning and closed at 6:00 while another opened at 7:00 and remained open until 6:30 in the evening. Eight facilities operated on a full-day schedule from 7:30 a.m. to 5:30 p.m. Some facilities had just morning or just afternoon sessions. Others had a combination, allowing two groups of children to attend part-day rather than one group all day. Half-day sessions ranged from two to four hours in length with an average session of 3.12 hours while all-day sessions ranged from 6 to 11½ hours and averaged 9.13 hours. A few facilities

had a combination of hours. One child development center, for example, had four different groups of children; one attended 2 hours 2 mornings a week, a second 3 hours 3 mornings a week, a third 3 hours 2 afternoons a week and still another 3 hours 3 afternoons a week. This facility was closed during the noon hour. Most full-day sessions, however, were open through the noon hour and served lunch. (See Table 8)

TABLE 8

HOURS THE MONTANA PRESCHOOL FACILITIES WERE OPEN

Hours open	Half-day				Full-day				
	No. hrs.	No. fac.	Total hrs.	%	Hours open	No. hrs.	No. fac.	Total hrs.	%
8:00 - 12:00	3	1	3	1.6	6:30 - 6:00	11.5	3	34.5	4.9
8:30 - 10:30	2	1	2	1.6	6:45 - 6:00	11.3	1	11.3	1.6
8:30 - 11:00	2.5	1	2.5	1.6	7:00 - 6:00	11	1	11	1.6
8:30 - 11:30	3	1	3	1.6	7:00 - 6:30	11.5	1	11.5	1.6
8:30 - 12:00	3.5	1	3.5	1.6	7:30 - 5:00	9.5	1	9.5	1.6
8:30 - 12:30	4	3	12	4.9	7:30 - 5:30	10	8	80	13.1
9:00 - 11:15	2.3	1	2.3	1.6	7:30 - 5:45	10.3	1	10.3	1.6
9:00 - 11:30	2.5	4	9	6.6	7:30 - 6:00	10.5	5	52.5	8.2
9:00 - 12:00	3	1	3	1.6	7:45 - 5:15	9.5	1	9.5	1.6
9:00 - 1:00	4	4	16	6.6	8:00 - 4:00	8	2	16	3.3
9:30 - 1:00	3.5	1	3.5	1.6	9:00 - 3:00	6	6	36	9.8
10:00 - 1:00	3	1	3	1.6	9:00 - 3:30	6.5	1	6.5	1.6
10:00 - 1:30	3.5	1	3.5	1.6	9:00 - 4:15	7.3	1	7.3	1.6
11:00 - 3:00	4	1	4	1.6	9:30 - 4:00	5.5	1	5.5	1.6
12:00 - 4:00	4	1	4	1.6	(No answer		6		9.8)
1:00 - 3:00	2	1	2	1.6					
1:00 - 3:30	3	2	5	3.3					
1:00 - 4:00	3	1	3	1.6					
Total		27	84.3	44.8			33	301.9	53.7
Average			3.12					9.13	

Grouping

Separating children into age groups should enable the school or center to meet the children's needs better and plan an educational program for their age level. Results of the survey showed that about half of the facilities (30 - 49.2%) did so. The children were separated according to age and sessions designated for that age group or placing the children of certain ages into different rooms. Twenty nine of the facilities (47.5%) did not separate the children at all. Some of these were Head Start programs that enrolled only one age group. The most popular groupings were 3-4 years, 4-5 years and 5-6 years of age (Table 9).

TABLE 9

AGE GROUPING FOR SESSIONS AND/OR ACTIVITIES IN
MONTANA'S PRESCHOOL FACILITIES

Age groups	No. of facilities	%	Age groups	No. of facilities	%
Infants (6 months)	2	3.3	3 - 4½ years	0	0.0
1 - 2 years	1	1.6	3 - 5 years	5	8.2
1 - 2½ years	0	0.0	3 - 6 years	1	1.6
1 - 3 years	0	0.0	3½ - 4½ years	4	6.5
1½ - 2½ years	1	1.6	3½ - 5 years	2	3.3
1½ - 3 years	0	0.0	3½ - 5½ years	0	0.0
1½ - 3½ years	1	1.6	4 - 5 years	15	24.6
2 - 3 years	5	8.2	4 - 5½ years	1	1.6
2 - 3½ years	2	3.3	4 - 6 years	4	6.5
2 - 4 years	4	6.5	4½ - 5½ years	1	1.6
2½ - 3½ years	1	1.6	4½ - 6 years	3	4.9
2½ - 4 years	1	1.6	5 - 6 years	13	21.3
2½ - 4½ years	0	0.0	6 - 7 years	1	1.6
3 - 4 years	8	13.1	7 - 10 years	1	1.6

The exact number of children in attendance at these facilities was not determined. From information ascertained from the survey there were between 1,688 and 2,016 children enrolled. Differences occurred because of the interpretation of 25 or more and 50 or more. On the average 27.7 to 33.0 or more children attended each of the 61 facilities.

There was a total of 34 morning programs, 18 afternoon programs and 26 all-day programs. The average group size for these was 17.5 to 20.1 children, 20.0 to 22.4 children and 28.5 to 35.7 children respectively.

It is important to know the capacity of these facilities if future programs are to be planned. If these facilities could accommodate additional children to meet future needs there would be no reason to establish new programs. The 61 facilities surveyed could have enrolled 153 to 233 more children. One facility would like to have had fewer children. Another could have added an afternoon session to accommodate another 15 to 19 children. Nineteen could have enrolled from 5 to 40 additional children (Table 10).

Records

Children are able to grow, develop and learn better when adults can give them proper guidance and help. Developmental, as well as height and weight records indicate the child's physical, social and emotional development. This can be valuable for diagnosing future problems. Developmental changes were recorded in only 30 (49.2%) of the facilities.

Children's health, for example, is of prime importance. Some type

TABLE 10

PRESENT AND CAPACITY ATTENDANCE AT 61 OF
MONTANA'S PRESCHOOL FACILITIES, SPRING, 1970

No. children/group	<u>Morning Session</u>		Capacity	
	Present		No. of	Total no.
	No. of facilities	Total no. children	facilities	children
Less than 10	1	6 - 9	0	6 - 0
10 - 14	8	80 - 112	4	40 - 56
15 - 19	10	150 - 190	12	180 - 228
20 - 24	3	60 - 72	3	60 - 72
25 or more	12	300*- 300*	15	375*- 375*
Total	34	596*- 683*	34	675*- 731*
Average size		17.5-20.1		
Difference				79*- 48*

* - or more

Afternoon Session

Less than 10	0	0 - 0	0	0 - 0
10 - 14	1	10 - 14	0	0 - 0
15 - 19	5	75 - 95	6	90 - 114
20 - 24	5	100 - 120	3	60 - 72
25 or more	7	175*- 175*	10	250*- 250*
Total	18	360*- 404*	19**	400*- 436*
Average size		20.0-22.4		
Difference				40*- 32*

** - one total afternoon session added

All - Day Session

Less than 20	2	12 - 38	1	7 - 19
20 - 29	12	240 - 348	12	240 - 348
30 - 39	5	150 - 195	1	30 - 39
40 - 49	2	80 - 98	4	160 - 196
50 or more	5	250*- 250*	8	400*- 400*
Total	26	732*- 929*	26	837*- 1002*
Average size		28.5-35.7		
Difference				105*- 73*

Total no. children
Total average/group

1688*-2016*
27.7 - 33.0

Total
difference 233*- 153*

of health records are needed; 1) if a child is allergic to anything the meals and snacks can be planned accordingly, or 2) if there are tendencies of epilepsy, temper tantrams, nose bleeds, etc. the staff should know about them. Only 10% of the facilities did not keep records of this type.

Financial and daily attendance records aid the financial management of the facility. A majority (70.4%) kept such records. Attendance gives additional information about the child's health. It was recorded more frequently than any other statistic about the child. (See Table 11)

TABLE 11

RANK ORDER OF RECORDS KEPT IN MONTANA'S PRESCHOOL FACILITIES

Type of records	No. of facilities	Percent
Daily attendance	57	93.4
Health	55	90.2
Financial	43	70.4
Weight and height	35	57.4
Developmental	30	49.2

Parents

Learning opportunities

Parents can do much for a preschool program and, in return, the program can help the parents. When a child is left at the center or school he often has a feeling of mistrust, insecurity or being abandoned. Often a parent will stay for a while until the child feels secure in his surroundings. This may take several days, sometimes a few hours or just

a few minutes each day. If parents are unable to facilitate this adjustment period it is difficult for a child. Almost all (55 or 90.2%) of the facilities allowed parents to stay with the children but only 33 (54.1%) encouraged parents to do so.

When the facilities were not used as substitute parents, observation of their children as they work and play with others helps the parents to learn more about their children's habits, likes, dislikes, who their friends are and how they play with other children. When this information is known parents can reinforce or de-emphasize learning at home. All but one (or 60 - 98.4%) of the respondents allowed parents to observe their children but only 48 (78.7%) encouraged parents to do so.

Parents can learn about their child and children in general through other means than observation. Individual conferences with the teachers can reveal some deeper insights to the child's behavior, fears, feelings, and progress being made. Perhaps suggestions for parents to use at home can also be made. About two thirds (40) of the Montana's facilities had parent-teacher conferences for their preschoolers.

