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.

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 aparatus 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

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

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in

Home Economics

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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.

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.
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 States.


States, there were 83,037 children in Montana; predicts 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.

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. 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,)

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Forsyth, Great Falls, Havre, Lewistown, Livingston, Plentywood, Poplar, Red Lodge and Shelby). The enrollment of Montana's public kindergarten children in the fall of 1968 was 3,546, with first grade enrollment of 15,622 children. 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.

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

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9 By 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.\(^\text{11}\)

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

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).

\(^{12}\)The 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

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.  

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.

"Children are the product . . . of the environment we create for them", whether it be by people, actions or emotions. 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. It is,

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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 con­
tends 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 vocab­
ularies 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 dis­
cipline requires, seems at first incomprehensible to
them;

they then do not respond to the teacher until she proves her­
self trustworthy and sympathetic, and becomes the focal
point for their school activities.7


7Office of Economic Opportunity, Project Head Start - Daily Program
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)

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.

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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." 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.

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.

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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


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.


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.\(^1\)

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.

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


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. 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."

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. 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

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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

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

30 Leeper and others, Good Schools, p. 7.
31 Read, The Nursery School, p. 42.
32 Ibid.
33 Leeper 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. 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. 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."  

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


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

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. 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. Head Start programs are financed up to 90% of cost by OEO, with sponsoring agencies providing health, social services and educational activities. 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.

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40 Read, The Nursery School, p. 43.
41 Frost, Early Childhood Education Rediscovered, p. 277.
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


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

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\(^{48}\)Ibid., pp. 142-143.

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. The challenge, then, which confronts us is to provide children with more effective ways of thinking, solving problems, and meeting changing conditions.

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. Head Start children are frequently undernourished. Hungry children cannot learn. The nutrition program is 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.

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50 Ibid, p. 11.


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. 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.

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.

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.

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

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

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.

Language development — Language is an important part of the Head Start programs because disadvantaged children are limited in their perceptual linguistic experiences. 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.

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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-

62OE0, Project Head Start #11, p. 20.


64Lesper 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

65 Leeper and others, Good Schools, p. 48.
having dramatic play. 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.

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.

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.


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.


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

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. 


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. 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. 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.

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

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


76 Martha Couvillion "Working with the Untrained Teacher", Young Children, XXIV (Oct., 1968), p. 37.
parents that adequate health, educational and social services are available.\textsuperscript{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.\textsuperscript{78} Licensing alone, however, cannot guarantee good care, protection, and supervision for children.\textsuperscript{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.\textsuperscript{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

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

\textsuperscript{78}Montana, Standards Relating to Licensing, Part 1, p. 4.


\textsuperscript{80}NAEYC, Some Ways of Distinguishing A Good School, Leeper, Good Schools, pp. 407, 411.
children. It is preferred to have toilets, washing facilities and tables and chairs in relation to the children's size and stature.

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."

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.

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

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

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.
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

<table>
<thead>
<tr>
<th>Type of facility</th>
<th>Public Facilities</th>
<th>Private Facilities</th>
<th>Total Facilities</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No.</td>
<td>% of Total</td>
<td>No.</td>
</tr>
<tr>
<td>Head Start programs</td>
<td>27</td>
<td>44.3</td>
<td>0</td>
</tr>
<tr>
<td>Day care centers</td>
<td>11</td>
<td>18.0</td>
<td>6</td>
</tr>
<tr>
<td>Nursery schools</td>
<td>2</td>
<td>3.3</td>
<td>7</td>
</tr>
<tr>
<td>Child development centers</td>
<td>2</td>
<td>3.3</td>
<td>0</td>
</tr>
<tr>
<td>Parent cooperatives</td>
<td>0</td>
<td>0.0</td>
<td>0</td>
</tr>
<tr>
<td>Other</td>
<td>3</td>
<td>4.9</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>45</td>
<td>73.8</td>
<td>16</td>
</tr>
</tbody>
</table>
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

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

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

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

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 indisposed (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

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

### TABLE 5

<table>
<thead>
<tr>
<th>Enrollment restrictions</th>
<th>No. of facilities</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Financial standing</td>
<td>28</td>
<td>45.9</td>
</tr>
<tr>
<td>Not toilet trained</td>
<td>12</td>
<td>19.7</td>
</tr>
<tr>
<td>Mentally handicapped</td>
<td>7</td>
<td>11.5</td>
</tr>
<tr>
<td>Special needs (rest, medication, etc.)</td>
<td>7</td>
<td>11.5</td>
</tr>
<tr>
<td>Emotionally handicapped</td>
<td>5</td>
<td>8.2</td>
</tr>
<tr>
<td>Age (too old)</td>
<td>5</td>
<td>8.2</td>
</tr>
<tr>
<td>Physically handicapped</td>
<td>3</td>
<td>4.9</td>
</tr>
<tr>
<td>Other</td>
<td>4</td>
<td>6.6</td>
</tr>
<tr>
<td>Religion</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td>None</td>
<td>16</td>
<td>26.2</td>
</tr>
</tbody>
</table>
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)
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 11 1/2 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**

