



A survey of winter resort child care facilities for the purpose of planning a facility for such an area
by Judith Hall Refsland

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:

The objectives of this study were: 1) to find existing day care guides, programs and facilities, 2) to survey winter recreation areas and 3) to apply this information in planning a child care center for a resort area.

Day care guides provided information on: 1) children.

2) staff, 3) parents, 4) physical facility, 5) program and 6) equipment.

The survey consisted of a questionnaire sent to ninety-four winter recreation areas with child care services. Resort child care facilities were concerned with protecting the children from physical and health hazards. The program consisted of a variety of quiet activities with little emphasis on active play or developing mental concepts. The space allotments and number of staff could accommodate the number of children attending during the slow seasons but were insufficient for the busy seasons at a resort area.

Information obtained from the survey such as the frequency of attendance, the days and hours the facility was in operation, the age range of the children attending, the schedule of attendance, whose children were accepted at the child care facility, and the health and safety standards, contributed in designing a child care center for a resort area.

The physical facility was designed for thirty-five children and includes a description of areas included in the center and the specific needs for each area.

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Date

June 16, 1952

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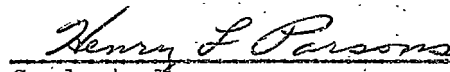
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ABSTRACT

The objectives of this study were: 1) to find existing day care guides, programs and facilities, 2) to survey winter recreation areas and 3) to apply this information in planning a child care center for a resort area.

Day care guides provided information on: 1) children, 2) staff, 3) parents, 4) physical facility, 5) program and 6) equipment.

The survey consisted of a questionnaire sent to ninety-four winter recreation areas with child care services. Resort child care facilities were concerned with protecting the children from physical and health hazards. The program consisted of a variety of quiet activities with little emphasis on active play or developing mental concepts. The space allotments and number of staff could accommodate the number of children attending during the slow seasons but were insufficient for the busy seasons at a resort area.

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The physical facility was designed for thirty-five children and includes a description of areas included in the center and the specific needs for each area.

CHAPTER I

INTRODUCTION

Importance of Study

Since World War II, Americans have progressively moved into an age of leisure. Before that time leisure was enjoyed only by a narrow stratum of the population - those with great wealth. Modern industrial technology and automation have been among the contributing factors toward an increase of leisure time for Americans in all income levels, including laborers and semi-professional people. (Yukic, 1970, p. 1) For example, the work week has decreased from sixty hours per week prior to World War II (Clawson, April, 1964, p. 12) to forty hours per week today. In addition, a thirty hour work week is predicted for 1975. (Schneider, 1957, p. 8) It may be that in the future Americans may have seventy to eighty hours of free time per week. (Mobley, November, 1968, p. 41)

With increased leisure the American public will face the advent of longer week-ends and lengthened vacation periods. Extended vacation periods will mean that growing numbers of people will be setting out to discover new and distant places. Some projections for the year 2000 (Douglas, 1964, p. 55) included the following statement:

More people will travel more miles at home and abroad, the volume more than doubling during the next decade. People will have wide choices to travel wherever their fancy leads them.

For the traveling masses, space is being acquired and special facilities provided to aid in the handling of American society's leisure pleasures. Such space is taking form as highly developed recreation or resort areas which will include special facilities to meet the needs of a demanding public. Recreational activities which occupy leisure time have assumed a significance in our society. (Yukic, 1970, p. 1)

Since the adult working public is being provided with quality leisure time areas, children should be given the same opportunity to enjoy quality leisure during a family's holiday or vacation. The report of Forum 21 of the 1970 White House Conference on Children (December, 1970, p. 5) stated:

'Kids are just playing' is a statement often revealing the attitude that it is not necessary to actively enrich the lives of children; but children are people and deserve the same attention to their leisure needs as youth and adults.

For children, creative leisure is particularly important because of the profound contributions those activities make to the child's emotional, psychological, physical, intellectual, aesthetic and spiritual growth. (Report of Forum 21, December, 1970, p. 2)

Because of the importance of a preschooler's development, every opportunity should be taken to promote their total development even if it means attendance of only one day at a recreation area.