Parent-group meetings and discussion or study groups can also be helpful. These gatherings may be held as often as the group desires. Parent-group meetings were offered by 35 (57.4%) of the facilities and 21 (34.4%) had discussion or study groups. Further analysis showed there were 13 (21.3%) that did not offer any parent-teacher conferences, study or discussion groups or parent meetings. Topics included in the

discussion or study groups were: program and policies, discipline and training, fears, emotions and feelings, and community resources and services. Topics least popular for discussion were selection of toys, clothing, equipment and furniture. Other responses included children's progress and achievement, advisory group or board meetings, parents learning how to operate effectively in the community through group action, the child's ability to be a responsible decisional human being, and any other topic the group wants, such as family planning. (See Table 12)

TABLE 12

TOPICS OF PARENT MEETINGS, DISCUSSION OR STUDY GROUPS
HELD IN RELATION TO PRESCHOOL FACILITIES

Subject matter	No. of facilities	Percent
Program and policies	38	62.3
Discipline, training	28	45.9
Fears, emotions, feelings	28	45.9
Community resources and services	27	44.3
Life processes, child growth and development	24	39.3
Food habits and meal preparation for children	23	37.7
Diseases and health habits of children	21	34.4
Selection of toys, clothing, equipment, furniture	16	26.2
Other	7	11.5

Participation

Parent participation in the preschool programs helps develop a closeness between the family and school or center, gives parents an opportunity to learn more about children and the teachers to learn more about the parents. In only 30 (49.2%) of the facilities surveyed did parents have an opportunity to participate in the program. Most

frequently this was done by parents helping with special occasions (birthdays, holidays, picnics). Other opportunities included providing transportation for extended learnings, helping make the policies of the program. Parents helping with custodial tasks in the school or center was minimal - in 9.8% (6) of the facilities. (See Table 13)

TABLE 13

NATURE OF PARENT PARTICIPATION IN THE
MONTANA PRESCHOOL TEACHING PROGRAM

<u>Act of participation</u>	<u>No. of facilities</u>	<u>Percent</u>
Special occasions	38	62.3
Provided transportation	30	49.2
Made policies of school or center	26	42.6
Oriented other parents to program	22	36.1
Special areas of teaching (art, music, science)	22	36.1
Routine tasks of children (dress, rest, eat, toilet)	19	31.2
Interpreted special activities and services to others	17	27.9
Maintain equipment and toys	17	27.9
Plan learning program for children	16	26.2
Custodial tasks in school or center	6	9.8

Personnel

Staff size

The first 6 years of life are crucial, as much of what is learned by, taught to, and done for a child has bearing on later development. The persons who work with the children, therefore, are an important aspect of the day care and educational programs. It was necessary to know the qualifications of the personnel involved. Parents want someone who is qualified by education or experience caring for and educating their child.

A facility is usually staffed by a combination of full-time, or part-time employees. Some are teachers, others aides, and still others serve as cooks. Many of the people hired have several responsibilities, and sometimes there may be one or two persons doing everything.

In general, the facilities had from one to four full-time teachers. Teaching staff is defined as those responsible only for teaching. There were 157 full-time teachers, an average of 2.57 teachers for each of the 61 facilities, or 3.60 teachers for the 43 facilities having full-time teachers. Part-time teachers included aides who helped with the program, parents who helped and students. There were 83 part-time teachers, an average of 1.36 teachers for each of the 61 facilities or 3.61 for each of the 23 facilities reported as having them. Usually there were two or three persons on this staff (Table 14).

Some teaching personnel have secondary duties such as cooking, directorship; in some cases the school was a one-man operation. Personnel classified as having other responsibilities totaled 54, an average of .89 for each of the 61 facilities or 2.16 for each of the 25 respondents reporting.

Of these 54 split-duty staff members, non-teaching responsibilities were varied. The non-teaching responsibility gives some indication as to the quality of their teaching performance - probable number of divided hours, the relationship of duties, depending on how technical or involved the other responsibility is. A speech therapist or nurse on a teaching staff can be performing both duties at the same time, but a cook or

TABLE 14

FULL-TIME AND PART-TIME TEACHERS ON THE STAFF OF
MONTANA'S PRESCHOOL FACILITIES

Number on staff	No. of facilities	Full-time		No. of facilities	Part-time	
		Total no.	%		Total no.	%
One	7	7	11.5	4	4	6.6
Two	11	22	18.0	9	18	14.8
Three	8	24	13.1	4	12	6.6
Four	8	32	13.1	2	8	3.3
Five	0	0	0.0	0	0	0.0
Six	3	18	4.9	1	6	1.6
Seven	1	7	1.6	1	7	1.6
Eight	0	0	0.0	0	0	0.0
Nine	3	27	4.9	0	0	0.0
Ten	2	20	3.3	1	10	1.6
Eighteen	0	0	0.0	1	18	1.6
Total staff	43	157	100.0	23	83	100.0
Average on staff						
for	43 fac.	3.60 persons		for 23 fac.	3.61 persons	
for	61 fac.	2.57 persons		for 61 fac.	1.63 persons	

TABLE 15

RANK ORDER OF NON-TEACHING RESPONSIBILITIES OF
MONTANA'S PRESCHOOL TEACHERS

Responsibility	Number on staff						Total
	One	Two	Three	Four	Five	Six	
Cook	1	2	3	6	0	1	13
Janitor	0	3	0	4	0	1	8
Bookkeeper	1	0	1	4	0	1	7
Everything	1	2	3	0	0	0	6
Nurse	1	1	1	1	0	1	5
Director	3	2	0	0	0	0	5
Social Worker	4	1	0	0	0	0	5
Volunteers	0	0	0	0	0	2	2
Speech therapist	0	1	0	0	0	0	1
Help where needed	0	0	1	0	0	0	1
Clean-up	0	0	0	1	0	0	1
Total staff members	11	12	9	16	0	6	54
Total fac. reporting	11	6	3	4	0	1	25
Average on staff for 25 fac. 2.16 persons							
for 61 fac. .89 persons							

bookkeeper needs to concentrate on one job at one time. The most common non-teaching responsibility reported was that of cook. (See Table 15)

The number of people on the non-teaching staff totaled 196. For the 61 facilities this averaged 3.21 persons each, or 4.35 persons of the 45 facilities reporting additional personnel. It was most common to have 2 or 3 staff persons who did not teach. (See Table 16)

TABLE 16
NUMBER OF NON-TEACHING STAFF MEMBERS OF
MONTANA'S PRESCHOOL FACILITIES

Number of staff	No. of facilities	Total	Percent
One	5	5	8.2
Two	8	16	13.1
Three	9	27	14.8
Four	6	24	9.8
Five	7	35	11.5
Six	1	6	1.6
Seven	1	7	1.6
Eight	6	48	9.8
Twelve	1	12	1.6
Sixteen	1	16	1.6
Total on staff	45	196	
Average on staff	for 45 facilities	4.35 persons	
	for 61 facilities	3.21 persons	

Including all the teaching-only staff (part-time and full-time), teachers with other responsibilities and the non-teaching staff members there was a total of 490 staff persons. This averages 8.03 people on the staff for each of the 61 facilities.

Education

The educational attainment of the full-time teaching staff was either graduation from high school or a bachelor degree. Of the teachers with split-duty of responsibilities it was more common to find educational attainment of graduation from high school. Very few bachelors or masters degrees (8 out of a total of 54) were reported. For the 211 total persons on full-time and split-time teaching staff, there were 55 who had earned a bachelor degree and 7 who had earned a master degree. Considering national recommendations for certification, Montana has very few qualified teachers for their preschool program (Table 17).

TABLE 17

EDUCATIONAL ATTAINMENT OF TEACHERS IN MONTANA'S PRESCHOOL FACILITIES

<u>Education</u>	<u>Full-time No. of staff</u>	<u>Split-time No. of staff</u>	<u>Total</u>
No high school diploma	2	2	4
Graduated from high school	41	18	59
Completed 1-2 years of college	28	6	34
Completed 3-4 years of college	24	0	24
Bachelors degree	39	2	41
Credits beyond bachelors degree	11	3	14
Masters degree	2	3	5
Credits beyond masters degree	2	0	2
G.E.D. test	5	1	6
Nursing (RN, LPN)	2	0	2
Experience with small children	0	2	2
Associate degree in merchandising	1	0	1
No answer	0	17	17
<u>Total</u>	<u>157</u>	<u>54</u>	<u>211</u>

Bachelors and masters degrees were obtained in Education, Home Economics and Sociology in that order. One education minor had an emphasis in child development. There were very few staff directors with a masters degree, only two facilities were noted as having a director with a masters degree. (See Table 18)

TABLE 18

MAJOR AND MINOR FIELDS FOR BACHELORS AND MASTERS DEGREES
FOR THE STAFF ON MONTANA'S PRESCHOOL FACILITIES

Rank order of Field of study	Bachelors		Masters		Majors
	Major	Minor	Major	Minor	
Education	28	3	5	0	33
Home Economics	7	0	1	2	8
Sociology	5	1	0	0	5
General	3	0	0	0	3
Nursing	2	0	0	0	2
History	1	0	1	0	2
Physical Education	1	0	0	0	1
Art	1	0	0	0	1
Psychology	1	0	0	0	1
Music Education	1	0	0	0	1
Christian Education	1	0	0	0	1
Philosophy	1	0	0	0	1
Dance	1	0	0	0	1
Speech Therapy	1	0	0	0	1
Liberal Arts	1	1	0	0	1
Social Science	0	1	0	0	0
Testing and Counseling	0	0	0	1	0
Total	55	6	7	3	62

Of the advanced degrees acquired only 35 reported when the degree was received. About one-third (12) of those reported were received within the last four years. More than half (19) were received within the

last nine years. This might indicate these persons had received training recently after Head Start programs had evolved and when the program emphasized education instead of care. (See Table 19)

TABLE 19
NUMBER OF YEARS AGO DEGREES WERE EARNED FOR STAFF OF
PRESCHOOL FACILITIES IN MONTANA

Number of years ago	Number
0 - 4 years	12
5 - 9 years	7
10 - 14 years	3
15 - 19 years	4
20 - 24 years	5
25 - 19 years	4
Total	35

Nineteen different universities or colleges had conferred these degrees, most within the state of Montana. They were: Montana State University (Bozeman) 7, Eastern Montana College (Billings) 5, University of Montana (Missoula) 3, and Western Montana College of Education (Dillon) 2. The others listed were out of state and included California, Indiana, Iowa, Kansas, Massachusetts, Michigan, Nebraska, New York, North Dakota, Ohio, Oklahoma, Oregon and Tennessee.

