A survey of trends and practices in teaching child development among land grant and state institutions by Naida Korsland Sievert

A thesis submitted in partial fulfillment of the requirements for the degree of MASTER OF SCIENCE in Home Economics
Montana State University
© Copyright by Naida Korsland Sievert (1976)

Abstract:
This study investigated trends and practices of teaching Child Development among land grant and state universities throughout the United States. Seventy-two survey-questionnaires were mailed to these institutions. The high rate of response (92%) indicated high interest in the field of Child Development Home Economics and related departments represented 87.8 percent of the sample. Changes that had taken place since 1970 involved remodeling, new facilities, and addition, of day care and toddler programs. First level courses in Child Development were offered by 92 percent of the institutions. Teaching strategies utilized by the greatest number of instructors included lecture, observation, discussion, audio-visuals and films. Tabulations of films, filmstrips, and texts are included in the study.
STATEMENT OF PERMISSION TO COPY

In presenting this thesis in partial fulfillment of the requirements for an advanced degree at Montana State University, I agree that the Library shall make it freely available for inspection. I further agree that permission for extensive copying of this thesis for scholarly purposes may be granted by my major professor, or, in his absence, by the Director of Libraries. It is understood that any copying or publication of this thesis for financial gain shall not be allowed without my written permission.

Name: [Signature]

Date: 2-26-74

[Signature]
A SURVEY OF TRENDS AND PRACTICES IN TEACHING
CHILD DEVELOPMENT AMONG LAND GRANT
AND STATE INSTITUTIONS

by

NAIDA KORSlund SIEVERT

A thesis submitted in partial fulfillment
of the requirements for the degree
of
MASTER OF SCIENCE
in
Home Economics

Approved:

Chairman, Examinining Committee

Head, Major Department

Graduate Dean

MONTANA STATE UNIVERSITY
Bozeman, Montana
March, 1976
iii

ACKNOWLEDGEMENTS

This study would not have been possible without the aid and cooperation of many people. The writer extends sincerest thanks to all who helped with advice, revisions, moral support, understanding, time and ideas. A special thank you to committee members Beth Bigej, Marjorie Keiser, Vesta Anderson and Kenneth Tiahrt. Also, much appreciated was the support from Home Economics Faculty, graduate students, and secretaries. The writer's family, relatives and friends were especially loyal. Thank you one and all.
TABLE OF CONTENTS

Chapter

I. INTRODUCTION ................................ 1
   Importance of the Study
   Purpose of the Study
   Definition of Terms

II. REVIEW OF LITERATURE ....................... 12
   History
   Program for College Students
   The Nature of Learning
   Audio-visual Equipment
   Television
   Observation
   Competency Based Education
   Programmed Instruction
   Lecture
   Discussion
   Positive Approach

III. METHODS AND PROCEDURES .................... 38
   Sampling Procedure
   Data Collection

IV. RESULTS ........................................ 41
   Sample
   Trends in Child Development Centers
   Physical Plant
   Program
   Trends in Child Development Courses
   Enrollment of College Students
   Methodology Used for Child Development College Courses

V. SUMMARY, CONCLUSIONS; RECOMMENDATIONS .... 63
   Summary
Conclusions

Changes in the Number of Nursery Schools
Reasons for Fewer Nursery Schools
Ratio of Students to Centers Used
Teaching Strategies
Texts for Child Development
Observable Traits of Children
Discussion
Recommendations

APPENDIX ............................................. 70

Appendix A - Cover Letter and Questionnaire
Appendix B - Follow-up Letter
Appendix C - Audio-Visual Aids
Appendix D - Textbooks, Authors and Number of Respondents Listing the Text

SOURCES CITED ........................................... 83
### LIST OF TABLES

<table>
<thead>
<tr>
<th>Table</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Universities' Average Number of Students Per Center</td>
<td>56</td>
</tr>
<tr>
<td>2. Films and Filmstrips Listed More Than One Time</td>
<td>59</td>
</tr>
<tr>
<td>3. Texts Including Prenatal Through Adolescence</td>
<td>62</td>
</tr>
<tr>
<td>4. Texts for Preschool Teachers</td>
<td>62</td>
</tr>
</tbody>
</table>
# LIST OF FIGURES

<table>
<thead>
<tr>
<th>Figure</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Departments of Respondents</td>
<td>43</td>
</tr>
<tr>
<td>2. Changes Since 1970</td>
<td>46</td>
</tr>
<tr>
<td>3. Average Number of Students Enrolled in First Level Child Development Course</td>
<td>50</td>
</tr>
<tr>
<td>4. Teaching Tools</td>
<td>51</td>
</tr>
<tr>
<td>5. Teaching Tools Used by Instructors</td>
<td>53</td>
</tr>
<tr>
<td>6. Behavior of Children to be Observed by Students in Child Development</td>
<td>55</td>
</tr>
<tr>
<td>7. Instructors' Uses of Discussion</td>
<td>57</td>
</tr>
</tbody>
</table>
ABSTRACT

This study investigated trends and practices of teaching Child Development among land grant and state universities throughout the United States. Seventy-two survey-questionnaires were mailed to these institutions. The high rate of response (92%) indicated high interest in the field of Child Development.

Home Economics and related departments represented 87.8 percent of the sample. Changes that had taken place since 1970 involved remodeling, new facilities, and addition of day care and toddler programs. First level courses in Child Development were offered by 92 percent of the institutions. Teaching strategies utilized by the greatest number of instructors included lecture, observation, discussion, audio-visuals and films. Tabulations of films, filmstrips, and texts are included in the study.
CHAPTER I

INTRODUCTION

Child Development and early childhood education are assuming increasingly important roles in our nation. With approximately 21 million children under six in the United States today, the best intentions of parents and teachers cannot guarantee high quality child care, unless those who deal directly with the child are competent, knowledgeable and dedicated. In order to understand a child, we need to understand his way of growth, for growth is the prime essence of life. According to Arnold Gesell,

The child grows as a unit in mind, body and personality. He is born into a culture, subject to the powerful influences of home, school and community. But he is also subject to deep seated growth forces which shape his individuality. Each and every part of the child's nature has to grow—his sense of self, his fears, his affections and his curiosities; his feelings toward mother and father, brothers and sisters and playmates; his attitudes toward sex; his judgments of good and bad, of ugly and beautiful; his respect for truth and justice; his sense of humor; his ideas about life and death, violence, nature, deity. 


Importance of the Study

There is a changing philosophy in family life style. Not too long ago, women did not work outside the home unless they had absolutely no other source of support. Only one role was appropriate, the domestic one of child bearing, child rearing, housekeeping and productive activities, such as volunteer worker for the March of Dimes or working at the blood drawing. The 20th Century was almost half over when the fallacy of the one-role ideology was officially recognized. Researchers had convincing evidence that if wives wanted to work, and did, that their marriages were better and in some cases made motherhood itself more satisfying.

President John F. Kennedy reinforced the two-role ideology by establishing the Commission on the Status of Women in 1961. This commission was to make the most efficient and effective use of the skills of all persons to promote the economy, security and national defense of our country. President Lyndon Johnson pointed out how handicapped the nation would be if women were not encouraged
to enter the labor force. Now, eleven million mothers work, either motivated by financial necessity or emotional imperatives. Mothers of six million children under six years of age provide financial support for their families.

Normal growth and development does not occur naturally for every child. This is a naive assumption that all children will develop into healthy, happy adults. The real challenge in delivery of services to children lies in teaching parents and teachers the child's way of growth, in order for them to help the child achieve a healthy, productive childhood.

Understanding the preschool child is basic to understanding all children through adulthood. A child without a firm foundation of basic trust (considered the

---


5 Carole Joffe, "Child Care: Destroying the Family or Strengthening It?," in The Future of the Family, Howe, p. 262.

6 Dolph Briscoe, "We Can't Take Child Development for Granted," Compact, July/August, 1974, Vol. VIII, No. 4, p. 22.
first step in Erickson's developmental sequence), may have a lifelong underlying weakness that is apparent in adult personalities who withdraw into schizoid or depressive states. The re-establishment of a state of trust has been found to be the basic requirement for therapy in these cases. According to Piaget's Theory of Intellectual Development, all mature aspects of behavior have their beginnings in infant behavior and evolve through all subsequent patterns of behavior. These trends are interrelated and interdependent.