For preschool children leisure activities in a resort area could take the form of a child care center as described by Boguslawski (1966, p. 4):

A Child Care Center is a place where the preschool child has an opportunity to learn through play with other children and with appropriate toys and materials; where his mental, emotional, and physical growth is fostered; and where nutritious food, health supervision, medical care, rest, and activity are provided as needed. This is done by a staff specifically trained in the care and education of the preschool child, and with educational toys and equipment specifically designed to meet the growth needs of the child. It is a place where parents, for several hours each day, can leave their children and thus share their care and up bringing with the staff of the center.

Need for the Study

From the ski guide used for the sample there were approximately 768 winter recreation areas located throughout the United States. (Winter Ski Directory, 1968 and 1969) Ninety-four of these areas had a child care center as part of their operation. Considering these figures, it is apparent there is a lack of attention for facilities at winter recreation areas that can adequately care for preschool children.

Purpose of the Study

The purpose of this study was to discover what types of child care centers are available in winter recreational areas and plan a facility for such an area. This plan could be utilized as a model child care facility for any recreational area where preschoolers

will be cared for while their parents are enjoying leisure time. The study was precipitated by the development of Big Sky of Montana, Inc., located in the Gallatin Valley in close proximity to Montana State University. Big Sky of Montana, Inc., is a currently developing recreation area designed to meet the leisure time pleasures of the American public.

Objectives of the Study

The objectives of this study were:

1. To find existing day care guides, programs, and facilities.
2. To survey winter recreation (resort) areas.
3. To apply this information in planning a child care center for a recreation area.

Definition of Terms

The terms used throughout this thesis are hereby listed.

1. Child Care Center - a facility that specializes in the care of preschool children including all the aspects as discussed in the review of literature - children, staff, parents, physical facility, program, and equipment.
2. Day Care Center - a substitute for maternal care to meet the health and safety needs of the children whose parents are needing supplementary care for their children.
3. Developmental Day Care - a substitute for maternal care to serve the social, emotional, physical, and intellectual needs of the children whose parents are needing supplementary care for their children.

4. 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.
5. Leisure Time - refers to all time other than that spent on the job, in housework, and other necessary activities.
6. Recreation - used synonymously with leisure time as activities which are satisfying, constructive and engaged in for one's own sake, and from which the individual derives fun, relaxation, and pleasure. For children, these activities will be called play, but for adults, recreation. (Nash, 1953, p. 34)
7. Resort Area (Recreation Area)- a highly developed commercial area for the purpose of providing organized or unorganized leisure time activities such as skiing, golfing, fishing, etc., for the general public. The area may include facilities such as condominiums, hotels, lounges, restaurants, ski lifts, shops, and a nursery.

CHAPTER II

REVIEW OF LITERATURE

This study is primarily concerned with gathering information, which will aid in the planning of a quality child care center for preschool children in a resort area. Areas of concern in planning such a facility include: 1) preschool children, 2) staff, 3) parents, 4) physical facility including health and safety requirements, 5) program for preschool children and 6) equipment.

Preschool Children

Introduction

From a self-centered baby, the preschool child is emerging as a social being who can share and cooperate with others, who participates as a member of his family, and who is becoming ready for school. His pace of physical growth is slowing down, and many of his bodily activities are becoming routine. Physically, he is gaining control and is perfecting the use of his large and small muscles; emotionally and intellectually, development is apparent in his growing ability to express himself in speech and in his greatly increased interactions with his environment. (Duvall, 1957, p. 229)

Developmental Theories

Several theorists of child development believe in the regularity of human growth as well as in the partial predictability of human

behavior. They all assume that human life unfolds in an orderly process in an orderly world. (Maier, 1969, p. 228)

Gesell, Ilg and Ames

Gesell, Ilg and Ames (1955, p. 10) describe the unfolding of behavior patterns in children as processes that occur in an orderly sequence of stages.

As we describe succeeding age levels, you will note that the same general kinds of things seem to be happening over and over again. Careful analysis of behavior trends in the first ten years of life - supplemented by later studies of the years from ten to sixteen - make it apparent that a rather distinctive sequence of behavior stages seems to occur repeatedly as a child matures. Thus the first cycle, and the one we know most about occurs between two and five years of age, repeats itself from five to ten, and occurs once again between the ages of ten and sixteen.