<table>
<thead>
<tr>
<th>Hours open</th>
<th>Half-day</th>
<th>Full-day</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No.</td>
<td>No.</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>Total</td>
</tr>
<tr>
<td></td>
<td>hrs.</td>
<td>fac.</td>
</tr>
<tr>
<td>8:00 - 12:00</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>8:30 - 10:30</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>8:30 - 11:00</td>
<td>2.5</td>
<td>1</td>
</tr>
<tr>
<td>8:30 - 11:30</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>8:30 - 12:00</td>
<td>3.5</td>
<td>1</td>
</tr>
<tr>
<td>8:30 - 12:30</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>9:00 - 11:15</td>
<td>2.3</td>
<td>1</td>
</tr>
<tr>
<td>9:00 - 11:30</td>
<td>2.5</td>
<td>4</td>
</tr>
<tr>
<td>9:00 - 12:00</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>9:00 - 12:30</td>
<td>4</td>
<td>16</td>
</tr>
<tr>
<td>9:30 - 1:00</td>
<td>3.5</td>
<td>1</td>
</tr>
<tr>
<td>10:00 - 1:00</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>10:00 - 1:30</td>
<td>3.5</td>
<td>1</td>
</tr>
<tr>
<td>11:00 - 2:00</td>
<td>4</td>
<td>1</td>
</tr>
<tr>
<td>12:00 - 2:00</td>
<td>4</td>
<td>14</td>
</tr>
<tr>
<td>1:00 - 3:00</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>1:00 - 3:30</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>1:00 - 4:00</td>
<td>3</td>
<td>1</td>
</tr>
</tbody>
</table>

Total: 27 | 33 | 84.3 | 301.9 | 44.8 | 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

<table>
<thead>
<tr>
<th>Age groups</th>
<th>No. of facilities</th>
<th>%</th>
<th>Age groups</th>
<th>No. of facilities</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Infants (6 months)</td>
<td>2</td>
<td>3.3</td>
<td>3 - 4 1/2 years</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td>1 - 2 years</td>
<td>1</td>
<td>1.6</td>
<td>3 - 5 years</td>
<td>5</td>
<td>8.2</td>
</tr>
<tr>
<td>1 - 2 1/2 years</td>
<td>0</td>
<td>0.0</td>
<td>3 - 6 years</td>
<td>1</td>
<td>1.6</td>
</tr>
<tr>
<td>1 - 3 years</td>
<td>0</td>
<td>0.0</td>
<td>3 1/2 - 4 1/2 years</td>
<td>4</td>
<td>6.5</td>
</tr>
<tr>
<td>1 1/2 - 2 1/2 years</td>
<td>1</td>
<td>1.6</td>
<td>3 1/2 - 5 years</td>
<td>2</td>
<td>3.3</td>
</tr>
<tr>
<td>1 1/2 - 3 years</td>
<td>0</td>
<td>0.0</td>
<td>3 1/2 - 5 1/2 years</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td>1 1/2 - 3 1/2 years</td>
<td>1</td>
<td>1.6</td>
<td>4 - 5 years</td>
<td>15</td>
<td>24.6</td>
</tr>
<tr>
<td>2 - 3 years</td>
<td>5</td>
<td>8.2</td>
<td>4 - 5 1/2 years</td>
<td>1</td>
<td>1.6</td>
</tr>
<tr>
<td>2 - 3 1/2 years</td>
<td>2</td>
<td>3.3</td>
<td>4 - 6 years</td>
<td>4</td>
<td>6.5</td>
</tr>
<tr>
<td>2 - 4 years</td>
<td>4</td>
<td>6.5</td>
<td>4 1/2 - 5 1/2 years</td>
<td>1</td>
<td>1.6</td>
</tr>
<tr>
<td>2 1/2 - 3 1/2 years</td>
<td>1</td>
<td>1.6</td>
<td>4 1/2 - 6 years</td>
<td>3</td>
<td>4.9</td>
</tr>
<tr>
<td>2 1/2 - 4 years</td>
<td>1</td>
<td>1.6</td>
<td>5 - 6 years</td>
<td>13</td>
<td>21.3</td>
</tr>
<tr>
<td>2 1/2 - 4 1/2 years</td>
<td>0</td>
<td>0.0</td>
<td>6 - 7 years</td>
<td>1</td>
<td>1.6</td>
</tr>
<tr>
<td>3 - 4 years</td>
<td>8</td>
<td>13.1</td>
<td>7 - 10 years</td>
<td>1</td>
<td>1.6</td>
</tr>
</tbody>
</table>
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