In February, 1969, President Nixon stated, "So critical is the matter of early growth that we must make a national commitment of providing all American children an opportunity for healthful and stimulating development during the first five years." The number of children in public and private nursery schools increased 83 percent in the period from 1964-1969. In 1974 there was an estimated 1,500,000 preschool children enrolled in nursery

---


school and Head Start. According to one authority in the field, Katherine Read, more direction needs to be given to insuring high quality Child Development programs. The current spotlight is shifting from the child to the teacher.

The way Child Development is taught, not only affects the future preschool teacher and parent, it affects many other disciplines that require a knowledge of Child Development for their profession. These include Nursing, Physical Education, Elementary Education and Home Economics. These students need efficient, effective teaching methods.

Within the last decade, simulation has become greatly improved and has provided us with new and varied

---


methods of teaching. In order to keep up to date and resources current, it is important to know what materials are being used in the field of Child Development.

It may be dangerous to strive for change before we fully understand the forces with which we are dealing. Damage has been done many times, when people have acted without sufficient knowledge. Men cut down trees and cleared land only to discover that the soil washed away and that water supplies were endangered because of what they had done. Too much of our energy is spent trying to repair the consequences of hasty action. In the field of behavior, as in all fields, we need to observe and learn before we can evaluate a course of action.

Purpose of the Study

At present, many individuals who bear primary responsibility for the development and education of young children have had insufficient preparation for this vital and complex task.

It is important, therefore, at this time to study the trends and practices in teaching Child Development


in similar institutions in the United States. This thesis is a descriptive study with the following purposes:

1. To compare the proportion of universities maintaining nursery schools in 1970 with the present proportion.

2. To show reasons why there are fewer nursery schools now than in 1970.

3. To compare the ratio of students to the number of day care facilities used at the various state universities surveyed.

4. To tabulate the teaching tools used.

5. To tabulate the texts used.

6. To tabulate the traits of children that students observe.

7. To show the purpose of discussion groups.

Definition of Terms

Child Development Center or Laboratory Nursery Schools:

The Child Development Center represents the drawing together of all those resources - family, community and professional - which can contribute to the child's total
development. These schools were among the first schools in the United States with their focus on preparental education, teacher training and research and may serve as centers for mobilizing the resources of an area to meet the needs of young children. These units provide students a laboratory for observing and working with preschool children. The center is planned around a classroom and play area and provides a program for early diagnosis of problems.

**Day Care Centers:**

Day Care Centers take care of children whose mothers are employed outside the home or who are unable to care

---


for them because of illness or some other reason.\textsuperscript{20} These are usually full day care and may be financed privately, publicly or philanthropically.\textsuperscript{21} Primarily centers were started to provide custodial care; however, at present programs to meet the child's social, emotional, intellectual, as well as physical needs, are being developed.\textsuperscript{22}

Developmental Tasks:

"The relationship between developmental theory and preschool programming is basically the match between theory and practice."\textsuperscript{23} Developmental tasks include mental, physical, emotional and social development and creativity. These are all interrelated and a deficiency in one can create inadequacies in the others.

The developmental tasks are like rungs on a ladder; they are too far apart for the person to

\begin{itemize}
  \item \textsuperscript{21} Hildebrand, \textit{Early Childhood Education}, p. 9.
  \item \textsuperscript{22} Brown, "Trends and Practices in Child Development," p. 78.
\end{itemize}
scale the wall of maturity without stepping on each rung. Sufficient experience and skill in each task must be achieved in order to reach the next task successfully.  

Nursery School or Preschool:

A good nursery school is an educational facility under the supervision of a trained teacher where young children engage in their first group experience away from their own home before entering elementary school.

Preschool Child:

The generally accepted definition of the preschool child is one whose age is in the three to five year range. The kindergarten program, which is rapidly becoming a part of the public school system, provides for the older five year old children.

Simulation:

"The act of simulating. To simulate is to assume or have the appearance or form of, without the reality."  

---

In this study, the writer refers to the use of films, videotapes, audio tapes, firm loops, transparencies, slides and/or mini-demonstration used for teaching students.
CHAPTER II

REVIEW OF LITERATURE

Since this thesis is a study of the trends in teaching Child Development, the review of literature includes a brief history of early childhood education. It also reviews current teaching procedures used at Montana State University.

History

Prehistoric man's first problems centered on food, clothing, shelter and safety. The education of his children was of relatively low order.¹ Mothers looked after their children's biological needs much the same as animals and birds, but more infants died than lived, so until they reached the ages between five and seven they scarcely counted.² According to DeMause's recent historical study of children, until the 18th century a child's life was


very bleak. Every childrearing tract recommended beating. No examples from this period were found in which a child wasn't beaten or battered beginning in infancy. There seemed to be no separate world of childhood, as children shared adult games, toys and fairy stories. Adults and children lived together, never apart. By 1600 a new attitude was erupting based on the concept that childhood was innocent and it was the duty of adults to preserve this innocence. By 1700 the child possessed his own literature especially written for the young mind and the period between seven and adolescence was becoming a world of its own. The era between 1600 and 1800 witnessed a revolution in attitude toward education of children. Reading, for example, was to begin around four or five years of age with writing to follow and then gradually more sophisticated subjects would be added. The reason for this change seemed to be a social one. After 1500 the Western world grew more complex, demanding more skilled and trained men for commerce and the professions. Science and Technology demanded profound changes and with their

3Lloyd DeMause, "Our Forebears Made Childhood a Nightmare," Psychology Today, April, 1975, p. 85.
growth came a need for an increased amount of education. Before World War I, sixteen or seventeen was not an unusual age for a student to leave school, but after World War II more and more students remained in the educational system to age twenty-one and beyond.  

Many famous people have been associated with the development of education for young children. As long ago as the third century B.C. Plato argued that children be removed from their parents at an early age and be transferred to institutional care and training. Johann Comenius (1592-1670) Moravian bishop and Czech educator, wrote the first text (Orbis Pictus) using pictures for teaching children. He advocated a Mother's School in every home for every child. Lessons consisted of simple things such as learning to know plants and animals, parts

---

4 Skolnick, Intimacy, Family and Society, pp. 338-47.
5 Hess, Teachers of Young Children, p.
of the body, and colors. German educator Frederick Froebel (1782-1852) developed a school free from influences of formal education that allowed the child to develop freely. He also devised a system of educational games for children. These presented an orderly series of phenomena designed to challenge the children's abilities, stimulate mental activity and produce inner organization and integration. Maria Montessori (1870-1952) saw in children a spontaneous interest in learning as well as a spontaneous self-discipline. Primarily working with underprivileged, she used tools and techniques that supplemented their environmentally deprived backgrounds. She developed materials and schools that allowed children to progress in an atmosphere of freedom.

---

10 Hess, Teachers of Young Children, p. 4.
policy let the child do it himself. They were free to choose from toys such as sound boxes where they matched sounds, solid geometrical inserts that might vary in diameter or height so the child could arrange them accordingly, or buttoning frames where they learned to button, snap or use hooks and eyes.¹²

Until the 1890's there was little, if any, published information about the sensitivity, emotions, learning abilities and other psychological processes of children.¹³ Many misconceptions or old wives' tales about children existed.¹⁴ Some children were treated as passive, inactive learners.¹⁵ We now know of their ability to learn before the age of six.¹⁶ Other children were believed to be happy only if they were carefree. Adults using this

¹³Atkinson, Story of Education, pp. 308-09.
¹⁵Atkinson; Story of Education, p. 309.
as a guideline neglected their children's essential learning experiences and may have fostered long-lasting feelings of personal inadequacy. These misconceptions are based on the assumption that all people of a given age develop equally.  