Experience

The most common background experience for child care was personal experience raising their own children (42 - 68.9%). This was followed by Sunday school and elementary school teaching (37 - 60.7% and 30 - 49.2% respectively). Other experiences listed were Head Start training, 4-H

leaders, Montessori School, speech therapy clinic, Job Corps, mentally retarded association and raising a mentally retarded child, vocational instructor, arts and crafts summer program, nursery teaching aid course and vacation Bible school teacher (Table 20).

TABLE 20

RANK ORDER OF FIRST-HAND EXPERIENCES OF THE TEACHING STAFF OF
MONTANA'S PRESCHOOL FACILITIES

<u>Experiences</u>	<u>No. of facilities</u>	<u>Percent</u>
Personal experience raising own children	42	68.9
Sunday school teaching	37	60.7
Elementary school teaching	30	49.2
Kindergarten teaching	24	39.3
Caring for friends and relatives children	22	36.1
Just enjoys children	22	36.1
Secondary school teaching	11	18.0
Preschool teaching elsewhere	11	18.0
Nursing in pediatrics	6	9.8
Other	14	23.0

Replacement

When a vacancy occurred in the staff, newspaper advertising was the most common means of finding a replacement. Employment office, parents, and the public schools were next in that order. One respondent even stated she could not be replaced. Replacements were also found by contacting a college, school administration or from a listing of interested applicants and calls from women who want to work (Table 21).

TABLE 21

MEDIA USED FOR STAFF REPLACEMENT IN MONTANA'S PRESCHOOL FACILITIES

Media (Rank order)	No. of facilities	Percent
Newspaper	24	37.7
Employment office	16	26.2
Parents	15	24.6
Schools	11	18.0
Friends	11	18.0
Radio	9	14.8
Church	5	8.2
Board members, CAP	5	8.2
Tribal appointment or selection	2	3.3
Bulletin	2	3.3
Word of mouth	2	3.3
Aides work up	2	3.3
Job applications on hand	2	3.3
Other	5	8.2

Program

Establishment

Of the 61 responding facilities none were established before 1930. Most of them (52 - 85.3%) were established after 1965, and two since the beginning of 1970 (Table 22). Recent legislation does seem to have an impact on the proliferation of preschool facilities.

The most influential people in establishing the preschool facilities were those who worked for the OEO, CAP, BIA, and tribal councils. Twenty six (42.6%) facilities were so influenced. Eleven (18.0%) facilities were established through the influence of church groups or pastors. Teachers, public service groups, mothers and the owners or managers all were rated equally. Only one facility was established because of the extension service (See Table 23).

TABLE 22

DATES MONTANA'S PRESCHOOL FACILITIES WERE ESTABLISHED

Dates	No. of facilities	Percent
1900 - 1929	0	0.0
1930 - 1939	2	3.3
1940 - 1949	2	3.3
1950 - 1954	2	3.3
1955 - 1959	0	0.0
1960 - 1964	3	4.9
1965 - 1969	50	81.9
1970 -	2	3.3
Total	61	100.0

TABLE 23

RANK ORDER OF PERSONS BEING INFLUENTIAL IN THE ESTABLISHMENT OF MONTANA'S PRESCHOOL FACILITIES

Position in community	No. of facilities	Percent
Government personnel	26	42.6
Church, pastor	11	18.0
Teachers	5	8.2
Public service groups	5	8.2
Mothers	5	8.2
Self-initiated (owners)	5	8.2
School groups	4	6.6
Government programs (Title III, ECE, AVCO, etc.)	4	6.6
Friends	3	4.9
Social Workers	2	3.3
Women's clubs	2	3.3
Extension service	1	1.6
No explanation	1	1.6

More than half (33 - 54.1%) of the preschool facilities in Montana were opened to provide educational opportunities for children. The

emphasis, therefore, seems to be on educational development versus only day care. Nine, or 14.8%, were started as money-making ventures. There were 8 (13.1%) facilities that opened just because government funds were available for use (Table 24).

TABLE 24

RANK ORDER OF REASONS FOR THE ESTABLISHMENT OF
MONTANA'S PRESCHOOL FACILITIES

<u>Reasons for opening</u>	<u>No. of facilities</u>	<u>Percent</u>
Provide educational opportunities	33	54.1
Serve "working" mothers	13	21.3
Provide social outlet for children	11	18.0
Serve as money-making venture	9	14.8
Government funds were available	8	13.1
Give mothers "time out" from child	7	11.5
Serve "student" mothers	5	8.2
Study of children's behavior	4	6.6
Serve "busy or shopping" mothers	4	6.6
A general need (medication, nutrition, etc.)	4	6.6
Aid in war time emergency	3	4.9
Other	4	6.6

Objectives

Meeting the children's needs are the primary objectives for establishing and operating a preschool facility. Fifty two (85.3%) respondents checked aiding the emotional, social and mental development of the child, improving the child's physical health and abilities (45 - 73%), helping children to understand and grow in today's world (43 - 70.5%) and building healthful, happy relationships with others (41 - 67.2%) research opportunities, studying and observing children ranked

low as the main objectives. Some of the other objectives listed were to care for children while parents receive training, reach new church members, preschool program, provide physical care when abandoned by parents, help to understand bi-lingual problems of Indian children and aid in the development of English language for them (see Table 25). These objectives remain similar to those given when the facility was established (Table 23).

TABLE 25

RANK ORDER OF PRESENT OBJECTIVES OF PRESCHOOL FACILITIES IN MONTANA

<u>Objectives</u>	<u>No. of facilities</u>	<u>Percent</u>
Aid in emotional, social, mental development	52	85.3
Improve physical health and abilities	45	73.8
To understand and grow in today's world	43	70.5
Build good relationships with others	41	67.2
Understand self	34	55.7
Provide service to parents	34	55.7
Educate the parents	19	31.2
Train teachers of young children	8	13.1
Provide research opportunities to study children	6	9.8
Develop the whole family and child	2	3.3
Help raise standards of living	2	3.3
Other	5	8.2

Activities

Children need and depend on scheduling of activities. Through this children learn sequence of time and a feeling of security. Fifty eight (95.1%) of the facilities had a scheduling of play periods, routines and activities while only 4.9% (3) were reported as not having a regular schedule.

A varied program is necessary in meeting all the children's needs. A variety of quiet activities in 95.1% (58) of the facilities surveyed as well as a variety of active play activities in 90.2% (55) were reported.

Health and safety - - Outdoor play every day is ideal. Forty two (68.9%) of the facilities reported having outdoor play every day. Not all facilities made the provisions (covered porches, sheltered areas) for inclement weather.

Daily inspection does not seem as formal as in the past: each child having his nose and throat checked as he entered the door. Usually parents keep their child home if there is any indication of sickness. Twenty seven (44.3%) of the facilities reported they had health inspection.

Fifty eight (95.1%) of the facilities served snacks. The majority had combinations of juices (14), milk (12), ice cream (2), Cool Aid or popsicles (1) with fresh or dried fruits (18), cookies (11), dry cereal (9), vegetables, crackers or bread, toast or rolls (6), cheese or meat (5), candy (4), raisins (3), sandwiches (3), popcorn (2), or marshmallows (1). The popular combinations were juice or milk and cookies, crackers or cereal (16). Five had either juice or milk and crackers, cookies, bread and butter or dry cereal only, one had only juice, and one had milk and candy only. In some cases the types of snacks served were designated as "finger" foods, substantial, specially foods or vitamin C and protein supplements.

Conceptual understanding

The most popular educational item (91.8% or in 56 facilities) was number, color and shape conceptual development. Creative expression (art, dance, music, etc.) was included in 83.6% (51) of the programs. Dramatic play and science experiences were among the least popular activities. (See Table 26)

TABLE 26

ACTIVITIES OF THE PRESCHOOL PROGRAMS IN MONTANA

Activity	No. of facilities	Percent
Variety of quiet activities	58	95.1
Variety of active play activities	55	90.2
Snacks	58	95.1
Regular meals	51	83.6
Rest periods	48	78.7
Naps	27	44.3
Walks, trips, excursions	45	73.8
Play outdoors every day	42	68.9
Health inspection	27	44.3
Number, color, shape concepts	56	91.8
Creative expression	51	83.6
Learning about others	47	77.1
Safety and health concepts	46	75.4
Science experiences	41	67.2

Creativity - All but one (60 - 98.4%) of the facilities let the children draw free hand to express creativeness. There were 33 (54.1%) programs which included use of coloring books. Some experts believe this hampers free thought and self-expression. Finger painting was popular as was the use of adult clothes for dress-up to display talents, imagination, and ingenuity. Carpentry tools at workbenches were not as popular as

other means of creativity. Although this does require closer adult supervision for safety purposes, 28 (45.9%) facilities had these provisions (see Table 27).

TABLE 27

RANK ORDER OF MEANS OF CREATIVE EXPRESSION USED IN
MONTANA'S PRESCHOOL FACILITIES

Media	No. of facilities	Percent
Draw free hand	60	98.4
Use of finger paints	50	82.0
Use of adult clothes for dress-up	48	78.7
Use of easel paints	42	68.8
Making of collages	42	68.8
Water play	36	59.0
Food preparation (ice cream, popcorn, cookies)	36	59.0
Use of coloring books	33	54.1
Use of carpentry tools	28	45.9

Muscle coordination - - Of the 61 facilities surveyed 59 (96.7%) believed they had sufficient dolls, dishes and play housekeeping equipment for at least one-third of the children to use at one time. This was true of both large and small blocks. Books and puzzles also seemed adequate. Supplies of vehicles such as tricycles, wagons and scooters were least adequate (Table 28).