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

<table>
<thead>
<tr>
<th>Afternoon Session</th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than 10</td>
<td>0</td>
<td>0 - 0</td>
<td>0</td>
<td>0 - 0</td>
</tr>
<tr>
<td>10 - 14</td>
<td>1</td>
<td>10 - 14</td>
<td>0</td>
<td>0 - 0</td>
</tr>
<tr>
<td>15 - 19</td>
<td>5</td>
<td>75 - 95</td>
<td>6</td>
<td>90 - 114</td>
</tr>
<tr>
<td>20 - 24</td>
<td>5</td>
<td>100 - 120</td>
<td>3</td>
<td>60 - 72</td>
</tr>
<tr>
<td>25 or more</td>
<td>7</td>
<td>175* - 175*</td>
<td>10</td>
<td>250* - 250*</td>
</tr>
<tr>
<td>Total</td>
<td>18</td>
<td>360* - 404*</td>
<td>19**</td>
<td>400* - 436*</td>
</tr>
<tr>
<td>Average size</td>
<td></td>
<td>20.0 - 22.4</td>
<td></td>
<td>40* - 32*</td>
</tr>
<tr>
<td>Difference</td>
<td></td>
<td></td>
<td></td>
<td>40* - 32*</td>
</tr>
</tbody>
</table>

** - one total afternoon session added

<table>
<thead>
<tr>
<th>All-Day Session</th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than 20</td>
<td>2</td>
<td>12 - 38</td>
<td>1</td>
<td>7 - 19</td>
</tr>
<tr>
<td>20 - 29</td>
<td>12</td>
<td>240 - 348</td>
<td>12</td>
<td>240 - 348</td>
</tr>
<tr>
<td>30 - 39</td>
<td>5</td>
<td>150 - 195</td>
<td>1</td>
<td>30 - 39</td>
</tr>
<tr>
<td>40 - 49</td>
<td>2</td>
<td>80 - 98</td>
<td>4</td>
<td>160 - 196</td>
</tr>
<tr>
<td>50 or more</td>
<td>5</td>
<td>250* - 250*</td>
<td>8</td>
<td>400* - 400*</td>
</tr>
<tr>
<td>Total</td>
<td>26</td>
<td>732* - 929*</td>
<td>26</td>
<td>837* - 1002*</td>
</tr>
<tr>
<td>Average size</td>
<td></td>
<td>28.5 - 35.7</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Difference</td>
<td></td>
<td></td>
<td></td>
<td>105* - 73*</td>
</tr>
</tbody>
</table>

Total no. children 1688* - 2016*
Total average/group 27.7 - 33.0
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 tantrums, 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

<table>
<thead>
<tr>
<th>Type of records</th>
<th>No. of facilities</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Daily attendance</td>
<td>57</td>
<td>93.4</td>
</tr>
<tr>
<td>Health</td>
<td>55</td>
<td>90.2</td>
</tr>
<tr>
<td>Financial</td>
<td>43</td>
<td>70.4</td>
</tr>
<tr>
<td>Weight and height</td>
<td>35</td>
<td>57.4</td>
</tr>
<tr>
<td>Developmental</td>
<td>30</td>
<td>49.2</td>
</tr>
</tbody>
</table>

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**

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

**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 (birth­
days, holidays, picnics). Other opportunities included providing trans­
portation for extended learnings, helping make the policies of the pro­
gram. 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

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

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**

<table>
<thead>
<tr>
<th>Number on staff</th>
<th>Full-time</th>
<th></th>
<th>Part-time</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>facilities</td>
<td>no.</td>
<td>%</td>
<td>facilities</td>
<td>no.</td>
</tr>
<tr>
<td>One</td>
<td>7</td>
<td>11.5</td>
<td>4</td>
<td>6.6</td>
</tr>
<tr>
<td>Two</td>
<td>11</td>
<td>18.0</td>
<td>9</td>
<td>14.8</td>
</tr>
<tr>
<td>Three</td>
<td>8</td>
<td>13.1</td>
<td>4</td>
<td>6.6</td>
</tr>
<tr>
<td>Four</td>
<td>8</td>
<td>13.1</td>
<td>2</td>
<td>3.3</td>
</tr>
<tr>
<td>Five</td>
<td>0</td>
<td>0.0</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td>Six</td>
<td>3</td>
<td>4.9</td>
<td>1</td>
<td>1.6</td>
</tr>
<tr>
<td>Seven</td>
<td>1</td>
<td>1.6</td>
<td>1</td>
<td>1.6</td>
</tr>
<tr>
<td>Eight</td>
<td>0</td>
<td>0.0</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td>Nine</td>
<td>3</td>
<td>4.9</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td>Ten</td>
<td>2</td>
<td>3.3</td>
<td>1</td>
<td>1.6</td>
</tr>
<tr>
<td>Eighteen</td>
<td>0</td>
<td>0.0</td>
<td>1</td>
<td>1.6</td>
</tr>
<tr>
<td><strong>Total staff</strong></td>
<td><strong>43</strong></td>
<td><strong>157</strong></td>
<td><strong>23</strong></td>
<td><strong>83</strong></td>
</tr>
<tr>
<td><strong>Average on staff</strong></td>
<td><strong>for 43 fac.</strong></td>
<td>3.60 persons</td>
<td><strong>for 23 fac.</strong></td>
<td>3.61 persons</td>
</tr>
<tr>
<td></td>
<td><strong>for 61 fac.</strong></td>
<td>2.57 persons</td>
<td></td>
<td>1.65 persons</td>
</tr>
</tbody>
</table>