Humans do progress through much the same growth stages, but at different rates according to their basic individuality. There is justification for questioning the truth of these tales and doubting their usefulness as behavioral guidelines.

Until the nineteen twenties and thirties, Americans paid little attention to the efforts of European pioneers. At that time early childhood education had a brief fling. Laboratory schools were established on college and university campuses in the 1920's to provide educational guidance of parents and children, in contrast to the usual

---

17 Hurlock, *Child Development*, pp. 3-6.


custodial care. Under heavy attack by the "scientific" wing of the social sciences, early education programs began to slip away silently. Laboratory schools continued to provide subjects for research studies and to train teachers so they could provide research subjects for the next generation.

Propelled by the stunning research finding that the best years of a child's learning life occurs before the age of six, preschool education became a national concern in the 1960's. Psychologists agree that preschool years are the most important in the formation of lifetime habits that determine future success and happiness. Studies relating to first grade children show that many are seriously handicapped before they begin their formal schooling and need a great amount of individual help to bridge the deficit.

---

22 Cohen, Child Development, p. 298.
Head Start nursery schools were first organized under the sponsorship of the federal government in many American communities in 1965. This program was designed to give children a chance to make up for deficiencies in early background experiences, improve physical health, and correct physical handicaps. Included was the improvement of the child's communication and language skills, sensory perception, object discrimination, organization of knowledge and the broadening of his life experiences. To do this the child was helped to see himself as a worthy person, able to master his environment and recognize adults as people who can help. Head Start programs were developed as both a concept and community facility. It represents the drawing together of resources - family, community and professional - that can contribute to the child's total development. It was to provide a program for comprehensive health services, parent involvement,

interviews and counseling, feeding of the children, and meetings of parents and other residents of the community. Head Start has met some scattered educational success, but the program has suffered because of conflicting goals and approaches, inadequate planning, insufficient and erratic funding, and ill-prepared teachers.

Program for College Students

Universities exist for the purposes of training men and women for a certain profession and pursuing learning and research without regard to immediate utility. For the student who is contemplating a career in the field of early childhood education, it is a time of extraordinary opportunity. This branch of education currently receives attention from educators, behavioral scientists and government agencies. Prompted by an impressive array of data concerning the influence of well conceived educational experiences for young children, legislators and school

---

27 Hildebrand, Early Childhood Education, pp. 8-9.


board members have given enthusiastic support to day care, nursery school and kindergarten. The growing desire for young mothers to launch or continue their careers outside the home has created the need for appropriate child care services. Many also believe that early childhood education is an important part of the American dream of fulfillment.  

At present, many universities operate nursery schools to provide a place for the study of child growth and development in a natural, wholesome environment where children can adjust themselves in social situations. Laboratory schools remain focused on preparental education, teacher training and research, and may serve as centers for mobilizing the resources of an area to meet the needs of young children.  

---


31 Atkinson, Story of Education, p. 129.

32 Read, Nursery School, pp. 44-45.
The Nature of Learning

The nature of learning is a vital factor in providing a teaching-learning environment as well as meaningful experiences to promote the optimum development of college students. Many teaching methods have been employed. Among these are: lecture, laboratory, audio-visual, interview, individual study, observation, discussion, debate, symposium, demonstration, dramatizations, field-trips, programmed instruction, team teaching, and television. While change and experimentation have always taken place recently there has been an unprecedented upsurge in new departures. The field of electronics alone has exerted a vast influence on our culture. This is seen in the use of television and computers.

Audio-visual Equipment

Audio-visual equipment allows for the communication and clarification of complicated ideas and techniques with

\[33\] Vocational Home Economics Education, "Planning for Effective Teaching," Montana Department of Public Instruction, F956-411.120, October, 1967, p. 10.

greater economy of classroom time. A study to develop audio-visual materials for teaching selected topics in a marriage and family living course at Oklahoma State University showed that an audio-visual slide-tape series was an effective way to present course concepts at the Junior College Level. At Florida State University, a study using transparencies to teach selected concepts in housing and home furnishing indicated high interest and favorable attitudes toward the use of the transparencies. Oman's study at Montana State University evaluated a film and script explaining the operation and cleaning of a food slicing machine. Junior and senior students in predietetics could understand and operate


the machine as successfully as when these operations were demonstrated.\textsuperscript{38}

Charles Hoban really believes that films have come into their own in instruction. The new status in films is partly a consequence of stylistic and technological changes in film, form and techniques, partly a need for permanence and historical continuity and partly as an aspect of the search for self-actualization, social understanding and creative expression.\textsuperscript{39}

Television

The average teenager spends more time in front of the television set than in the classroom. This addiction may be continued into later years. Television in education is now part of the University of Nebraska programs to provide off campus people in the Midwest an easy access to college credit courses. This has proved


to be very effective. A program for early childhood education capitalizes on TV technology to help trainees scattered throughout the United States. Trainees are filmed on videotape; the tape is evaluated; and the trainee reviews the film. Microtraining by videotape has been of great value to the trainee. The University of Southern California and Stanford are both experiencing success with their Instructional Television Fixed Services. Students watch regular classes on TV and because of special equipment are able to ask questions and enter into the discussions. This is a means of helping the remote student get a stronger sense of participation as well as saving time and commuting expense. Nutrition education has been conveyed in thirty and sixty second commercial "spots" on California television. Viewers felt this information was of vital concern and that they remembered and benefited


from the spot messages. The "SEW for Growth" series issued by New York State College of Home Economics showed that there was warrant for further consideration of teaching via television. Research conducted at Pennsylvania State University indicated that courses taught by TV were as effective as face to face instruction. Ohio State University students relate that they could see better details of a sewing technique and felt that they spent less total time when their clothing class was televised.

Observation

Observation, a traditional way to teach Child Development, offers many possibilities. "Observing and

---


recording the behavior of children is a powerful technique in helping the student become more aware of children—of how they act, what they say and what is important to them.\textsuperscript{47} It is not an easy task for the student to be objective and see what is actually taking place without value judgements, biases, defenses, or preconceptions.\textsuperscript{48}

Recent technology has made possible the use of tape recorders, slide movie and videotape cameras. These instruments permit the student to observe the same bit of behavior, over and over, for detailed analysis. Taped sequences speeded up or slowed down reveal new patterns in ways of behavior.\textsuperscript{49}

Observation of children can extend outside of the nursery school. This gives the observer insight into the different patterns of behavior children already have. Some children are able to meet new experiences with

\textsuperscript{47} Child Development Laboratory Observation Manual, Montana State University, Revised Winter, 1970, p. 1.


\textsuperscript{49} Stone, Childhood and Adolescence, p. 174.
confidence, others are disturbed by any departure from the familiar.  

Competency Based Education

The national emphasis is shifting to competency based education because in the former professional training of a teacher, there was a lack of agreement between the training program and the actual performance.  

Historically, teacher education programs have had a specified number of courses or course hours in specified areas of study.  

Competency Based Teacher Education (CBTE) is built on the idea that prospective teachers should be trained to have the competencies - knowledge, skills and ways of acting - that can be used most effectively in the classrooms.  

The student is judged

---


on the basis of attainment of specified objectives or competencies. 54

The California legislature had mandated CBTE for all its teacher training institutions. Texas Education Agency has pushed CBTE as one of the methods for use by teacher's colleges and schools of education. New York's State Department of Education is using CBTE in helping determine its licensing regulations. 55 By May of 1973, seventeen states had passed legislation or had received administrative support for CBTE. 56

In 1971, a planning committee was appointed to study preparation of preschool personnel. A consortium was established to develop the mechanics for assessing competencies and issuing credentials. The credentialed individual would be called a Child Development Associate. There are currently thirteen states that provide the Child Development Associate program.