TABLE 28

RANK ORDER OF PLAY EQUIPMENT AVAILABLE AT THE
MONTANA PRESCHOOL FACILITIES

<u>Equipment</u>	<u>No. of facilities</u>	<u>Percent</u>
Dolls, dishes, housekeeping equipment	59	96.7
Blocks	58	95.1
Books, scrapbooks, pictures	56	91.8
Puzzles	53	90.2
Wheel toys, (trucks, cars, trains)	52	85.3
Phonograph and records	52	85.3
Musical pieces (bells, drums, etc.)	42	68.8
Large apparatus for climbing	39	63.9
Vehicles (wagons, tricycles, scooters)	35	57.4

Facility

Buildings

One problem in establishing and continuing preschool business is the building itself. Buildings used for preschool programs were churches, (16 - 26.2%), schools (15 - 24.6%), remodeled buildings (13 - 21.3%), private homes (10 - 16.4%), buildings originally built for this purpose (3 - 4.9%) and seven (11.5%) miscellaneous places such as trailers, Masonic Temple, American Legion Hall, public recreation building, BIA building, addition to own home and in a commercial-type block, and one unknown. For 19 (13.1%) facilities the space was rented, 18 (29.1%) owned the building and 15 (24.6%) had free use plus paid the utilities.

The age of the buildings varied. One-third (32.8%) were at least 40 years old. About half of the buildings (52.5%) were at least 20 to 29 years old. Only 5 had been built in the last 5 years. (Table 29).

TABLE 29

AGE OF BUILDINGS USED FOR MONTANA'S PRESCHOOL FACILITIES

Age of buildings	No. of facilities	Percent
0 - 4 years old	5	8.2
5 - 9 years old	7	11.5
10 - 14 years old	6	9.8
15 - 19 years old	4	6.6
20 - 29 years old	7	11.5
30 - 39 years old	5	8.2
40 or more years old	20	32.8
No answer	7	11.5
Total	61	100.0

NAEYC recommends 35 square feet minimum allotment for indoor area and the 1000 square feet minimum outdoor area allotment per child was followed. More than half (57.4% and 52.5%) of the facilities had space for 25 or more children, indoors and outside. This is more than the average needed. (See Table 30)

TABLE 30

AREA AVAILABLE FOR CHILDREN IN MONTANA'S PRESCHOOL FACILITIES

Square feet	Indoors		Square feet	Outdoors	
	No. of facilities	Percent		No. of facilities	Percent
350 - 499	4	6.6	1000 - 1499	7	11.5
500 - 649	1	1.6	1500 - 1999	3	4.9
650 - 849	7	11.5	2000 - 2499	4	6.6
850 - 999	2	3.3	2500 - 2999	2	3.3
1000 or more	35	57.4	3000 - more	32	52.5
No answer	12	19.6	No answer	13	21.2
Total	61	100.0		61	100.0

License, Insurance, Health and Safety

More facilities (31 - 50.8%) did not have a license from the State Department of Public Welfare than those that did (26 - 42.6%). State licensing is for the protection of all concerned. Licensing assures parents the facility meets fire and health regulations of the state. Head Start programs are not required to have a license but do have to abide by federal regulations. This may account for the large percent not licensed. Of the 26 facilities with a license 22 had regular licenses. Four were provisional which meant they could operate for 6 months while making provisions to correct their standing.

Fifty five of the 61 facilities had liability insurance. Analysis showed that five (one did not answer the question) of the facilities without liability insurance did not have any fire protection. The other three were minimally equipped with fire extinguishers.

Other means of maintaining safety in a facility are the fire and public health department inspections. Fifty two (85.2%) had been inspected by the fire department but two did not pass inspection. The public health department had inspected and passed 49 (80.3%) facilities.

More of the facilities had fire drills than expected (46 - 75.4%). More than half of the 46 had them at least 4 times a year while sixteen reported having them every month, 9 twice a year, 6 three times a year, and one even had them once a week (see Table 31).

TABLE 31

SAFETY AND HEALTH FACTORS RELATING TO THE PRESCHOOL FACILITIES IN MONTANA

Factors	Yes		No		No answer	
	No. of fac.	%	No. of fac.	%	No. of fac.	%
Inspected by fire department	52	85.2	8	13.1	1	1.6
Pass inspection by fire dept.	50	80.2	1	1.6	10	16.4
Have regular fire drills	46	75.4	15	24.6	0	0.0
Inspected by public health dept.	49	80.3	11	18.0	1	1.6
Pass inspection by health dept.	49	80.3	0	0.0	12	19.7
Isolation room for temporary sick	52	85.2	8	13.1	1	1.6
Person trained in first aid available	47	77.0	11	18.0	3	4.9
Liability insurance	55	90.2	5	8.2	1	1.6

Most of the facilities had some type of fire protection available. Methods used were portable extinguishers (53 - 86.9%), ceiling sprinklers (5 - 8.2%), BIA fire department (1 - 1.6%), direct bell to the fire station (1 - 1.6%) and one had an extinguisher on order. Six facilities (9.8%) had no fire protection at all.

Several exits are necessary in case of a fire. The number of exits ranged from two to five or more for the facilities surveyed with an average of about $2\frac{1}{2}$ exit doors per facility (Table 32).

TABLE 32

NUMBER OF EXIT DOORS IN MONTANA'S PRESCHOOL FACILITIES

Number of exits	No. of facilities	Percent
Two doors	25	41.0
Three doors	16	26.2
Four doors	10	16.4
Five or more doors	10	16.4
Total	61	100.0

The spread of communicable diseases can be reduced by using personal or throw-away towels and cups. Paper towels were used by 57 (93.4%), personal towels by 4 (6.6%) and other towels by 1 (1.6%). Paper cups were used by 46 (75.4%), drinking fountains by 22 (36.1%) and personal cups or glasses used by 4 (6.6%).

CHAPTER V

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Summary

The concern today is that children obtain proper care and receive guidance to meet individual needs. Persons in Montana interested in early growth and development are concerned about the types of preschool facilities available. This study was conducted to obtain information concerning such facilities and to ascertain how they are meeting the needs of Montana's 77,000 children under the age of 5.

A questionnaire was sent to 109 preschool facilities. There were 61 respondents.

Most of the facilities surveyed were located in or near the metropolitan areas of Montana or on its Indian reservations. There was a lack of facilities in the center of the state as well as the perimeter.

Fifty of the 61 preschool programs were established within the last five years. Head Start programs for disadvantaged children predominated. Basically, the objective was to help develop the child emotionally, socially, mentally and physically through a varied program of creative expression and learning shape, number and color concepts with less emphasis on scientific thought.

Facilities were normally open for nine to twelve months, Monday through Friday. Children could attend morning sessions three hours in length with 17 to 20 other children or all day sessions of nine hours

with 28 to 35 other children. They were usually divided into age groups of 3-4 year, 4-5 year and 5-6 year olds for activities.

Parents could learn about their children by observing, parent-teacher conferences and/or group meetings. Study topics included discussion on policies, discipline and training, fears, emotions and feelings of children with the staff from the school. Parents participated in the program by assisting with special occasions, making policies and providing transportation for outings.

Each faculty averaged 8 staff members. More were likely to be non-teaching staff members than part-time and split-time staff members. Graduation from high school or attainment of bachelors degrees in education were the normal qualifications of teaching staff. Very few had a master's degree. Although some taught Sunday school or elementary school more often their experience was raising their own children. If a replacement was needed she was located through newspaper advertising, employment office or the parents.

More than half of the 61 facilities did not have a license from the state welfare office. They were housed in buildings twenty or more years old, generally churches, schools, remodeled buildings or private homes. Most were inspected and passed by the fire and public health departments. Fire drills were held at least four times a year. Ninety percent of the facilities carried liability insurance but two of those without insurance did not have any means of fire protection.

Conclusions

This survey indicated that the Head Start programs were of prime importance for Montana's children. Results give reason to believe the disadvantaged children in either metropolitan areas or Indian reservations have good opportunities to participate in these programs. The middle-class child is not the focus of attention.

These 61 facilities were reaching between 1,688 and 2,016 or more of Montana's 77,000 children under five years of age. This leaves approximately 75,000 children with no preschool opportunities. There is a need, therefore, for the establishment of more preschool programs.

Weekend care for children was not provided by these facilities. Some children do need care on the weekends. This had to be accomplished by some other means, possibly babysitters, family members or not at all.

The government has played a large part in the preschool programs of Montana. It appears given money from a public source people are willing to engage in such business, but not to pursue it on their own.

No parent cooperatives were found in Montana. This might indicate a lack of parental effort to provide educational opportunities for their children. Parent education could be improved by helping parents realize this is one method of meeting the children's needs.

The quality of teaching staff members needs to be improved. Two methods are possible: 1) encourage and enforce regulations for certification of preschool teachers and 2) inform parents and future college students of the real need for having qualified teachers in the preschool program.

The survey indicated teaching number, shape and color concepts as a preference in the educational portion of the program. Little consideration was given to science and the "why's" and "how's" of things. To grow in today's world with proper understanding, a child needs to understand the "why" and "how".

Play equipment consisted of dolls and housekeeping equipment, blocks, books and puzzles. There was a short supply of carpentry tools, wagons, tricycles and climbing apparatus. A priority objective listed was physical development. Large muscle development could not be accomplished without this type of equipment. Musical instruments were also low in supply.

Licensing is for self-protection, requiring that specific standards for health and safety be met. Less than half of the facilities had a license. There were others that had not applied for or received a license but were inspected by the designated departments for safety and health. Parents need to be more aware of licensing laws and requirements for facilities of this nature. Then they could demand that the facilities be licensed prior to registration of their children.