Gesell, Ilg and Ames are very descriptive in their behavioral characteristics of a child at a particular age but they (1955, p. 13) go on to explain:

Any description of age levels such as that which we have just given you is a gross over simplification. When we describe characteristic behavior for any given age, we do not mean that all children of that age will behave just that way scarcely any of the time. However it is the order in which these stages follow each other which is most important - far more important than the exact age at which any certain child reaches any one of these stages. And each child gives his own individual twist to these age sequences.

Erik H. Erikson

For Erik H. Erikson, a child's development passes through

phases; the first six years of life includes those phases of achieving a basic sense of trust, autonomy and initiative. (Evans, 1971, p. 19) In each of these phases of development the child must face and master some central problem as his dilemma of that phase. As each dilemma is solved, the individual can move into the next phase. Thus, development is a continuous process with each phase equally a part of the continuum, since every phase finds its antecedents in previous phases and its ultimate solutions in those subsequent to it. (Maier, 1969, p. 3)

Jean Piaget

The qualitatively distinct developmental stages projected by Piaget (Evans, 1971, p. 205) are the sensory-motor stage (birth to two years), the stage of preoperational thought (two to seven years), concrete operational stage (seven to eleven years), and the period of formal operations (eleven years and beyond). This theory deals with the cognitive development of the child and is seen always as a combination of the following four sources:

1. Maturation (differentiation of the nervous system)
2. Experience (interaction with the physical world)
3. Social transmission (caring and education to affect the nature of the individual's experience)
4. Equilibration (self-regulation of cognitive adaptation)
(Maier, 1969, p. 94)

The sequence of development has a fixed, defined order; to reach point "z" in development, a child must have started with "a" and proceeded through "b", "c", "d", "e" and so on. This order is said to be the same for all children, although individual differences in rate are possible and likely. (Evans, 1971, p. 204)

Evelyn Duvall

Duvall has compiled a list of developmental tasks that applies to every preschool child. They enable one to better understand the total growth patterns accomplished during the preschool years (2½ to 5 years). (See Appendix A)

Developmental stage theories are important in understanding the total growth and behavior patterns of preschool children, thus enabling one to plan a program that will meet the needs of the children at each developmental stage.

Admission of Children to Child Care Facility

Criteria for Eligibility

The primary eligibility criteria for admission to the child care facility includes: 1) the individual child's emotional readiness to be separated from the mother, 2) the mother's readiness to share the care of the child, 3) the age of the child and 4) the health of the child. (Boguslawski, 1966, p. 21)

Age

Generally, the children included in a child care center are those from two to five years of age. Children under two are completely dependent; have a greater susceptibility to communicable diseases; require more constant mothering care, physical handling and supervision; and may have greater emotional difficulty with separation from the mother. The child of six or over is learning his way into a broader society through play and work experiences with his peers. He is learning much about himself by experiencing the reaction of his companions to his conduct, his intellect, his cooperation, his physical skills, and to his ability to lead and to follow. A more advanced program is needed to recognize his needs for total development. (State of Illinois, January, 1970, p. 29)

Health Requirements

A child entering a center on a permanent basis needs to present some type of evidence of the general state of his health and immunization appropriate to his age as prescribed by the health regulations in his locality. This can be accomplished by a physician's signature or parent's signature atesting to the child's health.

(Montana, 1968, Part II, p. 8)

Size of Groups at Center

Authorities differ in the size of groups that should be maintained in a child care situation. Small groups ranging from

eight to twenty children per classroom are recommended. (Berson, December, 1965 - January, 1966, p. 8; Montana, 1968, Part I, p. 3; National Association for the Education of Young Children (NAEYC), p. 2; State of Illinois, January, 1970, p. 27)

Age-peer Grouping

When children are grouped according to a particular age range, the following Montana Standards (1968, Part I, p. 3) should be met:

2 to 4 year olds	12 to 15 children
4 to 5 year olds	15 to 20 children
5 years old or older	20 to 25 children

Each group should have its own facilities and program, in the same building or in separate buildings but on occasion, younger and older children should be together for constructive activity and play.