### TABLE 15

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

<table>
<thead>
<tr>
<th>Responsibility</th>
<th>One</th>
<th>Two</th>
<th>Three</th>
<th>Four</th>
<th>Five</th>
<th>Six</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cook</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>6</td>
<td>0</td>
<td>1</td>
<td>13</td>
</tr>
<tr>
<td>Janitor</td>
<td>0</td>
<td>3</td>
<td>0</td>
<td>4</td>
<td>0</td>
<td>1</td>
<td>8</td>
</tr>
<tr>
<td>Bookkeeper</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>4</td>
<td>0</td>
<td>1</td>
<td>7</td>
</tr>
<tr>
<td>Everything</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>6</td>
</tr>
<tr>
<td>Nurse</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>Director</td>
<td>3</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>5</td>
</tr>
<tr>
<td>Social Worker</td>
<td>4</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>5</td>
</tr>
<tr>
<td>Volunteers</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>Speech therapist</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Help where needed</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Clean-up</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td><strong>Total staff members</strong></td>
<td><strong>11</strong></td>
<td><strong>12</strong></td>
<td><strong>9</strong></td>
<td><strong>16</strong></td>
<td><strong>0</strong></td>
<td><strong>6</strong></td>
<td><strong>44</strong></td>
</tr>
<tr>
<td><strong>Total fac. reporting</strong></td>
<td><strong>11</strong></td>
<td><strong>6</strong></td>
<td><strong>3</strong></td>
<td><strong>4</strong></td>
<td><strong>0</strong></td>
<td><strong>1</strong></td>
<td><strong>25</strong></td>
</tr>
<tr>
<td><strong>Average on staff for 25 fac.</strong></td>
<td><strong>2.16 persons</strong></td>
<td></td>
<td><strong>for 61 fac.</strong></td>
<td><strong>.89 persons</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
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**

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

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

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

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

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 train-
ing 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

<table>
<thead>
<tr>
<th>Number of years ago</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 - 4 years</td>
<td>12</td>
</tr>
<tr>
<td>5 - 9 years</td>
<td>7</td>
</tr>
<tr>
<td>10 - 14 years</td>
<td>3</td>
</tr>
<tr>
<td>15 - 19 years</td>
<td>4</td>
</tr>
<tr>
<td>20 - 24 years</td>
<td>5</td>
</tr>
<tr>
<td>25 - 19 years</td>
<td>4</td>
</tr>
<tr>
<td>Total</td>
<td>35</td>
</tr>
</tbody>
</table>

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

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

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

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

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

<table>
<thead>
<tr>
<th>Dates</th>
<th>No. of facilities</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1900 - 1929</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td>1930 - 1939</td>
<td>2</td>
<td>3.3</td>
</tr>
<tr>
<td>1940 - 1949</td>
<td>2</td>
<td>3.3</td>
</tr>
<tr>
<td>1950 - 1954</td>
<td>2</td>
<td>3.3</td>
</tr>
<tr>
<td>1955 - 1959</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td>1960 - 1964</td>
<td>3</td>
<td>4.9</td>
</tr>
<tr>
<td>1965 - 1969</td>
<td>50</td>
<td>81.9</td>
</tr>
<tr>
<td>1970 -</td>
<td>2</td>
<td>3.3</td>
</tr>
<tr>
<td>Total</td>
<td>61</td>
<td>100.0</td>
</tr>
</tbody>
</table>

TABLE 23
RANK ORDER OF PERSONS BEING INFLUENTIAL IN THE ESTABLISHMENT OF MONTANA'S PRESCHOOL FACILITIES

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

More than half (63 - 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>
<thead>
<tr>
<th>Reason for opening</th>
<th>No. of facilities</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provide educational opportunities</td>
<td>33</td>
<td>54.1</td>
</tr>
<tr>
<td>Serve &quot;working&quot; mothers</td>
<td>13</td>
<td>21.3</td>
</tr>
<tr>
<td>Provide social outlet for children</td>
<td>11</td>
<td>18.0</td>
</tr>
<tr>
<td>Serve as money-making venture</td>
<td>9</td>
<td>14.8</td>
</tr>
<tr>
<td>Government funds were available</td>
<td>8</td>
<td>13.1</td>
</tr>
<tr>
<td>Give mothers &quot;time out&quot; from child</td>
<td>7</td>
<td>11.5</td>
</tr>
<tr>
<td>Serve &quot;student&quot; mothers</td>
<td>5</td>
<td>8.2</td>
</tr>
<tr>
<td>Study of children's behavior</td>
<td>4</td>
<td>6.6</td>
</tr>
<tr>
<td>Serve &quot;busy or shopping&quot; mothers</td>
<td>4</td>
<td>6.6</td>
</tr>
<tr>
<td>A general need (medication, nutrition, etc.)</td>
<td>4</td>
<td>6.6</td>
</tr>
<tr>
<td>Aid in war time emergency</td>
<td>3</td>
<td>4.9</td>
</tr>
<tr>
<td>Other</td>
<td>4</td>
<td>6.6</td>
</tr>
</tbody>
</table>

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

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

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

Creativity - All but one (60.798.4%) 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