Recommendations

Improvement of the study

Several weaknesses were noted in the questionnaire. Even though the questionnaire was pretested by several preschool personnel, accurate numbers of children's attendance could not be determined. Thus, a

specific count for the teacher-child ratio could not be made.

The questionnaire was designed to fit answers for computer analysis. This did seem to inhibit open-ended questions and limited the content of answers received. In addition, it was still necessary to review the original questionnaire for many of the answers.

Recommendations for Montana's Preschool Facilities

To improve the quality of the preschool programs in Montana there will need to be some changes made.

Licensing by the state public welfare office of all preschool programs should be enforced. Minimum requirements would include that each facility be inspected and passed by the health and fire departments, mandatory that liability insurance be carried, at least one certified teacher be on the staff and an established basic set of materials and equipment be available in each facility.

Requirements of certification for teachers in the preschool programs should be established and controlled. Training programs should be made available to personnel to become updated in their field and for staff members to attain a level of education deemed necessary for certification.

A basic set of materials and equipment, (such as the minimum list established by the National Association for the Education of Young Children) be adhered to as assurance that a child's basic needs will be met.

The title of the facility consistent with national definitions,

should give true indication of the type it is, not to be misleading. For example Little Jack Horner would be titled Little Jack Horner Day Care Center, Little Jack Horner Nursery School, Little Jack Horner Head Start program, or whatever it may be.

For future study

While compiling the list of the preschool facilities used in this study, addresses were received of many kindergartens. While these have similarities to the facilities studied they are different in their own rights. A survey of similar nature could be carried out so that their location, number of children reached, qualifications of the staff, and content of their programs could be studied. It might be that a still larger portion of Montana's children under six are being reached than appears from this study.

Changes always occur in facilities. A follow-up survey of similar nature to this might be necessary in several years to update the list and note any changes of emphasis or in personnel training.

It was learned that no facilities were open on Saturday or Sunday. What type of arrangements are made for children whose parents work on the weekends?

Montana laws do not make it mandatory for all preschools to be licensed nor requirements for the teachers qualifications. A study of teacher certification or enforcement of uniform licensing would be of benefit to the general state-wide preschool program. With the increasing spread of franchise day care chains it would be interesting to know what

impact, success or failures they will have in the socialization and education of tomorrow's children. . . in the state of Montana.

APPENDIX A

Correspondence, Questionnaire

School of Home Economics
Montana State University
Bozeman, Montana 59715
December 11, 1969

Dr. Joe Roe, Director
Division of Family Services
Dept. of Health, Education and Welfare
Helena, Montana 59601

Dear Dr. Roe:

I am beginning work on research for a thesis for an advanced degree at Montana State University. The area of study I have selected concerns the care and development of the child with emphasis on nursery schools, day care centers or child development centers and Head Start programs in the state of Montana.

To acquire the information needed for my study, I need to have a directory of all the now-existing facilities in Montana. Do you have such a directory? If not, to whom should I write for a listing of public and private nursery schools, day care centers or child development centers and the Head Start programs?

I will appreciate any help you can give me - and shall look forward to hearing from you soon.

Sincerely,

(Mrs.) Jack Baringer,
Graduate Student

(Miss) B. Bethine Bigej,
Graduate Adviser

JB,BBB:pl

The Big Sky Country



FORREST H. ANDERSON,
Governor

THEODORE CARKULIS,
Administrator

STATE OF MONTANA
DEPARTMENT OF PUBLIC WELFARE

P. O. Box 1723

Helena, Montana 59601

January 13, 1970

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Great Falls

Mrs. Jack Baringer, Graduate Student
Montana State University
Bozeman, Montana - 59715

Dear Mrs. Baringer:

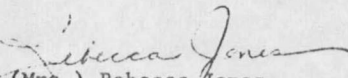
We have received your letter in which you request a directory of all the now existing day care facilities in Montana.

Enclosed is a copy of the Licensed Day Care Centers in the State. We do not have a directory which lists all the Head Start programs, nor Nursery Schools, which are geared to providing kindergarten. Kindergartens do not have to be licensed in this State.

May we suggest that you contact: Mrs. Billie Jean Hill, Director
Rocky Mountain Development Council, Inc.
Box 721 - 324 Fuller
Helena, Montana

If we can be of further service, please contact us.

Sincerely,


(Mrs.) Rebecca Jones
Resource Worker
Helena District

RJ/mm

Encl.

cc. Miss B. Bethine Bigej
Graduate Adviser

LICENSED DAY CARE CENTERSBILLINGS DISTRICTBillings

Community Day Care & Enrichment
Center
310 North 27th Street
Billings, Montana 59101

Mrs. Sally Hickman, Director
18 children ages 3 to 6
Non-profit

Darlene Dyer Day Care Center
112 Avenue B
Billings, Montana 59101

Mrs. Darlene Dyer
16 children
Private

First Methodist Child
Development Center
4th Ave. N. and 28th St.
Billings, Montana 59101

Mrs. Louise Dutcher, Operator
15 children ages 3 and 4
Church-sponsored
Non-profit

Jack 'n Jill Day Care Center
2211 Lewis Avenue
Billings, Montana 59102

Forney Hay, Operator
20 children over 2 yrs. of age
Private

BUTTE DISTRICTBozeman

ABC Day Care Center
315 South 19th
Bozeman, Montana 59715

Rev. Len J. Runner, Karol Gale
30 children 2 thru 12
Nazarene Church, church-sponsored
Non-profit

Bozeman Nursery
409 North Bozeman
Bozeman, Montana 59715

Ellen Covey, Operator
40 children 2 to 5
Public
City-operated

*Pilgrim Nursery School
2118 South 3rd Avenue
Bozeman, Montana 59715

Mrs. John H. Rumely, Director
20 children ages 2 to 5
Church-sponsored
Non-profit

*in operation but does not need license

Butte

Community Day Care Facilities, Inc. 201 W. Quartz Butte, Montana 59701	Mrs. Marge Clark, Director 50 children ages 2 to 12 Non-profit
Soroptomist Day Care Center 833 West Quartz Butte, Montana	Mrs. Mary Lamb, Operator 12 children Non-profit

Deer Lodge

St. Joseph's School for Tiny Tots St. Mary's Avenue and Dixon Deer Lodge, Montana 59722	Sister Alice Clare 45 children ages 2½ to 6 Church-sponsored Non-profit
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Helena

Foot Kindergarten & Nursery 802 9th Avenue Helena, Montana 59601	Gladys L. Foot, Operator 25 children ages 2 to 12 Private
Jack 'n Jill Nursery 312 North Davis Helena, Montana 59601	Mrs. Viola G. Posey 20 children ages 2 to 12 Private
Headstart Day Care Center Legion Hall 104 North Warren Helena, Montana 59601	Billie Jean Hill, Director 40 children, ages 3 to 6 Public
Headstart Day Care Center St. Mary's 1821 Roberts Helena, Montana 59601	Billie Jean Hill, Director 20 children ages 3 to 6 Public
Headstart Day Care Center Wilson Hall 27 Placer Helena, Montana 59601	Billie Jean Hill, Director 40 children ages 3 to 6 Public

GLASGOW DISTRICTGlasgow

AVCO Day Care Center
 AVCO - ESC, Building #846
 Glasgow, Montana 59230

H. Joseph Pratt, Director
 100 children ages 2 thru 14
 Private

GREAT FALLS DISTRICT

Great Falls

Liberty Bell Day Care Center
 3115 8th Avenue North
 Great Falls, Montana 59401

Mrs. Harold Hamon, Operator
 26 children ages 2 to 6
 Private

Little Lamb Nursery
 309 Riverview Drive, NE
 Great Falls, Montana 59401

Mr. & Mrs. David Hunt, Operators
 23 children ages 2 to 12
 Private

Opportunities, Inc.
 607 11th Street North
 Great Falls, Montana 59401

Francis Mitchell, Director
 32 children ages 2 to 6
 John Allen, Operator
 Public

St. Thomas Day Care Center
 3200 Central Avenue
 Great Falls, Montana 59401

Sister Angela Ann
 30 children ages 2 to 6
 Church-sponsored
 Non-profit

White House Child Day Care Center
 620 Second Avenue North
 Great Falls, Montana 59401

Mildred Amdahl, Operator
 30 children ages 2 to 6
 Church-sponsored
 Non-profit

MILES CITY DISTRICT

Miles City

Wee Care Center
 2019 Main
 Miles City, Montana 59301

Mrs. Mary Hardesty
 30 children ages 2 to 12
 Private

MISSOULA DISTRICTKalispell

Marguerite Smith Child Day Care
Center
Third Street & Second Ave. East
Kalispell, Montana 59901

Mrs. Marjorie Mero, Director
49 children ages 2 to 6
Church-sponsored
Non-profit

Missoula

Bambi Nursery
218 South 6th East
Missoula, Montana 59801

Mrs. Doreen Hofman, Operator
24 children ages 2 to 6
Private

Headstart Day Care Center
Missoula Mineral Human
Resources, Inc.
300 East Main
Missoula, Montana 59801

Sylvia Stanley, Operator
51 children ages 2 to 6
Public

Jack 'n Jill Nursery
1330 South 4th Street
Missoula, Montana 59801

Mrs. Jan Watson
44 children ages 2 to 6
Private

Kensington Nursery
355 Kensington
Missoula, Montana 59801

Mrs. Barbara Shook
Mrs. Eileen Wolschlaeger,
Operators
20 children ages 2 to 5
Private

Little Bo Peep Nursery
301 South 6th Street West
Missoula, Montana 59801

Mrs. Dianne Baertsch, Operator
30 children ages 2 to 6
Private

Play School Center
South Avenue West at 26th
Missoula, Montana 59801

Mrs. Dell Kelley, Operator
65 children between 2 and 7
Church-sponsored
Non-profit

CENTERS THAT WILL PROBABLY BE LICENSED IN THE FUTURE

GLASGOW DISTRICT

Havre

Church Day Care Center
937 5th Avenue
Havre, Montana 59501

Richard C. Vanderpool, Director
Church-sponsored
Non-profit

January 23, 1970

Mrs. Rebecca Jones
Resource Worker, Helena District
Department of Public Welfare
P. O. Box 1723
Helena, Montana 59601

Dear Mrs. Jones:

I received your letter which listed the licensed child care centers in Montana. Thank you very much for sending me this information. At your suggestion I am writing to Mrs. Hill for more information.