54 Tobey, "Teacher Education," p. 266.
Competency Based Teacher Education does have problems. Very little is known and very little research has been done about how competency based trained teacher's behavior relates to pupil outcome. In spite of shaky ground, CBTE is a rapidly growing movement. 57

Programmed Instruction

In programmed instruction, the material is arranged in small-step sequence to be pursued by the students at their own pace. Materials contain built-in evaluation and positive reinforcements. 58 Computers make it possible to design programs in problem solving or decision making. The learner acts upon a series of contingencies supplied by the computer. The computer evaluates and describes the consequences of the learners' responses. If the learner is not satisfied, he can go back to the beginning and work through the problem making alternate choices. 59

Students at the University of Texas learn how to observe children by using a computer. Because the feedback

57 Tobey, "Teacher Education," p. 268.
58 Vocational Home Economics, p. 10.
from the computer is symbolical, the student is free from
censure or embarrassment. This program seems to offer
students a useful and valid substitute for direct
observational experience in learning physical development
concepts. Students were enthusiastic and felt visual
materials, coupled with immediate feedback, helped them
to understand what they were to look for when observing.60

Oklahoma State University has successfully intro­
duced and developed an audio-tutorial laboratory in
clothing selection and clothing construction. The students
are allowed to proceed through the course at their own
rate with the instructor available for discussion and
individual conferences. Oklahoma State is also investi­
gating the feasibility of using the computer to generate
individual tests for students in selected courses. In
this type of program the instructor is freed allowing
more time for meeting with students on a one-to-one basis.
Students in the test group felt the computer tests were
easier to read and mark. They liked having their grade

60 Mary Ellen Durrett, Gayle Browne and Agnes M.
Edwards, "'Observing' Children by Using a Computer,"
Journal of Home Economics, Vol. 66, No. 6, September,
1974, p. 35.
before they left, but some felt the long pages of the computer printout were hard to handle.61

Lecture

In ancient or medieval times when books were few and very expensive, the lecture had a legitimate status for conveying informational knowledge. In this day, electronic devices and inexpensive paperbacks are alternatives to the lecture for informational purposes. Lecture's most effective use is inspiration and motivation, demonstration of models and clarification of matter confusing to the learner.62

A main disadvantage of lectures is that they have been overused.63 If lecture is used, it should foster transfer of learning and indicate where ideas apply.


Lecturers should be sure concepts and principles are made sufficiently clear so that students can apply them and give the student an opportunity for application of learnings. Communication should be the principal involvement of the lecturer and the vocabulary should be appropriate to the developmental level of the learner.64

People, as a whole, are poor listeners. The average college student remembers about one-half of what is said and listening comprehension of the "white collar" worker is about 25 percent efficient. Listening requires more energy than reading.65

Murray Weinberg did a study on whether humor in a lecture helps students learn better and retain more information. He found that humor may be either a negative, neutral or positive influence on learning depending on students' intelligence and anxiety level. Very uptight students, with low intelligence, retain less. Less nervous smarter students were much more able to utilize


Another study showed that students tested over specific factual material scored higher when presented this material by organized lecture than by discussion.\textsuperscript{67}

Discussion

A discussion is a method in which a student is allowed to participate, question and express his own ideas. The instructor becomes a facilitator of discussion, a resource person or just a member of the group who learns with the students.\textsuperscript{68} Good classroom discussions are stimulated by teachers who know how to get students interested in and talking about the subject matter they are encountering. Small groups are better than large ones. Students need time to think, so the leader should not interrupt classroom silence. Opinions


\textsuperscript{67}Francis Canter and Judith Gallatin, "Lecture vs. Discussion as Related to Students' Personality Factors," Improving College and University Teaching, Vol. XXII, No. 2, Spring, 1974, p. 111.

\textsuperscript{68}Ibid.
should be valued and whenever possible the discussion should be made applicable to everyday living.⁶⁹

An advantage of discussion is that it involves students in class activities, providing the instructor with proof of ideas shared and evidence of students' awareness of what is happening. A disadvantage is that not all students find it easy or desirable to speak up in class. Some feel they learn simply by listening to others. If a student is made to feel guilty or inadequate, this will not encourage him to become involved. The instructor needs to respond to the non-verbal students' expression of ideas as openly as to the verbal ones. Students need to be allowed to find different methods of communication.⁷⁰

---


Positive Approach

Norman Vincent Peale promoted the power of positive thinking.\textsuperscript{71} There is little question that positivism seeks out and rewards whatever is done well. It is far more likely to motivate students than is negativism which feasts on failure.\textsuperscript{72} Gary Applegate tells instructors to look at the positive side, give high success assignments and look for the things a student does well. Stress the positive.\textsuperscript{73} White urges the use of a positive reinforcer such as a pat on the back or "slap me five".\textsuperscript{74}

The New Adventure in Learning (NAIL) program finds that the two keys to success in teaching have turned out to be a positive classroom atmosphere and individually determined instruction, with both keys being held by


\textsuperscript{72}Martee Wills, "'NAIL' Power," American Education, Vol. 11, No. 3, April, 1975, pp. 34-38.


the classroom teacher. Instructors using the NAIL program seek to instill an eager and unflinching curiosity toward learning and to build children's respect for one another. The project focuses on five areas of child development, which are: (1) oral language, (2) reading, (3) psycholinguistics, (4) advanced language art skills, and (5) affective behavior. Teachers turning to a personalized system of instruction allow the student to share in the responsibility for learning and thus increase his involvement in the learning process.

---

75 Wills, "'NAIL' Power," pp. 34-38.

CHAPTER III

METHODS AND PROCEDURES

The purpose of this study was to survey the trends relating to the teaching of Child Development with comparable institutions throughout the United States. Teaching strategies could be ascertained and utilized by members of the Child Development Center at Montana State University.

Sampling Procedure

In order to view Montana State University's needs realistically, it was deemed essential to compare the practices and trends in the teaching of Child Development to like institutions. Montana State University is a land grant institution located in Southwestern Montana.

In 1970, ninety-one member institutions of the National Association of State Universities and Land Grant Colleges were surveyed. Of the 90.1 percent responding, seventy-two schools indicated that they had laboratory nursery schools.\(^1\) These seventy-two schools comprised

the population that was surveyed in 1975. It was assumed that because they had a nursery school they would teach a Child Development course.

A mail survey seemed to be appropriate as it was the most efficient and least expensive method of contact. A questionnaire was designed so that it would require a minimum of the respondent's time. Information was requested about (1) changes that had taken place since 1970, and (2) content and audio-visual aids related to a first level course in Child Development. A preliminary draft of the questionnaire was given to local graduate students and staff members for testing and clarification of wording. Suggestions for improvement were incorporated into the final instrument.

Data Collection

The survey was sent to the department at the other institutions, indicated in Brown's survey, that was responsible for the preschool laboratory. It was assumed that this department would also be the one responsible for the Child Development course.

The first mailing included a cover letter that explained the need for the study, the questionnaire, and
a self-addressed stamped envelope. (Appendix A)

At the end of Spring Quarter, 1975, after the respondents had had ample time to reply, a second questionnaire was mailed to those institutions that had not responded. A new cover letter was included urging them to participate. (Appendix B)
CHAPTER IV

RESULTS

The purpose of this study was to investigate the trends and practices of the teaching of Child Development with comparable institutions throughout the United States. Consideration of the information from other schools would help the Child Development staff at Montana State University evaluate their course work.

Sample

Of the seventy-two questionnaires distributed, responses were received from sixty-six (92%) of the institutions located in forty-two (84%) states. The states of Hawaii, Illinois, Rhode Island, Minnesota, Indiana, Pennsylvania, Maryland, and Vermont are not represented in the responding institutions. The high rate of response (92%) is construed to give a high level of credibility to the study of practices and trends in teaching Child Development with comparable institutions throughout the United States.