Mixed Age Grouping

Age-peer grouping is now under question as being universally appropriate for the school-aged child, particularly in the primary grades. If age-peer grouping is less relevant in the primary grades, it should be scrutinized even more carefully with younger children. The argument is given that the older children of three and four are more active and tend to create problems and possible injuries for the two year olds who try to "keep up" with the older children especially during vigorous play. The Frank Porter Graham Child Development

Center in Chapel Hill, North Carolina, used an extended-family or cottage-plan type of age-grouping and found that this plan provided a richer and more natural type of age-interaction without adding to staff requirements or to child hazards. (Office of Child Development (OCD), 1972, p. 7)

When considering mixed age groupings from two through five years of age, it is recommended that group size be not more than fifteen children per two staff members. (State of Illinois, January, 1970, p. 27)

Staff

The most important aspect of any day care setting is the adult staff - their own self-esteem and confidence, their flexibility, their genuine liking for children and their inexhaustible patience during the long day. (OCD, 1972, p. 11) Next to the children, the staff play a primary role in the preschool environment - setting standards, selecting activities and providing materials and equipment. The staff's personalities, attitudes and programs determine to a large extent, the atmosphere and environment which in turn develop attitudes and behaviors in young children. (Wylie, 1969, p. 7)

The quality and effectiveness of the child care services depend on the caliber, conviction, and understanding of the person or persons administering the program and the knowledge, skill, and

personal qualifications of the staff. (State of Illinois, January, 1970, p. 3) Services which provide maximum growth opportunities can be designed and implemented only by personnel who have the knowledge and ability. (Akers, March, 1970, p. 240)

Qualifications

Education

The qualified teacher should be a graduate of an accredited four-year college with a major in Early Childhood Education or a related field involving work with children. She/he should also have had supervised teaching experience with groups of young children. Theoretical and practical work in Early Childhood Education should include a basic knowledge of child psychology, growth and development, nutrition, mental hygiene, curriculum planning, parent education, and family and community relationships. (Boguslawski, 1966, p. 38; Leeper and Others, 1968, p. 104-105; NAEYC, p. 4)

The State of Illinois Day Care Licensing Standards (January, 1970, p. 14-15) recommend the following for the teaching staff:

1. It is recommended that the Director and/or Child Care Worker, who has over-all primary responsibility for planning, administering, supervising, and programming a child care center, have a Master's degree, preferably in childhood education and development, or in social work or a related field of child welfare, with at least three years of responsible experience in working in group programs for young children.

2. It is recommended that persons . . . directing the daily activities of a group of children, within the over-all program, have a bachelor's degree with specialization in childhood education and development.
3. It is recommended that persons . . . who serve in important assistant capacities and carry responsibility, under general supervision, for a group of children, have at least two years of college, preferably with specialization in childhood education and development that could lead to a bachelor's degree in the specialization.

Skills

Teachers of preschool children must be skilled in techniques for working with children. Components of the skills needed to work with young children are:

1. Safeguarding the children from physical danger.
2. Providing an environment equipped to foster the developing needs of children.
3. Fostering new areas of learning.
4. Broadening opportunities and interests.
5. Allowing freedom but standing ready to help.
6. Lending support instead of interference.
7. Encouraging independence.
8. Giving positive direction and not physical punishment.
9. Helping each child find his place in the group.
10. Giving guidance in social difficulties.
11. Handling day-to-day problems and emergencies. (Boguslawski, 1966, p. 41; McCartney, 1961, p. 4; Tarnay, 1965, p. 56)

Personality

There are fundamental, personal qualities which should be generally characteristic of all staff members whether they have direct charge of the children or are in related service positions. Many authorities (American Joint Distribution Committee (AJDC), 1962, p. 28; Boguslawski, 1966, p. 44; 48; Caldwell and Richmond, 1967, p. 75; Hosley, January, 1965, p. 138; Leeper and Others, 1968, p. 401; Montana, 1968, Part I, p. 2-3; NAEYC, p. 3; State of Illinois, January, 1970, p. 11-12) agree that personal qualifications include:

1. An interest in the welfare of young children with both theoretical understanding of and sensitivity to children's needs.
2. Affection, respect, and love for children.
3. Acceptance and enjoyment of children.
4. A warm, friendly, sympathetic personality.
5. An imagination and a sense of humor.
6. An emotionally healthy individual exhibiting flexibility, patience, security, self-confidence, maturity, responsibility, dependability, a liking of others, and a willingness to cooperate with the aims of the program.
7. Awareness of the limits of one's own ability, with a willingness to ask for and accept direction.
8. A capacity and desire to learn more about children and their needs.
9. Good physical health and an abundance of energy.