Sincerely,

Mrs. Jack Baringer
1202 West Garfield
Bozeman, Montana 59715

cc: Miss Beth Bigej
Graduate Advisor

January 23, 1970

Mrs. Billie Jean Hill, Director
Rocky Mountain Development Council, Inc.
Box 721 - 324 Fuller
Helena, Montana 59601

Dear Mrs. Hill:

I am beginning work on research for a thesis for an advanced degree at Montana State University. The area of study I have selected concerns the care and development of the child with emphasis on nursery schools, day care centers or child development centers and headstart programs in the state of Montana.

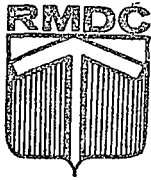
It was suggested to me by Mrs. Rebecca Jones that I write to you concerning information in this area. Mrs. Jones sent me a list of all the licensed child care centers. Perhaps you have a listing of all the Project Headstart programs now operating in Montana?

I will appreciate any help you can give me and shall look forward to hearing from you soon. Thank you for your cooperation.

Sincerely,

Mrs. Jack Baringer,
Graduate Student
1202 West Garfield
Bozeman, Montana

Miss B. Bethine Bigej,
Graduate Advisor



ROCKY MOUNTAIN DEVELOPMENT COUNCIL, INC.

COMMUNITY ACTION AGENCY FOR
LEWIS AND CLARK • BROADWATER • JEFFERSON COUNTIES

February 3, 1970

Mrs. Jack Baringer,
Graduate Student
1202 W Garfield,
Bozeman, Mt 59715

Dear Mrs. Baringer:

Under separate cover I am sending you a packet of pamphlets designed to help you with your thesis on the care and development of children in Day Care Centers, etc.

If you need anything further, or if I have not been specific enough to suit your needs, please feel free to contact me for further information.

Yours truly,

A handwritten signature in cursive script that reads "Billie Jean Hill".

Billie Jean Hill
Head Start Director

HEAD START DIRECTORS:

Mr. Orville Sigrist
2714 Montana Avenue
Billings, Montana 59101
Phone: 248-7477

Jean Finley
Holy Savior Grammar School
2001 Leatherwood Street
Butte, Montana 59701
Phone: Not available as yet

Billie Jean Hill
Box 721
Helena, Montana
Phone: 442-1552

Dewey Swank
Opportunities Inc.
621 11th St., North
Great Falls, Montana 59401
Phone: 452-9564

Mr. Les Stevenson
Box 391
Havre, Montana 59501
Phone: 265-6794

Mrs. Audrey Leary
Mt. Powell Econ. Council
Box 1420
Anaconda, Montana 59711
Phone: 563-3344

Mr. Ron Mullis
215 South 6th West
Missoula, Montana 59801
Phone: 549-6109

Mr. J. Ray Myers
Cornelius Hedges School
Kalispell, Montana 59901
Phone: 756-4042

CAP DIRECTORS:

Mr. Carl Taute
Community Action Program
1803 Virginia Lane
Billings, Montana 59101
Phone: 259-5517

Mr. Frank Gorsh
Butte-Silver Bow Anti-Poverty
Council
Box 3486
Butte, Montana 59701
Phone: 792-7200

Mike Murray
Rocky Mountain Development Council
Box 721
Helena, Montana 59601
Phone: 442-1552

Mrs. Bruce Midgett
Hill County Community Action
112 $\frac{1}{2}$ Third Avenue
Havre, Montana 59501
Phone: 265-6744

Mr. C. Marlin Buxton
Mt. Powell Economic Council
Box 1420
Anaconda, Montana 59711
Phone: 463-3344

Mr. Paul Carpino
Missoula-Mineral Human Resources
508 Toole Avenue
Missoula, Montana 59801
Phone: 549-4221

Mr. John Allen
Opportunities Inc.
Box 2532
Great Falls, Montana 59401
Phone: 761-0310

February 9, 1970

Mrs. Billie Jean Hill, Director
Rocky Mountain Development Council, Inc.
Box 721, 324 Fuller
Helena, Montana 59601

Dear Mrs. Hill:

I received your letter of February 3rd which included the list of directors of Headstart and CAP programs and some most helpful information concerning Project Headstart programs. This material I can use.

Thank you very much for sending me the list and the additional information.

Sincerely,

Mrs. Jack Baringer

cc: Miss Beth Bigej
Graduate Adviser

February 14, 1970

Mrs. Audrey Leary
Mt. Powell Econ. Council
Box 1420
Anaconda, Montana 59711

Dear Mrs. Leary:

I am doing my research for a thesis at Montana State University in Home Economics. The area of study selected concerns preschool facilities such as nursery schools, day care centers, child development centers and Head Start programs in Montana.

Your help is needed in locating these facilities. Would you please send me a list of all the Project Head Start programs in your area so I may send them a questionnaire. The names will also be used to compile a directory of these preschool facilities in Montana.

I will appreciate any help you can give me and shall look forward to hearing from you soon. Thank you for your cooperation.

Sincerely,

Mrs. Jack Baringer,
Graduate Student
1202 West Garfield
Bozeman, Montana 59715

Miss B. Bethine Bigej,
Graduate Advisor

cc: Miss Beth Bigej
Graduate Advisor

1202 West Garfield
Bozeman, Montana 59715
February 12, 1970

Dear County Extension Agents:

I am doing my research for a thesis at Montana State University in Home Economics. The area of study selected concerns preschool facilities such as nursery schools, day care centers, child development centers and headstart programs in Montana.

Your help is needed in locating these facilities. Would you please send me a list of all the public and private preschool facilities with addresses in your county. I would like these by the first of March or sooner.

I will appreciate any help you can give me and shall look forward to hearing from you soon. Thank you for your cooperation.

Sincerely,

Mrs. Jack Baringer
Graduate Student

Miss B. Bethine Bigej
Graduate Advisor

1202 West Garfield
Bozeman, Montana 59715
March 31, 1970

Mrs. Jan Roberts
Head Start Regional Training Officer
University of Montana
Missoula, Montana 59801

Dear Mrs. Roberts:

Miss Bigej informed me that you need a list of preschool facilities in Montana. She also told of your plans for a possible workshop which sounds interesting.

I am enclosing a list of the facilities to whom I sent the questionnaire for my thesis. This does not include kindergartens, but I have a number of addresses for these sent to me if you need them. These names were obtained from various resources, some being incomplete addresses, others were not the types of facilities to be included in the survey. I'm not sure what several of them are but I sent a questionnaire, just in case they were ones I needed.

The list includes all the names, even the ones I found to be some other types so you wouldn't have to go through the same process I did, if you get others to send names. The R behind a name means, to date, these are the ones whose questionnaire I have received and the information for them is correct.

If you need more information please let me know. I will be sending you a summary of the survey when it's completed. If you know of other facilities not listed, especially Head Start Programs, I would appreciate knowing of them. Thank you.

Sincerely,

Mrs. Jack Baringer

cc: Miss Beth Bigej
Graduate Adviser

University of Montana
Missoula, Montana 59801
(406) 243-0211

April 29, 1970

Mrs. Jack Baringer
1202 West Garfield
Bozeman, MT

Dear Mrs. Baringer:

Thank you so much for your comprehensive list of pre-schools. Please excuse the lateness of this response.

I have a few corrections to make on the non-Indian Head Start programs. They are:

Mr. Lyn McComas, Acting Director
Head Start Program, Billings, Montana
(2) Ponderosa School
(2) North Park School
(4) McKinley School

Mrs. Audrey Leary, Director
Head Start Program, Anaconda, Montana
4 classes

Mr. Ron Mullis, Director
Head Start Program, Missoula, Montana
215 So, 6th W.
7 classes

Mrs. Connie Fickler, Director Day Care
300 East Main, Missoula

In Billings, I know of another private kindergarten:

Mrs. Helen Fallon
945 Princeton Ave.

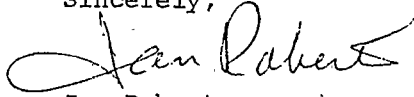
I'm certain there are more pre-schools in Billings. For instance, Eastern Montana College has two. Contact Dr. Marjory Lauson at the college about these. If you would contact Helen Fallon, I'm certain she could give you all the names of the private kindergartens in Billings.

2-Roberts

Is there a Mrs. Mickaelson at the Glasgow Air Force Base who runs a pre-school? Not sure about that one!

I'll be looking forward to receiving the summary of the survey. Thank you for the information.

Sincerely,

A handwritten signature in cursive script that reads "Jan Roberts". The signature is written in dark ink and is positioned above the typed name.

Jan Roberts
Head Start Regional Training Officer

JR/iam

March 22, 1970

Dear

I am doing research for my thesis at Montana State University in Home Economics. This study will be to evaluate the adequacy of the preschool facilities in Montana.

Much attention has been focused on preschool facilities in the past few years, especially with the advent of the Project Head Start programs. Just where does Montana stand in helping children in their early years of growth and development?

Your cooperation in completing and returning the enclosed questionnaire will help greatly in determining the position Montana has in serving the preschool children. Information obtained from the study by means of the questionnaire will be used in my thesis in confidence. No names will be mentioned except in a complete listing of all the facilities being evaluated.