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

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

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

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**

<table>
<thead>
<tr>
<th>Age of buildings</th>
<th>No. of facilities</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 - 4 years old</td>
<td>5</td>
<td>8.2</td>
</tr>
<tr>
<td>5 - 9 years old</td>
<td>7</td>
<td>11.5</td>
</tr>
<tr>
<td>10 - 14 years old</td>
<td>6</td>
<td>9.8</td>
</tr>
<tr>
<td>15 - 19 years old</td>
<td>4</td>
<td>6.6</td>
</tr>
<tr>
<td>20 - 29 years old</td>
<td>7</td>
<td>11.5</td>
</tr>
<tr>
<td>30 - 39 years old</td>
<td>5</td>
<td>8.2</td>
</tr>
<tr>
<td>40 or more years old</td>
<td>20</td>
<td>32.8</td>
</tr>
<tr>
<td>No answer</td>
<td>7</td>
<td>11.5</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>61</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

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**

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

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

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 2.5 exit doors per facility (Table 32).

TABLE 32
NUMBER OF EXIT DOORS IN MONTANA'S PRESCHOOL FACILITIES

<table>
<thead>
<tr>
<th>Number of exits</th>
<th>No. of facilities</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Two doors</td>
<td>25</td>
<td>41.0</td>
</tr>
<tr>
<td>Three doors</td>
<td>16</td>
<td>26.2</td>
</tr>
<tr>
<td>Four doors</td>
<td>10</td>
<td>16.4</td>
</tr>
<tr>
<td>Five or more doors</td>
<td>10</td>
<td>16.4</td>
</tr>
<tr>
<td>Total</td>
<td>61</td>
<td>100.0</td>
</tr>
</tbody>
</table>
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
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
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 CENTERS

### BILLINGS DISTRICT

**Billings**

<table>
<thead>
<tr>
<th>Day Care Center</th>
<th>Director</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Community Day Care &amp; Enrichment Center</td>
<td>Mrs. Sally Hickman, Director</td>
<td>18 children ages 3 to 6, Non-profit</td>
</tr>
<tr>
<td>310 North 27th Street</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Billings, Montana 59101</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| Darlene Dyer Day Care Center                         | Mrs. Darlene Dyer         | 16 children, Private |
| 112 Avenue B                                         |                           |                     |
| Billings, Montana 59101                              |                           |                     |

| First Methodist Child Development Center             | Mrs. Louise Dutcher, Operator | 15 children ages 3 and 4, Church-sponsored, Non-profit |
| 4th Ave. N. and 28th St.                             |                           |                     |
| Billings, Montana 59101                              |                           |                     |

| Jack 'n Jill Day Care Center                         | Forney Hay, Operator      | 20 children over 2 yrs. of age, Private |
| 2211 Lewis Avenue                                    |                           |                     |
| Billings, Montana 59102                              |                           |                     |

### BUTTE DISTRICT

**Bozeman**

<table>
<thead>
<tr>
<th>Day Care Center</th>
<th>Director</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>ABC Day Care Center</td>
<td>Rev. Len J. Runner, Karol Gale</td>
<td>30 children 2 thru 12, Nazarene Church, church-sponsored, Non-profit</td>
</tr>
<tr>
<td>315 South 19th</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bozeman, Montana 51715</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| Bozeman Nursery                                      | Ellen Covey, Operator     | 40 children 2 to 5, Public, City-operated |
| 409 North Bozeman                                     |                           |                     |
| Bozeman, Montana 59715                                |                           |                     |

| *Pilgrim Nursery School                              | Mrs. John H. Rumely, Director | 20 children ages 2 to 5, Church-sponsored, Non-profit |
| 2118 South 3rd Avenue                                 |                           |                     |
| Bozeman, Montana 59715                                |                           |                     |

*in operation but does not need license*
Butte
Community Day Care Facilities, Inc. Mrs. Marge Clark, Director
201 W. Quartz
Butte, Montana 59701
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

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

GLASGOW DISTRICT

Glasgow
AVCO Day Care Center
AVCO - ESC, Building #846
Glasgow, Montana  59220

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 DISTRICT

Kalispell

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
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,

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: 452-9506  

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  

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  

Mrs. Bruce Midgett  
Hill County Community Action  
112½ 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
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 Bigeij
Graduate Advisor
Mrs. Jan Roberts  
Head Start Regional Training Officer  
University of Montana  
Missoula, Montana  59801

March 31, 1970

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
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,

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:**
   - **Public**
   - **Private**

5. **When is your facility in operation?**
   - **Months**
   - **Days**
   - **Hours**

---

**B. Background**

1. **When did your facility start?**
   - **1900 - 1909**
   - **1910 - 1919**
   - **1920 - 1929**
   - **1930 - 1939**
   - **1940 - 1949**
   - **1950 - 1954**
   - **1955 - 1959**
   - **1960 - 1964**
   - **1965 - 1969**
   - **1970 -**
2. What prompted its beginning?
   ____ aid in wartime emergency
   ____ serve as money-making adventure
   ____ serve "student" mothers
   ____ serve "working" mothers
   ____ provide social outlet for children
   ____ give mothers "time out"
   ____ study of children's behavior
   ____ serve busy or shopping mothers
   ____ provide educational opportunities for children
   ____ other (specify) ____________________________