Health Requirements

Each adult in a child care setting needs to give proof of freedom from communicable disease. A physical examination prior to hiring a staff member needs to be required. There should be provisions for a substitute teacher in case of sickness to relieve the regular teacher of his/her duties during the acute phase of symptoms. The personal health habits of any staff member should be appropriate to protect the health of the children such as personal handwashing, prompt discarding of soiled tissues, and general personal cleanliness. (OCD, 1972, p. 31-34)

At least one adult care giver, the day care mother in a small group or one of the staff in a large group, should be trained by means of an appropriate course or job-related experience in observation of symptoms of illness, in taking oral or rectal temperatures, and in elementary principles of first-aid. (OCD, 1972, p. 19)

Number of Staff Members

There should be enough teachers both to guide the group and to take care of individual children's needs. Number of staff members depends on the hours and number of days the center is open; the age, the number, and the special needs of the children; the special features of the program; and the physical premises. (AJDC, 1962, p. 23; Boguslawski, 1966, p. 42; NAEYC, p. 2)

Montana's licensing laws (1968, Part I, p. 3) require at least two staff members on duty at all times. If the group exceeds twenty children an additional staff member is needed for each unit of children numbering up to ten. When considering mixed-age groups of children, there should be at least two staff members per fifteen children.

(State of Illinois, January, 1970, p. 27)

Working Conditions

Working conditions must exist so that staff may perform efficiently and effectively in a wholesome atmosphere which is free from unnecessary tensions and disturbances. Every child care center must have some personnel policies and practices to regulate the work of the staff. Preferably the policies are in writing and developed through a joint effort by administration and staff representatives.

Included in the policies and practices should be:

1. Purposes of the child care center.
2. Educational qualifications.
3. Job definitions and duties.
4. Hours of work.
5. Pay.
6. Employment procedures - references, physical exam, contracts, probationary period, tenure, resignation and dismissal.
7. Policies on sick leave, vacations, leaves of absence, and holidays.

8. Employee benefits - health, medical, workmen's compensation, and other insurance plans.
9. Procedures for periodic evaluation of performance.
10. Procedures for staff and parent meetings. (AJDC, 1962, p. 7; Boguslawski, 1966, p. 23-24)

Parents

Importance of Parents to the Program

What parents think, feel and do are very important in the child's world. (Read, 1971, p. 370) The quality of the teacher-parent relationship during this early period will have an influence upon the child throughout his formative years. (Leeper and Others, 1968, p. 373) As parents become involved in programs for their children and learn how to apply newly acquired knowledge and skills, they can better foster children's development and learning abilities. (Grothberg, January-February, 1972, p. 17) 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. When this happens, parents and teachers can plan more constructively together for the good of the individual child as well as for that of all the children attending the center. (Project Head Start, 1967, p. 8)

Goals for Working with Parents

Parents can be helped to gain more confidence in themselves as parents. As they learn more about children, their expectations for

for their own child become more reasonable. They can be helped to enjoy watching the growth patterns of their child unfolding in an individual way. Parents can be given opportunities to meet together and learn through sharing their concerns with other parents, thus, relieving the parent of thinking he, alone, is facing a problem. The teacher, too, will increase her understanding of the parent-child relationship enabling her to offer helpful suggestions to parents.

(Read, 1971, p. 375-378)

Parent Involvement

Parent contacts with the center can take many forms. The center needs to provide some initial information about the program which should acquaint parents with the schedule, policies and activities. Other forms of parent contact include casual contacts when the parents bring and "pick-up" the child from the center, telephone conversations, home visits, parent observation at school, parent-teacher conferences and parent group meetings or educational programs.

If at all possible, parents should be encouraged to take part in the functioning of the center as a gardner, storyteller, bus driver, supply purchaser, field trip supervisor, librarian, meal-time helper, crafts helper, equipment manager, photographer, clerical helper, etc.

(Leeper and Others, 1968, p. 376-389; Read, 1971, p. 379-384; Project Head Start, 1967, p. 8-9)

Physical Facility of Child Care Center

Importance of Physical Facility

Housing for the child care center is more than selecting building materials and drawing up building plans. It is considering the needs of the children and what will be conducive not only to learning but also to good social, emotional, and physical growth. It is an environment where both teachers and children can live and learn in an atmosphere conducive to effective and creative living.