This study will include all day care centers, nursery schools, child development centers, nursery cooperatives and Head Start programs in the state. If you know of someone who did not receive a questionnaire please let me know. (This does not include kindergartens.)

If you would be interested in having a directory of preschools published, please check the space provided on the questionnaire. If you desire to receive a copy of the survey results please indicate this at the end of the questionnaire also.

It should take about twenty minutes to provide the necessary information. The accuracy and value of this research is greatly increased by having every questionnaire returned. Please return it in the enclosed self-addressed envelope as soon as possible.

Thank you for your time and cooperation.

Sincerely,

Mrs. Jack Baringer,
Graduate Student
1202 West Garfield
Bozeman, Montana 59715

Miss B. Bethine Bigej,
Graduate Advisor

SURVEY OF PRESCHOOL FACILITIES IN MONTANA

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

Use these definitions for answering number 4 under General

Nursery school - a supplement to home experiences with emphasis on selective educational experiences where the children can learn as they play and share, adults can learn as they have opportunity to observe and participate.

Day care center - a substitute for maternal care to serve the social, emotional, physical and intellectual needs of the children whose parents are not at home or are unable to care for them.

Child development center - same as nursery school plus it provides guidance, health services and makes available social services as needed by the child and family.

Cooperative nursery school - a nursery school organized by parents who employ and assist a trained teacher in carrying out a school program that is twofold - parent education and educational experiences for children.

A. General

1. Name of facility: _____

2. Street address and town: _____

3. Name and title of the person in charge: _____

4. Type of facility: _____ nursery school
 _____ public _____ day care center
 _____ private _____ child development center
 _____ cooperative nursery school
 _____ Head Start program
 _____ other (specify) _____

5. When is your facility in operation?

months _____ to _____

days _____ to _____

hours _____ to _____

B. Background

1. When was your facility started?

_____ 1900 - 1909	_____ 1950 - 1954
_____ 1910 - 1919	_____ 1955 - 1959
_____ 1920 - 1929	_____ 1960 - 1964
_____ 1930 - 1939	_____ 1965 - 1969
_____ 1940 - 1949	_____ 1970 -

2. What prompted its beginning?
- | | |
|---|---|
| <input type="checkbox"/> aid in war time emergency | <input type="checkbox"/> give mothers "time out" from child |
| <input type="checkbox"/> serve as money-making adventure | <input type="checkbox"/> study of children's behavior |
| <input type="checkbox"/> serve "student" mothers | <input type="checkbox"/> serve busy or shopping mothers |
| <input type="checkbox"/> serve "working" mothers | <input type="checkbox"/> provide educational opportunities for children |
| <input type="checkbox"/> provide social outlet for children | |
| <input type="checkbox"/> other (specify) _____ | |
3. Who was influential in its being started?
- | | |
|--|--|
| <input type="checkbox"/> church group(s) | <input type="checkbox"/> women's club(s) |
| <input type="checkbox"/> social worker(s) | <input type="checkbox"/> public service group(s) |
| <input type="checkbox"/> teacher(s) | <input type="checkbox"/> mother(s) |
| <input type="checkbox"/> school group(s) | <input type="checkbox"/> other (specify) _____ |
| <input type="checkbox"/> Extension service | |
4. What are the present objectives of your facility?
- help the child understand himself
- train teachers of young children
- build healthful, happy relationships in children with others
- educate the parents
- aid in emotional, social, mental development of the child
- provide service to parents (for work, school, "time out")
- improve child's physical health and abilities (skills)
- provide research opportunities to study children
- help children to understand and grow up in today's world
- other (specify) _____

C. Children

1. What is the basis of their selection?
- disadvantaged or lower income
- church denomination
- student mothers
- working mothers
- waiting list, first come-first serve basis
- open to all
- other (specify) _____
2. What are the restrictions, if any, that would keep a child from being enrolled with your facility?
- | | |
|---|---|
| <input type="checkbox"/> none | <input type="checkbox"/> mentally handicapped |
| <input type="checkbox"/> religion | <input type="checkbox"/> physically handicapped |
| <input type="checkbox"/> color of skin | <input type="checkbox"/> emotionally disturbed |
| <input type="checkbox"/> financial standing | <input type="checkbox"/> special needs (rest, medication, etc.) |
| <input type="checkbox"/> not toilet trained | <input type="checkbox"/> other (specify) _____ |
3. How many children (average) are enrolled or in attendance each day?
- | morning | afternoon | all day |
|-------------------------------------|-------------------------------------|-------------------------------------|
| <input type="checkbox"/> 10 - 14 | <input type="checkbox"/> 10 - 14 | <input type="checkbox"/> 20 - 29 |
| <input type="checkbox"/> 15 - 19 | <input type="checkbox"/> 15 - 19 | <input type="checkbox"/> 30 - 39 |
| <input type="checkbox"/> 20 - 24 | <input type="checkbox"/> 20 - 24 | <input type="checkbox"/> 40 - 49 |
| <input type="checkbox"/> 25 or more | <input type="checkbox"/> 25 or more | <input type="checkbox"/> 50 or more |

4. What is the capacity for attendance at your facility?

	morning		afternoon		all day
_____	10 - 14	_____	10 - 14	_____	20 - 29
_____	15 - 19	_____	15 - 19	_____	30 - 39
_____	20 - 24	_____	20 - 24	_____	40 - 49
_____	25 or more	_____	25 or more	_____	50 or more

5. Children attend the facility on what basis?

_____ scheduled hours _____ unscheduled hours
of

_____ 1 day a week
_____ 2 days a week
_____ 3 days a week
_____ 4 days a week
_____ 5 days a week
_____ 6 days a week
_____ 7 days a week

6. What is the age range of the children allowed to attend your facility?

	age of youngest		age of oldest
_____	1 year old	_____	1 year old
_____	1½ years old	_____	1½ years old
_____	2 years old	_____	2 years old
_____	2½ years old	_____	2½ years old
_____	3 years old	_____	3 years old
_____	3½ years old	_____	3½ years old
_____	4 years old	_____	4 years old
_____	4½ years old	_____	4½ years old
_____	5 years old	_____	5 years old
_____	other	_____	other

7. Are the children separated into groups by age?

_____ yes
_____ no

8. If yes to the above question, how are they grouped?

_____	1 - 2 years	_____	2½ - 3½ years	_____	4 - 5 years
_____	1 - 2½ years	_____	2½ - 4 years	_____	4 - 5½ years
_____	1 - 3 years	_____	2½ - 4½ years	_____	4 - 6 years
_____	1½ - 2½ years	_____	3 - 4 years	_____	4½ - 5½ years
_____	1½ - 3 years	_____	3 - 4½ years	_____	4½ - 6 years
_____	1½ - 3½ years	_____	3 - 5 years	_____	other (specify)
_____	2 - 3 years	_____	3½ - 4½ years	_____	_____
_____	2 - 3½ years	_____	3½ - 5 years	_____	_____
_____	2 - 4 years	_____	3½ - 5½ years	_____	_____

9. What type of records are kept?

_____ weight and height records
_____ health records
_____ developmental records
_____ financial records
_____ daily attendance records

D. Personnel

1. How many people are on the teaching staff only?

full time	part time
<input type="checkbox"/> one	<input type="checkbox"/> one
<input type="checkbox"/> two	<input type="checkbox"/> two
<input type="checkbox"/> three	<input type="checkbox"/> three
<input type="checkbox"/> four	<input type="checkbox"/> four
<input type="checkbox"/> five	<input type="checkbox"/> five
<input type="checkbox"/> six	<input type="checkbox"/> six
<input type="checkbox"/> seven	<input type="checkbox"/> seven

2. How many people are on the non-teaching staff only? (ex. nurse, cook, janitor, bus driver, etc.)

<input type="checkbox"/> one	<input type="checkbox"/> five
<input type="checkbox"/> two	<input type="checkbox"/> six
<input type="checkbox"/> three	<input type="checkbox"/> seven
<input type="checkbox"/> four	<input type="checkbox"/> eight

3. How many are on both the teaching and non-teaching staff?

<input type="checkbox"/> one	<input type="checkbox"/> four
<input type="checkbox"/> two	<input type="checkbox"/> five
<input type="checkbox"/> three	<input type="checkbox"/> six

4. What is their non-teaching position? (in relation to question 3)

<input type="checkbox"/> cook	<input type="checkbox"/> bus driver
<input type="checkbox"/> nurse	<input type="checkbox"/> bookkeeper
<input type="checkbox"/> janitor	<input type="checkbox"/> other (specify) _____

5. What is the educational attainment of the full-time teaching staff? (Indicate the number of persons in each category.)