Child Development when taught in Home Economics or a related field generally deals with this subject from
a humanistic and developmental viewpoint. When taught in departments of Education or Psychology, Child Development is usually attacked from an objective and behavioristic point of view. Respondents were from several disciplines; however, a majority of forty-three (65%) of the sixty-six were from Home Economics Departments. Responses from departments that are typically associated with Colleges of Home Economics were Family Child Sciences (seven or 10.6%), Child Development (four or 6%) and Human Development (four or 6%). Assuming that these are Home Economics related, then the total associated with Home Economics, and therefore constructed from the same point of view, would be fifty-eight (87.8%) institutions. Making up 10 percent and 1.5 percent of the sample respectively were the departments of Education and Applied Behavioral Science. (Figure 1)
In Brown's sample in 1970 there were responses from fifty-seven (74%) Home Economics related disciplines, eight (19.4%) from Education and one (1.3%) from Psychology. This shows an increase of two Child Development centers, one each in the departments of Home Economics and Education. It is not surprising that most Child Development courses and centers are in Home Economics, because of the mission of the university. Most of the

---

1Brown, p. 43.
schools interviewed were land grant, so this distribution would be expected. (It is good that college students are taught to understand the child through the eyes of the developmentalist, in the opinion of the researcher.)

At Montana State University the Child Development course and center are in the School of Home Economics. As Montana State is a land grant institution and follows the format of this type of university, the trends found in this survey should be applicable.

**Trends in Child Development Centers**

**Physical Plant**

Several changes have taken place in Child Development Centers since Brown's survey in 1970. The importance of this may be that universities have become more aware of the emphasis on early childhood education and are updating their facilities accordingly. Verna Hildebrand states,

> Whether man will survive and thrive on this planet depends upon the development of the full constructive potential of all children—children who will be capable of building a harmonious world community. Thus, early childhood education becomes a relevant and vital movement with which
to be associated if one wishes to help solve significant problems.\textsuperscript{2}

Respondents from forty-one (62\%) universities indicated that changes had occurred. Remodeling was the most frequent; fourteen (21.2\%) had this type of improvement, followed by nine (13.6\%) that had completed new facilities. (Figure 2)

\textsuperscript{2}Hildebrand, p. 350.
Figure 2. Changes Since 1970
At Montana State University, the Child Development Center moved into a new home Fall Quarter 1975. Part of the first floor of Herrick Hall (Home Economics Building) has been remodeled for the use of the center. This move provides safer quarters for the children but with a loss of space. How the space loss will affect the program remains to be seen.

Program

Our modern, technical age is putting more and more pressure on teachers of young children to be sure meaningful learning programs are available in preschools. The early years of a child's life set the stage for later years. "The child can learn, wants to learn and must learn." ³ Program changes, in the preschool, that have taken place since 1970 include six (9%) units now involved with day care and three (4.5%) institutions with toddler laboratories. Montana State University has included a toddler program since Fall Quarter, 1964. These changes may indicate pressure for higher education to get involved with academic programs that describe

³Hildebrand, p. 21.
various types of quality day care. It also points up the need for programs involving children younger than three. Two (3%) respondents stated they had started new programs but did not indicate what they were or if new facilities were involved. Three (4.5%) centers now have an increase in the number of children enrolled. They did not indicate if this was because they needed more revenue due to lack of support from administration or had opened more classes. Three (4.5%) schools now only provide services for kindergarten age children. Whether preschool classes were offered in other departments was not stated. In one department the nursery school program was terminated. The reason listed was that it was "not sufficiently academic." (Figure 2) It is not clear whether this meant for the college student or the preschool child.

There have been no major program changes at Montana State University since 1970. These may be necessary after the move into new quarters.
Enrollment of College Students

College students enrolled in the first level course of Child Development have the opportunity to discover the normal pattern of the normal child and to determine when deviations occur in this pattern, what has been responsible for them. Sixty-one (92.4%) of the schools indicated that they had such a course. Sizes of classes varied with twenty (32.7%) respondents checking a class size of 50-100 students, fourteen (22.9%) with twenty-five to fifty, eleven (18%) with over 200, seven (11.4%) with 150-200, and five (8%) with less than twenty-five. (Figure 3)

---

4 Hurlock, p. 27.
At Montana State University, there are over 200 students enrolled in Child Development each quarter. Nursing, Elementary Education, Physical Education and Home Economics majors are required to take this course. In the case of Elementary Education this was a student decision. Student members of University Teacher Education Council responded that they believed they learned more about the child in this course. As many as fifteen to eighteen students enrolled each quarter have elected Child Development for various reasons. Some because they have or are planning to have children of their own and want to learn more about them.
Methodology Used for Child Development
College Courses

The methodology used to help students gain competence in the various types of growth of the preschool child covered a wide range. Instructors in some departments used only one while others used as many as eleven, the median being six. (Figure 4)
Lecture has been used since medieval times to convey knowledge to the listener. It can be an oral or taped presentation by a teacher, pupil or resource person. Remembering how difficult it is for the average person to listen, one realizes that the use of lecture has been abused. An effective use of lecture is to clarify concepts and principles so that students are able to apply them. Of the sixty-one teachers stating that they taught a first level course, sixty-one (100%) used the lecture strategy. (Figure 5) One (1.6%) of the instructors used only lecture while others used other teaching methods for supplementation.
Observation, simply watching persons, animals or things (often under differing circumstances) for a specific purpose, is a traditional way to teach Child Development. Observation can be very beneficial if the student has been given direction and understands how to observe and what
to look for. It is difficult to understand behavior and observation helps to clarify this concept for the student. This type of teaching was recorded by sixty (98.3%) of the respondents. (Figure 5) As students observe children, they can learn to understand how children grow. They can see many different facets of the preschool child such as peer interaction, physical abilities, child-adult relationships, etc. Most instructors allow their students to observe only from a distance while a few have programs in which the students observe while interacting with the children in the center. All sixty (100%) of the teachers who use observation expect the student to observe activities that promote cognitive development. Fifty-nine (98.3%) have students look at physical and social development as demonstrated by gross and fine motor coordination, social contacts and reactions. Fifty-eight (96.6%) watch for emotional development or the emotional tone of the child. (Figure 6)
The number of centers for observation and/or participation by students in Child Development ranged from one to fifteen. Eighteen (30%) respondents used only one center while seventeen (28.3%) used two, nine (15%) used three and five (8.3%) used five. Twenty institutions indicated one to twenty-five students per center, while sixteen averaged twenty-five to fifty students; and five averaged over 200. (Table 1) There was no correlation between the number of centers used
and the average student enrollment or the type of growth observed.

TABLE 1
UNIVERSITIES AVERAGE NUMBER OF STUDENTS PER CENTER

<table>
<thead>
<tr>
<th>Number of Universities</th>
<th>Students Per Center</th>
</tr>
</thead>
<tbody>
<tr>
<td>20</td>
<td>1-25</td>
</tr>
<tr>
<td>16</td>
<td>25-50</td>
</tr>
<tr>
<td>13</td>
<td>50-100</td>
</tr>
<tr>
<td>5</td>
<td>100-150</td>
</tr>
<tr>
<td>0</td>
<td>150-200</td>
</tr>
<tr>
<td>5</td>
<td>over 200</td>
</tr>
</tbody>
</table>

Discussion allows the student to participate. For the verbal student this is excellent, but often the non-verbal ones are penalized. A mutual sharing of ideas in discussion was used by fifty-seven (93.4%) of the survey group. Most of the time thirty-eight (66.6%) of the instructors used it to clarify observation. In thirty-three (57.8%) cases it was used to enrich either lecture and observation or both. In twenty-seven (47.3%) other instances it was used to clarify lecture. (Figure 7) Other uses noted were clarification of
participants' role (students who work directly with the children), student input, course evaluation and affective learning.

![Graph showing uses of discussion]

**Uses of Discussion**

Figure 7. Instructors' Uses of Discussion

We learn through all our senses; hearing, seeing, touching, smelling and tasting. There are factors such as learning disabilities and physical impairments, for some students, that make learning through only one sense almost impossible. Visual aids, correctly used
can be an asset to learning for all students. In this survey, fifty (81.9%) respondents indicated the use of audio-visual aids, forty-eight (78.6%) use video tape and eighteen (29.5%) had developed mini demonstrations using children. (Figure 5) Others listed the use of transparencies and demonstrations.