(Read, 1971, p. 67; Rogers, 1961, p. 1, 4)

A facility should fit all the things pliant kids can be, the best of the age, the most comfortable qualities of the age, and the most mentally healthy functions of the age. A facility is needed that lets these children flow at the peak of their intellectual and social and emotional powers, so they can know they are not just like all other children but are in a very special time of life and stage of development, one they can learn to love, one they can feel proud of living. (Bureau of Educational Studies and Field Services, 1969, p. 6)

Location

The center should be located on the ground floor and preferably in a separate building. (AJDC, 1962, p. 9) It should be located within walking distance or short driving distance from the children's homes, on a site that is drained satisfactorily, on a site away from distracting noises and removed from people who will be annoyed by the children's noise while at play. Locating the facility in relation to safe traffic routes with provisions for adequate parking are important for the safety of children as they are transported to and

from school. (Leeper and Others, 1968, p. 405; Rogers, 1961, p. 3)

Indoor Space

Amount

Authorities (Boguslawski, 1966, p. 29; Green and Woods, 1967, p. 10; Montana, 1968, Part II, p. 5; NAEYC, p. 1; Rogers, 1961, p. 1) agree that there should be a minimum of 35 to 50 square feet of indoor play space per child. Play space needs to be large enough for children to live and work together without needing to be regimented.

Arrangement

Although a rectangular room may not be ideal because of its lack of privacy or intimacy, it makes supervision much easier. A room like this needs no partitions, it can be easily equipped with furnishings and low cabinets that are moveable for a variety of activities. (Berson and Chase, December, 1965 - January, 1966, p. 9; Deutsch and Others, 1970, p. 6)

Kinds of Space

Play Space

The play space for children should be large enough to accommodate a variety of areas - block building, dramatic play, carpentry, art, manipulative play, science, and a general area. For each of these activities the teachers and children should be free to seek out a physical setting that encourages rather than discourages play, a "place"

which helps to develop enthusiasm or responsiveness to their needs.

(Bureau of Educational Studies and Field Services (BESTFS), 1969, p. 21)

The block-building area should be allotted generous space for building with large blocks and driving small trucks and cars. A "small" room within the room serves as a dramatic play area housing child sized furniture for role playing. The carpentry area where worktables, wood, hammers, saws, etc, are ready for miniature carpenters will need definite physical boundaries. An art area for creative expression is needed where one can work with clay, paints, etc. With the art area one might find the manipulative play and science areas equipped with small child sized tables and chairs for the comfort of small children. The general area is a place where children can come together as a group for stories, music, discussion or where during free play, one can be alone. (Deutsch and Others, 1970, p. 8-16; Humpal, 1969a, p. 48-51; Noecker, December, 1969, p. 102)

Other Space Needs

In addition to actual playing space, there are related space needs which aid in the efficient operation of a child care center.

Toileting and handwashing facilities.- Toileting facilities are an integral part of the playroom and should be adjacent to it. They should be airy, easy to clean and equipped with toilets, sinks, some form of towels, cup dispensers, and mirrors preportional to the child's height.

Toilet fixtures should hang from the wall and vary from ten to thirteen inches from the floor. Lavatories should be situated twenty-three to twenty-four inches from the floor and be placed close to the door to remind children to use them after toileting. Lavatories should have automatically controlled tepid water - not hot - and should be equipped with disposal drains to accommodate clay, sand, etc. (Leeper and Others, 1968, p. 410)

The number of toilets and lavatories varies with the number of children attending. Standards from the State of Illinois licensing agency (January, 1970, p. 49) are as follows:

<u>Number of children in center</u>	<u>Toilets and Lavatories</u>
1 - 10	1
11 - 25	2
26 - 50	3
51 - 75	4
76 - 100	5

Locker Area.- Near the entrance of the playroom, each child needs a place of his own to store wraps and belongings. Individual "cubbies" or hooks may serve the purpose with shelves above and below to store clothing, toys, etc., that may accompany the child to the center. (Boguslawski, 1966, p. 30; BESFS, 1969, p. 26; Deutsch and Others, 1970, p. 19; Leeper and Others, 1968, p. 410)

Resting or sleeping facilities.- Children who attend the center more than a half day need a quiet area for napping. (Boguslawski, 1966, p. 32) Sufficient space for a cot, pad, or mat for each child is