<input type="checkbox"/> graduated from high school
<input type="checkbox"/> completed one or two years of college
<input type="checkbox"/> completed three or four years of college
<input type="checkbox"/> earned bachelors degree
<input type="checkbox"/> earned extra credits beyond bachelors degree
<input type="checkbox"/> earned masters degree
<input type="checkbox"/> earned extra credits beyond masters degree
<input type="checkbox"/> other (specify) _____

6. The degrees earned were in the areas of the following: (indicate number of person for those earned)

bachelors		masters	
major	minor	major	minor
<input type="checkbox"/>	<input type="checkbox"/> Home Economics	<input type="checkbox"/>	<input type="checkbox"/> Home Economics
<input type="checkbox"/>	<input type="checkbox"/> Education	<input type="checkbox"/>	<input type="checkbox"/> Education
<input type="checkbox"/>	<input type="checkbox"/> Sociology	<input type="checkbox"/>	<input type="checkbox"/> Sociology
<input type="checkbox"/>	<input type="checkbox"/> Psychology	<input type="checkbox"/>	<input type="checkbox"/> Psychology
<input type="checkbox"/>	<input type="checkbox"/> Nursing	<input type="checkbox"/>	<input type="checkbox"/> Nursing
<input type="checkbox"/>	<input type="checkbox"/> Physical Educ.	<input type="checkbox"/>	<input type="checkbox"/> Physical Educ.
<input type="checkbox"/>	<input type="checkbox"/> Art	<input type="checkbox"/>	<input type="checkbox"/> Art
<input type="checkbox"/>	<input type="checkbox"/> General	<input type="checkbox"/>	<input type="checkbox"/> Other (specify)
<input type="checkbox"/>	<input type="checkbox"/> Other (specify) _____	<input type="checkbox"/>	_____

7. If they have a degree, when and from where was it received?
- | | | |
|---|-----------------------|-------|
| <input type="checkbox"/> 0 - 4 years ago | College or University | State |
| <input type="checkbox"/> 5 - 9 years ago | _____ | _____ |
| <input type="checkbox"/> 10 -14 years ago | _____ | _____ |
| <input type="checkbox"/> 15 -19 years ago | _____ | _____ |
| <input type="checkbox"/> 20 -24 years ago | _____ | _____ |
| <input type="checkbox"/> 25 -29 years ago | _____ | _____ |
| <input type="checkbox"/> 30 or more years ago | _____ | _____ |

8. What previous first-hand experiences has the teaching staff had with children?
- | experiences | approximate length of time |
|--|----------------------------|
| <input type="checkbox"/> Sunday school teacher | _____ |
| <input type="checkbox"/> Kindergarten teacher | _____ |
| <input type="checkbox"/> Elementary school teacher | _____ |
| <input type="checkbox"/> Secondary school teacher | _____ |
| <input type="checkbox"/> Preschool teacher (elsewhere) | _____ |
| <input type="checkbox"/> Just enjoys children | _____ |
| <input type="checkbox"/> Nursing experience in pediatrics | _____ |
| <input type="checkbox"/> Personal experience raising own children | _____ |
| <input type="checkbox"/> Caring for children of friends or relatives | _____ |
| <input type="checkbox"/> Other (specify) _____ | _____ |

9. When a vacancy occurs, how do you recruit new employees?
- | | |
|--|--|
| <input type="checkbox"/> radio | <input type="checkbox"/> school |
| <input type="checkbox"/> newspaper | <input type="checkbox"/> friend |
| <input type="checkbox"/> church | <input type="checkbox"/> employment office |
| <input type="checkbox"/> other (specify) _____ | <input type="checkbox"/> parents |

E. Parents

1. Are the parents allowed or encouraged to stay with their child?
- | | |
|------------------------------|------------------------------|
| allowed | encouraged |
| <input type="checkbox"/> yes | <input type="checkbox"/> yes |
| <input type="checkbox"/> no | <input type="checkbox"/> no |
2. Are the parents allowed or encouraged to observe the children?
- | | |
|------------------------------|------------------------------|
| allowed | encouraged |
| <input type="checkbox"/> yes | <input type="checkbox"/> yes |
| <input type="checkbox"/> no | <input type="checkbox"/> no |
3. Are there opportunities for the parents, such as:
- parent-teacher conferences
 - parent-group meetings
 - discussion groups or study groups
 - participation in the teaching program
4. What is the purpose of parent meetings, discussion or study groups?
- To learn about:
- program and policies
 - discipline and training of children
 - selection of toys, clothing, equipment and furniture for children
 - community resources and services
 - food habits and meal preparation for children
 - diseases and health habits for children
 - fears, emotions and feelings of children
 - life processes, growth and development of children
 - other (specify) _____

5. What is the nature of parent-participation in the teaching program?
- helps plan a program of learning for the children
 - helps make the policies of the school or center
 - helps orient other parents to the school or center
 - helps to interpret special services of the facility to other parents
 - helps to maintain equipment and toys
 - helps with custodial tasks in the school or center
 - provides transportation for field trips and excursions
 - helps with special occasions (birthdays, holidays, picnics, etc.)
 - helps with special areas of teaching: science, music, art
 - helps with routine tasks of the children: dressing, resting, eating, and toileting

F. Facility

1. What type of building are you in? The building is:
- | | |
|--|---|
| <input type="checkbox"/> rented | approximately |
| <input type="checkbox"/> owned | <input type="checkbox"/> 0 - 4 years old |
| <input type="checkbox"/> used free, plus utilities | <input type="checkbox"/> 5 - 9 years old |
| | <input type="checkbox"/> 10 -14 years old |
| <input type="checkbox"/> a school | <input type="checkbox"/> 15 -19 years old |
| <input type="checkbox"/> a church | <input type="checkbox"/> 20 -29 years old |
| <input type="checkbox"/> a private home | <input type="checkbox"/> 30 -39 years old |
| <input type="checkbox"/> one remodeled for this purpose | <input type="checkbox"/> 40 or more years old |
| <input type="checkbox"/> one originally build for this purpose | |
| <input type="checkbox"/> other (specify) _____ | |
2. Has your facility been inspected by the fire department within the last year?
- yes
 no
3. Did your facility pass inspection?
- yes
 no
4. Are fire drills held at your facility? If yes, how often?
- | | |
|------------------------------|---|
| <input type="checkbox"/> yes | <input type="checkbox"/> once a year |
| <input type="checkbox"/> no | <input type="checkbox"/> twice a year |
| | <input type="checkbox"/> three times a year |
| | <input type="checkbox"/> four times a year |
| | <input type="checkbox"/> every other month |
| | <input type="checkbox"/> every month |
| | <input type="checkbox"/> other |
5. What type of fire protection is available?
- none
 - portable extinguishers
 - ceiling sprinklets
 - liquid "bombs"
 - other (specify) _____
6. How many accessible exits are there in the building?
- | | |
|--------------------------------|-------------------------------|
| <input type="checkbox"/> one | <input type="checkbox"/> four |
| <input type="checkbox"/> two | <input type="checkbox"/> five |
| <input type="checkbox"/> three | <input type="checkbox"/> more |

7. Has your facility been inspected by the public health department within the last year?
 yes
 no
8. Did your facility pass the health inspection?
 yes
 no
9. Is there a room or space for isolation of a sick child?
 yes
 no
10. Which of the following do the children use?
 paper towels
 personal towels
 other towels
 paper cups
 personal cups or glasses
 drinking fountain
 other cups or glasses
11. Approximately how large (in square feet) is the area for the children?

indoors	outdoors
<input type="checkbox"/> 350 - 499 square feet	<input type="checkbox"/> 1000 - 1499 square feet
<input type="checkbox"/> 500 - 649 square feet	<input type="checkbox"/> 1500 - 1999 square feet
<input type="checkbox"/> 650 - 849 square feet	<input type="checkbox"/> 2000 - 2499 square feet
<input type="checkbox"/> 850 - 999 square feet	<input type="checkbox"/> 2500 - 2999 square feet
<input type="checkbox"/> 1000 or more square feet	<input type="checkbox"/> 3000 or more square feet
12. Is a person trained in first aid always available?
 yes
 no
 in the building
 by telephone call
13. Do you carry liability insurance?
 yes
 no
14. Do you have a license from the State Department of Public Welfare in Helena?
 yes
 no
15. If so, what type do you have?
 regular
 provisional

G. Program

1. The daily program includes the following:
- | | |
|--|---|
| <input type="checkbox"/> health inspection | <input type="checkbox"/> science experiences |
| <input type="checkbox"/> play outdoors every day | <input type="checkbox"/> number, color and shape concepts |
| <input type="checkbox"/> variety of quiet activities | <input type="checkbox"/> safety and health concepts |
| <input type="checkbox"/> variety of active play activities | <input type="checkbox"/> learning about others (helpers, countries, etc.) |
| <input type="checkbox"/> rest period(s) | <input type="checkbox"/> dramatic play |
| <input type="checkbox"/> naps | <input type="checkbox"/> creative expression (art, music, dance, etc.) |
| <input type="checkbox"/> regular meal(s) | |
| <input type="checkbox"/> walks, trips, excursions | |
| <input type="checkbox"/> snacks (what types) _____ | |

2. Is there a scheduling of play periods, routines and activities?
 yes
 no
3. The children are allowed to participate in the following:
 use of finger paints
 use of easel painting
 use of coloring books
 to draw free hand
 making of collages
 use of adults clothes for dress-up
 use of carpentry tools at workbenches
 water play
 food preparation (making ice cream, popcorn, butter, cookies, etc.)
4. There is equipment available of each type for at least one third of the children to use at one time:
 dolls, dishes, play housekeeping equipment
 blocks, large for houses and small for roads, etc., etc.
 wheel toys (trucks, cars, trains, etc.)
 vehicles (wagons, trikes, scooters)
 large apparatus for climbing
 musical pieces (bells, drums, etc.)
 phonograph and records
 books, scrapbooks, pictures
 puzzles

Would you like a copy of the summary of the survey?

yes
 no

Would you be interested in having a directory published?

yes
 no

COMMENTS YOU WOULD LIKE TO MAKE WILL BE WELCOMED.

(Mrs. Jack Baringer)
 1202 West Garfield
 Bozeman, Montana 59715

THANK YOU FOR YOUR TIME AND COOPERATION

April 10, 1970

Dear Friend:

About two weeks ago I mailed you a copy of the questionnaire: SURVEY OF PRESCHOOL FACILITIES IN MONTANA. In the event you have completed and returned the questionnaire, please disregard this letter. I have received many returns and am delighted with the responses.

The information is needed very soon for completing my report. Your response to the survey is needed to make it as complete as possible. If your facility does not fit the appropriate categories of the survey -- if your facility is no longer in existence -- if your facility is a kindergarten I still would like this information to make my records as accurate as possible.

I will be looking forward to receiving your response very soon.

Thank you for your time and cooperation.

Sincerely,

Mrs. Jack Baringer
Graduate Student
1202 West Garfield
Bozeman, Montana 59715

APPENDIX B

List of Participating Facilities