Instructors were asked to share the names of visual aids currently being used. Thirty-eight (76%) of the respondents listed 117 films, six slide series, eleven filmstrips and three tapes. The type of tape media, video or audio, was not indicated, but it is assumed they were audio as they are more common. The average was about four visuals for each instructor.

Obviously there are a large number of films available for Child Development. There was very little duplication of use among the respondents. Table 2 lists the names of films or filmstrips, ratings given by respondents and the number of times they were indicated in the survey. Many respondents stated that they made their own slides, transparencies, and video tapes. These they rated from poor to excellent. A complete list of visual aids and evaluations is in Appendix C.
<table>
<thead>
<tr>
<th>Name of Film (1) or Filmstrip (2)</th>
<th>Rating</th>
<th>Number of Times Listed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Language Development</td>
<td>excellent</td>
<td>6</td>
</tr>
<tr>
<td>Cognitive Development</td>
<td>excellent</td>
<td>6</td>
</tr>
<tr>
<td>Jenny is a Good Thing</td>
<td>excellent</td>
<td>4</td>
</tr>
<tr>
<td>Infancy</td>
<td>excellent</td>
<td>3</td>
</tr>
<tr>
<td>How Babies Learn</td>
<td>excellent</td>
<td>3</td>
</tr>
<tr>
<td>Terrible Two's Trusting Three's</td>
<td>old-good</td>
<td>3</td>
</tr>
<tr>
<td>Frustrating Four's Fascinating Five's</td>
<td>old-good</td>
<td>3</td>
</tr>
<tr>
<td>Parent to Child About Sex</td>
<td>excellent</td>
<td>2</td>
</tr>
<tr>
<td>Childhood: The Enchanted Years</td>
<td>excellent</td>
<td>2</td>
</tr>
<tr>
<td>Aggression</td>
<td>excellent</td>
<td>2</td>
</tr>
<tr>
<td>Growth Failure and Maternal Deprivation</td>
<td>good-ex.</td>
<td>2</td>
</tr>
<tr>
<td>(2) Human Development First 2½ Years</td>
<td>excellent</td>
<td>3</td>
</tr>
<tr>
<td>Human Development 2½-5</td>
<td>excellent</td>
<td>3</td>
</tr>
<tr>
<td>The Development of Feelings in Children</td>
<td>excellent</td>
<td>2</td>
</tr>
<tr>
<td>Preparing the Child for Learning</td>
<td>excellent</td>
<td>2</td>
</tr>
<tr>
<td>The Child's Point of View</td>
<td>excellent</td>
<td>2</td>
</tr>
<tr>
<td>The Child's Relationship with the Family</td>
<td>excellent</td>
<td>2</td>
</tr>
</tbody>
</table>
There are a wealth of textbooks based on the development of children. Points of view might be humanistic or psychological. Many texts listed were written for the preschool teacher. This may indicate that their first level course in Child Development is geared for majors in Child Development. Since the 1960's early childhood education has had more emphasis. Many books may have evolved because of this. In this survey, thirty-eight texts were listed supplementary to the first course. The number used ranged between one and five. Eight teachers indicated they taught a first level course but did not list a text. It is assumed that they do not use one or that lack of response was an oversight. There was no indication as to how the books were used. One is extensive and only part of it is appropriate for the course concerned with the preschool child. It is Developmental Psychology Today, CRM/Random House, listed by three instructors. Others, listed frequently, that included material such as prenatal, birth, development and infancy through preschool were Child Psychology by Rogers, Development in Early Education by Gardner and Child Development by Hurlock. These books were listed by two, four and five instructors respectively. Five
of the books included not only prenatal through preschool cited above, but also included the middle years and adolescence. Some courses in Child Development do cover this material, especially if the school is on the semester basis or if it is the only course concerning children. Others use the same text for a separate course in the middle years and adolescence. Table 3 lists these books, authors and number of times cited in the survey. There were four books that included facilities, curriculum, and teaching methods for preschool. It is assumed that these are supplementary for the students observing or participating in the nursery school or that the Child Development program of the instructors listing these texts is for the preschool teacher. Table 4 lists the titles, authors and indicated use of these texts. A complete list of texts and authors listed in this survey can be found in Appendix D.
### TABLE 3

**TEXTS INCLUDING PRENATAL THROUGH ADOLESCENCE**

<table>
<thead>
<tr>
<th>Title</th>
<th>Author</th>
<th>Number of Times Used</th>
</tr>
</thead>
<tbody>
<tr>
<td>Children Development and Relationships</td>
<td>Smart and Smart</td>
<td>11</td>
</tr>
<tr>
<td>Childhood and Adolescence</td>
<td>Stone and Church</td>
<td>7</td>
</tr>
<tr>
<td>Child Development &amp; Personality</td>
<td>Mussen, Conger &amp; Kagan</td>
<td>6</td>
</tr>
<tr>
<td>Of Children</td>
<td>Lefrancois</td>
<td>4</td>
</tr>
<tr>
<td>A Child's World</td>
<td>Papalic &amp; Olds</td>
<td>2</td>
</tr>
</tbody>
</table>

### TABLE 4

**TEXTS FOR PRESCHOOL TEACHERS**

<table>
<thead>
<tr>
<th>Title</th>
<th>Author</th>
<th>Number of Times Used</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Nursery School</td>
<td>Read</td>
<td>7</td>
</tr>
<tr>
<td>Good Schools for Young Children</td>
<td>Leeper, et al.</td>
<td>4</td>
</tr>
<tr>
<td>Introduction to Early Childhood</td>
<td>Hildebrand</td>
<td>2</td>
</tr>
<tr>
<td>Teachers of Young Children</td>
<td>Hess and Croft</td>
<td>2</td>
</tr>
</tbody>
</table>
CHAPREAT V

SUMMARY, CONCLUSIONS, RECOMMENDATIONS

Summary

Child Development and early childhood education are assuming increasingly important roles in our nation today, especially with the change in philosophy of family life style involving the two role ideology for women. More and more mothers are entering the work force and researchers say that they will probably be happier and be better parents because they do work. Parents and educators are becoming more aware that normal growth and development do not occur naturally for every child and that understanding the preschool child is basic to understanding all children through adulthood. Efficient and effective Child Development courses are needed for parents, future parents and educators.

In order to view Montana State University's needs, it was necessary to compare the practices and trends of teaching Child Development with comparable institutions in the United States. To accomplish this goal a questionnaire was sent to seventy-two land grant
universities and colleges whose respondents had stated that they had a nursery school in a 1970 survey. Information was requested on changes that had taken place since that time, as well as content, methodology, and electronic aids related to a first level Child Development Course. Followup procedures were initiated after it was ascertained that respondents had had ample time to reply in hopes that more questionnaires would be returned to make a more reliable sample.

Responses were received from sixty-six (92%) of the institutions representing forty-two (84%) states. Home Economics and related departments represented 87.8 percent of the sample. Respondents indicated that several changes had taken place since 1970 which involved remodeling, new facilities, and addition of day care and toddler programs. First level courses in Child Development were offered at sixty-one (92.4%) of the institutions with class size varying from less than twenty-five to over 200. Methodology for teaching Child Development covered a wide range with the greatest number of instructors using lecture, observation, discussion, audio-visuals and films. During observation students were most commonly asked to observe cognitive, social,
physical and emotional development. The most popular films were Language Development, Cognitive Development, and Jenny is a Good Thing. Textbooks most often listed were Children: Development and Relationships, Smart and Smart; Childhood and Adolescence, Stone and Church; and The Nursery School, Read.

Conclusions

The high rate of response to this survey indicates high interest in Child Development. Respondents represented institutions from all over the United States. Instructors shared information willingly with some requesting a summary of the findings.