3. Who was influential in its being started?
   ____ church group(s)
   ____ social worker(s)
   ____ teacher(s)
   ____ school group(s)
   ____ Extension service
   ____ women's club(s)
   ____ public service group(s)
   ____ mother(s)
   ____ other (specify) ____________________________

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 children'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?
   ____ none
   ____ religion
   ____ color of skin
   ____ financial standing
   ____ not toilet trained
   ____ mentally handicapped
   ____ physically handicapped
   ____ emotionally disturbed
   ____ special needs (rest, medication, etc.)
   ____ other (specify) ____________________________

3. How many children (average) are enrolled or in attendance each day?

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

<table>
<thead>
<tr>
<th>morning</th>
<th>afternoon</th>
<th>all day</th>
</tr>
</thead>
<tbody>
<tr>
<td>10 - 14</td>
<td>10 - 14</td>
<td>20 - 29</td>
</tr>
<tr>
<td>15 - 19</td>
<td>15 - 19</td>
<td>30 - 39</td>
</tr>
<tr>
<td>20 - 24</td>
<td>20 - 24</td>
<td>40 - 49</td>
</tr>
<tr>
<td>25 or more</td>
<td>25 or more</td>
<td>50 or more</td>
</tr>
</tbody>
</table>

5. Children attend the facility on what basis?

- scheduled hours
- unscheduled hours

<p>| | | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1 day a week</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2 days a week</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3 days a week</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>4 days a week</td>
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<tr>
<td>5 days a week</td>
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<tr>
<td>6 days a week</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7 days a week</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>age of youngest</th>
<th>age of oldest</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 year old</td>
<td>1 year old</td>
</tr>
<tr>
<td>1½ years old</td>
<td>1½ years old</td>
</tr>
<tr>
<td>2 years old</td>
<td>2 years old</td>
</tr>
<tr>
<td>2½ years old</td>
<td>2½ years old</td>
</tr>
<tr>
<td>3 years old</td>
<td>3 years old</td>
</tr>
<tr>
<td>3½ years old</td>
<td>3½ years old</td>
</tr>
<tr>
<td>4 years old</td>
<td>4 years old</td>
</tr>
<tr>
<td>4½ years old</td>
<td>4½ years old</td>
</tr>
<tr>
<td>5 years old</td>
<td>5 years old</td>
</tr>
<tr>
<td>other</td>
<td>other</td>
</tr>
</tbody>
</table>

7. Are the children separated into groups by age?

- yes
- no

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

<p>| | | | | | |</p>
<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>1 -2 years</td>
<td>2 -3½ years</td>
<td>4 -5 years</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1 -2½ years</td>
<td>2 -4 years</td>
<td>4 -5½ years</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1 -3 years</td>
<td>2 -4½ years</td>
<td>4 -6 years</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1½ -2 years</td>
<td>3 -4 years</td>
<td>4½ -5½ years</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1½ -2½ years</td>
<td>3 -½ years</td>
<td>4½ -6 years</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1½ -3 years</td>
<td>3 -½ years</td>
<td>other (specify)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2 -3 years</td>
<td>3½ -½ years</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2 -3½ years</td>
<td>3½ -5 years</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2 -4 years</td>
<td>3½ -5½ years</td>
<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

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
   _____ one
   _____ two
   _____ three
   _____ four
   _____ five
   _____ six
   _____ seven

   part time
   _____ one
   _____ two
   _____ three
   _____ four
   _____ five
   _____ six
   _____ seven

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

   _____ one
   _____ two
   _____ three
   _____ four
   _____ five
   _____ six
   _____ seven
   _____ eight

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

   _____ one
   _____ two
   _____ three
   _____ four
   _____ five
   _____ six

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

   _____ cook
   _____ nurse
   _____ janitor
   _____ bus driver
   _____ bookkeeper
   _____ other (specify) ________________

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

   _____ graduated from high school
   _____ completed one or two years of college
   _____ completed three or four years of college
   _____ earned bachelors degree
   _____ earned extra credits beyond bachelors degree
   _____ earned masters degree
   _____ earned extra credits beyond masters degree
   _____ other (specify) ____________________________________________

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

<p>| bachelors          | masters          |</p>
<table>
<thead>
<tr>
<th>major</th>
<th>minor</th>
<th>major</th>
<th>minor</th>
</tr>
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<tbody>
<tr>
<td></td>
<td>Home Economics</td>
<td></td>
<td>Home Economics</td>
</tr>
<tr>
<td></td>
<td>Education</td>
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</tr>
<tr>
<td></td>
<td>Sociology</td>
<td></td>
<td>Sociology</td>
</tr>
<tr>
<td></td>
<td>Psychology</td>
<td></td>
<td>Psychology</td>
</tr>
<tr>
<td></td>
<td>Nursing</td>
<td></td>
<td>Nursing</td>
</tr>
<tr>
<td></td>
<td>Art</td>
<td></td>
<td>Art</td>
</tr>
<tr>
<td></td>
<td>General</td>
<td></td>
<td>Other (specify)</td>
</tr>
<tr>
<td></td>
<td>Other (specify)</td>
<td></td>
<td>Other (specify)</td>
</tr>
</tbody>
</table>
7. If they have a degree, when and from where was it received?

<table>
<thead>
<tr>
<th>Years Ago</th>
<th>College or University</th>
<th>State</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 - 4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5 - 9</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10 - 14</td>
<td></td>
<td></td>
</tr>
<tr>
<td>15 - 19</td>
<td></td>
<td></td>
</tr>
<tr>
<td>20 - 24</td>
<td></td>
<td></td>
</tr>
<tr>
<td>25 - 29</td>
<td></td>
<td></td>
</tr>
<tr>
<td>30 or more</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

8. What previous first-hand experiences has the teaching staff had with children?

<table>
<thead>
<tr>
<th>Experiences</th>
<th>Approximate Length of Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sunday school teacher</td>
<td></td>
</tr>
<tr>
<td>Kindergarten teacher</td>
<td></td>
</tr>
<tr>
<td>Elementary school teacher</td>
<td></td>
</tr>
<tr>
<td>Secondary school teacher</td>
<td></td>
</tr>
<tr>
<td>Preschool teacher (elsewhere)</td>
<td></td>
</tr>
<tr>
<td>Just enjoys children</td>
<td></td>
</tr>
<tr>
<td>Nursing experience in pediatrics</td>
<td></td>
</tr>
<tr>
<td>Personal experience raising own children</td>
<td></td>
</tr>
<tr>
<td>Caring for children of friends or relatives</td>
<td></td>
</tr>
<tr>
<td>Other (specify)</td>
<td></td>
</tr>
</tbody>
</table>

9. When a vacancy occurs, how do you recruit new employees?

<table>
<thead>
<tr>
<th>Method</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Radio</td>
<td>school</td>
</tr>
<tr>
<td>Newspaper</td>
<td>friend</td>
</tr>
<tr>
<td>Church</td>
<td>employment office</td>
</tr>
<tr>
<td>Other (specify)</td>
<td>parents</td>
</tr>
</tbody>
</table>

E. Parents

1. Are the parents allowed or encouraged to stay with their child?

<table>
<thead>
<tr>
<th>Allowed</th>
<th>Encouraged</th>
</tr>
</thead>
<tbody>
<tr>
<td>yes</td>
<td>yes</td>
</tr>
<tr>
<td>no</td>
<td>no</td>
</tr>
</tbody>
</table>

2. Are the parents allowed or encouraged to observe the children?

<table>
<thead>
<tr>
<th>Allowed</th>
<th>Encouraged</th>
</tr>
</thead>
<tbody>
<tr>
<td>yes</td>
<td>yes</td>
</tr>
<tr>
<td>no</td>
<td>no</td>
</tr>
</tbody>
</table>

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:
   - rented
   - owned
   - used free, plus utilities
   - a school
   - a church
   - a private home
   - one remodeled for this purpose
   - one originally build for this purpose
   - other (specify) __________________________

   - approximately 0 - 4 years old
   - 5 - 9 years old
   - 10 - 14 years old
   - 15 - 19 years old
   - 20 - 29 years old
   - 30 - 39 years old
   - 40 or more years old

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?
   - yes
   - no
   - once a year
   - twice a year
   - three times a year
   - four times a year
   - every other month
   - every month
   - 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?
   - one
   - two
   - three
   - four
   - five
   - 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
    ____ 350 - 499 square feet
    ____ 500 - 649 square feet
    ____ 650 - 849 square feet
    ____ 850 - 999 square feet
    ____ 1000 or more square feet
    Outdoors
    ____ 1000 - 1499 square feet
    ____ 1500 - 1999 square feet
    ____ 2000 - 2499 square feet
    ____ 2500 - 2999 square feet
    ____ 3000 or more square feet