Changes in the Number of Nursery Schools

The nursery school is necessary to the academic community to provide a center for teacher training, parent education and research. As stated in the review of literature, the 1970's are a time of great emphasis on parenthood. It seems that educators support this philosophy that preschool programs are a current need as only one program was terminated.
Reasons for Fewer Nursery Schools

A reason of "not sufficiently academic" was given for the one nursery school program terminated. There was no further explanation. A larger sample including all of the land grant institutions might have resulted in a greater decrease because of insufficient funding due to university budget cuts, lack of personnel or properly trained people, or lack of children to support the program.

Ratio of Students to Centers Used

The ratio of students to the number of facilities is smaller at most schools than at Montana State University. (Table 1) Fifty-four schools had fewer students per facility, while only four had as many as Montana State University. Many schools have day care in their Child Development Center which would tend to decrease the number of attending children per facility as the children would be divided among two or more centers.

Teaching Strategies

With our modern technology, it is no longer necessary to rely on one methodology to promote learning. There are many varied methods of instruction that help the students attain the desired competencies. Lecture,
alone, has become outdated in many learning situations.
Competency based education is a rapidly growing movement.
This trend was not evident in this survey. Only ten
(16%) of the respondents indicate involvement in this
area. The most used teaching strategies are lecture,
obseration, discussion and audio-visuals. (Figure 5)

**Texts for Child Development**

Many texts were listed by respondents as being
used supplementary to teaching a first level course in
Child Development. The ones most often cited had a
developmental approach. This was to be expected because
of the humanistic disciplines that responded to this
questionnaire. A complete tabulation of texts can be
found in Appendix D.

**Observable Traits of Children**

This study shows that college students are asked
to observe physical, social, emotional and cognitive
development. This was the expected response. (Figure 6)

**Discussion**

According to the respondents of this survey, the
main purpose of discussion groups was to clarify observation.
This supports the theory that observation alone without some way to aid students' understanding of what they have seen is not considered good teaching technique. Some schools use computers for observation so that the student receives immediate feedback and is free from censure or embarrassment.

**Recommendations**

A one page survey is believed to be responsible, in part, for the high rate of response secured. The briefness, however, did not always permit free explanations of respondents' answers. The question on why their nursery school was not in operation would have been more informative if they had been asked to explain their answers instead of just checking a response. It would not have been necessary to hypothesize that certain departments were Home Economics related if they had been asked to state in which school or college they were located. Many respondents interpreted the word "you" to mean only the person filling out the questionnaire instead of answering on a policy basis for the institution.

For the purposes of Montana State University, this study has shown the Child Development faculty much that
was required. Even though the classes are larger than at most institutions, we are among the forward thinkers concerning competency based programs, small discussion groups and individualized instruction. This study pointed out that many instructors have not yet incorporated some of the theoretical theories into the classroom situation. Further study might prove the availability and/or cost of developing programmed instruction, audio-visuals and/or computer programs to be the detering factor. On the other hand it might only be inertia; what they are doing is going well so why change or they are not sure how to set up new programs. With the increased emphasis on early childhood education, institutions are faced with need for expansion and seldom have money available from within normal administrative channels. In this day of budget restrictions it would be helpful to know where funding was secured for new facilities or remodeling listed.
APPENDICES
Inflation is hitting many of us below the belt. At Montana State University we want to use our new Child Development Center as effectively and efficiently as possible. Because only a limited number of students can observe at one time, they are not able to observe all ages of children discussed in the beginning course. We find we must have some alternate technique with which to enrich their learning experience. We need your help! Please complete the following questionnaire by checking the responses that most nearly fit the situation on your campus and return it in the enclosed envelope by return mail. Thank you!

Sincerely,

Naida Sievert
Instructor Child Development
Montana State University
1. In May 1970, you responded that there was a Nursery School on your campus. Have there been any changes?
   ____yes
   ____no

2. If yes, what changes have been made?
   ____new facility
   ____remodeled facility
   ____nursery school is no longer in operation
   ____other, please specify

3. If no longer in operation, why?
   ____insufficient funds
   ____lack of personnel
   ____lab observation discontinued
   ____children unavailable
   ____other, please specify

4. Do you teach a first level course on the preschool child?
   ____yes
   ____no

5. How many child care centers do you use in your teaching program for participation or observation related to the beginning college level courses?
   ____1
   ____2
   ____3
   ____other, please specify number

6. If the answer to question 4 was yes, how many students (average) are enrolled each quarter or semester?
   ____less than 25
   ____25-50
   ____50-100
   ____100-150
   ____150-200
   ____over 200
7. If you answered yes on question 4, please check each of the teaching tools in the following list which you are using.  
- lecture  
- laboratory observation  
- discussion  
- self paced-individualized instruction  
- mini demonstrations using preschool children  
- audio-visual aids  
- video tape  
- field experience  
- film  
- other, please specify ____________________________

8. What text(s) do you use? ______________________________

9. What do you want your students to observe?  
- physical development  
- social development  
- emotional development  
- cognitive development  
- attention span  
- creative experiences  
- mealtime  
- stories  
- music  
- block building  
- role playing  
- creative expression  
- moral development  
- other, please specify ______________________________

10. If you have discussion groups, what is their purpose?  
- clarify lecture  
- clarify observation  
- supplement lecture and/or discussion  
- other, please specify ______________________________
It would be appreciated if you would share the type and source of audio-visual aids you use in your program.

<table>
<thead>
<tr>
<th>TYPE OF MATERIAL (film, slides, tapes, etc.)</th>
<th>SOURCE (name and address)</th>
<th>COST (own, rent or free)</th>
<th>EVALUATE (excellent, average, poor)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
APPENDIX B

FOLLOW-UP LETTER

Just a reminder to let you know we have not received a reply to our request for information about your Child Development program. We really need your input. In case you misplaced our last request, we have enclosed another. Please check the most appropriate response and return in the enclosed envelope.

Sincerely,

Naida Sievert
Instructor, Child Development
Montana State University

NS/pl
APPENDIX C

AUDIO-VISUAL AIDS

Films

Rated Excellent

Emotional Development: Aggression CRM
Childbirth - Polymorph
Development - CRM
Infancy - CRM
Cognitive Development - CRM
Language Development - CRM
Future Shock
Blackjacks Family - Polymorph
Language Development - Jerome Kagan
Cognitive Development - Jerome Kagan
Newborn - Associated Films
The Story of Eric
Childhood the Enchanted Years
John, 17 Months, Nine Days in a Residential Nursery
First Friends
Rock-a-Bye Baby
Aggression - CRM
Reward and Punishment - CRM
Development of the Child: Infancy - Harper & Row
Development of the Child: Cognition - Harper & Row
Development of the Child: Language - Harper & Row
Children's Emotions
Fears of Children
Feelings of Hostility
Palmour Street
One Day's Poison
Jenny is a Good Thing
Embryology of Human Development (old) - IFB
Gabriel is Two Days Old
Piaget's Theory Classification
Piaget's Theory Conservation
How Babies Learn
When Parent Grow Old
Conscience of a Child
What Man Shall Live and Not See Death (2 reels 1st average 2nd excellent)
Guiding Behavior
Parents are Teachers Too
Growth Failure and Maternal Deprivation
The First Years Together
Head Start to Confidence
Take A Running Start
Growing Up Female
Talking Together
Brazleton Newborn
Assessment
Vasectomy
Dramatic Play
Story of Eric
Intellectual Development
Terrible Two's - Trusting Three's (film quality poor)
Frustrating Four's - Fascinating Five's (film quality poor)
Setting the Stage for Learning
Learning Through The Arts
Scales of Infant Psychology Development
Children Without
Mind of Man
Chance at the Beginning
Parent to Child About Sex
What is Teaching? What is Learning?
Special Children, Special Needs
Outdoor Play: A Motivating Force for Learning
Blocks: A Medium for Perceptual Learning
What do you Think?
Tyger, Tyger Burning, Theater of Deaf
Childhood: The Enchanted Years