12. Is a person trained in first aid always available?
    ____ yes
    ____ no

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:
   ____ health inspection
   ____ play outdoors every day
   ____ variety of quiet activities
   ____ variety of active play activities
   ____ rest period(s)
   ____ naps
   ____ regular meal(s)
   ____ walks, trips, excursions
   ____ snacks (what types)
   ____ science experiences
   ____ number, color and shape concepts
   ____ safety and health concepts
   ____ learning about others (helpers, countries, etc.)
   ____ dramatic play
   ____ creative expression (art, music, dance, etc.)
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
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
<table>
<thead>
<tr>
<th>Location</th>
<th>Name/Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alberton:</td>
<td>Mrs. Keith Nelson, Head Start</td>
</tr>
<tr>
<td>Bozeman:</td>
<td>Mrs. Vesta Anderson, MSU Child Devpt. Center, MSU Campus</td>
</tr>
<tr>
<td>Billings:</td>
<td>Mrs. Sally Hickman, Community Day Care and Enrichment Center, 310 N. 27th</td>
</tr>
<tr>
<td></td>
<td>Carol Battenfield, Kiddieland Nursery, 814 N. 30th</td>
</tr>
<tr>
<td></td>
<td>Margie Hay, Jack and Jill Nursery, 2211 Lewis Ave.</td>
</tr>
<tr>
<td></td>
<td>No. Park School Head Start Center, 615 N. 19th</td>
</tr>
<tr>
<td></td>
<td>Mrs. Ardy Craig, First Methodist Child Development Center, 4th Ave. N. &amp; Broadway</td>
</tr>
<tr>
<td>Box Elder:</td>
<td>Frank Hayes, Rocky Boy Community Action Program</td>
</tr>
<tr>
<td></td>
<td>Rocky Boy Reservation, Rocky Boy Route</td>
</tr>
<tr>
<td>Bozeman:</td>
<td>Mrs. John Rumley, Pilgrim Nursery School, 2118 S. 3rd Ave.</td>
</tr>
<tr>
<td></td>
<td>Ellen Covey, Bozeman Nursery School, 409 N. Bozeman</td>
</tr>
<tr>
<td></td>
<td>Mrs. Celeste Haines, United Methodist Thursday Nursery School, S. Willson and Olive</td>
</tr>
<tr>
<td></td>
<td>Reverend Lou Runner, ABC Day Care Center, 315 S. 19th</td>
</tr>
<tr>
<td>Browning:</td>
<td>Mrs. Conrad Himmel, Day Care Center</td>
</tr>
<tr>
<td>Busby:</td>
<td>Head Start Program, BIA School</td>
</tr>
<tr>
<td>Butte:</td>
<td>Mrs. Jean Finley, Head Start Center, 2001 Leatherwood Ave.</td>
</tr>
<tr>
<td>Butte:</td>
<td>Jo Ann Cook, Community Day Care Facilities, Inc., 201 West Quartz</td>
</tr>
<tr>
<td>Crow Agency:</td>
<td>Head Start Program, 59022</td>
</tr>
<tr>
<td>Deer Lodge:</td>
<td>Sister Alice Clare, Hill St. Joseph School for Tiny Tots</td>
</tr>
<tr>
<td>Elliston:</td>
<td>Mrs. Marilyn Thomas, Head Start Program</td>
</tr>
<tr>
<td>Glasgow:</td>
<td>Mrs. Rebecca Carmichael, AVCO Child Dev. Center, AVCO - ESC, Building #846</td>
</tr>
<tr>
<td>Glendive:</td>
<td>Mrs. Ron Olson, Kiddie Korner Day Care Center, 411 Sargent</td>
</tr>
<tr>
<td>Location</td>
<td>Name</td>
</tr>
<tr>
<td>----------</td>
<td>------</td>
</tr>
<tr>
<td>Great Falls</td>
<td>Mrs. Mildred Amdahl</td>
</tr>
<tr>
<td>Helena</td>
<td>Mrs. Phyllis Young</td>
</tr>
<tr>
<td></td>
<td>Dewey Swank</td>
</tr>
<tr>
<td></td>
<td>Dewey Swank</td>
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<td>Mother Dolores Helbling</td>
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<tr>
<td>Hamilton</td>
<td>Patricia Iman</td>
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<td></td>
<td>Mrs. Walter R. Smith</td>
</tr>
<tr>
<td>Harlem</td>
<td>Miss Beender</td>
</tr>
<tr>
<td>Havre</td>
<td>Les Stevenson</td>
</tr>
<tr>
<td>Hays</td>
<td>Ray Gone</td>
</tr>
<tr>
<td>Helena</td>
<td>Mrs. Viola Posey</td>
</tr>
</tbody>
</table>
Missoula: 59801
Mrs. Helen Appelt
Church of the Nazarene Nursery
S. Ave. at 26th St.
Mrs. Dianna Bartsch
Little Bo Peep Nursery
301 S. 6th West
Janice M. Watson
Jack & Jill Nursery
and Kindergarten
1330 S. 4th St. W.
Mrs. Jean Christopherson
University Nursery School
University of Montana
Mrs. Constance Fichtler
Missoula Mineral Human Resources Day Care Center
300 East Main St.
Mrs. Barbara Shook
Mrs. Eileen Woolschlaeger
Kensington Nursery
355 Kensington

Pryor: 59066
Head Start Program
Mrs. Clifford Kober
Roberts: 59070
Roundup: 59072
Francis Connors, Principle
Roundup Central Elem. Head Start Program

Stevensville: Elizabeth Irvine
59870
Head Start Main Street
St. Xavier: 59075
Head Start Program

Phillipsburg: 59855
Mrs. Gary Isaacson
Granite County Head Start

Poplar: 59255
Charles Courchene
Fort Peck Reservation Head Start (1)
Box 307
Charles Courchene
Fort Peck Reservation Head Start (2)
800 Court Ave.
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Books:


Leeper, Sarah Hammond; Dalessi, Ruth J.; Skipper, Dora Sikes; Witherspoon, Ralph L. *Good Schools for Young Children*. 2nd Ed. New York: Macmillan Company. 1968.


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Couvillion, Martha. "Working with the Untrained Teacher." *Young Children.* XXIV (Oct., 1968), 37-41.


Gross, Dorothy Weisman. "Equipping a Classroom for Young Children." Young Children. (Dec., 1968), 100-103.


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