Films

Rated Average or Good
Jamie Story of Sibling
How Babies Learn
Growth Failure and Maternal Deprivation
Nature and Development of Affection
Understanding Children's Play
The Creative Kindergarten
Montessori Classroom
Cradle to Classroom
Jenny is a Good Thing
Prenatal Care
Care of New Born Baby
Preface to a Life
You Are What You Eat
Principles of Development - McGraw-Hill
Infancy - Harper and Row
Human Reproduction (old) - Concept Media
Birth
Person to Person in Infancy
First Years Together
Growth of Intelligence Preschool Years
Sex-Role Development - CRM
Learning Through Movement
Discipline and Self Control
Organizing Free Play
Early Expressionist
Birth and the First 15 Minutes of Life
He Acts His Age
Life with Baby (old)
Terrible Two's and Trusting Three's (old)
Frustrating Four's and Fascinating Five's (old)
Sociable Seven's to Noisy Nine's (old)
One-Half Million Teenagers
How an Average Child Behaves
Understanding Early Childhood Ages 1-6

Films

Rated Poor
Longtime to Grow I & II
Phenomena of Early Development

Films

Not Rated
Setting Up A Classroom
Terrible Two's and Trusting Three's
Frustrating Four's and Fascinating Five's
Sociable Six's to Noisy Nine's
Child Explores His World
Children Learn by Experience
Early Social Behavior
Learning and Growth
How Do We Know
Room to Learn
How Children Learn: Our Natural World
Discover Our Natural World
Day in the Life of a Five Year Old
Fun on the Playground
Children's Play
Kindergarten
The Four Families
Parent to Child About Sex
Angry Boy
The Roots of Happiness
Children's Emotions
Children's Play
Children's Fantasies
Nine Months to Get Ready
Normal Birth
Food as Children See It
Childhood: The Enchanted Years

Slides

<table>
<thead>
<tr>
<th>Why School Before Six</th>
<th>Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>A Child Is Born</td>
<td>Excellent</td>
</tr>
<tr>
<td>Institutions Own Slides</td>
<td>Excellent</td>
</tr>
<tr>
<td>Early Childhood Experiences</td>
<td></td>
</tr>
<tr>
<td>Play Materials</td>
<td></td>
</tr>
<tr>
<td>Water Play</td>
<td>Excellent</td>
</tr>
</tbody>
</table>

Filmstrips

| Yes I Can                 | Excellent |
| Life Before Birth - Time-Life |         |
| The Development of Feelings in Children - Parents Magazine Films Inc. | Excellent |
| Preparing the Child for Learning - Parents Magazine Films, Inc. | Excellent |
The Child's Point of View - Parents Magazine Films, Inc.  
Excellent
The Child's Relationship with the Family - Parents Magazine Films, Inc.  
Excellent
Human Development 2½ - 5 - CRM  
Excellent
Human Development - First 2½ Years  
Excellent
Economics of Parenthood (with cassettes)  
Excellent
Everyday Problems of Young Children  
Excellent
How Average Child Behaves  
Above average

Tape

What Have We Learned from Head Start -  
Childhood Resources  
Excellent
P.E.T. Thomas Gordon - Psychology Today  
Fair
## APPENDIX D

### TEXTBOOKS, AUTHORS AND NUMBER OF RESPONDENTS LISTING THE TEXT

<table>
<thead>
<tr>
<th>Children: Development and Relationships - Smart and Smart</th>
<th>11</th>
</tr>
</thead>
<tbody>
<tr>
<td>Childhood and Adolescence - Stone and Church</td>
<td>7</td>
</tr>
<tr>
<td>The Nursery School - Reed</td>
<td>7</td>
</tr>
<tr>
<td>Child Development and Personality - Mussen, Conger, Kagan</td>
<td>6</td>
</tr>
<tr>
<td>Child Development - Hurlock</td>
<td>5</td>
</tr>
<tr>
<td>Of Children - LeFrancois</td>
<td>4</td>
</tr>
<tr>
<td>Development in Early Childhood - Gardner</td>
<td>4</td>
</tr>
<tr>
<td>Good Schools for Young Children - Leeper</td>
<td>4</td>
</tr>
<tr>
<td>Developmental Psychology Today - CRM</td>
<td>3</td>
</tr>
<tr>
<td>Child Psychology - Rogers</td>
<td>2</td>
</tr>
<tr>
<td>A Child's World - Papalia and Olds</td>
<td>2</td>
</tr>
<tr>
<td>Growth and Development of the Young Child - Breckinridge and Murphy</td>
<td>2</td>
</tr>
<tr>
<td>Introduction to Early Childhood Education - Hildebrand</td>
<td>2</td>
</tr>
<tr>
<td>Teachers of Young Children - Hess and Croft</td>
<td>2</td>
</tr>
<tr>
<td>Observing and Recording the Behavior of Young Children - Cohen</td>
<td>1</td>
</tr>
<tr>
<td>Your Child's Self Esteem - Briggs</td>
<td>1</td>
</tr>
<tr>
<td>Foundation Practices in Motor Learning - AAHPER</td>
<td>1</td>
</tr>
<tr>
<td>Play as a Learning Medium - Sponseller</td>
<td>1</td>
</tr>
<tr>
<td>Observation and Comments Concerning Young Children in Preschool - Welker</td>
<td>1</td>
</tr>
<tr>
<td>Your Child is a Person - Chess, Thomas, Birch</td>
<td>1</td>
</tr>
<tr>
<td>The Early Childhood Educator At Work - Almy</td>
<td>1</td>
</tr>
<tr>
<td>Practical Guide for Kindergarten Teachers - Miller</td>
<td>1</td>
</tr>
<tr>
<td>Teaching Prekindergarten Child - Vance</td>
<td>1</td>
</tr>
<tr>
<td>Children - McCandless</td>
<td>1</td>
</tr>
<tr>
<td>Is My Baby All Right - Apgar</td>
<td>1</td>
</tr>
<tr>
<td>Human Development in the Western Culture - Bernard</td>
<td>1</td>
</tr>
<tr>
<td>How to Parent - Dodson</td>
<td>1</td>
</tr>
<tr>
<td>Between Parent and Child - Ginott</td>
<td>1</td>
</tr>
<tr>
<td>Child Sense - Homan</td>
<td>1</td>
</tr>
<tr>
<td>Now We Are Four</td>
<td>1</td>
</tr>
<tr>
<td>Child Development - Breckinridge and Vincent</td>
<td>1</td>
</tr>
<tr>
<td>Title</td>
<td>Quantity</td>
</tr>
<tr>
<td>------------------------------------------------------------</td>
<td>----------</td>
</tr>
<tr>
<td>Developing Child - Bee</td>
<td>1</td>
</tr>
<tr>
<td>Guiding the Preschool Child - Hildebrand</td>
<td>1</td>
</tr>
<tr>
<td>Foundations of Early Childhood Education - Hildebrand</td>
<td>1</td>
</tr>
<tr>
<td>Behavior Management Series - Hall</td>
<td>1</td>
</tr>
<tr>
<td>How To Be A Good Teacher - Sheppard</td>
<td>1</td>
</tr>
<tr>
<td>Behavior Analysis - Semb</td>
<td>1</td>
</tr>
</tbody>
</table>
SOURCES CITED


Briscow, Dolph. "We Can't Take Child Development for Granted." Compact, July/August, 1974, p. 22.


Canter, Francis and Gallatin, Judith. "Lecture vs. Discussion as Related to Students' Personality Factors." Improving College and University Teaching. XXII (Spring, 1974), p. III.


Durrett, Mary Ellen; Browne, Gayle; and Edwards, Agnes M. "Observing Children by Using a Computer." Journal of Home Economics, 66 (September, 1974), p. 35.


Leeper, Sarah Hammond; Dales, Ruth J.; Skipper, Dora Sikes; and Whitherspoon, Ralph L. Good Schools for Young Children. New York: The MacMillan Co., 1968.


Worsley, Alice F. "Improving Classroom Discussions." Improving College and University Teaching. XXIII (Winter, 1975), p. 27.
A survey of trends and practices in teaching child development...